

منظمة الأمم المتحدة للتربية والعلم والثقافة

مجلس المكتب الدولي للتربية

الدورة الثامنة والخمسون

Centre de Conférences de Varembé
9-11, rue de Varembé, Genève

من ٢٨ إلى ٣٠ يناير/كانون الثاني ٢٠٠٩

محضر وقرارات

١ - افتتاح الدورة

افتتح معالي السيد راوول فالينخو كورال، وزير التربية في إكوادور ورئيس مجلس المكتب الدولي للتربية، الدورة الثامنة والخمسين لمجلس المكتب الدولي للتربية يوم الأربعاء ٢٨ يناير/كانون الثاني عند الساعة العاشرة والنصف صباحاً، ورحب ترحيباً حاراً بجميع أعضاء المجلس.

وقبل اعتماد جدول الأعمال، تم عرض فيلم الفيديو الذي أعد للدورة الثامنة والأربعين للمؤتمر الدولي للتربية الذي انعقد في جنيف في نوفمبر/تشرين الثاني ٢٠٠٨.

ورحب الرئيس بالسيد نيكولاس بورنيت، المدير العام المساعد لقطاع التربية في اليونسكو، وذكر بأن أن المجلس أولى دائماً أهمية كبيرة لمشاركته في اجتماعات المجلس. وسعياً إلى الاستفادة تماماً من حضور السيد نيكولاس بورنيت خلال اليوم الأول، أعلن الرئيس أن المدير العام المساعد لقطاع التربية سيلقي كلمة أمام أعضاء المجلس، يعرض فيها تعليقاته بشأن البنود ذات الصلة المدرجة في جدول الأعمال.

٢ - اعتماد جدول الأعمال وجدول الأعمال المفصل

(الوثيقتين: UNESCO/BIE/C.58/1/Prov+Addendum)

القرار

يعتمد المجلس جدول الأعمال وجدول الأعمال المفصل للدورة الثامنة والخمسين دون إدخال أي تعديل، بالصيغة الواردة في المرفق ١.

رحب السيد نيكولاس بورنيت ترحيباً حاراً بأعضاء المجلس وأعرب عن أطيب التمنيات للمدير العام لليونسكو لكي يكمل الاجتماع بالنجاح. وقدم بعد ذلك ملاحظاته بشأن أربع قضايا رئيسية، وهي: (١) الدورة الثامنة والأربعين للمؤتمر الدولي للتربية؛ (٢) عملية تخطيط اليونسكو وقطاع التربية لفترة السنتين المقبلتين (٢٠٠٥/٠٥)؛ (٣) تنظيم المعاهد وإدارتها؛ (٤) المسودة الأولى للاستراتيجية الرامية إلى جعل المكتب الدولي للتربية مركز التميز التابع لليونسكو في المسائل المتعلقة بالمنهج الدراسية.

وفيما يتعلق بالمؤتمر الدولي للتربية، أكد المدير العام المساعد لقطاع التربية أنه يتعين اعتبار المؤتمر "مؤمراً ناجحاً للغاية"، وأن تعليقات مختلف أصحاب المصلحة كانت كلها إيجابية. وتجدر الإشارة، ضمن جملة أمور أخرى، إلى المزيج الجيد لقواعد مفاهيمية وتحليلية لمسألة التعليم الشامل للجميع، والأنشطة المبتكرة، ونقاشات الخبراء المفيدة والمائدة المستديرة بين الوزراء والشباب. واعترف أيضاً بأنه ما كان بالإمكان عقد المؤتمر الدولي للتربية بدون الدور المحدد الذي اضطلع به المجلس ورئيسه والفريق العامل المتفاني المعني بالمؤتمر الدولي للتربية. كما أقر بالدعم الجوهري، من حيث الموارد المالية والبشرية، الذي حشده قطاع التربية التابع لليونسكو لصالح المؤتمر الدولي للتربية. ولفت السيد بورنيت أيضاً انتباه المجلس إلى جانبين رئيسيين من جوانب مؤتمر المتابعة، وهما مستقبل التعليم الشامل للجميع والمؤتمر الدولي للتربية المقبل. وسلط الضوء على أهمية المحافظة على مستوى الالتزام الذي تحقق حتى الآن حتى يتسنى المضي قدماً في النهوض بالتعليم الشامل للجميع. وقد تحقق ذلك مع "إعلان أوصلو" الذي أصدره الفريق الرفيع المستوى المعني بتوفير التعليم للجميع في كانون الأول/ديسمبر ٢٠٠٨، حيث جرت الإشارة بصورة محددة إلى استنتاجات المؤتمر الدولي للتربية. ويشكل التعليم الشامل للجميع مسألة حاسمة بالنسبة لمواضيع مؤتمرات اليونسكو الدولية الثلاثة القادمة (التعليم من أجل التنمية المستدامة وتعليم الكبار والتعليم العالي)، وكذلك بالنسبة لقطاع التربية ككل. ويتعين على قطاع التربية التابع لليونسكو، بما في ذلك المكتب الدولي للتربية، الذي سيعزز من تشديده على المساواة في جميع جوانب أعمالها، أن يضطلع بعملية المتابعة من حيث المضمون. ومن بين الأنشطة المخططة لها، سيضع قطاع التربية اللمسات الأخيرة على مشروع المبادئ التوجيهية بشأن السياسات من أجل التعليم الشامل للجميع والتي عرضت

خلال اجتماع على هامش المؤتمر الدولي للتربية والتي سيحري تعميمها واعتمادها في السياقات المناسبة. ويمكن إنشاء نظام لتبادل المعلومات والمعارف بشأن التعليم الشامل للجميع يُمكن من الجمع بين موارد قطاع التربية والمكتب الدولي للتربية. وينبغي تنفيذ خرائط الطريق الإقليمية ودون الإقليمية المحددة خلال المؤتمرات التحضيرية لأنه يجب تحقيق التعليم الشامل للجميع عند هذه المستويات. بمشاركة المكاتب الإقليمية والمكاتب الميدانية لليونسكو مشاركة فعالة. كما ينبغي التفكير في وتيرة دورات المؤتمر الدولي للتربية في المستقبل، وشكلها، وطرائق التمويل، ومدى العبء الذي سيلقى به على عاتق موظفي المكتب وموارده.

وبالنسبة لعملية التخطيط لفترة السنتين المقبلة ٢٠١٠-٢٠١١، وكما أشار إلى ذلك المجلس التنفيذي، سينصب التركيز على برامج اليونسكو، بما فيها التعليم. وفي حدود سيناريو الميزانية بشأن "النمو الحقيقي الصفري" المتمثل في ٦٧٠ مليون دولار الذي اقترحه المدير العام لليونسكو، سيكون التعليم القطاع الوحيد الذي سيستفيد من الزيادة، إذ سترتفع ميزانيته من ١٠٨ مليون دولار إلى ١١٩ مليون دولار لفترة السنتين المقبلة. ولأن ذلك لا يمثل من حيث القيمة الحقيقية إلا مبلغاً إضافياً قدره ٥ أو ٦ ملايين، يظل الدور الرئيسي للموارد من خارجه الميزانية في غاية الأهمية. وستحقق مزيد من التركيز من حيث البرامج ذات الأولوية من خلال: أ) تركيز ٥٠ في المائة من الميزانية المتعلقة بأمور أخرى غير تكاليف الموظفين في المجالات الأربعة التي تحظى بدعم كبير من جانب الدول الأعضاء، وهي محو الأمية، والتعليم والتدريب التقني والمهنيان، والمدرسون، وتخطيط التعليم؛ ب) زيادة التركيز الجغرافي بالاستعانة بنسبة ٣٠ في المائة من الموارد المخصصة لأفريقيا وتحديد ٢٠ بلداً التي هي أبعد ما تكون عن تحقيق أهداف توفير التعليم للجميع والتي طلبت الدعم؛ ج) مواصلة مواءمة عمل المعاهد والمراكز مع الأولويات القطاعية الأوسع نطاقاً. وفي حين أقر السيد بورنيت أن عملية المواءمة قد تثير قضايا معقدة متعلقة بالإدارة، أعلن عن عدد من الخطوات التي اتخذت، وهي إغلاق مركز التعليم العالي في أوروبا الشرقية في المستقبل، وإعادة النظر في أنشطة المركز الدولي للتعليم والتدريب التقنيين والمهنيين في سياق مجمل الاهتمام بالتعليم والتدريب التقنيين والمهنيين والاستراتيجية الجديدة المعتمدة في هذا المجال. وسيركز المعهد الدولي لبناء القدرات في أفريقيا على تنفيذ مبادرة تدريب المعلمين في أفريقيا جنوب الصحراء الكبرى وسوف يتم تعزيزه تحت إشراف المكتب الإقليمي للتعليم في أفريقيا؛ بينما تجري مناقشة مستقبل معهد تكنولوجيا المعلومات في مجال التعليم في موسكو بالتنسيق مع السلطات الروسية. وستتترح زيادة متواضعة في الميزانية المخصصة للمكتب، والتي سترتفع من ٤,٥٩١,٠٠٠ دولار إلى ٤,٨٠٠,٠٠٠ دولار أمريكي في ٣٥ م/٥. ويقترح أيضاً قرار موحد لجميع المعاهد لكي يبين بشكل أكثر وضوحاً الكيفية التي تسهم بها في تحقيق الأهداف الواسعة النطاق الخاصة بالتعليم. هذا وإن مسألة التمويل وتوليد الدخل مهمة للغاية حيث أن قطاع التربية لا يمتلك سوى القليل من الموارد مقارنة بالمهمة التي ينهض بها والطلبات التي يتلقاها. وذكرت حالة المعهد الدولي لتخطيط التعليم، حيث لا تغطي مخصصات اليونسكو سوى ١٤ في المائة من ميزانية هذا المعهد. ويشعر المكتب بالتشجيع لمواصلة جمع الموارد من خارج الميزانية، وزيادة تنوع قاعدة المانحين. وفيما يتعلق بالتوظيف بالموظفين، لاحظ المدير العام المساعد لقطاع التربية أن طرائق التعاقد الحالية لا تلبى بالضرورة جميع احتياجات المعاهد وأنه يمكن السعي إلى إدخال تغييرات في هذا المجال، مع القيام في الوقت نفسه بتوفير الحماية اللازمة للموظفين العاملين بموجب العقود القائمة.

وفيما يتعلق بتنظيم المعاهد وإدارتها، لوحظ أن هياكل مجلس الإدارة مختلفة، وتعكس طبيعة عمل المعاهد، وأن حجم مجلس المكتب الدولي للتربية يبدو أنه كبير بشكل خاص، بالمقارنة بالمؤسسات الأخرى. وأكد السيد بورنيت أنه قام، في إطار تركيزه على مسائل الإدارة، بعمليات تقييم جدية لأداء جميع مديري المعاهد وكان مسروراً لإعلان تجديد ولاية السيدة أسيدو لمدة سنتين أخريين.

أما بالنسبة للمسودة الأولى للاستراتيجية الرامية إلى جعل المكتب الدولي للتربية مركز التميز التابع لليونسكو في المسائل المتعلقة بالمنهج الدراسية، أقر المدير العام المساعد لقطاع التربية أن توقيت إعدادها لا يمكن أن يكون أسوأ، إذ أن فريق المكتب كان مشغولاً تماماً بالأعمال التحضيرية لتنظيم المؤتمر الدولي للتربية. وفي حين بدا أن مسودة الاستراتيجية قد أعدت باستعجال كبير، فإنه سيكون من المفيد تخصيص مزيد من الوقت والتشاور مع قطاع التربية من أجل بدء عملية جديدة تؤدي إلى التفكير في المهمة الأساسية للمقابلة على عاتق المكتب، وشؤونه المالية والموظفين التابعين له. وأكد المدير العام المساعد لقطاع التربية

استعداد القطاع للمشاركة في أي نوع من أنواع آليات العمل التي من شأن أعضاء المجلس أن يعتبروها مناسبة لإعداد هذه الاستراتيجية.

وخلال المناقشة المثمرة للغاية التي أعقبت ذلك، هنا العديد من الأعضاء السيدة أسيدو لنجاح انعقاد المؤتمر الدولي للتربية الذي اعتبر إنجازا كبيرا، ولتمديد ولايتها كمديرة للمكتب.

وفيما يتصل بالمؤتمر الدولي للتربية، اتفق على أنه ينبغي إيلاء اهتمام خاص في إطار جدول أعمال المجلس إلى مناقشة آليات المتابعة بشكل مستفيض، والتحديد الواضح للإجراءات التي يمكن للمكتب الدولي للتربية اتخاذها، بالمقارنة بمختلف الأنشطة التي سينفذها أصحاب المصلحة الآخرين. وتشدد المشاركون أيضا على أهمية المؤتمرات التحضيرية لنجاح المؤتمر الدولي للتربية كما أكدوا على إمكانية عقد اجتماعات متابعة إقليمية، لكي تتمكن البلدان من "استيعاب" النتائج وتنفيذ التوصيات ضمن سياقها الإقليمية. وقدمت اقتراحات عدة، بما في ذلك تعميم المواد والنتائج التي أسفر عنها المؤتمر على نطاق واسع واستخدامها مواصلة المناقشات؛ والتعريف بالتحديات التي يواجهها التعليم الشامل للجميع والحلول التي تمكن تنفيذها، وتنفيذ خرائط الطريق الإقليمية العملية، بما في ذلك البحوث الخاصة بآثر تنفيذ سياسات التعليم الشامل للجميع. وقدمت أيضا اقتراحات بشأن كيفية التوصل إلى عرض نتائج مؤتمرات اليونسكو الدولية الأربعة التي نظمت في عامي ٢٠٠٨ و ٢٠٠٩، بما فيها المؤتمر الدولي للتربية، أمام المؤتمر العام لليونسكو في دورته الخمسة والثلاثين من أجل الحفاظ على الزخم.

وقد اعتبرت استراتيجية التمويل من خارج الميزانية مسألة رئيسية، واقترح أعضاء المجلس إنشاء "فريق لجمع الأموال". ويتعين على المكتب الدولي للتربية، لا سيما في سياق الأزمة المالية العالمية، أن يهدف إلى تجاوز قاعدة المانحين التقليديين والتقرب من بلدان جديدة، بما فيها العالم النامي والقطاع الخاص. أما بالنسبة للمسودة الأولى للاستراتيجية الرامية إلى جعل المكتب الدولي للتربية مركز التميز التابع لليونسكو في المسائل المتعلقة بالمناهج الدراسية، فإنه ينبغي للمكتب الدولي للتربية التفكير في وظائفه الأساسية، وفي ما يتعين عليه مواصلة القيام به وفي الأنشطة التي ينبغي وقفها ("بند الانقضاء"). كما يتعين النظر في مسألة إجراء البحوث و/أو استخدام نتائج البحوث القائمة.

وأعرب أحد الوفود عن قلقه إزاء مدى ملاءمة واعتماد قرار موحد لجميع المعاهد، نظرا لاختلاف ولاياتها وهيكلها ومجالس إدارتها واحتياجاتها.

وفيما يتعلق بتشكيلة مجلس المكتب، تم الاتفاق على أن يمثل الأعضاء التنوع وجميع الأقاليم، وأن يتم انتخابهم من قبل المؤتمر العام، وأن ما يهم هو نوعية المشاركة وليس كميتها. واعتبرت الوفود أن الدول الأعضاء في المجلس البالغ عددها ٢٨ دولة لا تشكل عبئا ماليا في حد ذاته، بل قوة ويجب استخدامها بأجمع الوسائل لدعم أنشطة المكتب. وفي الواقع، كلما زادت المشاركة، زادت شهرة المكتب. واقترح المشاركون استكشاف طرائق عمل وبرامج أكثر تتسم بمزيد من التفاعل من أجل الاستفادة من المشاركة الطوعية لأعضاء المجلس.

٣- أنشطة المكتب الدولي للتربية خلال العام ٢٠٠٨

قدمت مديرة المكتب الدولي للتربية العناصر الأساسية للتقرير الخاص بأنشطة المكتب الدولي للتربية خلال العام ٢٠٠٨، كما ترد في الوثيقتين *UNESCO/BIE/C.58/2* و *C.58/Inf.2 (Annex II)* والاستنتاجات الرئيسية المنبثقة عن تقييم الدورة الثامنة والأربعين للمؤتمر الدولي للتربية، على النحو الوارد في الوثيقة *UNESCO/BIE/C.58/Inf.4 (Annex III)*. وقدمت الدكتورة فريدة أبو حسن، ممثلة ماليزيا وبصفتها رئيسة الفريق الإداري، تقرير الفريق الإداري الوارد في الوثيقة: *(Annex IV)* (الفقرات من ١ إلى ٦ من الوثيقة *UNESCO/BIE/C.58/Inf.3*، بما في ذلك القرار المنقح القاضي بفتح اعتماد لعام ٢٠٠٨).

ملخص المداولات

هنا المشاركون مديرة المكتب على العرض المستفيض جدا الذي قدمته عن إنجازات المكتب في عام ٢٠٠٨. وأعقب ذلك مناقشة مثمرة جدا وردت خلالها تعليقات بشأن جوانب مختلفة، بما فيها التقدم الهام المحرز فيما يتعلق بمجلة "آفاق"، التي تحولت تدريجياً إلى منشورة للبحوث خضعت لاستعراض الأقران مع تزايد الاشتراك الإلكتروني فيها. وفي هذا السياق، كان المقترح بأن يشارك المجلس في اقتراح بعض المواضيع في المستقبل موضع ترحيب. وساد تصور مفاده أنه كان هناك تركيز أقل على الأنشطة المضطلع بها في أفريقيا وآسيا وأمريكا اللاتينية، ولكن ينبغي النظر في هذه المسألة بالاقتران مع القدر الكبير من العمل الذي كرس لتنظيم دورة المؤتمر الدولي للتربية. وأوضحت المديرية أن المكتب قام في عام ٢٠٠٨ بتعزيز وجوده في أفريقيا حيث نفذ معظم برامجه، بما في ذلك "برنامج التعليم الأساسي في أفريقيا" الذي ينسقه المكتب الإقليمي للتعليم في أفريقيا؛ ومشروع "التخفيف من حدة الفقر وثقافة السلام"، الذي انضمت إليه ستة بلدان أفريقية جديدة إلى البلدان التسعة السابقة في الأنشطة المنفذة؛ والمساعدة التقنية الخاصة المقدمة إلى ليبيريا، وكذلك ورشة العمل التحضيرية الخاصة بالمؤتمر الدولي للتربية في كينيا، والمؤتمر الإقليمي للمؤتمر الدولي للتربية في الكاميرون. وأبرزت مديرة المكتب أيضاً أنشطة المكتب والشراكات التي أقيمت في آسيا وأمريكا اللاتينية، والمؤتمرين التحضيريين الإقليميين للمؤتمر الدولي للتربية في اندونيسيا والأرجنتين. وردا على سؤال حول سياسة المكتب فيما يتعلق بالتمويل من خارج الميزانية، بما في ذلك مسألة "تكاليف دعم البرامج" التي من شأنها أن تسهم في تحقيق الاستدامة المالية للمكتب، قدم تفسير عن الوضع الحالي للمساهمة من الموارد الخارجة عن الميزانية والتبرعات بتناول مختلفة جوانب "تكاليف دعم البرامج"، وفقاً لطبيعة هذه الأموال والغرض منها. وأشار إلى أنه ينبغي السعي إلى إثارة اهتمام المانحين بالخدمات التي يمكن أن يقدمها المكتب الدولي للتربية إلى مختلف الجهات، وتنوع مصادر التمويل، وإشراك القطاع الخاص قدر الإمكان. كما تمت الإشارة إلى إمكانية نفاذ المكتب إلى صندوق التعاون فيما بين بلدان الجنوب المعني بالتعليم، من خلال المشاركة في برنامج من شأنه أن يعزز وجوده في مناطق جغرافية مثل آسيا. وأثير تساؤل بشأن ما إذا كانت هناك أية أنشطة خطط لها ولكن لم تنفذ، وما إذا كانت هناك أية دروس مستفادة من التحديات التي واجهها في عام ٢٠٠٨. وفي معرض ردها على هذا التساؤل، أكدت مديرة المكتب الدولي للتربية من جديد أن نسبة التنفيذ البالغ قدرها ٩٧ في المائة تؤكد أنه جرى تنفيذ جميع الأنشطة المخططة. وحالة الاستثناء الوحيدة هي المساعدة التقنية المقدمة إلى فيتنام، حيث أجلت الحكومة إلى عام ٢٠٠٩ استعراض المناهج الدراسية الوطنية من منظور نوع الجنس الذي طالب بإجرائه مكتب اليونسكو في هانوي. وأما فيما يتعلق بأهمية إدراج مزيد من المؤشرات والمعايير لتحسين تقييم أثر الأنشطة التي يضطلع بها، جرى الإقرار بأن فريق المكتب الدولي للتربية يباشر عمله بهذا الخصوص وبشأن الوسائل الكفيلة بزيادة التعريف بأنشطة المكتب وتعزيز شهرته. واقترح أيضاً أن يكون الخبراء الوطنيون، الذين هم أعضاء في جماعة الممارسة في مجال تطوير المناهج الدراسية، مصدراً للخبرة المتاحة لوزارات التربية والتعليم في مختلف البلدان.

وأما فيما يتصل بالدورة الثامنة والأربعين للمؤتمر الدولي للتربية، جددت عدة دول أعضاء تمانيتها لمديرة المكتب الدولي للتربية وفريقها على العمل الممتاز الذي قاموا به خلال الأنشطة التحضيرية وكذلك خلال المؤتمر نفسه، الذي كلل بنجاح باهر. وكانت المائدة المستديرة التي شارك فيها وزراء وشباب، والتي أشرف على تسييرها صحفي معروف، إحدى الميزات المبتكرة التي حظيت بتقدير خاص من جانب المشاركين. أما بالنسبة لمتابعة المؤتمر الدولي للتعليم، فقد قدمت عدة اقتراحات، مثل فكرة رسم الخرائط لوضع البلدان في مختلف السياقات الجغرافية في مجال التعليم الشامل للجميع، وإمكانية إجراء استطلاع أولي لسلسلة عام ٢٠٠٨ من التقارير الوطنية. وسلط الضوء مرة أخرى على الحاجة إلى إدماج نتائج المؤتمر الدولي للتربية في مؤتمرات اليونسكو الدولية الثلاث الأخرى، لضمان إضافة قيمة حقيقية، وأوصي برفع وثيقة شاملة إلى المؤتمر العام عن التآزر بين المؤتمرات في دورته الخامسة والثلاثين. وينبغي تنظيم اجتماعات إقليمية لصقل تعريف مسألة الشمول (Inclusion)، وتنفيذ خرائط الطريق ومعالجة العقبات التي تحول دون تحقيق المساواة. ويمكن أيضاً للمكتب الدولي للتربية أن يشارك في مسألة التعليم من أجل التنمية المستدامة ومعالجتها من منظور الشمول. وأكدت مديرة المكتب الدولي للتربية أن المكتب يعترم، استناداً إلى الكم الهائل من المعلومات والمعارف التي جمعت عن التعليم الشامل للجميع، الحفاظ على العمل بشأن التعليم باعتباره مجالاً أساسياً، حتى وإن تجاوز ذلك إجراءات متابعة المؤتمر الدولي للتربية. وفي هذا السياق، يقف المكتب الدولي للتربية على أهبة الاستعداد لإنشاء مركز تبادل المعلومات بشأن التعليم الشامل للجميع من أجل دعم البلدان في تنفيذ سياسات واستراتيجيات

التعليم الشامل للجميع. وقد تأكد أنه يجري بالفعل التخطيط لاجتماعات إقليمية لمتابعة المؤتمر الدولي للتربية بالتنسيق مع المكاتب الإقليمية المعنية بالتعليم التابعة لليونسكو. ويجري حالياً الاستفادة من الشراكات القوية التي أقيمت خلال الأعمال التحضيرية للمؤتمر الدولي للتربية، خاصة مع مجلس أوروبا ومنظمة الأغذية والزراعة والوكالة الألمانية للتعاون التقني وهيئات أخرى، من أجل زيادة الترويج لاعتماد برامج التعليم الشامل للجميع ضمن مختلف الدوائر التابعة لها. وفيما يتعلق بالمنهجية ومصادر التقرير الخاص بالتقييم الذي أعده المؤتمر الدولي للتربية، قدمت تفاصيل أخرى لإبراز صحة العينات ومختلف المعلومات التي تم تحليلها. كما جرى التشديد على أهمية إيلاء الاهتمام لمختلف المجالات التي يمكن فيها تحسين تنظيم المؤتمرات المقبلة.

وأخيراً، لوحظ أن ثلاثة أعضاء فقط من الفريق الإداري من أصل ستة شاركوا في الاجتماع الذي انعقد يومي ٢٦ و٢٧ كانون الثاني/يناير ٢٠٠٩، وأعرب عن الأمل في أن يكون جميع الأعضاء متواجدين في المستقبل من أجل أداء مهامهم. وفي الوقت ذاته، نقحت المسودة الأولى لتقرير الفريق الإداري لكي تعكس على نحو أفضل المناقشات التي جرت وتزود المجلس بمزيد من عمليات التقييم الشاملة لبنود جدول الأعمال. وأدرجت أيضاً معلومات إضافية في القرار القاضي بفتح اعتماد لعام ٢٠٠٨، حتى يتسنى اعتماده.

القرار

في ختام المداولات التي تناول خلالها الكلمة ١٤ مندوباً ومراقبان اثنان، وطبقاً لأحكام النظام الأساسي للمكتب الدولي للتربية التي تنص على أن المجلس "يشرف على تنفيذ أنشطة برنامج المكتب"، فإن المجلس:

– يحيط علماً بتعليقات الفريق الإداري وتوصياته، ويقر الفقرات المنقحة من ١ إلى ٦ من تقريره الذي سيتضمن مرفقا خاصا بميزانية المؤتمر الدولي للتربية؛

– يقر تقرير الأنشطة الذي أعدته مديرة المكتب لعام ٢٠٠٨؛

– يقر الحسابات ما قبل الختامية للمكتب الدولي للتربية كما وردت بتاريخ ٣١ ديسمبر/كانون الأول (الوثيقة: UNESCO/BIE/C.58/Inf.2) والتي صدق عليها ٢٠٠٨ مكتب المراقب المالي لليونسكو، بالإضافة إلى القرار المنقح القاضي بفتح اعتماد لعام ٢٠٠٨ والذي يتضمن أيضاً اعتمادات عام ٢٠٠٨ على النحو الذي أقره مجلس المكتب الدولي للتربية في دورته السادسة والخمسين؛

– يوكل إلى اللجنة التوجيهية صلاحية القيام، في اجتماعها المقبل الذي سينعقد في صيف عام ٢٠٠٩، بالموافقة رسمياً على الحسابات الختامية لعام ٢٠٠٨ التي صدق عليها مكتب المراقب المالي لليونسكو.

٤- أنشطة المكتب الدولي للتربية لعام ٢٠٠٩

قدمت مديرة المكتب الدولي للتربية الخطوط العريضة لمشروع برنامج أنشطة المكتب الدولي للتربية لعام ٢٠٠٩ بالإضافة إلى إطار الميزانية (الوثيقة UNESCO/BIE/C.58/3 وإضافتها) (Annex VI). ومنحت الكلمة بعد ذلك لفترة قصيرة لممثلي بولندا، التي دعيت بصفة مراقب، فيما يتعلق باستخدام إيرادات الطوابع البولندية (حوالي ٢٥٠,٠٠٠ دولار). وأعربت عن شكرها لمديرة المكتب لما قامت به في هذا الشأن، ونقلت إلى المجلس دعم السلطات البولندية لقرار مجلس المكتب الدولي للتربية تخصيص إيرادات الطوابع البولندية لتمويل أنشطة المكتب الدولي للتربية في أفريقيا. وعرضت ممثلة ماليزيا، بصفتها رئيسة الفريق الإداري، الفقرات من ٧ إلى ٩ من النص المنقح لتقرير الفريق الإداري (الوثيقة: UNESCO/BIE/C.58/Inf. 3).

ملخص المداولات

استهلت مناقشة مثمرة للغاية تناولت عدة مواضيع بعد العرض الذي قدمته مديرة المكتب الدولي للتربية عن أنشطة المكتب المخطط لها لعام ٢٠٠٩. وأعرب عدة أعضاء عن شكرهم لممثلة بولندا لموافقته على الاستخدام المقترح لإيرادات الطوابع البولندية. وأثير سؤال عن الكيفية التي يمكن بها لبلد ما أن يحصل على خدمات المكتب في إطار البرامج الكبرى، مثل المناهج الدراسية القائمة على الكفاءة، والمهارات اللازمة للحياة والعمل، والتثقيف بالسلام، ومفهوم "تعلم العيش معا" (LTLT). وأعرب أحد الوفود عن اهتمامه بالربط بين وحدات تطوير المناهج الدراسية التابعة للمكتب الدولي للتربية ومؤسسات إعداد المعلمين. وأوضحت مديرة المكتب إلى أي مدى يمكن للمكتب أن يقدم المساعدة في إطار البرامج القائمة، وكيف يمكن بدء نشاط جديد. وطلب نشر قائمة خبراء التربية لمؤتمر الأطراف على موقع المكتب على شبكة الإنترنت لأنها مصدر معلومات مهم ولاستكشاف أوجه التآزر بين المناطق والبلدان. وسوف يستمر المكتب في عام ٢٠٠٩ في التركيز بشدة على أفريقيا وعلى تقديم المساعدة في مرحلة ما بعد الصراع وأوصي بأن يعزز المكتب شهرته من خلال تقييم نتائج مشروع "التخفيف من حدة الفقر والتثقيف بالسلام في أفريقيا جنوب الصحراء". ويمكن تشاطر الممارسات الجيدة للمشروع، مثل التعليم الثنائي اللغة وتعليم الأطفال غير المنتهين بالمدارس، وتعميمها على الدول الأفريقية الأخرى على مستوى السياسات. وأكدت المديرة أن الممارسات الجيدة لهذا المشروع نشرت باللغة الفرنسية في مجلة "آفاق"، في العدد المكرس لموضوع: "التخفيف من حدة الفقر والتعليم الشامل للجميع: تغيير المدرسة في أفريقيا جنوب الصحراء"، وقد نشرت على نطاق واسع في المؤتمر الدولي للتربية. واقترحت إمكانية توسيع نطاق أنشطة المكتب الدولي للتربية في منطقة آسيا، بما في ذلك تقديم المساعدة إلى تيمور ليشتي، في إطار أنشطة مؤتمر الأطراف ووفقا لطرائق التعاون فيما بين بلدان الجنوب. وأعربت المديرة عن بعض الحذر إزاء عمل المكتب إلى أقصى طاقته في محاولة للاستجابة إلى طلبات كثيرة، وأوضحت أنه سيجري تنسيق الأنشطة المنفذة على الصعيد الإقليمي تنسيقا وثيقا جدا مع مكاتب التعليم الإقليمية التابعة لليونسكو. أما بالنسبة لتيمور ليشتي، فقد تأكد أنه أجريت بعض الاتصالات بشأن دعم ممكن يقدمه المكتب لإصلاح المناهج الدراسية، بالتعاون مع منظمة اليونسيف. وتم التشديد مرة أخرى على أهمية متابعة المؤتمر الدولي للتربية بالتنسيق مع المكاتب الميدانية لليونسكو، فضلا عن زيادة التركيز اللازم لربط التعليم الشامل للجميع بمواضيع مؤتمرات اليونسكو الدولية الأخرى، مثل التعليم من أجل التنمية المستدامة. وسيجري أيضا تعزيز مشاركة المكتب في التعليم من أجل التنمية المستدامة بالتنسيق مع مكتب التعليم الإقليمي لليونسكو في بانكوك. وتم التأكيد مجددا على أن متابعة المؤتمر الدولي للتربية ينبغي أن تكون إحدى المسؤوليات المشتركة الملقاة على عاتق قطاع التربية، في حين يأخذ المكتب الدولي للتربية بزمام "الارشاد".

واستجابة للرغبة التي أعربت عنها بعض الوفود في الحصول على مزيد من التفاصيل عن برامج عام ٢٠٠٩، قالت مديرة المكتب إنه نظرا لضيق الوقت، جرى إعداد التقرير عن برنامج عام ٢٠٠٩ قبل انعقاد المؤتمر الدولي للتربية وتقديم معلومات إضافية في عرضها. لذلك تم الاتفاق على توفير خطة عمل مفصلة لبرنامج عام ٢٠٠٩ بهدف إبراز الأنشطة المخطط لها والنتائج المتوقعة بطريقة تتسم بمزيد من الوضوح (انظر: Annex VII). وعلاوة على ذلك، ولمواجهة الصعوبات التي أثارها بعض الوفود بخصوص كيفية تفسير الأرقام الواردة في القرار القاضي بفتح الاعتماد لعام ٢٠٠٩، قدمت توضيحات بشأن تكاليف الموظفين، التي صنفت كالعادة في القرار بحسب البرنامج، مع إدراجها في الوقت نفسه تحت خانة واحدة في إطار الميزانية. وقالت أيضا إن القرار القاضي بفتح الاعتماد لا يعكس سوى حساب المكتب الخاص للإيرادات والنفقات، في حين أن إطار الميزانية يشمل أيضا التمويل من خارج الميزانية المتعلقة بالمشاريع التي ينفذها المكتب، ولكن الذي يحتسبه مقر اليونسكو. وتقرر أن يعتمد المجلس إطار الميزانية لعام ٢٠٠٩ وأن يضيف المكتب مذكرة تفسيرية إلى القرار المقدم القاضي بفتح الاعتماد لعام ٢٠٠٩ في غضون شهر واحد (انظر: Annex V).

القرار

في ختام المداولات التي تناول خلالها الكلمة ١٥ وفداً ومراقب واحد، وطبقاً لأحكام النظام الأساسي للمكتب الدولي للتربية التي تنص على أن المجلس مكلف بأن يجدد بشكل مفصل الأنشطة التي يتعين على المكتب القيام بها في إطار البرنامج والميزانية اللذين اعتمدهما المؤتمر العام ومع مراعاة الموارد المتوفرة من خارج الميزانية عند الاقتضاء. فإن المجلس:

- يحيط علماً بتعليقات الفريق الإداري وتوصياته ويقر النص المنقح للفقرات من ٧ إلى ٩ من تقريره؛
- يقر أنشطة المكتب الدولي للتربية المخطط لها لعام ٢٠٠٩، كما قدمتها المديرية، ويطلب إلى المكتب الدولي للتربية إعداد خطة عمل أكثر تفصيلاً عن أنشطة عام ٢٠٠٩ بالإضافة إلى تصويب ومذكرة إيضاحية عن قرار فتح الاعتماد رقم ٢٠٠٩/١، على أن يقدمها معاً في غضون شهر واحد.
- يقر مشروع ميزانية المكتب الدولي للتربية لعام ٢٠٠٩، على النحو الوارد في مشروع إطار الميزانية (UNESCO/BIE/C.58/3-Addendum).
- يحيط علماً بأن ممثل قطاع التربية قدم، في سياق الفقرة ٣٦ من مشروع برنامج الأنشطة وميزانية المكتب الدولي للتربية لعام ٢٠٠٩ (UNESCO/BIE/C.58/3)، ضمانات مفادها أن اليونسكو ستبذل جميع الجهود الممكنة لكي لا يتم تقويض عملية التزوّد بالموظفين العاديين في المستقبل؛
- يحيط علماً أيضاً بأن مديرة المكتب الدولي للتربية أكدت أن مجلس المكتب الدولي للتربية سيجتمع في عام ٢٠١٠.

٥- مسودة أولى للاستراتيجية الرامية إلى جعل المكتب الدولي للتربية مركز التميّز التابع لليونسكو في المسائل المتعلقة بالناهج الدراسية (UNESCO/BIE/C.58/Inf.5)

قدمت المديرية لحة عامة عن المسودة الأولى للاستراتيجية الرامية إلى جعل المكتب الدولي للتربية مركز التميّز التابع لليونسكو في المسائل المتعلقة بالناهج الدراسية (Annex VIII). وعرضت رئيسة الفريق الإداري الفقرة ١٠ من تقريرها (الوثيقة: UNESCO/BIE/C.58/Inf.3). وقدمت تعليقات بشأن كيفية مراجعة فقرات معينة.

ملخص المداولات

كما سبق وأن أشار السيد بورنيت، أكدت مديرة المكتب الدولي للتربية أن الوقت المتاح لإعداد المسودة الأولى للاستراتيجية كان ضيق جداً لأنه تزامن مع عمليات التحضير النهائية وعقد الدورة الثامنة والأربعين للمؤتمر الدولي للتربية. وأعلنت أيضاً أنه ينبغي اعتبار الوثيقة خطوة أولى نحو مناقشة مثمرة بشأن هذه المسألة الهامة. ووصفت المديرية النجاح في جمع الأموال من خارج الميزانية، إلى درجة قلب نسبي ٤٢ في المائة و ٥٨ في المائة إلى ٥٨ في المائة من الأموال من خارج الميزانية و ٤٢ في المائة من مخصصات اليونسكو، وأكدت مجدداً التزامها الكامل بتعزيز جهود جمع الأموال لتوفير مستوى أعلى من الاستدامة المالية للمكتب الدولي للتربية، لكنها حذرت من أن التمويل من خارج الميزانية لن يعالج سوى جزء من المشكلة. وإن الحكمة التي يتسم بها المجلس والدور النشط الذي يضطلع به، بالإضافة إلى التشاور الوثيق ومشورة قطاع التربية التابع لليونسكو أمور مفيدة جداً، وأعربت الوفود عن وجهات نظرها حول مختلف جوانب المسودة الأولى للاستراتيجية، بما في ذلك أن الحجج التي تم إبرازها كمعايير عامة للتمييز ليست مقنعة بما فيه الكفاية؛ وأنه ينبغي التركيز على مضمون وأهداف المكتب باعتباره مركزاً للتمييز. واتفق الأعضاء على أنه ينبغي مراجعة الوثيقة بدقة لتستجيب بشكل أفضل للقرار ذي الصلة ٣٤ م/٥، وأنه ينبغي تحديد الأهداف التي يمكن تحقيقها وكذلك المواضيع ذات الأولوية الرئيسية، بما فيها التعليم الشامل للجميع والتعليم من أجل

التنمية المستدامة؛ وأن يتعين إبراز مواطن قوة المكتب الدولي للتربية ومزاياه النسبية بطريقة واضحة. وأشار إلى الاستخدام الأكثر استراتيجية لمؤتمر الأطراف على الصعيدين الإقليمي والعالمي بصفته أحد الأصول الأساسية التي يتمتع بها المكتب الدولي للتربية، وكذلك الربط بإنتاج المعرفة وإدارتها. وتم التوصل إلى توافق في الآراء مفاده أن لا يمكن اعتبار المكتب الدولي للتربية في الوقت الحالي مركزا للتميز في المسائل المتعلقة بالمناهج الدراسية، ولكن كان هناك تأييد قوي للمكتب لكي يصبح مركزا من هذه المراكز، مع مراعاة أن الاستراتيجية يجب أن تتطلع إلى المستقبل وأن تحشد التأييد لاستمرار تمويل المكتب بوصفه حاملا لقيمة مضافة بالنسبة لأنشطة اليونسكو. واتفق أعضاء المجلس على أنه ينبغي إعادة تصميم السيناريوهات لجعلها بسيطة وواقعية. وسيكون من المفيد، في عملية إعداد هذه الاستراتيجية، التأمل في التاريخ الغني للمكتب ووضع الراهن الحافل بالتحديات وربط هذين البعدين بفكرة ما ينبغي أن يكون عليه المكتب في المستقبل. وتزيد الأزمة العالمية وعدم احتمال تسجيل زيادة مالية كبيرة ضمن ٣٥ م/٥ من أهمية هذه الوثيقة، استنادا إلى تقييم واقعي لما يمكن أن يحققه المكتب في فترة السنتين المقبلة. ويمكن النظر أيضا في قضايا أخرى أثناء إعداد الوثيقة، مثل النهج الابتكارية المتعلقة بالتمويل والتزود بالموظفين، والسبل البناءة للاستفادة من مواطن القوة ومعالجة نقاط الضعف، والتفاعل مع المكاتب الميدانية لليونسكو وغيرها من وكالات الأمم المتحدة، والعلاقات مع المؤسسات الشريكة والبلدان المانحة. ومع مراعاة الوضع العام للمكتب في مجال الموارد البشرية، قيل بشكل واضح إنه لا يمكن، من حيث طرائق التعاقد، تغطية تكاليف الوظائف الممولة من الميزانية العادية للبرنامج بالأموال من خارج الميزانية، وإنه ينبغي حماية الوظائف الأساسية للمكتب وتمويل التكلفة بواسطة مخصصات اليونسكو، وإنه ينبغي ألا يحدث أي تقويض فيما يتعلق بالموظفين الرئيسيين للمكتب الدولي للتربية. وينبغي إجراء تحليل دقيق للآثار الكاملة، الإيجابية والسلبية منها، "لطرقات التعاقد الجديدة" الممكنة، لأن ذلك يمكن أن يؤثر سلبا على الطابع الدولي للمكتب. ويتعين على عملية إعادة صياغة المسودة الأولى للاستراتيجية الرامية إلى جعل المكتب مركز التميز التابع لليونسكو في المسائل المتعلقة بالمناهج الدراسية أن تأخذ في الاعتبار المجالات ذات الأولوية والتركيز الجغرافي لقطاع التربية التابع لليونسكو، وكذلك إعادة النظر في المجالات الأساسية للمكتب في ضوء البيئة الجديدة التي أوجدها المؤتمر الدولي للتربية. ونظرا لأهمية هذه المسألة، ينبغي تعميم النسخة الجديدة للمسودة الأولى للاستراتيجية على جميع أعضاء المجلس من أجل الحصول على تعليقاتهم ومشورتهم لمناقشة أوسع تشارك فيها أيضا الجهات المعنية الأخرى. وبعد هذه المشاورات، يتعين تقديم هذه المسودة إلى اللجنة التوجيهية التابعة للمكتب الدولي للتربية في صيف عام ٢٠٠٩، حتى يتسنى بعد ذلك رفعها إلى المؤتمر العام في دورته الخامسة والثلاثين.

وطلب توضيح بشأن الشرط القانوني لليونسكو من أجل تغطية تكاليف موظفي المكتب العاديين بشكل كامل والوارد في الوثيقة ٣٥ م/٥، والذي لا يبدو أنه يتطابق مع الجملة المدرجة في الفقرة ٣٦ من مشروع برنامج الأنشطة والميزانية للمكتب لعام ٢٠٠٩ (UNESCO/BIE/C.58/3). وقدم ممثل قطاع التربية ضمانات بأن موظفي المكتب العاديين سيحظون بالحماية كما أكد ذلك المدير العام المساعد لقطاع التربية. وردا على المخاوف التي أعرب عنها فيما يخص نفس الفقرة التي تشير إلى أن مخصصات اليونسكو لا تغطي سوى ٥٠ في المائة من التكاليف المقدرة لاجتماع المجلس المقبل، تم تأكيد صحة هذه المعلومة، وأن الحصة المتبقية من النفقات المرتبطة باجتماع المجلس سوف يتم تغطيتها من احتياطات المكتب وأن الدورة التاسعة والخمسين للمجلس ستعقد في موعدها المقرر في عام ٢٠١٠. ووافق المجلس على أنه ينبغي إدراج الصيغة المقترحة بشأن النقطتين الأخيرتين في القرارات ذات الصلة (انظر النقطة ٤ أعلاه). وعلاوة على ذلك، تم التأكيد مجددا على أن ينبغي احترام الشروط القانونية لاتفاق البلد المضيف واليونسكو احترامًا كاملاً، بما في ذلك فيما يتعلق بتكاليف التشغيل/التكاليف الإدارية.

القرار

في ختام المداولات التي تناولت خلالها ٩ وفود الكلمة، فإن المجلس:

- يحيط علماً بتعليقات الفريق الإداري وتوصياته؛
- يرى أنه ينبغي تنقيح الوثيقة (UNESCO/BIE/C. 58/ Inf.5) بالكامل من أجل وضع استراتيجية تستند إلى ما يحتاج إليه المكتب الدولي للتربية لكي يصبح مركزا للتميز مع مراعاة العناصر المحددة والجوهرية ذات الصلة بالمكتب الدولي للتربية، وقيمتها المضافة بالنسبة لليونسكو. ويتعين أن يكون ذلك مسعى يقوده أعضاء المجلس؛

- يدعو مديرة المكتب الدولي للتربية إلى إشراك أعضاء المجلس، وأصحاب المصلحة، والمنظمات غير الحكومية العاملة في المسائل المتعلقة بالمناهج الدراسية، في مناقشة وصياغة الوثيقة الجديدة التي سترفع إلى اجتماع اللجنة التوجيهية بعد إحالتها إلى أعضاء المجلس للتعليق عليها. وبالنسبة لهذا البند، فإن اجتماع اللجنة التوجيهية الذي سيعقد في جنيف سيكون مفتوحاً أمام جميع أعضاء المجلس.

٦- مشروع البرنامج والميزانية لفترة السنتين ٢٠١٠-٢٠١١ (٥/م٣٥)
(UNESCO/BIE/C.58/Inf.6)

أشير إلى أن المدير العام المساعد لقطاع التربية قدم في الكلمة التي ألقاه في ٢٨ يناير/كانون الثاني ٢٠٠٩، الأساس المنطقي الذي يقوم عليه مشروع قرار موحد لجميع معاهد قطاع التربية (Annex IX). وأشير مرة أخرى إلى أن القرار الموحد المقترح لا يبدو أنه يناسب المكتب نظراً، لجملة أمور منها، هيكل مجلس إدارته، وطبيعة عمله الذي يعتبر أولوية قصوى ضمن قطاع التربية. وأعرب عن الأمل في أن يتم تحديد متطلبات المكتب بشكل منفصل وأن تؤدي الاستراتيجية الجديدة التي يجري إعدادها لتقديمها إلى المؤتمر العام إلى زيادة التأثير في مخصصات الميزانية عندما يرفع مشروع الوثيقة ٣٥ م/٥ إلى لجنة الصياغة التابعة للمجلس التنفيذي الذي يشارك فيه بعض أعضاء المكتب.

وفيما يتعلق بوضع تمويل المكتب من خارج الميزانية لفترة السنتين المقبلة، أكد وفد سويسرا حسن النية التي تحلى بها دائماً البلد المضيف إزاء المكتب ونيته الاستجابة إلى طلب التمويل لفترة ٢٠١٠-٢٠١١.

٧- تاريخ انعقاد الدورة التاسعة والخمسين للمجلس

القرار

يقدر المجلس أن يقترح على المدير العام لليونسكو عقد الدورة التاسعة والخمسين للمجلس في الفترة من ٢٧ إلى ٢٩ يناير/كانون الثاني ٢٠١٠، على أن يسبقها انعقاد اجتماع الفريق الإداري. ووفقاً للممارسة المتبعة، ينعقد اجتماع اللجنة التوجيهية التابعة للمجلس في صيف ٢٠٠٩ في جنيف.

٨- مسائل أخرى

لم تثر أي نقطة في إطار هذا البند.

٩- اعتماد قرارات الدورة الثامنة والخمسين (UNESCO/BIE/C.58/Decisions Prov.)

طبقاً لأحكام النظام الداخلي، أقر المجلس نص القرارات التي اتخذها (الوثيقة: UNESCO/BIE/C.58/Decisions/Prov.) وطلب إلى أمين المجلس إدخال التعديلات الممكنة.

وأوكل المجلس إلى أمين المجلس مهمة إصدار "محضر وقرارات" الدورة الثامنة والخمسين بحلول بداية شهر مارس/آذار ٢٠٠٩.

١٠- اختتام الدورة الثامنة والخمسين

تقدم الرئيس بالشكر إلى جميع الحاضرين على مشاركتهم وإسهاماتهم في أعمال المجلس واختتم دورة المجلس الثامنة والخمسين يوم الجمعة ٣٠ يناير/كانون الثاني ٢٠٠٩ عند الساعة ١٣/٠٠.

منظمة الأمم المتحدة للتربية والعلم والثقافة

مجلس المكتب الدولي للتربية

الدورة الثامنة والخمسون

Varembé Conference Centre
9-11, rue de Varembé, Geneva

من ٢٨ إلى ٣٠ يناير/كانون الثاني ٢٠٠٩

جدول الأعمال وجدول الأعمال المفصّل

جدول الأعمال

الأربعاء ٢٨ يناير/كانون الثاني (صباحاً) من الساعة العاشرة إلى الساعة الواحدة ظهراً

- | | |
|-----|---|
| ١ | افتتاح الدورة |
| ٢ | اعتماد جدول الأعمال (UNESCO/BIE/C.58/1 Prov.) |
| ٣ | وجداول الأعمال المفصل (UNESCO/BIE/C.58/1 Prov./Add) |
| ٣ | أنشطة المكتب الدولي للتربية خلال العام ٢٠٠٨ |
| ١-٣ | تقرير المديرية (UNESCO/BIE/C.58/2) |
| ٢-٣ | تقييم الدورة الثامنة والأربعين للمؤتمر الدولي للتربية (UNESCO/BIE/C.58/Inf.4) |
| ٣-٣ | الجزء الأول من تقرير الفريق الإداري (UNESCO/BIE/C.58/Inf.3) |
| ٤-٣ | النقاش |

الأربعاء ٢٨ يناير/كانون الثاني (بعد الظهر) من الساعة الثالثة إلى الساعة السادسة مساءً

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|-----|--|
| ٣-٥ | رد المديرية على أسئلة المجلس |
| ٣-٦ | إقرار التقرير الخاص بالأنشطة لعام ٢٠٠٨ |
| ٣-٧ | إقرار الحسابات المؤقتة لعام ٢٠٠٨ (UNESCO/BIE/C.58/Inf.2) |
| ٤ | برنامج أنشطة المكتب الدولي للتربية لعام ٢٠٠٩ |
| ٤-١ | اقتراحات المديرية (UNESCO/BIE/C.58/3) |
| ٤-٢ | الجزء الثاني من تقرير الفريق الإداري (UNESCO/BIE/C.58/Inf.3) |
| ٤-٣ | النقاش |

الخميس ٢٩ يناير/كانون الثاني (صباحاً) من الساعة العاشرة إلى الساعة الواحدة ظهراً

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|-----|---|
| ٤-٤ | رد المديرية على أسئلة المجلس |
| ٤-٥ | إقرار برنامج الأنشطة لعام ٢٠٠٩ |
| ٤-٦ | إقرار ميزانية العام ٢٠٠٩ |
| ٤-٧ | إقرار تقرير الفريق الإداري بمجمعه (UNESCO/BIE/C.58/Inf.3) |

الخميس ٢٩ يناير/كانون الثاني (بعد الظهر) من الساعة الثالثة إلى الساعة السادسة مساءً

- | | |
|-----------|--|
| ٥ | معلومات وتبادل وجهات النظر |
| ٥-١ | مسودة أولى للاستراتيجية الرامية إلى جعل المكتب الدولي للتربية مركز التميز التابع لليونسكو في المسائل المتعلقة بالمنهج الدراسية (UNESCO/BIE/C.58/Inf.5) |
| ٦ | مشروع البرنامج والميزانية لفترة السنتين ٢٠١٠-٢٠١١ (٥/م٣٥) |
| ٦-٣٠، ٦-٨ | مساءً حفل كوكتيل في مركز فاراميه للاجتماعات |

الجمعة ٣٠ يناير/كانون الثاني (صباحاً) من الساعة العاشرة إلى الساعة الواحدة ظهراً

- | | |
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| ٧ | تاريخ انعقاد الدورة التاسعة والخمسين للمجلس |
| ٨ | مسائل أخرى |
| ٩ | اعتماد قرارات الدورة الثامنة والخمسين (UNESCO/BIE/C.58/Decisions/Prov) |
| ١٠ | اختتام الدورة الثامنة والخمسين |

جدول الأعمال المفصل

سوف تعقد الدورة الثامنة والخمسون للمجلس في القاعة A في مركز فارامبيه للمؤتمرات (CCV)، 9/11 rue de Varembe، (الواقع مقابل مركز المؤتمرات الدولي في جنيف (CICG)).

وتبدأ الدورة يوم الأربعاء ٢٨ يناير/كانون الثاني عند الساعة العاشرة صباحاً ومن المتوقع أن تختتم أعمالها يوم الجمعة ٣٠ يناير/كانون الثاني ٢٠٠٩ عند الساعة الواحدة ظهراً، لو أمكن ذلك.

وتعقد أعمال الدورة مبدئياً على النحو التالي: من الساعة العاشرة صباحاً إلى الساعة الواحدة ظهراً، ومن الساعة الثالثة بعد الظهر إلى الساعة السادسة مساءً.

ويجتمع الفريق الإداري في القاعة B من يوم الاثنين ٢٦ يناير/كانون الثاني عند الساعة العاشرة صباحاً وحتى يوم الثلاثاء ٢٧ يناير/كانون الثاني ٢٠٠٩ عند الساعة الواحدة ظهراً.

الأربعاء ٢٨ يناير/كانون الثاني (صباحاً) من الساعة العاشرة إلى الساعة الواحدة ظهراً

١ افتتاح الدورة

يفتح معالي الدكتور د. راوول فالينخو كورال (إكوادور)، رئيس مجلس المكتب الدولي للتربية، الدورة يوم الأربعاء ٢٨ يناير/كانون الثاني عند الساعة العاشرة صباحاً.

٢ اعتماد جدول الأعمال وجدول الأعمال المفصل

الوثائق: UNESCO/BIE/C.58/1/Prov + Addendum

ناقشت اللجنة التوجيهية التابعة للمجلس في ١٦ يوليو/تموز ٢٠٠٨ المسودة الأولى لجدول الأعمال والجدول الزمني لهذه الدورة وأيدتهما. ولكن، طبقاً لنظامه الداخلي (الفقرة ٥ من المادة ٤ من القسم الرابع)، "يجوز للمجلس، بعد اعتماد جدول الأعمال، وخلال انعقاد دورة ما، أن يعدل ترتيب البنود المدرجة في جدول أعماله أو أن يضيف بنوداً إليه أو أن يحذف بنوداً منه. ومن الضروري الحصول على غالبية ثلثي الأعضاء الموجودين والمصوتين للتمكين من إضافة بند أو من حذف آخر خلال دورة ما."

القرار

يدعى المجلس إلى:

- التعليق على جدول الأعمال المؤقت، وعند الاقتضاء، إدخال تعديلات عليه؛
- إقرار جدول الأعمال بصيغته النهائية.

٣ أنشطة المكتب الدولي للتربية خلال العام ٢٠٠٨

الوثائق: UNESCO/BIE/C.58/2 (تقرير المديرية) و C.58/Inf.2 (الحسابات المؤقتة في ٣١ يناير/كانون الثاني ٢٠٠٨)؛ UNESCO/BIE/C.58/Inf.3 (تقرير الفريق الإداري الذي سيتم توزيعه في بداية الاجتماع) و UNESCO/BIE/C.58/Inf.4 (تقييم الدورة الثامنة والأربعين للمؤتمر الدولي للتربية).

- ١-٣ تقدم المديرية العناصر البارزة في تقرير الأنشطة لعام ٢٠٠٨.
- ٢-٣ تقدم المديرية الاستنتاجات الرئيسية المنبثقة عن تقييم الدورة الثامنة والأربعين للمؤتمر الدولي للتربية.
- ٣-٣ يحاط المجلس علماً بالجزء الأول من تقرير الفريق الإداري حول أنشطة عام ٢٠٠٨.
- ٤-٣ يناقش المجلس تقرير الأنشطة لعام ٢٠٠٨ وتقييم الدورة الثامنة والأربعين للمؤتمر الدولي للتربية.

الأربعاء ٢٨ يناير/كانون الثاني (بعد الظهر) من الساعة الثالثة إلى الساعة السادسة مساءً
(تكملة البند ٣ من جدول الأعمال)

- ٥-٣ تجيب المديرية و/أو منسقو البرامج على أسئلة المجلس.
- ٦-٣ يعمد المجلس إلى إقرار تقرير الأنشطة لعام ٢٠٠٨.
- ٧-٣ يعمد المجلس إلى إقرار الحسابات المؤقتة لعام ٢٠٠٨ والقرار المتعلق بفتح اعتماد للعام ٢٠٠٨.

القرار:

طبقاً للنظام الأساسي للمكتب الدولي للتربية الذي ينص على أن المجلس "يشرف على تنفيذ برنامج أنشطة المكتب"، فإنَّ المجلس مدعو إلى:

- مناقشة تقرير المديرية الخاص بالأنشطة المنفذة خلال العام ٢٠٠٨؛
- مناقشة واعتماد القسم الخاص بأنشطة العام ٢٠٠٨ من تقرير الفريق الإداري؛
- إقرار تقرير الأنشطة لعام ٢٠٠٨؛
- إقرار الحسابات المؤقتة للمكتب الدولي للتربية لعام ٢٠٠٨ والقرار المتعلق بفتح اعتماد للعام ٢٠٠٨؛
- تخويل اللجنة التوجيهية صلاحية إقرار الحسابات المصدق عليها لعام ٢٠٠٨.

٤ برنامج أنشطة المكتب الدولي للتربية لعام ٢٠٠٩

الوثائق: UNESCO/BIE/C.58/3 (اقتراحات المديرية) و UNESCO/BIE/C.58/Inf.3 (تقرير الفريق الإداري الذي سيتم توزيعه في بداية الاجتماع)

- ١-٤ تقدم المديرية اقتراحات لبرنامج الأنشطة ومشروع الميزانية لعام ٢٠٠٩.
- ٢-٤ يحاط المجلس علماً بتقرير الفريق الإداري حول هذا الموضوع.
- ٣-٤ يناقش المجلس الاقتراحات للبرنامج لعام ٢٠٠٩.

الخميس ٢٩ يناير/كانون الثاني (صباحاً) من الساعة العاشرة إلى الساعة الواحدة ظهراً

برنامج أنشطة المكتب الدولي للتربية لعام ٢٠٠٩ (تابع)

- ٤-٤ تجيب المديرية و/أو منسقو البرنامج على أسئلة المجلس.
- ٥-٤ يعمد المجلس إلى إقرار تقرير الأنشطة لعام ٢٠٠٩.
- ٦-٤ يعمد المجلس إلى إقرار ميزانية المكتب لعام ٢٠٠٩.
- ٧-٤ يعمد المجلس إلى إقرار تقرير الفريق الإداري بمجمله رسمياً.

القرار:

طبقاً للنظام الأساسي للمكتب الدولي للتربية الذي ينص على أن المجلس عليه أن يحدد بالتفصيل الأنشطة الواجب على المكتب تنفيذها، وذلك في إطار البرنامج والميزانية المعتمدين من جانب المؤتمر العام، ومع الأخذ عند الاقتضاء بالموارد المتوفرة من خارج الميزانية"، فإن المجلس مدعو إلى:

- التعليق على اقتراحات المديرية؛
- مناقشة واعتماد القسم الخاص بأنشطة العام ٢٠٠٩ من تقرير الفريق الإداري؛
- إقرار مشروع برنامج الأنشطة لعام ٢٠٠٩؛
- إقرار مشروع الميزانية ومشروع القرار المتعلق بفتح اعتماد للعام ٢٠٠٩؛
- إقرار تقرير الفريق الإداري بمجمله رسمياً.

الخميس ٢٩ يناير/كانون الثاني (بعد الظهر) من الساعة الثالثة إلى الساعة السادسة مساءً

٥ معلومات وتبادل وجهات النظر

الوثيقة UNESCO/BIE/C.58/Inf.5 (مسودة أولى للاستراتيجية الرامية إلى جعل المكتب الدولي للتربية مركز التميز التابع لليونسكو في المسائل المتعلقة بالمناهج الدراسية)
١-٥ تقدم المديرية التوجيهات الأساسية للمسودة الأولى للاستراتيجية.
٢-٥ يحاط المجلس علماً بالوثيقة ويقدم تعليقاته.

٦ مشروع البرنامج والميزانية لفترة السنتين ٢٠١٠-٢٠١١ (٥/م٣٥)

الوثيقة UNESCO/BIE/C.58/Inf.6 (مشروع البرنامج والميزانية لفترة السنتين ٢٠١٠-٢٠١١ (٥/م٣٥))
١-٦ سيقوم نائب المدير العام لقطاع التربية أو ممثله بعرض التوجيهات الاستراتيجية الأساسية للوثيقة ٥/م٣٥ لقطاع التربية أمام المجلس.
٢-٦ ستقوم المديرية بتقديم المقترحات لبرنامج وميزانية السنتين ٢٠١٠-٢٠١١ للمكتب، إلى جانب مشروع القرار الذي سيتم تقديمه إلى المؤتمر العام في دورته الخامسة والثلاثين.

القرار:

طبقاً للنظام الأساسي للمكتب الدولي للتربية الذي ينص على أن المجلس مكلف "بوضع مشروع البرنامج العام والميزانية للمكتب، مع الأخذ في الاعتبار توجهات التخطيط متوسطة الأجل، على أن يقدم إلى المؤتمر العام مصحوبين بملاحظات أو توصيات المدير العام والمجلس التنفيذي والحرص على ضمان اتساق وتكامل الأنشطة الواردة في مشروع البرنامج العام وميزانية المكتب مع الأنشطة الأخرى المتوخاة في مشروع برنامج اليونسكو وميزانيته"، فإن المجلس مدعو إلى:

- مناقشة المقترحات المقدمة بشأن برنامج المكتب وميزانيته للفترة ٢٠١٠-٢٠١١ ومشروع القرار ٥/م٣٥؛
- اعتماد المقترحات ومشروع القرار.

٣٠، ٦-٨ مساءً حفل كوكتيل في مركز فارامبيه للاجتماعات

الجمعة ٣٠ يناير/كانون الثاني (صباحاً) من الساعة العاشرة إلى الساعة الواحدة ظهراً

٧ تاريخ انعقاد الدورة التاسعة والخمسين للمجلس

القرار:

يدعى المجلس إلى:

– تحديد تاريخ انعقاد: أ) الدورة التاسعة والخمسين، وفقاً للإجراءات المحددة، ب) اجتماع اللجنة التوجيهية في ربيع/صيف ٢٠٠٩

٨ مسائل أخرى

٩ اعتماد قرارات الدورة الثامنة والخمسين

الوثيقة *UNESCO/BIE/C.58/Decisions/Prov*

طبقاً للنظام الداخلي لمجلس المكتب الدولي للتربية (المادة ٢٢، المقطع الرابع، القسم الحادي عشر) الذي ينص على أن "المجلس يوافق في كل دورة من دوراته على نص القرارات المعتمدة خلال الدورة" وعلى أنه "يتم نشر القرارات في غضون شهر بعد انتهاء الدورة"، يدعى المجلس إلى:

– التعليق على مشروع قرارات الدورة الثامنة والخمسين؛

– اعتماد مشروع القرارات؛

– تكليف أمانة المجلس بنشر نص هذه القرارات في موعد أقصاه بداية شهر مارس/آذار ٢٠٠٩.

١٠ اختتام الدورة الثامنة والخمسين

منظمة الأمم المتحدة للتربية والعلم والثقافة

مجلس المكتب الدولي للتربية

الدورة الثامنة والخمسون

Varembé Conference Centre
9-11, rue de Varembé, Geneva

من ٢٨ إلى ٣٠ يناير/كانون الثاني ٢٠٠٩

تقرير مديرة المكتب الدولي للتربية

حول أنشطة المكتب من ١ يناير/كانون الثاني إلى ٣١ ديسمبر/كانون الأول ٢٠٠٨

يغطي هذا التقرير الفترة الممتدة من ١ يناير/كانون الثاني إلى ٣١ أكتوبر/تشرين الأول ٢٠٠٨. خلال دورة المجلس، سيتم توفير المزيد من المعلومات حول الأنشطة التي تم الاضطلاع بها في شهري نوفمبر/تشرين الثاني وديسمبر/كانون الأول. أما الوثيقة المتعلقة بالميزانية فتقدم الحسابات المدققة في ٣١ أكتوبر/تشرين الأول ٢٠٠٨. وكما جرت عليه العادة، سترسل هذه الوثيقة التي تتضمن الحسابات المؤقتة حتى ٣١ ديسمبر/كانون الأول ٢٠٠٨ (الوثيقة UNESCO/BIE/C.58/Inf.2) إلى المجلس في يناير/كانون الثاني، ما إن يصدق عليها المراقب المالي.

يتضمن هذا التقرير ثلاثة أقسام:

- ١- التقرير العام؛
- ٢- بطاقات وصفية للأنشطة؛
- ٣- بيانات الميزانية لغاية ٣١ ديسمبر/كانون الأول ٢٠٠٨.

3.1

١- التقرير العام

المقدمة

١- كان عام ٢٠٠٨ عاماً مفعماً بالتحديات وحافلاً بالإثارة، فقد تميّز بأعمال تحضيرية مكثفة على مستويات مختلفة لإعداد الدورة الثامنة والأربعين للمؤتمر الدولي للتربية. وفي الوقت نفسه، اضطلع فريق المكتب الدولي للتربية برمته بالأنشطة المخطط لها، كما اعتمدها المجلس في دورته السادسة والخمسين، باحترافية وتحفيز. وتجدر الإشارة إلى أن عام ٢٠٠٨ يشكل السنة الأولى لتنفيذ الوثيقتين ٥/م٣٤ و ٤/م٣٤، ويصادف كذلك السنة الأولى لتنفيذ استراتيجية المكتب الدولي للتربية للفترة ٢٠٠٨-٢٠١٣. وقد بلغت نسبة التنفيذ في ٣١ أكتوبر/تشرين الأول ٢٠٠٨ ٨٨,٥٪. ومقارنةً مع نسبة ٨٧,٦٦٪ في ٣٠ نوفمبر/تشرين الثاني ٢٠٠٧، فهي تُعتبر نسبة تنفيذ عالية، ومرد ذلك جزئياً إلى الأعمال التحضيرية للمؤتمر الدولي للتربية وإلى التنفيذ المستدام للأنشطة العادية.

٢- يقدم التقرير الأنشطة التي قام بها المكتب الدولي للتربية في الفترة الممتدة من ١ يناير/كانون الثاني إلى ٣١ أكتوبر/تشرين الأول ٢٠٠٨. ووفقاً للممارسة التي وافق عليها المجلس، لا يتضمن القسم الأول إلا عرضاً موجزاً عن كل برنامج من البرامج الأساسية. ووفقاً للنهج الإداري القائم على أساس النتائج للمكتب، يرد في البطاقات الوصفية شرح مفصّل للأنشطة والنتائج المحققة بموجب كل برنامج من البرامج الأساسية الواردة في البطاقات الوصفية، على أنها القسم الثاني. أما الوضع المالي للميزانية فهو وارد في القسم الثالث.

٣- يتم تنظيم أنشطة العام ٢٠٠٨ وفقاً لهيكلية البرامج التي وافق عليها مجلس المكتب في دورته الخامسة والخمسين في يناير/كانون الثاني ٢٠٠٧ (الملحق ١). وبالتالي، وفقاً للبرنامج الذي اعتمده المجلس في يناير/كانون الثاني ٢٠٠٨ (٣/٥٦م) واستناداً إلى مهمة المكتب التي أوكلها إليه المؤتمر العام الرابع والثلاثون، تبرز هذه الهيكلية ثلاث وظائف رئيسية للمكتب:

- i) يساهم في تعزيز القدرات وتدريب الأخصائيين في إعداد المناهج الدراسية، في الدول الأعضاء وعلى المستويين الإقليمي والعالمي (الهدف: تطوير القدرات البشرية والمؤسسية)؛
- ii) يقوم بأبحاث ودراسات ويلعب دور مرصد التوجهات في مجال تطوير التربية (الهدف: تحديد الاتجاهات الجديدة لتطوير التربية)؛
- iii) يدير المعارف ويتقاسمها وينشرها ("إدارة المعارف") في مجال إعداد المناهج الدراسية وتطبيقها (الهدف: نشر المعلومات وترويج الحوار السياسي).

٤- وأخيراً، يعرض التقرير التشغيل المؤسسي للمكتب الدولي للتربية (المجلس والموارد البشرية والمالية والإدارة المؤسسية).

٥- وكما يشير إليه البرنامج الذي اعتمده المجلس في دورته السادسة والخمسين، واصل المكتب الدولي للتربية تحقيق النتائج المتوقعة في الاستراتيجية ٢٠٠٨-٢٠١٣ وفي الوثيقة ٥/م٣٤ التي ترد مقدمتها في الإطار التالي:

مقدمة عامة (٥/م٣٤، الفقرة ٥١٠٢١)

يبقى تحسين نوعية توفير التعليم للجميع مسألة تثير قلقاً بارزاً على صعيد العالم، وتظهر الدراسات أن مسألة إصلاح المناهج الدراسية تحتل الصدارة في السياسات التربوية التي لا ترمي إلى تشجيع الحصول على التعليم فحسب، بل تهدف أيضاً إلى ضمان تمكّن جميع الطلاب من التعلم بشكل ناجح (من الحصول إلى النجاح). وباعتباره مؤسسة متخصصة في مجال البرامج المدرسية، سوف يواصل المكتب الدولي للتربية تركيز جهوده حول تطوير القدرات البشرية والمؤسسية وتحديد الاتجاهات الجديدة لتطوير التربية ونشر المعلومات المحدثة والجيدة وترويج الحوار الدولي حول السياسات التربوية في هذا المجال.

وكجزء متكامل من أنشطة قطاع التربية، سوف تساهم أنشطة المكتب في تحقيق معظم الأهداف الاستراتيجية متوسطة الأجل للقطاع، إلى جانب أولوياته لفترة السنتين. وسوف تهدف برامج المكتب المعنية ببناء القدرات والتدريب إلى تحقيق أهداف خطي العمل الرئيسيين ١ و٤، في حين سيساهم مرصده وبرامج البحوث والدراسات في خطي العمل الرئيسيين ٢ و٣. وسوف يهدف برنامج المعنى بإدارة المعارف إلى المساهمة، على نحو شامل ومن منظور تطوير المناهج الدراسية، في خطوط العمل الرئيسية ١ و٢ و٣ و٤. كما سيستضيف المكتب المؤتمر الدولي للتربية الذي سيكون أحد أهم الأحداث التي تنظمها اليونسكو في مجال التربية لفترة السنتين ويمثل مساهمة أساسية في خط العمل الرئيسي ٣.

٦- اضطلع المكتب الدولي للتربية بغالبية الأنشطة المحطط لها، كما قام ببعض الأنشطة الجديدة استجابة للطلبات المحددة التي تقدمت بها الدول الأعضاء في ٢٠٠٨، بالإضافة إلى الأنشطة المتعلقة بالمؤتمر الدولي للتربية. ويرد المزيد من التفاصيل في الفقرات التالية وفي البطاقات الوصفية ذات الصلة. في أوائل عام ٢٠٠٨، تم إعداد مشروع جديد بعنوان "GigaPan: Diversity and Inclusion in the Community" وهو مشروع مشترك بين المكتب الدولي للتربية وجامعة Carnegie Mellon، بالتعاون مع شبكة المدارس المنتسبة التابعة لليونسكو. وتهدف المبادرة إلى تقاسم الممارسات الجيدة في ربط المناهج الدراسية والتكنولوجيات الجديدة (GigaPan)، في الوقت الذي يتم فيه ترويج أماكن المدارس الجامعة وتشجيع عمليات التبادل والربط الشبكي المستدام فيما بين الطلاب من مختلف الخلفيات الثقافية. وقد تم اختيار مدارس في ثلاثة مواقع هي على التوالي سويتو (جنوب أفريقيا) وترينيداد وتوباغو وبيتسبورغ (الولايات المتحدة) لاختبار الأنشطة.

١- الأنشطة التي ينفذها المكتب

١-١ تطوير القدرات

النتائج المتوقعة في نهاية فترة السنتين ٢٠٠٨-٢٠٠٩ (٢٣٤/٥، الفقرة ١٠٢٢)

تعزيز القدرات المؤسسية والبشرية في تصميم المناهج الدراسية وتطويرها وإصلاحها

مؤشرات الأداء:

- النشاط الذي تضطلع به المجموعة العالمية للمسؤولين (مجموعة الممارسات) المتخصصين في إعداد المناهج الدراسية؛
- عدد الأشخاص والمؤسسات التي تم تدريبها؛
- الموارد التربوية والمنهجية وتدريب "مجموعات الأدوات" التي تم استحداثها وتكليفها واختبارها ونشرها على نطاق واسع.

مجموعة الممارسات في مجال تطوير المناهج الدراسية

٧- شهد عام ٢٠٠٨ وتيرة عمل مكثفة بالنسبة إلى مجموعة الممارسات قامت بتوطيد وتوسيع الأنشطة بشكل متزايد. وكان ذلك نتيجة دمج العوامل التالية: مشاركتها الشاملة في الاستشارات الإقليمية حول المؤتمر الدولي للتربية وفي حشد حوالي ١٠٠ جهة من الجهات المعنية في حلقات العمل والنقاشات التي جرت خلال المؤتمر؛ تنفيذ اتفاقات التعاون الموقعة عام ٢٠٠٦ والأنشطة المتزايدة والمرتبطة بخطط عمل مجموعة الممارسات في مختلف المناطق مع نقاط التركيز الجديدة. وتم تعزيز وظيفتها كشبكة نشيطة من الباحثين والممارسين والخبراء وواضعي السياسات وكمنصة للحوار السياسي، مع التشديد بشكل خاص على توطيد أو أواصر التعاون الإقليمي والأقاليمي وفيما بين بلدان الجنوب وبين بلدان الجنوب والشمال. وضمن إطار مجموعة الممارسات، فإن المشاورات الإقليمية لتقاسم الرؤى والسياسات والممارسات الجيدة بشأن التعليم الجامع التي بدأت عام ٢٠٠٧، استمرت مع حلقة العمل الإقليمية المشتركة بين بلدان الشمال (هلنسكي، فنلندا، مارس/آذار ٢٠٠٨) ووصلت إلى أوجها عند تنظيم ثلاثة مؤتمرات إقليمية

تحضيرية للمؤتمر الدولي للتربية في آسيا (بالي، أندونيسيا، مايو/أيار ٢٠٠٨) والدول العربية (بيروت، لبنان، أغسطس/آب ٢٠٠٨) وأفريقيا (ياوندي، الكاميرون، سبتمبر/أيلول ٢٠٠٨). وتشكل هذه العملية التحضيرية للدورة الثامنة والأربعين للمؤتمر الدولي للتربية سمة فريدة وقد انبثق منها ١٣ مؤتمراً وحلقة عمل دولية وإقليمية ودون إقليمية، مع المشاركة النشيطة من جانب أكثر من ٩٠٠ مشارك من ١٢٨ بلداً. وأوكلت إلى فريق مجموعة الممارسات مهمة إعداد وإنتاج خمسة أسطرطة فيديو تقوم، من خلال عرض الممارسات الجيدة للتعليم الجامع، بإيصال المفاهيم الأساسية إلى المؤتمر الدولي للتربية و"تعطي الصوت للمهمشين".

٨- حتى ٣١ سبتمبر/أيلول، تكونت مجموعة الممارسين من ٨٤٠ عضواً من ٩٤ بلداً، مع ١٢ نقطة مركزية. وتم تنفيذ ونشر خطط العمل المعدة مع مكاتب التربية الإقليمية التابعة لليونسكو في دكار وبانكوك وسانتياغو. وعلى وجه الخصوص في أفريقيا، تم إطلاق المرحلة الابتدائية لمبادرة "برنامج التعليم الأساسي في أفريقيا" في بانجول، غامبيا في أبريل/نيسان ٢٠٠٨، بالتنسيق مع القسم المعني بترويج التعليم الأساسي في اليونسكو ومكتب التربية الإقليمية الإفريقي، للتركيز على إطار منهجي أكثر أهمية ويقوم على المهارات لمدة لا تقل عن تسعة أعوام. وفي أمريكا اللاتينية والكاريبي، تم تنظيم الاجتماع السادس حول "تقييم المهارات" في سان خوسيه، كوستاريكا في يونيو/حزيران ٢٠٠٨، بموجب الاتفاق الإقليمي مع مكتب التنسيق التربوي والثقافي لأمريكا الوسطى الذي تم إبرامه لمدة ثلاث سنوات (٢٠٠٧-٢٠٠٩). بالإضافة إلى ذلك، تم تحديد مجالات التعاون بالنسبة إلى عمليات إصلاح المناهج الدراسية بالإحالة إلى البلدان التالية: بليز وكوستاريكا والسلفادور وهندوراس وغواتيمالا ونيكاراغوا وبنما.

٩- تأتي الكثير من التقارير والوثائق عن الأنشطة التي اضطلعت بها مجموعة الممارسات على مستويات مختلفة. وتظهر نتائج جميع المشاورات الإقليمية في الوثيقة الإعلامية المعنونة "النتائج والاتجاهات في التعليم الجامع على المستويين الإقليمي والأقليمي: القضايا والتحديات"، والتي ستكون متاحة خلال المؤتمر الدولي للتربية. وهناك مقال يحمل العنوان نفسه مدرج أيضاً في العدد الخاص من مجلة "مستقبلات" المخصص للتعليم الجامع. كما سيتم توزيع قرص مدمج يحتوي تقارير حلقات العمل التسع لمجموعة الممارسين حول التعليم الجامع على المشاركين في المؤتمر الدولي للتربية في دورة عام ٢٠٠٨. ويتم إعداد مجموعة الموارد العالمية بشأن تغيير المناهج الدراسية وإدارتها بصيغتها النهائية من خلال إدماج دراسات حالة تعنى بتطوير المناهج من جميع مناطق اليونسكو. كما تم إنتاج ونشر مساهمات فكرية أخرى في مؤتمرات وندوات تحضيرية دولية.

١٠- ترد الأنشطة والنتائج المحرزة في البطاقتين الوصفتين 1a و 1b.

الابتكارات في المناهج الدراسية والتخفيف من حدة الفقر والتعليم من أجل السلام في أفريقيا جنوب الصحراء

١١- إن شبكة أخصائيي التربية رفيعي المستوى من وزارات التربية في تسعة بلدان ناطقة باللغتين الفرنسية والبرتغالية في أفريقيا جنوب الصحراء والتي تم إطلاقها عام ٢٠٠٤ بناءً على طلبهم تم تعزيزها عام ٢٠٠٨ وجمعت ما مجموعه ١٥٠ مسؤولاً تم تدريبهم، من بينهم أخصائيون في المناهج الدراسية ومدربون للمعلمين ومفتشون عامون. وتظهر الخبرة المكتسبة والدروس المستفادة من المشروع خلال الفترة ٢٠٠٤-٢٠٠٨ في عدد مجلة "مستقبلات" المعنون: التخفيف من حدة الفقر والتعليم الجامع: تحويل المدارس في أفريقيا جنوب الصحراء (١٤٦، المجلد ٣٨، الرقم ٢، يونيو/حزيران ٢٠٠٨) حيث تُعرض الممارسات الجيدة التي حددها المشروع، من قبيل التعليم ثنائي اللغات، والمناهج الدراسية المحلية، وتعليم المعلمين في المناطق الريفية، وتفقيه الأطفال غير المتلتحقين بالمدرسة، إلى جانب مواضيع أخرى.

١٢- نُظِمَ المنتدى الدولي بعنوان "التخفيف من حدة الفقر والعيش سوياً بسلام: ما هي المدرسة التي نحتاج إليها في أفريقيا اليوم وغداً؟" في مدريد، إسبانيا يومي ١٠ و ١١ يناير/كانون الثاني ٢٠٠٨، بهدف تقاسم التقدم المحرز والنتائج المحققة حتى الآن في سياق المشروع. لقد ضمت الندوة التي نظمها المكتب الدولي للتربية ووزارة التربية والعلوم في المملكة الإسبانية وجامعة "كومبلوتنسي" الإسبانية أفرقة قطرية وخبراء وموظفين من المكاتب الميدانية التابعة لليونسكو وجهات مانحة للنظر في كيفية تحقيق النوعية والمساواة والكمية ضمن نطاق المشروع.

١٣- نُظمت الندوة الدولية السادسة بعنوان "الابتكارات في المناهج الدراسية لتعلم العيش سوياً: إدماج التعليم من أجل السلام والتخفيف من حدة الفقر" من ١٣ إلى ١٧ تشرين الأول/أكتوبر في كيبغالي، رواندا، بالتعاون مع المركز الوطني الرواندي لإعداد المناهج الدراسية والوكالة الألمانية للتعاون التقني. وقد أطلقت الندوة المرحلة الجديدة للمشروع من أجل تطوير إطار مفهومي ومنهجي جديد لإدراج التعليم من أجل السلام، ودخلت ستة بلدان جديدة في هذه المبادرة، وبالتالي وصل عدد البلدان المشاركة إلى ١٥ بلداً (أنغولا وبوتسوانا وبور كينا فاصو وبوروندي وكونغو برازافيل وغينيا وكينيا وملابوي ومالي وموريشيوس وموزامبيق والنيجر والسنغال وجنوب أفريقيا ورواندا). كما نشرت الندوة نتائج الدراسة التي أجراها المكتب الدولي للتربية مع الوكالة الألمانية للتعاون التقني بعنوان "الاستعداد للحياة والعمل" كوثيقة مرجعية مفهومية مهمة لإقامة الروابط بين التخفيف من حدة الفقر والتعليم من أجل السلام. واستمر التعاون المثمر القائم مع عدة مكاتب ميدانية لليونسكو وتم توسيعه.

١٤- ترد تفاصيل الأنشطة والنتائج المحرزة في البطاقة الوصفية ٢.

مركز تبادل المعلومات وبناء القدرات في إدراج مسألتي مكافحة فيروس نقص المناعة البشرية والتعليم وفيرس نقص المناعة البشرية/الإيدز في المناهج الدراسية

١٥- ضمن إطار فريق المهام المشترك بين الوكالات لمكافحة فيروس نقص المناعة البشرية والإيدز وسعيًا لمساعدة تعزيز الوقاية والجهود المبذولة في التربية، والحد من الوصم والتمييز، وبناء علاقات أكثر مساواة بين الجنسين، وخاصة فيما يتعلق بالمناهج الدراسية ومحتوياتها على المستويين الابتدائي والثانوي للتعليم الرسمي، يقوم هذا المشروع الذي أُطلق عام ٢٠٠٢ على مكونين هما: تبادل المعلومات/الوثائق ونشر الممارسات الجيدة وتطوير القدرات. وخلال عام ٢٠٠٨، تم تعزيز المشروع وأتى بجميع ثمار التجربة التي تم حوضها في السابق. وأصبح من الأسهل الاطلاع على الموقع على شبكة الويب الذي يتم تحيينه باستمرار مع حوالي ١٥,٠٠٠ زيارة سنوياً؛ ويتم تشغيل أقسام الإنكليزي والفرنسي والإسباني والروسي بشكل كلي في حين أن قاعدة البيانات بلغت ٧٢٠ ممارسة من الممارسات الجيدة التربوية. وعلى وجه الخصوص، تم استخدام كتيّب تدريس موضوع فيروس نقص المناعة البشرية والإيدز (المتاح باللغات العربية والإنكليزية والفرنسية والروسية والإسبانية) في حلقتي عمل تدريبيتين، نُظمت الأولى في أفريقيا الوسطى بعنوان "حلقة عمل لتنسيق السياسات التربوية في مجال مكافحة فيروس نقص المناعة البشرية والإيدز في بلدان الجماعة الاقتصادية والنقدية لوسط أفريقيا" في دوالا، الكاميرون من ٢٧ إلى ٣٠ مايو/أيار ٢٠٠٨؛ أما حلقة العمل الثانية بعنوان "حلقة عمل حول استشارة الوعي وبناء القدرات في إدراج مسألتي مكافحة فيروس نقص المناعة البشرية والإيدز في المناهج الدراسية" فنُظمت في موسكو، الاتحاد الروسي من ١٠ إلى ١٢ أبريل/نيسان ٢٠٠٨، حيث تم تدريب أكثر من ١٢٠ أخصائياً.

١٦- شكّل المكتب الدولي للتربية جزءاً من وفد اليونسكو إلى المؤتمر الدولي للتربية حول الإيدز في المكسيك من ٤ إلى ٨ أغسطس/آب ٢٠٠٨ وشارك في رئاسة دورة حول الوقاية. كما تم عرض ملصق المكتب "دليل إدراج تدريس موضوع فيروس نقص المناعة البشرية والإيدز في مجموعة المناهج المدرسية: التجارب المستقاة من إدراج فيروس نقص المناعة البشرية والإيدز في المناهج المدرسية الوطنية" خلال المؤتمر.

١٧- في تشرين الأول/أكتوبر، تم تقديم مساعدة تقنية محددة إلى وزارة التربية في غيانا لإجراء تحليل بشأن تدريب المعلمين خارج ساعات العمل وخلالها على الصحة والتغذية في المدارس مع التشديد بشكل خاص على فيروس نقص المناعة البشرية والإيدز. ويكمن الهدف في تقييم فعالية الاستجابة الحالية لمسألتي فيروس نقص المناعة البشرية والإيدز في مجال تدريب المعلمين، والخطط الموضوعية للمستقبل القريب من أجل تسليط الضوء على مواطن القوة والثغرات ووضع سلسلة من التوصيات لتوجيه عمليتي وضع السياسات العامة والتخطيط الاستراتيجي.

١٨- ازداد التعاون مع أصحاب المصلحة على مستوى المبادرة العالمية المعنية بالتعليم وفيروس نقص المناعة البشرية/الإيدز المشتركة بين اليونسكو وبرنامج الأمم المتحدة المشترك المعني بفيروس نقص المناعة البشرية/الإيدز والمشروع المشترك بين فريق العمل المشترك بين الوكالات وبرنامج الأمم المتحدة المشترك المعني بفيروس نقص المناعة البشرية/الإيدز ومع المكاتب الوطنية لليونسكو في ياوندي وبانكوك وموسكو ومع المكتب الإقليمي لليونسكو لأفريقيا فيما يتعلق ببناء القدرات. وتم تعزيز التعاون مع المعهد الدولي

للتخطيط التربوي ومقر اليونسكو والمكاتب الوطنية في نيروبي وهراري وسانتياغو وكينغستون والمكتب الإقليمي لليونسكو لأفريقيا فيما يتعلق بوظيفة مركز تبادل المعلومات الموحد والمعني بالتعليم حول فيروس نقص المناعة البشرية والإيدز.

١٩- ترد تفاصيل الأنشطة والنتائج المحرزة في البطاقة الوصفية ٣.

مشاريع التعاون التقني/المساعدة المقدمة إلى الدول الأعضاء

٢٠- على غرار السنوات الماضية، تمكّن البرنامج، عام ٢٠٠٨، من الاستجابة للطلبات المحددة من البلدان وقدم خدمات استشارية شخصية ومساعدة تقنية تتعلق بمجال إعداد المناهج الدراسية وتنفيذها.

٢١- وبشكل أدقّ، واستناداً إلى حلقة العمل الدولية التي نُظمت مع أصحاب المصلحة في جنيف (من ١٨ إلى ٢٠ أغسطس/آب ٢٠٠٨)، تم استعراض مقترح مشروع طموح لتحديد المناهج الدراسية وإعداد الأدلة المدرسية في العراق بشكل كامل. بالإضافة إلى ذلك، تم إعداد استراتيجية لاختبار المخططات المنهجية الليبيرية المنقحة التي وُضعت خلال الفترة ٢٠٠٦-٢٠٠٧ في مونروفيا، ليبيريا (من ١٤ إلى ٢٧ سبتمبر/أيلول ٢٠٠٨) بناءً على طلب من وزارة التربية. وبموجب اتفاق التعاون مع اليونسيف، سيتم توفير المساعدة التقنية لمراجعة إطار المنهج الدراسي الوطني الجديد الذي أُعد في ٢٠٠١ في كوسوفو.

٢٢- أدت المبادرتان الجديدتان اللتان أُطلقتا عام ٢٠٠٧ بالشراكة مع الوكالة الألمانية للتعاون التقني (GTZ) إلى دراستين: الدراسة الأولى بعنوان "الاستعداد للحياة والعمل. دراسة مقارنة مع التركيز على التعليم (الابتدائي والثانوي الأساسي) في البلدان النامية الأفريقية" التي عُرضت خلال الاجتماع الذي يعقد كل سنتين لرابطة تطوير التعلم في أفريقيا في مايو/أيار ٢٠٠٨ في مابوتو، موزامبيق، والدراسة الثانية بعنوان "التعلم على العيش سوياً" سيتم اختبارها ميدانياً وتنقيحها ونشرها عام ٢٠٠٩. وبغية تعزيز التنسيق الداخلي وخلق أوجه التآزر فيما بين أنشطة المكتب الدولي للتربية، تم نشر وتحليل الدراسة بعنوان "الاستعداد للحياة والعمل" كمورد مفهومي ومنهجي في سياق الندوة الدولية السادسة في كيغالي، روندا في تشرين الأول/أكتوبر ٢٠٠٨، حول مشروع "الابتكارات في المناهج الدراسية والتعليم من أجل السلام والتخفيف من حدة الفقر". وفي عام ٢٠٠٩، سيتم نشر نسخة منقحة من الدراسة.

٢٣- كما تم تقديم عدد من المساهمات إلى منشورات المكتب الدولي للتربية واليونسكو، لاسيما تقرير اجتماع الخبراء الأول بشأن التعليم من أجل السلام وإعداد الكتب المدرسية (باريس، اليونسكو، ٢٠٠٧)؛ ودليل بعنوان: "GigaPan Guide: using modern technology to promote intercultural understanding and inclusiveness" وعدد مجلة "مستقبلات" حول واضعي المناهج الدراسية في وجه التربية: تحديات الإصلاح (١٤٤، المجلد ٣٧، الرقم ٤، ديسمبر/كانون الأول ٢٠٠٧) الذي نُشر خلال صيف عام ٢٠٠٨.

٢٤- ولأسباب خارجة عن إرادته، لم يتمكن المكتب من الاضطلاع بعدد من الأنشطة المخطط لها أصلاً، من قبيل دراسات الحالة بشأن المساواة بين الجنسين والمناهج الدراسية في المجتمعات الخارجة من النزاعات.

٢٥- ترد تفاصيل الأنشطة والنتائج المحرزة في البطاقة الوصفية ٤.

٢-١ بنك الموارد ومرصد التوجهات

النتائج المتوقعة في نهاية فترة السنتين (٥/م٣٤، الفقرة ١٠٢٢)

التوجهات (الاتجاهات) الجديدة وعمليات التطوير في مجال التربية المحددة من خلال المعلومات المجمعة والمعالجة والبحوث والدراسات.

مؤشرات الأداء:

- الدراسات والتحليلات المتاحة في سياق التقرير العالمي لرصد التعليم للجميع؛
- البحوث والدراسات المنشورة؛

المعارف والمعلومات بشأن نظم التعليم والمناهج الدراسية القائمة وعمليات وضع النهج الدراسي، إلى جانب أمثلة الممارسات الجيدة والابتكارات المحدثّة والمتاحة.

مؤشرات الأداء:

- زيادة وتوسيع قواعد بيانات المكتب الدولي للتربية (البيانات العالمية حول التربية؛ الملفات القطرية؛ تبادل المعلومات حول التربية بشأن فيروس نقص المناعة البشرية والإيدز؛ إلخ)

٢٦- شهد هذا البرنامج الأساسي نمواً مستمراً واستخداماً متزايداً للمواد التي يتم تيسيرها من خلال بنك الموارد ومرصد التوجهات، الأمر الذي يسمح للمكتب الدولي للتربية بالاضطلاع بوظيفة مهمة جداً.

بنك الموارد

٢٧- تمت المحافظة على قاعدة البيانات المتعلقة بالملفات القطرية وتحديثها، وهي تضم ١٩٣ بلداً، بما فيها ٩٤ بلداً يتمتع بإمكانية الحصول على الموارد المتعلقة بالمناهج الدراسية بشكل إلكتروني. كما تعطي الملفات القطرية إمكانية النفاذ إلى ١٦١ إنجاًزاً من الإنجازات المحققة في مجال التعليم في قاعدة البيانات بشأن البيانات العالمية حول التربية. هذا وقد تم تحديث الصلات بالمواد والموارد المتعلقة بالمناهج الدراسية بشكل منتظم. وأدرجت قاعدة البيانات بشكل كامل في بوابة قطاع التربية التابع لليونسكو.

٢٨- إن استمرار عملية توسيع خدمة IBEDOC وهي عبارة عن كاتالوجات للمكتب الدولي للتربية موجودة على شبكة الإنترنت، اكتسب المزيد مع الإضافات التي طرأت عليها والتي بلغت ١١٧٤ إضافة. بالإضافة إلى ذلك، يتم الانتقال إلى خدمة IBEDOC لتصبح جزءاً من كاتالوج UNESBIB الذي تستضيفه مكتبة مقر اليونسكو في باريس. وتم توسيع مجموعة المواد المرتبطة بالمناهج الدراسية بشكل منتظم وأضيف ١٧٦ وثيقة تتعلق بالمناهج الدراسية تعود إلى ٢٢ بلداً إلى أرشيف المناهج الدراسية الإلكتروني. وبغية إتاحة مجموعة التقارير الوطنية للفترة ١٩٣٣-١٩٩٢ من خلال خدمة IBEDOC، تم معالجة حوالي ٨٤٠ تقريراً وطنياً رقمياً (metadata). هذا وتم إعادة تصميم ونقل مجموعة المكتب المعنية بالمناهج الدراسية المطبوعة والقائمة الجغرافية إلى قاعدة بيانات جديدة من أجل تيسير استخدام أكثر سهولة وهي تتضمن الآن ٢٣٠ منهجاً دراسياً مطبوعاً. وتقوم خدمات الإنذار الخارجية على إنذار أسبوعي واحد يشمل منشورات جديدة وتقارير على الخط ونتائج دراسات استقصائية ونتائج بحثية ومواقع على الإنترنت وغير ذلك من الموارد على الخط متعلقة بتطوير المناهج الدراسية والنظم التربوية والاتجاهات التربوية. من يناير/كانون الثاني إلى سبتمبر/أيلول ٢٠٠٨، تم تجميع حوالي ٣٥ إنذاراً أسبوعياً وثلاثة موجزات وإرسالها إلى أكثر من ٩٠٠ أخصائي في مجال وضع المناهج الدراسية في ٩٤ بلداً في كافة أرجاء العالم. وخلال الفترة الممتدة من يناير/كانون الثاني إلى سبتمبر/أيلول ٢٠٠٨، تم الاطلاع على منشورات المكتب الدولي للتربية أو تحميلها أكثر من ١٧٤ ألف مرة عبر اليونسكو.

٢٩- ترد تفاصيل الأنشطة والنتائج المحرزة في البطاقة الوصفية ٥.

مرصد التوجهات

٣٠- إنَّ مرصد التوجهات الذي يعتمد كثيراً على بنك الموارد يدعم التعليم للجميع من خلال إعداد تحليلات ودراسات وتجميعات وقواعد بيانات عالية النوعية أو الحصول عليها. وأصبحت النسخة الإلكترونية لقاعدة البيانات بشأن بيانات التربية في العالم متاحة على الموقع الإلكتروني لمكتب التربية الدولي؛ وتتضمن هذه النسخة المحدثة ما مجموعه ١٦١ إنجاًزاً. وتم إعداد النسخة الإسبانية للمنشور المعنون *School knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education* [المعارف المدرسية من منظور المقارنة والمنظور التاريخي: تغيير المناهج الدراسية في التعليم الابتدائي والثانوي] بالتعاون بين المكتب الدولي للتربية ومركز الأبحاث التربوية المقارنة في جامعة هونغ كونغ في ٢٠٠٦ بفضل الدعم المالي الذي قدمته الوزارة الأرجنتينية الفيدرالية للتربية.

٣١- بالنسبة إلى التقرير العالمي لرصد التعليم للجميع لعام ٢٠٠٩ (تجاوز انعدام المساواة- لماذا الإدارة مهمة)، الذي يركّز على المسائل المرتبطة بإدارة التعليم والاضطلاع بشؤونه الإدارية وتمويله، تقدّم المكتب بمجموعة منظمة ومختارة من المسائل ذات الصلة بالمعلومات والتشريعات التربوية والإدارة والتمويل في ١٨٤ بلداً، شملت أكثر من ١٦٠٠ صفحة. أما بالنسبة إلى النسخة الجديدة من مجموعة البيانات العالمية حول التربية التي أعدها معهد الإحصاءات في اليونسكو، فقد اضطلع المكتب الدولي للتربية بتمرين شامل حول بيانات هذا المعهد بشأن مدة التعليم الابتدائي وسن دخول المدرسة الرسمي في حوالي ٨٠ بلداً للفترة ١٩٧٠-٢٠٠٥، باستخدام سلسلة التقارير الوطنية بشكل أساسي. كما شارك المكتب في الاجتماع الإقليمي الأول (منطقة أوروبا وأمريكا الشمالية) الذي نظّمته مؤسسة الإحصاءات التابعة لليونسكو ومنظمة التعاون والتنمية في الميدان الاقتصادي والمكتب الإحصائي للجماعات الأوروبية، كجزء من عملية مراجعة التصنيف الدولي الموحد للتعليم الذي اعتمد عام ١٩٩٧.

٣٢- ترد تفاصيل الأنشطة والنتائج المحرزة في البطاقة الوصفية ٦.

٣-١ إدارة المعارف والحوار السياسي

النتائج المتوقعة في نهاية فترة العامين (٥/م٣٤، الفقرة ١٠٢٢)

أ) المعرفة والمعلومات بشأن المعلومات بشأن النظم التعليمية، والمناهج الدراسية القائمة، وعمليات تطوير المناهج الدراسية، إلى جانب الممارسات الجيدة والابتكارات المحدثة والمتاحة.

مؤشرات الأداء:

- تحسين موقع المكتب الدولي للتربية على شبكة الإنترنت وتحديثه بشكل منتظم؛
- الإحصاءات بشأن عدد الزيارات للموقع.

ب) تكثيف وتوسيع الحوار الدولي بشأن السياسة العامة فيما يخص النظم التعليمية.

مؤشرات الأداء:

- نجاح ونوعية عمل الدورة الثامنة والأربعين للمؤتمر الدولي للتربية؛
- عدد المشاركين من الدول الأعضاء ومناصبهم؛
- تقييم نتائج المؤتمر؛
- متابعة تنفيذ القرارات الصادرة عن المؤتمر الدولي للتربية.

إدارة المعارف ونشر المعلومات وإصدار المنشورات

٣٣- باعتباره عنصراً استراتيجياً "دينامياً" في صلب عملية "إدارة المعارف"، تم إيلاء اهتمام خاص، خلال عام ٢٠٠٨، لإعادة هيكلة كاملة لموقع المكتب الدولي للتربية على الإنترنت، بالاستناد إلى المبادئ التوجيهية لبوابة اليونسكو وبعتماد نظام جديد لإدارة المضمون (مثلاً، *Typo3*). وتضمن ذلك، بين جملة أمور أخرى، استحداث قوالب جديدة للويب مع عملية أرشفة جديدة ونقل أقسام مختارة في اللغات الرسمية الست لليونسكو واستحداث مجالات ومنتديات ومجموعات مستخدمين محمية بكلمة سر. وخلال هذه العملية، تم إدراج حوالي ٤٥٠٠ صفحة أو نقلها إلى الموقع الجديد، كما تم إعادة استحداث حوالي ٢٠٠٠ صفحة وأكثر من ١٢٠ مقالاً جديداً ونقلها إلى الموقع الجديد. وتم إعادة تحرير وتحسين صفحة المحتويات لمعظم الأقسام كلياً (على الأقل في اللغات الإنكليزية والفرنسية والإسبانية) لكي تعكس استراتيجية المكتب الجديدة للفترة ٢٠٠٨-٢٠١٣ والتي وافق عليه مجلس المكتب في كانون الثاني/يناير ٢٠٠٨. تم تدريب ما مجموعه ١٤ موظفاً عضواً على استحداث مضمون الويب باستخدام نظام إدارة المضمون الجديد.

٣٤- أتيح موقع المكتب الجديد والحسن في نهاية شهر حزيران/يونيو من هذا العام بالاشتراك مع القسم الخاص بالدورة الثامنة والأربعين للمؤتمر. وابتداءً من شهر أيلول/سبتمبر، تم تحديث موقع المؤتمر (الذي يتضمن أكثر من ٣٠ صفحة بالإنكليزية والفرنسية والإسبانية) بشكل منظم، لتسهيل الحصول على المعلومات والموارد ذات الصلة بالمؤتمر. وقد أتى عدد الزيارات لهذا الموقع ليؤكد أهمية التحسينات التي طرأت عليه، مما يظهر زيادة كبيرة في عدد الزيارات من جانب المستعملين باللغات الرسمية الست. فخلال الفترة من كانون الثاني/يناير إلى منتصف أيلول/سبتمبر ٢٠٠٨، ازدادت الزيارات إلى موقع المكتب بنسبة ١٧٪ وعملياً التصفح بنسبة ٣١٪. كما ارتفعت المدة التي يقضيها المستعملون على هذا الموقع بنسبة ٢١٪ مقارنة مع الفترة نفسها من عام ٢٠٠٧ (المصدر: *Google analytics*). وكالعادة، سيتم توزيع وثيقة إعلامية على الحاضرين في المجلس حول استخدام الموقع خلال عام ٢٠٠٨.

٣٥- إن المنشورات التي استُكملت خلال العام ستوضع في متناول المؤتمر والمجلس في يناير/كانون الثاني المقبل. هذا وقد تم نشر عدة أعداد من مجلة "مستقبلات" (*Prospects*) وهي مجلة اليونسكو الفصلية باللغة الإنكليزية بمشاركة مؤسسة Springer (هولندا)، وهناك أعداد أخرى من المجلة قيد التحضير لاسيما: *واضعو المناهج الدراسية في وجه التربية: تحديات الإصلاح* (١٤٤)، *المجلد ٣٧، الرقم ٤، كانون الأول/ديسمبر ٢٠٠٧*؛ عدد خاص بالمؤتمر الدولي للتربية: *التعليم الجامع* (١٤٥)، *المجلد ٣٨، الرقم ١، آذار/مارس ٢٠٠٨*؛ *الحد من الفقر والتعليم الجامع: تحويل المدارس في أفريقيا جنوب الصحراء* (١٤٦)، *المجلد ٣٨، الرقم ٢، حزيران/يونيو ٢٠٠٨*؛ *توفير التعليم للجميع بحلول عام ٢٠١٥: التقدم والتحديات* (١٤٧)، *المجلد ٣٨، الرقم ٣، أيلول/سبتمبر ٢٠٠٨*. ومناسبة تنظيم المؤتمر الدولي للتربية، سيتم نشر العدد الخاص بمجلة "مستقبلات" (١٤٥) باللغات الفرنسية والإسبانية والصينية، شأنه شأن العدد المعني بالفقر (١٤٦) الذي سينشر أثناء المؤتمر باللغة الفرنسية.

٣٦- نشر المكتب كتاباً جديداً في سلسلته المعنية بدراسات التربية المقارنة يحمل عنوان "تعلم التدريس: مقترحات لإعادة بناء التربية في أمريكا اللاتينية" من إعداد أرنستو ف. شيقيلباين ونويل ف. ماكغيل (اليونسكو: المكتب الدولي للتربية، ٢٠٠٨). وأتيح أخيراً عدد جديد من سلسلة المكتب المعنية بوثائق عمل المكتب الدولي للتربية حول مسائل النهج الدراسية (منشور بالنسق الإلكتروني فقط) على موقع المكتب. ويركز هذا العدد على اتجاهات تطوير المناهج الدراسية (لاسيما النهج القائمة على المهارات) في بلدان أفريقيا جنوب الصحراء الناطقة باللغة الفرنسية.

٣٧- ترد تفاصيل الأنشطة والنتائج المحرزة في البطاقة الوصفية ٧.

الحوار السياسي والدورة الثامنة والأربعون للمؤتمر الدولي للتربية

٣٨- ركز العام ٢٠٠٨، في مجال الحوار السياسي، على الأعمال التحضيرية وانهقاد الدورة الثامنة والأربعين للمؤتمر الدولي للتربية. وبغية المحافظة على الزخم الذي اتسم به عام ٢٠٠٧، حسبما أوصى به مجلس المكتب الدولي للتربية في دورته الخامسة والخمسين، استمر المكتب في القسم الأول من العام في الاضطلاع بالمؤتمرات والاجتماعات التحضيرية الإقليمية التي شارك فيها خبراء من وزارات التربية والجامعات والمنظمات الدولية والمؤسسات والمنظمات غير الحكومية والمجتمع المدني، إلى جانب موظفين من اليونسكو من المكاتب الميدانية ومقر اليونسكو، بهدف حشد المعارف بشأن التعليم الجامع وضمان مناقشة أكثر استنارة خلال

المؤتمر الدولي للتربية. وبشكل عام، نظّم المكتب خلال عامي ٢٠٠٧ و ٢٠٠٨، من خلال مجموعة الممارسات في تطوير المناهج الدراسية، تسع حلقات عمل تحضيرية إقليمية حول التعليم الجامع وساهم في تنظيم أربعة مؤتمرات تحضيرية إقليمية. وكانت هذه الأحداث ترمي أساساً إلى إطلاق مناقشة تشاركية وتشارورية تسلط الضوء على القضايا والتحديات الرئيسية المرتبطة بالتعليم الجامع. وفي عام ٢٠٠٨، ضمن إطار مجموعة الممارسات، تم تنظيم حلقة عمل إقليمية تحضيرية في فنلندا (مارس/آذار ٢٠٠٨) بالتعاون مع مجلس التربية الوطنية الفنلندي، في حين تم تقديم المساعدة التقنية لتنظيم أربعة مؤتمرات إقليمية تهدف إلى توسيع التغطية الجغرافية للأعمال التحضيرية. وبشكل أكثر تحديداً، تمت استضافة المؤتمر التحضيري الإقليمي لمنطقة أوروبا وأمريكا الشمالية بعنوان "التعليم الجامع: من الحوار السياسي إلى العمل الجماعي" في ريغا من ٢٤ إلى ٢٦ فبراير/شباط ٢٠٠٨؛ وتم تنظيم المؤتمر التحضيري الإقليمي لمنطقة آسيا والمحيط الهادئ حول "التعليم الجامع: القضايا السياسية الرئيسية في منطقة آسيا والمحيط الهادئ" في بالي، أندونيسيا، من ٢٩ إلى ٣١ مايو/أيار؛ وتم تنظيم المؤتمر التحضيري الإقليمي العربي في بيروت، لبنان من ٢٥ إلى ٢٧ أغسطس/آب وكان عنوانه "ندوة إقليمية حول توفير التعليم الجيد للجميع: لا للاستبعاد ولا للتمييز"؛ وتم تنظيم المؤتمر الإقليمي التحضيري الأفريقي في ياوندي، الكاميرون يومي ١٧ و ١٨ سبتمبر/أيلول بعنوان "التعليم الجامع: القضايا والأولويات الرئيسية في أفريقيا".

٣٩- قدمت معظم الاجتماعات والمؤتمرات التحضيرية خريطة طريق إقليمية اعتمدها البلدان المشاركة في نهاية كل حدث. واستناداً إلى المواضيع الفرعية للمؤتمر الدولي للتربية لعام ٢٠٠٨، حددت خريطة الطريق هذه الأعمال في المجالات الاستراتيجية لصنع السياسات العامة والتشريعات والتمويل والمؤسسات وإعداد المناهج الدراسية واستشارة الوعي وتقديم الدعم. ويتم تنظيم حدث تحضيرية أخير ضمن التعاون القائم بين المكتب الدولي للتربية ومعهد العلوم النفسية والتربوية في جامعة جنيف وقسم الأبحاث التربوية. وتحمل الندوة الدولية العنوان التالي: "التعليم الجامع: من البحوث إلى التطبيقات العملية" وسوف تشكل مساهمة فكرية إضافية على المناقشات التي دارت أثناء الدورة الثامنة والأربعين من المؤتمر الدولي للتربية.

الأعمال التحضيرية الأخرى للمؤتمر الدولي للتربية

٤٠- استناداً إلى تقليد متبع منذ زمن طويل، يتم جمع التقارير الوطنية حول تطوير التربية في مختلف البلدان وتوفيرها للمؤتمر الدولي للتربية. وتشكل هذه التقارير أحد المصادر الرئيسية لمقارنة البيانات التربوية فيما بين البلدان وعلى فترات زمنية مختلفة، وتمثل أداة قيمة لتبادل المعلومات والخبرات في مجال التعليم.

٤١- وأخيراً، تم استلام أكثر من ١٣٠ رسالة من وزراء التربية من كافة أنحاء العالم، سوف يتم إيلاؤها اهتمام خاص من خلال عرضها وتجميعها في منشور، بالإضافة إلى إتاحتها في قسم مخصص على موقع المؤتمر الدولي للتربية على الإنترنت.

٤٢- وكما جرت عليه العادة في دورات المؤتمر السابقة، أجريت عملية اختيار لمنح ميدالية كومينيوس إلى عشرة مرشحين وفقاً للنظام الداخلي. أنشئت هذه الميدالية عام ١٩٩٢ بالاشتراك بين وزارة التربية الوطنية والشباب والرياضة في الجمهورية التشيكية واليونسكو، وهي مخصصة لمكافأة وتشجيع الإنجازات والابتكارات البارزة في مجال التعليم والبحوث التربوية، بالإضافة إلى الاحتفال بالميراث الروحي الذي تركه جان أموس كومينيوس.

٤٣- كما نظّم المؤتمر الدولي للتربية العديد من الأحداث الأخرى. وستقوم مناقشة مائدة مستديرة تُبث مباشرة على الإنترنت تستضيف وزراء التربية والشباب ويديرها صحافي معروف جداً من محطة بي بي سي يتيح أمام الشباب فرصة طرح الأسئلة على الوزراء من مختلف المناطق الجغرافية من أجل مقارنة التوقعات المرتبطة بالشمولية.

٤٤- بالإضافة إلى ذلك، ستنظم ثمانية أحداث على هامش المؤتمر من أجل إشراك المزيد من الجهات الفاعلة في نقاشات متعمقة حول مواضيع وبرامج محددة ذات صلة بالتعليم الجامع، بما فيها الحد من مخاطر الكوارث وتكنولوجيا المعلومات والاتصالات والتعليم كحق من حقوق الإنسان والمبادئ التوجيهية السياسية للشمولية وغيرها من المواضيع.

٤٥- تم تنظيم ثلاثة معارض مختلفة كوسيلة لتوسيع نطاق الشراكات حول موضوع المؤتمرات وكآلية جمع الأموال. ويأتي المعرض المعنون "ممارسة الشمولية" كقيمة تضاف إلى المؤتمر من خلال عرض الخبرات والممارسات الفعالة للتعليم الجامع بشكل ملموس وجذاب، بإشراك وكالات الأمم المتحدة والمنظمات غير الحكومية والقطاع الخاص. وهناك معرض للمنشورات التربوية لليونسكو من مقر اليونسكو في باريس ومعاهد اليونسكو يعرض الكتب والمجلات والأقراص المدججة والكتيبات الإعلامية. وأخيراً، تم تنظيم معرض بعنوان "توفير التعليم للجميع: إرث جان أموس كومينوس إلى العالم" بالتنسيق مع متحف جان أموس كومينوس في براغ سيكرس لإرث "معلم الأمم" جان أموس كومينوس.

٤٦- ترد تفاصيل الأنشطة والنتائج المحرزة في البطاقة الوصفية ٨.

٢- التشغيل المؤسسي

١-٢ مجلس المكتب الدولي للتربية

٤٧- حُدثت صلاحيات مجلس المكتب الدولي للتربية في نظامه الأساسي ونظامه الداخلي والقرار الذي اعتمده الدورة الرابعة والثلاثون للمؤتمر العام (34C/5).

٤٨- عقد المجلس دورته السادسة والخمسين في يناير/كانون الثاني ٢٠٠٨ من أجل تخطيط أنشطة المكتب وتقييم نتائجه. واجتمع الفريق الإداري وفريق العمل المعني بالمؤتمر الدولي للتربية قبل يومين من انعقاد الدورة. انتخب المجلس رئيسه الجديد معالي السيد راوول فالينكو كورال ولجنته التوجيهية وهيئاته الفرعية. كما وافق على التقرير بشأن أنشطة المكتب لعام ٢٠٠٧ والحسابات المؤقتة حتى ٣١ ديسمبر/كانون الأول ٢٠٠٧، ومشروع البرنامج والميزانية لعام ٢٠٠٨. واستعرض المجلس التقدم المحرز بشأن العملية التحضيرية للمؤتمر الدولي للتربية وناقش آليات التمويل المتكررة للمكتب ووافق على مشروع استراتيجية المكتب للفترة ٢٠٠٨-٢٠١٣ باعتبارها "استراتيجية متجددة". وطلب أيضاً تقديم استراتيجية إلى المجلس في دورته الثامنة والخمسين تهدف إلى جعل المكتب الدولي للتربية مركز تميز للمسائل المرتبطة بالمناهج الدراسية. وعقد اجتماع اللجنة التوجيهية في جنيف في يوليو/تموز ٢٠٠٨. ووفقاً للإجراء المتبع، سوف يجتمع المجلس قبل الدورة الثامنة والأربعين للمؤتمر الدولي للتربية وبعدها لاستعراض المسائل التنظيمية الختامية وإجراء تقييم أولي لنتائج المؤتمر. وسيكون ذلك الدورة السابعة والخمسين لمجلس المكتب.

٤٩- ترد تفاصيل الأنشطة والنتائج المحرزة في البطاقة الوصفية ٩.

٢-٢ الإدارة المؤسسية: الموارد البشرية والمالية، الشراكات

الموارد البشرية والإدارة

٥٠- فيما يتعلق بالموارد البشرية، تم تعزيز الفريق المهني للمكتب بتعيين مساعد لمشروع برنامج فيروس نقص المناعة البشرية والإيدز. كما أطلقت عملية تعيين لوظيفة منسق برنامج "الابتكارات المنهجية والتخفيف من الفقر والتعليم من أجل السلام" بفضله الأموال من خارج الميزانية ولكن للأسف لم يتم تعيين أي شخص إذ لم يستوف أي مرشح من المرشحين مستلزمات هذا المنصب بشكل كامل. سيتم الإعلان عن الوظيفة مرة أخرى في عام ٢٠٠٩. واستمر المستشار الذي وضعه وزير التربية الصيني بسخاء في خدمة المكتب في الاضطلاع بعمله حتى شهر يوليو/تموز ٢٠٠٨. وتجدر الإشارة إلى أنه بسبب حجم العمل الاستثنائي المرتبط بتنظيم المؤتمر، كان وضع الموارد البشرية حرجاً نوعاً ما واضطر المكتب إلى تنظيم عقود قصيرة الأجل لزيادة القدرة الداخلية على التكيف مع حجم العمل المطلوب.

٥١- وفي هذا السياق، وفيما يتعلق بالتوصيات الصادرة عن المجلس، استمر المكتب في سياسة التدريب أثناء الخدمة للمهنيين الشباب. في الواقع، يمكن اعتبار عملية التحضير للمؤتمر الدولي للتربية وتنفيذها فرصة مهمة للتعليم. وبما أن جميع موظفي المكتب

والمساعدين في البحوث والمتدربين يتمتعون بمهام ومسؤوليات محددة ذات طبيعة مختلفة، فإن مشاركتهم في مختلف جوانب العملية التحضيرية للمؤتمر تقدم لهم فرصة فريدة لتطويرهم من الناحية المهنية. حصل تسعة متخرجين جامعيين شباب على منح كمساعدين في الأبحاث وتم تدريب ١٥ طالباً. وفي حين يعتبر المكتب وظيفة التدريب من صميم مهمته، كما تنص عليه الاستراتيجية الجديدة للمكتب، تجدر الإشارة مرة أخرى إلى أن هذه المهمة تؤدي أيضاً إلى زيادة في حجم العمل للموظفين المهنيين الذين يُطلب منهم تقديم التوجيه والإشراف.

٥٢- بما أنه تم تكريس معظم الموارد البشرية والمالية في المكتب لتنظيم المؤتمر الدولي للتربية، لم يكن من الممكن تنظيم الأنشطة التدريبية المحددة التي تم التطرق إليها في وقت سابق. ولكن، على غرار ما جرى عام ٢٠٠٧، شارك المكتب في مشروع المعايير المحاسبية الدولية للقطاع العام (IPSAS) مع مشاركة موظفين اثنين من إدارة المكتب في أسبوع تدريب من تنظيم مكتب المراقب المالي في اليونسكو. كما سيتم الاضطلاع بتمرين تخطيط لتحديد الخطوات الواجب اتخاذها لغاية ١ يناير/كانون الثاني ٢٠١٠ وهو التاريخ الذي تدخل فيه المعايير المحاسبية الجديدة حيّز النفاذ. بالإضافة إلى ذلك، تابع أربعة موظفين دورات في اللغات وواصل موظفان آخريان التدريب في مجال المحاسبة وإدارة الموارد البشرية.

الموارد المالية

٥٣- بلغت الحصة المالية التي خصصتها اليونسكو للمكتب الدولي للتربية (الميزانية العادية) في ٢٠٠٨ (والتي بقيت على حالها منذ ٢٠٠٢) ٢ ٢٩٥ ٥٠٠ دولار أمريكي.

٥٤- قامت مديرة المكتب بالجهود الأكبر لجمع الأموال من أجل ضمان المستوى المالي المطلوب لتنفيذ المؤتمر الدولي للتربية تنفيذاً ناجحاً. وخلال عام ٢٠٠٨، تم الاتصال بعدة بلدان وجهات مانحة محتملة. ووقت إعداد التقرير، كانت حكومات إكوادور والهند والكويت وسويسرا وإسبانيا واليونيسف و"صندوق مشروع الأمير السلطان عبد العزيز لدعم اللغة العربية في اليونسكو" قد قامت بمساهمة مالية إلى المؤتمر. ومديرة المكتب متمنة بشكل خاص لجميع هؤلاء الشركاء لدعمهم الأساسي للمؤتمر. وسيتم تبليغ الإيرادات التي تم جمعها من خلال تنظيم معرض "ممارسة الشمولية" والمشاركة الخاصة للقطاع الخاص، بالرغم من أن المبلغ النهائي لن يُعرف إلا بعد اختتام دورة المؤتمر.

٥٥- وتبلغ الموارد الخارجة عن الميزانية المضمونة لغاية ٣١ أكتوبر/تشرين الأول ٢٠٠٨ لأنشطة البرنامج ولتسديد بعض تكاليف الموظفين ١ ٢٥٥ ١٨٥ دولار أمريكي للحساب الخاص للمكتب، منها مبلغ ٣٣٣ ٧٧٤ دولار أمريكي مخصص للمؤتمر الدولي للتربية (١٢٧ ٢١١ دولار أمريكي من سويسرا و٦٩٤ ٩٤ دولار أمريكي من الكويت و٢٦ ٩٥٤ دولار أمريكي من إسبانيا). وتلقى المكتب أيضاً مساهمة مالية من صندوق مشروع الأمير السلطان بن عبد العزيز لدعم اللغة العربية في اليونسكو لتقدم الترجمة الفورية إلى اللغة العربية خلال حلقات عمل المؤتمر. وتبلغ الموارد الخارجة عن الميزانية والتي تمت تعبئتها من خارج الحساب الخاص (الأموال المودعة من جانب اليونسكو وبرنامج الأمم المتحدة المعني بفيروس نقص المناعة البشرية/الإيدز الخ.) ٧٦٩ ٨٨٦ دولار أمريكي.

٥٦- أبرم اتفاق التعاون الجديد مع الوكالة السويدية للتعاون الدولي في أواخر عام ٢٠٠٨، لفترة سنتين، ومبلغ إجمالي بقيمة ٦٠٠٠٠٠٠ كرونا سويدية موزع بالتساوي بين عامي ٢٠٠٨ و٢٠٠٩. وضمن الجهود المبذولة في جمع الأموال للصندوق الخاص للمكتب، وافقت إسبانيا على مبلغ ٣٥٠٠٠٠ يورو كمساهمة مالية منها إلى المكتب.

٥٧- يرد في القسم ثالثاً من هذه الوثيقة عرض للميزانية لغاية ٣١ أكتوبر/تشرين الأول ٢٠٠٨. وسوف يوزع على المجلس جدول جديد يعرض الوضع في نهاية ديسمبر/كانون الأول ٢٠٠٨.

الشراكات

٥٨- من بين ما انبثق من العملية التحضيرية للمؤتمر الدولي للتربية والوتيرة السريعة للمشاورات الإقليمية إقامة علاقات عمل تعاونية متينة مع مجموعة من الجهات الفاعلة والشركاء، من بينهم وكالات الأمم المتحدة والجامعات ومعاهد البحوث والمنظمات غير الحكومية وفرادى الخبراء. أما بالنسبة إلى اليونسكو، فشملت هذه الجهات فريقاً من قطاع التربية في اليونسكو ومعاهد التربية الأخرى، إلى جانب العديد من المكاتب الميدانية الإقليمية والوطنية التي شاركت جميعها مهنيًا في تنظيم المؤتمر ودعمه. بالإضافة إلى ذلك، طلب من موظفي المكتب أيضاً، في مناسبات عدة، توفير الخبرة والمساهمات، مثلاً: استعراض الأقران وإدارة اجتماعات الخبراء وتسهيلها، الخ. وشاركت المديرية في جميع اجتماعات الفريق الرائد المعني بإصلاح قطاع التربية، مما ساعدها على تعزيز شبكتها بشكل أكبر.

٥٩- وكمبادرة متابعة هامة للاجتماع الذي عُقد في نوفمبر/تشرين الثاني ٢٠٠٧ لتجديد اتفاق التعاون القائم بين جامعة جنيف وقسم البحوث التربوية (SRED) والمكتب الدولي للتربية، سوف يتم تنظيم ندوة دولية يومي ٢١ و٢٢ نوفمبر/تشرين الثاني في جنيف بمناسبة الدورة الثامنة والأربعين للمؤتمر الدولي للتربية. وبتنظيم من معهد العلوم السيكلوجية والتربوية (FPSE) في جامعة جنيف وبالتعاون مع المكتب الدولي للتربية وقسم البحوث التربوية (SRED)، سيكون عنوان الندوة: "التعليم الجامع: من البحوث إلى الإنجازات العملية". بالإضافة إلى ذلك، قدمت السيدة أسيدو، مديرة المكتب الدولي للتربية، في ٢٩ أكتوبر/تشرين الأول، عرضاً حول "القراءة الحاسمة" للكتاب المعنون "النظريات والممارسات التربوية من غالبية العالم" الذي تم نشره بإشراف ب. ر. دانسن وأ. أكاري (نيودلهي، ٢٠٠٨). بمناسبة إطلاق ثلاثة منشورات جديدة من تنظيم معهد العلوم السيكلوجية والتربوية في جامعة جنيف.

٦٠- وعلى غرار عام ٢٠٠٧، ساهم المكتب في جامعة الصيف لحقوق الإنسان والتربية التي يستضيفها عادة مكتب المكتب الدولي للتربية في يوليو/تموز. وافتتحت مديرة المكتب النلوة بعرض عاجل هذا العام الموضوع التالي: "التعليم الجامع: طريق المستقبل".

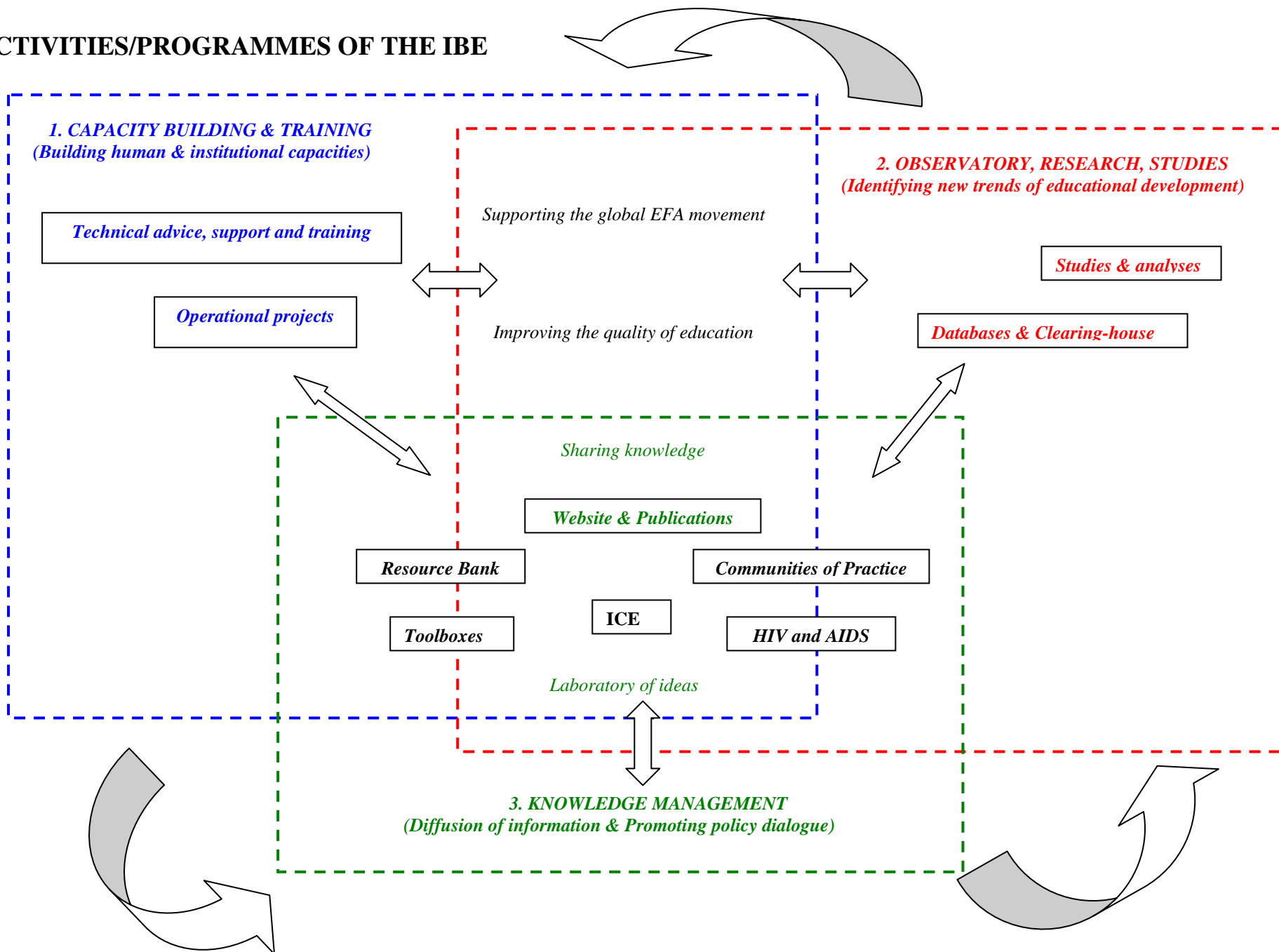
٦١- في سبتمبر/أيلول، تم اعتماد خطة عمل جديدة لتنفيذ الأنشطة ذات الأولوية خلال العام ٢٠٠٩، وذلك في إطار التعاون بين المكتب ومركز سان سيباستيان في اليونسكو. وسيشكل برنامج اليونسكو المعني بالمنشطين جزءاً من برنامج المكتب. وفي مرحلته الأولى، من المخطط تدريب ٣٠ منشطاً عبر الإنترنت في كل من إكوادور وجمهورية فنزويلا البوليفارية، وإعداد المواد التربوية ذات الصلة والتي تشدد أساساً على تقاسم ونشر النتائج الصادرة عن الدورة الثامنة والأربعين للمؤتمر الدولي للتربية.

الخاتمة

٦٢- ترغب المديرية في التعبير عن شكرها الخاص لكامل فريق المكتب الدولي للتربية لاستجابته الإيجابية خلال هذا العام الذي اتسم بالصعوبات والتحديات، ولكونه قدّم دائماً مساهمات عالية النوعية بالرغم من حجم العمل الكبير. وتؤكد المديرية مجدداً التزامها المتين لقيادة المكتب الدولي للتربية حتى يصبح مركز تميز لتطوير المناهج الدراسية والإصلاحات، استناداً إلى الأسس المتينة القائمة. وترغب المديرية كذلك في التشديد، بشكل خاص، على أنه ينبغي إيلاء المكتب ما يكفي من موارد مالية وبشرية حتى يتمكن من الاضطلاع بمهمته، وتتطلع إلى النتائج التي ستسفر عنها المناقشات حول "الاستراتيجية الرامية إلى جعل المكتب الدولي للتربية التابع لليونسكو مركز تميز للمسائل المرتبطة بالمناهج الدراسية" التي ستنظم خلال الدورة الثامنة والخمسين لمجلس المكتب. والمديرية ممتنة كذلك للدعم القوي الذي تلقته من جميع أعضاء المجلس، ولاسيما من رئيس المجلس والممثلين عن الدولة المضيفة.

٦٣- تحيط المديرية علماً كذلك بامتنان بجميع المساهمات المالية التي تلقتها كدعم مؤسسي للمكتب وكأموال من خارج الميزانية من حكومات إكوادور والهند والكويت وإسبانيا والسويد وسويسرا ومن منظمة اليونسيف و"صندوق مشروع الأمير السلطان بن عبد العزيز لدعم اللغة العربية في اليونسكو". وتشجع المديرية كذلك مجلس المكتب الدولي للتربية على القيام بدور نشط في جمع الأموال لتمويل من خارج الميزانية، إذ إن أنشطة البرنامج لعام ٢٠٠٩ والاستراتيجية الجديدة تعتمد عليها كلياً.

ACTIVITIES/PROGRAMMES OF THE IBE



II. FACT SHEETS

IBE – REPORT 2008	
CAPACITY DEVELOPMENT	
1. Heading of the element	Global Community of Practice (COP)
2. Name of the Responsible Officer and of the Deputy	Staff - Renato Operti, Lili Ji and Daoyu Wang
3. Starting and termination dates	January – October 2008
4. BACKGROUND AND DESCRIPTION	
<p>4.1 Context</p> <p>Within the mandate of supporting UNESCO Member States in managing curriculum change, the IBE created the worldwide Community of Practice (COP) in Curriculum Development in 2005 as a tool for designing and implementing better processes of curriculum change, mainly related to Basic Education. Its main initiatives for 2008 are to: (i) promote the policy discussion on main educational and curricular strategies for further accelerating the achievement of EFA goals, focusing on UNESCO Action Plans and policy agreements on the ICE 2008; (ii) develop projects and activities within South-South and North-South-South cooperation mechanisms supporting the expansion and democratization of Basic and Youth Education (iii) assist the implementation of comprehensive capacity development approaches (including policy dialogue; development of curriculum frameworks and syllabuses, approaches and content; follow-up and evaluation of curriculum changes, etc.)</p> <p>4.2 Goal (overall objective)</p> <p>Consolidate the worldwide Community of Practice (COP) in Curriculum Development as a unique, open and dynamic policy setting for collective production and sharing of visions, competencies, knowledge, practices and outcomes on curriculum issues linked to a holistic vision of EFA goals.</p> <p>4.3 Purpose (specific objective)</p> <p>a) COP Global Level –</p> <ul style="list-style-type: none"> • To promote collective policy discussion and development on curriculum issues among high-level educators, curriculum specialists and developers from the five UNESCO regions, leading progressively to the setting-up of an inter-regional curriculum think-tank. • To consolidate relationships with 12 Regional Focal Points (2 in Africa, 1 in the Arab States, 2 in Asia, 4 in Europe/North America and 3 in Latin America and the Caribbean) to: (i) strengthen inter-regional exchange on curricular reform; (ii) continue the implementation of preparatory activities for the ICE 2008; (iii) set up communities of practice focused on ESD, Basic Education and Inclusive Education (iv) implement comprehensive capacity development approaches at regional and national levels in curriculum development for Basic Education. • To provide learning resources (e.g. glossaries and databanks of learning situations), carry out training workshops and comparative research, publish working documents to support countries in the design and implementation of competency-based curriculum changes. • To finalize a resource pack for capacity building by forging partnerships with ministries, universities and NGOs to train curriculum developers, supervisors, principals and teachers • To continue strengthening the multilingual COP section of the IBE website to facilitate access to information, good practices and experiences on current issues and processes of curriculum change. 	
5. RESULTS	
5.1 Title of the results	
COP Global level	
5.2 Expected (description)	
<ul style="list-style-type: none"> • Inter-regional exchange on curriculum issues in the EFA goals framework among educators and curriculum specialists from the five UNESCO regions, prioritising the expansion and democratization of Basic Education in Africa. • Twelve Focal Points in all UNESCO Regions. • Technical support to reform processes towards competency-based curriculum for Basic Education. 	

- **Resource Training Pack for Capacity Development.**
- **Community of Practice section in IBE website** with weekly animation, relevant information and documentation in all UNESCO languages.

5.3 Performance indicators

- Type of activities implemented (face to face and/or on-line) by region and country.
- Number of fee contracts, cooperation (or similar) agreements established by region and sub-region.
- Number of activities implemented (training workshops and research) and/or learning resources made available (ex. glossaries, learning situations and guidelines for textbooks) by region.
- Resource pack to be pilot tested (English).
- Setting-up of cooperation agreements with ministries, universities and/or civil society for training.
- Number of regular, multi-lingual COP activities and communications per week.

5.4 Assessment criteria

- Type of activities implemented – objectives, scope (institutions/people by country), contents and impacts.
- Quality of the resource pack proposal evaluated by curriculum specialists from different regions.
- Quality of the COP web section evaluated by curriculum specialists from different regions.

5.5 Obtained/level of achievement

- **To date, the COP has 840 members from 94 countries. With 12 Focal Point Coordinators in all UNESCO regions, it has progressively enhanced its role as an inter- and intra-regional policy dialogue setting for promoting exchanges, discussions and collective construction around curriculum issues linked to EFA goals within a plural and open format.**
- **Co-ordinated the planning and implementation of the Regional Preparatory Conferences of the ICE 2008, in Asia (Bali, Indonesia, May), Arab States (Beirut, Lebanon, August), Africa (Yaoundé, Cameroun, September), and the Nordic Regional Workshop (Helsinki, Finland, March).**
- **Contributed to the planning and implementation of the ICE 2008: a) operational coordination and follow-up of the agenda (regarding the structure, contents, speakers and their contributions); b) participated in the elaboration of the reference document; c) elaborated, coordinated and followed-up on information documents to support the workshop discussions and d) integrated the working team in charge of the production of five videos for the ICE 2008.**
- **Coordinated and produced thirteen reports (in English) on inclusive education related to the outcomes of nine regional workshops and four regional conferences (a CD was distributed at the ICE 2008). The outcomes of all these activities (which gathered nearly 900 participants from 128 counties) have been compiled in the document “Outcomes and trends in inclusive education at regional and inter-regional levels: issues and challenges” (the document in English and French were distributed at the ICE 2008).**
- **The article “Outcomes and Trends in Inclusive Education at Regional and Interregional Levels: Issues and Challenges” was published in the special issue of Prospects, focused on the ICE 2008.**
- **The creation of the resource bank on competency-based learning situations is in progress mainly based on African and Latin American case studies of processes of curriculum change in basic and youth education.**
- **Book « Compétences et développement curriculaire. Débats, perspectives et alternative pour le systèmes éducatifs » to be published by l’Harmattan Collection Education et Sociétés.**
- **The resource pack on curriculum change and management has incorporated case studies of curriculum development from all UNESCO regions. A draft version of the resource pack and a proposal for its use (on-line and CD formats) are currently under revision.**
- **The COP section offers a multi-lingual space for information and documentation in all UNESCO languages, e.g. on the ICE preparatory activities. Weekly, multi-lingual emails are sent to COP members. Positive feedback on the utility of the COP is received on a weekly basis from its members.**

6. ELEMENTS OF STRATEGY

6.1 Description of the intervention

- Continuing to consolidate the COP proposal within the EFA framework, as a main UNESCO strategy to discuss and agree on education and curricular policy and action to further accelerate EFA goals.
- Implementing the recommendations and suggestions of the UNESCO Working Group for ICE and the

Working Group of the IBE Council.

- Discussing and implementing activities with UNESCO Offices, Ministries, Universities, civil society, international organizations, COP Focal Points from all UNESCO regions and donor organizations, mainly regarding the ICE 2008.
- Supporting regions and countries with curriculum change processes (mainly competency-based), closely working with UNESCO Field Offices, Ministries, inter-governmental bodies and donor organizations.
- Forging partnerships with Ministries of Education, Universities, civil society and international organizations, to implement training activities based on the worldwide curriculum resource pack.
- Continuing to develop a multi-lingual COP based on a proactive sharing of visions, information, documentation, experiences and practices.

6.2 Stakeholders, partners and beneficiaries

Primary stakeholders will include policy-makers, educators, curriculum specialists and developers from all UNESCO regions, especially members of the Community of Practice in Curriculum Development.

The partners will be from the UNESCO Education Sector, Institutes, Regional, Cluster and National Offices as well sectors of the civil society, inter-governmental bodies and donor organizations.

The principal beneficiaries should be institutions and persons that are working on the processes of curriculum change at regional and national levels within different layers of the educational system.

6.3 Staff input

See table “Estimates of Distribution of Established Staff by programme/project”, in Annex

6.4 Structural participation (associated elements which will be implemented in close connection)

COP Focal Points, UNESCO ED/BAS and Regional Offices.

7. BUDGET (US\$):

7.1 Approved 240,000

7.2 Revised 260,000

7.3 Obligated as of 31.10.08: 258,268 (99.3%)

IBE – REPORT 2008
CAPACITY DEVELOPMENT

1. Heading of the element	Community of Practice (COP) – Regional Level
2. Name of the Responsible Officer and of the Deputy	Staff - Renato Operti, Lili Ji and Daoyu Wang
3. Starting and termination dates	January – 31 October 2008
4. BACKGROUND AND DESCRIPTION	
<p>4.1. Context: See sheet 1a. 4.2 Goal (overall objective): See sheet 1a. 4.3 Purpose (specific objective) b) COP Regional Level –</p> <ul style="list-style-type: none"> • to continue the implementation of working plans with UNESCO Regional Offices in Africa (BREDA, Dakar), Asia (Bangkok) and Latin America and the Caribbean (OREALC, Santiago) on educational and curriculum issues linked to the activities of the EFA, the ICE 2008 and the Education Sector strategic objectives. The priority areas are Basic Education, Inclusive Education and Education for Sustainable Development (ESD). • to continue the implementation of the cooperation agreement signed between IBE and the Educational and Cultural Council of Central America (CECC) focused on supporting curricula transformation processes for Basic Education in Central America. 	
5. RESULTS	
<p>5.1 Title of the results</p> <ul style="list-style-type: none"> • Working Plans with UNESCO Regional Offices • Regional Agreement IBE-CECC <p>5.2 Expected (description)</p> <ul style="list-style-type: none"> • In Africa – the development of a holistic, integrated and inclusive competency-based curriculum framework relevant to the needs of learners for a minimum of 9 years of Basic Education in Africa, jointly with UNESCO Division for the promotion of Basic Education (ED/BAS), BREDA, Cluster and National Offices in Africa, the World Bank, the Association for the Development of Education in Africa (ADEA) and the African Development Bank (ADB). In Asia – setting up a Community of Practice in Curriculum Development focused on Education for Sustainable Development (ESD) jointly with UNESCO Bangkok Office and Teachers Education Institutes from over 12 Asian countries in order to strengthen ESD in teacher education curriculum and also to share/disseminate good practices. In Latin America and the Caribbean – within the Education Project for Latin American and the Caribbean (PRELAC II), with the support of UNESCO OREALC, Cluster and National Offices, the programme will focus on: (i) setting up a regional agenda on Inclusive Education as a follow-up of the Regional Workshop on Inclusive Education (Buenos Aires, 12-14 September 2007); (ii) further implementing an Ibero-American Observatory of Equity in Basic Education mainly developing indicators to measure the relevance of the curriculum and (iii) supporting the processes of curriculum change in Secondary Education (with emphasis on issues around Science and Technology, i.e. ICTs). • Continue the implementation of the three-year project (2007-2009) aimed at supporting Central American countries with processes of curriculum changes in Basic Education, mainly through regional training workshops on the design of learning resources and pre-service teacher education. Assist at least two countries in curricula transformation processes in Basic Education through advice and implementation of national workshops. Finally, the continued support of e-learning/training, communication and document sharing among curriculum specialists and developers. <p>5.3 Performance indicators</p> <ul style="list-style-type: none"> • Regional working plans and implemented activities • Working plans and activities implemented in the Central American project <p>5.4 Assessment criteria Objectives, scope (institutions/persons by country), content and impact of the activities</p> <p>5.5 Obtained/level of achievement</p> <ul style="list-style-type: none"> • In Africa – 1) Close interaction with BREDA, the UNESCO Cluster Offices in Nairobi, Kenya and Addis Ababa, Ethiopia, especially for the UNESCO-initiated Basic Education in Africa Programme (BEAP). BEAP has been designed to start with the curriculum component with active involvement of the IBE. Co-organized in April by UNESCO ED/BAS and BREDA, the BEAP was started in Banjul, The Gambia, where stakeholders analysed the country's policies, strategic plans, reforms, needs and available resources. Further technical support will be provided. 2) Participation in the 2008 Biennale on Education in Africa with a follow-up 	

consultative meeting (June 27, Frankfurt). Within the follow-up, the role of IBE is to support the curricular development of post-primary education (PPE) in Sub-Saharan Africa. Publication of “Competency-Based Curriculum Development: Some Lessons Learned from Other Regions” abstract in the Biennale Working document (pp. 102-103). In Asia – 1) Coordination of the “IBE-BAES (Beijing Academy of Educational Sciences) Meeting on Educational Research” (May). Both institutions plan further cooperation in documentation and information sharing, in curriculum comparative research, strategies, practices and ESD issues. 2) Collaboration with UNESCO Bangkok Office on activities of the Asia-Pacific Regional Network of Teacher Education Institutions to address ESD (ESD-NET). Coordination of an e-forum discussion (June) on ESD curricula with multiple participants from teachers’ education institutes. In Europe – Participation in the XIV Conference of the Ministers of Education of the CIS Parties (June), to inform CIS Ministers of Education about the ICE 2008 and about the COP. In Gulf Arab States – Organization of regional ICE participants through the Regional Focal Point. In Latin America and the Caribbean – dissemination of the ICE 2008 and presentation on “Six Education Challenges in the Light of a New Generation of Social Policies” at the International Conference on “Models of Social Protection: The Challenge of Cohesion in the Southern Cone of Latin America” in Uruguay (March), co-organized by the Ibero-American General Secretary, the UN Economic Commission for Latin America and the Caribbean (ECLAC), and Office of Planning and Budget of Uruguay. Co-organization and/or contributions to the ICE Regional Preparatory Conferences and Workshops – See sheet 1a.

- Coordination and participation in the 6th Meeting of the Central American COP on “Evaluation of Competencies” (June). Discussion with the new CECC General Secretary on main objectives and content of future activities related to CECC-IBE Cooperation Agreement, and the IBE 2008-2013 Strategy. Bilateral meetings on the current situation of curriculum reform and identification of areas of cooperation, with the representatives from Belize, Costa Rica, El Salvador, Honduras, Guatemala, Nicaragua and Panama.

6. ELEMENTS OF STRATEGY

6.1 Description of the intervention

- Designing and implementing working plans with UNESCO Regional Offices in Africa, Asia and Latin America and the Caribbean, in order to support the processes of curriculum change within the EFA Global Action Plan, address the issues of Basic Education, Inclusive Education and ESD and continue the preparation of the ICE 2008. Coordinating global and regional activities with UNESCO Institutes, such as: (i) the development of skills and competency-based approaches in curriculum change processes with UNEVOC; (ii) capacity building activities on educational and curriculum planning with IIEP; (iii) implementation of the Ibero-American Observatory of Equity in Basic Education with IIEP-Buenos Aires and (iv) collaboration with the UIL (Institute of Lifelong Learning) on the links between basic education and lifelong learning. For all these activities, UNESCO ED/BAS will be a key partner.
- Continuing to establish regional cooperation agreements on curriculum development with various partners, such as in the Nordic countries and Central America, with the CECC, in order to strengthen the institutional, technical and financial support of COP activities.

6.2 Stakeholders, partners and beneficiaries

Primary stakeholders will include policymakers, educators, curriculum specialists and developers from all UNESCO regions, especially members of the Community of Practice in Curriculum Development.

Partners will be from the UNESCO Education Sector, Institutes, Regional/Cluster/National Offices as well civil society, inter-governmental bodies and donor organizations.

The principal beneficiaries should be institutions and persons working on the processes of curriculum change at regional and national levels within different layers of the educational system.

6.3 Staff input

See table “Estimates of Distribution of Established Staff by programme/project”, in Annex

6.4 Structural participation (associated elements which will be implemented in close connection)

Regional Focal Points, UNESCO ED/BAS and Regional Offices.

7. BUDGET (US\$):

7.1 *Approved*

7.2 *Revised*

7.3 *Obligated as of 31.10.08*

IBE – REPORT 2008
CAPACITY DEVELOPMENT

1. Heading of the element	Curricular innovations, poverty alleviation and Peace Education in Sub-Saharan Africa
2. Name of the Responsible officer and of the Deputy	Clementina Acedo and Elmehdi Ag Muphtah
3. Starting and termination dates	January – October 2008
4. BACKGROUND AND DESCRIPTION	
<p>4.1 Context In the framework of pursuing the Education for All (EFA) objectives, several African countries have requested the IBE to help them develop their capacities and/or provide technical assistance for policy dialogue and curriculum development. This request is linked to these countries' advancement towards achieving EFA's Objective 6 and the Millennium Development Goals (MDG) and to the importance given to the quality of education, reducing drop-out numbers, promoting peace and overcoming poverty.</p> <p>4.2 Goal (overall objective) To continue building on and improving the outcomes of the first two phases of the project (2004-2005 and 2006-2007) by linking the goal of poverty alleviation with education for peace and human rights and by demonstrating the mutual benefits that the achievement of these two goals can have towards the improvement of the quality of education, while further assisting the nine participating countries in their efforts to implement curricular changes.</p> <p>4.3 Purpose (specific objectives)</p> <ul style="list-style-type: none"> • To continue capacity-development for the nine national curriculum specialists' teams and to extend the impact of the core team's training to a wider circle of beneficiaries in each country so as to create the necessary critical mass and to strengthen the already-existing change dynamics. • To encourage and intensify in a South-South Cooperation the exchange of expertise between countries and with other parts of the world so as to promote and accelerate the transfer of promising experiences and innovations between countries. • To continue activities aimed at poverty alleviation by incorporating peace promotion components and to enhance activities involving best practices. • To continue discussing the criteria for the relevance of basic education curricula for poverty alleviation and peace education, to develop a curriculum framework and to prepare strategies facilitating actual and relevant changes to the curriculum. • To contribute to the organization of one of the sub-themes of the ICE (I or IV) and incorporate poverty alleviation as part of the ICE follow up.. • To prepare contributions for the ADEA Biennial Meeting and the 48th ICE or other regional or international forums. • To incorporate a group of six English-speaking countries in partnership with GTZ. 	
5. RESULTS	
<p>5.1 Title of the results More in-depth and broader analysis of curricular innovations focused on poverty alleviation, the promotion of peace education and "Learning to Live Together", and the improvement of basic education curricula.</p> <p>5.2 Expected results (description)</p> <ul style="list-style-type: none"> • Nine national curriculum development teams strengthened and expanded. • Network fostering regular exchanges between colleagues within different countries established and used for the transfer of expertise and experience. Effective liaising between this network and the IBE-initiated global network and regional networks. • The peace promotion components as they relate to poverty alleviation are discussed, expanded and clearly established. • Work on innovations is intensified with the group of nine countries. Promising innovations are integrated into official curricula, and the latter are improved according to the criteria of relevance to poverty 	

alleviation, peace promotion and sustainable development.

- Contributions made to the Biennial Meeting of the ADEA and the 48th ICE or other regional or international forums.

5.3 Performance indicators

- The number of participating countries and the number of curriculum specialists trained.
- The number of innovations thoroughly analysed and documented.
- The quality and number of tools developed and applied.
- Increase in the quality and regularity of exchanges between countries.

5.4 Assessment criteria and progress towards the outcomes

- Increase in the skills of national teams (a minimum of six countries and 100 technicians trained)..
- The tools and other outcomes of the project used by countries in their curriculum change processes.
- The outcomes discussed in the global network of curriculum development conducted by the IBE.

5.5 Obtained/Level of achievement

- **Priority interest for this project is confirmed, as well as the continuity and high quality of the participation of the 9 countries' teams, which resulted in the training of more than 150 specialists in those 9 countries.**
- **Awareness and capacity of the participants to use tools for the implementation of innovations aimed at poverty alleviation was strengthened.**
- **Beginning of the work on the peace education dimension and its links with poverty alleviation. These dimensions were discussed and deepened during an international seminar held from 13 to 17 October of this year in Kigali (Rwanda). This seminar also gathered 6 new countries of English-speaking Sub-Saharan Africa.**
- **Work on the innovations was enriched with the group of 9 countries. Publication of a periodical issue dedicated to the results of the last 4 years of the project (2004-2008) that presents the various innovations / good practices identified and studied at the level of the participating countries to the project: bilingual education, priority education areas, local curriculum, teacher training in rural areas, schooling of dropout and out-of-school children.**
- **The promising innovations are integrated into the official curricula and improved according to the criteria of relevance for poverty alleviation, the promotion of peace and sustainable development**
- **Identification of the conditions to stimulate these innovations and their distribution in the system, development of concrete strategies to move beyond the obstacles to overcome.**
- **Formalization of this network in an African French and Portuguese-speaking African community of practice.**

6. ELEMENTS OF STRATEGY

6.1 Description of the intervention

The IBE is working with nine teams in the participating countries and is seeking ways of encouraging exchanges, steadily building upon the project's successes and bringing together expertise at the regional level, thanks particularly to the holding of two international inter-training seminars, the exchange of expertise and experience, the dissemination and transfer of knowledge, lessons learnt and know-how acquired. Regular national seminars will enable the successful outcomes of international seminars to become known and extended across these countries.

6.2 Stakeholders, partners and beneficiaries

Stakeholders and partners:

- In the participating countries: ministries of education, UNESCO National Commissions, educational research institutions, universities and individual experts.
- Financial support: the Government of Spain; the Gulbenkian Foundation (Portugal)
- Further expertise: the faculty of Psychology and Educational Sciences of the University of Geneva (FAPSE); the African and international group of experts.
- Executive: UNESCO Offices Bamako, BREDa, Maputo, Windhoek, UNESCO HQs and UNESCO Institutes.

Beneficiaries:

Curriculum specialists, learners, teacher trainers and teachers in the countries involved in this project.

6.3 Staff input

See table “Estimates for the distribution of established staff by programme/project”, in Annex.

6.4 Structural participation (associated elements to be implemented in close connection)

- Resource bank and observatory of trends: analysis of national curricula from the point of view of poverty alleviation and identification of good practices in this domain.
- Capacity development: the selection and training of curriculum specialists; action-research to analyse criteria of relevance for the curriculum; identification and analysis of promising innovations; contribution to the global network of curriculum specialists.
- Policy dialogue: use of the tools already developed in order to successfully implement curricular innovations.
- The HIV and AIDS Education cross-cutting programme: integration of life skills in the curriculum
- Technical assistance Programme to Member States: learning to live together and peace education.

7. Budget US\$): See budgetary table, in Annex.

7.1 Approved 537,289

7.2 Revised 527,199

7.3 Obligated as of 31.10.08: 223,623 (42%)

IBE – REPORT 2008
CAPACITY DEVELOPMENT

1. Heading of the element	The clearinghouse and capacity development for curriculum and HIV and AIDS education
2. Name of the Responsible Officer and of the Deputy	Clementina Acedo and Sandrine Bonnet
3. Starting and termination dates	January – October 2008
<p>4. BACKGROUND AND DESCRIPTION</p> <p>4.1 Context Consolidation of the programme Curriculum and HIV and AIDS, in the context of UNESCO's response to HIV and AIDS and EDUCAIDS, consisting of two main elements:</p> <ul style="list-style-type: none"> a) a resource bank of curricular materials and good practices for HIV and AIDS education; b) capacity development for the integration of HIV and AIDS education in school curricula. <p>A decision was made that all the UNESCO HIV and AIDS education clearinghouses should integrate in one single clearinghouse, with the purpose of facilitating and making more efficient the access to information. The IBE keeps working independently while being an essential part of the unified UNESCO HIV and AIDS education clearinghouse.</p> <p>4.2 Goal (overall objective) To integrate HIV and AIDS education in a more effective way into official curricula and to develop tools to improve teaching materials and the introduction of HIV and AIDS education in schools.</p> <p>4.3 Purpose (specific objective)</p> <ul style="list-style-type: none"> • To document and to share in a proactive manner good practices concerning HIV and AIDS education through a databank, an Internet site, interactive CD-ROMs and other means and documents according to needs. • To continue the capacity development of curriculum specialists and to establish linkages with teacher training so that HIV and AIDS education is better integrated into the schools. • To launch or to strengthen policy dialogue among ministries of education and other stakeholders in the education system to bring about conditions for the effective implementation of HIV and AIDS education. • To continue developing the “Manual on integrating HIV and AIDS education into official curricula” and to promote its use in training and capacity development. • To expand the programme in a focused manner to Arabic-, Spanish-, Portuguese- and Russian-speaking countries as well as to other African countries. 	
<p>5. RESULTS</p> <p>5.1 Title of the results Improvement in the curricular response and capacity development for HIV and AIDS education.</p> <p>5.2 Expected (description)</p> <ul style="list-style-type: none"> • The clearinghouse, in the framework of the unified UNESCO HIV and AIDS education clearinghouse, improves its role as a source of documentation and for the exchange of good curricular practices for HIV and AIDS education at the primary and secondary levels and for teacher training for languages and regions not already covered. • Good practices in HIV and AIDS education are identified, analysed and actively shared through CD ROMs for example. • The “Manual on integrating HIV and AIDS education into official curricula” is updated, adapted and strengthened in French, English, Russian and Spanish. • The “Manual on integrating HIV and AIDS education into official curricula” is used in the field in other African sub-regions and in other regions of the world (Russian-speaking, Asia, Arab countries). • The capacities of curriculum specialists and those responsible for teacher training are built up and consolidated. <p>5.3 Performance indicators</p> <ul style="list-style-type: none"> • The annual number of connections to the Internet site, CD-ROMs distributed and requests (for information or advice); • The number of curricular documents, good practices or key resources documented and disseminated; • The number of education specialists and teacher trainers mobilized and trained; • The number of modules/training tools prepared or adapted; the number of capacity-building seminars for curriculum specialists carried out and the number of specialists trained; • The number of countries and institutions using the “Manual on integrating HIV and AIDS education into official curricula” and that have improved and modified their curriculum; • The number of ministries of education committed to better integrate HIV and AIDS education into national curricula at the primary and secondary levels. 	

5.4 Assessment criteria

- Visits to the website and requests (for information, material and advice) constantly on the increase;
- Updating and dissemination of the CD-ROM and other useful documents in developing curricular material for HIV and AIDS education.
- Dissemination and use of the curriculum development manual for HIV and AIDS education in 3 sub-regions;
- Ten to fifteen good practices at the primary and secondary levels documented every quarter;
- Development and updating of a database on a network of experts;
- Type and amount of attendance at available training and the holding of training seminars;
- Constant increase of the number of ministries of education in the most-affected countries and regions that have integrated HIV and AIDS education into their national curriculum at the primary and secondary levels.

5.5 Obtained/level of achievement

- **Website made more user-friendly and regularly updated approximately 15'000 visits per year; Sections in English, French, Spanish, Russian; requests constantly increasing (ten to twenty per week for information, materials and advice); Portuguese section under development**
- **Additions to the databases on good curricular practices (720) and on experts.**
- **CD-ROM “Interactive Activities Resource pack”, containing good practice produced (3000), in October.**
- **Publication and distribution of 500 copies of the “HIV and AIDS Curriculum Manual” in Arabic, English, French, Russian and Spanish.**
- **The good practices (re-)evaluated and made available (30 to 40) on the website, as well as during seminars and conferences.**
- **Capacity development: HIV manual used in 2 training workshops in Central Africa, in Russia, (between 40 and 80 specialists trained each time).**
- **Technical assistance conducted in Guyana to assess the teacher training on HIV and AIDS education in October.**
- **Member of the official UNESCO delegation at the International AIDS Conference in Mexico: Poster on “HIV and AIDS Manual” and co-chair of a session.**
- **Increased collaboration in the context of the UNESCO–UNAIDS “EDUCAIDS” initiative, of the IATT–UNAIDS Interagency Task Team for Education, of the International AIDS Conference and with the UNESCO offices of Yaoundé, Bangkok, BRED A and Moscow for capacity development. Increased collaboration with IIEP, UNESCO HQ, offices of Nairobi, Harare, Santiago, Kingston and BRED A for the unified UNESCO HIV and AIDS education clearinghouse.**
- **Advocacy among curriculum specialists, secretary-generals of national commissions and ministers of education at the International AIDS Conference and at regional/international seminars.**

6. ELEMENTS OF STRATEGY

6.1 Description of the intervention

Within the framework of an integrated approach to UNESCO’s EDUCAIDS Programme and of the unified UNESCO HIV and AIDS education clearinghouse, the clearinghouse, the dissemination of a growing number of good practices, the consolidation, adaptation, dissemination and use of the “Manual on integrating HIV and AIDS education into official curricula” and the capacity development seminars will allow the response of education systems to HIV and AIDS to be improved, particularly by integrating HIV and AIDS education into national curricula and the development of materials and appropriate teaching methods.

6.2 Stakeholders, partners and beneficiaries

Stakeholders and partners:

IATT and UNAIDS co-sponsors, EDUCAIDS partners, UNESCO HQ, IIEP, UNESCO Field Offices (particularly: Dakar-BRED A, Yaoundé, Moscow, Harare, Maputo, Kingston, Bangkok, etc.), Ministries of Education in various countries, other organizations (Education International, PCD).

Beneficiaries:

In the most-affected countries: curriculum specialists, teacher trainers, teachers, pupils, educational communities.

6.3 Staff input

See table “Estimates for the distribution of established staff by programme/project”, in Annex.

6.4 Structural participation (associated elements which will be implemented in close connection)

- Resource bank/observatory: databank of HIV and AIDS curricular materials;
- Capacity development: dissemination of good practices on HIV and AIDS education, « HIV and AIDS Curriculum Manual » and capacity-building seminars for curriculum specialists;
- Policy dialogue: advocacy and providing information to ministries of education for a better integration of HIV and AIDS education in national curricula and other teaching materials.

7. BUDGET (US\$):

7.1 Approved 290,000

7.2 Revised

7.3 Obligated as of 31.10.08: 113,822 (39%)

IBE – REPORT 2008
CAPACITY DEVELOPMENT

1. Heading of the element	Technical cooperation projects / Assistance to UNESCO Member States
2. Name of the Responsible Officer	Dakmara Georgescu
3. Starting and termination dates	January – October 2008
<p>4. BACKGROUND AND DESCRIPTION</p> <p>4.1 Context</p> <p>The IBE offers country specific technical assistance to UNESCO-Member States based on their needs and requests, provided that extra-budgetary funding is available. IBE's expertise covers broad areas of curriculum development (curriculum planning, design, implementation, monitoring/evaluation, and revision). While able to respond to a wide range of demands, over the last few years the IBE has expanded its activities in post-conflict/conflict-affected societies. In addition to overall curriculum reconstruction and general curriculum development, the IBE increasingly focuses on specific aspects such as Learning to Live Together (LTLT) including human rights and citizenship education, peace education and constructive management of diversity. Over 2008, the programme contributed extensively to different education research studies carried out in partnership with international agencies, and to activities taking place in the context of other IBE projects and programmes.</p> <p>4.2 Goal (overall objective)</p> <ul style="list-style-type: none"> • To enhance the capacities of governments and curriculum agencies (decision makers and curriculum specialists) to cater for quality education for all based on quality and inclusive curricula and textbooks, teaching and learning strategies <p>4.3 Purpose (specific objective)</p> <ul style="list-style-type: none"> • To assist countries in processes of curriculum analysis and evaluation, design and discharge; • To develop capacities to improve the curriculum by taking into account learner needs and integrating emerging areas; • To cooperate with other UN agencies (i.e. UNHCR) and international agencies (i.e. GTZ; CIEP) in promoting quality education for all; • To widely disseminate IBE experiences and lessons learned that could be applied in other (similar or different) contexts. 	
<p>5. RESULTS</p> <p>5.1 Title of the results</p> <p>5.1.1 Enhanced professional capacity of decision makers and curriculum developers to carry out quality and inclusive curriculum processes</p> <p>5.1.2 New quality curriculum materials, capacity development tools and research studies (i.e. assessment reports, case studies and international comparative studies)</p> <p>5.1.3 Enhanced coordination at institutional and international level</p> <p>5.1.4 Broad dissemination of IBE experiences</p> <p>5.2 Expected (description)</p> <p>5.2.1 (Result 5.1.1) Comprehensively revised the project proposal for curriculum and textbook development in Iraq, based on an international workshop with stakeholders held in Geneva (18-20 August 2008); Strategy to pilot test the revised Liberian syllabuses developed over 2006-2007 and workshop in Monrovia/Liberia (14-27 September 2008); Enhanced capacity to address Learning to Live Together through the curriculum, integrating preparation for life and work, and workshop in Kigali/Rwanda (8-19 October 2008); preparation of forthcoming curriculum project in Vietnam (textbook revision from a gender perspective); and mission to be carried out in Kosovo (revision of the new National Curriculum Framework developed in 2001) in December 2008.</p> <p>5.2.2 (Result 5.1.2) Study: "Preparation for Life and Work. Comparative Study with a Focus on Basic (Primary and Lower Secondary) Education in Developing African Countries" presented at the ADEA Biennale, Maputo/Mozambique, May 2008; "Learning to Live Together. Design, monitoring and evaluation of education for life skills, citizenship, peace and human rights" (in collaboration with GTZ); "Report of the First Expert Meeting on Peace Education and Textbook Development" (Paris, UNESCO, 2007); "GigaPan Guide: using modern technology to promote intercultural understanding and inclusiveness"; Handbook for pilot testing curriculum materials in post-conflict countries (Liberia).</p> <p>5.2.3 (Result 5.1.3) Contributions to: Preparatory Regional Conferences of the ICE48 (Riga/Latvia, 24-26.Feb. 08 and Yaoundé/Cameroun, Sept. 08); international exchanges taking place at the IBE (China, May 08); UNESCO ED/BAS projects (Promoting peace education through innovative textbook development; Holocaust Education); UN inter-agency cooperation: UNIACC; promoting women's leadership in education; cooperation with other agencies (i.e. GTZ – joint workshops and other activities throughout 2008).</p> <p>5.2.4 (Result 5.1.4) Publications: Comparative Study on Preparation for Life and Work – preliminary publication by GTZ; publication of revised Study by IBE in course (see above 5.2.1); Prospects 144 (Open file: Curriculum Developers facing Education Reform Challenges); Report of the First Expert Meeting on Peace Education and Textbook development (2007); Presentations and papers in international education and curriculum conferences: TED (Ankara/Turkey, Jan. 08);</p>	

ASCD and CIES, March 2008; ADEA Biennale - Maputo/Mozambique, May 08; IRRE-VDA/Italy, Sept. 08).

5.3 Performance indicators

- 5.3.1 Number of trained decision makers and education specialists; projects approved; sustainable curriculum processes
- 5.3.2 Materials published in English (and other languages, i.e. French and Arabic) and prepared for publication; means of dissemination; modalities and quality of stakeholder participation
- 5.3.3 Enhanced quality of IBE and international programmes; Satisfaction of stakeholders;
- 5.3.4 Public targeted for dissemination; impact of IBE experiences, new calls for cooperation

5.4 Assessment criteria

- Satisfaction levels of trainees
- Satisfaction level of IBE partners and donors
- Quality of training packages and other (curriculum) documents assessed against international standards
- Sustainability of strategies suggested
- Long-term impact of IBE's technical assistance on locally-run processes of curriculum change and improvement

5.5 Obtained/Level of achievement

5.5.1 Workshop held in Geneva to develop a revised project proposal for Iraq (August 2008); Two-week mission to, and workshop held in Liberia (September 2008); Two-week mission to, and workshop held in Rwanda (October 2008); one-week mission in Kosovo (December 2008); Work plans for 2009 (Vietnam and Kosovo).

5.5.2 Study “Preparation for Life and Work...” published by GTZ in English and French (pre-publication), final publication by IBE in course; “Learning to Live Together” – monitoring tool, published by GTZ in collaboration with IBE (English); Case studies on access to quality education published by UNHCR – (English) - (acknowledging IBE); Report of the first Expert Meeting on Peace Education and Textbook Development (English, French and Arabic); GigaPan Guide; Handbook for pilot testing curricula in post-conflict countries

5.5.3 Successful preparatory conferences in Latvia and Cameroon; quality documents and meetings, enhanced synergy among projects and programmes, enhanced impact

5.5.4 Prospects 144 (English); papers to be published in conference proceedings

6. ELEMENTS OF STRATEGY

6.1 Description of the intervention

- Field missions and capacity development and international sharing workshops
- Participation in expert meetings
- Cooperative development of curriculum materials and documents; comparative research studies; case studies

6.2 Stakeholders, partners and beneficiaries

- Ministries of education and local education stakeholders (i.e. MOE of Iraq and UNESCO Iraq Office; Liberian MOE and UNESCO Monrovia; ten African ministries of education in the case of the IBE and GTZ Study; 15 African MOE in the case of the Curriculum Innovation project; CIEP; UNESCO ED/BAS)
- International: curriculum specialists; ministry and NGO staff; other stakeholders, researchers; staff of UNESCO and other international agencies
- The broader public, including teachers, students and curriculum developers

6.3 Staff input

- Programme coordinator
- Admin. Support
- International consultants

6.4 Structural participation (associated elements which will be implemented in close connection)

- IBE Policy Dialogue, Capacity Building and Observatory of Trends Programme (overall preparation of the ICE48)
- IBE Programme on Curriculum and Poverty Alleviation (Joint workshop in Kigali/Rwanda, Oct. 08; publication of the revised Study on Preparation for Life and Work in African developing countries)

IBE Publications (i.e. PROSPECTS no 144/Open file: *Curriculum Developers Facing Education Reform Challenges*, guest editor Ms. Dakmara Georgescu; UNESCOED/BAS: Report of the First Expert Meeting on Peace Education and Textbook Development; Sinclair, M.: *Learning to Live Together*, second edition, and other)

7. BUDGET (US\$):

7.1 Approved	150,000
7.2 Revised	150,000
7.3 Obligated as of 31.10.08:	150,000 (100%)

IBE – REPORT 2008	
RESOURCE BANK AND OBSERVATORY OF TRENDS	
1. Heading of the element	Resource Bank on education systems and curricular policies
2. Name of the Responsible officer and of the Deputy	Massimo Amadio, Ruth Creamer, Elizabeth Glauser, Christopher Strebel
3. Starting and termination dates	January – October 2008
4. BACKGROUND AND DESCRIPTION	
<p>4.1 Context The maintenance and development of the Resource Bank on education systems and curricular policies—which includes several databases, as well as the collection of curriculum materials and the series of National Reports—is a permanent IBE line of action since the beginning of 2000. Since the end of 2006, the database <i>Country Dossiers</i> is also fully integrated into the Education Sector Portal of UNESCO.</p> <p>4.2 Goal (overall objective) The main objective is to support action in favour of EFA by compiling, systematizing and providing access to specialized resources, materials and information on education systems, curricula and curriculum development processes.</p> <p>4.3 Purpose (specific objective) The specific objective is to enrich and further expand a knowledge base and a variety of specialized information resources to be exploited for a wide range of purposes (including training and decision-making), especially in the field of curriculum development, and facilitating knowledge sharing and dialogue on specific educational and curriculum issues.</p>	
5. RESULTS	
<p>5.1 Title of the results A knowledge base and a variety of specialized information resources on education systems and existing curricula maintained updated and enriched.</p> <p>5.2 Expected (description)</p> <ul style="list-style-type: none"> • The <i>Country Dossiers</i> database maintained updated and enriched. • The collection of curriculum materials further developed; links to curriculum materials on the Internet updated and enriched. • Alerting services and digests of online resources (including reports, publications, websites, and news) pertaining to curriculum development, education systems and educational trends regularly made available to the members of the Community of Practice and other education specialists. • The series of National Reports progressively organized into a Digital Library. • Records related to curricula and curriculum-related materials regularly added to the online catalogue (IBEDOCS). • Continued cataloguing of IBE historical collection as preparation for future digital access. • Improved documentation services—for both IBE staff and external users—through the upgrading of the online catalogue. <p>5.3 Performance indicators Availability, accessibility and quality of the documentation, materials, resources and services.</p> <p>5.4 Assessment criteria Website statistics (number of hits, visits, unique visitors, and Megabytes transferred); feedback from users.</p> <p>5.5 Obtained/level of achievement (a) The database <i>Country Dossiers</i> has been regularly updated and enriched, with a special focus on the</p>	

sections ‘links’ and ‘curricular resources’. A total of 193 countries are currently contained in the database, including 94 countries providing online access to curricular resources; links to websites of ministries of education and other official sources cover a total of 166 countries. The *Country Dossiers* also give access to the 161 education profiles of the database *World Data on Education*. Links to relevant sections of the UNESCO Portal (‘UNESCO Worldwide’), education statistics made available by the UNESCO Institute for Statistics (UIS), EFA statistics prepared by UIS and the Global Monitoring Report (GMR) on EFA, as well as educational plans accessible through the website of the IIEP, ensure the full integration of this database into other UNESCO information services.

(b) The collection of curriculum-related materials has been regularly developed. An archive of electronic online curricula containing materials for 123 countries was created in 2007 containing 263 curricula. An additional 176 curriculum documents were added for a further 22 countries. The purpose of the archive is to have a record of older electronic versions of curricula after they are superseded, complementing other services such as the *Country Dossiers*. The IBE collection of printed curricula, a geographic listing, was redesigned and transferred to a new Access database to facilitate easier usage. Material is arranged by country, region and type of curricula (primary, secondary, etc.). It now contains 230 printed curricula.

(c) A total of 35 weekly alerts, two digests of resources as well as 54 ‘table of contents’ alerts were disseminated during the period January-September 2008, in particular among the members of the Community of Practice in Curriculum Development (more than 800 participants from over 90 countries).

(d) Work began on making the scanned collection of National Reports 1933-1992 available via IBEDOCS (the online IBE electronic catalogue). Up to the end of September, metadata has been added for some 840 reports. It is expected that one-third of the collection will be accessible online by the end of the 2008-beginning of 2009.

(e) IBEDOCS is being migrated to become part of the UNESBIB/UNESDOC catalogue hosted by the UNESCO Paris Library. Bibliographic records for the IBE’s large collection of historical books, which is a source of great interest to educational researchers and students all over the world, are currently undergoing quality checking and indexing. More than 1,174 new records were added to IBEDOCS during January-September 2008. The integration into UNESBIB will make it possible to fully exploit the potential of the new IBE website under the Typo3 Content Management System (for example, it will expand access to full-text documents via the database *Country Dossiers* through specific, targeted searches).

(f) The UNESCO-IBE Education Thesaurus, which was revised in October 2007, will be translated into Arabic at the initiative of the Lebanese Association for Educational Studies in Beirut (Participation Programme 2008). The IBE will collaborate with the Association.

6. ELEMENTS OF STRATEGY

6.1 Description of the intervention

Identifying, collecting, systematizing, updating and widely disseminating relevant information and data.

6.2 Stakeholders, partners and beneficiaries

Direct and indirect beneficiaries: The policy and decision-makers’ teams for Quality Education for All, the users of educational services (decision-makers, educational planners and practitioners, information officers, researchers and scholars, teachers and students worldwide), the members of the Community of Practice.

Stakeholders implicated, partners: Collaboration with ministries of education, UNESCO National Commissions and academic institutions worldwide.

6.3 Staff input

See table “Estimates of distribution of established staff by programme/project”, in Annex.

6.4 Structural participation (associated elements which will be implemented in close connection)

Implemented in close connection with all the IBE programmes, and in particular with the Capacity Building Programme (Global Curriculum Network/Community of Practice).

7. BUDGET (US\$):

<i>7.1 Approved</i>	<i>54,000</i>
<i>7.2 Revised</i>	<i>64,000</i>
<i>7.3 Obligated as of 31.10.08: 60,597 (95%)</i>	

IBE – REPORT 2008	
RESOURCE BANK AND OBSERVATORY OF TRENDS	
1. Heading of the element	Observatory of educational trends in the field of curriculum development processes and products
2. Name of the Responsible officer and of the Deputy	Massimo Amadio
3. Starting and termination dates	January – October 2008
4. BACKGROUND AND DESCRIPTION	
<p>4.1 Context The Observatory of educational trends in the field of curriculum development processes and products, together with the Resource Bank, is a permanent IBE action area. Since 1996, a major activity has been the preparation of several editions of the database <i>World Data on Education</i>. The sixth edition (2006/07) contains the profiles of 161 education systems and a considerable wealth of information on curricula and the organization of curricular content (including data on instructional time).</p> <p>4.2 Goal (overall objective) The main objective of the Observatory—which also relies on the Resource Bank—is to support action in favour of EFA by contributing to the identification of curriculum development trends and good practices and to their broad dissemination, thus informing curriculum development policies and practices.</p> <p>4.3 Purpose (specific objective) The specific objective is to contribute to the identification of main trends in the conceptualisation and organization of curricular content and curriculum development processes; and to facilitate knowledge sharing and dialogue on specific curricular themes and concerns.</p>	
5. RESULTS	
<p>5.1 Title of the results A knowledge base on educational contents, curriculum development processes and products, as well as education systems maintained, updated and enriched.</p> <p>5.2 Expected (description)</p> <ul style="list-style-type: none"> • The Internet version of the sixth edition of the database <i>World Data on Education</i> maintained, updated and enriched. • The Resource Bank-Observatory section within the new IBE website completely reorganized and improved. • Analyses/studies focusing on educational content and curriculum development processes and products made available, in particular through the series <i>IBE Working Papers on Curriculum Issues</i>. • A contribution to the 2008/09 UNESCO Global Monitoring Report (GMR) on EFA (theme: governance, management and financing) delivered to the Monitoring Report Team. <p>5.3 Performance indicators Availability of the updated database, as well as of studies and working papers on issues related to curriculum development processes and products.</p> <p>5.4 Assessment criteria Website statistics (consultations/downloads); feedback from the users.</p> <p>5.5 Obtained/level of achievement (a) The Internet version of the database <i>World Data on Education</i> has been made available on the IBE website and is also accessible through the <i>Country Dossiers</i> database. A new feature of the database is the possibility of consulting/downloading the profiles of education systems of each individual country in a PDF</p>	

format. A total of 161 profiles are included in the updated version of the database. The CD-ROM version has been sent to all ministries of education, UNESCO National Commissions and Permanent Delegations, and was widely distributed at the occasion of the 48th session of the International Conference on Education.

(b) The Resource Bank-Observatory section within the new IBE website has been completely reorganized and improved. Databases and resources made available by the IBE are now fully integrated into the Education Sector Portal.

(c) A new issue of the series *IBE Working Papers on Curriculum Issues* (published in electronic version only) has been made available on the IBE webpage. This issue focuses on curriculum development trends (particularly competency-based approaches) in French-speaking countries of Sub-Saharan Africa. It has been downloaded 253 times as of the end of September 2008. Overall, the seven issues of this series have been downloaded 3,500 times since 2006.

The Spanish version of the publication *School knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education*, jointly published by the IBE and the Comparative Education Research Centre (CERC)–University of Hong Kong in 2006, has been produced thanks to the financial support from the Federal Ministry of Education of Argentina. This publication reflects the work carried out at the IBE in recent years also in terms of networking and improved collaboration with high-level researchers and scholars in the field of curriculum studies.

(d) The IBE contribution to the 2008/09 GMR on EFA (theme: educational governance and financing), delivered by mid-April 2008, consists of a compilation of systematized and selected information on educational legislation, governance and financing in 184 countries. Overall, it comprises more than 1,600 pages including data drawn not only from the updated version of the database *World Data on Education*, but also from some additional 270 reports and publications made available mainly by the World Bank and other regional development banks.

Another contribution has been delivered to the UNESCO Institute for Statistics (UIS), in the framework of the preparation of the new edition of the *Global Education Digest*. This activity consisted in cross-checking UIS data (time series) about the duration of primary education and the statutory entry age in some 80 countries for the period 1970-2005, mainly using the series of National Reports. Overall, more than 450 time points have been checked, some 65 new time points have been added, and around 150 inconsistencies/problematic cases identified. Furthermore, the IBE has participated in the first regional meeting (Europe and North America region), organized by UIS, OECD and Eurostat, as part of the process of review of the International Standard Classification of Education (ISCED) adopted in 1997.

6. ELEMENTS OF STRATEGY

6.1 Description of the intervention

Preparation/commissioning of working papers and studies; dissemination of information; publications.

6.2 Stakeholders, partners and beneficiaries

Collaboration with the EFA Global Monitoring Report Team. Co-operation with researchers and academic institutions. Beneficiaries: decision-makers, educational planners and practitioners, information officers, researchers and scholars, teachers and students worldwide.

6.3 Staff input

See table “Estimates of Distribution of established Staff by Programme/project”, in Annex

6.4 Structural participation (associated elements which will be implemented in close connection)

In close association with other programmes as appropriate, in particular the Capacity Building Programme (Community of Practice/Global Curriculum Network).

7. BUDGET (US\$):

<i>7.1 Approved</i>	<i>54,000</i>
<i>7.2 Revised</i>	<i>54,000</i>
<i>7.3 Obligated as of 31.10.08: 47,421 (87.8%)</i>	

IBE – REPORT 2008	
KNOWLEDGE MANAGEMENT	
1. Heading of the element	Development of the IBE website
2. Name of the Responsible officer and of the Deputy	Massimo Amadio Christopher Strebel, Ruth Creamer
3. Starting and termination dates	January – October 2008
4. BACKGROUND AND DESCRIPTION	
<p>4.1 Context The maintenance and development of the IBE website—created in 1996 and restructured in 1999—are ensured on a permanent basis. Through its website, which has been completely reorganized in 2005, the IBE makes available specialized resources, products and services targeted at the educational community worldwide. Between 1999 and 2007, there has been a continuous increase in the number of consultations. The new site design was launched in September 2005 in accordance with the new UNESCO’s guidelines and was created to offer enhanced and easier access to information (by themes, by country and by service). In addition, there are separate homepages in the six official languages of UNESCO and basic information is made available in at least four languages (Chinese, English, French and Spanish) in order to extend coverage. A closer working relationship has been established with the new Education Sector Portal of UNESCO (launched in September 2006) and news on IBE activities are frequently published also on the Portal.</p> <p>4.2 Goal (overall objective) The main objective is to support action in favour of EFA by providing access—through the IBE website—to specialized resources, materials and information on education systems, curricula and curriculum development processes.</p> <p>4.3 Purpose (specific objective) The specific objective is to maintain and make available through the IBE website a knowledge base and a variety of specialized resources to be exploited for a wide range of purposes (including training and decision-making) and for facilitating exchange and dialogue on specific educational and curricular issues.</p>	
5. RESULTS	
<p>5.1 Title of the results A knowledge base and a wide range of educational resources maintained, updated and easily accessible through the IBE website.</p> <p>5.2 Expected (description)</p> <ul style="list-style-type: none"> • A new IBE website created, also exploiting the potential of a content management system (CMS), and in line with the current UNESCO’s guidelines. Workflow modules of the new CMS, which is already in use at HQs, allowing to fine tune the IBE web publishing guidelines and improve quality assurance. • The IBE website maintained updated, providing easy access to a range of additional resources, including information on the ICE 2008, and also contributing to the enrichment of the UNESCO Portal. • The potential of the Community of Practice/Global Curriculum Network further enhanced by introducing additional modules and features to the online collaborative platform currently used. <p>5.3 Performance indicators Improved accessibility and quality of the IBE website.</p> <p>5.4 Assessment criteria Website statistics (number of hits and downloads); feedback from internal and external users; new tools/services available for users.</p> <p>5.5 Obtained/level of achievement The year 2008 has been intensively devoted to the reorganization and restructuring of the IBE webpage, following the UNESCO Portal guidelines and adopting a new Content Management System (CMS, e.g. Typo3). Technical work exploiting the new CMS included, but was not limited to the following: installation of Typo3 onto the IBE web server; creation of new web templates, with news archiving; migration of selected sections in the six official languages of UNESCO languages; and creation of</p>	

password protected areas, forums and user groups.

Furthermore, with the creation of the new template pages, some 4,500 pages were integrated or migrated into the new website and around 2,000 pages and over 120 news articles were recreated and migrated into the new site design. Page content of most sections (and at least in English, French and Spanish) was entirely rewritten and improved, also to reflect the new IBE Strategy 2008-2013 approved by the IBE Council in January 2008. Selected sections in languages other than English (for example, Russian and Chinese) have been also developed in order to expand access to information. Many quality assessment checks were carried out to ensure as much as possible the completeness, accuracy and quality of the migration. A total of 14 staff members were trained in web content creation using the new CMS. The training was provided in a workshop and supplemented by written documentation and Intranet videos detailing how to accomplish various CM tasks.

The new, improved IBE website has been made available at the end of June 2008, jointly with the special section devoted to the 48th session of the ICE. Starting from the beginning of September, the ICE website (consisting of more than 30 pages in English, French and Spanish) has been frequently updated, providing access to information and resources related to the Conference.

Since going online, the IBE website has maintained regular services of providing news on IBE activities while also beginning to revamp the usability and readability of various sections (for example the Community of Practice) to make the site even more user friendly. During the period January to mid-September 2008 visits to the IBE website increased by 17%, page views by 31%, and time on the site increased by 21% compared to the same period in 2007 (source: *Google analytics*).

Through a better integration into the UNESCO Portal, a wider dissemination of materials, publications and resources produced by the IBE is also ensured. In fact, IBE publications and reports are also made available through the database UNESDOC/UNESBIB, hosted at UNESCO HQ. During the period January–September 2008 IBE publications have been consulted/downloaded over 174,000 times from UNESDOC.

6. ELEMENTS OF STRATEGY

6.1 Description of the intervention

Maintaining and further developing the IBE website, improving content management in order to enhance resource sharing and interaction.

6.2 Stakeholders, partners and beneficiaries

Direct and indirect beneficiaries: The policy and decision-makers' teams for Quality Education for All, the users of educational services (decision-makers, educational planners and practitioners, information officers, researchers and scholars, teachers and students worldwide), the members of the Community of Practice.

Stakeholders implicated, partners: Collaboration with Ministries of Education, UNESCO National Commissions and academic institutions worldwide, the Education Sector Portal of UNESCO.

6.3 Staff input

See table "Estimates of distribution of established staff by programme/project", in Annex.

6.4 Structural participation (associated elements which will be implemented in close connection)

Implemented in close connection with all the IBE Programmes, and in particular with the Capacity Building Programme (Global Curriculum Network/Community of Practice).

7. BUDGET (US\$):

7.1 Approved	50,000
7.2 Revised	50,000
7.3 Obligated as of 31.10.08:	49,780 (99.6%)

IBE – REPORT 2008
KNOWLEDGE MANAGEMENT AND POLICY DIALOGUE

1. Heading of the element	Preparatory process and holding of the forty-eighth session of the International Conference on Education (ICE)
2. Name of the Responsible Officer and of the Deputy	Clementina Acedo, Costanza Farina and Programme Coordinators
3. Starting and termination dates	January – October 2008
<p>4. DESCRIPTION OF THE ELEMENT</p> <p>4.1 Context The 34th Session the General Conference of UNESCO in October 2007 approved the proposed theme and dates of the 48th session of the International Conference on Education (ICE), namely: “Inclusive Education: The Way of the Future”, which was held in Geneva on 25-28 November 2008. The ICE is a major international forum for education policy dialogue, organized by the International Bureau of Education. The 48th session of the Conference aims at enriching debates about the concept of inclusive education, exploring how governments can develop and implement inclusive policies, drawing attention to education systems that offer opportunities for life-long learning and emphasizing the role of teachers in meeting learners’ diverse expectations and needs. While ministers of education will play the most active role during the ICE, other partners such as researchers, practitioners, representatives of intergovernmental and non-governmental organizations will also participate actively in the dialogue. The year 2008 was dedicated to the preparations and the holding of the ICE.</p> <p>4.2 Goal (global objective) The long-term objective of the ICE is to assist governments of Member States in responding to the educational needs of the “excluded” within the EFA framework.</p> <p>4.3 Purpose (specific objectives) To mobilize knowledge and clarify the debate on the concept of inclusive education, its implications and impact, and to advance and adopt a policy agenda as a way of further accelerating the attainment of the EFA goals.</p>	
<p>5. RESULTS</p> <p>5.1 Title of the results Preparations efficiently completed in a timely manner; international dialogue on educational policies, with a focus on inclusive education, strengthened during the ICE itself;</p> <p>5.2 Expected (description)</p> <ul style="list-style-type: none"> • Debate on inclusive education further deepened through at least three regional preparatory events to take place within the framework of the Community of Practice and outside it, to further expand on the global consultations; • coordination with the UNESCO Education Sector, field offices and institutes/centres raised substantively through regular contacts and at least two meetings of the ED Sector Working group on ICE ; • Regional technical background documents and ICE related documents (agenda, proposed organization of the Conference, reference document; document to support workshop discussions) produced; • New alliances and partnerships created with UN agencies, donors representatives, NGOs and other qualified institutions within the preparation process and the ICE itself; • All procedures duly completed for the convening of the ICE; ICE successfully conducted; <p>5.3 Performance indicators</p> <ul style="list-style-type: none"> • Quality and level of participation by Member States and other stakeholders; • Quality of the ICE documents; • Success and quality of the work of the 48th session of the ICE; • Evaluation of the outcomes of the ICE, made by the IBE Council, IBE staff and the participating delegations. <p>5.4 Assessment criteria</p> <ul style="list-style-type: none"> • Feedback on the ICE success level; • Wide dissemination and use of its outcomes; • Increase of IBE visibility. 	

5.5 Obtained/Level of achievement

In 2008 the IBE completed the regional consultations, initiated in mid 2007, with four regional preparatory conferences and one workshop, involving ministers of education, universities, international organizations, foundations, NGOs and civil society, as well as UNESCO staff from Field Offices and UNESCO HQ. More precisely: within the framework of the COP, a regional preparatory workshop was organized in Finland (March 2008), in cooperation with the Finnish National Board of Education; technical assistance was provided for the organization of four regional conferences: the Regional Preparatory Conference for Europe and North America entitled “Inclusive Education: from Policy Dialogue to Collaborative Action” in Riga, on 24-26 February 2008; the Asia-Pacific Regional Preparatory Conference on “Inclusive education: Major Policy Issues in the Asia and Pacific Region” in Bali, Indonesia, on 29–31 May; the Arab Regional Preparatory Conference in Beirut, Lebanon, on 25–27 August, entitled “Regional Seminar on Quality Education for All: No Exclusion and No Marginalization”; and the African Regional Preparatory Conference in Yaoundé, Cameroon, on 17–18 September, entitled “Inclusive Education: Major Issues and Priorities in Africa”. Several documents with the highest quality were prepared and/or coordinated in a timely manner, including the Conference Reference Document, other background papers to support the workshops and numerous experts submissions. For the organization of the twelve workshops of the ICE programme, as well as the introductory and final debates, almost 140 experts/ministers/moderators and rapporteurs were actively involved. Further preparations involved the collection of National Reports on the Development of Education in the different countries to be made available for the ICE and the exhibition of over 140 messages from ministers of education from all over the world. The Comenius Medal, created jointly in 1992 by the Ministry of National Education, Youth and Sport of the Czech Republic and UNESCO, was awarded to ten laureates from all geographical regions, according to a transparent selection process in a dedicated ceremony during the ICE. Several other events were organized, in particular a web-cast roundtable discussion between ministers of education and young people to address critical questions and to compare perspectives related to inclusion. Eight side events took place involving additional stakeholders in in-depth discussions on specific themes. Three different exhibitions were organized as a way of further expanding partnerships on the Conference’s theme, as well as a fund-raising mechanism: namely the exhibition “Practising Inclusion” showcasing concrete experiences and effective practices of inclusive education, with some 37 exhibitors, involving UN agencies, NGOs and the private sector; an exhibition of UNESCO education publications involving ten UNESCO institutes and Regional Bureaux, displaying books, journals, CD-ROMs and information brochures; and finally, in coordination with the J. A. Comenius Museum of Prague, the exhibition entitled “Education for All. The Legacy of J. A. Comenius to the World” dedicated to the legacy of the “Teacher of the Nations” J. A. Comenius. An amount of around EUR0s 50,000 has been raised as net income from the organization of the exhibitions.

6. ELEMENTS OF STRATEGY

6.1 Description of the intervention

The preparatory process was completed with the implementation of the planned regional preparatory workshops and conferences. The resulting regional “roadmaps” were elaborated upon, published and used to inform the ICE documents, in particular the reference document. According to the established procedures, all ICE documents were prepared in a timely manner. Associated activities were also carried out, including the Comenius medal award, the collection of National Reports, the round table with ministers and young people, side events, the collections of minister’s messages dedicated to the Conference’s theme, and three exhibitions.

6.2 Stakeholders, partners and participants

Ministries of education; National Commissions; UN agencies, universities/higher education institutions, NGOs, UNESCO staff in Hqs and Field Offices.

6.3 Staff input

See table in annex “Estimated distribution of established staff by programme/project”.

6.4 Structural participation (associated elements which will be implemented in close connection)

Internal collaboration with all other IBE activities.

7. BUDGET (US\$):

<i>7.1 Approved</i>	<i>942,000</i>
<i>7.2 Revised</i>	<i>1,138,765</i>
<i>7.3 Obligated as of 31.10.08:</i>	<i>942,253 (82.7%)</i>

IBE – REPORT 2008
INSTITUTIONAL FUNCTIONING

1. Heading of the element	IBE Council
2. Name of the Responsible officer and of the Deputy	Clementina Acedo and Costanza Farina
3. Starting and termination dates	January – October 2008
4. BACKGROUND AND DESCRIPTION	
<p>4.1 Context The IBE Council is an intergovernmental body of twenty-eight Member States elected by the General Conference of UNESCO.</p> <p>4.2 Goal (overall objective) Its working methods are laid down in the Statutes of the IBE and the Rules of Procedure of the IBE Council (see <i>Basic texts</i>).</p> <p>4.3 Purpose (specific objective) Established by paragraph 1 of the Resolution adopted by the thirty-fourth General Conference (see Programme and Budget for 2008, pages 1 and 2). In brief, the General Conference: <i>...requests the Council of the IBE, acting in conformity with the Statutes of the Bureau and with the present resolution, when approving the Institute's budget for 2008 and 2009:</i></p> <ul style="list-style-type: none"> (a) <i>to ensure that the IBE's activities correspond to UNESCO's strategic objectives and the priorities and lines of action of Major Programme I, with special emphasis on the needs of Africa, gender equality, LDCs and SIDS as well as the most vulnerable segments of society, including indigenous peoples;</i> (b) <i>to consolidate and develop the IBE's programmes and projects</i> (c) <i>to continue to mobilize the necessary human and financial resources so that the IBE may accomplish its mission;</i> 	
5. RESULTS	
<p>5.1 Title of the results Fulfilling its statutory functions and reaching the objectives established by the General Conference.</p> <p>5.2 Expected (description) The main points of the agenda of the fifty-sixth session of the IBE Council, which met in January 2008 were:</p> <ul style="list-style-type: none"> • Election of the President, of the Steering Committee and of the subsidiary bodies of the IBE Council • IBE activities during 2007 • Forty-eighth session of the International Conference on Education (ICE) • Innovative financing mechanisms • The IBE's programme of activities for 2008 • UNESCO's Strategy and the IBE's Strategy 2008–2013 • Proposed use of funds from sale of Polish Stamps <p>According to a long standing tradition, the Council will also meet at the beginning and the end of the 48th Session of the ICE in November 2008, to settle the final organizational arrangements and to make an initial evaluation of the conference outcomes. This meeting will constitute the 57th session of the Council.</p> <p>5.3 Performance indicators The extent to which the statutory functions have been carried out; interventions by and support of the delegations at the Council.</p>	

5.4 Assessment criteria

Adherence to the basic texts.

5.5 Obtained/level of achievement

All objectives have been achieved; the statutory functions of the Council and its Steering Committee have been fulfilled.

6. ELEMENTS OF STRATEGY

6.1 Description of the intervention

- To organize, hold and ensure the follow up to the fifty-sixth session preceded by the meeting of the Administrative Group and of the Working Group for the preparation of the 48th ICE;
- To organize, hold and ensure the follow-up to the meeting of the Steering Committee (Summer 2008);
- To prepare and organize the fifty-seventh session (before and after the ICE in November 2008) as well as to prepare for the fifty-eighth session (in January 2009)

6.2 Stakeholders, partners and beneficiaries

The twenty-eight members of the Council.

6.3. Staff input

See table “Estimates of Distribution of Established Staff by Programme/Project”, in Annex

6.4. Structural participation (associated elements which will be implemented in close connection)

Office of the Director-General; Office of the ADG/ED.

7. BUDGET (US\$):

<i>7.1 Approved</i>	<i>80,000</i>
<i>7.2 Revised</i>	<i>100,000</i>
<i>7.3 Obligated as of 31.10.08: 99,945 (99.9%)</i>	

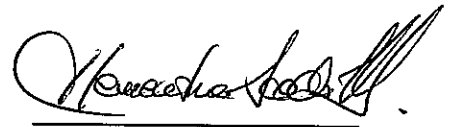
III. BUDGETARY FIGURES

The following tables present the budgetary situation – particularly concerning the sources of financing – on the basis of the known situation on 31 December 2008.

INTERNATIONAL BUREAU OF EDUCATION (IBE)
PRE FINAL FINANCIAL STATEMENT I & II
FOR THE FINANCIAL PERIOD 1st JANUARY TO 31st DECEMBER 2008

The pre final Financial Statement I et II and Schedule 1 as at 31st December 2008
are :

Clementina ACEDO MACHADO
Director
International Bureau of Education



A handwritten signature in black ink, appearing to read 'C. Acedo Machado', is written over a horizontal line.

16.janv.09

STATEMENT I

**INTERNATIONAL BUREAU of EDUCATION (IBE)
Pre final Statement of Income and Expenditure and changes
in Reserves and Fund balances
For the Financial Period 1st January to 31st December 2008
(Expressed in US dollars)**

	2'008	2'007
<u>INCOME</u>		
Voluntary contributions	1'937'138	1'155'668
Revenue generating activities	697	297'500
Allocation from other funds	2'295'500	2'295'500
Income for services rendered	77'040	56'389
Investment income	71'251	118'990
Foreign Exchange gains NET	-31'767	42'216
Other	486	12'665
TOTAL INCOME	4'350'346	3'978'928
<u>EXPENDITURE</u>		
Total Expenditure	4'146'083	3'370'440
TOTAL EXPENDITURE	4'146'083	3'370'440
Excess / (Shortfall) of Income over expenditure	204'263	608'488
Savings on prior periods' obligations	39'836	5'674
Reserves and Fund balances, beginning of period	1'225'208	611'046
RESERVES AND FUND BALANCES END OF PERIOD	1'469'307	1'225'208

STATEMENT II

INTERNATIONAL BUREAU OF EDUCATION - IBE

IBE - Pre Final Statement of Assets, Liabilities and Reserves and Fund Balances as at 31/12/2008

(Expressed in US dollars)

	2'008	2'007
ASSETS		
Cash and Term deposit	183'247	125'761
Accounts Receivable		
Other	13'772	3'223
Inter-fund balances	1'813'595	1'447'056
Other assets	2'388	4'586
TOTAL ASSETS	2'013'002	1'580'626
LIABILITIES		
Unliquidated Obligations	295'054	246'517
Account payable		
Autres	248'641	108'901
TOTAL LIABILITIES	543'696	355'418
RESERVES AND FUND BALANCES		
Surplus	1'469'307	1'225'208
TOTAL RESERVES AND FUND BALANCES	1'469'307	1'225'208
TOTAL LIABILITIES, RESERVES and FUND BALANCES	2'013'002	1'580'626

SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)
 PRE FINAL SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE
 FOR THE FINANCIAL PERIOD 1st JANUARY to 31st DECEMBER 2008
 (Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS				EXPENDITURES			UNOBLIGATED BALANCE	EXECUTION RATE (as at 31/12/08)	Comparison 4th Quarter 2007			
	Appropriation Approved by council	Transfers	Additional Funds	Save year 2007 Carry forward	revised	Disbursements	Unliquidated Obligations				Total	Total	
I. PROGRAMME OPERATIONS													
Line 1: CAPACITY DEVELOPMENT													
Community of Practice (CoP) in Curriculum Development	240 000.00	5 000.00			245 000.00			214 989.46	20 666.35	235 655.81	9 342.19	96.19%	90.69%
Sub-total, Programme costs	240 000.00	5 000.00	0.00		245 000.00			214 989.46	20 666.35	235 655.81	9 342.19	96.19%	
Staff Costs	335 544.00	19 278.75			351 820.75			351 820.75		351 820.75	0.00	100.00%	99.91%
Total, line 1: CAPACITY DEVELOPMENT	575 544.00	21 278.75	0.00		596 820.75			566 810.21	20 938.35	587 748.56	9 342.19	98.43%	
Line 2: RESOURCE BANK AND OBSERVATORY OF EDUCATIONAL TRENDS													
Resource Bank on education systems and curricular policies	5 000.00	10 000.00			15 000.00			5 050.70	4 786.28	9 836.98	5 704.02	96.40%	87.26%
Observatory of educational trends in the field of curricular development proj	54 000.00				54 000.00			33 973.66	13 731.49	47 705.14	6 584.56	87.78%	66.67%
Sub-total, Programme costs	108 000.00	10 000.00	0.00		118 000.00			84 183.66	18 517.77	102 701.42	15 288.58	87.04%	
Staff Costs	231 255.00				231 255.00			219 259.45		219 259.45	1 986.55	94.81%	98.65%
Total, Line 2: RESOURCE BANK AND OBSERVATORY OF EDUCATION	339 255.00	10 000.00	0.00		349 255.00			303 443.10	18 517.77	321 960.87	17 275.13	92.58%	
Line 3: KNOWLEDGE MANAGEMENT													
Development of the IBE website	50 000.00				50 000.00			22 878.09	25 941.00	48 819.09	1 180.91	97.64%	81.64%
Documentation/periodicals	44 000.00				44 000.00			42 459.68	1 600.00	43 999.68	0.32	100.00%	56.55%
Publications	80 000.00				90 000.00			67 803.18	1 014.00	68 817.18	21 182.82	76.46%	77.66%
Sub-total, Programme costs	174 000.00	0.00	0.00		184 000.00			133 140.95	28 555.00	161 695.95	22 364.05	87.86%	
Staff Costs	172 489.00	5 325.27			177 814.27			177 814.27		177 814.27	0.00	100.00%	99.11%
Total, line 3: KNOWLEDGE MANAGEMENT	346 489.00	5 325.27	0.00		351 814.27			310 955.22	28 555.00	339 450.22	22 364.05	93.82%	
Line 4: POLICY DIALOGUE and the 48th session of the ICE													
Preparatory process for and holding of the forty eight session of the Internal Policy dialogue	300 000.00	77 400.00			377 400.00			270 546.88	62 307.29	332 854.25	44 445.75	98.22%	63.23%
	155 000.00	-30 000.00			125 000.00			102 558.20	19 301.07	121 859.27	2 140.73	97.45%	63.07%
Sub-total, Programme costs	455 000.00	-47 400.00	0.00		502 400.00			270 546.88	81 609.36	454 813.52	47 586.48	96.53%	
Staff Costs	1 223 632.00	-30 693.53			1 193 438.47			1 180 219.73		1 180 219.73	13 219.74	99.85%	99.91%
Total, line 4: POLICY DIALOGUE and the 48th session of the ICE	1 678 632.00	17 306.47	0.00		1 695 938.47			1 450 766.60	81 118.26	1 531 884.86	60 806.22	96.41%	
Line 5: Operational activities													
DDC 2006		-57.68			57.68	0.00				0.00	0.00	100.00%	
DDC 2007		-10 041.95			15 480.08	5 448.11		5 448.11		5 448.11	0.00	100.00%	
GTZ 61088778		-8 043.66			8 211.04	167.38		167.38		167.38	0.00	100.00%	
GTZ 61088715					8 432.48	34 512.48		21 992.89		21 992.89	12 818.56	62.26%	
GUYANAI : Ministère de l'Éducation et de la Recherche		4 250.00			4 250.00			4 250.00		4 250.00	0.00	100.00%	
ICE_SUISSE_1 : Secrétariat d'Etat à l'Éducation et à la Recherche		57 834.85			57 834.85			56 334.84	1 500.00	57 834.84	0.01	100.00%	
ICE_SUISSE_2 : Direction du Développement et de la Coopération		95 239.00			95 239.00			95 237.99		95 237.99	0.01	100.00%	
ICE_SUISSE_3 : DDC - Division DEV. Social		24 951.40			24 951.40			18 673.80		18 673.80	4 987.60	93.16%	
ICE_SUISSE_4 : Département Fédéral des Affaires Étrangères		8 7719.29			8 7719.29			8 719.29		8 719.29	60.00	100.00%	
ICE_GENEVE 1: Etat de Genève		33 492.82			33 492.82			33 492.53		33 492.53	0.29	100.00%	
ICE_KUWAIT : Gouvernement du Koweït		85 893.77			85 893.77			85 683.75		85 683.75	0.02	100.00%	
ICE_SPAINI : Ministère de l'Éducation du Royaume d'Espagne		27 338.95			27 338.95			27 549.92		27 549.92	88.04	98.18%	
ICE_UNICEF : UNICEF		89 500.00			89 500.00			66 964.42	2 615.58	69 500.00	0.00	100.00%	
ICE_INDIA : République de l'Inde		18 721.37			18 721.37			8 118.34	9 603.02	18 721.36	0.01	100.00%	
ICE_ECUADOR : République de l'Équateur		30 000.00			30 000.00			30 000.00		30 000.00	0.00	100.00%	
ICE_KENYA : République du Kenya		12 721.03			12 721.03			12 721.02		12 721.02	0.01	100.00%	
ICE_OSIZUWI : Foundation Open Society Institute		16 000.00			16 000.00			15 999.99		15 999.99	0.01	100.00%	
SANSEBASTI : Centre UNESCO de San Sebastian		2 851.61			2 851.61			2 851.46		2 851.46	0.15	100.00%	
TURKEY01		2 136.69			2 136.69			2 136.53		2 136.53	0.06	100.00%	
ARGENTINE 2007					1 850.00			1 850.00		1 850.00	0.00	100.00%	
Sub-total, Programme costs	0.00	0.00	560 216.50		560 216.50			568 723.37	13 616.60	582 340.97	17 886.78	97.11%	
Total, line 5: Operational activities	0.00	0.00	560 216.50		560 216.50			568 723.37	13 616.60	582 340.97	17 886.78	97.11%	
SUB-TOTAL : PROGRAMME COSTS	897 000.00	52 400.00	560 216.50		1 409 616.50			1 281 724.39	192 888.08	1 474 612.47	52 455.83	96.74%	78.66%
SUB-TOTAL 1 : STAFF COSTS	1 992 620.00	-4 481.51	0.00		1 988 138.49			1 928 113.20	0.00	1 928 113.20	20 716.29	98.71%	99.83%
TOTAL 1 : PROGRAMME ACTIVITIES	2 949 620.00	51 908.49	560 216.50		3 483 944.99			3 220 837.59	162 968.08	3 483 265.87	73 172.12	97.82%	81.28%

SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)
PRE FINAL SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE
FOR THE FINANCIAL PERIOD 1st JANUARY to 31st DECEMBER 2008
 (Expressed in Dollar US)

UNESCO/BIE/C.58/2
 Annex II – Page 49

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS				EXPENDITURES			UNOBLIGATED BALANCE Total	EXECUTION RATE Theoretical : 100%	TAUX 4th quarter2007
	Appropriation		Additional		Unliquidated					
	Approved by council	Transfers	Funds	revised	Disbursements	Obligations	Total			
II. IBE GOVERNING BOARD / GEN. ADMINISTRATION / INSTITUTIONAL DEV.										
Line 6 : 56th session/Steering Committee										
Direct Costs	80'000.00	20'000.00		100'000.00	96'864.60	3'102.00	99'966.60	33.40	99.97%	99.36%
Staff Costs	77'991.00	2'536.95		80'527.95	80'527.95		80'527.95	0.00	100.00%	99.32%
Total line 6 : 56th session/Steering Committee	157'991.00	22'536.95	0.00	180'527.95	177'392.55	3'102.00	180'494.55	33.40	99.98%	
Line 7 : General Administration										
Direct Costs	297'000.00	-44'400.00		252'600.00	136'115.77	100'798.82	236'914.59	15'685.41	93.79%	99.23%
Staff Costs	106'496.00	5'954.56		112'450.56	112'450.56		112'450.56	0.00	100.00%	99.80%
Total line 7 : General Administration	403'496.00	-38'445.44	0.00	365'050.56	248'566.33	100'798.82	349'365.15	15'685.41	95.70%	
Line 8 : Institutional development										
Direct Costs	190'000.00	-38'000.00		152'000.00	117'248.42	15'819.63	133'068.05	18'931.95	87.54%	61.90%
Staff Costs	73'693.00			73'693.00	70'514.88		70'514.88	3'178.12	95.69%	99.75%
Total line 8 : Institutional development	263'693.00	-38'000.00	0.00	225'693.00	187'763.30	15'819.63	203'582.93	22'110.07	90.20%	
SUB-TOTAL II : Direct Costs	567'000.00	-62'400.00	0.00	504'600.00	350'228.79	119'720.45	469'949.24	34'650.76	93.13%	89.22%
SUB-TOTAL II : Staff Costs	258'180.00	8'491.51	0.00	266'671.51	263'493.39	0.00	263'493.39	3'178.12	98.81%	99.68%
TOTAL II : IBE COUNCIL, GEN.ADMIN. & INST. DEV	825'180.00	-53'908.49	0.00	771'271.51	613'722.18	119'720.45	733'442.63	37'828.88	95.10%	95.07%
TOTAL : PROGRAMME & DIRECTS COSTS	1'554'000.00	0.00	560'216.50	2'114'216.50	1'641'953.18	282'588.53	2'027'099.91	87'116.59	95.88%	81.92%
TOTAL : STAFF COSTS	2'221'000.00	0.00	0.00	2'221'000.00	2'192'606.59	0.00	2'192'606.59	28'393.41	98.72%	99.86%
TOTAL EXPENDITURE	3'775'000.00	0.00	560'216.50	4'335'216.50	3'834'559.77	282'588.53	4'219'706.50	115'510.00	97.34%	92.39%

Distribution: limited

UNESCO/BIE/C.58/Proceedings and Decisions
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UNITED NATIONS EDUCATIONAL,
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COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Fifty-eighth session

Varembé Conference Centre
9-11, rue de Varembé, Geneva

28 to 30 January 2009

**EVALUATION REPORT OF THE 48TH SESSION OF THE
INTERNATIONAL CONFERENCE ON EDUCATION**

3.2

Evaluation Report: Main Outcomes and Lessons Learned

ACKNOWLEDGEMENTS

The IBE Director, Ms. Clementina Acedo and the members of the evaluation team¹ would like to thank all the participants in the 48th session of the ICE who generously contributed with their opinions to the issuing of the present evaluation report. They also want to express their gratitude to different colleagues from UNESCO and the IBE who contributed with advice and their time, especially Ms. Costanza Farina, Secretary of the IBE Council, Mr. Pierre Luisoni, former IBE Director a.i., as well as Mr. Massimo Amadio and Mr. Renato Operti, IBE Programme Specialists. The outcomes of the evaluation process will be used to facilitate follow-up strategies and activities, as well as for improving the content, methodologies and outcomes of UNESCO's international conferences on education and other similar events in the future.

¹ Dakmara Georgescu (coordinator), Ji-Yeon Kim, Ji-Young Kim, Philippe de Castro, Jayne Brady, Céline Command, and Laure-Anna Supper.

Contents

1. Introduction
2. Main strengths and achievements of the 48th session of the ICE
3. Constructive criticism expressed by participants
4. Suggestions to improve the ICE and follow-up
5. Recommendations for follow-up
6. Concluding remarks

References

Documents used as evaluation sources

Annexes:

Annex 1. Preliminary Evaluation of the 48th session of the ICE by the Council of the International Bureau of Education (Fifty-seventh session, 25 and 28 November 2008)

Annex 2. Graphs from the Conference evaluation form

1. Introduction

The 48th session of the International Conference on Education (ICE) focused on the topic “*Inclusive Education: the Way of the Future*” with a view to promoting a broadened concept of inclusion, addressing different situations and cases of learners’ diversity, as well as appropriate education responses to foster quality learning for all, in particular those excluded. As stated in the ICE reference document:

“Inclusive education is a process that involves the transformation of schools and other centres of learning so as to cater for all children—including boys and girls, students from ethnic minorities, those affected by HIV and AIDS, and those with disabilities and learning difficulties. Consequently, inclusive education is not a marginal issue, but is central to the achievement of high-quality education for all learners and the development of more inclusive societies (UNESCO 2008a, p. 5).

The participants were invited to analyse conceptual aspects of Inclusive Education, while also sharing concrete experiences in terms of policy decisions and implementation. Based on the Conference outcomes, a broad agenda for the future was set, inviting governments, civil society and all education stakeholders to pay attention to the principles and practices of Inclusive Education as an important tool for fostering more inclusive and cohesive societies.

The immediate feedback of ministers and delegates was that the Conference had been very successful. The IBE Council, the Director-General of UNESCO and the UNESCO Assistant Director General for Education (ADG/ED) congratulated the IBE Director and her team for the organization, content and outcomes of the Conference. During the education staff meeting held in Paris in December 2008, the ADG/ED said that UNESCO has gained credibility due to the success of the ICE.

Another important issue is that the participants embraced the broadened notion of Inclusive Education. This was also reflected in the strong agreement expressed in the final plenary session through the adoption by the participants of the “Conclusions and Recommendations of the 48th session of the ICE” (UNESCO 2008b).

The 48th session of the ICE was attended by more than 1,600 participants from 153 countries, including some 100 ministers and deputy ministers of education. The Conference was also attended by representatives of 20 inter-governmental organisations, 25 non-governmental organizations (NGOs), foundations and other institutions of civil society. A good gender and geographical balance was ensured. For example, out of 137 participants that played active roles in the Conference (ministers and experts as speakers, rapporteurs and moderators), 55% were male and 45% female. From the 44 ministers and deputy ministers who were speakers, 45% were male and 55% were female; 12 were from Europe; 9 from Africa; 9 from Latin America and the Caribbean; 8 from Asia; and 6 from Arab States.

The Conference benefitted from the close participation and collaboration, in all preparatory phases and the actual Conference week, of staff from UNESCO HQ in Paris, Regional Bureaus for Education, Cluster and Field Offices as well as UNESCO Institutes. Many field offices also participated in the post-Conference meeting organized by the IBE Capacity Development Programme/Community of Practice (COP) on 29 November 2008, including BRENDA, OREALC and the UNESCO Offices in Beijing, Beirut, Brasilia, Jakarta and Moscow.

Strong partnerships and collaboration schemes were developed and reinforced. For instance, UNICEF not only participated in the workshops, in a side event on Disaster Risk Reduction (DRR) and in the exhibit, but also contributed financially to the Conference. Other inter-governmental organizations and international NGOs also contributed in substantive ways, such as Save the Children and The Open Society Institute (OSI).

Overall, due to great satisfaction with the ICE preparations, fund-raising activities were successful and largely met the goals set for the Conference. For the first time, the private sector participated in an ICE session through the exhibition and as a source of financial contributions.

Plenary debates and workshops, as well as the Comenius Award Ceremony were combined with some new and innovative activities, such as the Ministerial Round Table (ministers in direct dialogue with the young) which was publicly webcast. The Round Table was a fresh and interesting addition to the ICE, bringing the participation of the young into frank interaction with ministers as well as media visibility for UNESCO.

Video footage used to introduce different sessions and parallel workshops on the same topic offered the participants an enhanced possibility for direct interaction and full participation. UNESCO Publications and other exhibitors in "Practising Inclusion" (UN agencies, NGOs and the private sector) were very pleased with the participants' turnout, the distribution of materials and direct dissemination of information.

Presentations, documents and contents of plenary sessions and workshops were highly appreciated, as well as the interesting cross dialogue among ministers, experts and members of civil society. Presentations and discussions involving various realities, approaches and challenges across regions involving both developed and developing countries were also praised. The importance of having brought together analysis of comparative data on quality, equity and inclusion both from OECD/PISA and the Global Monitoring Report (GMR) was also commended.

The Comenius Award Ceremony was highly praised especially by the participants; it was very well organized and received full visibility. The Prague study tour offered by the Government of the Czech Republic to the Comenius Laureates went equally very well. Awardees suggested as a possible follow-up an event/conference could be held to present the work and contributions to the field of international comparative education of past and present awardees.

Overall, the reference and background documents, content of the workshops and plenary sessions, organization, logistics and smooth delivery, as well as the availability and sympathy of the staff of UNESCO Secretariat were highly commended.

The preparatory process of the 48th session of the ICE itself was highly praised as a model for involving stakeholders and catering for public support and effective partnerships. It involved, on the one hand, regional workshops and preparatory conferences, and, on the other, a tireless process of constant and efficient interaction between the ICE organizers and the Conference's many partners and contributors.

The regional preparatory meetings and conferences had a key role in fostering the engagement of participants from various countries and in having developed a broadened concept of inclusion before the Conference. The involvement of UNESCO Field Offices in the last two years in the preparatory process and in the ICE was very productive, it helped identify ministers by regions, and truly engaged regional participation; it also strengthened overall UNESCO collaboration for present and future work.

Given its importance as an international forum for policy dialogue in the field of education and its specific place within UNESCO's overall strategy for fostering quality education for all and the Millennium Development Goals (MDGs), the organizers of the 48th session of the ICE considered that a comprehensive evaluation process should take place, based on the following sources:

- The preliminary evaluation from members of the IBE Council (see Annex 1);
- The processing and interpretation of the replies to the questionnaire (evaluation form) distributed to the participants (see Annex 2);
- Some shorter but more in-depth interviews;
- Debriefing by the IBE staff after the ICE;
- Summaries of evaluations of workshops and side events by participants;

- Summaries of e-mail exchanges before, during and after the ICE expressing appreciation in interactions with presenters, moderators and rapporteurs;
- Summaries of evaluations of exhibitors.

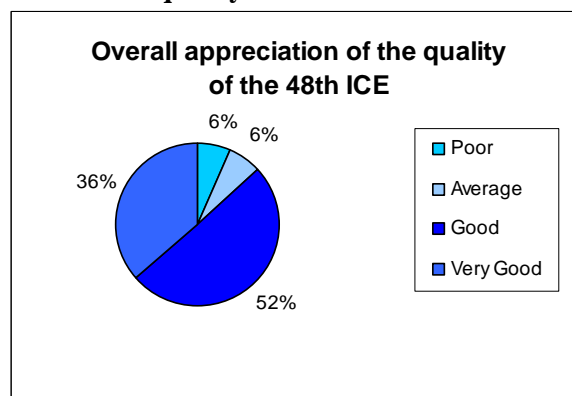
The evaluation team processed 98 evaluation forms that were returned by participants at the end of the ICE and 31 in-depth interviews taken during the last two days of the Conference.

Based on both qualitative and quantitative data, the present Report aims at drawing a comprehensive, detailed and evidence-based picture of the main achievements and outcomes of the 48th session of the ICE, as well as lessons learned, i.e. constructive criticism expressed by the participants and all those involved, and suggestions for improving future sessions of the ICE. This Report also contains a summary of suggestions for follow-up actions in line with the different directions the participants conveyed as important in moving forward the agenda of Inclusive Education in the short, medium and long term.

2. Main strengths and achievements of the 48th session of the ICE

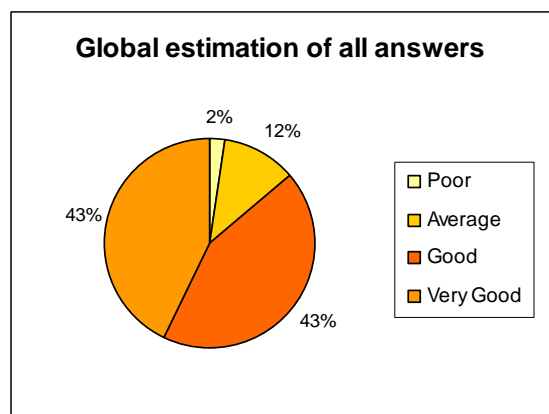
As can be seen from the replies to the questionnaire, overall the participants provided an extremely positive appreciation of the quality of the ICE, as shown in Figure 1 below, with 88% assessing the Conference session as “Good” and “Very Good”:

Figure 1. Overall appreciation of the quality of the ICE



It is also notable that, as shown in Figure 2 below, the global estimation of all answers to the 11 items and many sub-items of the questionnaire is also extremely positive, with again 86% estimating that the Conference as a whole (and all its activities) deserves to be assessed as “Good” and “Very Good” in equal shares.

Figure 2. Global estimation of all answers



The consistency between the results of interviews and questionnaires is also worth mentioning. With regard to main strengths and achievements of the 48th session of the ICE, the respondents have pointed out several aspects. Most of the participants agreed that the ICE session was a real success and a very good example of how to organize such a Conference in the most effective way possible. Many stressed in their comments that some of the shortcomings identified are probably inevitable in such very large international gatherings.

The organization of the 48th ICE session was indeed excellent, which was stressed by more than half of the respondents in their personal assessment of the Conference (i.e. 16 out of 31 interviews). The participants considered the Conference to be a model of a good structure, fruitful debates, good usage of time, good usage of visual elements (such as videos), interesting side events, parallel workshops on the same topic, and clear distribution of roles and tasks. Some of the participants welcomed a somehow unusual structure of a UNESCO conference, which catered for more lively discussions and interactions, and was quite dynamic in its nature.

High appreciation was also given to the IBE staff for their professionalism, courtesy and capacity to solve problems/assist the participants in problem solving.

The selection of Inclusive Education as the Conference topic was considered by many a very inspired idea, pushing towards education as a human right, inviting reflection and stimulating countries to take action based on evidence and thoughtful decision-making processes. From this perspective, the 48th ICE session contributed to changing the mindsets, especially based on the broadened concept of inclusion, and of linking education and social inclusion.

Another strong point mentioned by many participants was the integration in the Conference of a diversity of opinions and variety of presenters, from different contexts and backgrounds. Many participants felt that the ICE was in itself a good example of “inclusion”, some characterising the conference as an interesting “melting pot”. Different actors and stakeholders were well represented, which made exchanges possible on international, regional and national issues related to Inclusive Education. This was also considered extremely helpful for countries to position themselves, and to be more aware of their needs, priorities and possibilities for action.

The presence of some extremely knowledgeable ministers of education was deemed as a motivating and encouraging aspect, as well as the high level of professional discussions based on inputs from invited experts. The Conference provided an excellent environment for policy dialogue and awareness raising.

The preparatory process of the 48th session of the ICE was mentioned by many participants as a key input to the success of the Conference. Therefore, the participants recommended that this kind of process should be continued and other modalities should be also considered, as detailed further on in the section regarding follow-up suggestions.

Documents were largely made available, which contributed to the sharing of useful information. The participants also praised all the ICE documents, especially the Reference Document and the Final Document (Conclusions and Recommendations of the 48th session of the ICE).

The panels and workshops were also quite interesting and productive, as shown in Figures 3 and 4:

Figure 3. Evaluation of the quality of different working sessions (i.e. Introductory Debate and Research Findings and Policy Challenges)

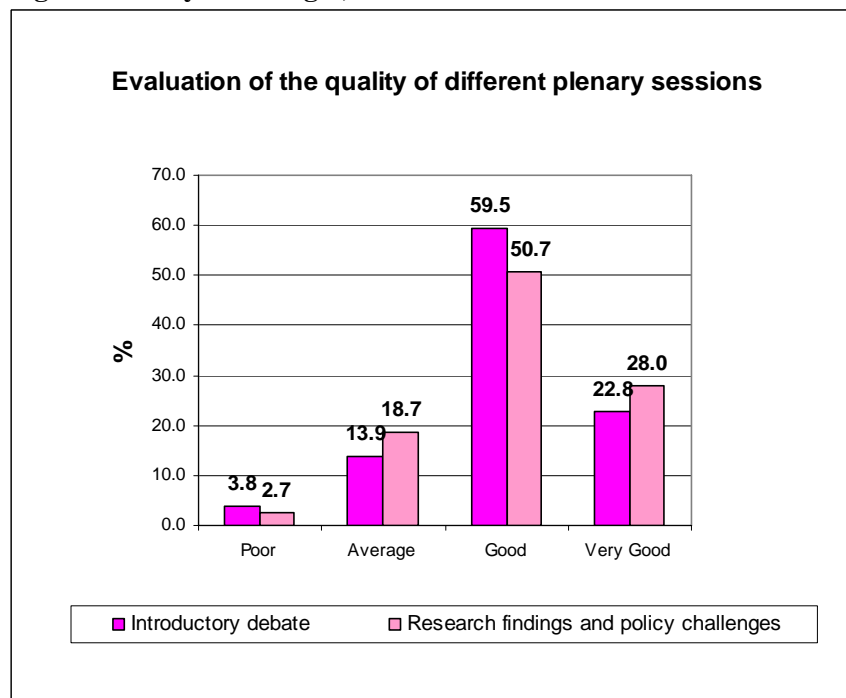
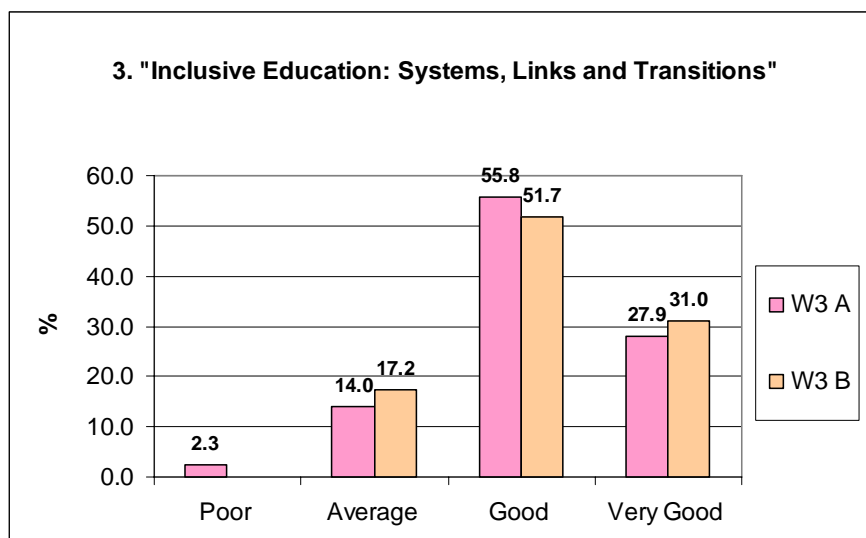


Figure 4. Sample of Workshop evaluation – Workshops 3A and 3B



The Conference also provided a very good opportunity for clarifying concepts related to Inclusive Education and sending out clear messages, such as the fact that quality education **is** inclusive education. Relevant links with the Education for All (EFA) and MDGs were made, which allowed for an approach to Inclusive Education as a process, rather than only an outcome, and opened up new perspectives and some optimistic prospects with regard to the contribution of Inclusive Education to the creation of inclusive societies. The ICE provided equally a wonderful opportunity for establishing contacts and set the basis for more effective networking.

The Exhibitions were also considered extremely beneficial and interesting. The conference venue, facilities and administrative support were also largely praised, as shown in Annex 2.

The overall very positive assessment by the participants of the 48th session of the ICE is convergent with, and reinforced by assessments reflected in the Proceedings and Decisions of the fifty-seventh

session of the Council of the IBE (Geneva, 25 and 28 November 2008). In paragraph 6, *Preliminary Evaluation of the 48th session of the ICE*, it is mentioned that “The President of the IBE Council and sixteen delegations took the floor during the debate and they all conveyed heartfelt congratulations and gratitude to Ms. C. Acedo, the IBE Director and her team for the extraordinary work accomplished and for the professionalism and dedication displayed during this outstanding, extremely successful and well organized Conference” (p. 5).

3. Constructive criticism expressed by participants

As shown by different qualitative and quantitative results, including the charts in Annex 2, there were only a few extremely critical comments expressed by the participants in their evaluation forms and interviews. While total dissatisfaction with regard to different aspects was rarely asserted, it is nevertheless important to pay attention to all opinions and to learn from both positive aspects and what some would see as shortcomings.

Most of the criticism expressed was meant to be constructive, with a view to making suggestions for the attaining of even more quality and effectiveness in the future.

Some participants considered that the Conference did not bridge the gap between policymaking and practical issues related to implementing policies in real life (or, in other words, the gap between policymakers and experts, implementers and practitioners). While some policy-focused presentations were assessed as too general and descriptive in scope, most of the research-based interventions were more interesting for the participants, who would have appreciated a clearer focus on problem identification and solving, rather than a recurrent focus on policy statements. While concepts were quite clear (although some conceptual confusion may still exist), it seems that it is much more difficult to operate on the ground, as formulated by one of the participants. For instance, questions such as “what does Inclusive Education mean for curriculum development?” may still appear to have been left relatively unanswered.

In the opinion of some of the participants, the topics of the four workshops somehow overlapped, and there were in general quite a few unnecessary repetitions both in plenary sessions and in workshops.

While the issue of Inclusive Education was quite well addressed, it seems that some participants thought that more space should have been given to the relations between Inclusive Education and social inclusion, the latter being in need of being addressed in more depth, as several of them argued.

One of the most frequent criticisms referred to the fact that, given the lack of clear breaks in the programme, the participants lost time in moving from one event to the other. The agenda was quite full, which made it difficult for participants to enjoy the Conference in a more relaxed way. This is probably why some side events, especially those at lunch time, were not attended by many participants. The scope of the Conference was considered as being too large by some participants. In their opinion, a focus on a small number of concrete issues would have been more beneficial.

Some of the participants also mentioned that, in their view, the workshops they attended were not very interactive and the topics were not necessarily followed. Given the system put in place, it was difficult to ask for the floor and to interact (ask questions and give feedback) with other people spontaneously. Several presenters and speakers talked in rather general terms about their education systems, instead of tackling Inclusive Education-related issues.

Another criticism refers to the fact that the voices of the excluded were not that present in the Conference although the ICE was focusing on Inclusive Education.

The issue of cost-effectiveness was also raised: will the outputs and effects of the conference justify the inputs and costs?

Some of the participants, albeit in small numbers, complained about the venue (rooms) not being conducive to discussions, and that some of the English interpreters lacked fluency, which made communication quite difficult for them.

4. Suggestions to improve the ICE and follow-up

While largely appreciating the huge intellectual and organizational effort made to hold such a large Conference, several participants wanted to contribute their suggestions for possible improvements to its different aspects in the future.

Since the ICE takes at least four days (even more, if considering travelling), this makes it difficult for many ministers to attend in person. Hence the Conference agenda should take into account the need to accommodate a special slot of activities devoted more specifically to ministers. The presence of the ministers is crucial, that is why one should try to attract them in a more effective way.

Some participants felt the need for more focus on research- and practice-based sharing of experiences. Research should actually guide policymaking. Less emphasis should be thus placed on ministerial presentations/statements, and more on conclusions guiding implementation and concrete action.

Inclusive Education should be conceptualized as a process, and not exclusively as an end result. Measuring success in attaining Inclusive Education should take into account the different countries' contexts, needs, priorities and resources.

The programme should be more clearly clustered into specific sections and topics so that the participants can feel better oriented in compliance with their background and main interests. The agenda should also offer space for breaks (especially lunch breaks) and country-to-country networking. The participants should also be oriented to different workshops or group activities based on the relevance of issues to their own contexts.

More attention should be paid to the need for producing visible outcomes and concrete guidance for countries. Countries do not need statements and recipes, but rather broad and substantive, yet flexible guidance to adjust effective solutions for fostering Inclusive Education within their own contexts, needs, priorities and resources. In order to achieve this, more concrete innovation from countries should be documented in relation to different aspects of Inclusive Education. Some additional time, for example during the last day, should be definitely devoted to discussing the follow-up process in depth.

Creating the conditions for more efficient and continuous interaction between governmental and non-governmental organizations was also considered important.

Delegations should be well prepared before coming to such a Conference. For instance, more guidance should be given to them with regard to ways of enhancing their participation and gains. Countries should also explore possibilities for using the pre-conference context in order to promote/infuse education topics, such as Inclusive Education, in their national environments more effectively.

It was suggested that a space should be created where participants can have direct access to different documents (i.e. national reports) and concrete experiences of countries (i.e. case studies, good practices) with regard to the main topic of the Conference. This would facilitate immediate access to relevant sources of inspiration for countries.

Other comments made included: that the concept of the exhibitions should be improved, so that the participants can make better use of the potential gains/added value they offer; that a summary of briefings arising from the 48th session of the ICE should be produced and widely distributed and that there is a need to provide more continuity between different ICE sessions.

New participants need special guidance to become familiar with the Conference activities and procedures, including more guidance with regard to how to become more interactive in different contexts (i.e. in plenary and groups/workshops; as a speaker/presenter; participant; contributor).

5. Recommendations for follow-up

Most of the participants agreed that the follow-up of the 48th session of the ICE is as important as the preparatory phases and the Conference itself. It deserves, in their opinion, a lot of attention and reflection. They made several suggestions concerning an effective follow-up process. Many participants recommended a structured follow-up (i.e. a systematic follow-up framework), based on clear strategies, identification of different actors and stakeholders, and tasks distribution.

UNESCO and the IBE should take a leading role in organizing and carrying out such a structured follow-up process jointly with the countries themselves. An inter-agency Task Force/Steering Committee could be established to lead the process in a coordinated way. More technical seminars/workshops have to be organized because such big conferences do not allow for in-depth exploration of issues.

The follow-up should address different target groups, such as curriculum developers, teacher trainers, decision makers and the communities of practice. It should take stock of realistic parameters of inclusion, and country-based identification of relevant issues.

Countries should be asked in specific forms to disseminate the outcomes and learnings of the 48th ICE session, while also reporting back periodically on the progress made. They should be encouraged to develop an action plan/road map that should be followed by the ministry of education and by other ministries and stakeholders in that particular system. Through such road maps/action plans countries could express their concrete commitment to promoting Inclusive Education, and priority areas should be addressed. They should actually include national reflection processes on Inclusive Education.

However, countries would need professional guidance to be able to do this, based on good technical tools designed to advance issues and Inclusive Education-related know-how. Regional workshops in smaller groups should be thus envisaged to save time and enhance capacities of national teams.

There should be more focus on implementation issues and concrete guidance, based on statistical evidence and reliable data – identifying what works best and including the issue of appropriate resource allocation as an important leverage for fostering Inclusive Education. Even the concepts of inclusion and Inclusive Education need more reflection.

All documents, presentations and videos shared during the 48th session of the ICE should be distributed widely, taking into account that visual tools are extremely powerful. Some good publications (books and articles) should also arise from the Conference.

More focus should be placed on linking Inclusive Education with Early Care and Childhood Education (ECCE), adult education, Technical Vocational Education and Training (TVET), higher education, and multilingual education.

Well-mobilized and strengthened communities of practice (COPs), UNESCO Regional Bureaus for Education, National Commissions and Education Institutes should be involved in the follow-up process. The COPs should also contribute more in compiling the agendas of future activities to promote Inclusive Education.

The new trend of pre-conference activities should be maintained and other UNESCO and international conferences (i.e. CONFINTEA, COMEDAF) should be used to enhance the message of Inclusive Education.

6. Concluding remarks

The 48th ICE session was considered extremely useful by 90% of the participants (48% useful and 42% very useful, see Figure 5 below) with 91% of the participants stating that the ICE provided them with important personal and institutional gains (49% good and 43% very good, see Figure 6 below).

Figure 5. Assessment of the overall usefulness and impact of the 48th ICE session

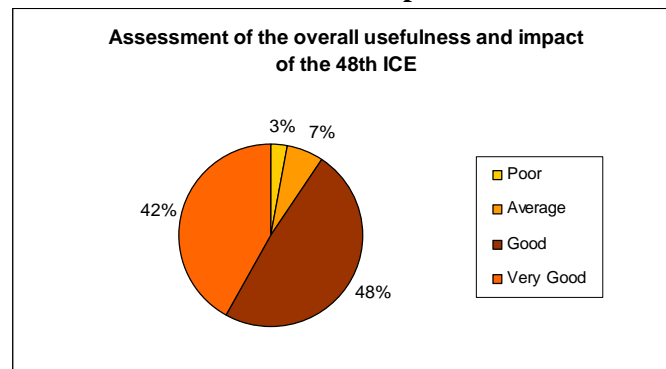
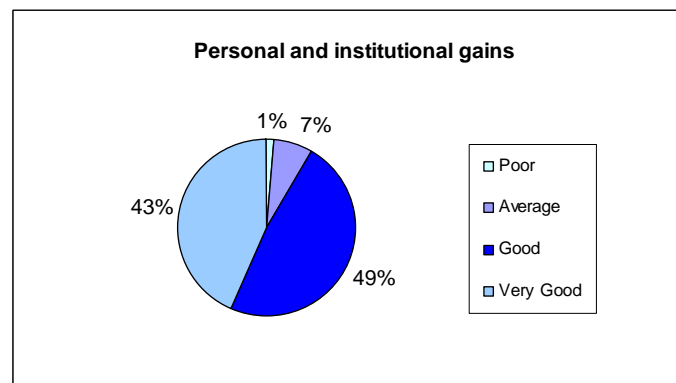


Figure 6. Personal and institutional gains



Among such personal and institutional gains items, it was mentioned that the Conference contributed to a better understanding of the concepts of Inclusive Education and inclusive societies, as well as the different aspects of inclusion. Such concepts were broadened and updated through new themes, approaches and discussion frames.

The ICE succeeded in making a case for Inclusive Education as “the way of the future” through motivating countries and education stakeholders to take appropriate action to make the dream come true. It gave those concepts a global perspective, while allowing for the sharing of local experiences based on concrete cases and research outcomes.

The ICE also provided the space for establishing new research and policy ties that ought to be strengthened in the future through effective cooperation, networking and sharing. It gathered decision makers, researchers, educators and other stakeholders and set the ground for more effective dialogue among them.

The participants also stressed that the usefulness of the ICE may become even clearer in the future given appropriate follow-up strategies will be carefully sought for. Among pathways for action the development of clear, concrete and regionally-customized guidelines for policymakers and practitioners is seen by many as an effective way of linking research, policymaking, capacity building and implementation of Inclusive Education principles and practices.

In general, it should be noted that different evaluation sources have proven remarkably consistent despite sometimes unavoidable contradictions, in other words what some may consider as a strength

can be considered as a weakness by others (for instance, the organization of parallel workshops on the same topic). However, it was possible to draw, based on different sources, a complex picture of such strengths and weaknesses following some clear outcomes of different instruments. While the opinion of “majorities” usually counts as relevant, it is nevertheless important to also look into more “isolated” statements that may yet point to some important aspects to be taken into consideration in order to improve the ICE. It is consequently important to continue working on the evaluation results with a view to identifying possible solutions that may work in the future.

As part of further processing the ICE evaluation outcomes, more targeted sets of recommendations ought to be probably worked out in compliance with specific categories of stakeholders and components (i.e. recommendations for international, regional, national and local education actors and partners; recommendations with regard to linking theory and practice; providing effective access to documents and other resources; and making Inclusive Education a sustainable notion of education systems and stakeholders the world over, including through appropriate visions, funding, partnerships and participation, capacity building and public, including media, support).

As stated by many participants, the ICE reflected some new and encouraging aspects of collective and inter-agency efforts to foster Inclusive Education – this is to be continued in a more consistent way, so as to enhance the impact of global initiatives to foster quality EFA in the context of a more equitable and sustainable world.

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UNESCO. 2008b. *Conclusions and Recommendations of the 48th session of the International Conference on Education (ICE)* – ED/BIE/CONFINTED 48/5

UNESCO. 2008c. *Proceedings and Decisions of the Fifty-seventh session of the Council of the International Bureau of Education* (25 and 28 November 2008) – see Annex 1

Documents used as evaluation sources:

UNESCO. 2008. *Proceedings and Decisions of the Fifty-seventh session of the Council of the International Bureau of Education* (25 and 28 November 2008) – see Annex 1

Graphs from the conference evaluation forms – see Annex 2

Overview of the results of open-ended questions (comments)

Comparison by region/country and participant category

Summary of interviews

IBE Director’s briefing to the ADG/ED

Debriefing by IBE staff after the ICE

Comments by participants with regard to the ICE preparatory process

Workshop and Side Events evaluations by participants and moderators/facilitators

Comments by IBE staff and others with regard the evaluation of the Exhibitions

Annexes:

Annex 1. Preliminary Evaluation of the 48th session of the ICE by the Council of the IBE (Fifty-seventh session, 25 and 28 November 2008)

Annex 2. Graphs from the Conference evaluation form

Annex 1.

Preliminary Evaluation of the 48th session of the ICE by the Council of the International Bureau of Education in *Proceedings and Decisions* of its Fifty-seventh session, 25 and 28 November 2008 [...]

6. Preliminary Evaluation of the 48th session of the ICE

The Council met after the closing of the forty-eighth session of the ICE in order to carry out a preliminary evaluation of the Conference. The President of the IBE Council and sixteen delegations took the floor during the debate and they all conveyed heartfelt congratulations and gratitude to Ms C. Acedo, the IBE Director and her team for the extraordinary work accomplished and for the professionalism and dedication displayed during this outstanding, extremely successful and well organized Conference. The inspiring preparatory process was highlighted as the best example of involving the various stakeholders in the substance of the Conference and as a key element in its success. The personal involvement of over 100 ministers and vice ministers, the participation of experts and representatives of youth and civil society greatly contributed to the broad exchange of opinions and to the diverse perspectives expressed, and resulted in strong political commitment to Inclusive Education. The high quality Conference documents - in particular the Reference Document - presentations and interventions were also assessed as a success indicator and as a positive outcome of the regional meetings and conferences. A comment was made about the fact that workshops brought together Ministers from developed and developing countries in a frank dialogue showing how inclusive education is relevant in both cases. The fact that the OECD/PISA analysis was presented together with the GMR analysis on quality, equity and inclusion was also praised. The Round Table “Young people address ministers” was greatly appreciated and viewed as one of the Conference’s highlights, as well as the five videos. The productive work of the Drafting Group was praised as well, and the spirit on tolerance in which it operated under the leadership of its President.

The “Conclusions and recommendations” refocused the international community’s attention and resources on education, despite the global financial crisis, and this was considered as an essential reminder to countries that their commitment to education should be untouchable. The priority expressed in the final document to extending support to the Least Developed Countries (LDCs) was also appreciated. Some delegations placed emphasis on reaffirming the vital importance of education as a human right, on teaching and pedagogical approaches and on the central role of teachers. A comment was also made to consider the target group of people in natural disaster under point 21 of the ‘Conclusions and Recommendations’. In the process of planning for the next ICE, the format could be re-assessed in order to optimize discussion based sessions. Several suggestions were made as possible follow-up to ‘make Inclusive Education a reality’. The preparation of a ‘Road map’ was mentioned, as well as the organization of regional conferences to support the implementation of the Conference recommendations and to share experiences, the organization of a forum, where multifaceted aspects of inclusion could be addressed more in depth, like issues related to indigenous populations. The use of the concept paper prepared by Canada as a possible template for future workshops was also proposed. There was an agreement that the Conference outcomes should be timely and widely disseminated and also highlighted in the three forthcoming UNESCO International conferences. A more comprehensive discussion on the ICE evaluation and on possible follow-up mechanisms will be carried out at the 58th session of the IBE Council in January 2009.

At the end of the debate, the IBE Director, Ms C. Acedo expressed her thanks to the delegations for their recognition of the tremendous work that the IBE team was able to carry out and paid tribute to the Education Sector staff and to Mr P. Luisoni, former IBE Director a.i., for their support and advice throughout the preparations. Given the wealth of information and materials that IBE has gathered throughout the preparatory process, Ms C. Acedo mentioned the importance of developing a clearinghouse on inclusive education which could be useful in informing policies. She also highlighted the importance of comparatively exploring the database on inclusion gathered from the National Reports. She looks forward to more in depth discussions on the follow-up of the ICE. Mr N. Burnett joined the IBE Director in highly appreciating the words of thanks from the delegations, and in

recognizing the bigger UNESCO team that contributed to the success of the Conference. He also conveyed words of cautions about the timing and the financial implications of organizing future conferences that should be planned very carefully.

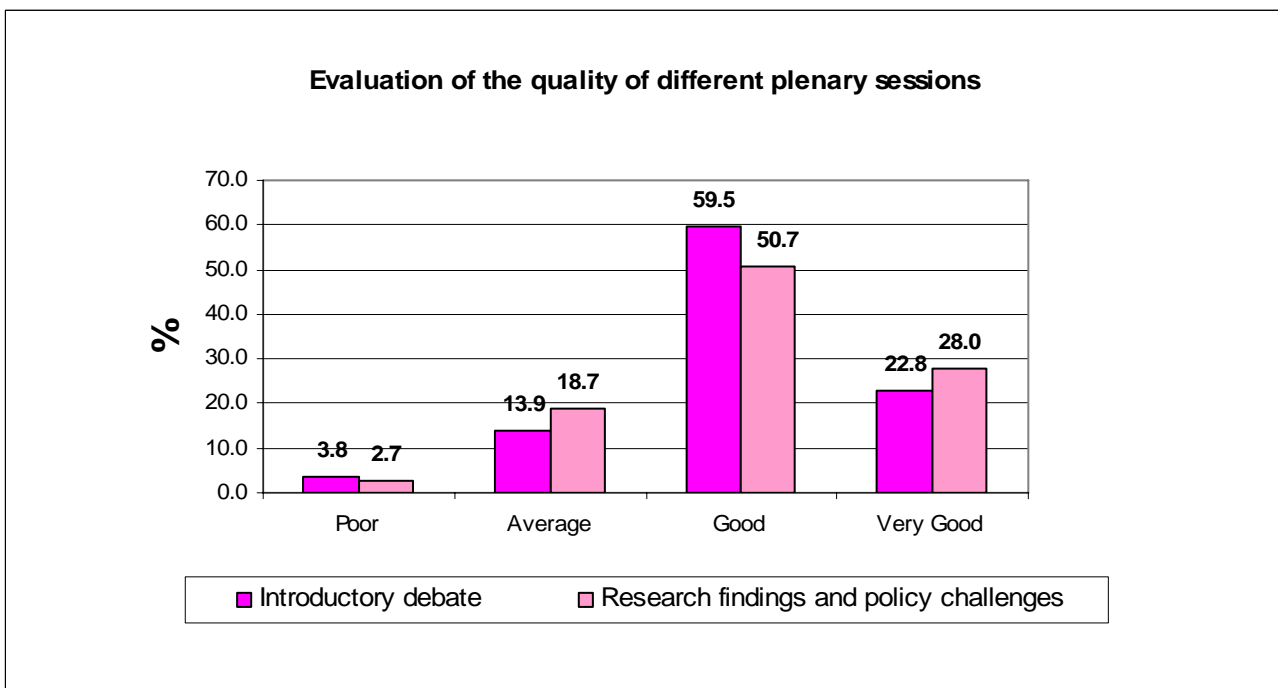
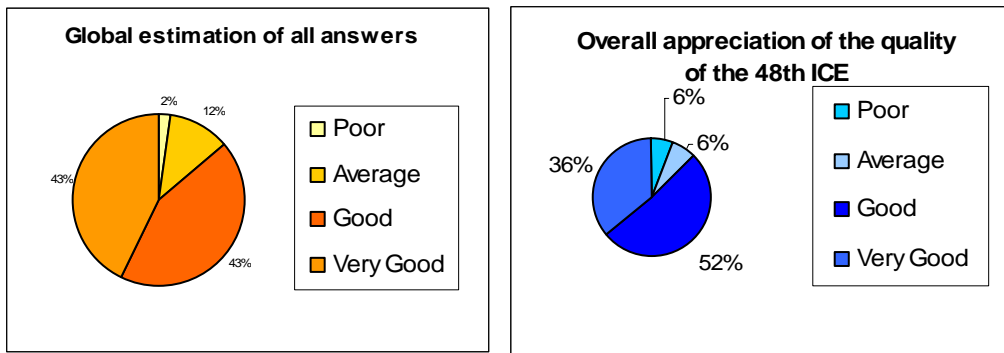
DECISION:

- **The Council congratulated the IBE and UNESCO on the success of the forty-eighth session of the ICE. It decided to return to this subject during its fifty-eighth session (January 2009), in order to carry out an in-depth evaluation of the entire work of the Conference.**

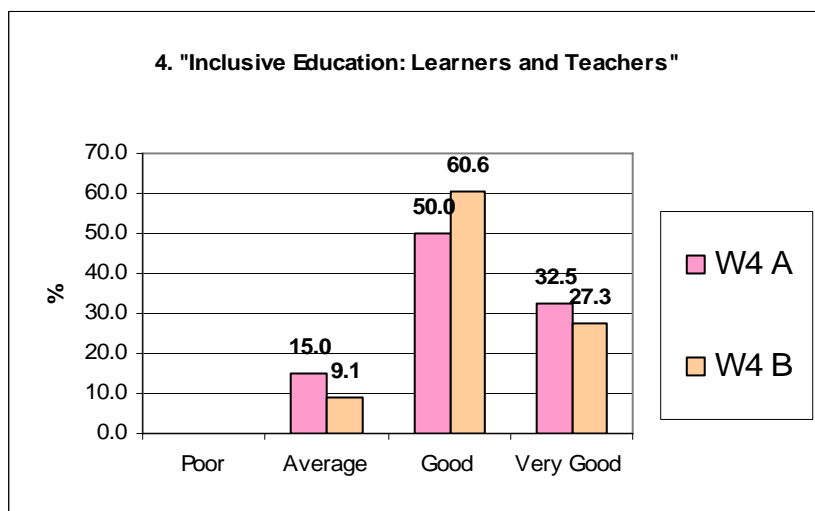
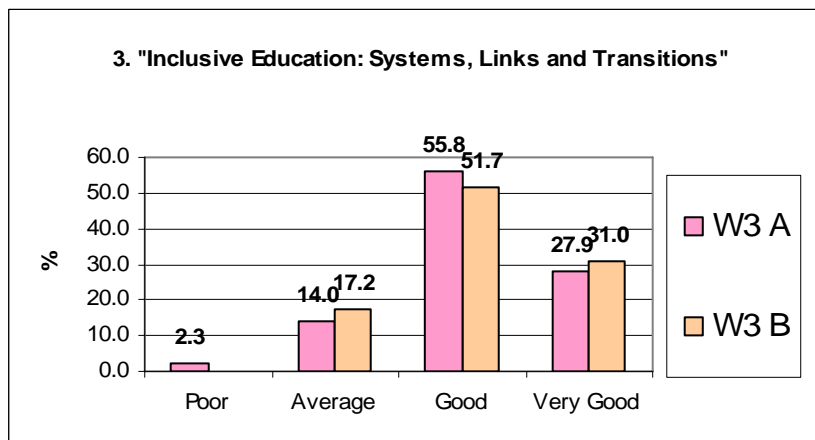
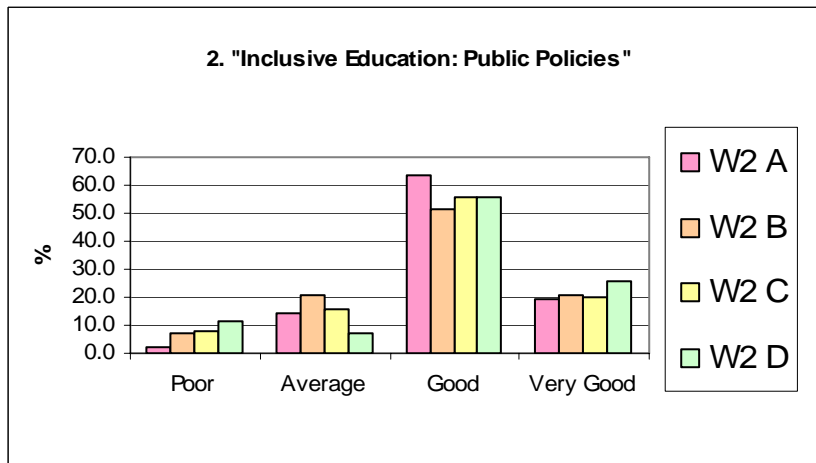
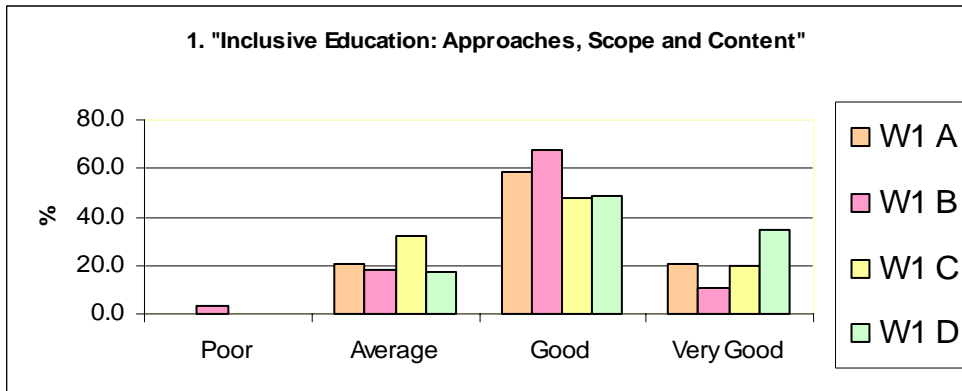
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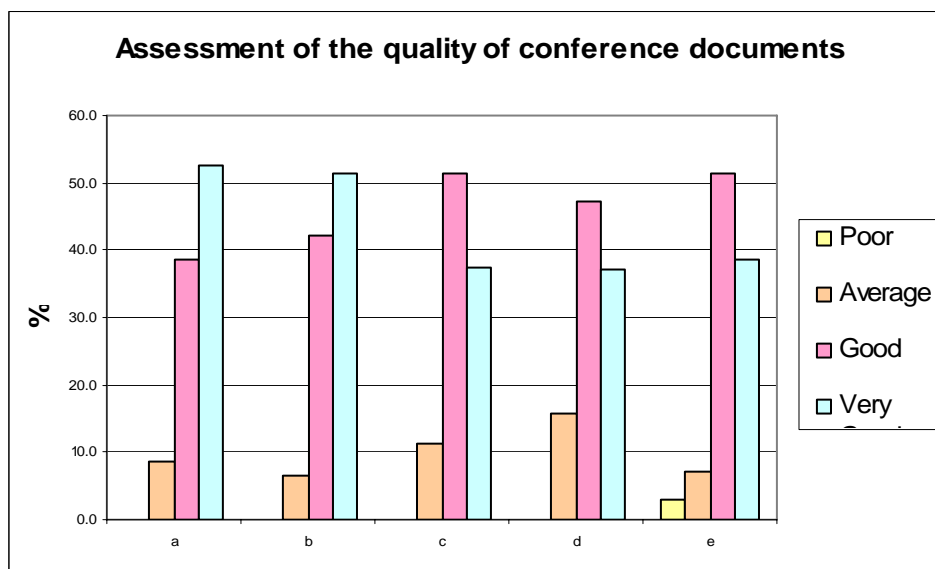
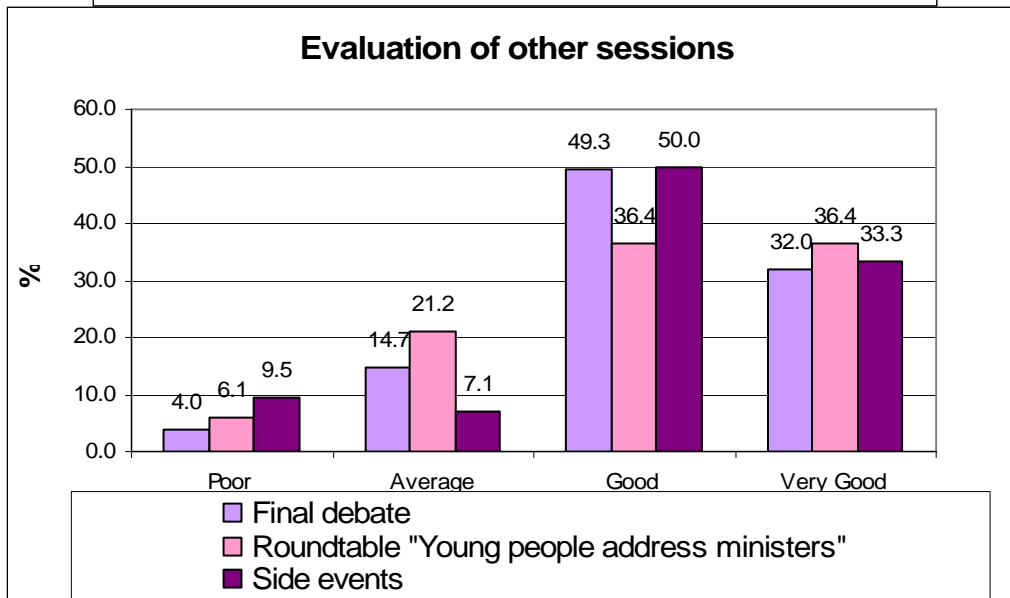
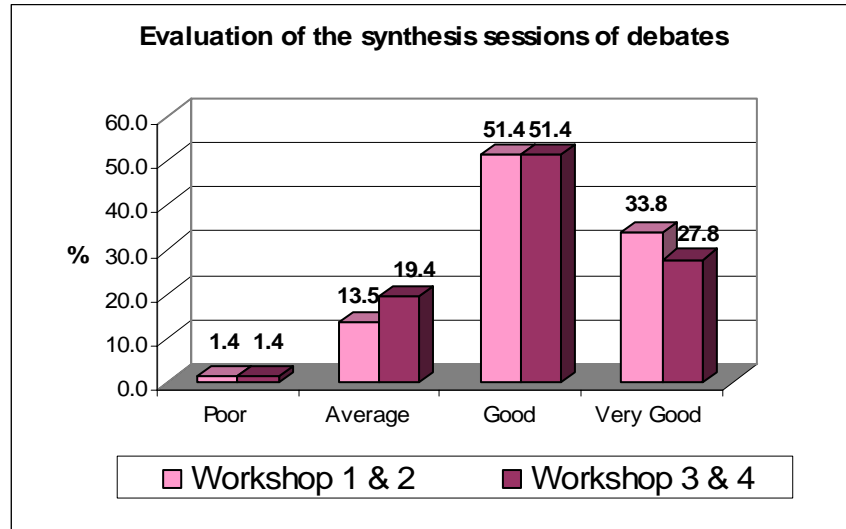
Annex 2.

Graphs from the Conference evaluation forms

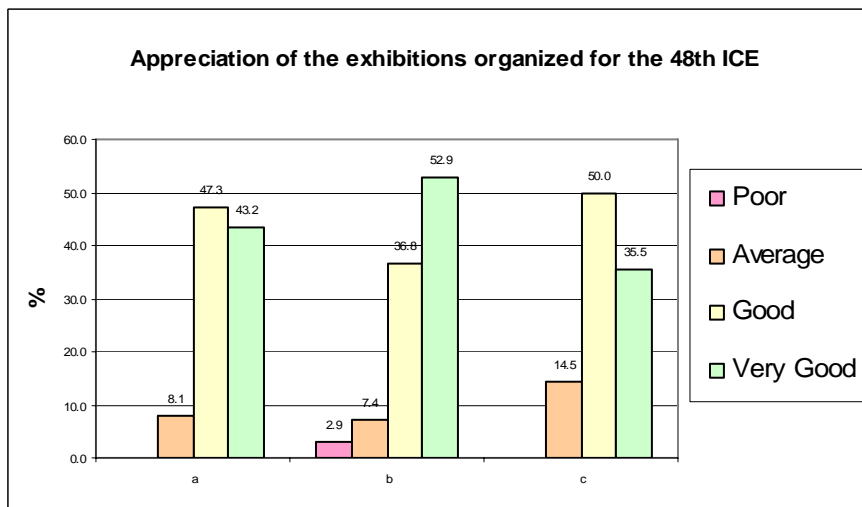
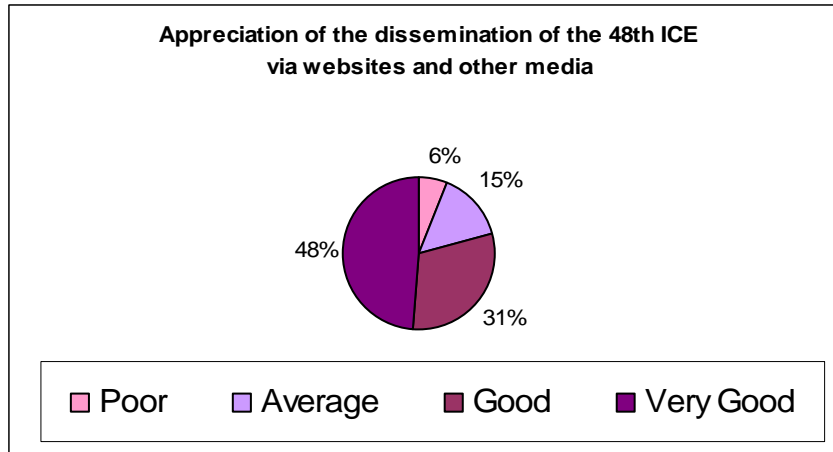


Workshops Evaluation





- a) General presentation of the 48th session of ICE
- b) Reference document: "Inclusive Education: The Way of the Future"
- c) "A brief look at Inclusive Education issues: Contributions to the workshops' discussions"
- d) "Outcomes and Trends in Inclusive Education at Regional and Interregional Levels: Issues and Challenges"
- e) "Conclusions and recommendations of the 48th session of the ICE"

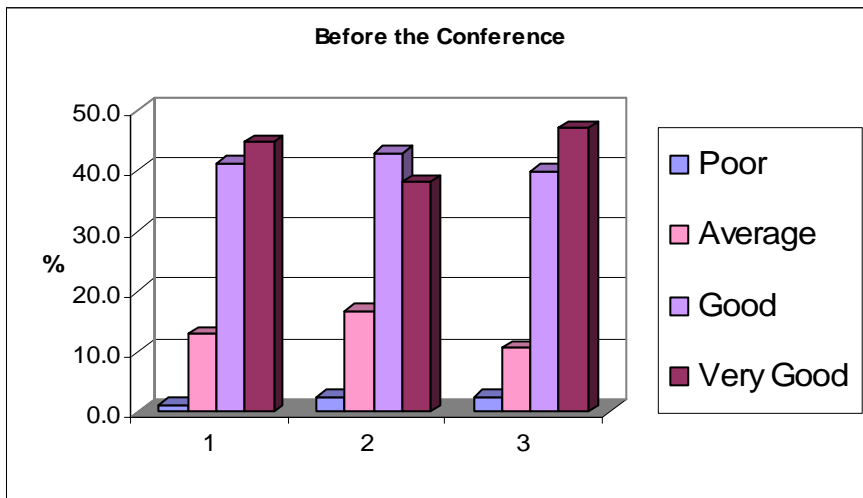


- a) Exhibition on "Practising Inclusion"
- b) UNESCO Publications
- c) Comenius Exhibition

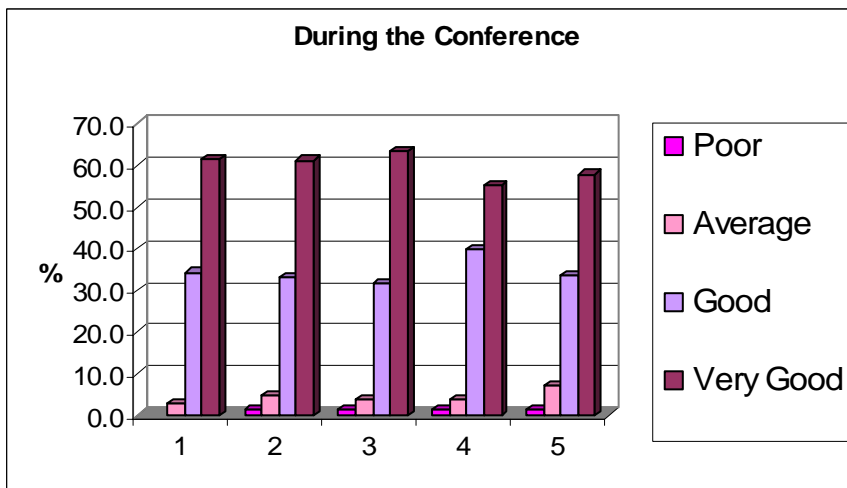


- Int. Vid.)** Introductory Video
- w1)** "Inclusive Education: Approaches, Scope and Content"
- w2)** "Inclusive Education: Public Policies"
- w3)** "Inclusive Education: Systems, Links and Transitions"
- w4)** "Inclusive Education: Learners and Teachers"

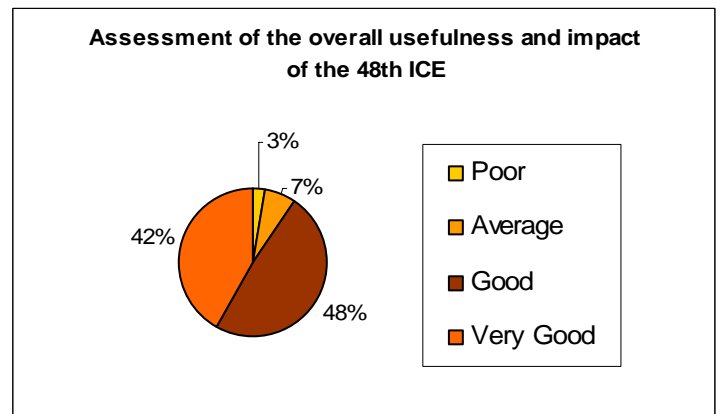
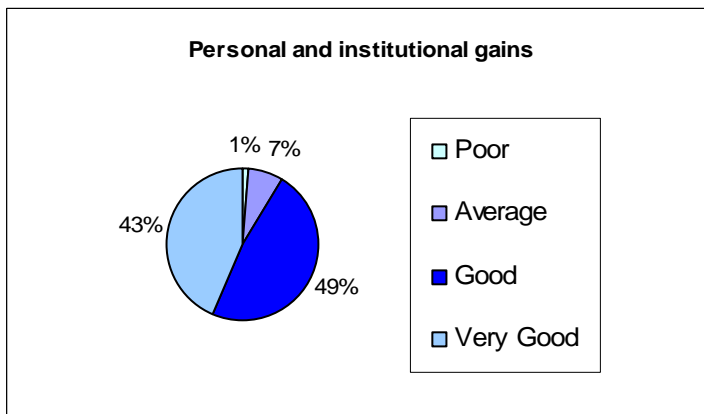
General Organization and Services



1. Information received about the conference
2. Communication and coordination with the participants
3. Access to documents



1. Registration Desk
2. Working facilities
3. Venue
4. Administrative services
5. Access to documents



Distribution: limited

UNESCO/BIE/C.58/Proceedings and Decisions

Annex IV

UNESCO/BIE/C.58/Inf. 3

Geneva, 30 January 2009

Original: French

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Fifty-eighth session

Varembé Conference Centre,
9-11, rue de Varembé, Geneva
26 – 27 January 2009

REPORT OF THE ADMINISTRATIVE GROUP

1. The Administrative Group (AG) met on 26 and 27 January 2009. The following representatives were present:

Country	Name
Benin	Mrs Françoise Medegan, Delegate, Permanent Delegation of Benin to UNESCO Dado Marguerite Yallou, Councillor, Permanent Delegation of Benin to UNESCO
Malaysia	Dr Faridah Abu Hassan, Deputy Director, Division of Educational Planning and Research, Ministry of Education Mrs Adnin Siti Hajjar, Delegate, Assistant Representative of the Permanent Mission of Malaysia to the United Nations in Geneva
Dominican Republic	H.E. Mr Homero Luis Hernández, Permanent Representative of the Dominican Republic to the United Nations in Geneva Mme Elsa Dominguez Brito, Permanent Delegation of Dominican Republic to UNESCO

Jordan, Latvia and Switzerland were not represented at this meeting.

UNESCO's Education Sector was represented by Mr Alexandre SANNIKOV and the Bureau of the Comptroller (BOC) of UNESCO was represented by Mr John HAIGH.

The IBE was represented by Mrs Clementina ACEDO in her capacity as the IBE Director, Mrs Costanza FARINA, Secretary of the Council, Mr Mohamed BOUASSAMI, IBE Administrative Officer (AO), and Mr Christian HARTMANN, Administrative Assistant.

The Group's work was chaired by Dr Faridah ABU HASSAN, representative of Malaysia, unanimously elected by the Administrative Group.

2. The Group approved the following **agenda**:

- Opening of the session
- Adoption of the agenda
- Report on activities conducted in 2008 (UNESCO/BIE/C.58/2) and the pre-final accounts for 2008 (UNESCO/BIE/C.58/Inf.2), Evaluation report of the 48th session of the International Conference on Education (ICE) (UNESCO/BIE/C.58/Inf.4)
- Draft programme and budget for 2009 (UNESCO/IBE/C.58/3)
- Preliminary draft strategy aimed at making the IBE UNESCO's Centre of Excellence for the Curriculum-related Matters (UNESCO/BIE/C.58/Inf.5)
- Draft programme and budget for 2010–2011 (35C/5) (UNESCO/BIE/C.58/Inf.6)
- Any other business
- Report of the Administrative Group (UNESCO/BIE/C.58/Inf.3)
- Closure of the session

Report on activities conducted in 2008 and Pre-final accounts, Evaluation of the International Conference on Education (ICE)

3. At the request of the IBE Director, the representative of BOC reviewed the IBE's pre-final accounts for 2008 stressing that they had been examined by his office. He reminded that the accounts were provisional and that they would only become final after the closing of the accounts, which might lead to some minor modifications. It was also suggested that the IBE, in the same manner as the other Institutes of UNESCO, should consider having the accounts audited by external auditors, although not necessarily every year. For this purpose, with a view to the adoption of IPSAS standards, UNESCO accounts containing the IBE's accounts will be audited every year, and BOC would have the possibility of asking the external auditors to carry out a thorough audit of the IBE's accounts. He then emphasized that he saw no major difficulties for the IBE in adopting the IPSAS standards. On this subject, the AO of the IBE recalled that two members of the IBE administration had followed an IPSAS training workshop organized by BOC and that a mission by BOC and Price Waterhouse Coopers visited the IBE to work with the administration in identifying the gaps to be overcome and to agree on a working plan up to the end of 2009.

4. In her presentation, the IBE Director emphasized that 2008 had been a stimulating and exciting year, marked not only by the intensive preparations at different levels for the 48th session of the International Conference on Education (ICE), but also by the implementation of the planned activities, as adopted by the Council at its 56th session. This level of performance had been possible thanks to the professionalism and devotion of the IBE team and the financial support of several Member States and other partners. She also recalled that 2008 represented the first year in the execution of the 34 C/5, as well as the 34 C/4 and it also corresponded with the first year of implementing the IBE Strategy 2008–2013. On 31 December 2008 the level of execution had reached 97.3% (compared to 92% in 2007). Indeed, the IBE had achieved its planned activities and had undertaken new ones, responding to the specific requests of Member States received in 2008, as well as the activities linked to the ICE. Among the achievements in 2008, she drew attention to giving a new impetus to the review "Prospects". She also mentioned a new project entitled "GigaPan: Diversity and inclusion in the community" that had been created jointly by the IBE and Carnegie Mellon University in collaboration with UNESCO's Associated Schools Project Network (ASPnet). This initiative is intended to share good practices linking the curriculum with new technologies (GigaPan), while encouraging inclusive school environments together with exchanges and long-lasting networks between students from different cultural horizons. Schools in three places have been chosen to pilot these activities: Soweto (South Africa); Trinidad and Tobago; and Pittsburgh (United States of America). She also presented the financial data contained in document UNESCO/BIE/C.58/Inf.2.

Concerning the 48th session of the ICE, the Director presented the main points of the evaluation. This session was a success according to all participants and contributed to the credibility of UNESCO. She highlighted the major successes of this session:

The theme adopted had allowed the participants to discuss the concept of inclusive education in its broadest sense;

Greater participation: the 48th ICE registered more than 1,600 participants from 153 countries, with more than 100 ministers and vice-ministers of education, representatives of 20 IGOs and 25 NGOs, foundations and other institutions of civil society;

A balanced representation in terms of regions and gender;

The active participation of UNESCO, both in the preparatory phases as well as during the ICE: Education Sector, regional offices, national offices and UNESCO institutes;

The development of solid partnerships;

Financial contributions, some of which were received after the ICE. The IBE Director expressed her appreciation for these contributions and the UNESCO secretariat for its support.

An innovative approach in the organization of debates, in the introduction of side events and of the round-table (webcast via Internet), as well as in the organization of exhibitions;

An exhibition organized in partnership with the private sector on the theme of “Practising inclusion”, which involved 14 private companies, 3 sponsors, 8 United Nations organizations and IGOs, 13 NGOs and 3 partners of the IBE; it enabled the IBE to raise more than €30,000;

Five films to introduce the general debate and the different sub-themes;

The reference document, as well as the presentations and the debates in the workshops were highly appreciated;

Presentations and discussions involving different realities, approaches and challenges; and comparative analyses of data on quality, equity and inclusion from the point of view of both OECD/PISA and GMR;

Regional preparatory activities considered to be a model, and that allowed for a large number of partners to be involved and to broaden the concept of inclusion.

5. During the discussion, the Administrative Group unanimously congratulated the IBE Director and her team for the success of the ICE and for the efficient execution of the programme. However, there were still some issues that needed to be addressed. Some of these issues include the agenda, which was very full; the scope of the ICE was perhaps too wide; some workshops could be more interactive. The IBE Director informed that the final outputs are the “Conclusions and Recommendations” to the Member States. The Group suggested that Member States should have ownership of these recommendations so that they can reflect, adopt and adapt them as their own national strategy on inclusive education. There was also a recognized need to link the ICE outcomes with the three future UNESCO Conferences (i.e. Education for Sustainable Development, March 2009 in Bonn; CONFINTEA VI, May 2009 in Belen; Conference on Higher Education, July 2009 at UNESCO HQ in Paris) and to the 35th General Conference. The Group noted that the Education Sector’s financial contribution to the ICE was significantly higher than in previous ICE Sessions. The Group suggested that the detailed breakdown of the ICE budget should be attached to the Report of the Administrative Group. On the organization and management of the Conference, the Group suggested that the IBE and UNESCO should continue exploring successful financing modalities for the future. The Administrative Group congratulated the IBE Director for her efforts in revitalizing “Prospects”, for which the number of subscriptions had increased significantly, as well as the royalties, amounting to over \$11,700 as compared to \$2000 in 2007, thanks to greater attention to quality control through peer review and respecting the publishing deadlines.

6. The Group recommended that the Council adopt the Report of the Director for 2008 and the Revised Appropriation Resolution for 2008:

Revised Appropriation Resolution for 2008

The Council of the International Bureau of Education,

Having examined the Report of the Director of the IBE concerning the activities for 2008 (Documents C.58/2 and C.58/Inf.2),

Having taking note of the expenditure by credit line, particularly those concerning the programme, as well as the availability of supplementary resources,

Resolves that, for the financial period 1 January to 31 December 2008, the total appropriation should amount to US\$4,219,706 to be financed by resources estimated at US\$4,350,346, in the following way:

EXPENDITURES (OBLIGATIONS) Figures in US\$	Total Pre-final accounts 2008	C56/3 approved budget
I. PROGRAMME ACTIVITIES		
Line 1: Capacity-building for curriculum development	587,478	575,455
Line 2: Resource Bank/Observatory of trends	321,961	339,255
Line 3: Knowledge management	339,450	356,489
Line 4: 48th ICE	1,635,032	1,678,532
Direct costs	454,813	
Personnel costs	1,180,219	
Line 5: Operational activities	602,342	137,000
48 th ICE	564,144	
Others	38,198	
TOTAL PROGRAMME ACTIVITIES	3,486,263	3,086,820
II. COUNCIL, GENERAL ADMIN., INSTITUTIONAL DEV.		
Line 6: IBE Council	180,495	157,991
Line 7: General administration	349,365	403,496
Line 8: Institutional development	<u>203,583</u>	263,693
TOTAL COUNCIL, GENERAL ADMIN., INSTITUTIONAL DEV.	733,443	825,180
TOTAL EXPENDITURES	4,219,706	3,912,000
RESOURCES CREDITED IN THE IBE SPECIAL ACCOUNT		
INCOME		
UNESCO's financial allocation	2,295,500	2,295,500
Voluntary contributions	1,937,139	1,037,000
Other resources	<u>117,707</u>	170,000
TOTAL INCOME	4,350,346	3,502,500
OTHER RESOURCES		
Excess of income over expenditure	244,098	-409,500
Reserves from beginning of period	<u>1,225,209</u>	1,197,500
TOTAL RESERVES	1,469,307	788,000

Draft programme of activities and budget for 2009

7. The Director presented the draft programme of activities for 2009, the second year of implementation of the 34 C/4 and 34 C/5, as well as of the IBE Strategy 2008–2013. She stressed that the programmes should first be consolidated in line with the IBE Strategy 2008–2013 and then planned and implemented in collaboration with stakeholders involved in follow-up to the 48th session of the ICE, held in Geneva, Switzerland, from 25 to 28 November 2008.

As indicated in the IBE Strategy 2008–2013, the IBE activities will contribute to UNESCO's action for quality Education for All and the promotion of quality school programmes. As a result, the three principal strategic objectives will be the following:

- a) Enhancing the capacities for the design, management and implementation of curriculum development processes among specialists, practitioners and decision makers (*Capacity Development and Technical Assistance*);

- b) Improving the quality of curriculum-making processes and products (*Knowledge Production and Management*);
- c) Informing innovative policies and practices in the field of curriculum reform and change (*Policy Dialogue*).

As far as financing is concerned, she emphasized that UNESCO's financial allocation for 2009 does not finance any of the basic programme activities since it is only sufficient to cover personnel costs and a part of the Council costs, making the IBE more vulnerable, since it increasingly depends upon extra-budgetary resources. She also indicated that the agreements with Switzerland and Sweden are coming to an end this year and she will make an effort not only to renew these agreements, but also to explore the possibilities for voluntary contributions from other Member States.

8. During the discussion, the Group gave a very positive appreciation of the entire draft programme and stressed the importance of ICE follow-up activities in order to consolidate action on the relevant recommendations. The Group also mentioned the importance of linking the theme of Inclusive Education to the outcomes of the three future UNESCO Conferences in order to create synergies. As far as financing was concerned, while recognizing the Director's efforts to mobilize additional voluntary contributions and extra-budgetary resources, the Group was concerned about the financing of regular staff costs, which the UNESCO financial contribution, adopted by the 34th General Conference, will no longer cover in their entirety as of 2010. On this subject, the Group noted that the IBE has already implemented innovative modalities (BARD and the Intern Programmes) to strengthen its human and technical capacities; regular staff (8 professionals and 8 general service staff) representing barely 50% of the total technical capacity. In this situation, the Group proposed that the matter of human resources be examined more thoroughly by the IBE Council and UNESCO, so as to identify long-term solutions and allow for a solid reinforcement of the IBE human and technical capacity. During the discussion, the Group suggested that the IBE should seriously consider conducting an evaluation of the impact of its programmes in Africa, for example of its poverty alleviation and peace education project, as a way to determine its relevance and effectiveness.

Regarding the Polish stamps, BOC explained that the Polish stamps were considered to be an asset of the IBE and the funds obtained from their sale were recorded as IBE revenue. In this situation, the IBE suggested that they appeared with the indication "Polish Stamps Funds" in the budgetary statement for 2009 so as to give visibility to Poland. The Group drew attention to the fact that these funds should serve for South-South co-operation in Africa, as well as to finance research on bilingual and bi-cultural education in Africa, as agreed at the 56th session of the IBE Council.

9. In conclusion, the Group recommended that the Council approve the programme and 2009 budgetary framework, as prepared by the IBE Director and, that a breakdown and a working plan be presented within one month from the date the Report is accepted by the Council.

Preliminary draft Strategy for making the IBE UNESCO's Centre of Excellence for Curriculum-Related Matters

10. In presenting the document, the Director emphasized that the IBE fulfils most of the criteria for a centre of excellence. She nevertheless recalled her commitment to mobilizing additional extra-budgetary resources and new voluntary contributions. While understanding the constraints affecting the UNESCO Education Sector, she pointed out that, as of 2010, UNESCO allocation will no longer be sufficient to cover all regular staff costs. She also stressed the fact that regular staff are already very limited and represent barely 50% of the IBE's technical capacity. She noted that it was UNESCO's responsibility to cover the costs of the IBE regular staff posts and she believed that it was urgent to reinforce the number of regular professional staff. In light of the present financial constraints, the IBE Director presented 3 hypothetical budgetary scenarios: Scenario 1: 60% UNESCO regular budget, 40% extra-budgetary resources; Scenario 2: 50% UNESCO regular budget, 50% extra-budgetary sources and Scenario 3: 40% UNESCO regular budget, 60% extra-budgetary sources, recognizing that scenario 3 was the most realistic scenario, given the fact that the IBE budget is already close to those propositions.

The Director also recalled that the IBE was committed to respond to the Council's request to prepare a preliminary draft document for a strategy to make the IBE UNESCO's Centre of Excellence on Curriculum-related Matters, despite a severe lack of time due to the preparation of the 48th ICE. She also stressed that the IBE has a solid Strategy 2008–2013, approved by the Council at its 56th session as a "Rolling Strategy".

The Group agreed with the suggestion by the representative from the UNESCO Education Sector that there is a need for in-depth analysis of IBE staffing and financing requirements (profiles, levels and costs). It is important to explore the opportunity of having new types of contracts for education institutes, including the IBE, which can give it more flexibility.

The Director agreed that scenario 1 and 2 are not realistic, since the argument should not be made based on ideal proportions of regular budget versus extra budgetary funds, but on protecting a minimum core staff. A joint effort between the IBE Director, the Education Sector and the members of the IBE Council should make proposals for redrafting the Preliminary Strategy for making the IBE UNESCO's Centre of Excellence for Curriculum-Related Matters, to be presented at the 35th General Conference, specifically on how to make the IBE adequate on resources and staffing. The suggestion was made of working jointly with the Education sector to discuss these issues and to prepare a new version of the document.

Lastly, the Group acknowledged that there is a need for a strong extra-budgetary strategy for the IBE as it is hardly probable that the 35th session of the General Conference will vote any significant increase in the IBE allocation. The role of the IBE Council in this regard is very important.

Draft Programme and Budget for 2010–2011

11. The representative of the Education Sector of UNESCO informed the Administrative Group of the preparation of the draft of the 35 C/5 and of the rationale of proposing a unified resolution for the Education Institutes. The Director pointed out that the IBE had been consulted and had contributed to the preparation of the draft resolution.

Any other business

12. The representative of Malaysia recalled that, during the fifty-fourth session of the Council in January 2006, the Asian Group had expressed the wish that the IBE was more visible in Asia, particularly in contributing technical assistance in Timor-Leste. On this point, the Director informed the Administrative Group that, during the regional preparatory seminar for the ICE held in Bali, she had had contact with the representatives of Timor-Leste and with UNICEF concerning the possibility of technical assistance on the part of the IBE. The IBE did not receive a final request. She recalled that, for any technical assistance project requested by a Member State, the financing must be ensured by the latter or the agency involved.

Closing of the meeting

13. The President closed the Group's meeting at 1 p.m., thanking all the members for their excellent work and congratulates the Director and her team for the accomplishments achieved in 2008.

ANNEX:

Budget of the 48th ICE Breakdown by donor

IBE Regular Budget	474,813	32.3%
Resources mobilized from UNESCO HQs	412,126	28.0%
ED Sector	331,898	
ODG	42,580	
BPI	18,639	
BREDA	14,959	
SC Sector	4,050	
Resources mobilized from member states and other donors	584,965	39.7%
Ecuador, Ministry of Education	30,000	
Government of India	18,721	
Kenya, Ministry of Education	12,721	
State of Kuwait	95,694	
Spain, Ministry of Education	27,550	
Switzerland:		
State Secretariat for Education and Research (SER)	57,835	
Swiss Agency for Development and Cooperation (SDC) / Section UN – Development	95,238	
Swiss Agency for Development and Cooperation (SDC) / Social Development Division	19,674	
Federal Department of Foreign Affaires (FDFA)	87,719	
Republic and Canton of Geneva	33,493	
Saudi Arabian ‘Fund of the Project of Prince Sultan bin Abdulaziz’	20,820	
UNICEF	69,500	
Open Society Institute (Foundation)	16,000	
TOTAL	1,471,904	100.0%

Budget of the 48th ICE

	Expenditures as at 31 December 2008
<i>Breakdown by budget line</i>	
Consultants and reference document.....	\$32,492
Speakers/experts.....	\$90,994
Participants from LDCs	\$86,128
Simultaneous interpretation.....	\$121,321
Translation of documents.....	\$131,371
Support staff and staff missions.....	\$381,752
Professional staff.....	\$49,848
Information/Communication.....	\$79,329
Printing of documents/publications.....	\$117,781
Videos production.....	\$90,906
Conference rooms services.....	\$93,004
Registration/Badges.....	\$9,584
Security arrangements.....	\$19,458
Rental of equipment (laptops, printers, photocopies)..	\$21,500
Regional preparatory workshops.....	\$69,878
Miscellaneous.....	\$73,650
Cultural events.....	\$2,908
<u>TOTAL</u>	\$1,471,904

2009 Budgetary Framework and Appropriation Resolution

EXPLANATORY NOTE

The objective of the budgetary framework (ref. document UNESCO/BIE/C.58/3) is to provide the Members of the Council with an overview on the financing of the annual program, including the extra-budgetary activities financed via the UNESCO HQs.

It should be noted that the extra-budgetary projects funded through UNESCO HQs, in this case the projects:

- “Curricular innovations, poverty alleviation and peace education in sub-Saharan Africa”
- “Capacity development and clearinghouse for curriculum and HIV and AIDS education” as well as
- the Loan repayment for the acquisition of the UNESCO/IBE Building (ref. Line II-2 General Administration “Loan repayment for the UNESCO/IBE Building” of the document UNESCO/BIE/C.58/3),

are accounted for by the UNESCO HQs and are included in the UNESCO HQs financial reports. Thus, this data does not appear in the IBE Special Account’s figures.

Indeed, the Appropriation Resolution reflects only the revenues and expenditures foreseen in the IBE Special Account in accordance with the Financial Regulation of UNESCO (see attached document on the Financial Regulation applicable to the IBE Special Account, which came into effect on January 1, 1994).

For this reason, the budget of the projects “Curricular innovations, poverty alleviation and peace education in sub-Saharan Africa” and “Capacity development and clearinghouse for curriculum and HIV and AIDS education”, as well as the Loan repayment for the UNESCO/IBE Building are not reflected in the 2009 Appropriation Resolution.

The Appropriation Resolution reflects only the financial data related to the IBE Special Account, which will be reviewed and certified by the Bureau of the Comptroller of UNESCO in March of the following year; in the case of 2009, the financial data of the IBE Special Account will be certified in March 2010.

Regarding the expenditures, on the 2009 budgetary framework, there is a total of USD 5,062,369 (Ref. line “TOTAL EXPENDITURES 2009 (I+II+III)” of the document UNESCO/BIE/C.58/3).

TOTAL EXPENDITURES 2009 (I+II+III) (Ref. document UNESCO/BIE/C.58/3)	5,062,369 USD
*Curricular innovations, poverty alleviation and peace education in sub-Saharan Africa	-290,000 USD
* Capacity development and clearinghouse for curriculum and HIV and AIDS education	-150,000 USD
* Loan repayment for the UNESCO/IBE Building	-105,000 USD
TOTAL EXPENDITURES Special Account 2009	4,517,369 USD

If we subtract from the “TOTAL EXPENDITURES 2009”, the amount of USD 545,000 corresponding to the expenditures of the two projects “Curricular innovations, poverty alleviation and peace education in sub-Saharan Africa” and “Capacity development and clearinghouse for curriculum and HIV and AIDS education”, as well as the Loan repayment for the UNESCO/IBE Building (Ref. total of the column “UNESCO other resources” of the document UNESCO/BIE/C.58/3), we are left with an amount of USD 4,517,369 as the TOTAL EXPENDITURES for the IBE Special Account, which appears in the 2009 Appropriation Resolution.

With regard to the resources, in the 2009 budgetary framework, there is a total of USD 5,399,500 (ref. line “TOTAL INCOMES 2009” of the document UNESCO/BIE/C.58/3).

TOTAL INCOMES 2009 (Ref. document UNESCO/BIE/C.58/3)	5,399,500 USD
*Curricular innovations, poverty alleviation and peace education in sub-Saharan Africa	-290,000 USD
* Capacity development and clearinghouse for curriculum and HIV and AIDS education	-150,000 USD
* Loan repayment for the UNESCO/IBE Building	-105,000 USD
TOTAL RESOURCES Special account 2009	4,854,500 USD

If we subtract from the “TOTAL INCOMES 2009” the amount of USD 545,000 corresponding to the extra budgetary resources mobilized by the HQs to finance the two projects “Curricular innovations, poverty alleviation and peace education in sub-Saharan Africa” and “Capacity development and clearinghouse for curriculum and HIV and AIDS education”, as well as the Loan repayment for the UNESCO/IBE Building, we obtain the total resources of USD 4,854,500, which appears in the 2009 Appropriation Resolution.

Appropriation Resolution N° 1/2009

The Council of the IBE,

Having examined the Proposals of the Director of the IBE concerning the activities for 2009 contained in document UNESCO/IBE/C.58/3 and its Addendum,

Resolves that,

(a) For the financial period 1 January to 31 December 2009, a total amount of US\$ 4'517'369 is hereby appropriated for the purpose indicated in the appropriation table as follows:

EXPENDITURES

Appropriation lines

US Dollar

I. PROGRAMME ACTIVITIES

I-1 Capacity development and technical assistance

892'000

Community of practice for curriculum development

280'000

Technical advice, support and training in member states

285'000

GIGAPAN

70'000

South-south cooperation/Africa

257'000

I-2 Knowledge production and management	378'369
Resource Bank	65'000
Documentation	50'000
Observatory of educational trends	65'000
Development of IBE web site	55'000
Publications	143'369
I-3 Policy dialogue	450'000
48th ICE follow-up	350'000
Policy dialogue	100'000
TOTAL PROGRAMME ACTIVITIES	1'720'369
II. GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.	
II-1 IBE Council	110'000
II-2 General administration	290'000
II-3 Institutional development	160'000
TOTAL GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.	560'000
III. STAFF COST (Established posts)	2'237'000
TOTAL EXPENDITURES 2009 (I+II+III)	4'517'369

(b) The total appropriation voted in paragraph (a) above shall be financed by the funds allocated for the operation of the Bureau and which are or shall be paid into the Special Account set up by the Director-General of UNESCO in accordance with the relevant provisions of the Organization's Financial Regulations and with Article 3 of the Financial Regulations applicable to the Special Account for the International Bureau of Education which entered into force on 1 January 1994, as follows:

RESOURCES	US Dollar
UNESCO allocation	2'295'500
Voluntary contributions*	1'323'369
Other extra-budgetary resources**	170'000
Other resources***	307'000
Reserves beginning of period	758'631
TOTAL RESOURCES	4'854'500
RESOURCES – EXPENDITURES = RESERVES END OF PERIOD	337'131
(Ref. last line of the document UNESCO/BIE/C.58/3)	

* Switzerland contribution of 450'000 USD of 2009, Sweden contribution of 420'000USD of 2009 and Spain contribution of 453'369USD of 2008.

** New projects estimated at 170'000 USD and currently under negotiation with our partners.

*** Polish stamps revenue of 257'000 USD and other diverse incomes in 2009 estimated at 50'000 USD (interest on the IBE clearing account, the IBE conference room rental and rental of 4 office rooms to International Organization of Migration).

(c) The Director is authorized to accept and add to the appropriation approved under paragraph (a) above voluntary contributions, contracts, fees, subventions, endowments, gifts, bequests and miscellaneous income, taking into account the provisions of Article 3.1 b of the Financial Regulations of the Special Account for the UNESCO International Bureau of Education (IBE). The Director shall provide the Council in writing, at the session following such action, information about the amounts accepted.

- (d) The Director is authorized to incur obligations during the financial period 1 January – 31 December 2009 up to the amount appropriated under paragraph (a) above.
- (e) The Director is authorized to make transfers between appropriation lines not exceeding 20 per cent of the total amount of the appropriation from which the funds are transferred.
- (f) The Director is authorized to make transfers between appropriation lines in excess of the percentage indicated in (e) above with the prior approval of the Council or its Steering Committee.
- (g) In urgent and special circumstances, when an immediate action becomes imperative, the Director may make transfers exceeding the percentage indicated in (e) above, but not exceeding the sum of US\$ 50 000, between appropriation lines, informing the Members of the Council in writing, at the session following such action, of the details of the transfers and the reasons for them.
- (h) The Director is authorized to receive funds or assistance in kind from governments, international, regional or national organizations, governmental or non-governmental institutions and other bodies as well as from individuals, for the implementation of programmes, projects or other activities consistent with the aims, policies and activities of the IBE and of UNESCO and to incur obligations for such activities in accordance with the Regulations of the Special Account of the IBE and/or the Regulations and Rules of UNESCO and the agreements made with the donors.
- (i) The constitution and management by the Director of the IBE of a reserve will be done in line with Article 7, paragraph 7.1 of the financial rules applicable to the special account of the International Bureau of Education. This reserve could be credited by funds coming from different sources and could amount to 5 – 10% of the annual budget. The Director of the IBE will make use of these funds according to the programme needs and present a report to the Council at the session immediately following their utilization. The creation of such a reserve should not impact negatively on the implementation of the activities adopted by the Council.
- (j) In accordance with the financial regulation of the special account of the IBE, Article 6, paragraph 6.1 and 6.2, the Director will invest according to the existing rules and regulations of the Organization any funds not utilized for programme implementation.

VI. Financial Regulations applicable to the Special Account for the International Bureau of Education⁸

Article 1. Creation of a Special Account

- 1.1 In accordance with Article 6, paragraph 6, of the Financial Regulations of UNESCO, there is hereby created a Special Account for the International Bureau of Education, hereafter referred to as 'the Bureau'. The following Regulations shall govern the operation of this account.

Article 2. Financial period

- 2.1 The financial period shall begin on the first day of January and end on the thirty-first day of December each year.

Article 3. Income

- 3.1 The income of the Bureau shall consist of:
 - (a) the financial allocations voted by the General Conference of UNESCO;
 - (b) contributions, endowments, gifts and bequests allocated or offered by institutions of the United Nations, governments, public and private bodies, associations, foundations and individuals, provided that the purposes for which they are made are consistent with the policies, aims and activities of the Bureau;
 - (c) fees collected for special purposes;
 - (d) miscellaneous revenue.
- 3.2 The Director of the Bureau, hereafter referred to as 'the Director', acting under the authority of the Director-General of UNESCO, may accept on behalf of the Bureau the income defined in Article 3.1, subject to the prior approval of the Council of the Bureau, hereafter referred to as 'the Council', in any case which would entail additional obligations for the Bureau.
- 3.3 The Director shall report to the Council on the subventions, contributions, endowments, gifts and bequests accepted.

Article 4. Budget

- 4.1 The Director shall prepare, in a form to be determined by the Council, an annual budget and shall submit it to the Council for approval.
- 4.2 The budget appropriations voted shall constitute an authorization to incur obligations and make expenditures for the purposes for which the appropriations were voted and up to the amounts available for each source of financing.
- 4.3 The appropriations shall remain available for obligation during the financial period to which they relate.
- 4.4 The appropriations shall remain available for one year following the end of the financial period to which they relate to the extent that they are required to discharge obligations in respect of goods supplied and services rendered in the financial period and to liquidate any other outstanding legal obligations of the financial period.
- 4.5 The balance of the appropriations remaining unobligated at the close of a financial period shall be credited to the General Account of the Bureau.
- 4.6 At the end of the one-year period provided for in Article 4, paragraph 4, the then remaining unspent balance of appropriations shall be credited to the General Account of the Bureau in conformity with UNESCO's Financial Regulations.

Article 5. General Account

- 5.1 There shall be established a General Account to which shall be credited the income of the Bureau as described in Article 3 of these Regulations, and which shall be used to finance the approved budget of the Bureau.
- 5.2 The balance remaining of this General Account shall be carried forward from one financial period to the next.
- 5.3 The use to which the funds in this General Account may be put shall be determined by the Council.

⁸ Entered into force on 1 January 1994.

Article 6. Custody and investment of funds

- 6.1 All the funds of the Bureau shall be deposited without delay with banks or other depositories selected by the Director or by an officer of the Bureau to whom such power is delegated by the Director.
- 6.2 The Director may make such investments of moneys not needed for immediate requirements as he or she considers necessary, within the framework of the policy implemented by the Comptroller with respect to the investments of the Organization.
- 6.3 The income earned on such investments shall be credited under the miscellaneous revenue of the Bureau.

Article 7. Trust Funds, Reserves and Special Accounts

- 7.1 The Director shall establish Reserves to finance the Working Capital Fund, end-of-service indemnities and other obligations of the Bureau. A review of these Reserves shall be conducted annually at the time when the budget is approved.
- 7.2 Trust Funds, Reserves and Special Accounts may be established by the Director and shall be reported to the Council.
- 7.3 The Director may, when necessary in connection with the purpose of a Trust Fund, Reserve or Special Account, prepare special financial regulations to govern the operations of these funds or accounts and shall report thereon to the Council. Unless otherwise provided, these funds and accounts shall be administered in accordance with these Regulations.

Article 8. Internal Control

- 8.1 The Director shall:
 - (a) Establish for approval by the Council detailed financial rules and procedures in order to ensure effective financial administration and economy.
 - (b) Cause all payments to be made on the basis of supporting vouchers and other documents that ensure that the services or goods have been received, and that payment has not previously been made.
 - (c) Designate the officers who may receive moneys, incur obligations and make payments on behalf of the Bureau.
 - (d) Maintain an internal financial control that shall provide for an effective current examination and for review of financial transactions in order to ensure:
 - (i) the regularity of the receipt, custody and disposal of all funds and other financial resources of the Bureau;
 - (ii) the conformity of obligations and expenditures which may be determined from time to time by the Council, or with the purposes and rules relating to Trust Funds and Special Accounts;
 - (iii) the economic use of the resources of the Bureau.
 - (e) Ensure that the obligations incurred do not exceed the moneys actually received and available to cover those obligations.
- 8.2 No obligations shall be incurred until allotments or other appropriate authorizations have been made in writing under the authority of the Director.
- 8.3 The Director may, after full investigation, authorize the writing-off of losses of cash, stores and other assets, provided that a statement of all such amounts written off shall be submitted to UNESCO's External Auditor for examination with the accounts.

Article 9. The Accounts

- 9.1 The Director shall maintain such accounting records as are necessary and shall submit to the Council annual accounts showing, for the financial period to which they relate:
 - (a) the income and expenditure of all funds;
 - (b) the budgetary situation including:
 - (i) original appropriations;
 - (ii) the appropriations as modified by any transfers or additional appropriations as approved by the Council;
 - (iii) the amounts charged against these appropriations;

(c) the assets and liabilities of the Bureau.

He or she shall also give such other information as may be appropriate to indicate the current financial position of the Bureau.

- 9.2 The annual accounts of the Bureau shall be presented in dollars of the United States of America. Accounting records may, however, be kept in such currency or currencies as the Director may deem necessary.
- 9.3 Appropriate separate accounts shall be maintained for all Trust Funds, Reserves and Special Accounts.

Article 10. External Audit

- 10.1 The audited accounts of the Bureau, which constitute an integral part of the statement of the financial position of UNESCO, and the report of the External Auditor of UNESCO on the Bureau, shall be submitted to the Council for approval. However, as the accounts of UNESCO are not audited on an annual basis, the Council may ask for the annual accounts of the IBE to be submitted for examination to the External Auditor of UNESCO.

منظمة الأمم المتحدة للتربية والعلم والثقافة

مجلس المكتب الدولي للتربية

الدورة الثامنة والخمسون

Varembé Conference Centre
9-11, rue de Varembé, Geneva

من ٢٨ إلى ٣٠ يناير/كانون الثاني ٢٠٠٩

مشروع برنامج الأنشطة والميزانية
للمكتب الدولي للتربية لعام ٢٠٠٩

4.1

الإطار العام لوضع البرامج

المقدمة

١- سيكون عام ٢٠٠٩ عاماً مهماً جداً بالنسبة إلى المكتب الدولي للتربية الذي سيقوم، من جهة، بتعزيز برامجه بشكل يتماشى كلياً مع استراتيجية المكتب للفترة ٢٠٠٨-٢٠١٣ ومن جهة أخرى، بتخطيط وتنفيذ إجراءات المتابعة المتعلقة بالنتائج الصادرة عن الدورة الثامنة والأربعين للمؤتمر الدولي للتربية والتي نُظمت من ٢٥ إلى ٢٨ نوفمبر/تشرين الثاني في جنيف سويسرا، وذلك بالتعاون مع أصحاب المصلحة.

٢- وكما جرت عليه العادة، يتوقع المكتب الدولي للتربية في ٢٠٠٩ أن يفي بالمهمة التي أوكلها إليه المؤتمر العام لليونسكو، بوصفه "معهد اليونسكو المتخصص في مضامين التعليم وأساليبه وسياساته في عمليات تطوير المناهج الدراسية". وُحددت طبيعة ووظائف معاهد اليونسكو في الوثيقة 33C/19 المعنونة "المبادئ والخطوط التوجيهية لإنشاء وتشغيل معاهد ومراكز اليونسكو (الفئة ١) والمعاهد والمراكز برعاية منظمة اليونسكو (الفئة ٢)". بالإضافة إلى ذلك، وضمن إطار إصلاح قطاع التربية التابع لليونسكو، تعرض "هوية" معاهد اليونسكو للتربية على الشكل التالي:

الخصائص

- الهيئات المتخصصة في ما يتعلق بالبحث والتدريب
- مراكز الابتكار والمهارات في مجالات متخصصة أساسية
- الجهات المودعة ومصادر المعرفة
- حصص دراسية للأفكار المعنية بالإصلاح والتغيير
- مركز تبادل المعلومات

الوظائف

- توفير تنمية القدرات وتدريبها (على المستويين الخارجي والداخلي)
- استحداث المعارف ونقلها ونشرها
- المشاركة في تخطيط مشترك مع إدارات المقر، بتقاسم المسؤولية
- اتساق خطط المعاهد مع الخطط الإقليمية
- التنسيق مع المقر والمكاتب الإقليمية
- التعاون مع المنظمات ذات الصلة بمضمار عملها

٣- يشكل عام ٢٠٠٩ السنة الثانية لتنفيذ الوثيقتين 34C/4 و 34C/5 واستراتيجية المكتب الدولي للتربية للفترة ٢٠٠٨-٢٠١٣. وبالتالي يبقى الإطار العام لوضع البرامج محددًا بماتين الوثيقتين الأساسيتين. وتوخياً للاتساق، تحيل المشاريع والأنشطة المخطط لها إلى النتائج المتوقعة لنهاية فترة السنتين، كما يرد ذلك في القرار 34C/5 الذي اعتمده المؤتمر العام (انظر الإطار أدناه). كما يشار إلى المبادئ التوجيهية الرئيسية لاستراتيجية المكتب للفترة ٢٠٠٨-٢٠١٣، لتوفير المنظور متوسط الأجل لوضع البرامج. وقد تمت الموافقة على استراتيجية المكتب باعتبارها "استراتيجية متجددة" خلال انعقاد الدورة السادسة والخمسين لمجلس المكتب الدولي للتربية في يناير/كانون الثاني ٢٠٠٨.

القرار الذي اعتمده المؤتمر العام في دورته الرابعة والثلاثين

إن المؤتمر العام،

إذ يحيط علماً بتقرير المكتب الدولي للتربية التابع لليونسكو للفترة ٢٠٠٦-٢٠٠٧،

وإذ يعترف بأهمية الدور الذي يضطلع به المكتب في تنفيذ البرنامج الأساسي الأول، بوصفه معهد اليونسكو المتخصص في مضامين التعليم وأسالبيه وسياساته في عمليات تطوير المناهج الدراسية،

١- يطلب من مجلس المكتب الدولي للتربية، وفقاً للنظام الأساسي للمكتب ولهذا القرار، لدى الموافقة على ميزانية المعهد لعامي ٢٠٠٨ و٢٠٠٩ أن يضطلع بما يلي:

أ) الحرص على أن تكون أنشطة المكتب متوافقة مع الأهداف الاستراتيجية لليونسكو والأولويات ونخطوط العمل الخاصة بالبرنامج الأساسي الأول، مع التشديد بوجه خاص على احتياجات أفريقيا والمساواة بين الجنسين وأقل البلدان نمواً والدول الجزرية الصغيرة النامية، إلى جانب أكثر الشرائح الاجتماعية ضعفاً ومنها الشعوب الأصلية؛

ب) تعزيز وتطوير برامج ومشاريع المكتب الدولي للتربية وهي:

i) بناء قدرات الأخصائيين في وضع المناهج الدراسية وتدريبهم في الدول الأعضاء وعلى المستويين الإقليمي والعالمي؛ التركيز بوجه خاص على أوضاع النزاع وما بعد النزاع وعلى القضاء على الفقر في أفريقيا وعلى النهج القائم على المهارات عند وضع المناهج الدراسية وعلى إدراج التعليم من أجل تلبية مختلف احتياجات المجموعات الضعيفة والمهمشة، إلى جانب الشعوب الأصلية، من خلال تطوير المناهج الدراسية والمواد واستخدام اللغة الأم كوسيلة للتعليم وعلى التنمية المستدامة، في الوقت الذي يتم فيه تشجيع التعاون بين بلدان الجنوب والتعاون الثلاثي بين الشمال وبلدان الجنوب؛

ii) إجراء أبحاث ودراسات وإدارة مرصد التوجهات وأفضل الممارسات في مجال التطوير التربوي؛

iii) إدارة وتقاسم ونشر ("إدارة المعارف") أحدث المعلومات في مجال إعداد المناهج الدراسية وتطبيقها، في مختلف اللغات، كما تنطبق في كل بلد، بما في ذلك، في مجالات العلوم والتعليم التكنولوجي والتعليم الفنون والفلسفة وحقوق الإنسان والديمقراطية والمواطنة وتربية السلام والتربية المتعلقة بمكافحة فيروس نقص المناعة البشرية/الإيدز والتربية من أجل التنمية المستدامة؛

iv) تعزيز الجوانب الدراسية لأنشطة المكتب، بما في ذلك من خلال إعداد نموذج مدرسي لليونسكو، ولاسيما لترويج التربية من أجل التنمية المستدامة؛

v) تشجيع وتجديد الحوار الدولي بشأن السياسات التربوية، من خلال تنظيم الدورة الثامنة والأربعين للمؤتمر الدولي للتربية لليونسكو من ٢٥ إلى ٢٨ نوفمبر/تشرين الثاني ٢٠٠٨ حول موضوع "التعليم الجامع: طريق المستقبل"؛

vi) إدارة مركز دولي لتبادل المعلومات بشأن المناهج الدراسية وبناء القدرات في مجال التربية لمكافحة فيروس نقص المناعة البشرية/الإيدز؛

ج) الاستمرار في حشد الموارد البشرية والمالية الضرورية حتى يتمكن المكتب الدولي للتربية من تنفيذ مهمته؛

٢- يأذن للمدير العام بأن يدعم المكتب عن طريق تخصيص اعتماد مالي قدره ٤,٥٩١,٠٠٠ دولار أمريكي في إطار البرنامج الأساسي الأول، مع الأخذ في الاعتبار بأن تنظيم المؤتمر الدولي للتربية سوف يتطلب أموالاً إضافية من خط العمل الرئيسي ٣؛

٣- يشجع كذلك المدير العام على مواصلة دعم أنشطة المكتب في المجالات التالية: تربية السلام وتعليم العلوم والفلسفة والفنون والتربية من أجل التنمية المستدامة، ويطلب منه أن يقدم إلى الدورة الخامسة والثلاثين للمؤتمر العام استراتيجية ترمي إلى إدراج مركز التميز التابع لليونسكو في صميم المسائل المرتبطة بالمناهج الدراسية، إلى جانب تقديم تقرير حول الموارد المطلوبة لتحقيق ذلك، بما يتماشى والاستراتيجية الإجمالية لمعاهد ومراكز اليونسكو ومجالس الإدارة التابعة لها، كما تمت الموافقة عليه في القرار 33C/90؛

٤- يعرب عن امتنانه للسلطات السويسرية والدول الأعضاء والهيئات والمعاهد الأخرى التي أسهمت فكرياً ومالياً في أنشطة المكتب خلال فترات السنتين السابقتين ويدعوها إلى مواصلة مساندتها؛

٥- يدعو الدول الأعضاء والمنظمات الدولية والهيئات الأخرى إلى ما يلي:

أ) الاستفادة على أكمل وجه من خبرة المكتب في ما يخص مساعدة الدول الأعضاء على زيادة وتعزيز قدراتها في مجال إدارة عمليات إصلاح المناهج الدراسية وتطويرها وتنفيذها؛

ب) الإسهام مالياً وبوسائل أخرى مناسبة في تنفيذ أنشطة المكتب الدولي للتربية بصورة فعالة لخدمة الدول الأعضاء، طبقاً للمهمة التي يضطلع بها وأولويات البرنامج الأساسي الأول والأهداف الاستراتيجية لليونسكو للفترة ٢٠٠٨-٢٠١٣؛

٦- يطلب إلى المدير العام أن يبلغ في التقارير القانونية عن تحقيق النتائج المتوخاة التالية، بما في ذلك المعلومات حول استخدام الموارد البشرية والمالية بشكل فعال من حيث الكلفة، لا سيما في مجالات السفر والمنشورات والخدمات التعاقدية، لكل نتيجة من النتائج المبلغ عنها، استناداً إلى مبادئ الشفافية والفعالية والترشيح:

- تعزيز القدرات المؤسسية والبشرية في إعداد المناهج الدراسية وتطويرها وإصلاحها؛
- تحديد توجهات وتطورات جديدة في مجال التربية من خلال المعلومات المجمعة والمعالجة والأبحاث والدراسات؛
- تحديث وتيسير المعارف والمعلومات بشأن النظم التربوية والمناهج الدراسية القائمة وعمليات تطوير المناهج الدراسية، إلى جانب أمثلة عن أفضل الممارسات والابتكارات؛
- تكثيف وتوسيع الحوار بشأن السياسة الدولية المتعلقة بالسياسات التربوية؛
- رصد عملية تنفيذ القرارات الصادرة عن المؤتمر الدولي للتربية لعام ٢٠٠٨.

مقدمة عامة (٣٤/م، الفقرة ٥، ٢٢/٠١٠)

لا يزال تحسين نوعية التعليم للجميع يشكل مصدر قلق هاماً في كافة أنحاء العالم. وتظهر الدراسات أن مسألة إصلاح المناهج الدراسية تحتل مركزاً أساسياً في السياسات التربوية التي لا تهدف إلى تحسين الحصول على التربية فحسب، بل إلى توفير نجاح عملية تعليم كافة الدارسين أيضاً (من الحصول إلى النجاح). وبصفته معهداً متخصصاً في مجال المناهج الدراسية، سوف يواصل المكتب تكثيف جهوده في التطوير التربوي، ونشر معلومات محدثة وذات نوعية، وترويج الحوار الدولي بشأن السياسات التربوية في هذا المجال.

وباعتبارها جزءاً لا يتجزأ من أنشطة قطاع التربية، سوف تساهم أنشطة المكتب في الوصول إلى معظم الأهداف الاستراتيجية متوسطة الأجل للقطاع، إلى جانب أولوياته لفترة السنتين. وسوف تستهدف برامج بناء القدرات والتدريب للمكتب تحقيق أهداف خطي العمل الرئيسيين ١ و ٤، في حين سوف يساهم مرصده وبرامج الأبحاث والدراسات في خطي العمل الرئيسيين ٢ و ٣. وسوف يهدف برنامج إدارة المعارف إلى المساهمة، بشكل مشترك، في تطوير المناهج الدراسية بالنسبة إلى خطوط العمل الرئيسية ١ و ٢ و ٣ و ٤. وسوف يدعو المكتب إلى عقد المؤتمر الدولي للتربية الذي سيكون أحد الأحداث الرئيسية لليونسكو في مجال التربية لفترة السنتين ومساهمة أساسية في خط العمل الرئيسي ٣.

عرض لبرامج المكتب الدولي للتربية

٤- على غرار ما أشير إليه في استراتيجية المكتب للفترة ٢٠٠٨-٢٠١٣، سوف تساهم أنشطة المكتب في عمل اليونسكو من أجل التوصل إلى تعليم جيد للجميع وترويج إعداد المناهج الدراسية الجيدة. وبالتالي، ستكون الأهداف الاستراتيجية الرئيسية الثلاثة: (أ) تعزيز قدرات الأخصائيين والممارسين وصانعي القرارات في إعداد المناهج الدراسية وإدارتها وتنفيذها (تطوير القدرات والمساعدة التقنية)؛

(ب) تحسين نوعية عمليات وضع المناهج الدراسية ومنتجاتها (وضع المعارف وإدارتها)؛

(ج) إبلاغ السياسات والممارسات الابتكارية في مجال إصلاح المناهج الدراسية وتغييرها (الحوار السياسي).

٥- ووفقاً للمداورات التي أجراها مجلس المكتب الدولي للتربية في دورته السادسة والخمسين التي انعقدت في يناير/كانون الثاني ٢٠٠٨، سوف تتاح عائدات بيع الطوابع البولندية لأهداف وضع البرامج، كما هو مشار إليه في إطار الميزانية لعام ٢٠٠٩. وقد أجريت مناقشات أولية مع السلطات البولندية لإعلامها بخلفية هذا الموضوع وشرح ما يكمن وراء قرارات المجلس. كما تم التوصل إلى اتفاق مبدئي حول مجالات الأولوية المقترحة التي ستستخدم فيها الأموال، لاسيما التعاون فيما بين بلدان الجنوب وأفريقيا ضمن الأنشطة المخطط لها لعام ٢٠٠٩. وقد تكون السلطات البولندية مهتمة في دعم تلك الأنشطة باعتبار هذه الأموال مساهمة من خارج ميزانية المكتب الدولي للتربية.

مشروع برنامج الأنشطة لعام ٢٠٠٩

خطوط العمل والنتائج المتوقعة

١- تعزيز القدرات والمساعدة التقنية

الأهداف الاستراتيجية (استراتيجية المكتب للفترة ٢٠٠٨-٢٠١٣)

يكمن الهدف الاستراتيجي في المساهمة في تطوير قدرات الأخصائيين والممارسين وصانعي القرارات لتصميم وإدارة وتنفيذ نوعية وشولية عمليات إعداد المناهج الدراسية الجيدة. وسوف يقوم المكتب الدولي للتربية بما يلي:

تعزيز الشبكة العالمية في تطوير المناهج الدراسية من أجل تسهيل تطوير الاتجاهات والأطر المفاهيمية للتعليم الأساسي الجيد والعمل الجماعي المستدام في مجال إصلاح المناهج الدراسية وتغييرها على المستوى المحلي والإقليمي والأقليمي؛

دعم البلدان في عمليات تغيير المناهج الدراسية الجديدة وإجراء تقييم فعال؛

تطوير التجارب الرائدة وترويج الاستخدام الناجع لمجموعة من المواد والأدوات التدريسية لتغيير وتنفيذ المناهج الدراسية الجديدة؛

توسيع وتنويع أشكال التدريب في مجال وضع المناهج الدراسية من خلال الشراكات مع المعاهد الأكاديمية ذات الصلة في مختلف المناطق؛

توفير الدعم المهني والمشورة من أجل المساهمة في العمليات والنواتج المحسنة لتطوير المناهج الدراسية من خلال النهج الموجهة نحو العمل والتشاركية والشراكات الفعالة فيما بين أصحاب المصلحة المعنيين.

النتائج المتوقعة في نهاية فترة السنتين ٢٠٠٨-٢٠٠٩ (٢٠٣٤/م/٥، الفقرة ٢٣.١٠)

تعزيز القدرات المؤسسية والبشرية في إعداد المناهج الدراسية وتطويرها وإصلاحها.

مؤشرات الأداء:

- عدد الرجال والنساء الذين استفادوا والمؤسسات التي استفادت من التدريب؛

- المصادر التربوية والمنهجية و"مجموعات الأدوات" التدريسية التي تم استحداثها وتكييفها واختبارها ونشرها على نطاق واسع.

أنشطة عام ٢٠٠٩

١-١ مجموعة الممارسات في مجال تطوير المناهج الدراسية

٦- لعبت مجموعة الممارسات لأخصائيي المناهج الدراسية دوراً استراتيجياً مهماً جداً في تحضير الدورة الثامنة والأربعين للمؤتمر الدولي للتربية وتنظيمها، وذلك من خلال النجاح في حشد أصحاب المصلحة من كافة مناطق العالم وتسهيل وتنسيق مشاركة الشركاء الرئيسيين قبل انعقاد المؤتمر وبعده. ونتيجة ذلك، سيتم تنفيذ العديد من أنشطة متابعة المؤتمر المخطط لها كما هو مشار إليه في القسم ٣-١، ضمن إطار مجموعة الممارسات. وبالإضافة إلى ذلك، سوف تُهدف مجموعة الممارسات، استناداً إلى نقاط الاتصال الإثنيتي عشرة، إلى تعزيز الإنجازات وتنفيذ المزيد من الأنشطة الإقليمية والأنشطة داخل الأقاليم وفيما بينها، ضمن إطار اتفاقات التعاون الموقعة في السنوات السابقة. وسيشمل ذلك أيضاً المضي قدماً في تنفيذ اتفاق التعاون للفترة ٢٠٠٧-٢٠٠٩ مع المجلس التربوي والثقافي لأمريكا الوسطى من أجل دعم بلدان أمريكا الوسطى في الاضطلاع بعمليات تغيير المناهج الدراسية وإدارتها في التعليم الأساسي وتعليم الشباب. كما ستوسّع مجموعة الممارسات خطط العمل القائمة مع مكاتب التربية الإقليمية التابعة لليونسكو. ومن بين الأمثلة على ذلك خطة العمل في أفريقيا حيث ستستمر في كونها شريكاً في "برنامج التعليم الأساسي لأفريقيا". وستضمن ذلك التطوير التدريجي لأطر المناهج الدراسية الجامعة والقائمة على المهارات من أجل برنامج للتعليم الأساسي يمتد على تسع/عشر سنوات في غامبيا وأثيوبيا وكوت ديفوار وغيرها من البلدان مع قسم اليونسكو الخاص بترويج التعليم الأساسي والمكتب الأقليمي للتربية في أفريقيا وغيرها من الشركاء الرئيسيين. وفي آسيا، ستساهم مجموعة الممارسات، بالتنسيق مع مكتب التربية الإقليمي في بانكوك التابع لليونسكو، في تعزيز أبعاد التعليم للتنمية المستدامة في مناهج تعليم المعلمين مع مشاركة معاهد تعليم

المعلمين من أكثر من عشرة بلدان آسيوية. وسيتم إعداد مصادر التعليم، مثل مجموعة مصادر تطوير القدرات والمسارد وبنوك البيانات لحالات التعلم، وسوف توضع الأبحاث المقارنة في صيغتها النهائية ويتم نشرها وترويجها.

٧- انظر البطاقتين الوصفتين 1a و 1b.

٢-١ التجديدات في المناهج الدراسية والتخفيف من حدة الفقر وتربية السلام في أفريقيا جنوب الصحراء

٨- سوف تهدف الأنشطة إلى الاعتماد على النتائج المحرزة في المرحلتين السابقتين، مع إقامة رابط متين بين التخفيف من حدة الفقر والتجديدات في المناهج الدراسية وتربية السلام. وفي الوقت نفسه، سيتم توسيع المجموعة المستهدفة من أصحاب المصلحة من أجل استحداث "الكتلة الحرجة" الضرورية. وسوف تشرك هذه الأنشطة الفرق الوطنية من الخبراء في إعداد المناهج الدراسية وصانعي السياسات والأساتذة المدربين وأساتذة من البلدان التسعة المختارة من أفريقيا جنوب الصحراء (أنغولا وبوركينا فاسو وبوروندي وكونغو برازافيل ومالي وموريشيوس وموزامبيق والنيجر ورواندا) ومن الممكن أيضاً إشراك فرق جديدة من ستة بلدان ناطقة باللغتين الفرنسية والإنكليزية (بوتسوانا وغينيا وكينيا وملاوي وجنوب أفريقيا والسنغال) مع الوكالة الألمانية للتعاون التقني باعتبارها ممولاً مشاركاً وشريكاً محتملاً. وتركز الأنشطة بشكل أساسي على تطوير قدرات الفرق المشاركة مع هدف جذب التغييرات التربوية الإيجابية للتخفيف من حدة الفقر والمساهمة في تربية السلام. وفي هذا السياق، سيتم تنظيم ثلاث حلقات عمل دولية لتبادل الخبرات والتجارب واستكشاف مفهوم "التعلم على العيش معاً" بعمق أكبر ضمن سياق البلدان المعنية. وتحقيقاً لهذا الغرض، سيتم وضع "أداة" محددة استناداً إلى ثلاثة مكونات هي: المفاهيم والممارسات الجيدة وخرائط الطرق لتنفيذ تربية السلام في مختلف البلدان. هذا وسيتم توطيد علاقات التعاون مع المكاتب الميدانية لليونسكو ذات الصلة من أجل ضمان أوجه التآزر الكامل ميدانياً.

٩- انظر البطاقة الوصفية ٢.

٣-١ تطوير القدرات ومركز تبادل المعلومات للمناهج الدراسية والتعليم في مجال مكافحة فيروس نقص المناعة البشرية والإيدز

١٠- بعد إطلاقها عام ٢٠٠٢ ضمن إطار البرنامج الأساسي المشترك بين الوكالات واستجابة اليونسكو المنسقة لمكافحة فيروس نقص المناعة البشرية والإيدز، ستستمر أنشطة هذا البرنامج في الاستناد إلى مكونين رئيسيين هما: أ) بنك الموارد/مركز تبادل المعلومات للمناهج الدراسية في مجال الوقاية من فيروس نقص المناعة البشرية والإيدز (متاحة على شبكة الإنترنت)؛ وب) تطوير القدرات لإدراج التعليم لمكافحة فيروس نقص المناعة البشرية والإيدز في المناهج الدراسية في المرحلة الأساسية. وسيتم الاضطلاع بالبرنامج وتعزيزه استناداً إلى ما تم إنجازه في السنوات السابقة. وسوف يحسّن مركز تبادل المعلومات من أدائه باعتباره مصدراً للتوثيق وفي تقاسم الممارسات الجيدة في مجال المناهج الدراسية المتعلقة بالتعليم لمكافحة فيروس نقص المناعة البشرية والإيدز، لاسيما على المستويين الابتدائي والثانوي وفي مجال تدريب المعلمين في المزيد من المناطق. وسيشهد دليل إدماج التعليم لمكافحة فيروس نقص المناعة البشرية والإيدز في المناهج الدراسية الرسمية المزيد من أعمال التحسين والتكييف في اللغات الفرنسية والإنكليزية والإسبانية، للتمكن من استخدامه بشكل أوسع كأداة تدريبية في مناطق فرعية أخرى من أفريقيا وفي مناطق أمريكا اللاتينية والكاريبي وفي المناطق الآسيوية. وسيتم مواصلة وتعزيز الروابط وأوجه التعاون المتينة القائمة بين الشركاء التقليديين ضمن مقر اليونسكو ومعاهده ومكاتبه الميدانية.

١١- انظر البطاقة الوصفية ٣.

٤-١ المشورة التقنية والدعم والتدريب في الدول الأعضاء

١٢- ضمن النهج الأوسع لتطوير القدرات الخاص به، يوفر المكتب مساعدة تقنية "حسب الطلب" والمشورة إلى الدول الأعضاء في اليونسكو لتلبية احتياجاتها وطلباتها المحددة. ويقوم هذا النوع من التدخل أساساً على التمويل المخصص من خارج الميزانية، مما يجعل هذا البرنامج أقل "تنبؤاً" به مقارنة مع غيره من البرامج. ولكن، تم الاضطلاع بعملية تخطيط معمقة وتبدو التوقعات لموارد التمويل من خارج الميزانية للأنشطة المخطط لها في أفغانستان وأنغولا وكوسوفو وفيتنام أكثر واقعية، في حين يتوقع تقديم طلبات من بعض البلدان الإضافية المحتمة مثل لبنان وجزر البهاما. واستناداً إلى الخبرة المتينة التي اكتسبها المكتب الدولي للتربية، سوف يركز على البلدان الخارجة من النزاعات/المتضررة من النزاعات والمجتمعات التي تمر بمرحلة انتقالية والدول الهشة، إلى جانب البلدان التي تشهد تغيرات حالية في مناهجها الدراسية. كما سيتم معالجة أبعاد محددة ضمن التطوير الإجمالي للمناهج الدراسية ولاسيما المساواة بين الجنسين و"التعلم على العيش معاً". بما في ذلك حقوق الإنسان وتربية المواطنة وتربية السلام والإدارة البناءة للتنوع. وسيتم أيضاً خلق أوجه تآزر فيما بين المشاريع، لا سيما من خلال معالجة أبعاد المناهج الدراسية من حيث التعلم على العيش معاً ضمن سياق مشاريع "التجديدات في المناهج الدراسية والتخفيف من حدة الفقر وتربية السلام" ومشروع GigaPan. سيتم تنسيق جميع المدخلات بشكل وثيق مع السلطات الوطنية والشركاء المعنيين وممثلين عن منظومة الأمم المتحدة والمجتمع الدولي ميدانياً.

١٣- انظر البطاقة الوصفية ٤.

٥-١ تطوير مشروع GigaPan: التنوع والشمولية في المجتمع المحلي

١٤- إن الهدف الرئيسي لهذا المشروع الذي أعده ونفذه المكتب الدولي للتربية، بالاشتراك مع جامعة Carnegie Mellon University (بيتسبروغ، الولايات المتحدة) بالتعاون مع مشروع اليونسكو لشبكة المدارس المنتسبة ومشاركة اللجان الوطنية، هو دعم التعليم للجميع والمساهمة في تحقيق أهدافه المنشودة من خلال تعزيز قدرات المعلمين والمدارس والدارسين في تنفيذ الأنشطة القائمة على تكنولوجيا المعلومات والاتصالات ضمن المناهج الدراسية، مما يؤدي إلى المزيد من الشمولية ضمن استخدام هذه التكنولوجيا المحددة (GigaPan) في التعليم. لقد تم وضع هذا المشروع لمساعدة الأطفال من مختلف الخلفيات الاقتصادية والبلدان على فهم بعضهم البعض وفهم ثقافتهم من خلال تعلم ماذا يدور في العالم وتعليم من هم من جيلهم على إرثهم ومواقع مجتمعاتهم المحلية والأحداث والأماكن المهمة فيها. وبالتالي يتم خلق المزيد من الفهم والاعتبار والاحترام إزاء الغير والمعتقدات والقيم ضمن المجتمعات المحلية المتفاعلة فيما بينها. واستناداً إلى المرحلة الرائدة الناجحة، سيتم تعميم الأنشطة على أكثر من عشر مدارس في أربعة بلدان حيث سيتم تدريب الدارسين والمعلمين على تكنولوجيا GigaPan، كما سيتم إعداد وتقاسم ممارسات جيدة في الربط ما بين المناهج الدراسية والتكنولوجيا الجديدة.

١٥- انظر البطاقة الوصفية ٥.

٢- إنتاج المعارف وإدارتها

الأهداف الاستراتيجية (استراتيجية المكتب للفترة ٢٠٠٨-٢٠١٣)

يكمن الهدف الاستراتيجي في تعزيز وإغناء وتوسيع قاعدة المعارف ومجموعة موارد المعلومات المخصصة حول المناهج الدراسية وعمليات تطوير هذه المناهج. ويزعم المكتب الدولي للتربية القيام بما يلي:
بناء قاعدة معارف متينة، بما في ذلك موارد معلومات متخصصة ومجموعة من الدراسات وتحليلات التوجهات، حول المناهج الدراسية وعمليات تطوير هذه المناهج في خدمة الباحثين والمدرسين والممارسين وصانعي القرارات.

تعزيز مركز تبادل المعلومات وخدمات المعلومات من خلال قواعد بيانات محدّثة وموسعة ومُغنية؛ النفاذ غير المحدود لمجموعات واسعة، لاسيما تلك المتعلقة بالمناهج الدراسية وخدمات الإنذار الموسّعة والمواد المرقّمة.

وضع منصة إلكترونية لتقاسم المزيد من المعارف والعمل الجماعي في مجال إعداد المناهج الدراسية من أجل دعم شبكة عالمية من الباحثين والممارسين وبشكل أعمّ تعزيز بوابة المعارف الخاصة باليونسكو.

تعميم الخدمات والحصول على المواد والموارد من خلال التعاون مع جميع كيانات اليونسكو والشركاء الخارجيين، من أجل استمثال الفعالية والحد من ازدواجية الجهود إلى أقصى حد.

النتائج المتوقعة في نهاية فترة السنتين ٢٠٠٨-٢٠٠٩ (٥/م٣٤، الفقرة ١٠٢٣)

تحديد توجهات (اتجاهات) وتطورات جديدة في مجال التربية من خلال المعلومات المجمّعة والمعالجة والأبحاث والدراسات.

مؤشرات الأداء:

- دراسات وتحليلات متاحة ضمن تقرير الرصد العالمي للتعليم للجميع؛
- أبحاث ودراسات منشورة.

تحديث ونشر المعارف والمعلومات حول النظم التربوية والمناهج الدراسية القائمة وعمليات تطوير هذه المناهج، إلى جانب أمثلة عن أفضل الممارسات والابتكارات.

مؤشرات الأداء:

- الإبقاء على قواعد بيانات المكتب الدولي للتربية (معلومات عالمية حول التربية؛ ملفات قطرية؛ مركز تبادل المعلومات حول التربية لمكافحة نقص المناعة البشرية والإيدز، إلخ.) وتحديثها وإغناؤها.
- تعزيز موقع المكتب على الإنترنت وتحديثه بصورة منتظمة؛
- عدد الزيارات لهذا الموقع.

أنشطة عام ٢٠٠٩

١-٢ تطوير الموقع الإلكتروني للمكتب الدولي للتربية

١٦- ضمن الجهود الرامية إلى جعل الموقع الإلكتروني أداة عمل فعلية لبرامج المكتب ومشاريعه، تمت إعادة تصميم الموقع وتحسينه كلياً عام ٢٠٠٨، باستخدام نظام إدارة المضمون وذلك بما يتماشى مع المبادئ التوجيهية الحالية لليونسكو. وبالتالي، سيتم تطوير الموقع الإلكتروني الجديد في عام ٢٠٠٩، باستخدام كامل إمكانياته وسيتم تحديثه بشكل منتظم من خلال توفير الحصول السهل على مجموعة من الموارد الإضافية، بما في ذلك المعلومات حول نتائج الدورة الثامنة والأربعين للمؤتمر الدولي للتربية ومتابعته، والمساهمة أيضاً في إغناء بوابة اليونسكو. كما سيتم تعزيز وإغناء المنصة الإلكترونية الجماعية لمجموعة الممارسات الخاصة بأخصائيي المناهج الدراسية.

١٧- انظر البطاقة الوصفية ٦.

٢-٢ بنك الموارد

١٨- تماشياً مع وظيفة المكتب الدولي للتربية طويلة العهد، سيتم مواصلة تعزيز نظام المعلومات المدمج حول السياسات التربوية ضمن الهدف الأوسع نطاقاً ألا وهو دعم العمل لصالح التعليم للجميع من خلال تجميع وإضفاء طابع نظامي وتوفير الوصول إلى الموارد المتخصصة والمواد والمعلومات حول النظم التربوية والمناهج الدراسية وعمليات تطوير هذه المناهج. كما سيتم المحافظة على قاعدة معارف المكتب (الملفات القطرية والتقارير الوطنية، لاسيما مجموعة عام ٢٠٠٨، التي تركز على التعليم الجامع) وعلى مجموعة موارد المعلومات المتخصصة والمعنية بالنظم التربوية والمناهج الدراسية القائمة وتحديثها وإغناؤها بشكل مستمر. هذا وسيتم زيادة مجموعة متخصصة من المواد والأطر والموارد المتعلقة بالمناهج الدراسية وجعلها أكثر تيسرية للمستعملين، بهدف دعم الأنشطة والمشاريع التي يضطلع بها المكتب والاستجابة لتوقعات المستخدمين الخارجيين. وتقوم الاستراتيجية المتبعة على زيادة تيسرية الموارد الوثائقية وسهولة الحصول عليها ونوعيتها. بالإضافة إلى ذلك، وكمتابعة أولية للدورة الثامنة والأربعين للمؤتمر الدولي للتربية، سيتم جمع الموارد لمركز تبادل المعلومات حول التعليم الجامع وإضفاء الطابع النظامي عليها وإتاحتها، مع العلم أن تطور هذا المركز بشكل كامل سيتوقف على تيسرية الموارد من خارج الميزانية.

١٩- انظر البطاقة الوصفية ٧.

٣-٢ مرصد التوجهات التربوية

٢٠- إن الأنشطة التي يتم الاضطلاع بها ضمن سياق مرصد التوجهات ترتبط ارتباطاً وثيقاً بينك الموارد، مما يوفر مجموعة واسعة من المواد التربوية المستخدمة في تحليل وفهم المعلومات. وعلى وجه الخصوص، ومن خلال وثائق عمل المكتب الدولي للتربية حول المسائل المتعلقة بالمناهج الدراسية، فإن إعداد الدراسات والتحليلات التي تركز على المضامين التربوية والمنتجات وعمليات تطوير المناهج الدراسية سيدعم استراتيجية توفير التعليم للجميع لتحسين نوعية التعليم. وسيتم تحديث الطبعة الإلكترونية السادسة لقاعدة البيانات بشأن بيانات التربية في العالم بصورة منتظمة، لاسيما اللجوء إلى سلسلة التقارير الوطنية لعام ٢٠٠٨ المعنية بتطوير التربية. كما سيتم إعداد ونشر القرص المدمج الذي يحتوي محضر الدورة الثامنة والأربعين للمؤتمر الدولي للتربية (٥٤) في ذلك سلسلة التقارير الوطنية لعام ٢٠٠٨). وسوف يساهم المكتب، على غرار السنوات الماضية، في التقرير العالمي لليونسكو عن رصد التعلم للجميع للفترة ٢٠٠٩-٢٠١٠، والذي سيتمحور حول موضوع "الوصول إلى المهمشين وتعليمهم". وسيتم الاضطلاع بذلك بناءً على طلب الفريق المعني بتقرير الرصد واستناداً إلى الموارد المتاحة من خارج الميزانية.

٢١- انظر البطاقة الوصفية ٨.

٢٢- سوف تستمر منشورات المكتب العادية من قبيل الدراسات حول التربية المقارنة وسلسلة الممارسات التربوية. كما سيستمر إعداد المجلة الفصلية لليونسكو حول التربية المقارنة، "مستقبلات"، والتي أصبحت الآن مجلة خاضعة كلياً لاستعراض الأقران، مع عدد من منتظمين يحتويان على مقالات خاضعة لاستعراض الأقران غير مرغوب فيها وأعداداً خاصة حول المواضيع التالية: التخفيف من حدة الفقر والتعليم الجامع: تحويل المدرسة في أفريقيا جنوب الصحراء (النسختان الإنكليزية والبرتغالية)؛ توفير التعليم للجميع بحلول عام ٢٠١٥: التقدم والتحديات؛ التعليم لمكافحة فيروس نقص المناعة البشرية والإيدز في أماكن التعليم الرسمية وغير الرسمية: أفضل الممارسات المقارنة والدولية؛ السياسات العامة والممارسات المتعلقة بالتربية حول الهولوكوست: التوقعات الدولية. كما سيتم نشر منشور جديد من إعداد المكتب الدولي للتربية والوكالة الألمانية للتعاون التقني مع نسخة منقحة وموسعة من الدراسة المعنونة "الاستعداد للحياة والعمل" وهي عبارة عن تحليل مقارنة للمناهج الدراسية المكتوب في بلدان أفريقيا جنوب الصحراء والعديد من البلدان المتقدمة. وكجزء من إجراءات متابعة الدورة الثامنة والأربعين للمؤتمر الدولي للتربية، يتم حالياً التخطيط لعدد خاص إضافي يضم وثائق مختارة تم تقديمها إلى المؤتمر. بالإضافة إلى ذلك، يتم التخطيط لإعداد كتاب حول موضوع "التعليم الجامع" استناداً إلى الوثائق المقدمة خلال الحلقة الدراسية المعنونة "التعليم الجامع" التي عُقدت في جامعة جنيف في نوفمبر/تشرين الثاني ٢٠٠٨ (بالاشتراك بين المكتب الدولي للتربية وقسم البحوث والتربية في جامعة جنيف) وسوف يقوم بتنقيحه كل من السيد جليل عكاري ومديرة المكتب السيدة كليمانتينا أسيدو. وتم البدء بإعداد ثلاثة كتب في عام ٢٠٠٨ وسوف تُستكمل في ٢٠٠٩ وهي:

التوترات النوعية في عمليات إصلاح التربية، بقلم مديرة المكتب الدولي للتربية السيدة كليمانتينا أسيدو؛ ودليل لوضعي المناهج الدراسية: التعليم الابتدائي والثانوي، ينشره د. جورجيسكو وب. ستاباك، والطبعة الثانية من كتاب "التعلم على العيش معا" بقلم م. سانكلير.

٢٣- وكجزء من متابعة المؤتمر الدولي للتربية، سوف يستكشف المكتب إمكانية تطوير مركز تبادل المعلومات حول التعليم الجامع، نظراً إلى المزايا المقارنة التي يتمتع بها إزاء أي مؤسسة أخرى في جمع البيانات الحديثة وأفضل الممارسات والبحوث حول التعليم الجامع.

٣- الحوار السياسي

الأهداف الاستراتيجية (استراتيجية المكتب للفترة ٢٠٠٨-٢٠١٣)

يكمن الهدف الاستراتيجي في تسهيل حوار السياسات العامة على المستوى المحلي والإقليمي والعالمي لتحسين عمليات تطوير المناهج الدراسية والمنتجات. وسوف يقوم المكتب بما يلي:

توفير الدعم لتعزيز الحوار كوسيلة لمعالجة المسائل السياسية المتعلقة بتطوير المناهج الدراسية ذات الصلة وترويج التغيير البناء فيما يتعلق بالقضايا المحددة والمعنية بسياسات المناهج الدراسية.

ضمان أن دورات المؤتمر الدولي للتربية تمثل منتدى عالمياً مهماً من شأنه أن يوطد حواراً حقيقياً بشأن السياسات العامة ويتقاسم المعلومات ويوسع الشراكات ويجدد الالتزام الدولي فيما يتعلق بتوفير التعليم الجيد للجميع.

المساهمة في بناء آليات ملائمة لنشر الاستنتاجات التي توصل إليها مؤتمر عام ٢٠٠٨ وأعمال المتابعة المستدامة التي تستهدف السياسات والمسائل المتعلقة بالتعليم الجامع.

النتائج المتوقعة في نهاية فترة السنتين ٢٠٠٨-٢٠٠٩ (٥/م٣٤، الفقرة ١٠٢٣)

تكثيف وتوسيع الحوار الدولي بشأن السياسات العامة المتعلقة بالسياسات التربوية.

مؤشرات الأداء:

- درجة نجاح ونوعية عمل الدورة الثامنة والأربعين للمؤتمر الدولي للتربية؛ حجم ومستوى المشاركة من جانب الدول الأعضاء؛
- تقييم النتائج التي يأتي بها المؤتمر.

رصد عملية تنفيذ القرارات الصادرة عن المؤتمر الدولي للتربية لعام ٢٠٠٨.

مؤشرات الأداء:

- آليات ملائمة لرصد القرارات الصادرة عن المؤتمر الدولي للتربية لعام ٢٠٠٨؛
- أعمال متابعة تستهدف السياسات المستدامة للتعليم الجامع.

٣-١ الحوار السياسي ومتابعة الدورة الثامنة والأربعين للمؤتمر الدولي للتربية

٢٤- سوف يشهد عام ٢٠٠٩ جهوداً حثيثة تستند إلى نجاح الدورة الثامنة والأربعين للمؤتمر الدولي للتربية من أجل وضع أكثر آليات المتابعة ملاءمةً لضمان أن يكون الزخم الذي استحدثه المؤتمر حول التعليم الجامع، باعتباره مبدأً توجيهياً مرشداً لزيادة تسريع تحقيق أهداف توفير التعليم للجميع، زخماً مستداماً ويؤدي إلى تخطيط وتنفيذ برامج وأنشطة ملموسة. سوف تبلغ وتوجه المداولات بشأن الدورة الثامنة والخمسين لمجلس المكتب الدولي للتربية في يناير/كانون الثاني ٢٠٠٩ عملية الصياغة التي ستؤثر على الأنشطة التي خطط لها فريق المكتب الدولي للتربية برمته.

٢٥- بغية تعزيز الدور الريادي الذي تضطلع به منظمة اليونسكو بشأن التعليم الجامع، وباتخاذ خطوة مباشرة في أوائل عام ٢٠٠٩، سوف يروج المكتب الحوار السياسي ويعمم نتائج الدورة الثامنة والأربعين للمؤتمر الدولي للتربية على صانعي السياسات والمربين والباحثين والأخصائيين في المناهج الدراسية وواضعي هذه المناهج والمعلمين المدربين من كافة مناطق اليونسكو. وسوف يستند ذلك أساساً إلى "خرائط الطرق" المعدة خلال الاجتماعات والمؤتمرات التحضيرية الثلاثة عشرة والرسائل الأساسية المشار إليها في الوثيقة ED/BIE/CONFINTED 48/5 المعنونة "الاستنتاجات والتوصيات" للمؤتمر الدولي للتربية، وقد يأخذ شكل منتديات إلكترونية وندوات وحلقات عمل إقليمية، أو من خلال مختلف الوثائق والمنشورات الإلكترونية والمبادئ التوجيهية والنماذج التدريبية وموارد التعليم والممارسات القائمة على البراهين. كما ستدرج نتائج المؤتمر في الأعمال التحضيرية أو عند تنظيم أحداث مهمة أخرى تتعلق بالتربية، من قبيل المؤتمرات الدولية الثلاثة لليونسكو (المؤتمر العالمي بشأن التربية من أجل التنمية المستدامة، من ٣١ مارس/آذار إلى ٢ أبريل/نيسان ٢٠٠٩ في بون، ألمانيا؛ المؤتمر الدولي السادس المعني بتعليم الكبار، من ١٩ إلى ٢٢ مايو/أيار ٢٠٠٩ في بليم، البرازيل؛ المؤتمر العالمي لعام ٢٠٠٩ حول "الديناميات الجديدة للتعليم العالي والبحوث من أجل التغيير والتنمية المجتمعيين" من ٥ إلى ٨ يوليو/تموز ٢٠٠٩ في باريس، فرنسا).

٢٦- بالإضافة إلى ذلك، سيتم تخطيط وتنفيذ الأنشطة بحسب التمويل المتاح، وذلك بالتنسيق مع مكاتب اليونسكو الميدانية وبمشاركة جميع أصحاب المصلحة المعنيين، ووفقاً لمختلف السياقات. ومن شأن ذلك أن يؤدي إلى إعداد برامج إقليمية حول التعليم الجامع واستشارة الوعي وإشراك أصحاب المصلحة المتعددين في ترويج وتنفيذ سياسات وبرامج التعليم الجامع على مختلف المستويات التربوية ودعم البلدان في تنفيذ الممارسات الجامعة في المدارس وقاعات الدرس. هذا وسيتم تقييم المقترح ومفاده تصميم مركز لتبادل المعلومات حول التعليم الجامع وإنشاء مجموعة من المؤشرات من أجل رصد وتقييم سياسات وبرامج التعليم الجامع.

٢٧- توفر البطاقة الوصفية Ia تفاصيل عن بعض الأنشطة المشار إليها أعلاه.

٤- العمليات المؤسسية

٤-١ مجلس المكتب الدولي للتربية

٢٨- حددت وظائف مجلس المكتب الدولي للتربية في نظامه الأساسي ونظامه الداخلي والقرار الذي اعتمده المؤتمر العام في دورته الرابعة والثلاثين، كما ورد في مقدمة هذه الوثيقة.

٢٩- سوف يعقد المجلس دورته العادية في كانون الثاني/يناير ٢٠٠٩ من أجل تخطيط أنشطة المكتب وتقييم ما حققه من إنجازات. في حين سيجتمع الفريق الإداري قبل يومين من انعقاد الدورة الثامنة والخمسين للمجلس. وسوف ينظر المجلس في تقرير الأنشطة لعام ٢٠٠٨ ويناقش نتائج تقييم الدورة الثامنة والأربعين للمؤتمر الدولي للتربية. كما سيناقش مشروع البرنامج والميزانية لعام ٢٠٠٩، ومشروع الاستراتيجية الأولية الرامية إلى إدماج مركز التميز التابع لليونسكو في صميم المسائل المرتبطة بالمناهج الدراسية،

ومشروع برنامج المكتب والميزانية لفترة السنتين ٢٠١٠-٢٠١١، بما في ذلك مشروع القرار الواجب تقديمه إلى الدورة الخامسة والثلاثين للمؤتمر العام. وسوف تعقد اللجنة التوجيهية اجتماعها، كالعادة، خلال فصل الصيف.

٣٠- ترد هذه الأنشطة في البطاقة الوصفية ٩.

٢-٤ الشراكات مع مختلف المؤسسات

٣١- سيواصل المكتب الدولي للتربية عام ٢٠٠٩ سياسة تعزيز الشراكات القائمة وإقامة شراكات جديدة من أجل تعزيز التعاون المثلي فيما بين بلدان الجنوب وبين الشمال والجنوب. لذا، سوف يسعى إلى عقد تحالفات جديدة مع الحكومات ووكالات التعاون الثنائية والمتعددة الأطراف والمنظمات الدولية الحكومية والمؤسسات الإقليمية والجامعات والمنظمات غير الحكومية. وسيرتدي ذلك أهمية خاصة للشبكة الموسعة لأصحاب المصلحة المعدة في إطار التحضير للمؤتمر الدولي للتربية وتنظيمه، مع إيلاء اهتمام خاص للتعليم الجامع. وسيتم تعزيز علاقات عمل وثيقة مع قطاع التربية في اليونسكو ومع المعاهد الأخرى والمكاتب الميدانية. واستناداً إلى الشراكات القائمة، سيتم إما تجديد اتفاقات تعاون محددة أو إبرام اتفاقات للمرة الأولى مع المؤسسات الأكاديمية للبلد المضيف.

٣-٤ الإدارة المؤسسية والموارد البشرية

٣٢- على مستوى الموارد البشرية، سيشهد هذا العام المزيد من التحديات والمتطلبات، ومرد ذلك حجم العمل الإضافي الذي ستتطلبه البرامج المنظمة وأنشطة المتابعة الإضافية للمؤتمر الدولي للتربية. ولا يزال الوضع موضع قلق كبير مع وجود أربع وظائف دائمة مجمدة حالياً بسبب نقص الموارد المالية.

٣٣- بالرغم من موارده المحدودة، سيستمر المكتب في بذل جهوده بالنسبة إلى تعزيز المؤسسي وتحسين الإدارة، مع مجموعة من الخطوات المخطط لها والمهادفة إلى توفير فرص التدريب والاتصال للموظفين:

- تنظيم وحدة اليونسكو في المقر لدورة تدريبية حول برنامج "SISTER 2" لصالح موظفي الإدارة والموظفين المهنيين المعنيين بالبرامج؛
- تنظيم دورة تدريبية مصممة خصيصاً بشأن الإدارة القائمة على النتائج بالتنسيق مع مكتب التخطيط الاستراتيجي لليونسكو في المقر؛
- تنظيم دورة تدريبية مصممة خصيصاً بشأن تعميم مسائل المساواة بين الجنسين بالتنسيق مع مكتب التخطيط الاستراتيجي لليونسكو في المقر؛
- تنظيم دورة توجيهية بشأن فيروس نقص المناعة البشرية والإيدز في مكان عمل اليونسكو بالتنسيق مع مكتب إدارة الموارد البشرية في اليونسكو؛
- سيواصل المساعد الإداري للمكتب الدولي للتربية دوره كعضو بدوام جزئي في فريق مشروع **IPSAS** تحضيراً لإدخال معايير محاسبية جديدة؛
- سيتم توفير تدريب خلال ساعات العمل للمهنيين الشباب سواء المساعدين في البحوث أو المتدربين منهم.

٤-٤ الموارد المالية

٣٤- نظراً للوضع المتعلق بمساهمة الميزانية العادية لليونسكو في المعاهد وفي المكتب بشكل خاص، يكمن أكثر التحديات أهمية الذي يواجهه المكتب وسيستمر في مواجهته عام ٢٠٠٩، في ضمان الحد الأدنى من الاستقرار المالي لموارد التشغيل والتعبئة من خارج الميزانية لعام ٢٠٠٩ والسنوات المقبلة. وقد أصبح ذلك أمراً ملحاً بشكل خاص بسبب اتفاقات التعاون المبرمة مع السلطات السويسرية والسويدية والتي تنتهي في نهاية عام ٢٠٠٩. وبالتالي، سيتم بذل جهود جديدة للتفاوض حول اتفاقات ذات أجل أطول

مع الوكالة السويدية للتعاون الإنمائي الدولي والبلد المضيف وإسبانيا، في حين يتم استكشاف مصالح بعض الدول العربية لدعم المكتب مالياً.

٣٥- إن الجهود التي بذلتها مديرة المكتب الدولي للتربية عام ٢٠٠٨ لجمع الأموال عرفت نجاحاً كبيراً وأدت إلى تجديد اتفاقات التعاون الثنائية مع السلطات السويسرية والسويدية لعامي ٢٠٠٨ و٢٠٠٩. واستناداً إلى ذلك، ستقدم سويسرا مبلغاً بقيمة ٥٠٠,٠٠٠ فرنك سويسري وستقدم الوكالة السويدية للتعاون الإنمائي الدولي مبلغاً بقيمة ٣ ملايين كرونا سويدية في عام ٢٠٠٩. بالإضافة إلى ذلك، واصلت مديرة المكتب جهودها وتعاونها مع إسبانيا، مما أثمر عن الموافقة على مساهمة مالية بقيمة ٣٥٠,٠٠٠ يورو سيتم تسلمها خلال عام ٢٠٠٩.

٣٦- ستبلغ الحصة المالية التي خصصتها اليونسكو (من الميزانية العادية) للمكتب الدولي للتربية في ٢٠٠٩ - والتي بقيت على حالها منذ عام ٢٠٠٢ - مبلغ ٢,٢٩٥,٥٠٠ دولار أمريكي. ولا يغطي هذا المبلغ إلا رواتب الوظائف القائمة و٥٠٪ فقط من تكاليف تنظيم اجتماعات المجلس. وفي عام ٢٠١٠، لن تغطي هذه الحصة المخصصة كلياً كافة رواتب الموظفين الدائمين في المكتب الدولي للتربية.

٣٧- تبلغ الموارد من خارج الميزانية لعام ٢٠٠٩ المستلمة والمتوقعة لأنشطة البرنامج ولتسديد بعض تكاليف الموظفين حوالي ٢,١٨٧,٠٠٠ دولار أمريكي. وهي تشمل المساهمات الطوعية من السلطات السويسرية (حوالي ٤٥٠ ألف دولار أمريكي) ومن السويد (حوالي ٤٢٠ ألف دولار أمريكي) ومن إسبانيا (حوالي ٤٥٠ ألف دولار أمريكي)، إلى جانب أموال أخرى من خارج الميزانية من بيع الطوابع البولندية (٢٥٧ ألف دولار أمريكي) وموارد مشروع الأمم المتحدة للوقاية من نقص فيروس المناعة البشرية والإيدز (١٥٠ ألف دولار أمريكي) ومن مشروع إسبانيا حول "التحديات في المناهج الدراسية والتخفيف من حدة الفقر وتربية السلام في أفريقيا جنوب الصحراء (كأموال مودعة بقيمة ٢٩٠ ألف دولار أمريكي) ومن جامعة Carnegie Mellon University فيما يتعلق بمشروع GigaPan (٧٠ ألف دولار أمريكي) ومساهمات مختلفة أخرى من أجل توفير المساعدة التقنية إلى الدول الأعضاء (حوالي ١٠٠ ألف دولار أمريكي).

٣٨- يرد مشروع ميزانية المكتب الدولي للتربية لعام ٢٠٠٩ في القسم ثانياً من هذه الوثيقة.

II. FACT SHEETS

IBE – PROGRAMME 2009**CAPACITY DEVELOPMENT AND POLICY DIALOGUE**

1. Heading of the element	Community of Practice (COP) in Curriculum Development – Global level
2. Name of the Responsible Officer and of the Deputy	Renato Operti, Lili Ji
3. Starting and termination dates	January–December 2009

4. BACKGROUND AND DESCRIPTION**4.1. Context**

Within the mandate of providing support to Member States in the management of curriculum change, in 2005 the IBE created the Community of Practice (COP) in Curriculum Development as a tool for exchange and capacity development in processes of curriculum change and management. The COP currently comprises about 850 members from 94 countries. In 2009, its main focus will be on: (i) inclusive education as a guiding principle to further accelerate the achievement of EFA goals, mainly based on the outcomes of the 13 preparatory meetings for the 48th ICE which were held in 2007 and 2008, as well as on the conclusions and recommendations of the Conference; (ii) initiatives within the framework of South-South and North-South-South cooperation schemes aimed at supporting the expansion, democratization, quality and inclusiveness of basic and youth education, and (iii) support to curriculum change and development processes in basic, youth and teacher education through comprehensive capacity development activities (i.e. training programmes, using both face-to-face and online modalities).

4.2. Goal (overall objective)

The main objective of the COP is to support action in favour of quality EFA by enhancing the capacities for the design, management and implementation of curriculum development processes amongst specialists, practitioners and decision-makers, improving the quality of curriculum-making processes and products, and informing innovative policies and practices in the field of curriculum reform and change.

4.3. Purpose (specific objective)

The specific objective is to consolidate and expand the COP as a global policy platform for collective production and sharing of visions, expertise, knowledge and practices in the field of curriculum development by:

A1) promoting the dissemination of and the policy discussion on the outcomes of the 48th session of the ICE amongst policymakers, educators, researchers, curriculum specialists and developers, and teacher trainers from all UNESCO regions (mainly by e-forums, seminars and workshops as well as by different papers, online publications, guidelines, training modules, learning resources and evidence-based practices), leading progressively to the setting-up of an interregional think-tank, to collaborate in the design of a clearinghouse on inclusive education and to establish a set of indicators in order to monitor and evaluate inclusive education policies and programmes (in coordination with the IBE programme Knowledge Production and Management).

A2) further mobilizing the 12 COP Focal Points in all UNESCO regions (2 planned in Africa, 2 in the Arab States, 2 in Asia, 3 in Europe/North America and 3 in Latin America and the Caribbean) to develop working plans jointly with UNESCO field offices (please see 2A) on priority areas, namely: (i) the inter-regional exchanges on curriculum reform processes; (ii) follow-up activities to the ICE 2008 (mainly regional seminars/workshops, publications and dissemination/advocacy activities); (iii) consolidating communities of practices focused on education for sustainable development, basic education and inclusive education; and (iv) comprehensive capacity development approaches at regional and national levels in order to support curriculum development processes in the field of basic and youth education.

A3) providing learning resources (for example, a set of learning situations by discipline), hold training workshops, carry out comparative research and publish working documents to support countries in the design and implementation of competency-based curriculum change, mainly in the field of basic and youth education.

A4) making available a resource pack for capacity development to be pilot tested in two sites to be used for the training of curriculum developers, supervisors, principals and teachers by forging partnerships with ministries of education, academic institutions and organizations of civil society.

A5) strengthening the multilingual COP section within the IBE website aimed at facilitating access to information and resources on current education and curriculum issues as well as good practices and experiences on processes of

curriculum change and management (in collaboration with the IBE programme Knowledge Production and Management).

5. RESULTS

Expected results

A1. Interregional exchange on curriculum issues and dilemmas: face-to-face and online activities on the outcomes of the 48th session of the ICE covering all UNESCO regions jointly implemented with UNESCO HQ, Regional, Cluster and National Offices, the COP Focal Points and other organizations (public/private sectors).

Performance Indicator: type of activities implemented ((in person and/or on-line) by region and country.

Assessment Criteria: type of activities implemented – objectives, scope (institutions and persons involved in each activity classified by country), contents and impacts.

A2. Focal Points in all UNESCO Regions: 12 Focal Points covering all UNESCO regions.

Performance Indicator: number of contracts, cooperation agreements or similar arrangements with Focal Points classified by region and sub-region, face-to-face and on-line exchanges on processes of curriculum change and management in basic and secondary education held in all UNESCO regions. Main priority: to support the expansion and democratization of basic and secondary education in Sub-Saharan Africa and in Central America.

Assessment Criteria: type of activities implemented: objectives, scope (institutions and persons involved in each activity classified by country), contents and impacts.

A3. Curriculum change (competency-based): continue to provide technical support to strengthen the processes of competency-based change, mostly linked to basic and youth education.

Performance Indicator: number of activities implemented (capacity development workshops and country specific advice) and/or learning resources made available (e.g. glossaries, learning situations and guidelines for textbooks) classified by region.

Assessment criteria: type of activities implemented: objectives, scope (institutions and persons involved in each activity classified by country), contents and impacts.

A4. Worldwide Resource Pack for Capacity Building: resource pack available for training in different formats and languages.

Performance Indicator: resource pack available for use on the internet and in paper format, and in at least English and another language. Continue to draw up cooperation agreements with ministries, universities and/or organizations of civil society in order to carry out training activities.

Assessment criteria: number of training activities implemented and quality of web and paper format resource pack evaluated by curriculum specialists and developers from different regions.

A5. Community of Practice section in IBE website: continue to implement weekly animation activities, use open source forum for COP activities and make available information and documentation in all UNESCO languages.

Performance Indicator: Number of COP animation activities per week. Multilingual communications carried out on a regular basis. Database made by educators, curriculum specialists and developers, and teacher trainers from all UNESCO regions.

Assessment criteria: Quality of the COP section evaluated by curriculum specialists and developers from different regions.

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

Continuing the process of consolidating the COP as one main UNESCO strategy to discuss and build policy consensus around education and curricular policies and actions with a focus on inclusive education, to further accelerate progress towards EFA goals.

Contributing to further position a broad agenda of inclusive education in upcoming UNESCO major conferences, particularly in relation to the Sixth International Conference on Adult Education (CONFITEA VI, 19-22 May 2009, Belem, Brazil).

Carrying out activities in collaboration with UNESCO field offices, ministries of education, universities, civil society sectors, international organizations, NGOs, COP Focal points from all UNESCO regions and donor organizations, mainly related to the dissemination of the outcomes of the 48th session of the ICE and more generally, to the consolidation of the leadership role of UNESCO on inclusive education.

Continuing to support regions and countries in implementing processes of curriculum change (mainly competency-

based and in relation to Sub-Saharan Africa and Latin America) in close coordination with UNESCO field offices, ministries of education, inter-government bodies and donor organizations (particularly with the Spanish Cooperation in relation to Africa and Latin America and the Caribbean).

Forging partnerships with ministries of education, universities, organizations of civil society, NGOs and international organizations, in order to implement training activities exploiting the worldwide curriculum resource pack and other learning resources.

Continuing developing a multilingual COP based on a proactive sharing of vision, information and documentation, experiences and practices.

6.2. Stakeholders, partners and beneficiaries

Primary stakeholders will include policy-makers, educators, curriculum specialists and developers, and teacher trainers from all UNESCO regions, mainly those who are members of the COP. The partners will be UNESCO Education Sector, Institutes, Regional, Cluster and National Offices as well sectors of civil society, inter-governmental bodies, NGOs and donor organizations. The principal beneficiaries should be institutions and individuals working on the processes of curriculum change at the regional and national levels in the different ladders of the educational system.

6.3. Staff input

See table “Estimates of Distribution of Established Staff by programme/project”, in Annex

6.4. Structural participation (associated elements which will be implemented in close connection)

COP Focal Points, UNESCO ED/BAS and Regional, Cluster and National Offices.

7. Budget (US\$): See budgetary table, in Annex

IBE – PROGRAMME 2009
CAPACITY DEVELOPMENT

1. Heading of the element	Community of Practice (COP) – Regional level
2. Name of the Responsible Officer and of the Deputy	Renato Operti, Lili Ji
3. Starting and termination dates	January–December 2009
4. BACKGROUND AND DESCRIPTION	
<p>4.1. Context See Sheet 1a.</p> <p>4.2. Goal (overall objective) See Sheet 1a.</p> <p>4.3. Purpose (specific objective) The specific objective is to consolidate the COP in the different regions by:</p> <p>B1) developing and implementing work plans jointly with UNESCO Regional Education Offices in Africa (BREDA, Dakar), Asia (Bangkok), Arab States (Beirut) and Latin America and the Caribbean (OREALC, Santiago of Chile), taking into account the follow-up to the 48th session of the ICE. Other priority areas are basic and youth education and education for sustainable development (ESD).</p> <p>B2) ensuring the smooth implementation of the cooperation agreements signed with different partners in Europe and Latin America.</p>	
5. RESULTS	
<p>B1) Work Plans with UNESCO Regional Offices: implement work plans on educational and curriculum issues in four UNESCO regions mainly focused on inclusive education.</p> <p>Africa – The progressive development of inclusive, competency-based curriculum frameworks, relevant to the needs of children and youth in Africa for a 9/10-year basic education in Africa, jointly with UNESCO Division for the promotion of Basic Education (ED/BAS), BREDA, Cluster and National Offices in Africa, the African Union (AU), the World Bank, the Association for the Development of Education in Africa (ADEA) and the African Development Bank (ADB). This will mainly involve advice to and capacity development of curriculum specialists to design and implement a curriculum framework for basic education as well as to strengthen the African Community of Practice in Curriculum Development to continue the sharing and exchange of information, documentation, experiences and good practices. (Currently under way in The Gambia and Ethiopia, and will probably involve Côte d’Ivoire and another country in 2009).</p> <p>Arab States – It will mainly imply working at two levels: (i) raising awareness and involving multiple stakeholders in promoting and implementing inclusive education policies and programmes at different educational levels and (ii) supporting countries in the implementation of school and classroom inclusive practices within the basic and secondary education curricula (i.e. learning resources).</p> <p>Asia – The consolidation of the COP focused on ESD (ESD-NET) jointly coordinated with the Bangkok Regional Office and with the participation of teacher education institutes from more than 10 Asian countries. The main activities will focus on strengthening ESD in teacher education curricula as well as the sharing and dissemination of good practices (face-to-face and online activities).</p> <p>Latin America and the Caribbean – Within the framework of the Education Project for Latin American and the Caribbean (PRELAC II), and in collaboration with OREALC, Cluster and National Offices, the focus will be on: (i) setting-up a regional agenda on inclusive education as a follow-up to the 48th session of the ICE and (ii) supporting the processes of curriculum change in youth education (secondary and technical education as well as citizenship education, science and technology, and ICTs).</p> <p>Performance Indicator: Regional work plans and activities implemented by region.</p> <p>Assessment criteria: Objectives, scope (institutions and persons involved in each activity classified by country), contents and impact of the working plans.</p>	

B2) Regional Agreements

IBE-Central American countries: further implementation of the cooperation agreement (2007-2009) aimed at supporting Central American countries in carrying out the processes of curriculum change and management in basic and youth Education.

It will mainly consist of: (i) supporting UNESCO field offices in preparing the National Education Support Strategy (UNESS); (ii) continuing to design curriculum and learning resources, mostly linked to competency-based approaches and (iii) implementing training workshops (face-to-face and online) exploiting the worldwide curriculum resource pack. The activities will be implemented at both the regional and national levels.

IBE – NORDIC countries: further implementation of the cooperation agreement signed between the Finnish National Board (Regional Focal Point) and IBE mainly focused on the follow-up to the ICE 2008. One priority area will be contributing to the design of the UNESCO clearinghouse on inclusive education principally in regard to sharing good practices in social inclusion and inclusive education.

IBE – SAN SEBASTIAN UNESCO CENTRE: implementation of the cooperation agreement aimed at supporting online and face-to-face training workshops on UNESCO values, strategies and action (focus on citizenship and international value education). Specifically in 2009, and in coordination with the respective National Commissions, capacity-development workshops will be held in Ecuador and Venezuela, in order to support the implementation, follow-up and evaluation of the training programmes of UNESCO animateurs. The main focus will be the sharing and dissemination of the outcomes of the ICE 2008.

IBE – UNICEF Montenegro: within the framework of EFA goals and a broadened concept of inclusive education, a cooperation agreement will be signed between the UNICEF Office in Montenegro and IBE aimed at supporting the implementation of the child-friendly school model as a way of improving equity and quality in basic education.

Performance Indicator: Work plan and activities implemented in South and Central America, and Montenegro.

Assessment criteria: Objectives, scope (institutions and persons involved in each activity classified by country), content and impact of the activities implemented in Montenegro.

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

- Designing and implementing work plans with UNESCO Regional and Cluster Education Offices in Africa, Arab region, Asia, and Latin America and the Caribbean, particularly linked to the support of processes of curriculum change, to addressing the issues of basic education, inclusive education and ESD within the EFA framework and to disseminating the outcomes of the 48th ICE. The IBE will continue to coordinate global and regional activities with UNESCO Institutes, such as: (i) development of skills and competency-based approaches in processes of curriculum change with the International Centre for Technical and Vocational Education and Training (UNEVOC); (ii) capacity-development activities on educational and curriculum planning with the International Institute of Educational Planning (IIEP) and (iii) the interrelationships between basic education and lifelong learning with the Institute of Lifelong Learning (UIL) principally in regards to the links and synergies between the ICE 2008 and CONFINTEA VI. UNESCO ED/BAS will continue to be a key partner for all these activities.
- Continuing to implement regional cooperation agreements on curriculum development and inclusive education with different partners in order to strengthen the institutional, technical and financial support for COP activities.

6.2. Stakeholders, partners and beneficiaries

Primary stakeholders will include policymakers, educators, curriculum specialists and developers and teacher trainers from all UNESCO regions, mainly those who are members of the COP. The partners will be UNESCO Education Sector, Institutes, Regional, Cluster and National Offices as well as sectors of civil society, inter-governmental bodies, NGOs and donor organizations. The principal beneficiaries should be institutions and persons that are working on the processes of curriculum change at the regional and national levels in the different ladders of the educational system.

6.3. Staff input

See table “Estimates of Distribution of Established Staff by programme/project”, in Annex

6.4. Structural participation (associated elements which will be implemented in close connection)

Regional Focal Points, UNESCO ED/BAS and Regional, Cluster and National Offices.

7. Budget (US\$): See budgetary table in Annex

IBE – PROGRAMME 2009
CAPACITY DEVELOPMENT

1. Heading of the element	Curricular innovations, poverty alleviation and Peace Education in Sub-Saharan Africa
2. Name of the Responsible officer and of the Deputy	Clementina Acedo and Assistant Programme Specialist / Consultant
3. Starting and termination dates	January–December 2009
4. BACKGROUND AND DESCRIPTION	
<p>4.1. Context</p> <p>The IBE supports the actions of UNESCO towards quality education for all and the elaboration of quality curricula, by contributing to better processes of curricular development and tools through participative action-oriented approaches and effective partnerships between the stakeholders.</p> <p>Within this framework and that of pursuing the Education for All (EFA) objectives, several African countries have requested the IBE to help them develop their capacities and/or provide technical assistance for policy dialogue and curriculum development. This request is linked to these countries' advancement towards achieving EFA's Objective 6 and the Millennium Development Goals (MDG) and to the importance given to the quality of education in achieving schooling, combating drop-outs, promoting peace and overcoming poverty.</p> <p>4.2. Goal (overall objective)</p> <p>To provide support and professional advice to the 9 countries of the project in their efforts to implement curricular changes. Within this framework, to explore the links between poverty alleviation and peace education by exposing the mutual benefits that the achievement of these two goals can have towards the improvement of the quality of basic education.</p> <p>4.3. Purpose (specific objectives)</p> <ul style="list-style-type: none"> • To continue capacity-development for the nine national curriculum specialists' teams and to extend the impact of the core team's training to a wider circle of beneficiaries in each country so as to create the necessary critical mass and to strengthen the already-existing change dynamics. • In-depth Investigation of the "Learn to Live Together" wider concept, covering peace education and poverty alleviation, as well as the links between them, according to the needs and priorities of countries. • To elaborate and pilot-test an implementation and capacity development tool. • To disseminate, share and enrich research and work materials on poverty alleviation and peace education at local, national and regional levels. • To make available good practices and concrete solutions pertaining to skills for life and work and peace education to countries. • To facilitate and intensify exchanges regarding expertise between countries and regions in order to promote and accelerate the transfer of experiences and promising innovations. • To investigate effective partnership and funding strategies in order to ensure the continuity of the project and the integration of new countries. 	
5. RESULTS	
<p>5.1. Title of the results</p> <p>Support, advice and assistance to participating countries within the framework of curricular development in order to contribute to poverty alleviation, promote peace education, "Learn to Live Together", and to improve the basic education curricula through action-research and capacity development..</p> <p>5.2. Expected results (description)</p> <ul style="list-style-type: none"> • Nine national curriculum development teams (each made up of 3 high-level specialists on average) strengthened and expanded and support provided for at least one activity at national level in at least 3 countries. • The peace promotion components as they relate to poverty alleviation are discussed, expanded and clearly established. • Implementation and capacity development tool elaborated and pilot-tested. • Good practices and skill development in concrete proposals pertaining to poverty alleviation and peace education made available to countries. • Exchanges regarding expertise between countries and regions intensified. • In-depth work with a group of new Anglophone and Francophone African countries (possibly six) pursued (according to available resources) 	

5.3. Performance indicators

- The number of participating countries and the number of curriculum specialists trained.
- Availability of capacity development and implementation tool.
- Evaluation of technicians' skills in terms of knowledge and competencies.

5.4. Assessment criteria and progress towards the outcomes

- Increase in the skills of national teams (a minimum of six countries included).
- A positive evaluation of technicians' skills and their transfer to other colleagues in participating countries.
- Construction and pilot-testing of the capacity development and implementation tool.

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

The IBE is working with nine teams in the participating countries (Angola, Burkina Faso, Burundi, Congo-Brazzaville, Mali, Mauritius, Mozambique, Niger, Rwanda) and has already investigated the possibilities of integrating new English-speaking and French-speaking countries (South Africa, Botswana, Guinea-Conakry, Kenya, Malawi, Senegal) and is seeking ways of encouraging exchanges, capacity development and the constitution of expertise at regional level, thanks to:

1. 3 international seminars on inter-training, expertise and experience exchange
2. In-depth investigation of the "learn to live together" wider concept, covering peace education and poverty alleviation, as well as the links between them, according to the needs and priorities of countries.
3. The elaboration of an implementation and capacity development tool made-up of 3 sections: i) Concepts, ii) Good practices, iii) Pathways of action regarding implementation

Between the international seminars, the IBE will carry out visits for technical support or accompaniment and/or national training workshops at the request of the participating countries.

Regular national seminars will allow the dissemination and the strengthening of skills acquired at international seminars.

6.2. Stakeholders, partners and beneficiaries

Stakeholders and partners:

- In the participating countries: Ministries of Education, UNESCO National Commissions, educational research institutions, universities and individual experts.
- Financial support: UNESCO programme of capacity building for EFA; the Government of Spain; the Gulbenkian Foundation (Portugal)
- Further expertise: the faculty of Psychology and Educational Sciences of the University of Geneva (FAPSE); the African and international group of experts.
- Executive: UNESCO Offices Bamako, Brazzaville, BRED, Bujumbura, Kigali, Maputo, Windhoek, UNESCO HQs and UNESCO Institutes, UNDP Offices in Luanda and Port-Louis.

New potential partners

- Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ)

Beneficiaries:

Curriculum specialists, learners, teacher trainers and teachers in the countries involved in this project.

6.3. Staff input

See table "Estimates for the distribution of established staff by programme/project", in Annex.

6.4. Structural participation (associated elements to be implemented in close connection)

- Resource bank and observatory of trends: analysis of national curricula from the point of view of poverty alleviation and identification of good practices in this domain.
- Capacity development: the selection and training of curriculum specialists; action-research to analyse criteria of relevance for the curriculum; identification and analysis of promising innovations; contribution to the global network of curriculum specialists.
- Policy dialogue: use of the tools already developed in order to implement successfully curricular innovations.
- The HIV and AIDS Education cross-cutting programme: integration of life skills in the curriculum
- Technical assistance Programme to UNESCO Member States: tools developed within the framework of "Learn to Live Together" and Peace education, work carried out within the framework of capacity development in conflict and post-conflict countries

7. Budget US\$): See budgetary table, in Annex.

IBE – PROGRAMME 2009 CAPACITY DEVELOPMENT	
1. Heading of the element	Capacity development and clearinghouse for curriculum and HIV and AIDS education
2. Name of the Responsible officer and of the Deputy	Clementina Acedo and Sandrine Bonnet
3. Starting and termination dates	January–December 2009
4. BACKGROUND AND DESCRIPTION	
<p>4.1. Context</p> <p>In the context of the achievement of the Education For All (EFA) goals and in the framework of UNESCO's response to HIV and AIDS and its EDUCAIDS Initiative, the HIV and AIDS education programme will be consolidated and extended. It will be composed of three main elements:</p> <p>a) a resource bank of curricular materials and good practices for HIV and AIDS education;</p> <p>b) capacity development of education specialists for integrating HIV and AIDS education in official curricula ;</p> <p>c) development of interactive tools for an active dissemination of good practices</p> <p>A decision was made that all the UNESCO HIV and AIDS education clearinghouses should be integrated into one single clearinghouse, with the purpose of facilitating and making the access to information more efficient. The IBE keeps working independently gathering new data, while being an essential part of the unified UNESCO HIV and AIDS education clearinghouse.</p> <p>The budget allocated to the programme for 2008-2009 has been greatly reduced with an impact on the scope of the activities.</p> <p>4.2. Goal (overall objective)</p> <p>To integrate HIV and AIDS education in a more effective way into official curricula, to develop tools to improve learning and teaching materials and to strengthen the introduction of HIV and AIDS education in schools.</p> <p>4.3. Purpose (specific objective)</p> <ul style="list-style-type: none"> • To document and to share in a proactive way good practices on HIV and AIDS education through a databank, an Internet site, interactive CD-ROMs and other means and documents according to needs. • To continue the capacity development of curriculum specialists and to establish links with teacher training so that HIV and AIDS education is better integrated into schools. • To launch or to strengthen policy dialogue among ministries of education and other stakeholders in the education system to cultivate the conditions for the effective implementation of HIV and AIDS education. • To continue developing the “Manual on integrating HIV and AIDS education into official curricula” and to promote its use in training and capacity development. • To expand the programme in a focused manner to more African countries, to Spanish and Portuguese-speaking countries and to the Latin America and Caribbean (LAC) region. • To explore new possibilities of fundraising partnerships. 	
5. RESULTS	
<p>5.1. Title of the results</p> <p>Improvement in the curricular response and capacity development for HIV and AIDS education.</p> <p>5.2. Expected (description)</p> <ul style="list-style-type: none"> • The clearinghouse, in the framework of the unified UNESCO HIV and AIDS education clearinghouse, will improve its role both as a source of documentation and in the exchange of good curricular practices for HIV and AIDS education at the primary and secondary levels and for teacher training for more regions. • Good practices in HIV and AIDS education will be identified, analysed and actively shared through interactive support: website, newsletter and CD ROMs. • The “Manual on integrating HIV and AIDS education into official curricula” will be updated, adapted and strengthened in French, English and Spanish. It will also be translated into and adapted in Portuguese. • The “Manual on integrating HIV and AIDS education into official curricula” is used in the field in more African sub-regions and in other regions of the world, LAC and Asia. • The capacities of curriculum specialists and of others responsible for teacher training will be improved and 	

consolidated.

5.3. Performance indicators

- The annual number of connections to the Internet site, CD-ROMs distributed and requests (for information, advice or material);
- The number of curricular documents, good practices or key resources documented and disseminated;
- The number of capacity-building seminars for curriculum specialists carried out; the number of education specialists and teacher trainers mobilized and trained;
- The number of modules/training tools prepared, adapted or updated;
- The number of countries and institutions using the “Manual on integrating HIV and AIDS education into official curricula” and the « Resource packs » and that have improved and modified their curriculum;
- The number of ministries of education committed to better integrate HIV and AIDS education into national curricula at the primary and secondary levels.

5.4. Assessment criteria

- Visits to the Internet site and the number of requests (for information, material and advice);
- Continuity in the annual updating, reinforcing and wide dissemination of the CD-ROM, resource packs and other documents used in the development of curricular material for HIV and AIDS education;
- Updated version, dissemination and increased use of the “Manual on integrating HIV and AIDS education into official curricula”; the Manual is part of EDUCAIDS tools;
- Ten to fifteen good practices documented every quarter at the primary, secondary and teacher training levels;
- Development and extension of the network of experts’ database;
- Regular holding of capacity development seminars and strengthening of links with the EDUCAIDS Programme;
- The regular increase in the number of ministries of education that have strengthened and integrated HIV and AIDS education in their national curricula at the primary and secondary levels.

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

Within the framework of an integrated approach to UNESCO’s EDUCAIDS Programme and of the unified UNESCO HIV and AIDS education clearinghouse, the clearinghouse, the dissemination of a growing number of good practices, the consolidation, adaptation, dissemination and use of the “Manual on integrating HIV and AIDS education into official curricula” and the capacity development seminars will allow the response of education systems to HIV and AIDS to be improved, particularly by integrating HIV and AIDS education into national curricula and the development of materials and appropriate teaching methods.

6.2. Stakeholders, partners and beneficiaries

Stakeholders and partners:

IATT and UNAIDS co-sponsors, EDUCAIDS partners, UNESCO HQ, IIEP, UNESCO Field Offices (particularly: Dakar-BREDA, Yaoundé, Moscow, Harare, Maputo, Kingston, Bangkok, etc.), ministries of education in various countries, other organizations (Education International, PCD, World Bank, etc.)

Beneficiaries:

Curriculum specialists, teacher trainers, teachers, learners, educational communities, UNESCO Staff, IO and NGO staff.

6.3. Staff input

See table “Estimates for the distribution of established staff by programme/project”, in Annex.

6.4. Structural participation (associated elements which will be implemented in close connection)

- Resource bank/observatory: databank of HIV and AIDS curricular materials;
- Capacity development: dissemination of good practices on HIV and AIDS education, “HIV and AIDS Curriculum Manual” and capacity-building seminars for curriculum specialists;
- Policy dialogue: advocacy and providing information to ministries of education for a better integration of HIV and AIDS education in national curricula and other teaching materials.

7. BUDGET (US\$): See budgetary table in Annex

IBE – PROGRAMME 2009**CAPACITY DEVELOPMENT and TECHNICAL ASSISTANCE**

1. Heading of the element	Technical advice, support and training to UNESCO Member States
2. Name of the Responsible officer and of the Deputy	Clementina Acedo and Programme Coordinator / Consultant
3. Starting and termination dates	January–December 2009

4. BACKGROUND AND DESCRIPTION**4.1. Context**

The IBE provides country specific technical assistance to UNESCO-Member States based on their needs and requests, as long as extra-budgetary funding is available. While being able to respond to a wide range of issues in curriculum development, prominence is given by the IBE to transition, poor and conflict-affected societies. IBE's expertise covers broad areas of curriculum and textbook development (planning, design, implementation, monitoring and evaluation, and revision). While providing technical support to countries for overall curriculum reconstruction and general curriculum development, the IBE increasingly focuses on specific aspects such as Learning to Live Together (LTLT) including human rights and citizenship education, peace education, gender dimensions, sustainable development and constructive management of diversity. The programme will also contribute extensively to different education research studies carried out in partnership with international agencies, and to activities taking place in the context of other IBE projects and programmes.

4.2. Goal (overall objective)

- To enhance the capacities of governments and curriculum agencies (decision makers and curriculum specialists) to cater for quality education for all based on quality and inclusive curricula and textbooks, teaching and learning strategies

4.3. Purpose (specific objective)

- To assist countries in the processes of curriculum and textbooks analysis and evaluation, design and implementation;
- To develop capacities to improve the curriculum and textbooks by taking into account the learners' needs and integrating emerging areas;
- To cooperate with UNESCO and other UN agencies (i.e. OHCHR; UNICEF) and international agencies (i.e. GTZ; CIEP) in promoting quality education for all;
- To widely disseminate IBE experiences and lessons learned for possible application in other (similar or different) contexts.

5. RESULTS**5.1. Title of the results**

- 5.1.1 Enhanced professional capacity of decision makers and curriculum developers to carry out quality and inclusive curriculum processes (including textbook development)
- 5.1.2 New quality curriculum materials, capacity development tools and research studies (i.e. Assessment Reports, Curriculum Guidelines and Tools, and International Comparative Studies)
- 5.1.3 Enhanced coordination at institutional and international level
- 5.1.4 Broad dissemination of IBE experiences.

5.2. Expected (description)

5.2.1 (Result 5.1.1) **Vietnam:** Decision makers, curriculum and textbooks specialists trained to undertake textbook revision from a gender perspective with a view to fostering gender equality; **Kosovo:** Decision makers and curriculum specialists trained to carry out a comprehensive revision of the Kosovo Curriculum Framework developed in 2001; **Afghanistan:** Decision makers and curriculum specialists trained to develop and implement a comprehensive curriculum strategy for 2009-2013 with focus on secondary education; **Angola:** decision makers and curriculum developers trained in issues of curriculum development and quality assurance; other possible technical assistance; **Serbia:** training of curriculum specialists with a focus on secondary education; **The Bahamas and Lebanon:** curriculum specialists trained in issues of curriculum development, monitoring and quality assurance; **Liberia:** follow-up to the 2008 mission: curriculum developers trained to revise syllabuses based on the results of the pilot-testing phase.

5.2.2 (Result 5.1.2) Publication of a revised version of the IBE and GTZ Study “**Preparation for Life and Work**” (comparative analysis of the written curriculum of African Sub-Saharan developing countries and of several developed countries); Publication of the revised version of the **Handbook for Curriculum Developers** (primary and secondary education).

5.2.3 (Result 5.1.3) Participation in the project “**Curriculum Innovations, Peace Education and Poverty Alleviation**” with focus on addressing Learning to Live Together (LTLT) in the curriculum; Participation in the **GigaPan** project (Guidelines to addressing inclusion and the constructive management of diversity through the school curriculum and extra-curricular activities based on using modern technologies, i.e. GigaPan); Contribution to **UNIACC** activities and initiatives.

5.2.4 (Result 5.1.4) Publication and dissemination of studies, articles, curriculum tools and reports; web dissemination of activities and outcomes.

5.3. Performance indicators

5.3.1 Number of trained decision makers and education specialists; projects approved; sustainable curriculum processes;

5.3.2 Materials published in English (and other languages) and prepared for publication; means of dissemination; modalities and quality of stakeholder participation;

5.3.3 Enhanced quality of IBE and international programmes; Satisfaction of donors and stakeholders;

5.3.4 Public targeted for dissemination; impact of IBE experiences, new calls for cooperation.

5.4. Assessment criteria

- Satisfaction levels of trainees and stakeholders
- Satisfaction level of IBE partners and donors
- Quality of training packages and other (curriculum) materials assessed against international standards
- Sustainability of strategies suggested
- Long-term impact of IBE’s technical assistance on locally-run processes of curriculum change and improvement

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

- Field missions, and capacity development and international sharing workshops/seminars
- Participation in meetings of experts
- Cooperative development of curriculum materials, capacity development tools and documents; comparative research studies; case studies;

6.2. Stakeholders, partners and beneficiaries

- Ministries of education and local education stakeholders (i.e. MOE of Vietnam and UNESCO Office; Liberian MOE and UNESCO Office; MOE of Lebanon; MOE of The Bahamas; MOE of Serbia; MOE of Afghanistan; Ten African ministries of education in the case of the IBE and GTZ Study; 15 African MOE in the case of IBE’s “Curriculum Innovation” project; CIEP; UNESCO ED/BAS)
- International: curriculum specialists; ministry and NGO staff; other stakeholders, researchers; staff of UNESCO and other international agencies
- The broader public, including teachers, students and curriculum developers

6.3. Staff input

- Programme coordinator
- Administrative support
- International consultants

6.4. Structural participation (associated elements which will be implemented in close connection)

- IBE Policy Dialogue, Capacity Building and Observatory of Trends Programme (follow-up of the ICE48)
- IBE Programme “Curriculum Innovations, Peace Education and Poverty Alleviation” (Joint workshops in Geneva, Kenya, and Frankfurt); publication of the revised Study on Preparation for Life and Work in African developing countries)
- Contribution to IBE’s Publications (i.e. Sinclair, M.: Learning to Live Together, second edition, and others)

7. BUDGET (US\$): See budgetary table in Annex

IBE – PROGRAMME 2009**CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE**

1. Heading of the element	Development of the project: “GigaPan: Diversity and Inclusion in the Community”
2. Name of the Responsible officer and of the Deputy	Clementina Acedo, Christopher Strebel
3. Starting and termination dates	January–December 2009
4. BACKGROUND AND DESCRIPTION	
<p>4.1. Context</p> <p>The <i>GigaPan</i> project was developed with the intention of helping children from different economic backgrounds and countries to understand each other and their cultures. Through this project by developing key aspects of the curriculum, children learn about the world as well as teach their contemporaries by sharing classroom practices about their heritage (community and historical events), thereby creating their own interactive community and developing a deeper understanding, consideration and respect for others, their beliefs and values. These opportunities for dynamic interactive learning strengthen the themes of Learning to Live Together and Inclusive Education.</p> <p>4.2. Goal (overall objective)</p> <p>The main goal is to support and contribute to the attainment of the EFA goals, strengthening the capacities of teachers, schools and students in implementing ICT-based activities within the curricula and creating more inclusion within the usage of ICTs in education. Another important goal is to strengthen curricula and content within the context of Learning to Live Together.</p> <p>4.3. Purpose (specific objective)</p> <p>The specific objectives of the GigaPan project are to:</p> <ol style="list-style-type: none"> 1. develop and share good practices in linking curriculum and new technologies (GigaPan); 2. empower students to use new technologies in the context of motivating participatory and productive learning experiences; 3. explore local and international issues pertaining to inclusion and Learning To Live Together with a view to fostering constructive exchanges, cooperation and solidarity; 4. develop inquiry and research skills in students and teachers; 5. promote inclusive school settings, encourage exchanges and sustainable networking. 	
5. RESULTS	
<p>5.1. GigaPan Project Expected Results</p> <p>Begin to expand the project to more schools and countries while increasing the synergy between curriculum and the ICT tools, contributing to EFA goals such as eliminating gender disparities, creating equitable access to learning and life-skills programmes.</p> <p>5.2. Expected</p> <ul style="list-style-type: none"> • At least 10 schools in at least 4 countries covered by the project. • Assessment of new schools carried out with regard to determining the appropriate methodology to be used in each school joining the project. • Students and teachers to be trained in the GigaPan technology according to their level of ICT expertise. • Project information to be disseminated via the IBE website. 	

5.3. Performance indicators

- Training of students and teachers in GigaPan activities.
- Participation in interschool GigaPan conversation (number of GigaPans taken, snapshots and comments).
- Student evaluations.

5.4. Assessment criteria

- The number of schools that are part of the project.
- The number of students and teachers trained in GigaPan activities.
- Increase in the quality and regularity of the exchanges between the schools.

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

The IBE, in continuing work with the existing schools, is seeking ways to further encourage and develop the intra-school exchanges and dialogues by building upon the successes of the pilot phase. Further improvement in the exchanges will also mean improving the project ability to meet the goals of strengthening the role of this particular ICT within the schools content and curricula, expanding upon the students' ability to explore local and international issues pertaining to inclusion and Learning To Live Together with a view to fostering cooperation and solidarity.

6.2. Stakeholders, partners and beneficiaries

Stakeholders and partners:

- Project Partners: Carnegie Mellon University (CMU) and the UNESCO ASPnet.
- In the participating countries: Direct and indirect collaboration with ministries of education, UNESCO National Commissions, schools, universities, teachers, students and galleries showcasing the schools work.
- Further Expertise: collaboration with the future UNESCO ICT in Education Portal team

6.3. Staff input

See table "Estimates of distribution of established staff by programme/project", in Annex.

6.4. Structural participation (associated elements which will be implemented in close connection)

Implemented in close connection with all the IBE Programmes, and in particular with the Capacity Building Programme and Knowledge Management Programme.

7. BUDGET (US\$): See budgetary table, in Annex

IBE – PROGRAMME 2009**KNOWLEDGE PRODUCTION AND MANAGEMENT**

1. Heading of the element	Development of the IBE website
2. Name of the Responsible officer and of the Deputy	Massimo Amadio, Christopher Strebel
3. Starting and termination dates	January–December 2009
4. BACKGROUND AND DESCRIPTION	
<p>4.1. Context</p> <p>The maintenance and development of the IBE website—created in 1996 and restructured in 1999 and 2005—are permanent activities. Through its website, which was completely redesigned in 2008, the IBE makes available specialized resources, products and services targeted at the educational community worldwide. The new site design was launched in June 2008 in accordance with UNESCO guidelines and was created to offer enhanced and easier access to information (by theme, by country and by service). A closer working relationship has been established with the Education Sector Portal of UNESCO (launched in September 2006) and news on IBE activities is also frequently published on the Portal.</p> <p>4.2. Goal (overall objective)</p> <p>The main objective is to support action in favour of EFA by providing access—through the IBE website—to specialized resources, materials and information on education systems, curricula and curriculum development processes.</p> <p>4.3. Purpose (specific objective)</p> <p>The specific objective is to maintain and make available through the IBE website a knowledge base and a variety of specialized resources to be exploited for a wide range of purposes (including training and decision-making) and for facilitating exchange and dialogue on specific educational and curricular issues.</p>	
5. RESULTS	
<p>5.1. Title of the results</p> <p>A wide range of educational resources and materials assembled, updated, enriched, and easily accessible through the IBE website.</p> <p>5.2. Expected (description)</p> <ul style="list-style-type: none"> • The new IBE website to be further developed exploiting the potential of a Content Management System (CMS), and in line with current UNESCO guidelines. • The IBE website to be regularly updated, providing easy access to a range of additional resources, including information on the outcomes and follow-up to the 2008 session of the ICE, and also contributing to the enrichment of the UNESCO Portal. • The online collaborative platform for the Community of Practice of curriculum specialists to be further enhanced and enriched. <p>5.3. Performance indicators</p> <p>Improved accessibility and quality of the IBE website.</p>	

5.4. Assessment criteria

Website statistics (number of hits and downloads); feedback from internal and external users; new tools/services available for users.

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

Maintaining and further developing the IBE website, improving content management and quality assurance in order to enhance knowledge sharing and interaction.

6.2. Stakeholders, partners and beneficiaries

Direct and indirect beneficiaries: The policy and decision-makers' teams for Quality Education for All, the users of educational services (decision-makers, educational planners and practitioners, information officers, researchers and scholars, teachers and students worldwide), the members of the Community of Practice.

Stakeholders implicated, partners: Collaboration with ministries of education, UNESCO National Commissions and academic institutions worldwide, the Education Sector Portal of UNESCO.

6.3. Staff input

See table "Estimates of distribution of established staff by programme/project", in Annex.

6.4. Structural participation (associated elements which will be implemented in close connection)

Implemented in close connection with all the IBE programmes/action areas, and in particular with Capacity Development (Community of Practice).

7. BUDGET (US\$): See budgetary table, in Annex

IBE – PROGRAMME 2009	
KNOWLEDGE PRODUCTION AND MANAGEMENT	
1. Heading of the element	Resource Bank on Education Systems and Curricula
2. Name of the Responsible officer and of the Deputy	Massimo Amadio, Ruth Creamer, Elizabeth Glauser, Christopher Strebel
3. Starting and termination dates	January–December 2009
4. BACKGROUND AND DESCRIPTION	
<p>4.1. Context</p> <p>The development of the Resource Bank on education systems and curricula—which includes several databases, as well as the collection of curriculum materials and the series of National Reports—is a permanent IBE action area. Since the end of 2006, the database <i>Country Dossiers</i> has been fully integrated into the Education Sector Portal.</p> <p>4.2. Goal (overall objective)</p> <p>The main objective is to support action in favour of quality EFA by compiling, systematizing and providing access to specialized resources, materials and information on education systems, curricula and curriculum development processes.</p> <p>4.3. Purpose (specific objective)</p> <p>The specific objective is to enrich and further expand a knowledge base and a variety of specialized information resources to be exploited for a wide range of purposes (including training and decision-making), especially in the field of curriculum development.</p>	
5. RESULTS	
<p>5.1. Title of the results</p> <p>An enriched knowledge base and a variety of specialized information resources on education systems and existing curricula widely disseminated.</p> <p>5.2. Expected (description)</p> <ul style="list-style-type: none"> • The <i>Country Dossiers</i> database to be regularly updated and enriched. • Resources for the clearinghouse on inclusive education to be collected, systematized and made available (the full development of the clearinghouse depends on the availability of extra-budgetary resources). • The collection of curriculum materials further developed; links to curriculum materials to be made available through the Internet updated and enriched. • Alerting services and digests of online resources (including reports, publications, websites, and news) pertaining to curriculum development, education systems and educational trends to be regularly made available to the members of the Community of Practice and other education specialists. • The series of National Reports progressively organized into a Digital Library. • Records relating to curricula and curriculum-related materials to be regularly added to the online catalogue (IBEDOCs). • Continued cataloguing of IBE historical collection for future digital access. • Improved documentation services—for both IBE staff and external users—through the upgrading of the online catalogue. 	

5.3. Performance indicators

Availability, accessibility and quality of the documentation, materials, resources and services.

5.4. Assessment criteria

Website statistics (number of hits, visits, unique visitors, downloads); feedback from users.

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

Identifying, collecting, systematizing, updating and widely disseminating relevant information and data.

6.2. Stakeholders, partners and beneficiaries

Direct and indirect beneficiaries: The policy and decision-makers' teams for quality Education for All, the users of educational information services (decision-makers, educational planners and practitioners, information officers, researchers and scholars, teachers and students worldwide), the members of the Community of Practice.

Stakeholders implicated, partners: Collaboration with ministries of education, UNESCO National Commissions and academic institutions worldwide.

6.3. Staff input

See table "Estimates of distribution of established staff by programme/project", in Annex.

6.4. Structural participation (associated elements which will be implemented in close connection)

Implemented in close connection with all the IBE programmes/action areas, and in particular with Capacity Development (Community of Practice).

7. BUDGET (US\$): See budgetary table, in Annex

IBE – PROGRAMME 2009	
KNOWLEDGE PRODUCTION AND MANAGEMENT	
1. Heading of the element	Observatory of Educational Trends
2. Name of the Responsible officer and of the Deputy	Massimo Amadio
3. Starting and termination dates	January–December 2009
4. BACKGROUND AND DESCRIPTION	
4.1. Context	
<p>The Observatory of Educational Trends, together with the Resource Bank, is a permanent IBE action area. Since 1996 a major activity has been the preparation of several editions of the database <i>World Data on Education</i>, which contains a considerable wealth of information on curricula and the organisation of curricular content, including data on instructional time. Through its Observatory, the IBE compiles, produces, and disseminates quality and up-to-date information and analyses on education systems, existing curricula and curriculum development processes from around the world.</p>	
4.2. Goal (overall objective)	
<p>The main objective of the Observatory—which also relies on the Resource Bank—is to support action in favour of quality EFA by contributing to the identification of curriculum development trends and through the compilation of a variety of resources and materials, thus informing curriculum development policies and practices.</p>	
4.3. Purpose (specific objective)	
<p>The specific objective is to strengthen clearinghouse services and build a robust knowledge base on education systems, curricula and curriculum development processes, in order to facilitate knowledge sharing and dialogue on specific curricular themes and issues.</p>	
5. RESULTS	
5.1. Title of the results	
<p>A knowledge base, including specialized information resources on education systems, educational contents, curriculum development processes and products, maintained updated and enriched.</p>	
5.2. Expected (description)	
<ul style="list-style-type: none"> • The Internet version of the database <i>World Data on Education</i> to be progressively updated, mainly exploiting the 2008 series of National Reports on the Development of Education. • The CD-ROM containing the proceedings of the 48th session of the International Conference on Education (including the 2008 series of National Reports) to be produced and disseminated. • Analyses/studies focusing on educational content and curriculum development processes and products to be made available, in particular through the series <i>IBE Working Papers on Curriculum Issues</i>. • A contribution to the 2009/10 Global Monitoring Report on EFA delivered to the Monitoring Report team (depending on the availability of extra-budgetary resources). • The process of review of the 1997 International Standard Classification of Education (ISCED), to be lead by the UNESCO Institute for Statistics (UIS), and supported through participation in the ISCED Technical Advisory Panel. 	

5.3. Performance indicators

Availability of the updated database, as well as of the CD-ROM containing the proceedings of the 48th ICE and working papers on issues related to curriculum development.

5.4. Assessment criteria

Website statistics (consultations/downloads); feedback from the users.

6. ELEMENTS OF STRATEGY

6.1 Description of the intervention

Preparation/commissioning of working papers and studies; dissemination of information; publications.

6.2. Stakeholders, partners and beneficiaries

Collaboration with the EFA Global Monitoring Report team and with the UIS. Co-operation with researchers and academic institutions. Beneficiaries: decision-makers, educational planners and practitioners, information officers, researchers and scholars, teachers and students worldwide.

6.3. Staff input

See table "Estimates of Distribution of established Staff by Programme/project, in Annex

6.4. Structural participation (associated elements which will be implemented in close connection)

In close association with other programmes/action areas as appropriate, in particular Capacity Development (Community of Practice).

7. BUDGET (US\$): See budgetary table, in Annex.

IBE – PROGRAMME 2009
INSTITUTIONAL FUNCTIONING

1. Heading of the element	IBE Council
2. Name of the Responsible officer and of the Deputy	Clementina Acedo and Costanza Farina
3. Starting and termination dates	January–December 2009
4. BACKGROUND AND DESCRIPTION	
<p>4.1. Context</p> <p>The IBE Council is an intergovernmental body of twenty-eight Member States elected by the General Conference of UNESCO.</p> <p>4.2. Goal (overall objective)</p> <p>Its working methods are laid down in the Statutes of the IBE and the Rules of Procedure of the IBE Council (see <i>Basic texts</i>).</p> <p>4.3. Purpose (specific objective)</p> <p>Established by paragraph 1 of the Resolution adopted by the thirty-fourth General Conference (see Draft Program and Budget for 2009, pages 3 and 4). In brief, the General Conference:</p> <p style="padding-left: 40px;"><i>...requests the Council of the IBE, acting in conformity with the Statutes of the Bureau and with the present resolution, when approving the Institute's budget for 2008 and 2009:</i></p> <ul style="list-style-type: none"> <i>(a) to ensure that the IBE's activities correspond to UNESCO's strategic objectives and the priorities and lines of action of Major Programme I, with special emphasis on the needs of Africa, gender equality, LDCs and SIDS as well as the most vulnerable segments of society, including indigenous peoples;</i> <i>(b) to consolidate and develop the IBE's programmes and projects;</i> <i>(c) to continue to mobilize the necessary human and financial resources so that the IBE may accomplish its mission;</i> 	
5. RESULTS	
<p>5.1. Title of the results</p> <p>Fulfilling its statutory functions and reaching the objectives established by the General Conference.</p> <p>5.2. Expected (description)</p> <p>Main points of the agenda of the fifty-eighth session of the IBE Council:</p> <ul style="list-style-type: none"> • Activities for 2008, including the findings of the evaluation of the 48th session of the International Conference on Education (ICE); • Draft programme of activities and budget for 2009; • Preliminary draft Strategy aimed at making the IBE UNESCO Centre of Excellence in curriculum-related matters; • Draft IBE programme and budget for the biennium 2010-2011, including the draft resolution to be submitted to the thirty-fifth session of the General Conference. 	

5.3. Performance indicators

The extent to which the statutory functions have been carried out; interventions by and support of the delegations at the Council.

5.4. Assessment criteria

Adherence to the basic texts.

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

- To organize, hold and ensure the follow-up to the fifty-eighth session preceded by the meeting of the Administrative Group;
- To organize, hold and ensure the follow-up to the meeting of the Steering Committee (Summer 2009);
- To prepare the fifty-ninth session (in January 2010).

6.2. Stakeholders, partners and beneficiaries

The twenty-eight members of the Council.

6.3. Staff input

See table "Estimates of Distribution of Established Staff by Programme/Project", in Annex

6.4. Structural participation (associated elements which will be implemented in close connection)

Office of the Director-General; Office of the ADG/ED.

7. BUDGET (US\$): See budgetary table in Annex

III. BUDGETARY FIGURES

The following table presents the budgetary situation for 2009, particularly concerning the sources of financing.

IBE-BUDGETARY FRAMEWORK 2009- INCOME AND EXPENDITURE

SITUATION AS AT 13.01.2009 (\$US)

Budget chapters/activities	Budgetary framework 2009	UNESCO regular budget	UNESCO other resources	VOLUNTARY CONTRIBUTIONS			Other extrabudgetary resources	Polish stamps funds	2008 Reserves	Other income 2009
				Switzerland	Sweden	Spain 2008 carry-over				
I. Programme activities										
I-1 Capacity development and technical assistance	1'332'000	0	440'000	265'000	100'000	80'000	170'000	257'000	20'000	0
Community of practice for curriculum development	280'000			100'000	100'000	80'000			0	
Curricular innovations, poverty alleviation and peace education in sub-Saharan Africa	290'000		290'000						0	
Capacity development and clearinghouse for curriculum and HIV and AIDS education	150'000		150'000							
Technical advice, support and training to member states	285'000			165'000			100'000		20'000	
GIGAPAN	70'000						70'000			
South-South cooperation/Africa	257'000							257'000	0	
I-2 Knowledge production and management	378'369	0	0	0	235'000	83'369	0	0	60'000	0
Resource Bank	65'000				0	65'000			0	
Documentation	50'000				0	50'000			0	
Observatory of educational trends	65'000				0	65'000			0	
Development of IBE web site	55'000		0			55'000				
Publications	143'369								60'000	
I-3 Policy dialogue	450'000	0	0	185'000	85'000	170'000	0	0	10'000	0
48th ICE follow-up	350'000			150'000	30'000	170'000			0	0
Policy dialogue	100'000		0	35'000	55'000				10'000	0
TOTAL I	2'160'369	0	440'000	450'000	420'000	333'369	170'000	257'000	90'000	0
II. Governing board/Gen. Adm./Institutional dev.										
II-1 IBE Council	110'000	58'500	0	0	0	0	0	0	51'500	0
58th session + Steering Committee	110'000	58'500							51'500	
II-2 General administration	395'000	0	105'000	0	0	0	0	0	290'000	0
General operating cost	290'000	0							290'000	0
Loan repayment for the UNESCO/IBE Building	105'000		105'000							
II-3 Institutional development	160'000	0	0	0	0	120'000	0	0	40'000	0
Coordination, follow-up and programme development	160'000				0	0			40'000	0
TOTAL II	665'000	58'500	105'000	0	0	120'000	0	0	381'500	0
TOTAL PROGRAMME ACTIVITIES	2'825'369	58'500	545'000	450'000	420'000	453'369	170'000	257'000	471'500	0
III. Staff costs (Established posts)	2'237'000	2'237'000								
TOTAL EXPENDITURES 2009 (I+II+III)	5'062'369	2'295'500	545'000	450'000	420'000	453'369	170'000	257'000	471'500	0
TOTAL INCOMES 2009	5'399'500	2'295'500	545'000	450'000	420'000	453'369	170'000	257'000	758'631	50'000
Estimated reserves 31.12.2009	337'131	0	0	0	0	0			287'131	50'000



Workplan based on the programme of activities for 2009
approved at the 58th session of the IBE Council
on 28 – 30 January 2009, Geneva

1. CAPACITY DEVELOPMENT and TECHNICAL ASSISTANCE

1.1 COMMUNITY OF PRACTICE FOR CURRICULUM DEVELOPMENT (GLOBAL AND REGIONAL LEVELS)

Specific objective :	Schedule of activities												Program Costs (US\$)
	month												
	1	2	3	4	5	6	7	8	9	10	11	12	
<p>To facilitate the development of conceptual orientations and frameworks for curriculum reform and change through the COP as a global policy platform for collective production and sharing</p> <p>Expected results</p> <p>1. Within the Basic Education in Africa Program (BEAP), support provided for improved curricula for Basic Education in partner countries by extending basic education to a minimum of nine/ten years, with emphasis on a 1 or 2 years of childhood education. Countries involved: The Gambia, Cote d'Ivoire, Ethiopia, and possibly soon Benin, Burkina Faso, Cape Verde, Tanzania and Togo.</p> <p>2. A data-bank of competency-based learning situations set up to support the processes of curriculum change of basic education in Africa (BEAP) and Latin America.</p> <p>3. Inter-regional exchanges on curriculum issues implemented through participation in workshops to foster South-South and North-South-South Triangular Cooperation.</p> <p>4. Eight-module resource pack for capacity development on curriculum change and management pilot-tested in an African country (possibly Tanzania), validated and available for further training.</p> <p>5. Contribution made to the incorporation of Education for Sustainable Development (ESD) issues into specific curricula subjects through the co-organization of the "Regional Workshop on thematic issues in ESD" with the UNESCO Bangkok Office, in June.</p> <p>6. Contribution made to the organization of the "Regional Experts Meeting on Reform of the Secondary Education in the Arab Region" (Muscat, April 2009) aimed at exchanging regional and international experiences on secondary education reform and at launching a new regional project on research and development policies for secondary education.</p> <p>7. For Montenegro, in collaboration with UNICEF and Ministry of Education, activities completed for the elaboration of curriculum-relevant indicators to strengthen the child friendly approach in 25 selected schools.</p> <p>8. Multilingual COP section kept updated within IBE website and weekly animation activity implemented (mainly information and documentation sharing).</p>	x	x	x	x	x	x	x	x	x	x	x	x	
				x	x	x	x	x	x	x	x	x	
			x	x	x	x	x	x	x	x	x	x	
	x	x	x	x	x	x	x	x	x	x	x	x	
				x	x	x	x						
	x	x	x										
			x	x	x	x	x	x	x	x	x	x	
	x	x	x	x	x	x	x	x	x	x	x	x	
Sub-Total													280,000

1.3 CAPACITY DEVELOPMENT AND CLEARINGHOUSE FOR CURRICULUM AND HIV AND AIDS EDUCATION

	Schedule of activities												Program Costs (US\$)	
	month													
	1	2	3	4	5	6	7	8	9	10	11	12		
<p>Specific objective :</p> <p>To contribute to the integration of HIV and AIDS education into curricula and at school level through capacity development and clearing house</p> <p>Expected results</p>														
<p>1. Analysis and cataloguing of approximately 150 documents to the unified UNESCO HIV and AIDS education clearinghouse, for primary and secondary education levels, as well as for teacher training, for all geographical regions.</p>	x	x	x	x	x	x	x	x	x	x	x	x	x	
<p>2. 30-40 Good practices in HIV and AIDS education identified, analysed and actively shared through interactive supports: website, CD-Roms, etc.</p>	x	x	x	x	x	x	x	x	x	x	x	x	x	
<p>3. Yearly update of the "Manual on integrating HIV and AIDS into official curricula" completed (French, English, Spanish and Portuguese).</p>			x	x	x	x	x			x	x			
<p>4. Capacities of curriculum specialists and teacher training officials developed on HIV and AIDS education responses, in at least seven countries of Eastern and Central Africa, using the "Manual" as the main tool.</p>				x	x	x	x	x	x	x	x	x	x	
Sub-Total												150,00		

1.4 TECHNICAL ADVICE, SUPPORT AND TRAINING IN MEMBERS STATES

Specific objective :	To enhance the capacities of governments and curriculum agencies to cater for quality education for all through quality curricula, textbooks and classroom strategies.	Schedule of activities												Program Costs (US\$)	
		month													
		1	2	3	4	5	6	7	8	9	10	11	12		
Expected Results	1. Afghanistan: around 20/30 Ministry of Education (MOE) specialists trained to develop long-term curriculum strategy.			x	x		x		x	x	x				
	2. Angola: approx.20 Curriculum specialists trained to integrate cross-cutting issues.		x		x			x			x			x	
	3. Liberia: 25 MOE specialists trained to revise primary and secondary syllabuses.				x	x			x				x	x	
	4. Sierra Leone: around 20 MOE specialists trained to integrate Human Rights Education (HRE) in the school curriculum.					x									
	5. Southern Sudan/Juba: approx. 30 education specialists trained in revising the literacy and basic education curriculum.					x			x						
	6. Vietnam: 30 MOE specialists trained to revise textbooks from a gender perspective.					x					x				
	7. Other possible missions, pending finalization of initial contacts														
Sub-Total												285,000			

1.5 DEVELOPMENT OF THE GIGAPAN PROJECT: DIVERSITY AND INCLUSION IN THE COMMUNITY

Specific objective:	Pilot test effective use of new ICT technologies (GigaPan) for innovative curriculum change by fostering LTLT and inclusion in teaching and learning approaches.	Schedule of activities												Program Costs (US\$)
		month												
		1	2	3	4	5	6	7	8	9	10	11	12	
Expected results	1. Good practices and project outcomes developed and shared		x	x	x	x	x	x	x	x	x	x	x	
	2. Over 100 students and teachers empowered in GigaPan related technology						x				x	x	x	
	3. International cross cultural exchanges promoted between 10 schools in USA, South Africa, Trinidad and Tobago, Indonesia, Norway (TBC) and Brazil (TBC).	x	x	x	x	x	x	x	x	x	x	x	x	
Sub Total													70,000	

1.6 SOUTH-SOUTH COOPERATION / AFRICA

A project proposal is being developed to reflect priority areas identified by the IBE Council	257,000
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CAPACITY DEVELOPMENT and TECHNICAL ASSISTANCE	Total Program costs	1,332,000
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2. KNOWLEDGE PRODUCTION and MANAGEMENT

2.1 DEVELOPMENT OF THE IBE WEBSITE

Specific objective :	To make available through the IBE website a robust knowledge base and a variety of specialized resources on curricula and curriculum development processes.	Schedule of activities												Program Costs (US\$)
		month												
		1	2	3	4	5	6	7	8	9	10	11	12	
Expected results														
1. The new IBE website further developed and updated at least on a weekly basis.		x	x	x	x	x	x	x	x	x	x	x	x	
Sub-total												55,000		

2.2 RESOURCE BANK

Specific objective:	To enrich and further expand a knowledge base and a variety of specialized resources to support action in favour of quality EFA.	Schedule of activities												Program Costs (US\$)
		month												
		1	2	3	4	5	6	7	8	9	10	11	12	
Expected results														
1. The <i>Country Dossiers</i> database regularly updated & enriched.		x	x	x	x	x	x	x	x	x	x	x	x	
2. A clearinghouse on inclusive education set up (*).				x	x	x	x	x	x	x	x	x	x	
3. Collection of curriculum materials further developed (including links to online curriculum resources).		x	x	x	x	x	x	x	x	x	x	x	x	
4. Weekly alerting services & digests of online resources produced (at least 50).		x	x	x	x	x	x	x	x	x	x	x	x	
5. National Reports series progressively organized into a digital library.		x	x	x	x	x	x	x	x	x	x	x	x	
6. Online catalogue upgraded and fully integrated into UNESDOC.		x	x	x	x	x	x	x	x	x	x	x	x	
Sub-total												65,000		
(*) The full development of the clearinghouse depends on the availability of extra-budgetary resources												50,000		
Sub-total												115,000		

2.3 OBSERVATORY OF EDUCATIONAL TRENDS

	Schedule of activities												Program Costs (US\$)
	month												
	1	2	3	4	5	6	7	8	9	10	11	12	
Specific objective :	Strengthen clearinghouse services and a knowledge base on education systems and curricula.												
Expected results													
1. The database <i>World Data on Education</i> progressively updated.			x	x	x			x	x	x	X	x	
2. Proceedings of ICE 2008 (CD-ROM) made available and disseminated.					x	x							
3. ISCED 1997 review process supported.	x	x	x	x	x	x	x	x	x	x	X	x	
4. Analyses and studies produced (at least one issue of the <i>Working Papers</i>).							x	x	x	x			
5. Contribution to the 2010 GMR delivered (**) or Cross-checking of UIS data (time series 1970-2005) completed.				x	x	x	x	x	x				
	Sub-total												65,000

(**) Depending on the availability of extra-budgetary resources.

2.4 PUBLICATIONS

	Schedule of activities												Program Costs (US\$)
	month												
	1	2	3	4	5	6	7	8	9	10	11	12	
Expected results													
1. Four issues of Prospects published: <i>Poverty Alleviation and Inclusive Education: Transforming the School in Sub-Saharan Africa (English and Portuguese versions); Education for All by 2015: Progress and Challenges; HIV Education in Formal and Non Formal Settings: Comparative and International Best Practices; Policies and Practices of Holocaust Education: International Perspectives.</i>	x	x	x	x	x	x	x	x	x	x	x	x	
2. At least two issues of Educational Practices Series.			x	x	x			x	x	x			
3. A new publication by IBE and GTZ, with a revised and expanded version of the study <i>Preparation for Life and Work.</i>			x	x	x	x	x						
4. A book on <i>Education for Inclusion</i> , based on papers presented at the seminar "Education pour l'Inclusion", held at the University of Geneva, in November 2008 (IBE-SRED-University of Geneva) to be co-edited by Mr. J. Akkari and Ms. C. Acedo.		x	x	x	x	x	x	x	x	x	x	x	
5. Three books completed: <i>Quality tensions in education reforms</i> , edited by Ms. C. Acedo; the <i>Handbook for Curriculum Developers: Primary and Secondary Education</i> , to be published by D. Georgescu and P. Stabback, and the second edition of <i>Learning to live together</i> , by M. Sinclair.	x	x	x	x	x	x	x	x	x	x	x	x	
Sub-total													143,369

KNOWLEDGE PRODUCTION and MANAGEMENT**Total Program costs****378,369**

Follow-up to the 48th session of the ICE

IBE PROPOSALS

In the light of the discussions as well as the recommendations of the ICE, a broadened concept of inclusive education should guide a profound process of change mainly with regard to inter-sectoral policies, governance and financing, school cultures and environments, curricular frameworks and teachers' practices. A key challenge is to ensure that the concept of inclusion is reflected in national policies aimed at (i) ensuring access to learning opportunities for those groups that are still excluded, and (ii) enhancing educational quality at all levels to expand access to meaningful and relevant learning.

Some preliminary discussions (in particular with Field and Regional Offices) have already taken place to identify appropriate ICE follow up mechanisms for UNESCO as a whole and for the IBE. Several proposals for follow-up actions and initiatives are presented below.

Follow-up activities at the global level

Goal: Contributing to build consensus around an international policy agenda on inclusive education

- Widely disseminate the ICE outcomes, in particular at the level of the three major UNESCO international conferences being organized in the first half of 2009 (e.g. World Conference on Education for Sustainable Development, 31 March-2 April 2009, Bonn, Germany; Sixth International Conference on Adult Education, CONFINTEA VI, 19-22 May 2009, Belem, Brazil; World Conference "The New Dynamics of Higher Education and Research for Societal Change and Development", 5-8 July 2009, Paris, France). This will be under the coordination of the Deputy Assistant Director General for Education Program Management. The ICE outcomes have already been taken into account in the Oslo Declaration which was adopted at the Eighth Meeting of the High-Level Group on EFA (Oslo, Norway, 16-18 December 2008).
- Prepare and widely disseminate a CD-ROM containing the proceedings of the ICE 2008. As in 2001 and 2004, the CD will include all the ICE documents and the final report of the Conference (which will be available by April-May 2009), the 2008 series of National Reports, presentations, special contributions, multimedia materials, as well as the results of the 13 preparatory activities carried out in all UNESCO regions). The CD-ROM is expected to be ready by June 2009.
- Prepare and widely disseminate at least three 2008 ICE-related publications, namely: a) a special second issue of *Prospects* devoted to inclusive education; b) an edited book collecting articles presented at the international seminar *L'éducation pour l'inclusion : de la recherche aux réalisations pratiques* jointly organized on 21-22 November 2008 by IBE, the Faculty of Education and Psychology of the University of Geneva (FAPSE-University of Geneva), and the *Service de la recherche en éducation* (SRED) of the Canton of Geneva; and iii) a compilation of relevant contributions prepared for and presented at the ICE session.

Goal: Promoting policy dialogue and forging partnerships

- *Tentative:* Discuss and define jointly with key partners (UN agencies, inter-governmental organizations, international cooperation banks, donors and NGOs) a sound policy framework which should contribute to orientating, giving support and allocating resources to regions and countries in addressing the needs of all learners and in implementing inclusive education approaches as effective ways of achieving EFA goals.
- *Tentative:* Organize a worldwide e-forum discussion about the key elements that a curriculum truly inclusive of all learners should contain. Based on the outcomes of the e-forum as well as on other contributions, prepare a short policy document that should identify and prioritize key areas of investment and for capacity development in order to effectively implement inclusive education approaches.
- *Tentative:* Organize a meeting in an African country and within the framework of South-South co-operation, in order to discuss an evidence-based policy agenda for promoting and strengthening inclusive education policies and practices.

Goal: Informing decision-making processes at the country level

- As a means to support and provide advice to countries in the development and implementation of inclusive education policies and practices, the IBE is ready to create a clearinghouse on inclusive education. An achievable goal would be to synthesize, analyze and disseminate knowledge, providing strategic and timely information for countries and partner organizations to use in the development and implementation of inclusive education policies and strategies.

Initially, the clearinghouse will rely on the considerable amount of background materials on issues related to inclusive education that has already been compiled in the framework of the preparations and organization of the ICE 2008.

Another goal of the clearinghouse will also be to bring together (through a virtual access point) and to facilitate access to a range of UNESCO resources and materials that have been compiled and produced by many UNESCO offices in the different regions, and that are currently dispersed and not sufficiently visible at the global level. This will also serve to strengthen collaboration schemes across the Education Sector.

The clearinghouse will be further enriched through a variety of information resources on education in each country, useful to “frame” data on inclusive education within a broader context. These information resources are already accessible through the IBE website.

Thanks to the high integration level between the IBE Knowledge Production and Management and Capacity Development programs, ICE 2008 follow-up activities that are being planned in the different regions through the Capacity Development program (see the tentative list below) will contribute to expand and further develop the clearinghouse and, at the same time, will benefit from the strategic and timely information made available through the clearinghouse. Through the IBE Community of Practice in Curriculum Development—COP, a global network of specialists, practitioners, national officers and researchers in some 90 countries—support to the preparation of country policy reviews and/or country studies on inclusive education can also be envisaged in subsequent phases of the development of the clearinghouse, in order to encourage the sharing of relevant experience.

Finally, the clearinghouse should also contribute to rethinking existing indicators and possibly identifying new indicators to measure progress (or lack of progress) towards more inclusive education systems. For example, the Regional Bureau for Education in Santiago (OREALC) is planning the setting up of a regional observatory on inclusive education in Latin America and the Caribbean, with the collaboration of the IBE. Based on the “model” of observatory tested in Latin America, the IBE (as a global institute) can facilitate the launching of similar initiatives in other Regional Bureaus, thus fostering inter-regional sharing of experience and information. In this way, regional observatories would become an important component of the clearinghouse.

Follow-up activities at the regional level (*preliminary list*)

- **Asia:** The UNESCO Offices of Bangkok (Regional Bureau for Education) and Jakarta (Cluster Office) and the IBE plan to hold a regional workshop on the current situation of inclusive education in the cluster countries (Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor Leste). The cluster office is considering inclusion within EFA as a weak area that requires more work and advocacy at the highest level.
- **Africa:** Within the framework of the Basic Education in Africa Program (BEAP), UNESCO BRENDA (Regional Bureau for Education) and the IBE with some support of the GTZ, will jointly work on disseminating the outcomes of the ICE 2008 in all BEAP workshops/seminars, mainly focused on identifying and analyzing policy implications for developing an inclusive curriculum in basic education (relating to the interfaces between policy dialogue and curriculum development).
- **Arab States:** The UNESCO Office in Beirut and the IBE COP Focal Point for the Gulf Arab States plan to organize a capacity development workshop on evidence-based inclusive practices with the view to raising awareness on a broadened concept of inclusive education and develop a tool-pack on inclusive education for policy makers, curriculum developers, teacher trainers, and legislators in the region.
- **Central Asia (CIS region):** The UNESCO Office in Moscow and the IBE, in cooperation with the Ministry of Education and Science of the Republic of Armenia (MOES), will co-organize the “EFA Regional Conference on Enhancement of Quality of Education and Curriculum Development” (September 2009, Yerevan, Armenia). The Conference is expected to set up an agenda for further implementing the ICE Conclusions and Recommendations in the CIS region.
- **Latin America and the Caribbean:** Within the framework of the Education Project for Latin America and the Caribbean (PRELAC II) agreed by Ministers of Education of the region in March 2007, and in collaboration with UNESCO OREALC (Regional Bureau for Education), the following activities are being planned: (i) setting up of an observatory for promoting and monitoring inclusive education policies in the region (see also the proposal concerning the clearinghouse above); (ii) fostering the exchange of best practices on inclusive education in Latin America through the network “Innovemos”; (iii) under the UNESCO Flagship on Inclusive Education, UNESCO OREALC and the IBE will co-organize a sub-regional meeting (Southern Cone and Andean regions, tentatively scheduled for June) in order to discuss the implications of the Conclusions and Recommendations of the ICE 2008 in defining a regional policy agenda on inclusive education; (iv) in collaboration with the UNESCO San Sebastian Centre and UNESCO National Commissions, 2 capacity development workshops focusing on the outcomes of the ICE 2008 are being planned in Caracas (Venezuela) and Quito (Ecuador).

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**PRELIMINARY DRAFT STRATEGY AIMED AT MAKING THE IBE UNESCO'S
CENTRE OF EXCELLENCE IN CURRICULUM-RELATED MATTERS**

The preliminary draft Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters is submitted to the 58th session of the IBE Council in response to the decision taken at its 56th session, during which:

"The IBE Council:

Further recalling that the UNESCO Medium-term strategy for 2008–2013 (34 C/4 approved) has been adopted as a "Rolling Strategy",

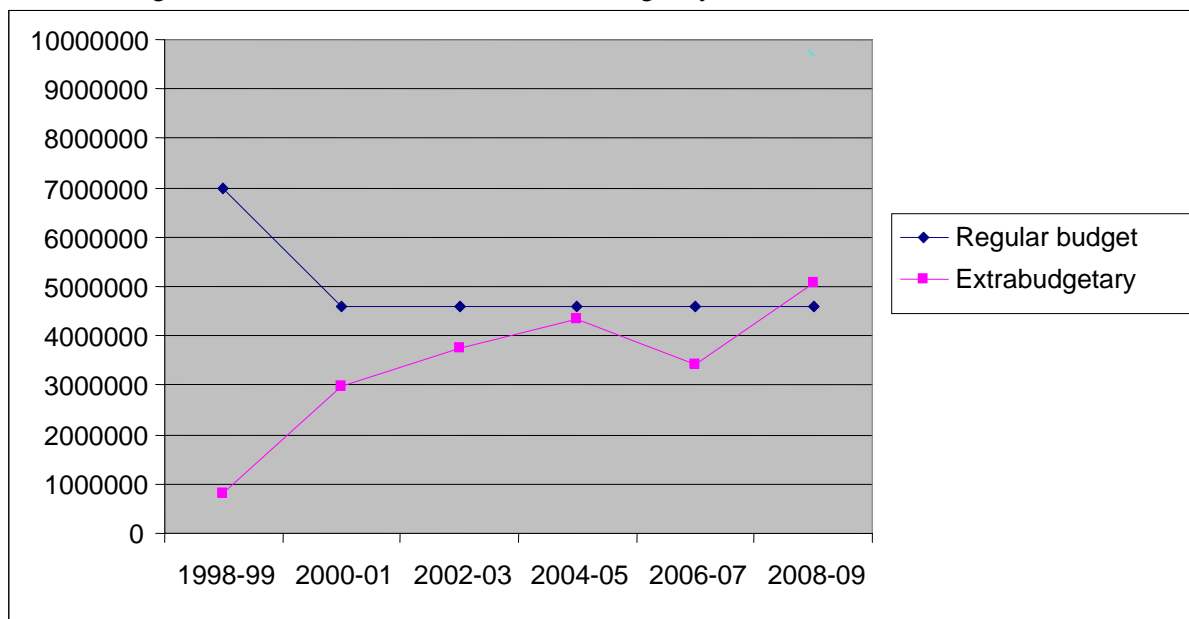
- 1. Adopts the IBE Strategy 2008–2013 as a "Rolling Strategy";*
- 2. Requests the Director of the IBE to present a revised version of the IBE Strategy 2008-2013 at the 59th session of the Council in January 2010, consistent with the strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters, including core subjects and elements for peace;*
- 3. Invites the Director of the IBE to associate the members of the Council in the preparation of the strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters, in particular by,*
 - a) conducting appropriate consultations with Member States;*
 - b) presenting a preliminary draft strategy to the Council at its 58th session in January 2009, that gives due consideration to resource mobilization."*

1. Introduction

UNESCO's International Bureau of Education (IBE) finds itself in an entirely paradoxical situation. On the one hand, it is considered to be an important institution, with a clear mission and whose activities are useful and effective; more and more is expected of it and it is required, in particular, to be a "centre of excellence" in the service of Member States. However, on the other hand, its budgetary situation has considerably deteriorated owing to a growing shortfall in the contribution of UNESCO's regular budget. On numerous occasions, the Director has drawn the attention of the governing body, the IBE Council, to this problem, which has itself expressed its concern on the subject. Indeed, while the importance of the institution in accomplishing the objectives of the Education (ED) Sector's Major Programme I, and the relevance and the quality of its activities have regularly been evaluated in a very positive way—as much by the Council or the General Conference as by the Member States involved in its programmes or by the external evaluation missions carried out by the Technopolis company in 2005 and the Navigant company in 2006—its human resources and budget have declined steadily over a ten-year period.

Thus, for the **1998/1999** biennium (29 C/5), while the allocation of UNESCO's regular budget amounted to **US\$7,000,000**, this allocation—unchanged since 2002—was only **US\$4,591,000 in 2008/2009** (34 C/5), in other words **a reduction of 34.4%**. During this same period, UNESCO's overall budget increased by 12.1% and that of the ED Sector by 3%. As for the **IBE's extra-budgetary resources**, while they represented **12% of its budget in 1998/1999**, they have been almost multiplied by five and represent, **for 2008, 58.2% of the budget** and, for the 2008/2009 biennium, **52.6%**.

The following table illustrates the evolution of the budgetary situation:



At the same time, the stable **human resources** (established posts) have dropped from **29** in 2000 to **16** in 2008, **in other words a decline of 44.8%**.

The ongoing shortfall in the IBE's human and financial resources places not only its programmes and its activities in real danger, but also, in the short term, **the very survival of the institution**. This alarming situation drew the attention of the 34th General Conference of UNESCO (2007). The purpose of the present document is, therefore, to respond to its request expressed in Resolution No. 4 concerning the IBE.

This Resolution:

(...) *Encourages* the Director-General to continue to strengthen the activities of IBE in the following

areas: peace education, science education, philosophy, arts education and education for sustainable development, **and requests him to submit to it at its 35th session a strategy designed to make the IBE UNESCO's centre of excellence for curricula, and a report on the resources required for that purpose¹** in accordance with the overall strategy for UNESCO institutes and centres and their governing bodies, as approved in 33 C/Resolution 90 (...)

This request corresponds to the follow-up of decisions already adopted during the 33rd General Conference (Resolution 33 C/90) on the **“Principles and guidelines for the establishment and functioning of UNESCO Institutes and Centres (category 1) and Institutes and Centres under the auspices of UNESCO (category 2)”**, of which the relevant points are summarized as follows:

“The General Conference,

*Recalling 21 C/Resolution 40.1, 30 C/Resolution 2 and 30 C/Resolution 83,
Having considered document 33 C/19 and in particular the recommendations by the Executive Board contained in 171 EX/Decision 23,
Decides that the principles and guidelines for category 1 and the criteria for category 2 institutes and centres, together with Annexes I and II of document 171 EX/18, as attached to document 33 C/19, constitute the “Overall Strategy for UNESCO Institutes and Centres and their Governing Bodies”²;
Decides that this Overall Strategy shall supersede all relevant prior resolutions by the General Conference on the subject.”*

In January 2008, the IBE Council gave the Director of the IBE the mandate of preparing a draft document, in conformity with the Council's decision, as it appears in the Proceedings and Decisions of its fifty-sixth session:

“The 56th Session of the IBE Council;

Further recalling that the UNESCO Medium-term strategy for 2008–2013 (34 C/4 approved) has been adopted as a “Rolling Strategy”,

- 1. Adopts the IBE Strategy 2008–2013 as a “Rolling Strategy”;*
- 2. Requests the Director of the IBE to present a revised version of the IBE Strategy 2008-2013 at the 59th session of the Council in January 2010, consistent with the strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters, including core subjects and elements for peace;*
- 3. Invites the Director of the IBE to associate the members of the Council in the preparation of the strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters, in particular by,*
 - a) conducting appropriate consultations with Member States;*
 - b) presenting a preliminary draft strategy to the Council at its 58th session in January 2009, that gives due consideration to resource mobilization.”³*

2. The justification of UNESCO's Centre of Excellence in curriculum-related matters

UNESCO's explicit need to have available an international reference on curriculum-related matters already dates back to the end of the 1990s, for it was at that time that UNESCO's 30th General Conference (GC), in 1999, attributed to the IBE a *“renewed mandate as an international centre specializing in the content of education”*. This mandate was renewed and made more specific during the General Conferences that followed, where the IBE is identified as the *“UNESCO institute specializing in the content and methods of education”* (31st GC), the *“UNESCO institute specializing in educational contents, methods, structures and curriculum development processes”* (32nd GC), the *“UNESCO institute specializing in educational contents, methods, policies and curriculum*

¹ Our emphasis.

² Idem.

³ Idem.

development processes» (33rd GC), the “UNESCO institute specialized in the content, methods, policies and processes of curriculum development” (34th GC). At each General Conference, the Member States have reaffirmed the importance of the IBE in responding to the needs of their educational policies and in contributing to attaining the objectives of Major Programme I in the field of quality education for all. In fact, the curriculum plays a key role in the design, development, implementation, follow-up and evaluation of any educational policy reflecting the present time.

3. The importance of quality curricula

The question of curriculum reform is an ongoing issue and represents a major concern of educational policies in all countries of the world. Indeed, as is pointed out in the IBE’s Strategy for 2008–2013: *“The curriculum is a crucial component of any educational process. At the beginning of the twenty-first century, education systems are facing the challenges of the global market and the knowledge economy. National education authorities around the world increasingly address the challenge of improving the quality of learning outcomes through curriculum reform, and curricula must respond to the new demands by providing skills and building competences that are relevant to local and global needs.”*⁴

“There are many ongoing discussions internationally with regard to what makes a good curriculum and how to balance tradition and innovation. Despite differences of approach, national education authorities are generally looking into new solutions to improve the quality of learning outcomes based on curriculum provisions that take into account different criteria.

For example, curricula:

- *need to take into account the learners’ different needs and interests, as well as the local and global contexts; they should foster the whole development of individuals in compliance with their potential, should consider different learning styles and promote learner-friendly approaches.*
- *should be up-to-date, which means that they should avoid obsolete and irrelevant aspects and integrate in ways appropriate to the context of learners new developments in knowledge, culture, science, technology, economy and other areas of social life.*
- *should be based on inclusive approaches fostering increased access to quality education and equal opportunities for learning; they should integrate and promote universal values, and promote lifelong learning and competences for learning to live together in a globalized world.”*⁵

4. State of the art: some characteristics of an institute “centre of excellence”

Assessments carried out in recent years, both in the context of preparing UNESCO’s Overall Strategy for the institutes and those guiding the reform of the ED Sector, have largely contributed to clarifying the nature and role of these institutes in the field of education. Thus, their “identity card” can be summarized as follows:

Characteristics:

- Specialized research and training entities;
- Centres of innovation and competence in core subject/mission;
- Repository and source of knowledge;
- Laboratory of ideas for reform and change;
- Clearing-house.

⁴ IBE Strategy 2008–2013, p. 9.

⁵ Idem., p. 10

Functions:

- Provide capacity development and training (external and internal);
- Create, transfer and disseminate knowledge;
- Engage in joint planning with HQ Divisions, with overlapping responsibilities;
- Harmonize institute plans with regional plans;
- Co-ordinate with HQ and regional bureaux;
- Collaborate with organizations related to fundamental expertise.

Even though it is used frequently—both by UNESCO and elsewhere—the concept of a “centre of excellence” has been less clearly defined. However, if we wish to go beyond the rather subjective view of “excellent work”, it is necessary to establish what this concept involves in a more profound way.

Is it possible to identify the **objective criteria** that will enable us to define what a centre of excellence is? Without exhausting the subject, it would seem that the following characteristics are necessarily associated with this title or “label” of a “centre of excellence”:

- An institutional legitimacy based on clearly defined objectives and functions;
- A specific mission;
- A solid and realistic strategy;
- Relevant and effective programmes;
- Appropriate working methods;
- Functional autonomy;
- A wide range of partners;
- Competent human resources in sufficient numbers;
- A budget in keeping with the requirements of the mission.

How is the IBE positioned in relation to these nine criteria?

4.1 An institutional legitimacy based on clearly defined objectives and functions

The institutional legitimacy of the IBE, in the same way as that of all of UNESCO’s institutes and centres, is precisely laid down in the “*Overall Strategy for UNESCO Institutes and Centres and their Governing Bodies*”, adopted by the 33rd General Conference.⁶ Thus, the IBE “*must always serve a specific purpose within the fields of competence of UNESCO. It must be principally programme-driven, respond to both global and field-based needs, be part of an operational network, have a degree of functional autonomy, be accountable and transparent and have balanced staff and programme costs.*”⁷

This same document, in Guideline I/1,⁸ lays down the objective and functions of an institute such as the IBE:

Guideline I/1 – Purpose and functions: *The purposes which a UNESCO institute or centre (category I) may serve encompass one or more of the following:*

- (i) *to contribute to the conceptualization, design and formulation of UNESCO’s programmes, objectives and strategies, including regional and sub-regional strategies;*
- (ii) *to contribute to the pursuit of UNESCO’s strategic objectives by providing deeper and concentrated resource support and services, especially through policy advice, capacity-building, training and outreach at regional and sub-regional levels with professional communities and counterparts in Member States;*

⁶ Document 33 C/19.

⁷ Document 33 C/19, Annex : document 171 EX/18, Principle I/2 – p.5

⁸ Idem, Directive I/1, p. 6

- (iii) *to serve as a laboratory of ideas, as a centre of excellence and experimentation as well as a standard-setter (e.g. in the areas of classification and accreditation as well as with respect to methodologies), both globally and regionally;*
- (iv) *to function as a clearing-house and reference centre, to advance, deepen and impart knowledge and capacities and to employ novel modalities pertaining to a specific strategic objective or sub-objective of UNESCO's Medium-Term Strategy and its biennial programmes and budgets;*
- (v) *to mobilize, in an innovative setting, a critical mass of specialized expertise, know-how and skills that cannot be made available within UNESCO's regular Secretariat structure;*
- (vi) *to reinforce UNESCO's overall decentralization strategy, based on a clear delineation of responsibilities and division of labour especially with the field offices, taking into account the principles of subsidiarity and complementarity;*
- (vii) *to enhance UNESCO's overall visibility, outreach and impact, as well as its public perception.*

*“UNESCO institutes and centres are not only similar in administrative features, they also discharge similar functions. They are designed to serve as **centres of excellence** and **providers of technical support and expertise in their area of specialization** to Member States and other Secretariat units, including field offices. Indeed, one of the largest shares of activity of institutes and centres is devoted to **capacity-building in their respective fields of competence** in favour of Member States. It is largely through these institutes and centres that UNESCO is able to provide world-class capacity-building and technical support to Member States, as for instance in the area of educational management and planning through the IIEP or in the area of statistical capacities through the UIS. UNESCO-IHE is the world's leading institute for the training of water specialists and managers. ‘Capacity-building’ in that sense encompasses a broad range of activities, from the training of individuals to institution-building, to policy advice in an institute's or centre's technical area of expertise.”⁹*

Conclusion: as far as its institutional legitimacy based on clearly defined objectives and functions is concerned, the IBE can be considered as already corresponding to the criteria of a “centre of excellence”.

4.2 A specific mission

The specific mission of the IBE has been clearly defined on several occasions by UNESCO's General Conference (see section 2 above). It is expressed in the following way in the IBE's Strategy for 2008–2013: *“The IBE is the UNESCO institute specializing in educational contents, methods and structures. Its overall mission is to contribute to the attainment of quality education for all. To this end, the IBE builds networks to share knowledge on and foster national capacities for curriculum change and development in all regions of the world. It aims to introduce innovative approaches in curriculum design and implementation, to improve practical skills, and facilitate international dialogue on educational policies and practices. The IBE works in partnership with national education authorities, international organizations, non-governmental organizations and academic institutions, and offers technical assistance, training, policy support and a wide range of resources, tools and materials.”¹⁰*

Conclusion: as far as its specific mission is concerned, the IBE can already be considered as corresponding to the criteria of a “centre of excellence”.

⁹ Idem.

¹⁰ IBE Strategy 2008–2013, p. 11

4.3 A solid and realistic strategy

Similar to UNESCO's Medium-Term Strategy for 2008-2013, that of the IBE was adopted by the IBE Council in January 2008 as a "rolling strategy", after a wide-ranging debate and a positive evaluation of the relevance of its strategic orientations and programming prospects. For the implementation of this strategy, the IBE benefits from a certain number of undeniable assets, which are the outcome of an important revision of its programme and activities, as well as the result of several years of positive experience in the service of Member States. **All of the IBE's strategic orientations, as well as the assets it has available to fulfil its mission, are included in the Annex.**

Conclusion: as far as a solid and realistic strategy is concerned, the IBE can already be considered as corresponding to the criteria of a "centre of excellence".

4.4 Relevant and effective programmes

Since the renewal of the institute's mandate in 1999, the IBE's programmes have considerably evolved towards a concentration of its activities, with greater relevance and effectiveness. In January 2007, the IBE Council approved the new programme structure and its more readable and easily understandable presentation.

As laid down in the IBE's Strategy for 2008–2103, during this period: *"the IBE will support UNESCO action aimed at attaining quality education for all and promoting the development of quality curricula.*

The IBE intends to work towards:

- ***Enhancing the capacities for the design, management and implementation of curriculum development processes among specialists, practitioners and decision-makers.***
- ***Improving the quality of curriculum-making processes and products.***
- ***Informing innovative policies and practices in the field of curriculum reform and change.***

*With its specialized expertise, knowledge and networks in the field of educational contents, methods and structures, the IBE contributes to the attainment of quality Education for All through: **Capacity development and technical assistance, knowledge production and management, and policy dialogue.**"¹¹*

Capacity Development: prospects

"For 2008–2013, the strategic objective is to contribute to the development of the capacities of specialists, practitioners and decision-makers in the design, management and implementation of the quality of curriculum-making processes and inclusive curricula. The IBE will work towards:

- *Consolidating the global network in curriculum development in order to facilitate the development of conceptual orientations and frameworks for quality basic education and sustained collective action in the field of curriculum reform and change at the local, regional and interregional levels.*
- *Supporting countries in processes of innovative curriculum change and effective assessment.*
- *Developing, pilot-testing and promoting the effective usage of a set of training materials and tools for innovative curriculum change and implementation.*
- *Expanding and diversifying forms of training in the domain of curriculum development through partnerships with relevant academic institutions in different regions.*

¹¹ Idem, p. 16.

- *Providing professional support and advice to contribute to improved curriculum development processes and products through action-oriented, participatory approaches and effective partnerships among relevant stakeholders.*¹²

Knowledge production and management: prospects

“For the period 2008–2013, the IBE’s strategic objective is to consolidate, enrich and further expand a knowledge base and a variety of specialized information resources on curricula and curriculum development processes to be exploited for a wide range of purposes, including training and informed innovative policies and practices, and to be broadly disseminated and shared for improved action in favour of quality education for all. Capitalizing on its strengths and achievements, the IBE intends to work towards:

- *Building a robust knowledge base, including specialized information resources and a set of studies and trend analyses, on curricula and curriculum development processes in the service of researchers, trainers, practitioners and decision-makers.*
- *Strengthening clearing-house and information services through updated, expanded and enriched databases; seamless access to wide-ranging collections, in particular those related to the curriculum; expanded alerting services; and digitized materials.*
- *Developing an on-line platform for increased knowledge sharing and collaborative action in the field of curriculum development, intended to support a worldwide network of researchers and practitioners, and more generally the enhancement of the UNESCO knowledge portal.*
- *Streamlining services and access to materials and resources through collaboration with all the UNESCO constituencies, as well as external partners, in order to maximize efficiency and minimize duplication of effort.*¹³

Policy dialogue: prospects

“For 2008–2013, the strategic objective is to facilitate policy dialogue at the local, regional and global levels for improved curriculum development processes and products. The IBE will work towards:

- *Providing support for strengthened dialogue as a means of addressing relevant curriculum development policy issues and promoting constructive change with regard to identified curriculum policy concerns.*
- *Ensuring that the sessions of the International Conference on Education represent a relevant worldwide forum intended to foster genuine policy dialogue, share information, expand partnerships and renew international commitment towards quality education for all.*
- *Contributing to build appropriate mechanisms for the dissemination of the conclusions of the 2008 Conference and sustained follow-up actions targeting inclusive education policies and issues.*¹⁴

<p>Conclusion: as far as relevant and effective programmes are concerned, the IBE can be considered as already corresponding to the criteria of a “centre of excellence”.</p>
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4.5 Appropriate working methods

Basically, it is the concrete needs and situations in Member States which determine the most appropriate and relevant working methods. In fact, as the IBE’s Strategy for 2008–2013 reminds us: *“Decisions regarding the curriculum and the actual learning process are taken at different levels by*

¹² Idem, p. 22.

¹³ Idem, p. 27.

¹⁴ Idem, p. 30

multiple actors, from teachers in isolated rural schools who have to prepare lessons adapted to the local context for multi-grade classrooms, to experts selecting and organizing specific learning contents, to national teams in charge of the definition of curricular frameworks, and ministers of education who need to discuss new curricula with a range of national and international stakeholders. Most of these actors are not accustomed to value and exploit, or even conduct, research for informing and orientating their decisions. Many researchers and scholars are not accustomed to communicating and disseminating their findings to this particular kind of audience or to the general public. Given its specialized function within UNESCO and as a field-oriented institute, an important role of the IBE is to operate as the interface between educational research and practice, collaborating with a diversity of partners in the task of promoting informed innovative curriculum policies and practices for improving the quality of education and learning.”¹⁵

Many institutions throughout the world, either national, academic or even private, are participating in and committed to curriculum reforms. Without minimizing the work carried out by these institutions, it would be no exaggeration to say that, in this domain, the IBE brings an important added value since it is not only able to identify the problems, but also to suggest a holistic vision and to respond very rapidly to Member States’ requests. At the methodological level, *“the IBE promotes a comprehensive approach to curriculum development addressing all relevant aspects, from curriculum policies, as part of the overall education decision-making process, to advocacy, development of curricula and learning materials, implementation, monitoring and evaluation of curriculum processes, as well as curriculum assessment. It also takes into account the relationships between the curriculum and evaluation, teacher education and training, teaching and learning strategies, and learning environments.”¹⁶*

Furthermore, its way of working is based on respecting political realities, the diversity of situations facing Member States and a participative approach aimed at empowering all the actors involved in improving education systems. *“Instead of imposing predefined models or prescribing solutions applicable everywhere, the IBE facilitates access to different experiences and assists curriculum specialists and relevant stakeholders in gaining new perspectives on complex issues and making their own informed decisions by exploring the advantages and disadvantages of different options in compliance with their own contexts and needs. The IBE’s approach is based on principles, such as: building on existing strengths and achievements; supporting countries in mobilizing the best local expertise they can actually identify; promoting exchanges and knowledge-sharing; making available the most up-to-date information resources; fostering meaningful and productive interactions between local and international experts; and encouraging the ownership, participation and creativity of local decision-makers and curriculum developers.”¹⁷*

Finally, the IBE attaches great importance to South-South and North-South-South co-operation by involving as far as possible the best experts from all regions of the world in its activities.

Conclusion: as far as appropriate working methods are concerned, the IBE can already be considered as corresponding to the criteria of a “centre of excellence”.

4.6 A wide range of partners

As a direct outcome of its mission and its methodological choices, it is not the purpose of the IBE to be a major centre of academic research where—theoretically perfect—models are developed to be then transferred to the field. On the contrary, the IBE bases its activities on research-action-training and on the mobilization of the widest possible range of partners and competencies drawn from the international educational community. *“The IBE is a small institute in terms of staff and funding but, considering the limited resources available, it can be estimated that its products and services are very impressive. In order to successfully respond to the challenge of a significant mandate associated with*

¹⁵ Idem, p. 12.

¹⁶ Idem, p. 11.

¹⁷ Idem, pp. 11–12.

modest resources to carry out its mission, the IBE systematically combines its efforts with a wide range of partners, both within and outside UNESCO. As a result, its field-based assistance and support are normally delivered in collaboration with UNESCO regional and field offices,¹⁸ and in some cases also involve the participation of other educational institutes in order to maximize impact and take full advantage of the rich and diversified expertise and accumulated experience, not only of UNESCO, but also of all its partners. The IBE also collaborates with many academic institutions and research centres in several regions of the world, and implements activities in co-operation with regional, international, bilateral and non-governmental organizations, including, among others, the Central American Coordination for Education and Culture, the Organization of Ibero-American States for Education, the Arab Bureau of Education for the Gulf States (ABEGS), UNICEF, UNAIDS, the World Bank, the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), the Swiss Agency for Development and Cooperation (SDC), and the Open Society Institute.”¹⁹

As is also stressed in the UNESCO Overall Strategy: “UNESCO institutes and centres maintain, within their fields of expertise, robust and high-level networks of experts and related institutions, which contribute to bolster UNESCO’s outreach towards professional communities, including the NGO communities. Without such efforts, the institutes and centres would rapidly lose their comparative advantage and their standing as international reference institutions, laboratories of ideas and good practices in their areas of competence. It is indispensable that this level of competence and skills be maintained, and that its necessity be acknowledged.”²⁰

Three figures will illustrate the importance of the linkage between the IBE and its global partners. Between **2002 and 2007, 2,438 people, coming from 123 countries, participated** in the institute’s activities. The Community of Practice of curriculum specialists, for its part, **numbered 850 experts or institutions in 94 countries** in October 2008. In the context of preparatory activities for the forty-eighth session of the ICE, **thirteen regional conferences or seminars** were held in the world (three in Africa, three in Asia, three in Europe, two in Latin America and the Caribbean and two in the Arab States); they brought together in total around **900 participants coming from 127 Member States**.

Conclusion: as far as a wide range of partners is concerned, the IBE could already be considered to correspond to the criteria of a “centre of excellence”.

4.7 Functional autonomy

It has to be admitted that the issue of the IBE’s functional autonomy has, in past years, been a source of tension between the institute and UNESCO Headquarters. It is, in fact, not easy to find an institutional “equilibrium of powers” between the fact that the IBE, according to its Statutes (Article I), is, on the one hand “*within the framework of the United Nations Educational, Scientific and Cultural Organization, (...) an integral part thereof*” while, on the other, “*subject to the conditions laid down in the present Statutes, the Bureau shall enjoy wide intellectual and functional autonomy within the framework of UNESCO*”. Without doubt, some of these difficulties have been based on misunderstandings and on the lack of clarity in the basic texts. The “Overall Strategy for UNESCO Institutes and Centres and their Governing Bodies”, adopted by the 33rd General Conference, has the advantage of considerably clarifying matters in this domain. It underlines both the fact that “*Functional autonomy is a key structural and operational requirement and feature of category I institutes and centres*” (Principle I/5), that it is an asset, that it allows the strengthening of effectiveness, that it must be based on trust, and that the corollaries of this autonomy are accountability and transparency.

¹⁸ In recent years, significant progress has been achieved in co-operation with all of UNESCO’s field offices and their effective involvement in the IBE’s activities.

¹⁹ IBE Strategy 2008–2013, p. 13.

²⁰ Document 33 C/19, Annex: document 171 EX/18, p. 6.

“Guideline I/4: *Institutes and centres shall have a degree of functional autonomy—laid down in the respective statutes and other pertinent decisions approved by the General Conference and in administrative documents approved by the Director-General. The relative autonomy is an asset, allowing the institutes and centres to operate in a more flexible manner and to attract substantial extra-budgetary funding. Yet, the institutes and centres are not independent from the Organization, which must preserve its institutional integrity. They act under the authority of the Director-General and their programme activities are an integral part of UNESCO’s programme.*

*“The experience with the criteria adopted on an experimental basis in 2001 suggests that the work of institutes and centres is enhanced, not reduced, by **autonomy and flexibility**, as long as these are exercised in the context of a proper system of governance and accountability, and are related to the prevailing priorities of the Organization. The management of the institutes and centres needs to build on **mutual trust** and, as outlined above, the recognition that **organizational diversity** is an asset.*

*Granting **functional autonomy** to UNESCO institutes and centres is a strong asset for UNESCO as a whole. Functional autonomy means that the institutes and centres are given sufficient **delegated authority and flexibility** to carry out their mandate fully and effectively. The degree of functional autonomy varies according to each Category I entity. Arrangements concerning delegation of authority are different, especially in matters of staff management. Governing bodies may be chosen differently and discharge their responsibilities in a somewhat different manner. Functional autonomy as currently conceived and applied tends to support a system based on attaining results rather than on prescribing and enforcing burdensome procedures. Experience shows that the diversity in matters related to functional autonomy appears to work satisfactorily, and that it ensures a sufficient degree of independence in programme design and implementation.*

In particular, functional autonomy allows the entities concerned to respond more flexibly to requests and to attract funds which may not otherwise have been directed to UNESCO. In this respect, the performance of most institutes and centres in attracting extra-budgetary funding is praiseworthy.

*Functional autonomy should not translate into general rules applicable in all cases, but rather allow the design of **diversified approaches, including responsiveness to the communication needs of institutes in different regions and time-zones of the world, while recognizing the need for shared standards in matters related to accountability, transparency, management principles and reporting practices**. Ultimately, ‘functional autonomy’ is a matter of mutual trust, relying on a balance between autonomy and accountability. All efforts should be made to keep transaction costs in that regard to a minimum.*

The system appears all the more efficient as it is accompanied by ‘checks and balances’ and accountability in the form of audits, regular independent evaluations, and ongoing consultations with UNESCO programme sectors and field units. Most importantly, institutes and centres are subject to UNESCO’s rules and regulations. It is nevertheless recognized that these rules and regulations may at times need to undergo revision and change to adapt to the different and changing needs of institutes and centres, in order to facilitate their work and proper functioning.”²¹

Conclusion: as far as functional autonomy is concerned, the IBE could already be considered to correspond to the criteria of a “centre of excellence”.

4.8 Competent human resources in sufficient numbers

The excellence of an institution depends, to a great extent—beyond the fact that its structures, mission, programmes, working methods and operation should be of high quality—on the excellence, motivation and commitment of the people responsible for the design and implementation of its activities. As is pointed out in the UNESCO Overall Strategy: *“The provision of technical assistance and capacity-building activities necessitate a high degree of **specialized competence and knowledge**, which require*

²¹ Idem, p. 11.

long-term investment and approaches. Thus, institutes and centres require **a highly competent core staff** of professionals in their areas of expertise; the **constant updating and upgrading of knowledge and competence**; the development of **cutting-edge analytical work and capacities**; support to a lively **professional dialogue through active networks** of skilled professionals; and the development and maintenance of (frequently online) **databases and information clearing-houses** on emerging trends and challenges for practitioners in areas of activity.”²²

“The experience gained over the last three years has also shown the critical need for UNESCO institutes and centres to be able to maintain and increase their level of **competence in their area of expertise**. This level can only be achieved through constant attention to proper recruitment, training and staff development. Present staff competence in institutes and centres is very high, and needs to be preserved.”²³

The management of the institutes’ human resources also presents an originality, directly based on the amount of functional autonomy they are granted. Thus, “In accordance with the Appropriation Resolution in the Programme and Budget (C/5) by UNESCO’s General Conference, the posts of category I institutes, whether funded from financial allocations provided by the Organization and from extra-budgetary resources, are not included in UNESCO’s established posts, within the meaning of that appropriation resolution. Consequently, the posts of category I institutes are not subject to the requirements of regular programme posts. Yet, in filling vacant posts, the Directors bear in mind the need to implement a reasonable geographical distribution and pay attention to candidates from under-represented Member States. In accordance with the financial and budgetary autonomy provided through the Financial Regulations of each Institute’s Special Accounts, the Directors decide on the creation or suppression of any post of the institute, within the limits of the budget voted by the governing body. Any new post should be accompanied by a post description, established on the appropriate UNESCO form, and shall respect the classification norms adopted by the Organization.

The UNESCO institutes and centres apply existing staff regulations and rules as well as procedures of UNESCO to their personnel having the status of UNESCO staff members. The Director-General has delegated to each Director authority to manage their personnel up to certain levels. Thus, each institute’s Director can take the decisions concerning the appointment, extension, promotion, and separation from service for all General Service staff and for Professional staff from grade P1 to P4 with the exception of the Director of UIS who can take decisions for grades P1–P5, in full respect of the above-mentioned regulations and rules.(...)

The Directors have full autonomy concerning the recruitment of supernumeraries, consultants and fee contractors, ALD, local staff or any other personnel not falling under the staff regulations and rules. Here again, the Directors follow the rules, procedures and fees applicable in UNESCO.

The UNESCO policy of staff rotation does not apply to personnel of the institutes and centres and in this respect their posts are not rotational within the mandatory rotation scheme, due account being taken of the fact that the international professional staff of the institutes/centres are generally very specialized, that they cannot exercise their skills well unless they are part of a team, that they require specialized training and are thus not easily replaced. However, international professional staff members of institutes/centres can be part of the voluntary rotation scheme and for that purpose they can apply for other posts within the Organization and in as much as possible such transfer will be encouraged. Posting of a limited number of institute/centre staff members in field offices can also be encouraged if it meets with the agreement of the Directors of the institute/centre and the field office concerned. Rotation of administrative staff in the Professional category may, within the voluntary rotation scheme, apply between the institutes/centres and Headquarters, but in a cycle which will be compatible with the institutes’/centres’ cycle of programmes and budgets, which, unlike the rest of UNESCO, are yearly.

²² Idem, p. 6.

²³ Idem, p. 7.

These provisions and practices notwithstanding, it is desirable to review periodically policies and arrangements pertaining to staff administration and management by UNESCO institutes and centres and to harmonize, as required, the degree of delegation of authority.”²⁴

As was shown in the introduction to this document, the IBE’s human resources in “established posts” have, principally for budgetary reasons, diminished by 44.8% over a ten-year period. Meanwhile, over the same period, the requirements in terms of programmes, projects and activities have not ceased to increase. In 2008, the IBE had eight professional (P) posts and eight General Service (GS) posts, or 50% of the total in each category. In comparison, the staff of the ED Sector, which numbers 268 posts, is composed of 77.2% of professionals and 22.8% of General Services. It should be noted that the IBE’s problem is not at all that it has too many GS posts, but rather **a serious shortfall in P posts**. If the ratio existing in the ED Sector were to be applied, the IBE would normally expect to have twenty-seven P posts and eight GS posts.

It should also be noted that, in order to cope with the serious situation in which it finds itself, in recent years the IBE has had to deal with the temporary recruitment (ALD contracts) of three professionals (two P4 and one P1/P2), as well as a significant number of young professionals engaged through a research assistant grant (BARD). In 2008, the latter amounted to nine persons, to which fifteen interns should be added. Furthermore, one person is temporarily serving under the Service Contract (SC) and twelve persons under the Special Service Agreement (SSA). Finally, the IBE has benefited over recent years from the services of several people made available free of charge by the Cantonal Employment Office of the Canton of Geneva.

Conclusion: as far as competent human resources in sufficient numbers are concerned, the evidence suggests that the IBE does not correspond to the criteria of a “centre of excellence”.

It is not the quality, competence, motivation or commitment of the staff that is in doubt (both of the evaluations mentioned previously came to the same positive conclusion). It is the actual provision of posts in quantitative terms in the institute, particularly core professional posts, which are insufficient, associated with a detrimental imbalance in the short, medium and long terms as a result of which temporary appointments, appointments of limited duration (ALD), special contracts or research assistant grants constitute the bulk of work contracts. Such a situation of insecurity and lack of professional posts could in no way lead to the institutional stability required to accomplish its mission; it is contrary to both the letter and the spirit contained in UNESCO’s Strategy as described above.

4.9 A budget in keeping with the requirements of the mission

The UNESCO Overall Strategy states that “*UNESCO institutes and centres shall normally receive funding under the biannual programme and budget of the Organization, except where their statutes provide for extra-budgetary financing of their activities. Each UNESCO institute and centre, with the exception of IHE, shall receive funding from the biannual Programme and Budget (C/5). Most institutes (except CEPES and UNEVOC) receive a lump-sum allocation, which can be used for staff and/or activities at the discretion of an institute and its governing body. This open allocation leaves the responsibility for ensuring the pursuit of targeted programme priorities and improvements in the ratio between staff and programme costs with an Institute Director and the governing body concerned. (...) The present arrangement of lump-sum allocations to most institutes is also considered to facilitate the raising of extra-budgetary resources. (...) As the provision of extra-budgetary funding by “baskets” is being introduced by some donors, UNESCO for its part will need to ensure full transparency how the funds are being allocated and utilized, providing also an opportunity for access by UNESCO institutes and centres.*”²⁵

²⁴ Idem, pp. 15–16.

²⁵ Idem, pp. 14–15.

As is emphasized by the IBE’s Strategy 2008–2013, “between 2002 and 2007, IBE activities were financed by the UNESCO regular budget and the funds-in-trust mechanism, as well as by many governments, including Argentina, Canada, Finland, France, Germany, Israel, Japan, Kuwait, Mauritius, Spain, Sweden, Switzerland, the United Arab Emirates and the United States of America. For the ambitious strategy of 2008–2013 presented in the following pages, additional efforts will be required in order to mobilize the necessary financial resources.”²⁶

For the **2006/2007 biennium**, the IBE received a financial allocation from UNESCO’s **regular budget** amounting to **US\$4,591,000**. It has, in addition, received **extra-budgetary resources from within UNESCO** (funds-in-trust, etc.) amounting to **US\$1,233,515**. **Voluntary contributions** (Switzerland, Sweden) reached **US\$2,010,697** and from various other resources **US\$171,709**. Thus, **the total budget of the IBE in 2006/2007** amounted to **US\$8,006,692**. In this total, the part of the regular budget was 57.3% and extra-budgetary resources 42.7%.

For **2008** (which is a special year due to the organization of the ICE), the IBE received a financial allocation from **the regular budget of UNESCO** totalling **US\$2,295,500**; it has in addition received **extra-budgetary resources mobilized by UNESCO** amounting to **US\$1,277,289** (of which US\$350'000 was for the 48th ICE). **Voluntary contributions raised by the IBE** itself totalled **US\$ 914, 205** and consisted of the contributions of Switzerland and Sweden. Additionally, **US\$ 595,345** were made available **specifically for the ICE** (Ecuador, Kenya, Kuwait, India, Saudi Arabia, Spain, Switzerland, UNICEF and various UNESCO units/sectors). Altogether, this amounts to **US\$ 5,082,339**; the part of the **regular budget** being **45.2%** of the total and **extra-budgetary resources 54.8%**. For **2009**, the IBE will receive from UNESCO a contribution of **US\$ 2,295,500**; UNESCO’s **extra-budgetary resources** (this is an estimate) should amount to a total of **US\$ 1,000,000** and anticipated **voluntary contributions** should amount to approximately **US\$ 1,320,000**. **The total provisional budget** amounts to **US\$ 4,615,500**. For the **entire 2008–2009 biennium**, the provisional budget therefore amounts to **US\$9,697,839**; the proportion of the **regular budget** represents **47.5%** and **extra-budgetary resources 52.5%**. By way of comparison, the total budget of the ED Sector for the same biennium amounts to **US\$177,050,500**; the regular budget represents 61.3% of the total and extra-budgetary resources 38.7%.

	2006–2007	%	2008–2009	%
Regular budget	4,591,000	57.34	4,591,000	47.34
EXB/UNESCO	1,233,515	15.40	2,277,289	23.50
Voluntary contrib.	2,010,697	25.11	2,234,205	23.04
Others	171,709	2.15	595,345	6.12
TOTAL	8,006,692	100	9,697,839	100

Finally, it is necessary to emphasize the disturbing fact that, already for the 2008–2009 biennium, the contribution from UNESCO’s regular budget will no longer be sufficient to cover personnel costs (established posts), the operating costs of the institute and expenditures on Council meetings. The deficit will be **US\$ 444,000** for the biennium and, if UNESCO’s contribution from the regular budget remains unchanged in the coming years, the foreseeable deficit (and without adding any new posts) will be **US\$ 497,313** for the 2010–2011 biennium and **US\$ 993,162** for 2012–2013.

Conclusion: as far as a budget in keeping with the requirements of its mission is concerned, the evidence suggests that the IBE does not correspond to the criteria of a “centre of excellence”.

Two principal elements should be highlighted: the shortfall of UNESCO’s regular budget and its corollary, the present imbalance in extra-budgetary resources which means that, for example, for a number of years all programmes, projects and activities have been entirely financed by extra-budgetary resources. While it is normal that the institutes should mobilize supplementary resources, it is unhealthy for the institution if these are greater than the contribution from

²⁶ IBE Strategy 2008–2013, p. 13.

UNESCO's regular budget. This represents, particularly, a threat for the fundamental principle of multilateralism on which the Organization is based.

Finally, it should be stressed that the structural problems of the budget are made worse by day-to-day factors connected with the fluctuation of the dollar; thus, the IBE's budget is expressed in dollars, while it disburses the major part of its expenditure in Swiss francs.

5. Overall summary

In the introduction to Part 4 of this document, the following question was raised: **How is the IBE positioned in relation to the nine criteria defining what a centre of excellence is?**

As far as the **first seven criteria** are concerned—namely: an institutional legitimacy based on clearly defined objectives and functions; a specific mission; a solid and realistic strategy; relevant and effective programmes; appropriate working methods; functional autonomy; and a wide range of partners—it would seem no exaggeration to state that **the IBE corresponds to the norms to which one may refer when defining a “centre of excellence”**. Indeed, the texts governing the institute and its activities, whether arising from the General Conference, the Executive Board or the IBE Council, represent an unquestionable reference framework which is put into practice on a daily basis. In addition, the in-depth evaluations carried out at the end of 2005 by the Technopolis company, at the request of IOS, and at the end of 2006 at the request of the ED Sector by the Navigant company have confirmed the largely positive appreciation which, furthermore, the Member States and the beneficiaries of the IBE's activities and projects repeatedly express about the quality of the IBE's orientations and services.

While these represent important assets, there remain serious concerns. The conclusion of the evaluation report by Technopolis sums up the situation perfectly: *“What today justifies that the IBE should remain a UNESCO institute, separate from the Headquarters as any other partner in the field of education, is not simply connected with its prestigious history, which saw Jean Piaget at the head of the organization, but is based on what has been accomplished since the end of the 1990s. The reform of the IBE is now almost entirely completed. In UNESCO's decentralized network, the IBE is in the process of becoming one of the most essential institutions as long as it succeeds in overcoming the remaining challenges and in enjoying attention and adequate resources from UNESCO Headquarters.”*²⁷

The worrying institutional weaknesses of the IBE have existed for some time and have been the subject of several actions—unfortunately unsuccessful—designed to overcome the impasse that threatens the very survival of the institution. As has been stated in this document, **this mainly concerns human resources and the budget.**

6. Towards a strategy aimed at making the IBE UNESCO's centre of excellence in curriculum-related matters

As this document has already adequately described, the IBE needs **urgent measures** to avoid falling into a situation of deficit, as is already anticipated for 2008/2009. In fact, despite the numerous economy measures carried out, the contribution from the UNESCO regular budget is no longer sufficient to cover the salaries of established posts, the operating costs and the meetings of the Council.

However, the IBE is also in urgent need of a more long-term strategy reflecting the wishes of the 34th General Conference. This strategy should concentrate, first, on the simple application of the relevant texts arising from the UNESCO governing bodies and, second, on the two most pressing problems: the

²⁷ Technopolis France SARL, *Evaluation du Bureau international d'éducation, Résumé exécutif du projet de rapport final*, 16 December 2005, p. 8.

IBE's shortfall of stable human resources; and its corollary, the shortfall in UNESCO's regular budget. The implementation of such a strategy would require the mobilization of all the partners concerned, namely the IBE Council, the Member States, UNESCO Headquarters (particularly the ED Sector) and the IBE itself.

6.1 Principles

The principles which should guide this strategy are as follows:

Principle 1: The IBE—as with all other UNESCO institutes for education—represents an important element in a reformed ED Sector and an indispensable tool in achieving the objectives of UNESCO's Major Programme I.

Principle 2: To fulfill its mission, the IBE should benefit from a solid institutional foundation, depend upon “a body of highly qualified professionals” and, as a result, be provided with an adequate budget.

Principle 3: As an institution forming “an integral part of UNESCO”, the IBE should therefore receive, as part of the regular budget of the Organization, an allocation enabling it to cover at the very minimum the staff salaries, the operating costs of the institute, the costs of the meetings of its governing body, as well as a part of its programme costs. As a result, concerning the distribution of UNESCO's regular budget, it should benefit from financing based on the principles of proportionality and equity.

Principle 4: As an institution enjoying “a wide intellectual and functional autonomy”, to carry out its mission the IBE should continue to mobilize extra-budgetary resources. In the first place, as was foreseen in the reference texts, the IBE should have fair access to the extra-budgetary resources made available to UNESCO (funds-in-trust, etc.). In the second place, with the support of its Council and all Member States, the IBE should mobilize the other necessary extra-budgetary resources (voluntary contributions, technical assistance, projects, etc.). However, experience has shown that Member States or other institutions expect an adequate budgetary allocation from UNESCO as a pre-condition for their commitment. Without in the first place the application of Principle 2, it is impossible to escape from the “vicious circle”.

6.2. Concrete proposals

The global budget that could reasonably be estimated to enable the IBE to carry out its mission and to implement effectively the activities foreseen in its Strategy 2008–2013 adopted by the IBE Council amounts to approximately **US\$13,600,000 per biennium, or US\$6,800,000 per year.**

How could this budget be financed?

Scenario 1: By applying the principles of proportionality and equity in relation to the ED Sector's budget, some 60% of this figure should be provided by UNESCO's regular budget and 40% by extra-budgetary sources.

In this scenario, the contribution from UNESCO's regular budget should therefore be US\$8,160,000 per biennium, in other words an increase of US\$3,569,000 compared to the present situation.

Scenario 2: Taking into consideration that the IBE, as an institute, enjoys wide intellectual and functional autonomy and that, for this reason, it should have equitable access to UNESCO's extra-budgetary resources while mobilizing its own large sums, it could be estimated that the proportion of the regular budget should be the same as that of extra-budgetary resources and, therefore, reach 50%.

In this scenario, the contribution of UNESCO's regular budget should therefore be US\$6,800,000 per biennium, in other words, an increase of US\$2,209,000 compared to the present situation.

What is the purpose of this budget?

First, it is a matter of the **rapid recruitment of new professionals** so as to create, at the very minimum, the "highly qualified core staff" mentioned in the UNESCO Overall Strategy concerning the institutes. Thus, the recruitment in the short term of two professionals at P4 level, as well as two professionals at P3 level and at least one young professional at P1/P2 level, represents the minimal threshold to set up this "core". The entry into service of these new staff members implies a **supplementary allocation of US\$ 1,210,000 (standard costs) as of the 2010-2011 biennium.**

Second, taking into account that the simple **increase in the cost of living** amounts to about 10% for the biennium, **US\$ 459,100 would be used to compensate for this increase as of 2010-2011.**

Thirdly, in order to respect the fundamental principles of multilateralism, in the financing of UNESCO's regular budget it is necessary to ensure a certain balance between personnel, operating and programme costs (the latter, let us recall, is at present financed entirely by extra-budgetary resources). **According to Scenario 1** above, the remainder of UNESCO's regular contribution that could be used for financing activities, programmes and projects would amount to **US\$ 2,359,000 and, according to Scenario 2, to US\$ 539,900 for the 2010-2011 biennium.**

MAIN ELEMENTS OF THE IBE's STRATEGY 2008–2013²⁸

Contributing to quality Education for All: Strategic orientations

During the new strategic cycle, the IBE will respond to the emerging needs of countries and support them to cope with contemporary and future challenges and opportunities impacting on the quality of education, in particular the contents, structures and methods of learning.

The IBE's intervention will especially target poor, transition, conflict- and disaster-affected countries with a view to fostering sustainable development, inclusive societies and intercultural understanding.

In contributing to the design and effective implementation of quality and inclusive education curricula, ranging from general frameworks and syllabi to textbooks and other learning resources and strategies, the IBE will pay special attention to particular learning areas such as language, science and mathematics education, and social studies, as well as to cross-curricular issues and dimensions encompassing: learning to live together and peace education; poverty alleviation; gender equality; HIV and AIDS education; sustainable development; information and communication technology (ICT) in education and e-learning.

For 2008–2013, the IBE intends to improve its services and support mainly through: (i) a stronger link between curriculum development and assessment; (ii) the development and effective usage of training materials and tools for innovative curriculum change and implementation; (iii) the expansion and diversification of forms of training in the field of curriculum development, also leading to formal certification through partnerships with relevant academic institutions in different regions; (iv) the strengthening of links between pre- and in-service teacher education and training and curriculum development to facilitate effective curriculum change; (v) the involvement of schools and school networks in processes of curriculum change by linking top-down and bottom-up approaches; (vi) the enhancement of textbook quality in line with innovative curriculum changes and teaching and learning approaches; (vii) the improvement of the knowledge base through analytical added value and the development of an on-line platform for knowledge sharing and collaborative action in the field of curriculum development; and (viii) the reinforcement of policy dialogue as a mechanism of consensus building in curriculum reform processes.

Capacity Development: Assets

Over the period 2002–2007 the IBE worked towards strengthened co-operation between and within regions and countries, creating new opportunities for sharing common concerns, ideas and practices with regard to quality curriculum development and change processes. A considerable amount of experience, expertise, training resources and knowledge has been and continues to be accumulated through the implementation of action-research programmes, field-based action, as well as through seminars and training workshops carried out in different regions; a wide range of curriculum institutions and specialists worldwide are involved in this collective effort.

Capacity-building activities concentrate on the strategic dimension of assistance and advice to, and training of, national teams responsible for curriculum change and development processes. In particular, the IBE has contributed to many *comprehensive curriculum development processes in post-conflict and conflict-affected societies*, such as in Afghanistan, Algeria, Bosnia and Herzegovina, the Caucasus Region, Guatemala, Iraq and Kosovo.

Since 2005, IBE networking activities have been focusing on the creation of and support to a *Community of Practice (COP)* in curriculum development. This unique global network of curriculum specialists, practitioners, national officers and researchers represents: a vehicle for sustained and diversified international co-operation within and across countries and regions, including South-South

²⁸ Stratégie du BIE 2008 – 21013, pp. 17 et seq.

and interregional modalities of co-operation; a platform for increased exchange, collective production and dissemination of knowledge, as well as collaborative action in the field of curriculum; and a tool for forging partnerships and sharing expertise and experience towards quality curriculum-making processes and products. At the end of 2007—a key year in the development of the Community—the COP comprised over 700 members in ninety countries.

The IBE has increasingly become a facilitator and provider of field-based *technical assistance and advisory services*, including capacity development, in the context of national curriculum making, implementation, monitoring and evaluation processes.

IBE support, normally provided in strong partnerships with UNESCO field and regional education offices, is being designed in response to the concrete demands and needs of countries. This ranges from organizing intensive training activities for the enhancement of local capacities and strengths to assisting national education authorities, curriculum agencies and their partners in the context of comprehensive processes of curriculum reform and change. Within the framework of its field-based activities and projects, and on the basis of accumulated experience, international and local expertise, the IBE also started producing customized materials, *handbooks and tools for capacity development*, targeting the specific competences that curriculum developers and decision-makers need in order to successfully cope with emerging needs and challenges.

Technical assistance and advisory services have also been provided to countries that are currently undergoing comprehensive processes of curriculum change and improvement in the light of the EFA goals, especially with regard to equitable access to quality education or in areas such as learning to live together, human rights education and citizenship education. The IBE also pays attention to some critical elements that have an impact on learning (for example, instructional time, curriculum integration, competency-based approaches), not only at the level of research and information, but also in conjunction with operational activities, as in the case of the countries served by the Arab Bureau of Education for the Gulf States (ABEGS), and also for Central America.

The high level of integration of its programmes makes it possible for the IBE to offer a comprehensive service which usually combines research, action, capacity development and support to policy dialogue.

An example is the IBE's programme for *HIV and AIDS education*, which is part of the UNESCO and UNAIDS co-ordinated response to the pandemic. In contributing to the design and implementation of relevant and sustainable curriculum-based responses for HIV and AIDS education, during the period 2002–2007 the IBE has developed: a clearing-house providing access to selected materials and good practices; a set of tools, included in a manual for integrating HIV and AIDS education into the curriculum, for analysing existing educational resources, identifying promising approaches already tested elsewhere, and highlighting good practices; as well as a capacity-building component mainly targeting countries in Sub-Saharan Africa to promote the exchange of good practices, the design of training modules, the definition of guidelines for country-level implementation, and the enhancement of policy dialogue and partnerships.

Another example is the project *Curriculum innovation, poverty alleviation and peace education*, covering nine countries in Sub-Saharan Africa (Angola, Burkina Faso, Burundi, Congo, Mali, Mauritius, Mozambique, Niger and Rwanda). Launched in 2004 at the request of the participating countries, it involves national teams of high-level curriculum specialists from the Ministries of Education. Adopting a participatory approach combining research, action and training, the work with the national teams focuses on the development of capacities for: analysing the complex interrelations between the basic education curriculum and poverty; identifying the responses that the curriculum could bring in terms of values, attitudes, skills and knowledge that learners need to overcome poverty and live meaningful and productive lives; and defining the most appropriate strategies for curriculum change. Moreover, through the project an ongoing dialogue and exchange of expertise has been established among countries, the IBE, as well as with other UNESCO and international experts.

The project *Curriculum change and social cohesion in conflict-affected societies* (2002–2004) was also an example of collaborative action-research. The aim of the project was to develop a better

understanding of the issues that determine legitimate and sustainable processes of change in the school curriculum with a view to enhancing social cohesion.

Knowledge Production and Management: Assets

The IBE has a long tradition of producing and disseminating comparable information on education systems. This tradition has been reshaped according to the new mission defined at the end of the 1990s, and during 2002–2007 the IBE progressively focused on support for training, applied research and decision-making in the field of curriculum development.

As was confirmed by the external evaluation of the institute carried out at the end of 2005, the IBE's comprehensive set of resources on curriculum development is unique and highly valued within UNESCO and by external stakeholders; the provision of practical information and knowledge on curriculum development processes is also particularly appreciated. Furthermore, the IBE's clearinghouse function in this area is one of its most valuable assets and a source of added value.

The comprehensive set of resources on curriculum development is comprised of databases, reports, studies, working papers, publications, specialized collections and tools. Through its *Observatory of Educational Trends* and the *Resource Bank* the IBE compiles, produces and disseminates quality and up-to-date information and analyses on education systems, existing curricula, curriculum development processes and learning materials from around the world, together with examples of good practices and innovations. This knowledge base—consisting of a wide range of specialized resources—can be exploited for a variety of purposes, including training and decision-making, and facilitate informed dialogue on specific educational and curriculum issues.

Both the Observatory and the Resource Bank support action in favour of EFA by contributing to the identification of trends in curriculum development and good practices and to their broad dissemination, thus informing curriculum development policies and practices. During the period 2002–2007 the IBE commissioned and conducted specialized studies on diverse curricular topics, such as textbooks, instructional time, educational aims, competences and competency-based approaches in curriculum-development processes. The IBE also encouraged international researchers and practitioners in national contexts to draw upon its cross-national compilations of curriculum information and resources, not only to facilitate broader dissemination but also to generate intellectual debate.

Since 2002, the IBE has also contributed to the Global Monitoring Report on EFA through commissioned thematic studies and compilations using the data made available by the Resource Bank and the Observatory. These studies and trends analyses, based on official information on education systems worldwide, have been carried out in collaboration with international researchers and specialists and in close co-operation with the Monitoring Report team.

Key components of the IBE's clearing-house function are on-line databases, such as World Data on Education, the Country Dossiers and Curriculum Materials and Good Practices concerning HIV and AIDS education. The sixth edition of *World Data on Education* (2006/2007), also available on CD-ROM, contains the profiles of 161 education systems and a considerable wealth of information on curricula and the organization of curricular content, including data on instructional time. The *Country Dossiers* offer access to a variety of information resources on education in each country, including links to on-line curricula and curricular resources; since 2007, the database has been fully integrated into the UNESCO portal, thus contributing to the enhancement of specialized services offered by the Organization. The fourth edition of the *Curriculum Databank for HIV and AIDS Education* (2007), also available on CD-ROM, provides access to over 550 documents including curriculum-related resources, teaching and learning materials, teaching aids and case studies of good practices.

The *IBE website*, created in 1996, has become an essential tool for expanding access to specialized resources, products and services. The website is continuously developed in order to offer enhanced and easier access to information, which is also made available in different languages so as to reach a

wider audience (an average of 1.3 million unique visitors in 2007). The website is also the backbone for IBE communication and is a method to collect, preserve, create and share multilingual knowledge. It is user- and service-oriented, providing relevant content to constituents, as well as the general public. Given the rapid progress in computer technologies, the website is now ready to be transformed into a dynamic online collaborative platform for curriculum development, at the service of the worldwide network of researchers and practitioners and, more generally, the UNESCO knowledge portal.

Most of the publications and thematic series produced by the IBE are made available through the website. These include the *Educational Practices* series, *proceedings* and *reports* of meetings focusing on curriculum development, *monographs* describing relevant innovations, and *working papers* intended to share interim results of ongoing applied research on curriculum issues. The IBE also produces *Prospects*, UNESCO's quarterly review of comparative education, and *Studies in Comparative Education*, a long-standing series which focuses on educational issues and trends within a comparative perspective. Through its website, the IBE also gives access to the digitized series of the *National Reports on the Development of Education*, submitted by countries from the earliest sessions (1930s) of the International Conference on Education. This is a unique collection which has been exploited over decades in a wide range of studies and trend analyses by researchers and scholars worldwide.

The IBE *Documentation Centre* collects and makes available materials and information resources pertaining to the content of education, curriculum development and education systems. Originating in the International Library on Education which was started with the creation of the IBE in 1925, the collection includes historical materials on school systems as well as educational movements of the first part of the twentieth century. There are over 100,000 books and documents in the collection, and over 100 current journal titles. Over the period 2002–2007 systematic efforts have been made to build up a comprehensive collection of curricula and curriculum-related materials. The collection's historical depth and wide geographic span make it an important resource for researchers and practitioners interested in curricula and education systems.

Taking full advantage of new technologies, the Centre has developed *alerting services and digests* of online resources including reports, publications, websites, and news—pertaining to curriculum development, education systems and educational trends—which are regularly made available to the IBE network of curriculum specialists in almost ninety countries, as well as other education specialists. The Documentation Centre also maintains and develops the *UNESCO-IBE Education Thesaurus*, a tool for indexing and retrieving educational data recorded in electronic databases, which is used by many educational documentation centres around the world. The IBE's documents and publications are systematically integrated into the database UNESCO Documents and Publications (UNESDOC/UNESBIB), thus enriching UNESCO's platform for access to and the use, dissemination and sharing of knowledge in the field of education. For example, during 2006–2007, IBE documents and publications have been downloaded more than 300,000 times from UNESDOC.

Policy Dialogue: Assets

Curriculum development and the definition, selection and organization of educational contents encompass both a technical and a political dimension. The school curriculum reflects changing philosophical and ideological principles and integrates a variety of social, political and pedagogical assumptions. As a process, curriculum development, reform and change require the construction of a shared vision; appropriate communication strategies; wide-ranging partnerships; and dialogue, consultation and negotiation among different stakeholders at different levels.

The policy dialogue dimension is therefore embodied in all of the IBE's field-based activities intended to support curriculum development processes and to assist fragile, transition and post-conflict countries in the development and implementation of new curriculum frameworks. Moreover, the worldwide network of curriculum specialists (Community of Practice), established in 2005, has an

important role in orientating and facilitating constructive intellectual debates, policy dialogue and the development of conceptual orientations and frameworks for quality basic education.

At the global level, the major contribution of the IBE in this area is the *International Conference on Education* (ICE), whose sessions have been organized by the institute on behalf of UNESCO for many decades. Convened on a regular basis, the sessions of the Conference have been the first and, for a long time, the main forum for world-level policy-dialogue between ministers of education, particularly during the period 1934–1970. The ICE is an important occasion for ministers of education to discuss issues of quality, equity and inclusion. Other partners and stakeholders, such as researchers, practitioners and representatives of intergovernmental and non-governmental organizations, usually participate actively in the dialogue.

The two most recent sessions of the ICE, i.e. the forty-sixth and the forty-seventh sessions, have been organized respectively: in 2001, on the theme “Education for All for learning to live together: contents and learning strategies – problems and solutions”, and in 2004, on the theme “Quality education for all young people: challenges, trends and priorities”. The forty-eighth session of the International Conference on Education (November 2008), on the theme “Inclusive education: the way of the future”, coincides with the beginning of the new strategic cycle 2008–2013.

The 2001 and 2004 sessions of the Conference were also a significant means for strengthening collaboration, expanding partnerships and renewing international commitments in favour of quality education for all. For example, the preparation of the 2001 session benefited from contributions by ministries of education, national commissions for UNESCO, research and training centres of several countries, academic institutions, partner agencies and organizations, as well as the active collaboration and support of various UNESCO units, including central divisions, education institutes, regional education offices and other services.

The IBE has also organized follow-up activities to the most recent ICE sessions in order to further disseminate the outcomes of the Conference. For example, the Second Tele-Congress of the Education of Young People and Adults, which took place after the forty-sixth ICE session, was held simultaneously in more than 200 focal points in Brazil and one focal point in Geneva using new communication technologies. It involved more than 15,000 participants and can be considered as a model for scaling up the promotion of educational innovations, best practices and policy dialogue. The results of the forty-seventh ICE session were discussed at the occasion of the National Education Forum held in the state of Coahuila, Mexico (November 2004), attended by more than 1,000 participants.

In accordance with the recommendations of the forty-sixth ICE session, starting from 2003 the IBE has also provided training in policy dialogue, mainly aimed at encouraging: the elaboration of a common vision for education; and the usage of tools supporting the decision-making process, such as sectoral analyses, negotiation, communication, dialogue with all the stakeholders, as well as the mobilization of partnerships.

A total of eight training modules have been prepared, in addition to the publication of ten case studies on different experiences in Africa. These activities have been carried out in collaboration with the Association for the Development of Education in Africa (ADEA), and they offered an opportunity for sharing experiences and acquiring new competences to about seventy ministerial high-level officers from several countries in Sub-Saharan Africa (Angola, Benin, Burkina Faso, Burundi, Cameroon, Cape Verde, Chad, Central African Republic, Congo, Côte d’Ivoire, Democratic Republic of Congo, Djibouti, Equatorial Guinea, Gabon, Guinea, Guinea-Bissau, Mali, Mauritania, Mozambique, Niger, Senegal and Togo).

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Annex IX
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28 to 30 January 2009

DRAFT PROGRAMME AND BUDGET 2010-2011 (35 C/5)

EXCERPTS

In order to facilitate the discussion on the Draft Programme and Budget for the 2010-2011 biennium (35 C/5) under Item 6 of the Provisional and Annotated Agenda (UNESCO/BIE/C.58/1 Prov./Add), this document contains excerpts from the “*Draft Resolution concerning the IBE, IIEP, UIL, IITE, IICBA and IESALC, for the 35th session of the General Conference*” and its related strategy and expected results for the IBE at the end of the 2010-2011 biennium.

6.2

UNESCO Category I Institutes in Education

Introduction

UNESCO has six Category I Institutes in education: the UNESCO International Bureau of Education (IBE); the UNESCO International Institute for Educational Planning (IIEP); the UNESCO Institute for Lifelong Learning (UIL); the UNESCO Institute for Information Technologies in Education (IITE); the UNESCO International Institute for Capacity-Building in Africa (IICBA); and the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC). These Institutes have full functional autonomy, which allows them to have greater flexibility and increased capacity to provide Member States with effective and efficient services. They are nevertheless integrally linked to Major Programme I, and work towards the same objectives and priorities of the Education Sector. Their roles are unique and provide an important contribution to the achievements of the Programme.

One of the key strategies of 35 C/5 is to create increased programme focus and improve synergies between all key players. For this purpose, the General Conference Resolution for the 35 C/5 concerning the Institutes will be presented as a single resolution, with the aim of demonstrating how the Institutes are an important implementation arm of Major Programme I, in particular in the fields of research, training and capacity development in their respective specialized areas. While the work of the Institutes may cover a wider spectrum and have specific expected results, the Resolution outlines their key contributions to a number of the expected results for Major Programme I. Moreover, throughout their work, the Institutes will contribute to Major Programme I's focus on 20 priority countries, by providing technical assistance and backstopping coordinated by the concerned UNESCO field office. The programme strategies and expected results of each of the Institutes are presented individually in the attached Annex.

Draft Resolution concerning the IBE, IIEP, UIL, IITE, IICBA and IESALC, for the 35th session of the General Conference

The General Conference,

Acknowledging the reports of the UNESCO International Bureau of Education (IBE), the UNESCO International Institute for Educational Planning (IIEP), the UNESCO Institute for Lifelong Learning (UIL), the UNESCO Institute for Information Technologies in Education (IITE), the UNESCO International Institute for Capacity-Building in Africa (IICBA) and the UNESCO International Institute for Higher Education in Latin American and the Caribbean (IESALC) for the 2008-2009 biennium,

Recognizing the importance of maintaining the functional autonomy of the Institutes in order to ensure that they can provide services to the Members States in a flexible, effective and efficient way,

Valuing the important contribution of the six Category I education Institutes in the fulfilment of Major Programme I, particularly with regard to capacity development and research, in the following key areas:

a) for the IBE : curriculum development, in particular through:

- 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;
- 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 and through the 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";

[...]

1. *Requests* the Council of the IBE and the Governing Boards of each of the other Institutes, acting in conformity with the Statutes of the Institutes and with the present resolution, when approving the Institute budgets for 2010 and 2011:

- (a) to ensure that the objectives and activities of their respective 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 each of the Institutes with the aim of contributing to the achievements of the expected results of Major Programme I as listed under point 3;
- (c) to continue to mobilize the necessary human and financial resources so that each of the Institutes may accomplish its mission;

2. *Authorizes* the Director-General to provide support to the Institutes by granting a financial allocation under Major Programme I for a total amount of \$16,900,000, distributed to each Institute as follows:

- i. IBE: \$ X
- ii. IIEP: \$ X
- iii. UIL: \$ X
- iv. IITE: \$ X
- v. IICBA: \$ X
- vi. IESALC: \$ X

3. *Requests* the Director-General to report in the statutory reports on the contribution of each of the Institutes to the achievement of the following expected results of Major Programme I, including information on the cost-efficient use of human and financial resources, particularly in the areas of travel, publications and contractual services, for each of the results reported, following the principles of transparency, efficiency and rationalization:

IBE: contributing mainly to curriculum development in the areas of the following MPI results:

Expected Result 5: National capacities strengthened to plan, implement and manage basic education, mainly in Africa

Expected Result 6: Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students

Expected Result 10: National capacities developed to integrate into policies and plan other cross-cutting issues relating to education for sustainable development and inclusive education, with emphasis on gender issues, with the aim of improving access, equity and quality

Expected Result 12: Stakeholders informed on global and regional trends in EFA through targeted research and the development, publication and dissemination of the EFA Global Monitoring Report, as well as other education reports

[...]

4. *Expresses its gratitude* to Member States hosting the Institutes and to the Member States as well as bodies and institutions that have contributed intellectually or financially to the Institutes' activities during the preceding biennia and invites them to continue supporting it;
5. *Invites* Member States, international organizations and other institutions: to contribute financially and by other appropriate means to the effective application of the Institutes' activities in the service of Member States, in conformity with its mission, with the priorities of Major Programme I and the strategic objectives of UNESCO for 2008-2013.

UNESCO International Bureau of Education (IBE)

Strategy

Since 1999, the International Bureau of Education (IBE) has been UNESCO's institute specializing in the content, methods, policies and processes of curriculum development. Its overall mission is to contribute to the attainment of quality education for all. To this end, the IBE builds networks to share knowledge on, and foster national capacities for curriculum change and development in all the regions of the world. It aims to introduce innovative approaches in curriculum design and implementation, improve practical skills, and facilitate international dialogue on educational policies and practices.

Curriculum is a crucial component of any educational process. National education authorities around the world increasingly address the challenge of improving the quality of learning outcomes through curriculum reform, and curricula must respond to the new demands by providing skills and building competencies that are relevant to local and global needs. The IBE will respond to the emerging needs of countries and support them to cope with challenges impacting the quality of education, in particular contents, structures and methods of learning.

The IBE's intervention will especially target poor, transition, conflict- and disaster-affected countries with a view to fostering sustainable development, inclusive societies and intercultural understanding. Expanding on existing programs, special attention will be maintained on priority Africa, while continuing to undertake South-South and triangular North-South-South cooperation as an implementation modality. Strategic approaches to promote and achieve gender equality within all programs will also be developed and implemented.

In 2010 and 2011 the IBE will work towards:

- Enhancing national capacities for the design, management and implementation of curriculum development processes among specialists, practitioners and decision makers ;
- Producing knowledge on the quality of curriculum-making processes and products;
- Informing innovative policies and practices in the field of curriculum reform and change in particular through the follow up actions of the 48th session of the International Conference on Education (ICE).

IBE's activities will thus contribute mainly to the results of MLA 2 (Expected Results 5 on Basic Education and Expected result 6 on Secondary Education), of MLA 3 (Expected Result 8, on sector-wide education policies; Expected Result 9 relating to HIV and AIDS and Expected Result 10 relating to cross-cutting issues in particular Inclusion). Furthermore, the activities related to knowledge management and production will also contribute to MLA 4 (Expected Result 12, relating to Education Reports and research).

Expected Results at the end of the biennium:

Institutional and human capacities enhanced in curriculum design, development and reform.

Performance indicators:

- Plans and programs of the Community of Practice in the field of curriculum development;
- The number of people and institutions trained;
- Number of countries benefiting from targeted technical assistance;
- Number and quality of materials, resources and training tools produced and used.

Knowledge and relevant data on education systems, existing curricula, curriculum development processes, good practices and innovations produced and made available

Performance indicators:

- IBE databases (World Data on Education; Country dossiers; HIV and AIDS education clearinghouse; etc.) maintained, updated and enriched;
- IBE website improved, regularly updated and fully integrated into the UNESCO Portal;
- Statistics on the number of visits to the site;
- Research and Studies published and made available including to the EFA Global Monitoring Reports.

International policy dialogue on educational policies broadened and support extended for the implementation of the recommendations of the 48th International Conference on Education (ICE)

Performance indicators:

Number of follow up actions targeting inclusive education policies and number of countries involved.

Distribution: limited

UNESCO/IBE/C.58/Proceedings and Decisions
Annex X

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UNESCO/IBE/C.58/Compte rendu et Décisions
Annexe X
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UNITED NATIONS EDUCATIONAL,
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ORGANISATION DES NATIONS UNIES
POUR L'EDUCATION, LA SCIENCE ET LA CULTURE

COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

CONSEIL DU BUREAU INTERNATIONAL D'EDUCATION

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