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**SEXAGÉSIMA PRIMERA REUNIÓN DEL
CONSEJO DE LA OFICINA INTERNACIONAL DE EDUCACIÓN**

Ginebra, 25-27 de enero de 2012

INFORME Y DECISIONES

UNESCO/BIE/C.61/P&D

1. Apertura de la reunión

1. La 61ª reunión del Consejo de la OIE fue inaugurada a las 10.00 de la mañana, el miércoles 25 de enero de 2012, por el Sr. Ole Briseid Presidente del Consejo de la OIE, que dio la cordial bienvenida a todos los miembros y expresó sus buenos deseos para el año 2012. Dio además una bienvenida especial a los 14 nuevos miembros del Consejo y al Sr. Qian Tang, Subdirector General de Educación.

2. Antes de abordar el punto 2, aprobación del orden del día provisional, el Presidente recordó que en noviembre de 2011, la 36ª reunión de la Conferencia General de la UNESCO adoptó una importante decisión con miras al futuro de la OIE al aprobar por unanimidad la Estrategia destinada a transformar a la Oficina Internacional de Educación (OIE) en el Centro de Excelencia de la UNESCO en materia de currículo. Por consiguiente, el desafío fundamental para el Consejo de la OIE en los próximos cuatro años será el de aplicar eficaz y satisfactoriamente de la Estrategia aprobada, en estrecha colaboración con la Directora y la Secretaría de la OIE. El Presidente expresó su preocupación por las graves limitaciones financieras a las que se enfrenta la OIE, pero también hizo hincapié en que la misión y el mandato de la OIE constituyen el propio núcleo del "desafío de la calidad" que ocupa el primer lugar en la acción internacional en materia de educación. Por consiguiente, la OIE tiene actualmente la oportunidad de responder a las necesidades de los Estados Miembros mediante la realización de las ambiciones y el logro de los objetivos y los resultados esperados que se exponen en la Estrategia. El Presidente presentó a continuación una relación de los principales documentos para examinar y el proyecto de las decisiones que se debían aprobar en relación con los aspectos más importantes de la implementación de la Estrategia.

3. La Directora de la OIE, Sra. Clementina Acedo, apoyó los planteamientos del Presidente. Además, dio la bienvenida al Sr. Qian Tang, Subdirector General de Educación de la UNESCO, así como a los nuevos miembros del Consejo, y transmitió las excusas de la Sra. Irina Bokova por no poder asistir a la reunión del Consejo.

4. En la reunión estuvieron representados 25 Estados Miembros y 2 representantes de Estados Miembros asistieron en calidad de observadores. La lista de participantes figura en el Anexo XVI.

2. Aprobación del orden del día y del orden del día anotado

(Documento: UNESCO/BIE/C. 61/1/Prov + Addendum)

5. El Presidente, tras la propuesta de invertir los puntos 5 y 6 por ser más lógico examinar el plan de implementación de la Estrategia de Centro de Excelencia antes de presentar el programa de actividades para 2012 y las cuestiones presupuestarias y conexas, propuso aprobar el orden del día y el orden del día anotado modificados (que figuran en el Anexo I).

DECISIÓN

El Consejo aprueba el orden del día y el orden del día anotado de la 61ª reunión del Consejo de la OIE con la siguiente modificación: el punto 6 pasa a ser punto 5 y el punto 5 pasa a ser punto 6.

3. Elección del Presidente, la Mesa del Consejo y demás órganos del Consejo de la OIE.
(Documentos: Estatutos de la OIE y reglamento del Consejo de la OIE).

6. El Consejo procedió a la elección del Presidente, los miembros de la Mesa del Consejo y del Grupo Administrativo para el bienio 2012-2013, tras la elección de 14 nuevos miembros del Consejo que se llevó a cabo en la 36ª reunión de la Conferencia General de la UNESCO (véase la nueva composición del Consejo que figura en el Anexo II).

7. De conformidad con el principio de la rotación geográfica y según la decisión del Consejo en su 59ª reunión, el Grupo Electoral II (Europa central y oriental) ocupará la Presidencia en 2012-2013. No obstante, también se recordó que el Presidente saliente puede ser reelegido con el apoyo del Grupo Electoral II, siempre que el Consejo esté de acuerdo con la propuesta. Tras reconocer la importante labor realizada por el Presidente durante los últimos dos años, el Grupo Electoral II propuso reelegir Presidente al Sr. Ole Briseid y el Consejo manifestó su acuerdo unánime. Tras las consultas entre los distintos Grupos Electorales, el Consejo también eligió a los miembros de la Mesa del Consejo y del Grupo Administrativo.

DECISIÓN

El Consejo reeligió Presidente al Sr. Ole BRISEID por unanimidad.

A propuesta de cada uno de los Grupos Electorales, el Consejo eligió **miembros de la Mesa** a los siguientes cinco vicepresidentes:

- Grupo I (Europa occidental y América del Norte): **Noruega**
- Grupo II (Europa Oriental y Central): **Georgia**
- Grupo III (América Latina y el Caribe): **República Dominicana**
- Grupo IV (Asia y Pacífico): **Malasia**
- Grupo Va (África): **Nigeria**
- Grupo Vb (Estados Árabes): **Bahrein**

A propuesta de cada uno de los Grupos Electorales, el Consejo eligió miembros del **Grupo Administrativo** a:

- Grupo I (Europa occidental y América del Norte): **Israel**
- Grupo II (Europa Oriental y Central): **Eslovaquia**
- Grupo III (América Latina y el Caribe): **Brasil**
- Grupo IV (Asia y Pacífico): **Filipinas**
- Grupo Va (África): **Burkina Faso**
- Grupo Vb (Estados Árabes): **Líbano**

8. El Consejo tomó nota del hecho que los representantes electos para integrar la Mesa del Consejo y el Grupo Administrativo son elegidos a título personal; no obstante, en caso de no poder asistir, podrán solicitar que les represente un suplente.

4. Actividades de la OIE durante el año 2011
(Documento UNESCO/BIE/C.61/2 y *C. 61/Inf. 2,* Anexo III)

9. Tras felicitar al Presidente por su reelección, la Directora de la OIE expuso los principales aspectos de su informe relativo a las actividades de la OIE en 2011, haciendo hincapié en que el programa coincide plenamente con los Ejes de acción (Sector de Educación) del 35 C/5. Subrayó los principales logros y dificultades, así como los avances realizados en 2011 en cada programa. Mencionó en particular las novedades relacionadas con la aplicación del Diploma en Diseño y Desarrollo Curricular en América Latina, en 2011, y también en África, en estrecha colaboración con las respectivas oficinas regionales de educación de la UNESCO y las instituciones universitarias locales. Por último, describió brevemente el proceso preparatorio para elaborar un plan de acción destinado a aplicar la Estrategia, que implicó la revisión programática, la evaluación organizacional rápida y la auditoría externa llevada a cabo en 2011. (La exposición de la Directora de la OIE figura en el Anexo XI).

10. El Presidente del Grupo Administrativo, Sr. Fouad Chafiqi, representante de Marruecos, presentó el Informe del Grupo (Documento: *UNESCO/BIE/C. 61/Inf. 3*, párrafos 2 a 9, Anexo IV).

11. A continuación se celebró un fecundo debate durante el cual muchos miembros del Consejo felicitaron a la Directora por el breve y conciso informe así como expresaron su aprecio por los avances realizados en 2011. Se consideró que la mayor colaboración con las instituciones y organizaciones asociadas era una evolución positiva y se recomendó que se reforzaran y ampliaran las alianzas estratégicas. Algunos miembros también señalaron que sería importante que la orientación y las prioridades estratégicas se abordaran de modo más coherente y se insistiera más en otros aspectos importantes vinculados a la perspectiva estratégica. Otros miembros indicaron que la OIE debería organizar más actividades en Asia y en los países del Grupo E-9. Por último, el representante de Nigeria informó a la Directora de la OIE acerca de la intención de auspiciar un taller regional sobre cambio e innovación curriculares en 2012 y expresó el deseo de beneficiarse de la experiencia y competencia de la OIE para la organización de este taller.

12. En su respuesta, la Directora de la OIE agradeció a los miembros del Consejo sus constructivas observaciones y sugerencias. Explicó que las orientaciones estratégicas se abordan más expresamente en el programa propuesto para 2012 y, en particular en el proyecto de plan de implementación de la Estrategia que pone de manifiesto los cambios que se requieren para que la OIE se transforme en un Centro de Excelencia. Al recordar el "desafío de la calidad", hizo hincapié en el hecho que es fundamental que la atención se centre en el currículo, y que en las reformas contemporáneas de la educación, muchos países se enfrentan a dificultades relacionadas con el currículo desde el punto de vista de la adaptación a nuevas situaciones, la reorientación del contenido y los enfoques pedagógicos y de aprendizaje, y el hecho de prestar más atención a las cuestiones emergentes como, por ejemplo, la educación para el desarrollo sostenible, los derechos humanos y la educación para la ciudadanía. También se refirió a la complejidad que supone el diseño curricular actual y los procesos de reforma que van mucho más allá de la clásica elaboración de planes de estudio y también entraña una dimensión de diálogo político. Por último, si bien reconoce que la OIE es un instituto pequeño y que no puede organizar gran cantidad de actividades en todas las regiones, todos los años, toma nota de la propuesta del representante de Nigeria.

DECISIÓN

De conformidad con los Estatutos de la OIE (II, artículo V.b), que estipulan que "*El Consejo supervisará la ejecución del programa de actividades de la Oficina*", el Consejo:

- **<u>Toma nota</u> de las observaciones y recomendaciones del Informe del Grupo Administrativo (UNESCO/BIE/C.61/Inf.3);**

- **<u>Aprueba</u> el Informe de la Directora de la OIE sobre las actividades del año 2011 (UNESCO/BIE/C.61/2);**

- **<u>Felicita</u> a la Directora de la OIE por el desarrollo del programa para 2011 y por un informe más analítico que destaca los resultados obtenidos y, en particular, las prioridades y los desafíos identificados;**

- **Toma nota de las cuentas provisionales de la OIE al 31 de diciembre de 2011 (UNESCO/BIE/C.61/Inf.2), refrendadas por la Oficina de gestión financiera de la UNESCO;**

- **Delega en la Mesa del Consejo las atribuciones para aprobar oficialmente las cuentas de 2011, certificadas por la Oficina de gestión financiera de la UNESCO, en la próxima reunión que celebrará a mediados de 2012.**

Intervención del Sr. Q. Tang, Subdirector General de Educación

13. El Sr. Q. Tang, Subdirector General de Educación, dio comienzo a su discurso recordando la difícil situación financiera actual de la Organización y el fuerte impacto del recorte del 31% de su presupuesto en el programa del Sector (en particular los institutos) que, desgraciadamente se produce en un momento decisivo, teniendo en cuenta que se aproxima el año 2015, es decir el año en que deben alcanzarse los objetivos de la EPT. Se refirió a una nueva perspectiva estratégica y a que los Estados Miembros y aliados tienen cada vez más conciencia que la actual UNESCO es distinta y que desempeña un papel rector. Habida cuenta de los menguados recursos económicos, destacó que es necesario concentrarse claramente en las prioridades y que la mejora de la calidad de la educación es indiscutiblemente una de las áreas de acción más importantes en las que se espera que la UNESCO preste su apoyo a la labor de los Estados Miembros. Tras referirse a las prioridades del Sector de Educación en los próximos años, que comprenden la alfabetización, la planificación, la formación y la educación profesional y técnica, y los docentes (esta última es la prioridad principal), el Sr. Tang destacó brevemente los principales aspectos de la reforma destinada a mejorar la ejecución del programa de actividades que incluye: la reorganización de la red de oficinas sobre el terreno, empezando por la región de África, la redistribución del personal y la racionalización del Sector de Educación. Al reconocer que la OIE es un brazo importante del Sector, el Sr. Tang expresó el deseo que el Consejo pueda guiar el proceso de transformación de la OIE en Centro de Excelencia, lo cual permitirá que el Instituto contribuya de forma más eficaz a la labor del Sector de Educación. Por último el Sr. Tang informó al Consejo de la próxima evaluación global interna de los Institutos de educación de categoría 1. La finalidad de esta evaluación es determinar las cuestiones más importantes, programáticas, administrativas y financieras, a las que se enfrentan los institutos y centros de educación y proponer soluciones, de modo que las instituciones fundamentales del Sector puedan funcionar con la máxima eficacia y efecto.

14. Varios participantes felicitaron al Subdirector General de Educación por una intervención que suscitó un vivo interés y expresaron su apoyo a la reforma y la racionalización del Sector. Se señaló que es importante que la UNESCO actúe como una entidad única, que coordine mejor sus actividades y que concentre todas sus fuerzas en unas

pocas prioridades. Algunos delegados también expresaron su preocupación por la fuerte reducción del presupuesto prevista para 2012, ya que es vital que los institutos, en particular la OIE, dispongan de recursos humanos y financieros adecuados para asistir de la forma más eficaz y eficiente al Sector de Educación en su labor.

15. Al término de la sesión matutina, el Ministro de Educación de Bahrein y la Directora de la OIE firmaron un memorando de entendimiento con el fin de prestar apoyo a los avances de Bahrein en el campo del currículo escolar, en particular en el área de la ciudadanía y de los currículos sobre educación en derechos humanos.

5. Plan de implementación de la Estrategia destinada a transformar a la OIE en un Centro de Excelencia en materia de currículo

(Documento UNESCO/BIE/C.61/Inf.4, Anexo V*)*

16. El Presidente del Consejo, al presentar el punto 5 explicó que el punto 5.1, el plan de implementación, debe considerarse como marco general de implementación, en tanto que los puntos 5.2 a 5.5 (es decir la prioridades programáticas, la estructura organizativa, el diálogo político, en particular la CIE, y la gobernanza de la OIE) se refieren a algunas etapas fundamentales del proceso de implementación que requieren decisiones específicas.

17. La Directora de la OIE expuso detalladamente el plan de implementación, destacando el hecho que se trata de un marco u hoja de ruta general y flexible que tiene en cuenta las medidas a corto, medio y largo plazo, especialmente en lo referente a los programas, y en el que también figuran aspectos relacionados con la estructura organizativa de la OIE, el diálogo político (en particular la CIE) y la gobernanza de la OIE. Explicó asimismo que el plan de implementación está vinculado al plan de movilización de recursos y la estrategia de promoción y comunicación que se examinarían más adelante en la reunión del Consejo. (La exposición de la Directora de la OIE figura en el Anexo XII). La Directora también se refirió a los principales aspectos de los otros dos documentos, la revisión programática y la evaluación organizacional rápida que aportan elementos útiles para el proceso de definición del plan de implementación. La finalidad principal de la revisión programática, según explicó la Directora, consiste en estudiar la concepción, los enunciados de misión y objetivos de la OIE y en determinar si los programas y servicios son pertinentes, innovadores, de alta calidad y en armonía con la misión y los objetivos de la OIE en cuanto Centro de Excelencia. La evaluación organizacional rápida se llevó a cabo inmediatamente después de la revisión programática, a la que complementa, y presenta algunas nuevas recomendaciones sobre cuestiones relacionadas con la estructura organizativa interna de la OIE, su gestión, comunicación y gobernanza. (La Revisión programática 2011 figura en el Anexo VI y la Evaluación organizativa rápida en el Anexo VII).

18. Tras la exposición de la Directora de la OIE varios participantes expresaron su satisfacción por el plan marco, pero también su preocupación por las limitaciones financieras y la necesidad de nuevos recursos financieros para aplicar la Estrategia. También se señaló que en el plan de implementación es necesario delimitar mejor las prioridades en función de los recursos reales, las necesidades de los Estados Miembros y las prioridades de la UNESCO, y se señaló que se debería prestar especial atención al fortalecimiento de la investigación y al fomento de las redes y las alianzas. Algunos representantes recomendaron que se velara por una supervisión adecuada del proceso de implementación y de los avances realizados respecto de los resultados y las dificultades encontradas, también en vista de los informes que se han de presentar en reuniones futuras de la Conferencia General. Se plantearon asimismo cuestiones sobre la gobernanza de la OIE, el diálogo político y la CIE y, teniendo en cuenta que estos son importantes componentes que deben compatibilizarse con la nueva función de la OIE en cuanto

Centro de Excelencia como se propone en la Estrategia, se recomendó crear un Grupo de Trabajo para examinar la situación actual y preparar algunas propuestas concretas de cambio que el Consejo habrá de debatir y aprobar. Teniendo presente la necesidad de acelerar el proceso de implementación, varios participantes recomendaron que la Secretaría trabajase en contacto más estrecho con la Mesa del Consejo y propusieron que se delegara en la Mesa, con carácter excepcional, las atribuciones para adoptar decisiones consensuadas sobre la implementación de la Estrategia que se presentarían al Consejo para su aprobación oficial.

19. Tras agradecer a los participantes por sus valiosas observaciones y propuestas, la Directora de la OIE siguió detallando algunos aspectos del plan de implementación y dio ejemplos de la forma en que las actividades previstas se planificaron para el corto, medio y largo plazo. Añadió que la reducción del 31% de la asignación financiera del presupuesto de la UNESCO tendrá como consecuencia un déficit del presupuesto de la OIE, cubierto principalmente por las reservas, lo cual requerirá probablemente la postergación de varias actividades y una labor interna más intensiva en 2012. También se sumó a la preocupación expresada por los delegados en lo que respecta a la financiación de la Estrategia, ya que su plena aplicación necesitará que se recauden unos 2 millones de dólares de los Estados Unidos al año durante los próximos 4 años.

DECISIÓN

5.1. Por lo que se refiere al marco de implementación, la 61ª reunión del Consejo de la OIE:

- **<u>Recordando</u> las Resoluciones 33 C/90, 34 C/4, 35 C/14 y 36 C/10; y el documento 36 C/18 aprobado durante la 36ª reunión de la Conferencia General de la UNESCO;**

- **<u>Reafirmando</u> la prioridad concedida a la educación en el mandato de la UNESCO y destacando el compromiso de la Directora General de reforzar el papel de la UNESCO en la promoción de la Educación de calidad para Todos;**

- **<u>Aprueba</u> la propuesta de plan de implementación de la Estrategia como marco general de implementación;**

- **<u>Toma nota</u> de las repercusiones financieras estimadas de la Estrategia;**

- **<u>Solicita</u> a la Directora de la OIE que, en estrecha colaboración con el Consejo de la OIE y con el apoyo activo de la Sede de la UNESCO, las oficinas fuera de la Sede y otros interlocutores, adopte las medidas necesarias para la implementación de la Estrategia según la aprobó la Conferencia General;**

- **<u>Solicita</u> a la Directora de la OIE que, en los próximos cuatro años, informe al Consejo de la OIE en cada una de sus reuniones de los avances realizados en la implementación de la Estrategia. Deben destacarse los resultados obtenidos y los desafíos encontrados. La Mesa del Consejo se encargará de supervisar la implementación en los períodos que median entre las reuniones.**

- **<u>Solicita</u> a la Directora de la OIE que prepare un informe sobre los progresos realizados para presentar a la 37ª reunión de la Conferencia General de la UNESCO (2013), y un informe final para la 38ª reunión de la Conferencia General (2015). El Consejo de la OIE deberá aprobar ambos informes antes de remitirlos a la Directora General de la UNESCO que los presentará a la Conferencia General.**

- **<u>Insta</u> a la Directora de la OIE a que, en colaboración con el Consejo por medio de su Presidente, procure obtener nuevos fondos extra-presupuestarios especialmente para las actividades del programa propuestas en la estrategia;**

- **<u>Invita</u> a los Estados Miembros a apoyar la realización de los objetivos de la estrategia, en particular mediante la aportación de financiamiento voluntario y extra-presupuestario al programa básico.**

5.2. Por lo que se refiere a las prioridades del programa, la 61ª reunión del Consejo de la OIE:

- **<u>Recordando</u> el documento 36 C/18;**

- **<u>Tomando nota</u> de la Revisión programática de 2011 (UNESCO/BIE/C.61/Inf.7);**

- **<u>Solicita</u> a la Directora de la OIE que presente a la 62ª reunión del Consejo las recomendaciones de revisión de las prioridades, los resultados esperados, las actividades del programa y los servicios con arreglo a la revisión de los enunciados de misión y los objetivos generales de la OIE como Centro de Excelencia.**

5.3. Por lo que se refiere a la estructura organizativa y de personal, la 61ª reunión del Consejo de la OIE:

- **<u>Toma nota</u> de que la OIE debe examinar y, si es necesario, modificar su estructura organizativa para que sea un reflejo más lógico de sus funciones de Centro de Excelencia, y permita gestionarlas de manera más eficaz, como se indica en el documento 36 C/18;**

- **<u>Toma nota</u> de los preparativos llevados a cabo por la Directora y el equipo de la OIE para la implementación de la Estrategia del Centro de Excelencia, en particular la Evaluación organizativa rápida (UNESCO/BIE/C.61/Inf.6);**

- **<u>Solicita</u> a la Directora de la OIE que examine íntegramente, en colaboración con la Oficina de Gestión de Recursos Humanos de la UNESCO (HRM), la estructura organizativa y de personal de la OIE, revisando las funciones del personal y la clasificación de los puestos, así como posibles modalidades contractuales, con miras a presentar la nueva estructura organizativa a la 62ª reunión del Consejo de la OIE.**

5.4. Por lo que se refiere al proceso de implementación en el ámbito del diálogo político y la CIE, la 61ª reunión del Consejo:

- **<u>Recordando</u> que en el documento 36 C/18 se destaca la promoción del diálogo político, haciendo especial hincapié en la CIE como uno de los principales foros de diálogo político entre ministros de educación;**

- **<u>Tomando nota</u> de que se ha considerado que la CIE desempeña una función estratégica para convertir a la OIE en Centro de Excelencia;**

- **<u>Consciente</u> de las dificultades de carácter organizativo y financiero que encara la CIE, en particular durante la fase de implementación de la Estrategia y habida cuenta de las limitaciones financieras de la UNESCO y la OIE;**

- **<u>Decide</u> establecer un Grupo de Trabajo compuesto por un representante de cada uno de los seis Grupos Electorales, así como por la Directora de la OIE y un representante del Sector de Educación;**

- **<u>Decide además</u> que el mandato del Grupo de Trabajo se ajustará al punto B5 del documento 36 C/18;**

- **<u>Recomienda</u> que, dadas las actuales limitaciones financieras de la OIE y la UNESCO, el Grupo de Trabajo se comunique de forma abierta por vía electrónica cada vez que sea posible y presente los resultados iniciales de sus debates en la próxima reunión de la Mesa del Consejo, así como un proyecto de informe en la 62ª reunión del Consejo de la OIE.**

El Consejo eligió **miembros del Grupo de Trabajo** a:

- Grupo I (Europa occidental y América del Norte): **Suiza**
- Grupo II (Europa Oriental y Central): **Bulgaria**
- Grupo III (América Latina y el Caribe): **Brasil**
- Grupo IV (Asia y Pacífico): **China**
- Grupo Va (África): **Senegal**
- Grupo Vb (Estados Árabes): **Bahrein**

El Subdirector General de Educación designará el representante del Sector de Educación de la UNESCO tan pronto como sea posible.
El Grupo de Trabajo estará presidido por: **Suiza**

5.5. Por lo que se refiere a la gobernanza de la OIE, la 61ª reunión del Consejo de la OIE:

- **<u>Recordando</u> el punto C3 del documento 36 C/18;**

- **<u>Decide</u> iniciar un proceso de revisión de la estructura de gobernanza actual de la OIE;**

- **<u>Decide además</u> que el Grupo de Trabajo establecido en el punto 5.4 más arriba tendrá asimismo un mandato conforme al punto C3 del documento 36 C/18. En la próxima reunión de la Mesa del Consejo se presentará un informe de los resultados iniciales de este proceso.**

5.6. Teniendo en cuenta las decisiones que anteceden, la 61ª reunión del Consejo de la OIE:

<u>Decide</u> que en los períodos entre reuniones del Consejo delegará excepcionalmente en la Mesa del Consejo las atribuciones para adoptar las decisiones consensuadas necesarias sobre las prioridades del programa, la estructura organizativa, el diálogo político y la gobernanza a fin de implementar la Estrategia destinada a transformar a la OIE en un Centro de Excelencia, en el entendimiento de que, antes de adoptar una decisión, los miembros de la Mesa del Consejo consultarán a sus respectivos grupos a cuyas opiniones responderán. La Mesa del Consejo presentará un informe exhaustivo sobre los progresos realizados y las decisiones adoptadas a la 62ª reunión del Consejo para que éste las apruebe oficialmente

6. Programa de actividades de la OIE para 2012
(*Documentos: UNESCO/BIE/C. 61/3 + Addendum*, Anexo VIII; y *UNESCO/BIE/C. 61/Inf. 3*, Anexo IV).

20. La Directora de la OIE expuso las líneas directrices del proyecto de programa de las actividades de la OIE para 2012, y el proyecto de presupuesto para el año venidero. Destacó el hecho que el 31% de reducción de la asignación financiera de la UNESCO afectará no sólo al presupuesto del programa, sino especialmente a la estructura de personal, y que no debían subestimarse los efectos de esta fuerte reducción en la fase inicial y decisiva de implementación de la Estrategia. (La exposición de la Directora de la OIE figura en el Anexo XIII).

21. El representante de Marruecos, en nombre del Grupo Administrativo, presentó los párrafos 10 a 15 del Informe del Grupo, así como la Resolución relativa a la consignación de créditos para el año 2012. (Véase *Documento UNESCO/BIE/C.61/Inf.3*).

22. En el debate que se celebró a continuación, muchos delegados observaron que es crucial que la OIE amplíe sus redes y alianzas, cree más sinergias y extraiga pleno provecho de la cooperación Sur-Sur para llevar a cabo sus actividades con recursos limitados. Se señaló positivamente la asociación con el Instituto de Estadística de la UNESCO (IEU), ya que permite a la OIE fortalecer sus contribuciones y obtener de ellas el máximo provecho. Fue muy apreciada la atención prioritaria prestada a África, en particular el Diploma en Diseño y Desarrollo Curricular, y se indicó que se debía contemplar la posibilidad de hacer participar en esta importante actividad a los países francófonos de África. También se propuso una mayor dedicación a Asia, de preferencia en colaboración con instituciones y organizaciones clave a la luz de las actuales limitaciones financieras.

23. En su respuesta la Directora de la OIE afirmó que la Secretaría tendría en cuenta las propuestas formuladas, pero también indicó que se debían tomar en consideración los actuales condicionamientos financieros y el muy limitado presupuesto disponible. En lo que respecta a las alianzas y las sinergias, recordó brevemente el apoyo de la OIE al Programa de Educación Básica en África (BEAP), la importante contribución realizada a la formulación del marco general de análisis y diagnóstico de la calidad de la educación y la estrecha cooperación establecida con las oficinas regionales de educación en América Latina, África, Asia y los Estados Árabes. En lo que respecta al Diploma, la Directora especificó la intención de aportar una valiosa dimensión comparada internacional e interregional al fortalecimiento de las capacidades de especialistas en currículo, por ejemplo mediante estudios de casos llevados a cabo en distintas regiones del mundo. Puso término a su intervención haciendo un llamamiento para aumentar los recursos financieros a disposición de la OIE mediante contribuciones especiales al "Fondo de estabilidad" que se propone en el Informe del Grupo Administrativo.

DECISIÓN

De conformidad con los Estatutos de la OIE (sección II, artículo V.b), que estipulan que el Consejo está encargado de *"definir detalladamente, dentro del programa y presupuesto aprobados por la Conferencia General y habida cuenta, cuando proceda, de los recursos extra-presupuestarios disponibles, las actividades que deberá emprender la Oficina"*, éste:

- **<u>Toma nota</u> de las observaciones y recomendaciones del Informe del Grupo Administrativo (UNESCO/BIE/C.61/Inf.3);**

- **<u>Solicita</u> a la Directora General que tenga en cuenta la aprobación de la Estrategia del Centro de Excelencia por la 36ª reunión de la Conferencia General y que esta decisión habrá de ser examinada por la Sede para posteriormente revisar el nivel de reducción de la asignación de la OIE proveniente del presupuesto de la UNESCO con objeto de no poner en peligro la implementación de la mencionada Estrategia;**

- **<u>Aprueba</u> el Programa de actividades propuestas para 2012 (UNESCO/BIE/C.61/3), considerando que en su ejecución se tendrán en cuenta las observaciones formuladas por el Consejo, especialmente la exigencia de que todas las asignaciones y contribuciones que puedan complementar la Cuenta especial de la OIE se utilicen dando prioridad a la implementación de la Estrategia del Centro de Excelencia;**

- **<u>Aprueba</u> el proyecto de presupuesto de la OIE para 2012 (UNESCO/BIE/C.61/3-Addendum) y la Resolución relativa a la consignación de créditos para el año 2012 (párrafo 15 del Informe del Grupo Administrativo, documento UNESCO/BIE/C. 61/Inf.3), en el entendimiento de que la Directora de la OIE sólo podrá aceptar financiación y ayudas que estén claramente en conformidad con las prioridades de la UNESCO y los objetivos estratégicos de la OIE.**

7. Plan de movilización de recursos y estrategia de promoción y comunicación

(Documentos: UNESCO/BIE/C.61/Inf.5, Anexo IX; *y UNESCO/BIE/C.61/Inf.9,* Anexo X*)*

24. La Directora de la OIE presentó brevemente el plan de movilización de recursos y la estrategia de promoción y comunicación, explicando que fueron preparados en estrecha vinculación con el plan de implementación de la Estrategia. (La exposición de la Directora de la OIE figura en el Anexo XIV y XV)

25. En el debate que tuvo lugar a continuación, varios delegados subrayaron el hecho que la recaudación de nuevos fondos para la implementación de la Estrategia era una tarea fundamental y que debían estudiarse y aprovecharse todas las oportunidades, entre ellas los fondos de la Comisión Europea, por ejemplo, y las asociaciones entre el sector público y el privado. También se señaló que el Presidente del Consejo y el Subdirector General de Educación desempeñaban un importante papel en la asistencia a la OIE y la Directora para movilizar recursos, así como los miembros del Consejo.

26. La Directora de la OIE agradeció a los participantes sus valiosas sugerencias que se tendrán en cuenta en la implementación del plan de movilización de recursos así como de la estrategia de promoción y comunicación.

DECISIÓN

7.1. Por lo que se refiere al plan de movilización de recursos, la 61ª reunión del Consejo de la OIE:

- **<u>Recordando</u> las Resoluciones 34 C/4 y 35 C/14; y el documento 36 C/18 aprobado durante la 36ª reunión de la Conferencia General de la UNESCO;**

- **<u>Invita</u> a los miembros del Consejo de la OIE a prestar apoyo a la Directora de la OIE en sus esfuerzos por obtener nuevo financiamiento, en especial mediante contribuciones de recursos básicos en el marco de acuerdos plurianuales, así como otros recursos extra-presupuestarios, incluyendo el sector privado;**

- **Toma nota de la propuesta de plan de movilización de recursos para la OIE (UNESCO/BIE/C.61/Inf.5), incluidas las observaciones de los miembros del Consejo;**

- **Pide a la Directora de la OIE que establezca un comité de movilización de recursos solicitando a tres miembros del Consejo que presten apoyo al equipo de la OIE mediante la promoción activa de las labores de recaudación de fondos y asesoramiento, y que informe a la 62ª reunión del Consejo de los progresos alcanzados.**

7.2. Por lo que se refiere a estrategia de promoción y comunicación, la 61ª reunión del Consejo de la OIE:

- **Recordando las Resoluciones 34 C/4 y 35 C/14; y el documento 36 C/18 aprobado durante la 36ª reunión de la Conferencia General de la UNESCO;**

- **Toma nota de la estrategia de promoción y comunicación para la OIE (UNESCO/BIE/C.61/Inf.9);**

- **Solicita a la Directora de la OIE que informe a la 62ª reunión del Consejo de la OIE de los progresos alcanzados.**

8. Fechas de la celebración de la 62ª reunión del Consejo de la OIE

DECISIÓN

El Consejo decide proponer a la Directora General de la UNESCO que:

- **La 62ª Reunión del Consejo se celebre los días 23 a 25 de enero de 2013, precedida de la reunión del Grupo Administrativo;**

- **La reunión de Mesa del Consejo se celebre, en principio, en la primera semana de septiembre de 2012.**

9. Otros asuntos

Ninguno.

10. Aprobación de las Decisiones de la 61ª reunión
(UNESCO/BIE/C.61/Decisions/Prov.1)

DECISIÓN

De conformidad con el Reglamento interno del Consejo de la OIE (IV, Sección XI, Art. 22.1 y 22.2) que dispone que "*El Consejo aprobará en cada reunión el texto de las decisiones adoptadas durante la misma*" y que "*El texto se publicará en el transcurso del mes que sigue al final de la reunión*", éste:

- **<u>Aprueba</u> el texto de sus decisiones (UNESCO/BIE/C.61/Decisions/Prov.1.);**

- **<u>Encarga</u> a la Secretaría de la OIE que publique el texto del Informe y decisiones de la 61ª reunión a fines de marzo de 2012, tras haber distribuido el proyecto a los miembros del Consejo para posibles observaciones.**

11. Clausura de la 61ª reunión

27. Antes de clausurar la reunión, el Presidente se dirigió a los miembros del Consejo y les agradeció que la reunión fuera constructiva y centrada en los resultados y que en su transcurso se adoptaran varias decisiones importantes. Agradeció, asimismo, a la Directora y al equipo de la OIE la dura y esmerada labor llevada a cabo. Por último, informó a los participantes sobre la exhibición de un cortometraje en vídeo relativo al Diploma en África y sobre la ceremonia de homenaje a la Sra. Claude Caparros, miembro del personal de la OIE que se jubila tras 38 años de servicio, y que se celebraría inmediatamente después de la clausura de la reunión. A continuación, la Directora de la OIE tomó la palabra para expresar su agradecimiento al Presidente y a los miembros del Consejo.

28. El Presidente declaró cerrada la 61ª del Consejo el viernes 27 de enero de 2012, a las 11:15.

Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura

Oficina Internacional de Educación

Annexo I - UNESCO/BIE/C.61/1/Add.
Ginebra, 13 de diciembre de 2011
Original: Inglès

SEXAGÉSIMA PRIMERA REUNIÓN DEL
CONSEJO DE LA OFICINA INTERNACIONAL DE EDUCACIÓN

Ginebra, 25-27 de enero de 2012

ORDEN DEL DÍA Y ORDEN DEL DÍA ANOTADO

2

ORDEN DEL DÍA

Miércoles 25 de enero de 10.00 a 13.00

1. Apertura de la reunión

2. Aprobación del **orden del día** (UNESCO/BIE/C.61/1/Prov./Rev.) y del **orden del día anotado** (UNESCO/BIE/C.61/1/Prov./Add.)

3. Elección del Presidente, la Mesa del Consejo y demás órganos del Consejo de la OIE

4. Actividades de la OIE durante el año 2011 (UNESCO/BIE/C.61/2)

Miércoles 25 de enero de 15.00 a 18.00

5. Plan de implementación de la Estrategia destinada a transformar a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo (UNESCO/BIE/C.61/Inf. 4)
- 6.1. Marco de implementación
- 6.2. Prioridades programáticas (proceso de implementación)
- 6.3. Estructura organizativa (proceso de implementación)
- 6.4. Diálogo político, en particular la Conferencia Internacional de Educación (CIE) (proceso de implementación)
- 6.5. Gobernanza (proceso de implementación)

Jueves 26 de enero de 10.00 a 16.00

Plan de implementación de la Estrategia destinada a transformar a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo (continuación)

6. Programa de actividades de la OIE para 2012 (UNESCO/BIE/C.61/3)

Jueves 26 de enero de 16.00 a 18.00

7. Plan de movilización de recursos para la OIE y Estrategia de abogacía y comunicación (UNESCO/BIE/C.61/Inf. 5; UNESCO/BIE/C.61/Inf.9)
- 7.1 Plan de movilización de recursos
- 7.2 Abogacía y comunicación

8. Fechas de la celebración de la 62ª reunión del Consejo

Viernes 27 de enero de 10.00 a 13.00

9. Otros asuntos

10. Aprobación de las Decisiones de la 61ª reunión (UNESCO/BIE/C.61/Decisions/Prov.)

11. Clausura de la 61ª reunión

ORDEN DEL DÍA ANOTADO

La 61ª reunión del Consejo de la OIE se celebrará en el International Air Transport Association Building (IATA), 33 Route de l'Aéroport, 1215 Ginebra 15 Airport. (Véase el folleto adjunto "Practical Information").

La reunión comenzará el miércoles 25 de enero de 2012 a las 10.00 y se prevé que finalice el viernes 27 de enero de 2012, a las 13.00.

El horario de trabajo será el siguiente: el miércoles 25 y el jueves 26 de enero, de 10.00 a 13.00 y de 15.00 a 18.00; y el viernes 27 de enero de 10.00 a 13.00.

Al igual que en 2011, el Grupo Administrativo se reunirá en la sede de la OIE, en la sala Cecilia Braslavsky, 15 route des Morillons, 1218 Le Grand-Saconnex, Ginebra, el martes 24 de enero de 2012, de 10.00 a 13.00. El Grupo Administrativo se concentrará únicamente en las cuestiones administrativas y financieras. El informe del Grupo Administrativo no será aprobado oficialmente como se hacía antes. El Consejo se limitará a tomar nota del informe como insumo a los debates.

Miércoles 25 de enero de 10.00 a 13.00

1. Apertura de la reunión

El Excmo. Sr. Ole BRISEID (Noruega), Presidente del Consejo de la OIE, inaugurará la reunión el miércoles 25 de enero a las 10.00.

2. Aprobación del orden del día y del orden del día anotado

DOCUMENTO: UNESCO/BIE/C.61/1/Prov./Rev. + Addendum

El pasado 6 de septiembre de 2011, la Mesa del Consejo debatió y formuló observaciones sobre el orden del día provisional. Este proyecto fue preparado conjuntamente por el Presidente del Consejo de la OIE y la Secretaría de la Oficina. No obstante, según su Reglamento interno (Sección IV, Art. IV, párr. 5), "*Una vez aprobado el orden del día, a lo largo de la reunión, el Consejo puede modificar el orden de los puntos previstos, así como añadir o quitar los que considere oportunos*. *Para añadir o suprimir un punto durante las reuniones, se requiere una mayoría de dos tercios de miembros presentes y votantes".*

Proyecto de decisiones en el documento: *UNESCO/BIE/C. 61/Decisiones/Prov.*

3. Elección del Presidente, la Mesa del Consejo y demás órganos del Consejo de la OIE.

DOCUMENTO: Estatutos de la OIE y reglamento del Consejo de la OIE.

Tras la elección de 14 nuevos miembros del Consejo que se llevó a cabo en la 36ª reunión de la Conferencia General de la UNESCO (véase la nueva composición del Consejo, que figura como anexo), el Consejo debe elegir su nueva Mesa para el bienio 2012-2013, así como los demás órganos que considere necesarios. De conformidad con los Estatutos de la OIE (Sección II, Art IV, párr. 5): *"El Consejo elegirá la Mesa, integrada por un Presidente y cinco Vicepresidentes, que deberán ser originarios de los seis grupos regionales".* La Mesa del Consejo se elige por un período de dos años; sus miembros podrán ser reelegidos, pero no podrán desempeñar su mandato durante más de cuatro años. Durante el pasado bienio, la **Mesa del Consejo** estuvo integrada por representantes de los siguientes Estados miembros:

- Presidente: Grupo I (Europa occidental y América del Norte): Noruega
- Vicepresidentes: Grupo II (Europa Oriental y Central): Georgia
  Grupo III (América Latina y el Caribe): República Dominicana
  Grupo IV (Asia y Pacífico): Pakistán
  Grupo Va (África): República de Tanzanía
  Grupo Vb (Estados Árabes): Omán[1]

Durante la 59ª reunión del Consejo de la OIE (enero de 2010), a propuesta del Grupo Electoral I (Europa occidental y América del Norte) en coordinación con el Grupo Electoral II (Europa Oriental y Central) y de conformidad con su Reglamento (IV, Sección V, artículo 5.1), el Consejo eligió Presidente al Sr. Ole BRISEID, Director General, Ministerio de Educación e Investigación de Noruega. De acuerdo con el principio de la rotación geográfica, el Consejo decidió que el próximo mandato presidencial, salvo que se proceda a la reelección del actual Presidente, correspondería al Grupo Electoral II (Europa Oriental y Central). Las consultas entre los Grupos Electorales deben celebrarse por anticipado.

De conformidad con el Artículo IV, párrafo 6 de los Estatutos de la OIE, según el cual: *"El Consejo puede crear otros órganos destinados a prestar asistencia en la ejecución de tareas específicas"*, años atrás se creó el Grupo Administrativo con representantes de cada uno de los seis grupos electorales. Sus miembros pueden ser reelegidos para un segundo mandato.

Durante el pasado bienio, el **Grupo Administrativo** estuvo integrado por representantes de los siguientes Estados miembros:

- Presidente: Grupo II (Europa Oriental y Central): Federación de Rusia
- Miembros: Grupo I (Europa occidental y América del Norte): Israel
  Grupo III (América Latina y el Caribe): Brasil
  Grupo IV (Asia y Pacífico): Indonesia
  Grupo Va (África): Malí
  Grupo Vb (Estados Árabes): Marruecos

Indonesia, Malí y la Federación de Rusia ya no son miembros del Consejo. De conformidad con los Estatutos de la OIE, que establecen que la Mesa del Consejo (y el órgano subsidiario) sigan cumpliendo su mandato hasta que los nuevos órganos hayan sido elegidos, el Grupo Administrativo será convocado en su composición actual y se reunirá el día 24 de enero de 2012. Los Estados Miembros podrán nombrar un representante en calidad de observador.

4. Actividades de la OIE durante el año 2011

DOCUMENTOS: UNESCO/BIE/C.61/2 Informe de la Directora; UNESCO/BIE/61/Inf.2 Cuentas provisionales de 2011; y UNESCO/BIE/C.61/Inf. 3 Informe del Grupo Administrativo, que se distribuirá al comienzo de la reunión.

- La Directora presentará los elementos más destacados del Informe de Actividades de 2011.
- El Consejo tomará nota de la primera parte del Informe del Grupo Administrativo sobre las Actividades realizadas en 2011.
- El Consejo examinará el Informe de Actividades de 2011.
- La Directora y/o los coordinadores del programa responderán a las preguntas del Consejo.
- El Consejo procederá a aprobar el Informe de Actividades de 2011.

[1] Omán ya no es miembro del Consejo. Las consultas en el Grupo Electoral Vb deben celebrarse por anticipado para designar un nuevo Vicepresidente.

- El Consejo procederá a aprobar las cuentas provisionales correspondientes a 2011 y la Resolución relativa a la consignación de créditos de 2011.

Proyecto de decisiones en el documento: *UNESCO/BIE/C. 61/Decisiones/Prov.*

Miércoles, 25 de enero de 15.00 a 18.00

5. Plan de ejecución de la Estrategia destinada a transformar a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo
DOCUMENTO: UNESCO/BIE/C. 61/Inf.4

5.1. Marco de implementación
5.2. Prioridades programáticas (proceso de implementación)
5.3. Estructura organizativa (proceso de implementación)
5.4. Diálogo político, en particular la CIE (proceso de implementación)
5.5. Gobernanza (proceso de implementación)

La Directora presentará el plan de implementación. Se invitará al Consejo a hacer comentarios.

El Consejo procederá a la aprobación oficial.

Proyecto de decisiones en el documento: *UNESCO/BIE/C. 61/Decisiones/Prov.*

Jueves, 26 de enero, de 10.00 a 16.00

Plan de implementación de la Estrategia destinada a transformar a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo (continuación)

6. Programa de actividades de la OIE para 2012
DOCUMENTOS: UNESCO/BIE/C.61/3 – Informe de la Directora; y
UNESCO/BIE/C.61/Inf.3 - Informe del Grupo Administrativo, que se distribuirá al comienzo de la reunión.

- La Directora presentará las propuestas de programa de actividades, así como el proyecto de presupuesto para 2012.
- El Consejo tomará nota de la segunda parte del Informe del Grupo Administrativo relativa a la propuesta de actividades y presupuesto para 2012.
- El Consejo debatirá las propuestas del programa para 2012.
- La Directora y/o los coordinadores del programa responderán a las preguntas del Consejo.
- El Consejo procederá a aprobar el Informe de actividades de 2012.
- Aprobación del presupuesto para 2012.
- El Consejo tomará nota de la totalidad del Informe del Grupo Administrativo.

Proyecto de decisiones en el documento: *UNESCO/BIE/C. 61/Decisiones/Prov.*

Jueves, 26 de enero, de 16.00 a 18.00

7. Plan de movilización de recursos para la OIE y Estrategia de abogacía y comunicación (*DOCUMENTO: UNESCO/BIE/C.61/Inf.5; UNESCO/BIE/C.61/Inf.9)*

7.1. Plan de movilización de recursos

7.2. Abogacía y comunicación

La Directora presentará el plan de movilización de recursos que incluye una estrategia de comunicación así como de abogacía y promoción.

Se invitará al Consejo a debatir y aprobar el plan de movilización de recursos.

Proyecto de decisiones en el documento: *UNESCO/BIE/C. 61/Decisiones/Prov.*

8. Fechas de la celebración de la 62ª reunión del Consejo

Proyecto de decisiones en el documento: *UNESCO/BIE/C. 61/Decisiones/Prov.*

Viernes 27 de enero de 10.00 a 13.00

9. Otros asuntos

10. Aprobación de las Decisiones de la 61ª reunión
DOCUMENTO: UNESCO/BIE/C.61/Decisiones/Prov.

De conformidad con el Reglamento del Consejo de la OIE (IV, Sección XI, Art. 22) que dispone que "*El Consejo aprobará en cada reunión el texto de las decisiones adoptadas durante la misma"* y que *"El texto se publicará en el transcurso del mes que sigue al final de la reunión"*, se invita a éste a:

- **examinar los textos de los proyectos de decisión de la 61ª reunión;**
- **aprobarlos;**
- **pedir a la OIE que publique el texto al fin de marzo de 2012.**

11. Clausura de la 61ª reunión

COMPOSITION DU CONSEIL DU BIE SUITE AUX ELECTIONS LORS DE LA 36e SESSION DE LA CONFERENCE GENERALE DE L'UNESCO (2011) POUR LE BIENNIUM2012-2013

COMPOSITION OF THE IBE COUNCIL FOLLOWINGTHE ELECTIONS AT THE 36th SESSION OF THE GENERAL CONFERENCE OF UNESCO (2011) FOR THE 2012-2013 BIENNIUM

1.	Allemagne/Germany	(*)
2.	Arménie/Armenia	élu/elected
3.	Bahreïn/Bahrain	élu/elected
4.	Brésil/Brazil	(*)
5.	Bulgarie/Bulgaria	élu/elected
6.	Burkina Faso/Burkina Faso	élu/elected
7.	Chine/China	élu/elected
8.	Côte d'Ivoire/Côte d'Ivoire	(*)
9.	Etats-Unis d'Amérique/United States of America	(*)
10.	Géorgie/Georgia	(*)
11.	Honduras/Honduras	élu/elected
12.	Inde/India	réélu/re-elected
13.	Israël/Israel	(*)
14.	Jamaïque/Jamaica	(*)
15.	Liban/Lebanon	(*)
16.	Malaisie/Malaysia	réélu/re-elected
17	Maroc/Morocco	(*)
18.	Nigéria/Nigeria	élu/elected
19.	Norvège/Norway	(*)
20.	Ouganda/Uganda	(*)
21.	Pakistan/Pakistan	(*)
22.	Philippines/Philippines	élu/elected
23.	République de Corée/Republic of Korea	élu/elected
24.	République dominicaine/Dominican Republic	(*)
25.	République-Unie de Tanzanie/United Republic of Tanzania	(*)
26.	Sénégal/Senegal	élu/elected
27.	Slovaquie/Slovakia	élu/elected
28.	Suisse/Switzerland	réélu/re-elected

(*) Pays membres, élus ou réélus en 2009, dont le mandat continue jusqu'à la fin de la 37e session de la Conférence générale en 2013.

(*) Member States, elected or re-elected in 2009, whose mandate continues until the end of the 37h session of the General Conference in 2013.

Informe de la Directora
Oficina Internacional de Educación

Ejecución de actividades
Período: enero-diciembre de 2011

I. Principales ámbitos de actuación, avances y desafíos

El objeto de este informe es presentar los avances y los desafíos de los programas y actividades que la OIE, en su calidad de instituto especializado de la UNESCO en los contenidos, los métodos, las políticas y los procesos de diseño curricular, ha llevado a cabo en 2011. Estas actividades fueron concebidas y ejecutadas en el contexto de los objetivos estratégicos y los resultados esperados de la **Estrategia de la OIE 2008—2013** y del **documento 35 C/5**. La labor de este año ha estado marcada, además, por la Estrategia destinada a transformar a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo, que fue aprobada por la 36ª reunión de la Conferencia General de la UNESCO. La exposición de las actividades de 2011 se organiza en función de tres áreas principales de actuación de la OIE: **(I)** Fortalecimiento de capacidades y asistencia técnica**, (II)** Producción y gestión de conocimientos y **(III)** Diálogo político.[1]

<table>
<tr><th></th><th>Objetivos estratégicos
Estrategia de la OIE 2008–2013</th><th colspan="2">Resultados previstos al final del bienio 2010-2011
35 C/5</th></tr>
<tr><td rowspan="2">1. Fortalecimiento de capacidades y asistencia técnica</td><td rowspan="2">Fortalecimiento de las capacidades de especialistas, profesionales y tomadores de decisión en la elaboración, gestión y aplicación de procesos de diseño curricular de calidad y de currículos inclusivos:
1. Consolidación de una red mundial
2. Apoyo a los países que están en proceso de cambio de currículo
3. Desarrollo, pilotaje y promoción de material y herramientas de formación
4. Ampliación y diversificación de las modalidades de formación
5. Asistencia y asesoramiento profesionales</td><td>Eje de acción 2 - Resultado esperado 5 Aumento de las capacidades nacionales de planeamiento, puesta en práctica y gestión de la educación básica, principalmente en África</td><td>Eje de acción 3 - Resultado esperado 8 Fortalecimiento de las capacidades nacionales de preparación, aplicación y gestión de planes sectoriales de educación y políticas integradoras, especialmente en situaciones posteriores a conflictos y catástrofes</td></tr>
<tr><td>Eje de acción 2 - Resultado esperado 6 Renovación de los sistemas de enseñanza secundaria, en particular y según proceda mediante la reforma de los planes y programas de estudios y la mejora de la evaluación del aprendizaje de los alumnos</td><td>Eje de acción 3 - Resultado esperado 10 Fortalecimiento de las capacidades nacionales de elaboración de respuestas globales del sector de la educación al VIH y el SIDA por conducto de la Iniciativa Mundial sobre VIH/SIDA y Educación (EDUSIDA) y las iniciativas conexas</td></tr>
<tr><td>2. Gestión y producción de conocimientos</td><td>Consolidación, enriquecimiento y ampliación de la base de conocimientos y una variedad de recursos especializados de información sobre los currículos y los procesos de desarrollo curricular:
6. Construcción de una base sólida de conocimientos
7. Fortalecimiento de la función de centro de intercambio de información y de los servicios de información
8. Creación de una plataforma en línea para incrementar aún más el intercambio de conocimientos
9. Racionalización de los servicios y el acceso a los materiales y recursos</td><td>Eje de acción 4 – Resultado esperado 12 Seguimiento de los avances de la EPT en los planos mundial y regional y determinación de las tendencias en la educación mediante la investigación aplicada y la publicación de estudios e informes como el Informe de Seguimiento de la EPT en el Mundo</td><td>Eje de acción 3 - Resultado esperado 8 Fortalecimiento de las capacidades nacionales de preparación, aplicación y gestión de planes sectoriales de educación y políticas integradoras, especialmente en situaciones posteriores a conflictos y catástrofes</td></tr>
<tr><td>3. Diálogo político y la CIE</td><td>Facilitación del diálogo político en los planos local, regional y mundial para contribuir a la mejora de los procesos y productos del diseño curricular:
10. Contribución a la creación de mecanismos adecuados para diseminar las conclusiones de la Conferencia de 2008 y apoyar las actividades de seguimiento que tengan como objetivo temas y políticas educativas en torno a la educación inclusiva.</td><td colspan="2">Eje de acción 3 – Resultado esperado 8 Fortalecimiento de las capacidades nacionales de preparación, aplicación y gestión de planes sectoriales de educación y políticas integradoras, especialmente en situaciones posteriores a conflictos y catástrofes</td></tr>
</table>

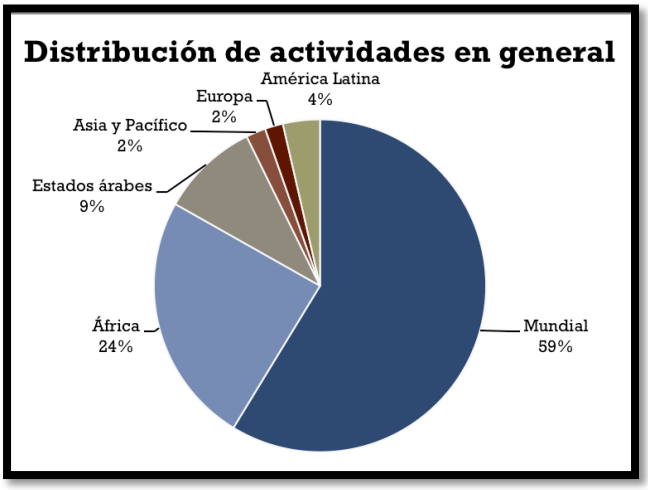
[1] A fin de brindar información más detallada sobre las actividades, los resultados y los desafíos de los programas, las fichas descriptivas de cada uno de ellos pueden ser solicitadas.

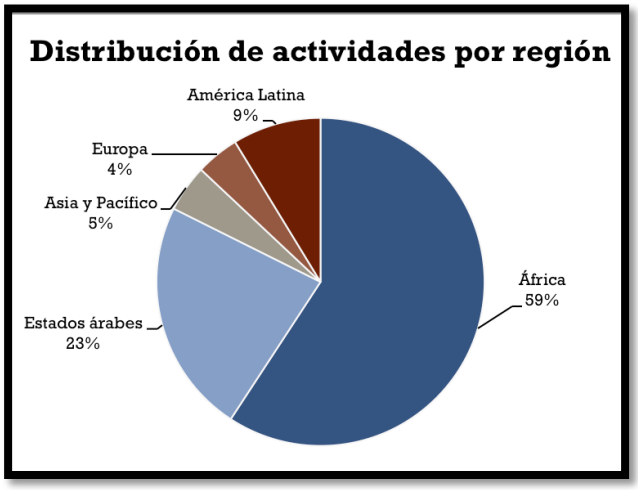
Logros destacados de 2011

806 participantes en todas las actividades de la OIE
145 profesionales capacitados procedentes de África
105 participantes en el Diploma procedentes de **28** países
701 participantes en talleres, procedentes de **34** países
1539 miembros de la Comunidad de Práctica **(+7%)**
5 países (**4** de la región árabe) reciben asistencia técnica específica

4 números publicados de la revista **Perspectivas**
6.936 instituciones reciben la revista **Perspectivas (+22%)**
30.707 descargas de suscripciones a **Perspectivas**
1.344.462 visitantes individuales del sitio Web de la OIE **(+17%)**
159.922 descargas de documentos y publicaciones

Gráfico 1: Distribución de actividades (sobre la base de los gastos)





1. Fortalecimiento de capacidades y asistencia técnica

El fortalecimiento de capacidades y la asistencia técnica procuran acrecentar la capacidad de los individuos, los equipos o instituciones nacionales para el diseño, el desarrollo, la implementación y la evaluación de los procesos curriculares con el fin de mejorar la calidad de la educación para todos. La Comunidad de Práctica ha permitido un mayor intercambio y divulgación de experiencias y conocimientos a escala mundial; a escala regional se ha asociado con las oficinas de la UNESCO, regionales y fuera de la sede, para elaborar cursos y talleres de formación; y la asistencia técnica directa presta apoyo a las actividades nacionales encaminadas a la elaboración de marcos curriculares, formación de docentes y material didáctico para mejorar el aprendizaje en los niveles de la educación primaria y secundaria. Las diversas actividades se adaptan a las demandas y necesidades de los Estados Miembros. Las nuevas modalidades de formación procuran incrementar el impacto sobre el terreno, en consonancia con las exigencias de transformación de la OIE en Centro de Excelencia. El programa de 2011 se llevó a cabo por medio de **(1)** diplomas, **(2)** talleres, **(3)** la Comunidad de Práctica, **(4)** Prioridad África, **(5)** ámbitos temáticos como la educación en VIH y SIDA, la educación inclusiva y la educación para el desarrollo sostenible y **(6)** la asistencia técnica a los Estados Miembros con especial atención a los países en transición y afectados por conflictos.

1.1 Diploma en Diseño y Desarrollo Curricular

Objetivos estratégicos
1, 2, 3, 4, 5
Eje de acción
2 - 6

Esta iniciativa de la OIE que se puso en marcha por primera vez en 2010 tiene por objetivo ofrecer programas de fortalecimiento de capacidades que sean innovadores, sustentables, de larga duración y reconocidos en el área de los currículos. El diploma es una herramienta conceptual y metodológica de fortalecimiento de las capacidades curriculares de análisis, revisión, evaluación, concepción y elaboración de currículos en macro, meso y microniveles del sistema educativo, con especial atención a nivel del centro educativo. Los participantes asisten a una sesión intensiva presencial de 10 días de duración que se organiza en torno a 10 módulos temáticos sobre el currículo (Herramienta de Capacitación para el Desarrollo Curricular: Una caja de herramientas). En el transcurso de las 30 semanas siguientes profundizan en cada uno de los módulos y reflexionan sobre su propio contexto educativo, examinan y analizan estudios de casos de todo el mundo y aplican las lecciones aprendidas a su propio país. En 2011 la OIE concluyó satisfactoriamente la primera edición del Diploma en América Latina, organizada conjuntamente con la Universidad Católica del Uruguay (UCU) y la Oficina Regional para América Latina y el Caribe (UNESCO OREALC). Por otra parte, se puso en marcha la segunda promoción latinoamericana, en tanto que en África, en colaboración con UNESCO BREDA y la sección de formación de docentes de la UNESCO, se inició con éxito el Diploma, con la participación de la Universidad a distancia de Tanzanía (OUT) y el Instituto de Educación de Tanzanía (TIE). En conjunto, el Diploma capacita a un total de **105** participantes de **28** países. Hasta noviembre de 2011 se había graduado un total de **22** participantes. La evaluación global de los Diplomas indica que el **95%** de los participantes coincide en que contribuye a acrecentar su toma de conciencia y competencias en cuestiones curriculares. Se seguirá monitoreando la aplicación de las competencias adquiridas para verificar sus efectos.

Desafíos:
(a) Fortalecer las **impactos a corto y largo plazo** de las actividades de desarrollo de capacidades, tanto desde el punto de vista cuantitativo como cualitativo.

(b) Compartir **los resultados de la evaluación con los colaboradores** y los usuarios así como **recabar sus experiencias** con el objeto de perfeccionar la planificación y determinar con más exactitud las necesidades, así como mejorar la calidad de las herramientas de aprendizaje de los cursos de diploma.

Cuadro 1: Panorama general del Diploma

Diploma/Lugar	Participantes
1º Diploma en América Latina **1ª promoción** Montevideo, Uruguay	**32** (8 países de América Latina y 2 países de África, 8 funcionarios de la UNESCO y del Banco Mundial) **50%** hombres, **50%** mujeres
2º Diploma en América Latina **2ª promoción** Montevideo, Uruguay	**24** (5 países de América Latina, 2 funcionarios de la UNESCO) **12%** hombres, **88%** mujeres
1º Diploma en África Dar es Salaam, Tanzanía	**49** (17 países de África, 7 funcionarios de la UNESCO) **50%** hombres, **50%** mujeres

1.2 Talleres

Objetivos estratégicos
1, 2, 3, 4, 5
Eje de acción
2 – 5/6

Realización de talleres centrados en proveer apoyo técnico específico y formación del personal responsable de los procesos educativos y curriculares. En 2011 la OIE contribuyó a los procesos de reforma curricular de la educación básica, secundaria y de formación de docentes de varios países. Todos los talleres se han desarrollado sobre la base de herramientas de formación adaptadas a las demandas específicas de los Estados Miembros. En el año en curso un total de **701** participantes de **34** países asistieron a esos talleres. En la región de Asia se hizo hincapié en el desarrollo de herramientas de aprendizaje para las instituciones de formación de docentes en Educación para el Desarrollo Sostenible (EDS). En las regiones de América Latina y Arabe se enfatizó la educación inclusiva. La valoración positiva de los participantes fue de un **98%** respecto al contenido de los talleres, un **94%** para la facilitación y un **98%** para el material.

Cuadro 2: Panorama general de los talleres

Lugar y fechas	Tema del taller	Participantes
Filipinas marzo – abril de 2011	Reorientación de la formación de docentes hacia la **EPT** y la **ESD** en Asia y Pacífico	**63** (responsables políticos, especialistas curriculares, formadores de docentes, directores de escuela y maestros)
Tailandia abril de 2011	Reorientación de la formación de docentes hacia la **EPT** y la **ESD** en Asia y Pacífico	**30** (tomadores de decisión, especialistas curriculares, formadores de docentes, directores de escuela y maestros)
Uganda mayo de 2011	Apoyo al **currículo de la educación básica**, especialmente en el primer ciclo de la educación secundaria	**17 (**funcionarios del Centro Nacional de Desarrollo Curricular de Uganda)
Viet Nam junio de 2011	Creación de un grupo interinstitucional que lleve a cabo acciones e investigación y actividades de fortalecimiento de capacidades en el ámbito de la **ESD**	**82** (instituciones de formación de docentes, docentes de educación secundaria de 12 provincias)
Guatemala julio de 2011	Realización de un taller para facilitadores sobre **educación inclusiva**	**31 (**funcionarios del Ministerio de Educación)
Malí agosto de 2011	Creación de la **caja de herramientas** *"Competencias para la vida y el trabajo en el siglo XXI*: *'Recursos para las innovaciones curriculares en África"*	**68** (responsables políticos, especialistas curriculares, formadores de docentes de Burkina Faso, Congo Brazzaville, Kenya, Malí, Mauricio)
México septiembre de 2011	Realización de dos talleres de fortalecimiento de capacidades sobre los procesos de **cambio de currículo** y **desarrollo basado en las competencias**	**60** (miembros del Grupo de la Academia Nacional, formadores de docentes, funcionarios de las distintas divisiones del Departamento de Educación Primaria)
Antigua y Barbuda noviembre de 2011	Realización de un taller sobre la **educación inclusiva** en el Caribe	**24** (tomadores de decisión, especialistas curriculares, formadores de docentes, directores de escuela y maestros)
Níger noviembre de 2011	Finalización y aprobación del **cuaderno de lectura bilingüe zarma – francés** y guías del maestro para las Escuelas Rurales Alternativas (ERA)	**25** (especialistas curriculares y formadores de docentes)

1.3 Comunidad de Prácticas

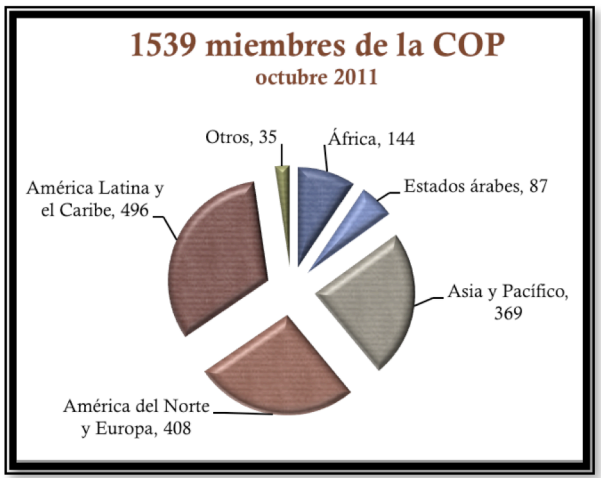
Objetivos estratégicos
1, 2, 3
Eje de acción
2 – 5/6

La Comunidad de Práctica (COP) es un espacio abierto y plural que ofrece oportunidades de compartir concepciones, enfoques, experiencias, prácticas y resultados de investigación y recursos. También ofrece posibilidades concretas de realización conjunta de programas y proyectos para el fortalecimiento de capacidades institucionales en torno a los temas relativos al currículo. En 2011 la COP contribuyó a recopilar nuevos estudios de casos que se incluyeron en la Herramienta de Capacitación para el Desarrollo Curricular, y a la divulgación de información relativa a los diplomas y talleres.

En cifras

- **1.539** miembros de la COP (+7%, 2011)
- **143** países representados
- **27** estudios de casos presentados (nov. 2011)

Gráfico 2: Miembros de la COP



1.4 Prioridad África

Objetivos estratégicos
1, 2, 3, 4, 5
Eje de acción
2 – 5/6; 3-8

La OIE contribuye al programa **Prioridad África** de la UNESCO desde todas sus esferas de intervención. Conjuntamente con BREDA, la OIE ha continuado prestando apoyo al **Programa de Educación básica en África** (BEAP). En 2011 la OIE colaboró estrechamente con la Universidad a distancia de Tanzanía y el Instituto de Educación de Tanzanía junto con BREDA para desarrollar la capacidad institucional, administrativa y los requisitos de acreditación y la gestión en línea de la plataforma para la realización del Diploma. También el contenido del currículo fue elaborado y adaptado a la región de África en los módulos temáticos (Herramienta de capacitación para el Desarrollo Curricular). Todo lo

cual contribuyó a que el primer curso de Diploma de África se iniciara satisfactoriamente, con la asistencia de un total de 49 profesionales de 17 países africanos a la fase presencial. Todas las actividades de la OIE en África (diploma, talleres de fortalecimiento de capacidades del programa BEAP, formación en el marco de programas de asistencia técnica y el proyecto África) dieron como resultado la capacitación de un total de **145** profesionales de **21** países.

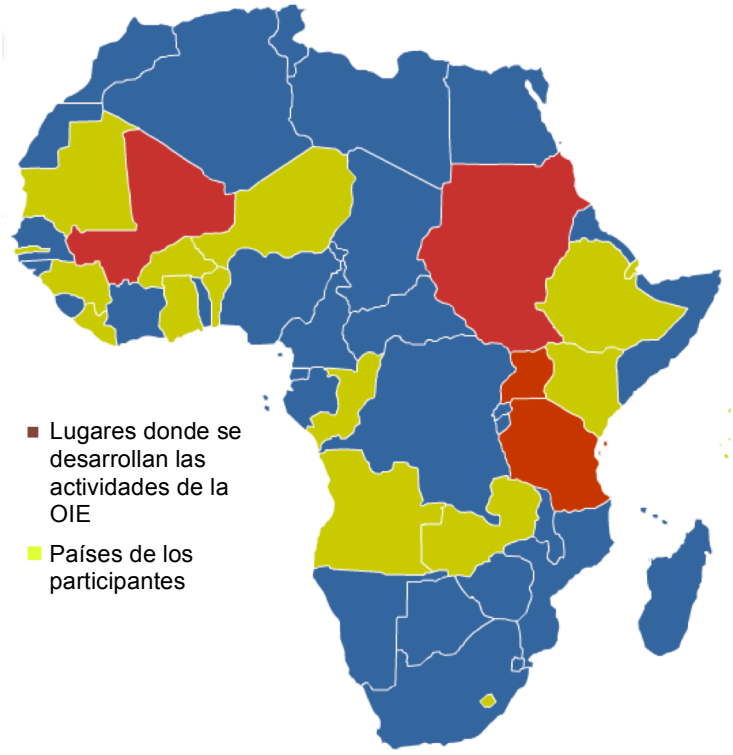
El proyecto **Aprendizaje para la vida y el trabajo** de África presta apoyo a los Ministerios de Educación y las instituciones de varios países del África Subsahariana a fin de fortalecer la preparación para la vida y el trabajo en la educación básica mediante el diseño y la aplicación de currículos de calidad en el aula. En el curso de un taller internacional celebrado en Bamako (Malí) la OIE coordinó la finalización de la caja de herramientas para la construcción de capacidades: "Competencias para la vida y el trabajo en el siglo XXI: una caja de herramientas para las innovaciones en materia de currículo en África". A lo largo del año pasado equipos de cinco países (Burkina Faso, Congo Brazzaville, Kenya, Malí, y Mauricio) trabajaron conjuntamente en este proyecto.

Desde 2010, la OIE presta apoyo al proyecto de elaboración de un cuaderno de lectura bilingüe zarma – francés y la guía del maestro para escuelas primarias rurales alternativas en Níger. En el 2011 el cuaderno y la guía fueron revisadas y están actualmente próximas a finalizarse con el objetivo de ser usadas en 15 escuelas rurales para beneficio de 735 niños.

Por otra parte, la OIE promueve el desarrollo de las capacidades de docentes y alumnos de educación secundaria en el uso de las tecnologías de información en el marco de proyectos educativos que incluyen escuelas de Mali (Bamako y Niono) y Suiza (Grandson)

Por último, se prestó asistencia técnica al Sudán en el marco de la reforma curricular prevista. En consulta con los partícipes sudaneses, el Ministerio Federal de Educación General y el Centro Nacional de Investigación Pedagógica y Curricular y la UNESCO elaboraron una propuesta de proyecto.

Prioridad África



Cuadro 3: Prioridad África

Actividades	Países de los participantes (**países del BEAP**)
Diploma en Diseño y Desarrollo Curricular Tanzanía	Angola, Benin, **Djibouti**, **Etiopía**, **Gambia**, Ghana, Guinea, Kenya, Lesotho, Liberia, Malí, Mauritania, Níger, **Tanzanía, Seychelles**, Uganda, Zambia
Taller sobre diseño y desarrollo curricular Uganda	Uganda
Recursos para la creación de capacidad Malí	**Burkina Faso**, **Congo Brazzaville**, Kenya, Malí, **Mauricio**
Fortalecimiento de capacidades en tecnología de la información Malí	Malí
Cuaderno de lectura bilingüe zarma – francés Níger	Níger
Conferencia sobre el currículo nacional Sudán	Sudán

Objetivos estratégicos
1, 2, 3, 4, 5
Eje de acción
3 – 10

1.5 Fortalecimiento de las capacidades y centro de intercambio de información en materia de educación en VIH y SIDA

El principal objetivo de estas actividades es prestar apoyo a la EPT mediante una integración más eficaz de la educación en VIH y SIDA en los currículos oficiales, la creación de herramientas para mejorar la enseñanza y el material didáctico y el fomento de las capacidades de especialistas de educación. Ejemplo de ello es la redacción del "Manual para integrar la educación al VIH y al SIDA en los currículos oficiales" cuya versión francesa se actualizó este año. La producción de estas herramientas innovadoras, los talleres, la incorporación de documentos a la base de datos, la asistencia técnica y evaluación de buenas prácticas permite al fortalecimiento de las capacidades y centro de intercambio de información en materia de educación en VIH y SIDA aportar competencias especializadas sobre el terreno.

Cuadro 4: Panorama general de las actividades de fortalecimiento de las capacidades y centro de intercambio de información en materia de educación en VIH y SIDA

Actividades	Resultados	Copartícipes
Contribuciones al centro de intercambio de información sobre la educación en VIH y SIDA	➢ **200** documentos (en inglés, francés y portugués) sobre material didáctico y curriculos incorporados a la base de datos ➢ **30** documentos evaluados	IIPE, UNESCO Bangkok
Producción de una herramienta audiovisual de formación de docentes en Guyana (enseñanza sobre el VIH y cuestiones conexas)	➢ El vídeo será utilizado por los docentes y los formadores de docentes de Guyana y otros países de la CARICOM	
Análisis de la formación inicial de docentes y en el servicio en educación para la Salud y la vida familiar, con especial atención al componente de sexualidad en los 11 países de la Comunidad del Caribe (CARICOM)	➢ Los primeros resultados y las recomendaciones fueron presentados en la reunión Regional Técnica, en Santa Lucía, en abril (organizada conjuntamente por la CARICOM, el UNICEF y la UNESCO)	Oficina de la UNESCO en Kingston
Asistencia técnica en línea a países, organizaciones y particulares	➢ **80** solicitudes atendidas	
Contribuciones y comentarios a las publicaciones	➢ Recursos para la educación sexual (Iraq) ➢ Módulo de formación en educación sobre el VIH para los docentes (Marruecos)	UNESCO Iraq, UNESCO Marruecos
Participación en el sitio Web del Programa de diálogos GigaPan	➢ Plataforma interactiva en línea que conecta a escuelas de diversas regiones	Carnegie Mellon University

1.6 Asistencia técnica a los Estados Miembros

Objetivos estratégicos
1, 2, 3, 4, 5
Eje de acción
2 – 5/6; 3-8

La OIE presta apoyo a los gobiernos nacionales (es decir, los Ministerios de Educación y los organismos responsables del currículo) en función de sus solicitudes de planificación, desarrollo, aplicación y evaluación de currículos de calidad para la educación primaria y secundaria, en respuesta a los nuevos desafíos, necesidades y perspectivas de desarrollo. Se ha hecho especial hincapié en la integración satisfactoria en los currículos nacionales del enfoque orientado a desarrollar las competencias así como la preparación para la vida y el trabajo sobre la base de los valores, principios y prácticas del **Aprender a vivir Juntos** y de la **Educación para el Desarrollo Sostenible** (EDS). Se tienen en cuenta de modo prioritario las **situaciones posteriores a conflictos y catástrofes**. En 2011 la OIE, basándose en la demanda, aumentó las operaciones de apoyo a la elaboración de currículos, marcos curriculares de calidad y evaluación en la región Árabe.

Cuadro 5: Situación general de las actividades de asistencia técnica

Países/proyecto	Fundamentos	Resultados
Iraq Iniciativa Nuevo currículo	Proyecto de tres años de duración. El nuevo currículo iraquí se basa en valores universales como los derechos humanos y la igualdad de género, la paz y el aprender a vivir juntos.	1. Nuevo marco curricular iraquí que debe ser aprobado por los Ministros de Educación y preparado para consultas públicas. 2. Inicio de un estudio de viabilidad para el establecimiento de un centro nacional curricular del Iraq.
Sudán Conferencia sobre el currículo nacional	Sobre la base del acuerdo de los partícipes sudaneses que se originó en la conferencia nacional, se presentó una solicitud de financiación para un proyecto plurianual con objeto de establecer un proceso global de reforma curricular en el Sudán.	Se presentó una solicitud de financiación de la propuesta revisada de reforma global del currículo del Sudán.
Líbano Análisis de libros de texto	Proyecto sobre análisis de libros de texto desde una perspectiva de género con el fin de señalar las cuestiones y la parcialidad relativas al género como base para una revisión de los libros de texto desde	1. Herramientas y metodología creadas para el análisis de los libros de texto desde una perspectiva de género. 2. Mejora de las competencias de 40

	esa perspectiva. Es una forma de contribuir a un mejor aprendizaje de la vida en común y la calidad general de los manuales de enseñanza primaria y secundaria.	especialistas e investigadores de la educación para llevar a cabo el análisis basado en un criterio común.
OOPS Marco para currículos de calidad	La elaboración de un marco común para la aplicación de currículos de calidad se considera como la primera etapa de un proceso a más largo plazo que se basará en el desarrollo de capacidades de los especialistas curriculares y en educación en la dependencia central de Ammán y las oficinas fuera de la sede del OOPS (Organismo de Obras Públicas y Socorro de las Naciones Unidas para los Refugiados de Palestina en el Cercano Oriente).	1. Primera versión general de la aplicación del marco común para currículos de calidad en las escuelas del OOPS. 2. Mejora de las competencias de 25 especialistas en currículos para llevar a cabo actividades de divulgación.
Estados del Golfo Marco para la evaluación de currículos	La elaboración de un marco común de evaluación de currículos en los Estados del Golfo se basa en el recuento de las experiencias actuales, así como en el diseño de procesos eficaces y válidos de evaluación de currículos en la región, como parte de los ciclos de desarrollo curricular integral.	1. Líneas generales de un marco común para la evaluación de currículos en los Estados del Golfo. 2. Mejora de las competencias de 30 especialistas en currículos y en educación (equipos nacionales).

Los desafíos a los que se enfrenta el fortalecimiento de capacidades y la asistencia técnica

- Consolidación de la **competencia de los equipos** (a mediano plazo) para responder a las demandas en aumento de los Estados Miembros
- Elaboración de un **programa de becas** sostenible para el diploma, y elaboración de un estudio con el fin de evaluar la incidencia del diploma en la labor futura de los participantes.
- Mejor integración del trabajo en **África**
- Reducción del **desfase** que existe en algunos países entre los planos técnico y político que supone la labor curricular

2. Producción y gestión de conocimientos

La OIE presta su apoyo a las actividades que propugnan una EPT de calidad recopilando y sistematizando una variedad de recursos especializados, material didáctico e información sobre los sistemas educativos, los currículos y los procesos de diseño curricular, y ofreciendo acceso a todos estos recursos. Esta base de conocimientos tiene por objetivo asistir en las actividades de fortalecimiento de capacidades, contribuir a los procesos de adopción de decisiones y facilitar el intercambio y el debate sobre cuestiones educativas concretas y relativas al currículo.

Actividades de 2011

Objetivos estratégicos 6,7,8, 9
Eje de acción 3-8/4-12

2.1 El Programa de producción y gestión de conocimientos prestó apoyo a la verificación de información sobre la duración de la enseñanza obligatoria analizando unos 110 casos de países incluidos en la base de datos del Instituto de Estadística de la UNESCO (IEU), y también como contribución al **Compendio Mundial de la Educación 2011 del IEU.** El Programa también contribuyó al proyecto de revisión de la definición de la educación obligatoria que el IEU utilizará en 2012. El propósito de esta iniciativa ha sido identificar las incoherencias entre las bases de datos actuales, aumentar la calidad y la fiabilidad de la información que ofrecen distintas fuentes y mejorar la recolección de datos.

2.2 En el segundo semestre de 2011 el Programa inició la preparación del **Global Survey on Instructional Time** [Encuesta mundial sobre el tiempo dedicado a la instrucción] que el IEU y la OIE pondrán en marcha en enero de 2012. A este fin se elaboró un cuestionario específico que se utilizará para recopilar información en todo el mundo y que se basa en una definición más normalizada del tiempo de instrucción. El cuestionario fue diseñado conjuntamente por la OIE y el IEU con el apoyo externo de un investigador de la State University de Nueva York. En apoyo de esta iniciativa estratégica y para asistir a los entrevistados en su tarea, el Programa ha recopilado la información actual que figura en su base de datos sobre el tiempo dedicado a la instrucción en unos 180 países.

2.3 Para la edición de 2010/11 de la base de datos **Datos Mundiales de Educación** se añadieron perfiles actualizados, prestando especial atención a los currículos y los procesos de diseño de currículos. Estos perfiles también se utilizaron en los diplomas de América Latina y

África. Se actualizaron sistemáticamente los **Dossiers por País**; actualmente esta base de datos proporciona acceso a unas 190 páginas de países, con inclusión de enlaces a los recursos curriculares de casi 100 países. Periódicamente se producen y se divulgan **alertas y compendios,** entre ellos dos nuevas alertas temáticas (sobre el género y los currículos y sobre los conflictos y el currículo). Se sigue enriqueciendo el **catálogo en línea de la OIE** y la **recopilación de currículos**.

2.4 El **sitio Web de la OIE** se actualiza permanentemente y se han perfeccionado varias secciones. Se ha intensificado la coordinación interna y la planificación mediante reuniones editoriales que se celebran mensualmente. Ha finalizado la evaluación de la Intranet de la OIE; se han reunido y sistematizado las propuestas y recomendaciones para perfeccionarla.

Publicaciones 2011

2.5 Perspectivas: Revista trimestral de educación comparada. Se han publicado cuatro números: número de marzo de 2011 "*Acceso y Equidad en el Financiamiento de la Educación Superior en los Países Árabes*" (No.157); número ordinario de junio de 2011 con artículos desde diversas perspectivas educativas (No. 158); número de septiembre "*Preparando a los docentes para la educación inclusiva*"" (No. 159); y el número de diciembre *"Internacionalización de la formación de maestros*" (No. 160). **Perspectivas** se distribuye actualmente a **6.936** instituciones en todo el mundo, mediante 255 consorcios de instituciones académicas, lo que supone un aumento del 22% en relación con el año anterior. En 2011 el número de descargas de suscripciones ascendió a **30.707** cuando apenas tres años antes era de unas 2.800.

Los logros en cifras

Bases de datos

- ✓ **49** perfiles actualizados en la edición 2010/11 de la base de datos Datos Mundiales de Educación, a la que se accede en el sitio Web de la **OIE** y en **UNESDOC**, lo que eleva el total de perfiles a 116 (octubre de 2011).
- ✓ **110** casos de países analizados para verificar la información sobre la duración de la educación obligatoria (contribución al **Compendio Mundial de la Educación 2011** producido por el Instituto de Estadística de la UNESCO).
- ✓ **745** registros incorporados al catálogo en línea **IBEDOCS** de los cuales 590 añadidos a la recopilación de currículos.
- ✓ **39** alertas y **3** compendios producidos y divulgados, incluidas **2** nuevas alertas temáticas

Sitio Web (hasta octubre de 2011)

- ✓ **28** anuncios de noticias publicados en **3** idiomas
- ✓ **1.344.462** visitantes individuales **(+17%)**
- ✓ **159.922** descargas de documentos y publicaciones de la OIE desde **UNESDOC** **(+18%)**

Publicaciones

- ✓ **4** números de la revista **Perspectivas**
- ✓ **1** número de la serie **Prácticas Educativas** (No. 22, "La enseñanza de las fracciones")
- ✓ **2** libros: Derechos de la infancia y la educación inclusiva en América Latina
  Perspectivas inter-regionales y regionales sobre la educación inclusiva: seguimiento de la 48ª reunión de la Conferencia Internacional de Educación

Los desafíos que debe afrontar la producción y gestión de conocimientos

- ➢ Lograr una **explotación más sistemática y continua de la nutrida base de conocimientos e información de la OIE** sobre los currículos y los procesos de desarrollo curricular.
- ➢ Seguir perfeccionando un **servicio de alertas** que tome en consideración las propuestas y las necesidades de los usuarios.
- ➢ Seguir mejorando gradualmente el **sitio Web de la OIE** para que sea más **dinámico e interactivo**

3. Diálogo político y la CIE

La 48ª reunión de la Conferencia Internacional de Educación (CIE) ha sido un proceso dinámico que comprende una etapa de preparación, implementación y seguimiento con miras a contribuir a la elaboración de marcos políticos y curriculares cimentados en un concepto más amplio de la educación inclusiva. Al promover la educación inclusiva como estrategia central para lograr una EPT de calidad, la OIE sigue fortaleciendo las capacidades nacionales de diseño, gestión e implementación de los marcos de política sobre inclusión así como los materiales sobre currículos inclusivos. En 2011 la OIE contribuyó a que los debates se centraran en las políticas relativas a la teoría y la práctica de la educación inclusiva mediante: **1)** forjar alianzas con los ministerios de educación, fundaciones y organizaciones transnacionales, entre otros, **2)** brindar orientación para elaborar marcos políticos de inclusión y directrices y **3)** el establecimiento de una plataforma en línea para divulgar la información relativa a las políticas de educación inclusiva.

Áreas clave en 2011

Se establecieron **alianzas**, que abarcan un mínimo de **3 regiones de la UNESCO,** para fomentar y facilitar el diálogo político y el intercambio sobre prácticas de la educación inclusiva**.**

Objetivo estratégico 10
Eje de acción 3-8

Por ejemplo, la OIE se asoció a la Agencia Europea para el Desarrollo de la Educación de Alumnos con Necesidades Educativas Especiales en un proyecto que abarca a **25** países europeos para elaborar un perfil de las competencias de un docente inclusivo para divulgarlo en Europa y otras regiones. Se ha establecido otra importante alianza con la Organización de Estados Iberoamericanos (OEI) y varios Ministerios de Educación para realizar talleres de formación sobre currículos inclusivos en varios países de América Latina (por ejemplo, Colombia, Guatemala y México). Por último se procede a establecer iniciativas conjuntas con el GASERC (Centro de Investigaciones Educativas en los Estados Árabes del Golfo), para fortalecer las capacidades de desarrollar un currículo inclusivo a nivel de la escuela.

Para finalizar, en colaboración con la UNESCO (División de la Educación Básica hasta la Educación Superior y el aprendizaje) y la Agencia Europea para el Desarrollo de la Educación de Alumnos con Necesidades Educativas Especiales ha sido posible crear la **página Web del proyecto de Educación Inclusiva en Acción** (IEA proyect, página central http://www.inclusive-education-in-action.org/iea/) donde se indican buenas prácticas que tienen en cuenta las recomendaciones de las Directrices de la UNESCO sobre políticas de inclusión en la educación.

Los desafíos a los que debe hacer frente el diálogo político y la CIE

- Formulación de un programa de diálogo en torno a políticas que vaya más allá de la 48ª reunión de la CIE, puesto que la mayor parte del trabajo relacionado con el diálogo político es transversal a varios programas
- Elaboración de un **diálogo político reflexivo, fundado en las evidencias y pertinente** sobre la educación inclusiva en todas las regiones de la UNESCO, que tenga en cuenta los distintos contextos y capacidades nacionales y regionales, y fortaleciendo una perspectiva comparada internacional
- Comprometiendo, convenciendo y movilizando **apoyo institucional, político y económico** de los distintos copartícipes en torno a la comprensión del currículo inclusivo como herramienta de inclusión, según se refleja en el diseño e implementación de los marcos de política inclusiva

II. Gestión institucional

1. La OIE como Centro de Excelencia: preparativos

La "Estrategia destinada a transformar a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo" ya aprobada por la 60ª reunión del Consejo de la OIE, contó con la aprobación unánime de la 36ª reunión de la Conferencia General de la UNESCO. En el curso de 2011 la OIE llevó a cabo un proceso preparatorio a fin de elaborar un plan de acción para la aplicación de la Estrategia. Esta implicó:

1) una **revisión de la programación,**

2) una **evaluación organizativa rápida**

3) una **auditoría externa**

Estos tres procesos exigieron mucho tiempo y esfuerzo del personal de la OIE, pero fueron muy importantes para preparar el terreno a la implementación de la Estrategia. Estas aportaciones también se utilizaron para elaborar el **Anteproyecto de plan de implementación** de la Estrategia. Los informes y resultados de la auditoría externa fueron presentados y examinados durante la reunión de la Mesa del Consejo de la OIE (6 y 7 de septiembre de 2011). Además, se elaboró un Plan de movilización de recursos que se examinó durante dicha reunión. El Plan será presentado a la 61ª reunión del Consejo de la OIE.

2. Recursos humanos y financieros

Corresponde a la Administración la gestión del presupuesto y las finanzas, los recursos humanos, la tecnología de la información y los locales. Los estados de cuentas de la OIE se ajustan plenamente a las disposiciones de las Normas Internacionales de Contabilidad del Sector Público (IPSAS) según declaró el auditor externo en julio de 2011. Se aplican las recomendaciones financieras y de gestión de los auditores externos, y se comunican a la Oficina de Gestión Financiera de la UNESCO. El mantenimiento de los locales se lleva a cabo de conformidad con las normas de seguridad nacionales y las internacionales de las Naciones Unidas.

2.1 Recursos financieros

El presupuesto total aprobado para el ejercicio fiscal de 2011 es de **4.491.000** dólares de los Estados Unidos. La asignación financiera de la UNESCO (presupuesto ordinario) para la OIE se eleva a **2,4** millones de dólares y representa el **47%** de los recursos totales de la OIE (incluidos los extrapresupuestales). El índice de ejecución al 31 de octubre de 2011 es del **69%**.

En lo que respecta a los programas extrapresupuestarios de 2011, a principios de año se asignó un total de **477.273** dólares. Se han recibido otros recursos extrapresupuestales por un valor de **127.000** dólares para actividades específicas y tareas que inicialmente no estaban incluidas en el marco del presupuesto presentado al Consejo de la OIE en enero de 2011 (es decir, GASERC, OOPS y México).

La OIE sigue aplicando su política de recuperación de costos. Al 31 de octubre de 2011 se habían obtenido **245.000** dólares incluyendo **78.000** dólares correspondientes a costos de apoyo a los programas.

En enero de 2012 se presentarán en un cuadro los recursos financieros a fines de diciembre de 2011.

2.2 Recursos humanos

Funcionarios	Cifras
Profesionales	6 con cargo al presupuesto ordinario 5 contratos de duración determinada
Servicios generales	6 con cargo al presupuesto ordinario
Total	**17**

Jóvenes profesionales y pasantes	Cifras
Becarios en calidad de asistentes de investigación (BARDS)	8
SYNI	1
Pasantes	16
Total	**25**

La OIE ha seguido aplicando su política de formación de jóvenes profesionales: **8** universitarios titulares de un posgrado recibieron becas en calidad de asistentes de investigación (**BARDS**); el programa de pasantías de la OIE permite impartir formación a **15** estudiantes universitarios de universidades prestigiosas como la Harvard University, Vanderbilt University, Université de Paris 1 Sorbonne y el Graduate Institute of Geneva, que representan a tres de las cinco regiones de la UNESCO. La financiación de las pasantías procede de las instituciones de origen, así como del Programa de Empleo de la ciudad de Lausana que ha financiado un asistente de investigación.

Se impartió la siguiente formación a los integrantes del personal de la OIE:

- **1** funcionario participó en el taller organizado por la Sede "Mandatory training for Gender Focal Points" [Formación obligatoria para coordinadores de las cuestiones de género]
- **1** funcionario y **2** asistentes de investigación participaron en el Diploma en Diseño y Desarrollo Curricular
- **1** funcionario asistió a la reunión organizada por la sede de los Enlaces con la ONU.

Contratación

El proceso de selección para contratar a un nuevo especialista de programa de nivel superior (P5) llegó a la etapa final. En abril de 2011 se contrató a un funcionario de categoría P4 ALD Coordinador (Prioridad África). Se contrató asimismo a dos nuevos auxiliares especialistas de programas de categoría P1/P2, para África y el proyecto de asistencia técnica del Iraq, respectivamente. También se contrató a un contable de categoría GS6 que empezó a trabajar en octubre.

III. Datos presupuestarios al 31 de octubre de 2011

INTERNATIONAL BUREAU OF EDUCATION (IBE)

FINANCIAL STATEMENT I & II
FOR THE FINANCIAL PERIOD 1st JANUARY TO 31st OCTOBER 2011

The Financial Statement I,II and Schedule 1 as at 31st october 2011 are :

Clementina ACEDO MACHADO
Director
International Bureau of Education

15.12.2011

INSTITUTE
IBE
STATEMENT I
STATEMENT OF FINANCIAL POSITION AS AT
(Expressed in '000s US dollars)

as at 31/10/2011	31/10/2011	31/12/2010
ASSETS		
Current Assets		
Cash and cash equivalents	497'611	136'363
Short-term investment		
Accounts receivable (non-exchange transactions)	0	210'032
Accounts receivable (exchange transactions)		
Inventories		
Advance payments	20'549	25'518
Other current assets	1'904'902	1'992'611
Total Current Assets	2'423'062	2'364'524
Non Current Assets		
Accounts receivable- (non-exchange transactions)		
Long-term investments		
Property, plant and equipment	31'431	51'359
Intangible assets		
Other non-current assets		
Total non current assets	31'431	51'359
TOTAL ASSETS	2'454'493	2'415'883
LIABILITIES		
Current Liabilities		
Accounts payable	77'843	316'646
Employee benefits	16'061	17'065
Transfers Payable		4'747
Total current liabilties	93'904	338'458
Non-current liabilities		
Employee benefits	179'741	183'119
Borrowings		
Other non-current liabilities		
Total non-curent liabilities	179'741	183'119
TOTAL LIABILITIES	273'645	521'577
NET ASSETS	2'180'849	1'894'306
NET ASSETS/EQUITY		
Surplus/(deficit) for the period	286'543	-79'720
Reserves and fund balances	1'894'306	1'974'026
NET ASSETS	2'180'849	1'894'306

INSTITUTE
IBE
STATEMENT II
STATEMENT OF FINANCIAL PERFORMANCE FOR THE PERIOD ENDED
(Expressed in '000s US dollars)

as at 31/10/2011	30/10/2011	31/12/2010
REVENUE		
UNESCO Financial Allocation	2'400'000	2'400'000
Voluntary contributions - Regular programme		
Voluntary contributions - Extra-Budgetary	735'776	1'751'402
In-kind voluntary contributions	619'457	
Other revenue producing activities	161'063	71'183
Other revenue	112'392	65'076
Finance revenue	12'947	10'439
TOTAL REVENUE	4'041'635	4'298'100
EXPENSES		
Employee benefits expenses	2'144'309	2'198'718
Consultants/external experts and mission costs	288'066	516'292
Grants & other transfers	210'867	276'161
Supplies, consummables & other running costs	927'264	1'208'203
Contracted services	156'119	137'452
Depreciation and armotization	19'928	25'805
Other expenses	2	12'015
Finance Costs	8'538	3'174
TOTAL EXPENSES	3'755'092	4'377'820
SURPLUS/(DEFICIT) FOR THE YEAR	286'543	-79'720

SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)
SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE
FOR THE FINANCIAL PERIOD 1st JANUARY to 31st October 2011
(Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS						EXPENDITURES					UNOBLIGATED BALANCE	EXECUTION RATE PERIOD (EXPENDITURES / BUD.REVISED)	EXECUTION RATE GLOBAL (EXPENDITURES / BUD.REVISED)
I. PROGRAMME OPERATIONS	Appropriation Approved by council	Ressources unreleased psc included	Transfers	Additional Funds	Balance year 2010 Carry forward RéSIDUAL BUDGET	revised	year 2010 Carry forward ULO's Budget	Disbursements	Unliquidated Obligations period reporting	Unliquidated Obligations futur period	Total Period reporting	Total		
Line 1: CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE	**610'530**	**10'385**	**0**	**5'879**	**209'470**	**815'494**	**-7'125**	**554'112**	**36'598**	**175'546**	**759'130**	**56'364**	**72.4%**	**93.1%**
Community of Practice for Curriculum Development	300'000			5'879		305'879		187'183	25'375	58'400	270'958	34'921	69.5%	88.6%
AFRICA project	210'530	0			209'470	420'000	-7'125	277'441	11'173	117'068	*398'556*	21'444	68.7%	94.9%
Technical co-operation projects / support to member states	100'000	10'385		0	0	89'615		89'488	50	77	*89'615*	0	99.9%	100.0%
GIGAPAN					*0*									
Line 2: KNOWLEDGE PRODUCTION AND MANAGEMENT	**446'179**	**0**	**0**	**0**	**14'821**	**461'000**	**-1'929**	**210'058**	**20'371**	**138'083**	**366'583**	**94'417**	**50.0%**	**79.5%**
Resource Bank and Observatory of educational trends	116'000	0	0			116'000	0	26'587	326	78'978	107'891	8'109	24.9%	93.0%
Documentation and Information	65'000		0			65'000	0	42'263	1'970	2'147	46'381	18'619	68.1%	71.4%
Development of IBE web site	80'000					80'000	0	36'558	6'517	17'395	60'470	19'530	53.8%	75.6%
Research and Publications	185'179				14'821	200'000	-1'929	102'649	11'557	39'563	151'841	48'159	57.1%	75.9%
Line 3: POLICY DIALOGUE	**103'035**	**0**	**0**	**0**	**0**	**103'035**	**0**	**50'493**	**9'298**	**20'751**	**80'542**	**22'493**	**58.0%**	**78.2%**
Policy Dialogue / Inclusive education	103'035	0	0	0	0	103'035	0	50'493	9'298	20'751	80'542	22'493	58.0%	78.2%
TOTAL I : PROGRAMME ACTIVITIES	*1'159'744*	*10'385*	*0*	*5'879*	*224'291*	*1'389'914*	*-9'054*	*814'662*	*66'267*	*334'380*	*1'206'255*	*173'274*	*63.4%*	*86.8%*
II.IBE GOVERNING BOARD / GEN. ADMINISTRATION / INSTITUTIONAL DEV.														
Line 1 : 60th session/Steering Committee	**180'000**					**180'000**		**103'753**	**789**	**1'421**	**105'963**	**74'037**	**58.1%**	**58.9%**
Line 2 : General operating costs	**290'000**					**290'000**		**124'098**	**5'195**	**114'116**	**243'410**	**46'590**	**44.6%**	**83.9%**
Line 3 : Institutional development: Coordination and prog dev	**300'000**	**0**	**0**	**0**	**0**	**300'000**		*168'577*	*5'973*	*20'260*	**194'830**	**105'170**	**58.2%**	**64.9%**
TOTAL II : IBE COUNCIL, GEN.ADMIN. & INST. DEV	*770'000*	*0*	*0*	*0*	*0*	*770'000*	*0*	*396'428*	*11'958*	*135'817*	*544'203*	*225'797*	*53.0%*	*70.7%*
TOTAL I + II	*1'929'744*	*10'385*	*0*	*5'879*	*224'291*	*2'159'914*	*-9'054*	*1'211'090*	*78'225*	*470'197*	*1'750'458*	*399'071*	*59.3%*	*81.0%*
III.IBE Staff Costs														
TOTAL III : IBE STAFF COSTS	*2'290'000*			*6'944*	*0*	*2'296'944*	*0*	*1'764'082*	*0*	*0*	*1'764'082*	*532'862*	*76.8%*	*76.8%*
TOTAL : I + II + III	**4'219'744**	**10'385**	**0**	**12'823**	**224'291**	**4'456'858**	**-9'054**	**2'975'172**	**78'225**	**470'197**	**3'514'540**	**931'934**	**68.3%**	**78.9%**

EXTRABUDGETARY RESOURCES 2011

	Allocated budget	Disbursment 31 October 2011
EXTRABUDGETARY RESOURCES Mobilized through UNESCO HQs and Fos		
CAPACITY BUILDING OF CURRICULUM SPECIALISTS ON HIV AIDS	$59'963	$57'414
HIV AIDS EDUCATION CLEARING HOUSE	$33'701	$32'973
Lutte contre la pauvreté Niger	$23'666	$23'336
Jeunes face au HIV Guyana	$31'789	$31'753
School exchange GIGAPAN	$31'367	$16'981
Development of the common Framework for curriculum evaluation in the Gulf States	$36'168	$32'852
Evaluacion de la Implentacion de la Reforma Integral de la Educacion Primaria en Mexico	$5'000	$5'000
Developing new Iraki Curricula	$260'380	$138'351
Other EXTRABUDGETARY RESOURCES		
GASERC: Inclusive Schools Toolkit	$90'239	
UNRWA: Curriculum framework	$32'000	$32'000
TOTAL	**$604'273**	**$370'661**

Annex IV - UNESCO/BIE/C.61/Inf.3
Geneva, 24 January 2012
Original: French

**SIXTY-FIRST SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

ADMINISTRATIVE GROUP MEETING

Geneva, 24 January 2012

PROCEEDINGS

1. The Administrative Group met on 24 January 2012. The following participants were present:

Country	Name
Brazil	Mr Luciano PEREIRA DE SOUZA Councillor Permanent Delegation of Brazil to UNESCO Paris
Indonesia	Mr Carmadi MACHBUB Ambassador Permanent Delegation of the Republic of Indonesia to UNESCO Paris Mrs Mariska Owianti DHANUTIRTO Third Secretary Permanent Mission of the Republic of Indonesia to the United Nations in Geneva
Mali	Mr Youssouf DEMBELE Secretary-General Malian National Commission for UNESCO Ministry of Higher Education and Scientific Research Bamako Mrs Slamatou MAIGA SINGARE Technical Councillor/Gender Ministry of Education, Literacy and National Languages Bamako
Morocco	Mr Fouad CHAFIQI Director of Curricula Ministry of National Education Rabat

The Russian Federation and Israel were not represented.

Burkina Faso and Switzerland participated as observers. Burkina Faso was represented by Mr Ahmed Baba SOULAMA, Secretary-General of the Burkina National Commission for UNESCO and Mr Amadé BADINI, Professor at the University of Ouagadougou. Switzerland was represented by Mrs Lyne CALDER, Diplomatic intern, Permanent Mission of Switzerland to the United Nations Office and to the other international organizations in Geneva.

UNESCO Headquarters was not represented.

The IBE was represented by Mrs Clementina ACEDO in her capacity as Director of the IBE, Mr Massimo AMADIO, Principal Programme Specialist, Mr Mohammed BOUASSAMI, Administrator of the BIE, and Mr Valéry KOHEMUN, Administrative Assistant.

The work of the Group was chaired by Mr M. Fouad CHAFIQI, representative of Morocco, elected by unanimity.

Adoption of the Agenda

2. The Group then approved the Agenda of its own meeting.

    1. Opening of the Meeting
    2. Adoption of the Agenda
    3. Provisional Accounts 2011 (UNESCO/BIE/C.61/Inf.2– Provisional Accounts cleared by the Bureau of Financial Management)
    4. Draft Budget for 2012 (UNESCO/BIE/C.61/3- Programme of activities and budget for 2012)
    5. Any other business
    6. Closing of the Meeting

Report on activities for 2011 and Provisional Accounts

3. The Director of the IBE emphasized the alignment of programme activities with the main line of actions of UNESCO, and presented the achievements of the year 2011. She also underlined the challenges that the IBE must overcome, amongst others the strengthening of its expertise, the prolongation of the “Diploma for Curriculum Design and Production” and a better integration of activities carried out in Africa.

4. On the subject of strengthening the technical capacity of the IBE, the procedure for the recruitment of a new principal programme specialist had been completed. Equally, two new programme assistants have been recruited for the Africa Programme and for the technical assistance programme. Furthermore, to strengthen its team, the IBE continues to resort to different contractual arrangements, as well as awarding grants to young researchers.

5. As far as the budgetary and financial situation on 31 December 2011 is concerned, on the basis of provisional accounts cleared by UNESCO’s Bureau of Financial Management, the resources credited to the IBE’s special account of US$4'228'454 dollars, plus the reserves of 1 January 2011 of US$1'894'306, less the expenditure of US$4'654'444, leaves reserves on 31 December 2011 at US$1'468'316.

6. Provisional financial position 2011

I. RESOURCES CREDITED TO THE SPECIAL ACCOUNT	**4'228'454**
Financial contribution of UNESCO	2'400'000
Voluntary contributions	735'776
In kind contribution: rent of the premises	747'740
Other activities generating income	133'793
Other income	198'044
Financial revenue	13'100
II. EXPENDITURE (ENGAGEMENTS)	**4'109'697**
II.1 PROGRAMME ACTIVITIES 2011	**1'377'600**
II.1.1 Development of capacities and technical assistance	822'988
II.1.2 Production and management of knowledge	385'090
II.1.3 Policy dialogue	169'522
II.2 GOV. BODY/GEN. ADMIN./INSTITUTIONAL DEV.	**640'018**
II.3 PERSONNEL COSTS (established posts)	**2'092'078**
III. RECONCILIATION BUDGET/FINANCIAL POSITION	**544'748**
IV. CHARGES AFTER WITHDRAWALS (II + III)	**4'654'445**
V. ACCOUNTING OUTCOME (I - IV)	**(425'990)**
VI. RESERVES AT THE BEGINNING OF THE PERIOD	**1'894'306**
VII. TOTAL RESERVES END OF PERIOD (IV+V)	**1'468'316**

7. Expenditure on the 2011 budget was US$4'109'697 and the overall rate of execution was 88.8%.

I. PROGRAMME ACTIVITIES	Approved budget	Revised budget	Expenditures	execution rate/Period	execution rate/Global
I-1 Capacity development and technical assistance	**820'000**	**860'649**	**822'987**	**88.2%**	**95.6%**
Capacity development/COP	300'000	305'879	287'522	92.1%	94.0%
AFRICA project	420'000	420'000	400'695	81.7%	95.4%
Technical co-operation projects/support to Member States	100'000	134'770	134'770	100.0%	100.0%
I-2 Knowledge production and management	**461'000**	**461'000**	**385'091**	**66.2%**	**83.5%**
Resource Bank and Observatory of educational trends	116'000	116'000	111'670	44.6%	96.3%
Documentation and information	65'000	65'000	53'179	81.8%	81.8%
Development of IBE website	80'000	80'000	57'391	68.0%	71.7%
Research and Publications	200'000	200'000	162'851	73.0%	81.4%
I-3 Policy dialogue	**150'000**	**240'239**	**169'522**	**55.2%**	**70.6%**
Policy dialogue / Inclusive education	150'000	240'239	169'522	55.2%	70.6%
TOTAL I	1'431'000	1'561'888	1'377'600	77.2%	88.2%
II. Governing Board/Gen. Adm./Institutional Dev.					
II-1 IBE Council/Steering Committee	180'000	180'000	179'591	73.0%	99.8%
II-2 General operating costs	290'000	290'000	253'973	71.2%	87.6%
II-3 Institutional development: CoE, Coord and prog dev	300'000	300'000	206'455	68.8%	68.8%

TOTAL II	**770'000**	**770'000**	**640'019**	**70.7%**	**83.1%**
TOTAL I + II	**2'201'000**	**2'331'888**	**2'017'619**	**74.7%**	**86.5%**
III. Staff costs (Established posts)	**2'290'000**	**2'296'944**	**2'092'078**	**91.1%**	**91.1%**
TOTAL	**4'491'000**	**4'628'832**	**4'109'697**	**82.8%**	**88.8%**

8. Further to the resources on the Special Account, the IBE had mobilized extra-budgetary resources for a total of US$576'583, which brought the total resources for 2011 to US$5'205'415.

9. The Group took note of the provisional financial accounts for 2011 and the amount of reserves on 31 December 2011, which totalled US$1'468'316. The Group was informed by the Director that the definitive financial statements certified by the Bureau of Financial Management will be available in the second quarter of 2012 and presented to the Steering Committee for approval in September 2012.

Draft budget for 2012

10. The Director recalled that UNESCO's allocation to the IBE for 2012, adopted by the General Conference, amounted to US$2'500'000. This amount was intended to finance the regular staff of the IBE (US$2'130'000), the new P5 (US$200'000), a part of the costs of organizing the Council (US$180'000) and the operating and maintenance costs for the building (US$300'000). Unfortunately, the reduction of 31% in this allocation has led the IBE to review the budgetary allocation for 2012. Indeed, the reduced allocation does not allow the entire cost of the regular staff to be financed; there is a shortfall of US$405'000 which will be taken from the reserves. In this situation, the IBE's reserves, which should support its programme activities, should henceforth be diverted to cover the deficit in the cost of the regular staff, the cost of organizing the Council and the operating and maintenance costs of the building. To meet this difficult financial situation, the IBE is obliged to review its programme activities by consolidating successes and achievements. Thus, the budget allocated to programme activities in 2012 is cut by more than 50% compared to the budget for 2011.

	BUDGET 2011 approved	BUDGET 2012
I. PROGRAMME ACTIVITIES (*)	1'561'888	953'849
I-1 Capacity development and technical assistance	860'649	394'821
Capacity development programme/COP	305'879	168'356
AFRICA project	420'000	136'465
Technical co-operation projects/support to Member States	134'770	90'000
I-2 Knowledge production and management	461'000	292'142
Resource Bank and Observatory of educational trends	116'000	80'000
Documentation and information	65'000	25'000
Development of IBE website	80'000	67'588
Research and Publications	200'000	119'554

I-3 Policy dialogue	240'239	266'886
Policy Dialogue/Inclusive education	150'000	0
GASERC-Inclusive Schools Toolkit	90'239	266'886
II. Governing Board/Gen. Adm./Institutional Dev.	770'000	630'000
TOTAL I + II	2'331'888	1'583'849
III. Staff costs (Established posts)	2'296'944	2'130'000
TOTAL BUDGET ALLOCATED	4'628'832	3'713'849

11. Further to this effort of adapting the budget for different programme activities, the IBE has decided that henceforth the financing of any request presented by a Member State for capacity-building and technical assistance must be guaranteed beforehand by the requesting country.

12. Equally, in the context of efforts to reduce staff costs, and even though the number of regular staff members has dropped continuously since 1999, a member of the General Service staff was able to benefit from the voluntary measures introduced by UNESCO and will leave the organization at the end of January 2012. This post description will be revised so as to allow the eventual abolition of another post. Furthermore, two vacant posts have also been abolished.

13. The Director of the IBE emphasized that these efforts will not be enough to stabilize the IBE's financial balance and she proposed the creation of a Stability Fund provided by contributions from the twenty-eight members of the Council. This Fund should not take the place of voluntary contributions, which are more than ever necessary for the implementation of a Centre of Excellence. Without extraordinary measures, such as the creation of a Stability Fund and an increase in voluntary contributions, the reduction in programme budgets will be even more severe and the setting up of a Centre of Excellence will become complicated.

14. The Group deplored the fact that this financial crisis happened just after the approval by UNESCO's General Conference of the Strategy designed to make the IBE a centre of excellence in the field of curricula and estimated that the extra resources must be found to strengthen the IBE's expertise and to allow this strategy to begin. For this purpose, the Group recommends to the Council to examine the feasibility of the proposal made by the Director of the IBE to introduce a Stability Fund.

15. In conclusion, the Group recommends to the Council to approve the Appropriation Resolution for 2012.

Appropriation Resolution N° 1/2012
The Council of the IBE,
Having examined the proposals of the Director of the IBE for activities in 2012 contained in document UNESCO/BIE/C.61/3,
Decides that,

a) For the financial period from 1 January to 31 December 2012, a total amount of US$3'713'849 is allocated for the purpose mentioned in the Appropriation Resolution table as follows:

	in US$
I. EXPENDITURES (Obligations)	3'713'849
I.1 PROGRAMME ACTIVITIES 2012	953'849
I.1.1 Capacity development and technical assistance	394'821
Capacity development/COP for curriculum development	168'356
Africa project	136'465
Technical cooperation projects/support to Member States	90'000
I.1.2 Knowledge production and management	292'142
Resource Bank and Observatory of educational trends	80'000
Documentation and information	25'000
Development of IBE web site	67'588
Publications and research	119'554
I.1.3 Policy dialogue	266'886
Policy dialogue/inclusive education	266'886
I.2 GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.	630'000
I.2.1 IBE Council	180'000
I.2.2 General operating costs	300'000
I.2.3 Institutional development: CoE, Coord. and Prog. dev.	150'000
I.3 STAFF COST (Established posts)	2'130'000

(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:

II. RESOURCES CREDITED TO THE SPECIAL ACCOUNT	4'338'647
UNESCO's financial contribution	1'725'000
Voluntary contributions	760'000
Extra-budgetary resources	265'331
Other activities generating revenue	120'000
Reserves for 2011	1'468'316
TOTAL RESERVES ESTIMATED AT THE END OF 2012 (I-II)	624'798

(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 2012 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 in line with the strategic objectives 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.

Closing of the meeting

16. The President closed the work of the Group at 12.45 p.m.

United Nations
Educational, Scientific and
Cultural Organization

International Bureau
of Education

Annex V - UNESCO/BIE/C.61/Inf.4
Geneva, 18 January 2012
Original: English

**SIXTY-FIRST SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 25-27 January 2012

IMPLEMENTATION PLAN OF THE STRATEGY AIMED AT MAKING THE IBE A CENTRE OF EXCELLENCE IN CURRICULUM

6

GENERAL FRAMEWORK of the IMPLEMENTATION PLAN

Of the strategy aimed at making the IBE a Centre of Excellence in curriculum

Introduction

The International Bureau of Education (IBE) is the oldest of the UNESCO Institutes, founded in 1925 and fully integrated into the organization in 1969. It is UNESCO's institute specialising in the field of curriculum. Its global and comparative perspectives on curriculum, combined with its reach, networks and experience, make the IBE unique in the world among institutions in this field. As recognised in recent decisions of the General Conference and the IBE Council, UNESCO and its Member States and partners require the IBE to be a more forward-looking and cutting-edge Institute, referred to as a 'Centre of Excellence' (CoE).

The *Evaluation of the UNESCO International Bureau of Education* conducted in 2005 found that the Institute had undergone a profound transformation since 1999 and had a number of recognised strengths. However, it also noted, *inter alia*, that the Institute operated with very limited human and financial resources and that its reliance on extra-budgetary funding could unduly influence its priorities[1].

During 2010, a Strategy was developed to enable the IBE to become a CoE. This Strategy, approved by the IBE Council at its 60th session in January 2011, was unanimously adopted by the 36th session of the UNESCO General Conference in November 2011. The Council requested the IBE Director to 'take the necessary steps for the implementation of the Strategy once adopted by the General Conference'. The implementation plan is a preparatory step in that process. It incorporates actions recommended in the Strategy itself and acknowledges the recommendations of both the Programmatic Review and Rapid Organisational Assessment conducted in May-June 2011. The following implementation plan should be seen as a general framework that will serve as a road map to guide the actions. In conjunction with this document, the Resource Mobilization Plan and Advocacy and Communication Strategy documents complement the general implementation plan and will be presented to the IBE Council for approval. The implementation process will also take into account the outcomes of the review of the following components of the strategy, namely: a) programme priorities; (b) organizational structure; (c) policy dialogue and the ICE; and (d) governance.

Key to timelines in the Action Plan:

To completed in		Colour Code
Semester 2, 2011	June-December 2011	
Semester 1, 2012	January-June 2012	
Semester 2, 2012	July-December 2012	
Semester 1, 2013	January-June 2013	
Semester 2, 2013	July-December 2013	
Semester 1, 2014	January-June 2014	

[1] Refer to Laurue, P., Dani, S. and de Laat, S. *Evaluation of UNESCO International Bureau of Education*, Recommendation

Goal A: Develop programmes and services that are relevant and responsive to the needs of Member States, innovative and effective in nature and, above all, of high quality.

Strategy A1:

The IBE should clearly define its priorities: what it must do as its core functions and services, what it should do given additional resources and what it should "refer" to other institutions better equipped for the task. This way, the IBE will concentrate on activities for which it has a comparative advantage.

STRATEGY REF.	ACTION	OUTCOME(S)	COMPLETED BY	RESP
Short Term Actions (within one year of adoption of the Strategy)				
A1.1	Develop a (DRAFT) plan of action (including any transition arrangements) for the implementation of the strategy which identifies priority objectives, specifies expected outcomes and sets clear timelines, and a financial plan which details budget requirements.	(Draft) Action Plan	September 2011	IBE Director
A1.2	Revise the IBE's statements of its mission, purpose and broad objectives to ensure that they reflect the intent of this strategy.	Revised statements of Mission, purpose and objectives	June 2011	IBE Director, Programme Coordinators
A1.3	Conduct a review of all current activities within each programme area to determine the extent to which each activity is consistent with the IBE's revised statements of mission, purpose and broad objectives.	Document: *IBE Programmatic Review 2011*	July 2011	IBE Director, Programme Coordinators
A1.4	Develop a document outlining the IBE's programmes and actions prioritised by region/type of context, time, level/type of education and curriculum issue, including options with regard to the available and expected resources.	Document: *Summary of IBE Programmes and Actions* (commenced in June 2011)	June 2012	IBE Director, Programme Coordinators
A1.5	Initiate a continuing process to monitor the implementation of this Strategy by the IBE Council.	Process to monitor the implementation established.	June 2012	IBE Director
Medium Term Actions (within 1-3 years of adoption of the Strategy)				
A1.6	Prepare the new *IBE Strategy 2014-2019* that reflects the CoE Strategy including defining the IBE's approach and listing its priorities as a CoE in curriculum, issues to be addressed and regions in which effort is to be focused.	Document : Draft *IBE Strategy 2014-2019*	September 2013	IBE Director, Programme Coordinators
A1.7	Undertake regular internal and external assessment of the implementation of this Strategy to make the IBE a CoE in curriculum and curriculum-related matters.	Monitoring & evaluation process developed and implemented	March 2013	IBE Director

Strategy A2:

The IBE should improve and diversify evidence-based mechanisms for the assessment of global, regional and national needs and priorities in regard to curriculum-related services.

STRATEGY REF.	ACTION	OUTCOME(S)	COMPLETED BY	PRIMARY RESP
Short Term Actions (within one year of adoption of the Strategy)				
A2.1	Develop a methodology to systematically and regularly assess trends in global, regional and national needs and priorities.	Trend assessment methodology developed	June 2012	Programme Coordinator, KPM
A2.2	As part of this methodology, develop a process of consultation, preferably using videoconferencing or similar real-time technology, with relevant partners.	Consultation processes developed	January 2013	Programme Coordinator, KPM
Medium Term Actions (within 1-3 years of adoption of the Strategy)				
A2.3	Regularly apply this methodology in consultation with national and regional clients and partners and compile a report summarising the responses.	1. Methodology applied systematically 2. Report produced	September 2013 and ongoing	Programme Coordinator, KPM
A2.4	Revise programme priorities based on the report above.	Programme priorities revised	September 2013 and ongoing	Programme Coordinator, KPM

Strategy A3:

The IBE should further develop a results-based focus for its work, looking beyond inputs and immediate outputs to longer-term outcomes and impact.

STRATEGY REF.	ACTION	OUTCOME(S)	COMPLETED BY	PRIMARY RESP
Short Term Actions (within one year of adoption of the Strategy)				
A3.1	Strengthen and improve the results-based planning cycle, including monitoring and evaluation in terms of the anticipated outcomes and benchmarks, as well as the reporting mechanisms.	Planning documentation for every programme to include objectives, intended outcomes, indicators of achievement, and reporting mechanisms. Plans to be approved and systematically monitored by the Director	January 2012 Ongoing	Programme Coordinators IBE Director
A3.2	Ensure that national, regional and global needs and priorities are taken into account in the planning and programming cycle.	Specific national, regional and global needs and priorities integral to planning process	Ongoing	Programme Coordinators

Medium Term Actions (within 1-3 years of adoption of the Strategy)				
A3.3	Analyse factors contributing to sustainable change / improvement to inform on-going planning.	Factors leading to successful activity outcomes identified	December 2013	Programme Coordinators
A3.4	Produce an annual report for each programme area which includes every significant activity undertaken and an assessment of its success in terms of the anticipated outcomes. As appropriate, conduct follow-up evaluations of long term-impact by assessing sustainable change/improvement attributable to the activities.	Annual Programme Report with assessment of success against outcomes and long-term impact (including evidence supporting assessment)	September 2012 (for report to IBE Council, January 2013)	Programme Coordinators
A3.5	Incorporate the requirements of the above actions into the work performance agreements of all staff	Performance agreements with results-based focus	June 2013	IBE Director

Strategy A4:
The IBE should both make results from relevant research easily available to its partners and define its own forward-looking, cross-national and demand-driven research agenda.

STRATEGY REF.	ACTION	OUTCOME(S)	COMPLETED BY	PRIMARY RESP
Short Term Actions (within one year of adoption of the Strategy)				
A4.1	Based on the IBE's field work and consultations with its partners, compile a set of important, relevant and current research topics and questions.	Initial set of research topics and questions compiled	December 2012	Programme Coordinators
A4.2	Develop formal research agreements and partnerships with selected universities and other research organizations facilitating data collection, participating in and disseminating research analyses.	Research agreements developed (based on funding)	December 2013	IBE Director; Programme Coordinators
Medium Term Actions (within 1-3 years of adoption of the Strategy)				
A4.3	Disseminate relevant and pertinent research findings of partner universities and other research organizations through the IBE website.	First research findings disseminated	January 2014	Programme Coordinator, KPM
A4.4	Conduct analyses of the IBE's own databases and publish regular updates on how education systems are addressing high priority curriculum issues (e.g., global situation analysis of the state of curriculum design and development).	First analyses completed and published	June 2014	Programme Coordinator, KPM

Goal B: Develop efficient mechanisms to implement programmes and deliver services appropriate to a CoE

Strategy B1:

The IBE should build on its extensive set of networks to support the delivery of its programmes and diversify further the already wide range of partners needed to assist it in its work, with a particular focus on promoting South-South and North-South-South collaboration.

STRATEGY REF.	ACTION	OUTCOME(S)	COMPLETED BY	PRIMARY RESP
Short Term Actions (within one year of adoption of the Strategy)				
B1.1	Strengthen and expand IBE networks to include: • Curriculum experts, professional associations, and other centres of excellence which could assist the IBE to carry out its tasks at regional and national level. • Other relevant UN agencies and international non-government organizations. • Key figures from outside education concerned with the quality of education (e.g., leaders of civil society, politicians/parliamentarians, the mass media, the private/business sector, and, increasingly, alumni of IBE courses). • Supporters and 'friends of the IBE' who can provide the Institute with information, contacts and support, and high-level 'champions' or 'goodwill ambassadors' who would be willing to speak on its behalf.	Networks re-affirmed and expanded as appropriate. Services provided by IBE publicised to all networks	January 2013 and on going	All staff; Programme Coordinator, CD
Medium Term Actions (within 1-3 years of adoption of the Strategy)				
B1.2	Based on the members of these networks, more systematically organise the IBE's partner/network databases, particularly its roster of institutions, technical specialists and pioneers in the field who can be called upon to help the IBE deliver its increasing range of services.	Refined internal databases of partner institutions, technical experts and consultants	September 2013	Programme Coordinators

Strategy B2:

The IBE should further expand its collaboration with other UNESCO Institutes (both Category 1 and 2) and UNESCO Field Offices, especially the Regional Bureaus for Education, in order to (among other purposes) promote the inclusion of curriculum issues in the programmes of UN Country Teams.

STRATEGY REF.	ACTION	OUTCOME(S)	COMPLETED BY	PRIMARY RESP
Short Term Actions (within one year of adoption of the Strategy)				
B2.1	Organise a series of meetings between the IBE, the other Category 1	Strategy purpose, content and	December	IBE Director

	and Category 2 institutes and Directors of HQ Divisions to discuss the implementation of this strategy.	implementation plan widely known in UNESCO	2011 and ongoing	
B2.2	Strengthen linkages with all UNESCO Field Offices and National Commissions as active analysts of local curriculum needs and priorities, identifiers and convenors of potential IBE partners and advocates for/transmitters of IBE messages into the discourse of UN Country Teams and UN Member State planning processes.	Links with FOs and NCs strengthened and flow of local and regional information and data enhanced	January 2013	IBE Director; Programme Coordinators
Medium Term Actions (within 1-3 years of adoption of the Strategy)				
B2.3	Strengthen the collaboration with UNESCO Regional Bureaus (RB) of Education to develop them as strong regional partners with the IBE and co-implementers of its programmatic areas of work.	Partnerships with RBs strengthened and IBE input to RB work plans increased	June 2013	IBE Director

Strategy B3:

The IBE should continue to explore innovative methods for sustainable capacity development for the full range of actors involved in curriculum.

STRATEGY REF.	ACTION	OUTCOME(S)	COMPLETED BY	PRIMARY RESP
Short Term Actions (within one year of adoption of the Strategy)				
B3.1	Develop a systematic framework of flexible training courses and related certificates and accreditation arrangements.	Initial course framework and accreditation arrangements	November 2011	Programme Coordinator, CD
B3.2	Improve and refine existing training tools to fit the framework created in B3.1.	Training tools reviewed and enhanced	January 2013 and ongoing	Programme Coordinator, CD (and TA)
Medium Term Actions (within 1-3 years of adoption of the Strategy)				
B3.3	Within the framework mentioned in B3.1: • Create new training tools to meet emerging demands and trends. • Develop intensive, longer-term training programmes in cooperation with universities, leading to academic accreditation. • Develop or adapt e-learning and online and distance learning programmes and fora.	Appropriate range of course structures and patterns developed within the framework	January 2013 and ongoing	Programme Coordinators

Strategy B4:

The IBE should develop systematic, comprehensive and innovative communication, advocacy, marketing and fund-raising strategies.

STRATEGY REF.	ACTION	OUTCOME(S)	COMPLETED BY	PRIMARY RESP
Short Term Actions (within one year of adoption of the Strategy)				
B4.1	Develop a comprehensive communication strategy which identifies key messages, target groups and media, as well as mechanisms for measuring the effectiveness of the strategy.	Comprehensive communication strategy (adv & communication strategy)	June 2012	IBE Director; Programme Coordinator, PD
B4.2	Develop a comprehensive advocacy and marketing strategy which promotes the IBE's services and 'brand', identifies key products and potential clients / beneficiaries and describes strategies for reaching new and potential clients.	Comprehensive advocacy and marketing strategy (adv & communication strategy)	June 2012	IBE Director; Programme Coordinator, PD
B4.3	Develop a resource mobilization plan which pursues new and potential governmental and private sources of funds and which sets realistic targets (in terms of number of donor countries and amount of funds) and timelines	Resource mobilization plan	January 2012	IBE Council President and members[2]; IBE Director
Medium Term Actions (within 1-3 years of adoption of the Strategy)				
B4.4	Implement and monitor the strategies described in B4.1-3 above.	Additional funding secured	January 2013 and ongoing	IBE Council President and members[3]; IBE Director

[2] The responsibilities of the members of the IBE Council in this Strategy are pursuant to the Council decision at its 60th Session as follows:

- Item 5 – The Council 'requests the IBE Director, in cooperation with the IBE Council through its President, to seek extra-budgetary funds for the programme activities proposed in the strategy' and 'calls upon Member States to support the attainment of the goals of the strategy, including through extra-budgetary support.'
- Item 7 – The Council 'calls upon members of the IBE Council to support the IBE Director in the effort of seeking additional financial resources, especially through core contributions within the framework of multi-year agreements as well as other extra-budgetary resources, including the private sector.'

[3] The responsibilities of the members of the IBE Council in this Strategy are pursuant to the Council decision at its 60th Session as follows:

- Item 5 – The Council 'requests the IBE Director, in cooperation with the IBE Council through its President, to seek extra-budgetary funds for the programme activities proposed in the strategy' and 'calls upon Member States to support the attainment of the goals of the strategy, including through extra-budgetary support.'
- Item 7 – The Council 'calls upon members of the IBE Council to support the IBE Director in the effort of seeking additional financial resources, especially through core contributions within the framework of multi-year agreements as well as other extra-budgetary resources, including the private sector.'

Strategy B5:
The IBE should promote policy dialogue, with particular emphasis on the International Conference of Education (ICE) as a major policy dialogue forum of Ministers of Education.

STRATEGY REF.	ACTION	OUTCOME(S)	COMPLETED BY	PRIMARY RESP
Short Term Actions (within one year of adoption of the Strategy)				
B5.1	Strengthen the IBE's follow-up activities deriving from the last ICE session on inclusive education, especially to ensure that policies and practices of inclusive education, broadly defined, are being developed by Member States.	Follow up data on inclusive education collected and analysed	January 2012	Programme Coordinator, CD
Medium Term Actions (within 1-3 years of adoption of the Strategy)				
B5.2	In collaboration with the IBE Council, the Education Sector at HQ and other major partners, develop specific plans in regard to the frequency, format, and content of future ICE sessions and explore ways to enhance the visibility of the ICE, as well as to move towards more interactive dialogue and more focused conclusions and recommendations at each ICE.	Review and plan future ICE sessions over an appropriate timeframe	January 2013	IBE Director; Programme Coordinator, PD; ICE Working Group
B5.3	Consistent with Strategy B4 above, and in close collaboration with the Education Sector at HQ, ensure appropriate funding for the ICE in ways and at levels that do not compromise the IBE in carrying out its core functions or delivering other core services.	Appropriate funding mechanisms for future ICE sessions and funding identified	January 2013	IBE Director; ADG/ED; host country; ICE Working Group
B5.4	Explore a broad range of policy dialogue opportunities involving stakeholders from inside and outside educational systems and advocate curriculum reform and innovation at high-level Ministry of Education meetings at regional and national level.	Additional Policy Dialogue opportunities identified and acted on	June 2014	IBE Director; Programme Coordinator PD

Goal C: Strengthen management and governance structures so that they are logical, efficient, effective and appropriate to a CoE.

Strategy C1:
The IBE should review and, if appropriate, re-design its organizational structure to more logically reflect and efficiently manage its functions and to support the delivery of it services.

STRATEGY REF.	ACTION	OUTCOME(S)	COMPLETED BY	PRIMARY RESP
Short Term Actions (within one year of adoption of the Strategy)				
C1.1	Comprehensively review the current IBE organizational and staffing structure, and define an ideal organigram for the IBE (also in conjunction with Recommended action A.1.1 above) which clearly reflects the proposed additional functions and services of a CoE and make strategic decisions concerning which areas must receive priority attention.	Rapid organization assessment conducted Appropriate staffing structure and organigram developed	November 2011 September 2012	IBE Director; UNESCO HRM
C1.2	Create a mechanism and strengthen the human resources needed for developing and implementing a communication, advocacy, marketing and fund-raising strategy.	Additional posts and functions identified/established (depending on the availability of funding)	December 2011/June 2012 and ongoing staged implementation	IBE Director
Medium Term Actions (within 1-3 years of adoption of the Strategy)				
C1.3	Enhance the coordination among the priority programme areas of the IBE and its 'additional programmes' (HIV/AIDS, BEAP, etc.) and special projects.	Clear accountabilities for priority programmes and relationships with main programme areas established	June 2012	IBE Director; Programme Coordinators, AF
C1.4	Strengthen the IBE's functions of research planning and coordination and of monitoring and evaluation and ensure they are placed more logically into the new IBE organizational structure.	Research functions appropriately managed and supervised (depending on the availability of funding)	November 2013	IBE Director

Strategy C2:

The IBE should seek to create additional posts and to further develop the expertise of existing staff in order to meet the increased demand and implement the expanded programme of a CoE.

STRATEGY REF.	ACTION	OUTCOME(S)	COMPLETED BY	PRIMARY RESP
Short Term Actions (within one year of adoption of the Strategy)				
C2.1	Identify the essential core competencies of staff and re-design current staff profiles (e.g., skill sets and expertise) in order to fill in the new organizational structure mentioned above (C1.1).	Revised Duty and Responsibilities statements consistent with new organisational structure	December 2012	IBE Director; UNESCO HRM; Programme Coordinators
C2.2	Re-assess, further enhance and more appropriately utilize the skills, expertise and experience of staff.	▪ Professional learning plans developed ▪ Opportunities in place to best utilize staff skills, expertise and experience	December 2012 and ongoing	IBE Director; Programme Coordinators
Medium Term Actions (within 1-3 years of adoption of the Strategy)				
C2.3	Recruit additional staff as required (and if funds allow) to meet the wide range of skills, knowledge and experience needed for the IBE to perform as a CoE.	Staged Human Resources plan developed and implementation commenced	January 2013 and ongoing	IBE Director; Programme Coordinators
C2.4	Explore the possibility of using more flexible contractual arrangements than currently exist in order to recruit and keep needed expertise.	Range of employment models explored and utilised	January 2013	IBE Director; UNESCO HRM; IBE AO

Strategy C3:

In order to ensure efficient and effective guidance and oversight of the IBE as a CoE, the IBE Council should initiate a process to review the current governance structure and, if appropriate, to develop, propose and seek support for a new structure. Any resulting structure should both maintain the principle of geographic representation and ensure high-level educational expertise in the decision-making process regarding IBE's programmes and priorities.

STRATEGY REF.	ACTION	OUTCOME(S)	COMPLETED BY	PRIMARY RESP
Short Term Actions (within one year of adoption of the Strategy)				
C3.1	In close collaboration with UNESCO HQ, examine the size, composition and functions of the IBE Council, including the possibility of creating an advisory mechanism which would provide expert advice to the Council	▪ Analysis of size, composition and functions of the Council completed and recommendations made	October 2012	IBE Director; ADG/ED Dir ED/EO; President

	and professional support to the IBE by focusing on planning and programme development and the 'anticipatory' function.			of IBE Council; GBS[4]
C3.2	Based on the results of this examination, propose a range of options for a new model of governance for discussion by the IBE Council and endorsement of a preferred model to the General Conference.	Options for a preferred model of governance ready for presentation to EXB (April) and General Conference (October, 2013)	January 2013	IBE Director; ADG/ED; Dir ED/EO; President of IBE Council; GBS
Medium Term Actions (within 1-3 years of adoption of the Strategy)				
C3.3	Strengthen IBE Council's ability to provide programmatic guidance, resource mobilisation, strategic decision-making and oversight to support the work of IBE as a CoE.	Structure or mechanisms in place for Council to provide constructive guidance and support to the IBE	January 2014	IBE Director; President of IBE Council

[4] Governing Board Secretariat (GBS)

Strategy for Making the International Bureau of Education a Centre of Excellence in Curriculum

PROGRAMMATIC REVIEW 2011[1]

[1] Document prepared in collaboration with Mr. Philip Stabback, Consultant (July 2011)

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EXECUTIVE SUMMARY

At its 60th Session in January 2011, the Council of the International Bureau of Education (IBE) endorsed a Strategy to make the IBE a 'Centre of Excellence' (CoE) in curriculum. This Programmatic Review is one of the early steps in putting this Strategy into place.

The broad intention of the Review is to assess whether or not the IBE's programmes are suited to a CoE, and to make recommendations for their improvement. Part of this process is to prioritise the activities of the IBE in terms of their suitability, effectiveness and consistency with the IBE's vision and mission as a CoE so that effective planning can occur.

It should be noted that there was a limited time assigned to this exercise that included work with the Director and all the coordinators. It has therefore not been possible to conduct in-depth analyses of every Programme, publication and activity. The recommendations contained in this report should therefore be further discussed within the Institute to validate both the recommendations and the information and evidence on which they have been based.

This is particularly true of the process to develop statements of vision, mission and objectives appropriate to a CoE referred to below in Step 1. This process has commenced through internal discussions and the establishment of a working group, and a draft is included in this report (Go to 1.2 Revised Statements of the IBE as a Centre of Excellence). However, this is clearly a critical process which should be taken to conclusion led by the IBE, but ideally in collaboration with some of its stakeholders, including representatives of the UNESCO Education Sector and the IBE Council.

The methodology of this Programmatic Review consisted of three steps:

1. Review of IBE statements of Vision, Mission and objectives
2. Information gathering and self-evaluation by Programme Coordinators and Project Officers
3. External evaluation by the reviewer, prioritisation of activities and recommendations.

An initial task for the review was to elaborate and clarify the concept of a CoE. The IBE Strategy contains some criteria, and these were used in particular to conduct the self-evaluation reported in PART 2 (go to 2.2 Information and Self-Evaluation). To a large extent, however, status as a CoE will be determined by perceptions of the clients and other stakeholders and observers of the IBE. For this reason, the external evaluation has been framed around a series of evaluative questions that clients are likely to ask in making judgements. Information, observations and recommendations related to these evaluative questions provide the structure for PART 3 (go to 3.3 Key Evaluative Questions).

In general terms, the findings support both the Programmes and their structure, and support the continuation of most activities. Certainly the broad Programme Areas of In-Country Support (currently referred to as Capacity Development and Technical Assistance to Member States), Knowledge Production and Management and Policy Dialogue reflect a comprehensive and thoughtful approach to the process of curriculum development. This is not to say, however, that rationalisations and improvements to both the structure and implementation of Programmes should not be made, and recommendations are made throughout the Report. There are a number of activities that require serious re-assessment and re-formulation if they are to fit the concept of a CoE.

To facilitate short-term planning to achieve Programme improvements, current products and services have also been listed by Programme and project in section 3.4, and a priority has been assigned using the following coding system:

1 = High value / Retain and, if possible, expand
2 = Important / Retain
3 = Continue pending Evaluation
4 = Suspend pending Restructuring / Reformulation
5 = Low value / Discontinue

INTRODUCTION

Background

This Programmatic Review has been conducted within the context of the Strategy aimed at making the IBE a Centre of Excellence in Curriculum which was endorsed by the 60th Session of the IBE Council in January 2011. The Review is one element of a broader Internal Review process which also involves an Organisational Review to be carried out in May 2011. The results of both parts of the Internal Review will inform various planning processes related to the Strategy, including the development of an Implementation Plan for the Strategy and a Resource Mobilisation Plan.

Goal A of the Strategy requires the IBE to 'Develop programmes and services that are relevant and responsive to the needs of Member States, innovative and effective in nature and, above all, of high quality (p. 5). More specifically, the Strategy requires the IBE to

- Revise the IBE's statements of its mission, purpose and objectives to ensure that they reflect the intent of the Strategy (A1.2)
- Conduct a review of all current activities within each programme area to determine the extent to which each activity is consistent with the revised statements (A1.3).

The specific objectives of this Programmatic Review are therefore to

1. review and, if appropriate, revise the IBE's statements of vision, mission, strategic objectives and related matters
2. gain a thorough understanding and elaborate a description of the Programmes, including their objectives, the products and services they generate, implementation strategies and achievements
3. assess whether each Programme develops products and provides services that are consistent with the IBE's statements of vision, mission and purpose, and are appropriate to a CoE in terms of scope and quality
4. assess whether the sum of products and services provided by the Programme Areas represent what would be expected of a CoE
5. identify Programme areas and products and services within those Programmes that need to be improved (or deleted) in order for the IBE to become a CoE
6. if possible, prioritise programmes by identifying which are most and least relevant to a CoE.

Programmatic Review Methodology

The Programmatic Review was conducted in the following three phases, some activities of which occurred simultaneously:

Phase 1 ***Review of Vision, Mission and Objectives statements***

(Go to PART 1 – REVIEW OF HIGH LEVEL STATEMENTS OF MISSION, PURPOSE AND OBJECTIVES)

This phase involved a discussion of existing statements in strategic documents and the website by the Programme Coordination group, with particular emphasis on their suitability for a CoE. A draft text was prepared based on these discussions.

The issue of the vision and the mission of the IBE also arose during whole of staff discussion sessions under the Rapid Organisational Assessment. A working group was

formed and elaborated the text contained in Part 1 below. This text needs to be further refined though internal IBE processes.

Phase 2 ***Programme Information and Self-Evaluation***

(Go to PART 2 PROGRAMME INFORMATION AND SELF-EVALUATION)

This phase consisted of determining the Programmes to be evaluated in the review, and an agreement that the scope of the Review would include the Programmes endorsed by the IBE Council in January. 2011.

Each Programme Coordinator then responded to a series of questions related to the Programme. The questions focused equally on information about the Programme and an evaluation of its effectiveness. The survey included some questions about how the Programme could be enhanced in the future, and the risks and challenges faced by the Programme and its future directions.

Programme Coordinators also presented their Programmes to Coordination meeting in a peer review setting and responded to questions and comments.

Phase 3 ***External Review and Recommendations***

(Go to PART 3 – CONCLUSIONS AND SUGGESTED ACTIONS)

The third phase of the evaluation considered all the information and evaluative comments provided in Phase 2. Based on the Review criteria, the reviewer constructed a series of evaluative questions likely to be considered by clients of a CoE as legitimate inquiries. Information, evidence and constructive suggestions were then summarised is response to each question.

Finally, and again based on the information and opinion provided, a table has been developed listing each activity, providing recommendations and assigning a priority ranking.

PART 1 – REVIEW OF HIGH LEVEL STATEMENTS OF MISSION, PURPOSE AND OBJECTIVES

1.1 Process of Review

See Introduction (Go to Phase 1 Review of Vision, Mission and Objectives statements)

1.2 Revised Statements of the IBE as a Centre of Excellence

The following revised statements were developed and endorsed by the co-ordination team as being appropriate to the IBE as a CoE:

- Vision
- Mission
- Objectives (Educational and Institutional)
- Values
- Rationale

The draft statements are in Table 1 below.

Table 1 - Revised High-Level Statement

OUR VISION
Our vision is to be a Centre of Excellence in curriculum – a leading UNESCO Institute, widely respected for its specialist expertise, knowledge and networks, and for providing evidence-based information and practical support to Member States in valuable and responsive ways.

OUR MISSION
As a Centre of Excellence, the mission of the IBE is to enhance the quality of students' learning by promoting and supporting excellence in curriculum processes and products. We support excellence in curriculum by providing - capacity development for institutions and individuals, and targeted technical assistance - access to curriculum-related knowledge and information - opportunities for constructive policy dialogue

OUR OBJECTIVES	
EDUCATIONAL	**INSTITUTIONAL**
The Educational Objectives of the IBE are: 1 To enhance the capacities for the design, management and implementation of curriculum development processes among specialists, practitioners and decision-makers 2 To improve the quality of curriculum-making processes and products 3 To inform innovative policies and practices in the field of curriculum reform and change.	The Institutional Objectives of the IBE are: 1 To develop and implement a range of high quality, relevant results-oriented products and services 2 To ensure we respond to the needs of Member States and deliver our products and services in efficient, timely and responsive ways. 3 To ensure our work is effectively monitored and its results are measured in valid and appropriate ways

OUR VALUES

Promote excellence	We value our ability to provide curriculum products and services which are widely regarded as the best in the world.
Exceed expectations	We value doing more than is expected for each and every client.
Continuously improve	We value products and services which are continually being updated and improved.
Reward effort and innovation	We value and reward the efforts of our people and their ability to be innovative and flexible.
Act responsibly and ethically	We value behaviour and practices that are ethical and through which we take responsibility for the consequences of our actions. We strive to reinforce environmentally sustainable practices.

OUR RATIONALE

If we want:	• a world that is politically, economically and environmentally secure, • societies that are just and inclusive, and • communities that are caring and safe,
Then education systems need to produce young people who are:	• Knowledgeable, confident and productive individuals • Life-long learners with the skills to operate successfully in an environment of rapidly expanding knowledge • Proud and responsible members of their communities and citizens of their countries.
To contribute to this process, curriculum needs to:	• Be of the best possible quality in both process and product • Provide opportunities for every individual to realise her or his potential • Promote high standards of personal achievement in all learning areas • Achieve a balance between learning knowledge, acquiring skills and competencies, and developing attitudes and values • Be relevant to students' present and future lives, learning needs and stages of development • Reflect the cultural traditions and aspirations of the country, and respond to global challenges
And teachers need to:	• Create nurturing and enabling learning environments • Encourage active learning including the use of new technologies • Use a range of teaching and learning approaches to address different learning needs and styles
So that learners develop as individuals who:	• Understand and cherish their own country and its place in the world • Are self-confident and able to accept challenges • Can work both independently and as part of a team • Develop resilience and can cope with change • Are caring, tolerant, proactive and ready to engage positively in society, and • Respect the physical environment and understand the need for sustainable development

INSPIRED BY THIS RATIONALE, THE IBE SUPPORTS MEMBER STATES IN THEIR EFFORTS TO ENHANCE STUDENTS' LEARNING THROUGH THE DEVELOPMENT OF HIGH QUALITY INCLUSIVE CURRICULUM

PART 2 - PROGRAMME INFORMATION AND SELF-EVALUATION

2.1 Clarification and Confirmation of Programme Areas and Projects / Activities

The Strategy accepts as a Guiding Principle that the IBE's current three Programme Areas (Policy Dialogue and Technical Assistance, Knowledge Production and Management, and Policy Dialogue) as appropriate to a CoE (Section 2D). The inter-related nature of these Programme Areas is illustrated in the IBE Strategy 2008-2013, p. 16.

The following diagram elaborates the various projects, priority initiatives and other activities currently being undertaken within these Programme Areas.

Diagram 2 – Current Activities within IBE Programme Areas[2]

PROGRAMME	CAPACITY DEVELOPMENT and TECHNICAL ASSISTANCE	KNOWLEDGE PRODUCTION and MANAGEMENT	POLICY DIALOGUE
COMPONENTS	• Technical Assistance to Member States • Community of Practice • Learning Tools and Training (Diploma)	• Observatory / Resource Bank • IBE Website • Documentation and Information • Publications	• International Conference of Education • Policy Dialogue for Inclusion
PROGRAMME INITIATIVES	HIV / AIDS in the Curriculum		
	PROJECT AFRICA BEAP – Learning for Life and Work – Diploma		

The following Programmes (as approved by the IBE Council, January 2008) were adopted as the content of the Review:

- Capacity Development
- Technical Cooperation Projects / Support to Member States
- Capacity-Building and Clearinghouse on HIV and AIDS education
- Learning for Life and Work in Sub-Saharan African countries
- Knowledge Production and Management

[2] This table represents the understanding of the IBE's programmes and other initiatives of the reviewer only. It has not been endorsed by the IBE as an accurate representation.

2.2 Information and Self-Evaluation

In the initial phase, Programme Coordinators and Project Officers were asked to provide information about their activities, and to provide some evaluative comments. These self-evaluations form part of the information in this section.

The evaluation criteria, as outlined in the CoE *Strategy*, were adopted as a means of organising and presenting information and self-evaluative comments within each Programme Area:

1. Relevant and responsive to the needs of Member States (Strategy, Goal A)
2. Innovative (Strategy, Goal A)
3. Effective (Strategy, Goal A)
4. High quality (Strategy, Goal A)
5. Consistent with the IBE's revised statements of mission, purpose and broad objectives (Strategy, Goal A, A1.3).

In addition to these criteria, the following aspects of the Programmes were considered highly relevant to the purpose of the Review and have therefore been included:

- Challenges and Risks currently facing the programme, and
- How the Programme Coordinator envisages future directions for the Programme in the context of the IBE becoming a CoE.

2.2.1 CAPACITY DEVELOPMENT

(Ref. IBE Council 60th Session, Annex 2, Fact Sheet 1)

Programme Components:

- Learning Tools and Training Modules
- Basic Education in Africa Programme
- Community of Practice for Curriculum Development

Review Criteria:

1. Relevant and responsive to the needs of Member States

    - Highly relevant as the programme is engaged in core activities (policy dialogue, capacity development and knowledge production and sharing) contributing to a quality curricula for all
    - Highly relevant to an IBE assuming progressively a more proactive role in the field ,and being able to deliver quality services and products timely and in an efficient way
    - Highly relevant as forging partnerships outside and inside UNESCO to get IBE better known, appreciated and demanded according to its mission and core business
    - Delivery of learning tools and long-term accredited training in curriculum: one of IBE's core business
    - Technical support for BEAP, sustainable vision and work approach: in response to African countries' needs, in line with UNESCO Priority Africa, and in collaboration with FOs

2. Innovative

The activities delivered within the Programme are developed in-house and customised to meet the needs of the relevant Member State. There is no other organisation or agency currently delivering the IBE's range of products and services in such a targeted way. For example, the Diploma in Curriculum Design and Development is a unique training programme, customized to the needs of different regions. It combines face to face and on-line sessions, and makes available updated trends and issues in curriculum from an inter-regional perspective, as well as a vast array of training activities and case studies from all over the world.

Some elements of the Programme are delivered using appropriate technologies, and there are plans to expand on-line elements of training programmes to complement face to face sessions.

3. Effective

- The effectiveness of the programme is very high as products and services delivered are highly appreciated by partners and Members States.
- Diverse types of evidence are used to gauge effectiveness including assessment by participants (quantitative and qualitative), set of indicators included in the programme fiches of each year approved by the IBE Council and in the C35, letters and emails sent to IBE Director, to other colleagues and the Programme team, educational policy and curriculum frameworks revised, assessment done by partners
- Data is gathered and analysed to measure the process of implementing initiatives within an integrated approach to capacity development. The Programme team applies and will further strengthen the use of monitoring and evaluation tools in all activities. It has received positive evaluations by partners and beneficiaries of short-term and long-term impacts, in both qualitative and quantitative terms
- Follow-up of diploma awardees (Latin America) is envisaged during the years 2012-2013 principally regarding the improvement and refinement of work practices, and the improvement of the quality of the curricula designed and implemented

4. High quality

All components of the Programme are of high quality and reflect the latest thinking in curriculum design and development. The Programme draws on the resources of the IBE's Knowledge Production and Management Programme, and has strong links to all its Programme Initiatives. The work in the Programme also contributes in many practical ways to enhancing the IBE's Policy Dialogue Programme, particularly related to the promotion of inclusive curricula as a tool for inclusion in education.

Quality is also achieved by ensuring that activities are tailored to the characteristics and capacities of the relevant Member State.

5. Consistent with the IBE's revised statements of mission, purpose and broad objectives

   The Programme is consistent with the IBE's revised high-level statements in that:
   - The provision of capacity development and technical assistance is critical to fulfilling the IBE's vision of a widely-respected Institute but, particularly, of providing 'practical support' to Member States. With additional resources, the services to Member States could be expanded significantly.
   - It contributes very significantly to all the IBE's Educational and Institutional objectives
   - All methodologies and processes used within the Programme are consistent with the IBE's values.

Challenges and Risks:

Current challenges facing the Programme include

- Designing and implementing products and services that can provide effective valued-added to IBE mission and core business (such as the Diploma in Curriculum Design and Development initially focused in the African and Latin American regions)
- Forging sustainable partnerships as well as synergizing efforts and initiatives among multiple institutions to effectively deliver quality services and products
- Taking a significant intellectual responsibility in
  - coordinating and producing learning materials inter-regionally and also customized to different regions,
  - implementing diversity of training courses (diplomas and capacity development workshops),
  - moving forward the inclusive education policy agenda sustained by developing criteria and tools for an inclusive curriculum and
  - responding to requests demanding IBE involvement in UNESCO or other partners activities (e.g. inter-regional and regional discussions on curriculum issues bringing in a comparative international perspective)
- Aligning the understanding of a systemic approach to curriculum among all partners, colleagues, stakeholders and beneficiaries
- Having the global mandate to meet the high expectations from all beneficiaries for supporting them in all curriculum-related issues.

Future challenges facing the Programme include

- Short term – the implementation of the diploma initiative in Africa, the finalization of the first diploma edition in Latin America and to start the second one.
- Medium term – a sustainable framework and a menu of training provisions on curriculum available to member states in the Asia, Arab, Africa and Latin America regions.
- Securing necessary human and financial resources to deliver ongoing and upcoming activities and products, principally at the intermediate professional level (curriculum and research expertise)
- Balancing effective implementation, evaluation, communication, and reporting
- Taking into account contribution to the upcoming ICE

Risks to the Programme include

- Not being able to effectively attain quality cohorts of diploma awardees in Africa and Latin America. (To manage this risk, the IBE undertakes a close and intensive follow-up of the diploma initiatives, takes proactive actions in developing materials and support students, and assumes overall responsible for the delivery of the training.)
- Being hindered by unpredictable changes that may occur in ongoing partnerships (commitment should be sustainable and work philosophy harmonised at all levels: institutional, governmental, individual, etc.)

Future Directions:

Future initiatives relevant to a CoE which could be delivered within this Programme include

If there were to be **n**o increase in resources –

- Implementation of the diploma initiatives in African and in Latin America understood as the core valued added of the programme to IBE as COE, and as an IBE flagship (partnered with UNESCO HQ, FOs, universities, institutes of education and others)
- Link the support to the BEAP to the diploma initiative under an integrated approach (policy dialogue, capacity development and tools).
- Production, dissemination and use of thematic modules as adds-on of the curriculum resource pack to support the revision and adjustment of the curricula, as well as to the training of practitioners (partnered with UNESCO HQ, FOs and others)
- Implementation of capacity development workshops on inclusive education and inclusive curricula based on the inclusive education resource pack (partnered with UNESCO HQ, FOs, universities, Ministries of Education, institutes of education and others)
- Continue to develop the COP and pool of experts as a quite unique and interactive setting to foster inter-regional and regional dialogue on curriculum issues, and of sharing and disseminating knowledge (also contribute to update and refine IBE tools with case studies from all over the world).

If there were to be 'reasonable' additional resources –

- Extend the implementation of the diploma initiatives to Asia and Arab States
- Enhance the production of thematic modules as adds-on of the curriculum and inclusive education resource pack partnered with UNESCO HQ, FOs, universities, Ministries of Education, Institutes of Education and others, and making it available in at least three of UNESCO languages
- Further strengthen the on-line sessions of the diploma, principally related to the elaboration and formatting of training materials
- Produce, disseminate and use inter-regional and regional analysis of curriculum trends and issues mainly based on using available IBE information.

2.2.2 TECHNICAL COOPERATION PROJECTS / SUPPORT TO MEMBER STATES

(Ref IBE Council 60th Session, Annex 2, Fact Sheet 2)

Review Criteria:

1. Relevant and responsive to the needs of Member States

   - All activities are highly relevant. The programme provides customized support to member states in a variety of ways
   - The programme has to be based on extra-budgetary means and cost recovery, and so focuses directly on identified needs
   - The programme allows the application of generic tools and processes to specific contexts, while putting in place and elaborating specific processes and tools/outcomes that may benefit other countries/regions

2. Innovative

   While many activities undertaken within the Programme follow traditional technical assistance methodologies (such as hands-on curriculum writing workshops and seminars), the activities are always designed with the target group in mind and with the purpose of maximising outcomes for participants and education systems. The information provided within activities is contemporary and well-researched, and projects are planned with long-term curriculum improvement as the major goal.

   Consideration is continuously given to improving delivery methods and to responding to the various capacities of participants to learn and apply new information and competencies. Over the last several years, different customized capacity development tools have been produced collaboratively that embed innovative approaches to curriculum issues. These include education reconstruction in post-conflict / post-disaster situations, the integration of cross-cutting issues (i.e. gender equality), and the development of competencies for life and work. The projects also seek for innovative ways of involving stakeholders by balancing top-down and bottom-up approaches.

3. Effective

   - Indicators of effectiveness include:
     - The IBE's services are provided on a cost-recovery basis (e.g. Viet Nam: USD110,000.00; Kosovo: USD99,600.00; Angola: USD70,000.00; Pakistan: 35,000.00; Iraq: 50,000.00 in 2010 and continuing), yet the IBE receives demands continuously (such as recently received demands from UNRWA and UNESCO Doha Office)
     - The IBE is often asked to partner with UNESCO entities (i.e. Education and Culture Sector) and other international organisations (UNICEF; UNDP; UNHCR; INEE)
     - All project activities are evaluated and, as much as possible, review meetings with stakeholders are organised. All evaluations have been positive-very positive.
     - In some cases the IBE asked to come back and resume work over a period of time (i.e. Kosovo, 2001 and 2008/2009) which indicates a high level of satisfaction

  - Various projects and activities have been selected to be disseminated internationally through publications and on-line data bases (i.e. Bosnia and Herzegovina, Kosovo; Angola; Viet Nam)
- The programme is effective-highly effective but is severely constrained by there being only one IBE programme specialist (ALD) to conduct all aspects of the Programme.

4. High quality

   Technical Assistance activities are planned carefully in cooperation with donors and in-country authorities, are executed professionally and evaluated objectively. The IBE programme specialist in charge works as both programme coordinator and resource person especially for general curriculum development; education reconstruction in PCPD situations; curriculum evaluation; links between curriculum, textbooks and teacher training; the integration of cross cutting issues in the curriculum; preparation for life and work in light of LTLT and ESD.

   However, in the absence of sufficient in-house experts, the Programme depends also on the quality and availability of high-level contracted consultants. To date this process has been successful and a range of high quality outcomes have been achieved.

5. Consistent with the IBE's revised statements of mission, purpose and broad objectives

   Technical Assistance is a critical component of the IBE's suite of professional services, and has produced a range of useful and relevant products, such as training modules and handbooks. The Programme's activities contribute significantly and directly to the achievement of the IBE's Vision and Mission, and are critical to achieving its educational and institutional objectives.

Challenges and Risks:

Current and future challenges include

- Lack of professional stability that can limit long-term confidence in the IBE to deliver long-term programme outcomes
- Lack of adequate professional support to the programme coordinator which contributes to work overload
- Lack of a core budget. A core allocation would allow the IBE to take initiative more pro-actively in project proposals to donors (in cooperation with Member States) and fund-raising initiatives. Such an approach would ensure stability and predictability in the products and services the IBE can offer
- Too many (and complex) competing demands. This can delay the finalisation of the products and their publication and dissemination
- Unstable international climate that hinders fund raising and delivery

Risks to the Programme include

- Unpredictable funding which could result in limited capacity to commit to long-term curriculum development processes and outcomes
- Lack of capacity to engage pro-actively in fund-raising (e.g. by designing and contributing to project proposals and by expanding cooperation with donors)

- Uncertainty of professional staffing in the Programme which limits capacity to commit the IBE to long-term engagement in Member States
- Concentration of technical assistance experience and expertise in one person which, if that person leaves the IBE, could result in loss of technical knowledge and expertise, and damage to the reputation of IBE and UNESCO
- Capacity of the Programme to engage high quality consultants and experts given its limited funding and uncompetitive rates of remuneration.

Future Directions:

If there were to be **n**o increase in resources –

- The current programme could continue but the risks outlined above would be difficult to manage and the consequences may become more serious for the IBE in terms of its reputation and capacity to deliver

If there were to be 'reasonable' additional resources –

- A real team of highly-qualified specialists could be established, and Technical Assistance could become a specialised unit of IBE able to provide a wide range of services in a sustainable and pro-active way
- Activities could be evaluated externally and in a more rigorous way.

2.2.3 KNOWLEDGE PRODUCTION AND MANAGEMENT
(Ref IBE Council 60th Session, Annex 2, Fact Sheet 6)

Programme Components:

- Observatory / Resource Bank
- IBE Website
- Documentation and Information
- Publications

Review Criteria:

1. Relevant and responsive to the needs of Member States

   All components of the Programme are highly relevant to both internal staff and external stakeholders. The Observatory / Resource Bank provides access to up-to-date information and resources to Member States, other stakeholders, partners and external researchers. through 170 Country Dossiers (including links to curriculum development agencies and curriculum resources) and World Data on Education (profiles of education systems in over 160 countries with a strong focus on curriculum matters, produced also as support to IBE capacity development activities). These resources and information are also available to all IBE staff members and Programme Coordinators

   The IBE website provides user-friendly access to a range of resources and information, and has become an essential communication tool for IBE as a whole and a key means for knowledge sharing and dissemination. Regular alerts are provided to all stakeholders through notifications of curriculum-related materials and important publications and reports from across the world. The Programme manages a digital library of national reports, the

online catalogue of IBE documents and publications, the Documentation Centre, the IBE working papers on curriculum issues, and a range of reference services.

The Programme provides current and relevant information on a range of UNESCO's priority areas and themes, and adopts a global approach to its activities, but with particular attention to priority regions such as Africa.

The IBE's current set of publications (mainly the journal Prospects, the series Educational Practices and Studies in Comparative Education), is professional, relevant and well-received.

2. Innovative

The following services, among others, provide high levels of innovative service: documentation as a reference service (externally and internally) and a support to IBE activities; full integration of IBE resources into the UNESCO Portal; working papers; not only accumulation but also exploitation of IBE resources for studies and trend analyses as contributions to monitoring progress towards EFA goals (e.g. EFA Global Monitoring Report)

3. Effective

The Programme is 'marketed' through participation in exhibitions and similar events, presentations and announcements on the IBE website. Evaluation tools, including download data, survey results, verbal and email feedback and Google analytics all indicate that the Programme is highly effective in meeting the needs of Member States and other stakeholders.

4. High quality

This must be assessed by reference to users and partners. There is evidence that IBE resources are used and valued: for example, national reports, profiles of education systems, IBE publications, working papers have been increasingly downloaded and consulted. Furthermore, IBE materials and publications are frequently cited in scholarly works

5. Consistent with the IBE's revised statements of mission, purpose and broad objectives

The broad objectives of the Knowledge Production and Management Programme are

- To inform decision-making processes and support policy makers, curriculum specialists, and practitioners by sharing and disseminating knowledge, resources, expertise, and experiences in the field of curriculum
- To support capacity development, technical assistance, policy dialogue and other IBE field activities.

These Programme objectives align closely with the IBE's institutional objectives, and are critical for defining the role of a Knowledge Production and Management Programme in a Centre of Excellence in curriculum.

Challenges and Risks:

Current and future challenges include

- Lack of adequate funding and staff
- Lack of professional development opportunities
- Lack of a comprehensive and well structured communication and information approach
- Reaching an agreement within the IBE on how information and resources should be organized and stored
- Developing strategies to ensure that partners will contribute to and feed the "information centre"

Risks to the Programme include

- Too much technical and corporate knowledge in too few people. Changes in staff could impact negatively on the capacity of the IBE to deliver information services, and consequently could damage the IBE's and UNESCO's reputations.
- Inability to keep up with expanding range and uses of new technologies (including social networking technologies) which could result in limited potential to expand client base.
- Reduced specialised expertise in website development which could reduce IBE's capacity to provide expanded access to information and knowledge to its clients and stakeholders in the most user-friendly ways, and damage its reputation as a modern and relevant Institute.

Future Directions:

If there were to be **n**o increase in resources, the Programme could –

- Temporarily re-direct part of its current resources to increase the amount and quality of feedback on its services (through surveys and other instruments) from key partners and users
- Improve the IBE Intranet
- Streamline access to technical information on the IBE website
- Securing the continuing activities linked to the IBE website development and improvement (and the related skills and knowledge) for the long term period
- Expand, in a limited way, its capacity to provide targeted, specialised information searches
- Better planning and sharing of information through web editorial meetings
- Integrate alerts into the database Country Dossiers

If there were to be 'reasonable' additional resources, the Programme could –

- Develop a more dynamic platform for sharing and disseminating information
- Enhance access to the IBE's rich and updated curriculum collection and better exploit its potential
- Develop and implement strategies to attract partners to feed and expand the information platform
- Professionally develop staff members to improve technical capacity to maximise the development of information products and communication strategies
- Further customise alerts services
- Enhance and support field networks (such as the network of education specialists in UNESCO Regional Offices)

- Increase its analytical services (e.g. trend analyses, syntheses and summaries of key information, working papers, etc.) and provide consolidated reports on research findings in curriculum-related issues to stakeholders (e.g. research briefs, literature reviews, policy briefs, case studies, best practices, etc.).

2.2.4 PROMOTING INCLUSIVE EDUCATION IN POLICY DIALOGUE (Ref IBE Council 60th Session, Annex 2, Fact Sheet 7)

Programme Components:

- International Conference of Education
- Promoting Inclusive Education Policy Dialogue

Review Criteria:

1. Relevant and responsive to the needs of Member States
   The Programme is highly relevant and responsive to the needs of Member States. The evidence for this is that the Programme
   - Is highly relevant as it is engaged in core activities (policy dialogue, capacity development and knowledge production and sharing) reflecting a broadened concept of inclusive education as an guiding principle for achieving quality EFA, and inclusive curriculum as a key tool for inclusion.
   - Continues to reinforce policy dialogue, playing a leading role in advocating and building consensus, and forging partnerships around UNESCO's position on inclusive education and curricula
   - Provides technical support for countries and stakeholders moving towards inclusive policy frameworks (e.g. advised on Laos' inclusive policy framework reform; also advised on an online platform with concrete examples of UNESCO's Policy Guidelines for Inclusion)
   - Delivers learning tools and customised capacity development processes: one of IBE's core business functions. These are designed so as to engage policy-makers and inclusive education specialists and developers in reform processes towards inclusive education and inclusive curriculum (i.e. Panama workshop towards inclusive education staff of the Ministry of Education).

2. Innovative
   The primary purpose of the Programme is to ensure the place of inclusive education in the Policy Dialogue agendas of Member States. To our knowledge, no other agency or organisation has this function. The IBE has implemented a range of innovative strategies and activities to achieve this purpose:
   - The 48th International Conference on Education (ICE) was visualized as a dynamic process encompassing a preparatory, implementation and follow-up stage:
     - In 2007-2008, a series of preparatory activities formed part of a mapping and mobilisation strategy;
     - In 2008, the ICE created high-level consensus, knowledge production and sharing and the strengthening of networks around a broadened understanding of inclusive education (addressing the needs of all learners);

    - In 2009, the IBE led an intensive policy dialogue strategy, raising awareness/building consensus amongst diverse stakeholders around the policy implications of inclusive education;
    - Since 2010, IBE has progressively focused on promoting and developing inclusive curriculum as a tool for inclusion supported by reinforced policy dialogue, in order to enhance the national capacities for the design, management and implementation of inclusive policy and curricular frameworks.
- A range of capacity development workshops on inclusive education and curriculum customized to the needs of diverse partners and clients (at regional and national levels)
- An inclusive education resource pack made by a conceptual framework, vast array of training activities and case studies from all UNESCO regions, available in English. Thematic and regional modules will also be available in English and Spanish.
- Diversity of learning tools, inter-regionally and regional, partnered with UNESCO HQ, Fos and other key partners, with the overall view to support policy dialogue and training courses (i.e. developed a profile on inclusive teachers at the EU level)
- An inter-regional platform (Community of Practice in Curriculum Development) to access to and exchange information, documentation and materials on inclusive education and inclusive curriculum issues (i.e. annual e-forum) made by curriculum experts and practitioners from more than 130 countries with a strong emphasis on South-south-north production e.g. e-forums in 2008 (inclusive curricula) and 2009 (inclusive assessment)

3. <u>Effective</u>
    - The effectiveness of the programme is considered to be high as products and services delivered are positively appreciated by partners (inside and outside UNESCO) and Members States.
    - Diverse type of evidence are used to assess effectiveness, including
        - assessment by participants (quantitative and qualitative),
        - the set of indicators included in the programme fiches of each year approved by the IBE Council and in the C35,
        - letters and emails sent to IBE Director, to other colleagues and the IBE team,
        - educational policy and curriculum frameworks revised,
        - assessment done by partners.
    - Data gathered and analysed to measure the effectiveness of the process within an integrated approach towards capacity development. The team applies monitoring and evaluation tools in our activities (positive evaluation by partners and beneficiaries of short-term and long-term impacts, in both qualitative and quantitative terms).

4. <u>High quality</u>

    The Policy Dialogue Programme, while important and in many ways effective, does not appear to have the coherence and clear purpose of the IBE's other programmes. It does not have an easily identifiable set of objectives nor ways of measuring its effectiveness. Its quality is therefore difficult to judge.

    This is not to say that the Programme is ineffective. Rather, it points to a need to clearly articulate the intent of the Programme and to follow up on whether national policies are influenced by the Programme activities.

5. Consistent with the IBE's revised statements of mission, purpose and broad objectives
   The Policy Dialogue Programme is a critical element in the IBE's vision for curriculum development. Informed curriculum policy at a national level is essential if curriculum development processes and products are to reflect national goals and objectives and are to be adequately resourced. The Programme is therefore consistent with the IBE's stated mission, purpose and objectives.

   The central element of the Programme is the ICE, and it is this conference which sets the Programme agenda and priorities, as it has most recently done with Inclusive Education.

Challenges and Risks:

Current and future challenges include

- In the short term, the elaboration of toolkits/guidelines at the regional and national levels to support the development of inclusive education policies; the revision/adjustments of national policy frameworks within EFA and other initiatives such as FTI; and the implementation of customised training workshops on inclusive education and curriculum based on the inclusive education resource pack.
- In the medium term, producing a sustainable framework and a menu of training provisions regarding (a) policy dialogue on inclusion, equity and quality and (b) the development of an inclusive curriculum as a tool for inclusion, available to member states
- Securing necessary human and financial resources to deliver ongoing and upcoming activities and products, particularly at the professional intermediate level (inclusive education and research expertise)
- Balancing effective implementation, evaluation, communication, and reporting
- Taking into account contribution to the upcoming ICE mainly related to: (a) the implementation of a preparatory process made by informed in-depth discussions and exchanges around the ICE topic covering all UNESCO regions and engaging key stakeholders in building up policy consensus and (b) linking the ICE new topic to inclusive education which is seen as a cross-cutting dimension of the educational system.

Risks to the Programme include

- Not being able to effectively reinforce policy dialogue in key settings (conferences, workshops, partnerships and networks etc).
- Not being able to effectively strengthen the policy dialogue dimension in our capacity development activities.
- Not being able to effectively attain quality cohorts of capacity development on inclusive education and curriculum.
- Being hindered by unpredictable changes that may occur in ongoing partnerships (commitment should be sustainable and work philosophy harmonised at all levels: institutional, governmental, individual, etc.).

Future Directions:

If there were to be **n**o increase in resources, the Programme could –

- Continue to reinforce policy dialogue in key settings involving UN sister organizations, governments, parliaments, civil society institutions and

NGOs (conferences, workshops, partnerships and networks inter-regionally and regionally based), playing a recognized and appreciated leading role in advocating and building consensus around UNESCO's position on inclusive education and curricula e.g. UNICEF wants to develop a joint policy paper.

- Continue to strengthen the policy dialogue dimension in the implementation of capacity development workshops on inclusive education and inclusive curricula based on the inclusive education resource pack (partnered with UNESCO HQ, FOs, universities, Ministries of Education, institutes of education and others), i.e. within a process-orientated approach with multiple stakeholders, engaging policy-makers and in particularly inclusive education experts, developers and teachers (focus on Africa and on Latin American and the Caribbean)
- Continue to produced toolkits/manuals on inclusive education and inclusive curricula partnered with UNESCO HQ, FOs, universities, Ministries of Education, institutes of education and others (focus on changing school and classroom practices in the Arab and Asian region)
- Continue to develop the COP and pool of experts as a quite unique and interactive setting to foster inter-regional and regional dialogue on inclusive education and inclusive curriculum issues, and of sharing and disseminating knowledge (also contribute to update and refine IBE tools with case studies from all over the world).

If there were to be 'reasonable' additional resources, the Programme could –

- Enhance the technical support provided to countries around reform processes of policy and curricular frameworks through the planning, implementation and follow-up of policy dialogue meetings and capacity development workshops on inclusive education, inclusive curricula and inclusive teaching (i.e. contributing to address the mismatches between basic/secondary educational and curricular policies, and the teacher education ones). Policy dialogue will be strengthened by the elaboration and dissemination of policy briefs on inclusive education covering issues such as the development of inclusion at the school level or forging partnerships to ensure the implementation of public policies.
- Enhance the production of thematic modules as adds-on of the inclusive education resource pack partnered with UNESCO HQ, FOs, universities, Ministries of Education, Institutes of Education and others, and making it available in at least three of UNESCO languages
- Provide on-line sessions of the inclusive education and curriculum training, principally related to the elaboration and formatting of training materials in an online format.
- Produce, disseminate and use inter-regional and regional analysis of inclusive education trends and issues mainly based on using available IBE information

2.2.5 CAPACITY-BUILDING AND CLEARINGHOUSE ON HIV AND AIDS EDUCATION

(Ref IBE Council 60th Session, Annex 2, Fact Sheet 3)

Review Criteria:

1. Relevant and responsive to the needs of Member States

HIV and AIDS education is a priority for UNESCO. EDUCAIDS is the framework for the action of UNESCO in HIV and AIDS education. One of the core components of EDUCAIDS is the curriculum. As the specialized Institute of UNESCO for curriculum, IBE has a legitimate mandate for a programme on HIV and AIDS which provides practical support and advice to Member States. The Programme contributes significantly to the IBE's core business and gives a visibility to the Institute in a high profile and important area. Education and the curriculum have a key role to play in the answer to the pandemic. As a centre of excellence, IBE should have a leading position regarding this issue.

2 Innovative

The Programme has produced several innovative tools:

- interactive CD Roms with examples of activities that can be used and adapted by the teachers for their own practice.
- 2 documentary movies showing pedagogical interactions on HIV and AIDS education in the classrooms. One DVD has been produced in French in Cameroon (for Central Africa sub region) and one in English in Guyana (for CARICOM countries mainly).

3 Effective

The Programme has been highly effective in integrating HIV and AIDS education into the curricula, and in enhancing the capacities of curriculum developers in this regard. The tools developed in the Programme have been extensively requested and disseminated, and have been used effectively in workshops.

The IBE uses the tools in its workshops and sends tools to field offices on request. Guyana, Kingston, Bangkok and Yaoundé have requested DVDs and CD Roms, Beirut has requested Manuals. The feedback on the tools is very positive.

Several countries have started a review of their curricula to integrate HIV and AIDS following workshops or technical assistance (Cameroon, Chad, Central Africa, Congo, Gabon, Lebanon, Guyana). The field offices request the IBE's expertise on the issue through the organisation of and participation in workshops.

The Clearinghouse is a highly effective reference mechanism for documents on HIV and AIDS education.

4 High quality

As well as developing capacities through targeted and highly effective workshop activities in Central Africa, Western Africa, Arab countries, and the Caribbean, the project has produced a range of high-quality resources and products. These include:

- Manual for the integration of HIV and AIDS in the curriculum (in several languages)
- CD Roms with interactive activities
- DVDs on good pedagogical approaches
- Fact sheets on targeted issues and themes.

The project has also provided high quality technical assistance through, for example, assessment of teacher training in the Caribbean and answers to specific requests from institutions or individuals.

As the UNESCO Clearinghouse on HIV and AIDS, the Programme has added new documents to the database, developed evaluations of good practices, and made contributions to the UNESCO HIV and AIDS Education Clearinghouse Newsletter and to the website.

4 Consistent with the IBE's revised statements of mission, purpose and broad objectives

The HIV / AIDS Programme contributes significantly and directly to the IBE's strategic vision, its mission and its educational and institutional objectives. In particular, it

a. Develops the capacities of curriculum developers in member states
b. Provides clear and up to date information to support the integration of HIV and AIDS into mainstream curricula, and
c. Has produced a range of high-quality and timely services and products.

Programmes like this, which work across and draw on all major Programme areas of the IBE, are an essential component of the work of a Centre of Excellence in Curriculum and a vital part of the CoE Strategy.

Challenges and Risks:

Current and future challenges include

- Sustained and sustainable funding is the major issue for short and mid term. UBW funds provided through UNAIDS have decreased for UNESCO and the global policy is to give more funds to the field offices. This means that the IBE has had to strengthen partnerships with UNESCO field offices to continue an effective and sustainable work. HIV and AIDS programme needs more funds in order to be more active in the field and to increase its visibility.
- Some funders do not see HIV and AIDS as an education issue. It is sometimes difficult to access funds.
- HIV and AIDS and related issues are sensitive and a lot of countries do not see it as a priority for the curriculum and for the education sector. Important advocacy work is needed.

Risks to the Programme include

- Loss of human resources and experience.
- Loss of funds. One risk mitigation strategy for the next biennium is to have close collaboration with field offices in order to propose joint projects with them. This should result in more solid and sustainable perspectives.

Future Directions:

If there were to be **n**o increase in resources –

- it will be difficult to sustain the programme and the current level of service provision with the same resources. However, the creation of partnerships

with the field and other UN agencies has been successful. Continued success in this strategy would allow the programme to continue functioning, but it would be difficult to propose new tools and activities

If there were to be 'reasonable' additional resources –

- More workshops could be organised in the countries for capacity development and direct assistance
- More interactive tools could be produced
- Improved monitoring and evaluation strategies could be developed and implemented.

2.2.6 LEARNING FOR LIFE AND WORK (LfLW) IN SUB-SAHARAN AFRICAN COUNTRIES

(Ref IBE Council 60th Session, Annex 2, Fact Sheet 5)

Review Criteria:

1. Relevant and responsive to the needs of Member States

   The LfLW project is highly relevant and has been developed in response to needs expressed by Member States. Its relevance can be judged by
   - Its contribution directly to UNESCO'S "priority Africa" objectives
   - Its Capacity Building objective to improve capacities of high level curriculum and teacher trainers responsible in Sub-Saharan Africa
   - The links it develops between curriculum and learning to live together and preparation for life and work
   - The links it develops between curriculum and teacher training.

2. Innovative

   The project adopts innovative approaches by:
   - Working in-depth with, and among enlarged national teams in three selected countries
   - Strengthening links between curriculum development (planning, design and implementation) and teacher training and other education services
   - Face-to-face international activities taking place for sharing and exchanges complemented by substantive work carried out at national and local levels in between international meetings
   - Regional and international dissemination and sharing during high level events where policy makers meet in order to present results and enrich the international education dialogue (for instance, in the context of ADEA meetings and the BEAP programme).

3. Effective

   The project is very effective. Indicators used to judge effectiveness include
   - The high level of commitment of the participating countries
   - The intellectual and financial commitment of UNESCO field offices
   - The interest of UNESCO Headquarters (section of teacher training in Paris) in the project
   - The development of new external partnerships (e.g. with GTZ)
   - The results of workshop evaluations and the level of information-sharing during international meetings.

4. High quality

   Despite the lack of senior management and coordination, the project has delivered a range of outcomes within timelines and budget, and there is continuing demand for the services of the IBE within the project framework. The project has also developed the following high quality products:
   - A "Capacity development toolkit for promoting competencies and learning to live together".
   - Three country-customized work plans
   - Three draft curriculum guidelines promoting competency development for life and work.
   - Three "Fiches-pays : Etat et Processus du développement curriculaire" developed by the IBE project team with the ministries of education of Burkina Faso, Kenya and Mali; with the UNESCO field offices and with other IBE programmes products (ie Knowledge Production and Management)

5. Consistent with the IBE's revised statements of mission, purpose and broad objectives

   The project draws on expertise from all Programmes within the IBE. It makes a significant contribution to the capacity development component of the IBE's Mission, and to the achievement of the IBE's educational and institutional objectives. In particular, the project aims to strengthen the capacity of Member States to produce and implement high-quality curriculum processes and products by focusing on the development of competencies for life and work.

Challenges and Risks:

Current and future challenges include
- Budget and human resources constraints, in particular the lack of project leadership and management (at P4 level) for the last three years
- High number of countries (9 to 15) participating in the project
- Working in three different languages (French, English and Portuguese) with limited resources and at a highly technical level
- Lack of systematic interaction between IBE programs working in the same countries
- Fund raising and stabilization of human resources
- Implementation through widening the scope of the programme
- Coping with international and regional developments
- Responding to more specific and complex requests from member states

Risks to the Programme include
- Limitations on budget and human resources
- Nature of the political situation and instabilities of Sub-Saharan African States

Future Directions:

If there were to be **n**o increase in resources –
- The project is actually funded by extra-budgetary sources. If there is no continuation of resources, the project will cease.

If there were to be 'reasonable' additional resources –

- Continuing work on reinforcing the links between curriculum development and teacher education and training
- Development of a strategically oriented and co-ordinated "Africa Programme" in the IBE to include all current and planned projects and activities in the Africa region.

PART 3 – CONCLUSIONS AND SUGGESTED ACTIONS

3.1 Introduction

The aims and specific objectives outlined in the Introduction to this Report (Click here for Objectives) cannot be achieved without developing some agreed understanding of what a CoE in curriculum is. There are, of course, no objective standards or measures that determine whether or not an organisation is or can claim to be a CoE in curriculum. There is no independent body that can award the status of a CoE or is authorised to assess an organisation's claim to be a CoE. Rather, being recognised as a CoE relies on the perceptions of clients, and on processes of self-evaluation, self-improvement and self-regulation.

However, for the purposes of this Review, it is assumed that the programmes and activities of a CoE should:

- *Be consistent with a clear strategic vision and a clearly articulated curriculum 'philosophy'*
- *Demonstrate high levels of staff expertise*
- *Be based on a deep knowledge and understanding of both curriculum theory and curriculum practice and connections between them*
- *Provide an appropriate range of high quality curriculum-related products and services that meets the needs of its clients*
- *Have a significant and meaningful impact on the work of its clients that is assessed over time.*

In addition to the characteristics of its Programmes, the perceptions of the curriculum 'community', clients and other service users of a CoE in curriculum would be that it is

- Visionary and proactive, taking leadership on curriculum issues
- Authoritative and credible in the field of curriculum
- Autonomous (within the requirements of its governance arrangements)
- Sensitive and responsive to the needs and circumstances of its clients
- Visible, widely known and accessible.

Gathering evidence specifically related to perceptions about the IBE (as opposed to specific Programme evaluation evidence) is largely outside the scope of this review. Nevertheless, perceptions are important and the IBE should develop systems and feedback mechanisms to monitor how it is perceived, and conduct self-evaluation against these criteria.

The final section (3.4) in this part of the report lists the products and services currently offered by the IBE, and, in the context of the IBE becoming a CoE, assigns a priority level to each and makes recommendations for improvement.

3.2 Programmatic Review Methodology

3.2.1 Establishment of Review Criteria

There are various ways to describe a Centre of Excellence. As mentioned in the Introduction to Part 2 of this report, the IBE as a CoE *Strategy* suggests that the IBE's programme activities be reviewed in the context of the following criteria, and

1 Relevant and responsive to the needs of Member States (Strategy, Goal A)
2 Innovative (Strategy, Goal A)
3 Effective (Strategy, Goal A)
4 High quality (Strategy, Goal A)
5 Consistent with the IBE's revised statements of mission, purpose and broad objectives (Strategy, Goal A, A1.3)).

The IBE leadership team accepted that these criteria are relevant and important, and the information in Part 2 – PROGRAMME INFORMATION AND SELF-EVALUATION of this report is organised in this way (Go to PART 2 PROGRAMME INFORMATION AND SELF-EVALUATION)

The reviewer has made the judgements contained in this Section based on information received during this process and taking into account the various criteria and attributes of a CoE outlined above. The section is structured through a series of Key Evaluative Questions which reflect the Programme characteristics for a CoE described in 3.1 above, and are the questions which, in the opinion of the reviewer, are most likely to be asked by those clients and stakeholders[3] whose perceptions will determine whether the IBE is accepted as a CoE.

These Key Evaluative Questions are:

1. *Are the IBE's programmes and activities consistent with a clear strategic vision and a clearly articulated curriculum 'philosophy'?*
2. *Do the IBE's programmes and activities demonstrate high levels of staff expertise?*
3. *Do the IBE's programmes and activities reflect a deep knowledge and understanding of both curriculum theory and curriculum practice and connections between them?*
4. *Do the IBE's programmes and activities provide an appropriate range of high quality curriculum-related products and services that meets the needs of its clients?*
5. *Do the IBE's programmes and activities have a significant and meaningful impact on the work of its clients that is assessed over time?*

[3] These 'clients and stakeholders represent a 'global curriculum community' which includes UNESCO HQ, Regional Bureaux and Institutes, other multilateral organisations, curriculum authorities and Ministries in Member States, researchers and research organisations, NGOs, curriculum project companies, and others who might access the IBE's services from time to time.

Within each of these Key Evaluative Questions, information is summarised and findings are presented in three sections:

- Summary of Evidence
- Risks
- Suggested actions

3.3 Key Evaluative Questions

3.3.1 Are the IBE's programmes and activities consistent with a clear strategic vision and a clearly articulated curriculum 'philosophy'?

- **Scope**

  This question addresses two central issues: firstly, whether the IBE has clear statements of strategic vision and 'curriculum philosophy', and, secondly, whether its programmes and activities are consistent with those statements.

- **Summary of Evidence**

  Statements of Strategic Vision and Curriculum Philosophy

  The IBE's current strategic summary is contained in the document *IBE Strategy 2008-2013*. The Mission Statement in that document is 'to contribute to the attainment of Education for All' (p. 11), although other statements might also be construed as Mission Statements, such as 'Over the period 2008-2013, the IBE will support UNESCO action aimed at attaining quality education for all and promoting the development of quality curricula' (p. 16).

  The organisation's mission statement, strategic objectives and indicators can also be found in the Director's Report to the 60th Session of the IBE Council on the IBE website, although only the Mission Statement is prominent. The Mission Statement on the website is:

  > **A global centre in the area of curriculum development and a field-oriented institute supporting UNESCO action aimed at attaining quality Education for All.**

  The Programme Objectives in the Director's Report are also contained in the *IBE Strategy 2008-2013*, but are described as 'Prospects'. The indicators for each objective can best be described as quantative only and input-driven. There are no indicators that are long-term or attempt to measure effectiveness or impact.

  In formulating its *Strategy* as a CoE in Curriculum for 2014 and beyond, the IBE should ensure that its statements of vision, mission, objectives and performance measurement are consistent and of high quality. It should consider formulating a vision statement that is forward looking and reflects the impact it would like to have on curriculum across the world. This process has commenced and a working draft of these statements is in Part 1 of this report.

  During this revision process, questions were asked about whether a CoE for curriculum can afford to not to have the word 'curriculum' in its title.

The *Strategy* document for 2014 and beyond should be regarded as a corporate prospectus, and, in particular, should

- focus directly on the Institute itself and what it wants to achieve in the period,
- describe its unique position and its competitive advantages (including, for example, its international and comparative perspective, its strength in post-conflict and post-disaster contexts, and its global reach)
- be forward-looking, avoiding the temptation to report on the past
- have strong and consistent statements of vision, mission and objectives for the period that are very clearly titled and articulated[4]
- explain how objectives will be achieved and measured, including Key Performance Indicators and quality standards for its objectives
- very clearly elaborate the Institute's conceptualisation of curriculum and curriculum philosophy.

The notion of 'curriculum philosophy' is a complex one. It encompasses the issue of defining curriculum as a prerequisite for understanding the scope of the Institute's work including reference to both processes and products, but could also include technical 'position statements' about

- What students learn, and address such enduring curriculum issues as curriculum integration, balance (for example of knowledge, competencies and values) in the curriculum, the incorporation of ICTs and how curriculum design can ensure learning in a range of cross-curriculum areas and themes.
- Why students learn, including the importance of curriculum to the achievement of personal, social, economic and national goals.
- How students learn, including how learning theories underpin curriculum and how good teaching practice influence learning.
- Assessing student learning, focusing on assessment as process and including a discussion of assessment outside examination systems.

Curriculum 'philosophy' could also include reference to the IBE's technical views about and involvement in such important curriculum-related matters as textbooks and teacher training.

Consistency of Current Programmes with Statements of Vision and Philosophy

There is clear evidence that the programmes of the IBE are aligned, even if only by implication or in unstated ways, to the Institute's strategic objectives, and reflect a commitment to supporting all facets and processes of curriculum development. However, opportunities exist to further strengthen and systematise this alignment through, for example, greater clarity in corporate statements (as outlined above), and the development of specific aims and objectives for each Programme that are clearly linked to higher level statements of Mission and Vision.

The organisation of the IBE's work also supports the assumption in the Strategy that 'the current Programme Areas of the IBE are appropriate for transition to a CoE' (Assumption D, p. 3). This Programme Area model effectively connects theory and practice, and supports curriculum developers through

[4] It could be argued, for example, that the current 'overall mission' being 'to contribute to the attainment of quality education for all' is not a strong, Institute-specific mission statement.

- engaging policy makers in curriculum issues so that development processes are supported and understood,
- making rich sources of data, information and examples of curriculum work available, and
- providing practical assistance through capacity-development and country-specific technical assistance.

The core aim of achieving quality EFA through policy dialogue and the strengthening of curriculum and curriculum-making processes in Member States based on current knowledge and research is generally reflected in programme structures and content. This is particularly true of the Knowledge Management and Production and Capacity Development and Technical Assistance Programmes. However, continuing attention needs to be given to ensuring regular and systematic reviews of Programmes to monitor consistency with the Institute's strategic objectives and the impact it has on bringing about curriculum change.

Although outside the specific ToRs of this Review, it is recommended that the name of the IBE be changed to include reference to curriculum. To minimise disruption, this could be as simple as the International Bureau of Education and Curriculum.

- **Risks**

  - There is a risk that corporate statements could be seen as weak, unclear or inconsistent which could result in a lack of understanding of and confidence in the IBE and a perception that it is not a CoE.
  - There is a risk that Programme activities will not be consistent with corporate objectives which could result in a loss of focus within the organisation and a loss of confidence among stakeholders and clients.
  - There is a risk that Programme objectives focus solely on inputs which could result in no data being gathered on impact or effectiveness.
  - If the current name is retained, there is a risk that the general education 'community' will not know that the IBE deals with curriculum which would result in reduced 'visibility'.

- **Recommendations**

  - To reflect the high level statements of Vision, Mission and Objectives expected of a CoE, the IBE's corporate 'prospectus' should be structured and drafted to
    - Be more focused on the Institution itself
    - Be more forward-looking with minimal reference to past achievements (which can be elaborated in other corporate documents)
    - More comprehensively, consistently, clearly, forcefully and visibly present its vision, philosophy and strategic, corporate objectives
    - Include specific Programme objectives and (at least) sample KPIs that focus equally on inputs and outputs.
  - Ensure that specific objectives, KPIs and quality standards for each Programme reinforce statements of Vision and Mission and that performance data balance inputs and results
  - Develop a corporate 'curriculum philosophy' or 'position paper' on curriculum
  - Give consideration to expanding the name of the Institute to *International Bureau of Education and Curriculum (IBEC).*

3.3.2 Do the IBE's programmes and activities demonstrate high levels of staff capacity and expertise?

- **Scope**

  This question addresses the issue of staff experience and qualifications, and their capacity to represent the Programmes of the IBE as a CoE in various international forums, projects and other activities. It implies reference to both quantity and quality of staff required to deliver the range of services expected of a CoE in curriculum.

- **Summary of Evidence**

  The various functions of the IBE and the range of products and services it provides require a range of skills and expertise on its staff. As well as technical knowledge and skills in the relevant Programme Area, it is also likely that the IBE staff would be expected to have the personal qualities and communication and presentation skills to represent the IBE as a CoE in international contexts.

  Capacity Development and Technical Assistance

  Almost by definition it would be expected that a CoE in curriculum has a core team of curriculum experts. This is particularly true in the Capacity Development and Technical Assistance Programme, but is also necessary to support those with high levels of expertise in Policy Dialogue and KPM Programmes.

  Curriculum development is a specialist field, a belief that the IBE itself demonstrates through, for example, its involvement in the Post Graduate Diploma in curriculum development being piloted with partners in Uruguay and Tanzania. To have expertise to the standard required of a CoE in curriculum, it would generally not be sufficient to have had experience only in the broad field of education. In the context of a CoE, it is suggested that the qualifications and experience of 'curriculum experts' would be that they should:

  - Hold post-graduate qualifications in education;
  - Demonstrate high level knowledge and understanding of teaching and learning processes, preferably through successful experience as both a teacher and curriculum developer;
  - Have had significant and successful management experience in a national curriculum agency or authority, and be able to demonstrate significant and specific curriculum development achievements; and
  - Have worked successfully in an international education context for several years.

  It is likely that clients and, indeed, the global curriculum 'community', would expect the IBE to have a core team of experts who could meet these criteria, and would in fact see this as a prerequisite for considering the Institute to be a CoE in curriculum.

  While issues related to staffing structures and functional analyses falls within the Terms of Reference of the Organisational Review, it is clear that there

must be sufficient curriculum expertise to ensure Programme success. It is the opinion of this reviewer that, while the IBE staff is highly skilled in many Programme Areas, it is critically short of true curriculum expertise. Additional curriculum expertise would

- Reduce pressure on critical areas of current Programme delivery
- Enrich curriculum discussion within the Institute and enable the development of innovative policy and technical responses to curriculum issues
- Facilitate high levels of discussion of curriculum design issues within the IBE's networks and communities
- Enable the production of additional issue-specific, technical publications to support the work of curriculum developers in Member States.

Knowledge Production and Management

While the KPM Programme is extremely successful in the range of services it provides, there is significant potential to expand the range of services and access to information held by the Institute. The IBE is well-positioned to lead the field in providing comparative, transnational, curriculum information. There are numerous opportunities to add value to the current databases and country information through greater interrogation of data sources to generate reports and other papers on specific issues in current curriculum practice.

To enhance development and delivery of services expected of a CoE, there is a need for additional, suitably qualified staff in such areas as

- Website maintenance and development to ensure continued growth in client access to information and to maintain and enhance the Institute's internet presence;
- Data analysis and report writing;
- Analysing current curriculum research and maintaining partnerships with research bodies and institutions; and
- Maintaining and further developing the IBE's rich and valuable collection of curriculum documents and publications.

There is also a need for additional management expertise in the area of publications.

All these functions are central to the expectations of a CoE in curriculum.

Policy Dialogue

Of the three Programme Areas, the structure and strategic value of the Policy Dialogue Programme appears to be the least clearly articulated. While many purposeful activities have been undertaken in the area of policy dialogue for inclusive education, in the opinion of this reviewer this does not capture the full scope and potential value of the Programme Area.

Experts in Policy Dialogue, with extensive experience in facilitating discussions and events at Ministerial level and a sound knowledge of curriculum and education system issues, should be employed in the IBE if this Programme is to be effective.

The Policy Dialogue Programme does include the International Conference on Education (ICE), and there is very strong commitment within the Institute to ensuring the ICE remains a highly credible and valuable international event. However, the organisation of the ICE is extremely demanding in terms of both human and financial resources, and responsibilities within this

activity, including for resource mobilisation related specifically to the ICE, should be the subject of further review.

In addition, the IBE implements a number of projects which cut across its three main Programme Areas. These include 'Capacity-building and Clearinghouse on HIV and AIDS Education' and 'Learning for Life and Work'. To various extents, these projects draw on the expertise and resources of the main Programme Areas during the planning and implementation processes. If these projects are to continue as part of the IBE's Programmes, the Institution should ensure that programme officers in these areas have sound understanding of curriculum development and design as well as of the specific project content.

- **Risks**

  - Due to the small number of expert staff, there is a risk that technical expertise and experience in curriculum will be lost resulting in serious interruption to services and loss of credibility as a reliable service provider.
  - There is a risk that professional discussion and consideration of technical curriculum issues and the development of innovative and practical responses to persistent curriculum challenges will be limited. This would result in loss of credibility in the Institute's capacity to be the global leader in curriculum-related thinking expected of a CoE.
  - There is a risk that Policy Dialogue will be limited to the management of the ICE and other opportunities for national, regional and transnational policy dialogue on curriculum will be lost. This would result in inadequate support for curriculum development processes and subsequent loss of credibility of the IBE in this area.
  - There is a risk that the KPM Programme will be limited to its current activities and be unable to deliver the range services expected of a CoE in the information age. This would result in loss of opportunities to service Member States more fully and of credibility of the IBE as a CoE in curriculum.

- **Recommendations**

  - Develop a HR plan reflecting a four year growth and transition to a CoE. Implement the plan as a matter of urgency to relieve current pressure. Progressively add posts over the life of the plan to reflect the IBE's increasing range of functions and quantity of services and products as a CoE.
  - Ensure posts are filled expeditiously and appropriate employment arrangements are made to ensure sustainability and continuity of service and functions
  - Revise post descriptions progressively to reflect high levels of curriculum and other areas of required expertise
  - Recruit staff with rigorous attention to merit on stated curriculum-related and other criteria reflecting the knowledge, experience, qualifications and competencies required
  - Ensure there are regular opportunities for sustained professional dialogue among the professional staff at the IBE.

3.3.3 Do the IBE's programmes and activities reflect knowledge and understanding of the complexity of curriculum theory and curriculum practice, and of connections between them?

- **Scope**

  As a CoE, the IBE would be expected to have an understanding of both curriculum theory and curriculum practice, and of the complexity of curriculum design and development processes.

  In this context, curriculum theory refers to contemporary research in such areas as
  - o Children's cognitive and psycho-social development and the impact of this research on learning
  - o Brain development and functioning, and the related areas of learning theories and preferred learning styles
  - o How the state of knowledge in the various areas, particularly the sciences, has changed.
  - o Modern technologies and social media, and their impact on thinking and communication styles, and
  - o The impact of urbanisation on schooling and life opportunities.

  Curriculum practice would include knowledge of trends in curriculum development and design, particularly in such areas as
  - o Areas of knowledge and links between them being established through various curriculum design techniques
  - o How curriculum can find a balance among learning outcomes in the various domains of learning outcomes (knowledge, competencies, values and behaviours)
  - o How curriculum design can encourage 'inclusiveness' and provide appropriate and meaningful learning opportunities for all students regardless of gender, religion, ability, socio-economic status, geographic isolation and other personal attributes and circumstances
  - o Links between school curriculum and the world of work in a range of economic contexts
  - o Links between school curriculum and social coherence and stability
  - o Assessment of learning, and
  - o A range of curriculum processes, including gaining government support and endorsement for curriculum revision, managing curriculum development and involving stakeholders through consultation and piloting, and curriculum evaluation.

  Understanding connections between these areas essentially refers to a detailed knowledge of how curriculum documents (frameworks, syllabuses, teacher guides, learning materials) take account of theoretical issues and support teachers and learners in practical and helpful ways. It is not suggested that the IBE should promote or even favour particular theories or curriculum design practices. The question is whether its work demonstrates a knowledge and understanding of the complexity of the curriculum field.

  The scope of this question also includes how the IBE's understanding of and position on these issues are represented at conferences, workshops, seminars and other forums.

- **Summary of Evidence**

  The evidence gathered during this review suggests that, in general terms, the IBE's programmes and activities demonstrate an appreciation of the complexity of curriculum processes. This certainly appears to be true in such activities as the Diploma Programme and resource packs, which seek to integrate theory and practice, and in Technical Assistance projects (including Learning for Life and Work in Africa and HIV/AIDS projects) which, because of the involvement of the Technical Assistance Programme Coordinator, seek to ensure sound theoretical foundations for the development of curriculum frameworks and other documents.

  Similarly, the KPM Programme is founded on a detailed understanding of the complexity of curriculum processes. While the Programme itself focuses on data collection and the dissemination of knowledge and information, additional personnel and resources would enable value to be added to these services through improved data maintenance, analysis and synthesis of information in response to specific curriculum needs and issues, and the support of all IBE work and that of its partners by providing empirical evidence of global trends in curriculum.

  It is less clear whether the Policy Dialogue Programme satisfies this 'test'. The ICE is a internationally significant event, and would consider the complexity of curriculum related issues in ways appropriate to the participants. However, there are no data available that provide insights into the effectiveness of the various workshops, conferences and seminars into which the IBE has input under the 'banner' of 'inclusive education' which it attends as follow-up to the 2008 ICE. Inclusive education is a very specialist field, especially in the design of curriculum and the development of related education system policies. While the organisation has had contact with 7268[5] participants, this programme is costly in terms of time, effort, administration and logistics, and its impact on national plans and strategies in the complex area of developing inclusive curriculum is simply not known.

  Part of this question also refers to how the IBE presents itself in international workshops, seminars, conferences and other Programme-related forums. Mostly due to having such a small core expert team, the IBE from time to time is represented at such forums by staff with limited curriculum development experience. It essential that the IBE is represented by staff with deep understanding of and experience in curriculum so that detailed and knowledgeable answers can be provided to questions, consistent messages can be conveyed about the Institute and the IBE is perceived as a truly expert organisation.

- **Risks**

  - There is a risk that the Institute is seen as having only a superficial or 'rhetorical' knowledge of curriculum which could result in loss of credibility for the IBE and damage to the UNESCO reputation and brand.
  - There is a risk that the IBE is represented in international and other technical forums by under-qualified staff. This could lead to perceptions of lack of expertise and subsequently damage to the IBE's reputation and statues as a CoE.

[5] IBE response to **Programmes et budget approuvés 2010-2011 (35 C/5)**

- There is a risk that messages about critical, difficult and persistent curriculum issues are inconsistent and confused which could result in loss of confidence in and credibility of the IBE as a CoE.
- There is a risk that the workloads involved in organising the ICE will severely disrupt the delivery of core services.

- **Recommendations**

  - As mentioned previously, the IBE should develop a detailed position paper(s) so that its position on critical curriculum issues is clear and understood. This paper(s) can then be a reliable source document in a range of contexts.
  - Additional in-house professional discussions should be organised to encourage professional development of all staff in their knowledge and understanding of the theory and practice of curriculum development.
  - Quality control measures should be developed and put in place to ensure that IBE's messages on curriculum issues are clear and consistent.
  - The IBE should rationalise its attendance at the various inclusive education conferences and activities by seriously interrogating the whether each activity demands an IBE presence, is within its expertise and is likely to have a significant impact on curriculum development practice.
  - Although an event of international significance, the ICE should be considered as a 'special project' (See Recommendations in Activity 22, Section 3.4)

3.3.4 Do the IBE's programmes and activities provide an appropriate range of high quality curriculum-related products and services that meets the needs of its clients?

- **Scope**

  While the previous question considers the depth of understanding represented in the IBE's Programmes, this question is about breadth or scope. As a CoE in curriculum, the IBE would be expected to provide an appropriate range of services in an appropriate range of curriculum-related areas. The key question, however, is the meaning of 'appropriate' in this context.

  In responding to this key issue of breadth or scope, the IBE appears to have two broad alternatives:

  1 The IBE could limit its range of Programmes and services and focus on enhancing their quality. In doing so, it would most likely need to rationalise and to some extent reduce its current activities (although would maintain the three current Programme Areas).

  OR

  2 The IBE could increase the range of its services and increase its capacity to respond to the needs and demands of its internal and external clients, particularly Member States. This process should also involve a rationalisation of current activities but an increase in the supply of high quality services that have proven to be effective.

- **Summary of Evidence**

The text of the CoE *Strategy* endorsed by the IBE Council in January 2011 is worth noting in this context:

> *The choices for the IBE in this process are clear – it could either tailor its activities to its current resource levels by reducing the number of programmes and focusing on a few priorities, or it could retain (and, as appropriate, expand) its current programmes, enhancing their quality and scope by attracting additional funds. There are significant risks inherent in the first of these choices, most notably that the IBE's involvement in the very complex and rapidly developing area of curriculum would be too limited to warrant broad recognition as a CoE and its overall positive impact on member states would be diminished. To be perceived by stakeholders and other expert groups and institutions as a credible CoE, the IBE should therefore choose the second option, undertaking a broad range of functions … and providing a broader range of high quality services to Member States and other clients. (Strategy*, P. 2)

Following broad discussion and careful consideration of current Programmes, this conclusion is supported by the reviewer. It should be noted that, in its initial decision, the IBE Council did not request that the IBE become more 'targeted' or to narrow its focus, or a more 'specialised' Institute. In fact, the Council clearly implied a broadening of scope by referring consistently to the IBE becoming a Centre of Excellence in 'curriculum and curriculum-related matters'. Further, the Council made a number of decisions designed clearly to support the IBE in raising the additional funds required for it to achieve this mandate[6].

In coming to a conclusion on this key issue, it is important to consider at least four factors:

1 The <u>expectations of UNESCO and the IBE Council</u>, which are clearly to ensure that the IBE is an Institute renowned for its expertise and the quality of its Programmes and influence in 'curriculum and curriculum-related matters'.

2 The <u>complexity and importance of curriculum</u> which is also acknowledged in the *Strategy* –

> *'Education is critical to achieving social cohesion, cultural respect, economic prosperity and personal fulfilment. A high quality curriculum describes the teaching and learning necessary to achieve these outcomes and is the foundation for achieving key educational goals, particularly those of EFA. Such a curriculum promotes both inclusion and equity. It attracts and retains more learners, helps ensure that they learn what they need to and want to learn, and makes a successful transition to higher levels of education more possible.*
>
> *However, curriculum itself is becoming more complex as educators seek to acknowledge new economic and social realities (such as*

[6] In particular, refer to DECISIONS relating to Agenda Items 5 and 7

rapidly emerging information and communication technologies and their impact on human behaviour, values, and aspirations), to integrate new knowledge and skills into the curriculum, and to make students' learning both relevant to their current lives and essential for success in their future lives.' (p. 1)

When this acknowledgement is considered in the context of issues discussed in 3.3.3 above, it is clear that the scope of a CoE in curriculum needs to embrace a very wide range of theoretical and practical concerns that are inter-connected and ever-present in the mind of curriculum developers, regardless of the context in which they work.

3 The expectations of the IBE's clients. The IBE's client base includes UNESCO and its various Institutes and Bureaux, curriculum developers and policy makers in Member States, researchers, and a range of other partners. The needs and expectations of this broad client base will not, in the opinion of the reviewer, be limited in their scope. Expectations of a CoE will be that the Institute is expert and supportive in all facets of curriculum.

4 Issues of funding, while not of themselves central to a Programmatic Review, must also be taken into account. It is the opinion of this reviewer that no organisation would seriously be regarded as a CoE in such a technically complex area as curriculum and aiming to have global impact and influence with an operating budget of USD3.952m. While The IBE's budget needs to be forecast accurately so as to reflect its functions and work plan, it clearly needs to be increased to expand its influence and to enable the employment of additional expert staff. As mentioned above, this need is acknowledged in various decisions of the 60th Session of the IBE Council.

Having reached the conclusion that, to be a CoE the IBE needs to expand its scope and capacity to service client needs, the discussion should focus on the adequacy of current programmes and activities. This matter is addressed in detail in section 3.4 below.

- **Risks**

  - There is a risk that, if the IBE narrows the focus and range of its Programmes and services, it will fail to meet the expectations of UNESCO, Member States and other clients. This would result in loss of credibility and recognition as a CoE.
  - There is a risk that, if funding is not increased to the Institute, it will not be able to provide the range and quantity of services expected of a CoE. This would result in loss of credibility and recognition as a CoE.

- **Recommendations**

  - Revise and rationalise Programmes and activities as suggested in this report, particularly section 3.4 below.
  - Consider re-naming the current Capacity Development and Technical Assistance Programme the 'In-Country Support Programme' which would incorporate two sub-Programmes
  - Identify areas for growth in services, based on opportunities identified in Part 2 of this Report – Programme Area 'Future Directions'.

- Develop and implement a Human Resources plan to enable gradual growth in the IBE capacity in specialist curriculum-related fields to support the identified growth areas.
- In close consultation with the IBE Council, develop and implement a resource mobilisation plan targeting three years commitments to support the HR plan and associated costs.

3.3.5 Do the IBE's programmes and activities have a significant and meaningful impact on the work of its clients that is assessed over time?

- **Scope**

  Issues to be considered in this question relate to Programme and activity evaluation. The question addresses the IBE's practices in evaluating its work, particularly whether the services it provides help its clients to achieve their objectives.

  The range of IBE Programmes and activities necessitates a variety of approaches to and methodologies being used for evaluation.

- **Summary of Evidence**

  The improvement of policy and practice in the evaluation of Programmes and activities is a significant area of work and an important responsibility for a CoE. Evaluation can substantiate the quality of what is being done and is critical to planning and to the allocation of resources. Thoughtful and customised evaluation methodologies that provide evidence of impact and effectiveness would be seen by many as critical to judgements about the IBE's claim to be a CoE.

  In making judgements about evaluation practice, however, the range of the IBE's work must be taken into account. Judging the effectiveness of publications, for example, requires a different approach to progressively evaluating the quality of policy dialogue or to the process of enhancing competencies though capacity development programmes.

  With regard to major Technical Assistance projects in particular, it is widely acknowledged that major curriculum reform is a long term process, typically taking several years to complete. In most cases, its impact, particularly in terms of improved student learning, can only be measured after many years and following reforms in other, related areas such as teacher training and textbook development.

  This is not to say that meaningful evaluation in all Programmes and activities is not possible, and, to be a CoE, the IBE should ensure that significant expertise and resources are applied to this area of work.

  No evidence of a formal, documented IBE policy on Programme evaluation was provided to the review. Such a document is critical to ensure that
  - Staff share an organisational understanding of the term 'evaluation', and are familiar with a range of principles that govern good evaluation practice

- Evaluation is incorporated into project and activity planning, and not added as an additional methodology or after the project methodology has been decided
- Evaluation is carried out consistently and to required standards
- Ideas for good practice and resources for evaluation are available and shared
- Evidence is available to support funding proposals and requests.

This is not to say that no evaluation occurs. Programme Coordinators described a range of evaluation instruments used to provide feedback on Programmes and activities. These included data collection (about, for example, internet site visits and page downloads), surveys, and workshop feedback forms. However, many of these provide relatively simple measures of, for example, participant satisfaction rather than information about whether the information, training or other service provided by the IBE was used in a meaningful way over time.

Like many aspects of organisational work, evaluation takes time, effort and expertise. But knowledge of the effectiveness of the Programme or activity is critical to enhancing the product or service and to decisions about its quality and usefulness, and whether and what levels of resources for it should be applied.

The IBE should devote some time and effort to improving its evaluation policy and practice if is to be considered a CoE. It should ensure there is meaningful professional dialogue about innovative evaluation methodologies and engage outside expertise to enhance knowledge in this area if required.

- **Risks**

  - There is a risk of inconsistent or poor evaluation practice which could result in lack of confidence in the Institute and reduced capacity to allocate resources effectively.
  - There is a risk of external observers and potential partners being unconvinced of the effectiveness of the IBE's work which could result in loss of credibility and loss of partnership opportunities for the IBE.
  - There is a risk of reduced capacity to attract funding because of an inability to adequately demonstrate Programme effectiveness.

- **Recommendations**

  - Develop an IBE policy on Programme and activity evaluation. As well as stipulating the formal requirements for evaluation, the policy should provide a rationale for evaluation, guiding principles and a sample of evaluation techniques and approaches.
  - Provide opportunities for professional dialogue among staff about good evaluation practice in various contexts.
  - Seek evaluation expertise from outside the organisation to assist in policy development and implementation if required.

3.4 Products and Services, Priorities and Recommendations

This section lists all current products and services, and makes recommendations for future action. The determination of Priority in this section has been based on the

information provided to the Review and commentary in all preceding sections of this report. In particular, the priority rating reflects a consideration of

- The extent to which the activity is consistent with the IBE's core business as defined in its mission and objectives
- The suitability of the activity to a Centre of Excellence in Curriculum
- Whether the activity has proven to be or significant potential to be effective in changing policy and/or practice.

(Go to EXECUTIVE SUMMARY)

Priority Rating Key
1 = High value / Retain and, if possible, expand
2 = Important / Retain
3 = Continue pending Evaluation
4 = Suspend pending Restructuring / Reformulation
5 = Low value / Discontinue

PROGRAMME AREA – CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE		
Capacity Development		
Products / Services	***Comments and Recommendations***	***Priority***
1 Range of training courses encompassing Diplomas in Curriculum Design and Development	o Continue to expand the range of locations for the diploma according to the needs of Member States and the availability of quality delivery partners. However, o Consider an external review panel of academic experts to evaluate standard of course content and structure o Develop a long-term evaluation strategy, perhaps tracking sample of graduates over three years o Regularly revise, expand (using existing and new IBE resources), validate and update course materials o When appropriate, develop a framework of courses of different durations, allowing flexibility in module selection by participants	1
2 Capacity development workshops customized to the needs of diverse partners and clients	o Continue to deliver in response to demand from Member States. However, o Develop a formal statement of criteria and conditions for organising / contributing to capacity development workshops, including that ▪ The purpose and agenda of the workshop is part of the IBE's core business ▪ The purpose and agenda of the workshop falls within the capacity of the IBE ▪ The workshop aims at long-term or significant short-term impact on curriculum policy and / or practice ▪ The participants in the workshop have an appropriate level of influence of (e.g. policy makers, curriculum managers and developers) ▪ The work undertaken and materials developed for the workshop can be replicated and customised ▪ The workshop supports IBE and UNESCO strategies of regional priority and equity o Consider requests for workshop on a case by case basis, applying the stated	1

	criteria and conditions. Programme teams should complete an assessment against these criteria before submitting for approval to organise or participate. o Expand on-line access and the use of new and emerging ICTs (including videoconferencing) in preparatory and delivery phases of workshops	
3 A curriculum resource pack consisting of a conceptual framework, and a wide range of training activities and case studies from all UNESCO regions	o Maintain the currency of the Resource Pack and expand the range of modules as appropriate. However, o Have materials and activities regularly validated and reviewed for currency	2
4 Range of learning tools, inter-regional and regional, as add-ons of the curriculum resource pack partnered with UNESCO HQ and FOs, and with the overall view to support training courses	o As for Resource Pack above	2
5 An inter-regional platform (Community of Practice in Curriculum Development) to access to and exchange information, documentation and materials on curriculum issues (through, e.g., an annual e-forum)	o Review current form and function of the CoP, in particular ▪ Develop / revise statements of aims and objectives of the CoP and evaluate whether current form of the CoP is achieving these aims and objectives ▪ Seek ways to more actively engage members ▪ Subject to available resources, conduct regional seminars on curriculum themes in with the IBE is engaged to enrich IBE understanding of concepts in various contexts and national and regional trends	4
Technical Assistance		
Products / Services	***Comments and Recommendations***	***Priority***
6 Curriculum studies and capacity building tools	o Continue as requested by Member States and partners, and expand as resources allow However, o Ensure consistency with IBE Vision, Mission and Strategic Objectives o Ensure the content of the studies and tools are within the IBE's technical capacity o Develop appropriate evaluation strategies for the products	1
7 Capacity development for curriculum development and implementation	o Continue as requested by Member States and partners, and expand as resources allow However, o Develop and apply criteria and procedures for consideration of requests on a case by case basis (similar to those described above under 'Capacity Development Workshops')	1
8 Long-term assistance to MOEs	o Continue as requested by Member States and partners, and expand as resources	

accompanying the development of new curriculum frameworks, syllabuses and textbooks	allow However, o Monitor work load and tailor to resources o Develop a manageable (10-15) database of reputable and reliable consultants at various levels of experience, and provide mixed mode training to ensure understanding of and commitment to IBE curriculum philosophy, processes and development practices	1
9 Curriculum monitoring and evaluation	o Continue only as resources allow However, o Develop and apply criteria and procedures for consideration of requests on a case by case basis (similar to those described above under 'Capacity Development Workshops') o Over time, develop a set of standards for curriculum evaluation	2
10 Contributing to thematic programmes on UNESCO priorities	o Continue only as resources allow However, o Develop and apply criteria and procedures for consideration of requests on a case by case basis (similar to those described above under 'Capacity Development Workshops')	2
PROGRAMME AREA – KNOWLEDGE PRODUCTION AND MANAGEMENT		
Products / Services	***Comments and Recommendations***	***Priority***
11 Databases such as World Data on Education and Country Dossiers	o Continue as a highly valued core service of a CoE. However, o If resources allow, systematically check accuracy of data, particularly of country dossiers and initiate additional services, including ▪ Develop a more dynamic platform for sharing and disseminating information ▪ Develop and implement strategies to attract partners to feed and expand the information platform ▪ Professionally develop staff members to improve technical capacity to maximise the development of information products and communication strategies ▪ Enhance capacities of and support field networks (such as the network of education specialists in UNESCO Regional Offices) ▪ Increase analytical, 'value-added' services (e.g. trend analyses, syntheses and summaries of key information, working papers, etc.) and ▪ Provide consolidated reports on research findings in curriculum-related issues	1

	to stakeholders (e.g. research briefs, literature reviews, policy briefs, case studies, best practices, etc.).	
12 IBE electronic catalogue IBEDOCs	o Continue and maintain as a highly credible function of a CoE	1
13 Curriculum collection	o Continue and maintain as an important historical perspective on curriculum and a highly credible service for a CoE	2
14 Digital Library of National Reports	o Continue and maintain as an important data source on curriculum and a highly credible service for a CoE	2
15 Alerts (regular and thematic) and Digests	o Continue to evaluate and review the effectiveness of alert services in terms of content, audience, timeliness and possible improvements o Further customise alerts services to meet the needs of recipients o Develop additional alert services in response to demand	2
16 Reference services (internal and external)	o Continue and maintain as an important service for a CoE	2
17 IBE webpage	o Continue and maintain as critical marketing and information dissemination tool and a highly valuable service for a CoE However, o Ensure appropriate resources are applied to website design and access o Develop systems to ensure currency of data and information	1
18 Working Papers on Curriculum Issues	o Continue and maintain as an important and highly credible curriculum service for a CoE	1
19 Commissioned studies and analyses (mainly large scale surveys and data series cross-checking)	o Continue and maintain as an important service for a CoE	2
20 Specialist assistance (as in the case of the ISCED 1997 review)	o Continue and maintain as an important service for a CoE	2
21 Publications	o Review consistency of current publications with IBE's vision, mission and objectives, in the context of its focus on comparative education rather than on curriculum in particular o Either discontinue, change focus (e.g. to comparative curriculum) and / or adjust resources based on outcomes of the review[7]	3
▪ Prospects. Quarterly Review of Comparative Education (4 issues a year)		
▪ Series of Comparative Education (1 book a year - 3 in the pipeline)		
▪ Series of Educational Practices (2 a		

[7] The ToRs of this Programmatic Review have not allowed time for a thorough review of publications, particularly in the context of the history and tradition of publications such as *Prospects*.

year)		
PROGRAMME AREA – POLICY DIALOGUE		
Products / Services	***Comments and Recommendations***	***Priority***
22 The 48th International Conference on Education (ICE) was visualized as a dynamic process encompassing a preparatory, implementation and follow-up stage:	o Continue to manage the ICE as a highly valuable product of the IBE which enhances the organisation's visibility. However, o Explore the advantages and possibilities of managing the ICE as a 'special project' as opposed to part of the regular Programme services o The advantages of a project approach to managing the ICE include ▪ Project management methodology can be applied to planning, monitoring, timelines and budgets, resources, logistics, and evaluation ▪ The ICE can be separated from the delivery of core Programme services so that continuity of service is not affected during all phases of the project ▪ Funding can be sourced and managed separately from those required for core services ▪ There could be an increased possibility of employing short term logistics and project staff to organise the ICE but retain the event within the IBE's management	4
▪ Since 2010, IBE has progressively focused on promoting and developing inclusive curriculum as a tool for inclusion supported by reinforced policy dialogue, in order to enhance the national capacities for the design, management and implementation of inclusive policy and curricular frameworks.	o Review and evaluate the outcomes of the effort so far o Develop and apply criteria similar to those listed above for 'Capacity Development workshops' for participation in each activity o Determine whether this is an enduring theme for IBE work and, if so, include it in the IBE's core corporate statements as a fundamental element of curriculum o If it is to be an enduring theme of work, ensure sufficient resources (including specialist expertise) are available and delivery strategies (especially the level of face to face delivery and the amount of travel) can be reduced over time	3
23 An inclusive education resource pack made by a conceptual framework, vast array of training activities and case studies from all UNESCO regions, available in English. Thematic and regional modules will also be available in English and Spanish.	o Inclusive curriculum is a valuable and legitimate IBE strategy to support UNESCO priority of EFA and to fulfil its responsibilities to the ICE. The development of resources pack and tools to support training activities should continue. However, o Take steps to ensure that activities focus on curriculum rather than inclusive education in general o Ensure that the IBE's conceptual framework for Inclusive Curriculum is relevant and current by seeking its validation by external experts.	1
24 Range of learning tools, inter-regionally		

and regional, partnered with UNESCO HQ, FOs and other key partners, with the overall view to support policy dialogue and training courses (i.e. developed a profile on inclusive teachers at the EU level)		1
25 Range of capacity development workshops on inclusive education and curriculum customized to the needs of diverse partners and clients (at regional and national levels)	o Conduct an evaluation of the effectiveness of the workshops against the intent and objectives of the ICE 2008. Ensure evaluation results are externally validated. However, o Develop and apply criteria as above for workshops	4
26 An inter-regional platform (Community of Practice in Curriculum Development) to access to and exchange information, documentation and materials on inclusive education and inclusive curriculum issues (i.e. annual e-forum) made by curriculum experts and practitioners from more than 130 countries with a strong emphasis on South-south-north production e.g. e-forums in 2008 (inclusive curricula) and 2009 (inclusive assessment)	o As above for Community of Practice.	4
PROJECT AREA – LEARNING FOR LIFE AND WORK		
Products / Services	***Comments and Recommendations***	***Priority***
27 Capacity development tools	o Incorporate into a more strategic Africa Project which should incorporate LfLW, HIV/AIDS and the Basic Education in Africa Project o The Africa Project Strategy should consist of (at least) ▪ Aims and objectives ▪ Strategies and activities ▪ Outcomes ▪ Evaluation o Initiate additional quality control systems in projects by ensuring clear management responsibility for each project under a major Programme Area o Develop and implement criteria for deciding whether IBE should manage projects,	3

	similar to criteria mentioned above for capacity development workshops, but taking into account UNESCO priority areas. o Continue LfLW project as funds allow. However, o Ensure currency and relevance of tools though evaluation and validation strategies o Expand the range of tools as appropriate. o Have materials and activities regularly validated and reviewed for currency and accuracy of content	
28 Capacity building to core teams of ministries of education	o Continue LfLW project as funds allow. However o Develop and apply criteria similar to those outlined above for capacity building workshops	3
PROJECT AREA – HIV/AIDS		
Products / Services	***Comments and Recommendations***	***Priority***
29 Production of tools	o As for LfLW	3
30 UNESCO Clearinghouse on HIV and AIDS: new documents added in the database, evaluations of good practices, contributions to the Newsletter, contributions to the website	o Continue as funds allow	2
31 Capacity development workshops in several countries: Central Africa, Western Africa, Arab countries, Caribbean	o Continue HIV/AIDS project as funds allow. However o Develop and apply criteria similar to those outlined above for capacity building workshops	3
32 Technical assistance: assessment of teacher training in the Caribbean, answers to specific requests coming from institutions or individuals	o Continue HIV/AIDS project as funds allow. However o Ensure consistency of messages related to curriculum issues o Ensure TA expertise is adequate for a CoE	3

Rapid Organization Assessment of UNESCO's International Bureau of Education

Summary Report

MANNET

10 July 2011

INTRODUCTION

Background

In April 2011, the International Bureau of Education (IBE) of UNESCO contracted the Geneva-based consultancy group, MANNET to undertake a rapid organizational assessment (ROA). The ROA was mainly carried out during two weeks in the month of May and we submitted our preliminary analysis and conclusions on 4 June.

The overall aim of the ROA was to provide the director and the coordinators with a high-level assessment of IBE's strategy, design and management practices in the context of its aspiration to become a Centre of Excellence (CoE).

In carrying out the ROA, we started by examining the following questions:

- Is the vision of the IBE as a CoE well defined, understood and accepted?
- Are the activities of the organization in line with the strategic intention?
- Does the culture of the organization support excellence?
- Is the organization designed in a way to deliver on the strategic priorities?
- Is the organization managed in a way that it delivers effectively and efficiently?
- Are staff with the right competencies recruited and looked after in appropriate ways?
- Is the leadership team demonstrating the behaviours and creating a culture of performance in line with a CoE?

Aims of this report

This document contains a summary report of our analysis, conclusions and recommendations.

Focus of the report

The ROA was conceived as *a forward-looking* assessment and our report is, therefore, structured around a set of recommendations relating to the continuing efforts to strengthen the IBE and to build its capacity.

We have not, therefore, carried out an evaluation of the programme activities, nor have we been particularly concerned with IBE's past management practices. We have focused our recommendations around the need to build on the strengths, aspirations and potential of the IBE. To achieve this potential, the IBE needs to capitalize on what it is doing well but, and at the same time, it has to be rigorous in its determination to embark on a process of what we call organizational development (OD).

We are also very conscious that, by the nature of our approach, our recommendations include some initiatives that were already planned by IBE before the ROA started, some that were already being implemented but need fine-tuning, and others that have been started as a result of the sessions conducted with staff during the ROA. In this context, it should be noted that the ROA was carried out in parallel with a programme review and an internal audit.

There is no doubt that the ideas and recommendations contained in this report will require further debate and discussion and, therefore, the report must be seen as the starting point not the ending point.

Process of the ROA

For the most part the ROA followed the workplan as articulated in our proposal with minor adaptations. The approach was inclusive, participatory and based on appreciative inquiry. Individual and group interviews were held and four sessions with staff took place. We would like to thank all those involved in this process—as interviewees but also in handling the logistics of arranging interviews, office, rooms, etc. We were struck by the level of interest in this initiative, the way staff participated in the interviews, and more significantly the way staff engaged in the group sessions and the follow-up requested of them. For example, in one of the sessions the staff were asked to identify what steps needed to be taken to strengthen IBE as a CoE; a list was created, and individuals were tasked to develop the selected themes a bit further.

Seven themes

Seven themes were identified and explored by task groups:

- List of activities of IBE (original: 'Liste des activités du BIE') ;
- Mission reports (original: 'Rapports de mission') ;
- Glossary of terms in curriculum (original: 'Glossaire sur les curricula');
- Powerpoint and publications templates (original : 'template des présentations powerpoint et publications');
- Vision and mission of IBE as a centre of excellence (original: 'Vision et mission du BIE en tant que Centre d'excellence');
- Coordination and other meetings (original : 'Réunions de coordination et autres');
- Trust.

A staff member also indicated interest in taking the discussion on values forward.

The ideas from the task groups were reported back to the staff at a later session and the comments captured. At the time of writing, we are unaware to what extent further discussion of these themes has taken place. However, we believe that the staff's ideas merit further discussion and action.

Mr. Qian Tang, ADG Education Sector and Mr. Ole Briseid, President of the Council also agreed to be interviewed as part of the process.

Draft reports were discussed with the director and subsequently with the coordinators. This report does not necessarily represent agreement between the consultants and IBE or among the IBE staff themselves.

This summary report reflects our analysis, conclusions and recommendations to IBE.

Contents of the report

The report is structured into eight sections:

Part I—Organizational development framework

Part II—Strategic focus

Part III—Programmes and partnerships

Part IV—Leadership, management, communication and cooperation

Part V—Organizational design and staffing policies

Part VI—Systems and processes

Part VII—Resource mobilization

Part VIII—Opportunities and risks

As mentioned earlier, we focused our assessment and our thinking about the future on organizational strengthening and a change management plan, which is summarized in Part I "Organizational Development Framework". Part I has been drafted so that it could also be used as an executive summary of our report.

Part I—Organization Development Framework

Current programmes and services

The IBE is understandably proud of its programme activities in curriculum support to Member States, especially the capacity development workshops, the technical assistance activities, the diploma courses, the databases and related services, its publications and other products and activities produced across the Institute. The positive response to its work and ongoing demands for more services is to be acknowledged, especially as this is done with limited resources.

Sustainability

However, we have questions about the sustainability of this work. The staff are valiantly trying to deliver a large number of activities to a very wide range of countries. This puts considerable strain on the staff members, some of whom have to travel extensively, and on the "system" as a whole. We wonder how long IBE can maintain the current pace without additional resources.

Strategic focus

We also believe that, partly because of the pressures of trying to respond to demands, IBE is not sufficiently strategic in its programme focus, nor in the way that it organizes itself and allocates scarce resources.

IBE is, therefore, vulnerable as an organization and our core recommendation is that it implements an OD plan of action. We present the proposed OD framework below and, in the following sections of the report, we summarize our analysis of the issues and develop our recommendations in more detail.

Organization development

OD is an ongoing process of continuous improvement that recognizes large gains can be made with small steps. OD is both comprehensive and holistic in its approach and thus helps to ensure that key levers of change are both identified and used.

This does not mean that IBE has to devote substantial resources and time to OD. But it does mean that management and staff have to work cohesively to build capacity around key areas while, at the same time, continuing to provide quality services.

Our recommendations are focused on strengthening current assets while putting in place other initiatives that position IBE to grow, and hold a position of leadership in the field of curriculum. IBE needs to capitalize on what it is doing well, and be systematic and consistent in its good practices so that they become *embedded* in the way the IBE does its work. Few of the recommendations require major investments except of staff time.

OD Framework

Strategic focus

The OD framework is centred around *strategic focus* (see Part II) as we believe that everything depends on IBE's ability to translate the Council's strategic direction, captured in the concept of a CoE, into a set of clear strategic priorities. We provide a conceptual model that is based primarily on four 'pillars':

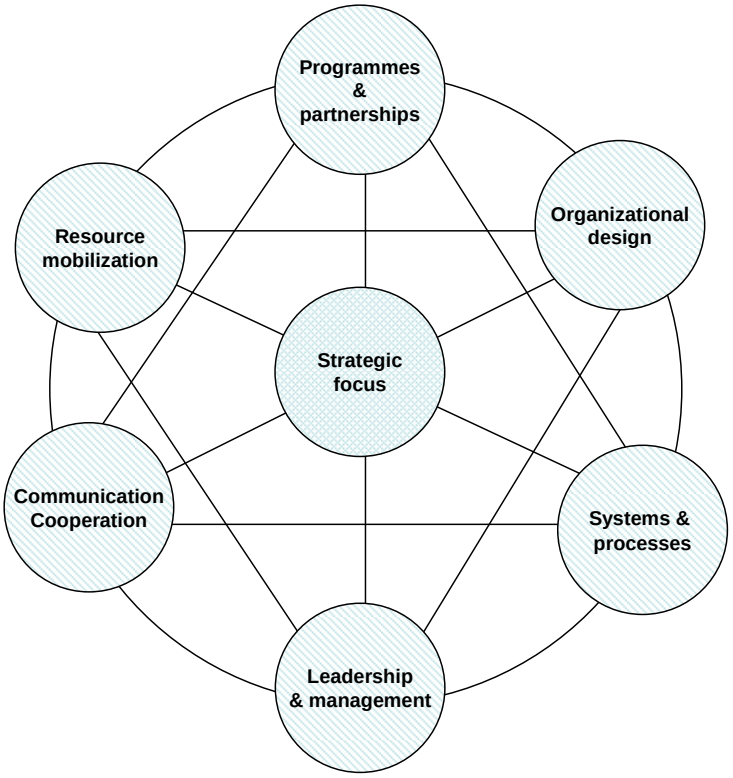
- Curriculum services to MS;
- Information management;
- Knowledge management, tools and research;

- Communities of practice (CoP).

We encourage the IBE to complete the strategic reflection initiated during the ROA and the parallel programme review as a matter of considerable urgency.

Programmes and partnerships

Decisions on strategic focus will shape the on-going reflection on programmes and partnerships (see Part III). We believe that the future curriculum support to MS should gradually become much more strategic and catalytic in approach, placing greater emphasis on scaling-up and sustainability through the CoP and other outreach mechanisms. IBE's future will depend in part on its ability to mobilize strategic partnerships. There also has to be much greater emphasis on knowledge management. We argue that all IBE's legacy activities must rigorously be re-assessed through the lens of strategic priorities.



Leadership and management

The demands of strategic prioritization and a new organizational design (see below) require proactive and engaged leadership from the director and coordinators, complemented by sound approaches to management (see Part IV).

Communication and cooperation

An effective and cohesive management team will result in much needed improvements in information-sharing, communication and cooperation (also covered briefly in Part IV).

Organizational design and staffing

The work on strategic focus must be translated into an organizational design (see Part V) that ensures that the IBE is organized around the results it wishes to achieve and that it allocates its scarce resources to those priorities. This will have several implications for the policies on staffing.

Systems and processes

The organizational design must be complemented by sound systems and processes (Part VI), particularly related to the programme management cycle.

Resource mobilization

Finally, IBE must redouble its efforts in resource mobilization (see Part VII). We believe that the foundations for successful resource mobilization are based on a skilful blend of many of the elements mentioned or implied so far: strategic focus; credible and convincing programmes; articulate managers and staff well-grounded in the realities of the work carried out by IBE; and a cost-effective organization.

Endnote

The seven OD initiatives do not cover all the challenges faced by IBE but we believe that, by concentrating on these seven, other activities will naturally be addressed. Many of these actions overlap and support each other. This is to be expected as the analysis and these recommendations for actions are about organizational performance, and the factors influencing organizational performance are systemic.

We were originally asked to examine the financial structure (Item E in our ToR). During our examination of the key documents and discussions with IBE staff, it became clear that the main challenges related to how core and extra-budgetary resources were being allocated (i.e. organizational design covered in part V), how staff time was allocated, and resource mobilization (covered in part VII) rather than with financial management itself.

Part II—Strategic Focus

Strategic direction

The Council has approved the *Strategy aimed at making the IBE a Centre of Excellence in Curriculum*. This calls for IBE to become a more forward-looking and cutting-edge institute that will develop programmes and services that are relevant and responsive to the needs of Member States (MS), innovative and effective in nature and, above all, of high quality.

We understand that the IBE Strategy 2008-13 is still current and complements the CoE strategy approved by the Council.

The IBE as a centre of excellence

The Council has requested that the IBE revisits its vision and mission. We are pleased to see this initiative move forward and believe the engagement of the staff in defining this (through the ROA process) contributes to a greater sense of ownership and belonging.

Staff reflections on vision and mission in the context of CoE

One of the questions posed to staff during the ROA was what does it mean to be a CoE? In their responses, key words included: vision, focused on priorities, a point of reference, credible, authority to speak on issues, forward-thinking, visible and recognized, responsive, adding value through innovation, customized approaches and linking theory and practice.

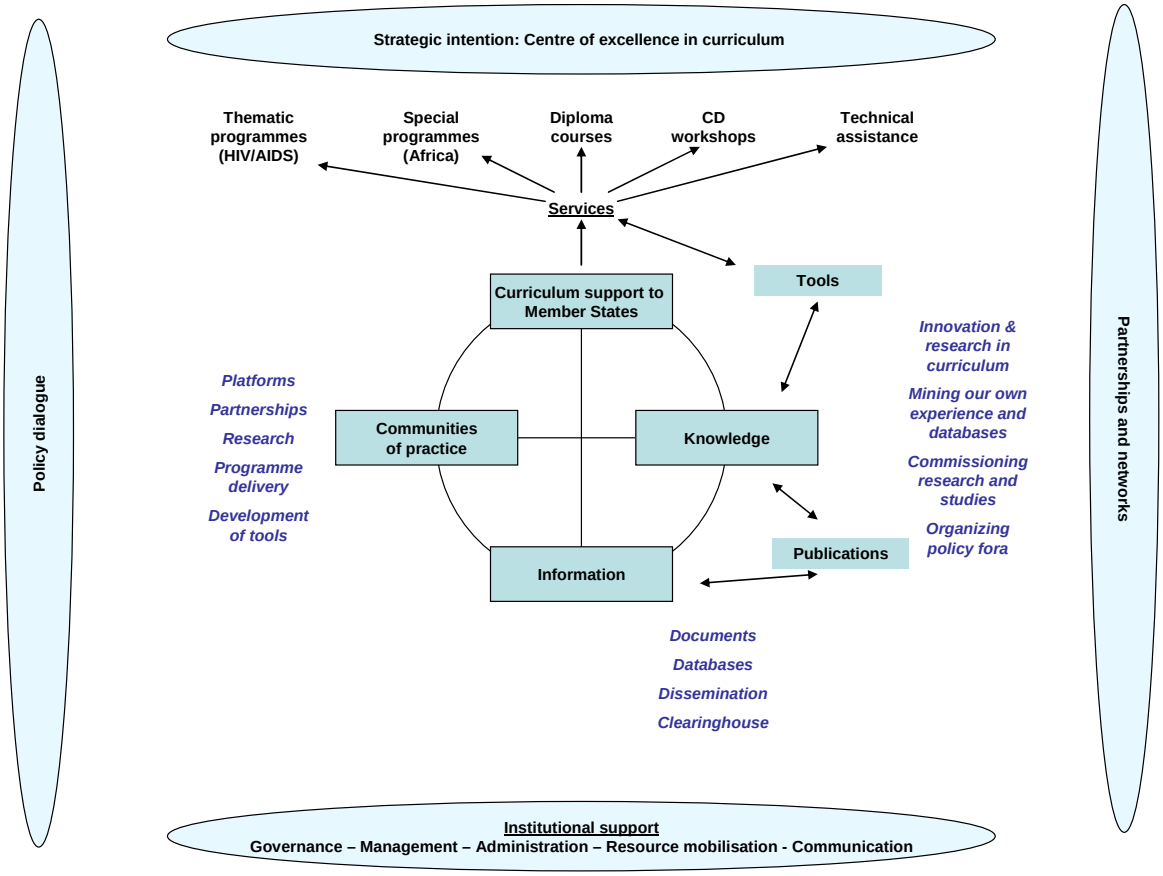
Staff also noted an effective CoE would be staffed with a collaborative, competent team of experts and work effectively with partners and networks; and be appropriately resourced.

They felt that IBE currently had the following comparative advantages in occupying the niche of a CoE in curriculum: the UNESCO name, global, inter-regional and regional experience, international comparative perspective, comprehensive long-term approach, knowledge and data base, neutral and trusted, and context-specific expertise.

Strategic focus

Within the context of the strategic framework approved by the Board and the internal discussions on vision and mission, we concentrated our own assessment and reflections on issues relating to strategic focus, roles and priorities.

Based on these and other discussions and our review of documentation, we developed the following model in an attempt to capture the primary elements of what it means—or should mean—to be a CoE.



This model is obviously very tentative but we have been led to believe that it will serve as a sound basis for discussion as management and staff continue their strategic reflection on what it means to become a CoE.

Curriculum support for MS

Our observations

As mentioned earlier, we have questions about the sustainability and strategic nature of the work. The staff are valiantly trying to deliver a large number of activities to a very wide range of countries. This puts considerable strain on the staff members, some of whom have to travel extensively, and on the "system" as a whole. We wonder how long IBE can maintain the current pace without additional resources.

The strategic concerns are equally important. Given the aspiration to be a CoE, we believe that IBE should adopt a much more strategic and integrated approach to its work in curriculum support to MS. This essentially would mean that the primary role of IBE should be catalytic in the sense of, for example:

- Identifying and scoping needs of MS;
- Developing sound approaches and tools;

- Nurturing a network of certified service-providers, primarily through the communities of practice (CoP)[1];
- Ensuring and facilitating the provision of services to MS;
- Monitoring and evaluating the programmes.

Strategic partnerships

The observations on support to MS leads to a broader point about strategic partnerships.

The IBE is small and is likely to stay that way at least in the near future. A key strategic question is does IBE *do* activities or does IBE act as a catalyst and get others to do the activities. Currently, it seems that programme staff believe their credibility comes from *doing* and we would concur that this element of programming should not be lost.

However, if the IBE expands its programmes, even with more staff, this approach will always be limited.

IBE needs to think pro-actively and strategically about its partnerships and strategic networks now and going into the future. We believe there is room to strengthen relationships with the Education Sector in Paris, other institutes, the Field Offices, the National Commissions, and academic institutions. This is not about developing relationships for the sake of developing relationships (IBE should guard against the trend to have numerous so-called partners listed on every activity) but is part of clarifying linkages, leveraging initiatives, and grounding field-based activities in existing UNESCO offices. The discussion on vision and mission acknowledged the importance of all of these considerations.

CoP

The discussion on partnerships is closely linked to the CoP, which is a vitally important initiative that we believe could be expanded and used strategically in all other initiatives, including: curriculum support, information management and knowledge management. A review and possible re-tooling might be required to achieve this.

Knowledge management

At the global level, we understand that IBE's information management roles and capacity are relatively well developed but that its knowledge management role has room to grow. We recommend that the knowledge management capacity be developed in a strategic way to include curriculum research and the development of the tools to enhance support to MS.

Prioritization

The Council has approved the primary aspiration of becoming a CoE. In order to achieve this, we believe that IBE needs to decide its strategic priorities and then focus robustly on these. We argue that IBE must engage in a more thorough reflection and definition (including terminology), we suspect that the priorities will be around the four presented in the diagram above:

- Curriculum support to MS;
- Knowledge management, research and tools;

[1] We agree with the recommendation in the programme review regarding a roster of highly-skilled (and trained in the IBE way) consultants in the regions that could be called upon.

- Information management;
- CoP.

Once agreed, then IBE's organizational design should be based on the priorities (see Part V).

At the same time, it is essential that IBE engages in a rigorous examination of what we call *legacy* activities—those that have been done for a number of years but may not have prominence in the Council-approved strategy. We discuss the details of these in Part Two.

From a strategic perspective, in a period of declining resources, it is essential that IBE focuses on those priorities where it has a clear comparative advantage and that it either stops or ensures full cost recovery, on all other activities, which are not central to its core purpose—however interesting or important they may be in their own right.

Only by doing this, can IBE organize itself around its core priorities (see Part V) and engage in serious mobilization of resources (see Part VII).

Marketing, branding & selling

We make a final point on marketing and branding, which serves to reinforce IBE's strategic intention and supports its resource mobilization effort. IBE could do much more to market and sell itself as a CoE.

Image, first impressions and perceptions are critical to marketing and branding and must be managed professionally and a CoE should consider this an imperative. The tools and products that come out of IBE should have a harmonized look that confirms they have come from a CoE known as the IBE. A working group has begun to look at some of the internal issues with respect to powerpoint presentations etc. but more than that will require professional expertise and guidance.

Overview of our recommendations

Our core recommendation is that the IBE continue the reflection on strategic priorities and roles within the strategic framework approved by the Council; and that it makes its strategic choices based on its comparative advantage.

Once this is done, the IBE should:

- Continue the process of refining the vision and mission;
- Ensure a deep understanding of the concept of a CoE and ensure this lens is applied to all activitie, from hiring staff to engaging in projects;
- Keep staff mobilized around this vision;
- Undertake a complete review of the branding and marketing of IBE. This review should be conducted by professionals in this area who would look at image management from all angles, web and paper;
- Tell positive stories internally to staff and external stakeholders on the website and elsewhere to show the passion that the staff have for what they do and why it counts;

- Develop a plan to engage with UNESCO institutes and others to clarify the niche of IBE in the UNESCO system and enhance collaboration[2];

[2] This might simply be done through video-conferencing and does not necessarily require travel.

Part III—Programmes and Partnerships

Introduction

As mentioned earlier, a programme review was carried out in parallel with the ROA.

Given this potential overlap, in this section we simply comment on existing programmes as currently configured, asking whether or not they are in line with the strategic focus outlined in Part I. We also note our concerns about the programme management cycle which we cover in more depth in Part VI.

We have included partnerships in the title of this OD initiative to emphasize the strategic importance of partnerships in almost all of the IBE's activities.

Capacity development and technical assistance

Strengths

As mentioned in Part II, IBE's curriculum services to MS are clearly valued. The capacity development workshops and technical assistance projects have sound reputations and deliver results for MS and other stakeholders. The diploma programme seems to have much potential.

Opportunities

Immediate improvement will come from streamlining and focus; and from better management systems which will ensure stronger project management, quality control and evaluation. We are not convinced that the wealth of expertise coming from these activities is being captured in IBE's own knowledge management system and being exploited as largely as it could be. As a CoE, these activities need to be maintained and strengthened. We also believe there is more capacity for genuine innovation in these programmes (beyond customizing programmes). The staffing of these functions clearly needs to be strengthened.

Community of practice

Strengths

The CoP as it currently exists seems to have huge numbers of people involved and has been used to develop useful case studies and in other consultative processes.

Opportunities

There is not a shared appreciation or understanding of the CoP in the IBE. Even those who support the CoP believe that it could be used differently and more effectively. We believe that a CoP is central to a CoE and therefore recommend a review of its purpose, how it could support a CoE, and how it could be better utilised. The actual role of IBE staff and the costs involved in keeping the CoP running should also be looked at.

Information and knowledge management

Strengths

We are impressed with what is happening in information management and with the ideas that staff have for going forward, including references on curriculum, mining of the data that is there, producing papers, and keeping the website up-to-date and active. We are also struck by the value of the historical collections and the urgent need to have them digitalized and protected.

Opportunities

An effective CoE must combine two distinct competencies: information management *and* knowledge management. The latter is relatively under-developed and will need additional resources. IBE has potentially access to significant knowledge on curriculum through its databases, the CoP and its activities for MS. But this knowledge needs to be developed through collaborative efforts of all staff. IBE also needs to expand its

research capacity to stay on top of the trends in curriculum, proactively anticipating, expanding and enhancing the work of IBE.

We suspect that getting funds for the care and digitalization of the historical collections should not be difficult.

Given the increasing use of soft publications and the decreasing demand on the documentation centre as a place people physically visit to look at books, the documentation centre and the physical space[3] it occupies could possibly be revisited in the future.

Policy dialogue

As we understand it, policy dialogue is practised throughout the work of the institute and in particular the CD/TA programmes and presumably many of the high-level conferences that the director and others are invited to speak at[4].

Policy dialogue is currently one of the three "pillars" in the *2008-13 Strategy* document and we understand that IBE still has the intention to develop programme activities specifically geared to policy dialogue and to dedicate a senior programme officer post to this purpose.

We would counsel against this, at least in the short term as we suspect that IBE does not have the capacity to mobilize resources and implement significant programmes on policy dialogue at this point in time.

Instead, it should focus on its strategic priorities as outlined in Part II and it should maintain policy dialogue as a cross-cutting theme, which makes a great deal of sense.

In the future, the evolving convening power of the IBE as a CoE may lead to a greater emphasis on policy dialogue.

Operational projects (priority Africa)

IBE carries out a number of special projects, in addition to its core work of CD and TA. Many of these projects are focused on Africa, thus reflecting UNESCO's and IBE's priority for Africa. A new coordinator has just been hired so we are confident that this programme will expand.

HIV/AIDS

One of the important thematic programmes is on HIV/AIDS and this will continue as long as the funding exists.

Legacy programmes

We have concerns about two legacy programmes which currently draw on the limited resources. One is publications and the other is the ICE.

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[3] The space is significant, as is the rent on the IBE premises. Once the historical collections are looked after, there may be potential to manage this centre and the space in a more advantageous way.

[4] The ICE appears to be the other main policy dialogue event, however, we question this event as a core function of IBE as a CoE in curriculum (see legacy programmes below).

Publications

Two of the current publications are comparative education publications—the *Studies in Comparative Education* series and *Prospects*.

We have heard convincing arguments about the value of these two publications and their contribution to the development of knowledge on comparative education.

Our concern relates simply to the utilization of the scarce resources of the institute. IBE needs to devote all its energies towards becoming a CoE on curriculum and we recommend that it re-evaluates its roles with respect to these two publications. This evaluation may result in a re-affirmation of the strategic importance of the publications to IBE as a CoE; it may lead to a change in focus of the publications or it may be decided that the publications should be published elsewhere in UNESCO or by another organization.

If IBE decides to keep—and possibly expand—publications, then it should ensure a commitment to contemporary and cost-effective means of production and distribution.

The ICE

The other legacy activity is the International Conference on Education (ICE). The ICE is well-established as an important international gathering on education. However, we have not been able to establish a convincing strategic linkage between the ICE and IBE's aspiration to become a CoE.

In this light, we recommend that IBE re-evaluates its role in the ICE.

Given the history and prestige of the ICE, we suspect that it makes sense for the IBE to continue to host the event but we would recommend that serious consideration be given to setting it up and resourcing it as a special project under the auspices of the Education Sector in Paris. At the minimum, IBE should fully recover all the costs involved, especially staff time and it may be, in light of the myriad of global conferences and a trend within the UN to reduce the number of conferences and the associated environmental impact, that the whole idea of such a conference could be re-evaluated.

Overview of our recommendations

Our overall recommendation to the IBE is to continue the programme review in the light of the strategic priorities outlined in Part II and to re-orientate and build capacity in each programme area.

In particular, IBE should:

- Adopt a much more strategic and integrated approach to its work in curriculum support to MS;
- Develop its knowledge management capacity and integrate it with all other activities;
- Re-assess its role in, and enhance, the CoP;
- Re-evaluate its roles in the legacy activities, especially the publications and ICE;
- Seek funds for the digitalization of the historical collections;
- Review the use of the documentation centre (2012).

Part IV—Leadership, Management, communication and cooperation

In Part IV, we look at whether or not the organization is led in a way that provides direction and cohesion and whether or not it is managed in a way that leads to efficiency and effectiveness.

We have included the OD initiative on communication and cooperation under leadership and management, because most of the required actions must be initiated by the director and the coordinators.

Leadership

In becoming a CoE, both leadership and management of the organization need to be reinforced. This small institute with big aspirations needs to have an effective leadership team in place. Irrespective of how effective the team is now, in the framework of OD, there is always room for improvement. An effective team is developed over time, ensuring that the organization is moving forwards, that collaboration is taking place in appropriate ways, that problems are solved and decisions are made, and that the culture evolves to support excellence. A leadership team,[5] like any other team, does not just happen. The members will need to learn to work together, both challenging and supporting each other.

Focusing on the vision and setting direction is a key task of leadership for the director and coordinators. Going forward it is important to ensure that staff are encouraged to constantly focus on IBE as a CoE and therefore assessing all activities and projects, even ones with money attached to them through this lens. This agreed vision of what IBE is striving for can have a huge impact on programmes and staff, providing both a sense of purpose and unity.

Another important aspect of leadership is setting the conditions so that commitment and trust are developed. Commitment is related to cohesion, coordination, and investment. Leadership creates and maintains commitment by helping the team define how it will work together, cooperate, become aligned and coordinated. More efforts need to be made to develop a sense of teamwork and trust in IBE. As part of this initiative a small working group of staff have identified some simple measures to work toward this end. These should be followed up by the leadership team.

Staff need to be informed and consulted, where appropriate, on decisions that affect them. The newly regularized staff meetings will contribute to greater sharing of information across the institution.

Another task of leadership is helping staff adapt to changes. If IBE is to become a CoE there will need to be changes. Most of these will be greeted with enthusiasm by most staff, a few may find some of the required changes more difficult, challenging and even confusing. Staff may express; *What is wrong with what we did before?* Leadership will be particularly necessary at these times helping staff to be willing to look at not just *what* is done, but *how* it is done.

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[5] "Leadership team" and "management team" are used synonymously in this report, as they have been during the ROA. We recommend that later that the director decides the purpose, membership and title of this body.

Management

IBE needs to institutionalize its management practices so they are not dependent on individual behaviour and initiative. Currently lots of good things happen but, partially because of time, do not happen in a consistent and regular manner. If management practices are not institutionalized they are vulnerable to changes in staff. In addition, loose, informal systems work fine with a small group, but with aspirations to grow, IBE would do well to embed its good practices in organizational systems.

As far as we can see there is not an organization-wide workplan for IBE that all staff refer to as 'the plan'. (There are of course the high level plans, e.g., 35 C/5, and corresponding reports requested from Paris.) Typically strategic plans, become operational plans and operational plans become individual workplans. Without becoming bureaucratic or inappropriately heavy, all of this needs strengthening as does the allocation of resources to the task, coordination and monitoring of the tasks.

Roles and responsibilities

In IBE the roles and responsibilities are not always clear with respect to delegated authority and accountability for staff or programme management within the "triangle" of the director, the programme coordinators and the administration unit. Accountability needs to be strengthened, as there is a tendency by some to push it up or down in inappropriate ways.

Some *initial guidelines* are offered below to start the discussion on how it should work. All of the coordinators should have a similar approach and this needs rapid discussion and agreement. Once this is done the agreements should be put into writing in the formal UNESCO performance management process.

Programmes

The director has the final accountability on all products and services that go out of IBE. To this end she must ensure that the delegated authority for the management of these programmes is clear and that the conditions of satisfaction (quality, timeliness, budget management, policy issues, reporting, linkages with others, dependencies, interdependencies, support, etc. are clear and that she is confident with this delegation.) This needs to be explicit and not left to interpretation and may need to be revisited for specific projects as they come up. The coordinators must be willing to accept the delegated authority and be held accountable for it.

Administration needs to support and advise the director and the coordinators on the administrative guidelines that provide the frame for the activities. Listening more carefully on all sides is recommended.

There is an immediate need for conversations between the director and each of the coordinators, updating the performance agreements in light of the efforts to become a CoE and with clear expectations and conditions of satisfaction.

Human resources

With respect to human resources, the director has the final accountability, but coordinators share the responsibility for creating an environment where staff feel valued for who they are and what they bring and are not just seen as a 'resource'.

The coordinators must ensure that they manage their staff within the frameworks provided by UNESCO and IBE and must be held accountable for doing so. It is the role of administration to explain the applicable rules and frameworks but not to manage the staff who are under the guidance of a coordinator.

All staff, irrespective of the contract type, have the right to have regular performance discussions and this should be put immediately into effect.

Decision-making

There is a call for more timely and considered decision making. To this end, with respect to programmes, we believe a criteria matrix would facilitate both the decision making and the transparency of decisions leading to greater consistency and coherence and team agreement. The matrix might include, for example, such things as: does this enhance our reputation as a CoE, is it curriculum focused, do we have the competence, does it meet our model of impact, is it sustainable, is it "scaleable", is the target group right, is the funding there; but the list would need to be defined as the team moves forward.

Communication and cooperation

IBE needs to develop a stronger culture of talking to each other about the work, of challenging in a positive way, seeking inputs and feedback on projects, of celebrating successes and achievements. (We are not saying it doesn't happen, we are saying it is not *embedded* in the culture.) Processes and mechanisms for this must be put into place. To this end, the following agreements have been made as part of this process:

- Meetings of the coordinators will take place once a week at a regular and specified time with whoever is there. Key items and actions will be noted;
- Staff meetings will take place once a month;
- After a few months, both meetings will be evaluated as to their effectiveness and re-tooled as necessary.

These are basic mechanistic processes but the aim is to have more dynamic conversations and more dynamic coordination, eventually becoming a place for innovation and incubation of ideas.

Governance of IBE

Governance of IBE was not part of our terms of reference but we would like to take the opportunity of the ROA to emphasize the important leadership and oversight role of the Council in ensuring and supporting the efforts of the institute to strengthen its own capacity.

We note the Council's decision in the CoE strategy to look at the governance of IBE and, in this context, would suggest that the director asks the Council to review the priorities, financial implications and demands in terms of the workload on the staff that is required to serve the Council and Steering Committee.

Overview of our recommendations

Our overall recommendation to IBE is to strengthen leadership and management. In particular, the IBE should:

- Institute an organizational planning process;
- Clarify roles and responsibilities and formalize these in the performance management system;
- Set up and hold weekly meetings of the leadership team;
- Institute monthly staff meetings and evaluate their effectiveness within 3-4 months;
- Develop and use a decision-making matrix;
- Follow up on theme group suggestions from staff.

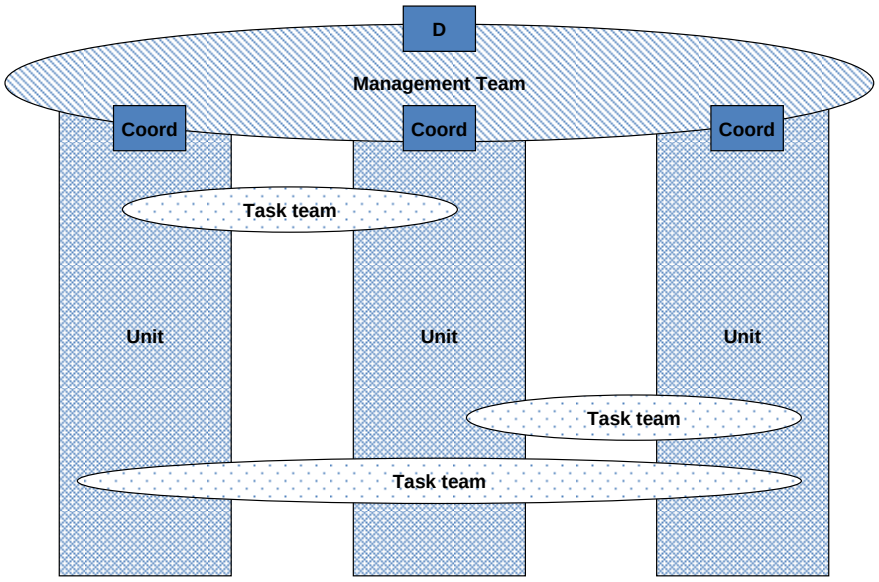
Part V—Organizational design and staffing

Organizational design is more than structure and organigrams. Design includes roles, responsibilities and the implementation of management practices that ensure that people work effectively together. The design and its effectiveness will be assured by the implementation of the management processes and other recommendations made in this report. A design needs to respond to, and support, organizational strategy and desired culture.

At this point in time there are key strategic questions for IBE that are as yet unanswered. In addition, there are constraints about what can and cannot be done, given current contracts and commitments. And there are financial considerations to be taken into account.

A design of 'homes' and task teams

During the ROA, we explored with the staff the following design model.



Four principles guide the effective implementation of this model.

- Organizational homes;
- Portfolio workers;
- Deliverables
- Teams produce deliverables.

Homes

First, every staff member should have an organizational *home*. The manager of the *home* provides supervision and performance management, and s/he facilitates staff development and career support. The *home* provides a platform for sharing experiences and ideas, and learning together.

Portfolio[6] workers

Second, staff should be treated, and empowered to become, autonomous, mature workers whose jobs are made up of a number of different roles. This implies that they work on different activities with, or for, different colleagues. They may need to lead on one activity, participate as team members on other activities and carry out independent tasks. They are highly flexible, able to switch from one role to another smoothly, balance priorities, manage their time and adapt to new challenges. They have one supervisor but may work for other team leaders. Each staff member has a work plan that allocates time (either a percentage or a number of days) to the different roles or activities. The home manager oversees the performance management process (Perfoweb) but gets inputs from relevant team leaders.

Deliverables

Third, the strategic framework is translated into a set of agreed 'operational' deliverables. These deliverables can be at different levels in the strategic hierarchy of results (outputs and outcomes) but the important thing is that they can be clearly defined, with indicators that measure performance, and that they can be allocated staff time (in terms of days) and budget.

Teams produce deliverables

Fourth, most if not all deliverables are achieved by project teams. A team leader is appointed and s/he is allocated a budget (i.e. becomes the budget holder) and team members. Each team member contracts a guaranteed amount of time. The team leader is accountable for achieving the results.

Task teams for today

In the medium term, we believe that the IBE could be designed and could operate along the main lines of this model. However, before doing this, it is important to implement the recommendations contained in the other sections of this report and thereby build the capacity (including systems and culture) that would be necessary foundations for this approach.

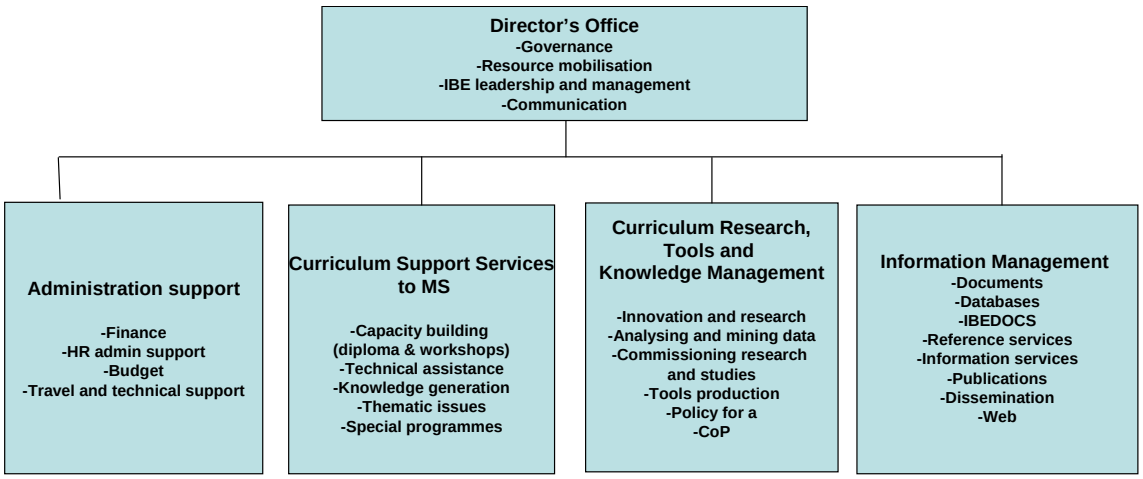
In the meantime, some immediate task teams could be constructed around:

- Many of the recommendations in this report, for example Community of practice, PMC, quality peer reviews and so on;
- Some of the seven 'groups' started as part of the ROA;
- Recommendations in the CoE strategy document—there are several that need to be started rapidly and task teams would provide the energy and the resources to move forward.

Functions of a CoE

As a CoE we believe that the core functions should be based on the strategic priorities (see Part I) and therefore include the following:

[6] This term is taken from the works of Charles Handy.



Transition arrangements

We have had several discussions with the director and staff about the current structure and staffing of the institute and we have explored with the director a number of different options for use of the current posts vacant and under recruitment.

We understand that there is commitment to moving towards a new design as outlined above and appreciate the fact that additional resources have to be mobilized before the design can be properly staffed.

As the director moves forward with the resource mobilization and recruitment, we suggest that the following principles should be followed:

- Create an organizational structure with a hierarchy that will be familiar and comfortable to most; while creating the possibility for teams that are more flexible and adaptive;
- Bring coherence and coordination to the curriculum services provided to MS;
- Assure the technical assistance post is a core function;
- In addition to the P5, seek two additional more junior posts in the immediate future, which can possibly be funded by savings that have been made;
- Break down the silos;
- Create possibilities for greater integration of administration in the programme planning and management;
- Leverage peoples' strengths and interests;
- Use special assignments and interim arrangements as part of the transition—these special assignments would currently address moving the strategy forward and in the future would address other topical issues, often supported by a task team;
- Reduce the number of people reporting to the director.

Staffing policies

IBE is currently a very small organization. The talent that exists in the organization must be deployed in ways that maximize effort and minimize stress. There are challenges here as there are numerous contract types, many of which raise concerns about institutional memory and the capacity to sustain credibility as an institution and to add value as a CoE. We are particularly concerned about the long-term ALD contract in technical assistance as we see this as a core function currently and in the future.

The IBE currently needs more senior and mid-level professional staff. We concur with the consultant who conducted the programme review that the IBE is critically short of true curriculum expertise. Efforts should be made to ensure that contracts whether junior, short term or long term are given to people with competence or aspirations to work in the field of curriculum.

IBE like most organizations uses consultants. It appears that there are some long-term consultancies and some short term temporary consultancies. The use of consultants is a strategic and tactical question and needs to be looked at in light of the IBE as a CoE. The BARD contract modality may also need to be reviewed. More attention should be given to the mentoring of young people, if and when they are brought in, irrespective of contractual status.

The numbers of GS staff seem about right for such a small organization, however, it would seem that a reconfiguration of some of their functions and responsibilities would seem necessary. There are key decisions to be taken here in light of the design and programme priorities.

We understand that individuals have concerns about the current grading of their posts. HR should be invited in to do a job classification exercise in the programmes and in administration.

We understand that there are currently three vacant posts. Given the conclusions of this assessment and the programme review, we recommend moving rapidly on the recruitment of the additional P5 post (although we hope this post is not exclusively dedicated to policy dialogue). We see no reason to not move forward on the recruitment of the webmaster position. The best use of the G4 post should be considered carefully before being advertised. The ALD TA should be turned into a core post.

Overview of our recommendations

Our overall recommendation is that the organizational design should be based on, and be integrated into, the strategic focus described in Part II. Once decisions are taken on the strategic priorities, the ideal design should be finalized as quickly as possible. It will clearly take time to set up the new design. In the interim period, IBE should:

- Design the vacant posts with a strategic perspective and recruit as quickly as possible;
- Turn the ALD TA into a core post;
- Consider the best deployment of GS staff;
- Ensure that all consultant contracts, BARDS and internships are well placed for transition;
- Invite the Human Resources Department in Paris to conduct a job classification exercise in 2012.

Part VI—Systems and processes

Programme management cycle (PMC)[7]

Planning and project management

Programme and project planning *across* IBE are not as strong as they need to be. Results-based management (RBM) must be instituted and used as a planning and reporting tool. We acknowledge the limitations of this or any other approach when work is reactive—responding to demands from Member States (MS)—and dependent on funding. A critical element of this would be a peer review at the time of conceptualization of projects which would enhance the likelihood that skills across the organization that could contribute would be identified, enhance the quality, and enhance the likelihood that when there are products being produced their use would be maximized by all. All products should also go through a peer review for quality control.

Where administrative support will be required, the appropriate staff in the administration unit need to be involved in the planning. This is a small unit that has its own work to do as well as supporting the programme activities, and inclusive planning and a respect for the plan will facilitate everyone's work.

Quality

Quality is a word used throughout the strategy document and in staff discussions. In the ROA, we did not find immediate evidence that there was or there was not a problem with quality. An assessment of quality would require a curriculum expert to take the time to look at the products and services and conduct a rigorous evaluation with the recipients/beneficiaries of the products and services. As far as we can see there are some quality control measures in place but a quality control system for all products is not in place at the organizational level.

It would appear that products and tools are currently produced all across the organization. It might be wise in the future to consider bringing them together in one place, which is a design issue.

Monitoring and evaluation

As indicated above, monitoring and evaluation need to be embedded in the planning process. IBE should seek support in thinking about this or in strengthening its current evaluation tools. We do not believe that IBE is large enough at this point to support a dedicated M&E function.

Impact

One of the important discussions that came up during the group work on the CoE was the issue of how IBE would define and measure results and impact. This is always a challenge as presumably IBE plays only a partial role in achieving results in a country. However, it has been shown that results-oriented thinking enhances programme conceptualization and IBE has been requested in the past to embed a results-based approach into its work. We believe this is necessary, as is further thinking on how results could be monitored and evaluated. This might be started by carrying on the conversation with the team about results and impact, in particular, addressing the questions raised around definition of results, how to have the most impact, at what level to intervene for impact, and of course how to measure impact and results.

Reporting

Reporting appears to take an inordinate amount of time, for reasons that are not quite clear. Some internal work has begun on this and we strongly recommend further discussion and agreement on what needs

[7] We use the standard form of Programme Management Cycle (PMC) but it applies to both programmes and projects.

to be done and why and by whom. In addition, reporting responsibilities need to be addressed as part of the programme management cycle. If it is the reports to the council that are demanding so much time, a discussion with the president of the council might also take place to see about reducing this burden. Reporting to Paris clearly takes time as well, and any efforts to streamline this would be appreciated by all.

Programme Management Cycle

In sum, a programme management cycle would:

- Represent a planning process engaging all those that need to be involved for the effective implementation of the project and reporting on the project;
- Include peer review at conceptualization and for products;
- Integrate indicators on how the programme will be monitored and evaluated;
- Ensure that the programme fits within the agreed framework of activities for IBE as a CoE, and has the desired qualities (e.g. sustainable, scalable, etc.);
- Ensures that there is a review to capture and embed the learning into IBE processes.

Information technology

A CoE—especially a global one—has to have up-to-date technology. As we understand it, IBE apparently does not have an IT plan for the replacement of computers and computer systems. Currently staff complain about memory and capacity which hinders their work, especially for research and downloads.

If the website is to be the portal IBE wants as a CoE, it must be supported by the technology and also the competence of web design and functioning that would be in line with a CoE. Recent investment has been made here but technology and competence in this area is fast-moving and requires an ongoing commitment and resources.

It is a matter of some urgency to put into place a plan to upgrade the IT system (software and hardware) for staff and to develop a rolling plan to keep it up to date. A commitment to the IT requirements (hardware and human resources) to a website as a foundation of a CoE needs to be ensured.

Budget

At this point, while acknowledging the budget constraints we feel that the only possible gain currently to be made is in looking at how the resources are used, including staff time, and making the most effective use of the resources at hand, *while building up the additional resources*. Staff time is the most expensive and, in fact, the only real major expense. More attention to the use of staff, the real costs of the time and the benefits needs to take place. In the short term greater attention to the use of resources is the only obvious step.

The office

The IBE is housed in a lovely building, with lots of space and light and excellent meeting rooms. However, it is not structured or configured for working together, or even talking together. Currently staff work in long hallways behind closed doors which is not conducive to team work and conversations. In the future, to the extent that this is feasible, IBE may want to look at this.

Performance management

As indicated earlier there is an immediate need to give performance management attention at several levels; the performance of the organization, the performance agreements between the director and the coordinators and performance feedback to all staff.

Travel

Travel appears to be a sensitive issue in IBE and travel plans should be transparent and as open to peer review as anything else (while keeping the spirit of delegation and trust in mind). Given the nature of the work there will always be some "last minute" travel but it should be an exception.

Timelogs

Staff currently estimate the time they will spend on projects but we do not believe that this estimate is *monitored* throughout the year or the project to have an accurate reading of actual time spent. We believe that IBE might find it useful to institute a light, easy to use, timelog system as a learning tool (not for control) to develop a much clearer understanding of how much time products and services take so that future management of such projects, and the people who do them, will be more accurate and less stressful.

Overview of our recommendations

Our key recommendations are that IBE should:

- Institute a programme management cycle that would ensure better project management and collaboration from conception through to delivery, monitoring, evaluation, reporting and learning;
- Establish a quality control mechanism for all products and services, and increase the use of peer reviews;
- Streamline the reporting process, including engaging in a conversation with the Council about reporting;
- Ensure that administration time is integrated into project management plans;
- Engage the staff in a conversation about results and impact and what it means to the IBE as a CoE;
- Make travel plans more transparent and open to discussion;
- Consider instituting timelogs as a learning mechanism to have a better understanding of the time involved in projects;
- Develop and cost an IT development plan.

Part VII—Resource mobilisation

IBE must redouble its efforts in resource mobilization. We believe that the foundations for successful resource mobilization are based on a skilful blend of many of the elements mentioned or implied so far: strategic focus; credible and convincing programmes; articulate managers and staff well-grounded in the realities of the work carried out by IBE; and a cost-effective organization.

Resource mobilization also has a cost to it. It must be remembered that if the director is out fundraising then she is not doing other leadership or substantive work. Given this and yet recognizing that the Council expects the director to raise funds we believe that fundraising should be looked at two or three different levels. First of all, as the most expensive member of staff the director's time needs to be used judiciously. She should travel only with a perspective of large corporate level funds.

Given the earlier comments about image, branding and selling IBE may need to develop a tool for the immediate use in resource mobilization, this might be in the form of a brochure or printed PPT deck that could be adapted slightly for audiences and still powerful in terms of colours and messages.

Overview of our recommendations

We understand that the director is currently working on a resource mobilization plan in consultation with key stakeholders. Finalization of the resource mobilization plan is clearly a major priority. Some of the immediate next steps could include:

- Identify the list of potential donors that have already indicated an interest in IBE (harmonized with UNESCO Paris);
- Draft the list of projects and plans that can be used with donors;
- Identify foundations, donors, that could be interested in the niche that IBE offers;
- Explore public-private partnerships;
- Engage the Council in a discussion on its role in fundraising;
- Look at the anticipated plan of the director's travel and see where the opportunities for resource mobilisation and current travel coincide;
- Project fund raising takes place across the IBE with various individuals—review the effectiveness of this approach and opportunities for synergy;
- Specifically explore Switzerland and the city of Geneva given the historical importance of the IBE, and the costs of the institution being housed in Geneva;
- Develop a communication tool that can be used for fundraising;
- Consider how the ICE can be used to raise funds for IBE projects.

Part VIII—Conclusion: Opportunities and risks

In this concluding section we highlight the opportunities and risks that IBE faces.

Opportunities

Building on the reputation of UNESCO and IBE we see tremendous opportunities in IBE as a CoE. With quality services the demand and the response can grow. It is clear that there are specific opportunities in the area we have termed *Curriculum Support to Member States*. These opportunities present themselves as increased services of the type being offered today, expanded programmes across the globe, and there is certainly opportunity for innovation as well. There is also room to continue and expand on specific themes and special programmes, and to do so in a sustained way.

In the area we have termed *Curriculum Research and Knowledge Management* there are huge opportunities to capture and disseminate the knowledge that currently exists and to continue to develop and grow this area, capitalizing on the new technologies that exist. The CoP could be cultivated to provide greater value to IBE and to curriculum specialists around the world. There is room for greater dissemination of existing tools and no end of ideas for additional tools and products that could be created and offered. A CoE would be on top of the trends in curriculum and use this research to turn theory into practice and as such be seen as a point of reference.

We have cited just a few of the opportunities as we believe they are limited only by imagination and resources. And, the staff are not limited in their ideas or imagination about what could be done.

Risks

Without additional funding IBE faces important risks. It risks not being able to achieve a status of a CoE, as it will have too few staff doing too few activities. If the expertise lies in one or two professional staff in a unit that is supposed to service the world the IBE will not look credible to its clients and beneficiaries. The IBE is running with just too few people and it does not have the critical mass necessary to achieve and sustain the expertise that would be expected of a CoE. Key staff on ALD contracts for a long period of time are a risk. There is an additional risk of losing institutional memory and expertise if management systems are not put into place to ensure that IBE operates with sound systems behind it and not just extraordinary good will on the part of the staff.

Oficina Internacional de Educación

Programa de actividades y Presupuesto para 2012

I. Marco general de la programación

El objetivo del presente documento es poner de relieve el programa y las actividades que la OIE se propone llevar a cabo en el 2012. Las actividades se han concebido teniendo en cuenta los objetivos estratégicos y los resultados esperados previstos en la **Estrategia de la OIE para 2008-2013,** el **Documento 36 C/5**, y la **Estrategia destinada a transformar a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo**, aprobada en la 36ª reunión de la Conferencia General de la UNESCO.

El "currículo" es el corazón mismo de las reformas educativas contemporáneas y asimismo, constituye un elemento clave para mejorar la calidad de la educación. En este sentido, el desarrollo curricular se considera como un proceso complejo que va más allá de la selección y la organización de contenidos educativos que son implementados por los expertos de disciplinas. Este entraña el diseño de marcos curriculares y programas de estudio, la elaboración de material didáctico, la implementación curricular mediante prácticas de enseñanza y aprendizaje, y la evaluación. Llegar a un acuerdo sobre lo que deberían aprender los alumnos, por qué deberían aprenderlo, cómo deberían aprenderlo y cómo saber si aprenden efectivamente exige competencias especializadas, consultas y consenso. Por ello, los procesos curriculares implican cada vez más análisis y debates públicos, y consultas con diversos grupos de interés ("stakeholders"). La complejidad de estos procesos exige que los especialistas en currículo, los tomadores de decisiones y los formadores de personal docente desarrollen nuevas competencias.

Ciclo del currículo de la OIE

La **misión de la OIE** consiste en prestar apoyo a los Estados Miembros de la UNESCO en sus esfuerzos por mejorar el aprendizaje de los alumnos mediante el diseño de currículos inclusivos de alta calidad, facilitando:

- el fortalecimiento de capacidades de instituciones y personas, y la asistencia a medida de los estados miembros;
- el acceso a recursos, conocimientos e información relacionados con el currículo; y
- oportunidades para forjar un diálogo político constructivo a nivel internacional.

Revisión de la programación

La Estrategia de la OIE como Centro de Excelencia

La Estrategia de la OIE para transformarse en un Centro de Excelencia exige que ésta devenga una institución más visionaria y de punta y que asimismo, aumente la calidad y el alcance de sus productos y servicios. Para ello, es necesario un cambio institucional basado en un examen detallado y exhaustivo de los actuales programas y prioridades de la OIE, y de su gestión y organización internas que incluya al personal, las prácticas laborales, y la gobernanza. Además, se necesita una sólida estrategia de obtención de fondos para conseguir una financiación adicional considerable, fiable y previsible. En el 2011, se llevaron a cabo la Revisión de la programación y una rápida evaluación organizacional con la participación de funcionarios de la OIE. Se prevé que este proceso continúe en el 2012. En la 61ª reunión del Consejo, en enero de 2012, se

presentará un plan de implementación con el objetivo de delinear las acciones que permita El año 2012 esta también marcado por la difícil situación financiera que enfrenta la UNESCO en su conjunto. Para la OIE, como para otros institutos, esto supondrá un recorte del 31% de la asignación aprobada en la 36ª reunión de la Conferencia General, por lo que será necesario ajustar el programa y el presupuesto. Esta nueva restricción financiera deja a la OIE sumida en una grave situación que dificultará la ejecución de los programas y que requerirá una reestructuración mayor que la que se había previsto para que la OIE se transforme en un Centro de Excelencia. Es necesario ser cautelosos al momento de decidir cómo aplicar la Estrategia del Centro de Excelencia en las circunstancias actuales ya que éstas representan una amenaza para la estabilidad de la OIE.

avanzar en todas las áreas referidas.

Por estos motivos, presentamos un programa diseñado cautelosamente, que se enfoca principalmente en los procesos internos y en la elaboración de mecanismos de garantía de calidad para los productos creados en los últimos dos años, y concentrado en algunos programas y servicios emblemáticos [1]. Además, el fortalecimiento de capacidades y la asistencia técnica se basarán en las solicitudes de los Estados Miembros que estén totalmente financiadas. La presentación de las actividades del programa para 2012-2013 se ha organizado de acuerdo a las tres áreas principales de actuación de la OIE: **(I)** Fortalecimiento de capacidades y asistencia técnica, **(II)** Producción y gestión de conocimientos, y **(III)** Diálogo político y la CIE.

<table>
<tr><th>Objetivos estratégicos
Estrategia de la OIE 2008–2013</th><th></th><th colspan="3">Resultados previstos al final del bienio 2012-2013
36 C/5</th></tr>
<tr><td rowspan="2">1.
Fortalecimiento de capacidades y asistencia técnica</td><td rowspan="2">Fortalecimiento de las capacidades de especialistas, profesionales y tomadores de decisión en el diseño, gestión e implementación de procesos de diseño curricular de calidad y de currículos inclusivos:
1. Consolidación de una red mundial
2. Apoyo a los países que están en procesos de cambio curricular
3. Desarrollo, pilotaje y promoción de material y herramientas de formación
4. Ampliación y diversificación de las modalidades de formación
5. Asistencia y asesoramiento profesional</td><td>Eje de acción 1 – Resultado esperado 1
Fortalecimiento de las capacidades nacionales para la formulación y la planificación de políticas centradas en la calidad y en las cuestiones relativas a la igualdad de género, recurriendo a las tecnologías de la información y la comunicación</td><td>Eje de acción 1 – Resultado esperado 3
Fortalecimiento de las capacidades nacionales para la elaboración y aplicación de políticas docentes, poniendo especial hincapié en la calidad y las cuestiones de género</td><td>Eje de acción 2 – Resultado esperado 6
Renovación de los sistemas de enseñanza secundaria, en particular mediante la reforma curricular y la mejora de la evaluación del aprendizaje de los alumnos</td></tr>
<tr><td>Eje de acción 3 – Resultado esperado 8
Fortalecimiento de las capacidades de los Estados Miembros para integrar la educación para el desarrollo sostenible, en particular la educación sobre el cambio climático, en las políticas educativas y en los planes y programas de desarrollo</td><td>Eje de acción 3 – Resultado esperado 9
Educación sexual y del VIH integral y de calidad implementada por los Estados Miembros, que promueva formas de vida sana, la igualdad de género y los derechos humanos</td><td>Eje de acción 4 – Resultado esperado 14
Información a los grupos de interés (“stakeholders”) a través de la investigación y los estudios basados en la evidencia sobre las tendencias emergentes y los desafíos en educación</td></tr>
<tr><td>2. Producción y gestión de conocimientos</td><td>Consolidación, enriquecimiento y ampliación de la base de conocimientos y de una variedad de recursos especializados de información sobre los currículos y los procesos de desarrollo curricular:
6. Construcción de una base sólida de conocimientos
7. Fortalecimiento de la función de centro de intercambio de información y de los servicios de información
8. Creación de una plataforma en línea para incrementar aún más el intercambio de conocimientos
9. Racionalización de los servicios y el acceso a los materiales y recursos</td><td colspan="3">Eje de acción 4 – Resultado esperado 14
Información a los grupos de interés (“stakeholders”) a través de la investigación y los estudios basados en la evidencia sobre las tendencias emergentes y los desafíos en educación</td></tr>
<tr><td>3.
Diálogo político y la CIE</td><td>Facilitación del diálogo político en los planos local, regional y mundial para contribuir a la mejora de los procesos y productos del desarrollo curricular:
10. Contribución al diálogo político
11. Promoción de un mayor apoyo a la reforma curricular
12. Elaboración de reseñas sobre políticas</td><td>Eje de acción 1 – Resultado esperado 1
Fortalecimiento de las capacidades nacionales para la formulación y la planificación de políticas centradas en la calidad y en las cuestiones relativas a la igualdad de género, recurriendo a las tecnologías de la información y la comunicación</td><td>Eje de acción 2 – Resultado esperado 6
Renovación de los sistemas de enseñanza secundaria, en particular mediante la reforma curricular y la mejora de la evaluación del aprendizaje de los alumnos</td><td>Eje de acción 4 – Resultado esperado 14
Información a los grupos de interés (“stakeholders”) a través de la investigación y los estudios basados en la evidencia sobre las tendencias emergentes y los desafíos en educación</td></tr>
</table>

[1] Se pueden solicitar las fichas descriptivas específicas de cada programa con más información sobre las actividades, los productos y las dificultades encontradas.

1. Fortalecimiento de capacidades y asistencia técnica

Los objetivos principales del programa de fortalecimiento de capacidades y asistencia técnica 2012-2013 son: **a)** el fortalecimiento de las capacidades nacionales, en particular las de los formadores de personal docente, de los tomadores de decisión y de los especialistas en currículos en el área del diseño y desarrollo curricular mediante cursos regionales de formación de larga duración, como el Diploma en Diseño y Desarrollo Curricular; **b)** el fortalecimiento de las capacidades locales en materia de innovación y reforma curricular mediante herramientas de formación y talleres a medida (educación inclusiva, competencias para la vida y el trabajo, aprender a vivir juntos, la educación para el desarrollo sostenible, capacidades y competencias básicas); **c)** la asistencia técnica específica a nivel nacional para el diseño y la gestión de la reforma curricular y su implementación (por ejemplo, con relación a los marcos curriculares y los programas de estudio, guías para los docentes y materiales de aprendizaje y la evaluación). Se dará prioridad a los países africanos, a los países en transición y a los países afectados por conflictos. El programa se desarrollará en colaboración con otras organizaciones internacionales y con las oficinas de la UNESCO en el terreno. Se exigirá que la mayoría de las solicitudes de talleres y asistencia técnica estén financiadas en su totalidad por los gobiernos de los países, otras organizaciones internacionales, fundaciones privadas o las oficinas de la UNESCO en el terreno. Actualmente, se están elaborando planes de trabajo con el Sector de Educación, la Sección de formación de docentes, las oficinas regionales y las oficinas en el terreno. Los objetivos se alcanzarán en conformidad a los siguientes productos y servicios.

1.1 El Diploma en Diseño y Desarrollo Curricular

En 2012, la OIE capitalizará la labor de producción de conocimientos y mejorará los procesos de garantía de calidad de los cursos del Diploma. Además, estudiará la viabilidad de un diploma similar en el África francófona y en la región árabe para 2014-2015. Por el momento, el Diploma responde a una necesidad real, a saber, la necesidad de formar a funcionarios de los Ministerios de Educación y a los expertos en educación y diseño curricular. La fuerte demanda en África y América Latina y la voluntad de los co-organizadores de contribuir a la financiación de los gastos de los participantes es buena prueba de ello (véase el informe de 2011 y los resultados de la evaluación).

Objetivos estratégicos
1, 2, 3, 4, 5
Ejes de acción
2-6

Por lo que se refiere al Diploma, la OIE llevará a cabo un proceso comprehensivo de seguimiento y evaluación de la primera edición del Diploma en América Latina con miras a evaluar sus repercusiones a largo plazo y efectuar el seguimiento de la forma en que los participantes utilizan las competencias adquiridas en materia curricular. Se actualizará la "Caja de Herramientas de Capacitación para el Desarrollo Curricular" con estudios de caso elaborados en distintas regiones a través de la red de la comunidad de práctica y las aportes de los participantes del Diploma durante las sesiones. Tras los cursos presenciales de 2011, se impartirán los cursos en línea correspondientes a la segunda edición del Diploma en América Latina y a la primera edición del Diploma en África. Además, la OIE lanzará la tercera edición del Diploma en América Latina, en colaboración con la Universidad Católica del Uruguay y la Oficina Regional de Educación para América Latina y el Caribe de la UNESCO. Se organizará también la segunda edición del Diploma en África con la colaboración de la Oficina de la UNESCO en Dakar, la Oficina Regional de Educación para África (BREDA) y la Sección de formación de docentes de la UNESCO; y se impartirá con la colaboración de la Universidad Abierta de Tanzania y el Instituto de Educación de Tanzania (TIE). En total, unos **130** participantes cursarán el Diploma en 2012 mejorando sus competencias en materia de diseño y desarrollo curricular.

Cuadro 1: Panorama general del Diploma

Diploma/Lugar	Participantes/Objetivos
Diploma en América Latina (2ª promoción) Uruguay	**24** (5 países de América Latina, 2 funcionarios de la UNESCO) **12%** hombres; **88%** mujeres
Diploma en América Latina (3ª promoción) Uruguay	**25 – 30** participantes
Diploma in África (1ª promoción) Tanzania	**49** (17 países de África, 7 funcionarios de la UNESCO) **50%** hombres; **50%** mujeres
Diploma in África (2ª promoción) Tanzania	**25 – 30** participantes

1.2 Talleres

Los talleres de fortalecimiento de capacidades proporcionan asesoramiento técnico especializado al personal responsable de los procesos curriculares. Se articulan en torno a herramientas de formación a medida y responden a las necesidades específicas de los Estados Miembros. Por el momento, se organizan a petición de los interesados y sólo si están totalmente financiados. En estos momentos, se están estudiando solicitudes de Colombia, la República Dominicana y Pakistán. También se ha solicitado la organización de un taller dirigido a diversos países de la región árabe en colaboración con UNICEF. Lo más probable es que se celebren talleres en cuatro regiones de la UNESCO.

Objetivos estratégicos 1, 2, 3, 4, 5 **Ejes de acción** 2-6/8

Cuadro 2: Panorama general de los talleres

Lugar	Tema del taller/Alianzas	Participantes
Colombia	Presentaciones en torno a la educación inclusiva; organizado en colaboración con el Ministerio de Educación, la Secretaría Regional de Educación y la Fundación ExE (Empresarios por la Educación)	**80 – 100** docentes de nivel provincial y nacional
República Dominicana	Diseño y desarrollo curricular; organizado en colaboración con el Ministerio de Educación, la fundación EDUCA y la BARNA Business School	**40 – 50** directores de escuela
Pakistán	El diseño curricular y la utilización de los libros de texto, en colaboración con UNESCO Islamabad	**30** docentes, responsables del currículo y formadores de docentes
Egipto, Líbano, Jordania y Túnez	El currículo en el primer ciclo de la enseñanza secundaria, en colaboración con la Oficina del UNICEF para la Región de Oriente Medio	**30 – 40** docentes de la región

1.3 Comunidad de Práctica

Se seguirá perfeccionando la Comunidad de Práctica en coordinación con el Programa de producción y gestión de conocimientos, y se llevará a cabo un estudio para evaluar las necesidades de los países y las prioridades nacionales en materia curricular. La Comunidad de Práctica es una herramienta y una plataforma para la producción, el intercambio y la difusión de conocimientos sobre temas y tendencias relacionadas con el currículo. Además, contribuye al intercambio de conocimientos y a la cooperación Sur-Sur y Norte-Sur-Sur.

Objetivos estratégicos 1, 2, 3 **Ejes de acción** 1-3; 2-6, 4-14

En 2012, la Comunidad de Práctica participará en el foro virtual multilingüe de carácter anual como moderador; difundirá mensajes de la Comunidad de Práctica con información y recursos actualizados sobre iniciativas relacionadas con el currículo que se hayan enviado en las lenguas de la UNESCO, y organizará actividades en el plano nacional, regional e interregional (presenciales y en línea) en colaboración con las Oficinas de la UNESCO en el terreno.

1.4 Prioridad África

La OIE contribuye al Programa **Prioridad África** de la UNESCO en todos sus ámbitos de actuación y brinda apoyo al **Programa de Educación básica en África** (BEAP) conjuntamente con BREDA. En 2012, la OIE colaborará estrechamente con la Universidad Abierta de Tanzania, el Instituto de Educación de Tanzania (TIE) y BREDA para llevar a cabo la segunda edición del Diploma en África. Las Oficinas de la UNESCO en el terreno financiarán la participación de los representantes gubernamentales. El proyecto **Aprendizaje para la vida y el trabajo** en África brinda apoyo a los Ministerios de Educación y las instituciones de varios países del África Subsahariana con el fin de reforzar la preparación para la vida y el trabajo en la enseñanza básica mediante la elaboración y el desarrollo de currículos de calidad en las aulas. El material de formación «Las competencias para la vida y el trabajo en el

Objetivos estratégicos 1, 2, 3, 4, 5 **Ejes de acción** 1-3; 2-6/8

Siglo XXI: una caja de herramientas para la innovación curricular en África», una vez finalizado, se utilizará para la formación de docentes y el fortalecimiento de capacidades. Los equipos de cinco países (Burkina Faso, el Congo Brazzaville, Kenya, Malí y Mauricio) elaborarán guías adaptadas al contexto de cada país que acompañarán a la caja de herramientas.

Además, la OIE llevará a cabo un análisis comparativo a nivel internacional de los marcos curriculares, los libros de texto y las directrices para la lectura, la escritura y las matemáticas en los tres primeros años de la enseñanza primaria, incluyendo una evaluación sobre el terreno de la implementación del currículo, así como de las prácticas y la armonización en materia curricular en escuelas de Burkina Faso y Níger. Se han elaborado propuestas para estas dos últimas iniciativas que dependerán de la financiación extrapresupuestaria.

1.5 Construcción de capacidades y centro de intercambio de información para la educación sobre el VIH y el SIDA

El principal objetivo de estas actividades es prestar apoyo a la EPT (Educación para Todos) mediante una integración más eficaz de la educación sobre el VIH y el SIDA en los currículos oficiales, la creación de herramientas destinadas a mejorar los materiales de enseñanza y aprendizaje y el fomento de capacidades de los especialistas en educación. En 2012, la OIE elaborará un nuevo CD-ROM con actividades interactivas, fichas descriptivas y una evaluación de buenas prácticas que se transformará en recurso clave para el fortalecimiento de las capacidades de los especialistas en materia de educación sobre el VIH y el SIDA, el cual estará disponible en francés, inglés, español y portugués. Además, la OIE elaborará fichas descriptivas en francés sobre temas relacionados con la sexualidad, la perspectiva de género y los derechos humanos, y prestará asistencia técnica mediante talleres de capacitación organizados conjuntamente con las Oficinas de la UNESCO en África Central y Occidental para proponer soluciones conjuntas a cuestiones específicas. La OIE también difundirá ejemplos de buenas prácticas en materia de currículo, enseñanza y formación de docentes, así como recursos didácticos innovadores a través de la base de datos de la UNESCO, el sitio Web del centro de intercambio de información y la sección sobre VIH del sitio Web de la OIE.

Objetivos estratégicos
1, 2, 3, 4, 5
Ejes de acción
3-9

1.6 Asistencia técnica a los Estados Miembros

La OIE presta apoyo a los gobiernos nacionales (por ejemplo, a los Ministerios de Educación o a los organismos responsables del currículo) en función de sus solicitudes de asistencia en materia de planificación, desarrollo, implementación y evaluación de currículos de calidad para la enseñanza primaria y secundaria y asimismo, como respuesta a nuevos desafíos, necesidades y perspectivas de desarrollo. Se prestará especial atención a la integración satisfactoria del desarrollo de competencias en los currículos nacionales, así como a la preparación para la vida y el trabajo basada en los valores, principios y prácticas del concepto **Aprender a Vivir Juntos** y de la **Educación para el Desarrollo Sostenible** (EDS). Se estudiarán con carácter prioritario las situaciones **post-conflicto y post-desastres**. En 2012, la OIE continuará con las actividades de asistencia en materia de diseño curricular, marcos de calidad y evaluación, en especial en la región de los Estados Árabes, dependiendo de las solicitudes recibidas.

Objetivos estratégicos
1, 2, 3, 4, 5
Ejes de acción
1-1, 2-6/8

Cuadro 3: Panorama general de las actividades de asistencia técnica

Países/Proyecto	Fundamentos	Resultados
Iraq Nuevo proyecto curricular	Elaboración de un nuevo marco curricular nacional para el Iraq que sirva de base para la formación de docentes y la elaboración de planes de estudio y libros de texto, enfatizando especialmente las matemáticas y las ciencias. De este modo, se mejorará la calidad y la coherencia del sistema educativo en su conjunto.	1. Nuevo marco curricular iraquí 2. Estudio de viabilidad para el establecimiento del centro curricular nacional del Iraq 3. Directrices para la revisión del currículo correspondiente a las matemáticas y a las ciencias 4. Prototipos de planes de estudios y libros de texto de matemáticas y ciencias
OOPS Marco para currículos de calidad	Se considera que la elaboración de un marco común para la aplicación de currículos de calidad es la primera etapa de un proceso a más largo plazo que se basará en el fortalecimiento de capacidades de los especialistas en currículos y en educación de la dependencia central de Amán y de las oficinas de OOPS (Organismo de Obras Públicas y Socorro de las Naciones Unidas para los Refugiados de Palestina en el Cercano Oriente) en el terreno.	1. Primera versión general del marco común para la aplicación de currículos de calidad en las escuelas del OOPS. 2. Mejora de las competencias de 25 especialistas acreditados en currículos para que lleven a cabo actividades de diseminación. 3. Modelos de actividades de fortalecimiento de capacidades a medida para la "formación de docentes"
Estados del Golfo Marco para la evaluación de currículos	La elaboración de un marco común de evaluación de currículos en los Estados del Golfo se basa en el inventario de las experiencias actuales, así como en el diseño de procesos eficaces y válidos de evaluación de currículos en la región, como parte de los ciclos de desarrollo curricular comprehensivos.	1. Líneas generales de un marco común para la evaluación de currículos en los Estados del Golfo. 2. Mejora de las competencias de 30 especialistas en currículos y en educación (equipos nacionales) 3. Herramientas de fortalecimiento de capacidades a medida
Certificado curricular (Educación en Situaciones de Emergencia)	Tras las crisis y las situaciones de emergencia vividas en todo el mundo, la formación curricular especializada de las personas que trabajan en esas áreas es cada vez más indispensable.	1. Elaboración de los fundamentos del curso para la certificación curricular mediante la colaboración de la OIE con la Red Interinstitucional para la Educación en Situaciones de Emergencia (INEE)

2. Producción y gestión de conocimientos

El objetivo general del programa de producción y gestión de conocimientos para 2012-2013 y años sucesivos es crear una base de conocimientos que sustente la formulación de políticas, así como las decisiones y las prácticas basadas en las evidencias en materia de desarrollo y reforma curricular. Durante 2012 se dará prioridad a la mejora de la disponibilidad, la accesibilidad y la producción de información y conocimientos relacionados con el currículo, así como a la identificación de las necesidades y nuevas prioridades en ese ámbito.

El tiempo de instrucción se considera cada vez más como un elemento clave de la educación de calidad para todos. La asignación de tiempo para la participación constante de los alumnos en las actividades de instrucción resulta esencial para el aprendizaje. No obstante, cada país define el tiempo de instrucción según criterios distintos y por ello, resulta difícil comparar los datos de diferentes niveles y sistemas educativos a escala internacional. Por ese motivo, la OIE colaborará con el Instituto de Estadística de la UNESCO afín de recopilar datos transnacionales fiables sobre las horas lectivas anuales correspondientes a cada grado de la enseñanza primaria y secundaria.

Objetivos estratégicos
6, 7, 8, 9
Ejes de acción
4-14

Principales actividades para 2012-2013

2.1 Se llevará a cabo un Estudio mundial sobre el tiempo de instrucción, diseñado en colaboración con el Instituto de Estadística de la UNESCO. El programa de producción y gestión de conocimientos recopila y facilita la información sobre el tiempo de instrucción que se encuentra disponible actualmente en su base de datos internacional, que incluye más de 180 países/jurisdicciones.

2.2 El programa de producción y gestión de conocimientos elabora y aplica herramientas para la evaluación periódica de las necesidades y prioridades regionales, subregionales y nacionales, con miras a identificar y responder a las lagunas de

conocimientos e información existentes en materia curricular.

2.3 La OIE se propone mejorar la disponibilidad y la accesibilidad de la información sobre los procesos y productos del diseño curricular mediante la actualización de las bases de datos, la mejora de los servicios de información, el aumento de las colecciones y el desarrollo del sitio Web. El programa de producción y gestión de conocimientos actualizará para ello la base de datos de los Documentos por País, actualizará la séptima edición de los Datos Mundiales sobre la Educación, enriquecerá la colección de currículos, preparará un glosario sobre el currículo con la terminología específica correspondiente y elaborará alertas semanales, que incluirán al menos dos alertas temáticas sobre temas prioritarios.

2.4 La OIE preparará el establecimiento de un mecanismo de intercambio de información con el fin de reforzar el intercambio de información y las competencias, aunque su creación dependerá de la financiación disponible en un futuro. El resultado sería un sitio Web más dinámico y con mejoras significativas al 2014-2015.

2.5 En 2012 se prevé que se publiquen cuatro nuevos números de **Perspectivas: revista trimestral de educación comparada**: (Nº 161) "Internationalisation of Teacher Education" [*Internacionalización de la formación de maestros*]; (Nº 162) "*Cultural Diversity in Education Systems: International and Comparative Perspectives*" [La diversidad cultural en los sistemas educativos: Perspectiva internacional y comparada]; (Nº 163) "*Developing a World-class Education: a Multi-Country Analysis*" [Desarrollando una educación mundial de primera clase: Análisis multipaís]; y (Nº 164) "*Comparing Learner Performance in Southern Africa*" [Comparando los resultados del aprendizaje en África meridional]. Además, se están preparando dos números más para 2013 (Nº 165 y Nº 166).

Dificultades

En el proceso de mejora y ampliación de su labor, el programa de producción y gestión de conocimientos encara tres desafíos principales: **(1)** ajustar la información y los conocimientos relacionados con el currículo a las actuales necesidades y demanda de conocimientos, así como a las situaciones en las que se prevé que éstos se utilicen; **(2)** mantenerse al día en los avances tecnológicos y en su aplicación así como intercambiar conocimientos de manera eficaz y efectiva tanto en el seno de la OIE (mediante la transformación gradual de la cultura institucional y de los enfoques individuales y de los equipos), como fuera de la misma (facilitando y apoyando el intercambio de conocimientos propios de las distintas redes y comunidades); y **(3)** mejorar la calidad de los servicios actuales y desarrollar enfoques innovadores.

3. El diálogo político y la CIE

En 2012, la OIE contribuirá a la promoción del diálogo político entre los tomadores de decisiones y los especialistas en diseño y desarrollo curricular: **(1)** forjando alianzas con Ministerios de Educación, fundaciones y organizaciones internacionales, entre otros, y **(2)** asesorando en la elaboración de marcos y directrices curriculares sobre educación inclusiva.

Objetivos estratégicos
10,11,12
Ejes de acción
1-1, 2-6, 4-14

En el marco de la UNESCO, la OIE reforzará las alianzas con la Sede y las oficinas de la UNESCO en el terreno, como BREDA y las Oficinas de Beirut y Kingston, con el fin de proporcionar asesoramiento sobre políticas y ejemplos concretos provenientes de distintas regiones de la UNESCO, que sirvan de sustento para el desarrollo de directrices sobre educación inclusiva.

Al exterior de la UNESCO, la OIE buscará colaborar con la Agencia Europea para el Desarrollo de la Educación del Alumnado con Necesidades Educativas Especiales, la Organización de Estados Iberoamericanos y el Banco Interamericano de Desarrollo, así como con distintos institutos de formación de docentes y universidades con el fin de llevar a cabo un diálogo sobre políticas, realizar talleres de fortalecimiento de capacidades y elaborar herramientas de formación sobre educación inclusiva.

Dos iniciativas específicas para 2012

3.1 La OIE organizará un taller sobre tendencias y cuestiones relacionadas con el currículo durante la conferencia sobre la "Revisión y aplicación de los currículos en China y en Europa", organizada conjuntamente por el Centro Nacional para el Currículum Escolar y el Desarrollo de Libros de Texto (NCCT) del Ministerio de Educación de China y el Instituto Holandés para el Desarrollo Curricular (SLO). La conferencia será una ocasión excelente para forjar alianzas con los principales investigadores, responsables de políticas y especialistas en diseño y desarrollo curricular de dos regiones de la UNESCO.

3.2 La OIE ha elaborado un proyecto sobre el currículo escolar inclusivo, los currículos de calidad y la evaluación curricular en la región árabe en colaboración con el Centro de Investigación Educativa de los Estados Árabes del Golfo (GASERC) y los países del Golfo. En 2012, la OIE presentará un marco para la educación inclusiva que constará de conceptos, objetivos y prácticas inspirados en la Educación para Todos. También llevará a cabo un estudio sobre prácticas ejemplares en escuelas inclusivas de todo el mundo y elaborará un primer proyecto de caja de herramientas, que constará de una guía de recursos sobre escuelas inclusivas y procesos inclusivos de enseñanza y aprendizaje.

Desafíos

Los miembros del Consejo de la OIE debatirán sobre el marco general de la Conferencia Internacional de Educación (CIE) cuando aborden la cuestión del plan de ejecución destinado a transformar a la OIE en un Centro de Excelencia en materia de currículo. La OIE, en su función de foro político estratégico de alto nivel, debería contribuir a reorientar el debate sobre la educación de calidad para todos más allá de 2015.

El principal desafío para 2012 será el diseño de procesos que permitan la ejecución de la estrategia destinada a transformar a la OIE en un Centro de Excelencia, al tiempo que se refuerza la capacidad de la OIE para cumplir con su cometido. Será necesario movilizar recursos para la ejecución de los programas, así como para la implementación de la estrategia destinada a transformar a la OIE en un Centro de Excelencia. Además, se necesitarán más tiempo y nuevos esfuerzos de obtención de fondos para que sea viable la celebración de una nueva CIE, pues dada la actual crisis en la UNESCO, su organización constituye un nuevo desafío.

La CIE debería desempeñar una función estratégica en la transformación de la OIE en un Centro de Excelencia. Por ello, los debates en el seno del Consejo y el proceso de toma de decisiones sobre futuras reuniones de la Conferencia deberían tener en cuenta la situación financiera e institucional actual y planificarse de forma que sea posible implementar la estrategia destinada a transformar a la OIE en un Centro de Excelencia.

II. Gestión institucional

1. El Consejo de la OIE

Los Estatutos de la OIE y el Reglamento del Consejo establecen las funciones del Consejo de la OIE. La 61ª reunión del Consejo de la OIE se celebrará del 25 al 27 de enero de 2012 en el edificio de la International Air Transport Association (IATA), 33 route de l'Aéroport, 1215 Genève 15 Aéroport. El Consejo examinará los resultados de los programas de la OIE ejecutados en 2011 y las actividades previstas para 2012 basándose en el Informe de la Directora sobre la ejecución de actividades en 2011 y el Programa de actividades y Presupuesto para 2012.

El orden del día incluirá una presentación del plan de ejecución de la "Estrategia destinada a transformar a la OIE en un Centro de Excelencia en materia de currículo". En el plan también se abordarán los siguientes temas: los procesos de aplicación necesarios para la determinación de prioridades de programación; los cambios en la organización interna; la revisión de la gobernanza; el diálogo político y la CIE; las estrategias de comunicación y promoción; y, por último, un plan de movilización de recursos.

Al igual que en 2011, el Grupo Administrativo se reunirá en la sede de la OIE y en esta ocasión la reunión durará medio día. Ésta última tendrá lugar en la sala Cecilia Braslavsky, 1ª planta, 15 route des Morillons, 1218, Grand Saconnex, Ginebra, el martes 24 de enero de 2012 de 10.00 a 13.00.

El Grupo Administrativo limitará su trabajo a cuestiones administrativas y financieras. El informe del Grupo Administrativo contribuirá a las discusiones del Consejo.

La Mesa del Consejo de la OIE tendrá lugar en setiembre del 2012 y asimismo, se dará seguimiento a las decisiones relacionadas al Consejo.

2. Recursos humanos y financieros

2.1 Recursos humanos

El puesto de especialista de programa de nivel superior (P5, senior) es indispensable para reforzar la labor profesional necesaria a fin de implementar la Estrategia destinada a transformar a la OIE en un Centro de Excelencia. En este sentido, el proceso de selección finalizó en diciembre de 2011, pero no se ha podido confirmar la contratación en virtud de las restricciones presupuestarias impuestas por la Sede y del recorte del 31% en la asignación que la UNESCO destina a la OIE.

La OIE seguirá formando a jóvenes profesionales (asistentes de investigación, pasantes) en el marco de la ejecución de diversos programas.

La política de formación de la OIE seguirá fomentando el perfeccionamiento profesional colectivo e individual en conformidad a los recursos financieros asignados por la Sede para ese fin.

2.2 Recursos financieros

La OIE:

- Seguirá esforzándose por movilizar a los Estados Miembros de la UNESCO con el fin de obtener su respaldo financiero para la ejecución de la Estrategia con carácter plurianual.
- Fortalecerá y consolidará sus relaciones con el país anfitrión, en especial en lo referido a la cooperación en materia de investigación, las ONG y las asociaciones que trabajan en el área de la educación y el desarrollo.
- Reforzará la cooperación con las oficinas de la UNESCO en el terreno para la ejecución de proyectos y programas específicos.
- Mantendrá y reforzará las alianzas con centros de investigación suizos e internacionales y con otros organismos de las Naciones Unidas.
- Presentará proyectos para solicitar financiación en el marco de la iniciativa "Alianza Mundial para la Educación", gestionada por el Banco Mundial.
- Seguirá aplicando las políticas de recuperación de costos y de costos compartidos.

Al 20 de diciembre de 2011, la suma total de los recursos financieros para 2012 se estima en **3.985.174** dólares estadounidenses (cuenta especial); si se añaden otros recursos extra-presupuestales el total asciende a **4.685.174** dólares estadounidenses.

La estimación se basa en:

- La asignación presupuestaria anual de la UNESCO que se ha reducido en un 31%: 1.725.000 dólares estadounidenses;
- 600.000 francos suizos (651.000 dólares estadounidenses) de la Agencia Suiza para el Desarrollo y la Cooperación (DDC);
- 100.000 euros (130.000 dólares estadounidenses) de una posible contribución de España;
- 229.174 dólares estadounidenses del Centro de Investigación sobre la Educación de los Estados Árabes del Golfo (GASERC) para el proyecto sobre escuelas inclusivas;
- Reservas acumuladas previstas al 31 de diciembre de 2011: 1.100.000 dólares estadounidenses.
- Además de los recursos de la cuenta especial, se recaudaron 700.000 dólares estadounidenses a través de la UNESCO y de la Oficina de la UNESCO en Irak: 500.000 dólares estadounidenses se destinaron al acuerdo UNESCO-Iraq para la asistencia técnica en el proyecto de diseño curricular. Se trata de un acuerdo de tres años (2010-2013) que cuenta con un presupuesto total de 1.317.000 dólares estadounidenses. Además, se asignarán 200.000 dólares estadounidenses al proyecto UBRAF VIH/SIDA.

El proyecto de presupuesto detallado para 2012 figura como anexo al presente informe.

III. Budgetary Figures

The following table presents the provisional budgetary framework for the year 2012.

IBE - BUDGETARY FRAMEWORK 2012

SPECIAL ACCOUNT

Situation as at 12.01.2012 (USD)	Budgetary framework	FUNDING SOURCES & ESTIMATED ALLOCATIONS				
		UNESCO regular budget	Donors' contribution for 2012	GASERC	IBE resources	Other incomes 2012 (*)
I. PROGRAMME ACTIVITIES						
I-1 Capacity development and technical assistanc	394'821	0	370'000		24'821	0
Capacity development programme/COP	168'356		150'000		18'356	
AFRICA project	136'465		130'000		6'465	
Technical co-operation projects/support to Member States	90'000		90'000			
I-2 Knowledge production and management	292'142	0	260'000		32'142	0
Resource Bank and Observatory of educational trends	80'000		80'000			
Documentation and information	25'000		25'000			
Development of IBE website	67'588		45'000		22'588	
Research and Publications	119'554		110'000		9'554	
I-3 Policy dialogue	266'886	0	0	265'331	1'555	0
GASERC-Inclusive Schools Toolkit	266'886		0	265'331	1'555	
TOTAL I	953'849	0	630'000	265'331	58'518	0
II. Governing Board/Gen. Adm./Institutional Dev.						
II-1 IBE Council/Steering Committee	180'000		0		180'000	
II-2 General operating costs	300'000		0		300'000	
II-3 Institutional development: CoE, Coordination and prog dev	150'000		130'000		20'000	
TOTAL II	630'000	0	130'000	0	500'000	0
TOTAL I + II	1'583'849	0	760'000	265'331	558'518	0
III. Staff costs (Established posts)	2'130'000	1'725'000	0		405'000	
TOTAL EXPENDITURES 2012 (I+II+III)	3'713'849	1'725'000	760'000	265'331	963'518	0
TOTAL INCOMES 2012	4'338'647	1'725'000	760'000	265'331	1'468'316	120'000
INCOMES - EXPENDITURES = Estimated reserves by the end of 2012 to be used in 2013	**624'798**	0	0	0	504'798	120'000

ADDITIONAL CONTRIBUTIONS FROM OTHER UNESCO EXTRABUDGETARY PROGRAMMES	Budgetary framework	UNESCO / UNAIDS	UNESCO Irak FO			
Developing new IRAQI curricula	500'000		500'000			
Capacity building to strengthen key competencies on HIV education in 5 countries of Western and Central Africa	100'000	100'000				
TOTAL EXPENDITURES 2012	600'000	100'000	500'000			

(*) Income deriving from rental of offices and other facilities and interest on IBE clearing account

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Annex IX - UNESCO/BIE/C.61/Inf.5
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**SIXTY-FIRST SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 25-27 January 2012

RESOURCE MOBILIZATION PLAN
International Bureau of Education (IBE)

7

I. BACKGROUND

The IBE Council at its 60th session requested the IBE Director to produce a draft resource mobilization plan for consideration by the Steering Committee at its session in Geneva on 6-7 September 2011.

This resource mobilization plan (RMP) was developed at a crucial period for the IBE as it has been mandated by the IBE Council to create the conditions to become a Centre of Excellence (CoE). The "Strategy aimed at making the IBE a Centre of Excellence in Curriculum" was unanimously endorsed by the 60th session of the IBE Council and unanimously adopted by the 36th session of the UNESCO General Conference, in November 2011.

The strategy as a CoE implies not only raising the profile of the institution and refocusing its priorities and programmes, but also gradually generating a broader range of quality services. The strategy, thus, requires a significant increase in the total resources of the IBE in order to be able to respond to the rapid and complex areas of curriculum development that are being expressed today in the new demands of UNESCO Member States. As stated in the Strategy:

> *The choices for the IBE in this process are clear – it could either tailor its activities to its current resource levels by reducing the number of programmes and focusing on a few priorities, or it could retain (and, as appropriate, expand) its current programmes, enhancing their quality and scope by attracting additional funds. There are significant risks inherent in the first of these choices, most notably that the IBE's involvement in the very complex and rapidly developing area of curriculum would be too limited to warrant broad recognition as a CoE and its overall positive impact on Member States would be diminished. To be perceived by stakeholders and other expert groups and institutions as a credible CoE, the IBE should therefore choose the second option, undertaking a broad range of functions … and providing a broader range of high quality services to Member States and other clients. (CoE Strategy, p. 2)*

This resource mobilization plan will therefore support and complement the implementation plan (IP) of the IBE Strategy that aims to raise IBE's profile as a leading institution in the field of curriculum. The draft implementation plan was discussed by the Steering Committee meeting, in September 2011.

II. OBJECTIVES

The objectives of the RMP are:

1. To increase the IBE core funding in order to strengthen the institution and provide the means to become a CoE.
2. To increase IBE´s extra-budgetary funding in order for IBE to further undertake projects to support the Member States within the framework of UNESCO's priorities and in partnership with other UN organizations.
3. To institutionalize resource mobilization as a key function and source of expertise in the organization.

III. A STRATEGIC DIRECTION: IBE AS A CENTRE OF EXCELLENCE

Since 2000, the IBE is the only institution with a global mandate to specialize in curriculum. Today, the IBE faces the challenge of reaffirming and reinforcing its identity and strengthening its role as a forward-looking and cutting-edge institute that will develop

programmes and services that are relevant and responsive to the needs of the Member States , innovative and effective in nature and, above all, of high quality.

The external programmatic review, conducted in May 2011, pointed out the general relevance of the programmatic orientation of the IBE with regard to what a CoE should be. The Audit report shows that the financial administration is running appropriately[1]. Nevertheless, both the Audit and the Rapid Organizational Assessment (ROA) refer to a possible financial fragility as a result of a drop in the level of financial contributions in 2010 due to the financial crisis. Paradoxically, the CoE Strategy requires increased and predictable financial resources. The ROA therefore, puts forward that sustainability issues must be addressed urgently in the transition phase. Currently a very small team is trying to deliver a large number of activities to a very wide range of countries with a demand that exceeds its actual capacity in terms of human resources and funds. Additional financial resources other than the ones currently available for 2012 and beyond are a key factor for the success of the new strategy.

To become a CoE, new conditions (both programmatically and organizationally) will be progressively put in place. Institutionalizing resource mobilization as a core activity of the IBE to ensure long-term sustainability is one of those steps for change. Past experience shows that fundraising is not one person's task at a certain moment, but a continuous team effort which yields better sustainable results. This is why the IBE is proposing to establish a Resource Mobilization Team that will be charged with implementing this strategy, with at least one person dedicated to this task on a regular basis.

IV. THE RESOURCE MOBILIZATION TEAM

The IBE resource mobilization plan is intended to last 4 years. RMP for the organization will become a permanent line of work and a team effort. The President of the IBE Council, Council members, the IBE Director and staff will all work together, in varying capacities, to ensure that the institute meets its fundraising targets each year. As a first step, the proposed plan will require formalizing a team approach that must be agreed upon early on in its implementation. This means that all members of the team will be in agreement of their roles and responsibilities and meet the targets set out for them to achieve.

Execution of the strategy will be carried out through two key developments:

1. Firstly, fundraising will be institutionalized through the creation of the Resource Mobilization Team that will agree on a clear division of tasks and a timetable.
2. This team will be coordinated by the IBE Director and will report twice a year (to the IBE Council and to the Steering Committee). An IBE programme officer will work directly with the Director to support the team and facilitate the implementation of the fundraising strategy.

Members and Roles:

Resource mobilization will have a team composed of:

- Director of the IBE – To be head of the fundraising team
- IBE assistant - BARD
- Programme Specialist to support the Director at the IBE

[1] The first draft of the report of the external auditor expressed: « La proposition du Commissaire aux comptes est donc une opinion sans réserve pour les états financiers du BIE au 31 décembre 2010 » (11 May 2011)

- The President of the IBE Council
- Fundraising committee: to set targets and review fundraising progress, a fundraising committee will be created during the 61st Council, composed of the members of the team and three additional members of the Council, who will contribute directly and proactively to resource mobilization. Subsequently, the committee will meet twice a year.(during the Council meeting and the Steering Committee) to do the follow-up, make propositions and approve the plan of action for the coming year.
- IBE staff members, who support the efforts of the fundraising team, will produce project documents to submit to potential donors.

V. THE RESOURCE MOBILIZATION PRINCIPLES

The vision, mission, goals and strategic priorities of the organization inform the IBE resource mobilization activities. Efforts will be made to ensure that the values, identity and integrity of the organization are always respected in the process. Essential features of the IBE fundraising strategy include that:

- The IBE will seek funding to develop work within its three programme areas and on a global, regional and national basis. Funding should be in line with the agreed strategies for the IBE´s work, which mainly includes capacity building, technical assistance, policy dialogue, research and publications, and networking.
- The RMP Team will establish contact with the Member States to ask for support and will keep them well informed of the IBE's progress in the implementation of the strategy.
- An advocacy and communication strategy will support the RMP.
- Time will be invested in planning, preparing, identifying, and building relationships with new prospective donors.
- In as far as possible, the IBE Director will use her official missions as opportunities for resource mobilization.
- Project fund raising will take place across the IBE with various individuals involved. Effectiveness of this approach and opportunities for synergies will be reviewed.
- In developing funding proposals, the IBE will take into consideration its capacity to implement and manage the proposed projects.
- When negotiating with donors, the IBE will ensure that the terms and conditions of funding agreements, procedures and reporting schedule are mutually acceptable.
- The IBE will seek to develop relationships and partnerships with major donors. This will be achieved through a comprehensive communication strategy that seeks to understand each other's work and values.
- The IBE will not discourage donor-sponsored programmes as long as they fit in with the organization's overall mission and there is appropriate institutional capacity to support the implementation of such programmes. It will, however, scrupulously avoid donor driven initiatives that do not fit into the IBE strategy.
- The IBE fundraising strategy will be shared and coordinated with UNESCO Headquarters.

VI. THE IBE's BUDGET STRUCTURE

The IBE budget structure includes:

1. UNESCO allocation (from UNESCO regular budget)
2. Core donors' voluntary contributions
3. Other extra-budgetary resources
4. Other incomes (e.g. cost recovery policy)

1. UNESCO financial allocation:

UNESCO's financial contribution to Category 1 Institutes tends to be a stable amount. It was increased from US$2,295,000 in 2008 and 2009 to US$2,400,000 in 2010 and 2011, covering mostly the salaries of UNESCO regular staff. The 36th session of the General Conference approved US$2,500,000[2] (on an annual basis).

2. Core donors' voluntary contributions:

The main source of funding for programme activities is based on core donors' voluntary contributions. This amount dropped in 2010 and needs to be expanded over time by diversifying and increasing the donor contribution base and by establishing multi-year commitments. Switzerland, Sweden and Spain have been contributors until recent years, but major efforts need to be concentrated on raising this source of funding by approaching new Member States to become IBE donors. New efforts involve seeking new bilateral donor contributions both from traditional and non-traditional donors. Members of the IBE Council should have an active role in this regard. Despite the economic crisis, the IBE is well positioned due to the support that it receives from Member States to become a CoE and its contribution to EFA goals that specifically contribute towards improving the quality of education through quality curriculum.

The efforts to seeking bilateral donor contributions may include approaching representatives of Member States at the IBE Council and at UNESCO to help initiate contact; followed by approaching Ministries of Foreign Affairs, development agencies and Ministries of Education. This is a role to be taken by the IBE Director along with the President of the IBE Council and some other delegated representatives of Member States. The ADG/ED can also play a role in directing attention towards IBE's role as a CoE in curriculum related matters when approaching possible donors.

3. Extra-budgetary funding:

Besides voluntary contributions, getting extrabudgetary funding is also very important. In this regard the IBE Director and the fundraising team are continuing to contact and further address multilateral organizations such as the Global Partnership for Education[3], the World Bank, the Inter-American Development Bank, UNICEF, the African Development Bank, and the OPEC Fund for International Development and the Asian Development Bank.

Other extra-budgetary resources include various sources of funding such as: a) projects financed through UNESCO's extra-budgetary funds (e.g. UNAIDS, CAP, CapEFA; b) technical assistance to Member States financed by other international organizations, the private sector, Ministries of Education, national or regional offices; c) partnerships with UNESCO regional offices for long term capacity development and training.

This type of extra-budgetary funding has considerably increased in the last four years, reaching over US$500,000 in a single year. There are several reasons for this, including: a) the IBE's most recent approach to prefer longer term technical assistance projects that are fully funded; and b) new partnerships being developed that bring financial contributions associated with capacity development services provided by the IBE. The IBE leadership team has an important role in this respect. These projects are highly technical and require specialized expertise in the project design and negotiation; here IBE programme/project

[2] There has been however, a reduction of 31% on the approved amount. This poses an additional challenge for the IBE and the fundraising efforts.

[3] Previously known as the Education For All – Fast Track Initiative (EFA – FTI)

coordinators have proactively contributed to the rise of these sources of funding and will work closely with the Fund Raising Team to share this expertise.

The following is a more detailed extra-budgetary project list:

1. Projects financed through UNESCO special project funds (HIV-AIDS, CAP-EFA)
2. Projects financed directly by Member States
3. Projects financed by Member States through the national or regional offices
4. Projects financed through partnerships with other UNESCO Institutes, National or Regional Offices or with other multilateral agencies
5. Projects financed by other stakeholders (e.g. FTI) through partnerships with other Research institutes, National or Regional offices
6. Projects financed by the private sector

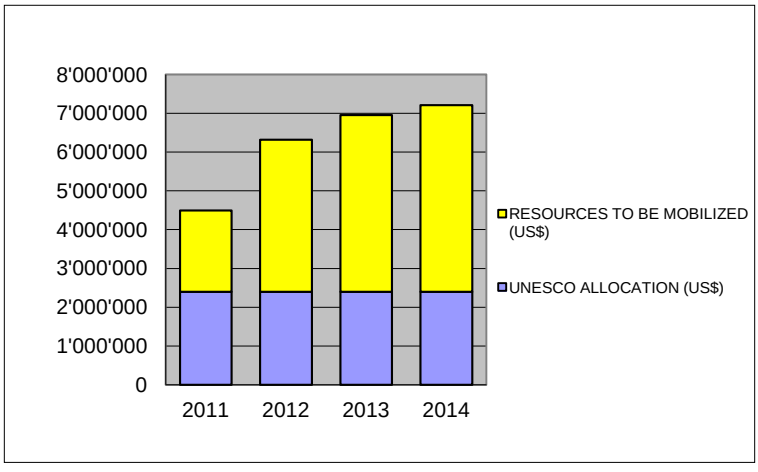
4. Other incomes-cost recovery:

In the last three years, IBE has put in place a cost recovery policy, including programme support cost (13%) that is now in full implementation. Additional income comes from the rental of the conference room and office space. There has been an increase in this type of income that will be sustainable over time and continue to increase with expanded activities.

VII. RESOURCE MOBILIZATION TARGETS

The estimated financial implication for the implementation of the Strategy indicates that total resources for the IBE should reach US$7,000,000 by 2014; this means an increase of nearly US$2,000,000 annually. This estimate does not include the ICE[4]. It should be noted as well that the currency exchange rate of US$ to CHF can alter estimations due to the (current) strong value of the Swiss franc.

Table 1: Core funding targets



VIII. PRIORITIES AND TYPES OF FUNDING TARGETED

The purpose of the RMP is to develop a comprehensive approach that identifies and sets out the process, sources and activities to mobilize all financial types of resources for the IBE. It is

[4] Estimated budget for the ICE amounts to US$2,000,000.

a strategy that aims to involve the Member States in the core funding more decisively, but will also move beyond statutory sources of funds to also reach international donors (multilateral and bilateral, regional banks, private foundations, private corporations), and possibly at some point individual philanthropists for more extra budgetary funding.

In the year 2011 and following into 2012, priority will be given to:

- Mobilizing Member States' funding for the core budget as a manifestation of support and trust to the implementation of the new CoE strategy.
- Extra-budgetary funds from Member States for specific projects.
- Extra-budgetary funds from special financing lines of UNESCO and partnerships with UNESCO institutes and bureaus.
- Extra-budgetary funds from partnerships with other UN agencies.
- Multilateral donors and private sector through specific projects.
- Swiss private donors.

IX. POSSIBLE SOURCES OF FUNDS AND RESOURCES BY ORDER OF PRIORITY FOR 2011-2012

All potential donors will require a specific advocacy and communication strategy to provide awareness and information about the IBE as a CoE. The order of priority will be as follows, (please note that this list is not exhaustive):

1. **Member States:** One example of clear proof that the countries believe and trust the IBE would be to agree to make a contribution whether institutional or for a particular project. The President of the IBE Council will call on Member States to contribute. A possible scale for contributions can be established. Based on first contact, a priority list will be established to pursue negotiations. Nevertheless, a priority order for contacting countries in 2011-2012 could be as follows: 1-Norway, 2-Denmark, 3-Finland, 4-Netherlands, 5-Switzerland, 6- Bahrain, 7-Kuwait, 8-Spain, 9-Germany, 10-USA, 11-India, 12-Brazil, 13-Republic of Korea, 14-Monaco, 15-China, 16-Cameroun, 17-Benin, and 18-Tanzania.

2. **UNESCO Headquarters additional funding mechanisms.** UNESCO has several mechanisms through which additional funding can be obtained through the presentation of projects:
    i. Funds coming from UNAIDS: previous UBW to become UBRAF (United Budget Results and Accountability Framework) for HIV AIDS projects.
    ii. Complementary Additional Programme (CAP).
    iii. Cap-EFA.

    The RM team will explore and strengthen relationships with extra-budgetary instances at Headquarters knowledgeable of funding opportunities and donors' priorities, such as CFS- Multilateral and private funding. Continuing the strengthening of relations with the regional and national offices is another way to jointly implement activities and services.

3. **Extra-budgetary funds from partnerships with other UN agencies such as** UNAIDS, UN-WOMEN, UNICEF, UNDAF, INEE.

4. **Multilateral donors: Global Partnership for Education**[5] The IBE has participated in the first and second round of stakeholders' consultations and sent a results-based

[5] Previously known as the Education For All – Fast Track Initiative (EFA – FTI)

proposal contribution to the Learning Outcomes seeking partnership in the Global and Regional Program (GRA). **The World Bank:** First contact was established by the IBE Director with the Director of the Human Development Network to discuss work on quality and possible developments towards the ICE. **Organization of Ibero-American States (OIE):** Agreement of Cooperation established to frame joint collaboration. Through OIE funding, the IBE is implementing capacity development workshops in inclusive education customized to participating Latin American countries. **The OPEC Fund for International Development (OFID)**: An initial approach was made by the IBE Director and a proposal was developed.

5. **Swiss Foundations:** The French-speaking foundations interested in education and HIV & AIDS have already been identified.

6. **Bilateral donors for specific projects:** Such as AECID (Spain), SIDA (Sweden)**,** CIDA (Canada)**,** EU (Belgium)**,** IDRC (Canada), SDC (Switzerland)**,** DANIDA (Denmark), USAID (USA), NORAD (Norway), GIZ (Germany), JICA (Japan), Dutch Ministry of Development and International Cooperation. A list of bilateral donors plus funding priorities should be investigated annually and appraised periodically. The IBE will need to establish relations to try to secure short as well as long term donor support for programme and institutional development. Organize fundraising trips at least once a year to fundraise and update donors of IBE progress.

7. **National and interregional banks: Inter-American Development Bank (IADB)**. The IBE Director met with the Director of Education in Washington DC, the outcome being that the IADB will cover fellowships for Latin American participants in the IBE Diploma on Curriculum Design and Development covering the participation of several countries in the region. **Asian Development Bank. African Development Bank.**

8. **International Foundations and trusts funds** such as the Ford Foundation, Gates Foundation, Macarthur Foundation, Hewlett Foundation, Packard Foundation, Guggenheim Foundation, Cadbury Trust.

9. **Private corporate sector**: Body Shop, Coop Bank, Microsoft, Coca Cola Private Corporations, Procter and Gamble, Baume et Mercier.

X. RESOURCE MOBILIZATION ACTIVITIES FOR 2011-2012 AND RESULTS

(see table)

RESOURCE MOBILIZATION ACTIVITIES FOR 2011-2012 AND RESULTS

	N°	Activities	Responsible	Submitted for funding USD	Funds raised	
2011	1	MoU with Iraq Office. New Iraqi Curriculum Project	Acedo, Georgescu	1.300.000	1.300.000	(1)
	2	Meeting in Paris with Council Members for fundraising awareness	Ole Briseid Qian Tang			
	3	Elaboration of the Resource Mobilization Plan	Acedo Alama			
	4	Fundraising Meetings with country representatives (Bahrain, Brazil, Finland, Denmark, Germany)	Acedo Ole Briseid			
	5	Meetings with Norway (Oslo) partners and stakeholders.	Ole Briseid Acedo			
	6	Design and submission of HIV-AIDS project proposal for UBRAF	Alama Bonnet	200.000	200.000	(2)
	7	Meetings with BREDA Director, Chief of TED. Funding of African participants fellowships for the Diploma. Establishing joint work plans for the 36 C/5	Acedo Opertti		85.000	(3)
	8	Global Partnerships on Education. Round of Consultations and Proposal	Acedo Alama	1.600.000		
	9	Proposal submitted to GASERC	Opertti	350.000	350.000	(4)
2012	1	Constitution of the fundraising committee. Definition of roles and targets	Council			
	2	Follow up with member states for voluntary contributions	Acedo			
	3	Follow up with member states to support specific projects	Acedo Alama			
	4	Meeting in Washington for the Global & Regional Activities Program	Alama	1.600.000		
	5	Contacts with a selection of Swiss foundation for possible collaborations	Alama Nicollin			
	6	Submission of HIV-AIDS project for OFID (OPEC Fund for International Development) prepared in 2011.	Alama Bonnet	1.200.000		
	7	Contact EU for specific projects (FAFA framework)	Alama			
	8	Inter-American Development Bank. Commitment for Fellowships for the Diploma	Acedo Opertti			
			TOTAL	FUNDS RAISED	**1,935,000**	

(1) Budget allocated for 2011-2013
(2) Budget allocated for 2012-2013
(3) Budget allocated for 2011
(4) Budget allocated for 2011-2012

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SIXTY-FIRST SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Geneva, 25-27 January 2012

IBE´S ADVOCACY AND COMMUNICATION STRATEGY

7

IBE´S ADVOCACY AND COMMUNICATION STRATEGY

The "Strategy for making the IBE a Centre of Excellence (CoE) in Curriculum" makes reference to the need to "develop systematic, comprehensive and innovative communication, advocacy, marketing and fund-raising strategies" to support it. In order to address this, a Resource Mobilization Plan and the present Advocacy and Communication Strategy have been developed for submission to and approval by the IBE Council at its 61st session (25-27 January 2012).

In this new institutional phase of making the IBE a CoE, the Institute will have to rely on a strong Advocacy and Communication strategy to ensure that the key objectives and messages related to curriculum and to the role that the IBE can play, along with the services it can offer in the sector are disseminated in an effective and convincing way. "Advocacy" and "Communication" issues have been included in this same strategy document as they complement each other. Communication will give the set of tools and means to deliver the messages that allow carrying out the advocacy to the targeted audiences.

The IBE supports global advocacy and in-country efforts to improve quality in education through curriculum and curriculum development processes. The IBE's mission is highly relevant as quality education is not possible without a good curriculum and without curriculum alignment to teaching and learning practices. The curriculum is also reflected in textbook contents and linked to teacher training, teaching practice and evaluation; this has to be taken into account if learning outcomes are to be improved significantly. The IBE can provide a key contribution to the process of developing more effective education systems, particularly to more effective teaching for improving student learning. Through the advocacy and communication strategy the IBE intends not only to increase awareness but also to provide evidence-based relevant information to Member States, Ministries of Education, teacher trainers and other stakeholders, communicating more effectively what constitutes a good curriculum, what place it occupies in the educational process and how it relates to the different components of an education system.

1.1 Overall Goal

The advocacy and communication strategy is aligned with the IBE´s mission and its organizational and programmatic objectives. Its purpose is to help to achieve its core objectives, better communicate the importance of curriculum for quality education and learning outcomes, to increase the impact of its work and to attract more financial support.

1.2 Expected Results/Objectives

There are six main objectives that the advocacy and communication strategy aims to achieve:

- build awareness about the importance of the curriculum and promote stakeholder engagement;
- increase the IBE´s visibility by becoming better known and attracting more demands from our Member States and partners;
- publicise our mission, objectives and services;
- promote changes in policies and practices of educational actors;
- influence specific policy and institutional changes;
- increase the financial support of Member States and of potential stakeholders.

1.3 Stocktaking

It is important to assess how the IBE is currently communicating, and have a better understanding of how the IBE is perceived by collaborators, partners and stakeholders. It is also important to establish where the IBE stands in relation to others, what makes the IBE different from other institutions and organizations, to clarify its mission statement and to use a few, simple and sharp "slogans".

1.4 Target Audiences

There are different types of audiences that can be reached in order to accomplish the pursued objectives. They include Ministries of Education, policymakers, educators, academic institutions, scholars, financing institutions and donors, etc. Differentiated approaches should be developed for the diverse audiences on the basis of their needs in relation to the IBE as a Centre of Excellence, and taking into account the objectives, how to reach them (channels), and the expected results (for example, influencing policies, promoting change, expanding partnerships and collaboration, obtaining financial support, etc.).

1.5 Messages

It is important to define the key messages, and where appropriate, adapt them to the different audiences. These messages will be constantly and consistently used as **communication is all about storytelling that attracts interest**.

1.6 Selecting Appropriate Communication Channels

Based on the audience characteristics and segmentation, the most appropriate channels of communication will be selected to ensure that the key messages effectively reach the target audience. These include tools to be developed that are most appropriate to communicating the key messages to different audiences (website, leaflets, presentations, concept papers, newsletter, etc.). All the communication channels will be previously analysed by SWOT (costs, popularity, influence, source of information, information flow, local marketing, Do's and Don'ts, etc.). Afterwards, decisions will be made about how to optimize the use of the tools that the IBE already uses as well as how to adopt new unexplored channels. The tools and communication activities to be developed will depend on what human and financial resources are made available.

1.7 Branding

Having an image that is easily identified by others is extremely important. This is one of the most powerful tools to enhance visibility. The IBE needs to develop a corporate brand to be consistently used in all its activities, initiatives, products and services (website, multimedia, alerts, presentations, reports, publications, letters, etc.) and across all communication channels. This will strengthen the IBE's image and identity, and will also contribute to building trust and support among stakeholders.

1.8 Resources, Management and Timescales

The budget for implementing this strategy is limited and it is necessary to keep a reasonable level of expectation as far as the availability of human and financial resources is concerned.

Realistic tasks for the implementation of this strategy along with 2012 timelines are being established and have been highlighted in section 1.10.

1.9 Monitoring and Evaluation/Impact Assessment

The implementation of this strategy will be monitored and evaluated (mid-term and long-term) in order to be able to introduce changes and adjustments where appropriate. Monitoring tools will be used for this purpose.

1.10 Steps to Implement the Strategy

Tasks	Timeframe
Define responsibilities and roles of IBE staff in the implementation of the Advocacy and communication strategy	February 2012
Analyse the different needs of diverse audiences and define what the IBE wants to provide/communicate to them according to its mission.	May-July 2012
Define and share as a team what are the key messages for the target audiences.	May-July 2012
Definition of strategies for the diverse audiences, how to reach them and expected results.	July-September 2012
Identify the most appropriate communication channels (existing and new ones), including new tools and social media to communicate efficiently.	June-December 2012
Creation and consistent use of a sound corporate brand and tools using existing and new knowledge (e.g. glossary, style manual, etc.).	June-December 2012
Development of new outlets to reach appropriate audience (brochures, leaflets, website, messages).	September-December 2012
Monitoring and evaluation of the impact of this strategy, through the use of existing and new tools.	September 2013
Adjustments and revisions of the strategy based on monitoring and evaluation results, available human and financial resources, as well as new emerging trends.	November 2013

United Nations Educational, Scientific and Cultural Organization | International Bureau of Education

1

Annex XI - 61st SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Presentation of the Director
Implementation of Activities
1 January to 31 December 2011

UNESCO – International Bureau of Education
Geneva, 25-27 January 2012

Annex XI

Overview

I II III

2

I. Capacity Development & Technical Assistance

II. Knowledge Management & Production

III. Policy Dialogue

Annex XI

IBE Activities

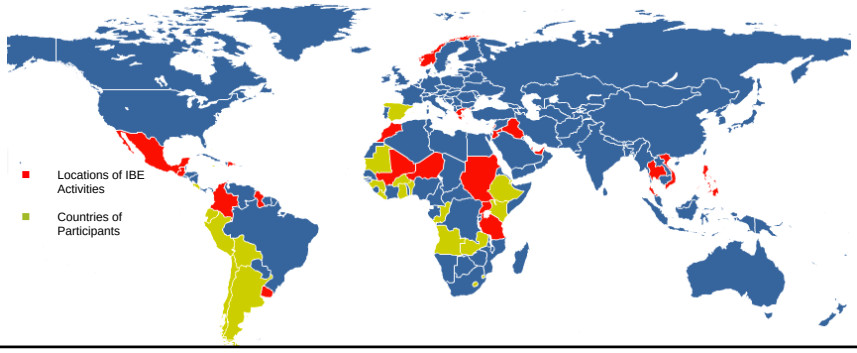
I II III

3

2011 Achievements Highlights

806 Participants trained in all IBE activities
145 Participants trained from Africa
105 Diploma participants trained from **28** countries
701 Workshops participants trained from **34** countries
1539 Community of Practice Members **(+7%)**
5 Countries (**4** in Arab region) receiving specific technical assistance

4 issues of the Journal **Prospects** published
6,936 institutions receiving **Prospects (+22%)**
30,707 downloaded subscriptions of **Prospects**
2,205,00 unique visitors of IBE website **(+23%)**
228,000 downloads of IBE documents and publications through **UNESDOC (+21%)**



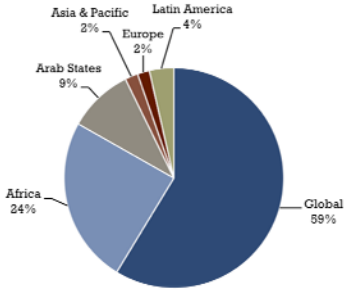
Annex XI

Distribution of Activities

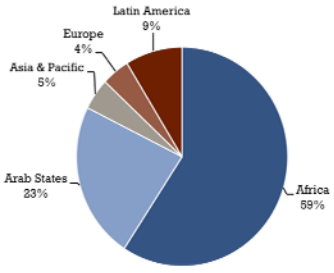
I II III

4

Distribution of Activities Overall



Distribution of Activities by Region



Based on expenditures

Annex XI

Strategic Objectives 1, 2, 3, 4, 5 MLA 2 - 6

I. Capacity Development & Technical Assistance

I II III

Diploma Programme

5

Diploma Timeline

Preparation

- Readings
- Experiences in curriculum development
- Familiarization with the TTCD
- Knowledge of one's own context

Face to Face Session 10 days

- Introduction of the 10 modules
- Team work
- School visits
- Individual activities
- Presentations
- Working closely with a tutor
- National and International Perspectives

Online Session 30 weeks

- 1 module for 3 weeks (10 modules total)
- Background readings
- Case studies
- Forum

Training Material

Activities

Step 1 **Reflection** - One's own context Ex: Mexico

Step 2 **Analysis** - Revision of different case studies Ex: Vietnam

Step 3 **Comparison** - With another context Ex: Mexico and Vietnam

Step 4 **Application** - One's own context Ex. Writing a proposal to change curriculum

Annex XI

Strategic Objectives 1, 2, 3, 4, 5 MLA 2 - 6

I. Capacity Development & Technical Assistance

I II III

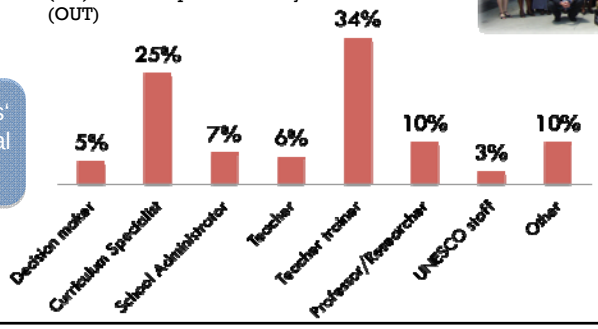
Diploma Programme

6

Co-organised with Catholic University of Uruguay (UCU), Regional Bureau for Education in Latin America and the Caribbean (UNESCO/OREALC)

Joint program with UNESCO (BREDA, TED section) and the Tanzania Institute of Education (TIE) and the Open University of Tanzania (OUT)

Participants' Professional Profile



Annex XI

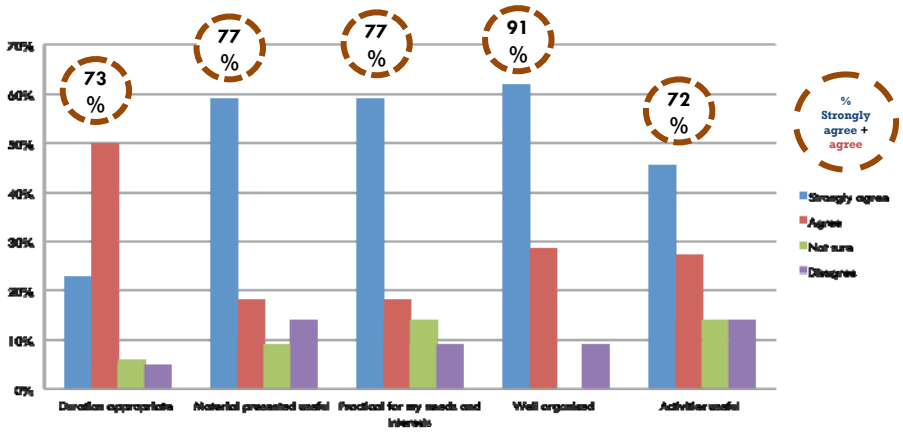
Strategic Objectives 1, 2, 3, 4, 5
MLA 2 - 6

I. Capacity Development & Technical Assistance
Diploma Programme

I II III

7

Evaluation



Annex XI

Strategic Objectives 1, 2, 3, 4, 5
MLA 2 – 5/6

I. Capacity Development & Technical Assistance
Workshops

I II III

8

Annex XI

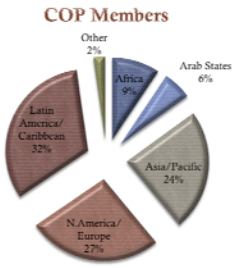
Strategic Objectives 1, 2, 3
MLA 2 – 5/6

I. Capacity Development & Technical Assistance
Community of Practice

I II III

9

In Numbers:
- ➢2005 established
- ➢1539 educators
- ➢143 countries



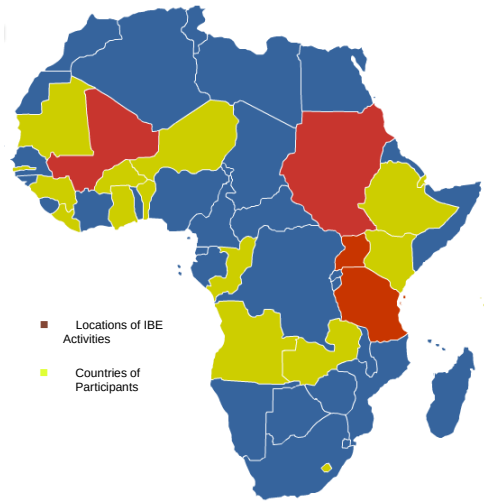
Annex XI

Strategic Objectives 1, 2, 3, 4, 5
MLA 2 – 5/6; 3-8

I. Capacity Development & Technical Assistance
Priority Africa

I II III

10



Activities	Countries of Participants (BEAP Countries)
Curriculum Design and Development Diploma Tanzania	Angola, Benin, **Djibouti**, **Ethiopia**, **The Gambia**, Ghana, Guinea, Kenya, Lesotho, Liberia, Mali, Mauritania, Niger, **Tanzania**, **Seychelles**, Uganda, Zambia
Workshop on Curriculum Design and Development Uganda	Uganda
Toolkit for capacity building Mali	**Burkina Faso**, **Congo Brazzaville**, Kenya, Mali, **Mauritius**
Capacity Development in Information Technology Mali	Mali
Bilingual Zarma-French textbook Niger	Niger
National Curriculum Conference Sudan	Sudan

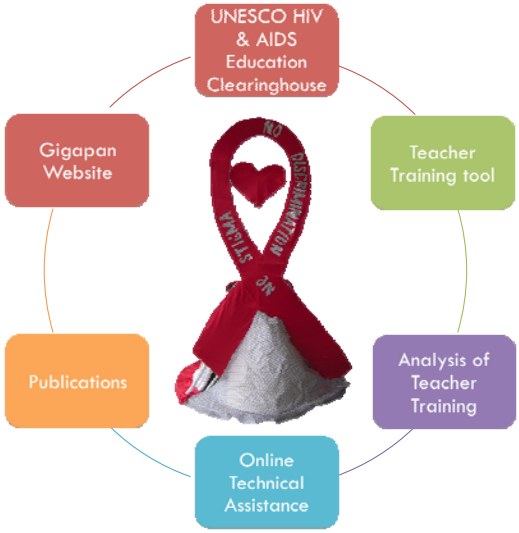
Annex XI

Strategic Objectives 1, 2, 3, 4, 5
MLA 3 – 10

I. Capacity Development & Technical Assistance
HIV and AIDS Education

I II III

11



Annex XI

Strategic Objectives 1, 2, 3, 4, 5
MLA 2 – 5/6; 3-8

I. Capacity Development & Technical Assistance
Technical Assistance

I II III

12

Annex XI

I. Capacity Development & Technical Assistance

I II III

13

Challenges

- Strengthening **team expertise**
- Developing a sustainable **scholarship programme** for the diploma
- Developing a **survey to assess the impact** of the diploma in the future work of the participants
- Better integration of the work in **Africa**
- Addressing the **gaps** existing in some countries between the technical and political levels implied by curriculum work.

Annex XI

Strategic Objectives 6,7,8, 9 MLA 3-8/4-12

II. Knowledge Production & Management Achievements

I II III

14

Databases

World Data on Education

- **49** updated profiles of the 2010/11 edition

Global Education Digest

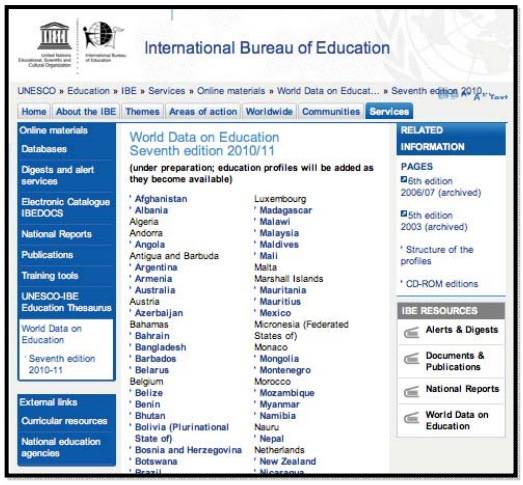
- **110** country cases cross-checked verifying information on the duration of compulsory education

IBEDOC

- **745** records added

Digest & Alert Services

- **39** alerts and **3** digests produced and disseminated



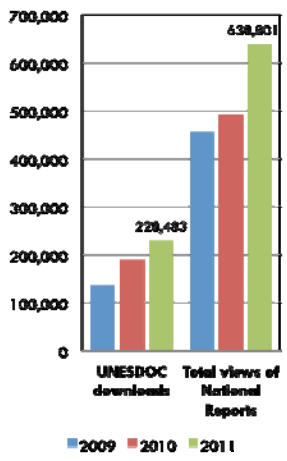
Annex XI

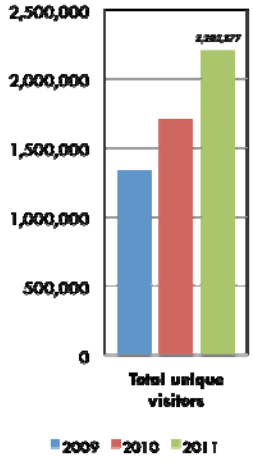
Strategic Objectives 6,7,8, 9 MLA 3-8/4-12

II. Knowledge Production & Management
Website

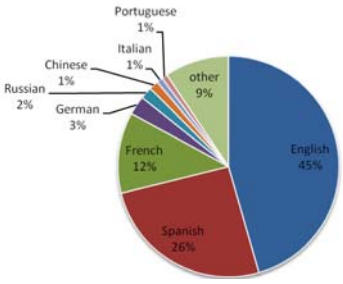
I II III

15





Languages of users visiting the IBE website 2011



Annex XI

Strategic Objectives 6,7,8, 9 MLA 3-8/4-12

II. Knowledge Production & Management
Publications

I II III

16

Prospects

157: *Access and Equity in Financing Higher Education in Arab Countries*
158: *Education and Armed Conflict*
159: *International Developments in Teacher Education for Inclusive Education: Issues and Challenges*
160: *Regular Issue*

Prospects reaches 6,936 institutions worldwide through 255 academic consortia (+22%). The number of downloaded subscriptions has reached 30,707 (2008: 2,800 downloaded subscriptions)

Educational Practices Series

22: *Teaching Fractions*

Books

- *Interregional and Regional Perspectives on Inclusive Education: Follow-up of the 48th Session of the International Conference on Education*
- *Childhood Rights and Inclusive Education in Latin America*

Annex XI

II. Knowledge Production & Management

I II III

17

Challenges

- Ensuring a more **systematic and sustained exploitation of the rich IBE knowledge** and information base on curricula and curriculum development processes
- Further improving the **alert services** taking into consideration users' suggestions and needs
- Further developing the **IBE website** progressively making it more **dynamic and interactive**

Annex XI

Strategic Objective 10
MLA 3-8

III. Policy Dialogue

Overview

I II III

18

1

forging **partnerships** with ministries of education, foundations, transnational organisations

Ex: European Agency for the Development in Special Needs Education, the Organization of Iberoamerican States, Gulf Arab States Educational Research Centre

2

providing **guidance** in developing inclusive policy frameworks and guidelines

Ex: for GASERC developing a project in the Arab Region on inclusive school curriculum and curriculum quality and evaluation

3

setting up an **online platform** to disseminate relevant information for policies on inclusive education

Ex: set up the **Inclusive Education in Action – IEA project homepage** (http://www.inclusive-education-in-action.org/iea) showing good practices that address the recommendations of the UNESCO Guidelines on Inclusion.

Annex XI

III. Policy Dialogue

I II III

19

Challenges

- Developing a **policy programme** beyond the 48th ICE
- Developing **relevant, evidence-based and reflective policy dialogue** on inclusive education across all UNESCO regions
- Engaging, convincing and mobilizing **institutional, political and financial support** from diverse partners

Annex XI

Human Resources

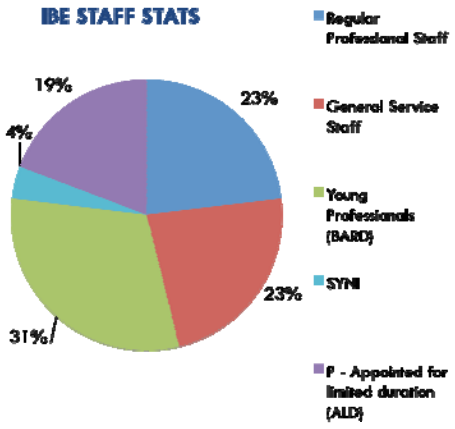
20

Professional Development:

- 1 staff trained for "Gender Focal Points"
- 3 staff members trained in the Diploma for Curriculum Development
- 1 staff trained by UN-LINKS HQ

Recruitment

- 1 senior programme specialist (P5) in the final stages of the selection process
- 1 P4 ALD coordinator (Priority Africa)
- 2 P1/P2 ALD assistant programme specialists (Africa and technical assistance Iraq project)
- 1 GS6 accountant



16 interns representing 3 of the 5 UNESCO regions have been trained

Annex XI

IBE Budgetary Framework 2011

21

Special Account	Budget approved	Budget revised	Total Expenditures	Execution Rate
I. Programme Activities	1,431,000	1,561,888	1,377,600	88.2%
I-1 Capacity Development & Technical Assistance	820,000	860,649	822,987	95.6%
I-2 Knowledge Production & Management	461,000	461,000	385,091	83.5%
I-3 Policy Dialogue	150,000	240,239	169,522	70.6%
II. Governing Board/ Gen. Adm./ Institutional Dev.	770,000	770,000	640,019	83.1%
III. Staff cost (est. Posts)	2,290,000	2,296,944	2,092,078	91.1%
Total Expenditures Special Account 2011 (I + II + III)	**4,491,000**	**4,628,832**	**4,109,697**	**88.8%**
Extrabudgetary Projects	**576,583**	**576,583**	**514,034**	**89.2%**
TOTAL EXPENDITURES 2011	**5,067,583**	**5,205,415**	**4,623,731**	

Annex XI

Extrabudgetary Programmes 2011

22

IBE EXPENDITURES	BUDGET
HIV AIDS 1	59,963
HIV AIDS 2	33,701
Lutte contre la pauvreté Niger	23,666
Jeunes face au HIV Guyana	31,789
Conversation GIGAPAN	31,367
Qatar Project	36,168
Mexico	5,000
UNRWA	32,000
Iraq Project	260,380
TOTAL	**514,034**

Annex XI

Financial Statement 2011

Provisional Account

23

I.1 RESOURCES CREDITED TO IBE SPECIAL ACCOUNT	**4,228,454**
I.1.1 UNESCO financial allocation	2,400,000
I.1.2 Voluntary contributions	735,776
I.1.3 In-Kind revenue: Rental of premises	747,740
I.1.4 Other revenue producing activities	133,793
I.1.5 Other Revenue	198,044
I.1.6 Finance revenue	13,100
II.1 PROGRAMME ACTIVITIES 2011	1,377,600
II.1.1 Capacity Development and Technical Assistance	822,988
II.1.2 Knowledge Production & Management	385,090
II.1.3 Policy Dialogue	169,522
II.2 GOVERNING BOARD/ GEN. ADM./INSTITUTIONAL DEV.	640,018
II.3 STAFF COST (est. Posts)	2,092,078
III. Reconciliation Budget/Financial Statements	544,748
IV. Charges after adjustments (II + III)	**4,654,445**
V. Accounting Results (I – IV)	(425,990)
VI. RESERVES BEGINNING OF PERIOD	1,894,306
TOTAL RESERVES END OF 2011 (V + VI)	**1,468,316**

Annex XII - 61st SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

IBE Strategy as COE Implementation Plan

UNESCO – International Bureau of Education
Geneva, 25-27 January 2012

Implementation to become a COE

1. Implementation Framework
2. Programme Priorities
3. Organizational Structure
4. Policy Dialogue (including ICE)
5. Governance
6. Resource Mobilization Plan
7. Advocacy & Communication Strategy

Annex XII

Prepatory Steps

3

May/July 2011:

- Programmatic Review 2011
- Rapid Organization Assessment (ROA)

Annex XII

Programmatic Review

4

Programmatic Review — Methodology/phases

1. Review of IBE vision, mission and objectives statements
2. Programme information and self-evaluation (programme and project)
3. External review and recommendations (external reviewer)

Annex XII

Objectives of Programmtic Review

5

- Description of programmes: objectives, products and services, implementation strategies, achievements and challenges
- Are programme products and services consistent and appropriate to a CoE in terms of scope and quality?
- Products and services that need to be improved to become a CoE
- Prioritise programmes
(most and least relevant as CoE)

Annex XII

Evaluation Criteria for Programme Revision

6

- Relevant and responsive to Member States
- Innovative
- Effective
- High quality
- Consistent with the IBE's revised statement of mission, purpose and broad objectives

Annex XII

Outcomes programmatic review

7

- General relevance and quality of products and services
- More prioritizing and better coordination of services
- External review panels of academic experts and internal quality mechanisms (Diploma, courses, resource pack, tools)
- Communication toolkit for resource mobilization, advocacy and marketing of services
- Strengthening “specialized" expertise (in technical assistance, CD, research in KPM, communications and fundraising)
- Develop curriculum research and data mining area

Annex XII

Rapid Organization Assessment (ROA)

8

- Organizational Development (OD) framework:
  - an ongoing process of continuous improvement that recognizes that large gains can be obtained with small steps
  - comprehensive and holistic in its approach–key levers of change are identified and used
  - management and staff work cohesively to build capacity around key areas; while continuing to provide quality services
  - centered around a *strategic focus*

Annex XII

Strategic focus — IBE as CoE

A conceptual model based on four pillars:

- Curriculum services to member states
- Information management
- Knowledge management, tools and research
- Communities of practice (COP)

Annex XII

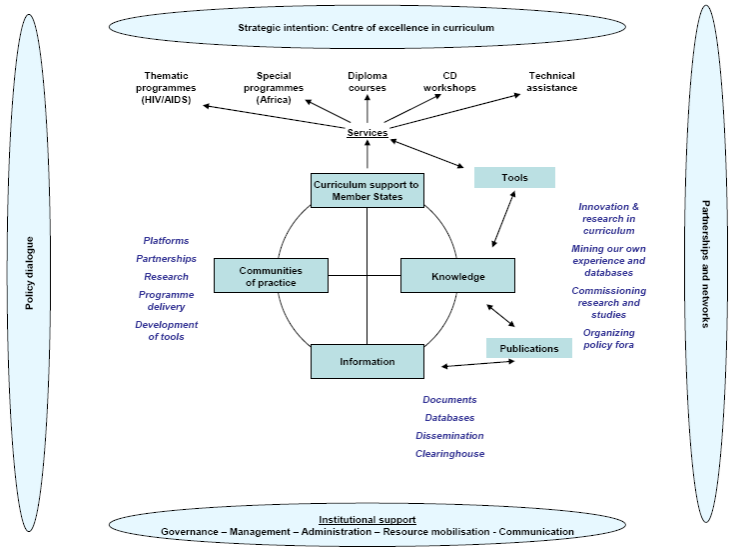
Organisational Development Framework

10

Annex XII

Strategic Focus

11



Annex XII

Organizational Design and Staffing

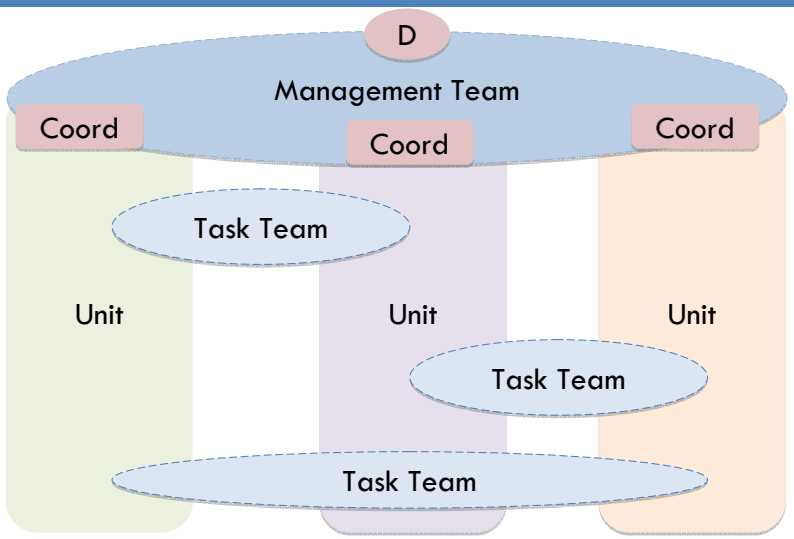
12

- Organizational Design and Staffing is more than structure and organigrams
- Design includes roles, responsibilities and the implementation of management practices that ensure that people work effectively together
- A design of *homes* and task teams:
  - Organizational homes
  - Portfolio workers
  - Deliverables
  - Teams produce deliverables

Annex XII

Organisational Design

13



Annex XII

Organisational Design

14

Director's Office
- Governance
- Resource Mobilisation
- IBE leadership & Management
- Communication

Administration Support
- Finance
- HR admin support
- Budget
- Travel and technical support

Curriculum Support Services to MS
- Capacity building (diploma & workshops)
- Technical assistance
- Knowledge generation
- Thematic issues
- Special programmes

Curriculum Research, Tools and Knowledge Management
- Innovation and research
- Analysing and mining data
- Commissioning research and studies
- Tools production
- Policy for a CoP

Information Management
- Documents
- Databases
- IBEDOCS
- Reference services
- Information services
- Publications
- Dissemination
- Web

Annex XII

Policy Dialogue & ICE

15

- Develop specific plans with regard to the frequency, format, content, and financing mechanisms of future ICE sessions
- Establish clear mechanism of resource allocation separate from general IBE programmatic funding
- Explore ways to enhance the visibility of the ICE, towards more interactive dialogue
- Explore a broad range of policy dialogue opportunities

- Who: Working group with Members of the Council, representation of ADG/ED and the IBE Director to make proposals on general considerations and next ICE

Annex XII

Governability: IBE Council

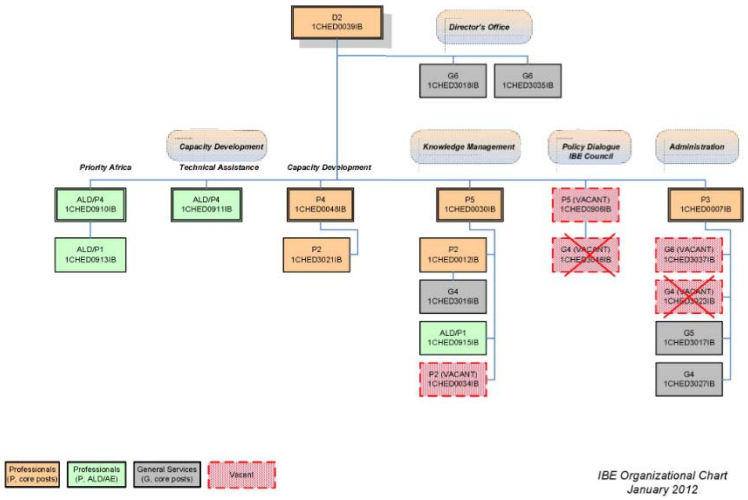
16

- Analyze the actual Council (in comparison with other UNESCO institutes governing bodies)
- develop a proposal of what type of governing body would be the most appropriate
  - to provide programmatic guidance,
  - resource mobilization and
  - strategic decision-making to the IBE as a CoE
- Proposals to go to the GC in 2013

- Who: Working group with Members of the Council, representation of ADG/ED, IBE Director and in consultation with GBS (governing body secretariat)

Annex XII

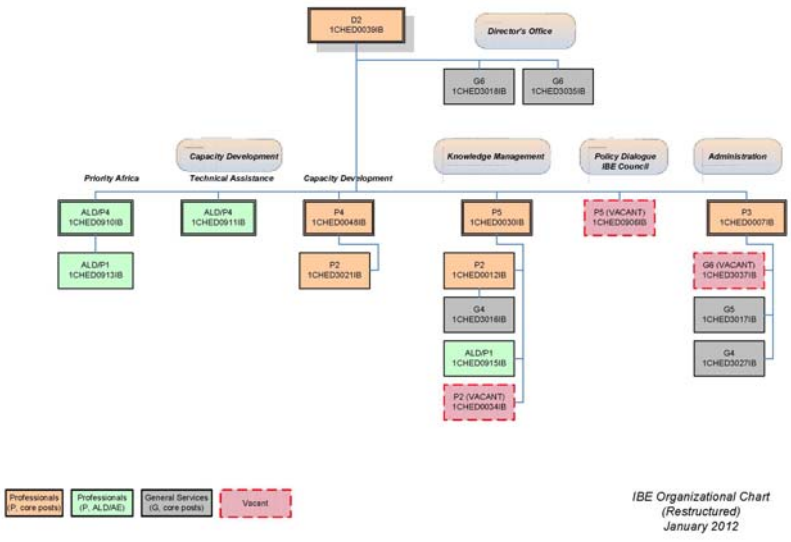
IBE Organigram I



Annex XII

IBE Organigram II

18



Annex XII

Estimated Financial Implications of the Strategy

	2011	2012	2013	2014
I. Organizational Change & Restructuring				
Plan of action, review of activities & programmes, review of IBE organization & staffing structure (A1.1-A1.2-A1.3-A1.4-C1-C2.1-C2.2)	(*)	100,000		
Mid-term external assessment (A1.7)				100,000
Develop & implement communication, advocacy, marketing & fund-raising strategy (B4.1 to B4.4)		100,000	100,000	50,000
II. Develop Programmes & Services				
Training courses & tools (B3)		200,000	150,000	100,000
Linkages with HQ & Field Offices (B2)		20,000	20,000	20,000
Priority Africa (activities)		200,000	300,000	300,000
KPM (research & analysis) (A2-A4)		50,000	100,000	150,000
KPM (Clearinghouse Curriculum) (A2-A4)		450,000	300,000	300,000
III. Staff to support the development of programmes & services				
Assessment of needs, research topics compilation, databases analyses, global situation analysis (P3, KPM) (A2.3-A4.1-A4.4)			163,500	171,675
Strenghten communication, monitoring, evaluation) (P1/P2) (B1.1-B1.2-B4)			157,500	165,375
Priority Africa (P4)		200,000	210,000	220,500
Strengthen technical assistance, goal A (P3 TA)		165,000	173,250	181,913
Strengthen IBE clearinghouse services (P2 web administrator)		150,000	157,500	165,375
Sustainable capacity development activities, training courses & tools (P2 CAP) (B3)		150,000	157,500	165,375
A. Subtotal		**1,785,000**	**1,989,250**	**2,090,213**
IV. Programme Activities & Governance				
Staff cost	2,290,000	2,364,724	2,482,960	2,607,108
Priority Africa	420,000	450,000	450,000	450,000
Capacity Development/Community of Practice	300,000	350,000	350,000	350,000
Knowledge Production Management & publications	461,000	461,000	461,000	470,000
Policy Dialogue/ICE preparation	150,000	160,000	350,000	350,000
Technical Assistance	100,000	160,000	160,000	160,000
General operating cost	290,000	298,700	307,661	316,891
Institutional development	300,000	206,000	212,180	218,545
IBE Council	180,000	185,400	190,962	196,691
B. Subtotal	**4,491,000**	**4,635,824**	**4,964,763**	**5,119,235**
Grand Total (strategy + programme activities)	**4,491,000**	**6,420,824**	**6,954,013**	**7,209,448**

(*)100'000USD have been allocated to institutional development for preparation work

NB: Budget for the ICE amounts to at least 2'000'000USD, which is not included in this table.

Annex XII

Estimated Financial Implications of the Strategy

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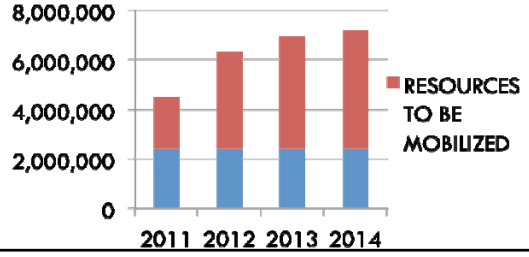
	2011	2012	2013	2014
I.Organizational change & restructuring		100,000	100,000	150,000
II.Develop programmes & services		920,000	870,000	870,000
III.Staff to support the development of programmes & services		665,000	1,019,250	1,070,213
IV.Programme activities & governance	4,491,000	4,635,824	4,964,763	5,119,235
Grand Total	**4,491,000**	**6,320,824**	**6,954,013**	**7,209,448**
UNESCO ALLOCATION	2,400,000	2,400,000	2,400,000	2,400,000
RESOURCES TO BE MOBILIZED	**2,091,000**	**3,920,824**	**4,554,013**	**4,809,448**



United Nations Educational, Scientific and Cultural Organization | International Bureau of Education

1

Annex XIII - 61st SESSION OF THE COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Presentation of the Director Programme of Activities

1 January to 31 December 2012

UNESCO – International Bureau of Education

Geneva, 25-27 January 2012

Annex XIII

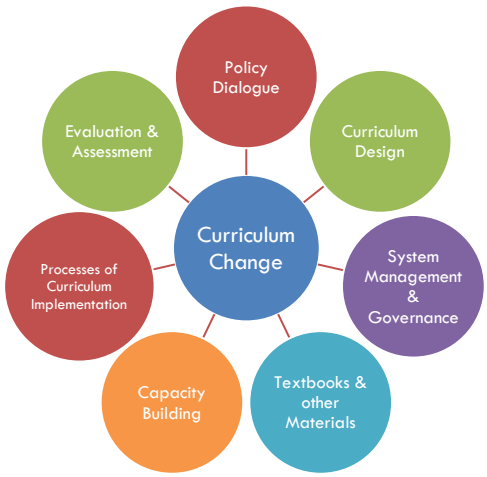
Overview I

2

IBE Mission

support UNESCO Member States in their efforts to enhance student learning through the development of high quality inclusive curricula by providing:

- **capacity development** for institutions and individuals as well as customised assistance to member states;
- access to **curriculum-related resources, knowledge** and **information**; and
- opportunities for constructive **international policy dialogue**.



Annex XIII

Overview II

I II III

3

I. Capacity Development & Technical Assistance

II. Knowledge Management & Production

III. Policy Dialogue

Annex XIII

2012 Situation

I II III

-31%

Cut to the allocation that was approved by the 36th Session of the General Conference.

- Budget and programme have to be adapted
- Stronger restructuring than previously planned
- Focus in the internal processes and the development of quality mechanisms for products that have been developed in the last 2 years
- Workshops and technical assistance are subject to full funding

Annex XIII

I. Capacity Development & Technical Assistance

Diplomas

I II III

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Diploma in Latin America
Uruguay

2nd Cohort:
24 participants

3rd Cohort:
25 – 30 participants

Diploma in Africa
Tanzania

1st Cohort
49 participants

2nd Cohort
25 – 30 participants

Initiatives:

➢**Revise the Training Tools for Curriculum Development** (TTCD) incorporating case studies developed though the network of the community of practice as well as incorporating feedback from participants

➢**Assess the feasibility** of developing similar diploma courses in **Francophone Africa** and in the **Arabic region** for 2014-2015

➢**Design the evaluation of the long term impact** of the Diploma and track the participants' utilization of acquired skills in curriculum issues

Annex XIII

I. Capacity Development & Technical Assistance

Workshops

I II III

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Workshop Criteria

Annex XIII

I. Capacity Development & Technical Assistance

I II III

Technical Assistance

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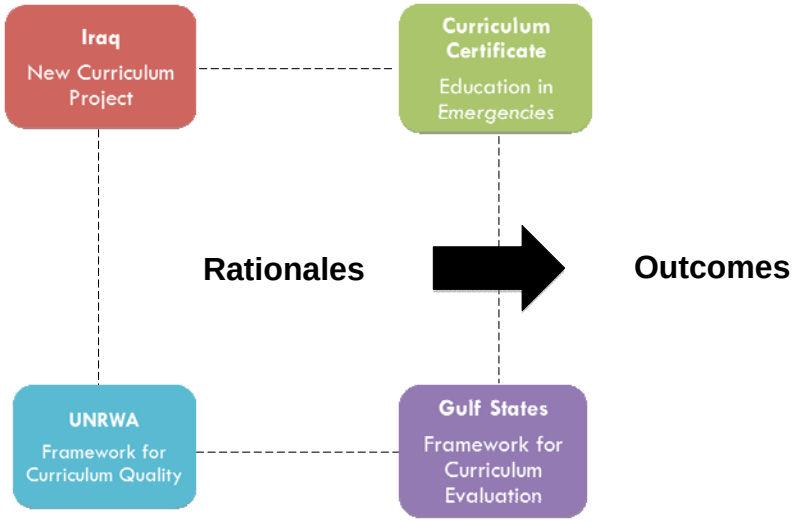

Annex XIII

II. Knowledge Production & Management

I II III

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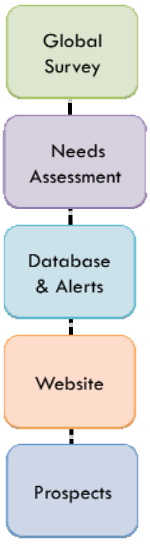


Annex XIII

III. Policy Dialogue

I II III

9

Partnerships

Guidance

Within UNESCO
Headquarters, and Field Offices such as BREDA, Beirut and Kingston

Outside UNESCO
European Agency for Development in Special Needs Education, the Organization of Iberoamerican States, the Interamerican Development Bank and various teacher training institutes and universities

Annex XIII

Implementation to become a COE

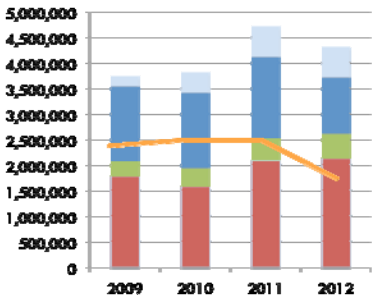
1. Implementation Framework
2. Programme Priorities
3. Organizational Structure
4. Policy Dialogue (including ICE)
5. Governance
6. Resource Mobilization Plan
7. Advocacy & Communication Strategy

Annex XIII

Human Resources

Staff	2011	2012
Regular Professional	6	6
Professionals ALD	5	4
General Service	6	6
BARD	8	6
SYNI	1	0
TOTAL	26	22

2012 Reduction



-31%

	Approved Budget	Revised Budget	Deficit
UNESCO Allocation	2,500,000	1,725,000	-775,000
STAFF COST	2,130,000	2,130,000	-405,000
IBE Council	180,000	180,000	-180,000
Operating Cost	300,000	300,000	-300,000

Annex XIII

Reduction of Programme Budget

	BUDGET 2011 approved	BUDGET 2012
I. PROGRAMME ACTIVITIES (*)	1,561,888	953,849
I-1 Capacity development and technical assistance	860,649	394,821
I-1.1 Capacity development programme/COP	305,879	168,356
I-1.2 AFRICA project	420,000	136,465
I-1.3 Technical co-operation projects/support to Member States	134,770	90,000
I-2 Knowledge production and management	461,000	292,142
I-2.1 Resource Bank and Observatory of educational trends	116,000	80,000
I-2.2 Documentation and information	65,000	25,000
I-2.3 Development of IBE website	80,000	67,588
I-2.4 Research and Publications	200,000	119,554
I-3 Policy dialogue	240,239	266,886
I-3.1 Policy Dialogue/Inclusive education	150,000	0
I-3.2 GASERC-Inclusive Schools Toolkit	90,239	266,886
II. Governing Board/Gen. Adm./Institutional Dev.	770,000	630,000
II-1.1 IBE Council /Steering Committee	180,000	180,000
II-1.2 General operating costs	290,000	300,000
II-1.3 Institutional development: CoE, Coordination and prog dev	300,000	150,000
TOTAL I + II	2,331,888	1,583,849
III. Staff costs (Established posts)	**2,296,944**	**2,130,000**
TOTAL BUDGET ALLOCATED	**4,628,832**	**3,713,849**

(*) if we do not consider GASERC, the reduction for Policy dialogue is about 53%

Annex XIII

IBE Budgetary Framework 2012

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IBE EXPENDITURES	Budgetary Framework
I. Programme Activities	953, 849
I-1 Capacity Development & Technical Assistance	394,821
I-2 Knowledge Production & Management	292,142
I-3 Policy Dialogue	266,886
II. Governing Board/ Gen. Adm./Institutional Dev.	630,000
III. Staff cost (est. Posts)	2,130,000
TOTAL EXPENDITURES 2011 (I + II + III)	**3,713,849**
TOTAL INCOMES 2012	**4,338,647**
TOTAL RESERVES END OF 2012	**642,798**

Annex XIII

IBE Expenditures 2012

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I. PROGRAMME ACTIVITIES 2012	**953,849**
I.1 Capacity Development and Technical Assistance	394,821
I.1.1 Capacity Development Programme/COP	168,356
I.1.2 AFRICA Project	136,465
I.1.3 Technical co-operation projects/support to Member States	90,000
I.2 Knowledge Production and Management	292,142
I.2.1 Resource Bank and Observatory of educational trends	80,000
I.2.2 Documentation and information	25,000
I.2.3 Development of IBE website	67,588
I.2.4 Research and Publication	119,554
I.3 Policy Dialogue	266,886
I.3.1 GASERC – Inclusive Schools Toolkit	266,886
II. GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.	**630,000**
II.1 IBE Council/Steering Committee	180,000
II.2 General operating costs	300,000
II.3 Institutional development: CoE, Coordination and prog. dev.	150,000
III. Staff Costs	**2,130,000**
TOTAL EXPENDITURES (I + II + III)	**3,713,849**

Annex XIII

Resolution 2012

I. EXPENDITURES (Obligations)	**3,713,849**
I.1 PROGRAMME ACTIVITIES 2012	**953,849**
I.1.1 Capacity Development and Technical Assistance	394,821
I.1.2 Knowledge Production and Management	292,142
I.1.3 Policy Dialogue	266,886
I.2 GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.	**630,000**
I.2.1 IBE Council/Steering Committee	180,000
I.2.2 General Operating Costs	300,000
I.2.3 Institutional Development: CoE, Coordination and Prog. Dev.	150,000
I.3 Staff Costs	**2,130,000**
II. RESOURCES CREDITED TO IBE SPECIAL ACCOUNT	**4,338,647**
II.1 UNESCO Financial Allocation	1,725,000
II.2 Voluntary Contributions	760,000
III.3 Extrabudgetary Resources	265,331
III.4 Other Revenue Producing Activities	120,000
III.5 Reserves 2011	1,468,316
TOTAL RESERVES END OF 2012 (II – I)	**624,798**

Annex XIII

IBE BUDGETARY FRAMEWORK		FUNDING SOURCES & ESTIMATED ALLOCATIONS				
2012	Budgetary framework	UNESCO regular budget	Donors' contribution for 2012	GASERC	IBE resources	Other incomes 2012 (*)
I. PROGRAMME ACTIVITIES	953,849	0	630,000	265,331	58,518	0
I-1 Capacity development and technical assistance	394,821	0	370,000		24,821	0
I-1.1 Capacity development programme/COP	168,356		150,000		18,356	
I-1.2 AFRICA project	136,465		130,000		6,465	
I-1.3 Technical co-operation projects/support to Member States	90,000		90,000			
I-2 Knowledge production and management	292,142	0	260,000		32,142	0
I-2.1 Resource Bank and Observatory of educational trends	80,000		80,000			
I-2.2 Documentation and information	25,000		25,000			
I-2.3 Development of IBE website	67,588		45,000		22,588	
I-2.4 Research and Publications	119,554		110,000		9,554	
I-3 Policy dialogue	266,886	0	0	265,331	1,555	0
I-3.1 GASERC-Inclusive Schools Toolkit	266,886		0	265,331	1,555	
II. Governing Board/Gen. Adm./Institutional Dev.	630,000	0	130,000	0	500,000	0
II-1 IBE Council/Steering Committee	180,000		0		180,000	
II-2 General operating costs	300,000		0		300,000	
II-3 Institutional development: CoE, Coordination and prog dev	150,000		130,000		20,000	
III. Staff costs (Established posts)	2,130,000	1,725,000	0		405,000	
TOTAL EXPENDITURES 2012 (I+II+III)	3,713,849	1,725,000	760,000	265,331	963,518	0
TOTAL INCOMES 2012	4,338,647	1,725,000	760,000	265,331	1,468,316	120,000
INCOMES - EXPENDITURES = Estimated reserves by the end of 2012	**624,798**	**0**	**0**	**0**	**504,798**	**120,000**

(*) Income deriving from rental of offices and other facilities and interest on IBE clearing account

Annex XIII

Extrabudgetary Programmes 2012

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IBE EXPENDITURES	BUDGET
Developing new IRAQI curricula	500,000
Capacity building to strengthen key competencies on HIV education in 5 countries of Western and Central Africa	100,000
TOTAL EXTRABUDGETARY EXPENSE (IV)	**600,000**

TOTAL EXPENDITURES 2012 (I + II + III + IV)	**4,313,849**

Annex XIV - 61st SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Report of the Director
Resource Mobilization Plan

UNESCO – International Bureau of Education
Geneva, 25-27 January 2012

Annex XIV

1. Resource Mobilization Plan

Objectives ------ Targets

Objectives

- Increase the IBE core funding
- Increase IBE's extra-budgetary funding to further undertake projects to support Member States
- Institutionalize resource mobilization as a key function and expertise in the Institute

Targets

- US$**7,000,000** by 2014
- Increase of US$**2,000,000** annually

Annex XIV

1. Resource Mobilization Plan

Implementation Plan

- Intended to **last 4 years** to develop a comprehensive approach
- Fundraising institutionalized through the creation of a **Resource Mobilization Team**
- **Coordinated by the IBE Director** with reporting lines to IBE Council and to the Steering Committee

Priorities

- Mobilizing **Member States** funding for the core budget
- Extra-budgetary funds from **UNESCO** (CAP, Cap-EFA, UNESCO FU etc.)
- Extra-budgetary funds from **partnerships with other UN agencies** (UNAIDS, UNICEF, INEE etc.)
- **Multilateral donors** and **private sector** through specific projects (EFA-FTI, World Bank, OEI etc.)
- **Swiss private donors**

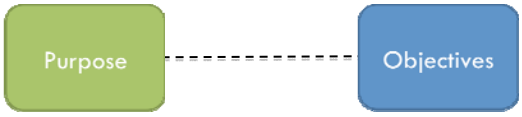
Annex XV - 61st SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Presentation of the Director
Advocacy & Communication Strategy

UNESCO – International Bureau of Education
Geneva, 25-27 January 2012

Annex XV

Advocacy and Communication Strategy



Purpose:
- Dissemination of key objectives and messages
- Outreach of IBE's role, and the services it can offer
- Conception of tools and means to deliver the message in an effective and convincing way
- Communication of evidence based relevant information to Member States, Ministries, teacher trainers and other stakeholders

Objectives
- Build awareness about the importance of the curriculum and promote stakeholder engagement
- Increase IBE´s visibility
- Publicize our mission, objectives and services
- Promote changes in policies and practices of educational actors
- Influence specific policy and institutional changes
- Increase the financial support of Member States and of potential stakeholders

Annex XV

Advocacy and Communication Strategy

Timeframe

2012: Definition of one brand: « IBE »
1st quarter 2012: Stocktaking and situation analysis
2nd quarter 2012: Differentiation of target audiences and relevant messages
3rd & 4th quarter 2012: Development of tools and means to select the appropriate communication channels and outlets
4th quarter 2012: Progressive adaption of the Strategy through monitoring and evaluation

United Nations
Educational, Scientific and
Cultural Organization

International Bureau
of Education

Annex XVI - UNESCO/BIE/C.61/Inf.1
Geneva, 27 January 2012
Original: English/French

**SIXTY-FIRST SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 25-27 January 2012

**SOIXANTE ET UNIÈME SESSION DU
CONSEIL DU BUREAU INTERNATIONAL D'ÉDUCATION**

Genève, 25-27 janvier 2012

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