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Evaluation of the UNESCO International Bureau of Education (IBE)

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Executive Summary

Introduction

This report contains the results of the evaluation of the International Bureau of Education. The evaluation was performed by Technopolis France within the framework of the second series of evaluations of UNESCO Institutes commissioned by UNESCO in 2005.

Evaluation purpose and methodology

Evaluation purpose

Throughout the 2000-2005 period, this evaluation aims to analyse IBE in the overall context of UNESCO's Decentralisation Strategy.

Methodology

The evaluation consisted of:

- A review of relevant documents from UNESCO as well as from IBE at the Institute, Programme and Project levels
- In-depth interviews with staff from IBE (two onsite missions in Geneva), Headquarters, the International Institute for Educational planning (IIEP), the IBE Council as well as various IBE activity beneficiaries
- Two on-line surveys; one is common to the 8 Institutes being reviewed and targets Field Offices (the Field Offices survey hereafter). The other one, dedicated specifically to IBE (IBE Partners Survey hereafter), targets IBE partners and beneficiaries.

All these materials and information were cross-checked and analysed in order to draft sound conclusions and recommendations. The response rate of the Field Offices survey and the IBE Partners Survey were respectively 58% and 35%. These rates are in line with international research on reported response rates for online surveys.

The weaknesses of this evaluation should be stressed in order to improve similar initiatives in the future:

- No on-site missions to the Member States that have benefited from IBE's services could be organised because of the limited budget available for this evaluation
- No peer review to evaluate the quality of IBE's production could be carried out.

However, both aspects – enquiries among beneficiaries and assessment of the quality of IBE's outputs – are covered by the online survey among curriculum experts, as well as by phone interviews with representatives of governing bodies. Therefore, Evaluators see no major limitations affecting the validity of their analysis and related recommendations.

Key Achievements

Founded prior to UNESCO in 1925, IBE became an integral part of UNESCO's Education Programme in 1969. Its prior mission was to promote comparative educational research and international understanding through education. IBE's focus is on supporting curriculum development and reform for improving the quality of education and its positive effect on social and economic development.

This mission is carried out mainly through:

- The organisation of high-level training sessions and organisation of seminars gathering experts in the field, Member States, and curriculum stakeholders (Capacity-Building Programme, Policy Dialogue Programme)
- The dissemination of comprehensive data and information on national experience of curriculum reforms (Resource Bank and Observatory of Trends Programme)
- The more direct services provided to Member States that have requested IBE support in order to analyse and initiate the reform of their curriculum (Transversal Programmes).

Although these activities represent a wide array of tasks, the objective that drives IBE's activities is to provide an integrated service (*prestation intégrée*) to Member States or group of Member States to support the process of curriculum development

Relevance

IBE's activities are fully aligned with the UNESCO Mid-term Strategy, the Millennium Development Goals as well as the EFA goals (Sixth Goal), while conserving the specificity among UNESCO institutions that legitimates its existence.

IBE's activities are carried out and results are achieved in a wide and very diverse range of countries, especially (in terms of number of projects) in Arab States and Latin America and the Caribbean followed by Eastern Europe and Sub-Saharan Africa.

IBE's achieved results within programme activities

According to the IBE partners survey, IBE is especially active in the provision of practical information and knowledge for the process of curriculum development, raising global awareness on the needs and problems related to this process, as well as collecting, producing and disseminating data and indicators. The role of IBE in the animation of networks of curriculum experts is also highly appreciated by respondents. It also appears clearly that IBE does not provide academic research. According to the IBE Field Offices survey, IBE is among those, with IIEP and UIE, which engage most often in cooperation with them and receive the most positive appreciation from Field Offices. Field Offices rate its thematic studies as well as IBE's seminars and conferences as very useful.

IBE activities are organised according to a matrix-like programme structure. Horizontal programmes, which contain the core and long-term activities, includes:

- The Policy Dialogue Programme; this programme hosts the organisation of the highly appreciated ICE as well as a series of training programmes organised in

cooperation with ADEA. The latter aims at supporting Ministers of Education and their close collaborator in developing countries, especially in Africa, to deal with the increasing imperative of dialogue in policy making

- The Capacity Building Programme aims to strengthen the competencies for the management of curriculum development among decision makers, specialists, researchers and practitioners at international, regional and national levels. From 2005 onwards, all activities of the Capacity Building Programme will be organised within the Global Curriculum Network, a network of experts in curriculum development grown out of the lessons learned and needs identified during the 20 exploratory seminars organised by IBE from 1999 to date
- The Resource Bank and Observatory of Trends Programme publishes and updates unique resources such as the World Data on Education, which contains the profiles of 160 national education systems, and RelatED, a databank of international goods practices and innovative reforms. The information collected is valorised in the various other programmes and projects of IBE. In turn, this programme is the capitalisation vehicle of all IBE field activities. Beyond in-house databanks and projects, this programme is also contributing to external projects such as the EFA Global Monitoring Report.

Transversal programmes are new, emerging or punctual activities financed by extra-budgetary resources. They includes:

- The technical assistance programme which, at the request of Member States, provides advisory services and operational support related to curriculum development
- Two projects that aim at exploring the links between curriculum development and respectively HIV/AIDS prevention and poverty.

Quality of Coordination and Interaction

IBE has engaged in cooperation with:

- Headquarters, especially PEQ, EPS, the Secondary Education Division on several projects as well as with the EFA Global Monitoring Team
- UNESCO Institutes on a few occasions
- Field offices in order to survey national needs and activities in the area of curriculum development and set up its field activities in these countries
- Member States, benefiting from its intergovernmental status.

Finance, Governance and Organisational Management

Finance

The long-term trend of revenues is characterised by a decline of UNESCO allocation in the second half of the nineties and a stabilisation of this allocation since 2000. Over these ten years, the decline has been more than offset by the funds raised by IBE from Switzerland Federal authorities and, especially, from extra-budgetary resources.

The allocation of resources among the various programme activities exhibits strong variations over the period 2000-2005. The principal trends are as follows:

- Operational activities have developed since 2002

- The Policy dialogue programme, which includes the cost of the ICE. The allocated resources vary depending on years where the conference is organised, as in 2001 and 2004.
- Activities that aim at publishing and diffusing information through traditional means have been dramatically reduced over the period
- The funds allocated to the Observatory as well as to capacity building are stable.

Quality of Financial and Organisational Management

The number of UNESCO posts has been drastically reduced between the 1998/99 and 2000/01 bienniums as a result of the decrease in UNESCO financial allocation for this latter biennium. IBE has currently, as of November 2005, 15 occupied UNESCO positions out of 21.

As regards financial management and reporting to Headquarters, as of November 2005, the transfer of IBE into FABS is not completed yet, this delay has generated several problems.

Governance

As regards Governance, sound strategic programming is carried out at different levels according to different short to mid-term timeframes. IBE's staff is supported in this task by its Council which comprises 28 members representing 28 UNESCO Member States designated by the General Conference. Its role is essential to validate IBE's propositions of activities and projects and to report to the UNESCO General Conference.

Challenges

Relevance

Although IBE's activities are fully aligned with UNESCO thematic priorities, the geographical distribution of these activities is a concern. This distribution is partly governed by the opportunities provided by extra-budgetary funds. Evaluators believe there is a contradiction between the growing dependence of IBE on extra-budgetary funds and the UNESCO priorities in terms of countries to be supported, especially Sub-Saharan African countries.

Results achieved in programme activities

Firstly, general challenges IBE has to cope with can be identified:

- IBE research activities in curriculum development at IBE are limited. Evaluators see several synergies that should be better valorised between research and operational activities of IBE
- IBE programme structure that appears unclear and not coherent to external reviewers and potential partners, including UNESCO institutions. This situation leads to misunderstanding and miscommunication between IBE and other stakeholders, for instance among Headquarters staff. Also, the current programme structure is not appropriate to maximise interactions between running activities and capitalised knowledge

- IBE communication policy is not explicit as regards the role of IBE as a world-class service provider for Member States or group of Member States in the area of curriculum review, development and reform. The imperative to sell its services and attract the resources the Institute needs is overlooked
- Evaluators found little evidence of mid to long-term tracking of results and follow-up initiatives in beneficiary countries, beyond the satisfaction surveys that are distributed at the end of seminars or training courses.

Specific challenges within IBE programmes:

- Observatory of Trends Programme. Although IBE has made great efforts to rationalise, cut costs and ease the universal access to the valuable data, documents and publications it has collected or produced, the potential of electronic tools beyond the online provision of publications is overlooked.
- Policy Dialogue Programme. IBE has significantly enhanced the usefulness and uniqueness of the ICE relatively to other conferences such as the UNESCO General Conference. The ICE now clearly aims at supporting exchanges and debates among Member States' Ministers of Education. However, it is a major challenge for a structure as small as IBE to find solutions to organize this enormous event without putting at a disadvantage other programme activities.
- Capacity Building Programme. It proved difficult to assess this Programme since the mission has changed and the new activities are still at the inception stage. Indeed, before 2002, this Programme was mainly dedicated to the organisation of training seminars and production of training resources. This mission has changed since the creation of the Technical Assistance Programme in 2002. In the near future, the establishment of a dynamic curriculum development network will be essential to establish its new assignment. The Community of Practice has the potential to become a major resource for all other IBE programmes and projects.

As regards Transversal Programmes, Evaluators assessed the high quality of the work done in the HIV/AIDS, Poverty Alleviation and Technical Assistance Programmes.

Quality of Coordination and Interaction

Although IBE has engaged in partnerships with various organisations, most of these partnerships remain limited in time, scope and intensity. During the hectic period of reform, human resource conflict activity and financial constraint IBE has faced, cooperation with other stakeholders in the realm of education has not been a priority for IBE. Consequently, the partnerships were sometimes limited to a division of tasks and did not involve "collective creation" and intense exchanges.

Cooperation with other stakeholders is also often weakly institutionalised (especially with UNESCO Field offices, Institutes and Headquarters). Evaluators provide options to improve these relationships among UNESCO institutions in the context of the decentralisation strategy in the report.

Finance, Governance and Organisational Management

It is clear to Evaluators that the UNESCO allocation and the extra-budgetary resources are complementary rather than substitutable. The current level of UNESCO allocation is below the level that allows IBE to use these stable resources as a stepping-stone to develop its activities and seek additional resources (leverage effect).

In the context of limited resources and on-going reform of activities, the period from 2000 to 2005 was characterised by a high rate of turnover and numerous staff problems, which translated in HRM cases opposing the “historic staff” to the former Director who carried out the reform of IBE. These problems negatively affected IBE’s working atmosphere. The last HRM case was completed in June 2005. However, the Institute is still facing lack of personnel for financial reasons, in spite of its ability to generate and explore options as to how to cope with structural understaffing. At the time of the evaluation, the new Director has not been appointed yet. In such a particular context, Evaluators cannot properly evaluate the quality of human resource management within the Institute.

Overall lessons and conclusions

The current justification of IBE as a UNESCO Institute, distinct from Headquarters as from any other stakeholder in the field of education, does no longer simply rely upon its prestigious past under the supervision of Jean Piaget but on what has been built since the end of the 1990s. The reform of IBE is now almost fully completed. IBE is on the verge of becoming one of the most essential institutions in the UNESCO decentralised network if it copes successfully with the remaining challenges and receives sufficient attention and resources from UNESCO Headquarters.

➤ **Recommendation 1** The link between the imperative to secure extra-budgetary funds and the relevance of IBE activities should be closely reviewed by UNESCO Headquarters and the General Conference in order to offset the biases that result from the increasing resort to extra-budgetary funds for technical assistance.

➤ **IBE Recommendation 2** IBE should reinforce the research foundations of its operational activities in order to establish a sound research base for each programme. We recommend implementing this greater involvement in research through stable partnerships with scholars in the relevant fields.

➤ **IBE Recommendation 3** IBE should initiate a reorganisation of the structure of programmes, based on the homogeneity of the content of these programmes, not on institutional rationales, in order to make the activities of IBE more readable for external stakeholders.

➤ **IBE Recommendation 4** IBE communication policy, tools and materials (especially the website) should be adapted and reorganised according to the “service offer catalogue” of the Institute in order to more adequately reflect the

role of IBE as a high-level, upstream, service provider to Member States or group of Member States.

➤ IBE Recommendation 5 A clearer and more appropriate organisation of basic and transversal programmes should be set in order to allow greater capitalisation of knowledge resulting from field experience.

➤ IBE Recommendation 6 IBE should increase and systematise its mid to long-term follow-up activities in order to gain a better understanding of impeding and facilitating factors of curriculum change and, as a result, improve its mode of support of this process.

➤ IBE Recommendation 7 The IBE website should be better used, valorised and closely integrated within the programme activities of the Institute.

➤ IBE, HQ Recommendation 8 Evaluators recommend that Headquarters provide stronger financial and administrative support to IBE for the organisation of future ICE session.

➤ IBE Recommendation 9 IBE should aim at maximising cooperation with external partners in order to become a high level coordinator of the organisation of the ICE, especially for content-related matters, while minimising disruptions of other programme activities

➤ IBE Recommendation 10 IBE should set a clear external partnership strategy to lead the routine operation of training sessions once the modules materials and content are completed and standardised.

➤ IBE Recommendation 11 IBE should go further on the road to the formalisation of methods and materials supporting operational activities in order to (i) obtain economies of scale in the service provided in different countries; (ii) allow greater, more effective and accountable delegation of stabilised services to external accredited consultants and experts.

➤ IBE Recommendation 12 IBE is encouraged to further develop new exploratory programmes that aim at developing curriculum as an instrument for fighting against persistent problems affecting the poorest countries.

➤ IBE Recommendation 13 IBE should make greater effort to cooperate with external partners to deepen (research) and expand (in time and space) its activities while focusing on its core ‘upstream’ mission.

➤ **IBE, HQ Recommendation 14** The unique competencies of Institutes should be disseminated through the training of Field Offices staff according to projects being implemented in their country or region.

➤ **IBE, HQ Recommendation 15** Evaluators recommend that Headquarters, in close collaboration with UNESCO Institutes, support the discussion and exploration of different formal options in order to strengthen the exchanges and cooperation between Institutes (mobility of staff, Council of Institutes', Directors...)

➤ **IBE, HQ Recommendation 16** UNESCO should set up and implement new mechanisms and procedures to maintain effective relationships between IBE, UNESCO Institutes, Field Offices and Headquarters.

➤ **HQ Recommendation 17** Headquarters should provide stronger financial and administrative support IBE for the edition and printing of Prospects.

➤ **HQ Recommendation 18** The biennial allocation from UNESCO should be raised at least to the level to allow IBE to fill all UNESCO positions without threatening the current level of basic programme activities.

1 Introduction

Over the course of its history UNESCO has established eleven Institutes and centres of Category I, *i.e.* which are legally part of UNESCO. Due to historical decisions made in the development of Major Programme I (Education programme), eight of these Institutes work in the field of education. The Institutes aim to provide concentrated and highly specialised expertise and know-how in technical areas such as planning and management, curriculum development or adult literacy. They serve as international reference centres to offer services and technical assistance to Member States, cooperating partners and also internally to the network of UNESCO field offices.

The Institutes are expected to operate with independence and autonomy from UNESCO Headquarters, while at the same time strongly guided by the priorities set out in UNESCO's education programme. In the context of its reform process, UNESCO has initiated a review of its education Institutes and centres, with the aim of considering the continued operation of and support to each Institute or centre against alternative modalities of providing equivalent or better programme support for UNESCO activities. The evaluation of the UNESCO International Bureau of Educational (IBE) is part of the review.

IBE is the oldest UNESCO Institute, it was founded prior to UNESCO in 1925 as an independent NGO, its mission was to promote comparative educational research and international understanding through education. In 1969 it became an integral part of UNESCO's Education Programme. IBE's main mission is to function as an international centre for the development of contents and methods of education. It builds networks to share expertise on curriculum change and development in all major regions of the world, and aims to introduce modern approaches in curriculum design and implementation, improve practical skills, and launch policy dialogue on regional and international cooperation. Other essential elements of IBE programmes include serving as a resource bank: collecting, analysing and diffusing information, experiences and best practices.

The expectations from Institutes are all the greater since the initiation of UNESCO's Decentralization Strategy. According to this strategy, UNESCO must, while made up of a variety of constituent parts, act as a single entity. While still being very autonomous, Institutes are clearly part of this network of UNESCO's institutions. In this context, they are expected to contribute directly to attaining the strategic objectives and programmatic priorities of UNESCO's education programme, and more specifically to implementing the Dakar Framework for Action on Education for All (EFA), adopted at the World Education Forum in 2000.¹

This report contains the results of the evaluation of the International Bureau of Education. The evaluation was performed by Technopolis-France within the framework of the second series of evaluations of the UNESCO Institutes commissioned by UNESCO in 2005. During the first series of evaluations,

¹ See http://www.unesco.org/education/efa/ed_for_all/dakfram_eng.shtml;

Technopolis-France performed the evaluation of the Institute for Information Technologies in Education (IITE).

Content

This report is organised in three parts: the first part presents the context and method of the evaluation (Sections 2 and 3). The second part is mainly factual, focusing upon the analysis of the relevance of activities and the results achieved by IBE through these activities as well as finance, internal and external management, as they were collected and observed by Evaluators (Sections 4, 5, 6 and 7). Finally, the last part (Sections 8 and 9) mirrors the previous sections to present the lessons learned and recommendations drawn from this analysis.

This structure allows the reader to progress in the evaluation of IBE from the context of the evaluation, to the analysis of IBE key achievements and finally the lessons and recommendations.

2 Evaluation purpose and method

This section summarises the purpose of the evaluation as well as the evaluation design and methods used to reach these objectives. These features influence the validity of the findings and the confidence users can have in them. The choice of evaluation design and methodology is constrained by time, resources and information available and nature of the activities and outcomes being evaluated. These constraints give rise to limitations of the evaluation approach that are presented in the last section. It is important to understand these limitations and to consider them when interpreting the evaluation findings.

2.1 Evaluation purpose

The purpose of this evaluation is to contribute to UNESCO's review of Education Institutes and Centres in the context of its reform process. The evaluation aims to inform relevant entities and units including UNESCO Task Force on Category I UNESCO Institutes and Centres; UNESCO Task Force on Decentralization; Education Sector of UNESCO; other relevant units; Member States of UNESCO; IBE and its cooperation partners, on the following points:

- Need for an institution with the IBE profile
- Relevance of IBE's activities to UNESCO's programme priorities in the field of higher education
- Results achieved by IBE, and its contribution to IBE's efforts in achieving respective Education For All (EFA) goals and/or in renewing and improving creative concepts and strategies for EFA
- Quality of coordination and interaction between UNESCO Headquarters, other Institutes, Field Offices, partner entities and IBE with regard to planning and implementation of programmes
- Funding patterns, mechanisms and their risks for sustained institutional capacity, and viability and quality of organisational management and programme implementation systems adopted by IBE.

This evaluation especially focuses upon the period from 2000 to date.

2.2 Evaluation Design

The evaluation purpose previously described corresponds to the traditional evaluation area of investigations and evaluation criteria:

- The relevance of IBE's activities to UNESCO's programme priorities in the field of education (*relevance*)
- The results achieved by IBE, and its contribution to UNESCO's efforts in achieving EFA goals (*effectiveness*)
- The quality of coordination and interaction between UNESCO Headquarters, other Institutes, Field Offices and IBE's partner entities with regard to planning and implementation of programmes (*coherence*)
- Funding patterns, mechanisms and their risks for sustained institutional capacity, and viability, and quality of organisational management and

programme implementation systems adopted by IBE (*efficiency & sustainability*).

2.3 Evaluation Methods

This evaluation relies upon the methodological principle of triangulation, which asserts that research may benefit from the use of multiple methods of investigation– at least three, hence the name of “triangulation.” Therefore, in order to fulfil the objectives of this evaluation, Evaluators have used a combination of desk research, an on-line survey as well as in-depth phone and face-to-face interviews, with the following underlying logic:

- Each of the three methods specifically contribute to the final objective of the evaluation as described in the terms of reference
- The three methods are combined so as to best valorise their respective inputs.

At an operational level, the evaluation consisted of interviews and a document study at UNESCO Headquarters in Paris, two onsite missions in Geneva, two on-line surveys (including one common to the 8 Institutes being reviewed), and analysis of materials, drafting conclusions and recommendations.

2.3.1 Desk review

Our team has carried out in-depth review of relevant documents to identify pre-existing information, including:

- Documents relating to UNESCO’s strategies and goals, i.e. UNESCO’s *Medium Term Strategy* (31C/4), UNESCO’s approved programme and budget for biennia 2000-01, 2002-03, and 2004-05 (30 C/5, 31 C/5, 32 C/5)
- Relevant documentation concerning Education for All goals and related strategy reports
- UNESCO Executive Board and General Conference reports
- Reports from IBE’s Council meetings
- IBE’s Basic texts
- IBE’s medium-term strategy 2002-07
- IBE’s Mid-term evaluation report
- Summaries of past evaluation reports 2000-2005 provided by IBE
- Financial data 2000-05 provided by IBE
- Consultation of IBE’s website.

2.3.2 Preliminary individual interviews at UNESCO Headquarters and IIEP in Paris

Preliminary individual interviews were conducted with the Education Sector, the International Institute for Educational planning (IIEP) and other key stakeholders in UNESCO Headquarters. The purpose of these first interviews was to enable Evaluators to seize the main stakes and expectations from the evaluation.

A list of preliminary interviewees is provided in Appendix C.

2.3.3 On-site missions at IBE

The evaluation team has carried out two on-site missions to conduct interviews with IBE staff and other relevant stakeholders in Geneva.

A first on-site mission was performed by two of our evaluators from 31 October 2005 to 4 November 2005. During the mission, over 10 interviews with IBE staff were completed.

The second mission took place from 21 to 22 November 2005, and was performed by the Director of Technopolis France. This mission included interviews with relevant stakeholders in Geneva, and second interviews with IBE's managing staff.

The list of interviewees can be found in Appendix C. The generic interview guidelines for the on site missions is provided in Appendix D.

2.3.4 IBE partners and stakeholders interviews

Other interviews have been carried out with members of the IBE Council, UNESCO Field Offices staff, IBE partners and experts in curriculum, and with representatives of stakeholders in Switzerland and Member States (e.g. officials from government ministries).

The evaluators met the members of the Administrative Group of the IBE council on November 28th 2005 at the UNESCO Headquarters. Other IBE partners and stakeholders were consulted by mean of phone interviews.

The list of these interviewees can be found in Appendix C.

2.3.5 On-line surveys

A first on-line questionnaire survey (the Field Offices survey hereafter) was designed by Martin, Jenkins and Associates (consultants in charge of the evaluation of IIEP) in collaboration with our evaluation team and other consultants responsible for the evaluations of the European Centre for Higher Education (CEPES) and the UNESCO Institute for Education (UIE). The survey targets UNESCO Field Offices, and UNESCO Institutes.

A second on-line survey dedicated specifically to IBE (IBE Partners Survey hereafter) has been developed and implemented by Technopolis France to assess the Institute's visibility among the international curriculum development community. For this survey, Evaluators selected a sample of over two hundred curriculum specialists based on the IBE contact database as well as various IBE conference and training session attendees.

The complete results of both surveys are provided respectively in Appendix E and Appendix G.

2.4 Limitations

The purpose of a mixed method approach is to use the strengths of some methods to counteract the weaknesses of others, thereby contributing to a more robust overall design. However, there are no major limitations affecting the validity of the analysis and related recommendations.

The main limitation of our design is that, in the absence of historical and objectively measured performance indicators, we were required to strongly rely on the subjective views of interviewees and survey respondents in arriving at our findings.

Asking survey respondents to judge the outcomes of activities requires accurate recall of past events and subtle and complex judgements about multiple contributing factors about which they have imperfect information.

Although we countered the risk of bias in the views of respondents by comparing and contrasting findings from a variety of sources and obtained using a number of different methods some weaknesses should be stressed in order to improve similar initiatives in the future.

Mainly because of its limited budget:

- No on-site missions to the Member States that have benefited from IBE's services could be organised. Given the somewhat diffused nature of IBE's interventions, Evaluators do not believe such a mission would have changed the results of the evaluation. A broader scope to assess the effect of IBE in Member States was enabled through phone interviews with representatives of Member States who have benefited from IBE's services
- No peer review to evaluate the quality of IBE's production could be carried out. However, in order to assess the relevance and quality of research and training activities, Evaluators have relied upon the second on-line survey focussed on IBE's partners, especially international experts in the field of curriculum development. Another essential source for evaluating the excellence of IBE's activities was the meticulous analysis of the procedures through which these activities are established and managed through material review as well as in-depth interviews with IBE staff, international experts and Members of the IBE council.

Hence, both aspects – enquiries among beneficiaries and assessment of the quality of IBE's outputs – are covered by the online survey among curriculum experts, as well as by phone interviews with representatives of governing bodies.

In relation to the online surveys, Evaluators would like to emphasise that response rates are in line with response rates for online surveys. Although survey response rates can vary enormously as they are affected by many facets of survey design and implementation, research indicates that the median response rate for online surveys is around 26%.² As a result, the response rate of the Field Offices survey (58 %) and the IBE Partners Survey (35%) presented in the Exhibit 1 correspond to international research on reported response rates for online surveys.

² Hamilton, M.B. (2005), Online Survey Response Rates and Times: Background and Guidance for Industry, *SuperSurvey Whitepaper*, http://www.supersurvey.com/papers/supersurvey_white_paper_response_rates.htm.

Exhibit 1 Field Offices and IBE Partner Surveys response rates

| Survey | Sample size | Usable responses | Response rate |
|-----------------------------|--------------------|-------------------------|----------------------|
| Field Offices survey | 55 | 32 | 58 % |
| IBE Partners Survey | 284 | 98 | 35% |

3 Context

This chapter sets out the background to the evaluation. It presents the current strategic and programmatic context of the evaluation, the history behind the creation of IBE, and the areas of the Institute's programme activities.

3.1 Strategic and Programmatic Context

IBE's programmes should be in clear and explicit alignment with UNESCO's strategies and goals in the field of educational planning, as defined in:

- The three strategic objectives defined for Major Programme I in UNESCO's Medium Term Strategy (31C/4)
- The objectives and expected results as defined in UNESCO's approved programme and budget of UNESCO for the biennia 2000-01, 2002-03 and 2004-05 [30C/5, 31C/5 and 32C/5].

IBE's programmes should also be in alignment with IBE's mandate as defined in IBE's Medium Term Strategy 2002-2007.

3.2 Brief History of Institute

IBE is the oldest UNESCO Institute, it was founded prior to UNESCO in 1925 as a private independent non-governmental organisation. Initially its aim was to promote comparative educational research and international understanding through education. In 1929, IBE adopted new statutes making it the first intergovernmental organisation in education, with the mission to:

- Centralise documentation related to public and private education
- Take an interest in scientific research in the educational field, and serve as a coordinating centre for institutions and societies concerned with education.

At the same time, Jean Piaget, psychology professor at the University of Geneva, was appointed director. His name became closely associated with the organisation, which he led for almost forty years.

Since 1934, the IBE has organised the International Conference on Public Education (now known as the International Conference on Education) which, from 1946 onwards, was convened together with the United Nations Educational, Scientific and Cultural Organization (UNESCO), founded in 1945.

In 1969, the IBE became, under new statutes, an integral part of UNESCO while retaining wide intellectual and functional autonomy. It is a part of UNESCO's Education Sector; with three main lines of action:

- Organising the sessions of the International Conference on Education as an international forum for dialogue on educational policy

- Collecting, analysing and disseminating educational documentation and information, in particular on innovations concerning curricula and teaching methods
- Undertaking surveys and studies in the field of comparative education.

The Institute's objectives have evolved with the arrival of new directors. Jacques Hallak (1998-2000) and, especially, Cecilia Braslavsky (2000-2005) have initiated major changes in the Institute in a rather short period of time and under difficult financial conditions (\$400,000 cut in the regular budget of UNESCO in the 2000-01 biennium). The changes initiated by the two latest Directors aimed to transform the IBE from a research and documentation centre to an international organisation supporting Member States in their process of curriculum development and reform. The process reform was implemented with a strong resistance to change.

While maintaining its original vocation, the IBE, over the last few years, has been concentrating its activities on the adaptation of educational content to the challenges of the 21st century, focusing on strengthening operational activities in the area of management of curriculum change.

In this framework, its four main functions are now the following: observation of international trends, promotion of dialogue on educational policy, strengthening of capacity building, and dissemination of information.

3.3 Institute's Activities and Medium Term Plan

3.3.1 IBE areas of action

IBE's focus is on supporting curriculum development and reform for improving the quality of education and its positive effect on social and economic development. This mission is carried out mainly through the organisation of high-level training sessions and organisation of seminars gathering experts in the field, Member States, and curriculum stakeholders; dissemination of comprehensive data and information on national experience of curriculum reforms, as well as more direct services provided to Member States that have requested IBE support in order to analyse and initiate the reform of their curriculum.

Exhibit 2 Definition of curriculum

The term curriculum is defined as follows by IBE:

The term curriculum is mostly used to refer to the existing contract between society, the State and educational professionals with regard to the educational experiences that learners should, and in fact do, undergo during a certain phase of their lives.

In fact, the term curriculum is mostly used to refer to the existing contract between society, the State and educational professionals with regard to the educational experiences that learners should undergo during a certain phase of their lives. For the majority of authors and experts, the curriculum defines: (i) why; (ii) what; (iii) when; (iv) where; (v) how; and (vi) with whom to learn.

The curriculum defines: the foundations and contents of education; their sequencing in relation to the amount of time available for the learning experiences; the characteristics of the teaching institutions; the characteristics of the learning experiences, in particular from the point of view of methods to be used; the resources for learning and teaching, such as textbooks and new technologies; evaluation; and teachers' profiles.

Originally, the curriculum was considered as the product of a technical process. (...) Nowadays, it is considered both as a product and a process.

On the basis of these facts and observations, the concept of the curriculum as a product became associated more and more with the concept of curriculum development (as a process).

Curriculum development (is the) process implying a wide range of decisions concerning learning experiences, taken by different actors at different levels: politicians, experts, teachers; at the national, provincial, local, school and also international levels.

Sources: IBE, Overview and Strategy 2002 – 2007 ; Braslavsky C., The curriculum, IBE

Although these activities represent a wide array of tasks, the objective that drives IBE's activities is to provide an integrated service (*prestation intégrée*) to Member States or groups of Member States to support the process of curriculum development: information/documentation on best practices, training, technical assistance. From this perspective, interactions between the various programmes are presented as a priority within the Institute.

3.3.2 IBE's programme areas

Since the release of IBE's Medium-Term strategy (2002-2007) in 2002, the Institute's activities are structured along three basic programmes:

- The capacity building programme
- The resource bank and observatory of trends programme
- The policy dialogue programme

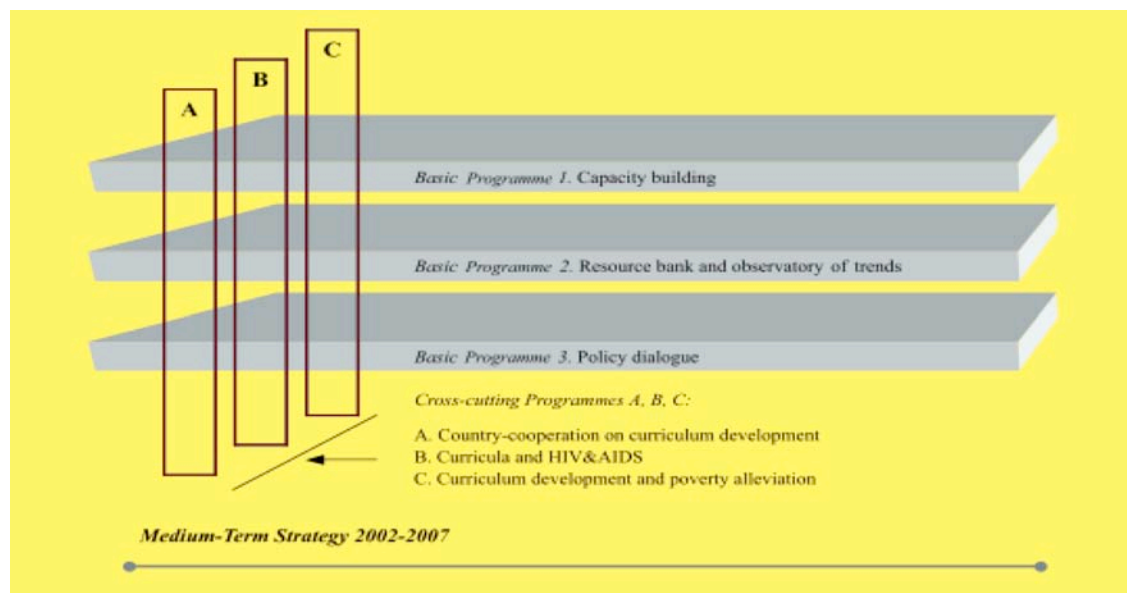
IBE also operates three cross-cutting programmes:

- The country cooperation on curriculum development programme
- The curricula and HIV/AIDS programme
- The curriculum development and poverty alleviation programme

According to this programme organisation which forms the core of the Mid-Term Strategy, the three basic programmes and the three cross-cutting programmes are

meant to support and complement each other, providing inputs for future activities (Exhibit 3).

Exhibit 3 IBE programmes as presented in the Medium-Term Strategy 2002-2007



Source: IBE Medium-Term Strategy 2002-2007

The structure of projects within each programme has varied across the years; previously it was mainly organised in accordance with geographical areas as shown in the organisational chart of IBE as of 2002 (Appendix M). Since the execution of IBE's Medium-Term Strategy 2002-2007 the organisation of IBE programmes is strictly thematic.

Each programme hosts projects that are the elementary unit of management. The content of IBE programmes are given in the Exhibit 4. More detailed analysis of programme contents and achievements will be presented in Section 5 IBE's achieved results.

Exhibit 4 IBE's activities in 2004 within the programme areas

| Programme | Themes and Projects |
|---|--|
| Capacity building | Regional Networking seminars Curriculum development in conflict affected countries Training resources for curriculum development Related Good Practices in conflict affected countries Global curriculum network / community of practice |
| Resource Bank / Observatory of Trends | Resource Bank on Education systems and curricular policies Observatory of Education trends in the field of curriculum development processes and products |
| Policy Dialogue | 47th session of the International Conference on education Inter-training in policy dialogue and other activities |
| Country cooperation on curriculum development / technical assistance | Curriculum Integration Project in the Arab Gulf Region (GASERC-ABEGS II project) Time allocation for schooling day and academic year (GASERC-ABEGS III) and minimum time required for school subjects (GASERC-ABEGS IV) Kuwait secondary education project Technical support for educational reform in Algeria (PARE) |
| Curricula and HIV/AIDS | Clearing house on Education and HIV/AIDS and capacity building for the development of a curriculum for HIV/AIDS prevention |
| Curriculum development and poverty alleviation | Curriculum innovations for Education for All (EFA) in Sub-Saharan Africa |

4 Relevance

The IBE's Main mission is to “act as UNESCO's centre specialized in contents, methods and structure of education”. It builds networks to share expertise on curriculum development in all regions of the world and aims to introduce modern approaches in curriculum design and implementation, improve practical skills and promote informed dialogue at regional and international levels.

The following section investigates the correspondence between IBE activities within the frame of this general mission and the basic UNESCO objectives as set in the UNESCO Medium-Term Strategy, UNESCO Biennium Programmes as well as EFA goals. Besides thematic relevance, the geographical relevance of IBE activities is also reviewed.

4.1 Alignment with Medium-Term Strategy and Education Programme

IBE's strategic and programmatic context refers to UNESCO's strategic objectives as set out in UNESCO's approved Medium Term Strategy 2002-2007 (31 C/4), especially objectives 2 and 3.

Exhibit 5 UNESCO's Medium Term Strategic Objectives and IBE expected outcomes related to these objectives

| UNESCO's medium term strategic objectives | IBE's expected outcomes related to these objectives |
|--|---|
| Strategic objective 1: Promoting education as a fundamental right in accordance with the Universal Declaration of Human Rights | Sustained political commitment achieved and EFA goals and priorities placed high on the international, regional and national policy agendas; International support efficiently directed, utilized and managed in support of national EFA efforts; Increased and more predictable external financial assistance in favour of basic education to support national, sub regional and regional EFA strategies. |
| Strategic objective 2: Improving the quality of education through the diversification of contents and methods and the promotion of universally shared values | Formulation of educational policies and strategies that promote cultural and linguistic diversity throughout the curriculum; Increased capacity in the areas of curriculum renewal, teacher training, materials development, and monitoring and evaluation of learning achievement; Values of a culture of peace promoted through the revision of educational contents and processes and reorientation of national education systems. |
| Strategic objective 3: Promoting experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue in education. | Education policies and strategies better formulated and developed, informed by research results and prospective studies and analyses; Prospects for effective national education plans enhanced in many Member States as consensus among and ownership by all stakeholders is secured through broad-based dialogue; Better understanding of educational approaches and learning processes and more effective collaboration and synergies among all actors, including public and private providers of education, through national, regional and global workshops and seminars. |

IBE's activities directed towards the priorities of Major Programme I as defined in the approved programme and budget of UNESCO are as follows:

- Monitoring EFA achievements and progress (I.1.1, MLA 2 and I.1.2, MLA 1)
- Attaining quality basic education for all (I.2.1, MLA 1 and I.2.3, MLAs 1 and 2)
- Enhancing quality education for Learning to Live Together (I.3.1, MLAs 1 and 2)
- Support the expansion and renewal of general secondary education (I.4.1, MLA 1)
- Contributing to HIV/AIDs prevention (I.3.2, MLAs 1 and 2).

The Exhibit 6 presents the distribution of activities of IBE among the core functions identified in UNESCO's Medium Term Strategy 2002-2007 (31C/4). All UNESCO institutions must throughout their activities and projects carry out these functions in their respective domain:

- A laboratory of ideas
- A clearing house
- A standard-setter
- A capacity-builder in Member States
- A catalyst for international cooperation.

The below table shows that IBE covers the whole range of these functions in the frame of its specific mission, while addressing these functions through the specific angle of curricular development.

Exhibit 6 IBE activities by function defined in UNESCO MT Strategy

| | Definition of function according to C4 | Related activities of IBE |
|--|---|--|
| Laboratory of Ideas | “UNESCO plays a key role in anticipating and defining, in the light of the ethical principles, as a kind of “laboratory of ideas”, the most important emerging problems in its spheres of competence and in identifying appropriate strategies and policies to deal with them.” | <ul style="list-style-type: none"> • Background documents for ICE • Exploration of new links between curriculum development, poverty alleviation and HIV/AIDS prevention through the C&P and C&H/A programmes • Publication of and contribution to Prospects |
| Clearing House | “UNESCO has a role in gathering, transferring, disseminating and sharing available information, knowledge and best practices in its fields of competence, identifying innovative solutions and testing them through pilot projects. It is here that UNESCO initiates and co-ordinates regional or worldwide networks, which have a triple vocation: research, exchange of research results, and training..” | <ul style="list-style-type: none"> • Online information through the IBE website • Publications and documentation (Prospects, INNODATA, National Country reports) • Creation and diffusion of global information through databanks (World Data on Education and Related) • HIVAIDS Clearing House |
| Standard-setter; | “Through its standard-setting action, UNESCO will serve as a central forum for articulating the ethical, normative and intellectual issues of our time, fostering multi-disciplinary exchange and mutual understanding, working – where possible and desirable – towards universal agreements on these issues, benchmarking targets and mobilizing international opinion. UNESCO also helps to draw up the instruments, works towards its adoption or revision, sees that it is respected and, occasionally, assists Member States in putting it into practice.” | <ul style="list-style-type: none"> • Dissemination of best practices through presentation of cases of curriculum reform in training courses and seminars (PD and CB Programme) • Dissemination of best practices through benchmarking and diffusion of information (national reports, databanks, INNODATA, HIV/AIDS,...) • Exchanges and debates among high-level education policy makers during ICEI |
| Capacity-builder in Member States | “UNESCO organizes international cooperation for servicing its stakeholders, especially its Member States in building human and institutional capacities in all its fields of competence, in the form of technical co-operation.” | <ul style="list-style-type: none"> • Training of curriculum development stakeholders (C&H/A, PD and CB Programme) • Technical assistance to Member States |
| Catalyst for intern. Coop. | “UNESCO, as a technical multidisciplinary agency, assumes a catalytic role for development cooperation in its fields of competence, for the convergence of work which otherwise would be dispersed, thus less effective, and risk being ignored by those who need it most. To that end it seeks to ensure that the objectives, principles and priorities it promotes are followed suit by other multi - and bilateral programmes and that projects are implemented, in particular at regional and national levels, through innovation, effective interventions and wise practices.” | <ul style="list-style-type: none"> • Regional training and seminars involving several countries (e.g. Africa, Asia, Arab states) • Observatory of trends • Initiation and animation of a Community of Practice of curriculum development • Exchanges and debates among high-level education policy makers during ICEI |

Sources: UNESCO’s Medium-Term Strategy 2002-2007 (31C/4). Notes: PD programme = Policy Dialogue programme
C&P programme = Curriculum and Poverty programme C&H/A = Curriculum and HIV/AIDS programme

CB Programme = Capacity-Building Programme

4.2 Alignment with EFA goals and relevant education strategies and policies

Among the six priority goals that were agreed upon during the Dakar Conference held in April 2000, which are now priority for all UNESCO institutions, IBE directly contributes to the Sixth goal on the improvement of education quality: *“Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.”*

However, as it intervenes for the development of the core elements of education, i.e. from the basic content of programmes and education method, to school setting, IBE contribute to all EFA goals.

As regards the Millennium goals agreed upon during the United Nations Millennium Summit held in September 2000, IBE directly contributes to the goals related to universal primary education, HIV/AIDS and poverty:

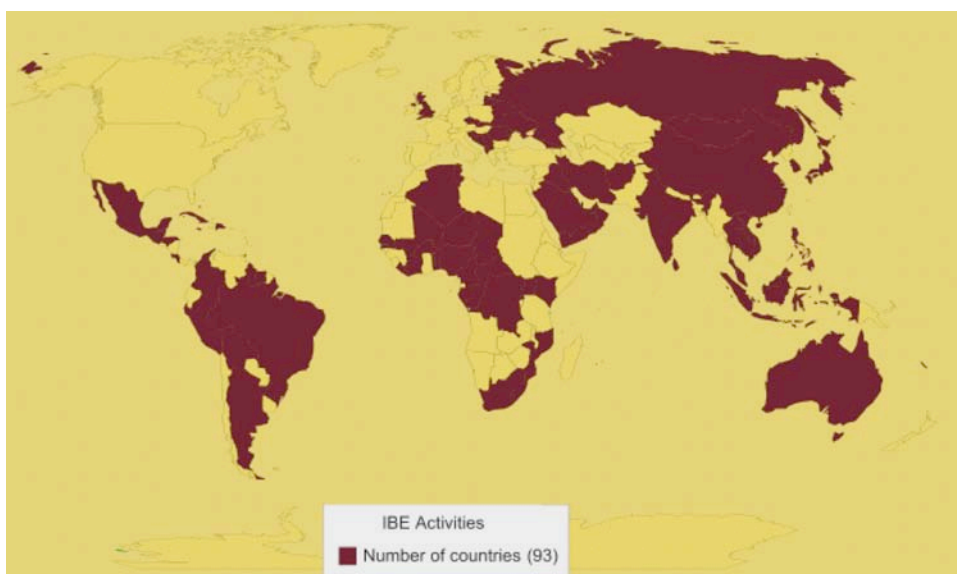
- Halve extreme poverty and hunger
- Reverse the spread of killer diseases, especially HIV/AIDS and malaria
- Achieve universal primary education.

4.3 Geographical coverage of activities

Through the geographical coverage of its activities the Institute should aim to have the widest geographical impact with a priority on UNESCO’s mainstreaming areas, i.e. Africa and the least developed countries. This section presents the geographical coverage of the activities conducted by IBE.

IBE’s activities are carried out in a wide and very diverse range of countries.

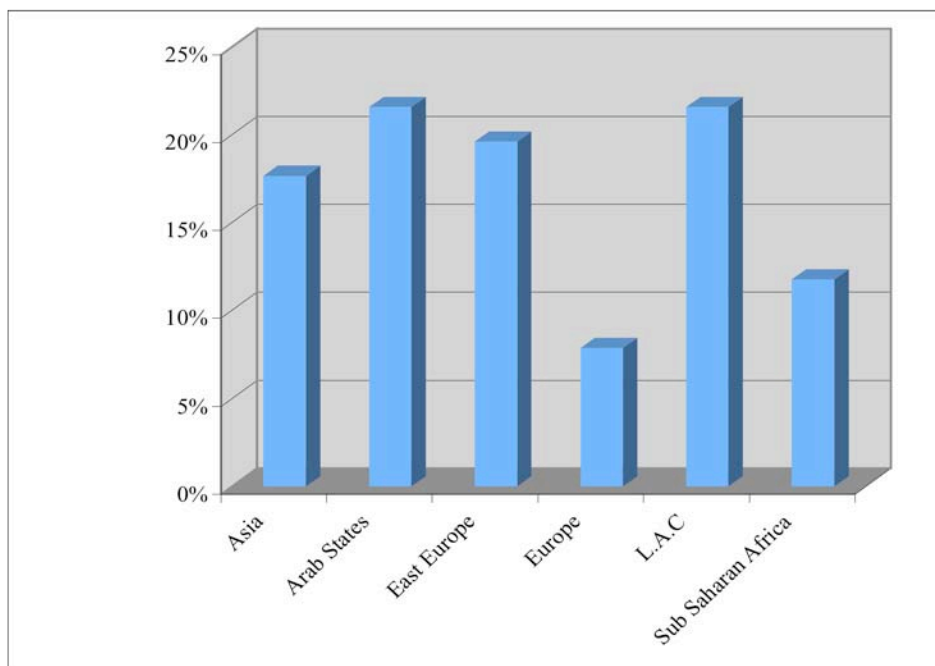
Exhibit 7 IBE activities beneficiary countries 2000-2004



Source: IBE Mid-Term Strategy 2002-2007, Mid Term Review.

An estimate of the distribution of IBE activities among regions is provided in Exhibit 8. This calculation is based on the annual summaries of activities provided by IBE to the IBE Council from 2000 to 2004. Although, it is of course dependent on the structure and size of projects, it provides a relevant overview of IBE geographical coverage³. According to this proxy, the main beneficiaries of IBE activities in terms of number of projects are Arab States and Latin America and the Caribbean (both benefiting from above 20% of the projects) followed by Eastern Europe (20%) and Sub-Saharan Africa (12%). Detailed data are provided in Appendix O.

Exhibit 8 Total projects per beneficiary region period 2000-2004



Source: Technopolis calculation from various IBE documents

This distribution of projects greatly varies over time as most projects are of limited size (Exhibit 9). Only a few are large and multi-year projects such as the Arab Gulf series of seminars for ABEGS (2002-2004) were implemented by IBE.

³ A more precise proxy would consider the budget and staff invested by projects in the different regions. This detailed data should be available starting from 2006 thanks to the implementation of the FABS management system for all Institutes.

Exhibit 9 Geographical distribution of projects per year

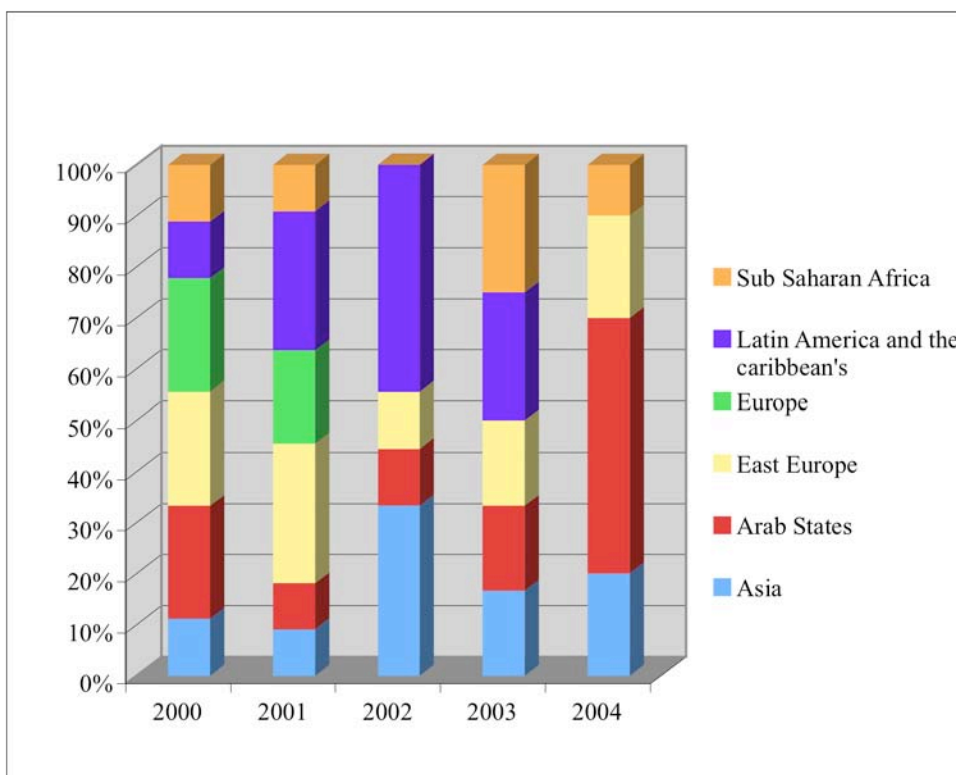
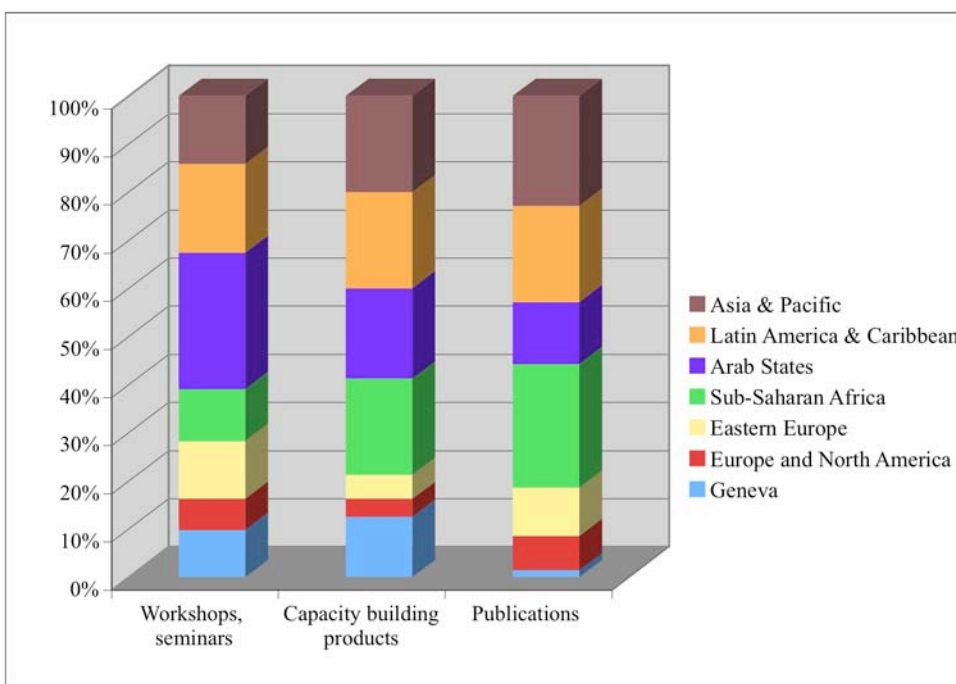


Exhibit 10 Geographical distribution of outcomes period 2000-2004



Source: Technopolis calculation from various IBE documents

Note: Workshops and seminars: include training workshops, seminars, conferences, meetings (regional and international) and study visits

Capacity-building products: include training material, establishment of criteria, and assistance to integration of training tools, and electronic "tool box".

Publications: include "Research dossier", case studies, monographs, documents, manuals/guidelines, and curriculum frameworks.

5 IBE's achieved results in Programme activities

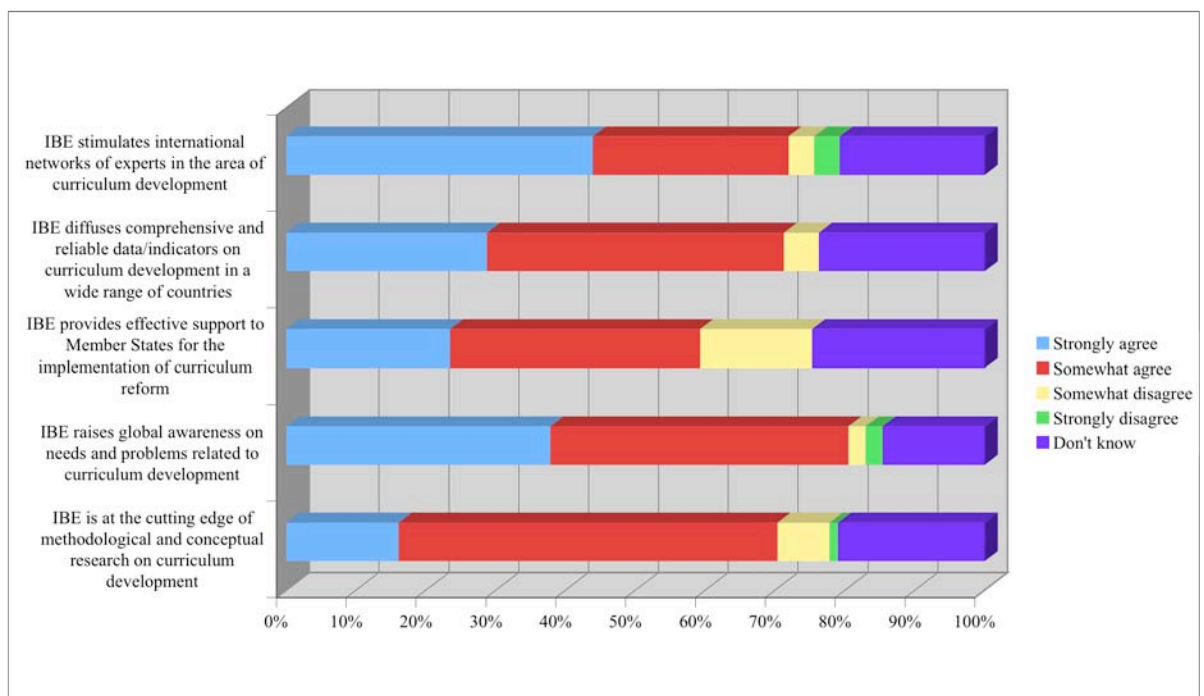
This section aims to list and organise in a synthetic manner the results IBE achieved overall and in each programmes. The assessment of the effectiveness of IBE's activities is based on interview findings, survey results and IBE documentation review.

5.1 General overview of results achieved

The two questionnaires among Field Offices and IBE Partners provide useful information regarding the identification of IBE's main value added and achievements (see Appendix E and Appendix G).

According to IBE partners, who are knowledgeable about the Institute's activities (see Exhibit 62, Appendix G, for the assessment of their level of knowledge), IBE is especially active in the provision of practical information and knowledge for the process of curriculum development, raising global awareness on the needs and problems related to this process, as well as collecting, producing and disseminating data and indicators. The role of IBE in the animation of curriculum expert networks is also highly appreciated by respondents (whom are part of IBE's Community of Practice). More surprisingly, as it is not backed by interviews with beneficiaries of IBE activities, the operational support to Member States is not acknowledged as one of the core competencies of IBE. This result might be explained by the localised nature of this activity which results are not known beyond the recipient countries. Finally, it appears clearly that IBE does not provide cutting-edge research.

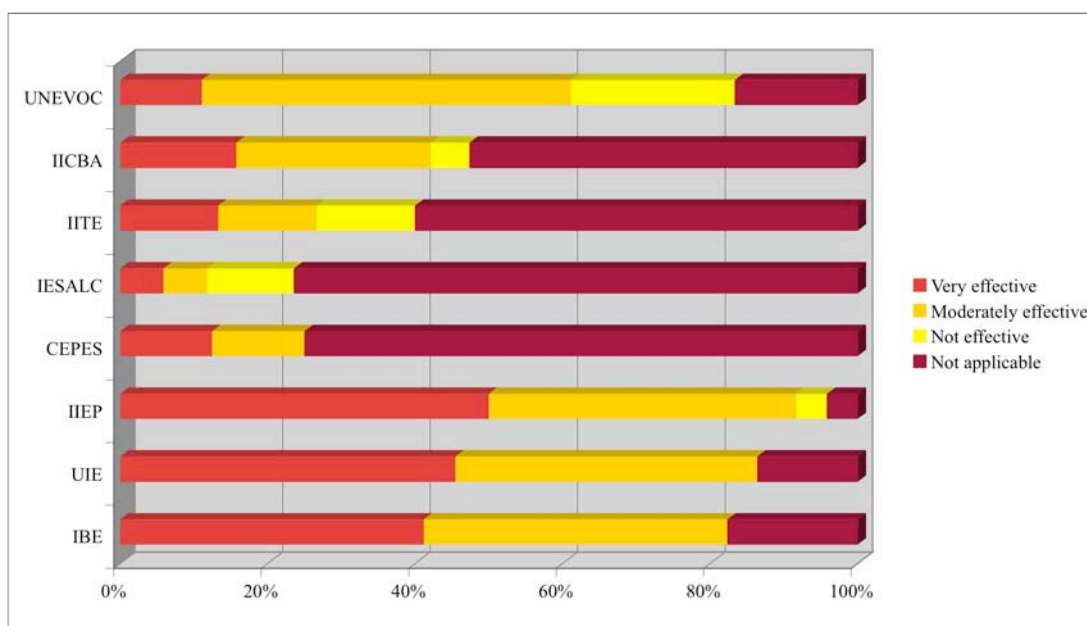
Exhibit 11 To what extent do you agree with the following statements?



These results are backed up by more precise investigations into the achievements of effective cooperation engaged by partners with IBE (Exhibit 70, Appendix G). The main achievements are the improvement of policy dialogue, the rise of awareness of education policy makers and the reliable data on international curriculum activities.

When benchmarked against all other category I Institutes, IBE is among those, with IIEP and UIE, which engage most often in cooperation with them and receive the most positive appreciation from Field Offices (Exhibit 12).

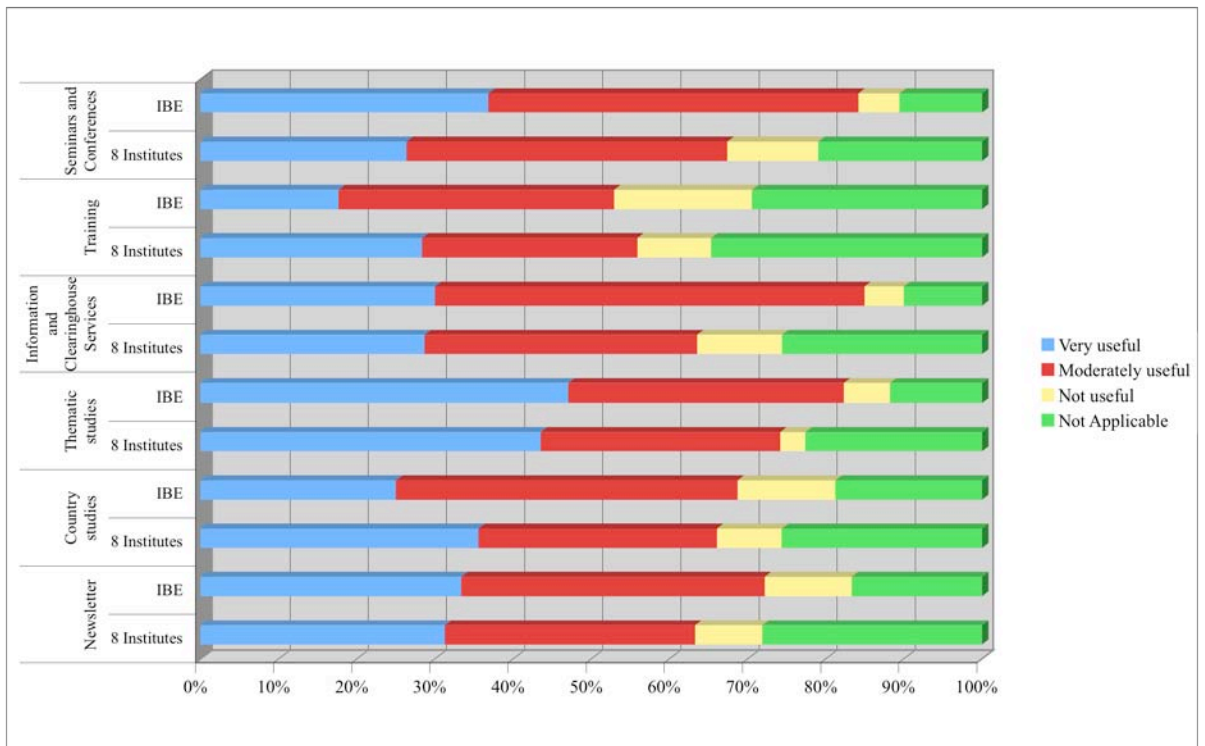
Exhibit 12 In cases where you or your office has engaged with an Institute/Centre how effective has each Institute/Centre been at collaborating?



Source: Field Offices survey

The specialisation of IBE is acknowledged by Field Offices which rate its thematic studies as very useful relative to other potential achievements from IBE and all Category I Institutes. IBE’s seminars and conferences are also considered as very useful by respondents. IBE’s training activity is considered as the least useful activity from the Institute.

Exhibit 13 How useful do you find the following Institute/Centre services to your organisation and its work?



Source: Field Offices survey

Exhibit 14 Number of publications, IBE 2000-2005

| | Type | 2000 | 2001 | 2002 | 2003 | 2004 | 2005 | Total |
|--|--|------|------|------|------|------|------|-------|
| Innovation | IBE's bulletin | 4 | 4 | 3 | 2 | 2 | 1 | 15 |
| Prospects | Series reviewing comparative education | 0 | 0 | 4 | 4 | 4 | 1 | 13 |
| Educational Practices Series | Publications describing 10-12 universally applicable education principles | 4 | 2 | 3 | 3 | 0 | 1 | 13 |
| INNODATA Monographs Series | Case studies providing detailed information on selected innovations | 1 | 7 | 1 | 1 | 1 | 0 | 11 |
| Reports of regional workshops and seminars for curriculum specialists | Reports describing proceedings of various regional and sub-regional workshops and seminars on curriculum development | 1 | 5 | 2 | 3 | 1 | 0 | 12 |
| Reports of ICE | International Conference on Education, final report and other publications | 0 | 1 | 1 | 0 | 1 | 1 | 1 |
| Studies in comparative education | Books, sales publications | 0 | 0 | 0 | 0 | 4 | 0 | 4 |
| Total | 10 | 19 | 13 | 13 | 12 | 2 | 69 | |

Source: Technopolis calculation from various sources

5.2 Results achieved in the Policy Dialogue Programme

This section aims to expose IBE's achievement through the Policy Dialogue Programme. IBE promotes dialogue on educational policy, notably by:

- Organising the regular sessions of the International Conference on Education
- Promoting, among policy-makers and other stakeholders, inclusive quality education for all
- Promoting innovative capacity-building opportunities for policy dialogue on educational contents, methods and structures
- Administering the Comenius Medal.

5.2.1 The International Conference in Education

IBE has devoted great effort to the improvement of the ICE, especially since 2001. Until the end of the 1980s, ICE was playing an important role within UNESCO in order to favour relationships between countries in a context of political tensions, enhancing national and regional dialogue and cooperation.

However, the organisation of the Conference is very expensive in particular in terms of staff involvement. Initially the ICE was organised every two years, the implementation of IBE's regular programme activities was affected by the workloads due to the ICE. It became necessary to decrease the periodicity of the conference.

The content of the ICE was also improved with the aim of progressing towards a forum for in-depth exchanges. The method of intervention was changed in the direction of open dialogue, and there has been a reduction of Ministry speeches during the session.

The conference is held over three and a half days and ends with a final meeting chaired by the DG. It unrolls with Plenary sessions and topic-based workshops. The plenary sessions of the conference are translated into six languages: Arabic, Chinese, English, French, Russian and Spanish. The workshops take place in English, French and Spanish. The translation service accounts for a significant share of the total cost of the conference.

IBE prepares a set of documents (general presentation of the ICE, reference document) to facilitate the debates in the plenary sessions. For the workshop IBE compiles a discussion paper and a background paper suggesting questions for discussion, and submits basic concepts as well as information and materials, such as cases.

Exhibit 15 ICE sessions since 1990

| Session | Year | Theme of the conference |
|---------------------|-------------|---|
| 42nd session | 1990 | Education for all: renewed policies and strategies for the 1990s |
| 43rd session | 1992 | The contribution of education to cultural development |
| 44th session | 1994 | Appraisal and perspectives of education for international understanding |
| 45th session | 1996 | Strengthening of the role of teachers in a changing world |
| 46th session | 2001 | Education for all for learning to live together: contents and learning strategies |
| 47th session | 2004 | Quality education for all young people: Challenges, trends and priorities |

Source: IBE website

For each session of the ICE, the IBE asks Member States to present a national report on the development of education. These reports are distributed widely, both during the Conference and afterwards. They represent a major source of up-to-date information for the preparation of UNESCO's World Data on Education and the IBE's INNODATA project. The complete texts of the national reports for the 1994 session of the ICE are available on CD-ROM and on the Internet through the databank National reports on education. The reports for the 1996 session served as a basis for the preparation of a profile of the education system of each country. These profiles constitute the databank World Data on Education, which is also available on the Internet and on CD-ROM.

Materials from the ICE used beyond and after the conference:

- The DVDs produced for the 47th session are used during training sessions
- A book based on the papers and presentations of the conference has been published and disseminated to a wider audience than the attendees of the ICE, through the channels of national delegations, through the IBE website as well as during IBE seminars.

Furthermore, the Sessions of the International Conference on Education (ICE) are an occasion to award the Jan Amos Comenius Medal. This Medal was established by the Ministry of National Education, Youth and Sport of the Czech Republic and

UNESCO to acknowledge the work of educators who have made a significant contribution to the development or renewal of education. More precisely, it is designed to reward outstanding achievements in the fields of educational research and innovation. It can be granted to individual educators (researchers, teachers, educational project directors); or to groups of educators (research teams, curriculum development units, etc.). Candidates are identified through the National Commissions for UNESCO, the Organisation’s Regional Offices and other specialised educational Institutes, as well as appropriate non-governmental organisations. Since its creation, some sixty educators have become laureates of the Medal or were granted an honourable mention.

5.2.2 Other Policy Dialogue programme activities

Until 2001, the ICE was the only activity in the policy dialogue programme. Since 2001, IBE has initiated a series of training programmes that aims to support Ministers of Education and their close collaborators in developing countries, especially in Africa, to deal with the increasing importance of dialogue in policy making.

Exhibit 16 Expected and reported results of the Policy Dialogue Programme

| Year | Expected results (C/5) | Reported results (Fact sheets) |
|------|---|--|
| 2004 | <ul style="list-style-type: none"> Policy dialogue on curricular issues improved. | <ul style="list-style-type: none"> Preparation and holding of the 47th session of the International Conference on education Inter-training in policy dialogue and other activities: training activity with RUIG partners, Geneva, 31 participants; a case study on Senegal; a prospect publication on the theme; and a scientific seminar organised in Geneva. |
| 2003 | <ul style="list-style-type: none"> At least six modules for training curriculum development specialists on cross-cutting competencies drafted tested and made available. New modalities for dialogue on priority educational policy matters defined, and methodological recommendations to diversify the policy dialogue on selected issues and for specific groups of countries elaborated. | <ul style="list-style-type: none"> Training in policy dialogue: cross-cutting skills for partnership communication, negotiation and development. Inclusion of historical and comparative dimensions: three 8-day inter-training seminars in 13 African countries; 13 case studies were carried out; a historical study on the GIAN project was undertaken; and a validation seminar was implemented with the GIAN team/ |
| 2002 | <ul style="list-style-type: none"> Methodological recommendations to diversify the policy dialogue on selected issues and for specific groups of countries elaborated. | <ul style="list-style-type: none"> Training in policy dialogue: cross-cutting skills for partnership communication, negotiation and development: technical meeting in Geneva, establishment of coordination with partner agencies, and analytical framework. |
| 2001 | <ul style="list-style-type: none"> The forty-sixth session of ICE organised, including a new series of national reports on the development of education completed and made available to users on the occasion of ICE; | <ul style="list-style-type: none"> Creation of an Internet Forum for discussion in preparation for the ICE BRIDGE project: 100 examples of best practices, 7 videos, and a television programme connected with the theme of the ICE were produced Holding of the 46th ICE |
| 2000 | | <ul style="list-style-type: none"> Preparatory activities for 46th session of the ICE |

The demand came directly from policy makers during contacts with IBE staff as well as from the Proposals for Action of the 46th ICE that emphasised that “*training for policy dialogue is essential in order to achieve the major objective of improving the quality of education for all.*” Consequently, IBE was asked to engage in the “*training of educational decision-makers in policy dialogue so as to encourage the definition of*

common objectives, the search for consensus and the mobilization of partnerships.”⁴ A 2001 study from the UNESCO Dakar office also pointed at the lack of policy dialogue and civil society reform as one of the barrier hindering process of education reforms.

It was therefore decided to set up a training course for high-level education policy makers, including Ministers of Education, in order to help them cope with this new challenge. A group of countries in Africa where this need was especially pronounced was selected and contacted. IBE has carefully managed the list of trainees, suggesting that people from civil society such as union members also attend the sessions together with policy makers.

The training course was organised in collaboration with ADEA. The content of the sessions was designed by both partners, each of the parties being responsible for specific modules. IBE was in charge of the introductory module that deals with conceptual issues related to policy dialogue and also with the module presenting relevant curricular reform cases (Mauritius and Portugal). IBE also developed in cooperation with the Centre Européen de la Négociation Raisonnée based in Paris a module presenting the Harvard negotiation technique. ADEA designed the module on communication policy as well as the module of sectoral analysis as a policy dialogue tool (managed by an expert of IIEP). These activities have been financed by the French Ministry of Foreign Affairs. The cost of one session is about \$60,000, not including IBE staff cost.

So far, from 2002 to 2005, three training sessions for francophone countries were held in Dakar and Bamako and one for Lusophone countries was held in Luanda. Currently, ADEA and IBE are trying to strengthen the partnership that was, up until now, more a simple distribution of labour than a close collaboration. For instance, ADEA sent experts to the session organised by IBE, but no one from IBE could attend the session set up by ADEA because of a scheduling clash. Also, a closer examination shows that the content of the sessions held by IBE and ADEA were different, each of them using its own module. In order to develop cooperatively the toolkit that will be used during future standardised training sessions, an Ad Hoc Working Group on Policy Dialogue has been set up and held its first meeting in October in Paris. Seven African countries (Benin, Cameroon, Congo, Cape Verde, Niger, Mali and Senegal) sent representatives in order to review the key modules that will be integrated in the toolkit.

The priority for the future of this training programme is to standardise the modules so the course becomes, to some extent, transferable to local stakeholders and international experts. An option is also to associate this training course with a University Master’s course in the region. Although the target at present is Africa, in the long-term this training course will be extended to Asian countries according to IBE staff.

⁴ CONCLUSIONS AND PROPOSALS FOR ACTION ARISING FROM THE FORTY-SIXTH SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION (ICE), ED/BIE/CONFINTED 46/6. about the need to foster the involvement of a wide range of civil stakeholders in education policy dialogue in order to achieve EFA, see the Address by Mr Koïchiro Matsuura, Director-General of UNESCO at the opening of the special meeting on the involvement of civil society in promoting Education For All, ICE 46th session, 2001, Geneva.

5.3 Results achieved in the Capacity Building Programme

IBE works to strengthen the competencies for the management of curriculum development among decision makers, specialists, researchers and practitioners at international, regional and national levels. All activities are orientated towards capacity building and include:

- Organising training activities and providing technical advice to strengthen capacities in critical areas of curriculum design, planning and renewal
- Facilitating regional networking and exchange among experts from national curriculum departments
- Promoting action-research activities addressing curriculum development in post-conflict and transition countries
- Developing modules, training tools and resource materials in curriculum policy-making and development
- Working towards the constitution of a Global Curriculum Network representing a worldwide community of practitioners devoted to curriculum development.

Before 2002, this Programme was mainly dedicated to the organisation of training seminars and production of training resources. This mission has changed in 2002 with the creation of the Technical Assistance Programme offering similar services. From 2005 onward, all activities of the Capacity Building Programme will be organised within a Global Curriculum Network. This network has grown out of the lessons learned and the identified needs during the 20 exploratory seminars organised by IBE from 1999 to date. The project seeks to strengthen capacity for the management of curriculum change by capitalising on national reforms underway within the region. At an initial seminar (Bangkok, 12-16 December 2000), members of the network agreed on an analytical framework for the preparation of situation analyses that were discussed and finalised at a second seminar, (Vientiane, 9-13 September 2002). Within this project, IBE has collaborated with the UNESCO Asia Pacific Regional Bureau. The Bureau has received funds from the JFIT to produce training modules and a tool kit.

Exhibit 17 Expected and reported results of the capacity-building Programme, 2004-2001

| Year | Expected results (C/5) | Reported results (fact sheets) |
|-------------|--|--|
| 2004 | <ul style="list-style-type: none"> Capacities of institutions addressing curriculum development enhanced, with particular focus on post conflict and transition countries and less developed countries. | <ul style="list-style-type: none"> 2 regional second generation seminars in Asia Pacific (15 participants from 8 countries) and North Africa (50 participants from 3 countries); An expert review meeting on of Asia Pacific Curriculum Network (15 participants from 8 countries); Publication and dissemination of four Regional Networking seminar reports; Development and publication of framework for analysis of curriculum policy and comparative study of 7 case studies in conflict affected countries on the application of the framework; Organisation of a conference on Education, conflict and social cohesion; Pilot testing of 7 case studies integrated into training modules during a one-day course delivered at the University of Geneva. Pedagogical map developed for the electronic toolbox by the Asia Pacific curriculum network Enhancement of IBE toolbox with 6 complete modules and a wide range of case studies. Testing of a draft module on global trends in curriculum during an IBE training in Bosnia and Herzegovina RelatED Good Practices in conflict affected countries: RelatED databank was revised, enhanced and updated throughout the year with efforts to obtain data on project evaluation A global curriculum network / community of practice has been technically established and strategy has been developed for a network based on IBE project-related communities of practice. Two netfora discussions were organised on the themes of the 47th ICE. |
| 2003 | <ul style="list-style-type: none"> Eight or more thematic seminars and/or modular training courses for decision-makers and curriculum development specialists organised. Special activities, including study visits, will be organised for decision-makers and specialists involved in curriculum development at the request of Member States and the professional associations concerned. | <ul style="list-style-type: none"> Five regional seminars have been completed in Russia, South Caucasus, Southern Africa, Central America, and the Caribbean Stocktaking reviews were completed for the Caribbean project: "Citizenship Education in the Caribbean: between Policy and Practice" with Spanish version translated and published 21 countries invited to participate to regional workshop (Caribbean) and teacher education curriculum framework was prepared for distribution. Network of teacher educators for citizenship in the Caribbean was developed Design of training tools, modules on curriculum development, modules on cross-cutting competencies were adapted from IIEP Buenos Aires, and production of global trends analyses Primary curriculum resources for training were developed: Curriculum policy documents, national curriculum frameworks/guidelines, timetables Case studies: Educational policy dialogue (7; mainly West Africa), curriculum policy change in conflict-affected societies (7; international), analyses of curriculum reform (10 East & SE Asia) |

| Year | Expected results (C/5) | Reported results (fact sheets) |
|------|--|---|
| 2002 | | <ul style="list-style-type: none"> • Capacity building in curriculum development for a total of 79 participants from 11 South-East European countries • In the framework of the Caribbean: Citizenship Education in the Caribbean Project, a list server has been created for exchanging information among the informal network of curriculum specialists formed out of the seminar in Havana (2001) • Latin America and the Caribbean /Andes: Training-technical assistance in modernizing new curricula and in coherence between basic education curricula and teacher training including a seminar organised in Lima, Peru, 50 participants • Latin America and the Caribbean /Brazil: « II International Telecongress on Youth and Adult Education »: 15,000 Brazilian participants at the international Telecongress in 200 focal points in Brazil • 100 members of the NGOs participating in Geneva (40 countries) at the Summer University on Human Rights and Right to Education. • 2 Videos for training in curriculum development and other fields (a Comenius Medal Project and an AIDS Project) • Asia/India: Networking and Curriculum Development for working children of Uttar Pradesh and Ferozabad: technical advise and design of material for teacher training • East & South East Asia: Curriculum Innovation in Basic Education (Core activity: seminar organised in Vientiane, Lao P.D.R.) |
| 2001 | <ul style="list-style-type: none"> • Renewal of curricula promoted in particular through the organisation of two regional workshops on curriculum development for educational policy-makers and curriculum specialists in Africa and the Latin America and Caribbean regions; and the launch of two regional/subregional cooperative networks on the management of curriculum change in Asia and the Mediterranean regions; • A platform of electronic sources of educational information constructed and made gradually operational (e.g. dissemination of education information concerning HIV/AIDS) | <ul style="list-style-type: none"> • Studies on curriculum reform processes in East and South-East Asia were carried out • Publication of the report on the Libreville seminar (2000) • Seminar held in Havana, 26 curriculum specialists and primary school principals from 20 Caribbean States and Associate States attended, as well as 6 international experts • Networking activities focused on follow-up of the Havana seminar. • Follow-up on the meeting held in Maldonado (Uruguay, 2000) during a meeting organised in Chile: IBE contributed to the organisation of two workshops during this meeting • Publication of the report from the Madrid meeting with the support of the Spanish authorities • Regional Seminar on Management of Curriculum Adaptation for curriculum specialists from 6 Gulf Region countries organised in Oman: 5 countries out of 6 each sent 2 specialists • Report in English on the management of curriculum change and adaptation in the Gulf Region prepared and distributed at the 46th ICE • Development of curricula on HIV/AIDS prevention: preparatory activities and meeting for the establishment of establishment of a clearinghouse, a questionnaire was sent out to 470 institutions to determine information needs in the field of HIV/AIDS education and available materials • An international seminar was organised in Kosovo as a follow-up activity to the training workshop held in Geneva in December 2000 (70 participants) • Four issues of the Educational practices series were translated into Albanian, Serbo-Croat and Turkish • Operational projects: study visits in Portugal, Spain and France were organised for educational leaders of the province of San Luis (Argentina). |

A technical workshop, in Manila in 2004 built on initial ideas developed at the round table organised within the framework of the Asia Pacific Educational Innovation and Development (APEID) Conference held in November 2003 in order to define the

structure and matrix of a resource pack to build national capacities in leading and facilitating change. The Curriculum Innovation in Basic Education project, a joint initiative by the UNESCO Asia and Pacific Bureau of Education in Bangkok and the International Bureau of Education (IBE) in Geneva, represented an initial response to reinforce the capacity of national curriculum developers to deal with the challenges of managing curriculum reform.

The initial phase of the Japanese-funded project (Phase I: 2000-2002) included regional networking and exchange in the form of two regional seminars (Bangkok 2000 and Vientiane 2002). Phase II (2004-2005) of the project, which is currently underway, aims to respond to these capacity building needs through the collaborative development of training resources decided upon at the roundtable session organised at the APEID conference (Shanghai, November 2003). The resources aim to respond to training needs of both senior curriculum experts in their capacity to formulate and advocate policy reform, and mid level curriculum managers and developers in their capacity to manage and implement such policy.

Exhibit 18 Definition of Capacity Building in Curriculum development

Capacity-building in Curriculum development is defined as follows in the “Resource pack for capacity building” jointly developed by IBE and the UNESCO Bangkok Office in 2004:

“Capacity for curriculum development may be defined as the material, human, and intellectual resources available for managing change in school curriculum. An approach that seeks to build or strengthen such capacity is a broader and more comprehensive one than more traditional approaches based on technical support.

What makes the term “capacity building” different from more conventional terms such as “professional development”, “training”, “technical assistance”, is the issue of empowerment. Unlike more prescriptive top-down approaches, capacity building seeks to empower partners to use research and to make informed decisions in leading and facilitating curriculum development and renewal through a range of activities related to information exchange, research, and training.

Capacity building may be defined as “the process of assisting an individual or group to identify and address issues and to gain the insights, knowledge and experience needed to solve problems and implement change.” Curriculum developers need to be empowered to access international curriculum development models, to analyze them, and to adapt and contextualize them to respond to their specific local needs. While capacity building activities are intended to empower curriculum experts with decision-making, management, and operational functions, the ultimate beneficiaries of capacity building for curriculum development are learners, their families, their communities, and wider society.”

Sources: IBE and Asia and Pacific Regional Bureau of Education (Bangkok), 2004, Leading and Facilitating Curriculum Change, A resource pack for capacity building

5.4 Results achieved in the Resource Bank and Observatory of Trends Programme

Through the Resource Bank and Observatory of Trends Programme, IBE aims at:

- Managing and increasing a collection of official and other curriculum- related documents, gathering and analysing training and resource materials
- Conducting analyses and evaluations of educational innovations and curriculum development processes
- Making available and disseminating these materials.

Exhibit 19 Expected and reported results of the Observatory of Trends Programme, 2004

| Year | Expected results | Achieved activities |
|------|--|--|
| 2004 | <ul style="list-style-type: none"> • Information on existing curricula, learning materials and trends for EFA updated and easily available. | <ul style="list-style-type: none"> • The fifth edition of the CD-ROM World Data on Education distributed and posted in the website • IBE website updated and creation of a special section devoted to the ICE • 122 of the 125 national reports received during the ICE posted on the website • Preparation of the CD-Rom of the 47th ICE has started as scheduled • A set of studies on textbooks and quality EFA • IBE coordinated the preparation of 3 studies as a contribution to the 2004/05 Global Monitoring Report. |

Exhibit 20 Expected and reported results of the Observatory of Trends Programme, 2002-2003

| Year | Expected results | Achieved activities |
|-------------|--|--|
| 2003 | <ul style="list-style-type: none"> • IBE's existing data banks updated and expanded; new databases created • At least six studies on the processes of curriculum reform, especially in basic education, undertaken • Internet site established for curriculum development specialists at all institutional levels, pertaining mainly to education for living together organised • Numerous periodicals and booklets published, including Prospects and INNOVATION, and the sixth edition of the UNESCO/IBE Education Thesaurus will be prepared. | <ul style="list-style-type: none"> • Production & dissemination of the Fifth edition of the CD-ROM World Data on Education (WDE) with 160 profiles of national education systems • Existing Country Dossiers updated and new dossiers to be established • RelatED—restructuring INNODATA and Good Practices databases • International meeting on curriculum-making processes and products, held in Geneva • IBE's contribution to the Global Monitoring Report 2003 has been delivered and comprised 4 gender related analysis and several case studies to be further disseminated through an issue of PROSPECTS • Contribution to the World Bank's study on instructional time at the basic education level in low-income countries • Two documents have been prepared within the framework of the Right to Education project. |
| 2002 | | <ul style="list-style-type: none"> • Information on curriculum-related information from about 135 countries updated exploiting data included in the 2001 series of National Reports prepared for the 46th ICE • The directory Web resources providing access to web sites of ministries of education worldwide was updated • Review of official curricular documents available at the IBE's Documentation Centre • Creation of 30 new country dossiers and updating of 74 existing files • Dissemination of the ninety-nine "National Reports on the Development of Education" presented at the 46th session of the International Conference on Education (Geneva, 5–8 September 2001) on the IBE's web page • 100 descriptions of good practices/innovations were held on the new RelatED database at the end of 2002 • Thirty- five new analytic descriptions of good practices, including twenty-one in RelatED available at the end of 2002 • A BRIDGE 2001 CD-ROM, containing the mini website of the 100 good practices collected for the 46th ICE, as well as the videos of the conference and extracts of the TV programme made during the ICE • Production of three audiovisual documents on good practices • A summary paper on the work on good practices since 2000, and production of a conceptual document on good practices in conflict-affected countries • An impact analysis, on public policies in education referring to twelve examples of good practices collected for BRIDGE/RelatED • INNODATA projects were updated • A new database structure of the INNODATA was prepared with inclusion of new projects • Many features of the BRIDGE mini Website were integrated into modified database structure using a new software • Conceptual framework for the Resource Bank/Observatory on curriculum and curriculum development • Lesson timetables of 130 countries and 50 individual entities in federal states gathered and in process of analysis • One document prepared as contribution to the 2002 EFA Monitoring Report. |

This programme is built upon the resources of the historical IBE, i.e. the documentation centre. However, like other IBE activities, this programme has been significantly reformed. Both the content of the resources and the way to make them available (Internet, databases) have changed.

Exhibit 21 Case Study on *the world data on education (WDE)*

Project/intended outcome:

In order to create a better environment for decision-making and applied research in the field of education, the IBE has a long tradition of producing and disseminating comparable information. This tradition has been reshaped according to the new IBE mission, making efforts to maintain and increase the accumulated experience. First published as a CD-ROM in 1996, the WDE database has continually been improved and expanded. The WDE aims to focus on basic descriptions of the main characteristics of the organisation and functioning of national education systems. Through the WDE, the IBE aims to support EFA strategy by providing a useful tool that gives access to high quality information on the profiles of education systems of countries throughout the world. The WDE is funded through IBE's regular budget; in 2001 it was funded through extra-budgetary resources from SIDA (Sweden).

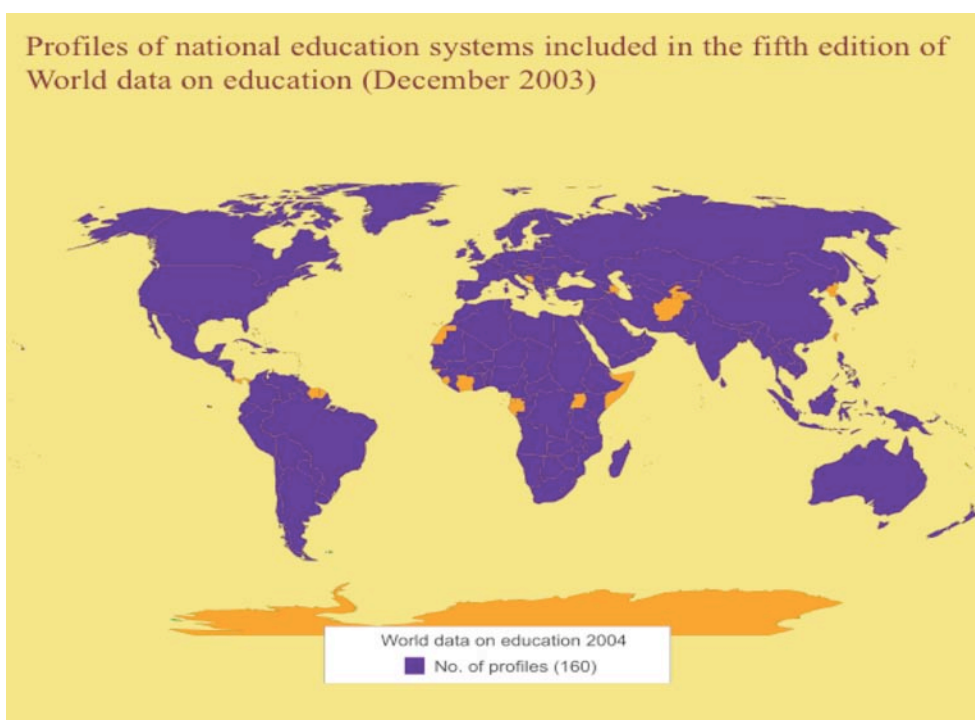
Activities:

Activities consist of gathering information for profiles of national education systems, producing new profiles, updating existing profiles and disseminating the profiles mainly through updating the Internet version of the database. The profiles of national education systems are prepared using the information included in the National Reports on the Development of Education. These National reports are prepared by the Member States at the request of IBE as an input to the International Conference on Education. In addition to these National Reports, the national profiles are supplemented with data from other sources. The information is collected in collaboration with UNESCO National Commissions and Ministries of Education.

Outcomes:

IBE is the only institution to provide accessible updated information on 160 profiles of education systems throughout the world. IBE receives many demands for the WDE CD-ROM, this source of information is highly appreciated, many interviewees referred to it. The WDE is used by various education specialists within UNESCO and by national decision-makers; it also contributes to provide information to the Global Monitoring Report. In 2002, an in-depth process of reshaping the profiles was started in order to take into consideration the needs of Global Monitoring Report and of the capacity building activities, providing a more focused contribution on circular issues. However some national governing bodies have suggested that in order to enhance the quality of these reports their preparation should be made on a more participative approach involving various national stakeholders: national authorities, parents associations, teacher unions, research Institutes, technical and financial partners etc. Another remark could be made concerning the language availability of the profiles either English, French or Spanish depending on the country, but no translations.

Exhibit 22 Geographical coverage of the profiles of national education systems included in the WDE (2004)



Source: IBE Mid-Term Strategy 2002-2007

5.5 Results achieved in the transversal programmes

5.5.1 The HIV/AIDS and Curriculum Programme

Regarding HIV/AIDS, UNESCO's key task is to engage in advocacy, share information about the epidemic, build capacity to reduce risk, and improve care and lessen the institutional impact of the epidemic through intensified preventive education⁵.

⁵ UNESCO's strategy for HIV/AIDS prevention education, 2004, IIEP Publications.

Exhibit 23 Expected and reported results of the HIV/AIDS Project

| Year | Expected result (fact sheets) | Reported results (fact sheets) |
|------|--|--|
| 2004 | <ul style="list-style-type: none"> The clearinghouse becoming a reference point; Good educational practices for HIV/AIDS prevention identified and shared An interactive Network Capacities for curriculum specialists strengthened. | <ul style="list-style-type: none"> Clearing house on Education and HIV/AIDS and capacity building for the development of a curriculum for HIV/AIDS prevention: 1000 requests for information received, distribution of 5000 copies of the CD-ROM, 3500 of the updated version, 175 good practices and analysis added to the databank, over 100 curriculum experts trained during 5 regional and international seminars, criteria for appraisal of HIV-AIDS curriculum material, comparative assessment of HIV-AIDS responses in 35 countries, preparatory discussion seminar with official representatives of 45 countries, summary document of these discussions distributed to the participants of the 47th ICE. |
| 2003 | <ul style="list-style-type: none"> An easy to use internet web site, regularly updated providing access to the databank A databank on HIV/AIDS curricula, regularly expanded Standardized assessment criteria for curricula Capacity-building in developing HIV/AIDS curricula Cases of best-practices. | <ul style="list-style-type: none"> “Clearing House” activities on education and HIV/AIDS: collection and integration in the database of 300 documents on HIV/AIDS and curricula, creation of an internet site providing access to the databank and other resources, publication of a CD-ROM (assessment tool for curricula), Network of international experts, participation and presentation of the clearing house at various international conferences, presentation of symposium project with UNECO Bangkok for the International AIDS conference in Bangkok. |
| 2002 | <ul style="list-style-type: none"> Clearing house established on curriculum material for education relating to HIV/AIDS strategies for dissemination in place Website set up Outline of capacity building activities developed Outline of policy dialogue developed Literature review completed. | <ul style="list-style-type: none"> “Clearinghouse” on HIV/AIDS Education: creation of databanks notably bibliographic and images bank, collection of 100 curriculum related documents, development of a web site, 4 publications on HIV/AIDS education, databank of institutions working in the field of HIV/AIDS education, participation to the international AIDS conference in Barcelona and at a national AIDS seminar in Nigeria, participation and contribution to meetings of the Inter-Agency task team, the world bank collaborative efforts and the UNESCO programme for HIV/AIDS prevention. |

Exhibit 24 Case Study on Clearinghouse activities for HIV-AIDS and Preventive Education

Project/intended outcome:

IBE officially started its HIV/AIDS cross-cutting project in 2002 as part of the UNESCO/UNAIDS response to the pandemic following the Dakar Forum on Education For All in 2000. It aims to contribute to the development and expansion of relevant and sustainable curriculum responses for HIV&AIDS education locally and globally, to help students to protect themselves from HIV/AIDS. The IBE HIV & AIDS clearinghouse is directed primarily at professionals working in the area of curriculum development, implementation and evaluation for the prevention of HIV & AIDS at national, regional and international levels. Other education specialists, especially teachers and researchers, will however also find information relevant to their practice. The project is mainly funded through UN/AIDS funds to UNESCO.

Activities:

The project consists in (1) collecting, assessing and actively disseminating curriculum materials and approaches for HIV/AIDS prevention at primary and secondary levels of schooling; (2) assisting in the identification and promotion of good practices; and (3) contributing to capacity building for HIV/AIDS curriculum development. Thus IBE HIV & AIDS clearinghouse works on three main levels: (1) the HIV & AIDS curriculum manual link; (2) the capacity building workshops and seminars link; and (3) the global curriculum bank for HIV & AIDS preventive education link.

Outcomes:

The programme has successfully attained its objectives, in 2004 over 1000 requests for information have been received, 8500 copies of the CD-ROM featuring the clearinghouse have been distributed, a website offering access to the databank and various materials, tools, and good practices. In 2003-2004 over 100 curriculum specialists have been trained in 17 Sub-Saharan countries. Several meetings, conferences and networks contributed to strengthen policy dialogue between all stakeholders involved in the curriculum response to HIV/AIDS. Resource packs are under development to enable policy makers to assess what is done and establish action to take. This project is exemplary in terms of cooperation with other UNESCO entities (Division for the promotion of quality education, IIEP, Field offices in Bangkok, Harare, Maputo, Brasilia, Yaoundé, and Windhoek), efforts were made to collaborate from the very beginning of the project in order to build on what exists and avoid duplications. For example IBE noticed that other UNESCO entities had a HIV/AIDS clearinghouse, although none covered curricula development and HIV/AIDS, IBE made efforts to convince other stakeholders to create a common web portal to access all of UNESCO's clearinghouses and insure coherence. The initiative was welcomed by IIEP, BREDA Dakar, UNESCO Harare, and UNESCO Bangkok. Concerning this programme, IBE was described as very professional but sometimes long in delivering outputs, some partners have the vision of a small and understaffed Institute with a huge mission in the field of curricula and HIV/AIDS.

5.5.2 The Poverty Alleviation and Curriculum Project

This project was created in 2004, in response to the request of 9 African countries, looking to benefit from the International Bureau of Education's support. The objective of the curriculum and poverty alleviation project is to promote capacity and transform official curriculum to better reach the objectives set by Education For All (EFA) and poverty alleviation.

The project, consisting of research, action and capacity-building, was planned for a period of 18 months (June 2004 until December 2005), and includes nine participating countries: Angola, Burkina Faso, Burundi, Congo-Brazzaville, Mali, Mauritius, Mozambique, Niger and Rwanda.

The project was funded by the Spanish Ministry of education and Science, the Swiss government (DDC) and the UNESCO programme of capacity building for *Education For All*.

The programme's expected outcomes have largely been achieved. The programme is an innovation in the field of curriculum; it has succeeded in proving the links between curriculum in basic education and poverty reduction.

Exhibit 25 Expected and reported results of the Poverty Alleviation Project

| Year | Expected results (fact sheets) | Reported results (fact sheets) |
|-------------|--|---|
| 2004 | <ul style="list-style-type: none"> Capacity of national curriculum analysis and development teams strengthened in 6 to 9 African countries Curriculum trends for poverty alleviation identified and interpreted Curriculum development tools available. | <ul style="list-style-type: none"> Curriculum innovations of EFA in sub-Saharan Africa: identification of relevant African and international experts, agreements with ministries of education in 9 countries, first regional training seminar, analysis of methodology for country teams, national reports on curriculum trend analysis per country. |

The analysis of current curriculum in basic education of these nine countries was performed during a process of "research-action-training ". The analysis confirmed on one hand the inadequacy of curricula in basic education and the fight against poverty; and on the other hand, it highlighted promising innovations. Besides, criteria to evaluate the relevance of curricula in the fight against poverty were elaborated during this process of analysis. It also appeared clear during this project that the fight against poverty constitutes a central problem for EFA national policies.

A question remains today: how could the value of the results obtained be enhanced? And how could the identified innovations benefit all and contribute to fight against poverty and improve education for all?

For these reasons, Evaluators are convinced that a second phase, in 2006-2007 is necessary to capitalize and increase the project's results.

5.5.3 The Technical Assistance Programme

At the request of Member States, the Technical Assistance Programme provides advisory services on:

- The evaluation of existing curricula and curriculum processes
- Undertaking curriculum reforms
- Designing curricula and related teaching materials.

This programme is the most operational of all IBE activities. Over the years 2000-2005, such technical assistance to curriculum development have taken place in Peru,

Bolivia, Uruguay, Argentina, Kosovo, Afghanistan, India and, within the framework of a large cooperative project financed by ABEGS, in Bahrain, Kuwait, Oman, Qatar, Saudi Arabia and the United Arab Emirates.

Exhibit 26 Expected and reported results of the Technical assistance Programme

| Year | Expected results (fact sheets) | Reported results (fact sheets) |
|------|---|--|
| 2004 | <ul style="list-style-type: none"> Up-to date information and international trends on time allocation at school,; 60 professionals with reinforced capacities in Bosnia & Herzegovina Analysis of Kuwait secondary education system To apply best practices from the UK and the US by examining how they could be translated to the Kuwaiti context Revision of Algeria's National curriculum Framework Training of core group of Algerian curriculum developers. | <ul style="list-style-type: none"> Curriculum Integration Project in the Arab Gulf Region (GASERC-ABEGS II project) : criteria for the restructuring of curriculum, training seminars, training tools, pedagogical instruments, review meetings Time allocation for schooling day and academic year (GASERC-ABEGS III) and minimum time required for school subjects (GASERC-ABEGS IV) : collection of up-to date information and international trends regarding time allocation, production of a manual/guidelines for time allocation Training of curriculum developers for primary and general secondary education in Bosnia and Herzegovina (BiH), Phase II : three project seminars held in Bosnia & Herzegovina with 60 certified participants and production of a seminar report and a handbook for curriculum developers in local languages Kuwait secondary education project : Workshop with 70 education specialists, practical recommendations to national authorities Technical support for educational reform in Algeria (PARE) : consultation seminar on textbook development policies (Algiers), regional Maghreb seminar on competency based approaches, training of 90 curriculum developers and training of 30 textbooks evaluators. |
| 2003 | <ul style="list-style-type: none"> Several international trends dossiers in time allocation for the ABEGS project Capacity building for curriculum and textbooks developers in Afghanistan, finalised version of the new curriculum framework, appropriate model for syllabi development Glossary for relevant curriculum reform needs in Bosnia & Herzegovina. | <ul style="list-style-type: none"> IBE-ABEGS Collaboration on time related factors in schooling: 3 complete dossiers on time allocation, 2 electronic tools, one 5-day training seminar in Bahrain for 35 participants, CD with relevant material for the seminar, a yahoo-discussion group Capacity Building for curriculum and textbook developers in Afghanistan: new curriculum framework and guidelines for quality curriculum and textbook development, three 2/3-day workshops and one 2-week workshop in Kabul, several reports and monographs on curriculum development processes in Afghanistan Training of curriculum developers for primary and general secondary education in Bosnia and Herzegovina, 2003-2004: an explanatory workshop in Sarajevo, training of 18 education specialists during a seminar in Geneva and a training seminar in Banja –Luka (Bosnia), two training manuals and a report including findings and recommendations. |
| 2002 | <ul style="list-style-type: none"> To build local school based curriculum through networking among 30 schools of Campana, identification of evaluation indicators of quality education, training Two working papers and Dossiers on time allocation and learning requirements for the ABEGS project, a training workshop Improved technical knowledge of processes of curriculum renewal Afghanistan, draft national curriculum framework and draft action plan. | <ul style="list-style-type: none"> Réseau des écoles de Campana: School networking in Argentina, production of 6 collective curricular programs and 6 documents based on the local process from 2001-2003, comparative training activities with teachers and principals IBE-ABEGS collaboration project on time - related factors in schooling (not included in the 2002 programme approved by the IBE Council): identification of curriculum needs, seminar including a shared knowledge base in curriculum development among participants, curriculum framework and action plan Intensive training workshop for Afghan curriculum developers” (not included in the 2002 programme approved by the IBE Council): 2-week training seminar workshop, a study visit to Teheran, technical follow-up. |

The main tools used in this programme are training, seminars and meetings with expert consultants, analyses (for the review of existing materials and processes) and specific studies (for instance benchmark using the data of the Observatory of Trends), as well as international team visits.

Exhibit 27 Case study on an IBE technical assistance project: the Training of curriculum developers in Bosnia & Herzegovina

Project/intended outcome:

The project was launched in collaboration with the UNESCO Field Office in Sarajevo. The collaboration was initiated at the request of the Sarajevo Office. The project was linked to strategic orientations of curriculum development in BiH. The aim of the project was to enhance the professional capacities of curriculum developers from Bosnia and Herzegovina for primary and general secondary education to integrate modern approaches of curriculum development in terms of both curriculum processes and products through exploring international trends and good practices in modern curriculum development and discussing/analysing them against valuable education traditions and experiences in BiH. The project was mainly funded by the Japanese Fund in Trust, UNESCO support cost represent 13% of the project budget, besides, UNESCO field Office in Sarajevo supported several activities through its core budget.

Activities:

The project was designed with a view to meeting the training needs of both 'curriculum managers' and 'subject experts'. Accordingly, the project was carried out in two separate phases. The first phase in 2003 consisted of two workshops in BiH and a training seminar in Geneva. Phase II in 2004 scheduled three training seminars in BiH.

Outcomes:

Phase I performed a preparatory workshop which consisted of a training needs (self-) analysis, and considered the relevance of a number of modules and contents proposed for the programme; and a training workshop for 18 education specialists on issues of general curriculum development, management and evaluation. Additionally a case study on Switzerland has been presented including study visits, and two training manuals on curriculum terminology and curriculum processes have been developed. Phase II mainly for subject experts, consisted of three seminars (Mostar, Tuzla, Neum). During this phase, 60 participants were certified on proven professional skills as curriculum developers. The certification was based on the presentation of their individual projects, it could be considered as one of the most important immediate outcomes of the project. Moreover a handbook for curriculum developers and seminar reports were produced, translated into local languages (Bosnian, Serbian and Croat) and disseminated through the county. Five of the participants in the two phases of the project were invited to join the Coordination Group of the EU Education project, which started in 2004, with the aim to develop a modern model of a Curriculum Framework for Bosnia and Herzegovina and to produce a commonly accepted template of a modern syllabus. Several other participants in the two phases were invited to work as consultants for the EU Education project during different phases of the development of the new Curriculum Framework model. Participants and government officials have perceived the results of the overall project as responding to concrete needs of curriculum developers and policy makers in BiH. The participants of phase I have created an association of curriculum developers aiming at disseminating the results of the project. Further, IBE has been invited to join two other projects in BiH carried out by EU Education and the Finnish Government.

6 Quality of Coordination and Interaction

The purpose of this section is to assess the quality of coordination and interaction between UNESCO Headquarters, other Institutes, Field Offices, and IBE with regard to planning and implementation of programmes.

6.1 Coordination with Headquarters

Given the growing concern for the quality of education as one of the main drivers in curriculum development, PEQ appears to be the closest Headquarters division to IBE in terms of mission. Interviewees both at Headquarters and IBE confirmed this proximity. PEQ was, for instance, qualified as “programmatically linked” to IBE by different interviewees at the Headquarters. Cooperation with PEQ and EPS has been engaged in projects such as:

- The development of the framework of the Programme for the Reconstruction of Education Systems in Post-Conflict Countries
- Several recent HIV/AIDS related activities
- The study on state of the art of textbooks (“Research findings on textbooks and education for all”, in cooperation with and partly funded by PEQ.

IBE also cooperates with the Secondary Education division on several projects:

- The Interagency Consultative Group on Secondary education (this group was involved with IBE in the preparation of a workshop for the 47th session of the ICE)
- The Directory of Secondary Education reform (still at the inception stage, cooperation being discussed with IBE’s Observatory of Trends, as well as IIEP, UIS UNEVOC)
- IBE’s Poverty Alleviation programme.

Finally, IBE and the EFA Global Monitoring Team have initiated a very successful cooperation. IBE’s main interlocutor within the Global Monitoring Team has initially worked for IBE during six months, producing IBE’s contributions to the Global Monitoring Report on EFA. This experience was likely to facilitate further cooperation.

6.2 Coordination with Field Offices, Institutes and Centres

As shown in Appendix Q, very little cooperation with other UNESCO Institutes have developed. The only usual partner is IIEP, especially for activities related to HIV/AIDS. BREDA has also been involved in several seminars coordinated by IBE with African Ministers of Education in the frame of the Policy Dialogue training programme.

In the course of operational activities, IBE often cooperates with UNESCO Field offices. It is routine for IBE to inform and involve the Field Offices each time they carry out an activity in relevant countries (see Appendix Q). Some of the Member

States requests for support are transferred to IBE through field offices. However these relationships are usually one-off, short-term cooperations.

A longer-term relationship was engaged with the UNESCO Asia Pacific Regional Bureau of Education in Bangkok on the Curriculum Innovation in Basic Education. Project funded by the Japanese Funds in Trust. The UNESCO Asia Pacific Regional Bureau of Education in Bangkok and the IBE jointly initiated this project in 2002.

6.3 Coordination with Member States

The intergovernmental status of IBE gives the Institute's Director the access to Members States highest public authorities in Ministries of Education.

National Commissions are also very instrumental in setting up IBE's activities in a Member State.

6.4 Coordination and Interaction with Partner Organisations

IBE has engaged in Partnerships with:

- ADEA
- UNICEF
- The Training Institute of the World Bank
- The Institute of the Iberoamerican Bank
- The GTZ, SIDA/Sweden
- DDC/Switzerland
- The University of Geneva
- Universities of Berlin, San Andres, Bergamo, Bahrain.

7 Finance, Governance and Organisational Management

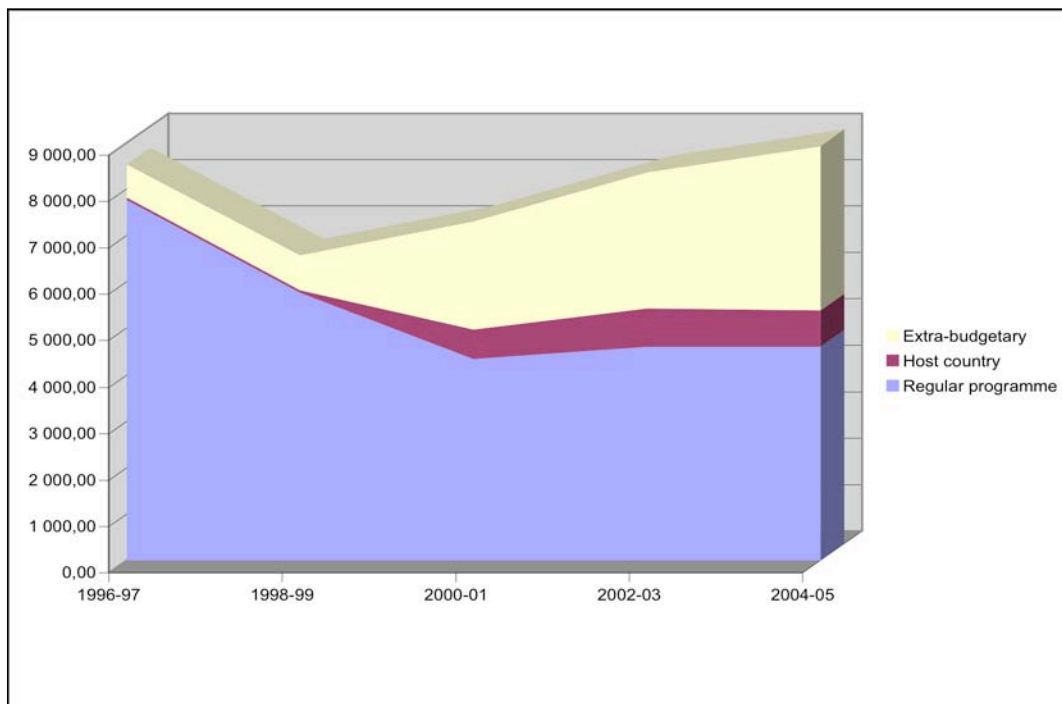
The objective of this section is to assess funding patterns, mechanisms and their risks for sustained institutional capacity, viability and sustainability, organisational structure, and quality of organisational management and programme implementation systems adopted by IBE.

7.1 Finance

7.1.1 Overall Funding Patterns

The long-term trend of revenues is characterized by a decline of UNESCO allocation in the second half of the nineties and a stabilisation of this allocation since 2000. As a result, in 2004-05, the level of UNESCO allocation is 40% lower than during the biennium 1996-97. Over these ten years, the decline has been more than offset by the funds raised by IBE from Switzerland Federal authorities and, especially, from extra-budgetary resources⁶.

Exhibit 28 Evolution of IBE's income per biennium, 1996-97 – 2004-05, in \$



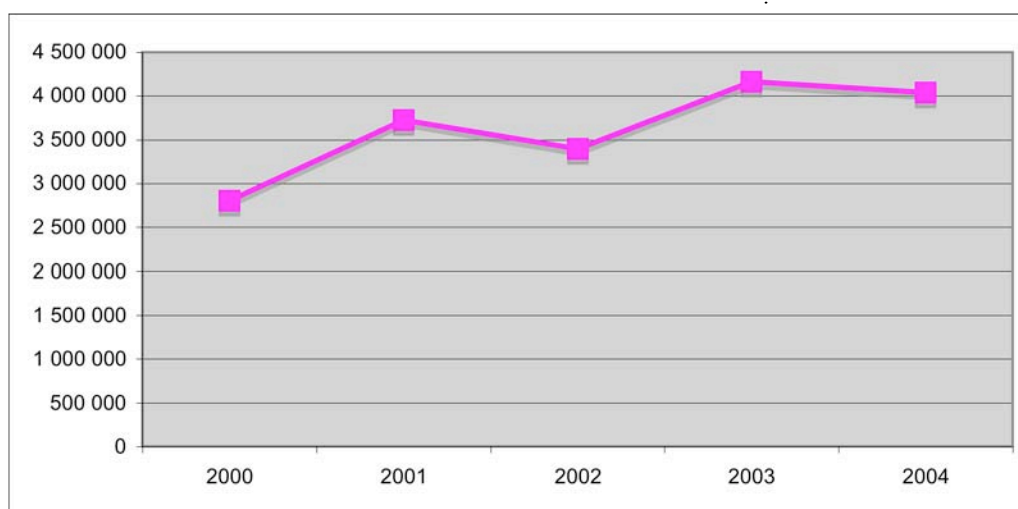
Source: IBE

As extra-budgetary resources are allocated per year – not by biennium – one has to consider the annual revenues in order to gain a better understanding of revenues

⁶ Hereafter, extra-budgetary resources include all resources from voluntary contributions and contracts, not including the voluntary contribution from Switzerland Federal authorities. According to this definition the Swedish contribution is considered as extra-budgetary financing.

evolution. Exhibit 29 shows the evolution of the annual budget from 2000 to 2004, rising from about \$2,8m to \$3.2m.

Exhibit 29 Evolution of IBE's income per year, 2000-2004⁷, in \$



Source: IBE

Exhibit 30 shows that the level of UNESCO financial allocation (regular budget only) remained almost unchanged over the period between \$2,15m and \$2,3m. The allocation from UNESCO is stable at \$2,3m since 2002. According to the amount of voluntary contributions and other resources, UNESCO's allocation accounts for 56% to 78% of total resources. Voluntary contributions mainly originate from Switzerland, through the Ministry of Education and Research (Office Fédéral de l'Education et de la Science, OFES) which share in total resources varies between 9% and 12% during the period. The Switzerland Voluntary Contribution has remained unchanged over the period. The Swiss OFES allocation was not dedicated for any specific programme until 2004. It is now earmarked to the Capacity-building programme. IBE has also been negotiating –so far unsuccessfully – a voluntary contribution with the Swiss Ministry of Foreign Affairs⁸.

Exhibit 30 IBE's financial resources by sources, 2000-2004, in \$

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|--|-----------|-----------|-----------|-----------|-----------|
| UNESCO Financial Allocation | 2 176 812 | 2 155 549 | 2 295 500 | 2 295 500 | 2 295 500 |
| Switzerland OFES Voluntary Contribution | 301 205 | 337 078 | 370 370 | 461 538 | 400 000 |
| Extra-budgetary resources | 323 177 | 1 228 218 | 730 327 | 1 405 961 | 1 347 064 |
| TOTAL RESOURCES | 2 801 194 | 3 720 845 | 3 396 197 | 4 162 999 | 4 042 564 |

Source: IBE

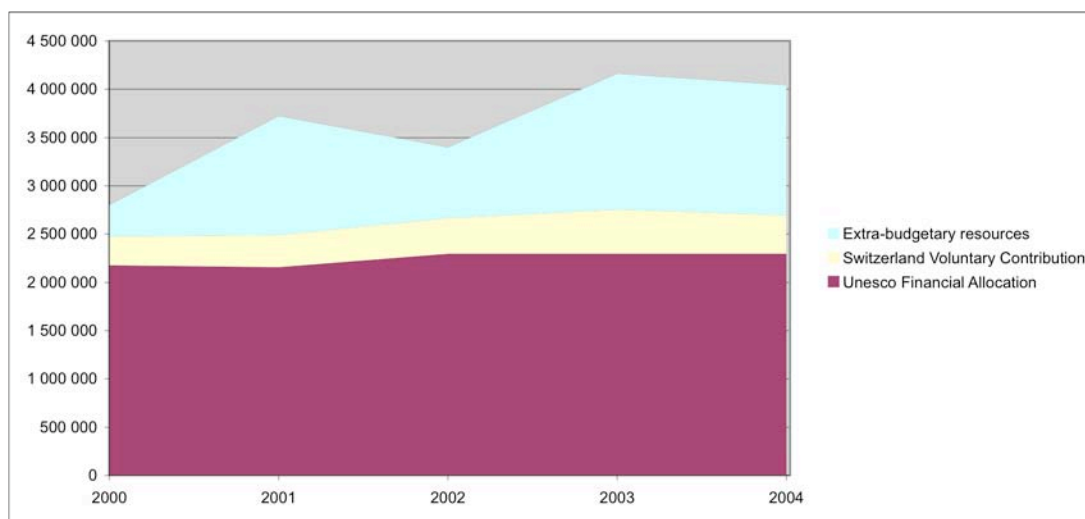
⁷ Evaluators decided not to publish the figures for the year 2005 as they were still provisional at the time of this evaluation. The figure for 2005 might vary since an important source of funding from Sweden (\$300,000) is still pending.

⁸ The Canton of Geneva and the Swiss Federal authorities have contributed, respectively for FCH4m and FCH2.5m, to the cost of the building where IBE is hosted. The yearly repayment of the 30 years loan awarded by the Canton of Geneva for the amount of its share, which amounted to FCH200,000, was paid with the UNESCO allocation. This amount has now diminished as the Canton of Geneva only asks for the repayment of the capital.

Note: Financial data for the year 2005 are provisional, as of September 2005 (see footnote 7)

As it appears in Exhibit 31 IBE's financial resources by sources, 2000-2004, in \$, extra-budgetary resources, this is to say other voluntary contributions, contracts and resources, account for most of the annual variation in revenues, according to the funds raised to support the ICE (in 2001 and 2004), and, to a lesser extent, according to the entry or exit of large donors.

Exhibit 31 IBE's financial resources by sources, 2000-2004, in \$



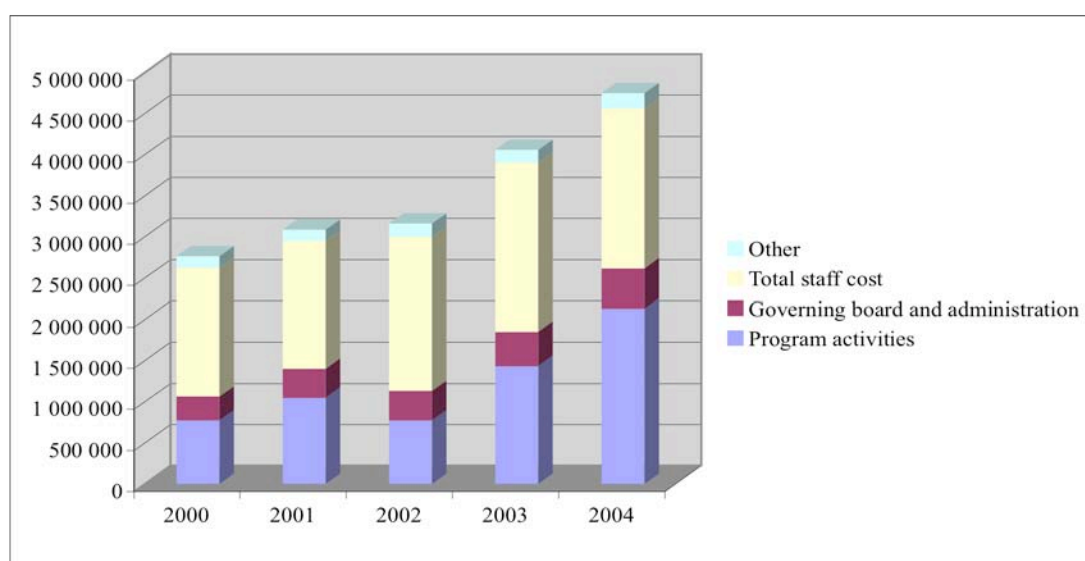
Source: IBE

Note: Financial data for the year 2005 are provisional, as of September 2005 (see footnote 7)

7.1.2 Overall Expenditures Patterns

The trend of total expenditures broadly follows that of revenues (see Exhibit 32).

Exhibit 32 IBE expenditures by type of expenses, 2000-2004, in \$



Source: IBE

Note: Financial data for the year 2005 are provisional, as of September 2005 (see footnote 7)

Programme activities appear in Exhibit 32 and Exhibit 33 as the variable that allows the adjustment of expenditures to revenues, since staff and administrative costs are rather inflexible. The share of programme activities expenses in 2000 and 2004 are respectively equal to 28% and 45% of total expenditures.

Exhibit 33 IBE expenditures by type of expenses, 2000-2004, in \$ and %

| In \$ | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|-------------|-------------|-------------|-------------|-------------|
| Programme activities | 769 146 | 1 046 352 | 768 252 | 1 433 612 | 2 128 051 |
| Governing board and administration | 293 477 | 355 730 | 361 639 | 416 813 | 486 274 |
| Total staff cost | 1 562 173 | 1 545 232 | 1 867 773 | 2 048 112 | 1 946 788 |
| Other (loan reimbursement etc.) | 137 950 | 137 950 | 160 644 | 158 000 | 183 000 |
| Total | 2 762 746 | 3 085 264 | 3 158 308 | 4 056 537 | 4 744 113 |

| In % | 2000 | 2001 | 2002 | 2003 | 2004 |
|---|-------------|-------------|-------------|-------------|-------------|
| Programme activities | 28 | 34 | 24 | 35 | 45 |
| Governing board and administration | 11 | 12 | 11 | 10 | 10 |
| Total staff cost | 57 | 50 | 59 | 50 | 41 |
| Other (loan reimbursement etc.) | 5 | 4 | 5 | 4 | 4 |
| Total | 100 | 100 | 100 | 100 | 100 |

Source: IBE

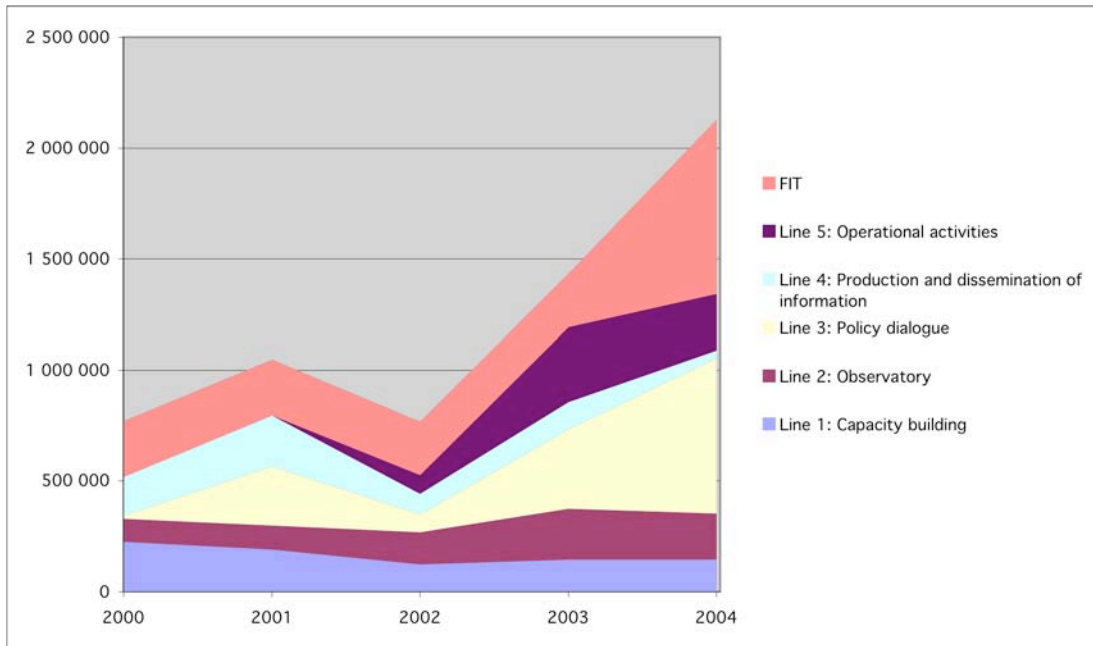
Total programme activity expenditures in 2004 are almost equally shared between staff costs and direct costs. However, strong differences arise at the level of each programme.

The allocation of resources among the various programme activities exhibits strong variations over the period 2000-2004 (Exhibit 34).

The principal trends are as follows:

- Operational activities have developed since 2002
- The Policy dialogue programme, which includes the costs of the ICE, depends on the organisation of this conference, as in 2001 and 2004, and on the operation of specific training programmes, as in 2003. The 47th ICE accounted for \$550 000 out of the \$700 000 devoted to the Policy dialogue programme in 2004
- Activities that aim at publishing and diffusing information have been dramatically reduced over the period
- The funds allocated to the Observatory as well as to capacity-building are stable.

Exhibit 34 IBE expenditures by programme activities (excluding staff), 2000-2004, in \$



Source: IBE

Exhibit 35 Total income and expenditures of IBE, 2000-2005 (\$)

| | 2000 | 2001 | 2002 | 2003 | 2004 |
|--|-------------|-------------|-------------|-------------|-------------|
| RESOURCES | | | | | |
| UNESCO Financial Allocation | 2 176 812 | 2 155 549 | 2 295 500 | 2 295 500 | 2 295 500 |
| Switzerland contribution | 301 205 | 337 078 | 370 370 | 461 538 | 400 000 |
| Other Voluntary Contributions | 59 012 | 543 044 | 328 133 | 336 696 | 576 870 |
| Other incomes | 9 927 | 55 507 | 115 422 | 62 775 | 110 820 |
| Contracts | 0 | 0 | 0 | 323 667 | 178 427 |
| Other resources | 254 238 | 629 667 | 286 772 | 682 823 | 480 947 |
| TOTAL RESOURCES | 2 801 194 | 3 720 845 | 3 396 197 | 4 162 999 | 4 042 564 |
| EXPENDITURES | | | | | |
| PROGRAMME ACTIVITIES | | | | | |
| Line 1: Capacity building | 225 718 | 189 802 | 124 553 | 145 562 | 144 801 |
| Line 2: Observatory | 104 096 | 110 356 | 145 309 | 228 577 | 209 374 |
| Line 3: Policy dialogue | 13 361 | 264 753 | 78 351 | 357 829 | 699 009 |
| Line 4: Production and dissemination of information | 175 971 | 231 441 | 94 934 | 123 531 | 35 571 |
| Line 5: Operational activities | | | 83 715 | 338 113 | 253 596 |
| TOTAL PROGRAMME ACTIVITIES | 519 146 | 796 352 | 526 862 | 1 193 612 | 1 342 351 |
| IBE COUNCIL, GENERAL ADMINISTRATION, INST DEV | | | | | |
| Line 6: IBE Council | 37 893 | 59 242 | 36 662 | 52 175 | 69 800 |
| Line 7: General administration | 255 584 | 296 488 | 293 953 | 322 019 | 291 368 |
| Line 8: Institutional development | | | 31 024 | 42 619 | 125 106 |
| TOTAL GOV. BOARD, GEN. ADMIN. & INST. DEV. | 293 477 | 355 730 | 361 639 | 416 813 | 486 274 |
| Total Extra Budgetary progRAMME | 387 950 | 387 950 | 402 034 | 398 000 | 968 700 |
| STAFF COST | 1 562 173 | 1 545 232 | 1 867 773 | 2 048 112 | 1 946 788 |
| TOTAL EXPENDITURES | 2 762 746 | 3 085 264 | 3 158 308 | 4 056 537 | 4 744 113 |

Source: IBE

7.1.3 Extra Budgetary Funding

The main source of extra budgetary resources is the Swedish Agency for International Development Cooperation (SIDA⁹). Other large donors are, in 2004, the UNICEF, the Government of Norway and a German foundation¹⁰. Funds originating from Switzerland also account for a large share of extra budgetary resources. They include funds from the Swiss Federal authorities¹¹, from the Canton of Geneva as well as from the International University network of Geneva GIAN¹². The contribution from the United Arab Emirates and Kuwait are also noticeable.

The aforementioned “ICE effect” on resources appears clearly in this detailed analysis of extra-budgetary resources. The total amount of other voluntary contributions, *i.e.* not including that of Switzerland, rose from \$336 696 in 2003 to \$576 870 in 2004, the year of the 47th session of the ICE in Geneva. The 46th and 47th ICE cost respectively \$586 036 in 2001 and \$550 000 in 2004¹³. It should be noticed that UNESCO headquarters contributed \$96 010 to the organisation of the 46th ICE in addition to their biannual allocation.

⁹ SIDA is a government agency under the Swedish Ministry for Foreign Affairs. It aims at improving the living condition of poor people.

¹⁰ GTZ: Deutsche Gesellschaft für Technische Zusammenarbeit

¹¹ DFAE: Département Fédéral des Affaires Etrangères

¹² RUIG: Réseau universitaire international de Genève

¹³ To which the cost of ICE follow up activities should be added the year after, for an amount of \$60 000 and \$90 000 in 2005.

Exhibit 36 IBE's extra budgetary resources by sources, 2003-2004, in \$

| | Main use | 2 003 | 2 004 |
|--|----------|---------|---------|
| Sweden (SIDA) | | 241 758 | 298 930 |
| UNICEF | ICE | 0 | 49 082 |
| Switzerland (DFAE) | ICE | 0 | 31 250 |
| Norway | ICE | 0 | 28 320 |
| Germany (GTZ) | | 16579 | 28 182 |
| Canton of Geneva | ICE | 0 | 27 344 |
| RUIG (Geneva) | | 45449 | 21 126 |
| United Arab Emirates | ICE | 0 | 19 879 |
| Argentina (Ministry of Culture and Education) | ICE | 0 | 16 358 |
| Kuwait | ICE | 0 | 15 114 |
| Spain | ICE | 0 | 11 859 |
| Internationale de l'Education / Education International | ICE | 0 | 9 968 |
| Ibero-American States Organization | ICE | 0 | 9 525 |
| Indiana University | | 9963 | 5 031 |
| UNAIDS | ICE | 0 | 4 902 |
| Raoul Wallenberg Institute | | 22947 | 0 |
| Total | | 336 696 | 576 870 |

Source: IBE

As for contracts, the main fund providers are the DDC/Switzerland, the Arab Bureau of Education for the Gulf States (ABEGS), the Swedish contribution for Right to Education and the UNICEF contribution for Afghanistan. These funds being related to projects, which are significantly downsized the years that IBE organises the ICE, they follow an opposite trend to ICE support funds. For instance, they have been reduced by almost a half between 2003 and 2004, from \$323,667 to \$178,427.

Exhibit 37 IBE contract resources by sources, 2003-2004, in \$

| | 2003 | 2004 |
|--|------------|------------|
| ABEGS | 136 213,34 | 52 766,13 |
| Inter-American Development Bank | 0,00 | 7 240,29 |
| Swedish contribution for Right to Education | 121 712,70 | 0,00 |
| Switzerland (Dep.Development & Intern. Cooperation) | 0,00 | 118 421,05 |
| Unicef contribution for Afghanistan | 65 741,07 | 0,00 |
| | 323 667 | 178 427 |

Source: IBE

In addition to contracts, other incomes mainly originate from recovery of staff costs, sales of publications and rental of office space and meeting rooms.

7.2 Quality of Financial and Organisational Management

7.2.1 Financial management and reporting to Headquarters

As FABS was implemented first at Headquarters, IBE has coordinated the development, in collaboration with IIEP and other UNESCO Institutes, a specific accounting and budget monitoring system (FABSI). The operation of this system was outsourced to a private company for an annual cost of FCH 40,000 per year. In 2004, it was decided to integrate Institutes into the FABS system. As of November 2005, this transfer, that has required the development of a specific module for Institutes in FABS, is not yet completed. Institutes and Headquarters have committed to complete the process by the beginning of 2006.

7.2.2 Staffing and Human Resource Management

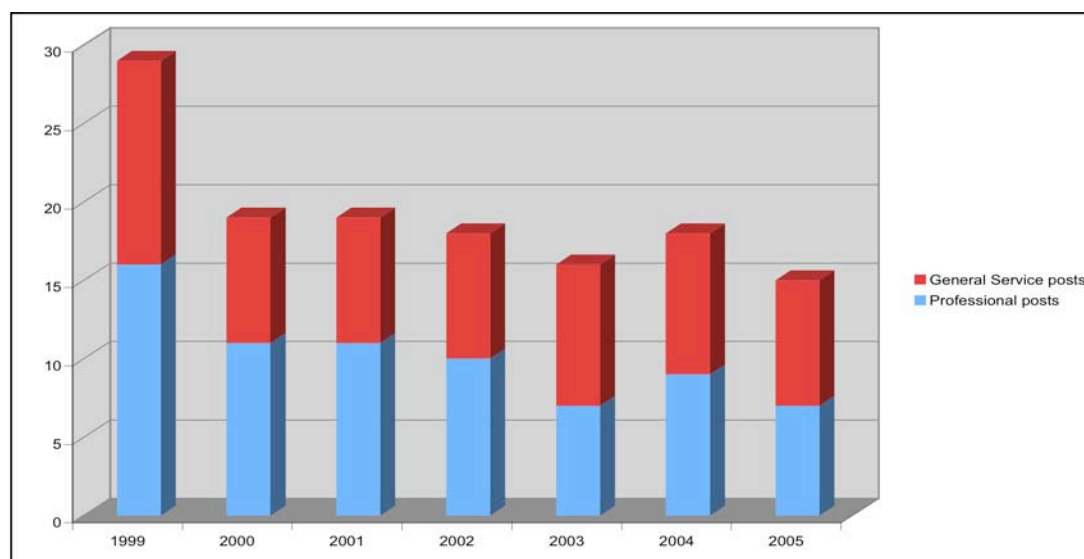
The number of UNESCO posts has been drastically reduced between the 1998/99 and 2000/01 biennium as a result of the decrease in UNESCO financial allocation for this latter biennium. IBE has currently, as of November 2005, 15 occupied UNESCO positions out of 21 (see Exhibit 38 and Exhibit 39).

Exhibit 38 Occupied and vacant positions, by type of personnel, 1999-2005

| | Occupied positions | | | Vacant positions | | | Total positions |
|-------------|--------------------|-----------------------|-------|--------------------|-----------------------|-------|-----------------|
| | Professional posts | General Service posts | Total | Professional posts | General Service posts | Total | |
| 1999 | 16 | 13 | 29 | 0 | 2 | 2 | 31 |
| 2000 | 11 | 8 | 19 | 0 | 2 | 2 | 21 |
| 2001 | 11 | 8 | 19 | 1 | 2 | 3 | 22 |
| 2002 | 10 | 8 | 18 | 1 | 2 | 3 | 21 |
| 2003 | 7 | 9 | 16 | 4 | 1 | 5 | 21 |
| 2004 | 9 | 9 | 18 | 1 | 2 | 3 | 21 |
| 2005 | 7 | 8 | 15 | 3 | 3 | 6 | 21 |

Source: IBE

Exhibit 39 Occupied positions, by type of personnel, 1999-2005



Source: IBE

IBE staff is characterised by a high rate of turnover during the period 2000-2005. It is remarkable that currently only 6 IBE staff members were present in the Institute in 2003.

In order to gain staff capacity beyond UNESCO positions, IBE hires young professionals for temporary positions such as research fellows under a specific status named BARD (Bourses d'Assistant de Recherche et Développement) and people during their civil service in Switzerland. In recent years, on average, about 17 young professionals come and go through IBE over the course of one year.

IBE currently does not benefit from detached personnel from the Swiss public authorities. Finally, IBE also hires consultants sometimes for a long period of time in order to offset the problem of specific vacant positions.

Exhibit 40 Staff turnover by type of personnel, 1999-2005

| | Number of staff leaving IBE | Number of staff entering IBE |
|-------------|-----------------------------|------------------------------|
| 2000 | 1D, 4P et 3 GS | |
| 2001 | 1P 1GS | 2P |
| 2002 | 2P | 1 P4 |
| 2003 | 3P | 1GS |
| 2004 | 1P 2G | 2GS, 3P |
| 2005 | 1D 3P 4GS | 3GS |

Source: IBE

Note: P = Professional posts GS = General Service posts

Exhibit 78 is a comparison of the number of UNESCO posts by Institute and shows significant variation. IITE, with only three posts, is the UNESCO Institute with the fewest UNESCO staff. IBE is the Institute that holds the third greatest number of UNESCO positions, after IIEP and UIS.

In parallel to the effort of reform of activities, IBE staff have benefited from various training sessions in management practices, in particular with Mannet, a Geneva based consultancy.

7.3 Governance

7.3.1 Strategic programming within IBE

Strategic programming of activities occurs at different levels according to different timeframes:

- Within the frame of the 2002-2007 mid-term strategy. This process of strategic programming is driven by the mission of IBE as a UNESCO Institute, based on the UNESCO C/4 document. Within this timeframe, UNESCO direction and programme coordinators generate different scenarios for the period, according to the levels of extra-budgetary resources they will be able to secure
- Annually for the allocation of resources among the various programmes. These negotiations between programme coordinators, based on the assessment of their respective financial needs, start in November so the programme and budget can be presented to the Council for approval in January. This programming exercise also includes a precise estimate of individual staff distribution by programmes. Once approved, the reallocation of staff and financial resources among programmes must remain within a limit of 20% of total resources.¹⁴

7.3.2 The IBE Council

The Council of IBE comprises 28 members representing 28 UNESCO Member States designated by the General Conference (see Appendix J).

According to the Article 5 of the Agreement between the UNESCO and the IBE signed on 25 and 29 November 1968, the Council's roles are as follows:

- To draw up, on the proposals of the Director of the Bureau, taking into account the lines of emphasis of the medium-term planning, the draft general programme and budget of the Bureau, for submission to the General Conference with the observations or recommendations of the Director-General and the Executive Board, and to take steps to ensure the consistency and complementarity of the activities foreseen in the draft general programme and budget of the Bureau with the other activities foreseen in the draft programme and budget of UNESCO
- To define in detail, within the framework of the programme and budget approved by the General Conference and taking available extra-budgetary resources into account, as appropriate, the activities to be undertaken by the Bureau. The Council shall supervise the implementation of the programme of activities of the Bureau and shall mobilize human and financial resources
- To approve the draft annual budget of the Bureau which is submitted to it by the Director

¹⁴ These documents are available online on the Council proceeding section of the IBE website.

- To verify budget execution and the audited accounts of the Bureau and the report of the External Auditor of UNESCO relating to the Bureau
- To make proposals for the preparation and organisation of sessions of the International Conference on Education
- To submit to the Director-General a list of at least three names with a view to the appointment of a director in accordance with the provisions of Article VI below
- To submit to the General Conference at each of its ordinary sessions a report on the activities of the Bureau.

8 Lessons Learned/Main Findings

This section takes up the elements of the analysis presented and puts them in perspective with regard to the standard evaluation criteria of relevance, effectiveness, efficiency, coherence and sustainability. It summarises the main observations, draws conclusions and provides recommendations.

8.1 Relevance

8.1.1 Thematic relevance

IBE's activities are fully aligned with the UNESCO Mid-term Strategy, the Millennium Development Goals as well as the EFA goals, while conserving the specificity among UNESCO institutions that legitimates its existence.

Evaluators can therefore only encourage IBE to go further along this road and Headquarters to rely upon IBE as the reference institution for curriculum development within UNESCO.

8.1.2 Geographic relevance

Given the limited size and the financial constraints of IBE, the distribution of IBE activities among countries is partly governed by the opportunities provided by extra-budgetary funds. It is therefore essential to carefully consider the trade-off between the volume of extra-budgetary resource raised and the relevance of IBE's activities in terms beneficiary countries.

In recent years, the Council has demonstrated a strong concern for this issue. In 2002 for instance the Members of the Council stressed *“the need to develop South/South co-operation and the necessity of avoiding a too great dispersal of activities. The IBE, in its fundamental programmes, fulfils several functions: expert advice, training, making contacts, distribution and, for certain members of the Steering Committee, the IBE should increase its impact in depth and its reference role.”* Similarly, in 2004, Council members expressed a *“certain reticence to see, in the event that activities are increasingly financed by extra-budgetary sources, a certain a tailored co-operation taking place that may erode a certain number of comparative advantages accruing from multilateralism.”* Indeed, the multiplication of national or regional technical assistance projects initiated at the request of countries or group of countries can be implemented at the expense of the coherence and relevance of the overall action of IBE. This statement is especially valid if the organisation has not yet completed core programmes that carry its mission and vision, which is to some extent the case of IBE. For example, the curriculum development project implemented in Arab States with ABEGS finance raises questions about their relevance in the frame of UNESCO priorities. Indeed the current UNESCO Medium-Term Strategy indicates the countries UNESCO institutions should concentrate upon, especially Africa, and the least developed countries (31 C/4, par 32). This priority is confirmed for the future in the

EFA Strategic Review (document 170 EX/8) and UNESCO's 2005-2015 Strategy for EFA (document 171 EX/8).

Beyond any concern for IBE's global mandate and for the quality of the work performed or the experience and knowledge acquired in the project's Arab Gulf Countries, Evaluators believe that given UNESCO's geographical priorities these countries are not among those where IBE's competencies have the greatest value added as a UNESCO Institute. Although IBE expressed a view that these projects were a great opportunity to raise funds and answer to existing needs, the evaluators would like to express their concern about the fact that from 2002 to 2004, five Technical Assistance projects out of eleven concerned the Arab Gulf Countries. None of them have benefited to the Sub Saharian region. Within the framework of its mandate, the programme should therefore concentrate its actions more on the needs of Africa and the least developed countries.

It is especially worrying that Sub-Saharan African countries not only are not among the main IBE beneficiaries but also do not benefit from the technical assistance programme. The activities carried out in the region were part of the Policy Dialogue, HIV/AIDS and Poverty Alleviation programmes. These activities, although extremely useful, remain located very upstream in the process of curriculum development. According to interviews carried out with IBE activities recipients in Sub-Saharan Africa, it appears that these countries would also need more operational intervention from IBE during the process of curriculum development. Hence the question arises regarding the reason of this absence which, although these reasons surely vary between countries, might be related to their ability to finance part of the cost of the intervention.

The evaluators believe there is a contradiction between the growing dependence of IBE on extra-budgetary funds and the UNESCO priorities in terms of countries to be supported, especially Sub-Saharan Africa countries. More precisely, the issue is not only related to the volume of UNESCO allocation but also to the structure of this allocation that cannot be used for operational activities. These countries which are considered a priority by UNESCO are also those that need support all along the process of curriculum development.

As a result, it becomes necessary for UNESCO as a whole to investigate various options in order to offset the biases that result from the increasing resort to extra-budgetary funds for technical assistance. A solution could be the set-up of a special type of financing mode to support operational activities in the poorest countries.

Recommendation 1 The link between the imperative to secure extra-budgetary funds and the relevance of IBE activities should be closely reviewed by UNESCO Headquarters and the General Conference in order to offset the biases that result from the increasing resort to extra-budgetary funds for technical assistance.

IBE Recommendation 2 IBE should reinforce the research foundations of its operational activities in order to establish a sound research base for each

programme. We recommend implementing this greater involvement in research through stable partnerships with scholars in the relevant fields.

☞ **IBE Recommendation 3** IBE should initiate a reorganisation of the structure of programmes, based on the homogeneity of the content of these programmes, not on institutional rationales, in order to make the activities of IBE more readable for external stakeholders.

☞ **IBE Recommendation 4** IBE communication policy, tools and materials (especially the website) should be adapted and reorganised according to the “service offer catalogue” of the Institute in order to more adequately reflect the role of IBE as a high-level, upstream, service provider to Member States or group of Member States.

☞ **IBE Recommendation 5** A clearer and more appropriate organisation of basic and transversal programmes should be set in order to allow greater capitalisation of knowledge resulting from field experience.

☞ **IBE Recommendation 6** IBE should increase and systematise its mid to long-term follow-up activities in order to gain a better understanding of impeding and facilitating factors of curriculum change and, as a result, improve its mode of support of this process.

☞ **IBE Recommendation 7** The IBE website should be better used, valorised and closely integrated within the programme activities of the Institute.

☞ **IBE, HQ Recommendation 8** Evaluators recommend that Headquarters provide stronger financial and administrative support to IBE for the organisation of future ICE session.

☞ **IBE Recommendation 9** IBE should aim at maximising cooperation with external partners in order to become a high level coordinator of the organisation of the ICE, especially for content-related matters, while minimising disruptions of other programme activities.

☞ **IBE Recommendation 10** IBE should set a clear external partnership strategy to lead the routinised operation of training sessions once the modules materials and content are completed and standardised.

☞ **IBE Recommendation 11** IBE should go further on the road of the formalisation of methods and materials supporting operational activities in order to (i) obtain scale economies in the service provided in different countries; (ii)

allow greater, more effective and accountable delegation of stabilised services to external accredited consultants and experts.

☞ **IBE Recommendation 12** IBE is encouraged to further develop new exploratory programmes that aim at developing curriculum as an instrument for fighting against persisting problems that affect the poorest countries.

☞ **IBE Recommendation 13** IBE should make greater effort to cooperate with external partners for deepening (research) and expanding (in time and space) its activities while focusing on its core “upstream” mission.

☞ **IBE, HQ Recommendation 14** The unique competencies of Institutes should be valorised through the training of Field Offices staff according to projects being implemented in their country or region.

☞ **IBE, HQ Recommendation 15** Evaluators recommend that Headquarters, in close collaboration with UNESCO Institutes, support the discussion and exploration of different formal options in order to strengthen the exchanges and cooperation between Institutes (mobility of staff, Council of Institutes’ Directors...)

☞ **IBE, HQ Recommendation 16** UNESCO should set and implement new mechanisms and procedures to maintain effective relationships between IBE, UNESCO Institutes, Field Offices and Headquarters.

☞ **HQ Recommendation 17** Headquarters should provide stronger financial and administrative support IBE for the edition and printing of Prospects.

☞ **HQ Recommendation 18** The biennial allocation from UNESCO should be raised at least to the level to allow IBE to fill all UNESCO positions without threatening the current level of basic programme activities.

8.2 Results achieved in programme activities

8.2.1 General overview of results achieved

As a result of the strategic shift IBE has implemented since 2000, its activities are now very operational and field-driven. Research activities in curriculum development at IBE are mainly limited to a few publications and, especially, to the preparation and discussion papers for the ICE conference.

Evaluators see several synergies that should be better valorised between research and operational activities of IBE: conceptual research increases the relevance of field activities, improves the valorisation and capitalisation of knowledge drawn from these activities and, more generally, increases the international reputation of IBE. In turn, this greater international recognition generates opportunities for new projects and allows IBE to attract the best experts and scholars to participate in these projects. This positive interaction between research and more operational activities was emphasised at the 46th Session ICE in 2001. One of the four recommended actions of this conference was on the implementation of “*research in the development of curricula, to ensure relevance at local, national and international levels*”¹⁵.”

However it is clear that IBE resources are limited and that the Institute has to establish clear priorities in the activities it performs. Hence, a partnership strategy with research institutions in the field appears as a solution that should receive greater attention. The partnership with the University of Geneva (through a framework contract with Geneva Canton SRED) could serve as a model for such agreement that extends beyond individual projects. This research partnership strategy could also greatly benefit from the Community of Practice currently being built under IBE leadership. The opportunity to launch a “*big curriculum event*” hosted by the IBE was also mentioned during the brainstorming exercise IBE organised with the consultancy Mannet in 2005. The proceedings of this event could become reference publications in the area of international curriculum development, gathering the best known experts and scholars in an IBE publication.

➔ IBERecommendation 2

One of the weaknesses of IBE lies in its structure of programmes that appears unclear and not coherent to external reviewers and potential partners, including UNESCO institutions. The current structure is the result of the Institute’s long history, financial and administrative constraints as well as the different origins and contexts of the projects these programmes host:

- The need to change the former activities in a context of staff resistance has initiated a radical reorganisation that might now be softened (downsizing of the publication/documentation department)
- The administrative constraints associated with several extra-budgetary resources have in some cases required somewhat artificial labelling and distinction of programmes/projects
- The structure also reflects the dual role of IBE as a UNESCO Institute. IBE has to satisfy Member States individual requests for support while still carrying a long term, global and coherent vision of Education development.
- Finally, IBE programme structure is also marked by the overall UNESCO programme structure and Mid-Term Strategy (HIV/AIDS and Poverty Alleviation as cross-cutting themes).

¹⁵ The three other recommended actions were: adapting curricula and updating contents; developing not only disciplinary but also interdisciplinary approaches and competences; supporting and nurturing innovation.

As a result, it is difficult for one who does not know about the specific history and context of IBE to understand exactly where IBE's activities start and finish in curricular development and what are the different paths IBE follows to achieve its mission. It is for instance difficult to justify – content-wise – why the policy dialogue training activities are not under the capacity-building programme. Similarly, technical assistance projects aims at building capacity in the countries that request support from IBE. At the level of projects within programmes, IBE activities become even more difficult to grasp and understand. From one year to another, some projects are reallocated between programmes (for example see the database RelatED that shifts from the Observatory of Trends to the Capacity Building). Based on in-depth interviews, evaluators have come to the conclusion that, although it does not affect the quality of the underlying activities being implemented, it poorly reflects the work achieved at IBE. This situation leads to misunderstanding and miscommunication between IBE and other stakeholders, for instance among Headquarters staff.

The next couple of years, 2006 and 2007, will provide opportunities to initiate changes in the programme structure. The appointment of the new Director will be the occasion of a major review of the coherence of existing programmes. This reorganisation could provide sound basis for the following mid-term strategy to be prepared.

➔ IBE Recommendation 3

IBE communication materials, documentation and, especially, the IBE web site, are not explicit regarding the role of IBE as a world-class service provider for Member States or group of Member States in the area of curriculum review, development and reform. There is a gap between the presentation of IBE's activities and the type of services the Institute can provide to the public authorities of Member States. According to evaluators, the communication policy of the Institute has not followed the same path as its activities. This policy is still dominated by the imperative of reporting to Headquarters and UNESCO Member States, to the detriment of marketing its competencies toward external stakeholders. The imperative to “sell” its services and attract the resources the Institute needs (new extra-budgetary sources, new partners, new “clients”) is overlooked in IBE communication policy.

IBE has achieved excellent results in implementing its national or regional activities while fulfilling its global mandate. The communication policy has, so far, not been adapted accordingly. IBE would greatly benefit for instance from a reorganisation of the website according to the type of services IBE provides. For each type of service, the web site could present achievements from past projects and related documents.

➔ IBE Recommendation 4

Evaluators have appreciated the concern of IBE staff for the capitalisation of knowledge drawn from field activities and for the exploitation of in-house capitalised knowledge in the course of new field activities. However, the way transversal and basic programmes are distinguished according to the current programme structure is not appropriate to maximise this interaction between running activities and capitalised

knowledge. Transversal activities should be activities that act as catalysers and receptacles for knowledge capitalisation. Besides experience directly embodied in staff, IBE's valuable field experiences are mainly exploited as data and documents collected as well as publications produced, both belonging to the Observatory of Trends Programme. Although interviews at IBE have demonstrated that, in fact, the Observatory is used both to receive and transfer knowledge to and from other programmes, this interaction is not translated accordingly in programme structure.

Networks of relevant partners are also an essential form of capitalised knowledge. Therefore, although the Community of Practice is currently at the inception stage, this project should also be considered as a transversal programme. These partners, individually or collectively on behalf of the community, will be mobilised during the course of IBE activities. In turn, IBE activities will permit to enlist new experts into the Community of Practice.

⇒ IBE Recommendation 5

Finally, Evaluators found little evidence of mid to long-term tracking of results and follow-up initiatives in beneficiary countries, beyond the satisfaction surveys that are distributed at the end of seminars or training courses. Although the evaluation activities have significantly improved in recent years (Appendix R), IBE has so far committed few resources to the appraisal of real effects and impacts in the countries in which it has intervened. This observation is supported by the results of the Partner survey. The item "Quality of follow-up interactions with IBE once the project was completed" received the lowest rating of all items proposed (Exhibit 71, Appendix G). Some follow-up is carried out through personal contacts, but are not systematised or institutionalised. Evaluators acknowledge the intangible and long-term nature of expected results from IBE activities, which was underlined during our focus group interview with the Administrative Group of IBE Council. However, it cannot be a reason for not trying to understand "what has happened/not happened following IBE's intervention". Although the links between IBE's activities and these later events in the target country will remain hypothetical, we believe the lessons learned in terms of impeding and facilitating factors of curriculum change, and associated feedbacks as to how better support this process, are worth the efforts. The most operational activities carried out in the Technical Assistance Programme should especially benefit from such follow up. Given the financial constraints, it would not be possible to carry out follow up activities for all IBE projects. However, IBE could allocate a limited budget for follow up activities in a small sample of projects (based on expected results and also on mission opportunities in the country in order to save on costs). This budget would finance a few seminars gathering the stakeholders that have benefited from IBE services in the past, for example, two years in order to discuss what has happened since IBE's activities in the country have been completed.

⇒ IBE Recommendation 6

8.2.2 Capacity Building Programme

The Programme aims to assist Member States in setting the necessary conditions for curriculum development to effectively take place. Apart from certain Technical

Assistance projects such as the activities in Afghanistan, IBE does not practically intervene in curriculum development. Its services are provided upstream in the process, through the delivery of knowledge on international best practices and past experiences of curriculum reforms, the transfer of conceptual and practical knowledge through training, as well as methodological tools and materials.

This approach is common to all IBE activities and is especially developed in the capacity-building programme. For instance, within the Curriculum Innovation in Basic Education Project carried out in Asia, the UNESCO Bangkok Office and IBE jointly designed a “Resource Pack for Capacity Building”. These materials are primarily intended for professionals performing functions related to leadership, management and operation in curriculum development. It aims at responding to the training needs of different target audiences in their capacity to formulate and advocate curriculum reforms and to manage and implement such reforms.

In the near future, the Community of Practice will become the principal activity within the Capacity Building Programme. As claimed earlier, this project has the potential to become a major resource for all other IBE programmes and projects. These contacts in the community will represent a critical resource for IBE to explore networks and build the needed long-term partnerships. Concentrating on the execution of its projects, IBE has not yet fully developed these opportunities for cooperation beyond a few partner institutions such as UN institutions or Geneva Universities. These partnerships should be used not only to exchange ideas among relevant experts but also more precisely to:

- Mobilise scientific experts in order to strengthen the research capacity of the Institute, while not diverting too much resources from operational activities. It is imperative that IBE’s operational technical assistance projects and training sessions rely on sound research. The COP will help IBE to conciliate operational and research activities in a context of limited resources
- Generate opportunities for new curriculum development projects, either in specific countries or regarding specific themes
- Coordinate expert teams to be used as multipliers of IBE’s activities, especially the implementation of completed training courses.

8.2.3 Observatory of Trends Programme

Evidence shows that one of the most valuable assets and added value delivered by IBE is the global, exhaustive and long-term series of data and information regarding curriculum development activities in UNESCO Member States. Most of these national information and data have no equivalent to our knowledge at least on this geographical and time scale. This type of information is highly needed during the process of curriculum reform as shown by the numerous requests addressed to IBE staff during field projects. The cases of curriculum reforms taught during training sessions and also disseminated through the IBE websites and publications provide essential positive and negative heuristics to countries initiating their own reform process. This was for instance the case of the seven Arab Gulf countries which requested a precise benchmark of the content of different national education programmes. The value added of these resources were also emphasised by Headquarters staff in charge of the UNESCO Global Monitoring Report.

For instance, the information on curricular timetables and instructional time for the period 2002-2004 included in the World Data CD-ROM released in 2002 and 2004 includes 160 profiles of national education systems. The country reports CD-ROM contain state of the art information on 81 countries curriculum activities for the period 1933-2001. The 99 and 124 national reports collected respectively at the 2001 and 2004 ICE are available online free of charge. The figures concerning the number of country reports downloaded from IBE website is another evidence of the need of information for benchmarking country curriculum activities and achievements.

Although IBE has made great efforts to rationalise, cut costs and ease the universal access to the valuable data, documents and publications it has collected or produced, the potential of electronic tools beyond the online provision of publications is overlooked. According to Evaluators, this is due to IBE insufficient awareness of the real potential of electronic tools when adequately associated to programme activities and lack of coordination between Headquarters and IBE concerning the set-up of the Portal in which IBE website should be integrated. However, electronic tools allow more dynamic and less costly interactions with partners for instance to perform online training and seminar preparation.

➤ IBE Recommendation 7

8.2.4 Policy Dialogue Programme

The fact that the ICE is a “UNESCO conference” and, as such, should benefit from a wider and more generous support from Headquarters, was an issue that emerged several times during interviews with IBE programme coordinators and IBE Interim Director.

On the other hand, several Headquarters interviewees expressed their concern regarding the costs and benefits of this conference. A few of them clearly expressed their doubts concerning the use and value added of this conference that, according to them, overlaps with the General Conference organised every two years. Some of them also claimed that Ministries of Education have other occasions to meet and exchange their respective vision and experiences of Education programmes with their international counterparts.

However, Evaluators are convinced that the ICE has very positive effects on the international visibility of IBE, and also on its ability to collect information through national reports. It is also a unique opportunity for UNESCO to promote relevant exchange and dialogue between high-level education policy makers at such a wide international scale.

The very positive results of the ICE attendees satisfaction survey that are implemented at the end of each session, although these are useful indicators for organisers, cannot be taken as a sufficient evidence of the relevance, effectiveness and efficiency of this conference. This positive indication has to be further backed by a proper review of the content and procedures of the conference. It appears through this review that there exists no other alternative of its kind. Such conferences exist at regional or sub-regional level but not at the worldwide level of ICE. This level is all the more necessary since many political analysts underline worrying trends toward

regionalisation in education as in many other policy areas. The only other occasion for Ministries of Education to gather at this international scale is the biennial UNESCO General Conference. However, the survey of the content of this conference shows that ICE is complementary – not substitutable – to the General Conference. They aim at different goals since the mission of ICE has shifted from international consensus-building and diplomacy to international high level policy dialogue and exchange. The ICE has been reformed and refocused in recent years by IBE in order to increase the value added and avoid overlapping.

It is clear that the organisation of the ICE represents an enormous task for such a small structure. However, there is no doubt for evaluators that this content-driven conference requires strong competencies and experiences in the area of education and, therefore, cannot be organised as a mere communication event. Only parts of the conference, such as certain workshops, can be to a certain extent outsourced to relevant associations of experts in the field (see Appendix U). Regarding the administrative tasks, it appears that the design of the content and the administrative organisation of the conference are difficult to disentangle. The interactions with high-level policy makers also make it impossible to be outsourced to another organisation outside UNESCO. The outsourcing of the administrative part appears in this context difficult to implement. In order to develop outsourcing of tasks related to the organisation of ICE, it is necessary to push further the formalisation of the procedures so as to better separate tasks related respectively to the content and the administration of the conference.

However, despite its limited staff resources, IBE have succeeded in maximizing the efficiency of the conference. Evaluators have checked that all measures for cutting costs were considered by IBE staff, if not implemented. Evidences of this concern are given first in the final cost of this conference, which, to the knowledge of the evaluators is reasonable for such a high level event. Comparison is of course difficult since, as mentioned before, there is no alternative. It is important to notice that the cost of the stay of the Ministers and their collaborators is fully supported by their respective international delegations located in Geneva. IBE should therefore further explore opportunities to cooperate with associations of experts in the field to organise specific workshops.

➡ IBE HQ Recommendation 8

➡ IBE Recommendation 9

The activity fully endorses IBE's plan to standardise the training sessions once the first test sessions are completed and to outsource part of the training operations to local and international experts. The final objective IBE should aim at is the design, test and adaptation of the content of training courses that respond precisely to the evolving needs of developing countries. IBE staff should concentrate its activities on the coordination of the experts training teams. It is also important to consider this option while designing the course and material to be used so it can be, at least for certain modules, implemented by trainers outside IBE. Since IBE is a small organisation with a unique and highly relevant mission, regional stakeholders and international experts could be involved more systematically in the implementation of

training sessions. The intervention of IBE should be as limited as possible at the routinised training implementation stage. For that purpose, IBE should set up long-term relationships with partners who are able to carry out the training sessions with the materials and guidelines provided by IBE. The Community of Practice that is currently being build could be the backbone of such a strategy.

➤ IBE Recommendation 10

8.2.5 Transversal Programmes

Evaluators assessed the high quality of the work done in the three transversal programmes, HIV/AIDS, Poverty Alleviation and Technical Assistance.

The endeavour and competencies of the staff hired in recent years by IBE to run these new operational activities is demonstrated by the documents reviewed and the interviews results. In particular, IBE has achieved recognised excellent results within the Technical Assistance programme: ABEGS rewarded IBE with a medal of excellence for the projects carried out in the Arab Gulf Region; and owing to the exemplary results in Bosnia and Herzegovina IBE has been invited to join two other projects in the country.

Evaluators especially appreciated the efforts made to increasingly formalise the activities of these transversal programmes while still taking into account the specificity of each country. These efforts have produced codified and integrated documents such as, in the HIV/AIDS programme, the “HIV and AIDS curriculum manual” that provides generic tools for the diagnostic of existing curriculum, the inclusion of HIV and AIDS education in existing official curricula as well as the programming of core HIV and AIDS education. This type of documents will be used extensively in future projects related to HIV/AIDS prevention through curriculum development. In the technical assistance programme, IBE staff has codified the key stage and methods of intervention and set minimal requirements (in terms of financing, organisation) at each stage so as to allow sound go/no go decisions to be made. A mid-term review with donors is already organised in order to control and adjust the service provided.

This formalisation and standardisation of the approach as well as the materials and tools will provide opportunities for the delegation of certain activities (especially training) to external consultants already involved in IBE activities. Evaluators have checked that these opportunities are seriously investigated by IBE staff. Although the Poverty Alleviation programme is still too exploratory at this stage to allow such formalisation, this programme should in the future follow the same path if it proves successful in the fight against poverty.

Finally, in the future, it is important that IBE generates and develops new programmes in order to explore areas, for instance the relationships between curriculum development and gender inequality, or between curriculum and peace promotion (in cooperation with UNICEF for instance, which already manages related activities), in line with EFA goals. We received confirmations that IBE staff are already preparing new projects such as curriculum and sustainable development (which could provide opportunities for cooperation with PEQ). These exploratory

programmes, which could be named as such in the IBE programme structure, should be used as “laboratories” to nurture new projects until feasibility and interest are demonstrated, and basic tools and materials developed. Once this exploratory stage is completed, these projects should be transferred to basic programmes to implement mainstream activities such as training and expert seminars in various countries.

➤ IBE Recommendation 11

IBE has developed specific programmes to investigate the complex relationships between curriculum development and critical economic, cultural and social problems especially pronounced in Sub-Saharan Africa such as the pandemic of HIV/AIDS and the persisting poverty. Within these innovative programmes, IBE develop new ways of fighting against these problems through the improvement of the quality of education. These programmes are real laboratories whose results could generate new preventive solutions instead of the palliative solutions that dominate current humanitarian activities.

➤ IBE Recommendation 12

8.3 Quality of Coordination and Interaction

8.3.1 Coordination with other stakeholders

During the hectic period of activity reform, human resource conflict and financial constraint IBE has faced, cooperation with other stakeholders in the realm of education could not be a high priority for IBE. Besides specific cases such as the cooperation with the Geneva University within the GIAN agreement, IBE has never been proactive enough in this matter.

Even effective relationships with partners were in fact a weak form of cooperation, closer to division of labour than to real cooperation. That was for instance the case of the partnership with ADEA for the policy dialogue training programme.

Cooperation with other partners will become increasingly important in coming years on both ends of IBE’s activities spectrum. Cooperation will be needed:

- To reinforce the research capacity of the Institute
- To delegate the stabilised and codified activities such as certain mature training courses.

➤ IBE Recommendation 13

8.3.2 Coordination with field offices

Field offices are very supportive, especially for technical assistance activities. The cooperation with the Field Office in charge of Iraq was said to be exemplary by IBE staff. They can intervene to inform IBE about potential opportunities and needs in certain countries. Thanks to their networks of local contacts, they can also be very

helpful preparing the IBE mission and, later on, attending the training courses, seminars or meetings.

However, there is no established policy on how to coordinate the activities of Institutes with Field Offices. As a result the involvement and cooperation of Field Offices greatly varies from one to another.

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| ➔ IBE, HQ | Recommendation 14 |
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8.3.3 Coordination with Member States

The easy access to Member States allowed by its intergovernmental status and its non-prescriptive philosophy of intervention makes the coordination with Member States a strength of IBE.

Potential improvements of this coordination ability rely upon the previously recommended reform of IBE's communication policy toward new beneficiaries.

8.3.4 Coordination with Institutes

Potential overlapping of IBE with other UNESCO Institutes is limited since its mission on curriculum development is very specific. Greater risks of overlapping exist in programmes that relate curriculum development to broader societal issues such as HIV/AIDS and poverty alleviation.

However, IBE addresses these issues through curriculum development, which makes its intervention unique. This is the case of HIV/AIDS, in which, for instance, IIEP is also deeply involved. IIEP and ADEA, which jointly organise seminars on the formulation and implementation of HIV/AIDS policies in the education sector, address issues such as the impact of HIV/AIDS on teachers and, more generally, the management of educational personnel under HIV/AIDS. IBE's activities in the area aim at improving HIV/AIDS prevention through their inclusion in curriculum. The issue of potential overlapping between the different HIV/AIDS clearinghouses were especially considered, following a request from UNAIDS. However, it was finally decided not to merge the various clearinghouses as it will cause coordination problems. The specificity of each clearinghouse is supposed to be sufficient to avoid costly duplications. A common entry to the five clearinghouses was set in order to ease their access and facilitate synergies from a user perspective.

Similarly, fighting poverty through education is in the mandate of all UNESCO institutions since it is one of main goal of the Dakar Framework. However, the specificity of IBE approach is unique and does not overlap with other stakeholders' activities.

However, beyond project cooperation, Institutes' value added could be improved thanks to better information regarding their respective activities. We therefore provide three possible options that aim at improving the relationships between Institutes:

- The first option relies upon the organisation of a structure gathering Directors from all Category I Education Institutes. This "Board of Institutes Directors"

would allow information exchange and discussion of cooperation opportunities. The meetings of this board should be light in terms of protocol, effective and based on content. Instead of having all Directors presenting their activities as it is done before their respective Executive Board or Council, the discussion should be structured along UNESCO priorities (HIV/AIDS, poverty, gender equality, etc...) in order to compare corresponding Institutes projects, track overlapping activities and find cooperation opportunities. Such board meetings, with the cooperation of Headquarters Director-level representatives, would also reinforce the coherence of Institutes activities with UNESCO

- The second option relies upon the organisation of a seminar during which a selection of projects in each Institute would be presented. This second option gives a greater role to the Institute's staff besides their Directors and would foster dissemination of best practices between staff Institutes. However, it is of course of a greater scale and will be more time and resource consuming
- The exchange of staff between Institutes can also be considered. These exchanges could be either temporary and linked to a specific cooperative project or could take place within the frame of a more consistent rotation policy between Institutes. Evaluators recommend that Headquarters foster greater integration of Institutes, as suggested by experiences from other international organisations managing Institutes. This is for instance the case of the Institutes of the Joint Research Centre within the European Commission.

➔ IBE, HQ Recommendation 15

8.3.5 Coordination with Headquarters

Given the growing concern for the quality of education as one of the main drivers in curriculum development, PEQ appears to be the closest Headquarters division to IBE in terms of mission. Interviewees both at Headquarters and IBE confirmed this proximity. PEQ was for instance qualified as “programmatically linked” to IBE by two different interviewees at Headquarters.

However, these potential synergies and cooperation opportunities are in fact poorly exploited. The reasons range from lack of time to personal problems. Therefore, the division of labour, more than the cooperation, governs the relationships between IBE and PEQ. If a request related to curriculum development is sent to Headquarters, PEQ is redirecting this demand to IBE, according to what was qualified as a “*gentlemen's agreement*” by an interviewee at IBE.

More generally, Evaluators came to the conclusion that successful cooperation between IBE and Headquarters often depends on individual persons. This is the case for the exemplary cooperation between IBE and Global Monitoring Team for the EFA Global Monitoring Report, as well as between IBE and the Secondary Technical and Vocational Education Division. No rule or institution governs their mutual relationships which, as a result, depend on the good will on both sides. It was for instance impossible to determine who was the IBE Focal Point at Headquarters, if there was one at all.

The recent document produced by the UNESCO Executive Board (171EX/18, released the 17 March 2005) set principles and guidelines in order “*to reinforce and strengthen the Institutes and centres support of member states, to avoid duplication of activities, to enhance coherence, quality and impact towards strategic objectives and to improve efficiency and effectiveness in policy formulation, programme development and delivery of UNESCO’s programme.*” These principles have raised high expectations among Institutes’ staff as demonstrated during interviews. Headquarters should be very attentive to the real implementation of the principles and guidelines set by the UNESCO Executive Board (*cf.* 171EX/18). Other mechanisms could be discussed with Institutes in order to support deeper integration of Institutes within UNESCO, greater valorisation of their competencies, while preserving their functional autonomy. For instance Mobility procedures of personnel between Headquarters and IBE could be initiated and promoted. The system of Focal Point should be assessed and, if proved relevant, applied also to IBE.

➡ IBE, HQ Recommendation 16

The issue of the financing of former Headquarters activities decentralised to IBE without the allocation of corresponding financing was debated during interviews at IBE. This is especially the case of the ICE and of Prospects. These issues have a very negative effect on the relationships between IBE and Headquarters. They also represent a significant and unfair additional cost and administrative burden for IBE. It is expected that the cooperation between IBE and Headquarters for the ICE will improve following the acknowledged success of the 46th and 47th sessions of the conference. However, regarding Prospects, both partners seem to be unable to find an effective and long-term solution.

➡ HQ Recommendation 17

8.4 Funding, Governance and Organisational Management

8.4.1 Finance

The survey of IBE resources and expenditures during the period 2000-2005 reflects the strategic choices the Institute has made and the problems it has experienced during this period. The most significant trends in expenditures are the increase in the share of funds dedicated to operational activities (technical assistance and policy dialogue training) and the repetitive shock of the ICE organisation.

With respect to resources, IBE has partially succeeded in raising extra-budgetary funds, which was one of the most critical challenges IBE – as all other UNESCO Institutes – had to cope with during the past five years. The comparison of the share of extra-budgetary resources between Institutes show that IBE is, with IIEP, one of the Institutes that has managed to operate this change in the origin of funds. Several IBE successes in competitive bidding processes are also evidence of the Institute’s ability to generate relevant project and attract finance. However, this achievement, which was acknowledged several times by the Council, also raised concerns among its members. The latter noted for instance in 2004 “*the excellent level of execution*

and the important mobilization of extra-budgetary resources, while expressing concern about the need to keep a balance between these resources and the contribution of UNESCO's regular budget'.

Indeed, it is clear that the two sources of funds, i.e. the UNESCO allocation and the extra-budgetary resources, are complementary rather than substitutable. The UNESCO allocation should be considered as an essential stepping-stone for Institutes to develop their core activities in the frame of UNESCO objectives and, on that basis, raise additional finance from relevant and coherent sources. It is difficult for evaluators to assess precisely what is the minimal level of UNESCO allocation needed by IBE. It is estimated at about \$5m per biennium by IBE. This amount should permit sufficient leverage effect for IBE to increase its level of activity while maintaining the level of quality in the work done and keeping in strict line with its mission.

Evaluators found evidence in IBE activities implemented in recent years that the current level of UNESCO allocation is below the minimal threshold that permits this stable source of financing to be used to seek adequate extra-budgetary finance. The quality of the work done is very dependent on the number of staff. In a context of administrative constraints that apply to personnel recruitment (short term ALD contract, consultant hiring, etc.), this number of staff available is directly linked to the UNESCO allocation that allow the funding of UNESCO position. However, one can only notice from Exhibit 41 that the current UNESCO allocation of \$ 4,591,000 per biennium does not allow IBE to fill the vacant UNESCO posts it was awarded while financing other costs to be covered by the UNESCO allocation (Council operating costs and institutional development). Consequently, a P3 and P2 posts are currently not filled. The reference to the lack of staff working in projects arose very often in interviews with IBE staff and IBE partners. The downsizing of the publication and documentation unit has been a strategic decision directly related to financial constraints in a structural activity that can hardly be funded with short to mid term finance. In the future, this decision might have negative effects on the quality of IBE's publications.

Exhibit 41 Simulation of the total IBE staff costs per biennium

| Date of creation of the post | Position | Standard costs as set by UNESCO in \$ |
|------------------------------|----------|---------------------------------------|
| 01/01/71 | P3 | 283 000 |
| 01/01/71 | P1P2 | 231 000 |
| 15/04/76 | P4 | 341 000 |
| 01/07/79 | P1P2 | 231 000 |
| 01/01/81 | P3 | 283 000 |
| 01/10/86 | P1P2 | 231 000 |
| 01/01/00 | D2 | 488 000 |
| 01/11/00 | P4 | 320 000 |
| 01/01/71 | G 04 | 138 000 |
| 01/01/71 | G 05 | 151 000 |
| 01/01/71 | G 06 | 165 000 |
| 01/01/71 | P1P2 | 231 000 |
| 01/01/71 | G 04 | 138 000 |
| 01/01/71 | G 04 | 138 000 |
| 01/01/71 | G 04 | 138 000 |
| 01/01/71 | G 03 | 126 000 |
| 01/02/94 | G 05 | 151 000 |
| 01/04/86 | G 06 | 165 000 |
| 01/02/97 | G 04 | 138 000 |
| 01/01/01 | P5 | 406 000 |
| Total | | 4 493 000 |

Source: IBE

➡ HQ Recommendation 18

8.4.2 Quality of organisational and financial management

Although investigations at project level would allow more precise evaluation, the survey of the numerous documents provided by IBE staff demonstrates sound project management. This statement is backed by the Partner survey results. The IBE staff management of projects received very positive ratings (Exhibit 71, Appendix G). Moreover, interviews have shown that the concern for cost saving is well diffused among staff. An additional indicator of IBE staff management ability lies in its responsiveness to all the requests for documents, information or interviews that were sent to them by Evaluators. All requests were satisfied in a relevant manner and in a very short period of time, sometimes by the end of the day. Evaluators have also appraised positively the efforts made by IBE toward the evaluation of all completed projects as demonstrated by the examples provided in Appendix R.

As for accounting and management systems, Evaluators noticed the problems IBE has experienced while using SISTER and the delay in integrating IBE, as all other Institutes, into FABS. Evaluators also acknowledge the financial and human efforts IBE, in collaboration with IIEP and a few other Institutes, have committed to the implementation of a specific management system while waiting for the integration of Institutes into FABS. The transfers into FABS, then from FABS into FABS have represented a heavy administrative burden. The transfer to FABS is eagerly awaited by IBE Direction and administration as it is expected to significantly ease the process of cost estimation, including staff costs, at project level and in real time.

IBE has started entering information into SISTER in collaboration with the SISTER team in UNESCO HQ. To date, the information posted is considerably incomplete. Evaluators have noticed that IBE has made significant efforts to report to the IBE council its achieved results under the form of “fact sheets” using the SISTER structure: background and description including specific objectives, expected results, performance indicators, obtained results, and budget. Regarding the existing connections between SISTER and FABS concerning the financial follow-up, once IBE is integrated into FABS it is important that the Institute continues its efforts to complete the information posted in SISTER.

IBE has realised that SISTER constitutes a teaching means towards a working logic governed by the concepts of result and co-operative strategies, to ensure rigorous programming and serious follow-up of all its actions. The next step will be to complete the information posted in SISTER in order to give more transparency to its activities and to make it possible for decisions to be taken at all levels on the basis of relevant information.

8.4.3 Staffing and HRM

IBE has experienced a high rate of turnover during the period 2000-2005. From all IBE staff members in 2003 only six are still part of IBE as of 2005. This change is due to the need of new competencies related to the IBE shift toward more operational activities and also to the financial constraints the Institute is facing. This situation triggered numerous collective and individual Human Resource Management cases, opposing the “historic staff” against the former Director who carried out the reform of IBE. These HRM cases required enormous energy, time and finance from the Director. Headquarters HR department financial and managerial support was highly appreciated by IBE.

The last HRM case was completed in June 2005. At the time of the evaluation, the new Director has not been appointed yet, and the Institute is still facing lack of personnel for financial reasons. In this difficult context, IBE has tried to offset the lack of staff by increasing efforts and exploring all solutions to find additional work capacities. The Council in 2004 « *expressed its concern about the lack of human resources, which continues to contribute to a certain weakness in the institution* » and the Administrative Group acknowledged it was “*impressed as to how the human resources of IBE were used, drawing however attention to the paucity of those human resources*”. More generally, the competencies of IBE’s staff is greatly acknowledged by respondents to the Partner survey: the level of competence of IBE staff is rated as high by over 70% of respondents, well above all other proposed items (Exhibit 71, Appendix G). It is also ex-ante one of the main motivation for cooperating with IBE, (Exhibit 69, Appendix G).

IBE demonstrated its ability to generate and explore options as to how to cope with structural understaffing: research fellows, civil services, accredited consultants, temporary UNESCO staff etc. However, these personnel solutions could not fully replace lacking permanent personnel:

- As claimed by IBE Direction, this search for new staffing solutions and the related negotiations are very time-consuming and it diverts key IBE personnel from programme activity. Programme managers focused on “institutional

reinforcement” in order to be able to finance programme activities, instead of devoting most of their time to coordinating and implementing programme activities

- Temporary positions affect the capacity to accumulate experience and capitalize knowledge since most knowledge drawn from activities are embedded in staff besides data and publications
- IBE is constrained in its ability to resort to temporary positions such as ALD, but also consultants. This was for instance the case of the consultants hired to manage the Community of Practice within the Capacity-Building programme. UNESCO administrative constraints regarding the maximum length of a consultant’s contract applied to the consultant at the crucial moment of the launching of this new activity. The consultant had to leave IBE for several months before his contract could be renewed according to UNESCO procedures. This person is now a candidate for the coordinator position of this programme.

IBE has made strong efforts in recent years to change collective as well as individual working and management methods. These efforts have received support from Headquarters which financed the services of a Geneva consultancy. Evaluators can only acknowledge the progress accomplished and recommend continuing such initiatives. Especially, given the very positive opinion of all participants regarding the 2 days brainstorming seminar organised in April 2005, Evaluators suggest that such an event should be organised once a biennium. This is all the more important since opportunities for gathering all staff are increasingly scarce in a context of tight schedule.

8.4.4 Governance

Evaluators have checked that precise strategic programming is carried out each year so as to be presented before the Council. Mid to long term strategic planning is also carried out, generating various scenarios according to the availability of extra-budgetary resources.

The Council has had a leading role in IBE’s effort to improve its reporting to the Council and General Conference. An evaluation questionnaire on the Council’s functioning and working methods is sent to Council members at the end of each session. The results of these surveys exhibit increasing satisfaction from Council Members over years.

8.5 Overall Lessons and Conclusion

IBE intervenes in one of the core elements of educational system, the development of their curriculum. The relevance of their activities in the general context of education objectives as in the more specific context of goals set by UNESCO within the Dakar Framework, its mid-term strategy or its biennial programme, is very high.

The effectiveness and efficiency of IBE while carrying out this mission is more difficult to evaluate because of the very specific period in which this evaluation took place. This period is marked by:

- Financial restrictions as regards the UNESCO allocation, which has been cut by \$400,000 starting from the biennium 2000-2001
- The struggle against illness and the subsequent death of the Director of IBE who had exercised strong leadership at the Institute from June 2000 to June 2005.

This specific period requires from Evaluators that they sometimes resort to counterfactual thinking:

- What additional achievements have IBE been able to make if it had benefited from the minimal allocation it needs to at least fill all UNESCO staff positions?
- What additional achievements have IBE been able to make if the Director would have had the chance to live longer and harvest the results of IBE's efforts since 2000?

This situation does not weaken this evaluation but requires great caution from Evaluators in their analysis of IBE successes and missed opportunities. Overall, Evaluators may summarise the lessons learned by responding to the question asked by a UNESCO staff at headquarters: *“The evaluation should try to find out what is the justification of having an Education Institute apart from history. Can't the work be done by HQ?”*

Evaluators respond negatively to this question. The current justification of IBE as a UNESCO Institute, distinct from Headquarters as from any other stakeholder in the field of education, does no longer simply rely upon its prestigious past under the supervision of Jean Piaget but on what has been built since the end of the 1990s. On the contrary, the history of IBE had become more a burden than an asset in recent years when a radical change of activities content and source of financing was required. The process of breaking free from this heavy past while generating new activities and hiring relevant personnel for these activities has been a difficult and time-consuming process. This process is now almost fully completed. Some elements originating from the past or from the hectic years of restructuring are still to be changed or improved (in particular programme structures, ability and strategy to raise extra-budgetary funds, communication policy). IBE is on the verge of becoming one of the most essential institutions in the UNESCO decentralised network if it manages to successfully carry out the remaining changes and receives sufficient attention and resources from UNESCO Headquarters.

9 Recommendations

In this section, recommendations drawn from the lessons learned are summarised. The full version of the recommendations are presented in the Section 8. This summarised version of recommendations aims at facilitating their precise follow up by Headquarters.

9.1 Recommendations to IBE and Headquarters (HQ)

Recommendation 1 The link between the imperative to secure extra-budgetary funds and the relevance of IBE activities should be closely reviewed by UNESCO Headquarters and the General Conference in order to offset the biases that result from the increasing resort to extra-budgetary funds for technical assistance.

☞ **IBE Recommendation 2** IBE should reinforce the research foundations of its operational activities in order to establish a sound research base for each programme. We recommend implementing this greater involvement in research through stable partnerships with scholars in the relevant fields.

☞ **IBE Recommendation 3** IBE should initiate a reorganisation of the structure of programmes, based on the homogeneity of the content of these programmes, not on institutional rationales, in order to make the activities of IBE more readable for external stakeholders.

☞ **IBE Recommendation 4** IBE communication policy, tools and materials (especially the website) should be adapted and reorganised according to the “service offer catalogue” of the Institute in order to more adequately reflect the role of IBE as a high-level, upstream, service provider to Member States or group of Member States.

☞ **IBE Recommendation 5** A clearer and more appropriate organisation of basic and transversal programmes should be set in order to allow greater capitalisation of knowledge resulting from field experience.

☞ **IBE Recommendation 6** IBE should increase and systematise its mid to long-term follow-up activities in order to gain a better understanding of impeding and facilitating factors of curriculum change and, as a result, improve its mode of support of this process.

➤ **IBE Recommendation 7** The IBE website should be better used, valorised and closely integrated within the programme activities of the Institute.

➤ **IBE, HQ Recommendation 8** Evaluators recommend that Headquarters provide stronger financial and administrative support to IBE for the organisation of future ICE session.

➤ **IBE Recommendation 9** IBE should aim at maximising cooperation with external partners in order to become a high level coordinator of the organisation of the ICE, especially for content-related matters, while minimising disruptions of other programme activities.

➤ **IBE Recommendation 10** IBE should set a clear external partnership strategy to lead the routinised operation of training sessions once the modules materials and content are completed and standardised.

➤ **IBE Recommendation 11** IBE should go further on the road of the formalisation of methods and materials supporting operational activities in order to (i) obtain scale economies in the service provided in different countries; (ii) allow greater, more effective and accountable delegation of stabilised services to external accredited consultants and experts.

➤ **IBE Recommendation 12** IBE is encouraged to further develop new exploratory programmes that aim at developing curriculum as an instrument for fighting against persisting problems that affect the poorest countries.

➤ **IBE Recommendation 13** IBE should make greater effort to cooperate with external partners for deepening (research) and expanding (in time and space) its activities while focusing on its core “upstream” mission.

➤ **IBE, HQ Recommendation 14** The unique competencies of Institutes should be valorised through the training of Field Offices staff according to projects being implemented in their country or region.

➤ **IBE, HQ Recommendation 15** Evaluators recommend that Headquarters, in close collaboration with UNESCO Institutes, support the discussion and exploration of different formal options in order to strengthen the exchanges and cooperation between Institutes (mobility of staff, Council of Institutes’ Directors...)

➤ **IBE, HQ Recommendation 16 UNESCO should set and implement new mechanisms and procedures to maintain effective relationships between IBE, UNESCO Institutes, Field Offices and Headquarters.**

➤ **HQ Recommendation 17 Headquarters should provide stronger financial and administrative support IBE for the edition and printing of Prospects.**

➤ **HQ Recommendation 18 The biennial allocation from UNESCO should be raised at least to the level to allow IBE to fill all UNESCO positions without threatening the current level of basic programme activities.**

10 Appendices

Appendix A Terms of Reference

EVALUATION OF THE INTERNATIONAL BUREAU OF EDUCATION (IBE)

26 September 2005

I. BACKGROUND

“UNESCO Institutes and Centres – also designated as “category I Institutes and Centres” – are institutionally part of UNESCO. These Institutes and centres are established as an integral part of the Organization, upon recommendation of the Executive Board, on the basis of a formal decision of the General Conference, which approves their status or delegates to the Executive Board the authority to approve them. Their governing bodies are either elected by the General Conference or appointed, in whole or in part, by the Director-General and report to the General Conference. They are governed by UNESCO’s rules and regulations and are directed by a UNESCO staff member, and their overall programmes and priorities form an integral part of the Organization’s Programme and Budget (C/5)”¹⁶

The International Bureau of Education (IBE) is one of these UNESCO’s Institutes. “The IBE has been created at Geneva in 1925 and was endowed as an intergovernmental organization with a legal status on 29 July 1929”¹⁷. IBE joined UNESCO in 1969 and renewed its mission in 1999.

“The IBE’s main mission is to act as UNESCO’s international centre specializing in the contents, methods and structures of education. It builds networks to share expertise on curriculum development in all regions of the world, and aims to introduce modern approaches in curriculum design and implementation, improve practical skills, and promote informed dialogue and cooperation at regional and international level”¹⁸

IBE’s activities are aimed at fulfilling four core functions:

- *Serving as a resource bank and observatory of educational structures, contents and methods, notably by:*
 - Managing and augmenting a collection of official and other documents related to its function;
 - Conducting analyses and evaluations of educational policies, innovations and curriculum development processes; and
 - Making available and disseminate materials created or collected by the IBE.

- *Promoting dialogue on educational policy, notably by:*

¹⁶ Document 171 EX/18, p. 4

¹⁷ See the Agreement between the United Nations Educational, Scientific and Cultural Organization and the International Bureau of Education. (*Collection of Basic Texts*. IBE, June 2000.

¹⁸ See the Mid-term review of the IBE’s strategy 2002-2007 (in press).

- Organising the regular sessions of the International Conference on Education.
 - Promoting, among policy-makers and other stakeholders, inclusive quality education for all.
 - Promoting innovative capacity-building opportunities for policy dialogue on educational contents, methods and structures.
 - Administering the Comenius Medal
- *Contributing to capacity-building at the national, sub-regional and regional levels, notably via:*
- Organising training workshops on curriculum development.
 - Promoting regional and sub-regional networks on the management of curriculum change.
 - Supporting on-the-job training in curriculum development and
 - Contributing to professional training for young professionals.
- *Disseminating information, via Internet and publications.*

Furthermore, the IBE's Medium-Term Strategy identifies three basic overall programmes (capacity-building programme; Resource Bank and Observatory of Trends Programme; and policy-dialogue programme) as well as three cross-cutting programmes (country co-operation on curriculum development, curricula and HIV/AIDS, and curricula and the eradication of poverty).

In the context of ongoing reform toward decentralization, the Executive Board of UNESCO at its 162 session (162 EX/18)¹⁹ raises a series of questions with respect to the Institutes and Centres, which can be applied to IBE as follows:

- *Does IBE enhance UNESCO's overall mission and effort as a specialized United Nations agency? If so, how?*
- *Do the activities of IBE reflect UNESCO's programme priorities?*
- *What are the roles, contribution and comparative advantages of IBE in the context of decentralization? And*
- *How do the core functions contribute to enhancing the capacities of Member States to manage curriculum change?*

II. PURPOSE OF THE EVALUATION

The purpose of this evaluation is to inform relevant entities and units including UNESCO Task Force on Category I UNESCO Institutes and Centres; UNESCO Task Force on Decentralization; Education Sector of UNESCO; other relevant units; Member States of UNESCO; and IBE cooperation partners, regarding the following points:

- Need for an institution with IBE profile;
- Relevance of IBE's activities to UNESCO's programme priorities in the field of educational curricula;

¹⁹ In addition, the Executive Board at its 162nd session (2001) confirmed (162 EX/18) "the principle of linking financial allocations to the Institutes and centres with the results of their regular performance evaluations, starting from document 32 C/5".

- Results achieved by IBE, and its contribution to UNESCO's efforts in monitoring and achieving respective EFA goals and/or in renewing and improving creative concepts and strategies for EFA;
- Quality of coordination and interaction between UNESCO Headquarters, other Institutes, Field Offices, and IBE with regard to planning and implementation of programmes; and
- Funding patterns, mechanisms and their risks for sustained institutional capacity, viability and sustainability, organisational structure, and quality of organisational management and programme implementation systems adopted by IBE.

III. SCOPE OF THE EVALUATION

Whereas the IBE has a long organisational history, this evaluation pays particular attention to the period from 2000 to date.

In order to meet the purpose of the evaluation described above, the following evaluation parameters shall be considered in the process of designing a detailed analytical framework and developing appropriate performance indicators:

- (a) Relevance of IBE's in the complex field of worldwide institutions dealing with EFA.*
- (b) Relevance of IBE's activities to UNESCO's programmes*
 - *Determine whether IBE's mandate and strategies are in line with UNESCO's mission and priorities;*
 - *Determine whether IBE's programmes are in clear and explicit alignment with UNESCO's strategies and goals, especially in the field of educational curricula;*
 - *Assess the balance of tasks between IBE and other parts of UNESCO;*
 - *Identify the comparative advantage of IBE among other UNESCO Institutes and Centres in the context of decentralisation and assess how IBE could possibly play a complimentary role to other Institutes;*
 - *Analyse whether the same kind of services, with equal or better quality, can be provided in a more efficient way, by alternative programme delivery mechanism or different institutional arrangements;*
 - *Examine whether IBE located in the strategic place in the course of decentralization; and*
 - *Determine to what extent IBE has adopted UNESCO's results-based programming and management (RBM), and tools used for RBM such as SISTER and FABS.*
- (c) Results achieved*
 - *Assess to what extent IBE has achieved its organisational objectives for the period 2000-2005, as evidenced by the achievement of the expected outcomes set out in UNESCO's C/5 documents and IBE's Medium-term Strategy 2002-2007, notably as regards its 3 basic programmes and its 3 cross-cutting programmes;*
 - *Examine whether the tools used by IBE, such as networking, human resource development, knowledge sharing and clearing house services, are effective in attaining above-mentioned organisational objectives;*

- Assess to what extent IBE contributes to UNESCO in achieving respective EFA goals; and
- Assess whether the results achieved by IBE have reinforced UNESCO's overall decentralization strategy by providing a better and more timely response to the needs of Member States.

(d) Quality of coordination and interaction with relevant entities

- Assess the effectiveness of coordination and interaction with UNESCO Headquarters (notably with the Divisions of the Education Sector), the other Institutes and Field Offices; and
- Assess the quality of partnerships with other entities, including partner agencies, other UN agencies, bilateral and multilateral agencies.

(e) Funding pattern and quality of organisational management

- Analyse the funding patterns, mechanisms and their risks for sustained institutional capacity, viability and sustainability;
- Assess the process by which extra-budgetary resources are sought and obtained and to what extent the extra-budgetary funding is aligned to the strategic objectives of UNESCO;
- Evaluate the management of inputs to deliver expected outcomes, bearing in mind available resources (a key question to be answered is whether the activities undertaken could be delivered in a more efficient way); and
- Examine the quality of organisational management and the impact of the extent of functional autonomy provided.

IV. METHODOLOGY

Due to the diversity of activities undertaken by the IBE as well as to the complexities of issues addressed in this evaluation, it is necessary for evaluators to build a solid and detailed analytical framework prior to the implementation of the evaluation. To obtain reliable results, a combination of qualitative and quantitative methods are expected to be used:

- a) Desk review of relevant documents; the desk review will include all documents produced by UNESCO and IBE, but will be extended during the process. The desk study also will inform criteria to select interviewees and cases for fieldwork;
- b) In-depth, semi-structured interviews with stakeholders (detailed lists of stakeholders will be identified as a part of the planning and implementation arrangements, it is however possible to consider that beneficiaries of IBE's actions, IBE's partners, as well as staff members of UNESCO Headquarters and of IBE will be considered as key stakeholders);
- c) Participatory workshops and/or group interviews with stakeholders;
- d) Participatory workshops and/or key interviews with staff members;
- e) Questionnaire surveys (if appropriate);
- f) Field visits;
- g) Observation; and
- h) Extensive use of secondary data such as evaluations, reports, search engines etc.

The methodology will be extensively elaborated in the Evaluation Plan, prepared by the evaluation team.

V. EVALUATION TEAM

The evaluation is to be carried out by an independent team of external experts²⁰. The team should include members with professional backgrounds and/or extensive experience in:

- *Research and evaluation theory and practices;*
- *Evaluation methodologies and techniques, both qualitative and quantitative;*
- *International organisations and the UN system;*
- *Modalities of international co-operation existing in education at all levels;*
- *Skilled knowledge and awareness of EFA and its six goals;*
- *Developing countries;*
- *Organisational strategy development;*
- *Institutional development and state-of-the-art governance arrangements;*
- *Linguistic competencies necessary for fieldwork and*
- *Known use of a constructive approach towards evaluation as an exercise for institutional development.*

VI. PLANNING AND IMPLEMENTATION ARRANGEMENTS

A detailed evaluation plan will be prepared by the prospective evaluator to include the proposed methodology showing how each evaluation question will be answered by way of a) proposed sources of data; b) methods; c) data collection procedures; and d) proposed timetable of activities. The role of Internal Oversight Services (IOS) would be to review and approve the plan along with the sector/unit responsible for the evaluation and the Institute's Director to ensure quality, rigor and appropriateness of methodologies selected. The contract will thus cite the evaluation plan as a deliverable identified in the payment schedule.

*The evaluation will start in **October 2005** with a preparatory meeting at UNESCO HQ, including the establishment of the consultation and quality assurance process, the identification of key stakeholders and documents, followed by a desk review and the establishment of evaluation tools such as questionnaires and modalities for data gathering.*

As requested by the IBE-Council and agreed by IOS a meeting with the Bureau of the Council will take place in November 2005.

It is envisaged that the evaluation team will carry out their work on location of IBE, UNESCO HQ, in partner institutions, and among relevant stakeholders. The evaluation team will be responsible for being self sufficient in terms logistics (office space, administrative and secretarial support, telecommunications, printing of documentation, etc.). While the evaluation team is primarily responsible for the dissemination of all methodological tools (surveys, questionnaires), UNESCO will seek to facilitate this process where possible (providing contact information, email addresses, etc.). UNESCO will provide office space for

²⁰ At least one of the team members should be a woman.

the work in HQ and the Institute and will provide access to all relevant planning documents and reports.

The Draft Evaluation Report will be furnished by 9 December 2005. Adequate time will be provided to allow stakeholder discussion of the findings and formulation of recommendations. The comments back to the evaluation team will be submitted as one consolidated response from IOS. The Final Evaluation Report will be submitted by 23 December 2005, to be submitted to the IBE Council in January 2006.

VII. REPORTING FORMAT

The final report should include, but not necessarily be limited to:

1. Executive summary (maximum four pages);
2. Evaluation purpose;
3. Evaluation methodology;
4. Major findings;
5. Results achieved (including contributing factors to the achievement, or lack thereof);
6. Lessons learnt;
7. Recommendations; and
8. Annexes – including interview list, and key documents consulted.

Appendix B Information Sources

B.1 UNESCO Documents

UNESCO Medium-Term Strategy 2002 – 2007 (31 C/4)

Programme and Budget of UNESCO 2006-2007 (33 C/5)

Programme and Budget of UNESCO 2004-2005 (32 C/5)

Programme and Budget of UNESCO 2002-2003 (31 C/5)

Programme and Budget of UNESCO 2000-2001 (30 C/5)

Report by the Director-General on the revised and completed principles and guidelines regarding the establishment and operation of UNESCO Institutes and centres (category I) and Institutes and centres under the auspices of UNESCO (category II) 171 EX/INF.10

General Conference, 33rd session, report of the IBE Council on the activities of the International Bureau of Education, 18 August 2005, 33 C/REP/1

B.2 IBE documents²¹

Strategy documents:

- International Bureau of Education, Overview and Strategy 2002-2007
- International Bureau of Education, Mid-Term Review of Strategy 2002-2007

Past evaluation reports:

- Summary of activities and evaluations, International Bureau of Education, 2003
- Synthesis of activity evaluations, International Bureau of Education, November 2002

B.3 IBE Governing Board documents

Council of the International Bureau of Education

- Council of the International Bureau of Education, Forty-eighth session, Report of the Director of the International Bureau of Education on the activities of the Bureau for the Period 1 January to 31 December 2000
- Council of the International Bureau of Education, Forty-ninth session, Report of the Director of the International Bureau of Education on the activities of the Bureau for the Period 1 January to 31 December 2001

²¹ In addition to various analytical surveys, position papers, training materials and conference proceeding that the evaluators were provided with by IBE staff during the on-site mission.

- Council of the International Bureau of Education, Fiftieth session, Report of the Director of the International Bureau of Education on the activities of the Bureau for the Period 1 January to 31 December 2002
- Council of the International Bureau of Education, Fifty-first session, Report of the Director of the International Bureau of Education on the activities of the Bureau for the Period 1 January to 31 December 2003
- Council of the International Bureau of Education, Fifty-second session, Report of the Director of the International Bureau of Education on the activities of the Bureau for the Period 1 January to 31 December 2004
- Council of the International Bureau of Education, Fifty-third session, Report of the Director of the International Bureau of Education on the activities of the Bureau for the Period 1 January to 31 December 2005

Appendix C List of interviews

Exhibit 42 List of interviewees at IBE, Geneva

| Name | Unit and Position |
|---------------------------|---|
| Pierre Luisoni | Director (interim) and Coordinator of the policy Dialogue Programme |
| Massimo Amadio | (P 4), Coordinator of the Resource Bank and Observatory of Education Contents programme |
| Christine Panchaud | (P 4/ALD), Coordinator of the CTT programme « Global Content Bank on education for HIV/AIDS Prevention » and the project on “Curriculum et lutte contre la pauvreté en Afrique” ; |
| Dakmara Georgescu | (P 4/ALD), Coordinator of the programme « Country Cooperation on Curriculum Development » |
| Mohamed Bouassami | (P 3), Administrative Officer AO/IBE |
| Ruth Craemer | (P1/P2), Documentalist |
| Chris Strebel | (P1/P2), Webmaster |
| Elmehdi Ag Muphtah | (P1/P2), Research assistant on the« Curriculum et pauvreté en Afrique » project |
| Claude Caparros | (G 6), Secretary to the Director since June 2000, has worked at IBE for 30 years. |

Exhibit 43 List of interviewees at UNESCO HQ

| | Unit and position |
|---------------------------|---|
| Alexandre Sannikov | Chief of unit Regional Coordination and Institutes ED/ EO/CTE |
| John Haigh | Chief of sectionAccounts Section ADM/DCO/ACT |
| Edem Adubra | Division for Secondary, Technical and Vocational Education Chief of Section for General Secondary Education ED/STV/GSE |
| Mir Ashgar Husain | Director of Educational Policies and Strategies ED/EPS |
| Hans d’Orville | Director of the Bureau of Strategic Planification |
| Qian Tang | Director of Executif Office ED/EO |
| Peter Smith | Assistant Director General ED/ADG |
| Mary-Joy Pigozzi | Director of the Division for the Promotion of Quality Education ED/PEQ |
| Aaron Benavot | GMR team |
| Françoise Caillods | IIEP/Paris Deputy Director |
| Ian Denison | IIEP/Paris Chief, Communication and publications |
| Mamadou NDoye | ADEA Executive Secretary (CLT/CP) |
| Chris Castle | Focal Point for HIV/AIDS, (ED/PEQ/IQL) |

Exhibit 44 List of interviewees among IBE partners and stakeholders

| Name | Unit and position |
|------------------------------|---|
| Sinisa Sesum | NPO UNESCO Venise Office, Culture Section Project Officer in Sarajevo |
| Answar Alsaïd | Education Officer UNESCO Kabul Office |
| Kamal Braham | Senior Education Specialist, UNESCO Iraq Office in Amman |
| Cabinet MANNET | External consultancy: clarification of work and processes at IBE (2004-2005) |
| Aferdita Spahiu | UNICEF Kosovo, Head of Education Unit |
| Charles Magnin | Professor at the faculty of psychology and education sciences, Geneva |
| Norberto Bottani | Director of the “service de la recherche en education du canton de Genève” |
| Alfred Fernandez | Director of the summer University of Human rights and Education rights, Geneva |
| Ali Bubshait | Gulf Arab States Education Research Centre, Kuwait |
| Yusra Al-Omar | Head Strategy Department MoE, Kuwait |
| Abu Diara | Director of the National Centre of Education, Senegal |
| Joseph Ahanhanzo | Benin Education Programme Administrator at the Embassy of Denmark |
| Hasnija Muratovic | Head Curriculum Development Unit, MoE Bosnian Federation |
| Tuija Lauren | Team leader, Finnish Co-operation in the Education Sector of Bosnia Herzegovina |
| Kirsten Tejsner | Programme coordinator, EU/ED project for BiH, Sarajevo, Bosnia Herzegovina |
| Muhsin Abedali Shlaga | Director Curriculum Department MoE Iraq |

Exhibit 45 Meeting with the Members of the Steering Committee²² on 28 January 2005

| Name | Position |
|----------------------------------|--|
| Mr Pedro Nsingui Barros | Minister Counsellor, Permanent Delegation of Angola to UNESCO, President of the Steering Committee of the IBE |
| Ms Ana Benavente | Deputy, Researcher, Representant of Portugal at the IBE Council, Vice-president of its Steering Committee of the IBE |
| Ms Jekaterina Charitonova | Senior Official, International Cooperation and European Integration Unit Ministry of Education and Science. Representant of Lithuania at the IBE Council, Vice-president of its Steering Committee |
| M. Changxing Zhao | Second Secretary, Permanent Delegation of the People's Republic of China to UNESCO, Vice-president of the Steering Committee of the IBE |
| M. Taleb Al Baghli | Deputy Permanent Delegate, Permanent Delegation of the State of Kuwait to UNESCO, Vice-president of the Steering Committee of the IBE |

²² The Council of IBE elects its Steering Committee, comprised of a President and 5 Vice-Presidents, who are nationals of the 6 regional groups. The representant of Haïti was unable to participate to the meeting.

Appendix D Generic interview guideline

IBE in general

- What are the main changes IBE has gone through during the last 5 years? (in terms of activities of IBE, structuration of IBE, financing)
- What are the main constraints and challenges IBE is currently facing?
- What are the main strengths and weaknesses of IBE?
- What is the main value added of IBE to UNESCO's mission and objectives?

IBE's activities

- How is the process of programme planning organised within IBE?
- What are the main variables affecting the determination of the balance between the efforts devoted to the three IBE basic programmes?
- In what kind of activities is IBE especially successful? Please provide examples of successful projects?
- In what kind of activities is IBE less successful? Please provide examples of failed projects?

IBE's financing

- To what extent is the financing constraint affecting the activities of IBE and its contribution to UNESCO's mission?
- Is the level of UNESCO's financial contribution to IBE sufficient to fulfil UNESCO's expectations for this Institute?
- How successful is IBE in securing extra-budgetary resources?
- Do some activities secure extra-budgetary funds easier than others? Why?
- How is the activity of fund raising organised within IBE (who, when, how, etc.)?
- Is the "UNESCO label" an advantage for rising extra-budgetary financing?
- Are projects financed by extra-budgetary resources in line with IBE's mandate? or is the Institute obliged to divert from its mandate to get extra-budgetary financing?

IBE's modes of governance

- What are the main problems related to staff management within IBE?
- To what extent is IBE staff involved in the Institute's decision making?
- Is the Governing board playing an important role in:
 - Providing strategic support to IBE (practical recommendations, contribution to planning,...)?
 - Facilitating the coordination between IBE and Headquarters?
 - Provide examples of Council value added?
- To what extent a standardized accountability of Institutes could help setting more transparency?
- How close are you from full implementation of RBM? Provide examples of RBM procedures.

IBE and UNESCO Headquarters

- How and how often do you report to HQ? Through which channels? Who/what division are the main interlocutors of IBE at HQ?
- Is there a standardized procedure for interacting with HQ?
- According to you, how clear is the information HQ has regarding the activities carried-out at IBE?
- What is your assessment of the level of cooperation with HQ?
- Are there duplications between HQ's and IBE's activities?
- What are the main obstacles to enhanced cooperation between IBE and HQ?
- How do you think could the coordination with HQ be improved? (Mobility of personnel, focal point system, ...)?
- To what extent can reporting to ADG/Education contribute programme coherence? What would IBE lose in terms of autonomy?

IBE within the decentralized network of UNESCO institutions

- What is your assessment of the level of cooperation with field offices? Examples of cooperation with field offices in terms of planning and implementation?
- To what extent does IBE take into consideration the role of field offices and national commissions in terms of identification of local needs? Examples of balanced approaches thanks to cooperation?
- What is your assessment of the level of cooperation with other UNESCO Institutes? Examples of cooperation with UNESCO Institutes?
- Are there duplication/overlapping of activities between IBE and other UNESCO institutions? Which ones, on what matters?
- Are mandates of each Institutes and division of labour between Education sector and field offices clearly established (in particular as regards to mainstreaming and cross cutting themes)?
- How could cooperation between IBE and the other actors of the UNESCO network be improved (regular meetings, electronic means, formation of inter-Institute and/or inter-regional teams)?
- What are the main obstacles to enhanced cooperation between IBE and other UNESCO institutions?
- How is IBE involved in the "Education programmes' coordinating group on EFA? To what extent does this kind of cooperation enhance programmes' coherence?

The International Conference on Education

- What are according to you the expectations of HQ with regards to this conference?
- What is according to you the main value-added of this Conference?
- What is according to you the main value-added of having IBE organising this conference?
- Could the charge of organising this conference be transferred to another – more administrative – institution?
- Do other UNESCO entities support you in the organisation of this conference_ Education sector, other central services from UNESCO Secretariat?

Appendix E Glossary

| | |
|--------|--|
| ABEG | Arab Bureau of education for the Gulf States |
| ADEA | Association for the Development of Education in Africa |
| ADG | Assistant Director-General |
| BiH | Bosnia and Herzegovina |
| CEPES | European Centre for Higher Education |
| DDC | Development and Cooperation Department, (Direction du Développement et de la Coopération) |
| DFAE | Département Fédéral des Affaires Etrangères |
| DG | Director-General |
| EFA | Education For All |
| EPS | Division of Education Policies and Strategies |
| EU | European Union |
| FABS | Finance and Budget System |
| GASERC | Gulf Arab States Educational Research Center |
| GB | Governing Board |
| GC | General Conference |
| GTZ | German Technical Cooperation (Deutsche Gesellschaft für Technische Zusammenarbeit) |
| HQ | Headquarter |
| IBE | International Bureau of Education |
| ICT | Information and Communication Technologies |
| IELSAC | International Institute for Higher Education in Latin America and the Caribbean |
| IICBA | International Institute for Capacity-Building in Africa |
| IIEP | International Institute for Educational Planning |
| IITE | Institut for Information Technologies in Education |
| IOS | Internal Oversight Service |
| ITE | Information Technologies in Education |
| JFIT | Japanese Fund in Trust |
| JRC | Joint Research Centre |
| MP | Major Programme |
| NGO | Non Governmental Organisation |
| PEQ | Division for the Promotion of Quality Education |
| RBM | Result-Based Management |
| RUIG | International Network of Universities in Geneva (Réseau Universitaire International de Genève) |
| SEE | South East Europe |
| SIDA | Swedish international development cooperation agency |
| SISTER | System of Information on Strategies, Tasks and the Evaluation of Results |
| SRED | Research in Education Service (Service de la recherche en éducation) |
| STV | Division of Secondary, Technical and Vocational Education |
| UIE | UNESCO Institute for Education |
| UIS | UNESCO Institute for Statistics |
| UN | United Nations |

| | |
|--------|--|
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNEVOC | International Centre for Technical and Vocational Education and Training |
| UNICEF | United Nations Children's Fund |

Appendix F Field Office Survey Results

Exhibit 46 How do you usually keep informed about the activities of the Institutes/Centres?

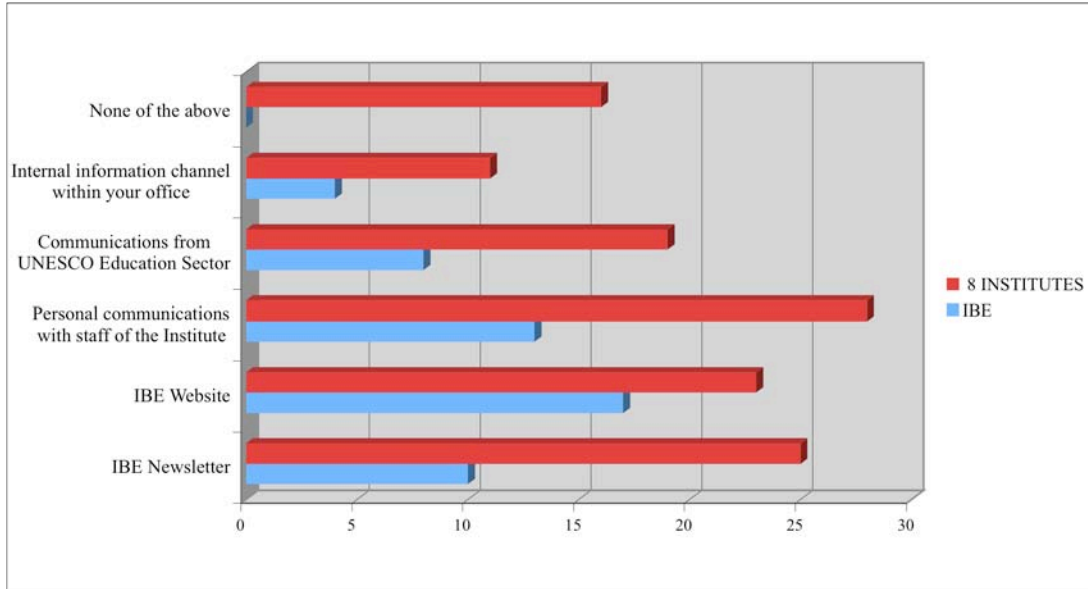


Exhibit 47 How relevant in your opinion are the following Institute/Centre activities to the education priorities and needs of Member States?

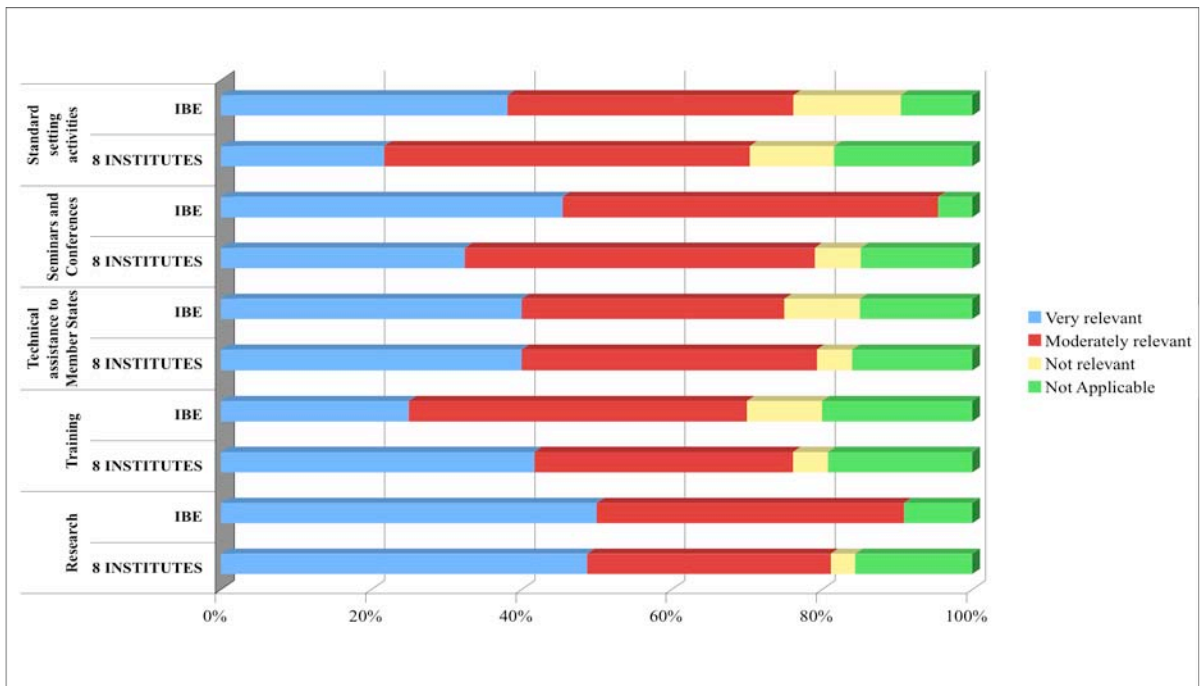


Exhibit 48 How useful do you find the following Institute/Centre services to your organisation and its work?

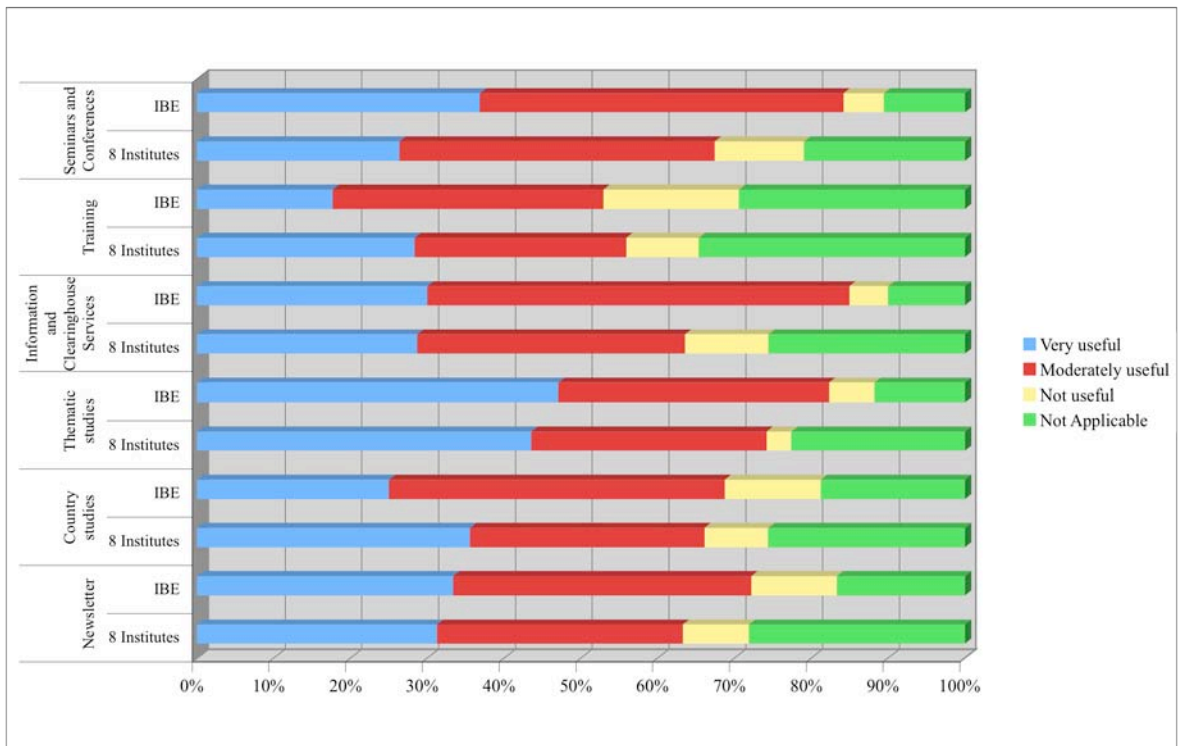


Exhibit 49 How often does your office engage with Institutes/Centres on the following activities?

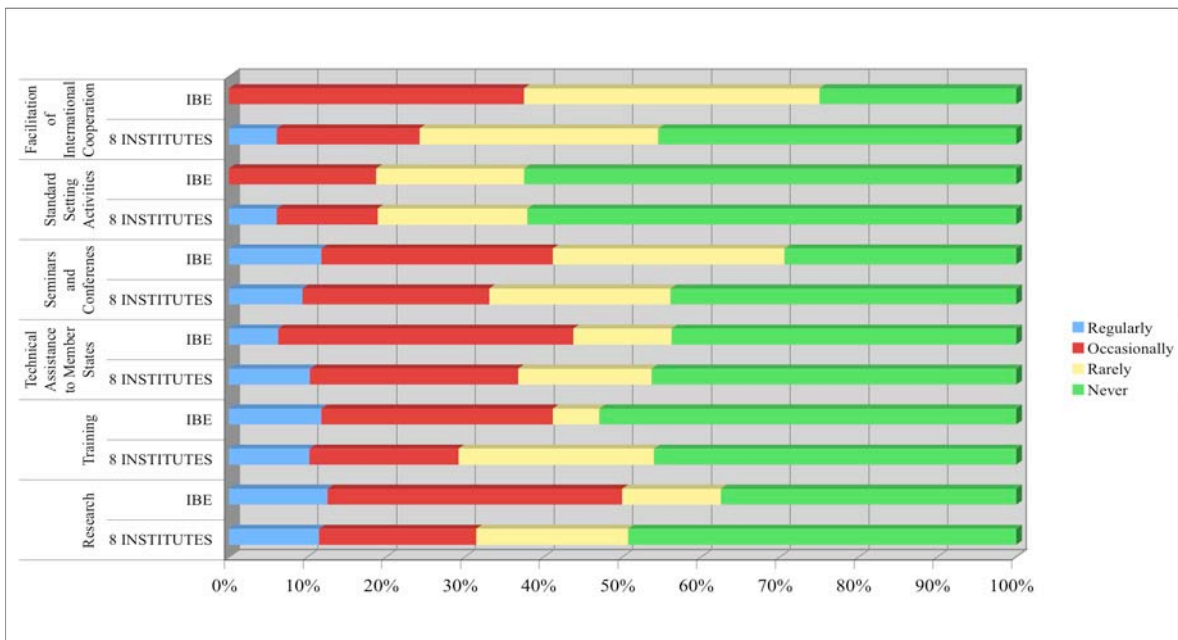


Exhibit 50 In cases where you or your office has engaged with an Institute/Centre how effective (in general) has each Institute/Centre been at collaborating?

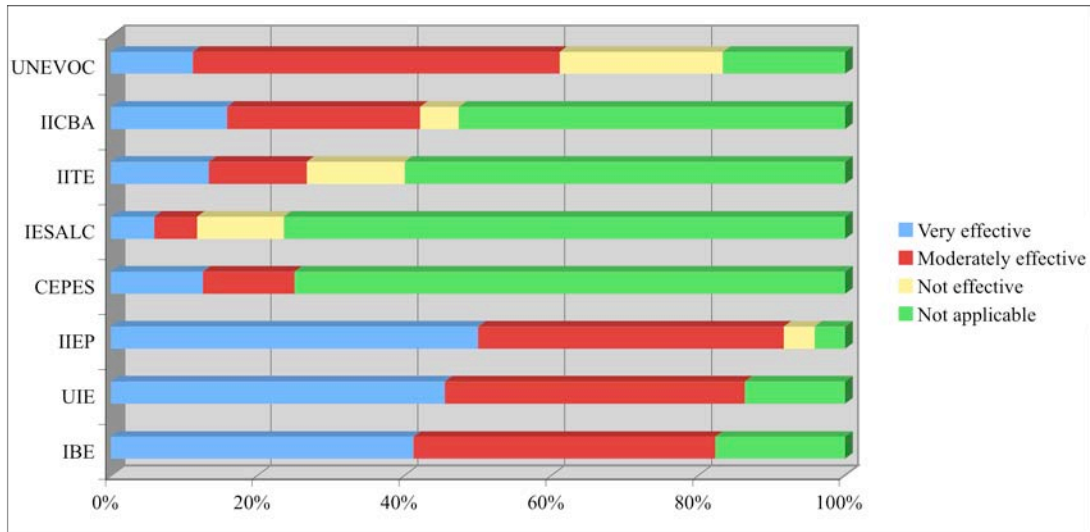


Exhibit 51 How much of a positive difference has each Institute/Centre made to improving access to and the quality of information on education?

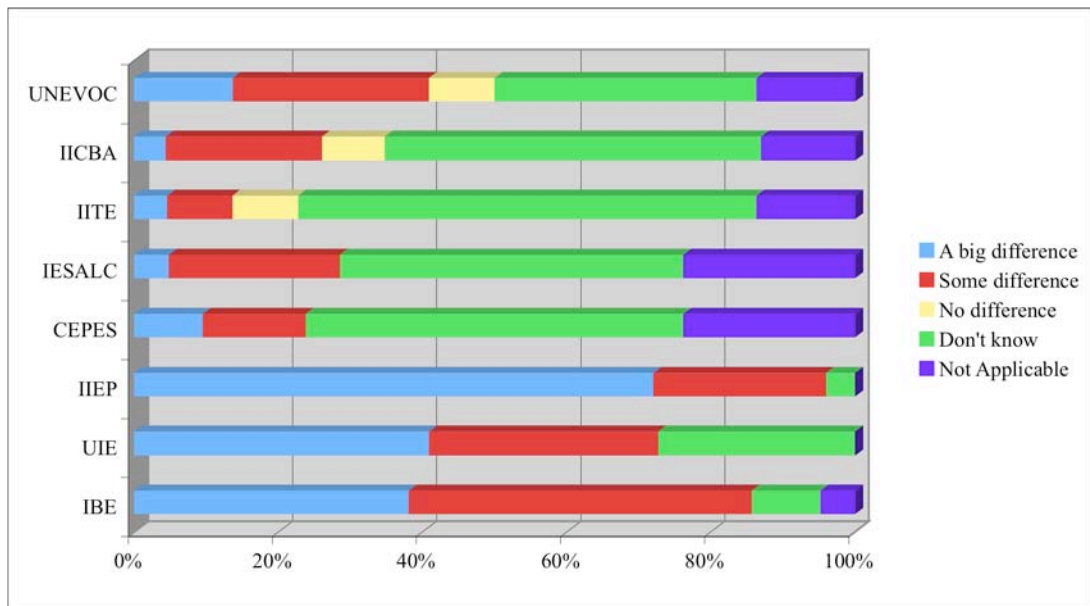


Exhibit 52 How much of a positive difference has each Institute/Centre made to enhancing the capacity and capability of education institutions in Member States?

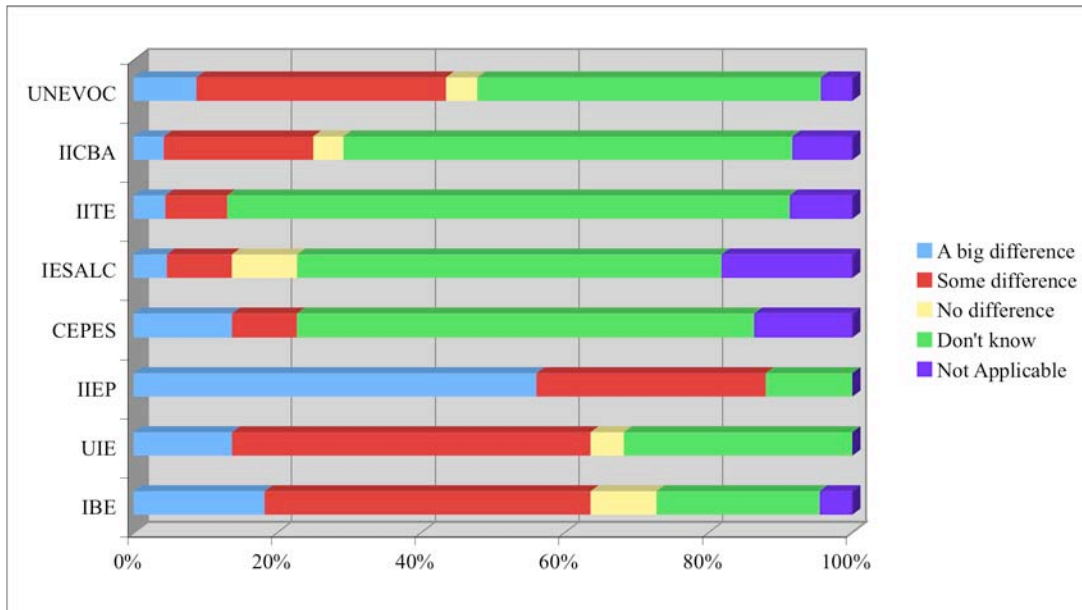


Exhibit 53 How much of a positive difference has each Institute/Centre made to helping to improve and develop education systems in Member States?

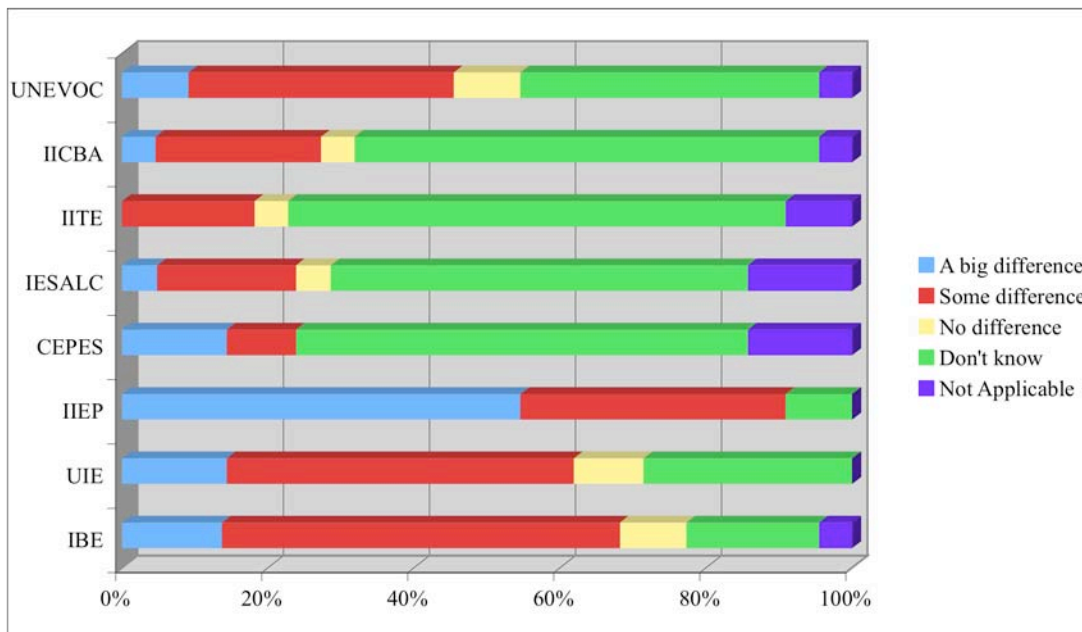


Exhibit 54 How much of a positive difference has each Institute/Centre made to helping to improve mutual knowledge of education systems (e.g. through dissemination of research)?

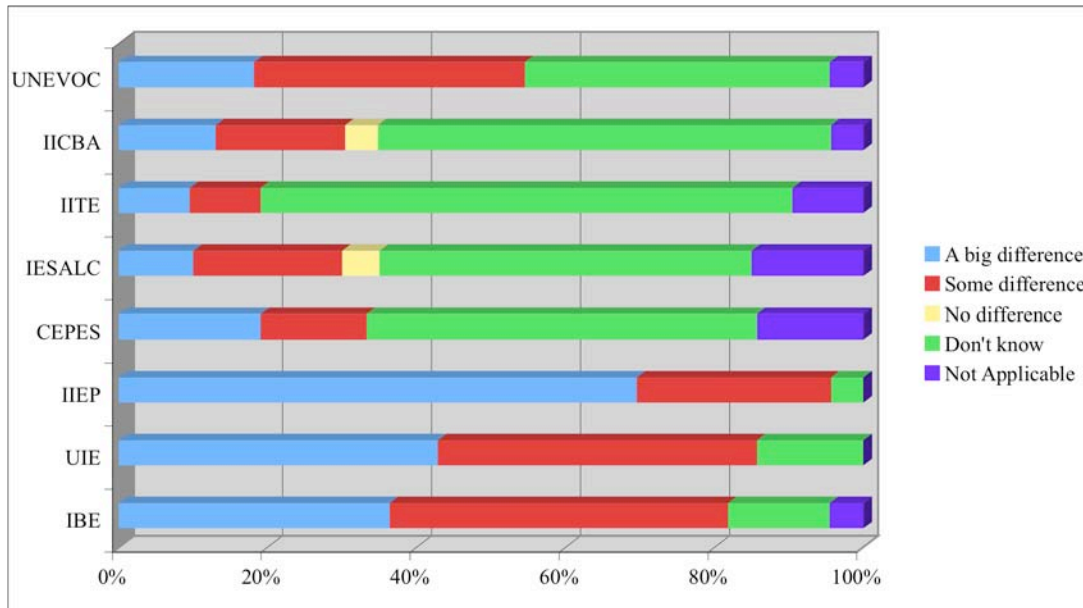


Exhibit 55 How much of a positive difference has each Institute/Centre made to facilitating exchanges of information and experience among education institutions?

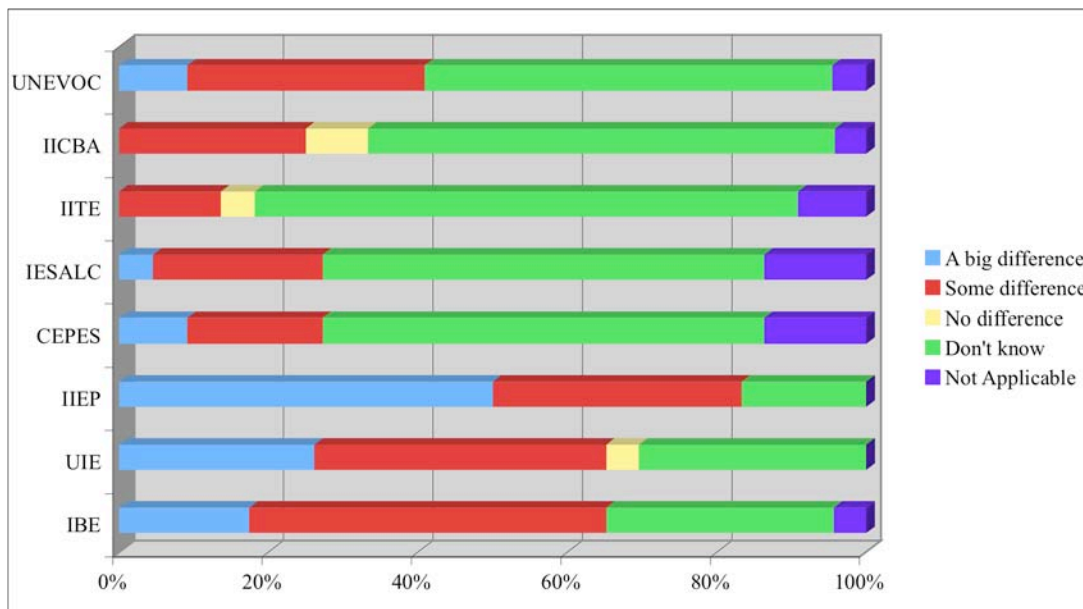
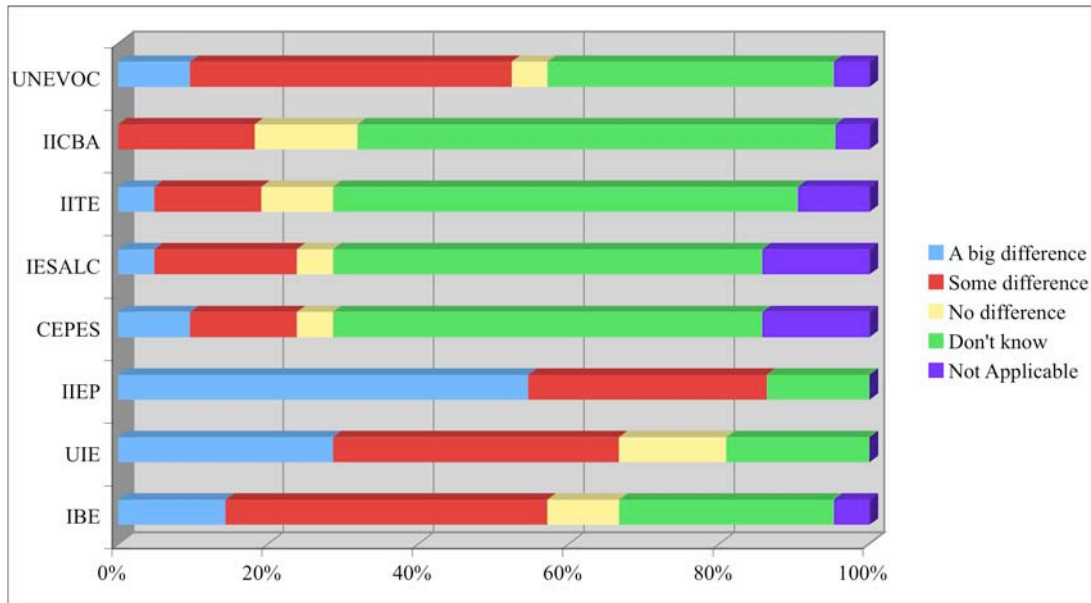


Exhibit 56 How much of a positive difference has each Institute/Centre made to fostering closer co-operation among the countries institutions and specialists in the field of education?



Appendix G IBE Partners Survey Results

G.1 Identification

Exhibit 57 Age of respondents

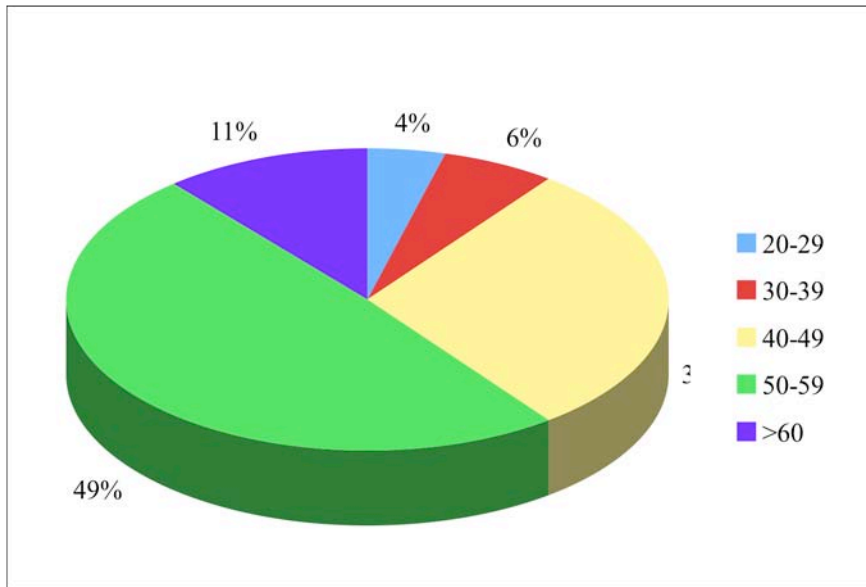


Exhibit 58: Gender of respondents

| | |
|-------|-----|
| Men | 64% |
| Women | 36% |

Exhibit 59 Educational level of respondents

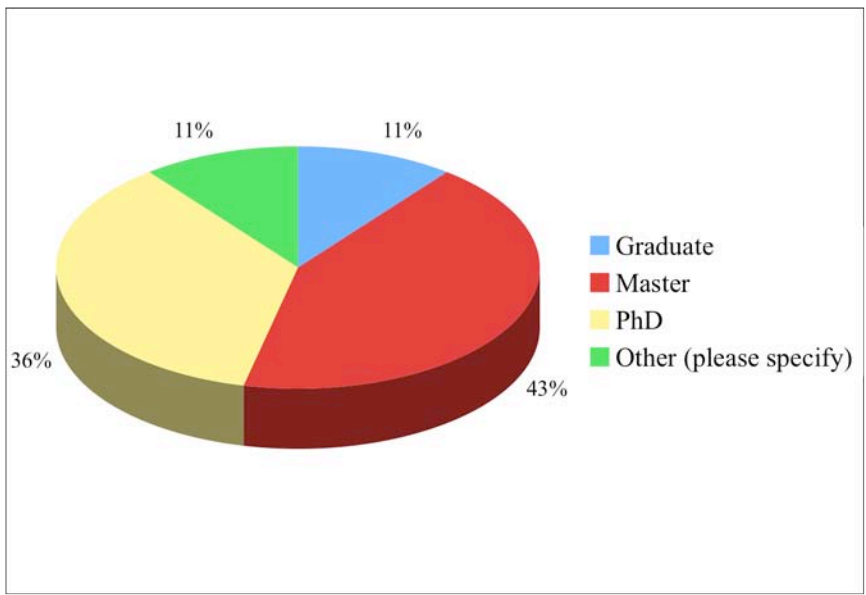


Exhibit 60 Geographical coverage

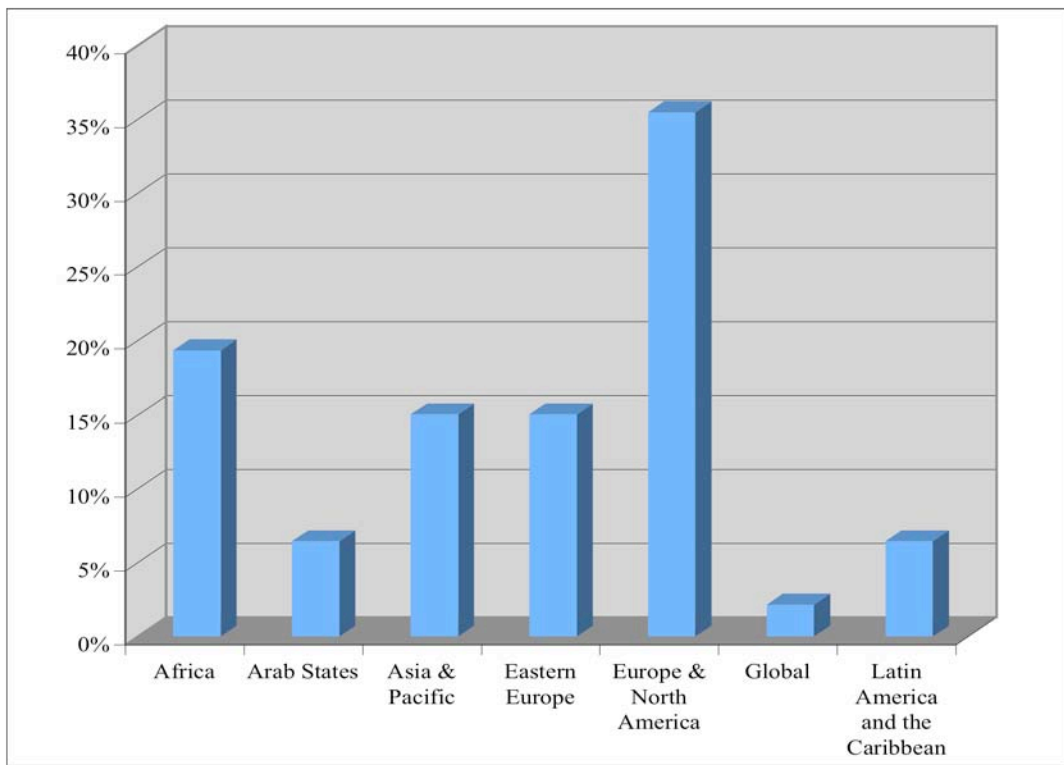
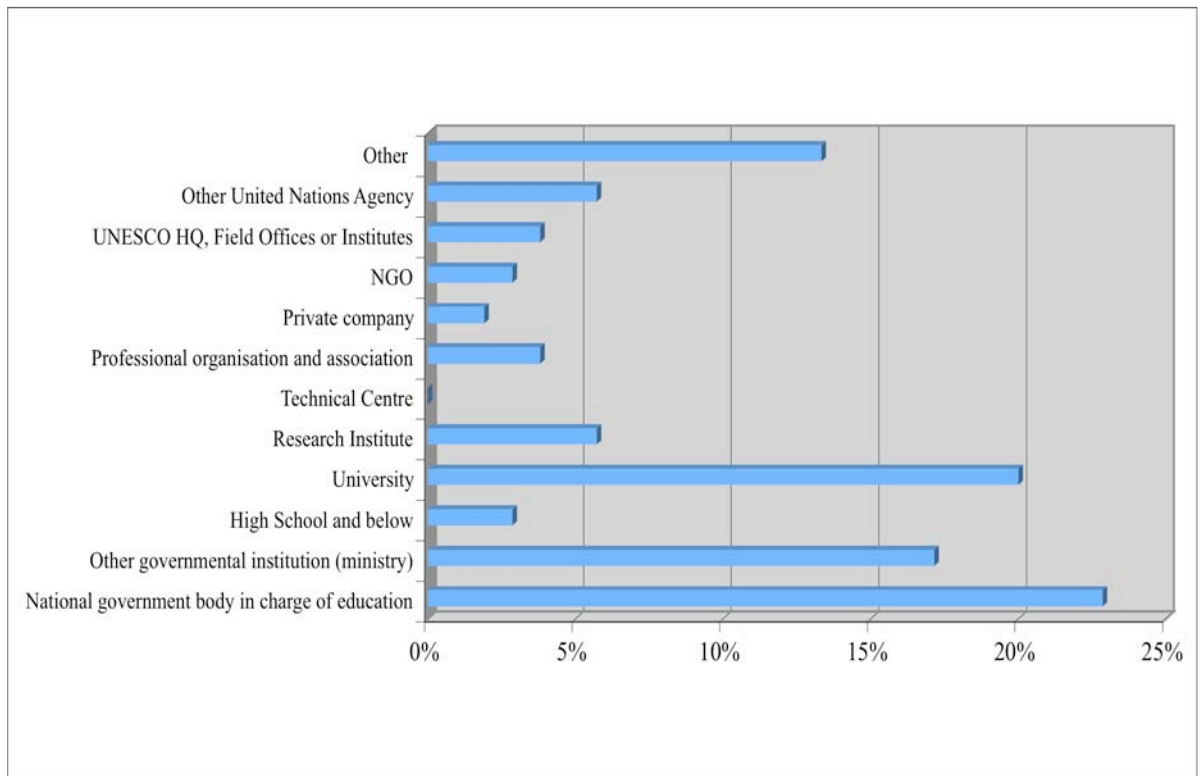


Exhibit 61 In what type of organisation are you working?



Other includes EU education projects, independent consultants, teacher unions, and retired.

Exhibit 62 How do you judge your level of knowledge of the following IBE's activities?

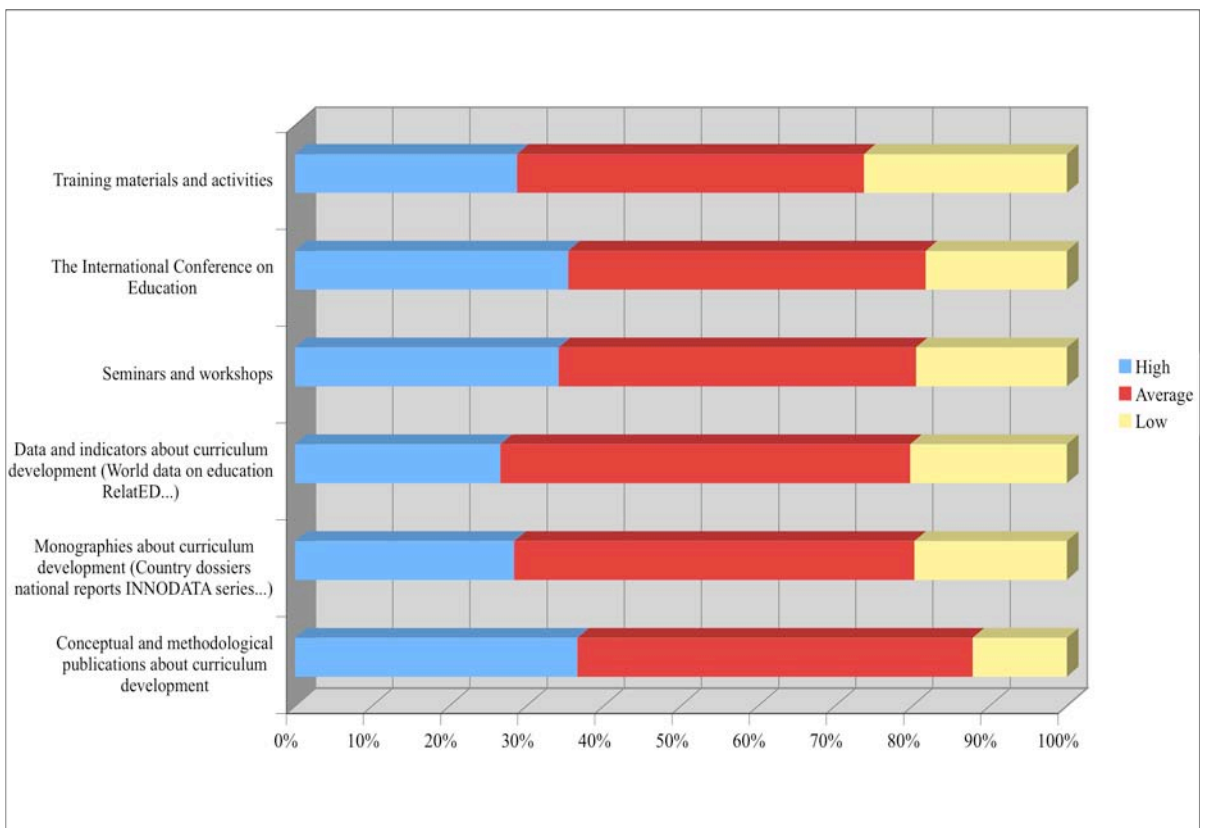
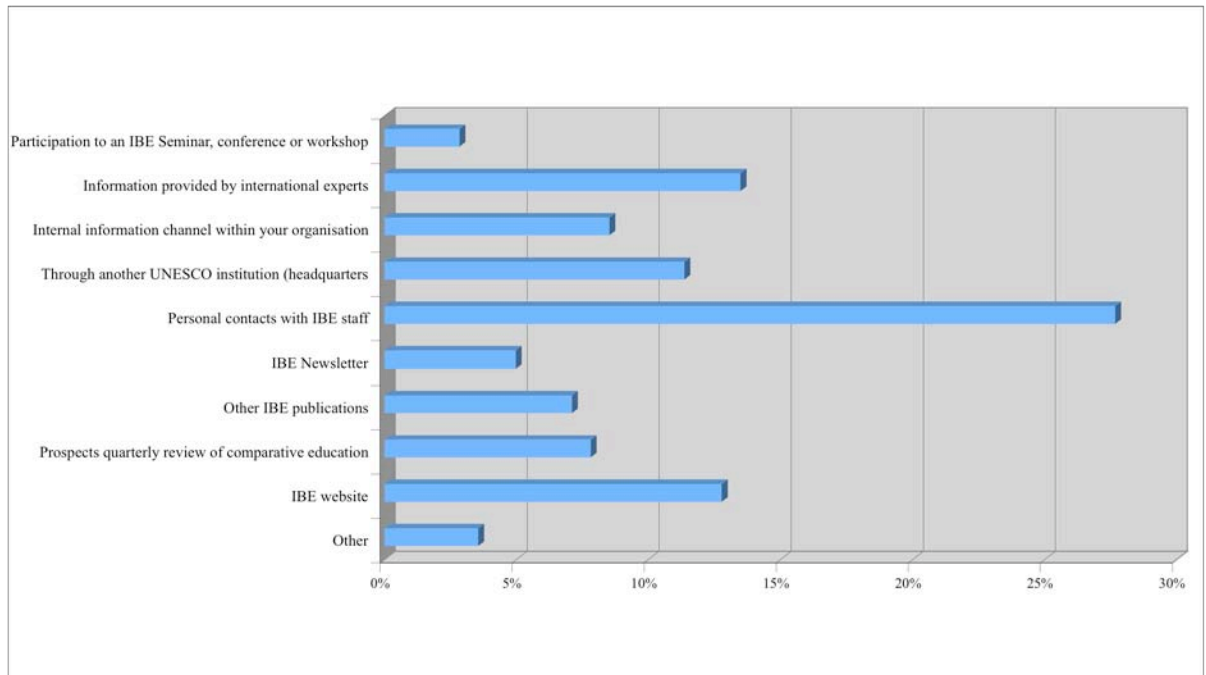
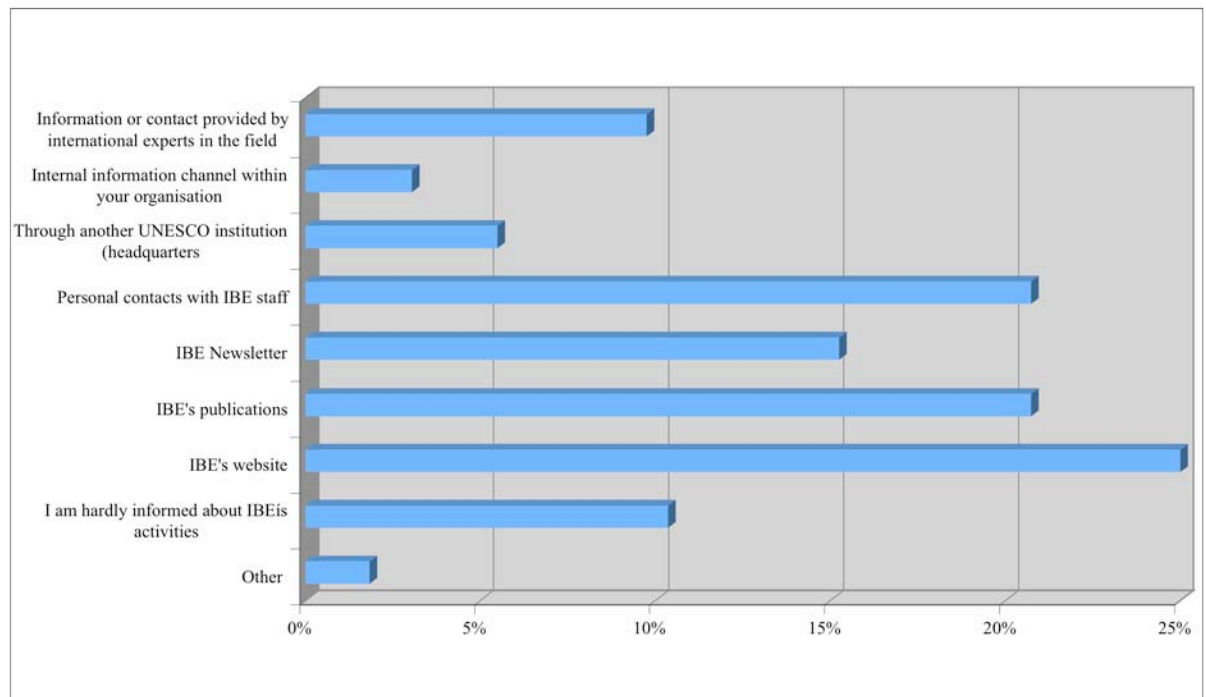


Exhibit 63 Through what channel did you first get acquainted with IBE?



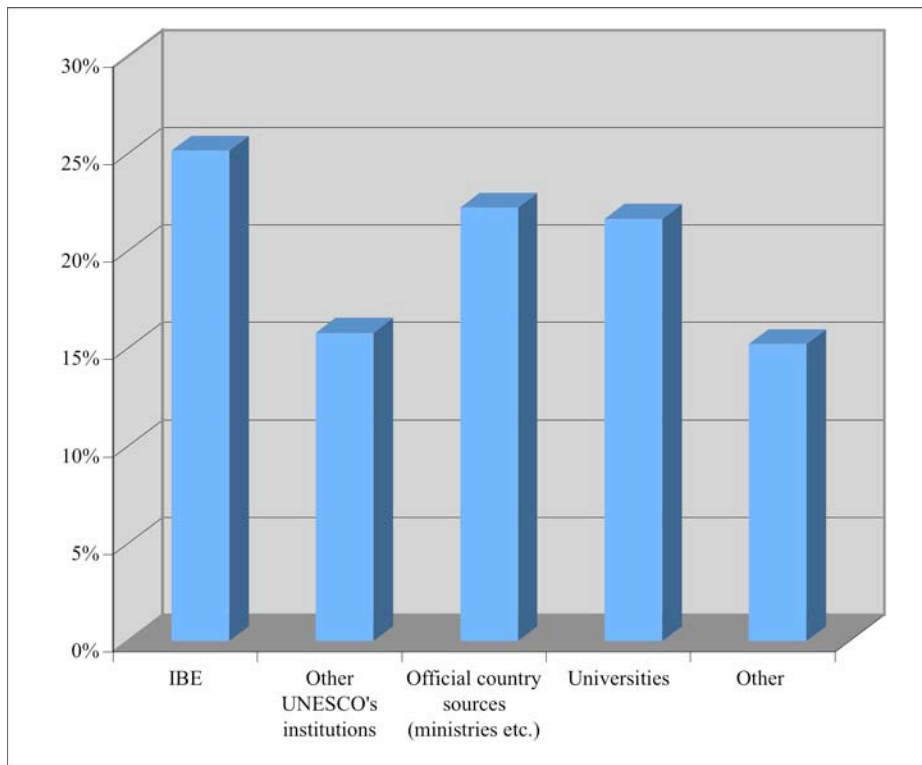
Other includes IBE's participation to international events in the field of curricula, other UN agencies and this survey.

Exhibit 64 How do you usually keep informed about IBE's activities?



Other includes networks and forums organised by IBE.

Exhibit 65 What are the main sources of information you use in order to keep informed about recent trends and concepts in curriculum development?



Other includes:

- Publications, books , periodicals
- Professional associations
- Networks
- National education departments
- Other international organisations and UN agencies
- International experts, consultants
- Research centres
- Other websites

Exhibit 66 To what extent do you agree with the following statements?

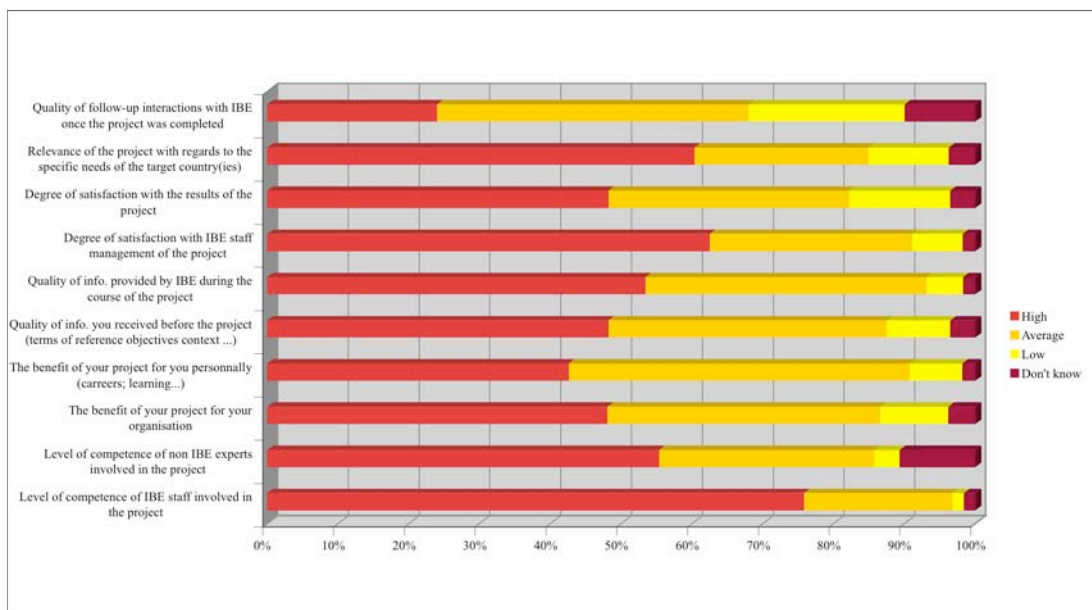
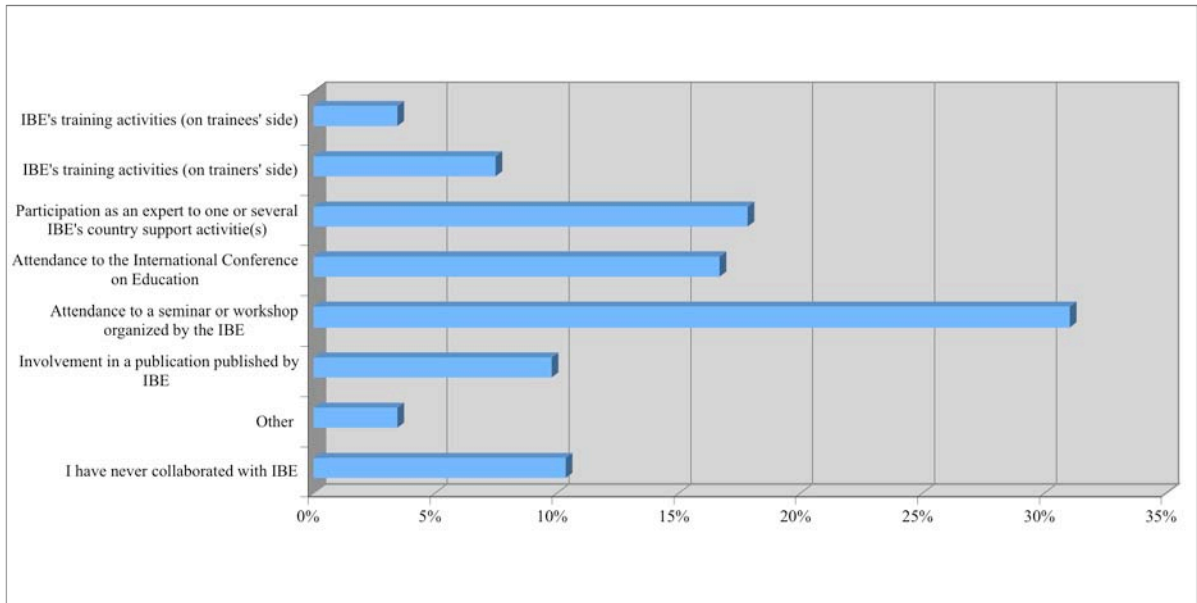


Exhibit 67 Have you ever cooperated with IBE on one of the following Institute activities?



Other includes: Discussion lists, community of practice, reference groups, funding of IBE's activities

Exhibit 68 Please characterise your cooperation with IBE

Continuous/long term: 50%
 One-off cooperation: 50%

Exhibit 69 What were your two main motivations for cooperating with IBE?

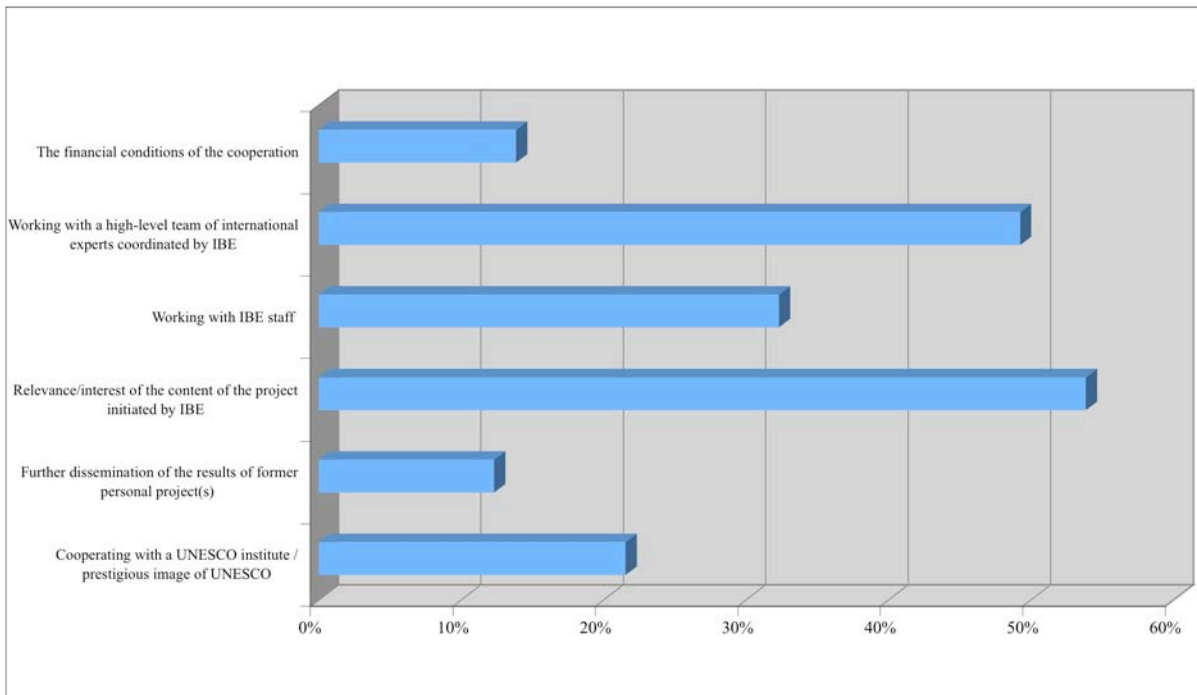


Exhibit 70 What were the 2 main achievements of your cooperation with IBE?

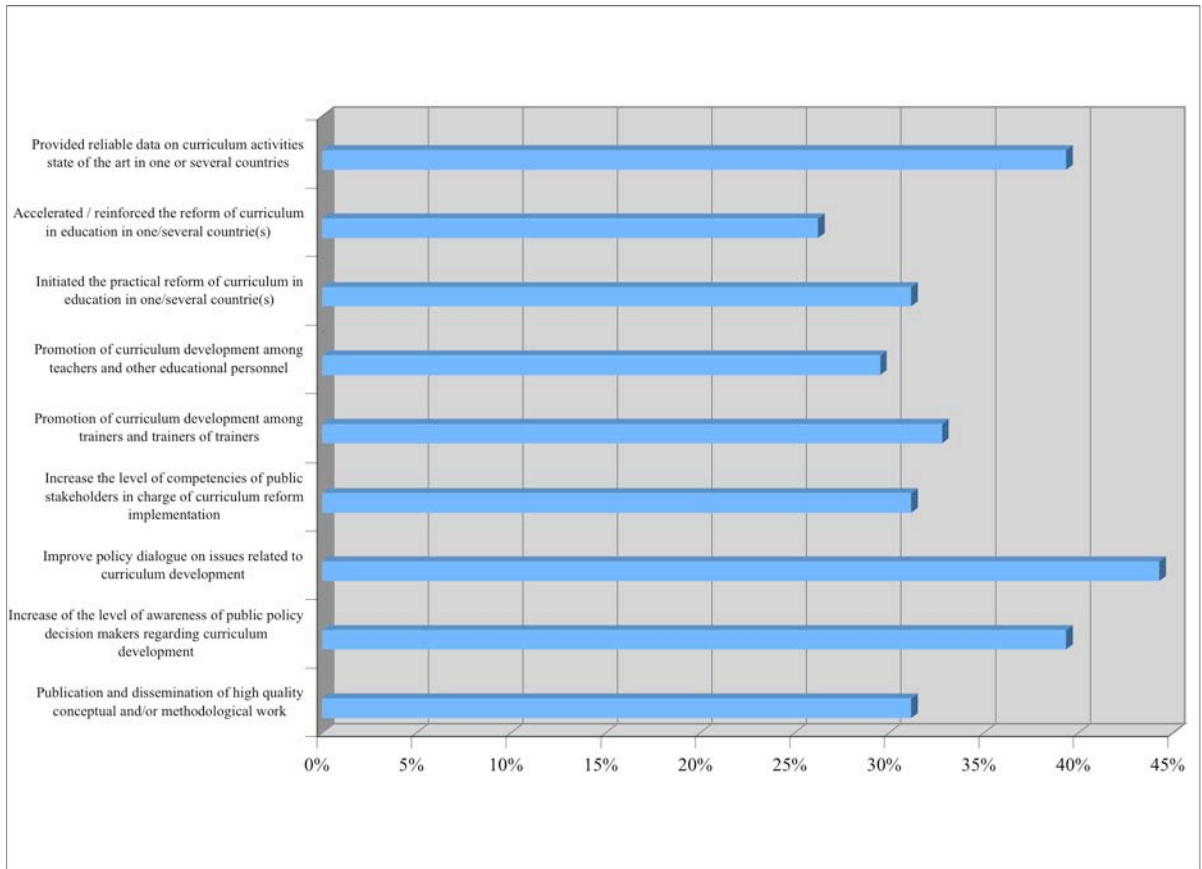
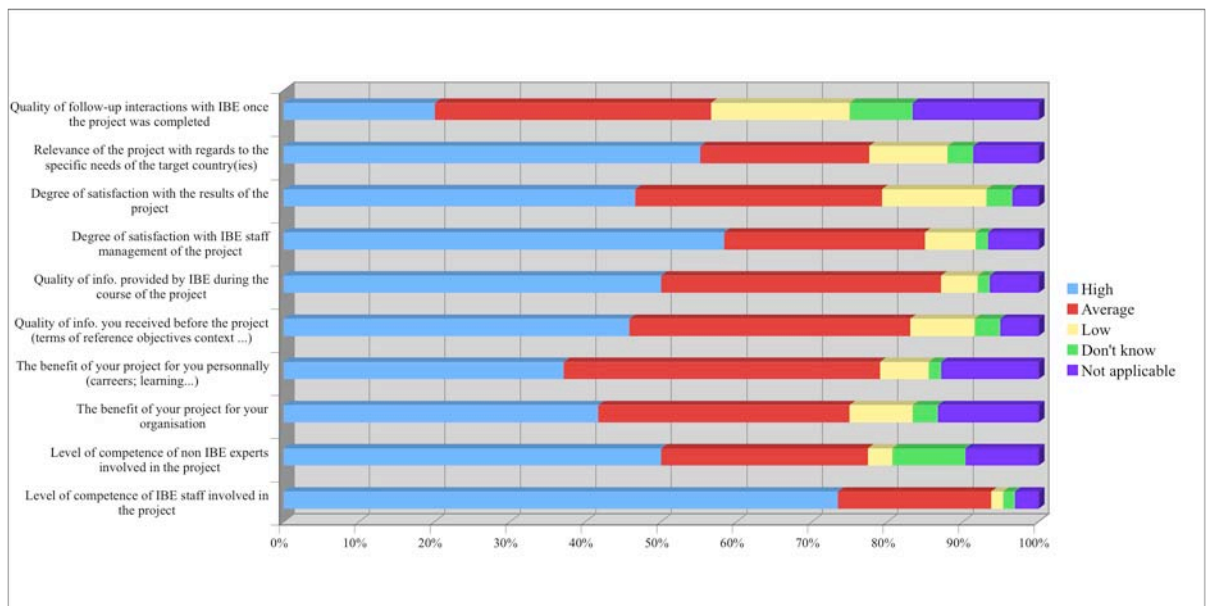


Exhibit 71 Please rate the following items



Appendix H Statutes of the IBE

IBE statutes were adopted by the General Conference of UNESCO at its fifteenth session (resolution 14. 1), and modified at its nineteenth (resolution 1.521), twenty-first (resolution 1/13), twenty-fourth (resolution 4.3), twenty-fifth (resolution 1.2. 1), twenty-eighth (resolutions 1.10 and 22) and twenty-ninth sessions (resolution 3).

Article I

1. Within the framework of the United Nations Educational, Scientific and Cultural Organization, and as an integral part thereof, there is hereby established an international centre of comparative education under the name of 'International Bureau of Education', hereinafter called 'the Bureau' .
2. Subject to the conditions laid down in the present Statutes, the Bureau shall enjoy wide intellectual and functional autonomy within the framework of UNESCO .
3. The Bureau shall be located in Geneva, Switzerland .

Article II

1. The Bureau shall contribute to the design and implementation of the programme of the Organization in regard to education. To that end, its functions shall be:
 - (a) to prepare for and organize the sessions of the International Conference on Education as a forum for dialogue on educational policy, in accordance with the decisions of the General Conference and subject to UNESCO rules in force and applicable .
 - (b) to assist in the dissemination and implementation of the declarations and recommendations adopted by the International Conference on Education .
 - (c) to collect, process, analyse, systematize, produce and disseminate, using the latest techniques, documentation and information concerning education, in particular on innovations concerning curricula, teaching methods and teacher education, in co-operation with the other competent units of UNESCO and in liaison with national, regional and international institutions and networks .
 - (d) to undertake, in co-operation with the other units at and away from Headquarters and co-ordinating or linking its work with that of other national, regional and international institutions pursuing similar objectives, surveys and studies in the field of education, particularly comparative education, and to publish and disseminate the results .
 - (e) to maintain and develop an international educational information centre .
 - (f) to contribute to and provide technical assistance for the strengthening of national capacities regarding information and comparative research, through, in particular, the promotion of training of staff specializing in these fields .
 - (g) to conserve the archives and historical collections of the International Bureau of Education and make them accessible to the public .
2. The general programme and budget of the Bureau shall be part of the programme and budget of UNESCO. The resources of the Bureau shall consist of the financial allocations assigned to it by the General Conference of UNESCO and of gifts,

bequests, subventions and voluntary contributions received in accordance with the Financial Regulations applicable to the Special Account of the International Bureau of Education .

3. Within the framework of the general programme in course of execution, as approved by the General Conference, the Bureau may maintain direct relations with the educational authorities of the Member States of UNESCO .

Article III

1. The Bureau shall have a Council comprising twenty-eight Member States of UNESCO designated by the General Conference .
2. The terms of office of the Member States of the Council shall run from the end of the session of the General Conference which designates them to the end of the second ordinary session of the General Conference following .
3. The Member States of the Council shall be immediately eligible for a further term .
4. The Member States of the Council shall choose as their representative's persons of eminence in the field of education. They shall ensure that these persons are in a position to represent them regularly at sessions of the Council .

Article IV

1. The Council shall meet in ordinary session at least once every year. It may meet in extraordinary session, if convened by the Director-General of UNESCO or at the request of fifteen of its members .
2. Each Member State on the Council shall have one vote .
3. The Director-General or, in his absence, his appointed representative, shall take part in the Council's meetings without the right of vote .
4. The Council shall adopt its Rules of Procedure .
5. The Council shall elect its Steering Committee, comprising a President and five Vice-Presidents, who shall be nationals of the six regional groups. The President of the Council shall preside over the Steering Committee. The Council shall renew its Steering Committee at its first session following the ordinary session of the General Conference at which the Council has been partially renewed. The members of the Steering Committee shall be eligible for re-election, provided the terms of office of the Member States of the Council which they represent are renewed by the General Conference, but they shall not hold office for more than two consecutive terms. The Steering Committee shall remain in office until the election of the new Steering Committee .
6. The Council may set up subsidiary bodies to assist in the execution of its specific tasks .

Article V

The tasks of the Council shall be:

- (a) To draw up, on the proposals of the Director of the Bureau, taking into account the lines of emphasis of the medium-term planning, the draft general programme and budget of the Bureau, for submission to the General Conference with the observations or recommendations of the Director-General and the Executive Board, and to take steps to ensure the consistency and complementarity of the activities foreseen in the draft general programme and 8 budget of the Bureau with the other activities foreseen in the draft programme and budget of UNESCO .
- (b) to define in detail, within the framework of the programme and budget approved by the General Conference and taking available extra-budgetary resources into account, as appropriate, the activities to be undertaken by the Bureau. The Council shall supervise the implementation of the programme of activities of the Bureau and shall mobilize human and financial resources .
- (c) to approve the draft annual budget of the Bureau which is submitted to it by the Director .
- (d) to verify budget execution and the audited accounts of the Bureau and the report of the External Auditor of UNESCO relating to the Bureau .
- (e) to make proposals for the preparation and organization of sessions of the International Conference on Education .
- (f) to submit to the Director-General a list of at least three names with a view to the appointment of a director in accordance with the provisions of Article VI below .
- (g) to submit to the General Conference at each of its ordinary sessions a report on the activities of the Bureau .

Article VI

1. The Director of the Bureau shall be appointed by the Director-General from the list prepared by the Council, in accordance with Article V(f) .
2. The Director shall prepare and submit to the Council his proposals for the draft general programme and budget of the Bureau .
3. The Director shall be responsible for the administration of the Bureau, in accordance with the Financial Regulations applicable to the Special Account for the International Bureau of education, the Financial Rules applicable to the Special Account for the International Bureau of Education and the General Framework for the Delegation of Authority Granted to the Director of the IBE for the Management of Posts and Staff .

Article VII

1. The Director and personnel of the Bureau shall be members of the UNESCO staff and be subject to the provisions of the UNESCO Staff Regulations approved by the General Conference, with the exception of staff employed on an occasional basis as provided for in the administrative instructions contained in the UNESCO Manual .
2. The Director-General may enact special regulations compatible with the provisions of the UNESCO Staff Regulations, to apply to the personnel of the Bureau .

Article VIII

These Statutes shall enter into force on 1 January 1969 .

Appendix I Detailed list of IBE activities (2000-2004)

| Programme | Year | Implemented Projects | |
|---|---|--|-------------------|
| Capacity building | 2004 | Regional Networking seminars | |
| | | Curriculum development in conflict affected countries | |
| | | Training resources for curriculum development | |
| | | RelatED Good Practices in conflict affected countries | |
| | | Global curriculum network / community of practice | |
| | 2003 | Regional exploratory seminars | |
| | | Caribbean: “Citizenship Education in the Caribbean: between Policy and Practice”. | |
| | | Case studies on curriculum change and social cohesion in conflict-affected societies (Previously under Basic Programme 2, Design of training modules | |
| | | 2002 | South-East Europe |
| | | | Caribbean |
| | Latin America and the Caribbean /Andes | | |
| | Latin America and the Caribbean /Brazil | | |
| | Asia/India | | |
| | 2001 | East & South East Asia | |
| | | Asia | |
| | | Africa | |
| | | Latin America and the Caribbean | |
| | | Europe: IBE-MED Network | |
| | | Europe | |
| | | Gulf Region Countries | |
| Operational projects: Development of curricula on HIV/AIDS prevention | | | |
| High-level Training at the request of States: study visit of education officials of Uruguay | | | |
| Operational projects: Kosovo | | | |
| Operational projects: study visit for educational leaders of the province of San Luis (Argentina) | | | |
| Institutional support and development activities | | | |
| Resource bank / Observatory of trends | 2004 | Resource Bank on Education systems and curricular policies | |
| | | Observatory of Education trends in the field of curriculum development processes and products | |
| | 2003 | World Data on Education; Consolidated Country Dossiers | |
| | | RelatED—restructuring INNODATA and Good Practices databases. | |
| | | Studies on curricula and curriculum processes | |
| | | Textbook review–State of the Art | |
| | 2002 | Right to Education Project | |
| | | World Data on Education | |
| | | Consolidated country dossiers | |
| | | National reports presented to the ICE (46th session) | |
| | | Good practices / Multimedia project | |

| | | |
|---|------|---|
| | | INNODATA |
| | | Studies on Processes of curriculum reform |
| | | Updated information dossiers on education by country |
| | | INNODATA |
| | 2001 | World data on education |
| | | Preparation of a new series of national reports (assistance to Member States) |
| Policy Dialogue | 2004 | 47th session of the International Conference on education |
| | | Inter-training in policy dialogue and other activities |
| | 2003 | Training in policy dialogue: cross-cutting skills for partnership communication, negotiation and development. Inclusion of historical and comparative dimensions. |
| | 2002 | Training in policy dialogue: cross-cutting skills for partnership communication, negotiation and development. Inclusion of historical and comparative dimensions. |
| | 2001 | Preparatory activities and holding of the 46th session of the ICE |
| | 2001 | Preparation of the 46th ICE—Internet Forum |
| Country Cooperation/Technical Assistance | | Preparation de the 46th session of the ICE: BRIDGE project |
| | | Curriculum Integration Project in the Arab Gulf Region (GASERC-ABEGS II project) |
| | 2004 | Time allocation for schooling day and academic year (GASERC-ABEGS III) and minimum time required for school subjects (GASERC-ABEGS IV) |
| | | Koweit secondary education project |
| | | Technical support for educational reform in Algeria (PARE) |
| | 2003 | IBE-ABEGS Collaboration on time related factors in schooling |
| | | Capacity Building for curriculum and textbook developers in Afghanistan |
| | | Training of curriculum developers for primary and general secondary education in Bosnia and Herzegovina, 2003-2004 |
| | 2002 | Réseau des écoles de Campana |
| | | IBE-ABEGS collaboration project on time - related factors in schooling (not included in the 2002 programme approved by the IBE Council) |
| Curricula and HIV/AIDS | 2004 | Intensive training workshop for Afghancurriculum developers” (not included in the 2002programme approved by the IBE Council) |
| | 2004 | Clearing house on Education and HIV/AIDS and capacity building for the development of a curriculum for HIV/AIDS prevention |
| | 2003 | « Clearing House » activities on education and HIV/AIDS |
| | 2002 | Clearinghouse on HIV/AIDS Education |
| Curriculum development and poverty alleviation | 2004 | Curriculum innovations of EFA in sub-Saharan Africa (new project) |

Appendix J **Composition of the IBE Council in 2004-2005**

Exhibit 72 Composition of the IBE Council following the elections at the 32nd session of the General Conference

| | Country | Year of election or re-election |
|------------|----------------------------------|--|
| 1. | Angola | 2001 |
| 2. | Belgium | 2001 |
| 3. | Bosnia and Herzegovina | 2003 |
| 4. | Bulgaria | 2003 |
| 5. | Cameroon | 2001 |
| 6. | China | 2001 |
| 7. | Colombia | 2001 |
| 8. | Côte d'Ivoire | 2001 |
| 9. | United Arab Emirates | 2001 |
| 10. | Spain | 2001 |
| 11. | France | 2001 |
| 12. | Haiti | 2001 |
| 13. | India | 2003 |
| 14. | Jamaica | 2001 |
| 15. | Japan | 2003* |
| 16. | Kuwait | 2003 |
| 17. | Lao People's Democratic Republic | 2003 |
| 18. | Lebanon | 2001 |
| 19. | Lithuania | 2001 |
| 20. | Madagascar | 2003 |
| 21. | Malaysia | 2003* |
| 22. | Mexico | 2003 |
| 23. | Myanmar | 2003 |
| 24. | Portugal | 2001 |
| 25. | Senegal | 2003* |
| 26. | Switzerland | 2003* |
| 27. | Togo | 2003 |
| 28. | Ukraine | 2003 |

Source: IBE

Appendix K Example of Agenda of IBE Council meeting

AGENDA of the Fifty-third session 26 – 28 January 2005

Wednesday, 26 January (morning), 10 a.m. to 1 p.m.

1. **Opening of the session**
2. **Adoption of the agenda** (doc. UNESCO/BIE/C.53/1 Prov.)
and of the **annotated agenda** (doc. UNESCO/BIE/C.53/1 Prov./Add)
3. **Activities of the IBE during the year 2004:**
 - 4.1. Report by the Director (doc. UNESCO/BIE/C.53/2)
 - 4.2. Evaluation of the 47th session of the ICE (doc. UNESCO/IBE/C.53 Inf. 4)
 - 4.3. Report by the Administrative Group (doc. UNESCO/BIE/C.53/Inf. 3)
 - 4.4. Debate

Wednesday, 26 January (afternoon), 3 p.m. to 6 p.m.

- Activities of the IBE during the year 2004 (continuation)**
- 4.5. The Director's answers to questions raised by the Council
 - 4.6. Approval of the report of activities for 2004
 - 4.7. Approval of provisional accounts for 2004 (doc. UNESCO/BIE/C.53/Inf. 2)

4. **Programme of activities of the IBE for 2005**
 - 4.1. Proposals by the Director (doc. UNESCO/BIE/C.53/3)
 - 4.2. Report by the Administrative Group (doc. UNESCO/BIE/C.53/Inf. 3)
 - 4.3. Debate

Thursday, 27 January (morning), 10 a.m. to 1 p.m.

- Programme of activities of the IBE for 2005 (continuation)**
- 4.4. The Director's answers to questions raised by the Council
 - 4.5. Approval of the programme of activities for 2005
 - 4.6. Approval of the Budget for 2005
 - 4.7. Formal approval of the Administrative Group's complete Report (doc. UNESCO/BIE/C.53/Inf. 3)

Thursday, 27 January (afternoon), 3 p.m. to 6 p.m.

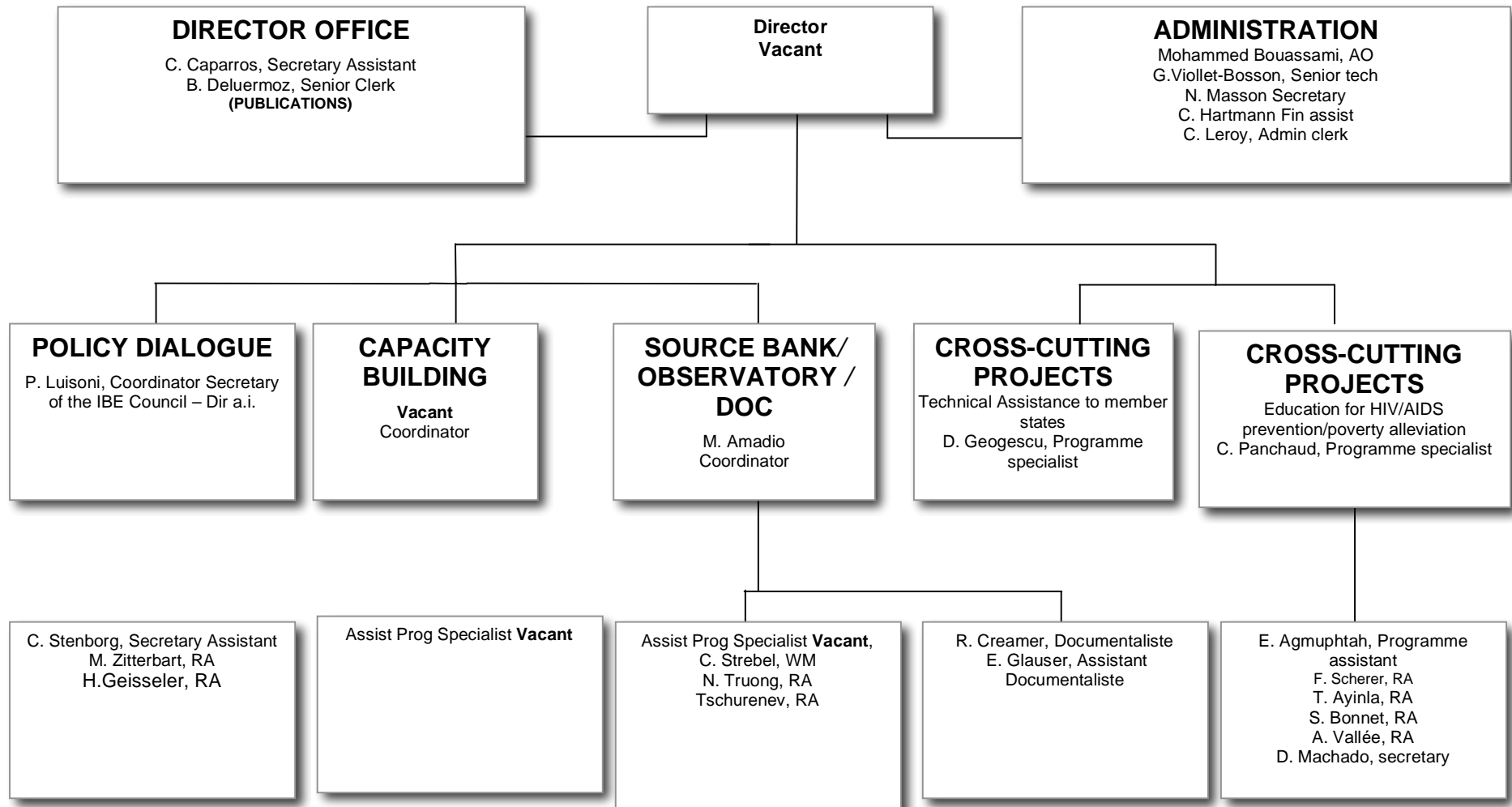
5. **Forum of the IBE Council on the theme:** « *Objectivities of education and curricular reform in a changing world : the IBE's contributions* »
(doc. UNESCO/BIE/C.53/Inf. 5)

Friday, 28 January (morning), 10 a.m. to 1 p.m.

6. **Evaluation of the Institutes—UNESCO's strategy concerning the Institutes—Evaluation of the IBE in 2005** (doc. UNESCO/BIE/C.53/Inf. 6)
7. **Draft programme and Budget for the biennium 2006-2007 (33 C/5)**
(doc. UNESCO/IBE/C.53/Inf. 7)
8. **Dates for the fifty-fourth session of the Council**
9. **Any other business**
10. **Adoption of the Decisions of the fifty-third session** (doc. UNESCO/BIE/C.53/Decisions Prov.)
11. **Closing of the fifty-third session**

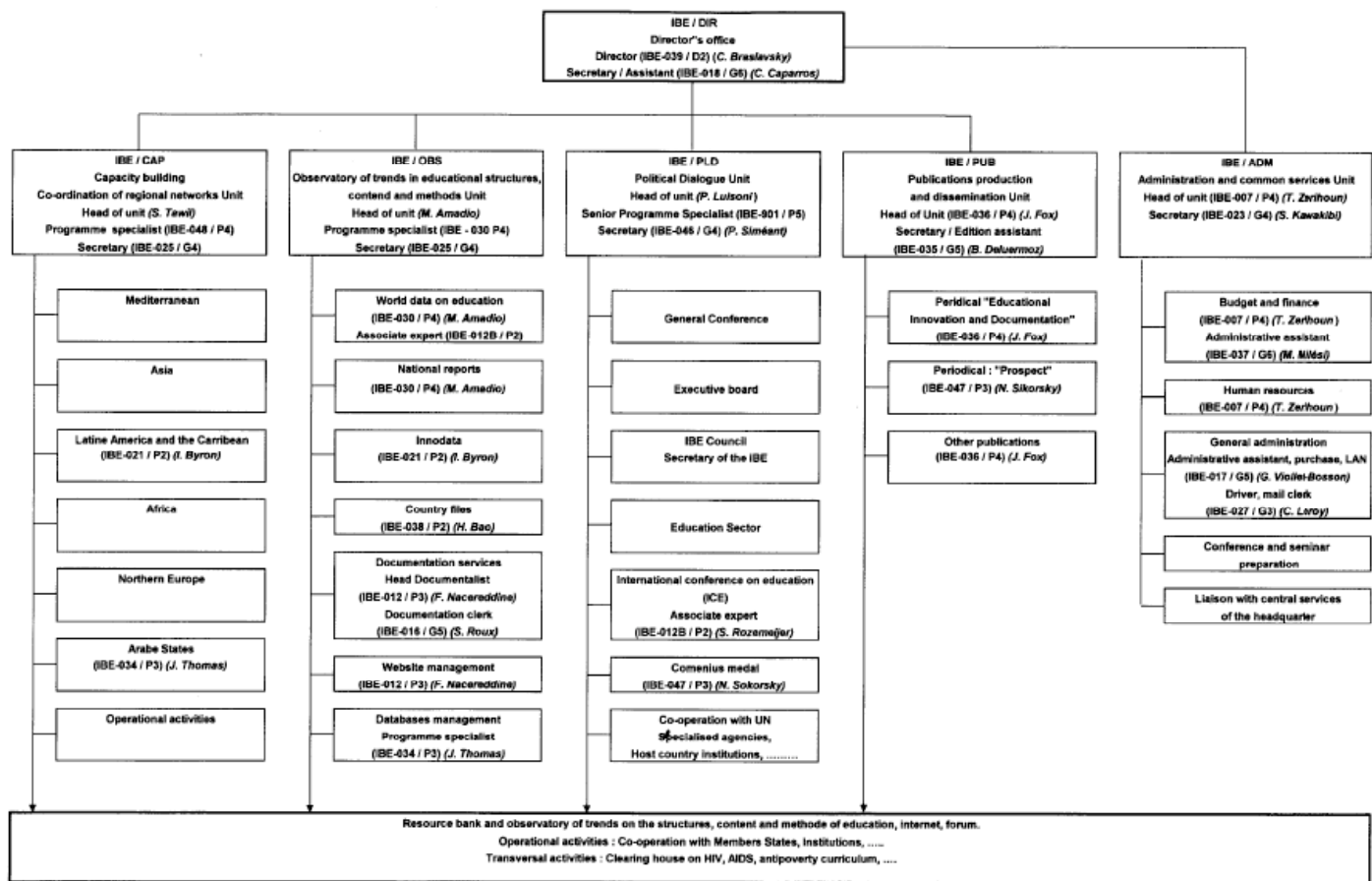
Appendix L IBE Organisational chart 2005

Exhibit 73 IBE Organisational chart as of November 2005



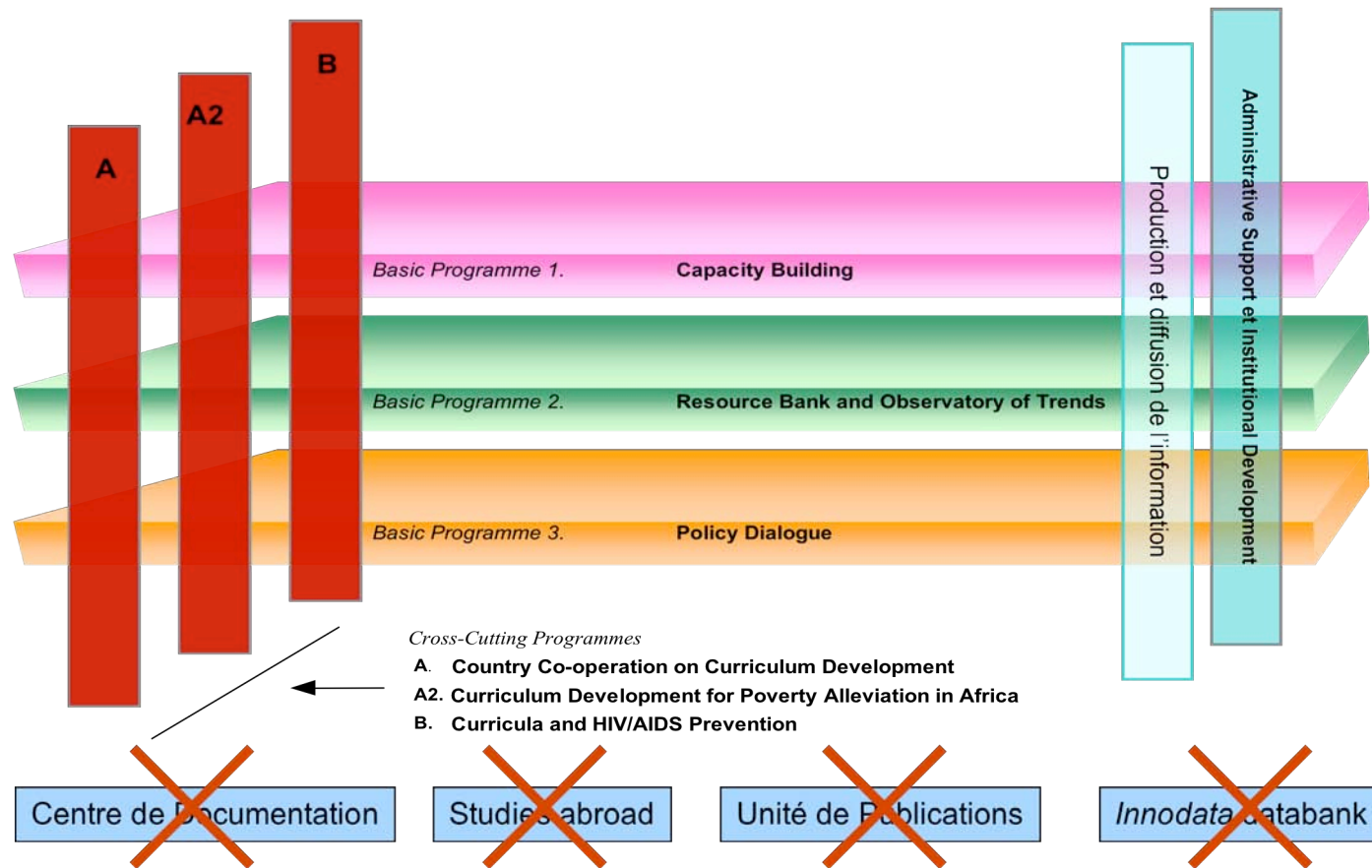
Appendix M IBE Organisational chart 2002

Exhibit 74 IBE Organisational chart as of 2002



Appendix N IBE programme structure

Exhibit 75 IBE programme structure as of 2005



Appendix O Allocation of project by beneficiary region

Exhibit 76 Number of projects per beneficiary region, 2000-2004

| | Asia | Arab States | East Europe | Europe | Latin America and the Caribbean's | Sub Saharan Africa | Total |
|--------------|------|-------------|-------------|--------|-----------------------------------|--------------------|-------|
| 2000 | 1 | 2 | 2 | 2 | 1 | 1 | 9 |
| 2001 | 1 | 1 | 3 | 2 | 3 | 1 | 11 |
| 2002 | 3 | 1 | 1 | 0 | 4 | 0 | 9 |
| 2003 | 2 | 2 | 2 | 0 | 3 | 3 | 12 |
| 2004 | 2 | 5 | 2 | 0 | 0 | 1 | 10 |
| Total | 9 | 11 | 10 | 4 | 11 | 6 | 51 |

Source: Technopolis calculation based on various IBE sources

Exhibit 77 Number of projects per beneficiary region, 2000-2004, in %

| | Asia | Arab States | East Europe | Europe | L.A.C | Sub Saharan Africa | Total |
|--------------|------|-------------|-------------|--------|-------|--------------------|-------|
| 2000 | 11% | 22% | 22% | 22% | 11% | 11% | 100% |
| 2001 | 9% | 9% | 27% | 18% | 27% | 9% | 100% |
| 2002 | 33% | 11% | 11% | 0% | 44% | 0% | 100% |
| 2003 | 17% | 17% | 17% | 0% | 25% | 25% | 100% |
| 2004 | 20% | 50% | 20% | 0% | 0% | 10% | 100% |
| Total | 18% | 22% | 20% | 8% | 22% | 12% | 100% |

Source: Technopolis calculation based on various IBE sources

Appendix P Allocation of UNESCO posts by Institutes

Exhibit 78 Comparison of the numbers of UNESCO posts by Institutes

| | 2000-2001 (30 C/5) | 2002-2003 (31 C/5) | 2004-2005 (32 C/5) |
|---------------|-------------------------------|-------------------------------|-------------------------------|
| IBE | 18 | 19 | 19 |
| IIEP | 39 | 38 | 34 |
| UIE | 5 | 5 | 5 |
| IITE | 3 | 3 | 3 |
| IELSAC | 13 | 13 | 13 |
| IICBA | 1 | 1 | 10 |
| UIS | 30 | 30 | 30 |

Sources: 30 C/5; 31 C/5; 32 C/5

Appendix Q IBE partners activities

Exhibit 79 IBE partner activities by year and project, 1998-2003

| Year | Title | Type of activity | UNESCO partners | Other partners |
|------|---|--------------------------------------|--|---|
| 2003 | Inter-formation au dialogue politique dans le champs de l'éducation (Dakar, Sénégal) | Training | Commission nationale sénégalaise pour l'UNESCO UNESCO-BREDA | ADEA Institut de formation de la Banque mondiale (WBI) |
| 2003 | Curriculum Change and Social Cohesion in conflict-affected societies (Geneva) | International colloquium | UNESCO Costa Rica UNESCO New Delhi IIEP UNESCO Bangkok UNESCO PROMEM Guatemala UNESCO Sarajevo UNESCO Beirut UNESCO Maputo UNESCO Kigali University of Ulster, | Sida-Sweden DFIED IUED & FPSE World Bank) |
| 2002 | Curriculum renewal revision and modernisation of curriculum. (Tehran, Iran) | Regional Seminar | UNESCO National Commission UNESCO-Kabul UNESCO-Tehran | |
| 2002 | Building capacities of curriculum specialists for educational reform. (Vientiane, Lao P.D.R.) | Sub-Regional Workshop | UNESCO Bangkok Lao P.D.R National Commission for UNESCO | Lao P.D.R Ministry of Education with funding from the Japanese Funds-in-Trust |
| 2002 | Curriculum change and social cohesion in conflict-affected societies. (Geneva, Suisse) | International technical meeting | UNESCO Bangkok UNESCO Guatemala UNESCO New Delhi UNESCO Costa Rica UNESCO Sarajavo UNESCO Beirut UNESCO Maputo UNESCO Kigali | Sida-Sweden (with technical assistance form: DFID IIEP World Bank) |
| 2002 | Organisation and classification of school-based learning experiences. (Geneva, Suisse) | International technical meeting | UNESCO IICBA | |
| 2002 | Drafting new curricula in South-East Europe (Bohinj, Slovenia) | South East European regional seminar | UNESCO National Commission UNESCO HQ (focal point Europe) | Centre for Education Policy Studies (CEPS) University of Ljubljana South East European Educational Co-operation Network (SEE ECN) Open Society Education Programmes - Southeast Europe |

IBE partners activities by year and project, 1998-2003 (continued)

| Year | Title | Type of activity | UNESCO partners | Other partners |
|------|---|--|---|---|
| 2002 | Organisation of a special Workshop on Educational Reforms in Secondary Education and Evaluation of the existing Curricula for Secondary Education in Peru. (Peru) | Workshop | UNESCO Field Office | |
| 2002 | Management of curriculum change. (Delhi, India) | Sub-Regional Orientation Course | UNESCO National Commission | NCERT |
| 2001 | Curriculum Change and Social Inclusion: Perspectives from the Baltic and Scandinavian countries (Vilnius, Lithuania) | Regional seminar for Baltic and Scandinavian countries | UNESCO HQ (focal point Europe) | Open Society Fund – Lithuania Ministry of Education and Science of the Republic of Lithuania |
| 2001 | Strategies for Introducing New Curricula in West Africa. (Lagos, Nigeria) | Regional Seminar | UNESCO Abuja Office Nigerian National Commission | Federal Ministry of Education, Nigeria |
| 2001 | Curriculum Development and Teachers Training for Non-Formal Schools in Carpet-weaving region of Uttar Pradesh | Workshop | UNESCO New Delhi (ISCA) | Initiative for Social Change and Action |
| 2001 | Curriculum development and education for living together: Conceptual and managerial challenges in Africa. (Nairobi, Kenya) | Regional seminar | UNESCO Nairobi Office UNESCO Regional Programme of Education for Emergencies | Kenyan National Commission, Communication and the Culture of Peace (PEER) |
| 2001 | Curriculum development for learning to live together. (Havana, Cuba) | Caribbean Regional Seminar | UNESCO -CARNEID (Caribbean Network of Educational Innovation for Development) UNESCO Havana Office | Ministry of Education of Cuba Organization of Ibero-American States (OEI) |
| 2001 | Case studies in curriculum development: contributions to the Kosovo educational reform. (Pristina, Kosovo) | International Seminar | | United Nations Mission in Kosovo (UNMIK) UNICEF Norwegian Board of Education |

IBE partners activities by year and project, 1998-2003 (continued)

| Year | Title | Type of activity | UNESCO partners | Other partners |
|------|--|--|--|--|
| 2001 | Preparatory Workshop. (Copenhagen, Denmark) | ICE Preparatory Workshop | UNESCO National Commission | National Ministry of Education |
| 2001 | The management of curriculum change and adaptation in the Gulf region. (Muscat, Oman) | Gulf regional seminar | Omani National Commission for UNESCO UNESCO Office in Qatar | Omani Ministry of Education Arab Bureau of Education for the Gulf States (ABEGS) |
| 2000 | Capacity building seminar for curriculum specialists in East and South East Asia. (Bangkok, Thailand) | East and South East Training Seminar | UNESCO Principal Regional Office for Asia and the Pacific (PROAP), Bangkok | Thai Ministry of Education; with funding from the Japanese Funds-in-Trust |
| 2000 | Curriculum development in Kosovo. (Geneva, Switzerland) | Intensive training workshop | | United Nations Mission in Kosovo (UNMIK) UNICEF |
| 2000 | Reform of Education systems and curricular reforms. (Libreville, Gabon) | Sub-Saharan workshop-seminar | UNESCO National Commission | Ministry of National Education of Gabon |
| 2000 | Setting up an observatory on Education for peace, democracy and human rights — IBE/EIP (Geneva, Switzerland) | International Meeting | | Ecole Instrument de Paix (EIP) |
| 2000 | Evaluation of reforms: setting up evaluation systems to support/oversee educational change. (Madrid, Spain) | Workshop IBE | | Red Mediterranean and INCE Ministry of Education of Spain |
| 2000 | The trainers of young people in Latin America and the Caribbean in the twenty-first century: challenges, experiments and proposals for their pre-service and in-service training. (Maldonado, Uruguay) | International Seminar | UNESCO-IIEP – Buenos Aires | Administración nacional de educación pública de Uruguay (ANEP/CODICEN) |
| 2000 | Management of curriculum change. (New Delhi, India) | First Meeting of the Consortium on Asian Network | UNESCO New Delhi | |

Source: adapted from IBE

Appendix R IBE evaluation activities

Exhibit 80 Examples of summaries of the results of the evaluation of IBE activities

| Activity | Results of evaluations |
|--|---|
| Intensive Training Seminar for Afghan Curriculum Developers Tehran (Iran), 30 Sept – 12 Oct 2002 | <p>On the whole, the 'Intensive training workshop for Afghan curriculum developers' was well received by the participants. The workshop activities for both the first and second week were globally rated as 'good' or 'excellent' by almost ninety percent of the participants.</p> <p>For the participants the workshop not only provided good insight into the characteristics of a high quality curriculum and into the processes involved in curriculum development, it also “prepared us to face the many challenges of implementing such a curriculum in Afghan society.”</p> <p>They made some comments and suggestions for the future activities (i.e. having more specifically afghan examples in the lectures).</p> |
| Curriculum Development in Kosovo: Intensive training workshop Geneva (Switzerland), 1-10 December 2000 | <p>The majority of all participants thought the workshops (i.e. conceptual framework, case studies and training sessions) were very useful from a content point of view and very good in terms of the quality of the presentations. The most useful presentations were the ones on the curriculum development in Argentina and Slovenia.</p> <p>Generally speaking, the training sessions were very useful or useful and it was unanimous that all participants' expectations were</p> |
| Sub-regional course on curriculum development: education policies and curriculum design and implementation at the upper primary and general secondary education levels New Delhi (India), 9-17 March 1999 | <p>This session was much appreciated by all participants and useful in many areas. It represented well the overall themes of Globalization and Learning to Live Together. The objectives of, permit awareness and the beginning of a dialogue on co-operation, were both well achieved, although the results showed that the introduction of updated methodologies was achieved to a lesser degree.</p> <p>Finally, most of the presentations and round table exercises (i.e. globalization and education, teacher training, Who does what in curriculum development? etc.) were very useful and just enough time was devoted to them as well as to the majority of the activities (i.e. presentations, lectures, discussions etc).</p> |
| Pilot Intensive Training Course on Curriculum Development for the Mediterranean region's curriculum development specialists Geneva (Switzerland), 11-18 September 1998 | <p>The overall reaction to the course was very positive. Of the four objectives, it was felt that the increase in dialogue between decision makers and curriculum development specialists was achieved.</p> <p>The science component of the course was felt overall to have been the most satisfactorily covered as well as the most useful, with the Social Sciences rating highest in terms of “too much coverage” and the Humanities highest in terms of “insufficient” coverage.</p> <p>In relation to the methods of work, group work and practical activities were the most favoured by participants, with lectures seeming least popular overall. The majority of participants felt that enough time was devoted to each activity. Finally, the forum rating highest in terms of relevance was “Who does what in curriculum development?”.</p> |

Source: adapted from IBE

Appendix S UNESCO HIV/AIDS Clearinghouses

Exhibit 81 UNESCO HIV/AIDS Clearinghouses and their different mandate

| Clearinghouse | Mandate | Website |
|---|---|---|
| IBE International Clearinghouse on Curriculum for HIV/AIDS Preventive Education | Curriculum development for HIV/AIDS education, at national, regional and international levels. | http://www.ibe.unesco.org |
| IIEP HIV/AIDS Impact on Education Clearinghouse | Provide access to information and resources on the impact of HIV/AIDS on education and responses to mitigate the impact. Support professionals in educational planning and management in the context of HIV/AIDS by systematically collecting the latest studies and research, and disseminating the information through the website, its electronic newsletter and related products, CD-ROMs or hard copies of documents. | http://hivaidsclearinghouse.unesco.org |
| UNESCO Bangkok Clearinghouse on Preventive HIV/AIDS Education for the Mekong Border Regions (Asia/Pacific) | Provide an easy-to-use, accessible, and interactive platform for enhancing collaboration among various stakeholders and communities of people to collaborate, share knowledge, and work together effectively against HIV/AIDS in cross-border areas of the Greater Mekong Subregion (GMS). | http://hivaidsclearinghouse.unesco.org/bangkok |
| BREDA HIV/AIDS Clearinghouse | Promote and support efforts and initiatives in sub-Saharan Africa to combat HIV/AIDS through formal and non-formal education. | http://www.dakar.unesco.org/clearing_house/sida.shtml |
| UNESCO Harare HIV/AIDS and Education Clearinghouse | Share information and the latest documents on HIV/AIDS and education Address informational needs of governmental and non-governmental organisations, teachers, researchers, university students and other individuals working in the field of HIV/AIDS and Education. | http://www.harare.unesco.org/hivaids |

Sources: Clearinghouses Websites

Appendix T Appreciation of the 47th session of ICE by UNESCO Director General and the IBE Council

The following remarks were made by the Director general regarding the 47th session:

- ICE has succeeded: most important and pressing educational issues of our time
- Growing international consensus, deepening of the debate and sharing understanding
- Inputs for policies, programmes and actions
- Good debates in plenary sessions and in the workshops
- Opportunities to interact with counterparts from other countries
- ICE: useful, stimulating and enjoyable

During the Council meeting that was held on the 8-11 September 2004 (52nd session) the members of the Council identified some particularly positive points in their remarks:

- The record number of delegations and the high level of representation on the part of Member States;
- The active involvement of an impressive number of participants, the richness and the animation of the debates;
- The relevance of the theme;
- The high quality of the preparatory work, the documents, the organisation and the methodology;
- The success of the “Messages from Ministers of Education” and the “Messages of Youth”;
- The interest in and the quality of the videos;
- The involvement of the Education Sector of UNESCO, which was much greater than in 2001;
- The quality of the musical performances during the opening and closing ceremonies;
- The visible presence of young people, who were integrated into the work of the Conference;
- The active participation of civil society (NGOs);
- The progress achieved since the forty-sixth session in the linguistic balance, the male/female representation and the quality of the discussion leaders in the workshops;
- The dialogue that took place on a theme of current concern—a subject that faces everybody but for which nobody has any ready-made solutions;
- The importance and the quality of the content of the “Message” and the “Conclusions and priorities for action” that were adopted.

Appendix U Listing of IBE Partners for the preparation of ICE

Exhibit 82 Partnerships for the organisation of the workshops of the 46th session of ICE

| Workshop | Co-organisation and financing of the workshop | Discussion paper | Background Document |
|--|--|--|--|
| Citizenship education: learning at school and in society | Danish Ministry of Education | Danish Research and Development Centre for Adult Education - Copenhagen | Danish Research and Development Centre for Adult Education for the Danish Ministry of |
| Social exclusion and violence: Education for social cohesion | Institut Universitaire d'Études du Développement (IUED, Geneva) and Ministry of Education of Argentina | Mr. Sobhi Tawil (IUED) | Mr. Sobhi Tawil (IUED) |
| Common values, cultural diversity and education: what and how to teach? | Intercultural Bilingual Education Training Programme for the Andean Countries (PROEIB-ANDES) German National Commission for UNESCO | Mr Luis Enrique López (PROEIB-ANDES) | Mr Luis Enrique López (PROEIB-ANDES) |
| Language(s) teaching and learning strategies for understanding and communication | Ministry of Education, Netherlands | Mr. Theo van Els, University of Nijmegen | Mr. Theo van Els, University of Nijmegen |
| Scientific progress and science teaching: basic knowledge, interdisciplinarity and ethical issues | Cité des sciences et de l'industrie, La Villette, Paris UNESCO | Jean-Marie Sani, chargé de mission in the General Directorate of the Cité des sciences et de l'industrie, La Villette, Paris | Jean-Marie Sani, chargé de mission in the General Directorate of the Cité des sciences et de l'industrie, La Villette, Paris |
| Narrowing the gap between the information rich and the information poor: new technologies and the future of education | Commonwealth of Learning (COL) Norway and Finland) | Vis Naidoo (COL) | Vis Naidoo (COL) |

Source: adapted from IBE website

Exhibit 83 Partnerships for the organisation of the workshops of the 47th session of ICE

| Workshop | Co-organisation and financing of the workshop | Discussion paper | Background paper |
|---|--|---|---|
| Quality Education and Gender Equality | UNICEF | UNICEF | UNICEF |
| Quality Education and Social Inclusion | Organization of Ibero-American States fo | IBE, in collaboration with OEI and UNESCO | OEI |
| Quality Education and Competencies for life | Ministry of Education and Research of Norway | BE, in collaboration with Ministry of Education of Norway and UNESCO Division of Secondary Education Technical and Vocational Education | National Institute of Technology (TI), Norway |
| Quality Education and the Key Role of Teachers | Education International (EI) | IBE, in collaboration with EI and UNESCO | Education International (EI) |

Source: adapted from IBE website