

A 90 Year Quest for Excellence in Education !

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International Bureau of Education

A 90 Year Quest for Excellence in Education !



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I. Introduction to the IBE Expected Results

Introduction to the IBE

As the UNESCO Institute specializing in curriculum, the International Bureau of Education (IBE) collaborates closely with Member States and partner institutions to enhance the effectiveness of student learning by promoting and supporting excellence in curriculum processes and products as well as in learning and assessment processes. To accomplish this, the IBE defines its strategic objectives as:

- Enhancing the capacities of Member States in the design, development and implementation of sound curriculum processes;
- Supporting curriculum innovation, reform and revision initiatives; and
- Developing a sound knowledge base to inform evidence-based decision making and practices in curriculum, learning and assessment.

Furthermore, through its activities and initiatives the IBE aims to reinforce networks and partnerships that strengthen international, regional and sub-regional cooperation in the fields of curriculum, learning and assessment.

In support of UNESCO's vision of education for peace and sustainable development, the IBE focuses its efforts on effectively promoting the integration of key competencies, knowledge, and values into the curriculum that contribute to creating peace in the minds of children and encouraging action toward equitable and sustainable development and global citizenship education, paying special attention to post-conflict, post-disaster and poverty-stricken countries.

The curriculum shapes the way teaching, learning and assessment is organized by addressing questions such as what students should learn, why, when and how, as well as how is learning assessed. The IBE, in its work, addresses all aspects of the curriculum development process, helping Member States to align the design of curriculum frameworks and syllabi, teaching and learning materials, teacher education and professional development programmes, curriculum implementation processes, evaluation and assessment. A relevant and quality curriculum together with effective curriculum development processes are of prime importance in achieving quality teaching and ultimately, quality student learning.

The IBE equally recognizes that the effectiveness and ultimate impact of curriculum processes is heavily dependent on other elements of an education system such as: the physical and psychosocial environment within which curricula are implemented, teachers who are to implement curricula, and assessment to verify the effectiveness of curricula implemen-

tation. The IBE therefore adopts a systemic approach to the improvement of the quality of education and learning. Curriculum development processes are influenced both by local needs and broader, transnational trends and models. Likewise, policy makers, curriculum developers and teachers are faced with a range of complex issues related to the 'what' and 'how' of teaching and learning in this rapidly changing world. The IBE assists Member States by providing a comprehensive international perspective on curriculum trends, issues and approaches, while prioritizing the needs of local and national stakeholders and working to develop an effective and sustainable balance between core education function, responsiveness, integration, customization and innovation in curriculum design and development. The Institute pursues a long-term vision in its work and emphasizes an integrated service delivery approach by combining capacity development initiatives with technical advice and evidence-informed dialogue in order to most effectively and holistically address Member State needs.

Expected Results for the IBE 2014-2017 (37 C/5)

The expected results that drive IBE activities planned for 2014-2017 have been defined taking into account the Main Lines of Action (MLA) of UNESCO Major Programme I, the strategic goals and actions set out in the IBE Strategy & Programme of Work 2012-2017 as well as the Strategy aimed at making the IBE a Centre of Excellence in curriculum.

Main Lines of Action 1 (MLA 1):

Supporting Member States to develop education systems to foster high quality and inclusive lifelong learning opportunities for all

IBE Expected Result 1: Capacities of individuals and institutions for the design, development and implementation of sound curriculum processes enhanced, and curriculum innovation, reform and revision initiatives supported

IBE Expected Result 1a*: Strengthen Member States' capacity to analyze and address systemic constraints to their equitable provision of quality and development-relevant education and learning

Main Lines of Action 3 (MLA 3):

Advancing Education for All (EFA) and shaping the future international education agenda

IBE Expected Result 2: A sound knowledge base to inform evidence-based decision making and practices in curriculum, learning and assessment implemented

* This expected result was mainstreamed into the work of IBE in 2014

II. IBE Expected Result 1

Capacities of individuals and institutions for the design, development and implementation of quality curriculum processes enhanced, and curriculum innovation, reform and revision initiatives supported

The IBE has a strong comparative advantage in curriculum-related matters and focuses on strengthening Member States' capacity to achieve desired learning outcomes by providing technical support, capacity development, access to relevant knowledge and technical support in comprehensive curriculum development processes.

To ensure a rights-based approach that respects and responds to the specific socio-cultural and economic needs of Member States, the IBE offers customized capacity development courses and workshops that focus on the particular competencies that policy-makers, curriculum developers, teacher educators and practitioners require to lead processes of curriculum development and reform in their own contexts.

Furthermore, the IBE maintains a long-term support vision and provides demand-driven, tailored policy advice and technical support to countries involved in processes of curriculum innovation, change and management, with a special focus on post-conflict, post-disaster and in-transition countries engaged in comprehensive, system-wide curriculum development processes. Specifically, the IBE will focus on enhancing learning at all levels by supporting the formulation, adoption and revision of policy and curriculum documents that take into account the importance of developing competencies, inclusiveness, gender equality, fundamental skills such as literacy, and promoting peace, human rights and education for sustainable development.

These initiatives also involve the development of teaching and learning tools and materials. Partnering with Member States, academic institutions and local, national and international organizations, the IBE will continuously improve these materials to offer the most up-to-date, relevant and quality resources.

IBE capacity development and field interventions are contributing to curriculum gaining prominence in education systems. Countries are aware of and more sensitive to the role of curriculum leadership and innovation in the development of human capital and in forging inclusive development. They are also more aware of the curriculum expertise and support services that the IBE can offer to strengthen the capacities of ministries of education. Several countries have embarked on curriculum reform processes involving the IBE (see examples in "Impact and Evidence" sections below).

Cutting-edge training: the Diploma in Curriculum Design and Development

Since 2010, the IBE has been offering an accredited Post-graduate Diploma in Curriculum Design and Development partnered with UNESCO Offices, universities and institutes of education. The Diploma currently targets countries in Sub-Saharan Africa and Latin America and the Caribbean, supporting Member States' leaders in curriculum development. The course is tailored to fit regional and national needs and allows participants to gain new perspectives through an informed consideration of comparative advantages of different possibilities and strategies. The IBE plans to continue enhancing the Diploma course in the two regions and expand its reach to the Arab states and Asia and the Pacific.

(1) Diploma courses implemented

2013 Diploma Cohorts:

In total, 115 specialists from 31 countries participated in the Diploma on-line sessions in Sub-Saharan Africa and in Latin America and the Caribbean (LAC).

In Latin America and the Caribbean, 40 specialists (55% female and 45% male) attended the training. Participants were from 7 countries: Chile, Ecuador, Haiti, Mexico, Peru, Uruguay and Germany. As of November 2014, 20 students have graduated.

In Africa, 75 specialists (41% female and 59% male) attended the course. Participants were from 22 African countries – Botswana, Burkina Faso, Burundi, Cameroon, Democratic Republic of Congo, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Niger, Rwanda, Senegal, Seychelles, South Africa, South Sudan, Swaziland, Togo, Tunisia, Uganda, Tanzania, and Zambia – as well as from Finland and USA. As of November 2014, 62 students have graduated.

2014 Diploma Cohorts:

In Latin America and the Caribbean, 39 specialists (54% female and 46% male) have completed the face-to-face session (September 2014) and they are currently attending the on-line session. Participants hail from 10 countries: Bolivia, Costa Rica, Colombia, Dominican Republic, El Salvador, Guatemala, Mexico, Paraguay, Peru and Uruguay.

In Africa, the Diploma face-to-face session initially planned for November 2014 was postponed to 2015 (tentatively March) due to the ongoing Ebola Virus Disease (EVD) outbreak in West Africa.

(2) Diploma materials developed

The Diploma core material – Curriculum Resource Pack (CRP) version 2013 – has been published in Arabic (following its publication in English, French and Spanish). It includes a conceptual framework, a vast array of training activities, resources and more than 200 case studies worldwide. In addition to the CRP, the IBE has produced a Diploma Reader and a set of presentations (2014 versions) on curriculum design and development (e.g. competencies-based approaches).

Two new thematic training modules are now available in English, French and Spanish:

1. Developing and Implementing Curriculum Frameworks
2. Personalized Learning

The thematic training module on Inclusive Student Assessment (available in English) is in the final editing stage.

(3) Participant profiles and feedback analyzed

The eight Diploma cohorts in the two regions (LAC and Africa) from 2010 and 2014 gathered 348 participants (55% female) from 57 countries. Participants are mainly curriculum specialists, supervisors, principals, teachers and teacher trainers, covering different age groups (42% between 41 and 50 years old). Overall, 96% of the participants were positive about their experience during the Diploma training. Ninety-two per cent agreed that their competencies on curriculum design and development have been strengthened.

(4) Diploma Alumni Network launched

A Diploma Alumni Network has been launched for graduates across regions to promote inter-regional exchange about international curriculum trends and issues, as well as to build upon the knowledge and skills developed through the programme in a sustainable manner. Thirty-five graduates have joined and exchange has begun online.

(5) Planned expansion of the Diploma programme to the Arab Region

The basic profile of a Diploma proposal for the Arab region has been elaborated. Preliminary discussions are taking place with potential partners including the Ministry of Education of Oman, Sultan Qaboos University (SQU) and Arab Open University (AOU), who expressed their interest in hosting the Diploma at the regional level. The IBE is currently awaiting confirmation from the potential host countries.

(6) Upgrading the Diploma programme to master's level foreseen

Building upon the developments and lessons learned from the 2010-2014 LAC Diplomas, the IBE will move a step forward by forging a consortium of Latin American and Caribbean universities to offer a master's in Curriculum and Learning embedded in the post-2015 educational agenda.



Face-to-face session, 2013 LAC Diploma



Face-to-face session, 2013 Africa Diploma

Impact and evidence

Leadership for curriculum improving

Alumni of the Diploma in Curriculum Design and Development are supporting their countries in implementing processes of curriculum renewal. For instance, they have successfully:

- o led integration of inclusive education into the curriculum of Colombia;
- o managed curriculum reform at upper-secondary educational level in the Dominican Republic;
- o integrated Kiswahili language into the curriculum in Ugandan primary schools; and
- o delivered teacher training workshops in Peru.

The Diploma has contributed to participants' professional development. A number of graduates have been promoted to leadership positions (e.g. in Benin, Dominican Republic, Haiti, Gambia, Ethiopia, Uganda, as well as within UNESCO).

Curriculum gaining prominence in education systems

In 2014, the Council of Pre-primary and Primary Education (CEIP) of Uruguay mandated 15 Diploma graduates to discuss and inform the axes of educational policies 2010-15 and projection 2015-2020, with regard to curriculum issues such as: diversity, new school model, instructional-pedagogical time, teacher professional development and art syllabus

(music, theatre, literature, visual and plastic arts).

In 2014, the Ministry of Education of Haiti created the National Commission of Curriculum Reform inviting Diploma graduates to redesign the Pre-primary, Fundamental, Secondary and Vocational Education curricula in light of the country's emerging political orientations and socio-educational needs.

IBE intellectual leadership in curriculum training enhanced

The successful implementation of eight Diplomas in Sub-Saharan Africa and Latin America and the Caribbean since 2010 has strengthened the IBE's intellectual leadership in curriculum training and as a Centre of Excellence (CoE) in curriculum, combining international, comprehensive and sustainable approaches to capacity development in the field of curriculum. The increasing satisfaction of participants with the course, compared to previous years, speaks to the IBE's improved ability to respond to the needs of MoE trainees.

Challenges and responses

The main challenges relate to sustainability and expansion of the Diploma model for capacity development:

- Assessing Member States' needs for post-training interventions in implementing curriculum programmes in basic, youth and teacher education;
- Serving all UNESCO regions;
- Tracking and reporting impact in the medium to long-term;
- Resource sustainability.

In order to address these challenges, efforts have been made, and will be sustained to:

- Follow up and respond to countries' needs for post-training technical assistance in curriculum reform through trainees, their institutions, UNESCO Field Offices;
- Explore further development with potential partners in other regions, in particular universities, ministries of education, UNESCO Headquarters and Field Offices;
- Identify more evidence of impact by more extensively using evaluation results received from Diploma graduates;
- Strengthen collaboration in fundraising activities, including cost-sharing proposals and arrangements among programme donors, UNESCO Field Offices, GPE, other UN agencies, MoEs, participants' employers, participants themselves, as well as submission of grant proposals (Hamdan Foundation, OFID, UNESCO Complementary Additional Programme, etc.).

Improving learning outcomes in reading in early grades in Africa with the Global Partnership for Education

In 2014, the IBE began a three-year project, "Learning outcomes in reading in early grades: integration of curriculum, teaching, learning materials and assessment." Sponsored by

the Global Partnership for Education (GPE), the project aims to support the Ministries of Education in Burkina Faso, Niger and Senegal in their efforts to improve student reading outcomes during the first three years of primary school.

During the first year of the project, the IBE worked with partners to implement several key activities:

Firstly, the Institute organized three preparatory missions to Burkina Faso, Niger and Senegal to develop memoranda of understanding and partnership agreements with each Ministry of Education.

IBE Curriculum Specialists then proceeded to collect over 200 documents (syllabi, textbooks, pilot initiatives in reading, assessments, etc) in order to analyze the reading curriculum for each country.

Next, three field missions (one per country) were organized, during which 36 reading lessons were observed in urban and rural/public and private schools across different regions of Burkina Faso (Ouagadougou and Koudougou), Niger (Dosso, Maradi and Niamey) and Senegal (Dakar, Kaffrine and Luga). The IBE team interviewed 34 directors of primary schools and 72 teachers and conducted 6 focus groups with teacher educators from the teacher training centers.

In line with these efforts, an international comparative study and national reading curricula analyses integrating the documentary and field research were then produced, analyzed and shared with the three country partners as well as the International Organization for the Francophone countries, the French Development Agency, UNICEF, national and international experts during two international meetings, and NGOs:

Expert meeting on reading (Geneva, Switzerland, 25-27 June 2014) to share information and initial results of the international and national analysis (24 participants from the Ministries, universities and NGOs) and to collaborate with partners in order to tailor the project to the needs of Burkina Faso, Niger and Senegal.

Regional seminar on teaching to read in Burkina Faso, Niger and Senegal (Dakar, Senegal, 20-24 October 2014) to share results of the international and national analysis (65 participants) and to refine the report before its validation. During this seminar, three national action plans were produced by the Ministries with the technical support of the IBE.

Based on the results of the international and national reports, the three project national teams designed an action plan focused upon capacity building for teachers and teacher trainers. As the first activity of the implementation of these plans of action, one national workshop in each country has been held (Bobo Dioulasso, Niamey and Dakar, December 2014 and January 2015).

Through the project, the IBE also offered nine education experts (representatives of the Ministries of Education) from Burkina Faso, Niger and Senegal training through the Diploma to increase their understanding and competencies in curriculum design and development.



Impact and evidence

Knowledge base on reading pedagogy expanded, both for the IBE and the Ministries of Education

The IBE reinforced its expertise in reading curriculum by conducting national and international diagnostic studies that identified the requisite elements to improve reading outcomes in each of the project countries. This research encompassed two complementary components, an international comparative analysis of successful initiatives in reading, as well as an analysis of the national curricula of the three countries involved in the project. Building on a wide range of curricular documents (more than 200) and the observation of reading teaching practices in the classroom (36), as well as interviews with the directors of schools (36) and teachers (72), an international expert meeting and seminars (2), the report produced (220 pages) constitutes a solid authority, enabling the Ministries of Education in Burkina Faso, Niger and Senegal to increase their knowledge on the issue and make informed changes to their curriculum.

Analytical capacities of three Member States enhanced

As part of the project, the education ministries of the three countries have developed action plans to improve learning outcomes in reading during the first three grades of primary school using the recommendations of the international comparative analysis and national assessments and inputs from ongoing pilots on early literacy. As a direct result of the report's recommendations, the three countries decided to focus their efforts on the training of teacher trainers and teachers.

In addition, nine Ministry representatives successfully completed the Diploma in Curriculum Design and Development.

Technical partnerships created

During the first year of project implementation, the IBE has established formal partnerships with the University of Geneva (Switzerland) and three national researchers from the Universities of Abdou Moumouni (Niger), Koudougou (Burkina Faso) and Cheick Anta Diop (Senegal) towards collaboration on the research component of the project.

During 2014, alliances with other development agencies such as OIF (Organisation internationale de la Francophonie) and AFD (Agence française de développement) were also solidified through the project.

Challenges and responses

One of the main challenges cited included ensuring that ministries of education understand the importance of curricular alignment throughout their education systems. Experience demonstrates that this is not always the case as ministry sections tend to work in silos, without strong coordination between curriculum departments, teacher training institutes and assessment bodies. The project has made considerable progress in initiating collaborative meetings between a range of actors involved in the curriculum and teacher education processes. We expect this progress to be consolidated as the project ensues.

A situation of unrest in South Sudan has prevented the Ministry of Education from advancing on its official intent to join the initiative as the fourth beneficiary country. South Sudan's Ministry of Education was not able to take advantage of the three grants offered to be trained through the Diploma in Curriculum Design and Development. While the IBE submitted three alternative countries to replace South Sudan to the GPE Secretariat of the Global and Regional Activities Program, they were not accepted. Thus, a request to redirect the funds initially allocated to South Sudan to the three other project countries, Burkina Faso, Niger and Senegal, has just been submitted to GPE Secretariat.

Finally, the unstable political situation in Burkina Faso in November and December 2014 required rescheduling the mission planned for December 2014 to January 2015.

Cross-cutting issues in curriculum

Repositioning curriculum in education

In Uruguay, the IBE is a partner of the UN "Delivering as One" programme. Within this framework, the IBE participated in the development of the Country Programme Action Plan 2013-2014. In particular, the IBE facilitated a series of policy dialogue meetings with the view to discuss and reach con-

sensus on an education reform agenda for the period 2015-2025. The document "Inputs to a Long-Term Political and Social Agreement on Educational Proposals and Policies: 2015 Onwards" includes the implementation of a curriculum framework for ages 4-14.

In the Republic of Côte d'Ivoire, the IBE participated in a Consultative and Technical Meeting organized by UNESCO Abidjan (April 2014) to develop a joint UNESCO proposal for developing the capacity of the country's education sector.

In Argentina, the IBE facilitated the meeting "Areas of Debate about the Curriculum for the XXI Century" organized by the Province of Cordoba (Argentina) and Catholic University of Cordoba (UCC). The meeting gathered together 100 educationalists, mainly Ministry of Education curriculum teams, supervisors, principals, teachers' trainers and teachers.

Citizenship education

In the Kingdom of Bahrain, through the request of the Ministry of Education and within the framework of the cooperation agreement with the IBE on a Technical Assistance Project 2012-2017, the IBE developed a proposal on supporting citizenship and human rights education in Bahrain. The proposal has been finalized and will be followed up for signing and implementation in early 2015 focusing on training teachers and school activities to support citizenship education curriculum.

The IBE produced the project proposal "Global Citizenship Education Across Curricula: Giving Effect to the Construct" and submitted it to several partners including the Collège Universitaire Henry Dunant (Geneva), the Gulf Arab States Educational Research Center (GASERC, Kuwait City) and the Asia-Pacific Centre of Education for International Understanding (APCEIU, Seoul, Republic of Korea). There is an initial commitment from APCEIU to finance the IBE production of guidelines for global citizenship education (GCED) curriculum development.

Inclusive Education

The UNESCO Division of Teaching, Learning and Content (ED/TLC) and the IBE co-organized the International Expert Meeting "Moving Towards Inclusive Approaches to Learning: Addressing Learners' Diverse Expectations and Needs" which gathered together 30 inclusive education experts from all UNESCO regions. The IBE contributed to the meeting's concept note, agenda (speech on "Core Ideas on Inclusive Education: An Evolving Perspective"), facilitation and roadmap to strengthen UNESCO leadership on issues of inclusion.

The IBE coordinated the production of the Inclusive Educa-

tion Booklets for schools in the Arab Region: "Promoting Inclusive Education, a School Development Guide" and "Developing Inclusive Classrooms, a Guide for Teachers" validated by the Ministries of Education of the Gulf Arab States Educational Research Center (GASERC) Member States (Bahrain, Kingdom of Saudi Arabia, Kuwait, Oman, Qatar, United Arab Emirates and Yemen). The IBE has submitted a project proposal to GASERC, focusing on the application of the booklets in schools.

In Colombia, the IBE supported the development and finalization of an Inclusive Education Policy Framework, in partnership with the Ministry of Education of Colombia and the Foundations "Empresarios por la Educación (EXE) and "Sal-darriaga Concha". In 2014, the Policy Framework was further disseminated at national and regional events where the IBE participated as a keynote speaker.

The IBE has joined efforts with the Special Olympics Committee in preparing a grant proposal (USD 3.87 million for a three year period) to promote inclusive education and make resources / tools available at the country level to implement inclusive education. The proposal is being discussed with potential partners.

Conflict-sensitive planning, programming and curriculum in conflict-affected and fragile states

The Protect Education in Insecurity in Conflict (PEIC)¹ team requested IIEP and IBE technical input to support the development of resource packages in planning and curriculum for MoE planners and curriculum/textbooks/teacher training specialist staff, in at-risk or conflict-affected countries. The project aims to help MoEs to integrate learning to live together, conflict and disaster risk reduction dimensions into the education system. The resources produced are intended primarily to assist ministries of education and international practitioners who support their work.

The curriculum package provides a synthetic and reader-friendly overview of key issues for policy-makers and managers (curriculum process, textbooks, teacher training, assessment, etc.). The IBE supported the process of defining the booklets' objectives and content (organization of a technical workshop gathering experts and practitioners working in education in emergencies/conflict sensitivity issues at the IBE in March 2014 and several rounds of booklet revision). In addition, the IBE helped with the researching of targeted resources and is currently providing last guidance and comments on the final versions of the booklets that are expected in January 2015.

¹ The Protect Education in Insecurity in Conflict (PEIC) is an education programme that is funded by the Education Above All Foundation, a Qatari foundation.

HIV & AIDS

The IBE produced a teaching guide for the development of competencies in education of reproductive health, HIV and AIDS for teachers and teacher trainers in order to contribute to a comprehensive response to HIV and AIDS in the framework of UNESCO's strategy and EDUCAIDS. The development of the tool was based on the results of the teaching and learning materials evaluation on Sexuality and HIV&AIDS Education in the African CEMAC countries (Cameroon, Central African Republic, Chad, Congo, Gabon and Guinea) and contributes to the improvement of the competencies development linked to priority contents in HIV/AIDS education.

This Guide is the product of a solid cooperation with the Regional office in Yaoundé that started with IBE assessment of the six CEMAC countries HIV&AIDS curricula. Its production required the implementation of two training and development workshops, one in Yaoundé (August, 2013), and the other in Douala (November, 2013). It also included several revisions and rewritings of the text as well as ongoing exchanges with the UNESCO Yaoundé office team, the delegations of the Ministries of Education of Cameroon, Congo and Chad throughout the development process.

The Yaoundé regional UNESCO office pre-tested the contents of the Guide in September 2014. It is now being used to train 1,000 teachers in Cameroon as part of an ongoing project with UNFPA. The training will run in 78 schools in two regions of the country.

Impact and Evidence

Curriculum gaining prominence in education systems

In Uruguay, the education reform agenda for the period 2015-2025, "Inputs to a Long-Term Political and Social Agreement on Educational Proposals and Policies: 2015 Onwards" includes the implementation of a curriculum framework for ages 4-14.

Member States' capacities enhanced to develop and implement inclusive education policy frameworks

The Ministry of Education of Colombia developed and is implementing the inclusive education policy framework at the national and local levels.

Challenges and responses

Ensuring systemic approaches and interventions to support countries is one challenge the IBE is encountering. Countries are increasingly recognizing and supporting a comprehensive understanding of quality education, entailing a holistic vision of the educational system and its visualization as a facilitator of learning opportunities. Also countries are more aware of the limits of piecemeal interventions. In light of these situations, the IBE should further broaden its vision of technical assistance linking the discussions and interventions on curriculum issues to other critical components of the educational system, and making a strong case towards the understanding of curriculum as a powerful tool to respond to national development aspirations and to provide life-long learning opportunities, going hand in hand with educational policies and planning. Moreover, curriculum issues are gaining more relevance as related to a vast array of education and learning issues, especially in the post-2015 educational agenda.

Another main challenge of country-level support and collaboration relates to Ministries/partners or donors' delayed decisions on implementing project proposals. To address this challenge, efforts have been, and will be sustained to: ensure a close follow-up with Ministries/partners or donors more centred on refining the strategies and expected processes and outcomes; and explore new schema of project implementation engaging key partners and stakeholders from the outset in backing the sustainability of the proposal and in the decision making process.

III. IBE Expected Result 1a:

Strengthen Member States' capacity to analyze and address systemic constraints to their equitable provision of quality and development-relevant education and learning

Developments of the General Education Quality Diagnosis Framework (GEQAF)

During the biennium 2012/2013 and the first semester of 2014, a total of ten countries (Armenia, Botswana, Egypt, Gabon, India, Kingdom of Saudi Arabia, Oman, Peru, Seychelles, and South Africa) applied the GEQAF to analyze and identify critical systemic impediments that prevent them from providing high quality general education to their learners and to do so equitably, sustainably and affordably (Phase I). This is well above the five to seven countries that UNESCO HQ initially agreed would be adequate for the biennium. Nine country reports have been prepared and received. The last report from the Kingdom of Saudi Arabia is pending.

In addition to the ten countries participating, five more countries (Bahrain, Belarus, Chile, Kuwait and Iran) have indicated their commitment to apply the GEQAF. Therefore, in total, we would have 15 countries applying the GEQAF in 2014-15. Other countries such as Colombia and Brazil have expressed interest but not at the Ministerial level.

The GEQAF has been translated into seven languages and most of the costs have been covered by Member States. In Phase II the results from the analyses are to be used to design implementable interventions that address identified constraints. The roadmap for Phase II has been discussed and validated by ten countries at the GEQAF meeting in Riyadh (March 2014), organized by the Ministry of Education of the Kingdom of Saudi Arabia and UNESCO HQ. The roadmap contains steps of activities, executors, requirements, deadlines, comments and alerts with regard to the implementation process. Egypt and Saudi Arabia have started the phase of implementation while Botswana and Seychelles are ready to initiate. At the meeting, country representatives agreed that the Saudi Arabia would be the Focal Point for GEQAF and co-coordinate Phase II alongside UNESCO. Likewise, it was agreed that the UNESCO Category II Institute for General Education Quality, based in Riyadh, will set up and host a platform for systemic monitoring of progress in improving the quality of education and of learning, with a focus on qualitative indicators to follow-up GEQAF developments. Countries' representatives expressed their commitment to support the elaboration and collection of indicators.

On behalf of GEQAF countries, Saudi Arabia representatives presented recent developments and the envisaged roadmap at the International Convention on the Science of Learning and How it Can be Applied to Improve the Facilitation of

Learning, hosted by East China Normal University in Shanghai (March 2014). The meeting further agreed that to strengthen GEQAF implementation, stronger institutional ties with the research community should be established to bridge gaps between research findings, policies and practices.

As embedded in the roadmap agreed upon by country representatives for GEQAF Phase II, the IBE is holding bilateral meetings and workshops with countries in order to further prepare and start the implementation of intervention plans within the 2014-15 timeframe. In particular, in Egypt, the Ministry of Education and the IBE launched Phase II (November 2014) identifying core challenges and outlining interventions for each of the 15 analytical tools, covering key aspects of education in line with the country's Vision 2030 (inter-sectorial approach common to all Ministries), the National Strategic Plan (NSP 2015-25) and the MoE policies. These challenges and interventions are informing the development of the sectorial investment programme 2015-25, led by the GEQAF Focal Point and Assistant Minister for Development & Quality with the support of the UNESCO Office in Cairo and the IBE. It is expected that the investment programme, tentatively entitled "Investing in Education to forge an inclusive sustainable society", will be presented to donors and related institutions at the Economic Conference called by the President of Egypt (scheduled for March 2015).

Impact and Evidence

Analytical capacities of Member States enhanced

The GEQAF developments are contributing to rethinking the modalities of providing support to Member States through comprehensive and systemic interventions. Firstly, GEQAF pursues strengthening the capacities of Ministries of Education to undertake a robust analysis of their education systems themselves so as to develop the agility to identify constraints and to address them in a timely manner.

South-South cooperation and sharing of expertise facilitated

GEQAF encourages South-South cooperation, mobilization of expertise and the sharing of experiences among regions. For instance, experts from India who received UNESCO training co-facilitated the application of GEQAF in Oman and South Africa, and experts from Oman co-facilitated GEQAF in Seychelles. GEQAF has provided opportunities for partner countries to identify and share common challenges.

Broadened technical partnerships

GEQAF promotes broadened technical partnerships attracting organizations that are keen to work on education quality

at a system level. They include the RTI and NSF in Washington, OECD and CIED in Moscow, NCERT in India, Casual Links in Boston, Tasghighi University, Hong Kong University, and most importantly, Ministries of 16 Member States.

Challenges and Responses

The experience gained from Phase I shows that effective facilitation of learning remains a huge and complex challenge. Ministries ought to be supported to address this challenge. Much of the on-going support, coming from the international community, seems to focus more on measuring learning outcomes rather than on systemic and systematic facilitation of learning. For this reason, the second core part of Phase II

lies in strengthening education systems' capacities to provide effective learning opportunities and to facilitate learning.

To address these country concerns it is critical to have dedicated follow up with countries from the side of UNESCO. To address this issue, the IBE has recruited a P4 to provide technical support and the necessary follow-up.

There is also a need to diversify the resource base to ensure sustainability of the GEQAF work. One way this challenge is being addressed is through self-financing by partner countries.

III. IBE Expected Result 2

A sound knowledge base to inform evidence-based decision making and practices in curriculum, learning and assessment implemented

The IBE supports Member States in addressing the increasingly complex challenges that education systems encounter in the equitable provision of quality education and effective learning opportunities, by serving as a knowledge broker – gathering and sharing the latest and most relevant knowledge and expertise on curriculum policy and practices globally.

The main objective is both to consolidate existing processes for the production, brokering and sharing of knowledge and research, and to enhance and expand these processes as part of the IBE's strategy as a centre of excellence in curriculum, to the end of enabling innovative and effective curriculum policy and practice.

The Clearinghouse and Information services continuously update and enhance the IBE knowledge base on curriculum development and reforms around the world and on learning. The Curriculum Research and Policy Development services strengthen collaboration with university-based researchers and other curriculum research and development institutes and networks to make the latest research conclusions, good practices, policy developments and trends in the field accessible to leaders of curriculum innovation and development globally. Developing and making widely accessible the latest research and trends in curriculum will help to inform global debates on education and to support Member States in formulating and implementing policies and practices that are contextually relevant and informed by comparative research.

Clearinghouse and Information Services

IBE Working Papers

During 2014 five working papers have been produced: four under the series 'IBE Working Papers on Curriculum Issues' (WPCI) along with one 'UNESCO Education Research and Foresight (ERF) Working Paper' as a contribution to UNESCO's 'Rethinking Education in a Changing World' initiative (MLA 3 Expected Result 11). The working papers are: The role of curriculum in fostering national cohesion and integration: Opportunities and challenges in Kenya (No. 11); Competency-based curriculum and curriculum autonomy in the Republic of Korea (No. 12); Scotland: Education, curriculum and learning. The strengths, challenges and solutions in lifelong learning (No. 13); Educación ciudadana en América Latina: Prioridades de los currículos escolares (Citizenship education in Latin America: Priorities in school curricula, No. 14, June; English version to be made available in 2015); and Curriculum in the twenty-first century: Challenges, tensions and open questions (UNESCO ERF Working Papers No. 9, made available in English, French and Spanish).

Education for All Global Monitoring Report

Concerning the well-established collaboration with the EFA Global Monitoring Report (GMR) team, a dataset on intended instructional time using IBE and UIS data was prepared for the EFA GMR 2015. The IBE also assisted in cross-checking and providing several additional inputs provided to the draft 'Global overview of national learning assessments undertaken between 1995 and 2014' that will be included in the GMR 2015. Comments and recommendations were also provided to the draft report of the Senior Experts' Group 'Rethinking Education in a Changing World.'

Alerts and Documentation Services

A total of 25 alerts, four digests and three thematic alerts (on global citizenship education and on assessment, along with a revised thematic alert on conflict and education) have been produced and disseminated. In order to ensure that the IBE alerts and digests are providing the service for which they were designed, a user survey was conducted in April. It included questions related to the usefulness of the service, its presentation, format, and contents, as well as the information needs that it could satisfy. The results of the survey, like the previous ones, have provided very positive rate of feedback. Alert services were highly rated by respondents (mainly 'excellent' or 'good'), particularly the bi-weekly alerts: the total of 'excellent' and 'good' ratings amounted to a positive feedback of 94% for the bi-weekly alerts, 79% for the quarterly digests and 81% for the thematic alerts. The majority of respondents agreed that the alert services help them to: "be aware of current education trends"; "find information they need for their work"; "keep informed about ongoing curriculum developments"; "discover recent curriculum developments"; and "manage information overload." Some 43% of respondents use the materials in the alerts to support their work, 34% for personal learning and development, and 19% as a source of information that influences their organizational strategy.

In terms of enquiries, the Documentation Centre responded to more than 390 requests.

IBE Curriculum Collection and IBEDOCs

The online Curriculum Collection has been further enriched and now provides access to some 1,500 curricular materials (including about 150 curriculum frameworks) from 106 countries. Concerning the IBE online catalogue IBEDOCs, 420 new records were catalogued (of which 320 are part of the Curriculum Collection) and 300 records were revised.

IBE Historical Textbook Collection

A grant amounting to USD1.18 million was received in 2014 for the first phase of the digitization of the IBE Historical Text-

book Collection from HRH Prince Abdulaziz bin Fahad bin Abdulaziz. The diversity of teaching and learning materials within this collection makes it one of the most comprehensive historical collections with regard to the number of countries, regions and languages represented (i.e. more than 100 different languages and dialects from more than 140 countries around the world). The project's overall purpose is to offer researchers, historians of education, education specialists and the wider international education community easy access to these materials and to preserve them for the generations to come. The IBE started systematizing the material in 2013. A database has been created and it currently contains 20,660 titles that can be searched and filtered by subject, year of publication, language, country, and UNESCO region. An additional estimated 5,000 books are yet to be systematized. The first phase of the project will involve completing the systematization, and digitizing and cataloguing a selection of approximately 4,000 textbooks, including 300 atlases and 200 titles from the 1700s and 1800s. An exhibition of historical atlases and geography textbooks, from the early 1800s to the late 1970s, from all over the world, has been on display at the Documentation Centre since January 2014. A meeting with a team from the internationally renowned Georg Eckert Institute for International Textbook Research (GEI, Germany) was organized at the IBE at the end of October in order to jointly discuss and identify the optimum solutions for digitizing, cataloguing and making a selection of materials from the collection available online. The GEI is also offering access to curricular materials, and the IBE and GEI have complementary strengths in their collections of curricula: the IBE has more curricula from developing countries, while the GEI has more from developed countries. Together the two institutes could provide access to the largest collection of curricula worldwide. Discussions have also started with regard to the possibility of preparing an agreement document that would serve as a framework for future IBE-GEI collaborative initiatives.

IBE Website and Intranet

The IBE website has been migrated and fully integrated into the main UNESCO website since January 2014. It is currently being redesigned and further developed. In total, 36 news items were published in three languages (and in some cases also in Arabic, Chinese and Russian) as of end of November 2014. New tracking tools to assess web traffic have been implemented to provide better and more detailed data. Therefore, from 2014 onwards statistical figures regarding IBE web usage will not be comparable to the previous series 2002-2012. For the period January–October 2014, the number of page views increased by 5.4% compared to the previous year. The total number of users (about 127,000) has remained relatively stable. For the first time users from Mexico have outnumbered those from the United States as the biggest user group, while some Asian countries (in particular India and the Philippines) are becoming more active users.

The most consulted website pages and related downloads of IBE resources continue to be the two most recent editions of the database World Data on Education, the profiles of the Thinkers on Education, the series Educational Practices, as well as the Digital Library of National Reports and IBE Alerts.

For the period January-October, IBE documents and publications accessible through UNESDOC–Paris have been downloaded over 224,000 times, representing a 11% increase compared to the same period in 2013 (202,000 downloads).

Furthermore, the IBE intranet has been completely redesigned and reorganized with a view to becoming a more efficient and effective working tool for the whole IBE team.

Curriculum Research and Policy Development

Journal publication

Prospects is the IBE's journal published quarterly in collaboration with Springer, a leading academic publisher globally. **Four issues** of the journal were published in 2014:

- Issue 169, March: Special issue, "Mobile learning for teacher training and curriculum development"
- Issue 170, June: Special issue, "Skills for inclusive and sustainable development"
- Issue 171, September, Regular issue, including articles on equity, poverty and exclusion in education, and regional foci on Latin America, Africa and Asia
- Issue 172, December, Special issue: "Principles for learning in the 21st century"

Prospects reaches 8,859 institutions and professional organizations worldwide. In 2013 (the latest year for which figures are available), full-text article downloads reached 39,096, reflecting a steady annual increase in the use of the journal, and a 27% increase since 2010.

The IBE is working with Springer to rebrand and to re-focus the journal as the Institute's quarterly review of curriculum, learning and assessment.

A proposal to mobilize resources to translate *Prospects* into Arabic was prepared and submitted to potential funders. Efforts are ongoing to this end.

Five issues of the *International Journal of Educational Development*, the leading journal in the field globally, published by Elsevier, were edited at the IBE, with the IBE identified as its editorial home on the journal's masthead for this period. The journal has since been passed to Vanderbilt

University.

Educational Practices Series

The Educational Practices Series is a series of booklets published by the IBE in conjunction with the International Academy of Education, a global association of leading academics in education that promotes educational research and its dissemination and implementation. This series provides timely syntheses of research on educational topics – specifically to do with policy and practice – of global importance, in a format accessible to policy-makers, school leaders, teachers and other practitioners.

Three issues were published in the series in 2014:

- No. 24: Emotions and learning
- No. 25: Nurturing creative thinking
- No. 26: Facilitating the development of intellect

IBE Studies in Curriculum and Comparative Education

The *IBE Studies in Curriculum and Comparative Education* book series is published by the IBE in conjunction with Sense Publishers. **Four volumes** are in preparation, on topics that include humanitarian education and the curriculum, Cecilia Braslavsky's work on reforming Latin American schools, and inclusive schools and classrooms.

Presentation and publication of research, policy and practice papers

Papers published by the IBE focused on translating research into policy and practice, on topics that included the following: *Complexity theory in education governance: initiating and sustaining systemic change*; *Culture and educational outcomes in 'Confucian heritage' societies in Asia*; *'Best practice' in local development contexts*; and *Putting teaching and learning at the centre of the post-2015 education and development agenda*.

The IBE also co-organized the leading conference in international education and development globally, the UKFIET International Conference on Education and Development in Oxford, on the theme, "Education and Development Post-2015".

Curriculum Innovation: a global report

Two proposals to mobilize resources for the preparation of *Curriculum Innovation: a global report* were prepared and presented to potential funders. The major purpose and intent of the report would be to serve as a resource and an inspiration for curriculum development at the national or sub-national level. It would consist primarily of a systematic distillation and appraisal of major features and trends in curricu-

lum development regionally and globally, by case studies of and insights into good curricular practices globally, by the latest research results in the field, by conceptualizations and definitions of appropriate and high quality curricula, and by practical advice on the development of quality curriculum frameworks. It would be oriented towards those leading curriculum innovation, reform and implementation in UNESCO Member States globally.

Challenges and Responses

Assessing impact

The expected impact of IBE work in this domain includes: improved availability of and access to information on curriculum; and improved visibility of the IBE as a leading resource in the field of curriculum and learning. However, assessing impact is an ongoing challenge that remains to be addressed.

Efficiently and effectively sharing knowledge within the IBE and beyond

Due to outdated IT infrastructure, efficiently and effectively sharing knowledge within the IBE and beyond is a challenge. Currently, we are taking steps to update the ICT platform, streamline the Website, and also submitting grant proposals for support in this area.

Limited Staff Time and Resources

Knowledge brokerage in support of the IBE's function as a laboratory of ideas is resource-intensive with regard both to the calibre of staff and the time required for research analysis, synthesis and dissemination in accessible and policy- and practice-relevant form. It requires a team of senior, mid-ranking and early-career specialists with wide-ranging and in-depth content knowledge of the field – particularly at senior level – and excellent writing and editorial skills throughout.

Undertaking the wide-ranging and substantial research required for the production of *Curriculum Innovation: a global report* depends on considerable financial support for the establishment of a small team dedicated to this project. Two proposals have been prepared to this end.

Deepening focus of publications on IBE mandate

Ensuring the relevance to policy and practice of the IBE's publications is a constant challenge. The journal, *Prospects*, and the IBE's book series, need to be (and are being) thoroughly overhauled and revamped to enhance both their stature in the field and their relevance and utility to policy-makers and practitioners.

IV. Resource Mobilization and Communication

Resource mobilization

During 2014, the IBE initiated several efforts to increase voluntary contributions. Follow-up has been conducted with Member States of the Council who have expressed their interest in contributing to the IBE. Discussions are also underway with the Swiss Cooperation to renegotiate a new agreement for the coming years, as well as with the Spanish Cooperation and the Norwegian Cooperation.

During the second half of 2014, several missions were undertaken by the new Director of the IBE and senior managers to submit project proposals and explore partnership opportunities.

Project proposals were submitted to the Ministries of Education and Youth Affairs of Kuwait, the Ministry of Education of Saudi Arabia, the Center for International Cooperation in Education Development (CICED) of the Russian Federation, Collège Universitaire Henry Dunant (Geneva), the Gulf Arab States Educational Research Center (GASERC, Kuwait City) and the Asia-Pacific Centre of Education for International Understanding (APCEIU, Seoul, Republic of Korea). Project proposals were also submitted to private foundations: Nestlé, Google, Microsoft, Nomura, Credit Suisse and the African Development Bank.

Resources mobilized

Nigeria has confirmed its voluntary contribution for the next 4 years and has already paid 100'000USD for 2014.

Similarly, the agreement for the "King Fahd bin Abdulaziz – IBE Historical Textbook Collection" with the Foundation of Prince Abdulaziz Bin Fahd Bin Abdulaziz Al Saud was approved and the first payment of 500'000USD has already been made.

Additionally, funding from the Inter-American Development Bank allowed for 5 staff from the El Salvador Ministry of Education to attend the 2014 Diploma in Curriculum Design and Development.

Communication: IBE visibility and recognition

During 2014, the IBE conducted various activities to increase its visibility and recognition as a Centre of Excellence in curriculum and learning.

An information brief on the IBE and 6 factsheets were produced to help potential donors have a clear understanding of the future vision of the IBE and its planned core areas of work.

Specialists at the IBE have been invited to share their expertise and present keynote speeches at international meetings and conferences, such as The Annual Conference on Cultural Diplomacy 2014 "A World without Walls: Opportunities for Peace Building in a Time of Global Insecurity" (Germany), The 11th International Forum on Lifelong Integrated Education (Japan), The International Congress "Inclusive Education: a realm of possibilities" (Mexico), the XXV Meeting and II International Congress on the Current State of Education Research (400 participants), organized by UCC (Argentina), and "Governing complex education systems" a meeting hosted by OECD and the Royal Norwegian Ministry of Education and Research (Norway).

The IBE was also invited to support high level policy dialogue in Uruguay between private enterprise, the government and public organizations in outlining the education/curriculum reform agenda in the country's developmental plan.

The IBE has made efforts to increase its visibility by providing interviews with international media outlets, TV, radio and newspapers, as well as nationally in Uruguay, Colombia, Senegal, among others.

Additionally, IBE materials have been disseminated at all IBE events, reaching education stakeholders, donors and partners from various regions.

With regard to the Diploma, an informational video (in English, French and Spanish) has been produced and hosted on the IBE website. A new Diploma brochure (in English) outlining its key features and developments has also been developed. The Diploma has had some 35 appearances in the media (TV / radio / newspaper / Internet).

V. Institutional and Organizational Development

Financial resources

The total approved budget for 2014 is US \$ 4'802'775. The UNESCO financial allocation (regular budget) to IBE amounted to US \$ 1'762'400, 31% less than the amount of allocation approved by the General Conference at its 36th session. This reduced allocation represents only 33.4% of the total IBE resources (including Extra-budgetary funds). The budget implementation rate was 75.7% at October 31, 2014. For extrabudgetary programmes in 2014, a total of US \$ 1'061'402 was mobilized for specific activities and tasks. The IBE continues to implement its cost recovery policy, by October 31, 2014, 399'659 US dollars was obtained. A table showing the financial resources up to 31 December 2014 will be available to the Board in January 2015.

Human resources

With a view to accelerating the implementation of the Strategy of the Centre of Excellence in curriculum focusing on identified areas, an evaluation exercise of the expertise and skills available at the IBE was undertaken to identify areas to be strengthened. In this context, the following three new professional positions were opened under the modality of Project appointment (PA):

Senior project officer - P4: Curriculum specialist for the project "Supporting countries improving the quality in education of their systems, policies and programs" - GEQAF;

Project officer - P3: Editor to support the curriculum research and publications' team;

Associate project officer - P1: to support the team "Innovation and leadership in curriculum and learning";

The newly recruited professionals for the three positions will join the IBE during the first quarter of 2015.

High level consultants will also be recruited earlier next year to strengthen the professional team, particularly in the areas of reading in lower primary grades and early childhood care and education.

Thus, it is expected that the number of professionals recruited under the PA modality will increase to reach 7 in 2015.

In addition, in order to enhance the IBE's expertise in the priority areas in line with the CoE Strategy, through the "Se-

condment modality", terms of reference of 14 expert positions have been developed and communicated to the IBE Member States and different partners to explore the possibility of "Secondment" of high-level experts to the IBE. Two positive responses have been already received and at least two experts are planned to join the IBE during 2015.

Similarly, the terms of reference for four junior professional officer (JPO) positions were submitted to UNESCO Headquarters to identify potential candidates who will join the IBE in 2015.

The IBE has continued the implementation of its policy of training young professionals. A total of 9 university graduates at master's level or above received research fellowships (BARs). Furthermore, 12 graduate students from universities have benefitted from the internship programme funded by their respective institutions.

Staff Category	2014
Professionals	6 regular staff contracts 4 PA limited duration contract
General Service staff	3 regular posts 1 PA limited duration contract
Total	14

Young professionals and interns	2014
Research and Development Fellows	9
Interns	12
Total	21

VI. Budgetary Figures

STATEMENT I
INTERNATIONAL BUREAU OF EDUCATION

STATEMENT OF FINANCIAL POSITION AS AT 31/10/2014

	note	31/10/2014 <i>USD</i>	31/12/2013 <i>USD</i>
ASSETS			
Current Assets			
Cash and cash equivalents		166 065	49 907
Short-term investment		631 579	732 807
Accounts receivable (non-exchange transactions)			
Accounts receivable (exchange transactions)		7 490	17 263
Advance payments		13 657	10 859
Other current assets		4 812 029	4 620 116
Total Current Assets		5 630 820	5 430 952
Non Current Assets			
Accounts receivable- (non-exchange transactions)			
Long-term investments			
Property, plant and equipment		38 298	35 509
Intangible assets			
Other non-current assets			
Total non current assets		38 298	35 509
TOTAL ASSETS		5 669 118	5 466 461
LIABILITIES			
Current Liabilities			
Accounts payable		202 372	107 658
Employee benefits		736	40 437
Transfers Payable			
Conditions on voluntary contributions			
Advance receipts		1 557 396	1 987 846
Other current liabilities		42	770
Interfund/Intercompany balances			
Total current liabilities		1 760 546	2 136 711
Non-current liabilities			
Employee benefits		134 481	134 481
Borrowings			
Other non-current liabilities			
Total non-current liabilities		134 481	134 481
TOTAL LIABILITIES		1 895 027	2 271 192
NET ASSETS		3 774 091	3 195 269
NET ASSETS/EQUITY			
Surplus for the period		578 822	1 348 021
Reserves movements			6 575
Reserves and fund balances		3 195 269	1 840 673
NET ASSETS		3 774 091	3 195 269

STATEMENT II
INTERNATIONAL BUREAU OF EDUCATION

STATEMENT OF FINANCIAL PERFORMANCE
FOR THE PERIOD ENDED 31/10/2014

	note	31/10/2014 <i>USD</i>	31/12/2013 <i>USD</i>
REVENUE			
UNESCO Financial Allocation		1 765 600	1 742 200
Voluntary contributions - Extra-Budgetary		1 912 329	2 530 089
In-kind contributions		651 319	742 643
Other revenue producing activities		51 528	46 055
Other revenue		121 068	138 909
Finance revenue		9 317	8 004
TOTAL REVENUE		4 511 161	5 207 900
EXPENSES			
Employee benefits expenses		2 275 585	2 088 435
Consultants/external experts and mission costs		179 196	221 062
Grants & other transfers		264 980	223 564
Supplies, consummables & other running costs		1 022 388	1 099 453
Contracted services		100 502	209 837
Depreciation and armotization		12 992	12 655
Other expenses		73 472	
Finance Costs		3 224	4 873
TOTAL EXPENSES		3 932 339	3 859 879
SURPLUS FOR THE PERIOD		578 822	1 348 021

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

2014
OCTOBER

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS	EXPENDITURES		UNOBLIGATED BALANCE (to be obligated)	EXECUTION RATE CURRENT PERIOD*	GLOBAL EXECUTION RATE
	Revised (budget to be obligated)	Disbursements	Unliquidated obligations period reporting	Unliquidated obligations futur period	Total Current period	
I. PROGRAMME ACTIVITIES						
Line 1: Capacity development and support services to MS	1 270 300	518 795	9 237	221 676	528 033	41,6%
Capacity development programme	92 241	31 423	1 593	9 757	33 016	35,8%
GASERC - Inclusive Schools Toolkit	18 801	-	-	-	-	0,0%
Citizen & HR education (Bahrain)	72 500	1 848	-	-	1 848	2,5%
Technical co-operation projects / support to member states	123 758	67 114	107	6 372	67 222	54,3%
Learning outcomes in early grades: integration of curriculum, teaching materials, and assessments of education	963 000	418 410	7 537	205 547	425 947	44,2%
Line 2: Clearing-house and information management	500 917	278 435	10 017	151 853	288 451	57,6%
Resource Bank and Observatory of educational trends	77 069	50 267	67	10 707	50 334	65,3%
Documentation and Information	30 861	11 190	27	6 468	11 217	36,3%
Development of IBE web site	392 987	216 978	9 923	134 588	226 900	57,7%
Line 3: Curriculum research and Policy dialogue	522 332	259 338	305	255 803	259 643	49,7%
Research	374 271	151 725	135	217 057	151 860	40,6%
Publications	148 061	107 613	170	38 746	107 783	72,8%
PROGRAMME ACTIVITIES (I)	2 293 549	1 056 568	19 559	629 332	1 076 127	46,9%
II. GOVERNING BOARD / GEN. ADMIN./ INSTITUTIONAL DEV.						
Line 1 : IBE Council / Steering Committee	80 000	54 244	-	-	54 244	67,8%
Line 2 : General operating costs	153 711	104 024	17 761	24 103	121 785	79,2%
Line 3 : Institutional development: COE / Coordination & prog dev.	170 767	133 883	262	27 186	134 145	78,6%
CoE; Coordination and prog dev	148 975	115 559	262	25 091	115 821	77,7%
Resource mobilization activities	21 782	18 324	-	2 095	18 324	84,1%
GOVERNMENT BOARD, GEN.ADMIN. & INST. DEV (II)	404 468	292 151	18 023	51 289	310 174	89,4%
STAFF COSTS (III)	2 010 360	1 492 898	3 221	41	1 496 119	74,4%
PROGRAMME EXECUTION (I + II + III)	4 708 377	2 841 617	40 803	680 662	2 882 420	75,7%