



UNESCO/BIE/C.60/Proceedings and Decisions
Geneva, 8 March 2011
Original: English

**SIXTIETH SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 26–28 January 2011

PROCEEDINGS AND DECISIONS

Item 1. Opening of the session

1. Following a brief introduction by the IBE Director, Ms Clementina ACEDO, the 60th session of the IBE Council was opened at 10:00 a.m. on Wednesday, 26 January 2011 by Mr. Ole BRISEID, the President of the IBE Council, who extended a cordial welcome to all the members of the Council and expressed good wishes for the year 2011.
2. Before proceeding to Item 2, adoption of the provisional agenda, the President of the Council shared his views on the future work of the IBE. He emphasized the fact that quality in education is becoming a key concept widely used in education ministries, development agencies and multilateral organizations. Consequently, there is increasing attention being directed towards the content of education, namely relevant curricula, and the assessment of learning outcomes. This means that the mission of the IBE is gradually approaching the top of the education policy agenda, a fact that was also recognized by the General Conference of UNESCO that asked the IBE Council to define a strategy for making the IBE a Centre of Excellence in Curriculum. He called upon all the members of the Council to be 'daring, innovative, proactive and forward-looking in order to reform and reshape the IBE for its important mission in the future'. Moreover, he emphasized the importance of starting the planning for implementation and the resource mobilization process as soon as possible, without in any way compromising or pre-empting the adoption of the Strategy at the General Conference (GC) in October 2011.
3. The Representative of the Russian Federation wished to remind the Council participants of the terrorist attack which struck Moscow on 24 January 2011, where 35 people were killed and approximately 180 were wounded, and encouraged the delegates to join world leaders in expressing their condolences to all the people and countries concerned with acts of terrorism. Council participants adhered to this call and shared his view that a good education is a key deterrent to such violence.
4. Twenty-five Member States were represented. Additionally, two countries were represented as observers. The list of participants is attached as annex IX.

Item 2. Adoption of the agenda and annotated agenda

(Document: UNESCO/BIE/C.60/1/Prov + Addendum)

5. During the adoption of the agenda and annotated agenda, Council members concurred with the President of the Council and the Chair of the Administrative Group that Item 4.7, concerning the approval of the Report of the Administrative Group, would be removed from the agenda in view of the approval of the Revised Appropriation Resolution for 2010 and Appropriation Resolution for 2011 (paragraphs 7 and 10 of the Report of the Administrative Group). The Agenda was thus adopted, as reproduced in annex I.

DECISION

The Council adopts the agenda and the annotated agenda of the 60th session of the IBE Council.

Item 3. IBE Activities during 2010

(Documents: UNESCO/BIE/C.60/2 and C.60/Inf.2, annex II)

6. The IBE Director gave an overview of the main elements of her report on the IBE's activities in 2010, highlighting the strategic objectives and the key achievements of the IBE programmes, as well as the situation of human and financial resources, whilst emphasising alignment with the Main Lines of Action (Education Sector) of the 35 C/5 and the importance of curriculum and curriculum development for achieving the EFA goals. (Director's presentation is attached as annex VI)

7. The Administrative Group's report (UNESCO/BIE/C.60/Inf.3, paragraphs 3 to 7, including the Revised Appropriation Resolution for 2010), was presented by the Chair of the Administrative Group and Representative of the Russian Federation, Mr Amir BILYALITDINOV, Deputy Secretary-General of the Commission of the Russian Federation for UNESCO. (Report is attached as annex IV).

8. The Director and the IBE team were congratulated for the achievements in 2010. Of particular note, the 'Diploma in Curriculum Design and Development' was praised as an important innovation by Member States, as it shows that the IBE is already on the road to change and heading towards the implementation of the 'Strategy aimed at making the IBE a Centre of Excellence in Curriculum' (Strategy of IBE as CoE). The Administrative Group was also congratulated by the President of the Council and Member States for the efficient work and the excellent report.

9. A rich debate followed, in which the systematic assessment of IBE's activities, their impact and outcomes, was considered key in order for the IBE to become a CoE, as well as to be able to mobilize resources effectively. In addition it was suggested that by systematically assessing the impact and outcomes of its activities, the IBE would have a solid rationale for requesting extra-budgetary funding. While expressing their appreciation for the Director's presentation and emphasising the significant improvements in the quality of the report, Member States also recommended including in future reports an overall analysis of the results achieved, as well as the IBE's priorities and challenges. Furthermore, it was suggested that the IBE could also evaluate its contribution to EFA goals in order to gain visibility. The Director agreed that more systematic methods of evaluation are to be put in place, as it is also mentioned in the draft CoE Strategy.

10. In response to a question raised by a Member State about whether the IBE's capacity development was reaching teachers, the Director elaborated on the fact that many countries face the challenge of strengthening teachers' capacities for delivering the curriculum. Furthermore, the Director also specified that the IBE is presently involving teachers in capacity development, mentioning as examples the activities carried out in Viet Nam through the integration of gender equality issues into the curriculum, and in Asia with a large network of teacher training institutions on issues related to Education for Sustainable Development (ESD).

11. Clarifications were provided by the Secretariat on the issue of regional training modules and their adaptation on a global scale, as well as how technical assistance provided in one country can be extended to other countries. It was explained that the regional training modules have been designed based on the needs of specific regions, but that these can be adapted by, for example, using region-specific case studies (e.g. the module on Climate Change for the region of Asia and the Pacific can be adapted and used in Latin America). In addition, it was explained that in terms of technical assistance, countries and UNESCO Field Offices approach the IBE directly and request assistance for specific projects. For example, following the

technical assistance provided in Viet Nam on gender equality issues and the curriculum, UNESCO Beirut has asked the IBE to organize a similar process in Lebanon.

12. With regard to the budget for 2010, some Member States noted that since Africa is a UNESCO priority, the execution rate of the project, 'Learning for Life and Work in African Countries' (LfLW), was very low. In her response, the Director emphasized that Africa is also a priority for the IBE, as shown by the fact that 55% of IBE overall programme expenditures per region (not including global) is devoted to Africa. The Director further explained that in the two-year LfLW Africa project, the planning stages took place throughout 2010, but most implementation will occur in 2011. Referring to the overall execution rate of 81%, the Director also mentioned that it is important to consider that some savings have been made with regard to two professional posts which have not yet been filled.

DECISION

In accordance with the Statutes of the IBE (Section II, Article V.b.), stipulating that it “supervise the implementation of the programme of activities of the Bureau”, the Council:

- **Takes note of the comments and recommendations of the Report of the Administrative Group (UNESCO/BIE/C.60/Inf.3);**
- **Approves the Report of the IBE Director on Activities in 2010 (UNESCO/BIE/C.60/2);**
- **Requests the IBE Director to include more analytical comments in the yearly reports in relation to the results achieved, impact and outcomes of its activities, and in particular, the priorities and challenges faced;**
- **Approves the Pre-final Accounts of the IBE as at 31 December 2010 (UNESCO/BIE/C.60/Inf.2), cleared by the Bureau of Financial Management of UNESCO, and the Revised Appropriation Resolution for 2010 (para. 7 of the Report of the Administrative Group, document UNESCO/BIE/C.60/Inf.3);**
- **Delegates to the Steering Committee the authority to formally approve the 2010 accounts, approved by the Bureau of Financial Management of UNESCO, in its forthcoming meeting in summer 2011.**

Item 4. IBE Programme of Activities for 2011

(Document: UNESCO/BIE/C.60/3 + Addendum, annex III)

13. The IBE Director presented the main lines of the draft programme of the IBE's activities for 2011, as well as its budgetary framework (see Director's presentation as annex VII). In doing so the Director highlighted IBE's alignment with the UNESCO-Education Sector in terms of development of capacities and technical assistance, policy dialogue, and knowledge management which have all been integrated into the UNESCO work plans. The Representative of the Russian Federation, as Chair of the Administrative Group, presented paragraphs 8 to 10 of the Report of the Administrative Group, including the Appropriation Resolution for 2011 (UNESCO/BIE/C.60/Inf.3).

14. A very fruitful discussion was initiated and several topics addressed after the Director's presentation of the activities planned for 2011. Once again the IBE's 'Diploma in Curriculum Design and Development' was praised as a significant innovation and very important step towards the development of the IBE as a CoE. Specifically the work in progress for also running the Diploma in the Africa region was commended. Furthermore, it was suggested that a Community of Practice could be set up specifically for Diploma students, in order for them to be able to continue discussions and as a way of assessing the impact of the training. Finally, on the same subject, it was suggested that a Diploma for the Asian region would also meet existing needs and demands.

15. Echoing the previous discussion on the activities and budget for 2010, the need for increased assessment and prioritization of the IBE's core function, was emphasized. It was further suggested that the IBE also take advantage of the current intellectual resources at its disposal, such as the COP members, in order to expand its knowledge and research base, without necessarily having to invest many financial resources. Specifically, in terms of programmes, it was mentioned that resources for policy dialogue should not be reduced further, as it is an important core function of the IBE.

16. The Director thanked the Council members for such a stimulating debate and responded to their important questions. She first expressed the fact that despite the challenges the IBE is facing, she keeps optimistic that great reforms can take place even in times of financial crisis. The year 2011 will be a very important year for raising funds for the next biennium and preparing for the implementation of the Strategy. The Director agreed with the Member States in expressing caution about the IBE becoming too stretched in attempting to respond to too many requests and clarified that activities at the regional level are systematically and closely coordinated with the UNESCO Regional Bureaus of Education, Field Offices and other partners. Furthermore, she assured the Council members that an external audit of the IBE accounts was already being planned with HQ, and that the outcomes of this exercise will provide additional elements for the implementation of the Strategy.

DECISION

In accordance with the Statutes of the IBE (Section II, Article V.b), stipulating that the Council is responsible for defining "*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:

- **Takes note of the comments and recommendations of the Report of the Administrative Group (UNESCO/BIE/C.60/Inf.3);**
- **Approves the planned Programme of Activities for 2011 (UNESCO/BIE/C.60/3), with a view that its implementation will take into account the comments made by the Council;**
- **Approves the draft budget of the IBE for 2011 (UNESCO/BIE/C.60/3-Addendum) as well as the Appropriation Resolution for 2011 (para. 10 of the Report of the Administrative Group, document UNESCO/BIE/C.60/Inf.3).**

Item 5. Draft “Strategy aimed at making the IBE a Centre of Excellence in Curriculum”
(Document: UNESCO/BIE/C.60/Strategy Centre of Excellence, annex V)

17. Before opening discussions on the draft Strategy, the President of the Council reminded the delegates that January 27th has been designated by the United Nations General Assembly as the International Day of Commemoration in Memory of the Victims of the Holocaust and, on this occasion, the participants paid tribute to the millions of victims observing a minute of silence.

18. The President of the Council welcomed Mr. Qian TANG, UNESCO’s Assistant Director-General for Education (ADG/ED) to the meeting. In order to fully benefit from Mr. Tang’s presence, the President announced that the ADG/ED would be addressing the Council members, providing his views about the IBE and its Council within the wider context of UNESCO’s work in the field of education.

19. Mr. Tang took the floor by expressing Ms. Irina BOKOVA’s regrets for not being able to attend the 60th session of the IBE Council, due to other commitments. He followed by recalling the strong expectations concerning an increased impact of UNESCO on education, in terms of more visible efforts and concrete results. He presented an overview of the strategic restructuring of the Education Sector, as well as the strategic directions in which UNESCO’s Education Sector was heading, particularly in terms of bringing UNESCO back to the leading position in education. Mr. Tang continued by pointing out the need to ensure that there is a clear and sound strategy covering partnerships and communication, a better alignment of staff profiles with priority areas, as well as a highly qualified Education Sector team (HQ, Field Offices and Institutes). He also emphasised that it is important to make the Institutes a strong component of the Education Sector.

20. Continuing his address to the Council, Mr. Tang thanked the President of the Council, as well as the Working Group charged with finalizing the draft Strategy of IBE as CoE, particularly Ambassador Rodolphe IMHOOF for his leadership and Switzerland for their generous sponsorship. He reminded the Secretariat and Member States that the preparation work needs to start immediately, in order for the Strategy to be implemented as of January 2012, after its formal adoption at the GC in October 2011. He requested that Member States suggest what the IBE should be doing in terms of preparation, and to support the Director and her team in this task. Mr. Tang concluded that he would report back to the Director General, as UNESCO is currently working on the 36 C/5 and the budget for the 2012-2013 biennium.

21. In the discussion which ensued, Council participants expressed their appreciation for the new developments, but also stated that better communication with the Member States is necessary, as well as greater transparency with respect to the Institutes’ financial allocations from the UNESCO regular budget. Mr. Tang assured the Council that the Member States are the most important actors for attaining EFA goals globally. He also referred to the role UNESCO is playing in terms of attaining quality education for all, and the process of providing a way to measure the quality of education, not only in terms of performance outcomes. Finally, prompted by the Member States’ comments, Mr. Tang reiterated the importance of working together, not only within UNESCO, but also with other UN agencies and organizations.

22. Ambassador Imhoof, Chair of the Working Group (WG) charged with finalizing the draft Strategy aimed at making the IBE a Centre of Excellence in Curriculum and Permanent Delegate of Switzerland to UNESCO, presented the broad lines of the draft Strategy and the process of its preparation. Ambassador Imhoof proceeded to thank the WG and the three

consultants, as well as all other collaborators involved in the drafting of the Strategy. Following in the same lines as Mr. Tang, he agreed that the way for the IBE and UNESCO as a whole to move forward is to focus on quality, which is exactly where the Strategy of IBE as CoE will take the IBE as far as curriculum is concerned. Ambassador Imhoof endorsed the draft Strategy and urged Member States to do the same.

23. Following Ambassador Imhoof's presentation of the draft Strategy, a short debate followed, in which Member States were urged by the President of the Council to adopt the draft Strategy as it reflects a general consensus reached through a wide consultation process with members of the IBE Council and members of each UNESCO electoral group. He also suggested that Member States make comments on the process ahead leading to its adoption by the GC and its future implementation. Following this guidance, Council participants unanimously approved the draft Strategy. Ambassador Imhoof thanked the Member States who participated in this debate for their endorsement and reminded the Council that the draft Strategy is a consensus document that will guide the IBE's trajectory to becoming a CoE in curriculum. Finally, Mr. Tang took the floor and described the role that UNESCO HQ and Member States will play and the support they can give to the IBE Director and her team.

DECISION

The 60th session of the IBE Council:

- **Recalling 33 C/Resolution 90, 34 C/Resolution 4 and 35 C/Resolution 14; and document 35 C/18;**
- **Acknowledging the contributions of the Working Group entrusted with the finalization of the Strategy;**
- **Taking note of the consultation process with Member States, the bilateral partners and stakeholders which helped to finalize this document;**
- **Reaffirming the priority placed on education within UNESCO's mandate and recognizing the engagement of the Director-General to enhance UNESCO's role in promoting quality Education for All;**
- **Approves the proposed Strategy;**
- **Takes note of the estimated financial implications of the Strategy as annexed to the draft Strategy;**
- **Requests the Director-General to prepare the necessary steps for its adoption by the General Conference at its 36th session, taking due account of the needs for increased core funding for the implementation of the recommended actions;**
- **Requests the IBE Director, in close cooperation with the IBE Council and with the active support of UNESCO Headquarters, Field Offices and other stakeholders, to take the necessary steps for the implementation of the Strategy once it is adopted by the General Conference;**

- **Further requests the IBE Director, in cooperation with the IBE Council through its President, to seek additional extra-budgetary funds for the programme activities proposed in the strategy;**
- **Calls upon Member States to support the attainment of the goals of the strategy, including through extra-budgetary support.**

Item 6. Reflections on implementation of the Strategy after adoption by the General Conference

24. The IBE Director began by thanking Member States for their strong support for the Strategy and continued by presenting the timeline of preparatory work, prior to the GC in October 2011. In particular, the Director stated that it was important to make sure that a draft plan of action is discussed and reviewed at the Steering Committee meeting in September 2011, and subsequently formally endorsed at the 61st session of the IBE Council in January 2012, after the formal adoption of the Strategy by the GC in October 2011. (Director's presentation is attached as annex VIII)

25. In the ensuing discussion, support was also expressed for the IBE Director and her team in the preparatory timeline. It was suggested that as soon as an implementation plan is drafted, it should be sent to all Council members, in order to receive inputs and feedback from the Member States, allowing for this process to be the work of not only the Secretariat, but also that of all the members of the Council. Furthermore, it was also expressed that in the drafting of the implementation plan, priorities should be made clear.

26. The Swiss delegation continued the discussion by emphasizing that within the Strategy of IBE as CoE, the link between the IBE and the International Conference on Education (ICE), which Switzerland will continue to host and support, needs to be reinforced. Moreover, the Swiss delegation requested that a working plan and proposals be prepared for the 61st session of the IBE Council and that this request be placed in the draft decisions. Mr. Charles BEER, State Counsellor of the Republic and Canton of Geneva in charge of the Department of Public Instruction and head of the Swiss delegation, emphasised the fact that Switzerland would be ready to make a considerable financial contribution for the next session of the ICE if due effort was placed on suggesting possible themes, dates and the financial implications of the 49th session of the Conference, within the implementation plan for the CoE, as well as the setting-up of the Working Group, during the 61st session of the IBE Council.

DECISION

The 60th session of the IBE Council:

- **Takes note of the preliminary reflections of the Secretariat as presented orally by the IBE Director;**
- **Requests the IBE Director, based on the reflections in the Council, to work out a preliminary draft implementation plan to be presented for consideration by the Steering Committee of the IBE Council at its next meeting;**
- **Further requests the IBE Director, after the strategy has been formally adopted by**

the General Conference, to prepare an implementation plan, including proposals for the next International Conference on Education (49th session), to be presented to the 61st session of the Council for discussion and adoption.

Item 7. Discussion on resource mobilization for the IBE

27. The Director briefly introduced the issue of the estimated financial implications of the Strategy and clarified the budgetary structure of the IBE consisting of: the UNESCO regular budget allocation that is mainly utilized for covering regular staff costs; donor contributions to the core programme; other extra-budgetary targeted resources; and other income, such as revenue from the cost recovery policy. The Director proceeded to thank the host country, Switzerland, for their renewed financial commitment over the next three years.

28. Following the explanation of the budgetary structure, the Director emphasized the need to look for new bilateral donor contributions to the core programme, and to secure multi-year funding commitments. Furthermore, she elicited that working towards becoming a CoE gives the IBE a strong position in terms of mobilizing additional resources, due to its contribution to the attainment of EFA goals and efforts to improve the quality of education. In terms of a strategic approach, other UN Agencies and the private sector will be approached for funding or co-funding of specific projects, as well as the Fast Track Initiative.

29. Member States discussed and presented various ideas, especially focusing on partnerships with the private sector, which is increasingly becoming involved in humanitarian projects. Some Member States requested clarification on the autonomy which the IBE has from HQ in accessing such resources. Mr. Alexandre SANNIKOV, representative of the Education Sector, reminded the Council that the IBE has access to other funding opportunities, including UNESCO modalities, as a Category I Institute, as well as the autonomy to seek resources via their own means. He further reminded the Council that the UNESCO financial allocation is voted by the General Conference and it is up to Members States to decide if this allocation is to be increased or not.

30. Additionally, there was a request to prepare a draft resource mobilization plan to be presented at the Steering Committee meeting in September 2011. There was also general consensus that resource mobilization needs to begin as soon as possible. One Member State reiterated the fact that all members of the Council should be involved in the planning process, and that the status of this process should be shared at the Steering Committee meeting in September 2011.

31. The Director thanked the delegates for their comments, and confirmed that one of her responsibilities is to seek funds for the Institute. Moreover, she emphasized the crucial importance of having the support of the Council to reinforce her efforts.

DECISION

The 60th session of the IBE Council:

- **Recalling 34 C/Resolution 4 and 35 C/Resolution 14;**
- **Calls upon members of the IBE Council to support the IBE Director in the effort of**

seeking additional financial resources, especially through core contributions within the framework of multi-year agreements as well as other extra-budgetary resources, including the private sector;

- **Requests** the IBE Director, based on the reflections of the Council, to work out a draft financial resource mobilization plan to be presented for consideration by the Steering Committee at its next session.

Item 8. Dates for the 61st session of the Council

DECISION

The Council decides to propose to the Director-General of UNESCO that:

- The 61st session of the Council will be held tentatively from 25 to 27 January 2012. This should be preceded by the meeting of the Administrative Group;
- The meeting of the Steering Committee of the Council will be tentatively held in the first week of September 2011, in Geneva.

Item 9. Any other business

DECISION

Concerning the report of the last biennium to the General Conference, the IBE Secretariat will prepare a draft for circulation to the members of the Council for possible comments before it is submitted to the Director-General of UNESCO.

DECISION

The Council entrusts the President of the Council with the responsibility to carry forth the draft Strategy to the 36th session of the General Conference.

Item 10. Adoption of the Decisions of the 60th session

(Document: UNESCO/BIE/C.60/Decisions/Prov.)

DECISION

In conformity with the Rules of Procedure of the IBE Council (IV, Section XI, Rule 22.1 and 22.2), which foresee that *“the Council shall approve at each session the text of the decisions adopted during that session”* and that *“the text shall be published during the month following the end of the session”*, the Council:

- **Approves** the text of its decisions (UNESCO/BIE/C.60/Decisions/Prov.);

- **Entrusts the IBE Secretariat with the task of publishing the Proceedings and Decisions of the 60th session of the Council by the end of March 2011, after having circulated a draft to the Council members for possible comments.**

Item 11. Closing of the 60th session

32. Prior to the closing of the 60th session of the IBE Council, the President addressed the Council members, thanking them for their constructive and hard work, as well as their active participation which resulted in a very positive meeting. In addition, he reiterated the fact that this session has been very important in paving the road ahead for the IBE to accomplish its mission to become a Centre of Excellence in Curriculum. He further highlighted that ‘our ambition will be to place the IBE at the centre of global education as regards quality, particularly curriculum development, which is at the heart of educational quality’. He concluded observing that this is possible, and that it will require hard work and a joint effort of the IBE, its Council and UNESCO HQ.

33. The President closed the 60th session on Friday, 28 January 2011 at 10:30 am.



Annex I
UNESCO/BIE/C.60/1/Add.
Geneva, 7 September 2010
Original: English

**SIXTIETH SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 26–28 January 2011

AGENDA AND ANNOTATED AGENDA

AGENDA

Wednesday, 26 January 10:00 a.m. – 1:00 p.m.

1. **Opening of the session**
2. Adoption of the **Agenda** (UNESCO/BIE/C.60/1/Prov.) and of the **Annotated Agenda** (UNESCO/BIE/C.60/1/Prov.Add.)
3. **IBE activities during 2010**
 - 3.1 Report of the Director (UNESCO/BIE/C.60/2)
 - 3.2 Part one of the Report of the Administrative Group (UNESCO/BIE/C.60/Inf.3)
 - 3.3 Discussion
 - 3.4 Replies by the Director to the Council Members questions
 - 3.5 Approval of the Report of Activities 2010
 - 3.6 Approval of the Pre-Final Accounts 2010 (UNESCO/BIE/C.60/Inf.2)

Wednesday, 26 January 3:00 p.m. – 6:00 p.m.

4. **IBE programme of activities for 2011**
 - 4.1 Proposals by the Director (UNESCO/BIE/C.60/3)
 - 4.2 Part two of the Report of the Administrative Group (UNESCO/BIE/C.60/Inf.3)
 - 4.3 Discussion
 - 4.4 Replies by the Director to the Council Members questions
 - 4.5 Approval of the Programme of Activities for 2011
 - 4.6 Approval of the budget for 2011

6:00 - 8:00 p.m. *Cocktail reception*

Thursday, 27 January 10:00 a.m. – 1:00 p.m.

5. **Draft “Strategy aimed at making the IBE a Centre of Excellence in curriculum”** (UNESCO/BIE/C.60/Strategy Centre of Excellence)
 - 5.1 Presentation of the draft Strategy aimed at making the IBE a Centre of Excellence by the Chair of the Working Group charged with the finalization of the Strategy
 - 5.2 Comments and exchange of views
 - 5.3 Approval of the draft “Strategy aimed at making the IBE a Centre of Excellence in curriculum”

Thursday, 27 January 3:00 p.m. – 6:00 p.m.

6. **Reflections on implementation of the Strategy after adoption by the General Conference**
7. **Discussion on resource mobilization for the IBE**

Friday, 28 January 10:00 a.m. – 1:00 p.m.

8. **Dates for the 61st session of the Council**
9. **Any other business**
10. **Adoption of the Decisions of the 60th session** (UNESCO/BIE/C.60/Decisions/Prov.)
11. **Closing of the 60th session**

ANNOTATED AGENDA

The 60th session of the Council will be held in Room A of the Varembé Conference Centre (CCV), 9/11 rue de Varembé (opposite the Geneva International Conference Centre – CICG).

It will begin on Wednesday, 26 January 2011 at 10 a.m. and is foreseen that it will end on Friday, 28 January 2011, at 1 p.m.

The session's working timetable will be as follows: Wednesday, 26 January and Thursday, 27 January from 10 a.m. to 1 p.m. and 3 p.m. to 6 p.m.; and Friday, 28 January from 10 a.m. to 1 p.m.

As last year, the Administrative Group will meet on the IBE premises, in the Cecilia Braslavsky room, 15 route des Morillons, 1218 Le Grand-Saconnex, Geneva, on Monday, 24 January 2011, from 10 a.m. to 1 p.m. and 3 p.m. to 6 p.m.; and on Tuesday, 25 January 2011, from 10 a.m. to 1 p.m.

Wednesday, 26 January 2011 from 10:00 a.m. to 1:00 p.m.

1. Opening of the session

The session will be opened on Wednesday, January 26 at 10 a.m. by H.E. Mr Ole BRISEID (Norway), President of the IBE Council.

2. Adoption of the Agenda and Annotated Agenda

DOCUMENT: UNESCO/BIE/C.60/1/Prov + Addendum

The draft provisional agenda and the calendar for the session have already been discussed and approved by the Council's Steering Committee on 7 September 2010. However, in conformity with its Rules of Procedure (Section IV, Rule 4, § 5), "*After the adoption of the agenda, the Council may, in the course of a session, alter the order of the agenda items or add or delete items. A two-thirds majority of the members present and voting shall be required for the addition or deletion of an item in the course of a session*".

DECISION

The Council is invited to:

- **comment upon and, if necessary, amend the Provisional Agenda;**
- **adopt it in its final form.**

3. IBE activities during 2010

DOCUMENTS: UNESCO/BIE/C.60/2 Report of the Director; UNESCO/BIE/60/Inf. 2 Pre-Final Accounts 2010; and UNESCO/BIE/C.60/Inf. 3 Report of the Administrative Group, which will be distributed at the beginning of the meeting.

- 3.1 The Director will present the salient points of the Report on Activities in 2010.
- 3.2 The Council will take note of the first part of the Administrative Group's report on activities completed in 2010.
- 3.3 The Council will discuss the Report of Activities held in 2010.

- 3.4 The Director and/or the programme coordinators will reply to the Council's questions.
- 3.5 The Council will proceed to approve the Report of Activities 2010.
- 3.6 The Council will proceed to approve the Pre-Final Accounts 2010 and the Appropriation Resolution for 2010.

DECISION

In conformity with the Statutes of the IBE stating that it will “supervise the implementation of the programme of activities of the Bureau”, the Council is invited to:

- **discuss and approve the Report of the Director on Activities carried out during 2010;**
- **discuss and approve the part of the Administrative Group's Report concerning Activities in 2010;**
- **approve the Pre-Final Accounts of the IBE for 2010 and the Appropriation Resolution for 2010;**
- **delegate to its Steering Committee the authority to approve the audited accounts for 2010.**

Wednesday, 26 January from 3:00 p.m. to 6:00 p.m.

4. The IBE programme of activities for 2011

DOCUMENTS: UNESCO/BIE/C.60/3 Report of the Director and UNESCO/BIE/C.60/Inf.3 Report of the Administrative Group, which will be distributed at the beginning of the meeting.

- 4.1 The Director will present the proposals for a programme of activities and the draft budget for 2011.
- 4.2 The Council will take note of the second part of the Administrative Group's Report on the proposed activities and budget for 2011.
- 4.3 The Council will discuss the proposed programmes in 2011.
- 4.4 The Director and/or the programme co-ordinators will reply to the Council's questions.
- 4.5 The Council will proceed to approve the Programme of Activities for 2011.
- 4.6 Approval of the budget for 2011.

DECISION

In conformity with the Statutes of the IBE which stipulate that it is responsible for defining “in detail, within the framework of the programme and budget adopted by the General Conference and taking available extra-budgetary resources into account, as appropriate, the activities to be undertaken by the Bureau”, the Council is invited to:

- **comment upon the Director's proposed programmes and budget for 2011;**
- **discuss and approve the part of the Administrative Group's Report concerning the 2011 programme;**
- **approve the proposed Programme of Activities for 2011;**
- **approve the proposed budget and the draft Appropriation Resolution for 2011.**

Thursday, 27 January from 10:00 a.m. to 1:00 p.m.

5. Draft Strategy aimed at making the IBE a Centre of Excellence in curriculum
DOCUMENT: UNESCO/BIE/C.60/Strategy Centre of Excellence

The Chair of the Working Group charged with the finalization of the Strategy aimed at making the IBE a Centre of Excellence in curriculum will present the draft Strategy.

The Council will be invited to share comments and exchange views.

The Council will proceed with the formal approval of the draft *Strategy aimed at making the IBE a Centre of Excellence in curriculum*.

DECISION

The Council is invited to:

- **discuss and comment upon the draft “*Strategy aimed at making the IBE a Centre of Excellence in curriculum*”;** and
- **adopt it in its final form.**

Thursday, 27 January from 3:00 p.m. to 6:00 p.m.

6. Reflections on implementation of the *Strategy aimed at making the IBE a Centre of Excellence in curriculum* after adoption by the General Conference

The Council will be invited to reflect on and make recommendations concerning next steps on implementation of the Strategy after it has been presented to and approved by the General Conference at its 36th session in October 2011.

7. Discussion on resource mobilization for the IBE

The Director will make an oral presentation and inform the Council on the IBE’s main resource mobilization efforts.

The Council will be invited to discuss and make recommendations.

Friday, 28 January from 10:00 a.m. to 1:00 p.m.

8. Dates for the 61st session of the Council

DECISION

The Council is invited to establish the dates of:

- **the 61st session of the Council in early 2012, according to the established procedures; this should be preceded by the meeting of the Administrative Group;**
- **the meeting of the Steering Committee in summer 2011.**

9. Any other business

10. Adoption of the Decisions of the 60th session

DOCUMENT: UNESCO/BIE/C.60/Decisions/Prov.

DECISION

In conformity with the Rules of Procedure of the IBE Council (IV, Section XI, Rule 22), which foresee that “the Council shall approve at each session the text of the decisions adopted during that session” and that “the text shall be published during the month following the end of the session”, the Council is invited to:

- **review the texts of the draft Decisions of the 60th session;**
- **adopt them;**
- **request the IBE to publish the text by the beginning of March 2011.**

11. Closing of the 60th session

**SIXTIETH SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 26–28 January 2011

**REPORT OF THE DIRECTOR
OF THE INTERNATIONAL BUREAU OF EDUCATION
ON THE IMPLEMENTATION OF ACTIVITIES DURING THE PERIOD
1 JANUARY TO 31 DECEMBER 2010**

This report covers the period from **1 January to 31 October 2010**. During the Council session, additional information will be provided on the activities carried out from November to December. The budgetary figures provide the accounts as at 31 October 2010. The pre-final accounts as at 31 December 2010 (UNESCO/BIE/C.60/Inf.2) will be presented to the Council in January, after they have been cleared by the Comptroller.

This report consists of three parts:

- I. General report;
- II. Fact sheets on activities;
- III. Budgetary figures as at 31 October 2010.

I. GENERAL REPORT

Introduction

1. The purpose of this report is to reflect on the accomplishments and challenges of the 2010 programmes and activities, that were designed and implemented within the context of the strategic objectives and expected results of documents 34 C/4 and 35 C/5, and of the IBE Strategy 2008-2013. This years' work has also been influenced by the process carried out in the development of the Strategy aimed at making the IBE a Centre of Excellence in curriculum and curriculum related matters. This preparation process is already producing changes in terms of the orientation of activities.

2. The year 2010 proved to be programmatically a true starting point for change. Tangible results were achieved in the implementation of the IBE Strategy 2008-2013, and the IBE has moved towards building up a training and knowledge base that can allow the implementation of a new model of capacity development that will support Member States in a more specialized, sustainable, longer term and intensive manner. The intellectual production, institutional development with academic partners and the launching of the Diploma in Curriculum Design and Development mark this new direction. This new capacity development programme brings up a South-South and North-South-South vision and, as with any innovation, it also brings up new challenges.

3. Particular emphasis was placed on addressing the needs of Member States in Africa, also with greater attention placed on intensifying action in a more focalized way. Gender guidelines and tools for textbooks, curriculum revision and teacher training are being developed as a contribution to foster gender equality. South-South and triangular North-South-South cooperation schemes were actively built upon to foster exchange of expertise and good practices. Contributions were provided to relevant inter-sectorial platforms, particularly in relation to climate change, HIV and AIDS education and post-conflict/post-disaster education.

4. The follow up of the 48th session of the International Conference on Education (ICE) has brought a new stand with regard to inclusive education taken on by UNESCO, UN partners, NGOs, regions and Member States. Inclusive education becomes part of the strategy to achieve EFA goals addressing inclusion and quality of education. IBE has had an important role in this direction, with a robust programme of targeted activities and capacity development for inclusive curricula implemented globally, regionally and sub-regionally.

5. The IBE is moving in the direction of becoming a Centre of Excellence (CoE) in curriculum. An unprecedented process has taken place, led by a Working Group formed by representatives of twelve Member States of the IBE Council from all UNESCO regions, working with high-level consultants, the IBE Secretariat and a representative of the Education Sector in advancing a final draft Strategy aimed at making the IBE a CoE in curriculum to the IBE Council. Initial work on the Strategy was informed by a survey sent to the IBE partners to provide information on how they perceived the role of the IBE and the road ahead in order to become a CoE. A final draft of the Strategy has been completed and disseminated to representatives of the IBE Council and also Member States beyond the Council. The IBE Council will hopefully approve this Strategy at its 60th session in January 2011. Much work will remain to be done, in order to undertake such a demanding and innovative Strategy.

6. Curriculum, in the broad sense, is a key driver for education reform, setting up a road map for what education is expected to accomplish in the life of children and youth, as well as in our own societies. Curriculum today is in constant flux and adjustment to better serve the skills and competences needed to overcome poverty and exclusion and to foster development in the contemporary globalized world. In this sense curriculum defines goals and values, content, and competences, and today it is increasingly focusing on outcomes and processes along with cross-disciplinary dimensions and the development of generic competences and capabilities.

7. Under this new setting the IBE's unique role within UNESCO and its comparative advantages with regard to academic and other international partners is becoming clearer, but the process requires the

undertaking of internal changes, to overcome financial challenges and reposition or expand some of its services. Being a global centre and a field-oriented institute with specialized expertise on curriculum development, bringing an international and comparative dimension to knowledge production, and creating synergies among its three core functions of capacity development, knowledge production and policy dialogue on curriculum development are just a start.

8. The aligning of IBE activities to regional and country needs also brought, in 2010, new cooperation agreements for joint programme implementation at regional levels. Within the UN reform framework, the IBE's specialised expertise was called upon by Field Offices and ministries of education to strengthen their participation in the UN Country Team programmes, including the "Delivering as One" pilot initiatives as in the case of Vietnam. As compared to the past, the requests for country-specific technical assistance and conceptual work in the field of curriculum development, done on a full cost-recovery basis, have steeply increased and two new longer term programmes are in the formulation stage. The IBE remains conscious of the need to prioritize its interventions, in order to use its limited resources efficiently and effectively.

9. Based on the budgetary framework approved by the 59th session of the IBE Council in January 2010, the execution rate on 31 October 2010 is 73%.

10. The presentation of the 2010 activities is organized according to the three main functions of the IBE mandate, as reflected in the IBE Strategy 2008-2013, and around which the programmes have been developed, more precisely:

- Capacity Development and Technical Assistance;
- Knowledge Production and Management; and
- Policy Dialogue and the ICE.

11. The expected results indicated in General Conference resolution 35 C/Res.4 are also outlined to complete the programmatic framework. According to the practice approved by the Council, programme specific fact sheets are annexed to this report, to provide more detailed information about the activities, their products and impact. Their format has been improved to be more reader-friendly, while incorporating new key elements of results-based management. Finally, the report gives an account of the institutional functioning of the IBE, which includes an overview of the Council's works and the human and financial resources situation.

1. MAIN ACTION AREAS, PROGRESS AND CHALLENGES

1.1. CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE

Strategic objectives (IBE Strategy 2008–2013)

The strategic objective is to contribute to the **development of capacities** of specialists, practitioners and decision makers **for the design, management and implementation of quality of curriculum-making processes and inclusive curricula**. The IBE will work towards:

- **Consolidating the global network** in curriculum development in order to facilitate the development of conceptual orientations and frameworks for quality basic education and sustained collective action in the field of curriculum reform and change at the local, regional and interregional levels;
- **Supporting countries** in processes of innovative curriculum change and effective assessment;
- **Developing, pilot-testing and promoting** the effective use of a set of **training materials** and tools for innovative curriculum change and implementation;
- **Expanding and diversifying forms of training** in the domain of curriculum development through partnerships with relevant academic institutions in different regions;
- **Providing professional support and advice** to contribute to improved curriculum development processes and products through action-oriented, participatory approaches and effective partnerships among relevant stakeholders.

Expected results at the end of the biennium 2010-2011 (35 C/5, para. 01107)

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

Performance indicators:

- *Number of people and institutions trained in curriculum design, development and reform;*
- *Number of countries benefitting from targeted technical assistance in curriculum design, development and reform.*

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

Performance indicators:

- *Number of plans and programmes of the Community of Practice in the field of curriculum development;*
- *Number of countries benefitting from targeted technical assistance in curriculum design, development and reform;*
- *Number of quality materials, resources and training tools produced and used.*

→ **Strategic Objective: Develop capacity building tools and courses**

Curriculum Design and Development Diploma (IBE-UNESCO/OREALC-UCU)

12. The officially accredited Curriculum Design and Development Diploma was launched in August 2010 by the IBE, the UNESCO Regional Bureau for Education in Latin America and the Caribbean (UNESCO/OREALC) and the Catholic University of Uruguay (UCU). The 33 professionals who participated (including policymakers, curriculum developers and specialists, educators, supervisors, teachers, university professors and researchers) came from Africa (Tanzania and Uganda), Latin America (Bolivia, Chile, Colombia, Guatemala, Mexico, Peru and Uruguay), the Caribbean (Dominican Republic), the World Bank, the UNESCO Regional Bureau for Education in Asia (Bangkok), the Section for Teacher Education (UNESCO HQ, Paris) and the IBE. The Diploma is the first of the IBE's long term implementation of sustainable, tailored and accredited capacity development programmes on curriculum design and development. The students in this initial intake are benefiting from 10 days of intensive face-to-face training in Uruguay, in addition to 30 weeks of online training through modules in both Spanish and English. The participants, who have already taken the 10-day presential course, evaluated the session positively.

13. The Diploma has been successful in attracting 33 professionals; interestingly enough most of them were funded by the ministries of education of various countries or other international organizations, such as the World Bank. The IBE funded only participants from Africa and IBE staff. This shows the need for such a specialized programme. One of the challenges, however, is to build financial mechanisms (e.g. scholarships) with donors, other international organizations and governments, to make it sustainable over time.

14. Detailed information is provided in the fact sheet Report no. 1A.

Learning Tools and Training Modules

15. In 2010, the IBE capacity development team completed the *Training Tools for Curriculum Development – A Resource Pack* (TTCD) in English and Spanish, which was pilot tested in 2009 in Tanzania, Uruguay and Bhutan and received very positive feedback. The Resource Pack consists of eight modules focusing on curriculum design, management and implementation, textbook development, as well as good practices and evaluation systems. Each module contains a conceptual framework, training activities, case studies, glossary of terms and annotated concepts. In addition to this, nine thematic modules have been created to go alongside the 'Resource Pack' in a flexible manner. The thematic

modules include environmental education, natural disasters preparedness and response, climate change (Asia-Pacific), competency-based approaches, pedagogy of integration, school-based curricula (Latin America), inclusive education (inter-regional and Latin America) and the Basic Education in Africa Programme (BEAP). The ‘Resource Pack’ has been used as the main training tool for the Curriculum Design and Development Diploma.

16. Detailed information is provided in the fact sheet Report no. 1A.

17. In line with UNESCO’s Priority on Africa, the ‘Capacity Development Toolkit for Curriculum Innovations in Sub-Saharan African Countries’ has been developed, with a first draft being shared at a workshop held in Ouagadougou (Burkina Faso) in August 2010. The toolkit consists of two parts: the first is aimed at fostering curriculum innovations to promote competencies for life, work and Learning to Live Together (LTLT); the second part aims to guide processes of curriculum innovation (developing policy and strategy at system level and implementing curriculum innovations at school and programme level). Although this toolkit is aimed at Sub-Saharan African countries, it can be used in other contexts.

18. Detailed information is provided in the fact sheet Report no. 5.

→ **Strategic Objective: Active promotion of South-South and North-South-South Cooperation as a platform for policy dialogue and sharing knowledge and expertise**

Community of Practice in Curriculum Development

19. The Community of Practice (COP) has continued to expand at the average rate of 15 new members per month. There are currently 1,439 members covering all the UNESCO regions (135 countries). Thirty-nine percent of the members are now included in the IBE-COP database, which is increasingly seen as a useful tool to technically support processes of curricular reforms at the national level. At the regional level, capacity development has been provided with the support of COP members in: (a) Africa, particularly concerning Basic Education – (BEAP) with the Regional Bureau for Education in Africa (BREDA, Dakar) and other partners; (b) Arab States, by sharing inter-regional curricular trends and issues regarding the curricular reform of upper secondary education; and (c) Asia, mainly through the development of learning tools and capacity-development workshops on education for sustainable development (ESD), with UNESCO Bangkok and Teacher Education Institutes (TEI) from 18 Asian countries. Also, within the framework of South-South and North-South-South cooperation, there have been inter-regional discussions and knowledge production and dissemination on curriculum issues. In addition to the COP’s continual expansion, in 2010, members have become more active in terms of producing and sharing materials in various languages. Finally, an e-forum on “The Role of Assessment in Promoting the Development of Student’s Competencies” is taking place from 22 November to 10 December 2010.

20. Detailed information is provided in the fact sheet Report no. 1C.

Innovative Project

21. The ‘GigaPan: Diversity and Inclusion in the Community’ project has been an innovative venture to link the advancement of ICT skills and learning capacities in various curriculum areas promoting interdisciplinary and intercultural dialogue, and student-centred pedagogic approaches. Launched by IBE in 2008, as a joint venture with the Carnegie Mellon University (CMU) Robotic Department and in collaboration with UNESCO Associated Schools Project Network (ASPnet), it has become an interesting model to strengthen North-South-South exchange of expertise, values and knowledge among students from diverse backgrounds and countries. A move towards a yearly training workshop combining technical and pedagogical curriculum integration with dissemination of classroom projects by teachers has proven very beneficial. A website platform that can host GigaPan Panoramas, projects and dialogues on a large scale was developed by CMU and supported by the IBE. By the end of

2010, 20 schools from eight countries had joined the project, 57 new GigaPans had been uploaded related to classroom projects, generating over 785 dialogues among students. Furthermore, research lessons about the GigaPan project were presented at the International Scientific Conference on Technologies for Development, organized by the UNESCO Chair in Technologies for Development at the *Ecole polytechnique fédérale* of Lausanne (EPFL, Switzerland). The lessons learned from this experience may be replicated in a large scale programme through ASPnet, with emphasis on science and climate change.

22. Detailed information is provided in the fact sheet Report no. 4.

→ **Strategic Objective: Priority Africa**

Basic Education in Africa Programme

23. The Basic Education in Africa Programme (BEAP) has continued to develop in line with UNESCO's Priority Africa. Throughout 2010, 35 English-speaking and 55 French-speaking professionals from 11 countries were trained in inclusive curriculum, curriculum design and competency-based approaches, as well as sensitized to the 'importance of early childhood curriculum' and 'teachers as curriculum co-developers'. More specifically, the BEAP module (in English and French) was finalized, in order to support long-term capacity development of educators, curriculum developers and teacher trainers. Through capacity development workshops, the IBE contributed to BEAP launches in Mauritius and Burkina Faso. In addition, the curriculum needs of the eight BEAP countries have been mapped, technical assistance was provided to Gambia and Mauritius to revise their curriculum frameworks, and support in the development of sub-regional centres for curriculum development is being provided to Tanzania, Burkina Faso and Mauritius. IBE, in partnership with BREDA, other Field Offices and UN sister organizations is providing solid training to BEAP country core teams in inclusive education, inclusive curricula and competency-based curricular development.

24. Detailed information is provided in the fact sheet Report no. 1B.

Learning for Life and Work in Sub-Saharan African Countries

25. The programme aims to meet the challenges of 'Learning for Life and Work in Sub-Saharan African Countries' (LfLW) through quality curriculum development and implementation, thereby providing support to the ministries of education and curriculum agencies of a number of Sub-Saharan African countries. During an international seminar in Ouagadougou (Burkina Faso, 23-26 August 2010), the guidelines (objectives, approaches, planning and expected outcomes) for the new project were agreed upon. The three countries taking part in the project (Burkina Faso, Kenya and Mali) have specific goals in their educational reforms, which are being supported by the programme. Task forces have been established in each country with the participation of curriculum developers, teacher trainers and teachers. Furthermore, the development of the 'Capacity Development Toolkit for Curriculum Innovations in Sub-Saharan African Countries' has progressed with the view to revising it for field testing and publishing in early 2011. Additionally, IBE's project 'Curriculum Innovations, Peace Education and Poverty Alleviation' was cited as 'good practice' by the United Nations Development Group Millennium Development Goals (UNDG MDG) Good Practices Report. However, funding from extra-budgetary sources has come to an end; therefore further resource mobilization will be necessary to support the work in Africa.

26. Detailed information is provided in the fact sheet Report no. 5.

→ **Strategic Objective: Emphasis on Gender Equality and expansion of involvement in post-conflict situations**

Technical Co-operation Projects and Support to Member States

27. The IBE's technical assistance to Member States aims to provide customised support to national governments (i.e. ministries of education and curriculum agencies). This support, to create quality curricula, is placing emphasis on the integration of competency-based approaches into the curricula, as well as the preparation for life and work based on the principles and practices of Learning to Live Together (LTLT) and Education for Sustainable Development (ESD).

28. In the context of the UN Joint Programme on Gender Equality for Vietnam, the IBE, together with the UNESCO Vietnam Office, is cooperating with the Ministry of Education and Training (MOET) to implement a programme linking curriculum and teacher training for primary and secondary education. In 2009, the programme focused on the analysis of primary textbooks from a gender perspective. The findings were shared throughout different national workshops and will guide the upcoming curriculum and textbook revision process in Vietnam. In 2010, the programme tackled the incorporation of gender issues and the promotion of gender equality in and through teacher training courses. New Teacher Training Modules (TTM) were developed and pilot tested in cooperation with Vietnamese stakeholders, such as the Vietnamese National Institute for Education Studies, the MOET Teacher Training Department, teacher training colleges and education NGOs. The finalized TTM incorporating the feedback from pilot tests will constitute a reference resource pack for MOET and teacher training institutions. More than 100 education specialists were trained throughout the programme that, given its contribution to the implementation of the new Laws on Gender Equality and on Gender Based Violence Prevention and Control, is regarded by the MOET as a national priority.

29. In Angola, in the context of the UNESCO CapEFA Programme 'Integrating cross-cutting issues in the curriculum of schools and teacher training institutions', the IBE has collaborated with the Ministry of Education in the development of national guidelines, which will serve as a main reference for capacity development in the upcoming curriculum and textbook revision. In 2010, through two workshops, more than 40 curriculum specialists and teacher trainers were trained on integrating cross-cutting issues in the curricula of schools and teacher training institutions. They also participated in the development of the national guidelines.

30. Building on its expertise on post-conflict countries, the IBE is working with the Ministries of Education in Iraq and Sudan in order to revise curricula and textbooks in both countries. Forty education experts have participated in planning conferences and capacity development meetings to finalize national curriculum strategies and work plans in each country. Proposals have been developed for two longer term projects. The IBE has an important role to play in this area of expertise. This means, however, paying greater attention to fewer projects, given that they are labour intensive and longer term.

31. Detailed information is provided in the fact sheet Report no. 2.

Capacity-building and Clearinghouse on HIV and AIDS Education

32. The main objective of this programme is to support EFA goals, UNESCO's strategy and EDUCAIDS, by integrating HIV and AIDS education more effectively into the official curricula. In line with this objective, IBE has developed a module on HIV and AIDS education to be integrated into the 'Training Tools for Curriculum Development'. A document on challenging myths related to HIV and AIDS was also developed as a tool for teachers and trainers to help reduce stigmatisation. In addition, a documentary film is under production, showing good practices in pedagogical approaches on HIV and AIDS education in Guyana, mainly targeting teachers and trainers as well as programme developers. Furthermore, a fundraising strategy is being developed in order to obtain funds from private foundations in Switzerland for the HIV and AIDS programme. In 2010, the Clearinghouse on HIV and AIDS

education on IBE's website has been enriched by 250 new documents, as well as 20 'good-practices', which have been appraised and shared. Finally, partnerships with Field Offices have been strengthened through capacity building workshops.

33. Detailed information is provided in the fact sheet Report no. 3.

1.2. KNOWLEDGE PRODUCTION AND MANAGEMENT

Strategic objectives (IBE Strategy 2008–2013)

The strategic objective is to consolidate, enrich and further **expand a knowledge base** and a variety of specialized information **resources on curricula and curriculum development processes**. The IBE intends to work towards:

- **Building a robust knowledge base**, including specialized information resources and a set of studies and trend analyses, on curricula and curriculum development processes at the service of researchers, trainers, practitioners and decision makers.
- **Strengthening clearinghouse and information services** through updated, expanded and enriched databases; seamless access to wide-ranging collections, in particular those related to curriculum; expanded alerting services; and digitized materials.
- **Developing an online platform for increased knowledge sharing** and collaborative action in the field of curriculum development, intended to support a worldwide network of researchers and practitioners, and more generally the enhancement of the UNESCO knowledge portal.
- **Streamlining services and access to materials and resources** through collaboration with all the UNESCO constituencies as well as external partners, in order to maximize efficiency and minimize duplication of effort.

Expected results at the end of the biennium 2010-2011 (35 C/5, para. 01107)

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

Performance indicators:

- *IBE databases (World Data on Education, Country Dossiers, HIV and AIDS clearinghouse, etc.) maintained, updated and enriched;*
- *Number of visits to the improved website that is fully integrated into the UNESCO Portal;*
- *Research and studies published and made available to the EFA Global Monitoring Reports.*

→ **Strategic Objective: Strengthen research and visibility**

Research and Publications

34. In 2010, *Prospects: Quarterly Review of Comparative Education* has continued to improve in terms of quality control and time delivery. The Springer website provides a new service of 'On-line First', allowing articles to be viewed prior to the publication of the issue. Improvement of quality, online services and time delivery has gone hand in hand with the steady increase in PDF downloads and a rise in royalty revenues since 2008. This has resulted in increased visibility and impact; *Prospects* is presently participating in 215 Consortia, reaching over 5,400 institutions in 69 countries. This year the following issues have been produced or are being prepared: 151, (Vol. 39, no. 3): *Inclusive Education: Controversies and Debates* (published); 152 (Vol. 39, no. 4): *HIV Education* (published); 153 and 154 (Vol. 40, nos. 1 and 2): *Policies and Practices of Holocaust Education: International Perspectives, Volumes 1 and 2* (published); 155 (Vol. 40, no. 3): *Towards Universal Primary Education in South Asia: Bridging Inequalities* (available online); and 156 (Vol. 40, no. 4): *Regular Issue* (in progress).

35. In line with the IBE's continued work on inclusive education, the publication edited by C. Acedo, A. Akkari and K. Muller (2010) '*L'éducation pour l'inclusion : de la recherche aux réalisations pratiques*' (*Inclusive Education: From Research to Practice*), under the IBE series '*Studies in Comparative Education*' was published in cooperation with the Faculté de psychologie et des sciences de l'éducation (FPSE - Faculty of Psychology and Educational Sciences) of the University of Geneva and the 'Service de recherche en éducation (SRED - Research in Education Service) of the Canton of Geneva., The IBE contributed to the Spanish book '*Infancia, Derechos y Educación en América Latina*' ('*Childhood, Rights and Education in Latin America*') edited by P. Davila and L.N. Naya, the product of an academic partnership with the University of the Basque Country. Two new issues of the series '*Educational Practices*' entitled *Teaching Other Languages* (no. 20) and *Principles of Instruction* (no. 21) were produced with the International Academy of Education (IAE).

36. Detailed information is provided in the fact sheet Report no. 6.

Resource Bank/Observatory of Trends

37. The process of expansion and digitization of curriculum resources has continued to progress throughout 2010. In addition to this process, the IBE website has migrated to the new UNESCO web design template. The new website provides enhanced access to information. The 'Country Dossiers' database has been continuously updated, with particular emphasis placed on making curriculum resources available. The updating of the database 'World Data on Education' (seventh edition, 2010/2011) was started, with about 50 country profiles already updated as of the end of October. The updated profiles of Latin American and Caribbean countries were made available online as reference materials for the Curriculum Design and Development Diploma launched in August 2010. The new updated profiles provide more detailed information (where available) on each country's curricula and curriculum development processes. Additionally, with the collaboration of various ministries of education and UNESCO National Commissions, 20 countries have sent their most updated curricula to enrich the IBE collection. Moreover, there has been post-migration from IBEDOCS to UNESDOC quality control and further verification of the new 'Digital Library of National Reports'. Finally, in September 2010, an evaluation of the 'Alert and Digest' service was carried out, whereby over 90% of responses were positive.

38. A one-day meeting on comparative curriculum and textbook research, gathering a small group of experts, has been planned for the beginning of December 2010. The purposes of this working session are to: (a) present and discuss some research projects and studies concerning the cross-national/comparative study of school curricula; (b) share ideas about areas of possible comparative curriculum research to be undertaken in the short-term; (c) identify areas for future comparative curriculum analyses to be considered in the medium/long-term period; and (d) use existing networks and develop new synergies with other institutions and initiatives involved in the comparative study of school curricula.

39. During 2010 IBE participated in the process of review of the 1997 International Standard Classification of Education (ISCED), through contributions at the meetings of the Technical Advisory Panel and Editorial Group.

40. Detailed information is provided in the fact sheet Report no. 6.

1.3. POLICY DIALOGUE AND FOLLOW-UP ACTIONS TO THE 48TH INTERNATIONAL CONFERENCE ON EDUCATION (ICE)

Strategic objectives (IBE Strategy 2008–2013)

The strategic objective is to **facilitate policy dialogue** at the local, regional and global levels for improved curriculum development processes and products. The IBE will work towards:

- Contributing to build appropriate mechanisms for the dissemination of the conclusions of the 2008 Conference and sustained follow-up actions targeting Inclusive Education policies and issues.

Expected results at the end of the biennium 2010-2011 (35 C/5, para. 01107)

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

Performance indicators:

- *Number of follow up actions to the 48th session of the International Conference on Education targeting inclusive education policies and countries involved.*

Promoting Inclusive Education Policy Dialogue, Policy Frameworks and Curricula to Support the Attainment of EFA Goals

41. The 48th ICE contributed to refocusing policy discussions around the theory and practice of inclusive education. UNESCO as a whole, and through IBE's leadership, has worked intensively in 2009-2010, in attempting to trigger processes of policy dialogue and agreements in light of a renovated engagement around inclusive education as the core of EFA. The overall strategy is grounded on implementing inclusive education plans with UNESCO Field Offices in Africa (BREDA), Asia (Bangkok and Jakarta), Arab States (Beirut), Europe/Asia (Almaty and Moscow Cluster Offices) and Latin America (OREALC). UN sister organizations are also engaged such as the Office for the High Commission for Human Rights (OHCHR).

42. Four key areas have been fostered in 2010:

- i) References to inclusion and equity in education have been effectively incorporated into the agreements and programmes of important actors, such as the Addis Ababa Declaration of the Ninth meeting of the High-Level Group on EFA, the European Council Conclusions on the Social Dimension of Education and Training (2010) and the Educational Goals 2021 agreed by the Iberoamerican Ministers of Education (Buenos Aires, 2010). In addition, the IBE has been increasingly requested to participate in policy discussions, meetings and programmes facilitated by inter-governmental organizations (i.e. Organization of Iberoamerican States–OEI, Spanish Presidency of the European Union, Government of Spain and Ministry of Education, and the European Agency for Development in Special Needs Education), Institutes of Education (i.e. Hong Kong Institute of Education and Tanzania Institute of Education), universities (Autonomous University of Barcelona and University of Costa Rica) and civil society institutions (i.e. Inclusion International at the inter-regional level and SCOTENS - Standing Conference on Teacher Education, Ireland (North and South), and Foundation ONCE in Spain).
- ii) Knowledge production, dissemination and sharing through, amongst others: the development of an inclusive education section in the IBE website providing access to a range of resources on inclusive education; assistance in the gathering and creation of an online platform to share over seventy examples of the UNESCO Policy Guidelines for Inclusion in partnership with the European Agency for Development in Special Needs Education and the Education Sector Division of Basic Education (ED/BAS); assistance with the development of a European profile of an inclusive teacher, based on country surveys and a series of country visits (also with the European Agency).
- iii) Development of guidelines and learning tools to promote inclusive curricula, for example: an inter-regional module on inclusive education to support long term capacity development programmes; an inter-regional conceptual framework on inclusive education and inclusive curricula agreed upon by the UNESCO Bangkok, Beirut, BREDA and Jakarta offices as the basis for the development of guidance manuals and learning tools; a draft Toolkit for Inclusion (focused on the school level) in the Arab States coordinated with the UNESCO Beirut Office and stakeholders from six Arab countries; and a series of on-going studies on inclusive education

trends and key curricular themes at the regional level being prepared by high-level experts. The production of learning tools and resources has implied active North-South-South exchanges, such as in the case of the draft Toolkit for the Inclusion in the Arab States.

- iv) Implementation of capacity development workshops on inclusive education and inclusive curricula with the view to refining existing national capacities, e.g. in Morocco within the cooperation agreement IBE-Centre UNESCO San Sebastian and in Panama within the cooperation agreement IBE-OEI.
- 43. Detailed information is provided in the fact sheet Report no. 7.

2. INSTITUTIONAL FUNCTIONING

2.1. IBE COUNCIL

44. In accordance with the Statutes of the IBE, the functioning of the IBE Council is established by its Rules of Procedures and UNESCO General Conference Resolution 34 C/Res.4, adopted at its 34th session.

45. The Council held its 59th session in January 2010, with the participation of the 28 members of the Council, of which 14 were newly elected at the 35th session of the General Conference of UNESCO. The 59th session's agenda included the election of the new President of the Council, Mr. Ole Briseid (Norway) for the 2010-2011 biennium, as well as the new members of its Steering Committee and Administrative Group. The 59th session reviewed the achievements of the IBE programmes in 2009, as well as the planned activities for 2010, through the examination of the Report of Activities implemented in 2009, as well as the draft programme and budget for 2010. The Council approved the terms of reference and the composition of a Working Group (WG) in charge of finalizing the 'Strategy aimed at making the IBE a Centre of Excellence in Curriculum.' The Working Group is chaired by H.E. Ambassador Rodolphe Imhoof, Permanent Delegate of Switzerland to UNESCO, and is constituted by 12 Member States of the Council (2 per electoral group), the IBE Director and a representative of UNESCO's Education Sector. The 59th session was preceded by a two-day meeting of the Administrative Group.

46. The WG held three meetings in 2010 (29 January, 3-4 May and 6 September) and has prepared with the assistance of three international experts and the IBE Secretariat a draft Strategy aimed at making the IBE a Centre of Excellence that has been circulated to Member States for consultation and comments; the inputs received have been integrated into a revised draft. This draft Strategy is being presented for approval at the 60th session of the Council and is to be submitted to the General Conference for adoption at its 36th session in October 2011.

47. The meeting of the Steering Committee was held on 7 September 2010, with a joint session in the afternoon with members of the WG who presented and discussed the progress made on the draft Strategy. Inputs resulting from this meeting were equally incorporated into the draft Strategy

2.2. INSTITUTIONAL MANAGEMENT: HUMAN AND FINANCIAL RESOURCES AND PARTNERSHIPS

Human Resources and Management

48. The IBE has continued the implementation of its on-the-job training policy for young professionals under different modalities: 10 qualified masters-level university graduates benefited from grants as research assistants; 13 masters-level students carried out internships of various duration (originating from three of the five UNESCO regions); three qualified university graduates from the city

of Lausanne's Subsidized Programme for Temporary Employment and one associate expert financed by Greece.

49. In line with the IBE policy of providing professional development, the staff benefited from the following courses:

- Workshop organised with HQs on the UNESCO Fundraising Policy, Cost Recovery Policy and the new Contracts and Procurement Framework, Geneva, 30 September-1 October 2010 (all staff);
- Workshop organised by HQ on UNESDOC, Paris, March 2010 (two staff members);
- IIEP course on 'Projects and Programmes in the Education Sector', Paris, April 2010 (one staff member);
- Two IBE staff members are taking the 'Curriculum Design and Implementation Diploma' as part of the first cohort;
- Workshops on the implementation of IPSAS and the new FABS modules, Paris, March 2010 (four staff members from the administration);
- Language training courses, throughout 2010, Geneva (two staff members).

50. Furthermore, the recruitment process of a new Programme Specialist to coordinate the Africa Programme was completed. The candidate will take up duties in early March 2011.

51. In addition, since 2007, IBE continues to actively participate in the IPSAS (International Public Sector Accounting Standards) process and has adapted its working methods and procedures to comply with the new Financial Regulations of UNESCO, as well as, presenting its financial statements under IPSAS standards, since June 2010.

Financial Resources

52. The total budget approved in the 2010 Budgetary Framework is US\$4,465,100. The UNESCO financial contribution (Regular Budget) allocated to IBE was US\$2,400,000, a 4.5% increase compared to 2009, and represents 43% of total IBE resources (including extra-budgetary funds). The execution rate of the budget is 73% as of 31 October 2010.

53. With regard to extra-budgetary programmes in 2010, for which US\$311,564 was allocated at the beginning of the year, the execution rate is 88%. Moreover, due to IBE's efforts, additional extra-budgetary resources amounting to US\$120,767 were secured for discrete and task-specific activities, which had not been initially included in the budgetary framework presented to the Council in January 2010. On 31 October 2010, the total extra-budgetary resources amount to US\$432,331.

54. The IBE has continued implementation of the policy of cost recovery and budgetary aspects of extra-budgetary projects. On 31 October 2010, US\$134,746 were earned of which US\$90,264 derived from Programme Support Costs. These resources have nearly tripled, compared to 2009.

55. The budgetary situation on 31 October 2010 is presented in Part III of this document. A new table reflecting the situation at the end of December 2010 will be provided for the Council in January 2011.

Partnerships

56. Academic partnerships that have been strengthened by generating and implementing research programmes include the University of Geneva, Faculté de psychologie et des sciences de l'éducation (FPSE); the Service de recherche en éducation (SRED) of the Department of Public Instruction, Canton of Geneva; the Réseau suisse Education et Coopération internationale (RECI); Carnegie Mellon University (CMU); the Grupo Interdisciplinario de Política Educativa, Universidad Autónoma de Barcelona; the Universidad del País Vasco; and the World Council of Comparative Education Societies

(WCCES), with the worldwide network of comparative societies, an important academic platform for *Prospects*.

57. Partnerships with international agencies to jointly implement programmes include a new Cooperation Agreement established with the Organization of Iberoamerican States (OEI); the European Agency for Development in Special Needs Education; the European Commission's Directorate General for Culture and Education; the Inter-agency Network for Education in Emergencies (INEE); and UNICEF.

58. Collaboration with institutes of education and curriculum centres for training purposes include the Universidad Católica de Uruguay (UCU); the Tanzania Institute of Education (TIE); the University of Dar Es Salaam (DSM); the Institute of Pedagogical Innovations, Burkina Faso; the Royal Educational Council of Bhutan; the Institut national de recherche pédagogique, France (INRP); and the Netherlands Institute for Curriculum Development (SLO).

59. Work with Regional Offices has been strengthened: BREDA, OREALC, Bangkok.

Conclusion

60. The Director wishes to express her personal thanks to the whole IBE team for having demonstrated their professional competence and enthusiasm during this very intense and fruitful year. The Director confirms her strong commitment to lead the IBE to become a CoE for curriculum development, in full coordination and with the overall guidance of the IBE Council.

II. FACT SHEETS

IBE PROGRAMME 2010-2011

Report 2010

1. Programme Title	Capacity Development: Learning Tools and Training Modules
2. Responsible Officer	Renato Operti (Lili Ji, Mariana Cruz and Leana Duncombe)
3. Starting and termination dates	January - December 2010
4. OVERALL GOAL	
<p>Capacities for the design, management and implementation of curriculum development processes amongst decision-makers, specialists and practitioners are enhanced to support action in favour of quality EFA. The following objectives will be achieved:</p> <ul style="list-style-type: none"> • Globally, by continuously developing the global Community of Practice in Curriculum Development (COP) to enable knowledge production and sharing on quality EFA and curriculum issues with an international comparative approach; • Regionally, by closely collaborating with key partners, including UNESCO Field Offices and leading institutions in curriculum expertise (some acting as COP Focal Points) with the view to supporting processes of curriculum change and development mainly in basic, youth and teacher education. 	
5. RESULTS	
5.1. Title	
<p>Enriched, up-to-date and globally, regionally and nationally relevant learning tools and training modules for curriculum development are progressively shared with institutions (mainly ministries of education and universities), resulting in jointly developed, delivered and officially accredited courses at the national and local levels in different UNESCO regions.</p>	
5.2. Performance indicator(s) and associated target(s) and baseline(s)	
<p>In August 2010 33 professionals started an officially accredited Diploma in Curriculum Design and Development, a joint initiative between the Catholic University of Uruguay (UCU), the Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO) and the IBE. It included policymakers, curriculum developers and specialists, educators, supervisors, teachers at primary, secondary and teacher education levels, university professors, and researchers from Africa (Tanzania and Uganda), Latin America (Bolivia, Chile, Colombia, Guatemala, Mexico, Peru and Uruguay) and the Caribbean (Dominican Republic), the World Bank, as well as UNESCO staff from the Bangkok Office, the Teacher Education Sector (HQ, Paris), and the IBE.</p> <p>The IBE-UNESCO eight-module curriculum resource pack available in English and Spanish (made by conceptual framework, training activities, case studies, glossary of terms and annotated concepts) and nine additional thematic modules on environmental education, natural disasters preparedness and response and climate change, (Asia-Pacific), competency-based approaches, pedagogy of integration and school-based curricula (Latin America), inclusive education (inter-regional and Latin America) and Basic Education in Africa Programme (BEAP).</p> <p>→ Baseline: Limited globally and regionally relevant learning tools and training modules to support curriculum development. IBE <i>Training Tools for Curriculum Development – A Resource Pack (TTCD)</i> (formerly the Asia-Pacific Resource Pack and the Worldwide Resource Pack containing 8 core modules) and learning tools (guidelines, videos, etc.) in pilot phase (3 training activities using the Worldwide Resource Pack already carried out in 2009 for the first time in 3 countries of different regions: Bhutan, Tanzania, Uruguay and with very positive feedback).</p>	
5.3. Achievements, Challenges and Lessons Learnt	
<p>The IBE aims to develop a range of diverse tools for curriculum design and development with a view to improving the quality of curriculum change processes. In this context, the IBE has developed a core</p>	

curriculum Resource Pack (original in English and adapted versions in French and Spanish), containing a set of 8 modules composed of conceptual frameworks on key concepts, a vast array of training activities and tasks, and a balanced number of case studies from all UNESCO regions. The modules cover the different phases of the processes of curriculum change, design, management and evaluation. Following the framework of the Resource Pack, the IBE has also produced a series of thematic modules (curriculum issues) customised to global needs (e.g. on inclusive education) and specifically to the requests of different regions (e.g. environmental education in the Asia-Pacific region).

Based mainly on the curriculum Resource Pack and various thematic modules, the IBE has started the implementation of long term, sustainable, tailored and accredited capacity development programmes on curriculum design and development. These programmes aim to enlarge, sharpen and update existing curriculum capacities at the regional, national and local levels. Under this framework, the Diploma in Curriculum Design and Development began its first run in August 2010 (up to May 2011).

The Diploma, accredited by the UCU, is composed of an intensive 10 day face-to-face training course in Uruguay in addition to 30 weeks online (three weeks for each of the ten modules currently underway), totalling 150 hours (80 face-to-face and 70 online). It is being delivered in Spanish and English as participants from outside the Latin American region are participating in order to strengthen the curricular competencies of UNESCO Staff, and in particular staff from African ministries of education in implementing a Regional Diploma in Curriculum Design and Development in 2011. The IBE curriculum Resource Pack, additional modules, glossary of terms and handouts on curriculum trends and issues are used as the basis for the diploma (available in English and Spanish).

The effective combination of learning tools and capacity development programmes, as complementary axes in fostering the dynamic process of knowledge production and dissemination, have proven to be successful in at least three dimensions: (a) the provision of specialized resources and learning tools to technical teams of ministries of education and training institutions that are quite unique in the market and highly requested, such as the curriculum Resource Pack and additional thematic modules; (b) the forging of partnerships within and outside of UNESCO, to ensure the use of the tools at regional and national levels; and (c) the combination of diverse provisions and courses customised to regional and national needs and using learning tools.

Four major challenges have been identified: (a) ensuring the delivery of high-quality provisions based on the use of the learning tools; (b) facilitating practitioners' access to learning tools in online formats with the view to contributing to democratising access to knowledge, principally in developing regions; (c) ensuring the financial sustainability of courses based on a combination of tuition fees and scholarships; and (d) evaluating the short and long term impacts of diverse provisions in improving the quality of the work done by practitioners.

To address these challenges, we propose to: (a) strengthen quality assurance mechanisms for the diverse courses offered; (b) make learning tools more user-friendly and easily accessible online; (c) forge institutional partnerships to offer scholarships; and (d) implement the follow-up of courses through qualitative surveys of practitioners mainly working on processes of curriculum change and management.

6. EXPECTED CONTRIBUTIONS (as appropriate)

6.1. Contribution to the Programme Sector MLA(s) and associated expected result(s)

MLA 2: From early childhood to the adult years: building effective education systems;

- Expected Result 5: National capacities strengthened to plan, implement and manage basic education, mainly in Africa;
- Expected Result 6: Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students.

6.2. Contribution to the expected results of Global Priorities 'Africa' and/or 'Gender Equality'

- Global Priority 'Africa': i) within the framework of the United Nations Literacy Decade (UNLD), national capacities strengthened to plan, implement and manage quality literacy programmes in Africa, particularly through the Literacy Initiative for Empowerment (LIFE); and ii) national capacities strengthened to plan, implement and manage basic education in Africa.

7. IMPLEMENTATION STRATEGY

7.1. Context: issues to be addressed and key baseline

- Insufficient globally and regionally relevant learning tools and training modules for curriculum developers to effectively revise, improve and refine national curricula;
- Gaps between intended, implemented and attained curriculum;
- Countries faced with difficulties in addressing issues such as student assessment and quality assurance, in line with ongoing curriculum reforms and new approaches;
- Need to support and strengthen the development of national capacities to improve the quality of the processes of curriculum changes;
- Foster and facilitate collective production of and discussion about curriculum issues within the context of national policy priorities;
- Need to customize curricular approaches to the expectations and needs of regional and national levels in implementing the processes of curriculum change.

→ **Baseline:** Limited globally and regionally relevant learning tools and training modules to support curriculum development.

7.2. Description and rationale behind the interventions, and expected outputs

Numerous countries request IBE's technical assistance (TA) in developing their capacities for reforming curricula in order to improve education quality. To meet countries' expectations, current learning tools and training modules need to be constantly enriched, updated and contextualized. In response to these requests, IBE has produced a core curriculum resource pack and nine additional thematic modules on diverse curriculum issues customized to regional needs, and also started the implementation of long-term capacity development programmes.

The initial evaluation of the Diploma in Curriculum Design and Development, derived from feedback at the end of the face-to-face session, was very positive with 100% of participants positively evaluating the venue and the organization. Likewise, different performance indicators showed widespread satisfaction with the facilitators and the content. Finally, the impact on the capacity development process of the participants was highly positive (e.g. participants statements included: "regarding a clearer understanding of the next steps in curriculum design and development that I might foster" and "feel more aware of diverse curriculum issues").

7.3. Stakeholders: key beneficiaries and partners and their expected roles

Key beneficiaries and expected roles:

- Representatives of national and local education authorities – based on a better understanding of and experience-sharing of curriculum issues, further support curriculum change as a key concern in a holistic education sector plan, for ensuring quality education;
- Curriculum developers, teacher trainers and representatives of quality assurance authorities – acquire knowledge and capacity for conducting and developing curriculum reforms and for training and supporting teachers accordingly;
- Principals and teachers – implement and co-develop curricula, especially with a school-based comprehensive approach;
- COP institutional and individual members from all UNESCO regions – participate in COP events (e-forums, conferences, workshop, etc.) and benefit from knowledge production, sharing and dissemination within the COP;
- UNESCO Field Offices and other partners – improve the quality of the curricular proposals in support of the expectations and demands of Member States;
- Universities, civil society and communities – take more active part in collective thinking and actions in the process of curriculum change and benefit from such a participatory process of change.

Key partners and expected roles:

- Ministries of education, universities and national curriculum institutions – identify demands and needs that regional and national work plans should address, and participate in their implementation; jointly develop, deliver and accredit courses in curriculum development;
- UNESCO Field Offices and National Commissions – contribution to and engagement in the design and

implementation of regional and national work plans customized to the expectations and needs of Member States; based on in-depth knowledge of the field, help connect countries' needs with the IBE's expertise and coordinate capacity development activities at the sub-regional and country levels;

- COP Focal Points from all UNESCO regions – contribute to and assist in the implementation of regional and national work plans in coordination with UNESCO Field Offices;
- National and local education authorities and technical core teams in the BEAP countries – based on the benefit of capacity development in curriculum issues, further support, conduct and develop curriculum change as a key concern in a holistic Education Sector plan, for ensuring quality education;
- Representatives of assessment centres, inspectorates and teacher unions – take part in capacity development activities, provide comments and suggestions, and help create a common understanding of the key approaches to curriculum change in order to further support its implementation.

7.4. Geographical scope: Global, regional and national.

7.5. Targeted interventions in favour of Youth, Disadvantaged and excluded groups.

7.6. Specific programme issues addressed: South-South and Triangular North-South-South Cooperation.

8. BUDGET FOR 2010 (US\$)

8.1 *Approved* 325'516

8.2 *Revised* 327'763

8.3 *Obligated as of 31.10.2010:* 312'181

9. BUDGET MOBILIZED THROUGH HQ (US\$)

9.1 *Allocation 2010* 42'744

9.2 *Obligated as of 31.10.2010:* 39'246

IBE PROGRAMME 2010-2011**Report 2010**

1. Programme Title	Capacity Development: Basic Education in Africa Programme (BEAP)
2. Responsible Officer	Renato Operti (Lili Ji and Leana Duncombe)
3. Starting and termination dates	January - December 2010
4. OVERALL GOAL	
<p>Capacities for the design, management and implementation of curriculum development processes amongst decision-makers, specialists and practitioners are enhanced to support action in favour of quality Education for All (EFA). The following objectives will be achieved:</p> <ul style="list-style-type: none"> • Globally, by continuously developing the global Community of Practice in Curriculum Development (COP) to enable knowledge production and sharing on quality Education for All and curriculum issues with an international comparative approach; • Regionally, by closely collaborating with key partners, including UNESCO Field Offices, as well as leading institutions in curriculum expertise (some acting as COP Focal Points) with the view to supporting processes of curriculum change and development mainly in basic, youth and teacher education. 	
5. RESULTS	
5.1. Title	
<p>Key education and curriculum actors equipped with enhanced capacity to develop and conduct reforms of priority curriculum areas for the provision of more relevant and inclusive basic education in the countries where the Basic Education for Africa Programme (BEAP) has been launched (initially Cote d'Ivoire, Ethiopia, the Gambia, the Seychelles and Tanzania).</p>	
5.2. Performance indicator(s) and associated target(s) and baseline(s)	
<p>35 English-speaking and 55 French-speaking professionals from 11 countries (French-speaking Burkina Faso, Cote d'Ivoire, Djibouti and English-speaking: Ethiopia, Kenya, Gambia, Mauritius, Seychelles, Tanzania, Uganda and Zambia) trained in inclusive curriculum, curriculum design and competency-based approaches as well as sensitized to the "importance of early childhood curriculum" and "teachers as curriculum co-developers".</p> <p>Revision of the basic education curriculum framework in the Gambia and the inclusion of Elementary and Early Childhood Education (EECE) in the basic education curriculum framework in Mauritius.</p> <p>Thematic module on BEAP (in French and Spanish) to mainly support long-term capacity development of educators, curriculum developers and teacher trainers with regard to addressing the key concepts of inclusive education, inclusive curricula and competency-based approaches, providing users with an in-depth view and conceptual understanding of key notions to effectively develop and revise national curricula and diverse training activities.</p> <p>Within the framework of South-South cooperation, start the planning of the African Diploma in Curriculum Design and Development (tentatively scheduled for 2011) mainly comprising the training of key national staff (Tanzania and Uganda) who participated at the first Diploma in Curriculum Design and Development, a joint initiative between the Catholic University of Uruguay (UCU), the Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO) and the IBE, followed by the development of the diploma proposal and the engagement of different stakeholders in supporting the process (i.e. UNESCO's Regional Bureau for Education in Africa (BREDA), and Teacher Education Section, and the Association for the Development of Education in Africa – ADEA).</p> <p>→ Baseline: Among the 50 sub-Saharan African countries, 5 countries (Cote d'Ivoire, Ethiopia, the Gambia, the Seychelles and Tanzania) have launched BEAP to ensure basic education for the duration of at least 9/10</p>	

years. 1 of the 5 countries (the Gambia) is drafting its national basic education curriculum framework; the other 4 countries are undergoing curriculum review and reforms with different areas of focus. More than 10 other countries have been sensitized with BEAP. 8 countries (Côte d'Ivoire, Ethiopia, The Gambia, Kenya, Seychelles, Tanzania, Uganda, Zambia and Zanzibar) have received an intensive training on issues and trends in curriculum processes, provided by the IBE in 2009.

5.3. Achievements, Challenges and Lessons Learnt

The BEAP is a UNESCO-backed initiative aiming to support countries in expanding, enlarging and democratising basic education in Africa. The main entry point into the BEAP has been the curricular dimension, principally with regard to the revision and improvement of basic education curriculum frameworks, capacity development on curriculum design and competency-based approaches as well as the development of learning tools to support curriculum renewal processes.

In 2010, through capacity development workshops, the IBE has contributed to BEAP launches in Mauritius (focus on ECCE), and Burkina Faso (focus on competency-based approaches), and remapped the curriculum needs of all 8 BEAP countries (Burkina Faso, Côte d'Ivoire, Djibouti, Ethiopia, the Gambia, Mauritius, the Seychelles and Tanzania). Likewise, the BEAP training module, containing tools and resources on BEAP, competency-based approaches, inclusive education and inclusive curriculum (rationale and criteria), has been developed in English and French and used in Mauritius to develop the existing capacities of educators, curriculum developers and teacher trainers from 10 countries. In line with BEAP visions, the IBE contributed to the International Conference on Curriculum "Assises curriculaires" co-organised by BREDA, the Conférence des Ministres de l'Éducation des pays ayant le français en partage (CONFEMEN), l'Organisation internationale de la Francophonie (OIF), Agence Française de Développement (AFD), etc. and recorded the needs expressed by some 20 countries in the area of curriculum change. These activities' outcomes foster the ongoing elaboration of BEAP's "Strategic Framework for Implementation: from Policy to Action".

With IBE's technical assistance, the Gambia and Mauritius are revising their curriculum frameworks. Likewise Tanzania, Burkina Faso and Mauritius are planning to develop sub-regional centres for curriculum development as a way of supporting basic education curriculum and teacher education reforms (bridging the gap between these two reforms) mainly through the implementation of sustainable capacity development training co-organised with the IBE. Representatives from Tanzania and Uganda have been supported by the IBE in completing the first IBE-UCU-OREALC Diploma in Curriculum Design and Development, with a view to leading capacity development at the regional and national levels.

In overall terms, IBE activities, in close partnerships with BREDA and other field offices and UN sister organisations, are contributing to train BEAP country core teams in concepts of inclusive education, inclusive curricula and competency-based curricula development. These training workshops aim to strengthen the national capacities to design and develop quality curricula for all.

Regarding the BEAP implementation, four main success factors have been identified: (a) strong sustainable partnerships with UNESCO headquarters (Teacher Education Section) and Field Offices (pivotal role played by BREDA) and leading national institutes (e.g. TIE); (b) a holistic approach, shared by all partners, to develop quality basic education in African countries focusing on curricular reform as the entry point; (c) the ownership of BEAP by country teams and a close monitoring of the programme's implementation in specific countries; and (d) the value of inter-country and South-South collaboration (i.e. sharing the vision, practices and lessons learned from basic education reforms in Latin America).

We identify three main challenges: (a) time and efforts are needed to sensitise newly appointed responsible officers in country teams; (b) countries have numerous specific needs requiring technical support, whereas priority can only be given to the most common and salient ones; and (c) the need to strengthen the training of core national facilitators on BEAP and curriculum issues with the view to further enhance curricular capacities at the national level.

To address these challenges, we are trying to strengthen, technically and financially, the BEAP team (mainly policymakers, curriculum developers and specialist and teachers trainers) primarily with regard to effectively responding to increasing demands from curriculum developers in terms of designing and implementing basic education reforms. We envisage the implementation of the Diploma in Curriculum Design and Development

in Africa (tentatively scheduled for the second semester of 2011 in Tanzania) as an adequate tool to develop the curricular capacities of BEAP national teams under a long term and sustainable vision, and with the view to improving the quality of curricular proposals.

6. EXPECTED CONTRIBUTIONS (as appropriate)

6.1. Contribution to the Programme Sector MLA(s) and associated expected result(s)

MLA 2: From early childhood to the adult years: building effective education systems;

- Expected Result 5: National capacities strengthened to plan, implement and manage basic education, mainly in Africa;
- Expected Result 6: Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students.

6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’

- Global Priority ‘Africa’: i) within the framework of the United Nations Literacy Decade (UNLD), national capacities strengthened to plan, implement and manage quality literacy programmes in Africa, particularly through the Literacy Initiative for Empowerment (LIFE); and ii) national capacities strengthened to plan, implement and manage basic education in Africa.

7. IMPLEMENTATION STRATEGY

7.1. Context: issues to be addressed and key baseline

- Lack of capacities to develop and/or implement curricula (especially curriculum frameworks) that are inclusive and relevant to life, citizenship and work for uninterrupted 9 to 10 year quality basic education in Africa;
- Facilitate access to relevant learning opportunities and provisions to young people emphasizing the development of citizenship competencies;
- Need to address disparities in basic education based on principles of social justice, equity and social inclusion as an effective way to contribute to the attainment of more developed and equitable societies.

→ **Baseline:** Among the 50 sub-Saharan African countries, 5 countries (Cote d’Ivoire, Ethiopia, the Gambia, the Seychelles and Tanzania) have launched BEAP to ensure basic education for the duration of at least 9/10 years.

7.2. Description and rationale behind the interventions, and expected outputs

Countries need Technical Assistance (TA) to address the lack of capacity and to train professionals on curriculum issues within a global comparative perspective. Capacity development activities using IBE curriculum expertise and the resource pack can be of significant benefit.

In response to these requests, IBE main outputs are: (i) capacity-development programmes and learning tools on curriculum change and competency-based approaches to 80 professionals from 11 countries and (ii) technical support provided for the revision of the basic education curriculum frameworks in The Gambia and Mauritius. The IBE has contributed to the Recommendations for Improving Curriculum Reform Implementation, adopted by representatives from 23 French, English and Portuguese-speaking Sub-Saharan African countries among others at the International Conference on Curriculum “Assises curriculaires” (5-9 July 2010, Brazzaville, Congo) co-organised by BRED, ADEA, CONFEMEN, OIF, and AFD.

7.3. Stakeholders: key beneficiaries and partners and their expected roles

Key beneficiaries and expected roles:

- Representatives of national and local education authorities – based on a better understanding and experience-sharing of curriculum issues, further support curriculum change as a key concern in a holistic education sector plan, for ensuring quality education;
- Curriculum developers, teacher trainers and representatives of quality assurance authorities – acquire knowledge and capacity for conducting and developing curriculum reforms and for training and supporting teachers accordingly;
- Children and youth in BEAP countries – benefit from inclusive schooling and competency-based

curriculum approaches that are more relevant to life, citizenship and work;

- Principals and teachers – implement and co-develop curricula, especially with a school-based comprehensive approach;
- COP institutional and individual members from all UNESCO regions – participate in COP events (e-forums, conferences, workshop, etc) and benefit from knowledge production, sharing and dissemination within the COP;
- UNESCO Field Offices and other partners improve the quality of the curricular proposals in support of the expectations and demands of Member States;
- Universities, civil society and communities – take more active part in collective thinking and actions in the process of curriculum change and benefit from such a participatory process of change;
- One-UN and One-UNESCO partnerships for education in Africa – share visions, priorities and align work plans.

Key partners and expected roles:

- Ministries of education, universities and national curriculum institutions – identify demands and needs that regional and national work plans should address, and participate in their implementation; jointly develop, deliver and accredit courses in curriculum development;
- UNESCO Field Offices and National Commissions – contribution to and engagement in the design and implementation of regional and national work plans customized to the expectations and needs of Member States; based on in-depth knowledge of the field, help link up countries' needs with the IBE's expertise and coordinate capacity development activities at the sub-regional and country levels;
- COP Focal Points from all UNESCO regions– contribute to and assist in the implementation of regional and national work plans in coordination with UNESCO Field Offices;
- National and local education authorities and technical core teams in the BEAP countries – based on the benefit of capacity development in curriculum issues, further support, conduct and develop curriculum change as a key concern in a holistic Education Sector plan, for ensuring quality education;
- Representatives of assessment centres, inspectorates and teacher unions – take part in capacity development activities, provide comments and suggestions, and help create a common understanding of the key approaches to curriculum change in order to further support its implementation.

7.4. Geographical scope

Global, regional and national.

7.5. Targeted interventions in favour of

Youth, Disadvantaged and excluded groups.

7.6. Specific programme issues addressed

South-South cooperation and Triangular North-South-South cooperation.

8. BUDGET FOR 2010 (US\$)

8.1 Approved *cf. 1A*

8.2 Revised *cf. 1A*

8.3 Obligated as of 31.10.2010: *cf.1A*

IBE PROGRAMME 2010-2011

Report 2010

1. Programme Title	Capacity Development: Community of Practice for Curriculum Development (COP)
2. Responsible Officer	Renato Opertti (Lili Ji, Bonnie Han, Mariana Cruz and Nhien Truong)
3. Starting and termination dates	January - December 2010
4. OVERALL GOAL	
<p>Capacities for the design, management and implementation of curriculum development processes amongst decision-makers, specialists and practitioners are enhanced to support action in favour of quality Education for All (EFA). The following objectives will be achieved:</p> <ul style="list-style-type: none"> • Globally, by continuously developing the global Community of Practice in Curriculum Development (COP) to enable knowledge production and sharing on quality EFA and curriculum issues with an international comparative approach; • Regionally, by closely collaborating with key partners, including UNESCO Field Offices, as well as leading institutions in curriculum expertise (some acting as COP Focal Points) with the view to supporting processes of curriculum change and development mainly in basic, youth and teacher education. 	
5. RESULTS	
5.1. Title	
<p>Regular production and sharing of curricular documents and materials among COP members, which contribute to the attainment of an interregional comparative perspective, encouraged through regular national, regional and interregional online and face-to-face exchanges on curriculum issues and through the promotion and facilitation of South-South and North-South-South (triangular) Cooperation.</p>	
5.2. Performance indicator(s) and associated target(s) and baseline(s)	
<p>1439 COP members from 135 countries covering all UNESCO regions (Latin America = 32%, Europe and North America = 26%, Asia and the Pacific = 25%, Africa = 9% and Arab States = 6%). During the period 2006-2010, the COP membership has increased at an annual rate of 25% (from 636 in 2006 - first COP year - to 1439 in October 2010). In 2010, the COP has been growing at an average of 15 new members per month, with 39% of all members now included in the IBE-COP database (561). This database is increasingly seen as a useful tool to technically support processes of curricular reforms at the national levels, principally with regard to basic, secondary and teacher education.</p> <p>Curriculum advice provided to Members States through the COP: (i) Basic Education in Africa (BEAP), see Sheet 1B- with the Regional Bureau for Education in Africa (BREDA) and other partners; (ii) Arab States by sharing inter-regional curricular trends and issues regarding the curricular reform of upper secondary reform to the 7th Conference of Ministers of Education in the Arab World entitled “The Structure of Post-Basic Education (Secondary Education) and Its Diverse Routes”; and (iii) Asia mainly through the development of learning tools and capacity-development workshops on Education for Sustainable Development (ESD) such as environmental education, natural disasters preparedness and response and climate changes jointly with the UNESCO Bangkok Office and Teacher Education Institutes (TEI) from 18 Asian countries.</p> <p>Within the framework of South-South and North-South-South cooperation, inter-regional discussions and knowledge production and dissemination on curriculum issues: (i) Europe-China on basic education reforms; (ii) Curricular reforms competency-based (UNESCO Chair on Curriculum Development, Montreal, Canada) and (iii) IBE worldwide e-forum on the role of assessment in promoting the development of students’ competencies.</p> <p>→ Baseline: Before 2006 there was no worldwide COP on curriculum issues engaging institutions and key actors in the public and private sectors from all UNESCO regions. At the end of 2009, there were 1271 COP members from 131 countries.</p>	

5.3. Achievements, Challenges and Lessons Learnt

The IBE's Community of Practice (COP) in Curriculum Development is a national as well as an intra- and inter-regional platform where issues of curriculum change and development can be jointly discussed and implemented, through face-to-face and online activities, within the framework of a holistic approach to determining and achieving the goals of EFA. South-South and North-South-South-cooperation is promoted by the COP on a permanent basis.

The COP has been one main IBE axis to: (a) foster policy dialogue on education issues, principally through the preparation, implementation and follow-up of the 48th International Conference on Education (ICE) held in 2008; (b) facilitate an ongoing global conversation on curriculum issues; and (c) carry out capacity development activities on curriculum design and development supported by the creation of learning tools. The COP has gathered and facilitated the interaction and knowledge production amongst prestigious curriculum developers and specialist from all UNESCO regions (South-South and North-South-South cooperation schemes).

Five main success factors underpinning the COP development are: (a) a proactive animation process seeking to link institutions and actors, who otherwise would not have the opportunity to produce knowledge and exchange on curriculum issues; (b) forging strong partnerships with UNESCO Field Offices, COP Focal Points (regional and national levels) and a myriad of institutions with the view to effectively responding to the demands from national country teams; (c) the multilingual feature of the COP, which facilitates exchanges in all UNESCO languages (English, French, Spanish, Arabic, Chinese and Russian); (d) responding in a timely manner to the COP members' requests (e.g. trends on specific curriculum themes) and facilitating exchanges and cooperation among them; and (e) ample production and dissemination of documents and materials by COP members from all UNESCO regions.

Three main challenges are: (a) strengthening the multilingual COP feature by making more documentation available in all UNESCO languages; (b) providing opportunities and settings (i.e. online platforms) to facilitate interaction among COP members; and (c) further consolidating the COP at the regional level, mainly in relation to knowledge production and sharing (i.e. further strengthening partnerships with universities) and making it available to other regions.

To address these challenges, the IBE is further engaging with UNESCO Regional Offices in designing and implementing regional work plans in close coordination with COP Focal Points. Indeed, the IBE has received multiple requests for tailored assistance from UNESCO Field Offices for the conceptualisation and development of regional and national COPs (Arab States; the Caribbean), in recognition of the IBE's valuable knowledge and experience in building and managing the IBE's COP. The COP has also developed solid links during these recent initiatives and mobilises these relations within the framework of our interregional activities as well, for example, during the interregional e-forums.

Likewise, we are working on adding more interactive and user-friendly tools to the new IBE website, as well as strengthening support for translation in order to facilitate exchanges and strengthen the COP at both the inter-regional and regional levels. The IBE is currently working on making the COP members more interactive; building upon previous good experiences in implementing worldwide multilingual e-forums on curriculum issues that have been taking place since 2006 (i.e. issues related to inclusive curricula and competency-based approaches). In 2010, COP members became more active with regard to producing and sharing materials. Weekly feedback from members demonstrates the usefulness and relevance of the documentation and information disseminated.

In overall terms, the IBE's COP has significantly contributed to the ongoing global discussion on educational and curriculum issues among diverse stakeholders. These debates support the development and refinement of international and national education agendas.

6. EXPECTED CONTRIBUTIONS (as appropriate)

6.1. Contribution to the Programme Sector MLA(s) and associated expected result(s)

MLA 2: From early childhood to the adult years: building effective education systems;

- Expected Result 5: National capacities strengthened to plan, implement and manage basic education,

mainly in Africa;

- Expected Result 6: Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students.

6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’

- Global Priority ‘Africa’: i) within the framework of the United Nations Literacy Decade (UNLD), national capacities strengthened to plan, implement and manage quality literacy programmes in Africa, particularly through the Literacy Initiative for Empowerment (LIFE); and ii) national capacities strengthened to plan, implement and manage basic education in Africa.

7. IMPLEMENTATION STRATEGY

7.1. Context: issues to be addressed and key baseline

- Need for communication, knowledge production, sharing and dissemination at the inter-regional, regional and national levels amongst policymakers, educators, curriculum experts and developers, teacher trainers, supervisors, principals, teachers, scholars and researchers on curriculum issues;
- Foster and facilitate in-depth international dialogue on curriculum issues within the holistic framework of EFA;
- Contribute to improving the quality of the processes of curriculum change and management by sharing effective curricular visions, policies, strategies and practices.

→ **Baseline:** Before 2006 there was no worldwide COP on curriculum issues engaging institutions and key actors in the public and private sectors from all UNESCO regions. At the end of 2009, there were 1271 COP members from 131 countries.

7.2. Description and rationale behind the interventions, and expected outputs

Addressing needs by creating, expanding and sustaining a high-quality global COP leading to knowledge production, sharing and dissemination of curriculum issues.

In response to these requests, the IBE has actively implemented a quite unique worldwide community of curriculum practitioners who produce and share information and knowledge through face to face and on-line activities at the inter-regional, regional and national levels. 132 new COP members in 2010 (October 2010), out of which 60% personally initiated the membership request. 36 messages sent to COP members (on a weekly basis) in 2010 containing information and documentation on curriculum issues, trends, resources, practices, seminars, workshops, calls for papers and related themes.

7.3. Stakeholders: key beneficiaries and partners and their expected roles

Key beneficiaries and expected roles:

- Representatives of national and local education authorities – based on a better understanding and experience-sharing of curriculum issues, further support curriculum change as a key concern in a holistic education sector plan, for ensuring quality education;
- Curriculum developers, teacher trainers and representatives of quality assurance authorities – acquire knowledge and capacity for conducting and developing curriculum reforms and for training and supporting teachers accordingly;
- Principals and teachers – implement and co-develop curricula, especially with a school-based comprehensive approach;
- COP institutional and individual members from all UNESCO regions – participate in COP events (e-forums, conferences, workshop, etc) and benefit from knowledge production, sharing and dissemination within the COP;
- UNESCO Field Offices and other partners– improve the quality of the curricular proposals in support of the expectations and demands of Member States;
- Universities, civil society and communities – take more active part in collective thinking and actions in the process of curriculum change and benefit from such a participatory process of change.

Key partners and expected roles:

- Ministries of education, universities and national curriculum institutions – identify demands and needs

that regional and national work plans should address, and participate in their implementation; jointly develop, deliver and accredit courses in curriculum development;

- UNESCO Field Offices and National Commissions – contribution to and engagement in the design and implementation of regional and national work plans customized to the expectations and needs of Member States; based on in-depth knowledge of the field, help link up countries' needs with the IBE's expertise and coordinate capacity development activities at the sub-regional and country levels;
- COP Focal Points from all UNESCO regions– contribute to and assist in the implementation of regional and national working plans in coordination with UNESCO Field Offices;
- National and local education authorities and technical core teams in the BEAP countries – based on the benefit of capacity development in curriculum issues, further support, conduct and develop curriculum change as a key concern in a holistic Education Sector plan, for ensuring quality education;
- Representatives of assessment centres, inspectorates and teacher unions – take part in capacity development activities, provide comments and suggestions, and help create a common understanding of the key approaches to curriculum change in order to further support its implementation.

7.4. Geographical scope

Global, regional and national.

7.5. Targeted interventions in favour of

Youth, disadvantaged and excluded groups.

7.6. Specific programme issues addressed

South-South cooperation and Triangular North-South-South cooperation.

8. BUDGET FOR 2010 (US\$)

8.1 *Approved* *cf. IA*

8.2 *Revised* *cf. IA*

8.3 *Obligated as of 31.10.2010: cf. IA*

IBE PROGRAMME 2010-2011**Report 2010**

1. Programme Title	Technical co-operation projects / support to Member States
2. Responsible Officer	Dakmara Georgescu (Marianna Karatsiori, Joseph Daher, and Michele Gonçalves dos Ramos)
3. Starting and termination dates	January – December 2010
4. OVERALL GOAL	
<p>The programme aims to provide customised support to national governments (i.e. ministries of education and curriculum agencies), based on their requests, with regard to planning, developing and implementing quality primary and secondary curricula in line with new challenges, needs and developmental prospects. Special emphasis is put on the meaningful integration in national curricula of competency-based approaches, as well as on the preparation for life and work based on the values, principles and practices of Learning to Live Together (LTLT) and Education for Sustainable Development (ESD). Post-conflict situations are considered on a priority basis.</p>	
5. RESULTS	
5.1. Title	
<p>Result 1: Enhancement of curricula of schools and teacher training institutions through incorporating cross-cutting issues and competency development for Learning to Live Together (LTLT) and Learning for Life and Work (LlLW).</p> <p>Result 2: Sustainable and innovative curriculum cultures based on a continuous and systematic professional development, stakeholder involvement and pro-active revisions of the curriculum in line with new developments, contexts and needs.</p>	
5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)	
<p><i>National Guidelines</i> (Angola), <i>teacher training courses</i> (Vietnam) and <i>national strategies</i> for curriculum revision (Iraq and Sudan) produced collaboratively, endorsed by the ministries of education and implemented by users, stakeholders and partners at national and local levels.</p> <p>→ Baseline: Number of trained curriculum teams actually engaged in processes of curriculum planning, design and implementation, as well as in processes of networked dissemination, sharing and capacity development at local, national and regional levels (i.e. <i>Angola</i>: more than 50 education specialists were trained and participated in the development of National Guidelines for incorporating cross-cutting issues into the curriculum. It is the first time that such National Guidelines have been introduced in Angola, where cross-cutting issues are present in the curriculum in a rather erratic way; <i>Vietnam</i>: more than 50 education specialists were trained and participated in the development and pilot testing of the Teacher Training Modules, that are being introduced for the first time in the education system; In <i>Iraq</i> as well as in <i>Sudan</i> more than 30 education specialists participated in the finalisation of comprehensive work plans for curriculum development over the next three years, which is a first attempt to tackle curriculum revision systematically).</p>	
5.3. Achievements, Challenges and Lessons Learnt	
Result 1:	
<p>Vietnam: IBE Technical Assistance in the context of the UN Joint Programme for Vietnam on Gender Equality (GE): The <i>Guidelines for textbook analysis from a gender perspective</i>, as well as the <i>Report of findings</i> (primary textbooks) drafted in 2009 were comprehensively revised in 2010 based on the feedback received from Vietnamese education specialists and stakeholders. They are currently being prepared for publication. The materials will constitute a main reference for the upcoming curriculum and textbook revision process in Vietnam. <i>Teacher Training Modules</i> incorporating gender issues and promoting gender equality were developed</p>	

and pilot tested and will serve as a main reference for scaling up the incorporation of GE in pre- and in-service teacher training in Vietnam.

Angola: IBE Technical Assistance in the context of the UNESCO CapEFA Programme “*Integrating cross-cutting issues in the curriculum of schools and teacher training institutions in Angola*”: National Guidelines to incorporate cross-cutting issues in the curricula of schools and teacher training institutions in Angola were developed that will serve as a main reference for capacity development with regard to the upcoming process of curriculum and textbook revision in the country.

Iraq and Sudan: National Strategies for curriculum and textbook revision were finalised and endorsed by the respective ministries of education and detailed work plans developed.

Result 2:

Vietnam: More than 50 curriculum specialists, teacher trainers and decision makers were trained in two workshops in 2010, in integrating gender issues and promoting gender equality in, and through the curriculum of schools and teacher training institutions. They participated collaboratively in the development of the Teacher Training Modules.

Angola: More than 40 curriculum specialists and teacher trainers were trained in two workshops in 2010 in integrating cross-cutting issues in the curricula of schools and teacher training institutions (i.e. gender equality, ESD, peace education and LTLT, human rights and citizenship, intercultural education, entrepreneurship, and HIV and AIDS) and participated in the development of the National Guidelines.

Iraq and Sudan: Based on several planning conferences and capacity development meetings, more than 40 education experts participated in each country in the finalisation of national curriculum strategies and work plans.

Publications: IBE collaboration with INEE to develop *Guidance Notes for Teaching and Learning in Emergencies* (The Guidance Notes are part of newly-launched package of education materials in support of those working in emergencies (www.ineesite.org, with the IBE being acknowledged for its contribution). The IBE contributed to the UNDG MDG Good Practice Report (<http://www.undg-policynet.org/?q=node/11>, focusing on MDG 2 and 3, and is acknowledged for its contribution to reporting on the project “*Curriculum Innovations, Peace Education and Poverty Alleviation*”).

Challenges and lessons learnt:

- **Angola:** Difficulties in coordinating with UNESCO Windhoek Office owing to the lack of a local CapEFA project coordinator; limited funding; and difficulties in harmonizing the agendas of the many stakeholders involved. The IBE had to flexibly adjust its own agenda and take over coordinating roles. The monitoring role of the central CapEFA coordinating team should be reinforced;
- **Vietnam:** Difficulties in meeting challenging deadlines owing to busy schedules of the IBE programme coordinator, as well as health issues. The IBE had to reschedule several activities and intensify work to ensure smooth delivery;
- **Iraq and Sudan:** Complex projects implying challenging implementation and delivery. The IBE will have to plan the allocation of human resources and the timing of different activities carefully, and have backup plans in the case of unexpected situations arising. Given the complexity of these two projects, the IBE’s responses to new (potential) demands should also be carefully examined.

6. EXPECTED CONTRIBUTIONS (as appropriate)

6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)

MLA 1: Building blocks for EFA: literacy, teachers and work skills (integration of competency-based approaches in curricula and teacher training programmes, Vietnam and Angola)

MLA 2: From early childhood to the adult years: building effective education systems (especially secondary systems reviewed through curricular reform: Iraq and Sudan)

- Expected Result 6: Secondary education systems renewed, in particular and as appropriate, through curricular reform and improved learning assessment of students

MLA 3: Sector-wide framework: helping governments to plan and manage the education sector (especially in developing and post-conflict societies: Iraq and Sudan

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

6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’

- *Africa*: Angola and Sudan (managing comprehensive processes of curriculum review through integrating a competency-based approach, enhancing the relevance of curricula and the quality of learning processes and outcomes).
- *Gender equality*: especially in the case of the Vietnam and Angola projects (integration of gender issues and promotion of gender equality through revised curricula and teacher training programmes).

6.3. Contribution to the following Intersectoral Platform’s expected results

- “Priority Africa” and “PCPD”(Iraq and Sudan)

7. IMPLEMENTATION STRATEGY

7.1. Context: issues to be addressed and key baseline

In 2010, the programme focused on assisting the ministries of education of several African countries, the Arabic region and South-East Asia to engage in comprehensive processes of revising their curricula and teacher education courses with a view to enhancing preparation for life and work from the perspectives of LTLT and ESD. In Vietnam and Angola, the revision of the curriculum based on incorporating and promoting cross-cutting issues (such as GE) is seen as a model for initiating and scaling up the review processes of the curriculum system, as well as in a number of connected areas, such as teacher education and training, assessment and school and classroom management. It is also seen as a means to cater for more coordinated and effective efforts among different programmes and stakeholders aiming to foster competency development in the context of articulating different thematic approaches more meaningfully (i.e. gender issues; poverty alleviation; sustainable development). In Iraq and Sudan, there is a need for comprehensively revising the national curricula after several decades during which, owing to wars and isolation from international developments, no substantive updates or changes took place in primary and secondary education.

→ **Baseline:** The Technical Assistance Programme addressed current situations and needs in countries such as Angola: lack of coordination among education agents and stakeholders with regard to incorporating cross-cutting issues, as well as the need to address emerging issues, such as Gender Equality; in Vietnam: lack of GE issues in the current teacher training courses and the need to equip teacher trainers and teachers with the skills to implement the new Laws on Gender Equality and on Gender-based Violence, Prevention and Control; and in Iraq and Sudan: the need to approach curriculum development and implementation systemically and based on realistic and effective planning, in the context of national education strategies.

7.2. Description and rationale behind the interventions, and expected outputs

The programme is based on combining work on the ground with national teams and ongoing on-line assistance with a view to enhancing local and national ownership, leadership and relevance of curriculum processes and products. It is carried out based on meaningful work plans integrating sequences of capacity development in the context of hands-on activities; collaborative development of curriculum materials; and processes of sharing and dissemination in view of system-wide scaling up.

Vietnam: Several workshops were carried out during 2010 to develop and pilot test new teacher training courses incorporating gender issues and promoting gender equality based on competencies learners and teachers should share.

Angola: A first workshop was organized in spring 2010 based on which the draft outline of National Guidelines for Curriculum Review was developed addressing the integration of cross-cutting issues in secondary education (with a focus on GE, ESD, HR and citizenship education, and work and entrepreneurial education). Over the summer of 2010 an IBE team worked on the ground with a national technical team to further develop and complete the National Guidelines with reference to specific subject areas, taking into account local contexts, experiences and needs.

Iraq and Sudan: Planning and preparatory meetings were held in Geneva (July-August 2010), Doha (October 2010) and Khartoum (November 2010) based on which the implementation of the respective programmes will start before the end of 2010.

7.3. Stakeholders: key beneficiaries and partners and their expected roles

Direct beneficiaries: Policymakers, curriculum and textbook developers, and teacher trainers

Indirect beneficiaries: Students, teachers and other stakeholders

Key partners: Vietnam: UNESCO Hanoi Office, Ministry of Education and Training (MOET)/Vietnamese National Institute for Educational Sciences and MOET/Teacher Training Department; Education NGOs; Angola: UNESCO Windhoek Office, UNESCO Luanda Antenna, Ministry of Education and INIDE; Iraq: UNESCO Iraq Office, MOE, Her Highness Office (Qatar); and Sudan: UNESCO Khartoum Office, Ministry of Education.

7.4. Geographical scope

Arabic region, Africa and South East Asia.

7.5. Targeted interventions in favour of

Women and Conflict-affected populations

7.6. Specific programme issues addressed

8. BUDGET FOR 2010 (US\$)

8.1 *Approved* 175'000

8.2 *Revised* 186'914

8.3 *Obligated as of 31.10.2010:* 165'018

9. BUDGET MOBILIZED THROUGH HQ(US\$)

9.1 *Allocation 2010-2011* 309'624

9.2 *Obligated as of 31.10.2010:* 259'713

IBE PROGRAMME 2010-2011**Report 2010**

1. Programme Title	Capacity-building and Clearinghouse on HIV and AIDS education
2. Responsible Officer(s)	Clementina Acedo (Sandrine Bonnet)
3. Starting and termination dates	January – December 2010
4. OVERALL GOAL	
<p>The main goal is to support EFA by integrating HIV and AIDS education more effectively into official curricula, developing tools to improve learning and teaching materials, and further developing education specialists' capacities in order to contribute to a comprehensive response to HIV and AIDS in the framework of UNESCO' strategy and EDUCAIDS.</p>	
5. RESULTS	
5.1. Title	
<p>Comprehensive knowledge and key competencies for capacity development on HIV and AIDS education strengthened and disseminated among key partners (ministries of education, universities, teacher training institutions, international organizations and NGOs).</p>	
5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)	
<p>Production of tools; new documents included in UNESCO HIV and AIDS education database; appraisals of good practices; technical advice; capacity-building workshops; HIV sections of IBE and UNESCO Clearinghouse regularly updated; incorporation of HIV and AIDS into the curriculum in x number of countries; number of ministry experts, teacher educators, teachers trained.</p> <p>→ Baseline: Production of new tools, inclusion of new documents in UNESCO HIV and AIDS education database and technical advice.</p>	
5.3. Achievements, Challenges and Lessons Learnt	
<p>A module on HIV and AIDS education has been developed for the IBE Training Tools for Curriculum Development. It has been adapted from the IBE'S "Manual for the integration of HIV and AIDS education into the official curricula". Activities, practical tools and one chapter on teacher training for use by teachers and trainers in their daily practice have been added. The module will be updated regularly with new topics.</p> <p>New practical tools have been developed such as a document on myths and HIV. Challenging myths and misconceptions is a critical element for promoting accurate knowledge and skills. It is also crucial in the fight against stigmatization and discrimination as they are linked to misperceptions of HIV and AIDS. This document can be used by teachers and trainers as a guide as it provides clear and simple answers to most questions on HIV and AIDS and related issues.</p> <p>A documentary film illustrating good practices in pedagogical approaches on HIV and AIDS education in Guyana is being produced. This film shows examples of pedagogical interactions on issues related to HIV and AIDS education. The situations illustrate how teachers address HIV and AIDS education in the classroom. It is developed for teachers, teacher trainers, future teachers and programme developers. Ideally, teachers could visit other schools to see practical teaching situations, but as this is not possible on a large scale for technical or financial reasons, the documentary provides concrete examples of interactive activities in the classrooms to guide the organization of training sessions in schools.</p> <p>A mission to Trinidad and Jamaica has been organized, in close collaboration with the UNESCO Kingston office and the UNICEF office in the Caribbean, to assess teacher training on HIV and AIDS education. This assessment is part of a global strategy to revise HIV and AIDS education in the Caribbean sub-region. An analysis of the existing strategy, policy and materials has been done and recommendations for the next steps</p>	

have been developed.

A strategy for fundraising is being developed. New perspectives are explored, especially to try to raise funds in Switzerland through private foundations.

New documents have been added to the databank of the UNESCO HIV and AIDS education Clearinghouse. The selection of documents is based on quality criteria and is made in collaboration with other partners of the Clearinghouse. 250 new documents have been added. 20 good practices have been appraised and added to the website of the Clearinghouse and of the IBE.

A special effort has been made to find new innovative solutions in order to be able to continue to assist countries with HIV and AIDS education despite a significant reduction of funds. Close partnerships with Field Offices have been established through capacity building workshops in several countries. IBE's work and expertise has been recognized and appreciated by all our partners inside UNESCO and among other partners such as ministries of education and education institutions.

6. EXPECTED CONTRIBUTIONS (as appropriate)

6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)

MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector

- Expected Result 10: National capacities strengthened to develop comprehensive Education Sector responses to HIV and AIDS through EDUCAIDS and related efforts.

7. IMPLEMENTATION STRATEGY

7.1. Context: issues to be addressed and key baseline

Through the production of new innovative tools (i.e. films and interactive resource packs), workshops, new documents added to the databank, technical assistance and evaluation of good practices, the HIV programme brings specialized expertise to the field of HIV and AIDS education. These contributions are crucial for the capacity development of education specialists both within and outside of UNESCO. The strategy for the next years is to continue collaboratively working on innovative ideas in the area of HIV and AIDS education, while strengthening partnerships with key institutions and stakeholders. New financing opportunities are also being explored to ensure the long term sustainability of the programme.

→ **Baseline:** Production of new tools, inclusion of new documents in UNESCO HIV and AIDS education database and technical advice.

7.2. Description and rationale behind the interventions, and expected outputs

After twenty five years of the epidemic, HIV and AIDS is considered as one of the most important threats to stability and progress in the world. According to the last available data, in 2008, 33 million people were living with HIV and 2.7 million have been newly infected. Young people are particularly affected as they represent approximately 40% of the infections at the global level and less than 40% of them have basic knowledge on HIV and AIDS. In this context, prevention and education play a crucial role in lowering the progression of the pandemic. The fight against HIV and AIDS is a key priority for the United Nations. As the competent agency for education, UNESCO has been appointed as the leader for HIV prevention for young people in education and schools. Education is a crucial factor for HIV and AIDS as it brings key competencies and knowledge and contributes to changing behaviour. A comprehensive and adapted education can help to protect individuals, families and communities and minimize the impact of HIV. Education for All (EFA) will not be realized if HIV and AIDS issues are not addressed systematically.

EDUCAIDS, the UNAIDS global initiative on education and HIV lead by UNESCO, has been ranked by UNESCO's Executive Board among the three priority areas of EFA, thus recognizing the high importance of a global involvement from the Education Sector in national responses towards HIV and AIDS. EDUCAIDS allows UNESCO and its partners to help countries in the implementation of comprehensive HIV and AIDS education programmes through five essential components: i) quality education; ii) content, curriculum and learning material; iii) teacher training and support; iv) policy, management and systems; and v) approaches and illustrative entry points.

As the Institute of UNESCO specialized in contents, methods and curriculum development, the IBE plays a central role in the implementation of EDUCAIDS through its programme for HIV and AIDS education. The goal is to build capacities and knowledge of education specialists and to improve learning, teaching and teacher training material through workshops, the production of tools, technical advice and dissemination of good practice. The IBE's expertise in the field of HIV and AIDS education is recognized and requested by countries, especially in Africa.

Expected outputs:

- A new CD-Rom containing several resources: interactive activities identified as good practices for participatory teaching, fact sheets on basic information, evaluation of good practices; to be made available in French, English, Spanish, and Portuguese. This CD-Rom will provide a broad range of key resources for capacity development of education specialists on HIV and AIDS education;
- A new film documenting good practices for pedagogical approaches in HIV and AIDS education in English for a new region (Caribbean) or sub-region (Sub-Saharan Africa). With this tool education specialists and future teachers can have concrete examples of interactive activities in the classroom to guide the organization of training sessions in schools. The film produced in 2009 was very much appreciated by stakeholders, especially in the field;
- Provision of expertise and technical inputs through participation in capacity-building workshops in close collaboration with UNESCO Field Offices;
- Technical assistance rendered to countries by making available documents, giving advice and proposing collaborative solutions for specific themes;
- UNESCO Clearinghouse: new documents entered in UNESCO databank, evaluation of materials, contributions to the newsletter of HIV and AIDS Education Sector;
- Improved version of IBE's *Manual on HIV and AIDS education*. New tools, factsheets and useful resources will be added based on the needs of the users and emerging issues. The Manual will be available online for education specialists. It will also be available on CD-Rom upon request;
- HIV section on IBE's website regularly updated with key resources and evaluations of good practices.

7.3. Stakeholders: key beneficiaries and partners and their expected roles

Key beneficiaries: Ministries of education, universities, teacher trainers, teachers and students, UNESCO Education Sector, and Field Offices.

Key partners: Field Offices for workshops in the countries, UN Agencies, especially ILO, UNICEF, WHO, UNFPA and UNAIDS are important partners and are associated to the activities, as much as possible and when appropriate, in order to offer a comprehensive overview of HIV and AIDS. Collaboration for World AIDS Day with UN partners. This collaboration strengthens the spirit of the "Delivering as One" approach. The close collaboration and relations maintained with Field Offices have enabled the programme to continue working dynamically.

7.4. Geographical scope

The scope is at a global level, but the focus will be placed on Africa, Latin America and the Caribbean and Arab States.

7.5. Targeted interventions in favour of

Youth and marginalised groups.

8. BUDGET FOR 2010 (US\$)

8.1 Approved 0

8.2 Revised 0

8.3 Obligated as of 31.10.2010: 0

9. BUDGET MOBILIZED THROUGH HQ (US\$)

9.1 Allocation 2010-2011 168'985

9.2 Obligated as of 31.10.2010: 128'009

IBE PROGRAMME 2010-2011**Report 2010**

1. Programme Title	The “GigaPan”: Diversity and Inclusion in the Community
2. Responsible Officer(s)	Clementina Acedo (Leana Duncombe, Philippe De Castro, Magali Moreira)
3. Starting and termination dates	January – December 2010
4. OVERALL GOAL	
<p>Through this pilot carried out in schools in different countries and regions, the project aims at demonstrating that Information and Communication Technologies (ICTs), in particular the GigaPan, can be integrated into the curriculum to foster intercultural understanding. Using ICTs can enrich the curriculum and enable students to learn values like Learning To Live Together (LTLT), through cross-cultural dialogue and by educating each other on inter-cultural issues. Moreover imparting critical skills such as ICTs and social media research are important for today’s knowledge driven society.</p>	
5. RESULTS	
5.1. Title	
<p>Information collected and processed on how the GigaPan contributed to peer-to-peer education, imparted cross-cultural values, contributed to the assimilation of ICT and online research skills. Sustainability of the GigaPan project increased with its growth in implementation.</p>	
5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)	
<p>Performance indicators include the number of schools (benchmark: 17 schools from 6 countries), international classroom projects (benchmark: at least 5 active projects per year), teachers and learners trained in the ICT and curricular GigaPan technology, and quality of the conversations (GigaPans panoramas taken, snapshots and comments), as well as surveys assessing the degree of sustainability of the project.</p> <p>The <i>GigaPan School Dialogues: Diversity and Inclusion in the Community</i> project is a joint venture between Carnegie Mellon University (CMU) and UNESCO’s International Bureau of Education (UNESCO-IBE), in partnership with UNESCO’s Associated Schools Project Network (ASPnet). This pilot project began in 2008 and has been implemented in several schools: South Africa (2), Trinidad and Tobago (2), the United States of America (6), Indonesia (3) and Brazil (1); a total of 14 schools in 5 countries at the end of 2009. There were 358 students and 77 teachers involved in the project as reflected in the creation of accounts on the website at the end of December 2009. In June 2009 a new website platform was presented by CMU at the first annual teacher training GigaPan workshop in Pittsburgh; new features are added on a continuous basis, developing it into a veritable education website platform.</p> <p>→ Baseline: Limited international exchange and dialogue among secondary school students from different economic backgrounds and countries to build multi-cultural understanding. Limited use of ICTs in education for this purpose. The GigaPan project was developed with the intention of helping children from different economic backgrounds and countries to exchange with each other and enhance multi-cultural understanding. Through this project, by developing key aspects of the curriculum, students are expected to learn about the world and teach their peers by sharing heritage (community and historical events) through classroom projects, thereby creating their own community and developing a deeper understanding, consideration and respect for others, their beliefs and values. This dynamic interactive learning aims to strengthen the themes of L TLT and Inclusive Education. The GigaPan project encourages schools and communities to integrate and strengthen inclusive education and the constructive management of diversity through curricular and extracurricular activities in the context of inquiry-based and participatory practices. Through the GigaPan project, students and teachers are encouraged to make use of modern information and communication technologies (e.g. GigaPan and the Internet) to promote empathy and understanding between cultures.</p>	
5.3. Achievements, Challenges and Lessons Learnt	

Achievements: Information about the GigaPan project and its results disseminated on an ongoing basis, including at workshops and conferences. In particular, the IBE prepared and distributed a paper on the evaluation and research outcomes of the project at the International Scientific Conference on Technologies for Development, organized by the UNESCO Chair in Technologies for Development, held at the *Ecole Polytechnique Fédérale de Lausanne* (EPFL, Switzerland) in February 2010. In addition, a Swiss teacher partaking in the GigaPan project published an article entitled “Images haute resolution et dialogues des cultures” in Journal FLASH No.10 de l’EPFL, on 5 October 2010.

- 2 schools in Switzerland have been included in the GigaPan project, bringing the total to 16 participating schools from 6 countries;
- Training workshops were held at the 2 new schools in Switzerland, during which 14 teachers and 34 students were provided with the necessary background, information, training and an overview to effectively participate in the GigaPan project;
- 1 school in Finland, 1 school in Mali, 1 school in South Africa and 3 schools in the United States of America will begin participating in the GigaPan project in 2011.
- 2 teachers from Finland, 1 teacher from Mali and 7 teachers from the United States of America have been trained at the Second GigaPan Dialogues International Workshop, on November 14 2010, in Pittsburgh, USA;
- 57 new GigaPans have been uploaded, generating over 785 comments;
- There are 7 active topics serving as a basis for classroom projects and student dialogue, namely Nutrition, Cultural Celebrations, Carnival 2010, World Cup 2010, Biodiversity, Roller Coasters and Waste Management;
- 33 teachers participated at the second GigaPan workshop that took place at Carnegie Mellon University in Pittsburgh (USA) on 15-16 November 2010 with the objective of: reflecting on the activities of 2009-2010; compiling curriculum documents and drafting best practices for the project; planning activities for 2011; and training new educators who will be joining the project in 2011.

Challenges: Time remains a challenge: time to plan and discuss, time to interact, time to reflect on activities, etc. Learning activities must be conceived and prepared as part of the curriculum and school year, synchronized and shared ahead of time among teachers of the various countries, and ideally, through the website. Lack of planning time and coordination between schools are some of the reasons behind this challenge. The technical aspects of GigaPan remain challenging for some schools, especially new ones. Teachers and students are still at the trial and error stage in which several technical basic steps have to be mastered and regularly used with ease: creating accounts, completing a personal page, joining projects, stitching, taking and uploading a panorama, commenting. Though technological skills are developed in mastering these steps, the actual content development of the school projects dialogues will require more time.

Lessons Learnt: It is crucial to plan ahead in order to ensure effective dialogue among students around the world. Projects and timeframes should be planned and incorporated into curriculum and lesson plans ahead of time in order to ensure smooth interactions during the project implementation. Sharing experiences, challenges and best practices are necessary to ensure the sustainability of the GigaPan project. This is especially useful for new teachers and schools joining the project.

6. EXPECTED CONTRIBUTIONS (as appropriate)

6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)

MLA 2: From early childhood to the adult years: building effective education systems

- Expected Result 6: Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students.

6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’

6.3. Contribution to the following Intersectoral Platform’s expected results

Fostering ICT-enhanced learning

7. IMPLEMENTATION STRATEGY

7.1. Context: issues to be addressed and key baseline

The project aims to test an innovative ICT in education tool, the GigaPan, and to later develop best practices for how such a tool can help to enrich education systems, encourage cultural connections and improve inclusive classroom practices. It also could seek to identify effective methods for integrating ICTs into the curriculum, and thus help strengthen national capacities to manage basic education. The project has a particular focus of linking students in various parts of the world with priority on reducing the digital educational information divide, and improving educational quality.

→ **Baseline:** Limited international exchange and dialogue among secondary school students from different economic backgrounds and countries to build multicultural understanding. Limited use of ICTs in education for this purpose.

7.2. Description and rationale behind the interventions, expected outputs

This project continues to work with the existing schools in seeking ways to further encourage and develop the intra-school exchanges and dialogues by building upon the successes of the pilot phase. Further improvement in the exchanges will also mean improving the project's ability to become integrated into classroom activities as well as become a self-sufficient, sustainable project, expanding upon the students' ability to explore local and international issues pertaining to inclusion and LTLT, with a view to fostering cooperation and solidarity.

Expected outputs:

- At least 17 schools in at least 6 countries covered by the project;
- Project expanded into schools in 2 Arab States;
- New students and teachers trained in integrating the technology within curriculum and using the technology;
- Interschool, cross-cultural GigaPan conversations increased;
- Project information disseminated via the IBE website;
- Best practices in integrating ICTs within the curriculum developed;
- Local knowledge centres or hubs (helping self sufficiency amongst the schools) created.

7.3. Stakeholders: key beneficiaries and partners and their expected roles

Key beneficiaries: participating countries, including schools (participate in GigaPan activities and facilitate teacher and student participation), teachers (create and implement GigaPan projects and facilitate student participation), students (participate in GigaPan activities in the classroom and GigaPan dialogues online) and communities (support GigaPan activities in the schools by attending show cases).

Key Partners: Carnegie Mellon University (CMU) is expected to help with training on technical features of the GigaPan, maintain and update the website and facilitate GigaPan activities; UNESCO ASPnet is expected to help with the selection of appropriate schools within their network; ministries of education identify schools in collaboration with UNESCO ASPnet and facilitate school participation in GigaPan activities and events; UNESCO National Commissions act as liaison and facilitate school participation.

7.4. Geographical scope

National (Brazil, Indonesia, South Africa, Trinidad/Tobago, the United States of America, Switzerland - Finland and Mali to join) and global scope with dialogue, interactive learning, sharing of resources and cultures between all the aforementioned nations.

7.5. Targeted interventions in favour of Youth, disadvantaged and excluded groups

7.6. Specific programme issues addressed: Dialogue among civilizations and cultures; South-South cooperation; Triangular North-South-South cooperation

8. BUDGET FOR 2010 (US\$)

8.1 Approved	32'500
8.2 Revised	36'314
8.3 Obligated as of 31.10.2010:	28'108

9. BUDGET MOBILIZED THROUGH UNESCO HQ (US\$)

<i>9.1 Allocation 2010-2011</i>	<i>32'726</i>
<i>9.2 Obligated as of 31.10.2010:</i>	<i>0</i>

IBE PROGRAMME 2010-2011	
Report 2010	
1. Programme Title	Learning for Life and Work (LFLW) in sub-Saharan African countries: meeting the challenges through quality curriculum development and implementation
2. Responsible Officer(s)	Dakmara Georgescu (Elmehdi Ag Muphtah)
3. Starting and termination dates	January – December 2010
4. OVERALL GOAL	
<p>The programme aims to provide support to the ministries of education and curriculum agencies of a number of sub-Saharan African countries with regard to enhancing the preparation for life and work in basic education through quality curriculum development and classroom implementation. It is based on the concept of in-depth work with, and among enlarged national teams in three selected countries with a view to enhancing the impact and sustainability of curriculum innovations. Concepts and practices of quality curricula that are relevant for competency development for life and work will be also integrated into teacher education and training strategies so as to strengthen the links between curriculum planning, design and implementation.</p>	
5. RESULTS	
5.1. Title	
<p>Result 1: School curricula and classroom practices that integrate and promote competency development for life and work with a view to contributing to poverty alleviation, cultures of peace and sustainable development.</p> <p>Result 2: Institutional cultures of schools, and curriculum and teacher training agencies that integrate and demonstrate effective management and leadership of curriculum and learning processes, as well as participatory and evidence-based decision making based on monitoring and evaluating how curriculum visions are implemented at school and classroom level.</p> <p>Result 3: Communities of practice engaged in action research on competency development for life and work at school and community level that link research and capacity development in the context of concrete school development projects.</p>	
5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)	
<p>Curriculum guidelines promoting competency development for life and work that are used by curriculum and teacher training agencies in processes of improving curriculum inputs, processes and products.</p> <p>National task forces comprising curriculum and teacher training specialists, as well as other stakeholders, including teachers, that are piloting innovative curricula and teaching and learning with a view to foster competency development for life and work and function as community learning and training centres.</p> <p>Number of studies and capacity development tools produced by networked communities of practice as a basis for enhancing both the quality of intended curricula and their translation into meaningful classroom practice and daily school life.</p>	
5.3 Achievements, Challenges and Lessons Learnt	
<p>The <i>guidelines</i> for the new project (objectives, approaches, planning and expected outcomes) were agreed upon during an international seminar in Ouagadougou (Burkina Faso) from 23 to 26th August 2010. Country teams all welcome the opportunity that the new project provides for continuing their educational reforms with the support of the IBE, focusing on national and regional priorities and needs. Three countries taking part in the project (Burkina Faso, Kenya and Mali) have developed work plans based on the links between</p>	

curriculum and teacher training, as well as the needs and priorities of each country with regard to the implementation of those links within each specific project identified. These guidelines will entail the following initiatives:

- **Burkina Faso:** the project will be working on the design of a *guide for the implementation of the emerging themes in educational programmes*. The main objective will be to finalize emerging and cross-cutting issues as curriculum components (environmental education, citizenship education, rights of the child education, social education and gender, water, health, sanitation and nutrition education, safety education, HIV and AIDS education, arts and culture education) in order to equip teachers with the tools to improve their teaching practice in classrooms;
- **Kenya:** the project will focus on enhancing effectiveness of teachers for implementing quality curriculum in Kenya. It will assess the capacity level of Teacher Training College (TTC) tutors and Quality Assurance and Standards Officers (i.e. situational analysis) and use the evidence for subsequent interventions by empowering them through development of a *guide on teacher effectiveness with emphasis on teacher competencies and sustained professional development*;
- **Mali:** the project will be working on the development and the dissemination of a *sequence guide, as well as teacher tasks; and the development of a curriculum guide for teachers in French and local languages*. The work plan also includes the development of training modules, by learning communities, for teachers to manage difficulties in implementing curriculum.

In order to develop the guidelines, task forces have been established at country levels that include mixed teams of national curriculum developers, teacher trainers and teachers.

Discussions on the use of the Toolkit « *Development of life and work competencies in the 21st Century* » in the context of the new project and its pilot phase:

- Planned revision for field testing and publication of a capacity development toolkit for competency development and learning to live together (LTLT) during the first half of 2011;
- Capacity development toolkit for promoting competencies and LTLT fully revised via collaborative assessment in view of its preparation for field testing and publication;
- Plans agreed at national level to field test the above-mentioned toolkit and develop additional similar capacity development tools according to local circumstances and needs.

Good Practice in Africa have been reported in the UNDG MDG Good Practice Report (<http://www.undg-policynet.org/?q=node/11>), focusing on MDG 2 and 3, and acknowledges the IBE for its contribution to the MDGs (IBE project “*Curriculum Innovations, Peace Education and Poverty Alleviation*”).

6. EXPECTED CONTRIBUTIONS (as appropriate)

6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)

MLA 2: From early childhood to the adult years: building effective education systems

- Expected Result 5: National capacities strengthened to plan, implement and manage basic education, mainly in Africa;
- Expected Result 6: Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students.

MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector

- Expected Result 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations;
- Expected Result 9: National capacities developed to integrate the principles, values and practices of sustainable development into Education Sector policies and plans.

6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’

Priority “Africa”: While the programme is based on in-depth work at country level in three selected sub-Saharan African countries (see item 4 above), other African countries, especially those having taken part in the 2004-2009 IBE programme “*Curriculum Innovations, Peace Education and Poverty Alleviation*” will be also invited to join international events.

7. IMPLEMENTATION STRATEGY

7.1. Context: issues to be addressed and key baseline

Despite much progress since 2000 in terms of enhancing the equity and quality of their basic education, the sub-Saharan African countries are still among the least likely to meet the EFA goals by 2015 owing to the problems they face in terms of poverty, HIV and AIDS, lack of appropriate training of the teaching staff, and lack of appropriate school facilities. While in many countries changes have also been introduced to promote a competency-based approach, curriculum still does not fully contribute to the learners' appropriate preparation for life and work. As shown by the IBE and GTZ/BMZ Study on *Preparation for Life and Work* (2008, revised in 2009), in some cases there is a need to first clarify competency development for life and work in curriculum documents, while in other cases, where such documents already reflect a coherent vision in a user-friendly way, the problems lie with translating such curriculum visions into meaningful and sustainable classroom – including assessment – practices.

7.2. Description and rationale behind the interventions, and expected outputs

In order to build on achievements to date and enhance the impact and sustainability of curriculum innovations, the programme concentrates on in-depth work in the three sub-Saharan African countries that were involved in the field testing of the capacity development *Toolkit for competency development and LTLT* and in the revision of the *Study on Preparation for Life and Work*. Additional countries that were part of the previous IBE project on “*Curriculum Innovations, Peace Education and Poverty Alleviation*”, and other countries, will participate in international sharing and dissemination events.

Expected outputs:

- Country-customised processes of dissemination and capacity development based on the usage of the Toolkit and the Study mentioned above to create a critical mass of innovation-oriented curriculum specialists, teacher trainers and teachers;
- Based on the Toolkit and the Study, further collaborative production of capacity development tools that are relevant for local contexts and needs – this will enhance ownership and the participation of stakeholders in processes of curriculum review, design and implementation and will explore the advantages of multilingualism for the promotion of competences for life and work. This will include bilingual and multilingual education with mother-tongue as a basic component;
- Establishment of centres (schools, and curriculum and teacher training agencies) through action-research projects that have a pivotal role for school-based teacher training, as well as for applying a whole-school approach and participatory curriculum processes in the context of strengthening the school-community links;
- Regional and international dissemination and sharing events where different country teams meet in order to learn from one another and enrich the international education dialogue (for instance, in the context of the BEAP programme);
- Preparation and dissemination and/or publication of some of the project outputs, such as synthesis documenting the process and results of capacity development activities at the national level; the development and usage of adjusted tools for capacity development; the establishment and impact of centres functioning as pivotal institutions for enhancing the participation of stakeholders and school-community links.

7.3. Stakeholders: key beneficiaries and partners and their expected roles

Key beneficiaries:

- Curriculum developers, teacher trainers, teachers and headmasters, as well as community leaders involved in the planning of activities and their actual implementation at local, national and regional level, including dissemination, monitoring and evaluation; Indirect beneficiaries: students, families and communities at large.

Key partners:

- Ministries of education; curriculum agencies; teacher education and training agencies involved in the planning of activities, the selection of the target public/participants, the actual implementation of different activities, the provision of logistic support as well as monitoring, evaluation, and dissemination processes at local, national and regional level;
- UNESCO Offices (especially the BRENDA Office; Bamako Office and Nairobi Office) and UNESCO

National Commissions, ensuring coordinated support on behalf of UNESCO;

- Other international agencies and donor countries (i.e. national development agencies) that are interested in funding and supporting the project intellectually.

7.4. Geographical scope: Sub-Saharan African countries representing different regions and language groups (English, French speaking countries) in a balanced way; Representation of other countries in the context of international dissemination and sharing events.

7.5. Targeted interventions in favour of youth and marginalised groups

8. BUDGET FOR 2010 (US\$)

8.1 *Approved* 417'092

8.2 *Revised* 417'092

8.3 *Obligated as of 31.10.2010:* 210'529

9. BUDGET MOBILIZED THROUGH UNESCO HQ(US\$)

9.1 *Allocation 2009-2011* 33'808

9.2 *Obligated as of 31.10.2010:* 0

IBE PROGRAMME 2010-2011	
Report 2010	
1. Programme Title	Knowledge production and management (Observatory / Resource Bank, IBE website, Documentation and information)
2. Responsible Officer	Massimo Amadio (Christopher Strebel and Hanspeter Geisseler, IBE website; Ruth Creamer and Elizabeth Glauser, Documentation and information)
3. Starting and termination dates	January – December 2010
4. OVERALL GOAL	
<p>The main objective is to support action in favour of quality Education for All (EFA) by compiling, systematizing and providing access to a range of specialized resources, materials and information on education systems, curricula and curriculum development processes. This knowledge base is aimed at supporting capacity development activities, informing decision-making processes, and facilitating exchange and debate on specific educational and curricular issues.</p>	
5. RESULTS	
5.1. Title	
<p>Knowledge and information updated and disseminated on education systems, curricula, and curriculum development processes; new developments in the field of education identified through information collected and processed, research and studies.</p>	
5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)	
<p>IBE databases updated and enriched. Studies and analyses made available, published and disseminated. IBE website regularly updated (number of visits to the site).</p>	
5.3. Achievements, Challenges and Lessons Learnt	
<p>The <i>Country Dossiers</i> database has been regularly updated, paying special attention to curriculum resources made available online (a total of more than 300 resources in over 90 countries). The updating of country profiles included in the database <i>World Data on Education</i> was started. A new generation of profiles is being prepared with more detailed information on curricula; about 50 country profiles have been updated as of the beginning of October 2010.</p> <p>Thanks to the collaboration of ministries of education and UNESCO National Commissions, the latest curricula for 20 countries have been received. Some 750 new records were added to the IBE online catalogue (IBEDOCs), 279 of which were added to the Curricula Collection. Post-migration quality control and verification of the Digital Library of National Reports launched at the end of 2009 and IBEDOCs continued; national reports included in the Digital Library were consulted some 339,000 times from January to October. The main challenge for the forthcoming period will be to consolidate and better exploit this rich IBE information base on curricula.</p> <p>For the IBE Council meeting held in January 2010 a new approach to highlighting some of the IBE's important assets was seen in the holding of an exhibition of resources and materials from the archives and historical collections that depict the IBE's evolution.</p> <p>As of October 2010, 36 alerts and three quarterly digests of online resources were published on the IBE website and widely disseminated; alerts and digests have been consulted over 29,000 times during the period January-October. Additionally, IBE staff members were supported by internal awareness services (25 tables of contents, and eight new acquisitions lists were prepared and distributed). As planned, an assessment of the usefulness of alert services was conducted in September which resulted in quite positive feedback (over 90% positive responses), suggesting that the alerts are helping to harness information overload by identifying and channelling relevant information and knowledge to people working in the education field. The challenge will</p>	

be to continue improving the alert services taking into consideration users' suggestions and needs.

The IBE website has been regularly updated and considerable effort has been devoted to its migration to the new UNESCO web design template. The new website was made available online at the beginning of October 2010. The redesigned look harmonizes design, navigation, and ergonomics with UNESCO's graphic charter. The website is conceived as a platform for providing enhanced access to information and sharing knowledge about curricula and curriculum development processes. The challenge will be to continue developing the website and make it more dynamic and interactive. Compared to the period January-September 2009, consultations of the IBE website in 2010 show increases in the number of unique visitors (+28.1%), of visits (+36.9%), and page views (+35.8%); downloads of IBE documents and publications through UNESDOC also show an increase (+38.8%). Comprehensive statistics concerning the IBE website during the year 2010 will be made available in January 2011.

The process of review of the 1997 International Standard Classification of Education (ISCED) has been supported through participation in the meetings of the Technical Advisory Panel and Editorial Group, in the regional meeting of experts from Latin America and the Caribbean, as well as through contributions to the draft proposals for the revised ISCED 2011, in particular the general characterizations of ISCED levels 0 to 3 programmes (e.g. early childhood to secondary education).

In line with the IBE's partnership with the Service de la Recherche en Education (SRED) and the Faculté de Psychologie et des Sciences de L'Éducation (FPSE), the IBE published a volume of its Comparative Education Series entitled '*L'éducation pour l'inclusion: de la recherche aux réalisations pratiques*', which was co-edited by members of all three institutions. Furthermore, an open call for papers resulted in the publication of a double issue of the peer-reviewed journal *Prospects* (No. 153 and 154, March and June) devoted to policies and practices of Holocaust education. Two issues of the *Educational Practices Series* (no. 20) entitled '*Teaching other languages*' and (no. 21) '*Principles of Instruction*' have also been published. An article on inclusive education in Latin America has been prepared in collaboration with the Programme Specialist for IBE Community of Practice (COP) for a publication devoted to children, and rights and education in Latin America (published by the University of the Basque Country, Spain). *Prospects* has attracted contributions from researchers worldwide, including two Nobel prize laureates.

6. EXPECTED CONTRIBUTIONS (as appropriate)

6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)

MLA 4: Leading the education agenda: coordinating international efforts in education and tracking trends

- Expected Result 12: Global and regional progress in EFA monitored and education trends identified through applied research and the publication of studies and reports such as the EFA Global Monitoring Report.

MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector

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

7. IMPLEMENTATION STRATEGY

7.1. Context: issues to be addressed and key baseline

The IBE comprehensive set of resources in its field of specialization is highly valued within UNESCO and by external stakeholders, and the IBE clearinghouse function is one of its most valuable assets and a source of added value. Within the framework of the IBE Strategy 2008-2013, one of the strategic objectives is to consolidate, enrich and further expand a knowledge base and a variety of resources on education systems and curriculum development processes at the service of researchers, trainers, practitioners and decision makers, and also as a means of contributing to the enrichment of the Education Sector's knowledge portal.

7.2. Description and rationale behind the interventions, and expected outputs

The consolidation and expansion of the IBE knowledge base, which also supports all the activities of the Institute, involves strengthening the clearinghouse and information services, developing an online platform for increased knowledge sharing and collaborative action, and streamlining services and access to materials and resources in order to reach a wider audience. The IBE website has become an essential tool for expanding

access to specialized resources and services, and it is also the backbone for IBE communication. The IBE resources, materials and publications, including the Digital Library of the National Reports, have been fully integrated in the UNESCO database of publications and documents (UNESDOC). The Knowledge Production and Management programme also provides support to all IBE programmes and projects, and provides documentation and information services both within and outside UNESCO.

Expected outputs:

The *Country Dossiers* database regularly updated and enriched. Analyses/studies focusing on educational content and curriculum development processes and products made available. A contribution to the 2010/11 Global Monitoring Report on EFA delivered to the Monitoring Report team (depending on the availability of extra-budgetary resources). The IBE website progressively migrated to the new UNESCO web design templates developed by the Bureau of Public Information, as well as regularly updated. The web-based information platform on inclusive education further enhanced, and progressively transformed into a clearinghouse (depending on the availability of extra-budgetary resources). The collection of curriculum materials enriched; links to curriculum materials made available through the Internet maintained and updated. Alerting services and digests of online resources made available. An assessment of the usefulness of alert services conducted with a view to their improvement. Records related to curricula and curriculum-related materials regularly added to the IBE online catalogue (IBEDOCs) in the UNESCO database of publications and documents. The Digital Library of National Reports and the online catalogue migrated in 2009, further improved through post-migration quality control and verification. The process of review of the 1997 International Standard Classification of Education (ISCED), coordinated by the UNESCO Institute for Statistics (UIS), supported through the participation in the ISCED Technical Advisory Panel. Two booklets under the *Educational Practices Series* with the International Academy of Education (IAE) and of 4 issues of *Prospects* published.

7.3. Stakeholders: key beneficiaries and partners and their expected roles

Direct and indirect beneficiaries: The national teams for quality Education for All, the users of educational information services (decision-makers, practitioners, information officers, researchers and scholars, teachers and students), the members of the IBE COP.

Stakeholders implicated, partners: Collaboration with ministries of education and researchers. Collaboration with UNESCO central services, Field Offices, institutes (particularly UIS), as well as documentation centres. Activities will be carried out in close cooperation with all other IBE programmes/action areas, in particular Capacity Development (IBE COP).

7.4. Geographical scope: Global.

7.5. Targeted interventions in favour of disadvantaged and excluded groups.

7.6. Specific programme issues addressed: None

8. BUDGET FOR 2010 (US\$)

8.1 <i>Approved</i>	249'492
8.2 <i>Revised</i>	246'950
8.3 <i>Obligated as of 31.10.2010:</i>	219'435

IBE PROGRAMME 2010-2011

Report 2010

1. Programme Title	Promoting inclusive education policy dialogue, policy frameworks and curricula to support the attainment of EFA goals
2. Responsible Officer	Renato Operti (Jayne Brady, Mariana Cruz, Leana Duncombe and Nhien Truong)
3. Starting and termination dates	January - December 2011
4. OVERALL GOAL	
<p>The 48th International Conference on Education (ICE) has been seen as a dynamic process encompassing a preparatory, implementation and follow-up stage, with a view to contributing to the formulation of policy and curriculum frameworks grounded on a broadened concept of Inclusive Education (IE). Promoting IE as a core strategy for achieving quality Education for All (EFA), the IBE will continue to enhance the national capacities for the design, management and implementation of inclusive policy frameworks and inclusive curricular guidance materials, amongst decision-makers, specialists and practitioners, and engaging multiple stakeholders.</p>	
5. RESULTS	
5.1. Title	
<p>Result 1: Policy frameworks developed and implemented, reflecting a broadened concept of inclusive education, across UNESCO regions and tailored to regional and national contexts.</p> <p>Result 2: Production of inclusive curricular guidance materials, reflecting a broadened concept of inclusive education, and tailored to regional and national contexts.</p>	
5.2 Performance indicator(s) and associated target(s) and baseline(s)	
<p>Result 1: National, regional and interregional key partnerships strengthened per region with a view to developing and implementing policy frameworks and guidelines based on a broadened concept of IE:</p> <ul style="list-style-type: none"> • 20 Partnerships forged* or reinforced: Europe 6, Asia 3, Latin America 4, Africa 1, Arab States 2, Interregional 4 (<i>Europe</i> - European Agency for Development in Special Needs Education*; Finnish Ministry of Education UNESCO San Sebastian (Spain); Foundation ONCE* (Spain); SCoTENS (Standing Conference on Teacher Education, Ireland (North and South); University of Geneva; <i>Asia</i> - Asian Development Bank* (ADB); UNESCO Bangkok; UNESCO Jakarta; <i>Latin America</i> - UNESCO OREALC; IIEP-UNESCO (Buenos Aires); Organization of Iberoamerican States* (OEI); Uruguay National Parliament; <i>Africa</i> - UNESCO BRENDA; <i>Arab States</i> - UNESCO Beirut and UNESCO National Commission of Morocco; interregional: Office for the High Commissioner for Human Rights (OHCHR); International Telecommunication Union (ITU); UNESCO HQ; and Inclusion International*. <p>Formal references in policy frameworks and tools which clearly reflect UNESCO-IBE's broadened concept of IE for developing and implementing IE policy frameworks and guidelines:</p> <ul style="list-style-type: none"> • 7 Outcome documents elaborated: Addis Ababa Declaration'' of the Ninth meeting of the High-Level Group on Education for All (EFA); European Council Conclusions on the Social Dimension of Education and Training 2010; European Agency for Development in Special Needs Education: online platform of inclusive education practices and inclusive teacher profile; Organization of Iberoamerican States (OEI) Educational Goals 2021; Asian Development Bank (ADB) publication; Office for the High Commissioner for Human Rights (OHCHR, Handbook) and Uruguayan Parliament Policy Agreement on Education. <p>Formal recognition and acknowledgement of UNESCO-IBE's leading role for developing and implementing IE policy frameworks and guidelines, based on a broadened concept of IE and its implications:</p> <ul style="list-style-type: none"> • 4 Acknowledgements made to IBE: Inclusion International Global Report; International Telecommunication <i>Union</i> (ITU) Toolkit; Asian Development Bank (ADB) website; and the European Agency online platform of inclusive education practice. 	

Result 2: Regional and interregional capacity development workshops organized to develop capacity among IE experts, educators and curriculum developers on a broadened concept of IE and the implications for developing and implementing inclusive curricula:

- 4 Workshops implemented: 2 Arab States - Lebanon and Morocco; 1 Latin America – Panama; and 1 interregional Africa, Arab States and Asia.

Concrete guidance manuals and modules for schools and teachers produced, in coordination with UNESCO Field Offices (Bangkok, Beirut, BREDIA and Jakarta), regional IE experts, educators and curriculum developers:

- 9 Resource materials developed: 1 common IE conceptual framework for the Arab, Africa and Asian regions; 3 regional mapping documents - CIS region, Arab States, South East Asia; 1 regional publication on childhood rights and IE trends in Latin America; 1 interregional IE module; 1 interregional publication on IE trends; 1 interregional publication on inclusive teachers; and 1 interregional desk review of IE guidance materials – all regions.

→ **Baseline:**

The baseline for both results 1 and 2 varies depending on the UNESCO region. Many countries already have existing policy guidelines and curricula which reflect a narrower concept of IE (i.e. special needs education and mainstreaming). However, developing and implementing inclusive policy and curricular frameworks from the perspective of a broadened concept of IE as an on-going process must still be effectively implemented across all education systems in all UNESCO regions. Across all regions, consensus on visualizing inclusive curricula as a tool for social and education inclusion will be built upon, in coordination with UNESCO Regional Offices and other partners.

5.3. Achievements, Challenges and Lessons Learnt

In light of the 48th ICE process since 2008 (preparation, implementation and follow-up), UNESCO has been strongly and successfully advocating, and assisting with, the revision of policy and curricular frameworks in order to reflect a broadened concept of IE at the international and national levels. The 2009 follow-up phase of the ICE mainly focused on sharing the ICE Conclusions and Recommendations and forging and refining regional and national agendas on inclusion. In 2010, this has been followed up by the IBE offering tailored guidance, upon request, to assist with the development of IE policy frameworks, working in close collaboration with various partners.

Most of the IBE guidance and support is channelled through requests from UNESCO Field Offices, UNESCO ED/BAS, as well as diverse and relevant international organizations, such as the Asian Development Bank, the Organization of Iberoamerican States (OEI), the European Agency for Development in Special Needs Education and Inclusion International. The IBE Community of Practice (COP) on Curriculum Development, 48th ICE participants (moderators, speakers and rapporteurs) and other partners also contribute to form a solid network base of expertise, which the IBE strategically mobilises in order to provide high-quality tailored guidance.

Four key areas strongly fostered by the IBE in 2010:

(a) Contribution to policy discussions and high-level agreements, such as the Addis Ababa Declaration of the Ninth meeting of the High-Level Group on Education for All (EFA), the European Council Conclusions on the Social Dimension of Education and Training 2010 and the Educational Goals 2021 agreed by the Iberoamerican Ministers of Education;

(b) Intense knowledge production, dissemination and sharing through, amongst others, the development of an inclusive education section in the IBE website providing access to a large range of IE resources; assistance with the gathering and creation of an online platform to share over seventy concrete world-wide examples of the UNESCO Policy Guidelines for Inclusion; assistance with the development of a European profile of an inclusive teacher, based on numerous country surveys and a series of country visits;

(c) Development of guidelines and learning tools to promote inclusive curricula, for example: an interregional module on inclusive education for the IBE-UNESCO Curriculum Resource Pack, an interregional conceptual framework on inclusive education and inclusive curricula agreed upon by the

UNESCO Bangkok, Beirut, BRED A and Jakarta offices, a draft Toolkit for Inclusion in the Arab States coordinated with the UNESCO Beirut Office; and a series of publications on IE trends and key curricular themes at the interregional and regional levels;

(d) The implementation of capacity development workshops on IE and inclusive curricula with the view to refining existing national capacities, e.g. in Morocco.

The successful and on-going production and implementation of inclusive policy frameworks and curricular guidance materials is mainly due to: (a) strong partnerships with UNESCO Field Offices (working effectively together) and national leading institutes and experts, promoting advocacy, dissemination and reform processes; (b) strategic approaches to build upon the awareness, consensus, as well as unique and diverse expertise and resources (existing IE tools, effective practices, among others) on IE gathered through the 48th ICE process; (c) tailored activities to build upon the regional ownership of a broadened concept of IE (developed through the 48th ICE process, especially regional activities); and (d) the value of inter-country and South-South and North-South-South cooperation.

We identify three main challenges: (a) effectively developing relevant, informative and reflective advice on IE across all UNESCO regions, taking into account diverse national and regional contexts and capacities, as well as materials that are already available; (b) engaging, convincing and mobilizing institutional, political and financial support from all key partners in the process of developing and implementing these guidance materials; and (c) evaluating the impact of guidance materials in improving the quality and sustainability of the work done by practitioners.

To address these challenges, we suggest adopting the following strategies: (a) further develop tailored guidance based on evidence of needs and requests from countries, as well as recommendations from other key partners, to ensure their relevance, tailored and innovative approach; (b) continue to strengthen our collaboration with quality experts who provide diverse regional and interregional perspectives, as well as with UNESCO offices as a whole and a range of other partners and stakeholders to support the development and implementation processes of the guidance materials; (c) strengthen quality assurance and follow-up mechanisms with regard to the guidance offered, e.g. gathering qualitative feedback and updating of materials; and (d) implement long term sustainable capacity-development training based on learning tools, as a way of bridging the troublesome gap between the theory and practice of IE (from inclusive education to inclusive curricula).

6. EXPECTED CONTRIBUTIONS (as appropriate)

6.1. Contribution to the Programme Sector MLA(s) and associated expected result(s)

MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector

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

6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’

- Global Priority ‘Africa’

7. IMPLEMENTATION STRATEGY

7.1. Context: issues to be addressed and key baseline

One of the main objectives of UNESCO Planning 2010-2011 (C/5) is to build effective education systems from early childhood to adulthood. As such, one of the IBE core activities in 2011 will be to continue supporting quality processes of curriculum change and management in Member States, in order to reflect a broadened concept of IE and the implications for developing and implementing inclusive curricula in education systems. Inclusive curricula should be understood as relating to access, processes, participation and outcomes (from a lifelong learning perspective encompassing formal and non-formal settings and provisions) and more globally, as a strong tool to foster, develop and attain IE.

The IBE will continue to focus on the following specific issues:

- The need to promote and facilitate continued policy dialogue on a broadened concept of IE, understood as the core of EFA, as reflected in the 48th ICE Conclusions and Recommendations, as well as to provide concrete guidance on developing inclusive policy frameworks and guidelines. This will

encourage the development of inclusive policy and curricular frameworks to support the attainment of EFA goals and more specifically, the democratization of learning opportunities;

- The need to develop and implement concrete guidance manuals and modules reflecting a broadened concept of IE and the implications for developing and implementing inclusive curricula produced in coordination with UNESCO Field Offices, regional inclusive education experts, educators, curriculum developers, teachers trainers and others partners (tools developed for the Arab and Asian regions).

→ **Baseline:** Both Results 1 and 2 vary depending on the UNESCO region. Some countries already have policy guidelines and inclusive curricula; however, this is still to be effectively implemented across the education system within a lifelong learning perspective encompassing formal and non-formal settings and provisions.

7.2. Description and rationale behind the interventions, and expected outputs

Positioning a broad agenda of IE as a way to accelerate progress towards EFA goals;

Promoting UNESCO's leading role with respect to IE;

Providing advice and support to countries on how they can develop and implement policies and curricula on IE, e.g. through guidelines, manuals, capacity-development workshops;

Encouraging South-South and Triangular North-South-South Cooperation for the promotion of IE, e.g. through the forging of partnerships and the establishment of regional action plans.

Addressing the specific issues outlined above by developing and implementing inclusive policy frameworks and inclusive curricula which reflect a broadened concept of IE across all UNESCO regions, while being tailored to regional and national contexts (i.e. needs, challenges, resources, tools, etc.).

Expected outputs:

- The Inclusive Education Forum of the 59th session of the IBE Council gathered three high-level education experts to present and highlight the challenges and priorities of inclusive education policy and curricular frameworks;
- The draft of a *Handbook* for Article 24 (right to inclusive education) of the UN Convention on the Rights to Persons with Disabilities jointly developed with the OHCHR;
- Jointly with the European Agency for Development in Special Needs Education and other partners, two projects implemented involving the 27 European Member States of the EU: “*Inclusive Education in Action*” (IEA, so far 70 examples on IE practices available on-line) and “*Teacher Education for Inclusion*” (TEI, profile of teacher competencies for inclusion);
- The IBE has contributed to the production and edition of the book “*Childhood, Rights and Education in Latin America*” (2010 original in Spanish “*Infancia, Derechos y Educación en América Latina*”). The book is a joint initiative led by the University of the Basque Country (Spain) and IBE;
- The IBE contribution “*Diversity of all learners within a framework of democratic inclusion*” was included within the publication “*Educational Goals 2021: challenges and opportunities. Report about the social and educational trends in Latin America 2010*” published by IIEP-UNESCO and OEI (Organization of Iberoamerican States).

7.3. Stakeholders: key beneficiaries and partners and their expected roles

Key beneficiaries and expected roles:

- Governments - mainly policymakers, educators, curriculum specialists and developers, and teacher trainers with access to the IBE website or attending IBE activities (participating in events e.g. e-forums, conferences, workshops and benefit from knowledge production, sharing and dissemination);
- International Organizations, other social actors – inter-governmental organizations, NGOs working on IE programmes and projects may both support and inform of IBE activities on IE.

Key partners and expected roles:

- UNESCO Field Offices (e.g. Bangkok, Beirut, Jakarta, OREALC for activities relating to IE and inclusive curricula, to support the development of manuals, observatories of effective practices and advice for IE in Africa, Arab States, Asia and Latin America; to provide policy advice and to develop learning tools for IE);
- UNESCO HQ, especially the Working Group on EFA, Fast Track Initiative and EFA; UNESCO

Inclusion in Action Initiative (for activities relating to IE and inclusive curricula, e.g. to provide concrete examples for policy guidelines relating to different UNESCO regions; jointly organizing activities to position the issues and trends of inclusive education, inclusive curricula and teacher education for inclusion);

- European Agency for Development in Special Needs Education (i.e. development of a profile of competencies for inclusive teachers and inclusive education practices);
- The Organization of Iberoamerican States mainly related to technical assistance, elaboration of learning tools and the implementation of capacity-development workshops on IE;
- The Interamerican Development Bank (IDB) mainly related to policy dialogue and the implementation of capacity-development workshops on IE;
- Teacher Training Institutes and universities (e.g. in Latin America and Africa, jointly organizing capacity development workshops on IE);
- Near 1,450 COP members (i.e. mainly policymakers, educators, curriculum experts and developers who contribute to regular knowledge production and sharing on IE and inclusive curricula);
- Policymakers, curriculum developers and specialists and teacher trainers (supporting the ministries of education in the development of inclusive policy and curricula).

7.4. Geographical scope: Global, regional and national.

7.5. Targeted interventions in favour of youth, LDCs, disadvantaged and excluded groups, most vulnerable segments.

7.6. Specific programme issues addressed: South-South cooperation and Triangular North-South-South cooperation.

8. BUDGET FOR 2010 (US\$)

8.1 <i>Approved</i>	226'005
8.2 <i>Revised</i>	226'005
8.3 <i>Obligated as of 31.10.2010:</i>	181'542

III. BUDGETARY FIGURES

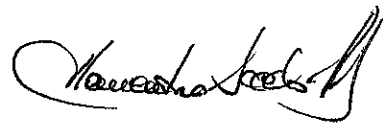
The following tables present the budgetary situation on the basis of the known situation on 31 October 2010.

INTERNATIONAL BUREAU OF EDUCATION (IBE)
FINANCIAL STATEMENT I & II
FOR THE FINANCIAL PERIOD 1st JANUARY TO 31st OCTOBER 2010

The Financial Statement I,II and Schedule 1 as at 31st october 2010
are :

Les Etats Financiers I, II et Annexe 1 au 31 octobre 2010
sont :

Clementina ACEDO MACHADO
Director / Directrice
International Bureau of Education / Bureau international d'éducation



25.nov.10

STATEMENT 1

INTERNATIONAL BUREAU OF EDUCATION - IBE
STATEMENT OF FINANCIAL POSITION AS AT 31st OCTOBER 2010
 (Expressed in US dollars)

	31.10.2010	01.01.2010
	USD \$	USD \$
ASSETS		
Current Assets		
Cash and cash equivalents	141'827	253'769
Short-term investments	204'918	
Accounts receivable (non-exchange transactions)	8'085	9'678
Advance payments	3'347	-2'148
Inter-company balances	2'239'314	2'119'629
Other current assets	3'598	
Total current assets	2'601'089	2'380'928
Non-current assets		
Accounts receivable (non-exchange transactions)	0	4'250
Property, plant and equipment	55'505	55'732
Total non-current assets	55'505	59'982
TOTAL ASSETS	2'656'594	2'440'910
LIABILITIES		
Current Liabilities		
Accounts payable (exchange transactions)	286'534	306'690
Employee benefits (*)	26'399	3'346
Transfers Payable	271	1'521
Inter-company balances	1'109	
Total current liabilities	314'313	311'557
Non-current Liabilities		
Employee benefits (*)	332'182	
Total non-current liabilities	332'182	0
TOTAL LIABILITIES	646'495	311'557
NET ASSETS	2'010'099	2'129'353
NET ASSETS/EQUITY		
Reserves and fund balances	2'132'983	1'903'581
PPE recognition	55'732	55'732
ULO derecognition	403'326	15'066
Other IPSAS adjustments	-581'943	154'972
NET ASSETS/EQUITY	2'010'099	2'129'351

(*) the figures represents the employee benefits liabilities as of 01/01/2010

STATEMENT II

**International Bureau of Education
Statement of Financial Performance
For the Financial Period Ended 31st October 2010**

(Expressed in US dollars)

	31.10.2010 USD \$
<u>REVENUE</u>	
UNESCO Financial allocation	2'400'000
Voluntary contributions - Extrabudgetary (*)	722'717
In-kind contribution	632'239
Other revenue producing activities	54'702
Other revenue	143'145
Total Revenue	3'952'802
<u>EXPENSES</u>	
Employee benefits and mission costs	1'930'821
Consultants and external experts	355'155
External training, grants and other transfers	238'590
Supplies, consumables and other running costs	991'229
Contracted services	98'037
Depreciation and amortization	21'658
Other expenses	92'138
Total Expenses	3'727'627
<u>Finance revenue</u>	8'650
<u>Finance costs</u>	4'424
<u>SURPLUS/(DEFICIT) FOR THE PERIOD</u>	229'402

(*) In conformity with the definition of a revenue describes at IPSAS 9, no entry has been done for the ABEGS program for an amount of 58'000USD

SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)
SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE
FOR THE FINANCIAL PERIOD 1st JANUARY to 31st OCTOBER 2010
(Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS						EXPENDITURES		UNOBLIGATED BALANCE	EXECUTION RATE GLOBAL (EXPENDITURES / BUD.REVISED)
	Appropriation Approved by council	PSC Approved by council	Transfers	Additional Funds	Balance year 2009 Carry forward (budget ULO's)	revised	Disbursements	Unliquidated Obligations	Total	
I. PROGRAMME OPERATIONS										
Line 1: CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE	879'100	71'008		16'456	52'199	968'076	484'527	231'308	252'240	73.9%
Community of Practice for Curriculum Development	290'000	35'516		2'247		327'763	193'235	118'946	15'582	95.2%
AFRICA project	400'000	17'092				417'086	154'806	55'723	206'557	50.5%
Technical co-operation projects / support to member states	156'600	18'400		14'209	15'885	186'914	124'190	40'828	21'896	88.3%
The "GIGAPAN" : Diversity and Inclusion in the community	32'500				36'314	36'314	12'296	15'812	8'206	77.4%
Line 2: KNOWLEDGE PRODUCTION AND MANAGEMENT	431'000	37'639				466'113	191'843	164'911	109'359	76.5%
Resource Bank and Observatory of educational trends	106'000	7'443	-10'000			100'891	29'941	47'326	23'624	76.6%
Documentation and Information	40'000		10'000			50'000	35'984	10'336	3'681	92.6%
Development of IBE web site	85'000	11'050				96'059	28'269	67'579	210	99.8%
Research and Publications	200'000	19'147				219'162	97'649	39'669	81'844	62.7%
Line 3: POLICY DIALOGUE	200'000	26'007				226'005	126'295	55'248	44'463	80.3%
Policy Dialogue / Inclusive education	200'000	26'007				226'005	126'295	55'248	44'463	80.3%
TOTAL I : PROGRAMME ACTIVITIES	1'510'100	134'654		16'456	52'199	1'660'194	802'665	451'467	406'063	75.5%
II. IBE GOVERNING BOARD / GEN. ADMINISTRATION / INSTITUTIONAL DEV.										
Line 1 : 59th session/Steering Committee	135'000		30'000			165'000	126'689	21'219	17'092	89.6%
Line 2 : General operating costs	290'000		-10'000			280'000	120'947	96'737	62'315	77.7%
Line 3 : Institutional development: Coordination and prog dev	200'000		-20'000	70'000		250'000	200'669	45'890	3'440	98.6%
TOTAL II : IBE COUNCIL, GEN.ADMIN. & INST. DEV	625'000			70'000		695'000	448'306	163'847	82'848	88.1%
TOTAL I + II	2'135'100	134'654		86'456	52'199	2'355'194	1'250'970	615'314	488'910	79.2%
III. IBE Staff Costs										
TOTAL III : IBE STAFF COSTS	2'330'000			2'071	43'846	2'375'917	1'574'675		801'242	66.3%
TOTAL : I + II + III	4'465'100	134'654		88'527	96'046	4'731'111	2'825'645	615'314	1'290'153	72.7%

OUTSTANDING : ABEGS II : Year 2003 : 58'000 USD



Annex III
UNESCO/BIE/C.60/3
Geneva, 21 December 2010
Original: English

**SIXTIETH SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 26–28 January 2011

**DRAFT PROGRAMME OF ACTIVITIES AND BUDGET
OF THE INTERNATIONAL BUREAU OF EDUCATION FOR 2011**

4.1

I. GENERAL PROGRAMMING CONTEXT

1. This document aims at highlighting the programmes and activities that the IBE, as UNESCO's institute specializing in the content, methods, policies and processes of curriculum development, proposes to carry out in 2011. Expecting the approval of the IBE Strategy as a Centre of Excellence (CoE) by the IBE Council in January 2011; the Strategy will mark a whole new development for the IBE. At the same time, the main emphasis for the education sector today is to respond to the need to forge capacities for improving the quality of learning for all, children and youth, in an inclusive manner for which curriculum development is central.

2. The strategic orientations that guide the IBE's programmes will be further sharpened in 2011, in full alignment with the 35 C/5, in particular increasing programming focus and bringing more visibility with the clear indication of the Institute's key contributions to the expected results for Major Programme I and to the formulation of result-oriented interventions based on the IBE's comparative advantages. Strong partnerships with key stakeholders, with emphasis on UNESCO Field Offices, will be solidified, while actively promoting South-South Cooperation (SSC) as a platform for sharing knowledge, experience and policy dialogue. The IBE's involvement in post-conflict situations will intensify as a result of a larger engagement in the priority programmes of the Post-Conflict Post-Disaster (PCPD) intersectoral platform, as well as of ongoing negotiations and programme development with the UNESCO Iraq Office.

3. The year 2011 will be challenging for two reasons: on the one hand, the IBE will experience a financial contraction having to adjust some of the programming accordingly. On the other hand, the IBE will need to start preparatory steps for the implementation of the IBE Strategy as a CoE and this will require strong team work, as well as additional resources. Such is the paradox facing the IBE in the transition period, a budget adjustment at the same time as the demands from the Strategy to revise structure, programming and management. The IBE will aim at starting preparation work for the implementation of the Strategy at the same time that more resources will need to be mobilized for its implementation and overall programming.

4. In terms of capacity development we will prioritize long term and intensive regional training, such as solidifying the first stages of the Diploma in Curriculum Design and Development for the Latin America Region, maintaining international participation beyond the region to potentiate the South-South elements of the programme. So far the Diploma responds to a real need, namely the need for training ministry of education officials as well as experts in education in curriculum development. This has been shown by the wide interest of the first cohort for which ministries of education and other international organizations have funded the participation of trainees. At the same time, the first stages to prove the feasibility of a Diploma in Africa will take place, with the academic and ministerial partners in Tanzania. In both cases, these Diplomas respond to the needs identified by the IBE, as well as by the Regional Offices, such as Santiago and BREDA, which are main partners for the Diploma.

5. The programming framework is solidly provided by the IBE Strategy 2008-2013, and, more specifically for the biennium 2010-2011, by General Conference Resolution 35 C/Res.4. In order to allow for an easy reading of the report, the key strategic principles of the IBE Strategy for 2008–2013 have been indicated together with the specific expected results and performance indicators, as reflected in the 35 C/Resolution 4 (see reference below) for each of the three IBE main action areas, which are:

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

- b) *Knowledge Production and Management*, to improve the quality of curriculum-making processes and products;
- c) *Policy Dialogue*, to inform innovative policies and practices in the field of curriculum reform and change.

6. Efforts have also been made to align more closely the IBE's yearly planning to the UNESCO two-year programming cycle (35 C/5), to clearly indicate how the IBE will contribute to the attainment of the Major Programme I expected results over the biennium and to monitor their progress. This was achieved by including key programming elements valid for the 2010 and 2011 (overall goal, expected results, implementation strategy) in the fact sheets that provide more detailed programme-specific information. The fact sheet format, consistent with result-based management, includes also other year-specific elements (outputs and budget).

7. As established practice, the fact sheets are presented in part IV of this report.

Resolution adopted by the 35th session of the General Conference

The General Conference,

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

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

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

(i) provision of capacity development and technical assistance to curriculum specialists in Member States in the area of content, methods, policies and processes of curriculum development for quality education;

(ii) contribution to the promotion and renewal of international dialogue on educational policies and curriculum development, in particular through production of knowledge on education systems, existing curricula, curriculum development processes, good practices and innovations in teaching and learning, and through follow-up actions to support the implementation of the recommendations of the 48th session of UNESCO's International Conference on Education on the theme of "Inclusive Education: the Way of the Future";

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

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

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

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

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

4. Expresses its gratitude to the Swiss authorities, Member States and other bodies and institutions that have contributed intellectually or financially to the activities of IBE and ***invites*** them to continue their

support for 2010-2011 and beyond;

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

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

- National capacities strengthened to plan, implement and manage basic education, mainly in Africa (MP I – MLA 2 – expected result 5);
- Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students (MP I – MLA 2 – expected result 6);
- National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations (MP I – MLA 3 expected result 8);
- Global and regional progress in EFA monitored and education trends identified through applied research and the publication of studies such as the EFA Global Monitoring Report (MP I – MLA 4 – expected result 12).

General Introduction (35 C/5, para. 01104 and 01105)

Curriculum is a crucial component of any educational process. National education authorities around the world are increasingly addressing the challenge of improving the quality of learning outcomes through curriculum reform. IBE contributes to the attainment of quality EFA by promoting the development of quality curricula. To this end, it builds networks to share knowledge and foster national capacities for curriculum change and development. It aims to introduce innovative approaches in curriculum design and implementation, improve practical skills, and facilitate international dialogue on pedagogical policies and practices.

In 2010-2011, IBE will: enhance national capacities for the design, management and implementation of curriculum development processes among specialists, practitioners and decision-makers; produce knowledge on curriculum-making processes and products; and inform innovative policies and practices in the field of curriculum reform and change, including by following up on the recommendations of the 48th session of the International Conference on Education.

II. DRAFT PROGRAMME OF ACTIVITIES FOR 2011

II.1 CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE

Strategic objectives (IBE Strategy 2008–2013)

The strategic objective is to contribute to the **development of capacities** of specialists, practitioners and decision makers for the design, management and implementation of quality of curriculum-making processes and inclusive curricula. The IBE will work towards:

- **Consolidating the global network in curriculum development** in order to facilitate the development of conceptual orientations and frameworks for quality basic education and sustained collective action in the field of curriculum reform and change at the local, regional and interregional levels;
- **Supporting countries** in processes of innovative curriculum change and effective assessment;
- **Developing pilot-testing and promoting** the effective use of a set of training materials and tools for innovative curriculum change and implementation;
- **Expanding and diversifying** forms of training in the domain of curriculum development through partnerships with relevant academic institutions in different regions;

- **Providing professional support and advice** to contribute to improved curriculum development processes and products through action-oriented, participatory approaches and effective partnerships among relevant stakeholders.

Expected results at the end of the biennium 2010-2011 (35 C/5, para. 01107)

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

Performance indicators:

- Number of people and institutions trained in curriculum design, development and reform;
- Number of countries benefitting from targeted technical assistance in curriculum design, development and reform.

- **Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students** (MP I – MLA 2 – expected result 6);

Performance indicators:

- Number of plans and programmes of the Community of Practice in the field of curriculum development;
- Number of countries benefitting from targeted technical assistance in curriculum design, development and reform;
- Number of quality materials, resources and training tools produced and used.

→ **Strategic Objective: Develop capacity building tools and courses**

Diploma in Curriculum Design and Development, Learning Tools and Training Modules

8. With the aim of developing relevant training tools and modules and intensifying the impact of capacity development in curriculum under a longer term training modality. The IBE has established the first accredited UNESCO-IBE Diploma in Curriculum Design and Development with the Catholic University of Uruguay. The first cohort so far has been very successful in attracting high level candidates from ministers of education of the region, attracting as well candidates from other regions. Participation has been funded by other international organizations, ministries of education and private sources. The IBE is filling an important niche with this type of training that brings international and comparative aspects of curriculum development with a South-South and North-South-South knowledge base. Candidates are already registering for the second cohort that will begin the Diploma in Uruguay in August 2011.

9. Following the success of this experience, the IBE has taken the first steps in order to establish the feasibility of developing an officially accredited course in the Africa region to begin in October 2011, in collaboration with the UNESCO Regional Bureau for Education in Africa (BREDA, Dakar, Senegal) and the Tanzania Institute of Education (TIE) in Dar Es Salaam, Tanzania. The Diploma will be run by the University of Dar Es Salaam (UDSM) and accredited by the Tanzania Commission for Universities (TCU). Furthermore, at the Technical Planning Workshop for Curriculum Development in Africa in November/December 2010, in Dar Es Salaam, the possibility of developing an equivalent francophone diploma in Burkina Faso was discussed.

10. Through the Diploma in Curriculum Design and Development and other capacity-development events, the IBE will continue to train professionals with the use of IBE's learning tools and thematic modules for curriculum design. The IBE-UNESCO's curriculum resource pack: 'Training Tools for Curriculum Development' (TTCD) will be translated into French (already in English and Spanish). Focus will be placed on the development of current and new thematic modules for specific regions, as well as revising current training tools and modules based on partners' feedback. Furthermore, following the Sixth Workshop of the Commonwealth of Independent States' Community of Practice in Curriculum Development (CIS COP) in November

2010 in Minsk, Belarus, the IBE has committed to adapt and develop the TTCD, in order to meet the CIS regional needs.

11. Detailed information is provided in the fact sheet Report no. 1.

→ **Strategic Objective: Active promotion of South-South and North-South-South Cooperation as a platform for policy dialogue and sharing knowledge and expertise**

Capacity Development Programme / Community of Practice in Curriculum Development

12. In 2011, the Capacity Development programme will be reinforcing partnerships through its work. For example, with UNESCO Field Offices (Bangkok, Beirut, Jakarta and OREALC), the IBE will support the development of manuals, observatories of effective practices and advice for inclusive education in those regions. The IBE will also work with ED/BAS at UNESCO HQ, the Working Group (WG) on Education for All (EFA), Fast Track Initiative (FTI) on EFA, by supporting technical work in countries and/or providing concrete examples of inclusive education for policy guidelines relating to the different UNESCO regions. Collaborative work with the European Agency for Development in Special Needs Education (European Agency) will continue in the form of developing the two innovative projects on inclusive education practices and on inclusive teacher profiles with participating countries. Further region-specific technical assistance, elaboration of tools and implementation of capacity development workshops will be carried out in collaboration with the Organization of Iberoamerican States (OEI) and the Interamerican Development Bank (IDB). Additionally, the IBE will continue to create partnerships and provide support to various teacher training institutes and universities, as well as organising capacity development workshops.

13. In 2011, the Community of Practice (COP), which continues to develop on a global scale, with participant membership increasing by about 5% each year, aims to continue providing curricular advice to Member States, increase inter-regional online and face-to-face exchanges, maintain weekly COP messages in the six UNESCO languages and to continue to disseminate curricular resources produced by COP members. Expected outputs for 2011 include, the annual multilingual e-forum on a particular curricular debate, organising national, regional and interregional events with COP members, in coordination with UNESCO Field Offices, IBE COP focal points and other partners, and continuing to foster South-South and Triangular North-South-South cooperation, in terms of sharing visions, strategies and practices.

14. Detailed information is provided in the fact sheet Report no. 1.

→ **Strategic Objective: Priority Africa**

Basic Education in Africa Programme

15. The Basic Education in Africa Programme (BEAP) has the main aim of providing technical support to develop capacities on basic education curriculum in African countries, in line with UNESCO's Priority Africa. In 2011, the BEAP aims to provide support to country teams to conduct capacity development programmes at national and local levels with the use of IBE training modules and expertise, to support countries in order for them to revise/finalize their basic education curriculum frameworks, and to create new training modules on implementing inclusive curricula. In terms of new training modules, the IBE will collect feedback from users to ensure a sustained development of such tools.

16. Detailed information is provided in the fact sheet Report no. 1.

Learning for Life and Work (LflW) in Sub-Saharan African Countries

17. This programme has as its main aim to provide support to the ministries of education and curriculum agencies of a number of sub-Saharan African countries, with regard to enhancing the preparation for life and work in basic education through quality curriculum development and classroom implementation. In 2011, the programme will focus on three African countries (Burkina Faso, Kenya and Mali). In Mali, the aim is to reinforce links between curriculum and teacher training through the development of curriculum guides for teachers; in Burkina Faso, the focus will be placed on incorporating emerging themes in educational programmes, and in Kenya, the task force will work towards enhancing the effectiveness and relevance of teacher training programmes, in order to be in line with the intended curriculum innovations. Ministries of education, curriculum agencies, teacher education and training agencies of these countries, as well as UNESCO Offices (BREDA, Bamako and Nairobi), UNESCO National Commissions and other international agencies have taken part in the planning process and will continue to do so in the implementation. Each country's task force, made up of curriculum developers, teacher trainers and teachers, among others, will be working closely with the IBE to implement the programmes.

18. In addition, the 'Capacity Development Toolkit for Curriculum Innovations in Sub-Saharan African Countries' will be revised and field tested, providing an additional tool for capacity development within each country. However, 2011 presents the challenge of fundraising to maintain this effort in Africa and to implement the detailed work plans of the three countries.

19. Detailed information is provided in the fact sheet Report no.5.

20. Furthermore, through the 'GigaPan: Diversity and Inclusion in the Community' project (IBE, Carnegie Mellon University and UNESCO Associated Schools Project Network, ASPnet) focus has been placed on African schools. There are currently two schools partaking in the project in South Africa, with a new school joining in 2011, as well as one school in Mali, who joined the project at the end of 2010, with a view to beginning activities in 2011. At the GigaPan workshop in Pittsburgh, USA, in November 2010, the IBE presented an HIV and AIDS education project that will focus on political, social, cultural and economical aspects of HIV and AIDS. The idea behind the HIV and AIDS education project will be to create a CD-ROM with the panoramas collected by the participating schools, which will then be disseminated to other schools who cannot afford the GigaPan technology. Finally, the IBE will focus on integrating at least one more African country into the project. These schools will interact and exchange classroom projects with the other participating schools from 8 countries.

21. Detailed information is provided in the fact sheet Report no.4.

→ **Strategic Objective: Expansion of Involvement in Post-Conflict Situations**

Technical Co-operation Projects and Support to Member States

22. In terms of technical assistance, the IBE has planned two new programmes in Iraq and Sudan, which will be implemented in 2011. The first project entails a partnership agreement with UNESCO Iraq Office for a three-year systematic and comprehensive implementation plan, in order to develop new curricula for Iraq, working closely with the Ministry of Education (MoE). This project is being fully financed by Her Highness Office (HHO – First Lady of Qatar). In 2011, the

IBE will work with and train more than 100 Iraqi specialists in order to develop a new participatory and inclusive curricular framework.

23. In 2009, the IBE supported the Sudanese MoE and UNESCO Khartoum Office in the revision of a project proposal for curriculum development in Sudan, which was submitted for funding. The proposal was accepted; however IBE's support in the implementation of the project in 2011 depends on funds from national and international donors being obtained.

24. Additionally, 15 education specialists who work in Post-Conflict Post-Disaster (PCPD) contexts will benefit from the IBE's pilot training course for curriculum development in PCPD situations. This course will be developed in 2011, due to a donation to the IBE for this specific purpose. However, additional funds will need to be mobilized for the course to be sustained, once the pilot phase has been completed. The pilot phase will entail face-to-face training with the view to adding on-line interventions in the future. An important partnership in the pilot phase of this course is the Inter-Agency Network for Education in Emergencies (INEE), with whom the IBE has collaborated in recent years in the development of training tools for education in emergencies. Most recently, the INEE *Guidance Notes for Teaching and Learning in Emergencies* were launched in June 2010, which included IBE contributions.

25. Detailed information is provided in the fact sheet Report no.2.

Capacity-building and Clearinghouse and HIV and AIDS Education

26. The HIV and AIDS education programme aims to integrate HIV and AIDS into the official curricula, in line with UNESCO's strategy and EDUCAIDS. Following the progress of 2010, the programme in 2011 aims to produce and disseminate resources, as well as continue to provide technical assistance to Member States. Of particular note, in 2011, a new CD-ROM will be produced containing interactive activities, fact sheets on basic information, evaluation of good practices and key capacity development resources for education specialists on HIV and AIDS education. The CD-ROM will be made available in French, English, Spanish and Portuguese. Due to budget allocation delays, the documentary film in Guyana on good pedagogical approaches for HIV and AIDS education will be finalised in early 2011. Furthermore, the possibility of creating another film in Burkina Faso in partnership with the Ministry of Education and UNICEF, as well as with a French editor/creator of a pedagogical method for HIV and AIDS education has been discussed for 2011.

27. The IBE will be especially working with the Kingston and Beirut UNESCO Offices to provide expertise and technical inputs through capacity-building workshops. There will be a continued focus on adding new documents to the UNESCO Clearinghouse, as well as updating the IBE's website. In addition, the IBE's *Manual on HIV and AIDS education* will be updated with new tools, factsheets and other resources. This manual will be made available online and on CD-ROM upon request, for education specialists.

28. Detailed information is provided in the fact sheet Report no.3.

II.2 KNOWLEDGE PRODUCTION AND MANAGEMENT

Strategic objectives (IBE Strategy 2008–2013)

The strategic objective is to consolidate, enrich and further **expand a knowledge base** and a variety of specialized information **resources** on curricula and curriculum development processes. The IBE intends to work towards:

- **Building a robust knowledge base**, including specialized information resources and a set of studies and trend analyses, on curricula and curriculum development processes at the service of researchers, trainers, practitioners and decision makers.
- **Strengthening clearinghouse** and information services through updated, expanded and enriched databases; seamless access to wide-ranging collections, in particular those related to curriculum; expanded alerting services; and digitized materials.
- **Developing an online platform** for increased knowledge sharing and collaborative action in the field of curriculum development, intended to support a worldwide network of researchers and practitioners, and more generally the enhancement of the UNESCO knowledge portal.
- **Streamlining services and access** to materials and resources through collaboration with all the UNESCO constituencies as well as external partners, in order to maximize efficiency and minimize duplication of effort.

Expected results at the end of the biennium 2010-2011 (35 C/5, para. 01107)

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

Performance indicators:

- IBE databases (World Data on Education; Country Dossiers; HIV and AIDS clearinghouse, etc.) maintained, updated and enriched;
- Number of visits to the improved website that is fully integrated into the UNESCO Portal;
- Research and studies published and made available to the EFA Global Monitoring Reports.

→ **Strategic Objective: Strengthen research and visibility**

Research and Publications

29. In 2011, four new and varied issues of *Prospects: Quarterly Review of Comparative Education* have been planned. The first, appearing in March 2011 (No. 157), *Financing Higher Education in the Arab States* (Vol. 41, No. 1), is a comparative assessment of six Arab States (Egypt, Jordan, Morocco, Tunisia, Syria and Lebanon). Following this, the June 2011 issue (No.158; Vol. 41, No. 2) will be a regular issue, presenting articles from various educational perspectives. The September 2011 issue (No. 159; Vol. 41, No. 3), entitled *Preparing Teachers for Inclusive Education*, will include articles focusing on the teacher professional development for inclusive education (Africa, Arab States, Asia, Europe and Latin America). Finally, the fourth issue for 2011 (No. 160; Vol. 41, No. 4), *Internationalisation of Teacher Education*, will be focusing on the process of internationalisation in teacher training in the context of the Education for All (EFA) agenda, in countries as diverse as Bhutan, Bangladesh, Serbia and Tanzania. In addition, two more issues are being prepared for 2012 (March and June issues).

30. With respect to other publications and research, a new issue of the *Educational Practices Series* will be published (No. 22), as well as two volumes of the *Studies in Comparative Education* series (*Quality Tensions in Education* and *Holocaust Education*). Furthermore, the research project

Curriculum and Education in Complex Emergencies will be finalised and published as an edited book with contributions from numerous experts in the field. Other research projects are being formulated and are seeking funds.

31. Detailed information is provided in the fact sheet Report no.6.

Resource Bank / Observatory of Trends

32. Following the achievement of the expected outcomes for 2010, the Knowledge Production and Management (KPM) programme expects to, as is stated in the IBE Strategy (2008-2013), consolidate, enrich and further expand a knowledge base and a variety of resources on education systems and curriculum development processes, in order to contribute to the enrichment of the Education Sector knowledge portal. This knowledge base represents and supports all the activities of the IBE, through keeping up to date with new educational practices, theories and changes, as well as curricular innovations, on a global level.

33. In 2011, the ‘Country Dossiers’ database will continue to be updated with specialized information resources on educational systems and curricula. Furthermore, the seventh edition of the ‘World Data on Education’ will be updated with at least 60 new country profiles, which are available on the IBE website. New curricula will be added to the ‘Curriculum Collection’ in both print and online formats. The KPM team will continue to disseminate the weekly digests of online resources, which pertain to curriculum development and education systems worldwide. The IBE website will be updated regularly, with a view to further developing its presentation, and for access to information and resources to be improved, based on feedback from users. The final post-migration quality control of the IBE electronic catalogue, IBEDOCS, will be completed, which includes all records for periodical holdings. In addition, following an expert meeting on comparative curriculum and textbook research in December 2010, the IBE expects to engage in follow-up activities.

34. Detailed information is provided in the fact sheet Report no.6.

II.3 POLICY DIALOGUE AND INCLUSIVE EDUCATION

Strategic objectives (IBE Strategy 2008–2013)

The strategic objective is to **facilitate policy dialogue** at the local, regional and global levels for improved curriculum development processes and products. The IBE will work towards:

- **Contributing to build** appropriate mechanisms for the **dissemination of the conclusions** of the 2008 Conference and sustained follow-up actions targeting Inclusive Education policies and issues.

Expected results at the end of the biennium 2010-2011 (35 C/5, para. 01107)

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

Performance indicators:

- Number of follow up actions to the 48th session of the International Conference on Education targeting inclusive education policies and countries involved.

Promoting Inclusive Education Policy Dialogue, Policy Frameworks and Curricula to Support the Attainment of EFA Goals

35. The follow-up from the 48th session of the International Conference on Education (ICE) has been vast since 2008, including conferences, workshops, tools, curricular frameworks and capacity development activities, among others. The 48th ICE made inclusive education an imperative educational policy issue on a global scale. The IBE has continued responding to a global need for inclusive education policy through its dialogue and support.

36. In 2011, the IBE's activities will entail continuing to provide national, regional and interregional inclusive education policy dialogue through meetings with various policy-makers, educators, parliament and civil society, as well as providing tailored guidance on developing and implementing policy frameworks and guidelines. Additionally, the IBE will produce new inclusive curricular guidance manuals, learning tools and inclusive curricula, tailored to regional and national contexts, with an initial focus on the Arab and Asia regions. This will be carried out in collaboration with regional inclusive experts, educators, curriculum specialists and developers, and teacher trainers. Furthermore, the IBE will implement capacity development workshops on inclusive education and curricula, and share reference materials, effective practices and other relevant documentation on inclusive education policy, through meetings, online platforms, regional observatories and teacher profiles (see Capacity Development programme, paragraph 12).

37. Detailed information is provided in the fact sheet Report no.7.

III. INSTITUTIONAL FUNCTIONING

IBE Council

38. The functions of the IBE Council are established by the Statutes of the IBE, the Rules of Procedure of the Council and Resolution 4 adopted by the 35th session of the General Conference, as presented under Section I of this document.

39. The Council will hold its 60th session in January 2011 with a rather full agenda, including the presentation of the draft 'Strategy aimed at making the IBE a Centre of Excellence in curriculum.' It will review the achievements of the IBE programmes in 2010 and the activities planned for 2011 by examining the report of activities implemented in 2010 as well as the draft programme and budget for 2011. Following this, the draft Strategy will be presented by Ambassador Rodolphe Imhoof, Chair of the Working Group charged with the finalization of the Strategy and Permanent Delegate of Switzerland to UNESCO. The Council will also collectively reflect on the implementation of the Strategy after it has been presented and adopted by the 36th session of the General Conference in October 2011. In addition, there will be a joint discussion on resource mobilization for the IBE. The necessary follow-up actions will be carried out according to the given deadlines.

40. The Administrative Group will meet during the two days preceding the 60th session of the Council.

41. The meeting of the Steering Committee (Summer 2011) will be prepared for and held and related decisions will be followed-up. The 61st session of the Council (January 2012) will be convened and prepared for.

Human Resources and Management

42. In terms of human resources, the IBE envisages the recruitment of a P5 Senior Programme Specialist (P5), in addition to the Programme Specialist (P4) who has already been recruited to coordinate the Africa Programme. These posts will enable the IBE to reinforce its team of professionals and respond more effectively to requests from Member States. Furthermore, the IBE will continue its policy of training young professionals (research assistants, internship programmes and Swiss civil service), who provide support to the programme coordinators.

43. The IBE training policy will continue to promote collective and individual professional development, in as much as resources are made available for this purpose. A training session on Standard Gender Mainstreaming Tools, including the ‘UNESCO Gender Equality eLearning Programme’, will be organised in coordination with the UNESCO Gender Equality Division of the Bureau of the Director-General on the 8th of February, 2011. In addition, one staff member will participate in the course ‘Leadership Development Programme’, which is organised by the Bureau of Human Resources Management (HRM) at HQ.

Financial Resources

44. The year 2011 represents a preparation year for the implementation of the ‘Strategy aimed at making the IBE a Centre of Excellence in Curriculum.’ in terms of both human and financial resources.

45. In terms of financial resources, the IBE will:

- Continue its advocacy for support of the Strategy from Member States of UNESCO;
- Strengthen and consolidate its relations with the host country, who has already announced an increase in its annual contribution and has co-financed the meetings of the Working Group for the Strategy;
- Promote the partnerships with UNESCO Field Offices with regard to project implementation;
- Develop partnerships with Swiss and international research centres, as well as other UN institutions;
- Explore the possibilities of fund mobilisation under the ‘Fast Track Initiative’ for education, managed by the World Bank; and
- Continue the implementation of cost recovery modalities and cost sharing.

46. Moreover, following on from the training given to the IBE staff on extrabudgetary resource mobilisation in October 2010 by the Section for Cooperation with Multilateral and Private Funding Sources (ERC/CFS/MLT), fundraising opportunities from the private sector have been identified and explored. Similarly, project documents have been prepared and will be submitted to the Education Sector for funding under the *Complementary Additional Programme (35C/5 CAP)*.

47. As of the 30th November, the total financial resources expected for 2011 is estimated at US\$4,651,130. This estimate is based on:

- US\$2,400,000 from UNESCO’s yearly financial allocation (regular budget) for the IBE
- 600,000CHF (US\$580,800) from the Swiss authorities, of which US\$100,000 are from the Swiss Agency for Development and Cooperation (DDC)
- A potential core contribution from Spain
- US\$310,565 from the UNESCO-Iraq agreement for technical assistance for the curriculum development project. This is a three-year agreement (2010-2013), with a total budget of US\$1,417,621.

- US\$71,140 from UNAIDS
- US\$61,836 from UNESCO's Swiss postage stamp initiative benefiting two projects that will be implemented by the IBE ('support the youth of Guyana to face HIV and AIDS through education' and 'GigaPan: Diversity and Inclusion in the Community')
- Accumulated reserves expected on the 31st of December 2010: US\$1,127,589 representing the estimate of reserves for 2010 (deferral of budget balances, proceeds of cost recovery and miscellaneous revenues)
- Other miscellaneous revenue (rent, interest, cost recovery) for 2011 is estimated at US\$100,000.

48. The detailed draft budget for 2011 is presented in part V annexed to this report. A revised draft budget for 2010, based on actual figures referred by the UNESCO Comptroller, will be presented as an addendum to this report at the 60th session of the IBE Council.

Conclusion

49. The IBE Director wishes to thank Mr Ole Briseid, President of the IBE Council, and the rest of IBE Council members for their continuous support and advice, especially for the great collective effort and engagement to finalize the Strategy aimed at making the IBE a Centre of Excellence.

II. FACT SHEETS

IBE PROGRAMME 2010-2011 Programme 2011	
1. Programme Title	Capacity Development 1A - Learning Tools and Training 1B - Basic Education in Africa Programme (BEAP) 1C - Community of Practice (COP) in Curriculum Development
2. Responsible Officer	Renato Opertti (Lili Ji, Mariana Cruz, Nhien Truong and Leana Duncombe)
3. Starting and termination dates	January - December 2011
4. OVERALL GOAL	
<p>Capacities for the design, management and implementation of curriculum development processes amongst decision-makers, specialists and practitioners are enhanced to support action in favour of quality EFA.</p> <p>The following objectives will be achieved:</p> <ul style="list-style-type: none"> • Globally, by continuously developing the global Community of Practice (COP) in Curriculum Development to enable knowledge production, sharing and dissemination on quality EFA and curriculum issues with an international comparative approach; • Regionally, by closely collaborating with key partners, including UNESCO Field Offices, and leading institutions in the field of curriculum (i.e. universities and institutes of education) (some acting as COP Focal Points) with the view to supporting processes of curriculum change and development in basic, youth and teacher education mainly through long-term accredited capacity development programmes and diverse learning tools. 	
5. RESULTS	
5.1. Title	
<p>Result 1A: Enriched, up-to-date and globally, regionally and nationally relevant learning tools and training modules for curriculum development are progressively shared with institutions (mainly ministries of education and universities), resulting in jointly developed, delivered and officially accredited courses at the national levels in different UNESCO regions (with a focus on Africa and Latin America).</p> <p>Result 1B: Key education and curriculum actors equipped with enhanced capacity to develop, conduct and monitor reforms of priority curriculum areas for the provision of more relevant and inclusive basic education in countries where the Basic Education for Africa Programme (BEAP) has been launched and developed (mainly French and English speaking countries).</p> <p>Result 1C: Regular production and sharing of curriculum materials by COP members, which contribute to the attainment of an interregional comparative perspective, encouraged through regular national, regional and interregional online and face-to-face exchanges on curriculum challenges and issues and through the promotion and facilitation of South-South and Triangular North-South-South cooperation.</p>	
5.2. Performance indicator(s) and associated target(s) and baseline(s)	
<p>Result 1A:</p> <ul style="list-style-type: none"> • Number of cooperation agreements established with partner universities and/or institutions (1 agreement in each of 2 UNESCO regions for a two year period); • Number of official accredited training programmes effectively implemented (Diploma in Curriculum Design and Development) with partner universities and/or institutions (1 training programme implemented in each of 2 UNESCO regions); • Number of professionals trained in official accredited training programmes (25 professionals trained from at least 2 UNESCO regions); • Percentage of participants having successfully completed the diploma course; • Percentage of participants satisfied with the training received willing to apply new knowledge and 	

experience;

- Number of thematic modules and handouts elaborated to support official accredited training programmes (at least 3 learning tools developed).

→ **Baseline:** Limited globally and regionally relevant learning tools and training modules to support curriculum design and development. IBE has produced *Training Tools for Curriculum Development – A Resource Pack (TTCD)* comprised of 8 core modules (conceptual framework, training activities, case studies, glossary of terms and list of annotated concepts; available in English and Spanish, and soon in French) and additional thematic modules (i.e. competency-based approaches, inclusive education and environmental education) used in diverse capacity-development activities (i.e. Diploma in Curriculum Design and Development implemented in Latin America, in partnership with the Catholic University of Uruguay (UCU), the Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO), which took place in Uruguay and with very positive feedback).

Result 1B:

- Number of curricula revised and improved with technical support (at least in 2 of the BEAP countries);
- Number of professionals from BEAP countries trained (at least 25 professionals from 5 countries);
- Percentage of participants satisfied with training received and fully involved with BEAP development in their countries;
- Number of training curriculum modules developed.

→ **Baseline:** Among the 50 sub-Saharan African countries, 8 countries (Burkina Faso, Cote d'Ivoire, Djibouti, Ethiopia, the Gambia, Mauritius, the Seychelles and Tanzania) have launched BEAP to ensure basic education covering at least 9 to 10 years. In 2010, the IBE has contributed to BEAP launches in Mauritius (focus on early childhood care and education), and Burkina Faso (focus on competency-based approaches). With IBE's technical assistance, The Gambia and Mauritius are currently revising their curriculum frameworks. Likewise, the BEAP training module, containing tools and resources on BEAP, competency-based approaches, inclusive education and inclusive curriculum (rationale and criteria) has been developed in English and French, and used to train 80 professionals. Finally, representatives from Tanzania and Uganda are being supported by IBE for completing the first IBE-UCU-OREALC Diploma in Curriculum Design and Development, with a view to leading capacity development at the regional and country levels (i.e. Tanzania Institute of Education).

Result 1C:

- Percentage of annual increase in COP membership (minimum of 5% annual rate);
- Number of COP messages disseminating curricular resources produced by COP members (at least 1 per month);
- Curriculum advice provided to Members States through the COP (Africa: working plan in Basic Education developed with BRENDA; Arab States, Latin America and the Caribbean: working plan in inclusive education with Beirut and OREALC; and Asia: working plan in Education for Sustainable Development (ESD) developed with Bangkok);
- Number of regional and inter-regional on-line and face-to-face exchanges on curriculum issues (1 inter-regional e-forum and 2 regional face-to-face meetings in 2 UNESCO regions).

→ **Baseline:** Before 2006 there was no worldwide COP on curriculum issues engaging institutions and actors, public and private sectors, coming from all UNESCO regions. As of early October 2010, the COP had 1.439 members from 135 countries (from 636 in 2006, growth annual rate of 25%). The COP has been one main IBE axis to: (a) foster policy dialogue on education issues, principally through the preparation, the implementation and the follow-up of the ICE 2008; (b) facilitate ongoing worldwide dialogue on curriculum issues; and (c) carry out capacity development activities on curriculum design and development supported by the production of learning tools.

6. EXPECTED CONTRIBUTIONS (as appropriate)

6.1. Contribution to the Programme Sector MLA(s) and associated expected result(s)

MLA 2: From early childhood to the adult years: building effective education systems;

- Expected Result 5: National capacities strengthened to plan, implement and manage basic education, mainly in Africa;
- Expected Result 6: Secondary education systems renewed, in particular through curricular reform and

improved learning assessment of students.

6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’

- Global Priority ‘Africa’: i) within the framework of the UNLD, national capacities strengthened to plan, implement and manage quality literacy programmes in Africa, particularly through LIFE; ii) national capacities strengthened to plan, implement and manage basic education in Africa.

6.3. Contribution to the Intersectoral Platform’s expected results

7. IMPLEMENTATION STRATEGY

7.1. Context: issues to be addressed and key baseline

1A - Learning tools and training modules:

- Insufficient globally and regionally relevant learning tools and training modules for curriculum developers to effectively revise, improve and refine national curricula;
- Gaps between intended, implemented and attained curriculum;
- Countries faced with difficulties in addressing issues such as student assessment and inclusive teaching, in line with ongoing curriculum reforms and new approaches;
- Need to support and strengthen the development of national capacities to improve the quality of curriculum change processes;
- Foster and facilitate the collective production and sharing on curriculum issues within the context of national policy priorities;
- Need to customize curricular approaches to the expectations and needs of regional and national levels in developing processes of curriculum change.

→ **Baseline:** *See above, Result 1A*

1B - Basic Education for Africa Programme (BEAP):

- Lack of capacities to develop and/or implement curricula (especially curriculum frameworks) that are inclusive and relevant to life, citizenship and work for uninterrupted 9 to 10 year quality basic education in Africa;
- Facilitate access to relevant learning opportunities and provisions to young people emphasizing the development of comprehensive citizenship competencies;
- Need to address disparities in basic education based on principles of social justice, equity and social inclusion as an effective way to contribute to the attainment of more developed and equitable societies.

→ **Baseline:** *See above, Result 1B*

1C - Community of Practice (COP) in Curriculum Development:

- Need for communication, knowledge production, sharing and dissemination at the inter-regional, regional and national levels amongst policy-makers, educators, curriculum experts and developers, teacher trainers, supervisors, principals, teachers, scholars and researchers on curriculum issues;
- Foster and facilitate in-depth international dialogue on curriculum issues within the holistic framework of EFA;
- Contribute to improve the quality of the processes of curriculum change and management by sharing effective curricular visions, policies, strategies and practices.

→ **Baseline:** *See above, Result 1C*

7.2. Description and rationale behind the interventions, and expected outputs

1A - Learning tools and training modules

Numerous countries request IBE’s technical support in developing their capacities for reforming curricula in order to improve education quality. To meet countries’ expectations, learning tools and training programmes need to be constantly enriched, updated and contextualized.

Expected outputs:

- IBE learning tools and training modules used in capacity development workshops, held in UNESCO regions on relevant themes (e.g. on curriculum design, inclusive curricula and competency-based approaches) in partnership with and officially accredited by universities or teacher training institutes;
- Learning tools disseminated online and at face-to-face events;

- Participants surveyed post-workshop to establish the use of refined competencies to revise and improve the curriculum;
- Existing tools and modules revised according to partners' feedback;
- New regional thematic modules developed and added to the curriculum *Resource Pack* based on feedback (e.g. inclusive education, students assessment, climate change, gender sensitivity);
- Partnerships with universities and teacher training institutes established;
- Curriculum development courses officially accredited by partner universities or teacher training institutes.

1B - Basic Education for Africa Programme (BEAP)

Countries need technical support to further develop the capacities of professionals on curriculum issues within a global comparative perspective. Accredited capacity-development programmes using IBE curriculum expertise and the *Resource Pack* can be of significant benefit.

Expected outputs:

- Technical support provided to country teams to conduct capacity development programmes at the national and local levels, to address the key components in changing the curricula, using IBE training modules;
- Collaborative efforts sustained to help countries revise or finalize their basic education curriculum frameworks;
- *BEAP Policy Paper - Responding to Demands for Access, Quality, Relevance and Equity* disseminated to key stakeholders (from within and outside the education system);
- Information on BEAP shared in new potential countries to fully inform key actors about the Programme's components and modalities and involve them in its development;
- New training modules on implementing inclusive curricula and assessment developed upon pilot testing in selected BEAP countries and feedback collected;
- Implementation of long-term and sustainable capacity development training as officially accredited courses in partnerships with institutes of education and universities;
- Monitoring and evaluation ensured to design relevant follow-up activities.

1C - Community of Practice (COP) in Curriculum Development

Addressing needs by creating, expanding and sustaining a high-quality global COP leading to knowledge production, sharing and dissemination of curriculum challenges, issues and trends.

Expected outputs:

- Annual moderated multilingual e-forum implemented on different themes related to key curricular debates;
- Relevant COP messages (information and documentation) sent out weekly in the 6 UNESCO languages;
- Contact database accessed by COP members;
- National, regional and interregional events organised with COP members in coordination with UNESCO Field Offices, COP Focal Points and other partners;
- Multilingual curriculum materials produced by COP members made available on-line and/or in print;
- Foster South-South and Triangular North-South-South cooperation principally with regard to sharing visions, strategies and practices on basic, youth and teacher education.

7.3. Stakeholders: key partners and beneficiaries and their expected roles

Key Beneficiaries and expected roles:

- Governments: mainly policy-makers, educators, curriculum specialists and developers, supervisors, principals, teachers and teacher trainers with access to IBE website or attending IBE activities (participate in events e.g. e-forums, conferences, workshops and benefit from knowledge production, sharing and dissemination);
- International Organizations, other social actors: inter-governmental organizations and NGOs working on curriculum programmes and projects support IBE activities on processes of curriculum change and development at the inter-regional, regional and national levels;
- Representatives of national/local education authorities: based on a better understanding of and experience-sharing on curriculum issues and trends, further support curriculum change as a key concern in a holistic education sector plan, for ensuring quality education;
- Actors involved in quality assurance authorities such as curriculum developers and specialists,

educators, teacher trainers: acquire knowledge and capacity for conducting and developing curriculum reforms and for training and supporting teachers accordingly;

- Children and youth in BEAP countries: benefit from inclusive schooling and competency-based curriculum approaches that are more relevant to life and work;
- Principals and teachers: co-develop curricula, especially with a school-based comprehensive approach;
- COP institutional and individual members from all UNESCO regions: participate in COP events (e-forums, conferences, workshop, etc) and benefit from knowledge production, sharing and dissemination within the COP;
- UNESCO Field Offices and other partners: improve the quality of the curricular proposals in support of the expectations and demands of Member States;
- Universities, civil society and communities: take more active part in collective thinking and actions in the process of curriculum change and benefit from such a participatory process of change;
- One-UN and One-UNESCO partnerships for education in Africa: share visions, priorities and align work plans.

Key partners and expected roles:

- Ministries of education, universities and national curriculum institutions: identify demands and needs that regional and national work plans should address, and participate in their implementation; institutional partnerships develop, deliver and accredit courses in curriculum design and development;
- UNESCO Field Offices and National Commissions: contribution to and engagement in the design and implementation of regional and national working plans customized to the expectations and needs of Member States; based on in-depth knowledge of the field, help link countries' needs with IBE's expertise and coordinate capacity development activities at the sub-regional and country levels;
- COP Focal Points from all UNESCO regions: contribute to and assist in the implementation of regional and national work plans in coordination with UNESCO Field Offices;
- National/local education authorities and technical core teams in the BEAP countries: based on the benefit of capacity development on curriculum issues, further support, conduct and develop curriculum change as a key concern in a holistic Education Sector plan, for ensuring quality education;
- Representatives of assessment centres, inspectorates and teacher unions – take part in capacity development activities, provide comments and suggestions, and help create a common understanding of the key approaches to curriculum change in order to further support its development.

7.4. Geographical scope: Global, regional and national.

7.5. Targeted interventions in favour of youth, disadvantaged and excluded groups.

7.6. Specific programme issues addressed: South-South cooperation and Triangular North-South-South cooperation.

8. BUDGET FOR 2011 (US\$) *See annexed draft budget for 2011*

IBE PROGRAMME 2010-2011
Programme 2011

1. Programme Title	Technical co-operation projects / support to Member States
2. Responsible Officer	Dakmara Georgescu
3. Starting and termination dates	January-December 2011
4. OVERALL GOAL	
<p>The programme aims to provide customised support to national governments (i.e. ministries of education and curriculum agencies), based on their requests, with regard to planning, developing and implementing quality primary and secondary curricula in line with new challenges, needs and developmental prospects. Special emphasis is put on the meaningful integration in national curricula of competency-based approaches, as well as on the preparation for life and work based on the values, principles and practices of Learning to Live Together (LTLT) and Education for Sustainable Development (ESD). Post-Conflict and Post-Disaster (PCPD) situations are considered on a priority basis.</p>	
5. RESULTS	
5.1. Title	
<p>Result 1: Enhancement of curricula of schools and teacher training institutions through incorporating cross-cutting issues and competency development for Learning to Live Together (LTLT) and Learning for Life and Work (LfLW), in the context of promoting systematic processes of curriculum change.</p> <p>Result 2: Sustainable and innovative curriculum cultures based on a continuous and systematic professional development, stakeholder involvement and pro-active revisions of the curriculum in line with new developments, contexts and needs.</p>	
5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)	
<p>New <i>Curriculum Framework</i> for Iraq (and possibly Sudan) and training course for curriculum revision in PCPD situations produced collaboratively, endorsed by the ministries of education and implemented by users, stakeholders and partners at national and local levels.</p> <p>→ Baseline: Owing to wars and isolation from international developments, Iraq curricula were not reviewed in-depth during the last thirty years. The programme “<i>Developing New Iraqi Curricula</i>” managed by UNESCO Iraq Office, with the IBE as implementing partner, and financed by the Office of Her Highness (HHO), First Lady of Qatar, provides an opportunity for sustained institutional and personal capacity building of Iraqi education specialists to undergo a systematic revision of their curriculum. More than 100 Iraqi specialists will be engaged in 2011 in the participatory and inclusive development of a new Curriculum Framework. In Sudan, a revised project proposal for systematic curriculum development will be submitted to donors for funding and preparatory steps towards developing a new Curriculum Framework will be taken in 2011 through training the members of appropriate coordinating and working structures. Approximately 15 education specialists working in PCPD contexts will benefit from IBE’s pilot training course tailored for curriculum development in PCPD situations, which represents an innovative initiative in the context of PCPD work.</p>	
5.3. Achievements, challenges and lesson learnt	
<p>Iraq: The IBE concluded an agreement with the UNESCO Iraq Office with regard to a three-year systematic and comprehensive implementation plan. However, owing to the political situation in the country, the implementation of the work plan may be hindered by unexpected circumstances for which flexible solutions will have to be put in place.</p> <p>Sudan: In 2009, the IBE supported the Ministry of Education (MoE) and the UNESCO Khartoum Office in revising a comprehensive project proposal for curriculum development in Sudan to be submitted for funding.</p>	

The revised project proposal is considered feasible, realistic and effective by the Sudanese partners. However, the implementation of the programme depends on sustained funding by national and international donors, which has to be decided in early 2011.

IBE PCPD pilot training course: The IBE pilot training course for curriculum development in PCPD situations will be developed based on a donation to the IBE of 76,000 USD. However, the institutional sustainability of the course and diploma will have to be secured by additional fund-raising and institutional partnerships.

6. EXPECTED CONTRIBUTIONS (as appropriate)

6.1. Contribution to the Programme Sector MLA(s) and associated expected result(s)

MLA 1: Building blocks for EFA: literacy, teachers and work skills (integration of competency-based approaches in curricula and teacher training programmes: Iraq and Sudan)

MLA 2: From early childhood to the adult years: building effective education systems (especially secondary systems reviewed through curricular reform: Iraq and Sudan)

- Expected Result 6: Secondary education systems renewed, in particular and as appropriate, through curricular reform and improved learning assessment of students, especially Iraq and Sudan

MLA 3: Sector-wide framework: helping governments to plan and manage the education sector (especially in developing and post-conflict societies: Iraq and Sudan)

- Expected Result 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations (Iraq, Sudan, and education specialists working in PCPD situations)

6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’

Gender equality is envisaged as a cross-cutting dimension that is addressed in the context of comprehensive processes of curriculum review (Iraq and Sudan) as well as in the context of capacity building for curriculum development in PCPD situations.

6.3. Contribution to the Inter-sectoral Platform’s expected results

PCPD platform (strengthening the capacities of education specialists working in PCPD situations to deal with curriculum issues).

7. IMPLEMENTATION STRATEGY

7.1. Context: issues to be addressed and key baseline

Iraq: UNESCO Iraq Office with the support of the IBE as implementing partner is carrying out a three-year work plan focusing on curriculum renewal through developing a new Iraqi Curriculum Framework, as well as syllabuses and textbook blueprints in mathematics and sciences as examples of good practice informing further revisions in other curriculum areas and subjects. Among other issues, the Curriculum Framework will tackle solutions to cater for quality learning processes and outcomes within a federal system by balancing core elements of the curriculum with regional and local curriculum autonomy. It will also tackle important aspects of modernizing the Iraqi curriculum, such as meaningful competency development by articulating up-to-date and relevant knowledge with relevant skills and attitudes in compliance with the values and practices of LTLT and Sustainable Development.

Sudan: Given its post-conflict context, comprehensive curriculum revision is also seen as a priority in Sudan, which faces important needs in terms of capacity development of curriculum and textbook developers in all subject areas.

PCPD training course: Over recent years, the IBE collaborated with the Inter-Agency Network for Education in Emergencies (INEE) in the development of new training tools for education in emergencies. However, there is a need to develop tailored courses, based on different existing tools, for those working in PCPD situations, especially with regard to curriculum aspects.

→ **Baseline:** In countries such as Iraq and Sudan, developing institutional and personal capacities of decision makers and curriculum specialists is needed after many decades during which curriculum changes took place erratically and in the absence of appropriate coordinating and working structures and mechanisms. Existing curricula are very often outdated or mechanically adopted from other countries in the absence of a critical

examination of their relevance within national and local contexts. In PCPD situations, many education specialists and activities do not have a specific curriculum background that may help them understand how to readjust the curriculum rapidly in compliance with emergency needs while also catering for the long term prospect within a broader picture of curriculum development and implementation.

7.2. Description and rationale behind the interventions, and expected output(s)

Iraq: In compliance with the agreed implementation plan, in 2011 several one-and two-week workshops will be organized for the development of the new Iraqi Curriculum Framework. National consultation processes will be carried out in Iraq (i.e. Baghdad and Erbil regions) to provide inclusive approaches and collect feedback from relevant stakeholders.

Sudan: Provided that funding of the project is secured, several training sessions will be organized to prepare the development of a new Curriculum Framework and new syllabuses for different learning areas.

PCPD training on curriculum aspects: the IBE will develop a tailored training course, based on existing tools, for education specialists working in PCPD situations. A pilot training course will be organized in 2011 with approximately 15 education workers that will be certified as curriculum specialists for PCPD situations. Based on the pilot face-to-face training, the training course will be enriched based on the participants' feedback and also by introducing on-line interventions that will balance face-to-face sessions.

7.3. Stakeholders: key partners and beneficiaries and their expected roles

Direct beneficiaries: Decision makers, education and curriculum specialists

Indirect beneficiaries: Students, teachers, parents and other stakeholders consulted during the process

Key partners: Iraq and Sudan: Ministries of Education (Curriculum and Teacher Training Departments); National Curriculum Institutes and/or Agencies; education NGOs; UNESCO National Commissions; UNESCO Offices; funding agencies (such as the Qatar Foundation). Key partners were involved in developing the programme implementation plans and are contributing, in a collaborative way, to the preparation of different background documents (such as workshop concept notes; presentations) and products (such as Curriculum Frameworks). PCPD situations: The Inter-Agency Network for Education in Emergencies (INEE); other international agencies and NGOs working in PCPD situations, such as UNICEF and Save the Children. The partners will be involved in designing the training course and selecting trainees for the pilot phase.

7.4. Geographical scope: Arab states (Iraq and Sudan) and PCPD training: global

7.5. Targeted interventions in favour of youth and women, minorities and other vulnerable segments of societies in PCPD circumstances, and Post-conflict countries

7.6. Specific programme issues addressed: Triangular South-South-North cooperation and PCPD situations

8. BUDGET FOR 2010 (US\$) *See annexed draft budget for 2011*

IBE PROGRAMME 2010-2011
Programme 2011

1. Programme Title	Capacity-building and Clearinghouse on HIV and AIDS education
2. Responsible Officer	Clementina Acedo (Sandrine Bonnet)
3. Starting and termination dates	January-December 2011
4. OVERALL GOAL	
<p>The main goal is to support EFA by integrating HIV and AIDS education more effectively into official curricula, developing tools to improve learning and teaching materials, and further developing education specialists' capacities in order to contribute to a comprehensive response to HIV and AIDS in the framework of UNESCO's strategy and EDUCAIDS.</p>	
5. RESULTS	
5.1. Title	
<p>Comprehensive knowledge and key competencies for capacity development on HIV and AIDS education strengthened and disseminated among key partners (ministries of education, universities, teacher training institutions, international organizations and NGOs).</p>	
5.2. Performance indicator(s) and associated target(s) and baseline(s)	
<p>Production of tools; new documents included in UNESCO HIV and AIDS education clearinghouse; appraisals of good practices; technical advice; capacity-building workshops; HIV sections of IBE and UNESCO Clearinghouse regularly updated; number of countries advised on technical issues; number of ministry experts, teacher educators, teachers trained.</p> <p>→ Baseline: Production of new tools, inclusion of new documents in UNESCO HIV and AIDS education clearinghouse and technical advice.</p>	
5.3. Achievements, challenges and lessons learnt	
<p>Expected outcomes have been planned for the biennium 2010-2011. Technical assistance has been provided and will continue in 2011. Contributions to the UNESCO HIV and AIDS education Clearinghouse will continue on a regular basis in 2011. Appraisals of good practices available in French, English and Portuguese. Partnerships with Field Offices will continue to be strengthened in 2011 to assist countries in the field of HIV and AIDS education. Due to budgetary constraints, some expected outcomes initially planned for 2010 (such as capacity building workshops in Lebanon, the assessment of teacher training in Trinidad and Jamaica, and a film documenting good practices for pedagogical approaches in HIV and AIDS education in Guyana) will be achieved in 2011. The new CD-ROM with interactive activities will be ready in 2011. Contributions to capacity-building workshops in the field will be made in 2011; activities are planned mainly with UNESCO Kingston and Beirut Offices.</p>	
6. EXPECTED CONTRIBUTIONS (as appropriate)	
6.1. Contribution to the Programme Sector MLA(s) and associated expected result(s)	
<p>MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector</p> <ul style="list-style-type: none"> • Expected Result 10: National capacities strengthened to develop comprehensive Education Sector responses to HIV and AIDS through EDUCAIDS and related efforts. 	
6.2. Contribution to the expected results of Global Priorities 'Africa' and/or 'Gender Equality'	
<p>Global Priority Africa: National capacities strengthened to develop comprehensive Education Sector responses to HIV and AIDS through EDUCAIDS and related efforts, particularly in Africa.</p>	
6.3. Contribution to the Intersectoral Platform's expected results	
7. IMPLEMENTATION STRATEGY	

7.1. Context: issues to be addressed and key baseline

Through the production of new innovative tools (i.e. films and interactive resource packs), workshops, new documents added to the databank, technical assistance and evaluation of good practices, the HIV programme brings specialized expertise to the field of HIV and AIDS education. These contributions are crucial for the capacity development of education specialists both within and outside of UNESCO. The strategy for the next few years is to continue collaboratively working on innovative ideas in the area of HIV and AIDS education, while strengthening partnerships with key institutions and stakeholders. New financing opportunities are also being explored to ensure the long term sustainability of the programme.

→ **Baseline:** Production of new tools, inclusion of new documents in UNESCO HIV and AIDS education database and technical advice.

7.2. Description and rationale behind the interventions, and expected output(s)

After twenty five years of the epidemic, HIV and AIDS is considered to be one of the most important threats to stability and progress in the world. According to the last available data, in 2008, 33 million people were living with HIV and 2.7 million were newly infected. Young people are particularly affected as they represent approximately 40% of the infections at the global level and less than 40% of youth have the basic knowledge on HIV and AIDS. In this context, prevention and education play a crucial role in lowering the progression of the pandemic. The fight against HIV and AIDS is a key priority for the United Nations. As the competent agency for education, UNESCO has been appointed as the leader for HIV prevention for young people in education and schools. Education is a crucial factor for HIV and AIDS as it brings key competencies and knowledge and contributes to changing behaviour. A comprehensive and adapted education can help to protect individuals, families and communities and minimize the impact of HIV. Education for All (EFA) will not be realized if HIV and AIDS issues are not addressed systematically.

EDUCAIDS, the UNAIDS global initiative on education and HIV led by UNESCO, has been ranked by UNESCO's Executive Board among the three priority areas of EFA, thus recognizing the high importance of a global involvement from the Education Sector in national responses towards HIV and AIDS. EDUCAIDS allows UNESCO and its partners to help countries in the implementation of comprehensive HIV and AIDS education programmes through five essential components: i) quality education; ii) content, curriculum and learning material; iii) teacher training and support; iv) policy, management and systems; and v) approaches and illustrative entry points.

As the Institute of UNESCO specialized in contents, methods and curriculum development, the IBE plays a central role in the implementation of EDUCAIDS through its programme for HIV and AIDS education. The goal is to build capacities and knowledge of education specialists and to improve learning, teaching and teacher training material through workshops, the production of tools, technical advice and dissemination of good practice. The IBE's expertise in the field of HIV and AIDS education is recognized and requested by countries, especially in Africa.

Expected outputs:

- A new CD-ROM containing several resources: interactive activities identified as good practices for participatory teaching, fact sheets on basic information, evaluation of good practices (to be made available in French, English, Spanish, and Portuguese). This CD-ROM will provide a broad range of key resources for capacity development of education specialists on HIV and AIDS education;
- Finalisation of a new film documenting good practices for pedagogical approaches to HIV and AIDS education for Guyana in English. Possibility of producing a film in Burkina Faso in partnership with the Ministry of Education, UNICEF Office and a French editor/creator of a pedagogical method for HIV and AIDS education. With this tool education specialists and future teachers can have concrete examples of interactive activities in the classroom to guide the organization of training sessions in schools.
- Provision of expertise and technical inputs through participation in capacity-building workshops in close collaboration with UNESCO Offices in Kingston and Beirut;
- Technical assistance rendered to countries by making documents available, giving advice and proposing collaborative solutions for specific themes;
- UNESCO Clearinghouse: new documents entered in UNESCO databank, evaluation of materials, contributions to the newsletter of HIV and AIDS Education Sector;
- Updated IBE *Manual on HIV and AIDS education* will be available online and on CD-Rom for

education specialists; new tools, factsheets and useful resources will be added, based on user needs and emerging issues.

- HIV section on the IBE website updated.

7.3. Stakeholders: key partners and beneficiaries and their expected roles

Key beneficiaries: Ministries of education, universities, teacher trainers, teachers and students, UNESCO Education Sector, and Field Offices.

Key partners: Field Offices for workshops in the countries, UN Agencies, especially ILO, UNICEF, WHO, UNFPA and UNAIDS are important partners and are associated with the activities, as much as possible and when appropriate, in order to offer a comprehensive overview of HIV and AIDS. Collaboration for World AIDS Day with UN partners. This collaboration strengthens the spirit of the “Delivering as One” approach. The close collaboration and relations maintained with Field Offices have enabled the programme to continue working dynamically.

7.4. Geographical scope: Global level, with focus on Africa, Latin America and the Caribbean and Arab States.

7.5. Targeted interventions in favour of youth and marginalised groups.

7.6. Specific programme issues addressed

8. BUDGET FOR 2010 (US\$) *See annexed draft budget for 2011*

IBE PROGRAMME 2010-2011 Programme 2011	
1. Programme Title	The “GigaPan” School Project: Diversity and Inclusion in the Community
2. Responsible Officer(s)	Clementina Acedo (Philippe De Castro, Magali Moreira, Leana Duncombe)
3. Starting and termination dates	January – December 2011
4. OVERALL GOAL	
<p>The project, carried out in schools in different countries and regions, aims to demonstrate that Information and Communication Technologies (ICTs), in particular the GigaPan, can enrich the curriculum to foster intercultural understanding and Education for Sustainable Development (ESD). Using ICTs can help students to learn values promoted by Learning To Live Together (LTLT), through cross-cultural dialogue and by educating each other about inter-cultural issues. Moreover, imparting critical skills such as ICTs and social media research are important for today’s knowledge driven society.</p>	
5. RESULTS	
5.1. Title	
<p>Result 1: By using the GigaPan and through cross-cultural dialogue with peers, young people develop a greater understanding and appreciation for diversity and respect for their peers around the world.</p> <p>Result 2: Sustainability of the GigaPan project in participating countries increased. Incorporation and in-depth implementation in two African countries.</p>	
5.2. Performance indicator(s) and associated target(s) and baseline(s)	
Result 1:	
<ul style="list-style-type: none"> • The quality of the conversations (based on GigaPan panoramas taken, snapshots and comments); • Assessment of student participation in GigaPan as reflected in school reports (benchmark: 80% of school reports indicate students have achieved the project objectives as identified by teachers); • Relevance of the project topics (benchmark: all active projects reflect the core values that GigaPan aims to instil in youth). 	
Result 2:	
<ul style="list-style-type: none"> • Number of schools and countries involved in the project (benchmark: 25 schools from 8 countries); • Number of international classroom projects (benchmark: at least 5 active projects per year); • Number of teachers and learners trained in the ICT and curricular GigaPan technology by GigaPan teachers; • Increase in number of students participating in the GigaPan project as reflected in the creation of accounts on the website (benchmark: increase by 10% annually); • Number of news panoramas uploaded on the website and comments generated. 	
<p>→Baseline: The baseline at the end of 2010 was 22 schools in 7 countries (Brazil, Finland, Indonesia, Mali, South Africa, Switzerland, and the United States of America) participating in the GigaPan project, of which 6 schools (in Finland, Mali, South Africa and the United States) were trained at the end of 2010 and will begin classroom projects and student exchanges in 2011. More in-depth work will be done in 2 African countries.</p>	
<p>Limited international exchange and dialogue among secondary school students from different economic backgrounds and countries to build multicultural understanding. Limited use of ICTs in education for this</p>	

purpose. The GigaPan project was developed with the intention of helping children from different economic backgrounds and countries to exchange with each other in order to enhance multicultural understanding. The GigaPan project encourages schools and communities to integrate and strengthen inclusive education and the constructive management of diversity through curricular and extracurricular activities in the context of inquiry-based and participatory practices.

5.3. Achievements, Challenges and Lessons Learnt

The expected outcomes planned for 2010 have been achieved. For 2011, the main challenges will be to integrate non-English speaking schools into the GigaPan project by translating key documents and sections of the website and assist them with the implementation of projects in schools in other countries; to focus the project on African countries (Mali, South Africa) and others that could be incorporated (e.g. Cameroon) with an HIV and AIDS education theme, by using the GigaPan technology.

6. EXPECTED CONTRIBUTIONS (as appropriate)

6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)

MLA 2: From early childhood to the adult years: building effective education systems

- Expected Result 6: Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students.

6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’

Global Priority ‘Africa’

6.3. Contribution to the following Intersectoral Platform’s expected results

Fostering ICT-enhanced learning

7. IMPLEMENTATION STRATEGY

7.1. Context: issues to be addressed and key baseline

In general, there is currently a limited use of ICTs in education, as well as limited international exchanges and dialogue among secondary school students from different economic backgrounds and countries. The GigaPan project addresses these issues, primarily using ICTs in the classroom to help build multicultural understanding. The overall objective of the GigaPan project is to promote empathy and understanding between cultures. It does this by encouraging schools and communities to integrate and strengthen inclusive education and the constructive management of diversity through curricular and extracurricular activities in the context of inquiry-based and participatory practices. Students and teachers are encouraged to make use of modern ICTs, such as the GigaPan and the Internet. By using GigaPan, students and teachers can explore different topics related to cultural diversity, sustainable development and LTLT in their community in the context of a pedagogical project that each school defines with respect to their particular context. Through this project, students are expected to learn about the world and share their heritage (community and historical events) with their peers through classroom projects. Pending on possible future funding, the project could extend to implement school classroom projects on climate change and sustainable development.

The project seeks to identify effective methods for integrating ICTs into the curriculum, and thus help strengthen national capacities to manage basic education. By focusing on the African countries already integrated (Mali and South Africa) and by trying to extend to other African countries, the project aims also to work on reducing the digital educational information divide, and improving educational quality.

7.2. Description and rationale behind the interventions, expected outputs

This project continues to work with current and new schools in seeking ways to further encourage and develop the intra-school exchanges and dialogues by building upon the successes of the pilot phase. Further improvement in the exchanges will also mean improving the project’s ability to become integrated into classroom activities as well as become a self-sufficient, sustainable project, expanding upon the students’ ability to explore local and international issues pertaining to inclusion and LTLT, with a view to fostering cooperation and solidarity.

Expected outputs:

- At least 25 schools in at least 8 countries covered by the project;

- New students and teachers trained in using the technology and integrating the technology within the curriculum;
- Integration of at least one new African country;
- Create cross-cutting activities at IBE, linking the GigaPan project and the HIV and AIDS programme;
- Interschool, cross-cultural GigaPan conversations increased;
- Project information disseminated via the IBE website;
- Best practices in integrating ICTs within the curriculum developed and disseminated;
- Local knowledge centres or hubs (encouraging self-sufficiency amongst schools) created;
- Information collected and processed on how the GigaPan contributed to peer-to-peer education, imparted cross-cultural values, contributed to the assimilation of ICT and online research skills;
- Enhance the accessibility and readability of the website for non-English speaking users.

7.3. Stakeholders: key beneficiaries and partners and their expected roles

Key beneficiaries:

- Participating countries and schools: participate in GigaPan activities and facilitate teacher and student participation;
- Teachers: create and implement GigaPan projects and facilitate student participation;
- Students: participate in GigaPan activities in the classroom and GigaPan dialogues online;
- Communities: support GigaPan activities in the schools by attending show cases.

Key Partners:

- Carnegie Mellon University (CMU) is expected to help with training on technical features of the GigaPan, maintain and update the website and facilitate GigaPan activities;
- UNESCO ASPnet is expected to help with the selection of appropriate schools within their network;
- Ministries of education will identify schools in collaboration with UNESCO ASPnet and facilitate school participation in GigaPan activities and events;
- UNESCO National Commissions and UNESCO Field Offices will act as liaison and facilitate school participation;
- UNESCO Climate Change Intersectoral platform and Education Sector.

7.4. Geographical scope: National (Brazil, Finland, Indonesia, Mali, South Africa, Switzerland, Trinidad & Tobago, the United States of America) and global scope with dialogue, interactive learning, sharing of resources and cultures between all the aforementioned nations.

7.5. Targeted interventions in favour of youth, disadvantaged and excluded groups.

7.6. Specific programme issues addressed: Dialogue among civilizations and cultures; South-South cooperation; Triangular North-South-South cooperation.

8. BUDGET FOR 2011 (US\$) *See annexed draft budget for 2011*

IBE PROGRAMME 2010-2011**Programme 2011**

1. Programme Title	Learning for Life and Work (LfLW) in sub-Saharan African countries: meeting the challenges through quality curriculum development and implementation
2. Responsible Officer(s)	Clementina Acedo (Dakmara Georgescu, Elmehdi Ag Muphtah)
3. Starting and termination dates	January – December 2011
4. OVERALL GOAL	
<p>The programme aims to provide support to the ministries of education and curriculum agencies of a number of sub-Saharan African countries with regard to enhancing the preparation for life and work in basic education through quality curriculum development and classroom implementation. It is based on the concept of in-depth work with, and among enlarged national teams in three selected countries with a view to enhancing the impact and sustainability of curriculum innovations. Concepts and practices of quality curricula that are relevant for competency development for life and work will also be integrated into teacher education and training strategies so as to strengthen the links between curriculum planning, design and implementation.</p>	
5. RESULTS	
5.1. Title	
<p>Result 1: School curricula and classroom practices that integrate and promote competency development for life and work with a view to contributing to poverty alleviation, cultures of peace and sustainable development.</p>	
<p>Result 2: Institutional cultures of curriculum and teacher training agencies that integrate and demonstrate effective management and leadership of curriculum and learning processes, as well as participatory and evidence-based decision making based on monitoring and evaluating how curriculum visions are implemented at school and classroom level.</p>	
5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)	
<p>Curriculum guidelines promoting competency development for life and work that are used by curriculum and teacher training agencies for improving curriculum inputs, processes and products (especially Mali and Burkina Faso).</p> <p>National task forces comprising curriculum and teacher training specialists, as well as other stakeholders, including teachers, that are piloting innovative curricula and teacher training courses with a view to fostering competency development for life and work, and function as centres of innovation (especially Mali and Kenya).</p> <p>→ Baseline: Curriculum guidelines; number of teachers trained; best practices of classroom implementation.</p>	
5.3 Achievements, Challenges and Lessons Learnt	
<p>The expected outcomes planned for 2010 have been achieved. For 2011 the main challenges will be to implement detailed work plans agreed upon in 2010 in three countries (Burkina Faso, Kenya and Mali), while also maintaining contact with the other twelve countries that were part of the IBE's project on <i>Curriculum Innovations, Peace Education and Poverty Alleviation</i> from 2004 to 2009. Balancing unity and diversity constitutes an additional challenge given that the countries in the project pursue specific goals while working together to reinforce the links between curriculum and teacher education and training. For instance, Mali will reinforce the links between curriculum and teacher training by developing different curriculum guides for teachers, including guides in local languages. Burkina Faso will focus on guides for incorporating emerging</p>	

themes in educational programmes; and Kenya will work on enhancing the effectiveness and relevance of teacher training programmes in line with intended curriculum innovations. The field testing and publishing of the capacity development *Toolkit for competency development and Learning to Live Together (LTLT)* also constitutes an important task in 2011. Following some lessons learnt from the previous IBE programme on *Curriculum Innovations, Peace Education and Poverty Alleviation*, more time was allocated for conducting face-to-face international activities that are also complemented by substantive work carried out at national and local levels in between international meetings.

6. EXPECTED CONTRIBUTIONS (as appropriate)

6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)

MLA 2: From early childhood to the adult years: building effective education systems

- Expected Result 5: National capacities strengthened to plan, implement and manage basic education, mainly in Africa.
- Expected Result 6: Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students.

MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector

- Expected Result 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations.
- Expected Result 9: National capacities developed to integrate the principles, values and practices of sustainable development into Education Sector policies and plans.

6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’

Priority “Africa”: while the programme is based on in-depth work at country level in three selected sub-Saharan African countries (see item 4 above), other African countries, especially those having taken part in the 2004-2009 IBE project on *Curriculum Innovations, Peace Education and Poverty Alleviation*, will also be invited to join international dissemination and sharing events.

7. IMPLEMENTATION STRATEGY

7.1. Context: issues to be addressed and key baseline

Despite much progress since 2000 in terms of enhancing the equity and quality of their basic education, the sub-Saharan African countries are still among the least likely to meet the EFA goals by 2015 owing to the problems they face in terms of poverty, HIV and AIDS, lack of appropriate training of teaching staff, and lack of appropriate school facilities. While in many countries changes have also been introduced to promote a competency-based approach, curricula still do not fully contribute to the learners’ appropriate preparation for life and work. As shown by the IBE and GTZ/BMZ Study on *Preparation for Life and Work* (2008, revised in 2009), in some cases there is a need to first clarify competency development for life and work in curriculum documents, while in other cases, where such documents already reflect a coherent vision in a user-friendly way, the problems lie with translating such curriculum visions into meaningful and sustainable classroom – including assessment and teaching and learning – practices.

7.2. Description and rationale behind the interventions, and expected outputs

In order to build on achievements to date and enhance the impact and sustainability of curriculum innovations, the programme concentrates on in-depth work in the three sub-Saharan African countries that were involved in the field testing of the capacity development *Toolkit for Competency Development and LTLT* and in the revision of the *Study on Preparation for Life and Work*. Additional countries that were part of the previous IBE project on *Curriculum Innovations, Peace Education and Poverty Alleviation*, and other countries, will participate in international sharing and dissemination events.

Expected outputs:

- Development of country-customized curriculum guides: i) a guide for the implementation of the emerging themes in educational programmes (Burkina Faso); ii) a guide on enhancing teacher effectiveness based on assessing current practices and also professional development needs, with emphasis on teacher competencies and sustained professional development (Kenya); and iii) a curriculum guide for teachers in French and local languages (Mali);
- Country-customised processes of dissemination and capacity development based on the use of the

Toolkit and the Study mentioned above to create a critical mass of innovation-oriented curriculum specialists, teacher trainers and teachers;

- Based on the Toolkit and the Study, further collaborative production of capacity development tools that are relevant for local contexts and needs so as to enhance ownership and the participation of stakeholders in processes of curriculum review, design and implementation, and will explore the advantages of multilingualism for the promotion of competences for life and work. Curriculum revision processes will include bilingual and multilingual education with mother tongue as a basic component;
- Regional and international dissemination and sharing events where different country teams meet in order to learn from one another and enrich the international education dialogue (for instance, in the context of the BEAP programme);
- Preparation and dissemination and/or publication of some of the project outputs, such as syntheses documenting the process and results of capacity development activities at national level; the development and use of adjusted tools for capacity development; the establishment and impact of centres functioning as pivotal institutions for enhancing the participation of stakeholders and school-community links.

7.3. Stakeholders: key beneficiaries and partners and their expected roles

Key beneficiaries:

- Ministries of education (Research Centre on Educative Innovations and Training and Directorate General of Literacy and Non-Formal Education in Burkina Faso; Directorate of Quality Assurance and Policy Planning in Kenya; Curricula Division at the National Education Centre (CNE) and Initial Training section, Normal Education Division, National Directorate of Basic Education in Mali);
- Curriculum developers, teacher trainers, teachers and headmasters, as well as community leaders involved in the planning of activities and their actual implementation at local, national and regional level, including dissemination, monitoring and evaluation;

Indirect beneficiaries:

- Students, families and communities at large.

Key partners:

- Ministries of education (Research Centre on Educative Innovations and Training and Directorate General of Literacy and Non-Formal Education in Burkina Faso; Directorate of Quality Assurance and Policy Planning in Kenya; Curricula Division at the National Education Centre (CNE) and Initial Training section, Normal Education Division, National Directorate of Basic Education in Mali);
- Curriculum agencies; teacher education and training agencies involved in the planning of activities, the selection of the target public/participants, the actual implementation of different activities, the provision of logistic support as well as monitoring, evaluation, and dissemination processes at local, national and regional level;
- UNESCO Offices (especially the BREDA Office; Bamako Office and Nairobi Office) and UNESCO National Commissions, ensuring coordinated support on behalf of UNESCO;
- Other international agencies and donor countries (i.e. national development agencies) that are interested in funding and supporting the project intellectually.

7.4. Geographical scope: Sub-Saharan African countries representing different regions and language groups (English and French speaking countries) in a balanced way; Representation of other countries, including Lusophone countries, in the context of international dissemination and sharing events.

7.5. Targeted interventions in favour of Youth and marginalised groups

8. BUDGET FOR 2011 (US\$) *See annexed draft budget for 2011*

IBE PROGRAMME 2010-2011 Programme 2011	
1. Programme Title	Knowledge Production and Management (Observatory / Resource Bank, IBE website, Documentation and information)
2. Responsible Officer	Massimo Amadio (Hanspeter Geisseler, Ruth Creamer and Elizabeth Glauser)
3. Starting and termination dates	January–December 2011
4. OVERALL GOAL	
<p>The main objective is to support action in favour of quality Education for All (EFA) by compiling, systematizing and providing access to a range of specialized resources, materials and information on education systems, curricula and curriculum development processes. This knowledge base is aimed at supporting capacity development activities, informing decision-making processes, and facilitating exchange and debate on specific educational and curricular issues.</p>	
5. RESULTS	
5.1. Title	
<p>Knowledge and information updated and disseminated on education systems, curricula, and curriculum development processes; new developments in the field of education identified through information collected and processed, research and studies.</p>	
5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)	
<p>IBE databases updated and enriched. Studies and analyses made available and published. IBE website regularly updated (number of visits to the site).</p>	
5.3. Achievements, challenges and lesson learnt	
<p>The expected outcomes planned for 2010 have been achieved. For 2011 the main challenges will be to: consolidate the IBE's rich information base on curricula and facilitate its exploitation; continue improving the alert services taking into consideration users' suggestions and needs; and continue developing the IBE website making it more dynamic and interactive.</p>	
6. EXPECTED CONTRIBUTIONS (as appropriate)	
6.1. Contribution to the Programme Sector MLA(s) and associated expected result(s)	
<p>MLA 4: Leading the international education agenda, including education for sustainable development (ESD), and tracking trends.</p> <ul style="list-style-type: none"> • Expected Result 12: Global and regional progress in EFA monitored and education trends identified through applied research and the publication of studies and reports such as the EFA Global Monitoring Report. <p>MLA 3: Sector-wide frameworks: helping governments to plan and manage the education sector</p> <ul style="list-style-type: none"> • Expected Result 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations. 	
6.2. Contribution to the expected results of Global Priorities 'Africa' and/or 'Gender Equality'	
6.3. Contribution to the Intersectoral Platform's expected results	
7. IMPLEMENTATION STRATEGY	
7.1. Context: issues to be addressed and key baseline	
<p>The IBE comprehensive set of resources in its field of specialization is highly valued within UNESCO and by external stakeholders, and the IBE clearinghouse function is one of its most valuable assets and a source of</p>	

added value. Within the framework of the IBE Strategy 2008-2013, one of the strategic objectives is to consolidate, enrich and further expand a knowledge base and a variety of resources on education systems and curriculum development processes at the service of researchers, trainers, practitioners and decision makers, and also as a means of contributing to the enrichment of the Education Sector knowledge portal.

7.2. Description and rationale behind the interventions, and expected output(s)

The consolidation and expansion of the IBE knowledge base, which also supports all the activities of the Institute, involves strengthening clearinghouse and information services, developing an online platform for increased knowledge sharing and collaborative action, and streamlining services and access to materials and resources in order to reach a wider audience. The IBE website has become an essential tool for expanding access to specialized resources and services, and it is also the backbone for IBE communication. The IBE resources, materials and publications, including the Digital Library of the National Reports, have been fully integrated in the UNESCO database of publications and documents (UNESDOC) and contribute to the enhancement of the Education Sector knowledge portal. The Knowledge Production and Management programme also supports all IBE programmes and projects, and provides documentation and information services both within and outside of UNESCO.

Expected outputs:

The rich IBE information base on curricula and education systems consolidated through the database *Country Dossiers* regularly updated; at least 60 new country profiles of the database *World Data on Education* (seventh edition) updated and made available online; possible activities (yet to be defined) as follow-up to the expert meeting on comparative curriculum and textbook research held in December 2010; new curricular materials (electronic as well as paper formats) included in the Curriculum Collection; alerts and digests of online resources pertaining to curriculum development and education systems made available to the members of the IBE Community of Practice (COP) and other education specialists; final post-migration quality control of the IBE electronic catalogue IBEDOCS completed (records for all periodical holdings). The IBE website kept updated, its presentation further developed, and access to information and resources improved through additional functionalities taking into account users' suggestions and feedback. Internal services to IBE programmes aimed at enabling knowledge sharing improved through the Intranet platform reorganized and training on the use of the Content Management System as well as IBEDOCS.

Publications:

- Four issues of *Prospects Quarterly Review of Comparative Education* will be published: No. 157, *Financing higher education in the Arab States* in March 2011; No. 158, *Regular issue* in June 2011; No. 159, *Preparing teachers for inclusive education* in September 2011; and No. 160, *Internationalization of teacher education* in December 2011. Two other issues will be prepared for 2012.
- Three books will be published on the *Series of Comparative Education: Quality Tensions in Education; Holocaust Education; and Curriculum and Education in Complex Emergencies*.
- Finally, two booklets of the series *Educational Practices* will be published.

7.3. Stakeholders: key partners and beneficiaries and their expected roles

Direct and indirect beneficiaries:

The national teams for quality Education for All, the users of educational information services (decision-makers, practitioners, information officers, researchers and scholars, teachers and students), the members of the IBE COP.

Stakeholders implicated, partners:

Collaboration with ministries of education and researchers. Collaboration with UNESCO central services, field offices, institutes (particularly UIS), as well as documentation centres. Activities will be carried out in close cooperation with all other IBE programmes/action areas, in particular Capacity Development (IBE COP).

7.4. Geographical scope: Global scope.

7.5. Targeted interventions in favour of disadvantaged and excluded groups.

7.6. Specific programme issues addressed: None.

8. BUDGET FOR 2011 (US\$) *See annexed draft budget for 2011*

IBE PROGRAMME 2010-2011 Programme 2011	
1. Programme Title	Promoting inclusive education policy dialogue, policy frameworks and curricula to support the attainment of EFA goals
2. Responsible Officer	Renato Opertti (Lili Ji, Jayne Brady, Mariana Cruz, Leana Duncombe and Nhien Truong)
3. Starting and termination dates	January - December 2011
4. OVERALL GOAL	
<p>The 48th session of the International Conference on Education (ICE) has been seen as a dynamic process encompassing a preparatory, implementation and follow-up stage, with a view to contributing to the formulation of policy and curriculum frameworks grounded on a broadened concept of Inclusive Education (IE). In promoting IE as a core strategy for achieving quality Education for All (EFA), the IBE will continue to enhance national capacities for the design, management and implementation of inclusive policy frameworks and inclusive curricular guidance materials and learning tools, amongst decision-makers, specialists and practitioners, as well as engaging multiple stakeholders.</p>	
5. RESULTS	
5.1. Title	
<p>Result 1: Policy frameworks developed and implemented, reflecting a broadened concept of inclusive education across UNESCO regions, and tailored to regional and national contexts.</p> <p>Result 2: Production of inclusive curricular guidance materials and learning tools, reflecting a broadened concept of inclusive education, and tailored to regional and national contexts.</p>	
5.2 Performance indicator(s) and associated target(s) and baseline(s)	
Result 1:	
<ul style="list-style-type: none"> • Number of partnerships forged (i.e. inter-governmental organizations, governments and civil society organizations) to promote and facilitate policy dialogue and exchange on IE as the core of EFA involving stakeholders from within and outside the educational system (partnerships covering at least 3 UNESCO regions); • Number of countries to which guidance is given in response to their requests for assistance in developing inclusive policy frameworks and guidelines (2 countries covering 2 UNESCO regions); • Number of online platforms and observatories promoting policy dialogue and exchange on inclusive education, facilitated jointly with the Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO), the International Institute for Educational Planning (IIEP/UNESCO - Buenos Aires), the European Agency for Development in Special Needs Education and other partners (on-line platform in Europe on IE practices implemented, and proposal of a Latin America Observatory on inclusive education). 	
Result 2:	
<ul style="list-style-type: none"> • Number of guidance manuals and learning tools on inclusive education and inclusive curricula produced, in coordination with UNESCO Field Offices, regional inclusive education experts, educators, curriculum developers, teachers trainers and others partners (tools developed for the Arab and Asian regions); • Number of customized capacity development workshops organized to strengthen capacity amongst policymakers, inclusive education experts, educators, curriculum developers and teacher trainers on inclusive education and inclusive curricula, facilitated with the Organization of Iberoamerican States (OEI), Centre UNESCO San Sebastian and other partners (at least 2 workshops covering 2 UNESCO regions). 	

→ **Baseline:** The baseline for both results 1 and 2 varies depending on the UNESCO region. Many countries already have existing policy guidelines and curricula which reflect diverse conceptualizations of IE (i.e. special needs education and mainstreaming, or IE in addressing the needs of all learners). Developing and implementing inclusive policy and curricular frameworks from the perspective of a broadened concept of IE as an on-going process has yet to be effectively implemented at all levels of the education systems across all UNESCO regions. Across all regions, consensus on visualizing inclusive curricula as a tool for social and education inclusion needs to be strengthened in coordination with ministries of education, UNESCO Field Offices, UN sister organizations, other intergovernmental organizations and civil society institutions.

6. EXPECTED CONTRIBUTIONS (as appropriate)

6.1. Contribution to the Programme Sector MLA(s) and associated expected result(s)

MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector

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

6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’

- Global Priority ‘Africa’

7. IMPLEMENTATION STRATEGY

7.1. Context: issues to be addressed and key baseline

Issues: One of the main objectives of the UNESCO Programme 2010-2011 (C/5) is to build effective education systems from early childhood to adult years. In line with this, one of the IBE core activities in 2011 will be to continue supporting quality processes of curriculum change and management in the Member States, in order to attain truly IE systems. Inclusive curricula should be understood as relating to educational access, processes, participation and outcomes from a lifelong learning perspective encompassing formal and non-formal settings and provisions and more globally, as a tool to foster, develop and attain inclusive education.

The IBE will focus on the following four issues: (a) further develop tailored guidance based on needs and requests from countries, as well as recommendations from other key partners, to ensure their relevance, tailored and innovative approach; (b) continue to strengthen our collaboration with quality experts who provide diverse regional and interregional perspectives, as well as with UNESCO Offices as a whole and a range of other partners and stakeholders to support the development and implementation processes of guidance materials and learning tools; (c) strengthen quality assurance and follow-up mechanisms with regard to the guidance offered, e.g. gathering qualitative feedback and updating materials; and (d) implement long term sustainable capacity development training based on learning tools, as a way of bridging the troublesome gap between the theory and practice of IE (from inclusive education to inclusive curricula).

→ **Baseline:** For both results 1 and 2 varies depending on the UNESCO region. Some countries already have policy guidelines and inclusive curricula; however this is still to be effectively implemented at all levels of the education system within a lifelong learning perspective encompassing formal and non-formal settings and provisions.

7.2. Description and rationale behind the interventions, and expected outputs

Description: Positioning a broad agenda of IE as a way to accelerate progress towards EFA goals. Promoting UNESCO’s leading role with respect to IE. Providing advice and support to countries on how they can develop and implement policies and curricula on IE, e.g. through guidelines, manuals, capacity development workshops. Encouraging South-South and Triangular North-South-South cooperation for the promotion of IE, e.g. through the forging of partnerships and the establishment of regional action plans.

Rationale: Addressing the specific issues outlined above by developing and implementing inclusive policy frameworks and inclusive curricula which reflect a broadened concept of IE across all UNESCO regions, while being tailored to regional and national contexts (i.e. needs, challenges, resources, tools, etc.).

Expected outputs of Result 1:

- National, regional and interregional policy dialogue promoted through meetings with policymakers, educators, parliament and civil society on a broadened concept of IE and on the implications for developing and implementing policy frameworks and guidelines (all regions);
- Tailored guidance given in response to requests for assistance in developing policy frameworks and

guidelines (all regions);

- Reference materials, effective practices and other relevant documentation relating to IE policy and inclusive curricula (frameworks, resources, tools) shared and used by policymakers, educators and IE experts in the development and implementation of policy frameworks (at meetings, online platforms, regional observatories, teacher profiles, etc.).

Expected outputs of Result 2:

- Inclusive curricular guidance manuals and learning tools on IE and inclusive curricula produced and tailored to regional and national contexts, in coordination with regional experts, educators, curriculum specialists and developers, and teacher trainers (initially Arab and Asia regions).
- Implementation of capacity development workshops on IE and inclusive curricula, organized to develop capacity mainly among policymakers, educators, curriculum specialists and developers, teacher trainers, supervisors, principals and teachers.

7.3. Stakeholders: key partners and beneficiaries and their expected roles

Key Beneficiaries:

- Governments: mainly policymakers, educators, curriculum specialists and developers, teacher trainers, supervisors, principals and teachers with access to the IBE website or attending IBE activities (participate in events such as e-forums, conferences, workshops and benefit from knowledge production, sharing and dissemination);
- International Organizations and other social actors: inter-governmental organizations, NGOs working on IE programmes and projects may both support and inform IBE activities on inclusive education.

Key partners:

- UNESCO Bangkok, Beirut, Jakarta, and Santiago Field Offices (for activities relating to IE and inclusive curricula, e.g. to support the development of manuals, observatories of effective practices and advice for IE in Africa, Arab States, Asia and Latin America; to provide policy advice and to develop learning tools for inclusive education);
- UNESCO HQ, especially ED/BAS and the Working Group on EFA; Fast Track Initiative (for activities relating to IE and inclusive curricula, e.g. to provide concrete examples for policy guidelines relating to different UNESCO regions; jointly organizing activities to position the issues and trends of IE, inclusive curricula and teachers education for inclusion);
- European Agency for Development in Special Needs Education (i.e. development of a profile of competencies for inclusive teachers and on-line platform on IE practices);
- The Organization of Iberoamerican States (relating mainly to technical assistance, the elaboration of learning tools and the implementation of capacity-development workshops on IE and inclusive curricula);
- The Interamerican Development Bank (mainly related to policy dialogue on equity and inclusion, and the implementation of capacity-development workshops on IE and inclusive curricula);
- Teacher Training Institutes and universities e.g. in Latin America and Africa (jointly organizing capacity development workshops on IE and inclusive curricula);
- The COP members who are mainly policymakers, educators, curriculum experts and developers, teacher trainers, and researchers (contribute to regular knowledge production and sharing on IE and inclusive curricula);
- Policymakers, curriculum developers and specialists and teacher trainers (supporting ministries of education in the development of inclusive policy and curricula).

7.4. Geographical scope: Global, regional and national.

7.5. Targeted interventions in favour of youth, LDCs, disadvantaged and excluded groups, most vulnerable segments.

7.6. Specific programme issues addressed: South-South cooperation and Triangular North-South-South cooperation.

8. BUDGET FOR 2011 (US\$) *See annexed draft budget for 2011*

III. BUDGETARY FIGURES

The following table presents the provisional budgetary framework for the year 2011.

IBE - BUDGETARY FRAMEWORK 2011

SPECIAL ACCOUNT

	Budgetary framework	FUNDING SOURCES & ESTIMATED ALLOCATIONS			
		UNESCO regular budget	Donors' contribution for 2011	IBE resources	Other incomes 2011 (*)
Situation as at 24.01.2011 (USD)					
I. PROGRAMME ACTIVITIES					
I-1 Capacity development and technical assistance	820'000		494'146	225'854	100'000
Community of practice for curriculum development	300'000		300'000		
AFRICA project	420'000		194'146	225'854	
Technical co-operation projects/support to Member States	100'000				100'000
I-2 Knowledge production and management	461'000		230'386	230'614	
Resource Bank and Observatory of educational trends	116'000			116'000	
Documentation and information	65'000		21'657	43'343	
Development of IBE website	80'000		80'000		
Research and Publications	200'000		128'729	71'271	
I-3 Policy dialogue	150'000		53'035	96'965	
Policy dialogue / Inclusive education	150'000		53'035	96'965	
TOTAL I	1'431'000		777'567	553'433	100'000
II. Governing Board/Gen. Adm./Institutional Dev.					
II-1 IBE Council (60th session/Steering Committee)	180'000	110'000		70'000	
II-2 General operating costs	290'000			290'000	
II-3 Institutional development: Coordination and prog dev	300'000			300'000	
TOTAL II	770'000	110'000		660'000	
TOTAL I + II	2'201'000	110'000	777'567	1'213'433	100'000
III. Staff costs (Established posts)	2'290'000	2'290'000			
TOTAL EXPENDITURES 2011 (I+II+III)	4'491'000	2'400'000	777'567	1'213'433	100'000
TOTAL INCOMES 2011	5'071'447	2'400'000	777'567	1'648'014	245'866
INCOMES - EXPENDITURES = Estimated reserves by the end of 2011 to be used in 2012	580'447				

(*) Income deriving from rental of offices and other facilities and interest on IBE clearing account



Annex IV
UNESCO/BIE/C.60/Inf.3
Geneva, 25 January 2011
Original: French

**SIXTIETH SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

MEETING OF THE ADMINISTRATIVE GROUP

Geneva, 24–25 January 2011

REPORT OF THE ADMINISTRATIVE GROUP

1. The Administrative Group met on 24 and 25 January 2011. The following participants were present:

Country	Name
Russian Federation	Mr Amir BILYALITDINOV Deputy Secretary-General Commission of the Russian Federation for UNESCO Ministry of Foreign Affairs Moscow
Brazil	Mrs Márcia DONNER-ABREU Deputy Permanent Delegate Permanent Delegation of Brazil to UNESCO Paris
Indonesia	Mr. Arief RACHMAN Executive Chairman Indonesian National Commission for UNESCO Jakarta Mr. Syafsir AKHLUS Attaché of Education Embassy of the Republic of Indonesia Paris Mr. Patrick Suryagunawan HASJIM Chargé d'affaires a.i, Deputy Permanent Delegate Permanent Delegation of the Republic of Indonesia to UNESCO Paris Ms. Hj. Hasnah GASIM National Co-ordinator of the ASPnet Network Ministry of National Education Jakarta
Mali	H. E. Mr Salikou SANOGO Minister of Education, Literacy and National Languages Ministry of Education, Literacy and National Languages Bamako Mr Youssouf DEMBELE Secretary-General Malian National Commission for UNESCO Ministry of Higher Education and Scientific Research Bamako Mr. Bonaventure MAIGA Technical Advisor to the Minister of Education, Literacy and National Languages, Ministry of Education, Literacy and National Languages Bamako
Morocco	Mr. Fouad CHAFIQI Director of Curricula Ministry of National Education State Secretariat for Education Rabat

Mr. Nicolas MATHIEU, Head of UNESCO Co-ordination, Deputy Secretary-General, Swiss Commission for UNESCO and Mme Valérie LIECHTI, Political Advisor, Swiss Federal Department of Foreign Affairs participated as observers.

UNESCO was represented by Mr. Alexander SANNIKOV, Chief, Institutes, Conferences and Prizes Coordination Section (ED/EO/ICP) and Mrs Jeannette LA, of the Bureau of Financial Management (BFM/FRA).

The IBE was represented by Mrs Clementina ACEDO, Director of the IBE; Mr Massimo AMADIO, Senior Programme Specialist; Mr Renato OPERTTI, Programme Specialist; Mr Mohammed BOUASSAMI, Administrative Officer; and Mr Christian HARTMANN, Administrative Assistant.

The work of the Group was chaired by Mr Amir BILYALITDINOV, representative of the Russian federation, elected unanimously.

Adoption of the Agenda

2. The Group adopted the **agenda** of its meeting:

Opening of the meeting

Adoption of the Agenda

Report of the Director on activities carried out in 2010 (UNESCO/BIE/C.60/2) and the provisional accounts for 2010 approved by the Bureau of Financial Management (UNESCO/BIE/C.60/Inf.2)

Draft Programme of activities and budget for 2011 (UNESCO/BIE/C.60/3)

Draft of the “Strategy aimed at making the IBE a Centre of Excellence in Curriculum” (UNESCO/BIE/C.60/Strategy Centre of Excellence) and its financial implications

Reflections on the implementation of the Strategy after its adoption by the General Conference

Discussion on resource mobilization for the IBE

Report of the Administrative Group (UNESCO/BIE/C.60/Inf.3)

Any other business

Closing of the meeting

Report on activities in 2010 and pre-final accounts

3. In her presentation, the Director specified that the programme activities for 2010 contributed to the Main Line of Actions (MLA) 2, 3 and 4 of UNESCO, in particular "Priority Africa", "Curriculum design and development diploma", "Learning tools and training modules", "Technical assistance", "Knowledge production and management". The setting up by the IBE of a training and knowledge system allowing a new model of capacity-building to be implemented is well advanced and partnerships have been developed with universities and research centres to create a diploma in the field of curriculum design and development. This programme attempts to build some of the programmatic basis aligned with the vision of a Centre of Excellence.

4. As far as human resources are concerned, the Director of the IBE announced that a Programme Specialist (P4) has been recruited to manage the programme in Africa and that the P5 post would soon be open for recruitment. In order to strengthen its team of professionals, the IBE continued to employ different contract arrangements as well as the award of fellowships to young researchers. The IBE also implemented an internship programme.

5. The representative of the Comptroller recalled the process and the reasons for the adoption of the International Public Standards Accounting System (IPSAS) by the General Conference of UNESCO since 2007. The pre-final accounts presented by the IBE in conformity with the IPSAS standards were reviewed by the Bureau of Financial Management. The final accounts will be drawn up in February and will be examined and approved in the first half of 2011 by the Comptroller of UNESCO. These accounts will be presented to the next session of the Steering Committee of the IBE Council for adoption.

6. After the presentation by the IBE Director, a collaborative, transparent and constructive debate took place. The following points were raised:

- (1) It was stressed that the IBE activities are oriented towards the achievement of EFA goals; through improving capacity on curriculum development and implementation in Member States, a major element to raise the quality of education. A closer connection between curriculum implementation and teachers training is also emphasized in the technical assistance programmes. The importance of the link of curriculum to Education for Sustainable Development, especially in Asian countries, was also raised.
- (2) It was suggested that, in the presentation of activities for 2010, both achievements and challenges should be clearly shown. In reply, the Director explained that the presentation of activities for 2010 has been more analytical as requested by the President of the Council during the fifty-ninth session. Nevertheless, she would emphasize more of the challenges in her oral presentation to the Council.
- (3) Concerning the journal "PROSPECTS", there was a suggestion for a possible future issue related to gender equity. The Director welcomed the suggestion and indicated that competitive proposals are considered. She mentioned however, the important curriculum and textbook work on gender equality that has taken place this year in Vietnam supporting the "Programme on National Textbook Review

and Analysis from a Gender Perspective” within the broader framework of the Government of Vietnam-UN Joint Programme on Gender Equality (JPGE). On a question concerning translation of Prospects, the IBE Director indicated that the possibility of translating some issues of "PROSPECTS" or other publications into Portuguese can be explored, as it has in the past, provided that funds are made available and upon request from Member States. Regular translation of Prospects to Chinese and Arabic is self sustained with partners in the region.

- (4) The IBE took note of the need to provide detailed comparative and statistical data on gender in its future activities.
- (5) The fact sheet 8 of document UNESCO/BIE/C.60/2 will be withdrawn from the document as it was proposed by the last meeting of the administrative group since it does not concern programme activities.
- (6) The IBE has invested strong effort in the production of the resource pack leading to the ‘curriculum design and development’ diploma. It is therefore desirable that the materials and resources arising from this process are freely accessible in the website. Furthermore, the IBE Director explained the requirements for accreditation followed by the partner university and in conformity with national regulations. Concerning the transparency of the selection process of universities for the implementation of the diploma, the Director explained that no funds had been made available and that certain requirements are established in the process of selection. In the future, and in the context of establishing new partnerships, the IBE can envisage a competitive process.
- (7) The Appointment of Limited Duration (ALD) is intended to attract a particular type of expertise as required for the implementation of specific projects and does not represent a method of long-term recruitment. The IBE scrupulously observes UNESCO’s rules on recruitment and contracts; it has already shown imagination particularly by launching a fellowship programme and remains open to solutions that will be proposed by UNESCO HQs for replacing ALD contracts.
- (8) The Director stressed that the training workshops were organized at the request of countries that then designated their participants. It also happened that some training courses were organized on the initiative of certain partners and UNESCO’s Field Offices.

7. The Group recommends that the Council approves the Revised Appropriation Resolution for 2010:

Revised Appropriation Resolution for 2010

The Council of the IBE,

Having examined the report of the Director of the IBE concerning the activities for 2010 contained in document UNESCO/BIE/C.60/2 and C.60/Inf.2;

Having taken note of the expenditures by credit line, particularly those concerning the programme, as well as the availability of supplementary resources;

Resolves that, for the financial period 1 January - 31 December 2010, the total appropriation should amount to US\$ 3'834'514 to be financed by resources amounting to US \$ 5'482'528, as follows:

	In US dollars
<u>I. EXPENDITURES (Obligations)</u>	<u>3'834'514</u>
I.1 PROGRAMME ACTIVITIES 2010	1'289'208
I.1.1 Capacity development and technical assistance	731'631
Community of Practice for curriculum development	321'012
Africa project	196'095
Technical advice, support and training in member states	178'210
GIGAPAN: diversity and inclusion	36'314
I.1.2 Knowledge production and management	366'655
Resource Bank and Observatory of educational trends	81'888
Documentation and information	46'382
Development of IBE web site	95'014
Publications and research	143'371
I.1.3 Policy dialogue	190'922
Policy dialogue/inclusive education	190'922
I.2 GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.	699'486
I.2.1 IBE Council	171'212
I.2.2 General operating costs	278'393
I.2.3 Institutional development	249'880
I.3 STAFF COST (Established posts)	1'845'819
II. RESSOURCES CREDITED TO IBE SPECIAL ACCOUNT	<u>5'482'528</u>
II.1 INCOME 2010	<u>3'454'798</u>
UNESCO financial allocation	2'400'000
Voluntary contributions	788'004
Other revenue producing activities (i.e. rental of the conference room)	71'027
Cost recovery	121'325
Other revenue (i.e. royalties)	64'003
Finance revenue	10'439
II.2 RECONCILIATION BUDGET/FINANCIAL STATEMENTS:	
Surplus after liquidation of obligations 2009 & IPSAS adjustments related to fixed assets and voluntary contributions & adjustments linked to currency exchange rate	124'149
II.3 RESERVES BEGINNING OF PERIOD	1'903'581
<u>III. TOTAL RESERVES END OF PERIOD (II - I)</u>	<u>1'648'014</u>

Draft programme and budget for 2011

8. In her presentation of the draft programme and budget for 2011, the IBE Director recalled the strategic guidelines underpinning the 2011 programme, which correspond to General Conference document 35 C/5 and the MLA 2, 3 and 4. Partnerships will be established with both important players and UNESCO Field Offices, while favouring South-South co-operation as a platform for the sharing of knowledge, experience and policy dialogue. Concerning capacity-building, the IBE's priority will be placed on intensive and long-term regional training and other training supported by pedagogical tools.

Upon the request of the Administrative Group members, the Director provided additional information on the following:

- (1) The IBE collaborated with members of Parliaments, for example at the occasion of the launching of the 2010 Global Monitoring Report on EFA in Switzerland and in Uruguay during a presentation on inclusive education to the education commission.
- (2) Within the framework of quality basic education, it is important to consider the issue of language policies in education (e.g. mother tongues teaching, bilingual and multilingual education) in Sub-Saharan Africa. This issue is being taken into account through a textbooks project in Niger and also within the Africa programme. A new partnership between the IBE and the African Academy of Languages of the African Union could also be explored.
- (3) Concerning the Appropriation Resolution for 2011, the importance of the policy dialogue programme for the IBE was emphasized as well as the need for the provision of a more significant budget than the one proposed. The IBE Director responded that change will be made on this line.
- (4) The IBE Director took note of the suggestion concerning the improvement of the presentation of programme activities and reporting, this could be taken into account in the process of the review of programmes and activities.

9. Following the recommendation of the Administrative Group made in 2010 during the 59th session of the IBE Council regarding the external audit of the IBE accounts, the representative of BFM confirmed that the audit will take place during the second half of 2011, tentatively during August-September.

10. In conclusion, the Group recommended that the Council should approve the Appropriation Resolution for 2011.

Appropriation Resolution N° 1/2011

The Council of the IBE,

Having examined the Proposals of the Director of the IBE concerning the activities for 2011 contained in document UNESCO/BIE/C.60/3,

Resolves that,

(a) For the financial period 1 January - 31 December 2011, a total amount of US\$4'491'000 is hereby appropriated for the purpose indicated in the below appropriation table as follows:

In US dollars

Appropriation lines

I.1 PROGRAMME ACTIVITIES	1'431'000
I.1.1 Capacity development and technical assistance	820'000
Community of practice for curriculum development	300'000
AFRICA project	420'000
Technical co-operation projects/support to Member States	100'000
I.1.2 Knowledge production and management	461'000
Resource Bank and Observatory of educational trends	116'000
Documentation and information	65'000
Development of IBE website	80'000
Research and Publications	200'000
I.1.3 Policy dialogue	150'000
Policy dialogue / Inclusive education	150'000
I.2 GOV. BOARD, GEN. ADMIN., INSTITUTIONAL DEVELOPMENT	770'000
I.2.1 IBE Council	180'000
I.2.2 General operating costs	290'000
I.2.3 Institutional development: coordination and programme development	300'000
I.3 STAFF COST (established posts)	2'290'000
<u>TOTAL I</u>	<u>4'491'000</u>

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

RESOURCES CREDITED TO THE IBE SPECIAL ACCOUNT

I. INCOME 2011	3'423'433
-----------------------	------------------

UNESCO Regular Budget	2'400'000
Estimated voluntary contributions/extra-budgetary resources	777'567
Other incomes (cost recovery, offices rental, IBE's clearing account interest)	245'866
II. RESERVES END OF PERIOD 2010	1'648'014
<u>TOTAL RESOURCES (I+II)</u>	<u>5'071'447</u>
<u>Estimated RESERVES end of 2011: RESOURCES-EXPENDITURES</u>	<u>580'447</u>

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

(d) The Director is authorized to incur obligations during the financial period 1 January – 31 December 2011 up to the amount appropriated under paragraph (a) above.

(e) The Director is authorized to make transfers between appropriation lines not exceeding 20 per cent of the total amount of the appropriation from which the funds are transferred.

(f) The Director is authorized to make transfers between appropriation lines in excess of the percentage indicated in (e) above with the prior approval of the Council or its Steering Committee.

(g) In urgent and special circumstances, when an immediate action becomes imperative, the Director may make transfers exceeding the percentage indicated in (e) above, but not exceeding the sum of US\$50,000, between appropriation lines, informing the members of the Council in writing, at the session following such action, of the details of the transfers and the reasons for them.

(h) The Director is authorized to receive funds or assistance in kind from governments, international, regional or national organizations, governmental or non-governmental institutions and other bodies as well as from individuals, for the implementation of programmes, projects or other activities consistent with the aims, policies and activities of the IBE and of UNESCO and to incur obligations for such activities in accordance with the Regulations of the Special Account of the IBE and/or the Regulations and Rules of UNESCO and the agreements made with the donors.

(i) The constitution and management by the Director of the IBE of a reserve will be done in line with Article 7, paragraph 7.1 of the financial rules applicable to the special account of the International Bureau of Education. This reserve could be credited by funds coming from different sources and could amount to 5 – 10% of the annual budget. The Director of the IBE will make use of these funds according to the

programme needs and present a report to the Council at the session immediately following their utilization. The creation of such a reserve should not impact negatively on the implementation of the activities adopted by the Council.

(j) In accordance with the financial regulation of the special account of the IBE, Article 6, paragraph 6.1 and 6.2, the Director will invest according to the existing rules and regulations of the Organization any funds not utilized for programme implementation.

Draft of the “Strategy aimed at making the IBE a Centre of Excellence in Curriculum” (UNESCO/BIE/C.60/Strategy Centre of Excellence) and its financial implications and reflections on the implementation of the Strategy after its adoption by the General Conference

11. The IBE Director presented the estimated financial projections concerning the implementation of the Strategy for the period 2011- 2014.

12. During the ensuing discussion, the Administrative Group took note of the projections proposed by the IBE Director and requested that a more detailed presentation of these financial implications should be given to the Council after the presentation of the Chair of the Working Group.

13. The members of the Administrative Group agreed that some actions should take place in the months preceding the formal adoption of the Strategy by the General Conference such as the review of activities and programme, and organizational and staffing structure.

Discussion on resource mobilization for the IBE

14. Aiming at making the IBE a centre of excellence requires a very strong effort to pursue additional donor’s contributions within a framework of multi-years agreements. It is essential for the IBE to continue developing a good strategy and projects to be presented to different donors (bilateral and multilateral cooperation agencies, and private sector).

15. The Administrative group expressed its appreciation to the Director and to the entire IBE staff for its efficiency in carrying out the programme.

Closing of the meeting

16. The President closed the work of the Group at 13h00.



UNESCO/BIE/C.60/Strategy Centre of Excellence
Geneva, 1 December 2010
Original: English

**SIXTIETH SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 26–28 January 2011

DRAFT

**STRATEGY AIMED AT MAKING THE INTERNATIONAL BUREAU OF EDUCATION
A CENTRE OF EXCELLENCE IN CURRICULUM**

5.1

Strategy aimed at making the International Bureau of Education a Centre of Excellence in Curriculum

Introduction

The International Bureau of Education (IBE) is the oldest of the UNESCO Institutes, founded in 1925 and fully integrated into the organization in 1969. It is UNESCO's institute specialising in the field of curriculum. Its global and comparative perspectives on curriculum, combined with its reach, networks and experience, make the IBE unique in the world among institutions in this field.

As recognised in recent decisions of the General Conference and the IBE Council, UNESCO and its Member States and partners require the IBE to be a more forward-looking and cutting-edge Institute, referred to as a 'Centre of Excellence' (CoE).

The *Evaluation of the UNESCO International Bureau of Education* conducted in 2005 found that the Institute had undergone a profound transformation since 1999 and had a number of recognised strengths. However, it also noted, *inter alia*, that the Institute operated with very limited human and financial resources and that its reliance on extra-budgetary funding could unduly influence its priorities¹.

The purposes of this paper are to:

- Provide a rationale for why the IBE should become UNESCO's CoE in curriculum.
- Describe the essential characteristics and functions of such a CoE.
- Outline a strategy that will enable the IBE to be recognised as a leading global institution on curriculum and curriculum-related matters, and, in doing so, become a critical contributor to UNESCO's strategy for the achievement of UNESCO's priorities in the field of education, most notably quality Education for All (EFA).

1. Rationale for Change

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

However, curriculum itself is becoming more complex as educators seek to acknowledge new economic and social realities (such as rapidly emerging information and communication technologies and their impact on human behaviour, values, and aspirations), to integrate new knowledge and skills into the curriculum, and to make students' learning both relevant to their current lives and essential for success in their future lives.

Within this context and with very limited resources, the IBE has for many years conducted a range of successful activities and provided many valued services. However, the services being requested from the Institute are increasing in volume, scope and complexity, and Member States

¹ Refer to Laurue, P., Dani, S. & de Laat, B. (2006). *Evaluation of the UNESCO International Bureau of Education*, (IOS/EVS/PI/43)

look to UNESCO for leadership, advice and assistance on a number of persistent and challenging curriculum issues. The IBE needs to proactively anticipate, expand and enhance its work and reach in a number of areas if it is to successfully meet these demands and be truly recognised as a leading and respected CoE.

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

Achieving recognition as a CoE will require organisational change based on a careful and comprehensive review of the IBE's existing programmes and priorities, internal management, governance, personnel and work practices. It will also require changes to its complex and uncertain funding arrangements² which make long-term planning and the provision of sustainable support to Member States difficult. Significant additional, reliable and predictable funding is therefore indispensable to the enhancement of the IBE's programme outcomes and global profile and its transition to the globally recognised CoE that UNESCO expects and needs.

2. Guiding principles of this Strategy

This strategy is founded on the following principles which have guided both its approach and content:

A. As a CoE, the IBE must demonstrate specific core characteristics

It is clear that a CoE must both demonstrate certain core characteristics, including high standards in its level of staff expertise and service orientation, its efficiency of operation and the quality of its outcomes, and be highly-visible and widely-recognised as knowledgeable, authoritative, visionary, proactive and functionally autonomous (in the UNESCO context) in the field of curriculum.

B. As a CoE, the IBE must perform specific core functions

A CoE for curriculum should perform a range of essential functions, including:

- Generating and disseminating knowledge about curriculum products, processes, trends and emerging issues.
- Collecting, analysing, synthesising, and disseminating curriculum-related data and resources.
- Developing the capacity of, and providing technical assistance and other services to, UNESCO's Member States and regions.
- Promoting and advocating evidence-based policy dialogue.
- Facilitating South-South and North-South-South cooperation.

² The IBE's funding sources currently comprise a mix of UNESCO recurrent allocation (e.g. regular budget), donor core support and extra-budgetary funding of different types.

- Partnering with academic and policy-oriented entities to support the conduct of original, action-oriented research and to analyse, synthesise and disseminate existing research findings.
- Promoting global policy dialogue among Ministers of Education and other relevant actors world-wide with regards to improving the quality of Education for All.

C. As a CoE and within the framework of UNESCO's Education Sector, the IBE must base its work on a broad conceptualisation of the term 'curriculum'

The activities of the IBE must respect the wide range of definitions of the term 'curriculum' reflecting particular contexts, interests and needs. It must focus on curriculum from early childhood through secondary education, including teacher training within a broader perspective of life long learning; recognise the co-existence of intended, implemented and attained curricula; and acknowledge and foster relationships among formal and non-formal education sectors and between curriculum and other issues in education. It should acknowledge the global trend towards a focus on learners and learning outcomes, as well as research in areas such as the learning sciences.

D. The current programme areas of the IBE are appropriate for transition to a CoE

The IBE's *Strategy 2008-2013* has been endorsed by the IBE Council and identifies three inter-related programme areas:

- Capacity Development and Technical Assistance
- Knowledge Production and Management
- Policy Dialogue and the International Conference on Education

The IBE can function successfully as a CoE within these existing programme areas. These areas should, however, be reviewed during the development of future strategies.

3. Current IBE programmes and possible additional services

As discussed above, the IBE will need to expand the range and reach of the services it provides to Member States, other stakeholders and potential clients in each programme area if it is to be recognised as a CoE.

A. Capacity Development and Technical Assistance

To supplement current work in this programme, a range of additional services should be designed and promoted. These should include, in the area of *capacity development*: developing a framework of flexible and recognised training courses for various target groups, accredited by partner academic institutions or recognized by government agencies (e.g. accrediting bureaus); delivering courses and further developing related training materials; and actively supporting UNESCO's Regional Bureaus of Education in customising curriculum-related activities and initiatives.

In the area of *technical assistance*, services should include: developing a clear set of criteria to guide the prioritisation of requests for various levels and types of technical assistance; expanding in-country support for curriculum agencies and officials; and providing a professional assessment of existing curricula and processes based on contemporary standards and norms.

B. Knowledge Production and Management

While the Knowledge Production and Management programme is steadily expanding its range and reach, other services should be offered. These include: strengthening links with academic institutions to generate and disseminate research results with policy implications; strengthening the links and networks among and between national, regional, and international organizations, NGOs and civil society organizations (CSOs) and the private sector so as to enrich available data and knowledge; enhancing the analytical and synthesising functions through a clearinghouse mechanism; and developing a more comprehensive, accessible and open-source collection of and linkage to good practices from around the world.

C. Policy Dialogue and the International Conference on Education (ICE)

The services which the IBE should offer, in addition to the organization of the ICE sessions, include: facilitating policy dialogue among a broader range of stakeholders from inside and outside educational systems; encouraging and contributing to policy dialogue among basic and secondary education and teacher education policymakers and specialists; promoting and advocating more support to curriculum reform and innovation at high-level Ministry of Education meetings through issue- or theme-specific conferences, virtual or real, at regional and national level; and developing a series of short policy briefs highlighting the major policy challenges facing curriculum designers and developers.

4. Goals and strategies for becoming a Centre of Excellence

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

Strategy A1:

The IBE should clearly define its priorities based on its comparative advantages: what it **must do** as its core functions and services, what it **should do** given additional resources and what it **should “refer”** to other institutions better equipped for the task.

Recommended Actions – Short Term³:

- A1.1** Develop a plan of action (including any transition arrangements) for the implementation of this strategy which identifies priority objectives, specifies expected outcomes and sets clear timelines, and a financial plan which details budget requirements.
- A1.2** Revise the IBE’s statements of its mission, purpose and broad objectives to ensure that they reflect the intent of this strategy.
- A1.3** Conduct a review of all current activities within each programme area to determine the extent to which each activity is consistent with the IBE’s revised statements of mission, purpose and broad objectives.

³ Short term in this context means within 12 months of this strategy being adopted.

- A1.4** Develop a document outlining the IBE's programmes and actions prioritised by region/type of context, time, level/type of education and curriculum issue, including options with regard to the available and expected resources.
- A1.5** Initiate a continuing process to monitor and provide feedback regarding the implementation of this Strategy to the IBE Council.

Recommended Actions – Medium-Long Term⁴:

- A1.6** Prepare the new *IBE Strategy 2013-2018* that reflects this strategy including defining the IBE's approach and listing its priorities as a CoE in curriculum, issues to be addressed and regions in which effort is to be focused.
- A1.7** Undertake regular internal and external assessment of the implementation of this Strategy to make the IBE a CoE in curriculum and curriculum-related matters.

Strategy A2:

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

Recommended Actions – Short Term:

- A2.1** Develop a methodology to systematically and regularly assess trends in global, regional and national needs and priorities.
- A2.2** As part of this methodology, develop a process of consultation, preferably using videoconferencing or similar real-time technology, with relevant partners.

Recommended Actions – Medium-Long Term:

- A2.3** Regularly apply this methodology in consultation with national and regional clients and partners and compile a report summarising the responses.
- A2.4** Revise programme priorities based on the report above.

Strategy A3:

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

Recommended Actions – Short Term:

- A3.1** Strengthen and improve the results-based planning cycle, including monitoring and evaluation in terms of the anticipated outcomes and benchmarks, as well as the reporting mechanisms.
- A3.2** Ensure that national, regional and global needs and priorities are taken into account in the planning and programming cycle.

⁴ Medium-Long term in this context means within 1-5 years of this strategy being adopted.

Recommended Actions – Medium-Long Term:

- A3.3** Analyse factors contributing to sustainable change / improvement to inform on-going planning.
- A3.4** Produce an annual report for each programme area which includes every significant activity undertaken and an assessment of its success in terms of the anticipated outcomes. As appropriate, conduct follow-up evaluations of long term-impact by assessing sustainable change/improvement attributable to the activities.
- A3.5** Incorporate the requirements of the above actions into the work performance agreements of all staff.

Strategy A4:

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

Recommended Actions – Short Term:

- A4.1** Based on the IBE's field work and consultations with its partners, compile a set of important, relevant and current research topics and questions.
- A4.2** Develop formal research agreements and partnerships with selected universities and other research organizations facilitating data collection, participating in and disseminating research analyses.

Recommended Actions – Medium-Long Term:

- A4.3** Disseminate relevant and pertinent research findings of partner universities and other research institutions through the IBE website.
- A4.4** Conduct analyses of the IBE's own databases and publish regular updates on how education systems are addressing high priority curriculum issues (e.g., global situation analysis of the state of curriculum design and development).

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

Strategy B1:

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

Recommended Actions – Short Term:

- B1.1** Strengthen and expand IBE networks to include:
- Curriculum experts, professional associations, and other centres of excellence which could assist the IBE to carry out its tasks at regional and national level.
 - Other relevant UN agencies and international non-government organizations.

- Key figures from outside education concerned with the quality of education (e.g., leaders of civil society, politicians/parliamentarians, the mass media, the private/business sector, and, increasingly, alumni of IBE courses).
- Supporters and ‘friends of the IBE’ who can provide the Institute with information, contacts and support, and high-level ‘champions’ or ‘goodwill ambassadors’ who would be willing to speak on its behalf.

Recommended Actions – Medium-Long Term:

B1.2 Based on the members of these networks, more systematically organise the IBE’s partner/network databases, particularly its roster of institutions, technical specialists and pioneers in the field who can be called upon to help the IBE deliver its increasing range of services.

Strategy B2:

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

Recommended Actions – Short Term:

- B2.1** Organise a series of meetings between the IBE, the other Category 1 and Category 2 institutes and Directors of HQ Divisions to discuss the implementation of this strategy.
- B2.2** Strengthen linkages with all UNESCO Field Offices and National Commissions as active analysts of local curriculum needs and priorities, identifiers and convenors of potential IBE partners and advocates for/transmitters of IBE messages into the discourse of UN Country Teams and UN Member State planning processes.

Recommended Actions – Medium-Long Term:

B2.3 Strengthen the collaboration with UNESCO Regional Bureaus of Education to develop them as strong regional partners with the IBE and co-implementers of its programmatic areas of work.

Strategy B3:

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

Recommended Actions – Short Term:

- B3.1** Develop a systematic framework of flexible training courses and related certificates and accreditation arrangements.
- B3.2** Improve and refine existing training tools to fit the framework created in B3.1.

Recommended Actions – Medium-Long Term:

- B3.3** Within the framework mentioned in B3.1:
- Create new training tools to meet emerging demands and trends.

- Develop intensive, longer-term training programmes in cooperation with universities, leading to academic accreditation.
- Develop or adapt e-learning and online and distance learning programmes and forums.

Strategy B4:

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

Recommended Actions – Short Term:

- B4.1** Develop a comprehensive communication strategy which identifies key messages, target groups and media, as well as mechanisms for measuring the effectiveness of the strategy.
- B4.2** Develop a comprehensive advocacy and marketing strategy which promotes the IBE's services and 'brand', identifies key products and potential clients or beneficiaries and describes strategies for reaching new and potential clients.
- B4.3** Develop a fund-raising strategy which pursues new and potential governmental and private sources of funds and which sets realistic targets (in terms of number of donor countries and amount of funds) and timelines.

Recommended Actions – Medium-Long Term:

- B4.4** Implement and monitor the strategies described in B4.1-3 above.

Strategy B5:

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

Recommended Actions – Short Term:

- B5.1** Strengthen the IBE's follow-up activities deriving from the last ICE on inclusive education, especially to ensure that policies and practices of inclusive education, broadly defined, are being developed by Member States.

Recommended Actions – Medium-Long Term:

- B5.2** In collaboration with the IBE Council, the Education Sector at HQ and other major partners, develop specific plans in regard to the frequency, format, and content of future ICE sessions and explore ways to enhance the visibility of the ICE, as well as to move towards more interactive dialogue and more focused conclusions and recommendations at each ICE.
- B5.3** Consistent with Strategy B4 above, and in close collaboration with the Education Sector at HQ, ensure appropriate funding for the ICE in ways and at levels that do not compromise the IBE in carrying out its core functions or delivering other core services.

- B5.4** Explore a broad range of policy dialogue opportunities involving stakeholders from inside and outside educational systems and advocate curriculum reform and innovation at high-level Ministry of Education meetings at regional and national level.

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

Strategy C1:

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

Recommended Actions – Short Term:

- C1.1** Comprehensively review the current IBE organizational and staffing structure, and define an ideal organigram for the IBE (also in conjunction with Recommended action A.1.1 above) which clearly reflects the proposed additional functions and services of a CoE and make strategic decisions concerning which areas must receive priority attention.
- C1.2** Create a mechanism and strengthen the human resources needed for developing and implementing a communication, advocacy, marketing and fund-raising strategy.

Recommended Actions – Medium-Long Term:

- C1.3** Enhance the coordination among the priority programme areas of the IBE and its 'additional programmes' (HIV and AIDS, BEAP, etc.) and special projects.
- C1.4** Strengthen the IBE's functions of research planning and coordination and of monitoring and evaluation and ensure they are placed more logically into the new IBE organizational structure.

Strategy C2:

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

Recommended Actions – Short Term:

- C2.1** Identify the essential core competencies and staff as well as re-design current staff profiles (e.g., skill sets and expertise) in order to fill in the new organizational structure mentioned above (C1.1).
- C2.2** Re-assess, further enhance and more appropriately utilize the skills, expertise and experience of staff.

Recommended Actions – Medium-Long Term:

- C2.3** Recruit additional staff as required (and if funds allow) to meet the wide range of skills, knowledge and experience needed for the IBE to perform as a CoE.

- C2.4** Explore the possibility of using more flexible contractual arrangements than currently exist in order to recruit and keep needed expertise.

Strategy C3:

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

Recommended Actions – Short Term:

- C3.1** In close collaboration with UNESCO HQ, examine the size, composition and functions of the IBE Council, including the possibility of creating an advisory mechanism which would provide expert advice to the Council and professional support to the IBE by focusing on planning and programme development and the 'anticipatory' function so critical to a CoE.
- C3.2** Based on the results of this examination, propose a range of options for a new model of governance for discussion by the IBE Council and endorsement of a preferred model to the General Conference.

Recommended Actions – Medium-Long Term:

- C3.3** Strengthen its ability to provide programmatic guidance, resource mobilisation, strategic decision-making and oversight to support the work of IBE as a CoE.

Conclusion

To develop a Centre of Excellence in curriculum – an increasingly complex field – is difficult but essential. This is especially true when both demands on IBE are increasing and pressure on governments to achieve and even transcend the Education for All targets and the Millennium Development Goals in education is becoming more prevalent.

Successful implementation of this Strategy will depend on two critical factors: the **support of all stakeholders** and **significant additional, reliable and predictable funding**. Only with real stakeholder commitment and additional resources will the programme outcomes and global profile of IBE be enhanced and the CoE in curriculum that UNESCO expects and needs become a reality.

ESTIMATED FINANCIAL IMPLICATIONS OF THE STRATEGY

	IMPLEMENTATION OF THE STRATEGY			
	2011	2012	2013	2014
I. Organizational change & restructuring				
Plan of action, review of activities & programmes, review of IBE organization & staffing structure (A1.1-A1.2-A1.3-A1.4-C1-C2.1-C2.2)	(*)	100'000		
Mid-term external assessment (A1.7)				100'000
Develop & implement communication, advocacy, marketing & fund-raising strategy (B4.1 to B4.4)		100'000	100'000	50'000
II. Develop programmes & services				
Training courses & tools (B3)		200'000	150'000	100'000
Linkages with HQ & Field Offices (B2)		20'000	20'000	20'000
Priority Africa (activities)		200'000	300'000	300'000
KPM (research & analysis) (A2-A4)		50'000	100'000	150'000
KPM (Clearinghouse Curriculum) (A2-A4)		450'000	300'000	300'000
III. Staff to support the development of programmes & services				
Assessment of needs, research topics compilation, databases analyses, global situation analysis (P3, KPM) (A2.3-A4.1-A4.4)			163'500	171'675
Strengthen communication, monitoring, evaluation) (P1/P2) (B1.1-B1.2-B4)			157'500	165'375
Priority Africa (P4)		200'000	210'000	220'500
Strengthen technical assistance, goal A (P3 TA)		165'000	173'250	181'913
Strengthen IBE clearinghouse services (P2 web administrator)		150'000	157'500	165'375
Sustainable capacity development activities, training courses & tools (P2 CAP) (B3)		150'000	157'500	165'375
A. Subtotal		1'785'000	1'989'250	2'090'213
IV. Programme activities & governance				
Staff cost	2'290'000	2'364'724	2'482'960	2'607'108
Priority Africa	420'000	450'000	450'000	450'000
Capacity Development/Community of Practice	300'000	350'000	350'000	350'000
Knowledge Production Management & publications	461'000	461'000	461'000	470'000
Policy Dialogue/ICE preparation	150'000	160'000	350'000	350'000
Technical Assistance	100'000	160'000	160'000	160'000
General operating cost	290'000	298'700	307'661	316'891
Institutional development	300'000	206'000	212'180	218'545
IBE Council	180'000	185'400	190'962	196'691
B. Subtotal	4'491'000	4'635'824	4'964'763	5'119'235
Grand Total (strategy + programme activities)	4'491'000	6'420'824	6'954'013	7'209'448

(*)100'000USD have been allocated to institutional development for preparation work

NB: Budget for the ICE amounts to at least 2'000'000USD, which is not included in this table.

EXPLANATORY NOTE

FINANCIAL IMPLICATIONS AND IMPLEMENTATION STAGES OF THE STRATEGY

The budgetary lines follow the Strategy by looking at the cost of each of the goals (A-B-C), factoring in each Strategy (A.1, A.2, A.3...) and/or recommended actions (A1.1, A.1.2...) that have a financial implication. Considered as short term actions are those that are expected to be carried out in 2011 and 2012; and medium/long term actions those that would take place in 2013 and 2014.

The budget has thus been divided into the following four main items:

- I. Organizational change and restructuring
- II. Development of programmes and services
- III. Staff to support the development of programmes and services
- IV. Programme of activities

I. Organizational change and restructuring

Short term preparatory actions are needed even before the adoption of the Strategy by the General Conference in October 2011. An external assessment will be conducted following actions A1.1-A1.2-A1.3-A1.4 for goal A and C1-C2.1-C2.2 for goal C, in order to carry on the following:

- a plan of action to put in place the Strategy
- a review of activities and programmes
- a review of the IBE organization and staffing structure
- to set up the basis of communication and marketing services

In addition:

- the first stages of advocacy and fundraising to mobilize new resources needed for the Strategy will take place

In the medium/long term:

- the implementation of communication, advocacy, marketing and fundraising strategies (B4.1 to B4.4)

II. Development of programmes and services

In the short term, an initial investment in training courses and tools, as well as in the clearinghouse infrastructure and functions is made, which then decreases in the medium/long term, as the programmes and services are maintained. Additionally, in the short term, there is an investment in Priority Africa and knowledge production (research and analysis), which increases over time in the medium/long term in order for these programmes and services to develop, as required by the Strategy. The investment in linkages with HQ and Field Offices requires a sustained input to create synergies and joint programmes.

III. Staff to support the development of programmes and services

The revision of programmes also leads to a range of additional services to become a CoE as expressed in detail in point 3 (following point 3, A-B-C; and in B.3, A2.3-A4.1-A4.4, B1.1-B1.2-B4). Calculations have been made on the basis of standard staff costs for ALD contracts at level P1/2, P3, P4.

In the short term (4 professionals):

- Priority Africa
- specialized technical assistance
- capacity development
- KPM clearinghouse

In the medium/long term (2 professionals):

- knowledge production, research, analysis of curriculum global situation
- communication, monitoring and evaluation

IV. Programme of activities

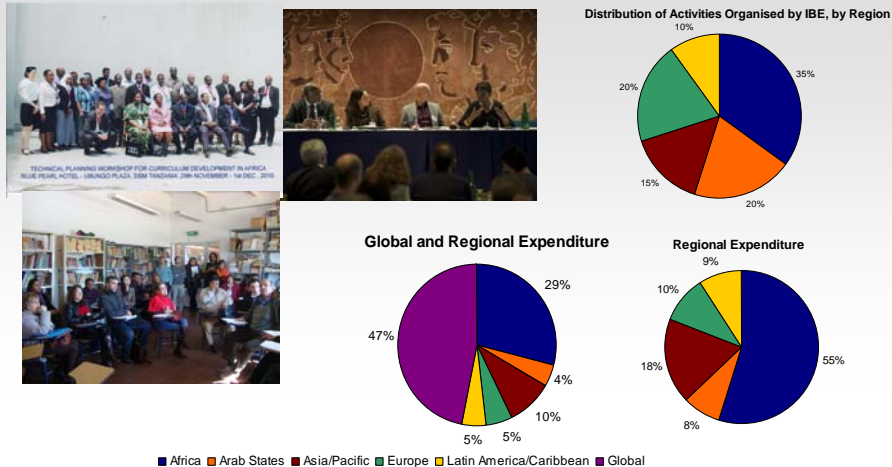
The areas of development with regards to the programme are expressed in parts II and III of the budget corresponding to the Strategy.

With regards to actual IBE programmes, part IV in the table, this budget level of programme for the short/medium term is the minimum necessary to be able to develop and grow in the future. The staff cost budget line covers 14 posts (8 professionals and 6 general services). This line is covered by the UNESCO allocation of 2,400,000 USD a year, noting that administrative and operational costs as well as the cost of the IBE Council will no longer be covered by it. It is important to mention that all programme activities also need to be financed through additional funds raised by donor contributions.

Extra-budgetary activities are not included since they are not part of the special account. In line with IBE priorities, they are carried out with additional funds and cover staff and overhead costs as well. In 2010, this represented an amount of 311,564 USD.

IBE ACTIVITIES IN 2010

The IBE has organised **22** activities in 2010 with **767** participants trained



60th Session of the IBE Council, Geneva, January 26-28, 2011

3

Priority Africa - EFA

Basic Education in Africa Programme (BEAP-UNESCO) – Prioritising Training

The Gambia – Technical validation of basic education curriculum framework

Burkina Faso – Regional seminar on the extension of basic education in Africa (11 countries)

Mauritius – Workshop on Building capacity on early childhood care/development in Sub-Saharan Africa (13 countries)

Tanzania, Burkina Faso & Mauritius – Supporting the development of sub-regional centres for curriculum development

7 of IBEs activities in 2010 have taken place in Africa (over 140 professionals have been trained)



Learning for Life & Work (LfLW) – A Tailored Approach

Burkina Faso, Kenya, Mali

- Task forces have been established in to allow for in-depth support to meet the needs of each country

- The Capacity Development Toolkit for Curriculum Innovations in Sub-Saharan African Countries was drafted and shared at the *Learning for living and working in sub-Saharan African countries: meeting the challenges by developing and implementing quality curricula* Workshop in Ouagadougou, Burkina Faso

Tanzania – Planning of an Africa Regional Diploma in Curriculum Design and Development

BEAP – 35 English-speaking and 55 French-speaking professionals from 11 countries trained in inclusive curriculum, curriculum design & competency-based approaches

60th Session of the IBE Council, Geneva, January 26-28, 2011

4

Curriculum Design and Development Diploma IBE-OREALC-UCU

What is the Diploma?

- First internationally comparative diploma on curriculum design and development
- It offers a South-South & North-South-South perspectives on curriculum development to education specialists
- It provides an intensive 10 day face-to-face programme, in addition to 30 weeks of online training through modules (in both Spanish and English)
- It uses the IBE's *Resource Pack* as the main learning tool

The First Cohort of the Diploma:
Uruguay, 2010-2011

• The global evaluation of the face-to-face session carried out in August 2010 was extremely positive with 100% of respondents indicating 'good' or 'very good'

Capacity Development Process Performance Indicators

Indicator	Strongly agree	Agree	Uncertain	Disagree	Strongly disagree
Have clearer understanding of the next steps in curriculum design and development that I might foster	47%	34%	17%	0%	0%
Feel comfortable and confident to use new strategies in my context	32%	42%	17%	7%	0%
Learned new facilitation strategies	59%	29%	12%	0%	0%
Feel more aware of diverse curriculum issues	59%	41%	0%	0%	0%

Phase 1: Face-to-face session

33 participants from: Bolivia, Chile, Colombia, Guatemala, Mexico, Peru, Uruguay, Dominican Republic, Tanzania & Uganda; the World Bank, UNESCO Bangkok, UNESCO HQ & IBE

Funding of participants: ministries of education, international organisations & IBE

Challenges: To build financial mechanisms (e.g. scholarships) with donors, international organizations and governments, which will make the diploma sustainable over time

A tool created by IBE to support the training of national teams & improve the quality of curriculum (design, implementation & evaluation)

5

60th Session of the IBE Council, Geneva, January 26-28, 2011

Learning Tools & Training Modules Community of Practice (COP)

Learning Tools & Training Modules – Innovative Capacity-Building

- The Resource Pack – 8 modules centred around 'Curriculum Change'
- The Capacity Development Toolkit for Curriculum Innovations in Sub-Saharan African Countries
- Collaboration with INEE - *Guidance Notes for Teaching and Learning in Emergencies*

→ **Thematic Modules – Meeting Regional Needs**

<ul style="list-style-type: none"> • Environmental Education • Natural Disaster Preparedness & Response • Climate Change • Gender Sensitization 	<table border="1"> <tr> <td style="background-color: #800000; color: white;">Asia/Pacific</td> <td style="background-color: #FFD700;">Latin America/Caribbean</td> </tr> <tr> <td style="background-color: #000080; color: white;">Africa</td> <td style="background-color: #800080;">Inter-regional/Global</td> </tr> </table>	Asia/Pacific	Latin America/Caribbean	Africa	Inter-regional/Global	<ul style="list-style-type: none"> • School-based Curriculum • Competency-based Approach • Pedagogy of Integration
Asia/Pacific	Latin America/Caribbean					
Africa	Inter-regional/Global					
<ul style="list-style-type: none"> • BEAP Training Module 		<ul style="list-style-type: none"> • Inclusive Education • HIV and AIDS Education 				

COP – A Global Network

- 1454 members from 135 countries
- Weekly COP message available in 6 UNESCO languages
- South-South & North-South-South cooperation fostered through inter-regional discussions, knowledge production & dissemination on curriculum issues
- 3-week multilingual e-forum on *'The Role of Assessment in Promoting the Development of Student's Competencies'*
85 contributions

COP Members

Region	Percentage
Africa	1%
Asia/Pacific	9%
Arab States	25%
Latin America / Caribbean	6%
Europe / North America	32%
Other	27%


6

60th Session of the IBE Council, Geneva, January 26-28, 2011

Technical Assistance

ANGOLA

- IBE, Angolan Ministry of Education & UNESCO Windhoek Office
- 40+** curriculum specialists & teacher trainers were trained on integrating cross-cutting issues in the curricula of schools & teacher education institutes (primary and secondary)
- “**National Guidelines for Mainstreaming Cross-cutting Issues into Primary and Secondary Curriculum**” being finalized.



VIET NAM

- UN Joint Programme on Gender Equality for Vietnam, IBE, Vietnamese Ministry of Education and Training & UNESCO Ha Noi Office
- 100+** curriculum specialists teacher trainers & decision makers on integrating gender issues & promoting gender equality in, & through the curriculum of schools & teacher training institutions
- Teacher Training Modules & Textbook Guidelines**

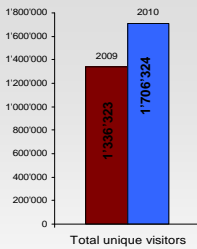
IRAQ & SUDAN

- Long-term projects developed with respective Ministries of Education
- 40** education experts participated in planning and capacity development meetings to finalize national curriculum strategies in each country
- Iraq –Project fully funded by the Her Highness Office (HHO – First Lady of Qatar) over 3 years

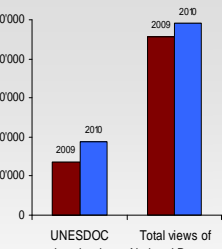
60th Session of the IBE Council, Geneva, January 26-28, 2011 7

Knowledge Production & Management

IBE UNESCO-aligned website in figures:



Total unique visitors

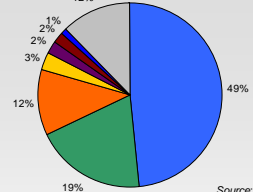


UNESCO downloads
Total views of National Reports

Total visits to website in 2010: **3'380'050**

LINK: <http://www.ibe.unesco.org/en.html>

Languages of users visiting the IBE website in 2010



Source: Google Analytics

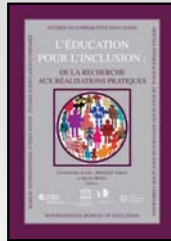
In addition, IBE participated in the process of review of the International Standard Classification of Education (ISCED)

Database Collection – updated and enriched

- Country Dossiers** available in three languages (English, French & Spanish) for **170+** countries, with special focus on access to curriculum resources online (**100+**)
- World Data on Education** (7th ed.), **65+** countries available
- Alert & Digest Service** received **90%** positive feedback in the September 2010 evaluation
- HIV and AIDS Clearinghouse**, **250** new documents, **20** good-practices appraised and shared

60th Session of the IBE Council, Geneva, January 26-28, 2011 8

Research & Publications



'L'éducation pour l'inclusion : de la recherche aux réalisations pratiques'
(*Inclusive Education: From Research to Practice*) as part of IBE's Comparative Education Series, in collaboration with FPSE & SRED



Educational Practices Series (No. 20)
'Teaching Other Languages'

Educational Practices Series (No. 21)
'Principles of Instruction'



'Infancia, Derechos y Educación en América Latina' (*Childhood, Rights and Education in Latin America*)

In December, the IBE brought together a group of experts in a working session on comparative curriculum and textbook research

- Presenting and discussing research projects & studies on cross-national/comparative study of school curricula
- Identifying areas for future comparative curriculum analyses

60th Session of the IBE Council, Geneva, January 26-28, 2011

9

Prospects



6 issues published:

151: *Inclusive Education: Controversies & Debates*

152: *HIV Education*

153 & 154: *Policies & Practices of Holocaust Education: International Perspectives, Volume 1 & Volume 2*

155: *Towards Universal Primary Education in South Asia: Bridging Inequalities*

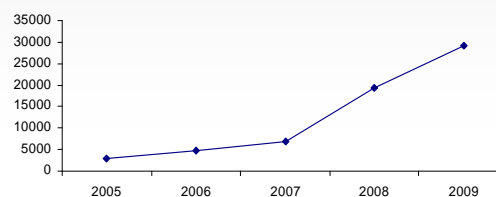
156: *Regular Issue*

•'On-line First' Service provides immediate access to readers – closing publication gap

•In **215** Consortia, reaching over **5,400** institutions in **69** countries

•Total royalties increased by **39%** from 2007 to 2009

PDF Downloads per Year (2005-2009)



60th Session of the IBE Council, Geneva, January 26-28, 2011

10

Policy Dialogue on Inclusive Education

48th International Conference on Education (ICE) Follow-up: Facts and Figures

→ In 2010, **31** activities with over **7200** participants from **105** countries.

→ IBE organised **8** activities, presented at **17** & directly trained over **200** professionals

Activities included: global conferences, regional capacity development workshops, technical advice for on-going regional and national IE projects & regional seminars

→ Acknowledgement of **Inclusive Education (IE)** as an ongoing process & guiding principles in attaining **Education for All (EFA)** goals

→ **47** of the **89** countries who have signed the ratification of the Convention *on the Rights of Persons with Disabilities*, did so following the 48th ICE

IBE's dedicated resource page on IE includes: policy briefs, guidelines, tools, meetings, workshops, multimedia, reports, useful websites & publications

KEY EXAMPLES

• **Panama** – Capacity Development Workshop for Facilitators on Inclusive Education, **70** trained

• **Morocco** – Capacity Development Workshop on Inclusive Education & Curricula, **15** trained

• **Germany** – Inclusion International World Congress; **keynote** presentation by IBE, **2500** participants

• **Spain** – International Conference on IE: A way to promote social cohesion; **keynote** presentation by IBE, **380** participants



60th Session of the IBE Council, Geneva, January 26-28, 2011

11

Policy Dialogue on Inclusive Education

AFRICA

→ IE integrated into UNESCO-IBE programmes, e.g. Basic Education in Africa Programme (BEAP)
→ Developing a **regional manual on IE** based on a common interregional framework

COMMONWEALTH OF INDEPENDENT STATES

→ **Raise awareness** on a broadened concept of IE in tailored capacity development **workshops & conferences**

ASIA

→ Working with UNESCO Jakarta to **develop country plans to integrate children with disabilities into schools**
→ Developing a **regional manual on IE** based on a common interregional framework

Inclusive Education:
A tailored regional approach

LATIN AMERICA & THE CARIBBEAN

→ Proposal for **Observatory of IE**
→ Latin American **learning tool for capacity development on IE**
→ **Develop capacities** on IE & inclusive curriculum tailored to countries

ARAB STATES

→ **Raise awareness** on a broadened concept of IE in tailored capacity development **workshops & conferences**
→ Developing a **regional manual on IE** based on a common interregional framework

EUROPE

→ **Developing teacher profile & teacher competencies** with respect to IE through 'Teacher Education for Inclusion Project' (European Agency, 27 member states of the EU)
→ **Developing concrete examples** of inclusion, based on the UNESCO Policy Guidelines (European Agency & ED/BAS)

60th Session of the IBE Council, Geneva, January 26-28, 2011

12

Partnerships & Visibility

Academic Partnerships – Research generating

- University of Geneva, Faculté de psychologie et des sciences de l'éducation (FPSE)
- Service de recherche en éducation (SRED) of the Department of Public Instruction, Canton of Geneva
- Réseau *suisse* Education et Coopération internationale (RECI)
- Carnegie Mellon University (CMU)
- Universidad Autónoma de Barcelona
- World Council of Comparative Education Societies (WCCES)

Partnerships with International Agencies – Jointly implementing programmes

- Organization of Iberoamerican States (OEI)
- European Agency for Development in Special Needs Education
- European Commission's Directorate General for Culture and Education
- Inter-agency Network for Education in Emergencies (INEE)
- UNICEF

Partnerships with Institutes of Education & Curriculum Centres – Jointly training professionals

- Universidad Católica de Uruguay (UCU)
- Tanzania Institute of Education (TIE); the University of Dar Es Salaam (DSM)
- Institute of Pedagogical Innovations, Burkina Faso
- Royal Educational Council of Bhutan
- Institut national de recherche pédagogique, France (INRP)
- Netherlands Institute for Curriculum Development (SLO)

60th Session of the IBE Council, Geneva, January 26-28, 201113

Human Resources

Professional Development:

- Fundraising Policy, Cost Recovery Policy Training
- UNESDOC
- IPSAS & the new FABS modules

In line with UNESCO Financial Regulations, IPSAS financial statements produced since June 2010

Recruitment process for P4 Programme Specialist to coordinate the 'Africa Programme' completed – to begin March 2011

IBE STAFF STATS

Category	Percentage
Regular Professional Staff	23%
GS Staff	17%
P - Appointed for limited duration (ALD)	9%
P - Consultants	9%
Young Professionals (BARD)	33%
Other	9%

60th Session of the IBE Council, Geneva, January 26-28, 201114

IBE Budgetary Framework 2010

SPECIAL ACCOUNT

Pre-final expenditures statement for the financial period 1st January to 31st December 2010

	Budget approved 59e Council	Budget revised*	Total expenditures	Execution rate
I. PROGRAMME ACTIVITIES				
I-1 Capacity development and technical assistance	879100	969'373	731'631	75.5%
I-2 Knowledge production and management	431000	459'613	366'655	79.8%
I-3 Policy dialogue	200000	226'005	190'922	84.5%
TOTAL PROGRAMME ACTIVITIES	1510100	1'654'990	1'289'208	77.9%
II. GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.				
TOTAL GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.	625000	701'500	699'486	99.7%
III. STAFF COST (Established posts) **	2330000	2'375'917	1'845'819	77.7%
TOTAL EXPENDITURES 2010 (I+II+III)	4465100	4'732'407	3'834'514	81.0%

* taking into account additionnal funds received and transfers between budget lines

** 2 professional posts (P5 and P2) vacant

60th Session of the IBE Council, Geneva, January 26-28, 2011

15

IBE Budgetary Framework 2010

SPECIAL ACCOUNT

Pre-final expenditures statement for the financial period 1st January to 31st December 2010

	Approved budget	Budget revised*	Total expenditures
I. PROGRAMME ACTIVITIES			
I-1 Capacity development and technical assistance	879'100	969'373	731'631
Community of Practice for curriculum development	290'000	329'059	321'012
AFRICA project	400'000	417'086	196'095
Technical advice, support and training in member states	156'600	186'914	178'210
The "GIGAPAN": Diversity and Inclusion in the community	32'500	36'314	36'314
I-2 Knowledge production and management	431'000	459'613	366'655
Resource Bank and Observatory of educational trends	106'000	100'891	81'888
Documentation and Information	40'000	50'000	46'382
Development of IBE web site	85'000	96'060	95'014
Research and Publications	200'000	212'662	143'371
I-3 Policy dialogue	200'000	226'005	190'922
Policy dialogue / Inclusive education	200'000	226'005	190'922
TOTAL PROGRAMME ACTIVITIES	1'510'100	1'654'990	1'289'208
II. GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.			
II-1 59th session/Steering committee	135'000	171'500	171'212
II-2 General operating cost	290'000	280'000	278'393
II-3 Institutional development: Coordination and programme development	200'000	250'000	249'880
TOTAL GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.	625'000	701'500	699'486
III. STAFF COST (Established posts) **	2'330'000	2'375'917	1'845'819
TOTAL EXPENDITURES 2010 (I+II+III)	4'465'100	4'732'407	3'834'514

* taking into account additional funds received and transfers between budget lines

** 2 professional posts (P5 and P2) vacant

The execution rate for IBE's 2010 expenditures was 81%

60th Session of the IBE Council, Geneva, January 26-28, 2011

16

IBE Budgetary Framework 2010

I. EXPENDITURES (Obligations)	3'834'514
I.1 PROGRAMME ACTIVITIES 2010	1'289'208
I.1.1 Capacity development and technical assistance	731'631
Community of Practice for curriculum development	321'012
Africa project	196'095
Technical advice, support and training in member states	178'210
GIGAPAN: diversity and inclusion	36'314
I.1.2 Knowledge production and management	366'655
Resource Bank and Observatory of educational trends	81'888
Documentation and information	46'382
Development of IBE web site	95'014
Publications and research	143'371
I.1.3 Policy dialogue	190'922
Policy dialogue/inclusive education	190'922
I.2 GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.	699'486
I.2.1 IBE Council	171'212
I.2.2 General administration	278'393
I.2.3 Institutional development	249'880
I.3 STAFF COST (Established posts)	1'845'819
II. RESSOURCES CREDITED TO IBE SPECIAL ACCOUNT	5'482'528
II.1 INCOME 2010	3'454'798
UNESCO financial allocation	2'400'000
Voluntary contributions	788'004
Other revenue producing activities	71'027
Cost recovery	121'325
Other revenue	64'003
Finance revenue	10'439
II.2 RECONCILIATION BUDGET/FINANCIAL STATEMENTS:	124'149
II.3 RESERVES BEGINNING OF PERIOD	1'903'581
III. TOTAL RESERVES END OF PERIOD (II - I)	1'648'014

60th Session of the IBE Council, Geneva, January 26-28, 2011

17




Thank you

60th Session of the IBE Council, Geneva, January 26-28, 2011


18

International Bureau of Education

Activities and Budget for 2011
Report of the IBE Director

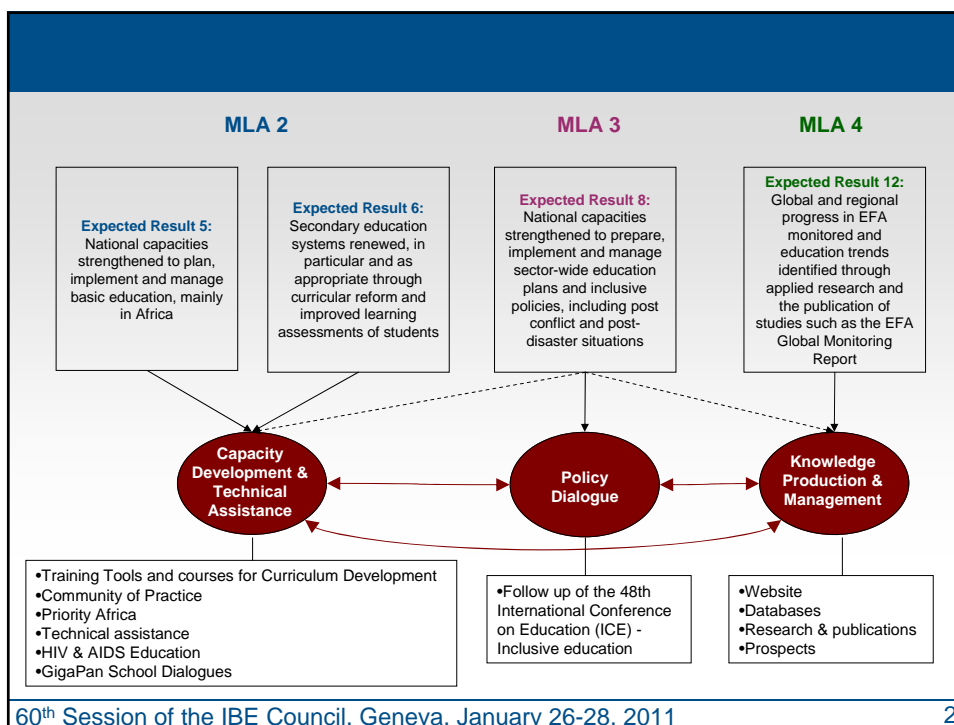


United Nations
Educational, Scientific and
Cultural Organization



International Bureau
of Education

60th Session of the Council of the IBE
Geneva, January 26-28, 2011



Capacity Development

→ **Courses** – *Promoting South-South & North-South-South collaboration*

- Diploma in Curriculum Design & Development (IBE-OREALC-UCU)
 - 1st cohort to complete Diploma - evaluations
 - 2nd cohort to begin in August 2011
- Develop an equivalent Africa Diploma in Curriculum Design & Development
 - Collaboration with UNESCO Offices (BREDA, Dakar, Senegal), Tanzania Institute of Education, University of Dar Es Salam
 - To be accredited by the Tanzania Commission for Universities

→ **Training Tools** – *Capacity development of education professionals worldwide*

- Translation of IBE's Resource Pack: Training Tools for Curriculum Development to French
- Adaptation of Resource Pack for CIS regional needs
- Development of region-specific thematic modules (based on partner feedback)

60th Session of the IBE Council, Geneva, January 26-28, 2011

3

Capacity Development

→ **Community of Practice (COP)** – *A Global Network*

- To promote South-South & Triangular North-South-South cooperation through
 - disseminating COP-member generated curricular resources
 - sharing effective visions, policies, strategies, and practices
 - organizing thematic multilingual e-forums
- To continue expanding COP membership globally (2010: 1454 members from 135 countries)

→ **Capacity Development on HIV/AIDS** – *Integration of HIV & AIDS into the curricula*

- *HIV & AIDS CD-ROM* – including interactive activities, factsheets, evaluation of good practices & key capacity development resources for education specialists on HIV & AIDS education (*French, English, Spanish & Portuguese*)
- *Audiovisual Pedagogical Tool* –
 - Guyana – pedagogical approaches for HIV & AIDS education
 - Burkina Faso – with MOE & UNICEF (French)
- *Manual on HIV & AIDS education* – to be updated with new tools, factsheets & other resources
- Collaboration with UNESCO Kingston & UNESCO Beirut – workshops

60th Session of the IBE Council, Geneva, January 26-28, 2011

4

Priority Africa

→ Learning for Life & Work in Sub-Saharan Africa

- **Burkina Faso** – incorporating emerging themes in educational programmes
- **Kenya** – enhancing effectiveness and relevance of teacher training programmes
- **Mali** – reinforcing links between curriculum and teacher training; development of curriculum guides for teachers
- Collaboration with MoEs, UNESCO Offices (BREDA, Bamako & Nairobi), UNESCO National Commissions, international agencies

→ UNESCO Basic Education in Africa Programme (BEAP)

- Support to country teams for capacity development programmes at national & local levels, using IBE's training tools & expertise
- Support revision & finalization of curriculum frameworks
- Create training modules on implementing inclusive curricula

→ GigaPan: Diversity and Inclusion in the Community

- Focus on African schools – South Africa & Mali
- Integrate an additional African country in 2011
- Disseminate CD-ROM of panoramas based on HIV & AIDS education to schools who cannot afford the technology

60th Session of the IBE Council, Geneva, January 26-28, 2011

5

Technical Assistance

→ Iraq

- Three year implementation plan for 'Developing new Iraqi Curricula' project
- Financed by Her Highness Office (HHO – First Lady of Qatar)
- Collaboration with MoE, UNESCO Iraq
- Capacity development of Iraqi specialists on curriculum

→ Sudan

- New curriculum development, implementation & training
- Collaboration with MoE, UNESCO Khartoum

→ Post-Conflict Post-Disaster (PCPD)

- Training course for curriculum development & sustainability in complex emergencies
- Benchmark: 15 education specialists (UN agencies)
- Private donor
- Collaboration with INEE & UNICEF for pilot phase

60th Session of the IBE Council, Geneva, January 26-28, 2011

6

Knowledge Production & Management

→ IBE Resource Bank – Knowledge sharing for capacity development

- *Country Dossiers* – continuously updated, focus on specialized information resources on educational systems & curricula
 - *World Data on Education* – 60+ new country profiles to be added
 - *Curriculum Collection*
 - *Alert & Digest Service*
 - *HIV & AIDS Clearinghouse*
- } continuously updated

→ IBE Website –

- Continuing to develop for easy access to information & resources, based on feedback
- Final post-migration quality control of the *IBE electronic catalogue (IBEDOCS)*



60th Session of the IBE Council, Geneva, January 26-28, 2011

7

Knowledge Production & Management

→ Prospects: Quarterly Review of Comparative Education

- 4 issues in preparation for 2011

157: Financing Higher Education in the Arab States
 158: Regular Issue
 159: Preparing Teachers for Inclusive Education
 160: Internationalisation of Teacher Education

→ Research & Publications

- 1 new issue of the *Educational Practices Series*
- 2 volumes of *Studies in Comparative Education*
- Research project on *Curriculum & Education in Complex Emergencies*
 - To be published as an edited book with contributions by various experts in the field
- Follow-up of expert meeting on comparative curriculum & textbook research
 - Identify areas for future comparative curriculum analyses
- 2 proposals with academic partners

60th Session of the IBE Council, Geneva, January 26-28, 2011

8

Policy Dialogue

→ IBE's Policy Dialogue – Promoting Inclusive Education (IE)

- Provide national, regional & interregional inclusive policy dialogue through various activities
- Provide tailored guidance on developing & implementing policy frameworks & guidelines
- Produce new curricular guidance materials & learning tools tailored to regional & national contexts, with initial focus in the Arab & Asia regions
- Implement capacity development workshops on IE & curricula
- Disseminate reference materials, effective practices & other documentation on IE through the IBE website



60th Session of the IBE Council, Geneva, January 26-28, 2011

9

Partnerships

→ UNESCO alignment

- Working plans with UNESCO's HQ & Field Offices
- Intersectoral platforms: climate change, PCPD & HIV & AIDS
- UNESCO National Commissions
- Working Group on Education for All (EFA)

→ Partnerships – Expanding global & regional networks

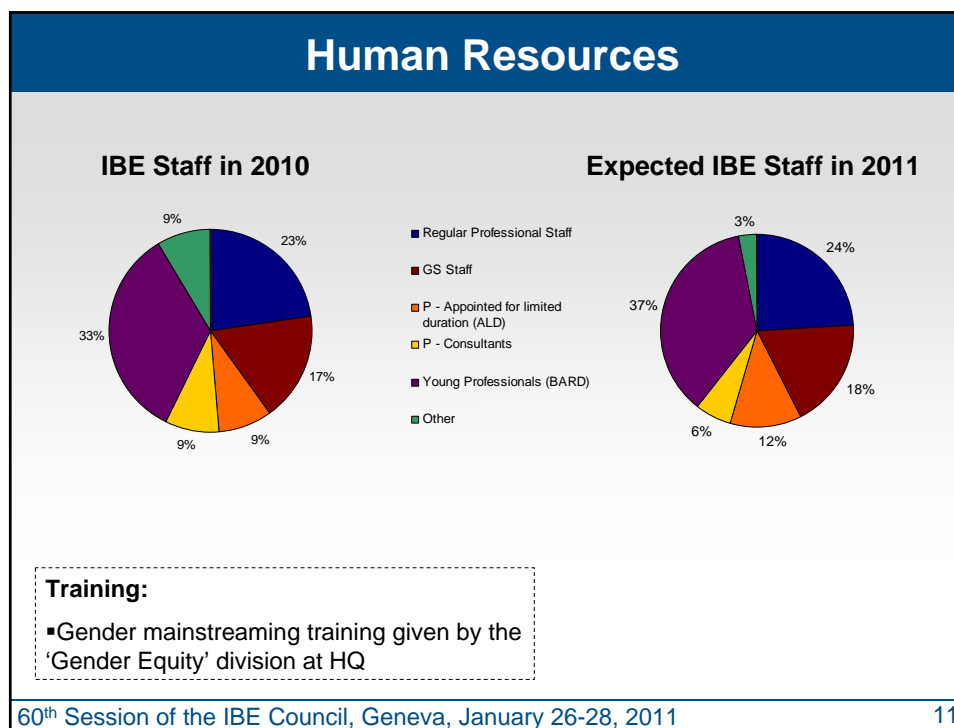
- Fast Track Initiative (FTI)
- European Agency for Development in Special Needs Education (European Agency)
- Organization of Iberoamerican States (OEI)
- Interamerican Development Bank (IDB)
- Inter-Agency Network for Education (INEE)

→ Advisory Board Participation

- World Council of Comparative Education Societies (WCCES)
- EFA Global Monitoring Report
- European Agency Steering Committee

60th Session of the IBE Council, Geneva, January 26-28, 2011

10



IBE Budgetary Framework 2011

I.1 PROGRAMME ACTIVITIES	1'431'000
I.1.1 Capacity development and technical assistance	820'000
Community of practice for curriculum development	300'000
AFRICA project	420'000
Technical co-operation projects/support to Member States	100'000
I.1.2 Knowledge production and management	461'000
Resource Bank and Observatory of educational trends	116'000
Documentation and information	65'000
Development of IBE website	80'000
Research and Publications	200'000
I.1.3 Policy dialogue	150'000
Policy dialogue / Inclusive education	150'000
I.2 GOV. BOARD, GEN. ADMIN., INSTITUTIONAL DEVELOPMENT	770'000
I.2.1 IBE Council	180'000
I.2.2 General operating costs	290'000
I.2.3 Institutional development:	300'000
I.3 STAFF COST (established posts)	2'290'000
TOTAL I (I.1+I.2+I.3)	4'491'000
RESOURCES CREDITED TO THE IBE SPECIAL ACCOUNT	
I. INCOME 2011	3'423'433
UNESCO Regular Budget	2'400'000
Estimated voluntary contributions/extra-budgetary resources	777'567
Other incomes (cost recovery, offices rental, IBE's clearing account interest)	245'866
II. RESERVES END OF PERIOD 2010	1'648'014
TOTAL RESOURCES (I+II)	5'071'447
Estimated RESERVES end of 2011: RESOURCES-EXPENDITURES	580'447

60th Session of the IBE Council, Geneva, January 26-28, 2011
12

IBE Budgetary Framework 2011

IBE - BUDGETARY FRAMEWORK 2011					
SPECIAL ACCOUNT					
	Budgetary framework	FUNDING SOURCES & ESTIMATED ALLOCATIONS			
		UNESCO regular budget	Donors' contribution for 2011	IBE resources	Other incomes 2011 (*)
Situation as at 24.01.2011 (USD)					
I. PROGRAMME ACTIVITIES					
I-1 Capacity development and technical assistance	820'000		494'146	225'854	100'000
Community of practice for curriculum development	300'000		300'000		
AFRICA project	420'000		194'146	225'854	
Technical co-operation projects/support to Member States	100'000				100'000
I-2 Knowledge production and management	461'000		230'386	230'614	
Resource Bank and Observatory of educational trends	116'000			116'000	
Documentation and information	65'000		21'657	43'343	
Development of IBE website	80'000		80'000		
Research and Publications	200'000		128'729	71'271	
I-3 Policy dialogue	150'000		53'035	96'965	
Policy dialogue / Inclusive education	150'000		53'035	96'965	
TOTAL I	1'431'000		777'567	553'433	100'000
II. Governing Board/Gen. Adm./Institutional Dev.					
II-1 IBE Council (60th session/Steering Committee)	180'000	110'000		70'000	
II-2 General operating costs	290'000			290'000	
II-3 Institutional development: Coordination and prog dev	300'000			300'000	
TOTAL II	770'000	110'000		660'000	
TOTAL I + II	2'201'000	110'000	777'567	1'213'433	100'000
III. Staff costs (Established posts)					
	2'290'000	2'290'000			
TOTAL EXPENDITURES 2011 (I+II+III)	4'491'000	2'400'000	777'567	1'213'433	100'000
TOTAL INCOMES 2011	5'071'447	2'400'000	777'567	1'648'014	245'866
INCOMES - EXPENDITURES = Estimated reserves by the end of 2011 to be used in 2012	580'447				

(*) Income deriving from rental of offices and other facilities and interest on IBE clearing account

60th Session of the IBE Council, Geneva, January 26-28, 2011

13

IBE Budgetary Framework 2011

Additional contributions from other UNESCO extrabudgetary programmes 2011

	Budget 2011 (In USD\$)
Capacity building of curriculum specialists for HIV and AIDS education (UNESCO- UNAIDS)	48'500
UNESCO HIV & AIDS Clearinghouse (UNESCO-UNAIDS)	34'811
Post-conflict and Post-disaster project	86'133
GIGAPAN: Diversity and Inclusion in the Community	28'094
Developing new Iraqi Curricula	500'000
TOTAL	697'538


60th Session of the IBE Council, Geneva, January 26-28, 2011

14


Thank you

International Bureau of Education

**Reflections on the implementation of the
'Strategy aimed at making the IBE a Centre of
Excellence (CoE) in curriculum'**



United Nations
Educational, Scientific and
Cultural Organization



International Bureau
of Education

Clementina Acedo, IBE Director
60th Session of the IBE Council
Geneva, January 26-28, 2011

Reflections on the implementation of the CoE Strategy

- **CoE Strategy approved (IBE Council meeting, Jan 2011)**

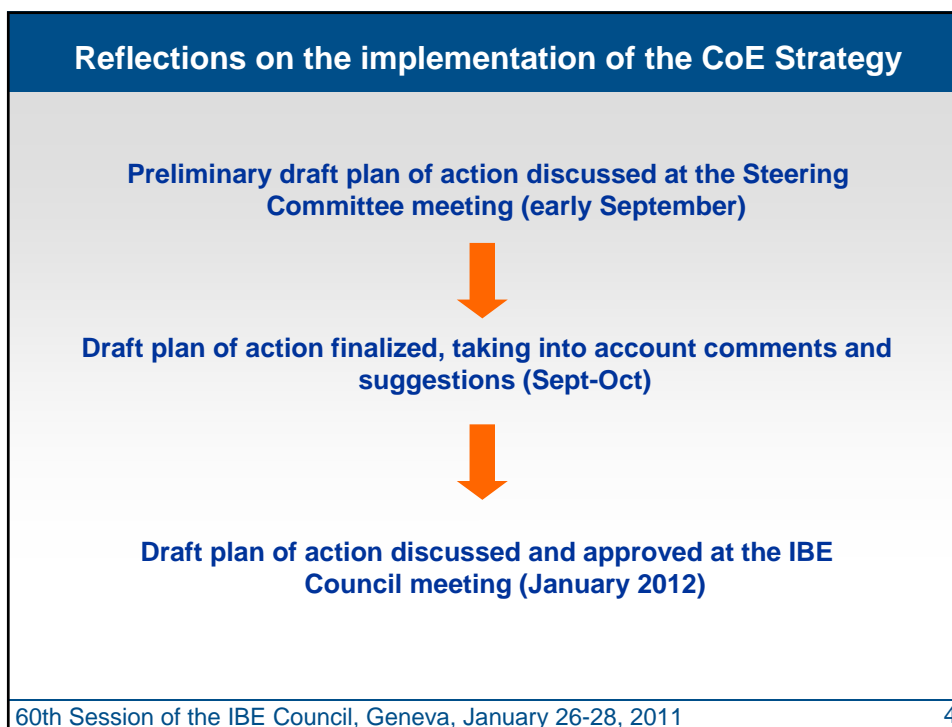


- **CoE Strategy adopted (GC, Oct 2011)**

Develop a plan of action:

- **identifying priority objectives**
- **specifying expected outcomes**
 - **setting clear timelines**
- **detailing budget requirements (financial plan)**

60th Session of the IBE Council, Geneva, January 26-28, 2011 2



Reflections on the implementation of the CoE Strategy

Implementing the Strategy (February 2012 onwards):

- Programmatic alignment to a “vision” of CoE
 - Organizational change and restructuring
 - IBE team strengthened
- Progressive expansion and improvement of services



Annex IX
UNESCO/BIE/C.60/Inf.1
Geneva, 28 January 2011
Original: English/French

**SIXTIETH SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 26–28 January 2011

**SOIXANTIEME SESSION DU
CONSEIL DU BUREAU INTERNATIONAL D'EDUCATION**

Genève, 26-28 janvier 2011

LIST OF PARTICIPANTS / LISTE DES PARTICIPANTS

Allemagne / Germany

H.E. Ms Martina NIBBELING-WRIESSNIG
Ambassadeur
Délégation Permanente de la
République fédérale d'Allemagne auprès de
l'UNESCO
13-15 av. Franklin D. Roosevelt
75008 PARIS
France
Tél : (33-1) 53 83 46 60
Fax : (33-1) 53 83 4 667
Email :

Mr. Achim TRÖSTER
First Counsellor
Mission permanente de l'Allemagne auprès de
l'Office des Nations Unies et des autres
organisations internationales à Genève
Chemin du Petit-Saconnex 28 c
1209 GENEVE
Suisse
Tél. : (41-22) 730 12 15
Fax : (41-22) 734 30 43
Email : achim.troester@diplo.de

Brésil / Brazil

Ms Márcia DONNER-ABREU
Deputy Permanent Delegate
Permanent Delegation of Brazil to UNESCO
Maison de l'UNESCO
1 rue Miollis
75732 PARIS Cedex 15
France
Tél. : (33-1) 45 68 28 37
Fax : (33-1) 47 83 28 40
Email : dl.brasil@unesco.org
m.donner.br@unesco-delegations.org

Cameroun / Cameroon

S.E. Mme Alim YOUSOUF HADIDJA
Ministre de l'éducation de base
Présidente de la Commission nationale de la
République du Cameroun pour l'UNESCO
B.P. 16356
YAOUNDE
Cameroun
Tél. : (237) 22 22 51 76
Fax : (237) 223 08 55
Email : cnuccameroun@yahoo.fr

S.E.M. Anatole Fabien-Marie NKOU
Ambassadeur, Représentant permanent du
Cameroun
Mission permanente de la République du
Cameroun auprès de l'ONU
6 rue du Nant
1207 GENEVE
Suisse
Tél. : (41-22) 787 50 40
Fax : (41-22) 736 21 65
Email : mission.cameroun@bluewin.ch

Mme Natalie ZANGHA ABOMO BELINGA
Attaché dans les Service du Premier Ministre
YAOUNDE
Cameroun
Tél. : (237) 99529797

M. OWONA ADA
Chargé d'Etudes
Commission nationale de la République du
Cameroun pour l'UNESCO
B.P. 16536
YAOUNDE
Cameroun
Tél. : (237) 22 23 25 01
Fax : (237) 22 22 49 96
Email : owonada1955@yahoo.fr

Mme Lydia LINJOUOM NTANKE
Attachée culturelle
Délégation permanente du Cameroun auprès
de l'UNESCO
Maison de l'UNESCO
1 rue Miollis
75732 PARIS Cedex 15
France
Tél. : (33-1) 45 68 30 33
Fax : (33-1) 45 68 30 34
Email : dl.cameroun@unesco.org
Lydia_li_ngam@yahoo.fr

M. Romain OKALA MPANDE
Inspecteur des Services
Ministère de l'éducation de base
B.P. 1600
YAOUNDE
Cameroun
Tél. : (237) 22 23 28 08
Fax :
Email : romain.okala@yahoo.fr

M. François NGANTCHA
Ministre Conseiller
Mission permanente de la République du
Cameroun auprès de l'ONU
6 rue du Nant
1207 GENEVE
Suisse
Tél. : (41-22) 787 50 40
Fax : (41-22) 736 21 65
Email : mission.cameroun@bluewin.ch

Côte d'Ivoire / Côte d'Ivoire

Equateur / Ecuador

S.E. M. Mauricio MONTALVO
Ambassadeur extraordinaire et plénipotentiaire
Représentant permanent
Mission permanente de la République de
l'Equateur auprès de l'ONU
80-82, rue de Lausanne
1202 GENEVE
Suisse
Tél. : (41-22) 732 49 55
Fax : (41-22) 732 48 34
Email : onuginebra@mmrree.gov.ec

**Etats-Unis d'Amérique / United States of
America**

Dr. Larry WEXLER
Director, Research to Practice
Office of Special Education Programs
US Department of Education
550 12th St. S.W., Room 4160 - OSEP
WASHINGTON, D.C. 20202
United States of America
Tel.: (1-202) 245 7571
Fax: (1-202) 245 7614
Email: larry.wexler@ed.gov

Ms Renee GUTEL
Troisième Secrétaire
US Mission to UNESCO
12, avenue Raphaël
75016 PARIS
France
Tél. : (33-1) 45 24 74 81
Fax : (33-1) 45 24 74 58
Email : gutelr@state.gov

Fédération de Russie / Russian Federation

Mr. Amir BILYALITDINOV
Deputy Secretary-General
Commission of the Russian Federation for
UNESCO
Ministry of Foreign Affairs
32/34 Smolenskaya-Sennaya square
121200 MOSCOW, G-200
Russian Federation
Tel.: (7-499) 244 23 15
Fax: (7-499) 244 24 75
Email: amirbilal@mail.ru

Mrs Elena NIZIENKO
Deputy Director of Department of the State
Policy in Education
Ministry of Education and Science
Tvezskaja Street
MOSCOW
Russian Federation
Fax: (7-495) 629 7912
Email: nizienko@mon.gov.ru

Mr. Nikolay NIKANDROV
President
Russian Academy of Education
8 Pogodinskaya Str.
119121 MOSCOW
Russian Federation
Tel.: (7-499) 246 06 01
Fax: (7-499) 246 06 01
Email: president_rao@mail.ru

Mr. Boris MARTIROSYAN
Deputy President
Russian Academy of Education
8 Pogodinskaya Str.
119121 MOSCOW
Russian Federation
Tel.: (7-499) 245 09 31
Fax: (7-499) 245 09 31
Email: president_rao@mail.ru

Géorgie / Georgia

Ms. Irine KURDADZE
Deputy Minister
Ministry of Education and Science
52 Uznadze Street
TBILISI 0102
Georgia
Tel.: (995-32) 31 39 67
Fax: (995-32) 43 88 00
Email: ikurdadze@mes.gov.ge

Hongrie / Hungary

Mr. Imre RADACSI
Project Manager
Hungarian Institute for Educational Research
and Development
Dorottya u.8
H-1058 BUDAPEST
Hungary
Tel.: (36) 30 825 8004
Email: radacsi@ella.hu

Inde / India

H. E. Mr Vinay Sheel OBEROI
Ambassador, Permanent Representative of
India to UNESCO
Permanent Delegation of India to UNESCO
Maison de l'UNESCO
Bureaux M1.42/M1.38
1, rue Miollis
75732 PARIS Cedex 15
France
Tél : (33-1) 45 68 29 88
Fax : (33-1) 47 34 51 88
Email : dl.india@unesco.org

Indonésie / Indonesia

Prof. Dr. Arief RACHMAN
Executive Chairman
Indonesian National Commission for
UNESCO
Jl. Ekorkuning V, no. 7
Rawamangun
10270 JAKARTA
Indonesia
Tel.: (62-21) 475 31 23
Mobile: 08 12 93 43 075
Fax: (62-21) 573-3127
E-mail: aspnetind@cbn.net.id

Ms. Hj. Hasnah GASIM
National Coordinator of ASPnet
Ministry of National Education
Jl. Jenderal Suderman Senayan
JAKARTA
Indonesia
Tel.: (62-21) 570 9425
Fax: (62-21) 570 9425
Email: aspnetind@cbn.net.id

Mr. Patrick Suryagunawan HASJIM
Chargé d'affaires a.i.

Deputy Permanent Delegate
Permanent Delegate of the Republic of
Indonesia to UNESCO
Maison de l'UNESCO
1 rue Miollis
75732 PARIS Cedex 15
France
Tél. : (33-1) 45 68 29 72
Fax : (33-1) 45 66 02 37
Email : ps.hasjim.id@unesco-delegations.org

Mr. Syafsir AKHLUS
Attaché of Education
Embassy of the Republic of Indonesia
47, rue Cortambert
75016 PARIS.
France
Tél. : (33-1) 45 03 07 60
Mobile : (33) 6 71 86 62 61
Email : akhlus@gmail.com

Israël / Israel

Ms Lea ROSENBERG
Deputy Director General for External
Relations and UNESCO
Israel National Commission for UNESCO
Ministry of Education, Culture & Sports
2, Dvora Ha'nevia St.
JERUSALEM 91911
Israel
Tel.: (972-2) 560 37 00
Email: learo@education.gov.il

Mr Daniel BAR-ELLI
Secretary-General
Israel National Commission for UNESCO
Ministry of Education, Culture & Sports
2, Dvora Ha'nevia St.
JERUSALEM 91911
Israel
Tel. : (972-2) 560 37 467
Fax: (972-2) 560 37 475
Email: barelid@education.gov.il

Dr. Rachel ZORMAN
Director
Szold Institute
National Research Institute
9 Columbia St.
JERUSALEM 96583
Israel
Tel.: (972-54) 33 22781
Email: rachelz@szold.org.il

Jamaïque / Jamaica

Japon / Japan

Ms Sonoko WATANABE
Minister Counsellor
Permanent Delegation of Japan to UNESCO
100 avenue de Suffren
75015 PARIS
France
Tél. : (33-1) 53-59-27-04
Fax : (33-1) 53-59-27-27
Email : s.watanabe.jp@unesco-delegations.org

Ms Mihoko TOYOSHIMA
Chief of the Office of the Director-General
Ministry of Education, Culture, Sports,
Science and Technology
3-2-2 Kasumigaseki Chiyoda-ku
TOKYO 100-8959
Japan
Tel.: (81-3) 6734-3402
Fax: (81-3) 6734-3679
Email: mtoyo@mext.go.jp

Mr Hiroshi KAMIYAMA
First Secretary
Permanent Mission of Japan to the United
Nations and Other International Organizations
in Geneva
17, avenue de Budé
1202 GENEVE
Suisse
Tél. : (41-22) 717-3112
Fax : (41-22) 717-3794
E-mail : hiroshi.kamiyama@mofa.go.jp

Liban / Lebanon

S.E. Mme Najla RIACHI ASSAKER
Ambassador
Permanent Representative
Permanent Mission of Lebanon to UN
58 rue de Moillebeau
1209 GENEVE
Suisse
Tél. : (41-22) 791 85 87
Fax : (41-22) 791 85 80
Email : najla.assaker@yahoo.com

Mr. Bachir SALEH AZZAM
First Secretary
Permanent Mission of Lebanon to the UN in
Geneva
58 rue de Moillebeau
1209 GENEVE
Suisse
Tél. : (41-22) 791 85 85
Fax : (41-22) 791 85 80
Email : azzam_bachir@hotmail.com

Malaisie / Malaysia

Dato' Asariah MIOR SHAHARUDDIN
Deputy Director-General,
Ministry of Education Malaysia
Level 6, Block E13
Government Complex Parcel E
Federal Government Administrative Centre
62604 PUTRAJAYA
Malaysia
Tel.: (603) 8884 1078
Fax: (603) 8884 1092
Email: ams@moe.gov.my

Datu Dr. Julaihi BUJANG
Director, Curriculum Development Division
Ministry of Education Malaysia
Level 8, Block E9
Government Complex Parcel E
Federal Government Administrative Centre
62604 PUTRAJAYA
Malaysia
Tel.: (603) 8884 2001
Fax: (603) 8888 0793
Email: julaihi.bujang@moe.gov.my

Mali / Mali

S. E. M. Salikou SANOGO
Ministre de l'Education
Ministère de l'Education, de l'alphabétisation
et des langues nationales
Place de la République, B. P. 71
BAMAKO - Commune III
Mali
Tél. : (223) 20 229984 / 66 78 57 14
Fax : (223) 20 22 99 69
Email : salikousanogo@yahoo.fr

M. Youssef DEMBELE
Secrétaire général
Commission nationale malienne pour
l'UNESCO
Ministère de l'enseignement supérieur et de la
recherche scientifique
B. P. 119
BAMAKO
Mali
Tél. : (223) 66 72 17 34
Fax : (223) 20 23 37 67
Email : youdembele1@yahoo.fr

M. Bonaventure MAIGA
Conseiller technique du Ministre de
l'éducation, de l'alphabétisation et des langues
nationales
Ministère de l'éducation, de l'alphabétisation et
des langues nationales
Place de la République, B. P. 71
BAMAKO - Commune III
Mali
Tél. : (223) 73 18 14 01
Fax : (223) 20 23 37 67
Email : bonaventuremaiga@yahoo.com

M. Moussa KOUYATE
Premier Conseiller
Mission permanente du Mali à Genève
20, route de Pré-Bois
1215 GENEVE 15
Suisse
Tél. :
Mobile : (41) 79 915 61 29
Email : moiseverckys@yahoo.fr

Maroc / Morocco

M. Fouad CHAFIQI
Directeur des curricula
Ministère de l'éducation nationale, de
l'enseignement supérieur, de la formation des
cadres et de la recherche scientifique
Secrétariat d'Etat chargé de l'enseignement
scolaire
Bab Rouah - RABAT
Maroc
Tél. : (212-6) 61 90 14 56
Fax : (212-5) 37 66 12 46
Email : fouad.chafiqi@men.gov.ma

M. Anas ALAMI-HAMEDANE
Conseiller
Mission permanente du Maroc à Genève
18A, chemin François Lehmann

1218 GRAND-SACONNEX (Genève)
Suisse
Tél. : (41-22)
Mobile : (41) 79 79 38 545
Fax : (41-22) 791 81 80
Email : alami@mission-maroc.ch

Mozambique, Republic of / Mozambique, République du

Norvège / Norway

Mr Jostein OSNES
Director
Ministry of Education and Research
P.O. Box 8119 Dep
N-0032 OSLO
Norway
Tel.: (47) 22 24 76 76
Email: jo@kd.dep.no

Mr. Ole BRISEID
President of the IBE Council
Director General
Ministry of Education and Research
P.O. Box 8119 Dep
N-0032 OSLO
Norway
Tel.: (47) 22 24 75 44
Email: ole.briseid@kd.dep.no

Oman / Oman

Mr. Mohmmmed Khalfan ALSHIDI
Deputy Director General of Curricula
Development
Ministry of Education of Oman
P.O. Box 3
MUSCAT Postal Code 100
Sultanate of Oman
Tel.: (968) 2464111
Mobile: (968) 99410880
Email: m.alshidi@moe.om

Ouganda / Uganda

Dr. Avitus K.M. TIBARIMBASA
Chairman
Kabale District Service Commission
P.O.Box 5
KABALE
Uganda
Tel.: (256) 772617423
Email: tibarimbasa@yahoo.com

Pakistan / Pakistan

Mr Muhammad Athar TAHIR
Secretary
Ministry of Education
Federal Sectt.
ISLAMABAD
Pakistan
Email: athartahir@hotmail.com

République dominicaine / Dominican Republic

Sra. Mercedes HERNANDEZ CAAMANO
Asesora Pedagógica
Ministerio de Educación
Av. Máximo Gómez esquina Santiago, N° 02
SANTO DOMINGO
República Dominicana
Tel.: (809) 688-9700 / (809) 688-6500
Fax: (809) 689-8688
Email: mechyhdez@hotmail.com

S.E. Mme Rosa HERNANDEZ de GRULLÓN
Ambassadeur, Déléguée permanente
Délégation permanente de la République
dominicaine auprès de l'UNESCO
Maison de l'UNESCO - Bureau MS1.57
1, rue Miollis
75732 PARIS Cedex 15
France
Tél. : (33-1) 45 68 27 10
Fax : (33-1) 42 73 24 66
Email :
r.hernandez.do@unesco-delegations.org

Mme Katherine URBAEZ MARTINEZ
Ministre Conseiller
Mission Permanente de la République
dominicaine auprès de l'ONU à Genève
63, rue de Lausanne
1202 GENEVE
Suisse
Tél. : (41-22) 715 39 15
Fax : (41-22) 749 09 90
Email : kurbaez@mail.com

Mlle Stéphanie BAUD
Première Secrétaire et Assistante de
Madame l'Ambassadeur
Délégation permanente de la République
dominicaine auprès de l'UNESCO
Maison de l'UNESCO - Bureau MS1.57
1, rue Miollis
75732 PARIS Cedex 15

France
Tél. : (33-1) 45 68 27 10
Fax : (33-1) 42 73 24 66
Email :
s.baud.do@unesco-delegations.org

République tchèque / Czech Republic

Mr Jindřich FRYČ
Director-General
Section for International Affairs
Ministry of Education, Youth and Sports
Karmelitská 7
118 12 PRAHA 1
Czech Republic
Tel.: (420) 234 81 15 37
Email: jindrich.fryc@msmt.cz

Mr. Ivan PINTER
Counsellor
Permanent Mission of the Czech Republic to
the UN Office and Specialized Institutions in
Geneva
17, Chemin Louis Dunant
1211 GENEVA 20
Suisse
Tél. : (41-22) 910 38 10
Fax : (41-22) 740 36 62
Email : ivan_pinter@mzv.cz

République-Unie de Tanzanie / United Republic of Tanzania

Mr. Selestin GESIMBA
Deputy Permanent Secretary
Ministry of Education and Vocational Training
P.O. Box 9121
DAR-ES-SALAM
Tanzania
Tel.: (255) 754 583 896
Email: gesimba@hotmail.com

Mr. Paul S.D. MUSHI
Director General
Tanzania Institute of Education
Representative to the Council
P.O. Box 35094
DAR ES SALAAM
Tanzania
Tel.: (255-22) 277 5087
Mobile: (255) 754 270 765
Fax: (255-22) 277 44 20
Email: paul.mushido@yahoo.com;
director.tie@tie.go.tz

Ms. Fatma Mohamed SAID
Director
Department of Alternative Planning and Adult
Education
Ministry of Education and Vocational Training
P.O. Box 394
ZANZIBAR
Tanzania
Tel.: (255-24) 223 2827
Mobile: (255) 777417886
Fax: (255-24) 223 28 27
Email: fatmasaid_54@hotmail.com

Mr. Gordian Joseph MUKIZA
Education Programme Officer
UNESCO National Commission of Tanzania
P.O. Box 20384
DAR ES SALAAM
Tanzania
Tel.: (255) 22 21 34 292
Mobile: (255) 769516737
Fax: (255) 22 21 34 292
Email: gkmukiza@hotmail.com

Suisse / Switzerland

M. Charles BEER
Conseiller d'Etat de la République et Canton
de Genève, en charge du Département de
l'instruction publique
6, rue de l'Hôtel de Ville
Case postale 3925
1211 GENEVE 3
Suisse
Tél. : (41-22) 327 24 00
Fax : (41-22) 327 05 66

S.E. M. Rodolphe IMHOOF
Ambassadeur, Délégué permanent de la Suisse
auprès de l'UNESCO
Délégation permanente de la Suisse auprès de
l'UNESCO
Maison de l'UNESCO
1, rue Miollis
75732 PARIS Cedex 15
France
Tél. : (33-1) 45 68 33 96 / 98
Fax : (33-1) 43 06 21 39
Email : pau.vertretung@eda.admin.ch

Mme Valérie LIECHTI
Conseillère en éducation, Division Afrique de
l'Ouest, Direction pour le développement et la
coopération, Département fédéral des affaires

étrangères
Freiburgstrasse 130
3003 BERNE
Suisse
Tél. : (41-22) 078 608 6495
Email : valerie.liechti@deza.admin.ch

M. Nicolas MATHIEU
Chef Coordination UNESCO
Secrétaire général adjoint de la Commission
suisse pour l'UNESCO
Division politique V Coordination de
politiques sectorielles,
Département fédéral des affaires étrangères
Bundesgasse 32
3003 BERNE
Suisse
Tél. : (41-31) 323 41 34
Fax : (41-31) 322 10 70
Email : nicolas.mathieu@eda.admin.ch

Mme Claudine DAYER FOURNET
Secrétaire adjointe
Département de l'instruction publique de la
République et Canton de Genève
6, rue de l'Hôtel de Ville
Case postale 3925
1211 GENEVE 3
Suisse
Tél. : (41-22) 327 24 00
Fax : (41-22) 327 05 66
Email : claudine.dayer-fournet@etat.ge.ch

M. Benedikt HAUSER
Collaborateur scientifique
Secrétariat d'état à l'éducation et à la
recherche
Hallwylstrasse 4
3003 BERNE
Suisse
Tél. : (41-31) 322 68 32
Email: benedikt.hauser@sbf.admin.ch

Mme Alexandra RUPPEN
Deuxième Secrétaire
Mission permanente de la Suisse auprès de
l'Office des Nations Unies et des autres
organisations internationales
9-11 rue de Varembe
Case postale 194
1211 GENEVE 20
Suisse
Tél. : (41-22) 749 24 24
Fax : (41-22) 749 24 37
Email : alexandra.ruppen@eda.admin.ch

Thaïlande / Thailand

Mr. Tongthong CHANDRANSU
Secretary General of the Education Council
Office of the Education Council
Ministry of Education
99/20 Sukhothai Road, Dusit
BANGKOK 10300
Thailand
Tel.: (66-2) 243-7911
Fax: (66-2) 243 -7910
Email: tongthong.c@onec.mail.go.th

Ms Orachart SEUBSITH
Deputy Permanent Delegate of Thailand to
UNESCO
Permanent Delegation of Thailand to
UNESCO
Maison de l'UNESCO – Bureau MS1-28
1 rue Miollis
75732 PARIS Cedex 15
France
Tél. : (33-1) 45 68 31 23
Fax : (33-1) 45 68 31 22
Email : dl.thaïlande@unesco-delegations.org

Ms Siripakka DHAMABUS
Foreign Relations Official
Bureau of International Cooperation
Thai National Commission for UNESCO
Office of the Permanent Secretary
Ministry of Education
Ratchadamnoen-nok, Dusit
BANGKOK 10300
Thailand
Tel.: (66-2) 6285646 ext. 120
Fax: (66-2) 281 09 53
Email: dsiripak@gmail.com

OBSERVATEURS / OBSERVERS

France / France

Mlle Estelle FOLEST
Chargée de mission - Education
Commission nationale française pour
l'UNESCO
57, Boulevard des Invalides
75700 Paris 07 SP
France
Tél. : (33-1) 53 69 32 92
Email : estelle.folest@diplomatie.gouv.fr

Koweït / Kuwait

Mr. Muhammed AL-SHATTI
Délégué permanent adjoint
Délégation permanente du Koweït auprès de
l'UNESCO
Maison de l'UNESCO
1, rue Miollis
75732 PARIS Cedex 15
France
Tél : (33-1) 45 68 26 68 / 69
Fax : (33-1) 40 65 93 05
Email : m.alshatti@unesco.org

UNESCO SIEGE / UNESCO HQ

Mr Qian TANG
Assistant Director-General for Education
UNESCO
7, place de Fontenoy
75352 PARIS 07 SP
France
Tél. : (33-1) 45 68 08 31
Fax : (33-1) 45 68 56 27
Email : q.tang@unesco.org

Mr. Alexandre SANNIKOV
Chief, Institutes, Conferences and Prizes
Coordination Section (ED/EO/ICP)
Executive Office of the ADG/ED
UNESCO
7, place de Fontenoy
75352 PARIS 07 SP
France
Tél. : (33-1) 45 68 08 75
Fax : (33-1) 45 68 56 27
Email: a.sannikov@unesco.org

REGRETS

Jamaïque / Jamaica

IICBA

UIL