



UNESCO/BIE/C.61/Proceedings and Decisions

2012年3月7日，日内瓦

原件：英文

国际教育局理事会

第六十一届会议

2012年1月25-27日，日内瓦

会议记录和决定

UNESCO/BIE/C.61/P&D

1. 会议开幕

1. 国际教育局理事会第六十一届会议于 2012 年 1 月 25 日(星期三)上午 10 时, 在国际教育局理事会 Ole Briseid 先生的主持下开幕。Ole Briseid 先生热烈欢迎理事会所有成员与会, 并祝愿大家 2012 年一切顺利。他还对理事会的十四名新成员和负责教育事务的助理总干事(ADG/ED)唐虔先生表示特别欢迎。

2. 在开始讨论议程第 2 项(通过临时议程)之前, 主席回顾说, 2011 年 11 月, 联合国教科文组织大会第 36 届会议通过了一项面向未来的重要决定, 即: 一致通过关于使教科文组织国际教育局(IBE)成为教科文组织的一个课程领域示范中心(CoE)的战略。因此, 国际教育局理事会未来四年间面临的首要挑战, 将是如何确保以有效、令人满意的方式, 与国际教育局局长和秘书处密切合作, 共同落实所通过的这一战略。主席对国际教育局面临严峻的财政紧张形势表示关注, 但他同时强调, 国际教育局的使命和任务仍处于“质量挑战”的核心, 质量挑战在国际教育议程上占据首要地位。因此, 国际教育局现在有机会通过完成其抱负, 实现该战略中所确定的目标和预期成果, 来满足成员国的需求。接下来, 主席列出了要讨论的主要文件和需通过的关于该战略主要落实工作的决定草案。

3. 国际教育局局长 Clementina Acedo 女士对主席的意见表示附议。她接下来欢迎负责教育事务的助理总干事(ADG/ED)唐虔先生和理事会的新成员与会, 并转达了 Irina Bokova 女士未能出席理事会本届会议的歉意。

4. 二十五个成员国派代表出席了本届会议, 两个成员国的代表作为观察员列席了会议。与会者名单附于附件 XVI 中。

2. 通过议程和附加说明的议程

(文件: UNESCO/BIE/C.61/1/Prov + 增编)

5. 根据关于调换议程第 5 项和第 6 项顺序的建议—因为先讨论示范中心战略的落实计划, 然后再介绍 2012 年活动计划和预算及相关问题更合乎逻辑, 主席建议对经修订的议程和附加说明的议程(转载于附件 I) 予以通过。

决 定

理事会对国际教育局理事会第六十一届会议议程和附加说明的议程予以通过, 但作了以下修正: 第 6 项成为第 5 项, 第 5 项成为第 6 项。

3. 选举国际教育局理事会主席、指导委员会和附属机构

(文件: 国际教育局《章程》和国际教育局理事会《议事规则》)

6. 接下来，理事会从教科文组织大会第 36 届会议上选举产生的理事会十四名新成员中选举了 2012-2013 两年期理事会主席、指导委员会成员和行政小组成员 (详见附件 II 理事会新构成)。

7. 根据地域轮换原则，并遵照理事会第 59 届会议的决定，第二选举组(中欧和东欧)将担任 2012 年至 2013 年期间的主席。然而，理事会提醒与会代表，即将卸任的主席在第二选举组的支持下，只要获得理事会的同意，可以再次当选为主席。第二选举组承认主席在过去两年中开展了重要的工作，因此提议再次选举 Ole Briseid 先生担任主席，理事会对此一致表示同意。经与各不同选举组的磋商，理事会还选举产生了指导委员会和行政小组的成员。

决 定

理事会一致再次选举 Ole BRISEID 先生担任主席。

经各选举组分别提议，理事会选举以下五名副主席担任**指导委员会成员**：

- 第一组(西欧和北美)：**挪威**
- 第二组(东欧和中欧)：**格鲁吉亚**
- 第三组(拉丁美洲和加勒比)：**多米尼加共和国**
- 第四组(亚洲及太平洋)：**马来西亚**
- 第五 a 组(非洲)：**尼日利亚**
- 第五 b 组(阿拉伯国家)：**巴林**

经各选举组分别提议，理事会选举以下国家担任**行政小组成员**：

- 第一组(西欧和北美)：**以色列**
- 第二组(东欧和中欧)：**斯洛伐克**
- 第三组(拉丁美洲和加勒比)：**巴西**
- 第四组(亚洲及太平洋)：**菲律宾**
- 第五 a 组(非洲)：**布基纳法索**
- 第五 b 组(阿拉伯国家)：**黎巴嫩**

8. 理事会注意到各代表均是以个人身份当选为指导委员会和行政小组成员的；但是如果本人不能出席会议，他们可以要求他人代表其出席会议。

4. 2011 年期间国际教育局的活动

(文件 UNESCO/BIE/C.61/2 和 C.61/Inf. 2, 附件 III)

9. 在祝贺主席连任之后，国际教育局局长介绍了她报告中涉及的 2011 年国际教育局活动的主要方面，并强调说，活动计划完全符合 35 C/5 号文件教育部门的主要活动方针。她着重介绍了 2011 年期间的主要成就和挑战，以及每项计划所取得的进展。她尤其提到了与落实拉丁美洲课程设计和开发文凭培训班相关的进展，以及 2011 年经与教科文组织区域教育局和当地学术机构密切合作在非洲开展这项工作所取得的进展。最后，她简要介绍了为落实示范中心战略而制定一项行动计划的筹备进程，其中涉及对各工作项目进行审查、快速组织评估(ROA)，以及 2011 年期间进行的外部审计。(国际教育局局长的介绍作为附件 XI 附后)。

10. 行政小组的报告(文件：UNESCO/BIE/C.61/Inf.3, 第 2 至 9 段)由行政小组主席—摩洛哥的代表 Fouad Chafiqi 先生介绍。(该报告作为附件 IV 附后)

11. 随后进行了有益的辩论，理事会的许多成员祝贺局长报告简明扼要，并称他们对 2011 年期间所取得的进展表示赞赏。会上认为，增加与伙伴机构和组织的合作是积极之举，并建议进一步加强和扩大战略合作伙伴关系。一些成员还建议，必须以更加统一的方式来确定战略方向和优先事项，并要对更多与战略愿景相关的其他重要领域加以重视。其他成员建议国际教育局在亚洲的 E9 国家开展更多的活动。最后，尼日利亚代表告知国际教育局局长，愿于 2012 年承办一次关于课程改革和创新方面的区域研讨会，并表示希望通过承办这次研讨会，受益于国际教育局的经验和专门知识。

12. 国际教育局局长回应，感谢理事会各成员提出建设性意见和建议。她解释说，战略方向问题的详情将在拟议的 2012 年工作计划中，特别是在示范中心战略的落实计划草案中提供；该草案重点提出使国际教育局成为示范中心需要进行的各项改革。她回顾了“质量挑战”，并强调指出，从课程问题入手是国际教育局的工作重心；并说，在当代教育改革中，许多国家都面临以下一些与课程相关的挑战：适应新形势、重新调整教学和学习内容以及方法，同时还要更加重视新出现的问题，例如，教育促进可持续发展(ESD)、人权和公民教育。她还提出，当前课程发展和改革进程十分复杂，远远超出了典型意义上设计教学计划的范围，还涉及政策对话层面的问题。最后，她承认国际教育局是一个很小的机构，不可能每年在所有地区举办大量活动，但她会考虑尼日利亚代表所提出的建议。

决 定

根据国际教育局《章程》(第二章第五条 b 项)关于理事会负责“**监督国际教育局各项目活动的执行情况**”这一规定，理事会：

- **注意到行政小组报告中的意见和建议 (UNESCO/BIE/C.61/Inf.3)；**

- 批准国际教育局局长的 2011 年活动报告 (UNESCO/BIE/C.61/2) ；
- 称赞国际教育局局长执行 2011 年计划，并称赞报告既具有较强的分析性，又强调了已取得的成果，尤其还列出了优先重点和面临的挑战；
- 注意到经教科文组织财务管理局核批的国际教育局截至 2011 年 12 月 31 日的决算前账目 (UNESCO/BIE/C.61/Inf.2) ；
- 授权指导委员会在其将于 2012 年年中举行的会议上，正式批准经教科文组织财务管理局证明的 2011 年账目。

负责教科文组织教育事务的助理总干事(ADG/ED)唐虞先生致辞

13. 发言开始时，负责教育事务的助理总干事(ADG/ED)唐虞先生回顾了教科文组织当前困难的财政形势，以及预算削减 31%对本部门(包括各机构)的工作所产生的严重影响；而这一切又发生在一个关键的时刻：实现全民教育目标的预期年份 2015 年正在靠近。他提到新的战略愿景，以及成员国及合作伙伴日益认识到教科文组织现已有所不同，正发挥着主导作用。他强调说，由于财政资源减少，因此必须集中资源用于优先事项；并说，提高教育质量肯定是各成员国希望教科文组织提供支持的最重要领域之一。唐先生回顾了教育部门未来几年的优先事项，其中包括扫盲、教育规划、职业技术教育与培训，以及教师(后者是优先事项的重心)；之后，他扼要介绍了旨在改进本部门工作实施情况的改革的主要方面，其中包括：从非洲地区开始，重组地方网络，重新调配人员，精简教育部门。唐先生承认，国际教育局是本部门的一个重要的职能机构，并表示希望理事会将能引领国际教育局成为示范中心，从而让该机构能更有效地为教育部门的工作作出贡献。最后，唐先生向理事会通报说，即将对教育部门的 I 类机构进行一次全面的内部审查。这次审查的目的是了解各教育机构和中心所面临的重大问题——计划、行政和财政等各层面的问题，并提出解决方案，使本部门的这些基本组成机构可以最大限度地提高效率和产生影响。

14. 几位与会代表祝贺负责教育事务的助理总干事作了令人鼓舞的发言，并对改革和精简机构表示支持。他们指出，教科文组织必须作为一个单一的实体采取行动，更好地协调其活动，并重点抓几个优先事项。一些代表也对 2012 年大幅削减预算表示担忧，他们认为，为包括国际教育局在内的教育机构提供适当的财政和人力资源，以最有效地支持教育部门开展工作，具有至关重要的意义。

15. 在上午会议结束时，巴林教育部长与国际教育局局长签署了一项谅解备忘录，旨在支持巴林在学校课程领域开展新的工作，特别是在公民和人权教育课程领域。

5. 关于使国际教育局成为课程领域示范中心(CoE)的战略的落实计划

(文件 UNESCO/BIE/C.61/Inf.4, 附件 V)

16. 在介绍第 5 项时, 理事会主席解释说, 第 5.1 项(落实计划)应被视为总体落实框架, 而第 5.2 至 5.5 项(即工作重点、组织结构、包括国际教育大会在内的政策对话、治理)属于落实过程中的一些基本步骤, 需要作出具体决定。

17. 国际教育局局长全面介绍了落实计划, 并强调指出, 这是一个笼统而灵活的框架或路线图, 涉及短期、中期和长期行动, 尤其是计划层面的行动, 其中还包括一些与国际教育局的组织结构、包括国际教育大会在内的政策对话和国际教育局治理有关的方面。她还解释说, 落实国际教育局工作计划与理事会本届会议早些时候将讨论的资源动员计划, 以及宣传和传播战略是挂钩的。(国际教育局局长的介绍作为附件 XII 附后)。局长也提到了另外两份文件中的一些主要方面, 这两份文件分别是: 工作项目审查和快速组织评估(ROA), 为落实计划的确定提供有益的参考。局长解释说, 工作项目审查的主要目的是, 审查国际教育局的愿景、使命和目标声明, 确定各项目和服务是否具有相关性, 是否新颖和具有高质量, 是否符合国际教育局的使命和成为示范中心的目标。快速组织评估在工作项目审查之后不久进行, 是对工作项目审查的补充, 为国际教育局的内部组织结构、管理、交流和治理等相关问题提出了一些补充建议。(2011 年工作项目审查作为附件 VI 附后, 快速组织评估作为附件 VII 附后)。

18. 国际教育局局长介绍之后, 几位与会代表表示赞赏该计划框架, 但对目前财政紧张和落实战略需要额外的财政资源表示担忧。他们指出, 在落实计划内, 必须进一步根据实际资源、成员国的需要和教科文组织的优先事项来确定优先次序; 并建议适当注意加强研究和强化网络及伙伴关系。一些代表建议, 应确保对落实进程以及取得成就和应对挑战方面的进展予以适当监测, 同时兼顾须向大会今后的各届会议提交的报告。会上还就国际教育局的治理、政策对话和国际教育大会提出了问题; 鉴于这些重要问题应符合国际教育局成为示范中心这一新的功能, 建议成立一个工作小组, 对当前的情况进行审查, 并提出一些具体改革建议, 交由理事会讨论和批准。由于需要加快落实进程, 几位与会代表建议秘书处更紧密地与指导委员会开展合作, 并建议特别授权该委员会就落实示范中心战略的问题作出协商一致的決定, 交由理事会正式批准。

19. 国际教育局局长对与会代表提出的宝贵意见和建议表示感谢, 之后, 她进一步澄清了落实计划中某些方面的问题, 并举例说明了计划开展的短期、中期和长期活动是如何提出的。她补充说, 教科文组织的财政拨款削减 31%将使国际教育局的预算出现赤字; 赤字将主要由储备金冲抵, 这可能意味着推迟开展若干活动, 以及 2012 年期间进一步强化内部工作。关于代表们对示范中心战略的资金方面所表示的担忧, 她表示有同感, 因为全面落实该战略估计需要未来四年间每年融资大约 200 万美元。

决 定

5.1. 关于落实框架，国际教育局理事会第六十一届会议：

- 回顾33 C/决议 90、34 C/决议 4 和 35 C/决议 14；以及教科文组织大会第三十六届大会上通过的文件 36 C/18；
- 重申教科文组织使命中对教育的重视，并承认总干事对加强教科文组织在促进优质全民教育中的作用所作出的承诺；
- 批准拟议的本战略落实计划，以作为总落实框架；
- 注意到本战略预计会带来的财政影响；
- 请国际教育局局长与国际教育局理事会密切合作，并在教科文组织总部、外地办事处及其他利益有关方的积极支持下，采取必要步骤落实大会通过的本战略；
- 请国际教育局局长未来四年在国际教育局理事会的每届会议上，报告实施本战略的进展情况，并把重点放在所取得的成果以及对挑战的应对。指导委员会将负责监督理事会闭会期间的执行情况。
- 请国际教育局局长编写一份进展报告，提交教科文组织大会第三十七届会议（2013 年），并向大会第三十八届会议（2015 年）提交最终报告。该两份报告均须由国际教育局理事会核准，才能呈送教科文组织总干事提交大会。
- 敦促国际教育局局长通过国际教育局理事会主席，与理事会密切合作筹集额外的预算外资金，尤其供开展本战略中所拟议的各项活动所需；
- 吁请成员国为实现本战略的各项目标提供支持，包括通过预算外资源提供支持。

5.2. 关于计划重点，国际教育局理事会第六十一届会议：

- 回顾文件 36 C/18；
- 注意到《2011 年计划审查》(UNESCO/BIE/C.61/Inf.7)；
- 请国际教育局局长就修订优先重点、预期成果、计划活动以及与修订的使命宣言和使国际教育局成为示范中心这一大目标相符的各项服务等事宜，向国际教育局理事会第六十二届会议提出建议。

5.3. 关于人员配置和组织结构，国际教育局理事会第六十一届会议：

- 注意到国际教育局应审查并酌情重新设计其组织结构，以按文件 36 C/18 所述，逻辑地反映、有效地管理其作为示范中心的职能；
- 注意到国际教育局局长及其团队为落实示范中心战略所采取的准备步骤，包括快速组织评估(ROA)(UNESCO/BIE/C.61/Inf.6)；
- 请国际教育局局长与教科文组织人力资源管理部门携手，全面审查国际教育局的组织和人员配置结构、修订工作人员配置和职位分类，以及可能作出的合同安排，争取在国际教育局理事会第六十二届会议上提出新的组织结构。

5.4. 关于政策对话和国际教育大会的落实进程，国际教育局理事会第六十一届会议：

- 注意到国际教育局应促进政策对话，特别强调国际教育大会应按文件 36 C/18 中所述，成为教育部长的一个主要政策对话渠道，并强调国际教育大会对于国际教育局成为示范中心应当具有重要的战略意义；
- 认识到国际教育大会面临的组织和财政挑战，尤其这些挑战正值本战略正处于落实阶段以及教科文组织和国际教育局财政拮据的形势；
- 决定成立一个工作组(WG)，由六个选举组每一选举组派一名代表，以及国际教育局局长和教育部门的一名代表组成；
- 进一步决定该工作组的任务是，协助国际教育局局长就以下方面提出建议：未来举办国际教育大会的频率、形式和供资机制；如何提高国际教育大会的地位，促进有益对话和富有成效的交流；如文件 36 C/18 中(B5 项)所述，挖掘广泛的政策对话机会；
- 建议在国际教育局和教科文组织目前财政拮据的形势下，工作组尽量采用电子邮件联络，并建议工作组向指导委员会下届会议介绍其初步讨论结果，并向国际教育局理事会第六十二届会议提交一份报告草案。

理事会选举以下国家担任该工作组成员：

- 第一组(西欧和北美)：瑞士
- 第二组(东欧和中欧)：保加利亚
- 第三组(拉丁美洲和加勒比)：巴西
- 第四组(亚洲及太平洋)：中国
- 第五 a 组(非洲)：塞内加尔

- 第五 b 组(阿拉伯国家)：巴林

负责教育部门工作的助理总干事将尽快指定教科文组织教育部门的代表。

工作组(WG)主席：瑞士。

5.5. 关于国际教育局的治理问题，国际教育局理事会第六十一届会议：

- 回顾文件 36 C/18 中的 C3 项；
 - 决定启动对国际教育局当前结构进行审查的进程；
 - 进一步决定上文 5.4 项下成立的工作组还将承担文件 36 C/18 中的 C3 项中规定的任务。有关这一工作的初步成果，将向指导委员会下届会议报告。
-

5.6. 考虑到上述决定，国际教育局理事会第六十一届会议：

- 决定特别授权指导委员会在理事会闭会期间，通过必要的协商一致，就计划重点、组织结构、政策对话和治理问题作出决定，以落实使国际教育局成为示范中心这一战略，并达成谅解：指导委员会成员在作出决定之前，须先征求并反映各小组的意见。指导委员会将向国际教育局理事会第六十二届会议提交一份关于取得的进展和所作决定的综合报告，以供正式批准。

6. 2012 年国际教育局的活动计划

(文件：UNESCO/BIE/C.61/3+增编，附件 VIII；以及 UNESCO/BIE/C.61/Inf.3，附件 IV)

20. 局长介绍了 2012 年国际教育局活动计划草案的主要方面，以及来年的预算草案。她强调指出，教科文组织财政拨款削减 31% 不仅将影响计划预算，尤其是人事结构，而且指出，不应低估这一大幅削减对落实示范中心战略的关键性初始阶段所产生的影响。(局长的介绍作为附件 XIII 附后)。

21. 摩洛哥的代表以行政小组名义介绍了行政小组报告中的第 10 至 15 段内容，以及 2012 年拨款决议(参见文件 UNESCO/BIE/C.61/Inf.3)。

22. 在随后进行的讨论中，许多代表指出，国际教育局扩大网络和伙伴关系，发挥更大的协同作用，并全面利用南南合作，以有限的资源开展各项活动，是至关重要的。会议对与教科文组织统计研究所(UIS)的合作表示满意，因为通过这一合作，国际教育局的贡献得以加强和扩大

化。非洲优先，尤其是课程设计和开发文凭培训班，得到了高度的赞赏。会议建议可以考虑让非洲法语国家受益于这一重要的活动。会上还建议在亚洲开展更多工作，而且鉴于当前财政紧张，最好是通过与重要机构和组织建立伙伴关系的方式来开展这些工作。

23. 国际教育局局长回应表示，秘书处将考虑代表提出的建议，但她同时建议应认真考虑当前紧张的财政形势和极为有限的预算。在伙伴关系和协同作用方面，她简要回顾了国际教育局为非洲基础教育计划(BEAP)提供的支持，为制定教科文组织总体教育质量分析/诊断框架(GEQAF)作出的重要贡献，以及与拉丁美洲、非洲、亚洲和阿拉伯国家的各区域教育局建立的密切合作。在文凭培训班方面，局长表示希望在开发课程专家能力的工作中加强国际比较和跨区域比较的维度，例如，通过在世界不同地区开展案例研究的方式来实现这一目标。她最后呼吁各方按行政小组报告中的建议，通过为“稳定基金”作出特别捐款，增加向国际教育局提供的财政资源。

决 定

根据国际教育局《章程》(第二节第五条 b 项)关于理事会负责“在大会批准的计划与预算框架内，并兼顾可动用的预算外资源，酌情详细确定拟由国际教育局开展的活动”这一规定，理事会：

- 注意到行政小组报告中的意见和建议(UNESCO/BIE/C.61/Inf.3)；
- 请总干事对大会第三十六届会议通过的示范中心战略加以考虑，并请总部在审查削减教科文组织预算中对国际教育局提供的拨款时适当考虑这一决定，以避免危及上述战略的落实；
- 批准为 2012 年安排的活动计划(UNESCO/BIE/C.61/3)，并认为在执行该计划时，将对理事会发表的意见加以考虑，尤其将对关于一切可以补充国际教育局特别账户的拨款和捐款均将用于优先落实示范中心战略这一要求加以考虑；
- 批准国际教育局 2012 年预算草案(UNESCO/BIE/C.61/3-增编)，以及 2012 年拨款决议(行政小组报告第 15 段，文件 UNESCO/BIE/C.61/Inf.3)，并达成谅解：国际教育局局长只能接受明确符合教科文组织优先重点和国际教育局战略目标的供资和支助。

7. 国际教育局资源动员计划

(文件：UNESCO/BIE/C.61/Inf.5，附件 IX；以及 UNESCO/BIE/C.61/Inf.9，附件 X)

24. 国际教育局局长简要介绍了资源动员计划及宣传和交流战略，并解释说，该计划和该战略是紧密结合示范中心战略落实计划制定的。(国际教育局局长的介绍作为附件 XIV 和 XV 附后)。

25. 在随后进行的辩论中，数位代表强调，为落实示范中心战略，必须开展额外融资的重要工作，一定要探索和利用一切机会，其中包括例如欧洲委员会的资金和公私伙伴关系。会上还提到，理事会主席、负责教育事务的助理总干事以及各理事会成员，在帮助国际教育局及其局长动员资源方面，都起着重要的作用。

26. 国际教育局局长感谢与会代表提出有益的建议，这些建议将在落实资源动员计划以及宣传和交流战略时予以考虑。

决 定

7.1. 关于资源动员计划，国际教育局理事会第六十一届会议：

- 回顾34 C/决议 4 和 35 C/决议 14；以及教科文组织大会第三十六届会议上通过的文件 36 C/18；
- 吁请国际教育局理事会成员支持国际教育局局长努力筹集额外的财政资源，尤其通过多年度协议框架内的核心捐款，及其他预算外资源，包括通过私营部门，筹集额外的财政资源；
- 注意到拟议的国际教育局资源动员计划(UNESCO/BIE/C.61/Inf. 5)，包括理事会成员发表的意见；
- 请国际教育局局长成立一个资源动员委员会，请求理事会三名成员为国际教育局团队提供支持，大力推动开展融资工作，发挥咨询作用，并在国际教育局理事会第六十二届会议上报告进展。

7.2. 关于宣传和交流战略，国际教育局理事会第六十一届会议：

- 回顾34 C/决议 4 和 35 C/决议 14；以及教科文组织大会第三十六届会议上通过的文件 36 C/18；
- 注意到国际教育局的宣传和交流战略(UNESCO/BIE/C.61/Inf. 9)；
- 请国际教育局局长组在国际教育局理事会第六十二届会议上报告有关进展。

8. 国际教育局理事会第六十二届会议的会期

决 定

理事会决定建议教科文组织总干事：

- 国际教育局理事会第六十二届会议将于 2013 年 1 月 23 日至 25 日举行。之前应先举行行政小组会议；
- 理事会指导委员会的会议暂定于 2012 年 9 月第一周举行。

9. 任何其他事务

无。

10. 通过第六十一届会议的决定(UNESCO/BIE/C.60/Decisions/Prov.1)

决 定

根据国际教育局理事会《议事规则》(第四章第十一节第 22 条第 1 款和第 22 条第 2 款)关于“*理事会应在每届会议上批准该届会议所通过的决定的案文*”，以及“*该案文应在会议结束之后的下个月发布*”等规定，理事会：

- 批准其所作决定的案文 (UNESCO/BIE/C.61/Decisions/Prov. 1)；
- 委托国际教育局秘书处 于 2012 年 3 月底之前发布理事会第六十一届会议的会议记录和决定，并事先将草稿发给理事会成员征求意见。

11. 第六十一届会议闭幕

27. 会议闭幕前，主席感谢理事会成员使本届会议不仅富有建设性、注重结果，并协助作出了若干重要的决定。他还感谢国际教育局局长和国际教育局工作人员认真而辛勤的工作。最后，他向与会代表通报，将播放一个介绍非洲课程文凭培训班的短片；另外，会议闭幕之后将举行仪式，向在国际教育局工作 38 年后即将退休的 Claude Caparros 女士致敬。国际教育局局长随后发言，对主席和理事会成员表示感谢。

28. 主席于 2012 年 1 月 27 日 (星期五) 11 时 15 分宣布理事会第六十一届会议闭幕。

国际教育局理事会

第六十一届会议

2012年1月25-27日，日内瓦

议程和附加说明的议程

临时议程草案

1 月 25 日(星期三), 上午 10 时 – 下午 1 时

1. **会议开幕**
2. **通过议程(UNESCO/BIE/C.61/1/Prov./Rev.)和附加说明的议程(UNESCO/BIE/C.61/1/Prov./Add)**
3. **选举国际教育局理事会主席、指导委员会和附属机构**
4. **2011 年期间国际教育局的活动(UNESCO/BIE/C.61/2)**

1 月 25 日(星期三), 下午 3 时 – 下午 6 时

5. **关于使国际教育局成为课程领域示范中心的战略的落实计划(UNESCO/BIE/C.61/Inf. 4)**
 - 5.1 落实框架
 - 5.2 计划重点(落实进程)
 - 5.3 组织结构(落实进程)
 - 5.4 政策对话, 包括国际教育大会(ICE)(落实进程)
 - 5.5 治理(落实进程)

1 月 26 日(星期四), 上午 10 时 – 下午 4 时

关于使国际教育局成为课程领域示范中心的战略的落实计划(续)

6. **2012 年国际教育局的活动安排(UNESCO/BIE/C.61/3)**

1 月 26 日(星期四), 下午 4 时 – 下午 6 时

7. **国际教育局资源动员计划(UNESCO/BIE/C.61/Inf. 5 ; UNESCO/BIE/C.61/Inf.9)**
 - 7.1 传播战略
 - 7.2 倡导与营销

8. **理事会第六十二届会议的会期**

1 月 27 日(星期五), 上午 10 时 – 下午 1 时

9. **任何其他事务**

10. 通过第六十一届会议的决定(UNESCO/BIE/C.61/Decisions/Prov.)

11. 第六十一届会议闭幕

附加说明的议程

国际教育局理事会第六十一届会议将在国际航空运输协会(IATA)大厦举行，地址：日内瓦机场路 33 号，邮编 1215，Geneva 15(机场)。(详见附件“会议须知”传单)。

会议将于 2012 年 1 月 25 日(星期三)上午 10 时开幕，计划于 2012 年 1 月 27 日(星期五)下午 1 时闭幕。

会议工作的时间安排如下：1 月 25 日(星期三)和 1 月 26 日(星期四)，上午 10 时至下午 1 时，以及下午 3 时至下午 6 时；1 月 27 日(星期五)，上午 10 时至下午 1 时。

同 2011 年一样，行政小组(AG)的会议将于 2012 年 1 月 24 日(星期二)上午 10 时至下午 1 时在国际教育局办公楼的 Cecilia Braslavsky 会议室举行，地址：日内瓦 Le Grand-Saconnex 区 Morillons 路 15 号，邮编 1218。行政小组将仅重点讨论行政和财务事项。同过去一样，行政小组的报告将不予正式通过。理事会将仅留意该报告，并在辩论时作为参考。

1 月 25 日(星期三)，上午 10 时至下午 1 时

1. 会议开幕

会议将于 1 月 25 日(星期三)上午 10 时由国际教育局理事会主席 Ole BRISEID 先生阁下(挪威)宣布开幕。

2. 通过议程和附加说明的议程

文件：UNESCO/BIE/C.61/1/Prov./Rev. + 增编

临时议程草案已于 2011 年 9 月 6 日提交理事会指导委员会征求意见。草案是由国际教育局理事会主席和国际教育局秘书处共同编写的。根据其《议事规则》(第四节第 4 条第 5 款)，“*议程得到通过后，理事会可以在会议期间改变议程项目的顺序或者添加或删除项目。会议期间增加或删除任何项目，需有出席会议成员的三分之二多数，并需付诸表决。*”

文件：UNESCO/BIE/C.61/Decisions/Prov.中的决定草案
--

3. 选举国际教育局理事会主席、指导委员会和附属机构

文件：国际教育局《章程》和国际教育局理事会《议事规则》

在教科文组织大会第三十六届会议上选举产生了理事会 14 名新成员(详见附件“理事会新的组成情况”)之后，理事会必须为 2012-2013 双年度选举新的指导委员会，及其认为有用的任何附属机构。根据国际教育局《章程》(第二节第四条第 5 款)：“*理事会应选举自己的指导委员会，*

由一名主席和五名副主席组成，该一名主席和五名副主席应由来自六个地区小组的国民担任。”指导委员会每两年选一次，其成员可以连任，但总任期不得超过四年。上一双年度的指导委员会由下列成员国的代表组成：

- 主席： 第一组(西欧和北美)：挪威
- 副主席： 第二组(东欧和中欧)：格鲁吉亚
- 第三组(拉丁美洲和加勒比)：多米尼加共和国
- 第四组(亚洲及太平洋)：巴基斯坦
- 第五 a 组(非洲)：坦桑尼亚共和国
- 第五 b 组(阿拉伯国家)：阿曼¹

国际教育局理事会第五十九届会议(2010 年 1 月)期间，在第一选举组(西欧和北美)的提议下，经与第二选举组(东欧和中欧)协调，并遵照《议事规则》(第五节第四条第 5.1 款)的规定，理事会选举挪威教育和研究部司长 OLE BRISEID 先生担任主席。根据地域轮换原则，理事会还决定，除非理事会成员希望现任主席连任，否则下一任主席应由第二选举组(东欧和中欧)的代表出任。各选举小组之间应提前进行协商。

按照国际教育局《章程》第四条第 6 款 - 其内容如下：“理事会可以设立附属机构，以协助其执行具体任务”，过去几年均设立了行政小组，由六个选举小组各派一名代表组成。行政小组成员可以连任一次。

上一双年度的行政小组由下列成员国的代表组成：

- 主席： 第二组(东欧和中欧)：俄罗斯联邦
- 成员： 第一组(西欧和北美)：以色列
- 第三组(拉丁美洲和加勒比)：巴西
- 第四组(亚洲及太平洋)：印度尼西亚
- 第五 a 组(非洲)：马里
- 第五 b 组(阿拉伯国家)：摩洛哥

印度尼西亚、马里和俄罗斯联邦不再担任理事会成员。根据国际教育局《章程》的规定，指导委员会(及其附属机构)的成员应留任，直至新成员选举产生为止。行政小组将召集现有成员，于 2012 年 1 月 24 日举行会议。有意参加会议的成员国可以派代表作为观察员列席会议。

4. 2011 年期间国际教育局的活动

文件：UNESCO/BIE/C.61/2 - 局长报告；UNESCO/BIE/61/Inf.2 - 2011 年决算前账目；以及 UNESCO/BIE/C.61/Inf.3 - 行政小组报告(将在会议开始时分发)。

- 局长将着重介绍 2011 年活动报告的要点。
- 理事会将注意到行政小组关于 2011 年已完成活动报告的第一部分内容。

¹ 阿曼已不再担任理事会成员。第五 b 选举组应提前进行协商，以推选一名新的副主席。

- 理事会将讨论 2011 年活动报告。
- 局长和/或各计划协调员将回答理事会的提问。
- 理事会继而将核准 2011 年活动报告。
- 理事会继而还将核准 2011 年决算前账目和 2011 年拨款决议。

文件：UNESCO/BIE/C.61/Decisions/Prov.中的决定草案

1 月 25 日(星期三)，下午 3 时至下午 6 时

2012 年国际教育局的活动安排(续)

5. 关于使国际教育局成为课程领域示范中心(CoE)的战略的落实计划

文件：UNESCO/BIE/C.61/Inf.4

- 落实框架
- 计划重点(落实进程)
- 组织结构(落实进程)
- 政策对话，包括国际教育大会(落实进程)
- 治理(落实进程)

局长将介绍落实计划，并将请理事会发表意见。

理事会接下来将正式予以批准。

文件：UNESCO/BIE/C.61/Decisions/Prov.中的决定草案

1 月 26 日(星期四)，上午 10 时至下午 4 时

关于使国际教育局成为课程领域示范中心的战略的落实计划(续)

6. 2012 年国际教育局的活动安排

文件：UNESCO/BIE/C.61/3 - 局长报告，以及
UNESCO/BIE/C.61/Inf.3 - 行政小组报告(将在会议开始时分发)。

- 局长将介绍 2012 年的活动安排建议和预算草案。
- 理事会将注意到行政小组关于 2012 年拟议活动和预算报告的第二部分内容。

- 理事会将讨论 2012 年的拟议安排。
- 局长和/或各计划协调员将回答理事会的提问。
- 理事会继而将批准 2012 年活动安排。
- 批准 2012 年预算。
- 理事会将注意到行政小组的整份报告。

文件：UNESCO/BIE/C.61/Decisions/Prov.中的决定草案

1 月 26 日(星期四)，下午 4 时至下午 6 时

7. 国际教育局资源动员计划

文件：UNESCO/BIE/C.61/Inf.5；UNESCO/BIE/C.61/Inf.9

- a. 传播战略
- b. 倡导与营销

局长将介绍资源动员计划，包括宣传战略以及倡导和营销战略。

将请理事会讨论并批准资源动员计划。

文件：UNESCO/BIE/C.61/Decisions/Prov.中的决定草案

8. 理事会第六十二届会议的会期

文件：UNESCO/BIE/C.61/Decisions/Prov.中的决定草案

1 月 27 日(星期五)，上午 10 时至下午 1 时

9. 任何其他事务

10. 通过第六十一届会议的决定

文件：UNESCO/BIE/C.61/Decisions/Prov.

根据国际教育局理事会《议事规则》(第十一节第四条第 22 款)关于“理事会应在每一届会议上核准拟在该届会议上通过的决定案文”以及“该案文应在会议结束之后的下一月发布”的规定，请理事会：

- 审查第六十一届会议的决定草案案文；
- 予以通过；
- 要求国际教育局于 2012 年 3 月底之前发布该案文。

11. 第六十一届会议闭幕

**COMPOSITION DU CONSEIL DU BIE SUITE AUX ELECTIONS LORS
DE LA 36e SESSION DE LA CONFERENCE GENERALE DE L'UNESCO (2011)
POUR LE BIENNIUM 2012-2013**

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

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

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

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

教科文组织国际教育局 局长报告

**2011年1月-12月期间
活动执行情况**

一、主要活动领域、进展和挑战

本报告旨在介绍国际教育局作为教科文组织在课程内容、方法、政策和设计过程方面的专门机构，在 2011 年执行各项目和活动中所取得的进展和面临的挑战。这些活动是根据**国际教育局 2008-2013 年战略**以及**35 C/5 文件**中提出的战略目标和预期成果设计和执行的。今年的工作也受到了教科文组织大会第 36 届会议上所通过的关于使国际教育局成为课程领域示范中心这一战略的影响。对 2011 年所开展工作的介绍，根据国际教育局的以下三大主要行动领域进行编排：(一)能力建设与技术援助、(二)知识的开发与管理以及(三)政策对话。¹

战略目标 国际教育局 2008-2013 年战略		2010-2011 双年度结束时的预期成果 35 C/5	
1. 能力建设与技术援助	提高专家、从业者和决策者的能力，设计、管理和实施 优质课程进程和全纳课程 ： 1. 巩固全球网络 2. 支持各国进行课程改革 3. 开发、测试和推广培训资料 and 工具 4. 扩大培训范围并使之多样化 5. 提供专业支持和咨询意见	工作重点2-预期成果 5 主要在 非洲地区 增强各国规划、实施和管理基础教育的能力	工作重点3-预期成果 8 增强各国，包括在冲突后和灾后局势下制定、实施和管理教育部门规划与全纳政策的能力
		工作重点 2-预期成果 6 改革中学教育系统，尤其要酌情进行课程改革和改进对学生学习的评估	工作重点 3-预期成果 10 通过参加 艾滋病病毒/艾滋病教育问题全球倡议 (EDUCAIDS) 和相关的工作，加强各国教育部门综合应对 艾滋病病毒和艾滋病 的能力
2. 知识的开发与管理	巩固、丰富并扩大 知识库以及一系列有关课程和课程设计过程的专业化信息资源 ： 6. 建立强大的知识库 7. 加强信息交换和信息服务 8. 开发网络平台，促进知识共享 9. 使提供资料和服务的途径合理化	工作重点 4-预期成果 12 通过应用研究和参与《 全民教育全球监测报告 》等调查与报告的出版，监督 全球和地区全民教育 的进展情况并确定教育趋势	工作重点 3-预期成果 8 增强各国，包括在冲突后和灾后局势下制定、实施和管理教育部门规划与全纳政策的能力
3. 政策对话与国际教育大会	为地方、区域和全球 政策对话 提供便利，以改进课程设计过程和成果： 10. 帮助建立适当机制，推广 2008 年会议 的结论，持续就全纳教育政策课题开展大会后续工作	工作重点3-预期成果 8 增强各国，包括在冲突后和灾后局势下制定、实施和管理教育部门规划与全纳政策的能力	

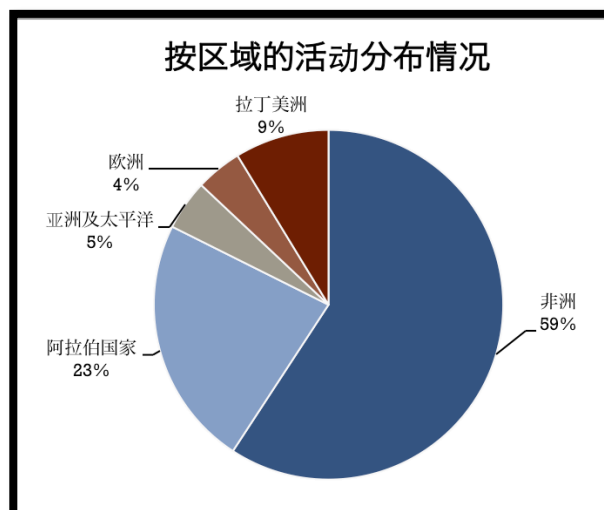
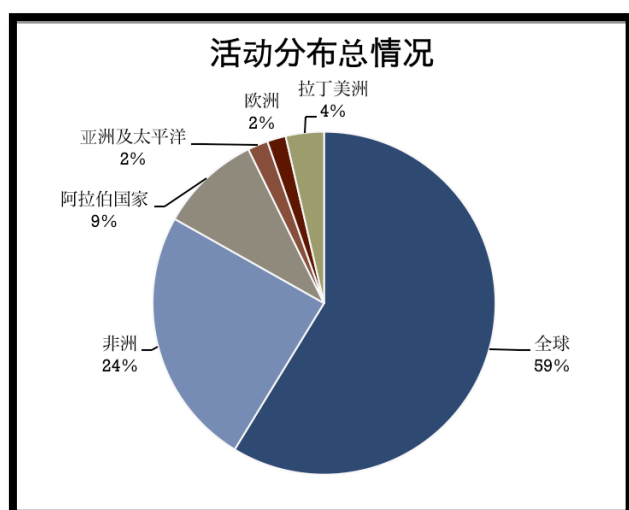
¹ 根据需要，与各项目相关的活动描述可供查阅，进一步介绍各项工作的成果和所面临的挑战。

2011 年主要成就

806 人参加了国际教育局的各项活动
 145 名非洲教育工作者参加了培训
 105 名来自 28 个国家的学员参加了文凭培训
 701 名来自 34 个国家的代表参加了讲习班
 1,539 名实践社区成员 (+7%)
 5 个国家(4 个阿拉伯地区国家)得到专门技术援助

4 期《教育展望》期刊出版
 6,936 个机构收到《教育展望》(+22%)
 30,707 人次通过订阅下载《教育展望》
 1,344,462 位不同访问者访问国际教育局网站(+17%)
 159,922 人次通过 UNESDOC 下载国际教育局的文件和出版物 (+18%)

图 1：活动分布情况(按支出)



1. 能力建设与技术援助

能力建设和技术援助旨在加强个人、国家团队或机构设计、开发、实施和评价课程进程的能力，以提高全民教育的质量。国际教育局通过建立实践社区，已在全球范围实现经验和知识的进一步共享和传播；在区域层面，与教科文组织的区域和地方办事处合作开发了培训课程并举办了讲习班；还直接提供技术援助，支持各国建立课程框架、开展师资培训和编写教学材料，以提高中小学的教育水平。各项活动都是根据成员国的要求和需要制定的。新的培训

方式旨在提高在地方层面的影响力，使国际教育局成为一个示范中心。2011 年的工作是在以下领域开展的：(1)课程培训文凭、(2)讲习班、(3)实践社区、(4)非洲优先、(5)专题领域，例如艾滋病毒和艾滋病教育、全纳教育和教育促进可持续发展、(6)向成员国提供技术援助，尤其侧重于过渡国家和受冲突影响的国家。

1.1 课程设计和开发专业文凭

国际教育局于 2010 年首次推出这一项目，旨在为课程领域提供新颖、可持续、长期和获官方认证的能力建设。作为理论和方法论工具，该文凭培训可增强学员们从教育系统的宏观、中观、微观和学校层面对课程进行分析、审查、评价、设计和开发的能力。学员先围绕课程领域 10 个专题模块（课程开发培训工具：TTCD 资源包）进行为期 10 天的面对面强化学习。在其后的 30 周内，他们再对每个模块进行深入研究，并认真对照各自的教育情景，审查和分析来自世界各地的案例，将他们学到的知识应用到自己特定的工作环境中。2011 年，国际教育局成功地完成了第一期拉丁美洲文凭培训，这一期的学习是与

战略目标
1, 2, 3, 4, 5
工作重点
2-6

乌拉圭天主教大学(UCU)以及教科文拉丁美洲和加勒比地区教育办事处(UNESCO OREALC)合作举办的。此外，国际教育局还启动了第二期拉丁美洲文凭培训，并与教科文非洲地区教育办事处(UNESCO BREDIA)和师资教育处(TED)、坦桑尼亚开放大学和坦桑尼亚教育局(TIE)合作，成功推出了非洲文凭。总共有来自 28 个国家的 105 名学员参加了文凭培训。迄今为止，已有 22 名学员于 2011 年 11 月毕业。总体而言，文凭培训受到了好评。95% 的学员一致认为，文凭培训有助于提高他们在课程问题上的认识和能力。我们将对学员新能力运用情况进行进一步的追踪，以了解其产生的影响。

挑战:

(a) 如何在质和量方面加强能力建设活动的短期和长期影响

(b) 如何与合作伙伴和用户共享评价结果，并请他们提出反馈意见，以完善规划和更精准地了解需求，提高文凭培训中学习工具的质量

表 1: 文凭培训概览

文凭培训/地点	学员
拉丁美洲 第一期文凭培训 (第 1 批) 乌拉圭蒙得维的亚	32 人 (来自 8 个拉丁美洲国家, 2 个非洲国家, 8 名教科文组织和世界银行工作人员) 男性 50%; 女性 50%
拉丁美洲 第二期文凭培训 (第 2 批) 乌拉圭蒙得维的亚	24 人 (来自 5 个拉丁美洲国家, 2 名教科文组织工作人员) 男性 12%; 女性 88%
非洲 第一期文凭培训 坦桑尼亚 达累斯萨拉姆	49 人 (来自 17 个非洲国家, 7 名教科文组织工作人员) 男性 50%; 女性 50%

1.2 讲习班

各种讲习班活动的重点在于，为负责教育和课程工作的人士提供具体的技术支持和培训。2011 年，国际教育局帮助多个国家开展了初等、中等和师范教育的课程改革工作。所有讲习班都应用专门的培训工具，针对成员国的具体要求而举办。今年，共有来自 34 个国家的 701 名学员参加了这些讲习班。亚洲地区的重点是为教育促

战略目标
1, 2, 3, 4, 5
工作重点
2-5/6

进可持续发展(ESD)师资培训机构开发学习工具。拉丁美洲和阿拉伯地区的重点是全纳教育。学员对讲习班给予了积极的评价，对其内容的满意率为 98%，对讲课安排的满意率为 94%，对材料的满意率为 98%。

表 2: 讲习班活动概览

地点和时间	讲习班题目	学员
菲律宾 2011年3月-4月	调整亚太地区师资培训, 以面向全民教育和教育促进可持续发展	63人(决策者、课程专家、师资培训人员、校长和教师)
泰国 2011年4月	调整亚太地区师资培训, 以面向全民教育和教育促进可持续发展	30人(决策者、课程专家、师资培训人员、校长和教师)
乌干达 2011年5月	为基础教育课程提供支持, 尤其是初中阶段	17人(乌干达国家课程开发中心职员)
越南 2011年6月	成立机构间小组, 在教育促进可持续发展领域开展行动研究和能力建设活动	82人(12个省的师范学院和高中的教师)
危地马拉 2011年7月	为全纳教育引导者举办讲习班	31人(教育部职员)
马里 2011年8月	制作一个工具包, 即: “二十一世纪的生活和工作技能: 非洲课程创新工具包”	68人(来自布基纳法索、刚果(布)、肯尼亚、马里、毛里求斯的决策者、课程专家、师资培训人员)
墨西哥 2011年9月	举办两次能力建设讲习班, 一次探讨课程改革过程, 另一次探讨素质教育问题	60人(国家学术团体的成员、师资培训人员; 小学教育各不同司局的职员)
安提瓜和巴布达 2011年11月	在加勒比地区举办一次关于全纳教育的讲习班	24人(决策者、课程专家、师资培训人员、校长和教师)
尼日尔 2011年11月	扎尔马语-法语双语教材及其农村非传统学校教师指南定稿并获得批准	25人(课程专家和师资培训人员)

1.3 实践社区

实践社区(COP)是一个开放和多元的空间, 为分享各种构想、方法、经验、做法、研究结果和资源提供了良机; 也为共同围绕课程主题进行机构能力建设提供了具体的可能性。

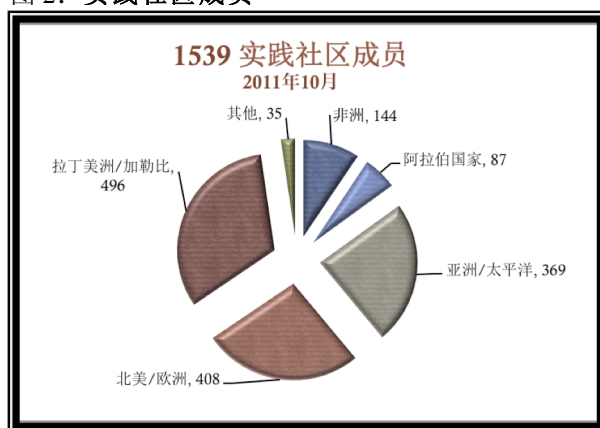
战略目标
1, 2, 3
工作重点
2-5/6

2011年, 国际教育局课程培训工具 TTCD 通过实践社区收集了新的课程案例, 并宣传了有关文凭培训和讲习班的信息。

相关数字

- **1.539** 个实践社区成员, 2011年增加了 7%
- 成员来自 **143** 个国家
- 收到 **27** 个新课程案例 (截至 2011年11月)

图 2: 实践社区成员



1.4 非洲优先

国际教育局通过其所有行动领域帮助教科文组织执行非洲优先计划。国际教育局与非洲地区教育办事处(BREDA)一起, 继续支持非洲基础教育项目(BEAP)。2011年, 国

战略目标
1, 2, 3, 4, 5
工作重点
2-5/6; 3-8

际教育局会同非洲地区教育办事处, 与坦桑尼亚开放大学和坦桑尼亚教育局密切合作, 共同建设机构能力, 管理网络平台、按行政和认证要求举办了课程专业文凭培训。培训的内容也

是基于 TTCD 专题模块根据非洲地区的需要设计的。第一期非洲文凭得以成功启动：共有来自 17 个非洲国家的 49 名专业人员参加了面对面的强化学习。国际教育局通过其在非洲开展的所有活动(文凭培训、非洲基础教育项目能力建设讲习班、技术援助类型培训和国际教育局非洲项目)，共培训了来自 21 个国家的 145 名专业人员。

非洲为生活和工作学习项目为撒哈拉以南若干非洲国家的教育部和有关机构提供了支持，通过在学校制定和实施优质课程，加强学生在基础教育阶段为未来生活和工作做准备。通过国际教育局的协调，在巴马科(马里)举行的一次国际讲习班期间，一个题为“二十一世纪的生活和工作技能：非洲课程创新工具包”的能力建设工具包得以完成。该成果

有赖一个五国(肯尼亚、刚果(布)、布基纳法索、马里、毛里求斯)团队在 2011 年的合作。

自 2010 年以来，国际教育局一直支持尼日尔，为农村小学教师提供扎尔马语-法语双语教材和阅读指南。

此外，国际教育局还通过一个马里和瑞士学校教学合作项目提高了教师和中学生运用信息技术提高学习成果的能力。

最后，国际教育局还为苏丹课程改革计划提供了技术援助。经与苏丹各利益有关方协商，苏丹联邦总教育部、国家课程和教学研究(NCCER)和教科文组织共同编写了一份项目建议书。

非洲优先



表 3：非洲优先

活 动	学员所属国家 (BEAP 非洲基础教育 项目国家)
课程设计和开发文凭培训 坦桑尼亚	安哥拉、贝宁、吉布提、埃塞俄比亚、冈比亚、加纳、几内亚、肯尼亚、莱索托、利比亚、马里、毛里求斯、尼日尔、坦桑尼亚、塞舌尔、乌干达、赞比亚
课程设计和开发讲习班 乌干达	乌干达
能力建设工具包 马里	布基纳法索、刚果(布)、肯尼亚、马里、毛里求斯
信息技术能力建设 马里	马里
扎尔马语-法语双语教材 尼日尔	尼日尔
全国课程大会 苏丹	苏丹

1.5 艾滋病毒和艾滋病教育方面的能力建设和资料库

战略目标
1, 2, 3, 4, 5
工作重点
3-10

这一领域相关活动的主要目标是通过将艾滋病毒和艾滋病教育更有效地纳入正式课程，开发工具改进学习和教学材料，提高教育专家的能力，为全民教育提供支持。举例而言，国际教育局制作了“关于如何将艾滋病毒和艾滋病教育纳入正式课程的手册”，并于今年更新了其法文版。通过制作这些创新工具、举办讲习班、丰富资料库、提供技术援助以及对有效做法加以评价，“艾滋病毒和艾滋病教育的能力建设和资料库”项目为该领域提供了专门支持。

表 4: 艾滋病毒和艾滋病教育方面的能力建设和资料库活动概览

活 动	成 果	合作 伙伴
支持为教科文组织艾滋病毒和艾滋病教育资料库	<ul style="list-style-type: none"> ➢ 200 份文件（英文、法文和葡萄牙文），即：将涉及课程和教育的资料添加到数据库中（2011 年 10 月） ➢ 30 份文件已接受评估（2011 年 10 月） 	教科文组织国际教育规划研究所曼谷
为圭亚那制作师资培训音像工具（用于艾滋病毒及相关问题的教学）	<ul style="list-style-type: none"> ➢ 圭亚那及加勒比共同市场其他国家的教师和师资培训人员将使用该视频教学 	
分析“卫生和家庭生活教育师资培训”的培训前和培训期间的情况，尤其侧重于在加勒比共同市场 11 个国家开展性教育培训	<ul style="list-style-type: none"> ➢ 第一批成果和建议已于 4 月在圣卢西亚举办的一次区域技术会议（加勒比共同市场、儿童基金和教科文组织联合举办）上介绍 	教科文组织金斯顿办事处
为各国、组织、个人提供在线技术援助	<ul style="list-style-type: none"> ➢ 80 项请求已得到满足 	
为出版物撰稿和提意见	<ul style="list-style-type: none"> ➢ 性教育工具包（伊拉克） ➢ 艾滋病毒教育教师培训单元（摩洛哥） 	教科文摩洛哥和伊拉克办事处
参加 GigaPan 网站的对话工作	<ul style="list-style-type: none"> ➢ 通过网络互动平台，将各地区的学校联系在一起 	卡耐基梅隆大学

1.6 为成员国提供技术援助

国际教育局支持各国政府（即教育部和课程机构）规划、开发、实施和评价优质中小学课程，应对新的挑战、需求和发展前景。在此方面，尤其侧重于把能力建设这项工作有意义地纳入到国家课程工作中去，并强调根据**学会共同生活(LTLT)**和**教育促进可持续发展(ESD)**的价值、原则和做

战略目标
1, 2, 3, 4, 5
工作重点
2-5/6;
3-8

法，使学生为未来生活和工作做准备。**冲突后和灾后(PCPD)**局势得到了重视。根据需求，国际教育局 2011 年在阿拉伯地区增加了对课程开发、优质课程框架和评价工作的支持。

表 5: 技术援助活动概览

国别/项目	理 由	成 果
伊拉克 新课程倡议	为期三年的项目。伊拉克新课程以普遍价值为基础，例如：人权和性别平等、和平以及学会共同生活(LTLT)。	<ol style="list-style-type: none"> 1. 伊拉克的新课程框架得到教育部的批准，随时可以进行公共磋商 2. 启动关于建立伊拉克国家课程设中心的可行性研究
苏丹 全国课程大会	根据全国大会上苏丹各利益有关方达成的协议，提交一份跨年度项目建议书，以申请资金，争取在苏丹开展全面的课程改革工作。	提交关于在苏丹开展全面课程改革工作项目的建议书修订版，申请资金
黎巴嫩 教材分析	建立一个从性别角度分析教材的项目，以了解教材中存在的性别问题和偏见，作为从性别角度修订教材的依据。这将有助于加强学会共同生活(LTLT)的能力，提高中小学教育所用教材的整体质量。	<ol style="list-style-type: none"> 1. 开发出从性别角度分析教材的工具和方法 2. 加强了 40 名教育专家和研究人员的采用共同方法分析课程的能力
近东救济工程处 为提高课程质量提供框架	为实施优质课程建立共同框架，以此为起点，争取在阿曼中央单位和联合国近东救济工程处(UNRWA)各外地办事处提高教育/课程专家的能力，并在此基础上开展较长期的工作。	<ol style="list-style-type: none"> 1. 为近东救济工程处(UNRWA)各学校实施优质课程提供第一版共同框架 2. 加强了 25 名经认证的课程专家开展推广活动的的能力

海湾国家 为评价课程提供 框架

为海湾国家评价课程建立共同框架，以整理现有经验为基础，立足于为该地区课程评价设计易于有效的规程，以此作为课程设计完整周期的一部分。

1. 制定海湾国家课程评价共同框架的大纲
2. 加强了 30 名教育和课程专家(国家团队)的能力

能力建设与技术援助面临的挑战

- 如何增强**团队专门知识**(中期)，以便满足成员国日益增加的需求
- 如何为文凭培训建立可持续**奖学金计划**，安排问卷调查，评估文凭培训对学员未来工作产生的影响
- 如何更好地将这项工作与**非洲**结合起来
- 如何弥合一些国家在课程工作中出现的技术和政策上的**差距**

2. 知识的开发与管理

国际教育局通过汇编、整理和方便人们获得一系列涉及教育系统、课程和课程进程的专业化资源、材料和信息，支持有利于优质全民教育的行动。建立

这方面的知识库，旨在支持开展能力建设活动，为决策进程提供咨询意见，并促进人们对具体教育问题和课程问题开展交流和辩论。

2011 年活动

2.1. 在知识开发与管理 (KPM) 项目的支持下，通过交叉检查教科文组织统计研究所 (UIS) 数据库所包括的约 110 国家的情况，核实了关于义务教育时间的信息，同时亦为编写 **2011 年统计研究所全球教育文摘** 提供了素材。该计划也为统计研究所将在 2012 年确定的义务教育定义方案作出了贡献。这一举措的宗旨始终是，了解现有数据库之间存在哪些不一致，提高不同来源的信息的质量和可靠性，改进数据收集工作。

2.2. 2011 年下半年，该项目开始为统计研究所和国际教育局将于 2012 年 1 月推出的**全球教学时间调查**开展筹备工作。这意味着，需要从一个关于教学时间的更规范的定义出发，编制一份具体的调查问卷，用于在世界范围内收集信息。在纽约州立大学研究人员的外部协助下，国际教育局和统计研究所已联合编制出这份调查问卷。为支持这一战略举措，并帮助答卷者完成答卷任务，该项目从它的数据库提取了约 180 个国家关于教学时间方面的现有信息，并汇编成册。

2.3. **世界教育数据** 2010/11 年版加强了对各国课程和课程设计进程的介绍。这些资料亦用于拉丁美洲和非洲的文凭培训中。**国别数据**得以定期更新；

战略目标
6.7,8,9
工作重点
3-8/4-12

通过该数据库，现可以查阅约 190 个国家的信息页，其中包括近 100 个国家的课程资源链接。教育**简讯和文摘**定期发布，其中包括两份专题简讯(一份关于性别与课程，另一份关于冲突与课程)。**国际教育局在线书目**和**课程汇编**也进一步得以丰富。

2.4. **国际教育局网站**一直在不断更新，其中几个栏目还有所加强。通过每月举行网站编辑会议，加强了内部协调和规划；完成了对国际教育局内联网的评估工作；收集了对其加以改进的意见和建议，并予以系统化。

2011 年出版物

2.5. 《**教育展望**》：**比较教育季刊**。共发行 4 期：2011 年 3 月版，“**阿拉伯国家高等教育融资**”(第 157 期)；2011 年 6 月版，非特刊，载有从各不同教育视角撰写的文章(第 158 期)；9 月版，“**让教师们为全纳教育做好准备**”(第 159 期)；以及 12 月版，“**师资教育的国际化**”(第 160 期)。**《教育展望》**现通过 255 家学术联盟发送到全世界 **6,936** 个机构，比去年增长 22%。2011 年，通过订阅下载的数量已达 **30,707** 次，而仅三年前，这一下载只有约 2,800 次。

成就--让数字说话

数据库

- ✓ 2010/11 版世界教育数据更新了 **49 个国家情况介绍**，在国际教育局网站上和 UNESDOC 数据库中提供查询，使国际情况介绍总数达到 116 份(截至 2011 年 10 月)
- ✓ **110 个国家**的情况已接受交叉检查，以核实关于义务教育时间的信息(为教科文组织统计研究所编制的 **2011 年统计研究所全球教育文摘**提供素材)
- ✓ **745 条**记录添加到 IBEDOC 在线书目中，其中约 590 条添加到课程汇编中
- ✓ 发布了 **39 期**教育简讯和 **3 份**文摘，包括 **2 份**新的专题简讯

网站(截至 2011 年 10 月)

- ✓ 以 **3 种**文字发布了 **28 条**新通知
- ✓ 访问者总数为 **1,344,462 位(+17%)**
- ✓ **159,922 人次**通过 UNESDOC 下载国际教育局的文件和出版物(+18%)

出版物

- ✓ **4 期**《教育展望》
- ✓ **1 期**教育实践丛书(第 22 期,“分数的教学”)
- ✓ **2 本书**: 拉丁美洲儿童权利与全纳教育
从区域间和区域的视角看全纳教育: 第四十八届国际教育大会后续工作

知识开发与管理面临的挑战

- 如何**更系统、更持续地**发掘国际教育局有关课程和课程开发过程的丰富知识和信息
- 如何兼顾用户的建议和需求，进一步完善**教育简讯和文摘服务**
- 如何进一步循序渐进地发展**国际教育局网站**，使之更加**活跃和互动**

3. 政策对话与国际教育大会

国际教育大会(ICE)第四十八届会议是一个充满动态的进程，共分为筹备、实施和后续等阶段，有助于在扩宽的全纳教育(IE)理念基础上建立政策和课程设框架。在推动全纳教育这一核心战略以实现优质全民教育方面，国际教育局继续致力于提高各国能力，对全纳政策框架和全纳课程指导材料进行设

计、管理和实施。2011 年，国际教育局通过以下工作，对围绕全纳教育理论与实践展开的政策讨论作出了贡献：**(1)**与各教育部委、基金会、跨国组织等单位结成伙伴关系，**(2)**为建立全纳政策框架和指导方针提供指导意见，以及**(3)**建立网络平台，传播全纳教育政策的相关信息。

2011 年重要工作领域

为推动和促进关于全纳教育做法的政策对话与交流，至少在**教科文组织的 3 个地区**建立了**伙伴关系**。

战略目标
10
工作重点
3-8

例如，国际教育局与欧洲特殊需求教育发展局合作，联合执行了一项由欧洲 **25 个国家**参与的项目，编制了全纳教师的能力标准和相关成果，以

向欧洲及其他地区推广。另一个例子是，与伊比利亚美洲国家组织(OEI)和各国教育部委结成重要的伙伴关系，在拉丁美洲国家(如哥伦比亚、危地马拉、墨西哥)开展全纳课程讲习班。此外，正在与海湾阿拉伯国家教育研究中心(GASERC)建立伙伴关系，以在阿拉伯地区执行一个有关全纳学校课程以及课程质量和评价方面的项目。

最后，经与教科文组织(基础到高等教育和学习司)以及欧洲特殊需求教育发展局合作，已建立起**全纳教育在行动-IEA项目主页** (<http://www.Inclusive-education-in-action.org/iea/>)，介绍落实教科文组织全纳教育指导方针的有效做法。

政策对话与国际教育大会面临的挑战

- 鉴于政策对话相关工作大部分都具有横跨各项目这一特点，如何制定一项超越国际教育大会第四十八届会议的政策项目
- 如何兼顾不同国家和地区的具体情况和能力，突出国际比较视角，为教科文组织所有地区开展**具有相适性、基于实证的深入的全纳教育政策对话**
- 如何根据全纳政策框架的定义和应用理念，吸引、说服和动员不同的合作伙伴，理解全纳课程是实现全纳目标的手段，从而提供**机构、政策和资金支持**。

二、机构管理

1. 国际教育局作为示范中心：准备工作

先前由国际教育局理事会第六十届会议核准的“旨在使国际教育局成为课程领域示范中心的战略”，得到了教科文组织大会第三十六届会议的一致通过。2011年，国际教育局开展了筹备工作，为落实这一战略制定了行动计划，具体涉及：

- (1) 项目分析、
- (2) 快速组织机构评估(ROA)、
- (3) 外部审计。

这三项工作要求国际教育局的工作人员付出大量的时间和努力，但对于为落实这一战略奠定基础具有

非常重要的意义。这些工作成果还被用来认真制定该战略的**初步实施行动草案**。项目分析、快速组织机构评估和外部审计的相关报告和成果，均在国际教育局指导委员会2011年9月6-7日的会议上进行了讨论。

此外，在该指导委员会的会议上还制定并讨论了一项资源动员计划。该计划将提交国际教育局理事会第六十一届会议。

2. 人力和财政资源

行政管理部门对预算和财务、人力资源、信息技术及房舍建筑负有管理责任。正如外聘审计员2011年7月指出的，国际教育局的财务账目完全符合国际公共部门会计标准(IPSAS)。外聘审计员提出的各项财务和管理建议正在落实，并已向教科文组织的财务管理局(BFM)通报。国际教育局对房舍建筑的维护是根据国家和联合国国际安全标准进行的。

2.1 财政资源

2011年财政年度的核定总预算为**\$4,491,000**美元。教科文组织对国际教育局的财政拨款(经常预算)为**\$240**万美元，占国际教育局总经费(包括预算外经费)的**47%**。截至2011年10月31日，预算执行为**69%**。

在2011年预算外计划方面，年初总共划拨了**\$477,273**美元的经费；此外，还额外得到了达**\$127,000**美元的预算外经费，用以执行未包含在2011年1月提交国际教育局理事会的预算框架内的一些特别活动和任务，即与海湾阿拉伯国家教育研究中心(GASERC)、近东救济工程处(UNRWA)和墨西哥相关的活动和任务。

国际教育局继续实行费用补偿政策。截至2011年10月31日，共回笼了**\$245,000**美元，其中包括用于支持工作项目的**\$78,000**美元。

关于2011年12月底财政资源状况的信息列表将于2012年1月提供。

2.2 人力资源

工作人员	人 数
专业人员	6 名正式 5 名限期任用
一般事务	6 名正式
共计	17

年轻专业人员和实习生	人 数
BARDS	8
SYNI	1
实习生	16
共计	25

国际教育局继续实施培养年轻专业人员的政策：**8** 名大学硕士毕业生已拿到担任 **BARDS** 研究助理的研究金，来自代表教科文组织五大地区中的三个地区的以下名牌大学的 **15** 名研究生通过国际教育局的实习计划接受了培训：哈佛大学、范德比尔特大

学、索邦巴黎第一大学和日内瓦国际和发展研究学院等。实习经费由学生所在大学提供。另外，洛桑市就业计划也为一名研究助理提供了资助。

国际教育局的工作人员接受了以下类型的培训：

- **1** 名工作人员参加了教科文组织总部举办的“性别问题联络人强化培训”讲习班
- **1** 名工作人员和 **2** 名研究助理参加了课程设计和开发文凭培训
- **1** 名工作人员参加了 **UN-LINKS** 总部举办的会议。

招 聘

一名高级项目专家(P5)的招聘工作已接近遴选阶段的尾声。2011年4月为非洲优先项目招聘了一名P4级限期任用(ALD)协调员。同样，分别为非洲和伊拉克技术援助项目招聘了一名P1/P2级限期任用(ALD)助理项目专家。另外，招聘了一名GS6级会计，于10月份开始任职。

III. Budgetary Figures as of 31 October 2011

INTERNATIONAL BUREAU OF EDUCATION (IBE)
FINANCIAL STATEMENT I & II
FOR THE FINANCIAL PERIOD 1st JANUARY TO 31st OCTOBER 2011

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

Clementina ACEDO MACHADO
Director
International Bureau of Education



15.12.2011

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

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

STATEMENT OF FINANCIAL PERFORMANCE FOR THE PERIOD ENDED

(Expressed in '000s US dollars)

as at 31/10/2011		
	30/10/2011	31/12/2010
REVENUE		
UNESCO Financial Allocation	2'400'000	2'400'000
Voluntary contributions - Regular programme		
Voluntary contributions - Extra-Budgetary	735'776	1'751'402
In-kind voluntary contributions	619'457	
Other revenue producing activities	161'063	71'183
Other revenue	112'392	65'076
Finance revenue	12'947	10'439
TOTAL REVENUE	4'041'635	4'298'100
EXPENSES		
Employee benefits expenses	2'144'309	2'198'718
Consultants/external experts and mission costs	288'066	516'292
Grants & other transfers	210'867	276'161
Supplies, consummables & other running costs	927'264	1'208'203
Contracted services	156'119	137'452
Depreciation and amortization	19'928	25'805
Other expenses	2	12'015
Finance Costs	8'538	3'174
TOTAL EXPENSES	3'756'092	4'377'820
SURPLUS/(DEFICIT) FOR THE YEAR	286'543	-79'720

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

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS				EXPENDITURES				UNOBLIGATED BALANCE	EXECUTION RATE PERIOD (EXPENDITURES / BUD.REVISED)	EXECUTION RATE GLOBAL (EXPENDITURES / BUD.REVISED)	
	Appropriation Approved by council	Resources unleased psc included	Transfers	Additional Funds	Balance year 2010 Carry forward RESIDUAL BUDGET	revised	year 2010 Carry forward ULO's Budget	Disbursements				Unliquidated Obligations period reporting
I. PROGRAMME OPERATIONS												
Line 1: CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE												
Community of Practice for Curriculum Development	619'530	10'385	0	5'879	209'470	815'484	-7'125	554'112	36'588	175'546	56'364	72.4%
AFRICA project	300'000	0	0	5'879	305'879	305'879	0	187'183	25'375	59'400	34'921	88.6%
Technical co-operation projects / support to member states	210'530	0	0	0	210'530	420'000	-7'125	277'441	11'173	117'068	21'444	84.9%
GIGAPAN	100'000	10'385	0	0	89'615	89'615	0	69'488	50	77	0	100.0%
Line 2: KNOWLEDGE PRODUCTION AND MANAGEMENT												
Resource Bank and Observatory of educational trends	445'179	0	0	0	14'821	467'000	-1'929	210'058	20'371	138'083	94'417	79.5%
Documentation and information	116'000	0	0	0	116'000	116'000	0	26'667	326	78'978	8'106	93.0%
Development of IBE web site	65'000	0	0	0	65'000	65'000	0	42'263	1'970	21'47	18'619	71.4%
Research and Publications	80'000	0	0	0	80'000	80'000	0	36'558	6'517	17'366	19'530	53.8%
	185'179	0	0	0	14'821	200'000	-1'929	102'649	11'557	39'563	48'169	75.9%
Line 3: POLICY DIALOGUE												
Policy Dialogue / Inclusive education	103'035	0	0	0	103'035	103'035	0	50'493	9'288	20'761	22'493	78.2%
	103'035	0	0	0	103'035	103'035	0	50'493	9'288	20'761	22'493	78.2%
TOTAL I : PROGRAMME ACTIVITIES	1'159'744	10'385	0	5'879	224'291	1'389'914	-9'054	814'662	66'267	332'380	173'274	86.8%
II.BE GOVERNING BOARD / GEN. ADMINISTRATION / INSTITUTIONAL DEV.												
Line 1 : 60th session/Steering Committee	180'000	0	0	0	180'000	180'000	0	103'753	789	1'421	74'937	58.1%
Line 2 : General operating costs	290'000	0	0	0	290'000	290'000	0	124'098	5'195	114'116	48'590	83.9%
Line 3 : institutional development: Coordination and prog dev	300'000	0	0	0	300'000	300'000	0	168'577	5'973	20'280	105'170	64.9%
TOTAL II : IBE COUNCIL, GEN.ADMIN. & INST. DEV	770'000	0	0	0	770'000	770'000	0	396'428	11'858	135'817	225'797	70.7%
TOTAL I + II	1'929'744	10'385	0	5'879	224'291	2'160'914	-9'054	1'211'090	78'225	470'197	399'071	81.0%
III. IBE Staff Costs												
TOTAL III : IBE STAFF COSTS	2'290'000	0	0	6'944	0	2'296'944	0	1764'082	0	0	532'862	76.8%
TOTAL : I + II + III	4'219'744	10'385	0	12'823	224'291	4'457'858	-9'054	2'975'172	78'225	470'197	931'934	78.9%

EXTRABUDGETARY RESOURCES 2011

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



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

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

ADMINISTRATIVE GROUP MEETING

Geneva, 24 January 2012

PROCEEDINGS

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

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

The Russian Federation and Israel were not represented.

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

UNESCO Headquarters was not represented.

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

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

Adoption of the Agenda

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

Report on activities for 2011 and Provisional Accounts

3. The Director of the IBE emphasized the alignment of programme activities with the main line of actions of UNESCO, and presented the achievements of the year 2011. She also underlined the challenges that the IBE must overcome, amongst others the strengthening of its expertise, the prolongation of the “Diploma for Curriculum Design and Production” and a better integration of activities carried out in Africa.
4. On the subject of strengthening the technical capacity of the IBE, the procedure for the recruitment of a new principal programme specialist had been completed. Equally, two new programme assistants have been recruited for the Africa Programme and for the technical assistance programme. Furthermore, to strengthen its team, the IBE continues to resort to different contractual arrangements, as well as awarding grants to young researchers.
5. As far as the budgetary and financial situation on 31 December 2011 is concerned, on the basis of provisional accounts cleared by UNESCO’s Bureau of Financial Management, the resources credited to the IBE’s special account of US\$4'228'454 dollars, plus the reserves of 1 January 2011 of US\$1'894'306, less the expenditure of US\$4'654'444, leaves reserves on 31 December 2011 at US\$1'468'316.

6. Provisional financial position 2011

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

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

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

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

8. Further to the resources on the Special Account, the IBE had mobilized extra-budgetary resources for a total of US\$576'583, which brought the total resources for 2011 to US\$5'205'415.
9. The Group took note of the provisional financial accounts for 2011 and the amount of reserves on 31 December 2011, which totalled US\$1'468'316. The Group was informed by the Director that the definitive financial statements certified by the Bureau of Financial Management will be available in the second quarter of 2012 and presented to the Steering Committee for approval in September 2012.

Draft budget for 2012

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

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

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

11. Further to this effort of adapting the budget for different programme activities, the IBE has decided that henceforth the financing of any request presented by a Member State for capacity-building and technical assistance must be guaranteed beforehand by the requesting country.
12. Equally, in the context of efforts to reduce staff costs, and even though the number of regular staff members has dropped continuously since 1999, a member of the General Service staff was able to benefit from the voluntary measures introduced by UNESCO and will leave the organization at the end of January 2012. This post description will be revised so as to allow the eventual abolition of another post. Furthermore, two vacant posts have also been abolished.
13. The Director of the IBE emphasized that these efforts will not be enough to stabilize the IBE's financial balance and she proposed the creation of a Stability Fund provided by contributions from the twenty-eight members of the Council. This Fund should not take the place of voluntary contributions, which are more than ever necessary for the implementation of a Centre of Excellence. Without extraordinary measures, such as the creation of a Stability Fund and an increase in voluntary contributions, the reduction in programme budgets will be even more severe and the setting up of a Centre of Excellence will become complicated.
14. The Group deplored the fact that this financial crisis happened just after the approval by UNESCO's General Conference of the Strategy designed to make the IBE a centre of excellence in the field of curricula and estimated that the extra resources must be found to strengthen the IBE's expertise and to allow this strategy to begin. For this purpose, the Group recommends to the Council to examine the feasibility of the proposal made by the Director of the IBE to introduce a Stability Fund.
15. In conclusion, the Group recommends to the Council to approve the Appropriation Resolution for 2012.

Appropriation Resolution N° 1/2012

The Council of the IBE,

Having examined the proposals of the Director of the IBE for activities in 2012 contained in document UNESCO/BIE/C.61/3,

Decides that,

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

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

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

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

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

(d) The Director is authorized to incur obligations during the financial period 1 January – 31 December 2012 up to the amount appropriated under paragraph (a) above.

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

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

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

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

(i) The constitution and management by the Director of the IBE of a reserve will be done in line with Article 7, paragraph 7.1 of the financial rules applicable to the special account of the International Bureau of Education. This reserve could be credited by funds coming from different sources and could amount to 5 – 10% of the annual budget. The Director of the IBE will make use of these funds according to the programme needs and present a report to the Council at the session immediately following their utilization. The creation of such a reserve should not impact negatively on the implementation of the activities adopted by the Council.

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

Closing of the meeting

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



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

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

Geneva, 25-27 January 2012

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

6

GENERAL FRAMEWORK of the IMPLEMENTATION PLAN

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

Introduction

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

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

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

Key to timelines in the Action Plan:

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

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

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

Strategy A1:

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

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

Strategy A2:

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

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

Strategy A3:

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

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

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

Strategy A4:

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

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

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

Strategy B1:

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

STRATEGY REF.	ACTION	OUTCOME(S)	COMPLETED BY	PRIMARY RESP
Short Term Actions (within one year of adoption of the Strategy)				
B1.1	Strengthen and expand IBE networks to include: <ul style="list-style-type: none"> • Curriculum experts, professional associations, and other centres of excellence which could assist the IBE to carry out its tasks at regional and national level. • Other relevant UN agencies and international non-government organizations. • Key figures from outside education concerned with the quality of education (e.g., leaders of civil society, politicians/parliamentarians, the mass media, the private/business sector, and, increasingly, alumni of IBE courses). • Supporters and 'friends of the IBE' who can provide the Institute with information, contacts and support, and high-level 'champions' or 'goodwill ambassadors' who would be willing to speak on its behalf. 	Networks re-affirmed and expanded as appropriate. Services provided by IBE publicised to all networks	January 2013 and on going	All staff; Programme Coordinator, CD
Medium Term Actions (within 1-3 years of adoption of the Strategy)				
B1.2	Based on the members of these networks, more systematically organise the IBE's partner/network databases, particularly its roster of institutions, technical specialists and pioneers in the field who can be called upon to help the IBE deliver its increasing range of services.	Refined internal databases of partner institutions, technical experts and consultants	September 2013	Programme Coordinators

Strategy B2:

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

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

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

Strategy B3:

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

STRATEGY REF.	ACTION	OUTCOME(S)	COMPLETED BY	PRIMARY RESP
Short Term Actions (within one year of adoption of the Strategy)				
B3.1	Develop a systematic framework of flexible training courses and related certificates and accreditation arrangements.	Initial course framework and accreditation arrangements	November 2011	Programme Coordinator, CD
B3.2	Improve and refine existing training tools to fit the framework created in B3.1.	Training tools reviewed and enhanced	January 2013 and ongoing	Programme Coordinator, CD (and TA)
Medium Term Actions (within 1-3 years of adoption of the Strategy)				
B3.3	<p>Within the framework mentioned in B3.1:</p> <ul style="list-style-type: none"> • Create new training tools to meet emerging demands and trends. • Develop intensive, longer-term training programmes in cooperation with universities, leading to academic accreditation. • Develop or adapt e-learning and online and distance learning programmes and fora. 	Appropriate range of course structures and patterns developed within the framework	January 2013 and ongoing	Programme Coordinators

Strategy B4:

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

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

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

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

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

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

Strategy B5:

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

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

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

Strategy C1:

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

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

Strategy C2:

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

STRATEGY REF.	ACTION	OUTCOME(S)	COMPLETED BY	PRIMARY RESP
Short Term Actions (within one year of adoption of the Strategy)				
C2.1	Identify the essential core competencies of staff and re-design current staff profiles (e.g., skill sets and expertise) in order to fill in the new organizational structure mentioned above (C1.1).	Revised Duty and Responsibilities statements consistent with new organisational structure	December 2012	IBE Director; UNESCO HRM; Programme Coordinators
C2.2	Re-assess, further enhance and more appropriately utilize the skills, expertise and experience of staff.	<ul style="list-style-type: none"> ▪ Professional learning plans developed ▪ Opportunities in place to best utilize staff skills, expertise and experience 	December 2012 and ongoing	IBE Director; Programme Coordinators
Medium Term Actions (within 1-3 years of adoption of the Strategy)				
C2.3	Recruit additional staff as required (and if funds allow) to meet the wide range of skills, knowledge and experience needed for the IBE to perform as a CoE.	Staged Human Resources plan developed and implementation commenced	January 2013 and ongoing	IBE Director; Programme Coordinators
C2.4	Explore the possibility of using more flexible contractual arrangements than currently exist in order to recruit and keep needed expertise.	Range of employment models explored and utilised	January 2013	IBE Director; UNESCO HRM; IBE AO

Strategy C3:

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

STRATEGY REF.	ACTION	OUTCOME(S)	COMPLETED BY	PRIMARY RESP
Short Term Actions (within one year of adoption of the Strategy)				
C3.1	In close collaboration with UNESCO HQ, examine the size, composition and functions of the IBE Council, including the possibility of creating an advisory mechanism which would provide expert advice to the Council	<ul style="list-style-type: none"> ▪ Analysis of size, composition and functions of the Council completed and recommendations made 	October 2012	IBE Director; ADG/ED Dir ED/EO; President

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

⁴ Governing Board Secretariat (GBS)

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

PROGRAMMATIC REVIEW 2011¹

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

CONTENTS

EXECUTIVE SUMMARY	3
INTRODUCTION	5
Background	5
Programmatic Review Methodology	5
<i>Phase 1 Review of Vision, Mission and Objectives statements</i>	<i>5</i>
<i>Phase 2 Programme Information and Self-Evaluation</i>	<i>6</i>
<i>Phase 3 External Review and Recommendations</i>	<i>6</i>
PART 1 – REVIEW OF HIGH LEVEL STATEMENTS OF MISSION, PURPOSE AND OBJECTIVES	7
1.1 Process of Review	7
1.2 Revised Statements of the IBE as a Centre of Excellence	7
PART 2 PROGRAMME INFORMATION AND SELF-EVALUATION	9
2.1 Clarification and Confirmation of Programme Areas and Projects / Activities 9	
2.2 Information and Self-Evaluation	10
2.2.1 <i>CAPACITY DEVELOPMENT</i>	<i>10</i>
2.2.2 <i>TECHNICAL COOPERATION PROJECTS / SUPPORT TO MEMBER STATES</i>	<i>14</i>
2.2.3 <i>KNOWLEDGE PRODUCTION AND MANAGEMENT</i>	<i>16</i>
2.2.4 <i>PROMOTING INCLUSIVE EDUCATION IN POLICY DIALOGUE</i>	<i>19</i>
2.2.5 <i>CAPACITY-BUILDING AND CLEARINGHOUSE ON HIV AND AIDS EDUCATION</i>	<i>22</i>
2.2.6 <i>LEARNING FOR LIFE AND WORK (LfLW) IN SUB-SAHARAN AFRICAN COUNTRIES</i>	<i>25</i>
PART 3 – CONCLUSIONS AND SUGGESTED ACTIONS	27
3.1 Introduction	27
3.2 Programmatic Review Methodology	28
3.2.1 <i>Establishment of Review Criteria</i>	<i>28</i>
3.3 Key Evaluative Questions	29
3.3.1 <i>Are the IBE’s programmes and activities consistent with a clear strategic vision and a clearly articulated curriculum ‘philosophy’?</i>	<i>29</i>
3.3.2 <i>Do the IBE’s programmes and activities demonstrate high levels of staff capacity and expertise?</i>	<i>32</i>
3.3.3 <i>Do the IBE’s programmes and activities reflect knowledge and understanding of the complexity of curriculum theory and curriculum practice, and of connections between them?</i>	<i>35</i>
3.3.4 <i>Do the IBE’s programmes and activities provide an appropriate range of high quality curriculum-related products and services that meets the needs of its clients?</i>	<i>37</i>
3.3.5 <i>Do the IBE’s programmes and activities have a significant and meaningful impact on the work of its clients that is assessed over time?</i>	<i>40</i>
3.4 Products and Services, Priorities and Recommendations	41

EXECUTIVE SUMMARY

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

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

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

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

The methodology of this Programmatic Review consisted of three steps:

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

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

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

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

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

INTRODUCTION

Background

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

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

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

The specific objectives of this Programmatic Review are therefore to

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

Programmatic Review Methodology

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

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

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

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

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

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

Phase 2 *Programme Information and Self-Evaluation*
(Go to [PART 2 PROGRAMME INFORMATION AND SELF-EVALUATION](#))

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

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

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

Phase 3 *External Review and Recommendations*
(Go to [PART 3 – CONCLUSIONS AND SUGGESTED ACTIONS](#))

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

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

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

1.1 Process of Review

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

1.2 Revised Statements of the IBE as a Centre of Excellence

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

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

The draft statements are in Table 1 below.

Table 1 - Revised High-Level Statement

OUR VISION

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

OUR MISSION

As a Centre of Excellence, the mission of the IBE is to enhance the quality of students' learning by promoting and supporting excellence in curriculum processes and products.

We support excellence in curriculum by providing

- capacity development for institutions and individuals, and targeted technical assistance
- access to curriculum-related knowledge and information
- opportunities for constructive policy dialogue

OUR OBJECTIVES

EDUCATIONAL

The Educational Objectives of the IBE are:

- 1 To enhance the capacities for the design, management and implementation of curriculum development processes among specialists, practitioners and decision-makers
- 2 To improve the quality of curriculum-making processes and products
- 3 To inform innovative policies and practices in the field of curriculum reform and change.

INSTITUTIONAL

The Institutional Objectives of the IBE are:

- 1 To develop and implement a range of high quality, relevant results-oriented products and services
- 2 To ensure we respond to the needs of Member States and deliver our products and services in efficient, timely and responsive ways.
- 3 To ensure our work is effectively monitored and its results are measured in valid and appropriate ways

OUR VALUES

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

OUR RATIONALE

If we want:	<ul style="list-style-type: none"> • a world that is politically, economically and environmentally secure, • societies that are just and inclusive, and • communities that are caring and safe,
Then education systems need to produce young people who are:	<ul style="list-style-type: none"> • Knowledgeable, confident and productive individuals • Life-long learners with the skills to operate successfully in an environment of rapidly expanding knowledge • Proud and responsible members of their communities and citizens of their countries.
To contribute to this process, curriculum needs to:	<ul style="list-style-type: none"> • Be of the best possible quality in both process and product • Provide opportunities for every individual to realise her or his potential • Promote high standards of personal achievement in all learning areas • Achieve a balance between learning knowledge, acquiring skills and competencies, and developing attitudes and values • Be relevant to students' present and future lives, learning needs and stages of development • Reflect the cultural traditions and aspirations of the country, and respond to global challenges
And teachers need to:	<ul style="list-style-type: none"> • Create nurturing and enabling learning environments • Encourage active learning including the use of new technologies • Use a range of teaching and learning approaches to address different learning needs and styles
So that learners develop as individuals who:	<ul style="list-style-type: none"> • Understand and cherish their own country and its place in the world • Are self-confident and able to accept challenges • Can work both independently and as part of a team • Develop resilience and can cope with change • Are caring, tolerant, proactive and ready to engage positively in society, and • Respect the physical environment and understand the need for sustainable development

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

PART 2 - PROGRAMME INFORMATION AND SELF-EVALUATION

2.1 Clarification and Confirmation of Programme Areas and Projects / Activities

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

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

Diagram 2 – Current Activities within IBE Programme Areas²

PROGRAMME	CAPACITY DEVELOPMENT and TECHNICAL ASSISTANCE	KNOWLEDGE PRODUCTION and MANAGEMENT	POLICY DIALOGUE
COMPONENTS	<ul style="list-style-type: none"> • Technical Assistance to Member States • Community of Practice • Learning Tools and Training (Diploma) 	<ul style="list-style-type: none"> • Observatory / Resource Bank • IBE Website • Documentation and Information • Publications 	<ul style="list-style-type: none"> • International Conference of Education • Policy Dialogue for Inclusion
PROGRAMME INITIATIVES	HIV / AIDS in the Curriculum		
	PROJECT AFRICA BEAP – Learning for Life and Work – Diploma		

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

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

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

2.2 Information and Self-Evaluation

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

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

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

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

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

2.2.1 CAPACITY DEVELOPMENT

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

Programme Components:

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

Review Criteria:

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

2. Innovative

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

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

3. Effective

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

4. High quality

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

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

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

The Programme is consistent with the IBE's revised high-level statements in that:

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

Challenges and Risks:

Current challenges facing the Programme include

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

Future challenges facing the Programme include

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

Risks to the Programme include

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

Future Directions:

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

If there were to be no increase in resources –

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

If there were to be 'reasonable' additional resources –

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

2.2.2 TECHNICAL COOPERATION PROJECTS / SUPPORT TO MEMBER STATES

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

Review Criteria:

1. Relevant and responsive to the needs of Member States

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

2. Innovative

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

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

3. Effective

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

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

4. High quality

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

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

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

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

Challenges and Risks:

Current and future challenges include

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

Risks to the Programme include

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

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

Future Directions:

If there were to be no increase in resources –

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

If there were to be ‘reasonable’ additional resources –

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

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

Programme Components:

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

Review Criteria:

1. Relevant and responsive to the needs of Member States

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

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

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

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

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

2. Innovative

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

3. Effective

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

4. High quality

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

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

The broad objectives of the Knowledge Production and Management Programme are

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

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

Challenges and Risks:

Current and future challenges include

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

Risks to the Programme include

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

Future Directions:

If there were to be no increase in resources, the Programme could –

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

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

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

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

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

Programme Components:

- International Conference of Education
- Promoting Inclusive Education Policy Dialogue

Review Criteria:

1. Relevant and responsive to the needs of Member States

The Programme is highly relevant and responsive to the needs of Member States. The evidence for this is that the Programme

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

2. Innovative

The primary purpose of the Programme is to ensure the place of inclusive education in the Policy Dialogue agendas of Member States. To our knowledge, no other agency or organisation has this function. The IBE has implemented a range of innovative strategies and activities to achieve this purpose:

- The 48th International Conference on Education (ICE) was visualized as a dynamic process encompassing a preparatory, implementation and follow-up stage:
 - In 2007-2008, a series of preparatory activities formed part of a mapping and mobilisation strategy;
 - In 2008, the ICE created high-level consensus, knowledge production and sharing and the strengthening of networks around a broadened understanding of inclusive education (addressing the needs of all learners);

- In 2009, the IBE led an intensive policy dialogue strategy, raising awareness/building consensus amongst diverse stakeholders around the policy implications of inclusive education;
 - Since 2010, IBE has progressively focused on promoting and developing inclusive curriculum as a tool for inclusion supported by reinforced policy dialogue, in order to enhance the national capacities for the design, management and implementation of inclusive policy and curricular frameworks.
 - A range of capacity development workshops on inclusive education and curriculum customized to the needs of diverse partners and clients (at regional and national levels)
 - An inclusive education resource pack made by a conceptual framework, vast array of training activities and case studies from all UNESCO regions, available in English. Thematic and regional modules will also be available in English and Spanish.
 - Diversity of learning tools, inter-regionally and regional, partnered with UNESCO HQ, Fos and other key partners, with the overall view to support policy dialogue and training courses (i.e. developed a profile on inclusive teachers at the EU level)
 - An inter-regional platform (Community of Practice in Curriculum Development) to access to and exchange information, documentation and materials on inclusive education and inclusive curriculum issues (i.e. annual e-forum) made by curriculum experts and practitioners from more than 130 countries with a strong emphasis on South-south-north production e.g. e-forums in 2008 (inclusive curricula) and 2009 (inclusive assessment)
3. Effective
- The effectiveness of the programme is considered to be high as products and services delivered are positively appreciated by partners (inside and outside UNESCO) and Members States.
 - Diverse type of evidence are used to assess effectiveness, including
 - assessment by participants (quantitative and qualitative),
 - the set of indicators included in the programme fiches of each year approved by the IBE Council and in the C35,
 - letters and emails sent to IBE Director, to other colleagues and the IBE team,
 - educational policy and curriculum frameworks revised,
 - assessment done by partners.
 - Data gathered and analysed to measure the effectiveness of the process within an integrated approach towards capacity development. The team applies monitoring and evaluation tools in our activities (positive evaluation by partners and beneficiaries of short-term and long-term impacts, in both qualitative and quantitative terms).
4. High quality
- The Policy Dialogue Programme, while important and in many ways effective, does not appear to have the coherence and clear purpose of the IBE's other programmes. It does not have an easily identifiable set of objectives nor ways of measuring its effectiveness. Its quality is therefore difficult to judge.

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

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

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

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

Challenges and Risks:

Current and future challenges include

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

Risks to the Programme include

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

Future Directions:

If there were to be no increase in resources, the Programme could –

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

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

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

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

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

2.2.5 CAPACITY-BUILDING AND CLEARINGHOUSE ON HIV AND AIDS EDUCATION

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

Review Criteria:

1. Relevant and responsive to the needs of Member States

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

2 Innovative

The Programme has produced several innovative tools:

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

3 Effective

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

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

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

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

4 High quality

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

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

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

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

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

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

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

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

Challenges and Risks:

Current and future challenges include

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

Risks to the Programme include

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

Future Directions:

If there were to be no increase in resources –

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

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

If there were to be 'reasonable' additional resources –

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

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

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

Review Criteria:

1. Relevant and responsive to the needs of Member States

The LfLW project is highly relevant and has been developed in response to needs expressed by Member States. Its relevance can be judged by

- Its contribution directly to UNESCO'S "priority Africa" objectives
- Its Capacity Building objective to improve capacities of high level curriculum and teacher trainers responsible in Sub-Saharan Africa
- The links it develops between curriculum and learning to live together and preparation for life and work
- The links it develops between curriculum and teacher training.

2. Innovative

The project adopts innovative approaches by:

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

3. Effective

The project is very effective. Indicators used to judge effectiveness include

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

4. High quality

Despite the lack of senior management and coordination, the project has delivered a range of outcomes within timelines and budget, and there is continuing demand for the services of the IBE within the project framework. The project has also developed the following high quality products:

- A “Capacity development toolkit for promoting competencies and learning to live together”.
- Three country-customized work plans
- Three draft curriculum guidelines promoting competency development for life and work.
- Three “Fiches-pays : Etat et Processus du développement curriculaire” developed by the IBE project team with the ministries of education of Burkina Faso, Kenya and Mali; with the UNESCO field offices and with other IBE programmes products (ie Knowledge Production and Management)

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

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

Challenges and Risks:

Current and future challenges include

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

Risks to the Programme include

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

Future Directions:

If there were to be no increase in resources –

- The project is actually funded by extra-budgetary sources. If there is no continuation of resources, the project will cease.

If there were to be 'reasonable' additional resources –

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

PART 3 – CONCLUSIONS AND SUGGESTED ACTIONS

3.1 Introduction

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

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

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

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

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

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

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

3.2 Programmatic Review Methodology

3.2.1 Establishment of Review Criteria

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

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

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

The reviewer has made the judgements contained in this Section based on information received during this process and taking into account the various criteria and attributes of a CoE outlined above. The section is structured through a series of Key Evaluative Questions which reflect the Programme characteristics for a CoE described in 3.1 above, and are the questions which, in the opinion of the reviewer, are most likely to be asked by those clients and stakeholders³ whose perceptions will determine whether the IBE is accepted as a CoE.

These Key Evaluative Questions are:

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

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

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

- Summary of Evidence
- Risks
- Suggested actions

3.3 Key Evaluative Questions

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

- **Scope**

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

- **Summary of Evidence**

Statements of Strategic Vision and Curriculum Philosophy

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

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

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

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

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

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

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

- focus directly on the Institute itself and what it wants to achieve in the period,
- describe its unique position and its competitive advantages (including, for example, its international and comparative perspective, its strength in post-conflict and post-disaster contexts, and its global reach)
- be forward-looking, avoiding the temptation to report on the past
- have strong and consistent statements of vision, mission and objectives for the period that are very clearly titled and articulated⁴
- explain how objectives will be achieved and measured, including Key Performance Indicators and quality standards for its objectives
- very clearly elaborate the Institute's conceptualisation of curriculum and curriculum philosophy.

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

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

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

Consistency of Current Programmes with Statements of Vision and Philosophy

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

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

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

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

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

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

- **Risks**

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

- **Recommendations**

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

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

- **Scope**

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

- **Summary of Evidence**

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

Capacity Development and Technical Assistance

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

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

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

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

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

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

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

Knowledge Production and Management

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

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

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

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

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

Policy Dialogue

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

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

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

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

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

- **Risks**

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

- **Recommendations**

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

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

- **Scope**

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

In this context, curriculum theory refers to contemporary research in such areas as

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

Curriculum practice would include knowledge of trends in curriculum development and design, particularly in such areas as

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

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

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

- **Summary of Evidence**

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

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

It is less clear whether the Policy Dialogue Programme satisfies this 'test'. The ICE is an internationally significant event, and would consider the complexity of curriculum related issues in ways appropriate to the participants. However, there are no data available that provide insights into the effectiveness of the various workshops, conferences and seminars into which the IBE has input under the 'banner' of 'inclusive education' which it attends as follow-up to the 2008 ICE. Inclusive education is a very specialist field, especially in the design of curriculum and the development of related education system policies. While the organisation has had contact with 7268⁵ participants, this programme is costly in terms of time, effort, administration and logistics, and its impact on national plans and strategies in the complex area of developing inclusive curriculum is simply not known.

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

- **Risks**

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

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

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

- **Recommendations**

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

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

- **Scope**

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

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

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

OR

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

- **Summary of Evidence**

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

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

Following broad discussion and careful consideration of current Programmes, this conclusion is supported by the reviewer. It should be noted that, in its initial decision, the IBE Council did not request that the IBE become more ‘targeted’ or to narrow its focus, or a more ‘specialised’ Institute. In fact, the Council clearly implied a broadening of scope by referring consistently to the IBE becoming a Centre of Excellence in ‘curriculum and curriculum-related matters’. Further, the Council made a number of decisions designed clearly to support the IBE in raising the additional funds required for it to achieve this mandate⁶.

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

- 1 The expectations of UNESCO and the IBE Council, which are clearly to ensure that the IBE is an Institute renowned for its expertise and the quality of its Programmes and influence in ‘curriculum and curriculum-related matters’.
- 2 The complexity and importance of curriculum which is also acknowledged in the *Strategy* –

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

However, curriculum itself is becoming more complex as educators seek to acknowledge new economic and social realities (such as

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

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

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

- 3 The expectations of the IBE's clients. The IBE's client base includes UNESCO and its various Institutes and Bureaux, curriculum developers and policy makers in Member States, researchers, and a range of other partners. The needs and expectations of this broad client base will not, in the opinion of the reviewer, be limited in their scope. Expectations of a CoE will be that the Institute is expert and supportive in all facets of curriculum.
- 4 Issues of funding, while not of themselves central to a Programmatic Review, must also be taken into account. It is the opinion of this reviewer that no organisation would seriously be regarded as a CoE in such a technically complex area as curriculum and aiming to have global impact and influence with an operating budget of USD3.952m. While The IBE's budget needs to be forecast accurately so as to reflect its functions and work plan, it clearly needs to be increased to expand its influence and to enable the employment of additional expert staff. As mentioned above, this need is acknowledged in various decisions of the 60th Session of the IBE Council.

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

- **Risks**

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

- **Recommendations**

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

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

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

- **Scope**

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

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

- **Summary of Evidence**

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

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

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

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

No evidence of a formal, documented IBE policy on Programme evaluation was provided to the review. Such a document is critical to ensure that

- Staff share an organisational understanding of the term 'evaluation', and are familiar with a range of principles that govern good evaluation practice

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

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

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

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

- **Risks**

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

- **Recommendations**

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

3.4 Products and Services, Priorities and Recommendations

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

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

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

(Go to [EXECUTIVE SUMMARY](#))

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

PROGRAMME AREA – CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE		
Capacity Development		
Products / Services	Comments and Recommendations	Priority
1 Range of training courses encompassing Diplomas in Curriculum Design and Development	<ul style="list-style-type: none"> ○ Continue to expand the range of locations for the diploma according to the needs of Member States and the availability of quality delivery partners. However, <ul style="list-style-type: none"> ○ Consider an external review panel of academic experts to evaluate standard of course content and structure ○ Develop a long-term evaluation strategy, perhaps tracking sample of graduates over three years ○ Regularly revise, expand (using existing and new IBE resources), validate and update course materials ○ When appropriate, develop a framework of courses of different durations, allowing flexibility in module selection by participants 	1
2 Capacity development workshops customized to the needs of diverse partners and clients	<ul style="list-style-type: none"> ○ Continue to deliver in response to demand from Member States. However, <ul style="list-style-type: none"> ○ Develop a formal statement of criteria and conditions for organising / contributing to capacity development workshops, including that <ul style="list-style-type: none"> ▪ The purpose and agenda of the workshop is part of the IBE's core business ▪ The purpose and agenda of the workshop falls within the capacity of the IBE ▪ The workshop aims at long-term or significant short-term impact on curriculum policy and / or practice ▪ The participants in the workshop have an appropriate level of influence of (e.g. policy makers, curriculum managers and developers) ▪ The work undertaken and materials developed for the workshop can be replicated and customised ▪ The workshop supports IBE and UNESCO strategies of regional priority and equity ○ Consider requests for workshop on a case by case basis, applying the stated 	1

	<p>criteria and conditions. Programme teams should complete an assessment against these criteria before submitting for approval to organise or participate.</p> <ul style="list-style-type: none"> ○ Expand on-line access and the use of new and emerging ICTs (including videoconferencing) in preparatory and delivery phases of workshops 	
3	<p>A curriculum resource pack consisting of a conceptual framework, and a wide range of training activities and case studies from all UNESCO regions</p> <ul style="list-style-type: none"> ○ Maintain the currency of the Resource Pack and expand the range of modules as appropriate. <p>However,</p> <ul style="list-style-type: none"> ○ Have materials and activities regularly validated and reviewed for currency 	2
4	<p>Range of learning tools, inter-regional and regional, as add-ons of the curriculum resource pack partnered with UNESCO HQ and FOs, and with the overall view to support training courses</p> <ul style="list-style-type: none"> ○ As for Resource Pack above 	2
5	<p>An inter-regional platform (Community of Practice in Curriculum Development) to access to and exchange information, documentation and materials on curriculum issues (through, e.g., an annual e-forum)</p> <ul style="list-style-type: none"> ○ Review current form and function of the CoP, in particular <ul style="list-style-type: none"> ▪ Develop / revise statements of aims and objectives of the CoP and evaluate whether current form of the CoP is achieving these aims and objectives ▪ Seek ways to more actively engage members ▪ Subject to available resources, conduct regional seminars on curriculum themes in with the IBE is engaged to enrich IBE understanding of concepts in various contexts and national and regional trends 	4
Technical Assistance		
Products / Services		
Comments and Recommendations		
Priority		
6	<p>Curriculum studies and capacity building tools</p> <ul style="list-style-type: none"> ○ Continue as requested by Member States and partners, and expand as resources allow <p>However,</p> <ul style="list-style-type: none"> ○ Ensure consistency with IBE Vision, Mission and Strategic Objectives ○ Ensure the content of the studies and tools are within the IBE's technical capacity ○ Develop appropriate evaluation strategies for the products 	1
7	<p>Capacity development for curriculum development and implementation</p> <ul style="list-style-type: none"> ○ Continue as requested by Member States and partners, and expand as resources allow <p>However,</p> <ul style="list-style-type: none"> ○ Develop and apply criteria and procedures for consideration of requests on a case by case basis (similar to those described above under 'Capacity Development Workshops') 	1
8	<p>Long-term assistance to MOEs</p> <ul style="list-style-type: none"> ○ Continue as requested by Member States and partners, and expand as resources 	

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

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

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

year)	PROGRAMME AREA – POLICY DIALOGUE	
Products / Services	Comments and Recommendations	Priority
22 The 48th International Conference on Education (ICE) was visualized as a dynamic process encompassing a preparatory, implementation and follow-up stage:	<ul style="list-style-type: none"> ○ Continue to manage the ICE as a highly valuable product of the IBE which enhances the organisation's visibility. However, ○ Explore the advantages and possibilities of managing the ICE as a 'special project' as opposed to part of the regular Programme services ○ The advantages of a project approach to managing the ICE include <ul style="list-style-type: none"> ▪ Project management methodology can be applied to planning, monitoring, timelines and budgets, resources, logistics, and evaluation ▪ The ICE can be separated from the delivery of core Programme services so that continuity of service is not affected during all phases of the project ▪ Funding can be sourced and managed separately from those required for core services ▪ There could be an increased possibility of employing short term logistics and project staff to organise the ICE but retain the event within the IBE's management 	4
<ul style="list-style-type: none"> ▪ Since 2010, IBE has progressively focused on promoting and developing inclusive curriculum as a tool for inclusion supported by reinforced policy dialogue, in order to enhance the national capacities for the design, management and implementation of inclusive policy and curricular frameworks. 	<ul style="list-style-type: none"> ○ Review and evaluate the outcomes of the effort so far ○ Develop and apply criteria similar to those listed above for 'Capacity Development workshops' for participation in each activity ○ Determine whether this is an enduring theme for IBE work and, if so, include it in the IBE's core corporate statements as a fundamental element of curriculum ○ If it is to be an enduring theme of work, ensure sufficient resources (including specialist expertise) are available and delivery strategies (especially the level of face to face delivery and the amount of travel) can be reduced over time 	3
23 An inclusive education resource pack made by a conceptual framework, vast array of training activities and case studies from all UNESCO regions, available in English. Thematic and regional modules will also be available in English and Spanish.	<ul style="list-style-type: none"> ○ Inclusive curriculum is a valuable and legitimate IBE strategy to support UNESCO priority of EFA and to fulfil its responsibilities to the ICE. The development of resources pack and tools to support training activities should continue. However, ○ Take steps to ensure that activities focus on curriculum rather than inclusive education in general ○ Ensure that the IBE's conceptual framework for Inclusive Curriculum is relevant and current by seeking its validation by external experts. 	1
24 Range of learning tools, inter-regionally		

and regional, partnered with UNESCO HQ, FOs and other key partners, with the overall view to support policy dialogue and training courses (i.e. developed a profile on inclusive teachers at the EU level)		1
25 Range of capacity development workshops on inclusive education and curriculum customized to the needs of diverse partners and clients (at regional and national levels)	<ul style="list-style-type: none"> ○ Conduct an evaluation of the effectiveness of the workshops against the intent and objectives of the ICE 2008. Ensure evaluation results are externally validated. However, ○ Develop and apply criteria as above for workshops 	4
26 An inter-regional platform (Community of Practice in Curriculum Development) to access to and exchange information, documentation and materials on inclusive education and inclusive curriculum issues (i.e. annual e-forum) made by curriculum experts and practitioners from more than 130 countries with a strong emphasis on South-south-north production e.g. e-forums in 2008 (inclusive curricula) and 2009 (inclusive assessment)	<ul style="list-style-type: none"> ○ As above for Community of Practice. 	4
PROJECT AREA – LEARNING FOR LIFE AND WORK		
<i>Products / Services</i>	<i>Comments and Recommendations</i>	<i>Priority</i>
27 Capacity development tools	<ul style="list-style-type: none"> ○ Incorporate into a more strategic Africa Project which should incorporate LfLW, HIV/AIDS and the Basic Education in Africa Project ○ The Africa Project Strategy should consist of (at least) <ul style="list-style-type: none"> ▪ Aims and objectives ▪ Strategies and activities ▪ Outcomes ▪ Evaluation ○ Initiate additional quality control systems in projects by ensuring clear management responsibility for each project under a major Programme Area ○ Develop and implement criteria for deciding whether IBE should manage projects, 	3

	<p>similar to criteria mentioned above for capacity development workshops, but taking into account UNESCO priority areas.</p> <ul style="list-style-type: none"> ○ Continue LfLW project as funds allow. <p>However,</p> <ul style="list-style-type: none"> ○ Ensure currency and relevance of tools through evaluation and validation strategies ○ Expand the range of tools as appropriate. ○ Have materials and activities regularly validated and reviewed for currency and accuracy of content 	
28 Capacity building to core teams of ministries of education	<ul style="list-style-type: none"> ○ Continue LfLW project as funds allow. <p>However</p> <ul style="list-style-type: none"> ○ Develop and apply criteria similar to those outlined above for capacity building workshops 	3
PROJECT AREA – HIV/AIDS		
<i>Products / Services</i>	<i>Comments and Recommendations</i>	<i>Priority</i>
29 Production of tools	<ul style="list-style-type: none"> ○ As for LfLW 	3
30 UNESCO Clearinghouse on HIV and AIDS: new documents added in the database, evaluations of good practices, contributions to the Newsletter, contributions to the website	<ul style="list-style-type: none"> ○ Continue as funds allow 	2
31 Capacity development workshops in several countries: Central Africa, Western Africa, Arab countries, Caribbean	<ul style="list-style-type: none"> ○ Continue HIV/AIDS project as funds allow. <p>However</p> <ul style="list-style-type: none"> ○ Develop and apply criteria similar to those outlined above for capacity building workshops 	3
32 Technical assistance: assessment of teacher training in the Caribbean, answers to specific requests coming from institutions or individuals	<ul style="list-style-type: none"> ○ Continue HIV/AIDS project as funds allow. <p>However</p> <ul style="list-style-type: none"> ○ Ensure consistency of messages related to curriculum issues ○ Ensure TA expertise is adequate for a CoE 	3



Rapid Organization Assessment of UNESCO's International Bureau of Education

Summary Report

MANNET

10 July 2011

INTRODUCTION

Background

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

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

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

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

Aims of this report

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

Focus of the report

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

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

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

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

Process of the ROA

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

Seven themes

Seven themes were identified and explored by task groups:

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

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

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

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

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

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

Contents of the report

The report is structured into eight sections:

Part I—Organizational development framework

Part II—Strategic focus

Part III—Programmes and partnerships

Part IV—Leadership, management, communication and cooperation

Part V—Organizational design and staffing policies

Part VI—Systems and processes

Part VII—Resource mobilization

Part VIII—Opportunities and risks

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

Part I—Organization Development Framework

Current programmes and services

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

Sustainability

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

Strategic focus

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

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

Organization development

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

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

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

OD Framework

Strategic focus

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

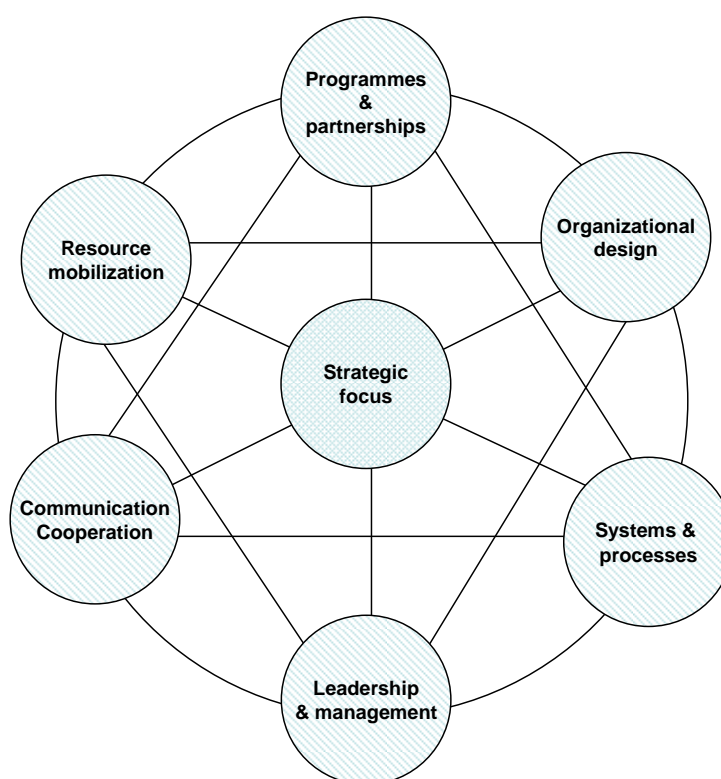
- Curriculum services to MS;
- Information management;
- Knowledge management, tools and research;

● Communities of practice (CoP).

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

Programmes and partnerships

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



Leadership and management

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

Communication and cooperation

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

Organizational design and staffing

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

Systems and processes

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

Resource mobilization

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

Endnote

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

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

Part II—Strategic Focus

Strategic direction

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

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

The IBE as a centre of excellence

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

Staff reflections on vision and mission in the context of CoE

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

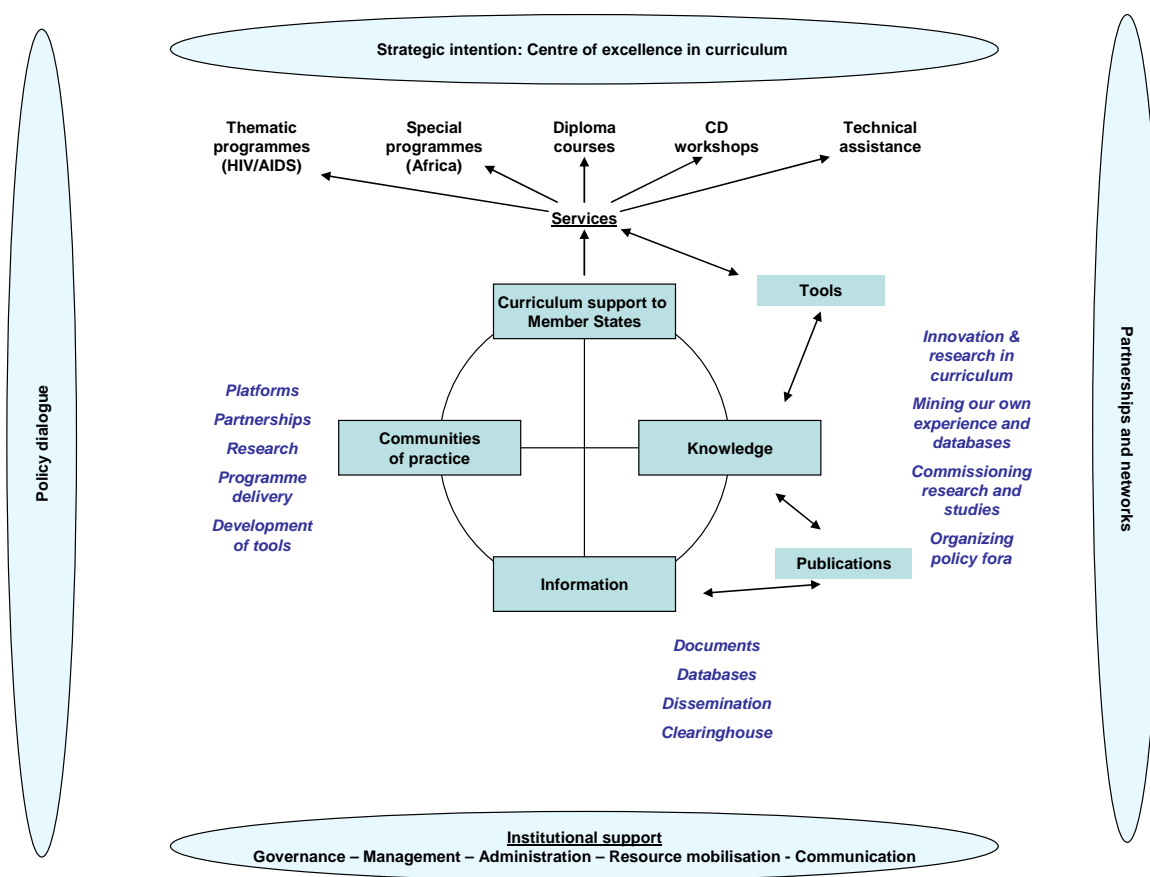
Staff also noted an effective CoE would be staffed with a collaborative, competent team of experts and work effectively with partners and networks; and be appropriately resourced.

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

Strategic focus

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

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



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

Our observations

Curriculum support for MS

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

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

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

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

Strategic partnerships

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

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

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

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

CoP

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

Knowledge management

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

Prioritization

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

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

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

- Information management;
- CoP.

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

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

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

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

Marketing, branding & selling

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

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

Overview of our recommendations

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

Once this is done, the IBE should:

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

- Develop a plan to engage with UNESCO institutes and others to clarify the niche of IBE in the UNESCO system and enhance collaboration²;

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

Part III—Programmes and Partnerships

Introduction

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

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

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

	<p>Capacity development and technical assistance</p> <p>As mentioned in Part II, IBE's curriculum services to MS are clearly valued. The capacity development workshops and technical assistance projects have sound reputations and deliver results for MS and other stakeholders. The diploma programme seems to have much potential.</p>
Strengths	
Opportunities	<p>Immediate improvement will come from streamlining and focus; and from better management systems which will ensure stronger project management, quality control and evaluation. We are not convinced that the wealth of expertise coming from these activities is being captured in IBE's own knowledge management system and being exploited as largely as it could be. As a CoE, these activities need to be maintained and strengthened. We also believe there is more capacity for genuine innovation in these programmes (beyond customizing programmes). The staffing of these functions clearly needs to be strengthened.</p>
	<p>Community of practice</p> <p>The CoP as it currently exists seems to have huge numbers of people involved and has been used to develop useful case studies and in other consultative processes.</p>
Strengths	
Opportunities	<p>There is not a shared appreciation or understanding of the CoP in the IBE. Even those who support the CoP believe that it could be used differently and more effectively. We believe that a CoP is central to a CoE and therefore recommend a review of its purpose, how it could support a CoE, and how it could be better utilised. The actual role of IBE staff and the costs involved in keeping the CoP running should also be looked at.</p>
	<p>Information and knowledge management</p> <p>We are impressed with what is happening in information management and with the ideas that staff have for going forward, including references on curriculum, mining of the data that is there, producing papers, and keeping the website up-to-date and active. We are also struck by the value of the historical collections and the urgent need to have them digitalized and protected.</p>
Strengths	
Opportunities	<p>An effective CoE must combine two distinct competencies: information management <i>and</i> knowledge management. The latter is relatively under-developed and will need additional resources. IBE has potentially access to significant knowledge on curriculum through its databases, the CoP and its activities for MS. But this knowledge needs to be developed through collaborative efforts of all staff. IBE also needs to expand its</p>

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

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

Given the increasing use of soft publications and the decreasing demand on the documentation centre as a place people physically visit to look at books, the documentation centre and the physical space³ it occupies could possibly be revisited in the future.

Policy dialogue

As we understand it, policy dialogue is practised throughout the work of the institute and in particular the CD/TA programmes and presumably many of the high-level conferences that the director and others are invited to speak at⁴.

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

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

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

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

Operational projects (priority Africa)

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

HIV/AIDS

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

Legacy programmes

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

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

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

Publications

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

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

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

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

The ICE

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

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

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

Overview of our recommendations

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

In particular, IBE should:

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

Part IV—Leadership, Management, communication and cooperation

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

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

Leadership

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

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

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

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

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

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

Management

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

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

Roles and responsibilities

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

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

Programmes

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

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

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

Human resources

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

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

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

Decision-making

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

Communication and cooperation

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

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

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

Governance of IBE

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

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

Overview of our recommendations

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

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

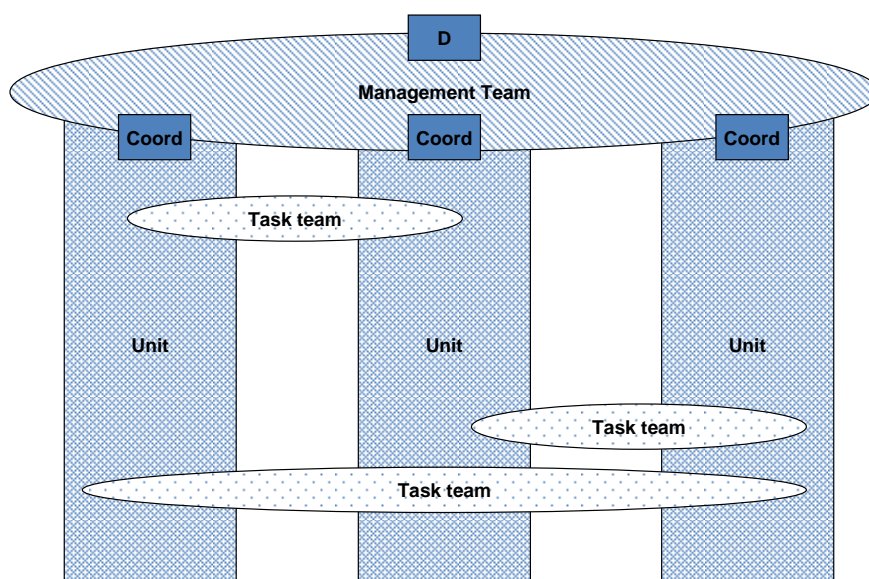
Part V—Organizational design and staffing

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

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

A design of 'homes' and task teams

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



Four principles guide the effective implementation of this model.

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

Homes

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

Portfolio⁶ workers

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

Deliverables

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

Teams produce deliverables

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

Task teams for today

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

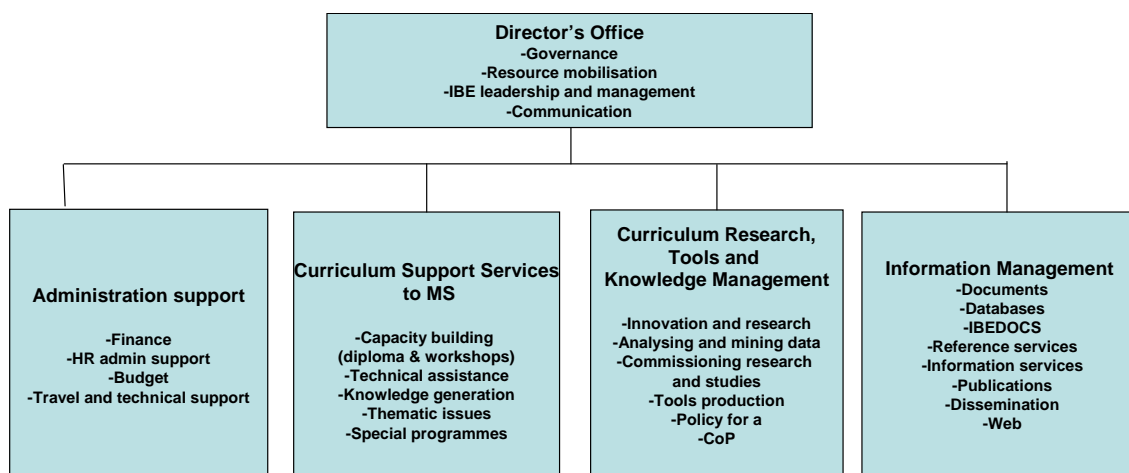
In the meantime, some immediate task teams could be constructed around:

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

Functions of a CoE

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

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



Transition arrangements

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

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

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

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

Staffing policies

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

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

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

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

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

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

Overview of our recommendations

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

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

Part VI—Systems and processes

Planning and project management

Programme management cycle (PMC)⁷

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

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

Quality

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

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

Monitoring and evaluation

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

Impact

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

Reporting

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

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

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

Programme Management Cycle

In sum, a programme management cycle would:

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

Information technology

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

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

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

Budget

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

The office

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

Performance management

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

Travel

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

Timelogs

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

Overview of our recommendations

Our key recommendations are that IBE should:

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

Part VII—Resource mobilisation

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

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

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

Overview of our recommendations

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

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

Part VIII—Conclusion: Opportunities and risks

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

Opportunities

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

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

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

Risks

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



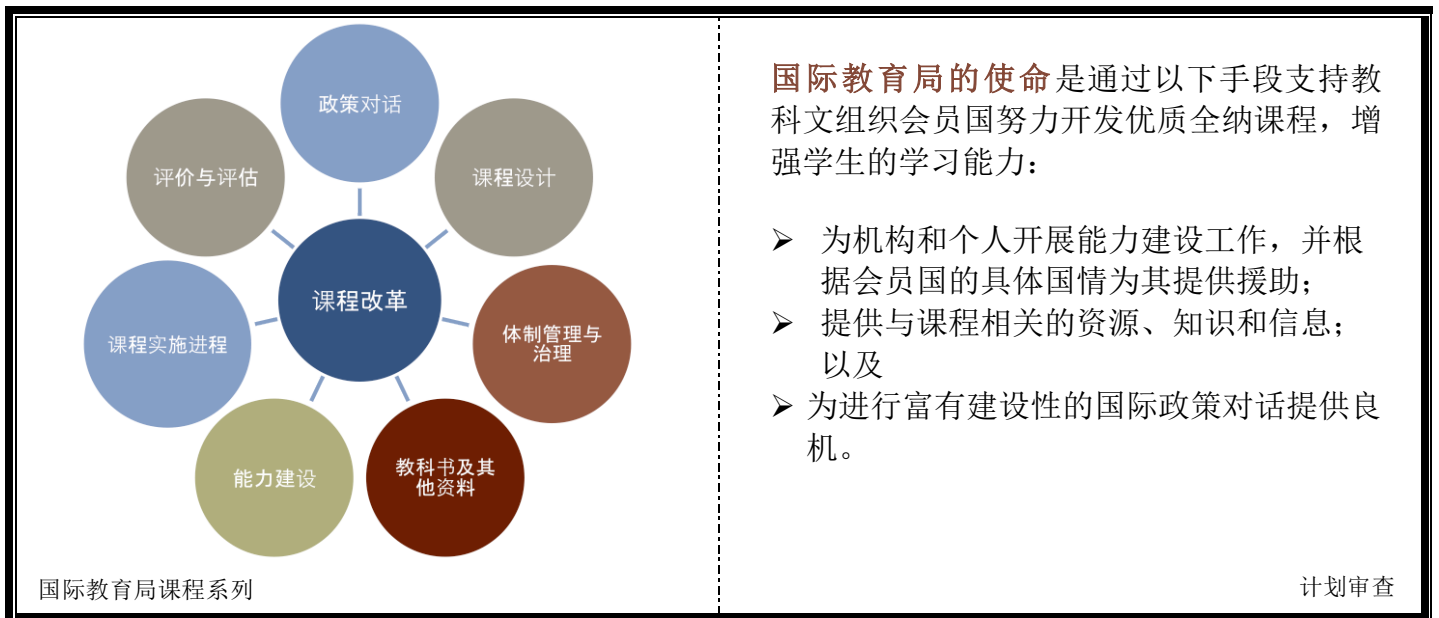
国际教育局
2012 年活动计划与预算

一、计划编制的大背景

本文件旨在着重介绍国际教育局拟于 2012 年执行的计划和活动。这些活动是根据**国际教育局 2008 - 2013 年战略(文件 36 C/5)**中所提出的各项战略目标和预期成果，以及教科文组织大会第三十六届会议所通过的**使国际教育局成为教科文组织课程领域示范中心这一战略**提出的。

“课程”是当代教育改革工作的中心任务，也是提高教育质量的核心所在。因此，课程的开发被认为是一个复杂的过程，远非由一些学科专家对教育内容加以筛选和进行组织安排而已。课程开发涉及对课

程框架和教学大纲进行设计、编写教材、通过教与学实践实施课程和进行评估等多方面的工作。对于学生应当学什么、为什么要学这些内容、如何学习，以及怎样知道他们是否在学等问题，要想统一思想，必须具备专门知识，并需要进行协商，最终达成一致。课程进程因而日益成为各种利益相关方公开辩论、讨论和协商的话题。鉴于这一进程的复杂性，必须要让课程专家、决策者和师资教育人员具备新的能力。



国际教育局的使命是通过以下手段支持教科文组织会员国努力开发优质全纳课程，增强学生的学习能力：

- 为机构和个人开展能力建设，并根据会员国的具体国情为其提供援助；
- 提供与课程相关的资源、知识和信息；以及
- 为进行富有建设性的国际政策对话提供良机。

国际教育局成为示范中心的战略

国际教育局成为示范中心的战略，要求其必须首先成为一个更具前瞻性的前沿机构，并要求其提高产品和服务的质量，扩大产品和服务的范围。这便需要对现有的计划和优先事项加以认真、全面的审查，以在此基础上着手进行机构改革；进行内部管理和组织，包括人事做法和工作实践；以及开展治理工作。此外，还需要制定强有力的筹资战略，以确保筹集大量可靠的和可预见的额外资金。2011 年，在国际教育局工作人员的参与下，开展了一项计划审查和一项快速组织评估的工作。这项工作将在 2012 年继续进行下去。在 2012 年 1 月理事会第六十一届会议上，还将提交一份实施计划，以敲定

将采取哪些行动来推动上述所有领域的工作。

2012 年的另一个特点是，整个教科文组织均将面临严峻的财政形势。国际教育局同其他机构一样，大会第三十六届会议的核定拨款将削减 31%。因此，计划与预算必须随之加以调整。这一额外的财政约束可能导致出现一种严重的局面，致使计划实施受限，并要求国际教育局必须进行比原计划更加大刀阔斧的机构改革，才能实现成为示范中心的目标。面对当前这些足以对国际教育局的稳定构成威胁的形势，我们在如何实施使国际教育局成为示范中心这一战略方面，必须倍加谨慎。

由于这些原因，我们提出的计划十分谨慎，主要侧重于内部工作，以及如何为过去两年已开发的产品制定质量保证机制，并把注意力全部集中在一些重点计划和服务上¹。此外，能力建设和技术援助工作将根据会员国的请求开展，并只能在有充分资金保证的前提下才开展。2012-2013 年计划活动的编

制，是根据国际教育局的以下三大主要行动领域进行的：**(一)**能力建设与技术援助，**(二)**知识的开发与管理，以及**(三)**政策对话。

战略目标
国际教育局 2008-2013 年战略

2012-2013 双年度结束时的预期成果
36 C/5

1.能力建设与技术援助	<p>提高专家、从业者和决策者的能力，设计、管理和实施优质课程进程和全纳课程：</p> <ol style="list-style-type: none"> 1. 巩固全球网络 2. 支持各国进行课程改革 3. 开发、测试和推广培训资料和工具 4. 扩大培训范围并使之多样化 5. 提供专业支持和咨询意见 	<p>工作重点 1-预期成果 1</p> <p>以质量和性别平等问题为侧重点，利用信息和传播技术，加强各国的政策制定和规划能力</p>	<p>工作重点 1-预期成果 3</p> <p>加强各国制定和实施教师政策的能力，重点放在质量和性别平等问题上</p>	<p>工作重点 2-预期成果 6</p> <p>改革中学教育系统，尤其要进行课程改革和改进对学生学习的评估</p>
		<p>工作重点 3-预期成果 8</p> <p>加强会员国将可持续发展教育，包括气候变化教育，纳入教育政策以及发展领域的规划与计划的能力</p>	<p>工作重点 3-预期成果 9</p> <p>会员国开展优质的全面艾滋病教育和性教育，提倡健康的生活方式、性别平等和人权</p>	<p>工作重点 4-预期成果 14</p> <p>针对教育领域的新趋势和新挑战，开展注重实据的调查研究，帮助教育领域的各利益相关方了解情况</p>
2.知识的开发与与管理	<p>巩固、丰富并扩大知识库以及一系列有关课程和课程设计过程的专业化信息资源：</p> <ol style="list-style-type: none"> 6. 建立强大的知识库 7. 加强信息交换和信息服务 8. 开发网络平台，促进知识共享 9. 使提高资料和资源的服务和途径合理化 	<p>工作重点 4-预期成果 14</p> <p>针对教育领域的新趋势和新挑战，开展注重实据的调查研究，帮助教育领域的各利益相关方了解情况</p>		
3.政策对话与国际教育大会	<p>为地方、区域和全球政策对话提供便利，以改进课程设计过程和成果：</p> <ol style="list-style-type: none"> 10. 有助于政策对话 11. 鼓励为课程改革工作提供更多的支持 12. 编写政策简报 	<p>工作重点 1-预期成果 1</p> <p>以质量和性别平等问题为侧重点，利用信息和传播技术，加强各国的政策制定和规划能力</p>	<p>工作重点 2-预期成果 6</p> <p>改革中学教育系统，尤其要进行课程改革和改进对学生学习的评估</p>	<p>工作重点 4-预期成果 14</p> <p>针对教育领域的新趋势和新挑战，开展注重实据的调查研究，帮助教育领域的各利益相关方了解情况</p>

¹ 各计划的相关个案资料对各项活动、产品和挑战作了更详尽的介绍，承索可予提供。

1. 能力建设与技术援助

2012-2013 年能力建设与技术援助计划的主要目标如下：**a)** 通过长期开设区域培训课程，例如课程设计与开发专业文凭的培训，开展国家能力建设工作，包括培养师资教育人员、决策者和课程专家在课程设计和开发领域的的能力；**b)** 通过按需定制学习工具和讲习班(全纳教育、生活和工作技能、学会共同生活、教育促进可持续发展(ESD)、基本技能和能力等领域的讲习班)，加强当地开展课程创新和改革的能力；**c)** 针对性地为各国提供技术援助，帮助其设计和管理课程改革和实施工作(例如：

设计课程框架和教学大纲、为教师和学习材料制定指导方针、进行评估等)。非洲国家、转型期国家和受冲突影响的国家将受到重视。将与其他国际组织和教科文组织外地办事处合作开展实施工作。对于提出举办研讨会和提供技术援助的大部分请求，将要求由各国政府、其他国际组织、私人基金会和外地办事处提供全额资助。目前正与教育司、师资教育处(TED)、区域和外地办事处共同制定工作计划。拟将通过以下的服务和产品实现这些目标。

1.1 课程设计和开发专业文凭

2012 年，国际教育局已开展的知识开发工作将初见成效。国际教育局将提高文凭培训课程的质量保证水平，还将评估 2014-2015 年在非洲法语国家和阿拉伯地区开设类似文凭培训课程的可行性。迄今为止，文凭培训能满足实际需要：教育部的官员以及教育和课程开发领域的专家都需要得到培训。从非洲和拉丁美洲的经验尤其可以看出，这方面的需求十分强劲，合作伙伴也特别愿意为这些培训课程的学员提供资助(参见 2011 年报告和评价结果)。

战略目标
1、2、3、
4、5
工作重点
2-6

在文凭培训方面，国际教育局将对拉丁美洲文凭培训的第一批学员进行全面跟进和评价，以评估文凭培训的长期影响和跟踪学员对其在处理课程培训中的问题时所学技能的利用情况。将对课程开发培训工具(TTCD)这一资源包加以修订，以纳入各地区通过实践社区网络提供的案例研究，并纳入参加文凭培训的学员在培训期间提供的反馈意见。在

2011 年采取面对面培训的形式之后，拉丁美洲文凭培训的第二批培训班和非洲文凭培训的第一批培训班，将采用在线形式进行。此外，国际教育局还将与乌拉圭天主教大学(UCU)及拉丁美洲和加勒比地区教育局(UNESCO OREALC)合作，推出拉丁美洲班第三批培训班。另外还将与教科文组织非洲地区教育办事处(UNESCO BREDIA)和教科文组织师资教育处(TED)合作，通过坦桑尼亚开放大学和坦桑尼亚教育研究所(TIE)，举办非洲文凭培训第二批培训班。全部加在一起，2012 年文凭培训将对总共约 130 名学员进行培训，从而提高他们在课程设计和开发领域的能力。

表 1: 文凭培训概览

文凭培训/地点	学员/对象
拉丁美洲文凭培训 (第 2 批) 乌拉圭	24 人(来自 5 个拉丁美洲国家, 2 名 教科文组织工作人员) 男性 12%; 女性 88%
拉丁美洲文凭培训 (第 3 批) 乌拉圭	25 – 30 名学员
非洲文凭培训 (第 1 批) 坦桑尼亚	49 人(来自 17 个非洲国家, 7 名 教科文组织工作人员) 男性 50%; 女性 50%
非洲文凭培训 (第 2 批) 坦桑尼亚	25 – 30 名学员

1.2 讲习班

能力建设讲习班为负责课程进程的工作人员提供具体的技术支持。这些讲习班是根据按需定制的培训工具举办的，并能满足会员国的具体需要。目前，讲习班是按请求安排，并在已有全额供资的情况下举办的：哥伦比亚、多米尼加共和国和巴基斯坦提出的请求正在审议之中，此外还接到了与儿童基金(UNICEF)合作为阿拉伯地区若

战略目标
1、2、3、
4、5
工作重点
2-6/8

干国家举办一次讲习班的请求。讲习班很可能将会涵盖教科文组织的四大地区。

表 2: 讲习班活动概览

地点	讲习班题目/伙伴关系	学员
哥伦比亚	全纳教育干预措施, 与教育部、区域教育秘书处和雇主支持教育(ExE)基金会共同举办	80 – 100 名省级和国家级的教育工作者
多米尼加共和国	课程设计和开发, 与教育部、EDUCA 基金会和 BARNIA 商学院共同举办	40 – 50 名校长
巴基斯坦	课程设计和教科书使用, 与教科文组织伊斯兰堡办事处合作举办	30 名教育工作者、课程开发人员和师资培训人员
埃及、黎巴嫩、约旦和突尼斯	初中教育中的课程问题, 与儿童基金(UNICEF)中东办事处合作举办	30 – 40 名来自该地区的教育工作者

1.3 实践社区

将与知识开发和管理计划协调, 对实践社区开展进一步的系统化工作。将开展调查, 对各国的需求和课程优先领域进行评估。实践社区为开发、共享和传播关于课程问题和趋势的知识提供了工具和平台; 也有利于南南合作和北-南-南交叉传播与合作。

战略目标
1、2、3、4、5
工作重点
1-3、2-6、4-14

2012 年, 实践社区将通过以下形式做出贡献: 参与年度多语种正式电子论坛的讨论; 以教科文组织的工作语文发布实践社区的信息, 介绍关于课程设置倡议的最新消息和资源; 与教科文组织外地办事处合作, 举办国家、区域和区域间活动(采用面对面和/或在线的形式)。

1.4 非洲优先

国际教育局通过其所有行动领域帮助教科文组织执行**非洲优先**计划, 并与非洲地区教育办事处(BREDA)一起, 支持执行**非洲基础教育计划**(BEAP)。2012 年, 国际教育局将与坦桑尼亚开放大学和坦桑尼亚教育研究所(TIE)以及非洲地区教育办事处(BREDA)密切合作, 举办非洲文凭培训第二批培训班。教科文组织外地办事处将资助政府的学员参加培训。

战略目标
1、2、3、4、5
工作重点
1-3、2-6/8

非洲**为生活和工作学习**项目为撒哈拉以南若干非洲国家的教育部和有关机构提供了支持, 通过在学校制定和实施优质课程, 加强学生在基础教育

阶段为未来生活和工作做准备的能力。“二十一世纪生活和工作技能: 非洲课程创新工具包”业已完成, 将用于师资培训和能力建设。5 个国家(肯尼亚、刚果(布)、布基纳法索、马里、毛里求斯)的编写班子将根据该工具包, 编写适合各国国情的指南。

此外, 国际教育局还将对小学教育头三年级的读、写和数学领域的课程框架、课本和指导方针进行国际比较分析与研究, 并将对布基纳法索和尼日尔各学校的课程实施、做法和调整情况进行实地评估。该后两项举措均已形成项目建议书, 具体将取决于能否得到预算外资金。

1.5 艾滋病毒和艾滋病教育方面的能力建设和资料库

这一领域相关活动的主要目标是通过将艾滋病毒和艾滋病教育更有效地纳入正式课程, 开发工具改进学习和教学材料, 提高教育专家的能力, 为全民教育提供支持。2012 年, 国际教育局将创建载有互动活动、简介和关于良好做法的评价的光盘, 作为对教育专家进行艾滋病毒和艾滋病教育领域能力建设工作的一个重要资源, 并将以法文、英文、西班牙文和葡萄牙文提供。此外, 国际教育局还将编写与性、性别和人权相关的主题

战略目标
1, 2, 3, 4, 5
工作重点
3-9

的法文简要说明, 并将通过与教科文组织驻西部非洲和中部非洲的外地办事处联合举办能力建设讲习班, 提供技术援助, 为解决一些具体问题提出协作解决方案。国际教育局还将通过教科文组织的数据库、资料库网站、国际教育局网站中有关艾滋病毒的网页, 举例介绍课程、教学和师资培训领域的良好做法, 并提供新颖的教学资源。

1.6 为成员国提供技术援助

国际教育局根据各国政府(即教育部和课程机构)提出的援助请求,支持其规划、开发、实施和评价优质中小学课程,应对新的挑战、需求和发展前景。在此方面,尤其侧重于把能力建设这一内容有意义地纳入到国家能力开发课程工作中去,并强调根据**学会共同生活(LTLT)**和**教**

育促进可持续发展(ESD)的价值、原则和做法,使学生为未来生活和工作做准备。**冲突后和灾后(PCPD)**局势得到了重视。根据需求,国际教育局 2012 年将继续开展行动,尤其为阿拉伯地区的课程开发、优质课程框架和评价工作提供支持。

战略目标
1、2、3、
4、5
工作重点
1-1、2-6/R

表 3: 技术援助活动概览

国别/项目	理由	成果
伊拉克 新课程项目	制定伊拉克新的全国课程框架,作为开展师资培训以及主要侧重于为数学和理科编制教学大纲和教材的依据,将有助于提高整个教育系统的质量和确保一致性。	<ol style="list-style-type: none"> 1. 制定出伊拉克的新课程框架 2. 开展关于建立伊拉克国家课程中心的可行性研究 3. 制定出数学和理科课程修订指导方针 4. 为编制数学和理科教学大纲和教材提供蓝图
近东救济工程处 为提高课程质量 提供框架	为实施优质课程建立共同框架,以此为起点,争取在阿曼中央单位和联合国近东救济工程处(UNRWA)各外地办事处培养教育/课程设置专家的能力,并在此基础上开展较长期的工作。	<ol style="list-style-type: none"> 1. 完成编制为近东救济工程处(UNRWA)各学校实施优质课程提供的第一版综合共同框架 2. 25 名经认证的课程专家开展推广活动的的能力得到增强 3. 为按需定制“师资培训”能力建设活动提供样板
海湾国家 为评价课程提供框架	为海湾国家评价课程设置建立共同框架,以整理现有经验为基础,并立足于为该地区评价课程设置设计出易于理解的高效流程,以此作为综合课程开发周期的一部分。	<ol style="list-style-type: none"> 1. 制定海湾国家课程评价共同框架的大纲 2. 30 名教育和课程专家(国家团队)的能力得到增强 3. 按需定制能力建设工具
课程证书 (危境教育)	在全世界各地发生危机和突发事件之后,如何为这些危境工作者开展专门课程培训的问题日益迫在眉睫。	<ol style="list-style-type: none"> 1. 通过国际教育局与跨机构危境教育网络合作为课程证书确定开课依据

2. 知识的开发与管理

知识开发与管理(KPM)计划 2012-2013 年及之后的总体目标是,建立一个知识库,为课程开发和改革领域的政策制定和基于实证的决策与实践提供咨询意见。2012 年的优先重点将放在提高课程相关信息和知识的可获取性和开发程度上,并放在确定这方面的需求和新出现的优先事项上。

教学时间日益被认为是优质全民教育中的一个重要组成部分。分配时间,让学生始终参与教学活动,对学习具有至关重要的意义。然而,各国在如何界定教学时间上的做法有所不同,因此很难对不同教育体系和不同年级的国际数据加以比较。出于这一原因,国际教育局将与教科文组织统计研究所携手,收集关于中小学教育中每一年的年度教学时间方面可靠的跨国数据。

战略目标
6、7、8、9
工作重点
4-14

2012-2013 年主要活动

2.1 因此,经与教科文组织统计研究所共同设计,将就教学时间问题开展一次全球调查。将从涵盖 180 多个国家/管辖区的国际数据集中收集关于教

学时间的现有信息,交由知识开发与管理(KPM)计划汇编并予以提供。

2.2 为了解并弥合课程相关知识和信息方面存在的差距,知识开发与管理(KPM)计划正在设计和实施定期对区域、次区域和国家需求和优先事项进行评估的工具。

2.3 国际教育局旨在通过更新数据库,加强信息服务,扩大收集的数据范围,以及进行网站开发,提高关于课程开发工作和产品的信息的可用性和利用率。为此,知识开发与管理(KPM)计划将更新国别概况数据库,完成世界教育数据第 7 版的编纂工作,丰富收集的课程信息,编制课程相关专业术语汇编,印发教育简讯周刊,其中包括至少印发两期关于优先问题的专题简讯。

2.4 为了加强信息共享和能力交换,国际教育局准备推出资料库机制。具体将取决于未来的供资情况,争取到 2014-2015 年前,能对网站加以大大改进,使之更加充满活力。

2.5 2012年，计划推出四期新的《教育展望》：**比较教育季刊**：(第 161 期)“**师资教育的国际化**”；(第 162 期)“**教育系统的文化多样性：国际比较视角**”；(第 163 期)“**开发世界一流的教育：多国情况分析**”；以及(第 164 期)“**南部非洲学生学习表现的比较**”。此外，还计划于 2013 年印发两期(第 165 期和第 166 期)。

3. 政策对话与国际教育大会

2012 年，国际教育局将通过以下手段帮助鼓励课程设计和开发领域的决策者和从业者基于实证进行知情的政策对话：**(1)** 与各教育部委、基金会、跨国组织等单位结成伙伴关系，**(2)** 为建立课程框架和制定指导方针提供指导意见。

在教科文组织内部，国际教育局将加强与总部以及非洲地区教育办事处(BREDA)、贝鲁特和金斯敦等外地办事处的合作伙伴关系，为制定教科文组织不同地区相关的政策指导方针提供政策咨询意见和具体实例。

在教科文组织以外，国际教育局将寻求与欧洲特殊需求教育发展局、伊比利亚美洲国家组织、美洲开发银行以及各师资培训机构和大学开展合作，进行政策对话，举办能力建设讲习班，开发全纳教育学习工具。

2012 年的两项具体倡议

3.1 国际教育局将在中国教育部基础教育课程教材发展中心(NCCT)与荷兰课程发展研究所(SLO)共同举办的“中国和欧洲课程修订和实施”会议上，主持一次关于课程发展趋势和问题的讲习班。这将为与教科文组织这两个地区从事课程设计和开发的主要研究人员、决策者和专家建立伙伴关系，提供一次绝好的机会。

3.2 国际教育局已与海湾阿拉伯国家教育研究中心(GASERC)、近东救济工程处(UNRWA)和海湾国

挑 战

知识开发与管理(KPM)计划在加强和扩大其工作的过程中主要面临以下三大挑战：**(1)** 如何调整课程相关信息和知识，使之适合当前对知识的需求和需要，并适合预期的使用环境；**(2)** 如何在国际教育局内部(通过逐步改变组织文化以及团队和个人的做法)和国际教育局以外(通过为共享不同网络和社区所拥有的知识提供便利和支持)，提高知识共享方面的效率和有效性，以跟上技术发展和使用的步伐；**(3)** 如何提高现有服务的质量和开发新的方法。

家合作，制定了一项关于阿拉伯地区全纳学校课程及课程质量和评价的项目。2012 年，国际教育局将提出一个关于全纳教育的框架，推介全民教育视角下的概念、目标和做法，对世界各地全纳学校的优秀做法展开研究，并拿出关于全纳学校和全纳教与学实践的资源指南工具包的第一稿草案。

战略目标
10、11、12
工作重点
1-1、2-6、4-14

挑 战

根据旨在使国际教育局成为课程领域示范中心的实施计划，国际教育大会(ICE)的总体框架将交由国际教育局理事会的成员讨论。国际教育大会作为一个战略性高级别政策论坛，应有助于为关于 2015 年以后优质全民教育的讨论确定新的方向。2012 年面临的主要挑战，将是如何在加强国际教育局的执行能力的同时，设法实施使国际教育局成为示范中心的战略。为实施各项计划并实施使国际教育局成为示范中心的战略，必须进行资源动员。鉴于教科文组织目前的危机，举办国际教育大会本身即是一项挑战，因此，要确保下一届国际教育大会切实可行，需要额外的时间进行筹资活动。国际教育大会应在使国际教育局成为示范中心方面发挥战略作用，因此，理事会将要进行的讨论及其今后各届会议作出相关决策的过程，均应考虑到当前的财政和机构环境，并应作出适当规划，以便于实施使国际教育局成为示范中心的战略。

二、机构管理

1. 国际教育局理事会

国际教育局理事会的职能是按照国际教育局《章程》和理事会《议事规则》确立的。国际教育局理事会第六十一届会议将于 2012 年 1 月 25 日至 27 日在国际航空运输协会(IATA)大楼举行，地址为：日内瓦机场路 33 号，邮编 1215，日内瓦 15。理事会将根据国际教育局局长关于 2011 年活动执行情况的报告和 2012 年活动计划与预算，对国际教育局 2011 年各项计划的执行成果和拟于 2012 年开展的各项活动进行审查。

会议议程中将包括一项介绍“旨在使国际教育局成为课程领域示范中心的战略”的实施计划的议题。

2. 人力和财政资源

2.1 人力资源

增设一个高级计划专家(P5)的职位，对于加强实施旨在使国际教育局成为示范中心战略的专业工作具有至关重要的意义。在此背景下，已于 2011 年 12 月完成遴选工作，但由于总部要求限制预算以及教科文组织为国际教育局提供的拨款削减了 31%，因此这一招聘尚未得到确认。

国际教育局将继续培养年轻专业人员(研究助理、实习生)，以此作为实施各项计划的组成部分。

国际教育局的培训政策将继续根据总部为此划拨的财政资源，鼓励集体和个人追求职业发展。

2.2 财政资源

国际教育局将：

- 继续努力动员教科文组织会员国，为分若干年执行该战略提供财政支持。
- 加强和巩固与东道国的关系，特别是与研究伙伴以及从事教育和发展工作的非政府组织和协会的关系。
- 加强与教科文组织外地办事处在实施具体项目和计划方面的合作伙伴关系。
- 继续并加强与瑞士和国际研究中心及联合国其他机构的合作伙伴关系。
- 按照世界银行管理的“全球教育伙伴关系”倡议提交项目建议书，申请资助。

该实施计划还将为开展以下工作确立各种程序：各计划中优先事项的确定、内部组织改革、治理工作的调整、政策对话与国际教育大会、交流和宣传战略，以及资源动员计划。

同 2011 年一样，将在国际教育局办公楼举行行政小组会议，但这一次会期仅半天。会议将在一楼 Cecilia Braslavsky 会议室举行，地址：日内瓦 Le Grand-Saconnex 区 Morillons 路 15 号，邮编 1218；时间：2012 年 1 月 24 日(星期二)，上午 10 时至下午 1 时。

- 继续实行回收成本和费用分摊的政策。

截至 2011 年 12 月 20 日，2012 年的财政资源概算总额为 **3,985,174** 美元(特别账户)；加上其他预算外资源，共计 **4,685,174** 美元。

以上概算的依据是：

- 教科文组织的年度财政拨款，削减 31%后：计 **\$172.5** 万美元；
- 瑞士开发合作局(DDC)赠款 60 万瑞郎 (合 **\$65.1** 万美元)；
- 西班牙可能捐款 **€10** 万欧元(合 **\$13** 万美元)；
- 海湾阿拉伯国家教育研究中心(GASERC)为全纳学校项目提供 **\$229,174** 美元；
- 截至 2011 年 12 月 31 日的预计累积储备金：**\$110** 万美元；
- 除特别帐户的资源外，又通过教科文组织和教科文组织伊拉克办事处筹集到 **\$70** 万美元：其中 **\$50** 万美元是根据教科文组织与伊拉克关于为课程开发项目提供技术援助的协议支付的。该协议为期三年(2010-2013 年)，总预算为 **\$131.7** 万美元。将为统一预算、成果和问责制框架(UBRAF)的艾滋病病毒/艾滋病项目提供 **\$20** 万美元。

2012 年的详细拟议预算现作为附件，附于本报告之后。

III. Budgetary Figures

The following table presents the provisional budgetary framework for the year 2012.

IBE - BUDGETARY FRAMEWORK 2012

SPECIAL ACCOUNT

	Budgetary framework	FUNDING SOURCES & ESTIMATED ALLOCATIONS				
		UNESCO regular budget	Donors' contribution for 2012	GASERC	IBE resources	Other incomes 2012 (*)
Situation as at 12.01.2012 (USD)						
I. PROGRAMME ACTIVITIES						
I-1 Capacity development and technical assistance	394'821	0	370'000		24'821	0
Capacity development programme/COP	168'356		150'000		18'356	
AFRICA project	136'465		130'000		6'465	
Technical co-operation projects/support to Member States	90'000		90'000			
I-2 Knowledge production and management	292'142	0	260'000		32'142	0
Resource Bank and Observatory of educational trends	80'000		80'000			
Documentation and information	25'000		25'000			
Development of IBE website	67'588		45'000		22'588	
Research and Publications	119'554		110'000		9'554	
I-3 Policy dialogue	266'886	0	0	265'331	1'555	0
GASERC-Inclusive Schools Toolkit	266'886		0	265'331	1'555	
TOTAL I	953'849	0	630'000	265'331	58'518	0
II. Governing Board/Gen. Adm./Institutional Dev.						
II-1 IBE Council/Steering Committee	180'000		0		180'000	
II-2 General operating costs	300'000		0		300'000	
II-3 Institutional development: CoE, Coordination and prog dev	150'000		130'000		20'000	
TOTAL II	630'000	0	130'000	0	500'000	0
TOTAL I + II	1'583'849	0	760'000	265'331	558'518	0
III. Staff costs (Established posts)	2'130'000	1'725'000	0		405'000	
TOTAL EXPENDITURES 2012 (I+II+III)	3'713'849	1'725'000	760'000	265'331	963'518	0
TOTAL INCOMES 2012	4'338'647	1'725'000	760'000	265'331	1'468'316	120'000
INCOMES - EXPENDITURES = Estimated reserves by the end of 2012 to be used in 2013	624'798	0	0	0	504'798	120'000

ADDITIONAL CONTRIBUTIONS FROM OTHER UNESCO EXTRABUDGETARY PROGRAMMES	Budgetary framework	UNESCO / UNAIDS	UNESCO Irak FO			
Developing new IRAQI curricula	500'000		500'000			
Capacity building to strengthen key competencies on HIV education in 5 countries of Western and Central Africa	100'000	100'000				
TOTAL EXPENDITURES 2012	600'000	100'000	500'000			

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



Annex IX - UNESCO/BIE/C.61/Inf.5
Geneva, 13 January 2012
Original: English

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

Geneva, 25-27 January 2012

**RESOURCE MOBILIZATION PLAN
International Bureau of Education (IBE)**

I. BACKGROUND

The IBE Council at its 60th session requested the IBE Director to produce a draft resource mobilization plan for consideration by the Steering Committee at its session in Geneva on 6-7 September 2011.

This resource mobilization plan (RMP) was developed at a crucial period for the IBE as it has been mandated by the IBE Council to create the conditions to become a Centre of Excellence (CoE). The “Strategy aimed at making the IBE a Centre of Excellence in Curriculum” was unanimously endorsed by the 60th session of the IBE Council and unanimously adopted by the 36th session of the UNESCO General Conference, in November 2011.

The strategy as a CoE implies not only raising the profile of the institution and refocusing its priorities and programmes, but also gradually generating a broader range of quality services. The strategy, thus, requires a significant increase in the total resources of the IBE in order to be able to respond to the rapid and complex areas of curriculum development that are being expressed today in the new demands of UNESCO Member States. As stated in the Strategy:

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

This resource mobilization plan will therefore support and complement the implementation plan (IP) of the IBE Strategy that aims to raise IBE’s profile as a leading institution in the field of curriculum. The draft implementation plan was discussed by the Steering Committee meeting, in September 2011.

II. OBJECTIVES

The objectives of the RMP are:

1. To increase the IBE core funding in order to strengthen the institution and provide the means to become a CoE.
2. To increase IBE’s extra-budgetary funding in order for IBE to further undertake projects to support the Member States within the framework of UNESCO’s priorities and in partnership with other UN organizations.
3. To institutionalize resource mobilization as a key function and source of expertise in the organization.

III. A STRATEGIC DIRECTION: IBE AS A CENTRE OF EXCELLENCE

Since 2000, the IBE is the only institution with a global mandate to specialize in curriculum. Today, the IBE faces the challenge of reaffirming and reinforcing its identity and strengthening its role as a forward-looking and cutting-edge institute that will develop

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

The external programmatic review, conducted in May 2011, pointed out the general relevance of the programmatic orientation of the IBE with regard to what a CoE should be. The Audit report shows that the financial administration is running appropriately¹. Nevertheless, both the Audit and the Rapid Organizational Assessment (ROA) refer to a possible financial fragility as a result of a drop in the level of financial contributions in 2010 due to the financial crisis. Paradoxically, the CoE Strategy requires increased and predictable financial resources. The ROA therefore, puts forward that sustainability issues must be addressed urgently in the transition phase. Currently a very small team is trying to deliver a large number of activities to a very wide range of countries with a demand that exceeds its actual capacity in terms of human resources and funds. Additional financial resources other than the ones currently available for 2012 and beyond are a key factor for the success of the new strategy.

To become a CoE, new conditions (both programmatically and organizationally) will be progressively put in place. Institutionalizing resource mobilization as a core activity of the IBE to ensure long-term sustainability is one of those steps for change. Past experience shows that fundraising is not one person's task at a certain moment, but a continuous team effort which yields better sustainable results. This is why the IBE is proposing to establish a Resource Mobilization Team that will be charged with implementing this strategy, with at least one person dedicated to this task on a regular basis.

IV. THE RESOURCE MOBILIZATION TEAM

The IBE resource mobilization plan is intended to last 4 years. RMP for the organization will become a permanent line of work and a team effort. The President of the IBE Council, Council members, the IBE Director and staff will all work together, in varying capacities, to ensure that the institute meets its fundraising targets each year. As a first step, the proposed plan will require formalizing a team approach that must be agreed upon early on in its implementation. This means that all members of the team will be in agreement of their roles and responsibilities and meet the targets set out for them to achieve.

Execution of the strategy will be carried out through two key developments:

1. Firstly, fundraising will be institutionalized through the creation of the Resource Mobilization Team that will agree on a clear division of tasks and a timetable.
2. This team will be coordinated by the IBE Director and will report twice a year (to the IBE Council and to the Steering Committee). An IBE programme officer will work directly with the Director to support the team and facilitate the implementation of the fundraising strategy.

Members and Roles:

Resource mobilization will have a team composed of:

- Director of the IBE – To be head of the fundraising team
- IBE assistant - BARD
- Programme Specialist to support the Director at the IBE

¹ The first draft of the report of the external auditor expressed: « La proposition du Commissaire aux comptes est donc une opinion sans réserve pour les états financiers du BIE au 31 décembre 2010 » (11 May 2011)

- The President of the IBE Council
- Fundraising committee: to set targets and review fundraising progress, a fundraising committee will be created during the 61st Council, composed of the members of the team and three additional members of the Council, who will contribute directly and proactively to resource mobilization. Subsequently, the committee will meet twice a year.(during the Council meeting and the Steering Committee) to do the follow-up, make propositions and approve the plan of action for the coming year.
- IBE staff members, who support the efforts of the fundraising team, will produce project documents to submit to potential donors.

V. THE RESOURCE MOBILIZATION PRINCIPLES

The vision, mission, goals and strategic priorities of the organization inform the IBE resource mobilization activities. Efforts will be made to ensure that the values, identity and integrity of the organization are always respected in the process. Essential features of the IBE fundraising strategy include that:

- The IBE will seek funding to develop work within its three programme areas and on a global, regional and national basis. Funding should be in line with the agreed strategies for the IBE's work, which mainly includes capacity building, technical assistance, policy dialogue, research and publications, and networking.
- The RMP Team will establish contact with the Member States to ask for support and will keep them well informed of the IBE's progress in the implementation of the strategy.
- An advocacy and communication strategy will support the RMP.
- Time will be invested in planning, preparing, identifying, and building relationships with new prospective donors.
- In as far as possible, the IBE Director will use her official missions as opportunities for resource mobilization.
- Project fund raising will take place across the IBE with various individuals involved. Effectiveness of this approach and opportunities for synergies will be reviewed.
- In developing funding proposals, the IBE will take into consideration its capacity to implement and manage the proposed projects.
- When negotiating with donors, the IBE will ensure that the terms and conditions of funding agreements, procedures and reporting schedule are mutually acceptable.
- The IBE will seek to develop relationships and partnerships with major donors. This will be achieved through a comprehensive communication strategy that seeks to understand each other's work and values.
- The IBE will not discourage donor-sponsored programmes as long as they fit in with the organization's overall mission and there is appropriate institutional capacity to support the implementation of such programmes. It will, however, scrupulously avoid donor driven initiatives that do not fit into the IBE strategy.
- The IBE fundraising strategy will be shared and coordinated with UNESCO Headquarters.

VI. THE IBE's BUDGET STRUCTURE

The IBE budget structure includes:

1. UNESCO allocation (from UNESCO regular budget)
2. Core donors' voluntary contributions
3. Other extra-budgetary resources
4. Other incomes (e.g. cost recovery policy)

1. UNESCO financial allocation:

UNESCO's financial contribution to Category 1 Institutes tends to be a stable amount. It was increased from US\$2,295,000 in 2008 and 2009 to US\$2,400,000 in 2010 and 2011, covering mostly the salaries of UNESCO regular staff. The 36th session of the General Conference approved US\$2,500,000² (on an annual basis).

2. Core donors' voluntary contributions:

The main source of funding for programme activities is based on core donors' voluntary contributions. This amount dropped in 2010 and needs to be expanded over time by diversifying and increasing the donor contribution base and by establishing multi-year commitments. Switzerland, Sweden and Spain have been contributors until recent years, but major efforts need to be concentrated on raising this source of funding by approaching new Member States to become IBE donors. New efforts involve seeking new bilateral donor contributions both from traditional and non-traditional donors. Members of the IBE Council should have an active role in this regard. Despite the economic crisis, the IBE is well positioned due to the support that it receives from Member States to become a CoE and its contribution to EFA goals that specifically contribute towards improving the quality of education through quality curriculum.

The efforts to seeking bilateral donor contributions may include approaching representatives of Member States at the IBE Council and at UNESCO to help initiate contact; followed by approaching Ministries of Foreign Affairs, development agencies and Ministries of Education. This is a role to be taken by the IBE Director along with the President of the IBE Council and some other delegated representatives of Member States. The ADG/ED can also play a role in directing attention towards IBE's role as a CoE in curriculum related matters when approaching possible donors.

3. Extra-budgetary funding:

Besides voluntary contributions, getting extrabudgetary funding is also very important. In this regard the IBE Director and the fundraising team are continuing to contact and further address multilateral organizations such as the Global Partnership for Education³, the World Bank, the Inter-American Development Bank, UNICEF, the African Development Bank, and the OPEC Fund for International Development and the Asian Development Bank.

Other extra-budgetary resources include various sources of funding such as: a) projects financed through UNESCO's extra-budgetary funds (e.g. UNAIDS, CAP, CapEFA; b) technical assistance to Member States financed by other international organizations, the private sector, Ministries of Education, national or regional offices; c) partnerships with UNESCO regional offices for long term capacity development and training.

This type of extra-budgetary funding has considerably increased in the last four years, reaching over US\$500,000 in a single year. There are several reasons for this, including: a) the IBE's most recent approach to prefer longer term technical assistance projects that are fully funded; and b) new partnerships being developed that bring financial contributions associated with capacity development services provided by the IBE. The IBE leadership team has an important role in this respect. These projects are highly technical and require specialized expertise in the project design and negotiation; here IBE programme/project

² There has been however, a reduction of 31% on the approved amount. This poses an additional challenge for the IBE and the fundraising efforts.

³ Previously known as the Education For All – Fast Track Initiative (EFA – FTI)

coordinators have proactively contributed to the rise of these sources of funding and will work closely with the Fund Raising Team to share this expertise.

The following is a more detailed extra-budgetary project list:

1. Projects financed through UNESCO special project funds (HIV-AIDS, CAP-EFA)
2. Projects financed directly by Member States
3. Projects financed by Member States through the national or regional offices
4. Projects financed through partnerships with other UNESCO Institutes, National or Regional Offices or with other multilateral agencies
5. Projects financed by other stakeholders (e.g. FTI) through partnerships with other Research institutes, National or Regional offices
6. Projects financed by the private sector

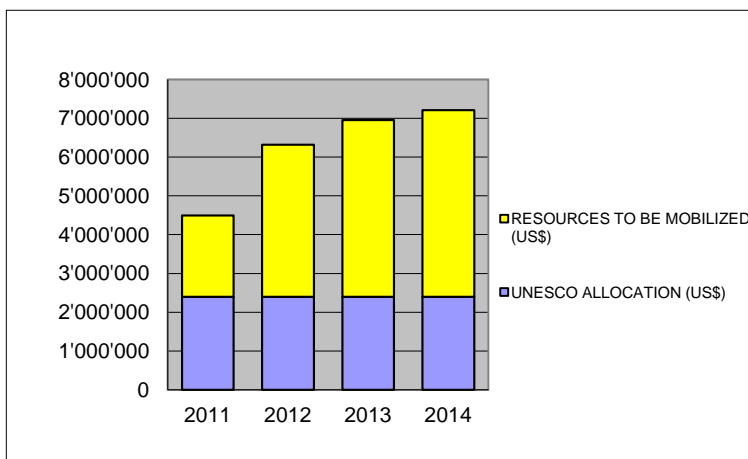
4. Other incomes-cost recovery:

In the last three years, IBE has put in place a cost recovery policy, including programme support cost (13%) that is now in full implementation. Additional income comes from the rental of the conference room and office space. There has been an increase in this type of income that will be sustainable over time and continue to increase with expanded activities.

VII. RESOURCE MOBILIZATION TARGETS

The estimated financial implication for the implementation of the Strategy indicates that total resources for the IBE should reach US\$7,000,000 by 2014; this means an increase of nearly US\$2,000,000 annually. This estimate does not include the ICE⁴. It should be noted as well that the currency exchange rate of US\$ to CHF can alter estimations due to the (current) strong value of the Swiss franc.

Table 1: Core funding targets



VIII. PRIORITIES AND TYPES OF FUNDING TARGETED

The purpose of the RMP is to develop a comprehensive approach that identifies and sets out the process, sources and activities to mobilize all financial types of resources for the IBE. It is

⁴ Estimated budget for the ICE amounts to US\$2,000,000.

a strategy that aims to involve the Member States in the core funding more decisively, but will also move beyond statutory sources of funds to also reach international donors (multilateral and bilateral, regional banks, private foundations, private corporations), and possibly at some point individual philanthropists for more extra budgetary funding.

In the year 2011 and following into 2012, priority will be given to:

- Mobilizing Member States' funding for the core budget as a manifestation of support and trust to the implementation of the new CoE strategy.
- Extra-budgetary funds from Member States for specific projects.
- Extra-budgetary funds from special financing lines of UNESCO and partnerships with UNESCO institutes and bureaus.
- Extra-budgetary funds from partnerships with other UN agencies.
- Multilateral donors and private sector through specific projects.
- Swiss private donors.

IX. POSSIBLE SOURCES OF FUNDS AND RESOURCES BY ORDER OF PRIORITY FOR 2011-2012

All potential donors will require a specific advocacy and communication strategy to provide awareness and information about the IBE as a CoE. The order of priority will be as follows, (please note that this list is not exhaustive):

1. **Member States:** One example of clear proof that the countries believe and trust the IBE would be to agree to make a contribution whether institutional or for a particular project. The President of the IBE Council will call on Member States to contribute. A possible scale for contributions can be established. Based on first contact, a priority list will be established to pursue negotiations. Nevertheless, a priority order for contacting countries in 2011-2012 could be as follows: 1-Norway, 2-Denmark, 3-Finland, 4-Netherlands, 5-Switzerland, 6- Bahrain, 7-Kuwait, 8-Spain, 9-Germany, 10-USA, 11-India, 12-Brazil, 13-Republic of Korea, 14-Monaco, 15-China, 16-Cameroun, 17-Benin, and 18-Tanzania.
2. **UNESCO Headquarters additional funding mechanisms.** UNESCO has several mechanisms through which additional funding can be obtained through the presentation of projects:
 - i. Funds coming from UNAIDS: previous UBW to become UBRAF (United Budget Results and Accountability Framework) for HIV AIDS projects.
 - ii. Complementary Additional Programme (CAP).
 - iii. Cap-EFA.

The RM team will explore and strengthen relationships with extra-budgetary instances at Headquarters knowledgeable of funding opportunities and donors' priorities, such as CFS- Multilateral and private funding. Continuing the strengthening of relations with the regional and national offices is another way to jointly implement activities and services.

3. **Extra-budgetary funds from partnerships with other UN agencies such as UNAIDS, UN-WOMEN, UNICEF, UNDAF, INEE.**
4. **Multilateral donors: Global Partnership for Education⁵** The IBE has participated in the first and second round of stakeholders' consultations and sent a results-based

⁵ Previously known as the Education For All – Fast Track Initiative (EFA – FTI)

proposal contribution to the Learning Outcomes seeking partnership in the Global and Regional Program (GRA). **The World Bank:** First contact was established by the IBE Director with the Director of the Human Development Network to discuss work on quality and possible developments towards the ICE. **Organization of Ibero-American States (OIE):** Agreement of Cooperation established to frame joint collaboration. Through OIE funding, the IBE is implementing capacity development workshops in inclusive education customized to participating Latin American countries. **The OPEC Fund for International Development (OFID):** An initial approach was made by the IBE Director and a proposal was developed.

5. **Swiss Foundations:** The French-speaking foundations interested in education and HIV & AIDS have already been identified.
6. **Bilateral donors for specific projects:** Such as AECID (Spain), SIDA (Sweden), CIDA (Canada), EU (Belgium), IDRC (Canada), SDC (Switzerland), DANIDA (Denmark), USAID (USA), NORAD (Norway), GIZ (Germany), JICA (Japan), Dutch Ministry of Development and International Cooperation. A list of bilateral donors plus funding priorities should be investigated annually and appraised periodically. The IBE will need to establish relations to try to secure short as well as long term donor support for programme and institutional development. Organize fundraising trips at least once a year to fundraise and update donors of IBE progress.
7. **National and interregional banks: Inter-American Development Bank (IADB).** The IBE Director met with the Director of Education in Washington DC, the outcome being that the IADB will cover fellowships for Latin American participants in the IBE Diploma on Curriculum Design and Development covering the participation of several countries in the region. **Asian Development Bank. African Development Bank.**
8. **International Foundations and trusts funds** such as the Ford Foundation, Gates Foundation, Macarthur Foundation, Hewlett Foundation, Packard Foundation, Guggenheim Foundation, Cadbury Trust.
9. **Private corporate sector:** Body Shop, Coop Bank, Microsoft, Coca Cola Private Corporations, Procter and Gamble, Baume et Mercier.

X. RESOURCE MOBILIZATION ACTIVITIES FOR 2011-2012 AND RESULTS (see table)

RESOURCE MOBILIZATION ACTIVITIES FOR 2011-2012 AND RESULTS

	N°	Activities	Responsible	Submitted for funding USD	Funds raised	
2011	1	MoU with Iraq Office. New Iraqi Curriculum Project	Acedo, Georgescu	1.300.000	1.300.000	(1)
	2	Meeting in Paris with Council Members for fundraising awareness	Ole Briseid Qian Tang			
	3	Elaboration of the Resource Mobilization Plan	Acedo Alama			
	4	Fundraising Meetings with country representatives (Bahrain, Brazil, Finland, Denmark, Germany)	Acedo Ole Briseid			
	5	Meetings with Norway (Oslo) partners and stakeholders.	Ole Briseid Acedo			
	6	Design and submission of HIV-AIDS project proposal for UBRAF	Alama Bonnet	200.000	200.000	(2)
	7	Meetings with BREDA Director, Chief of TED. Funding of African participants fellowships for the Diploma. Establishing joint work plans for the 36 C/5	Acedo Operti		85.000	(3)
	8	Global Partnerships on Education. Round of Consultations and Proposal	Acedo Alama	1.600.000		
	9	Proposal submitted to GASERC	Operti	350.000	350.000	(4)
2012	1	Constitution of the fundraising committee. Definition of roles and targets	Council			
	2	Follow up with member states for voluntary contributions	Acedo			
	3	Follow up with member states to support specific projects	Acedo Alama			
	4	Meeting in Washington for the Global & Regional Activities Program	Alama	1.600.000		
	5	Contacts with a selection of Swiss foundation for possible collaborations	Alama Nicollin			
	6	Submission of HIV-AIDS project for OFID (OPEC Fund for International Development) prepared in 2011.	Alama Bonnet	1.200.000		
	7	Contact EU for specific projects (FAFA framework)	Alama			
	8	Inter-American Development Bank. Commitment for Fellowships for the Diploma	Acedo Operti			
				TOTAL FUNDS RAISED	1,935,000	

(1) Budget allocated for 2011-2013

(2) Budget allocated for 2012-2013

(3) Budget allocated for 2011

(4) Budget allocated for 2011-2012



Annex X - UNESCO/BIE/C.61/Inf.9
Geneva, 18 January 2012
Original: English

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

Geneva, 25-27 January 2012

IBE'S ADVOCACY AND COMMUNICATION STRATEGY

IBE'S ADVOCACY AND COMMUNICATION STRATEGY

The “Strategy for making the IBE a Centre of Excellence (CoE) in Curriculum” makes reference to the need to “develop systematic, comprehensive and innovative communication, advocacy, marketing and fund-raising strategies” to support it. In order to address this, a Resource Mobilization Plan and the present Advocacy and Communication Strategy have been developed for submission to and approval by the IBE Council at its 61st session (25-27 January 2012).

In this new institutional phase of making the IBE a CoE, the Institute will have to rely on a strong Advocacy and Communication strategy to ensure that the key objectives and messages related to curriculum and to the role that the IBE can play, along with the services it can offer in the sector are disseminated in an effective and convincing way. “Advocacy” and “Communication” issues have been included in this same strategy document as they complement each other. Communication will give the set of tools and means to deliver the messages that allow carrying out the advocacy to the targeted audiences.

The IBE supports global advocacy and in-country efforts to improve quality in education through curriculum and curriculum development processes. The IBE’s mission is highly relevant as quality education is not possible without a good curriculum and without curriculum alignment to teaching and learning practices. The curriculum is also reflected in textbook contents and linked to teacher training, teaching practice and evaluation; this has to be taken into account if learning outcomes are to be improved significantly. The IBE can provide a key contribution to the process of developing more effective education systems, particularly to more effective teaching for improving student learning. Through the advocacy and communication strategy the IBE intends not only to increase awareness but also to provide evidence-based relevant information to Member States, Ministries of Education, teacher trainers and other stakeholders, communicating more effectively what constitutes a good curriculum, what place it occupies in the educational process and how it relates to the different components of an education system.

1.1 Overall Goal

The advocacy and communication strategy is aligned with the IBE’s mission and its organizational and programmatic objectives. Its purpose is to help to achieve its core objectives, better communicate the importance of curriculum for quality education and learning outcomes, to increase the impact of its work and to attract more financial support.

1.2 Expected Results/Objectives

There are six main objectives that the advocacy and communication strategy aims to achieve:

- build awareness about the importance of the curriculum and promote stakeholder engagement;
- increase the IBE’s visibility by becoming better known and attracting more demands from our Member States and partners;
- publicise our mission, objectives and services;
- promote changes in policies and practices of educational actors;
- influence specific policy and institutional changes;
- increase the financial support of Member States and of potential stakeholders.

1.3 Stocktaking

It is important to assess how the IBE is currently communicating, and have a better understanding of how the IBE is perceived by collaborators, partners and stakeholders. It is also important to establish where the IBE stands in relation to others, what makes the IBE different from other institutions and organizations, to clarify its mission statement and to use a few, simple and sharp “slogans”.

1.4 Target Audiences

There are different types of audiences that can be reached in order to accomplish the pursued objectives. They include Ministries of Education, policymakers, educators, academic institutions, scholars, financing institutions and donors, etc. Differentiated approaches should be developed for the diverse audiences on the basis of their needs in relation to the IBE as a Centre of Excellence, and taking into account the objectives, how to reach them (channels), and the expected results (for example, influencing policies, promoting change, expanding partnerships and collaboration, obtaining financial support, etc.).

1.5 Messages

It is important to define the key messages, and where appropriate, adapt them to the different audiences. These messages will be constantly and consistently used as **communication is all about storytelling that attracts interest.**

1.6 Selecting Appropriate Communication Channels

Based on the audience characteristics and segmentation, the most appropriate channels of communication will be selected to ensure that the key messages effectively reach the target audience. These include tools to be developed that are most appropriate to communicating the key messages to different audiences (website, leaflets, presentations, concept papers, newsletter, etc.). All the communication channels will be previously analysed by SWOT (costs, popularity, influence, source of information, information flow, local marketing, Do's and Don'ts, etc.). Afterwards, decisions will be made about how to optimize the use of the tools that the IBE already uses as well as how to adopt new unexplored channels. The tools and communication activities to be developed will depend on what human and financial resources are made available.

1.7 Branding

Having an image that is easily identified by others is extremely important. This is one of the most powerful tools to enhance visibility. The IBE needs to develop a corporate brand to be consistently used in all its activities, initiatives, products and services (website, multimedia, alerts, presentations, reports, publications, letters, etc.) and across all communication channels. This will strengthen the IBE's image and identity, and will also contribute to building trust and support among stakeholders.

1.8 Resources, Management and Timescales

The budget for implementing this strategy is limited and it is necessary to keep a reasonable level of expectation as far as the availability of human and financial resources is concerned.

Realistic tasks for the implementation of this strategy along with 2012 timelines are being established and have been highlighted in section 1.10.

1.9 Monitoring and Evaluation/Impact Assessment

The implementation of this strategy will be monitored and evaluated (mid-term and long-term) in order to be able to introduce changes and adjustments where appropriate. Monitoring tools will be used for this purpose.

1.10 Steps to Implement the Strategy

Tasks	Timeframe
Define responsibilities and roles of IBE staff in the implementation of the Advocacy and communication strategy	February 2012
Analyse the different needs of diverse audiences and define what the IBE wants to provide/communicate to them according to its mission.	May-July 2012
Define and share as a team what are the key messages for the target audiences.	May-July 2012
Definition of strategies for the diverse audiences, how to reach them and expected results.	July-September 2012
Identify the most appropriate communication channels (existing and new ones), including new tools and social media to communicate efficiently.	June-December 2012
Creation and consistent use of a sound corporate brand and tools using existing and new knowledge (e.g. glossary, style manual, etc.).	June-December 2012
Development of new outlets to reach appropriate audience (brochures, leaflets, website, messages).	September-December 2012
Monitoring and evaluation of the impact of this strategy, through the use of existing and new tools.	September 2013
Adjustments and revisions of the strategy based on monitoring and evaluation results, available human and financial resources, as well as new emerging trends.	November 2013



Annex XI - 61st SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

**Presentation of the Director
Implementation of Activities**
1 January to 31 December 2011

UNESCO – International Bureau of Education
Geneva, 25-27 January 2012

Annex XI

Overview

2

- I. Capacity Development & Technical Assistance
- II. Knowledge Management & Production
- III. Policy Dialogue

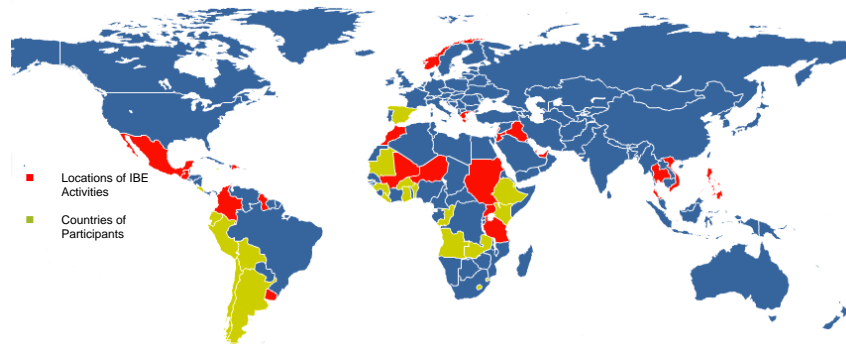
IBE Activities



3

2011 Achievements Highlights

- 806 Participants trained in all IBE activities
- 145 Participants trained from Africa
- 105 Diploma participants trained from 28 countries
- 701 Workshops participants trained from 34 countries
- 1539 Community of Practice Members (+7%)
- 5 Countries (4 in Arab region) receiving specific technical assistance
- 4 issues of the Journal Prospects published
- 6,936 institutions receiving Prospects (+22%)
- 30,707 downloaded subscriptions of Prospects
- 2,205,00 unique visitors of IBE website (+23%)
- 228,000 downloads of IBE documents and publications through UNESDOC (+21%)

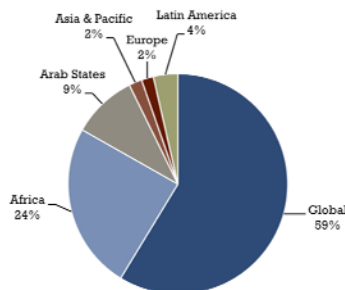


Distribution of Activities

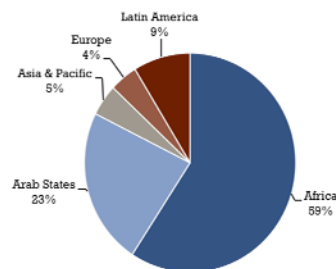


4

Distribution of Activities Overall



Distribution of Activities by Region



Based on expenditures

Annex XI
Strategic Objectives 1, 2, 3, 4, 5
MLA 2 - 6

I. Capacity Development & Technical Assistance Diploma Programme

5

Diploma Timeline

Preparation

- Readings
- Experiences in curriculum development
- Familiarization with the TTCD
- Knowledge of one's own context


Face to Face Session
10 days

- Introduction of the 10 modules
- Team work
- School visits
- Individual activities
- Presentations
- Working closely with a tutor
- National and International Perspectives

Online Session
30 weeks

- 1 module for 3 weeks (10 modules total)
- Background readings
- Case studies
- Forum

Training Material



Activities

Step 1 Reflection
- One's own context
Ex: Mexico

Step 2 Analysis
- Revision of different case studies
Ex: Vietnam

Step 3 Comparison
- With another context
Ex: Mexico and Vietnam

Step 4 Application
- One's own context
Ex: Writing a proposal to change curriculum

Annex XI
Strategic Objectives 1, 2, 3, 4, 5
MLA 2 - 6

I. Capacity Development & Technical Assistance Diploma Programme



6

Uruguay
1st cohort (2010 - 2011)
2nd cohort (2011-2012)

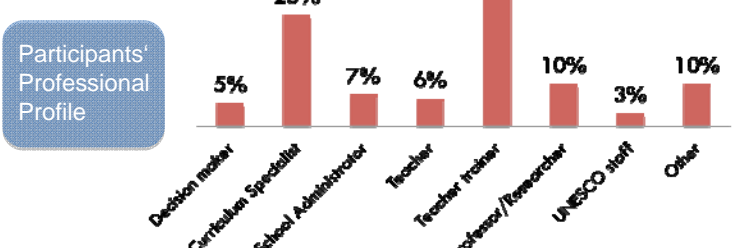
Tanzania
1st cohort (2011 - 2012)

Co-organized with Catholic University of Uruguay (UCU), Regional Bureau for Education in Latin America and the Caribbean (UNESCO/OREALC)

Joint program with UNESCO (BREDA, TED section) and the Tanzania Institute of Education (TIE) and the Open University of Tanzania (OUT)

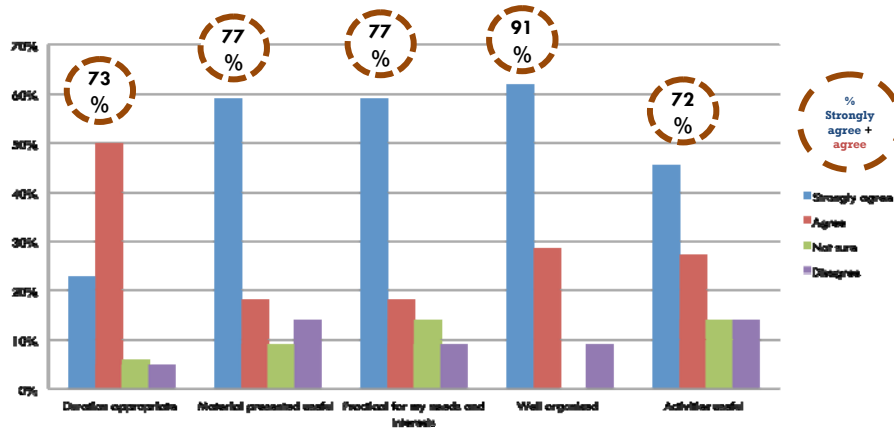



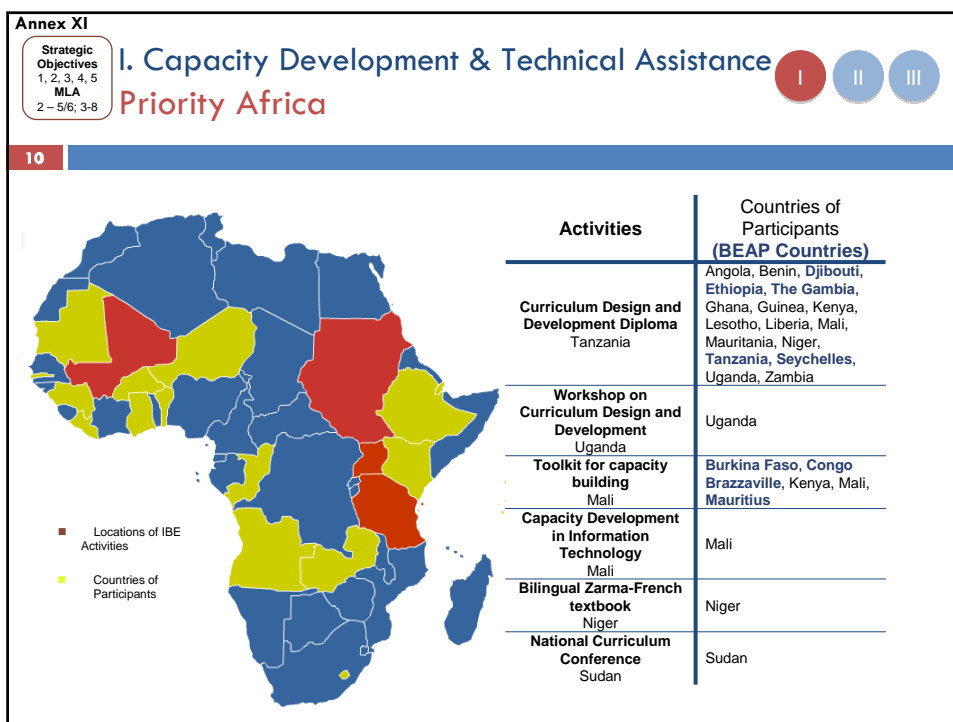
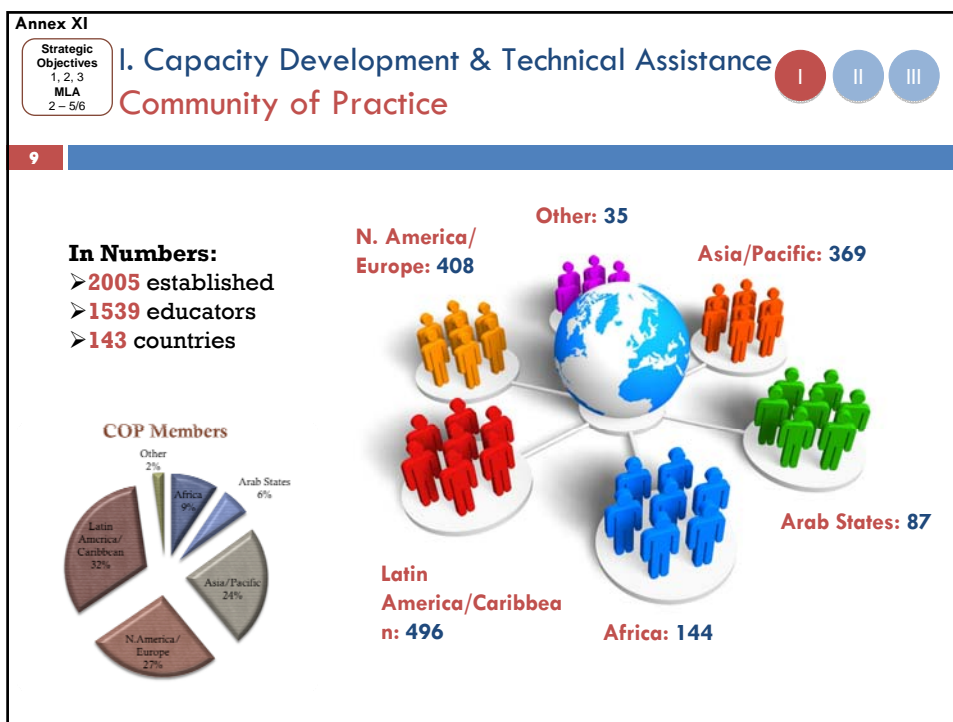
Participants' Professional Profile



Professional Profile	Percentage
Decision maker	5%
Curriculum Specialist	25%
School Administrator	7%
Teacher	6%
Teacher trainer	34%
Professor/Researcher	10%
UNESCO staff	3%
Other	10%

Evaluation





I. Capacity Development & Technical Assistance

HIV and AIDS Education



I. Capacity Development & Technical Assistance

Technical Assistance



Annex XI

I. Capacity Development & Technical Assistance

13

Challenges

- Strengthening **team expertise**
- Developing a sustainable **scholarship programme** for the diploma
- Developing a **survey to assess the impact** of the diploma in the future work of the participants
- Better integration of the work in **Africa**
- Addressing the **gaps** existing in some countries between the technical and political levels implied by curriculum work.

Annex XI

Strategic Objectives 6.7, 8, 9
MLL 3-8/4-12


II. Knowledge Production & Management

Achievements

14

Databases

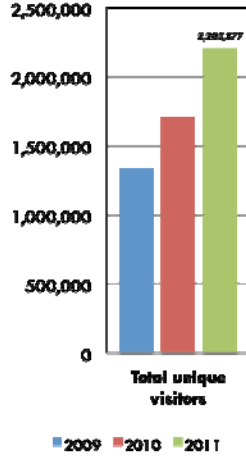
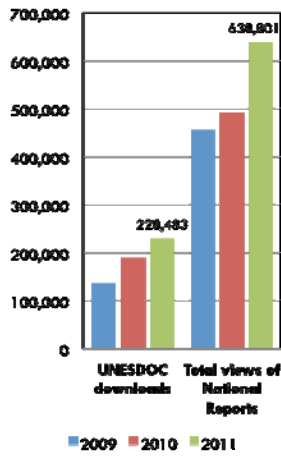
- World Data on Education □ **49** updated profiles of the 2010/11 edition
- Global Education Digest □ **110** country cases cross-checked verifying information on the duration of compulsory education
- IBEDOC □ **745** records added
- Digest & Alert Services □ **39** alerts and **3** digests produced and disseminated



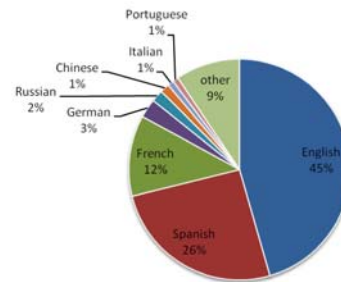
II. Knowledge Production & Management Website



15



Languages of users visiting the IBE website 2011



II. Knowledge Production & Management Publications



16

Prospects

- 157:** *Access and Equity in Financing Higher Education in Arab Countries*
- 158:** *Education and Armed Conflict*
- 159:** *International Developments in Teacher Education for Inclusive Education: Issues and Challenges*
- 160:** *Regular Issue*

Educational Practices Series

- 22:** *Teaching Fractions*

Books

- *Interregional and Regional Perspectives on Inclusive Education: Follow-up of the 48th Session of the International Conference on Education*
- *Childhood Rights and Inclusive Education in Latin America*

Prospects reaches **6,936** institutions worldwide through **255** academic consortia (+22%). The number of downloaded subscriptions has reached **30,707** (2008: 2,800 downloaded subscriptions)

Annex XI

II. Knowledge Production & Management

17

Challenges

- Ensuring a more **systematic and sustained exploitation of the rich IBE knowledge** and information base on curricula and curriculum development processes
- Further improving the **alert services** taking into consideration users' suggestions and needs
- Further developing the **IBE website** progressively making it more **dynamic and interactive**

Annex XI

Strategic Objective
10
MLA
3-8

III. Policy Dialogue

Overview

18

- 1

forging **partnerships** with ministries of education, foundations, transnational organisations

Ex: European Agency for the Development in Special Needs Education, the Organization of Iberoamerican States, Gulf Arab States Educational Research Centre
- 2

providing **guidance** in developing inclusive policy frameworks and guidelines

Ex: for GASERC developing a project in the Arab Region on inclusive school curriculum and curriculum quality and evaluation
- 3

setting up an **online platform** to disseminate relevant information for policies on inclusive education

Ex: set up the **Inclusive Education in Action – IEA project homepage** (<http://www.inclusive-education-in-action.org/iea>) showing good practices that address the recommendations of the UNESCO Guidelines on Inclusion.

III. Policy Dialogue



19

Challenges

- Developing a **policy programme** beyond the 48th ICE
- Developing **relevant, evidence-based and reflective policy dialogue** on inclusive education across all UNESCO regions
- Engaging, convincing and mobilizing **institutional, political and financial support** from diverse partners

Human Resources

20

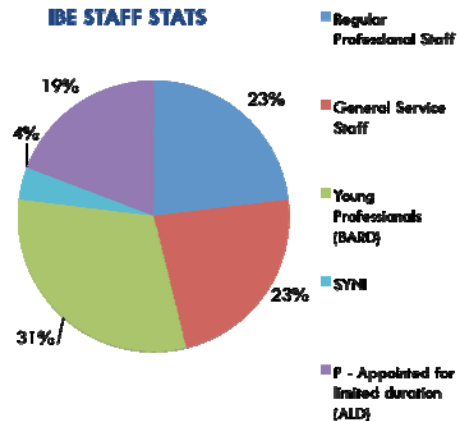
Professional Development:

- 1 staff trained for "Gender Focal Points"
- 3 staff members trained in the Diploma for Curriculum Development
- 1 staff trained by UN-LINKS HQ

Recruitment

- 1 senior programme specialist (P5) in the final stages of the selection process
- 1 P4 ALD coordinator (Priority Africa)
- 2 P1/P2 ALD assistant programme specialists (Africa and technical assistance Iraq project)
- 1 GS6 accountant

IBE STAFF STATS



16 interns representing 3 of the 5 UNESCO regions have been trained

Annex XI

IBE Budgetary Framework 2011

21

Special Account	Budget approved	Budget revised	Total Expenditures	Execution Rate
I. Programme Activities	1,431,000	1,561,888	1,377,600	88.2%
I-1 Capacity Development & Technical Assistance	820,000	860,649	822,987	95.6%
I-2 Knowledge Production & Management	461,000	461,000	385,091	83.5%
I-3 Policy Dialogue	150,000	240,239	169,522	70.6%
II. Governing Board/ Gen. Adm./ Institutional Dev.	770,000	770,000	640,019	83.1%
III. Staff cost (est. Posts)	2,290,000	2,296,944	2,092,078	91.1%
Total Expenditures Special Account 2011 (I + II + III)	4,491,000	4,628,832	4,109,697	88.8%
Extrabudgetary Projects	576,583	576,583	514,034	89.2%
TOTAL EXPENDITURES 2011	5,067,583	5,205,415	4,623,731	

Annex XI

Extrabudgetary Programmes 2011

22



IBE EXPENDITURES	BUDGET
HIV AIDS 1	59,963
HIV AIDS 2	33,701
Lutte contre la pauvreté Niger	23,666
Jeunes face au HIV Guyana	31,789
Conversation GIGAPAN	31,367
Qatar Project	36,168
Mexico	5,000
UNRWA	32,000
Iraq Project	260,380
TOTAL	514,034

Financial Statement 2011

Provisional Account

23

I.1 RESOURCES CREDITED TO IBE SPECIAL ACCOUNT	4,228,454
I.1.1 UNESCO financial allocation	2,400,000
I.1.2 Voluntary contributions	735,776
I.1.3 In-Kind revenue: Rental of premises	747,740
I.1.4 Other revenue producing activities	133,793
I.1.5 Other Revenue	198,044
I.1.6 Finance revenue	13,100
II.1 PROGRAMME ACTIVITIES 2011	1,377,600
II.1.1 Capacity Development and Technical Assistance	822,988
II.1.2 Knowledge Production & Management	385,090
II.1.3 Policy Dialogue	169,522
II.2 GOVERNING BOARD/ GEN. ADM./INSTITUTIONAL DEV.	640,018
II.3 STAFF COST (est. Posts)	2,092,078
III. Reconciliation Budget/Financial Statements	544,748
IV. Charges after adjustments (II + III)	4,654,445
V. Accounting Results (I – IV)	(425,990)
VI. RESERVES BEGINNING OF PERIOD	1,894,306
TOTAL RESERVES END OF 2011 (V + VI)	1,468,316



United Nations
Educational, Scientific and
Cultural Organization

International Bureau
of Education

1

Annex XII - 61st SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

IBE Strategy as COE Implementation Plan

UNESCO – International Bureau of Education
Geneva, 25-27 January 2012

Annex XII

Implementation to become a COE

1. Implementation Framework
2. Programme Priorities
3. Organizational Structure
4. Policy Dialogue (including ICE)
5. Governance
6. Resource Mobilization Plan
7. Advocacy & Communication Strategy

Preparatory Steps

3

May/July 2011:

- Programmatic Review 2011
- Rapid Organization Assessment (ROA)

Programmatic Review

4

Programmatic Review — Methodology/phases

1. Review of IBE vision, mission and objectives statements
2. Programme information and self-evaluation (programme and project)
3. External review and recommendations (external reviewer)

Annex XII

Objectives of Programmatic Review

5

- Description of programmes: objectives, products and services, implementation strategies, achievements and challenges
- Are programme products and services consistent and appropriate to a CoE in terms of scope and quality?
- Products and services that need to be improved to become a CoE
- Prioritise programmes (most and least relevant as CoE)

Annex XII

Evaluation Criteria for Programme Revision

6

- Relevant and responsive to Member States
- Innovative
- Effective
- High quality
- Consistent with the IBE's revised statement of mission, purpose and broad objectives

Outcomes programmatic review

7

- General relevance and quality of products and services
- More prioritizing and better coordination of services
- External review panels of academic experts and internal quality mechanisms (Diploma, courses, resource pack, tools)
- Communication toolkit for resource mobilization, advocacy and marketing of services
- Strengthening “specialized” expertise (in technical assistance, CD, research in KPM, communications and fundraising)
- Develop curriculum research and data mining area

Rapid Organization Assessment (ROA)

8

- Organizational Development (OD) framework:
 - an ongoing process of continuous improvement that recognizes that large gains can be obtained with small steps
 - comprehensive and holistic in its approach—key levers of change are identified and used
 - management and staff work cohesively to build capacity around key areas; while continuing to provide quality services
 - centered around a *strategic focus*

Annex XII

Strategic focus — IBE as CoE

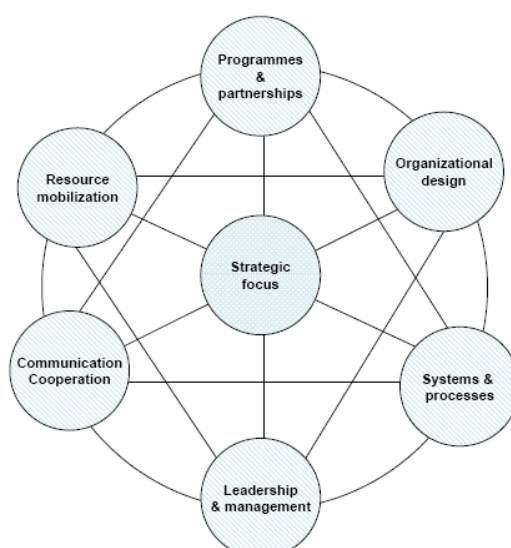
A conceptual model based on four pillars:

- Curriculum services to member states
- Information management
- Knowledge management, tools and research
- Communities of practice (COP)

Annex XII

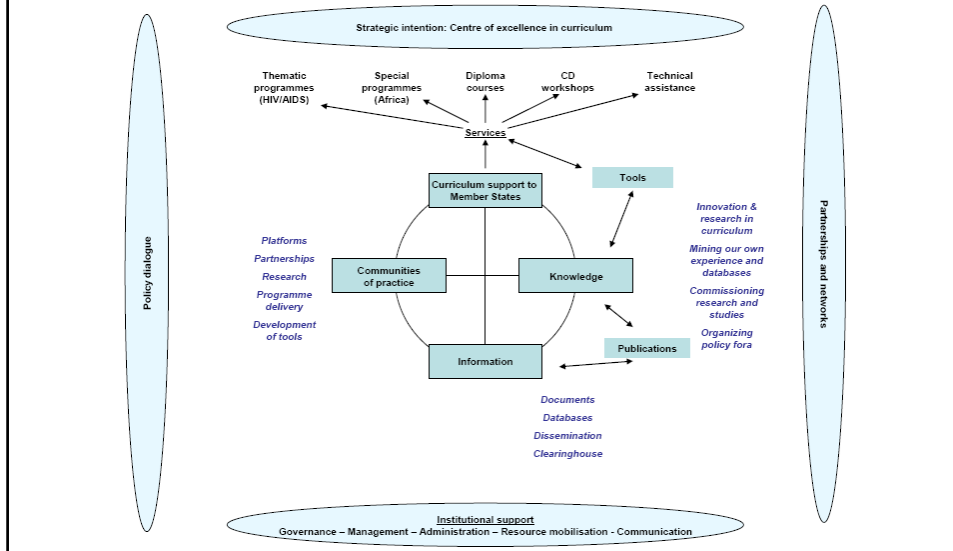
Organisational Development Framework

10



Strategic Focus

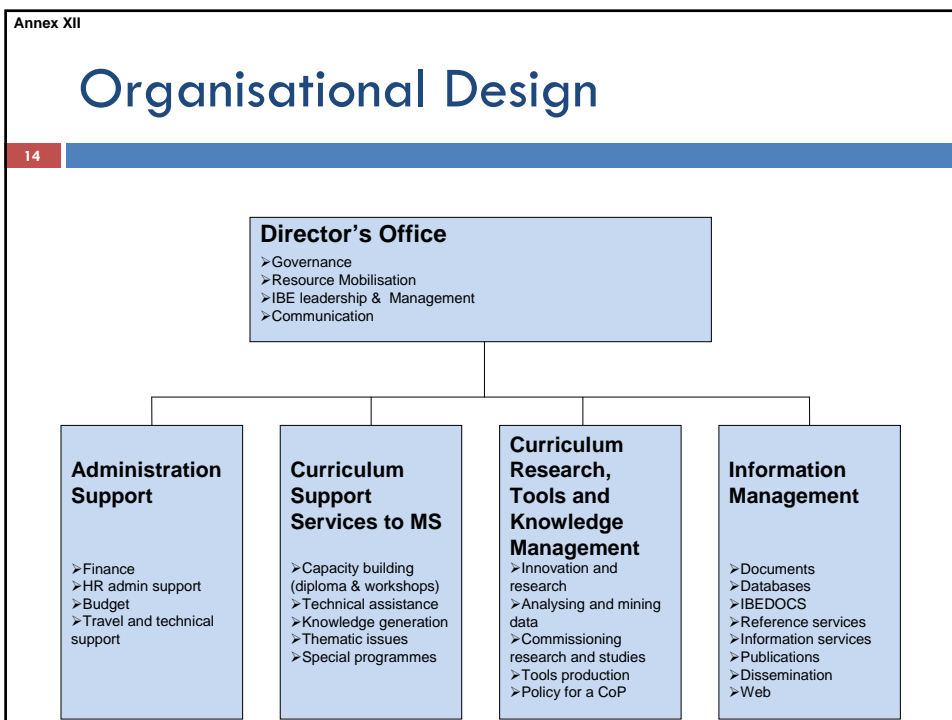
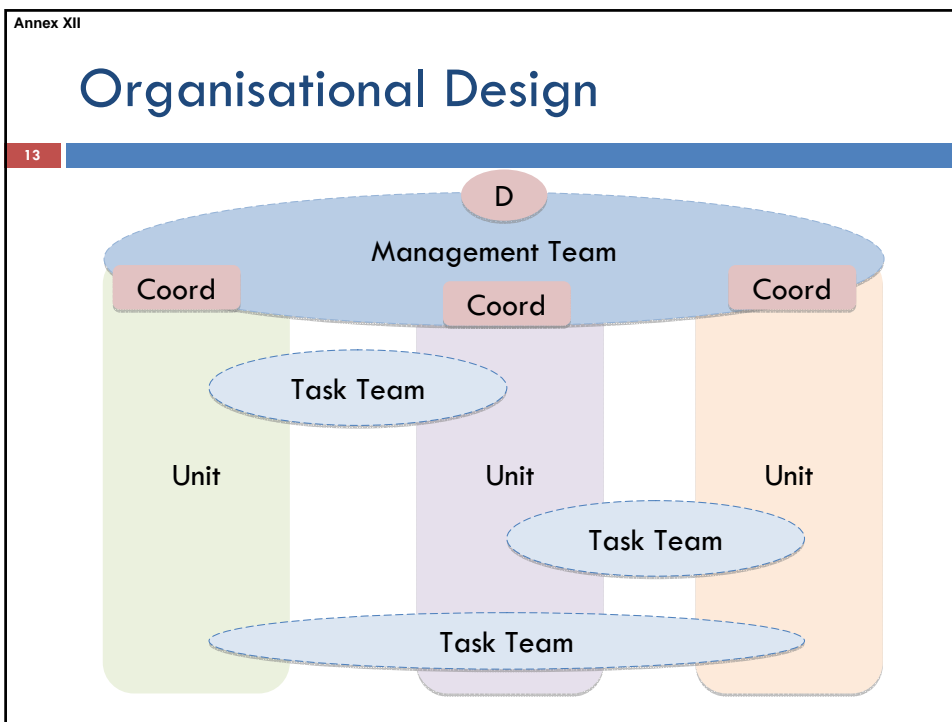
11



Organizational Design and Staffing

12

- Organizational Design and Staffing is more than structure and organigrams
- Design includes roles, responsibilities and the implementation of management practices that ensure that people work effectively together
- A design of *homes* and task teams:
 - Organizational homes
 - Portfolio workers
 - Deliverables
 - Teams produce deliverables



Policy Dialogue & ICE

15

- Develop specific plans with regard to the frequency, format, content, and financing mechanisms of future ICE sessions
- Establish clear mechanism of resource allocation separate from general IBE programmatic funding
- Explore ways to enhance the visibility of the ICE, towards more interactive dialogue
- Explore a broad range of policy dialogue opportunities

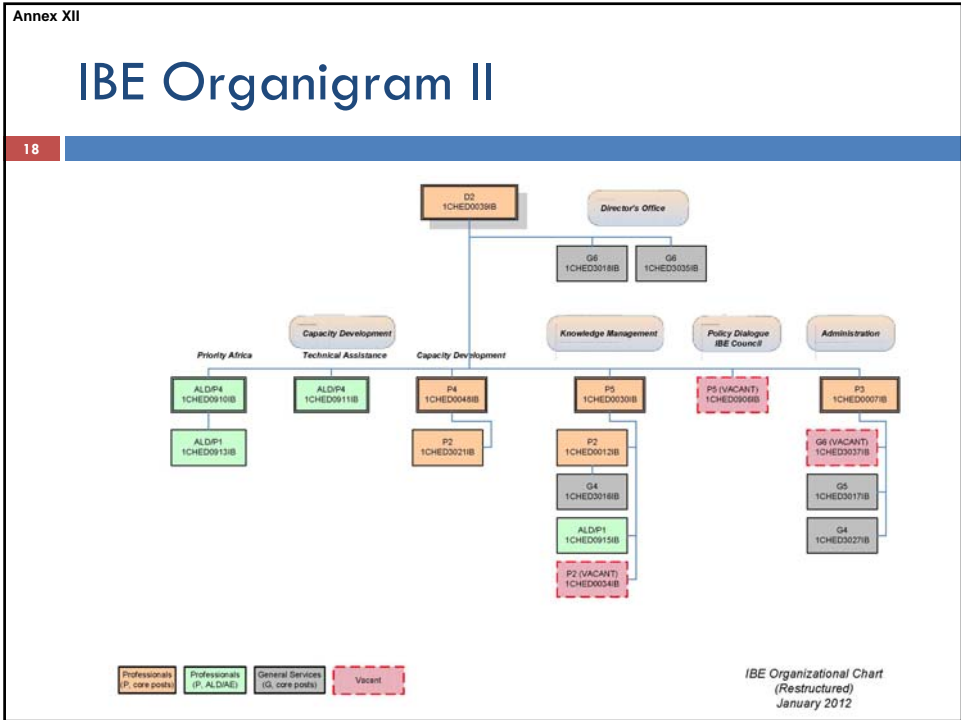
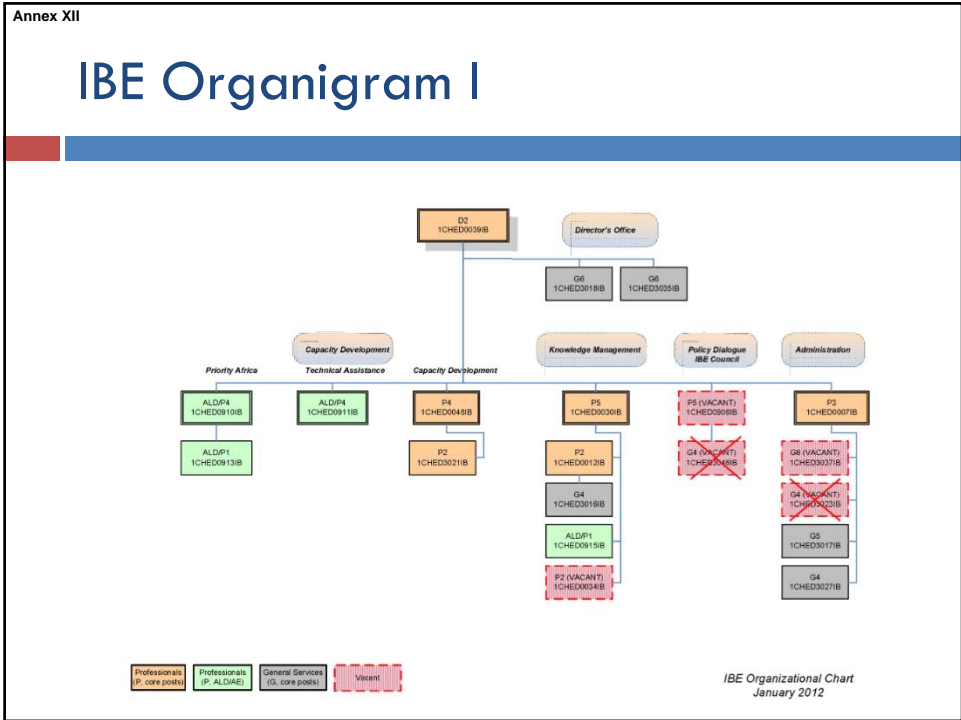
- Who: Working group with Members of the Council, representation of ADG/ED and the IBE Director to make proposals on general considerations and next ICE

Governability: IBE Council

16

- Analyze the actual Council (in comparison with other UNESCO institutes governing bodies)
- develop a proposal of what type of governing body would be the most appropriate
 - ▣ to provide programmatic guidance,
 - ▣ resource mobilization and
 - ▣ strategic decision-making to the IBE as a CoE
- Proposals to go to the GC in 2013

- Who: Working group with Members of the Council, representation of ADG/ED, IBE Director and in consultation with GBS (governing body secretariat)



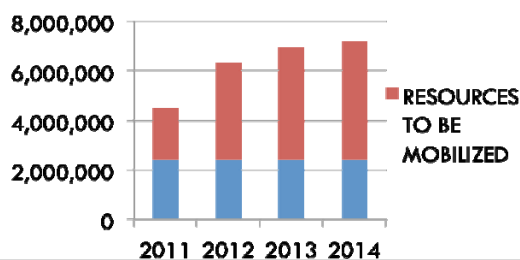
Estimated Financial Implications of the Strategy


	2011	2012	2013	2014
I. Organizational Change & Restructuring				
Plan of action, review of activities & programmes, review of IBE organization & staffing structure (A1.1-A1.2-A1.3-A1.4-C1-C2.1-C2.2)	(*)	100,000		
Mid-term external assessment (A1.7)				100,000
Develop & implement communication, advocacy, marketing & fund-raising strategy (B4.1 to B4.4)		100,000	100,000	50,000
II. Develop Programmes & Services				
Training courses & tools (B3)		200,000	150,000	100,000
Linkages with HQ & Field Offices (B2)		20,000	20,000	20,000
Priority Africa (activities)		200,000	300,000	300,000
KPM (research & analysis) (A2-A4)		50,000	100,000	150,000
KPM (Clearinghouse Curriculum) (A2-A4)		450,000	300,000	300,000
III. Staff to support the development of programmes & services				
Assessment of needs, research topics compilation, databases analyses, global situation analysis (P3, KPM) (A2.3-A4.1-A4.4)			163,500	171,675
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.


Estimated Financial Implications of the Strategy

	2011	2012	2013	2014
I. Organizational change & restructuring		100,000	100,000	150,000
II. Develop programmes & services		920,000	870,000	870,000
III. Staff to support the development of programmes & services		665,000	1,019,250	1,070,213
IV. Programme activities & governance	4,491,000	4,635,824	4,964,763	5,119,235
Grand Total	4,491,000	6,320,824	6,954,013	7,209,448
UNESCO ALLOCATION	2,400,000	2,400,000	2,400,000	2,400,000
RESOURCES TO BE MOBILIZED	2,091,000	3,920,824	4,554,013	4,809,448





United Nations
Educational, Scientific and
Cultural Organisation



International Bureau
of Education

1

Annex XIII - 61st SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Presentation of the Director Programme of Activities

1 January to 31 December 2012

UNESCO – International Bureau of Education
Geneva, 25-27 January 2012

Annex XIII

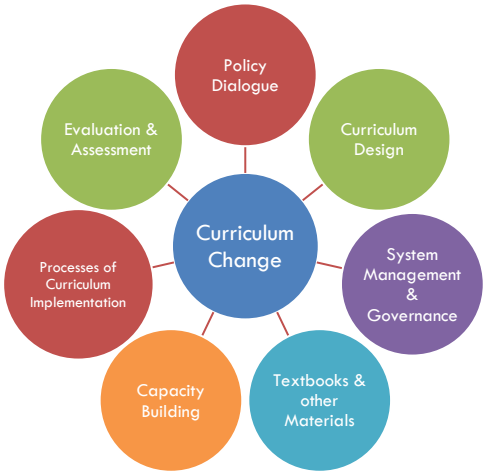
Overview I

2

IBE Mission

support UNESCO Member States in their efforts to enhance student learning through the development of high quality inclusive curricula by providing:

- **capacity development** for institutions and individuals as well as customised assistance to member states;
- access to **curriculum-related resources, knowledge and information**; and
- opportunities for constructive **international policy dialogue**.



Overview II



3

I. Capacity
Development &
Technical
Assistance

II. Knowledge
Management &
Production

III. Policy
Dialogue

2012 Situation



-31%

Cut to the allocation that was approved by the 36th Session of the General Conference.


- Budget and programme have to be adapted
- Stronger restructuring than previously planned
- Focus in the internal processes and the development of quality mechanisms for products that have been developed in the last 2 years
- Workshops and technical assistance are subject to full funding

Annex XIII

I. Capacity Development & Technical Assistance

Diplomas


5



Diploma in Latin America
Uruguay

2nd Cohort:
24 participants

3rd Cohort:
25 – 30 participants



Diploma in Africa
Tanzania

1st Cohort
49 participants

2nd Cohort
25 – 30 participants

Initiatives:

- **Revise the Training Tools for Curriculum Development (TTCD)** incorporating case studies developed through the network of the community of practice as well as incorporating feedback from participants
- **Assess the feasibility** of developing similar diploma courses in **Francophone Africa** and in the **Arabic region** for 2014-2015
- **Design the evaluation of the long term impact** of the Diploma and track the participants' utilization of acquired skills in curriculum issues


Annex XIII

I. Capacity Development & Technical Assistance

Workshops

6

Workshop Criteria



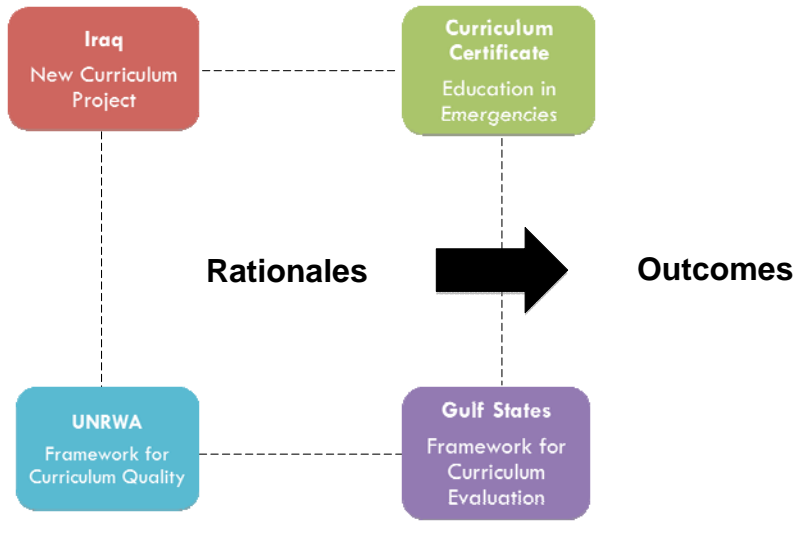
The diagram illustrates six interconnected workshop criteria arranged in a circle around a central red ribbon with a heart. The criteria are: Curriculum & Textbooks (top), Curriculum Design (top-right), Curriculum Issues (right), Curriculum Alignment (bottom), Inclusive Education (bottom-left), and HIV/AIDS Education (left).

I. Capacity Development & Technical Assistance



Technical Assistance

7

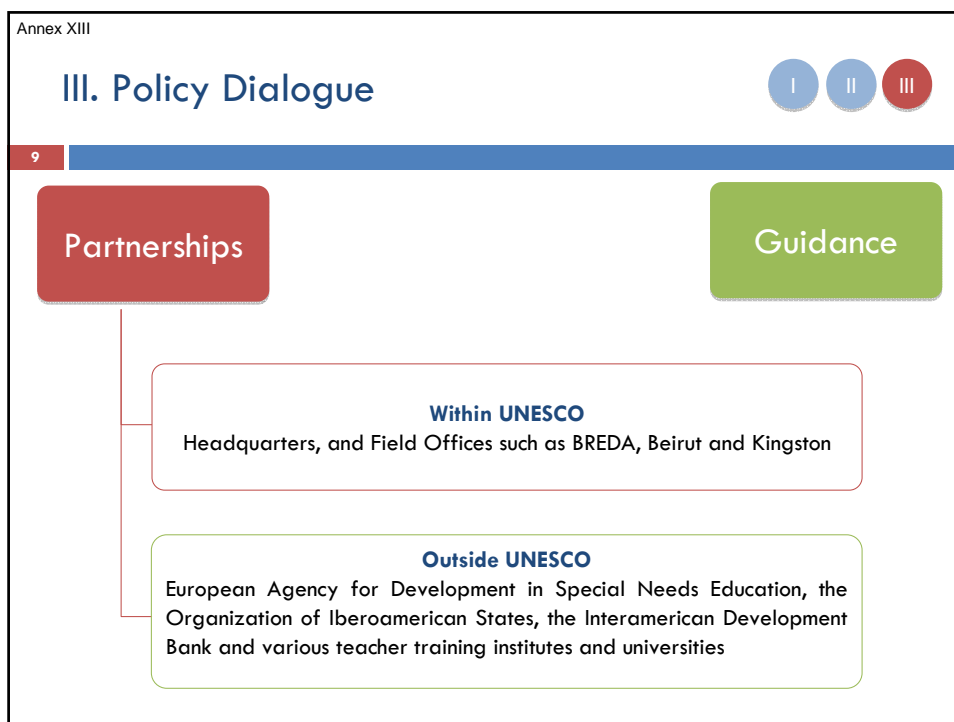


II. Knowledge Production & Management



8



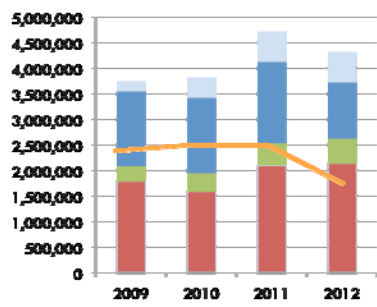


Human Resources

Staff	2011	2012
Regular Professional	6	6
Professionals ALD	5	4
General Service	6	6
BARD	8	6
SYNI	1	0
TOTAL	26	22



2012 Reduction



■ Extrabudgetary Projects
■ Programme Activities
■ Governing Board/Gen. Adm.
■ Staff Costs
— UNESCO Allocation

-31%

	Approved Budget	Revised Budget	Deficit
UNESCO Allocation	2,500,000	1,725,000	-775,000
STAFF COST	2,130,000	2,130,000	-405,000
IBE Council	180,000	180,000	-180,000
Operating Cost	300,000	300,000	-300,000

Annex XIII

Reduction of Programme Budget

	BUDGET 2011 approved	BUDGET 2012
I. PROGRAMME ACTIVITIES (*)	1,561,888	953,849
I-1 Capacity development and technical assistance	860,649	394,821
I-1.1 Capacity development programme/COP	305,879	168,356
I-1.2 AFRICA project	420,000	136,465
I-1.3 Technical co-operation projects/support to Member States	134,770	90,000
I-2 Knowledge production and management	461,000	292,142
I-2.1 Resource Bank and Observatory of educational trends	116,000	80,000
I-2.2 Documentation and information	65,000	25,000
I-2.3 Development of IBE website	80,000	67,588
I-2.4 Research and Publications	200,000	119,554
I-3 Policy dialogue	240,239	266,886
I-3.1 Policy Dialogue/Inclusive education	150,000	0
I-3.2 GASERC-Inclusive Schools Toolkit	90,239	266,886
II. Governing Board/Gen. Adm./Institutional Dev.	770,000	630,000
II-1.1 IBE Council /Steering Committee	180,000	180,000
II-1.2 General operating costs	290,000	300,000
II-1.3 Institutional development: CoE, Coordination and prog dev	300,000	150,000
TOTAL I + II	2,331,888	1,583,849
III. Staff costs (Established posts)	2,296,944	2,130,000
TOTAL BUDGET ALLOCATED	4,628,832	3,713,849

(*) if we do not consider GASERC, the reduction for Policy dialogue is about 53%

Annex XIII

IBE Budgetary Framework 2012

14

IBE EXPENDITURES	Budgetary Framework
I. Programme Activities	953,849
I-1 Capacity Development & Technical Assistance	394,821
I-2 Knowledge Production & Management	292,142
I-3 Policy Dialogue	266,886
II. Governing Board/ Gen. Adm./Institutional Dev.	630,000
III. Staff cost (est. Posts)	2,130,000
TOTAL EXPENDITURES 2011 (I + II + III)	3,713,849
TOTAL INCOMES 2012	4,338,647
TOTAL RESERVES END OF 2012	642,798

IBE Expenditures 2012

15

I. PROGRAMME ACTIVITIES 2012	953,849
I.1 Capacity Development and Technical Assistance	394,821
I.1.1 Capacity Development Programme/COP	168,356
I.1.2 AFRICA Project	136,465
I.1.3 Technical co-operation projects/support to Member States	90,000
I.2 Knowledge Production and Management	292,142
I.2.1 Resource Bank and Observatory of educational trends	80,000
I.2.2 Documentation and information	25,000
I.2.3 Development of IBE website	67,588
I.2.4 Research and Publication	119,554
I.3 Policy Dialogue	266,886
I.3.1 GASERC – Inclusive Schools Toolkit	266,886
II. GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.	630,000
II.1 IBE Council/Steering Committee	180,000
II.2 General operating costs	300,000
II.3 Institutional development: CoE, Coordination and prog. dev.	150,000
III. Staff Costs	2,130,000
TOTAL EXPENDITURES (I + II + III)	3,713,849

Resolution 2012

I. EXPENDITURES (Obligations)	3,713,849
I.1 PROGRAMME ACTIVITIES 2012	953,849
I.1.1 Capacity Development and Technical Assistance	394,821
I.1.2 Knowledge Production and Management	292,142
I.1.3 Policy Dialogue	266,886
I.2 GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.	630,000
I.2.1 IBE Council/Steering Committee	180,000
I.2.2 General Operating Costs	300,000
I.2.3 Institutional Development: CoE, Coordination and Prog. Dev.	150,000
I.3 Staff Costs	2,130,000
II. RESOURCES CREDITED TO IBE SPECIAL ACCOUNT	4,338,647
II.1 UNESCO Financial Allocation	1,725,000
II.2 Voluntary Contributions	760,000
III.3 Extrabudgetary Resources	265,331
III.4 Other Revenue Producing Activities	120,000
III.5 Reserves 2011	1,468,316
TOTAL RESERVES END OF 2012 (II – I)	624,798

Annex XIII

IBE BUDGETARY FRAMEWORK	FUNDING SOURCES & ESTIMATED ALLOCATIONS					
	2012	Budgetary framework	UNESCO regular budget	Donors' contribution for 2012	GASERC	IBE resources
I. PROGRAMME ACTIVITIES	953,849	0	630,000	265,331	58,518	0
I-1 Capacity development and technical assistance	394,821	0	370,000		24,821	0
I-1.1 Capacity development programme/COP	168,356		150,000		18,356	
I-1.2 AFRICA project	136,465		130,000		6,465	
I-1.3 Technical co-operation projects/support to Member States	90,000		90,000			
I-2 Knowledge production and management	292,142	0	260,000		32,142	0
I-2.1 Resource Bank and Observatory of educational trends	80,000		80,000			
I-2.2 Documentation and information	25,000		25,000			
I-2.3 Development of IBE website	67,588		45,000		22,588	
I-2.4 Research and Publications	119,554		110,000		9,554	
I-3 Policy dialogue	266,886	0	0	265,331	1,555	0
I-3.1 GASERC-Inclusive Schools Toolkit	266,886		0	265,331	1,555	
II. Governing Board/Gen. Adm./Institutional Dev.	630,000	0	130,000	0	500,000	0
II-1 IBE Council/Steering Committee	180,000		0		180,000	
II-2 General operating costs	300,000		0		300,000	
II-3 Institutional development: CoE, Coordination and prog dev	150,000		130,000		20,000	
III. Staff costs (Established posts)	2,130,000	1,725,000	0		405,000	
TOTAL EXPENDITURES 2012 (I+II+III)	3,713,849	1,725,000	760,000	265,331	963,518	0
TOTAL INCOMES 2012	4,338,647	1,725,000	760,000	265,331	1,468,316	120,000
INCOMES - EXPENDITURES = Estimated reserves by the end of 2012	624,798	0	0	0	504,798	120,000

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

Annex XIII

Extrabudgetary Programmes 2012

18

IBE EXPENDITURES	BUDGET
Developing new IRAQI curricula	500,000
Capacity building to strengthen key competencies on HIV education in 5 countries of Western and Central Africa	100,000
TOTAL EXTRABUDGETARY EXPENSE (IV)	600,000
TOTAL EXPENDITURES 2012 (I + II + III + IV)	4,313,849



United Nations
Educational, Scientific and
Cultural Organization

International Bureau
of Education

Annex XIV - 61st SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Report of the Director Resource Mobilization Plan

UNESCO – International Bureau of Education
Geneva, 25-27 January 2012

Annex XIV

1. Resource Mobilization Plan



Objectives

- Increase the IBE core funding
- Increase IBE's extra-budgetary funding to further undertake projects to support Member States
- Institutionalize resource mobilization as a key function and expertise in the Institute

Targets

- US\$7,000,000 by 2014
- Increase of US\$2,000,000 annually

1. Resource Mobilization Plan



Implementation Plan

- Intended to **last 4 years** to develop a comprehensive approach
- Fundraising institutionalized through the creation of a **Resource Mobilization Team**
- **Coordinated by the IBE Director** with reporting lines to IBE Council and to the Steering Committee

Priorities

- Mobilizing **Member States** funding for the core budget
- Extra-budgetary funds from **UNESCO** (CAP, Cap-EFA, UNESCO FU etc.)
- Extra-budgetary funds from **partnerships with other UN agencies** (UNAIDS, UNICEF, INEE etc.)
- **Multilateral donors** and **private sector** through specific projects (EFA-FTI, World Bank, OEI etc.)
- **Swiss private donors**



United Nations
Educational, Scientific and
Cultural Organization

International Bureau
of Education

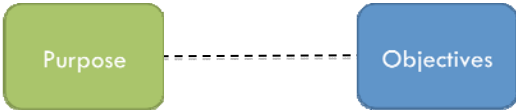
Annex XV - 61st SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Presentation of the Director Advocacy & Communication Strategy

UNESCO – International Bureau of Education
Geneva, 25-27 January 2012

Annex XV

Advocacy and Communication Strategy



Purpose:

- Dissemination of key objectives and messages
- Outreach of IBE's role, and the services it can offer
- Conception of tools and means to deliver the message in an effective and convincing way
- Communication of evidence based relevant information to Member States, Ministries, teacher trainers and other stakeholders

Objectives

- Build awareness about the importance of the curriculum and promote stakeholder engagement
- Increase IBE's visibility
- Publicize our mission, objectives and services
- Promote changes in policies and practices of educational actors
- Influence specific policy and institutional changes
- Increase the financial support of Member States and of potential stakeholders

Advocacy and Communication Strategy

Timeframe

2012: Definition of one brand: « IBE »

1st quarter 2012: Stocktaking and situation analysis

2nd quarter 2012: Differentiation of target audiences and relevant messages

3rd & 4th quarter 2012: Development of tools and means to select the appropriate communication channels and outlets

4th quarter 2012: Progressive adaption of the Strategy through monitoring and evaluation

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

Geneva, 25-27 January 2012

**SOIXANTE ET UNIÈME SESSION DU
CONSEIL DU BUREAU INTERNATIONAL D'ÉDUCATION**

Genève, 25-27 janvier 2012

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 : l-unes@pari.diplo.de

Ms. Micong KLIMES
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 54
Fax : (41-22) 730 12 67
Email : micong.klimes@diplo.de

Ms. Britta BETZLER
Advisor
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 54
Fax : (41-22) 730 12 67

Arménie / Armenia

Mrs Kariné HARUTYUNYAN
Deputy Minister
Ministry of Education and Science
46 Pushkin Str., Apt. 12
YEREVAN
Armenia 0010
Tel.: (374) 77 44 17 44
Email: kharutyunyan@mail.ru

Bahreïn / Bahrain

H.E. Dr. Majed Ali AL NOAIMI
Minister of Education
Ministry of Education
P.O.Box 28636
MANAMA
Bahrain
Tel.: (973) 17 680071
Fax: (973) 680161
Email: Mn_education@hotmail.com

Dr. Abdelwahid Abdalla YOUSIF
Educational Advisor to the Minister
Ministry of Education
P.O. Box 41
MANAMA
Bahrain
Tel.: (973) 17687287
Fax: (973) 17728558
Email: awyousif@yahoo.com

Ms Kefaya Habib ALANZOOR
President of International Organizations
Bahrain National Commission
P.O. Box 3232
MANAMA
Bahrain
Tel.: (973) 394 32340
Email: kefayaalanzoor@gmail.com

Mr. Ibrahim A. ALSULTAN
Chief of Public Relations and Interactive
Programs
Ministry of Education
MANAMA
Bahrain
Tel.: (973) 39983892

Mrs. D. Naser Mohamed Al BUALI AL DOSERI
Public Relations Specialist
23 Flat Road Moots Arad
MANAMA
Bahrain
Tel. (973) 17678191 / 39223931
Email: al.dossary-doua@hotmail.com

Brésil / Brazil

Mr. Luciano PEREIRA de SOUZA
Counsellor
Permanent Delegation of Brazil to UNESCO
Maison de l'UNESCO
1 rue Miollis
75732 PARIS Cedex 15
France
Tél. : (33-1) 45 68 28 88
Fax : (33-1) 47 83 28 40
Email: l.souza.br@unesco-delegations.org

Bulgarie / Bulgaria

Mrs. Milena DAMYANOVA
Deputy-Minister
Ministry of Education, Youth and Science
2A Dondukov Blvd.
1000 SOFIA
Bulgaria
Tel.: (359-2) 9217503
Email : m.damyanova@mon.bg

Burkina Faso / Burkina Faso

S.E. Prof. Albert OUEDRAOGO
Ministre des enseignements secondaires et
supérieur
Ministère des enseignements secondaire et
supérieur
03 BP 7130
OUAGADOUGOU 03
Burkina Faso
Tél. : (226) 50 32 45 52
Fax : (226) 50 31 41 41
Email : albert-ouedraogo1@gmail.com

Prof. Amadé BADINI
Professeur
05 BP 6080
OUAGADOUGOU 05
Burkina Faso
Tél. : (226) 70268010
(226) 50356313
Email : badini_amade@yahoo.fr

M. Ahmed Baba SOULAMA
Secrétaire général de la
Commission nationale burkinabé pour
l'UNESCO
c/o Ministère des enseignements secondaire
et supérieur
03 BP 7046
OUAGADOUGOU 03
Burkina Faso
Tél. : (226) 70 26 49 85
Fax : (226) 50 31 56 14
Email : ahmsoulama@gmail.com

Chine / China

Mr. DU Yue
Secretary General
Chinese National Commission for UNESCO
37 Damucang Hutong, Xidan
BIEJING 100816
China
Tel.: (86-10) 66096445
Fax : (86-10) 66017912
Email : duy@moe.edu.cn

Ms Jianhong DONG
Director, Division of Education
Chinese National Commission for UNESCO
37 Damucang Hutong, Xidan
BIEJING 100816
China
Tel.: (86-10) 66096249
Fax : (86-10) 66017912
Email : jhd@moe.edu.cn

Côte d'Ivoire / Côte d'Ivoire

Prof. Patricia NEBOUT-ARKHURST
Expert, Représentante de la Côte d'Ivoire B.P.
V120
ABIDJAN
Côte d'Ivoire
Email : nebout_arkhurst@hotmail.com

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 Rene GUTEL
Second Secretary
US Mission to UNESCO
12, avenue Raphaël
75016 PARIS
France
Tél. : (33-1) 45 24 74 81
Mobile : (33) 6 20 86 87 03
Fax : (33-1) 45 24 74 58
Email : gutelr@state.gov

Géorgie / Georgia

Ms Katie ASISTISHVILI
Vice-President
Ministry of Education and Science
52 Uznadze Street
0102 TBILISI
Georgia
Tel.: (995-32) 231 89 40, ext. 117
Fax: (995-32) 43 88 00
Cell: (995 577) 15 33 62
Email: kasistishvili@mes.gov.ge

Honduras / Honduras

Sr. Giampaolo RIZZO ALVARADO
Deputy Permanent Rep.
Permanent Mission of Honduras to UNOG
23 Avenue de France
1202 GENEVE
Suisse
Tél. : (41-22) 710 06 70
Fax : (41-22) 710 07 66
Email : giampaolo.rizzo@hondurasginebra.ch

Sra. Alana M. LANZA SUAZO
Counsellor
Permanent Mission of Honduras to UNOG
23 Avenue de France
1201 GENEVE
Suisse
Tél. : (41-22) 710 06 70
Fax : (41-22) 710 07 66
Email : alana.lanza@hondurasginebra.ch

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
1, rue Miollis
75732 PARIS Cedex 15
Tél : (33-1) 45 68 29 88
Fax : (33-1) 47 34 51 88
Mobile : (33) 6 20444141
Email : dl.india@unesco-delegations.org

Prof. R. GOVINDA
Vice-Chancellor
National University of Educational Planning
and Administration
NEW DELHI 110016
India
Tel.: (91-11) 26515472
Email: rgovinda@nuepa.org

Israël / Israel

Jamaïque / Jamaica

Liban / Lebanon

Mme Bouchra Baghdadadi ADRA
Conseillère du Ministre et Consultante en
éducation et coopération internationale
Ministère libanais de l'éducation et de
l'enseignement supérieur
BEYROUTH
Liban
Mobile: (961-3) 228 204
Email : bbagdadiadra@hotmail.com

Malaisie / Malaysia

Mr. Abd. Ghafar MAHMUD
Director General of Education
Ministry of Education Malaysia
Level 8, Block E8, Complex E
Federal Government Administrative Centre
62604 PUTRAJAYA
Malaysia
Tel.: (603) 8884 6077
Fax: (603) 8889 4548
Email: abd.ghafar@moe.gov.my

Mr Zaidi Abdul HAMID
Special Senior Education Officer
Malaysian National Commission for UNESCO
Ministry of Education Malaysia
Level 7, Block E8
Government Complex
Federal Government Administrative Centre
62604 PUTRAJAYA
Malaysia
Tel.: (603) 8884 6127 /6104
Fax: (603) 8889 5473
Email: zaidi.hamid@moe.gov.my

Maroc / Morocco

M. Fouad CHAFIQI
Directeur des curricula
Ministère de l'éducation nationale
Bab Rouah - RABAT
Maroc
Tél. : (212-6) 61 90 14 56
Fax : (212-5) 37 66 12 46
Email : fouad.chafiqi@men.gov.ma

Nigéria / Nigeria

H.E. Barr. Ezenwo Nyesom WIKE
Minister of State for Education
Federal Ministry of Education
Federal Secretariat
ABUJA
Nigeria
Email: enwike@yahoo.com

Mrs. Mariam Y. KATAGUM
Ambassador, Permanent Delegate of Nigeria
to UNESCO
Permanent Delegation of Nigeria to UNESCO
Maison de l'UNESCO
1, rue Miollis
75732 PARIS Cedex 15
France
Tel.: (33-1) 45 68 27 27
Fax: (33-1) 45 67 59 41
Email: m.katagum.ng@unesco-delegations.org

Prof. Godswill OBIOMA
Executive Secretary
Nigerian Educational Research and
Development Council
P.O. Box 12010
Garki PO
ABUJA
Nigeria
Tel.: (234) 8130776414
Email: obyswill@yahoo.com

Mrs. Magdalene ANENE-MAIDOH
Secretary-General
Nigerian National Commission for UNESCO
Federal Ministry of Education
Plot 243 Ademulegun Street
Central Area
ABUJA
Nigeria
Tel.: (234-803) 335 8578
Email: mamaidoh@yahoo.com

Dr. Ahmed Modibbo MOHAMMED
Executive Secretary
Universal Basic Education Commission
No. 7 Gwani Street
WUSE, Zone 4
ABUJA
Nigeria
Tel.: (234) 80 33109858
Email: ubecnigeria@yahoo.com

Dr. Olu AYEWOH
Special Assistant to the Minister (Technical)
Ministry of Education
ABUJA
Nigeria

Barr Beredugo A. JACOB
Special Assistant to the Minister (Political)
Ministry of Education
ABUJA
Nigeria

Norvège / Norway

Mr Jostein OSNES
Director
Ministry of Education and Research
Goteborggt 31c
0566 OSLO
Norway
Tel.: (47) 90167912
Email: jo@kd.dep.no

Mrs Vibeke THUE
Assistant Director
The Norwegian Directorate for Education and
Training
Birger Olivers rei 16b
1176 OSLO
Norway
Tel.: (47) 90528252
Email: vibeke.thue@udir.no

Mr. Ole BRISEID
President of the IBE Council
Director General
Erik Borresens Alle 33B
3015 DRAMMEN
Norway
Tel.: (47) 95276012
Email: olebriseid@yahoo.no

Ouganda / Uganda

Pakistan / Pakistan

Ms Humaira Zia MUFTI
Deputy Permanent Delegate of Pakistan to
UNESCO
Maison de l'UNESCO
1, rue Miollis
75732 PARIS Cedex 15
France
Tel.: (33-1) 45 68 30 77
Fax: (33-1) 45 66 62 15
Email: humairamufti@hotmail.com

Philippines / Philippines

Dr. Dina OCAMPO
UNESCO National Commissioner on
Education
Dean, College of Education
University of the Philippines
1105 DILIMAN
Quezon City
Philippines
Tel.: (63-2) 929 9322
Mobile: (63-917) 5309059
Email: dina.ocampo@gmail.com;
d.ocampo@up.edu.ph

République de Corée / Republic of Korea

Mr. Sang Il KIM
Director-General, Cultural Affairs Bureau
Ministry of Foreign Affairs and Trade
Secho dong
SEOUL
Republic of Korea
Email: sikim855@gmail.com

Mr. Jiwan YOO
First Secretary
Permanent Delegation of Korea to UNESCO
Maison de l'UNESCO
1, rue Miollis
75732 PARIS CEDEX 15
France
Tel.: (33-1) 44 10 24 01
Fax: (33-1) 43 35 38 24
Email: dl.coree-rep@unesco-delegations.org

Ms. Won Young KIM
Third Secretary
Ministry of Foreign Affairs and Trade
37 Sejongro
Jongro-Gu
SEOUL
Republic of Korea
Tel.: (82-2) 2100 7543
Email : wnykim07@mofat.go.kr

Mrs. Ji Min CHO
Head, of International Comparative Study
Korea Institute for Curriculum and Evaluation
(KICE)
Jeongdong Bld.15-5
Jung-Gu
SEOUL
Republic of Korea
Email: chojimin@kice.re.kr

Mr. Keun-Ho LEE
KICE Researcher
Korea Institute for Curriculum and Evaluation
(KICE)
Jeongdong 15-5
Jung-Gu
SEOUL
Republic of Korea
Tel.: (82-2) 3704 3586
Email: khlee@kice.re.kr

Mr. Byungsoo MIN
Korea Institute for Curriculum and Evaluation
(KICE)
Jeongdong Bld
Jeong-dong
Jung-Gu
SEOUL
Republic of Korea
Tel.: (82-2) 3704 3535
Fax: (82-2) 3704 3710
Email: bsmin@kice.re.kr

République dominicaine / Dominican Republic

Mme Katherine URBAEZ MARTINEZ
Ministre Conseiller
Mission permanente de la République dominicaine auprès de l'ONU
63, rue de Lausanne
1202 GENEVE
Suisse
Tél. : (41-22) 715 39 15
Fax : (41-22) 741 05 90
Email : kurbaez@mail.com

République-Unie de Tanzanie / United Republic of Tanzania

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

Sénégal / Senegal

M. Mafakha TOURE
Secrétaire général
Ministère de l'enseignement élémentaire, du
moyen secondaire et des langues nationales
Rue Calmette
B.P. 4025
DAKAR
Sénégal
Tél. : (221) 776449821
Email : nafajga@yahoo.fr

M. Alio LY
Secrétaire général
Commission nationale du Sénégal pour
l'UNESCO
34, avenue Lamine Gueye
B.P. 11522
DAKAR
Sénégal
Tél. : (221) 33 822 57 30
Fax : (221) 33 821 17 70
Email: lybou5@yahoo.fr;
comnatunesco@orange.sn

Slovaquie / Slovakia

Mrs Dagmar KOPCANOVA
Head of Education Section
Slovak Commission for UNESCO
Palkovicova St. 3
821 08 BRATISLAVA
Slovakia
Tel.: (421) 903 958 531
Fax : (421) 243 420 973
Email : dkopcanova@yahoo.com

Suisse / Switzerland

M. Charles BEER
Conseiller d'Etat en charge du Département de
l'instruction publique, de la culture et sport
6, rue de l'Hôtel de Ville
Case postale 3925
1211 GENEVE 3
Suisse
Tél. : (41-22) 546 69 26
Fax : (41-22) 546 69 49

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 : verbetung.pau@eda.admin.ch

Mme Myriam JALLIO
Chargée de programme
Direction développement et coopération,
Département fédéral des affaires étrangères
Freiburgstrasse 130
3003 BERNE
Suisse
Tél. : (41-31) 322 34 21
Email : myriam.jallio@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
culture et sport
6, rue de l'Hôtel de Ville
Case postale 3925
1211 GENEVE 3
Suisse
Tél. : (41-22) 546 69 02
Fax : (41-22) 546 69 49

Mme Anne ZWAHLEN
Cheffe de division suppléante.
Direction pour le développement et la
coopération
Département fédéral des affaires étrangères
Freiburgstrasse 130
3003 BERNE
Suisse
Tél. : (41-31) 322 34 49
Email : anne.zwahlen@deza.admin.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

Mme Lyne CALDER
Stagiaire diplomatique
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

OBSERVATEURS / OBSERVERS

Indonésie / Indonesia

Mrs Mariska Owianti DHANUTIRTO
Third Secretary
Permanent Mission of the Republic of
Indonesia to the UN
16, rue de Saint Jean
1203 GENEVA
Tel.: (41-22) 338 33 70
Email: mariska.dhanutirto@mission-
indonesia.org

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

