



UNESCO/BIE/C.62/Proceedings and Decisions
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**SIXTY-SECOND SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 23-25 January 2013

PROCEEDINGS AND DECISIONS

1. Opening of the session

1. The 62nd session of the IBE Council was opened at 10 a.m. on Wednesday, 23 January 2013 by Mr Ole Briseid, the President of the IBE Council, who expressed good wishes for the year 2013 and extended a warm welcome to all the members of the Council as well as to Mr. Qian Tang, Assistant Director-General for Education (ADG/ED) representing the Director-General of UNESCO, and to Ms Elisabeth Fordham from the Executive Office/ED Sector (ED/EO/IER). The representative of the UNESCO Internal Oversight Service (IOS), Ms Martina Rathner, joined the meeting after the opening of the session due to the late arrival of her train.

2. Before proceeding to Item 2, the adoption of the provisional agenda, the President recalled that since the adoption of the Strategy to make the IBE UNESCO's Centre of Excellence (CoE) in curriculum in November 2011, a lot of work has been going on to ensure an expedient transition in accordance with the will of the UNESCO General Conference. The work plan for this transition was laid down at the 61st session of the Council and considerable progress has been made during the last year thanks to the Working Group, the Steering Committee, consultation processes involving the members of the Council, and not least by the persistent and hard work of the IBE's Director and staff, supported by UNESCO HQ in Paris. In the opinion of the President, the Council is now ready to take some important decisions for the future of the IBE based on a large degree of consensus, particularly with regard to: a flexible, adaptable, efficient and effective IBE structure and staffing; a more cost-effective, regionally balanced and professional IBE governance structure; the IBE strategy and work plan 2012-2017, aligned with the CoE Strategy and the priorities of UNESCO and with a strong strategic orientation; and policy dialogue, including the International Conference on Education (ICE), well aligned with the IBE core mandate and work programme, and exploiting a number of policy dialogue options nationally, regionally and globally. These developments indicate that Member States continue to recognize the great importance of the IBE as a CoE, a centre that is expected to play a leading role and to be a focal point in curriculum and curriculum-related issues, because curriculum and learning outcomes are at the core of any quality improvements in education. Finally, the President emphasised that the most pressing challenge is to secure a longterm and stable financial basis of core funding and other extra-budgetary resources for this Centre of Excellence, because without a solid financial basis and a sharp focus on its core mission and strategic priorities the IBE will not succeed in meeting the expectations of Member States.

3. The IBE Director, Ms Clementina Acedo, further welcomed the members of the Council as well as Mr. Tang and Ms Fordham. She also introduced Mr Joseph Ngu, who has been transferred to the IBE as Deputy Director from February 2013, and Mr Mark Mason, the new Senior Programme Specialist who will be in charge of Curriculum Research and Policy Development starting from July 2013, both of whom invited to attend the meeting.

4. Twenty-six Member States were represented at the session and the representative of one Member State attended as an observer. The list of participants is attached as *Annex XVI*.

2. Adoption of the agenda and annotated agenda

Document: UNESCO/BIE/C.62/1/Prov/Rev + Addendum

5. The President proposed to adopt the agenda and annotated agenda (as reproduced in *Annex I*).

DECISION

The Council adopts the agenda and the annotated agenda of the 62nd session of the IBE Council.

3. UNESCO ED/IOS Evaluation of Category I Institutes

6. At the beginning of his intervention, Mr. Q. Tang, ADG/ED, thanked donor countries on behalf of the Director-General for the generous support given to the IBE, particularly Norway and Switzerland. He then presented the main findings of the ED Sector/IOS review of Category I Institutes which focused on three key areas, namely: programme coordination and focus; organizational arrangements; and financial sustainability. The review identified twelve main challenges and a number of possible responses, including: *clarify Institutes' contributions* to UNESCO's education programme, defining a common strategy and division of labour in areas where many entities are working as well as specific expectations and roles for each Institute in the new ED Sector strategy; *reinforce strategic focus*, defining clear and limited programme objectives and paying more attention to results-based management; *rethink capacity-building modalities*, focusing on institutional capacity building, expanded partnerships and strengthened in-country capacity development; *strengthen knowledge brokerage function*, focusing research and analytical work on areas where Institutes can add unique value, generating knowledge through partnerships and communities of practice and increasing investments in knowledge management and communications; *reinforce specialized expertise* through better use of research networks, proactive leadership in attracting talented staff and increased support by host countries and other Member States; *align staff contracts with programme needs and funding base* through a more flexible structure combining a limited number of core management posts with a wider use of more flexible appointments; *revitalize leadership* through a 6-year term limit to Directors across all Institutes; *clarify delegation of authority* in key areas such as programme, human resources and financial management; *revisit and strengthen governance structures*; *move towards a results-based distribution of UNESCO's financial allocation*; *develop a targeted fund-raising strategy* with the support of HQ and ensure better communication in fundraising efforts; and *mobilize increased host country support*. Most Institutes, concluded Mr Tang, lack human and financial capacity to function as a centre of excellence and UNESCO must consider if it can still afford to maintain all Institutes or whether it should reduce its Category I network in order to build and preserve a few genuine centres of excellence of world-class expertise.

7. In her presentation, Ms Martina Rathner from IOS recalled the overall purpose and the key dimensions taken into account in the assessment of Category I Institutes, in particular relevance, results achieved, quality of collaboration, management and governance mechanisms, financial sustainability and host country support. Concerning the IBE, the initial findings indicate the increasing importance of the IBE's mandate, an important progress in the on-going reform process under the CoE Strategy, a strong potential as a knowledge broker as well as for global networking through communities of practice. She also mentioned the most important challenges faced by the IBE, which include: limitations in terms of financial sustainability, the heavy governance structure, the risk of deviation from the core mandate, lack of strategic direction and of critical mass of curriculum expertise, and the need to define the best modalities for capacity development initiatives. Finally, she indicated that according to the main conclusions of the assessment the way forward would imply joint efforts and strategic investment in IBE, pursuing and closely monitoring the implementation of the CoE Strategy, strengthening strategic leadership, more effective governance, focused resource mobilisation, as well as the need to demonstrate results within a given timeframe.

8. Several participants expressed their appreciation for the comprehensive presentations highlighting the main issues and challenges. It was emphasised that more flexibility is needed, but at the same time stable funds must be secured in addition to the extra-budgetary resources to be mobilized. The host country can provide stronger support, but it is also important to count on the support of other Member States. Some delegates reiterated their full support for the reform of the IBE, including its governance structure, while others noticed that the work being done and the decisions to be taken are in line with the main recommendations of the assessment. Mr Tang thanked the delegates for the useful comments received and underlined the need to work together in order to make the IBE stronger.

DECISION

The Council **takes note** of the information given by ADG/ED and from IOS on the draft evaluation report.

4. IBE activities during 2012

(Document UNESCO/BIE/C.62/2 and C.62/Inf.2, Annex II)

9. The IBE Director presented the main elements of the report on the IBE's activities for 2012, aligned with the Main Lines of Action (Education Sector) of the 35 C/5 and guided by and adjusted to the CoE Strategy. She illustrated the main developments, achievements and challenges within the three main action areas of the IBE: capacity development and technical assistance, knowledge production and management, and policy dialogue and the ICE. She recalled that, due to the 31% reduction of the UNESCO allocation and despite efforts to reduce the cost of administrative staff, the IBE has been forced to use its reserves to fill the gap in the cost of regular staff, organization of the Council and operating costs. She also made reference to the organizational and staffing review carried out in 2012 to propose a new structure in the process of implementing the CoE Strategy. If the proposals are approved by the Council, this will imply changes in internal management and organization. (The IBE Director's presentation is attached as *Annex XIII*).

10. The Administrative Group's Report (*Document UNESCO/BIE/C.62/Inf.3*, paragraphs 8 to 12) was presented by the Chair of the Administrative Group, Mrs Bouchra Bagdady Adra, representative of Lebanon. (The Report is attached as *Annex III*).

11. After the presentations, many members of the Council congratulated the IBE Director and team for the progress made in 2012 despite the difficult situation. The representatives of some Member States, in particular Bahrain, Nigeria, and the United Republic of Tanzania, expressed their appreciation for the support received from the IBE. It was suggested that the IBE should achieve a better balance in terms of activities by region, improve communication, and set up a database of professionals and curriculum developers involved in IBE capacity development activities, including the Diploma courses in Curriculum Design and Development.

12. The IBE Director thanked the members of the Council for their positive comments and constructive suggestions. She also thanked the representative of Nigeria who, during the debate, informed the participants of Nigeria's intention of providing financial support to the IBE. Finally, she provided additional information about the Diploma courses which target institutional capacity development in partnership with local academic institutions.

DECISION

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

- **Takes note** of the comments and recommendations of the Report of the Administrative Group (UNESCO/BIE/C.62/Inf.3);
- **Approves** the Report of the IBE Director on Activities in 2012 (UNESCO/BIE/C.62/2);

- **Commends** the IBE Director for the implementation of the programme 2012 stressing results achieved and in particular priorities and challenges faced;
- **Takes note of** the Pre-final Accounts of the IBE as at 31 December 2012 (UNESCO/BIE/C.62/Inf.2), cleared by the Bureau of Financial Management of UNESCO
- **Delegates** to the Steering Committee the authority to **formally approve** the 2012 accounts, certified by the Bureau of Financial Management of UNESCO, in its forthcoming meeting in mid-2013.

5. Adoption of the Amended Financial Regulations of the Special Account of the IBE

(Document: UNESCO/BIE/C.62/Inf.4, Annex IV)

13. In introducing this item of the agenda, the President of the Council reminded the recommendation of the Steering Committee and gave the floor to Mr Mohammed Bouassami, Administrative Officer (AO) of the IBE, who briefly illustrated the amendments introduced in the Financial Regulations of the Special Account of the IBE in order to take into account the modifications required following the adoption by UNESCO of the International Public Sector Accounting Standards (IPSAS).

DECISION

- On the basis of the recommendation of the Steering Committee, the Council **formally adopts** the amended Financial Regulations of the Special Account of the IBE.

6. External Audit and its frequency

14. The President of the Council gave the floor to the AO/IBE, who indicated that all the recommendations of the external audit carried out in 2011 have been implemented. He also provided some concise information about the external audit and the related costs, an estimated €22,000 normally to be covered by the Bureau of Financial Management (BFM). The President then recalled that the issue of the frequency of the external audit was discussed at the Steering Committee meeting in light of the proposal to organize the audit every year. Taking into account the difficult financial situation, it has been suggested to organize the audit every two years bearing in mind that the costs are to be covered by BFM as in the case of other Institutes.

DECISION

- The Council **takes note with appreciation** that all recommendations of the 2011 external audit have been implemented;
- The Council **gives its approval** for the external audit (account certification) to take place every two years.

7. IBE programme of activities for 2013

(Documents: UNESCO/BIE/C.62/3 Annex V; and UNESCO/BIE/C.62/Inf.3, Annex III).

15. The IBE Director presented an overview of the draft programme of the IBE's activities for 2013, as adjusted to the CoE Strategy, including the human resources and budgetary situation. She recalled that the programme of activities has been reoriented taking into account the results of the programmatic review, and that the organizational and staffing review carried out in November 2012 provides for a restructuring of the IBE organization and staffing that follows the programmatic changes. As a result, and based on the Strategy and Work Plan 2012-2017, the proposed programme focuses on a few main priorities and goals, namely capacity development of individuals and institutions, technical assistance and support, knowledge production and management, and partnerships and networking. She made reference to the need for consolidating and further assessing the impact of the Diploma courses, one of the main capacity development initiatives of the IBE which is part of 'Curriculum Services to Member States' according to the proposed organizational restructuring in line with the CoE Strategy. With regard to knowledge management, she mentioned the global survey on instructional time and the contribution to the 2013 Global Monitoring Report on EFA, in addition to the intention to better exploit the rich IBE knowledge base and to start the setting up of a clearinghouse mechanism on the basis of a longterm proposal that requires additional funding. In terms of human resources, she indicated that the new Senior Programme Specialist will join the IBE team in July 2013 and that the recruitment of three professional posts is envisaged, under Project Appointment contracts, mostly to strengthen Curriculum Services to Member States. Finally, in illustrating the budgetary framework for 2013 she expressed concern about the low level of estimated reserves by the end of 2013, and she informed the participants that a request has been submitted to the Director-General of UNESCO, and supported by ADG/ED, to cover exceptionally the general operating costs for 2013 (The IBE Director's presentation is attached as *Annex XIV*).

16. The representative of Lebanon, on behalf of the Administrative Group, presented paragraphs 13 to 15 of the Report of the Administrative Group, as well as the Appropriation Resolution for 2013. (See Document UNESCO/BIE/C.62/Inf.3, Annex III).

17. In the discussion that followed, many delegates reiterated their support for the CoE Strategy and the proposed programme for 2013, and appreciated the effort to concentrate on the main priorities. Some participants expressed concern about the quite difficult financial situation and the risks involved, in particular with regard to the implementation of the Strategy.

18. In her reply, the IBE Director thanked the participants for their positive comments which confirm that the IBE is going in the right direction. With regard to the financial situation, she mentioned that the 31% budget cut has not affected all of the ED Sector constituencies in an equal way, as for the Institutes it affected salary costs of regular staff as well running costs. She agreed with the participants that the financial situation is a major concern and this will require more effort in terms of resource mobilization. Finally, she called Member States to provide financial support for the programme being approved and for the CoE Strategy.

DECISION

In accordance with the Statutes of the IBE (Section II, Article V.b), stipulating that the Council is responsible for defining "*in detail, within the framework of the programme and budget approved by the General Conference and taking available extra-budgetary resources into account, as appropriate, the activities to be undertaken by the Bureau*", the Council:

- **Takes note of the comments and recommendations of the Report of the Administrative Group (UNESCO/BIE/C.62/Inf.3);**

- **Approves the planned Programme of Activities for 2013 (UNESCO/BIE/C.62/3), with the view that its implementation will take into account the comments made by the Council;**
- **Approves the draft budget of the IBE for 2013 (UNESCO/BIE/C.62/3), as amended in point 8.1 with the additional contribution of Switzerland, as well as the Appropriation Resolution for 2013 (para. 15 of the Report of the Administrative Group, document UNESCO/BIE/C.62/Inf.3).**

8. Implementation of the Strategy aimed at making the IBE a Centre of Excellence in curriculum

8.1 Overview progress report (Presentation by the IBE Director, *Annex XV*)

8.2 Programme priorities and the IBE Strategy and programme of work 2012-2017 (*Document UNESCO/BIE/C.62/CoE 2, Annex VI*)

8.3 Organization and staffing structure (*Documents UNESCO/BIE/C.62/CoE 3, Annex VII and UNESCO/BIE/C.62/Inf.5, Annex VIII*),

8.4 Governance (*Document UNESCO/BIE/C.62/CoE 4, Annex IX*)

8.5 Policy dialogue and the ICE (*Document UNESCO/BIE/C.62/CoE 5, Annex X*)

19. In introducing this item of the agenda, the President of the Council explained that item 8 comprises five points, namely: the overview progress report (8.1); programme priorities and the IBE Strategy and programme of work 2012-2017 (8.2); organization and staffing structure (8.3); governance (8.4), and policy dialogue and the ICE (8.5). It has been decided to present and discuss all the items before taking the related decisions.

20. The IBE Director gave an overview of the status of implementation of the CoE Strategy (point 8.1), focusing on the progress made despite the difficulties and the challenges still to be met. She recalled that the plan is a general and flexible framework with a set of specific strategies organized around the following three main goals: to develop programmes and services that are relevant and responsive to the needs of Member States; to develop efficient mechanisms to implement programmes and deliver services appropriate to a CoE, and to strengthen management and governance structures. She summarised the activities carried out with reference to each goal and related set of strategies.

21. The President of the Council then gave the floor to Mr Massimo Amadio, Senior Programme Specialist in charge of Knowledge Production and Management, who presented the rationale and the main features of the final version of the IBE's Strategy and Work Plan 2012-2017 (point 8.2). He briefly illustrated the new strategic framework, which concentrates on the priority action areas of capacities, support, knowledge and partnerships, and highlighted the overall goal, main objectives and challenges, planned outcomes and expected impact.

22. In the ensuing discussion, participants supported and assessed positively the new version of the Strategy 2012-2017. Some delegates expressed their satisfaction regarding the refocusing of IBE's activities in alignment with the CoE priorities, while others congratulated the IBE Director and team for the rigorous, well-constructed and thoughtful document. It has been suggested that due attention be paid to technical assistance, as there is an increasing demand in this area; and to take into account not only curriculum development but also curriculum implementation, as countries often face difficulties when it comes to delivering the curriculum. The IBE must keep the focus on results and frequently monitor and assess activities. It must also consider the challenges related to competence-based assessment and build on existing strengths at national level in the case of surveys.

23. The President of the Council then invited the IBE Director to present the main results of the review undertaken in November 2012 and the new proposed organization and staffing

structure aligned to the CoE Strategy (point 8.3). He recalled that this item was discussed at the Steering Committee meeting, followed by a consultation process under his leadership. The IBE Director explained that the proposed staffing structure is organized around three strategic programme areas (e.g. Curriculum Services to Member States, Curriculum Research and Policy Development, and Clearinghouse and Information Management), each to be headed by a senior professional position. She emphasised that the central requirement is to ensure that the structure has an adequate number and level of core positions funded by the regular budget in order to guarantee on-going programme continuity, leadership and sustainability, and that the final staffing structure will largely depend on resource mobilization efforts. The AO/IBE, Mr Bouassami, provided some additional information about the positions and type of contracts.

24. In the discussion that followed participants supported the proposal, which can be viewed as a medium- to longterm goal. It has been stressed that there should be an appropriate balance of core positions and more flexible contracts such as Project Appointments and Service Contracts. It has also been recommended to consider other ways to mobilize human resources such as secondments and sabbaticals, ensuring a careful selection of candidates against well-defined job descriptions aligned to the core programme and activities.

25. In introducing the issue of governance (point 8.4), the President of the Council summarized the main aspects of the demanding consultation process, making reference to the proposal of the Working Group, the discussions that took place at the Steering Committee meeting, and the range of inputs received during the ensuing consultations with the members of the Council and the regional groups. He observed that there seemed to be a consensus on a renewed governance structure consisting of 12 members as well as on the main criteria to be taken into account, while the issue of election/designation of the members required additional consultations. He then opened the floor to the discussion.

26. During the productive debate, most of the participants supported the proposal of a 12 member governance structure, as this would increase effectiveness and efficiency, and generally agreed that all the members shall be elected by the General Conference. With regard to the proposal of having English and French as working languages of the renewed Council, the Arab group expressed the wish to maintain Arabic as a working language bearing in mind that there might be the possibility of using the funds made available by the Kingdom of Saudi Arabia to cover the costs of Arabic translation and interpretation services.

27. With regard to policy dialogue and the ICE (point 8.5), before opening the floor to the debate the President of the Council recalled the main outcomes of the negotiations, consultations and discussions on this issue, including the recommendations of the Working Group. In the ensuing discussion, some participants emphasized the importance of the ICE for policy dialogue and emphasised the fact that the Conference is part of the CoE Strategy, as confirmed by the resolution adopted by the General Conference. Other participants recommended that a range of policy dialogue options be consistently explored, including at sub-regional and regional levels, and that due attention be paid to the issue of financing.

28. At the end of these fruitful debates, the President of the Council proposed turning to the decisions to be taken on the basis of the discussions and the draft amendments received.

DECISION

8.1. Concerning the overview progress report of the implementation of the Strategy, the 62nd session of the IBE Council:

- **Takes note of the progress made in the implementation of the Strategy recognizing the achievements and challenges met;**

- **Requests** the IBE Director to continue the implementation of the Strategy according to the programme decided at the 61st session;
- **Calls upon** the IBE Director to intensify her resource mobilization efforts in cooperation with the IBE Council and its President, and to provide for US\$30,000 in the 2013 budget, made available by Switzerland, to allow for active resource mobilization for the implementation of the Strategy;
- **Calls upon** Member States to support the attainment of the goals of the Strategy, including voluntary and extra-budgetary contributions to core programme, as well as other recommendations under the resource mobilization plan (UNESCO/BIE/C.62/CoE 6);
- **Requests** the IBE Director to finalize the overview progress report to be presented to the 37th session of the General Conference.

8.2. Concerning the strategic programme priorities, the 62nd session of the IBE Council,

- **Acknowledges** the final version of the document “The IBE’s Strategy and Work Plan 2012-2017” which has been prepared taking into consideration the comments of the Steering Committee at its meeting in September 2012;
- **Takes into account** the ensuing consultations carried out by the President of the IBE Council and the comments of the members of the IBE Council at its 62nd session, including the need to:
 - ensure continuous alignment with the overall priorities of UNESCO programme in the field of education;
 - give priority to technical assistance to Member States that might benefit other countries in the region;
 - reconsider and clarify the indicated ambition to conduct research;
 - strengthen and maintain a focus on results;
 - conduct frequent monitoring and assessment of achievements, and adjust programme activities accordingly to ensure optimal results;

and **requests** the IBE Director to adjust “ The IBE’s Strategy and Work Plan 2012-2017” in accordance with the points above;

- **Takes note** with satisfaction and endorses the “The IBE’s Strategy and Work Plan 2012-2017” with the requested adjustments;
- **Requests** the IBE Director to present the estimated budget for the years 2014 to 2017 at the 63rd session of the IBE Council (January 2014);
- **Requests** the IBE Director to report on the progress made in the implementation of the Strategy and Work Plan 2012-2017 at the 63rd session of the IBE Council (January 2014).

8.3. Concerning the new organization and staffing structure, the 62nd session of the IBE Council:

- **Acknowledges** the recommendations of the review of the IBE’s organizational structure and staffing, undertaken in November 2012;

- **Endorses** the new IBE staffing and organizational structure as shown in the figure in the document UNESCO/BIE/CoE3, adjusted according to the changes introduced in the “The IBE’s Strategy and Work Plan 2012-2017” as requested in decision 8.2 above;
 - **Requests** the IBE Director to implement the new IBE staffing and organizational structure in a phased manner starting from 2013, supported by resource mobilization efforts and taking into account the enhanced flexibility of the IBE’s organizational structure facilitated by the new contractual arrangements.
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8.4. Concerning the IBE’s governance, the 62nd session of the IBE Council:

- **Takes note** of the mandate given to the Working Group (point C3 of 36 C/Resolution 18);
 - **Acknowledges** the report of the Working Group;
 - **Takes into account** the comments from the members of the Steering Committee at its meeting in September 2012, the comments from observers at that meeting, as well as the ensuing consultations carried out by the President of the IBE Council;
 - **Recommends** that the Council of the IBE consist of 12 members elected by the General Conference of UNESCO (two from each of the six regional groups); that the Council shall have a Steering Committee consisting of the President of the Council and two Vice-presidents; and that the working languages of the Council shall be English and French;
 - **Urges** that due attention be paid to high-level educational expertise, policy experience in education and gender balance in the selection of candidates to the IBE Council and **encourages** Member States running for election to present a CV of the person who will represent the country in the Council.
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8.5. Concerning the process of implementation with regard to policy dialogue and the ICE, the 62nd session of the IBE Council:

- **Takes note** of the mandate given to the Working Group (point B5 in 36 C/Resolution18);
- **Acknowledges** the report of the Working Group;
- **Takes into account** the comments from the members of the Steering Committee at its meeting in September 2012, comments from observers and from the representative of the Director-General of UNESCO at the Steering Committee meeting, and the ensuing consultations carried out by the President of the IBE Council;
- **Requests** the IBE Director to work out a long term comprehensive plan for policy dialogue, including the ICE, based on the following:
 - The mandate from the General Conference regarding policy dialogue, including the ICE, contained in point B5 in 36C/Resolution 18;
 - The report of the Working Group, the External Programmatic Review (July 2011), the Rapid Organization assessment of UNESCO-IBE (July 2011), the comments of the Steering Committee (September 2012), the ensuing

- consultations carried out by the President of the IBE Council, and the comments of the IBE council at its 62nd session (January 2013);**
- **The ICE should be organized by the IBE in close coordination with the Education Sector and in partnership with other international organizations;**
 - **The frequency of the ICE should tentatively be every 5-8 years, depending on the need and usefulness of such conferences in view of the IBE's programmatic priorities, the more comprehensive policy dialogue context, and the international agenda in the field of education;**
 - **There should be close alignment between various policy dialogue options, including the ICE, and the long term strategy and programme priorities of the IBE;**
 - **The format of the ICE as a ministerial policy dialogue forum should be considered in view of the theme, other policy dialogue options, expected results, and available financial and staff resources needed for the organization of such a conference.**
- **Requests the IBE Director to present the above-mentioned long term plan for discussion and adoption at the 63rd session of the IBE Council.**

9. Revision of the IBE Statutes

29. In introducing this item, the President of the Council noticed that the IBE Statutes have not been revised since 1969 and they need to be changed in order to take into consideration the decision 8.4 above as well as the CoE Strategy. He then gave the floor to Ms Fordham, from ED/EO/IER, who stressed the need to reach a consensus on a recommendation from the Council to be submitted to the Executive Board at its spring session for consideration and approval, also in order to operationalize the transition to the new IBE governance structure starting from the 37th session of the UNESCO General Conference (autumn 2013). She also recalled that, based on the results of the ED Sector/IOS review of Category I Institutes, the ED Sector intends to present a package of changes for all the Institutes to the Executive Board session, including a term of office of maximum six years for all the Directors of Category I Institutes.

30. The President of the Council then opened the floor to the discussion, which mainly focused on articles 3, 4 and 6 in the Statutes. Article 3 refers to the composition of the Council, including transitional provisions; article 4 concerns the meetings of the Council, its working languages and the composition of the Steering Committee; and article 6 deals with the appointment of the Director and the duration of the term of office. The discussion mainly focused on the process of transition towards the renewed Council, bearing in mind that the term of office of the 14 Member States elected at the 36th session of the General Conference (2011) will run till the 38th session (2015). Several options were proposed and discussed, and finally a consensus was reached on the following proposal: the 14 Member States whose term expires at the 38th session of the General Conference (2015) will remain in office until the end of their term. In order to ensure continuity in the transitional Council and preserve a regional balance, six Member States will be designated at the 37th session (2013), one from each regional group. For the period between the 37th and 38th sessions of the General Conference, the transitional Council shall therefore comprise 20 Member States. At the 38th session of the General Conference, six new Member States will be designated, one from each electoral group. At the time of this designation, the new Council with 12 members will come into effect. (The proposal concerning the revision of articles 3, 4 and 6 in the Statutes of the IBE is attached as *Annex XI*).

31. The representative of Switzerland expressed dissatisfaction over this proposal, as in his opinion the transition to the new governance structure will last too long and it will be necessary to wait until the beginning of 2016, that is until almost the end of the

implementation of the CoE Strategy, to have the new IBE governance in place and a complete revision of the IBE Statutes reflecting the CoE Strategy.

DECISION

Concerning the IBE Statutes, the Council:

- **Approves** the proposed changes in articles 3, 4 and 6 in the Statutes of the IBE and **recommends** that the Director-General of UNESCO forwards the proposed changes to the Executive Board;
- **Requests** the IBE Director, in close cooperation with the President of the Council and the ADG/ED, to work out a draft version of articles 1, 2, 5, 7 and 8 of the IBE Statutes and the other texts contained in the document “Collection of Basic Texts” (June 2000). The draft revisions shall be based on the programme of UNESCO within the field of education, the Strategy to make the IBE a Centre of Excellence in Curriculum, and the decisions of the IBE Council with regard to the implementation of the Strategy. The draft revisions shall be presented to the IBE Council at its 63rd session.

10. **Progress report of the Resource Mobilization Plan** (Document UNESCO/BIE/C.62/CoE 6, Annex XII)

32. The President of the Council gave the floor to the IBE Director who briefly referred to the progress made and the initiatives undertaken with regard to the mobilization of financial resources. She emphasized the fact that resource mobilization is part of the CoE Strategy and that the IBE capacity to fulfill its mandate as a CoE depends on the provision of sufficient and predictable financial resources. The main objectives are to increase core funding and extra-budgetary funding, and to institutionalize resource mobilization as a key function. During the discussion, delegates appreciated the fund-raising efforts and some participants encouraged Member States of the Council to provide core funding to the IBE.

DECISION

Concerning the resource mobilization plan, the 62nd session of the IBE Council:

- **Takes note** of the progress made in implementing the Resource Mobilization Plan;
- **Takes note** of the establishment of the resource mobilization committee (RMC) formed by Bahrain, Nigeria and Norway to support the IBE, recognizing their active advocacy and advisory fundraising roles and **takes note** of Switzerland’s offer of an additional amount of US\$30,000 to fund the actions of the RMC and the advisors who may be part of the Committee;
- **Recognizes** the resource mobilization efforts of the IBE Director, RMC and other members of the Council and acknowledges the new agreement for three years with Switzerland and encourages other members of the IBE Council to further support the implementation of the CoE Strategy;
- **Further recognizes** the Norwegian core contribution to IBE and other extra-budgetary funding through UNESCO, the private sector and Member States;

- **Emphasizes the necessity of sustained resource mobilization to make the IBE a Centre of Excellence and requests each UNESCO Member State to make efforts to ensure sustainable annual resources;**
- **Calls upon UNESCO Member States to support fundraising efforts in advocating for the IBE and contributing financially to the extent possible; especially through core contributions within the framework of multi-year agreements as well as other extra-budgetary resources;**
- **Further requests the IBE Director and the RMC and calls upon IBE Council Members to pursue their fundraising efforts and initiatives, focussing on increasing core funding and on seeking funding prospects for flagship projects;**
- **Further requests the IBE Director to continue the implementation of the Resource Mobilization Plan and the advocacy and communication strategy and report on the progress made within the overall strategy progress of the implementation of the CoE Strategy to the 63rd session of the IBE Council.**

11. Preparation of the reports and decisions to the General Conference

33. The President of the Council introduced this item recalling that two main reports are to be submitted to the 37th session of the UNESCO General Conference (2013), namely the overview of the implementation of the CoE Strategy and the report of the Council on the activities of the IBE during 2012-2013. He stated that he was ready to take the responsibility for producing the statutory reports on behalf of the Council.

DECISION

- **The Council entrusts the President of the IBE Council in collaboration with the Secretariat to work out and forward to the General Conference, via the Director-General, the statutory reports.**

12. Diploma in Curriculum Design and Development, Flagship CoE programme

34. After the projection of a video on the Diploma course, the President of the Council gave the floor to Mr Renato Operti, Programme Specialist in charge of Capacity Development, who briefly illustrated the main features of the Diploma in Curriculum Design and Development currently implemented in Sub-Saharan Africa and Latin America. He explained that the Diploma can be viewed as a tool to strengthen the critical mass of national expertise regarding curriculum renewal and development processes. He mentioned that the Diploma is based on sustainable partnerships led by the IBE and it mobilizes expertise, resources and initiatives across regions. The results of the assessment by students/graduates show that there is a positive impact with regard to generating new perspectives on curriculum issues and facilitating the professional advancement of diploma participants. Ms Angela Katabaro, the Coordinator of the Diploma in Africa, provided additional information on the course and emphasised the fact that there is an increasing demand. Some participants then took the floor to congratulate the IBE for this excellent contribution and support to Member States.

13. Dates for the 63rd session of the IBE Council

DECISION

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

- The 63rd session of the IBE Council will be held from 5 to 7 February 2014;
- The meeting of the Steering Committee of the Council will be tentatively held in the first weeks of September 2013.

14. Any other business

None

15. Adoption of the decisions of the 62nd session
(UNESCO/BIE/C.62/Decisions/Prov.1)

DECISION

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

- Approves the text of its decisions (UNESCO/BIE/C.62/Decisions/Prov.1);
- Entrusts the IBE Secretariat with the task of publishing the Proceedings and Decisions of the 62nd session of the Council by the end of February 2013, after having circulated a draft to the Council members for possible comments.

16. Closing of the 62nd session

35. At the end of the session, the President addressed the members of the Council thanking them most warmly for their cooperation and support throughout the meeting. He recognized that there have been some difficulties and tensions, but these were addressed and several important decisions for the future of the IBE have been taken. He reiterated his firm conviction that the importance of the IBE will increase in the forthcoming years, as the IBE’s mandate as a CoE in Curriculum is at the very core of the “quality challenge”. While noticing that a recurrent theme discussed at the Council session has been the need to speed up resource mobilization, he took note with satisfaction of some encouraging intentions to provide further support to the IBE, in terms of both core funding and secondments; he commended Switzerland for its generous contribution intended to support the initiatives to be taken by the Resource Mobilization Committee; and he expressed the wish that all Member States of the Council actively participate in this challenging endeavour. He also commended the IBE Director and the IBE team for the hard work and professionalism demonstrated. Finally, he informed the members of the Council that this was the last time that he would chair the session, as a new President will be elected at the 63rd session in 2014.

36. The President closed the 62nd session of the Council on Friday 25 January 2013 at 12:45.



Annex I - UNESCO/BIE/C.62/1/Rev.+ Add.
Geneva, 23 January 2013
Original: English

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

Geneva, 23-25 January 2013

AGENDA AND ANNOTATED AGENDA

AGENDA

Wednesday 23 January 10 a.m. – 1 p.m.

1. **Opening of the session**
2. **Adoption of the Agenda (UNESCO/BIE/C.62/1/Prov./Rev.) and of the Annotated Agenda (UNESCO/BIE/C.62/1/Prov./Add.)**
3. **UNESCO IOS/ED Evaluation of Category 1 Institutes**
4. **IBE activities and budget during 2012 (UNESCO/BIE/C.62/2)**
5. **Adoption of the amended Financial Regulations of the Special Account of the IBE (UNESCO/BIE/C.62/Inf.4)**
6. **External Audit and its frequency**

Wednesday 23 January 3 p.m. – 6 p.m.

7. **IBE programme of activities and budget for 2013 (UNESCO/BIE/C.62/3)**
8. **Implementation of the Strategy aimed at making the IBE a Centre of Excellence in curriculum**
 - 8.1. Overview Progress report (UNESCO/BIE/C.62/CoE 1)
 - 8.2. Programme priorities: strategy and programme of work 2012-2017 (UNESCO/BIE/C.62/CoE 2)

Thursday 24 January 10 a.m. – 1 p.m.

Implementation of the Strategy aimed at making the IBE a Centre of Excellence in curriculum (continued)

- 8.3. Organization and staffing structure (UNESCO/BIE/C.62/CoE 3 ; UNESCO/BIE/C.62/Inf.5)
- 8.4. Governance (UNESCO/BIE/C.62/CoE 4)
- 8.5. Policy Dialogue and the ICE (UNESCO/BIE/C.62/CoE 5)

Thursday 24 January 3 p.m. – 6 p.m.

9. **Revision of the IBE Statutes**
10. **Progress report of the Resource Mobilization Plan (UNESCO/BIE/C.62/CoE 6)**
11. **Preparation of the reports and decisions to the General Conference**
12. **Diploma in Curriculum Design and Development, Flagship CoE programme**

6 - 8 p.m. *Cocktail reception*

Friday, 25 January 10 a.m. – 1 p.m.

13. **Dates for the 63rd session of the Council**
14. **Any other business**
15. **Adoption of the Decisions of the 62nd session (UNESCO/BIE/C.62/Decisions/Prov.)**
16. **Closing of the 62nd session**

ANNOTATED AGENDA

The 62nd session of the IBE Council will take place at the Centre de conférence de Varembe (CCV), opposite the Centre international de conférences de Genève (CICG), 9-11 rue de Varembe, 1211 Genève.

It will begin on Wednesday 23 January 2013 at 10 a.m. and is foreseen that it will end on Friday 25 January 2013 at 1 p.m.

The session's working timetable will be as follows: Wednesday, 23 January and Thursday, 24 January from 10 a.m. to 1 p.m. and from 3 p.m. to 6 p.m.; and Friday, 25 January from 10 a.m. to 1 p.m.

As in 2012, the meeting of the Administrative Group (AG) will take place at the IBE premises, in the Cecilia Braslavsky room, 15 route des Morillons, 1218 Le Grand-Saconnex, Geneva, on Tuesday, 22 January 2013, from 10 a.m. to 1 p.m. The AG will focus on administrative and financial matters only. The report of the AG will not be formally adopted as it was the case in the past. The Council will just take note of it as an input to the debates.

Wednesday, 23 January from 10 a.m. to 1 p.m.

1. Opening of the session

The session will be opened on Wednesday, January 23 at 10 a.m. by H.E. Mr Ole BRISEID (Norway), President of the IBE Council.

2. Adoption of the Agenda and Annotated Agenda

DOCUMENT : UNESCO/BIE/C.62/1/Prov./Rev.+ Add.

A draft provisional agenda has already been presented to and commented by the Council's Steering Committee on 28 September 2012. This draft has been prepared jointly by the President of the IBE Council and the IBE Secretariat. In conformity with its Rules of Procedure (Section IV, Rule 4, § 5), "*After the adoption of the agenda, the Council may, in the course of a session, alter the order of the agenda items or add or delete items. A two-thirds majority of the members present and voting shall be required for the addition or deletion of an item in the course of a session*".

Draft decisions in Document: <i>UNESCO/BIE/C.62/Decisions/Prov.</i>
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3. UNESCO IOS/ED Evaluation of Category 1 Institutes

The review of the six Category 1 Institutes has been carried out this year by the Education Sector and the Internal Oversight Service (IOS). The aim of the review is to ensure that the Institutes receive the support needed with a view to creating an enabling environment. The review considered six main focus areas/themes: (i) relevance of the Category 1 Institutes; (ii) results, support provided and expertise; (iii) quality of coordination with UNESCO Headquarters and field offices; (iv) organizational arrangements, particularly with regard to governance and boards; (v) financial sustainability; and (vi) support provided by the host country.

The ADG/ED will give a brief introduction.

4. IBE activities and budget during 2012

DOCUMENTS: UNESCO/BIE/C.62/2 Report of the Director; *UNESCO/BIE/62/Inf.2* Pre-Final Accounts 2012; and *UNESCO/BIE/C.62/Inf.3* Report of the Administrative Group, which will be distributed at the beginning of the meeting.

- The Director will present the salient points of the Report on Activities in 2012
- The Council will take note of the first part of the Administrative Group's report on activities completed in 2012
- The Council will discuss the Report of Activities held in 2012.
- The Director and/or the programme coordinators will reply to the Council's questions.
- The Council will proceed to approve the Report of Activities 2012.
- The Council will proceed to approve the Pre-Final Accounts 2012 and the Appropriation Resolution for 2012.

Draft decisions in Document: *UNESCO/BIE/C.62/Decisions/Prov.*

5. Adoption of the Amended Financial Regulations of the Special Account of the IBE

DOCUMENT: UNESCO/BIE/C.62/Inf.4

Following the adoption by UNESCO of the International Public Sector Accounting Standards (IPSAS), the financial regulations of UNESCO were amended and approved by the General Conference (Resolution 35 C/84). UNESCO Category 1 institutes, being an integral part of the Organization, are governed by UNESCO's financial regulations. However, as the institutes have their own specific financial regulations which are based on those of the Organization but simpler and more in line with their requirements, it was necessary to revise these regulations in order to take into accounts the modifications required following the adoption of IPSAS. In this context, the Executive Board adopted at its 186th session (186 EX/23) the standard model of financial regulations of special accounts applicable to institutes and similar bodies.

The Council will proceed with the formal approval of the document.

Draft decisions in Document: *UNESCO/BIE/C.62/Decisions/Prov.*

6. External Audit and its frequency

Follow-up of the implementation of the recommendations of the 2011 audit.

Considering the IBE's bulk of activities and the limited resources, in 2011 both the External Auditor and UNESCO BFM recommended to carry out the audit every two years, also to ensure the BFM funding. The members of the Steering Committee discussed the proposal by a Member State regarding the organization of the external audit every year, as it is an approach followed in some other institutes. It was also stressed that in the case that the audit would take place annually, it should follow the same procedure as those institutes.

The Steering Committee recommends to the IBE Council that the external audit should take place annually.

Draft decisions in Document: *UNESCO/BIE/C.62/Decisions/Prov.*

Wednesday, 23 January from 3 p.m. to 6 p.m.

7. IBE Programme of activities and budget for 2013

DOCUMENTS: UNESCO/BIE/C.62/3 Report of the Director; and
UNESCO/BIE/C.62/Inf.3 Report of the Administrative Group, which will be distributed at the beginning of the meeting.

- The Director will present the proposals for a Programme of activities and the draft budget for 2013.
- The Council will take note of the second part of the Administrative Group's Report on the proposed activities and budget for 2013.
- The Council will discuss the proposed programmes in 2013.
- The Director and/or the programme co-ordinators will reply to the Council's questions.
- The Council will proceed to approve the Programme of activities for 2013.
- Approval of the budget for 2013.
- The Council will take note of the entire Report of the Administrative Group.

Draft decisions in Document: *UNESCO/BIE/C.62/Decisions/Prov.*

8. Implementation of the Strategy aimed at making the IBE a Centre of Excellence in curriculum

- 8.1. Overview progress report (*UNESCO/BIE/C.62/CoE 1*)
- 8.2. Programme priorities: strategy and programme of and work plan 2012-2017 (*UNESCO/BIE/C.62/CoE 2*)

The Director will introduce the progress made in the implementation of the Strategy and further develop the programme priorities.

The Council will be invited to discuss the documents.

Thursday, 24 January from 10 a.m. to 1 p.m.

Implementation of the Strategy aimed at making the IBE a Centre of Excellence in curriculum (continued)

- 8.3. Organization and staffing structure (*UNESCO/BIE/C.62/CoE 3 ; UNESCO/BIE/C.62/Inf.5*)
- 8.4. Governance (*UNESCO/BIE/C.62/CoE 4*)
- 8.5. Policy Dialogue and the ICE (*UNESCO/BIE/C.62/CoE 5*)

The Director will introduce the new organization and staffing structure. The President of the Council will then present the results of his consultations on these five items.

The Council will be invited to discuss the documents and later proceed with their adoption.

Draft decisions in Document: *UNESCO/BIE/C.62/Decisions/Prov.*

Thursday, 24 January from 3 p.m. to 6 p.m.

- 9. Revision of the IBE Statutes**
- 10. Progress report of the Resource mobilization plan**
DOCUMENT: UNESCO/BIE/C.62/CoE 6)
- 11. Preparation of the reports and decisions to the General Conference**
- 12. Diploma in curriculum Design and Development, Flagship CoE programme**

The Director will report on the progress of the Resource mobilization plan and on the Advocacy and Communication plan.

The Council will be invited to discuss and approve the documents.

Draft decisions in Document: *UNESCO/BIE/C.62/Decisions/Prov.*

6 – 8 p.m. Cocktail reception

Friday, 25 January from 10 a.m. to 1 p.m.

- 13. Dates for the 63rd session of the Council**
- 14. Any other business**
- 15. Adoption of the Decisions of the 62nd session**
DOCUMENT: UNESCO/BIE/C.62/Decisions/Prov.

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

- review the texts of the draft Decisions of the 62nd session;
- adopt them;
- request the IBE to publish the text by the end of February 2013.

- 16. Closing of the 62nd session**

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

Geneva, 23-25 January 2013

**REPORT OF THE DIRECTOR
OF THE INTERNATIONAL BUREAU OF EDUCATION
ON THE IMPLEMENTATION OF ACTIVITIES DURING THE PERIOD
1 JANUARY TO 31 DECEMBER 2012**

This report covers the period from **1 January to 31 October 2012**. During the Council session, additional information will be provided on the activities carried out from November to December. The budgetary figures provide the accounts as of 31 October 2012. The pre-final accounts as of 31 December 2012 (UNESCO/BIE/C.62/Inf.2) will be presented to the Council in January, after they have been cleared by the Controller.

This report consists of:

- I. Main Action Areas, Progress and Challenges
- II. Institutional Management
- III. Budgetary Figures as of 31 October 2012.

Report of the Director International Bureau of Education

**Implementation of Activities
Period: January–December 2012**

I. Main Action Areas, Progress and Challenges

The purpose of this report is to present the progress and challenges of programmes and activities that the IBE has carried out in 2012. These activities were designed and implemented within the context of the strategic objectives and expected results of the **IBE Strategy 2008-2013** and of the **Document 36 C/5**. This year's work has been guided by and adjusted to the Strategy aimed at making the IBE a **Centre of Excellence in Curriculum** (CoE Strategy).

Based on the programmatic review (2011), the IBE went through an organizational and staffing

revision to propose a new structure in the process of implementing the CoE Strategy. If the proposals are approved by the Council, this will imply changes in internal management and organization, including staffing and work practices.

The presentation of the 2012 activities is organized according to the three main action areas of the IBE: (I) Capacity Development and Technical Assistance, (II) Knowledge Production and Management, and (III) Policy Dialogue and the ICE¹.

As a Centre of Excellence the IBE's mission is to support UNESCO Member States in their efforts to enhance the quality of student learning mainly through initiatives and activities within the following three key action areas:

(1) capacity development for institutions and individuals as well as technical support and advice;

(2) access to curriculum-related knowledge, experience and expertise; and

(3) engagement of stakeholders in evidence-based policy dialogue.

IBE'S MISSION

*Main Lines of Action (MLAs) for the IBE, biennium 2012-2013 (36 C/5):

MLA 1 – expected result 1: national capacities strengthened for policy formulation and planning focusing on promoting the right to quality education and gender equality, and drawing on information and communication technologies;

MLA 1 – expected result 3: national capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues;

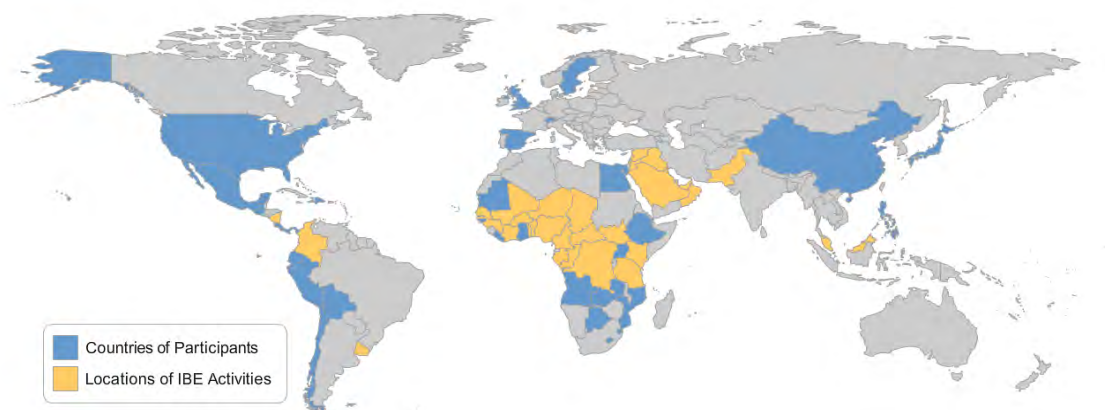
MLA 2 – expected result 5: basic education, including early childhood care and education, policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality;

MLA 3 – expected result 7: capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into educational policies, and development plans and programmes;

MLA 3 – expected result 8: good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights;

MLA 4 – expected result 12: education stakeholders informed through research and foresight studies on emerging trends and challenges in education.

Graph 1: Geographic Distribution of IBE's Activities in 2012 (Capacity Development, Technical Assistance and Policy Dialogue)

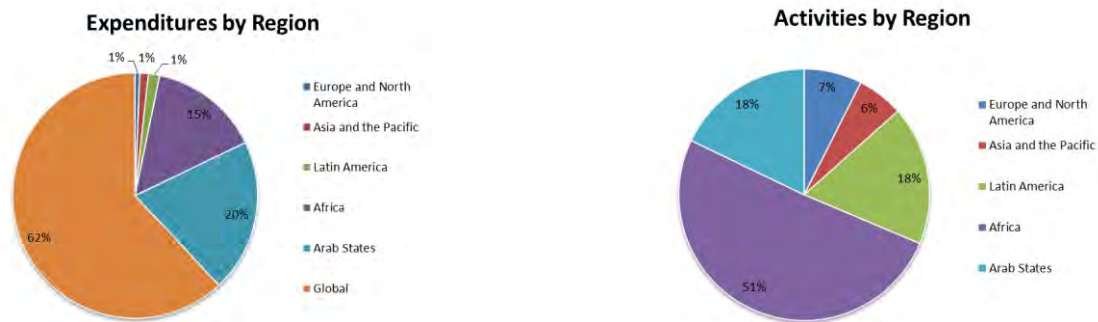


¹ Programme specific fact sheets to provide more detailed information about the activities, products and challenges can be requested on demand. They are also included on Sister, the UNESCO electronic planning tool.

Table 1: Overview of IBE's achievements in line with Strategy 2008-2013 and 36 C/5

Strategic Objectives IBE Strategy 2008–2013		MLAs* (36 C/5)	Performance indicator	Benchmarks at the end of the biennium 2012-2013	Achieved results at the end of 2012
1. Capacity Development & Technical Assistance	Development of capacities of specialists, practitioners and decision makers for the design, management and implementation of quality curriculum-making processes and inclusive curricula: 1. Consolidating a global network 2. Supporting countries in curriculum change 3. Developing, testing and promoting training materials and tools 4. Expanding and diversifying forms of training 5. Providing professional support and advice	MLA 1 – expected result 1	Number of personnel trained in quality curriculum change and management	400	655 (56% female, 44% male)
		MLA 3 – expected result 8	Number of countries involved in capacity development activities	30	52
		MLA 1 – expected result 3	Number of teachers trained through learning tools and guidelines to support curriculum reform and implementation	100	90
		MLA 2 – expected result 5	Number of specialists trained through recognized courses (“diploma”) in curriculum development	60	161 (63% female, 37% male)
			Percentage of diploma awardees that have declared improving their practice on workplace	75%	Latin America: 95% Africa: 92%
			Number of learning tools and training modules for curriculum innovation and reform developed/reviewed and disseminated	5	14
MLA 3 – expected result 7	Tools developed and used to support teachers, teacher trainers and curriculum developers to integrate ESD and climate change in the curricula of primary and secondary education	2	4		
2. Knowledge Production & Management	Consolidation, enrichment and expansion of a knowledge base and a variety of specialized information resources on curricula and curriculum development processes: 6. Building a robust knowledge base 7. Strengthening clearinghouse and information services 8. Developing an online platform for increased knowledge sharing 9. Streamlining services and access to materials and resources	MLA 3 – expected result 8	Number of new documents and resources evaluated and included in UNESCO HIV and AIDS education clearinghouse	200	112
		MLA 4 – expected result 12	World Data on Education country profiles updated	30 countries	28
			Number of studies and publications in comparative education and curriculum disseminated	12	8
			The journal <i>Prospects</i> widely disseminated and used	200 Consortia, 5,000 academic and government institutions in 60 countries	274 Consortia reaching 7,315 institutions and professional organisations
3. Policy Dialogue & the ICE	Facilitation of policy dialogue at the local, regional and global levels for improved curriculum development processes and products: 10. Contributing to build appropriate mechanisms for the dissemination of the conclusions of the 2008 Conference and sustained follow-up actions targeting inclusive education policies and issues	MLA 4 – expected result 12	Number of regional and interregional exchanges on curriculum issues and policies through the IBE's Community of Practice as well as other networks	5	7

Graph 2: IBE's expenditures and activities by region²



1. Capacity Development and Technical Assistance

The capacity development and technical assistance programme has as its main goals: **a)** to develop the national capacities including those of teacher educators, policymakers and curriculum specialists in the field of curriculum design and development through regionally-based long term training courses, such as the Diploma in Curriculum Design and Development; **b)** to strengthen local capacities for curriculum innovation and reform through customized learning tools and workshops (inclusive education, skills for life and work and learning to live together, ESD, basic skills and competences); **c)** targeted technical assistance at country level for the design

and management of curriculum reform and implementation. Priority was given to African countries, countries in transition, and conflict-affected countries. Most capacity development workshops and technical assistance were fully funded by countries' governments, other international organizations, private foundations and/or UNESCO field offices. Implementation was carried out with partner organizations through: (1) the Diplomas, (2) Capacity Building Workshops, (3) Technical Assistance, (4) Contributions to Global Priorities (Africa and Gender Equality), and (5) the Community of Practice.

1.1 Diploma in Curriculum Design and Development

Strategy 1, 2, 3 4, 5, MLA1-1, 1-3, 2-5

Launched first in 2010, this IBE initiative has the goal of providing innovative, sustainable, long term and accredited capacity development programmes in the field of curriculum. It is a conceptual and methodological tool for strengthening capacities for curricular analysis, design, development and evaluation at macro, meso and micro levels of the education system, with an emphasis on the school level. Participants take part in an intensive two-week face to face session organized around 10 curriculum thematic modules (Training Tools for Curriculum Development: A Resource Pack–TTCD, available in English, French and Spanish). Over the course of the subsequent 30 weeks they go into each of the modules in depth, reflecting on their own educational context, reviewing and analysing case studies from all over the world and applying the lessons learned to their specific country.

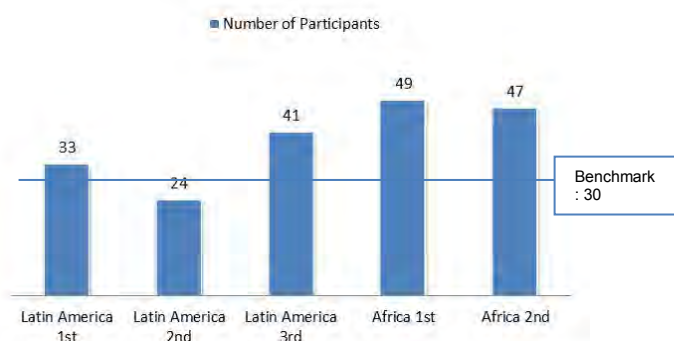
The IBE successfully organized the Diploma in Latin America in partnership with the Catholic University of Uruguay (UCU) and the Regional Bureau of Education for Latin America and the

Caribbean (UNESCO OREALC). In 2012, the first cohort in Latin America finished with a graduation rate of 77%, the second cohort is completing their online training, and 41 participants of the third Diploma programme in the region were trained in the face to face session. The Diploma in Africa was launched in 2011 in collaboration with UNESCO BREDIA and the UNESCO Teacher Education (TED) section, implemented through the Open University of Tanzania and the Tanzania Institute of Education (TIE). In 2012, 88% of the first Diploma cohort graduated. In addition, 47 participants from the second cohort finished the face to face session and continued to the online training.

In 2012, the IBE trained facilitators and tutors of the Diploma and revised the Resource Pack by incorporating new case studies from various regions. Furthermore, a comprehensive follow-up evaluation was implemented with the diploma graduates. Their responses have provided strong evidence of the positive impact of the Diploma on their work.

² The pie chart "Activities by Region" is based on the number of countries involved in IBE's activities.

Graph 3: Number of Diploma participants by cohort



Overall, a total of **194** participants (60% female and 40% male) from **44** countries (24 from Africa, 11 from Latin America, and 9 from other regions) attended the five Diplomas from 2010 to 2012.

95% of the participants rated the Diploma in positive terms, and **90%** considered their competencies to have been strengthened.

Examples of Case Studies from the Diploma Graduates

- Curriculum Review of Advanced Level Secondary Education in Tanzania
- Curriculum change process in Ethiopia
- A proposal to reduce the number of subjects in Basic Secondary Education in Uganda
- The Development of a Continuous Assessment Strategy for Primary Schools in Tanzania
- Primary and Lower Secondary Student Assessment Reform Process in China
- "Solidarity Integration Project": the innovative process in an inclusive key school in Uruguay
- In-service teacher training in bilingual and intercultural contexts in Peru
- Conceptual model of curriculum changes in the Guatemalan educational system

"This course has given me a lot of knowledge about work I should do to bridge the gap between the curriculum designed by curriculum developers, and the actual implementation into the classroom... that is, the knowledge of the teachers and which methodology, teaching, and learning processes are required, to meet the needs and expectations of the learners and the community at large."

- Participant, First African Diploma

"The Diploma has encouraged me to update my training. For example, I now know how to innovate the practice of teacher education. [The Diploma] also helped me to realize that there are other manners in which to train teachers so that they are able to address diversity."

- Participant, Second Latin American Diploma

1.2 Capacity Building Workshops

Strategy 1, 2, 3 4, 5, MLA1-1, 1-3, 2-5

Workshop activities focused on providing specific support and training to stakeholders responsible for curricular processes at national and regional levels. In 2012, the IBE contributed to promoting curriculum reform in basic, secondary and teacher education in the following countries: Bahrain, Pakistan, Dominican Republic, Nicaragua and Nigeria. All workshops have been developed based on customized training tools and responding to the specific demands of Member States. The workshops concentrated on

curriculum development and innovation, textbook design and development, citizenship and human rights education, inclusive education, and competency-based approach. The workshops gathered 264 participants from four countries: Bahrain, Pakistan, Dominican Republic, and Nicaragua. 98% of the participants rated the workshops in positive terms.³ This year's capacity development is linked to longer term initiatives in these countries, which further enhances the IBE's support to Member States.

Table 2: Workshop Activities Overview

Country	Topic	Partnership	Participants	Long-term Collaboration
Bahrain	Citizenship and Human Rights Education in Bahrain	MoE of Bahrain	50	- The MoE and the IBE are developing medium- and long term actions to enhance the capacity of the MoE with regard to strengthening citizenship and human rights education in the curriculum
Pakistan	Curriculum and Textbook Development in Pakistan	UNESCO Islamabad	36	- The IBE provides technical advice on textbook assessment criteria and tools and implements training activities for textbook reviewers and developers
Dominican Republic	Curriculum Development and Competency-based Approach	MINERD, Foundation EDUCA	129	- The IBE provides support for the basic and secondary education curricula renewal in 2013
Nicaragua	Inclusive Education and Inclusive Curricula	MINED, OEI	49	- In partnership with OEI, the IBE fosters the development of inclusive education in Central America.
Nigeria	Curriculum Innovation and Teacher Capacity Building	MoE, NCCE, NERDC, NTI, UBEC	-	- Planning follow-up interventions in the workshop in December 2012

³ Results based on the evaluations of the workshops in Bahrain, Pakistan, Dominican Republic, and Nicaragua.

1.3 Technical Assistance

Strategy 1, 2, 3 4, 5, MLA1-1, 1-3, 2-5

The programme aims to provide customized support to national governments (i.e. ministries of education and curriculum agencies), based on their requests, with regard to evaluating, planning, developing and implementing quality primary and secondary curricula in line with new challenges, needs and developmental prospects. Special emphasis is devoted to the meaningful integration

in national curricula of competency development, as well as on the preparation for life and work based on the values, principles and practices of **Learning to Live Together (LTLT) and Education for Sustainable Development (ESD)**. Post-Conflict and Post-Disaster (PCPD) situations are considered on a priority basis.

Table 3: Technical Assistance Activities Overview

Project	Rationales	Outcomes
New Curriculum Initiative Iraq	Developing a new national curriculum framework, underpinned by universal values, such as human rights and gender equality, peace and learning to live together. Revising maths and science syllabus	- National curriculum framework finalized - Enhanced capacities of the national technical teams (Baghdad & Erbil Regions) - Development of guidelines for maths and science syllabus
Framework for Curriculum Quality UNRWA	Enhancing the capacity of education/curriculum specialists in the central Amman unit and the UNRWA field offices to implement quality curriculum in Jordan, Lebanon, Syria, and Occupied Palestinian Territory	- Common Framework for quality curriculum implementation in UNRWA schools - Enhanced capacities of certified curriculum specialists to carry out dissemination activities
Curriculum Revision South Sudan	Enhancing the capacities of central and state level decision makers in curriculum design and development in order to lead to the collective development of an action plan for a South Sudan comprehensive curriculum reform process	- Draft Action Plan for South Sudan curriculum revision - Recommendations for the new curriculum framework - Distance technical backstopping/advice
Education Policy Analysis Malaysia	UNESCO Headquarters requested the IBE's expertise in curriculum for the development of a comprehensive and thorough education policy analysis for Malaysia. The IBE was in charge of the review of policy area on curriculum development (with special attention to sciences and maths).	- Drafted, finalized and disseminated Malaysia Education Policy Review
Teaching Respect for All UNESCO	Designing a curricular framework to fight racism and promote tolerance, which countries can adapt to their respective contexts and needs	- IBE recommendations to orientate the toolbox production according to the project objectives

1.4 Global Priorities – Africa and Gender Equality

Strategy 1, 2, 3 4, 5, 7, MLA1-1, 3-8

The IBE contributes to UNESCO's Global Priorities – Africa and Gender Equality – through all its action areas. Continuing the technical support provided to the Ministry of Education of Gambia for the development of the National Basic Education Curriculum Framework (grades 1 to 9) as well as to the Ugandan National Curriculum Development Centre on subject integration in lower secondary curricula (grades 7 to 9), collaboration has been focused on the support to countries' curriculum development efforts, especially through training curriculum developers, specialists, and teacher trainers through the Africa Diploma programme. The IBE has also finalized the capacity-building toolkit "Skills for living and working in the 21st century" for use in five Sub-Saharan countries (Burkina Faso, Congo-Brazzaville, Kenya, Mali, and Mauritius). Moreover, the IBE developed, published and disseminated the bilingual Zarma-French reading

booklets and teacher guides for alternative rural schools in Niger. Lastly, in December 2012 the IBE will implement a capacity building workshop in Nigeria on curriculum innovation and teacher training in Western Africa.

With regard to gender equality, the IBE concentrates its work on integrating HIV and AIDS education more effectively into official curricula, developing tools to improve learning and teaching materials, and further developing education specialists' capacities in order to contribute to a comprehensive response to HIV and AIDS in the framework of UNESCO's strategy and EDUCAIDS. In 2012, the IBE analysed and added **112** documents to the UNESCO HIV and AIDS Education Clearinghouse, provided technical assistance to CEMAC countries, as well as responded specific requests from the users of IBE's products.

Table 4: Contributions to Global Priorities – Africa and Gender Equality

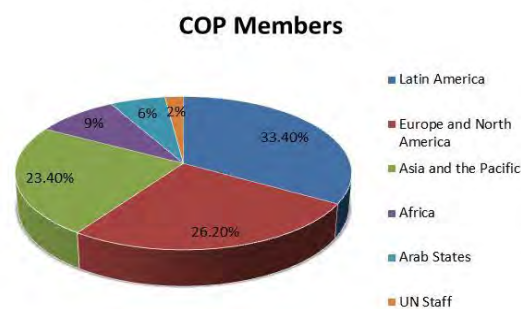
Priority Area	Activity	Outcomes
Africa	Diploma	<ul style="list-style-type: none"> ❖ First cohort in Africa: 24 out of 49 participants come from BEAP countries, and 23 of them graduated ❖ Second cohort in Africa: 18 out of 47 are from 3 BEAP countries.
Africa	Capacity-building Toolkit for five Sub-Saharan African Countries	<ul style="list-style-type: none"> ❖ Revised and finalized the toolkit “Skills for living and working in the 21st century: A toolkit for curriculum innovations in Africa” that is used in five Sub-Saharan countries (Burkina Faso, Congo-Brazzaville, Kenya, Mali, and Mauritius)
Africa	Bilingual Zarma-French Reading Booklets in Niger	<ul style="list-style-type: none"> ❖ Supervised the experiment in schools by the Ministry of Education ❖ Finalized, published and printed the guides and booklets for use in schools (reaching 15 schools and 735 primary students)
Africa and Gender Equality	Technical Assistance to CEMAC countries	<ul style="list-style-type: none"> ❖ Provided expertise in the workshops to support 14 francophone African countries in the field of HIV and AIDS related issues (Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Congo, Democratic Republic of the Congo, Gabon, Guinea, Ivory Coast, Mali, Niger, Senegal and Togo) ❖ Adapted and completed SERAT tool (Sexuality Education Review & Assessment Tool), as an effective resource for content analysis in sexual and HIV&AIDS education ❖ Content evaluations of teaching materials and self-training materials of Cameroon, Congo, Central African Republic, Gabon, Guinea, and Chad (on-going)
Gender Equality	Contributions to UNESCO HIV and AIDS Education Clearinghouse	<ul style="list-style-type: none"> ❖ 112 documents were added to the database as contributions to the UNESCO HIV AIDS Education Clearinghouse
Gender Equality	Online technical support	<ul style="list-style-type: none"> ❖ 100 specific requests and needs were responded to with customized assistance on HIV and AIDS curriculum issues

1.5 Community of Practice (COP)

Strategy 1, 2, 3 4, 5, MLA2-5, 4-12

The COP is an open space providing opportunities to share visions, experiences, research findings and resources. It also offers concrete possibilities for jointly undertaking programmes and projects for institutional capacity development around curricular themes. In 2012 the COP contributed to the gathering of new case studies that were included in the TTCD and the dissemination of information about diplomas and workshops.

- ❖ Number of COP members: **1,603**
- ❖ **139** countries represented



Graph 4 : COP Members by Region

Challenges for Capacity Development and Technical Assistance

- ❖ Forging strong and sustainable partnerships with UNESCO Headquarters, field offices and leading national institutes to ensure the successful implementation of the Diploma, especially in Africa.
- ❖ Sustainability of the Diploma depends on training of national facilitators, continuously adapting training materials, and strengthening quality assurance mechanisms.
- ❖ Enhancing the strategic planning and effective management of the diploma initiatives in different regions.
- ❖ Ensuring the continuity and quality of the technical assistance projects, which require adequate funds, staff stability, punctual donor payment, and translations of a variety of documents.
- ❖ Facilitating in-depth interactions among COP members with a strong focus on key curricular debates.

2. Knowledge Production and Management (KPM)

Strategy 6, 7, 8, 9, MLA4-12

One of the strategic objectives of the KPM programme is to consolidate, enrich and further expand a knowledge base and a variety of resources on education systems and curriculum development processes at the service of researchers, trainers, practitioners and decision makers, and also as a means of contributing to

the enrichment of the UNESCO Portal. For the period 2012-2013 and beyond the overall goal is to: develop a sound knowledge base to inform policy formulation and evidence-based decision-making and practices in the field of curriculum development and reform.

2.1 Global Survey on Instructional Time

The draft questionnaire on instructional time was completed during the first months of 2012 following exchanges and discussions between UIS and the IBE. During April and May the UIS organized a pilot involving 15 countries from diverse regions (Asia and the Pacific, sub-Saharan Africa, Arab States, Latin America and the Caribbean). The overall feedback from the pilot was that the information requested in the questionnaire is generally available and that countries would need

more specific and clearer directions to find and report the data. Those countries that used the IBE datasheets found them useful in locating sources of information. The draft questionnaire is being revised by the UIS team in charge of questionnaires taking into account the pilot results and feedback received. The launching of the survey on instructional time is still planned for the beginning of 2013.

2.2 Databases, Alerts and IBE Website

Concerning the seventh edition of the database World Data on Education (WDE), the profiles of **28** countries/jurisdictions have been updated. Overall, 159 profiles have been updated so far. The updated profiles of the new edition have a strong focus on curriculum and curriculum matters. The Country Dossiers were kept updated (some 190 dossiers are available on the IBE website).

The IBE website has been developed on a regular basis and **19** news items have been published. IBE's web analytical tools have been updated to a different version to better assess traffic and optimize web usage. During January-October, the website received **2.91 million** visits (+4% compared to the same period in 2011) and **1.71 million** unique visitors (+18.9%).

A total of **19** alerts (as well as revisions of the special issues on Gender and Curriculum, and Conflict and Curriculum) and three digest were produced. Alerts are produced on a two-week basis. More than **350** new records have been added to the IBE electronic catalogue, and an additional **622** were revised, and the curricula collection continued to be enriched. The documentation centre has also provided feedback to about **350** enquiries.

During January-October, IBE documents and publications were downloaded over **256,000** times from UNESDOC, which represents a 38% increase compared to the same period in 2011 (WDE updated profiles represented slightly more than 10% of total downloads from UNESDOC, representing more than 26,500 downloads).

2.3 Publications

The journal *Prospects* continues to be widely disseminated through **274** academic Consortia reaching **7,315** institutions and professional organizations. For 2012, the following issues were published: No. 161, *Internationalization of Teacher Education*; No. 162, *Cultural Diversity in Education Systems: International and Comparative Perspectives*; No. 163, *Developing a World-Class Education*, and another one is being finalized. One issue of the Educational Practices series has been

published (No. 23, *Effective Pedagogy in Social Sciences*), and another one is being finalized (No. 24, *Emotions and Learning*). The edited volume *Quality and Qualities: Tensions in Education Reforms* (Sense Publishers) was also published and disseminated at the Annual Conference of Comparative and International Education Society (CIES 2012). *Prospects* held the Advisory Board Meeting at the CIES 2012 as well.

2.4 Textbook Collection

In 2012, the IBE made progress to uncover its textbook collection, which includes approximately **18,000** textbooks, teacher manuals, and other learning materials on different subjects published between the 1890s and the 1980s in more than **110** countries. A total of **1,432 of these** textbooks were published between 1900 and 1940s. A potential partnership between the IBE and Stanford University is being explored to analyse textbooks published between 1900 and 1940.

The collection is particularly important because of its wide international scope. Besides countries such as France, Germany, UK and the USA, many textbooks also came from Asia and the Pacific, Africa, Latin America and the Caribbean, the Arab States, and Eastern Europe. Currently, all the textbooks before 1940 have been documented by title, country, publication year, subject, and language.

Achievements in Numbers

Databases

- ✓ **28** updated profiles of the 2010/11 edition of the database World Data on Education made available on the **IBE** website as well as **UNESDOC**, bringing the total to 159 profiles (October 2012)
- ✓ **190** country dossiers are available on the IBE website
- ✓ **350** records added to the online catalogue **IBEDOCs**
- ✓ **19** alerts and **3** digests produced and disseminated, as well as **2** thematic alerts

Website (as of October 2012)

- ✓ **19** news announcements published in **3** languages
- ✓ **1,710,000** unique visitors **(+18.9%)**
- ✓ **256,000** downloads of IBE documents and publications through **UNESDOC (+38%)**

Publications

- ✓ **4** issues of the Journal **Prospects** reaching **7,315** institutions worldwide
- ✓ **1** issue of the **Educational Practices series** (No. 23 “Effective Pedagogy in Social Sciences”)
- ✓ **1** book: “Quality and Qualities: Tensions in Education Reforms”

Textbook Collection

- ✓ About **18,000** textbooks from more than **110** countries on different subjects unveiled

Challenges for Knowledge Production and Management

- ❖ Further developing professional capacity to implement internal and corporate communications.
- ❖ Staff reduction at the documentation centre required adaptation of workload.
- ❖ Mobilising additional funds to allow the KPM programme to offer easier and enhanced access to information and resources on curriculum development processes and products.

3. Policy Dialogue

Strategy 10, MLA4-12

The 48th session of the International Conference on Education (ICE) has had a dynamic follow-up process contributing to national and regional formulation of policy and curriculum frameworks grounded on a broadened concept of Inclusive Education (IE). In promoting IE as a core strategy for achieving quality EFA, IBE continues to enhance the national capacities for the design, management and implementation of inclusive

policy frameworks and inclusive curricular guidance materials. In 2012, IBE focused on engaging policy discussions around the theory and practice of quality curriculum and inclusive education through: 1) facilitating policy dialogue workshops with Ministries of Education and foundations; 2) participating in national, regional and interregional exchanges on promoting inclusive education (organized by UNESCO and other agencies).

Table 5: Highlighted National, Regional and International Exchanges

Country/Region (Partners)	Activity	Outcomes
Colombia (Ministry of National Education of Colombia, Foundations EXE and Saldarriaga Concha, OEI)	Facilitated policy dialogue meetings and workshops with various stakeholders on inclusive education and inclusive curricula	<ul style="list-style-type: none"> ❖ Revision and adjustment of the inclusive educational national policy framework ❖ A first draft of an inclusive education policy document to serve as a basis for the Colombian policy framework ❖ Discussions on the implementation of the framework at regional and local levels, as well as the steps forward
Uruguay (Ministry of Education of Uruguay)	Contributed to policy dialogue meetings that initiated the implementation of “National Plan of Education: the education we would like for Uruguay in 2030”	<ul style="list-style-type: none"> ❖ Agreement upon the key features of the Country Programme 2012-14 in Education encompassing its context and rationale, main objectives and thematic areas
Africa (UNESCO HQ and field offices in Africa, Education International, the Pan Africa Council of Teachers, Commonwealth Secretariat, UNICEF, ADEA, the International Task Force on Teachers for EFA)	Participated in the Pan African Conference on Teacher Development, provided inputs to plenary discussions on curricular issues, inclusive education, and distance learning programmes	<ul style="list-style-type: none"> ❖ Identification of the possible contributions of the IBE to the implementation of the Action Plan for the 2nd Decade of Education in Africa, in the areas of teacher training, diverse learning approaches, and the development of curriculum frameworks for effective teaching and learning
Europe (European Agency for Development in Special Needs Education, Ministries of Education from the Flemish and French speaking regions of Belgium)	Participated in the Teacher Education for Inclusion - Dissemination Conference, provided representatives from 29 European countries with comprehensive and concise synthesis of key issues regarding the profile of inclusive teachers	<ul style="list-style-type: none"> ❖ In-depth exchanges on the profile of inclusive teachers and its development at national level ❖ Profile of inclusive teachers was developed as a guide for the design and implementation of the Initial Teacher Education Programme
China-Europe (National Centre for School Curriculum and Textbook Development, Ministry of Education of China, the Netherlands Institute for Curriculum Development)	Facilitated the third Chinese-European Conference on Curriculum Development of Basic Education	<ul style="list-style-type: none"> ❖ Strengthened capacities of participants on the topics of curriculum development with an international and comparative perspective ❖ Engaged in-depth interregional exchanges on curriculum change and development in basic education
Europe-Arab (UNESCO National Commissions, MBE AL JABER Foundation)	Participated in the Euro-Arab Dialogue International Conference, presented on the topic of “Learning to live together”	<ul style="list-style-type: none"> ❖ Explored the ways and means of generating innovative actions to develop Euro-Arab cooperation ❖ Adopted new Terms of references and an Action Plan to foster Euro-Arab dialogue
International (UNESCO HQ, Ministry of Human Resource Development, Government of India)	Participated and contributed to the 9 th E9 Ministerial Review Meeting “Inclusive, relevant education for all”	<ul style="list-style-type: none"> ❖ Contributed to “Enhancing Learning Outcomes” and to the New Delhi Commitment: Delivering Inclusive, Relevant Quality Education for All

In addition, a knowledge base consisting of training tools and policy guidelines for promoting inclusive education has been crucial for the IBE’s achievements in policy dialogue. The knowledge base is constantly developed and updated.

Table 6: Training Tools and Policy Guidelines for Promoting Inclusive Education

Country/Region (Partners)	Activity	Outcomes
The Gulf States (GASERC)	Identified lessons from outstanding practices in different regions to provide policymakers, schools, teachers, and other stakeholders of seven Gulf Arab States with concrete evidence and relevant examples of inclusive education	<ul style="list-style-type: none"> ❖ First draft of an analysis of 50 inclusive school practices from all over the world ❖ Draft guides on inclusive school and teaching-learning process
Asia and the Pacific (UNESCO Bangkok)	Reviewed the advocacy booklets for inclusive education produced by UNESCO Bangkok	<ul style="list-style-type: none"> ❖ IBE’s recommendations provided to improve the advocacy booklets
Latin America and the Caribbean	Revised the training modules on inclusive education for Latin America and the Caribbean Region	<ul style="list-style-type: none"> ❖ Latin American Module on Inclusive Education ❖ Caribbean Module on Inclusive Education
International	An external expert is revising the Interregional Inclusive Education Resource Pack as a core reference material that is used to support inclusive education activities	<ul style="list-style-type: none"> ❖ Reviewed Interregional Inclusive Education Resource Pack

Challenges for Policy Dialogue and the ICE

- ❖ Understanding inclusive education in the contexts of policies, cultures, and practices, and thus having long term impacts by using integrated instead of fragmented approaches. .
- ❖ Improving and customizing learning tools to the needs of Member States.
- ❖ Engaging experts from various curriculum agencies at regional levels to develop an agenda and promote forward-looking evidence-based policy dialogue.

II. Institutional Management

1. Human and Financial Resources

1.1 Financial resources

The UNESCO allocation approved by the General Conference at its last session amounts to US\$5,000,000 for the biennium 2012-2013. The 31% reduction of the allocation is equivalent to a decrease of US\$775,000 per year. In this context, despite efforts to reduce the cost of regular administrative staff, the IBE has been forced to use its reserves to fill the gap in the cost of regular staff, organization of the Council and the operating costs. The total approved budget for 2012 is **US\$3,713,849**. The UNESCO financial allocation to the IBE amounted to **US\$1,725,000** and

represents **35%** of total resources (including extra-budgetary funds and the new voluntary contribution of Norway). The budget execution rate is **91%** as of 31 October 2012. With regard to extra-budgetary funds, in 2012 a total of **US\$636,000** was mobilized for specific activities. The IBE continues its policy of cost recovery; a total of **US\$57,000** was recovered as of 31 October 2012. A table showing the financial resources at the end of December 2012 will be released in January.

1.2 Human resources

Staff category	Number
Professionals	6 Regular 4 ALD
General Service	5 Regular 1 service contract
Total	16
Young professionals & interns	
BARDS	8
SYNI	2
Interns	15
Total	25

In terms of human resources, the recruitment process for a new **Senior Program Specialist (P5)** was completed, and the selected candidate is expected to join the IBE team in the second quarter of 2013. Similarly, two professional positions will be filled in 2013: a Programme Specialist (P4) and an Assistant Programme Specialist (P2). These two positions are under a "Project Appointment" contractual arrangement of one year, renewable based on performance and availability of funds.

In addition, as part of the efforts to reduce staff costs, one General Service staff member (GS6) benefitted from the agreed separation established by UNESCO. The position was filled internally and one GS4 position has been abolished. Similarly, another General Service post (GS6) will be abolished in 2013 following the retirement of the incumbent.

The IBE has continued the implementation of its policy of training young professionals: **8** university graduates at master's level received research fellowships (BARDS); **15** graduate students from universities representing three UNESCO regions have benefitted from the internship programme. In addition, the Temporary Employment Programme sponsored by the City of Lausanne (SYNI), has funded two research assistants positions. In terms of training, IBE staff was **trained on ethics** conducted in Geneva by the Department of Ethics of UNESCO.

In line with the programmatic revision, a human resource review took place in November 2012. The IBE carried out with an external consultant a review of its staffing and organizational structure. Outcomes will be presented at the IBE Council.



III. Budgetary Figures

INTERNATIONAL BUREAU OF EDUCATION
FINANCIAL STATEMENT I & II
FOR THE FINANCIAL PERIOD 1st JANUARY TO 31st OCTOBER 2012

The Financial Statement I,II and Schedule 1 as at 31st OCTOBER 2012
are :

Clementina ACEDO MACHADO
Director
International Bureau of Education



12.12.2012

STATEMENT I
INTERNATIONAL BUREAU OF EDUCATION

STATEMENT OF FINANCIAL POSITION AS AT 31/10/2012

	31/10/2012	31/12/2011
	EUR	USD
ASSETS		
Current Assets		
Cash and cash equivalents	60'340	101'166
Short-term investment	851'970	338'758
Accounts receivable (non-exchange transactions)		
Accounts receivable (exchange transactions)	(160)	3'036
Inventories		
Advance payments	9'941	1'236
Other current assets	855'953	1'289'395
Intercompany balances		
Total Current Assets	1'778'044	1'733'591
Non Current Assets		
Accounts receivable- (non-exchange transactions)		
Long-term investments		
Property, plant and equipment	21'751	34'068
Intangible assets		
Other non-current assets		
Total non current assets	21'751	34'068
TOTAL ASSETS	1'799'795	1'767'659
LIABILITIES		
Current Liabilities		
Accounts payable	118'925	109'733
Employee benefits	16'306	20'683
Transfers Payable	(1'066)	
Conditions on voluntary contributions		
Advance receipts		
Other current liabilities		
Interfund/Intercompany balances		
Total current liabilities	134'165	130'416
Non-current liabilities		
Employee benefits	135'382	135'382
Borrowings		
Other non-current liabilities		
Total non-current liabilities	135'382	135'382
TOTAL LIABILITIES	269'547	265'798
NET ASSETS	1'530'248	1'501'861
NET ASSETS/EQUITY		
Surplus for the period	28'387	(392'445)
Reserves and fund balances	1'501'861	1'894'306
NET ASSETS	1'530'248	1'501'861

STATEMENT II
INTERNATIONAL BUREAU OF EDUCATION

STATEMENT OF FINANCIAL PERFORMANCE FOR THE PERIOD ENDED 31/10/2012

	31/10/2012	31/12/2011
	USD	USD
REVENUE		
UNESCO Financial Allocation	1'707'800	2'400'000
Voluntary contributions - Extra-Budgetary	950'302	767'777
In-kind contributions	619'735	747'740
Other revenue producing activities	35'947	133'793
Other revenue	66'791	150'617
Finance revenue	4'596	13'100
TOTAL REVENUE	3'385'171	4'213'027
EXPENSES		
Employee benefits expenses	1'891'455	2'604'188
Consultants/external experts and mission costs	171'402	348'944
Grants & other transfers	132'622	243'609
Supplies, consummables & other running costs	961'003	1'185'580
Contracted services	65'644	194'216
Depreciation and amortization	16'120	23'730
Other expenses	115'355	2
Finance Costs	3'183	5'203
TOTAL EXPENSES	3'356'784	4'605'472
SURPLUS FOR THE PERIOD	28'387	(392'445)

SCHEDULE 1
 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
 (Expressed in Dollar US)

2012
OCTOBER

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS					EXPENDITURES			UNOBLIGATED BALANCE (to be obligated)	EXECUTION RATE CURRENT PERIOD	GLOBAL EXECUTION RATE		
	Appropriation approved by council	Appropriation approved by council adjusted	Resources un/relased or reported	Additional Funds	Unobligated Balance from 2011 ULCOs (budget to be obligated)	Revised (budget to be obligated)	Disbursements for year 2012	Unliquidated obligations period reporting	Unliquidated obligations futur period	Total Current period			
I. PROGRAMME ACTIVITIES													
Line 1: Capacity development and technical assistance	394'821	394'823	-	20'000	5'693	420'516	292'965	2'225	94'056	294'590	31'970	70.1%	92.4%
Capacity development/COP for Curriculum Development	166'356	166'357	-	-	2'167	170'524	96'032	2'225	61'468	98'257	10'799	57.6%	93.7%
AFRICA project	136'465	136'466	-	-	3'526	139'993	122'820	-	15'718	122'820	1'455	87.7%	99.0%
Technical co-operation projects / support to member states	90'000	90'000	-	20'000	-	110'000	73'513	-	16'871	73'513	19'916	66.8%	82.2%
Line 2: Knowledge production and Management	292'142	292'292	-	-	6'876	299'168	149'777	36'015	80'120	185'791	33'257	62.1%	88.9%
Resource Bank and Observatory of educational trends	80'000	80'000	-	-	-	80'000	27'664	-	50'695	27'664	1'641	34.6%	97.9%
Documentation and Information	25'000	25'148	-	-	-	25'148	284	934	723	10'219	7'677	40.6%	69.5%
Development of IBE web site	67'588	67'588	-	-	681	68'270	36'605	9'630	4'815	48'235	15'200	70.7%	77.7%
Research and Publications	119'554	119'556	-	-	6'195	125'750	63'223	16'450	17'358	99'673	8'719	79.3%	93.1%
Line 3: Policy dialogue	266'886	266'987	(180'479)	-	1'486	87'994	68'051	8'784	10'377	76'836	682	87.4%	98.2%
Policy Dialogue / Inclusive education	-	7'556	-	-	723	2'279	2'279	-	-	2'279	0	100.0%	100.0%
Inclusive school projet / SASERC	266'886	265'331	(180'479)	-	763	85'615	65'772	8'784	10'377	74'556	682	87.1%	99.2%
PROGRAMME ACTIVITIES (I)	953'849	954'003	(180'479)	20'000	14'055	807'579	510'193	47'024	184'554	557'217	65'908	69.0%	91.9%
II. GOVERNING BOARD / GEN. ADMIN./ INSTITUTIONAL DEV.													
Line 1 : 81 st Council / Steering Committee	180'000	180'000	-	-	-	180'000	97'430	-	6'587	97'430	75'983	54.1%	57.8%
Line 2 : General operating costs	300'000	300'000	-	-	-	300'000	213'706	41'536	33'790	255'242	10'968	85.1%	96.3%
Line 3 : Institutional development: COE / Coordination & prog dev.	150'000	150'000	(69'999)	69'999	-	150'000	58'872	5'306	26'815	64'177	59'008	42.8%	60.7%
GOVERNMENT BOARD, GEN.ADMIN. & INST. DEV (II)	630'000	630'000	(69'999)	69'999	-	630'000	370'008	46'841	67'192	416'849	145'959	66.2%	76.8%
STAFF COSTS (III)	2'130'000	2'130'000	-	-	-	2'130'000	1'551'840	-	19'710	1'551'840	558'450	72.9%	78.8%
PROGRAMME EXECUTION (I + II + III)	3'713'849	3'714'003	(250'478)	89'999	14'055	3'567'579	2'432'041	93'865	271'456	2'525'906	770'217	70.8%	78.4%

* Execution rate current period = Total current period / Revised
 ** Global execution rate = (Total current period + Unliquidated obligations futur period) / Revised



Annex II
UNESCO/BIE/C.62/Inf.2
Geneva, 21 January 2013
Original: English

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

Geneva, 23-25 January 2013

**PRE-FINAL ACCOUNTS ON 31 DECEMBER 2012
CLEARED BY THE BUREAU OF FINANCIAL MANAGEMENT**

INTERNATIONAL BUREAU OF EDUCATION (IBE)
FINANCIAL STATEMENT I & II*
FOR THE FINANCIAL PERIOD 1st JANUARY TO 31st DECEMBER 2012

The Financial Statement I,II and Schedule 1 as at 31st DECEMBER 2012
are :

Clementina ACEDO MACHADO
Director
International Bureau of Education



A handwritten signature in blue ink, reading "Clementina Acedo Machado", is written over a horizontal line.

21.01.2013

* Intermediaries statements cleared by BFM as at 18.01 2013

PROVISIONAL STATEMENT OF FINANCIAL POSITION AS AT 31/12/2012

	31/12/2012	31/12/2011
	USD	USD
ASSETS		
Current Assets		
Cash and cash equivalents	99'588	101'166
Short-term investment	658'617	338'758
Accounts receivable (non-exchange transactions)	1'886	
Accounts receivable (exchange transactions)	264	3'036
Inventories	-	
Advance payments	2'626	1'236
Other current assets	1'308'937	1'289'395
Intercompany balances	-	
Total Current Assets	2'071'918	1'733'591
Non Current Assets		
Accounts receivable- (non-exchange transactions)		
Long-term investments		
Property, plant and equipment	19'146	34'068
Intangible assets		
Other non-current assets		
Total non current assets	19'146	34'068
TOTAL ASSETS	2'091'064	1'767'659
LIABILITIES		
Current Liabilities		
Accounts payable	59'094	109'733
Employee benefits	25'111	20'683
Transfers Payable	(72)	
Conditions on voluntary contributions		
Advance receipts	5'140	
Other current liabilities		
Interfund/Intercompany balances		
Total current liabilities	89'274	130'416
Non-current liabilities		
Employee benefits	135'382	135'382
Borrowings		
Other non-current liabilities		
Total non-curent liabilities	135'382	135'382
TOTAL LIABILITIES	224'656	265'798
NET ASSETS	1'866'408	1'501'861
NET ASSETS/EQUITY		
Surplus for the period	364'547	(392'445)
Reserves and fund balances	1'501'861	1'894'306
NET ASSETS	1'866'408	1'501'861

STATEMENT II
INTERNATIONAL BUREAU OF EDUCATION

PROVISIONAL STATEMENT OF FINANCIAL PERFORMANCE
FOR THE PERIOD ENDED 31/12/2012

	31/12/2012 USD	31/12/2011 USD
REVENUE		
UNESCO Financial Allocation	1'707'800	2'400'000
Voluntary contributions - Regular programme	715'832	
Voluntary contributions - Extra-Budgetary	995'841	767'777
In-kind contributions	746'167	747'740
Other revenue producing activities	46'495	133'793
Other revenue	73'918	150'617
Finance revenue	4'674	13'100
TOTAL REVENUE	4'290'727	4'213'027
EXPENSES		
Employee benefits expenses	2'243'117	2'604'188
Consultants/external experts and mission costs	228'862	348'944
Grants & other transfers	157'784	243'609
Supplies, consummables & other running costs	1'174'228	1'185'580
Contracted services	99'336	194'216
Depreciation and amortization	18'726	23'730
Other expenses	0	2
Finance Costs	4'127	5'203
TOTAL EXPENSES	3'926'180	4'605'472
SURPLUS FOR THE PERIOD	364'547	(392'445)

2012

STATEMENT V

SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)
 PROVISIONAL SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE
 FOR THE FINANCIAL PERIOD 1st JANUARY to 31st December

Commitments valid as of 31st December 2012

(Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS						EXPENDITURES				UNOBLIGATED BALANCE (to be obligated)	EXECUTION RATE CURRENT PERIOD	GLOBAL EXECUTION RATE
	Appropriation approved by council	Appropriation approved by council adjusted	Ressources unreleased or reported	Additional Funds	Unobligated Balance from 2011 ULOs (budget to be obligated)	Revised (budget to be obligated)	Disbursements for year 2012	Unliquidated obligations period reporting	Unliquidated obligations futur period	Total Current period			
I. PROGRAMME ACTIVITIES													
Line 1: Capacity development and technical assistance	394'821	394'823	-	20'000	6'576	421'399	336'699	4'053	37'136	340'751	43'511	80.9%	89.7%
Capacity development/COP for Curriculum Development	168'356	168'357	-	-	2'817	171'174	123'196	2'974	36'466	126'169	8'516	77.7%	95.0%
AFRICA project	136'465	136'466	-	-	3'759	140'225	124'405	-	500	124'405	15'320	88.7%	89.1%
Technical co-operation projects / support to member states	90'000	90'000	-	20'000	-	110'000	89'098	1'079	150	90'177	19'673	82.0%	82.1%
Line 2: Knowledge production and Management	292'142	292'292	-	-	7'070	299'362	215'156	12'130	69'272	227'287	2'803	75.9%	99.1%
Resource Bank and Observatory of educational trends	80'000	80'000	-	-	-	80'000	46'667	-	31'287	46'667	2'045	58.9%	97.4%
Documentation and Information	25'000	25'148	-	-	-	25'148	11'223	-	13'767	11'223	158	44.6%	99.4%
Development of IBE web site	67'588	67'588	-	-	797	68'386	38'605	11'933	17'848	50'538	-	73.9%	100.0%
Research and Publications	119'554	119'556	-	-	6'272	125'828	116'661	198	6'370	118'859	599	94.5%	99.5%
Line 3: Policy dialogue	266'886	267'726	(150'399)	-	1'610	118'937	93'444	-	16'944	93'444	8'549	78.6%	92.8%
Policy Dialogue / Inclusive education	-	1'556	-	-	847	2'403	2'279	-	-	2'279	124	94.8%	94.8%
Inclusive school projet / GASERC	266'886	266'170	(150'399)	-	763	116'534	91'165	-	16'944	91'165	8'425	78.2%	92.8%
PROGRAMME ACTIVITIES (I)	953'849	954'842	(150'399)	20'000	15'255	839'698	645'299	16'183	123'353	661'482	54'863	78.8%	93.5%
II. GOVERNING BOARD / GEN. ADMIN. / INSTITUTIONAL DEV.													
Line 1 : 61 st Council / Steering Committee	180'000	180'000	-	-	-	180'000	112'867	-	66'934	112'867	936	62.7%	99.9%
Line 2 : General operating costs	300'000	300'000	-	-	-	300'000	259'660	15'585	18'656	275'246	6'099	91.7%	98.0%
Line 3 : Institutional development: COE / Coordination & prog dev.	150'000	150'000	(69'999)	69'999	-	150'000	87'316	4'490	14'786	91'806	43'408	61.2%	71.1%
GOVERNINT BOARD, GEN.ADMIN. & INST. DEV (II)	630'000	630'000	(69'999)	69'999	-	630'000	459'843	20'075	100'375	479'918	50'443	76.2%	92.1%
STAFF COSTS (III)	2'130'000	2'112'800	-	-	-	2'112'800	1'860'228	1'089	30'007	1'861'316	221'477	88.1%	89.5%
PROGRAMME EXECUTION (I + II + III)	3'713'849	3'697'642	(220'398)	89'999	15'255	3'582'498	2'965'370	37'347	253'735	3'002'717	326'784	83.8%	90.9%

* Execution rate current period = Total current period / Revised

** Global execution rate = (Total current period + Unliquidated obligations futur period) / Revised



Annex III
UNESCO/BIE/C.62/Inf.3
Geneva, 22 January 2013
Original: French

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

MEETING OF THE ADMINISTRATIVE GROUP

Geneva, 22 January 2013

PROCEEDINGS

1. The Administrative Group met on 22 January 2013. The following participants were present:

Country	Name
Burkina-Faso	Mr Ahmed Baba Soulama, Secretary-General of the National Commission for UNESCO Ouagadougou 03, Burkina-Faso
Lebanon	Mrs Bouchra Bagdady Adra, Educational Councillor to the Prime Minister and to the Minister of Education and Higher Education Beirut, Lebanon
Philippines	Mrs Deena Joy Amatong, First Secretary Embassy of the Philippines Paris, France
Slovakia	Mrs Dagmar Kopcanova, Head of the Education Section at the Slovak National Commission for UNESCO Bratislava, Slovakia

Brazil and Israel were not represented.

Switzerland participated as an observer represented by Mrs Valérie Liechti, Educational Focal Point of the SDC.

UNESCO-BFM was not represented.

The IBE was represented by Mrs Clementina Acedo as Director of the IBE, Mr Massimo Amadio, Principal Programme Specialist, Mr Renato Operti, Programme Specialist, Mr Mohammed Bouassami, Administrator of the IBE, Mr Valéry Kohemun, Administrative Assistant and Mr Mark Mason, Professor at the University of Hong Kong.

The Group's work was chaired by Mrs Bouchra Bagdady Adra, the representative of the Lebanon, who was elected unanimously.

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. Amended financial regulations applicable to the UNESCO special account for the International Bureau of Education (IBE)
4. Follow-up on the implementation of the recommendations of the 2011 audit and audit frequency
5. Provisional Accounts 2012 (UNESCO/BIE/62/Inf. 2 – Pre-final Accounts cleared by the Chief Financial Officer of UNESCO)
6. Draft Budget for 2013 (UNESCO/BIE/C.62/3)

7. Resource mobilization strategy
8. Staffing and organizational structure
9. Any other business
10. Closing of the meeting

Amended financial regulations applicable to the UNESCO Special Account for the International Bureau of Education (IBE)

3. Following the adoption by UNESCO of the International Public Sector Accounting Standards (IPSAS), UNESCO's Financial Regulations were modified and approved by the General Conference (Resolution 35 C/84). UNESCO's Category 1 Institutes forming an integral part of the Organization are governed by the provisions of UNESCO's Financial Regulations. However, since these Institutes have their own financial regulations based on those of the Organization but simplified and corresponding to their needs, it was necessary to revise them in order to take account of the modifications resulting from the adoption of IPSAS. In this context, the Executive Board, at its 186th session, adopted the standard model of financial regulations for the special accounts of the institutes and similar organizations (186 EX/23). The revised text of the financial regulations for the special account of the IBE was presented to the Council's Steering Committee in September 2012, which recommended that the Council should adopt it. The text was presented and explained to the Administrative Group, which also recommends that the IBE Council should adopt it.

Follow-up on the implementation of the recommendations of the 2011 audit and audit frequency

4. As established in the report that the Director-General presented to the 190th session of the Executive Board, the auditor confirmed that the IBE had implemented the recommendations and took note that, concerning Recommendation 5, UNESCO's Office of Financial Management foresees to widen the institutes' access to Sharepoint before the end of the 2012/2013 biennium. The Administrator of the IBE informed the Administrative Group that the IBE has had access to the Sharepoint platform since December 2012, which has permitted all contracts to be directly managed by UNESCO's information system and, as a result, Recommendation 5 can be considered as having been put into action. The Administrative Group took note and congratulated the IBE on having implemented the audit's recommendations.
5. Concerning the date of the next external audit, the Cour des Comptes proposed that, following the audit of the 2011 and taking into account the volume of activity and the fact that the IBE's accounts form part of UNESCO's accounts which are audited every year, the audit should be carried out every two years — a proposition which was also supported by UNESCO's Bureau of Financial Management (BFM). However, Member States expressed the wish that the audit should be carried out annually in the same way as for the other Category 1 Institutes of UNESCO. Taking into account the budgetary situation of the IBE, the Administrative Group supports the recommendation of the Cour des Comptes and of the BFM. However, if the Council decides to adopt the annual audit, the Group recommends that it should be financed by the countries contributing to the IBE. The Group also took note that the accounts for 2012 will be audited in April 2013.

Report on activities for 2012 and Provisional Accounts

6. The Director of the IBE drew particular attention to the alignment of the programme activities with UNESCO's Areas of Action and presented the achievements for 2012. She also emphasized the challenges that the IBE must overcome, among others the strengthening of its expertise, the prolongation of the "Diploma on Curriculum Design and Development" and the better co-ordination of the activities being implemented in Africa.
7. Concerning the strengthening of the IBE's technical capacity, the procedure for the recruitment of a new principal programme specialist had been completed; he should join the IBE at the beginning of July 2013. Equally, a programme specialist has been recruited as of 1 January 2013 and two new posts for programme assistants will be opened for recruitment during the first quarter of 2013. Furthermore, the Director-General has decided to transfer to the IBE a Deputy Director as of February 2013. Finally, to strengthen its team, the IBE continues to resort to different forms of contractual arrangements as well as awarding grants to young researchers.
8. As regards the budgetary and financial situation on 31 December 2012, on the basis of the provisional accounts approved by UNESCO's Chief Financial Officer, the resources credited to the IBE's Special account amounted to US\$4'290'727 and the reserves to US\$1'866'408.
9. Provisional financial situation for 2012 :

	In US\$
I. RESOURCES CREDITED TO THE SPECIAL ACCOUNT	4'290'727
Financial contribution of UNESCO	1'707'800
Voluntary contributions	1'711'673
In kind contribution: rent of the premises	746'167
Other activities generating income	46'495
Other income	73'918
Financial revenue	4'674
II. EXPENDITURE (COMMITMENTS)	3'002'717
II.1 PROGRAMME ACTIVITIES 2012	661'482
II.1.1 Development of capacities and technical assistance	340'751
II.1.2 Production and management of knowledge	227'287
II.1.3 Policy dialogue	93'444
II.2 GOV. BODY/GEN. ADMIN./INSTITUTIONAL DEV.	479'918
II.3 PERSONNEL COSTS (established posts)	1'861'316
III. RECONCILIATION BUDGET/FINANCIAL POSITION	923'464
IV. CHARGES AFTER WITHDRAWALS (II + III)	3'926'180
V. ACCOUNTING OUTCOME (I - IV)	364'547
VI. RESERVES AT THE BEGINNING OF THE PERIOD	1'501'861
VII. TOTAL RESERVES END OF PERIOD(V+VI)	1'866'408

10. Expenditure on the 2012 budget amounts to US\$3'002'717 and the overall rate of execution was 90.9%.

	In US\$				
	Approved budget	Revised budget	Expenditures	ULOs future period	execution rate/ Global %
I. PROGRAMME ACTIVITIES					
I-1 Capacity development and technical assistance	394'821	421'399	340'751	37'136	89.7
Capacity development/COP	168'356	171'174	126'169	36'486	95.0
AFRICA project	136'465	140'225	124'405	500	89.1
Technical co-operation projects/support to Member States	90'000	110'000	90'177	150	82.1
I-2 Knowledge production and management	292'142	299'362	227'287	69'272	99.1
Resource Bank and Observatory of educational trends	80'000	80'000	46'667	31'287	97.4
Documentation and information	25'000	25'148	11'223	13'767	99.4
Development of IBE website	67'588	68'386	50'538	17'848	100.0
Research and Publications	119'554	125'828	118'859	6'370	99.5
I-3 Policy dialogue	266'886	118'937	93'444	16'944	92.8
Policy dialogue / Inclusive education		2'403	2'279		94.8
Inclusive school project/GASERC	266'886	116'534	91'165	16'944	92.8
TOTAL PROGRAMME ACTIVITIES	953'849	839'698	661'482	123'353	93.5
II. Governing Board/Gen. Adm./Institutional Dev.					
II-1 IBE Council/Steering Committee	180'000	180'000	112'867	66'934	99.9
II-2 General operating costs	300'000	300'000	275'246	18'656	98.0
II-3 Institutional development: CoE, Coord and prog dev	150'000	150'000	91'806	14'786	71.1
TOTAL II	630'000	630'000	479'918	100'375	92.1
III. Staff costs (Established posts)	2'130'000	2'112'800	1'861'316	30'007	89.5
TOTAL	3'713'849	3'582'498	3'002'717	253'735	90.9

11. Further to the amounts spent through the Special Account, the IBE launched and introduced activities financed by contributions from certain UNESCO Field Offices, UNESCO Institutes and even by the Education Sector. The total of these contributions spent in 2012 amounted to US\$300'939, which brings the total amount of resources for 2012 to US\$3'303'656.

12. The Group took note of the provisional financial situation for 2012 and the amount of reserves on 31 December 2012, which amounted to US\$1'866'408. The Group was informed by the Director that financial accounts approved by UNESCO's Chief Financial Officer will be available in March 2013 and audited by the Cour des Comptes in April

2013. The audited accounts would be presented for approval to the Council's Steering Committee in September 2013.

Draft Budget for 2013

13. The Director of the IBE presented the estimates of the resources available on the Special Account for 2013, which amounted to US\$4'632'125:

- US\$1'742'200 from UNESCO's financial allocation;
- US\$220'156 from UNESCO's emergency funds;
- CHF600'000 (US\$658'617) granted by the Swiss Agency for Development and Co-operation (SDC);
- 4'000'000 Norwegian crowns (US\$715'832) granted by the Norwegian Government;
- US\$150'000 for implementing the inclusive schools project financed by GASERC;
- US\$90'000 for implementing the "Education for Citizenship and Human Rights" Project financed by Bahrain;
- Accumulated reserves on 31 December 2012: US\$ 890'000.

Beyond the resources of the Special Account, US\$457'149 have been obtained through the agency of UNESCO:

- US\$279'949 for jointly implementing with Headquarters the "Strengthening the Capacities of Teachers and Trainers in Support of Curricular Reforms" Project financed by the United Arab Emirates ;
- US\$100'000 for implementing the "Strengthening the Capacities for Building-up Key Competencies for HIV Education in Five Countries of Central and West Africa" Project;
- US\$77'200 for implementing the "Support for the Education Sector's Global Response to HIV/AIDS in 14 French-Speaking Countries of Central and West Africa" Project.

14. The Director explained that UNESCO's allocation of US\$1'742'200 would not entirely cover the regular staff costs of US\$1'890'334 and the IBE will be obliged to employ its reserves, amounting to US\$890'000, to bridge the gap and to cover general operating costs of US\$360'000, as well as the cost of organizing the meetings of the Council and its Steering Committee amounting to US\$180'000. It was for this reason that the IBE asked the Director-General, with the support of the ADG ED, to obtain an exceptional allowance to cover the general operating costs in 2013. This support would permit the IBE to look for a more long-term solution beyond 2013.

15. The Group took note of the critical budgetary situation and supported the IBE Director's request. The Group also recommended that the Council approves the Appropriation Resolution for 2013.

Appropriation Resolution N° 1/2013

The Council of the IBE,

Having examined the proposals of the Director of the IBE for activities in 2013 contained in document UNESCO/BIE/C.62/3,

Decides that,

- a) For the financial period from 1 January to 31 December 2013, a total amount of US\$4'154'334 is allocated for the purpose mentioned in the Appropriation Resolution table as follows:

I. ALLOCATIONS (Commitments)

in US\$

I. PROGRAMME ACTIVITIES	
I-1 Curriculum support services to MS (diplomas, technical assistance & cooperation projects)	797'000
I-2 Clearing house and information management (Databases, documentation, publications & website)	477'000
I-3 Curriculum research and policy development	300'000
TOTAL I	1'574'000
II. Governing Board/Gen. Adm./Institutional Dev.	
II-1 IBE Council/Steering Committee	180'000
II-2 General operating costs	360'000
II-3 Institutional development: CoE, Coordination & prog. dev.	150'000
TOTAL II	690'000
TOTAL I+II	2'264'000
III. Staff cost (established posts)	1'890'334
A. TOTAL ALLOCATION	4'154'334

- (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, as follows:

II. RESOURCES CREDITED TO THE SPECIAL ACCOUNT

UNESCO's financial contribution	1'742'000
Voluntary contributions	1'539'769
UNESCO Emergency Fund	220'156
Extra-budgetary resources	240'000
Reserves 2012	890'000
B. TOTAL RESSOURCES	4'632'125
TOTAL RESERVES ESTIMATED AT THE END OF 2013 (B-A)	477'791
Carry forward : 275'925	
Reserves: 201'866	

- (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 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 2013 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 7.2 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.

Resource mobilization strategy

16. The Group took note of the efforts expended and the measures introduced to mobilize resources and of the need to benefit from other voluntary contributions through multi-years agreements. The Group encouraged the Director to pursue these efforts with the active support of the members of the Council.

Staffing and organizational structure

17. The Group decided that this matter must be discussed during the meeting of the Council.

Closing of the meeting

18. The President closed the work of the Group at 1.20 p.m.



Annex IV

UNESCO/BIE/C.62/Inf.4
Geneva, 13 September 2012
Original: English

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

Geneva, 23-25 January 2013

**AMENDED FINANCIAL REGULATIONS OF THE SPECIAL ACCOUNT
APPLICABLE TO THE INTERNATIONAL BUREAU OF EDUCATION OF UNESCO**

AMENDED FINANCIAL REGULATIONS OF THE SPECIAL ACCOUNT APPLICABLE TO THE INTERNATIONAL BUREAU OF EDUCATION OF UNESCO

Article 1 Creation of a Special Account

1.1 In accordance with Article 6, paragraph 5, of the Financial Regulations of UNESCO, there is hereby created a Special Account for International Bureau of Education, hereafter referred to as “the Institute”.

1.2 The following regulations shall govern the operation of this account.

1.3 The applicable accounting standards shall be the International Public Sector Accounting Standards (IPSAS).

Article 2 Financial period

The financial period shall begin on the first day of January and end on the thirty-first day of December each year.

Article 3 Revenue

3.1 As provided for in its Statutes, the revenue of the Institute shall consist of:

- (a) a financial allocation determined by the General Conference towards staff costs, as well as direct and indirect programme costs;
- (b) voluntary contributions from States, international agencies and organizations, as well as other entities allocated to it for purposes consistent with the policies, programmes and activities of UNESCO and the Institute;
- (c) such subventions, endowments, gifts and bequests as are allocated to it for purposes consistent with the policies, programmes and activities of UNESCO and the Institute;
- (d) fees collected in respect of the execution of projects entrusted to the Institute, from the sale of publications, or from other particular activities; and
- (e) Other / miscellaneous revenue.

3.2 The Director may accept revenue as set forth in Article 3.1 on behalf of the Institute, provided that, in any case which would involve the Institute in an additional financial liability, the Director shall obtain the prior approval of the Institute’s Governing Board (hereafter referred to as “the Council”), and the consent of the Executive Board of UNESCO.

3.3 The Director shall report to the Council on the subventions, contributions, endowments, gifts or bequests accepted.

Article 4 Budget

4.1 The Director shall prepare, in a form to be determined by the Council, an annual budget and shall submit it to the Council for approval.

4.2 The appropriations voted in the budget shall constitute an authorization to the Director to incur commitments and to make payments for the purposes for which the appropriations are voted and up to the amounts so voted.

4.3 Appropriations shall be available for making commitments in the financial period to which they relate for delivery in that financial period or the subsequent calendar year in accordance with the Appropriation Resolution.

4.4 The Director is authorized to transfer funds between activities under the same appropriation line. The Director may be authorized by the Council to transfer funds, when necessary; between appropriations lines within the limits established by the Appropriation Resolution voted by the Council and shall report to the Council on all such transfers.

4.5 The Director is required to maintain commitments and expenditures within the level of the actual resources that become available to the General Account mentioned in Article 5.1 below.

4.6 The Director shall make allotments and any modifications thereon, within the limits of the Appropriation Resolution, which shall be communicated, in writing, to the officials authorized to incur commitments and make payments.

Article 5 The General Account

5.1 There shall be established a General Account, to which shall be credited the revenue of the Institute as described in Article 3 above and which will be used to finance the approved budget of the Institute.

5.2 The balance remaining in this General Account shall be carried forward from one financial period to the next.

5.3 The use to which the funds in this General Account may be put shall be determined by the Council.

Article 6 Custody and investment of funds

6.1 All the funds of the Institute shall be deposited without delay with banks or other depositories selected by the Director or by an officer of the Institute Bureau to whom such power is delegated by the Director.

6.2 The Director may make such investments of moneys not needed for immediate requirements as he or she considers necessary, within the framework of the policy implemented by the Chief financial officer with respect to the investments of the Organization.

6.3 The income earned on such investments shall be credited under the miscellaneous revenue of the Institute.

Article 7 Trust Funds, Reserve and Subsidiary Special Accounts

7.1 The Director shall establish a Reserve Fund to cover end-of-service indemnities and other related liabilities; the Fund shall be reported annually to the Council at the time of the yearly budget approval.

7.2 Trust Funds, Subsidiary Special Accounts and any other Reserve Accounts may be established by the Director, who shall report thereon to the Council.

7.3 The Director may, when necessary, in connection with the purpose of a Trust Fund, Reserve or Special Account, prepare special financial regulations to govern the operations of these funds or accounts and shall report thereon to the Board. Unless otherwise provided these funds and accounts shall be administered in accordance with these Financial Regulations.

Article 8 Internal Control

8.1 The Director shall:

(a) Establish detailed financial rules, operating policies and procedures in order to ensure effective financial administration, the exercise of economy and safeguard of the assets of the Institute;

(b) Designate the officers who may receive moneys, incur commitments and make payments on behalf of the Institute;

(c) Maintain an internal control system to ensure the accomplishment of established objectives and goals for operations; the economical use of resources; the reliability and integrity of information; compliance with policies, plans, procedures, rules and regulations; and the safeguarding of assets;

8.2 No obligations shall be incurred until allotments or other appropriate authorizations have been made in writing under the authority of the Director.

8.3 The Director may, after full investigation, authorize the writing-off of losses of cash, stores and other assets, provided that a statement of all such amounts written off shall be submitted to UNESCO's External Auditor for examination with the accounts

Article 9 Accounts and Financial Statements

9.1 The Director shall maintain such accounting records as are necessary and shall submit to the Council, in liaison with the UNESCO Chief Financial Officer (CFO) the following financial statements in accordance with IPSAS:

- (a) Statement of financial position;
- (b) Statement of financial performance;
- (c) Statement of changes in net assets/equity;
- (d) Cash-flow statement;
- (e) Statement of comparison of budget and actual amounts for the reporting period;
- (f) Notes, including a summary of significant accounting policies.

The Director shall also submit a Status of appropriations statement showing:

- (i) The original budget appropriations;
- (ii) The appropriations as modified by any transfers;
- (iii) Credits, if any, other than the appropriations voted by the Board;
- (iv) The amounts charged against those appropriations and/or other credits;

The Director shall also give such other information as may be appropriate to indicate the current financial position of the Institute.

9.2 The annual accounts of the Institute shall be presented in dollars of the United States of America. Accounting records may, however, be kept in such currency or currencies as the Director may deem necessary.

9.3 Appropriate separate accounts shall be maintained for all Trust Funds, Reserve and Subsidiary Special Accounts.

Article 10 External audit

10.1 The accounts of the Institute, which constitute an integral part of the consolidated financial statements of UNESCO, together with any report of the External Auditor of UNESCO on the Institute, shall be submitted to the Council for approval.

Article 11 General provisions

11.1 Unless otherwise provided in these Regulations this Special Account shall be administered in accordance with the Financial Regulations of UNESCO.

11.2 These Regulations are effective as from 01 January 2010.



Annex V
UNESCO/BIE/C.62/3
Geneva, 18 December 2012
Original: English

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

Geneva, 23-25 January 2013

PROGRAMME OF ACTIVITIES AND BUDGET FOR 2013

7



International Bureau of Education

Programme of Activities and Budget for 2013

I. General Programming Context

The purpose of this report is to highlight the programme and activities that the IBE proposes to carry out in 2013. These activities are guided by **Document 36 C/5** and the **Strategy to make the IBE UNESCO's Centre of Excellence in curriculum**. Based on a thorough programmatic revision, the IBE has aligned the mission and broad objectives to the programme and has developed the **IBE Strategy and Programme of Work 2012-2017** to be presented to the Council in January 2013. The planning for 2013 also takes into consideration organizational and staffing adjustments based on the programmatic review (2011) and the draft HR review presenting a new staffing and organizational structure (November, 2012).

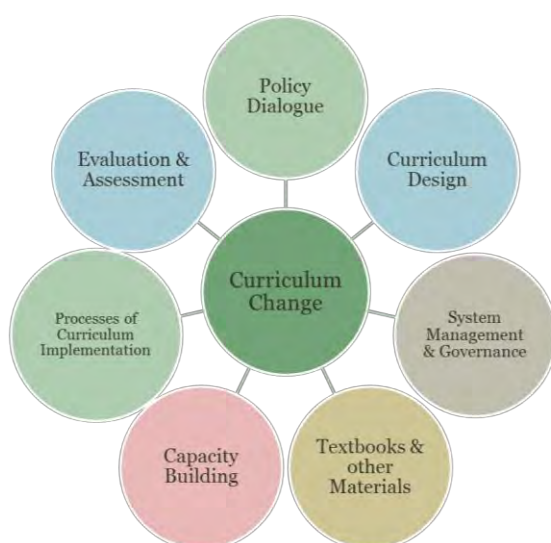
“Curriculum” is at the heart of contemporary education reforms and at the core of improving

educational quality. In this context, curriculum development is viewed as a complex process that goes beyond the selection of and organization of educational contents carried out by subject specialists. It involves design of curriculum frameworks and syllabuses, development of teaching materials, curriculum implementation through teaching and learning practices, and evaluation. Agreements with regard to what students should learn, why they should learn it, how they should learn, and how to know that they are learning, require expertise, consultation and consensus. Curriculum processes thus increasingly involve public debate, discussion and consultation with a variety of stakeholders. Such complex processes require the development of new capacities among curriculum specialists, decision makers and teacher educators.

As a Centre of Excellence the IBE's mission is to support UNESCO Member States in their efforts to enhance the quality of student learning mainly through initiatives and activities within the following three key action areas:

- (1) capacity development for institutions and individuals as well as technical support and advice;*
- (2) access to curriculum-related knowledge, experience and expertise; and*
- (3) engagement of stakeholders in evidence-based policy dialogue.*

IBE'S MISSION



IBE Curriculum Cycle

Strategic Goals

Strategy and programme of work 2012 -2017

- Enhance the capacities of individuals and institutions for the design, management, implementation and assessment of quality-making curriculum processes
- Support curriculum innovation, reform and revision initiatives
- Develop a sound knowledge base to inform policy formulation and evidence-based decision-making and practices
- Reinforce networking and partnerships to strengthen international, regional and sub-regional cooperation

1. Curriculum Services to Member States: Capacity Development and Technical Assistance

Curriculum Services to Member States comprises the capacity development and technical assistance programme. Its main goals are: **a)** to develop the national capacities including those of teacher educators, policy makers and curriculum specialists in the field of curriculum design and development through regionally-based long term training courses, such as the Diploma in Curriculum Design and Development; **b)** to strengthen local capacities for curriculum innovation and reform at primary and secondary levels through customized learning tools and workshops. **c)** to target technical assistance at country level for the design and management of national curriculum reform and implementation.

For technical assistance, priority will be given to African countries, countries in transition and conflict affected countries. Implementation will be

1.1. Diploma in Curriculum Design and Development

Strategy 1, 2, 3 4, 5, MLA1-1, 1-3, 2-5

In the framework of accredited training courses, the IBE will continue ensuring the academic leadership and coordination, development, follow-up, and evaluation of the Diplomas in Curriculum Design and Development, customized to the needs of different UNESCO regions.

The series of IBE training materials (Curriculum Resource Pack, Thematic Modules, etc.) will be continuously refined and adapted based on regular monitoring, with the view to further strengthen knowledge production and enrich the content of the Diploma programmes adapted to regional needs.

In close collaboration with partner academic institutions and agencies, the fourth Latin American and the third African Diploma sessions will be initiated in the second semester of 2013. The Africa Diploma will also respond to the curricular needs of French-speaking countries and will strengthen the preparation of teacher educators from the African region in order to bridge the gap between curriculum design and implementation. It will, as well, seek to increase the enrolment of Francophone participants.

Initial steps will be taken for the implementation of a Diploma in the Arab and Asian (China) regions as well as for developing the required institutional arrangements. Financial support from the United Arab Emirates in 2013 will support the Diploma in

carried out in partnership with other international organizations and UNESCO field offices in different regions. Most requests for workshops and technical assistance will be required to be fully funded through countries' governments, other international organizations, private foundations and field offices. The following are priority thematic areas: inclusive education, skills for life and work, Education for sustainable development (ESD), basic skills and competencies, learning to live together, citizenship and global education.

Monitoring and evaluation of programme will be emphasized in alignment with the implementation of the CoE Strategy, as well as assessment of curriculum processes and learning material in the field.

Africa and initiate developments for the Arabic region. A further fundraising effort will be necessary to expand the reach of the Diploma in these two regions as well as to strengthen the delivery capacity of the IBE. Strong partnership with the Education Sector, Section for Teacher Development and Education Policies (THE/TEP) and field offices will facilitate the management of the diploma in the field. Close links with Ministers of Education guarantee new collaborations and financial sustainability.

Comprehensive evaluation surveys will be conducted with participants, graduates and tutors of both the Latin America and Africa Diplomas, in order to assess learning contents, processes and environment, as well as learning outcomes and longer term impact.

Table 2: Overview of the Diplomas in 2013

Cohort	Participants	Progress 2013	Partners
Latin America 3 rd cohort	41	Online session and graduation	UCU, UNESCO OREALC
Latin America 4 th cohort	Target: 30	Face-to-face and online sessions	
Africa 2 nd cohort	49	Online session and graduation	OUT, TIE, UNESCO BRED, THE/TEP
Africa 3 rd cohort	Target: 30	Face-to-face and online sessions	

1.2. Capacity Building Workshops and Technical Assistance

Strategy 1, 2, 3 4, 5, MLA1-1, 1-3, 2-5, 3-7, 3-9

The Capacity building and technical assistance programme provides specific assistance, advice and training to staff responsible for curricular change and processes, with regard to evaluating, planning, developing and implementing quality primary and secondary curricula in line with new challenges, needs and developmental prospects. Activities are based on tailored training tools and respond to specific needs of Member States.

Special emphasis is devoted to the meaningful integration in national curricula of competency development, as well as on the preparation for life and work based on the values, principles and practices of **Learning to Live Together (LTLT)**, **Human Rights and Citizenship Education and Education for Sustainable Development (ESD)**. Post-Conflict and Post-Disaster (PCPD) situations are considered on a priority basis.

In 2013, the capacity development workshops will be linked to longer term interventions. Policy guidelines and customized training tools will be further developed and updated. Also, capacity building and technical assistance activities will be systematically evaluated in line with the CoE Strategy.

Specifically, the IBE will provide support to South Sudan, Uganda, Iraq, Bahrain and other Gulf States, the Dominican Republic, Colombia, and Pakistan based on specific requests, as well as UNESCO projects “Teaching Respect for All”, “Culture of Peace and Non-violence”, and “Global Citizenship”. In addition, the IBE responds to ad-hoc demands and requests from Member States.

Table 3: Planning for Technical Assistance and Capacity Building Workshops

Region	Project	Rationales	Expected Outcomes
Africa	New Curriculum for South Sudan (IIEP and MOGEI)	Enhancing the capacities of central and state level decision makers in curriculum design and development in order to lead to the collective development of an action plan for a South Sudan comprehensive curriculum reform process	<ul style="list-style-type: none"> ❖ Implementation of the Action Plan for South Sudan curriculum revision ❖ Developing capacities of decision makers and specialists at central and state levels with an emphasis on curriculum reform in post-conflict situations
	Curriculum Reform in Lower Secondary Education in Uganda	Supporting Uganda in the national curriculum reform in lower secondary education with regard to subject integration	<ul style="list-style-type: none"> ❖ The IBE provides technical assistance in the curriculum reform
Arab States	New Curriculum Initiative in Iraq	Developing a new national curriculum framework, underpinned by universal values, such as human rights and gender equality, peace and learning to live together. Revising maths and science syllabuses	<ul style="list-style-type: none"> ❖ Developing guidelines for translating the new curriculum vision into quality syllabuses and textbooks for Math and Sciences
	Human Rights and Citizenship Education in Bahrain	Integrating Human Rights and Citizenship Education in the national curriculum Teacher Professional Development	<ul style="list-style-type: none"> ❖ Implementation of the Citizenship and Human Rights Education Project ❖ Training in new pedagogical approaches
	Inclusive School Project in Gulf States (GASERC)	Finalizing and validating the two inclusive education guides for the seven Gulf States: “Promoting Inclusive Education: A School Development Guide” and “Developing Inclusive Classrooms: A Guide for Teachers”	<ul style="list-style-type: none"> ❖ Two inclusive education guides finalized ❖ Validation of the two guides by ministerial representatives ❖ Piloting the two guides in schools
Latin America and the Caribbean	Revision of Basic and Secondary Curricula in Dominican Republic	Revising curricula and school practices in basic and secondary education	<ul style="list-style-type: none"> ❖ The IBE provides training to principals on curriculum management and school practices
	Inclusive Education Policy Framework in Colombia	Implementing an inclusive education policy framework at national and regional levels	<ul style="list-style-type: none"> ❖ Capacity development workshops on inclusive education and curricula
Asia and the Pacific	Textbook and Curriculum Development in Pakistan	Enhancing capacities of textbook and curriculum development at regional levels	<ul style="list-style-type: none"> ❖ The IBE provides technical advice on textbook assessment criteria and tools and implements training activities for textbook reviewers and developers
Global	“Teaching Respect for All” “Culture of Peace and Non-violence” “Global Citizenship” UNESCO HQ	Supporting UNESCO HQ in various cross-curricular subjects: “Teaching Respect for All”, “Culture of Peace and Non-Violence–Inter-sectorial Platform”, and “Global Citizenship” project	<ul style="list-style-type: none"> ❖ IBE technical contributions to the projects in partnership with UNESCO HQ

1.3. Global Priorities – Africa and Gender Equality

Strategy 1, 2, 3 4, 5, 7, MLA1-1, 3-8, 4-12

The IBE contributes to UNESCO's Global Priorities – Africa and Gender Equality – through all its action areas. In Africa, the third Diploma will be initiated in the second semester of 2013, engaging key stakeholders in curriculum design and development at different levels from African countries. The IBE will also develop and adjust its training materials and activities based on the needs of french-speaking African countries. In addition, post-training interventions are envisaged to reinforce a critical mass in Member States to scale up curriculum reform and innovation.

With regards to gender equality, the IBE is carrying out its programmes in the area of HIV and

AIDS curriculum. The IBE provides key actors with a comprehensive knowledge base and information exchange service in HIV/AIDS and sexuality education policies, programmes, curricula, pedagogical materials and advocacy. The IBE also assists the ministries of education to better integrate an HIV/AIDS component in the national curriculum, especially in Western and Central Africa. In 2013, as part of technical assistance and capacity development, the HIV/AIDS programme focuses on content evaluations of learning and teaching materials in the following African countries: Cameroon, Congo, Central African Republic, Gabon, Guinea, and Chad.

Table 4: Activities Planning for Global Priorities – Africa and Gender Equality

Priority Area	Activity	Expected Outcomes
Africa	Diploma	<ul style="list-style-type: none"> ❖ Second cohort in Africa: online training and graduation ❖ Third cohort: face-to-face session in the second semester of 2013, followed by the online training ❖ Post-training interventions in Member States (Uganda: support the national reform in lower secondary education)
Africa and Gender Equality	Content evaluation of learning and teaching materials on HIV/AIDS education for primary and secondary teachers in CEMAC countries	<ul style="list-style-type: none"> ❖ Content evaluations of teaching materials and self-training materials of Cameroon, Congo, Central African Republic, Gabon, Guinea, and Chad ❖ Target: 44 teaching materials, 6 tutorials and 150 radio programs ❖ Provided expertise in the workshops in the framework of OFID (the OPEC fund for development) ❖ Revise and complete SERAT tool (Sexuality Education Review & Assessment Tool), as an effective resource for content analysis in sexual and HIV/AIDS education
Gender Equality	Contributions to UNESCO HIV and AIDS Education Clearinghouse	<ul style="list-style-type: none"> ❖ Documents added to the database as contributions to the UNESCO HIV AIDS Education Clearinghouse
Gender Equality	Online technical support	<ul style="list-style-type: none"> ❖ Responses to specific requests and needs with customised assistance on HIV and AIDS curriculum issues

Challenges for Curriculum Services to Member States

- ❖ Forging strong and sustainable partnerships with UNESCO Headquarters, field offices and leading national institutes to ensure the successful implementation of the Diploma, especially in Africa.
- ❖ Sustainability of the Diploma depends on training of national facilitators, continuously adapting training materials, and strengthening quality assurance mechanisms.
- ❖ Enhancing the strategic planning and effective management of the diploma initiatives in different regions.
- ❖ Ensuring the continuity and quality of the technical assistance projects, which require adequate funds, staff stability, punctual donor payment, and translations of a variety of documents.

2. Knowledge Production and Management (KPM)

Strategy 6, 7, 8, 9, MLA4-12

The development of a robust knowledge base for informing and supporting decision-making and good practice in the field of curriculum development and reform is a long term goal, preferably to be considered over a six-year period and within the framework of the implementation of the Centre of Excellence Strategy as well as the provision of adequate funding.

For the period 2012-2017, the main objectives are to: improve access to and use of information and resources on curricula and curriculum development processes; increase the amount of

curriculum-related information and knowledge; and streamline services and access to resources in order to reach a wider audience. Additional funds will allow the KPM programme to offer easier and enhanced access to information and resources on curriculum development processes and products, in terms of both policy developments and accumulated knowledge and experience; and to facilitate the sharing of knowledge, experience and expertise in the field of curriculum development, particularly but not exclusively among developing countries.

2.1. Global Survey on Instructional Time

The Global Survey on Instructional Time is an IBE-UIS (UNESCO Institute for Statistics) collaborative project, with the main purpose of collecting reliable cross-national information on annual instructional hours for each grade level in primary and secondary education. The survey is expected to result in a standardized global

database and to improve the extent to which reliable data on instructional time is available for policy development, educational reform, and research. Following the pilot carried out by UIS in 2012, the survey will be launched at the beginning of 2013 and the analysis of the data is being planned for the second half of the year.

2.2. Tools for the Periodic assessment of Needs and Priorities (cross-programmatic)

A tool for the periodic assessment of needs and emerging priorities in terms of curriculum-related knowledge and information will be designed and implemented in 2013. Results of this survey will be complemented by the launching of a cycle of workshops organized at sub-regional and regional levels within the next few years. These workshops will gather representatives and experts from curriculum departments and agencies in order to discuss the curriculum needs, priorities and visions. If the feedback is positive, these future

meetings and workshops will not only serve to define strategic directions within the framework of the implementation of the CoE Strategy, but also to strengthen networking, expand partnerships, and build a database of curriculum specialists. As the tool is cross-programmatic (i.e. it should identify needs and priorities in terms of knowledge and information, capacity development and technical advice), it will be necessary to design it collectively.

2.3. Databases, Alerts and IBE Website

In 2013, work will focus on improving the access to information on curriculum development processes and products, including: the regular updating of the database Country Dossiers (over 190 countries); the regular production of alerts, including at least one thematic alert on priority issues; the enrichment of the curriculum collection; and the production of at least two issues of the series Working Papers on Curriculum Issues. The preparation of a curriculum glossary with the related specialized terminology will be finalized. A contribution to the forthcoming *Global Monitoring Report on EFA: Teaching and Learning for Development* is also envisaged.

The website, as a key communication tool for the IBE and the main IT platform for curriculum-related knowledge sharing and dissemination, will be continuously developed and streamlined in order to align it with the new developments resulting from the implementation of the Centre of Excellence Strategy. Depending on the availability of extra-budgetary funds, the preparatory work for setting up a clearinghouse mechanism will be carried out; if sufficient funds are secured, this will result in a more dynamic and significantly improved website.

2.4. Publications

In 2013, besides the forthcoming issue (No 164) "Comparing Learner Performance in Southern Africa", four new issues of Prospects are scheduled to be published: (No. 165) "Education, fragility and conflict"; (No. 166) Regular issue; (No. 167) "Mobile technology, teacher training and curriculum development"; and (No. 168) "Curriculum reform: The search for innovative models for education systems in transition".

Two booklets of Educational Practices Series will also be published (the forthcoming one: No. 24 "Emotions and learning"). In addition, a book entitled "Curriculum and Education In Complex Emergencies: From humanitarian response to national reconstruction" (Acedo & Retamal eds.) will be published in 2013.

Challenges for Knowledge Production and Management

- ❖ Further developing professional capacity to implement internal and corporate communications.
- ❖ Cataloguing a selected part of the textbook collection will require internship programme support.
- ❖ Documentation centre will require prioritization and workload revision.
- ❖ Mobilizing additional funds to allow the KPM programme to offer easier and enhanced access to information and resources on curriculum development processes and products.

3. Policy Dialogue

Strategy 10, MLA1-1, 1-3, 2-5, 3-9, 4-12

The policy dialogue programme has as its goal to enhance capacities of Member States through: **1)** engaging multiple stakeholders in the process of designing and implementing curriculum policy frameworks, and; **2)** producing and disseminating policy guidelines to promote quality curricula for all.

In 2013, the IBE will focus its work on facilitating policy dialogue workshops supporting curriculum reform action plans in specific countries (e.g. Uruguay and Colombia), forging partnerships with key actors to promote inclusive education and curricula at school level (e.g. GASERC/ABEGS for Gulf countries), and developing relevant and evidence-based training materials. Furthermore, the IBE will strengthen its Community of Practice by engaging curriculum experts from National Curriculum Agencies and Ministries of Education from different UNESCO regions in in-depth exchanges on curriculum issues in order to define

strategic directions for policy dialogue within the framework of the implementation of the CoE Strategy (point 2.2).

Community of Practice (COP)

The Community of Practice (COP) regularly produces and shares curricular documents and materials by COP members, which contribute to the attainment of an interregional comparative perspective. Participation is encouraged through **regular national, regional and interregional online and face-to-face exchanges** on curriculum issues and through the promotion and facilitation of South- South and Triangular North-South-South Cooperation. The international community is informed through evidence-based research and studies on emerging trends in education.

Challenges for Policy Dialogue

- ❖ Understanding inclusive education in the contexts of policies, cultures, and practices, and thus having long term impacts by using integrated instead of fragmented approaches.
- ❖ Engaging experts from various curriculum agencies at regional levels to develop an agenda and promote forward-looking evidence-based policy dialogue.

II. Institutional Management

As requested by the IBE Council at its 61st session, the review of the IBE organizational and staffing structure was undertaken by a high level external consultant recommended by UNESCO HRM, on November 2012. The proposed structure will be presented to the IBE Council at its 62nd session for endorsement. Transitional measures are foreseen in order to strengthen the HR capacity and expertise of the IBE assuming an increase of extra-budgetary resources. For this

reason resource mobilization will be a major effort undertaken by the Director and President of the IBE Council. Seeking direct core contribution for the IBE will be a priority and Council Members are invited to contribute and mobilize efforts from their own countries. The Director General has decided to transfer a D-1 to the IBE for two years in order to contribute to the implementation and management efforts of the CoE strategy in this transitional face.

1. Human and Financial Resources

In terms of human resources, the recruitment process for a **new Senior Programme Specialist (P-5)** was completed and the candidate will join the IBE team in July 2013. Similarly, **three professional positions** will be filled in early 2013, namely a programme specialist (P-4) and two assistants programme specialists (P-2), mostly to contribute to the strengthening of the area of “curriculum services to member states”. These three positions are under a one-year “Project Appointment” contract, renewable based on performance and availability of funds.

1.1. Financial resources

As part of the implementation of the strategy for resource mobilization, the IBE:

- ❖ Presented a project to be funded under the initiative “Global Partnership for Education”, managed by the World Bank.
- ❖ Will continue to mobilize UNESCO Member States for multi-year financial support to the implementation of the Centre of Excellence Strategy.
- ❖ Will consolidate its relations with the host country, in particular with the Swiss Development and Cooperation Agency and networks in the field of education and development.
- ❖ Will strengthen partnerships with UNESCO field offices to implement specific projects and programmes.
- ❖ Will maintain and strengthen partnerships with research centres in Switzerland and internationally, as well as with other United Nations agencies.
- ❖ Will continue to implement the recovery cost policy.

As of 13 December 2012, the total amount of financial resources under the Special Account for 2013 was estimated at **US\$5,460,000**. This estimate includes:

- ❖ US\$1,725,000 corresponding to the UNESCO financial allocation for 2012 reduced by 31%;
- ❖ US\$250,000 from UNESCO Emergency Fund;
- ❖ CHF600,000 (or about US\$645,000), contribution received from the Swiss Agency for Development and Cooperation (SDC);
- ❖ 8 million Kroner (or about US\$1.4 million) for 2012-2013 provided by the Government of Norway;

Possible secondment for clearly defined positions can also be a way to increase expertise in this transitional phase. The IBE will continue to **train young professionals** (e.g. research assistants, interns) through the implementation of various programmes. As part of its training policy, the IBE will also continue to encourage collective and individual professional development, depending on the financial resources allocated for this purpose by UNESCO Headquarters.

- ❖ US\$150,000 for the implementation of the inclusive schools project funded by GASERC;
- ❖ US\$90,000 for the implementation of the project “Education for Democratic Citizenship and Human Rights”, funded by the Government of Bahrain;
- ❖ US\$200,000, contribution to be received from of the Netherlands National Commission for UNESCO; and
- ❖ US\$1 million, as accumulated reserves for 2012.

In addition to the resources of the Special Account, an amount of **US\$457,149 in extra budgetary resources** was obtained through UNESCO HQs including:

- ❖ US\$279,949 for the joint implementation of the project “Capacity building for teachers and teacher trainers in support of curriculum reforms” funded by the United Arab Emirates;
- ❖ US\$100,000 for the implementation of the project “Capacity building to strengthen key competencies on HIV education in 5 countries of Western and Central Africa”;
- ❖ US\$77,200 for the implementation of the project “Support comprehensive education sector response to HIV and AIDS in 14 Francophone countries in West and Central Africa”.

Therefore, the estimated resources available for 2013 amount to **US\$5,917,149**.



III. Budgetary figures

The following table presents the provisional budgetary framework for the year 2013

IBE - BUDGETARY FRAMEWORK 2013

SPECIAL ACCOUNT

	Budgetary framework	FUNDING SOURCES			
		UNESCO regular budget	UNESCO Emergency Fund	IBE resources	Donors' contribution & Extrabudgetary resources for 2012-2013
Situation as at 14.12.2012 (USD)					
I. PROGRAMME ACTIVITIES					
I-1 Curriculum support services to MS (Diplomas, Technical assistance & cooperation projects)	797'000	0	0	0	797'000
I-2 Clearing house and information management (Databases, documentation, website and publications)	477'000	0	0	0	477'000
I-3 Curriculum research and policy development	300'000	0	220'156	0	79'844
TOTAL I	1'574'000	0	220'156	0	1'353'844
II. Governing Board/Gen. Adm./Institutional Dev.					
II-1 IBE Council/Steering Committee	180'000			180'000	0
II-2 General operating costs (*)	360'000			360'000	0
II-3 Institutional development: CoE, Coordination & prog dev	150'000				150'000
TOTAL II	690'000	0		540'000	150'000
TOTAL I + II	2'264'000	0	220'156	540'000	1'503'844
III. Staff costs (Established posts)	1'890'334	1'742'200		148'134	0
TOTAL BUDGET ALLOCATED 2013 (I+II+III)	4'154'334	1'742'200	220'156	688'134	1'503'844
TOTAL Resources 2013	4'632'125	1'742'200	220'156	890'000	1'779'769
Carry forward 2014	275'925	0	0		275'925
Estimated reserves by the end of 2013 to be used in 2014	201'866	0	0	201'866	

ADDITIONAL CONTRIBUTIONS FROM OTHER UNESCO EXTRABUDGETARY PROGRAMMES	Budgetary framework	UNESCO/U BRAF	UNESCO/O FID	UNESCO/T EP-DTHE	
Capacity building for teachers and teachers trainers in support of curriculum reforms	279'949			279'949	
Capacity building to strengthen key competencies on HIV education in 5 countries of Western and Central Africa	100'000	100'000			
support comprehensive education sector response to HIV and AIDS in 14 francophone countries in West and Central Africa.	77'200		77'200		
BUDGET ALLOCATED 2013	457'149	100'000	77'200	279'949	
TOTAL BUDGET ALLOCATED 2013	4'611'483				

(*) A request has been submitted to the Director General of UNESCO and supported by ADG ED to cover exceptionally General operating cost 2013



Annex VI
UNESCO/BIE/C.62/CoE 2
Geneva, 14 January 2013
Original: English

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

Geneva, 23-25 January 2013

**PROGRAMME PRIORITIES :
STRATEGY AND PROGRAMME OF WORK 2012 – 2017**

8.2

IBE's Strategy and Work Plan 2012-2017

1. In November 2011 the 36th session of the UNESCO General Conference took an important future-oriented decision regarding the IBE by unanimously adopting the Strategy to make the UNESCO International Bureau of Education (IBE) UNESCO's Centre of Excellence (CoE) in Curriculum (document 36 C/18).
2. With regard to programme priorities, the IBE Council at the 61st session (January 2012) took note of the Programmatic Review 2011 carried out by a high-level external consultant and the IBE team (document UNESCO/BIE/C.61/Inf.7), and requested the IBE Director to present to the 62nd session of the Council (January 2013) recommendations of revision of priorities, expected outcomes, programme activities and services consistent with the revised mission statements and broad objectives of IBE as a CoE.
3. The Steering Committee of the IBE Council, at its meeting which took place on 27-28 September 2012, acknowledged and supported the progress made with regard to the strategic programmatic review and requested the IBE Director to finalize the document "IBE's Strategy and Work Plan 2012-2017", taking into account the comments of the Steering Committee, to be presented to the President of the Council. The President will then consult the other Council members through the 6 Vice-Presidents to seek a consensual decision to be presented to the 62nd session of the IBE Council.
4. In light of the above, it is proposed that the IBE Council at its 62nd session adopts the following decision:

Concerning the IBE's Strategy and Work Plan 2012-2017, the IBE Council:

- **Acknowledges the final version of the document "The IBE's Strategy and Work Plan 2012-2017" which has been prepared taking into consideration the comments of the Steering Committee at its meeting in September 2012;**
- **Takes into account the ensuing consultations carried out by the President of the IBE Council and the comments of the members of the IBE Council at its 62 session, including the need to:**
 - **ensure continuous alignment with the overall priorities of UNESCO programme in the field of education;**
 - **give priority to Support Services to Member States**
 - **reconsider and clarify the indicated ambition to conduct research**
 - **strengthen and maintain a focus on results**

- conduct frequent monitoring and assessment of achievements, and adjust programme activities accordingly to ensure optimal results;

and requests the IBE Director to adjust “The IBE’s Strategy and Work Plan 2012-2017” in accordance with the points above;

- **Takes note with satisfaction and endorses the “IBE’s Strategy and Work Plan 2012-2017” with the requested adjustments;**
- **Requests the IBE Director to present the estimated budget for the years 2014 to 2017 at the 63rd session of the IBE Council (January 2014);**
- **Requests the IBE Director to report on the progress made in the implementation of the Strategy and Work Plan 2012-2017 at the 63rd session of the IBE Council (January 2014).**



United Nations
Educational, Scientific and
Cultural Organization

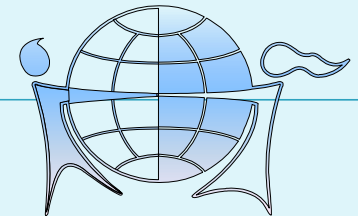


International Bureau
of Education

Annex VI

STRATEGY & PROGRAMME OF WORK 2012-2017

UNESCO INTERNATIONAL BUREAU OF EDUCATION



Geneva, December 2013

The International Bureau of Education (IBE) is the oldest of the UNESCO Institutes. It was founded in 1925 and became the first inter-governmental organization in the field of education in 1929. Fully integrated into UNESCO since 1969, it is the UNESCO's institute specializing 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.

This document outlines the strategic approach and future plans in transforming the IBE into a Centre of Excellence in curriculum.



Context and Challenges

'Curriculum' can be defined, described and analysed in many ways, although most would agree that it is at the heart of education and at the core of improving the quality of learning. Despite differences of approach, national education authorities around the world are generally looking into new solutions aimed at improving the quality of learning achieved by students and ensuring that students use that learning for their personal development and to face old and new challenges and opportunities successfully.

The curriculum sets forth a systematic and conscious selection of learning contents and shapes the organization of the teaching and learning process by addressing questions such as what students should learn, why, how, with whom and how well. Therefore, the curriculum is expected to equip students with the knowledge, skills, values and attitudes needed for a successful and rewarding life. Within the framework of contemporary educational reforms, **curriculum development is increasingly viewed as a complex process that goes far beyond the selection and organization of educational contents** carried out by subject specialists, and that increasingly involves public debates, discussions and consultations engaging a variety of stakeholders. The

complexity of curriculum development processes and the range of challenges and issues informing the 'what' and the 'how' should be taught and learned require broadening the perspective and **improving the capacities of curriculum developers, teacher trainers and decision-makers.**

Over the last two decades curriculum reforms have been driven by, among other factors: the rapid technological and social changes; the need to address the new challenges of contemporary life; the emergence of a knowledge society based on lifelong learning; the renewed emphasis on Education for All; the prominence of issues related to equity, quality and inclusion, along with the growing emphasis on assessment of performance and accountability. While curriculum development efforts always need to address local changes, they are also influenced by, and increasingly refer to broader, transnational models and trends. There is a clear move towards greater regional harmonization of curricula, which sometimes includes the definition of cross-national frameworks such as the key competences for lifelong learning that were the subject of a European Parliament and Council recommendation in 2006.



Cooperation and exchanges among countries and groups of countries on curriculum policies and practices are growing as demonstrated by, for example, curriculum coordination initiatives launched by the Gulf Cooperation Council (GCC), the Central American Educational and Cultural Coordination (CECC), the South Asian Association for Regional Cooperation (SAARC) and the *Conférence des ministres de l'éducation des pays ayant le français en partage* (CONFEMEN) among others. At the same time, **the need to have access to and make use of a broader range of relevant curriculum-related information, knowledge, experience and expertise has also increased.**

As stated in the Strategy to make the IBE UNESCO's Centre of Excellence for Curriculum, approved by the UNESCO General Conference in November 2011, **the curriculum-related services being requested from the IBE are increasing in volume, scope and complexity**, and Member States look to UNESCO for leadership, advice and assistance on a number of persistent and challenging curriculum issues. Therefore, the IBE needs to proactively anticipate, expand and enhance its work and reach in a number of areas if it is to successfully meet these

demands.

The IBE can rely on a highly valued set of resources and experience gained in many different contexts to meet the needs and demands of Member States, but it faces four main challenges in enhancing and expanding its work.

The first challenge relates to **relevance** as it is crucial to design and offer products and services aligned to the needs and demands of Member States. The second challenge relates to **effectiveness** as it is essential to implement initiatives and activities in efficient and effective ways. The third challenge refers to **quality** as it is vital to develop and implement a range of high quality, relevant results-oriented products and services, continuously improving existing ones as well as developing innovative approaches. The fourth challenge refers to **sustainability**. In order to deliver effectively long-term quality services and products it is essential to forge sustainable partnerships as well as synergize efforts and initiatives within the IBE and UNESCO and among multiple institutions.



Vision, Mission and Overall Goal

The **vision** of the IBE as an international centre of excellence in curriculum is: *a leading UNESCO Institute, widely respected for its specialist expertise, knowledge and networks, and for providing evidence-based information and practical support to UNESCO Member States in valuable and responsive ways.* This also means that **IBE activities and initiatives are effectively monitored and results measured in valid and appropriate ways.**

As a Centre of Excellence **the IBE's mission** is to **support UNESCO Member States in their efforts to enhance the quality of student learning** mainly through initiatives and activities within the following three key action areas: (1) capacity development for institutions and individuals as well as technical support and advice; (2) access to curriculum-related knowledge, experience and expertise; and (3) engagement of stakeholder in evidence-based policy dialogue.

For the period 2012-2017 the **overall goal** is to **enhance the quality of student learning by promoting and supporting excellence in curriculum processes and products.**

Within the context of this overall goal, the main objectives of the IBE are to:

1. generate and share knowledge about curriculum products, processes, strategies, trends and emerging issues;
2. collect, analyse, synthesize and disseminate curriculum-related knowledge and information;
3. develop individual and institutional capacities and provide technical support and advice as well as other services to UNESCO's Member States and regions;
4. promote and advocate evidence-based policy dialogue;
5. facilitate South-South and North-South-South cooperation;
6. partner with academic and policy-oriented entities to support original, action-oriented research initiatives and to analyse, synthesize and disseminate existing research findings; and
7. promote global policy dialogue among ministers of education and other relevant actors worldwide with regard to improving the quality of education for all.



Expected Outcomes

The main outcomes identified for the 2012-2017 period are the following:

- ✓ **Training materials and tools** developed, tested and used.
- ✓ Long term accredited **training courses** developed and implemented.
- ✓ **Curriculum innovation, reform and revision initiatives** supported.
- ✓ **Information and knowledge on priority curriculum issues generated and documented** (also through global surveys and updated terminology).
- ✓ **Curriculum-related knowledge and information gaps identified and addressed** (also through enhanced assessment of regional, sub-regional and national needs and priorities).
- ✓ **Improved availability of and access to information on curriculum development processes and products** (through updated databases, enhanced information services, expanded collections and website development).
- ✓ **Policy dialogue** among a broader range of stakeholders from inside and outside educational systems facilitated.

As a Centre of Excellence in Curriculum the IBE will also strengthen partnerships, improve collaboration schemes both within and outside of UNESCO, and improve networking opportunities with a strong focus on key actors and strategic partners, particularly curriculum specialists and curriculum development agencies, centres and departments. Therefore, all IBE activities are expected to work towards:

- ✓ **Enhanced partnerships to maximize the use of relevant resources, expertise and experiences**, particularly developing innovative Southern solutions to Southern problems.
- ✓ **Increased networking opportunities** to facilitate and support knowledge sharing and transfer as well as to support local, sub-regional, regional and international initiatives.
- ✓ **Strengthened international, regional and sub-regional cooperation and exchanges.**

In the long term, the impact of the IBE's activities and initiatives is expected to be reflected in enhanced understanding and awareness of the importance of high quality curricula and curriculum development processes, increased commitment to adopt effective curriculum policies, and improved curriculum development processes and products contributing to enhanced student learning.

The strategic framework by main action area is summarized in **Figures 1 to 3.**



Figure 1. Strategic Framework: Capacity Development

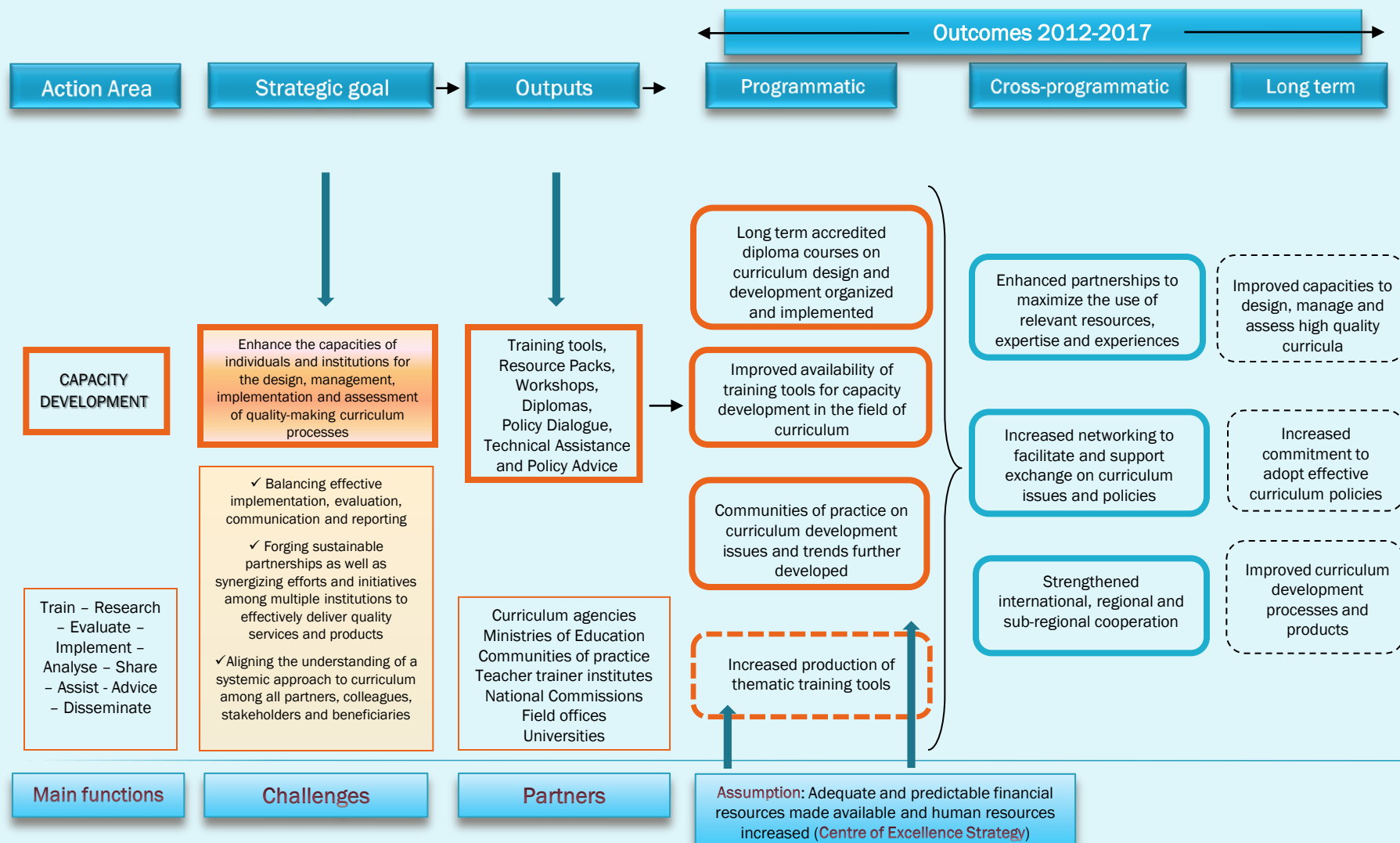


Figure 2. Strategic Framework: Technical Assistance and Policy Advice

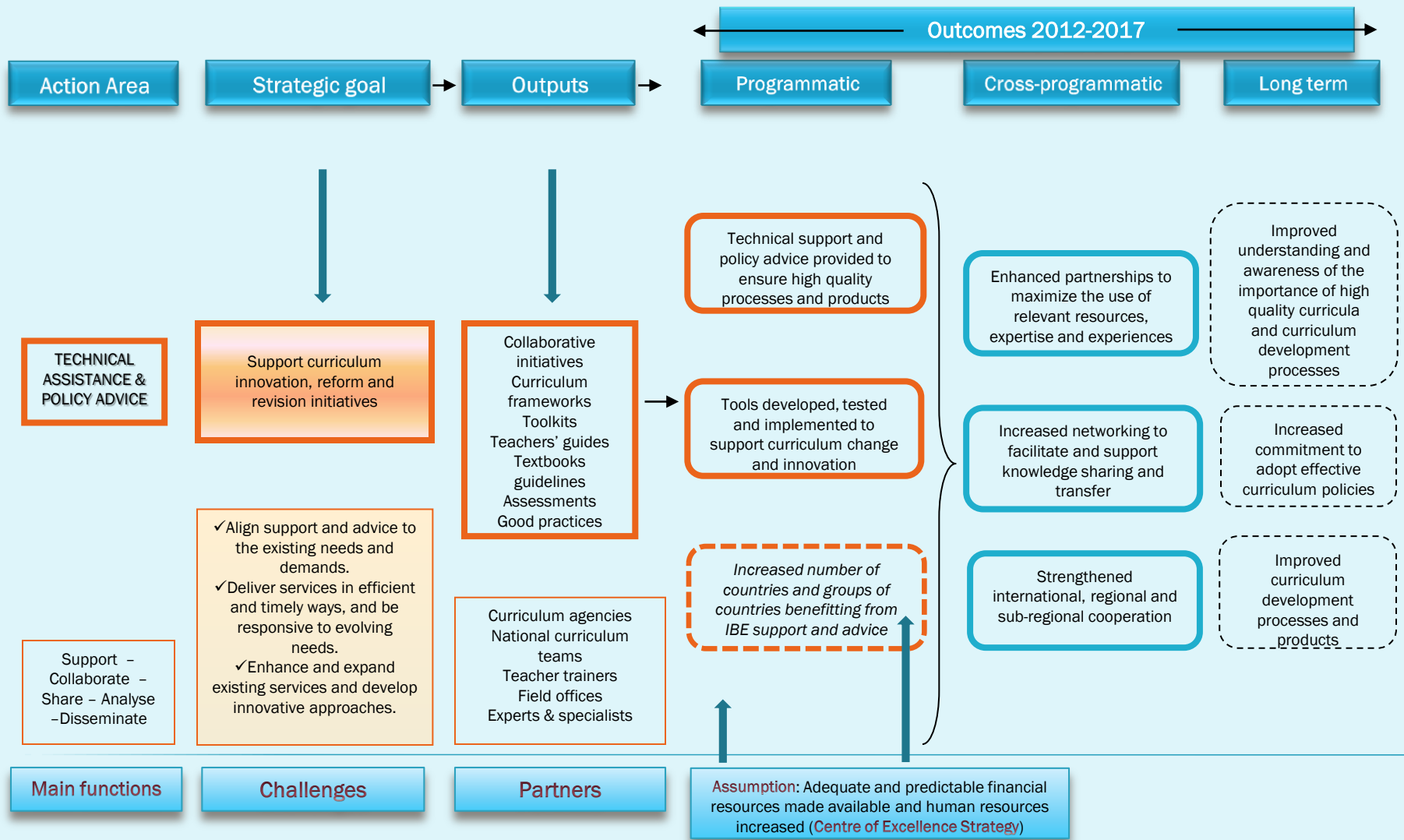
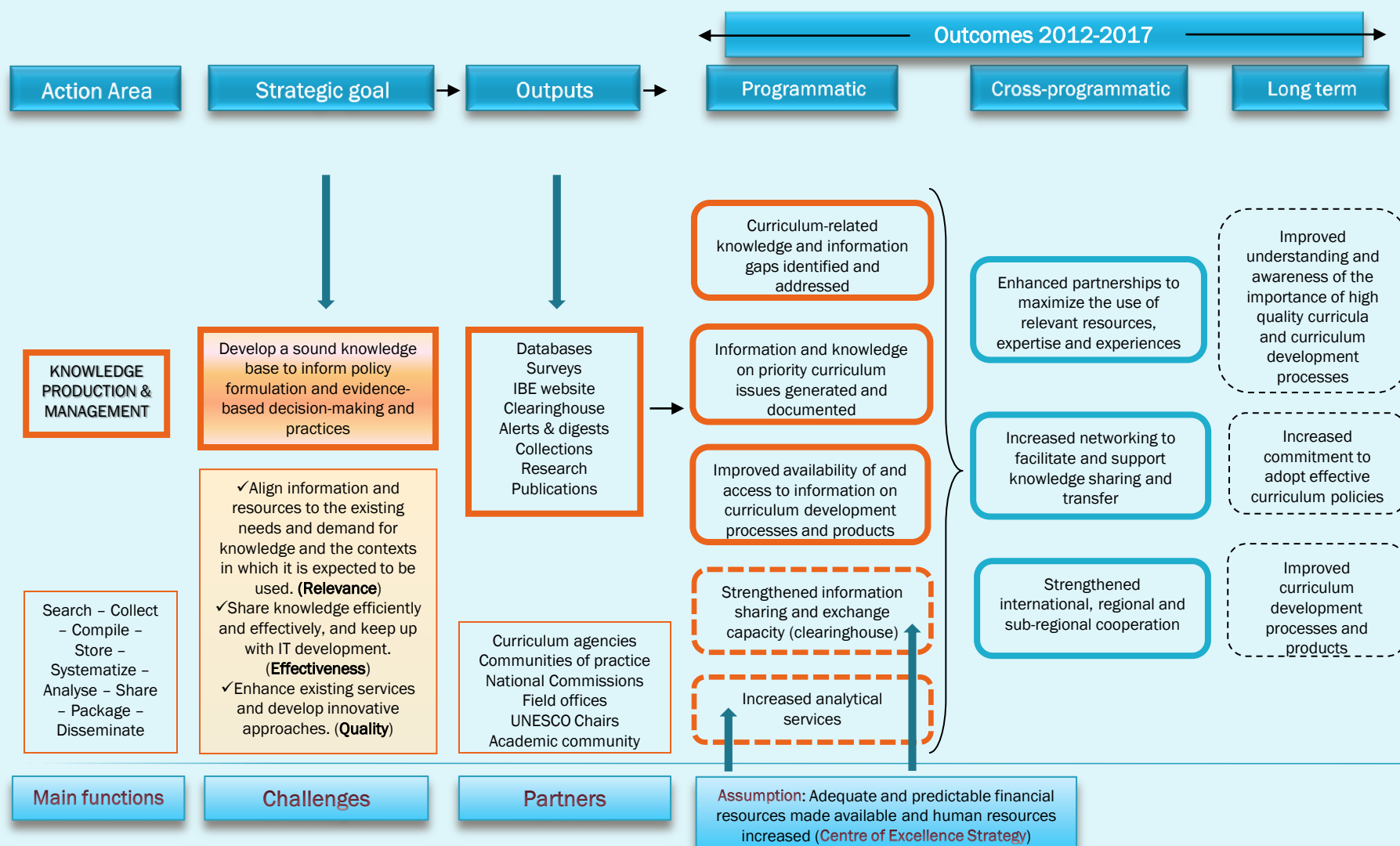


Figure 3. Strategic Framework: Knowledge Production & Management



Assumptions and Risks

The progressive enhancement and expansion of IBE services is based on a series of assumptions and should take into account a number of risk factors that may have an impact on programme delivery.

The main assumption is that, within the framework of the operational implementation of the Centre of Excellence Strategy, there will be an adequate and predictable provision of financial resources to support the reinforcement and expansion of services, along with an increase in human resources. Furthermore, such a transition phase requires a consistent and clear focus based on the IBE strategy aligned to the priorities of the UNESCO Education Sector. It is assumed that the IBE will be internally supported by appropriate tools, improved processes and structures as well as strong leadership promoting effective change.

A risk for the diploma courses and workshops is not being able to effectively attain quality cohorts of capacity development on inclusive education and curriculum. Therefore, the IBE needs to continue undertaking a close follow-up, monitoring and evaluation, take proactive actions in developing and updating materials and support participants, and assume intellectual leadership and overall responsibility for the delivery of the training. The unpredictable level of funding could result

in limited capacity to commit to long-term curriculum development processes and outcomes.

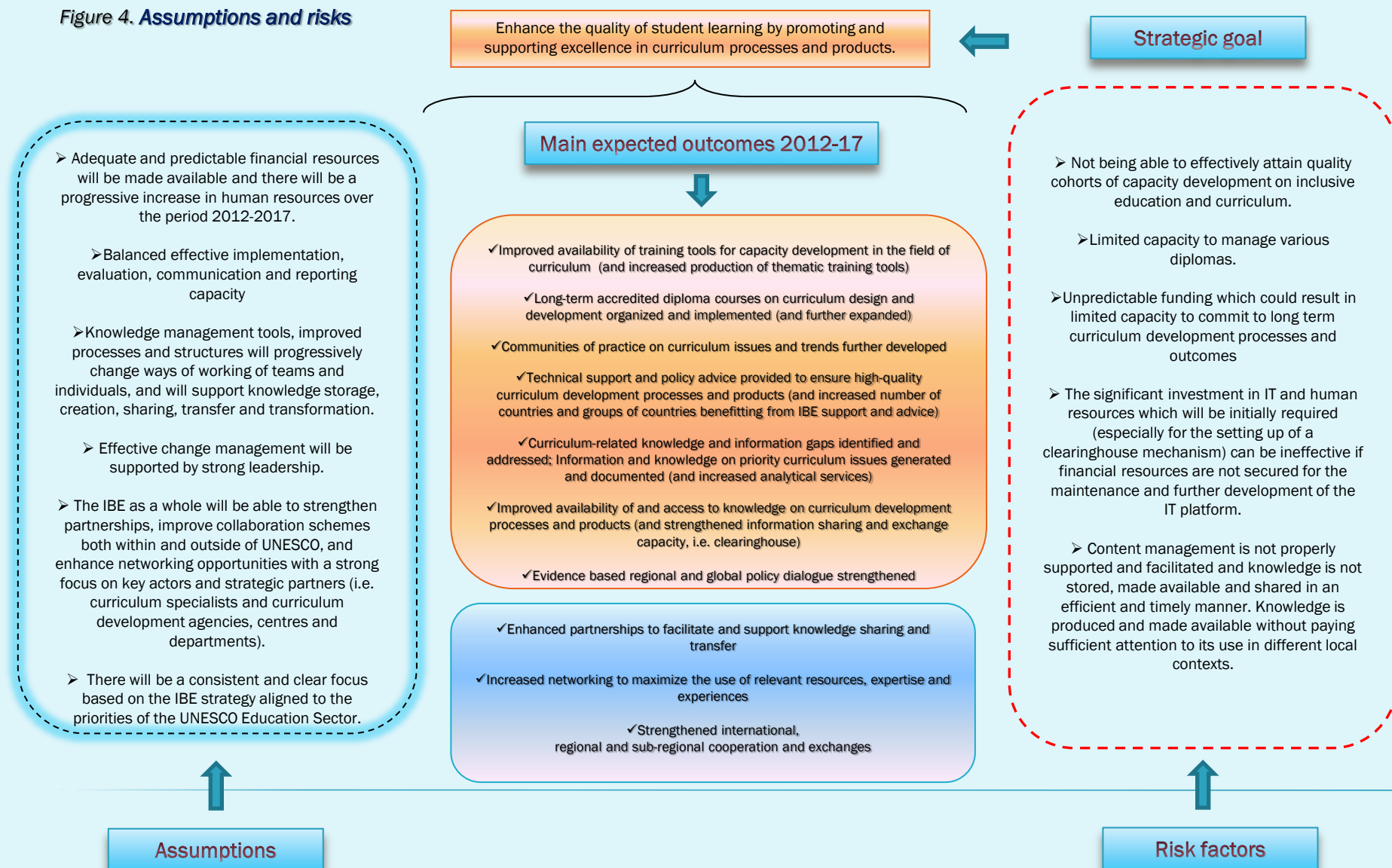
Another risk is also related to the provision of financial resources, as the required investment in IT (especially for the setting up of a clearinghouse mechanism) may be ineffective if adequate funds are not secured for human resources and the maintenance and further development of the IT platform.

As a knowledge management system needs to bring together people, processes and infrastructures, improved tools for managing information and an enhanced IT platform may not produce the expected results if they are not supported by other equally important internal organizational and structural changes intended to ensure that knowledge and information are stored, shared and disseminated in an efficient and timely manner. It is also important to bear in mind that the improved availability, sharing and dissemination of curriculum-related information and knowledge may not produce the intended impact if there is a lack of sufficient attention paid to the existing needs and demand for knowledge and the contexts in which it is expected to be used.

The main assumptions and risk factors are summarized in **Figure 4**.



Figure 4. Assumptions and risks



Overview

Becoming a Centre of Excellence in the field of curriculum is a long term goal, preferably to be considered over a six-year period within the framework of the implementation of the Centre of Excellence strategy and the provision of adequate funding. For the period 2012-2017 the main objectives will be to: pilot, develop, design and use training materials and tools; develop and implement long term accredited training courses as well as tailored workshops; support curriculum reform and innovation initiatives at country level; improve access to and use of information and knowledge on curricula and curriculum development processes; generate and share curriculum-related information and knowledge; streamline services and access to resources in order to reach a wider audience; and enhance partnerships, increase networking and strengthen collaboration.

A framework for training and professional development opportunities

The **training tools** developed by the IBE have been used and assessed in various forms of training. They are reviewed and improved on an annual basis based on the feedback and with the support of high-level consultants. Currently, the IBE is

working on the revision and improvement of the Curriculum Resource Pack (English and Spanish versions 2013). In addition, it is envisaged to produce and make available online, from 2014 onwards, a set of learning tools in order to support teacher practices mainly related to cross-cutting issues in the curriculum. These tools will combine an updated conceptual understanding on main issues and trends, and a set of training activities, case studies and multimedia resources to help teachers implement classroom proposals. Furthermore, the IBE would facilitate the setting up of communities of teachers as producers and users of learning tools benefitting from the exchange of practices among peers as a strategy of school-based teacher professional development.

The IBE has recently started the implementation of **long term accredited capacity development programmes** on curriculum design and development, fully exploiting the Curriculum Resource Pack and additional training materials. These programmes aim to enhance existing institutional and individual capacities at the regional, national and local levels. Training programmes are mainly the postgraduate Diploma in Curriculum Design and Development as well as tailored workshops on curriculum themes and approaches (such as inclusive education and inclusive curricula, and competency-based curriculum development).



In the short to medium term (2012-2015), the IBE will focus on **improving the Diploma programme** in these five areas: (1) creating the critical mass of facilitators and tutors to ensure its implementation in different regions; (2) further strengthening the online platform to facilitate more interaction among participants, facilitators and tutors; (3) involving high-level educators and curriculum experts from different regions as lecturers and facilitators of the face to face sessions; (4) creating the community of diploma alumni as supporters of the IBE, and facilitate exchanges among them to improve professional practices (for example, the 2010 and 2011 Diploma graduates with outstanding performance are recruited as tutors for the 2012 groups of the Diplomas in Africa and Latin America); and (5) further developing partnerships to ensure the sustainability of the programme under a long term perspective (i.e. issues relating to human resources required for coordination, content and management functions, and scholarship funds). The improvement of the quality of curriculum design and development processes is also expected to be supported through post-Diploma initiatives carried out at country level.

Mainly from 2013 onwards, the IBE will **further develop capacity development services** building upon the outcomes and lessons learned from the first stage of the diploma implementation (2010-2012). Some of the initiatives that are

envisaged include: an course of the Diploma for Arab States and an inter-regional Diploma for Asia-Europe; the possible continuation of the diploma studies through master's programmes or equivalent; and full online programmes targeting specific needs such as strengthening the curriculum vision among staff from teacher training institutions. Depending on the results of the needs assessment and feasibility, it is expected that the Diploma programme under different formats will be available in all UNESCO regions by 2017.

Tailored support to meet countries' priorities and specific needs

The IBE will deliver **tailored technical support** and policy advice to Member States involved in curriculum reform and change processes, based on their requests. Advice and support have been provided with regard to evaluating, planning, developing and implementing quality basic/primary and secondary education curricula in line with new challenges, needs and developmental prospects. In particular, the focus has been on supporting the development of progressive curriculum visions (why, what and how students should learn) as well as efforts aimed at translating the vision into relevant curriculum documents and materials (such as curriculum guidelines and frameworks, syllabuses and textbooks).



The main initiatives implemented during the last ten years have covered several curriculum issues and different regions, with a special emphasis on post-conflict, transition and poor countries. Among others, technical advice has been provided to support: comprehensive curriculum reforms (in Afghanistan, Bosnia and Herzegovina, Guatemala, Iraq, Liberia, Sudan, and more recently South Sudan); the integration of cross-cutting issues such as peace and citizenship education in Sub-Saharan African countries and in Bahrain; textbook evaluation from a gender perspective (in Lebanon and Vietnam); curriculum assessment (Pakistan); and inclusive education (in the Gulf Arab States and Latin America and the Caribbean). These activities have involved different combinations of policy advice, knowledge generation and sharing, training and technical support.

Based upon the accumulated experience and lessons learned during more than a decade of targeted initiatives, a new phase is being envisaged with the view to better address

expectations and country needs within the medium to long term perspective. The focus will be on supporting long term processes and effectively contribute to comprehensive, systematic and sustainable curriculum reforms that seek alignment with student learning. In this context, the IBE action would **focus on effective curriculum design, implementation and evaluation and some selected thematic areas**, with special attention to poor and post-conflict countries.

In order to support processes of curriculum change and innovation on the basis of existing needs, the IBE will update and/or systematize existing knowledge and produce new tools, guidelines and/or methodologies for curriculum review, assessment and alignment. From 2013 onwards, and depending on existing demands, the IBE will also explore the possibility of supporting and collaborating with other international organizations and groups of countries involved in **initiatives aimed at harmonizing curricula**.



A robust knowledge base informing and supporting decision making and good practices

The **enhancement and expansion of the curriculum-related knowledge base**, which also supports all IBE activities, mainly involves: improving access to and use of information and resources on curricula and curriculum development processes; increasing the amount of curriculum-related information and knowledge as well as analyses of curriculum trends and issues; streamlining services and access to resources in order to reach a wider audience; strengthening clearinghouse and information services and developing an online platform for increased knowledge sharing and collaborative action

Additional funds will allow the IBE to develop a robust knowledge base through the strengthening of internal capacity and partnerships for research and innovation, attract and manage cutting edge evidence-based research as in the journal Prospects, and develop new knowledge products such as, for example, the situational analysis of curriculum development. Additional funds would as well allow the IBE to offer easier and enhanced access to information and resources on curriculum development processes and products, in terms of both policy developments and accumulated knowledge and experiences; and to facilitate the sharing of knowledge, experience and expertise in the field of curriculum development, particularly but not exclusively among Southern countries. It will also be possible to increase **analytical and advisory services** (including, for

example, policy briefs, research briefs, literature reviews, working papers, concept papers). Furthermore, strengthened information sharing and exchange capacities (i.e. clearinghouse mechanism) will provide more effective support to the IBE activities aimed at: enhancing networking to maximize use of relevant expertise and existing experience; fostering awareness, capacity development, cooperation, and technical assistance in the field of curriculum; and contributing to the design, review and assessment of curriculum development policies and processes.

The progressive development of a **clearinghouse mechanism** will facilitate access to and easy retrieval of a wide range of information and resources on the curriculum and curriculum development processes. During the initial phase of its establishment (tentatively 2012-2013), activities are expected to focus on the implementation of a more dynamic website and database which initially will bring together several IBE resources, including the Country Dossiers, profiles of education systems from the database World Data on Education, the digital library of national reports, the curriculum collection (in particular curriculum frameworks), training tools for curriculum development (for example, the Resource Pack), working papers, alerts, news, and links to curriculum agencies. It will be necessary to categorize and classify content elements, and therefore tools such as a curriculum glossary, specialized terminology and an updated thesaurus will be developed.



In the successive phases of development (tentatively 2014/15 and 2016/17), the clearinghouse mechanism will allow for a more active sharing of curriculum-related information and knowledge involving a variety of partners, including curriculum specialists and agencies, UNESCO field offices, ministries of education, national commissions, and UNESCO chairs. By 2016-2017, the curriculum clearinghouse will also start offering some value-added services, which can include for example a platform for building and managing rosters of experts and specialists as well as institutions, also intended to foster South-South cooperation and to broaden access to Southern experiences and expertise. Online networking opportunities including e-forums and online discussions on specific themes and topics, intended to facilitate cooperation between users (groups of experts, interest groups, communities of practice, etc.) can also be offered.

The development of additional services, which can be conceived as modules progressively enriching the curriculum clearinghouse, will depend on the needs and interests of partners and stakeholders as well as on the amount of funds made available. Priority services will be identified in collaboration with partners (both within and outside of UNESCO) and based on inputs from users. Starting from 2013, tools for assessing needs and priorities in terms of curriculum-related knowledge – and also for identifying and addressing emerging

needs in the areas of capacity development and technical assistance – will be designed and periodically implemented.

Over the period 2012-2017 the IBE will continue compiling, systematizing and making available curriculum-related knowledge and information, also addressing identified needs, priorities and demands from users and partners, as well as adding value with analyses of curriculum trends. Databases such as World Data on Education and the Country Dossiers will be kept updated and curriculum-related collections expanded. Alert services will be produced on a regular basis and the IBE website will be continuously developed, also to keep it in line with technology developments.

While the progressive expansion of analytical services depends to a large extent on the availability of additional funds, during 2012-2013 it will be possible to exploit the existing IBE knowledge base and accumulated experience by organizing for example a global survey on instructional time in partnership with the UNESCO Institute for Statistics (UIS). Worldwide surveys are expected to make available reliable data to inform policies, curriculum reforms and research. Future initiatives will be further defined in light of the progress made over 2012-2015 and on the basis of the outcomes of periodic assessments of the work carried out, including the situational analysis of curriculum development processes.



**Programme
of Work
2012-2017**

Developing synergies, boosting networking opportunities and facilitating policy dialogue

For the IBE to be a centre of excellence in curriculum it is essential to strengthen partnerships, enhance collaboration schemes and improve networking opportunities with a strong focus on key actors and strategic partners, particularly curriculum specialists and curriculum development agencies, centres and departments. Since its inception (2005), the Community of Practice (COP) has mainly played three roles. Firstly, it fosters inter-regional discussions on relevant issues (for example the development of an inclusive curriculum; addressing socio-cultural diversity through the curriculum; competency-based approaches and the curriculum) through worldwide e-forums which involve educators and curriculum specialists from different regions. Secondly, it promotes the production and sharing of knowledge mainly through case studies that are incorporated into the Curriculum Resource Pack, and published in the journal *Prospects* or in the IBE Working Papers on Curriculum Issues. Thirdly, it facilitates inter-regional and regional exchanges on key issues informing educational and curricular agendas.

From 2013 onwards, the IBE envisages a new phase based on the regional and national priorities and focusing on developing the COP potential as a community of curriculum developers and

specialists producing and exchanging knowledge around processes of curriculum reform and change. In particular, capitalizing on its wide outreach the COP will be progressively transformed into **a hub of curriculum agencies and institutes** from all UNESCO regions with the goal to foster South-South and North-South-South cooperation, sharing vision, experience and practices on key curriculum themes, and mobilizing high-level expertise. In addition, a **cycle of regional and sub-regional meetings** on curriculum issues and trends will be launched in order to allow the IBE to enrich its understanding of curriculum needs and practices in various contexts, map regional, sub-regional and national trends, and forge new partnerships in the different regions.

Furthermore, building upon the initial outcomes of the Diploma programme, the IBE will create the communities of Diploma alumni, of facilitators/tutors, and of high-level curriculum specialists and experts involved the implementation of the Diploma courses. These communities are conceived as small think tanks informing curriculum vision and discussion within an international comparative perspective and sharing professional practices in developing a quality inclusive curriculum.



Programme of Work 2012-2017

Finally, since the 1930s the IBE has been organizing the International Conference on Education, **a major policy dialogue forum for ministers of education** around the world. In the future, the Conference is expected to become the forum for a new and creative think tank on the priorities in the field of education and to periodically analyse and discuss themes related to education quality, equity, access and inclusion from different points of view. At the same time, the IBE will continue to **explore and take advantage of other policy dialogue options** – particularly at regional, sub-regional and national levels – in linkage with its core functions and activities. Fostering evidence-based policy dialogue among institutions and stakeholders can take into account important issues such as: the role of curriculum as a tool to develop and sustain long term educational visions and policies; the alignment between curricular and teacher education reforms, in particular with regard to the rationale, objectives, teaching and learning strategies; and the sharing of a common vision of curriculum development and assessment among curriculum departments and examinations boards/councils.

The suggested programme of work for 2012-2017 in the action areas of capacity development, technical support and policy advice, and knowledge production and management is presented in **Figures 5 to 7**. The overall IBE strategic framework for 2012-2017 is summarized in **Figure 8**.



Figure 5. Programme of Work 2012-2017: Capacity Development

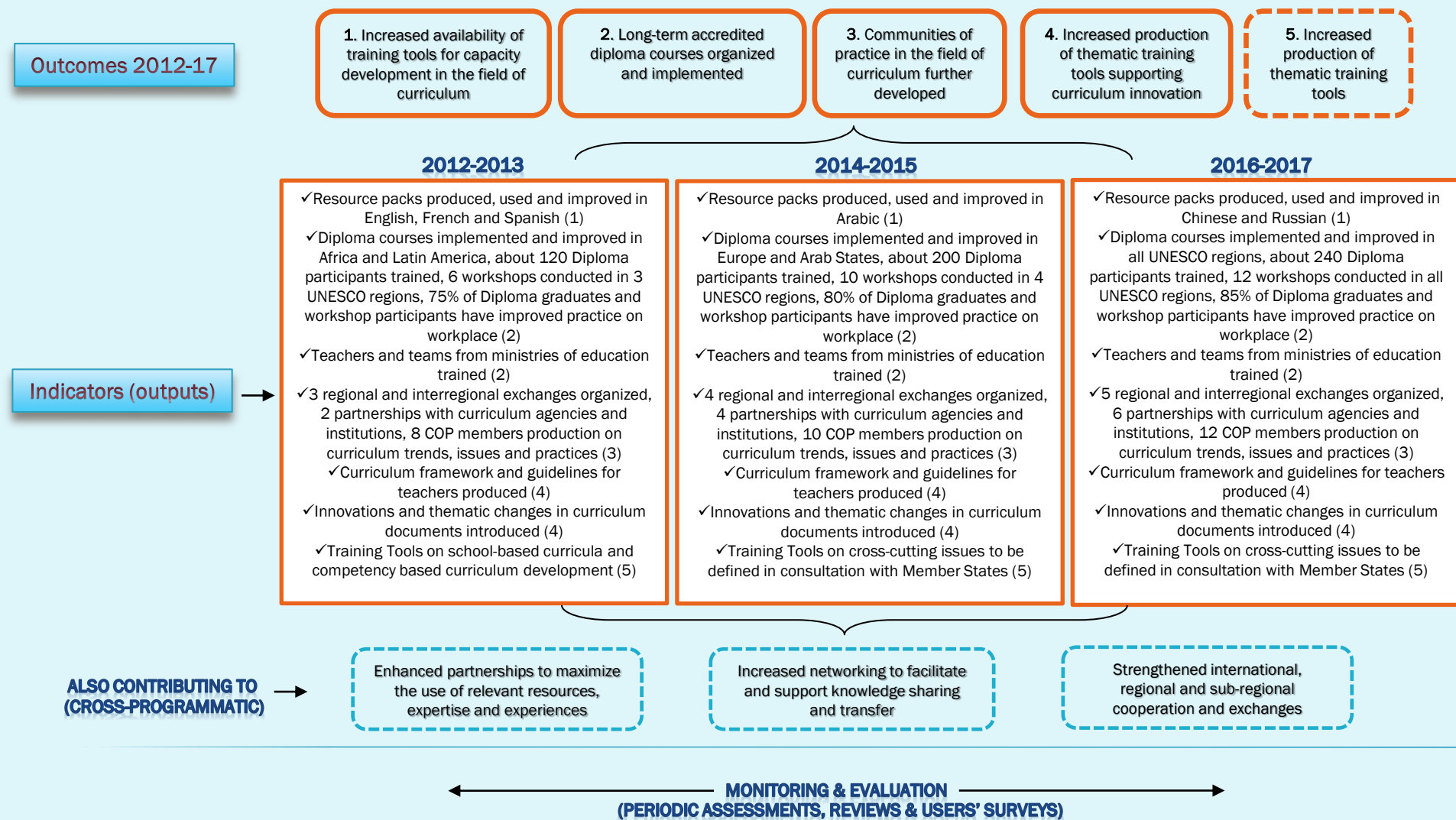


Figure 6. Programme of Work 2012-2017: Technical Support & Policy Advice

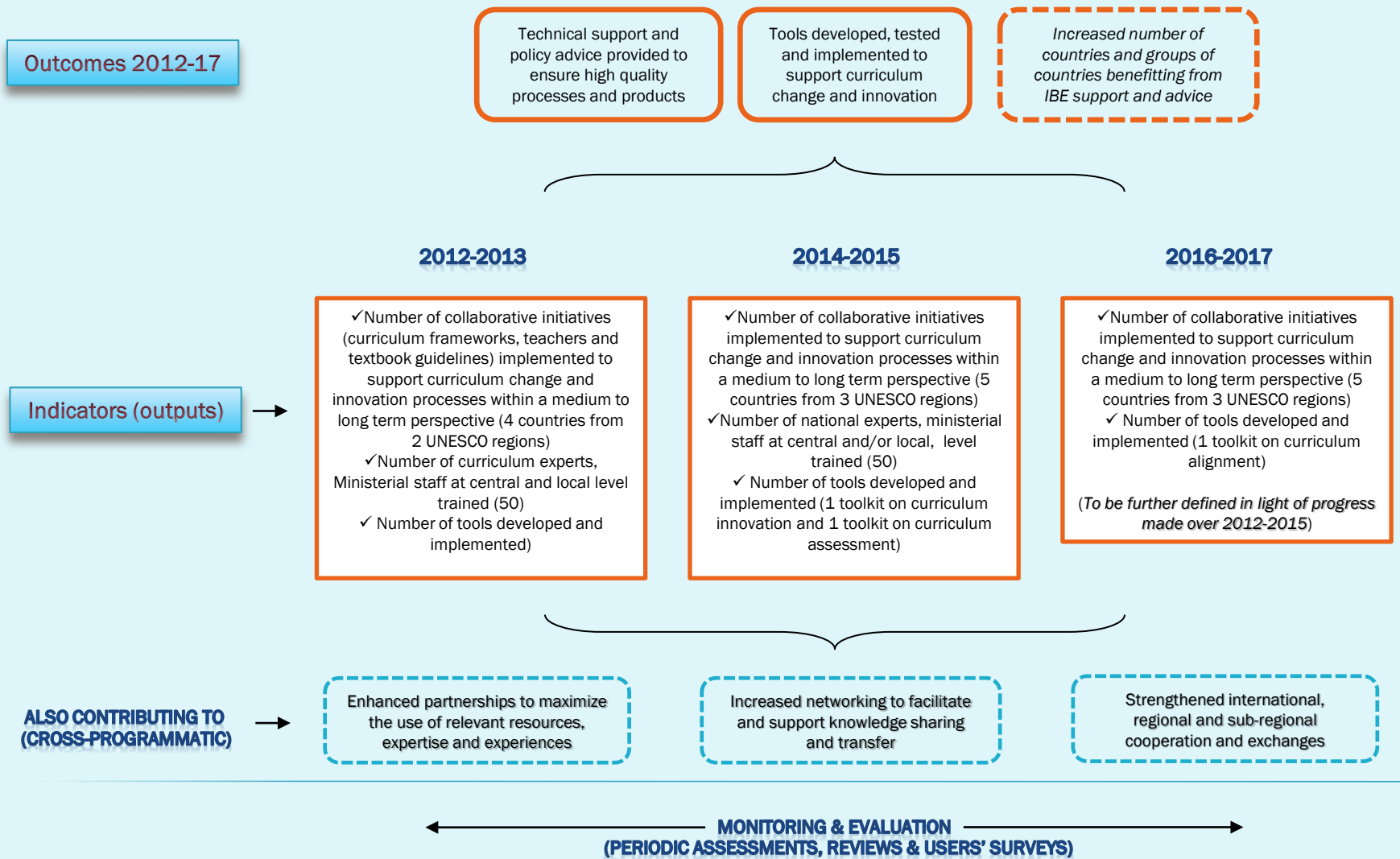


Figure 7. Programme of Work 2012-2017: Knowledge Production & Management

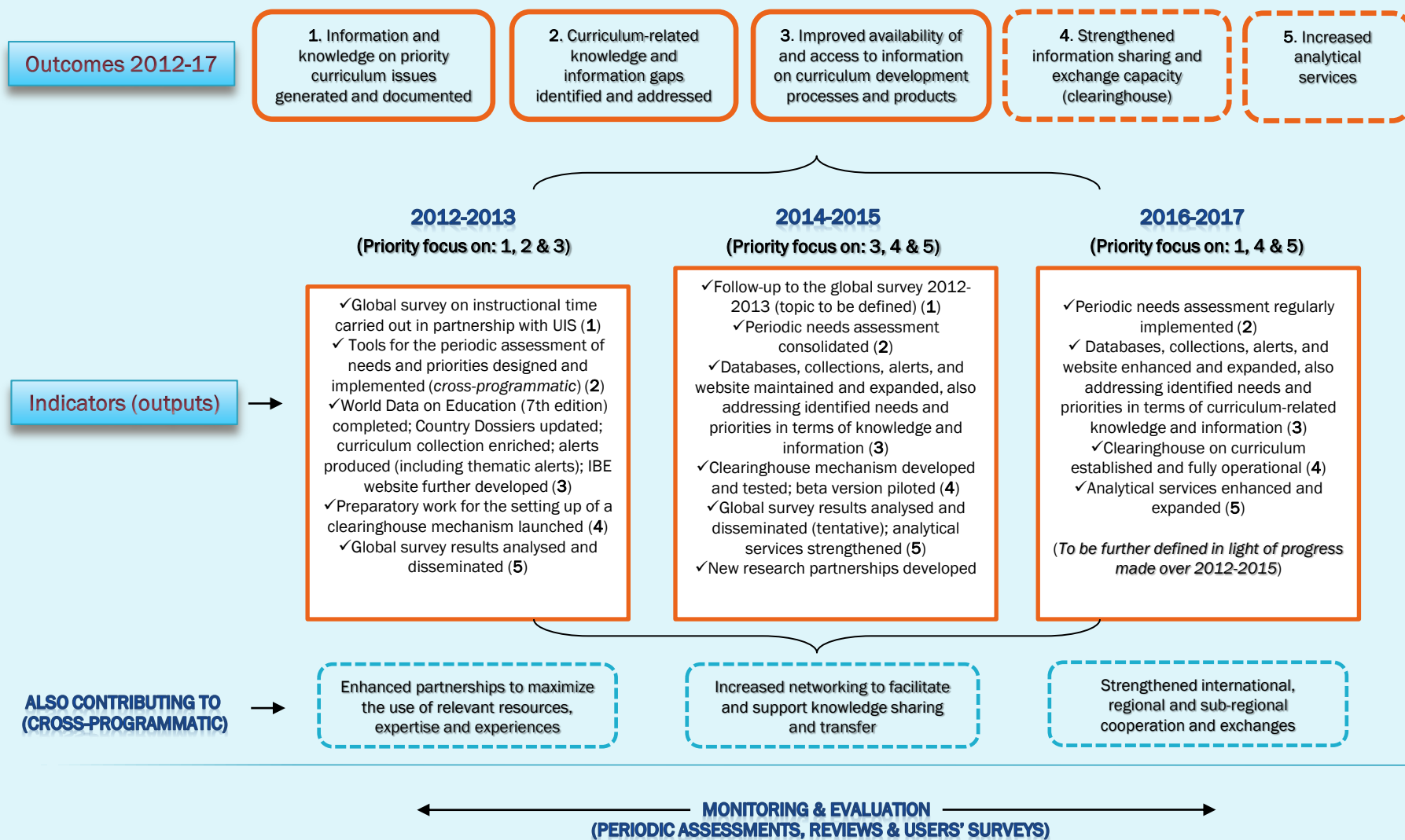
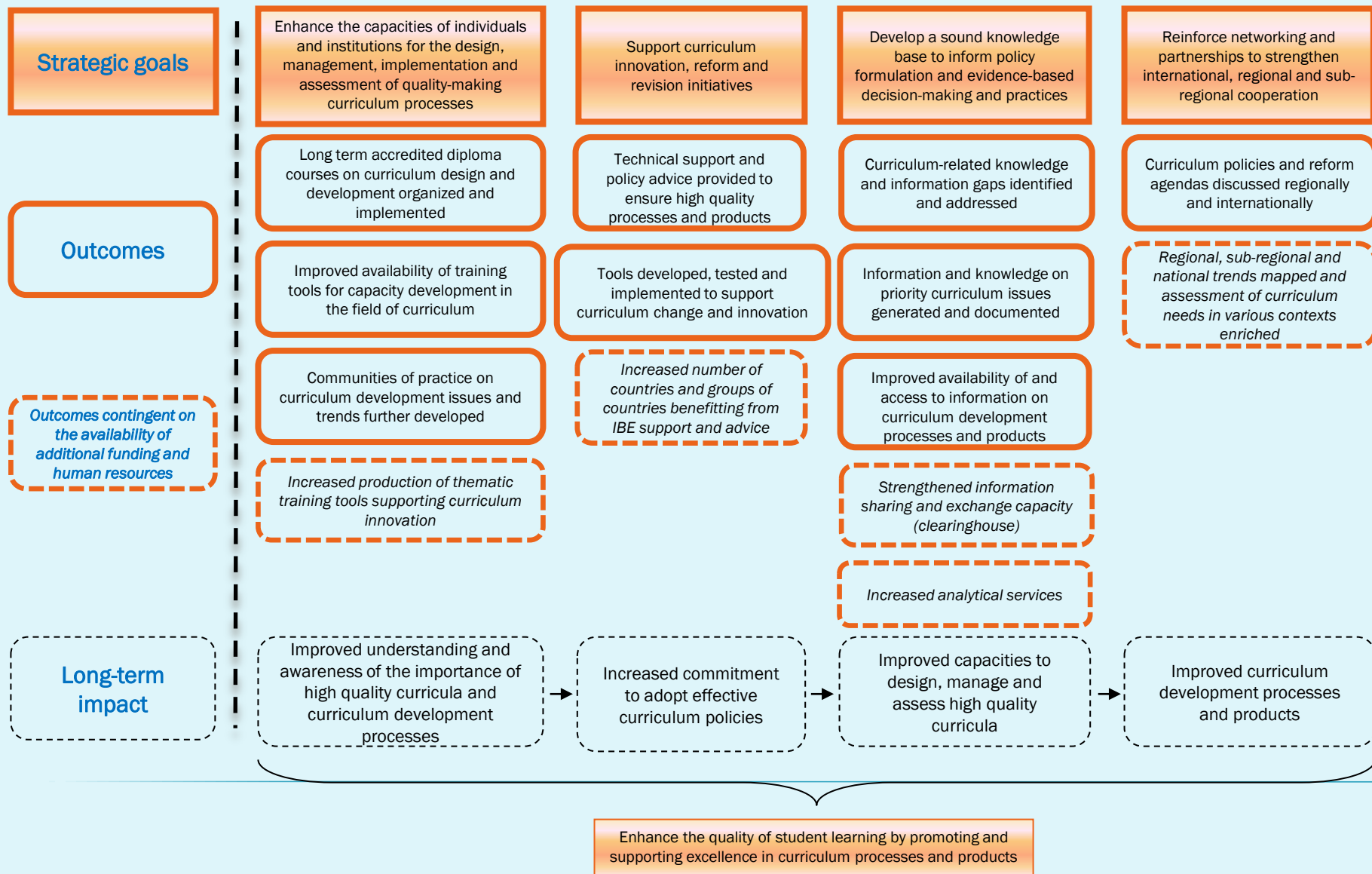


Figure 8. IBE Overall Strategic Framework 2012-2017





Annex VII
UNESCO/BIE/C.62/CoE 3
Geneva, 14 January 2013
Original: English

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

Geneva, 23-25 January 2013

ORGANIZATION AND STAFFING STRUCTURE

8.3

IBE organization and staffing structure

1. In November 2011 the 36th session of the UNESCO General Conference took an important future-oriented decision regarding the IBE by unanimously adopting the Strategy to make the UNESCO International Bureau of Education (IBE) UNESCO's Centre of Excellence (CoE) in Curriculum (document 36 C/18).
2. The IBE Council at the 61st session (January 2012) took note that the IBE should review and, if appropriate, redesign its organizational structure to logically reflect and efficiently manage its functions as CoE, as stated in the document 36 C/18. In taking note of the preparatory steps to the implementation of the CoE Strategy undertaken by the IBE Director and team including the Rapid Organizational Assessment (ROA) and the programmatic review, the Council requested the IBE Director to comprehensively review jointly with UNESCO Human Resources Management (HRM) the IBE organizational and staffing structure, revising staff profiles and post classification as well as possible contractual arrangements in order to present the new organizational structure to the 62nd session of the IBE Council.
3. The Steering Committee of the IBE Council, at its meeting which took place on 27-28 September 2012, acknowledged the progress made in the human resources projections to fulfil the staffing and organizational structure and takes note of the draft new organigram corresponding to these projections. It also requested the IBE Director to review jointly with UNESCO HRM the IBE organizational and staffing structure, taking into account the comments of the Steering Committee, in order to present the new draft organizational structure to the President of the IBE Council. The President will then consult the other Council members through the 6 Vice-Presidents to seek a consensual decision to be presented to the 62nd session of the IBE Council.
4. The review of the IBE's organizational structure and staffing, undertaken by a high-level external consultant recommended by UNESCO HRM, took place in Geneva on 12 to 14 November 2012. The main recommendations resulting from this review are summarised in the following paragraphs.
5. The key elements of the proposed structure are based on linking related programme functions together to form three strategic program areas: (i) A service delivery group providing high level services to stakeholders ("Curriculum Services to Member States"); (ii) A research and policy development function ("Curriculum Research and Policy Development"); and (iii) A data management and information dissemination group ("Clearinghouse and Information Management"). The review recommended that the IBE organize around these three priority areas, be headed each by a senior professional position (P-5), though it needs to be recognized that the realization of the final structure will depend on on-going resource mobilization efforts.

6. A second key issue, according to the review, is to ensure that the structure has an adequate number and level of core positions that allow the organization to acquire the skills and competencies needed to ensure its programme leadership, a critical mass in curriculum skills and thus credibility and authority in the curriculum and educational field. The number of regular budget funded professional positions proposed in the new structure will reduce slightly from 2011/12 levels (8 professional positions including Director's position) to 7 in the new structure. In addition there is a reduction in the number of General Service positions (funded through the UNESCO regular budget) from 6 to 4. The growth in the professional positions envisaged in the new structure is to be funded by extra-budgetary resources to be progressively mobilized in successive biennia. Reliable and predictable funding for the core positions is a central requirement for sustainable and credible program leadership and support to Member States and as such is a key requirement for the establishment of a Centre of Excellence. Core positions are those that are critical to both providing leadership and provision of high level professional skills in the curriculum field. Ensuring that the IBE has the necessary core positions with the appropriate skill and competency requirements is central to ensuring on-going programme continuity and sustainability. Quality and expertise ensures credibility and capacity to provide the authoritative advice needed to Member States that is a hallmark of a Centre of Excellence. Core positions are therefore those positions that also provide continuity and on-going sustainability in curriculum capacity. Such positions need to be staffed through contractual arrangements that provide some certainty and continuity not provided through annually renewable Project Appointments. Whilst it has been proposed that a current core vacancy which has been advertised and is in the process of being staffed, be filled as a Project Appointment, the review strongly supported the view of IBE management and the conclusions of the ROA that this position be staffed as a core regular budget funded position. The key issue here is that if the position is staffed as a Project Appointment this would undermine the capacity of the IBE to have continuity and sustainability in one of its key leadership positions that is essential for establishing partnerships and credibility with the IBE networks and communities of practice.

7. The review recommended that the positions of Director, the three Senior Programme Managers (P-5), the Administrative Officer, and four General Service support positions, are all retained as core positions, with fixed-term appointments. Currently there are also two P-2 regular budget funded positions within the 2011/12 organization structure (both occupied). The review recommended that as staff changes occur in these positions, consideration will be given to converting one of these posts to a Project Appointment in order to retain all the P-5 positions as core posts within the regular budget. Apart from the current regular budget funded positions, the review also recommended that all future growth be funded from extra-budgetary sources and consequently would be staffed by project appointments.

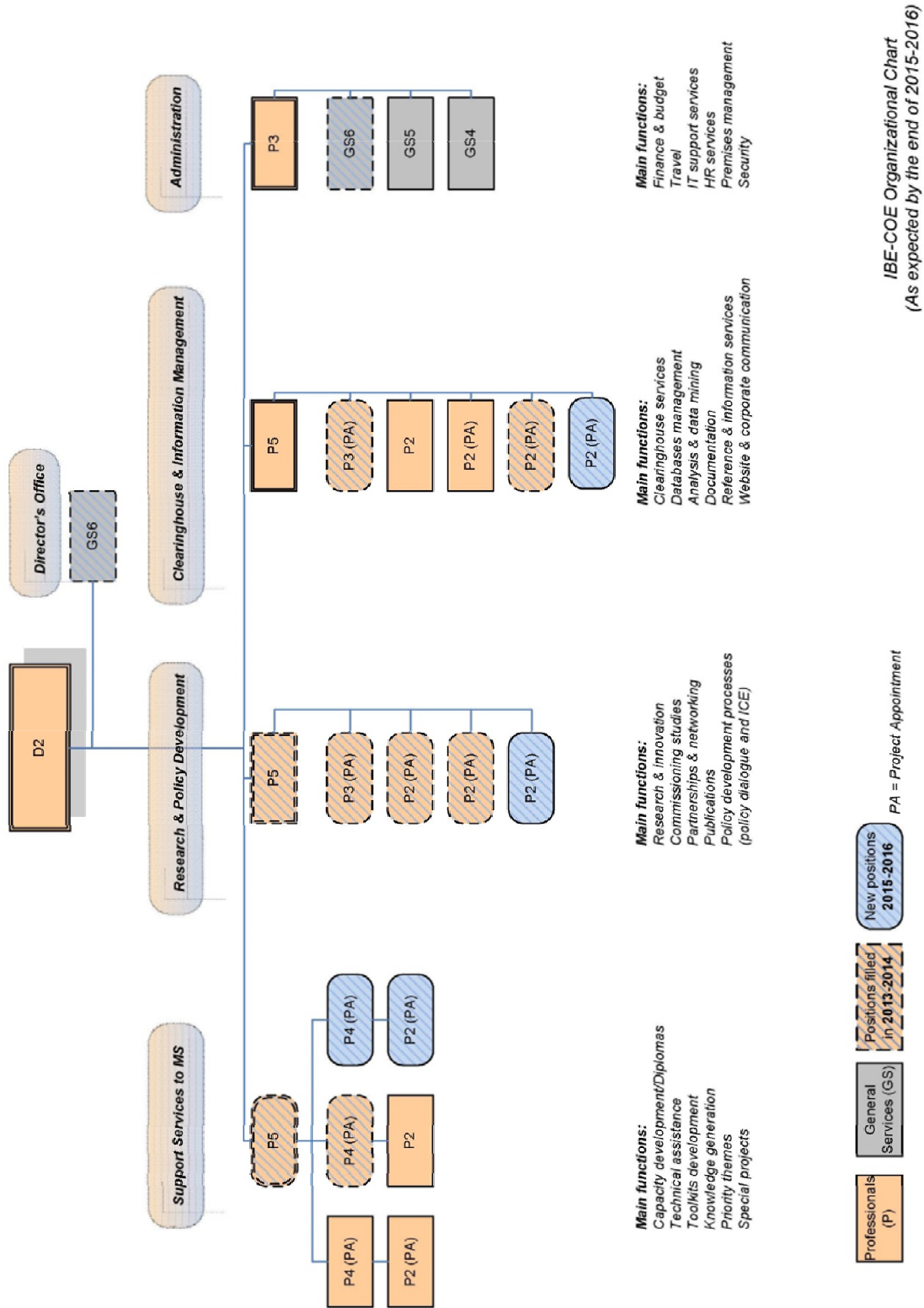
8. The review recognized that the additional resources to fully deliver on these arrangements will not be available immediately, so it recommended that the structure be phased in with additional positions progressively added over two biennia (four years) subject to the results of the mobilization of extra-budgetary funds. Finally, the review recommended that priority be given to both recruiting staff with enabling skills and competencies (programme and professional leadership; capacity to communicate the organization's messages; ability to build partnerships; ability to mobilize and leverage resources; capacity to manage inter-disciplinary teams; skills in information and knowledge management) whilst at the same time developing them in current staff through an on-going staff development programme.

9. In light of the above, it is proposed that the IBE Council at its 62nd session adopts the following decision:

Concerning the IBE staffing and organization structure, the IBE Council:

- **Acknowledges the recommendations of the review of the IBE's organizational structure and staffing, undertaken in November 2012;**
- **Endorses the new IBE staffing and organizational structure as shown in the figure annexed, adjusted according to the changes introduced in the "IBE Strategy and Work Plan 2012 -2017" as requested in the decision 8.2 above;**
- **Requests the IBE Director to implement the new IBE staffing and organizational structure in a phased manner starting from 2013 supported by resource mobilization efforts taking into account the enhanced flexibility of the IBE's organizational structure allowed for the new contractual arrangements.**

Figure 1



IBE-COE Organizational Chart
 (As expected by the end of 2015-2016)



Annex VIII
UNESCO/BIE/C.62/Inf.5
Geneva, 18 December 2012
Original: English

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

Geneva, 23-25 January 2013

**REVIEW OF THE STRUCTURE AND STAFFING
OF THE INTERNATIONAL BUREAU OF EDUCATION**

Review of the Structure and Staffing of the International Bureau of Education Final Report

1. Background

At the 36th Session of the UNESCO General Conference in November 2011, the Conference unanimously decided that the IBE should be developed as a Centre of Excellence in Curriculum.

Following this decision the IBE Council endorsed in January 2012 an Implementation Plan setting out the Goals and Strategies necessary to make the IBE a Centre of Excellence (UNESCO/BIE/C.61 Inf4). The IBE Council Steering Committee further discussed, at its meeting in September 2012 a set of Strategic Program Priorities for the period 2012-2017. As input into this decision-making process an external review (Mannet - Rapid Organization Assessment) was conducted in July 2011 to provide a high level assessment to the IBE Council and management of the IBE's strategy, organizational design and management practices.

The Council at its 61st Session in January 2012 requested that an in-depth review should be undertaken of the structure and staffing of the Institute, to review the staff profile and grade of positions as well as any contractual issues, in order to present the new organizational structure to the 62nd session of IBE Council in 2013. This is the report of this review of the IBE's organizational structure and staffing, undertaken by an independent external consultant in Geneva between 12 to 14 November 2012.

2. IBE Organization and Staffing requirements needed to support a Centre of Excellence

The following organizational and human resource management issues are key to supporting the creation and sustainability of a Centre of Excellence:

2.1 A structure that is linked to, and driven by, program goals and strategies.

A first principle is that organizational strategy and program priorities should drive the overall organizational structure. Therefore it is important to match the organizational structure to the program priorities. The Strategic review endorsed by the IBE Council set out the following key Program priority areas to ensure that the IBE becomes a curriculum Centre of Excellence.

i. Program Priorities

- Capacity development
- Technical assistance
- Knowledge management and dissemination through clearing house
- Curriculum research
- Policy dialogue and development
- Partnerships, networks and communities of practice.

ii. Proposed Structure - Organizing to deliver key program priorities

The key elements of the structure are based on linking related program functions together to form three strategic program areas

- A service delivery group providing high level services to stakeholders
- A research and policy development function and
- A data management and information dissemination group.

Each of these key programs will be headed by a senior professional position (P-5).

a. Curriculum Services to Members States

The over-riding responsibility is the provision of authoritative and credible curriculum services to Member States. These services can take a number of forms, including lighthouse projects that build national capacity, delivery of diploma courses in curriculum, workshops or meetings on specific curriculum or educational issues, or by technical assistance to national education authorities on the design or reform of curriculum.

Key functions:

- Capacity development – provision of diploma courses, training and workshops on curriculum issues
- Technical Assistance – supporting Member States in curriculum reforms and design of national curricula
- Toolkit development
- Knowledge generation
- Special programs and projects

b. Curriculum Research and Policy Development

This is a key program area that requires strengthening and increased resourcing, particularly in the areas of curriculum research and policy development. Also included in this program area are the development and extension of world-wide networks and partnerships and the further development of the concept of Communities of Practice. Developing dialogue and partnerships with national curriculum institutions, universities and member state networks data collection, policy dialogue and feedback from capacity development and technical assistance programs will become a critical aspect of the work of the IBE.

Key functions:

- Curriculum research and innovation
- Commissioning studies
- Partnerships and networking (including developing communities of practice)
- Policy development (including ICE policy dialogue)
- Key publications

c. Clearing-House and Information Management

This program area develops and maintains a world-wide information and data base on curriculum and curriculum related issues which is available and disseminated to Member States, IBE stakeholders and partners through an IBE Clearing House. A key priority is to develop and realize the concept and the web-enabled supporting systems of the Curriculum Clearing House. This will require a significant investment in systems development and information technology, in order to deliver the Clearing House.

Key functions

- Development of clearing-house and management of its services, in particular dissemination of information to stakeholders
- Database management
- Analytical services and data mining
- Reference material, documentation and information services
- Website, internal and corporate communications.

It is recommended that the IBE organize around these three priority areas, though it needs to be recognized that the realization of the final structure will depend on on-going resource mobilization efforts. Set out in **Figure 1 IBE Organization Structure 2015/2016** is the organizational structure proposed to deliver on these requirements.

2.2 A structure that provides for core capacity in leadership and substantive expertise – the staffing resources required to support the IBE as a Centre of Excellence

A second key issue is to ensure that the structure has an adequate number and level of core positions that allow the organization to acquire the skills and competencies needed to ensure its program leadership, a critical mass in curriculum skills and thus credibility and authority in the curriculum and educational field. It is unfortunate however, that the need to develop and strengthen the necessary skills and expertise is however, occurring at a time when UNESCO and the IBE are facing severe budgetary restrictions and as such this represents a risk to the goal of developing the IBE as a Centre of Excellence. For example from 2011 budgetary levels there has been a reduction of the regular budget contribution from UNESCO of \$775,000 or 31%. As a result the IBE has had to focus on a significant budgetary reduction in 2012, whilst at the same time seeking to re-orient its strategic direction and strengthening its core curriculum, research and policy skills.

The number of regular budget funded professional positions proposed in the new structure will reduce slightly from 2011/2012 levels (8 professional positions including Director's position) to 7 in the new structure. In addition there is a reduction in the number of General Service positions (Regular budget funded) from 6 to 4. The growth in the professional positions envisaged in the new structure is to be funded by extra-budgetary resources to be progressively mobilized in successive biennia.

- **Core positions and a Centre of Excellence**

Reliable and predictable funding for the core positions is a central requirement for sustainable and credible program leadership and support to Member States and as such is a key requirement for the establishment of a Centre of Excellence.

Core positions are those that are critical to both providing leadership and provision of high level professional skills in the curriculum field. Ensuring that the IBE has the necessary core positions with the appropriate skill and competency requirements is central to ensuring on-going program continuity and sustainability. Quality and expertise ensures credibility and capacity to provide the authoritative advice needed to Member States that is a hallmark of a Centre of Excellence. Core positions are therefore those positions that also provide continuity and on-going sustainability in curriculum capacity. Such positions need to be staffed through contractual arrangements that provide some certainty and continuity not provided through annually renewable project appointments.

Whilst it has been proposed by UNESCO (Education Sector) that a current core vacancy which has been advertised and is in the process of being staffed, be now filled as a project appointment, this review strongly supports the view of IBE management and the conclusions of the Marnet review that this position be staffed as a core regular budget funded position. The key issue here is that if the position is staffed as a Project Appointment that are limited to annual budget this would undermine the capacity of the IBE to have continuity and sustainability in one of its key leadership positions that is essential for establishing partnerships and credibility with the IBE networks and communities of practice.

It is recommended that the positions of Director, the three P-5 Senior Program Managers, the Administrative Officer, and the four General Service support positions are all retained as core positions, with fixed-term appointments. Currently there are also two P-2 regular budget funded positions within the 2011-2012 organization structure (both occupied). **It is recommended that** as staff changes occur in these positions, consideration will be given to converting one of these posts to a Project Appointment in order to retain all the P-5 positions as core posts within the regular budget.

Apart from the current regular budget funded positions **it is recommended that** all future growth be funded from extra-budgetary sources and consequently would be staffed by project appointments.

2.3 Internal Culture and Ways of Working

As outlined in the Marnet report it is essential that the IBE adopt ways of working which encourages collaborative, team based approaches.

- The skills and expertise requirements should also ensure multi-skilling amongst the core staff that will encourage flexibility and inter-changeability based on changing demands and needs.

- Team based approaches (which are flexible and adaptive) will also support the approach whereby cross functional teams can be established to work on issues and projects which require the participation and contribution of different units of the IBE. Many of the functions assigned to individual program entities are linked to the work of other units and a distinction should be drawn between program ‘homes’ (responsible for program leadership and accountability for results) and the task teams that draw in participation from other units of the IBE. There are a number of subject areas where this mode of operation will be essential for example:
 - Development of Communities of Practice - led by Curriculum Research and Policy Development but also actively involving Curriculum Services.
 - Development of the Information Management function and the Curriculum Clearing House system - this is led by Curriculum Clearing House group but must also involve Curriculum Services to Member States as well as Curriculum Research and Policy Development in order to define the data required to be captured and managed.
 - Management of the Policy Development process- led by Curriculum Research and Policy development but actively involving both of the other two units.
 - Communication and Resource Mobilization strategies are issues that will require the active involvement of all program managers.
 - Knowledge management is an important process which should be at the heart of the work of the IBE. Knowledge management is essentially about facilitating the processes by which knowledge is created, shared and used in organizations. As such creating a knowledge environment usually requires changing organizational values and culture, changing people’s behaviors and providing people with easy access to each other and to relevant information resources. Knowledge is one of the primary tools in the work of the IBE and as a knowledge organization the IBE needs to fully exploit its comparative advantages as a multi-national integrator, convener and neutral forum to promote greater access to, and flow of, knowledge.

All areas of the IBE should be involved in working on developing processes and behaviors that promote knowledge management. Knowledge development will occur through curriculum research, through feedback from the evaluation of programs delivered to Member States and this knowledge will be disseminated through information management and clearing house mechanisms.

3. Transitional arrangements or phasing in the new organization structure

It is recognized that the additional resources to fully deliver on these arrangements will not be available immediately so **it is recommended that** the structure be phased in with additional positions progressively added over two biennia (four years) subject to the results of the mobilization of extra-budgetary funds.

3.1 Current Structure and establishment of positions – 2012

A summary of the current establishment of positions is summarized in Table 1 below.

Regular budget Professional posts (incl. Director)	8
Project Appointment positions	3
General Service – Regular budget positions	6
Total	17

In the current structure in 2012 (See **Figure 2 Organization Structure 2012.**) there are a number of aspects that will be changed with the restructuring of the organization:

- a) There are currently 8 reporting points to the Director (including support staff) and there needs to be a structure which will allow the Director to delegate key program responsibility to senior program managers. At the same time the structure does not adequately group and concentrate related functions together under dedicated senior program managers.
- b) There is a significant strengthening of the organization's capacity to undertake curriculum research, through international educational/curriculum networks to establish partnerships and communities of practice, as well as an on-going policy development process.
- c) There is a reduction (by 2) in the General Service support positions but with a corresponding increase by five of extra-budgetary funded professional positions.

3.2 Structure and establishment of positions – 2013-2014

It is recommended that following endorsement of the revised organization structure the following actions be taken to implement the new arrangements, which will bring the post establishment to the following levels:

Summary of positions in 2013-2014

Regular budget Professional posts (incl. Director)	7
Project Appointment positions	9
General Service – Regular budget positions	4
Total	20

With these actions it will be possible to establish the key functions of the new structure and resource the priority program areas in 2012 and 2014. See **Figure 3 IBE Organizational Structure 2013/2014.**

- a) Formal establishment of the new organization structure from 1 January 2013

- b) Recognition of the IBE amongst stakeholders and the international educational community as a Centre of Excellence requires a sufficient breadth of programs and depth of expertise (critical mass) to be able to respond to the key educational/curriculum needs of Members States. For this reason it is proposed that there be a significant expansion of IBE resources from 2013 to establish these programs and deploy adequate expertise.
- c) Upgrading of a Program Specialist (Capacity Development) position P-4 to P-5 to establish the team leader for Curriculum Services to Member States
- d) A reduction in two Regular Budget funded General Service positions, namely:
 - Abolition of G-4 position in Curriculum Clearing House and Information Management
 - Abolition of Senior Publications Assistant G-6 in the Office of Director.
- e) An increase of six professional, extra-budgetary funded positions (subject to funding) as follows:
 - One P-3 position in the Curriculum Research and Policy Development
 - Two P-2 positions in Curriculum Research and Policy Development
 - One P-4 Program Officer in the Curriculum Services to Members States, with responsibility for Capacity Development
 - One P-3 position in Curriculum Clearing House and Information Management
 - One P-2 position in Curriculum Clearing House and Information Management.

3.3 Completion of phased transition to the full structure 2015/2016

It is anticipated that the creation of an additional four professional positions in 2015/2016 will be in response to a growth in demand for IBE services. This is particularly likely to be the case with respect to the Capacity Development program where expect growth will require two regional teams.

Summary of positions - current Situation in 2015-2016

Regular budget Professional posts (incl. Director)	7
Project Appointment positions	13
General Service – Regular budget positions	4
Total	24

The full implementation of the organization structure in the 2015/2016 biennium will see the following actions:

- Creation of a P-4 position to strengthen Capacity Development built around two regional teams (Team 1 – Latin America and Africa and Team 2 – Asia and Arab States).
- Creation of P-2 position in Curriculum Clearing House and Information Management
- Creation of P-2 position in Curriculum Services to Member States
- Creation of P-2 position in Curriculum Research and Policy Development

4. Resource Mobilization

The ability of the IBE to mobilize extra-budgetary funding will be a crucial determinant of its success in becoming a Centre of Excellence in curriculum over the next four years. To be a Centre of Excellence requires a sound, stable and strengthened funding base around its key strategic directions and program priorities. The IBE's main comparative advantages for resource mobilization need to be:

- Its role in providing balanced, evidence-based contributions to complex and sensitive educational debates at regional and national level;
- Its function as a neutral forum for the provision of high quality, objective curriculum and educational advice;
- The quality, caliber and integrity of the technical staff who can become active catalysts of “best practice” development in the curriculum field at national level;
- A demonstrated capacity to build partnerships and collaborative networks.

Given the critical nature of this issue and the challenges facing the IBE in this area, it is suggested that the IBE:

- i. Develop a comprehensive marketing and communication strategy and plan focusing on the key donor audiences and based on concrete success stories;
- ii. Widely promulgate the marketing and communication plan to ensure coherent communication of key messages related to resource mobilization
- iii. Develop a set of communication guidelines for all professional staff to assist them in engaging in communication activities related to resource mobilization
- iv. Ensure that senior professional staff (P4/P5) include in their work plans a requirement to support resource mobilization activities as a corporate activity.

5. Key Skills and Expertise required to be a Centre of Excellence

5.1 Professional/ Substantive skills

Excellence is achieved when the IBE is recognized as being successful in meeting the needs of its Member States and stakeholders in an exemplary manner. Excellence suggests high quality professional and program results together with credibility, respect and leadership among peers and world wide educational and curriculum networks. Excellence also clearly translates into heightened capacity to generate partnerships and to motivate others towards the achievement of the IBE's goals.

In order to achieve these levels of excellence it is expected that all senior positions will possess high level professional and technical skills, in particular, in depth knowledge of curriculum and educational issues, including program design, implementation, monitoring and evaluation. All senior program leadership positions will require these skills and expertise in order to allow flexibility and multi-skilling in the delivery of advice and program services to Member States

5.2 Enabling Skills

The traditional view of defining “excellent staff” however, solely in terms of the substantive professional or technical specialization alone is no longer adequate in the context of rapidly changing curriculum needs and stakeholder demands. Ensuring excellence requires that in addition to a high level of professional competence, staff should be able to effectively deploy a range of **enabling skills**. These include the:

- program and professional **leadership**
- capacity to **communicate** the organization’s messages
- ability to build **partnerships**
- ability to **mobilize and leverage** resources
- capacity to manage **inter-disciplinary** teams
- skills in **information and knowledge management**.

This combining of professional substantive knowledge with these enabling skills, provides the basis for the effective delivery of quality and timely services to constituents and clients. For the IBE some of the priority areas of skills and expertise required given the challenges faced in developing its role as a Centre of Excellence are the following:

1. Communication, and presentation skills
2. Resource mobilization, advocacy and marketing skills
3. Project design, development, implementation, monitoring and evaluation
4. Information management, including data analysis
5. Development of web-based and enabled access and dissemination systems (in support of the clearing house).

It is therefore recommended that priority be given to both recruiting staff with these enabling skills and competencies whilst at the same time developing them in current staff through an on-going staff development program.

5.3 Training and staff development needs

To develop and maintain the relevance and quality of the skills identified above, will require an increased investment in staff development and training. This investment will be needed to establish an on-going program of Continuing Professional Development. This is important to ensure that the IBE retains state of the art skills and knowledge in the field of curriculum. In order for the IBE to acquire new knowledge and skills, it needs see itself as a ‘learning organization’.

It is recommended that a program of Continuing Professional Development be adopted and that this program include the following specific steps:

- i. Every staff member should be required to participate in at least one meaningful staff development activity each year. The specific details should be discussed between the supervisor and staff member as part of the performance management program

- ii. Leaders in the field of curriculum and education should be invited on a periodic basis to conduct seminars or make presentations on topical issues or developments in the curriculum or educational field to IBE staff
- iii. Professional staff should be encouraged to be active in relevant professional associations in the field of education and curriculum and wherever possible attend related conferences or symposia in the education/curriculum field
- iv. The internal culture of the IBE should encourage staff to share knowledge and skills with IBE colleagues, including feedback from lessons learned from capacity development and technical assistance projects and missions as well as from knowledge sharing with communities of practice and curriculum networks, . In this way the IBE will become a 'learning organization' through a process of active knowledge management.

6. Staffing Profiles for the following key positions

At Attachments 1 – 4 are draft duties and skill profiles for the following key positions:

- P-5 Support Services to Member States
- P-5 Curriculum Research and Policy Development
- P-5 Clearing-House and Information Management
- P4 Capacity Development
- P-4 Technical Assistance

7. Recommendations

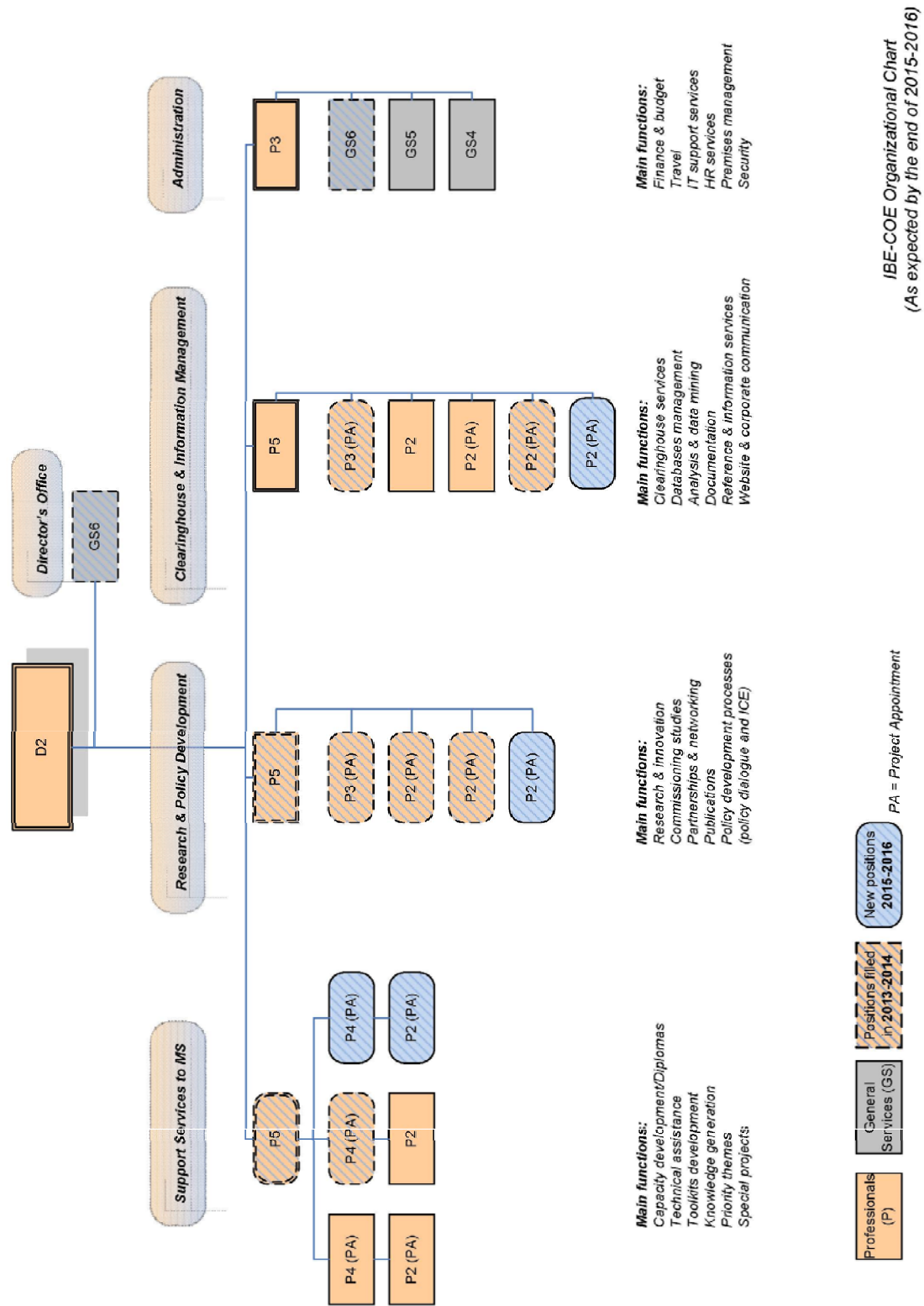
It is recommended that:

1. the IBE organize around the three priority program areas, set out in section 1 of the report and based on the structure outlined in **Figure 1. IBE Organization Structure 2015/2016** with the new organization to be formalized as from January 2013;
2. as staff changes occur in the regular budget funded P-2 positions, consideration be given to converting these posts to Project Appointments in order to support on-going retention of all the P-5 positions as core posts within the regular budget;
3. all future growth be funded from extra-budgetary sources and consequently staffed by project appointments;
4. the structure be phased in with additional resources (positions) progressively added over two biennia (four years);
5. priority be given to recruiting staff with key enabling skills and competencies as well as developing these skills in current staff through a program of Continuing Professional Development.

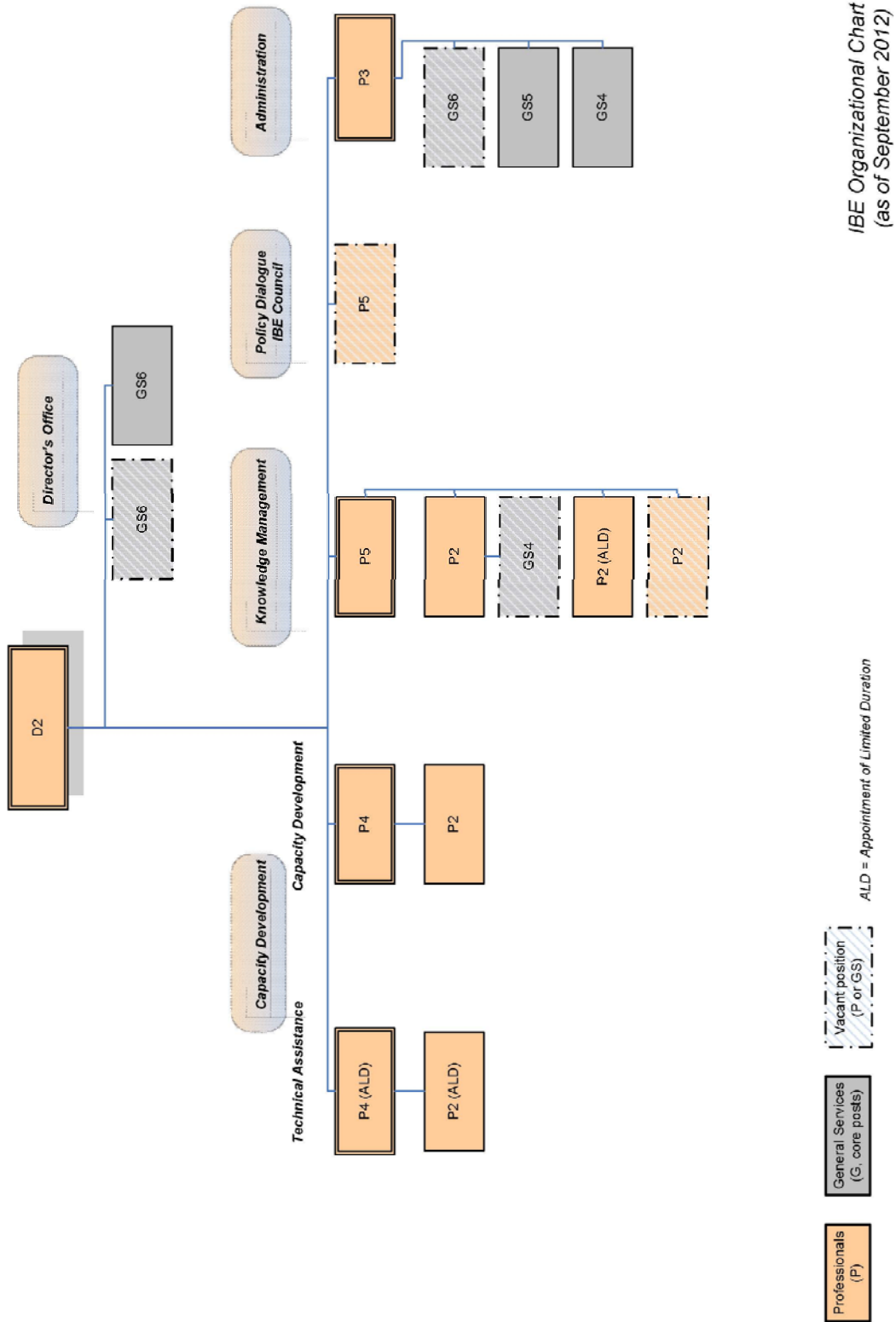
Douglas Smith
Human Resources Management Consultant
Civita Castellana, Italy.

6 December 2012

Figure 1

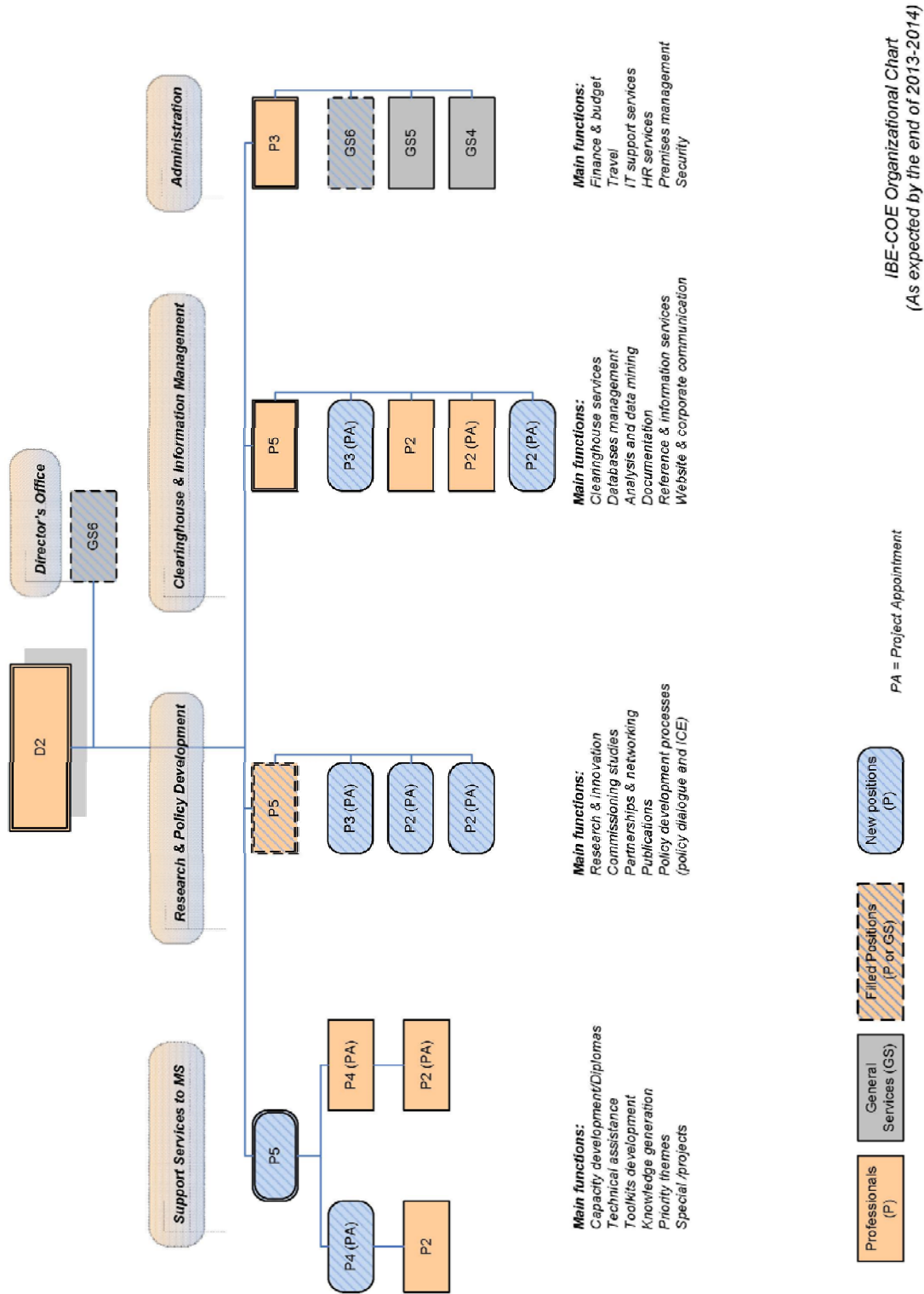


IBE-COE Organizational Chart
 (As expected by the end of 2015-2016)



IBE Organizational Chart
 (as of September 2012)

Figure 3





Annex IX
UNESCO/BIE/C.62/CoE 4
Geneva, 14 January 2013
Original: English

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

Geneva, 23-25 January 2013

GOVERNANCE

8.4

GOVERNANCE OF THE IBE

1. Following the adoption by the 36th session of the UNESCO General Conference of the Strategy to make the IBE UNESCO's Centre of Excellence (CoE) in Curriculum (36 C/Resolution 18), the IBE Council at its 61st session (Geneva, January 2012) decided to set up a Working Group (WG) composed by one representative of each of the six electoral groups, in addition to the IBE Director and one representative of the Education Sector. With regard to the governance of the IBE, the IBE Council gave to the WG the following mandate in line with point C3 of document 36 C/18: "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."

2. The Council elected as members of the WG the representatives of Bahrain, Brazil, Bulgaria, China, Senegal and Switzerland, and decided to entrust the function of Chair of the WG to Switzerland. The Council also decided to exceptionally delegate to the Steering Committee in between sessions of the Council the power to take the necessary consensual decisions on programme priorities, organizational structure, policy dialogue, and governance for implementing the CoE Strategy, on the understanding that the members of the Steering Committee shall consult and reflect their respective groups' opinion before taking decisions.

3. At the Steering Committee meeting (September 2012), after the adoption of the decision concerning the general overview of the implementation of the CoE Strategy, the President of the IBE Council asked to the Chairperson of the WG, H.E. Amb. R. Imhoof (Switzerland), to present the main conclusions of the WG with regard to the IBE governance. After having recalled the mandate of the WG, the Chairperson briefly referred to the work of the WG (which also included four consultations during the process). In its report, the WG concluded that: "a renewed IBE governance more in line with the functions of the IBE as a CoE has to take into account the following five principles: (i) Member States' representation and their direct involvement in the decision-making process; (ii) equitable geographical distribution; (iii) high-level educational expertise; (iv) strengthened partnerships with key external institutions; and (v) gender balance." Bearing in mind the involvement of Member States in the process of definition and approval of the CoE Strategy and the key role that they will play in the process of its funding and implementation, the WG proposed a renewed IBE governance structure consisting of: "6 members elected by the General Conference and representing UNESCO's regional electoral groups and 8 additional members designated by the Director-General after consultation with Member States, all of them chosen for their eminence in the field of education, in line with the IBE goals as a CoE, paying due attention to gender balance and equitable geographical distribution. Out of the eight members designated by the Director-General, two members will be representative of key partner external institutions (i.e. other inter-governmental organizations)."

4. The Chairperson of the WG asked the Steering Committee to discuss and possibly reach a consensus on the recommendation. He also observed that one Member State has expressed a

divergent opinion during the consultations and that also the UNESCO Education Sector has shared its position with the members of the WG.

5. During the frank, open and fruitful debate, all the Steering Committee members and observers commended the WG and the Chairperson for the work done. All participants agreed on the fact that the implementation of the CoE Strategy implies many changes and a gradual transformation process which has also to be reflected at the governance level. There was also a general agreement concerning the main criteria to be taken into account, namely Member States' representation, equitable geographical distribution, high-level expertise, and gender balance. Furthermore, all the participants recognized that the current size of the IBE Council (i.e. 28 members) needs to be reviewed. In conjunction with this, it was recalled that the IBE Council is the largest governing body of Category 1 Institutes, as the other governing boards normally comprise 12 members and usually function using two working languages (mainly English and French) instead of the six official languages of the Organization, which makes them more efficient and cost-effective. Other proposals regarding the size of the renewed IBE governance were discussed in addition to the WG recommendation, ranging from a minimum of 6 to a maximum of 20 members.

6. In summing up the productive debate, the President of the IBE Council noticed with satisfaction that there was a general agreement on change and that a possible consensual recommendation might be around 12 members, a recommendation to be further consulted with the other Council members through the six Vice-Presidents.

7. Therefore it is proposed that the IBE Council adopts the following recommendation:

- **Takes note of the mandate given to the Working Group (point C3 in document 36 C/18);**
- **Acknowledges the report of the Working Group;**
- **Takes into account the comments from the members of the Steering Committee at its meeting in September 2012, the comments from observers at that meeting, as well as the ensuing consultations carried out by the President of the IBE Council;**
- **Recommends that the Council of the IBE should consist of 12 members, of whom 6 shall be elected by the General Conference of UNESCO (one from each of the six regional groups) and 6 shall be appointed by the Director-General (one from each of the six regional groups); that the Council shall have a Steering Committee consisting of the President of the Council and two Vice-presidents; and that the working languages of the Council shall be English and French;**
- **Urges that due attention must be paid to high-level educational expertise and gender balance in the selection of candidates to the IBE Council.**



Annex X
UNESCO/BIE/C.62/CoE 5
Geneva, 14 January 2013
Original: English

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

Geneva, 23-25 January 2013

POLICY DIALOGUE AND THE ICE

8.5

POLICY DIALOGUE AND THE ICE

1. Following the adoption by the 36th session of the UNESCO General Conference of the Strategy to make the IBE UNESCO's Centre of Excellence (CoE) in Curriculum (36 C/Resolution 18), the IBE Council at its 61st session (Geneva, January 2012) decided to set up a Working Group (WG) composed by one representative of each of the six electoral groups, in addition to the IBE Director and one representative of the Education Sector. The IBE Council gave to the WG the following mandate in line with point B5 of document 36 C/18: "the IBE should promote policy dialogue, with particular emphasis on the International Conference on Education (ICE) as a major policy dialogue forum for Ministers of Education."

2. The Council elected as members of the WG the representatives of Bahrain, Brazil, Bulgaria, China, Senegal and Switzerland, and decided to entrust the function of Chair of the WG to Switzerland. The Council also decided to exceptionally delegate to the Steering Committee in between sessions of the Council the power to take the necessary consensual decisions on programme priorities, organizational structure, policy dialogue, and governance for implementing the CoE Strategy, on the understanding that the members of the Steering Committee shall consult and reflect their respective groups' opinion before taking decisions.

3. In introducing the main outcomes of the work on this issue, the Chairperson of the Working Group recognized that the WG did not produce a specific proposal and that the ICE funding mechanism is yet to be determined. The WG, however, was able to reach a consensus on several significant aspects. In particular, bearing in mind that policy dialogue is essential, the WG proposed to maintain the ICE as a global ministerial conference also open to the participation of other important actors and stakeholders, within the perspective of enriching the ministerial dialogue and expanding the scope of the debates to encompass broader societal concerns. The WG also recommended ensuring a regular holding of the ICE, preferably every four to six years, in order to periodically analyse and discuss from different points of view themes and topics related to educational quality, equity, access and inclusion. Furthermore, the WG suggested fostering the involvement of the Education Sector in a well-planned process of organization of future ICE sessions in order to better contribute to the overall programme implementation of UNESCO's priorities. Finally, with regard to the funding mechanism – which remains a key issue – the WG recommended that Member States and possibly other stakeholders should be asked to make staff available (for example through secondment) for two years before ICE sessions to compose an organizational team. The IBE governing body shall also play a stronger role in the preparation of the Conference.

4. In the ensuing discussion, the participants agreed on the relevance of the ICE for policy dialogue, which should also be linked to the core activities and functions of the IBE. Some participants stressed the need to avoid overlapping and duplication, be more specific and focused, and be concerned about effectiveness and results, although it is not easy to assess the outcomes and effectiveness of global conferences, including the ICE. Participants also reiterated that the ICE is part of the CoE Strategy and should be aligned with the programmatic work of IBE. In conjunction with this, and taking into account that the ICE is not the only way to promote policy dialogue, it was observed that additional work is still needed in order to explore a broad range of policy dialogue

opportunities, including high-level meetings at regional and national level, as stated in point B5.4 of document 36 C/18. With regard to the frequency of the ICE, several suggestions were made ranging from every 3 to 10 years, with a preference for a 5-year timeframe, even if this would mainly depend on the actual needs and themes to be discussed. The representative of the UNESCO Education Sector expressed his agreement with most of the WG conclusions and suggested to avoid organizing the Conference before 2015-2016, as in this way there would be enough time to further clarify issues related to the ICE format, themes, frequency, and especially the funding mechanism. He also proposed that the ICE might be organized every 8 years to be in line with the new budget and programming cycle of the Organization, although some participants considered that such a timeframe would be too long.

5. Therefore it is proposed that the IBE Council adopts the following recommendation:

- **Takes note of the mandate given to the Working Group (point B5 in document 36 C/18);**
- **Acknowledges the report of the Working Group;**
- **Takes into account the comments from the members of the Steering Committee at its meeting in September 2012, comments from observers and from the representative of the Director-General of UNESCO at the Steering Committee meeting, and the ensuing consultations carried out by the President of the IBE Council;**
- **Requests the IBE Director to work out a long-term comprehensive plan for policy dialogue, including the ICE, based on the following:**
 - The mandate from the General Conference regarding policy dialogue, including the ICE, contained in point B5 in Document 36C/Resolution 18;
 - The report of the Working Group, the External Programmatic Review (July 2011), the Rapid Organization assessment of UNESCO-IBE (July 2011), the comments of the Steering Committee (September 2012), the ensuing consultations carried out by the President of the IBE Council, and the comments of the IBE council at its 62 session (January 2013);
 - The ICE should be organized by the IBE in close coordination with the Education Sector and in partnership with other international organizations;
 - The frequency of the ICE should tentatively be every 5-8 years , depending on the need and usefulness of such conferences in view of IBE's programmatic priorities, the more comprehensive policy dialogue context, and the international agenda in the field of education;
 - There should be close alignment between various policy dialogue options, including the ICE, and the long-term strategy and programme priorities of the IBE;
 - The format of the ICE as a ministerial policy dialogue forum should be considered in view of the theme, other policy dialogue options, expected results, and available financial and staff resources needed for the organization of such a conference.
- **Requests the IBE Director to present the above-mentioned long-term plan for discussion and adoption at the 63rd session of the IBE Council (January 2014).**

Proposed revisions to IBE's Statutes – IBE Council

Current Text	Revised Text	Rationale for amendments
Article III		
<p>1. The Bureau shall have a Council comprising twenty-eight Member States of UNESCO designated by the General Conference.</p>	<p>1. The Bureau shall have a Council comprising twelve Members States of UNESCO designated by the General Conference of UNESCO (two from each of the six regional groups) and taking into due account gender balance.</p>	<p>The proposed change in membership aims to enhance the Council's functioning and deliberative capacity in line with the IBE Strategy as CoE (point C3).</p> <p>The reference to gender balance reflects UNESCO's commitment to gender equality and the importance of diversity to good governance.</p>
	<p>1.bis. Transitional provision. This article will enter into force in the following manner: the fourteen Member States whose term expires at the 38th session of UNESCO's General Conference (2015) will remain in office until the end of their term. In order to ensure continuity in the transitional Council and preserve a regional balance, six Member States will be designated at the 37th session (2013), one from each regional group. For the period between the 37th and 38th session of the General Conference, the Transitional Council shall therefore comprise 20 Member States. . At the 38th session of UNESCO's General Conference, six new Member States will be designated, one from each electoral group. At the time of this designation, the new Council with 12 members will come into effect and this article will be deleted.</p>	
<p>4. The Member States of the Council shall choose as their representatives persons of eminence in the field of education. They shall ensure that these persons are in a position to represent them regularly at sessions of the Council.</p>	<p>4. When selecting their representatives to the Council, the Member States shall ensure that the Council comprises members that possess educational expertise and/or policy experience in education. They shall ensure that these persons are in a position to represent them regularly at sessions of the Council.</p>	<p>The proposed change in membership aims to enhance the Council's functioning and deliberative capacity in line with the IBE Strategy as CoE (point C3).</p>

Article IV		
1. The Council shall meet in ordinary session at least once every year. It may meet in extraordinary session, if convened by the Director-General of UNESCO or at the request of fifteen of its members.	1. The Council shall meet in ordinary session at least once every year. It may meet in extraordinary session, if convened by the Director-General of UNESCO or at the request of seven of its members.	Amendment follows change to Article III, para I.
	1 bis Transitional provision. The above article will come into effect at the 38 th session of the General Conference. In the transitional period between the 37 th and 38 th session of the General Conference the Council may meet in extraordinary session if convened by the Director-General of UNESCO or at the request of eleven of its members.	
	1.bis. The working languages of the Council shall be English and French.	Amendment proposed by the Council to reduce costs and bring practice into alignments with that of other Institutes. Amendment does not preclude interpretation and translation being provided on a case-by-case basis should extrabudgetary funds be made available.
3. The Director-General or, in his absence, his appointed representative, shall take part in the Council's meetings without the right of vote.	3. The Director-General or, in his/her absence, his/her appointed representative, shall take part in the Council's meetings without the right of vote.	Amendment to make the language gender-neutral.
5. The Council shall elect its Steering Committee, comprising a President and five Vice-Presidents, who shall be nationals of the six regional groups. The President of the Council shall preside over the Steering Committee. The Council shall renew its Steering Committee at its first session following the ordinary session of the General Conference at which the Council has been partially renewed. The members of the Steering Committee shall be eligible for re-election, provided the terms of office of the Member States of the Council which they represent are renewed by the General Conference, but they shall not hold office for more than two consecutive terms. The Steering Committee shall remain in office until the election of the new Steering Committee.	5. The Council shall elect its Steering Committee, comprising a President and two Vice-Presidents and ensuring rotation across the 6 electoral groups. The President of the Council shall preside over the Steering Committee. The Council shall renew its Steering Committee at its first session following the ordinary session of the General Conference at which the Council has been renewed. The members of the Steering Committee shall serve for two years and shall not be eligible for re-election. The Steering Committee shall remain in office until the election of the new Steering Committee. This provision will come into effect once the new Council with twelve members has been designated.	Amendment follows change to Article III para. 1.

	Article VI	
1. The Director of the Bureau shall be appointed by the Director-General from the list prepared by the Council, in accordance with Article V(f).	1. The Director of the Bureau shall be appointed by the Director-General in consultation with the Council, for a term of office of maximum six (6) years , in accordance with Article V(f).	
2. The Director shall prepare and submit to the Council his proposals for the draft general programme and budget of the Bureau.	2. The Director shall prepare and submit to the Council his/her proposals for the draft general programme and budget of the Bureau.	Amendment to make the language gender-neutral.



Annex XII
UNESCO/BIE/C.62/CoE 6
Geneva, 17 January 2013
Original: English

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

Geneva, 23-25 January 2013

RESOURCE MOBILIZATION PLAN PROGRESS REPORT

RESOURCE MOBILIZATION PLAN PROGRESS REPORT

Introduction

1. Most countries in the world are undertaking or about to undertake some form of education reform with the aim to improve the system and student learning outcomes, and curriculum is always one of the key ingredients. Rethinking what students learn, how, why, for what, how much and how it is delivered and assessed is an unavoidable issue for a successful reform. Curriculum is at the heart of the education system because to have a performing system, not only is it important to have a good curriculum but even more so to make sure that it is aligned with teacher training (pre-service and in-service), teaching approaches and practices, textbooks and learning materials as well as assessment. The International Bureau of Education (IBE), as the UNESCO Institute specializing in curriculum, supports Member States in the process of improving the quality and the pertinence of their education systems.

2. As stated in the Strategy to make the IBE UNESCO's Centre of Excellence for Curriculum approved by the UNESCO General Conference in November 2011, the services being requested from the IBE are increasing in volume, scope and complexity, and Member States look to UNESCO for leadership, advice and assistance on a number of persistent and challenging curriculum issues. Yet, IBE's capacity to fulfil its new mandate is directly linked to a sufficient and predictable provision of financial resources. In order to create the adequate conditions to raise its profile as a leading institution in the field of curriculum and to expand its services and products, the IBE has developed a Resource Mobilization Plan (RMP) which was validated during the 61st Council session (January 2012). The IBE is currently progressing towards the effective implementation and monitoring of the RMP in order to secure additional funding.

3. The Resource Mobilization Plan is aligned to IBE's programme priorities and within the context of implementing the CoE Strategy, the RMP describes the renewed efforts required in the long term to attract funds and diversify resources. Its main objectives are:

- a. To increase IBE core funding in order to strengthen the institution and provide the means to become a CoE.
- b. To increase IBE's extra-budgetary funding in order for the IBE to further undertake projects to support Member States within the framework of UNESCO's priorities.
- c. To institutionalize resource mobilization as a key function and source of expertise of the Institute.

In order to help in this task, a Resource Mobilization Committee (RMC) has been created. The RMC is formed by Bahrain, Nigeria and Norway and is entrusted with advisory and advocacy tasks.

Actions undertaken¹

4. For the year 2012, as part of the RMP implementation, several main outcomes have been achieved:

- The President of the IBE Council, the IBE Director, and the IBE team have been taking every opportunity to discuss and initiate fundraising prospects (e.g. contacts/exchanges, submissions of proposals, side meetings during missions, fund raising missions, preparation of a databank of potential private donors, targeted materials depending on audiences, etc.).
- The President of the Council and the IBE Director have focused their efforts to increase IBE core funding in order to strengthen the institution and provide the means to become a CoE. New agreements have been signed with Norway and Switzerland and initial contacts have been made with Bahrain, Benin, Finland, India, Nigeria, Oman, Qatar, Saudi Arabia, The Netherlands, and the United Arab Emirates. Recent contact also has been made with Pakistan and South Korea by the Swiss Ambassador.
- Initiatives to attract extra-budgetary funding from public and private institutions have been undertaken:
 - Financing was obtained for the “Diploma in Curriculum Development” through the agreement signed between UNESCO and the United Arab Emirates-Hamdan Bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance (US\$1,000,000).
 - Several proposals have been submitted (e.g. to the Global Partnership for Education/Global and Regional Activities Programme for an amount of US\$2,999,990)
 - Several contacts have been made with institutions and will be followed up next year (European Commission, UNICEF, OFID, Al Jaber Foundation, Google, and Internet Archives)
- Contacts and advice have been taken from various fundraising specialists, helping in consolidating the present and future resource mobilisation actions and activities.

Challenges and follow up actions

5. The recent 31% drop of UNESCO’s regular budget contribution to the IBE due to UNESCO’s financial crisis occurred at the paradoxical time in which the Institute is being requested to become a Centre of Excellence and when the Member States demands are increasing. As a consequence, additional funds will need to be raised in 2013 to meet the needs of expansion that the IBE is targeting during the transition phase.

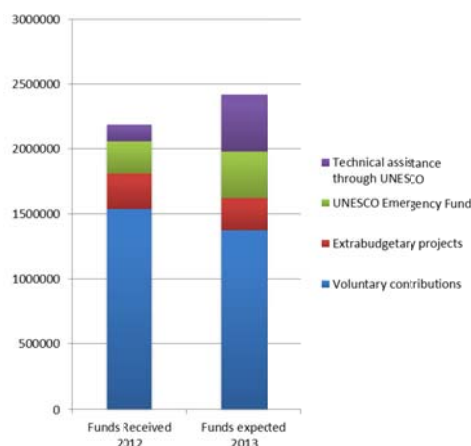
6. The IBE believes that its sustainability and increased capacity to deliver lies in increasing its core funding. The number of Member States supporting the Institute with core funding is still very limited. The president of the IBE Council and the IBE Director invite the members of the Council to make a

¹ See Annex 1 *Fundraising actions (2012)*

core contribution to the institution. The Secretariat estimates that a target of US\$200,000 annual contribution from each country would create the sufficient financial basis for further expansion and would allow to reach the required financial resources to implement the CoE Strategy.

Acknowledgements

7. The president of the Council, the IBE Director and the IBE team wish to express their gratitude to Norway and Switzerland for the core financing they contributed to the IBE. Furthermore, they would like to thank the RMC members, namely Bahrain, Norway and Nigeria as well as other Member States that have been providing support through funds, advocacy and precious advice.



Resources mobilized from 1st January to 31st December 2012		
	Funds Received 2012	Funds expected 2013
<u>Voluntary contributions</u>	\$1'538'239	\$1'374'449
Switzerland	\$622'407	\$658'617
Spain	\$200'000	\$0
Norway	\$715'832	\$715'832
<u>Extrabudgetary projects</u>	\$272'483	\$247'486
Bahrain "Citizen & HR education"	\$20'000	\$90'000
GASERC "Inclusive School"	\$60'160	\$150'000
UNESCO Irak (Iraqi Curriculum)	\$96'934	\$0
UNESCO Pakistan (Text books)	\$11'439	\$4'468
UNRWA	\$38'972	\$0
CEDEFOP (Greece)	\$1'149	\$0
EDUCA (Dominican Republic)	\$2'100	\$0
Fundacion EXE (Columbia)	\$28'156	\$0
India (E9)	\$0	\$3'018
Nigeria (West Africa Curriculum Innovation & Teacher Capacity)	\$13'573	\$0
<u>UNESCO</u>	\$250'000	\$360'000
UNESCO Emergency Fund	\$250'000	\$360'000
<u>Technical assistance through UNESCO</u>	\$130'022	\$438'113
ED Sector (resource packs Diploma)	\$11'109	
Niger Textbooks (APPUI)	\$13'852	
Mali (APPUI)	\$7'740	
UBRAF (HIV/AIDS)	\$85'122	\$100'000
BREDA Dakar (HIV/AIDS)	\$4'508	\$0
IIEP (South Sudan)	\$15'095	\$6'261
ED Sector/UAE: Capacity building for teachers trainers (Diplomas)		\$279'949
OFID (HIV/AIDS)	\$25'297	\$51'903
TOTAL	\$2'190'743.25	\$2'420'048.16


8. In order to achieve the financial goals outlined in the Institute's growth projection, it is proposed that the IBE Council adopts the following recommendation:

The 62nd session of the IBE Council:

- **Takes note** of the progress made in implementing the Resource Mobilization Plan;
- **Takes note** of the establishment of the resource mobilization committee (RMC) formed by Bahrain, Nigeria and Norway to support the IBE, recognizing their active advocacy and advisory fundraising roles;
- **Recognizes** the resource mobilization efforts of the IBE Director, RMC and other members of the Council and acknowledges the new agreement for three years with Switzerland and encourages other members of the IBE Council to further support the implementation of the CoE Strategy;
- **Further recognizes** the Norwegian core contribution to IBE and other extra-budgetary funding through UNESCO, the private sector and Member States;
- **Emphasizes** the necessity of sustained resource mobilization to make the IBE a Centre of Excellence;
- **Requests** Members of the Council to support fundraising efforts in advocating for the IBE and contributing financially to the extent possible; especially through core contributions within the framework of multi-year agreements as well as other extra-budgetary resources;
- **Further requests** the IBE Director, the RMC and the IBE Council Members to pursue their fundraising efforts and initiatives, focussing on increasing core funding and on seeking funding prospects for flagship projects;
- **Further requests** the IBE Director to continue the implementation of the Resource Mobilization Plan and the advocacy and communication strategy and report on the progress made within the overall strategy progress of the implementation of the CoE Strategy to the 63rd session of the IBE Council.

Annex 1: Fundraising actions 2012

Activities	Responsible	Dates
Resource Mobilization Team		
An institutional Resource Mobilization Committee (RMC) (Bahrain, Nigeria, Norway) has been set up	Acedo	31 May-1 June
Two follow-up meeting of the RMC are planned each year (Steering Committee and Council Session) – 1 st RMC meeting held on the 28 September 2012 in Geneva	Acedo	28 September
Fundraising specialists have been contacted for advice on fundraising strategies with private sector (Ethika – 30 April 2012, Campbell and Company – 1 st May 2012)	Acedo Alama	April-May
Proposals developed or in preparation to be submitted to potential donors (GEP, OFID, “Situational Analysis of Curriculum Development” and others)	Acedo/Mason Alama/Nicollin	January- December
Swiss International Fundraising Congress (training and networking)	Alama	28-29 June
Resource Mobilization Implementation		
Follow-up with member states for voluntary contribution-IBE Core Funding		
Follow up with Switzerland	Acedo/Tang	January-December
Follow up with Norway	Acedo/Briseid	
Follow up with Finland and the Netherlands	Acedo/Briseid	January-December
Meetings with the Ministers of Education of the United Arab Emirates, Oman, Qatar, Bahrain, and Saudi Arabia	Acedo	31 October-1 st November
Conference to the Consultation meeting of the Ministers of Education in the Countries of the Gulf Cooperation Council (GCC)	Acedo	31 October-1 st November
Contact with Benin	Acedo	November
Contact the Presidency of the African Union (Benin Ambassador)	Acedo	December
Follow up with Nigeria	Acedo/Operti	April-December
Participation in the E9 Meeting, New Delhi, India	Operti	9-10 November
Extra-budgetary Funding (UNESCO, UN Partnerships, Bilateral/Multilateral Donors)		
GRA/GPE Programme meeting in Washington	Alama	23-24 January
Proposal to the Global Partnership for Education/Global and Regional Activities Programme (GPE/GRA, ex-Fast Track Initiative, FTI) submitted.	Acedo	9 November
Follow-up with member states to support specific projects (MOU Bahrain, Gascr)	Acedo/Alama	January/December
Mission to the Netherlands, meeting with the Netherlands Institute of Curriculum (SLO)- UNESCO national commission,- Proposal development	Acedo	17 October
"Diploma in Curriculum Development" project submitted to the UAE through UNESCO HQ – Agreement with the United Arab Emirates – Hamadan Bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance	Acedo Operti – Teachers HQ	16 October
HIV and AIDS UBRAF and OFID + follow-up	Alama/Nicollin	January-December
Contact with UNICEF	Acedo	January-December
Contact European Commission for special project (FAFA framework)	Alama-Nicollin	October-December
Extra-budgetary Funding (Private donors)		
Initial Contact with the Al Jaber Foundation in Vienna	Acedo	31 May-1 st June
Meeting at Google with professors from Stanford University-Funding for the digitalization of the IBE textbook collection	Acedo	24 October
Databank for private donors in Switzerland developed	Nicollin	April-May
Contacts with a selection of Swiss foundations for possible collaborations	Alama/Nicollin	January-March
Foundation Empresarios (Colombia)	Operti	April

62nd SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Presentation of the Director Programme of Activities

1 January to 31 December 2012

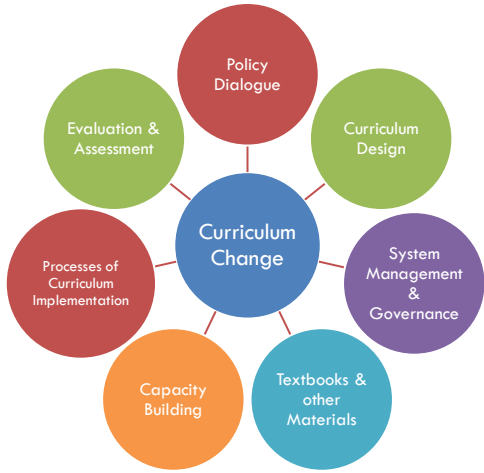
UNESCO – International Bureau of Education
Geneva, 23-25 January 2013

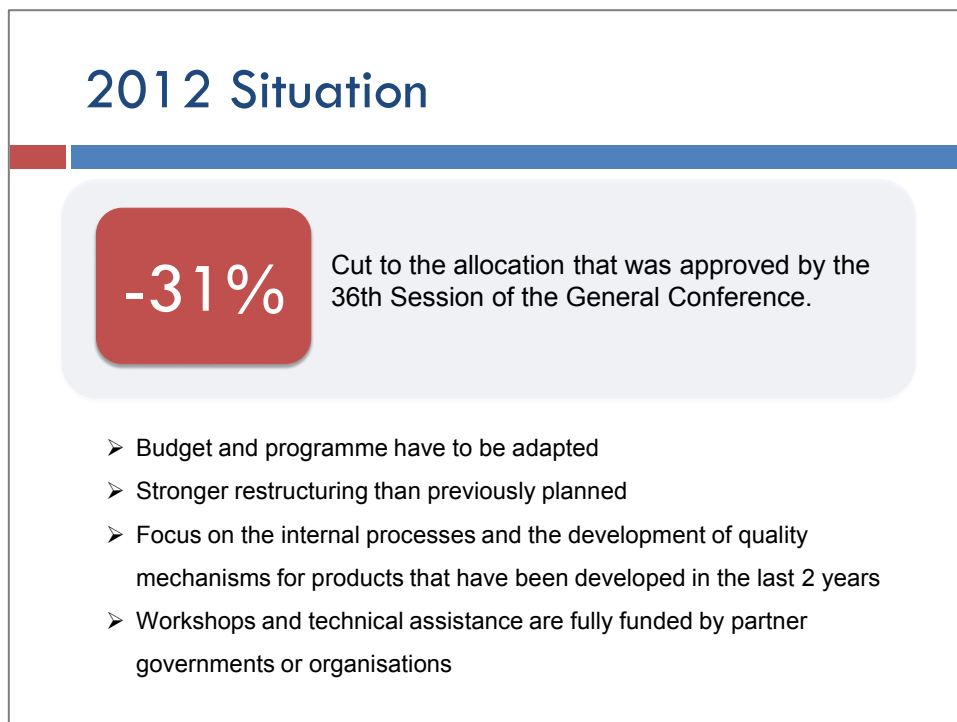
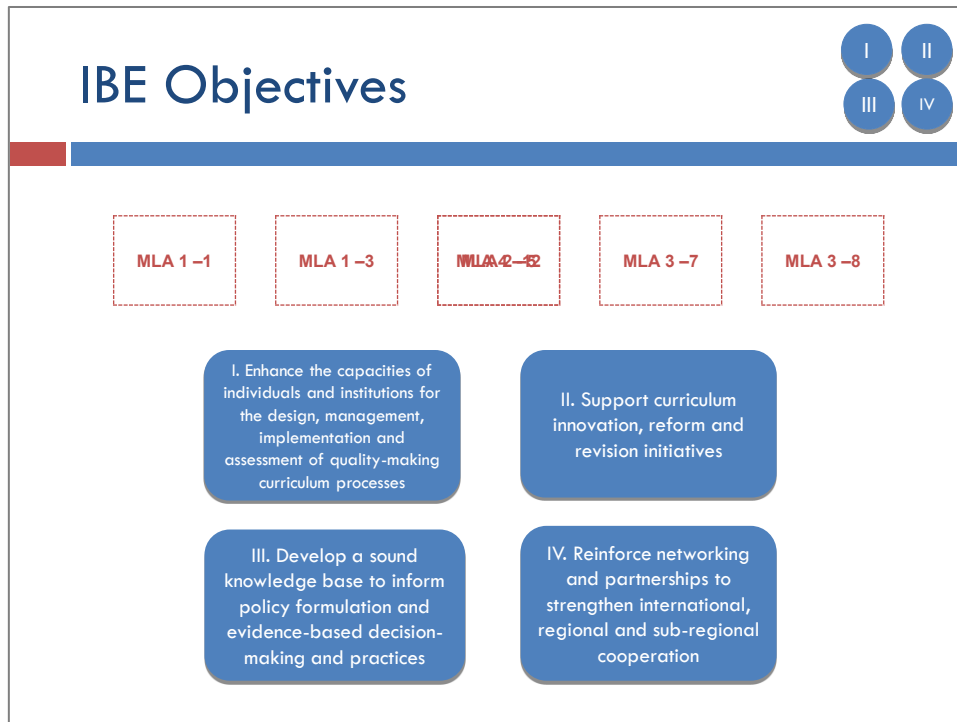
Overview I

IBE Mission

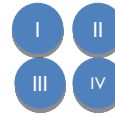
support UNESCO Member States in their efforts to enhance the quality of student learning mainly through initiatives and activities within the following three key action areas:

- (1) **capacity development** for institutions and individuals as well as technical support and advice;
- (2) **access to curriculum-related** knowledge, experience and expertise; and
- (3) engagement of stakeholders in evidence-based **policy dialogue**.

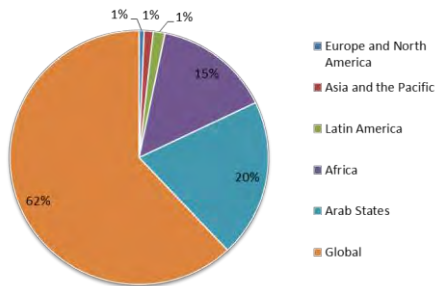




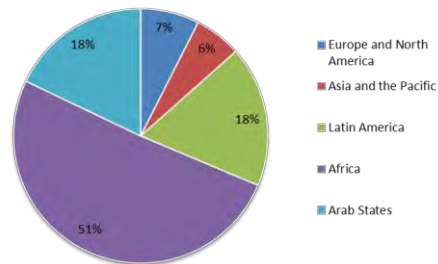
Distribution of Activities



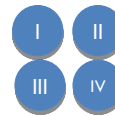
Expenditures by Region



Activities by Region



IBE Achievements



2012 Achievements Highlights

685 Participants in all IBE activities

194 Diploma participants from **44** countries

461 Workshops participants from **25** countries

1603 Community of Practice Members from **139** countries

24 Countries (**18** in Africa) receiving specific technical assistance

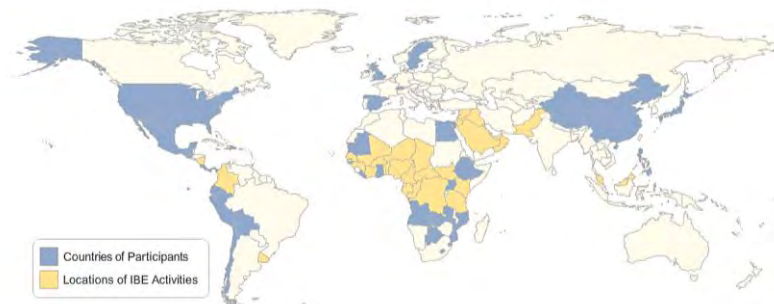
28 country profiles updated for the 7th edition of the *World Data on Education*

4 issues of the *Journal Prospects* published

7,315 institutions receiving *Prospects* (+5%)

1,710,000 unique visitors of IBE website (+18.9%)

256,000 downloads of IBE documents and publications through UNESDOC (+38%)



Objective I: Capacities Enhanced

Diplomas (MLA 1-1, 1-3, 2-5)

I
II

III
IV

Overview

Achievements


Evaluation

Quality Assurance & Feasibility

Challenges

Overview:

- The Diploma is a training programme for strengthening capacities for **curricular analysis, design, development and evaluation** at macro, meso and micro levels of the education system, with an emphasis on the school level.
- Two phases: 10-day face-to-face session and 30-week online training
- It is primarily **targeted** at policymakers, curriculum developers, quality assurance officials, teacher trainers, and teachers. ([Participants' profile](#))
- In **partnership** with universities/institutes (UCU, OUT, and TIE), UNESCO offices, Ministries of Education, and private sector in Latin America and Africa




Objective I: Capacities Enhanced

Diplomas (MLA 1-1, 1-3, 2-5)

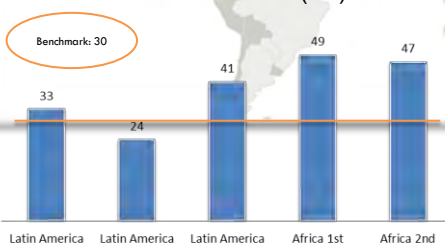
I
II

III
IV

Diploma Total Number of Participants (2010-2012)
194 participants of which **96** come from Africa
 (60% female, 40% male)
 from **44** countries


Completion Rate:

1st cohort (LA): **83%**
 1st cohort (Afr): **90%**



Cohort	Completion Rate
Latin America 1st	33
Latin America 2nd	24
Latin America 3rd	41
Africa 1st	49
Africa 2nd	47

Professional Background



Background	Percentage
Curriculum developer	39%
Principal/Inspector	17%
Teacher/Teacher trainer	16%
Professor	9%
Researcher/Scholar	9%
Decision maker	5%
International Staff	7%
Other	7%

BACK

Objective I: Capacities Enhanced

Diplomas (MLA 1-1, 1-3, 2-5)

I
II
III
IV

Overview

Achievements


Evaluation

Quality Assurance & Feasibility

Challenges

Achievements:

- **Africa: Diplomas** cover **24** Sub-Saharan African countries
 - 1st cohort: **49** participants (24 out of from BEAP countries, 23 of them graduated)
 - 2nd cohort: **47** participants (18 out of from BEAP countries)



- Close collaboration with **UNESCO offices**: BREDA, OREALC, PDE/TED, IICBA, IBE and Field Offices
- Training of **trainers** and **UNESCO staff**
- Synergies of **trainees** and **national reform processes**

Objective I: Capacities Enhanced

Diplomas (MLA 1-1, 1-3, 2-5)

I
II
III
IV

Overview

Achievements

Evaluation

Quality Assurance & Feasibility

Challenges

Evaluation results

Category	Latin America Cohorts 2010-2012	African Cohorts 2011-2012	Total Diploma Cohorts
Overall Appreciation	97%	94%	95%
Materials	85%	93%	89%
Facilitation	91%	85%	88%
Competencies strengthened	91%	90%	90%



Objective I: Capacities Enhanced

Diplomas (MLA 1-1, 1-3, 2-5)

Overview

Achievements

Evaluation

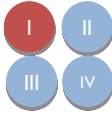
Quality Assurance & Feasibility

Challenges

Quality Assurance & Feasibility:

- **Revise the Training Tools for Curriculum Development (TTCD)** incorporating case studies developed through the network of the community of practice as well as feedback from participants (English, Spanish and French versions available)
- **Design the evaluation of the long term impact** of the Diploma and track the participants' utilization of acquired skills in curriculum issues
- **Funding secured from the United Arab Emirates to support the Diplomas in **Africa** and **Arab States****





Objective I: Capacities Enhanced

Diplomas (MLA 1-1, 1-3, 2-5)

Overview

Achievements

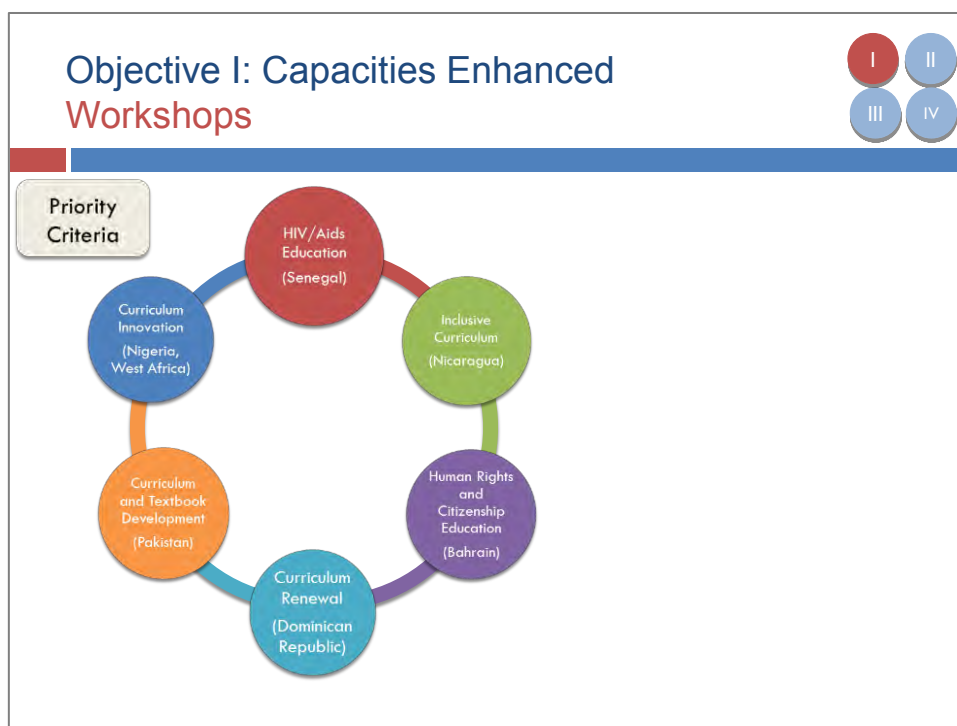
Evaluation

Quality Assurance & Feasibility

Challenges

Challenges:

- **Assessing needs in various regions**
- **Securing necessary human and financial resources** to deliver ongoing and upcoming activities and products
- **Balancing** effective implementation, evaluation, communication, and reporting
- **Forging sustainable partnerships** as well as synergizing efforts and initiatives among multiple institutions to effectively deliver quality services and products
- **Aligning the understanding** of a systemic and sustainable approach to curriculum among all partners, colleagues, stakeholders and beneficiaries
- **Assessing** the feasibility of a growth model



Priority Criteria:

1. Responding to IBE-UNESCO thematic areas (MLA 1-1; 1-3; 2-5; 3-7; 3-8; 4-12)
2. Being planned on demand responding to the specific needs of Member States
3. Target: one workshop per region
4. Being subject to full funding
5. Providing specific technical support to staff responsible for longer term curricular processes
6. Being supported with custom-made tools

Senegal

MLA 1-1; 3-8

- IBE provided expertise on HIV and AIDS education and curriculum
- **25** participants from **14** West and Central African countries drafted an action plan to build capacities for comprehensive health education
- Partnership with UNESCO HQ and BREDA

Nicaragua

MLA 1-1; 1-3; 2-5

- **Inclusive education and inclusive curricula** with key national team
- **49** workshop participants who will train about 240 teacher trainers from 8 teacher education institutes at the regional level by the end of this year
- Partnership with MoE and OIE

Bahrain

MLA 1-1; 1-3; 2-5

- Incorporating **Citizenship and Human Rights Education** in the curriculum
- First step of a five-year project to reform Bahrain's curriculum
- **50** Participants, mostly MoE policymakers including the Minister and Undersecretaries
- Partnership with the MoE of Bahrain

Dominican Republic

MLA 1-1; 1-3; 2-5

- **Curriculum revision** of basic and secondary education and capacity-development activities on curriculum of the MINERD
- **129** participants: educators, staff from various sectors of MoE, Foundation EDUCA and OIE
- **10** participants are trained in the Diploma
- Public-private partnerships (MINERD – EDUCA Foundation)

Pakistan

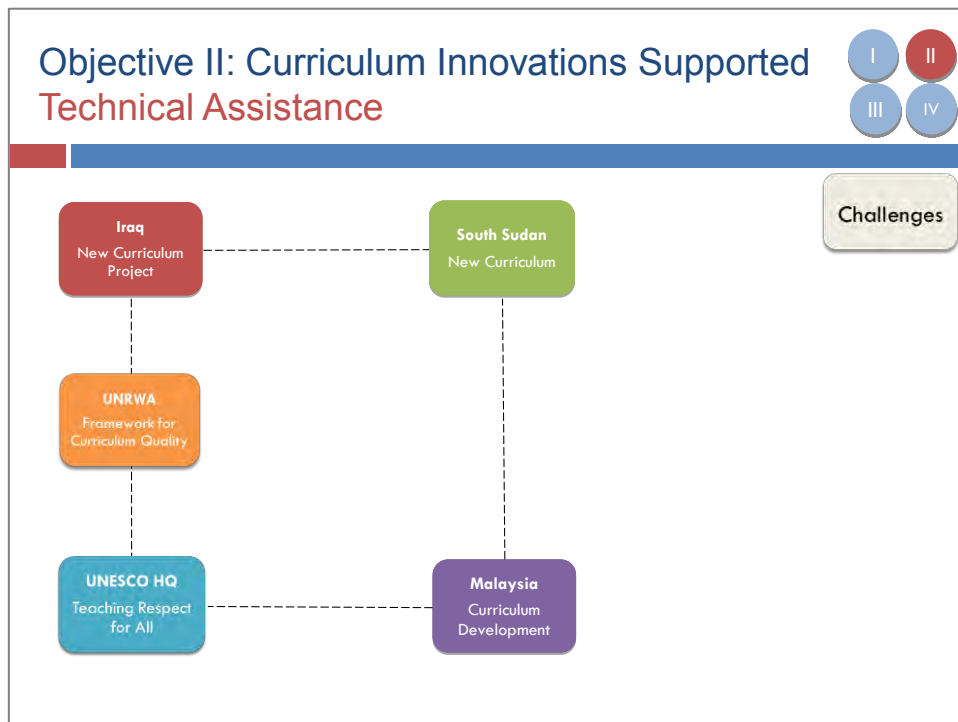
MLA 1-1; 1-3; 2-5

- **Curriculum and textbook development in Pakistan**
- **36** participants from Federal Ministry of Education and Training, as well as national and provincial curriculum and textbook boards
- Follow-up: provide technical advice on **textbook assessment** and implement **training activities** to textbook developers and reviewers
- Partnership with UNESCO Islamabad

Nigeria

MLA 1-1; 1-3; 2-5

- Curriculum innovation and teacher capacity building in West African countries
- **30** participants: key stakeholders in curriculum development from Nigeria, Ghana, Mali and UNESCO offices
- Partnership with the Nigerian Federal Ministry of Education



Iraq

MLA 1-1; 1-3; 2-5

Developing a new national **Iraqi curriculum framework** constituting the basis for teacher education, syllabus and textbook development with **emphasis on mathematics and the sciences**

1. **National Curriculum Framework** finalised
2. **Guidelines for curriculum revision** in mathematics and the Sciences
3. **Enhanced capacities** of the national technical team (Baghdad & Erbil Regions)

South Sudan

MLA 1-1; 1-3; 2-5

Enhancing the capacities of central and state level decision makers in curriculum design and development in South Sudan

1. **Action plan** for a South Sudan comprehensive curriculum reform process drafted
2. **Curriculum frameworks** (primary and lower secondary) reviewed with comments for their revision identifying strengths and gaps
3. **Capacities enhanced** with an emphasis on integrating human rights education and life skills in the curriculum
4. **Partnership** with IIEP and the Education sector at UNESCO HQ

Malaysia

MLA 1-1; 1-3; 2-5; 3-7

Review of **curriculum development** focusing on sciences and mathematics in Malaysia

1. **Comprehensive education policy analysis** from an international perspective identifying strengths and challenges and providing recommendations
2. **Recommendations** for teacher development, curriculum development, learning assessment, ICT in education and TVET, and overarching systemic issues
3. **Partnership** with UNESCO HQ and UNESCO Bangkok

Teaching Respect for All

MLA 1-1; 1-3; 2-5; 4-12

Support to UNESCO HQ in the project **“Teaching Respect for All”** in designing curricular framework to **fight against racism and promoting tolerance**

1. **IBE recommendations** to orient the toolbox production according to the project objectives

UNRWA

MLA 1-1; 1-3; 2-5; 4-12

Enhancing capacities of curriculum specialists in the Central Amman Unit and the UNRWA field offices to **implement quality curriculum** in Jordan, Lebanon, Syria, and Occupied Palestinian Territory

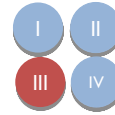
1. **Common Framework for quality curriculum** in UNRWA schools
2. **Enhanced capacities** of certified curriculum specialists **to carry out dissemination activities**

Challenges

1. Responding to IBE’s programmatic priorities
2. Transition to new TA team
3. Governmental changes in countries
4. Working under financial constraints
5. Building a M&E system

Objective III: Knowledge base developed

(MLA 4-12)

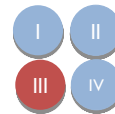


Global Survey on Instructional Time

- Collaboratively designed with the **UNESCO Institute for Statistics**
- The draft questionnaire on instructional time was completed during the first months of 2012
- During April-May the UIS organized a pilot involving 17 countries from diverse regions (Asia and the Pacific, sub-Saharan Africa, Arab States, Latin America and the Caribbean).
- The launching of the survey on instructional time is still planned for the beginning of 2013

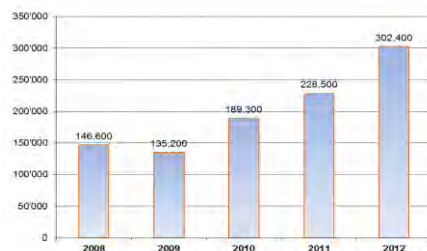
Objective III: Knowledge base developed

(MLA 4-12)



Databases & Alerts

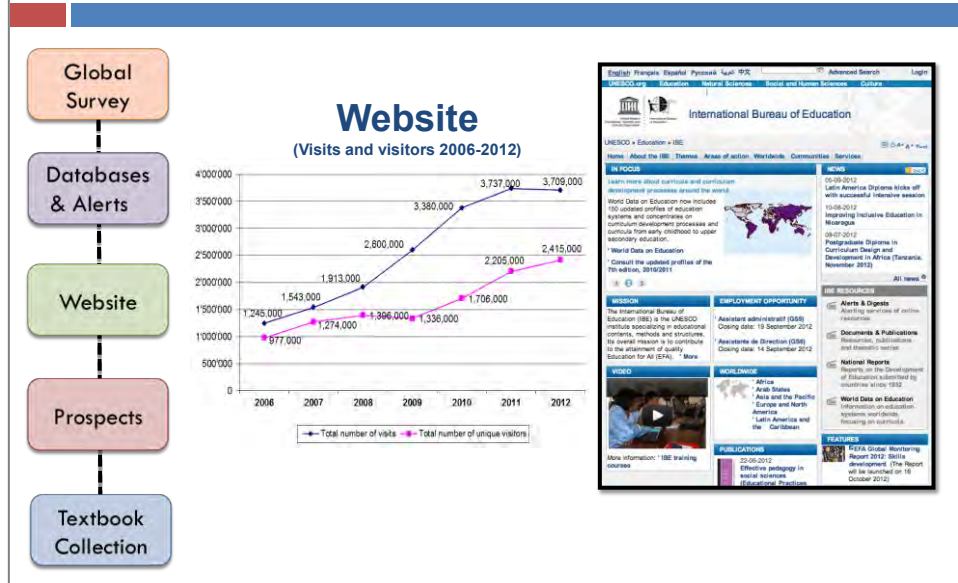
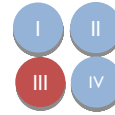
- Updated the database of **Country Dossiers** (190 countries)
- A total of **162** updated country profiles for the **7th edition of the World Data on Education**
- Enriched the **curriculum collection**
- **23 alerts** produced as well as **4 digests**



Downloads of IBE resources through UNESDOC 2008–2012

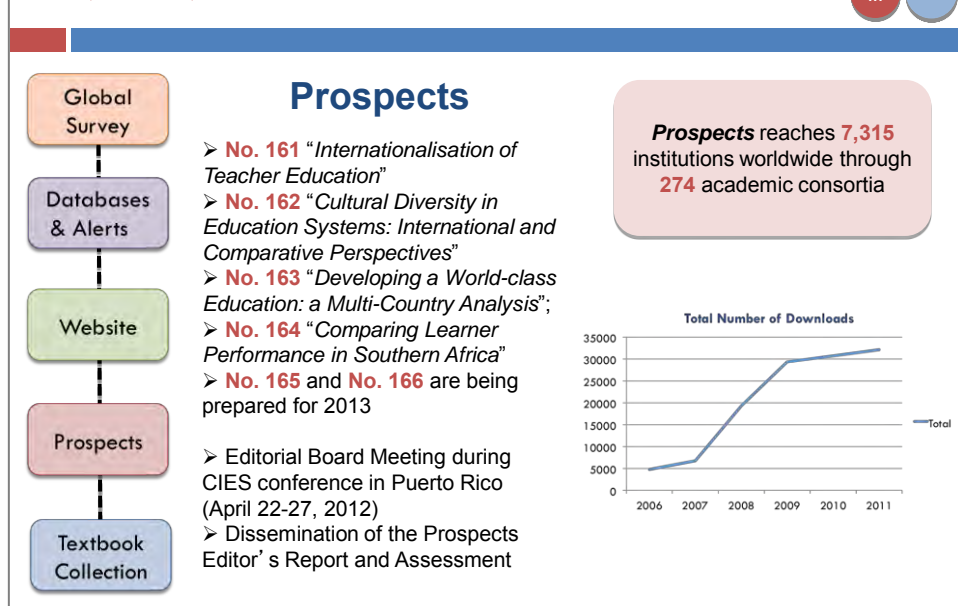
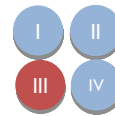
Objective III: Knowledge base developed

(MLA 4-12)



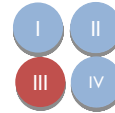
Objective III: Knowledge base developed

(MLA 4-12)



Objective III: Knowledge base developed

(MLA 4-12)



Global Survey

Databases & Alerts

Website

Prospects

Textbook Collection

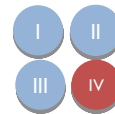
Textbook Collection

- Organizing IBE's rich textbook collection with approximately **18,000 textbooks**, teacher manuals and other learning materials from more than **110 countries** published between 1890 and 1980s
- Building partnership with **Stanford University** to analyse the textbooks between 1900 and 1945
- Seeking funding to digitalize textbooks and make them available to other experts, research groups and institutions for further analysis



Objective IV: Cooperation reinforced

(MLA 1-1, 1-3, 2-5, 3-7, 3-8)



Inclusive Policy Framework
Colombia

Country Programme
Uruguay

Inclusive School Project
(CASERC)
Gulf States

Inclusive Teacher's Profile
Europe

Policy Dialogue

National Inclusive Education Framework in Colombia

Revision and adjustment of the national inclusive education framework

Action Plan for the implementation of the framework at regional and local levels

In partnership with the Ministry of National Education, Foundation EXE, Foundation Saldarriaga Concha, and OEI

Uruguay Country Programme 2012-2014

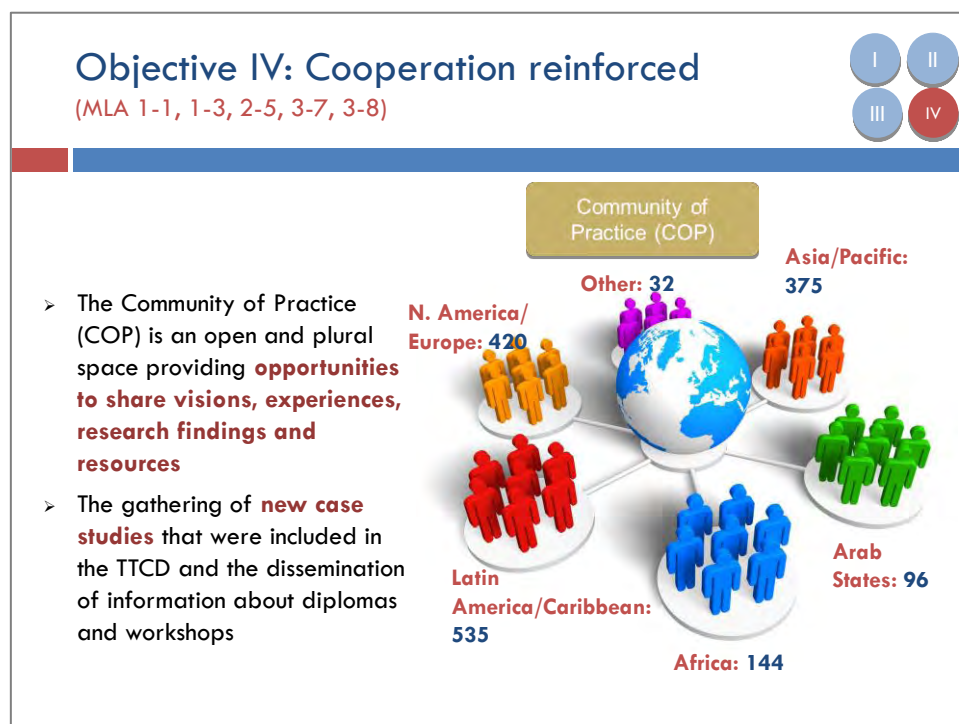
- Policy dialogue meetings to initiate the implementation of “**National Plan of Education: the Education we would like for Uruguay in 2030**”, in partnership with the MoE
- **UN as One** (UNDP, UNICEF, UNFPA and UNESCO IBE)

Knowledge Production and Policy Dialogue (GASERC)

- Production of school and classroom resource guides to support the implementation of **inclusive education in Gulf States**
- A study of outstanding international inclusive education practices validated by international experts. Up to now **50 practices** are gathered from all UNESCO regions on the school and classroom levels

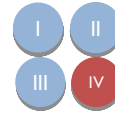
Inclusive Teacher’s Profile

- Inclusive teachers profile, agreed upon among **24 EU countries**
- In partnership with the **European Agency for Development in Special Needs Education**



Objective IV: Cooperation reinforced

(MLA 1-1, 1-3, 2-5, 3-7, 3-8)



Partnerships

Within UNESCO

Headquarters, National Commissions, UIS, IIEP, Division of Education for Peace and Sustainable Development, Division for Basic Learning and Skills Development, Section for Teacher Development and Education Policies and Field Offices such as BRED, Bangkok, Beirut and Kingston, OREALC

Outside UNESCO

Ministries of Education, teacher training institutes and universities, UNRWA, CEDEFOP, OEI, IDB, GASERC, ABEGS, SLO, National Commissions, MBI AL JABER Foundation, Foundation EDUCA, Foundation EXE, Foundation Saldarriaga Concha, OFID, University of Pittsburgh, University of Geneva (IPSE), SRED

Human Resources

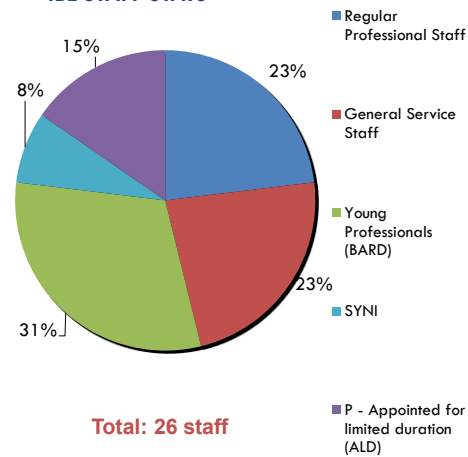
Professional Development:

- **Ethics training** by the Department of Ethics of UNESCO
- **3 IBE staff** completed the Diploma
- **15** interns representing **3** of the **5** UNESCO regions have been trained

Recruitment

- **1** senior programme specialist (P5) (2013)
- **1** programme specialist (P4)
- **1** assistant programme specialist (P2)
- **1** accountant (GS6)
- **1** assistant to the Director (GS6)

IBE STAFF STATS



IBE Budgetary Framework 2012

(Expressed in Dollar US)

Special Account	Budget approved	Budget revised	Total expenditures 2012	Unliquidated obligations future period	Global execution rate*
I. Programme Activities	953,849	839,698	661,482	123,353	93.5%
I-1 Capacity Development & Technical Assistance	394,821	421,399	340,751	37,136	89.7%
I-2 Knowledge Production & Management	292,142	299,362	227,287	69,272	99.1%
I-3 Policy Dialogue	266,886	118,937	93,444	16,944	92.8%
II. Governing Board/ Gen. Adm./ Institutional Dev.	630,000	630,000	479,918	100,375	92.1%
III. Staff cost (est. Posts)	2,130,000	2,112,800	1,861,316	30,007	89.5%
Total Expenditures Special Account 2012 (I + II + III)	3,713,849	3,582,498	3,002,717	253,735	90.9%

*Global execution rate = (Total current period + Unliquidated obligations future period) / Revised

Extrabudgetary Programmes 2012

(Expressed in Dollar US)

IBE EXTRABUDGETARY PROJECTS (THROUGH UNESCO)	EXPENDITURES
UNESCO Iraq (Iraqi Curriculum)	96,934
UNESCO Pakistan (Text books)	11,439
UNESCO Emergency Fund	29,844
UBRAF/BREDA/OFID (HIV/AIDS)	114,927
IIEP (South Sudan)	15,095
ED Sector (Resource packs and Diplomas)	11,109
Textbooks (Niger and Mali)	21,592
TOTAL EXTRABUDGETARY	300,939
TOTAL EXPENDITURES 2012 (SPECIAL ACCOUNT + EXTRABUDGETARY)	3,303,656

Financial Statement 2012

Provisional Account (Expressed in Dollar US)

I. REVENUE - SPECIAL ACCOUNT	4,290,727
UNESCO financial allocation	1,707,800
Voluntary contributions	1,711,673
In kind contribution	746,167
Other revenue producing activities	46,495
Other revenue	73,918
Finance revenue	4,674
II. EXPENDITURES	3,002,717
II.1 PROGRAMME ACTIVITIES 2012	661,482
II.1.1 Capacity development and technical assistance	340,751
II.1.2 Knowledge production and management	227,287
II.1.3 Policy dialogue	93,444
II.2 GOV. BODY/GEN. ADMIN./INSTITUTIONAL DEV.	479,918
II.3 PERSONNEL COSTS (established posts)	1,861,316
III. RECONCILIATION BUDGET/FINANCIAL POSITION	923,464
IV. CHARGES AFTER WITHDRAWALS (II + III)	3,926,180
V. ACCOUNTING OUTCOME (I - IV)	364,547
VI. RESERVES AT THE BEGINNING OF THE PERIOD	1,501,861
VII. TOTAL RESERVES END OF PERIOD (V+VI)	1,866,408



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Presentation of the Director Programme of Activities

1 January to 31 December 2013

UNESCO – International Bureau of Education
Geneva, 23-25 January 2013

Overview I



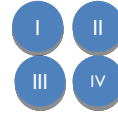
IBE Mission

support UNESCO Member States in their efforts to enhance the quality of student learning mainly through initiatives and activities within the following three key action areas:

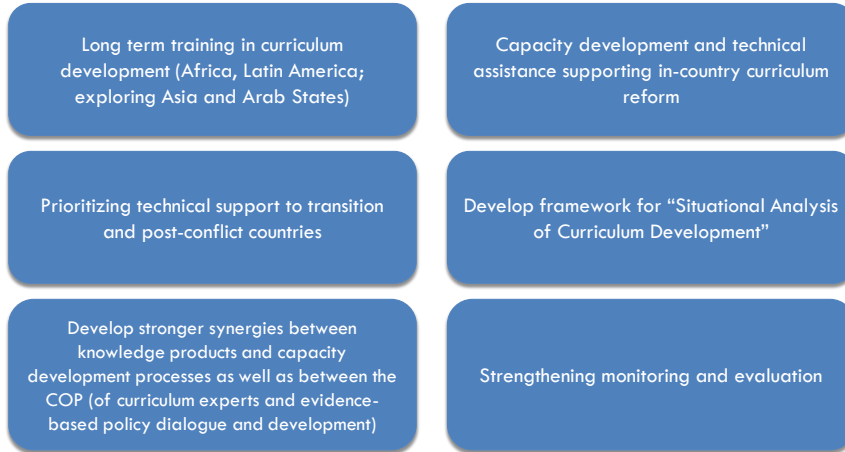
- (1) **capacity development** for institutions and individuals as well as technical support and advice;
- (2) **access to curriculum-related** knowledge, experience and expertise; and
- (3) engagement of stakeholders in evidence-based **policy dialogue**.



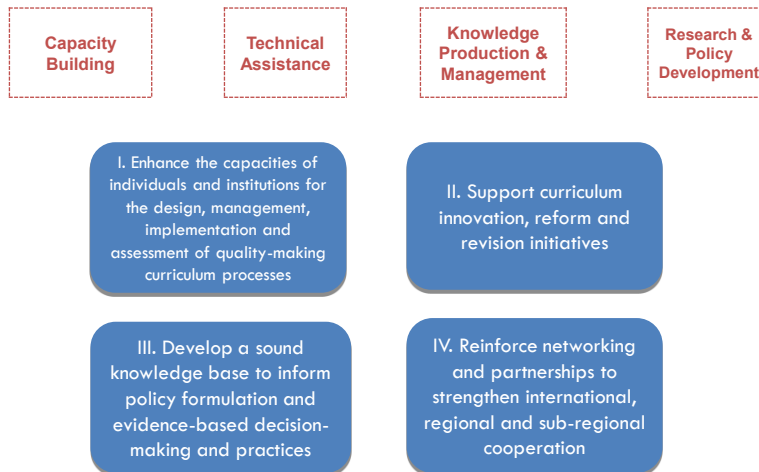
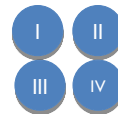
Overview I

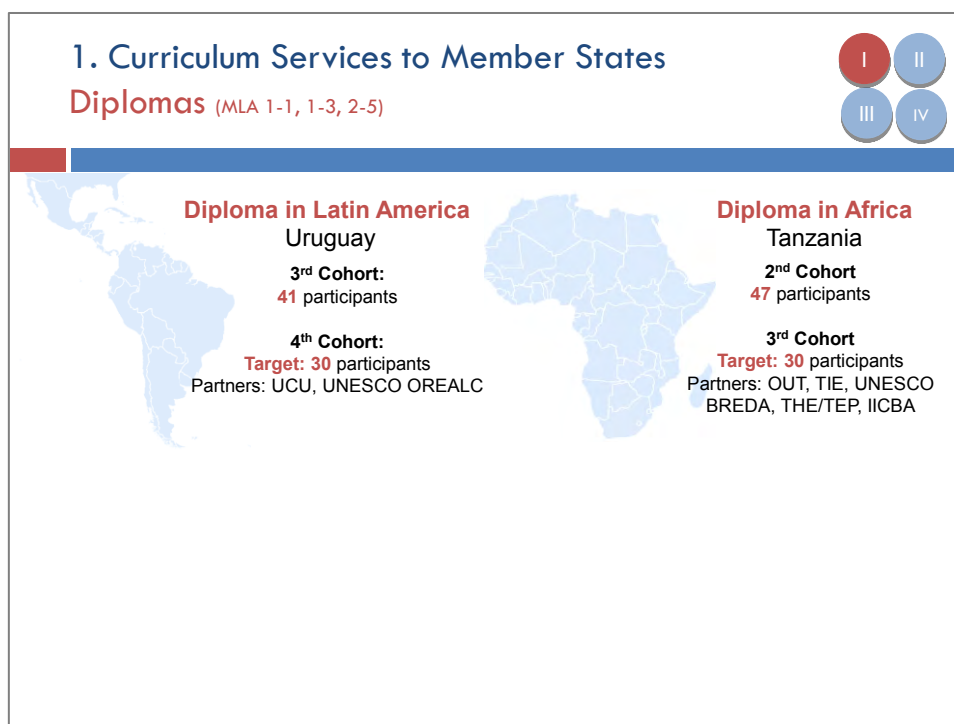


Based on the Strategy and work programme 2012-2017, main priorities are:



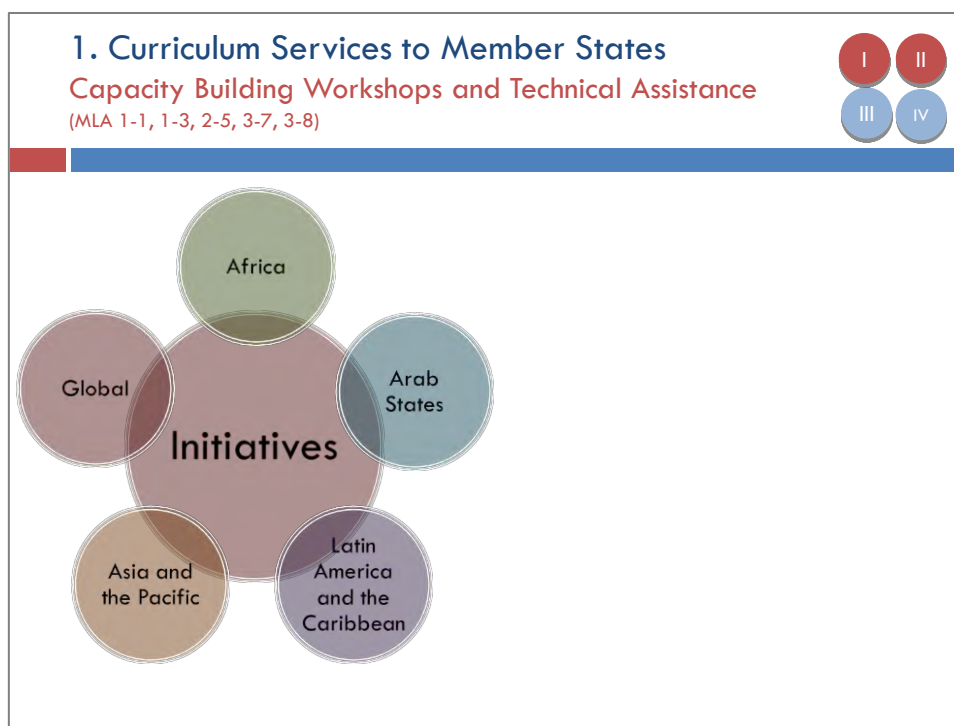
IBE Objectives





Initiatives:

- Continue the implementation and consolidate **the Diploma as IBE's major capacity training initiative on curriculum**
- Continuously refine and adapt IBE training materials based on **regular monitoring and regional needs**
- Continue to enhance the **critical mass** of the Diploma (facilitators and tutors)
- Develop a more comprehensive Africa Diploma proposal engaging **Francophone African countries**
- **Take initial steps** to implement diploma courses in the **Arab region** and **Asia** (China) for 2014-2015
- **Strengthen partnership** with the education sector, Section for Teacher Development and Education Policies (THE/TEP) and field offices
- **Monitor and assess** short and long term impacts of the Diploma and track the participants' utilization of acquired skills in curriculum issues



Initiatives

- further develop and update **policy guidelines** and **customized training tools**
- link IBE's programme to **longer term interventions**
- systematically conduct **monitoring and evaluation** in line with the CoE Strategy
- focus **HIV/AIDS** on **content evaluations** of learning and teaching materials
- respond to **needs and requests** from Member States

Africa

- **New Curriculum for South Sudan**
Enhance the capacities of central and state level decision makers in curriculum design and development in a comprehensive curriculum reform process
- **Curriculum Reform in Lower Secondary Education in Uganda**
Support Uganda in the national curriculum reform in lower secondary education with regard to subject integration
- **Content evaluation of learning and teaching materials on HIV/AIDS in CEMAC countries**
Evaluate teaching materials and self-training materials on HIV/AIDS education for primary and secondary teachers in Cameroon, Congo, Central African Republic, Gabon, Guinea, and Chad

Arab States

- **Human Rights and Citizenship Education in Bahrain**
Integrate Human Rights and Citizenship Education in the national curriculum:
Develop a framework of Human Rights and Citizenship Education
Design school-based initiatives
- **Inclusive School Project in Gulf States (GASERC)**
Finalize and pilot two education guides at school level: "Promoting Inclusive Education: A School Development Guide" and "Developing Inclusive Classrooms: A Guide for Teachers"
- **New Curriculum Initiative in Iraq**

Develop guidelines for translating the new curriculum vision into quality syllabuses and textbooks for Math and Sciences

Latin America

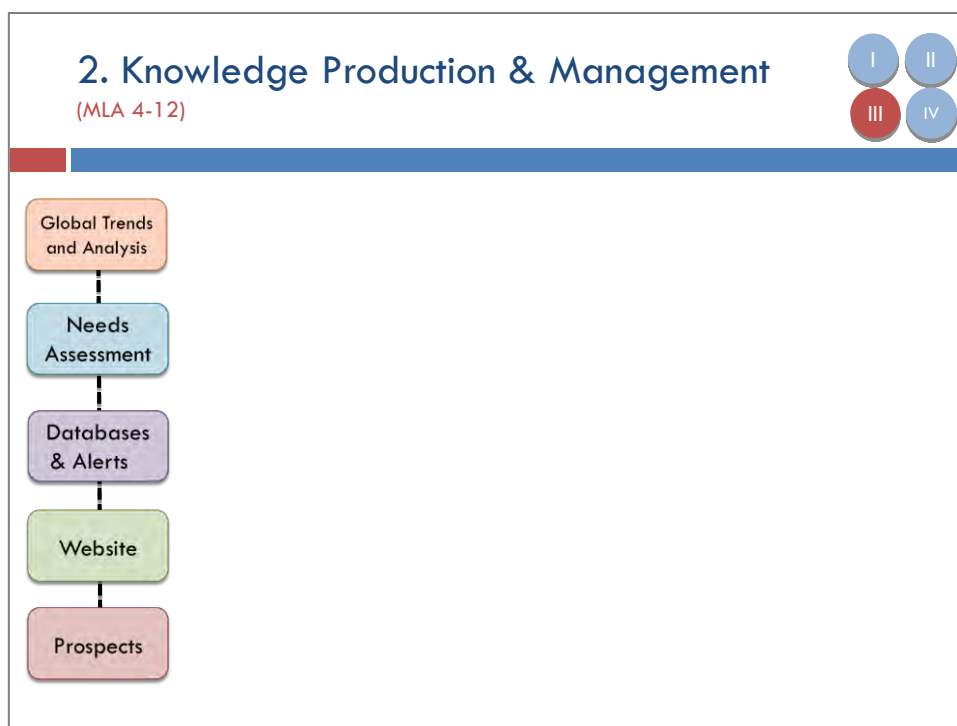
- **Revision of Basic and Secondary Curricula in Dominican Republic**
Revise curricula and school practices in basic and secondary education
- **Inclusive Education Policy Framework in Colombia**
Discuss and validate an inclusive education policy framework and implement at national and regional levels
- **Country Programme in Uruguay**
Implement the country programme 2012-2030 in partnership with “UN as One” to develop an education and curriculum agenda

Asia and the Pacific

- **Textbook and Curriculum Development in Pakistan**
Provide technical advice on textbook assessment tools
Develop capacities of textbook developers at regional level

Global

- **“Teaching Respect for All”**
“Culture of Peace and Non-violence”
“Global Citizenship” UNESCO HQ
IBE technical contributions to the projects in partnership with UNESCO HQ
- **UNESCO HIV and AIDS Education Clearinghouse**
Add documents to the database as contributions to the UNESCO HIV/AIDS Education Clearinghouse



Global Trends and Analysis

- **Global Survey on Instructional Time:** launch in partnership with **UNESCO Institute for Statistics** at the beginning of 2013; analyze data in the second half of the year
- Contribute to the forthcoming **Global Monitoring Report** on EFA: *Teaching and Learning for Development*
- **A mapping** of cross-curricular themes and generic skills/competences in relation to sustainable development

Needs Assessment

- designing and implementing a **cross-programmatic** tool for the periodic assessment of **regional, sub-regional and national needs and priorities**
- identifying and addressing **curriculum-related knowledge and information gaps**
- to be complemented by the launching of a **cycle of workshops** organized at sub-regional and regional levels within the next few years

Database & Alerts

- update the data base of **Country Dossiers**
- complete the **7th edition of the World Data on Education**
- enrich the **curriculum collection**
- finalize the **curriculum glossary** with the related specialized terminology
- produce **alerts** including at least one thematic alert on priority issues

Website

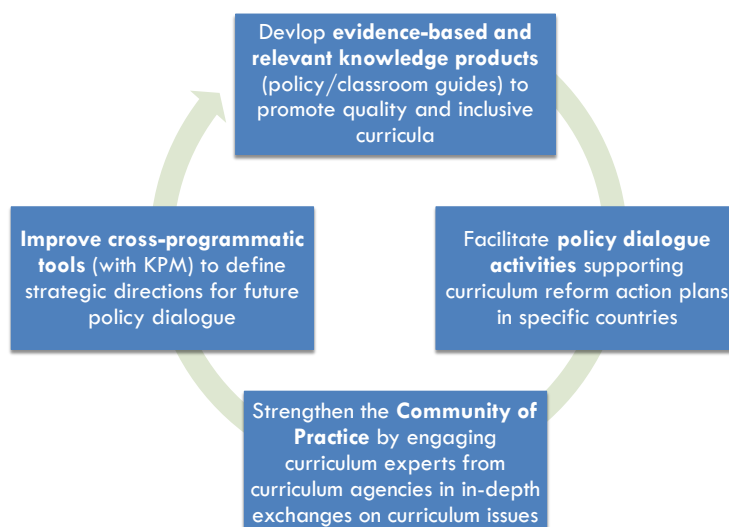
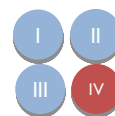
- prepare the launch of a clearinghouse mechanism. This will depend on future funding and would result in a more dynamic and significantly **improved website by 2014-2015**

Prospects

- **No. 164** *"Comparing Learner Performance in Southern Africa"*
- **No. 165** *"Education, fragility and conflict"*
- **No. 166** Regular Issue
- **No. 167** *"Mobile technology, teacher training and curriculum development"*
- **No. 168** *"Curriculum reform: The search for innovative models for education systems in transition"*

3. Research & Policy Development

(MLA 1-1, 1-3, 2-5, 3-9, 4-12)



Human Resources

Professional Development

- Encourage collective and individual **professional development**, depending on the financial resources
- Continue to **train young professionals**
- Increase expertise by **possible secondment for clearly defined positions**

Recruitment

- **1** senior programme specialist (P5) joins the IBE in July 2013
- **1** programme specialist (P4)
- **2** assistant programme specialist (P2)
- **1** Deputy Director (D1)

Staff	2012	2013
Regular Professional	6	7
Professional ALD/PA	4	5
Regular General Service	6	4
General Service/PA		1
BARD	8	5
SYNI	2	1
TOTAL	26	23

Budget Allocated for 2013

(Expressed in Dollar US)

SPECIAL ACCOUNT	Budget 2012	Budget 2013
I. PROGRAMME ACTIVITIES		
I-1 Curriculum support services to MS (Diplomas, technical assistance & cooperation projects)	394,821	797,000
I-2 Clearing house and information management (Databases, documentation, publications & Website)	292,142	477,000
I-3 Curriculum research and policy development	266,886	300,000
TOTAL I	953,849	1,574,000
II. Governing Board/Gen. Adm./Institutional Dev.		
II-1 IBE Council/Steering Committee	180,000	180,000
II-2 General operating costs	300,000	360,000
II-3 Institutional development: CoE, coordination & programme development	150,000	150,000
TOTAL II	630,000	690,000
TOTAL I+II	1,583,849	2,264,000
III. Staff cost (established posts)	2,130,000	1,890,334
A. TOTAL ALLOCATION	3,713,849	4,154,334

Extrabudgetary Programmes for 2013

(Expressed in Dollar US)

EXTRABUDGETARY PROJECTS (THROUGH UNESCO)	BUDGET
Capacity building for teachers and teachers trainers in support of curriculum reforms	279,949
Capacity building to strengthen key competencies on HIV education in 5 countries of Western and Central Africa	100,000
Support comprehensive education sector response to HIV and AIDS in 14 francophone countries in West and Central Africa	77,200
B. TOTAL EXTRABUDGETARY EXPENSE	457,149

TOTAL ALLOCATION 2013 (A+B)

4,611,483

IBE BUDGETARY FRAMEWORK FOR 2013	Budgetary framework	FUNDING SOURCES			
		UNESCO regular budget	UNESCO Emergency Fund	IBE resources	Voluntary contributions and extrabudgetary resources for 2012-2013
Situation as at 14.12.2012 (USD)					
I. PROGRAMME ACTIVITIES					
I-1 Curriculum support services to MS (Diplomas, technical assistance & cooperation projects)	797,000	0	0	0	797'000
I-2 Clearing house and information management (Databases, documentation, website and publications)	477,000	0	0	0	477'000
I-3 Curriculum research and policy development	300,000	0	220,156	0	79'844
TOTAL I	1,574,000	0	220,156	0	1'353'844
II. Governing Board/Gen. Adm./Institutional Dev.					
II-1 IBE Council/Steering Committee	180,000			180'000	
II-2 General operating costs (*)	360,000			360'000	
II-3 Institutional development: CoE, Coordination & prog dev	150,000				150'000
TOTAL II	690,000			540'000	150'000
TOTAL I + II	2,264,000		220,156	540'000	1'503'844
III. Staff costs (Established posts)	1,890,334	1,742,200		148'134	0
TOTAL BUDGET ALLOCATED 2013 (I+II+III)	4,154,334	1,742,200	220,156	688,134	1,503,844
TOTAL Resources 2013	4,632,125	1,742,200	220,156	890,000	1,779,769
Carry forward 2014	275'925	0	0		275,925
Estimated reserves by the end of 2013 to be used in 2014	201,866	0	0	201,866	

(*) A request has been submitted to the Director General of UNESCO and supported by ADG ED to cover exceptionally General operating cost 2013



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Overview of the implementation of the IBE CoE Strategy

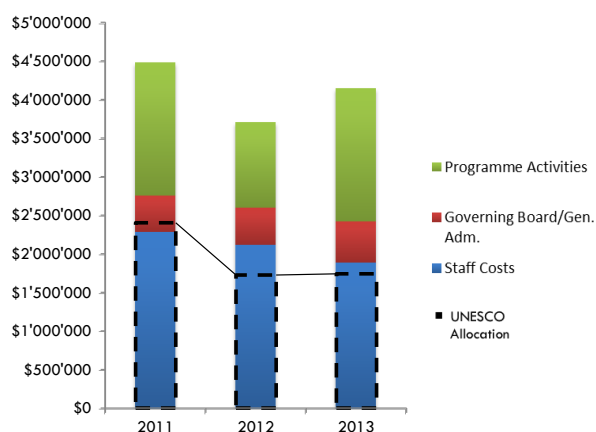
UNESCO – International Bureau of Education

Geneva, 23-25 January 2013

Progress on the implementation CoE

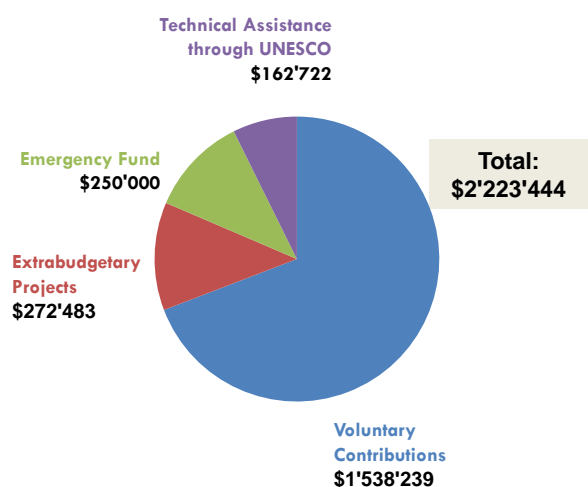
1. General Overview
2. Programme Priorities
3. Staffing and Organizational Structure
4. Governance
5. Policy Dialogue and ICE
6. Resource Mobilization Plan

1. General Overview - Challenges

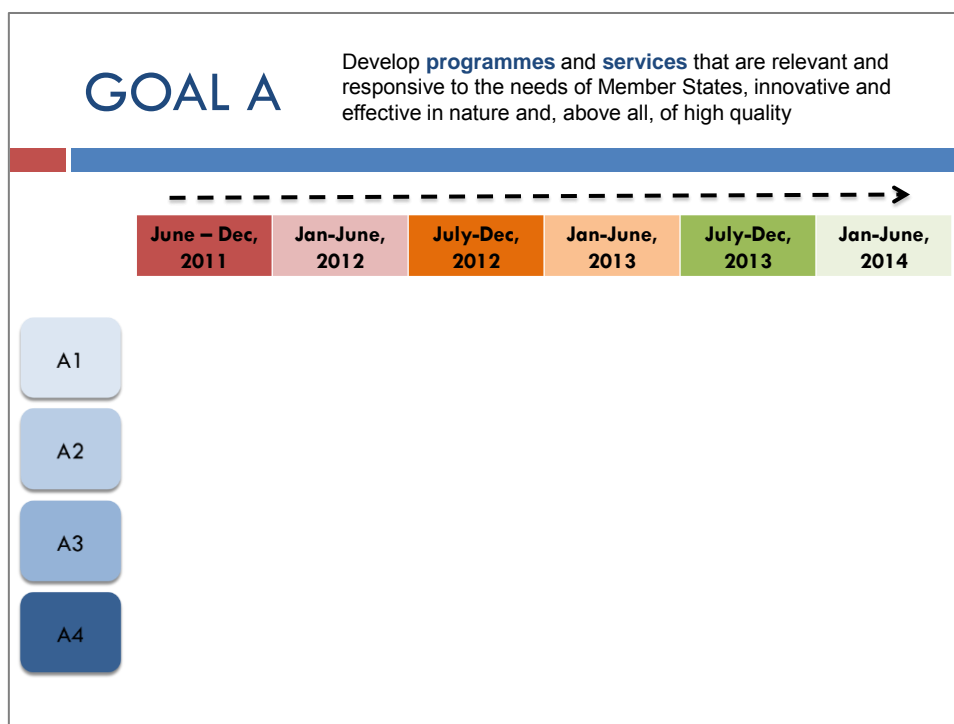


- The **31% reduction** in UNESCO allocation to IBE covered **only 78%** of staff cost. Use of reserves to cover this deficit as well as the running cost and maintenance of building (362.000 USD) and most of the cost of the Council (180.000 USD)
- **Restructuring and cost reduction:** reduction of personnel in **23%** (eliminated post and reduced professional support to programs) and reduction in program of **53%**
- Requested funds from the **emergency fund** to contra rest immediate fragility

1. General Overview - Achievements



- There are also good news
 - New agreement of Cooperation with Switzerland for three years (DDC)
 - New contribution from Norway 2013-2014
 - Secured **funding for P5** (Strategy of CoE)
 - Good effort of resource mobilization from extra budgetary



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.

- The main emphasis has been in **programmatic priorities, revision** of vision, mission and objectives, revision of programmes, alignment and working plans for the **next 5 years**. Strategy and work programme 2012-2017.
- Reinforced planning, monitoring and evaluation approach

A1.4

A1.6

A3.1

A3.4

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.

- Develop a methodology to systematically and regularly assess trends in global, regional and national needs and priorities. Survey developed and piloted.

A2.1

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.

- Developed planning documents for CAP, TA and KPM (with objectives, outcomes, indicators) and programme report and initiated impact evaluation design.
- Overall programmatic document, *IBE Strategy and working plan 2012-2017* finalized.

A3.1

A3.2

A3.3

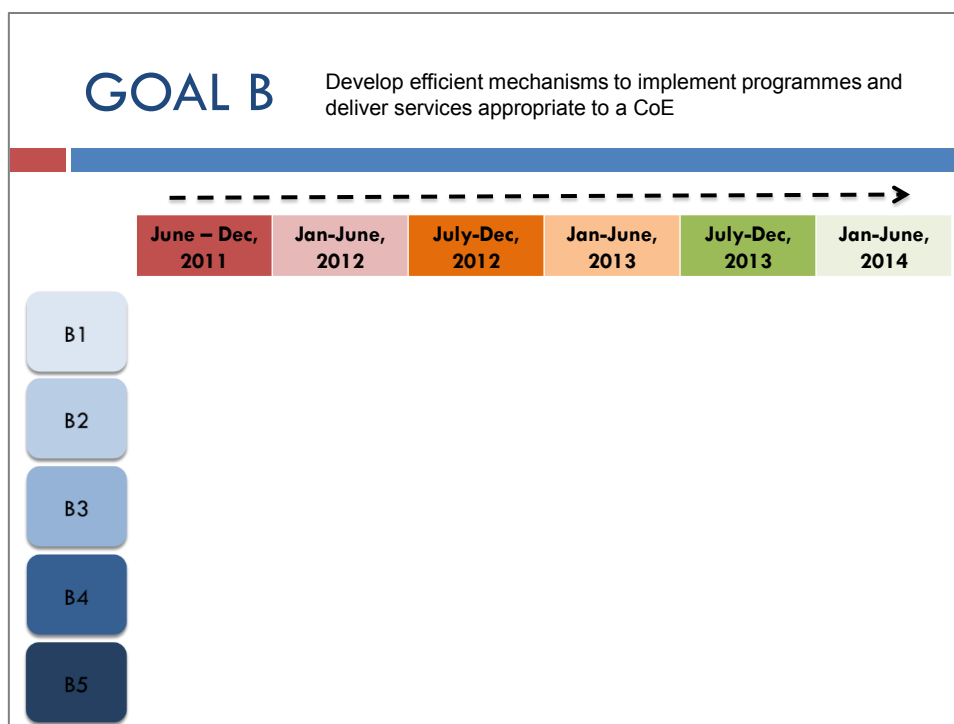
A3.4

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.

- Based on the IBE's field work and consultations with its partners, a set of important, relevant and current research topics and questions have been compiled.

A4.1



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.

- Strengthening and expanding IBE networks
- Refining internal databases of national curriculum centers and institutions, curriculum experts, professional associations, UN partners and Prospects academic network

B1.1

B1.2

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.

- Strategic lines of institutes, common issues, work plan to strengthen collaboration with institutes IBE, IIEP, UIL.
- Strategic areas of action with Ed-Sector as co-implementers: Teachers; diploma training; curriculum support to member states; thematic areas.
- National Commissions

B2.1

B2.2

B2.3

Strategy B3

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

- Programmatic: Diploma course frameworks and accreditation arrangements;
- Training tools improved and enhanced; intensive long-term training programme in cooperation with universities leading to academic accreditation
- Online E-learning

B3.1	B3.2	B3.3
------	------	------

Strategy B4

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

- Communication Strategy approved.
- Initiated group work on the communication strategy; programme definition, taking stock of communication media, clarification of targeted messages, branding and communication tool in preparation.
- Resource mobilization plan

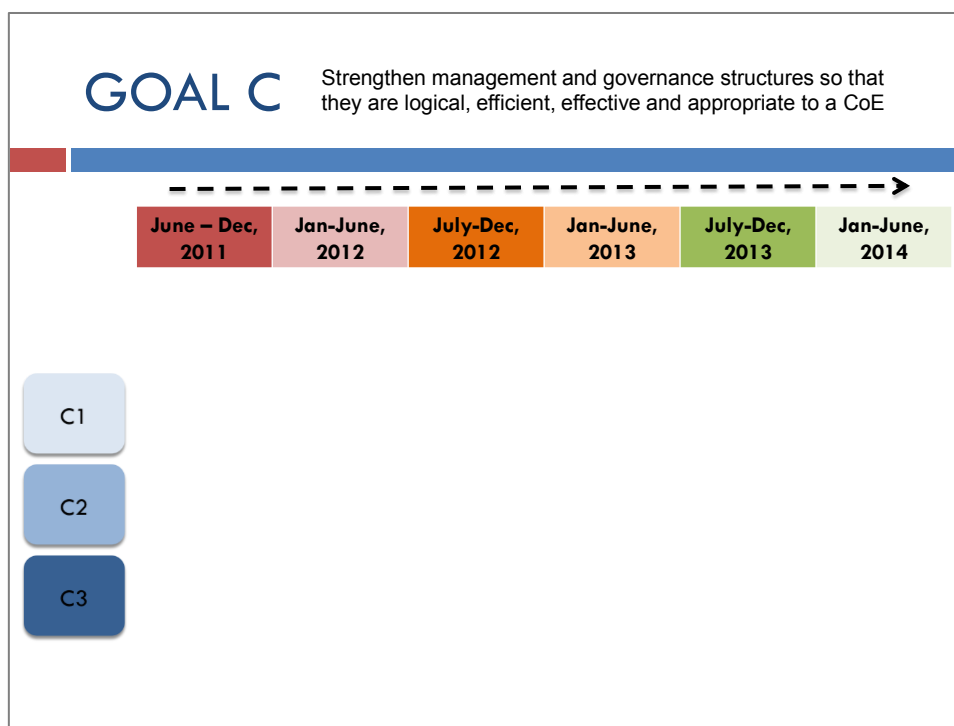
B4.1	B4.2	B4.3
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Strategy B5

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.

- Working group to revise policy dialogue and ICE, propose plan and appropriate timeframe
- Identify appropriate funding mechanisms
- Explore a broad range of policy dialogue opportunities

B5.1	B5.2	B5.3	B5.4
------	------	------	------



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.

- Comprehensive review of the IBE organizational and staffing structure finalized, new organigram proposed, transition mechanisms to increase expertise with flexible contracts based on mobilized funding
- Mechanisms to strengthen HR for developing communication and fundraising strategy. Enhanced coordination among priority programmes

C1.1

C1.2

C1.3

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.

- Identified core competencies of staff and redesign staff profiles to fill new organizational structure.
- Recruit additional specialist staff under more flexible (PA) based on new funding

C2.1

C2.2

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.

- **Report on the Working Group on Governance.**
- Examine size, composition and functions of IBE Council. Propose a range of options for new governance for endorsement of a preferred model that would provide programmatic guidance, resource mobilization, strategic decision making and oversight

C3.1

C3.2

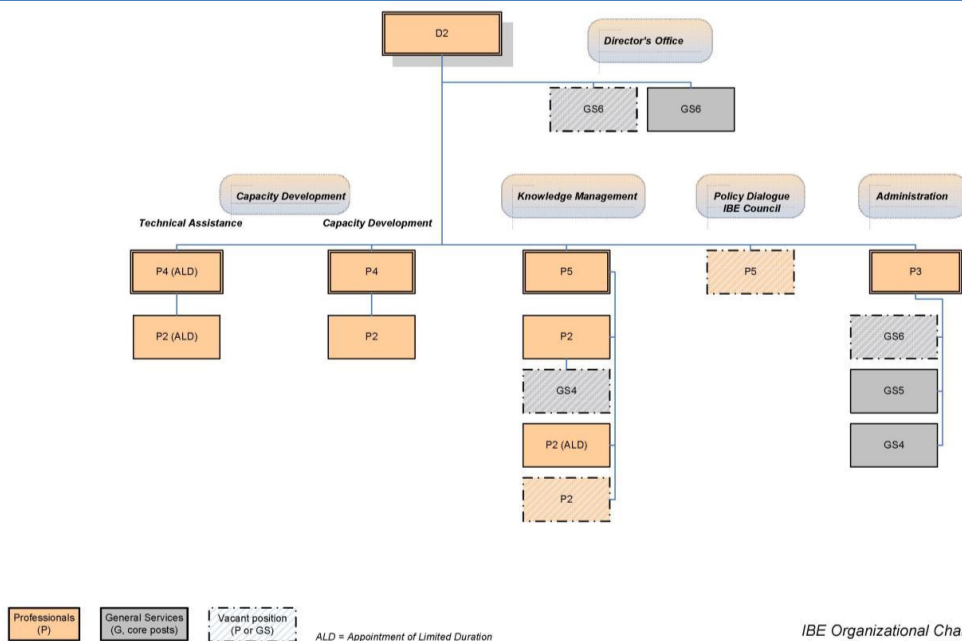
2. Strategic Programme Priorities

- Programme Coordinators Massimo Amadio will present

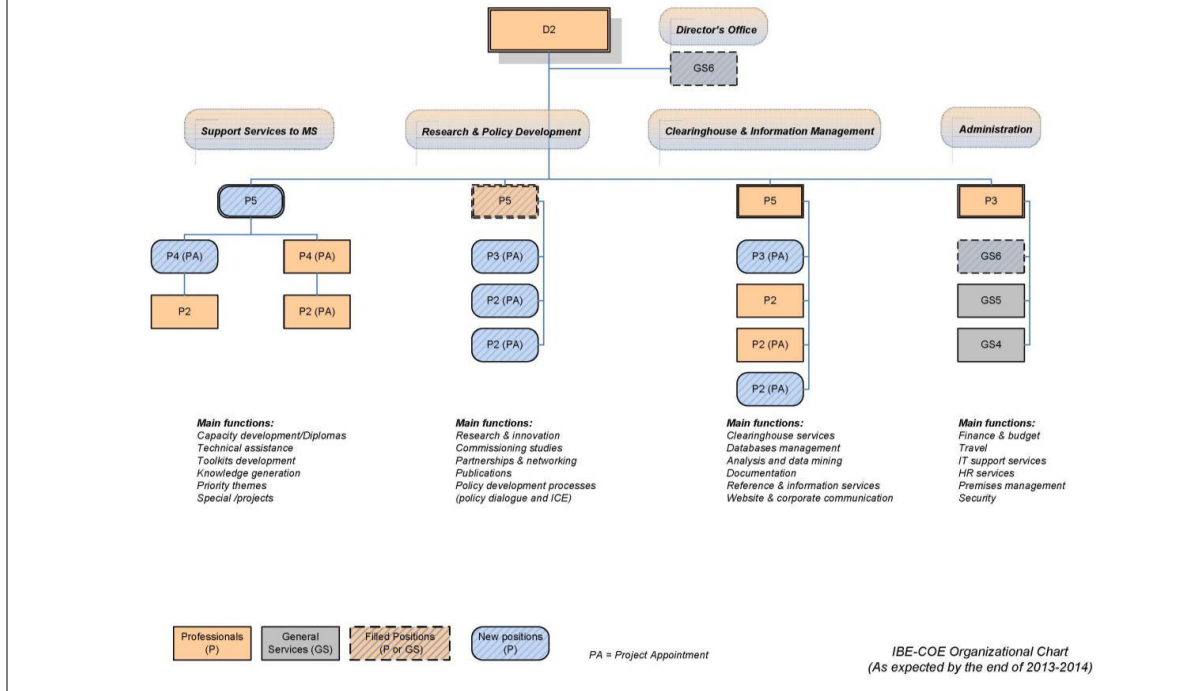
3. Staffing and Organizational Structure

- Review of the IBE organizational and staffing structure with HRM consultant
- Linked to the programme revision, three strategic programme areas:
 - ▣ Curriculum services to member states
 - ▣ Curriculum research and policy development
 - ▣ Clearinghouse and information management
- Adequate number and level of **core positions**
 - ▣ Director, three senior programme managers (P5), the A.O., 4 GS
- The growth in the professional positions envisaged in the new structure is to be funded by extra-budgetary resources to be progressively mobilized and carrying more flexible contracts

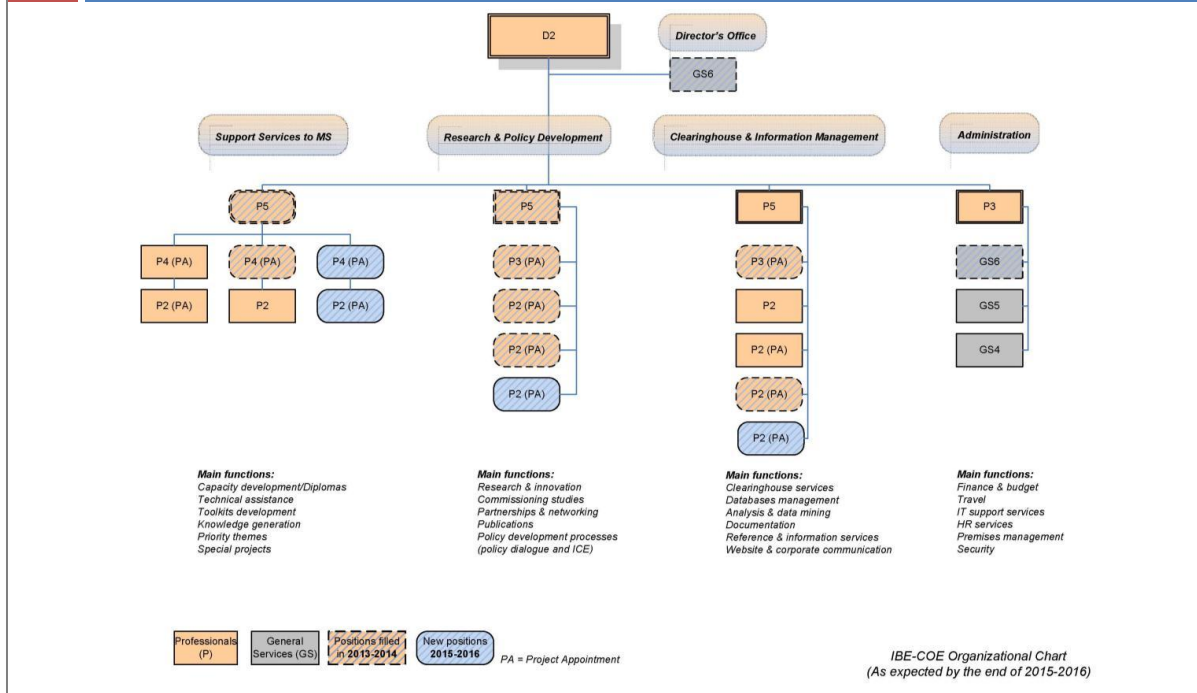
Organigram 2012



Organigram 2013-2014



Organigram 2015-2016



Implementation of the CoE 2013-2019: Budgetary Costs

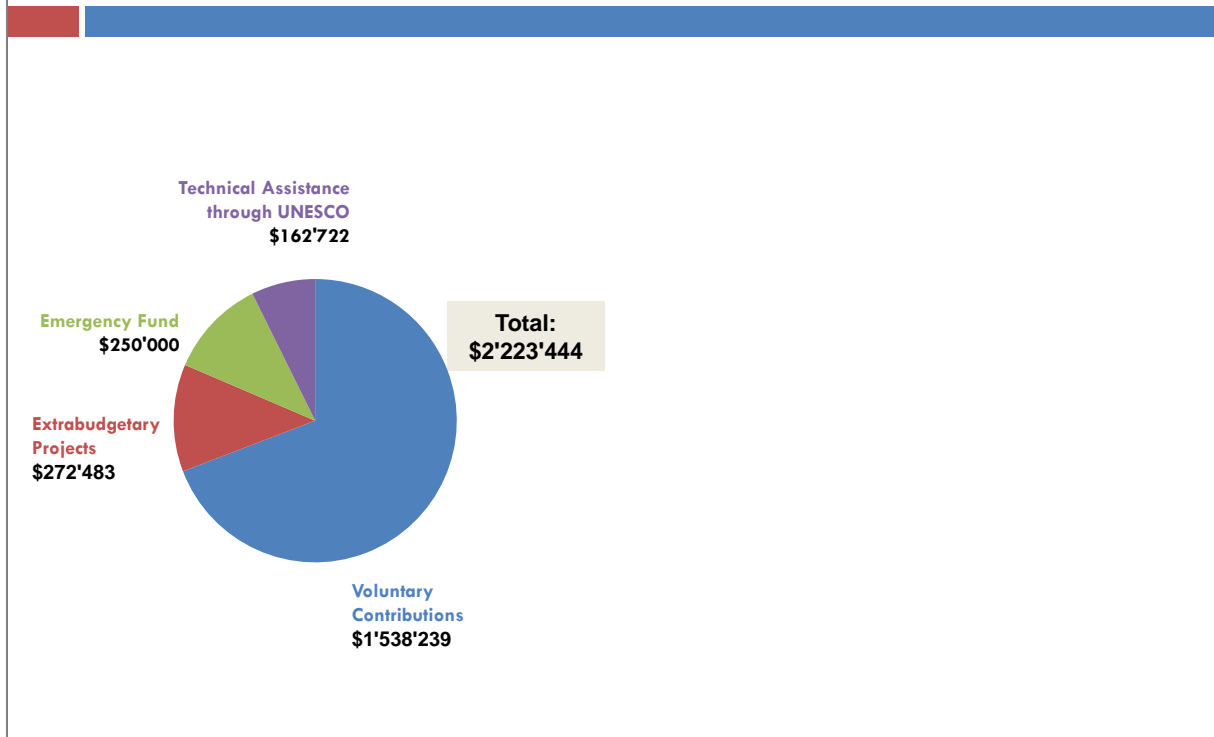
	2013	2014	2015	2016	2017	2018	2019
Revenues							
Allocation UNESCO	1,725,000	2,500,000	2,500,000	2,500,000	2,500,000	2,500,000	2,500,000
Contribution from Switzerland (DDC)	600,000	600,000	600,000	600,000	600,000	600,000	600,000
Contribution from Norway (*)	1,200,000	600,000	600,000	600,000	600,000	600,000	600,000
New Contributions TARGETS	600,000	2,000,000	2,400,000	2,800,000	3,200,000	3,600,000	4,000,000
Reserves	624,798	551,050	383,792	268,235	95,408	131,762	444,310
Emergency Fund 2012 Running Cost	362,000						
Emergency Fund 2013 P5	250,000						
Total Revenues	5,361,798	6,251,050	6,483,792	6,768,235	6,995,408	7,431,762	8,144,310
Expenditures							
Staff cost	1,941,082	1,888,783	1,907,670	1,926,747	1,940,003	1,935,985	1,952,175
Programme	1,000,000	1,250,000	1,400,000	1,500,000	1,650,000	1,750,000	1,750,000
Programme Activities/ CoE	1,177,667	2,033,915	2,210,754	2,546,362	2,571,325	2,596,539	2,622,004
Governing Board	180,000	180,000	180,000	180,000	180,000	180,000	180,000
General Operating Cost	362,000	363,810	365,629	367,457	369,294	371,141	372,997
Institutional Dev, Coord and Programme Dev	150,000	150,750	151,504	152,261	153,023	153,788	154,557
Total Expenditures	4,810,748	5,867,258	6,215,557	6,672,827	6,863,645	6,987,452	7,031,732
REVENUES - EXPENDITURES	551,050	383,792	268,235	95,408	131,762	444,310	1,112,578

(*) Il est question que la Norvège accorde une contribution de 600000\$ dès 2012

4. Governance

5. Policy Dialogue and ICE

6. Resource Mobilization



IBE's capacity to fulfill its CoE mandate depends on provision of sufficient and predictable financial resources

The RMP

- To increase IBE core funding
- To increase extra-budgetary funding
- To institutionalize resource mobilization as a key function and source of expertise of the institute

Resource mobilization committee (RMC):

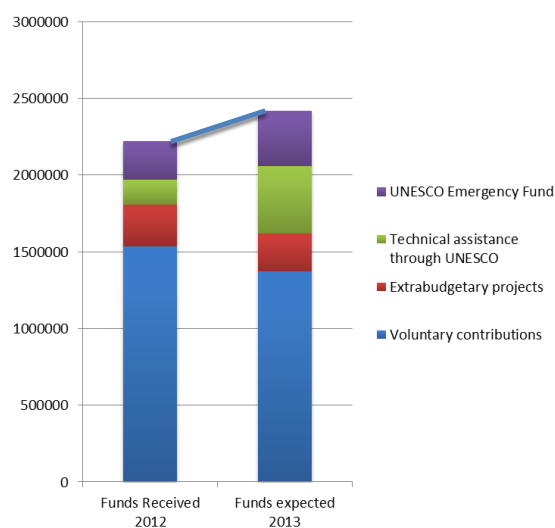
- Bahrain, Nigeria, Norway

RMP Actions taken

- New agreements with Switzerland and Norway
- Initial fundraising contacts with Ministers of Education of: Bahrain, Oman, Qatar, United Arab Emirates, Saudi Arabia
- Contacts with Benin, Finland, India, Nigeria, Netherlands, Pakistan and South Korea.
- Two big proposals submitted:
 - With Ed\TEP to UAE granted (1,000,000 USD)
 - GEP (3,000.000 USD)

6. Resource Mobilization

	Funds Received 2012	Funds expected 2013
Voluntary contributions	1,538,239	1,374,449
Extrabudgetary projects (I)	272,483	247,486
Technical assistance through UNESCO (II)	162,722	438,113
Extrabudgetary subtotal (I+II)	435,205	685,599
UNESCO Emergency Fund	250,000	360,000
TOTAL	2,223,443	2,420,048



United Nations
Educational, Scientific and
Cultural Organization

62nd SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION



International Bureau
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谢谢

Thank you

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Merci

спасибо

Gracias

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

Geneva, 23-25 January 2013

**SOIXANTE-DEUXIÈME SESSION DU
CONSEIL DU BUREAU INTERNATIONAL D'ÉDUCATION**

Genève, 23-25 janvier 2013

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