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UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Fifty-sixth session

Varembé Conference Centre  
9-11, rue de Varembé, Geneva

23-25 January 2008

**PROCEEDINGS AND DECISIONS**

## 1. Opening of the session

The fifty-sixth session of the IBE Council was opened at 10:00 a.m. on Wednesday 23<sup>rd</sup> January 2008 by H. E. Ambassador Bhaswati MUKHERJEE (India), the outgoing President of the IBE Council, who extended a cordial welcome to all the members of the Council and expressed good wishes for the year 2008. The President conveyed her satisfaction with the achievements during her two-year mandate, particularly vis-à-vis the important challenges that her Presidency witnessed, among others the choice of the new Director, the preparation for the International Conference on Education (ICE), and the interaction to sensitize partners to the added value of the IBE. The President mentioned her participation in the works of the Working Group on the ICE, and the progress made on this important Conference, as well as the achievements of the Administrative Group, which had met in parallel. The President welcomed Mr. Nicholas BURNETT, the UNESCO Assistant Director-General for Education and recalled that the Council always placed great importance on the presence of the ADG for Education at the Council's meetings. In order to fully benefit from Mr. BURNETT'S presence during the first day, the President announced that he would be shortly commenting on several relevant items of the agenda.

## 2. Adoption of the agenda and annotated agenda

*(Document: UNESCO/BIE/C.56/1/Prov+Addendum)*

### DECISION

**The Council adopts the agenda and the annotated agenda of the fifty-sixth session without amendment, as reproduced in Annex I.**

## 3. Election of the President, of the Steering Committee and of subsidiary bodies of the IBE Council

### DECISION

**On the proposal of the Latin America/Caribbean Electoral Group, and in conformity with article 5, paragraph 1, of its Rules of Procedure, the Council elects as its President H. E. Mr. Raúl VALLEJO CORRAL, Minister of Education of Ecuador.**

This election was made unanimously and with acclamation by the Council.

The new President, H. E. Mr. Raúl VALLEJO CORRAL, thanked all the Council members, in particular those newly elected and re-elected, as well as the observers, for the honour and trust they have given him. He shared with the Council his experience serving in three different Ministerial positions within the Government of Ecuador. He also paid tribute to the outgoing President, H. E. Ambassador Bhaswati MUKHERJEE, Permanent Representative of India for her outstanding contribution to the IBE and to the works of the Council.

Nineteen delegations and the IBE Director took the floor to congratulate the new President and to convey their strong support for his nomination, while at the same time expressing sincere gratitude to the outgoing President for her dedication and commitment.

In order to pay tribute to H. E. Ambassador Bhaswati MUKHERJEE, Permanent Representative of India upon the proposal of H. E. Ambassador Michael OMOLEWA, the Council unanimously decided to adopt the following motion:

**“This Council wishes to express its profound appreciation to the Ambassador of India for her exemplary leadership as President of the Council during her tenure”.**

The IBE Director brought to the attention of the participants the high representation of ministers of education and ambassadors at this session of the Council.

- On the proposals of each of the electoral groups, the Council elects as **members of the Steering Committee the following five Vice-Presidents:**
  - Group I (Western Europe/North America): Mr. Fons VAN WIERINGEN (Netherlands)
  - Group II (Central/Eastern Europe): Mr. Amir BILYALITDINOV (Russian Federation)
  - Group IV (Asia/Pacific): H. E. Ambassador Bhaswati MUKHERJEE (India)
  - Group Va (Africa): H. E. Mr. Amadou TOURE (Mali)
  - Group Vb (Arab States): Dr. Madiha Ahmed AL-SHAIBANI (Oman)

The Group III (Latin America/Caribbean) will be represented by H. E. Mr. Raúl VALLEJO CORRAL (Ecuador), President of the IBE Council.

- On the proposals of each of the electoral groups, the Council elects as **members of the Administrative Group:**
  - Group I (Western Europe/North America): Mr. Bernard WICHT (Switzerland)
  - Group II (Central/Eastern Europe): H. E. Ms. Tatjana KOKE (Latvia)
  - Group III (Latin America/Caribbean): Mr. Julio PEÑA (Dominican Republic)
  - Group IV (Asia/Pacific): Dato' Haji Alimuddin Haji MOHD.DOM (Malaysia)
  - Group Va (Africa): H. E. Mr. Olabiyi YAI (Benin)
  - Group Vb (Arab States): Dr. Bashar ABU TALEB (Jordan)
- On the proposals of each of the electoral groups, the Council elects as **members of the Working Group responsible for assisting the IBE Director in preparing the 48<sup>th</sup> session of the ICE:**
  - Group I (Western Europe/North America): Mr. Raymond THEBERGE (Canada)
  - Group II (Central/Eastern Europe): H. E. Ms. Tatjana KOKE (Latvia)
  - Group III (Latin America/Caribbean): H. E. Deputy Ambassador Juan ARIAS PALACIO (Bolivarian Republic of Venezuela)
  - Group IV (Asia/Pacific): Dr. Fasli JALAL (Indonesia)
  - Group Va (Africa): H. E. Ambassador Michael OMOLEWA (Nigeria)
  - Group Vb (Arab States): Dr. Madiha Ahmed AL-SHAIBANI (Oman)

The Council took note of the fact that the regional representatives are elected into the Steering Committee, the Administrative Group and the Working Group responsible for assisting the IBE Director in preparing for the 48<sup>th</sup> ICE in their personal capacities; however, they may, if unable to attend, ask to be represented by a deputy.

Mr. N. BURNETT, UNESCO Assistant Director-General for Education (ADG/ED) was then given the floor and addressed the members of the Council, providing valuable insights

particularly in relation to agenda Item 5 on the 48<sup>th</sup> session of the ICE, Item 8 on UNESCO's Strategy and the IBE Strategy 2008–2013, and Item 10 on the Programme and Budget for the 2008-2009 biennium (34 C/5). A questions and answers session followed, where eight delegations made an intervention. Mr. BURNETT recalled that at the 34<sup>th</sup> session of the General Conference of UNESCO (GC) strong support was expressed for the UNESCO institutes, recognized as key in achieving UNESCO's goals, and in particular for the IBE. This was reflected on the GC resolution requesting that a strategy aiming at making the IBE the Centre for Excellence for Curriculum Development be developed together with a report on the resources needed to this end, and submitted at the 35<sup>th</sup> session of the GC. The global UNESCO priorities for the Education Sector over the period 2008-2013 (34 C/4) were mentioned with emphasis on two in particular: Africa and gender. It was recognized that within the 34 C/5 Budget the amount allocated for the institutes is rather limited, despite the fact that institute staff are well qualified and dedicated. Traditionally one of the answers has been to rely on extra-budgetary funds, but a word of caution was expressed in this regard concerning the unpredictability of the funds and the risks of diverting attention from core priorities. A better alignment of UNESCO institutes on a substantive level is an important objective of the ongoing Education reform and it will be addressed within the newly established Education Sector Working Group on Institutes. The new IBE Strategy could be envisaged as a "rolling" strategy, in order to be more in tune with the UNESCO Mid-Term Strategy (34 C/4). Regarding the preparation for the ICE, the Education Sector increased its contribution, but even with the funds generously provided by the Swiss Government and the Geneva authorities a deficit will need to be addressed soon. The need for a resource mobilization strategy was recognized, which should be envisaged as a joint effort by the IBE Director, the Education Sector and the Council members. An effective communication strategy to increase the IBE's visibility will be helpful in this direction.

#### **4. IBE Activities during 2007**

The IBE Director presented the main elements of the report on the IBE's activities for 2007, as they appear in documents *UNESCO/BIE/C.56/2* and *C.56/Inf.2 (Annex II)*.

The Administrative Group's Report (*Document: UNESCO/BIE/C.56/Inf.3*, points 1 to 7, including the Revised Appropriation Resolution for 2007), was presented by the representative of the Republic of Korea, on behalf of the Administrative Group's Chairperson (*Annex III*).

#### **Summary of the debate**

The Council members repeatedly congratulated the IBE Director for the very interesting presentation, which reflects impressive achievements reached in 2007. Despite this being a year of delicate transition, it became evident that institutional continuity had been successfully ensured. Appreciation was also expressed for the remarkable progress on the journal "Prospects", which has been brought forward and which could be an important asset for the IBE's visibility. Some members expressed the wish that the IBE have more activities, and be more present, in the Asia Pacific region, where there is lots of good will. African countries unanimously congratulated and expressed satisfaction with the increased presence of IBE activities in the region. Gratitude was conveyed by the Latvia representative to the IBE for the support as co-organizer of the Regional Preparatory Conference for Europe and North America for the International Conference on Education to be held in Riga (see also *UNESCO/BIE/C.56/WG/Inf.5*, item 4.). The positive impact of the activities carried out

within the framework of the Community of Practice (COP) for Curriculum Development was unanimously acknowledged as a unique feature of the IBE capacity development approach. Questions were asked about a variety of topics, including: the possible use of innovative communication technology within IBE activities; proactive ways to encourage members to provide updated documentations to enrich the IBE Documentation Centre; suitable modalities to assess the impact of the COP activities on pedagogical change in different regions; the best way to benefit from the extensive COP network of curriculum specialists; the importance of strengthening the relations between the Arab region and the IBE. The IBE Director provided additional information related to the topics raised, so that they could be clarified. In addition, she confirmed that the IBE will be able to meet the request to translate the documents/publications/tools resulting from the project “Clearinghouse and capacity building for curriculum and HIV and AIDS education” into Portuguese.

## **DECISION**

**At the close of the debates, during which sixteen delegates took the floor, and in accordance with the Statutes of the IBE stipulating that it “supervise the execution of the programme activities of the Bureau”, the Council:**

- **takes note of the comments and recommendations of the Administrative Group and approves paragraphs 1 to 7 of its Report;**
- **approves the Report of Activities of the IBE Director for 2007;**
- **approves the provisional accounts of the IBE as at 31 December 2007 (UNESCO/BIE/C.56/Inf 2), cleared by the Bureau of the Comptroller of UNESCO, as well as the Revised Appropriation Resolution for 2007;**
- **delegates to the Steering Committee the authority to formally approve the 2007 accounts, certified by the Bureau of the Comptroller of UNESCO, in its forthcoming meeting in spring/summer 2008.**

### **5. Forty-eighth session of the ICE** (Document: UNESCO/BIE/C.56/Inf.5)

The Chairperson of the Working Group for the preparation of the 48<sup>th</sup> session of the ICE presented the results of the meeting, which took place on 21 and 22 January 2008 (*Annex IV*). He also elaborated on key aspects of the report, and on the proposals that were submitted to the Council for endorsement. In relation to the Electoral Group recommended to be assigned the role of Rapporteur, the Chairperson informed that this would be Group III, and not group IV, as initially foreseen.

#### **Summary of the debate**

A very rich debate followed focussing on many important topics. Concerning the keynote speakers, there was a consensus that the possible names should be given to the IBE Director. Due to the importance of a large ministerial representation at the ICE, each delegate should try to ensure the availability of his/her respective education minister, by providing detailed information about the ICE dates. Regarding the workshops, the role of the ministers, chairs and or moderators, rapporteurs and experts were debated, and different views were shared. The suggestion was made that exhibitions be organized during the ICE in cooperation with various partners, including the private sector and NGOs. The possibility of organizing a special event only for ministers was mentioned. The importance of having a detailed

document – concept paper - prepared for fund-raising purposes was highlighted. Clarifications were provided on the preparation process of the National Reports and that their analysis will take place after the ICE, not before. The tentative budget breakdown was also commented upon and some adjustments suggested (see below Decision). Attention was also drawn to the French translation of the term “Inclusive Education”, in order to ensure linguistic consistency throughout the ICE documents.

## **DECISION**

**At the close of the debates, during which nineteen delegations and two observers took the floor, and in accordance with the IBE Statutes stipulating that it is entrusted “to formulate proposals for the preparation and organization of the sessions of the International Conference for Education”, the Council:**

- **Congratulates the Chairperson and the members of the Working Group on ICE for the quality of their contributions, both in terms of the substantive and of the organizational issues of the 48<sup>th</sup> ICE; approves the Report of the Working Group and its annexes namely, Annex 1, Minutes of the informal meeting held at UNESCO HQ on 18 October 2007; Annex 2, the provisional agenda of the 48<sup>th</sup> session of the ICE; Annex 3, the chart maintained as the main reference for the ICE structure; Annex 4, the proposed structure for the 48<sup>th</sup> session of the ICE; Annex 5, the table of Chairpersons and Rapporteurs of the sessions of the ICE from 1986 to 2004; Annex 6, the Revised Budget to reflect the recommendations made during the joint session with the Administrative Group as well as the comments made by the Council on 24 January 2008 on the items to be revised (i.e. participants travel from LDCs to be \$100,000, Keynote speakers \$40,000, miscellaneous \$50,000 and to review the nomenclature established for research assistants and consultants) and included in paragraph 12 of the Report of the Administrative Group; agrees to assign the role of the Rapporteur to the Electoral Group III, to confirm the role of the Chairperson to Electoral Group Vb; and to maintain the present composition of the WG to the extent possible;**
- **congratulates the Government of Latvia for taking the lead in organizing the Regional Preparatory Conference for Europe and North America entitled “Inclusive Education: from Policy Dialogue to Collaborative Action”, Riga, 24-26 February 2008, including making available a financial contribution of \$100,000;**
- **takes note, with appreciation, of the generous offer of the Government of Indonesia to host the Asia Pacific Regional Preparatory Conference on the 48<sup>th</sup> ICE in the second half of May 2008;**
- **takes note, with appreciation, of the generous offer of the Government of Cameroon to host a similar Regional Preparatory Conference for the African region in early June 2008;**
- **expresses sincere appreciation to Switzerland for its generous contribution towards the organization of the Conference and for offering the traditional reception to its participants;**
- **invites the Director-General of UNESCO to organize before the 179<sup>th</sup> session of the Executive Board an information meeting for the Permanent Delegates, with the**

**view to provide information on the preparations for the 48<sup>th</sup> ICE and to encourage the participation of ministers;**

**- encourages the Director of the IBE:**

**a) to present to the Steering Committee and to the President of the IBE Council a draft concept paper and a draft document containing the general presentation of the 48<sup>th</sup> session of the ICE, a road map on the preparatory process of the Conference as well as detailed information to be provided to Ministers ahead of the Conference;**

**b) to take into consideration the recommendations made, including to organize an exhibition in Geneva in collaboration with the private sector and civil society and to explore ways to organize a special event only for the Ministers;**

**c) to present to the Steering Committee and the President of the Council information regarding the identification of Ministers' participation at the Workshops as well as of keynote speakers;**

**6. Innovative financing mechanisms; cost recovery for enhancing predictable and sustainable availability of resources for IBE's core activities**

*(Document: UNESCO/BIE/C.56/Inf.7)*

The Director of the Bureau of Budget informed the Council about the cost recovery policy within the context of the implementation of the Action Plan for improved management of UNESCO extra-budgetary funds. The briefing also included the status of UNESCO's participation in the UN High Level Committee on Management (HLCM) as regards the harmonization of such a policy within the UN system.

**Summary of the debate**

Several aspects of the topic were debated, with the aim of providing the background to this item and placing it in context. The importance of applying the cost recovery policy was stressed upon, so that it would become a normal practice leading to predictable funding for the IBE. Based on a strong demand for IBE services, and despite the existing competition for funding, it is expected that the IBE with a proactive attitude would be in a position to attract and mobilize resources. The direct costs related to project implementation, however, are to be clearly identified, while taking into account that different overheads (Project Support Cost) could not be added in the same project budget.

At the close of the debates, during which nine delegations took the floor, the Council adopted the following decision:

**DECISION**

**The 56<sup>th</sup> Session of the Council;**

- recalling the discussion during the 55<sup>th</sup> Session of the Council;**
- recognizing that sustainable and predictable financing of core IBE activities is crucial for the implementation of its mandate;**
- reaffirming that financial stability of the IBE will further strengthen the spirit of multilateralism in execution of the IBE core activities;**

- 1. Requests the Director-General to actively encourage extra-budgetary resources and contributions to the IBE**
- 2. Encourages the Director of the IBE to generate extra-budgetary resources and engage with major donors in a meaningful manner**
- 3. Calls upon the Director-General to:**
  - **Authorize the IBE to charge an administrative fee of 13% to any new contribution for execution of extra-budgetary projects and programmes with immediate effect;**
  - **Encourage the IBE to identify and charge all costs incurred in the implementation of projects funded from extra budgetary sources, directly;**
  - **Direct the IBE to:**
    - a) **Set aside the proceeds from administrative fees in a separate “Special Account”,**
    - b) **Appropriate funds from the “Special Account” in accordance with the guidelines on cost recovery policy to be shared with the Council,**
    - c) **Report on funds mobilized and utilized in the 58<sup>th</sup> meeting of the-Council in January 2009,**
    - d) **Report on the status of the “Special Account” and activities undertaken by utilizing “Special Account” resources, to every Session of the Council.**

**7. IBE activities for 2008**

*(Document: UNESCO/BIE/C.56/3 + Addendum)*

The IBE Director presented the main lines of the draft programme of the IBE’s activities for 2008, as well as the budgetary situation (*Annex V*). The representative of the Republic of Korea, on behalf of the Administrative Group, presented points 8 to 10 of the report of the Administrative Group, as well as the Revised Appropriation Resolution for 2008 (*UNESCO/BIE/C.56/Inf.3*).

**Summary of the debate**

Numerous delegations congratulated the IBE Director for the very clear presentation and for the ambitious targets being set for activities to be carried out in 2008. Pertinent comments were made on several matters, stressing the importance of: a) linking curriculum to non-formal education, b) introducing natural disasters education, peace education as well as sustainable development education into the curricula; c) developing evaluation mechanisms to assess the impact of the activities. The representative of Benin expressed the wish that the IBE services could be extended to assist in the areas of the competency-based approach, teacher training and textbook production.

**DECISION**

**At the close of the debate, during which thirteen delegations took the floor, and in accordance with the Statutes of the IBE 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 IBE”, the Council:*

- Takes note of the comments and recommendations of the Administrative Group and approves paragraphs 8 to 10 of its Report;
- Approves all the planned activities of the IBE for 2008 as presented by the Director;
- Approves the draft budget of the IBE for 2008, as well as the Revised Appropriation Resolution for 2008.

**8. UNESCO’s Strategy and the IBE Strategy 2008-2013**  
(Document: UNESCO/BIE/C.56/Inf.6)

The Director presented an overview of the approach and the structure of the draft IBE Strategy 2008-2013 (*Annex VI*), which was greatly appreciated by the delegations. At the beginning of the debate, the importance of a resource mobilization strategy was emphasized as an integral part of the strategy itself. The possibility for the IBE to seek funding and partnerships within the international donor community (Development Assistance Committee and United Nations Development Group/United Nations Development Programme) was mentioned as well. After the introduction by Switzerland of the text of the draft decision an enriching debate followed, whereby the suggestion of approving the new IBE Strategy 2008-2013 as a “rolling” strategy was unanimously supported. Some modifications were added to the decision text (see below). Several key issues were also highlighted, including: the importance for the curricula to be culturally sensitive; the possibility for the IBE to have a “flagship project” and to engage in the specific modality of Training of Trainers (TOT) for curriculum specialists; the importance of expanding the Community of Practice (COP) and setting up a feedback mechanism. While it was not considered as appropriate for the IBE to be involved in matters related to religious education, it was acknowledged that respect for religious diversity within the different cultures could be successfully addressed through peace education.

At the close of the debate, during which eighteen delegations took the floor:

**DECISION**

**The 56<sup>th</sup> Session of the IBE Council;**

**Recalling the General Conference Resolution 34C/5 asking the Director-General to present to the 35<sup>th</sup> session of the General Conference a strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters, as well as a report on the resources needed to this end,**

**Conscious of the need to urgently implement the UNESCO Programme and Budget 2008-2009 (34C/5),**

**Considering that the IBE Council is asked to adopt the IBE Strategy 2008-2013,**

**Further recalling that the UNESCO Medium-term strategy for 2008-2013 (34C/4 approved) has been adopted as a “Rolling Strategy”,**

- 1. Adopts the IBE Strategy 2008-2013 as a “Rolling Strategy”;**

- 2. Requests the Director of the IBE to present a revised version of the IBE Strategy 2008-2013 at the 59<sup>th</sup> session of the Council in January 2010, consistent with the strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters, including core subjects and elements for peace;**
- 3. Invites the Director of the IBE to associate the members of the Council in the preparation of the strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters, in particular by,**
  - a) conducting appropriate consultations with Member States;**
  - b) presenting a preliminary draft strategy to the Council at its 58<sup>th</sup> session in January 2009, that gives due consideration to resource mobilization.**

## **9. Information and exchange of views**

Background information was given about the introduction of the South-South Cooperation within the UNESCO Education Sector and the IBE agenda, with the activities that have been carried out so far. Interest was expressed in formulating a decision, which would encourage the use of IBE expertise and comparative advantage at the service of South-South Cooperation (see the decision below). Within this context, the issue of multilingual educational approaches and multilingualism in various geographical and cultural contexts, and particularly in Africa, drew the attention of several delegates, who expressed interest in sharing successful experiences to preserve languages at risk of becoming extinct. The exploratory study entitled "Exploring language curriculum policies in Sub-Saharan Africa" being presently carried out by the IBE was supported and considered as a welcome step in the right direction.

At the close of the debate, during which eight delegations took the floor:

### **DECISION**

#### **The 56<sup>th</sup> Session of the IBE Council,**

- 1. Having examined UNESCO/BIE/C.56/Inf.4;**
- 2. Taking note of the 176 EX/Decisions (5.II) and 177 EX/Decisions 5 (II) on South-South Cooperation in Education;**
- 3. Encourages the UNESCO Education Sector to share with the IBE the ongoing programme on South-South Cooperation and to appropriately utilize the expertise of the IBE;**
- 4. Further encourages the IBE to include an exhibition on experiences of language policies (multilingualism) at the 48<sup>th</sup> Session of the ICE, to foster South-South and North-South-South triangular Cooperation;**
- 5. Further encourages the strengthening of the recently started Community of Practice in Africa.**

**10. Programme and budget for the 2008–2009 biennium (34 C/5)**

Since this item had been covered in the presentation of the ADG/ED on 23<sup>rd</sup> January 2008, no interventions were made.

**11. Dates of the fifty-seventh session of the Council**

**DECISION**

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

- a) the fifty-seventh session of the Council take place at the time of the 48<sup>th</sup> session of the ICE, according to the established practice (on 25 November, one hour before the opening of the ICE and on 28 November, immediately after its closure).**
- b) the fifty-eighth session of the Council be held from 28 to 30 January 2009. This should be preceded, on 26 and 27 in January, by the meeting of the Administrative Group.**
- c) the meeting of the Steering Committee of the Council will be held in the last week of July 2008, in Geneva.**

**12. Any other business including proposed use of funds from sale of Polish stamps**

The point 13 of the Administrative Group's Report (*Document: UNESCO/BIE/C.56/Inf 3*) was presented by the representative of the Republic of Korea, on behalf of the Administrative Group's Chairperson. There was unanimous support for the suggestion to utilize the revenues from the sale of the Polish stamps to foster South-South Cooperation.

At the close of the debate, during which three delegations took the floor, the Council:

**DECISION**

- Approves paragraph 13 of the Report of the Administrative Group;**
- Further notes that the proceeds from the sale of Polish stamps will be used towards strengthening South-South Cooperation, including multilingualism and research in Africa.**

**13. Adoption of the decisions of the fifty-sixth session**

**According to its Rules of Procedure, the Council approved the text of its decisions (*Document: UNESCO/BIE/C.56/Decisions/Prov.*) and asked the Secretary of the Council to include possible amendments.**

**The Council entrusted the Secretary of the Council with the task of publishing the Proceedings and Decisions of the fifty-sixth session by the beginning of March 2008.**

#### **14. Closing of the fifty-sixth session**

The representative of Nigeria took the floor before the official closing of the 56<sup>th</sup> session of the Council meeting, with the aim of stressing certain issues previously debated, such as the importance of creating synergies between the ICE and the Sixth International Conference on Adult Education (CONFINTEA IV) taking place in Brazil in May 2009, since it touches upon inclusion as well; and the possibility of having a teleconference for the ICE Working Group to harmonize the work with the IBE Secretariat before the meeting of the Steering Committee in July 2008. He also expressed the hope for a very high participation of Council members in the Latvia Preparatory Conference, as well as in the other two ICE Preparatory Conferences announced during the Council's meeting, namely the two in Indonesia and Cameroon. The delegate then thanked the new President for his chairmanship "with a human face" and for having created a very congenial and warm atmosphere during the Council.

The representative of Indonesia, as a Chair of the Asia/Pacific Group, wished to echo the previous delegate and congratulated the President for his very smooth running of the Council's works.

The representative of Switzerland, as a host country, conveyed the expression of his personal thanks to the newly elected President, for his facilitation of the Council and for his profound and enriching reflections that were shared during the session, in particular on the theme of Inclusive Education as a response to diversity.

The President took the floor to thank all delegates for their valuable contributions and the IBE Director and her team for having successfully hosted the Council.

The President closed the fifty-sixth session of the Council on Friday 25 January 2008 at 13:20 p.m.

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UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION

COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Fifty-sixth session

Varembé Conference Centre  
9-11, rue de Varembé, Geneva

23 – 25 January 2008

**AGENDA AND ANNOTATED AGENDA**

**2**

## AGENDA

Wednesday 23 January (morning) 10:00 a.m. – 1:00 p.m.

1. **Opening of the session**
2. Adoption of the **Agenda** (UNESCO/BIE/C.56/1 Prov.) and the **Annotated agenda** (UNESCO/BIE/C.56/1 Prov./Add)
3. **Election** of the President, of the Steering Committee and of the subsidiary bodies of the IBE Council
4. **IBE activities during 2007**
  - 4.1 Report of the Director (UNESCO/BIE/C.56/2)
  - 4.2 Part one of the Report of the Administrative Group (UNESCO/BIE/C.56/Inf.3)
  - 4.3 Discussion

Wednesday 23 January (afternoon) 3:00 p.m. – 5:00 p.m.

### **IBE activities during 2007 (continued)**

- 4.4 Replies by the Director to the Council's questions
- 4.5 Approval of the Report of activities 2007
- 4.6 Approval of the provisional accounts 2007 (UNESCO/BIE/C.56/Inf.2)

Wednesday 23 January (evening) 5:00 p.m. – 7:00 p.m.

5. **Forty-eighth session of ICE**
  - 5.1 Report of the Council's Working Group on preparations of ICE (UNESCO/BIE/C.56/Inf.5)
  - 5.2 Review of Preparatory Process Conference in Feb. 2008 and other regional preparatory conferences
  - 5.3 Review of ICE funding status including status of extra budgetary funding for ICE
  - 5.4 Review of status of Comenius Medal

**7 – 9 p.m. Cocktail at the Varembe Conference Centre**

Thursday 24 January (morning) 10:00 a.m. – 12:00 p.m.

### **Forty-eighth session of ICE (continued)**

Thursday 24 January 12:00 p.m. – 13:30 p.m.

6. **Innovative financing mechanisms; cost recovery for enhancing predictable and sustainable availability of resources for IBE's core activities** (UNESCO/BIE/C.56/Inf.7)

Thursday 24 January (afternoon) 3:00 p.m. – 5:00 p.m.

7. **The IBE programme of activities for 2008**
  - 7.1 Proposals by the Director (UNESCO/BIE/C.56/3)
  - 7.2 Part two of the Report by the Administrative Group (UNESCO/BIE/C.56/Inf.3)
  - 7.3 Discussion
  - 7.4 Replies by the Director to the Council's questions
  - 7.5 Approval of the Programme of activities for 2008
  - 7.6 Approval of the budget for 2008
  - 7.7 Approval of the entire report of the Administrative Group

Thursday 24 January (evening) 5:00 p.m. – 7:00 p.m.

**8. UNESCO's Strategy and the IBE Strategy 2008–2013**

- 8.1 UNESCO's Strategy and the IBE Strategy 2008–2013 (UNESCO/BIE/C.56/Inf.6)
- 8.2 Discussion on future relationship between UNESCO ED sector and IBE in the context of attainment of EFA

Friday 25 January (morning) 9:30 a.m. – 11:30 a.m.

**9. Information and exchanges of view**

- 9.1 South-South Co-operation Programme for education (UNESCO/BIE/C.56/Inf.4)
- 9.2 "L'Education Bilingue et biculturelle en Afrique"

**10. Programme and budget for the 2008-2009 biennium (34 C/5)**

**11. Dates for the fifty-seventh session of the Council**

**12. Any other business including proposed use of funds from sale of Polish stamps**

Friday 25 January (morning) 11:30 a.m. – 2:00 p.m.

**13. Adoption of the Decisions of the fifty-sixth session (UNESCO/BIE/C.56/Decisions Prov.)**

**14. Closing of the fifty-sixth session**

## **ANNOTATED AGENDA**

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

It will begin on Wednesday 23<sup>rd</sup> January at 10 a.m. and is foreseen that it will end on Friday 25<sup>th</sup> January 2008, if possible at 2 p.m.

The session's working timetable will probably be as follows: 10 a.m. to 1:00 p.m.; 3 p.m. to 7 p.m. On Thursday 24<sup>th</sup> January the morning session will end at 1:30 pm; on Friday 25<sup>th</sup> January 2008, the morning session will start at 9:30 am.

The Administrative Group and the Working Group responsible for preparing the forty-eighth session of the ICE will meet at the same place (Rooms B and C) from Monday 21 January at 10 a.m. until Tuesday 22<sup>nd</sup> January 2008 at 1 p.m.

### **Wednesday 23 January 2008, from 10:00 a.m. to 1:00 p.m.**

#### **1. Opening of the session**

The session will be opened on Wednesday 23<sup>rd</sup> January at 10 a.m. by H.E. Mrs Bhaswati Mukherjee (India), the outgoing President of the IBE Council.

#### **2. Adoption of the Agenda and the Annotated Agenda**

*DOCUMENT: UNESCO/BIE/C.56/1/Prov + Addendum*

The preliminary draft agenda and the calendar for the session have already been discussed and accepted by the Council's Steering Committee on 17 July 2007. However, in conformity with its Rules of Procedure (Section IV, Rule 4, para. 5), "*After the adoption of the agenda, the Council may, in the course of a session, alter the order of the agenda items or add or delete items. A two-thirds majority of the members present and voting shall be required for the addition or deletion of an item in the course of a session*".

#### **DECISION**

**The Council is invited:**

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

#### **3. Election of the President, of the Steering Committee and of subsidiary bodies of the IBE Council**

*DOCUMENT: Statutes of the IBE and Rules of Procedure of the Council of the IBE*

Following the election of new members that took place at the thirty-fourth session of the General Conference of UNESCO (see the new composition of the Council as an *Annex*), the Council must choose its new Steering Committee for the 2008–2009 biennium, as well as any subsidiary bodies that it considers useful. In conformity with the Statutes of the IBE (Section II, Article IV, para. 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 Steering Committee is elected for a period of two years; its members may be re-elected but cannot retain their seat for more than four years. During the last



biennium, the **Steering Committee** was made up of representatives of the following Member States: India, President (Electoral Group IV); Vice-presidents: for Group I (Western Europe): Netherlands; for Group II (Central/Eastern Europe): Latvia; for Group III (Latin America/Caribbean): Bolivarian Republic of Venezuela; for Group Va (Africa) Madagascar; for Group Vb (Arab States): Yemen. Madagascar is no longer member of the Council. According to geographical distribution, the suggested group to hold the Council's Presidency would be Group III (Latin America/Caribbean).

In conformity with Article IV, para. 6, of the Statutes of the IBE, according to which: "*The Council may set up subsidiary bodies to assist in the execution of its specific tasks*", two bodies have been created regularly over a period of many years: the Administrative Group and the Working Group responsible for assisting the Director of the IBE in preparing for the International Conference on Education (ICE). The two groups include a representative from each electoral group and members may be re-elected.

During the last biennium, the **Administrative Group** was made up of representatives of the following Member States: Benin, Chairperson, Group Va (Africa); Members: Electoral Group I (Western Europe): Switzerland; Group II (Central/Eastern Europe): Bulgaria; Group III (Latin America/Caribbean): Dominican Republic; Group IV (Asia/Pacific): Republic of Korea; Group Vb (Arab States): Jordan. Bulgaria is no longer member of the Council.

During the last biennium, the **Working Group on ICE** was made up of representatives of the following Member States: Nigeria, Chairperson, Group Va (Africa); Members: Electoral Group I (Western Europe): Canada; Group II (Central/Eastern Europe): Latvia; Group III (Latin America/Caribbean): Dominican Republic; Group IV (Asia/Pacific): Malaysia; Group Vb (Arab States): Kuwait. Kuwait is no longer member of the Council.

In conformity with the Statutes of the IBE, which foresee that the Steering Committee (and its subsidiary bodies) remain in office until the new bodies have been elected, the Administrative Group and the Working Group responsible for assisting the Director of the IBE in preparing for the International Conference on Education (ICE) have been brought together in their present form. Interested Member States may, nevertheless, assign a representative or take a seat as an observer.

**DECISION:**

**The Council is invited:**

- **to elect a President and five vice-presidents for a period of two years;**
- **to elect, for the same period of time, the members of the Administrative Group;**
- **to elect, for the same period of time, the members of the Working Group to prepare the ICE.**

**4. IBE activities during 2007**

*DOCUMENTS: UNESCO/BIE/C.56/2 and 56/Inf. 2 (Report of the Director) and UNESCO/BIE/C.56/Inf. 3 (Report of the Administrative Group, which will be distributed at the beginning of the meeting.)*

4.1. The Director will present the salient points of the report on activities during 2007.

4.2. The Council will take note of the first part of the Administrative Group's Report on activities during 2007.

4.3. The Council will discuss the report of activities.

**Wednesday 23 January (afternoon) from 3:00 p.m. to 5:00 p.m.**  
**(Continuation of item 4 of the Agenda)**

- 4.4. The Director and/or the programme co-ordinators will reply to the Council's questions.
- 4.5. The Council will proceed to approve the Report of Activities for 2007.
- 4.6. The Council will proceed to approve the Provisional Accounts for 2007 and the Resolution concerning the 2007 Appropriation.

**DECISION:**

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

- **to discuss the report by the Director on the activities carried out during 2007;**
- **to discuss and adopt that part of the Administrative Group's Report concerning activities in 2007;**
- **to approve the Report of Activities in 2007;**
- **to approve the Provisional Accounts of the IBE for 2007 and the Appropriation Resolution for 2007;**
- **to delegate to its Steering Committee the authority to approve the audited accounts for 2007.**

**Wednesday 23 January, (evening) from 5:00 p.m. to 7:00 p.m.**

**5. Forty-eighth session of ICE**

*DOCUMENT: UNESCO/BIE/C.55/Inf. 5*

5.1 The Council will take note of the Report of the Council's Working Group responsible for assisting the Director in preparing for the forty-eighth session of the ICE, as well as of the activities carried out by the Education Sector's Working Group.

5.2. The Council will take note of the preparations carried out for the Regional Preparatory Conference for Europe and North America, entitled “Inclusive Education: from Policy Dialogue to Collaborative Action” organised by Latvia in Riga, on 24-26 February 2008, as well as of the other regional and sub-regional preparatory events.

5.3. The Council will be briefed on the financial aspects of the ICE preparations and of key elements of the resource mobilization efforts, including extra-budgetary funding for ICE.

5.4. The Council will take note of the steps taken with regards to the process of awarding the Comenius Medal during the 48<sup>th</sup> session of the ICE.

**At 7 p.m. the traditional IBE cocktail will take place at the Varembe Conference Centre.**

**Thursday 24 January, from 10:00 a.m. to 12:00 p.m.**  
**(Continuation of item 5 of the agenda)**

**DECISION:**

**The Council is invited:**

- **to approve the Report of the Council's Working Group;**
- **to request the IBE Director, in collaboration with the Working Group of the Council and the Education Sector's Working Group, to continue the preparatory activities over the coming months and to inform the Steering Committee at the time of its next meeting.**

**Thursday 24 January, from 12:00 p.m. to 1:30 p.m.**

**6. Innovative financing mechanisms; cost recovery for enhancing predictable and sustainable availability of resources for IBE's core activities**

*DOCUMENT: UNESCO/BIE/C.56/Inf.7*

6.1 The Director of the Bureau of Budget will inform the Council about the cost recovery policy within the context of the implementation of the Action Plan for improved management of the UNESCO Extra budgetary funds. The briefing will also include the status of UNESCO's participation in the UN High Level Committee on Management (HLCM) as regards the harmonization of such policy within the UN system. A short presentation on IBE experience will be given.

**DECISION:**

**The Council is invited:**

- **to discuss the cost recovery policy vis-à-vis IBE;**
- **to make recommendations in this regard.**

**Thursday 24 January, 3:00 p.m. to 5:00 p.m.**

**7. The IBE programme of activities for 2008**

*DOCUMENTS: UNESCO/BIE/C.56/3 (Report of the Director) and C.56/Inf.3 (The Report of the Administrative Group, which will be distributed at the beginning of the meeting.)*

7.1. The Director will present the proposals for a programme of activities, as well as the draft budget for 2008.

7.2. The Council will take note of the Administrative Group's Report on this subject.

7.3. The Council will discuss the proposals for the programme in 2008.

7.4. The Director and/or the programme co-ordinators will reply to the Council's questions.

7.5. The Council will proceed to adopt the Programme of Activities for 2008.

7.6. The Council will proceed with approving the IBE budget for 2008.

7.7. The Council will proceed with formal approval of the entire report of the Administrative Group.

**DECISION:**

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

- to comment upon the Director’s proposals;
- to discuss and adopt that part of the Administrative Group’s Report concerning the programme for 2008;
- to approve the draft programme of activities for 2008;
- to approve the draft budget and the draft Appropriation Resolution for 2008;
- to formally approve the entire Administrative Group’s Report.

**Thursday 24 January, 5:00 p.m. to 7:00 p.m.**

**8. UNESCO’s Strategy and the IBE Strategy 2008-2013**

*DOCUMENT: UNESCO/BIE/C.56/Inf. 6*

8.1 The ADG/ED, or his representative, will elaborate on the UNESCO’s Medium-Term Strategy 2008–2013 (34 C/4) that was approved by the 34<sup>th</sup> session of the General Conference. The Director of the IBE will highlight the main components of the draft IBE Strategy 2008-2013.

8.2 To respond to the request of the Council made at its 55<sup>th</sup> Session in January 2007, the ADG/ED, or his representative, will clarify the specific role of IBE in the larger “constellation” of the Education sector as well as the relations with field offices and other education institutes within the EFA framework.

**DECISION:**

**The Council is invited:**

- to discuss and approve the draft IBE Strategy 2008-2013.

**Friday 25 January, 9:30 a.m. to 11:30 a.m.**

**9. Information and exchanges of view**

9.1. South - South Cooperation programme for education (*UNESCO/BIE/C.56/Inf.4*) The Council will take note of the Decision of the 34<sup>th</sup> session of the General Conference related to this item.

9.2. The Council will take note of the revised study submitted, which is entitled “Exploring language curriculum policies in Sub-Saharan Africa”.

**10. Programme and budget for the 2008–2009 biennium (34 C/5)**

10.1 The ADG/ED, or his representative, will illustrate to the Council the major strategic orientations of the 34 C/5 for the Education Sector, which was approved by the 34<sup>th</sup> session of

the General Conference and its relevance to the IBE activities. The Council will be briefed on the IBE related Resolution that was approved by the 34<sup>th</sup> session of the General Conference.

**11. Dates of the fifty-seventh session of the Council**

**DECISION:**

**The Council is invited:**

- to establish the dates of : a) the fifty-seventh session, according to the established procedures, just before and after the 48<sup>th</sup> Session of the ICE; b) the meeting of the Steering Committee in spring/summer 2008; c) the fifty-eighth session in January 2009.

**12. Any other business including proposed use of funds from sale of Polish stamps**

The Council will take note of the latest developments concerning the sale of the Polish stamps.

**Friday 25 January, 11:30 a.m. to 2:00 p.m.**

**13. Adoption of the decisions of the fifty-sixth session**

*DOCUMENT: UNESCO/BIE/C.56/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 comment upon the draft Decisions of the fifty-sixth session;
- to adopt them;
- to make the Council Secretariat responsible for publishing the text between now and the beginning of March 2008.

**14. Closing of the fifty-sixth session**

UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

**Fifty-sixth session**

Varembé Conference Centre  
9-11, rue de Varembé, Geneva

23–25 January 2008

**REPORT OF THE DIRECTOR  
OF THE INTERNATIONAL BUREAU OF EDUCATION  
ON THE ACTIVITIES OF THE BUREAU  
DURING THE PERIOD 1 JANUARY TO 31 DECEMBER 2007**

This report covers the period from **1 January to 31 October 2007**. During the Council session, additional information will be provided on the activities carried out in November and December. The budget document gives the verified accounts as of 30 November; the document containing the provisional accounts at 31 December 2007 (UNESCO/BIE/C.56/Inf. 2) will as usual be sent to the Council in January, as soon as it has been cleared by the Comptroller.

This report consists of three parts:

- I. General report;
- II. Fact sheets on activities;
- III. Budgetary information at 31 December 2007.

## I. GENERAL REPORT

### Introduction

1. The year 2007 proved to be a very challenging year, characterized by a delicate institutional transition and, at the same time, innovations at different levels. The Director a.i retired in April 2007, while the new Director and the new Secretary of the Council took up office in February and January 2007 respectively. It should be recalled that 2007 represents the second year in carrying out the 33 C/5, as well as the final year of implementation of the 31 C/4 and the IBE's strategy for 2002–2007. This provided a special momentum for the formulation of the new IBE strategic framework, to which a high degree of effort was dedicated. The entire IBE team continued to engage with professionalism and motivation to achieve the objectives set out in the planned activities, as adopted by the Council at its fifty-fifth session. This resulted in around 50 programme related events (seminars, workshops and conferences), and over 25 intellectual contributions to international conferences/events. The execution rate by 30 November is 87.66 %, which constitutes a major achievement, while no effort is being spared to come as close as possible to a 100% rate by the end of the year.

2. The report presents the activities carried out by the IBE from 1 January to 31 October 2007. According to the practice approved by the Council, only a summary presentation of each Basic Programme is provided in Part I. Following the IBE results-based management approach, the detailed description of activities and the outcomes achieved under each Basic Programme are presented in the respective fact sheets, as Part II. For the sake of consistency, the headings of the fact sheets are based on the structure used in SISTER. The budgetary situation appears in Part III.

3. The presentation of the 2007 activities is organized according to the **new programme structure**, as approved by the IBE Council at its fifty-fifth session in January 2007 (Annex 1). Therefore, in accordance with the programme adopted by the Council in January 2007 (C. 55/3), and based on the IBE mission as assigned by the thirty-third General Conference, the new structure outlines three main functions for the IBE:

- i) **it contributes to capacity-building and to the training of curriculum specialists in Member States and also at the regional and global levels** (*Objective: to develop human and institutional capacities*);
- ii) **it carries out research, studies and plays the role of an observatory of trends in the field of educational development** (*Objective: to identify new trends in the development of education*);
- iii) **it manages, shares and disseminates knowledge (“knowledge management”) in the field of preparing and implementing curricula** (*Objective: disseminating information and promoting policy dialogue*).

4. As a result, the two formerly called “**transversal programmes**”, namely “Co-operation/technical assistance at the request of Member States” and the “Clearinghouse of good practices in the field of curricula for the prevention of HIV and AIDS” have now been included under the component of “capacity-building and training”.

5. Finally, the report gives an account of the **institutional functioning** of the IBE (Council, human and financial resources and institutional management).

6. As indicated in the programme adopted by the Council during its fifty-fifth session, the IBE continued to work towards the achievements of the results foreseen in the IBE Strategy for 2002–2007 and in the Mid-term Review of this Strategy, as well as in the 33 C/5, the introduction to which is reproduced in the following box:

### **General introduction (33 C/5, § 01510)**

“Directed towards the priorities of Major Programme I, IBE’s programme activities will particularly contribute to monitoring EFA achievements and progress (Subprogramme I.1.1, MLA 2 and I.1.2, MLA 1), to attaining quality basic education for all (Subprogramme I.2.1, MLA 1 and I.2.3, MLAs 1 and 2), to enhancing quality education for Learning to Live Together (Subprogramme I.3.1, MLAs 1 and 2), to support the expansion and renewal of general secondary education (Subprogramme I.4.1, MLA 1) and to contribute to activities pertaining to HIV/AIDS and education (Subprogramme I.3.2, MLAs 1 and 2).

IBE will continue to have a strong focus on field activities, including decentralized regional and national capacity-building exercises to address priority needs of excluded groups or geographic regions, and will contribute to the achievement of UNESCO’s strategic objective 3 and the strategic sub-objective of identifying new trends of educational development and promoting policy dialogue. IBE will work in close collaboration with UNESCO’s field network and Headquarters, continuing the existing joint projects with various UNESCO entities and promoting new ones.”

7. The IBE carried out the majority of the planned activities, while also undertaking some new ones, as a response to Member States specific requests received in 2007; more details are presented in the following paragraphs and in the related fact sheets. A special event was the “China-Europe Exchange on Curriculum Reform” held on 29-30 May 2007, within the IBE premises, which represents an outcome within the Community of Practice (COP). A platform for exchange and dialogue was offered between an eight-member delegation from the Ministry of Education of the People’s Republic of China and a team of European experts and IBE professional staff. The objective was to identify orientations and guidelines for improving and consolidating the Chinese curricular reform in basic education as the first step to strategically strengthen IBE-China relations. Follow up actions are being implemented.

8. The formulation process of the new IBE Strategy involving professional IBE staff and other partners at different stages for feedback and orientation advanced substantively and will culminate in the submission of the final draft document to the fifty-sixth session of the IBE Council.

## **1. THE BUREAU’S ACTIVITIES IN THE CONTEXT OF ITS BASIC PROGRAMMES**

### **1.1. BASIC PROGRAMME 1: CAPACITY-BUILDING AND TRAINING**

#### **Outcomes expected at the end of the biennium (33 C/5, § 01511)**

*Capacity of institutions addressing curriculum development and reform enhanced, with particular focus on post-conflict, transition countries and LDCs.*

#### **Performance Indicators:**

- Training resources and the “toolbox”;
- Trained country core teams for curriculum development and reform;
- Global network for curriculum developers operational.

### **Community of Practice in the field of Curriculum Development**

9. The year 2007 witnessed an intensified working pace for the **COP**, which considerably consolidated and further expanded its activities. Its function of an active network of researchers, practitioners, experts and policy makers was strengthened and resulted in a series of joint activities, research projects and exchanges, with a strong emphasis on fostering regional, inter-regional and South-South cooperation. At the same time, within the framework of the COP, a very comprehensive and participatory consultative process was embarked upon to share visions, policies and experiences on



Inclusive Education, as a strategic component of the preparatory process for the 48<sup>th</sup> session of the ICE. In 2007, the process entailed the organization of eight international, regional and sub-regional conferences and workshops, with the active engagement of over 60 countries and approximately 400 participants.

10. As of 31 October, the COP consists of some 730 curriculum experts in 89 countries, with eleven focal points in five regions: two in Africa (Mozambique and Kenya), one in the Gulf Arab States (Kuwait), two in Asia (China and Thailand), three in Europe/North America (Romania, Finland and Belarus) and three in Latin America and the Caribbean (Argentina, Peru and Costa Rica). The working plans established with the UNESCO Regional Bureaux for Education were implemented with a focus on competency-based approaches and secondary education in Latin America; on teacher training and education for sustainable development in Asia and on nine-year basic education and gender perspective within curriculum in Africa. Two new Communities of Practice were launched; the first one on the theme “Education for Sustainable Development (ESD)”, with the UNESCO Bangkok Office and the second one on Inclusive Education in Sub-Saharan Africa. Under the three year (2007-2009) regional agreement with the Central American Coordination for Education and Culture (CECC), the first two workshops were launched in Costa Rica, to support the curricula transformation in Basic Education in seven Central American countries. At the national level, customized assistance was provided in Guatemala with two workshops to support the revision of national curricula. Two new Cooperation Agreements were signed with new partners in Finland and Spain.

11. Several reports and documents resulted from the activities undertaken at different levels by the COP. One main achievement was the revised version of the resource pack, now completed, which includes existing cases in the former Asia Pacific resource pack and new cases identified. A book entitled “Current and Future Challenges in Curriculum Development: Policies, Practices and Networking for Change”, has been co-published by the IBE and the Centre Education 2000+. A report (in English) entitled “Educational Reform and Curriculum Change in China: A Comparative Case Study”, which refers to the process of basic education reform in China was completed.

12. The activities and the outcomes achieved are presented on fact sheets 1a and 1b.

### **Curriculum innovation and poverty alleviation in Africa**

13. The network of high level education specialists from Ministries of Education in nine sub-Saharan African francophone and lusophone countries initiated in 2004 upon their request was further consolidated over 2007 and brought together mainly curriculum specialists, teacher educators and general inspectors. The process of capacity development of the nine national teams continued with an additional workshop in Mauritius and a total of 150 specialists were trained in 2007. The criteria for quality education within the context of poverty alleviation were further developed and applied whenever possible in the process of curriculum change that took place in these nine countries over the course of the year. Over ten key curricular good practices to promote equity in learning and better access to relevant learning experiences for all children, and to alleviate poverty were documented and shared. Tools for policy dialogue were discussed and a roadmap to achieve educational changes to alleviate poverty was developed with the contribution of all the participants to the project. The experience and lessons learned from the project will be reflected in the December 2007 issue of “Prospects”. The existing fruitful collaboration with several field UNESCO Field Offices continued and stronger linkages were established with two UNESCO priority initiatives, such as TTISSA and EDUCAIDS. Furthermore, issues of peace education and poverty alleviation and their contribution to quality education in Sub-Saharan African countries have been further explored. The extension of the project activities to a group of six English-speaking countries in Africa has been explored through a regional seminar held in June 2007 in Kenya, where thirty high-level education specialists from education ministries of six countries participated.

14. The activities and outcomes achieved are presented in detail on fact sheet 2.

### **The clearinghouse and capacity-building for curriculum and HIV and AIDS education**

15. Within the framework of the inter-agency flagship programme to combat HIV and AIDS, to help reinforce prevention and education efforts, specifically with regard to curricula and content at the primary and secondary levels of formal education, this project, launched in 2002, is based on two components: exchange of information/documentation and the dissemination of good practices, and capacity development. Over 2007, the project consolidated and brought to full fruition the experience previously accumulated. The website was made more accessible and regularly updated, with the Russian and Arabic sections fully operational, while the database reached the number of 560 good curricular practices. Importantly, the fourth version of the manual “Curriculum and HIV and AIDS” was restructured and improved and utilised in the four training workshops that took place in Central Africa, South East Asia, Western Africa and in Eastern Africa, where a total of 200 specialists were trained.

16. Collaboration with stakeholders was increased at the level of the UNESCO–UNAIDS “EDUCAIDS” initiative, as well as of the UNESCO–OPEC Funds Project and of the IATT–UNAIDS Interagency Task Team for Education. Collaborative action was carried out in particular for the capacity development component with several UNESCO Field Offices, among which the offices of Yaoundé, Bangkok, BREDA and Moscow. For the function of the unified HIV and AIDS education clearinghouse, collaboration was strengthened with IIEP, UNESCO HQ, the Field Offices of Nairobi, Harare, Santiago, Kingston and BREDA.

17. The activities and outcomes achieved are presented in detail on fact sheet 3.

### **Technical co-operation projects/assistance to member states**

18. In 2007 the programme was able to respond to specific requests from countries and delivered customized advisory services and technical assistance related to the field of policy dialogue and capacity development. For reasons beyond IBE control, the activities originally planned to take place for Afghanistan could not be carried out, with the exception of a “Tool for Textbook Policy Development”, which was produced. Other requests, however, were received and responded to during the year.

19. More precisely, a comprehensive assessment mission focussed on the ‘Integration of Human Rights Education (HRE) in the Mauritian Education System’ was carried out and will be complemented in early Dec 2007 by a two-week intensive training workshop on Integrating HRE in primary and secondary curricula. Within the context of the UNESCO and the University “La Sapienza” (Rome, Italy) Cooperation Program for Israeli and Palestinian students, related to the *Second Edition of the Master Programme on “Social Sciences and Humanitarian Affairs”*, an evaluation of the academic content of the first edition of the 2005/2006 master was completed and a consensus reached on a revised approach for the second edition in 2008. Commitment to professional dialogue and mutual understanding underpinned the entire process and was strengthened among the partners as a result. Two new initiatives were launched in partnership with the *Deutsche Gesellschaft für Technische Zusammenarbeit* (GTZ) for a comparative study with a focus on Basic and Lower Secondary Education in Developing African Countries, to be presented in the Biennale meeting of the Association for the Development of the Education in Africa (ADEA), in May 2008; and for the development of a “Monitoring and Evaluation Tool for Learning to Live Together”, as the final step on previous activities in this field.

20. Several contributions and presentations were also delivered in various fora, among them, the finalization of the **UN High Commissioner for Refugees (UNHCR)-led Inter-agency Study** ‘*Access to Quality Education of Refugees and Asylum-seeking Children in Europe*’ (Bosnia and Herzegovina, Finland, France, Germany, Hungary, Norway, Poland plus Regional Study) and a *Handbook on Curriculum Development in Fragile States* for a UNESCO and African Development Bank cooperation on Training on Education in Fragile States, Tunis, 14-15 November 2007.

21. The activities and outcomes achieved are presented in detail on fact sheet 4.

## 1.2. BASIC PROGRAMME 2: RESOURCE BANK AND OBSERVATORY OF TRENDS IN EDUCATIONAL DEVELOPMENT

### Expected results at the end of the biennium (33 C/5, § 01511)

*Information exchanges on education systems, existing curricula and curriculum development enhanced*

**Performance indicators:**

- Expansion of the IBE databank;
- Studies and analyses related to the annual edition of the EFA Global Monitoring Report.

22. This basic programme witnessed a continuous growth and an increased utilization of the resource bank and the observatory of trends, fulfilling a very important function of the IBE.

### Resource Bank

23. The database *World Data on Education* was almost entirely updated (a total of 155 profiles completed) and is expected to be made available on the IBE website by the end of 2007-beginning of 2008.

24. The database *Country Dossiers* was maintained and updated; it covers 162 countries, including 62 countries with online access to curricular resources. Links to materials and curricular resources were revised and enriched on a regular basis. The database is fully integrated into the UNESCO Education Sector Portal.

25. The continuous process of expanding IBEDOCs, the IBE's online catalogue, gained momentum, with substantive additions made, some of which include: 40 new items within the IBE collection of printed curricula, and 590 digitized National Reports. The external alert services were combined into one weekly alert containing news items, online reports, survey and research results, websites and other useful online resources relating to curriculum development, education systems, and educational trends. From January to mid-October 2007 some 40 weekly alerts and three Digests have been compiled and sent to over 900 curriculum and educationalists in 89 countries worldwide. A feedback exercise conducted in early 2007 to ascertain the usefulness of the service, confirmed a high positive assessment. From January to mid-October 2007, IBE publications and resources were downloaded over 179,000 times via UNESDOC Paris (up from some 101,000 times during all of 2006).

26. The activities and outcomes achieved are presented in detail on fact sheet 5.

### Observatory of trends

27. The Observatory of trends, which strongly relies on the Resource bank, supports EFA by producing and providing access to high quality analyses and studies related to the quality of education and the curriculum development processes and products. The CD-ROM with the sixth edition of the database *World Data on Education* (WDE) is being finalized, with a reviewed format and improved graphical presentation. The publication *School knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education*, jointly published by the IBE and the Comparative Education Research Centre (CERC)–University of Hong Kong in 2006, is being translated into Spanish. A revised version of the exploratory study on *Language curriculum policies in Sub-Saharan Africa* is being finalised.

28. The exploratory study entitled: *Approches de l'exclusion et de la pauvreté dans les curricula des pays développés* undertaken in collaboration with the Higher Educational School of Central Switzerland and the Higher Teacher Training School of Bern, Jura and Neuchâtel is almost complete

and will be prepared for publishing. It concerns a curriculum analysis in the central region of Switzerland and in Ontario, Canada.

29. For the 2007/08 Global Monitoring Report on EFA, the IBE provided several substantive contributions, consisting of: two datasets about basic education programmes worldwide (182 country cases included) and about teacher education programmes for primary and lower secondary education; a set of tables showing the most recent information on intended instructional time (125 country cases included); and two compilations of background qualitative information about the teaching profession and educational infrastructures.

30. The activities and outcomes achieved are presented in detail on fact sheet 6.

### 1.3. BASIC PROGRAMME 3: KNOWLEDGE MANAGEMENT AND POLICY DIALOGUE

#### Expected outcomes at the end of the biennium (33 C/5, § 01511)

##### A) *Information exchanges on education systems, existing curricula and curriculum development enhanced*

###### *Performance indicators:*

- Improvements on IBE website;
- Periodicals, booklets and books relevant to curriculum development and change.

##### B) *International policy dialogue on educational systems and programmes improved*

###### *Performance indicators:*

- Training programmes, resources and the “toolbox”;
- Decision-makers trained;
- Community of practices operational;
- Status of preparations for the 48th session of the ICE.

#### Knowledge management, dissemination of information and publications

31. As a “dynamic” strategic element at the heart of the “knowledge management” process, special attention has been given to updating the IBE website on a regular basis and to systematically translating information on activities into English, French, Spanish and Chinese. The importance of this process has been confirmed by the figures regarding consultations, which indicate a remarkable increase in the visits from users of all six official languages. Furthermore, the website caters to a wider audience from specialists to broader public, by providing universal pages of a more general nature, as well as specific subsections for a more specialized audience. As usual, an information document on the use of the website during 2007 will be distributed to the Council. Up to mid-October 2007, consultation figures indicate an increase in the visits from users of all six official languages as follows: English +13%, French +25%, Spanish +15%, Chinese +40%, Russian +35%, Arabic +17%.

32. The **publications** completed during the year will be made available to the Council in January. The March and June issues of the UNESCO quarterly review of education “**Prospects**” were co-published in English within the established contract with Springer (Netherlands), two more issues will be soon finalised. Within the **Studies in comparative education** series, the volume *Textbooks and quality learning for all: some lessons learned from international experiences*, edited by C. Braslavsky, was printed in March 2007. Two issues of the **Educational Practices series** were produced: *Creating a safe and welcoming school* and *Teaching science*. Within the **INNODATA Monographs**, the issue on *Curriculum development and the participative approach/Développement curriculaire et démarche participative*—PECARO, was produced.

33. An assessment of the situation with “Prospects” has been carried out and more details will be provided in the oral presentation of the IBE Director to the Council.

34. The activities and outcomes achieved are presented in detail on fact sheet 7.

### **Policy dialogue**

35. In 2007 the policy dialogue activities primarily focussed on the ICE preparatory process on a wide scale. However, as a part of IBE previous engagements, and in order to expand the geographical coverage and the impact of the planned activities, the fifth seminar for policy dialogue took place in February 2007, with the participation of 12 ministerial officials from four Portuguese-speaking countries.

36. Regarding the preparations for the ICE, in early 2007, the IBE embarked on a multifaceted, comprehensive and participatory preparatory process in order to mobilize knowledge about Inclusive Education and create synergies with all stakeholders. Several components were developed and are at different stages of implementation, among which are: a) nine regional and sub-regional preparatory workshops, starting in June 2007, in the different UNESCO regions within the framework of the IBE global Community of Practice in Curriculum Development (COP) have been planned to share visions, policies, strategies and good practices on Inclusive Education. Seven have already taken place in Romania, Kenya, United Arab Emirates, Argentina, Rwanda, Belarus and China, involving, by the end of 2007, over 60 countries and 400 participants among researchers, curriculum specialists and policy makers; b) In response to the recommendations of the IBE Council, the Government of Latvia is organizing a Regional Preparatory Conference for Europe and North America entitled “*Inclusive Education: from Policy Dialogue to Collaborative Action*” to be hosted in Riga, on 24-26 February 2008; the IBE has been supporting the Latvia-led initiative with technical assistance; c) an experts meeting to set up the content of the four established workshops addressing the multiple dimensions of ‘inclusiveness’ in education is planned for 19-20 November 2007; d) Contacts with United Nations agencies have been initiated to identify venues for cooperation and partnerships; e) exchanges for the identification of possible keynote speakers have been made. Furthermore, two meetings took place in October 2007 to provide guidance and suggestions and to increase the coordination level with the Council’s Working Group for the ICE preparations and with the Education Sector Working Group for ICE. Initial contacts with some potential donors and partners have been made to mobilize resources, both in terms of intellectual and financial contributions.

37. As in 2006, the IBE ensured its contribution to the Summer University for Human Rights and the Right to Education (UEDH), which is traditionally hosted within IBE premises. The Director of the IBE opened and closed the seminars and two presentations were given by IBE professional staff members. The first one on the preparation modalities of the Global Monitoring Report on EFA and the second one on tools developed for educational reform with a particular emphasis on inclusive education, poverty alleviation and the right to education.

38. The activities and outcomes achieved are presented in detail on fact sheet 8.

## **2. INSTITUTIONAL FUNCTIONING**

### **2.1. IBE COUNCIL**

39. The functioning of the IBE Council is established by its Statutes, the Rules of Procedure and the Resolution adopted by the thirty-third session of the General Conference (33 C/5).

40. The Council held its fifty-fifth session in January 2007 in order to plan the Bureau’s activities and to evaluate its achievements; the Administrative Group and the Working Group for the ICE met during the two preceding days. The Council approved the report on IBE activities for 2006 and the provisional accounts up until 31 December 2006; it approved also the draft programme and budget for 2007. It welcomed the new Director of the IBE as well as the new Secretary of the Council. The

Council approved the draft resolution submitted to the thirty-fourth session of the General Conference for the 2008–2009 biennium and the draft structure of the IBE Strategy for 2008–2013. For the preparation of the forty-eighth session of the ICE, the Council discussed and approved the theme and the sub-themes, the structure and the date. The Council's President presented the statutory report on the IBE activities during the 2006-2007 biennium (34/REP 1) to the thirty-fourth session of the General Conference. The Council took note of the fact that Mr Pierre Luisoni, the Dir a.i., was going to retire on 30 April 2007 and paid tribute to him with a special mention, expressing "its profound appreciation for his efficient, dedicated, committed and sustained contribution to the IBE over more than a quarter of a century". The meeting of the Steering Committee was held in Geneva in July 2007.

41. The activities and outcomes achieved are presented in detail on fact sheet 9.

## **2.2. INSTITUTIONAL MANAGEMENT: HUMAN AND FINANCIAL RESOURCES, PARTNERSHIPS**

### **Human resources and management**

42. The new Director took office on 15 February, while the new Secretary of the Council joined IBE in January 2007.

43. During the year, the IBE's professional team remained almost unchanged. Two recruitment processes have been launched; the first one to fill the post of the Coordinator of the two programmes "HIV and AIDS education" and on "curriculum innovations and poverty"; in the second case to establish a new P1/2 ALD post for the "HIV and AIDS education" programme. The services of the adviser seconded from the Chinese Ministry of Education, generously provided to the IBE, continued to be ensured in 2007. With four established posts (both professional and general services) however, still frozen, the new Director has rapidly realized that the available financial and human resources will not be sufficient to allow IBE to significantly expand its services to the Member States, as would be required. She, therefore, has particularly appreciated the support extended by the IBE Council's members, and in particular by the Council's President and the representative of the host country during the two sessions of the Executive Board and the General Conference, to create new and more conducive conditions for IBE to perform to the best of its capacity.

44. The IBE continued to rely on certain modalities that proved helpful in the past to engage qualified staff at minimum cost. Thus, in 2007, it benefited from the support of the Geneva Cantonal Employment Office, which made four people available, free of charge, whose services were much appreciated. Furthermore, the request of a university student to carry out his civil service at IBE was approved. It should be recalled, however, that these are only temporary, short-term measures, which will not contribute to a real institutional stability.

45. As advised by the Council, the IBE continued to actively provide on-the-job training opportunities for young professionals. Seven university graduates received grants as research assistants and eight students carried out internships. While the IBE considers the training function as an integral part of its mission, it should be recalled once more that this task results also in an increased workload for the professional staff, who are requested to provide guidance and supervision.

46. With the aim of further strengthening the technical and administrative capacity of the IBE staff members, a number of activities were carried out:

- **Education staff retreat:** eight professional staff participated in the three-day Education staff retreat that took place in UNESCO HQ in June. Within its activities, the IBE was asked to contribute with its expertise to the capacity development of the Education staff by planning and implementing a workshop on the theme "Curriculum Process into Action";
- **Briefings and working sessions with visiting UNESCO senior staff;** six engagements were arranged to provide IBE staff with wider exposure to topics considered as UNESCO priorities;

this culminated in the visit of the UNESCO Director-General in July 2007. The Chairperson of the Executive Board also paid a dedicated visit to IBE;

- The **second Global Senior Managers meeting**, organized by UNESCO in May 2007, was attended by the Director;
- A one month **doctorate research programme at Columbia University** (New York) on a France-China comparative analysis was attended by a staff member in April;
- **UNESCO project team for IPSAS**: a staff member was selected to be part, on a part time basis, of the project team, headed by the Chief Accountant, to contribute to the preparations for the adoption of the new accounting standards;
- A one-week training course for **UNESCO administrative assistants** was attended by one staff member in August;
- **Language training** courses have been attended by four staff members;
- **Young professionals** have continued to be integrated into the IBE as research assistants and interns;
- A three-day training course, at the end of November, on **STEP**, the new integrated information system for enhanced personnel services, will be attended by two Administration staff members;
- A staff member will participate in early December in an “adult training course” to become a trainer for the “**Institutional training sessions**” in field Offices, jointly organized by HRM and BFC;
- The Director was selected to represent UNESCO (together with another senior management staff member) to participate in a leadership programme for senior staff within the UN system (the “**Senior Management Network Programme**”) being held in the Netherlands, at the end of November.

### **Financial resources**

47. **UNESCO’s financial grant** (regular budget) attributed to the IBE in 2007 (unchanged since 2002) was **US\$2,295,500**.

48. **The extra-budgetary resources** guaranteed on 30 November 2007 for programme activities and some staff costs amounted to **US\$1,092,268** for the IBE’s Special Account. The extra-budgetary resources allocated external to the Special Account (UNESCO Funds-in-trust, UNAIDS, etc.) amounted to **US\$695,082**.

49. The budgetary situation on 30 November 2007 is presented in Part III of this document. A new table, giving the situation at the end of December 2007, will be provided to the Council.

### **Partnerships**

50. Strong collaborative working relations were developed with UNESCO’s Education Sector and with the other Institutes, through various mechanisms, including the revitalization of the Education Sector Working Group on ICE. IBE staff were also requested to provide their expertise and contributions on a number of occasions, for example: peer reviewing, moderation and facilitation of experts meetings, etc. The Director participated in all meetings of the Leadership Team for the reform of the ED Sector, being able to establish and expand her network. The collaboration level with UNESCO regional, cluster and national offices increased within the framework of several programmes. In particular for the COP, previous contacts resulted in several activities jointly planned and implemented with major field offices for regional stakeholder consultations in the ICE preparatory process. Cooperation and consultation with UNESCO General Services was also achieved.

51. The best modalities to renew the existing Co-operation agreement with the University of Geneva, the Educational Research Service (SRED) and the IBE were discussed and assessed at a meeting which took place in Geneva in November 2007, and during which the IBE Director was nominated as the President of the “Commission Conjoint (CC)”. As a follow up to the project “Formation interdisciplinaire au dialogue politique dans le champ de l’éducation” in partnership with the Geneva International Academic Network (RUIG/GIAN), the study *Evolution de l’enseignement*

*secondaire et transferts de modèles éducatifs. Etudes de cas et analyses comparatives sur l'Argentine, l'Equateur, le Cameroun et la Tunisie entre 1980 et 2003* was launched in June 2007, in partnership with the 'Faculté' de psychologie et des sciences de l'éducation (FPSE) of the University of Geneva.

52. In partnership with the University of Geneva, the Swiss Society for Research in Education (SSRE), and the Geneva Network for Intercultural Approaches to Education (ReGAIE), in June 2007 the IBE co-organized, supported and participated in a colloquium on "L'education en contextes pluriculturels: la recherche entre bilan et prospectives". One of the four Symposia organized parallel to this event, was dedicated to the topic: "Towards a locally and culturally appropriate school curriculum", where the IBE Director gave an intervention on the theme "Curriculum, culture and education reforms: Quality tensions between international trends and local demands".

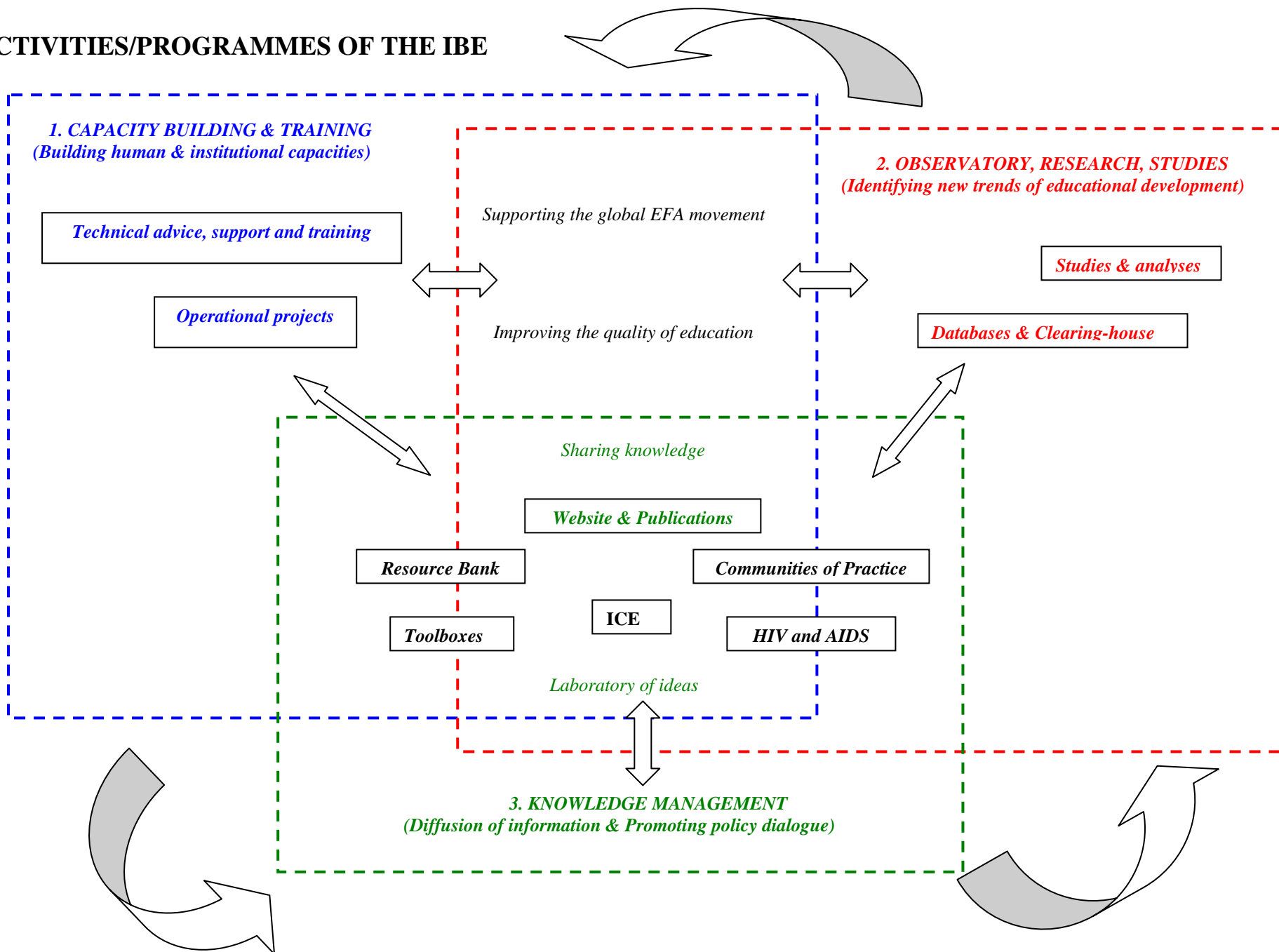
### Conclusion

53. The Director wishes to express her personal thanks to the Director a.i. who retired in early 2007 for having fulfilled the mission to "**preserve the institution and to maintain his colleagues' motivation**" during the very challenging interim period. She also extends her thanks to the entire IBE team for having responded positively during the transition period and for always having provided high quality contributions despite heavy pressures. The Director reconfirms her strong commitment to lead the IBE to become a centre of excellence for curriculum development and reforms, building on the present solid foundations. The Director also wishes to particularly acknowledge the support and the encouragement she received from all Council members, but especially from the Council's President and the representatives of the host country.

54. The Director furthermore acknowledges with gratitude the financial contributions received from Spain, Sweden and Switzerland. The Director further encourages the IBE Council to have an active role in fund raising for extra budgetary funding, since programme activities for 2008 and for the new Strategy fully depend on that.



## ACTIVITIES/PROGRAMMES OF THE IBE



## **II. FACT SHEETS**

**IBE – REPORT 2007**  
**CAPACITY BUILDING AND TRAINING**

<b>1. Heading of the element</b>	<b>Global Community of Practice (COP)</b>
<b>2. Name of the Responsible Officer and of the Deputy</b>	Renato Operti, Lili Ji, Daoyu Wang
<b>3. Starting and termination dates</b>	January-December 2007
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context</b> Within the mandate of providing support to UNESCO Member States in the management of curriculum change, the IBE created the Community of Practice (COP) in Curriculum Development in 2005 as a tool for capacity building in curriculum development. Currently it faces a triple challenge: a) to continue to foster a conception of curriculum as the hub of educational change within an holistic approach to EFA goals; b) to contribute to the development of the EFA Global Action Plan assuming i) that all six EFA goals taken as a whole form the Basic Education Agenda and ii) that it is working towards one of the UNESCO strategic directions - from access to success and c) to consolidate a developmental perspective in implementing the COP through intra- and interregional approaches and activities.</p> <p><b>4.2. Goal (overall objective)</b> To strengthen the capacities of national curriculum-making bodies in designing and implementing curricula transformation processes mostly focused on Educational Quality linked to EFA goals, by sharing their visions and their expertise through the COP under both an intra- and interregional perspective.</p> <p><b>4.3. Purpose (specific objective)</b> <b>COP Global Level</b> – i) to formalise relationships with 11 Focal Points from all UNESCO regions centred on developing working plans that mainly consist of preparatory activities for the ICE 2008; ii) to enhance IBE databanks by incorporating practices (mainly from Africa and Latin America) related to the application of the approaches by competencies in Basic Education; iii.) to finalize the revised version of the Asia-Pacific resource pack for capacity building (strengthening a worldwide approach); iv) to organise a series of regional forums as well as the annual COP Forum as preparatory activities for the ICE 2008, and v) to continue enhancing the COP section within the IBE website.</p>	
<b>5. RESULTS</b>	
<p><b>5.1. Title of the results</b> <b>COP Global level</b></p> <p><b>5.2. Expected (description)</b></p> <ul style="list-style-type: none"> <li>• Focal Points: 11 Focal Points fee contracts covering all UNESCO regions.</li> <li>• Competencies Databank: Incorporation of practices applying the approaches by competencies in Basic Education.</li> <li>• Resource Pack for Capacity Building: Complete the curriculum resource pack for worldwide application.</li> <li>• COP Forum on ICE 2008 theme: COP Forum and other fora carried out on the ICE 2008 theme.</li> <li>• Community of Practice section on IBE website: Implement weekly animation activities and use UNESCO open source for COP activities.</li> </ul> <p><b>5.3. Performance indicators</b></p> <ul style="list-style-type: none"> <li>• Number of focal point coordination established with fee contracts or similar arrangements signed when necessary.</li> <li>• Number of practices classified by region.</li> <li>• Revised version of the resource pack completed.</li> <li>• Number of fora held on the ICE 2008 theme “Inclusive Education” classified by region.</li> <li>• Number of COP animations done per week. Number and type of activities done through the open source.</li> </ul> <p><b>5.4. Assessment criteria</b></p> <ul style="list-style-type: none"> <li>• Set of activities designed and implemented in Africa, Asia, Europe, Gulf Arab States and Latin America</li> </ul>	

and the Caribbean.

- Objectives, content and scope of the practices.
- Quality of the proposal of the resource pack evaluated.
- Quality of the proposals of the forums and COP forum evaluated.
- Quality of the COP section evaluated.

### 5.5. Obtained/level of achievement

- **A total of 11 focal points in the five UNESCO regions are currently implemented: two in Africa, three in Europe, one in Gulf Arab States and three in Latin America. International seminars and workshops have been organized with Focal Points in Argentina, Belarus, China, Jamaica, Kenya, Romania, Rwanda, Thailand, United Arab Emirates, and another is planned to take place in Finland in March 2008. Reports and studies have also been produced. The themes focused upon include ESD and Inclusive Education, with many of the workshops co-acting as preparatory events for the ICE 2008.**
- **Progress has been made on the following activities: i) Prospects vol. XXXVII, n° 2, June 2007 and ii) Competencies Databank through collaboration with the BIEF Institute (Belgium).**
- **A new version of the resource pack is available, including existing cases in the former Asia Pacific resource pack, new cases identified through the COP as well as new reading materials.**
- **COP focused on theoretical insights, case studies and good practices (China, Cameroon and Guatemala) and the outcomes of a worldwide E-forum on competencies-based approaches organized by the IBE (November-December 2006).**
- **By March 2008, the implementation of a total of 10 COP regional/international workshops will have been completed. Up to now 5 have been carried out successfully, and 3 more are expected to be held before the end of the year.**
- **As an average, two messages with information and documentation on educational and curricular issues are sent every week to 710 COP members from 89 countries (updated membership information: 8/10/07).**

## 6. ELEMENTS OF STRATEGY

### 6.1 Description of the intervention

- Continuing to work on the process of consolidating the COP proposal within the EFA Global Action Plan.
- Discussing and carrying out activities with Focal Points from all UNESCO regions, mainly related to the ICE 2008.
- Organising a series of preparatory activities for the ICE 2008 through the COP implementing the recommendations and suggestions of the HQ Working Group for ICE/IBE chaired by ADG/ED and of the Working Group of the IBE Council. COP members from all UNESCO regions will be involved.
- Continuing to develop a multilingual COP based on an active sharing of visions and experiences.

### 6.2 Stakeholders, partners and beneficiaries

- Primary stakeholders will include curriculum experts and developers from all UNESCO regions.
- The partners will be UNESCO Education Sector, Institutes, Regional and National Offices for Education.
- The principal beneficiaries should be institutions and persons that are working on the process of curriculum change at the regional and national levels in the different ladders of the educational system.

### 6.3. Staff input

See table “Estimates of Distribution of Established Staff by programme/project”, in Annex.

### 6.4. Structural participation (associated elements which will be implemented in close connection)

Regional focal Points and UNESCO Regional Bureaux.

## 7. BUDGET (US\$):

<i>7.1 Approved</i>	<i>330,000</i>
<i>7.2 Revised</i>	<i>320,000</i>
<i>7.3 Obligated as of 30.11.07: 284,585 (88.9%)</i>	

<b>IBE – REPORT 2007</b>	
<b>CAPACITY BUILDING AND TRAINING</b>	
<b>1. Heading of the element</b>	<b>Community of Practice (COP) – Regional activities</b>
<b>2. Name of the Responsible Officer and of the Deputy</b>	Renato Opertti, Lili Ji and, Daoyu Wang
<b>3. Starting and termination dates</b>	January - December 2007
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context:</b> See sheet 1a.</p> <p><b>4.2. Goal (overall objective):</b> See sheet 1a.</p> <p><b>4.3. Purpose (specific objective)</b></p> <ul style="list-style-type: none"> <li>• To establish and implement, within the objectives of the Education Sector Reform, working plans with UNESCO Regional Offices in Africa (BREDA, Dakar), in Asia (Bangkok) and in Latin America and the Caribbean (OREALC, Santiago de Chile) on curriculum issues related to Basic Education within the EFA Global Action Plan and to the ICE 2008;</li> <li>• To implement the cooperation agreement signed between the IBE and the Educational and Cultural Council of Central America (CECC) focusing on supporting curricula transformation in Basic Education,</li> <li>• To continue the implementation of an Ibero-American Observatory of Equity in Basic Education with the support of the Autonomous University of Barcelona.</li> </ul>	
<b>5. RESULTS</b>	
<p><b>5.1. Title of the results</b></p> <ul style="list-style-type: none"> <li>• Working Plans with UNESCO Regional Offices</li> <li>• Regional Agreement IBE-CECC</li> <li>• Ibero-American Observatory of Equity in Basic Education:</li> </ul> <p><b>5.2. Expected (description)</b></p> <ul style="list-style-type: none"> <li>• Implement a working plan on curriculum issues in Asia, Africa and Latin America in coordination with the respective UNESCO Regional Office.</li> <li>• Implement the Central American project on supporting the curricula transformation in Basic Education.</li> <li>• Implement forums on the interpretation of inequities in outcomes involving policy and decision-makers</li> </ul> <p><b>5.3. Performance indicators</b></p> <ul style="list-style-type: none"> <li>• Number of regional working plans implemented.</li> <li>• Design and implementation of the regional project.</li> <li>• Number of forums around equity issues being held classified by sub-region.</li> </ul> <p><b>5.4. Assessment criteria</b></p> <ul style="list-style-type: none"> <li>• Objectives, contents, scope and impact of the working plans.</li> <li>• Objectives, contents, scope and impact of the forums.</li> </ul> <p><b>5.5. Obtained/level of achievement</b></p> <p><b>Working plans implemented: Bangkok (Asia) – IBE focused on i) ESD curriculum development and ii) Inclusive Education; BREDA (Africa) – IBE focused on i) Basic Education curriculum development and ii) Inclusive Education OREALC (Latin America) – IBE focused on i) curriculum approaches in Basic and Secondary Education and ii) Inclusive Education.</b></p> <p><b>IBE – UNESCO BANGKOK: (a) Carried out action-research and capacity building activities related to curriculum renewal processes linked to the introduction of ESD to teachers' education and schools. Contribution to the ESD-Net Training Workshop "Reorienting Teacher Educators to Infuse Education for Sustainable Development through ICT" held in Bangkok, Thailand, 21-24 August 2007. The two</b></p>	

main outcomes were: i) The capacity building of 40 teachers and principals from 15 Teacher Education Institutes (TEI) of 12 Asian Countries on ESD and processes of curriculum design on ESD and ii) the setting up of a Community of Practice (COP) on ESD-Curriculum .

(b) Co-organization of the East Asia Workshop on Inclusive Education as a preparatory activity for the ICE 2008 jointly with the UNESCO Bangkok and Beijing Offices, and the Chinese National Commission (Hangzhou, China, 3-5 November 2007, see sheet 1a). Themes addressed were: Inclusive Education as a core strategy to attain EFA goals, the right to Education for All, country presentations and the shaping of a regional roadmap. The main outcomes were: i) creation of a document on Inclusive Education; ii) five country presentations (China, Mongolia, North Korea, Japan and South Korea) on proposed workshop sub-themes of the ICE 2008 and iii) development of a regional roadmap.

**IBE – BRENDA:** Co-organization of the African Workshop on the theme “What Basic Education for Africa?” jointly with UNESCO ED/BAS and BRENDA (Kigali, Rwanda, 25-28 November 2007).

**IBE – OREALC:** Co-organization of the International Workshop Latin America (Southern Cone and Andean regions) on Inclusive Education as a preparatory activity for the ICE 2008 jointly with UNESCO ED/BAS and OREALC, the Ministry of Education, Science and Technology of Argentina and the School of Education of the University of San Andres (Buenos Aires, Argentina, 12-14 September 2007).

Coordination of initiatives and activities supporting the processes of curriculum change in competency-based Basic and Youth Education, in the Latin American Region and elsewhere (focus on South-South cooperation).

The Focal Point of the Andean Region organized an e-forum among educators and curriculum specialists from Bolivia, Colombia, Ecuador, Peru and Venezuela to discuss the issues of equity, outcome gaps and the need to develop an inclusive education proposal, principally in relation to Childhood and Primary Education.

Within this project: i) an Ibero-American comparative study of eight countries (Argentina, Brazil, Chile, Mexico, Peru, Portugal, Spain and Uruguay) has been carried out on learning outcomes disparities (in Mathematics and Mother Tongue) based on PISA outcomes (2000 and 2003), ii) a paper entitled “The Educational Disparities in Eight Ibero-American Countries” has been drafted, iii) a proposal has been created to, using online and face-to-face activities, further analyse and interpret disparities in learning outcomes and their implications for curriculum revision.

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

- Design and implementation of work plans with UNESCO Regional Offices for Education in Africa, Asia and Latin America and the Caribbean, particularly in relation to the positioning of the curriculum within the EFA Global Action Plan and the preparation of the ICE 2008. The IBE will coordinate global and regional activities with UNESCO Institutes.
- Attempt to establish regional cooperation agreements on curriculum development with different partners so as to enhance the institutional and financial support for COP activities.

### **6.2 Stakeholders, partners and beneficiaries**

Primary stakeholders will include curriculum experts and developers from all UNESCO regions. The partners will be UNESCO Education Sector, Institutes, Regional and National Offices for Education. The principal beneficiaries will be institutions and individuals working on the process of curriculum change at the regional and national levels in the different ladders of the educational system.

### **6.3. Staff input**

See table “Estimates of Distribution of Established Staff by programme/project”, in Annex.

### **6.4 Structural participation (associated elements which will be implemented in close connection)**

Regional Focal Points and UNESCO Regional Bureaux.

## **7. BUDGET (US\$): (See Sheet 1a / Global budget)**

**IBE – REPORT 2007**  
**CAPACITY-BUILDING AND TRAINING**

<b>1. Heading of the element</b>	<b>Curricular innovations and poverty alleviation in the context of Education for All in Sub-Saharan Africa</b>
<b>2. Name of the Responsible Officer and of the Deputy</b>	Clementina Acedo, Christine Panchaud, Elmehdi Ag Muphtah
<b>3. Starting and termination dates</b>	January – December 2007
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context</b></p> <p>In the framework of pursuing the Education for All (EFA) objectives, several African countries have requested the IBE to help them develop their capacities and/or provide technical assistance for policy dialogue and curriculum development. This request is linked to these countries' advancement towards achieving EFA's Objective 6 and the Millennium Development Goals (MDG) and to the importance given to the quality of education in achieving schooling, combating drop-outs and overcoming poverty.</p> <p><b>4.2. Goal (overall objective)</b></p> <p>To build upon and capitalize on the outcomes of the first exploratory phase conducted in 2004–2005 and to further assist the nine participating countries in their efforts to implement curricular changes in their countries.</p> <p><b>4.3. Purpose (specific objectives)</b></p> <ul style="list-style-type: none"> <li>• To continue capacity-development for the nine national curriculum specialists' teams and to extend the impact of the core team's training to a wider circle of beneficiaries in each country so as to create the necessary critical mass and to strengthen the already-existing change dynamics.</li> <li>• To encourage and intensify the exchange of expertise between countries and with other parts of the world so as to promote and accelerate the transfer of promising experiences and innovations between countries.</li> <li>• To continue discussing the criteria for the relevance of basic education curricula for poverty alleviation, to develop a curriculum framework and to prepare strategies facilitating actual and relevant changes to the curriculum.</li> <li>• To raise awareness and to train actors involved in policy dialogue to achieve curricular innovations.</li> <li>• To establish and intensify exchanges between the IBE and its partners in these countries to integrate this project into the existing curriculum development process in each country.</li> </ul>	
<b>5. RESULTS</b>	
<p><b>5.1. Title of the results</b></p> <p>Implementation of the results of the first phase of the project and improving curricular innovations of basic education for poverty alleviation.</p> <p><b>5.2. Expected results (description)</b></p> <ul style="list-style-type: none"> <li>• Six to nine national curriculum development teams supported and increased in numbers.</li> <li>• The strategy for the transfer of the project's tools and knowledge incorporated and used in nine countries.</li> <li>• The establishment of a network encouraging regular exchanges between colleagues within different countries, and with other countries, and its use for the transfer of expertise and experience.</li> <li>• Those concerned by curriculum development trained in the use of policy dialogue tools and able to contribute to actual changes in the curriculum to alleviate poverty.</li> <li>• Extending the programme to a group of English-speaking African countries (to be selected).</li> </ul>	

### 5.3. Performance indicators

- The number of participating countries and the number of curriculum specialists trained.
- Acquisition of knowledge and skills by the experts.
- The number of innovations thoroughly analysed and documented.
- The number of strategies developed and applied.
- The number and quality of actual curriculum changes.
- Increase in the quality and regularity of exchanges between countries.

### 5.4. Assessment criteria and progress towards the outcomes

- Increase in the skills of national teams (a minimum of six countries and 100 technicians trained).
- A positive evaluation of technicians' skills and their transfer to other colleagues in participating countries.
- The tools and other outcomes of the project used by countries in their curriculum change processes.
- Extending the project to English-speaking African countries (at least five).
- The outcomes discussed in the global network of curriculum development conducted by the IBE.

### 5.5. Expected outcomes/level of achievement

- **The high interest for this project confirmed; continued high quality participation of the nine national teams, resulting in the training of more than 150 specialists in nine countries.**
- **Raised awareness and increased capacity of the participants to use the skills and tools of policy dialogue to introduce innovations for alleviating poverty.**
- **Significant progress achieved in the development of criteria for quality education to alleviate poverty, with the clarification of the conditions, from several points of view, for inclusion and retention of all children, even those frequently excluded from basic education.**
- **The documenting and sharing of more than ten key innovations for education to alleviate poverty, particularly concerning the organization and the flexibility of the curriculum, bilingual education, the integration of the school into the community, the linkages between school management and pedagogy.**
- **Conditions to stimulate innovations and encourage their dissemination within the systems identified; specific strategies to overcome obstacles to change proposed.**
- **An increase in exchanges between countries and the successful aspects of the project transferred to the nine countries, particularly: the use of tools for policy dialogue and the introduction of the innovations that were observed in the field and analysed during the seminars; outcomes of the project disseminated to other countries (IBE website).**
- **The network officially established through a French-speaking and Portuguese-speaking African community of practice.**
- **The development, based on solid country examples and situations from those involved and others (South Africa and Madagascar in 2007), of two tools a) to improve good practices and b) to adapt a strategic approach that is conducive to achieving necessary changes in curricula and schools for a quality basic education that works towards poverty alleviation.**
- **The extension of the project to a group of six English-speaking countries in Africa (Ethiopia, Ghana, Kenya, Nigeria, Tanzania and Uganda). The first international seminar was held in June 2007 in Kenya with thirty high-level specialists and has produced very good results.**
- **The contributions of groups from French, Portuguese and English speaking countries towards the preparations for the International Conference on Education (ICE) through discussions on the relationship between Inclusive Education and Poverty Alleviation.**
- **The validation and dissemination of good practices and innovations identified in the project, particularly through the publication of IBE Perspectives (December 2007 Issue).**



## 6. ELEMENTS OF STRATEGY

### 6.1. Description of the intervention

The IBE is working with the teams in the participating countries and is seeking ways of encouraging exchanges, steadily building upon the project's successes and bringing together expertise at the regional level, thanks particularly to the holding of two international inter-training seminars (one with French and Portuguese speaking countries and the other with English speaking countries) focused on the tools of policy dialogue, field studies and in-depth analyses of promising curricular innovations for poverty alleviation and the development of concrete strategies to overcome obstacles to change. Regular national seminars will enable the successful outcomes of international seminars to become known and extended across these countries. The IBE is starting to work with Anglophone countries in Africa, using a similar methodological approach.

### 6.2. Stakeholders, partners and beneficiaries

#### *Stakeholders and partners:*

- In the participating countries: Ministries of Education, UNESCO National Commissions, educational research institutions, universities and individual experts.
- Financial support: Swiss Development Co-operation (DDC); Swedish Co-operation (Sida); UNESCO's Support Programme for EFA; the Spanish Ministry of Education and Science;
- Further expertise: the faculty of Psychology and Educational Sciences of the University of Geneva (FAPSE); the African and international group of experts.
- Executive: UNESCO Office Bamako, BRENDA, Maputo, Windhoek, Headquarters and UNESCO Institutes. UNDP Offices in Luanda and Port Louis.

#### *Beneficiaries:*

Curriculum specialists, learners, teacher trainers and teachers in the countries involved in this project.

### 6.3. Staff input

See table "Estimates for the distribution of established staff by programme/project", in Annex.

### 6.4. Structural participation (associated elements to be implemented in close connection)

- Resource bank and observatory of trends: analysis of national curricula from the point of view of poverty alleviation and identification of good practices in this domain.
- Capacity-building: the selection and training of curriculum specialists; action-research to analyse criteria of relevance for the curriculum; identification and analysis of promising innovations; contribution to the global network of curriculum specialists.
- Policy dialogue: use of the tools already developed in order to implement successfully curricular innovations.
- The HIV and AIDS Education cross-cutting programme: integration of life skills in the curriculum.

## 7. BUDGET (US\$):

<i>7.1 Approved</i>	<i>497,154</i>
<i>7.2 Revised</i>	<i>497,154</i>
<i>7.3 Obligated as of 30.11.07:</i>	<i>293,946 (60%)</i>

<b>IBE – REPORT 2007</b>	
<b>CAPACITY-BUILDING AND TRAINING</b>	
<b>1. Heading of the element</b>	The clearinghouse and capacity-building for Curriculum and HIV and AIDS Education
<b>2. Name of the Responsible Officer and of Deputy</b>	Christine Panchaud and Clementina Acedo
<b>3. Starting and termination dates</b>	January - December 2007
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context</b> - Consolidation of the Curriculum and HIV and AIDS education programme in the context of UNESCO's co-ordinated response in the struggle against HIV and AIDS in the field of education, two main elements of which are: (a) a resource bank on curricula for HIV and AIDS education and the promotion of good practices; (b) strengthening capacity-building for the development of curricula for HIV and AIDS education. A decision was made to integrate all the UNESCO HIV and AIDS education clearinghouses into one single clearinghouse. The purpose is to facilitate the access to information and to make our work more efficient. IBE keeps working independently, while being an essential part of the unified UNESCO HIV and AIDS education clearinghouse.</p> <p><b>4.2. Goal (overall objective)</b> - Development of more effective curricula for HIV and AIDS education in school contexts and tools enabling effective implementation in the classroom.</p> <p><b>4.3. Purpose (specific objective)</b></p> <ul style="list-style-type: none"> <li>• To make available and to share advanced regular up-to-date information on good practices on HIV and AIDS education through a databank, an Internet site, interactive CD-ROMs and other methods and documents according to need;</li> <li>• To improve the capacities of curriculum specialists and teacher-training institutions for a better integration and widespread use of HIV and AIDS education in schools;</li> <li>• To launch or to strengthen a policy dialogue among ministers of education and other decision-makers to bring about the conditions for an effective and efficient implementation of HIV and AIDS education;</li> <li>• To extend the programme in a focused way to Spanish-speaking, Arabic-speaking, Portuguese-speaking and Russian-speaking countries.</li> </ul>	
<b>5. RESULTS</b>	
<b>5.1. Title of the results</b>	
Improvement of curricular responses and strengthening capacity-building on HIV and AIDS education.	
<b>5.2. Expected results (description)</b>	
<ul style="list-style-type: none"> <li>• The Clearinghouse becomes the reference point for documentation and exchanges on good practices for HIV and AIDS education (content and methods) at the primary and secondary levels and for teacher training;</li> <li>• Good educational practices for HIV and AIDS education are identified and actively shared;</li> <li>• An interactive network for exchanges and dissemination of good practices is set up and operational;</li> <li>• A manual for curriculum development integrating HIV and AIDS education in an effective and efficient manner;</li> <li>• Capacities of curriculum specialists are strengthened.</li> </ul>	
<b>5.3 Performance indicators</b>	
<ul style="list-style-type: none"> <li>• Annual number of visits to the Internet site, CD-ROMS distributed and requests (information or advice);</li> <li>• Number of curricular documents, good practices and key resources documented and distributed in the most-affected countries and regions;</li> <li>• Number of curriculum experts and specialists mobilized for HIV and AIDS education;</li> <li>• Number of training modules prepared, number of capacity-building seminars for curriculum specialists carried out and the number of specialists trained;</li> <li>• Number of countries using the HIV and AIDS curriculum development manual and having improved and modified their curriculum;</li> <li>• Number of ministries of education made aware and committed to integrating officially HIV and AIDS education in the national curriculum at the primary and secondary levels.</li> </ul>	
<b>5.4. Assessment criteria for the outcomes</b>	
<ul style="list-style-type: none"> <li>• Visits to the website and requests (for information, material and advice) constantly on the increase;</li> <li>• Updating and dissemination of the CD-ROM and other useful documents in developing curricular material for HIV and AIDS education.</li> </ul>	

- Dissemination and use of the curriculum development manual for HIV and AIDS education in 3 sub-regions;
- Ten to fifteen good practices at the primary and secondary levels documented every quarter;
- Development and updating of a database on a network of experts;
- Type and amount of attendance at available training and the holding of training seminars in the Arab States and Central Asia regions;
- Constant increase of the number of Ministries of Education in the most-affected countries and regions that have integrated HIV and AIDS education into their national curriculum at the primary and secondary levels.

### 5.5 Outcomes achieved/level of achievement

- **The website made more accessible and regularly updated; the Russian section now operational; requests constantly increasing (ten to twenty per week for information, materials and advice); the Arabic section developed.**
- **Additions to the databases on good curricular practices (560) and on experts made.**
- **CD-ROM, containing all of the site's resources, updated, published again and distributed (4000 copies).**
- **Fourth version of the manual "Curriculum and HIV and AIDS" restructured, improved, enlarged and published.**
- **The good practices (re-)evaluated and made available (30 to 40) on the website, as well as during seminars and conferences.**
- **Capacity development: HIV manual used in four training workshops in Central Africa, in South East Asia, in Western Africa and in Eastern Africa (between 40 and 80 specialists trained each time).**
- **Increased collaboration with UNESCO HQ in the context of the UNESCO-UNAIDS "EDUCAIDS" initiative, of the UNESCO-OPEC Funds Project, of the IATT-UNAIDS Interagency Task Team for Education and with the UNESCO offices of Yaoundé, Bangkok, BREDA and Moscow for capacity development. Increased collaboration with IIEP, UNESCO HQ, offices of Nairobi, Harare, Santiago, Kingston and BREDA for the unified UNESCO HIV and AIDS education clearinghouse.**
- **Raised awareness of curriculum specialists, secretary-generals or ministers of education at the International AIDS Conference and at regional or international seminars.**

## 6. ELEMENTS OF STRATEGY

### 6.1. Description of the intervention

Thanks to the increased activity of the Clearinghouse, the documentation and dissemination of a growing number of good practices, the completion and distribution of a curriculum development manual on HIV and AIDS education and the arranging of training seminars in the most-affected regions, the education sector's response to HIV and AIDS has been improved, particularly by integrating HIV and AIDS education in the official curricula and by developing appropriate teaching materials and methods.

### 6.2. Stakeholders, partners and beneficiaries

#### *Stakeholders and partners:*

Co-sponsors of UNAIDS, UNESCO Headquarters (in particular HIV coordination and HED), the IIEP, UNESCO's field offices (in particular: Dakar-BREDA, Yaoundé, Moscow, Harare, Maputo, Windhoek, Kingston, Bangkok, Amman, etc.), ministries of education in numerous countries, other organizations (Education International, Partnership for Child Development (UK)).

#### *Beneficiaries:*

In the target countries: curriculum specialists, practitioners, students, school communities.

### 6.3. Staff input

See table "Estimates of distribution of established staff by programme/project", in Annex.

### 6.4. Structural participation (links with other programme elements)

- Resource Bank/Observatory: curriculum bank on HIV and AIDS education;
- Capacity-building: dissemination of good practices on HIV and AIDS education, training seminars for curriculum specialists and training modules of the HIV and AIDS Curriculum Manual.
- Policy dialogue: advocacy among ministries of education for a better integration of HIV and AIDS education into the national curricula and other teaching material.

## 7. BUDGET (US\$):

7.1 <i>Approved</i>	288,072
7.2 <i>Revised</i>	288,072
7.3 <i>Obligated as of 30.11.07:</i>	246,860 (86%)

**IBE – REPORT 2007**  
**CAPACITY BUILDING AND TRAINING**

<b>1. Heading of the element</b>	<b>Technical cooperation projects / Assistance to UNESCO Member States</b>
<b>2. Name of the Responsible Officer</b>	Dakmara Georgescu
<b>3. Starting and termination dates</b>	January – December 2007
<p><b>4. BACKGROUND AND DESCRIPTION</b></p> <p><b>4.1. Context</b> The IBE provides country specific technical assistance to UNESCO-Member States based on their needs and requests and provided that extra-budgetary funding is available. IBE's expertise covers broad areas of curriculum development (curriculum planning, design, implementation, monitoring and evaluation, and revision). While able to respond to a wide range of demands, over the last few years the IBE has expanded its interventions in post-conflict/conflict-affected societies. In addition to overall curriculum reconstruction and general curriculum development, the IBE increasingly focuses on specific aspects such as Learning to Live Together (LTLT) including Human Rights and Citizenship Education, Peace Education and constructive management of diversity.</p> <p><b>4.2. Goal (overall objective)</b></p> <ul style="list-style-type: none"> <li>• To enhance the capacities of governments and curriculum agencies (decision makers and curriculum specialists) to cater for quality education for all based on quality and inclusive curricula and textbooks, as well as effective teaching and learning strategies</li> </ul> <p><b>4.3. Purpose (specific objective) – 2007</b></p> <ul style="list-style-type: none"> <li>• To assist countries in processes of curriculum analysis and evaluation, design and implementation;</li> <li>• To develop capacities to improve the curriculum by taking into account learner needs and integrating emerging areas;</li> <li>• To cooperate with UNESCO and other UN agencies (i.e. UNDP; UNHCR) in promoting quality education for all;</li> <li>• To widely disseminate IBE experiences and lessons learned that could be applied in other (similar or different) contexts.</li> </ul>	
<p><b>5. RESULTS</b></p> <p><b>5.1. Title of the results</b></p> <p>5.1.1 New quality curriculum materials, capacity development tools and research studies (i.e. Assessment Reports, Case studies and International Comparative Studies)</p> <p>5.1.2 Enhanced professional capacity of decision makers and curriculum developers to carry out quality and inclusive curriculum processes</p> <p>5.1.3 Broad dissemination of IBE experiences</p> <p><b>5.2. Expected (description)</b></p> <p>5.2.1 <b>Mauritius (in cooperation with UNDP and the MoEHR):</b> Comprehensive Assessment Report '<i>Integration of Human Rights Education in the Mauritian Education System</i>'; <b>UNHCR-led Inter-agency Study</b> '<i>Access to Quality Education of Refugees and Asylum-seeking Children in Europe</i>' (Bosnia and Herzegovina, Finland, France, Germany, Hungary, Norway, Poland plus Regional Study); <b>IBE-GTZ Comparative study:</b> '<i>Preparation for Life and Work: Comparative Study with a Focus on Basic and Lower Secondary Education in Developing African Countries</i>'; <b>Cooperation with UNESCO/ED/BAS:</b> Comprehensive Report of the launching expert meeting on 'Thinking and Building Peace through Innovative Textbook Development'; <b>Afghanistan:</b> <i>Tool for Textbook Policy Development and Writing, Publication and Implementation of Secondary Textbook</i>; <b>International:</b> <i>Handbook for Curriculum Developers (Primary and Secondary Education): How to develop Curriculum Frameworks and Syllabuses</i>; <b>IBE and GTZ Cooperation in the realm of LTLT</b> (<i>Development of a Monitoring and Evaluation Tool for Learning to Live Together</i>); <b>UNESCO and African Development Bank cooperation:</b> Training on Education in Fragile States, Tunis, 14-15 November 2007 (<i>Handbook on Curriculum Development in Fragile States</i>);</p> <p>5.2.2 <b>UNESCO and Italian University Cooperation Programme for Israeli and Palestinian faculty and students:</b> <i>Preparing a Second Edition of the Master Programme on "Social Sciences and Humanitarian Affairs" in 2008</i> (Evaluation Report of the First edition 2005/2006; Workshop Report, Geneva 9-10 October 2007; Fully revised Project Proposal for 2008/Second Edition); <b>Mauritius:</b> Two-week intensive training workshop on Integrating Human Rights Education in primary and secondary curricula; <b>Tunis/African Development Bank:</b> Two-day intensive training of AfDB staff on Education in Fragile States</p> <p>5.2.3 <b>UNESCO: "60 minutes to convince"</b> panel (18 September 2007) on <i>Peace building and Education Reconstruction in Post-Conflict Contexts (IBE's experiences in post-conflict curriculum development)</i>; <b>UNIACC Side-meeting on Integrating HRE in National Education Systems</b> (25 September 2007) – IBE's experience in Mauritius; <b>IBE and North-South Centre of the Council of Europe Cooperation:</b> University of Youth and Development/Global Education and Youth Seminar: IBE's experiences in linking formal and non-formal education (5 October 2007); <b>International Scout</b></p>	

**Conference**, Geneva: Key-note speech on Personal Development (16 November 2007);

### **5.3. Performance indicators**

5.3.1 Materials finalized in English and prepared for publication; means of dissemination; modalities and quality of stakeholder participation

5.3.2 Number of trained decision makers and education specialists; projects approved; sustainable curriculum processes

5.3.3 Public targeted for dissemination; impact of IBE experiences, new calls for cooperation

### **5.4. Assessment criteria**

- Satisfaction levels of trainees
- Satisfaction level of IBE partners and donors
- Quality of training packages and other (curriculum) documents assessed against international standards
- Sustainability of strategies suggested
- Long-term impact of IBE's technical assistance on locally-run processes of curriculum change and improvement

### **5.5. Obtained/Level of achievement**

**5.5.1 One finalised Assessment Report (Integration of HRE in the Mauritian Education System); One finalized Comparative Study (Preparation for Life and Work. Comparative Study with a Focus on Basic and Lower Secondary Education in Developing African Countries); One finalized series of Case studies ('Access to Quality Education of Refugees and Asylum-seeking Children in Europe'); One comprehensive Expert Meeting Report ('Thinking and Building Peace through Innovative Textbook Development'); Three Curriculum Tools (one finalized and two draft) for capacity building (Textbook Policies; Development of Curriculum Frameworks and Syllabuses; Monitoring and Evaluation Tool for LTTL)**

**5.5.2 Second edition of the Master Programme on Social Sciences and Humanitarian Affairs approved; 90 Mauritian educators and curriculum specialists trained in integrating HRE in primary and secondary curricula**

**5.5.3 Presentations disseminated (publications; website); New calls for cooperation from UNESCO Office Vietnam (Gender issues and textbook development); from UNESCO and The German FIT (project proposal on HRE and TET); possible new project in Afghanistan (in cooperation with the Netherlands on developing secondary learning resources)**

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

- Assessment missions
- Capacity development and international sharing missions and workshops
- Participation in expert meetings
- Cooperative development of curriculum materials and documents; comparative studies; case studies

### **6.2. Stakeholders, partners and beneficiaries**

- Ministries of education and local education stakeholders (i.e. Mauritius; European countries/UNHCR-led interagency study; African ministries of Education/IBE and GTZ skills study)
- International: curriculum specialists; ministry and NGO staff; other stakeholders, researchers; staff of UNESCO and other international agencies
- The broader public, including teachers, students and curriculum developers

### **6.3. Staff input**

- Programme coordinator
- Admin. Support
- International consultants

### **6.4. Structural participation (associated elements which will be implemented in close connection)**

- IBE Capacity building and Observatory of Trends Programme (Visit to the IBE of a Malaysian Governmental Delegation/April and July 2007; Expert meeting on curriculum Reform in China and Europe/May 2007;
- IBE Programme on Curriculum and Poverty Alleviation (in the context of the GTZ and IBE study on 'Preparation for Life and Work: Comparative Study with a focus on Basic and Lower Secondary Education in Developing African Countries')
- IBE Publications (i.e. PROSPECTS no 143/Open file: *Curriculum Developers Facing Education Reform Challenges*, guest editor Ms. Dakmara Georgescu; contribution to the editing of the book *Textbooks and Quality Learning for All: Some Lessons Learned from International Experiences* (ed. Cecilia Braslavsky)

## **7. BUDGET (US\$):**

**7.1 Approved** 233,106

**7.2 Revised** 233,106

**7.3 Obligated as of 30.11.07: 168,267 (72%)**

**IBE – REPORT 2007****RESOURCE BANK AND OBSERVATORY OF TRENDS**

<b>1. Heading of the element</b>	<b>Resource Bank on education systems and curricular policies</b>
<b>2. Name of the Responsible officer and of the Deputy</b>	Massimo Amadio, Ruth Creamer, Elizabeth Glauser, Christopher Strebel
<b>3. Starting and termination dates</b>	January – December 2007
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context</b> The maintenance and development of the Resource Bank on education systems and curricular policies—which includes several databases such as <i>World Data on Education</i> and the <i>Country Dossiers</i>, as well as the collection of curriculum materials and the series of National Reports—has constituted a permanent IBE activity for several years.</p> <p><b>4.2. Goal (overall objective)</b> The main goal of the Resource Bank is to support the international EFA strategy by collecting and providing access to high quality and updated information on education systems and existing curricula.</p> <p><b>4.3. Purpose (specific objective)</b> The specific objective is to enrich and further expand an information base to be used to identify main educational trends, especially in the field of curriculum development, and to facilitate information sharing and discussion on specific educational and curriculum issues.</p>	
<b>5. RESULTS</b>	
<p><b>5.1. Title of the results</b> An information base on education systems and existing curricula updated and easily available.</p> <p><b>5.2. Expected (description)</b></p> <ul style="list-style-type: none"> <li>• The updated version of the database <i>World Data on Education</i> made available on the IBE website.</li> <li>• The <i>Country Dossiers</i> database maintained updated and enriched.</li> <li>• The collection of curriculum materials further developed; links to curriculum materials on the Internet updated and enriched.</li> <li>• Alerting services and digests of online resources (including reports, publications, websites, and news) pertaining to curriculum development, education systems and educational trends regularly made available to the members of the Community of Practice and other specialists in education.</li> <li>• The series of National Reports progressively organized into a Digital Library.</li> <li>• The catalogue IBEDOCs updated, titles from the IBE historical collection progressively added, and online access improved.</li> <li>• Improved documentation services—for both IBE staff and external users—through the progressive introduction of an improved library management system.</li> </ul> <p><b>5.3. Performance indicators</b> Availability, accessibility and quality of the documentation, materials, resources and services.</p> <p><b>5.4. Assessment criteria</b> Website statistics (number of hits, visits, unique visitors, and Megabytes transferred); feedback from users.</p> <p><b>5.5. Obtained/level of achievement</b></p> <p>(a) <b>By mid-October 2007, the process of updating the database <i>World Data on Education</i> had been almost completed (a total of 155 profiles updated) and the database is expected to be made available on the IBE website by the end of 2007-beginning of 2008.</b></p> <p>(b) <b>The <i>Country Dossiers</i> database has been maintained and updated and links to materials and</b></p>	

curricular resources have been revised and enriched on a regular basis. The database is also accessible through links established within the Portal of the UNESCO Education Sector, thus ensuring increased access to resources. A total of 162 countries are currently in the database, including 62 countries providing online access to curricular resources.

(c) The IBE collection of printed curricula database has been redesigned to facilitate easier retrieval, and some 40 new items added (simultaneously added to IBEDOCs). The collection currently covers a total of 53 countries.

(d) The external alert services were combined into one weekly alert containing news items, online reports, survey and research results, websites and other useful online resources relating to curriculum development, education systems, and educational trends. The online reports and research results are indexed separately (by subject and country) and made available in quarterly online digests. From January to mid-October 2007 some 40 weekly alerts and three Digests had been compiled and sent to approximately 750 curriculum and educationalists in over 89 countries worldwide. During the same period internal alerting services for IBE staff and some colleagues in the Education Sector consisted of 63 Table of contents and seven new acquisitions lists. A feedback exercise was conducted in January-February 2007 to ascertain the usefulness of the service, resulting in an average positive assessment rating of about 80%.

(e) Some 590 digitized National Reports have been added to IBEDOCs metadata, and it is envisaged that the reports for one-third of the Member States will be fully accessible in electronic format by the end of December 2007.

(f) A total of 132 new items were added to IBEDOCs and 17 IBE documents were added to UNESDOC via HERMES-Paris. Between January and mid-October 2007, IBE publications and resources were downloaded over 179,000 times from UNESDOC Paris (some 101,000 times during the whole of 2006).

(g) The online version of the IBE Thesaurus has been revised, with the addition of some 120 new terms and is due to be launched by the end of October 2007.

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

Identifying, collecting, systematizing, updating and widely disseminating relevant information and data.

### **6.2. Stakeholders, partners and beneficiaries**

*Direct and indirect beneficiaries:* The policy and decision-makers' teams for Quality Education for All, the users of educational services (decision-makers, educational planners and practitioners, information officers, researchers and scholars, teachers and students worldwide), the members of the Community of Practice.

*Stakeholders implicated, partners:* Collaboration with Ministries of Education, UNESCO National Commissions and academic institutions worldwide.

### **6.3. Staff input**

See table "Estimates of distribution of established staff by programme/project", in Annex.

### **6.4. Structural participation (associated elements which will be implemented in close connection)**

Implemented in close connection with all the IBE Programmes, and in particular with the Capacity Building Programme (Global Curriculum Network/Community of Practice).

## **7. BUDGET (US\$):**

*7.1 Approved* 50,000

*7.2 Revised* 50,000

*7.3 Obligated as of 30.11.07: 19,909 (39.8%)*

**IBE – REPORT 2007****RESOURCE BANK AND OBSERVATORY OF TRENDS**

<b>1. Heading of the element</b>	<b>Observatory of educational trends in the field of curriculum development processes and products</b>
<b>2. Name of the Responsible officer and of the Deputy</b>	Massimo Amadio
<b>3. Starting and termination dates</b>	January – December 2007
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context</b> The Observatory of educational trends in the field of curriculum development processes and products, together with the Resource Bank, is one of the IBE's Basic Programmes.</p> <p><b>4.2. Goal (overall objective)</b> The main goal of the Observatory—which strongly relies on the Resource Bank—is to support the international EFA movement by producing and providing access to high quality analyses and studies related to the quality of education and curriculum development processes and products.</p> <p><b>4.3. Purpose (specific objective)</b> The main purpose is to track changes and identify main trends in the conceptualisation and organisation of curricular content and curriculum development processes; and to facilitate information sharing and discussion on specific curricular themes and concerns.</p>	
<b>5. RESULTS</b>	
<p><b>5.1. Title of the results</b> Analyses related to educational contents, curriculum development processes and products, as well as educational trends made easily available.</p> <p><b>5.2. Expected (description)</b></p> <ul style="list-style-type: none"> <li>• The CD-ROM containing the sixth edition of the database <i>World Data on Education</i> produced and widely disseminated.</li> <li>• A contribution to the 2007/08 UNESCO Global Monitoring Report on EFA (theme: Progress towards the achievement of the EFA goals) delivered to the Monitoring Report Team. (Depending on the availability of extra-budgetary resources).</li> <li>• Several studies and trend analyses focusing on educational content and curriculum development processes and products made available mainly through the series <i>IBE Working Papers on Curriculum Issues</i>.</li> </ul> <p><b>5.3. Performance indicators</b> Availability of trend analyses, studies and working papers on issues related to EFA and curriculum development processes and products.</p> <p><b>5.4. Assessment criteria</b> Quality of studies and publications; feedback from the users.</p> <p><b>5.5. Obtained/level of achievement</b></p> <p>(a) The CD-ROM containing the sixth edition of the database <i>World Data on Education (WDE)</i> is being finalized, and a total of 155 profiles have been updated as of mid-October 2007. The new edition of WDE includes 161 education systems. The format and graphical presentation of the database have been completely reviewed and countries are now classified by Education for All (EFA) regions. It will</p>	



also be possible to have access to individual profiles in both \*.html and PDF formats. As in the previous editions, links to over 500 selected websites have been included giving access to a wide range of additional resources.

(b) The contribution to the 2007/08 Global Monitoring Report on EFA, delivered in May 2007, consisted of the following: (i) a dataset with the most recent country information about basic education programmes worldwide, focusing on overall duration and structure as well as official definitions or national conceptualizations of ‘basic education’ (a total of 182 country cases have been included in the dataset); (ii) another dataset with the most recent country information about teacher education for primary and lower secondary education (or basic education if applicable), focusing in particular on: educational qualifications required in order to enter the most typical or common pre-service teacher training programmes; educational level at which teachers acquire the minimum formal qualifications; and minimum duration of pre-service teacher training programmes (a total of 175 country cases have been included in the dataset); (iii) a set of tables reporting the most recent information on intended instructional time in grades 1-9 for each country and averaged by EFA region (a total of 125 country cases included); (iv) a compilation of background qualitative information about the teaching profession (mainly drawn from the profiles included in WDE); and (v) another compilation of background qualitative information about educational infrastructures, access to textbooks and teaching-learning materials (mainly drawn from the profiles included in WDE).

The ECCE profiles, prepared by the IBE in 2006 and made available via UNESDOC at the end of 2006, have been consulted over 51,000 times as of mid-October 2007 (all language versions of the full 2007 GMR Report as well as the Summaries have been consulted about 43,000 times).

(c) The publication *School knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education*, jointly published by the IBE and the Comparative Education Research Centre (CERC)–University of Hong Kong in 2006, is being translated into Spanish; this initiative is co-financed by the Federal Ministry of Education of Argentina. The Spanish edition is expected to be made available during the first quarter of 2008.

(d) An experts meeting will take place on 19-20 November 2007 at the IBE within the framework of preparations for the 48th session of the International Conference on Education (ICE, November 2008). The group of experts is expected to discuss a number of issues related to the organization of the Conference, including topics to be addressed under the ICE’s workshops and data to be collected through the 2008 series of National Reports.

(e) A revised version of the exploratory study on bilingual and multicultural education in Africa, presented at the 55th session of the IBE Council, is under preparation.

## **6. ELEMENTS OF STRATEGY**

### **6.1 Description of the intervention**

Preparation/commissioning of working papers and studies; dissemination of information; publications.

### **6.2. Stakeholders, partners and beneficiaries**

Collaboration with the EFA Global Monitoring Report Team. Co-operation with researchers and academic institutions. Beneficiaries: decision-makers, educational planners and practitioners, information officers, researchers and scholars, teachers and students worldwide.

### **6.3. Staff input**

See table “Estimates of Distribution of established Staff by Programme/project, in Annex

### **6.4. Structural participation (associated elements which will be implemented in close connection)**

In close association with other programmes as appropriate, in particular the Capacity Building Programme (Community of Practice/Global Curriculum Network).

## **7. BUDGET (US\$):**

<i>7.1 Approved</i>	<i>75,000</i>
<i>7.2 Revised</i>	<i>75,000</i>
<i>7.3 Obligated as of 30.11.07:</i>	<i>33,007 (44%)</i>

**IBE – REPORT 2007****KNOWLEDGE MANAGEMENT AND POLICY DIALOGUE**

<b>1. Heading of the element</b>	<b>Development of the IBE website</b>
<b>2. Name of the Responsible officer and of the Deputy</b>	Massimo Amadio Christopher Strebel, Ruth Creamer
<b>3. Starting and termination dates</b>	January – December 2007
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context</b> The IBE website—created in 1996 and restructured in 1999—is part of the Resource Bank Programme and its maintenance and development are ensured on a permanent basis. Through its website, which was completely reorganized in 2005, the IBE makes available information resources, products and services targeted at the educational community worldwide. Between 1999 and 2006, there was a continuous increase in the number of consultations. The new site design was launched in September 2005 in accordance with the new UNESCO guidelines and was created to better reflect the current IBE mission, structure and activities as well as to offer enhanced and easier access to information (by themes, by country and by service). In addition, the new approach offers separate homepages in the six official UNESCO languages in order to focus more directly on the resources available to each language group. Furthermore, a closer working relationship is being established with the new UNESCO Education Sector Portal (launched in September 2006).</p> <p><b>4.2. Goal (overall objective)</b> The main goal is to support the international EFA strategy by collecting and providing enhanced access—through the IBE website—to high quality and updated information resources on education systems and curricula.</p> <p><b>4.3. Purpose (specific objective)</b> The specific objective is to maintain, expand, enrich and make available through the IBE website an information base and a variety of resources to be exploited for a wide range of purposes and for facilitating exchange and discussion on specific educational and curricular issues.</p>	
<b>5. RESULTS</b>	
<p><b>5.1. Title of the results</b> An information base and a wide range of educational resources maintained, updated and made easily available through the IBE website.</p> <p><b>5.2. Expected (description)</b></p> <ul style="list-style-type: none"> <li>• The IBE website maintained and updated, providing easy access to a range of additional resources and also contributing to the further development of Education Sector Portal of UNESCO.</li> <li>• A Content Management System (CMS) improved, also exploring the possibility of increased collaboration with the new anticipated CMS working tool to be adopted by UNESCO.</li> <li>• The potential of the Community of Practice/Global Curriculum Network further exploited by introducing additional modules and features to the online collaborative platform currently used.</li> </ul> <p><b>5.3. Performance indicators</b> Improved accessibility and quality of the IBE website.</p> <p><b>5.4. Assessment criteria</b> Website statistics (number of hits and downloads); feedback from internal and external users; new tools/services available for users.</p>	

## 5.5. Obtained/level of achievement

(a) The IBE website has been updated frequently, thus ensuring a wider dissemination of materials and resources. Up to mid-October 2007 figures regarding consultations indicate an increase in the visits from users of all six official languages as follows: English +13%, French +25%, Spanish +15%, Chinese +40%, Russian +35%, Arabic +17%. Figures also indicate an increase in the geographic scope of visits, in particular from Africa and Asia (Africa +36%, Asia +27%, Americas +17%, Europe +9%). Overall, between January and September 2007 there was an increase of 46% in the number of unique visitors, 36% in the total number of consultations, and 100% in the number of consultations to the database *World Data on Education* compared to the same period in 2006. In addition to the quantity and quality of materials and resources, much of these increases may also be attributed to the fact that information on activities is systematically translated into English, French, Spanish and Chinese. News of IBE activities has been published via the website almost every week, and the information has also been disseminated through the UNESCO Portal, which offers links to IBE resources (in particular the *Country Dossiers*). The integration with other UNESCO information services is ensured through links to relevant sections of the UNESCO Portal ('UNESCO Worldwide'), education statistics made available by the UNESCO Institute for Statistics–UIS (i.e. country profiles 'statistics in brief'), and EFA statistics prepared by UIS and the Global Monitoring Report on EFA.

Quality Assurance is being maintained through the implementation of workflows, rules, courses, and tutorials for web content writing. Furthermore, universal pages are being written for a more general audience while specific subsections are focusing on a more specialized audience. In this way the site caters to a wider audience from specialists to a broader public.

(b) Progress has been made in pursuing the new Content Management System (CMS). The process to select the best qualified partners to assist in implementing this complex migration has been launched in October, and required some months of preparatory works (e.g. design of the new structure of the IBE website in compliance with the new layout of UNESCO website, definition of the terms of reference, etc.). Once adopted, the new CMS will allow for a better utilization of the potential of the Community of Practice, an increased interactivity, as well as an improved organization and structure of the IBE website.

## 6. ELEMENTS OF STRATEGY

### 6.1 Description of the intervention

Maintaining and further developing the IBE website, improving content management in order to enhance resource sharing and interaction.

### 6.2 Stakeholders, partners and beneficiaries

*Direct and indirect beneficiaries:* The policy and decision-makers' teams for Quality Education for All, the users of educational services (decision-makers, educational planners and practitioners, information officers, researchers and scholars, teachers and students worldwide), the members of the Community of Practice.

*Stakeholders implicated, partners:* Collaboration with Ministries of Education, UNESCO National Commissions and academic institutions worldwide, the Education Sector Portal of UNESCO.

### 6.3 Staff input

See table "Estimates of distribution of established staff by programme/project", in Annex.

### 6.4 Structural participation (associated elements which will be implemented in close connection)

Implemented in close connection with all the IBE Programmes, and in particular with the Capacity Building Programme (Global Curriculum Network/Community of Practice).

## 7. BUDGET (US\$):

7.1 Approved	35,000
7.2 Revised	35,000
7.3 Obligated as of 30.11.07:	28,281 (81%)

**IBE – REPORT 2007****KNOWLEDGE MANAGEMENT AND POLICY DIALOGUE**

<b>1. Heading of the element</b>	<b>Inter-training for policy dialogue and ICE preparatory activities</b>
<b>2. Name of the Responsible Officer</b>	Pierre Luisoni and Costanza Farina
<b>3. Starting and termination dates</b>	January–December 2007

**4. BACKGROUND and DESCRIPTION****4.1. Context**

In 2003, the inter-training programme for policy dialogue on education in French-speaking Africa involved twelve ministerial teams (forty high-level civil servants). At the request of several ministers and of the participants themselves, the training scope and depth were broadened and a plan, training modules and tools transferable to new countries or regions were prepared for a different target audience. During the biennium and according to the 33 C/5 adopted, the IBE's policy dialogue programme dealt essentially with *“the strengthening of capacities for reaching agreement on educational systems and programmes”*. According to the IBE Council's request in January 2007, the preparatory activities for the International Conference on Education (ICE) were initiated. In order to bring new approaches into the preparations, since January 2007 the IBE has embarked on a multifaceted, comprehensive and participatory preparatory process, composed of several components. Extensive Consultations with stakeholders through regional and sub-regional conferences and workshops took place.

**4.2. Goal (overall objective)**

To contribute to and improve the internal policy dialogue and the international dialogue on educational policies, in particular on Inclusive Education.

**4.3. Purpose (specific objective)**

To increase, through training and the creation of training modules and tools, the crosscutting skills of ministerial teams in the fields of policy dialogue and the setting up of partnerships.

To mobilize knowledge about Inclusive Education and create synergies with all stakeholders for the preparation of the ICE.

**5. RESULTS****5.1. Title of the results**

The publication of modules and inter-training tools for policy dialogue and the training of trainers.

**5.2. Expected (description)**

At least eight modules and training tools completed and published in French, English and Portuguese.

- Approximately twenty trainers trained to carry out training themselves in their countries.
- Four to five English-speaking ministerial teams trained.
- Modules and training tools distributed and used.
- The setting up of a “community of practice” on policy dialogue.

**5.3. Performance indicators**

The quality and the transferability of the materials prepared: the number of people trained; the success of the training activities.

**5.4. Assessment criteria**

Evaluation of the relevance, efficiency, effectiveness and transferability of the training materials produced.

**5.5 Expected outcomes/Level of achievement**

**Some of the set objectives were reached and received positive feedback. In particular, the fifth seminar for policy dialogue took place in February 2007, with the participation of 12 ministerial officials from five Portuguese-speaking countries (Angola, Guinea Bissau, Guinea Equatorial, Cape Verde and Mozambique). The modules and training tools are in the process of being further developed.**

**Important results, not originally included in the planning, were successfully achieved within the**

context of the ICE preparations. The preparatory process was based on several mutually reinforcing components:

a) nine regional and sub-regional preparatory workshops, over the period June 2007 – March 2008, in the different UNESCO regions within the framework of the IBE global Community of Practice in Curriculum Development (COP) have been planned to share visions, policies, strategies and good practices on Inclusive Education. Seven have already taken place in Romania, Kenya, United Arab Emirates, Argentina, Rwanda, Belarus and China, involving, by the end of 2007, over 60 countries and 400 participants among researchers, curriculum specialists and policy makers ;b) In response to the recommendations of the IBE Council, the Government of Latvia is organizing a Regional Preparatory Conference for Europe and North America entitled “Inclusive Education: from Policy Dialogue to Collaborative Action to be hosted in Riga, on 24-26 February 2008; IBE has been supporting the Latvia-led initiative with technical assistance; c) an experts meeting to set up the content of the four established workshops addressing the multiple dimensions of ‘inclusiveness’ in education is planned on 19-20 November 2007; d) Contacts with United Nations agencies based in Geneva have been initiated to explore venues for possible cooperation; an official briefing session will take place on 17 December 2007 to identify concrete areas for intellectual and financial partnerships; e) exchanges with several stakeholders for the identification of possible keynote speakers and experts to be invited at the ICE have been made. f) two meetings took place in October 2007 to provide guidance and suggestions and to increase the coordination level with the Council’s Working Group for the ICE preparations and with the Education Sector Working Group for the ICE. g) Initial contacts with some potential donors and partners have been made to mobilize resources, both in terms of intellectual and financial contributions.

As in 2006, the IBE ensured its contribution to the Summer University for Human Rights and the Right to Education (UEDH).

## 6. ELEMENTS OF STRATEGY

### 6.1. Description of the intervention

- Complete and publish, with ADEA, the modules and the training “toolbox”;
- Organize, with ADEA and in collaboration with the “Curriculum and Poverty Alleviation in Africa” Project, a workshop for training trainers in the use of the modules and tools;
- Contribute to the “negotiation” module at the inter-training seminar on policy dialogue organized by ADEA in English-speaking Africa;
- Participate in training for policy dialogue in the context of the Summer University on Human Rights and the Right to Education (UEDH);
- Put into service a “community of practice”;
- Continue to explore the possibility of partnerships with universities/higher education institutions for training students of the educational sciences in policy dialogue, for example within a Masters in Advanced Studies.
- Initiate preparatory process of ICE

### 6.2. Stakeholders, partners and beneficiaries

Ministries of Education; National Commissions; the Association for the Development of Education in Africa (ADEA); The European Centre for Negotiation (CEN); ministerial teams; students; NGOs; universities; UNESCO Field offices (National, Regional, Cluster)

### 6.3. Staff input

See table “Estimates of Distribution of established Staff by Programme/project”, in Annex

### 6.4. Structural participation (associated elements which will be implemented in close connection)

IIEP Paris and Buenos Aires; internal collaboration with the other basic programmes and projects of the IBE, especially “Strengthening skills with a view to developing training toolboxes.”

## 7. BUDGET (US\$)

7.1. <i>Approved</i>	335,000
7.2. <i>Revised</i>	285,000
7.3. <i>Obligated as of 30.11.07: 211,938 (74%)</i>	

**IBE – REPORT 2007**  
**INSTITUTIONAL FUNCTIONING**

<b>1. Heading of the element</b>	<b>IBE Council</b>
<b>2. Name of the Responsible officer and of the Deputy</b>	Clementina Acedo & Costanza Farina
<b>3. Starting and termination dates</b>	January – December 2007
<p><b>4. BACKGROUND and DESCRIPTION</b></p> <p><b>4.1. Context</b></p> <p>The IBE Council is an intergovernmental body of twenty-eight Member States elected by the General Conference of UNESCO.</p> <p><b>4.2. Goal (overall objective)</b></p> <p>Its working methods are laid down in the Statutes of the IBE and the Rules of Procedure of the Council (see <i>Basic texts</i>).</p> <p><b>4.3. Purpose (specific objective)</b></p> <p>Established by paragraph 1 of the Resolution adopted by the thirty-third General Conference (see Approved Programme and Budget 2006-2007, pages 1–2), in brief, the General Conference asks the IBE Council:</p> <p style="padding-left: 40px;"><i>“(a) to ensure that IBE’s activities are in consonance with UNESCO’s strategic objectives and priorities of the education programme;</i></p> <p style="padding-left: 40px;"><i>(b) to consolidate and strengthen the three IBE basic programmes;</i></p> <p style="padding-left: 40px;"><i>(c) to continue the dissemination of quality and up-to-date information and analyses through its publications and website;</i></p> <p style="padding-left: 40px;"><i>(d) to continue cross-cutting and programme support activities;</i></p> <p style="padding-left: 40px;"><i>(e) to continue to mobilize the human and financial resources necessary for IBE to accomplish its mission;”</i></p>	
<p><b>5. RESULTS</b></p> <p><b>5.1. Title of the results</b></p> <p>Fulfilling its statutory functions and reaching the objectives established by the General Conference.</p> <p><b>5.2. Expected (description)</b></p> <p>Main points of the agenda of the fifty-fifth session of the IBE Council:</p> <ul style="list-style-type: none"> <li>• Presentation of the new Director and exchange of views with the members of the Council</li> <li>• IBE activities during 2006</li> </ul>	

- Information and exchanges of view (South-South Co-operation on education and “Education and care”)
- The IBE’s programme of activities for 2007
- Preparation of the forty-eighth session of the ICE
- UNESCO’s Strategy and the IBE’s Strategy 2008–2013
- Draft programme and budget for the 2008-2009 biennium (34 C/5)

### **5.3. Performance indicators**

The extent to which the statutory functions have been carried out; interventions by delegations at the Council and during the thirty-fourth session of the General Conference.

### **5.4. Assessment criteria**

*Adherence to the Basic Text*

### **5.5 Obtained/level of achievement**

**Overall the objectives have been achieved; the statutory functions of the Council and its Steering Committee have been fulfilled.**

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

- To organize, hold and ensure the follow up to the fifty-fifth session (24–26 January 2007), preceded by the meeting of the Administrative Group and by the meeting of the Working Group for the Preparation of the forty-eighth session of the International Conference on Education;
- To organize, hold and ensure the follow up to the meeting of the Steering Committee (July 2007);
- To prepare the fifty-sixth session (January 2008)

### **6.2. Stakeholders, partners and beneficiaries**

The twenty-eight members of the Council.

### **6.3. Staff input**

See table “Estimates of Distribution of established Staff by Programme/project”, in Annex

### **6.4. Structural participation (associated elements which will be implemented in close connection)**

Office of the Director-General; Office of the ADG/ED.

## **7. BUDGET (US\$):**

<i>7.1. Approved</i>	<i>90,000</i>
<i>7.2. Revised</i>	<i>90,000</i>
<i>7.3. Obligated as of 30.11.07: 87,370 (97%)</i>	

### **III. BUDGETARY FIGURES**

**The following tables present the budgetary situation – particularly concerning the sources of financing – on the basis of the known situation on 31 December 2007.**





**INTERNATIONAL BUREAU OF EDUCATION (IBE)**  
**PRE FINAL FINANCIAL STATEMENT I & II**  
**FOR THE FINANCIAL PERIOD 1st JANUARY TO 31st DECEMBER 2007**

The pre final appended Financial Statement I et II and Schedule 1 at 31st december  
2007  
are :

Clementina ACEDO MACHADO  
Director  
International Bureau of Education



A handwritten signature in black ink, appearing to read 'Clementina Acedo Machado', is written over a horizontal line.

15.janv.08

**STATEMENT I**

**INTERNATIONAL BUREAU of EDUCATION (IBE)  
Pre final Statement of Income and Expenditure and changes  
in Reserves and Fund balances  
For the Financial Period 1st January au 31st december 2007  
(Expressed in K US dollars)**

	2'007	2'006
<b><u>INCOME</u></b>		
Voluntary contributions	1'156	1'359
revenue generating activities	298	0
Allocation from other funds	2'296	2'295
Income for services rendered	56	43
Investment income	92	56
Foreign Exchange gains NET	42	
Other	13	39
<b>TOTAL INCOME</b>	<b>3'952</b>	<b>3'792</b>
<b><u>EXPENDITURE</u></b>		
Total Expenditure	3'370	3'256
<b>TOTAL EXPENDITURE</b>	<b>3'370</b>	<b>3'256</b>
<b>Excess / (Shortfall) of Income over expenditure</b>	<b>582</b>	<b>536</b>
Savings on prior periods' obligations	6	33
Reserves and Fund balances, beginning of period	611	42
<b>RESERVES AND FUND BALANCES END OF PERIOD</b>	<b>1'198</b>	<b>611</b>



**SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)**  
**PRE FINAL SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE**  
**FOR THE FINANCIAL PERIOD 1st JANUARY to 31st DECEMBER 2007**  
 (Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS				EXPENDITURES			UNOBLIGATED BALANCE	EXECUTION RATE Theorique : 100%	
	Appropriation Approved by council	Transfers	Additional Funds	Solde year 2006 Carry forward revised	Disbursements	Unliquidated Obligations	Total			Total
<b>I. PROGRAMME OPERATIONS</b>										
<b>Line 1: CAPACITY BUILDING FOR CURRICULUM DEVELOPMENT</b>										
Curriculum global network / community of practices	330'000.00	-10'000.00			244'405.96	46'760.06	291'166.04	28'833.96	90.99%	
Curriculum and Poverty in Africa	5'000.00				4'521.19	177.95	4'699.14	300.86	93.98%	
Training on policy dialogue and others activities	85'000.00				34'039.85	11'068.70	45'108.55	38'891.45	83.07%	
<b>Sub-total, Programme costs</b>	<b>420'000.00</b>	<b>-10'000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>282'967.00</b>	<b>58'006.73</b>	<b>340'973.73</b>	<b>68'026.27</b>	<b>83.16%</b>	
<b>Staff Costs</b>	<b>645'492.00</b>	<b>40'000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>685'353.11</b>	<b>0.00</b>	<b>685'353.11</b>	<b>138.89</b>	<b>99.38%</b>	
<b>Total, line 1: Capacity building for curriculum development</b>	<b>1'065'492.00</b>	<b>30'000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>968'320.11</b>	<b>58'006.73</b>	<b>1'026'326.84</b>	<b>68'165.16</b>	<b>93.59%</b>	
<b>Line 2: Resources bank / Observatory of Trends</b>										
Resources bank on eduo systems and curric. Policies	50'000.00				22'375.73	28'255.73	48'631.46	1'368.54	97.36%	
Observatory of trends (curric. Processes and Products)	75'000.00				28'979.90	12'704.75	42'502.65	32'497.35	56.87%	
<b>Sub-total, Programme costs</b>	<b>125'000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>52'173.63</b>	<b>38'960.48</b>	<b>91'134.11</b>	<b>33'665.89</b>	<b>72.91%</b>	
<b>Staff Costs</b>	<b>284'705.00</b>	<b>23'000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>317'558.81</b>	<b>0.00</b>	<b>317'558.81</b>	<b>148.19</b>	<b>99.95%</b>	
<b>Total, Line 2: Resources bank / Observatory of Trends</b>	<b>419'705.00</b>	<b>23'000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>369'732.44</b>	<b>38'960.48</b>	<b>408'692.92</b>	<b>34'012.08</b>	<b>92.32%</b>	
<b>Line 3: Knowledge management</b>										
Development of IBE website	35'000.00				20'317.25	8'259.10	28'576.35	6'424.65	81.64%	
Documentation / periodicals	25'000.00				12'687.11	1'349.70	14'246.81	10'753.19	56.99%	
Publications	70'000.00				40'515.52	13'776.73	54'292.25	15'707.76	77.56%	
<b>Sub-total, Programme costs</b>	<b>130'000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>73'720.88</b>	<b>23'384.53</b>	<b>97'114.41</b>	<b>32'885.59</b>	<b>74.70%</b>	
<b>Staff Costs</b>	<b>250'641.00</b>	<b>27'000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>277'108.89</b>	<b>0.00</b>	<b>277'108.89</b>	<b>532.01</b>	<b>99.81%</b>	
<b>Total, line 3: Knowledge management</b>	<b>380'641.00</b>	<b>27'000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>350'838.87</b>	<b>23'384.53</b>	<b>374'223.40</b>	<b>33'417.60</b>	<b>91.80%</b>	
<b>Line 4: 48e ICE</b>										
Préparation 48th ICE	250'000.00	-10'000.00			87'478.81	54'269.45	151'748.06	88'251.94	63.23%	
<b>Sub-total, Programme costs</b>	<b>250'000.00</b>	<b>-10'000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>87'478.81</b>	<b>54'269.45</b>	<b>151'748.06</b>	<b>88'251.94</b>	<b>63.23%</b>	
<b>Staff Costs</b>	<b>200'219.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>200'041.87</b>	<b>0.00</b>	<b>200'041.87</b>	<b>177.43</b>	<b>99.91%</b>	
<b>Total, line 4: 48th ICE</b>	<b>450'219.00</b>	<b>-10'000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>297'520.68</b>	<b>54'269.45</b>	<b>351'788.63</b>	<b>88'429.37</b>	<b>79.91%</b>	
<b>Line 5: Operational activities</b>										
DDC 2005				30'475.13	30'475.13	30'417.45	30'417.45	57.89	99.81%	
DDC 2007	80'000.00				80'000.00	64'509.94	70'109.94	9'860.06	87.64%	
GTZ 81098776			28'818.00		28'818.00	20'606.96	20'606.96	6'211.04	71.51%	
GTZ 81098715			34'582.00		34'582.00	289.52	18'294.00	18'563.52	16'018.48	53.68%
MOE Maurice			12'379.83		12'379.83	12'379.83	12'379.83	0.00	100.00%	
ARGENTINE 2007			1'950.00		1'950.00	1'950.00	1'950.00	0.00	100.00%	
Université De Genève			4'160.83		4'160.83	4'160.83	4'160.83	0.00	100.00%	
<b>Sub-total, Programme costs</b>	<b>80'000.00</b>	<b>0.00</b>	<b>81'890.66</b>	<b>30'475.13</b>	<b>161'890.66</b>	<b>132'344.53</b>	<b>158'188.53</b>	<b>34'177.26</b>	<b>97.71%</b>	
<b>Staff Costs</b>	<b>78'299.00</b>	<b>-3'000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>75'299.00</b>	<b>75'193.33</b>	<b>75'193.33</b>	<b>105.67</b>	<b>99.86%</b>	
<b>Total, line 5: Operational activities</b>	<b>158'299.00</b>	<b>-3'000.00</b>	<b>81'890.66</b>	<b>30'475.13</b>	<b>237'189.66</b>	<b>207'537.86</b>	<b>233'381.86</b>	<b>34'282.93</b>	<b>98.39%</b>	
<b>SUB-TOTAL I : PROGRAMME COSTS</b>	<b>1'005'000.00</b>	<b>-20'000.00</b>	<b>81'890.66</b>	<b>30'475.13</b>	<b>638'693.65</b>	<b>200'465.19</b>	<b>839'158.84</b>	<b>227'731.82</b>	<b>78.65%</b>	
<b>SUB-TOTAL I : STAFF COSTS</b>	<b>1'469'356.00</b>	<b>87'000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>1'556'356.00</b>	<b>1'555'255.81</b>	<b>1'555'255.81</b>	<b>1'100.19</b>	<b>99.93%</b>	
<b>TOTAL I : PROGRAMME ACTIVITIES</b>	<b>2'474'356.00</b>	<b>87'000.00</b>	<b>81'890.66</b>	<b>30'475.13</b>	<b>2'195'049.65</b>	<b>200'930.38</b>	<b>2'396'044.65</b>	<b>228'832.01</b>	<b>91.28%</b>	

**SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)**  
**PRE FINAL SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE**  
**FOR THE FINANCIAL PERIOD 1st JANUARY to 31st DECEMBER 2007**  
 (Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS				EXPENDITURES			UNOBLIGATED BALANCE	EXECUTION RATE
	Appropriation		Additional		Unliquidated			Total	Théorique : 100%
	Approved by council	Transfers	Funds	revised	Disbursements	Obligations	Total		
<b>II. IBE COUNCIL, GEN.ADMIN. &amp; INST. DEV</b>									
<b>Line 6 : 55th Council of IBE</b>									
Direct costs	90'000.00			90'000.00	86'319.51	3'103.48	89'422.99	577.01	99.36%
Staff Costs	146'711.00	-11'000.00		135'711.00	134'791.58		134'791.58	919.42	99.32%
<b>Total line 6 : 55th Council of IBE</b>	<b>236'711.00</b>	<b>-11'000.00</b>	<b>0.00</b>	<b>225'711.00</b>	<b>221'111.09</b>	<b>3'103.48</b>	<b>224'214.57</b>	<b>1'496.43</b>	<b>99.34%</b>
<b>Line 7 : General Administration</b>									
Direct costs	298'466.00	-40'000.00		258'466.00	233'483.44	22'980.41	256'463.85	2'002.15	99.23%
Staff Costs	238'378.00	13'000.00		251'378.00	250'886.53		250'886.53	491.47	99.80%
<b>Total line 7 : General Administration</b>	<b>536'844.00</b>	<b>-27'000.00</b>	<b>0.00</b>	<b>509'844.00</b>	<b>484'369.97</b>	<b>22'980.41</b>	<b>507'350.38</b>	<b>2'493.62</b>	<b>99.51%</b>
<b>Line 8 : Institutional Development</b>									
Direct costs	160'000.00	-32'000.00		128'000.00	71'957.26	7'272.96	79'230.22	48'769.78	61.90%
Staff Costs	215'659.00	3'000.00		218'659.00	218'104.98		218'104.98	554.02	99.75%
<b>Total line 8 : Institutional Development</b>	<b>375'659.00</b>	<b>-29'000.00</b>	<b>0.00</b>	<b>346'659.00</b>	<b>290'062.24</b>	<b>7'272.96</b>	<b>297'335.20</b>	<b>49'323.80</b>	<b>85.77%</b>
SUB-TOTAL II : Direct Costs	548'466.00	-72'000.00	0.00	476'466.00	391'760.21	33'356.85	425'117.06	51'348.94	89.22%
SUB-TOTAL II : Staff Costs	600'748.00	5'000.00	0.00	605'748.00	603'783.09	0.00	603'783.09	1'964.91	99.68%
<b>TOTAL II : IBE COUNCIL, GEN.ADMIN. &amp; INST. DEV</b>	<b>1'149'214.00</b>	<b>-67'000.00</b>	<b>0.00</b>	<b>1'082'214.00</b>	<b>995'543.30</b>	<b>33'356.85</b>	<b>1'028'900.15</b>	<b>53'313.85</b>	<b>95.07%</b>
TOTAL : PROGRAMME & DIRECTS COSTS	1'553'466.00	-92'000.00	81'890.66	1'543'356.66	1'030'453.86	233'822.04	1'264'275.90	279'080.76	81.92%
TOTAL : STAFF COSTS	2'070'104.00	92'000.00	0.00	2'162'104.00	2'159'038.90	0.00	2'159'038.90	3'065.10	99.86%
<b>TOTAL EXPENDITURE</b>	<b>3'623'570.00</b>	<b>0.00</b>	<b>81'890.66</b>	<b>3'705'460.66</b>	<b>3'189'492.76</b>	<b>233'822.04</b>	<b>3'423'314.80</b>	<b>282'145.86</b>	<b>92.39%</b>

Distribution: limited

UNESCO/BIE/C.56/Proceedings and Decisions  
Annex III  
UNESCO/BIE/C.56/Inf. 3  
Geneva, 25 January 2008  
Original: French

UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION

**COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Fifty-sixth session

Varembé Conference Centre,  
9-11, rue de Varembé, Geneva  
21 – 22 January 2008

**REPORT OF THE ADMINISTRATIVE GROUP**

1. The Administrative Group (AG) met on 21 and 22 January 2008. The following representatives were present:

<b>Country</b>	<b>Name</b>
Bulgaria	Mrs Elena B. DAMYANOVA
Switzerland	Mr Bernard WICHT
Rep. of Korea	Mr Suk-Koo CHUNG
	Mr Chon-Hong KIM
Benin	H.E.Mr Olabiyi YAI
	Mrs Françoise MEDEGAN

UNESCO's Education Sector was represented by Mr Alexandre SANNIKOV. The Office of the Comptroller of UNESCO was represented by Mr John HAIGH.

The IBE was represented by Mrs Clementina ACEDO in her capacity as Director of the IBE, Mr Mohamed BOUASSAMI, administrator of the IBE, and Mr Christian HARTMANN, Administrative Assistant.

The Group's work was chaired by H.E. Mr Olabiyi YAI, representative of BENIN and President of the Executive Board of UNESCO.

2. The Group approved the following **agenda**:

- Opening of the session
- Adoption of the agenda
- Election of the subsidiary bodies of the Council
- Report of the Director on activities conducted in 2007 and on the provisional accounts
- Draft programme and budget for 2008
- UNESCO's Strategy and the IBE's Strategy for 2008–2013
- Forty-eighth session of the ICE
- Any other business, including proposals concerning the use of the funds following the sale of the Polish stamps
- Report of the AG (UNESCO/BIE/C.56/Inf.3)

### **Report of the Director on activities conducted in 2007 and on the financial situation**

3. The Director emphasized that 2007 had been a year of transition for the IBE, with her own entry into office in mid-February, the appointment of a new Secretary of the Council, and the coming to an end of the partnership agreements with the IBE's principal donors—Switzerland and Sweden. It had also been the year for the preparation of the IBE's new strategy for 2008–2013 and the last year in a biennium. For these reasons, efforts to mobilize resources had been necessary to carry out all of the activities approved and foreseen by the Council, and to launch activities for the forty-eighth ICE. The Director recalled the priorities that she had set herself at the beginning of her mandate. She then gave a detailed description of the outcomes achieved by all of the IBE's programmes, projects and activities during 2007, as well as of certain difficulties encountered, particularly connected with the shortage of staff and the freezing of four posts. This situation places considerable pressure on the remaining staff, despite resorting to provisional measures to strengthen teams:



research assistants and staff members provided by the Cantonal Office of Employment. She also presented financial data contained in document UNESCO/BIE/C.56/Inf.2. The Director pointed out that, despite this difficult situation, the IBE had achieved a very high level of execution (92% compared with 88% in 2006).

4. The Administrator of the IBE stressed the increase in resources compared to the predictions adopted by the Council. This increase was particularly attributable to significant support from the Education Sector in the form of extra-budgetary resources in order to carry out the preparatory activities for the ICE. This support from the Education Sector had enabled the IBE not only to achieve a good level of execution, but also to release important reserves.
5. Mr Sannikov reminded those present that the new ADG had set up a working group on the Institutes, whose objective was to co-ordinate activities between the Sector and the Institutes in the framework of the reform of UNESCO and to find solutions to the problems encountered by the latter. He also stressed the efforts by the Sector to allocate additional resources to the IBE in 2007 with a view to the ICE. He furthermore confirmed the transfer in 2008 of US\$350,000 for the forty-eighth ICE. This brings the UNESCO contribution to US\$590,000 (compared with US\$140,000 for the forty-seventh ICE). In addition, he recalled the resolution presented by Switzerland and India and adopted by the General Conference, which requested that UNESCO's DG should present to the next session of the General Conference in 2009 his strategy for strengthening the IBE, both in terms of financial resources and in human resources, as a centre of excellence. For this purpose, the IBE should already include this activity in its programme for 2008 and perhaps make a report to the IBE Council at its fifty-seventh session.
6. During the discussion, the Administrative Group unanimously congratulated the Director for the efficient execution of the programme, which, despite the fact that 2007 had been a difficult year, had reached 92%. The Group also thanked the Director for the efficiency of the financial management throughout the year, given that she had succeeded in reinforcing the reserves while carrying out to the best of her ability the activities approved by the Council for 2007.
7. The Group therefore recommended that the IBE Council should approve the Director's report for 2007 and expressed its gratitude to her and all the staff of the IBE, both for the efficient execution of the programme and for its financial aspects. The Group also recommended to the Council to approve the revised resolution concerning the appropriation for 2007:

### **Revised appropriation resolution for 2007**

#### **The Council of the IBE,**

**Having examined** the report of the Director of the IBE concerning the activities for 2007 contained in document UNESCO/IBE/C.56/2 and C.56/Inf.2,

**Having taking note** of the expenditure by credit line, particularly those concerning the programme, as well as the availability of supplementary resources,

**Resolves** that, for the financial period 1 January to 31 December 2007, the total appropriation should amount to US\$3'423'315 to be financed by resources estimated at US\$4'010'504, in the following way:

Appropriation lines:	US\$
<b>EXPENDITURES (OBLIGATIONS)</b>	
<b>I. PROGRAMME ACTIVITIES</b>	
Line 1: Capacity building for curriculum development	1'026'327
Line 2: Resource Bank/Observatory of trends	408'693
Line 3: Knowledge management	374'223
Line 4: 48th ICE	351'790
Line 5: Operational activities	233'382
<b>TOTAL PROGRAMME ACTIVITIES</b>	<b>2'394'415</b>
<b>II. GOV. BOARD, GEN. ADMIN., INSTITUTIONAL DEVEL.</b>	
Line 6: IBE Council	224'215
Line 7: General administration	507'350
Line 8: Institutional development	297'335
<b>TOTAL GOV. BOARD, GEN. ADMIN., INSTIT. DEVEL.</b>	<b>1'028'900</b>
<b>TOTAL EXPENDITURES</b>	<b>3'423'315</b>
<b>RESOURCES CREDITED IN THE IBE SPECIAL ACCOUNT</b>	
	US \$
<b>I. INCOME</b>	
UNESCO's financial allocation	2'295'500
Voluntary contributions	1'155'669
Other resources	232'556
Currency exchange adjustments and lost/gain on 2006 ULO's	29'279
Polish stamps product	297'500
<b>TOTAL INCOME</b>	<b>4'010'504</b>
<b>II. OTHER RESOURCES</b>	
Excess of income over expenditure	587'189
Reserves and Fund Balances, beginning of period	611'046
<b>TOTAL RESERVES</b>	<b>1'198'235</b>

**Draft programme of activities for 2008 and financial contributions**

8. The Director presented the draft programme of activities for 2008, stressing the fact that it represented a year of challenges for the IBE. Indeed, it is the year of the ICE, as well as the first year of the 2008–2009 biennium and the first year of the strategy for 2008–2013. The IBE will continue to consolidate the achievements of its programme and launch new projects in the framework of new partnerships and alliances.
9. During the discussion, the Group gave a very positive appreciation of the entire draft programme and stressed the importance of the ICE, which must unite efforts and means to ensure its success. The Group recalled the importance of South-South co-

operation which must be reflected in the programme for 2008, as well as research in the fields of bilingual and bi-cultural education in Africa. The Group also drew attention to the fact that in the draft budget for 2008, UNESCO's financial allocation does not finance any basic programme activities since it barely suffices to cover the staff costs, the cost of the Council and a part of general administration, thus making the IBE vulnerable because it increasingly depends upon extra-budgetary resources. The Group recommended to the IBE, in the context of the amendment of the resolution on IBE presented by Switzerland and India and adopted by the most recent session of the General Conference, to start in 2008 the preparation of a strategy establishing the human and financial means necessary to perpetuate and consolidate its activities and to become a centre of excellence.

10. In conclusion the Group recommend to the Council the approval of the programme and budget for 2008 as prepared by the Director and, therefore, also to approve the Appropriation Resolution for 2008.

### **Appropriation Resolution N° 1/2008**

#### **The Council of the IBE,**

**Having examined** the Proposals of the Director of the IBE concerning the activities for 2008 contained in document UNESCO/IBE/C.56/3 and its Addendum,

**Resolves** that,

- (a) For the financial period 1 January to 31 December 2008, a total amount of US\$3'912'000 is hereby appropriated for the purpose indicated in the appropriation table as follows:

Appropriation lines:	US\$
<b>EXPENDITURES (OBLIGATIONS) DEBITED</b>	
<b>I. PROGRAMME ACTIVITIES</b>	
Line 1: Capacity development and training	575'455
Line 2: Resource Bank and Observatory of trends	339'255
Line 3: Knowledge management	356'489
Line 4: 48 <sup>th</sup> ICE	1'815'532
<b>TOTAL PROGRAMME ACTIVITIES</b>	<b>3'086'820</b>
<b>II. GOV. BOARD, GEN. ADMIN., INSTITUTIONAL DEVEL.</b>	
Line 6: IBE Council	157'991
Line 7: General administration	403'496
Line 8: Institutional development	263'693
<b>TOTAL GOV. BOARD, GEN. ADMIN., INSTIT. DEVEL</b>	<b>825'180</b>
<b>GRAND TOTAL YEARLY EXPENDITURES</b>	<b>3'912'000</b>

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

<b>RESOURCES CREDITED IN THE IBE SPECIAL ACCOUNT</b>	US\$
<b>I. INCOME</b>	
UNESCO financial allocation	2'295'500
Voluntary contributions	1'037'000
Income for services rendered	
Investment income	
Currency exchange adjustments	
Other	170'000
<b>TOTAL INCOME</b>	<b>3'502'500</b>
Excess/(Shortfall) of income over expenditure	-409'500
Reserves and Fund Balances, beginning of period (including Polish stamps product)	1'197'500
<b>Reserves estimated end of period</b>	<b>788'000</b>

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

(d) The Director is authorized to incur obligations during the financial period 1 January – 31 December 2008 up to the amount appropriated under paragraph (a) above.

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

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

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

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

Regulations of the Special Account of the IBE and/or the Regulations and Rules of UNESCO and the agreements made with the donors.

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

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

### **IBE Strategy for 2008–2013**

11. The Director then presented the main features of the IBE's strategy for 2008–2013. In its discussion of this Strategy, the Group laid stress on South-South co-operation, which is one of UNESCO's strategic orientations and should therefore feature more strongly in the IBE's document. Similarly, the Group felt that the production of knowledge foreseen in the strategy would require supplementary human resources and greater financial means. In fact, four posts have still not been filled and are still frozen due to lack of resources. The result of this is that a very large overload of work falls on the staff of the IBE. The Group recommends that the Council undertakes all useful efforts with the Director-General for the renewal of these posts according to the following timetable: two posts filled between now and the end of 2008; and two posts filled between now and the end of 2009. Furthermore, the financial structure for funding the introduction of this strategy requires that new sources of finance should be explored, but also an effort by Headquarters to revise its financial allocation which at present is not sufficient to cover all the costs of the staff, the Council and the administrative outgoings. For this purpose, the Group recommends that, during this year, the IBE undertakes the preparation of a strategy identifying the most suitable structure for the human resources and financial means needed to make the IBE into a centre of excellence. This strategy should be presented to the next session of the Council.

### **Forty-eighth session of the ICE**

12. During the joint session of the Working Group on the ICE and the Administrative Group, the Director presented the provisional budget for the forty-eighth ICE. The two groups estimated that the budget should be more ambitious. Specifically, they noted that the budget does not include a specific amount for "Keynote speakers" and does not take into consideration the structure adopted by the Working Group on the ICE, particularly concerning the number and structure of the workshops, which is now being completed. Similarly, given the importance of participation by representatives from least-developed countries, the IBE should include a sufficient amount for this purpose and ensure its financing. Furthermore, the budget devoted to follow-up of the forty-eighth ICE in 2009 must be upwardly revised in order to ensure a greater impact and a more efficient follow-up. On this subject, the IBE should prepare a strategy for mobilizing resources involving new donors, particularly emerging countries and

partners in the private sector. The Director will present to the Council a new version of the budget taking into account these remarks and the structure of the Conference that will be adopted by the Working Group on the ICE

#### **Any other business**

13. The Director informed the Administrative Group that the Polish stamps had been sold in conformity with the decision of the Council at its fifty-fifth session taken on the basis of the proposal that had been presented by the Director a.i. At the end of the summer, IOS had informed the IBE that an audit exercise would take place in November 2007 to examine the procedure followed for this sale. However, since IOS had been unable to identify and contract a philatelic expert to advise it in this audit task, the mission had been postponed. The Administrative Group felt that the audit mission as such and the identification of a proposed project that could be financed by the product of the sale of the Polish stamps are not connected. The Group recommends that the IBE should make without delay a concrete proposal to the Council at its present session and that it should concern South-South co-operation, Africa or research in the field of bicultural and bilingual education in Africa. The Group recommended that the Director, with the President of the Council, make contact with the Polish authorities in order to inform them for the use of these funds. The Group also recommended that the Council request the Director-General to carry out the audit mission as soon as possible.
14. Mr Haigh, of BOC, informed the Group of progress by the UNESCO team on new accounting standards (International Public Sector Accountant Standards) which will be adopted by the entire United Nations System, including UNESCO, from 2010. He drew attention to the fact that the IBE's Administrative Assistant formed part of this team so as to better reflect the interests and considerations of the UNESCO Institutes.

#### **Closing of the meeting**

15. The President closed the Group's meeting at 1 p.m., thanking all the members for their excellent work.

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UNESCO/BIE/C.56/Proceedings and Decisions  
Annex IV  
UNESCO/BIE/C.56/ICE/WG/Inf.5  
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UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION

COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Fifty-sixth session

**WORKING GROUP FOR THE PREPARATION OF THE 48<sup>th</sup> SESSION OF THE  
INTERNATIONAL CONFERENCE ON EDUCATION (ICE)**

21 - 22 January 2008

**REPORT OF THE WORKING GROUP OF THE COUNCIL**

**5.1**

## Introduction

The Working Group (WG), constituted by the Council at the time of the fifty-fourth session, met at the Varembe International Conference Centre, from 21 January (10:00 a.m.) to 22 January 2008 (13:30 p.m.). Those participating in the meeting were:

Chairperson: H.E. Ambassador Michael Omolewa (Nigeria), Group Va; Members: Group I: Ms. Dominique Levasseur on 21 January and Mr. Raymond Theberge on 22 January (Canada); Group II: H.E. Tatjana Koke and Mr. Guntis Vasilevskis on 21 January, and Mr. Rolands Ozols on 22 January, (Latvia); Group III: absent (Dominican Republic); Group IV Ms. Farida Abu Hassan (Malaysia); Group Vb: Mr. Muhammad Al-Shatti (Kuwait). The President of the IBE Council, H.E. Ms. Bhaswati Mukherjee (India), assisted by Mr. Vijay K. Trivedi also attended the meeting as an observer. Other observers in attendance were Ms. Marie-Henriette Timmermans, from the French Community of Belgium and of the Wallon Region in Geneva on 21 January; Mr. Roger Dehaybe, from the Government of the French Community of Belgium on 22 January; Mr. Bossou C. René Ahouansou, of the National Commission of UNESCO, Benin; Mr. Comlan Maoudi Johnson, National Coordinator of Education for All (EFA), Benin; Mr. Issaou Gado, from the Benin National Institute of Training and Research in Education; Ms. Marguerite Yallou-Kogui N'Douro of the Permanent Delegation of Benin to UNESCO; Ms. Leticia Baquerizo Guzman on 21 January, from the Permanent Mission of Ecuador to the UN; Ms. Patricia Ashton Donoso on 22 January, from the Ministry of Education, Ecuador; and Ms. Mariela Gonzalez of the Permanent Mission of Venezuela to the UN. From the UNESCO Education Sector, Ms. Ana Luiza Machado, DADG/ED participated in the meeting on behalf of the ADG/ED of UNESCO; Mr. Alexandre Sannikov, Chief, Institutes Coordination Office, attended only part of the meeting. The IBE was represented by Ms. Costanza Farina, Mr. Massimo Amadio and Mr. Renato Operti.

The WG covered all of the points on the agenda:

1. Opening of the meeting, reminder of the mandate of the Working Group and adoption of the agenda
2. Approval of the minutes of the informal meeting of the Working Group
3. Reminder of the decisions taken in 2007 concerning the 48<sup>th</sup> session of the ICE
4. Oral reports on the status of the ICE preparatory process
5. Issues to be discussed and proposals to be submitted to the Council
6. Any other business
7. The report of the Working Group
8. Closing of the meeting

**The report which follows summarises the discussions and recommendations that the Working Group addresses to the Council as a whole for the consideration of point 5 on the Agenda of the 56<sup>th</sup> session.**



## **1. Opening of the meeting, reminder of the mandate of the Working Group and adoption of the agenda**

The meeting was opened by the Chairperson, H.E. Ambassador Mr. Omolewa, who warmly greeted the participants and welcomed all the observers. He thanked the members of the Working Group for their very important contributions towards the preparatory works of the 48<sup>th</sup> session of the International Conference on Education (ICE). He congratulated H. E. Ms. Tatjana Koke for her nomination as the Minister of Education and Science of Latvia.

The Chairperson briefly recalled the mandate of the WG, namely “to assist the Director of the IBE in preparing for the next ICE”. The Chairperson proposed that the composition of the Working Group on the ICE be kept as it is, while ensuring that a new member be elected to replace Kuwait, which is not a member of the Council any longer.

The Chairperson briefly introduced the Agenda and announced that item 5.6 of the Agenda (“financing the 48<sup>th</sup> ICE”) will be discussed jointly with the members of the Administrative Group on 22 January at the morning session. This suggestion as well as the proposed agenda was adopted by the WG.

## **2. Approval of the minutes of the informal meeting of the Working Group**

No objections were raised and the WG approved the minutes of the informal meeting held at UNESCO HQ on 18 October 2007 (*annex 1*).

## **3. Reminder of the decisions taken in 2007 concerning the 48<sup>th</sup> session of the ICE**

The Secretary of the Council briefly recalled the decisions taken in 2007:

- **The decision by the IBE Council during its fifty-fifth session (January 2007)** to propose to the 34th General Conference that the 48th session of the ICE be organized in Geneva from 25 to 28 November 2008 on the theme: “Inclusive Education: The way of the future”; to recommend that Member States organize preparatory meetings at the regional level in all regions; and to request that the Director-designate, in collaboration with the Working Group of the Council and of the Education Sector, initiate the ICE’s preparatory works and report to the Council at its 56th session.
- **The decision by the Steering Committee of the IBE Council at its meeting in July 2007** to request the Education Sector and the IBE to suitably sensitize the UNESCO Regional Offices, so that preparatory meetings could be arranged and could result in useful inputs to the ICE; the Education Sector and the IBE to facilitate the preparation of a draft resolution to be co-sponsored by IBE Council members who are members of the Executive Board, to be presented to the 177th session of the Executive Board to include the theme and date of the 48th session of the ICE, so that these two items could be approved; to ensure that as soon as the ICE theme and dates are approved, the process for the award of the Comenius Medal during the 48th Session of the ICE will be started according to the established procedures; at its next session in June/July 2008 that some more Council members, possibly those members of the IBE Council Working Group on the ICE, be invited to participate in the deliberations, since this

will be the last meeting of the Steering Committee before the ICE; to establish a close and effective collaboration between the Working Group of the Education Sector and the Working Group of the IBE Council in charge of assisting the IBE Director in preparing for the next session of the ICE.

- **The decision by the 177<sup>th</sup> session of the Executive Board (October 2007)** that recommended that the General Conference request, at its 34<sup>th</sup> session, the IBE Council, in accordance with the IBE Statutes, to organize the 48th session of the ICE from 25 to 28 November 2008 on the theme of “Inclusive Education: The Way of the Future”, and modify accordingly the draft resolution concerning the IBE in draft document 34 C/5; invited the Director-General to continue to provide the necessary support to the IBE so as to mobilize the necessary human and financial resources necessary for the it to successfully organize the ICE in 2008; renewed its call to Member States, international organizations and other agencies to contribute financially and by other appropriate means to the organization of the International Conference on Education in 2008; and requested the Director-General to submit to the Executive Board at its 179th session a progress report on the preparatory process for the 48th session of the ICE ;
- **The decision by the 34<sup>th</sup> session of the General Conference (October 2007)** to request the Council of the IBE, acting in conformity with the Statutes of the Bureau, when approving the Institute’s budget for 2008 and 2009, to consolidate and develop the IBE’s programmes and projects, namely – among others - the promotion and renewal of international dialogue on educational policies, by organizing from 25 to 28 November 2008 the 48th session of UNESCO’s International Conference on Education on the theme of “Inclusive Education: the Way of the Future”;
- **The decision by the 178<sup>th</sup> session of the Executive Board (October 2007)** (a) that invitations to participate in the 48th session of the ICE with the right to vote will be sent to all Member States and Associate Members of UNESCO; (b) that invitations to send observers to the Conference will be sent to the States mentioned in paragraph 6 of document 178 EX/2, which are not members of UNESCO but are members of another organization of the United Nations system, and to any other State that becomes a member of one of the organizations of the United Nations system before the opening date of the Conference; (c) that an invitation to send observers to the Conference will be sent to Palestine, as mentioned in paragraph 7 of document 178 EX/2; (d) that invitations to send representatives to the Conference will be sent to the organizations of the United Nations system with which UNESCO has concluded mutual representation agreements and which are listed in paragraph 8 of document 178 EX/2;(e) that invitations to send observers to the Conference will be sent to the organizations, foundations and institutions listed in paragraph 10 of document 178 EX/2; and that authorized the Director-General to send out any other invitations he may deem useful for advancing the work of the Conference, notifying the Executive Board thereof.

The Chairperson further elaborated the above texts, and thanked the President of the IBE Council and the Swiss Ambassador to UNESCO for their efforts in ensuring a sustained level of the UNESCO financial contribution to the IBE. He also praised the Ambassador of Benin to UNESCO, presently Chairperson of the Executive Board of UNESCO, for his efforts as Chairperson of the IBE Administrative Group. He expressed the hope that more countries will contribute financially to the ICE.

#### **4. Oral reports on the status of the ICE preparatory process**

An oral presentation was given by the representative of Latvia on the status of the preparations of the Regional Preparatory Conference for Europe and North America entitled "*Inclusive Education: from Policy Dialogue to Collaborative Action*", Riga, 24 - 26 February 2008. Ms. Koke pointed to an important feature of the Conference, namely the private/public partnerships, demonstrated by the participation of the Council of Europe and by the private partners in supporting the Conference. She stated that the main goals of the Conference are: a) to provide a platform for discussion on Inclusive Education in terms of policy trends and implementation results; b) to analyze experience of Inclusive Education in Europe and North America and to highlight achievements and challenges; and c) to provide suggestions on policy lines of actions/guidelines to feed into the ICE. A description of the structure and the agenda of the Conference were conveyed, including the official opening, the introductory debate and panel discussions; a round table with representatives of the education ministries; four simultaneous workshops on conceptual and practical issues pertaining to Inclusive Education, and a closing session. Exhibitions will also be organized and a reception will take place in the presence of the Latvian First Lady (more information can be found on the website: [www.unescoconference.lv](http://www.unescoconference.lv)). The representative of Latvia concluded indicating her hope to receive more feedback on the expected outcomes for the Latvia Conference in relation to the ICE.

The Chairperson greatly commended the work and the dedication of Latvia, as a member of the Electoral Group II, and thanked its representative for taking the lead in this initiative, which will give greater visibility to the ICE and will raise wide interest in it. He drew the attention of the participants to the structure of the ICE, as a key element to be discussed, to the issue of languages and exhibitions.

The Secretary of the IBE Council gave a Power Point Presentation on the results obtained so far in the different preparatory activities, including the National Reports and the Comenius Medal Award. She particularly emphasized the importance of the regional, sub-regional and international preparatory consultations, which constitute one of the key innovative elements of the preparatory process for the 48<sup>th</sup> session of the ICE. As for the A. J. Comenius Medal Award, she stated that in consultation with the relevant Czech authorities, and according to the established procedures, at the end of November 2007, invitation letters to request suitable candidatures had been issued to all Member States of UNESCO, as well as to the relevant organizations and institutions. The suggested candidatures, which should reach the IBE by 30 April 2008, will be properly recorded and then screened. An initial shortlist of around 20 candidatures will be submitted to a Jury, consisting, according to the Comenius Medal's Statute, of the President of the IBE Council, the IBE Director, a representative of the Czech authorities and of the Education Sector of UNESCO. The final shortlist of not more than ten candidates, representing the five regions of the world (Africa, Arab States, Asia, Europe, Latin America and the Caribbean) will be then submitted to the Director General of UNESCO, for approval. The selection process will be completed by mid September, so that the candidates can be given sufficient advance notice and participate in the Medal Award Ceremony during the ICE.

The Chairperson summarized some key issues in connection with the ICE preparatory process, on which the participants were invited to debate, namely the level of involvement of the public/private partnerships and the identification of specific donors; the importance of the website and what can be expected from it; the identification of potential keynote speakers,

policy makers and experts; how to benefit from the continued contribution of the conceptual roadmaps within the Community of Practice (COP) in Curriculum Development; and the ICE structure, which should be constructed to avoid “monologues” and increase interaction and dialogue among the ministers.

When the floor was open, the President of the IBE Council noticed that Asia has not been sufficiently involved in the regional preparatory process, while there is a lot of good will and interest in the ICE and potential funders. The IBE should address those potential donors. A question was asked about the involvement of the ED Sector, suggesting that it should be more substantive. The President agreed that suitable modalities should be identified to make the ICE more interactive. As for the keynote speakers, she expressed concern that the agenda of eminent personalities may be already booked a year ahead and that steps should be taken to expedite contacts. She also suggested that Mr. Amartya Kumar Sen (Nobel Prize for Economics in 1998) be considered as a keynote speaker for the introductory debate. The President of the IBE Council also congratulated Latvia for the organization of the conference and ensured that a representative from India will participate as an observer.

The Chairperson emphasized the issue of ‘ownership’ as a key feature of the ICE and encouraged the members of the WG to suggest names for keynote speakers.

The representative of Kuwait stated that the funding request of the Minister of Education for the ICE is being processed by the Ministry of Finance and that as soon as there are further developments, he will be happy to inform the WG. He also stressed the importance of the private sector in education, due to its dynamism, and suggested that this also be considered for the ICE.

The representative of the ED Sector agreed on the importance of involving the private sector. As an example, she mentioned that Mr. N. Burnett, ADG/ED of UNESCO, will be participating in the World Economic Forum Annual Meeting in Davos in January 2008, where the UNESCO-IIEP publication on “Multiple Stakeholders Partnerships for Education (MSPE)” will be launched. She also enquired about the results of the regional conferences, how successful they were and what the main recommendations would be. She stressed the importance of creating synergies with the Sixth International Conference on Adult Education (CONFINTEA IV), which will take place in May 2009 in Brazil.

The representative of Benin highlighted the fact that the concept of Inclusive Education may not be easily understood in some countries, which have not yet fully exploited the concept of integration. He also suggested that UNESCO and the IBE should improve the way in which information is shared and disseminated.

In response to the questions of some participants, information was shared on the main outcomes of the regional consultations carried out in 2007 within the COP framework. In particular, a briefing was given on the six main issues that have emerged from the eight seminars/workshops carried out in 2007, namely: a) the different positions that countries have in relation to the concepts of special education, integration and inclusion; b) the complex relationship between social inclusion and Inclusive Education; c) the role of Inclusive Education within the EFA goals; d) the importance of promoting and safeguarding the right to an equitable, high quality education; e) the importance of the curriculum in the achievement of an Inclusive Education environment; and f) the importance of changing teachers’ profile and role, and to support teachers professional development. While each preparatory event

resulted in regional roadmaps, an inter-regional roadmap is currently being developed so as to identify common challenges and work out a policy agenda. It was confirmed that close coordination was achieved with the UNESCO Regional Bureaus for Education, Cluster and National Offices, in particular in Africa (BREDA), Asia (Bangkok and Beijing), and Latin America and the Caribbean (OREALC and Kingston Office). An ICE preparatory seminar is being planned in April or early May 2008 with the UNESCO Bangkok Regional Office. A draft, preliminary list of potential keynote speakers and experts, primarily resulting from the COP consultations, was shared as a way to report on an initial elaboration of a roster of possible expertise.

At the beginning of the morning session on the second day, 22 January 2008, Mr. Roger Dehaybe, Chargé de mission with the Government of the French-speaking Community of Belgium was given the floor to introduce a theme very relevant to the ICE, namely the role of governments in education. He announced also that a high-level international symposium will take place in Brussels on 23 May on this topic, where some thirty eminent personalities will participate.

## **5. Issues to be discussed and proposals to be submitted to the Council**

5.1 **Provisional Agenda:** The WG reviewed the provisional agenda of the 48<sup>th</sup> session of the ICE, and suggested some modifications (see *annex 2*). **It is suggested that the IBE Council adopt the provisional annexed agenda.**

5.2 **Organization of the work of the ICE:** A very intense and rich debate took place on this point, since the structure of the ICE was recognized as a key issue, although rather complex, for the success of the Conference. The representatives of the IBE shared with the members of the WG the outcomes of the experts meeting (November 2007) concerning the four sub-themes and presented several possible scenarios, with their related advantages and disadvantages. Several alternatives were thoroughly discussed, such as the possibility of organizing parallel or sequential workshops, the visibility offered to ministers in each case, the working hours and the cost implications, the option of having plenary sessions summarizing the outcomes of the workshops, the number of panellists involved, the logistical implications of each option, based on the assumption of the increasing number of participants (from 800 to 1,400 participants in 2004), the opportunity of providing for an innovative and dynamic setting, and the importance of keeping the debate at a ministerial level.

At the end of the debate, it was agreed that: a) the **chart** (see *annex 3*) should be maintained as the main reference for the ICE structure; b) the **logical sequence** (one workshop to feed into the other) should be adopted to the maximum extent to ensure fruitful intellectual discussion around the theory and practice of Inclusive Education under a common framework and as a build-up process; c) the first two workshops will be **split into four sessions**, to allow for wider and more in-depth participation and will be organized in sequential order; d) the third and fourth workshops will run in parallel and will each be split into two sessions; e) a plenary session should be kept after the first two workshops, as well as after the third and fourth workshops; e) the A.J. Comenius Medal Award will take place on the evening before the closure of the ICE. **It is suggested that the IBE Council adopt the proposed structure as reflected in annex 4.**

- 5.3 **Chairperson and Rapporteur of the ICE:** The WG reviewed the *annex 5*, which shows how the functions of the Chairperson and Rapporteur of the ICE have been assigned to the various UNESCO Electoral Groups since 1986. The WG took note that, assessing the chart according to the chronological order, the Group Vb (Arab States) should be invited to provide for the role of Chairperson and the Group IV (Asia and Pacific) for the role of Rapporteur. **It is suggested that the IBE Council: a) adopt the proposal to assign the role of Chairperson to the Electoral Group Vb and that of Rapporteur to the Electoral Group IV.**
- 5.4 **Composition of the Drafting Group of the ICE:** It was recommended that due to the importance of the 48<sup>th</sup> session of the ICE, the Drafting Group should be composed of three members from each electoral Group. This would include the members of the ICE Working Group. **It is suggested that the IBE Council adopt the following proposals: a) to have the members of the WG on ICE included in the Drafting Group *ex-officio* and to have two more representatives from the six Electoral Groups elected as members; b) to place the Drafting Group under the chairmanship of the Director General of UNESCO, if he so wishes; c) to request the IBE Director to contact the Chairs of each Electoral Group immediately after the IBE Council to ensure the identification of the additional members.**
- 5.5 **Time management for interventions and speaking time:** The WG reviewed the issues related to time management and suggested that the practice of registering for the right to speak during the plenary sessions should be maintained. However, the practice introduced at the General Conference of UNESCO, which consists of alerting the speaker that his/her time is running out by playing music that gradually increases in volume, was not considered as appropriate. The idea of informing the speaker through a written message was considered more appropriate. **It is suggested that the IBE Council adopt the proposal of: a) maintaining the practice of registering for the right to speak during the plenary sessions; and b) alerting the speaker that his/her time is running out by the means of a written message.**
- 5.6 **Suggestions for names of “challenging” keynote speakers:** The WG took note of the progress in the preparation of a roster for potential keynote speakers, policy-makers and experts as a result of the regional consultations within the COP framework. It also suggested that due to the importance of the 48<sup>th</sup> session of the ICE, the Director-General of UNESCO be invited to chair the final debate, as it was the case in the 47<sup>th</sup> session. **It is suggested that the IBE Council requests that: a) interested members provide the IBE Director with suggestions of names of eminent personalities who could be keynote speakers and/or panelists; and b) that the Director-General of UNESCO be invited to chair the final debate.**
- 5.7 **Financing the ICE:** The WG was briefed on the financial situation of the ICE funding and the efforts made to mobilize resources. The discussion was based on the estimated budget for the ICE, which was then revised upward to accommodate the comments made by the participants of the Administrative Group and the Working Group on the ICE in a joint session. Several points were debated, particularly the importance of a visibility strategy for the IBE, which would facilitate the efforts for resource mobilization. The amount allocated for the participation of representatives from the Least Developed Countries (LDCs) was also increased. The revised budget is reflected

on *annex 6*. **It is suggested that the IBE Council adopt the budget as reflected in the *annex 6*.**

- 5.8 **Further activities of the WG:** The WG discussed the possible calendar and modalities of its work from the present time to the holding of the ICE. It suggested that the composition of the Working Group on the ICE be kept as it is, while ensuring that a new member be elected to replace Kuwait, which is no longer a member of the Council. The WG also drew its attention to the decision of the meeting of the IBE Steering Committee in July 2007, that “*at its next session in June/July 2008, some more Council members, possibly those members of the IBE Council Working Group on the ICE, be invited to participate in the deliberations, since it will be the last meeting of the Steering Committee before the ICE*”. **It is suggested that the IBE Council: a) adopt the proposal to maintain the present composition of the WG, to the extent possible; and b) request that the IBE Director at the next session of the Steering Committee in spring/summer 2008, invite more Council members, including those members of the Working Group on ICE, to participate in the deliberations.**

## 6. Any other business

No additional item was discussed.

## 7. The Report of the Working Group to the 56<sup>th</sup> session of the Council

The WG adopted the normal procedure for transmission of the results of its work in the form of this report and its annexes, which will be presented and commented upon orally by the Chairperson of the WG when point 5 of the agenda of the 56<sup>th</sup> session is under discussion.

## 8. Closing of the meeting

The WG finished its session on Tuesday, 22 January at 13:30 p.m.

**INFORMAL MEETING OF**  
**THE WORKING GROUP FOR THE PREPARATION OF THE 48<sup>TH</sup>**  
**INTERNATIONAL CONFERENCE ON EDUCATION (ICE)**  
**COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

**Tuesday, 18 October 2007**  
11:00 am - 1:00 pm

UNESCO Headquarters  
7, Place de Fontenoy, 75007 Paris, France  
Room 4042

**Draft Minutes**

The informal meeting of the Working Group of the IBE Council was opened by the Chairperson at 11:00 a.m. The Chairperson thanked the members for their excellent contributions made so far and suggested that more members of the IBE Council should be encouraged to participate in the next meeting of the Working Group in January 2008. The Chairperson stressed on the importance of using the ICE as a platform for policy dialogue to bring the world together. He also introduced the Permanent Delegate of Belgium (French Community), invited as an observer, and reminded the participants that the Working Group is “open-ended”.

The DIR/IBE reported on the progress made as far as preparations for the ICE are concerned, in particular the regional/sub-regional seminars and workshops organized within the framework of the IBE Community of Practice of Curriculum Specialists. She also encouraged members to provide comments on the draft documents submitted, namely the Concept Paper and the Progress Report no.1.

The Representative of Latvia informed the Group about the preparatory conference (co-organized with the IBE) for Europe and North America to be held in Latvia at the end of February 2008, which is expected to discuss four main topics: special needs education, learners’ needs, cultural diversity and poverty and marginalization.

The ED representative confirmed that the amount of \$250,000 has been made available by the ED sector and that some additional \$100,000 may become available soon.

The Delegates of Kuwait and Malaysia suggested ensuring more involvement of the private sector and NGOs in the works of the forthcoming ICE. The Representative of Canada recommended mobilizing knowledge on Inclusive Education prior to ICE, as ministers should engage in interactive discussions on the implementation of Inclusive Education policies, not on concepts or theoretical frameworks. They should not *talk* about Inclusive Education, but should discuss how to *move ahead*. The importance of providing the ministers with the proper framework for the discussion was highlighted, by assigning moderators to ask the key



questions. He also added a word of caution about involving the private sector, since sponsorship is business and comes with conditions. He mentioned the Corporate Social Responsibility (CSR), but the private sector's role in education has not been clarified yet.

The idea of making space available for private sector exhibitions was mentioned as an interesting option, publishing houses could be involved.

The Latvian representative stressed on the importance of identifying keynote speakers, who would present their good practices.

Concerning the structure of the ICE, the representatives of Canada, Latvia and Nigeria recommended not organizing two parallel workshops on each of the four themes (e.g. there should be only four workshops).

With regards to budget issues, the Delegate of Kuwait informed the Group that the new Minister of Education will try to mobilize a contribution of US\$100,000 for the 48<sup>th</sup> ICE.

Finally, the Permanent Delegate of Belgium informed the Group that an international symposium on the role of governments in education will be held in Belgium on 23 May 2008, and that the outcomes of the discussions might be useful for the next ICE, in particular for workshop 2 (i.e. public policies). In addition, he suggested considering Prof. Jan De Groof (Belgium, currently *chargé de mission* on the right to education) as a potential resource person for the Conference. Interest was expressed to look into follow up actions to the Kigali meeting (within the ICE preparatory workshops) with some possible extra budgetary funds.

The Chairperson mentioned that contacts should be established with the different regional groups to see about the next President of the ICE. He also was reassured that the preparatory process for the Comenius Medal award will be initiated in November 2007.

The ADG/ED attended briefly the beginning of the meeting, emphasizing that the theme of the 48<sup>th</sup> ICE is a good theme and highly relevant to all countries. He also warned about making the ICE too "inclusive" and losing focus, he suggested defining its scope in a systematic manner. He reminded that the theme is not about children only, but also adults. He sees ICE not as an event in itself, but as integral part of the ED priorities. ADG/ED ensured his personal involvement in, and support to, the ICE.

The meeting was closed at 13:15 hours.

Distribution: limited

ED/BIE/CONFINTED 48/1  
Geneva, 22 January 2008  
Original: English

UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION

INTERNATIONAL CONFERENCE ON EDUCATION

Forty-eighth session

International Conference Centre, Geneva  
25-28 November 2008

**“INCLUSIVE EDUCATION: THE WAY OF THE FUTURE”**

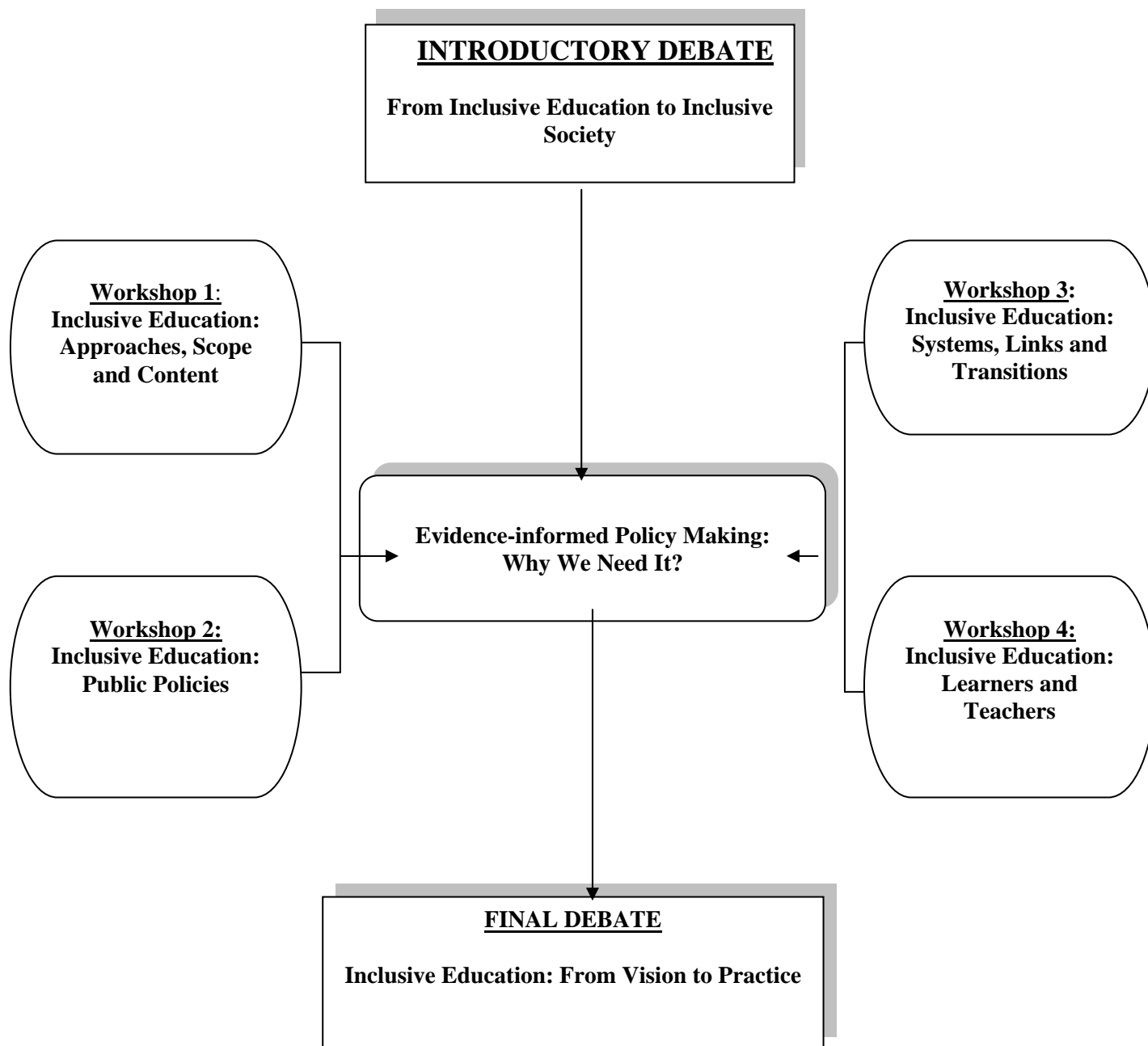
**PROVISIONAL AGENDA**

1. Opening of the Conference
2. Adoption of the Agenda (ED/BIE/CONFINTED 48/1)
3. Election of the Chairperson
4. Election of the Vice-Chairpersons and the Rapporteur of the Conference
5. Organization of the Conference's work (ED/BIE/CONFINTED 48/2)
6. Review of the Conference's theme: “Inclusive Education: The Way of the Future” (ED/BIE/CONFINTED 48/3)
7. Presentation of the outcomes of the work of the Conference by the Rapporteur
8. Adoption of the Conclusions and Recommendations of the 48<sup>th</sup> session of the ICE
9. Closing of the Conference

**48<sup>th</sup> SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION**

**24 – 29 NOVEMBER 2008**

**“INCLUSIVE EDUCATION: THE WAY OF THE FUTURE”**



<b>Proposed structure of the 48<sup>th</sup> Session of the International Conference of Education</b>		
<b>“Inclusive Education: The Way of the Future”</b>		
<b>Session</b>	<b>November 25 - 28 2008</b>	<b>Time Schedule</b>
Opening meeting	Tuesday 25	9.30 – 11.00
Introductory debate “From Inclusive Education to Inclusive Society”	Tuesday 25	11.00 – 13.00
Workshop 1: “Inclusive Education: Approaches, Scope and Content” (parallel sessions A + B + C + D)	Tuesday 25	15.00 – 18.00
Workshop 2: “Inclusive Education: Public Policies” (parallel sessions A + B + C + D)	Wednesday 26	10.00 – 13.00
Synthesis and discussion of the outcomes of Workshops 1 and 2	Wednesday 26	15.00 – 18.00
Workshops 3: “Inclusive Education: Systems, Links and Transitions” (parallel sessions A + B) and Workshop 4: “Inclusive Education: Learners and Teachers” (parallel sessions A + B)	Thursday 27	10.00 – 13.00
One hour devoted to the discussion of the outcomes of Workshops 3 and 4	Thursday 27	15.00 – 16.00
Final Debate: “Inclusive Education: From Vision to Practice”		16.00 – 18.00
A. J. Comenius Medal Award Ceremony		18.30 – 20.00
Closure of the 48 <sup>th</sup> Session: Presentation of the results of the Conference by the Rapporteur and approval of the final documents.	Friday 28	10.00 – 13.00

**CHAIRPERSONS AND RAPPORTEURS OF SESSIONS OF THE  
INTERNATIONAL CONFERENCE ON EDUCATION SINCE 1986**

**PRESIDENTS ET RAPPORTEURS DES SESSIONS DE LA  
CONFERENCE INTERNATIONALE DE L'EDUCATION DEPUIS 1986**

Electoral groups Groupes électoraux	I	II	III	IV	Va	Vb
<b>CHAIRPERSON PRÉSIDENT</b> <i>Rapporteur</i>						
1986			<i>Cuba</i>		<b>BURUNDI</b>	
1989				<i>Sri Lanka</i>		<b>EGYPT / EGYPTE</b>
1990	<i>Denmark / Danemark</i>			<b>INDIA / INDE</b>		
1992	<b>CANADA</b>				<i>Nigeria / Nigéria</i>	
1994		<b>CZECH REP. / REP. TCHEQUE</b>				<i>Egypt / Égypte</i>
1996		<i>Bulgaria / Bulgarie</i>	<b>ARGENTINA / ARGENTINE</b>			
2001	<i>Belgium / Belgique</i>				<b>NIGERIA / NIGÉRIA</b>	
2004				<b>INDIA / INDE</b>		<i>Libyan Arab Jamahiriya / Jamahiriya arabe libyenne</i>
2008						

<b>I. <u>Estimated budget for 48th Session of ICE</u></b>	<u>2007</u>	<u>2008</u>	<u>2009</u>	<u>Grand Total</u>
<b>A) 2007 Budget for preparatory activities</b>				
IBE budget (ICE 151'000 and COP 20'000)	<b>\$171'000</b>			
33 C/5 ED Sector budget 75'000 + 150'000 + 15'000	<b>\$240'000</b>			
Other resources for co-funding for joint IBE - FOs activities	<b>\$85'000</b>			
<b>B) Draft breakdown of 2008 Budget</b>				
Consultants and reference document.....		<b>\$130'000</b>		
Keynote speakers		<b>\$10'000</b>		
Participants travel from LDCs .....		<b>\$140'000</b>		
Simultaneous interpretation.....		<b>\$85'000</b>		
4 Workshops		<b>\$100'000 (***)</b>		
Translation of documents.....		<b>\$65'000</b>		
Support staff and staff missions.....		<b>\$56'000</b>		
Research assistants (3 x 12 months).....		<b>\$140'000</b>		
Information/Communication.....		<b>\$26'000</b>		
Printing of documents / publications.....		<b>\$90'000</b>		
Video production.....		<b>\$95'000</b>		
Conference rooms services.....		<b>\$56'000</b>		
Registration Badges for participants.....		<b>\$33'000</b>		
Security arrangements.....		<b>\$50'000</b>		
Rental of equipment (laptops, printers, photocopies).....		<b>\$35'000</b>		
Miscellaneous.....		<b>\$74'000</b>		
Cultural events		<b>\$35'000</b>		
<b>C) Follow-up actions and publications in 2009</b>			<b>\$350'000</b>	
<b>T O T A L 2007-2009</b>	<b>\$496'000</b>	<b>\$1'220'000</b>	<b>\$350'000</b>	<b>\$2'066'000</b>
<b>II. <u>Resources secured</u> (as of 17.1.2008)</b>				
34 C/5 Education Sector		<b>\$350'000</b>		
Switzerland (CHF65'000 + CHF75'000)		<b>\$125'000</b>		
IBE resources		<b>\$300'000</b>		
<b>Sub-total 2008</b>		<b>\$775'000</b>		
<b>Resources to be mobilized for 2008-2009 activities</b>		<b>\$445'000</b>	<b>\$350'000</b>	<b>\$795'000</b>

(\*\*\*) 4 consultants for background papers 40'000\$; experts participation 38'000\$, translation 22'000\$

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UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION  
**COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

**Fifty-sixth session**

Varembé Conference Centre  
9-11, rue de Varembé, Geneva

23–25 January 2008

**DRAFT PROGRAMME AND BUDGET  
OF THE INTERNATIONAL BUREAU OF EDUCATION FOR 2008**

**7.1**

## I. GENERAL PROGRAMMING CONTEXT

### INTRODUCTION

1. 2008 will be an extremely demanding year, since, in addition to its regular activities, the IBE will be organizing in cooperation with stakeholders the 48<sup>th</sup> session of the International Conference on Education (ICE). In order to maximise the existing resources for the preparation and organization of the ICE, each IBE programme will be “mobilized” to intellectually contribute, in different ways and modalities, to the work of the Conference.

2. As in the past, in 2008 the IBE expects to fulfil the mission, assigned to it by the General Conference of UNESCO, to be the “UNESCO’s specialized institute on the content, methods, policies and processes of curriculum development”. The nature and functions of the UNESCO’s Institutes are clarified in the document 33 C/19 “Principles and Guidelines for the Establishment and Functioning of UNESCO Institutes and Centres (Category 1) and Institutes and Centres under the Auspices of UNESCO (Category 2)”. Furthermore, within the framework of the UNESCO Education Sector reform, the “identity card” of UNESCO’s educational institutes is presented in the following way:

#### **Characteristics**

- Specialized research and training entities
- Centres of innovation and competence in core specialized fields
- Repository and source of knowledge
- Laboratory of ideas for reform and change
- Clearing House

#### **Functions**

- Provide capacity development and training (external and internal)
- Create, transfer and disseminate knowledge
- Engage in joint planning with HQ Divisions, with overlapping responsibilities
- Harmonize Institute Plans with Regional Plans
- Coordinate with HQ and Regional Bureaux
- Collaborate with organizations related to fundamental expertise

3. 2008 represents the first year in implementing the 34 C/4, the 34 C/5 as well as the new IBE Strategy for 2008–2013. The general programming context is, therefore, established by these fundamental documents. For the sake of consistency, the planned projects and activities are referred to the expected results at the end of the biennium as indicated in the 34 C/5 resolution adopted by the General Conference (see below). The key guiding principles of the new IBE Strategy for 2008–2013 are also indicated to provide the mid-term programming perspective. It is recognised that the Strategy itself will be submitted as a draft to the IBE Council for review and endorsement at the 56th session in January 2008.

#### ***Resolution adopted by the thirty-fourth session of the General Conference***

***The General Conference,***

***Taking note of the report of UNESCO’s International Bureau of Education (IBE) for the period 2006-2007,***

***Recognizing the importance of the role that the IBE, which is a UNESCO institute specialized in the content, methods, policies and processes of curriculum development, plays in carrying out Major Programme I,***

***1. Requests the Council of the IBE, acting in conformity with the Statutes of the Bureau and with the***



*present resolution, when approving the Institute's budget for 2008 and 2009:*

- (a) *to ensure that the IBE's activities correspond to UNESCO's strategic objectives and the priorities and lines of action of Major Programme I, with special emphasis on the needs of Africa, gender equality, LDCs and SIDS as well as the most vulnerable segments of society, including indigenous peoples;*
  - (b) *to consolidate and develop the IBE's programmes and projects, namely:*
    - (i) *capacity-building and training of curriculum specialists in Member States, as well as at the regional and global levels; placing particular emphasis on conflict and post-conflict situations, on eradicating poverty in Africa, on the competency-based approach in the curriculum, on integrating education addressing the diverse needs of vulnerable and marginalized groups as well as indigenous peoples through curriculum and materials development and the use of mother tongue as a medium of instruction, and on sustainable development, while encouraging South-South and triangular North-South-South cooperation;*
    - (ii) *carrying out research and studies, as well as the management of an observatory of orientations and best practices in the domain of educational development;*
    - (iii) *management, sharing and dissemination ("knowledge management") of the most up-to-date understanding in the field of preparing and implementing the curriculum, in the different languages as applicable in each country, including, inter alia, in the areas of science and technology education, arts education, philosophy, human rights, democracy, citizenship and peace education, HIV/AIDS education, and education for sustainable development;*
    - (iv) *strengthen the curricular aspects of the activities of the IBE, including through developing a UNESCO school profile, in particular to promote education for sustainable development;*
    - (v) *promotion and renewal of international dialogue on educational policies, by organizing from 25 to 28 November 2008 the 48th session of UNESCO's International Conference on Education on the theme of "Inclusive Education: the Way of the Future";*
    - (vi) *management of an international clearing house on curricula and capacity-building in the field of HIV/AIDS education;*
  - (c) *to continue to mobilize the necessary human and financial resources so that the IBE may accomplish its mission;*
2. **Authorizes** the Director-General to provide support to the IBE by granting it a financial allocation under Major Programme I in the amount of \$4,591,000; taking into account that the organization of the ICE will require additional funds from MLA 3;
  3. **Further encourages** the Director-General to continue to strengthen IBE's activities in the following areas: peace education, science education, philosophy, arts education and education for sustainable development, and asks him to present to the 35th session of the General Conference a strategy aimed at making IBE UNESCO's Centre of Excellence in curriculum-related matters, as well as a report on the resources needed to this end, in accordance with the Overall Strategy for UNESCO Institutes and Centres and their Governing Bodies as approved in Resolution 33 C/90;
  4. **Expresses** its gratitude to the Swiss authorities, to the Member States and to other bodies and institutions that have contributed intellectually or financially to the IBE's activities during the preceding biennia and invites them to continue supporting it;
  5. **Invites Member States, international organizations and other institutions:**
    - (a) *to take full advantage of the competence that the IBE possesses to assist Member States in increasing and strengthening their ability to manage the conception, development and*

*implementation of curriculum reforms;*

- (b) *to contribute financially and by other appropriate means to the effective application of the IBE's activities in the service of Member States, in conformity with its mission, with the priorities of Major Programme I and the strategic objectives of UNESCO for 2008-2013;*

6. **Requests** the Director-General to report in the statutory reports on the achievement of the following expected results, including information on the cost-efficient use of human and financial resources, particularly in the areas of travel, publications and contractual services, for each of the results reported, following the principles of transparency, efficiency and rationalization:

- *institutional and human capacities enhanced in curriculum design, development and reform;*
- *new orientations and developments in the field of education identified through information collected and processed, research and studies;*
- *knowledge and information on education systems, existing curricula, curriculum development processes, as well as examples of best practices and innovations, updated and made available;*
- *international policy dialogue on educational policies intensified and broadened;*
- *implementation of the decisions of the 2008 International Conference on Education monitored.*

#### **General Introduction (34 C/5, para. 01021)**

Improving the quality of Education for All (EFA) remains a major concern worldwide and studies show that the issue of curriculum reform occupies a central place in educational policies which aim not only at encouraging access to education but also ensuring that all students learn successfully (from access to success). As a specialized institute in the areas of curriculum, IBE will continue to concentrate its efforts on the development of human and institutional capacities, the identification of new trends in educational development, the dissemination of up-to-date and quality information and the promotion of international dialogue on educational policies in this domain.

As an integral part of the activities of the Education Sector, IBE's activities will contribute to reaching most of the Sector's medium-term strategic objectives, as well as its biennial priorities. IBE's capacity-building and training programmes will be targeted towards reaching the objectives of the Main Lines of Action 1 and 4, while its observatory, research and study programmes will contribute to MLA 2 and MLA 3. Its knowledge management programme will aim to contribute in a cross-cutting manner and in the curriculum development to MLAs 1, 2, 3 and 4. IBE will convene the International Conference on Education, which will be one of UNESCO's major events in the field of education for the biennium and a key contribution to MLA 3.

#### **Presentation of IBE Programmes**

4. The presentation bases the IBE mission on the following three types of activity:
- i) it contributes to capacity development of curriculum specialists and provides technical advice to Member States, at the national, regional and global levels (*Objective: to develop human and institutional capacities*);
  - ii) it carries out research, studies and plays the role of an observatory of trends in the field of educational development (*Objective: to identify new trends in the development of education*);
  - iii) it manages, shares and disseminates knowledge ("knowledge management") and promotes policy dialogue in the field of preparing and implementing curricula (*Objective: disseminating information and promoting policy dialogue*).

The presentation is attached to the last page of this report, as a diagram, in English and in French.

## DRAFT PROGRAMME OF ACTIVITIES FOR 2008

### LINES OF ACTION AND EXPECTED OUTCOMES

#### 1. CAPACITY DEVELOPMENT

##### *Strategic objectives (draft IBE Strategy 2008–2013)*

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

**Consolidate the global network in curriculum development** in order to facilitate the development of conceptual orientations and frameworks for quality basic education and sustained collective action in the field of curriculum reform and change at the local, regional and interregional levels;

**Develop pilot-testing and promoting the effective usage** of a set of training materials and tools for innovative curriculum change and implementation;

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

##### **Expected results at the end of the biennium 2008-2009 (34 C/5, para. 01022)**

**Institutional and human capacities enhanced in curriculum design, development and reform.**

##### *Performance indicators:*

- The activity of the global practising community (*Community of Practice*) of curriculum specialists;
- The number of people and institutions trained;
- The educational and methodological resources and training “toolboxes” created, adapted, tested and widely disseminated.

### ACTIVITIES IN 2008

#### 1.1. COMMUNITY OF PRACTICE IN THE FIELD OF CURRICULUM DEVELOPMENT

5. The Community of Practices (COP) for curriculum specialists witnessed a tremendous expansion in 2007 at an accelerated pace. This was the result of a combination of the following factors: its involvement in the regional preparatory process for the International Conference on Education (ICE), the implementation of cooperation agreements signed in 2006 and increased activities linked to the COP working plans in different regions with the new focal points. Within the main objective of contributing to the capacity development of curriculum specialists and decision-makers in all regions of the world, the 2008 activities will be directed towards consolidating the achievements and further implementing the regional, inter and intra-regional activities. The COP will expand on the existing working plans with the UNESCO Regional Bureaux for Education in Dakar, Bangkok and Santiago and develop new initiatives on the identified priority areas, in particular: a) competency-based curriculum frameworks for the expansion of the nine-year Basic Education in Africa, and b) inclusive curricula in Central America. The cooperation agreement with the Educational and Cultural Council of Central America (CECC) will be implemented. The COP will engage in ICE related activities, both in the preparatory regional seminars/conferences and in the production and dissemination of relevant studies. Learning resources, such as glossaries and databanks of learning situations, will be produced and comparative research will be finalised, published and disseminated.

6. See fact sheet 1a and 1b.

## **1.2. CURRICULAR INNOVATIONS, POVERTY ALLEVIATION AND PEACE EDUCATION IN SUB-SAHARAN AFRICA**

7. The activities will aim at capitalizing on, and further expanding, the results obtained in the two previous phases, while establishing a new linkage between poverty alleviation, curricular innovations and peace education/human rights. The target group will be the national teams of curriculum experts, policy makers, teacher educators and teachers from the nine selected Sub-Saharan countries (Angola, Burkina Faso, Burundi, Congo-Brazzaville, Mali, Mauritius, Mozambique, Niger and Rwanda), that have been involved since the beginning of the project in 2004. The main foci of the activities are capacity development of the teams involved with the objective of providing them with necessary tools to bring about positive educational changes to alleviate poverty and to contribute to peace education. These will include, among others, carrying out regional exchanges to facilitate the sharing of relevant experiences, acquisition of policy dialogue mechanisms and techniques, and the integration of curricular innovations within the existing curricula of the participating countries. Best practices in school settings will be identified and disseminated. Opportunities will be seized to stimulate discussions and debates on the theme and sub-themes of the International Conference on Education (ICE) within the context of the planned events and activities, in order to contribute to the regional preparations and formulation of regional roadmaps.

8. Within the same framework, the IBE will be ready to launch new activities with an identified group of six English-speaking African countries (Ethiopia, Ghana, Kenya, Nigeria, Tanzania and Uganda) to share with them the outcomes of the project conducted among French-speaking and Portuguese-speaking countries, to expand the impact of the project activities, provided that sufficient resources are made available. Collaborative relations with the UNESCO Field Offices of Bamako, Brazzaville, Bujumbura, Dakar, Kigali, Maputo and Windhoek will be further strengthened, to ensure full synergies on the ground. Co-ordination with UNESCO HQ and institutes will also be intensified, particularly in connection to teacher training aspects, links between formal and non-formal education, technical education and vocational training.

9. See fact sheet 2.

## **1.3 CLEARINGHOUSE AND CAPACITY-BUILDING FOR CURRICULUM AND HIV AND AIDS EDUCATION**

10. Launched in 2002 within the framework of the inter-agency flagship programme and of UNESCO's co-ordinated response to the prevention of HIV and AIDS, the activities of this programme will remain based on the two main components: a) a resource bank of curricula for the prevention of HIV and AIDS (accessible on the Internet); and b) capacity-development activities to integrate HIV and AIDS education into basic education curricula. The programme will be carried out and consolidated based on the achievements of previous years, taking into consideration, however, the allocation of a reduced budget for 2008, as compared to previous years. The decision taken in 2007 to integrate all clearing house activities within UNESCO into one will also guide the implementation of the first component.

11. The clearinghouse will continue to perform its regular functions of documenting and sharing good curricular practices for HIV and AIDS education (10-15 new ones will be identified and analysed), particularly at the primary and secondary levels as well as for teacher training. The existing *Manual for integrating HIV and AIDS education into official curricula* will see further refinements and adaptations in French, English, Russian and Arabic, so that it can be promoted and used as a training tool in other African sub-regions and in other regions of the world (Russian-speaking, Asian and Arab countries).

12. The existing linkages and collaboration with the traditional partners within UNESCO HQ, the institutes and the Field Offices will be maintained and reinforced, as with the UNESCO Offices of Amman, Bangkok, Dakar, Harare, Kingston, Maputo, Moscow, Windhoek and Yaoundé, among others.

13. See fact sheet 3.

#### 1.4. TECHNICAL ADVICE, SUPPORT AND TRAINING TO UNESCO MEMBER STATES

14. Within its larger capacity development approach, the IBE provides “customized” technical assistance to UNESCO-Member States to respond to their specific needs and requests. This type of intervention is mainly based on ad-hoc extra-budgetary funding, which makes this programme less “predictable” than others. However, at present, the expectations for extra budgetary resources for the planned activities seem realistic. In line with the previous interventions and the solid experience accumulated, the IBE plans to focus on post-conflict/conflict-affected, transition societies and fragile states, as well as on countries undergoing processes of curriculum change. A specific dimension within the overall curriculum development will also be addressed, namely Learning to Live Together (LTLT), including Human Rights and Citizenship Education, Peace Education and the constructive management of diversity.

15. The IBE plans to focus on the development, pilot-testing and dissemination of specific capacity development tools for innovative curricula, such as a *Handbook for curriculum development in post-conflict societies*; *Workbook and guidelines for curriculum and textbook revision from a gender perspective*; *Guidelines to integrate Human Rights Education (HRE) in the curriculum and Teacher Education and Training (TET)*; *Case studies on gender and curriculum in post-conflict societies*; *Monitoring and Evaluation Tool for Learning to Live Together*. Regarding the capacity development activities, the IBE will address curriculum and textbook revision from a gender perspective and the integration of LTLT into curricula and other materials. All interventions will be closely coordinated with relevant national authorities and partners, the representatives of the UN system and of the international community in the field, as appropriate.

16. See fact sheet 4.

## 2. RESOURCE BANK AND OBSERVATORY OF EDUCATIONAL TRENDS

### *Strategic objectives (draft IBE Strategy 2008–20013)*

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

**Build a robust knowledge base**, including specialized information resources and a set of studies and trend analyses, on curricula and curriculum development processes at the service of researchers, trainers, practitioners and decision makers.

**Strengthen clearinghouse and information services** through updated, expanded and enriched databases; seamless access to wide-ranging collections, in particular those related to curriculum; expanded alerting services; and digitized materials.

### **Expected results at the end of the biennium 2008-2009 (34 C/5, para. 01022)**

**New orientations (*trends*) and developments in the field of education identified through information collected and processed, research and studies.**

*Performance indicators:*

- Studies and analyses available in the context of the EFA Global Monitoring Report;
- Research and studies published.

**Knowledge and information on education systems, existing curricula, curriculum development processes, as well as examples of good practices and innovations, updated and made available.**

*Performance indicators:*

-IBE databases (World Data on Education; Country Dossiers; HIV and AIDS education clearing-house; etc.) increased and broadened.

## ACTIVITIES IN 2008

### 2.1. RESOURCE BANK

17. In keeping with the IBE's longstanding function, the consolidation of the integrated information system on curriculum policies will be further pursued, within the wider objective of supporting action in favour of EFA by compiling, systematizing and providing access to specialized resources, materials and information on education systems, curricula and curriculum development processes. The IBE knowledge base (*Country Dossiers, National Reports, in particular the 2008 series, focussing on Inclusive Education*) and a variety of specialized information resources on education systems and existing curricula will be maintained, updated and enriched on a continuous basis. The specialized collection of curricular materials, frameworks and resources will be further increased and made available to users, both to support IBE activities and projects as well as to respond to outside requests. Three keywords sum up the strategy being followed: availability, accessibility and quality of the documentary resources made available.

18. See fact sheet 5.

### 2.2. OBSERVATORY OF EDUCATIONAL TRENDS

19. The activities carried out within the context of the Observatory of Trends are strictly linked to the Resource Bank, which provides the wide range of educational materials used for the analysis and synthesis of information. In particular through the series *IBE Working Papers on Curriculum Issues*, the production of studies/analyses connected with the products and processes of curriculum development will support the EFA strategy to improve quality education. The Internet version of the sixth edition of the database *World Data on Education* will be maintained, updated and expanded and the Resource Bank/Observatory section within the new IBE website will be completely reorganized and improved.

20. As in previous years, the IBE will make a contribution to the 2008/09 UNESCO EFA Global Monitoring Report, which this time will be on the theme "Governance, management and financing". This will be carried out upon the request of the Monitoring Report team, based on the availability of extra-budgetary resources.

21. See fact sheet 6.

## 3. KNOWLEDGE MANAGEMENT AND POLICY DIALOGUE

### *Strategic objectives (draft IBE Strategy 2008–2013)*

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

**Develop an online platform** for increased knowledge sharing and collaborative action in the field of curriculum development, intended to support a worldwide network of researchers and practitioners, and more generally the enhancement of the UNESCO knowledge portal.

**Streamline services and access to materials and resources** through collaboration with all the UNESCO constituencies as well as external partners, in order to maximize efficiency and minimize duplication of effort.

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

**Provide support for strengthened dialogue** as a means of addressing relevant curriculum development policy issues and promoting constructive change with regard to identified curriculum policy concerns.

**Ensure that the sessions of International Conference on Education** represent a relevant worldwide forum intended to foster genuine policy dialogue, share information, expand partnerships and renew

international commitment towards quality education for all.

**Contribute to build appropriate mechanisms** for the dissemination of the conclusions of the 2008 Conference and sustained follow-up actions targeting inclusive education policies and issues.

**Expected results at the end of the biennium 2008-2009 (34 C/5, para. 01022)**

**Knowledge and information on education systems, existing curricula, curriculum development processes, as well as examples of good practices and innovations, updated and made available.**

*Performance indicators:*

- The IBE's Internet site strengthened and regularly updated;
- Statistics on the number of visits to the site.

**International policy dialogue on educational policies intensified and broadened.**

*Performance indicators:*

- Success and quality of the work of the forty-eighth session of the ICE; the quantity and rank of participation by Member States;
- Evaluation of the outcomes of the Conference;

**Implementation of the decisions of the 2008 International Conference on Education monitored.**

## ACTIVITIES IN 2008

### 3.1. KNOWLEDGE MANAGEMENT, DISSEMINATION OF INFORMATION AND PUBLICATIONS

22. Within the efforts of rendering it an actual working tool for the IBE's programmes and projects, the website will be entirely redesigned and improved, utilizing the potential of a content management system (CMS), and in line with the current UNESCO's guidelines. This will allow the IBE web publishing guidelines to be fine tuned and to improve quality assurance. At the same time, the IBE website will be maintained and updated on a regular basis, providing easy access to a range of additional resources. This will include specific information on the 48<sup>th</sup> Session of the International Conference on Education (ICE) in November 2008.

23. The regular IBE publications will be continued, such as **Studies in Comparative Education** and the **Series of Educational Practices**. Despite the very difficult budgetary situation, a decision was taken to continue the production of the UNESCO quarterly review of comparative education "**Prospects**", since it represents an important professional journal in the field of international educational policy. Four issues of "**Prospects**" will be published in 2008 on the following themes: *Higher Education and Social Cohesion* (March), *Inclusive Education* (June), *EFA Global Monitoring Report* (September), while a decision for the December's issue is under way.

24. The IBE Director will be the editor of a new book entitled *Quality tensions in education reforms*. The book explores the notion of "quality" as understood in various specific educational systems and the tensions that arise with new 'standardized' notions of quality in relation to international measures and educational reforms in developing countries. The tentative list of the countries to be reflected in the book includes: Afghanistan, Argentina, Chile, China, Egypt, Georgia, Kenya, Korea, Indonesia, Malaysia, Romania, Turkey, Venezuela and Vietnam.

25. A co-publication by the IBE and the Observatoire des Reformes en Education, University of Quebec in Montreal will be produced. It will address the competencies based approach at the theoretical level and will present several case studies on the process of curriculum change, mainly in African countries. The study entitled *Approches de l'exclusion et de la pauvreté dans les curricula des pays développés* undertaken in collaboration with the Higher Educational School of Central Switzerland and the Higher Teacher Training School of Bern, Jura and Neuchâtel will be published.

26. Within a new series of IBE tools for quality curriculum development, the *Handbook for Curriculum Developers: Primary and Secondary Education*, will be published by D. Georgescu and P. Stabback. The Report *Societal development and curriculum change* will also be published, reflecting the outcomes of the study visit to the IBE by Iraqi and Jordanian decision makers and education specialists in September 2005. A new revised edition of the book *Learning to Live Together* by M. Sinclair will be produced.

27. See fact sheet 7.

### **3.2. POLICY DIALOGUE AND THE 48<sup>TH</sup> SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION (ICE)**

28. In terms of policy dialogue, the year 2008 will be mostly dedicated to the preparatory process and the holding of the 48<sup>th</sup> session of the International Conference on Education (ICE). This will involve both the continuation of some activities already initiated in 2007, as well as new events to be carried out.

29. In line with the initiatives already taken, and as recommended by the IBE Council in its 55th Session, during the first part of the year, the IBE will continue to carry out regional preparatory conferences and seminars involving experts from ministries, universities, international organizations, foundations, NGOs and civil society, with the aim at mobilizing knowledge on Inclusive Education and ensuring a more informed debate at the ICE itself. Within the framework of the COP, a regional preparatory workshop will be organized in Finland in March 2008, in cooperation with the Finnish National Board of Education. Two more events are at an advanced planning stage, one in Cambodia and the second in an Arab country, in order to expand the geographical coverage of the preparatory process, taking advantage of conferences already being organized by the stakeholders. Furthermore, technical assistance will be provided to, and IBE staff will actively participate in the Regional Preparatory Conference for Europe and North America, entitled "*Inclusive Education: from Policy Dialogue to Collaborative Action*", organized by the Latvian Government on 24-26 February 2008. A communication plan will be developed with several components, including a **video** to be produced, as requested by the IBE Council, to give voice to the "excluded" and to illustrate in concrete terms good practices from various geographical regions on Inclusive Education. Relevant exhibitions will also be arranged.

30. The guidelines for the national reports to be prepared by the Member States have been finalized. The electronic version of the national reports will be made available through the IBE web site. As in previous sessions of the ICE, the Comenius Medal will be awarded during the ICE and the necessary steps for the selection process of the laureates will be taken according to established procedures.

31. The activities aimed at completing and publishing the policy dialogue training plan, the reference book, the modules and the "toolbox" that had been originally planned for 2007, will be carried out. This will also include a workshop for the training of trainers, in order to enable them to perform the policy dialogue training modules in their own countries.

32. More details are reflected in the fact sheet 8.

## **4. INSTITUTIONAL FUNCTIONING**

### **4.1 THE IBE COUNCIL**

33. The functions of the IBE Council are established by its Statutes, its Rules of Procedure and the Resolution adopted by the thirty-fourth session of the General Conference, as presented in the introduction to this document.

34. The Council will hold its regular session in January 2008 in order to plan the activities of the IBE and assess its achievements; the Administrative Group and the Working Group for the preparation of the forty-eighth session of the ICE will meet during the two days preceding the fifty-sixth session.



During this session, the Council will elect its new President, its Steering Committee and its subsidiary bodies. It will examine the report of activities for 2007 and the draft programme and budget for 2008; it will review the progress achieved on the ICE preparatory process and will further elaborate on ICE related matters. It will explore the issue of innovative financing mechanisms for the IBE, and will discuss and approve the draft IBE Strategy for 2008-2013. The meeting of the Steering Committee will take place, as usual, during the summer.

35. According to a long standing tradition, the Council will also meet at the beginning and the end of the ICE, to settle the final organizational arrangements and to make an initial assessment of the results.

36. These activities are presented in fact sheet 9.

#### **4.2. PARTNERSHIPS WITH DIFFERENT INSTITUTIONS**

37. In 2008, the IBE will continue to pursue its policy of strengthening the partnerships that already exist, as well as developing new ones, with a view to fostering South-South and North-South Cooperation. It will, therefore, attempt to forge new alliances with governments, bi- and multi-lateral co-operation agencies, intergovernmental organizations, regional institutions, universities and NGOs. This will be particularly relevant within the context of the ICE preparation and organization. Close working relationships will be maintained and reinforced with UNESCO's Education Sector, the other Institutes, and the Field Offices. Based on the existing partnerships, specific Cooperation Agreements will be either renewed or established ex novo with academic institutions of the host country.

38. As recommended by the Council, the IBE will seek to increase its visibility and promote its image during conferences, fora and political and academic meetings, when carrying out projects and activities.

#### **4.3. INSTITUTIONAL MANAGEMENT AND HUMAN RESOURCES**

39. In terms of human resources, this year will be particularly challenging and demanding, owing to the additional workload that the preparations and the holding of the ICE will require. The situation remains still very worrying with four posts at present frozen due to the lack of financial resources.

40. Despite its very limited resources, the IBE will continue its efforts towards institutional consolidation and improved management, with a series of planned steps aimed at providing training opportunities and exposure for the staff:

- training on "SISTER 2" for four IBE focal points within the IBE Administration and Programme section, to be organized by the relevant UNESCO Unit, in HQ;
- a tailor-made training course on **Results-Based Management (RBM)**, to be organized for professional and other programme staff, in coordination with the UNESCO Bureau of Strategic Planning (BSP), in HQ;
- a tailor-made training session on **Gender Mainstreaming**, also to be organized for professional and support staff involved in programmes, again in coordination with the UNESCO Bureau of Strategic Planning (BSP), in HQ;
- the IBE Administrative Assistant will continue to be a part-time member of the project team of **IPSAS**, to prepare for the introduction of new accounting standards;
- on-the-job training will be provided for **young professionals**, both research assistants and interns.

#### **4.4. FINANCIAL RESOURCES**

41. Given the situation concerning the contribution from UNESCO's regular budget for the Institutes, the most important challenge for the IBE has been, and will be, **mobilizing extra-budgetary resources** for the 2008–2009 biennium and for the following years. This has become particularly urgent owing to the fact that the existing co-operation agreements with the Swiss and Swedish Authorities came to a conclusion at the end of 2007.

42. In this context, in June 2007 the IBE Director took steps to initiate discussions with the Swiss and Swedish partners and explore their interest in renewing the agreements. Official missions to Bern and Stockholm were carried out, during which the IBE achievements within the 2002-2007 Strategy were illustrated and key orientations of the new IBE Strategy 2008-2013 and the future areas for financial support discussed. The results of the negotiations were very positive: Switzerland confirmed its financial support to the IBE for the next three years (2008-2010) and the Swedish International Development Agency (SIDA) confirmed their interest in renewing their financial contribution, also for a three year period. The new Cooperation Agreement will be signed after the 56<sup>th</sup> session of the IBE Council.

43. **UNESCO's financial allocation** (Regular Budget) to the IBE in 2008—unchanged since 2002—will be **US\$2,295,500**. This allocation will only cover the salary costs for established posts (of which four are still frozen), 50% of the operational costs of the IBE and the organization of Council meetings.

44. The expected and received **extra-budgetary resources** as of 10 December 2007 for programme activities and some staff costs amounted to **approximately US\$2,007,289**. This includes the voluntary contributions from the Swiss authorities (a minimum of SFr. 500,000 or approximately US\$400,000) and from Sweden (an estimated US\$500,000); from UNAIDS for the HIV and AIDS education project (US\$290,000); as well as a contribution from Spain (Funds-in-trust) of €398,000 (approximately US\$537,289). For the ICE, an amount of SFr.100,000 (approximately US\$80,000) was made available by Switzerland, as well as a 34 C5 allocation of US\$350,000 from UNESCO Education Sector.

45. The IBE's draft budget for 2008 is presented in Part II of this document.

## **II. FACT SHEETS**

**IBE – PROGRAMME 2008**  
**CAPACITY DEVELOPMENT**

<b>1. Heading of the element</b>	<b>Community of Practice (COP) in Curriculum Development – Global Level</b>
<b>2. Name of the Responsible Officer and of the Deputy</b>	Renato Operti, Lili Ji and Daoyu Wang.
<b>3. Starting and termination dates</b>	January-December 2008
<b>4. BACKGROUND AND DESCRIPTION</b>	
<b>4.1. Context</b>	
<p>Within the mandate of providing support to UNESCO Member States in the management of curriculum change, the IBE created the worldwide Community of Practice (COP) in Curriculum Development in 2005 as a tool for capacity building in curriculum development. Its main directions for 2008 are: (i) to promote policy dialogue and regional and national consensus on main educational and curricular strategies to accelerate the achievement of EFA goals, principally based on UNESCO Global Action Plan and the policy agreements linked to the International Conference of Education (ICE) 2008; (ii) to develop projects and activities within the South-South and North-South cooperation mechanisms linked to support the expansion, quality and inclusiveness of Basic and Secondary Education, and (iii) to support the processes of curriculum change and development in Basic and Youth Education through the implementation of comprehensive capacity building approaches</p>	
<b>4.2. Goal (overall objective)</b>	
Consolidate the COP as a dynamic policy dialogue tool for collective production and sharing of vision, competencies, knowledge, practices and outcomes on curriculum issues linked to EFA goals.	
<b>4.3. Purpose (specific objective)</b>	
<b>a) COP Global Level –</b>	
<p><b>A1)</b> to promote policy discussion and collaboration (mainly by e-forums, seminars and workshops as well as by different paper and on-line publications) on curriculum issues among high-level educators, curriculum specialists and developers from the five UNESCO regions, leading progressively to the setting up of an interregional curriculum think-tank.</p> <p><b>A2)</b> to consolidate relationships with 12 Focal Points from all UNESCO regions (planned 2 in Africa, 1 in Gulf Arab States, 2 in Asia, 4 in Europe/North America and 3 in Latin America and the Caribbean) centred on developing working plans that mainly consist of: (i) strengthening the interregional exchanges on curricular reform; (ii) continuing the implementation of preparatory activities for the ICE 2008 (principally publications and dissemination/advocacy activities); (iii) setting up communities of practice focused on ESD, Basic Education and Inclusive Education and (iv) implementing comprehensive capacity building approaches at regional and national levels for curriculum development processes in Basic and Secondary Education.</p> <p><b>A3)</b> to provide learning resources (for example databanks of learning situations), hold training workshops, carry out comparative research and publish working documents to support countries in the design and implementation of competency-based curriculum change.</p> <p><b>A4)</b> to make available the worldwide version of the resource pack for capacity building in different formats and languages that can be used to train (in person and on-line) curriculum developers, supervisors, principals and teachers by forging partnerships with ministries, universities and organizations of the civil society.</p> <p><b>A5)</b> to continue strengthening the multilingual COP section within the IBE website aimed at facilitating access to information and documentation on current curriculum issues as well as to good practices and experiences on processes of curriculum change.</p>	
<b>5. RESULTS</b>	
<b>COP Global level – Expected results</b>	
<p><b>A1. Interregional exchange on curriculum issues and dilemmas:</b> face-to-face and on-line exchanges on processes of curriculum change in Basic and Secondary Education linked to EFA goals among educators and curriculum specialists and developers from the five UNESCO regions. Number one priority: to strengthen the expansion and democratization of Basic Education in Africa.</p> <p><b>Performance Indicator:</b> type of activities implemented ((in person and/or on-line) by region and country.</p> <p><b>Assessment Criteria:</b> type of activities implemented – objectives, scope (institutions and persons involved in each activity classified by country), contents and impacts –.</p>	
<b>A2. Focal Points in all UNESCO Regions:</b> twelve Focal Points covering all UNESCO regions.	

**Performance Indicator:** number of fee contracts, cooperation agreements or similar arrangements with Focal Points classified by region and sub-region.

**Assessment Criteria:** type of activities implemented: objectives, scope (institutions and persons involved in each activity classified by country), contents and impacts.

**A3. Curriculum change (competency-based):** provide technical support to strengthen the processes of change towards competency-based curriculum, mostly linked to Basic and Secondary Education.

**Performance Indicator:** number of activities implemented (training workshops and research) and/or learning resources made available (e.g. glossaries, learning situations and guidelines for textbooks) classified by region.

**Assessment criteria:** type of activities implemented: objectives, scope (institutions and persons involved in each activity classified by country), contents and impacts.

**A4. Worldwide Resource Pack for Capacity Building:** resource pack available for training in different formats and languages.

**Performance Indicator:** resource pack available for use on web and paper format and in at least two languages. Drawing up of cooperation agreements with ministries, universities and/or organizations of the civil society in order to carry out training activities.

**Assessment criteria:** quality of web and paper format resource pack evaluated by curriculum specialists and developers from different regions.

**A5. Community of Practice section in IBE website:** implement weekly animation activities, use UNESCO open source forum for COP activities and make available information and documentation in all UNESCO languages.

**Performance Indicator:** Number of COP animations done per week. Number and type of activities done through the forum. Multilingual communications carried out on a regular basis.

**Assessment criteria:** Quality of the COP section evaluated by curriculum specialists from different regions.

## 6. ELEMENTS OF STRATEGY

### 6.1 Description of the intervention

- Continuing the process of consolidating the COP proposal within the EFA Global Action Plan, as one main UNESCO strategy to discuss and build consensus around education and curricular policies and actions to further accelerate EFA goals.
- Implementing the recommendations and suggestions of the Education Sector Working Group for ICE chaired by ADG/ED and of the IBE Council Working Group on ICE .
- Discussing and carrying out activities with UNESCO Offices, ministries of education, universities, civil society sectors, international organizations, COP Focal points from all UNESCO regions and donor organizations, mainly related to the preparation of the 48<sup>th</sup> session of the ICE.
- Continuing to support regions and countries in implementing processes of curriculum change (mainly competency-based) in close coordination with UNESCO Field Offices, ministries of education, inter-government bodies and donor organizations.
- Forging partnerships with ministries of education, universities, organizations of the civil society and international organizations, in order to implement training activities based on the worldwide curriculum resource pack.
- Continuing developing a multilingual COP based on a proactive sharing of visions, information and documentation, experiences and practices.

### 6.2 Stakeholders, partners and beneficiaries

Primary stakeholders will include policy-makers, educators, curriculum specialists and developers from all UNESCO regions, mainly those who are members of the COP. The partners will be UNESCO Education Sector, Institutes, Regional, Cluster and National Offices as well sectors of the civil society, inter-governmental bodies and donor organizations. The principal beneficiaries should be institutions and individuals working on the processes of curriculum change at the regional and national levels in the different ladders of the educational system.

### 6.3. Staff input

See table “Estimates of Distribution of Established Staff by programme/project”, in Annex

### 6.4. Structural participation (associated elements which will be implemented in close connection)

COP focal Points, UNESCO ED/BAS and Regional Offices.

**7. Budget (US\$):** See budgetary table, in Annex

<b>IBE – PROGRAMME 2008 CAPACITY DEVELOPMENT</b>	
<b>1. Heading of the element</b>	<b>Community of Practice (COP) – Regional Level</b>
<b>2. Name of the Responsible Officer and of the Deputy</b>	Renato Operti, Lili Ji and Daoyu Wang.
<b>3. Starting and termination dates</b>	January-December 2008
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context</b> See sheet 1a.</p> <p><b>4.2. Goal (overall objective)</b> See sheet 1a.</p> <p><b>4.3. Purpose (specific objective)</b></p> <p><b>b) COP Regional Level –</b></p> <p><b>B1)</b> to develop and implement the working plans with UNESCO Regional Offices in Africa (BREDA, Dakar), in Asia (Bangkok) and in Latin America and the Caribbean (OREALC, Santiago of Chile) on educational and curriculum issues linked to the activities of the EFA Global Action Plan, to the preparation of the ICE 2008 and within the objectives of the Education Sector strategy. The priority areas are Basic and Youth Education, Inclusive Education and Education for Sustainable Development (ESD).</p> <p><b>B2)</b> to continue the implementation of the cooperation agreement signed between IBE and the Educational and Cultural Council of Central America (CECC) focused on supporting the processes of curricula transformation in Basic and Youth Education.</p>	
<b>5. RESULTS</b>	
<p><b>B1) Working Plans with UNESCO Regional Offices:</b> implement working plans on educational and curriculum issues in three UNESCO regions.</p> <p><b>Africa</b> – The development of inclusive competency-based curriculum frameworks, relevant to the needs of children and youth in Africa for a 9 year Basic Education in Africa, jointly with UNESCO Division for the promotion of Basic Education (ED/BAS), BREDA, Cluster and National Offices in Africa, the World Bank, the Association for the Development of Education in Africa (ADEA) and the African Development Bank (ADB). It will mainly involve the capacity development of curriculum developers to design and implement a curriculum framework for Basic Education as well as to strengthen the African Community of Practice in Curriculum Development to continue the policy dialogue, exchange of information, documentation, experiences and good practices.</p> <p><b>Asia</b> – the creation of a Community of Practice in Curriculum Development focused on Education for Sustainable Development (ESD) jointly with the UNESCO Bangkok Office and Teachers Education Institutes from at least 12 Asian countries. The main activities will be to strengthen EDS in teacher education curricula as well as the sharing and dissemination of good practices.</p> <p><b>Latin America and the Caribbean</b> – within the Education Project for Latin American and the Caribbean (PRELAC II) agreed by Ministers of Education (March 2007) and jointly with UNESCO OREALC, Cluster and National Offices, we will focus on: (i) setting up a regional agenda on Inclusive Education as a follow-up to the International Workshop on Inclusive Education (Buenos Aires, 12-14 September 2007); (ii) further implementing an Ibero-American Observatory of Equity in Basic Education mainly centred on developing indicators for measuring the pertinence and the relevance of the curriculum and (iii) supporting the processes of curriculum change in Secondary Education (with emphasis on issues around Science and Technology, including the ICTs).</p> <p><b>Performance Indicator:</b> Regional working plans and activities implemented by region.</p> <p><b>Assessment criteria:</b> Objectives, scope (institutions and persons involved in each activity classified by</p>	

country), contents and impact of the working plans.

**B2) Regional Agreement IBE-CECC:** continue the implementation of the three year-project (2007-2009) aimed at supporting all Central American countries in carrying out processes of curriculum change in Basic and Youth Education.

Two regional training workshops are planned: (i) design of learning resources and (ii) support for pre-service teacher education. The IBE also expects to assist at least two countries in the processes of curricula transformation in Basic and Secondary Education by providing curriculum advice and holding national workshops. Finally, the IBE will continue to use an open source forum for e-learning training, communication and document sharing among curriculum specialists and developers.

**Performance Indicator:** Working plans and activities implemented in the Central American project.

**Assessment criteria:** Objectives, scope (institutions and persons involved in each activity classified by country), content and impact of the activities implemented within the working plan.

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

- Designing and implementing working plans with UNESCO Regional Offices in Africa, Asia and Latin America and the Caribbean, particularly linked to the positioning of the curriculum within the EFA Global Action Plan, to the support of processes of curriculum change, to addressing the issues of Basic Education, Inclusive Education and ESD and to continuing the preparation of the ICE 2008. The IBE will coordinate global and regional activities with UNESCO Institutes, such as: (i) development of skills and competency-based approaches in processes of curriculum change with the International Centre for Technical and Vocational Education and Training (UNEVOC); (ii) capacity building activities on educational and curriculum planning with the Institute of Educational Planning (IIEP) and on the implementation of the Ibero-American Observatory of Equity in Basic Education with IIEP-Buenos Aires and (iii) the interrelationships between basic education and life-long learning with the Institute of Lifelong Learning (UIL). UNESCO ED/BAS will be a key partner for all these activities.
- Continuing to establish regional cooperation agreements on curriculum development with different partners, such as the ones established with the Nordic countries and the Central American Education and Cultural Council (CECC) in order to strengthen the institutional, technical and financial support for the COP activities.

### **6.2 Stakeholders, partners and beneficiaries**

Primary stakeholders will include policy-makers, educators, curriculum specialists and developers from all UNESCO regions, mainly those who are members of the COP. The partners will be UNESCO Education Sector, Institutes, Regional, Cluster and National Offices as well as sectors of civil society, inter-governmental bodies and donor organizations. The principal beneficiaries should be institutions and persons that are working on the processes of curriculum change at the regional and national levels in the different ladders of the educational system.

### **6.3. Staff input**

See table “Estimates of Distribution of Established Staff by programme/project”, in Annex

### **6.4 Structural participation (associated elements which will be implemented in close connection)**

Regional Focal Points, UNESCO ED/BAS and Regional Bureaux.

## **7. Budget (US\$):** See budgetary table in Annex

**IBE – PROGRAMME 2008**  
**CAPACITY DEVELOPMENT**

<b>1. Heading of the element</b>	<b>Curricular innovations and poverty alleviation within the context of Education for Peace in Sub-Saharan Africa</b>
<b>2. Name of the Responsible officer and of the Deputy</b>	Clementina Acedo, new Programme Coordinator, and Elmehdi Ag Muphtah
<b>3. Starting and termination dates</b>	January –December 2008
<p><b>4. BACKGROUND AND DESCRIPTION</b></p> <p><b>4.1. Context</b></p> <p>In the framework of pursuing the Education for All (EFA) objectives, several African countries have requested the IBE to help them develop their capacities and/or provide technical assistance for policy dialogue and curriculum development. This request is linked to these countries' advancement towards achieving EFA's Objective 6 and the Millennium Development Goals (MDG) and to the importance given to the quality of education in achieving schooling, combating drop-outs, promoting peace and overcoming poverty.</p> <p><b>4.2. Goal (overall objective)</b></p> <p>To continue building on and improving the outcomes of the first two phases of the project (2004-2005 and 2006-2007) by linking the goal of poverty alleviation with education for peace and human rights and by demonstrating the mutual benefits that the achievement of these two goals can have towards the improvement of the quality of education, while also further assisting the nine participating countries in their efforts to implement curricular changes in their countries.</p> <p><b>4.3. Purpose (specific objectives)</b></p> <ul style="list-style-type: none"> <li>• To continue capacity-development for the nine national curriculum specialists' teams and to extend the impact of the core team's training to a wider circle of beneficiaries in each country so as to create the necessary critical mass and to strengthen the already-existing change dynamics.</li> <li>• To encourage and intensify the exchange of expertise between countries and with other parts of the world so as to promote and accelerate the transfer of promising experiences and innovations between countries.</li> <li>• To continue activities aimed at poverty alleviation by incorporating the peace promotion components and to enhance activities involving best practices.</li> <li>• To continue discussing the criteria for the relevance of basic education curricula for poverty alleviation and education for peace, to develop a curriculum framework and to prepare strategies facilitating actual and relevant changes to the curriculum.</li> <li>• To contribute to the organization of one of the sub-themes of the ICE (I or IV). The group of nine countries wanted poverty alleviation to be definitely included and discussed at the ICE.</li> <li>• To prepare contributions for the ADEA Biennial Meeting and the 48th ICE or other regional or international forums.</li> <li>• To continuer and intensify the work begun by the group of six English-speaking countries (depending on means available).</li> </ul>	
<p><b>5. RESULTS</b></p> <p><b>5.1. Title of the results</b></p> <p>More in-depth and broader analysis of curricular innovations focused on poverty alleviation, the promotion of education for peace and "living together in peace", and the improvement of basic education curricula.</p> <p><b>5.2. Expected results (description)</b></p> <ul style="list-style-type: none"> <li>• Nine national curriculum development teams strengthened and expanded.</li> <li>• Network fostering regular exchanges between colleagues within different countries established and used for the transfer of expertise and experience. Effective liaising between this network and the IBE-initiated global network and regional networks.</li> <li>• The peace promotion components as they relate to the alleviation of poverty are discussed, expanded and clearly established.</li> <li>• Work on innovations is intensified with the group of nine countries. Promising innovations are integrated into official curricula, and the latter are improved according to the criteria of relevance to poverty alleviation, peace promotion and sustainable development.</li> </ul>	



- Contributions made to the Biennial Meeting of the ADEA and the 48th ICE or other regional or international forums.
- Work with the group of six English-speaking African countries continued and intensified (depending on means available).

### 5.3. Performance indicators

- The number of participating countries and the number of curriculum specialists trained.
- Acquisition of knowledge and skills by the experts.
- The number of innovations thoroughly analysed and documented.
- The number of strategies developed and applied.
- The number and quality of actual curriculum changes.
- Increase in the quality and regularity of exchanges between countries.

### 5.4. Assessment criteria and progress towards the outcomes

- Increase in the skills of national teams (a minimum of six countries and 100 technicians trained).
- A positive evaluation of technicians' skills and their transfer to other colleagues in participating countries.
- The tools and other outcomes of the project used by countries in their curriculum change processes.
- Extending the project to English-speaking African countries (at least five).
- The outcomes discussed in the global network of curriculum development conducted by the IBE.

## 6. ELEMENTS OF STRATEGY

### 6.1. Description of the intervention

The IBE is working with nine teams in the participating countries and is seeking ways of encouraging exchanges, steadily building upon the project's successes and bringing together expertise at the regional level, thanks particularly to the holding of two international inter-training seminars, the exchange of expertise and experience, the dissemination and transfer of knowledge, lessons learnt and know-how acquired. Regular national seminars will enable the successful outcomes of international seminars to become known and extended across these countries.

Between the two international seminars, the IBE will carry out two to six IBE technical assistance or support missions and/or national training workshops for the implementation of curricular change and two to three missions to analyse the relevant innovations for alleviating poverty and promoting peace.

### 6.2. Stakeholders, partners and beneficiaries

#### *Stakeholders and partners:*

- In the participating countries: Ministries of Education, UNESCO National Commissions, educational research institutions, universities and individual experts.
- Financial support: Swiss Development Co-operation (DDC); Swedish Co-operation (Sida); UNESCO's Support Programme for EFA; the Government of Spain; the Gulbenkian Foundation (Portugal)
- Further expertise: the faculty of Psychology and Educational Sciences of the University of Geneva (FAPSE); the African and international group of experts.
- Executive: UNESCO Offices Bamako, Brazzaville, BRED, Bujumbura, Kigali, Maputo, Windhoek, Headquarters and UNESCO Institutes. UNDP Offices Luanda and Port Louis.

#### *Beneficiaries:*

Curriculum specialists, learners, teacher trainers and teachers in the countries involved in this project.

### 6.3. Staff input

See table "Estimates for the distribution of established staff by programme/project", in Annex.

### 6.4. Structural participation (associated elements to be implemented in close connection)

- Resource bank and observatory of trends: analysis of national curricula from the point of view of poverty alleviation and identification of good practices in this domain.
- Capacity-building: the selection and training of curriculum specialists; action-research to analyse criteria of relevance for the curriculum; identification and analysis of promising innovations; contribution to the global network of curriculum specialists.
- Policy dialogue: use of the tools already developed in order to implement successfully curricular innovations.
- The HIV and AIDS Education cross-cutting programme: integration of life skills in the curriculum

### 7. Budget US\$): See budgetary table, in Annex.

**IBE – PROGRAMME 2008  
CAPACITY DEVELOPMENT**

<b>1. Title of the element</b>	Clearinghouse and Capacity-building for curriculum and HIV and AIDS education
<b>2. Name of the Responsible Officer and of the Deputy</b>	Clementina Acedo and the new project assistant
<b>3. Starting and termination dates</b>	January–December 2008
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context</b></p> <p>The consolidation of the programme Curriculum and HIV and AIDS, in the context of UNESCO's response to HIV and AIDS and its EDUSIDA Initiative, will consist of two main elements:</p> <p>a) a resource bank of curricular materials and good practices for HIV and AIDS education;</p> <p>b) capacity- development for integrating HIV and AIDS education in curricula for basic education.</p> <p>UNESCO HQs has requested from all the UNESCO HIV and AIDS education clearinghouses to integrate into one single clearinghouse. The purpose is to facilitate the access to information and to make work more efficient. The IBE will continue to work independently to increase and diversify the curriculum data base, while being an essential part of the unified UNESCO HIV and AIDS education clearinghouse.</p> <p>The budget allocated to the programme for 2008-2009 has been strongly reduced. Therefore, the number of activities has decreased with regards to the last biennium.</p> <p><b>4.2. Goal (overall objective)</b></p> <p>To integrate HIV and AIDS education in a more effective way into official curricula and to develop tools to improve teaching materials and the introduction of HIV and AIDS education in schools.</p> <p><b>4.3. Purpose (specific objective)</b></p> <ul style="list-style-type: none"> <li>• To document and to share in a proactive manner good practices concerning HIV and AIDS education through a databank, an Internet site, interactive CD-ROMs and other means and documents according to needs.</li> <li>• To continue the capacity-building of curriculum specialists and to make links with teacher training so that HIV and AIDS education is better integrated and generalized throughout schools.</li> <li>• To launch or to strengthen policy dialogue among ministries of education and other stakeholders in the education system to bring about conditions for the effective implementation of HIV and AIDS education.</li> <li>• To continue developing the "Manual on integrating HIV and AIDS education into official curricula" and to promote its use in training and capacity-building.</li> <li>• To expand the entire programme in a focused manner to Arabic-, Spanish-, Portuguese- and Russian-speaking countries and to other African countries.</li> </ul>	
<b>5. OUTCOMES</b>	
<p><b>5.1. Title of the outcome</b></p> <p>Improvement in the curricular response and capacity-building for HIV and AIDS education.</p> <p><b>5.2. Expected results (description)</b></p> <ul style="list-style-type: none"> <li>• The clearinghouse, in the framework of the unified UNESCO HIV and AIDS education clearinghouse, improves its role both as a source of documentation and in the exchange of good curricular practices for HIV and AIDS education at the primary and secondary levels and for teacher training for languages and regions not already covered.</li> <li>• Good practices in HIV and AIDS education are identified, analysed and actively shared, while the interactive exchange network for good practices is consolidated and extended.</li> <li>• The "Manual on integrating HIV and AIDS education into official curricula" is updated, adapted and strengthened in French, English, Russian and Arabic.</li> <li>• The "Manual on integrating HIV and AIDS education into official curricula" is used in the field in other African sub-regions and in other regions of the world (Russian-speaking, Asia, Arab countries).</li> <li>• The capacities of curriculum specialists and those responsible for teacher training are built up and consolidated.</li> </ul> <p><b>5.3. Performance indicators</b></p> <ul style="list-style-type: none"> <li>• The annual number of connections to the Internet site, CD-ROMs distributed and requests (for information or advice);</li> </ul>	

- The number of curricular documents, good practices or key resources documented and disseminated in the most-affected regions and countries;
- The number of curriculum experts and specialists and teacher trainers mobilized and trained;
- The number of modules/training tools prepared or adapted; the number of capacity-building seminars for curriculum specialists carried out and the number of specialists trained;
- The number of countries and institutions using the “Manual on integrating HIV and AIDS education into official curricula” and that have improved and modified their curriculum;
- The number of ministries of education made aware of and committed to making an effort to better integrate HIV and AIDS education into national curricula at the primary and secondary levels.

#### **5.4. Assessment criteria**

- Visits to the Internet site and the number of requests (for information, material and advice) constantly increased during 2007;
- Continuity in the annual updating, reinforcing and wide dissemination of the CD-ROM and other documents used in the development of curricular material for HIV and AIDS education;
- Consolidation, dissemination and increased use of the “Manual on integrating HIV and AIDS education into official curricula”; the Manual forms part of EDUCAIDS tools;
- Ten to fifteen good practices documented every quarter at the primary and secondary levels;
- Development and extension of the network of experts’ database;
- Regular holding of capacity-building seminars and strengthening of links with the EDUCAIDS Programme;
- The regular increase in the number of ministries of education in the most-affected regions that have strengthened and integrated HIV and AIDS education in their national curricula at the primary and secondary levels.

### **6. ELEMENTS OF STRATEGY**

#### **6.1. Description of the intervention**

Within the framework of an integrated approach to UNESCO’s EDUCAIDS Programme and of the unified UNESCO HIV and AIDS education clearinghouse, the clearinghouse, the dissemination of a growing number of good practices, the consolidation, adaptation, dissemination and use of the “Manual on integrating HIV and AIDS education into official curricula” and the capacity-building seminars will allow the response of education systems to HIV and AIDS to be improved, particularly by integrating HIV and AIDS education into national curricula and the development of materials and appropriate teaching methods.

#### **6.2. Stakeholders, partners and beneficiaries**

##### ***Stakeholders and partners:***

IATT and UNAIDS co-sponsors, EDUCAIDS partners, UNESCO headquarters, the IIEP, UNESCO field offices (particularly: Amman, Bangkok, Dakar, Harare, Kingston, Maputo, Moscow, Windhoek, and Yaoundé among others), ministries of education in various countries, other organizations (Education International, Partnership for Child Development (UK), etc.).

##### ***Beneficiaries:***

In the most-affected countries: curriculum specialists, teacher trainers, teachers, pupils, educational communities.

#### **6.3. Staff input**

See table “Estimates for the distribution of established staff by programme/project”, in Annex.

#### **6.4. Structural participation (associated elements which will be implemented in close connection)**

- Resource bank/observatory: databank of HIV and AIDS curricular materials;
- Capacity-building: dissemination of good practices on HIV and AIDS education, “Manual on integrating HIV and AIDS education into official curricula” and capacity-building seminars for curriculum specialists;
- Policy dialogue: convincing and providing information to ministries of education for a better integration of HIV and AIDS education into national curricula and other teaching materials.

### **7. BUDGET (US\$):** See budgetary annex.

**IBE – PROGRAMME 2008**  
**CAPACITY DEVELOPMENT**

<b>1. Heading of the element</b>	<b>Technical advice, support and training to UNESCO Member States</b>
<b>2. Name of the Responsible Officer</b>	Dakmara Georgescu
<b>3. Starting and termination dates</b>	January – December 2008
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context</b></p> <p>The IBE provides technical assistance to UNESCO Member States in compliance with their needs and requests and mainly based on extra-budgetary funding. The IBE's expertise covers broad areas of curriculum development (curriculum planning, design, implementation, monitoring and evaluation, and revision). While able to respond to a wide range of demands, over recent years the IBE has expanded its interventions in post-conflict/conflict-affected, transition societies and fragile states, as well as in other (developing) countries undergoing processes of curriculum change determined by emerging needs, opportunities and challenges. In addition to overall curriculum reconstruction and general curriculum development, the IBE focused increasingly on specific aspects such as Learning to Live Together (LTLT), including Human Rights and Citizenship Education, Peace Education and the constructive management of diversity.</p> <p>Based on prospects to date for 2008 it is likely that the Programme will focus merely on:</p> <ul style="list-style-type: none"> <li>- the development, pilot-testing, finalisation and dissemination of IBE-specific capacity building Tools for innovative curriculum development (i.e. <i>Handbook for curriculum development in post-conflict societies; Workbook and guidelines for curriculum and textbook revision from a gender perspective; Guidelines to integrated HRE in the curriculum and TET; Case studies on gender and curriculum in post-conflict societies; Monitoring and Evaluation Tool for Learning to Live Together</i>);</li> <li>- to provide capacity building for curriculum and textbook revision from a gender perspective; and for the integration of LTLT (with a special focus on HRE) in curricula and TET materials and strategies;</li> <li>- the carrying out of TA activities, based on country needs, in Afghanistan and other conflict-affected societies and fragile states.</li> </ul> <p><b>4.2. Goal (overall objective)</b></p> <ul style="list-style-type: none"> <li>• To enhance the capacities of governments, curriculum and teacher training agencies (decision makers, curriculum specialists and teacher trainers) to cater for quality education for all based on quality and inclusive curricula, textbooks and teaching and learning strategies.</li> </ul> <p><b>4.3. Purpose (specific objective) – 2007</b></p> <ul style="list-style-type: none"> <li>• To assist countries in processes of curriculum analysis and evaluation, design and implementation (with an emphasis on gender issues and integration of LTLT);</li> <li>• To build capacities to improve the curriculum by taking into account learner needs and integrating emerging areas (such as HRE; Gender dimensions; Peace Education; Sustainable development);</li> <li>• To cooperate with UNESCO and other UN agencies in promoting quality education for all through the curriculum;</li> <li>• To widely disseminate IBE experiences and lessons learned based on IBE-specific capacity building Tools for innovative curriculum development.</li> </ul>	
<b>5. RESULTS</b>	
<b>5.1. Title of the results</b>	
<p>5.1.1 IBE-specific capacity building Tools for innovative curriculum developed (field-tested and finalised)</p> <p>5.1.2 <i>Research studies</i> based on action-research methodologies (i.e. on <i>Gender dimensions in the curricula of conflict-affected societies</i>);</p> <p>5.2.3 Enhanced professional capacity of decision makers and curriculum developers to carry out quality and inclusive curriculum processes (including certified competencies in partnerships with relevant universities).</p>	

## **5.2. Expected (description)**

5.2.1 Several finalised *Tools: Handbook for curriculum development in post-conflict societies; Workbook and guidelines for curriculum revision from a gender perspective; Guidelines to integrated HRE in the curriculum and TET; Monitoring and Evaluation Tool for Learning to Live Together*

5.2.2 Draft case studies on *Case studies on gender and curriculum in post-conflict societies* covering different geographic areas;

5.2.3 Certified competences of decision makers, curriculum specialists and teacher trainers with regard to innovative curriculum development and implementation

## **5.3. Performance indicators**

5.3.1 Materials finalized in English and prepared for publication; Means of dissemination, modalities and quality of stakeholder participation;

5.3.2 5 Draft case studies on gender and curriculum in conflict-affected societies covering different regions of the world

5.3.3 Training packages/modules and number of certified specialists to be involved in concrete processes of curriculum development and implementation

## **5.4. Assessment criteria**

- Quality of training packages and other (curriculum) materials assessed against international standards and their usage internationally
- Satisfaction level of trainees
- Satisfaction level of IBE donors and partners
- Sustainability of strategies and solutions suggested
- Long-term impact of IBE's technical assistance on locally-run processes of curriculum change and improvement

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

- Assessment missions
- Capacity building and curriculum & textbooks revision workshops
- Participation in expert meetings
- Cooperative development of IBE-specific capacity-building *Tools* for innovative curriculum development (including design, field-testing, revision and finalisation)
- Action research projects (i.e. gender and curricula in conflict-affected societies)

### **6.2. Stakeholders, partners and beneficiaries**

- Ministries of education and local education stakeholders
- International: curriculum specialists; ministry and NGO staff; other stakeholders, researchers; staff of UNESCO and other international agencies
- The broader public, including teachers, students and curriculum developers

### **6.3. Staff input**

- Project coordinator
- Admin. Support
- International consultants

### **6.4. Structural participation (associated elements which will be implemented in close connection)**

- IBE *Capacity building* and *Observatory of trends* (i.e. Gender and curricula; HRE in national education systems);
- IBE publications (several materials to be published as IBE-specific tools and case studies)
- IBE programme on poverty alleviation and peace education (LTLT in fragile states)

## **7. BUDGET (US\$):** See budgetary table in annex

**IBE – PROGRAMME 2008****RESOURCE BANK AND OBSERVATORY OF EDUCATIONAL TRENDS**

<b>1. Heading of the element</b>	<b>Resource Bank on education systems and curricular policies</b>
<b>2. Name of the Responsible officer and of the Deputy</b>	Massimo Amadio, Ruth Creamer, Elizabeth Glauser, Christopher Strebel
<b>3. Starting and termination dates</b>	January –December 2008
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context</b></p> <p>The maintenance and development of the Resource Bank on education systems and curricular policies—which includes several databases, as well as the collection of curriculum materials and the series of National Reports—is a permanent IBE line of action since the beginning of 2000s. Since the end of 2006, the database <i>Country Dossiers</i> is also fully integrated into the Education Sector Portal of UNESCO.</p> <p><b>4.2. Goal (overall objective)</b></p> <p>The main objective is to support action in favour of EFA by compiling, systematizing and providing access to specialized resources, materials and information on education systems, curricula and curriculum development processes.</p> <p><b>4.3. Purpose (specific objective)</b></p> <p>The specific objective is to enrich and further expand a knowledge base and a variety of specialized information resources to be exploited for a wide range of purposes (including training and decision-making), especially in the field of curriculum development, and facilitating knowledge sharing and dialogue on specific educational and curriculum issues.</p>	
<b>5. RESULTS</b>	
<p><b>5.1. Title of the results</b></p> <p>A knowledge base and a variety of specialized information resources on education systems and existing curricula maintained, updated and enriched.</p> <p><b>5.2. Expected (description)</b></p> <ul style="list-style-type: none"> <li>• The <i>Country Dossiers</i> database maintained, updated and enriched.</li> <li>• The collection of curriculum materials further developed; links to curriculum materials on the Internet updated and enriched.</li> <li>• Alerting services and digests of online resources (including reports, publications, websites, and news) pertaining to curriculum development, education systems and educational trends regularly made available to the members of the Community of Practice and other education specialists.</li> <li>• The series of National Reports progressively organized into a Digital Library.</li> <li>• Records related to curricula and curriculum-related materials regularly added to the online catalogue (IBEDOCs).</li> <li>• Continued cataloguing of IBE historical collection in preparation for future digital access.</li> <li>• Improved documentation services—for both IBE staff and external users—through the upgrading of the online catalogue.</li> </ul>	

### **5.3. Performance indicators**

Availability, accessibility and quality of the documentation, materials, resources and services.

### **5.4. Assessment criteria**

Website statistics (number of hits, visits, unique visitors, and Megabytes transferred); feedback from users.

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

Identifying, collecting, systematizing, updating and widely disseminating relevant information and data.

### **6.2. Stakeholders, partners and beneficiaries**

*Direct and indirect beneficiaries:* The policy and decision-makers' teams for Quality Education for All, the users of educational services (decision-makers, educational planners and practitioners, information officers, researchers and scholars, teachers and students worldwide), the members of the Community of Practice.

*Stakeholders implicated, partners:* Collaboration with ministries of education, UNESCO National Commissions and academic institutions worldwide.

### **6.3. Staff input**

See table "Estimates of distribution of established staff by programme/project", in Annex.

### **6.4. Structural participation (associated elements which will be implemented in close connection)**

Implemented in close connection with all the IBE Programmes, and in particular with the Capacity Development Programme (Global Curriculum Network/Community of Practice).

## **7. BUDGET (US\$):** See budgetary table, in Annex

<b>IBE – PROGRAMME 2008</b>	
<b>RESOURCE BANK AND OBSERVATORY OF EDUCATIONAL TRENDS</b>	
<b>1. Heading of the element</b>	<b>Observatory of educational trends in the field of curriculum development processes and products</b>
<b>2. Name of the Responsible officer and of the Deputy</b>	Massimo Amadio
<b>3. Starting and termination dates</b>	January –December 2008
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context</b></p> <p>The Observatory of educational trends in the field of curriculum development processes and products, together with the Resource Bank, is a permanent IBE action area. Since 1996, a major activity has been the preparation of several editions of the <i>World Data on Education</i> database. The sixth edition (2006/07) contains the profiles of 161 education systems and a wealth of information on curricula and the organisation of curricular content (including data on instructional time).</p> <p><b>4.2. Goal (overall objective)</b></p> <p>The main objective of the Observatory—which also relies on the Resource Bank—is to support action in favour of EFA by contributing to the identification of curriculum development trends and good practices and to their broad dissemination, thus informing curriculum development policies and practices.</p> <p><b>4.3. Purpose (specific objective)</b></p> <p>The specific objective is to contribute to the identification of main trends in the conceptualisation and organisation of curricular content and curriculum development processes; and to facilitate knowledge sharing and dialogue on specific curricular themes and concerns.</p>	
<b>5. RESULTS</b>	
<p><b>5.1. Title of the results</b></p> <p>A knowledge base on educational contents, curriculum development processes and products, as well as education systems maintained, updated and enriched.</p> <p><b>5.2. Expected (description)</b></p> <ul style="list-style-type: none"> <li>• The Internet version of the sixth edition of the database <i>World Data on Education</i> maintained, updated and enriched.</li> <li>• The Resource Bank-Observatory section within the new IBE website completely reorganized and improved.</li> <li>• Analyses/studies focusing on educational content and curriculum development processes and products made available, in particular through the series <i>IBE Working Papers on Curriculum Issues</i>.</li> <li>• A contribution to the 2008/09 UNESCO Global Monitoring Report on EFA (theme: governance, management and financing) delivered to the Monitoring Report Team. (Depending on the availability of extra-budgetary resources).</li> </ul>	



### **5.3. Performance indicators**

Availability of the updated database, as well as of studies and working papers on issues related to curriculum development processes and products.

### **5.4. Assessment criteria**

Website statistics (consultations/downloads); feedback from the users.

## **6. ELEMENTS OF STRATEGY**

### **6.1 Description of the intervention**

Preparation/commissioning of working papers and studies; dissemination of information; publications.

### **6.2. Stakeholders, partners and beneficiaries**

Collaboration with the EFA Global Monitoring Report Team. Co-operation with researchers and academic institutions. Beneficiaries: decision-makers, educational planners and practitioners, information officers, researchers and scholars, teachers and students worldwide.

### **6.3. Staff input**

See table “Estimates of Distribution of established Staff by Programme/project, in Annex

### **6.4. Structural participation (associated elements which will be implemented in close connection)**

In close association with other programmes as appropriate, in particular the Capacity Development Programme (Community of Practice/Global Curriculum Network).

## **7. BUDGET (US\$):** See budgetary table, in Annex.

<b>IBE – PROGRAMME 2008</b>	
<b>KNOWLEDGE MANAGEMENT AND POLICY DIALOGUE</b>	
<b>1. Heading of the element</b>	<b>Development of the IBE website</b>
<b>2. Name of the Responsible officer and of the Deputy</b>	Massimo Amadio Christopher Strebel, Ruth Creamer
<b>3. Starting and termination dates</b>	January–December 2008
<b>4. BACKGROUND AND DESCRIPTION</b>	
<b>4.1. Context</b>	
<p>The maintenance and development of the IBE website—created in 1996 and restructured in 1999—are ensured on a permanent basis. Through its website, which was completely reorganized in 2005, the IBE makes available specialized resources, products and services targeted at the educational community worldwide. Between 1999 and 2007, there has been a continuous increase in the number of consultations. The new site design was launched in September 2005 in accordance with the new UNESCO’s guidelines and was created to offer enhanced and easier access to information (by themes, by country and by service). In addition, there are separate homepages in the six official languages of UNESCO and basic information is made available in at least four languages (Chinese, English, French and Spanish) in order to extend coverage. A closer working relationship has been established with the new portal of the UNESCO Education Sector (launched in September 2006) and news on IBE activities is frequently also published on the Portal. Special attention will be given within the website to preparation and holding of the 48th session of the International Conference on Education.</p>	
<b>4.2. Goal (overall objective)</b>	
<p>The main objective is to support action in favour of EFA by providing access—through the IBE website—to specialized resources, materials and information on education systems, curricula and curriculum development processes.</p>	
<b>4.3. Purpose (specific objective)</b>	
<p>The specific objective is to maintain and make available through the IBE website a knowledge base and a variety of specialized resources to be exploited for a wide range of purposes (including training and decision-making) and for facilitating exchange and dialogue on specific educational and curricular issues.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title of the results</b>	
<p>A knowledge base and a wide range of educational resources maintained, updated and easily accessible through the IBE website.</p>	
<b>5.2. Expected (description)</b>	
<ul style="list-style-type: none"> <li>• A new IBE website created, also exploiting the potential of a content management system (CMS), and in line with current UNESCO guidelines. Workflow modules of the new CMS, which is already in use at HQ, will allow the IBE web publishing guidelines to be fine tuned and improve quality assurance.</li> <li>• The IBE website maintained and updated, providing easy access to a range of additional resources,</li> </ul>	

including information on the ICE 2008, and also contributing to the enrichment of the UNESCO Portal.

- The potential of the Community of Practice/Global Curriculum Network further enhanced by introducing additional modules and features to the online collaborative platform currently used.

### **5.3. Performance indicators**

Improved accessibility and quality of the IBE website.

### **5.4. Assessment criteria**

Website statistics (number of hits and downloads); feedback from internal and external users; new tools/services available for users.

## **6. ELEMENTS OF STRATEGY**

### **6.1 Description of the intervention**

Maintaining and further developing the IBE website, improving content management in order to enhance resource sharing and interaction.

### **6.2 Stakeholders, partners and beneficiaries**

*Direct and indirect beneficiaries:* The policy and decision-makers' teams for Quality Education for All, the users of educational services (decision-makers, educational planners and practitioners, information officers, researchers and scholars, teachers and students worldwide), the members of the Community of Practice.

*Stakeholders implicated, partners:* Collaboration with ministries of education, UNESCO National Commissions and academic institutions worldwide, the Education Sector Portal of UNESCO.

### **6.3 Staff input**

See table "Estimates of distribution of established staff by programme/project", in Annex.

### **6.4 Structural participation (associated elements which will be implemented in close connection)**

Implemented in close connection with all the IBE Programmes, and in particular with the Capacity Building Programme (Global Curriculum Network/Community of Practice).

## **7. BUDGET (US\$):** See budgetary table, in Annex

**IBE – PROGRAMME 2008****KNOWLEDGE MANAGEMENT AND POLICY DIALOGUE**

<b>1. Heading of the element</b>	<b>Preparatory process for and holding of the forty eight session of the International Conference on Education (ICE)</b>
<b>2. Name of the Responsible officers</b>	Clementina Acedo and Costanza Farina
<b>3. Starting and termination dates</b>	January to December 2008
<b>4. DESCRIPTION OF THE ELEMENT</b>	
<b>4.1. Context</b>	
<p>The 34<sup>th</sup> Session the General Conference of UNESCO in October 2007 approved the proposed theme and dates of the 48<sup>th</sup> session of the International Conference on Education, namely: “<b>Inclusive Education: The Way of the Future</b>”, to be held in Geneva on 25-28 November 2008. The ICE has become a major international forum for educational policy dialogue among Ministers of Education and other stakeholders, such as researchers, practitioners, representatives of intergovernmental organizations and civil society. The ICE represents an opportunity for promoting dialogue among Ministers of Education, highlighting and challenging complex issues, while engaging the audience to contribute to concrete policy orientations. The year will be dedicated to the preparations and the holding of the ICE. Further to previous IBE commitments, some elements of the activities related to the policy dialogue training will be carried out.</p>	
<b>4.2. Goal (global objective)</b>	
<p>The objective of the ICE preparations is to mobilize knowledge worldwide on Inclusive Education and to ensure a successful implementation of the ICE in coordination with stakeholders;</p> <p>The long-term objective of the ICE is to assist governments of Member States in responding to the educational needs of the “excluded” within the large EFA framework and the Revised Global Action Plan.</p>	
<b>4.3. Purpose (specific objectives)</b>	
<p>To orientate and clarify the debate on the concept of Inclusive Education, its implication and impact, push forward and adopt a policy agenda, through a thorough preparatory process and a successful holding of the ICE.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title of the results</b>	
<p>Preparations efficiently completed in a timely manner; international dialogue on educational policies, with focus on Inclusive Education, strengthened during the ICE itself;</p>	
<b>5.2. Expected (description)</b>	
<ul style="list-style-type: none"> <li>• Debate on Inclusive Education further deepened through at least three regional preparatory events to take place within the framework of the Community of Practice and outside it, to further expand on the global consultations;</li> <li>• coordination with the UNESCO Education Sector, field offices and institutes/centres raised substantively through regular contacts and at least two meetings of the ED Sector Working group on ICE ;</li> <li>• Regional technical background documents and ICE related documents (agenda, proposed organization of the Conference, reference document; document to support workshop discussions) produced;</li> </ul>	

- New alliances and partnerships created with UN agencies, donors representatives, NGOs and other qualified institutions within the preparation process and the ICE itself;
- All procedures duly completed for the convening of the ICE;
- ICE successfully conducted;
- For the policy dialogue training, the tool box will be completed and a workshop for trainers will take place.

### 5.3. Performance indicators

- Quality and level of participation by member states and other stake holders;
- Quality of the ICE documents;
- Success and quality of the work of the 48th session of the ICE;
- Evaluation of the outcomes of the ICE, made by the IBE Council, the IBE staff and the participating delegations.

### 5.4. Assessment criteria

- Feedback on the ICE success level;
- Wide dissemination and use of its outcomes;
- Increase of the IBE visibility.

## 6. ELEMENTS OF STRATEGY

### 6.1. Description of the intervention

The preparatory process will be completed with the implementation of the planned regional preparatory seminar in Finland, and possibly with two additional sessions on ICE within relevant educational events already being organized in Asia and in an Arab country. Technical assistance will be provided to the Latvian partners for the holding of Regional Preparatory Conference for Europe and North America region:” *Inclusive education: from policy dialogue to collaborative action*”, planned in Riga on 24-26 February 2008, where IBE plays the role of co-organizer.

The regional “roadmaps” emerged as a result of the regional consultations will be elaborated upon and published. They will inform the preparations of the necessary ICE documents, in particular the reference document and the document to assist the discussions during the four workshops. According to the established procedures, all ICE documents will be prepared in a timely manner. Associated activities will also be carried out: for the Comenius medal award, the preparatory steps will be taken, the selection process will be implemented according to the statutes, and the laureates will be announced at the ICE. The electronic version of the national reports will be made available through the IBE web site. The initiative of the “Ministers’ messages” will be replicated, and exhibitions will be arranged for. Partnerships with different stakeholders will be established.

### 6.2. Stakeholders, partners and participants

Ministries of Education; National Commissions; universities/higher education institutions, NGOs and UN agencies.

### 6.3. Staff input

See table in annex “Estimated distribution of established staff by programme/project”.

### 6.4. Structural participation (associated elements which will be implemented in close connection)

Internal collaboration with all other IBE activities.

**7. BUDGET (US\$):** See budgetary table in Annex

**IBE – PROGRAMME 2008**  
**INSTITUTIONAL FUNCTIONING**

<b>1. Heading of the element</b>	<b>IBE Council</b>
<b>2. Name of the Responsible officer and of the Deputy</b>	Clementina Acedo and Costanza Farina
<b>3. Starting and termination dates</b>	January–December 2008
<b>4. BACKGROUND AND DESCRIPTION</b>	
<b>4.1. Context</b>	
The IBE Council is an intergovernmental body of twenty-eight Member States elected by the General Conference of UNESCO.	
<b>4.2. Goal (overall objective)</b>	
Its working methods are laid down in the Statutes of the IBE and the Rules of Procedure of the IBE Council (see <i>Basic texts</i> ).	
<b>4.3. Purpose (specific objective)</b>	
Established by paragraph 1 of the Resolution adopted by the thirty-fourth General Conference (see Draft Program and Budget for 2008, pages 1 and 2). In brief, the General Conference:	
<i>...requests the Council of the IBE, acting in conformity with the Statutes of the Bureau and with the present resolution, when approving the Institute's budget for 2008 and 2009:</i>	
<ul style="list-style-type: none"> <li>(a) <i>to ensure that the IBE's activities correspond to UNESCO's strategic objectives and the priorities and lines of action of Major Programme I, with special emphasis on the needs of Africa, gender equality, LDCs and SIDS as well as the most vulnerable segments of society, including indigenous peoples;</i></li> <li>(b) <i>to consolidate and develop the IBE's programmes and projects;</i></li> <li>(c) <i>to continue to mobilize the necessary human and financial resources so that the IBE may accomplish its mission;</i></li> </ul>	
<b>5. RESULTS</b>	
<b>5.1. Title of the results</b>	
Fulfilling its statutory functions and reaching the objectives established by the General Conference.	
<b>5.2. Expected (description)</b>	
Main points of the agenda of the fifty-sixth session of the IBE Council:	
<ul style="list-style-type: none"> <li>• Election of the President, of the Steering Committee and of the subsidiary bodies of the IBE Council</li> <li>• IBE activities during 2007</li> <li>• Forty-eighth session of the International Conference on Education (ICE)</li> <li>• Innovative financing mechanisms</li> <li>• The IBE's programme of activities for 2008</li> </ul>	

- UNESCO's Strategy and the IBE's Strategy 2008–2013
- Proposed use of funds from sale of Polish Stamps

According to a long standing tradition, the Council will also meet at the beginning and the end of the 48<sup>th</sup> Session of the ICE in November 2008, to settle the final organizational arrangements and to make an initial assessment of the results.

### **5.3. Performance indicators**

The extent to which the statutory functions have been carried out; interventions by and support of the delegations at the Council.

### **5.4. Assessment criteria**

Adherence to the basic texts.

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

- To organize, hold and ensure the follow up to the fifty-sixth session preceded by the meeting of the Administrative Group and of the Working Group for the preparation of the 48<sup>th</sup> ICE;
- To organize, hold and ensure the follow up to the meeting of the Steering Committee (Summer 2008);
- To prepare the fifty-seventh session (before and after the ICE in November 2008) as well as for the fifty-eighth session (in January 2009)

### **6.2. Stakeholders, partners and beneficiaries**

The twenty-eight members of the Council.

### **6.3. Staff input**

See table "Estimates of Distribution of Established Staff by Programme/Project", in Annex

### **6.4. Structural participation (associated elements which will be implemented in close connection)**

Office of the Director-General; Office of the ADG/ED.

## **7. BUDGET (US\$):** See budgetary table in Annex

### **III. BUDGETARY FIGURES**

**The following tables present the budgetary situation – particularly concerning the sources of financing – on the basis of the known situation on 31 December 2007.**

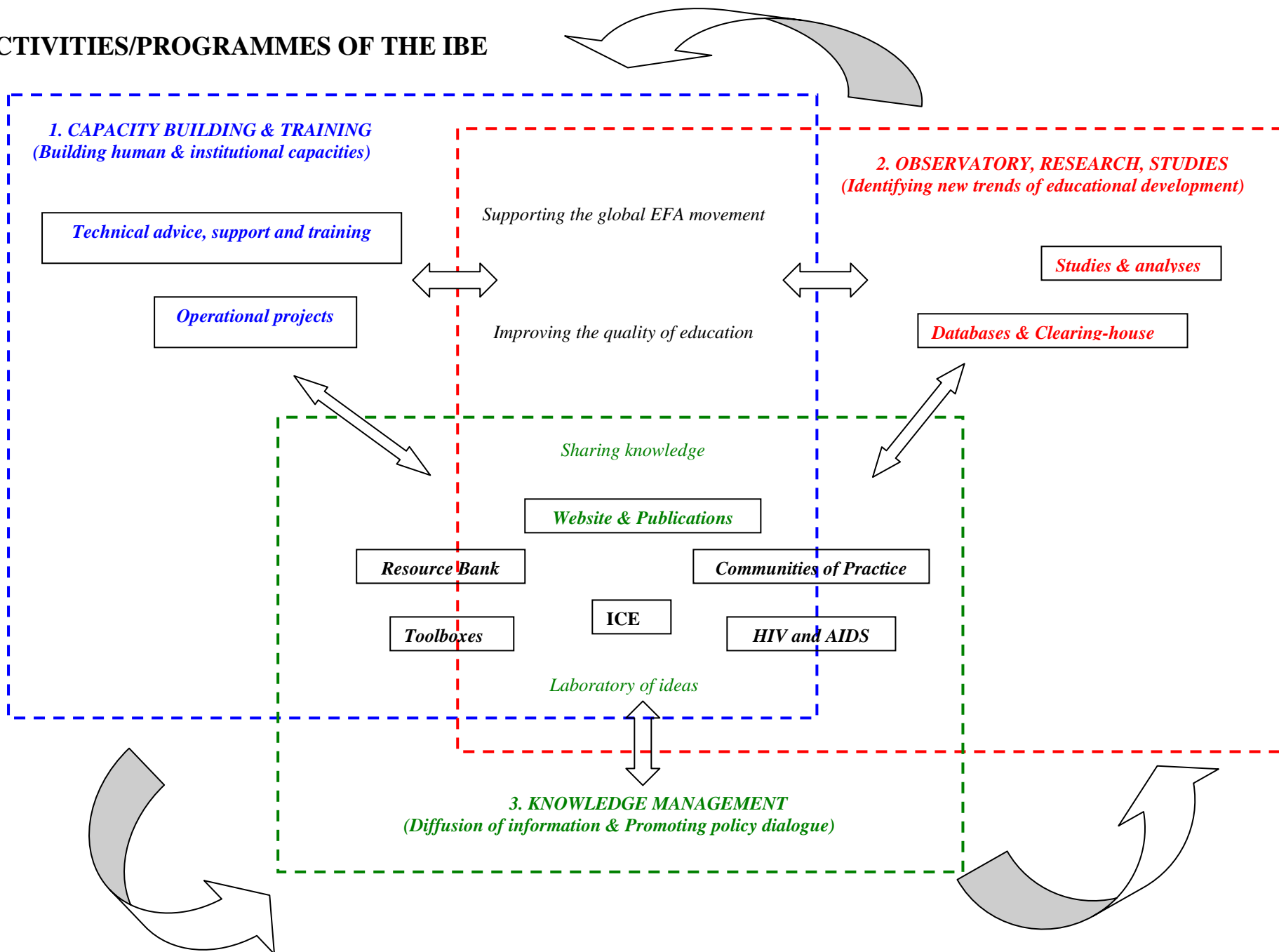


ESTIMATES OF DISTRIBUTION OF ESTABLISHED STAFF TIME BY PROGRAMME/PROJECT (in %) 2008

factsheet n°-->	CAPACITY DEVELOPEMENT				Res Bank and Obs		Knowledge Management		Pol. Dialogue-48ICE		Council	Inst Dev	ADM
	COP 1	Pov 2	HIV/AIDS 3	TA 4	R Bank 5	Obs 6	Web 7	Publications	48 ICE 8	Pol Dial 8	9		
Director CA	100	4	3	3	3	3	3	5	50	3	3	10	10
Senior Assistant CC	100	5	4	1	5	5	5	5	50	4	5	10	1
Senior assistant (publications) BD	100	1	1	1	2	1	2	50	40	1	1		
Programme specialiste RO	100	50							50				
Programme specialiste ALD DG	100			50					50				
Programme specialiste ALD	100		80	5					15	0			
Assistant Programme specialiste LJ	100	50							50				
Assistant Programme specialiste ALD Eag	100		80						20	0			
Assistant Programme specialiste ALD SB	100			80					20				
Programme Specialist MA	100				20	20	10		50				
Webmaster CS	100	2	2	1	5	5	30		50	0	5		
Documentalist RC	100	4		1	35	10	10		40				
Assistant documentalist EG	100	4	0	1	35	10	10		40	0	0		
Senior programme specialiste CF	100		0						80	5	10	5	
Secretary CD	100		0						80	5	10	5	
Administrative officer MB	100	4	4	4	4	2	2	1	50	4	5	4	15
Administrative Assistant CH	100	4	4	4	4	2	2	1	50	4	5	4	15
Secretary NM	100	4	4	4	4	2	2	1	50	4	5	4	15
Technician GVB	100	4	4	4	4	2	2	1	50	4	5	4	15
Clerck CL	100	4	4	4	4	2	2	1	50	4	5	4	15

Budget chapters/activities	Budgetary framework 2008	UNESCO allocation	UNESCO other resources	VOLONTARY CONTRIBUTIONS			Carry over 2007 reserves	Other incomes
				SUISSE	SUEDE	ICE		
<b>I. Programme activities</b>								
<b>I-1 Capacity development</b>								
Community of practice in the field of curriculum development	240'000			150'000	90'000		0	
Curriculum innovation, Poverty alleviation and peace education in sub-saharan Africa	452'289	0	452'289				0	
Capacity building for HIV/AIDS curriculum	100'000		100'000					
<b>Sub-total</b>	792'289	0	552'289	150'000	90'000		0	0
<b>I-2 Resource Bank and observatory of educational trends</b>								
Resource Bank	54'000			0	50'000		4'000	
Observatory of educational trends	54'000			0	50'000		4'000	
Clearinghouse HIV/AIDS	100'000		100'000					
<b>Sub-total</b>	208'000	0	100'000	0	100'000		8'000	0
<b>I-3 Knowledge Management</b>								
Development of IBE web site	50'000			0	20'000		30'000	
Documentaion/periodicals	44'000			0	15'000		29'000	
Publications	90'000	0		0	90'000		0	
<b>Sub-total</b>	184'000	0	0	0	125'000		59'000	0
<b>I-4 Policy dialogue and the 48th Session of the ICE</b>								
48th Session of ICE	787'000		350'000	0	100'000	137'000	200'000	0
Policy dialogue	155'000	0	0	100'000	55'000		0	0
<b>Sub-total</b>	942'000	0	350'000	100'000	155'000	137'000	200'000	0
<b>TOTAL I</b>	<b>2'126'289</b>	<b>0</b>	<b>1'002'289</b>	<b>250'000</b>	<b>470'000</b>	<b>137'000</b>	<b>267'000</b>	<b>0</b>
<b>II. Governing board/gen. Adm./Institutional dev.</b>								
<b>IBE Council</b>								
56th session/Steering Committee	80'000	80'000					0	
<b>Sub-total</b>	80'000	80'000	0	0	0		0	0
<b>General administration</b>								
General operating cost	297'000	144'500					52'500	100'000
Loan repayment for the IBE Building	105'000		105'000					
<b>Sub-total</b>	402'000	144'500	105'000	0	0		52'500	100'000
<b>Institutional development</b>								
Coordination, follow-up and programme development	190'000			0	30'000		160'000	0
<b>Sub-total</b>	190'000	0	0	0	30'000		160'000	0
<b>TOTAL II</b>	<b>672'000</b>	<b>224'500</b>	<b>105'000</b>	<b>0</b>	<b>30'000</b>		<b>212'500</b>	<b>100'000</b>
<b>TOTAL PROG ACTIVITIES/INDIRECT COSTS</b>	<b>2'798'289</b>	<b>224'500</b>	<b>1'107'289</b>	<b>250'000</b>	<b>500'000</b>	<b>137'000</b>	<b>479'500</b>	<b>100'000</b>
<b>III. Staff costs</b>								
Established posts	2'071'000	2'071'000	0		0			
Contracts, other resources	320'000		170'000	150'000	0		0	0
<b>TOTAL III</b>	<b>2'391'000</b>	<b>2'071'000</b>	<b>170'000</b>	<b>150'000</b>	<b>0</b>		<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES 2008</b>	<b>5'189'289</b>	<b>2'295'500</b>	<b>1'277'289</b>	<b>400'000</b>	<b>500'000</b>	<b>137'000</b>	<b>479'500</b>	<b>100'000</b>
<b>TOTAL INCOMES 2008</b>	<b>5'977'289</b>	<b>2'295'500</b>	<b>1'277'289</b>	<b>400'000</b>	<b>500'000</b>	<b>137'000</b>	<b>1'197'500</b>	<b>170'000</b>
<b>Estimate carry-over 2008 (including Polish stamps)</b>	<b>788'000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>718'000</b>	<b>70'000</b>

## ACTIVITIES/PROGRAMMES OF THE IBE



UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION

**COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Fifty-sixth session

Varembé Conference Centre  
9-11, rue de Varembé, Geneva

23 to 25 January 2008

**DRAFT IBE STRATEGY 2008 – 2013**

The draft IBE Strategy for the years 2008 – 2013 is submitted to the 56<sup>th</sup> session of the IBE Council in response to the decision taken at its 55<sup>th</sup> session, during which:

“The Council:

- took note of the status of preparation of the UNESCO Strategy and of the IBE Strategy for 2008-2013;
- requested the IBE Director-designate:
  - to continue the preparation of this document in light of the decisions, which will be taken at the 176<sup>th</sup> session of the Executive Board and at the 34<sup>th</sup> session of the General Conference; and
  - to submit a comprehensive document to the 56<sup>th</sup> session of the Council in January 2008.”



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

## Draft IBE Strategy 2008-2013

International Bureau of Education  
Geneva, 2007

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## Foreword

The International Bureau of Education: a global centre and field-oriented institute promoting quality Education for All through curriculum development

The International Bureau of Education (IBE) is UNESCO's institute of education with the longest tradition. The IBE's accumulated wealth of comparative knowledge and experience on education systems positions it as a world-class centre in assisting and advancing the capacity of Member States in the field of curriculum development.

Its particular focus on the curriculum, and on the contents, methods and structures of education has tremendous relevance today when many countries—developed, developing and transition—are undergoing curriculum reforms and adjustments to align the content and structures of their education systems with globalization, information and communication technologies, the new and fast-changing demands of knowledge, to the requirements of sustainable development and of living peacefully together.

This is especially important for countries that are still far from achieving the goals of EFA due to the impact of conflict, pervasive inequality and poverty.

As education systems expand to satisfy demographic and democratic pressures, as well as in keeping with governments' commitments to exploit educational opportunities, the challenges of addressing the EFA goals—especially quality

Education for All—also become greater. The inclusion of diverse student populations in the system creates further opportunities for learning and poses new challenges for teachers and learners alike. More specialized knowledge and teaching methods are needed to properly address various learning styles and the needs of children coming with different cultural backgrounds. Recent international, regional and national assessments have indicated weak and unequal learning outcomes in many countries where such expansion has taken place. New approaches to the curriculum, to subjects and cross-cutting themes, to pedagogical methods and learning materials should be aligned with these requirements. Inclusiveness and improvement in quality must go hand in hand.

Under the overarching objectives for education and as an integral part of UNESCO, the International Bureau of Education is being asked to play a key role in promoting the development of curricula and learning materials in different regions. The following sections outline how, within its field of competence as UNESCO's centre of excellence for curriculum development, the IBE intends to fulfil this challenging





task and contribute to UNESCO's action in favour of quality Education for All during the period 2008–2013.

Education for All should contribute to societal and personal well-being by developing human capacities for living together in peace, development and justice.

**Clementina Acedo**  
Director  
International Bureau of Education





## Global challenges and UNESCO priorities

The world that is taking shape at the beginning of the twenty-first century is full of opportunities and encouraging developments, but also affected by growing social inequalities and exclusion. Global forces are bringing positive change, but are also generating uncertainty and anxiety. The scientific community is mapping the human genome and access to education has reached unprecedented levels, but treatable diseases and armed conflicts kill thousands of people every day. Facing the challenges and the complex problems of the contemporary world UNESCO, as a specialized agency of the United Nations, is determined to “contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education.”



Knowledge and education are increasingly considered as key factors in sustainable development and economic growth. The Ministers of Education of almost 100 countries attending the round-table on Education and Economic Development, held in Paris on 19–20 October 2007 on the occasion of the

thirty-fourth session of the General Conference of UNESCO, reaffirmed their commitment to quality education as a right for everyone, an education that is inclusive, fosters equity and gender equality, and is a force for social stability, peace and conflict resolution.

The Ministers of Education also reaffirmed their commitment: (i) to strengthening linkages between education and economic development, so that among others “curricula respond to the new demands of the global market and knowledge economy, providing skills

*The massive expansion of primary education worldwide raises new challenges and debates concerning the design and contents of basic education programmes and post-primary levels of schooling*

such as communication, critical thinking, self-confidence, science and technology education, environmental knowledge, and learning how to go on learning”; and (ii) to sustaining development through education, so that “education transmits the knowledge, values and the skills needed to make development sustainable, in all parts of the world, especially among youth who will take charge of the future”.





## The Medium-Term Strategy of UNESCO for 2008–2013

The Medium-Term Strategy of UNESCO for 2008–2013 focuses on two sets of international development goals to be attained by 2015: the eight *Millennium Development Goals* (MDGs), adopted in 2000 by the General Assembly of the United Nations, and the six *Education for All (EFA) goals*, adopted in the same year at the World Education Forum held in Dakar, Senegal. Priority is given to Africa and gender equality; specific targeted interventions are envisaged for youth, the least-developed countries, and small island developing states.

UNESCO's Strategy is structured around five overarching objectives, and in the area of education *the objective is to attain quality education for all and lifelong education* through two strategic programme objectives:

- (i) strengthening UNESCO's global lead and co-ordination role for EFA and providing support to national leadership in favour of EFA; and
- (ii) developing policies, capacities and tools for quality education for all and lifelong education, as well as promoting education for sustainable development.

Under the overarching objective for education, and as an integral part of UNESCO, the International Bureau of Education (IBE) is being asked to play a crucial role in promoting the development of curricula and learning materials in different regions. The following chapters outline how, within its field of specialization as UNESCO's centre of excellence for curriculum development, the IBE intends to fulfil

this challenging task and contribute to UNESCO action in favour of quality education for all during the period 2008–2013, with a special emphasis on the Education for All goals 3 and 6.



## Education for All Goals

- 1.** Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- 2.** Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to a complete free and compulsory primary education of good quality;
- 3.** Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- 4.** Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- 5.** Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- 6.** Improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy, and essential life skills.





## Quality Curricula and the IBE

The curriculum is a crucial component of any educational process. At the beginning of the twenty-first century, education systems are facing the challenges of the global market and the knowledge economy. National education authorities around the world increasingly address the challenge of improving the quality of learning outcomes through curriculum reform, and curricula must respond to the new demands by providing skills and building competences that are relevant to local and global needs.

The curriculum sets forth a systematic selection and organization of teaching and learning content and methods by addressing questions such as what students should learn, why, how, and how well. In the past, the curriculum was designed merely from the perspective of its cultural transmission functions with its structure consequently reflecting discrete areas of knowledge and human action. Given the complexity of today's ever-changing world, contemporary approaches to curriculum development far exceed the traditional understanding of curricula as merely plans of study or lists of prescribed content. The rate of social change makes necessary a process of continuous adjustment of the curriculum, which in turn requires new institutional approaches and capacities. Moreover, a curriculum aimed at building competences encompasses much more than only concepts and factual data to be mastered and reproduced accurately by learners in the context of examinations and testing processes.

Today, the curriculum has to facilitate the acquisition of attitudes,



values, skills, knowledge and competences that allow learners to face old and new challenges and opportunities successfully. Taking into consideration the importance of the curriculum for individual and societal development, it is commonly accepted that, in order to effectively foster learning, educational contents, methods and structures need to be permanently adjusted to changes occurring in science, technology, culture, economy and social life.

### Quality curricula

There are many on-going discussions internationally with regard to what makes a good curriculum and how to balance tradition and innovation. Despite differences of approach, national education authorities are generally looking into new solutions to improve the quality of learning outcomes based on curriculum provisions that take into account different criteria. For example, curricula:

- need to take into account the learners' different needs and interests, as well as the local and global contexts; they should foster the whole development of

individuals in compliance with their potential, should consider different learning styles and promote learner-friendly approaches.

- should be up-to-date, which means that they should avoid obsolete and irrelevant aspects and integrate in ways appropriate to the context of learners new developments in knowledge, culture, science, technology, economy and other areas of social life.
- should be based on inclusive approaches fostering increased access to quality education and equal opportunities for learning; they should integrate and promote universal values, and promote lifelong learning and competences for learning to live together in a globalized world.



## Curriculum development needs addressed by the IBE

In providing assistance and support to countries in the process of curriculum reform and change, the IBE has been able to identify some relevant needs in current curriculum development processes.

Post-conflict and transition countries are usually in need of reshaping their education systems and curricula in compliance with new goals, such as to foster social cohesion, promote peaceful and constructive management of diversity and a culture of human rights and peace, as well as emphasizing scientific and technological progress in order to support economic growth and equitable welfare.

Many countries are looking for solutions to fight poverty and social exclusion by equipping learners with the competences, knowledge and skills to integrate into the world of work and adult life successfully, such as entrepreneurial, communication and social skills. Given the importance of environmental issues, most countries are looking into strategies to foster education for sustainable development including environmental awareness and risk preparedness, consumer education and ethics of local and international production and trade.

Most countries, regardless of their development profile, are also looking into new ways of fostering learning to live together, including human rights and citizenship education, education for peace, and fighting against marginalization and all kinds of discrimination.





Due to increased access to international comparisons in education, countries are also keen to improve their education systems and curricula adopting as a reference ‘good’ policies and practices and international ‘standards’ in order to meet the challenges and opportunities of the knowledge society and of an increasingly interdependent world. In general, there is a need for increased exchanges and sharing of experiences, learning from both failures and successes, and capitalizing on local experiences, traditions and strengths, while also considering international developments.

### The IBE’s mission

The IBE is the UNESCO institute specializing in educational contents, methods and structures. Its overall mission is to contribute to the attainment of quality education for all. To this end, the IBE builds networks to share knowledge on and foster national capacities for curriculum change and development in all regions of the world. It aims to introduce innovative approaches in curriculum design and implementation, to improve practical skills, and facilitate international dialogue on educational policies and practices. The IBE works in partnership with national education authorities, international organizations, non-governmental organizations and academic institutions, and offers technical assistance, training, policy support and a wide range of resources, tools and materials.

The IBE promotes a comprehensive approach to curriculum development addressing all relevant aspects, from curriculum policies, as part of the overall education decision-making process, to advocacy, development of curricula and learning materials, implementation,

monitoring and evaluation of curriculum processes, as well as curriculum assessment. It also takes into account the relationships between the curriculum and evaluation, teacher education and training, teaching and learning strategies, and learning environments.

*The IBE was founded as a private, non-governmental organization in 1925. In 1929, under new statutes, the IBE extended membership to governments. Thus, it became the first intergovernmental organization in the field of education. Among its founding fathers were Édouard Claparède and Adolphe Ferrière. The name of Jean Piaget, professor of psychology at the University of Geneva, became closely associated with the IBE, which he led for almost forty years. During the same period, Pedro Rosselló was the assistant director. Since 1969, the IBE has been an integral part of UNESCO, while retaining intellectual and functional autonomy. The IBE is governed by an intergovernmental Council consisting of twenty-eight Member States elected by the General Conference of UNESCO*

Instead of imposing predefined models or prescribing solutions applicable everywhere, the IBE facilitates access to different experiences and assists curriculum specialists and relevant stakeholders in gaining new perspectives on complex issues and making their own informed decisions by exploring the advantages and disadvantages of different options in compliance with their own contexts and needs. The IBE’s approach is based on principles, such as building on existing strengths and achievements; supporting countries in mobilizing the best local expertise they can actually identify; promoting exchanges and knowledge sharing; making available the most up-to-date information resources; fostering meaningful and productive interactions between local and international experts;

and encouraging the ownership, participation and creativity of local decision-makers and curriculum developers.

The IBE is able to conduct and commission studies and research mobilizing high-level specialists and expertise in close collaboration with internationally renowned academic institutions. Decisions regarding the curriculum and the actual learning process are taken at different levels



by multiple actors, from teachers in isolated rural schools who have to prepare lessons adapted to the local context for multigrade classrooms, to experts selecting and organizing specific learning contents, to national teams in charge of the definition of curricular frameworks, and ministers of education who need to discuss new curricula with a range of national and international stakeholders. Most of these actors are not accustomed to value and exploit, or even conduct, research for informing and orientating their decisions. Many researchers and scholars are not accustomed to communicating and disseminating their findings to this particular kind of audience or to the general public. Given its specialized function within UNESCO and as a field-oriented institute, an important role of the IBE is to operate as the interface between educational research and practice, collaborating with a diversity of partners in the task of promoting informed innovative curriculum policies and practices for improving the quality of education and learning.

## Partners and resources

The IBE is a small institute in terms of staff and funding but, considering the limited resources available, it can be estimated that its products and services are very impressive. In order to successfully respond to the challenge of a significant mandate associated with modest resources to carry out its mission, the IBE systematically joins its efforts with a wide range of partners, both within and beyond UNESCO. As a result, its field-based assistance and support are normally delivered in collaboration with UNESCO regional and field offices, and in some cases also involve the participation of other educational institutes in order to maximize impact and take full advantage of the rich and diversified expertise and accumulated experience, not only of UNESCO, but also of all its partners.

The IBE also collaborates with many academic institutions and research centres in several regions of the world, and implements activities in co-operation with regional, international, bilateral and non-governmental organizations, including, among others, the Central American Co-ordination for Education and Culture, the Organization of Iberoamerican States for Education, the Arab Bureau of Education for the Gulf States, UNICEF, UNAIDS, the World Bank, the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), the Swiss Agency for Development and Cooperation (SDC), and the Open Society Institute.

Between 2002 and 2007, IBE activities were financed by the UNESCO regular budget and the funds-in-trust





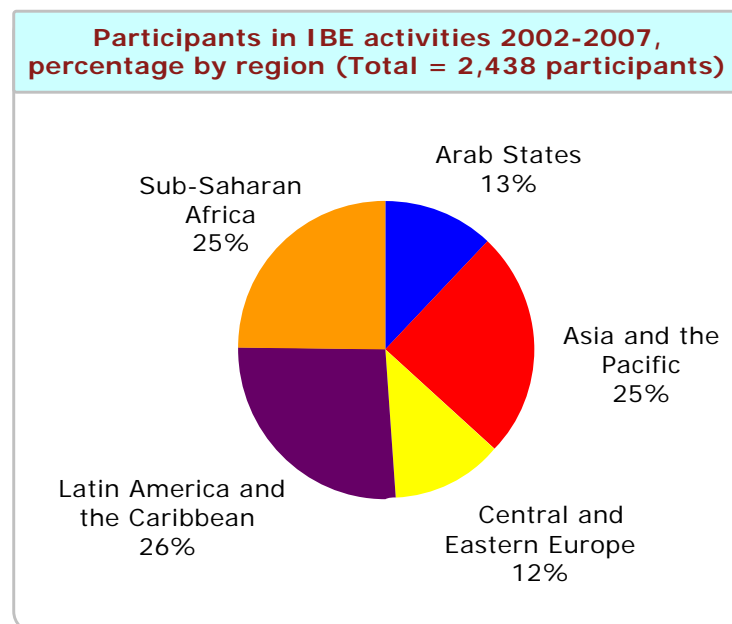
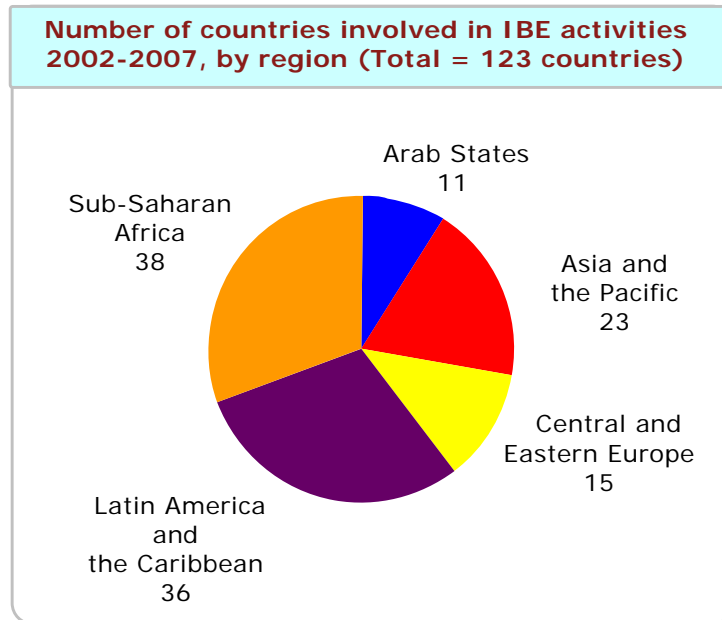
mechanism, as well as by many governments, including Argentina, Canada, Finland, France, Germany, Israel, Japan, Kuwait, Mauritius, Spain, Sweden, Switzerland, the United Arab Emirates, and the United States of America. For the ambitious strategy of 2008–2013 presented in the following pages, additional efforts will be required in order to mobilize the necessary financial resources.



*The real question is how to ensure that Education for All contributes to living together in peace, to development and to justice. One way of achieving this goal is to focus on action, capacity-building, policy dialogue and research aimed at educational change with a view to improving contents, methods and structures, mainly through curriculum development.*



## Countries and participants involved in IBE activities over 2002–2007





## Overview and Strategy 2008–2013

Over the period 2008–2013 the IBE will support UNESCO action aimed at attaining quality education for all and promoting the development of quality curricula.

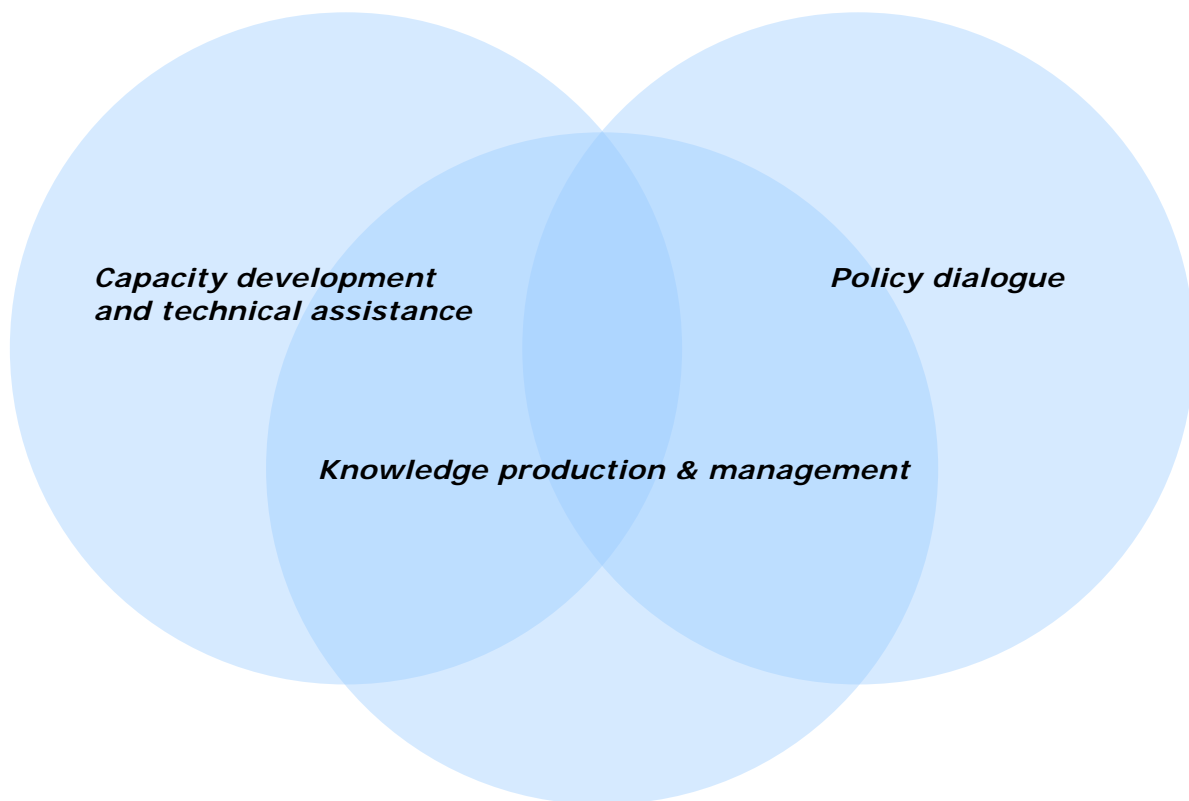
The IBE intends to work towards:

*Enhancing the capacities for the design, management and implementation of curriculum development processes among specialists, practitioners and decision-makers.*

*Improving the quality of curriculum-making processes and products.*

*Informing innovative policies and practices in the field of curriculum reform and change.*

*With its specialized expertise, knowledge and networks in the field of educational contents, methods and structures, the IBE contributes to the attainment of quality Education for All through:*





## Contributing to quality Education for All

### Strategic orientations

During the new strategic cycle, the IBE will respond to the emerging needs of countries and support them to cope with contemporary and future challenges and opportunities impacting on the quality of education, in particular the contents, structures and methods of learning.

The IBE's intervention will especially target poor, transition, conflict- and disaster-affected countries with a view to fostering sustainable development, inclusive societies and intercultural understanding.

In contributing to the design and effective implementation of quality and inclusive education curricula, ranging from general frameworks and syllabi to textbooks and other learning resources and strategies, the IBE will pay special attention to particular learning areas such as language, science and mathematics education, and social studies, as well as to cross-curricular issues and dimensions encompassing: learning to live together and peace education; poverty alleviation; gender equality; HIV and AIDS education; sustainable development; information and communication technology (ICT) in education and e-learning.

For 2008–2013, the IBE intends to improve its services and support mainly through: (i) a stronger link between curriculum development and assessment; (ii) the development and effective usage of training materials and tools for innovative curriculum change and implementation; (iii) the expansion and diversification of forms of training in the field of curriculum development, also

leading to formal certification through partnerships with relevant academic institutions in different regions; (iv) the strengthening of links between pre- and in-service teacher education and training and curriculum development to facilitate effective curriculum change; (v) the involvement of schools and school networks in processes of curriculum change by linking top-down and bottom-up approaches; (vi) the enhancement of textbook quality in line with innovative curriculum changes and teaching and learning approaches; (vii) the improvement of the knowledge base through analytical added value and the development of an on-line platform for knowledge sharing and collaborative action in the field of curriculum development; and (viii) the reinforcement of policy dialogue as a mechanism of consensus building in curriculum reform processes.



## Capacity Development

### Assets

Over the period 2002–2007 the IBE worked towards strengthened co-operation between and within regions and countries, creating new opportunities for sharing common concerns, ideas and practices with regard to quality curriculum development and change processes. A considerable amount of experience, expertise, training resources and knowledge has been and continues to be accumulated through the implementation of action-research programmes, field-based action, as well as through seminars and training workshops carried out in different regions; a wide range of curriculum institutions and specialists worldwide are involved in this collective effort.

Capacity-building activities concentrate on the strategic dimension of assistance and advice to, and training of, national teams responsible for curriculum change and development processes. In particular, the IBE has contributed to many *comprehensive curriculum development processes in post-conflict and conflict-affected societies*, such as Afghanistan, Algeria, Bosnia and Herzegovina, the Caucasus Region, Guatemala, Iraq and Kosovo.

Since 2005, IBE networking activities have been focusing on the creation of and support to a *Community of Practice* (COP) in curriculum development. This unique global network of curriculum specialists, practitioners, national officers and researchers represents: a vehicle for sustained and

diversified international co-operation within and across countries and regions, including South-South and interregional modalities of co-operation; a platform for increased exchange, collective production and dissemination of knowledge, as well as collaborative action in the field of curriculum; and a tool for forging partnerships and sharing expertise and experience towards quality curriculum-making processes and products. At the end of 2007—a key year in the development of the Community—the COP comprised over 700 members in ninety countries.

The IBE has increasingly become a facilitator and provider of field-based *technical assistance and advisory services*, including capacity development, in the context of national curriculum making, implementation, monitoring and evaluation processes.

IBE support, normally provided in strong partnerships with UNESCO field and regional education offices, is being designed in response to the concrete demands and needs of countries. This ranges from organizing intensive training activities for the enhancement of local capacities and strengths to assisting national education authorities, curriculum agencies and their partners in the context of comprehensive processes





### *Examples of training materials and tools for innovative curriculum development*

- *Asia-Pacific tool for curriculum development: leading and facilitating curriculum change*
- *Handbook for primary and secondary education curriculum developers: how to design curriculum frameworks and syllabi*
- *Manual to integrate HIV and AIDS Education in the curriculum*
- *Guidelines to integrate human rights education into teacher education and training*
- *Guidelines to integrate competency-based approaches in primary and secondary education (for curriculum developers and teacher education and training)*

of curriculum reform and change. Within the framework of its field-based activities and projects, and on the basis of accumulated experience, international and local expertise, the IBE also started producing customized materials, **handbooks and tools for capacity development**, targeting the specific competences that curriculum developers and decision-makers need in order to successfully cope with emerging needs and challenges.

Technical assistance and advisory services have also been provided to countries that are currently undergoing comprehensive processes of curriculum change and improvement in the light of the EFA goals, especially with regard to equitable access to quality education or in areas such as learning to live together, human rights education and citizenship education. The IBE also pays attention to some critical elements that have an impact on learning (for example, instructional time, curriculum integration, competency-based approaches), not only at the level of research and information, but also in conjunction with operational activities, as in the case of the countries served by the Arab Bureau of Education for the Gulf States (ABEGS), and also for Central and Latin America.

The high level of integration of its programmes makes it possible for the IBE to offer a comprehensive service which usually combines research, action, capacity development and support to policy dialogue. An example is the IBE's programme for **HIV and AIDS education**, which is part of the UNESCO and UNAIDS co-ordinated response to the pandemic. In contributing to the design and implementation of relevant and sustainable curriculum-based responses for HIV and AIDS education, during the period 2002–2007 the IBE has developed: a clearinghouse providing access to selected materials and good practices; a set of tools, included in a manual for integrating HIV and AIDS education into the curriculum, for analysing existing educational resources, identifying promising approaches already tested elsewhere, and highlighting good practices; as well as a capacity-building component mainly targeting countries in Sub-Saharan Africa to promote the exchange of good practices, the design of training modules, the definition of guidelines for country-level implementation, and the enhancement of policy dialogue and partnerships.

Another example is the project *Curriculum innovation, poverty alleviation and peace education*, covering nine countries in Sub-Saharan Africa (Angola, Burkina Faso, Burundi, Congo, Mali, Mauritius, Mozambique, Niger and Rwanda). Started in 2004 at the request of the participating countries, it involves national teams of high-level curriculum specialists from the Ministries of Education. Adopting a participatory approach combining research, action and training, the work with the national teams focuses on the development of capacities for: analysing the complex interrelations between the basic education curriculum and poverty; identifying the responses that the curriculum could bring in terms of values, attitudes, skills and knowledge that learners need to overcome poverty and live meaningful and productive lives; and defining the most appropriate strategies for curriculum change. Moreover, through the project an on-going dialogue and exchange of expertise has been established among countries, the IBE, as well as with other UNESCO and international experts.

The project *Curriculum change and social cohesion in conflict-affected societies* (2002–2004) was also an example of collaborative action-research. The aim of the project was to develop a better understanding of the issues that

#### *Curriculum development in Afghanistan*

*Since 2002, the IBE has supported the Ministry of Education of Afghanistan in the process of developing a new curriculum for primary and secondary education. Based on the outcomes of a two-week intensive capacity-building workshop attended by the national team (October 2002), a new Curriculum Framework was finalized and endorsed by the Government in July 2003. Another two-week workshop was organized in July 2003 to explore implications of the new Framework for primary education syllabi and textbook development. The IBE also helped the Ministry of Education to develop a user-friendly version of the Framework for dissemination among teachers and parents. In 2006 the IBE resumed work in Afghanistan in the context of the UNESCO-led initiative 'Reconstruction of the Afghanistan Education System'. A two-week workshop held in Kabul, and attended by more than 90 education specialists and stakeholders, was devoted to the drafting of a revised Curriculum Framework for secondary education. As a follow-up, a one-month working session attended by more than 40 decision-makers and curriculum specialists was organized in Amman, Jordan, in order to draft syllabi for seven learning areas in line with the orientations of the new Curriculum Framework for secondary education.*

#### *Examples of capacity development activities and technical and advisory services, 2001–2007*

- Development of a new curriculum framework for primary and secondary education in Kosovo in collaboration with UNICEF and the United Nations Mission in Kosovo;
- Capacity-building for curriculum and textbook developers, as well as development of new curriculum frameworks, syllabi and textbooks in Afghanistan;
- Training of curriculum developers for primary and secondary education in Bosnia-Herzegovina;
- Instructional time allocation and curriculum integration in the ABEGS countries;
- Integrating competency-based approaches in primary education and human rights education across the education system in Mauritius;
- Secondary education reform in Kuwait;
- Developing and pilot-testing secondary education syllabi using a competency-based approach in Guatemala;
- Integrating the HIV and AIDS education curriculum in the countries of Sub-Saharan Africa;
- Curriculum innovation and poverty alleviation in the countries of Sub-Saharan Africa;
- Capacity development for policy dialogue in the countries of Sub-Saharan Africa.





determine legitimate and sustainable processes of change in the school curriculum with a view to enhancing social cohesion.

### Future prospects

For 2008–2013, the strategic objective is to contribute to the development of the capacities of specialists, practitioners and decision-makers in the design, management and implementation of the quality of curriculum-making processes and inclusive curricula. The IBE will work towards:

Consolidating the global network in curriculum development in order to facilitate the development of conceptual orientations and frameworks for quality basic education and sustained collective action in the field of curriculum reform and change at the local, regional and interregional levels.

Supporting countries in processes of innovative curriculum change and effective assessment.

Developing, pilot-testing and promoting the effective usage of a set of training materials and tools for innovative curriculum change and implementation.

Expanding and diversifying forms of training in the domain of curriculum development through partnerships with relevant academic institutions in different regions.

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





## Knowledge Production and Management

### Assets

The IBE has a long tradition of producing and disseminating comparable information on education systems. This tradition has been reshaped according to the new mission defined at the end of the 1990s, and during 2002–2007 the IBE progressively focused on support for training, applied research and decision-making in the field of curriculum development.

As was confirmed by the external evaluation of the Institute carried out at the end of 2005, the IBE's comprehensive set of resources on curriculum development is unique and highly valued within UNESCO and by external stakeholders; the provision of practical information and knowledge on curriculum development processes is also particularly appreciated. Furthermore, the IBE's clearinghouse function in this area is one of its most valuable assets and source of added value.

The comprehensive set of resources on curriculum development is comprised of databases, reports, studies, working papers, publications, specialized collections and tools. Through its *Observatory of Educational Trends* and the *Resource Bank* the IBE compiles, produces, and disseminates quality and up-to-date information and analyses on education systems, existing curricula, curriculum development processes and learning materials from around the world, together with examples of good practices and innovations. This

*It is important to consider broader inquires of the school curriculum, which incorporate regional and/or global perspectives into the changing nature of curricular policies and practices in particular contexts.*

knowledge base—consisting of a wide range of specialized resources—can be exploited for a variety of purposes, including training and decision-making, and facilitate informed dialogue on specific educational and curriculum issues.

Both the Observatory and the Resource Bank support action in favour of EFA by contributing to the identification of trends in curriculum development and good practices and to their broad dissemination, thus informing curriculum development policies and practices. During the period 2002–2007 the IBE commissioned and conducted specialized studies on diverse curricular topics, such as textbooks, instructional time, educational aims, competences and competency-based approaches in curriculum development processes. The IBE also encouraged international researchers and practitioners in national contexts to draw upon its cross-national compilations of curriculum information and resources, not only to facilitate broader dissemination but also to generate intellectual debate.

*Over the period 2002–2007 the **Observatory of Educational Trends** has produced: thirty-seven studies, many of them as contributions to the Global Monitoring Report on EFA; three editions of the database World Data on Education; several specialized thematic compilations with a global focus; and profiles of early childhood education and care provision in some 100 countries prepared in collaboration with UNICEF offices and ministries of education worldwide.*





Since 2002, the IBE has also contributed to the Global Monitoring Report on EFA through commissioned thematic studies and compilations using the data made available by the Resource Bank and the Observatory. These studies and trends analyses, based on official information on education systems worldwide, have been carried out in collaboration with international researchers and specialists and in close co-operation with the Monitoring Report team.

Key components of the IBE's clearinghouse function are online databases, such as World Data on Education, the Country Dossiers and Curriculum Materials and Good Practices concerning HIV and AIDS education. The sixth edition of *World Data on Education* (2006/07), also available on CD-ROM, contains the profiles of 161 education systems and a considerable wealth of information on curricula and the organization of curricular content, including data on instructional time. The *Country Dossiers* offer access to a variety of information resources on education in each country, including links to on-line curricula and curricular resources; since 2007, the database has been fully integrated into the UNESCO portal, thus contributing to the enhancement of specialized services offered by the Organization. The fourth edition of the *Curriculum Databank for HIV and AIDS Education* (2007), also available on CD-ROM, provides access to over 550 documents including curriculum-related resources, teaching and learning materials, teaching aids and case studies of good practices.

The *IBE website*, created in 1996, has become an essential tool for expanding access to specialized resources, products and services. The website is continuously developed in order to offer enhanced and easier access to information, which is also made available in different languages so as to reach a wider audience (an average of 1.3 million unique visitors in 2007). The website is also the backbone for IBE communication and is a method to collect, preserve, create and share multilingual knowledge. It is user- and service-oriented, providing relevant content to constituents, as well as the general public. Given the rapid progress in computer technologies, the website is now ready to be transformed into a dynamic on-line collaborative platform for curriculum development, at the service of the worldwide network of researchers and practitioners and, more generally, the UNESCO knowledge portal.

*The IBE and the International Academy of Education have collaborated since 1999 on the preparation of the series **Educational Practices**. The documents in the series provide a synthesis of evidence-based research on the most effective methods for the improvement of learning. High-level scholars and researchers write concise and easily understood summaries of their research on a particular topic in the form of ten to twelve illustrated teaching principles. Issues addressed in the **Educational Practices** in 1999-2007 range from teaching in general, creating safe schools, using new media, to preventing HIV and AIDS in schools, improving student achievement in mathematics, academic and socio-emotional learning, teaching additional languages and tutoring. The series is usually produced in English but several issues have been translated in many other languages, including Albanian, Catalan, Chinese, Czech, Dutch, German, Greek, Korean, Japanese, Portuguese, Spanish, Swahili, and Swedish*

Most of the publications and thematic series produced by the IBE are made available through the website. These includes the *Educational Practices* series, *proceedings* and *reports* of meetings focusing on curriculum development, *monographs* describing relevant innovations, and *working papers* intended to share interim results of ongoing applied research on curriculum issues. The IBE also produces *Prospects*, UNESCO's quarterly review of comparative education, and *Studies in Comparative Education*, a long-standing series which focuses on educational issues and trends within a comparative perspective. Through its website, the IBE also gives access to the digitized series of the *National Reports on the Development of Education*, submitted by countries from the earliest sessions (1930s) of the International Conference on Education. This is a unique collection which has been exploited over decades in a wide range of studies and trend analyses by researchers and scholars worldwide.

The IBE *Documentation Centre* collects and makes available materials and information resources pertaining to the content of education, curriculum development and education systems. Originating in the International Library on Education which was started with the creation of the IBE in 1925, the collection includes historical materials on school systems as well as educational movements of the first part of the twentieth century. There are over 100,000 books and documents in the collection, and over 100 current journal titles. Over the period 2002–2007 systematic efforts have been made to build

up a comprehensive collection of curricula and curriculum-related materials. The collection's historical depth and wide geographic span make it an important resource for researchers and practitioners interested in curricula and education systems.

Taking full advantage of new technologies, the Centre has developed *alerting services and digests* of online resources including reports, publications, websites, and news—pertaining to curriculum development, education systems and educational trends—which are regularly made available to the IBE network of curriculum specialists in almost ninety countries, as well as other education specialists. The Documentation Centre also maintains and develops the *UNESCO-IBE Education Thesaurus*, a tool for indexing and retrieving educational data recorded in electronic databases, which is used by many educational documentation centres around the world. The IBE's documents and publications are systematically integrated into the database UNESCO Documents and Publications (UNESDOC/UNESBIB) thus enriching UNESCO's platform for access to and the use, dissemination and sharing of knowledge in the field of education. For example, during 2006–2007, IBE documents and publications have been downloaded more than 300,000 times from UNESDOC.

*Educational ideas, principles and reforms need to be systematically analysed and carefully understood, especially if real improvements to the quality of education are to be realized.*





## Future prospects

For the period 2008–2013, the IBE's strategic objective is to consolidate, enrich and further expand a knowledge base and a variety of specialized information resources on curricula and curriculum development processes to be exploited for a wide range of purposes, including training and informed innovative policies and practices, and to be broadly disseminated and shared for improved action in favour of quality education for all.

Capitalizing on its strengths and achievements, the IBE intends to work towards:

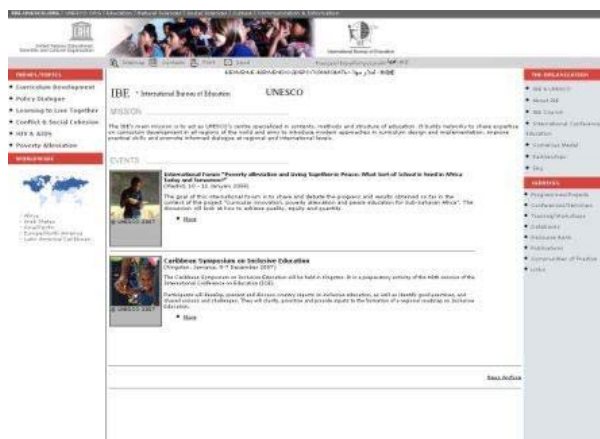
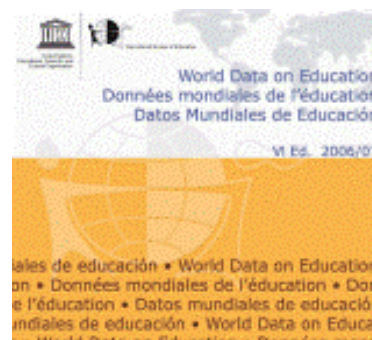
Building a robust knowledge base, including specialized information resources and a set of studies and trend analyses, on curricula and curriculum development processes in the service of researchers, trainers, practitioners and decision-makers.

Strengthening clearinghouse and information services through updated, expanded and enriched databases; seamless access to wide-ranging collections, in particular those related to the curriculum; expanded alerting services; and digitized materials.

Developing an online platform for increased knowledge sharing and collaborative action in the field of curriculum development, intended to support a worldwide network of researchers and practitioners, and more generally the enhancement of the UNESCO knowledge portal.

Streamlining services and access to materials and resources through collaboration with all the UNESCO constituencies, as well as external

partners, in order to maximize efficiency and minimize duplication of effort.



## Policy Dialogue

### Assets

Curriculum development and the definition, selection and organization of educational contents encompass both a technical and a political dimension. The school curriculum reflects changing philosophical and ideological principles and integrates a variety of social, political and pedagogical assumptions. As a process, curriculum development, reform and change require the construction of a shared vision; appropriate communication strategies; wide-ranging partnerships; and dialogue, consultation and negotiation among different stakeholders at different levels.

The policy dialogue dimension is therefore embodied in all of the IBE's field-based activities intended to support curriculum development processes and to assist fragile, transition and post-conflict countries in the development and implementation of new curriculum frameworks. Moreover, the worldwide network of curriculum specialists (Community of Practice), established in 2005, has an important role in orientating and facilitating constructive intellectual debates, policy dialogue and the development of conceptual orientations and frameworks for quality basic education.

At the global level, the major contribution of the IBE in this area is the *International Conference on Education* (ICE), whose sessions have been organized by the Institute on behalf of UNESCO for many decades. Convened on a regular basis, the sessions of the Conference have been the first and, for a long time, the main forum for world-level policy-dialogue between ministers of education, particularly during the period 1934–1970. The ICE is an

important occasion for ministers of education to discuss issues of quality, equity and inclusion. Other partners and stakeholders, such as researchers, practitioners, and representatives of intergovernmental and non-governmental organizations, usually participate actively in the dialogue.



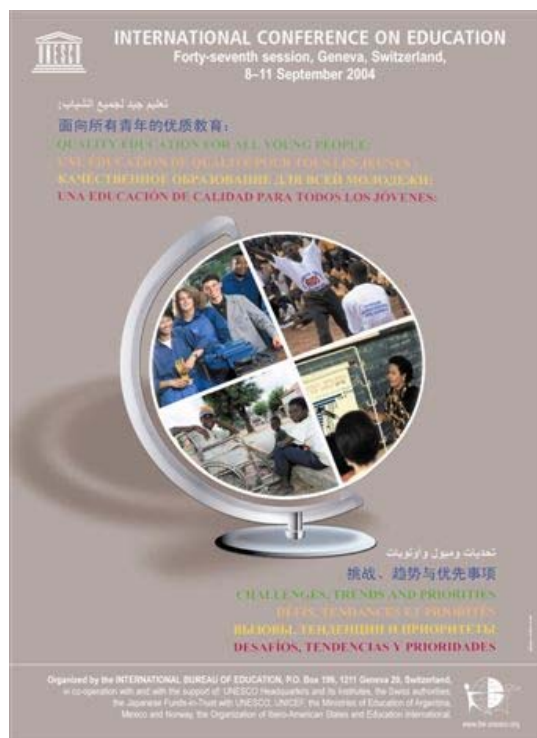
The two most recent sessions of the ICE, i.e. the forty-sixth and the forty-seventh sessions, have been organized respectively: in 2001, on the theme “Education for All for learning to live together: contents and learning strategies—problems and solutions”, and in 2004, on the theme “Quality education for all young people: challenges, trends and priorities”. The forty-eighth session the International Conference on Education (November 2008), on the theme “Inclusive education: the way of the future”, coincides with the beginning of the new strategic cycle 2008–2013.

The 2001 and 2004 sessions of the Conference were also a significant means for strengthening collaboration, expanding partnerships and renewing international commitments in favour of quality education for all. For example, the preparation of the 2001 session benefited from contributions by





ministries of education, national commissions for UNESCO, research and training centres of several countries, academic institutions, partner agencies and organizations, as well as the active collaboration and support of various UNESCO units, including central divisions, education institutes, regional education offices and other services.



The IBE has also organized follow-up activities to the most recent ICE sessions in order to further disseminate the outcomes of the Conference. For example, the Second Tele-Congress of the Education of Young People and Adults, which took place after the forty-sixth ICE session, was held simultaneously in more than 200 focal points in Brazil and one focal point in Geneva using new communication technologies. It involved more than 15,000 participants and can be considered as a model for scaling up the promotion of educational innovations, best practices and policy dialogue. The results of the forty-seventh ICE session

were discussed at the occasion of the National Education Forum held in the state of Coahuila, Mexico (November 2004), attended by more than 1,000 participants.

In accordance with the recommendations of the forty-sixth ICE session, starting from 2003 the IBE has also provided training in policy dialogue, mainly aimed at encouraging: the elaboration of a common vision for education; and the usage of tools supporting the decision-making process, such as sectoral analyses, negotiation, communication, dialogue with all the stakeholders, as well as the mobilization of partnerships. A total of eight training modules have been prepared, in addition to the publication of ten case studies on different experiences in Africa. These activities have been carried out in collaboration with the Association for the Development of Education in Africa (ADEA), and they offered an opportunity for sharing experiences and acquiring new competences to about 70 ministerial high-level officers from several countries in Sub-Saharan Africa (Angola, Benin, Burkina Faso, Burundi, Cameroon, Cap-Vert, Chad, Central African Republic, Congo, Côte d'Ivoire, Democratic Republic of Congo, Djibouti, Equatorial Guinea, Gabon, Guinea, Guinea-Bissau, Mali, Mauritania, Mozambique, Niger, Senegal and Togo).

## Future prospects

For 2008–2013, the strategic objective is to facilitate policy dialogue at the local, regional and global levels for improved curriculum development processes and products. The IBE will work towards:

Providing support for strengthened dialogue as a means of addressing relevant curriculum development policy issues and promoting constructive change with regard to identified curriculum policy concerns.

Ensuring that the sessions of International Conference on Education represent a relevant worldwide forum intended to foster genuine policy dialogue, share information, expand partnerships and renew international commitment towards quality education for all.

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.



Distribution: limited

UNESCO/BIE/C.56/Proceedings and Decisions  
Annex VII

Distribution: limitée

UNESCO/BIE/C.56/Compte rendu et Décision  
Annexe VII  
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**COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

**CONSEIL DU BUREAU INTERNATIONAL D'EDUCATION**

Fifty-sixth session / Cinquante-sixième session

Varembé Conference Centre  
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Centre de Conférences de Varembé  
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23 – 25 janvier 2008

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