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ORGANIZACIÓN DE LAS NACIONES UNIDAS
PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA

CONSEJO DE LA OFICINA INTERNACIONAL DE EDUCACIÓN

58ª Reunión

Centro de Conferencias de Varembé
9-11, rue de Varembé, Ginebra

28-30 de enero de 2009

INFORME Y DECISIONES

1. Apertura de la Reunión

La 58ª Reunión del Consejo de la OIE fue inaugurada el miércoles 28 de enero de 2009, a las 10.30 por el Excelentísimo Señor Raúl VALLEJO CORRAL, Ministro de Educación del Ecuador y Presidente del Consejo, que dio la cordial bienvenida a todos los miembros del Consejo.

A modo de introducción y antes de aprobar el orden del día, se proyectó el vídeo de presentación preparado para la 48ª reunión de la Conferencia Internacional de Educación (CIE), que se celebró en Ginebra en noviembre de 2008.

El Presidente dio la bienvenida al Sr. Nicholas BURNETT, Subdirector General de Educación de la UNESCO, y recordó que el Consejo siempre concedía gran importancia a la asistencia del Subdirector General a sus reuniones. El Presidente anunció que, con objeto de aprovechar plenamente la presencia del Sr. BURNETT el primer día, éste se dirigiría a los miembros del Consejo y formularía observaciones sobre los puntos importantes del orden del día.

2. Aprobación del orden del día y del orden del día anotado

(Documento: UNESCO/BIE/C.58/1/Prov + Addendum)

DECISIÓN

El Consejo aprobó el orden del día y el orden del día anotado de la 58ª Reunión sin modificaciones, que figura en el *Anexo I*.

El Sr. BURNETT dio la más cordial bienvenida a los miembros del Consejo y les transmitió los deseos de éxito del Director General de la UNESCO para la reunión. A continuación expuso su punto de vista sobre cuatro cuestiones principales, a saber: 1) la Conferencia Internacional de Educación (CIE); 2) el proceso de planificación de la UNESCO y del Sector de la Educación para el próximo bienio (35 C/5); 3) la gestión y el buen gobierno de los institutos; y 4) el anteproyecto de Estrategia con miras a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia curricular.

En relación con la CIE, el Subdirector General de Educación confirmó que ésta debía considerarse como una “conferencia extremadamente exitosa” y que todas las reacciones que se recibieron de los participantes fueron positivas. Entre éstas cabe destacar la valiosa combinación de bases conceptuales y analíticas sobre el tema de la inclusión, las actividades innovadoras, los interesantes debates de expertos y la mesa redonda entre los ministros y los jóvenes. A continuación reconoció que la CIE no habría sido posible sin el papel específico desempeñado por el Consejo, su Presidente y el Grupo de Trabajo especial para la CIE. También hizo mención del importante apoyo en recursos económicos y humanos que desplegó el Sector de la Educación de la UNESCO para la CIE. Asimismo, el Sr. BURNETT hizo notar al Consejo dos aspectos clave del seguimiento de la Conferencia, a saber: el futuro de la Educación Inclusiva y la próxima reunión de la CIE. Destacó la importancia de mantener el nivel de compromiso alcanzado hasta ahora a fin de poder seguir trabajando en aras de la Educación Inclusiva. Este objetivo ya empezó a alcanzarse gracias a la “Declaración de Oslo”, aprobada por el Grupo de Alto Nivel sobre la Educación para Todos (EPT) en diciembre de 2008, en la que se hacía referencia explícita a las conclusiones de la CIE. La inclusión es una cuestión crucial para los temas de las próximas tres conferencias internacionales de la UNESCO (Educación para el desarrollo sostenible, Aprendizaje de adultos y Educación superior) así como para el Sector de la Educación en su conjunto. El seguimiento de su contenido lo realizarán el Sector de la Educación

de la UNESCO y la OIE, que hará cada vez más hincapié en la equidad en todo su trabajo. Entre las actividades planificadas, el Sector de la Educación finalizará el proyecto de orientaciones de política para la inclusión, que se presentaron en un evento paralelo de la CIE y que se divulgarán y adoptarán en los contextos oportunos. Se podrá crear un centro de intercambio de información y un sistema de conocimientos sobre la Educación Inclusiva, donde se podrán combinar los recursos del Sector de la Educación y de la OIE. También se deberían aplicar las hojas de ruta regionales y subregionales que se identificaron durante las conferencias preparatorias, puesto que es precisamente en dichas esferas donde se debe llevar a cabo la Educación Inclusiva con el compromiso activo de las Oficinas Regionales y las Oficinas en el terreno de la UNESCO. Asimismo, se debería reflexionar sobre la frecuencia de las reuniones de la CIE en el futuro, el tipo de formato, las modalidades de financiación y la carga de trabajo que implican para el personal y los recursos de la OIE.

En cuanto a la planificación del próximo bienio 2010-2011, como indicó el Consejo Ejecutivo, ésta estará más focalizada en los programas de la UNESCO, incluida la Educación. En el contexto del presupuesto propuesto por el Director General de la UNESCO, que prevé un "crecimiento real cero" y que cuenta con 670 millones de dólares, la Educación será el único sector que recibirá un aumento (de 108 a 119 millones de dólares) para el próximo bienio. Sin embargo, en términos reales, el aumento será de sólo 5 o 6 millones de dólares y, por consiguiente, los recursos extrapresupuestarios seguirán siendo de suma importancia. Se pondrá más énfasis en los programas prioritarios de la forma siguiente: a) concentrando el 50% del presupuesto no destinado a gastos de personal en cuatro áreas que han recibido un fuerte apoyo de los Estados Miembros, a saber la alfabetización, la educación y formación técnica y profesional (EFTP), los docentes y la planificación educativa; b) concentrando más la atención en zonas geográficas, con un 30% de los recursos dedicados a África y la identificación de los 20 países que más lejos estén de alcanzar los objetivos de la EPT y hayan solicitado ayuda; y c) adaptando aún más el trabajo de los institutos y los centros a las prioridades sectoriales. El Sr. BURNETT reconoció que dicha adaptación puede plantear complejos problemas de gobernanza, pero anunció que se han dado varios pasos, a saber: se cerrará el CEPES (Centro Europeo para la Educación Superior) y se reorganizará el Centro Internacional para la Educación y Formación Técnica y Profesional (UNEVOC) en función de la atención global que se pretende prestar a la EFTP y de acuerdo con la nueva estrategia al respecto. El Instituto Internacional para el Fortalecimiento de Capacidades en África (IICBA) concentrará su atención en la aplicación de la Iniciativa de Formación de Docentes en el África subsahariana (TTISSA) y se reforzará bajo la supervisión de la Oficina Regional para la Educación en África (BREDA). Al mismo tiempo, se está debatiendo, en coordinación con las autoridades rusas, el futuro del Instituto de Tecnologías de la Información en Educación (IITE) en Moscú. Asimismo, se propondrá en el 35 C/5 un modesto aumento presupuestario de los recursos asignados a la OIE, que pasarán de 4.591.000 a 4.800.000 dólares. Además se sugiere la aprobación de una resolución única para todos los institutos con el fin de mostrar con más claridad hasta qué punto contribuyen en los principales objetivos de la Educación. La cuestión de la financiación y la generación de ingresos es de suma importancia, puesto que el Sector de la Educación dispone de muy pocos recursos si se tienen en cuenta su misión y las solicitudes de ayuda que recibe. Un ejemplo es el caso del Instituto Internacional de Planificación de la Educación (IIPE), ya que la asignación de fondos de la UNESCO cubre tan sólo el 14% de su presupuesto. Por ello, la OIE debería seguir recabando fondos extrapresupuestarios y continuar a diversificar aún más la base de donantes. En lo referente a la dotación de personal, el Subdirector General de Educación señaló que las modalidades contractuales actuales no necesariamente cubren todas las necesidades de los institutos y que se podrían estudiar cambios al respecto, sin dejar de proteger correctamente al personal empleado bajo los contratos existentes.

En cuanto a la gestión y el buen gobierno de los institutos, se indicó que las estructuras de sus órganos ejecutivos son distintas y reflejan la naturaleza del trabajo de cada uno de ellos y que el tamaño del Consejo de la OIE aparece especialmente grande, comparado con los otros institutos. El Sr. BURNETT confirmó que, como parte de su interés en las cuestiones de gestión, ha llevado a cabo serias evaluaciones de rendimiento de todos los directores de instituto y que era un placer poder anunciar que el mandato de la Sra. Acedo ha sido renovado por otros dos años.

En lo referente al anteproyecto de Estrategia con miras a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia curricular, el Subdirector General de Educación reconoció que su preparación ha llegado en el momento menos oportuno, con el equipo de la OIE enteramente dedicado a los preparativos de la CIE y a su organización. Si bien el anteproyecto de estrategia se presentó con cierta precipitación, se podría conceder más tiempo y entablar consultas con el Sector de la Educación a fin de emprender un nuevo proceso para reflexionar sobre la misión principal de la OIE, sus recursos financieros y su dotación de personal. El Subdirector General de Educación confirmó la disponibilidad del Sector para participar en todo tipo de mecanismos de trabajo que los miembros del Consejo consideren oportunos para la preparación de la estrategia.

Durante la fructífera reunión que siguió a esta intervención, varios miembros felicitaron a la Sra. Acedo por la exitosa reunión de la CIE, considerada un importante logro, así como por la renovación de su mandato como Directora de la OIE.

En cuanto a la CIE, se convino en que el Consejo prestara especial atención, en su orden del día, a debatir en profundidad los mecanismos de seguimiento de la Conferencia, identificando claramente qué acciones específicas puede adoptar la OIE, respecto a las distintas actividades que realizarán otros actores. Asimismo se subrayó la influencia que ejercen las conferencias preparatorias en el éxito de la CIE y la posibilidad de celebrar reuniones regionales de seguimiento, de modo que los países puedan “digerir” los resultados y aplicar las recomendaciones en sus contextos regionales respectivos. Hubo varias sugerencias, entre las que cabe destacar: divulgar ampliamente los materiales y los resultados generados por la Conferencia y usarlos para continuar el debate; compartir los retos identificados para la educación inclusiva y sus soluciones; y aplicar hojas de ruta regionales concretas para el seguimiento, incluida la investigación sobre el impacto de la aplicación de las políticas de educación inclusiva. También se solicitaron sugerencias para integrar los resultados de las cuatro conferencias internacionales de la UNESCO celebradas en 2008 y 2009 (incluida la CIE) en la 35ª reunión de la Conferencia General de la UNESCO y así mantener la dinámica creada.

Se afirmó que la estrategia extrapresupuestaria y de financiación para la OIE es una cuestión clave y los miembros del Consejo sugirieron la creación de un “Grupo de movilización de fondos”. Especialmente ahora, con el telón de fondo de la crisis financiera mundial, la OIE debería tratar de buscar más allá de la base de donantes tradicional y abordar nuevos países, incluidos los países en vías de desarrollo, así como el sector privado. En lo que se refiere al anteproyecto de Estrategia con miras a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia curricular, la OIE debería reflexionar sobre sus funciones principales, qué actividades debería seguir realizando y cuáles debería detener (mediante la “cláusula de extinción”). También se debería considerar la posibilidad de realizar investigaciones y/o usar los resultados de la investigación existente.

Una delegación expresó sus dudas sobre la adecuación de una resolución única para todos los institutos, habida cuenta de sus distintos mandatos, estructuras, órganos ejecutivos y necesidades.

En relación con la composición del Consejo de la OIE, se convino en lo siguiente: que los miembros representen la diversidad de todas las regiones, que son elegidos por la Conferencia General y que lo importante es la calidad (y no la cantidad) de la participación. Las delegaciones consideraron que un Consejo de 28 Estados Miembros no constituye una carga financiera *per se*, sino más bien un punto fuerte que se debería utilizar del modo más eficaz para respaldar las actividades de la OIE. De hecho, cuanto más amplia sea la participación, más visibilidad se dará a la OIE. Se sugirió estudiar la manera de hacer que las modalidades y los órdenes del día sean más interactivos para sacar el mejor provecho de la buena voluntad de los miembros del Consejo.

3. Actividades de la OIE en 2008

La Directora de la OIE expuso los principales elementos del informe sobre las actividades de la OIE en 2008, que figuran en los documentos *UNESCO/BIE/C.58/2* y *C.58/Inf.2 (Anexo II)*, y las conclusiones más importantes de la Evaluación de la 48ª Reunión de la Conferencia Internacional de Educación (CIE), que figuran en el documento *UNESCO/BIE/C.58/Inf.4* (*Anexo III*). La Dra. Faridah ABU HASSAN, representante de Malasia, en su calidad de Presidenta del Grupo Administrativo, presentó el Informe del Grupo (puntos 1 a 6 del Documento: *UNESCO/BIE/C.58/Inf.3*, incluida la Resolución revisada relativa a la consignación de créditos para el año 2008, *Anexo IV*).

Resumen del debate

Se felicitó a la Directora de la OIE por su exhaustiva presentación de los logros de la OIE en 2008. A continuación tuvo lugar un debate muy rico en el que se hicieron comentarios sobre distintos aspectos, incluido el importante avance realizado en “Perspectivas”, que se ha transformado gradualmente en un periódico científico evaluado por expertos con un aumento de suscripciones en línea. En este ámbito, tuvo muy buena acogida la sugerencia de que el Consejo participe en la propuesta de temas futuros. Por otro lado, si bien pareciera que se ha prestado una menor atención a las actividades en África, Asia y América Latina, se debe tener en cuenta la considerable cantidad de trabajo dedicada a la organización de la reunión de la CIE. Además, la Directora aclaró que en 2008 la OIE aumentó su presencia en África, donde se desempeñan la mayoría de sus programas, incluido el “Programa para la Educación Básica en África” (BEAP), coordinado por la BREDA; el proyecto “Reducción de la Pobreza y Educación para la Paz”, donde seis nuevos países africanos se han incorporado a las actividades además de los nueve previos; la asistencia técnica adaptada a las necesidades de Liberia; el taller preparatorio de la CIE en Kenya y la Conferencia Regional de la CIE en Camerún. La Directora de la OIE también ilustró las actividades de la Oficina y las alianzas forjadas con Asia y América Latina, así como las dos Conferencias Regionales preparatorias de la CIE en Indonesia y Argentina. En respuesta a la pregunta sobre la política de la OIE en materia de fondos extrapresupuestarios, incluida la cuestión de los “gastos de apoyo a los programas” (PSC en sus siglas en inglés) que contribuiría a la sostenibilidad financiera de la OIE, se brindó una explicación de la situación actual de las contribuciones extrapresupuestarias y voluntarias así como de la gestión de los distintos PSC, según la naturaleza y el fin de los fondos. Asimismo se sugirió despertar el interés de los donantes en los servicios que puede ofrecer la OIE a distintos beneficiarios y diversificar las fuentes de financiación, lo que podría incluir al sector privado. También se hizo referencia a la posibilidad de que la OIE acceda al Fondo de Cooperación Sur-Sur en Educación, participando en un programa que aumentaría su visibilidad en ciertas zonas geográficas como Asia. A continuación se planteó la pregunta sobre si se han planificado actividades que no se hayan aplicado y si se han extraído lecciones de los retos afrontados en 2008. En respuesta a dichas preguntas, la Directora de la OIE reiteró que el 97% de tasa de ejecución confirma que todas las

actividades se han realizado. La única excepción es la asistencia técnica a Vietnam solicitada por la Oficina de Hanói de la UNESCO, puesto que el Gobierno pospuso a 2009 el examen de los currículos nacionales desde la perspectiva de género. En cuanto a la importancia de incluir más indicadores y parámetros para evaluar mejor el impacto de sus actividades, se informó de que el equipo de la OIE ya está trabajando en dicha cuestión así como en la búsqueda de maneras de aumentar su focalización y visibilidad. También se sugirió que los expertos nacionales, que son miembros de la Comunidad de Prácticas (COP) en Desarrollo Curricular, podrían ser una fuente de conocimiento para los ministerios de educación de varios países.

Respecto a la 48ª reunión de la CIE, distintos Estados miembros reiteraron sus felicitaciones a la Directora de la OIE y a su equipo por el excelente trabajo realizado durante las actividades preparatorias así como durante la propia Conferencia, que fue un éxito rotundo. En particular, la mesa redonda en la que participaron los ministros y los jóvenes, moderada por un reconocido periodista, fue una de las características innovadoras especialmente apreciadas por los participantes. En cuanto al seguimiento de la CIE, hubo varias sugerencias, como la idea de realizar un mapeo de la situación de la educación inclusiva en los países de los distintos contextos geográficos, o la posibilidad de llevar a cabo una exploración preliminar de la serie de los Informes Nacionales 2008. Una vez más se subrayó la necesidad de integrar los resultados de la CIE en las otras tres conferencias internacionales de la UNESCO, a fin de garantizar un valor añadido, y se recomendó que se entregase, en la 35ª reunión de la Conferencia General, un documento exhaustivo sobre las sinergias creadas entre las distintas conferencias. Se deberían organizar reuniones regionales para perfilar la definición de inclusión, aplicar las hojas de ruta y abordar los obstáculos que se alzan en el camino hacia el logro de la equidad. La OIE también podría tomar en cuenta la educación para el desarrollo sostenible, abordando este tema desde la perspectiva de la inclusión. La Directora de la OIE confirmó que, basándose en la enorme cantidad de información y de conocimientos reunidos alrededor de la Educación Inclusiva, la OIE pretende seguir trabajando en este ámbito como temática central, yendo incluso más allá de las actividades específicas de seguimiento de la CIE. En este contexto, la OIE está lista para crear un centro de intercambio de información sobre educación inclusiva con el fin de respaldar a los países en la aplicación de políticas y estrategias en materia de educación inclusiva. Asimismo se confirmó que ya se están planeando algunas reuniones regionales de seguimiento de la CIE en coordinación con las Oficinas Regionales de Educación de la UNESCO. Además ya se están explotando las fuertes alianzas forjadas durante los preparativos de la CIE, entre otros, con el Consejo de Europa, la FAO y la GTZ, para promover aún más la adopción de las agendas de educación inclusiva en sus distintos ámbitos de actuación. En lo que se refiere a la metodología y las fuentes del informe de evaluación de la CIE, se proporcionaron más detalles para destacar la validez de la información tomada como muestra y de las distintas reacciones analizadas. Asimismo se subrayó la importancia de prestar atención a las áreas que se pueden mejorar en la organización de futuras conferencias.

Para terminar, se anotó también que sólo tres de los seis miembros del Grupo Administrativo participaron en la reunión de los días 26 y 27 de enero de 2009, y se expresó la esperanza de que en el futuro todos los miembros estén disponibles para desempeñar sus funciones. También se examinó el primer proyecto de informe del Grupo Administrativo con el objetivo de reflejar mejor los debates y proporcionar al Consejo más evaluaciones exhaustivas de los puntos del orden del día. Además se incluyó información suplementaria en la Resolución relativa a la consignación de créditos para el año 2008 con el fin de que ésta pudiese quedar aprobada.

DECISIÓN

Al término de los debates, en los que participaron 14 delegaciones y 2 observadores, y de conformidad con los Estatutos de la OIE, que estipulan que el Consejo está encargado de "*supervisar la ejecución del programa de actividades de la Oficina*", éste:

- **Toma nota de las observaciones y recomendaciones del Grupo Administrativo y aprueba los párrafos revisados 1 a 6 de su Informe al que se adjuntará el presupuesto de la CIE;**
- **Aprueba el Informe de Actividades de la Directora de la OIE para el año 2008;**
- **Aprueba las cuentas provisionales de la OIE al 31 de diciembre de 2008 *(UNESCO/BIE/C.58/Inf. 2*), refrendadas por la Oficina del Controlador Financiero de la UNESCO, y la Resolución revisada relativa a la consignación de créditos para el año 2008, que incluye también la asignación para 2008 aprobada por la 56ª Reunión del Consejo de la OIE;**
- **Delega en la Mesa del Consejo las atribuciones para aprobar oficialmente el estado de las cuentas de 2008, certificadas por la Oficina del Controlador Financiero, durante su próxima reunión, que se celebrará en el verano de 2009.**

4. Actividades de la OIE para 2009

La Directora de la OIE expuso las líneas directrices del proyecto de programa de las actividades de la OIE para 2009, y el marco presupuestario (*Documento: UNESCO/BIE/C.58/3 + Addendum*) *(Anexo VI)*. A continuación se concedieron algunos minutos para que hiciese uso de la palabra la representante de Polonia, quien había sido invitada como observadora, para presentar el uso que se dará a los beneficios generados por los sellos polacos (aproximadamente 250.000 dólares). La representante de Polonia dio las gracias a la Directora de la OIE por su actuación al respecto y expresó al Consejo el apoyo de las autoridades polacas a la decisión del Consejo de la OIE de dedicar los beneficios de la venta de los sellos polacos a financiar las actividades de la OIE en África. La representante de Malasia, en su calidad de Presidenta del Grupo Administrativo, presentó los puntos 7 a 9 del texto revisado del Informe de su Grupo (*UNESCO/BIE/C.58/Inf. 3*).

Resumen del debate

Tras la presentación, por parte de la Directora, de las actividades de la OIE planeadas para 2009, se inició un debate muy fructífero en el que se abordaron distintos temas. Varios miembros expresaron su agradecimiento a la representante de Polonia por haber aceptado el uso sugerido para los ingresos generados por los sellos polacos. Se planteó la pregunta de cómo puede un país acceder a los servicios de la OIE dentro de los grandes programas, como el currículo basado en el enfoque por competencias, el currículo de habilidades para la vida y el trabajo, la educación para la paz y "Aprender a vivir juntos" (LTLT). Una delegación mostró interés por vincular los módulos de desarrollo curricular a las instituciones de formación de docentes. La Directora de la OIE aclaró en qué medida la OIE puede brindar asistencia en el marco de los programas existentes y cómo se pueden iniciar nuevas actividades. Se solicitó que se publique en la página Internet de la OIE la lista de expertos en educación de la COP para ofrecerla como recurso y explorar sinergias entre las regiones y países. En 2009 se seguirá haciendo hincapié en África y en la asistencia posterior a un conflicto. Por otro lado, se recomendó a la OIE que aumente su visibilidad mediante una evaluación de los resultados del proyecto "Lucha contra la pobreza y educación para la paz en el África subsahariana". Las buenas prácticas de dicho proyecto, como la educación bilingüe y la escolarización de niños que se hallan fuera del sistema educativo, se pueden compartir y extender a otros países africanos a nivel político. La Directora subrayó que

dichas prácticas se publicaron en francés en el número de "Perspectivas" titulado *Lucha contra la pobreza y educación inclusiva: transformar la escuela en el África subsahariana* y se les dio una amplia difusión durante la CIE. Además, se sugirió una posible expansión de las actividades de la OIE en la región de Asia, incluida la asistencia a Timor Oriental, dentro del marco de las actividades de la COP y de conformidad con las modalidades de aplicación de la cooperación Sur-Sur. La Directora pidió cautela para evitar que se empuje a la OIE más allá de su capacidad, en un intento por responder a demasiadas solicitudes, y aclaró que las actividades a nivel regional se realizarán en estrecha coordinación con las Oficinas Regionales de Educación de la UNESCO. En cuanto a Timor Oriental, se confirmó que se había establecido un contacto en relación con un posible apoyo de la OIE a la reforma curricular, en asociación con UNICEF. Una vez más se destacó la importancia del seguimiento de la CIE en coordinación con las Oficinas de la UNESCO en el terreno, así como la necesidad de prestar más atención a los vínculos entre la Educación Inclusiva y los temas de las otras conferencias internacionales de la UNESCO, como la Educación para el Desarrollo Sostenible (EDS). El compromiso de la OIE con la EDS también se ampliará en coordinación con la Oficina Regional para la Educación de la UNESCO en Bangkok. Además se reiteró que el seguimiento de la CIE debería ser una responsabilidad conjunta del Sector de la Educación, mientras que la OIE ejercería el "pilotaje".

Algunas delegaciones solicitaron más información sobre los programas de 2009. La Directora de la OIE respondió que, debido al ajustado plazo del que se disponía, el informe sobre el programa de 2009 se preparó antes de la CIE, y que en su presentación figuraban más detalles. Así pues se acordó que se proporcionaría un plan de trabajo detallado del programa de 2009 en el que se reflejarían con mayor claridad las actividades planeadas y los resultados esperados (véase *Anexo VII*). Por otro lado, en respuesta a las dificultades expresadas por algunas delegaciones para interpretar las cifras que figuran en la Resolución relativa a la consignación de créditos para el año 2009, se proporcionaron aclaraciones sobre los costes de personal, que normalmente en la resolución se desglosaban en distintas líneas del programa, y que ahora figuran en una única línea en el marco presupuestario. Asimismo se explicó que la Resolución relativa a la consignación de créditos refleja sólo la Cuenta Especial de la OIE para ingresos y gastos, mientras que el marco presupuestario incluye también los fondos extrapresupuestarios relacionados con proyectos aplicados por la OIE, pero de los que rinde cuentas la sede de la UNESCO. Por último, se acordó que el Consejo apoyara el marco presupuestario de 2009 y que la OIE añadiera una nota explicativa a la Resolución relativa a la consignación de créditos para el año 2009 en el pazo de un mes (véase *Anexo V*).

DECISIÓN

Al término de los debates, en los que participaron 15 delegaciones y 1 observador, y de conformidad con los Estatutos de la OIE, que estipulan que el Consejo está encargado de "*definir detalladamente, dentro del programa y presupuesto aprobados por la Conferencia General y habida cuenta, cuando proceda, de los recursos extrapresupuestarios disponibles, las actividades que deberá emprender la Oficina*", éste:

- **Toma nota de las observaciones y recomendaciones del Grupo Administrativo y aprueba el texto revisado de los párrafos 7 a 9 de su Informe;**
- **Aprueba las actividades previstas de la OIE para 2009 presentadas por la Directora y pide a la Oficina que prepare un plan de trabajo más detallado sobre las actividades para 2009 y que introduzca una corrección y una nota explicativa sobre la Resolución Nº 1/2009 relativa a la consignación de créditos, modificaciones que deberán presentarse en el plazo de un mes;**
- **Aprueba el proyecto de presupuesto de la OIE para 2009, que figura en el proyecto de marco presupuestario (*UNESCO/BIE/C.58/3-Addendum*);**

- **Toma nota de que en el contexto del párrafo 36 del Proyecto de programa de actividades y presupuesto de la OIE para 2009 (UNESCO/BIE/C.58/3) el representante del Sector de la Educación reafirmó que la UNESCO hará todos los esfuerzos para no reducir la dotación de personal ordinario en el futuro;**
- **Toma nota asimismo de que la Directora de la OIE confirmó que el Consejo se reunirá en 2010.**

5. Anteproyecto de Estrategia con miras a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia curricular (*UNESCO/BIE/C.58/Inf.5*)

La Directora presentó un panorama general del anteproyecto de Estrategia con miras a hacer de la OIE el Centro de Excelencia de la UNESCO en materia curricular (*Anexo VIII*). La Presidenta del Grupo Administrativo presentó el párrafo 10 del Informe del Grupo (*Doc. UNESCO/BIE/C.58/Inf.3*) y se formularon observaciones sobre la forma de modificar determinados párrafos.

Resumen del debate

Como ya había mencionado el Sr. BURNETT, la Directora de la OIE confirmó que el plazo para la preparación del anteproyecto de Estrategia fue demasiado corto, puesto que coincidió con los preparativos finales y la celebración de la 48ª reunión de la CIE. Además afirmó que el documento debería considerarse como el primer paso para iniciar un debate fructífero sobre esta importante cuestión. Asimismo describió la exitosa recaudación de fondos extrapresupuestarios, que consiguió hacer que la proporción 42%-58% pasase a ser de 58% de fondos extrapresupuestarios y 42% de asignación de la UNESCO. Además, reiteró su firme compromiso para aumentar de modo proactivo los esfuerzos destinados a proporcionar una mayor sostenibilidad financiera a la OIE, pero avisó de que los fondos extrapresupuestarios sólo cubren una parte del problema. Por otro lado, se solicitarán la sabiduría y el papel activo del Consejo, así como una estrecha colaboración y los consejos del Sector de la Educación de la UNESCO. Las delegaciones expresaron su opinión respecto a distintos aspectos del anteproyecto de Estrategia, como el hecho de que los argumentos reflejados como criterios genéricos no son suficientemente convincentes o que el anteproyecto de Estrategia se debería concentrar en el contenido y los objetivos de la OIE como centro de excelencia. Así pues, se acordó: revisar con profundidad el documento para que responda mejor a la Resolución 34 C/5; identificar objetivos alcanzables así como temas clave prioritarios, como la inclusión y la EDS; e ilustrar claramente los puntos fuertes y las ventajas comparativas de la OIE. El uso más estratégico de la COP a nivel regional y mundial se consideró como una de las bazas de la OIE, así como el vínculo con la producción y gestión de conocimiento. La opinión generalizada es que, en la actualidad, todavía no se puede considerar a la OIE como un centro de excelencia en materia curricular, pero se manifestó un fuerte apoyo para que la OIE se pueda transformar en dicho centro. Sin embargo, cabe recordar que la estrategia debería tener miras al futuro y defender una financiación continua de la OIE como propuesta de valor añadido para el trabajo de la UNESCO. Se convino en volver a diseñar los escenarios para hacerlos más sencillas y realistas. En el proceso de preparación de la estrategia, sería útil reflexionar sobre la dilatada historia de la OIE y su difícil situación actual, para vincular estas dos dimensiones y plantearse cuál será su futuro. La crisis mundial y la improbabilidad de un aumento financiero considerable dentro del marco del 35 C/5 hacen que este documento cobre aún más importancia, sobre la base de una evaluación realista de lo que puede alcanzar la OIE en el próximo bienio. Asimismo, durante la preparación del documento se podrían considerar otras cuestiones, como enfoques innovadores de la financiación y los recursos humanos, maneras constructivas de aprovechar los puntos fuertes y resolver los puntos débiles,

interacciones con las Oficinas de la UNESCO en el terreno y otros organismos de Naciones Unidas, y relaciones con las instituciones asociadas y los países donantes. En cuanto a la situación general de los recursos humanos de la OIE, quedó patente que: en términos de modalidades contractuales, los puestos financiados por el Presupuesto Ordinario de Programa no se pueden cubrir con fondos extrapresupuestarios; que los puestos clave de la OIE deberían estar protegidos y sus costes deberían ser financiados por la asignación de fondos de la UNESCO; y que no se debería reducir la dotación de personal clave de la OIE. Asimismo, se deberían analizar con cuidado todas las implicaciones, en términos de pros y contras, de posibles "nuevas modalidades contractuales", puesto que éstas podrían socavar el carácter internacional de la OIE. El proceso de reformulación del Anteproyecto de Estrategia con miras a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia curricular debería tener en cuenta las áreas prioritarias y el enfoque geográfico del Sector de la Educación de la UNESCO y volver a analizar las áreas clave de la OIE a la luz del nuevo contexto creado por la CIE. Debido a la importancia de dicha cuestión, se debería distribuir a todos los miembros del Consejo el Anteproyecto de Estrategia reformulado para que éstos puedan proporcionar sus comentarios y consejos en aras de un debate más amplio, que incluiría también a otros actores relevantes. Tras dicha consulta, se debería presentar el documento a la Mesa del Consejo de la OIE en verano de 2009, para que se pueda presentar a continuación en la 35ª reunión de la Conferencia General.

Se solicitaron aclaraciones sobre la obligación legal de la UNESCO de cubrir completamente el coste del personal ordinario de la OIE en el 35 C/5, que parece no corresponder con la frase del párrafo 36 del Proyecto de Programa de Actividades y Presupuesto de la OIE para 2009 (UNESCO/BIE/C.58/3). El representante del Sector de la Educación aseguró que, como había confirmado el Subdirector General de Educación, el personal ordinario de la OIE quedará protegido. En respuesta a las preocupaciones expresadas en relación con el mismo párrafo, en el que se indica que la asignación de fondos de la UNESCO sólo cubre el 50% de los costes estimados de la próxima reunión del Consejo, se confirmó que dicha información es correcta y que la otra parte de los gastos generados por la reunión del Consejo se cubrirán con las reservas de la OIE. Asimismo se confirmó que la 59ª reunión del Consejo tendrá lugar, como previsto, en 2010. El Consejo convino en que la formulación propuesta para los dos últimos puntos se debería incluir en las Decisiones correspondientes (véase el punto 4). Igualmente, se reiteró que se deberían respetar completamente los términos jurídicos del acuerdo entre el país anfitrión y la UNESCO, incluidos los costes de funcionamiento y administración.

DECISIÓN

Al término de los debates, en el curso de los cuales 9 delegaciones tomaron la palabra, el Consejo:

- **Toma nota de los comentarios y recomendaciones del Grupo Administrativo ;**
- **Considera que el documento (*UNESCO/BIE/C.58/Inf.5*) debe volver a formularse en su totalidad a fin de elaborar una estrategia basada en lo que se precisa para que la OIE se convierta en centro de excelencia, habida cuenta de los elementos específicos e importantes que le son propios y de su valor añadido para la UNESCO. Esta debe ser una tarea impulsada por un Miembro del Consejo;**
- **Invita a la Directora de la OIE a obtener la participación de los miembros del Consejo, las partes interesadas y las ONG que actúan en el ámbito del currículo en el examen y la elaboración del nuevo documento que se debe presentar en la reunión de la Mesa del Consejo de la OIE, que se celebrará en Ginebra y que, para tratar este punto, estará abierta a todos los miembros.**

6. Proyecto de programa y presupuesto para el bienio 2010–2011 (35 C/5)
(Documento UNESCO/BIE/C.58/Inf.6)

En primer lugar, se recordó que, en su intervención del 28 de enero de 2009, el Subdirector General de Educación expuso los criterios que justifican la nueva resolución única para todos los institutos del Sector de la Educación (*Anexo IX*). Se mencionó de nuevo que la sugerencia de resolución única no parece adecuada para la OIE, habida cuenta, entre otros, de la estructura de su órgano ejecutivo y la naturaleza de su trabajo, que es de gran prioridad para el Sector de la Educación. Se expresó la esperanza de que cuando se presente el proyecto de 35 C/5 al Comité de Redacción del Consejo Ejecutivo, en el que participan algunos miembros del Consejo, se explicarán por separado las necesidades de la OIE y que la nueva estrategia que se está preparando para presentarla en la Conferencia General influya aún más en las asignaciones presupuestarias.

En cuanto a la situación extrapresupuestaria de la OIE para el próximo bienio, la delegación de Suiza confirmó la buena voluntad que el país anfitrión siempre ha mostrado respecto a la OIE y su intención de considerar positivamente una solicitud de financiación para 2010-2011.

7. Fechas de la 59ª reunión del Consejo

DECISIÓN

El Consejo decide proponer al Director General de la UNESCO que su 59ª Reunión se celebre los días 27 a 29 de enero de 2010, precedida de la reunión del Grupo Administrativo. Como es habitual, la reunión de la Mesa del Consejo se celebrará en el verano de 2009, en Ginebra.

8. Asuntos varios

No hubo intervenciones bajo este punto del orden del día.

9. Aprobación de las decisiones de la 58ª Reunión (*UNESCO/BIE/C.58/ Decisions/Prov.*)

De conformidad con su Reglamento, el Consejo aprobó el texto de sus Decisiones (*Documento: UNESCO/BIE/C.58/Decisions/Prov.)* y pidió al Secretario del Consejo que se incluyan en el mismo las eventuales enmiendas.

Confió al Secretario del Consejo el cometido de publicar el Documento de Informe y Decisiones de la 58ª Reunión a principios del mes de marzo de 2009.

10. Clausura de la 58ª reunión

El Presidente dio las gracias a todos los presentes por su activa participación y por su valiosa contribución a la labor del Consejo y declaró clausurada la 58ª Reunión del Consejo el viernes 30 de enero de 2009 a las 13.00**.**

Distribución: limitada

UNESCO/BIE/C.58/Informe y Decisiones
Anexo I
UNESCO/BIE/C.58/1/Add.
Ginebra, 7 de mayo de 2008
Original: Inglés

ORGANIZACIÓN DE LAS NACIONES UNIDAS
PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA

CONSEJO DE LA OFICINA INTERNACIONAL DE EDUCACIÓN

Quincuagésima octava reunión

Centro de Conferencias de Varembé
9-11, rue de Varembé, Ginebra

28-30 de enero de 2009

ORDEN DEL DÍA Y ORDEN DEL DÍA ANOTADO

2

ORDEN DEL DÍA

Miércoles, 28 de enero (mañana) 10.00 - 13.00

1. Apertura de la reunión

2. Aprobación del **orden del día** (doc. UNESCO/BIE/C.58/1 Prov.)
y del **orden del día anotado** (doc. UNESCO/BIE/C.58/1 Prov./Add)

3. Actividades de la OIE durante el año 2008
- 3.1 Informe de la Directora (doc. UNESCO/BIE/C.58/2)
- 3.2 Evaluación de la 48ª reunión de la Conferencia Internacional de Educación (CIE) (doc. UNESCO/BIE/C.58/Inf.4)
- 3.3 1ª parte del Informe del Grupo Administrativo (doc. UNESCO/BIE/C.58/Inf.3)
- 3.4 Debate

Miércoles, 28 de enero (tarde) 15.00 - 18.00

Actividades de la OIE durante el año 2008 (continuación)
- 3.5 Respuesta de la Directora a las preguntas del Consejo
- 3.6 Aprobación del Informe de actividades de 2008
- 3.7 Aprobación de las cuentas provisionales correspondientes a 2008 (doc. UNESCO/BIE/C.58/Inf. 2)

4. Programa de actividades de la OIE para 2009
- 4.1 Propuestas de la Directora (doc. UNESCO/BIE/C.58/3)
- 4.2 2ª parte del Informe del Grupo Administrativo (doc. UNESCO/BIE/C.58/Inf.3)
- 4.3 Debate

Jueves, 29 de enero (mañana) 10.00 - 13.00

Programa de actividades de la OIE para 2009 (continuación)
- 4.4 Respuesta de la Directora a las preguntas del Consejo
- 4.5 Aprobación del Programa de actividades para 2009
- 4.6 Aprobación del presupuesto para 2009
- 4.7 Aprobación del Informe del Grupo Administrativo en su totalidad (doc. UNESCO/BIE/C.58/Inf.3)

Jueves, 29 de enero (tarde) 15.00 - 18.00

5. Información e intercambio de puntos de vista
- 5.1 Anteproyecto de la Estrategia destinada a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo (doc. UNESCO/BIE/C.58/Inf. 5)

6. Proyecto de programa y presupuesto para el bienio 2010–2011 (35 C/5) (doc. UNESCO/BIE/C.58/Inf.6)

18.30 – 20.00 Cóctel en el Centro de Conferencias de Varembé

Viernes, 30 de enero (mañana) 10.00 - 13.00

7. Fechas de la celebración de la 59ª reunión del Consejo

8. Otros asuntos

9. Aprobación de las Decisiones de la 58ª reunión (doc. UNESCO/BIE/C.58/Decisiones/Prov.)

10. Clausura de la 58ª reunión

ORDEN DEL DÍA ANOTADO

La 58ª reunión del Consejo se celebrará en la sala A del Centro de Conferencias de Varembé (CCV) – 9-11, rue de Varembé (frente al Centro Internacional de Conferencias de Ginebra – CICG).

La reunión comenzará el miércoles 28 de enero a las 10.00 y se prevé que finalice el viernes 30 de enero de 2009, a las 13.00.

En principio, está previsto que el horario de trabajo sea de 10.00 a 13.00 y de 15.00 a 18.00.

El Grupo Administrativo se reunirá en la sala B desde el lunes 26 de enero, a las 10.00 de la mañana, hasta el martes 27 de enero de 2009, a las 13.00.

Miércoles 28 de enero de 2009, de 10.00 a 13.00

1. Apertura de la reunión

El Excmo. Sr. D. Raúl VALLEJO CORRAL (Ecuador), Presidente del Consejo de la OIE, inaugurará la reunión el miércoles 28 de enero a las 10.00.

2. Aprobación del orden del día y del orden del día anotado

DOCUMENTO: UNESCO/BIE/C.58/1/Prov + Addendum

El pasado 16 de julio de 2008, la Mesa del Consejo debatió y aprobó tanto el anteproyecto de orden del día como el calendario de la reunión. No obstante, según su Reglamento interno (Sección IV, Art. 4, para. 5), *"Una vez aprobado el orden del día, a lo largo de la reunión, el Consejo puede modificar el orden de los puntos previstos, así como añadir o quitar los que considere. Para añadir o suprimir un punto durante las reuniones, se requiere una mayoría de dos tercios de miembros presentes y votantes"*.

DECISIÓN
Se invita al Consejo a:
- **comentar y, en su caso, modificar el orden del día provisional;**
- **aprobarlo en su forma final.**

3. Actividades de la OIE durante el año 2008

DOCUMENTOS: UNESCO/BIE/C.58/2 (Informe de la Directora) y C.58/Inf.2 (Cuentas provisionales al 31 de diciembre de 2008); UNESCO/BIE/C.58/Inf.3 (Informe del Grupo Administrativo, que se distribuirá al comienzo de la reunión*)* y *UNESCO/BIE/C.58/Inf.4 (Evaluación de la 48ª reunión de la Conferencia Internacional de Educación (CIE)).*

3.1. La Directora presentará los elementos más destacados de su Informe de actividades de 2008.

3.2. La Directora presentará los elementos más destacados de la evaluación de la 48ª reunión de la Conferencia Internacional de Educación (CIE).

3.3. El Consejo tomará nota de la 1ª parte del Informe del Grupo Administrativo sobre las actividades de 2008.

3.4. El Consejo debatirá el Informe de actividades de 2008, así como la evaluación de la 48ª reunión de la Conferencia Internacional de Educación (CIE).

Miércoles, 28 de enero (tarde) de 15.00 a 18.00
(Continuación del punto 3 del orden del día)

3.5. La Directora y los coordinadores del programa responderán a las preguntas del Consejo.

3.6. El Consejo procederá a aprobar el Informe de actividades de 2008.

3.7. El Consejo procederá a aprobar las cuentas provisionales correspondientes a 2008 y la Resolución relativa a la consignación de créditos de 2008.

DECISIÓN:
De conformidad con los Estatutos de la OIE, que estipulan que "*El Consejo supervisará la ejecución del programa de actividades de la Oficina*", se invita a éste a:
- **debatir el Informe de la Directora sobre las actividades llevadas a cabo durante el año 2008;**
- **debatir y aprobar la parte del Informe del Grupo Administrativo referente a las actividades de 2008;**
- **aprobar el Informe de actividades de 2008;**
- **aprobar las cuentas provisionales de la OIE correspondientes a 2008 y la Resolución relativa a la consignación de créditos de 2008;**
- **delegar a su Mesa la competencia de aprobar las cuentas certificadas correspondientes a 2008.**

4. Programa de actividades de la OIE para 2009
DOCUMENTOS: UNESCO/BIE/C.58/3 (Propuestas de la Directora) y *UNESCO/BIE/C.58/Inf.3 (Informe del Grupo Administrativo,* que se distribuirá al comienzo de la reunión.*)*

4.1 La Directora presentará las propuestas para el programa de actividades así como el proyecto de presupuesto para 2009.

4.2 El Consejo tomará nota del Informe del Grupo Administrativo sobre este punto.

4.3 El Consejo debatirá las propuestas de programa para 2009.

Jueves, 29 de enero (mañana) de 10.00 - 13.00
Programa de actividades de la OIE para 2009 (continuación)

4.4 La Directora y los coordinadores del programa responderán a las preguntas del Consejo.

4.5 El Consejo procederá a aprobar el Programa de actividades para 2009.

4.6 El Consejo procederá a aprobar el presupuesto de la OIE para 2009.

4.7 El Consejo procederá a la aprobación oficial del Informe del Grupo Administrativo en su totalidad.

DECISIÓN:
De conformidad con los Estatutos de la OIE, que disponen que el Consejo estará encargado de "*definir detalladamente, en el marco del programa y presupuesto aprobados por la Conferencia General y habida cuenta, cuando proceda, de los recursos extrapresupuestarios disponibles, las actividades que deberá emprender la Oficina*", se invita a éste a:
- **formular observaciones sobre las propuestas de la Directora;**
- **debatir y aprobar la parte del Informe del Grupo Administrativo referente al programa para 2009;**
- **aprobar el proyecto de programa de actividades para 2009;**
- **aprobar el proyecto de presupuesto y de Resolución relativa a la consignación de créditos para 2009;**
- **aprobar oficialmente el Informe del Grupo Administrativo en su totalidad.**

Jueves, 29 de enero, de 15.00 a 18.00

5. Información e intercambio de puntos de vista
DOCUMENTO: UNESCO/BIE/C.58 Inf.5 (Anteproyecto de la Estrategia destinada a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo)

5.1 La Directora presentará las líneas directrices del anteproyecto de la Estrategia.

5.2 El Consejo tomará nota del documento y formulará observaciones.

6. Proyecto de programa y presupuesto para el bienio 2010–2011 (35 C/5)
DOCUMENTO: UNESCO/BIE/C.58 Inf.6 (Programa y presupuesto para el bienio 2010-2011 (35/C5))
6.1. El Subdirector General de Educación, o su representante, expondrá ante el Consejo las directrices estratégicas sustanciales del proyecto 35 C/5 del Sector de la Educación.

6.2 La Directora presentará las propuestas de programa y presupuesto de la OIE para 2010-2011, así como el proyecto de resolución que se habrá de presentar a la 35ª Conferencia General.

DECISIÓN:
De conformidad con sus Estatutos, que estipulan que el Consejo estará encargado de redactar "*sobre la base de las propuestas del Director de la Oficina, teniendo en cuenta las orientaciones de la planificación a medio plazo, el proyecto de programa general y de presupuesto de la Oficina, que se presentarán a la Conferencia General con las observaciones o recomendaciones del Director General y el Consejo Ejecutivo, y de velar por la coherencia y complementariedad de las actividades previstas en el proyecto de programa general y de presupuesto de la Oficina con las demás actividades previstas en el proyecto de programa y presupuesto de la UNESCO "*, se invita a éste a
- **debatir las propuestas de programa y presupuesto de la OIE para 2010-2011, así como el proyecto de resolución 35 C/5.**
- **aprobarlos.**

18.30 – 20.00 Cóctel en el Centro de Conferencias de Varembé

<u>Viernes, 30 de enero, de 10.00 a 13.00</u>

7. Fechas de la celebración de la 59ª reunión del Consejo

DECISIÓN:
Se invita al Consejo a:
- **fijar las fechas de: a) la 59ª reunión, con arreglo a los procedimientos establecidos y b) la reunión de la Mesa del Consejo de primavera/verano de 2009.**

8. Otros asuntos

9. Aprobación de las Decisiones de la 58ª reunión
DOCUMENTOS: UNESCO/BIE/C.58/Decisiones/Prov.

De conformidad con el Reglamento interno del Consejo de la OIE (Sección XI, Art. 22) que dispone que "*El Consejo aprobará en cada reunión el texto de las decisiones adoptadas durante la misma*" y que "*El texto se publicará en el transcurso del mes que sigue al final de la reunión*", se invita a éste a:
- **comentar el proyecto de Decisiones de la 58ª reunión;**
- **aprobarlo;**
- **pedir a la Secretaría del Consejo que publique el texto de las decisiones a más tardar a principios del mes de marzo de 2009.**

10. Clausura de la 58ª reunión

Distribución: limitada

UNESCO/BIE/C.58/Informe y Decisiones
Anexo II
UNESCO/BIE/C.58/2
Ginebra, 15 de noviembre de 2008
Original: inglés

ORGANIZACIÓN DE LAS NACIONES UNIDAS
PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA

CONSEJO DE LA OFICINA INTERNACIONAL DE EDUCACIÓN

Quincuagésima octava reunión

Centro de Conferencias de Varembé
9-11, rue de Varembé, Ginebra

28–30 de enero de 2009

INFORME DE LA DIRECTORA DE LA OFICINA INTERNACIONAL DE EDUCACIÓN SOBRE LAS ACTIVIDADES DE LA OFICINA DURANTE EL PERÍODO DEL 1º DE ENERO AL 31 DE DICIEMBRE DE 2008

El presente informe se refiere al período comprendido entre el **1º de enero y el 31 de octubre de 2008**. En la reunión del Consejo se facilitará información suplementaria sobre las actividades llevadas a cabo de noviembre a diciembre. En el documento presupuestario figuran los estados de cuentas aprobados al 31 de octubre de 2008; el documento que contiene las cuentas provisionales al 31 de diciembre de 2008 (UNESCO/BIE/C.58/Inf.2) se enviará al Consejo, como de costumbre, en enero, una vez que el Contralor de la UNESCO haya dado su visto bueno.

El presente informe consta de tres partes:

I. Informe general;
II. Fichas descriptivas de las actividades;
III. Datos presupuestarios al 31 de diciembre de 2008.

3.1

I. INFORME GENERAL

Introducción

1. 2008 ha resultado ser un año muy interesante y lleno de retos: se llevaron a cabo intensos preparativos a diferentes niveles para la 48ª reunión de la Conferencia Internacional de Educación (CIE), además de las actividades planificadas, que fueron aprobadas por el Consejo en su quincuagésima sexta reunión, y en las que participó todo el equipo de la OIE con profesionalismo y motivación. Conviene asimismo recordar que 2008 es el primer año de elaboración del documento 34 C/5, así como del 34 C/4 y que, a su vez, coincide con el primer año de aplicación de la Estrategia de la OIE para 2008–2013. El índice de ejecución al 31 de octubre de 2008 es del 88,5%. En relación con el índice del 87,66 % al 30 de noviembre de 2007, debe considerarse como un alto índice de aplicación, en parte como consecuencia de los preparativos de la CIE, pero también de la aplicación de las actividades ordinarias.

2. El informe presenta las actividades de la OIE que han tenido lugar entre el 1º de enero y el 31 de octubre de 2008. De conformidad con la práctica aprobada por el Consejo, en la Parte I se ofrece solamente una descripción resumida de cada programa básico. De acuerdo, asimismo, con el enfoque de gestión basado en los resultados de la OIE, la descripción detallada de las actividades llevadas a cabo y de los resultados alcanzados en el marco de cada programa básico se presenta en forma de fichas descriptivas, lo que conforma la Parte II. La situación presupuestaria figura en la Parte III.

3. La presentación de las actividades de 2008 se ha ordenado según la **estructura del programa** aprobado por el Consejo de la OIE en su 55ª reunión de enero de 2007 (*Anexo 1*). De tal suerte, en consonancia con el programa aprobado por el Consejo en enero de 2008 (C.56/3), y basándose en la misión que la 34ª Conferencia General confió a la OIE, en esta estructura se destacan tres funciones principales de la OIE:

i) **contribuye al** fortalecimiento de capacidades **y a la** formación de **especialistas en currículos en los Estados miembros y también a escala regional y mundial** ***(objetivo: fomentar las capacidades humanas e institucionales)****;*

ii) **lleva a cabo** trabajos de investigación y estudios **y cumple la función de** observatorio de las tendencias **en el ámbito del desarrollo de la educación** ***(objetivo: determinar las nuevas tendencias en el desarrollo de la educación)****;*

iii) gestiona, comparte y difunde conocimiento **("gestión del conocimiento") en la elaboración y aplicación de planes de estudios** ***(objetivo: difundir información y fomentar el diálogo político)***.

4. Por último, el informe explica el **funcionamiento institucional** de la OIE (Consejo, recursos humanos y financieros y gestión institucional).

5. Como se señala en el programa que el Consejo aprobó en su 56ª reunión, la OIE ha seguido esforzándose para lograr los resultados previstos en la Estrategia de la OIE para 2008–2013 y en el documento 34 C/5, cuya introducción figura en el siguiente recuadro:

Introducción General (34 C/5, § 01021)

El objetivo de mejorar la calidad de la Educación para Todos (EPT) sigue constituyendo una importante preocupación en todo el mundo. Varios estudios han revelado que la cuestión de la reforma de los planes de estudios ocupa un lugar central en las políticas educativas encaminadas no sólo a propiciar el acceso a la educación sino también a garantizar que todos los alumnos, niños y niñas por igual, obtengan buenos resultados. La OIE, instituto especializado en el campo de los planes de estudios, seguirá centrando sus esfuerzos en el fortalecimiento de capacidades humanas e

institucionales, la determinación de nuevas tendencias en materia de desarrollo educativo, la difusión de información actualizada y de calidad y la promoción del diálogo internacional sobre políticas educativas en este ámbito.

Las actividades de la OIE, que son parte integrante de la labor del Sector de Educación, contribuirán al logro de la mayoría de los objetivos estratégicos a plazo medio del Sector, así como de sus prioridades bienales. Los programas de la OIE relativos al aumento de capacidades y la formación apuntarán a la consecución de los objetivos de los Ejes de acción 1 y 4, mientras que sus programas de observación, investigación y estudios contribuirán a los Ejes de acción 2 y 3. El programa de gestión de los conocimientos de la Oficina consistirá en llevar a cabo actividades transversales relativas a la elaboración de planes de estudios en el marco de los Ejes de acción 1, 2, 3 y 4. La OIE convocará la Conferencia Internacional de Educación que constituirá uno de los principales acontecimientos de la UNESCO en el ámbito educativo durante el próximo bienio y aportará una contribución esencial al Eje de acción 3.

6. La OIE ha llevado a cabo la mayoría de las actividades previstas, pero también ha emprendido otras nuevas, en respuesta a las peticiones específicas de los Estados miembros recibidas en 2008, además de las actividades relativas a la CIE; en los párrafos siguientes y en las fichas descriptivas se ofrece información más detallada. A principios de 2008, la OIE, conjuntamente con la Universidad Carnegie Mellon, en asociación con la Association of Schools Project Network [Red del proyecto de escuelas asociadas] (ASPnet) de la UNESCO, elaboró un nuevo proyecto titulado "GigaPan: Diversity and Inclusion in the Community" [GigaPan: Diversidad en inclusión en la comunidad]. Esta iniciativa tiene como objetivo intercambiar las buenas prácticas resultantes del vínculo entre las actividades curriculares y las nuevas tecnologías (GigaPan) y promover entornos escolares inclusivos, alentando los intercambios y la creación de redes sostenibles entre estudiantes de diferentes contextos culturales. Se seleccionaron escuelas en tres sitios diferentes para realizar un estudio piloto de las actividades: en Soweto (Sudáfrica), Trinidad y Tabago y Pittsburgh (Estados Unidos), respectivamente.

1. LAS ACTIVIDADES DE LA OFICINA

1.1 DESARROLLO DE CAPACIDADES

Resultados esperados para el final del bienio 2008-2009 (34 C/5 § 01022)

Fortalecimiento de las capacidades institucionales y humanas para la concepción, formulación y reforma de los planes y programas de estudios.

Indicadores de resultados:

- Actividades de la comunidad mundial de especialistas en materia de elaboración de currículos (Comunidad de Prácticas);
- Número de personas e instituciones a las que se ha impartido formación;
- Creación, adaptación, puesta a prueba y amplia difusión de recursos educativos y metodológicos y de "instrumental" didáctico.

La Comunidad de Prácticas en el desarrollo curricular

7. Durante el año 2008 se ha intensificado el ritmo de aplicación en la Comunidad de Prácticas, lo que ha permitido consolidar sus actividades y desarrollar otras nuevas. Este es el fruto de la asociación de los siguientes factores: su extensa participación en las consultas regionales de la CIE y la movilización propiamente dicha de casi 100 participantes en los talleres y debates de la CIE; la aplicación de los acuerdos de cooperación firmados en 2006 y un aumento de las actividades relativas a los planes de trabajo de la Comunidad de Prácticas en diferentes regiones con los nuevos centros de

coordinación. Se ha fortalecido su papel como red activa de investigadores, especialistas, expertos y formuladores de política, y como plataforma para el diálogo político, haciendo hincapié especialmente en el fomento de la cooperación regional, interregional y en la cooperación Sur-Sur y Norte-Sur-Sur. En el marco de la Comunidad de Prácticas continuaron las consultas regionales para intercambiar puntos de vista, políticas y buenas prácticas sobre la Educación Inclusiva que se habían iniciado en 2007 con el Taller de la Región Nórdica (en Helsinki, Finlandia, en marzo de 2008) y culminaron con la organización de tres conferencias preparatorias regionales de la CIE, en Asia (Bali, Indonesia, en mayo de 2008), en los Estados Árabes (Beirut, Líbano, en agosto de 2008) y en África (Yaundé, Camerún, en septiembre de 2008). Este proceso preparatorio de la 48ª reunión de la CIE constituye una característica singular y ha dado como resultado la celebración de 13 conferencias y talleres internacionales, regionales y subregionales que contaron con la activa participación de más de 900 participantes de 128 países. Asimismo, se le encomendó al equipo de la Comunidad de Prácticas que preparara y publicara cinco vídeos que, mediante la difusión de las buenas prácticas en materia de educación inclusiva, transmitirán mensajes clave a la CIE y "darán voz a los excluidos".

8. Desde el 31 de septiembre, la Comunidad de Prácticas está integrada por 840 miembros de 94 países, con 12 centros de coordinación. Se aplicaron y ampliaron los planes de trabajo establecidos con la Oficina Regional para la Educación de la UNESCO en Dakar (BREDA), Bangkok y Santiago. En particular en África, en coordinación con la UNESCO ED/BAS y la BREDA, en abril de 2008 se puso en marcha la fase inicial de la iniciativa "Basic Education in Africa Programme" [Programa de Educación básica en África] (BEAP) en Banjul (Gambia), para ocuparse de un marco curricular más pertinente y basado en las competencias para un mínimo de nueve años. En América Latina y el Caribe, se celebró la sexta reunión sobre la "Evaluación de las Competencias" en San José (Costa Rica), en junio de 2008, en el marco del acuerdo regional de tres años (2007-2009) con la Coordinadora Educativa y Cultural Centroamericana (CECC). Por otra parte, se determinaron ámbitos de cooperación para las reformas curriculares en los siguientes países: Belice, Costa Rica, El Salvador, Honduras, Guatemala, Nicaragua y Panamá.

9. Las actividades llevadas a cabo por la Comunidad de Prácticas en distintos niveles han dado lugar a diversos informes y documentos. Los resultados de todas las consultas regionales figuran en el documento de información "*Outcomes and trends in inclusive education at regional and inter-regional levels: issues and challenges*" [Resultados y tendencias en materia de educación inclusiva a nivel regional e interregional: cuestiones y retos], que estará disponible en la CIE. Se incluye asimismo un artículo de igual título en la edición especial de la revista *Perspectivas* dedicada a la Educación Inclusiva, así como un CD que contiene los informes de los nueve talleres de la Comunidad de Prácticas sobre educación inclusiva que se distribuirán en la CIE de 2008. Se están dando los últimos toques al dossier de recursos mundiales sobre cambio y gestión curricular, integrándose los estudios de casos en materia de desarrollo curricular de todas las regiones de la UNESCO. Se han elaborado y publicado otras aportaciones intelectuales para las conferencias y seminarios internacionales preparatorios.

10. En las fichas descriptivas 1a y 1b se exponen las actividades llevadas a cabo y los resultados logrados.

Innovación curricular, alivio de la pobreza y educación para la paz en África Subsahariana,

11. A lo largo de 2008 se consolidó aún más la red de especialistas en educación de alto nivel de los ministerios de educación de nueve países de habla francesa y portuguesa del África Subsahariana, creada en el año 2004, capacitándose a 150 funcionarios, principalmente especialistas en diseño curricular, formadores de formadores e inspectores generales. La experiencia y las enseñanzas adquiridas en el proyecto durante el período 2004-2008 figuran en la edición de *Perspectivas* dedicada a la "*Lucha contra la pobreza y educación inclusiva: transformar la escuela en África subsahariana*" (146, Vol. 38, Nº 2, de junio de 2008) en la cual se exponen, entre otros, las buenas prácticas determinadas por el proyecto, tales como la educación bilingüe, los currículos locales, la formación de docentes en las zonas rurales, la escolarización de los niños no escolarizados.

12. El 10 y 11 de enero de 2008 se celebró en Madrid (España) un foro internacional titulado: "*Luchar contra la pobreza y vivir juntos en paz: qué escuela en África hoy y mañana?"* con el objetivo de compartir los resultados y avances logrados hasta la fecha en el marco del proyecto. Este seminario que, fue organizado por la OIE, el Ministerio de Educación y Ciencia del Reino de España y la Universidad Complutense de Madrid, propició el encuentro de los equipos de países, expertos, Oficinas de la UNESCO fuera de la Sede y donantes para examinar las posibilidades de lograr la calidad, la igualdad y la cantidad en el ámbito del proyecto.

13. El Sexto Seminario Internacional: "Innovación curricular para aprender a vivir juntos: integrando la educación para la paz y la reducción de la pobreza" se celebró del 13 al 17 de octubre en Kigali (Ruanda), organizado conjuntamente con el Centro Nacional para el Desarrollo Curricular y la *Deutsche Gesellschaft für Technische Zusammenarbeit* (GTZ). El seminario inició la nueva fase del proyecto que tiene como fin analizar detenidamente un nuevo marco conceptual y metodológico para implantar la educación para la paz, integrando a seis nuevos países, lo que eleva a 15 el número de países participantes (Angola, Botswana, Burkina Faso, Burundi, Congo Brazzaville, Guinea, Kenya, Malawi, Malí, Mauricio, Mozambique, Níger, Senegal, Sudáfrica y Rwanda). En el seminario también se presentaron los resultados del estudio realizado por la GTZ y la OIE "`Preparación para vivir y trabajar" por ser un importante documento básico de referencia para determinar los vínculos entre la reducción de la pobreza y la educación para la paz. Se ha seguido manteniendo y consolidando considerablemente la provechosa colaboración con diversas Oficinas de la UNESCO fuera de la Sede.

14. En la ficha descriptiva 2 se exponen detalladamente las actividades realizadas y los resultados logrados.

Centro de intercambio de información y fortalecimiento de capacidades en materia curricular y de educación en VIH/SIDA

15. Este proyecto se inició en 2002 en el marco de las actividades del equipo de trabajo interinstitucional destinado a dar una respuesta integral al VIH/SIDA, a reforzar la labor de prevención y educación, a reducir la estigmatización y la discriminación, a establecer relaciones de género más equitativas, específicamente en cuanto se refiere a los currículos y contenidos en los niveles de primaria y secundaria de la enseñanza académica; el proyecto tiene dos componentes básicos: el intercambio de información y de documentación, sin excluir la difusión de las buenas prácticas y el fortalecimiento de capacidades. A lo largo de 2008, el proyecto se ha consolidado y se ha cristalizado plenamente la experiencia atesorada previamente. Se ha adaptado el sitio Web a las necesidades del usuario y se ha actualizado con regularidad, recibiendo alrededor de 15.000 visitas por año; de modo que las secciones en inglés, francés, español y ruso están ahora totalmente operativas; en la base de datos, por otra parte, constan ya 720 buenas prácticas curriculares. Concretamente, se utilizó el manual "*Planes de estudio y educación en VIH y SIDA"* (disponible en árabe, español, francés, inglés y ruso) en dos talleres de formación en que se capacitó a más de 120 especialistas: el primero de ellos, "*Atelier d'harmonisation des politiques d'éducation en matière de lutte contre le VIH et le sida dans les pays de la CEMAC*" [Taller de armonización de las políticas de educación de materia de lucha contra el VIH/SIDA en los países de la CEMAC], se celebró en Duala, África central, del 27 al 30 de mayo de 2008; y el segundo, "Raising awareness and capacity-building workshop for HIV and AIDS curriculum development" [Taller del fomento de la capacidad y sensibilización para el desarrollo curricular en materia de VIH/SIDA], en Moscú (Rusia) del 10 al 12 abril de 2008.

16. El equipo de la OIE formó parte de la delegación de la UNESCO que participó en la Conferencia Internacional sobre el Sida que se celebró en México, del 4 al 8 de agosto de 2008, y co-presidió una reunión dedicada a la prevención. Asimismo, se presentó en la conferencia el póster "Manual for Integrating HIV and AIDS Education in School Curricula Toolkit: Experiences of integrating HIV and AIDS into national curricula¨ [Manual para la integración de la educación en VIH/SIDA en los currículos escolares: las experiencias de la integración del VIH/SIDA en los currículos nacionales] de la OIE.

17. En octubre se brindó asistencia técnica específica al Ministerio de Educación de Guyana para la realización de un análisis de la capacitación, inicial y durante el empleo, de los docentes sobre nutrición y salud escolares, que se centró especialmente en el VIH/SIDA. El objetivo es evaluar la eficacia de la respuesta actual al VIH/SIDA en el ámbito de la formación de docentes, y los planes para el futuro inmediato, a fin de poner de relieve los puntos débiles y fuertes y elaborar una serie de recomendaciones para orientar los procesos de formulación de políticas y de planificación estratégica.

18. Se ha incrementado la colaboración con todos los interesados en el marco de la iniciativa "EDUCAIDS" de la UNESCO y el ONUSIDA del Equipo de Trabajo del ONUSIDA sobre el VIH/SIDA y la educación, y con las Oficinas de la UNESCO fuera de la Sede de Yaundé, de Bangkok, de BREDA y de Moscú para el fomento de la capacidad; con el Instituto Internacional de Planeamiento de la Educación (IIEP), con la sede de la UNESCO y las Oficinas de Nairobi, Harare, Santiago, Kingston y BREDA para el Centro unificado de intercambio de información sobre educación en VIH/SIDA.

19. En la ficha descriptiva 3 se exponen detalladamente las actividades llevadas a cabo y los resultados logrados.

Proyectos de cooperación técnica y asistencia a los Estados Miembros

20. Al igual que en los años precedentes, en 2008 el programa atendió las peticiones específicas de los países y prestó servicios de asesoramiento exclusivo y asistencia técnica relacionados con el ámbito del desarrollo curricular y su aplicación.

21. Más concretamente, a partir de un taller internacional celebrado en Ginebra del 18 al 20 de agosto de 2008, se realizó una revisión integral de una importante propuesta de proyecto de desarrollo curricular y de textos en el Iraq. En el mismo orden de cosas, durante un taller celebrado en Monrovia (Liberia) del 14 al 27 de septiembre de 2008, a solicitud del Ministerio de Educación, se elaboró una estrategia para realizar una prueba piloto de los programas de estudio revisados de Liberia desarrollados durante 2006-2007. Asimismo, en el marco del Acuerdo de Cooperación con el UNICEF, se brindará asistencia técnica para la revisión del nuevo Marco Curricular Nacional de Kosovo que se elaboró en 2001.

22. Dos iniciativas que se pusieron en marcha en 2007 en colaboración con la *Deutsche Gesellschaft für Technische Zusammenarbeit* (GTZ) culminaron en dos estudios: "*Preparation for Life and Work. Comparative Study with a Focus on Basic (Primary and Lower Secondary) Education in Developing African Countries*", que se presentó en la reunión bienal de la Asociación para el Desarrollo de la Educación en África (ADEA) en Maputo (Mozambique) en mayo de 2008 y "Learning to Live Together" [Aprendiendo a vivir juntos] que se pondrá a prueba en el terreno, se revisará y publicará en 2009. En el sexto seminario internacional que se celebró en Kigali (Ruanda) en octubre de 2008, en el marco del proyecto "*Curricular Innovations, peace education and poverty alleviation*" [Innovaciones curriculares, educación para la paz y reducción de la pobreza] se difundió y analizó el estudio "Preparation for Life and Work" como recurso conceptual y metodológico encaminado a mejorar la coordinación interna y a crear sinergias entre las actividades de la OIE. En 2009 se publicará una versión revisada de este estudio.

23. Se han hecho diversas contribuciones a las publicaciones de la UNESCO y de la OIE, entre otras, el "*Report of the First Expert Meeting on Peace Education and Textbook Development"* [Informe de la primera reunión de expertos en materia de educación para la paz y desarrollo curricular] (Paris, UNESCO, 2007); la "*GigaPan Guide: using modern technology to promote intercultural understanding and inclusiveness" [*Guía GigaPan: sobre cómo promover el entendimiento intercultural y la inclusión mediante la tecnología moderna] y una edición de la revista Perspectivas, *Curriculum developers facing education: Reform challenges* [Los especialistas del diseño curricular ante la educación: los desafíos de la reforma] (144, Vol. 37, Nº 4 de diciembre de 2007), que se publicó en el verano de 2008.

24. Por motivos que escapan al control de la OIE, algunas actividades previstas inicialmente, como los estudios de caso sobre género y currículos en sociedades en situaciones de posguerra, no han podido llevarse a cabo.

25. En la ficha descriptiva 4 se exponen detalladamente las actividades llevadas a cabo y los resultados alcanzados.

1. 2. BANCO DE RECURSOS Y OBSERVATORIO DE LAS TENDENCIAS

Resultados previstos al final del bienio 2008-2009 (34 C/5, § 01022)

Nuevas orientaciones (tendencias) y cambios en el ámbito de la educación mediante el acopio y el tratamiento de información y la realización de investigaciones y estudios.

Indicadores de resultados:
- *Estudios y análisis disponibles en el marco del Informe de Seguimiento de la EPT en el mundo;*
- *Publicación de conclusiones de investigaciones y estudios;*

Actualización y difusión de conocimientos e información relativos a los sistemas educativos, los currículos existentes y los procesos de formulación de currículos, así como de ejemplos de buenas prácticas e innovaciones.

Indicadores de resultados:
- *Ampliación y enriquecimiento de las bases de datos de la OIE (Datos mundiales de educación; dossiers por país; centro de intercambio de información sobre educación preventiva contra HIV/SIDA).*

26. Este programa básico ha dado señales de un continuo crecimiento y una utilización cada vez más intensa del banco de recursos y el observatorio de tendencias, que desempeñan una función muy importante de la OIE.

Banco de recursos

27. Se ha mantenido y enriquecido la base de datos *Dossiers por País*, que abarca 193 países, de los cuales 94 tienen acceso en línea a los recursos curriculares. Los *Dossiers por País* también dan acceso a los 161 perfiles educativos de la *Base de Datos Mundiales sobre la Educación.* Se han actualizado periódicamente los enlaces a materiales y recursos curriculares. La base de datos está totalmente integrada en el portal del Sector de Educación de la UNESCO.

28. El constante proceso de ampliación de IBEDOC –el catálogo en línea de la OIE- ha sido impulsado gracias a la contribución de 1.174 nuevos registros. Además, se está transfiriendo el catálogo IBEDOC al catálogo UNESBIB/UNESDOC localizado en la biblioteca de la UNESCO en París. Se ha acrecentado regularmente la colección de materiales curriculares y se han agregado 176 documentos curriculares de 22 países al archivo electrónico de currículos en línea. Se han procesado unos 840 Informes nacionales digitalizados (metadata) para poder acceder a la colección de Informes nacionales 1933-1992 desde IBEDOC. Se rediseñó la colección de currículos impresos de la OIE, un listado geográfico, y se transfirió a una nueva base de datos Access para facilitar su uso; esta base de datos contiene en la actualidad 230 currículos. Los servicios externos de alerta constan de una alerta semanal que comprende nuevos elementos, informes en línea, resultados de encuestas e investigaciones, sitios Web y otros recursos en línea sobre el diseño curricular, los sistemas educativos y las tendencias educativas. De enero a septiembre de 2008 se recopilaron unas 35 alertas semanales y tres boletines y se han difundido a más de 900 especialistas en diseño curricular y a educadores de más

de 94 países en todo el mundo. En el período de enero a septiembre de 2008 se registraron más de 174.000 consultas o descargas de publicaciones de la OIE desde UNESDOC.

29. En la ficha descriptiva 5 se exponen detalladamente las actividades llevadas a cabo y los resultados alcanzados.

Observatorio de Tendencias

30. El observatorio de tendencias, que depende en gran medida del banco de recursos, presta apoyo a la EPT en la medida que produce análisis, estudios, recopilaciones de datos y bases de datos de gran calidad. La versión para Internet de la base de datos *Datos Mundiales sobre la Educación* está disponible en el sitio Web de la OIE; se incluyeron en esta versión actualizada un total de 161 perfiles. Se preparó, gracias al apoyo financiero del Ministerio Federal de Educación de la Argentina, la versión en español de la publicación "*School knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education*", conjuntamente por la OIE y el Comparative Education Research Centre (CERC) de la Universidad de Hong Kong, en 2006.

31. Para el Informe de Seguimiento de la EPT en el Mundo 2009 (*Superar la desigualdad: Por qué es importante la gobernanza*), que se centra en la legislación, la gobernanza y la financiación de la educación, la OIE aportó una recopilación (más de 1.600 páginas) de información seleccionada y sistematizada en relación con esas cuestiones respecto de 184 países. En cuanto a la nueva edición del *Compendio mundial de la educación* preparado por el Instituto de Estadística de la UNESCO (UIS), la OIE llevó a cabo una verificación de los datos del UIS sobre la duración de la educación primaria y la edad obligatoria de ingreso en unos 80 países durante el período comprendido entre 1970 y 2005, utilizando principalmente los informes nacionales. Como parte del proceso de examen de la Clasificación Internacional Normalizada de la Educación (CINE), adoptada en 1997, la OIE también participó en la primera reunión regional (región de Europa y América del Norte) organizada por el UIS, la Organización para la Cooperación y el Desarrollo Económico (OCDE) y Eurostat.

32. En la ficha descriptiva 6 se exponen detalladamente las actividades llevadas a cabo y los resultados alcanzados.

1. 3. GESTIÓN DEL CONOCIMIENTO Y DIÁLOGO POLÍTICO

Resultados previstos al final del bienio 2008-2009 (34 C/5, § 01022)

A) Actualización y difusión de conocimientos e información relativos a los sistemas educativos, los currículos actuales y los procesos de desarrollo curricular, así como de ejemplos de buenas prácticas e innovaciones.

Indicadores de resultados:
- *Desarrollo y actualización periódica de la página Web de la OIE;*
- *Estadísticas relativas al número de consultas de la página Web.*

B) Intensificación y ampliación del diálogo internacional sobre políticas educativas.

Indicadores de resultados:
- *Buenos resultados y calidad del trabajo de la 48ª reunión de la* ***Conferencia Internacional de Educación*** *(CIE);*
- *Nivel de participación de los Estados miembros;*
- *Evaluación de los resultados de la Conferencia;*
- *Supervisión de la aplicación de las decisiones de la CIE.*

Gestión del conocimiento, difusión de la información y publicaciones

33. Dada su condición de factor estratégico "dinámico", central para el proceso de "gestión del conocimiento", en 2008 se concedió especial atención a la reestructuración total del sitio Web de la OIE, de acuerdo a las directrices del portal de la UNESCO y mediante la adopción de un nuevo Content Management System [Sistema de gestión de contenidos] (CMS, por ejemplo Typo3). Esto implicó, entre otros, la creación de nuevas plantillas Web, con archivo de noticias, la migración de determinadas secciones en los seis idiomas oficiales de la UNESCO; así como la creación de sectores protegidos por contraseñas, de foros y grupos de usuarios. En el proceso, se integraron o transfirieron unas 4.500 páginas al nuevo sitio Web y se recrearon y transfirieron en torno a 2.000 páginas y más de 120 noticias al nuevo diseño del sitio. Se volvió a redactar y mejorar el contenido de la mayoría de las secciones (por lo menos en inglés, francés y español) a fin de reflejar la nueva Estrategia de la OIE para 2008-2013 aprobada por el Consejo de la OIE en enero de 2008. Se ha impartido formación en materia de creación de contenido para la Web utilizando el nuevo CMS a 14 funcionarios.

34. A fines de junio de 2008 empezó a funcionar el nuevo sitio Web mejorado de la OIE, así como la sección especial dedicada a la 48ª reunión de la CIE. Desde principios de septiembre se ha actualizado con frecuencia el sitio Web de la CIE (compuesto por más de 30 páginas en inglés, francés y español) que brinda acceso a la información y recursos de la Conferencia. El número de consultas, que muestra un considerable incremento de visitas de los usuarios de los seis idiomas oficiales, confirma la importancia de las mejoras introducidas: durante el período de enero a mediados de septiembre de 2008, las visitas al sitio Web de la OIE aumentaron en un 17%, la consulta de páginas en un 31%, y el tiempo dedicado al sitio un 21% en comparación con el mismo período en 2007 (fuente: *Google analytics*). Como de costumbre, se distribuirá al Consejo un documento informativo sobre la utilización del sitio Web en 2008.

35. Las **publicaciones** editadas en el año estarán a disposición de la CIE y del Consejo en enero. Según el contrato suscrito con Springer (Países Bajos), se han copublicado, en inglés, varios números de Perspectivas, la revista trimestral de la UNESCO a saber: *Curriculum developers facing education: Reform challenges* (144, Vol. 37, Nº 4 de diciembre de 2007); la edición especial para la CIE: *Educación inclusiva (*145, Vol. 38, Nº 1 de marzo de 2008); "*Lucha contra la pobreza y educación inclusiva: transformar la escuela en África subsahariana*" (146, Vol. 38, Nº 2 de junio de 2008) y *Education for All by 2015: Progress and challenges* [Educación para todos en 2015: Avances y desafíos] (147, Vol. 38, Nº 3 de septiembre de 2008). La edición especial de Perspectivas (145) también se publicará en francés, español y chino para la CIE; y el número sobre la pobreza (146) se publicará asimismo en francés para la CIE.

36. Se ha publicado un nuevo libro de la serie Studies in Comparative Education [Estudios en materia de educación comparativa] de la OIE, titulado *Learning to Educate: Proposals for the Reconstruction of Educaction in Latin America* [Aprender a educar: Propuestas para la reconstrucción de la educación en América Latina], por Ernesto F. Schiefelbein y Noel F. McGill (UNESCO:OIE, 2008). Por último, se puede consultar en la página Web de la OIE una nueva edición de la serie IBE Working Papers on Curriculum Issues [Documentos de trabajo de la OIE en materia de cuestiones curriculares] (en versión electrónica solamente). Este número presta especial atención a las tendencias en materia de desarrollo curricular (particularmente en los enfoques orientados a potenciar las competencias) en los países de habla francesa del África subsahariana.

37. En la ficha descriptiva 7 se exponen detalladamente las actividades llevadas a cabo y los resultados alcanzados.

Diálogo político y la 48ª reunión de la Conferencia Internacional de Educación (CIE)

38. Por lo que se refiere al diálogo político, el año 2008 se dedicó por completo al proceso preparatorio y a la celebración de la 48ª reunión de la CIE. Para mantener la dinámica lograda en 2007 y, siguiendo la recomendación del Consejo de la OIE en su 55ª reunión, durante la primera mitad del

año la OIE siguió organizando conferencias preparatorias regionales y reuniones con la participación de expertos de ministerios de educación, universidades, organizaciones internacionales, fundaciones, organizaciones no gubernamentales y sociedad civil, así como personal de las Oficinas de la UNESCO fuera de la sede y de la Sede, con el objetivo de movilizar los conocimientos sobre la Educación Inclusiva y velar por un debate más fundamentado en la propia CIE. En términos generales, en 2007 y 2008 la OIE, por conducto de su Comunidad de Práctica en desarrollo curricular, organizó nueve talleres preparatorios regionales sobre Educación Inclusiva y colaboró con la organización de cuatro conferencias preparatorias regionales. Estas actividades estuvieron encaminadas a iniciar un debate participativo y consultivo tendente a poner de relieve las cuestiones clave y las dificultades de la educación inclusiva. En 2008, en el marco de la Comunidad de Prácticas, se organizó un taller preparatorio regional en Finlandia (marzo de 2008) en colaboración con la Junta Nacional de Educación de Finlandia, y se brindó asistencia técnica para la organización de cuatro conferencias regionales con el objetivo de ampliar la cobertura geográfica del proceso preparatorio. Más concretamente, se celebraron: la Conferencia Preparatoria para la región de Europa y Norteamérica, titulada "Inclusive Education: from Policy Dialogue to Collaborative Action" [Educación inclusiva: del Diálogo sobre Políticas a la Acción Colaborativa], que se celebró en Riga (Letonia) del 24 al 26 de febrero; la Conferencia Regional Asia-Pacífico sobre "Inclusive education: Major Policy Issues in the Asia and Pacific Region" [la Educación inclusiva: principales cuestiones políticas en la región Asia-Pacífico], que se celebró en Bali (Indonesia) del 29 al 31 de mayo; la Conferencia preparatoria regional árabe en Beirut (Líbano) del 25 al 27 de agosto, titulada "Regional Seminar on Quality Education for All: No Exclusion and No Marginalization" [Seminario regional sobre la calidad de la educación para todos: ni exclusión ni marginación] y la Conferencia preparatoria regional africana en Yaundé (Camerún) del 17 al 18 de septiembre, titulada "Inclusive Education: Major Issues and Priorities in Africa" [Educación inclusiva: principales cuestiones y prioridades en África].

39. La mayoría de las reuniones y conferencias preparatorias permitieron constituir una hoja de ruta regional que los países participantes aprobaron al final de cada evento. En esta hoja de ruta, establecida conforme a los subtemas de la CIE 2008, se señalaron las medidas adecuadas para los ámbitos estratégicos de la formulación de políticas, la legislación, las finanzas, las instituciones, el diseño curricular, la sensibilización y el apoyo. Se está organizando una última actividad preparatoria en el marco de cooperación actual entre la OIE, la Facultad de Psicología y Ciencias de la Educación (FAPSE) de la Universidad de Ginebra, y el Servicio de investigación en materia de educación (SRED). El seminario internacional tiene como título: *"L'éducation pour l'inclusion: de la recherche aux réalisations pratiques"* [La educación inclusiva: de la investigación a la práctica] y constituirá una aportación intelectual adicional a los debates de la 48ª reunión de la CIE.

Preparativos adicionales para la CIE

40. Aprovechando una arraigada tradición, se están reuniendo y poniendo a disposición de la CIE los informes nacionales sobre el Desarrollo de la Educación en diferentes países. Estos informes son una de las principales fuentes de comparación de datos en materia de educación entre los países y a lo largo del tiempo, y son un instrumento útil para intercambiar información y experiencias en el ámbito de la educación.

41. Por último, se recibieron más de 130 mensajes de ministros de educación de todo el mundo a los que se dio notoriedad en una exposición y una publicación, y se les dedicó una sección especial de la CIE en el sitio Web de la OIE.

42. Al igual que en otras reuniones de la CIE, de acuerdo a los Estatutos, el jurado realizó un proceso de selección para adjudicar la Medalla Comenius a diez candidatos. Esta distinción, creada conjuntamente en 1992 por el Ministerio de Educación Nacional, Juventud y Deportes de la República Checa y por la UNESCO, está destinada a recompensar las iniciativas y realizaciones novedosas en el ámbito de la investigación y la innovación pedagógicas, así como a honrar el patrimonio espiritual de Jan Amos Comenius.

43. Se organizaron varias actividades más para la CIE. Particularmente, una mesa redonda en que participarán ministros de educación y jóvenes, moderada por un conocido periodista de la BBC, que se transmitirá por Internet y dará la oportunidad a los jóvenes de plantear preguntas críticas a ministros de diferentes regiones geográficas para comparar las perspectivas relacionadas con la inclusión.

44. Además, se realizarán ocho actividades paralelas en torno a la Conferencia, para que puedan participar más interesados en debates exhaustivos sobre temas y programas específicos en relación con la educación inclusiva, las TIC, la educación en materia de derechos humanos, las directrices de política para la inclusión y otros más.

45. Se han organizado tres exposiciones diferentes con el objetivo de ampliar las alianzas en torno al tema de la Conferencia, así como mecanismo de recaudación de fondos. La exposición: "Practising Inclusion" [La práctica de la inclusión] aporta valor agregado a la Conferencia, dando difusión de forma atractiva a las experiencias concretas y a las prácticas efectivas de los organismos de las Naciones Unidas, las ONG y el sector privado. En una muestra de las publicaciones en materia de educación de la Sede de la UNESCO en París y de los Institutos de la UNESCO, se exponen libros, revistas, CD-ROM y folletos informativos. Por último, en coordinación con el Museo J. A. Comenius de Praga, se dedicará la exposición titulada "Educación para todos. El legado de J. A. Comenius al Mundo" al legado de J. A. Comenius, "Maestro de las Naciones".

46. En la ficha descriptiva 8 se exponen las actividades llevadas a cabo y los resultados alcanzados.

2. FUNCIONAMIENTO INSTITUCIONAL

2.1. CONSEJO DE LA OFICINA INTERNACIONAL DE EDUCACIÓN

47. El funcionamiento del Consejo de la OIE se define en sus Estatutos, su Reglamento interno y la Resolución adoptada por la 34ª Conferencia General (34 C/5).

48. El Consejo celebró su 56ª reunión en enero de 2008 para planificar las actividades de la Oficina y evaluar sus resultados; el Grupo Administrativo y el Grupo de Trabajo sobre la reunión de la CIE se reunieron los dos días anteriores. El Consejo eligió a su nuevo Presidente, Su Excelencia Sr. D. Raúl Vallejo Corral, a la Mesa del Comité y a los demás órganos; aprobó el informe sobre las actividades de la OIE para 2007 y las cuentas provisionales hasta el 31 de diciembre de 2007, así como el proyecto de programa y presupuesto para 2008. Analizó los progresos logrados en el proceso preparatorio de la CIE; examinó los mecanismos de financiación innovadores para la OIE, y aprobó el proyecto de Estrategia de la OIE para 2008-2013 como "Estrategia ajustable". Pidió además que se presentara a la 58ª reunión del Consejo una Estrategia destinada a convertir a la OIE en Centro de Excelencia de la UNESCO en materia de currículos. La reunión de la Mesa del Comité se celebró en Ginebra en julio de 2008. De conformidad con la práctica establecida, el Consejo también se reunirá un poco antes y después de la 48ª reunión de la CIE para examinar las cuestiones de procedimiento finales y para hacer una evaluación preliminar de los resultados de la conferencia. Esta será la 57ª reunión del Consejo de la OIE.

49. En la ficha descriptiva 9 se exponen las actividades llevadas a cabo y los resultados alcanzados.

2.2. GESTIÓN INSTITUCIONAL: RECURSOS HUMANOS Y FINANCIEROS Y ASOCIACIONES

Recursos humanos y gestión

50. En lo que atañe a los recursos humanos, se reforzó el equipo de profesionales de la OIE al contratar a un asistente de proyectos para el programa sobre el VIH y el SIDA. Se inició también un

proceso de contratación para el puesto de Coordinador de Innovaciones educativas, reducción de la pobreza y educación para la paz, con cargo a los recursos extrapresupuestarios, pero lamentablemente no se pudo llevar a término, ya que ninguno de los candidatos de la lista de selección final respondía plenamente a las exigencias del puesto. En 2009 se volverá a publicar la vacante. Los servicios del asesor que el Ministerio de Educación de China cedió generosamente con carácter provisional a la OIE, se prolongaron hasta julio de 2008. Cabe señalar que a causa de la excepcional carga de trabajo vinculada a la organización de la CIE, la situación en materia de recursos humanos ha resultado particularmente crítica y la OIE ha tenido que recurrir a personal contratado por períodos breves para aumentar sus recursos internos y poder hacer frente al volumen de trabajo.

51. En este contexto, y siguiendo las recomendaciones del Consejo, la OIE ha continuado la política de formación en el empleo de jóvenes profesionales. De hecho, el proceso de preparación y ejecución de la CIE puede considerarse como una oportunidad de aprendizaje muy importante. Como todo el personal de la OIE, los asistentes y pasantes de investigación tienen tareas y responsabilidades concretas de distinta índole, su participación en diversos aspectos de la preparación de la OIE constituye una oportunidad excepcional de desarrollo profesional. Se beneficiaron de becas en calidad de asistentes de investigación 9 jóvenes universitarios y 15 estudiantes realizaron pasantías. Si bien la OIE considera que la función de formación es parte integrante de su misión, como se reafirma en la nueva Estrategia de la OIE, cabe recordar una vez más que esta labor también tiene como corolario un aumento del volumen de trabajo del personal profesional al que se pide que ofrezca orientación y supervisión.

52. Habida cuenta del hecho de que la mayor parte de los recursos humanos y financieros de la OIE se han dedicado a la organización de la CIE, no ha sido posible organizar las actividades de formación específicas que se habían previsto inicialmente. No obstante, como en 2007, la OIE intervino en el proyecto sobre las IPSAS, con la participación de dos funcionarios de la Administración de la OIE en una semana de formación organizada por la Oficina del Contralor de la UNESCO. También se llevará a cabo una actividad de planificación para determinar las medidas que se han de adoptar hasta el 1º de enero de 2010, fecha en que se adoptarán la nuevas normas contables de las IPSAS. Además, cuatro funcionarios siguieron cursos de idiomas, en tanto que otros dos continuaban su formación en contabilidad y gestión de recursos humanos.

Recursos financieros

53. La consignación financiera de la UNESCO (presupuesto ordinario) asignada a la OIE en 2008 (que no ha cambiado desde 2002) fue de 2.295.500 dólares EE.UU.

54. La Directora de la OIE llevó a cabo importantes actividades de recaudación de fondos para lograr el nivel financiero necesario para el buen desarrollo de la CIE. A lo largo del año 2008 se iniciaron contactos con varios países y donantes potenciales y, en el momento de la redacción del informe, los Gobiernos del Ecuador, la India, Kuwait, Suiza y España así como el UNICEF y el "Fondo del Proyecto del Príncipe Sultan bin Abdulaziz de apoyo al idioma árabe en la UNESCO" habían contribuido financieramente a la Conferencia. La Directora de la OIE expresa su especial agradecimiento a estos interlocutores por su apoyo clave a la CIE. Cabe también expresar reconocimiento por los ingresos obtenidos mediante la organización de la exposición sobre la práctica de la inclusión y la participación concreta del sector privado, si bien el importe exacto sólo se conocerá tras la reunión de la CIE.

55 Los recursos extrapresupuestarios registrados en firme al 31 de octubre de 2008 para las actividades del programa y determinados gastos de personal ascienden, para la cuenta especial de la OIE, a 1.255.185 dólares EE.UU., de los cuales 333.774 dólares para la CIE (211.127 dólares EE.UU., aportados por Suiza, 94.694 dólares por Kuwait y 26.954 dólares EE.UU. por España). La OIE recibió asimismo una contribución financiera del "Fondo del Proyecto del Príncipe Sultan bin Abdulaziz de apoyo al idioma árabe en la UNESCO" para garantizar la interpretación simultánea en árabe durante

los talleres de la CIE. Los recursos extrapresupuestarios movilizados fuera de la cuenta especial (Fondos fiduciarios de la UNESCO, ONUSIDA, etcétera) ascienden a 886.769 dólares EE.UU.

56. El nuevo Acuerdo de cooperación con la Agencia Internacional de Desarrollo de Suecia (SIDA) se ultimó a finales de 2008, por un período de dos años y por un total de 6.000.000 de coronas suecas, que se distribuirán por igual en 2008 y 2009. Como parte de las actividades especiales de recaudación de fondos para la OIE, España ha aprobado una contribución voluntaria de 350.000 euros para la Oficina.

57 En la parte III del presente documento figura la situación presupuestaria a 31 de octubre de 2008. Se facilitará al Consejo un nuevo cuadro informativo sobre la situación a finales de diciembre de 2008.

Asociaciones

58. Uno de los resultados más importantes del proceso preparatorio de la CIE y del ritmo intenso de las consultas regionales ha sido la creación de fuertes relaciones de colaboración en el trabajo con una variedad de interlocutores y colaboradores, entre los cuales figuran organismos de las Naciones Unidas, institutos de investigación, organizaciones no gubernamentales y expertos. Dentro de la UNESCO, ello incluye a un equipo del Sector de Educación, otros institutos de educación, así como varias Oficinas Regionales, Multipaís y Nacionales de la UNESCO, que estuvieron involucradas profesionalmente en la organización de la CIE y le prestaron su apoyo. Por otra parte, también se pidió al personal de la OIE que aportara sus conocimientos técnicos y sus contribuciones en diversas ocasiones, por ejemplo, efectuando revisiones a otros expertos, encargándose de dirigir y organizar reuniones de expertos, etcétera. La Directora ha participado en todas las reuniones del Leadership Team para la reforma del Sector de Educación, ha permitido seguir consolidando su red.

59. Como importante iniciativa de seguimiento a la reunión celebrada en noviembre de 2007 para renovar el actual acuerdo de cooperación con la Universidad de Ginebra, el Servicio de Investigaciones Educativas y la OIE, se celebrará un seminario internacional el 21 y 22 de noviembre en Ginebra, con ocasión de la 48ª reunión de la CIE. Organizado por la Faculté de Psychologie et des Sciences de l'Education (FAPSE) de l'Université de Genève en colaboración con la OIE y el 'Service de recherche en éducation (SRED)" el seminario se titula: '*L'éducation pour l'inclusion : de la recherche aux réalisations pratiques'*. Además, el 29 de octubre, en el acto de presentación de tres nuevas publicaciones, organizado por la FAPSE de la Universidad de Ginebra, la directora de la OIE, Sra. C. Acedo hizo una exposición para la "lectura crítica" del libro *Educational theories and practices from the majority world*, compilado by P.R. Dasen y A. Akkari (Nueva Delhi, 2008).

60. Al igual que en 2007, la OIE ha confirmado su contribución a la Universidad de Verano de Derechos Humanos y del Derecho a la Educación (UEDH), que se celebra tradicionalmente en las oficinas de la OIE en julio. La Directora de la OIE, Sra. C. Acedo, inauguró el seminario con una conferencia que este año trató del tema "La educación inclusiva: el camino hacia el futuro".

61. En septiembre, en el marco del Acuerdo de Cooperación entre la OIE y el Centro de la UNESCO en San Sebastián, se acordó un nuevo plan para la puesta en marcha de las actividades prioritarias de 2009. El proyecto Animators de la UNESCO formará parte del programa de la OIE. En esta primera fase, se prevé la formación en línea de 30 animadores de la UNESCO respectivamente en el Ecuador y en Venezuela, y la elaboración del material pedagógico conexo, con el objetivo principal de compartir y difundir los resultados de la 48ª reunión de la CIE.

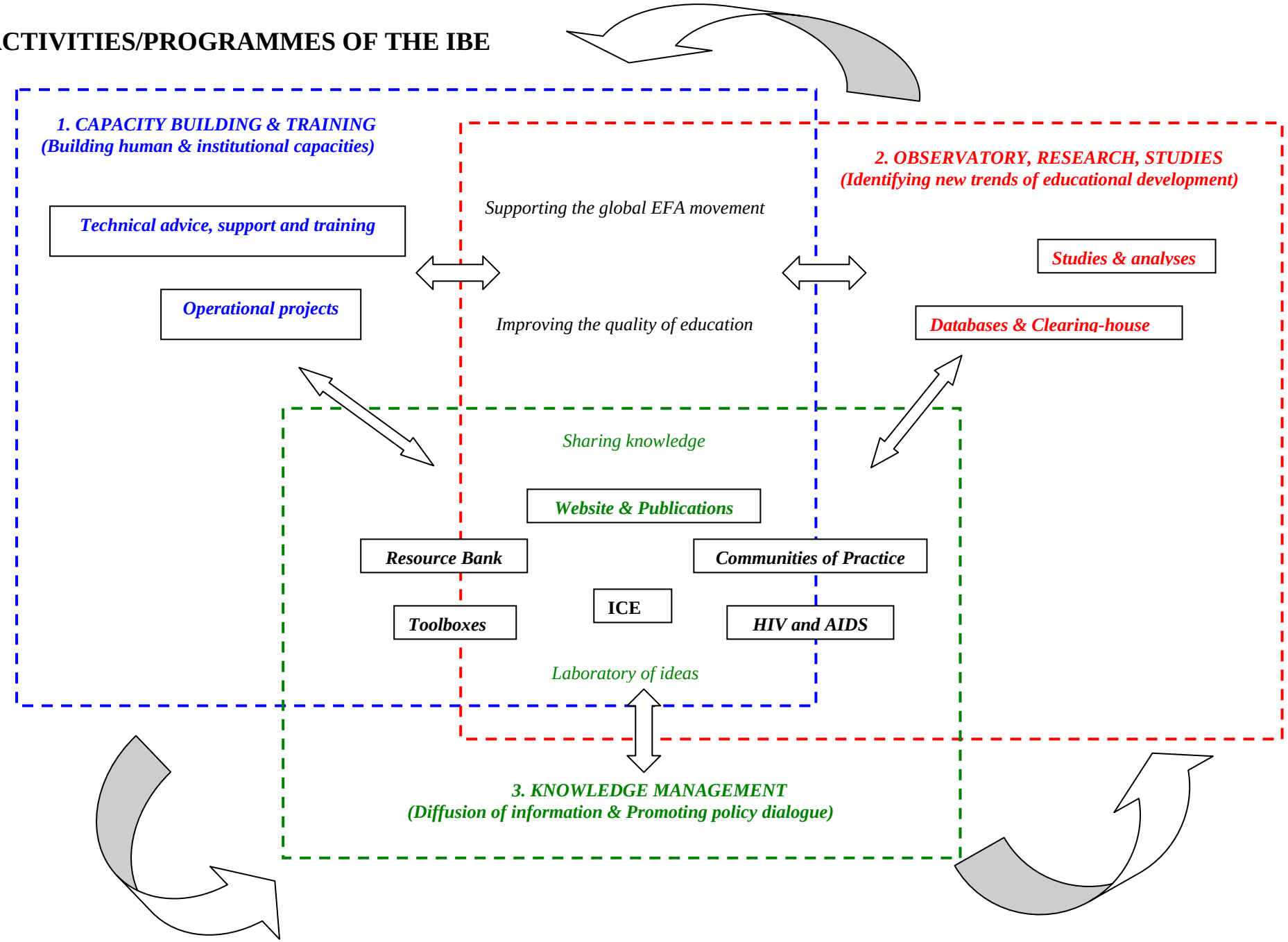
Conclusión

62. La Directora desea expresar su particular agradecimiento al conjunto del equipo de la OIE por haber respondido positivamente durante este año, muy intenso y estimulante, y por haber contribuido siempre con aportaciones de alta calidad, pese al gran volumen de trabajo. La Directora confirma una

vez más su firme voluntad de convertir a la OIE en un centro de excelencia en el diseño y la reforma curriculares, partiendo del sólido fundamento actual. Desea también destacar en especial que debe dotarse a la OIE de recursos financieros y humanos suficientes para llevar a cabo su mandato y espera con interés los resultados de los debates sobre la Estrategia destinada a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia de currículo que se desarrollarán durante la 58ª reunión del Consejo. La Directora agradece asimismo el firme apoyo que ha recibido de todos los miembros del Consejo y, especialmente, del Presidente del Consejo y de los representantes del país anfitrión.

63. La Directora agradece, asimismo, sinceramente todas las contribuciones financieras recibidas, tanto en forma de apoyo institucional a la OIE como de fondos extrapresupuestarios a la CIE, de los Gobiernos del Ecuador, España, la India, Kuwait, Suecia y Suiza, el UNICEF y el “Fondo del Proyecto del Príncipe Sultan bin Abdulaziz de apoyo al idioma árabe en la UNESCO”. Alienta, además, al Consejo de la OIE a que desempeñe un papel activo en la recaudación de fondos para la financiación extrapresupuestaria, ya que de ello dependen totalmente las actividades del programa para 2009 y para la nueva Estrategia.

ACTIVITIES/PROGRAMMES OF THE IBE



II. FACT SHEETS

IBE – REPORT 2008 **CAPACITY DEVELOPMENT**	
1. Heading of the element	**Global Community of Practice (COP)**
2. Name of the Responsible Officer and of the Deputy	Staff - Renato Opertti, Lili Ji and Daoyu Wang
3. Starting and termination dates	January – October 2008

4. BACKGROUND AND DESCRIPTION

4.1 Context

Within the mandate of supporting UNESCO Member States in managing curriculum change, the IBE created the worldwide Community of Practice (COP) in Curriculum Development in 2005 as a tool for designing and implementing better processes of curriculum change, mainly related to Basic Education. Its main initiatives for 2008 are to: (i) promote the policy discussion on main educational and curricular strategies for further accelerating the achievement of EFA goals, focusing on UNESCO Action Plans and policy agreements on the ICE 2008; (ii) develop projects and activities within South-South and North-South-South cooperation mechanisms supporting the expansion and democratization of Basic and Youth Education (iii) assist the implementation of comprehensive capacity development approaches (including policy dialogue; development of curriculum frameworks and syllabuses, approaches and content; follow-up and evaluation of curriculum changes, etc.)

4.2 Goal (overall objective)

Consolidate the worldwide Community of Practice (COP) in Curriculum Development as a unique, open and dynamic policy setting for collective production and sharing of visions, competencies, knowledge, practices and outcomes on curriculum issues linked to a holistic vision of EFA goals.

4.3 Purpose (specific objective)

a) COP Global Level –

- To promote collective policy discussion and development on curriculum issues among high-level educators, curriculum specialists and developers from the five UNESCO regions, leading progressively to the setting-up of an inter-regional curriculum think-tank.
- To consolidate relationships with 12 Regional Focal Points (2 in Africa, 1 in the Arab States, 2 in Asia, 4 in Europe/North America and 3 in Latin America and the Caribbean) to: (i) strengthen inter-regional exchange on curricular reform; (ii) continue the implementation of preparatory activities for the ICE 2008; (iii) set up communities of practice focused on ESD, Basic Education and Inclusive Education (iv) implement comprehensive capacity development approaches at regional and national levels in curriculum development for Basic Education.
- To provide learning resources (e.g. glossaries and databanks of learning situations), carry out training workshops and comparative research, publish working documents to support countries in the design and implementation of competency-based curriculum changes.
- To finalize a resource pack for capacity building by forging partnerships with ministries, universities and NGOs to train curriculum developers, supervisors, principals and teachers
- To continue strengthening the multilingual COP section of the IBE website to facilitate access to information, good practices and experiences on current issues and processes of curriculum change.

5. RESULTS

5.1 Title of the results

COP Global level

5.2 Expected (description)

- **Inter-regional exchange on curriculum issues** in the EFA goals framework among educators and curriculum specialists from the five UNESCO regions, prioritising the expansion and democratization of Basic Education in Africa.
- **Twelve Focal Points in all UNESCO Regions**.
- **Technical support** to reform processes towards competency-based curriculum for Basic Education.

- **Resource Training Pack for Capacity Development**.
- **Community of Practice section in IBE website** with weekly animation, relevant information and documentation in all UNESCO languages.

5.3 Performance indicators

- Type of activities implemented (face to face and/or on-line) by region and country.
- Number of fee contracts, cooperation (or similar) agreements established by region and sub-region.
- Number of activities implemented (training workshops and research) and/or learning resources made available (ex. glossaries, learning situations and guidelines for textbooks) by region.
- Resource pack to be pilot tested (English).
- Setting-up of cooperation agreements with ministries, universities and/or civil society for training.
- Number of regular, multi-lingual COP activities and communications per week.

5.4 Assessment criteria

- Type of activities implemented – objectives, scope (institutions/people by country), contents and impacts.
- Quality of the resource pack proposal evaluated by curriculum specialists from different regions.
- Quality of the COP web section evaluated by curriculum specialists from different regions.

5.5 Obtained/level of achievement

- **To date, the COP has 840 members from 94 countries. With 12 Focal Point Coordinators in all UNESCO regions, it has progressively enhanced its role as an inter- and intra-regional policy dialogue setting for promoting exchanges, discussions and collective construction around curriculum issues linked to EFA goals within a plural and open format.**
- **Co-ordinated the planning and implementation of the Regional Preparatory Conferences of the ICE 2008, in Asia (Bali, Indonesia, May), Arab States (Beirut, Lebanon, August), Africa (Yaoundé, Cameroun, September), and the Nordic Regional Workshop (Helsinki, Finland, March).**
- **Contributed to the planning and implementation of the ICE 2008: a) operational coordination and follow-up of the agenda (regarding the structure, contents, speakers and their contributions); b) participated in the elaboration of the reference document; c) elaborated, coordinated and followed-up on information documents to support the workshop discussions and d) integrated the working team in charge of the production of five videos for the ICE 2008.**
- **Coordinated and produced thirteen reports (in English) on inclusive education related to the outcomes of nine regional workshops and four regional conferences (a CD was distributed at the ICE 2008). The outcomes of all these activities (which gathered nearly 900 participants from 128 counties) have been compiled in the document "Outcomes and trends in inclusive education at regional and inter-regional levels: issues and challenges" (the document in English and French were distributed at the ICE 2008).**
- **The article "Outcomes and Trends in Inclusive Education at Regional and Interregional Levels: Issues and Challenges" was published in the special issue of Prospects, focused on the ICE 2008.**
- **The creation of the resource bank on competency-based learning situations is in progress mainly based on African and Latin American case studies of processes of curriculum change in basic and youth education.**
- **Book « Compétences et développment curriculaire. Débats, perspectives et alternative pour le systèmes éducatifs » to be published by l'Harmattan Collection Education et Societés.**
- **The resource pack on curriculum change and management has incorporated case studies of curriculum development from all UNESCO regions. A draft version of the resource pack and a proposal for its use (on-line and CD formats) are currently under revision.**
- **The COP section offers a multi-lingual space for information and documentation in all UNESCO languages, e.g. on the ICE preparatory activities. Weekly, multi-lingual emails are sent to COP members. Positive feedback on the utility of the COP is received on a weekly basis from its members.**

6. ELEMENTS OF STRATEGY

6.1 Description of the intervention

- Continuing to consolidate the COP proposal within the EFA framework, as a main UNESCO strategy to discuss and agree on education and curricular policy and action to further accelerate EFA goals.
- Implementing the recommendations and suggestions of the UNESCO Working Group for ICE and the

Working Group of the IBE Council.

- Discussing and implementing activities with UNESCO Offices, Ministries, Universities, civil society, international organizations, COP Focal Points from all UNESCO regions and donor organizations, mainly regarding the ICE 2008.
- Supporting regions and countries with curriculum change processes (mainly competency-based), closely working with UNESCO Field Offices, Ministries, inter-governmental bodies and donor organizations.
- Forging partnerships with Ministries of Education, Universities, civil society and international organizations, to implement training activities based on the worldwide curriculum resource pack.
- Continuing to develop a multi-lingual COP based on a proactive sharing of visions, information, 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, especially members of the Community of Practice in Curriculum Development.

The partners will be from the 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 persons that are working on the processes of curriculum change at regional and national levels within different layers 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$):

7.1 Approved 240,000
7.2 Revised 260,000
7.3 Obligated as of 31.10.08: 258,268 (99.3%)

IBE – REPORT 2008

CAPACITY DEVELOPMENT

1. Heading of the element	**Community of Practice (COP) – Regional Level**
2. Name of the Responsible Officer and of the Deputy	Staff - Renato Opertti, Lili Ji and Daoyu Wang
3. Starting and termination dates	January – 31 October 2008

4. BACKGROUND AND DESCRIPTION

4.1. Context: See sheet 1a.
4.2 Goal (overall objective): See sheet 1a.
4.3 Purpose (specific objective)
b) COP Regional Level –

- to continue the implementation of working plans with UNESCO Regional Offices in Africa (BREDA, Dakar), Asia (Bangkok) and Latin America and the Caribbean (OREALC, Santiago) on educational and curriculum issues linked to the activities of the EFA, the ICE 2008 and the Education Sector strategic objectives. The priority areas are Basic Education, Inclusive Education and Education for Sustainable Development (ESD).
- to continue the implementation of the cooperation agreement signed between IBE and the Educational and Cultural Council of Central America (CECC) focused on supporting curricula transformation processes for Basic Education in Central America.

5. RESULTS

5.1 Title of the results

- Working Plans with UNESCO Regional Offices
- Regional Agreement IBE-CECC

5.2 Expected (description)

- **In Africa** – the development of a holistic, integrated and inclusive competency-based curriculum framework relevant to the needs of learners for a minimum of 9 years of 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). **In Asia** – setting up a Community of Practice in Curriculum Development focused on Education for Sustainable Development (ESD) jointly with UNESCO Bangkok Office and Teachers Education Institutes from over 12 Asian countries in order to strengthen ESD in teacher education curriculum and also to share/disseminate good practices. **In Latin America and the Caribbean** – within the Education Project for Latin American and the Caribbean (PRELAC II), with the support of UNESCO OREALC, Cluster and National Offices, the programme will focus on: (i) setting up a regional agenda on Inclusive Education as a follow-up of the Regional Workshop on Inclusive Education (Buenos Aires, 12-14 September 2007); (ii) further implementing an Ibero-American Observatory of Equity in Basic Education mainly developing indicators to measure the relevance of the curriculum and (iii) supporting the processes of curriculum change in Secondary Education (with emphasis on issues around Science and Technology, i.e. ICTs).
- Continue the implementation of the three-year project (2007-2009) aimed at supporting Central American countries with processes of curriculum changes in Basic Education, mainly through regional training workshops on the design of learning resources and pre-service teacher education. Assist at least two countries in curricula transformation processes in Basic Education through advice and implementation of national workshops. Finally, the continued support of e-learning/training, communication and document sharing among curriculum specialists and developers.

5.3 Performance indicators

- Regional working plans and implemented activities
- Working plans and activities implemented in the Central American project

5.4 Assessment criteria

Objectives, scope (institutions/persons by country), content and impact of the activities

5.5 Obtained/level of achievement

- **<u>In Africa</u> – 1) Close interaction with BREDA, the UNESCO Cluster Offices in Nairobi, Kenya and Addis Ababa, Ethiopia, especially for the UNESCO-initiated Basic Education in Africa Programme (BEAP). BEAP has been designed to start with the curriculum component with active involvement of the IBE. Co-organized in April by UNESCO ED/BAS and BREDA, the BEAP was started in Banjul, The Gambia, where stakeholders analysed the country's policies, strategic plans, reforms, needs and available resources. Further technical support will be provided. 2) Participation in the 2008 Biennale on Education in Africa with a follow-up**

consultative meeting (June 27, Frankfurt). Within the follow-up, the role of IBE is to support the curricular development of post-primary education (PPE) in Sub-Saharan Africa. Publication of "Competency-Based Curriculum Development: Some Lessons Learned from Other Regions" abstract in the Biennale Working document (pp. 102-103). In Asia – 1) Coordination of the "IBE-BAES (Beijing Academy of Educational Sciences) Meeting on Educational Research" (May). Both institutions plan further cooperation in documentation and information sharing, in curriculum comparative research, strategies, practices and ESD issues. 2) Collaboration with UNESCO Bangkok Office on activities of the Asia-Pacific Regional Network of Teacher Education Institutions to address ESD (ESD-NET). Coordination of an e-forum discussion (June) on ESD curricula with multiple participants from teachers' education institutes. In Europe – Participation in the XIV Conference of the Ministers of Education of the CIS Parties (June), to inform CIS Ministers of Education about the ICE 2008 and about the COP. In Gulf Arab States – Organization of regional ICE participants through the Regional Focal Point. In Latin America and the Caribbean – dissemination of the ICE 2008 and presentation on "Six Education Challenges in the Light of a New Generation of Social Policies" at the International Conference on "Models of Social Protection: The Challenge of Cohesion in the Southern Cone of Latin America" in Uruguay (March), co-organized by the Ibero-American General Secretary, the UN Economic Commission for Latin America and the Caribbean (ECLAC), and Office of Planning and Budget of Uruguay. Co-organization and/or contributions to the ICE Regional Preparatory Conferences and Workshops – See sheet 1a.

- **Coordination and participation in the 6th Meeting of the Central American COP on "Evaluation of Competencies" (June). Discussion with the new CECC General Secretary on main objectives and content of future activities related to CECC-IBE Cooperation Agreement, and the IBE 2008-2013 Strategy. Bilateral meetings on the current situation of curriculum reform and identification of areas of cooperation, with the representatives from Belize, Costa Rica, El Salvador, Honduras, Guatemala, Nicaragua and Panama.**

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, in order to support the processes of curriculum change within the EFA Global Action Plan, address the issues of Basic Education, Inclusive Education and ESD and continue the preparation of the ICE 2008. Coordinating global and regional activities with UNESCO Institutes, such as: (i) the development of skills and competency-based approaches in curriculum change processes with UNEVOC; (ii) capacity building activities on educational and curriculum planning with IIEP; (iii) implementation of the Ibero-American Observatory of Equity in Basic Education with IIEP-Buenos Aires and (iv) collaboration with the UIL (Institute of Lifelong Learning) on the links between basic education and lifelong learning. For all these activities, UNESCO ED/BAS will be a key partner.
- Continuing to establish regional cooperation agreements on curriculum development with various partners, such as in the Nordic countries and Central America, with the CECC, in order to strengthen the institutional, technical and financial support of COP activities.

6.2 Stakeholders, partners and beneficiaries

Primary stakeholders will include policymakers, educators, curriculum specialists and developers from all UNESCO regions, especially members of the Community of Practice in Curriculum Development.
Partners will be from the UNESCO Education Sector, Institutes, Regional/Cluster/National Offices as well civil society, inter-governmental bodies and donor organizations.
The principal beneficiaries should be institutions and persons working on the processes of curriculum change at regional and national levels within different layers 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 Offices.

7. BUDGET (US$):

7.1 Approved
7.2 Revised
7.3 Obligated as of 31.10.08

IBE – REPORT 2008 CAPACITY DEVELOPMENT	
1. Heading of the element	**Curricular innovations, poverty alleviation and Peace Education in Sub-Saharan Africa**
2. Name of the Responsible officer and of the Deputy	Clementina Acedo and Elmehdi Ag Muphtah
3. Starting and termination dates	January – October 2008

4. BACKGROUND AND DESCRIPTION

4.1 Context

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, reducing drop-out numbers, promoting peace and overcoming poverty.

4.2 Goal (overall objective)

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 further assisting the nine participating countries in their efforts to implement curricular changes.

4.3 Purpose (specific objectives)

- 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.
- To encourage and intensify in a South-South Cooperation 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.
- To continue activities aimed at poverty alleviation by incorporating peace promotion components and to enhance activities involving best practices.
- To continue discussing the criteria for the relevance of basic education curricula for poverty alleviation and peace education, to develop a curriculum framework and to prepare strategies facilitating actual and relevant changes to the curriculum.
- To contribute to the organization of one of the sub-themes of the ICE (I or IV) and incorporate poverty alleviation as part of the ICE follow up..
- To prepare contributions for the ADEA Biennial Meeting and the 48th ICE or other regional or international forums.
- To incorporate a group of six English-speaking countries in partnership with GTZ.

5. RESULTS

5.1 Title of the results

More in-depth and broader analysis of curricular innovations focused on poverty alleviation, the promotion of peace education and "Learning to Live Together", and the improvement of basic education curricula.

5.2 Expected results (description)

- Nine national curriculum development teams strengthened and expanded.
- 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.
- The peace promotion components as they relate to poverty alleviation are discussed, expanded and clearly established.
- 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.
- Contributions made to the Biennial Meeting of the ADEA and the 48th ICE or other regional or international forums.

5.3 Performance indicators
- The number of participating countries and the number of curriculum specialists trained.
- The number of innovations thoroughly analysed and documented.
- The quality and number of tools developed and applied.
- 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)..
- The tools and other outcomes of the project used by countries in their curriculum change processes.
- The outcomes discussed in the global network of curriculum development conducted by the IBE.

5.5 Obtained/Level of achievement
- **Priority interest for this project is confirmed, as well as the continuity and high quality of the participation of the 9 countries' teams, which resulted in the training of more than 150 specialists in those 9 countries.**
- **Awareness and capacity of the participants to use tools for the implementation of innovations aimed at poverty alleviation was strengthened.**
- **Beginning of the work on the peace education dimension and its links with poverty alleviation. These dimensions were discussed and deepened during an international seminar held from 13 to 17 October of this year in Kigali (Rwanda). This seminar also gathered 6 new countries of English-speaking Sub-Saharan Africa.**
- **Work on the innovations was enriched with the group of 9 countries. Publication of a periodical issue dedicated to the results of the last 4 years of the project (2004-2008) that presents the various innovations / good practices identified and studied at the level of the participating countries to the project: bilingual education, priority education areas, local curriculum, teacher training in rural areas, schooling of dropout and out-of-school children.**
- **The promising innovations are integrated into the official curricula and improved according to the criteria of relevance for poverty alleviation, the promotion of peace and sustainable development**
- **Identification of the conditions to stimulate these innovations and their distribution in the system, development of concrete strategies to move beyond the obstacles to overcome.**
- **Formalization of this network in an African French and Portuguese-speaking African community of practice.**

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.

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: 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, BREDA, Maputo, Windhoek, UNESCO HQs and UNESCO Institutes.

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 development: 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 successfully implement curricular innovations.
- The HIV and AIDS Education cross-cutting programme: integration of life skills in the curriculum
- Technical assistance Programme to Member States: learning to live together and peace education.

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

7.1 Approved 537,289
7.2 Revised 527,199
7.3 Obligated as of 31.10.08: 223,623 (42%)

IBE – REPORT 2008
CAPACITY DEVELOPMENT

1. Heading of the element	The clearinghouse and capacity development for curriculum and HIV and AIDS education
2. Name of the Responsible Officer and of the Deputy	Clementina Acedo and Sandrine Bonnet
3. Starting and termination dates	January – October 2008

4. BACKGROUND AND DESCRIPTION

4.1 Context

Consolidation of the programme Curriculum and HIV and AIDS, in the context of UNESCO's response to HIV and AIDS and EDUCAIDS, consisting of two main elements:

a) a resource bank of curricular materials and good practices for HIV and AIDS education;
b) capacity development for the integration of HIV and AIDS education in school curricula.

A decision was made that all the UNESCO HIV and AIDS education clearinghouses should integrate in one single clearinghouse, with the purpose of facilitating and making more efficient the access to information. The IBE keeps working independently while being an essential part of the unified UNESCO HIV and AIDS education clearinghouse.

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4.2 Goal (overall objective)

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.

4.3 Purpose (specific objective)

- 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.
- To continue the capacity development of curriculum specialists and to establish linkages with teacher training so that HIV and AIDS education is better integrated into the schools.
- 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.
- To continue developing the "Manual on integrating HIV and AIDS education into official curricula" and to promote its use in training and capacity development.
- To expand the programme in a focused manner to Arabic-, Spanish-, Portuguese- and Russian-speaking countries as well as to other African countries.

5. RESULTS

5.1 Title of the results

Improvement in the curricular response and capacity development for HIV and AIDS education.

5.2 Expected (description)

- The clearinghouse, in the framework of the unified UNESCO HIV and AIDS education clearinghouse, improves its role as a source of documentation and for 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.
- Good practices in HIV and AIDS education are identified, analysed and actively shared through CD ROMs for example.
- The "Manual on integrating HIV and AIDS education into official curricula" is updated, adapted and strengthened in French, English, Russian and Spanish.
- 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).
- The capacities of curriculum specialists and those responsible for teacher training are built up and consolidated.

5.3 Performance indicators

- The annual number of connections to the Internet site, CD-ROMs distributed and requests (for information or advice);
- The number of curricular documents, good practices or key resources documented and disseminated;
- The number of education 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 committed to better integrate HIV and AIDS education into national curricula at the primary and secondary levels.

5.4 Assessment criteria

- Visits to the website and requests (for information, material and advice) constantly on the increase;
- Updating and dissemination of the CD-ROM and other useful documents in developing curricular material for HIV and AIDS education.
- 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;
- 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 Obtained/level of achievement

- **Website made more user-friendly and regularly updated approximately 15'000 visits per year; Sections in English, French, Spanish, Russian; requests constantly increasing (ten to twenty per week for information, materials and advice); Portuguese section under development**
- **Additions to the databases on good curricular practices (720) and on experts.**
- **CD-ROM "Interactive Activities Resource pack", containing good practice produced (3000), in October.**
- **Publication and distribution of 500 copies of the "HIV and AIDS Curriculum Manual" in Arabic, English, French, Russian and Spanish.**
- **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 2 training workshops in Central Africa, in Russia, (between 40 and 80 specialists trained each time).**
- **Technical assistance conducted in Guyana to assess the teacher training on HIV and AIDS education in October.**
- **Member of the official UNESCO delegation at the International AIDS Conference in Mexico: Poster on "HIV and AIDS Manual" and co-chair of a session.**
- **Increased collaboration in the context of the UNESCO–UNAIDS "EDUCAIDS" initiative, of the IATT–UNAIDS Interagency Task Team for Education, of the International AIDS Conference 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.**
- **Advocacy among curriculum specialists, secretary-generals of national commissions and ministers of education at the International AIDS Conference and at regional/international seminars.**

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 development 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 HQ, IIEP, UNESCO Field Offices (particularly: Dakar-BREDA, Yaoundé, Moscow, Harare, Maputo, Kingston, Bangkok, etc.), Ministries of Education in various countries, other organizations (Education International, PCD).

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 development: dissemination of good practices on HIV and AIDS education, « HIV and AIDS Curriculum Manual » and capacity-building seminars for curriculum specialists;
- Policy dialogue: advocacy and providing information to ministries of education for a better integration of HIV and AIDS education in national curricula and other teaching materials.

7. BUDGET (US$):

7.1 Approved 290,000

7.2 Revised

7.3 Obligated as of 31.10.08: 113,822 (39%)

IBE – REPORT 2008

CAPACITY DEVELOPMENT

1. Heading of the element	**Technical cooperation projects / Assistance to UNESCO Member States**
2. Name of the Responsible Officer	Dakmara Georgescu
3. Starting and termination dates	January – October 2008

4. BACKGROUND AND DESCRIPTION

4.1 Context

The IBE offers country specific technical assistance to UNESCO-Member States based on their needs and requests, provided that extra-budgetary funding is available. IBE's expertise covers broad areas of curriculum development (curriculum planning, design, implementation, monitoring/evaluation, and revision). While able to respond to a wide range of demands, over the last few years the IBE has expanded its activities 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. Over 2008, the programme contributed extensively to different education research studies carried out in partnership with international agencies, and to activities taking place in the context of other IBE projects and programmes.

4.2 Goal (overall objective)

- 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, teaching and learning strategies

4.3 Purpose (specific objective)

- To assist countries in processes of curriculum analysis and evaluation, design and discharge;
- To develop capacities to improve the curriculum by taking into account learner needs and integrating emerging areas;
- To cooperate with other UN agencies (i.e. UNHCR) and international agencies (i.e. GTZ; CIEP) in promoting quality education for all;
- To widely disseminate IBE experiences and lessons learned that could be applied in other (similar or different) contexts.

5. RESULTS

5.1 Title of the results

5.1.1 Enhanced professional capacity of decision makers and curriculum developers to carry out quality and inclusive curriculum processes

5.1.2 New quality curriculum materials, capacity development tools and research studies (i.e. assessment reports, case studies and international comparative studies)

5.1.3 Enhanced coordination at institutional and international level

5.1.4 Broad dissemination of IBE experiences

5.2 Expected (description)

5.2.1 (Result 5.1.1) Comprehensively revised the project proposal for curriculum and textbook development in Iraq, based on an international workshop with stakeholders held in Geneva (18-20 August 2008); Strategy to pilot test the revised Liberian syllabuses developed over 2006-2007 and workshop in Monrovia/Liberia (14-27 September 2008); Enhanced capacity to address Learning to Live Together through the curriculum, integrating preparation for life and work, and workshop in Kigali/Rwanda (8-19 October 2008); preparation of forthcoming curriculum project in Vietnam (textbook revision from a gender perspective); and mission to be carried out in Kosovo (revision of the new National Curriculum Framework developed in 2001) in December 2008.

5.2.2 (Result 5.1.2) Study: "Preparation for Life and Work. Comparative Study with a Focus on Basic (Primary and Lower Secondary) Education in Developing African Countries" presented at the ADEA Biennale, Maputo/Mozambique, May 2008; "Learning to Live Together. Design, monitoring and evaluation of education for life skills, citizenship, peace and human rights" (in collaboration with GTZ); "Report of the First Expert Meeting on Peace Education and Textbook Development" (Paris, UNESCO, 2007); "GigaPan Guide: using modern technology to promote intercultural understanding and inclusiveness"; Handbook for pilot testing curriculum materials in post-conflict countries (Liberia).

5.2.3 (Result 5.1.3) Contributions to: Preparatory Regional Conferences of the ICE48 (Riga/Latvia, 24-26.Feb. 08 and Yaoundé/Cameroun, Sept. 08); international exchanges taking place at the IBE (China, May 08); UNESCO ED/BAS projects (Promoting peace education through innovative textbook development; Holocaust Education); UN inter-agency cooperation: UNIACC; promoting women's leadership in education; cooperation with other agencies (i.e. GTZ – joint workshops and other activities throughout 2008).

5.2.4 (Result 5.1.4) Publications: Comparative Study on Preparation for Life and Work – preliminary publication by GTZ; publication of revised Study by IBE in course (see above 5.2.1); Prospects 144 (Open file: Curriculum Developers facing Education Reform Challenges); Report of the First Expert Meeting on Peace Education and Textbook development (2007); Presentations and papers in international education and curriculum conferences: TED (Ankara/Turkey, Jan. 08;

ASCD and CIES, March 2008; ADEA Biennale - Maputo/Mozambique, May 08; IRRE-VDA/Italy, Sept. 08).

5.3 Performance indicators

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

5.3.2 Materials published in English (and other languages, i.e. French and Arabic) and prepared for publication; means of dissemination; modalities and quality of stakeholder participation

5.3.3 Enhanced quality of IBE and international programmes; Satisfaction of stakeholders;

5.3.4 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 Workshop held in Geneva to develop a revised project proposal for Iraq (August 2008); Two-week mission to, and workshop held in Liberia (September 2008); Two-week mission to, and workshop held in Rwanda (October 2008); one-week mission in Kosovo (December 2008); Work plans for 2009 (Vietnam and Kosovo).

5.5.2 Study "Preparation for Life and Work…" published by GTZ in English and French (pre-publication), final publication by IBE in course; "Learning to Live Together" – monitoring tool, published by GTZ in collaboration with IBE (English); Case studies on access to quality education published by UNHCR – (English) - (acknowledging IBE); Report of the first Expert Meeting on Peace Education and Textbook Development (English, French and Arabic); GigaPan Guide; Handbook for pilot testing curricula in post-conflict countries

5.5.3 Successful preparatory conferences in Latvia and Cameroon; quality documents and meetings, enhanced synergy among projects and programmes, enhanced impact

5.5.4 Prospects 144 (English); papers to be published in conference proceedings

6. ELEMENTS OF STRATEGY

6.1 Description of the intervention

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

6.2 Stakeholders, partners and beneficiaries

- Ministries of education and local education stakeholders (i.e. MOE of Iraq and UNESCO Iraq Office; Liberian MOE and UNESCO Monrovia; ten African ministries of education in the case of the IBE and GTZ Study; 15 African MOE in the case of the Curriculum Innovation project; CIEP; UNESCO ED/BAS)
- 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 Policy Dialogue, Capacity Building and Observatory of Trends Programme (overall preparation of the ICE48)
- IBE Programme on Curriculum and Poverty Alleviation (Joint workshop in Kigali/Rwanda, Oct. 08; publication of the revised Study on Preparation for Life and Work in African developing countries)

IBE Publications (i.e. PROSPECTS no 144/Open file: *Curriculum Developers Facing Education Reform Challenges*, guest editor Ms. Dakmara Georgescu; UNESCOED/BAS: Report of the First Expert Meeting on Peace Education and Textbook Development; Sinclair, M.: Learning to Live Together, second edition, and other)

7. BUDGET (US$):

7.1 Approved 150,000
7.2 Revised 150,000
7.3 Obligated as of 31.10.08: 150,000 (100%)

IBE – REPORT 2008

RESOURCE BANK AND OBSERVATORY OF TRENDS

1. Heading of the element	**Resource Bank on education systems and curricular policies**
2. Name of the Responsible officer and of the Deputy	Massimo Amadio, Ruth Creamer, Elizabeth Glauser, Christopher Strebel
3. Starting and termination dates	January – October 2008

4. BACKGROUND AND DESCRIPTION

4.1 Context
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 2000. Since the end of 2006, the database *Country Dossiers* is also fully integrated into the Education Sector Portal of UNESCO.

4.2 Goal (overall objective)
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.

4.3 Purpose (specific objective)
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.

5. RESULTS

5.1 Title of the results
A knowledge base and a variety of specialized information resources on education systems and existing curricula maintained updated and enriched.

5.2 Expected (description)
- The *Country Dossiers* database maintained updated and enriched.
- The collection of curriculum materials further developed; links to curriculum materials on the Internet updated and enriched.
- 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.
- The series of National Reports progressively organized into a Digital Library.
- Records related to curricula and curriculum-related materials regularly added to the online catalogue (IBEDOCS).
- Continued cataloguing of IBE historical collection as preparation for future digital access.
- Improved documentation services—for both IBE staff and external users—through the upgrading of the online catalogue.

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.

5.5 Obtained/level of achievement
(a) The database *Country Dossiers* has been regularly updated and enriched, with a special focus on the

sections 'links' and 'curricular resources'. A total of 193 countries are currently contained in the database, including 94 countries providing online access to curricular resources; links to websites of ministries of education and other official sources cover a total of 166 countries. The *Country Dossiers* also give access to the 161 education profiles of the database *World Data on Education*. Links to relevant sections of the UNESCO Portal ('UNESCO Worldwide'), education statistics made available by the UNESCO Institute for Statistics (UIS), EFA statistics prepared by UIS and the Global Monitoring Report (GMR) on EFA, as well as educational plans accessible through the website of the IIEP, ensure the full integration of this database into other UNESCO information services.

(b) The collection of curriculum-related materials has been regularly developed. An archive of electronic online curricula containing materials for 123 countries was created in 2007 containing 263 curricula. An additional 176 curriculum documents were added for a further 22 countries. The purpose of the archive is to have a record of older electronic versions of curricula after they are superseded, complementing other services such as the *Country Dossiers*. The IBE collection of printed curricula, a geographic listing, was redesigned and transferred to a new Access database to facilitate easier usage. Material is arranged by country, region and type of curricula (primary, secondary, etc.). It now contains 230 printed curricula.

(c) A total of 35 weekly alerts, two digests of resources as well as 54 'table of contents' alerts were disseminated during the period January-September 2008, in particular among the members of the Community of Practice in Curriculum Development (more than 800 participants from over 90 countries).

(d) Work began on making the scanned collection of National Reports 1933-1992 available via IBEDOCS (the online IBE electronic catalogue). Up to the end of September, metadata has been added for some 840 reports. It is expected that one-third of the collection will be accessible online by the end of the 2008-beginning of 2009.

(e) IBEDOCS is being migrated to become part of the UNESBIB/UNESDOC catalogue hosted by the UNESCO Paris Library. Bibliographic records for the IBE's large collection of historical books, which is a source of great interest to educational researchers and students all over the world, are currently undergoing quality checking and indexing. More than 1,174 new records were added to IBEDOCS during January-September 2008. The integration into UNESBIB will make it possible to fully exploit the potential of the new IBE website under the Typo3 Content Management System (for example, it will expand access to full-text documents via the database *Country Dossiers* through specific, targeted searches).

(f) The UNESCO-IBE Education Thesaurus, which was revised in October 2007, will be translated into Arabic at the initiative of the Lebanese Association for Educational Studies in Beirut (Participation Programme 2008). The IBE will collaborate with the Association.

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 54,000
7.2 Revised 64,000
7.3 Obligated as of 31.10.08: 60,597 (95%)

IBE – REPORT 2008

RESOURCE BANK AND OBSERVATORY OF TRENDS

1. Heading of the element	**Observatory of educational trends in the field of curriculum development processes and products**
2. Name of the Responsible officer and of the Deputy	Massimo Amadio
3. Starting and termination dates	January – October 2008

4. BACKGROUND AND DESCRIPTION

4.1 Context

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 database *World Data on Education*. The sixth edition (2006/07) 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).

4.2 Goal (overall objective)

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.

4.3 Purpose (specific objective)

The specific objective is to contribute to the identification of main trends in the conceptualisation and organization of curricular content and curriculum development processes; and to facilitate knowledge sharing and dialogue on specific curricular themes and concerns.

5. RESULTS

5.1 Title of the results

A knowledge base on educational contents, curriculum development processes and products, as well as education systems maintained, updated and enriched.

5.2 Expected (description)

- The Internet version of the sixth edition of the database *World Data on Education* maintained, updated and enriched.
- The Resource Bank-Observatory section within the new IBE website completely reorganized and improved.
- Analyses/studies focusing on educational content and curriculum development processes and products made available, in particular through the series *IBE Working Papers on Curriculum Issues*.
- A contribution to the 2008/09 UNESCO Global Monitoring Report (GMR) on EFA (theme: governance, management and financing) delivered to the Monitoring Report Team.

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.

5.5 Obtained/level of achievement

(a) The Internet version of the database *World Data on Education* has been made available on the IBE website and is also accessible through the *Country Dossiers* database. A new feature of the database is the possibility of consulting/downloading the profiles of education systems of each individual country in a PDF

format. A total of 161 profiles are included in the updated version of the database. The CD-ROM version has been sent to all ministries of education, UNESCO National Commissions and Permanent Delegations, and was widely distributed at the occasion of the 48th session of the International Conference on Education.

(b) The Resource Bank-Observatory section within the new IBE website has been completely reorganized and improved. Databases and resources made available by the IBE are now fully integrated into the Education Sector Portal.

(c) A new issue of the series *IBE Working Papers on Curriculum Issues* (published in electronic version only) has been made available on the IBE webpage. This issue focuses on curriculum development trends (particularly competency-based approaches) in French-speaking countries of Sub-Saharan Africa. It has been downloaded 253 times as of the end of September 2008. Overall, the seven issues of this series have been downloaded 3,500 times since 2006.

The Spanish version of 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, has been produced thanks to the financial support from the Federal Ministry of Education of Argentina. This publication reflects the work carried out at the IBE in recent years also in terms of networking and improved collaboration with high-level researchers and scholars in the field of curriculum studies.

(d) The IBE contribution to the 2008/09 GMR on EFA (theme: educational governance and financing), delivered by mid-April 2008, consists of a compilation of systematized and selected information on educational legislation, governance and financing in 184 countries. Overall, it comprises more than 1,600 pages including data drawn not only from the updated version of the database *World Data on Education*, but also from some additional 270 reports and publications made available mainly by the World Bank and other regional development banks.

Another contribution has been delivered to the UNESCO Institute for Statistics (UIS), in the framework of the preparation of the new edition of the *Global Education Digest*. This activity consisted in cross-checking UIS data (time series) about the duration of primary education and the statutory entry age in some 80 countries for the period 1970-2005, mainly using the series of National Reports. Overall, more than 450 time points have been checked, some 65 new time points have been added, and around 150 inconsistencies/problematic cases identified. Furthermore, the IBE has participated in the first regional meeting (Europe and North America region), organized by UIS, OECD and Eurostat, as part of the process of review of the International Standard Classification of Education (ISCED) adopted in 1997.

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$):

7.1 Approved 54,000
7.2 Revised 54,000
7.3 Obligated as of 31.10.08: 47,421 (87.8%)

IBE – REPORT 2008

KNOWLEDGE MANAGEMENT

1. Heading of the element	**Development of the IBE website**
2. Name of the Responsible officer and of the Deputy	Massimo Amadio Christopher Strebel, Ruth Creamer
3. Starting and termination dates	January – October 2008

4. BACKGROUND AND DESCRIPTION

4.1 Context

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 has been 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 being established with the new Education Sector Portal of UNESCO (launched in September 2006) and news on IBE activities are frequently published also on the Portal.

4.2 Goal (overall objective)

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.

4.3 Purpose (specific objective)

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.

5. RESULTS

5.1 Title of the results

A knowledge base and a wide range of educational resources maintained, updated and easily accessible through the IBE website.

5.2 Expected (description)

- A new IBE website created, also exploiting the potential of a content management system (CMS), and in line with the current UNESCO's guidelines. Workflow modules of the new CMS, which is already in use at HQs, allowing to fine tune the IBE web publishing guidelines and improve quality assurance.
- The IBE website maintained updated, providing easy access to a range of additional resources, 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.

5.5 Obtained/level of achievement

The year 2008 has been intensively devoted to the reorganization and restructuring of the IBE webpage, following the UNESCO Portal guidelines and adopting a new Content Management System (CMS, e.g. Typo3). Technical work exploiting the new CMS included, but was not limited to the following: installation of Typo3 onto the IBE web server; creation of new web templates, with news archiving; migration of selected sections in the six official languages of UNESCO languages; and creation of

password protected areas, forums and user groups.

Furthermore, with the creation of the new template pages, some 4,500 pages were integrated or migrated into the new website and around 2,000 pages and over 120 news articles were recreated and migrated into the new site design. Page content of most sections (and at least in English, French and Spanish) was entirely rewritten and improved, also to reflect the new IBE Strategy 2008-2013 approved by the IBE Council in January 2008. Selected sections in languages other than English (for example, Russian and Chinese) have been also developed in order to expand access to information. Many quality assessment checks were carried out to ensure as much as possible the completeness, accuracy and quality of the migration. A total of 14 staff members were trained in web content creation using the new CMS. The training was provided in a workshop and supplemented by written documentation and Intranet videos detailing how to accomplish various CM tasks.

The new, improved IBE website has been made available at the end of June 2008, jointly with the special section devoted to the 48th session of the ICE. Starting from the beginning of September, the ICE website (consisting of more than 30 pages in English, French and Spanish) has been frequently updated, providing access to information and resources related to the Conference.

Since going online, the IBE website has maintained regular services of providing news on IBE activities while also beginning to revamp the usability and readability of various sections (for example the Community of Practice) to make the site even more user friendly. During the period January to mid-September 2008 visits to the IBE website increased by 17%, page views by 31%, and time on the site increased by 21% compared to the same period in 2007 (source: *Google analytics*).

Through a better integration into the UNESCO Portal, a wider dissemination of materials, publications and resources produced by the IBE is also ensured. In fact, IBE publications and reports are also made available through the database UNESDOC/UNESBIB, hosted at UNESCO HQ. During the period January–September 2008 IBE publications have been consulted/downloaded over 174,000 times from UNESDOC.

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 ***50,000***
7.2 Revised ***50,000***
7.3 Obligated as of 31.10.08: 49,780 (99.6%)

IBE – REPORT 2008
KNOWLEDGE MANAGEMENT AND POLICY DIALOGUE

1. Heading of the element	**Preparatory process and holding of the forty-eighth session of the International Conference on Education (ICE)**
2. Name of the Responsible Officer and of the Deputy	Clementina Acedo, Costanza Farina and Programme Coordinators
3. Starting and termination dates	January – October 2008

4. DESCRIPTION OF THE ELEMENT

4.1 Context

The 34th Session the General Conference of UNESCO in October 2007 approved the proposed theme and dates of the 48th session of the International Conference on Education (ICE), namely: "**Inclusive Education: The Way of the Future**", which was held in Geneva on 25-28 November 2008. The ICE is a major international forum for education policy dialogue, organized by the International Bureau of Education. The 48th session of the Conference aims at enriching debates about the concept of inclusive education, exploring how governments can develop and implement inclusive policies, drawing attention to education systems that offer opportunities for life-long learning and emphasizing the role of teachers in meeting learners' diverse expectations and needs. While ministers of education will play the most active role during the ICE, other partners such as researchers, practitioners, representatives of intergovernmental and non-governmental organizations will also participate actively in the dialogue. The year 2008 was dedicated to the preparations and the holding of the ICE.

4.2 Goal (global objective)

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 EFA framework.

4.3 Purpose (specific objectives)

To mobilize knowledge and clarify the debate on the concept of inclusive education, its implications and impact, and to advance and adopt a policy agenda as a way of further accelerating the attainment of the EFA goals.

5. RESULTS

5.1 Title of the results

Preparations efficiently completed in a timely manner; international dialogue on educational policies, with a focus on inclusive education, strengthened during the ICE itself;

5.2 Expected (description)

- 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;
- 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 ;
- Regional technical background documents and ICE related documents (agenda, proposed organization of the Conference, reference document; document to support workshop discussions) produced;
- 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;

5.3 Performance indicators

- Quality and level of participation by Member States and other stakeholders;
- 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, 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 IBE visibility.

5.5 Obtained/Level of achievement

In 2008 the IBE completed the regional consultations, initiated in mid 2007, with four regional preparatory conferences and one workshop, involving ministers of education, universities, international organizations, foundations, NGOs and civil society, as well as UNESCO staff from Field Offices and UNESCO HQ. More precisely: within the framework of the COP, a regional preparatory workshop was organized in Finland (March 2008), in cooperation with the Finnish National Board of Education; technical assistance was provided for the organization of four regional conferences: the Regional Preparatory Conference for Europe and North America entitled "Inclusive Education: from Policy Dialogue to Collaborative Action" in Riga, on 24-26 February 2008;the Asia-Pacific Regional Preparatory Conference on "Inclusive education: Major Policy Issues in the Asia and Pacific Region" in Bali, Indonesia, on 29–31 May; the Arab Regional Preparatory Conference in Beirut, Lebanon, on 25–27 August, entitled "Regional Seminar on Quality Education for All: No Exclusion and No Marginalization'; and the African Regional Preparatory Conference in Yaoundé, Cameroon, on 17–18 September, entitled "Inclusive Education: Major Issues and Priorities in Africa". Several documents with the highest quality were prepared and/or coordinated in a timely manner, including the Conference Reference Document, other background papers to support the workshops and numerous experts submissions. For the organization of the twelve workshops of the ICE programme, as well as the introductory and final debates, almost 140 experts/ministers/moderators and rapporteurs were actively involved. Further preparations involved the collection of National Reports on the Development of Education in the different countries to be made available for the ICE and the exhibition of over 140 messages from ministers of education from all over the world. The Comenius Medal, created jointly in 1992 by the Ministry of National Education, Youth and Sport of the Czech Republic and UNESCO, was awarded to ten laureates from all geographical regions, according to a transparent selection process in a dedicated ceremony during the ICE. Several other events were organized, in particular a web-cast roundtable discussion between ministers of education and young people to address critical questions and to compare perspectives related to inclusion. Eight side events took place involving additional stakeholders in in-depth discussions on specific themes. Three different exhibitions were organized as a way of further expanding partnerships on the Conference's theme, as well as a fund-raising mechanism: namely the exhibition "Practising Inclusion" showcasing concrete experiences and effective practices of inclusive education, with some 37 exhibitors, involving UN agencies, NGOs and the private sector; an exhibition of UNESCO education publications involving ten UNESCO institutes and Regional Bureaux, displaying books, journals, CD-ROMs and information brochures; and finally, in coordination with the J. A. Comenius Museum of Prague, the exhibition entitled "Education for All. The Legacy of J. A. Comenius to the World" dedicated to the legacy of the "Teacher of the Nations" J. A. Comenius. An amount of around EUR0s 50,000 has been raised as net income from the organization of the exhibitions.

6. ELEMENTS OF STRATEGY

6.1 Description of the intervention

The preparatory process was completed with the implementation of the planned regional preparatory workshops and conferences. The resulting regional "roadmaps" were elaborated upon, published and used to inform the ICE documents, in particular the reference document. According to the established procedures, all ICE documents were prepared in a timely manner. Associated activities were also carried out, including the Comenius medal award, the collection of National Reports, the round table with ministers and young people, side events, the collections of minister's messages dedicated to the Conference's theme, and three exhibitions.

6.2 Stakeholders, partners and participants

Ministries of education; National Commissions; UN agencies, universities/higher education institutions, NGOs, UNESCO staff in Hqs and Field Offices.

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$):

7.1 Approved 942,000
7.2 Revised 1,138,765
7.3 Obligated as of 31.10.08: 942,253 (82.7%)

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IBE – REPORT 2008

INSTITUTIONAL FUNCTIONING

1. Heading of the element	**IBE Council**
2. Name of the Responsible officer and of the Deputy	Clementina Acedo and Costanza Farina
3. Starting and termination dates	January – October 2008

4. BACKGROUND AND DESCRIPTION

4.1 Context
The IBE Council is an intergovernmental body of twenty-eight Member States elected by the General Conference of UNESCO.

4.2 Goal (overall objective)
Its working methods are laid down in the Statutes of the IBE and the Rules of Procedure of the IBE Council (see *Basic texts*).

4.3 Purpose (specific objective)
Established by paragraph 1 of the Resolution adopted by the thirty-fourth General Conference (see Programme and Budget for 2008, pages 1 and 2). In brief, the General Conference:

> *…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*
>
> *(c) to continue to mobilize the necessary human and financial resources so that the IBE may accomplish its mission;*

5. RESULTS

5.1 Title of the results
Fulfilling its statutory functions and reaching the objectives established by the General Conference.

5.2 Expected (description)
The main points of the agenda of the fifty-sixth session of the IBE Council, which met in January 2008 were:

- Election of the President, of the Steering Committee and of the subsidiary bodies of the IBE Council
- IBE activities during 2007
- Forty-eighth session of the International Conference on Education (ICE)
- Innovative financing mechanisms
- The IBE's programme of activities for 2008
- 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 48th Session of the ICE in November 2008, to settle the final organizational arrangements and to make an initial evaluation of the conference outcomes. This meeting will constitute the 57th session of the Council.

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.

5.5 Obtained/level of achievement
All 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-sixth session preceded by the meeting of the Administrative Group and of the Working Group for the preparation of the 48th ICE;
- To organize, hold and ensure the follow-up to the meeting of the Steering Committee (Summer 2008);
- To prepare and organize the fifty-seventh session (before and after the ICE in November 2008) as well as to prepare 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$):

7.1 Approved 80,000
7.2 Revised 100,000
7.3 Obligated as of 31.10.08: 99,945 (99.9%)

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 2008.

INTERNATIONAL BUREAU OF EDUCATION (IBE)

PRE FINAL FINANCIAL STATEMENT I & II
FOR THE FINANCIAL PERIOD 1st JANUARY TO 31st DECEMBER 2008

The pre final Financial Statement I et II and Schedule 1 as at 31st December 2008 are :

Clementina ACEDO MACHADO
Director
International Bureau of Education

16.janv.09

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 to 31st December 2008
(Expressed in US dollars)

	2'008	2'007
INCOME		
Volontary contributions	1'937'138	1'155'668
Revenue generating activities	697	297'500
Allocation from other funds	2'295'500	2'295'500
Income for services rendered	77'040	56'389
Investment income	71'251	118'990
Foreign Exchange gains NET	-31'767	42'216
Other	486	12'665
TOTAL INCOME	**4'350'346**	**3'978'928**
EXPENDITURE		
Total Expenditure	4'146'083	3'370'440
TOTAL EXPENDITURE	**4'146'083**	**3'370'440**
Excess / (Shortfall) of Income over expenditure	**204'263**	**608'488**
Savings on prior periods' obligations	39'836	5'674
Reserves and Fund balances, beginning of period	1'225'208	611'046
RESERVES AND FUND BALANCES END OF PERIOD	**1'469'307**	**1'225'208**

STATEMENT II

INTERNATIONAL BUREAU OF EDUCATION - IBE

IBE - Pre Final Statement of Assets, Liabilities and Reserves and Fund Balances as at 31/12/2008

(Expressed in US dollars)

	2'008	2'007
ASSETS		
Cash and Term deposit	183'247	125'761
Accounts Receivable		
Other	13'772	3'223
Inter-fund balances	1'813'595	1'447'056
Other assets	2'388	4'586
TOTAL ASSETS	**2'013'002**	**1'580'626**
LIABILITIES		
Unliquidated Obligations	295'054	246'517
Account payable		
Autres	248'641	108'901
TOTAL LIABILITIES	**543'696**	**355'418**
RESERVES AND FUND BALANCES		
Surplus	1'469'307	1'225'208
TOTAL RESERVES AND FUND BALANCES	**1'469'307**	**1'225'208**
TOTAL LIABILITIES, RESERVES and FUND BALANCES	**2'013'002**	**1'580'626**

SCHEDULE 1

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 2008
(Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS					EXPENDITURES			UNOBLIGATED BALANCE	EXECUTION RATE (Disbursed) : 100%	Comparison 4th quarter/2007
	Appropriation Approved by council	Transfers	Additional Funds	Solde year 2007 Carry forward	revised	Disbursements	Unliquidated Obligations	Total	Total		
1. PROGRAMME OPERATIONS					-						
Line 1: CAPACITY DEVELOPMENT											
Community of Practice (COP) in Curriculum Development	240'000,00	5'000,00			245'000,00	214'989,46	20666,35	235'657,81	9'342,19	96,19%	90,58%
Sub-total, Programme costs	240'000,00	5'000,00	0,00		245'000,00	214'989,46	20666,35	235'657,81	9'342,19	96,19%	
Staff Costs	335'544,00	16'276,75			351'820,75	351'820,75		351'820,75	0,00	100,00%	99,58%
Total, line 1: CAPACITY DEVELOPMENT	**575'544,00**	**21'276,75**	**0,00**		**596'820,75**	**566'810,21**	**20'666,35**	**587'478,56**	**9'342,19**	**98,43%**	
Line 2: RESOURCE BANK AND OBSERVATORY OF EDUCATIONAL TRENDS											
Resource Bank on education systems and curricular policies	54'000,00	10'000,00			64'000,00	50'509,70	4'786,28	55'295,98	8'704,02	86,40%	97,26%
Observatory of educational trends in the field of curriculum development proc	54'000,00				54'000,00	33'673,65	13'731,49	47'405,44	6'594,56	87,79%	66,67%
Sub-total, Programme costs	108'000,00	10'000,00	0,00		118'000,00	84'183,65	18'517,77	102'701,42	15'298,58	87,04%	
Staff Costs	231'255,00				231'255,00	219'259,45		219'259,45	11'995,55	94,81%	99,55%
Total, Line 2: RESOURCE BANK AND OBSERVATORY OF EDUCATIONA	**339'255,00**	**10'000,00**	**0,00**		**349'255,00**	**303'443,10**	**18'517,77**	**321'960,87**	**27'294,13**	**92,19%**	
Line 3: KNOWLEDGE MANAGEMENT											
Development of the IBE website	50'000,00				50'000,00	22'876,09	25'941,00	48'819,09	1'180,91	97,64%	81,64%
Documentation/periodicals	44'000,00				44'000,00	42'499,68	1'500,00	43'999,68	0,32	100,00%	56,55%
Publications	90'000,00				90'000,00	67'803,18	1'014,00	68'817,18	21'182,82	76,46%	77,56%
Sub-total, Programme costs	184'000,00	0,00	0,00		184'000,00	133'180,95	28'455,00	161'635,95	22'364,05	87,85%	
Staff Costs	172'469,00	5'325,27			177'814,27	177'814,27		177'814,27	0,00	100,00%	99,81%
Total, line 3: KNOWLEDGE MANAGEMENT	**356'469,00**	**5'325,27**	**0,00**		**361'814,27**	**310'995,22**	**28'455,00**	**339'450,22**	**22'364,05**	**93,82%**	
Line 4: POLICY DIALOGUE and the 48th session of the ICE											
Preparatory process for and holding of the forty eight session of the Internati	300'000,00	77'400,00			377'400,00	270'546,96	62'307,29	332'854,25	44'445,75	88,22%	63,23%
Policy dialogue	165'000,00	-30'000,00			125'000,00	102'556,20	18'301,07	121'859,27	3'140,73	97,49%	63,07%
Sub-total, Programme costs	465'000,00	47'400,00	0,00		502'400,00	270'546,96	81'608,36	454'613,52	47'586,48	90,53%	
Staff Costs	1223'632,00	-30'093,53			1193'438,47	1'180'218,73		1'180'218,73	13'219,74	98,89%	99,91%
Total, line 4: POLICY DIALOGUE and the 48th session of the ICE	**1'678'632,00**	**17'306,47**	**0,00**		**1'696'838,47**	**1'450'765,69**	**81'608,36**	**1'635'832,25**	**60'806,22**	**96,41%**	
Line 5: Operational activities											
DDC 2006			-57,68	57,68	0,00			0,00	0,00	100,00%	
DDC 2007			-10'041,85	15'490,06	5'448,11	5'448,11		5'448,11	0,00	100,00%	
GTZ 81058776			-8'043,66	8'211,04	167,38	167,38		167,38	0,00	100,00%	
GTZ 81058715				34'312,48	34'312,48	21'393,89		21'393,89	12'918,59	62,35%	
GUYANA1 : Ministère de l'Education de Guyane			4'250,00		4'250,00	4'250,00		4'250,00	0,00	100,00%	
ICE_SUISSE_1 : Secretariat d'Etat à l'education et à la Recherche			57'834,85		57'834,85	56'334,84	1'500,00	57'834,84	0,01	100,00%	
ICE_SUISSE_2 : Direction du Développement et de la Coopération			95'238,00		95'238,00	95'237,99		95'237,99	0,01	100,00%	
ICE_SUISSE_3 : DDC - Division Dév. Social			24'551,40		24'551,40	18'673,80		18'673,80	4'887,60	80,16%	
ICE_SUISSE_4 : Département Fédéral des Affaires Etrangères			87'719,29		87'719,29	87'719,28		87'719,28	0,01	100,00%	
ICE_GENEVE 1: Etat de Genève			33'492,82		33'492,82	33'492,53		33'492,53	0,29	100,00%	
ICE_KUWAIT : Gouvernement du Kuwait			95'693,77		95'693,77	95'693,75		95'693,75	0,02	100,00%	
ICE_SPAIN1 : Ministère de l'Education du Royaume d'Espagne			27'638,96		27'638,96	27'549,92		27'549,92	89,04	99,68%	
ICE_UNICEF1 : UNICEF			69'500,00		69'500,00	66'984,42	2'515,58	69'500,00	0,00	100,00%	
ICE_INDIA : République de l'Inde			18'721,37		18'721,37	9'118,34	9'603,02	18'721,36	0,01	100,00%	
ICE_ECUADOR : République de l'Equateur			30'000,00		30'000,00	30'000,00		30'000,00	0,00	100,00%	
ICE_KENYA : République du Kenya			12'721,03		12'721,03	12'721,02		12'721,02	0,01		
ICE_OSIZUG1 : Foundation Open Society Institute			15'000,00		15'000,00	15'000,00		15'000,00			
SANSEBAST1: Centre UNESCO de San Sebastian			2'851,61		2'851,61	2'851,48		2'851,48	0,13	100,00%	
TURKEY01			2'136,69		2'136,69	2'136,53		2'136,53	0,06	100,00%	
ARGENTINE 2007				1'950,00	1'950,00	1'950,00		1'950,00	0,00	100,00%	
Sub-total, Programme costs	0,00	0,00	560'216,50	60'021,26	620'237,76	568'723,37	13'618,60	582'341,97	17'895,78	97,11%	
Total, line 5: Operational activities	**0,00**	**0,00**	**560'216,50**		**620'237,76**	**568'723,37**	**13'618,60**	**582'341,97**	**17'895,78**	**97,11%**	
SUB-TOTAL I : PROGRAMME COSTS	987'000,00	52'400,00	560'216,50		1'609'616,50	1'291'724,39	162'868,08	1'557'150,67	52'465,83	96,74%	78,65%
SUB-TOTAL I : STAFF COSTS	1'962'620,00	-8'461,51	0,00		1'954'329,49	1'929'113,20	0,00	1'929'113,20	25'216,29	98,71%	99,83%
TOTAL I : PROGRAMME ACTIVITIES	**2'949'620,00**	**51'938,49**	**560'216,50**		**3'563'944,99**	**3'220'837,59**	**162'868,08**	**3'486'263,87**	**77'681,12**	**97,82%**	**91,28%**

SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)
PRE FINAL SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE
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(Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS				EXPENDITURES			UNOBLIGATED BALANCE	EXECUTION RATE Theoretical : 100%	TAUX 4th quater2007
	Appropriation		Additional			Unliquidated				
	Approved by council	Transfers	Funds	revised	Disbursements	Obligations	Total	Total		
II.IBE GOVERNING BOARD / GEN. ADMINISTRATION / INSTITUTIONAL DEV.										
Line 6 : 56th session/Steering Committee										
Direct Costs	80'000.00	20'000.00		100'000.00	96'864.60	3'102.00	99'966.60	33.40	**99.97%**	**99.36%**
Staff Costs	77'991.00	2'536.95		80'527.95	80'527.95		80'527.95	0.00	**100.00%**	**99.32%**
Total line 6 : 56th session/Steering Committee	**157'991.00**	**22'536.95**	**0.00**	**180'527.95**	**177'392.55**	**3'102.00**	**180'494.55**	**33.40**	**99.98%**	
Line 7 : General Administration										
Direct Costs	297'000.00	-44'400.00		252'600.00	136'115.77	100'798.82	236'914.59	15'685.41	**93.79%**	**99.23%**
Staff Costs	106'496.00	5'954.56		112'450.56	112'450.56		112'450.56	0.00	**100.00%**	**99.80%**
Total line 7 : General Administration	**403'496.00**	**-38'445.44**	**0.00**	**365'050.56**	**248'566.33**	**100'798.82**	**349'365.15**	**15'685.41**	**95.70%**	
Line 8 : Institutional development										
Direct Costs	190'000.00	-38'000.00		152'000.00	117'248.42	15'819.63	133'068.05	18'931.95	**87.54%**	**61.90%**
Staff Costs	73'693.00			73'693.00	70'514.88		70'514.88	3'178.12	**95.69%**	**99.75%**
Total line 8 : Institutional development	**263'693.00**	**-38'000.00**	**0.00**	**225'693.00**	**187'763.30**	**15'819.63**	**203'582.93**	**22'110.07**	**90.20%**	
SUB-TOTAL II : Direct Costs	567'000.00	-62'400.00	0.00	504'600.00	350'228.79	119'720.45	469'949.24	34'650.76	**93.13%**	**89.22%**
SUB-TOTAL II : Staff Costs	258'180.00	8'491.51	0.00	266'671.51	263'493.39	0.00	263'493.39	3'178.12	**98.81%**	**99.68%**
TOTAL II : IBE COUNCIL, GEN.ADMIN. & INST. DEV	**825'180.00**	**-53'908.49**	**0.00**	**771'271.51**	**613'722.18**	**119'720.45**	**733'442.63**	**37'828.88**	**95.10%**	**95.07%**
TOTAL : PROGRAMME & DIRECTS COSTS	1'554'000.00	0.00	560'216.50	2'114'216.50	1'641'953.18	282'588.53	2'027'099.91	87'116.59	**95.88%**	**81.92%**
TOTAL: STAFF COSTS	2'221'000.00	0.00	0.00	2'221'000.00	2'192'606.59	0.00	2'192'606.59	28'393.41	**98.72%**	**99.86%**
TOTAL EXPENDITURE	**3'775'000.00**	**0.00**	**560'216.50**	**4'335'216.50**	**3'834'559.77**	**282'588.53**	**4'219'706.50**	**115'510.00**	**97.34%**	**92.39%**

Distribution: limited

UNESCO/BIE/C.58/Proceedings and Decisions
Annex III
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Geneva, 12 January 2009
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UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Fifty-eighth session

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

28 to 30 January 2009

EVALUATION REPORT OF THE 48TH SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION

3.2

Evaluation Report:
Main Outcomes and Lessons Learned

ACKNOWLEDGEMENTS

The IBE Director, Ms. Clementina Acedo and the members of the evaluation team[1] would like to thank all the participants in the 48th session of the ICE who generously contributed with their opinions to the issuing of the present evaluation report. They also want to express their gratitude to different colleagues from UNESCO and the IBE who contributed with advice and their time, especially Ms. Costanza Farina, Secretary of the IBE Council, Mr. Pierre Luisoni, former IBE Director a.i., as well as Mr. Massimo Amadio and Mr. Renato Opertti, IBE Programme Specialists. The outcomes of the evaluation process will be used to facilitate follow-up strategies and activities, as well as for improving the content, methodologies and outcomes of UNESCO's international conferences on education and other similar events in the future.

[1] Dakmara Georgescu (coordinator), Ji-Yeon Kim, Ji-Young Kim, Philippe de Castro, Jayne Brady, Céline Command, and Laure-Anna Supper.

Contents

1. Introduction

2. Main strengths and achievements of the 48th session of the ICE

3. Constructive criticism expressed by participants

4. Suggestions to improve the ICE and follow-up

5. Recommendations for follow-up

6. Concluding remarks

References

Documents used as evaluation sources

Annexes:

Annex 1. Preliminary Evaluation of the 48th session of the ICE by the Council of the International Bureau of Education (Fifty-seventh session, 25 and 28 November 2008)

Annex 2. Graphs from the Conference evaluation form

1. Introduction

The 48th session of the International Conference on Education (ICE) focused on the topic "*Inclusive Education: the Way of the Future*" with a view to promoting a broadened concept of inclusion, addressing different situations and cases of learners' diversity, as well as appropriate education responses to foster quality learning for all, in particular those excluded. As stated in the ICE reference document:

"Inclusive education is a process that involves the transformation of schools and other centres of learning so as to cater for all children—including boys and girls, students from ethnic minorities, those affected by HIV and AIDS, and those with disabilities and learning difficulties. Consequently, inclusive education is not a marginal issue, but is central to the achievement of high-quality education for all learners and the development of more inclusive societies (UNESCO 2008a, p. 5).

The participants were invited to analyse conceptual aspects of Inclusive Education, while also sharing concrete experiences in terms of policy decisions and implementation. Based on the Conference outcomes, a broad agenda for the future was set, inviting governments, civil society and all education stakeholders to pay attention to the principles and practices of Inclusive Education as an important tool for fostering more inclusive and cohesive societies.

The immediate feedback of ministers and delegates was that the Conference had been very successful. The IBE Council, the Director-General of UNESCO and the UNESCO Assistant Director General for Education (ADG/ED) congratulated the IBE Director and her team for the organization, content and outcomes of the Conference. During the education staff meeting held in Paris in December 2008, the ADG/ED said that UNESCO has gained credibility due to the success of the ICE.

Another important issue is that the participants embraced the broadened notion of Inclusive Education. This was also reflected in the strong agreement expressed in the final plenary session through the adoption by the participants of the "Conclusions and Recommendations of the 48th session of the ICE" (UNESCO 2008b).

The 48th session of the ICE was attended by more than 1,600 participants from 153 countries, including some 100 ministers and deputy ministers of education. The Conference was also attended by representatives of 20 inter-governmental organisations, 25 non-governmental organizations (NGOs), foundations and other institutions of civil society. A good gender and geographical balance was ensured. For example, out of 137 participants that played active roles in the Conference (ministers and experts as speakers, rapporteurs and moderators), 55% were male and 45% female. From the 44 ministers and deputy ministers who were speakers, 45% were male and 55% were female; 12 were from Europe; 9 from Africa; 9 from Latin America and the Caribbean; 8 from Asia; and 6 from Arab States.

The Conference benefitted from the close participation and collaboration, in all preparatory phases and the actual Conference week, of staff from UNESCO HQ in Paris, Regional Bureaus for Education, Cluster and Field Offices as well as UNESCO Institutes. Many field offices also participated in the post-Conference meeting organized by the IBE Capacity Development Programme/Community of Practice (COP) on 29 November 2008, including BREDA, OREALC and the UNESCO Offices in Beijing, Beirut, Brasilia, Jakarta and Moscow.

Strong partnerships and collaboration schemes were developed and reinforced. For instance, UNICEF not only participated in the workshops, in a side event on Disaster Risk Reduction (DRR) and in the exhibit, but also contributed financially to the Conference. Other inter-governmental organizations and international NGOs also contributed in substantive ways, such as Save the Children and The Open Society Institute (OSI).

Overall, due to great satisfaction with the ICE preparations, fund-raising activities were successful and largely met the goals set for the Conference. For the first time, the private sector participated in an ICE session through the exhibition and as a source of financial contributions.

Plenary debates and workshops, as well as the Comenius Award Ceremony were combined with some new and innovative activities, such as the Ministerial Round Table (ministers in direct dialogue with the young) which was publicly webcast. The Round Table was a fresh and interesting addition to the ICE, bringing the participation of the young into frank interaction with ministers as well as media visibility for UNESCO.

Video footage used to introduce different sessions and parallel workshops on the same topic offered the participants an enhanced possibility for direct interaction and full participation. UNESCO Publications and other exhibitors in "Practising Inclusion" (UN agencies, NGOs and the private sector) were very pleased with the participants' turnout, the distribution of materials and direct dissemination of information.

Presentations, documents and contents of plenary sessions and workshops were highly appreciated, as well as the interesting cross dialogue among ministers, experts and members of civil society. Presentations and discussions involving various realities, approaches and challenges across regions involving both developed and developing countries were also praised. The importance of having brought together analysis of comparative data on quality, equity and inclusion both from OECD/PISA and the Global Monitoring Report (GMR) was also commended.

The Comenius Award Ceremony was highly praised especially by the participants; it was very well organized and received full visibility. The Prague study tour offered by the Government of the Czech Republic to the Comenius Laureates went equally very well. Awardees suggested as a possible follow-up an event/conference could be held to present the work and contributions to the field of international comparative education of past and present awardees.

Overall, the reference and background documents, content of the workshops and plenary sessions, organization, logistics and smooth delivery, as well as the availability and sympathy of the staff of UNESCO Secretariat were highly commended.

The preparatory process of the 48th session of the ICE itself was highly praised as a model for involving stakeholders and catering for public support and effective partnerships. It involved, on the one hand, regional workshops and preparatory conferences, and, on the other, a tireless process of constant and efficient interaction between the ICE organizers and the Conference's many partners and contributors.

The regional preparatory meetings and conferences had a key role in fostering the engagement of participants from various countries and in having developed a broadened concept of inclusion before the Conference. The involvement of UNESCO Field Offices in the last two years in the preparatory process and in the ICE was very productive, it helped identify ministers by regions, and truly engaged regional participation; it also strengthened overall UNESCO collaboration for present and future work.

Given its importance as an international forum for policy dialogue in the field of education and its specific place within UNESCO's overall strategy for fostering quality education for all and the Millennium Development Goals (MDGs), the organizers of the 48th session of the ICE considered that a comprehensive evaluation process should take place, based on the following sources:

- The preliminary evaluation from members of the IBE Council (see Annex 1);
- The processing and interpretation of the replies to the questionnaire (evaluation form) distributed to the participants (see Annex 2);
- Some shorter but more in-depth interviews;
- Debriefing by the IBE staff after the ICE;
- Summaries of evaluations of workshops and side events by participants;

- Summaries of e-mail exchanges before, during and after the ICE expressing appreciation in interactions with presenters, moderators and rapporteurs;
- Summaries of evaluations of exhibitors.

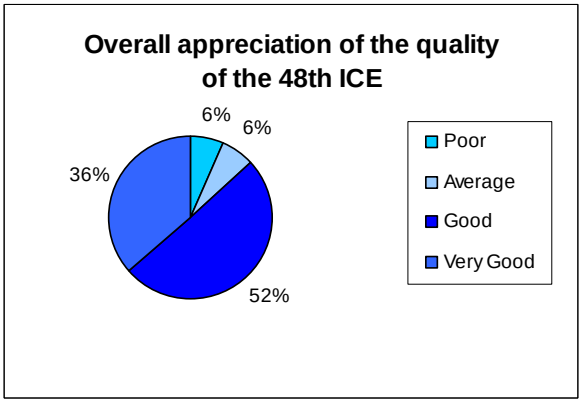
The evaluation team processed 98 evaluation forms that were returned by participants at the end of the ICE and 31 in-depth interviews taken during the last two days of the Conference.

Based on both qualitative and quantitative data, the present Report aims at drawing a comprehensive, detailed and evidence-based picture of the main achievements and outcomes of the 48th session of the ICE, as well as lessons learned, i.e. constructive criticism expressed by the participants and all those involved, and suggestions for improving future sessions of the ICE. This Report also contains a summary of suggestions for follow-up actions in line with the different directions the participants conveyed as important in moving forward the agenda of Inclusive Education in the short, medium and long term.

2. Main strengths and achievements of the 48th session of the ICE

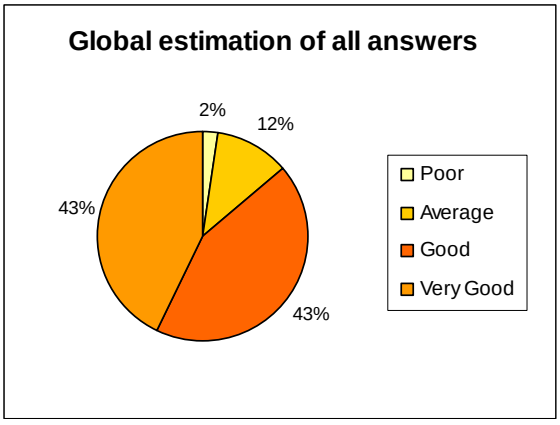
As can be seen from the replies to the questionnaire, overall the participants provided an extremely positive appreciation of the quality of the ICE, as shown in Figure 1 below, with 88% assessing the Conference session as “Good” and “Very Good”:

Figure 1. Overall appreciation of the quality of the ICE



It is also notable that, as shown in Figure 2 below, the global estimation of all answers to the 11 items and many sub-items of the questionnaire is also extremely positive, with again 86% estimating that the Conference as a whole (and all its activities) deserves to be assessed as “Good” and “Very Good” in equal shares.

Figure 2. Global estimation of all answers



The consistency between the results of interviews and questionnaires is also worth mentioning. With regard to main strengths and achievements of the 48th session of the ICE, the respondents have pointed out several aspects. Most of the participants agreed that the ICE session was a real success and a very good example of how to organize such a Conference in the most effective way possible. Many stressed in their comments that some of the shortcomings identified are probably inevitable in such very large international gatherings.

The organization of the 48th ICE session was indeed excellent, which was stressed by more than half of the respondents in their personal assessment of the Conference (i.e. 16 out of 31 interviews). The participants considered the Conference to be a model of a good structure, fruitful debates, good usage of time, good usage of visual elements (such as videos), interesting side events, parallel workshops on the same topic, and clear distribution of roles and tasks. Some of the participants welcomed a somehow unusual structure of a UNESCO conference, which catered for more lively discussions and interactions, and was quite dynamic in its nature.

High appreciation was also given to the IBE staff for their professionalism, courtesy and capacity to solve problems/assist the participants in problem solving.

The selection of Inclusive Education as the Conference topic was considered by many a very inspired idea, pushing towards education as a human right, inviting reflection and stimulating countries to take action based on evidence and thoughtful decision-making processes. From this perspective, the 48th ICE session contributed to changing the mindsets, especially based on the broadened concept of inclusion, and of linking education and social inclusion.

Another strong point mentioned by many participants was the integration in the Conference of a diversity of opinions and variety of presenters, from different contexts and backgrounds. Many participants felt that the ICE was in itself a good example of “inclusion”, some characterising the conference as an interesting “melting pot”. Different actors and stakeholders were well represented, which made exchanges possible on international, regional and national issues related to Inclusive Education. This was also considered extremely helpful for countries to position themselves, and to be more aware of their needs, priorities and possibilities for action.

The presence of some extremely knowledgeable ministers of education was deemed as a motivating and encouraging aspect, as well as the high level of professional discussions based on inputs from invited experts. The Conference provided an excellent environment for policy dialogue and awareness raising.

The preparatory process of the 48th session of the ICE was mentioned by many participants as a key input to the success of the Conference. Therefore, the participants recommended that this kind of process should be continued and other modalities should be also considered, as detailed further on in the section regarding follow-up suggestions.

Documents were largely made available, which contributed to the sharing of useful information. The participants also praised all the ICE documents, especially the Reference Document and the Final Document (Conclusions and Recommendations of the 48th session of the ICE).

The panels and workshops were also quite interesting and productive, as shown in Figures 3 and 4:

Figure 3. Evaluation of the quality of different working sessions (i.e. Introductory Debate and Research Findings and Policy Challenges)

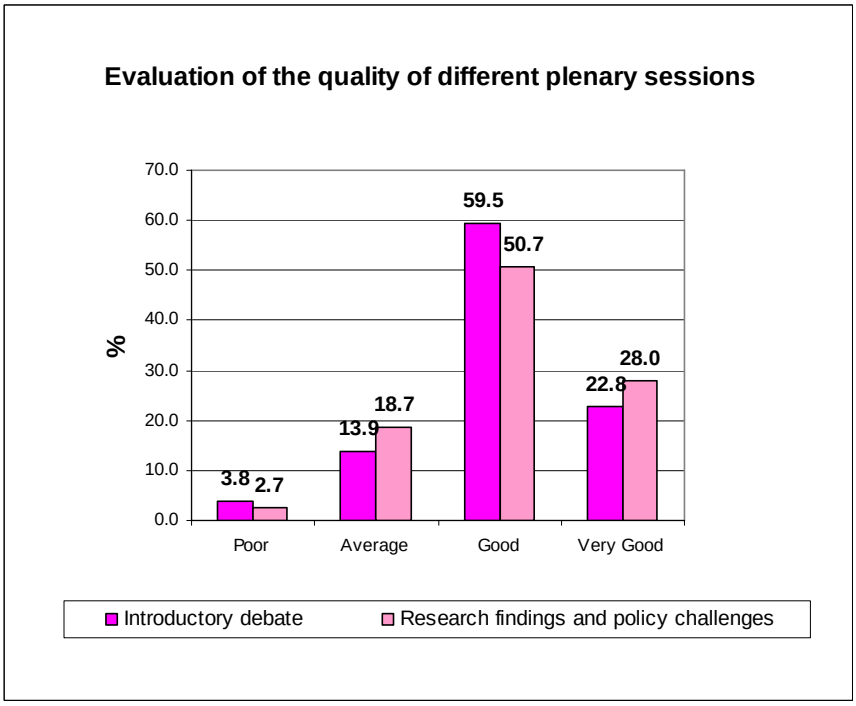
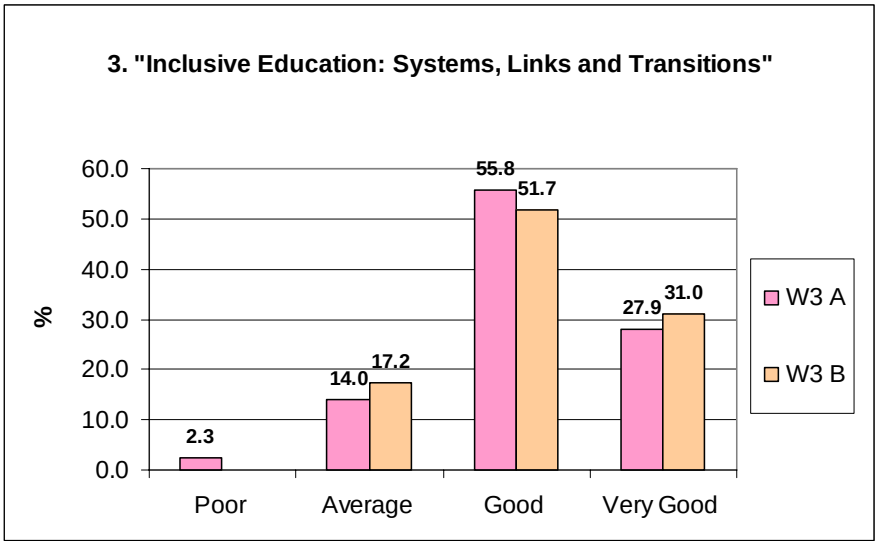


Figure 4. Sample of Workshop evaluation – Workshops 3A and 3B



The Conference also provided a very good opportunity for clarifying concepts related to Inclusive Education and sending out clear messages, such as the fact that quality education **is** inclusive education. Relevant links with the Education for All (EFA) and MDGs were made, which allowed for an approach to Inclusive Education as a process, rather than only an outcome, and opened up new perspectives and some optimistic prospects with regard to the contribution of Inclusive Education to the creation of inclusive societies. The ICE provided equally a wonderful opportunity for establishing contacts and set the basis for more effective networking.

The Exhibitions were also considered extremely beneficial and interesting. The conference venue, facilities and administrative support were also largely praised, as shown in Annex 2.

The overall very positive assessment by the participants of the 48th session of the ICE is convergent with, and reinforced by assessments reflected in the Proceedings and Decisions of the fifty-seventh

session of the Council of the IBE (Geneva, 25 and 28 November 2008). In paragraph 6, *Preliminary Evaluation of the 48th session of the ICE*, it is mentioned that "The President of the IBE Council and sixteen delegations took the floor during the debate and they all conveyed heartfelt congratulations and gratitude to Ms. C. Acedo, the IBE Director and her team for the extraordinary work accomplished and for the professionalism and dedication displayed during this outstanding, extremely successful and well organized Conference" (p. 5).

3. Constructive criticism expressed by participants

As shown by different qualitative and quantitative results, including the charts in Annex 2, there were only a few extremely critical comments expressed by the participants in their evaluation forms and interviews. While total dissatisfaction with regard to different aspects was rarely asserted, it is nevertheless important to pay attention to all opinions and to learn from both positive aspects and what some would see as shortcomings.

Most of the criticism expressed was meant to be constructive, with a view to making suggestions for the attaining of even more quality and effectiveness in the future.

Some participants considered that the Conference did not bridge the gap between policymaking and practical issues related to implementing policies in real life (or, in other words, the gap between policymakers and experts, implementers and practitioners). While some policy-focused presentations were assessed as too general and descriptive in scope, most of the research-based interventions were more interesting for the participants, who would have appreciated a clearer focus on problem identification and solving, rather than a recurrent focus on policy statements. While concepts were quite clear (although some conceptual confusion may still exist), it seems that it is much more difficult to operate on the ground, as formulated by one of the participants. For instance, questions such as "what does Inclusive Education mean for curriculum development?" may still appear to have been left relatively unanswered.

In the opinion of some of the participants, the topics of the four workshops somehow overlapped, and there were in general quite a few unnecessary repetitions both in plenary sessions and in workshops.

While the issue of Inclusive Education was quite well addressed, it seems that some participants thought that more space should have been given to the relations between Inclusive Education and social inclusion, the latter being in need of being addressed in more depth, as several of them argued.

One of the most frequent criticisms referred to the fact that, given the lack of clear breaks in the programme, the participants lost time in moving from one event to the other. The agenda was quite full, which made it difficult for participants to enjoy the Conference in a more relaxed way. This is probably why some side events, especially those at lunch time, were not attended by many participants. The scope of the Conference was considered as being too large by some participants. In their opinion, a focus on a small number of concrete issues would have been more beneficial.

Some of the participants also mentioned that, in their view, the workshops they attended were not very interactive and the topics were not necessarily followed. Given the system put in place, it was difficult to ask for the floor and to interact (ask questions and give feedback) with other people spontaneously. Several presenters and speakers talked in rather general terms about their education systems, instead of tackling Inclusive Education-related issues.

Another criticism refers to the fact that the voices of the excluded were not that present in the Conference although the ICE was focusing on Inclusive Education.

The issue of cost-effectiveness was also raised: will the outputs and effects of the conference justify the inputs and costs?

Some of the participants, albeit in small numbers, complained about the venue (rooms) not being conducive to discussions, and that some of the English interpreters lacked fluency, which made communication quite difficult for them.

4. Suggestions to improve the ICE and follow-up

While largely appreciating the huge intellectual and organizational effort made to hold such a large Conference, several participants wanted to contribute their suggestions for possible improvements to its different aspects in the future.

Since the ICE takes at least four days (even more, if considering travelling), this makes it difficult for many ministers to attend in person. Hence the Conference agenda should take into account the need to accommodate a special slot of activities devoted more specifically to ministers. The presence of the ministers is crucial, that is why one should try to attract them in a more effective way.

Some participants felt the need for more focus on research- and practice-based sharing of experiences. Research should actually guide policymaking. Less emphasis should be thus placed on ministerial presentations/statements, and more on conclusions guiding implementation and concrete action.

Inclusive Education should be conceptualized as a process, and not exclusively as an end result. Measuring success in attaining Inclusive Education should take into account the different countries' contexts, needs, priorities and resources.

The programme should be more clearly clustered into specific sections and topics so that the participants can feel better oriented in compliance with their background and main interests. The agenda should also offer space for breaks (especially lunch breaks) and country-to-country networking. The participants should also be oriented to different workshops or group activities based on the relevance of issues to their own contexts.

More attention should be paid to the need for producing visible outcomes and concrete guidance for countries. Countries do not need statements and recipes, but rather broad and substantive, yet flexible guidance to adjust effective solutions for fostering Inclusive Education within their own contexts, needs, priorities and resources. In order to achieve this, more concrete innovation from countries should be documented in relation to different aspects of Inclusive Education. Some additional time, for example during the last day, should be definitely devoted to discussing the follow-up process in depth.

Creating the conditions for more efficient and continuous interaction between governmental and non-governmental organizations was also considered important.

Delegations should be well prepared before coming to such a Conference. For instance, more guidance should be given to them with regard to ways of enhancing their participation and gains. Countries should also explore possibilities for using the pre-conference context in order to promote/infuse education topics, such as Inclusive Education, in their national environments more effectively.

It was suggested that a space should be created where participants can have direct access to different documents (i.e. national reports) and concrete experiences of countries (i.e. case studies, good practices) with regard to the main topic of the Conference. This would facilitate immediate access to relevant sources of inspiration for countries.

Other comments made included: that the concept of the exhibitions should be improved, so that the participants can make better use of the potential gains/added value they offer; that a summary of briefings arising from the 48th session of the ICE should be produced and widely distributed and that there is a need to provide more continuity between different ICE sessions.

New participants need special guidance to become familiar with the Conference activities and procedures, including more guidance with regard to how to become more interactive in different contexts (i.e. in plenary and groups/workshops; as a speaker/presenter; participant; contributor).

5. Recommendations for follow-up

Most of the participants agreed that the follow-up of the 48th session of the ICE is as important as the preparatory phases and the Conference itself. It deserves, in their opinion, a lot of attention and reflection. They made several suggestions concerning an effective follow-up process. Many participants recommended a structured follow-up (i.e. a systematic follow-up framework), based on clear strategies, identification of different actors and stakeholders, and tasks distribution.

UNESCO and the IBE should take a leading role in organizing and carrying out such a structured follow-up process jointly with the countries themselves. An inter-agency Task Force/Steering Committee could be established to lead the process in a coordinated way. More technical seminars/workshops have to be organized because such big conferences do not allow for in-depth exploration of issues.

The follow-up should address different target groups, such as curriculum developers, teacher trainers, decision makers and the communities of practice. It should take stock of realistic parameters of inclusion, and country-based identification of relevant issues.

Countries should be asked in specific forms to disseminate the outcomes and learnings of the 48th ICE session, while also reporting back periodically on the progress made. They should be encouraged to develop an action plan/road map that should be followed by the ministry of education and by other ministries and stakeholders in that particular system. Through such road maps/action plans countries could express their concrete commitment to promoting Inclusive Education, and priority areas should be addressed. They should actually include national reflection processes on Inclusive Education.

However, countries would need professional guidance to be able to do this, based on good technical tools designed to advance issues and Inclusive Education-related know-how. Regional workshops in smaller groups should be thus envisaged to save time and enhance capacities of national teams.

There should be more focus on implementation issues and concrete guidance, based on statistical evidence and reliable data – identifying what works best and including the issue of appropriate resource allocation as an important leverage for fostering Inclusive Education. Even the concepts of inclusion and Inclusive Education need more reflection.

All documents, presentations and videos shared during the 48th session of the ICE should be distributed widely, taking into account that visual tools are extremely powerful. Some good publications (books and articles) should also arise from the Conference.

More focus should be placed on linking Inclusive Education with Early Care and Childhood Education (ECCE), adult education, Technical Vocational Education and Training (TVET), higher education, and multilingual education.

Well-mobilized and strengthened communities of practice (COPs), UNESCO Regional Bureaus for Education, National Commissions and Education Institutes should be involved in the follow-up process. The COPs should also contribute more in compiling the agendas of future activities to promote Inclusive Education.

The new trend of pre-conference activities should be maintained and other UNESCO and international conferences (i.e. CONFINTEA, COMEDAF) should be used to enhance the message of Inclusive Education.

6. Concluding remarks

The 48th ICE session was considered extremely useful by 90% of the participants (48% useful and 42% very useful, see Figure 5 below) with 91% of the participants stating that the ICE provided them with important personal and institutional gains (49% good and 43% very good, see Figure 6 below).

Figure 5. Assessment of the overall usefulness and impact of the 48th ICE session

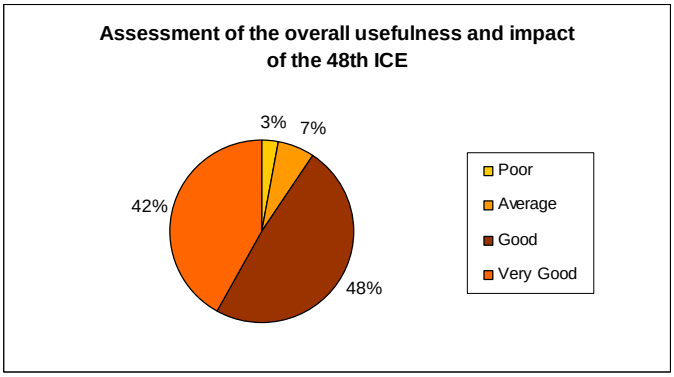
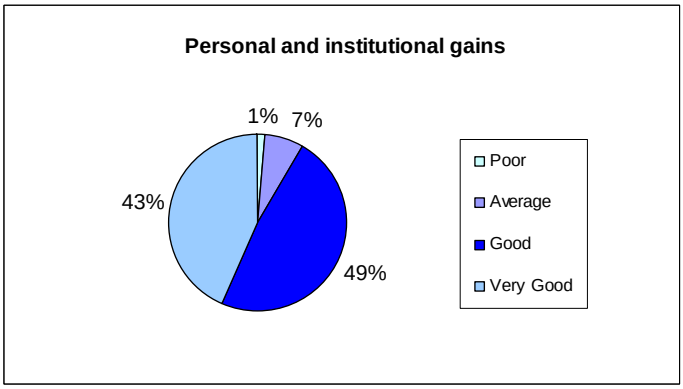


Figure 6. Personal and institutional gains



Among such personal and institutional gains items, it was mentioned that the Conference contributed to a better understanding of the concepts of Inclusive Education and inclusive societies, as well as the different aspects of inclusion. Such concepts were broadened and updated through new themes, approaches and discussion frames.

The ICE succeeded in making a case for Inclusive Education as “the way of the future” through motivating countries and education stakeholders to take appropriate action to make the dream come true. It gave those concepts a global perspective, while allowing for the sharing of local experiences based on concrete cases and research outcomes.

The ICE also provided the space for establishing new research and policy ties that ought to be strengthened in the future through effective cooperation, networking and sharing. It gathered decision makers, researchers, educators and other stakeholders and set the ground for more effective dialogue among them.

The participants also stressed that the usefulness of the ICE may become even clearer in the future given appropriate follow-up strategies will be carefully sought for. Among pathways for action the development of clear, concrete and regionally-customized guidelines for policymakers and practitioners is seen by many as an effective way of linking research, policymaking, capacity building and implementation of Inclusive Education principles and practices.

In general, it should be noted that different evaluation sources have proven remarkably consistent despite sometimes unavoidable contradictions, in other words what some may consider as a strength

can be considered as a weakness by others (for instance, the organization of parallel workshops on the same topic). However, it was possible to draw, based on different sources, a complex picture of such strengths and weaknesses following some clear outcomes of different instruments. While the opinion of "majorities" usually counts as relevant, it is nevertheless important to also look into more "isolated" statements that may yet point to some important aspects to be taken into consideration in order to improve the ICE. It is consequently important to continue working on the evaluation results with a view to identifying possible solutions that may work in the future.

As part of further processing the ICE evaluation outcomes, more targeted sets of recommendations ought to be probably worked out in compliance with specific categories of stakeholders and components (i.e. recommendations for international, regional, national and local education actors and partners; recommendations with regard to linking theory and practice; providing effective access to documents and other resources; and making Inclusive Education a sustainable notion of education systems and stakeholders the world over, including through appropriate visions, funding, partnerships and participation, capacity building and public, including media, support).

As stated by many participants, the ICE reflected some new and encouraging aspects of collective and inter-agency efforts to foster Inclusive Education – this is to be continued in a more consistent way, so as to enhance the impact of global initiatives to foster quality EFA in the context of a more equitable and sustainable world.

References:

UNESCO. 2008*a*. Reference document on: *"Inclusive Education: The Way of the Future"* and document to support the discussions - ED/BIE/CONFINTED 48/3

UNESCO. 2008*b*. *Conclusions and Recommendations of the 48th session of the International Conference on Education (ICE)* – ED/BIE/CONFINTED 48/5

UNESCO. 2008*c*. *Proceedings and Decisions of the Fifty-seventh session of the Council of the International Bureau of Education* (25 and 28 November 2008) – see Annex 1

Documents used as evaluation sources:

UNESCO. 2008. *Proceedings and Decisions* of the Fifty-seventh session of the Council of the International Bureau of Education (25 and 28 November 2008) – see Annex 1

Graphs from the conference evaluation forms – see Annex 2

Overview of the results of open-ended questions (comments)

Comparison by region/country and participant category

Summary of interviews

IBE Director's briefing to the ADG/ED

Debriefing by IBE staff after the ICE

Comments by participants with regard to the ICE preparatory process

Workshop and Side Events evaluations by participants and moderators/facilitators

Comments by IBE staff and others with regard the evaluation of the Exhibitions

Annexes:

Annex 1. Preliminary Evaluation of the 48th session of the ICE by the Council of the IBE (Fifty-seventh session, 25 and 28 November 2008)
Annex 2. Graphs from the Conference evaluation form

Annex 1.

Preliminary Evaluation of the 48th session of the ICE by the Council of the International Bureau of Education in *Proceedings and Decisions* of its Fifty-seventh session, 25 and 28 November 2008
[…]

6. Preliminary Evaluation of the 48th session of the ICE

The Council met after the closing of the forty-eighth session of the ICE in order to carry out a preliminary evaluation of the Conference. The President of the IBE Council and sixteen delegations took the floor during the debate and they all conveyed heartfelt congratulations and gratitude to Ms C. Acedo, the IBE Director and her team for the extraordinary work accomplished and for the professionalism and dedication displayed during this outstanding, extremely successful and well organized Conference. The inspiring preparatory process was highlighted as the best example of involving the various stakeholders in the substance of the Conference and as a key element in its success. The personal involvement of over 100 ministers and vice ministers, the participation of experts and representatives of youth and civil society greatly contributed to the broad exchange of opinions and to the diverse perspectives expressed, and resulted in strong political commitment to Inclusive Education. The high quality Conference documents - in particular the Reference Document - presentations and interventions were also assessed as a success indicator and as a positive outcome of the regional meetings and conferences. A comment was made about the fact that workshops brought together Ministers from developed and developing countries in a frank dialogue showing how inclusive education is relevant in both cases. The fact that the OECD/PISA analysis was presented together with the GMR analysis on quality, equity and inclusion was also praised. The Round Table "Young people address ministers" was greatly appreciated and viewed as one of the Conference's highlights, as well as the five videos. The productive work of the Drafting Group was praised as well, and the spirit on tolerance in which it operated under the leadership of its President.

The "Conclusions and recommendations" refocused the international community's attention and resources on education, despite the global financial crisis, and this was considered as an essential reminder to countries that their commitment to education should be untouchable. The priority expressed in the final document to extending support to the Least Developed Countries (LDCs) was also appreciated. Some delegations placed emphasis on reaffirming the vital importance of education as a human right, on teaching and pedagogical approaches and on the central role of teachers. A comment was also made to consider the target group of people in natural disaster under point 21 of the 'Conclusions and Recommendations'. In the process of planning for the next ICE, the format could be re-assessed in order to optimize discussion based sessions. Several suggestions were made as possible follow-up to 'make Inclusive Education a reality'. The preparation of a 'Road map' was mentioned, as well as the organization of regional conferences to support the implementation of the Conference recommendations and to share experiences, the organization of a forum, where multifaceted aspects of inclusion could be addressed more in depth, like issues related to indigenous populations. The use of the concept paper prepared by Canada as a possible template for future workshops was also proposed. There was an agreement that the Conference outcomes should be timely and widely disseminated and also highlighted in the three forthcoming UNESCO International conferences. A more comprehensive discussion on the ICE evaluation and on possible follow-up mechanisms will be carried out at the 58th session of the IBE Council in January 2009.

At the end of the debate, the IBE Director, Ms C. Acedo expressed her thanks to the delegations for their recognition of the tremendous work that the IBE team was able to carry out and paid tribute to the Education Sector staff and to Mr P. Luisoni, former IBE Director a.i., for their support and advice throughout the preparations. Given the wealth of information and materials that IBE has gathered throughout the preparatory process, Ms C. Acedo mentioned the importance of developing a clearinghouse on inclusive education which could be useful in informing policies. She also highlighted the importance of comparatively exploring the database on inclusion gathered from the National Reports. She looks forward to more in depth discussions on the follow-up of the ICE. Mr N. Burnett joined the IBE Director in highly appreciating the words of thanks from the delegations, and in

recognizing the bigger UNESCO team that contributed to the success of the Conference. He also conveyed words of cautions about the timing and the financial implications of organizing future conferences that should be planned very carefully.

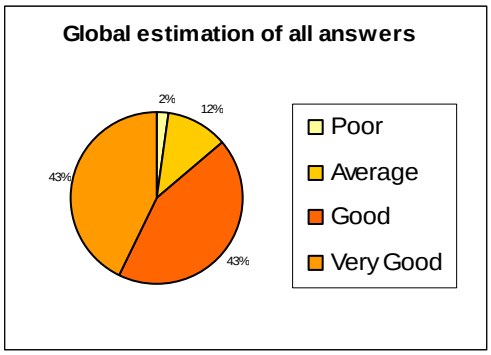
DECISION:

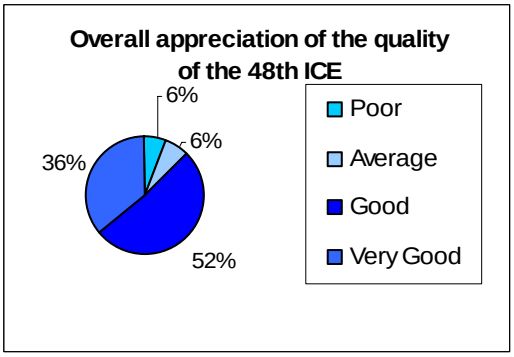
- **The Council congratulated the IBE and UNESCO on the success of the forty-eighth session of the ICE. It decided to return to this subject during its fifty-eighth session (January 2009), in order to carry out an in-depth evaluation of the entire work of the Conference.**

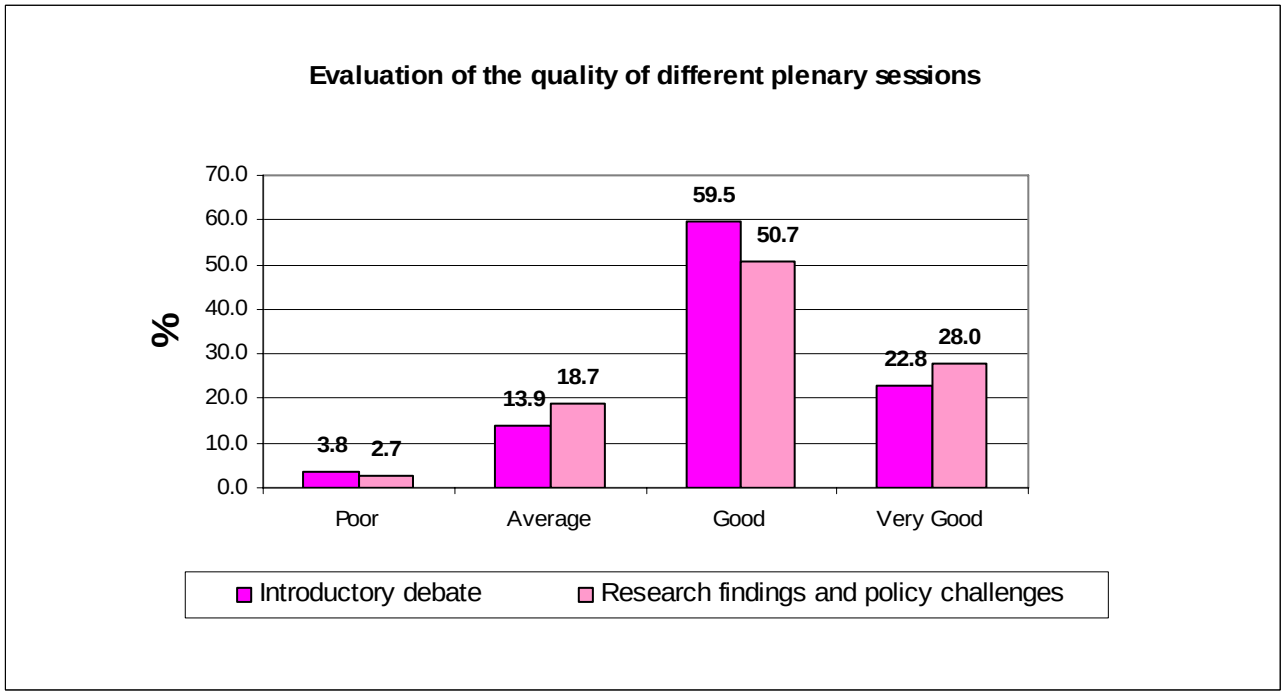
[…]

Annex 2.

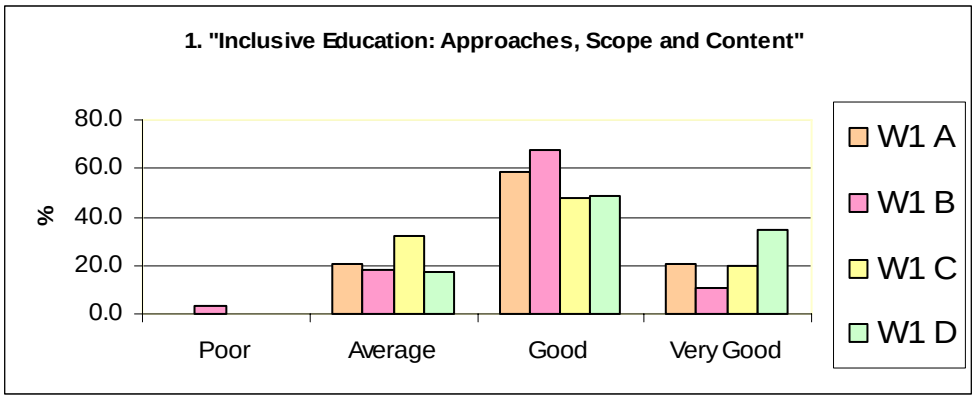
Graphs from the Conference evaluation forms

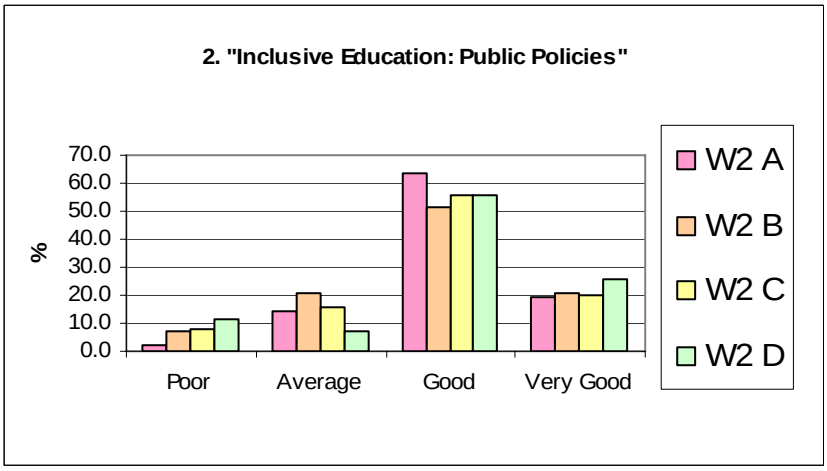


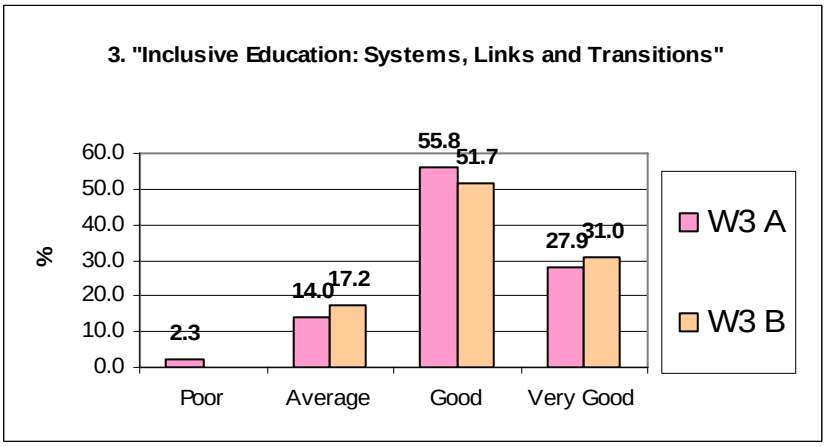


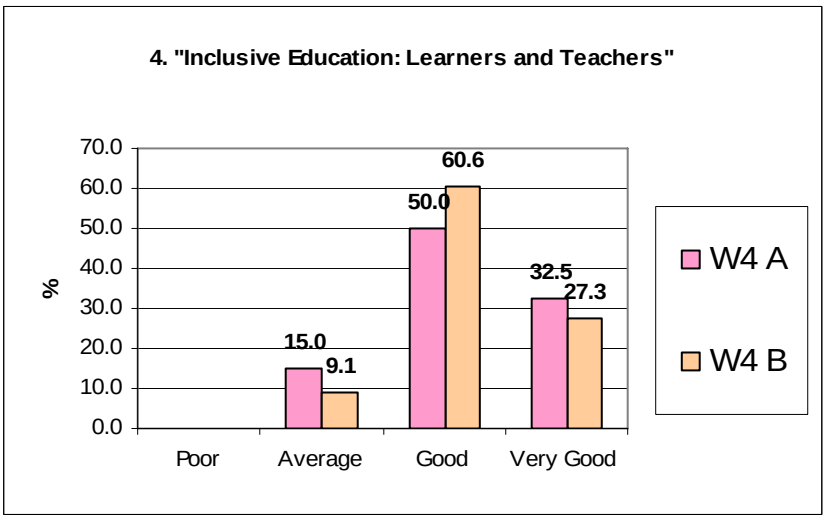


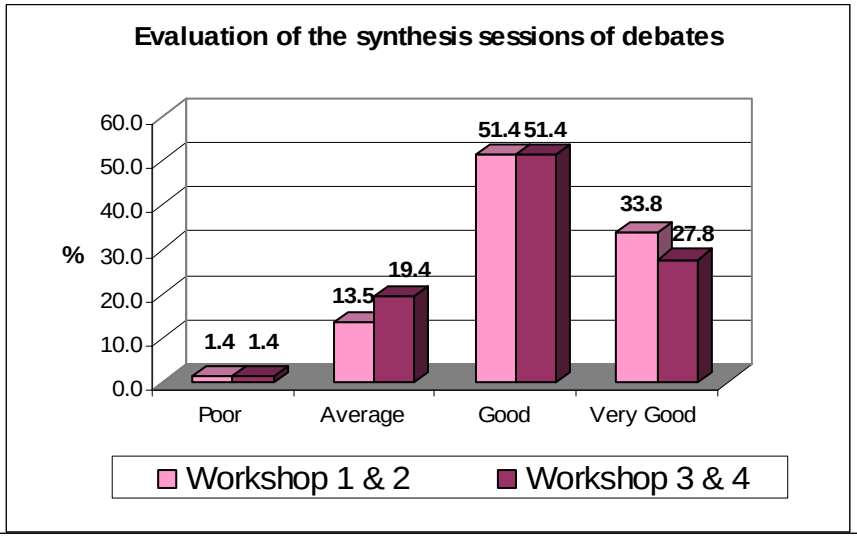
Workshops Evaluation

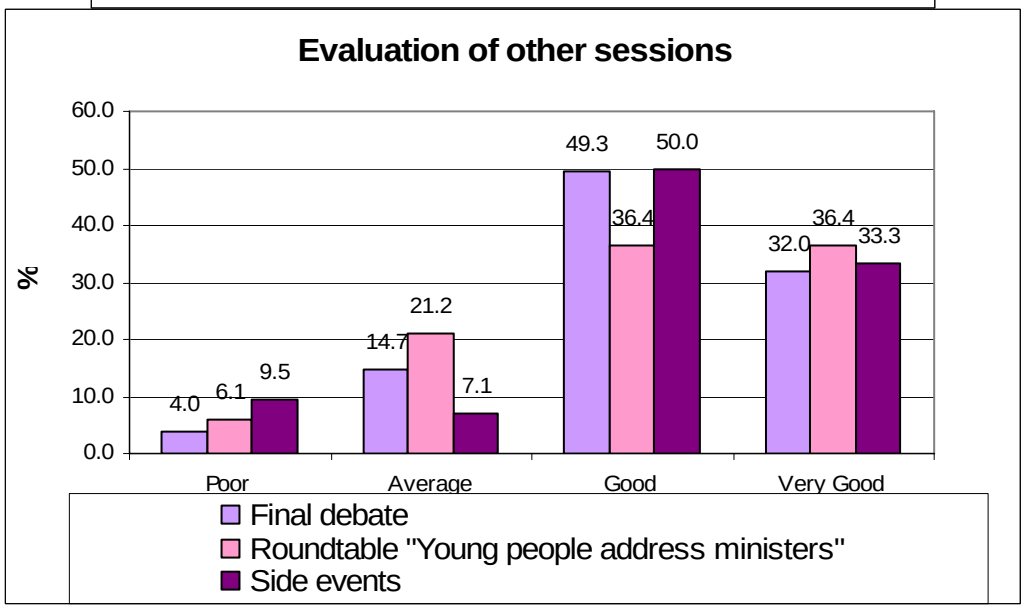


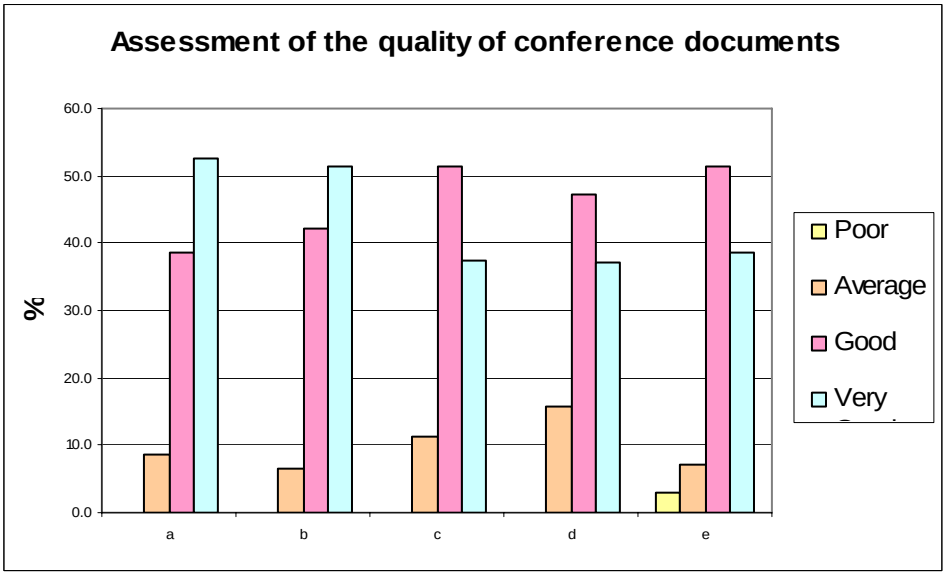




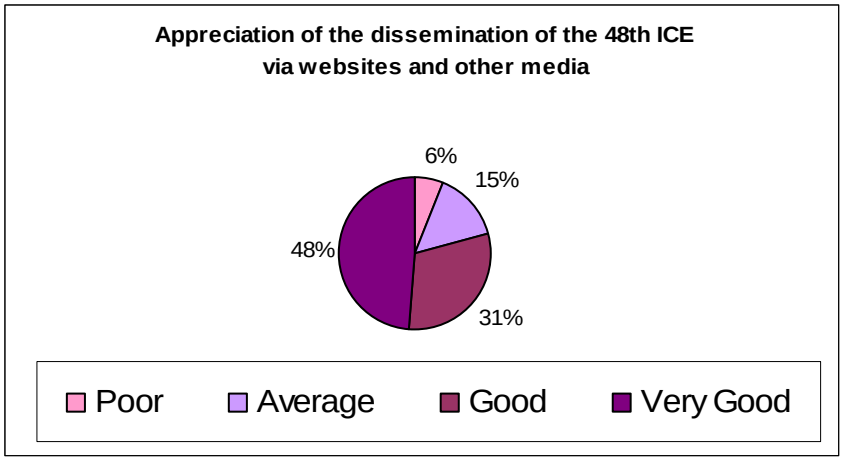


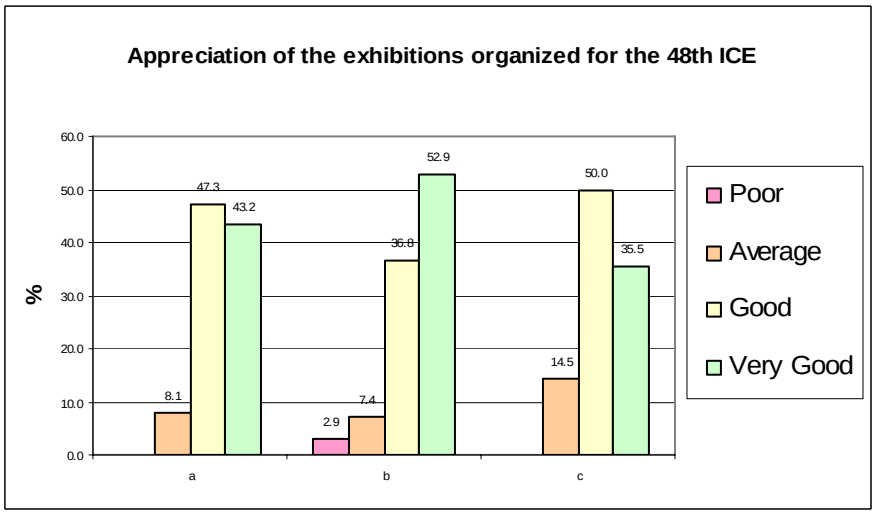






a) General presentation of the 48th session of ICE
b) Reference document: "Inclusive Education: The Way of the Future"
c) "A brief look at Inclusive Education issues: Contributions to the workshops' discussions"
d) "Outcomes and Trends in Inclusive Education at Regional and Interregional Levels: Issues and Challenges"
e) "Conclusions and recommendations of the 48th session of the ICE"

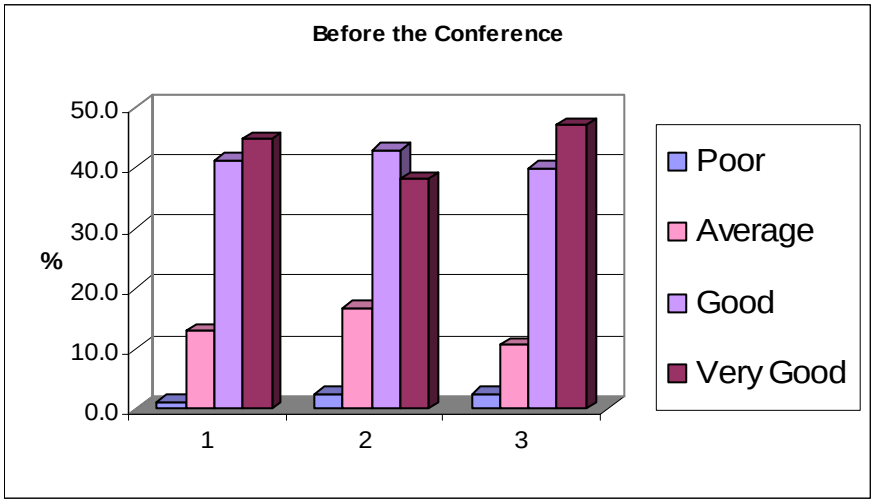




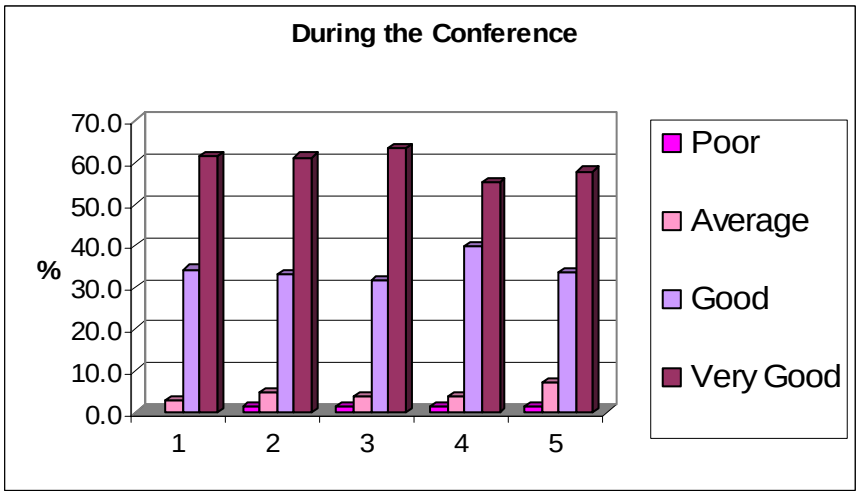
a) Exhibition on "Practising Inclusion"
b) UNESCO Publications
c) Comenius Exhibition

Int. Vid.) Introductory Video
w1) "Inclusive Education: Approaches, Scope and Content"
w2) "Inclusive Education: Public Policies"
w3) "Inclusive Education: Systems, Links and Transitions"
w4) "Inclusive Education: Learners and Teachers"

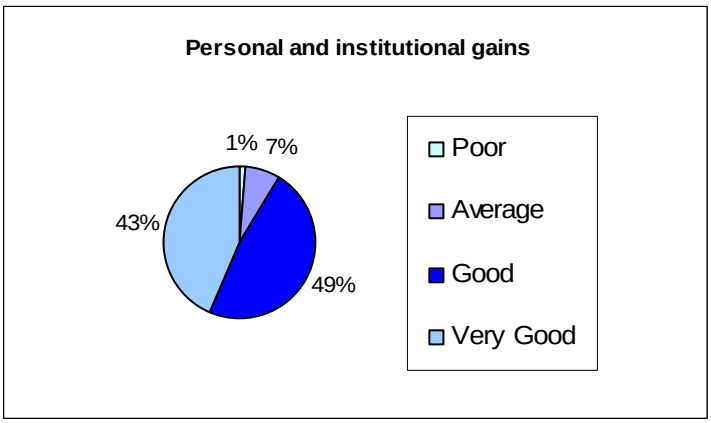
General Organization and Services

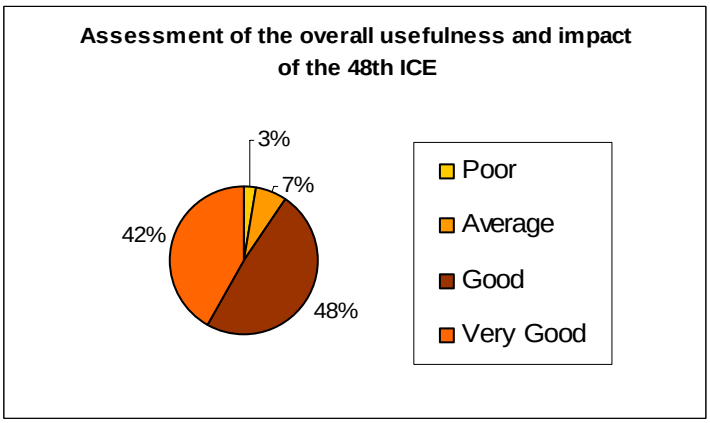


1. Information received about the conference
2. Communication and coordination with the participants
3. Access to documents



1. Registration Desk
2. Working facilities
3. Venue
4. Administrative services
5. Access to documents





Distribution: limited

UNESCO/BIE/C.58/Proceedings and Decisions
Annex IV
UNESCO/BIE/C.58/Inf. 3
Geneva, 30 January 2009
Original: French

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION

COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Fifty-eighth session

Varembé Conference Centre,
9-11, rue de Varembé, Geneva
26 – 27 January 2009

REPORT OF THE ADMINISTRATIVE GROUP

1. The Administrative Group (AG) met on 26 and 27 January 2009. The following representatives were present:

Country	**Name**
Benin	Mrs Françoise Medegan, Delegate, Permanent Delegation of Benin to UNESCO
	Dado Marguerite Yallou, Councillor, Permanent Delegation of Benin to UNESCO
Malaysia	Dr Faridah Abu Hassan, Deputy Director, Division of Educational Planning and Research, Ministry of Education
	Mrs Adnin Siti Hajjar, Delegate, Assistant Representative of the Permanent Mission of Malaysia to the United Nations in Geneva
Dominican Republic	H.E. Mr Homero Luis Hernández, Permanent Representative of the Dominican Republic to the United Nations in Geneva
	Mme Elsa Dominguez Brito, Permanent Delegation of Dominican Republic to UNESCO

Jordan, Latvia and Switzerland were not represented at this meeting.

UNESCO's Education Sector was represented by Mr Alexandre SANNIKOV and the Bureau of the Comptroller (BOC) of UNESCO was represented by Mr John HAIGH.

The IBE was represented by Mrs Clementina ACEDO in her capacity as the IBE Director, Mrs Costanza FARINA, Secretary of the Council, Mr Mohamed BOUASSAMI, IBE Administrative Officer (AO), and Mr Christian HARTMANN, Administrative Assistant.

The Group's work was chaired by Dr Faridah ABU HASSAN, representative of Malaysia, unanimously elected by the Administrative Group.

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

- Opening of the session
- Adoption of the agenda
- Report on activities conducted in 2008 (UNESCO/BIE/C.58/2) and the pre-final accounts for 2008 (UNESCO/BIE/C.58/Inf.2), Evaluation report of the 48th session of the International Conference on Education (ICE) (UNESCO/BIE/C.58/Inf.4)
- Draft programme and budget for 2009 (UNESCO/IBE/C.58/3)
- Preliminary draft strategy aimed at making the IBE UNESCO's Centre of Excellence for the Curriculum-related Matters (UNESCO/BIE/C.58/Inf.5)
- Draft programme and budget for 2010–2011 (35C/5) (UNESCO/BIE/C.58/Inf.6)
- Any other business
- Report of the Administrative Group (UNESCO/BIE/C.58/Inf.3)
- Closure of the session

Report on activities conducted in 2008 and Pre-final accounts, Evaluation of the International Conference on Education (ICE)

3. At the request of the IBE Director, the representative of BOC reviewed the IBE's pre-final accounts for 2008 stressing that they had been examined by his office. He reminded that the accounts were provisional and that they would only become final after the closing of the accounts, which might lead to some minor modifications. It was also suggested that the IBE, in the same manner as the other Institutes of UNESCO, should consider having the accounts audited by external auditors, although not necessarily every year. For this purpose, with a view to the adoption of IPSAS standards, UNESCO accounts containing the IBE's accounts will be audited every year, and BOC would have the possibility of asking the external auditors to carry out a thorough audit of the IBE's accounts. He then emphasized that he saw no major difficulties for the IBE in adopting the IPSAS standards. On this subject, the AO of the IBE recalled that two members of the IBE administration had followed an IPSAS training workshop organized by BOC and that a mission by BOC and Price Waterhouse Coopers visited the IBE to work with the administration in identifying the gaps to be overcome and to agree on a working plan up to the end of 2009.

4. In her presentation, the IBE Director emphasized that 2008 had been a stimulating and exciting year, marked not only by the intensive preparations at different levels for the 48th session of the International Conference on Education (ICE), but also by the implementation of the planned activities, as adopted by the Council at its 56th session. This level of performance had been possible thanks to the professionalism and devotion of the IBE team and the financial support of several Member States and other partners. She also recalled that 2008 represented the first year in the execution of the 34 C/5, as well as the 34 C/4 and it also corresponded with the first year of implementing the IBE Strategy 2008–2013. On 31 December 2008 the level of execution had reached 97.3% (compared to 92% in 2007). Indeed, the IBE had achieved its planned activities and had undertaken new ones, responding to the specific requests of Member States received in 2008, as well as the activities linked to the ICE. Among the achievements in 2008, she drew attention to giving a new impetus to the review "Prospects". She also mentioned a new project entitled "GigaPan: Diversity and inclusion in the community" that had been created jointly by the IBE and Carnegie Mellon University in collaboration with UNESCO's Associated Schools Project Network (ASPnet). This initiative is intended to share good practices linking the curriculum with new technologies (GigaPan), while encouraging inclusive school environments together with exchanges and long-lasting networks between students from different cultural horizons. Schools in three places have been chosen to pilot these activities: Soweto (South Africa); Trinidad and Tobago; and Pittsburgh (United States of America). She also presented the financial data contained in document UNESCO/BIE/C.58/Inf.2.

Concerning the 48th session of the ICE, the Director presented the main points of the evaluation. This session was a success according to all participants and contributed to the credibility of UNESCO. She highlighted the major successes of this session:

The theme adopted had allowed the participants to discuss the concept of inclusive education in its broadest sense;

Greater participation: the 48th ICE registered more than 1,600 participants from 153 countries, with more than 100 ministers and vice-ministers of education, representatives of 20 IGOs and 25 NGOs, foundations and other institutions of civil society;

A balanced representation in terms of regions and gender;

The active participation of UNESCO, both in the preparatory phases as well as during the ICE: Education Sector, regional offices, national offices and UNESCO institutes;

The development of solid partnerships;

Financial contributions, some of which were received after the ICE. The IBE Director expressed her appreciation for these contributions and the UNESCO secretariat for its support.

An innovative approach in the organization of debates, in the introduction of side events and of the round-table (webcast via Internet), as well as in the organization of exhibitions;

An exhibition organized in partnership with the private sector on the theme of "Practising inclusion", which involved 14 private companies, 3 sponsors, 8 United Nations organizations and IGOs, 13 NGOs and 3 partners of the IBE; it enabled the IBE to raise more than €30,000;

Five films to introduce the general debate and the different sub-themes;

The reference document, as well as the presentations and the debates in the workshops were highly appreciated;

Presentations and discussions involving different realities, approaches and challenges; and comparative analyses of data on quality, equity and inclusion from the point of view of both OECD/PISA and GMR;

Regional preparatory activities considered to be a model, and that allowed for a large number of partners to be involved and to broaden the concept of inclusion.

5. During the discussion, the Administrative Group unanimously congratulated the IBE Director and her team for the success of the ICE and for the efficient execution of the programme. However, there were still some issues that needed to be addressed. Some of these issues include the agenda, which was very full; the scope of the ICE was perhaps too wide; some workshops could be more interactive. The IBE Director informed that the final outputs are the "Conclusions and Recommendations" to the Member States. The Group suggested that Member States should have ownership of these recommendations so that they can reflect, adopt and adapt them as their own national strategy on inclusive education. There was also a recognized need to link the ICE outcomes with the three future UNESCO Conferences (i.e. Education for Sustainable Development, March 2009 in Bonn; CONFINTEA VI, May 2009 in Belen; Conference on Higher Education, July 2009 at UNESCO HQ in Paris) and to the 35th General Conference. The Group noted that the Education Sector's financial contribution to the ICE was significantly higher than in previous ICE Sessions. The Group suggested that the detailed breakdown of the ICE budget should be attached to the Report of the Administrative Group. On the organization and management of the Conference, the Group suggested that the IBE and UNESCO should continue exploring successful financing modalities for the future. The Administrative Group congratulated the IBE Director for her efforts in revitalizing "Prospects", for which the number of subscriptions had increased significantly, as well as the royalties, amounting to over $11,700 as compared to $2000 in 2007, thanks to greater attention to quality control through peer review and respecting the publishing deadlines.

6. The Group recommended that the Council adopt the Report of the Director for 2008 and the Revised Appropriation Resolution for 2008:

Revised Appropriation Resolution for 2008

The Council of the International Bureau of Education,

Having examined the Report of the Director of the IBE concerning the activities for 2008 (Documents C.58/2 and C.58/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 2008, the total appropriation should amount to US$4,219,706 to be financed by resources estimated at US$4,350,346, in the following way:

EXPENDITURES (OBLIGATIONS) Figures in US$	Total Pre-final accounts 2008	C56/3 approved budget
I. PROGRAMME ACTIVITIES		
Line 1: Capacity-building for curriculum development	587,478	575,455
Line 2: Resource Bank/Observatory of trends	321,961	339,255
Line 3: Knowledge management	339,450	356,489
Line 4: 48th ICE	1,635,032	1,678,532
Direct costs 454,813		
Personnel costs 1,180,219		
Line 5: Operational activities	602,342	137,000
48th ICE 564,144		
Others 38,198		
TOTAL PROGRAMME ACTIVITIES	**3,486,263**	**3,086,820**
II. COUNCIL, GENERAL ADMIN., INSTITUTIONAL DEV.		
Line 6: IBE Council	180,495	157,991
Line 7: General administration	349,365	403,496
Line 8: Institutional development	203,583	263,693
TOTAL COUNCIL, GENERAL ADMIN., INSTITUTIONAL DEV.	**733,443**	**825,180**
TOTAL EXPENDITURES	**4,219,706**	**3,912,000**
RESOURCES CREDITED IN THE IBE SPECIAL ACCOUNT		
INCOME		
UNESCO's financial allocation	2,295,500	2,295,500
Voluntary contributions	1,937,139	1,037,000
Other resources	117,707	170,000
TOTAL INCOME	**4,350,346**	**3,502,500**
OTHER RESOURCES		
Excess of income over expenditure	244,098	-409,500
Reserves from beginning of period	1,225,209	1,197,500
TOTAL RESERVES	**1,469,307**	**788,000**

Draft programme of activities and budget for 2009

7. The Director presented the draft programme of activities for 2009, the second year of implementation of the 34 C/4 and 34 C/5, as well as of the IBE Strategy 2008–2013. She stressed that the programmes should first be consolidated in line with the IBE Strategy 2008–2013 and then planned and implemented in collaboration with stakeholders involved in follow-up to the 48th session of the ICE, held in Geneva, Switzerland, from 25 to 28 November 2008.

As indicated in the IBE Strategy 2008–2013, the IBE activities will contribute to UNESCO's action for quality Education for All and the promotion of quality school programmes. As a result, the three principal strategic objectives will be the following:

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

b) Improving the quality of curriculum-making processes and products (*Knowledge Production and Management);*
c) Informing innovative policies and practices in the field of curriculum reform and change *(Policy Dialogue).*

As far as financing is concerned, she emphasized that UNESCO's financial allocation for 2009 does not finance any of the basic programme activities since it is only sufficient to cover personnel costs and a part of the Council costs, making the IBE more vulnerable, since it increasingly depends upon extra-budgetary resources. She also indicated that the agreements with Switzerland and Sweden are coming to an end this year and she will make an effort not only to renew these agreements, but also to explore the possibilities for voluntary contributions from other Member States.

8. During the discussion, the Group gave a very positive appreciation of the entire draft programme and stressed the importance of ICE follow-up activities in order to consolidate action on the relevant recommendations. The Group also mentioned the importance of linking the theme of Inclusive Education to the outcomes of the three future UNESCO Conferences in order to create synergies. As far as financing was concerned, while recognizing the Director's efforts to mobilize additional voluntary contributions and extra-budgetary resources, the Group was concerned about the financing of regular staff costs, which the UNESCO financial contribution, adopted by the 34th General Conference, will no longer cover in their entirety as of 2010. On this subject, the Group noted that the IBE has already implemented innovative modalities (BARD and the Intern Programmes) to strengthen its human and technical capacities; regular staff (8 professionals and 8 general service staff) representing barely 50% of the total technical capacity. In this situation, the Group proposed that the matter of human resources be examined more thoroughly by the IBE Council and UNESCO, so as to identify long-term solutions and allow for a solid reinforcement of the IBE human and technical capacity. During the discussion, the Group suggested that the IBE should seriously consider conducting an evaluation of the impact of its programmes in Africa, for example of its poverty alleviation and peace education project, as a way to determine its relevance and effectiveness.

Regarding the Polish stamps, BOC explained that the Polish stamps were considered to be an asset of the IBE and the funds obtained from their sale were recorded as IBE revenue. In this situation, the IBE suggested that they appeared with the indication "Polish Stamps Funds" in the budgetary statement for 2009 so as to give visibility to Poland. The Group drew attention to the fact that these funds should serve for South-South co-operation in Africa, as well as to finance research on bilingual and bi-cultural education in Africa, as agreed at the 56th session of the IBE Council.

9. In conclusion, the Group recommended that the Council approve the programme and 2009 budgetary framework, as prepared by the IBE Director and, that a breakdown and a working plan be presented within one month from the date the Report is accepted by the Council.

Preliminary draft Strategy for making the IBE UNESCO's Centre of Excellence for Curriculum-Related Matters

10. In presenting the document, the Director emphasized that the IBE fulfils most of the criteria for a centre of excellence. She nevertheless recalled her commitment to mobilizing additional extra-budgetary resources and new voluntary contributions. While understanding the constraints affecting the UNESCO Education Sector, she pointed out that, as of 2010, UNESCO allocation will no longer be sufficient to cover all regular staff costs. She also stressed the fact that regular staff are already very limited and represent barely 50% of the IBE's technical capacity. She noted that it was UNESCO's responsibility to cover the costs of the IBE regular staff posts and she believed that it was urgent to reinforce the number of regular professional staff. In light of the present financial constraints, the IBE Director presented 3 hypothetical budgetary scenarios: Scenario 1: 60% UNESCO regular budget, 40% extra-budgetary resources; Scenario 2: 50% UNESCO regular budget, 50% extra-budgetary sources and Scenario 3: 40% UNESCO regular budget, 60% extra-budgetary sources, recognizing that scenario 3 was the most realistic scenario, given the fact hat the IBE budget is already close to those propositions.

The Director also recalled that the IBE was committed to respond to the Council's request to prepare a preliminary draft document for a strategy to make the IBE UNESCO's Centre of Excellence on Curriculum-related Matters, despite a severe lack of time due to the preparation of the 48th ICE. She also stressed that the IBE has a solid Strategy 2008–2013, approved by the Council at its 56th session as a "Rolling Strategy".

The Group agreed with the suggestion by the representative from the UNESCO Education Sector that there is a need for in-depth analysis of IBE staffing and financing requirements (profiles, levels and costs). It is important to explore the opportunity of having new types of contracts for education institutes, including the IBE, which can give it more flexibility.

The Director agreed that scenario 1 and 2 are not realistic, since the argument should not be made based on ideal proportions of regular budget versus extra budgetary funds, but on protecting a minimum core staff. A joint effort between the IBE Director, the Education Sector and the members of the IBE Council should make proposals for redrafting the Preliminary Strategy for making the IBE UNESCO's Centre of Excellence for Curriculum-Related Matters, to be presented at the 35th General Conference, specifically on how to make the IBE adequate on resources and staffing. The suggestion was made of working jointly with the Education sector to discuss these issues and to prepare a new version of the document.

Lastly, the Group acknowledged that there is a need for a strong extra-budgetary strategy for the IBE as it is hardly probable that the 35th session of the General Conference will vote any significant increase in the IBE allocation. The role of the IBE Council in this regard is very important.

Draft Programme and Budget for 2010–2011

11. The representative of the Education Sector of UNESCO informed the Administrative Group of the preparation of the draft of the 35 C/5 and of the rationale of proposing a unified resolution for the Education Institutes. The Director pointed out that the IBE had been consulted and had contributed to the preparation of the draft resolution.

Any other business

12. The representative of Malaysia recalled that, during the fifty-fourth session of the Council in January 2006, the Asian Group had expressed the wish that the IBE was more visible in Asia, particularly in contributing technical assistance in Timor-Leste. On this point, the Director informed the Administrative Group that, during the regional preparatory seminar for the ICE held in Bali, she had had contact with the representatives of Timor-Leste and with UNICEF concerning the possibility of technical assistance on the part of the IBE. The IBE did not receive a final request. She recalled that, for any technical assistance project requested by a Member State, the financing must be ensured by the latter or the agency involved.

Closing of the meeting

13. The President closed the Group's meeting at 1 p.m., thanking all the members for their excellent work and congratulates the Director and her team for the accomplishments achieved in 2008.

ANNEX:

Budget of the 48th ICE

Breakdown by donor

IBE Regular Budget	**474,813**	**32.3%**
Resources mobilized from UNESCO HQs	**412,126**	**28.0%**
ED Sector	331,898	
ODG	42,580	
BPI	18,639	
BREDA	14,959	
SC Sector	4,050	
Resources mobilized from member states and other donors	**584,965**	**39.7%**
Ecuador, Ministry of Education	30,000	
Government of India	18,721	
Kenya, Ministry of Education	12,721	
State of Kuwait	95,694	
Spain, Ministry of Education	27,550	
Switzerland:		
State Secretariat for Education and Research (SER)	57,835	
Swiss Agency for Development and Cooperation (SDC) / Section UN – Development	95,238	
Swiss Agency for Development and Cooperation (SDC) / Social Development Division	19,674	
Federal Department of Foreign Affaires (FDFA)	87,719	
Republic and Canton of Geneva	33,493	
Saudi Arabian ‘Fund of the Project of Prince Sultan bin Abdulaziz’	20,820	
UNICEF	69,500	
Open Society Institute (Foundation)	16,000	
TOTAL	**1,471,904**	100.0%

Budget of the 48th ICE

	Expenditures as at 31 December 2008
Breakdown by budget line	
Consultants and reference document……..…	**$32,492**
Speakers/experts…..……..…….	**$90,994**
Participants from LDCs …...…….	**$86,128**
Simultaneous interpretation…...…….…….	**$121,321**
Translation of documents..……..…….	**$131,371**
Support staff and staff missions….…….	**$381,752**
Professional staff……	**$49,848**
Information/Communication…...…….…….	**$79,329**
Printing of documents/publications…...…...…..……..	**$117,781**
Videos production……...……	**$90,906**
Conference rooms services..……	**$93,004**
Registration/Badges……..…….	**$9,584**
Security arrangements……..	**$19,458**
Rental of equipment (laptops, printers, photocopies)..	**$21,500**
Regional preparatory workshops…….……	**$69,878**
Miscellaneous...……..……	**$73,650**
Cultural events……..…	**$2,908**
T O T A L	**$1,471,904**

2009 Budgetary Framework and Appropriation Resolution

EXPLANATORY NOTE

The objective of the budgetary framework (ref. document UNESCO/BIE/C.58/3) is to provide the Members of the Council with an overview on the financing of the annual program, including the extra-budgetary activities financed via the UNESCO HQs.

It should be noted that the extra-budgetary projects funded through UNESCO HQs, in this case the projects:

- "Curricular innovations, poverty alleviation and peace education in sub-Saharan Africa"
- "Capacity development and clearinghouse for curriculum and HIV and AIDS education" as well as
- the Loan repayment for the acquisition of the UNESCO/IBE Building (ref. Line II-2 General Administration "Loan repayment for the UNESCO/IBE Building" of the document UNESCO/BIE/C.58/3),

are accounted for by the UNESCO HQs and are included in the UNESCO HQs financial reports. Thus, this data does not appear in the IBE Special Account's figures.

Indeed, the Appropriation Resolution reflects only the revenues and expenditures foreseen in the IBE Special Account in accordance with the Financial Regulation of UNESCO (see attached document on the Financial Regulation applicable to the IBE Special Account, which came into effect on January 1, 1994).

For this reason, the budget of the projects "Curricular innovations, poverty alleviation and peace education in sub-Saharan Africa" and "Capacity development and clearinghouse for curriculum and HIV and AIDS education", as well as the Loan repayment for the UNESCO/IBE Building are not reflected in the 2009 Appropriation Resolution.

The Appropriation Resolution reflects only the financial data related to the IBE Special Account, which will be reviewed and certified by the Bureau of the Comptroller of UNESCO in March of the following year; in the case of 2009, the financial data of the IBE Special Account will be certified in March 2010.

Regarding the expenditures, on the 2009 budgetary framework, there is a total of USD 5,062,369 (Ref. line "TOTAL EXPENDITURES 2009 (I+II+III)" of the document UNESCO/BIE/C.58/3).

TOTAL EXPENDITURES 2009 (I+II+III) (Ref. document UNESCO/BIE/C.58/3)	5,062,369 USD
*Curricular innovations, poverty alleviation and peace education in sub-Saharan Africa	-290,000 USD
* Capacity development and clearinghouse for curriculum and HIV and AIDS education	-150,000 USD
* Loan repayment for the UNESCO/IBE Building	-105,000 USD
TOTAL EXPENDITURES Special Account 2009	4,517,369 USD

If we subtract from the "TOTAL EXPENDITURES 2009", the amount of USD 545,000 corresponding to the expenditures of the two projects "Curricular innovations, poverty alleviation and peace education in sub-Saharan Africa" and "Capacity development and clearinghouse for curriculum and HIV and AIDS education", as well as the Loan repayment for the UNESCO/IBE Building (Ref. total of the column "UNESCO other resources" of the document UNESCO/BIE/C.58/3), we are left with an amount of USD 4,517,369 as the TOTAL EXPENDITURES for the IBE Special Account, which appears in the 2009 Appropriation Resolution.

With regard to the resources, in the 2009 budgetary framework, there is a total of USD 5,399,500 (ref. line "TOTAL INCOMES 2009" of the document UNESCO/BIE/C.58/3).

TOTAL INCOMES 2009 (Ref. document UNESCO/BIE/C.58/3)	5,399,500 USD
*Curricular innovations, poverty alleviation and peace education in sub-Saharan Africa	-290,000 USD
* Capacity development and clearinghouse for curriculum and HIV and AIDS education	-150,000 USD
* Loan repayment for the UNESCO/IBE Building	-105,000 USD
TOTAL RESOURCES Special account 2009	4,854,500 USD

If we subtract from the "TOTAL INCOMES 2009" the amount of USD 545,000 corresponding to the extra budgetary resources mobilized by the HQs to finance the two projects "Curricular innovations, poverty alleviation and peace education in sub-Saharan Africa" and "Capacity development and clearinghouse for curriculum and HIV and AIDS education", as well as the Loan repayment for the UNESCO/IBE Building, we obtain the total resources of USD 4,854,500, which appears in the 2009 Appropriation Resolution.

Appropriation Resolution N° 1/2009

The Council of the IBE,

Having examined the Proposals of the Director of the IBE concerning the activities for 2009 contained in document UNESCO/IBE/C.58/3 and its Addendum,

Resolves that,

(a) For the financial period 1 January to 31 December 2009, a total amount of US$ 4'517'369 is hereby appropriated for the purpose indicated in the appropriation table as follows:

EXPENDITURES

Appropriation lines	US Dollar
I. PROGRAMME ACTIVITIES	
I-1 Capacity development and technical assistance	**892'000**
Community of practice for curriculum development	280'000
Technical advice, support and training in member states	285'000
GIGAPAN	70'000
South-south cooperation/Africa	257'000

I-2 Knowledge production and management	**378'369**
Resource Bank	65'000
Documentation	50'000
Observatory of educational trends	65'000
Development of IBE web site	55'000
Publications	143'369
I-3 Policy dialogue	**450'000**
48th ICE follow-up	350'000
Policy dialogue	100'000
TOTAL PROGRAMME ACTIVITIES	**1'720'369**
II. GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.	
II-1 IBE Council	110'000
II-2 General administration	290'000
II-3 Institutional development	160'000
TOTAL GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.	**560'000**
III. STAFF COST (Established posts)	**2'237'000**
TOTAL EXPENDITURES 2009 (I+II+III)	**4'517'369**

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

RESOURCES	US Dollar
UNESCO allocation	2'295’500
Voluntary contributions*	1'323’369
Other extra-budgetary resources**	170’000
Other resources***	307’000
Reserves beginning of period	758’631
TOTAL RESOURCES	**4'854’500**
RESOURCES – EXPENDITURES = RESERVES END OF PERIOD	**337’131**

(Ref. last line of the document UNESCO/BIE/C.58/3)

*** Switzerland contribution of 450'000 USD of 2009, Sweden contribution of 420’000USD of 2009 and Spain contribution of 453’369USD of 2008.**

**** New projects estimated at 170'000 USD and currently under negotiation with our partners.**

***** Polish stamps revenue of 257'000 USD and other diverse incomes in 2009 estimated at 50'000 USD (interest on the IBE clearing account, the IBE conference room rental and rental of 4 office rooms to International Organization of Migration).**

(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 2009 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.

VI. Financial Regulations applicable to the Special Account for the International Bureau of Education[8]

Article 1. Creation of a Special Account

1.1 In accordance with Article 6, paragraph 6, of the Financial Regulations of UNESCO, there is hereby created a Special Account for the International Bureau of Education, hereafter referred to as 'the Bureau'. The following Regulations shall govern the operation of this account.

Article 2. Financial period

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

Article 3. Income

3.1 The income of the Bureau shall consist of:

(a) the financial allocations voted by the General Conference of UNESCO;

(b) contributions, endowments, gifts and bequests allocated or offered by institutions of the United Nations, governments, public and private bodies, associations, foundations and individuals, provided that the purposes for which they are made are consistent with the policies, aims and activities of the Bureau;

(c) fees collected for special purposes;

(d) miscellaneous revenue.

3.2 The Director of the Bureau, hereafter referred to as 'the Director', acting under the authority of the Director-General of UNESCO, may accept on behalf of the Bureau the income defined in Article 3.1, subject to the prior approval of the Council of the Bureau, hereafter referred to as 'the Council', in any case which would entail additional obligations for the Bureau.

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

Article 4. Budget

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

4.2 The budget appropriations voted shall constitute an authorization to incur obligations and make expenditures for the purposes for which the appropriations were voted and up to the amounts available for each source of financing.

4.3 The appropriations shall remain available for obligation during the financial period to which they relate.

4.4 The appropriations shall remain available for one year following the end of the financial period to which they relate to the extent that they are required to discharge obligations in respect of goods supplied and services rendered in the financial period and to liquidate any other outstanding legal obligations of the financial period.

4.5 The balance of the appropriations remaining unobligated at the close of a financial period shall be credited to the General Account of the Bureau.

4.6 At the end of the one-year period provided for in Article 4, paragraph 4, the then remaining unspent balance of appropriations shall be credited to the General Account of the Bureau in conformity with UNESCO's Financial Regulations.

Article 5. General Account

5.1 There shall be established a General Account to which shall be credited the income of the Bureau as described in Article 3 of these Regulations, and which shall be used to finance the approved budget of the Bureau.

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

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

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[8] Entered into force on 1 January 1994.

Article 6. Custody and investment of funds

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

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

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

Article 7. Trust Funds, Reserves and Special Accounts

7.1 The Director shall establish Reserves to finance the Working Capital Fund, end-of-service indemnities and other obligations of the Bureau. A review of these Reserves shall be conducted annually at the time when the budget is approved.

7.2 Trust Funds, Reserves and Special Accounts may be established by the Director and shall be reported to the Council.

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

Article 8. Internal Control

8.1 The Director shall:

(a) Establish for approval by the Council detailed financial rules and procedures in order to ensure effective financial administration and economy.

(b) Cause all payments to be made on the basis of supporting vouchers and other documents that ensure that the services or goods have been received, and that payment has not previously been made.

(c) Designate the officers who may receive moneys, incur obligations and make payments on behalf of the Bureau.

(d) Maintain an internal financial control that shall provide for an effective current examination and for review of financial transactions in order to ensure:

(i) the regularity of the receipt, custody and disposal of all funds and other financial resources of the Bureau;

(ii) the conformity of obligations and expenditures which may be determined from time to time by the Council, or with the purposes and rules relating to Trust Funds and Special Accounts;

(iii) the economic use of the resources of the Bureau.

(e) Ensure that the obligations incurred do not exceed the moneys actually received and available to cover those obligations.

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

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

Article 9. The Accounts

9.1 The Director shall maintain such accounting records as are necessary and shall submit to the Council annual accounts showing, for the financial period to which they relate:

(a) the income and expenditure of all funds;

(b) the budgetary situation including:

(i) original appropriations;

(ii) the appropriations as modified by any transfers or additional appropriations as approved by the Council;

(iii) the amounts charged against these appropriations;

(c) the assets and liabilities of the Bureau.

He or she shall also give such other information as may be appropriate to indicate the current financial position of the Bureau.

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

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

Article 10. External Audit

10.1 The audited accounts of the Bureau, which constitute an integral part of the statement of the financial position of UNESCO, and the report of the External Auditor of UNESCO on the Bureau, shall be submitted to the Council for approval. However, as the accounts of UNESCO are not audited on an annual basis, the Council may ask for the annual accounts of the IBE to be submitted for examination to the External Auditor of UNESCO.

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Anexo VI
UNESCO/BIE/C.58/3
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ORGANIZACIÓN DE LAS NACIONES UNIDAS
PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA

CONSEJO DE LA OFICINA INTERNACIONAL DE EDUCACIÓN

Quincuagésima octava reunión

Centro de Conferencias de Varembé
9-11, rue de Varembé, Ginebra

28–30 de enero de 2009

PROYECTO DEL PROGRAMA DE ACTIVIDADES Y PRESUPUESTO DE LA OFICINA INTERNACIONAL DE EDUCACIÓN PARA EL AÑO 2009

4.1

MARCO GENERAL DE LA PROGRAMACIÓN

INTRODUCCIÓN

1. El año 2009 será un año extremadamente importante para la OIE que, por un lado consolidará sus programas en total conformidad con la Estrategia de la OIE para 2008-2013 y, por otro, planificará y aplicará, en colaboración con las partes interesadas las medidas de seguimiento relacionadas con los resultados de la 48ª reunión de la Conferencia Internacional de Educación (CIE), que se celebró los días 25 a 28 de noviembre en Ginebra (Suiza).

2. Como en el pasado, en 2009 la OIE se propone cumplir la misión que le ha confiado la Conferencia General de la UNESCO, esto es, ser el "instituto especializado de la UNESCO en los contenidos, los métodos, las políticas y los procesos del diseño curricular"." En el documento 33 C/19 "Principios y directrices para la creación y el funcionamiento de institutos y centros de la UNESCO (Categoría 1) y de institutos y centros auspiciados por la UNESCO (Categoría 2)" se exponen con claridad las características y funciones de los institutos de la UNESCO. Por otra parte, en el marco de la reforma del Sector de Educación, la "tarjeta de identidad" de los institutos de la UNESCO de educación se presenta de la siguiente manera:

Características

- Entidades especializadas en materia de investigación y formación
- Centros de innovación y competencia en ámbitos especializados básicos
- Depositarios y fuentes de conocimiento
- Laboratorios de ideas para la reforma y el cambio
- Centros de intercambio de información (*Clearing House*)

Funciones

- Aportar formación y contribuir al fortalecimiento de capacidades (a escala externa e interna)
- Crear, transferir y difundir conocimientos
- Participar en una planificación conjunta con las Divisiones de la Sede, con responsabilidades compartidas
- Armonizar la planificación de los institutos con los planes regionales
- Coordinarse con la Sede y las Oficinas Regionales
- Colaborar con las organizaciones vinculadas a la competencia técnica básica

3. El año 2009 es el segundo año de ejecución del 34 C/4, el 34 C/5, así como de la Estrategia de la OIE para el período 2008-2013. El marco general de la programación queda, así, fijado en estos documentos fundamentales. En aras de la coherencia, las actividades y los proyectos planificados se presentan en referencia a los resultados previstos al final del bienio, como se señala en la Resolución 34 C/5 aprobada por la Conferencia General (véase el siguiente recuadro). También se señalan los principios rectores clave de la Estrategia de la OIE para 2008–2013, a fin de proporcionar una perspectiva de la programación a medio plazo. En la 56ª reunión del Consejo de la OIE, celebrada en enero de 2008, se acordó que la Estrategia de la OIE fuera una “Estrategia ajustable”.

Resolución aprobada por la 34ª reunión de la Conferencia General

La Conferencia General,

Tomando nota *del informe de la Oficina Internacional de Educación de la UNESCO (OIE) sobre el período 2006-2007,*

Reconociendo *la importante función que la OIE, en su calidad de instituto de la UNESCO especializado en los contenidos, los métodos, las políticas y los procesos del diseño curricular, cumple en la ejecución del Gran Programa I,*

1. ***Pide al Consejo de la OIE*** *que, de conformidad con los Estatutos de la Oficina y con la presente resolución, al aprobar el presupuesto del Instituto para 2008 y 2009, lo haga teniendo en cuenta la necesidad de:*

   (a) velar por la armonización de las actividades de la OIE con los objetivos estratégicos de la UNESCO y con las prioridades y ejes de acción del Gran Programa I, haciendo especial hincapié en las necesidades de África, la igualdad de género, los Países Menos Adelantados y los pequeños Estados insulares en desarrollo, así como de los segmentos más vulnerables de la sociedad, entre ellos los pueblos indígenas;

   (b) consolidar e impulsar los programas y proyectos de la OIE, a saber:

      (i) fortalecimiento de capacidades y formación de especialistas en planes de estudios de los Estados miembros, tanto a escala regional como mundial, prestando especial atención a las situaciones de conflicto y posteriores a conflictos; a la reducción de la pobreza en África; al enfoque orientado a potenciar las competencias en los planes de estudios; a la integración de la educación atendiendo a las diversas necesidades de los grupos vulnerables y marginalizados, así como de los pueblos indígenas, mediante la elaboración de currículos y materiales y la utilización de la lengua materna en la enseñanza; y al desarrollo sostenible, y fomentando, al mismo tiempo, la cooperación Sur-Sur y la cooperación triangular Norte-Sur-Sur;

      (ii) elaboración de investigaciones y de estudios, y administración de un observatorio de tendencias y prácticas óptimas en el ámbito del desarrollo de la educación;

      (iii) gestión, intercambio y difusión ("gestión del conocimiento") de las técnicas más actuales en el diseño y puesta en práctica de planes de estudios en los distintos idiomas correspondientes a cada país, en particular, en las esferas de la educación científica y tecnológica; la educación artística; la educación filosófica y la educación para los derechos humanos, para la democracia, para la ciudadanía y para la paz; la educación en VIH/SIDA y la educación para el desarrollo sostenible;

      (iv) fortalecimiento de los aspectos curriculares de las actividades de la OIE, entre otras cosas, mediante el desarrollo de un perfil escolar de la UNESCO, en particular para fomentar la educación para el desarrollo sostenible;

      (v) fomento y renovación del diálogo internacional sobre políticas educativas mediante la organización de la 48ª reunión de la Conferencia Internacional de Educación de la UNESCO, con el tema: "Educación inclusiva: la vía del futuro", que se celebrará del 25 al 28 de noviembre de 2008;

      (vi) gestión de un centro internacional de intercambio de información en materia curricular y de fortalecimiento de capacidades en el ámbito de la educación en VIH/SIDA;

   (c) seguir movilizando los recursos humanos y financieros necesarios para que la OIE cumpla cabalmente su cometido;

2. ***Autoriza*** *al Director General a prestar apoyo a la OIE mediante una asignación financiera de 4.591.000 dólares EE.UU. en el marco del Gran Programa I, teniendo en cuenta que para organizar la CIE serán necesarios nuevos fondos del Eje de acción 3;*

3. ***Alienta, además****, al Director General a seguir impulsando las actividades de la OIE en las siguientes esferas: educación para la paz, educación científica, educación filosófica, educación artística y educación para el desarrollo sostenible, y lo invita a presentar, en la 35ª reunión de la Conferencia General, una estrategia para convertir a la OIE de la UNESCO en un centro de excelencia en materia curricular, así como un informe sobre los recursos necesarios para ello, de conformidad con la "Estrategia global para los institutos y centros de la UNESCO y sus órganos rectores" aprobada en la Resolución 33 C/ 90;*

4. ***Expresa*** *su agradecimiento a las autoridades suizas, a los Estados miembros y a los demás órganos e*

instituciones que han contribuido intelectual o financieramente a las actividades de la OIE en los bienios precedentes, y los invita a que sigan manteniendo su apoyo;

5. ***Invita a los Estados miembros**, organizaciones internacionales y demás organismos:*

(a) a aprovechar plenamente las competencias de la OIE para ayudar a los Estados miembros a desarrollar y fortalecer sus capacidades en lo tocante a la concepción, diseño y reforma curriculares;

(b) a contribuir financieramente, y por otros medios pertinentes, a la ejecución eficaz de las actividades de la OIE al servicio de los Estados miembros de acuerdo con su cometido, con las prioridades del Gran Programa I y con los objetivos estratégicos de la UNESCO para 2008-2013;

*6. **Pide** al Director General que en los informes preceptivos dé cuenta del cumplimiento de los resultados esperados que se enumeran a continuación y que, respecto a cada uno de ellos, incluya información sobre la relación costo-eficacia de la utilización de los recursos humanos y financieros, particularmente en materia de viajes, publicaciones y servicios contractuales, según los principios de transparencia, eficiencia y racionalización:*

- *mejora de las capacidades institucionales y humanas en el diseño, la elaboración y la reforma curriculares;*
- *identificación de nuevas tendencias y avances en el ámbito de la educación mediante la compilación y elaboración de información, investigaciones y estudios;*
- *actualización y facilitación de acceso a conocimientos e información sobre sistemas educativos, currículos actuales, procesos de diseño curricular, así como a modelos de buenas prácticas e innovaciones;*
- *fomento y expansión del diálogo político internacional sobre políticas educativas;*
- *supervisión de la aplicación de las decisiones de la Conferencia Internacional de Educación de 2008.*

Introducción general (34 C/5, para. 01022)

La mejora de la calidad de la Educación para Todos (EPA) sigue siendo una preocupación fundamental en todo el mundo y los estudios demuestran, además, que la cuestión de la reforma curricular ocupa un lugar central en las políticas educativas, cuyo objetivo no es solo fomentar el acceso a la educación, sino también velar por que el aprendizaje de todos los estudiantes sea satisfactorio (del acceso al éxito). En su calidad de instituto especializado en materia curricular, la OIE seguirá centrando sus esfuerzos en el fortalecimiento de las capacidades humanas e institucionales, la identificación de nuevas tendencias en el desarrollo de la educación, la difusión de información actualizada y de calidad y el fomento del diálogo internacional sobre políticas educativas en dicha materia.

Como parte integrante de las actividades del Sector de Educación, las actividades de la OIE contribuirán a la consecución de la mayoría de los objetivos estratégicos a medio plazo de dicho Sector, así como de las prioridades del bienio. Los programas de fortalecimiento de capacidades y de formación de la OIE estarán encaminados a alcanzar los objetivos de los Ejes de acción 1 y 4, mientras que los programas de observatorio, investigación y estudio contribuirán a la labor de los Ejes de acción 2 y 3. El objetivo del programa de gestión del conocimiento será contribuir, transversalmente y en lo que respecta al diseño curricular, a los Ejes de acción 1, 2, 3 y 4. La OIE convocará la Conferencia Internacional de Educación, que será uno de los principales acontecimientos del bienio en el ámbito de la educación y una contribución fundamental al Eje de acción 3.

Exposición de los programas de la OIE

4. Tal como se recoge en la Estrategia de la OIE para 2008-2013, las actividades de la OIE contribuirán a las actividades de la UNESCO para el logro de una educación de calidad para todos y la promoción del desarrollo curricular de calidad. Los tres objetivos estratégicos principales, por consiguiente, serán:

a) Afianzar las capacidades de los especialistas, los profesionales y los políticos para la elaboración, gestión y aplicación de los procesos de diseño curricular (*fortalecimiento de las capacidades y asistencia técnica*).

b) Mejorar la calidad de los procesos de desarrollo curricular, así como de sus productos (*producción y gestión de conocimientos*).

c) Fundamentar las políticas y prácticas innovadoras en el campo de la reforma y el cambio curriculares (*diálogo político*).

5. Con arreglo a las deliberaciones del Consejo de la OIE en su 56ª reunión de enero de 2008, se pondrán a disposición los ingresos obtenidos de la venta de los sellos polacos para fines de programación, como se refleja en el marco presupuestario de 2009. Se han celebrado conversaciones iniciales con las autoridades polacas para informarles de los antecedentes de esta cuestión y para explicar los argumentos en los que se basan las decisiones del Consejo. Se llegó a un acuerdo inicial, asimismo, sobre las esferas prioritarias propuestas para las que se utilizarán los fondos, concretamente la cooperación Sur-Sur y África dentro de las actividades previstas para 2009. Podría interesar a las autoridades polacas apoyar estas actividades y considerar los fondos como una contribución extrapresupuestaria a la OIE.

PROYECTO DE PROGRAMA DE ACTIVIDADES PARA 2009

LÍNEAS DE ACTUACIÓN Y RESULTADOS PREVISTOS

1. FORTALECIMIENTO DE LAS CAPACIDADES y ASISTENCIA TÉCNICA

Objetivos estratégicos (Estrategia de la OIE 2008–2013)

El objetivo estratégico es contribuir al fortalecimiento de las capacidades de especialistas, profesionales y políticos en la elaboración, gestión y aplicación de procesos de diseño curricular de calidad y de currículos inclusivos. La OIE se encargará de:

Consolidar la red mundial de especialistas de currículo a fin de facilitar el desarrollo de orientaciones y marcos teóricos de educación básica de calidad y fomentar la acción colectiva y sistemática en el ámbito de la reforma curricular a escala local, regional e interregional;

Apoyar a los países que llevan a cabo procesos innovadores y eficaces de cambio y evaluación curricular;

Desarrollar, probar y estimular la utilización eficaz de un conjunto de materiales y herramientas de formación para procesos innovadores de cambio e implementación curricular;

Ampliar y diversificar las modalidades de formación en materia de desarrollo curricular, mediante la colaboración con instituciones académicas relevantes de diferentes regiones;

Prestar asistencia y asesoramiento profesionales para contribuir a la mejora de los procesos y productos del diseño curricular, mediante enfoques participativos y orientados a fomentar la acción y las asociaciones efectivas entre los interesados.

Resultados previstos al final del bienio 2008-2009 (34 C/5, par 01023)

Mejora de las capacidades institucionales y humanas en el diseño, la elaboración y la reforma curriculares.

Indicadores de rendimiento:

- Número de hombres y mujeres e instituciones que se han beneficiado de la formación;
- La creación, adaptación, ensayo y amplia difusión de recursos educativos y metodológicos e instrumental (toolboxes) para la formación.

ACTIVIDADES EN 2009

1.1 COMUNIDAD DE PRÁCTICAS EN EL ÁMBITO DEL DISEÑO CURRICULAR

6. La Comunidad de Prácticas (COP) en el ámbito del diseño curricular desempeñó un papel estratégico extremadamente importante en los preparativos y la celebración de la 48ª reunión de la Conferencia Internacional de Educación (CIE), ya que logró movilizar a los interesados de todas las regiones del mundo y facilitar y coordinar la participación de colaboradores clave antes y durante el desarrollo de la Conferencia. A raíz de lo cual, en el marco de la COP se pondrán en práctica varias de las actividades de seguimiento de la CIE previstas, como se indica en la sección 3.1. Además, la COP, basándose en sus 12 centros de coordinación, se propone consolidar los logros y seguir ejecutando las actividades regionales, interregionales e intrarregionales en el marco de acuerdos de cooperación firmados en los años anteriores. Ello incluirá también la aplicación completa del acuerdo de cooperación 2007-2009 con la Coordinadora Educativa y Cultural Centroamericana (CECC) para apoyar a los países de América Central en la realización de los procesos de reforma y gestión curricular en educación básica y de la juventud. La COP ampliará los planes de trabajo actuales con las Oficinas Regionales de Educación de la UNESCO. Ejemplo de ello será la continuación de la colaboración en el Programa de Educación Básica en África que supondrá la elaboración y ampliación progresivas de marcos curriculares inclusivos, orientados a potenciar las competencias, para un programa de educación básica de nueve a diez años de duración en Gambia, Etiopía y Côte d'Ivoire, y posiblemente otros países, con la División para la Promoción de la Educación Básica de la UNESCO, la Oficina de la UNESCO en Dakar y la Oficina Regional de Educación para África y otros participantes clave. En Asia, en coordinación con la Oficina Regional de Educación de la UNESCO en Bangkok, la COP contribuirá a fortalecer las dimensiones de la Educación para el Desarrollo Sostenible en materia de currículos para la formación de docentes, con la participación de los institutos de magisterio de más de diez países asiáticos. Se crearán recursos de enseñanza, como materiales educativos para el fortalecimiento de las capacidades, glosarios y bases de datos de situaciones de aprendizaje, y se llevarán a cabo, se publicarán y se divulgarán trabajos de investigación comparada.

7. Véase la ficha descriptiva 1a y 1b.

1.2 INNOVACIONES EDUCATIVAS, REDUCCIÓN DE LA POBREZA Y EDUCACIÓN PARA LA PAZ EN ÁFRICA SUBSAHARIANA

8. Las actividades tendrán por objeto aprovechar los resultados obtenidos en las dos fases anteriores, y establecer, al mismo tiempo, un vínculo sólido entre la reducción de la pobreza, las innovaciones educativas y la educación para la paz. Paralelamente, se ampliará el grupo de participantes beneficiarios, con el fin de crear la necesaria "masa crítica". En estas actividades participarán equipos nacionales de expertos en planes y programas de estudios, políticos, formadores de personal docente y enseñantes de los nueve países subsaharianos seleccionados (Angola, Burkina Faso, Burundi, Congo-Brazzaville, Malí, Mauricio, Mozambique, Níger y Rwanda), y posiblemente los nuevos equipos procedentes de seis países francófonos y anglófonos (Botswana, Guinea, Kenya, Malawi, Sudáfrica y Senegal) junto con el *Deutsche Gesellschaft für Technische Zusammenarbeit* (GTZ), como posible cofinanciador y asociado. El foco principal de estas actividades es el fortalecimiento de las capacidades de los equipos involucrados, con el objetivo de que acometan reformas educativas positivas a fin de reducir la pobreza y contribuir a la educación para la paz. En este contexto, se organizarán tres seminarios internacionales para intercambiar experiencias y competencias, así como examinar con más profundidad el concepto "Aprender a Vivir Juntos" en el contexto de los países interesados. A estos efectos, se elaborará una "herramienta" específica sobre la base de tres componentes: la teoría, las buenas prácticas y las hojas de ruta para la aplicación de la educación para la paz en los distintos países. Se seguirán consolidando las relaciones de colaboración

con las Oficinas fuera de la Sede de la UNESCO, a fin de generar compromisos y colaboraciones sobre el terreno.

9. Véase la ficha descriptiva 2.

1.3 EL FORTALECIMIENTO DE CAPACIDADES Y EL CENTRO DE INFORMACIÓN (*CLEARING HOUSE*) SOBRE CURRÍCULOS Y EDUCACIÓN EN VIH Y SIDA

10. Emprendidas en 2002 en el marco del programa emblemático interinstitucional y de las iniciativas coordinadas por la UNESCO para la prevención del VIH y el SIDA, estas actividades son un buen ejemplo de un proyecto que desempeña dos funciones: a) banco de recursos o centro de información de planes de estudios para la prevención del VIH y el SIDA (disponible en Internet); y b) fortalecimiento de capacidades para integrar la educación en VIH y SIDA en los currículos de educación básica. El programa se llevará a cabo y se consolidará a partir de los resultados de los años anteriores. El centro de información reforzará su papel, en más regiones, como fuente de documentación y de intercambio de buenas prácticas curriculares para la educación en VIH y SIDA en primaria y secundaria, así como en la formación de docentes. Se seguirá adaptando la versión actual del Manual para la integración de la educación en VIH y SIDA en los planes de estudio oficiales en francés, inglés y español para fomentar su uso como herramienta de formación en otras subregiones de África así como en América Latina, el Caribe y regiones de Asia. Se mantendrán y reforzarán los fuertes vínculos y la cooperación actuales con los colaboradores tradicionales de la Sede de la UNESCO, los institutos y las Oficinas fuera de la Sede.

11. Véase la ficha descriptiva 3.

1.4 ASESORAMIENTO, APOYO Y FORMACIÓN DE CARÁCTER TÉCNICO EN LOS ESTADOS MIEMBROS

12. En el marco del planteamiento general de fortalecimiento de capacidades, la OIE proporciona asesoramiento y asistencia técnicos adaptados a los Estados miembros de la UNESCO, a fin de satisfacer sus necesidades y peticiones específicas. Este tipo de apoyo se amplía cuando se dispone de financiación extrapresupuestaria, lo que hace que este programa sea menos “previsible” que otros. Con todo, se ha llevado a cabo un detallado proceso de planificación y las expectativas con respecto a los recursos extrapresupuestarios destinados a las actividades previstas en Afganistán, Angola, Kosovo y Vietnam parecen realistas. Por otro lado, también se prevén peticiones de otros países, probablemente el Líbano y las Bahamas. Basándose en la sólida experiencia acumulada, la OIE tiene previsto centrar su atención en sociedades en situación posterior a un conflicto y en las afectadas por un conflicto, sociedades en transición y estados frágiles, así como en países en que se está produciendo una reforma curricular. En el marco del diseño curricular en general se abordarán también temas específicos, como la igualdad de género y "Aprender a vivir juntos", que incluirán los derechos humanos, la educación cívica, la educación para la paz y la gestión constructiva de la diversidad. También se crearán colaboraciones entre proyectos, en concreto abordando los aspectos curriculares de "Aprender a vivir juntos" en el contexto de los proyectos “Innovaciones educativas, reducción de la pobreza y educación para la paz” y del proyecto GigaPan. Todas las actividades se llevarán a cabo en estrecha coordinación con las autoridades y los colaboradores nacionales competentes, los representantes del sistema de Naciones Unidas y la comunidad internacional correspondiente.

13. Véase la ficha descriptiva 4.

1.5 DESARROLLO DEL PROYECTO GIGAPAN: DIVERSIDAD E INCLUSIÓN EN LA COMUNIDAD

14. Este proyecto ha sido diseñado y realizado conjuntamente por la OIE y la Carnegie Mellon University (Pittsburgh, Estados Unidos), en asociación con la Red del Plan de Escuelas Asociadas de la UNESCO (ASPnet) y con la participación de las Comisiones Nacionales. Su objetivo principal es

apoyar y contribuir al cumplimiento de los objetivos EPT reforzando las capacidades de los docentes, las escuelas y los estudiantes para que realicen actividades relacionadas con las TIC dentro del plan de estudios. El uso de esta tecnología específica (GigaPan) en la educación permite una mayor inclusión. Este proyecto se ha elaborado para que los niños de diferentes orígenes socio-económicos y distintos países entiendan a otras comunidades y sus culturas, conociendo el mundo y enseñando a sus coetáneos su patrimonio, paisajes comunitarios, acontecimientos y lugares importantes. Por tanto, se desarrolla una mejor comprensión, consideración y respeto por las creencias y valores de los otros dentro de comunidades interactivas. Habida cuenta del éxito de la fase experimental, se ampliarán las actividades a otras diez escuelas de cuatro países, donde los estudiantes y los docentes aprenderán a usar la tecnología GigaPan. Además se desarrollarán y se compartirán buenas prácticas para introducir las nuevas tecnologías en los planes de estudios.

15. Véase la ficha descriptiva 5.

2. PRODUCCIÓN y GESTIÓN DE CONOCIMIENTOS

Objetivos estratégicos (Estrategia de la OIE 2008–2013)

El objetivo estratégico es consolidar, enriquecer y seguir ampliando una base de conocimientos y un tipo de recursos de información especializada en currículos y procesos del diseño curricular. La OIE se encargará de:

Elaborar una sólida base de conocimientos, que incluya recursos de información especializada y un conjunto de estudios y análisis de tendencias en currículos y procesos del diseño curricular al servicio de investigadores, formadores, profesionales y responsables.

Fortalecer los servicios de intercambio de información mediante bases de datos actualizadas y ampliadas; acceso sin restricciones a diversas colecciones de materiales, en particular sobre currículos; sistemas de alerta ampliados; y materiales informatizados.

Crear una plataforma en línea para incrementar el intercambio de información y las iniciativas de colaboración en el ámbito del diseño curricular y encaminada, asimismo, a apoyar una red mundial de investigadores y profesionales y, de modo más general, a mejorar el portal de conocimiento de la UNESCO.

Racionalizar los servicios y el acceso a materiales y recursos mediante la colaboración con todas las instituciones de la UNESCO, así como con los colaboradores externos, a fin de maximizar la eficacia y minimizar la duplicación de esfuerzos.

Resultados previstos al final del bienio 2008-2009 (34 C/5, para. 01022)

Identificación de nuevas orientaciones (*tendencias*) y avances en materia de educación a partir de la compilación y elaboración de información, investigaciones y estudios.

Indicadores de rendimiento:

- Estudios y análisis disponibles en el contexto del Informe de Seguimiento de la EPT en el Mundo;
- Investigaciones y estudios publicados.

Actualización y divulgación de conocimientos e información sobre sistemas educativos, currículos actuales, procesos del diseño curricular, así como de modelos de buenas prácticas e innovaciones.

Indicadores de rendimiento:

- Mantenimiento, actualización y enriquecimiento de las bases de datos de la OIE (Datos Mundiales sobre la Educación; Dossiers por País; intercambio de información sobre educación en VIH y SIDA, etc.);
- Mejora y actualización periódicas del sitio Web de la OIE;
- Número de visitas del sitio.

ACTIVIDADES PARA 2009

2.1 DESARROLLO DEL SITIO WEB DE LA OIE

16. En el marco de los trabajos encaminados a convertir el sitio Web de la OIE en una herramienta práctica para llevar a cabo los proyectos y programas de la Oficina, en 2008 se reorganizó completamente el sitio y se mejoró utilizando el sistema de gestión de contenidos CMS, de conformidad con las actuales directrices de la UNESCO. En consecuencia, en 2009 se seguirá desarrollando el sitio para explotar todo su potencial. Además se actualizará periódicamente para facilitar el acceso a diversos recursos nuevos, entre los que figurará información sobre los resultados y el seguimiento de la 48ª reunión de la CIE, y para enriquecer el portal de la UNESCO. Asimismo se seguirá reforzando y mejorando la plataforma de colaboración en línea para la Comunidad de Prácticas de especialistas en currículos.

17. Véase la ficha descriptiva 6.

2.2 BANCO DE RECURSOS

18. En sintonía con la función que la OIE cumple desde hace tiempo, se proseguirá la consolidación del sistema integrado de información sobre políticas curriculares en el marco del objetivo más amplio de respaldo de las medidas a favor de la EPT mediante la compilación, la sistematización y la facilitación de acceso a recursos especializados, materiales e información sobre sistemas educativos, currículos y procesos del diseño curricular. Se mantendrán, actualizarán y ampliarán con regularidad la base de conocimientos de la OIE (*Dossiers por País*, *Informes Nacionales*, en particular las series de informes de 2008, con especial atención en la educación inclusiva) y diversos recursos de información especializada en sistemas educativos y currículos actuales. Se seguirá ampliando la colección de material, marcos y recursos en materia curricular, que se pondrá a disposición de los usuarios, tanto para apoyar las actividades y los proyectos de la OIE como para satisfacer las peticiones procedentes del exterior. La estrategia seguida se basa en una mayor disponibilidad, accesibilidad y calidad de los recursos documentales. Asimismo, como medida inicial de seguimiento de la 48ª reunión de la CIE, se compilarán y sistematizarán los recursos para el centro de intercambio de información y se facilitará su acceso, teniendo en cuenta que el desarrollo completo del centro dependerá de la disponibilidad de los recursos extrapresupuestarios.

19. Véase la ficha descriptiva 7.

2.3 OBSERVATORIO DE TENDENCIAS EDUCATIVAS

20. Las actividades llevadas a cabo en el contexto del observatorio de tendencias están estrechamente vinculadas con el banco de recursos, que proporciona una amplia variedad de materiales educativos aplicados a la elaboración de análisis y síntesis de información. La elaboración de estudios y análisis sobre el contenido educativo y los productos y procesos del diseño curricular, en particular mediante la serie *Documentos de trabajo de la OIE sobre el currículo*, servirá de apoyo a la estrategia de la Educación Para Todos, destinada a mejorar la calidad de la educación. Se actualizará progresivamente la sexta edición para Internet de la base de datos *Datos Mundiales de Educación*, principalmente mediante la explotación de la serie de 2008 de los Informes Nacionales sobre el Desarrollo de la Educación. También se elaborará y distribuirá el CD-ROM con el informe de la 48ª reunión de la Conferencia Internacional de Educación (que incluirá la serie de 2008 de Informes Nacionales). Como en años anteriores, la OIE aportará una contribución al Informe de Seguimiento de la EPT en el Mundo 2009/2010, que se titulará “Reaching and teaching the marginalised” [Extender la educación a los marginados]. Esta labor se llevará a cabo a petición del Equipo del Informe de Seguimiento, según la disponibilidad de recursos extrapresupuestarios.

21. Véase la ficha descriptiva 8.

22. Se mantendrán las habituales publicaciones de la OIE, como los **Estudios de educación comparada** y la serie **Prácticas educativas**. Se seguirá elaborando la **revista trimestral de la UNESCO sobre educación comparada *Perspectivas***, publicación completamente avalada por expertos, con dos ediciones regulares, donde figurarán artículos propuestos por colaboradores externos y revisados por expertos, y con ediciones especiales sobre los temas siguientes*: Poverty Alleviation and Inclusive Education: Transforming the School in Sub-Saharan Africa* [Lucha contra la pobreza y educación inclusiva: transformar la escuela en África subsahariana, en inglés y portugués]; *Education for All by 2015: Progress and Challenges* [Educación para todos en 2015: Avances y desafíos]*; HIV Education in Formal and Non Formal Settings: Comparative and International Best Practices* [Educación sobre VIH en estructuras oficiales y no oficiales: Análisis comparativo y buenas prácticas internacionales]*; Policies and Practices of Holocaust Education: International Perspectives* [Políticas y prácticas educativas sobre el holocausto: perspectivas internacionales]. Además, verá la luz una nueva publicación de la OIE y GTZ, que incluirá una versión revisada y ampliada del estudio *Preparation for Life and Work* [Preparación para la vida y el trabajo], un análisis comparativo del currículo escrito de los países del África subsahariana y varios países en vías de desarrollo. Como parte de las actividades de seguimiento de la 48ª reunión de la CIE, se está preparando una edición especial de artículos seleccionados entre los presentados durante la Conferencia. Por otro lado, también se está preparando un libro sobre el tema "Educación para la inclusión", basado en los artículos presentados durante el seminario "Education pour l'Inclusion", celebrado en la Universidad de Ginebra, en noviembre de 2008 (OIE-SRED-Universidad de Ginebra). La compilación correrá a cargo del Sr. Jalil Akkari y la Directora de la OIE, la Sra. Clementina Acedo. Asimismo en 2008 se han elaborado tres libros que se terminarán en 2009, a saber: *Quality tensions in education reforms* [Tensiones sobre calidad en las reformas educativas], compilado por la Directora de la OIE, Clementina Acedo; *Handbook for Curriculum Developers: Primary and Secondary Education* [Manual para planificadores curriculares: educación primaria y secundaria], que publicarán D. Georgescu y P. Stabback, y la segunda edición de *Aprender a vivir juntos,* de M. Sinclair.

23. Como parte de las actividades de seguimiento de la CIE, la OIE estudiará las posibilidades de desarrollar un centro de intercambio de información sobre Educación Inclusiva, puesto que tiene una ventaja comparativa respecto de otras instituciones para poder reunir información actualizada, buenas prácticas e investigación sobre la educación inclusiva.

3. DIÁLOGO POLÍTICO

Objetivos estratégicos (Estrategia de la OIE 2008–2013)

El objetivo estratégico es facilitar el diálogo político a escala local, regional y mundial para la mejora de los productos y procesos del diseño curricular. La OIE se encargará de:

Prestar apoyo para impulsar el diálogo como un medio de abordar cuestiones importantes de política sobre diseño curricular y fomentar un intercambio constructivo con respecto a preocupaciones de política curricular que se hayan señalado.

Velar por que las reuniones de la Conferencia Internacional de Educación constituyan un foro de interés en todo el mundo destinado a impulsar un verdadero diálogo político, a intercambiar información, a ampliar las relaciones de colaboración y a renovar el compromiso internacional en la educación de calidad para todos.

Contribuir a la creación de mecanismos adecuados para la difusión de las conclusiones de la Conferencia de 2008 y la adopción de medidas de seguimiento sistemático de las políticas y cuestiones de educación inclusiva.

Resultados previstos al final del bienio 2008-2009 (34 C/5, para. 01023)

Fomento y expansión del diálogo político internacional sobre políticas educativas.

Indicadores de rendimiento:
- Nivel de resultados y calidad del trabajo de la 48ª reunión de la CIE; volumen y nivel de participación de los Estados miembros;
- Evaluación de los resultados de la Conferencia;

Supervisión de la aplicación de las decisiones de la Conferencia Internacional de Educación de 2008.

Indicadores de rendimiento:
- Establecimiento de mecanismos adecuados para el seguimiento de las decisiones de la CIE 2008;
- Adopción de medidas de seguimiento sistemático de las políticas de educación inclusiva.

ACTIVIDADES PARA 2009

3.1 DIÁLOGO POLÍTICO Y SEGUIMIENTO DE LA 48ª REUNIÓN DE LA CONFERENCIA INTERNACIONAL DE EDUCACIÓN

24. Partiendo del éxito de la 48ª reunión de la Conferencia Internacional de Educación (CIE), en 2009 se realizarán intensos esfuerzos con el fin de desarrollar los mecanismos de seguimiento más eficaces para lograr que se mantenga la dinámica creada en la Conferencia en torno a la Educación Inclusiva como principio rector para acelerar la consecución de los objetivos de la EPT. Dichos mecanismos deberán conducir a la planificación y aplicación de actividades y programas concretos. El debate de la 58ª reunión del Consejo de la OIE, que se celebrará en enero de 2009, proporcionará información e indicaciones para dicho proceso, que afectará directamente a las actividades planeadas para todo el equipo de la OIE.

25. Con el fin de consolidar el liderazgo de la UNESCO en materia de educación inclusiva, se dará un primer paso inmediato a principios de 2009. La OIE promoverá el diálogo político y difundirá los resultados de la 48ª reunión de la CIE entre políticos, educadores, investigadores, especialistas y planificadores curriculares, formadores de docentes de todas las regiones de la UNESCO. Se basará principalmente en las "hojas de ruta" creadas durante las trece reuniones preparatorias y conferencias y en los mensajes clave que figuran en el documento ED/BIE/CONFINTED 48/5 "Conclusiones y Recomendaciones" de la CIE. El resultado se podrá plasmar en foros virtuales, seminarios y talleres regionales, artículos, publicaciones en línea, directivas, módulos de formación, recursos pedagógicos y prácticas basadas en experiencias provechosas. Los resultados de la CIE también servirán de base para los procesos de preparación y para celebrar otros grandes acontecimientos relacionados con la educación, como las tres conferencias internacionales de la UNESCO: la *Conferencia Mundial sobre la Educación para el Desarrollo Sostenible*, del 31 de marzo al 2 de abril de 2009, en Bonn (Alemania); la *Sexta Conferencia Internacional de Educación de Adultos*, CONFINTEA VI, de 19 al 22 de mayo de 2009, en Belem (Brasil); y la Conferencia Mundial de 2009 *Nuevas Dinámicas de la Educación Superior y de la Investigación para el Cambio Social y el Desarrollo*, del 5 al 8 de julio de 2009, en París (Francia).

26. Por otro lado, en coordinación con las Oficinas fuera de Sede de la UNESCO y en colaboración con los interlocutores interesados, se planearán y realizarán actividades adaptadas a los distintos contextos, según la disponibilidad de fondos. Dichas actividades podrán incluir la creación de programas regionales sobre educación inclusiva, la sensibilización, la participación de distintas partes interesadas en la promoción y aplicación de políticas y programas de educación inclusiva en diferentes niveles educativos y el apoyo a los países en la aplicación de prácticas inclusivas en la escuela y en el aula. También se evaluará la propuesta de crear un centro de intercambio de información sobre educación inclusiva y de establecer una serie de indicadores para hacer un seguimiento y evaluar las políticas y los programas de educación inclusiva.

27. En la ficha descriptiva 1a se ofrece información más detallada sobre dichas actividades.

4. OPERACIONES INSTITUCIONALES

4.1 EL CONSEJO DE LA OIE

28. Las atribuciones del Consejo de la OIE se definen en sus Estatutos, su Reglamento interno y la Resolución adoptada por la 34ª Conferencia General que figura en la introducción del presente documento.

29. El Consejo celebrará una reunión ordinaria en enero de 2009 para planificar las actividades de la Oficina y evaluar sus resultados; y el Grupo Administrativo se reunirá los dos días anteriores a la 58ª reunión. El Consejo examinará el Informe de actividades de 2008 y debatirá sobre los resultados de la evaluación de la 48ª reunión de la Conferencia Internacional de Educación (CIE); asimismo examinará el proyecto de programa y presupuesto para 2009, el anteproyecto de Estrategia para convertir a la OIE de la UNESCO en un centro de excelencia en materia curricular, así como el proyecto de programa y presupuesto de la OIE para el bienio 2010-2011, que incluye el proyecto de resolución que se deberá presentar a la 35ª reunión de la Conferencia General. La reunión de la Mesa del Consejo se celebrará, como de costumbre, en el verano.

30. Estas actividades se exponen en la ficha descriptiva 9.

4.2 ASOCIACIONES CON DISTINTAS INSTITUCIONES

31. En 2009, la OIE proseguirá su política de consolidación de las relaciones de colaboración ya creadas y tratará de establecer otras nuevas, con miras a fomentar la cooperación Sur-Sur y la cooperación triangular Norte-Sur-Sur. Así, tratará de forjar nuevas alianzas con gobiernos y crear asociaciones bilaterales y multilaterales con organizaciones intergubernamentales, instituciones regionales, universidades y ONG. Esta iniciativa revestirá especial importancia para la gran red de partes interesadas en la educación inclusiva creada durante la preparación y organización de la CIE. Se consolidarán las estrechas relaciones de colaboración con el Sector de Educación de la UNESCO, las demás instituciones y las Oficinas fuera de la Sede. Sobre la base de las actuales asociaciones, se renovarán o se establecerán *ex novo* acuerdos de cooperación específicos con instituciones académicas del país anfitrión.

4.3 GESTIÓN INSTITUCIONAL Y RECURSOS HUMANOS

32. En lo que atañe a los recursos humanos, éste será un año especialmente exigente y lleno de retos debido a la carga de trabajo que suponen los programas ordinarios y las actividades de seguimiento de la CIE. La situación sigue siendo muy preocupante, pues actualmente están congelados cuatro puestos de trabajo por falta de recursos.

33. Pese a la limitación de recursos, la OIE proseguirá su labor hacia la consolidación institucional y la mejora de la gestión mediante la aplicación de una serie de medidas previstas con objeto de proporcionar al personal oportunidades de formación y orientación:

- Formación en el sistema **"SISTER 2"** dirigida al personal profesional de Administración y Programas, organizada por la Unidad de la UNESCO competente, en la Sede;
- Un curso de formación, adaptado a necesidades específicas, sobre **Gestión basada en resultados (RBM)**, organizado en cooperación con la Oficina de Planificación Estratégica (BSP) de la UNESCO, en la Sede;
- Una sesión de formación, adaptada a necesidades específicas, sobre **Integración de las cuestiones de género**, también organizada en coordinación con la Oficina de Planificación Estratégica (BSP) de la UNESCO, en la Sede;
- Una sesión de orientación sobre **"VIH y SIDA en el puesto de trabajo de la UNESCO"**, organizada en coordinación con la Oficina de Gestión de Recursos Humanos (HRM);

- El ayudante administrativo de la OIE seguirá siendo un miembro a tiempo parcial del equipo del proyecto de las **IPSAS** sobre los preparativos relativos a la adopción de las nuevas normas de contabilidad;
- Se proporcionará formación en el empleo a **jóvenes profesionales**, tanto asistentes de investigación como pasantes.

4.4 RECURSOS FINANCIEROS

34. Habida cuenta de la situación en materia de contribución del presupuesto ordinario de la UNESCO para los institutos, y en especial para la OIE, el desafío más importante para la Oficina ha sido -y será en 2009- garantizar un mínimo de estabilidad financiera para su funcionamiento y movilizar los recursos extrapresupuestarios para el año 2009 y los años sucesivos. Dicha medida resulta ahora especialmente pertinente, pues los acuerdos de cooperación firmados con los gobiernos de Suiza y de Suecia vencerán a finales de 2009. Así pues, se desplegarán más esfuerzos para negociar acuerdos a más largo plazo con la Agencia Internacional de Desarrollo de Suecia (SIDA), el país anfitrión y España, y se sondeará el interés de algunos países árabes en apoyar económicamente a la OIE.

35. Los esfuerzos de recaudación de fondos desplegados por la Directora de la OIE en 2008 fueron todo un éxito y culminaron en la renovación de los acuerdos bilaterales de cooperación con las autoridades suizas y suecas para los años 2008 y 2009. En consecuencia, Suiza aportará 500.000 francos suizos y la SIDA 3.000.000 de coronas suecas en 2009. Además, la Directora de la OIE continuó sus esfuerzos y su colaboración con España, que permitieron que se aprobara una contribución de 350.000 euros en 2009.

36. **La consignación financiera de la UNESCO** (presupuesto ordinario) asignada a la OIE para 2009 (que no ha cambiado desde 2002) será de **2.295.500 dólares estadounidenses**. Esta asignación cubrirá únicamente los costos salariales de los puestos fijos, y sólo alrededor del 50% de los costos de la organización de las reuniones del Consejo. En 2010 la asignación no llegará a cubrir completamente todos los sueldos del personal ordinario de la OIE.

37. Los **recursos extrapresupuestarios** previstos y recibidos para 2009 destinados a las actividades de programa y ciertas cargas de personal se elevarán **aproximadamente a 2.187.000 dólares estadounidenses.** Dichos recursos incluyen las contribuciones voluntarias de las autoridades suizas (unos de 450.000 dólares estadounidenses); de las autoridades suecas (unos 420.000 dólares estadounidenses) y de las autoridades españolas (aproximadamente 450.000 dólares estadounidenses); así como los fondos extrapresupuestarios procedentes de la venta de los sellos polacos (257.000 dólares estadounidenses); del ONUSIDA para el proyecto de educación en VIH y SIDA (150.000 dólares estadounidenses); de España para el proyecto “Innovaciones educativas, reducción de la pobreza y educación para la paz en África subsahariana” (290.000 dólares estadounidenses de fondos fiduciarios); de la Carnegie Mellon University para el proyecto GigaPan (70.000 dólares estadounidenses) y otras contribuciones para la Asistencia Técnica a los Estados miembros (aproximadamente 100.000 dólares estadounidenses).

38. El proyecto de presupuesto de la OIE para 2009 figura en la parte II del presente documento.

II. FACT SHEETS

IBE – PROGRAMME 2009

CAPACITY DEVELOPMENT AND POLICY DIALOGUE

1. Heading of the element	**Community of Practice (COP) in Curriculum Development – Global level**
2. Name of the Responsible Officer and of the Deputy	Renato Opertti, Lili Ji
3. Starting and termination dates	January–December 2009

4. BACKGROUND AND DESCRIPTION

4.1. Context

Within the mandate of providing support to Member States in the management of curriculum change, in 2005 the IBE created the Community of Practice (COP) in Curriculum Development as a tool for exchange and capacity development in processes of curriculum change and management. The COP currently comprises about 850 members from 94 countries. In 2009, its main focus will be on: (i) inclusive education as a guiding principle to further accelerate the achievement of EFA goals, mainly based on the outcomes of the 13 preparatory meetings for the 48th ICE which were held in 2007 and 2008, as well as on the conclusions and recommendations of the Conference; (ii) initiatives within the framework of South-South and North-South-South cooperation schemes aimed at supporting the expansion, democratization, quality and inclusiveness of basic and youth education, and (iii) support to curriculum change and development processes in basic, youth and teacher education through comprehensive capacity development activities (i.e. training programmes, using both face-to-face and online modalities).

4.2. Goal (overall objective)

The main objective of the COP is to support action in favour of quality EFA by enhancing the capacities for the design, management and implementation of curriculum development processes amongst specialists, practitioners and decision-makers, improving the quality of curriculum-making processes and products, and informing innovative policies and practices in the field of curriculum reform and change.

4.3. Purpose (specific objective)

The specific objective is to consolidate and expand the COP as a global policy platform for collective production and sharing of visions, expertise, knowledge and practices in the field of curriculum development by:

A1) promoting the dissemination of and the policy discussion on the outcomes of the 48th session of the ICE amongst policymakers, educators, researchers, curriculum specialists and developers, and teacher trainers from all UNESCO regions (mainly by e-forums, seminars and workshops as well as by different papers, online publications, guidelines, training modules, learning resources and evidence-based practices), leading progressively to the setting-up of an interregional think-tank, to collaborate in the design of a clearinghouse on inclusive education and to establish a set of indicators in order to monitor and evaluate inclusive education policies and programmes (in coordination with the IBE programme Knowledge Production and Management).

A2) further mobilizing the 12 COP Focal Points in all UNESCO regions (2 planned in Africa, 2 in the Arab States, 2 in Asia, 3 in Europe/North America and 3 in Latin America and the Caribbean) to develop working plans jointly with UNESCO field offices (please see 2A) on priority areas, namely: (i) the inter-regional exchanges on curriculum reform processes; (ii) follow-up activities to the ICE 2008 (mainly regional seminars/workshops, publications and dissemination/advocacy activities); (iii) consolidating communities of practices focused on education for sustainable development, basic education and inclusive education; and (iv) comprehensive capacity development approaches at regional and national levels in order to support curriculum development processes in the field of basic and youth education.

A3) providing learning resources (for example, a set of learning situations by discipline), hold training workshops, carry out comparative research and publish working documents to support countries in the design and implementation of competency-based curriculum change, mainly in the field of basic and youth education.

A4) making available a resource pack for capacity development to be pilot tested in two sites to be used for the training of curriculum developers, supervisors, principals and teachers by forging partnerships with ministries of education, academic institutions and organizations of civil society.

A5) strengthening the multilingual COP section within the IBE website aimed at facilitating access to information and resources on current education and curriculum issues as well as good practices and experiences on processes of

curriculum change and management (in collaboration with the IBE programme Knowledge Production and Management).

5. RESULTS

Expected results

A1. Interregional exchange on curriculum issues and dilemmas: face-to-face and online activities on the outcomes of the 48th session of the ICE covering all UNESCO regions jointly implemented with UNESCO HQ, Regional, Cluster and National Offices, the COP Focal Points and other organizations (public/private sectors).

Performance Indicator: type of activities implemented ((in person and/or on-line) by region and country.
Assessment Criteria: type of activities implemented – objectives, scope (institutions and persons involved in each activity classified by country), contents and impacts.

A2. Focal Points in all UNESCO Regions: 12 Focal Points covering all UNESCO regions.
Performance Indicator: number of contracts, cooperation agreements or similar arrangements with Focal Points classified by region and sub-region, face-to-face and on-line exchanges on processes of curriculum change and management in basic and secondary education held in all UNESCO regions. Main priority: to support the expansion and democratization of basic and secondary education in Sub-Saharan Africa and in Central America.

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): continue to provide technical support to strengthen the processes of competency-based change, mostly linked to basic and youth education.

Performance Indicator: number of activities implemented (capacity development workshops and country specific advice) 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 the internet and in paper format, and in at least English and another language. Continue to draw up cooperation agreements with ministries, universities and/or organizations of civil society in order to carry out training activities.
Assessment criteria: number of training activities implemented and 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: continue to implement weekly animation activities, use open source forum for COP activities and make available information and documentation in all UNESCO languages.
Performance Indicator: Number of COP animation activities per week. Multilingual communications carried out on a regular basis. Database made by educators, curriculum specialists and developers, and teacher trainers from all UNESCO regions.
Assessment criteria: Quality of the COP section evaluated by curriculum specialists and developers from different regions.

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

Continuing the process of consolidating the COP as one main UNESCO strategy to discuss and build policy consensus around education and curricular policies and actions with a focus on inclusive education, to further accelerate progress towards EFA goals.
Contributing to further position a broad agenda of inclusive education in upcoming UNESCO major conferences, particularly in relation to the Sixth International Conference on Adult Education (CONFITEA VI, 19-22 May 2009, Belem, Brazil).

Carrying out activities in collaboration with UNESCO field offices, ministries of education, universities, civil society sectors, international organizations, NGOs, COP Focal points from all UNESCO regions and donor organizations, mainly related to the dissemination of the outcomes of the 48th session of the ICE and more generally, to the consolidation of the leadership role of UNESCO on inclusive education.
Continuing to support regions and countries in implementing processes of curriculum change (mainly competency-

based and in relation to Sub-Saharan Africa and Latin America) in close coordination with UNESCO field offices, ministries of education, inter-government bodies and donor organizations (particularly with the Spanish Cooperation in relation to Africa and Latin America and the Caribbean).

Forging partnerships with ministries of education, universities, organizations of civil society, NGOs and international organizations, in order to implement training activities exploiting the worldwide curriculum resource pack and other learning resources.
Continuing developing a multilingual COP based on a proactive sharing of vision, information and documentation, experiences and practices.

6.2. Stakeholders, partners and beneficiaries

Primary stakeholders will include policy-makers, educators, curriculum specialists and developers, and teacher trainers 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 civil society, inter-governmental bodies, NGOs 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, Cluster and National Offices.

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

IBE – PROGRAMME 2009

CAPACITY DEVELOPMENT

1. Heading of the element	**Community of Practice (COP) – Regional level**
2. Name of the Responsible Officer and of the Deputy	Renato Opertti, Lili Ji
3. Starting and termination dates	January–December 2009

4. BACKGROUND AND DESCRIPTION

4.1. Context
See Sheet 1a.

4.2. Goal (overall objective)
See Sheet 1a.

4.3. Purpose (specific objective)
The specific objective is to consolidate the COP in the different regions by:

B1) developing and implementing work plans jointly with UNESCO Regional Education Offices in Africa (BREDA, Dakar), Asia (Bangkok), Arab States (Beirut) and Latin America and the Caribbean (OREALC, Santiago of Chile), taking into account the follow-up to the 48th session of the ICE. Other priority areas are basic and youth education and education for sustainable development (ESD).

B2) ensuring the smooth implementation of the cooperation agreements signed with different partners in Europe and Latin America.

5. RESULTS

B1) Work Plans with UNESCO Regional Offices: implement work plans on educational and curriculum issues in four UNESCO regions mainly focused on inclusive education.

Africa – The progressive development of inclusive, competency-based curriculum frameworks, relevant to the needs of children and youth in Africa for a 9/10-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 African Union (AU), the World Bank, the Association for the Development of Education in Africa (ADEA) and the African Development Bank (ADB). This will mainly involve advice to and capacity development of curriculum specialists 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 sharing and exchange of information, documentation, experiences and good practices. (Currently under way in The Gambia and Ethiopia, and will probably involve Côte d'Ivoire and another country in 2009).

Arab States – It will mainly imply working at two levels: (i) raising awareness and involving multiple stakeholders in promoting and implementing inclusive education policies and programmes at different educational levels and (ii) supporting countries in the implementation of school and classroom inclusive practices within the basic and secondary education curricula (i.e. learning resources).

Asia – The consolidation of the COP focused on ESD (ESD-NET) jointly coordinated with the Bangkok Regional Office and with the participation of teacher education institutes from more than 10 Asian countries. The main activities will focus on strengthening ESD in teacher education curricula as well as the sharing and dissemination of good practices (face-to-face and online activities).

Latin America and the Caribbean – Within the framework of the Education Project for Latin American and the Caribbean (PRELAC II), and in collaboration with OREALC, Cluster and National Offices, the focus will be on: (i) setting-up a regional agenda on inclusive education as a follow-up to the 48th session of the ICE and (ii) supporting the processes of curriculum change in youth education (secondary and technical education as well as citizenship education, science and technology, and ICTs).

Performance Indicator: Regional work plans and activities implemented by region.
Assessment criteria: Objectives, scope (institutions and persons involved in each activity classified by country), contents and impact of the working plans.

B2) Regional Agreements

IBE-Central American countries: further implementation of the cooperation agreement (2007-2009) aimed at supporting Central American countries in carrying out the processes of curriculum change and management in basic and youth Education.

It will mainly consist of: (i) supporting UNESCO field offices in preparing the National Education Support Strategy (UNESS); (ii) continuing to design curriculum and learning resources, mostly linked to competency-based approaches and (iii) implementing training workshops (face-to-face and online) exploiting the worldwide curriculum resource pack. The activities will be implemented at both the regional and national levels.

IBE – NORDIC countries: further implementation of the cooperation agreement signed between the Finnish National Board (Regional Focal Point) and IBE mainly focused on the follow-up to the ICE 2008. One priority area will be contributing to the design of the UNESCO clearinghouse on inclusive education principally in regard to sharing good practices in social inclusion and inclusive education.

IBE – SAN SEBASTIAN UNESCO CENTRE: implementation of the cooperation agreement aimed at supporting online and face-to-face training workshops on UNESCO values, strategies and action (focus on citizenship and international value education). Specifically in 2009, and in coordination with the respective National Commissions, capacity-development workshops will be held in Ecuador and Venezuela, in order to support the implementation, follow-up and evaluation of the training programmes of UNESCO animateurs. The main focus will be the sharing and dissemination of the outcomes of the ICE 2008.

IBE – UNICEF Montenegro: within the framework of EFA goals and a broadened concept of inclusive education, a cooperation agreement will be signed between the UNICEF Office in Montenegro and IBE aimed at supporting the implementation of the child-friendly school model as a way of improving equity and quality in basic education.

Performance Indicator: Work plan and activities implemented in South and Central America, and Montenegro.
Assessment criteria: Objectives, scope (institutions and persons involved in each activity classified by country), content and impact of the activities implemented in Montenegro.

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

- Designing and implementing work plans with UNESCO Regional and Cluster Education Offices in Africa, Arab region, Asia, and Latin America and the Caribbean, particularly linked to the support of processes of curriculum change, to addressing the issues of basic education, inclusive education and ESD within the EFA framework and to disseminating the outcomes of the 48th ICE. The IBE will continue to 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-development activities on educational and curriculum planning with the International Institute of Educational Planning (IIEP) and (iii) the interrelationships between basic education and lifelong learning with the Institute of Lifelong Learning (UIL) principally in regards to the links and synergies between the ICE 2008 and CONFINTEA VI. UNESCO ED/BAS will continue to be a key partner for all these activities.
- Continuing to implement regional cooperation agreements on curriculum development and inclusive education with different partners in order to strengthen the institutional, technical and financial support for COP activities.

6.2. Stakeholders, partners and beneficiaries

Primary stakeholders will include policymakers, educators, curriculum specialists and developers and teacher trainers 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, NGOs 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, Cluster and National Offices.

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

IBE – PROGRAMME 2009
CAPACITY DEVELOPMENT

1. Heading of the element	**Curricular innovations, poverty alleviation and Peace Education in Sub-Saharan Africa**
2. Name of the Responsible officer and of the Deputy	Clementina Acedo and Assistant Programme Specialist / Consultant
3. Starting and termination dates	January–December 2009

4. BACKGROUND AND DESCRIPTION

4.1. Context

The IBE supports the actions of UNESCO towards quality education for all and the elaboration of quality curricula, by contributing to better processes of curricular development and tools through participative action-oriented approaches and effective partnerships between the stakeholders.

Within this framework and that 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.

4.2. Goal (overall objective)

To provide support and professional advice to the 9 countries of the project in their efforts to implement curricular changes. Within this framework, to explore the links between poverty alleviation and peace education by exposing the mutual benefits that the achievement of these two goals can have towards the improvement of the quality of basic education.

4.3. Purpose (specific objectives)

- 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.
- In-depth Investigation of the "Learn to Live Together" wider concept, covering peace education and poverty alleviation, as well as the links between them, according to the needs and priorities of countries.
- To elaborate and pilot-test an implementation and capacity development tool.
- To disseminate, share and enrich research and work materials on poverty alleviation and peace education at local, national and regional levels.
- To make available good practices and concrete solutions pertaining to skills for life and work and peace education to countries.
- To facilitate and intensify exchanges regarding expertise between countries and regions in order to promote and accelerate the transfer of experiences and promising innovations**.**
- To investigate effective partnership and funding strategies in order to ensure the continuity of the project and the integration of new countries.

5. RESULTS

5.1. Title of the results

Support, advice and assistance to participating countries within the framework of curricular development in order to contribute to poverty alleviation, promote peace education, "Learn to Live Together", and to improve the basic education curricula through action-research and capacity development..

5.2. Expected results (description)

- Nine national curriculum development teams (each made up of 3 high-level specialists on average) strengthened and expanded and support provided for at least one activity at national level in at least 3 countries.
- The peace promotion components as they relate to poverty alleviation are discussed, expanded and clearly established.
- Implementation and capacity development tool elaborated and pilot-tested.
- Good practices and skill development in concrete proposals pertaining to poverty alleviation and peace education made available to countries.
- Exchanges regarding expertise between countries and regions intensified.
- In-depth work with a group of new Anglophone and Francophone African countries (possibly six) pursued (according to available resources)

5.3. Performance indicators

- The number of participating countries and the number of curriculum specialists trained.
- Availability of capacity development and implementation tool.
- Evaluation of technicians' skills in terms of knowledge and competencies.

5.4. Assessment criteria and progress towards the outcomes

- Increase in the skills of national teams (a minimum of six countries included).
- A positive evaluation of technicians' skills and their transfer to other colleagues in participating countries.
- Construction and pilot-testing of the capacity development and implementation tool.

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

The IBE is working with nine teams in the participating countries (Angola, Burkina Faso, Burundi, Congo-Brazzaville, Mali, Mauritius, Mozambique, Niger, Rwanda) and has already investigated the possibilities of integrating new English-speaking and French-speaking countries (South Africa, Botswana, Guinea-Conakry, Kenya, Malawi, Senegal) and is seeking ways of encouraging exchanges, capacity development and the constitution of expertise at regional level, thanks to:

1. 3 international seminars on inter-training, expertise and experience exchange
2. In-depth investigation of the "learn to live together" wider concept, covering peace education and poverty alleviation, as well as the links between them, according to the needs and priorities of countries.
3. The elaboration of an implementation and capacity development tool made-up of 3 sections: i) Concepts, ii) Good practices, iii) Pathways of action regarding implementation

Between the international seminars, the IBE will carry out visits for technical support or accompaniment and/or national training workshops at the request of the participating countries.

Regular national seminars will allow the dissemination and the strengthening of skills acquired at international seminars.

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: UNESCO programme of capacity building 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, BREDA, Bujumbura, Kigali, Maputo, Windhoek, UNESCO HQs and UNESCO Institutes, UNDP Offices in Luanda and Port-Louis.

New potential partners

- Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ)

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 development: 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
- Technical assistance Programme to UNESCO Member States: tools developed within the framework of "Learn to Live Together" and Peace education, work carried out within the framework of capacity development in conflict and post-conflict countries

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

IBE – PROGRAMME 2009 CAPACITY DEVELOPMENT	
1. Heading of the element	Capacity development and clearinghouse for curriculum and HIV and AIDS education
2. Name of the Responsible officer and of the Deputy	Clementina Acedo and Sandrine Bonnet
3. Starting and termination dates	January–December 2009

4. BACKGROUND AND DESCRIPTION

4.1. Context

In the context of the achievement of the Education For All (EFA) goals and in the framework of UNESCO's response to HIV and AIDS and its EDUCAIDS Initiative, the HIV and AIDS education programme will be consolidated and extended. It will be composed of three main elements:

a) a resource bank of curricular materials and good practices for HIV and AIDS education;

b) capacity development of education specialists for integrating HIV and AIDS education in official curricula ;

c) development of interactive tools for an active dissemination of good practices

A decision was made that all the UNESCO HIV and AIDS education clearinghouses should be integrated into one single clearinghouse, with the purpose of facilitating and making the access to information more efficient. The IBE keeps working independently gathering new data, while being an essential part of the unified UNESCO HIV and AIDS education clearinghouse.

The budget allocated to the programme for 2008-2009 has been greatly reduced with an impact on the scope of the activities.

4.2. Goal (overall objective)

To integrate HIV and AIDS education in a more effective way into official curricula, to develop tools to improve learning and teaching materials and to strengthen the introduction of HIV and AIDS education in schools.

4.3. Purpose (specific objective)

- To document and to share in a proactive way good practices on HIV and AIDS education through a databank, an Internet site, interactive CD-ROMs and other means and documents according to needs.
- To continue the capacity development of curriculum specialists and to establish links with teacher training so that HIV and AIDS education is better integrated into schools.
- To launch or to strengthen policy dialogue among ministries of education and other stakeholders in the education system to cultivate the conditions for the effective implementation of HIV and AIDS education.
- To continue developing the "Manual on integrating HIV and AIDS education into official curricula" and to promote its use in training and capacity development.
- To expand the programme in a focused manner to more African countries, to Spanish and Portuguese-speaking countries and to the Latin America and Caribbean (LAC) region.
- To explore new possibilities of fundraising partnerships.

5. RESULTS

5.1. Title of the results

Improvement in the curricular response and capacity development for HIV and AIDS education.

5.2. Expected (description)

- The clearinghouse, in the framework of the unified UNESCO HIV and AIDS education clearinghouse, will improve 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 more regions.
- Good practices in HIV and AIDS education will be identified, analysed and actively shared through interactive support: website, newsletter and CD ROMs.
- The "Manual on integrating HIV and AIDS education into official curricula" will be updated, adapted and strengthened in French, English and Spanish. It will also be translated into and adapted in Portuguese.
- The "Manual on integrating HIV and AIDS education into official curricula" is used in the field in more African sub-regions and in other regions of the world, LAC and Asia.
- The capacities of curriculum specialists and of others responsible for teacher training will be improved and

consolidated.

5.3. Performance indicators

- The annual number of connections to the Internet site, CD-ROMs distributed and requests (for information, advice or material);
- The number of curricular documents, good practices or key resources documented and disseminated;
- The number of capacity-building seminars for curriculum specialists carried out; the number of education specialists and teacher trainers mobilized and trained;
- The number of modules/training tools prepared, adapted or updated;
- The number of countries and institutions using the "Manual on integrating HIV and AIDS education into official curricula" and the « Resource packs » and that have improved and modified their curriculum;
- The number of ministries of education committed 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);
- Continuity in the annual updating, reinforcing and wide dissemination of the CD-ROM, resource packs and other documents used in the development of curricular material for HIV and AIDS education;
- Updated version, dissemination and increased use of the "Manual on integrating HIV and AIDS education into official curricula"; the Manual is part of EDUCAIDS tools;
- Ten to fifteen good practices documented every quarter at the primary, secondary and teacher training levels;
- Development and extension of the network of experts' database;
- Regular holding of capacity development seminars and strengthening of links with the EDUCAIDS Programme;
- The regular increase in the number of ministries of education 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 development 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 HQ, IIEP, UNESCO Field Offices (particularly: Dakar-BREDA, Yaoundé, Moscow, Harare, Maputo, Kingston, Bangkok, etc.), ministries of education in various countries, other organizations (Education International, PCD, World Bank, etc.)

Beneficiaries:

Curriculum specialists, teacher trainers, teachers, learners, educational communities, UNESCO Staff, IO and NGO staff.

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 development: dissemination of good practices on HIV and AIDS education, "HIV and AIDS Curriculum Manual" and capacity-building seminars for curriculum specialists;
- Policy dialogue: advocacy and providing information to ministries of education for a better integration of HIV and AIDS education in national curricula and other teaching materials.

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

IBE – PROGRAMME 2009

CAPACITY DEVELOPMENT and TECHNICAL ASSISTANCE

1. Heading of the element	**Technical advice, support and training to UNESCO Member States**
2. Name of the Responsible officer and of the Deputy	Clementina Acedo and Programme Coordinator / Consultant
3. Starting and termination dates	January–December 2009

4. BACKGROUND AND DESCRIPTION

4.1. Context

The IBE provides country specific technical assistance to UNESCO-Member States based on their needs and requests, as long as extra-budgetary funding is available. While being able to respond to a wide range of issues in curriculum development, prominence is given by the IBE to transition, poor and conflict-affected societies. IBE's expertise covers broad areas of curriculum and textbook development (planning, design, implementation, monitoring and evaluation, and revision). While providing technical support to countries for 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, gender dimensions, sustainable development and constructive management of diversity. The programme will also contribute extensively to different education research studies carried out in partnership with international agencies, and to activities taking place in the context of other IBE projects and programmes.

4.2. Goal (overall objective)

- 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, teaching and learning strategies

4.3. Purpose (specific objective)

- To assist countries in the processes of curriculum and textbooks analysis and evaluation, design and implementation;
- To develop capacities to improve the curriculum and textbooks by taking into account the learners' needs and integrating emerging areas;
- To cooperate with UNESCO and other UN agencies (i.e. OHCHR; UNICEF) and international agencies (i.e. GTZ; CIEP) in promoting quality education for all;
- To widely disseminate IBE experiences and lessons learned for possible application in other (similar or different) contexts.

5. RESULTS

5.1. Title of the results

5.1.1 Enhanced professional capacity of decision makers and curriculum developers to carry out quality and inclusive curriculum processes (including textbook development)
5.1.2 New quality curriculum materials, capacity development tools and research studies (i.e. Assessment Reports, Curriculum Guidelines and Tools, and International Comparative Studies)
5.1.3 Enhanced coordination at institutional and international level
5.1.4 Broad dissemination of IBE experiences.

5.2. Expected (description)

5.2.1 (Result 5.1.1) **Vietnam**: Decision makers, curriculum and textbooks specialists trained to undertake textbook revision from a gender perspective with a view to fostering gender equality; **Kosovo**: Decision makers and curriculum specialists trained to carry out a comprehensive revision of the Kosovo Curriculum Framework developed in 2001; **Afghanistan**: Decision makers and curriculum specialists trained to develop and implement a comprehensive curriculum strategy for 2009-2013 with focus on secondary education; **Angola**: decision makers and curriculum developers trained in issues of curriculum development and quality assurance; other possible technical assistance; **Serbia**: training of curriculum specialists with a focus on secondary education; The **Bahamas and Lebanon**: curriculum specialists trained in issues of curriculum development, monitoring and quality assurance; **Liberia**: follow-up to the 2008 mission: curriculum developers trained to revise syllabuses based on the results of the pilot-testing phase.

5.2.2 (Result 5.1.2) Publication of a revised version of the IBE and GTZ **Study "Preparation for Life and Work**" (comparative analysis of the written curriculum of African Sub-Saharan developing countries and of several developed countries); Publication of the revised version of the **Handbook for Curriculum Developers** (primary and secondary education).
5.2.3 (Result 5.1.3) Participation in the project **"Curriculum Innovations, Peace Education and Poverty Alleviation"** with focus on addressing Learning to Live Together (LTLT) in the curriculum; Participation in the **GigaPan** project (Guidelines to addressing inclusion and the constructive management of diversity through the school curriculum and extra-curricular activities based on using modern technologies, i.e. GigaPan); Contribution to **UNIACC** activities and initiatives.
5.2.4 (Result 5.1.4) Publication and dissemination of studies, articles, curriculum tools and reports; web dissemination of activities and outcomes.

5.3. Performance indicators
5.3.1 Number of trained decision makers and education specialists; projects approved; sustainable curriculum processes;

5.3.2 Materials published in English (and other languages) and prepared for publication; means of dissemination; modalities and quality of stakeholder participation;

5.3.3 Enhanced quality of IBE and international programmes; Satisfaction of donors and stakeholders;
5.3.4 Public targeted for dissemination; impact of IBE experiences, new calls for cooperation.

5.4. Assessment criteria
- Satisfaction levels of trainees and stakeholders
- Satisfaction level of IBE partners and donors
- Quality of training packages and other (curriculum) materials 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

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention
- Field missions, and capacity development and international sharing workshops/seminars
- Participation in meetings of experts
- Cooperative development of curriculum materials, capacity development tools and documents; comparative research studies; case studies;

6.2. Stakeholders, partners and beneficiaries
- Ministries of education and local education stakeholders (i.e. MOE of Vietnam and UNESCO Office; Liberian MOE and UNESCO Office; MOE of Lebanon; MOE of The Bahamas; MOE of Serbia; MOE of Afghanistan; Ten African ministries of education in the case of the IBE and GTZ Study; 15 African MOE in the case of IBE's "Curriculum Innovation" project; CIEP; UNESCO ED/BAS)
- 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
- Administrative support
- International consultants

6.4. Structural participation (associated elements which will be implemented in close connection)
- IBE Policy Dialogue, Capacity Building and Observatory of Trends Programme (follow-up of the ICE48)
- IBE Programme "Curriculum Innovations, Peace Education and Poverty Alleviation" (Joint workshops in Geneva, Kenya, and Frankfurt); publication of the revised Study on Preparation for Life and Work in African developing countries)
- Contribution to IBE's Publications (i.e. Sinclair, M.: Learning to Live Together, second edition, and others)

7. BUDGET (US$): See budgetary table in Anne**x**

IBE – PROGRAMME 2009

CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE

1. Heading of the element	**Development of the project: "GigaPan: Diversity and Inclusion in the Community"**
2. Name of the Responsible officer and of the Deputy	Clementina Acedo, Christopher Strebel
3. Starting and termination dates	January–December 2009

4. BACKGROUND AND DESCRIPTION

4.1. Context

The *GigaPan* project was developed with the intention of helping children from different economic backgrounds and countries to understand each other and their cultures. Through this project by developing key aspects of the curriculum, children learn about the world as well as teach their contemporaries by sharing classroom practices about their heritage (community and historical events), thereby creating their own interactive community and developing a deeper understanding, consideration and respect for others, their beliefs and values. These opportunities for dynamic interactive learning strengthen the themes of Learning to Live Together and Inclusive Education.

4.2. Goal (overall objective)

The main goal is to support and contribute to the attainment of the EFA goals, strengthening the capacities of teachers, schools and students in implementing ICT-based activities within the curricula and creating more inclusion within the usage of ICTs in education. Another important goal is to strengthen curricula and content within the context of Learning to Live Together.

4.3. Purpose (specific objective)

The specific objectives of the GigaPan project are to:

1. develop and share good practices in linking curriculum and new technologies (GigaPan);
2. empower students to use new technologies in the context of motivating participatory and productive learning experiences;
3. explore local and international issues pertaining to inclusion and Learning To Live Together with a view to fostering constructive exchanges, cooperation and solidarity;
4. develop inquiry and research skills in students and teachers;
5. promote inclusive school settings, encourage exchanges and sustainable networking.

5. RESULTS

5.1. GigaPan Project Expected Results

Begin to expand the project to more schools and countries while increasing the synergy between curriculum and the ICT tools, contributing to EFA goals such as eliminating gender disparities, creating equitable access to learning and life-skills programmes.

5.2. Expected

- At least 10 schools in at least 4 countries covered by the project.
- Assessment of new schools carried out with regard to determining the appropriate methodology to be used in each school joining the project.
- Students and teachers to be trained in the GigaPan technology according to their level of ICT expertise.
- Project information to be disseminated via the IBE website.

5.3. Performance indicators

- Training of students and teachers in GigaPan activities.
- Participation in interschool GigaPan conversation (number of GigaPans taken, snapshots and comments).
- Student evaluations.

5.4. Assessment criteria

- The number of schools that are part of the project.
- The number of students and teachers trained in GigaPan activities.
- Increase in the quality and regularity of the exchanges between the schools.

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

The IBE, in continuing work with the existing schools, is seeking ways to further encourage and develop the intra-school exchanges and dialogues by building upon the successes of the pilot phase. Further improvement in the exchanges will also mean improving the project ability to meet the goals of strengthening the role of this particular ICT within the schools content and curricula, expanding upon the students' ability to explore local and international issues pertaining to inclusion and Learning To Live Together with a view to fostering cooperation and solidarity.

6.2. Stakeholders, partners and beneficiaries

Stakeholders and partners:

- Project Partners: Carnegie Mellon University (CMU) and the UNESCO ASPnet.
- In the participating countries: Direct and indirect collaboration with ministries of education, UNESCO National Commissions, schools, universities, teachers, students and galleries show casing the schools work.
- Further Expertise: collaboration with the future UNESCO ICT in Education Portal team

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 and Knowledge Management Programme.

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

IBE – PROGRAMME 2009

KNOWLEDGE PRODUCTION AND MANAGEMENT

1. Heading of the element	**Development of the IBE website**
2. Name of the Responsible officer and of the Deputy	Massimo Amadio, Christopher Strebel
3. Starting and termination dates	January–December 2009

4. BACKGROUND AND DESCRIPTION

4.1. Context

The maintenance and development of the IBE website—created in 1996 and restructured in 1999 and 2005—are permanent activities. Through its website, which was completely redesigned in 2008, the IBE makes available specialized resources, products and services targeted at the educational community worldwide. The new site design was launched in June 2008 in accordance with UNESCO guidelines and was created to offer enhanced and easier access to information (by theme, by country and by service). A closer working relationship has being established with the Education Sector Portal of UNESCO (launched in September 2006) and news on IBE activities is also frequently published on the Portal.

4.2. Goal (overall objective)

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.

4.3. Purpose (specific objective)

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.

5. RESULTS

5.1. Title of the results

A wide range of educational resources and materials assembled, updated, enriched, and easily accessible through the IBE website.

5.2. Expected (description)

- The new IBE website to be further developed exploiting the potential of a Content Management System (CMS), and in line with current UNESCO guidelines.
- The IBE website to be regularly updated, providing easy access to a range of additional resources, including information on the outcomes and follow-up to the 2008 session of the ICE, and also contributing to the enrichment of the UNESCO Portal.
- The online collaborative platform for the Community of Practice of curriculum specialists to be further enhanced and enriched.

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 and quality assurance in order to enhance knowledge 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/action areas, and in particular with Capacity Development (Community of Practice).

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

IBE – PROGRAMME 2009

KNOWLEDGE PRODUCTION AND MANAGEMENT

1. Heading of the element	**Resource Bank on Education Systems and Curricula**
2. Name of the Responsible officer and of the Deputy	Massimo Amadio, Ruth Creamer, Elizabeth Glauser, Christopher Strebel
3. Starting and termination dates	January–December 2009

4. BACKGROUND AND DESCRIPTION

4.1. Context

The development of the Resource Bank on education systems and curricula—which includes several databases, as well as the collection of curriculum materials and the series of National Reports—is a permanent IBE action area. Since the end of 2006, the database *Country Dossiers* has been fully integrated into the Education Sector Portal.

4.2. Goal (overall objective)

The main objective is to support action in favour of quality EFA by compiling, systematizing and providing access to specialized resources, materials and information on education systems, curricula and curriculum development processes.

4.3. Purpose (specific objective)

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.

5. RESULTS

5.1. Title of the results

An enriched knowledge base and a variety of specialized information resources on education systems and existing curricula widely disseminated.

5.2. Expected (description)

- The *Country Dossiers* database to be regularly updated and enriched.
- Resources for the clearinghouse on inclusive education to be collected, systematized and made available (the full development of the clearinghouse depends on the availability of extra-budgetary resources).
- The collection of curriculum materials further developed; links to curriculum materials to be made available through the Internet updated and enriched.
- Alerting services and digests of online resources (including reports, publications, websites, and news) pertaining to curriculum development, education systems and educational trends to be regularly made available to the members of the Community of Practice and other education specialists.
- The series of National Reports progressively organized into a Digital Library.
- Records relating to curricula and curriculum-related materials to be regularly added to the online catalogue (IBEDOCs).
- Continued cataloguing of IBE historical collection for future digital access.
- Improved documentation services—for both IBE staff and external users—through the upgrading of the online catalogue.

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, downloads); 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 information 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/action areas, and in particular with Capacity Development (Community of Practice).

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

IBE – PROGRAMME 2009

KNOWLEDGE PRODUCTION AND MANAGEMENT

1. Heading of the element	**Observatory of Educational Trends**
2. Name of the Responsible officer and of the Deputy	Massimo Amadio
3. Starting and termination dates	January–December 2009

4. BACKGROUND AND DESCRIPTION

4.1. Context

The Observatory of Educational Trends, 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 database *World Data on Education*, which contains a considerable wealth of information on curricula and the organisation of curricular content, including data on instructional time. Through its Observatory, the IBE compiles, produces, and disseminates quality and up-to-date information and analyses on education systems, existing curricula and curriculum development processes from around the world.

4.2. Goal (overall objective)

The main objective of the Observatory—which also relies on the Resource Bank—is to support action in favour of quality EFA by contributing to the identification of curriculum development trends and through the compilation of a variety of resources and materials, thus informing curriculum development policies and practices.

4.3. Purpose (specific objective)

The specific objective is to strengthen clearinghouse services and build a robust knowledge base on education systems, curricula and curriculum development processes, in order to facilitate knowledge sharing and dialogue on specific curricular themes and issues.

5. RESULTS

5.1. Title of the results

A knowledge base, including specialized information resources on education systems, educational contents, curriculum development processes and products, maintained updated and enriched.

5.2. Expected (description)

- The Internet version of the database *World Data on Education* to be progressively updated, mainly exploiting the 2008 series of National Reports on the Development of Education.
- The CD-ROM containing the proceedings of the 48th session of the International Conference on Education (including the 2008 series of National Reports) to be produced and disseminated.
- Analyses/studies focusing on educational content and curriculum development processes and products to be made available, in particular through the series *IBE Working Papers on Curriculum Issues*.
- A contribution to the 2009/10 Global Monitoring Report on EFA delivered to the Monitoring Report team (depending on the availability of extra-budgetary resources).
- The process of review of the 1997 International Standard Classification of Education (ISCED), to be lead by the UNESCO Institute for Statistics (UIS), and supported through participation in the ISCED Technical Advisory Panel.

5.3. Performance indicators

Availability of the updated database, as well as of the CD-ROM containing the proceedings of the 48th ICE and working papers on issues related to curriculum development.

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 and with the UIS. 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/action areas as appropriate, in particular Capacity Development (Community of Practice).

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

IBE – PROGRAMME 2009

INSTITUTIONAL FUNCTIONING

1. Heading of the element	**IBE Council**
2. Name of the Responsible officer and of the Deputy	Clementina Acedo and Costanza Farina
3. Starting and termination dates	January–December 2009

4. BACKGROUND AND DESCRIPTION

4.1. Context

The IBE Council is an intergovernmental body of twenty-eight Member States elected by the General Conference of UNESCO.

4.2. Goal (overall objective)

Its working methods are laid down in the Statutes of the IBE and the Rules of Procedure of the IBE Council (see *Basic texts*).

4.3. Purpose (specific objective)

Established by paragraph 1 of the Resolution adopted by the thirty-forth General Conference (see Draft Program and Budget for 2009, pages 3 and 4). In brief, the General Conference:

> *…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;*
>
> *(c) to continue to mobilize the necessary human and financial resources so that the IBE may accomplish its mission;*

5. RESULTS

5.1. Title of the results

Fulfilling its statutory functions and reaching the objectives established by the General Conference.

5.2. Expected (description)

Main points of the agenda of the fifty-eighth session of the IBE Council:

- Activities for 2008, including the findings of the evaluation of the 48th session of the International Conference on Education (ICE);
- Draft programme of activities and budget for 2009;
- Preliminary draft Strategy aimed at making the IBE UNESCO Centre of Excellence in curriculum-related matters;
- Draft IBE programme and budget for the biennium 2010-2011, including the draft resolution to be submitted to the thirty-fifth session of the General Conference.

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-eighth session preceded by the meeting of the Administrative Group;
- To organize, hold and ensure the follow-up to the meeting of the Steering Committee (Summer 2009);
- To prepare the fifty-ninth session (in January 2010).

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 table presents the budgetary situation for 2009, particularly concerning the sources of financing.

IBE-BUDGETARY FRAMEWORK 2009- INCOME AND EXPENDITURE

SITUATION AS AT 13.01.2009 ($US)

Budget chapters/activities	Budgetary framework 2009	UNESCO regular budget	UNESCO other resources	VOLONTARY CONTRIBUTIONS			Other extrabudgetary resources	Polish stamps funds	2008 Reserves	Other income 2009
				Switzerland	Sweden	Spain 2008 carry-over				
I. Programme activities										
I-1 Capacity development and technical assistance	**1'332'000**	0	440'000	265'000	100'000	80'000	170'000	257'000	20'000	0
Community of practice for curriculum development	280'000			100'000	100'000	80'000			0	
Curricular innovations, poverty alleviation and peace education in sub-Saharan Africa	290'000		290'000						0	
Capacity development and clearinghouse for curriculum and HIV and AIDS education	150'000		150'000							
Technical advice, support and training to member states	285'000			165'000			100'000		20'000	
GIGAPAN	70'000						70'000			
South-South cooperation/Africa	257'000							257'000	0	
I-2 Knowledge production and management	**378'369**	0	0	0	235'000	83'369	0	0	60'000	0
Resource Bank	65'000			0	65'000				0	
Documentation	50'000			0	50'000				0	
Observatory of educational trends	65000			0	65'000				0	
Development of IBE web site	55'000		0		55'000					
Publications	143'369					83'369			60'000	
I-3 Policy dialogue	**450'000**	0	0	185'000	85'000	170'000	0	0	10'000	0
48th ICE follow-up	350'000			150'000	30'000	170'000			0	0
Policy dialogue	100'000		0	35'000	55'000				10'000	0
TOTAL I	**2'160'369**	0	440'000	450'000	420'000	333'369	170'000	257'000	90'000	0
II. Governing board/Gen. Adm./Institutional dev.										
II-1 IBE Council	**110'000**	58'500	0	0	0	0	0	0	51'500	0
58th session + Steering Committee	110'000	58'500							51'500	
II-2 General administration	**395'000**	0	105'000	0	0	0	0	0	290'000	0
General operating cost	290'000	0							290'000	0
Loan repayment for the UNESCO/IBE Building	105'000		105'000							
II-3 Institutional development	**160'000**	0	0	0	0	120'000	0	0	40'000	0
Coordination, follow-up and programme development	160'000			0	0	120'000			40'000	0
TOTAL II	**665'000**	58'500	105'000	0	0	120'000	0	0	381'500	0
TOTAL PROGRAMME ACTIVITIES	**2'825'369**	58'500	545'000	450'000	420'000	453'369	170'000	257'000	471'500	0
III. Staff costs (Established posts)	**2'237'000**	2'237'000								
TOTAL EXPENDITURES 2009 (I+II+III)	**5'062'369**	2'295'500	545'000	450'000	420'000	453'369	170'000	257'000	471'500	0
TOTAL INCOMES 2009	**5'399'500**	2'295'500	545'000	450'000	420'000	453'369	170'000	257'000	758'631	50'000
Estimated reserves 31.12.2009	**337'131**	0	0	0	0	0			287'131	50'000

United Nations
Educational, Scientific and
Cultural Organization

International Bureau
of Education

Workplan based on the programme of activities for 2009 approved at the 58th session of the IBE Council on 28 – 30 January 2009, Geneva

1. CAPACITY DEVELOPMENT and TECHNICAL ASSISTANCE

1.1 COMMUNITY OF PRACTICE FOR CURRICULUM DEVELOPMENT (GLOBAL AND REGIONAL LEVELS)

Specific objective :

To facilitate the development of conceptual orientations and frameworks for curriculum reform and change through the COP as a global policy platform for collective production and sharing

Expected results

	Schedule of activities (month)												Program Costs (US$)
	1	2	3	4	5	6	7	8	9	10	11	12	
1. Within the Basic Education in Africa Program (BEAP), support provided for improved curricula for Basic Education in partner countries by extending basic education to a minimum of nine/ten years, with emphasis on a 1 or 2 years of childhood education. Countries involved: The Gambia, Cote d'Ivoire, Ethiopia, and possibly soon Benin, Burkina Faso, Cape Verde, Tanzania and Togo.	x	x	x	x	x	x	x	x	x	x	x	x	
2. A data-bank of competency-based learning situations set up to support the processes of curriculum change of basic education in Africa (BEAP) and Latin America.				x	x	x	x	x	x	x	x	x	
3. Inter-regional exchanges on curriculum issues implemented through participation in workshops to foster South-South and North-South-South Triangular Cooperation.			x	x	x	x	x	x	x	x	x	x	
4. Eight-module resource pack for capacity development on curriculum change and management pilot-tested in an African country (possibly Tanzania), validated and available for further training.		x	x	x	x	x	x	x	x	x	x	x	
5. Contribution made to the incorporation of Education for Sustainable Development (ESD) issues into specific curricula subjects through the co-organization of the "Regional Workshop on thematic issues in ESD" with the UNESCO Bangkok Office, in June.				x	x	x	x						
6. Contribution made to the organization of the "Regional Experts Meeting on Reform of the Secondary Education in the Arab Region" (Muscat, April 2009) aimed at exchanging regional and international experiences on secondary education reform and at launching a new regional project on research and development policies for secondary education.		x	x	x									
7. For Montenegro, in collaboration with UNICEF and Ministry of Education, activities completed for the elaboration of curriculum-relevant indicators to strengthen the child friendly approach in 25 selected schools.			x	x	x	x	x	x	x	x	x	x	
8. Multilingual COP section kept updated within IBE website and weekly animation activity implemented (mainly information and documentation sharing).	x	x	x	x	x	x	x	x	x	x	x	x	
											Sub-Total		**280,000**

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

		Schedule of activities month												Program Costs (US$)
		1	2	3	4	5	6	7	8	9	10	11	12	
Specific objective :	To enhance the capacity of decision makers and curriculum specialists to reinforce the dimensions of Learning to Live Together (LTLT) and the development of life and work-relevant competencies within national basic education curricula as a means to contribute to poverty alleviation and social cohesion. Participating countries: nine Sub-Saharan countries that joined the project in 2004 (Angola, Burkina Faso, Burundi, Congo-Brazzaville, Mali, Mauritius, Mozambique, Niger and Rwanda); six additional Anglophone/Francophone countries (Botswana, Guinea, Kenya, Malawi, South Africa and Senegal) will join the project in 2009 based on the partnership between the IBE and GTZ.													
	Expected Results													
	1. Enhanced capacity of some 45 curriculum specialists from 15 countries to integrate and reinforce the dimensions of "Learning To Live Together" and the development of life and work-relevant competencies within the national basic education curricula.			x	x	x	x	x	x	x	x	x	x	
	2. Capacity building tool for “Enhancing Life-relevant Competencies in the Curriculum” completed for 15 countries through collaborative work in three international seminars/workshops (Geneva/March; Nairobi/June; October/Frankfurt) and pilot testing at national level.				x	x	x	x	x	x	x	x	x	
	3. Effective and innovative curricular practices for LTLT collected and shared among 15 countries.	x	x	x	x	x	x	x	x	x	x	x	x	
	4. In-depth dissemination of the project approach and outcomes in at least 3 countries carried out to expand the project impact within national contexts.			x	x		x	x			x	x		
	5. North-South-South Triangular Cooperation implemented through expertise identified and made available to 15 countries.			x	x		x	x		x	x			
	6. Papers, leaflets, web posting and other outputs documenting the project approach and results produced.			x	x	x	x	x	x	x	x	x	x	
												Sub-Total		**290,000**

1.3 CAPACITY DEVELOPMENT AND CLEARINGHOUSE FOR CURRICULUM AND HIV AND AIDS EDUCATION

		Schedule of activities month												Program Costs (US$)
		1	2	3	4	5	6	7	8	9	10	11	12	
Specific objective :	To contribute to the integration of HIV and AIDS education into curricula and at school level through capacity development and clearing house													
	Expected results													
	1. Analysis and cataloguing of approximately 150 documents to the unified UNESCO HIV and AIDS education clearinghouse, for primary and secondary education levels, as well as for teacher training, for all geographical regions.	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	
	2. 30-40 Good practices in HIV and AIDS education identified, analysed and actively shared through interactive supports: website, CD-Roms, etc.	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	
	3. Yearly update of the "Manual on integrating HIV and AIDS into official curricula" completed (French, English, Spanish and Portuguese).			**x**	**x**	**x**	**x**	**x**			**x**	**x**		
	4. Capacities of curriculum specialists and teacher training officials developed on HIV and AIDS education responses, in at least seven countries of Eastern and Central Africa, using the "Manual" as the main tool.				**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	
											Sub-Total			**150,00**

1.4 TECHNICAL ADVICE, SUPPORT AND TRAINING IN MEMBERS STATES

		Schedule of activities month												Program Costs (US$)
		1	2	3	4	5	6	7	8	9	10	11	12	
Specific objective :	To enhance the capacities of governments and curriculum agencies to cater for quality education for all through quality curricula, textbooks and classroom strategies.													
	Expected Results													
	1. Afghanistan: around 20/30 Ministry of Education (MOE) specialists trained to develop long-term curriculum strategy.			x	x		x		x	x	x			
	2. Angola: approx.20 Curriculum specialists trained to integrate cross-cutting issues.		x		x			x			x		x	
	3. Liberia: 25 MOE specialists trained to revise primary and secondary syllabuses.				x	x			x			x	x	
	4. Sierra Leone: around 20 MOE specialists trained to integrate Human Rights Education (HRE) in the school curriculum.					x								
	5. Southern Sudan/Juba: approx. 30 education specialists trained in revising the literacy and basic education curriculum.					x		x						
	6. Vietnam: 30 MOE specialists trained to revise textbooks from a gender perspective.				x					x				
	7. Other possible missions, pending finalization of initial contacts													
	Sub-Total													**285,000**

1.5 DEVELOPMENT OF THE GIGAPAN PROJECT: DIVERSITY AND INCLUSION IN THE COMMUNITY

		Schedule of activities (month)												Program Costs (US$)
		1	2	3	4	5	6	7	8	9	10	11	12	
Specific objective:	Pilot test effective use of new ICT technologies (GigaPan) for innovative curriculum change by fostering LTLT and inclusion in teaching and learning approaches.													
	Expected results													
	1. Good practices and project outcomes developed and shared		x	x	x	x	x	x	x	x	x	x	x	
	2. Over 100 students and teachers empowered in GigaPan related technology						x				x	x	x	
	3. International cross cultural exchanges promoted between 10 schools in USA, South Africa, Trinidad and Tobago, Indonesia, Norway (TBC) and Brazil (TBC).	x	x	x	x	x	x	x	x	x	x	x	x	
	Sub Total													**70,000**

1.6 SOUTH-SOUTH COOPERATION / AFRICA

	A project proposal is being developed to reflect priority areas identified by the IBE Council	**257,000**

CAPACITY DEVELOPMENT and TECHNICAL ASSISTANCE	**Total Program costs**	**1,332,000**

2. KNOWLEDGE PRODUCTION and MANAGEMENT

2.1 DEVELOPMENT OF THE IBE WEBSITE

		Schedule of activities (month)												Program Costs (US$)
		1	2	3	4	5	6	7	8	9	10	11	12	
Specific objective :	To make available through the IBE website a robust knowledge base and a variety of specialized resources on curricula and curriculum development processes.													
	Expected results													
	1. The new IBE website further developed and updated at least on a weekly basis.	x	x	x	x	x	x	x	x	x	x	x	x	
												Sub-total		**55,000**

2.2 RESOURCE BANK

		Schedule of activities (month)												Program Costs (US$)
		1	2	3	4	5	6	7	8	9	10	11	12	
Specific objective:	To enrich and further expand a knowledge base and a variety of specialized resources to support action in favour of quality EFA.													
	Expected results													
	1. The *Country Dossiers* database regularly updated & enriched.	x	x	x	x	x	x	x	x	x	x	x	x	
	2. A clearinghouse on inclusive education set up (*).			x	x	x	x	x	x	x	x	x	x	
	3. Collection of curriculum materials further developed (including links to online curriculum resources).	x	x	x	x	x	x	x	x	x	x	x	x	
	4. Weakly alerting services & digests of online resources produced (at least 50).	x	x	x	x	x	x	x	x	x	x	x	x	
	5. National Reports series progressively organized into a digital library.	x	x	x	x	x	x	x	x	x	x	x	x	
	6. Online catalogue upgraded and fully integrated into UNESDOC.	x	x	x	x	x	x	x	x	x	x	x	x	
														65,000
(*) The full development of the clearinghouse depends on the availability of extra-budgetary resources														**50,000**
												Sub-total		**115,000**

2.3 OBSERVATORY OF EDUCATIONAL TRENDS

		Schedule of activities (month)												Program Costs (US$)
		1	2	3	4	5	6	7	8	9	10	11	12	
Specific objective :	Strengthen clearinghouse services and a knowledge base on education systems and curricula.													
	Expected results													
	1. The database *World Data on Education* progressively updated.			x	x	x			x	x	x	X	x	
	2. Proceedings of ICE 2008 (CD-ROM) made available and disseminated.					x	x							
	3. ISCED 1997 review process supported.	x	x	x	x	x	x	x	x	x	x	X	x	
	4. Analyses and studies produced (at least one issue of the *Working Papers)*.							x	x	x	x			
	5. Contribution to the 2010 GMR delivered (**) or Cross-checking of UIS data (time series 1970-2005) completed.				x	x	x	x	x	x				

(**) Depending on the availability of extra-budgetary resources.

Sub-total **65,000**

2.4 PUBLICATIONS

Expected results	Schedule of activities (month) 1	2	3	4	5	6	7	8	9	10	11	12	Program Costs (US$)
1. Four issues of Prospects published: *Poverty Alleviation and Inclusive Education: Transforming the School in Sub-Saharan Africa (English and Portuguese versions); Education for All by 2015: Progress and Challenges; HIV Education in Formal and Non Formal Settings: Comparative and International Best Practices; Policies and Practices of Holocaust Education: International Perspectives.*	x	x	x	x	x	x	x	x	x	x	x	x	
2. At least two issues of **Educational Practices Series.**			x	x	x			x	x	x			
3. A new publication by IBE and GTZ, with a revised and expanded version of the study *Preparation for Life and Work.*			x	x	x	x	x						
4. A book on *Education for Inclusion*, based on papers presented at the seminar "Education pour l'Inclusion", held at the University of Geneva, in November 2008 (IBE-SRED-University of Geneva) to be co-edited by Mr. J. Akkari and Ms. C. Acedo.		x	x	x	x	x	x	x	x	x	x	x	
5. Three books completed: *Quality tensions in education reforms*, edited by Ms. C. Acedo; the *Handbook for Curriculum Developers: Primary and Secondary Education*, to be published by D. Georgescu and P. Stabback, and the second edition of *Learning to live together*, by M. Sinclair.	x	x	x	x	x	x	x	x	x	x	x	x	
Sub-total													**143,369**

KNOWLEDGE PRODUCTION and MANAGEMENT	**Total Program costs**	**378,369**

3. POLICY DIALOGUE and FOLLOW UP OF THE 48TH session of the ICE

		Schedule of activities (month)												Program Costs (US$)
		1	2	3	4	5	6	7	8	9	10	11	12	
Specific objective :	To contribute to build appropriate mechanisms for the dissemination of the "Conclusions and Recommendations" of the 48th ICE and sustained follow up actions targeting inclusive education policies and issues.													
	Expected Results (more details in annex 7b)													
	1. ICE outcomes widely disseminated through: dedicated activities (like a workshop during CONFINTEA VI) and synergies with the three UNESCO International Education Conferences; the production of a CD-ROM containing all ICE proceedings; preparation of at least two ICE-related publications.	x	x	x	x	x	x	x	x	x	x	x	x	
	2. A clearinghouse on inclusive education set up as a means to support and provide advice to countries in the development/implementation of inclusive education policies and practices (provided extra budgetary funds are available).		x	x	x	x	x	x	x	x	x	x	x	
	3. A short policy document prepared on priority areas for investment and capacity development for the implementation of inclusive education approaches, to be based on extensive consultations with UN representatives, donor community and NGOs, including the results of a worldwide e-forum discussion.				x	x	x	x	x	x				
	4. Regional road maps for inclusive education policies and practices further refined through regional workshops; in Asia with the UNESCO Bangkok and Jakarta Offices for the 5 cluster countries; in Arab states with the UNESCO Beirut Office in July/August; for the Central Asia (CIS), in Armenia, in September 2009; in Latin America and the Caribbean with OREALC in June; in Africa through BEAP activities.		x	x	x	x	x	x	x	x	x	x	x	
	5. Some 60 UNESCO animators trained in two capacity development workshops on the ICE outcomes carried out in April and May in Caracas and Quito, in coordination with the UNESCO San Sebastian Center and the NATCOMs of Venezuela and Ecuador.				x	x	x	x						
	6. Assessment carried out on the feasibility of setting up a Regional Observatory on inclusive education in the Latina America and Caribbean region jointly with OREALC.					x	x	x	x	x	x	x	x	
												Sub-Total		**450,000**

POLICY DIALOGUE and FOLLOW UP OF THE 48TH session of the ICE	**Total Program costs**	**450,000**

GRAND TOTAL Program Activities	**2,160,369**

Follow-up to the 48th session of the ICE

IBE PROPOSALS

In the light of the discussions as well as the recommendations of the ICE, a broadened concept of inclusive education should guide a profound process of change mainly with regard to inter-sectoral policies, governance and financing, school cultures and environments, curricular frameworks and teachers' practices. A key challenge is to ensure that the concept of inclusion is reflected in national policies aimed at (i) ensuring access to learning opportunities for those groups that are still excluded, and (ii) enhancing educational quality at all levels to expand access to meaningful and relevant learning.

Some preliminary discussions (in particular with Field and Regional Offices) have already taken place to identify appropriate ICE follow up mechanisms for UNESCO as a whole and for the IBE. Several proposals for follow-up actions and initiatives are presented below.

Follow-up activities at the global level

Goal: Contributing to build consensus around an international policy agenda on inclusive education

- Widely disseminate the ICE outcomes, in particular at the level of the three major UNESCO international conferences being organized in the first half of 2009 (e.g. World Conference on Education for Sustainable Development, 31 March-2 April 2009, Bonn, Germany; Sixth International Conference on Adult Education, CONFINTEA VI, 19-22 May 2009, Belem, Brazil; World Conference "The New Dynamics of Higher Education and Research for Societal Change and Development", 5-8 July 2009, Paris, France). This will be under the coordination of the Deputy Assistant Director General for Education Program Management. The ICE outcomes have already been taken into account in the Oslo Declaration which was adopted at the Eighth Meeting of the High-Level Group on EFA (Oslo, Norway, 16-18 December 2008).

- Prepare and widely disseminate a CD-ROM containing the proceedings of the ICE 2008. As in 2001 and 2004, the CD will include all the ICE documents and the final report of the Conference (which will be available by April-May 2009), the 2008 series of National Reports, presentations, special contributions, multimedia materials, as well as the results of the 13 preparatory activities carried out in all UNESCO regions). The CD-ROM is expected to be ready by June 2009.

- Prepare and widely disseminate at least three 2008 ICE-related publications, namely: a) a special second issue of *Prospects* devoted to inclusive education; b) an edited book collecting articles presented at the international seminar *L'éducation pour l'inclusion : de la recherche aux réalisations pratiques* jointly organized on 21-22 November 2008 by IBE, the Faculty of Education and Psychology of the University of Geneva (FAPSE-University of Geneva), and the *Service de la recherche en éducation* (SRED) of the Canton of Geneva; and iii) a compilation of relevant contributions prepared for and presented at the ICE session.

Goal: Promoting policy dialogue and forging partnerships

- *Tentative:* Discuss and define jointly with key partners (UN agencies, inter-governmental organizations, international cooperation banks, donors and NGOs) a sound policy framework which should contribute to orientating, giving support and allocating resources to regions and countries in addressing the needs of all learners and in implementing inclusive education approaches as effective ways of achieving EFA goals.

- *Tentative:* Organize a worldwide e-forum discussion about the key elements that a curriculum truly inclusive of all learners should contain. Based on the outcomes of the e-forum as well as on other contributions, prepare a short policy document that should identify and prioritize key areas of investment and for capacity development in order to effectively implement inclusive education approaches.

- *Tentative*: Organize a meeting in an African country and within the framework of South-South co-operation, in order to discuss an evidence-based policy agenda for promoting and strengthening inclusive education policies and practices.

Goal: Informing decision-making processes at the country level

- As a means to support and provide advice to countries in the development and implementation of inclusive education policies and practices, the IBE is ready to create a clearinghouse on inclusive education. An achievable goal would be to synthesize, analyze and disseminate knowledge, providing strategic and timely information for countries and partner organizations to use in the development and implementation of inclusive education policies and strategies.

Initially, the clearinghouse will rely on the considerable amount of background materials on issues related to inclusive education that has already been compiled in the framework of the preparations and organization of the ICE 2008.

Another goal of the clearinghouse will also be to bring together (through a virtual access point) and to facilitate access to a range of UNESCO resources and materials that have been compiled and produced by many UNESCO offices in the different regions, and that are currently dispersed and not sufficiently visible at the global level. This will also serve to strengthen collaboration schemes across the Education Sector.

The clearinghouse will be further enriched through a variety of information resources on education in each country, useful to “frame” data on inclusive education within a broader context. These information resources are already accessible through the IBE website.

Thanks to the high integration level between the IBE Knowledge Production and Management and Capacity Development programs, ICE 2008 follow-up activities that are being planned in the different regions through the Capacity Development program (see the tentative list below) will contribute to expand and further develop the clearinghouse and, at the same time, will benefit from the strategic and timely information made available through the clearinghouse. Through the IBE Community of Practice in Curriculum Development—COP, a global network of specialists, practitioners, national officers and researchers in some 90 countries—support to the preparation of country policy reviews and/or country studies on inclusive education can also be envisaged in subsequent phases of the development of the clearinghouse, in order to encourage the sharing of relevant experience.

Finally, the clearinghouse should also contribute to rethinking existing indicators and possibly identifying new indicators to measure progress (or lack of progress) towards more inclusive education systems. For example, the Regional Bureau for Education in Santiago (OREALC) is planning the setting up of a regional observatory on inclusive education in Latin America and the Caribbean, with the collaboration of the IBE. Based on the "model" of observatory tested in Latin America, the IBE (as a global institute) can facilitate the launching of similar initiatives in other Regional Bureaus, thus fostering inter-regional sharing of experience and information. In this way, regional observatories would become an important component of the clearinghouse.

Follow-up activities at the regional level (*preliminary list*)

- **Asia:** The UNESCO Offices of Bangkok (Regional Bureau for Education) and Jakarta (Cluster Office) and the IBE plan to hold a regional workshop on the current situation of inclusive education in the cluster countries (Brunei Darussalam, Indonesia, Malaysia, the Philippines and Timor Leste). The cluster office is considering inclusion within EFA as a weak area that requires more work and advocacy at the highest level.

- **Africa:** Within the framework of the Basic Education in Africa Program (BEAP), UNESCO BREDA (Regional Bureau for Education) and the IBE with some support of the GTZ, will jointly work on disseminating the outcomes of the ICE 2008 in all BEAP workshops/seminars, mainly focused on identifying and analyzing policy implications for developing an inclusive curriculum in basic education (relating to the interfaces between policy dialogue and curriculum development).

- **Arab States:** The UNESCO Office in Beirut and the IBE COP Focal Point for the Gulf Arab States plan to organize a capacity development workshop on evidence-based inclusive practices with the view to raising awareness on a broadened concept of inclusive education and develop a tool-pack on inclusive education for policy makers, curriculum developers, teacher trainers, and legislators in the region.

- **Central Asia (CIS region):** The UNESCO Office in Moscow and the IBE, in cooperation with the Ministry of Education and Science of the Republic of Armenia (MOES), will co-organize the "EFA Regional Conference on Enhancement of Quality of Education and Curriculum Development" (September 2009, Yerevan, Armenia). The Conference is expected to set up an agenda for further implementing the ICE Conclusions and Recommendations in the CIS region.

- **Latin America and the Caribbean**: Within the framework of the Education Project for Latin America and the Caribbean (PRELAC II) agreed by Ministers of Education of the region in March 2007, and in collaboration with UNESCO OREALC (Regional Bureau for Education), the following activities are being planned: (i) setting up of an observatory for promoting and monitoring inclusive education policies in the region (see also the proposal concerning the clearinghouse above); (ii) fostering the exchange of best practices on inclusive education in Latin America through the network "Innovemos"; (iii) under the UNESCO Flagship on Inclusive Education, UNESCO OREALC and the IBE will co-organize a sub-regional meeting (Southern Cone and Andean regions, tentatively scheduled for June) in order to discuss the implications of the Conclusions and Recommendations of the ICE 2008 in defining a regional policy agenda on inclusive education; (iv) in collaboration with the UNESCO San Sebastian Centre and UNESCO National Commissions, 2 capacity development workshops focusing on the outcomes of the ICE 2008 are being planned in Caracas (Venezuela) and Quito (Ecuador).

Distribution: limited

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Annex VIII
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Geneva, 10 December 2008
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UNITED NATIONS EDUCATIONAL,
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COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Fifty-eighth session

Varembé Conference Centre
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28 to 30 January 2009

PRELIMINARY DRAFT STRATEGY AIMED AT MAKING THE IBE UNESCO'S CENTRE OF EXCELLENCE IN CURRICULUM-RELATED MATTERS

The preliminary draft Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters is submitted to the 58th session of the IBE Council in response to the decision taken at its 56th session, during which:

"The IBE Council:

Further recalling that the UNESCO Medium-term strategy for 2008–2013 (34 C/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 59th 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 58th session in January 2009, that gives due consideration to resource mobilization."

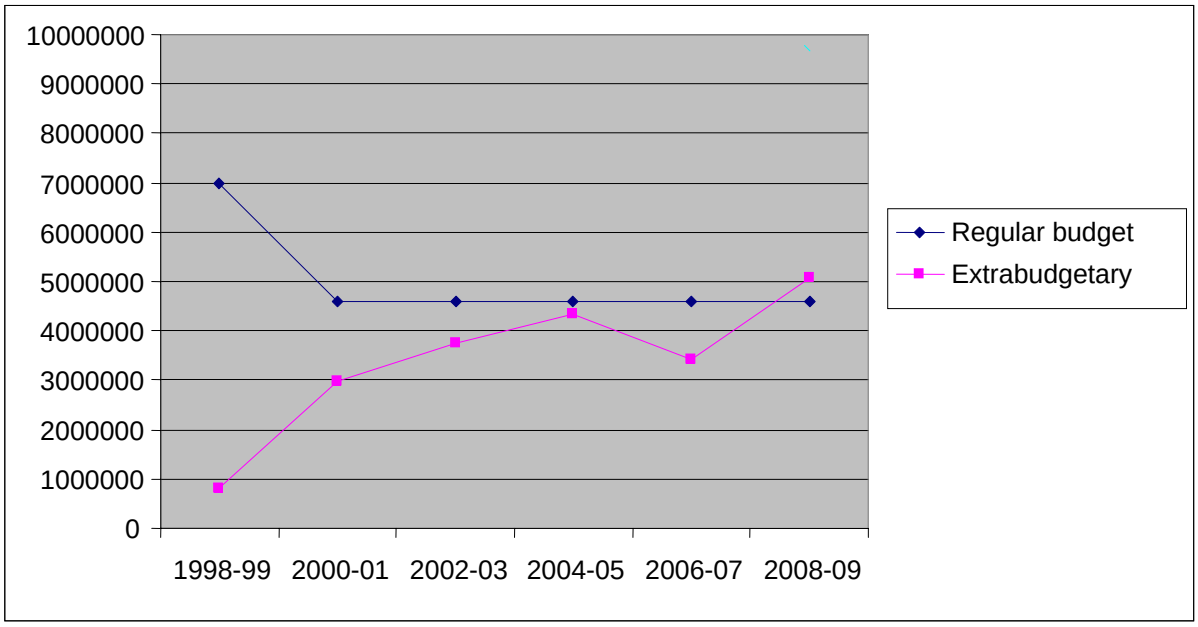
5.1

1. Introduction

UNESCO's International Bureau of Education (IBE) finds itself in an entirely paradoxical situation. On the one hand, it is considered to be an important institution, with a clear mission and whose activities are useful and effective; more and more is expected of it and it is required, in particular, to be a "centre of excellence" in the service of Member States. However, on the other hand, its budgetary situation has considerably deteriorated owing to a growing shortfall in the contribution of UNESCO's regular budget. On numerous occasions, the Director has drawn the attention of the governing body, the IBE Council, to this problem, which has itself expressed its concern on the subject. Indeed, while the importance of the institution in accomplishing the objectives of the Education (ED) Sector's Major Programme I, and the relevance and the quality of its activities have regularly been evaluated in a very positive way—as much by the Council or the General Conference as by the Member States involved in its programmes or by the external evaluation missions carried out by the Technopolis company in 2005 and the Navigant company in 2006—its human resources and budget have declined steadily over a ten-year period.

Thus, for the **1998/1999** biennium (29 C/5), while the allocation of UNESCO's regular budget amounted to **US$7,000,000**, this allocation—unchanged since 2002—was only **US$4,591,000 in 2008/2009** (34 C/5), in other words **a reduction of 34.4%.** During this same period, UNESCO's overall budget increased by 12.1% and that of the ED Sector by 3%. As for the **IBE's extra-budgetary resources**, while they represented **12% of its budget in 1998/1999**, they have been almost multiplied by five and represent, **for 2008, 58.2% of the budget** and, for the 2008/2009 biennium, **52.6%.**

The following table illustrates the evolution of the budgetary situation:



At the same time, the stable **human resources** (established posts) have dropped from **29** in 2000 to **16** in 2008, **in other words a decline of 44.8%.**

The ongoing shortfall in the IBE's human and financial resources places not only its programmes and its activities in real danger, but also, in the short term, **the very survival of the institution.** This alarming situation drew the attention of the 34th General Conference of UNESCO (2007). The purpose of the present document is, therefore, to respond to its request expressed in Resolution No. 4 concerning the IBE.

This Resolution:

(…) *Encourages* the Director-General to continue to strengthen the activities of IBE in the following

areas: peace education, science education, philosophy, arts education and education for sustainable development, **and *requests* him to submit to it at its 35th session a strategy designed to make the IBE UNESCO's centre of excellence for curricula, and a report on the resources required for that purpose**[1] in accordance with the overall strategy for UNESCO institutes and centres and their governing bodies, as approved in 33 C/Resolution 90 (…)

This request corresponds to the follow-up of decisions already adopted during the 33rd General Conference (Resolution 33 C/90) on the ***"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)"***, of which the relevant points are summarized as follows:

"The General Conference,

Recalling 21 C/Resolution 40.1, 30 C/Resolution 2 and 30 C/Resolution 83,
Having considered document 33 C/19 and in particular the recommendations by the Executive Board contained in 171 EX/Decision 23,
Decides that the principles and guidelines for category 1 and the criteria for category 2 institutes and centres, together with Annexes I and II of document 171 EX/18, as attached to document 33 C/19, constitute the ***"Overall Strategy for UNESCO Institutes and Centres and their Governing Bodies"***[2]*;*
Decides that this Overall Strategy shall supersede all relevant prior resolutions by the General Conference on the subject."

In January 2008, the IBE Council gave the Director of the IBE the mandate of preparing a draft document, in conformity with the Council's decision, as it appears in the Proceedings and Decisions of its fifty-sixth session:

"The 56th Session of the IBE Council;

Further recalling that the UNESCO Medium-term strategy for 2008–2013 (34 C/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 59th 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 58th session in January 2009, that gives due consideration to resource mobilization."[3]

2. The justification of UNESCO's Centre of Excellence in curriculum-related matters

UNESCO's explicit need to have available an international reference on curriculum-related matters already dates back to the end of the 1990s, for it was at that time that UNESCO's 30th General Conference (GC), in 1999, attributed to the IBE a "*renewed mandate as an international centre specializing in the content of education*". This mandate was renewed and made more specific during the General Conferences that followed, where the IBE is identified as the "*UNESCO institute specializing in the content and methods of education" (31st GC),* the "*UNESCO institute specializing in educational contents, methods, structures and curriculum development processes" (32nd GC),* the "*UNESCO institute specializing in educational contents, methods, policies and curriculum*

[1] Our emphasis.
[2] Idem.
[3] Idem.

development processes» (33rd GC), the "*UNESCO institute specialized in the content, methods, policies and processes of curriculum development" (34th GC).* At each General Conference, the Member States have reaffirmed the importance of the IBE in responding to the needs of their educational policies and in contributing to attaining the objectives of Major Programme I in the field of quality education for all. In fact, the curriculum plays a key role in the design, development, implementation, follow-up and evaluation of any educational policy reflecting the present time.

3. The importance of quality curricula

The question of curriculum reform is an ongoing issue and represents a major concern of educational policies in all countries of the world. Indeed, as is pointed out in the IBE's Strategy for 2008–2013: *"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."*[4]

"There are many ongoing 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."*[5]

4. State of the art: some characteristics of an institute "centre of excellence"

Assessments carried out in recent years, both in the context of preparing UNESCO's Overall Strategy for the institutes and those guiding the reform of the ED Sector, have largely contributed to clarifying the nature and role of these institutes in the field of education. Thus, their "identity card" can be summarized as follows:

Characteristics:
- Specialized research and training entities;
- Centres of innovation and competence in core subject/mission;
- Repository and source of knowledge;
- Laboratory of ideas for reform and change;
- Clearing-house.

[4] IBE Strategy 2008–2013, p. 9.
[5] Idem., p. 10

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;
- Co-ordinate with HQ and regional bureaux;
- Collaborate with organizations related to fundamental expertise.

Even though it is used frequently—both by UNESCO and elsewhere—the concept of a "centre of excellence" has been less clearly defined. However, if we wish to go beyond the rather subjective view of "excellent work", it is necessary to establish what this concept involves in a more profound way.

Is it possible to identify the **objective criteria** that will enable us to define what a centre of excellence is? Without exhausting the subject, it would seem that the following characteristics are necessarily associated with this title or "label" of a "centre of excellence":

- An institutional legitimacy based on clearly defined objectives and functions;
- A specific mission;
- A solid and realistic strategy;
- Relevant and effective programmes;
- Appropriate working methods;
- Functional autonomy;
- A wide range of partners;
- Competent human resources in sufficient numbers;
- A budget in keeping with the requirements of the mission.

How is the IBE positioned in relation to these nine criteria?

4.1 An institutional legitimacy based on clearly defined objectives and functions

The institutional legitimacy of the IBE, in the same way as that of all of UNESCO's institutes and centres, is precisely laid down in the *"Overall Strategy for UNESCO Institutes and Centres and their Governing Bodies"*, adopted by the 33rd General Conference.[6] Thus, the IBE "*must always serve a specific purpose within the fields of competence of UNESCO. It must be principally programme-driven, respond to both global and field-based needs, be part of an operational network, have a degree of functional autonomy, be accountable and transparent and have balanced staff and programme costs."*[7]

This same document, in Guideline I/1,[8] lays down the objective and functions of an institute such as the IBE:

Guideline I/1 – Purpose and functions: *The purposes which a UNESCO institute or centre (category I) may serve encompass one or more of the following:*

(i) to contribute to the conceptualization, design and formulation of UNESCO's programmes, objectives and strategies, including regional and sub-regional strategies;

(ii) to contribute to the pursuit of UNESCO's strategic objectives by providing deeper and concentrated resource support and services, especially through policy advice, capacity-building, training and outreach at regional and sub-regional levels with professional communities and counterparts in Member States;

[6] Document 33 C/19.
[7] Document 33 C/19, Annex : document 171 EX/18, Principle I/2 – p.5
[8] Idem, Directive I/1, p. 6

(iii) to serve as a laboratory of ideas, as a centre of excellence and experimentation as well as a standard-setter (e.g. in the areas of classification and accreditation as well as with respect to methodologies), both globally and regionally;

(iv) to function as a clearing-house and reference centre, to advance, deepen and impart knowledge and capacities and to employ novel modalities pertaining to a specific strategic objective or sub-objective of UNESCO's Medium-Term Strategy and its biennial programmes and budgets;

(v) to mobilize, in an innovative setting, a critical mass of specialized expertise, know-how and skills that cannot be made available within UNESCO's regular Secretariat structure;

(vi) to reinforce UNESCO's overall decentralization strategy, based on a clear delineation of responsibilities and division of labour especially with the field offices, taking into account the principles of subsidiarity and complementarity;

(vii) to enhance UNESCO's overall visibility, outreach and impact, as well as its public perception.

"*UNESCO institutes and centres are not only similar in administrative features, they also discharge similar functions. They are designed to serve as* ***centres of excellence*** *and* ***providers of technical support and expertise in their area of specialization*** *to Member States and other Secretariat units, including field offices. Indeed, one of the largest shares of activity of institutes and centres is devoted to* ***capacity-building in their respective fields of competence*** *in favour of Member States. It is largely through these institutes and centres that UNESCO is able to provide world-class capacity-building and technical support to Member States, as for instance in the area of educational management and planning through the IIEP or in the area of statistical capacities through the UIS. UNESCO-IHE is the world's leading institute for the training of water specialists and managers. 'Capacity-building' in that sense encompasses a broad range of activities, from the training of individuals to institution-building, to policy advice in an institute's or centre's technical area of expertise.*"[9]

Conclusion: as far as its institutional legitimacy based on clearly defined objectives and functions is concerned, the IBE can be considered as already corresponding to the criteria of a "centre of excellence".

4.2 A specific mission

The specific mission of the IBE has been clearly defined on several occasions by UNESCO's General Conference (see section 2 above). It is expressed in the following way in the IBE's Strategy for 2008–2013**: "***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."*[10]

Conclusion: as far as its specific mission is concerned, the IBE can already be considered as corresponding to the criteria of a "centre of excellence".

[9] Idem.
[10] IBE Strategy 2008–2013, p. 11

4.3 A solid and realistic strategy

Similar to UNESCO's Medium-Term Strategy for 2008-2013, that of the IBE was adopted by the IBE Council in January 2008 as a "rolling strategy", after a wide-ranging debate and a positive evaluation of the relevance of its strategic orientations and programming prospects. For the implementation of this strategy, the IBE benefits from a certain number of undeniable assets, which are the outcome of an important revision of its programme and activities, as well as the result of several years of positive experience in the service of Member States. **All of the IBE's strategic orientations, as well as the assets it has available to fulfil its mission, are included in the Annex.**

Conclusion: as far as a solid and realistic strategy is concerned, the IBE can already be considered as corresponding to the criteria of a "centre of excellence".

4.4 Relevant and effective programmes

Since the renewal of the institute's mandate in 1999, the IBE's programmes have considerably evolved towards a concentration of its activities, with greater relevance and effectiveness. In January 2007, the IBE Council approved the new programme structure and its more readable and easily understandable presentation.

As laid down in the IBE's Strategy for 2008–2103, during this period: "*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: ***Capacity development and technical assistance, knowledge production and management, and policy dialogue."***[11]

Capacity Development: 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.*

[11] Idem, p. 16.

- *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."*[12]

Knowledge production and management: 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 clearing-house 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 on-line 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."*[13]

Policy dialogue: 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 the 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."*[14]

Conclusion: as far as relevant and effective programmes are concerned, the IBE can be considered as already corresponding to the criteria of a "centre of excellence".

4.5 Appropriate working methods

Basically, it is the concrete needs and situations in Member States which determine the most appropriate and relevant working methods. In fact, as the IBE's Strategy for 2008–2013 reminds us: *"Decisions regarding the curriculum and the actual learning process are taken at different levels by*

[12] Idem, p. 22.
[13] Idem, p. 27.
[14] Idem, p. 30

multiple actors, from teachers in isolated rural schools who have to prepare lessons adapted to the local context for multi-grade 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."[15]

Many institutions throughout the world, either national, academic or even private, are participating in and committed to curriculum reforms. Without minimizing the work carried out by these institutions, it would be no exaggeration to say that, in this domain, the IBE brings an important added value since it is not only able to identify the problems, but also to suggest a holistic vision and to respond very rapidly to Member States' requests. At the methodological level, "*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."*[16]

Furthermore, its way of working is based on respecting political realities, the diversity of situations facing Member States and a participative approach aimed at empowering all the actors involved in improving education systems. "*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."*[17]

Finally, the IBE attaches great importance to South-South and North-South-South co-operation by involving as far as possible the best experts from all regions of the world in its activities.

Conclusion: as far as appropriate working methods are concerned, the IBE can already be considered as corresponding to the criteria of a "centre of excellence".

4.6 A wide range of partners

As a direct outcome of its mission and its methodological choices, it is not the purpose of the IBE to be a major centre of academic research where—theoretically perfect—models are developed to be then transferred to the field. On the contrary, the IBE bases its activities on research-action-training and on the mobilization of the widest possible range of partners and competencies drawn from the international educational community. "*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*

[15] Idem, p. 12.
[16] Idem, p. 11.
[17] Idem, pp. 11–12.

modest resources to carry out its mission, the IBE systematically combines its efforts with a wide range of partners, both within and outside UNESCO. As a result, its field-based assistance and support are normally delivered in collaboration with UNESCO regional and field offices,[18] *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 Coordination for Education and Culture, the Organization of Ibero-American States for Education, the Arab Bureau of Education for the Gulf States (ABEGS), 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."*[19]

As is also stressed in the UNESCO Overall Strategy: "*UNESCO institutes and centres maintain, within their fields of expertise, robust and high-level networks of experts and related institutions, which contribute to bolster UNESCO's outreach towards professional communities, including the NGO communities. Without such efforts, the institutes and centres would rapidly lose their comparative advantage and their standing as international reference institutions, laboratories of ideas and good practices in their areas of competence. It is indispensable that this level of competence and skills be maintained, and that its necessity be acknowledged."*[20]

Three figures will illustrate the importance of the linkage between the IBE and its global partners. Between **2002 and 2007, 2,438 people, coming from 123 countries, participated** in the institute's activities. The Community of Practice of curriculum specialists, for its part, **numbered 850 experts or institutions in 94 countries** in October 2008. In the context of preparatory activities for the forty-eighth session of the ICE, **thirteen regional conferences or seminars** were held in the world (three in Africa, three in Asia, three in Europe, two in Latin America and the Caribbean and two in the Arab States); they brought together in total around **900 participants coming from 127 Member States.**

Conclusion: as far as a wide range of partners is concerned, the IBE could already be considered to correspond to the criteria of a "centre of excellence".

4.7 Functional autonomy

It has to be admitted that the issue of the IBE's functional autonomy has, in past years, been a source of tension between the institute and UNESCO Headquarters. It is, in fact, not easy to find an institutional "equilibrium of powers" between the fact that the IBE, according to its Statutes (Article I), is, on the one hand *"within the framework of the United Nations Educational, Scientific and Cultural Organization, (…) an integral part thereof"* while, on the other, *"subject to the conditions laid down in the present Statutes, the Bureau shall enjoy wide intellectual and functional autonomy within the framework of UNESCO"*. Without doubt, some of these difficulties have been based on misunderstandings and on the lack of clarity in the basic texts. The "Overall Strategy for UNESCO Institutes and Centres and their Governing Bodies", adopted by the 33rd General Conference, has the advantage of considerably clarifying matters in this domain. It underlines both the fact that *"Functional autonomy is a key structural and operational requirement and feature of category I institutes and centres" (Principle I/5)*, that it is an asset, that it allows the strengthening of effectiveness, that it must be based on trust, and that the corollaries of this autonomy are accountability and transparency.

[18] In recent years, significant progress has been achieved in co-operation with all of UNESCO's field offices and their effective involvement in the IBE's activities.
[19] IBE Strategy 2008–2013, p. 13.
[20] Document 33 C/19, Annex: document 171 EX/18, p. 6.

***"Guideline I/4:** Institutes and centres shall have a degree of functional autonomy—laid down in the respective statutes and other pertinent decisions approved by the General Conference and in administrative documents approved by the Director-General. The relative autonomy is an asset, allowing the institutes and centres to operate in a more flexible manner and to attract substantial extra-budgetary funding. Yet, the institutes and centres are not independent from the Organization, which must preserve its institutional integrity. They act under the authority of the Director-General and their programme activities are an integral part of UNESCO's programme.*

*"The experience with the criteria adopted on an experimental basis in 2001 suggests that the work of institutes and centres is enhanced, not reduced, by **autonomy and flexibility**, as long as these are exercised in the context of a proper system of governance and accountability, and are related to the prevailing priorities of the Organization. The management of the institutes and centres needs to build on **mutual trust** and, as outlined above, the recognition that **organizational diversity** is an asset.*

*Granting **functional autonomy** to UNESCO institutes and centres is a strong asset for UNESCO as a whole. Functional autonomy means that the institutes and centres are given sufficient **delegated authority and flexibility** to carry out their mandate fully and effectively. The degree of functional autonomy varies according to each Category I entity. Arrangements concerning delegation of authority are different, especially in matters of staff management. Governing bodies may be chosen differently and discharge their responsibilities in a somewhat different manner. Functional autonomy as currently conceived and applied tends to support a system based on attaining results rather than on prescribing and enforcing burdensome procedures. Experience shows that the diversity in matters related to functional autonomy appears to work satisfactorily, and that it ensures a sufficient degree of independence in programme design and implementation.*

In particular, functional autonomy allows the entities concerned to respond more flexibly to requests and to attract funds which may not otherwise have been directed to UNESCO. In this respect, the performance of most institutes and centres in attracting extra-budgetary funding is praiseworthy.

*Functional autonomy should not translate into general rules applicable in all cases, but rather allow the design of **diversified approaches, including responsiveness to the communication needs of institutes in different regions and time-zones of the world, while recognizing the need for shared standards in matters related to accountability, transparency, management principles and reporting practices**. Ultimately, 'functional autonomy' is a matter of mutual trust, relying on a balance between autonomy and accountability. All efforts should be made to keep transaction costs in that regard to a minimum.*

The system appears all the more efficient as it is accompanied by 'checks and balances' and accountability in the form of audits, regular independent evaluations, and ongoing consultations with UNESCO programme sectors and field units. Most importantly, institutes and centres are subject to UNESCO's rules and regulations. It is nevertheless recognized that these rules and regulations may at times need to undergo revision and change to adapt to the different and changing needs of institutes and centres, in order to facilitate their work and proper functioning."[21]

Conclusion: as far as functional autonomy is concerned, the IBE could already be considered to correspond to the criteria of a "centre of excellence".

4.8 Competent human resources in sufficient numbers

The excellence of an institution depends, to a great extent—beyond the fact that its structures, mission, programmes, working methods and operation should be of high quality—on the excellence, motivation and commitment of the people responsible for the design and implementation of its activities. As is pointed out in the UNESCO Overall Strategy: *"The provision of technical assistance and capacity-building activities necessitate a high degree of **specialized competence and knowledge**, which require*

[21] Idem, p. 11.

*long-term investment and approaches. Thus, institutes and centres require **a highly competent core staff** of professionals in their areas of expertise; the **constant updating and upgrading of knowledge and competence**; the development of **cutting-edge analytical work and capacities**; support to a lively **professional dialogue through active networks** of skilled professionals; and the development and maintenance of (frequently online) **databases and information clearing-houses** on emerging trends and challenges for practitioners in areas of activity."*[22]

*"The experience gained over the last three years has also shown the critical need for UNESCO institutes and centres to be able to maintain and increase their level of **competence in their area of expertise**. This level can only be achieved through constant attention to proper recruitment, training and staff development. Present staff competence in institutes and centres is very high, and needs to be preserved."*[23]

The management of the institutes' human resources also presents an originality, directly based on the amount of functional autonomy they are granted. Thus, *"In accordance with the Appropriation Resolution in the Programme and Budget (C/5) by UNESCO's General Conference, the posts of category I institutes, whether funded from financial allocations provided by the Organization and from extra-budgetary resources, are not included in UNESCO's established posts, within the meaning of that appropriation resolution. Consequently, the posts of category I institutes are not subject to the requirements of regular programme posts. Yet, in filling vacant posts, the Directors bear in mind the need to implement a reasonable geographical distribution and pay attention to candidates from under-represented Member States. In accordance with the financial and budgetary autonomy provided through the Financial Regulations of each Institute's Special Accounts, the Directors decide on the creation or suppression of any post of the institute, within the limits of the budget voted by the governing body. Any new post should be accompanied by a post description, established on the appropriate UNESCO form, and shall respect the classification norms adopted by the Organization.*

The UNESCO institutes and centres apply existing staff regulations and rules as well as procedures of UNESCO to their personnel having the status of UNESCO staff members. The Director-General has delegated to each Director authority to manage their personnel up to certain levels. Thus, each institute's Director can take the decisions concerning the appointment, extension, promotion, and separation from service for all General Service staff and for Professional staff from grade P1 to P4 with the exception of the Director of UIS who can take decisions for grades P1–P5, in full respect of the above-mentioned regulations and rules.(…)

The Directors have full autonomy concerning the recruitment of supernumeraries, consultants and fee contractors, ALD, local staff or any other personnel not falling under the staff regulations and rules. Here again, the Directors follow the rules, procedures and fees applicable in UNESCO.

The UNESCO policy of staff rotation does not apply to personnel of the institutes and centres and in this respect their posts are not rotational within the mandatory rotation scheme, due account being taken of the fact that the international professional staff of the institutes/centres are generally very specialized, that they cannot exercise their skills well unless they are part of a team, that they require specialized training and are thus not easily replaced. However, international professional staff members of institutes/centres can be part of the voluntary rotation scheme and for that purpose they can apply for other posts within the Organization and in as much as possible such transfer will be encouraged. Posting of a limited number of institute/centre staff members in field offices can also be encouraged if it meets with the agreement of the Directors of the institute/centre and the field office concerned. Rotation of administrative staff in the Professional category may, within the voluntary rotation scheme, apply between the institutes/centres and Headquarters, but in a cycle which will be compatible with the institutes'/centres' cycle of programmes and budgets, which, unlike the rest of UNESCO, are yearly.

[22] Idem, p. 6.
[23] Idem, p. 7.

These provisions and practices notwithstanding, it is desirable to review periodically policies and arrangements pertaining to staff administration and management by UNESCO institutes and centres and to harmonize, as required, the degree of delegation of authority."[24]

As was shown in the introduction to this document, the IBE's human resources in "established posts" have, principally for budgetary reasons, diminished by 44.8% over a ten-year period. Meanwhile, over the same period, the requirements in terms of programmes, projects and activities have not ceased to increase. In 2008, the IBE had eight professional (P) posts and eight General Service (GS) posts, or 50% of the total in each category. In comparison, the staff of the ED Sector, which numbers 268 posts, is composed of 77.2% of professionals and 22.8% of General Services. It should be noted that the IBE's problem is not at all that it has too many GS posts, but rather **a serious shortfall in P posts.** If the ratio existing in the ED Sector were to be applied, the IBE would normally expect to have twenty-seven P posts and eight GS posts.

It should also be noted that, in order to cope with the serious situation in which it finds itself, in recent years the IBE has had to deal with the temporary recruitment (ALD contracts) of three professionals (two P4 and one P1/P2), as well as a significant number of young professionals engaged through a research assistant grant (BARD). In 2008, the latter amounted to nine persons, to which fifteen interns should be added. Furthermore, one person is temporarily serving under the Service Contract (SC) and twelve persons under the Special Service Agreement (SSA). Finally, the IBE has benefited over recent years from the services of several people made available free of charge by the Cantonal Employment Office of the Canton of Geneva.

Conclusion: as far as competent human resources in sufficient numbers are concerned, the evidence suggests that the IBE does not correspond to the criteria of a "centre of excellence".

It is not the quality, competence, motivation or commitment of the staff that is in doubt (both of the evaluations mentioned previously came to the same positive conclusion). It is the actual provision of posts in quantitative terms in the institute, particularly core professional posts, which are insufficient, associated with a detrimental imbalance in the short, medium and long terms as a result of which temporary appointments, appointments of limited duration (ALD), special contracts or research assistant grants constitute the bulk of work contracts. Such a situation of insecurity and lack of professional posts could in no way lead to the institutional stability required to accomplish its mission; it is contrary to both the letter and the spirit contained in UNESCO's Strategy as described above.

4.9 A budget in keeping with the requirements of the mission

The UNESCO Overall Strategy states that "*UNESCO institutes and centres shall normally receive funding under the biannual programme and budget of the Organization, except where their statutes provide for extra-budgetary financing of their activities. Each UNESCO institute and centre, with the exception of IHE, shall receive funding from the biannual Programme and Budget (C/5). Most institutes (except CEPES and UNEVOC) receive a lump-sum allocation, which can be used for staff and/or activities at the discretion of an institute and its governing body. This open allocation leaves the responsibility for ensuring the pursuit of targeted programme priorities and improvements in the ratio between staff and programme costs with an Institute Director and the governing body concerned. (…) The present arrangement of lump-sum allocations to most institutes is also considered to facilitate the raising of extra-budgetary resources. (…) As the provision of extra-budgetary funding by "baskets" is being introduced by some donors, UNESCO for its part will need to ensure full transparency how the funds are being allocated and utilized, providing also an opportunity for access by UNESCO institutes and centres."*[25]

[24] Idem, pp. 15–16.
[25] Idem, pp. 14–15.

As is emphasized by the IBE's Strategy 2008–2013, *"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."*[26]

For the **2006/2007 biennium**, the IBE received a financial allocation from **UNESCO's regular budget** amounting to **US$4,591,000**. It has, in addition, received **extra-budgetary resources from within UNESCO** (funds-in-trust, etc.) amounting to **US$1,233,515**. **Voluntary contributions** (Switzerland, Sweden) reached **US$2,010,697** and from various other resources **US$171,709**. Thus, **the total budget of the IBE in 2006/2007** amounted to **US$8,006,692**. In this total, the part of the regular budget was 57.3% and extra-budgetary resources 42.7%.

For **2008** (which is a special year due to the organization of the ICE), the IBE received a financial allocation from **the regular budget of UNESCO** totalling **US$2,295,500**; it has in addition received **extra-budgetary resources mobilized by UNESCO amounting to US$1,277,289** (of which US$350'000 was for the 48th ICE). **Voluntary contributions raised by the IBE** itself totalled **US$ 914, 205** and consisted of the contributions of Switzerland and Sweden. Additionally, **US$ 595,345** were made available **specifically for the ICE** (Ecuador, Kenya, Kuwait, India, Saudi Arabia, Spain, Switzerland, UNICEF and various UNESCO units/sectors). Altogether, this amounts to **US$ 5,082,339**; the part of the **regular budget** being **45,2%** of the total and **extra-budgetary resources 54,8%**. For **2009**, the IBE will receive from UNESCO a contribution of **US$ 2,295,500**; **UNESCO's extra-budgetary resources** (this is an estimate) should amount to a total of **US$ 1,000,000** and anticipated **voluntary contributions** should amount to approximately **US$ 1,320,000**. **The total provisional budget** amounts to **US$ 4,615,500**. For the **entire 2008–2009 biennium,** the provisional budget therefore amounts to **US$9,697,839**; the proportion of the **regular budget** represents **47.5%** and **extra-budgetary resources 52.5%**. By way of comparison, the total budget of the ED Sector for the same biennium amounts to US$177,050,500; the regular budget represents 61.3% of the total and extra-budgetary resources 38.7%.

	2006–2007	%	2008–2009	%
Regular budget	**4,591,000**	**57.34**	**4,591,000**	**47.34**
EXB/UNESCO	**1,233,515**	**15.40**	**2,277,289**	**23.50**
Voluntary contrib.	**2,010,697**	**25.11**	**2,234,205**	**23.04**
Others	**171,709**	**2.15**	**595,345**	**6.12**
TOTAL	**8,006,692**	**100**	**9,697,839**	**100**

Finally, it is necessary to emphasize the disturbing fact that, already for the 2008–2009 biennium, the contribution from UNESCO's regular budget will no longer be sufficient to cover personnel costs (established posts), the operating costs of the institute and expenditures on Council meetings. The deficit will be US$ 444,000 for the biennium and, if UNESCO's contribution from the regular budget remains unchanged in the coming years, the foreseeable deficit (and without adding any new posts) will be US$ 497,313 for the 2010–2011 biennium and US$ 993,162 for 2012–2013.

Conclusion: as far as a budget in keeping with the requirements of its mission is concerned, the evidence suggests that the IBE does not correspond to the criteria of a "centre of excellence".

Two principal elements should be highlighted: the shortfall of UNESCO's regular budget and its corollary, the present imbalance in extra-budgetary resources which means that, for example, for a number of years all programmes, projects and activities have been entirely financed by extra-budgetary resources. While it is normal that the institutes should mobilize supplementary resources, it is unhealthy for the institution if these are greater than the contribution from

[26] IBE Strategy 2008–2013, p. 13.

UNESCO's regular budget. This represents, particularly, a threat for the fundamental principle of multilateralism on which the Organization is based.

Finally, it should be stressed that the structural problems of the budget are made worse by day-to-day factors connected with the fluctuation of the dollar; thus, the IBE's budget is expressed in dollars, while it disburses the major part of its expenditure in Swiss francs.

5. Overall summary

In the introduction to Part 4 of this document, the following question was raised: **How is the IBE positioned in relation to the nine criteria defining what a centre of excellence is?**

As far as the **first seven criteria are** concerned—namely: an institutional legitimacy based on clearly defined objectives and functions; a specific mission; a solid and realistic strategy; relevant and effective programmes; appropriate working methods; functional autonomy; and a wide range of partners—it would seem no exaggeration to state that **the IBE corresponds to the norms to which one may refer when defining a "centre of excellence"**. Indeed, the texts governing the institute and its activities, whether arising from the General Conference, the Executive Board or the IBE Council, represent an unquestionable reference framework which is put into practice on a daily basis. In addition, the in-depth evaluations carried out at the end of 2005 by the Technopolis company, at the request of IOS, and at the end of 2006 at the request of the ED Sector by the Navigant company have confirmed the largely positive appreciation which, furthermore, the Member States and the beneficiaries of the IBE's activities and projects repeatedly express about the quality of the IBE's orientations and services.

While these represent important assets, there remain serious concerns. The conclusion of the evaluation report by Technopolis sums up the situation perfectly: ***"What today justifies that the IBE should remain a UNESCO institute, separate from the Headquarters as any other partner in the field of education, is not simply connected with its prestigious history, which saw Jean Piaget at the head of the organization, but is based on what has been accomplished since the end of the 1990s. The reform of the IBE is now almost entirely completed. In UNESCO's decentralized network, the IBE is in the process of becoming one of the most essential institutions as long as it succeeds in overcoming the remaining challenges and in enjoying attention and adequate resources from UNESCO Headquarters."***[27]

The worrying institutional weaknesses of the IBE have existed for some time and have been the subject of several actions—unfortunately unsuccessful—designed to overcome the impasse that threatens the very survival of the institution. As has been stated in this document, **this mainly concerns human resources and the budget**.

6. Towards a strategy aimed at making the IBE UNESCO's centre of excellence in curriculum-related matters

As this document has already adequately described, the IBE needs **urgent measures** to avoid falling into a situation of deficit, as is already anticipated for 2008/2009. In fact, despite the numerous economy measures carried out, the contribution from the UNESCO regular budget is no longer sufficient to cover the salaries of established posts, the operating costs and the meetings of the Council.

However, the IBE is also in urgent need of a more long-term strategy reflecting the wishes of the 34th General Conference. This strategy should concentrate, first, on the simple application of the relevant texts arising from the UNESCO governing bodies and, second, on the two most pressing problems: the

[27] Technopolis France SARL, *Evaluation du Bureau international d'éducation, Résumé exécutif du projet de rapport final*, 16 December 2005, p. 8.

IBE's shortfall of stable human resources; and its corrolary, the shortfall in UNESCO's regular budget. The implementation of such a strategy would require the mobilization of all the partners concerned, namely the IBE Council, the Member States, UNESCO Headquarters (particularly the ED Sector) and the IBE itself.

6.1 Principles

The principles which should guide this strategy are as follows:

Principle 1: The IBE—as with all other UNESCO institutes for education—represents an important element in a reformed ED Sector and an indispensable tool in achieving the objectives of UNESCO's Major Programme I.

Principle 2: To fulfill its mission, the IBE should benefit from a solid institutional foundation, depend upon "a body of highly qualified professionals" and, as a result, be provided with an adequate budget.

Principle 3: As an institution forming "an integral part of UNESCO", the IBE should therefore receive, as part of the regular budget of the Organization, an allocation enabling it to cover at the very minimum the staff salaries, the operating costs of the institute, the costs of the meetings of its governing body, as well as a part of its programme costs. As a result, concerning the distribution of UNESCO's regular budget, it should benefit from financing based on the principles of proportionality and equity.

Principle 4: As an institution enjoying "a wide intellectual and functional autonomy", to carry out its mission the IBE should continue to mobilize extra-budgetary resources. In the first place, as was foreseen in the reference texts, the IBE should have fair access to the extra-budgetary resources made available to UNESCO (funds-in-trust, etc.). In the second place, with the support of its Council and all Member States, the IBE should mobilize the other necessary extra-budgetary resources (voluntary contributions, technical assistance, projects, etc.). However, experience has shown that Member States or other institutions expect an adequate budgetary allocation from UNESCO as a pre-condition for their commitment. Without in the first place the application of Principle 2, it is impossible to escape from the "vicious circle".

6.2. Concrete proposals

The global budget that could reasonably be estimated to enable the IBE to carry out its mission and to implement effectively the activities foreseen in its Strategy 2008–2013 adopted by the IBE Council amounts to approximately **US$13,600,000 per biennium,** or **US$6,800,000 per year.**

How could this budget be financed?

Scenario 1: By applying the principles of proportionality and equity in relation to the ED Sector's budget, some 60% of this figure should be provided by UNESCO's regular budget and 40% by extra-budgetary sources.

In this scenario, the contribution from UNESCO's regular budget should therefore be US$8,160,000 per biennium, in other words an increase of US$3,569,000 compared to the present situation.

Scenario 2: Taking into consideration that the IBE, as an institute, enjoys wide intellectual and functional autonomy and that, for this reason, it should have equitable access to UNESCO's extra-budgetary resources while mobilizing its own large sums, it could be estimated that the proportion of the regular budget should be the same as that of extra-budgetary resources and, therefore, reach 50%.

In this scenario, the contribution of UNESCO's regular budget should therefore be US$6,800,000 per biennium, in other words, an increase of US$2,209,000 compared to the present situation.

What is the purpose of this budget?

First, it is a matter of the **rapid recruitment of new professionals** so as to create, at the very minimum, the "highly qualified core staff" mentioned in the UNESCO Overall Strategy concerning the institutes. Thus, the recruitment in the short term of two professionals at P4 level, as well as two professionals at P3 level and at least one young professional at P1/P2 level, represents the minimal threshold to set up this "core". The entry into service of these new staff members implies a **supplementary allocation of US$ 1,210,000** (standard costs) **as of the 2010–2011 biennium.**

Second, taking into account that the simple **increase in the cost of living** amounts to about 10% for the biennium**, US$ 459,100 would be used to compensate for this increase as of 2010-2011.**

Thirdly, in order to respect the fundamental principles of multilateralism, in the financing of UNESCO's regular budget it is necessary to ensure a certain balance between personnel, operating and programme costs (the latter, let us recall, is at present financed entirely by extra-budgetary resources). **According to Scenario 1** above, the remainder of UNESCO's regular contribution that could be used for financing activities, programmes and projects would amount to **US$ 2,359,000 and, according to Scenario 2, to US$ 539,900 for the 2010-2011 biennium.**

Annex

MAIN ELEMENTS OF THE IBE's STRATEGY 2008–2013[28]

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 in 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

[28] Stratégie du BIE 2008 – 21013, pp. 17 et seq.

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 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 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 clearing-house 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). Launched 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 ongoing 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 determine legitimate and sustainable processes of change in the school curriculum with a view to enhancing social cohesion.

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 a 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 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.

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 clearing-house function are on-line 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* (2006/2007), 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 online collaborative platform for curriculum development, at the service of the worldwide network of researchers and practitioners and, more generally, the UNESCO knowledge portal.

Most of the publications and thematic series produced by the IBE are made available through the website. These include 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.

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 of 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 seventy ministerial high-level officers from several countries in Sub-Saharan Africa (Angola, Benin, Burkina Faso, Burundi, Cameroon, Cape Verde, 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).

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Annex IX
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COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Fifty-eighth session

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28 to 30 January 2009

DRAFT PROGRAMME AND BUDGET 2010-2011 (35 C/5)

EXCERPTS

In order to facilitate the discussion on the Draft Programme and Budget for the 2010-2011 biennium (35 C/5) under Item 6 of the Provisional and Annotated Agenda (UNESCO/BIE/C.58/1 Prov./Add), this document contains excerpts from the "*Draft Resolution concerning the IBE, IIEP, UIL, IITE, IICBA and IESALC, for the 35th session of the General Conference*" and its related strategy and expected results for the IBE at the end of the 2010-2011 biennium.

6.2

UNESCO Category I Institutes in Education

Introduction

UNESCO has six Category I Institutes in education: the UNESCO International Bureau of Education (IBE); the UNESCO International Institute for Educational Planning (IIEP); the UNESCO Institute for Lifelong Learning (UIL); the UNESCO Institute for Information Technologies in Education (IITE); the UNESCO International Institute for Capacity-Building in Africa (IICBA); and the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC). These Institutes have full functional autonomy, which allows them to have greater flexibility and increased capacity to provide Member States with effective and efficient services. They are nevertheless integrally linked to Major Programme I, and work towards the same objectives and priorities of the Education Sector. Their roles are unique and provide an important contribution to the achievements of the Programme.

One of the key strategies of 35 C/5 is to create increased programme focus and improve synergies between all key players. For this purpose, the General Conference Resolution for the 35 C/5 concerning the Institutes will be presented as a single resolution, with the aim of demonstrating how the Institutes are an important implementation arm of Major Programme I, in particular in the fields of research, training and capacity development in their respective specialized areas. While the work of the Institutes may cover a wider spectrum and have specific expected results, the Resolution outlines their key contributions to a number of the expected results for Major Programme I. Moreover, throughout their work, the Institutes will contribute to Major Programme I's focus on 20 priority countries, by providing technical assistance and backstopping coordinated by the concerned UNESCO field office. The programme strategies and expected results of each of the Institutes are presented individually in the attached Annex.

Draft Resolution concerning the IBE, IIEP, UIL, IITE, IICBA and IESALC, for the 35th session of the General Conference

The General Conference,

Acknowledging the reports of the UNESCO International Bureau of Education (IBE), the UNESCO International Institute for Educational Planning (IIEP), the UNESCO Institute for Lifelong Learning (UIL), the UNESCO Institute for Information Technologies in Education (IITE), the UNESCO International Institute for Capacity-Building in Africa (IICBA) and the UNESCO International Institute for Higher Education in Latin American and the Caribbean (IESALC) for the 2008-2009 biennium,

Recognizing the importance of maintaining the functional autonomy of the Institutes in order to ensure that they can provide services to the Members States in a flexible, effective and efficient way,

Valuing the important contribution of the six Category I education Institutes in the fulfilment of Major Programme I, particularly with regard to capacity development and research, in the following key areas:

a) for the IBE : curriculum development, in particular through:

- provision of capacity development and technical assistance to curriculum specialists in Member States in the area of content, methods, policies and processes of curriculum development;

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

[…]

1. *Requests* the Council of the IBE and the Governing Boards of each of the other Institutes, acting in conformity with the Statutes of the Institutes and with the present resolution, when approving the Institute budgets for 2010 and 2011:

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

(b) to consolidate and develop the programmes and projects of each of the Institutes with the aim of contributing to the achievements of the expected results of Major Programme I as listed under point 3;

(c) to continue to mobilize the necessary human and financial resources so that each of the Institutes may accomplish its mission;

2. *Authorizes* the Director-General to provide support to the Institutes by granting a financial allocation under Major Programme I for a total amount of $16,900,000, distributed to each Institute as follows:

i. IBE: $ X

ii. IIEP: $ X

iii. UIL: $ X

iv. IITE: $ X

v. IICBA: $ X

vi. IESALC: $ X

3. *Requests* the Director-General to report in the statutory reports on the contribution of each of the Institutes to the achievement of the following expected results of Major Programme I, 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:

<u>IBE: contributing mainly to curriculum development in the areas of the following MPI results:</u>

Expected Result 5: National capacities strengthened to plan, implement and manage basic education, mainly in Africa

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

Expected Result 10: National capacities developed to integrate into policies and plan other cross-cutting issues relating to education for sustainable development and inclusive education, with emphasis on gender issues, with the aim of improving access, equity and quality

Expected Result 12: Stakeholders informed on global and regional trends in EFA through targeted research and the development, publication and dissemination of the EFA Global Monitoring Report, as well as other education reports

[…]

4. *Expresses its gratitude* to Member States hosting the Institutes and to the Member States as well as bodies and institutions that have contributed intellectually or financially to the Institutes' activities during the preceding biennia and invites them to continue supporting it;

5. *Invites* Member States, international organizations and other institutions: to contribute financially and by other appropriate means to the effective application of the Institutes' 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.

UNESCO International Bureau of Education (IBE)

Strategy

Since 1999, the International Bureau of Education (IBE) has been UNESCO's institute specializing in the content, methods, policies and processes of curriculum development. 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 the regions of the world. It aims to introduce innovative approaches in curriculum design and implementation, improve practical skills, and facilitate international dialogue on educational policies and practices.

Curriculum is a crucial component of any educational process. 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 competencies that are relevant to local and global needs. The IBE will respond to the emerging needs of countries and support them to cope with challenges impacting the quality of education, in particular 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. Expanding on existing programs, special attention will be maintained on priority Africa, while continuing to undertake South-South and triangular North-South-South cooperation as an implementation modality. Strategic approaches to promote and achieve gender equality within all programs will also be developed and implemented.

In 2010 and 2011 the IBE will work towards:

- Enhancing national capacities for the design, management and implementation of curriculum development processes among specialists, practitioners and decision makers ;
- Producing knowledge on the quality of curriculum-making processes and products;
- Informing innovative policies and practices in the field of curriculum reform and change in particular through the follow up actions of the 48th session of the International Conference on Education (ICE).

IBE's activities will thus contribute mainly to the results of MLA 2 (Expected Results 5 on Basic Education and Expected result 6 on Secondary Education), of MLA 3 (Expected Result 8, on sector-wide education policies; Expected Result 9 relating to HIV and AIDS and Expected Result 10 relating to cross-cutting issues in particular Inclusion). Furthermore, the activities related to knowledge management and production will also contribute to MLA 4 (Expected Result 12, relating to Education Reports and research).

Expected Results at the end of the biennium:

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

Performance indicators:

- Plans and programs of the Community of Practice in the field of curriculum development;
- The number of people and institutions trained;
- Number of countries benefiting from targeted technical assistance;
- Number and quality of materials, resources and training tools produced and used.

Knowledge and relevant data on education systems, existing curricula, curriculum development processes, good practices and innovations produced and made available

Performance indicators:

- IBE databases (World Data on Education; Country dossiers; HIV and AIDS education clearinghouse; etc.) maintained, updated and enriched;
- IBE website improved, regularly updated and fully integrated into the UNESCO Portal;
- Statistics on the number of visits to the site;
- Research and Studies published and made available including to the EFA Global Monitoring Reports.

International policy dialogue on educational policies broadened and support extended for the implementation of the recommendations of the 48th International Conference on Education (ICE)

Performance indicators:
Number of follow up actions targeting inclusive education policies and number of countries involved.

Distribution: limited

UNESCO/IBE/C.58/Proceedings and Decisions
Annex X

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UNESCO/IBE/C.58/Compte rendu et Décisions
Annexe X
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ORGANISATION DES NATIONS UNIES
POUR L'EDUCATION, LA SCIENCE ET LA CULTURE

COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

CONSEIL DU BUREAU INTERNATIONAL D'EDUCATION

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