



UNESCO/BIE/C.61/Proceedings and Decisions  
Geneva, 7 March 2012  
Original: English

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

Geneva, 25-27 January 2012

**PROCEEDINGS AND DECISIONS**



## 1. Opening of the session

1. The 61<sup>st</sup> session of the IBE Council was opened at 10.00 on Wednesday, 25 January 2012 by Mr Ole BRISEID, the President of the IBE Council, who extended a cordial welcome to all the members of the Council and expressed good wishes for the year 2012. He also extended a special welcome to the fourteen new members of the Council and to Mr. Qian Tang, Assistant Director-General for Education (ADG/ED).

2. Before proceeding to Item 2, adoption of the provisional agenda, the President recalled that in November 2011 the 36<sup>th</sup> session of the UNESCO General Conference took an important future-oriented decision regarding the IBE by unanimously adopting the Strategy to make the UNESCO International Bureau of Education (IBE) UNESCO's Centre of Excellence (CoE) in Curriculum. Therefore, the overarching challenge for the IBE Council over the next four years will be to ensure the implementation of the adopted Strategy in an efficient and satisfactory way and in close cooperation with the IBE Director and the Secretariat. The President expressed his concern for the serious financial constraints that the IBE is facing, but he also emphasized that the IBE's mission and mandate is at the very core of the 'quality challenge', which is at the top of the international education agenda. Consequently, the IBE has now the opportunity to respond to the needs of Member States by realizing the ambitions and attaining the objectives and expected achievements spelled out in the Strategy. The President then listed the main documents to be discussed and the draft decisions to be adopted with regard to the main aspects of the implementation of the Strategy.

3. The IBE Director, Ms. Clementina Acedo, seconded the views of the President. She further welcomed Mr. Qian Tang, ADG/ED, as well as the new members of the Council and conveyed Ms. Irina Bokova's regrets for not being able to attend the session of the Council.

4. Twenty-five Member States were represented at the session and representatives of two Member States attended as observers. The list of participants is attached as *Annex XVI*.

## 2. Adoption of the agenda and annotated agenda

(Document: UNESCO/BIE/C.61/1/Prov + Addendum)

5. Subsequent to the proposal to invert items 5 and 6 because it would be more logical to first have a discussion on the implementation plan of the CoE Strategy before the presentation of the programme of activities for 2012 and the budgetary and related issues, the President proposed to adopt the amended agenda and annotated agenda (as reproduced in *Annex I*).

### DECISION

**The Council adopts the agenda and the annotated agenda of the 61<sup>st</sup> session of the IBE Council with the following amendment: item 6 becomes item 5, and item 5 becomes item 6.**

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

(Documents: *Statutes of the IBE and Rules of Procedure of the Council of the IBE*)

6. The Council proceeded to the election of the President, the members of the Steering Committee and of the Administrative Group for the 2012-2013 biennium, following the election of fourteen new Council members that took place at the 36<sup>th</sup> session of the General Conference of UNESCO (see the new composition of the Council, attached as *Annex II*).

7. In line with the principle of geographical rotation, and as decided by the Council at its 59<sup>th</sup> session, Electoral Group II (Central and Eastern Europe) would hold the Presidency for 2012-2103. However, it was also recalled that the outgoing President can be re-elected with the support of Electoral Group II, provided that the Council agrees with the proposal. After recognizing the important work done by the President over the two last years, Electoral Group II then proposed to re-elect Mr. Ole BRISEID as President, and the Council unanimously agreed. Following consultations within the different Electoral Groups, the Council also elected the members of the Steering Committee and of the Administrative Group.

## **DECISION**

**The Council unanimously re-elected Mr. Ole BRISEID as its President.**

On the proposals of each of the Electoral Groups, the Council elected as **members of the Steering Committee** the following five Vice-Presidents:

- Group I (Western Europe and North America): **Norway**
- Group II (Eastern and Central Europe): **Georgia**
- Group III (Latin America and the Caribbean): **Dominican Republic**
- Group IV (Asia and the Pacific): **Malaysia**
- Group Va (Africa): **Nigeria**
- Group Vb (Arab States): **Bahrain**

On the proposals of each of the Electoral Groups, the Council elected as **members of the Administrative Group**:

- Group I (Western Europe and North America): **Israel**
- Group II (Eastern and Central Europe): **Slovakia**
- Group III (Latin America and the Caribbean): **Brazil**
- Group IV (Asia and the Pacific): **Philippines**
- Group Va (Africa): **Burkina Faso**
- Group Vb (Arab States): **Lebanon**

8. The Council took note of the fact that representatives are elected into the Steering Committee and the Administrative Group in their personal capacity; however, they may, if unable to attend, ask to be represented by someone else.

## **4. IBE activities during 2011**

*(Document UNESCO/BIE/C.61/2 and C.61/Inf. 2, Annex III)*

9. After having congratulated the President for his re-election, the IBE Director presented the main aspects of her report related to the IBE's activities in 2011, emphasizing that the

programme is fully aligned with the Main Lines of Action (Education Sector) of the 35 C/5. She highlighted the main achievements and challenges as well as the progress made in 2011 within each programme. She referred in particular to the developments related to the implementation of the Diploma on Curriculum Design and Development in Latin America and, in 2011, also in Africa, in close collaboration with the respective UNESCO Regional Education Bureaus and local academic institutions. Finally, she briefly described the preparatory process to develop a plan of action for the implementation of the Strategy, which involved the Programmatic Review, the Rapid Organizational Assessment (ROA) and the External Audit carried out during 2011. (The IBE Director's presentation is attached as *Annex XI*).

10. The Administrative Group's Report (Document: *UNESCO/BIE/C.61/Inf.3*, paragraphs 2 to 9), was presented by the Chair of the Administrative Group, Mr Fouad CHAFIQI, representative of Morocco. (The Report is attached as *Annex IV*).

11. An enriching debate then followed, in which many members of the Council congratulated the Director for the short and concise report and expressed their appreciation for the progress made during 2011. The increased collaboration with partner institutions and organizations was considered a positive development, and the further enhancement and expansion of strategic partnerships was recommended. Some members also suggested that it would be important to address strategic directions and priorities in a more consistent way, and to emphasize more other important aspects linked to the strategic vision. Other members suggested that the IBE should organize more activities in Asia and the E9 countries. Finally, the representative of Nigeria informed the IBE Director of the intention to host a regional workshop on curriculum change and innovation in 2012, and expressed the wish to benefit from the IBE's experience and expertise for the organization of this workshop.

12. In her reply, the IBE Director thanked the members of the Council for their constructive comments and suggestions. She explained that the strategic directions are more explicitly addressed in the proposed programme for 2012, and particularly in the draft implementation plan of the Strategy which highlights the required changes for the IBE to become a CoE. In recalling the 'quality challenge', she emphasized the fact that the focus on curriculum is key and that in the case of contemporary educational reforms many countries are addressing the challenges linked to the curriculum in terms of adapting to new situations, reorienting contents and teaching and learning approaches, and paying more attention to emerging issues such as, for example, education for sustainable development (ESD), human rights, and citizenship education. She also referred to the complexities involved in current curriculum development and reform processes, which go well beyond the typical design of study plans and also involve a policy dialogue dimension. Finally, whilst recognizing that the IBE is a small institute and that it cannot organize a significant amount of activities in all the regions every year, she took note of the proposal made by the representative of Nigeria.

## **DECISION**

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

- **Takes note of the comments and recommendations of the Report of the Administrative Group (UNESCO/BIE/C.61/Inf.3);**
- **Approves the Report of the IBE Director on Activities in 2011 (UNESCO/BIE/C.61/2);**

- **Commends the IBE Director for the implementation of the programme 2011 and for a more analytical report stressing results achieved and in particular priorities and challenges faced;**
- **Takes note of the Pre-final Accounts of the IBE as at 31 December 2011 (UNESCO/BIE/C.61/Inf.2), cleared by the Bureau of Financial Management of UNESCO;**
- **Delegates to the Steering Committee the authority to formally approve the 2011 accounts, certified by the Bureau of Financial Management of UNESCO, in its forthcoming meeting in mid-2012.**

### **Address of Mr. Q. Tang, Assistant Director-General for Education (ADG/ED)**

13. At the beginning of his intervention, Mr. Q. Tang, ADG/ED, recalled the current difficult financial situation of the Organization and the severe impact of the 31% budget cut on the programme of the Sector (including the Institutes), which unfortunately occurred at a crucial moment, taking into account that the year 2015 is approaching, i.e. the year in which the EFA goals should be attained. He mentioned the fact that there is a new strategic vision and Member States and partners are increasingly recognizing that now UNESCO is different and is playing a leading role. Given the reduced financial resources, he emphasized the fact that it is necessary to sharply focus on the priorities, and that improving the quality of education is certainly one of the most important areas of action where UNESCO is expected to support the efforts of Member States. After evoking the ED Sector priorities for the next few years, which include literacy, planning, technical and vocational education and training, and teachers (the latter being the main priority), Mr. Tang briefly highlighted the main aspects of the reform aimed at improving the implementation of programme activities which include: reorganizing the field network starting from the African region, redeploying staff, and streamlining the ED Sector. In recognizing that the IBE is an important arm of the Sector, Mr. Tang expressed the wish that the Council will be able to guide the process of transforming the IBE into a CoE, thereby making it possible for the Institute to provide a more effective contribution to the work of the ED Sector. Finally, Mr. Tang informed the Council of the forthcoming comprehensive internal review of ED Category I institutes. The purpose of this review is to identify major issues – programmatic, administrative and financial – faced by education institutes and centres and to propose solutions so that these essential constituencies of the Sector can function with maximum efficiency and impact.

14. Several participants congratulated the ADG/ED for his stimulating intervention and expressed their support for the reform and the streamlining of the Sector. It was noted that it is important for UNESCO to act as a single entity, to better coordinate its activities, and to strongly focus on a few priorities. Some delegates also expressed their concern about the severe budgetary reduction envisaged for 2012, as it is vital to provide the education institutes, including the IBE, with the appropriate financial means and human resources for supporting the work of the ED Sector in the most effective and efficient manner.

15. At the end of the morning session, the Minister of Education of Bahrain and the IBE Director signed a Memorandum of Understanding aimed at supporting new developments in Bahrain in the field of school curricula, particularly in the area of citizenship and human rights education curricula.

## **5. Implementation plan of the Strategy aimed at making the IBE a Centre of Excellence in curriculum**

*(Document UNESCO/BIE/C.61/Inf.4, Annex V)*

16. In introducing item 5, the President of the Council explained that item 5.1, the implementation plan, should be viewed as the overall implementation framework, while items 5.2 to 5.5 (i.e. programme priorities, organizational structure, policy dialogue including the ICE, and the IBE's governance) refer to some essential steps in the implementation process requiring specific decisions.

17. The IBE Director gave a comprehensive presentation of the implementation plan, emphasizing the fact that it is a general and flexible framework or roadmap which considers short, medium and long term actions, especially at the level of the programmes, and also contains aspects related to the IBE organizational structure, policy dialogue (including the ICE), and the IBE's governance. She also explained that the implementation plan is linked to the resource mobilization plan and the advocacy and communication strategy to be discussed later during the session of the Council. (The IBE Director's presentation is attached as *Annex XII*). The Director also made reference to the main aspects of two additional documents, the Programmatic Review and the Rapid Organization Assessment (ROA), that have provided useful input for the definition process of the implementation plan. The main purpose of the Programmatic Review, as explained by the Director, was to look at the IBE's vision, mission, and objective statements and ascertain whether the programmes and services are relevant, innovative, of high quality, and consistent with the IBE mission and goals as a CoE. The ROA was carried out soon after the Programmatic Review and complements it, offering some additional recommendations on issues related to the IBE's internal organizational structure, management, communication, and governance. (The Programmatic Review 2011 is attached as *Annex VI* and the ROA as *Annex VII*).

18. Following the presentation by the IBE Director, several participants expressed appreciation for the framework plan but also concern about the financial constraints and the required additional financial resources for implementing the Strategy. It was also noted that within the implementation plan it is necessary to further define the priorities in line with the actual resources, the needs of Member States, and the priorities of UNESCO, and it was suggested that due attention should be paid to the strengthening of research and the enhancement of networking and partnerships. Some representatives recommended ensuring an appropriate monitoring of the implementation process and progress made in terms of achievements and challenges met, also in light of the reports to be submitted to the future sessions of the General Conference. Issues concerning the IBE's governance, policy dialogue and the ICE were also raised and taking into account that these are important components that should be in line with the new role of the IBE as a CoE as put forward in the Strategy, it was recommended that a Working Group be set up to review the current situation and prepare some concrete proposals for change to be discussed and approved by the Council. Bearing in mind the need to accelerate the implementation process, several participants recommended that the Secretariat work more closely with the Steering Committee and suggested to exceptionally delegate to the Committee the power to take consensual decisions on the implementation of the Strategy to be submitted to the Council for formal approval.

19. After having thanked the participants for their valuable comments and suggestions, the IBE Director further clarified some aspects of the implementation plan, giving examples of how the envisaged activities have been planned for the short, medium and long term. She added that the 31% reduction of the financial allocation from the UNESCO budget will produce a deficit in the budget of the IBE, mainly covered by the reserves, and this will

probably require the postponement of a number of actions and more intensive internal work during 2012. She also joined the concern expressed by delegates with regard to the funding of the Strategy, as its full implementation would require raising an estimated 2 million USD per year over the next four years.

## DECISION

### 5.1. Concerning the implementation framework, the 61<sup>st</sup> session of the IBE Council:

- **Recalling 33 C/Resolution 90, 34 C/Resolution 4, 35 C/Resolution 14 and 36 C/Resolution 10; and document 36 C/18 adopted during the 36<sup>th</sup> session of the UNESCO General Conference;**
- **Reaffirming the priority placed on education within UNESCO's mandate and recognizing the engagement of the Director-General to enhance UNESCO's role in promoting quality Education for All;**
- **Approves the proposed implementation plan of the Strategy as a general framework for implementation;**
- **Takes note of the estimated financial implications of the Strategy;**
- **Requests the IBE Director, in close cooperation with the IBE Council and with the active support of UNESCO Headquarters, Field Offices and other stakeholders, to take the necessary steps for the implementation of the Strategy as it was adopted by the General Conference;**
- **Requests the IBE Director to report to the IBE Council at each session for the next four years on the progress on the implementation of the Strategy. The focus should be on the results achieved and the challenges met. The Steering Committee will be responsible for monitoring the implementation between Council's sessions;**
- **Requests the IBE Director to prepare a progress report to the 37<sup>th</sup> session of the UNESCO General Conference (2013), and a final report to the 38<sup>th</sup> session of the General Conference (2015). Both reports will have to be endorsed by the IBE Council before they are forwarded to the Director General of UNESCO for presentation to the General Conference;**
- **Urges the IBE Director, in cooperation with the IBE Council through its President, to seek additional extra-budgetary funds, particularly for the programme activities proposed in the strategy;**
- **Calls upon Member States to support the attainment of the goals of the strategy, including voluntary and extra-budgetary contributions to core programme.**

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### 5.2. Concerning programme priorities, the 61<sup>st</sup> session of the IBE Council,

- **Recalling document 36 C/18;**
- **Taking note of the Programmatic Review 2011 (UNESCO/BIE/C.61/Inf. 7);**



- **Requests** the IBE Director to present to the 62<sup>nd</sup> session of the IBE Council recommendations of revision of priorities, expected outcomes, programme activities and services consistent with the revised mission statements and broad objectives of IBE as a CoE.
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**5.3. Concerning staffing and organization structure, the 61<sup>st</sup> session of the IBE Council:**

- **Takes note** that the IBE should review and, if appropriate, redesign its organizational structure to logically reflect and efficiently manage its functions as CoE, as stated in the document 36 C/18;
  - **Takes note** of the preparatory steps to the implementation of the CoE Strategy undertaken by the Director and the IBE team including the Rapid Organizational Assessment (ROA) (UNESCO/BIE/C.61/Inf. 6);
  - **Requests** the IBE Director, to comprehensively review jointly with UNESCO HRM the IBE organizational and staffing structure, revising staff profiles and post classification as well as possible contractual arrangements in order to present the new organizational structure to the 62<sup>nd</sup> session of the IBE Council.
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**5.4. Concerning the process of implementation with regard to policy dialogue and the ICE, the 61<sup>st</sup> session of the IBE Council:**

- **Recalling** that the document 36 C/18 underlines the promotion of policy dialogue, with particular emphasis on the ICE as a major policy dialogue of Ministers of Education;
- **Taking note** that the ICE has been considered to be strategically important for making the IBE a Centre of Excellence;
- **Being aware** of the organizational and financial challenge of the ICE, particularly in the implementation phase of the Strategy and in view of the financial constraints of UNESCO and the IBE;
- **Decides** to set up a Working Group (WG) composed by one representative of each of the six electoral groups, in addition to the IBE Director and one representative of the Education Sector.
- **Further decides** that the mandate of the WG will be in line with point B5 in document 36 C/18;
- **Recommends** that, due to the present financial constraints of the IBE and UNESCO, the WG communicates electronically as much as possible, in an open-ended way, and that the WG presents the initial results of its discussions to the next Steering Committee meeting and a draft report to the 62<sup>nd</sup> session of the IBE Council.

The Council elected as **members of the Working Group:**

- Group I (Western Europe and North America): **Switzerland**

- Group II (Eastern and Central Europe): **Bulgaria**
- Group III (Latin America and the Caribbean): **Brazil**
- Group IV (Asia and the Pacific): **China**
- Group Va (Africa): **Senegal**
- Group Vb (Arab States): **Bahrain**

ADG/ED will designate the representative of UNESCO's Education Sector as soon as possible.

The Chair of the Working Group (WG) will be: **Switzerland**

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#### **5.5. Concerning IBE's governance, the 61<sup>st</sup> session of the IBE Council:**

- **Recalling point C3 of document 36 C/18;**
  - **Decides to initiate a process to review the current governance structure of the IBE;**
  - **Further decides that the Working Group established under point 5.4 above will also have a mandate in line with point C3 in document 36 C/18. The initial results of this process will be reported to the next Steering Committee meeting.**
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#### **5.6. Taking into account the decisions above, the 61<sup>st</sup> session of the IBE Council:**

**Decides to exceptionally delegate to the Steering Committee in between sessions of the Council the power to take the necessary consensual decisions on programme priorities, organizational structure, policy dialogue, and governance for implementing the Strategy for making IBE a CoE, on the understanding that the members of the Steering Committee shall consult and reflect their respective groups' opinion before taking decisions. The Steering Committee will submit a comprehensive report to the 62<sup>nd</sup> session of the IBE Council on progress and decisions taken for formal approval.**

### **6. IBE programme of activities for 2012**

*(Documents: UNESCO/BIE/C.61/3 + its Addendum, Annex VIII; and UNESCO/BIE/C.61/Inf.3, Annex IV)*

20. The Director presented the main lines of the draft programme of the IBE's activities for 2012, as well as the draft budget for the coming year. She highlighted the fact that the 31% reduction in the UNESCO financial allocation will affect not only the budget for the programme but especially the staffing structure, and the impact of this severe reduction on the critical initial phase of the implementation of the Strategy should not be underestimated. (The Director's presentation is attached as *Annex XIII*).

21. The representative of Morocco, on behalf of the Administrative Group, presented paragraphs 10 to 15 of the Report of the Administrative Group, as well as the Appropriation Resolution for 2012. (See *Document UNESCO/BIE/C.61/Inf.3*).

22. In the discussion that followed, many delegates observed that it is crucial for the IBE to expand networks and partnerships, create more synergies, and take full advantage of South-

South cooperation to carry out its activities with limited resources. The partnership with the UNESCO Institute for Statistics (UIS) was noted with satisfaction, as it allows the IBE to enhance and maximize its contributions. The priority focus on Africa, in particular the Diploma on Curriculum Design and Development, was highly appreciated and it was suggested that the possibility of involving African French-speaking countries in this important activity be considered. It was also suggested that more work in Asia be done, preferably in partnership with key institutions and organizations in light of the current financial constraints.

23. In her reply, the IBE Director stated that the Secretariat will take into account the proposals put forward, but also suggested that careful consideration be taken of the current financial constraints and the very limited budget available. In terms of partnerships and synergies, she briefly recalled the IBE support to the Basic Education for Africa Programme (BEAP), the significant contribution provided to the development of the UNESCO General Education Quality Analysis/Diagnosis Framework (GEQAF), and the close cooperation established with the Regional Education Bureaus in Latin America, Africa, Asia and the Arab States. With regard to the Diploma, the Director specified the intention to bring an international comparative and cross-regional enriching dimension to the development of capacities of curriculum specialists, for example through case studies carried out in different regions of the world. She finished by making a call for increasing the financial resources made available to the IBE, through special contributions to a 'Stability Fund' as proposed in the Report of the Administrative Group.

## **DECISION**

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

- **Takes note of the comments and recommendations of the Report of the Administrative Group (UNESCO/BIE/C.61/Inf.3);**
- **Requests the Director General to take into account the adoption of the CoE Strategy by the 36<sup>th</sup> Session of the General Conference and that this decision should be considered by Headquarters for consequently reviewing the level of reduction to the IBE allocation stemming from the UNESCO budget in order not to jeopardize the implementation of the above mentioned Strategy;**
- **Approves the planned Programme of Activities for 2012 (UNESCO/BIE/C.61/3), with a view that its implementation will take into account the comments made by the Council, especially the demand that all allocations and contributions that may complement the IBE Special Account be used to prioritize the implementation of the CoE Strategy;**
- **Approves the draft budget of the IBE for 2012 (UNESCO/BIE/C.61/3-Addendum) as well as the Appropriation Resolution for 2012 (para. 15 of the Report of the Administrative Group, document UNESCO/BIE/C.61/Inf.3), on the understanding that the Director of IBE can only accept funding or support that is clearly aligned with the UNESCO priorities and the strategic objectives of IBE.**

**7. Resource mobilization plan and advocacy and communication strategy**

(Documents : UNESCO/BIE/C.61/Inf.5, Annex IX; and UNESCO/BIE/C.61/Inf.9, Annex X)

24. The IBE Director briefly introduced the resource mobilization plan and the advocacy and communication strategy explaining that both have been prepared in close linkage with the implementation plan of the Strategy. (The IBE Director's presentations are attached as *Annex XIV and XV*).

25. In the debate that followed, several delegates stressed the fact that raising additional funds for the implementation of the Strategy is an essential task and that all opportunities must be explored and exploited, including for example the European Commission funds and public-private partnerships. It was also mentioned that the President of the Council and the ADG/ED have an important role in helping the IBE and the Director to mobilize resources, as well as the members of the Council.

26. The IBE Director thanked the participants for their useful suggestions, which will be taken into account in the implementation of the resource mobilization plan and the advocacy and communication strategy.

**DECISION**

**7.1. Concerning the resource mobilization plan, the 61<sup>st</sup> session of the IBE Council:**

- **Recalling 34 C/Resolution 4 and 35 C/Resolution 14; and document 36 C/18 adopted during the 36<sup>th</sup> session of the UNESCO General Conference;**
- **Calls upon members of the IBE Council to support the IBE Director in the effort of seeking additional financial resources, especially through core contributions within the framework of multi-year agreements as well as other extra-budgetary resources, including the private sector;**
- **Takes note of the proposed resource mobilization plan for IBE (UNESCO/BIE/C.61/Inf. 5), including the comments of the members of the Council;**
- **Requests the IBE Director to establish a resource mobilization committee calling upon three members of the Council to support the IBE team with an active advocacy for fundraising and advisory roles and report on the progress made at the 62<sup>nd</sup> session of the IBE Council.**

**7.2. Concerning the advocacy and communication strategy, the 61<sup>st</sup> session of the IBE Council:**

- **Recalling 34 C/Resolution 4 and 35 C/Resolution 14; and document 36 C/18 adopted during the 36<sup>th</sup> session of the UNESCO General Conference;**
- **Takes note of the advocacy and communication strategy for IBE (UNESCO/BIE/C.61/Inf. 9);**
- **Requests the IBE Director to report on the progress made at the 62<sup>nd</sup> session of the IBE Council.**

**8. Dates for the 62<sup>nd</sup> session of the IBE Council**

**DECISION**

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

- **The 62<sup>nd</sup> session of the IBE Council will be held from 23 to 25 January 2013. This should be preceded by the meeting of the Administrative Group;**
- **The meeting of the Steering Committee of the Council will be tentatively held in the first week of September 2012.**

**9. Any other business**

None.

**10. Adoption of the decisions of the 61<sup>st</sup> session (UNESCO/BIE/C.61/Decisions/Prov.1)**

**DECISION**

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

- **Approves the text of its decisions (UNESCO/BIE/C.61/Decisions/Prov.1);**
- **Entrusts the IBE Secretariat with the task of publishing the Proceedings and Decisions of the 61<sup>st</sup> session of the Council by the end of March 2012, after having circulated a draft to the Council members for possible comments.**

**11. Closing of the 61<sup>st</sup> session**

27. Prior to the closing of the session, the President addressed the members of the Council thanking them for the constructive and result-oriented meeting during which a number of important decisions have been taken. He also thanked the IBE Director and the IBE team for the hard and diligent work carried out. Finally, he informed the participants of the presentation of a short video on the Diploma in Africa and a ceremony to pay tribute to Ms Claude Caparros, IBE staff member retiring after 38 years of service taking place soon after the closing of the session. The IBE Director then took the floor to thank the President and the members of the Council.

28. The President closed the 61<sup>st</sup> session of the Council on Friday, 27 January 2012 at 11.15.





Annex I - UNESCO/BIE/C.61/1/Add.  
Geneva, 25 January 2012  
Original: English

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

Geneva, 25-27 January 2012

**AGENDA AND ANNOTATED AGENDA**





## **AGENDA**

Wednesday, 25 January 10:00 a.m. – 1:00 p.m.

1. **Opening of the session**
2. Adoption of the **Agenda** (UNESCO/BIE/C.61/1/Prov./Rev.) and of the **Annotated Agenda** (UNESCO/BIE/C.61/1/Prov./Add)
3. **Election** of the President, the Steering Committee and subsidiary bodies of the IBE Council
4. **IBE activities during 2011** (UNESCO/BIE/C.61/2)

Wednesday, 25 January 3:00 p.m. – 6:00 p.m.

5. **Implementation plan of the Strategy aimed at making the IBE a Centre of Excellence in curriculum** (UNESCO/BIE/C.61/Inf. 4)
  - 5.1 Implementation Framework
  - 5.2 Programme priorities (process of implementation)
  - 5.3 Organizational Structure (process of implementation)
  - 5.4 Policy Dialogue, including the International Conference on Education (ICE) (process of implementation)
  - 5.5 Governance (process of implementation)

Thursday, 26 January 10:00 a.m. – 4:00 p.m.

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

6. **IBE programme of activities for 2012** (UNESCO/BIE/C.61/3)

Thursday, 26 January 4:00 p.m. – 6:00 p.m.

7. **Resource mobilization plan for IBE and Advocacy and Communication Strategy** (UNESCO/BIE/C.61/Inf. 5; UNESCO/BIE/C.61/Inf. 9)
  - 7.1 Resource mobilization plan
  - 7.2 Advocacy and Communication
8. **Dates for the 62<sup>nd</sup> session of the Council**

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

9. **Any other business**
10. **Adoption of the Decisions of the 61<sup>st</sup> session** (UNESCO/BIE/C.61/Decisions/Prov.)
11. **Closing of the 61<sup>st</sup> session**



## **ANNOTATED AGENDA**

The 61<sup>st</sup> session of the IBE Council will take place at the International Air Transport Association Building (IATA), 33 Route de l'Aéroport, 1215 Geneva 15 Airport. (See the attached flyer "Practical Information").

It will begin on Wednesday, 25 January 2012 at 10 a.m. and is foreseen that it will end on Friday, 27 January 2012, at 1 p.m.

The session's working timetable will be as follows: Wednesday, 25 January and Thursday, 26 January from 10 a.m. to 1 p.m. and from 3 p.m. to 6 p.m.; and Friday, 27 January from 10 a.m. to 1 p.m.

As in 2011, the meeting of the Administrative Group (AG) will take place at the IBE premises, in the Cecilia Braslavsky room, 15 route des Morillons, 1218 Le Grand-Saconnex, Geneva, on Tuesday, 24 January 2012, from 10 a.m. to 1 p.m. The AG will focus on administrative and financial matters only. The report of the AG will not be formally adopted as it was the case in the past. The Council will just take note of it as an input to the debates.

### **Wednesday, 25 January from 10:00 a.m. to 1:00 p.m.**

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

The session will be opened on Wednesday, January 25 at 10 a.m. by H.E. Mr Ole BRISEID (Norway), President of the IBE Council.

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

*DOCUMENT: UNESCO/BIE/C.61/1/Prov./Rev.+ Addendum*

A draft provisional agenda has already been presented to and commented by the Council's Steering Committee on 6 September 2011. This draft has been prepared jointly by the President of the IBE Council and the IBE Secretariat. In conformity with its Rules of Procedure (Section IV, Rule 4, § 5), "After the adoption of the agenda, the Council may, in the course of a session, alter the order of the agenda items or add or delete items. A two-thirds majority of the members present and voting shall be required for the addition or deletion of an item in the course of a session".

**Draft decisions in Document: UNESCO/BIE/C.61/Decisions/Prov.**

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

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

Following the election of fourteen new Council Members that took place at the 36<sup>th</sup> session of the General Conference of UNESCO (see the new composition of the Council, annexed), the Council must choose its new Steering Committee for the 2012-2013 biennium, as well as any subsidiary bodies that it considers useful. In conformity with the Statutes of the IBE (Section II, Article IV, § 5): "The Council shall elect its Steering Committee, comprising a President and five Vice-Presidents, who shall be nationals of the six regional groups." The Steering Committee is elected for a period of two years; its members may be re-elected, but cannot retain their seat for more than four years. During the last biennium, the **Steering Committee** consisted of representatives of the following Member States:

- President: Group I (Western Europe and North America): Norway
- Vice-presidents: Group II ( Eastern and Central Europe): Georgia  
Group III (Latin America and the Caribbean): Dominican Republic  
Group IV (Asia and the Pacific): Pakistan  
Group Va (Africa): Republic of Tanzania  
Group Vb (Arab States): Oman<sup>1</sup>

During the 59<sup>th</sup> session of the IBE Council (January 2010), on the proposal of Electoral Group I (Western Europe and North America), in coordination with Electoral Group II (Eastern and Central Europe) and in conformity with its Rules of Procedure (IV, Section V, Rule 5.1.), the Council elected as its President Mr. Ole BRISEID, Director General, Ministry of Education and Research, Norway. In line with the principle of geographical rotation, the Council also decided that the next term of the Presidency, unless the Council members seek re-election of the present President, should go to Electoral Group II (Eastern and Central Europe). Consultations among the Electoral Groups should take place ahead of time.

In conformity with Article IV, paragraph 6 of the Statutes of the IBE, according to which: “*The Council may set up subsidiary bodies to assist in the execution of its specific tasks*”, the Administrative Group has been set up in past years with representatives from each of the six Electoral Groups. Its members may be re-elected for a second term.

During the last biennium, the **Administrative Group** consisted of representatives of the following Member States:

- Chairperson: Group II (Eastern and Central Europe): Russian Federation
- Members: Group I (Western Europe and North America): Israel  
Group III (Latin America and Caribbean): Brazil  
Group IV (Asia and Pacific): Indonesia  
Group Va (Africa): Mali  
Group Vb (Arab States): Morocco

Indonesia, Mali and Russian Federation are no longer Members of the Council. In conformity with the Statutes of the IBE, which foresee that the Steering Committee (and its subsidiary body) remains in office until the new bodies have been elected, the Administrative Group will be convened in its present form and will meet on 24 January 2012. Interested Member States may assign a representative as an observer.

#### 4. IBE activities during 2011

*DOCUMENTS: UNESCO/BIE/C.61/2 Report of the Director; UNESCO/BIE/61/Inf. 2 Pre-Final Accounts 2011; and UNESCO/BIE/C.61/Inf. 3 Report of the Administrative Group, which will be distributed at the beginning of the meeting.*

- The Director will present the salient points of the Report on Activities in 2011.
- The Council will take note of the first part of the Administrative Group’s report on activities completed in 2011.
- The Council will discuss the Report of Activities held in 2011.
- The Director and/or the programme coordinators will reply to the Council’s questions.
- The Council will proceed to approve the Report of Activities 2011.

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<sup>1</sup> Oman is no longer a Member of the Council. Consultations among the Electoral Group Vb should take place ahead of time to identify a new Vice-president.

- The Council will proceed to approve the Pre-Final Accounts 2011 and the Appropriation Resolution for 2011.

**Draft decisions in Document: *UNESCO/BIE/C.61/Decisions/Prov.***

**Wednesday, 25 January from 3:00 p.m. to 6:00 p.m.**

**5. Implementation plan of the Strategy aimed at making the IBE a Centre of Excellence (CoE) in curriculum *DOCUMENT: UNESCO/BIE/C.61/Inf.4***

- 5.1 Implementation Framework
- 5.2 Programme priorities (process of implementation)
- 5.3 Organizational Structure (process of implementation)
- 5.4 Policy Dialogue, including ICE (process of implementation)
- 5.5 Governance (process of implementation)

The Director will introduce the Implementation plan. The Council will be invited to make comments.

The Council will proceed with the formal approval.

**Draft decisions in Document: *UNESCO/BIE/C.61/Decisions/Prov.***

**Thursday, 26 January from 10:00 a.m. to 4:00 p.m.**

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

**6. The IBE programme of activities for 2012**

*DOCUMENTS: UNESCO/BIE/C.61/3 - Report of the Director; and UNESCO/BIE/C.61/Inf.3 - Report of the Administrative Group, which will be distributed at the beginning of the meeting.*

- The Director will present the proposals for a programme of activities and the draft budget for 2012.
- The Council will take note of the second part of the Administrative Group's Report on the proposed activities and budget for 2012.
- The Council will discuss the proposed programmes in 2012.
- The Director and/or the programme co-ordinators will reply to the Council's questions.
- The Council will proceed to approve the Programme of Activities for 2012.
- Approval of the budget for 2012.
- The Council will take note of the entire Report of the Administrative Group.

**Draft decisions in Document: *UNESCO/BIE/C.61/Decisions/Prov.***

**Thursday, 26 January from 4:00 p.m. to 6:00 p.m.**

**7. Resource mobilization plan for IBE and Advocacy and Communication Strategy**

*DOCUMENT: UNESCO/BIE/C.61/Inf.5 ; UNESCO/BIE/C.61/Inf.9*

- 7.1 Resource mobilization plan
- 7.2 Advocacy and Communication Strategy

The Director will introduce the Resource mobilization plan, including a communication strategy and an advocacy and marketing strategy.

The Council will be invited to discuss and approve the Resource mobilization plan.

**Draft decisions in Document: *UNESCO/BIE/C.61/Decisions/Prov.***

**8 Dates for the 62<sup>nd</sup> session of the Council**

**Draft decisions in Document: *UNESCO/BIE/C.61/Decisions/Prov.***

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

**9 Any other business**

**10 Adoption of the Decisions of the 61<sup>st</sup> session**

*DOCUMENT: UNESCO/BIE/C.61/Decisions/Prov.*

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

- review the texts of the draft Decisions of the 61<sup>st</sup> session;
- adopt them;
- request the IBE to publish the text by the end of March 2012.

**11 Closing of the 61<sup>st</sup> session**

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

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

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

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

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





Report of the Director  
International Bureau of Education  
**Implementation of Activities**  
**Period: January–December 2011**

## I. Main Action Areas, Progress and Challenges

The purpose of this report is to present the progress and challenges of programmes and activities that the IBE, as UNESCO's institute specializing in the content, methods, policies and processes of curriculum development, has carried out in 2011. These activities were designed and implemented within the context of the strategic objectives and expected results of the **IBE Strategy 2008-2013** and of the **Document 35 C/5**. This year's work has also been influenced by the Strategy aimed at making the IBE a Centre of Excellence in curriculum, which was adopted by the 36<sup>th</sup> session of the UNESCO General Conference. The presentation of the 2011 activities is organized according to the three main action areas of the IBE: **(I)** Capacity Development and Technical Assistance, **(II)** Knowledge Production and Management, and **(III)** Policy Dialogue.<sup>1</sup>

|   | <b>Strategic Objectives<br/>IBE Strategy 2008–2013</b>   | <b>Expected Results at the end of the biennium 2010-2011<br/>35 C/5</b>   |   |
|---|--|---|---|
| <b>1. Capacity Development &amp; Technical Assistance</b> | Development of capacities of specialists, practitioners and decision makers for the design, management and implementation of <b>quality curriculum-making processes and inclusive curricula</b> :<br>1. Consolidating a global network<br>2. Supporting countries in curriculum change<br>3. Developing, testing and promoting training materials and tools<br>4. Expanding and diversifying forms of training<br>5. Providing professional support and advice | <b>MLA 2 – Expected Result 5</b><br>National capacities strengthened to plan, implement and manage basic education, <b>mainly in Africa</b>   | <b>MLA 3 – Expected Result 8</b><br>National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations  |
|   |  | <b>MLA 2 – Expected Result 6</b><br>Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students   | <b>MLA 3 - Expected Result 10</b><br>National capacities strengthened to develop comprehensive Education Sector responses to HIV and AIDS through EDUCAIDS and related efforts.                                     |
| <b>2. Knowledge Production &amp; Management</b>           | Consolidation, enrichment and expansion of a <b>knowledge base and a variety of specialized information resources on curricula and curriculum development processes</b> :<br>6. Building a robust knowledge base<br>7. Strengthening clearinghouse and information services<br>8. Developing an online platform for increased knowledge sharing<br>9. Streamlining services and access to materials and resources  | <b>MLA 4 – Expected Result 12</b><br>Global and regional progress in EFA monitored and education trends identified through applied research and the publication of studies such as the EFA Global Monitoring Report | <b>MLA 3 – Expected Result 8</b><br>National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations. |
| <b>3. Policy Dialogue &amp; the ICE</b>                   | Facilitation of <b>policy dialogue</b> at the local, regional and global levels for improved curriculum development processes and products:<br>10. Contributing to build appropriate mechanisms for the dissemination of the conclusions of the 2008 Conference and sustained follow-up actions targeting inclusive education policies and issues  | <b>MLA 3 – Expected Result 8</b><br>National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations  |   |

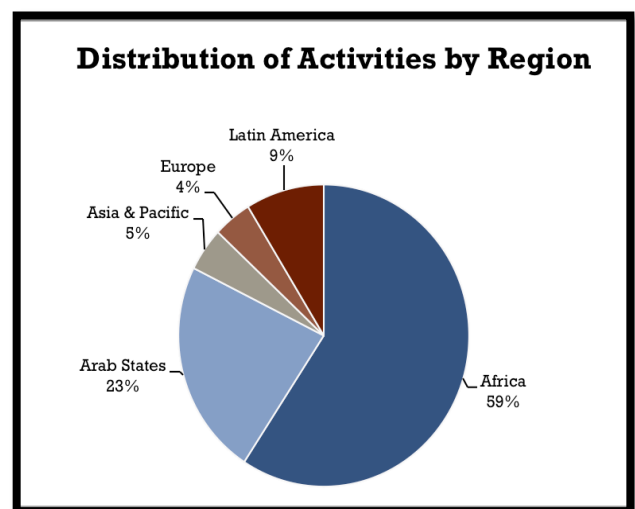
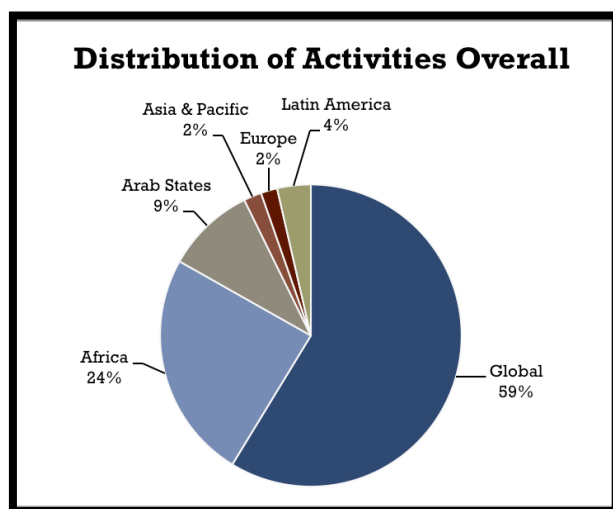
<sup>1</sup> Programme specific fact sheets to provide more detailed information about the activities, their products and challenges can be requested on demand.

## 2011 Achievements Highlights

**806** Participants in all IBE activities  
**145** Professionals trained from Africa  
**105** Diploma participants from **28** countries  
**701** Workshops participants from **34** countries  
**1539** Community of Practice Members **(+7%)**  
**5** Countries (**4** in Arab region) receiving specific technical assistance

**4** issues of the Journal **Prospects** published  
**6,936** institutions receiving **Prospects** **(+22%)**  
**30,707** downloaded subscriptions of **Prospects**  
**1,344,462** unique visitors of IBE website **(+17%)**  
**159,922** downloads of IBE documents and publications through **UNESDOC** **(+18%)**

Graphs 1: Distribution of Activities (based on expenditures)



### 1. Capacity Development and Technical Assistance

Capacity development and technical assistance seek to enhance the capacities of individuals, national teams or institutions for the design, development, implementation and evaluation of curriculum processes in order to improve quality education for all. Through the Community of Practice further global sharing and dissemination of experiences and knowledge have been achieved, regionally by partnering with UNESCO regional and field offices to develop training courses and workshops, and through direct technical assistance by supporting national efforts aimed at the development of curriculum frameworks, teacher training and teaching materials to improve learning at primary and

secondary levels. The various activities are customized to the demands and needs of Member States. New training modalities seek to increase impact in the field in line with the demands towards transformation of IBE as a Centre of Excellence. The 2011 programme is carried out through **(1)** Diplomas, **(2)** Workshops, **(3)** the Community of Practice, **(4)** Priority Africa, **(5)** Thematic areas such as HIV and AIDS education, inclusive education and education for sustainable development, and **(6)** Technical Assistance to Member States with special attention to transition and conflict affected countries.

## 1.1 Diploma in Curriculum Design and Development

Launched first in 2010, this IBE initiative has the goal to provide innovative, sustainable, long-term and accredited capacity development programs in the field of curriculum. It is a conceptual and methodological tool for strengthening capacities for curricular analysis, review, evaluation, design and development at macro, meso and micro levels of the education system, with an emphasis on the school level. Participants take part in an intensive 10 day face to face session organized around 10 curriculum thematic modules (Training Tools for Curriculum Development: A Resource Pack–TTCD). Over the course of the subsequent 30 weeks they go in-depth into each of the modules reflecting on their own educational context, reviewing and analysing case studies from all over the world and applying the lessons learned to their specific country. In 2011 IBE successfully completed the 1<sup>st</sup> edition of the

Strategic Objectives  
1, 2, 3, 4, 5  
MLA 2 - 6

Diploma in Latin America, organized in partnership with the Catholic University of Uruguay (UCU) and the Regional Bureau of Education for Latin America and the Caribbean (UNESCO OREALC). Moreover, the 2<sup>nd</sup> Latin American cohort was initiated, while the Diploma in Africa was successfully launched in collaboration with UNESCO BRED and the UNESCO Teacher Education (TED) section, implemented through the Open University of Tanzania and the Tanzania Institute of Education (TIE). Overall, a total of **105** participants from **28** countries are trained through the Diploma. So far **22** participants graduated in November 2011. The overall evaluation of the Diplomas shows that **95%** of participants agreed that the diploma contributed to enhance their awareness and competencies in curriculum issues. Further tracking of skills utilization will be carried out to follow up impact.

### Challenges:

- (a) Strengthening the **short and long-term impacts** of capacity development activities in both quantitative and qualitative terms
- (b) Sharing the **evaluation results with partners** and users and **collect their feedback**, in order to refine planning and sharpen the identification of needs as well as to improve the quality of learning tools of the diploma courses

Table 1: Diploma Overview

| Diploma/Location  | Participants  |
|---|---|
| <b>1<sup>st</sup> Diploma in Latin America (1<sup>st</sup> Cohort)</b><br>Montevideo, Uruguay | <b>32</b> (8 countries from Latin America and 2 countries from Africa, 8 staff members from UNESCO and World Bank)<br><b>50% male; 50% female</b> |
| <b>2<sup>nd</sup> Diploma in Latin America (2<sup>nd</sup> Cohort)</b><br>Montevideo, Uruguay | <b>24</b> (5 countries from Latin America, 2 UNESCO staff members)<br><b>12% male; 88% female</b>   |
| <b>1<sup>st</sup> Diploma in Africa</b><br>Dar es Salaam, Tanzania                            | <b>49</b> (17 countries from Africa, 7 UNESCO staff members)<br><b>50% male; 50% female</b>   |

## 1.2 Workshops

Workshop activities focused on providing specific technical support and training of staff responsible for educational and curricular processes. In 2011, the IBE has contributed to processes of curriculum reform in basic, secondary and teacher education in various countries. All workshops have been developed based on customized training tools and responding to the specific demands of Member States. This year a total of **701** participants from

Strategic Objectives  
1, 2, 3, 4, 5  
MLA  
2 - 5/6

**34** countries attended these workshops. In the Asia region the emphasis has been in developing learning tools for teacher training institutions on Education for Sustainable Development (ESD). In the Latin America and Arab regions emphasis was placed on inclusive education. Participants positively rated the workshop content at **98%**, the facilitation at **94%** and the materials at **98%**.

Table 2: Workshop Activities Overview

| Location & Dates                              | Workshop Topic   | Participants   |
|---|--|--|
| <b>The Philippines</b><br>March – April, 2011 | Reorienting teacher education towards <b>EFA</b> and <b>ESD</b> in Asia-Pacific  | <b>63</b> (policy-makers, curriculum specialists, teacher trainers, school principals and teachers)  |
| <b>Thailand</b><br>April, 2011                | Reorienting teacher education towards <b>EFA</b> and <b>ESD</b> in Asia-Pacific  | <b>30</b> (policy-makers, curriculum specialists, teacher trainers, school principals and teachers)  |
| <b>Uganda</b><br>May, 2011                    | Supporting <b>basic education curriculum</b> especially at the lower secondary level   | <b>17</b> (staff from the Ugandan National Curriculum Development Centre)  |
| <b>Vietnam</b><br>June, 2011                  | Establishing an interagency group carrying out action-research and capacity development activities in the field of <b>ESD</b>                  | <b>82</b> (teacher education colleges, high school teachers from 12 provinces)   |
| <b>Guatemala</b><br>July, 2011                | Implementing a workshop for facilitators on <b>Inclusive Education</b>   | <b>31</b> (staff from the Ministry of Education)   |
| <b>Mali</b><br>August, 2011                   | Creating a <b>toolkit</b> “ <i>Skills for living and working in the Twenty-First century: a toolkit for curriculum innovations in Africa</i> ” | <b>68</b> (policy makers, curriculum specialists, teacher trainers from Burkina Faso, Congo Brazzaville, Kenya, Mali, Mauritius)             |
| <b>Mexico</b><br>September, 2011              | Conducting two capacity development workshops on processes of <b>curriculum change</b> and <b>competency based development</b>                 | <b>60</b> (members of the National Academy, teacher trainers; staff members from different divisions of the Department of Primary Education) |
| <b>Antigua and Barbuda</b><br>November, 2011  | Implementing a workshop on <b>Inclusive Education</b> in the Caribbean   | <b>24</b> (policy-makers, curriculum specialists, teacher trainers, school principals and teachers)  |
| <b>Niger</b><br>November, 2011                | Finalizing and approving the <b>bilingual Zarma-French textbook</b> and its teacher’s guide for alternative rural schools                      | <b>25</b> (curriculum specialists and teacher trainers)  |

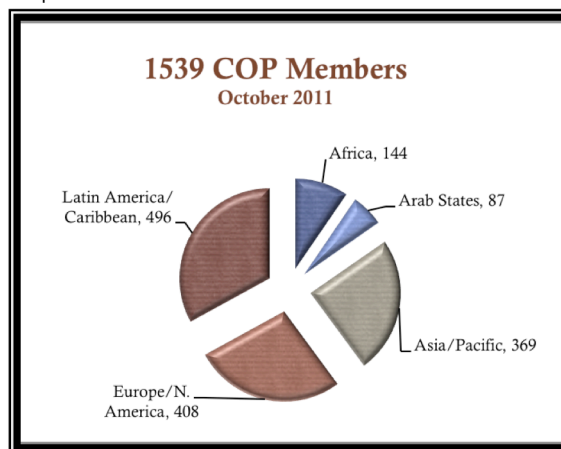
### 1.3 Community of Practice

The Community of Practice (COP) is an open and plural space providing opportunities to share visions, approaches, experiences, practices, research findings and resources. It also offers concrete possibilities for jointly undertaking programmes and projects for institutional capacity development around

**Strategic Objectives**  
1, 2, 3  
**MLA**  
2 – 5/6

curricular themes. In 2011 the COP contributed to the gathering of new case studies that were included in the TTCD and the dissemination of information about diplomas and workshops.

Graph 2: COP Members



#### In Numbers

- **1.539** members of COP (+7%, 2011)
- **143** Countries represented
- **27** Case studies submitted (November 2011)

### 1.4 Priority Africa

IBE contributes to the UNESCO’s **Priority Africa** Programme through all its intervention areas. IBE along with BREDa have continued to support the **Basic Education for Africa Programme** (BEAP). In 2011, IBE worked

**Strategic Objectives**  
1, 2, 3, 4, 5  
**MLA**  
2 – 5/6; 3-8

closely with the Open University of Tanzania and the Tanzania Institute of Education (TIE) along with BREDa to develop the institutional capacity, administrative and accreditation requirements and management of the online platform for the

implementation of the Diploma. The curriculum content was as well developed and adapted to the African region in the thematic modules (TTCD). The first Diploma in Africa was therefore successfully launched; a total of 49 professionals from 17 African countries attended the face-to-face session. Through all the IBE activities in Africa (diploma, BEAP capacity development workshops, training under technical assistance programs and the Africa project) IBE trained a total of **145** professionals from **21** countries.

The **Learning for Life and Work Africa** project supported ministries of education and institutions in a number of sub-Saharan African countries to strengthen the preparation for life and work in basic education through the development and implementation of quality curriculum in the classroom. IBE coordinated the finalization of a toolkit for capacity building "Skills for living and working in the Twenty-First century: a toolkit for curriculum innovations in Africa" during an international workshop held in Bamako (Mali). Teams of five countries (Burkina Faso, Congo Brazzaville, Kenya, Mali, and Mauritius) have jointly worked on this project over the last year.

Since 2010, IBE has supported the project of making a bilingual Zarma-French textbook for students and a teacher guide available for primary alternative rural schools in Niger. In 2011 the textbook and the teacher's guide were revised and are currently in the process of being finalized to be used in 15 rural schools reaching 735 children.

Moreover, IBE provided capacity development of teachers and secondary students in the use of information technology in the framework of educational projects involving schools in Mali (Bamako and Niono) and Switzerland (Grandson).

Finally, technical assistance was provided to Sudan within the framework of the envisaged curriculum reform. In consultation with Sudanese stakeholders, a project proposal was developed by the Federal Ministry of General Education and the National Centre for Curriculum and Education Research (NCCER) and UNESCO.

Table 3: Priority Africa

| Priority Africa   | Activities   | Countries of Participants<br>(BEAP Countries)  |
|---|--|--|
| <p>■ Locations of IBE Activities</p> <p>■ Countries of Participants</p> | <b>Curriculum Design and Development Diploma</b><br>Tanzania   | Angola, Benin, <b>Djibouti, Ethiopia, The Gambia,</b> Ghana, Guinea, Kenya, Lesotho, Liberia, Mali, Mauritania, Niger, <b>Tanzania, Seychelles,</b> Uganda, Zambia |
|   | <b>Workshop on Curriculum Design and Development</b><br>Uganda | Uganda   |
|   | <b>Toolkit for capacity building</b><br>Mali                   | <b>Burkina Faso, Congo Brazzaville,</b> Kenya, Mali, <b>Mauritius</b>  |
|   | <b>Capacity Development in Information Technology</b><br>Mali  | Mali   |
|   | <b>Bilingual Zarma-French textbook</b><br>Niger                | Niger  |
| <b>National Curriculum Conference</b><br>Sudan                          | Sudan  |  |

## 1.5 Capacity Building and Clearinghouse on HIV and AIDS Education

Strategic Objectives  
1, 2, 3, 4, 5  
MLA 3 – 10

The main goal of these activities is to support EFA by integrating HIV and AIDS education more effectively into official curricula, developing tools to improve learning and teaching materials, and foster the capacities of education specialists. One example is the production of the “Manual for the integration of HIV and AIDS education in the official curricula” which has been updated this year in French. Through the production of these innovative tools, workshops, documents added to the database, technical assistance and evaluation of good practices, the Capacity Building and Clearinghouse on HIV and AIDS education brings specialized expertise to the field.

Table 4: Capacity Building and Clearinghouse on HIV and AIDS Education Activities Overview

| Activities  | Outcomes  | Partners                    |
|---|---|-----------------------------|
| Contributions to the UNESCO HIV and AIDS Education Clearinghouse  | <ul style="list-style-type: none"> <li>➤ 200 documents (in English, French and Portuguese) of curricula and pedagogical materials added to the database</li> <li>➤ 30 documents have been evaluated</li> </ul>      | IIEP, UNESCO Bangkok        |
| Production of a teacher training audio-visual tool in Guyana (Teaching of HIV and related issues)   | <ul style="list-style-type: none"> <li>➤ Video will be used by teachers and teacher trainers from Guyana and other CARICOM countries</li> </ul>   |                             |
| Analysis of Pre and In service Teacher Training in Health and Family Life Education with a focus on the sexuality component in 11 CARICOM countries | <ul style="list-style-type: none"> <li>➤ First results and recommendations have been presented at a Regional Technical Meeting in Saint Lucia in April (jointly organized by CARICOM, UNICEF and UNESCO)</li> </ul> | UNESCO Kingston Office      |
| Online technical assistance to countries, organizations and individuals   | <ul style="list-style-type: none"> <li>➤ 80 requests have been answered</li> </ul>  |                             |
| Contributions and comments to publications  | <ul style="list-style-type: none"> <li>➤ Toolkit on Sexuality Education (Iraq)</li> <li>➤ Training module on HIV education for teachers (Morocco)</li> </ul>  | UNESCO Iraq, UNESCO Morocco |
| Participation in the GigaPan dialogues website  | <ul style="list-style-type: none"> <li>➤ Online interactive platform connecting schools from various regions</li> </ul>   | Carnegie Mellon University  |

## 1.6 Technical Assistance to Member States

IBE supports national governments (i.e. ministries of education and curriculum agencies), based on their requests about planning, developing, implementing and evaluating quality primary and secondary curricula in response to new challenges, needs and developmental prospects. Special emphasis is devoted to the meaningful integration in the national curricula of competency development, as well as on the preparation for life and

Strategic Objectives  
1, 2, 3, 4, 5  
MLA  
2 –  
5/6; 3-8

work based on the values, principles and practices of **Learning to Live Together** (LTLT) and **Education for Sustainable Development** (ESD). **Post-Conflict and Post-Disaster** (PCPD) situations are considered on a priority basis. Based on demand, in 2011 IBE has increased interventions supporting curriculum development, quality frameworks and evaluation in the Arab region.

Table 5: Technical Assistance Activities Overview

| Countries/Project                                | Rationales   | Outcomes   |
|--|--|--|
| <b>Iraq</b><br>New Curriculum Initiative         | A three-year period project. The new Iraqi curriculum is underpinned by universal values, such as Human Rights and Gender Equality, peace and learning to live together (LTLT).  | <ol style="list-style-type: none"> <li>1. New Iraqi Curriculum Framework to be endorsed by the Ministers of Education and ready for public consultations</li> <li>2. Feasibility Study for the establishment of the Iraqi National Curriculum Centre launched</li> </ol> |
| <b>Sudan</b><br>National Curriculum Conference   | Based on the agreement of the Sudanese stakeholders stemming from the national conference, a multi-year project proposal was submitted for funding to put in place a comprehensive process of curriculum reform in Sudan.  | Revised project proposal for comprehensive curriculum reform in Sudan submitted for funding  |
| <b>Lebanon</b><br>Textbook Analysis              | Project on textbook analysis from gender perspective in order to identify gender issues and biases in textbooks as a basis for textbook revision from a gender perspective. This will contribute to enhancing LTLT and the overall quality of textbooks for primary and secondary education. | <ol style="list-style-type: none"> <li>1. Tools and methodology set up for textbook analysis from gender perspective</li> <li>2. Enhanced capacity of 40 educational specialists and researchers to carry out the analysis based on a common approach</li> </ol>         |
| <b>UNRWA</b><br>Framework for curriculum quality | Developing a common framework for quality curriculum implementation is seen as a first step towards a longer-term process that will be based on capacity development of education/curriculum   | <ol style="list-style-type: none"> <li>1. Comprehensive first version of the common Framework for quality curriculum implementation in UNRWA schools</li> <li>2. Enhanced capacities of 25 certified curriculum</li> </ol>   |

|   |  |   |
|---|--|---|
|   | specialists in the central Amman unit and the UNRWA (United Nations Relief and Works Agency) field offices.  | specialists to carry out dissemination activities   |
| <b>Gulf States</b><br>Framework for curriculum evaluation | The development of a common Framework for Curriculum Evaluation in the Gulf States is based on stocktaking of the existing experiences, as well as on designing meaningful and efficient processes of curriculum evaluation in the region, as part of comprehensive curriculum development cycles. | <ol style="list-style-type: none"> <li>1. Outline of a common Framework for Curriculum Evaluation in the Gulf States</li> <li>2. Enhanced capacities of 30 education and curriculum specialists (national teams)</li> </ol> |

### Challenges for Capacity Development and Technical Assistance

- Strengthening **team expertise** (in the medium term) to be able to respond to increasing demands from Member States.
- Developing a sustainable **scholarship programme** for the diploma and developing a survey to assess the impact of the diploma in the future work of the participants
- Better integration of the work in **Africa**
- Addressing the **gaps** existing in some countries between the technical and political levels implied by curriculum work.

## 2. Knowledge Production and Management

IBE supports action in favour of quality EFA by compiling, systematizing and providing access to a range of specialized resources, materials and information on education systems, curricula and curriculum development processes. This

### Activities 2011

**2.1** The KPM Programme supported the verification of information on the duration of compulsory education through the cross-checking of about 110 country cases included in the dataset of the UNESCO Institute for Statistics (UIS), also as a contribution to the **UIS Global Education Digest 2011**. The Programme also contributed to the proposed revised definition of compulsory education that will be used by UIS in 2012. The purpose of this initiative has been to identify inconsistencies across existing databases, enhance the quality and reliability of information provided through different sources, and improve data collection.

**2.2** During the second half of 2011 the Programme started preparations for the **Global Survey on Instructional Time** that UIS and IBE will launch in January 2012. This implied the design of a specific questionnaire, which will be used for collecting information worldwide and is based on a more standardized definition of instructional time. The questionnaire was jointly designed by IBE and UIS with the external support of a researcher from the State University of New York. In support of this strategic initiative and to help respondents in their task, the Programme compiled existing information on

knowledge base is aimed at supporting capacity development activities, informing decision-making processes, and facilitating exchange and debate on specific educational and curricular issues.

instructional time in about 180 countries drawn from its dataset.

**2.3** Additional updated profiles with a strong focus on curricula and curriculum development processes were produced for the 2010/11 edition of the database **World Data on Education**. These profiles have also been used in the Latin American and African diplomas. The **Country Dossiers** were regularly updated; this database currently provides access to some 190 country pages, including links to curricular resources in almost 100 countries. **Alerts and digests** were regularly produced and disseminated, including two new thematic alerts (on gender and curricula, and on conflict and the curriculum). The **IBE online catalogue** and the **curriculum collection** were further enriched.

**2.4** The **IBE website** has been continuously updated and several sections were enhanced. Internal coordination and planning have been strengthened through web editorial meetings, organized on a monthly basis. The assessment of the IBE Intranet was completed; suggestions and recommendations for its improvement were collected and systematized.

Strategic Objectives 6,7,8,9  
MLA 3-8/4-12



## Publications 2011

**2.5 Prospects: Quarterly Review of Comparative Education.** Four issues were published: March 2011 issue “*Financing Higher Education in the Arab States*” (No.157); June 2011 regular issue presenting articles from various educational perspectives (No. 158); September issue “*Preparing Teachers for*

*Inclusive Education*” (No. 159); and December issue “*Internationalisation of Teacher Education*” (No. 160). **Prospects** presently reaches **6,936** institutions worldwide through 255 academic consortia, which is an increase of 22% from the previous year. In 2011 the number of downloaded subscriptions has reached **30,707**, when just three years ago it was about 2,800.

### Achievements in Numbers

#### Databases

- ✓ **49** updated profiles of the 2010/11 edition of the database World Data on Education made available on the **IBE** website as well as **UNESDOC**, bringing the total to 116 profiles (October 2011)
- ✓ **110** country cases cross-checked in order to verify information on the duration of compulsory education (contribution to the **Global Education Digest 2011** produced by the UNESCO Institute for Statistics)
- ✓ **745** records added to the online catalogue **IBEDOCs**, of which some 590 added to the curriculum collection
- ✓ **39** alerts and **3** digests produced and disseminated, including **2** new thematic alerts

#### Website (as of October 2011)

- ✓ **28** news announcements published in **3** languages
- ✓ **1,344,462** unique visitors **(+17%)**
- ✓ **159,922** downloads of IBE documents and publications through **UNESDOC (+18%)**

#### Publications

- ✓ **4** issues of the Journal **Prospects**
- ✓ **1** issue of the **Educational Practices series** (No. 22, “Teaching Fractions”)
- ✓ **2** books: Childhood Rights and Inclusive Education in Latin America  
Interregional and Regional Perspectives on Inclusive Education: Follow-up of the 48<sup>th</sup> Session of the International Conference on Education

## Challenges for Knowledge Production and Management

- Ensuring a more **systematic and sustained exploitation of the rich IBE knowledge** and information base on curricula and curriculum development processes
- Further improving the **alert services** taking into consideration users’ suggestions and needs
- Further developing the **IBE website** progressively making it more **dynamic and interactive**

## 3. Policy Dialogue and the ICE

The 48th session of the International Conference on Education (ICE) has been a dynamic process encompassing a preparatory, implementation and follow-up stage, with a view to contributing to the formulation of policy and curriculum frameworks

grounded on a broadened concept of Inclusive Education (IE). In promoting IE as a core strategy for achieving quality EFA, IBE continues to enhance the national capacities for the design, management and implementation of inclusive

policy frameworks and inclusive curricular guidance materials. In 2011, IBE contributed to focusing policy discussions around the theory and practice of inclusive education through: **(1)** forging partnerships with ministries of education, foundations, transnational organisations among

others, **(2)** providing guidance in developing inclusive policy frameworks and guidelines and **(3)** setting up an online platform to disseminate relevant information for policies on inclusive education.

## Key Areas in 2011

**Partnerships** were forged to promote and facilitate policy dialogue and exchange on inclusive education practices covering at least **3 UNESCO regions**.

For example, IBE partnered with the European Agency for the Development in Special Needs Education in a project that included **25** European countries to develop an inclusive education teacher's competencies profile and products for its dissemination in Europe and other regions. Another significant partnership is with the Organization of Iberoamerican States (OEI) and various ministries of education to carry out training workshops on inclusive curricula in various countries in Latin America (e.g. Colombia,

Guatemala, Mexico). Also, a partnership is being built with GASERC (Gulf Arab States Educational Research Centre) to develop a project in the Arab Region on inclusive school curriculum and curriculum quality and evaluation.

Finally, in collaboration with UNESCO (Division for Basic to Higher Education and Learning) and the European Agency for Development in Special Needs Education, it was possible to set up the **Inclusive Education in Action – IEA project homepage** (<http://www.inclusive-education-in-action.org/iea/>) showing good practices that address the recommendations of the UNESCO Guidelines on Inclusion.

Strategic  
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## Challenges for Policy Dialogues and the ICE

- Developing a policy programme beyond the 48<sup>th</sup> ICE, given that most work related to policy dialogue is transversal to various programmes
- Developing **relevant, evidence-based and reflective policy dialogue** on inclusive education across all UNESCO regions, taking into account diverse national and regional contexts and capacities, and strengthening the international comparative perspective
- Engaging, convincing and mobilizing **institutional, political and financial support** from diverse partners around the understanding of inclusive curriculum as a tool for inclusion, as reflected by the development and implementation of inclusive policy frameworks

## II. Institutional Management

### 1. IBE as a Centre of Excellence: preparations

The “Strategy aimed at making the IBE a Centre of Excellence in Curriculum” previously endorsed by the 60th session of the IBE Council, was unanimously adopted by the UNESCO General Conference at its 36th session. During 2011 IBE went through a preparatory process to develop a plan of action for the implementation of the Strategy. This involved:

- (1) **Programmatic Review,**
- (2) **Rapid Organizational Assessment (ROA)**
- (3) **External Audit.**

These three exercises demanded a significant amount of time and effort from IBE staff but were very important to prepare the grounds for the implementation of the Strategy. These inputs were also used to elaborate the **Preliminary Draft Implementation Plan** of the Strategy. The reports and outcomes of the external audit were presented and discussed at the IBE Steering Committee Meeting (6-7 September 2011). In addition, a Resource Mobilization Plan has been developed and discussed during the Steering Committee meeting. The Plan will be submitted to the 61<sup>st</sup> session of the IBE Council.

### 2. Human and Financial Resources

The Administration is responsible for the management of budget and finance, human resources, information technology and premises. IBE financial accounts are in fully compliance with the International Public Sector Accounting Standards (IPSAS) as stated by the external auditor in July 2011. External auditors’ financial and managerial recommendations are being implemented and communicated to the UNESCO Bureau of Financial Management (BFM). The premises are maintained by IBE in conformity to national and UN international security standards.

#### 2.1 Financial resources

The total approved budget in fiscal 2011 is US\$**4,491,000**. The UNESCO financial allocation (regular budget) to IBE amounted to US\$**2.4** million and represents **47%** of the total IBE resources (including extra-budgetary). The

budget execution rate was **69%** as of 31 October 2011.

With regard to extra-budgetary programmes in 2011, a total of US\$**477,273** was allocated at the beginning of the year. Additional extra-budgetary resources amounting to US\$**127,000** have been received for specific activities and tasks that were not initially included in the budget framework presented to IBE Council in January 2011 (i.e. GASERC, UNRWA, and Mexico).

The IBE continues to implement its cost recovery policy. By 31 October 2011 US\$**245,000** had been earned, including US\$**78,000** for programme support costs.

A table showing the financial resources at the end of December 2011 will be provided in January 2012.

## 2.2 Human Resources

| Staff           | Numbers            |
|-----------------|--------------------|
| Professionals   | 6 Regular<br>5 ALD |
| General Service | 6 Regular          |
| <b>Total</b>    | <b>17</b>          |

| Young Professionals & Interns | Numbers   |
|-------------------------------|-----------|
| BARDS                         | 8         |
| SYNI                          | 1         |
| Interns                       | 16        |
| <b>Total</b>                  | <b>25</b> |

The IBE continued implementing its policy of training young professionals: **8** university graduates at the master's level have received fellowships as research assistants **BARDS**, **15** graduate students coming from prestigious universities like Harvard University, Vanderbilt University, University of Paris 1 Sorbonne and the Graduate Institute of Geneva representing three of the five UNESCO regions are being trained

through the IBE internship programme. Internship funding comes from their home institutions as well as the Employment Programme of the City of Lausanne who has funded a research assistant. IBE staff members received the following kinds of training:

- **1** staff member participated in the workshop organized by Headquarters "Mandatory training for Gender Focal Points"
- **1** staff member and **2** research assistants participated in the Curriculum Design and Development Diploma
- **1** staff member attended the meeting organized by UN-LINKS headquarters

### Recruitment

The recruitment of a new senior programme specialist (P5) reached the final stages of the selection process. A P4 ALD coordinator (Priority Africa) was recruited in April 2011. Similarly, two new P1/P2 ALD assistant programme specialists were recruited, for Africa and the technical assistance Iraq project respectively. A GS6 accountant was recruited and has started in October.

### III. Budgetary Figures as of 31 October 2011



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

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

Clementina ACEDO MACHADO  
Director  
International Bureau of Education



15.12.2011

## INSTITUTE

## IBE

## STATEMENT I

## STATEMENT OF FINANCIAL POSITION AS AT

(Expressed in '000s US dollars)

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



INSTITUTE

IBE

STATEMENT II

STATEMENT OF FINANCIAL PERFORMANCE FOR THE PERIOD ENDED

(Expressed in '000s US dollars)

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

MS

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

| APPROPRIATION LINE / PROGRAMME CHAPTER                                  | APPROPRIATIONS                    |                                |           |                  | EXPENDITURES                                    |                  |                                      |                  | UNOBLIGATED BALANCE | EXECUTION RATE PERIOD (EXPENDITURES / BUD.REVISED) | EXECUTION RATE GLOBAL (EXPENDITURES / BUD.REVISED) |   |
|---|-----------------------------------|--------------------------------|-----------|------------------|---|------------------|--------------------------------------|------------------|---------------------|--|--|---|
|   | Appropriation Approved by council | Resources unallocated included | Transfers | Additional Funds | Balance year 2010 Carry forward RESIDUAL BUDGET | Revised          | year 2010 Carry forward ULO's Budget | Disbursements    |                     |  |  | Unliquidated Obligations period reporting |
| <b>I. PROGRAMME OPERATIONS</b>  |                                   |                                |           |                  |   |                  |                                      |                  |                     |  |  |   |
| <b>Line 1: CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE</b>            |                                   |                                |           |                  |   |                  |                                      |                  |                     |  |  |   |
| Community of Practice for Curriculum Development AFRICA project         | 619'530                           | 10'385                         | 0         | 5'879            | 209'470   | 815'484          | -7'125                               | 554'112          | 36'588              | 175'546  | 56'364   | 72.4%                                     |
| Technical co-operation projects / support to member states GIGAPAN      | 300'000                           | 0                              | 0         | 5'879            | 305'879   | 305'879          | -7'125                               | 187'183          | 25'375              | 59'400   | 34'921   | 88.6%                                     |
|   | 100'000                           | 10'385                         | 0         | 0                | 420'000   | 420'000          | 0                                    | 277'441          | 11'173              | 117'068  | 21'444   | 84.9%                                     |
|   |                                   |                                |           |                  | 0   | 89'615           | 0                                    | 69'488           | 50                  | 77   | 0  | 100.0%                                    |
| <b>Line 2: KNOWLEDGE PRODUCTION AND MANAGEMENT</b>                      |                                   |                                |           |                  |   |                  |                                      |                  |                     |  |  |   |
| Resource Bank and Observatory of educational trends                     | 445'179                           | 0                              | 0         | 0                | 14'821  | 461'000          | -1'929                               | 210'058          | 20'371              | 138'083  | 94'417   | 79.5%                                     |
| Documentation and information   | 116'000                           | 0                              | 0         | 0                | 116'000   | 116'000          | 0                                    | 26'667           | 326                 | 78'978   | 8'106  | 93.0%                                     |
| Development of IBE web site   | 65'000                            | 0                              | 0         | 0                | 65'000  | 65'000           | 0                                    | 42'263           | 1'970               | 21'47  | 18'619   | 71.4%                                     |
| Research and Publications   | 80'000                            | 0                              | 0         | 0                | 80'000  | 80'000           | 0                                    | 36'558           | 6'517               | 17'366   | 19'530   | 53.8%                                     |
|   | 185'179                           | 0                              | 0         | 0                | 14'821  | 200'000          | -1'929                               | 102'649          | 11'557              | 39'563   | 48'169   | 75.9%                                     |
| <b>Line 3: POLICY DIALOGUE</b>  |                                   |                                |           |                  |   |                  |                                      |                  |                     |  |  |   |
| Policy Dialogue / Inclusive education                                   | 103'035                           | 0                              | 0         | 0                | 103'035   | 103'035          | 0                                    | 50'493           | 9'288               | 20'761   | 22'493   | 78.2%                                     |
|   | 103'035                           | 0                              | 0         | 0                | 103'035   | 103'035          | 0                                    | 50'493           | 9'288               | 20'761   | 22'493   | 78.2%                                     |
| <b>TOTAL I : PROGRAMME ACTIVITIES</b>                                   | <b>1'159'744</b>                  | <b>10'385</b>                  | <b>0</b>  | <b>5'879</b>     | <b>224'291</b>                                  | <b>1'389'914</b> | <b>-9'054</b>                        | <b>814'662</b>   | <b>66'267</b>       | <b>332'380</b>                                     | <b>173'274</b>                                     | <b>86.8%</b>                              |
| <b>II.BE GOVERNING BOARD / GEN. ADMINISTRATION / INSTITUTIONAL DEV.</b> |                                   |                                |           |                  |   |                  |                                      |                  |                     |  |  |   |
| Line 1 : 60th session/Steering Committee                                | 180'000                           | 0                              | 0         | 0                | 180'000   | 180'000          | 0                                    | 103'753          | 789                 | 1'421  | 74'937   | 58.9%                                     |
| Line 2 : General operating costs  | 290'000                           | 0                              | 0         | 0                | 290'000   | 290'000          | 0                                    | 124'098          | 5'195               | 114'116  | 48'590   | 83.9%                                     |
| Line 3 : Institutional development: Coordination and prog dev           | 300'000                           | 0                              | 0         | 0                | 300'000   | 300'000          | 0                                    | 168'577          | 5'973               | 20'280   | 105'170  | 64.9%                                     |
| <b>TOTAL II : IBE COUNCIL, GEN.ADMIN. &amp; INST. DEV</b>               | <b>770'000</b>                    | <b>0</b>                       | <b>0</b>  | <b>0</b>         | <b>770'000</b>                                  | <b>770'000</b>   | <b>0</b>                             | <b>396'428</b>   | <b>11'858</b>       | <b>135'817</b>                                     | <b>225'797</b>                                     | <b>70.7%</b>                              |
| <b>TOTAL I + II</b>   | <b>1'929'744</b>                  | <b>10'385</b>                  | <b>0</b>  | <b>5'879</b>     | <b>224'291</b>                                  | <b>2'160'914</b> | <b>-9'054</b>                        | <b>1'211'090</b> | <b>78'225</b>       | <b>470'197</b>                                     | <b>399'071</b>                                     | <b>81.0%</b>                              |
| <b>III. IBE Staff Costs</b>   |                                   |                                |           |                  |   |                  |                                      |                  |                     |  |  |   |
| <b>TOTAL III : IBE STAFF COSTS</b>                                      | <b>2'290'000</b>                  | <b>0</b>                       | <b>0</b>  | <b>6'944</b>     | <b>0</b>  | <b>2'296'944</b> | <b>0</b>                             | <b>176'402</b>   | <b>0</b>            | <b>176'402</b>                                     | <b>532'862</b>                                     | <b>76.8%</b>                              |
| <b>TOTAL : I + II + III</b>   | <b>4'219'744</b>                  | <b>10'385</b>                  | <b>0</b>  | <b>12'823</b>    | <b>224'291</b>                                  | <b>4'457'858</b> | <b>-9'054</b>                        | <b>2'975'172</b> | <b>78'225</b>       | <b>470'197</b>                                     | <b>931'934</b>                                     | <b>78.9%</b>                              |

## EXTRABUDGETARY RESOURCES 2011

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





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

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

**ADMINISTRATIVE GROUP MEETING**

Geneva, 24 January 2012

**PROCEEDINGS**

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

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

The Russian Federation and Israel were not represented.

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

UNESCO Headquarters was not represented.

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

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

### **Adoption of the Agenda**

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

### **Report on activities for 2011 and Provisional Accounts**

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

## 6. Provisional financial position 2011

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

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

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



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

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

### Draft budget for 2012

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

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

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

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

**Appropriation Resolution N° 1/2012****The Council of the IBE,**

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

**Decides that,**

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

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

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

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

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

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

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

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

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

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

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

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

### **Closing of the meeting**

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



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

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

Geneva, 25-27 January 2012

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

**6**



## **GENERAL FRAMEWORK of the IMPLEMENTATION PLAN**

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

#### **Introduction**

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

The *Evaluation of the UNESCO International Bureau of Education* conducted in 2005 found that the Institute had undergone a profound transformation since 1999 and had a number of recognised strengths. However, it also noted, *inter alia*, that the Institute operated with very limited human and financial resources and that its reliance on extra-budgetary funding could unduly influence its priorities<sup>1</sup>.

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

Key to timelines in the Action Plan:

| <b>To completed in</b> |                    | <b>Colour Code</b> |
|------------------------|--------------------|--------------------|
| Semester 2, 2011       | June-December 2011 |                    |
| Semester 1, 2012       | January-June 2012  |                    |
| Semester 2, 2012       | July-December 2012 |                    |
| Semester 1, 2013       | January-June 2013  |                    |
| Semester 2, 2013       | July-December 2013 |                    |
| Semester 1, 2014       | January-June 2014  |                    |

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

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

**Strategy A1:**

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

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



**Strategy A2:**

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

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

**Strategy A3:**

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

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

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

**Strategy A4:**

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

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

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

### Strategy B1:

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

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

### Strategy B2:

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

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

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

**Strategy B3:**

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

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

**Strategy B4:**

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

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

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

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

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

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

**Strategy B5:**

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

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

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

**Strategy C1:**

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

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

**Strategy C2:**

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

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

**Strategy C3:**

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

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



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

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<sup>4</sup> Governing Board Secretariat (GBS)



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

**PROGRAMMATIC REVIEW 2011<sup>1</sup>**

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

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## EXECUTIVE SUMMARY

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

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

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

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

The methodology of this Programmatic Review consisted of three steps:

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

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

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

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

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

## INTRODUCTION

### Background

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

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

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

The specific objectives of this Programmatic Review are therefore to

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

### Programmatic Review Methodology

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

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

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

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

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

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

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

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

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

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

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

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

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



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

### **1.1 Process of Review**

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

### **1.2 Revised Statements of the IBE as a Centre of Excellence**

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

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

The draft statements are in Table 1 below.

*Table 1 - Revised High-Level Statement*

#### **OUR VISION**

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

#### **OUR MISSION**

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

We support excellence in curriculum by providing

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

#### **OUR OBJECTIVES**

##### **EDUCATIONAL**

The Educational Objectives of the IBE are:

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

##### **INSTITUTIONAL**

The Institutional Objectives of the IBE are:

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

## OUR VALUES

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

## OUR RATIONALE

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

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

**PART 2 - PROGRAMME INFORMATION AND SELF-EVALUATION**

**2.1 Clarification and Confirmation of Programme Areas and Projects / Activities**

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

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

*Diagram 2 – Current Activities within IBE Programme Areas<sup>2</sup>*

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

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

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

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

## 2.2 Information and Self-Evaluation

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

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

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

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

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

### 2.2.1 CAPACITY DEVELOPMENT

*(Ref. IBE Council 60<sup>th</sup> Session, Annex 2, Fact Sheet 1)*

#### **Programme Components:**

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

#### **Review Criteria:**

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

## 2. Innovative

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

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

## 3. Effective

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

## 4. High quality

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

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

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

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

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

**Challenges and Risks:**

Current challenges facing the Programme include

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

Future challenges facing the Programme include

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

Risks to the Programme include

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

**Future Directions:**

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

If there were to be no increase in resources –

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

If there were to be 'reasonable' additional resources –

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

## **2.2.2 TECHNICAL COOPERATION PROJECTS / SUPPORT TO MEMBER STATES**

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

### **Review Criteria:**

#### **1. Relevant and responsive to the needs of Member States**

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

#### **2. Innovative**

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

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

#### **3. Effective**

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



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

#### 4. High quality

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

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

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

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

#### **Challenges and Risks:**

Current and future challenges include

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

#### **Risks to the Programme include**

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

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

#### **Future Directions:**

If there were to be no increase in resources –

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

If there were to be ‘reasonable’ additional resources –

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

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

#### **Programme Components:**

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

#### **Review Criteria:**

##### **1. Relevant and responsive to the needs of Member States**

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

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

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

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

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

## 2. Innovative

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

## 3. Effective

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

## 4. High quality

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

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

The broad objectives of the Knowledge Production and Management Programme are

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

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

## **Challenges and Risks:**

Current and future challenges include

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

Risks to the Programme include

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

## **Future Directions:**

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

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

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

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

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

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

##### **Programme Components:**

- International Conference of Education
- Promoting Inclusive Education Policy Dialogue

##### **Review Criteria:**

###### **1. Relevant and responsive to the needs of Member States**

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

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

###### **2. Innovative**

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

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

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

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

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

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

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

**Challenges and Risks:**

Current and future challenges include

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

Risks to the Programme include

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

**Future Directions:**

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

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

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

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

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

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

## **2.2.5 CAPACITY-BUILDING AND CLEARINGHOUSE ON HIV AND AIDS EDUCATION**

***(Ref IBE Council 60<sup>th</sup> Session, Annex 2, Fact Sheet 3)***

### **Review Criteria:**

1. Relevant and responsive to the needs of Member States



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

## 2 Innovative

The Programme has produced several innovative tools:

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

## 3 Effective

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

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

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

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

## 4 High quality

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

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

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

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

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

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

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

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

**Challenges and Risks:**

Current and future challenges include

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

Risks to the Programme include

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

**Future Directions:**

If there were to be no increase in resources –

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

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

If there were to be 'reasonable' additional resources –

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

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

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

### **Review Criteria:**

#### **1. Relevant and responsive to the needs of Member States**

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

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

#### **2. Innovative**

The project adopts innovative approaches by:

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

#### **3. Effective**

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

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

#### 4. High quality

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

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

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

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

#### **Challenges and Risks:**

Current and future challenges include

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

Risks to the Programme include

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

#### **Future Directions:**

If there were to be no increase in resources –

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

If there were to be 'reasonable' additional resources –

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

## **PART 3 – CONCLUSIONS AND SUGGESTED ACTIONS**

### **3.1 Introduction**

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

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

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

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

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

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

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

## 3.2 Programmatic Review Methodology

### 3.2.1 Establishment of Review Criteria

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

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

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

The reviewer has made the judgements contained in this Section based on information received during this process and taking into account the various criteria and attributes of a CoE outlined above. The section is structured through a series of Key Evaluative Questions which reflect the Programme characteristics for a CoE described in 3.1 above, and are the questions which, in the opinion of the reviewer, are most likely to be asked by those clients and stakeholders<sup>3</sup> whose perceptions will determine whether the IBE is accepted as a CoE.

These Key Evaluative Questions are:

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

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

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

- Summary of Evidence
- Risks
- Suggested actions

### 3.3 Key Evaluative Questions

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

- **Scope**

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

- **Summary of Evidence**

##### Statements of Strategic Vision and Curriculum Philosophy

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

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

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

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

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

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

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

- focus directly on the Institute itself and what it wants to achieve in the period,
- describe its unique position and its competitive advantages (including, for example, its international and comparative perspective, its strength in post-conflict and post-disaster contexts, and its global reach)
- be forward-looking, avoiding the temptation to report on the past
- have strong and consistent statements of vision, mission and objectives for the period that are very clearly titled and articulated<sup>4</sup>
- explain how objectives will be achieved and measured, including Key Performance Indicators and quality standards for its objectives
- very clearly elaborate the Institute's conceptualisation of curriculum and curriculum philosophy.

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

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

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

### Consistency of Current Programmes with Statements of Vision and Philosophy

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

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

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



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

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

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

- **Risks**

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

- **Recommendations**

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

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

- **Scope**

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

- **Summary of Evidence**

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

#### Capacity Development and Technical Assistance

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

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

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

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

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

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

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

#### Knowledge Production and Management

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

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

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

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

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

#### Policy Dialogue

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

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

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

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

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

- **Risks**

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

- **Recommendations**

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

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

- **Scope**

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

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

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

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

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

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

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

- **Summary of Evidence**

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

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

It is less clear whether the Policy Dialogue Programme satisfies this 'test'. The ICE is an internationally significant event, and would consider the complexity of curriculum related issues in ways appropriate to the participants. However, there are no data available that provide insights into the effectiveness of the various workshops, conferences and seminars into which the IBE has input under the 'banner' of 'inclusive education' which it attends as follow-up to the 2008 ICE. Inclusive education is a very specialist field, especially in the design of curriculum and the development of related education system policies. While the organisation has had contact with 7268<sup>5</sup> participants, this programme is costly in terms of time, effort, administration and logistics, and its impact on national plans and strategies in the complex area of developing inclusive curriculum is simply not known.

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

- **Risks**

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

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

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

- **Recommendations**

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

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

- **Scope**

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

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

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

OR

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

- **Summary of Evidence**

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

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

Following broad discussion and careful consideration of current Programmes, this conclusion is supported by the reviewer. It should be noted that, in its initial decision, the IBE Council did not request that the IBE become more ‘targeted’ or to narrow its focus, or a more ‘specialised’ Institute. In fact, the Council clearly implied a broadening of scope by referring consistently to the IBE becoming a Centre of Excellence in ‘curriculum and curriculum-related matters’. Further, the Council made a number of decisions designed clearly to support the IBE in raising the additional funds required for it to achieve this mandate<sup>6</sup>.

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

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

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

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

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<sup>6</sup> In particular, refer to DECISIONS relating to Agenda Items 5 and 7



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

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

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

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

- **Risks**

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

- **Recommendations**

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

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

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

- **Scope**

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

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

- **Summary of Evidence**

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

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

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

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

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

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

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

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

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

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

- **Risks**

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

- **Recommendations**

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

### **3.4 Products and Services, Priorities and Recommendations**

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

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

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

(Go to [EXECUTIVE SUMMARY](#))

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

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

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

|   |   |                        |
|---|---|------------------------|
| accompanying the development of new curriculum frameworks, syllabuses and textbooks | <p>allow</p> <p>However,</p> <ul style="list-style-type: none"> <li>○ Monitor work load and tailor to resources</li> <li>○ Develop a manageable (10-15) database of reputable and reliable consultants at various levels of experience, and provide mixed mode training to ensure understanding of and commitment to IBE curriculum philosophy, processes and development practices</li> </ul>  | 1                      |
| 9 Curriculum monitoring and evaluation  | <ul style="list-style-type: none"> <li>○ Continue only as resources allow</li> </ul> <p>However,</p> <ul style="list-style-type: none"> <li>○ Develop and apply criteria and procedures for consideration of requests on a case by case basis (similar to those described above under 'Capacity Development Workshops')</li> <li>○ Over time, develop a set of standards for curriculum evaluation</li> </ul>   | 2                      |
| 10 Contributing to thematic programmes on UNESCO priorities                         | <ul style="list-style-type: none"> <li>○ Continue only as resources allow</li> </ul> <p>However,</p> <ul style="list-style-type: none"> <li>○ Develop and apply criteria and procedures for consideration of requests on a case by case basis (similar to those described above under 'Capacity Development Workshops')</li> </ul>  | 2                      |
| <b>PROGRAMME AREA – KNOWLEDGE PRODUCTION AND MANAGEMENT</b>                         |   |                        |
| <b><i>Products / Services</i></b>   | <b><i>Comments and Recommendations</i></b>  | <b><i>Priority</i></b> |
| 11 Databases such as World Data on Education and Country Dossiers                   | <ul style="list-style-type: none"> <li>○ Continue as a highly valued core service of a CoE.</li> </ul> <p>However,</p> <ul style="list-style-type: none"> <li>○ If resources allow, systematically check accuracy of data, particularly of country dossiers and initiate additional services, including <ul style="list-style-type: none"> <li>▪ Develop a more dynamic platform for sharing and disseminating information</li> <li>▪ Develop and implement strategies to attract partners to feed and expand the information platform</li> <li>▪ Professionally develop staff members to improve technical capacity to maximise the development of information products and communication strategies</li> <li>▪ Enhance capacities of and support field networks (such as the network of education specialists in UNESCO Regional Offices)</li> <li>▪ Increase analytical, 'value-added' services (e.g. trend analyses, syntheses and summaries of key information, working papers, etc.) and</li> <li>▪ Provide consolidated reports on research findings in curriculum-related issues</li> </ul> </li> </ul> | 1                      |

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

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



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

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

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





# **Rapid Organization Assessment of UNESCO's International Bureau of Education**

## **Summary Report**

**MANNET**

10 July 2011

## INTRODUCTION

### Background

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

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

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

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

### Aims of this report

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

### Focus of the report

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

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

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

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

### **Process of the ROA**

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

### **Seven themes**

Seven themes were identified and explored by task groups:

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

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

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

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

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

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

### **Contents of the report**

The report is structured into eight sections:

Part I—Organizational development framework

Part II—Strategic focus

Part III—Programmes and partnerships

Part IV—Leadership, management, communication and cooperation

Part V—Organizational design and staffing policies

Part VI—Systems and processes

Part VII—Resource mobilization

Part VIII—Opportunities and risks

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



## Part I—Organization Development Framework

### Current programmes and services

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

### Sustainability

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

### Strategic focus

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

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

### Organization development

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

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

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

### OD Framework

### Strategic focus

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

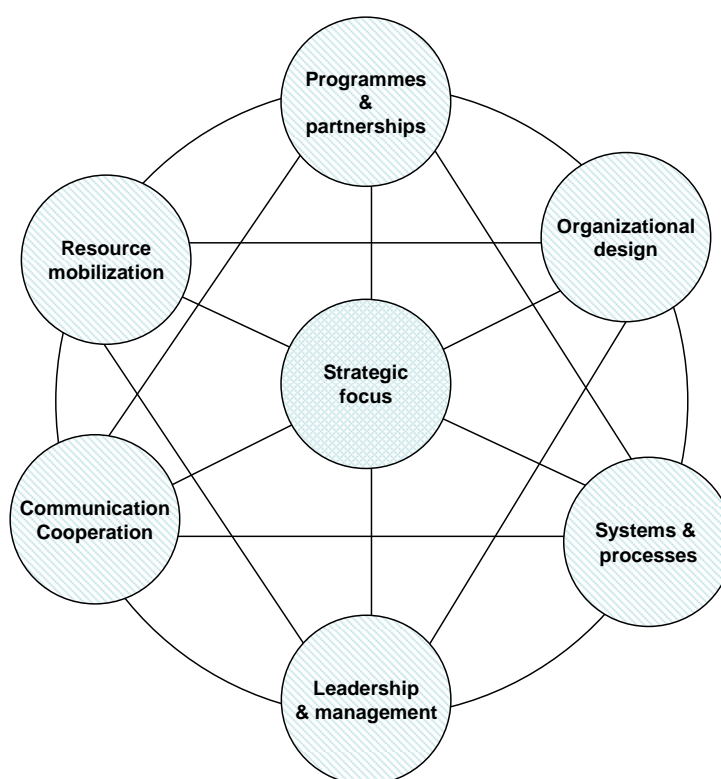
- Curriculum services to MS;
- Information management;
- Knowledge management, tools and research;

- Communities of practice (CoP).

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

### **Programmes and partnerships**

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



### **Leadership and management**

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

### **Communication and cooperation**

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

### **Organizational design and staffing**

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

**Systems and processes**

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

**Resource mobilization**

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

**Endnote**

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

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

## Part II—Strategic Focus

### Strategic direction

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

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

### The IBE as a centre of excellence

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

### Staff reflections on vision and mission in the context of CoE

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

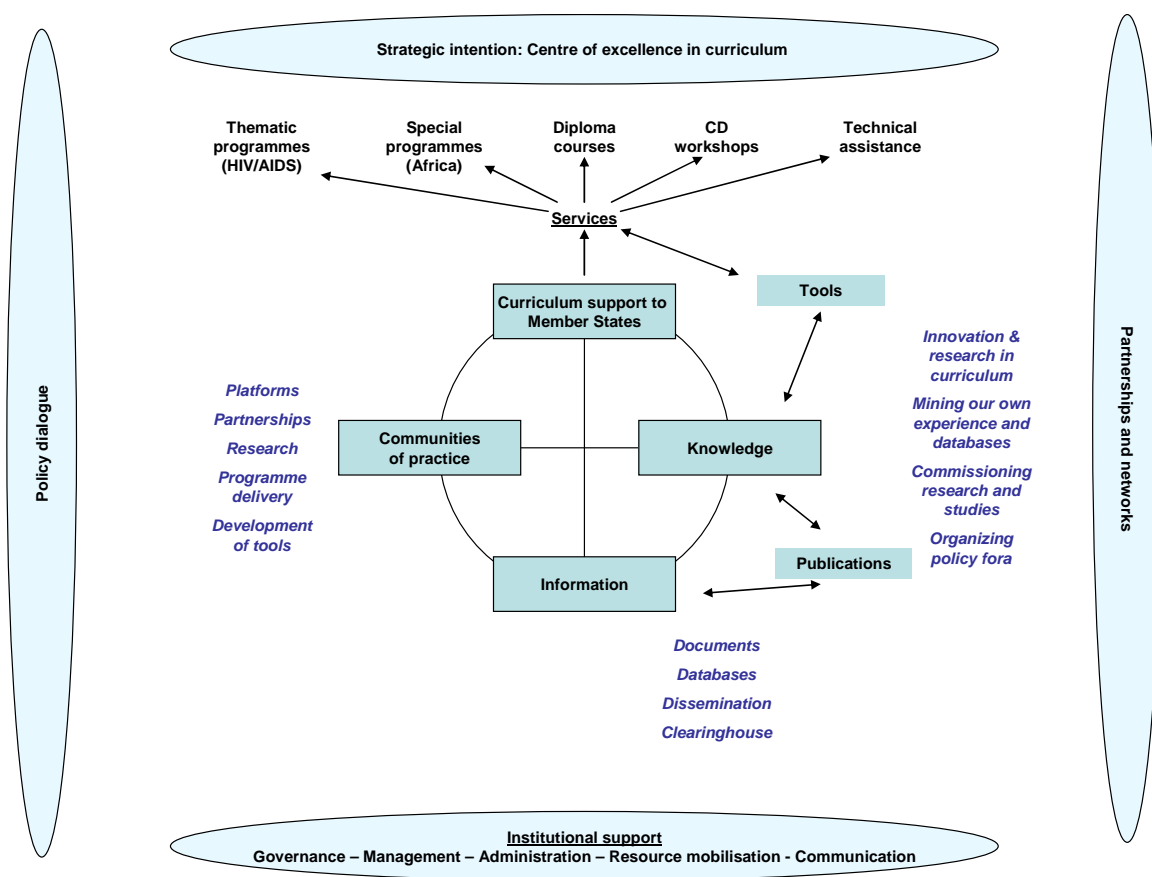
Staff also noted an effective CoE would be staffed with a collaborative, competent team of experts and work effectively with partners and networks; and be appropriately resourced.

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

### Strategic focus

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

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



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

**Our observations**

**Curriculum support for MS**

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

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

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

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

### **Strategic partnerships**

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

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

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

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

### **CoP**

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

### **Knowledge management**

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

#### **Prioritization**

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

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

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

- Information management;
- CoP.

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

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

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

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

### **Marketing, branding & selling**

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

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

### **Overview of our recommendations**

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

Once this is done, the IBE should:

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

- Develop a plan to engage with UNESCO institutes and others to clarify the niche of IBE in the UNESCO system and enhance collaboration<sup>2</sup>;

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



## Part III—Programmes and Partnerships

### Introduction

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

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

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

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

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

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

Given the increasing use of soft publications and the decreasing demand on the documentation centre as a place people physically visit to look at books, the documentation centre and the physical space<sup>3</sup> it occupies could possibly be revisited in the future.

### **Policy dialogue**

As we understand it, policy dialogue is practised throughout the work of the institute and in particular the CD/TA programmes and presumably many of the high-level conferences that the director and others are invited to speak at<sup>4</sup>.

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

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

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

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

### **Operational projects (priority Africa)**

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

### **HIV/AIDS**

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

### **Legacy programmes**

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

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

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

**Publications**

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

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

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

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

**The ICE**

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

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

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

**Overview of our recommendations**

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

In particular, IBE should:

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

## Part IV—Leadership, Management, communication and cooperation

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

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

### Leadership

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

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

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

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

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

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

### **Management**

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

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

### **Roles and responsibilities**

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

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

### **Programmes**

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

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

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

### **Human resources**

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

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

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

### **Decision-making**

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

### **Communication and cooperation**

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

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

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

### **Governance of IBE**

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

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

### **Overview of our recommendations**

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

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

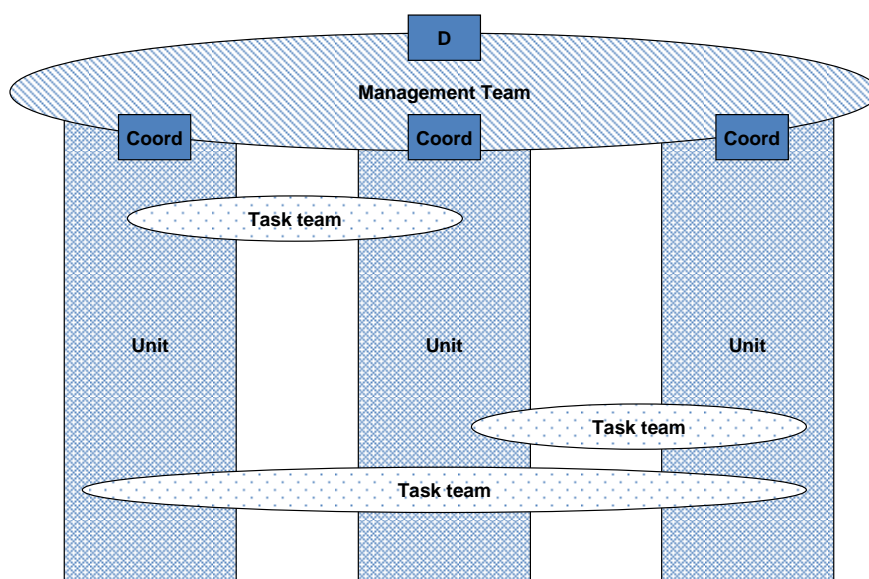
## Part V—Organizational design and staffing

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

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

### A design of 'homes' and task teams

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



Four principles guide the effective implementation of this model.

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

### Homes

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

**Portfolio<sup>6</sup> workers**

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

**Deliverables**

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

**Teams produce deliverables**

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

**Task teams for today**

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

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

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

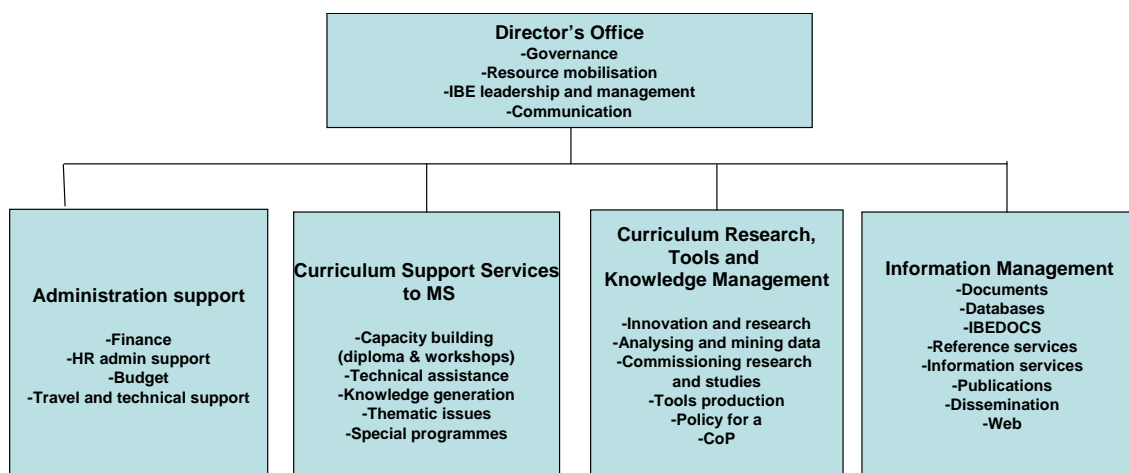
**Functions of a CoE**

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

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<sup>6</sup> This term is taken from the works of Charles Handy.





### Transition arrangements

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

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

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

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

### **Staffing policies**

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

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

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

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

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

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

### **Overview of our recommendations**

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

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

## Part VI—Systems and processes

### Planning and project management

#### Programme management cycle (PMC)<sup>7</sup>

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

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

### Quality

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

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

### Monitoring and evaluation

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

### Impact

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

### Reporting

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

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

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

### **Programme Management Cycle**

In sum, a programme management cycle would:

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

### **Information technology**

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

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

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

### **Budget**

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

### **The office**

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

### **Performance management**

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

### **Travel**

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

### **Timelogs**

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

### **Overview of our recommendations**

Our key recommendations are that IBE should:

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

## Part VII—Resource mobilisation

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

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

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

### Overview of our recommendations

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

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

## Part VIII—Conclusion: Opportunities and risks

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

### Opportunities

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

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

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

### Risks

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







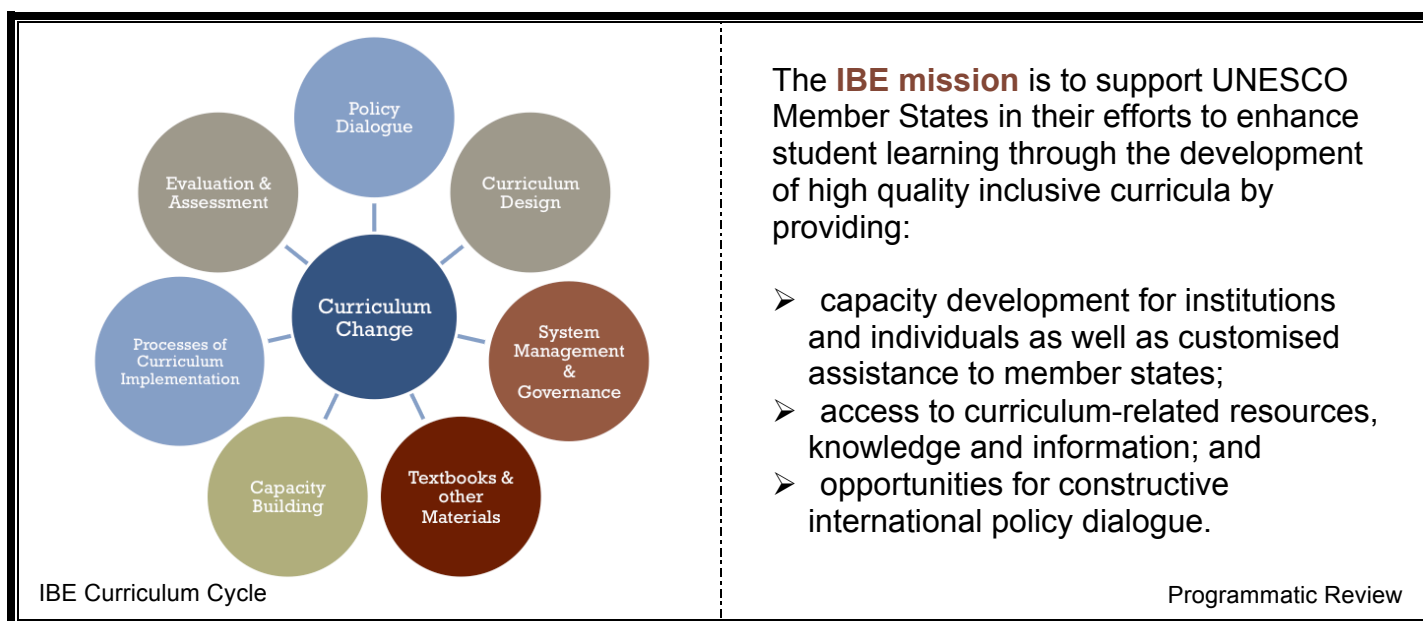
**International Bureau of Education**  
Programme of Activities and Budget for 2012

## I. General Programming Context

The purpose of this document is to highlight the programme and activities that the IBE proposes to carry out in 2012. These activities are designed within the context of the strategic objectives and expected results of the **IBE Strategy 2008-2013, Document 36 C/5** and the **Strategy to make the IBE UNESCO's Centre of Excellence in curriculum**, which was adopted by the 36<sup>th</sup> session of the UNESCO General Conference.

“Curriculum” is at the heart of contemporary education reforms and at the core of improving educational quality. In this context, curriculum development is viewed as a complex process that goes beyond the selection of and organization of

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



The **IBE mission** is to support UNESCO Member States in their efforts to enhance student learning through the development of high quality inclusive curricula by providing:

- capacity development for institutions and individuals as well as customised assistance to member states;
- access to curriculum-related resources, knowledge and information; and
- opportunities for constructive international policy dialogue.

Programmatic Review

## IBE Strategy as a Centre of Excellence

The Strategy of the IBE as a CoE requires that it becomes a more forward looking and cutting edge institute; it also calls for raising the quality and scope of products and services. This requires organizational change based on a careful and comprehensive review of existing programmes and priorities; internal management and organization, including personnel and work practices; and governance. It also requires a strong fundraising strategy to secure significant additional, reliable and predictable funding. In 2011, a Programmatic Review, and a Rapid Organizational Assessment took place involving IBE staff members. This process will continue in 2012. At the 61<sup>st</sup> session of the Council in January 2012, an implementation plan will be

submitted to define the process of action to be taken to advance in all the referred areas.

The year 2012 is also marked by a very difficult financial situation for UNESCO overall. For the IBE, as well as for other institutes, there will be a 31% cut to the allocation that was approved by the 36<sup>th</sup> Session of the General Conference. Programme and budget have to be adapted. This additional financial constraint brings up a critical scenario that will hamper programme implementation and that will require stronger restructuring than previously planned for the IBE to become a CoE. We need to be cautious as to how to implement the Strategy for the CoE under the present circumstances, which can already threaten the IBE's stability.

For these reasons we present a cautious programme; strongly focusing in the internal processes and the development of quality assurance mechanisms for products that have been developed in the last 2 years; and concentrating only in some flagship programmes and services<sup>1</sup>. In addition, capacity development and technical assistance will be based on

requests by Member States that are fully funded. The presentation of the 2012-2013 programme activities is organized according to the three main action areas of the IBE: (I) Capacity development and technical assistance in curriculum, (II) Knowledge production and management, and (III) Education policy dialogue.

### Strategic Objectives IBE Strategy 2008–2013

### Expected Results at the end of the biennium 2012-2013 36 C/5

|   |   |  |   |   |
|---|---|--|---|---|
| <b>1.<br/>Capacity<br/>Development<br/>&amp; Technical<br/>Assistance</b> | Development of capacities of specialists, practitioners and decision makers for the design, management and implementation of <b>quality curriculum-making processes and inclusive curricula</b> : <ol style="list-style-type: none"> <li>1. Consolidating a global network</li> <li>2. Supporting countries in curriculum change</li> <li>3. Developing, testing and promoting training materials and tools</li> <li>4. Expanding and diversifying forms of training</li> <li>5. Providing professional support and advice</li> </ol> | <b>MLA 1 – Expected Result 1</b><br>National capacities strengthened for policy formulation and planning focusing on quality and gender equality issues, and drawing on information and communication technologies               | <b>MLA 1 – Expected Result 3</b><br>National capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues                 | <b>MLA 2 – Expected Result 6</b><br>Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students   |
|   |   | <b>MLA 3 – Expected Result 8</b><br>Capacities in Member States strengthened to integrate education for sustainable development, including climate change education, into educational policies, development plans and programmes | <b>MLA 3 – Expected Result 9</b><br>Good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights | <b>MLA 4 – Expected Result 14</b><br>Education stakeholders informed through evidence-based research and studies on emerging trends and challenges in education |
| <b>2.<br/>Knowledge<br/>Production &amp;<br/>Management</b>               | Consolidation, enrichment and expansion of a <b>knowledge base and a variety of specialized information resources on curricula and curriculum development processes</b> : <ol style="list-style-type: none"> <li>6. Building a robust knowledge base</li> <li>7. Strengthening clearinghouse and information services</li> <li>8. Developing an online platform for increased knowledge sharing</li> <li>9. Streamlining services and access to materials and resources</li> </ol>  | <b>MLA 4 – Expected Result 14</b><br>Education stakeholders informed through evidence-based research and studies on emerging trends and challenges in education  |   |   |
| <b>3.<br/>Education<br/>Policy<br/>Dialogue</b>                           | Facilitation of <b>policy dialogue</b> at the local, regional and global levels for improved curriculum development processes and products: <ol style="list-style-type: none"> <li>10. Contributing to policy dialogue</li> <li>11. Advocating more support to curriculum reform</li> <li>12. Developing policy briefs</li> </ol>   | <b>MLA 1 – Expected Result 1</b><br>National capacities strengthened for policy formulation and planning focusing on quality and gender equality issues, and drawing on information and communication technologies               | <b>MLA 2 – Expected Result 6</b><br>Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students                         | <b>MLA 4 – Expected Result 14</b><br>Education stakeholders informed through evidence-based research and studies on emerging trends and challenges in education |

<sup>1</sup> Programme specific fact sheets, providing more detailed information about the activities, products and challenges can be provided upon request.

## 1. Capacity Development and Technical Assistance

The 2012-2013 capacity development and technical assistance programme has as its main goals: **a)** to develop the national capacities including those of teacher educators, policy makers and curriculum specialists in the field of curriculum design and development through regionally-based long term training courses, such as the Diploma in Curriculum Design and Development; **b)** to strengthen local capacities for curriculum innovation and reform through customized learning tools and workshops (inclusive education, skills for life and work and learning to live together, ESD, basic skills and competences); **c)** targeted technical assistance at country level for the design and management of curriculum reform and implementation (e.g.

curriculum frameworks and syllabuses, guidelines for teachers and learning materials, and assessment). Priority will be given to African countries, countries in transition and conflict affected countries. Implementation will be carried out in partnership with other international organizations and UNESCO field offices. Most requests for workshops and technical assistance will be required to be fully funded through countries' governments, other international organizations, private foundations and field offices. Working plans are being developed with the Education Sector, Teacher Education section (TED), regional and field offices. These goals will be achieved through the following services and products.

### 1.1 Diploma in Curriculum Design and Development

In 2012, the IBE will capitalize in its knowledge production effort and improve the quality assurance processes of the Diploma courses. It will also assess the feasibility of developing similar diploma courses in Francophone Africa and in the Arabic region for 2014-2015. So far, the Diploma responds to a real need, namely the need for training ministry of education officials as well as experts in education and curriculum development. This was particularly shown by the strong demand in Africa and Latin America and the willingness of partners to contribute to the funding of participants (see report 2011 and evaluation results).

Strategic Objectives  
1, 2, 3, 4, 5  
MLA 2 - 6

With regard to the Diploma, the IBE will conduct a comprehensive follow-up and evaluation process of the 1<sup>st</sup> cohort of the Diploma in Latin America in order to assess the long term impact of the Diploma and track the participants' utilization of acquired skills in curriculum issues. A revision of the resource pack, the Training Tools for Curriculum Development (TTCD) will take place by incorporating case studies developed in various regions through the network of the community of practice as well as by incorporating feedback provided by Diploma participants during the sessions. Following the face-to-face sessions in 2011, the online sessions of the 2<sup>nd</sup> cohort of the Diploma in Latin America and the 1<sup>st</sup> cohort of

the Diploma in Africa will be implemented. In addition, the IBE will launch the 3<sup>rd</sup> cohort of the Diploma in Latin America, in partnership with the Catholic University of Uruguay (UCU) and the Regional Bureau of Education for Latin America and the Caribbean (UNESCO OREALC). Moreover, the 2<sup>nd</sup> cohort of the Diploma in Africa will be organized in collaboration with UNESCO BREDIA and the UNESCO Teacher Education (TED) section, implemented through the Open University of Tanzania and the Tanzania Institute of Education (TIE). Overall, a total of approximately **130** participants will be trained in 2012 through the Diploma enhancing their competencies in the design and development of curriculum.

Table 1: Diploma Overview

| Diploma/Location   | Participants/targets   |
|--|--|
| Diploma in Latin America (2 <sup>nd</sup> Cohort)<br>Uruguay | <b>24</b> (5 countries from Latin America, 2 UNESCO staff members)<br>12% male; 88% female |
| Diploma in Latin America (3 <sup>rd</sup> Cohort)<br>Uruguay | <b>25 – 30</b> participants  |
| Diploma in Africa (1 <sup>st</sup> Cohort)<br>Tanzania       | <b>49</b> (17 countries from Africa, 7 UNESCO staff members)<br>50% male; 50% female       |
| Diploma in Africa (2 <sup>nd</sup> Cohort)<br>Tanzania       | <b>25 – 30</b> participants  |

## 1.2 Workshops

Capacity development workshops provide specific technical support to staff responsible for curricular processes. They are based on customized training tools and respond to the specific needs of Member States. Workshops are being planned on demand and subject to full funding: requests from

Strategic Objectives  
1, 2, 3, 4, 5  
MLA  
2 – 6/8

Colombia, Dominican Republic, and Pakistan are being considered, as well as a request for a workshop covering several countries in the Arabic region in partnership with UNICEF. Workshops will most probably cover four UNESCO regions.

Table 2: Workshop Activities Overview

| Location                           | Workshop Topic/Partnerships   | Participants  |
|------------------------------------|---|---|
| Colombia                           | Interventions regarding Inclusive Education, organized with the Ministry of Education, the Regional Secretary of Education, and the Foundation ExE (Empresarios por la Educación) | 80 – 100 educators from the provincial and national level |
| Dominican Republic                 | Curriculum design and development, organized with the Ministry of Education, the EDUCA foundation and the BARNA Business School   | 40 – 50 school principals                                 |
| Pakistan                           | Curriculum design and the use of textbooks, in partnership with UNESCO Islamabad  | 30 educators, curriculum developers and teacher trainers  |
| Egypt, Lebanon, Jordan and Tunisia | Curriculum issues in lower secondary education, in partnership with the UNICEF Office for the Middle East   | 30 – 40 educators from the region                         |

## 1.3 Community of Practice

In coordination with the Knowledge Production and Management Programme there will be a further systematization of the community of practice. A survey to assess countries' needs and curriculum priority areas will take place. The COP is a tool and a platform for knowledge production, sharing and dissemination on curriculum issues and trends. It also contributes to South-South and North-South-South cross dissemination and cooperation.

Strategic Objectives  
1, 2, 3  
MLA  
1-3; 2-6; 4-14

In 2012, the COP will contribute through its participation in the annual moderated multilingual e-forum, the dissemination of COP messages with the latest information and resources on curriculum initiatives sent out in the UNESCO languages, the organization of national, regional and interregional events (face-to-face and/or online) partnered with UNESCO field offices.

## 1.4 Priority Africa

The IBE contributes to the UNESCO **Priority Africa** Programme through all its intervention areas, and along with BREDAs supports the **Basic Education for Africa Programme** (BEAP). In 2012, the IBE will work closely with the Open University of Tanzania and the Tanzania Institute of Education (TIE) and BREDAs to implement the 2<sup>nd</sup> cohort of the Diploma in Africa. UNESCO field Offices will fund government participants.

Strategic Objectives  
1, 2, 3, 4, 5  
MLA  
1-3; 2-6/8

The **Learning for Life and Work** Africa project supports ministries of education and institutions in a number of sub-Saharan African countries to

strengthen the preparation for life and work in basic education through the development and implementation of quality curriculum in the classroom. Following the finalization of the toolkit "Skills for living and working in the Twenty-First century: a toolkit for curriculum innovations in Africa" it will be used in teacher training and capacity development. The teams of five countries (Burkina Faso, Congo Brazzaville, Kenya, Mali, and Mauritius) will develop guides that are adapted to the context of each country along with the toolkit.

Moreover, the IBE will conduct an analytical international comparative study of curriculum frameworks, textbooks and guidelines in reading, writing and mathematics in the first 3 years of primary education with field based assessment of

curriculum implementation, practices and alignment in schools in Burkina Faso and Niger. Proposals have been developed for these two last initiatives and will depend on extra-budgetary funding.

### 1.5 Capacity Building and Clearinghouse on HIV and AIDS Education

The main goal of these activities is to support EFA by integrating HIV and AIDS education more effectively into official curricula, developing tools to improve learning and teaching materials, and fostering the capacities of education specialists. In 2012, the IBE will create a new CD-ROM containing interactive activities, fact sheets and an evaluation of good practices as a key resource for capacity development of education specialists on HIV and AIDS education made available in French, English, Spanish and Portuguese. In addition, the

Strategic Objectives  
1, 2, 3, 4, 5  
MLA  
3 – 9

IBE will produce factsheets in French on themes related to sexuality, gender and human rights, and provide technical assistance through capacity-building workshops jointly organized with UNESCO Field Offices in Western and Central Africa proposing collaborative solutions for specific issues. The IBE will also disseminate good practice examples of curriculum, teaching and teacher training as well as innovative teaching resources through the UNESCO database, the Clearinghouse website and the HIV section of the IBE website.

### 1.6 Technical Assistance to Member States

The IBE supports national governments (i.e. ministries of education and curriculum agencies), based on their requests for assistance in planning, developing, implementing and evaluating quality primary and secondary curricula in response to new challenges, needs and developmental prospects. Special emphasis is devoted to the meaningful integration in the national curricula of competency development, as well as on the preparation for life

Strategic Objectives  
1, 2, 3, 4, 5  
MLA  
1-1, 2 – 6/8

and work based on the values, principles and practices of **Learning to Live Together (LTLT)** and **Education for Sustainable Development (ESD)**. **Post-Conflict and Post-Disaster (PCPD)** situations are considered on a priority basis. Based on demand, in 2012 the IBE will continue with interventions supporting curriculum development, quality frameworks and evaluation, especially in the Arab region.

Table 3: Technical Assistance Activities Overview

| Countries/Project   | Rationales   | Outcomes  |
|---|--|---|
| <b>Iraq</b><br>New Curriculum Project                       | Developing a new national Iraqi curriculum framework constituting the basis for teacher education, syllabus and textbook development with emphasis on mathematics and the sciences. This will contribute to enhancing quality and consistency across the system.   | <ol style="list-style-type: none"> <li>1. New Iraqi Curriculum Framework</li> <li>2. Feasibility Study for the establishment of the Iraqi National Curriculum Centre</li> <li>3. Guidelines for curriculum revision in mathematics and the Sciences</li> <li>4. Blueprints of syllabuses and textbooks for mathematics and sciences</li> </ol>                            |
| <b>UNRWA</b><br>Framework for Curriculum Quality            | Developing a common framework for quality curriculum implementation is seen as a first step towards a longer-term process that will be based on capacity development of education/curriculum specialists in the central Amman unit and the UNRWA (United Nations Relief and Works Agency) field offices. | <ol style="list-style-type: none"> <li>1. Comprehensive first version of the common Framework for quality curriculum implementation in UNRWA schools</li> <li>2. Enhancing capacities of 25 certified curriculum specialists to carry out dissemination activities</li> <li>3. Models of customized capacity-development activities for “training-of-teachers”</li> </ol> |
| <b>Gulf States</b><br>Framework for Curriculum Evaluation   | The development of a common Framework for Curriculum Evaluation in the Gulf States is based on stocktaking of the existing experiences, as well as on designing meaningful and efficient processes of curriculum evaluation in the region, as part of comprehensive curriculum development cycles.       | <ol style="list-style-type: none"> <li>1. Outline of a common Framework for Curriculum Evaluation in the Gulf States</li> <li>2. Enhanced capacities of 30 education and curriculum specialists (national teams)</li> <li>3. Customized capacity development tools</li> </ol>   |
| <b>Curriculum Certificate</b><br>(Education in Emergencies) | In the aftermath of crisis and emergency situations around the world, the need for specialized curriculum training of those working in these areas has become increasingly critical.   | <ol style="list-style-type: none"> <li>1. Course basis for curriculum certificate developed through IBE and INEE collaboration</li> </ol>   |

## 2. Knowledge Production and Management

The overall goal of the KPM programme for 2012-2013 and beyond is to develop a knowledge base to inform policy formulation and evidence-based decision-making and practices in the field of curriculum development and reform. During 2012 the priority focus will be on the improvement of availability, access to and production of curriculum-related information and knowledge, as well as on the identification of needs and emerging priorities in this area.

Instructional time is increasingly considered a key component of quality education for all and allocating time for sustained student involvement in instructional activities is critical for learning. However, countries have different approaches to defining instructional time, and as a result it is difficult to compare international data across educational systems and levels. For this reason, the IBE will partner with the UNESCO Institute for Statistics to collect reliable cross-national data on annual instructional hours for each grade level in primary and secondary education.

### Major activities for 2012-2013

**2.1** There will be thus, a Global Survey on Instructional Time, which has been collaboratively designed with the UNESCO Institute for Statistics. The KPM programme is compiling and making available existing information on instructional time drawn from its international dataset that includes over 180 countries/jurisdictions.

**2.2** For the purpose of identifying and addressing curriculum-related knowledge and information gaps, the KPM programme is designing and implementing tools for the periodic assessment of regional, sub-regional and national needs and priorities.

**2.3** The IBE aims to improve the availability of and access to information on curriculum development processes and products through updated databases, enhanced information services and expanded collections and website

development. Thus, the KPM programme will update the data base of Country Dossiers, complete the 7<sup>th</sup> edition of the World Data on Education, enrich the curriculum collection, prepare a curriculum glossary with the related specialized terminology, and produce weekly alerts including at least two thematic alerts on priority issues.

**2.4** In order to strengthen the sharing of information and the exchange of capacity the IBE will prepare the launch of a clearinghouse mechanism. This will depend on future funding and would result in a more dynamic and significantly improved website by 2014-2015.

**2.5** In 2012, four new issues of **Prospects, Quarterly Review of Comparative Education** are scheduled to be published: (No. 161) “*Internationalisation of Teacher Education*”; (No. 162) “*Cultural Diversity in Education Systems: International and Comparative Perspectives*”; (No. 163) “*Developing a World-class Education: a Multi-Country Analysis*”; and (No. 164) “*Comparing Learner Performance in Southern Africa*”. In addition two more issues (No. 165 and No. 166) are being prepared for 2013.

### Challenges

The KPM programme faces three main challenges in the process of enhancing and expanding its work: **(1)** aligning curriculum-related information and knowledge to the existing needs and demand for knowledge as well as to the contexts in which it is expected to be used; **(2)** sharing efficiently and effectively knowledge both within the IBE (by progressively transforming the organizational culture and the approach of teams and individuals) and beyond (by facilitating and supporting the sharing of knowledge embedded in different networks and communities), keeping up with technology development and usage; and **(3)** enhancing the quality of existing services and developing innovative approaches.

Strategic  
Objectives  
6, 7, 8, 9  
MLA  
4-14

### 3. Policy Dialogue and the ICE

In 2012, the IBE will contribute to promote evidence-based informed policy dialogue among decision makers and practitioners of curriculum design and development through: **(1)** forging partnerships with ministries of education, foundations, international organisations among others, and **(2)** providing guidance in developing curriculum frameworks and guidelines.

Within UNESCO, the IBE will reinforce partnerships with Headquarters, and Field Offices such as BRED, Beirut and Kingston to provide policy advice and concrete examples for policy guidelines relating to different UNESCO regions.

Outside of UNESCO, the IBE seeks to collaborate with the European Agency for Development in Special Needs Education, the Organization of Iberoamerican States, the Inter-American Development Bank and various teacher training institutes and universities to conduct policy dialogue, implement capacity-development workshops, and develop learning tools on inclusive education.

#### Two specific initiatives in 2012

**3.1** The IBE will facilitate a workshop on curriculum trends and issues during the conference on “Revision and Implementation of Curricula in China and Europe” co-organized by the National Centre for School Curriculum and Textbook Development (NCCT), Ministry of Education of China, and the Netherlands Institute for Curriculum Development (SLO). This will be an excellent opportunity to forge partnerships with leading researchers, policymakers and specialists in curriculum design and development from two UNESCO regions.

**Strategic Objective**  
10, 11, 12  
**MLA**  
1-1, 2-6, 4-14

**3.2** In partnership with GASERC (Gulf Arab States Educational Research Centre), UNRWA and the Gulf countries, the IBE has developed a project in the Arab Region on inclusive school curriculum and curriculum quality and evaluation. In 2012, the IBE will submit a framework on inclusive education presenting concepts, goals and practices within a perspective of Education for All, conduct a study on outstanding practices of inclusive schools around the world, and develop a first draft of the toolkit containing a resource guide on inclusive schools and inclusive teaching-learning processes.

#### Challenges

Under the implementation plan aimed at making the IBE a CoE in curriculum; the overall framework of the International Conference on Education (ICE) will be discussed by the IBE Council Members. The ICE as a strategic high level policy forum should contribute to re-orienting the discussion on quality education for all beyond 2015. The main challenge for 2012 will be developing the processes that will allow the implementation of the Strategy of IBE as CoE along with strengthening the IBE’s capacity to perform; resource mobilization will be required for programme implementation as well as for implementing the Strategy to make IBE a CoE. Additional time and fundraising effort will be necessary to make feasible a next ICE, in the present UNESCO crisis its organization represents a further challenge. The ICE should play a strategic role for the IBE as CoE, therefore the discussion to take place by the Council and the decision making process related to its future sessions should consider the present financial and institutional environment and be planned in a way that would allow the implementation of the strategy to make the IBE a CoE.



## II. Institutional Management

### 1. IBE Council

The functions of the IBE Council are established by the Statutes of the IBE and the Rules of Procedure of the Council. The 61st session of the IBE Council will be held from 25 to 27 January 2012 in the building of the International Air Transport Association (IATA), 33 Airport Road, 1215 Geneva 15 Airport. The Council will review the results of the IBE programmes conducted in 2011 and the planned activities for 2012 based on the of the IBE Director's Report on the implementation of the activities for 2011 and the Programme of Activities and Budget for 2012.

The agenda will include a presentation of the implementation plan of the "Strategy aimed at making

the IBE a Centre of Excellence for Curriculum". The implementation plan will also establish the implementation processes to be followed for establishing programmatic priorities, internal organizational changes; revision of governance; policy dialogue and the ICE; communications and advocacy strategies; and finally a resource mobilization plan.

As in 2011, the Administrative Group meeting will be held in the IBE premises, this time for half a day. It will take place in the Cecilia Braslavsky room, 1st floor, 15 route des Morillons, 1218, Grand Saconnex, Geneva, on Tuesday, 24 January 2012, from 10 a.m. to 13 p.m.

## 2. Human and Financial Resources

### 2.1 Human Resources

The position of Senior Programme Specialist (P5) is crucial for strengthening the professional work of implementing the Strategy aimed at making the IBE a Centre of Excellence. In this context, the selection process was completed in December 2011, but recruitment has not been confirmed because of the budgetary restrictions imposed by Headquarters and the 31% cut of the allocation assigned to the IBE by UNESCO.

The IBE will continue to train young professionals (research assistants, interns), as part of the implementation of various programmes.

The IBE training policy will continue to promote collective and individual professional development according to the financial resources allocated by Headquarters for this purpose

### 2.2 Financial resources

The IBE will:

- Continue its efforts to mobilize UNESCO Member States in order to obtain their financial support for the implementation of the Strategy on a multiyear basis.
- Strengthen and consolidate its relations with the host country particularly in the context of research partnerships, NGOs and associations working in education and development.
- Strengthen partnerships with UNESCO field offices of in the implementation of specific projects and programmes.
- Continue and strengthen partnerships with Swiss and international research centres, as well as other UN institutions.

- Submit projects for funding under the "Global Partnership for Education" initiative, managed by the World Bank.
- Continue the implementation of cost recovery and cost sharing policies.

As of 20 December 2011, the total amount of financial resources for 2012 is estimated at **US\$3,985,174** (special account); adding other extra-budgetary resources it amounts to **US\$4,685,174**

This estimate is based on:

- The annual financial budget allocation from UNESCO which was cut by 31%: US\$1.725 million;
- 600,000 CHF (US\$651,000) granted by the Swiss Agency for Development and Cooperation (DDC);
- €100,000 Euros (US\$130,000) potential contribution of Spain;
- US\$229,174 from GASERC for the Inclusive Schools Project;
- Accumulated reserves expected on the 31<sup>st</sup> of December 2011: US\$1.1 million.
- In addition to resources from the Special Account, US\$700,000 was raised through UNESCO and the UNESCO Iraq office: US\$500,000 was awarded under the UNESCO-Iraq agreement for technical assistance in the curriculum development project. This is a three-year agreement (2010-2013) with a total budget of US\$1.317 million. US\$200,000 will be granted for the project UBRAF HIV / AIDS.

The detailed proposed budget for 2012 is annexed to this report.

### III. Budgetary Figures

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

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

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

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





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

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

Geneva, 25-27 January 2012

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



## I. BACKGROUND

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

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

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

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

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

## II. OBJECTIVES

The objectives of the RMP are:

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

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

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

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

The external programmatic review, conducted in May 2011, pointed out the general relevance of the programmatic orientation of the IBE with regard to what a CoE should be. The Audit report shows that the financial administration is running appropriately<sup>1</sup>. Nevertheless, both the Audit and the Rapid Organizational Assessment (ROA) refer to a possible financial fragility as a result of a drop in the level of financial contributions in 2010 due to the financial crisis. Paradoxically, the CoE Strategy requires increased and predictable financial resources. The ROA therefore, puts forward that sustainability issues must be addressed urgently in the transition phase. Currently a very small team is trying to deliver a large number of activities to a very wide range of countries with a demand that exceeds its actual capacity in terms of human resources and funds. Additional financial resources other than the ones currently available for 2012 and beyond are a key factor for the success of the new strategy.

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

#### **IV. THE RESOURCE MOBILIZATION TEAM**

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

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

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

#### **Members and Roles:**

Resource mobilization will have a team composed of:

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

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



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

## **V. THE RESOURCE MOBILIZATION PRINCIPLES**

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

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

## **VI. THE IBE's BUDGET STRUCTURE**

The IBE budget structure includes:

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

## **1. UNESCO financial allocation:**

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

## **2. Core donors' voluntary contributions:**

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

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

## **3. Extra-budgetary funding:**

Besides voluntary contributions, getting extrabudgetary funding is also very important. In this regard the IBE Director and the fundraising team are continuing to contact and further address multilateral organizations such as the Global Partnership for Education<sup>3</sup>, the World Bank, the Inter-American Development Bank, UNICEF, the African Development Bank, and the OPEC Fund for International Development and the Asian Development Bank.

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

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

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

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

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

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

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

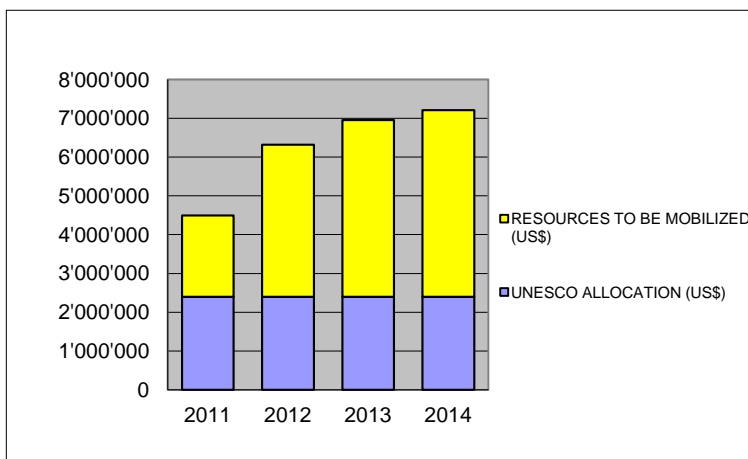
#### 4. Other incomes-cost recovery:

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

## VII. RESOURCE MOBILIZATION TARGETS

The estimated financial implication for the implementation of the Strategy indicates that total resources for the IBE should reach US\$7,000,000 by 2014; this means an increase of nearly US\$2,000,000 annually. This estimate does not include the ICE<sup>4</sup>. It should be noted as well that the currency exchange rate of US\$ to CHF can alter estimations due to the (current) strong value of the Swiss franc.

**Table 1: Core funding targets**



## VIII. PRIORITIES AND TYPES OF FUNDING TARGETED

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

<sup>4</sup> Estimated budget for the ICE amounts to US\$2,000,000.

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

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

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

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

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

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

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

3. **Extra-budgetary funds from partnerships with other UN agencies such as UNAIDS, UN-WOMEN, UNICEF, UNDAF, INEE.**
4. **Multilateral donors: Global Partnership for Education<sup>5</sup>** The IBE has participated in the first and second round of stakeholders' consultations and sent a results-based

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<sup>5</sup> Previously known as the Education For All – Fast Track Initiative (EFA – FTI)

proposal contribution to the Learning Outcomes seeking partnership in the Global and Regional Program (GRA). **The World Bank:** First contact was established by the IBE Director with the Director of the Human Development Network to discuss work on quality and possible developments towards the ICE. **Organization of Ibero-American States (OIE):** Agreement of Cooperation established to frame joint collaboration. Through OIE funding, the IBE is implementing capacity development workshops in inclusive education customized to participating Latin American countries. **The OPEC Fund for International Development (OFID):** An initial approach was made by the IBE Director and a proposal was developed.

5. **Swiss Foundations:** The French-speaking foundations interested in education and HIV & AIDS have already been identified.
6. **Bilateral donors for specific projects:** Such as AECID (Spain), SIDA (Sweden), CIDA (Canada), EU (Belgium), IDRC (Canada), SDC (Switzerland), DANIDA (Denmark), USAID (USA), NORAD (Norway), GIZ (Germany), JICA (Japan), Dutch Ministry of Development and International Cooperation. A list of bilateral donors plus funding priorities should be investigated annually and appraised periodically. The IBE will need to establish relations to try to secure short as well as long term donor support for programme and institutional development. Organize fundraising trips at least once a year to fundraise and update donors of IBE progress.
7. **National and interregional banks: Inter-American Development Bank (IADB).** The IBE Director met with the Director of Education in Washington DC, the outcome being that the IADB will cover fellowships for Latin American participants in the IBE Diploma on Curriculum Design and Development covering the participation of several countries in the region. **Asian Development Bank. African Development Bank.**
8. **International Foundations and trusts funds** such as the Ford Foundation, Gates Foundation, Macarthur Foundation, Hewlett Foundation, Packard Foundation, Guggenheim Foundation, Cadbury Trust.
9. **Private corporate sector:** Body Shop, Coop Bank, Microsoft, Coca Cola Private Corporations, Procter and Gamble, Baume et Mercier.

## X. RESOURCE MOBILIZATION ACTIVITIES FOR 2011-2012 AND RESULTS (see table)

### RESOURCE MOBILIZATION ACTIVITIES FOR 2011-2012 AND RESULTS

|      | N° | Activities  | Responsible              | Submitted for funding USD | Funds raised     |     |
|------|----|---|--------------------------|---------------------------|------------------|-----|
| 2011 | 1  | MoU with Iraq Office. New Iraqi Curriculum Project  | Acedo, Georgescu         | 1.300.000                 | 1.300.000        | (1) |
|      | 2  | Meeting in Paris with Council Members for fundraising awareness   | Ole Briseid<br>Qian Tang |                           |                  |     |
|      | 3  | Elaboration of the Resource Mobilization Plan   | Acedo<br>Alama           |                           |                  |     |
|      | 4  | Fundraising Meetings with country representatives (Bahrain, Brazil, Finland, Denmark, Germany)  | Acedo<br>Ole Briseid     |                           |                  |     |
|      | 5  | Meetings with Norway (Oslo) partners and stakeholders.  | Ole Briseid<br>Acedo     |                           |                  |     |
|      | 6  | Design and submission of HIV-AIDS project proposal for UBRAF  | Alama<br>Bonnet          | 200.000                   | 200.000          | (2) |
|      | 7  | Meetings with BREDA Director, Chief of TED. Funding of African participants fellowships for the Diploma. Establishing joint work plans for the 36 C/5 | Acedo<br>Operti          |                           | 85.000           | (3) |
|      | 8  | Global Partnerships on Education. Round of Consultations and Proposal   | Acedo<br>Alama           | 1.600.000                 |                  |     |
|      | 9  | Proposal submitted to GASERC  | Operti                   | 350.000                   | 350.000          | (4) |
| 2012 | 1  | Constitution of the fundraising committee. Definition of roles and targets  | Council                  |                           |                  |     |
|      | 2  | Follow up with member states for voluntary contributions  | Acedo                    |                           |                  |     |
|      | 3  | Follow up with member states to support specific projects   | Acedo<br>Alama           |                           |                  |     |
|      | 4  | Meeting in Washington for the Global & Regional Activities Program  | Alama                    | 1.600.000                 |                  |     |
|      | 5  | Contacts with a selection of Swiss foundation for possible collaborations   | Alama<br>Nicollin        |                           |                  |     |
|      | 6  | Submission of HIV-AIDS project for OFID (OPEC Fund for International Development) prepared in 2011.   | Alama<br>Bonnet          | 1.200.000                 |                  |     |
|      | 7  | Contact EU for specific projects (FAFA framework)   | Alama                    |                           |                  |     |
|      | 8  | Inter-American Development Bank. Commitment for Fellowships for the Diploma   | Acedo<br>Operti          |                           |                  |     |
|      |    |   |                          | <b>TOTAL FUNDS RAISED</b> | <b>1,935,000</b> |     |

(1) Budget allocated for 2011-2013

(2) Budget allocated for 2012-2013

(3) Budget allocated for 2011

(4) Budget allocated for 2011-2012



Annex X - UNESCO/BIE/C.61/Inf.9  
Geneva, 18 January 2012  
Original: English

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

Geneva, 25-27 January 2012

**IBE'S ADVOCACY AND COMMUNICATION STRATEGY**





## **IBE'S ADVOCACY AND COMMUNICATION STRATEGY**

The “Strategy for making the IBE a Centre of Excellence (CoE) in Curriculum” makes reference to the need to “develop systematic, comprehensive and innovative communication, advocacy, marketing and fund-raising strategies” to support it. In order to address this, a Resource Mobilization Plan and the present Advocacy and Communication Strategy have been developed for submission to and approval by the IBE Council at its 61st session (25-27 January 2012).

In this new institutional phase of making the IBE a CoE, the Institute will have to rely on a strong Advocacy and Communication strategy to ensure that the key objectives and messages related to curriculum and to the role that the IBE can play, along with the services it can offer in the sector are disseminated in an effective and convincing way. “Advocacy” and “Communication” issues have been included in this same strategy document as they complement each other. Communication will give the set of tools and means to deliver the messages that allow carrying out the advocacy to the targeted audiences.

The IBE supports global advocacy and in-country efforts to improve quality in education through curriculum and curriculum development processes. The IBE’s mission is highly relevant as quality education is not possible without a good curriculum and without curriculum alignment to teaching and learning practices. The curriculum is also reflected in textbook contents and linked to teacher training, teaching practice and evaluation; this has to be taken into account if learning outcomes are to be improved significantly. The IBE can provide a key contribution to the process of developing more effective education systems, particularly to more effective teaching for improving student learning. Through the advocacy and communication strategy the IBE intends not only to increase awareness but also to provide evidence-based relevant information to Member States, Ministries of Education, teacher trainers and other stakeholders, communicating more effectively what constitutes a good curriculum, what place it occupies in the educational process and how it relates to the different components of an education system.

### **1.1 Overall Goal**

The advocacy and communication strategy is aligned with the IBE’s mission and its organizational and programmatic objectives. Its purpose is to help to achieve its core objectives, better communicate the importance of curriculum for quality education and learning outcomes, to increase the impact of its work and to attract more financial support.

### **1.2 Expected Results/Objectives**

There are six main objectives that the advocacy and communication strategy aims to achieve:

- build awareness about the importance of the curriculum and promote stakeholder engagement;
- increase the IBE’s visibility by becoming better known and attracting more demands from our Member States and partners;
- publicise our mission, objectives and services;
- promote changes in policies and practices of educational actors;
- influence specific policy and institutional changes;
- increase the financial support of Member States and of potential stakeholders.

### **1.3 Stocktaking**

It is important to assess how the IBE is currently communicating, and have a better understanding of how the IBE is perceived by collaborators, partners and stakeholders. It is also important to establish where the IBE stands in relation to others, what makes the IBE different from other institutions and organizations, to clarify its mission statement and to use a few, simple and sharp “slogans”.

### **1.4 Target Audiences**

There are different types of audiences that can be reached in order to accomplish the pursued objectives. They include Ministries of Education, policymakers, educators, academic institutions, scholars, financing institutions and donors, etc. Differentiated approaches should be developed for the diverse audiences on the basis of their needs in relation to the IBE as a Centre of Excellence, and taking into account the objectives, how to reach them (channels), and the expected results (for example, influencing policies, promoting change, expanding partnerships and collaboration, obtaining financial support, etc.).

### **1.5 Messages**

It is important to define the key messages, and where appropriate, adapt them to the different audiences. These messages will be constantly and consistently used as **communication is all about storytelling that attracts interest.**

### **1.6 Selecting Appropriate Communication Channels**

Based on the audience characteristics and segmentation, the most appropriate channels of communication will be selected to ensure that the key messages effectively reach the target audience. These include tools to be developed that are most appropriate to communicating the key messages to different audiences (website, leaflets, presentations, concept papers, newsletter, etc.). All the communication channels will be previously analysed by SWOT (costs, popularity, influence, source of information, information flow, local marketing, Do's and Don'ts, etc.). Afterwards, decisions will be made about how to optimize the use of the tools that the IBE already uses as well as how to adopt new unexplored channels. The tools and communication activities to be developed will depend on what human and financial resources are made available.

### **1.7 Branding**

Having an image that is easily identified by others is extremely important. This is one of the most powerful tools to enhance visibility. The IBE needs to develop a corporate brand to be consistently used in all its activities, initiatives, products and services (website, multimedia, alerts, presentations, reports, publications, letters, etc.) and across all communication channels. This will strengthen the IBE's image and identity, and will also contribute to building trust and support among stakeholders.

### **1.8 Resources, Management and Timescales**

The budget for implementing this strategy is limited and it is necessary to keep a reasonable level of expectation as far as the availability of human and financial resources is concerned.

Realistic tasks for the implementation of this strategy along with 2012 timelines are being established and have been highlighted in section 1.10.

## 1.9 Monitoring and Evaluation/Impact Assessment

The implementation of this strategy will be monitored and evaluated (mid-term and long-term) in order to be able to introduce changes and adjustments where appropriate. Monitoring tools will be used for this purpose.

### 1.10 Steps to Implement the Strategy

| Tasks  | Timeframe               |
|--|-------------------------|
| Define responsibilities and roles of IBE staff in the implementation of the Advocacy and communication strategy  | February 2012           |
| Analyse the different needs of diverse audiences and define what the IBE wants to provide/communicate to them according to its mission.                        | May-July 2012           |
| Define and share as a team what are the key messages for the target audiences.   | May-July 2012           |
| Definition of strategies for the diverse audiences, how to reach them and expected results.  | July-September 2012     |
| Identify the most appropriate communication channels (existing and new ones), including new tools and social media to communicate efficiently.                 | June-December 2012      |
| Creation and consistent use of a sound corporate brand and tools using existing and new knowledge (e.g. glossary, style manual, etc.).                         | June-December 2012      |
| Development of new outlets to reach appropriate audience (brochures, leaflets, website, messages).   | September-December 2012 |
| Monitoring and evaluation of the impact of this strategy, through the use of existing and new tools.   | September 2013          |
| Adjustments and revisions of the strategy based on monitoring and evaluation results, available human and financial resources, as well as new emerging trends. | November 2013           |





United Nations  
Educational, Scientific and  
Cultural Organization

International Bureau  
of Education

1

Annex XI - 61<sup>st</sup> SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

# Presentation of the Director Implementation of Activities

1 January to 31 December 2011

UNESCO – International Bureau of Education  
Geneva, 25-27 January 2012

Annex XI

## Overview

I II III

2

I. Capacity  
Development &  
Technical  
Assistance

II. Knowledge  
Management &  
Production

III. Policy  
Dialogue

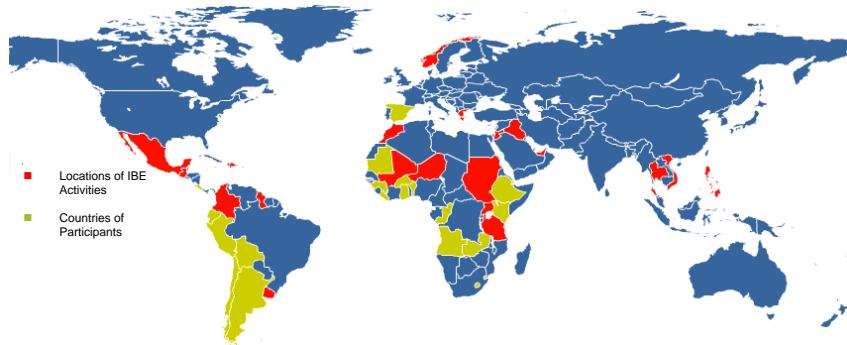
# IBE Activities



3

## 2011 Achievements Highlights

- 806 Participants trained in all IBE activities
- 145 Participants trained from Africa
- 105 Diploma participants trained from 28 countries
- 701 Workshops participants trained from 34 countries
- 1539 Community of Practice Members (+7%)
- 5 Countries (4 in Arab region) receiving specific technical assistance
- 4 issues of the Journal Prospects published
- 6,936 institutions receiving Prospects (+22%)
- 30,707 downloaded subscriptions of Prospects
- 2,205,00 unique visitors of IBE website (+23%)
- 228,000 downloads of IBE documents and publications through UNESDOC (+21%)

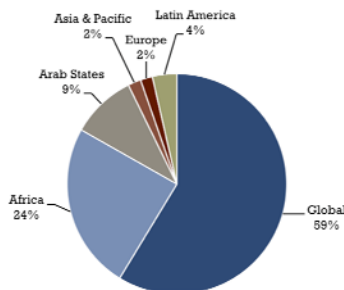


# Distribution of Activities

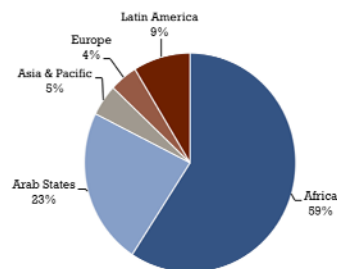


4

## Distribution of Activities Overall



## Distribution of Activities by Region



Based on expenditures

**Annex XI**  
Strategic Objectives 1, 2, 3, 4, 5  
MLA 2 - 6

## I. Capacity Development & Technical Assistance Diploma Programme

**5**

### Diploma Timeline

**Preparation**

- Readings
- Experiences in curriculum development
- Familiarization with the TTCD
- Knowledge of one's own context


**Face to Face Session**  
10 days

- Introduction of the 10 modules
- Team work
- School visits
- Individual activities
- Presentations
- Working closely with a tutor
- National and International Perspectives

**Online Session**  
30 weeks

- 1 module for 3 weeks (10 modules total)
- Background readings
- Case studies
- Forum

**Training Material**



### Activities

**Step 1 Reflection**  
- One's own context  
Ex: Mexico

**Step 2 Analysis**  
- Revision of different case studies  
Ex: Vietnam

**Step 3 Comparison**  
- With another context  
Ex: Mexico and Vietnam

**Step 4 Application**  
- One's own context  
Ex: Writing a proposal to change curriculum

**Annex XI**  
Strategic Objectives 1, 2, 3, 4, 5  
MLA 2 - 6

## I. Capacity Development & Technical Assistance Diploma Programme



**6**

**Uruguay**  
1st cohort (2010 - 2011)  
2nd cohort (2011-2012)

**Tanzania**  
1st cohort (2011 - 2012)

**Co-organized with Catholic University of Uruguay (UCU), Regional Bureau for Education in Latin America and the Caribbean (UNESCO/OREALC)**

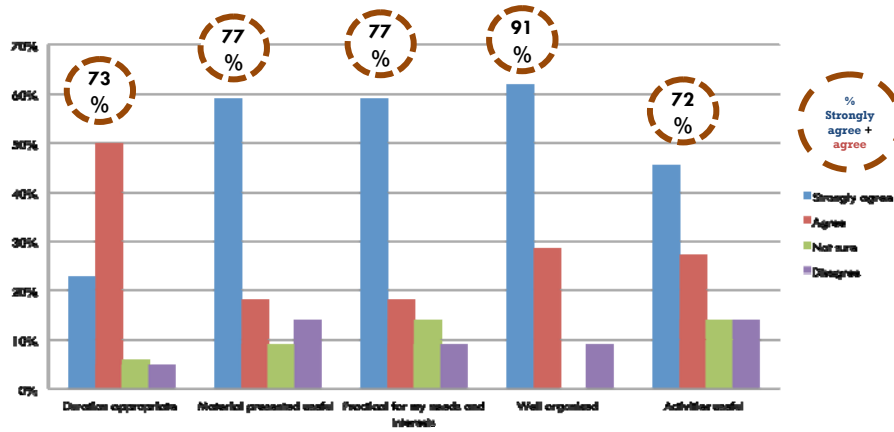
Joint program with UNESCO (BREDA, TED section) and the Tanzania Institute of Education (TIE) and the Open University of Tanzania (OUT)

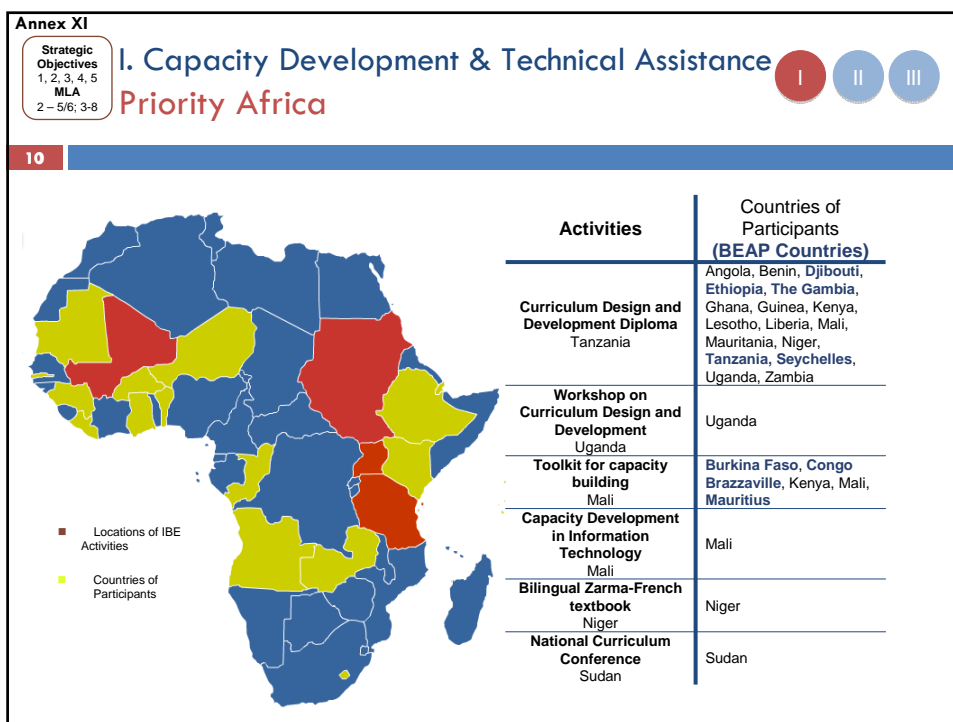
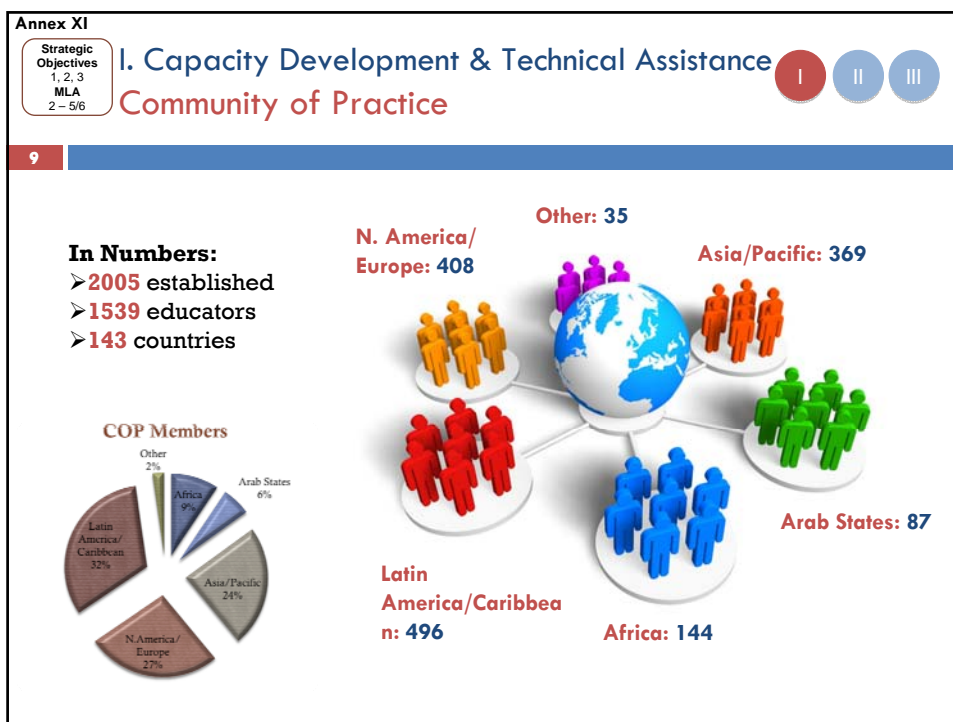
### Participants' Professional Profile

| Professional Profile  | Percentage |
|-----------------------|------------|
| Decision maker        | 5%         |
| Curriculum Specialist | 25%        |
| School Administrator  | 7%         |
| Teacher               | 6%         |
| Teacher trainer       | 34%        |
| Professor/Researcher  | 10%        |
| UNESCO staff          | 3%         |
| Other                 | 10%        |

Evaluation







# I. Capacity Development & Technical Assistance

## HIV and AIDS Education



# I. Capacity Development & Technical Assistance

## Technical Assistance



Annex XI

## I. Capacity Development & Technical Assistance

13

### Challenges

- Strengthening **team expertise**
- Developing a sustainable **scholarship programme** for the diploma
- Developing a **survey to assess the impact** of the diploma in the future work of the participants
- Better integration of the work in **Africa**
- Addressing the **gaps** existing in some countries between the technical and political levels implied by curriculum work.

Annex XI

Strategic Objectives  
6.7.8.9  
MLL  
3-8/4-12


## II. Knowledge Production & Management

### Achievements

14

### Databases

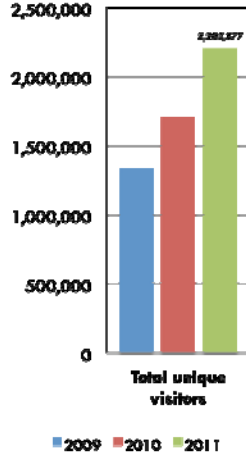
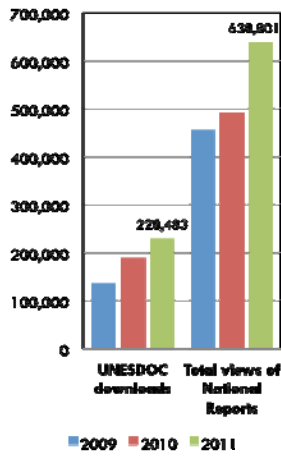
- World Data on Education □ **49** updated profiles of the 2010/11 edition
- Global Education Digest □ **110** country cases cross-checked verifying information on the duration of compulsory education
- IBEDOC □ **745** records added
- Digest & Alert Services □ **39** alerts and **3** digests produced and disseminated



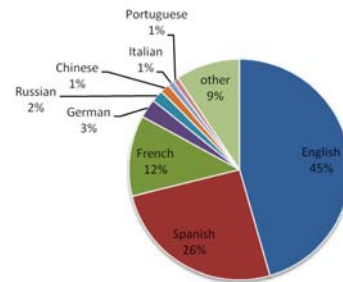
## II. Knowledge Production & Management Website



15



Languages of users visiting the IBE website 2011



## II. Knowledge Production & Management Publications



16

Prospects

- 157:** *Access and Equity in Financing Higher Education in Arab Countries*
- 158:** *Education and Armed Conflict*
- 159:** *International Developments in Teacher Education for Inclusive Education: Issues and Challenges*
- 160:** *Regular Issue*

Educational Practices Series

- 22:** *Teaching Fractions*

Books

- *Interregional and Regional Perspectives on Inclusive Education: Follow-up of the 48<sup>th</sup> Session of the International Conference on Education*
- *Childhood Rights and Inclusive Education in Latin America*

**Prospects** reaches **6,936** institutions worldwide through **255** academic consortia (+22%). The number of downloaded subscriptions has reached **30,707** (2008: 2,800 downloaded subscriptions)

Annex XI

## II. Knowledge Production & Management

17

### Challenges

- Ensuring a more **systematic and sustained exploitation of the rich IBE knowledge** and information base on curricula and curriculum development processes
- Further improving the **alert services** taking into consideration users' suggestions and needs
- Further developing the **IBE website** progressively making it more **dynamic and interactive**

Annex XI

Strategic Objective  
10  
MLA  
3-8

## III. Policy Dialogue

### Overview

18

- 1

forging **partnerships** with ministries of education, foundations, transnational organisations

**Ex:** European Agency for the Development in Special Needs Education, the Organization of Iberoamerican States, Gulf Arab States Educational Research Centre
- 2

providing **guidance** in developing inclusive policy frameworks and guidelines

**Ex:** for GASERC developing a project in the Arab Region on inclusive school curriculum and curriculum quality and evaluation
- 3

setting up an **online platform** to disseminate relevant information for policies on inclusive education

**Ex:** set up the **Inclusive Education in Action – IEA project homepage** (<http://www.inclusive-education-in-action.org/iea>) showing good practices that address the recommendations of the UNESCO Guidelines on Inclusion.

## III. Policy Dialogue



19

### Challenges

- Developing a **policy programme** beyond the 48<sup>th</sup> ICE
- Developing **relevant, evidence-based and reflective policy dialogue** on inclusive education across all UNESCO regions
- Engaging, convincing and mobilizing **institutional, political and financial support** from diverse partners

## Human Resources

20

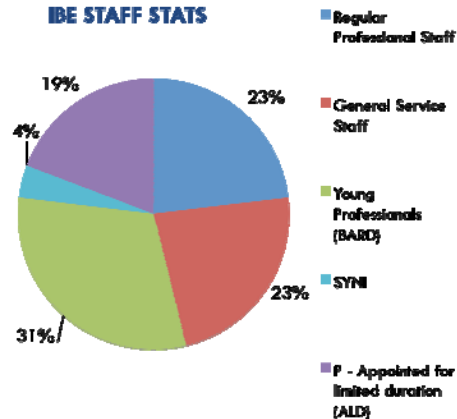
### Professional Development:

- 1 staff trained for "Gender Focal Points"
- 3 staff members trained in the Diploma for Curriculum Development
- 1 staff trained by UN-LINKS HQ

### Recruitment

- 1 senior programme specialist (P5) in the final stages of the selection process
- 1 P4 ALD coordinator (Priority Africa)
- 2 P1/P2 ALD assistant programme specialists (Africa and technical assistance Iraq project)
- 1 GS6 accountant

**IBE STAFF STATS**



16 interns representing 3 of the 5 UNESCO regions have been trained

Annex XI

## IBE Budgetary Framework 2011

**21**

| Special Account   | Budget approved  | Budget revised   | Total Expenditures | Execution Rate |
|---|------------------|------------------|--------------------|----------------|
| I. Programme Activities                                       | 1,431,000        | 1,561,888        | 1,377,600          | 88.2%          |
| I-1 Capacity Development & Technical Assistance               | 820,000          | 860,649          | 822,987            | 95.6%          |
| I-2 Knowledge Production & Management                         | 461,000          | 461,000          | 385,091            | 83.5%          |
| I-3 Policy Dialogue   | 150,000          | 240,239          | 169,522            | 70.6%          |
| II. Governing Board/ Gen. Adm./ Institutional Dev.            | 770,000          | 770,000          | 640,019            | 83.1%          |
| III. Staff cost (est. Posts)                                  | 2,290,000        | 2,296,944        | 2,092,078          | 91.1%          |
| <b>Total Expenditures Special Account 2011 (I + II + III)</b> | <b>4,491,000</b> | <b>4,628,832</b> | <b>4,109,697</b>   | <b>88.8%</b>   |
| <b>Extrabudgetary Projects</b>                                | <b>576,583</b>   | <b>576,583</b>   | <b>514,034</b>     | <b>89.2%</b>   |
| <b>TOTAL EXPENDITURES 2011</b>                                | <b>5,067,583</b> | <b>5,205,415</b> | <b>4,623,731</b>   |                |

Annex XI

## Extrabudgetary Programmes 2011

**22**

| IBE EXPENDITURES               | BUDGET         |
|--------------------------------|----------------|
| HIV AIDS 1                     | 59,963         |
| HIV AIDS 2                     | 33,701         |
| Lutte contre la pauvreté Niger | 23,666         |
| Jeunes face au HIV Guyana      | 31,789         |
| Conversation GIGAPAN           | 31,367         |
| Qatar Project                  | 36,168         |
| Mexico                         | 5,000          |
| UNRWA                          | 32,000         |
| Iraq Project                   | 260,380        |
| <b>TOTAL</b>                   | <b>514,034</b> |


# Financial Statement 2011

## Provisional Account

23

|  |                  |
|--|------------------|
| I.1 RESOURCES CREDITED TO IBE SPECIAL ACCOUNT        | <b>4,228,454</b> |
| I.1.1 UNESCO financial allocation                    | 2,400,000        |
| I.1.2 Voluntary contributions                        | 735,776          |
| I.1.3 In-Kind revenue: Rental of premises            | 747,740          |
| I.1.4 Other revenue producing activities             | 133,793          |
| I.1.5 Other Revenue                                  | 198,044          |
| I.1.6 Finance revenue                                | 13,100           |
| II.1 PROGRAMME ACTIVITIES 2011                       | 1,377,600        |
| II.1.1 Capacity Development and Technical Assistance | 822,988          |
| II.1.2 Knowledge Production & Management             | 385,090          |
| II.1.3 Policy Dialogue                               | 169,522          |
| II.2 GOVERNING BOARD/ GEN. ADM./INSTITUTIONAL DEV.   | 640,018          |
| II.3 STAFF COST (est. Posts)                         | 2,092,078        |
| III. Reconciliation Budget/Financial Statements      | 544,748          |
| IV. Charges after adjustments (II + III)             | <b>4,654,445</b> |
| V. Accounting Results (I – IV)                       | (425,990)        |
| VI. RESERVES BEGINNING OF PERIOD                     | 1,894,306        |
| <b>TOTAL RESERVES END OF 2011 (V + VI)</b>           | <b>1,468,316</b> |





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Annex XII - 61<sup>st</sup> SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

# IBE Strategy as COE Implementation Plan

UNESCO – International Bureau of Education  
Geneva, 25-27 January 2012

Annex XII

## Implementation to become a COE

1. Implementation Framework
2. Programme Priorities
3. Organizational Structure
4. Policy Dialogue (including ICE)
5. Governance
6. Resource Mobilization Plan
7. Advocacy & Communication Strategy

## Preparatory Steps

3

May/July 2011:

- Programmatic Review 2011
- Rapid Organization Assessment (ROA)

## Programmatic Review

4

### Programmatic Review — Methodology/phases

1. Review of IBE vision, mission and objectives statements
2. Programme information and self-evaluation (programme and project)
3. External review and recommendations (external reviewer)

Annex XII

## Objectives of Programmatic Review

5

- Description of programmes: objectives, products and services, implementation strategies, achievements and challenges
- Are programme products and services consistent and appropriate to a CoE in terms of scope and quality?
- Products and services that need to be improved to become a CoE
- Prioritise programmes (most and least relevant as CoE)

Annex XII

## Evaluation Criteria for Programme Revision

6

- Relevant and responsive to Member States
- Innovative
- Effective
- High quality
- Consistent with the IBE's revised statement of mission, purpose and broad objectives

## Outcomes programmatic review

7

- General relevance and quality of products and services
- More prioritizing and better coordination of services
- External review panels of academic experts and internal quality mechanisms (Diploma, courses, resource pack, tools)
- Communication toolkit for resource mobilization, advocacy and marketing of services
- Strengthening “specialized” expertise (in technical assistance, CD, research in KPM, communications and fundraising)
- Develop curriculum research and data mining area

## Rapid Organization Assessment (ROA)

8

- Organizational Development (OD) framework:
  - an ongoing process of continuous improvement that recognizes that large gains can be obtained with small steps
  - comprehensive and holistic in its approach—key levers of change are identified and used
  - management and staff work cohesively to build capacity around key areas; while continuing to provide quality services
  - centered around a *strategic focus*

Annex XII

## Strategic focus — IBE as CoE

A conceptual model based on four pillars:

- Curriculum services to member states
- Information management
- Knowledge management, tools and research
- Communities of practice (COP)

Annex XII

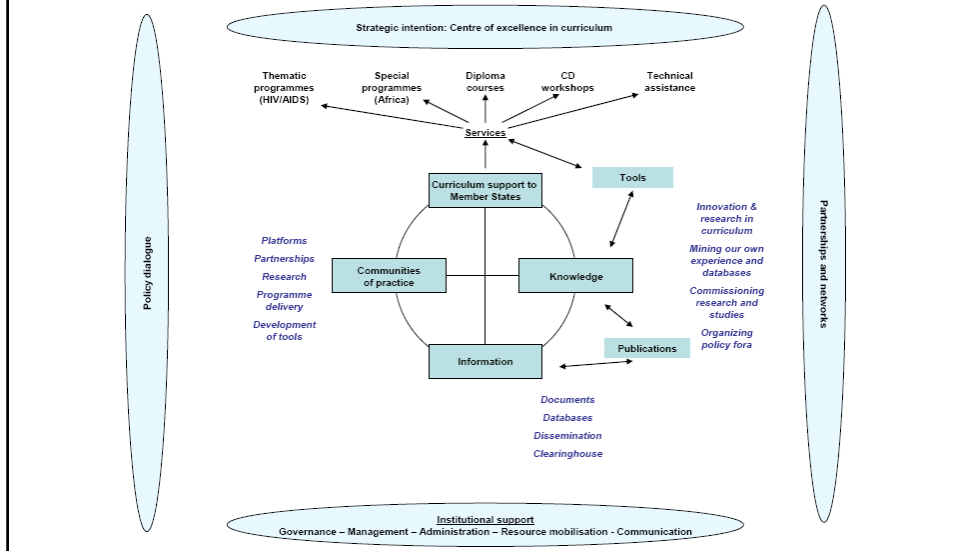
## Organisational Development Framework

10



## Strategic Focus

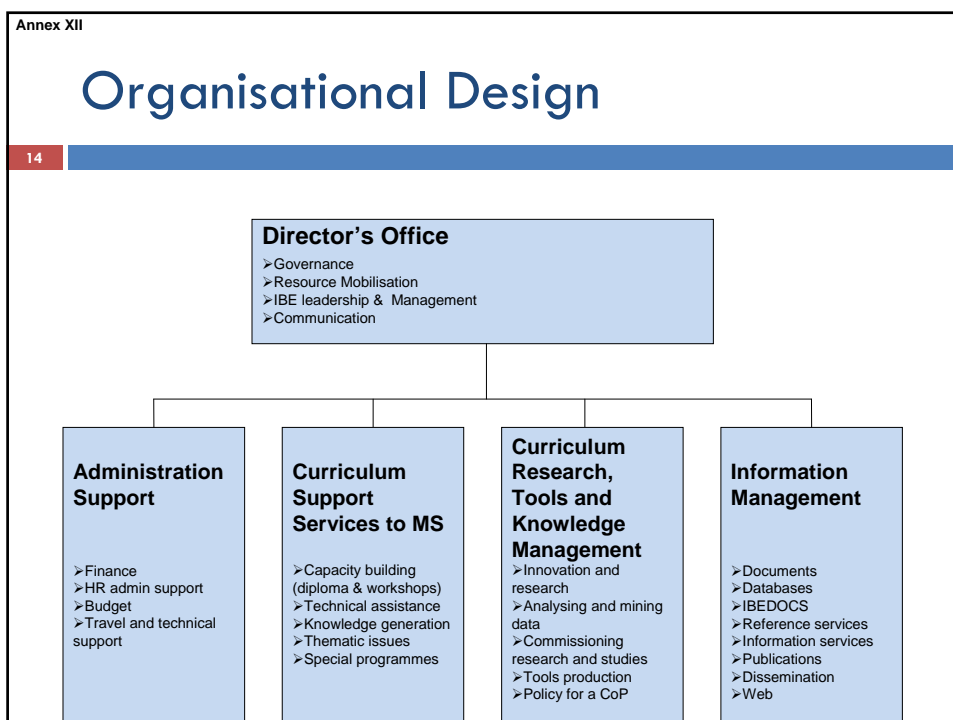
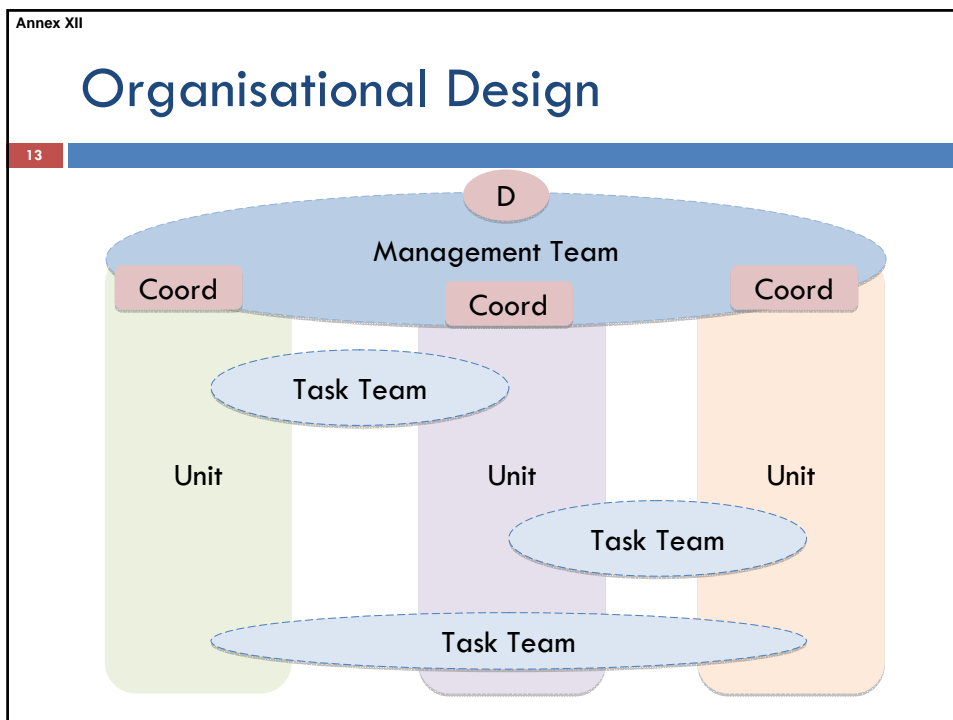
11



## Organizational Design and Staffing

12

- Organizational Design and Staffing is more than structure and organigrams
- Design includes roles, responsibilities and the implementation of management practices that ensure that people work effectively together
- A design of *homes* and task teams:
  - Organizational homes
  - Portfolio workers
  - Deliverables
  - Teams produce deliverables



## Policy Dialogue & ICE

15

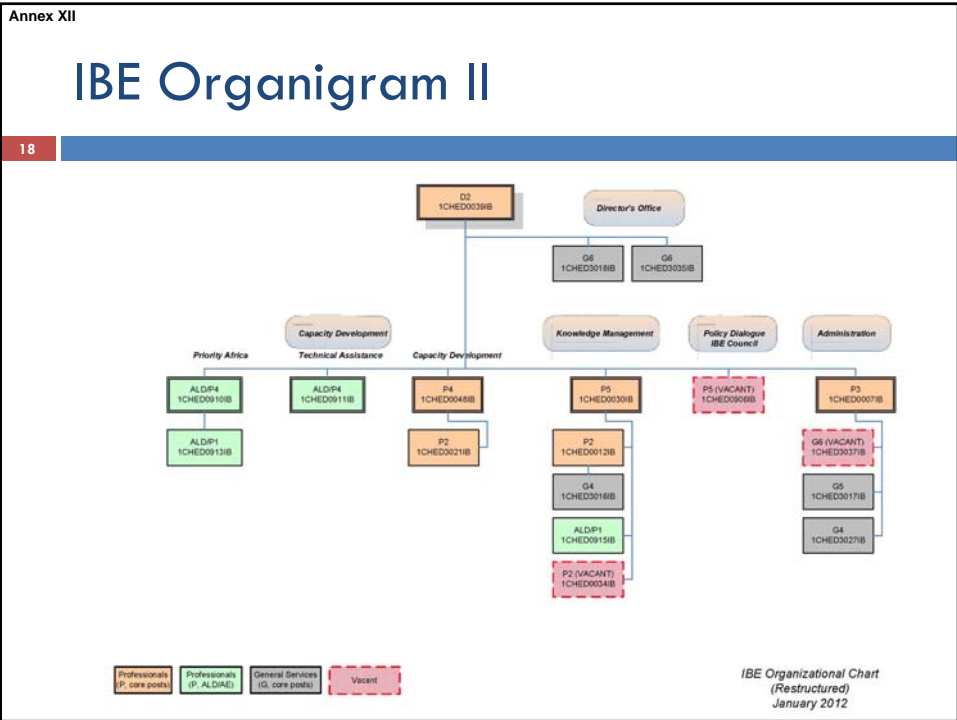
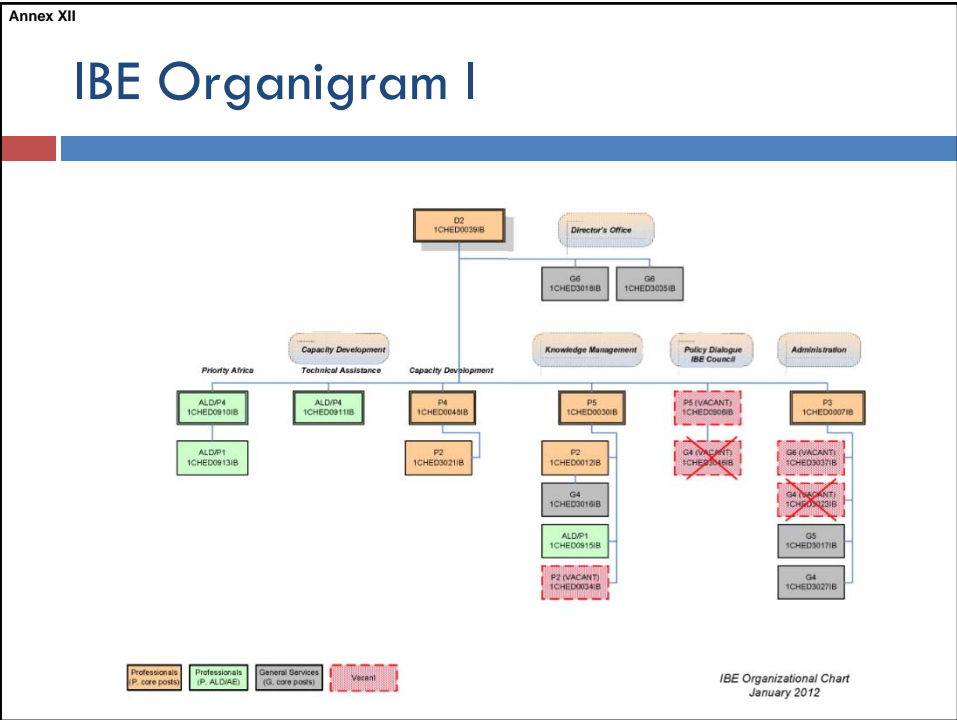
- Develop specific plans with regard to the frequency, format, content, and financing mechanisms of future ICE sessions
- Establish clear mechanism of resource allocation separate from general IBE programmatic funding
- Explore ways to enhance the visibility of the ICE, towards more interactive dialogue
- Explore a broad range of policy dialogue opportunities
  
- Who: Working group with Members of the Council, representation of ADG/ED and the IBE Director to make proposals on general considerations and next ICE

## Governability: IBE Council

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- Analyze the actual Council (in comparison with other UNESCO institutes governing bodies)
- develop a proposal of what type of governing body would be the most appropriate
  - ▣ to provide programmatic guidance,
  - ▣ resource mobilization and
  - ▣ strategic decision-making to the IBE as a CoE
- Proposals to go to the GC in 2013
  
- Who: Working group with Members of the Council, representation of ADG/ED, IBE Director and in consultation with GBS (governing body secretariat)





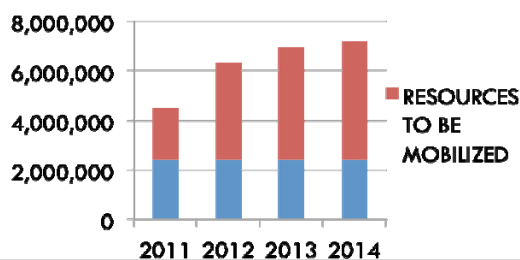
## Estimated Financial Implications of the Strategy


|   | 2011             | 2012             | 2013             | 2014             |
|---|------------------|------------------|------------------|------------------|
| <b>I. Organizational Change &amp; Restructuring</b>   |                  |                  |                  |                  |
| Plan of action, review of activities & programmes, review of IBE organization & staffing structure (A1.1-A1.2-A1.3-A1.4-C1-C2.1-C2.2) | (*)              | 100,000          |                  |                  |
| Mid-term external assessment (A1.7)   |                  |                  |                  | 100,000          |
| Develop & implement communication, advocacy, marketing & fund-raising strategy (B4.1 to B4.4)   |                  | 100,000          | 100,000          | 50,000           |
| <b>II. Develop Programmes &amp; Services</b>  |                  |                  |                  |                  |
| Training courses & tools (B3)   |                  | 200,000          | 150,000          | 100,000          |
| Linkages with HQ & Field Offices (B2)   |                  | 20,000           | 20,000           | 20,000           |
| Priority Africa (activities)  |                  | 200,000          | 300,000          | 300,000          |
| KPM (research & analysis) (A2-A4)   |                  | 50,000           | 100,000          | 150,000          |
| KPM (Clearinghouse Curriculum) (A2-A4)  |                  | 450,000          | 300,000          | 300,000          |
| <b>III. Staff to support the development of programmes &amp; services</b>   |                  |                  |                  |                  |
| Assessment of needs, research topics compilation, databases analyses, global situation analysis (P3, KPM) (A2.3-A4.1-A4.4)            |                  |                  | 163,500          | 171,675          |
| Strengthen communication, monitoring, evaluation) (P1/P2) (B1.1-B1.2-B4)  |                  |                  | 157,500          | 165,375          |
| Priority Africa (P4)  |                  | 200,000          | 210,000          | 220,500          |
| Strengthen technical assistance, goal A (P3 TA)   |                  | 165,000          | 173,250          | 181,913          |
| Strengthen IBE clearinghouse services (P2 web administrator)  |                  | 150,000          | 157,500          | 165,375          |
| Sustainable capacity development activities, training courses & tools (P2 CAP) (B3)   |                  | 150,000          | 157,500          | 165,375          |
| <b>A. Subtotal</b>  |                  | <b>1,785,000</b> | <b>1,989,250</b> | <b>2,090,213</b> |
| <b>IV. Programme Activities &amp; Governance</b>  |                  |                  |                  |                  |
| Staff cost  | 2,290,000        | 2,364,724        | 2,482,960        | 2,607,108        |
| Priority Africa   | 420,000          | 450,000          | 450,000          | 450,000          |
| Capacity Development/Community of Practice  | 300,000          | 350,000          | 350,000          | 350,000          |
| Knowledge Production Management & publications  | 461,000          | 461,000          | 461,000          | 470,000          |
| Policy Dialogue/ICE preparation   | 150,000          | 160,000          | 350,000          | 350,000          |
| Technical Assistance  | 100,000          | 160,000          | 160,000          | 160,000          |
| General operating cost  | 290,000          | 298,700          | 307,661          | 316,891          |
| Institutional development   | 300,000          | 206,000          | 212,180          | 218,545          |
| IBE Council   | 180,000          | 185,400          | 190,962          | 196,691          |
| <b>B. Subtotal</b>  | <b>4,491,000</b> | <b>4,635,824</b> | <b>4,964,763</b> | <b>5,119,235</b> |
| <b>Grand Total (strategy + programme activities)</b>  | <b>4,491,000</b> | <b>6,420,824</b> | <b>6,954,013</b> | <b>7,209,448</b> |

(\*)100'000USD have been allocated to institutional development for preparation work  
NB: Budget for the ICE amounts to at least 2'000'000USD, which is not included in this table.


## Estimated Financial Implications of the Strategy

|   | 2011             | 2012             | 2013             | 2014             |
|---|------------------|------------------|------------------|------------------|
| <b>I. Organizational change &amp; restructuring</b>                       |                  | 100,000          | 100,000          | 150,000          |
| <b>II. Develop programmes &amp; services</b>                              |                  | 920,000          | 870,000          | 870,000          |
| <b>III. Staff to support the development of programmes &amp; services</b> |                  | 665,000          | 1,019,250        | 1,070,213        |
| <b>IV. Programme activities &amp; governance</b>                          | 4,491,000        | 4,635,824        | 4,964,763        | 5,119,235        |
| <b>Grand Total</b>  | <b>4,491,000</b> | <b>6,320,824</b> | <b>6,954,013</b> | <b>7,209,448</b> |
| <b>UNESCO ALLOCATION</b>  | 2,400,000        | 2,400,000        | 2,400,000        | 2,400,000        |
| <b>RESOURCES TO BE MOBILIZED</b>  | <b>2,091,000</b> | <b>3,920,824</b> | <b>4,554,013</b> | <b>4,809,448</b> |





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## Presentation of the Director Programme of Activities

### 1 January to 31 December 2012

UNESCO – International Bureau of Education  
Geneva, 25-27 January 2012

Annex XIII

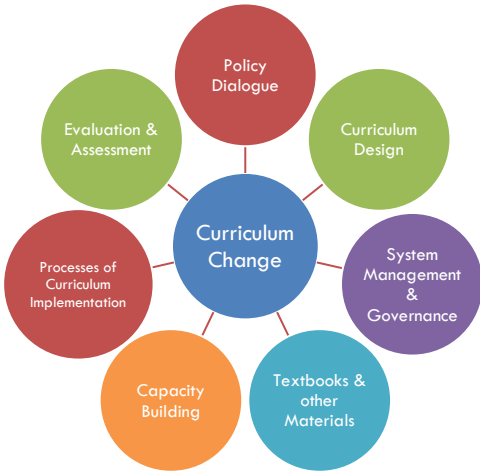
## Overview I

2

**IBE Mission**

support UNESCO Member States in their efforts to enhance student learning through the development of high quality inclusive curricula by providing:

- **capacity development** for institutions and individuals as well as customised assistance to member states;
- access to **curriculum-related resources, knowledge and information**; and
- opportunities for constructive **international policy dialogue**.



```

graph TD
    CC((Curriculum Change)) --- PD((Policy Dialogue))
    CC --- CD((Curriculum Design))
    CC --- SMG((System Management & Governance))
    CC --- TMO((Textbooks & other Materials))
    CC --- CB((Capacity Building))
    CC --- PCI((Processes of Curriculum Implementation))
    CC --- EA((Evaluation & Assessment))
  
```

## Overview II



3

I. Capacity  
Development &  
Technical  
Assistance

II. Knowledge  
Management &  
Production

III. Policy  
Dialogue

## 2012 Situation



**-31%**

Cut to the allocation that was approved by the 36th Session of the General Conference.


- Budget and programme have to be adapted
- Stronger restructuring than previously planned
- Focus in the internal processes and the development of quality mechanisms for products that have been developed in the last 2 years
- Workshops and technical assistance are subject to full funding

Annex XIII

## I. Capacity Development & Technical Assistance

### Diplomas


5



**Diploma in Latin America**  
Uruguay

**2<sup>nd</sup> Cohort:**  
24 participants

**3<sup>rd</sup> Cohort:**  
25 – 30 participants



**Diploma in Africa**  
Tanzania

**1<sup>st</sup> Cohort**  
49 participants

**2<sup>nd</sup> Cohort**  
25 – 30 participants

**Initiatives:**

- **Revise the Training Tools for Curriculum Development (TTCD)** incorporating case studies developed through the network of the community of practice as well as incorporating feedback from participants
- **Assess the feasibility** of developing similar diploma courses in **Francophone Africa** and in the **Arabic region** for 2014-2015
- **Design the evaluation of the long term impact** of the Diploma and track the participants' utilization of acquired skills in curriculum issues


Annex XIII

## I. Capacity Development & Technical Assistance

### Workshops

6

Workshop Criteria



The diagram illustrates the workshop criteria, centered around a red AIDS awareness ribbon. The criteria are:

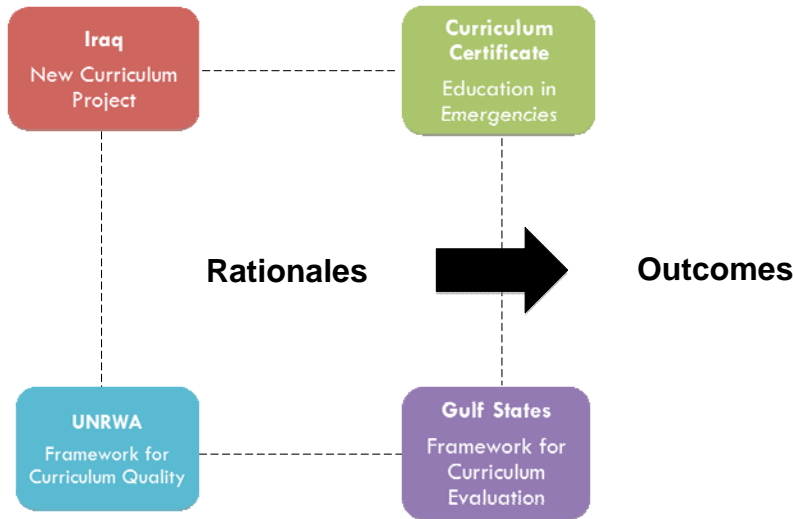
- Curriculum & Textbooks
- Curriculum Design
- Curriculum Issues
- Curriculum Alignment
- Inclusive Education
- HIV/AIDS Education

## I. Capacity Development & Technical Assistance



### Technical Assistance

7

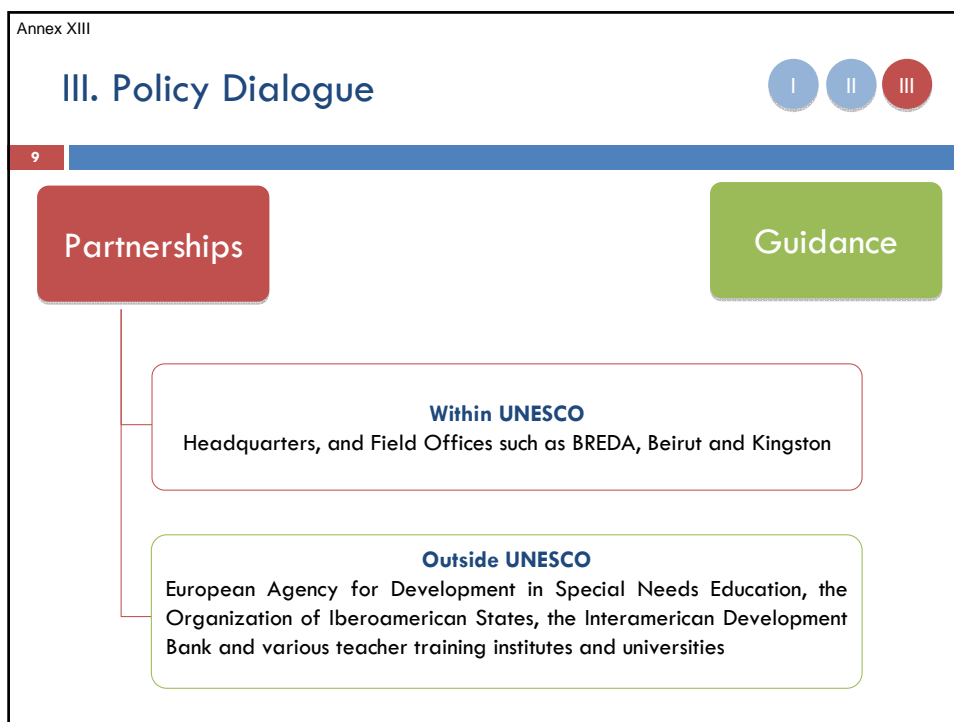


## II. Knowledge Production & Management



8



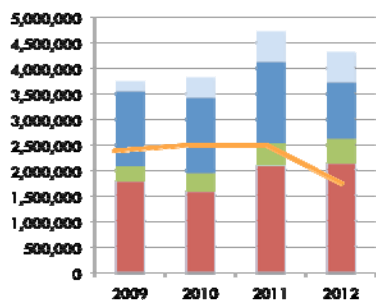


# Human Resources

| Staff                | 2011      | 2012      |
|----------------------|-----------|-----------|
| Regular Professional | 6         | 6         |
| Professionals ALD    | 5         | 4         |
| General Service      | 6         | 6         |
| BARD                 | 8         | 6         |
| SYNI                 | 1         | 0         |
| <b>TOTAL</b>         | <b>26</b> | <b>22</b> |



# 2012 Reduction



■ Extrabudgetary Projects  
■ Programme Activities  
■ Governing Board/Gen. Adm.  
■ Staff Costs  
— UNESCO Allocation

**-31%**

|                   | Approved Budget | Revised Budget | Deficit         |
|-------------------|-----------------|----------------|-----------------|
| UNESCO Allocation | 2,500,000       | 1,725,000      | <b>-775,000</b> |
| STAFF COST        | 2,130,000       | 2,130,000      | -405,000        |
| IBE Council       | 180,000         | 180,000        | -180,000        |
| Operating Cost    | 300,000         | 300,000        | -300,000        |



Annex XIII

## Reduction of Programme Budget

|  | BUDGET 2011 approved | BUDGET 2012      |
|--|----------------------|------------------|
| <b>I. PROGRAMME ACTIVITIES (*)</b>                               | 1,561,888            | 953,849          |
| <b>I-1 Capacity development and technical assistance</b>         | 860,649              | 394,821          |
| I-1.1 Capacity development programme/COP                         | 305,879              | 168,356          |
| I-1.2 AFRICA project   | 420,000              | 136,465          |
| I-1.3 Technical co-operation projects/support to Member States   | 134,770              | 90,000           |
| <b>I-2 Knowledge production and management</b>                   | 461,000              | 292,142          |
| I-2.1 Resource Bank and Observatory of educational trends        | 116,000              | 80,000           |
| I-2.2 Documentation and information                              | 65,000               | 25,000           |
| I-2.3 Development of IBE website                                 | 80,000               | 67,588           |
| I-2.4 Research and Publications                                  | 200,000              | 119,554          |
| <b>I-3 Policy dialogue</b>                                       | 240,239              | 266,886          |
| I-3.1 Policy Dialogue/Inclusive education                        | 150,000              | 0                |
| I-3.2 GASERC-Inclusive Schools Toolkit                           | 90,239               | 266,886          |
| <b>II. Governing Board/Gen. Adm./Institutional Dev.</b>          | 770,000              | 630,000          |
| II-1.1 IBE Council /Steering Committee                           | 180,000              | 180,000          |
| II-1.2 General operating costs                                   | 290,000              | 300,000          |
| II-1.3 Institutional development: CoE, Coordination and prog dev | 300,000              | 150,000          |
| <b>TOTAL I + II</b>  | 2,331,888            | 1,583,849        |
| <b>III. Staff costs (Established posts)</b>                      | 2,296,944            | 2,130,000        |
| <b>TOTAL BUDGET ALLOCATED</b>                                    | <b>4,628,832</b>     | <b>3,713,849</b> |

(\*) if we do not consider GASERC, the reduction for Policy dialogue is about 53%

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## IBE Budgetary Framework 2012

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| IBE EXPENDITURES   | Budgetary Framework |
|--|---------------------|
| <b>I. Programme Activities</b>                           | 953,849             |
| I-1 Capacity Development & Technical Assistance          | 394,821             |
| I-2 Knowledge Production & Management                    | 292,142             |
| I-3 Policy Dialogue                                      | 266,886             |
| <b>II. Governing Board/ Gen. Adm./Institutional Dev.</b> | 630,000             |
| <b>III. Staff cost (est. Posts)</b>                      | 2,130,000           |
| <b>TOTAL EXPENDITURES 2011 (I + II + III)</b>            | <b>3,713,849</b>    |
| <b>TOTAL INCOMES 2012</b>                                | <b>4,338,647</b>    |
| <b>TOTAL RESERVES END OF 2012</b>                        | <b>642,798</b>      |

## IBE Expenditures 2012

15

|  |                  |
|--|------------------|
| <b>I. PROGRAMME ACTIVITIES 2012</b>                              | <b>953,849</b>   |
| I.1 Capacity Development and Technical Assistance                | 394,821          |
| I.1.1 Capacity Development Programme/COP                         | 168,356          |
| I.1.2 AFRICA Project   | 136,465          |
| I.1.3 Technical co-operation projects/support to Member States   | 90,000           |
| I.2 Knowledge Production and Management                          | 292,142          |
| I.2.1 Resource Bank and Observatory of educational trends        | 80,000           |
| I.2.2 Documentation and information                              | 25,000           |
| I.2.3 Development of IBE website                                 | 67,588           |
| I.2.4 Research and Publication                                   | 119,554          |
| I.3 Policy Dialogue  | 266,886          |
| I.3.1 GASERC – Inclusive Schools Toolkit                         | 266,886          |
| <b>II. GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.</b>          | <b>630,000</b>   |
| II.1 IBE Council/Steering Committee                              | 180,000          |
| II.2 General operating costs                                     | 300,000          |
| II.3 Institutional development: CoE, Coordination and prog. dev. | 150,000          |
| <b>III. Staff Costs</b>  | <b>2,130,000</b> |
| <b>TOTAL EXPENDITURES (I + II + III)</b>                         | <b>3,713,849</b> |

## Resolution 2012

|   |                  |
|---|------------------|
| <b>I. EXPENDITURES (Obligations)</b>                              | <b>3,713,849</b> |
| I.1 PROGRAMME ACTIVITIES 2012                                     | 953,849          |
| I.1.1 Capacity Development and Technical Assistance               | 394,821          |
| I.1.2 Knowledge Production and Management                         | 292,142          |
| I.1.3 Policy Dialogue   | 266,886          |
| I.2 GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.                  | 630,000          |
| I.2.1 IBE Council/Steering Committee                              | 180,000          |
| I.2.2 General Operating Costs                                     | 300,000          |
| I.2.3 Institutional Development: CoE, Coordination and Prog. Dev. | 150,000          |
| I.3 Staff Costs   | 2,130,000        |
| <b>II. RESOURCES CREDITED TO IBE SPECIAL ACCOUNT</b>              | <b>4,338,647</b> |
| II.1 UNESCO Financial Allocation                                  | 1,725,000        |
| II.2 Voluntary Contributions                                      | 760,000          |
| III.3 Extrabudgetary Resources                                    | 265,331          |
| III.4 Other Revenue Producing Activities                          | 120,000          |
| III.5 Reserves 2011   | 1,468,316        |
| <b>TOTAL RESERVES END OF 2012 (II – I)</b>                        | <b>624,798</b>   |

Annex XIII

| IBE BUDGETARY FRAMEWORK   | FUNDING SOURCES & ESTIMATED ALLOCATIONS |                     |                       |                               |                  |                |
|---|---|---------------------|-----------------------|-------------------------------|------------------|----------------|
|   | 2012                                    | Budgetary framework | UNESCO regular budget | Donors' contribution for 2012 | GASERC           | IBE resources  |
| <b>I. PROGRAMME ACTIVITIES</b>  | <b>953,849</b>                          | <b>0</b>            | <b>630,000</b>        | <b>265,331</b>                | <b>58,518</b>    | <b>0</b>       |
| I-1 Capacity development and technical assistance                     | 394,821                                 | 0                   | 370,000               |                               | 24,821           | 0              |
| I-1.1 Capacity development programme/COP                              | 168,356                                 |                     | 150,000               |                               | 18,356           |                |
| I-1.2 AFRICA project  | 136,465                                 |                     | 130,000               |                               | 6,465            |                |
| I-1.3 Technical co-operation projects/support to Member States        | 90,000                                  |                     | 90,000                |                               |                  |                |
| I-2 Knowledge production and management                               | 292,142                                 | 0                   | 260,000               |                               | 32,142           | 0              |
| I-2.1 Resource Bank and Observatory of educational trends             | 80,000                                  |                     | 80,000                |                               |                  |                |
| I-2.2 Documentation and information                                   | 25,000                                  |                     | 25,000                |                               |                  |                |
| I-2.3 Development of IBE website                                      | 67,588                                  |                     | 45,000                |                               | 22,588           |                |
| I-2.4 Research and Publications                                       | 119,554                                 |                     | 110,000               |                               | 9,554            |                |
| I-3 Policy dialogue   | 266,886                                 | 0                   | 0                     | 265,331                       | 1,555            | 0              |
| I-3.1 GASERC-Inclusive Schools Toolkit                                | 266,886                                 |                     | 0                     | 265,331                       | 1,555            |                |
| <b>II. Governing Board/Gen. Adm./Institutional Dev.</b>               | <b>630,000</b>                          | <b>0</b>            | <b>130,000</b>        | <b>0</b>                      | <b>500,000</b>   | <b>0</b>       |
| II-1 IBE Council/Steering Committee                                   | 180,000                                 |                     | 0                     |                               | 180,000          |                |
| II-2 General operating costs  | 300,000                                 |                     | 0                     |                               | 300,000          |                |
| II-3 Institutional development: CoE, Coordination and prog dev        | 150,000                                 |                     | 130,000               |                               | 20,000           |                |
| <b>III. Staff costs (Established posts)</b>                           | <b>2,130,000</b>                        | <b>1,725,000</b>    | <b>0</b>              |                               | <b>405,000</b>   |                |
| <b>TOTAL EXPENDITURES 2012 (I+II+III)</b>                             | <b>3,713,849</b>                        | <b>1,725,000</b>    | <b>760,000</b>        | <b>265,331</b>                | <b>963,518</b>   | <b>0</b>       |
| <b>TOTAL INCOMES 2012</b>   | <b>4,338,647</b>                        | <b>1,725,000</b>    | <b>760,000</b>        | <b>265,331</b>                | <b>1,468,316</b> | <b>120,000</b> |
| <b>INCOMES - EXPENDITURES = Estimated reserves by the end of 2012</b> | <b>624,798</b>                          | <b>0</b>            | <b>0</b>              | <b>0</b>                      | <b>504,798</b>   | <b>120,000</b> |

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


Annex XIII

## Extrabudgetary Programmes 2012

18

| IBE EXPENDITURES   | BUDGET           |
|--|------------------|
| Developing new IRAQI curricula   | 500,000          |
| Capacity building to strengthen key competencies on HIV education in 5 countries of Western and Central Africa | 100,000          |
| <b>TOTAL EXTRABUDGETARY EXPENSE (IV)</b>   | <b>600,000</b>   |
| <br>   |                  |
| <b>TOTAL EXPENDITURES 2012 (I + II + III + IV)</b>   | <b>4,313,849</b> |





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Annex XIV - 61<sup>st</sup> SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

# Report of the Director Resource Mobilization Plan

UNESCO – International Bureau of Education  
Geneva, 25-27 January 2012

Annex XIV

## 1. Resource Mobilization Plan



**Objectives**

- Increase the IBE core funding
- Increase IBE's extra-budgetary funding to further undertake projects to support Member States
- Institutionalize resource mobilization as a key function and expertise in the Institute

**Targets**

- US\$7,000,000 by 2014
- Increase of US\$2,000,000 annually

# 1. Resource Mobilization Plan



## Implementation Plan

- Intended to **last 4 years** to develop a comprehensive approach
- Fundraising institutionalized through the creation of a **Resource Mobilization Team**
- **Coordinated by the IBE Director** with reporting lines to IBE Council and to the Steering Committee

## Priorities

- Mobilizing **Member States** funding for the core budget
- Extra-budgetary funds from **UNESCO** (CAP, Cap-EFA, UNESCO FU etc.)
- Extra-budgetary funds from **partnerships with other UN agencies** (UNAIDS, UNICEF, INEE etc.)
- **Multilateral donors** and **private sector** through specific projects (EFA-FTI, World Bank, OEI etc.)
- **Swiss private donors**



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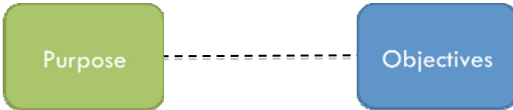
Annex XV - 61<sup>st</sup> SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

# Presentation of the Director Advocacy & Communication Strategy

UNESCO – International Bureau of Education  
Geneva, 25-27 January 2012

Annex XV

## Advocacy and Communication Strategy



**Purpose:**

- Dissemination of key objectives and messages
- Outreach of IBE's role, and the services it can offer
- Conception of tools and means to deliver the message in an effective and convincing way
- Communication of evidence based relevant information to Member States, Ministries, teacher trainers and other stakeholders

**Objectives**

- Build awareness about the importance of the curriculum and promote stakeholder engagement
- Increase IBE's visibility
- Publicize our mission, objectives and services
- Promote changes in policies and practices of educational actors
- Influence specific policy and institutional changes
- Increase the financial support of Member States and of potential stakeholders

## Advocacy and Communication Strategy

### Timeframe

**2012:** Definition of one brand: « IBE »

**1st quarter 2012:** Stocktaking and situation analysis

**2nd quarter 2012:** Differentiation of target audiences and relevant messages

**3rd & 4th quarter 2012:** Development of tools and means to select the appropriate communication channels and outlets

**4th quarter 2012:** Progressive adaption of the Strategy through monitoring and evaluation



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

Geneva, 25-27 January 2012

**SOIXANTE ET UNIÈME SESSION DU  
CONSEIL DU BUREAU INTERNATIONAL D'ÉDUCATION**

Genève, 25-27 janvier 2012

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