



UNESCO/BIE/C.59/Proceedings and Decisions  
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**FIFTY-NINTH SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 27–29 January 2010

**PROCEEDINGS AND DECISIONS**



## Item 1. Opening of the session

1. The IBE Director, Ms. Clementina ACEDO, informed the Council that H.E. Mr. Raul VALLEJO CORRAL, Minister of Education of Ecuador and outgoing President of the IBE Council was unable to travel to Geneva to chair the 59<sup>th</sup> session of the Council. In the absence of the President and in compliance with the Rules of Procedure of the IBE Council (IV, Section V, Rule 6, para.2) the opening of the 59<sup>th</sup> session was chaired by the next Vice-President in alphabetical order, namely Dr. Said Bin Saleem AL-KITANI, Deputy Permanent Delegate of the Sultanate of Oman and designated Vice-President of the IBE Council, representing the Electoral Group of the Arab States.

2. Dr. AL-KITANI declared the meeting open at 10:00 a.m. on Wednesday, 27 January 2010, extended a cordial welcome to all the members and expressed good wishes for the year 2010. He also expressed his appreciation for the role played by H.E. Mr. VALLEJO CORRAL, outgoing President of the IBE Council, in supporting the IBE programmes, in particular during the 48<sup>th</sup> session of the International Conference on Education (ICE).

Twenty-seven Member States were represented; the list of participants is attached as *Annex XI*.

## Item 2. Adoption of the revised agenda (*Document: UNESCO/BIE/C.59/1/Rev.*)

3. Dr. AL-KITANI drew the attention of the Council to the importance of agenda item 10 “*Establishment of a Working Group (WG) in charge of finalizing the Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters*” and on the need to dedicate more time to the substantive discussions on this matter. The relevant recommendations made by the Administrative Group on the re-ordering of the agenda items were conveyed to the Council by the delegate of Malaysia, as the Chair of the Group, and were adopted. The approved revised agenda (attached as *Annex I*) resulted also in the closing of the 59<sup>th</sup> session of the Council at around 11:30am on 29 January, and the scheduling of the first meeting of the WG immediately thereafter, to take advantage of the presence of the Council Members.

### DECISION

Upon the recommendations of the Administrative Group and after a short debate, the Council approved the following re-ordering of the Provisional Agenda’s items, as reflected under paragraph 2 of the Report of the Administrative Group (document UNESCO/BIE/C.59/Inf.3):

- A first round of discussion on item 10: “*Establishment of a Working Group in charge of finalizing the Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters*” to take place during the morning of 27 January, immediately after item 4: “*Address by Mr Qian TANG, representative of the Director-General of UNESCO and Assistant Director-General for Education a.i.*”;
- Item 5: “*IBE activities during 2009*” to be entirely discussed during the morning of 28 January;
- Item 8: “*Follow-up on the implementation of the recommendations of the 48<sup>th</sup> session of the International Conference on Education (ICE) and reflection on the future ICE session*” and item 9: “*Discussion on IBE’s fundraising strategy*”, that are addressed during the presentations of the IBE Director on the 2009 activities and on the draft programme for 2010, to be discussed together with item 10: “*Establishment of a Working Group in charge of finalizing the Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters*” on 28 January in the afternoon session, since they will be part of the Terms of Reference (TOR) of the WG, if the time allows and depending on the progress made on the other agenda items.

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

4. Clarifications were provided on the principle of geographical rotation, which, although not a requisite of the IBE Statutes, has for several years de-facto guided the choice of the country to hold the Presidency of the IBE Council. According to the chronological records, Electoral Group II (Central & Eastern Europe) and Electoral Group I (Western Europe & North America) last held the Presidency respectively in 1998-1999 and 2000-2001. The importance of reaching a consensus through internal consultations prior to the Council around a strong candidature of prominent relevance in the field of education was also emphasized. The support of Electoral Group II (Central & Eastern Europe) to the candidature presented by Electoral Group I (Western Europe & North America) was confirmed, while it was agreed that the next term of Presidency will go to Electoral Group II (Central & Eastern Europe). The Council also elected its Steering Committee and Administrative Group.

#### **DECISION**

**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 (2012-2013 biennium) will go to Electoral Group II (Eastern and Central Europe).**

**The election of the President was made unanimously and with acclamation by the Council.**

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

**Group II (Eastern and Central Europe): Ms. Maia SIPRASHVILI-LEE (Georgia)**

**Group III (Latin America and the Caribbean): S.E. Sra Ana Rita GUZMAN (Dominican Republic)**

**Group IV (Asia and the Pacific): Mr. Imtiaz KAZI (Pakistan)**

**Group Va (Africa): Dr. Paul S.D. MUSHI (Republic of Tanzania)**

**Group Vb (Arab States): Dr. Said Bin Saleem AL-KITANI (Oman)**

**Group I (Western Europe and North America) will be represented by Mr. Ole BRISEID (Norway), President of the IBE Council.**

**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): Mr. Daniel BAR-ELLI (Israel)**

**Group II (Eastern and Central Europe): Mr. Amir BILYALITDINOV (Russian Federation)**

**Group III (Latin America and Caribbean): Ms. Márcia DONNER-ABREU (Brazil)**

**Group IV (Asia and the Pacific): Dr. Arief RACHMAN (Indonesia)**

**Group Va (Africa): S. Exc. M. Salikou SANOGO (Mali)**

**Group Vb (Arab States): Mr. Fouad CHAFIQI (Morocco)**

5. In his brief address, the new President, Mr. BRISEID, thanked Dr. AL-KITANI for chairing the opening session, and all the Council members for his election which signified their appreciation and trust in him. He spoke about the global challenges of the EFA goals, including the 70 million out-of-school children and 800 million illiterates worldwide that should be

collectively addressed. He also emphasized the importance of quality curricula, teaching materials and trained teachers to reach the most marginalised groups. Recalling that the IBE is strategically positioned to make a significant contribution toward the achievement of these goals, the President stressed the importance of the present and future sessions of the Council to advance the work on the “*Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters*” (Strategy of IBE as Centre of Excellence). Mr. BRISEID also reassured the Council that he will spare no effort to be objective and to reach a consensus, while strictly managing the time of the Council agenda.

**Item 4. Address by Mr. Qian Tang, Representative of the Director-General of UNESCO, and Assistant Director-General for Education a.i. on the new vision of UNESCO and Education, the role of the Category I Institutes and, in particular, of the IBE.**

6. Mr. Q. Tang, the UNESCO Assistant Director-General for Education a.i., representing the Director-General of UNESCO, Ms. Irina Bokova, extended to the Council her regrets for not being able to attend the 59<sup>th</sup> session of the Council, due to other commitments. There will be other opportunities in the future for the Director-General to visit the IBE and attend the sessions of the IBE Council.

7. In his intervention, Mr. Tang confirmed his personal and the Education Sector’s commitment to the process leading to the Strategy of IBE as Centre of Excellence, which is crucial for the future of the IBE and which should result in the strengthening of its capacities. Mr. Tang’s presentation elaborated first on the global trends and progress achieved within the context of EFA, particularly in Africa and South Asia, and on the increased programmatic focus, as reflected in the 35 C/5 Major Programme I, adopted by UNESCO to become a “Global Leader” in education and to respond to key global challenges based on its comparative advantages. Mr. Tang then touched upon key issues of relevance common to all the UNESCO Category I Institutes of Education as a first contribution to the collective reflection on the future of the IBE within the context of the Strategy of IBE as Centre of Excellence. The issues of human resources and financial aspects related to the Category I Institutes, and in particular the IBE, and the importance of extra-budgetary programmes were highlighted. The guidance and feedback of the Council were also sought for the new vision that the UNESCO Education Sector is progressively developing.

8. The frank overview of the situation of the Education Sector was greatly appreciated and an interesting debate followed, with five delegations taking the floor. Joining forces with strong international organizations working in education was suggested as one of the key strategies to promote the new UNESCO vision. It was recognized that education plays a critical role in addressing the emerging contemporary challenges, while science and communication also make important contributions to intersectoral and multidisciplinary approaches for learning strategies. The IBE, as an institute with a global mandate, is well positioned to build on local knowledge and, through strategic partnerships, optimize its impact at the field level. The relevant Power Point presentation is attached as *Annex VII*.

**Item 6. Forum: “Inclusive Education with special focus on curriculum development”**  
(*Document: UNESCO/BIE/C.59/Inf.5*)

9. In opening the Forum, the President drew the attention of the Council to the importance of Inclusive Education for the attainment of Education for All (EFA), in particular while working on curriculum development, and stressed the relevance of this topic to the tasks of the Working Group (WG) in charge of finalizing the “Strategy aimed at making the IBE UNESCO’s Centre of

Excellence in curriculum-related matters”. The IBE Director recalled the regional preparations, outcomes and follow-up of the 48<sup>th</sup> session of the International Conference on Education (ICE, November 2008, Geneva) on “Inclusive Education: The Way of the Future”, which considerably contributed to establishing a general global consensus on a broadened notion of inclusive education. This was viewed as “*an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination*” (48<sup>th</sup> ICE, Conclusions and Recommendations).

10. The Director introduced the ICE follow-up as a programme of real policy actions: in a total of thirty-eight ICE follow-up activities in 2009, the keen interest of stakeholders and their ownership was confirmed by the involvement of over 3900 participants from 179 countries. The mobilization process generated several spin-off initiatives, including the “*Teacher Education for Inclusion*” project in cooperation with the European Agency for Development in Special Needs Education, and the “*Inclusive Education in Action*” project in collaboration with UNESCO and the European Agency; a proposal for the Latin American regional observatory on Inclusive Education based on the Regional Meeting “*Implementation of Inclusive Education Policies in Latin America: Progress and Pending Challenges*” held in Chile, Santiago in collaboration with the UNESCO Regional Bureau for Education in Latin America and the Caribbean; the agreement reached on an inclusive education working plan for eight countries in the CIS region during the conference “*EFA, enhancing quality education and curriculum development*” in Yerevan, Armenia, in cooperation with UNESCO Moscow and Ministry of Education and Science of Armenia; the “*Regional Education Policy Framework on Inclusive Education*” currently being developed in cooperation with the UNESCO Jakarta Office; and the preparation of a regional manual on Inclusive Education in partnership with the UNESCO Regional Bureau for Education in Beirut (see the Director’s 2009 presentation, slides 17 and 18).

11. The IBE Director introduced the three panellists and illustrated their complementary backgrounds, experiences and approaches (see also *document: UNESCO/BIE/C.59/Inf.5*) as well as their active role in the preparations and follow-up of the 48<sup>th</sup> ICE. The Forum was opened by Professor Mel Ainscow contributing his substantial knowledge from the perspective of a head-teacher, academic and international consultant on how schools and classrooms may become more inclusive of all learners, while taking the local, national and regional specificities into account. Ms. Irmeli Halinen, a leading curriculum developer, then focussed on curricular issues as a key part of inclusive school development, based on her successful experiences in Finnish curricular reform. In a larger social and political setting, Professor Juan Carlos Tedesco offered insights from his career as a policymaker, Minister of Education, UNESCO director and researcher on the delicate equilibrium and the complex interfaces between social and educational inclusion in education systems across Latin America.

12. The three panellists’ presentations were greatly appreciated for the evidence-based in-depth analysis as well as for the complementarity; they were followed by a lively debate, where sixteen delegates and one observer took the floor, providing views and comments and sharing respective experiences. After a round of reactions by the experts, the key messages were summarized by a member of the IBE staff and are reflected in *Annex X*.

**Item 5. IBE activities during 2009** (*Documents: UNESCO/BIE/C.59/2 (Report of the Director), UNESCO/BIE/C.59/Inf.2 (Pre-Final Accounts on 31 December 2009) and UNESCO/BIE/C.59/Inf.3 (Report of the Administrative Group)*)

13. The IBE Director gave a comprehensive presentation, highlighting the strategic objectives and the key achievements of the IBE programmes and activities in 2009 (attached as *Annex VIII*). This included also a detailed overview and analysis of the present human and financial resources, the current funding base and main elements of the IBE financial strategy. This introduction was well received by the Council, and particularly by the newly elected Members who could benefit from its thoroughness to better understand the IBE action areas. The relevant recommendations of the Report of the Administrative Group were also conveyed together with the Revised Appropriation Resolution for 2009.

14. In the debate that followed, the IBE Director and her team were congratulated by several delegations for the collective efforts made on the wide range of activities and for the results achieved, particularly in light of the IBE's limited resources. It was suggested that a collective reflection could be beneficial on how to increase the IBE programmatic focus in the future to ensure optimal impact and institutional sustainability. The "GigaPan School Dialogues Program" was mentioned among those interesting and innovative activities, which could be revisited, given that its very limited scope prevented it from having a meaningful impact in relation to public policies.

14 bis. The function of policy dialogue was considered as key, also beyond the organization of the sessions of the ICE, to encompass comprehensive approaches for technical assistance to ministries of education on thematic curriculum-related issues like gender equality, competency-based curricula, cross-cutting issues, etc. The leadership role played by the IBE in the preparation, organization and follow-up of the 48<sup>th</sup> ICE on inclusive education was fully recognized as well as the results achieved in inclusive education, the synergies created and the partnerships forged particularly at the regional level.

15. The division of labour between the IBE, the International Centre for Technical and Vocational Education and Training (UNEVOC) and the UNESCO Institute for Lifelong Learning (UIL) when related to advancing EFA goals was elaborated upon, and present and future opportunities for fruitful collaboration were referred to, such as the results of the 2010 Global Monitoring Report (GMR). The UNESCO Chairs and Clubs, National Commissions, Category II Institutes and ASPNet schools constitute useful networks for partnerships, as was the case in the fruitful collaboration between the IBE, in particular the Community of Practice for Curriculum Development (COP), and the Commonwealth of Independent States (CIS) region.

16. Clarifications were provided on the activities that the IBE has implemented in partnership with key stakeholders, such as the UNESCO Regional Bureau in Dakar and the Association for the Development of Education in Africa (ADEA), to contribute to the UNESCO global priority on Africa, including its participation in the *Basic Education Program in Africa* (BEAP), the development and piloting of *Training Tools for Curriculum Development* (TTCD). The suggestion was put forward that the IBE would engage in a research project on multilingualism in Africa and mother-tongue teaching and learning. The improvements and continuous updates of the IBE website were also appreciated, and the importance of further strengthening it to become a more comprehensive e-platform for curriculum good practices and other education materials was stressed.

17. The Director noted that in 2009 the extra-budgetary resources constituted 54% of the total budget and that a good budgetary discipline had been applied, including the cost recovery policy. The possibility of slightly revising the format of the Report on IBE activities and achievements in the future was discussed to allow for a more visible mapping of the IBE's activities and its concrete contributions to the UNESCO priorities, highlighting also what results were achieved and which ones could not be achieved.

## DECISION

**At the close of the debates, during which eight delegates and an observer took the floor, and in accordance with the Statutes of the IBE (II. Article V.b), stipulating that it “supervise the execution of the programme activities of the Bureau”, the Council:**

- **took note of the comments and recommendations of the Report of the Administrative Group (UNESCO/BIE/C.59/Inf.3);**
- **approved the Report of the IBE Director on activities during 2009 (UNESCO/BIE/C.59/2);**
- **approved the Pre-final Accounts of the IBE as at 31 December 2009 (UNESCO/BIE/C.59/Inf.2), cleared by the Bureau of the Comptroller of UNESCO, and the Revised Appropriation Resolution for 2009 (para. 17 of the Report of the Administrative Group);**
- **delegated to the Steering Committee the authority to formally approve the 2009 accounts, certified by the Bureau of the Comptroller of UNESCO, in its forthcoming meeting in summer 2010.**

**Item 7. The IBE programme of activities for 2010** (*Documents: UNESCO/BIE/C.59/3 IBE Programme of Activities for 2010, UNESCO/BIE/C.59/3/Add Revised Draft Budget 2010 and UNESCO/BIE/C.59/Inf.3 Report of the Administrative Group*)

18. The IBE Director gave a presentation illustrating the strategic objectives of the proposed IBE programme for 2010, as well as its budgetary framework (attached as *Annex IV*). Emphasis was placed on how in 2010 the IBE activities in Policy Dialogue, Capacity Development/Technical Assistance and Knowledge Production/Management will tangibly move towards increased programmatic focus in full alignment with the 35 C/5, and will contribute to the UNESCO global priorities of Africa and gender equality, and to the promotion of South-South Cooperation (SSC). An expanded involvement in post-disaster and post-conflict situations was also envisaged. The proposed programmes, which were well received and endorsed by the Council, also highlighted the opportunities for partnerships to be pursued as well as the key elements of the IBE financial strategy for institutional growth. The relevant paragraphs of the Report of the Administrative Group were then conveyed together with the draft Appropriation Resolution for 2010, for approval by the Council.

19. In the ensuing debate, several delegations expressed a keen interest in being supported by the IBE in their national processes of sustainable curriculum reforms. The established mechanisms and financial aspects to seek IBE assistance were clarified. The importance for the IBE to identify an existing reliable partner institution in Africa was underlined, as it can provide sustainable support to institutionalise the development of national curriculum capacities and skills. This approach will be adopted in the next implementation phase of the *Training Tools for Curriculum Development* which will rely on regional training “hubs”. It was also confirmed that, in line with the priority assigned in the 35 C/5 to Technical and Vocational Education and Training (TVET),



the new programme in Africa will focus on skills for life and work, based on the strong interest in the project expressed by the countries participating.

20. A couple of areas were highlighted where synergies could be created between some IBE proposed activities and two UNESCO projects presently being financed under the “South-South Cooperation Programme/Fund in Education”. More precisely, the pilot project on Mother Tongue-based Multilingual Education in Africa was mentioned, as well as the project on ICT in Education Teacher Training being carried out in the Asia-Pacific Region. It was highlighted that the Education for Sustainable Development (ESD) platform represents an opportunity for the integration of ESD issues into the curricula and that the IBE addresses this topic collaborating with the UNESCO Bangkok Regional Bureau on a regional programme on ESD and teacher education in Asia. The planned larger involvement of the IBE in post-conflict situations was strongly endorsed.

21. The point of how the UNESCO Regular Budget allocation to the IBE is utilized was raised once more and previous deliberations of the Council on the matter were recalled. It presently covers 47% of the IBE total human resources, namely the regular staff, but not programmes. It was agreed that, while this matter would still require further discussions within UNESCO, the unprecedented financial crisis represents a specific challenge to UNESCO as well as to the IBE’s institutional growth.

22. It was recalled that the composition of the Council as an inter-governmental body is a matter that should be raised within the context of the UNESCO General Conference, where the relevant elections of the Member States take place. It was also noted that other UNESCO Category I Institutes have smaller governing bodies, while the IBE Council seems to have several features in common with the composition and functioning of the UNESCO Executive Board.

## DECISION

**At the close of the debates, during which ten delegates took the floor, and in accordance with the Statutes of the IBE (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 IBE”, the Council:**

- **took note of the comments and recommendations of the Report of the Administrative Group (UNESCO/BIE/C.59/Inf.3);**
- **approved the draft 2010 programme (UNESCO/BIE/C.59/3) and budget (UNESCO/BIE/C.59/3/Add.) as well as the Appropriation Resolution for 2010 (para. 26 of the Report of the Administrative Group).**

**Item 10. Discussions on the Terms of Reference (TOR) to establish a Working Group (WG) in charge of finalizing the “Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters”, including reflections on the future ICE session and on the IBE’s fundraising strategy (Document: UNESCO/BIE/C.59/Inf.4). (Item 8: Follow-up on the implementation of the recommendations of the 48<sup>th</sup> session of the International Conference on Education (ICE) and reflection on the future ICE session and Item 9: Discussion on IBE’s fundraising strategy)**

23. According to the revised agenda, this item was addressed in two separate sessions; the outcomes are summarized in the following section. The recommendations of the Administrative Group as reflected under paragraph 32 of its Report (UNESCO/BIE/C.59/Inf.3) were conveyed to the Council to initiate the discussions. The IBE Director welcomed the opportunity for extensive interaction with the Council on this issue and provided the background for this item. The 34 C/Res.4 was recalled which requested to submit at the 35<sup>th</sup> session of the UNESCO General Conference (GC) a strategy designed to make the IBE UNESCO's Centre of Excellence in curriculum-related matters, as well as a report on the resources required. The 35 C/Res.14 endorsement of the establishment of a WG tasked to finalize the Strategy was also mentioned, with its TOR to be submitted to the Council in January 2010.

24. Furthermore, document 35 C/18 described the process of internal reflection and consultation with stakeholders that was carried out by the IBE in response to the 34 C/Res.4 and highlighted the progress achieved. The validity of the IBE Strategy 2008-2013, as approved by the Council at its 56<sup>th</sup> session in January 2008, and which defined IBE's vision regarding quality curriculum, was reconfirmed as well as the three main functions attributed to the IBE, namely Policy Dialogue, Capacity Development and Technical Assistance, and Knowledge Production and Management. The IBE's added value as a comparative education institute with a global mandate to support worldwide processes of curriculum change and development was emphasised.

25. In the following debate, importance was placed on a necessary balance between functional and contextual approaches to curriculum, which would be helpful to many developing countries. The establishment of the Community of Practice in curriculum development (COP) and the fruitful interaction that it generated at the regional level were commended as a major IBE achievement on the path to becoming a Centre of Excellence. The strengthening of national capacities on curriculum in over twenty African countries within the context of the Basic Education for Africa Programme (BEAP), and as a result of the use and local adaptation of the IBE *Training Tools for Curriculum Development* (TTCD) were also recognized. The IBE should play a leading role in creating curriculum frameworks to guide national processes. More investment in research on learning outcomes in Africa would be needed.

26. The dissemination of good practices in curriculum development via the IBE web site would be useful to inform national curriculum reform processes. It was reiterated that the Strategy of IBE as Centre of Excellence will be complementary to the IBE Strategy 2008-2013 and will focus on "how" the IBE's mission is accomplished, in partnership with UNESCO Headquarters and Field Offices, academia and the education community at large, as well as other stakeholders. The IBE's visibility will be increased also as a result of new strong alliances forged and a robust resource mobilization strategy. The strategic orientations of the 35 C/5 should of course be taken into due account. There was a perception that the IBE may not be as present as it could be in some of the world regions.

## **DECISION**

### **The 59<sup>th</sup> session of the IBE Council:**

- 1. Recalling the General Conference Resolution 34 C/4 asking the Director-General to present to the 35<sup>th</sup> session of the General Conference a strategy aimed at making the International Bureau of Education (IBE) UNESCO's "Centre of Excellence" in curriculum-related matters, and a report on the resources required for that purpose;**
- 2. Recalling the General Conference Resolution 35 C/14, requesting the Director-General to continue to prepare the strategy and inviting the Director-General to submit to the 59<sup>th</sup>**

session of the IBE Council draft Terms of Reference (TOR) indicating the scope and timetable of the work of a Working Group (WG) to be entrusted with the finalization of the Strategy; and further requesting the Director-General to submit at the 36<sup>th</sup> session of the General Conference a consolidated version of the Strategy, following consultations with the Members States;

3. Taking note of the draft TOR for the Establishment of a Working Group in charge of finalizing the “Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters” (UNESCO/BIE/C.59/Inf.4) and the annexed document 35 C/18 which highlights the main steps that have been taken and the progress achieved in the process of preparing the strategy;

4. Taking note that the IBE Strategy 2008-2013 and the Strategy on the Centre of Excellence to be elaborated by the WG should be considered as two separate but complementary documents;

5. Taking into consideration the recommendations of the Report of the Administrative Group and the comments made by the Members of the Council at its 59<sup>th</sup> session;

6. Decides that the WG is established, according to the principle of geographical representation, with the nomination of two members of the Council of each of the six electoral groups as follows :

- Group I (Western Europe and North America): Switzerland and the USA
- Group II (Eastern and Central Europe): Russian Federation and Georgia
- Group III (Latin America and Caribbean): Brazil and the Dominican Republic
- Group IV (Asia and the Pacific): India and Thailand
- Group Va (Africa): Uganda and Mali
- Group Vb (Arab States): Lebanon and Morocco

Switzerland will chair the WG.

UNESCO is represented in the WG by the IBE Director and by a representative of the Education Sector.

6 bis. The members of the WG could be assisted by alternates whose participation would be paid by the countries concerned, even if the country is a Least Developed Country (LDC). The principle of continuity should be respected to the extent possible.

Observers can participate in the WG in accordance with the normal rules of procedure governing their participation in UNESCO working groups.

7. The WG will meet for the first time just after the 59<sup>th</sup> session of the IBE Council to decide on its working methods and timetable, taking into account that the final draft of the Strategy should be finalized no later than 31 October 2010. All Members of the Council will be kept informed on the progress and will receive copies of the drafts of the Strategy;

8. The basic working documents of the WG should include, among others, the following: I) the IBE Strategy 2008-2013; II) the approved 2009 and 2010 IBE programmes; III) the revised draft “Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters”, and taking into account the comments of the Administrative Group, as approved by the Council in January 2010; IV) the document on the “Revised and Completed Guidelines regarding the Establishment and Operation of UNESCO Institutes and Centres (Category I) and Institutes and Centres under the auspices of UNESCO

(Category II)", as approved in Resolution 33 C/90; and V) the conclusions (final documents) of the conferences convened by UNESCO: the 48<sup>th</sup> session of the International Conference on Education (ICE); the World Conference on Education for Sustainable Development; World Conference on Higher Education and the Sixth International Conference on Adult Education (CONFINTEA VI);

9. The IBE shall perform the function of Secretariat and will facilitate the work of the WG in terms of organizational arrangements and logistical support, with simultaneous interpretation in English and French;

10. The Council thanks Switzerland for its contribution of up to \$70,000 for external expertise;

11. The WG could authorize the use of external consultants to be hired by the IBE through the Swiss voluntary contribution and possibly others; travel expenses and per diem of LDC members of the WG could be covered through voluntary contributions;

12. The final draft Strategy document should be submitted by the WG to the 60<sup>th</sup> session of the Council in January 2011, for its approval.

#### **Item 11. Dates for the 60<sup>th</sup> session of the Council**

##### **DECISION**

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

- the 60<sup>th</sup> session of the Council be held from 26 to 28 January 2011. This should be preceded by the meeting of the Administrative Group;
- the meeting of the Steering Committee of the Council will tentatively be held in the first week of September 2010, in Geneva.

#### **Item 12. Any other business**

27. The President made some propositions aimed at facilitating the deliberations of the Council in future sessions as well as the process of reaching consensus on the text of the Council decisions. The first suggestion focused on the preparation by the IBE Secretariat of draft decisions related to each of the agenda items of the Council sessions, to be discussed with the Administrative Group. Furthermore, the Administrative Group would be convened for one day only, instead of one-and-a-half-days as it is at present. It was also recommended that these points be re-discussed and finalised at the next meeting of the Steering Committee.

28. The delegation of India wished to add under this agenda item its regrets for not having had sufficient time to discuss the IBE fundraising strategy, after previous deliberations in the Council on this matter. It would have been beneficial for the Council to debate the most appropriate fundraising modalities and provide its guidance to the IBE on this matter. This would have been particularly relevant in light of the new tools being developed by the UNESCO Education Sector to encourage resource mobilization within the context of "South-South Cooperation Programme/Fund in Education" chaired by the delegation of India, who thought it would have had the opportunity to share with the Council the positive experience gained.

**Item 13. Adoption of the decisions of the 59<sup>th</sup> session**  
(Document: UNESCO/BIE/C.59/Decisions/Prov.)

**DECISION**

In conformity with the Rules of Procedure of the IBE Council (IV, Section XI, Rule 22.1 and 22.2), 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:

- approved the text of its decisions (UNESCO/BIE/C.59/Decisions/Prov.) and requested the IBE Secretariat to include possible amendments;
- entrusted the IBE Secretariat with the task of publishing the Proceedings and Decisions of the 59<sup>th</sup> session by the end of March 2010, after having circulated a draft to the Council members for possible comments.

**Item 14. Closing of the 59<sup>th</sup> session**

The President declared the 59<sup>th</sup> session of the Council closed on 29 January 2010 at 12:00 noon.



**FIFTY-NINTH SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 27–29 January 2010

**REVISED AGENDA AS APPROVED**





## REVISED AGENDA

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

1. **Opening of the session**
2. Adoption of the **Revised Agenda** (UNESCO/BIE/C.59/1/Rev.)
3. **Election** of the President, the Steering Committee and the subsidiary body of the IBE Council
4. **Address by the representative of the Director-General of UNESCO, Mr Qian Tang, Assistant Director-General for Education a.i.** on the new vision of UNESCO and Education, the role of the Category I Institutes and, in particular, of the IBE.
10. **First round of discussions on the Terms of Reference (TOR) to establish a Working Group in charge of finalizing the “Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters”, including reflections on the future ICE session and on the IBE’s fundraising strategy** (UNESCO/BIE/C.59/Inf.4). *(Item 8: Follow-up on the implementation of the recommendations of the 48<sup>th</sup> session of the International Conference on Education (ICE) and reflection on the future ICE session and Item 9: Discussion on IBE’s fundraising strategy)*

Wednesday, 27 January 3:00 p.m. – 6:00 p.m.

6. **Forum: “Inclusive Education with special focus on curriculum development”**  
(UNESCO/BIE/C.59/Inf.5)

**6:30 - 8:30 p.m. Vernissage of new publications, followed by a cocktail**

Thursday, 28 January 10:00 a.m. – 1:00 p.m.

5. **IBE activities during 2009** (UNESCO/BIE/C.59/2)
7. **The IBE programme of activities for 2010** (UNESCO/BIE/C.59/3)

Thursday, 28 January 3:00 p.m. – 6:00 p.m.

7. **The IBE programme of activities for 2010 (item continued, if needed)**  
(UNESCO/BIE/C.59/3)
10. **(Item 10 continued) Second round on discussions Terms of Reference (TOR) to establish a Working Group in charge of finalizing the “Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters”, including reflections on the future ICE session and on the IBE’s fundraising strategy** (UNESCO/BIE/C.59/Inf.4). *(Item 8: Follow-up on the implementation of the recommendations of the 48<sup>th</sup> session of the International Conference on Education (ICE) and reflection on the future ICE session and Item 9: Discussion on IBE’s fundraising strategy)*
11. **Dates for the 60<sup>th</sup> session of the Council**

Friday, 29 January 10:00 – 11:00 a.m.

12. **Any other business**
13. **Adoption of the text of the Decisions of the 59<sup>th</sup> session**  
(UNESCO/BIE/C.59/Decisions/Prov.)
14. **Closing of the 59<sup>th</sup> session**



**FIFTY-NINTH SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 27–29 January 2010

**REPORT OF THE DIRECTOR  
OF THE INTERNATIONAL BUREAU OF EDUCATION  
ON THE IMPLEMENTATION OF ACTIVITIES DURING THE PERIOD  
1 JANUARY TO 31 DECEMBER 2009**

This report covers the period from **1 January to 31 October 2009**. During the Council session, additional information will be provided on the activities carried out from November to December. The budgetary figures give the accounts as at 31 October 2009; the pre-final accounts as at 31 December 2009, reflected in the document UNESCO/BIE/C.59/Inf.2, will be provided to the Council in January 2010, after they are cleared by the UNESCO Comptroller.

This report consists of three parts:

- I. General report;
- II. Fact sheets on activities;
- III. Budgetary figures as at 31 October 2009.

**5.1**



## I. GENERAL REPORT

### Introduction

1. The purpose of this report is to reflect the accomplishments of the 2009 programmes and activities, that were designed and implemented within the context of the strategic objectives and expected results of documents 34 C/4 and 34 C/5, and of the IBE Strategy 2008-2013. The report also briefly highlights the progress achieved in the preparation of the draft Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters.

2. The year 2009 proved to be challenging, intense and fruitful. Tangible results were achieved in the implementation of the new IBE Strategy 2008-2013, approved by the IBE Council at its 56<sup>th</sup> session (January 2008). Core activities with direct impact in the field were consolidated and expanded, new initiatives launched and the preparations and actual testing of innovative training tools for curriculum development were carried out in partnership with academic institutions. Responding to priorities in different regions, and in collaboration with Field Offices, work on curriculum development has emphasized Inclusive Education and its pedagogical practices and indicators; Education for Sustainable Development (ESD); education for peace; secondary education in general; development of competencies for life and work and HIV and AIDS education.

3. Particular emphasis was placed on addressing the needs of Member States in Africa, where virtually all IBE programmes have a strong component. Gender sensitive guidelines for textbook revision are being developed as a contribution to foster gender equality. South-South and triangular North-South-South cooperation schemes were actively built upon to foster exchange of expertise and good practices. Contributions were provided to relevant intersectoral platforms, particularly for support to countries in post-conflict and post-disaster situations, HIV and AIDS education, and intercultural dialogue.

4. Action was taken to maintain the momentum created by the 48<sup>th</sup> session of the International Conference on Education (ICE) around Inclusive Education approaches with a robust programme of targeted activities implemented globally, regionally and sub-regionally. This included, among other activities, a new section of the IBE website specifically dedicated to resources, materials and tools on Inclusive Education; advocacy and information dissemination during major events targeting policymakers, education experts and specialists; as well as several specific ICE follow-up workshops to refine regional road maps for inclusive policies, strategies and practices and the beginning of capacity development programmes on Inclusive Education (i.e. for the UNESCO Clubs animators in Ecuador)

5. The IBE is moving in the direction of becoming a Centre of Excellence in curriculum related matters. This is, at the same time, an opportunity for change and innovation and a challenge in the current financial crisis. This process has implied important introspective work, as well as external consultations in order to develop a long-term vision that will bring added-value to the IBE and its role within UNESCO. The process of preparing the related strategy, which started in late 2008, was enriched by the comments and suggestions of the Council's members at the 58<sup>th</sup> session (January 2009) and progressed substantively in 2009. The IBE's comparative advantages have become clearer: being a global centre and a field-oriented institute with specialized expertise on curriculum development; bringing an international and comparative dimension to knowledge production; and creating synergies among its three core functions of capacity development, knowledge production and policy dialogue on curriculum

development, for the benefit of its global as well as field operations. With the establishment of a Working Group, to be discussed at the 59<sup>th</sup> session of the IBE Council in January 2010, the process of finalising the draft Strategy will be brought forward.

6. In the same spirit, the year 2009 brought forth a significant increase in collaborations, with the IBE substantively reinforcing partnerships with UNESCO Headquarters, the four UNESCO Regional Bureaus for Education and Field Offices, and supporting their regional and sub-regional priority initiatives. New cooperation agreements focusing on specific assignments within programmes were also established with UN agencies, international and national academic institutions and other stakeholders. Within the UN reform framework, in particular, the IBE's specialised expertise was called upon by Field Offices to strengthen their participation in the UN Country Team programmes, including the "Delivering as One" pilot initiatives. As compared to previous years, the requests for country-specific technical assistance and conceptual work in the field of curriculum development, completed on a cost recovery basis, have steeply increased. The IBE remained conscious of the need to prioritize its interventions, in order to use efficiently and effectively its limited resources.

7. The donor's base was expanded, but the optimal resource ceiling to ensure institutional growth and stability is yet to be reached. In the meantime, cooperation agreements with key donors providing core support to the IBE, which will expire at the end of 2009, are being negotiated, with the aim of expanding their time frame to three or four years. The support of new donors is also sought.

8. Based on the budgetary framework approved by the 58<sup>th</sup> session of the IBE Council in January 2009, the execution rate as at 31 October 2009 is 71.42%.

9. The presentation of the 2009 activities is organized according to the three main functions of the IBE mandate, as reflected in the IBE Strategy 2008-2013, and around which the programmes have been developed, more precisely:

- Capacity Development and Technical Assistance;
- Knowledge Production and Management; and
- Policy Dialogue and the ICE.

10. The expected results indicated in the 34 C/Res.4 for the IBE are also outlined to complete the programmatic framework. According to the practice approved by the Council, programme specific fact sheets are annexed to this report, to provide more detailed information about the activities, their products and impact. Their format has been improved to be more reader-friendly, while incorporating new key elements of result-based management. Finally, the report gives an account of the institutional functioning of the IBE, which includes an overview of the Council's works and the human and financial resources situation.

## 1. MAIN ACTION AREAS AND EXPECTED RESULTS

### 1.1. CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE

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

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

- Consolidating the **global network in curriculum development** in order to facilitate the development of conceptual orientations and frameworks for quality basic education and sustained collective action in the field of curriculum reform and change at the local, regional and interregional levels;
- **Supporting countries** in processes of innovative curriculum change and effective assessment;
- Developing pilot-testing and promoting the effective use of a set of **training materials and tools** for innovative curriculum change and implementation;
- Expanding and diversifying forms of **training in the domain of curriculum development** through partnerships with relevant academic institutions in different regions;
- Providing professional **support and advice** to contribute to improved curriculum development processes and products through action-oriented, participatory approaches and effective partnerships among relevant stakeholders.

#### **Expected results at the end of the biennium 2008-2009 (34 C/5, § 01023)**

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

###### *Performance indicators:*

- *Number of men and women and institutions having benefitted from training;*
- *Educational and methodological resources and training “toolboxes” created, adapted, tested and widely disseminated.*

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

11. The Community of Practice (COP) on curriculum development consolidated and further expanded as a network of experts and users for capacity development and dissemination of good practices at the national, regional and international level. With an annual increase of 200 in its membership (over 1,270 members from 131 countries as of October 2009), the COP represents a multilingual platform to foster South-South and North-South-South cooperation. The COP activities carried out in cooperation with its 14 Focal Points proved their added value as customized interventions to meet regional and sub-regional expectations and needs, generated a strong sense of ownership within the stakeholders and provided specialized complementary contributions to the curriculum related initiatives pursued by the UNESCO Regional Bureaus for Education and Field Offices, and other stakeholders.

12. On a regional level in Africa, the policy document of the Basic Education in Africa Programme (BEAP) was co-authored by UNESCO-BREDA and the IBE to guide this initiative, which involves country-driven review processes for the development of competency-based curriculum frameworks. Launched in six countries (Cote d’Ivoire, Djibouti, Ethiopia, The Gambia, Seychelles and Tanzania) the programme has inspired and facilitated national review processes, such as those in The Gambia, for the formulation of basic education curriculum frameworks, and in Ethiopia and Cote d’Ivoire for curriculum review and reforms. Over 10 African countries have been introduced to the BEAP. Approaches reflecting different regional priorities in the field of curriculum development were pursued towards secondary education reform and Inclusive Education in Arab states, the incorporation of Education for Sustainable Development (ESD) in curricula through teacher education institutions in Asia, and on Inclusive Education in Latin America (capacity development of UNESCO Club animators in Venezuela and Ecuador).

13. An innovative approach to strengthen the capacities of curriculum specialists has been developed and implemented through the piloting of the “Resource Pack”, as part of a series of training tools for curriculum development. The Resource Pack consists of 8 pedagogical modules focusing on curriculum design, management and implementation, textbook development, as well as good practices and evaluation systems. These modules will become part of intensive training courses and will be used for distance learning for education specialists, policy makers, teacher trainers and educators. By the end of 2009 they will have been piloted in coordination with national academic/curriculum institutions in Dar es Salaam, Tanzania (for 8 African countries through BEAP), in Montevideo, Uruguay and in Thimphu, Bhutan. Once further refined, the Resource Pack’s use can be institutionalised through “regional hubs” to develop local capacities for the design, management and implementation of quality curricula.

14. Detailed information is provided in the fact sheet Report no. 1

### **Curricular Innovations, Poverty Alleviation and Peace Education in Sub-Saharan Africa**

15. The project addresses the challenges and needs for quality learning for all in 15 sub-Saharan African countries coping with poverty, HIV and AIDS, issues of social justice and social cohesion, as well as, in some cases, issues pertaining to post-conflict situations and contexts. Initiated in 2008, the new phase explored the complex link between poverty and education for peace, focusing on the development of competencies for life and for work, as well for Learning to Live Together (LTLT). The programme, which started with 9 national teams, in 2009 expanded, to include 6 more countries with the support of the German Development Cooperation (GTZ)/German Federal Ministry for Economic Cooperation and Development (BMZ).

16. Curriculum experts from 15 African countries (Angola, Botswana, Burkina Faso, Burundi, Congo-Brazzaville, Guinea-Conakry, Kenya, Malawi, Mali, Mauritius, Mozambique, Niger, Rwanda, Senegal, and South Africa) were engaged in this final stage to advance the collaborative development of a new tool for curriculum change. This was achieved as a result of an intense capacity development process that culminated in three international workshops (Geneva, March-April 2009; Nairobi, June 2009; and Frankfurt, October 2009), where the toolkit for the integration of competency development and LTLT in the basic education curriculum of sub-Saharan African countries was finalised, reflecting the experiences and contextual needs of the participating countries. Guidelines were also produced to accompany the teams in their efforts to organise national dissemination, sharing workshops and the field testing of the toolkit’s first version.

17. The project proved successful also in enhancing the visibility of curriculum policies and in promoting the experiences of sub-Saharan African countries at regional and international levels. As one of the most valuable project outcomes, the technical capacities of around 70 experts have been developed on curriculum related issues.

18. Detailed information is provided in the fact sheet Report no. 2.



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

19. With the objective of integrating HIV and AIDS education more effectively into official curricula, this project has performed its dual functions of clearinghouse and capacity development, making its specialised expertise consistently available to Member States and UNESCO Field Offices. As part of UNESCO EDUCAIDS, new resources have been produced, including a short film on interactive pedagogical approaches in Cameroon, presently being used by various stakeholders in workshops, schools and teachers institutions, and an updated and more user-friendly revision of the manual “Curriculum and HIV and AIDS”. As key contributions to the UNESCO HIV and AIDS Education Clearinghouse, some 400 new documents and assessments of over 25 good practices were added to the databank.

20. These new resources were utilised to support relevant programmes of UNESCO Field Offices and other key actors, in delivering targeted technical assistance to several countries and placing, in particular, high priority on teacher training for HIV and AIDS responses, both at the national and regional level. This is the case for activities in Guyana and Lebanon, the latter to the benefit of some 20 Arab and African countries.

21. Detailed information is provided in the fact sheet Report no. 3.

### **Technical co-operation projects/support to Member States**

22. As a key component of the IBE capacity development function, the delivery of technical assistance to countries in transition and in post-conflict situations was particularly challenging in 2009, with an increased number of requests by Member States, UNESCO Field Offices and UN agencies, particularly UNICEF. Building on solid expertise, this programme provided customised support and accompanied curriculum specialists in processes of planning, developing and implementing quality primary and secondary curricula in line with emerging needs and developmental perspectives. Special emphasis was placed on the integration in national curricula of competency-based approaches, as well as on the preparation for life and work based on the values, principles and practices of Learning to Live Together and Education for Sustainable Development.

23. Expert advice as well as hands-on technical support for curriculum reform processes were rendered in several countries, including Angola, Pakistan and Vietnam. Among the main achievements, in Vietnam, one of the 8 “Delivering as One” pilot initiatives, guidelines were collaboratively developed and used by a national technical team of 25 specialists from the Ministry of Education for primary textbook analysis from a gender perspective, in support of the related “UN Joint programme”. With the Ministry of Education in Pakistan, a national strategy for curriculum implementation will be developed during an intense one-week programme organized by the IBE in December 2009. Support was provided to the UNICEF project “Review of the Kosovo Primary and Secondary Curriculum Framework”, which was completed. This technical assistance was carried out in accordance with UN Security Council Resolution 1244, in coordination with United Nations Interim Administration Mission in Kosovo (UNMIK) and after an internal UNESCO approval process.

24. Detailed information is provided in the fact sheet Report no. 4.

## **The “GigaPan”: Diversity and Inclusion in the Community**

25. Launched in 2008 as a joint venture between the IBE and Carnegie Mellon University, in collaboration with the UNESCO Associated Schools Project Network (ASPnet), this initiative aims at incorporating the use of technology in classrooms while embracing diversity through web-based dialogues and exchanges of explorable, high-resolution digital imagery. Inclusive school settings have been promoted and sustainable networking among students of different cultural backgrounds encouraged. After the pilot phase implemented in schools in three countries (South Africa, Trinidad and Tobago, and the USA), the activities have expanded to Asia (Indonesia) and Latin America (Brazil), with the active involvement of over 350 students and 75 teachers trained in utilizing the technology.

26. Detailed information is provided in the fact sheet Report no. 5.

### **1.2. KNOWLEDGE PRODUCTION AND MANAGEMENT**

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

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

- Building a **robust knowledge base**, including specialized information resources and a set of studies and trend analyses, on curricula and curriculum development processes at the service of researchers, trainers, practitioners and decision makers.
- Strengthening **clearinghouse** and information services through updated, expanded and enriched databases; seamless access to wide-ranging collections, in particular those related to curriculum; expanded alerting services; and digitized materials.
- Developing an **online platform** for increased knowledge sharing and collaborative action in the field of curriculum development, intended to support a worldwide network of researchers and practitioners, and more generally the enhancement of the UNESCO knowledge portal.
- Streamlining **services and access** to materials and resources through collaboration with all the UNESCO constituencies as well as external partners, in order to maximize efficiency and minimize duplication of effort.

#### **Expected results at the end of the biennium 2008-2009 (34 C/5, § 01023)**

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

*Performance indicators:*

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

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

*Performance indicators:*

- *IBE databases (World Data on Education; Country Dossiers; HIV and AIDS education clearing-house, etc.) increased and broadened.*
- *The IBE’s internet site strengthened and regularly updated;*
- *Number of visits to the site.*

### **Knowledge products and publications on Inclusive Education**

27. An important source of added-value lays in the IBE functions as a clearinghouse and information services, constituting an online platform for increased knowledge sharing and collaborative action, with the aim at reaching a wider audience. Specifically on Inclusive Education, a significant amount of resources and publications were produced to support the ICE follow-up activities, and in particular the dissemination and advocacy of the key ICE messages. These included, among others, the Final Report of the 48<sup>th</sup> ICE (in six languages) and a CD-ROM containing the Conference proceedings; video materials; as well as a module of the Resource Pack on Inclusive Education for the Latin American and the Caribbean region.

28. Several publications were completed on this topic, including “*Defining an Inclusive Education agenda: Reflections around the 48<sup>th</sup> ICE*”; “*Inclusive Education in the Latin American and the Caribbean region: an exploratory analysis of the National Reports presented at the 48<sup>th</sup> ICE*”; a content analysis of 129 messages from Ministers of Education to the 48<sup>th</sup> ICE; an issue of **Prospects** entitled “*Inclusive education: Controversies and debates*” (151, Vol. 39, no. 3, September 2009); and “*L’éducation pour l’inclusion: concepts, recherches et pratiques*” reflecting the deliberations of the international seminar that took place in November 2008, as part of the ICE preparations, within a cooperation framework between the *Faculté de psychologie et des sciences de l’éducation* (FAPSE) of the University of Geneva, the *Service de recherche en éducation* (SRED) of the Canton of Geneva, and the IBE.

29. A new section of the IBE website, considered as an essential tool for expanding access to and sharing of information and resources, was created on Inclusive Education, as the first nucleus of a future Clearinghouse on Inclusive Education (CHIE) which the IBE intends to develop. Since September, the section has been providing easy access to a wide range of resources, such as policy briefs, guidelines, tools, reports and other materials. Made available in three languages, with about twenty pages each, and providing access to over 250 resources as well as links to some 40 websites, the section (and the future CHIE) is intended to inform decision-making processes and support policymakers, education administrators, teachers and community leaders in their efforts to address inequalities in education and promote more inclusive learning environments.

### **Resource Bank**

30. The process of expansion and digitizing the curriculum resources has progressed steadily, with the objective of making available updated knowledge and information on education systems, curricula, and curriculum development processes for the benefit of the IBE programmes as well as Member States and other stakeholders. This resulted in a number of key achievements, like the migration of the IBE online electronic catalogue (IBEDOCs) to UNESDOC, the digitization of the unique collection of the National Reports (1932-2004) and the enrichment of the 193 Country Dossiers; while weekly online alerts on education related publications are regularly distributed to COP members and other education specialists.

### **Observatory of trends and recent publications**

31. The UNESCO quarterly review of comparative education **Prospects** gained strong momentum during the year, further improving its quality control and time delivery. The visibility level became higher and excellent quality contributions were made by a progressively

wider range of authors. This also resulted in a substantive increase in subscription rates and related revenues. Co-published in English with Springer (Netherlands), the following several issues were produced or are being prepared:

*Education for All by 2015: progress and challenges* (147, Vol.38, no.3, September 2008); *two Regular Issues* (respectively: 148, Vol.38, no.4, December 2008 and 149, Vol.39, no. 1, March 2009); *Aid effectiveness in Education* (150, Vol. 39, no.2, June 2009); *Inclusive education: Controversies and debates* (151, Vol. 39, no. 3, September 2009); *HIV Education in Formal and Non formal Settings: Comparative and International Best Practices* (152, Vol.39, no. 4, December 2009), the latter is in the process of being finalised. The issue *Lutte contre la pauvreté et éducation pour l'inclusion : transformer l'école en Afrique sub-saharienne* (146, Vol.38, no. 2, June 2008) was translated into Portuguese.

32. Two new issues of the series “Working Papers on Curriculum Issues” were produced (*Complex knowledge and educational competencies*; and *Curriculum and inclusion in the Andean region of Latin America*) while within the “Educational Practices Series” a new issue on *Effective pedagogy in mathematics* (no.19) was also published.

33. The IBE supported the review process of the 1997 International Standard Classification of Education (ISCED), participating in the first two meetings of the Technical Advisory Panel (TAP). It will also host the third TAP meeting within its premises (Geneva, 3-4 December).

34. Detailed information is provided in the fact sheet Report no. 6.

### 1.3. POLICY DIALOGUE AND FOLLOW-UP ACTIONS ON THE 48<sup>th</sup> INTERNATIONAL CONFERENCE ON EDUCATION

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

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

- Ensuring that the sessions of **International Conference on Education** represent a relevant worldwide forum intended to foster genuine policy dialogue, share information, expand partnerships and renew international commitment towards quality education for all.
- Contributing to build appropriate mechanisms for the **dissemination of the conclusions** of the 2008 Conference and sustained follow-up actions targeting Inclusive Education policies and issues.

#### Expected results at the end of the biennium 2008-2009 (34 C/5, § 01023)

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

*Performance indicators:*

- *Appropriate mechanisms for the monitoring of decisions on the 2008 ICE established;*
- *Follow up actions targeting Inclusive Education policies sustained.*

35. Within the framework of the three-stage cycle related to the 48<sup>th</sup> International Conference on Education (ICE), more precisely its preparations, the actual convening and implementation, and the follow-up actions, the year 2009 was dedicated to promoting policy dialogue, advocating and widely disseminating the key ICE messages and outcomes among policymakers, educators, researchers, curriculum specialists and teacher trainers. This objective

was accomplished through international and regional conferences, research papers, online publications, training modules, learning resources, e-fora and evidence-based practices (see also paragraph 28).

36. Synergies were achieved for greater leverage with the other three major UNESCO International Conferences on Education organized in 2009, namely the World Conference on Education for Sustainable Development: “*Moving into the Second Half of the United Nations Decade*” (March/April, Bonn, Germany); the 2009 World Conference on Higher Education: “*The New Dynamics of Higher Education and Research for Societal Change and Development*” (July, Paris, France); and the Sixth International Conference on Adult Education -CONFINTEA VI-: “*Learning and Living for a Viable Future: the Power of Adult Learning*”, scheduled in December (Belém, Brazil).

37. The advocacy activities resulted in the raised awareness of the stakeholders on the relevance of Inclusive Education policies and programmes, as the key strategy to advance the EFA goals. A total of 26 seminars and workshops, many of them co-organized by the IBE, UNESCO Headquarters and UNESCO Field Offices, reached an audience of over 1,750 participants from 91 countries. UNESCO’s leading role with regard to Inclusive Education was reinforced and the strong relation at the policy level with the global countries commitments to the “Convention on the Rights of Persons with Disabilities” was sustained. It may be interesting to note that some 40% of the Convention’s ratification/accession took place over the one year period after the 48<sup>th</sup> ICE (29 new ratifications/accessions out of a total of 70).

38. At the regional and sub-regional levels, upstream work supported countries in their efforts to put Inclusive Education policies into practice, as a condition to promote curricular changes. Several specific ICE follow-up seminars were organized in partnership with relevant ministries, UNESCO Headquarters, Field Offices, UN agencies and other stakeholders, to address regional specific demands and agree on a common course of action, including:

- A national policy dialogue forum on “*Quality education and teacher development*”, Malabo, Equatorial Guinea, April; organized by the Ministry of Education and the Academy for Educational Development (AED), with the IBE Director as the key note speaker on “*International trends and challenges for improving teacher education and development*”;
- The regional workshop entitled “*A Broadened Concept of Inclusive Education, Inclusive Class-room based Practices, and Implications for Policy Making, Implementation and Follow-Up*”, Beirut, Lebanon, July, involving curriculum developers and policymakers from 14 Arab countries, which identified the need for regional guidelines as the key steps to operationalize Inclusive Education approaches at school level in the Arab States;
- The International Conference “*Reaching the marginalized – How to approach Inclusive Education*”, in partnership with GTZ and the German Sir Peter Ustinov Foundation, Düsseldorf, Germany, September, which resulted in a common action plan shared by the stakeholders and provided inputs to the preparations for the next EFA High-Level Group Meeting in 2009;
- Regional Conference on: “*EFA, enhancing quality education and curriculum development*”, Yerevan, Armenia, September, which built consensus on strategies and tools required to improve the quality and inclusiveness of education systems and curriculum development in the region;
- Regional Meeting “*Implementation of Inclusive Education Policies in Latin America: Progress and Pending Challenges*”, Santiago, Chile, November, which will explore the regional perspectives on social and educational inclusion and will identify the

investments, resources and tools, needed to monitor and assess Inclusive Education policies and strategies.

39. It is worth mentioning that as a spinoff of the 48<sup>th</sup> ICE outcomes, initiatives have been developed by stakeholders to shape the Inclusive Education agenda within different contexts. The IBE will be represented as a member of the project advisory group and steering committee of the three-year “*Teacher Education for Inclusion Project*”, by the European Agency for Development in Special Needs Education, Brussels, and of the new UNESCO/European Agency project “*Inclusive Education in action*”, supported by the European Commission.

40. Detailed information is provided in the fact sheet Report no. 7.

## **2. INSTITUTIONAL FUNCTIONING**

### **2.1. IBE COUNCIL**

41. The functioning of the IBE Council is established by its Statutes, the Rules of Procedure and the Resolution adopted by the 34<sup>th</sup> session of the General Conference of UNESCO (34 C/5).

42. The Council held its 58<sup>th</sup> session in January 2009. Its agenda included a review of the 2008 programme achievements, including the preparations and holding of the 48<sup>th</sup> session of the ICE and the findings of its evaluation. The 2008 programme was approved as well as the provisional accounts as at 31 December 2008. The draft programme and budgetary framework for 2009 were also discussed and approved, complemented respectively by detailed working plans and an explanatory note to the Appropriation Resolution no. 1/2009 that were submitted in March 2009. The Administrative Group met during the two days preceding the 58<sup>th</sup> session of the Council.

43. Both the Council at its 58<sup>th</sup> session and its Steering Committee on September 4<sup>th</sup> provided comments on the preliminary draft “Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters”, taking note of the progress achieved. The recommendation that additional time be given for the finalisation of the Strategy was transmitted to the 35<sup>th</sup> session of the UNESCO General Conference, which endorsed it.

44. The President of the Council reported on the IBE’s achievements of the biennium 2008-2009 at the Education Commission of the 35<sup>th</sup> session of the UNESCO General Conference.

45. Detailed information is provided in the fact sheet Report no 8.

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

#### **Human resources and management**

46. The year 2009 has brought with it important outcomes, but challenges still remain. The financial situation of the Category I institutes continues to be problematic even when their performance has been positively assessed and they progressively moved towards results-based

management approaches. Due to the nature of its specialization, the IBE requires core staff members with a high degree of specific competencies and knowledge. Even if current staff shows high levels of motivation, efficiency and competence, there is a strong need to strengthen the core professional team to achieve institutional stability.

47. The IBE continued the implementation of its on-the-job training policy for young professionals under different modalities: ten young, qualified university graduates benefitted from grants as research assistants; fourteen students (two of them distance working on **Prospects**) carried out internships of various duration; an Associate Expert financed by Greece joined the IBE in October 2009, and a master's degree student was accepted to carry out his civil service for a period of six months. Within the context of the UNESCO-Korean Research and Foundation Internship Programme, two interns joined the IBE over the period September 2008 – March 2009 and in June 2009 interviews were carried out to select the new intern, who will commence in early January 2010.

48. In line with the IBE policy of providing professional development, the staff benefitted from the following courses:

- Results Based Management Training Workshop, 27-28 August 2009, Geneva, Switzerland (all staff);
- Post-Conflict and Post-Disaster Training Workshop, 23-26 February 2009, Bangkok, Thailand (two staff members);
- IIEP Summer School Rebuilding Resilience: Planning education in 'fragile contexts', 20-31 July 2009, Paris, France (one staff member);
- UNCT Leadership and Coordination Skills Workshop, 28 September - 8 October 2009, Turin, Italy (one staff member);
- Training on Electronic Payments, 11-12 March 2009, Paris, France (one staff member);
- Language training courses, throughout 2009, in Geneva, Switzerland (three staff members);

49. Furthermore, since 2007 the IBE has been actively involved in the IPSAS (International Public Sector Accounting Standards) process, led by the UNESCO Office of the Comptroller. A planning exercise was carried out to identify the steps to be taken until 1 January 2010 (date of official IPSAS adoption), and its implementation is being carried out smoothly.

### **Financial resources**

50. Progressive growth of the voluntary and extra-budgetary contributions constitutes a steady trend for the IBE. It should be noted that the total IBE budget for the biennium 2008-2009 amounted to US\$10,568,005. This represents an increase of over US\$2million as compared to the budget of the biennium 2006-2007, which amounted to US\$8,511,214.

51. The total budget approved in the 2009 Budgetary Framework is US\$5,399,500. The UNESCO financial contribution (Regular Budget) allocated to the IBE was US\$2,295,500 and represented only 42.5% of the total IBE resources. The balance of voluntary and extra budgetary resources amounted to a total of US\$3,104,000, which therefore represented 57.5 %, of the total 2009 budget.

52. The IBE has also been flexibly applying the cost-recovering policy, while at the same time engaging in cost-sharing and co-funding arrangements for priority activities with selected partners. This proved particularly relevant on the ICE follow-up programmes, based on the high interest of stakeholders. Additional extra-budgetary resources for a total amount US\$193,552 were secured for discrete and task-specific activities as of 31 October 2009, which were not originally included in the approved 2009 Budgetary Framework.

53. Spain, as a new core donor for the IBE, approved in 2008 an amount of €350,000 as a voluntary contribution for institutional support. The funds were received at the year's end and therefore used for programme implementation in 2009. The same financial commitment will probably be confirmed for the next year. The two ongoing 2008-2009 Cooperation Agreements, respectively with the Swedish International Development Agency (SIDA) for a total amount of Swedish Kronor (SEK) 6,000,000, and with Switzerland for a total amount of CHF 1 million, will come to an end by 31 December 2009. Negotiations to re-establish them in 2010 and possibly for a longer timeframe have been initiated by the IBE Director and are expected to be concluded soon.

54. The budgetary situation on 31 October 2009 is presented in Part III of this document. A new table, reflecting the situation at the end of December 2009, will be provided to the Council in January 2010.

### **Partnerships**

55. Solid partnerships represented a sine-qua-non condition for the IBE work in 2009. At the time when the global financial meltdown impacted both developed and developing countries, the IBE was able to expand its collaborations and joined forces to achieve common objectives with a wide range of stakeholders, including bilateral donors, UNESCO Headquarters and Field Offices, UN Agencies, International NGOs, Ministries of Education and National Commissions, Universities and academic institutions. Existing collaborative working relations, many stemming from the work carried out for the 48<sup>th</sup> ICE and others from interest in the IBE programmes, were also maintained. This is the case of the GTZ within the project "Curricular Innovations, Poverty Alleviation and Peace Education in Sub-Saharan Africa" (see also para. 15).

56. New partnerships, based on Cooperation Agreements, were also established on specific themes and key priorities, including with :

- The International Baccalaureate Office (IBO);
- The Catholic University of Uruguay (UCU), for the piloting of the Resource Pack, with a view to offering a University diploma on curriculum development in the Latin American region;
- The Inter-agency Network for Education in Emergencies/INEE for the development of the *General Notes on Quality Teaching and Learning in Emergencies* with a focus on curriculum aspects;
- UNICEF: to develop links with curriculum in emergency and post-conflict situations;
- The World Council of Comparative Education Societies: the IBE Director has become a co-opted member of the Executive Board and will be the formal liaison for UNESCO.

57. Partnerships for research initiatives with academic institutions of the host country were successfully expanded to include the *Faculté de psychologie et des sciences de*



*l'éducation* (FAPSE) of the University of Geneva; the *Service de recherche en éducation* (SRED) of the Canton of Geneva; the Graduate Institute of Geneva (IHEID) and the UNESCO Chair on Technologies for Development at *Ecole polytechnique fédérale de Lausanne* (EPFL). As in previous years, the IBE ensured its intellectual contributions to the Summer University for Human Rights and the Right to Education (UEDH), which is traditionally hosted within the IBE premises in July and August.

58. The IBE staff was invited as resources persons to a large number of academic conferences, professional meetings and other gatherings, many of them concerning Inclusive Education (see also para. 37).

### **Conclusion**

59. The Director wishes to express her personal thanks to the whole IBE team for having demonstrated their professional competence and enthusiasm during this very intense and fruitful year. The Director confirms her strong commitment to lead the IBE to become a centre of excellence for curriculum development, in full coordination and with the overall guidance of the IBE Council.

60. The Director also wishes to express her thanks for the strong support received from all Council Members, and especially from H.E. Mr Raul Vallejo Corral, the outgoing President of the Council, and from the representatives of the host country. The Director furthermore acknowledges with gratitude all the financial contributions received both as institutional support to the IBE from Sweden, Switzerland and Spain, and as extra-budgetary funds from multiple donors.



## **II. FACT SHEETS**



## REPORT 2009

<b>1. Title</b>	<b>Capacity Development for Curriculum Development - Global level</b>
<b>2. Responsible Officer</b>	Renato Opertti
<b>3. Starting and termination dates</b>	January-December 2009
<b>4. OVERALL GOAL</b>	
<p>Support action in favour of quality EFA by enhancing the capacities for the design, management and implementation of curriculum development processes amongst decision-makers, specialists and practitioners.</p> <p>This objective is achieved:</p> <ul style="list-style-type: none"> <li>• Globally, by collaborating with the Community of Practice in Curriculum Development (COP) to enable knowledge sharing and production on quality EFA and curriculum issues with an international comparative approach;</li> <li>• Regionally, by closely collaborating with key partners, including UNESCO Field Offices located in the all UNESCO regions, as well as leading institutions in curriculum expertise (some acting as the COP Focal Points).</li> </ul>	
<b>5. RESULTS</b>	
<b>5.1.A. Title</b>	
The interactive worldwide Resource Pack developed to enhance the capacities of key actors for the design, management and implementation of curriculum change.	
<b>5.2.A. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
Completion of the Resource Pack, number of pilot training activities conducted in different world regions, revision upon feedback collected from pilot training activities, online accessibility, and translation from the initial English version into at least another language.	
<b>Assessment criteria:</b>	
Number of countries requesting and benefiting from targeted technical assistance using the Resource Pack. Evaluation by these countries.	
<b>Baseline:</b>	
One Asia-Pacific Resource Pack developed by IBE in 2005. Limited learning tools and training modules of global and regional scope.	
<b>5.3.A. Achievements, Challenges and Lessons Learnt</b>	
<ul style="list-style-type: none"> <li>• Resource Pack finalized in English and published online (COP website);</li> <li>• Resource Pack applied as pilot experiences to support 3 countries through 10-day curriculum development workshops respectively conducted in Tanzania, Uruguay and Bhutan; 125 policy-makers, curriculum leaders, school leaders, teachers, teacher trainers, assessment specialists were trained;</li> <li>• Cooperation agreement (2010-2011) signed with the Catholic University of Uruguay (UCU) with the view to offer a university diploma on curriculum development for the Latin American region;</li> <li>• Process initiated to develop 3 additional training modules, respectively focused on competency-based approaches to inclusive curriculum and Education for Sustainable Development (ESD), in order to further assist countries in Africa, Latin America and Asia;</li> <li>• Coordination initiated to translate the Resource Pack into Spanish (in cooperation with UNESCO Mexico Office).</li> </ul>	
<p>The main <b>challenges</b> have been to provide a shared vision of curriculum processes, products, in light of case studies collected from all UNESCO regions.</p> <p>The main <b>lessons learnt</b> are: a) the usefulness of the COP to gather case studies from all regions and b) the Resource Pack is a powerful tool to promote collective thinking and production on curriculum issues through a vast repertoire of training activities that can be customized to regional and national expectations and demands.</p>	

### **5.1.B. Title**

UNESCO Member States (especially African countries) supported in their processes of competency-based curriculum change to enhance basic education.

### **5.2.B. Performance Indicator(s) and associated Target(s) and Baseline(s)**

Number of countries sending representatives to be trained at capacity development workshops using learning resources made available. Number of representatives trained benefiting from targeted technical assistance in curriculum development or reform.

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

**Baseline:** Three countries (The Gambia, Ethiopia and Côte d'Ivoire) launched the UNESCO Basic Education in Africa Programme (BEAP) in 2008 to ensure basic education for the duration of at least 9/10 years. The Gambia is drafting its national basic education curriculum framework and the other two countries are undergoing curriculum review/reforms with different areas of focus.

### **5.3.B. Achievements, Challenges and Lessons Learnt**

- Globally, a total of 9 additional technical assistance activities carried out until 31 October 2009;
- Technical support provided to launch BEAP in 3 additional countries (Tanzania, Seychelles and Djibouti) through capacity development sessions on competency-based curriculum and inclusive education, while sensitizing more than 10 other countries with BEAP;
- Coordination ensured for co-authoring of the BEAP Policy Document and its dissemination;
- 8 African countries (Tanzania including Zanzibar, Ethiopia, Kenya, The Gambia, Seychelles, Uganda, Zambia, Côte d'Ivoire) provided with an intensive 10-day training on issues and trends in curriculum processes;
- 2 other countries (Uruguay and Bhutan) provided an intensive 10-day training on curriculum processes;
- Tailored technical support provided to The Gambia for initiating the elaboration of the National Curriculum Framework;
- Proposal formulated on the development of the Tanzania Institute of Education as a sub-regional centre for curriculum development and training;
- Support envisaged for the establishment of a common Quality Assurance Authority/Mechanism for Basic Education in East African Countries, in collaboration with UNESCO Dar es Salaam and UNESCO Nairobi;
- Feedback provided to draft country reports on new inclusive education policies in the Asia-Pacific region;
- Proposal formulated to develop a toolkit on the practices of inclusive education in the Arab States.

The main **challenge** has been to spread the understanding of competency-based approaches as a powerful and flexible tool to attain inclusive and quality curricula for basic education and the democratization of learning opportunities.

The main **lessons learnt** are: a) the significance of implementing a comprehensive capacity development approach that caters to the strengths and weaknesses of curriculum practitioners at the different levels of the education system, and b) the strong institutional value-added of supporting BEAP as a UNESCO initiative clearly focused on democratizing basic education in terms of access, relevance and equity.

### **5.1.C. Title**

Geographical and numerical expansion of the COP achieved to increase its global and regional impact.

### **5.2.C. Performance Indicator(s) and associated Target(s) and Baseline(s)**

Number of joint action plans with regional Focal Points, number of publications and other contributions made available by COP members, number of face-to-face and on-line exchanges on quality and curriculum issues held in the different UNESCO regions, number of multilingual communications carried out on a regular basis, number of new members in the COP database.

**Assessment Criteria:** Type of activities implemented, objectives, scope (institutions and practitioners involved in each activity, classified by country), contents, feedback and impacts. Quality of the COP web section evaluated by colleagues and partners from different regions.

**Baseline:** At the end of 2008, COP had 11 regional Focal Points, 1100 members from 94 countries, with an

annual increase of 200 members. 2 e-forums were carried out since 2006.

### 5.3.C. Achievements, Challenges and Lessons Learnt

- As of 31 October 2009, the COP has 1271 members from 131 countries;
- 1 moderated multilingual e-forum on inclusive education and inclusive curriculum held over 3 weeks (26 Oct. – 13 Nov. 2009);
- Regular communication with COP members to encourage knowledge sharing and production, leading to COP members providing 6 out of the 9 IBE Working Papers on Curriculum Issues;
- COP website now available in the 6 UNESCO languages;
- Weekly relevant news made available to COP members in the 6 UNESCO languages;
- Dissemination of information about the COP (e.g. using updated booklet in the 6 UNESCO languages) at conferences and workshops;
- COP statistics gathered and disseminated regularly;
- The COP has now 14 Focal Points covering all UNESCO regions, playing an active collaborative role as co-organizers, moderators and/or rapporteurs for online and face-to-face activities.

One main **challenge** has been to align the COP Focal Point activities with the annual working plans jointly implemented with UNESCO Field Offices. Another important challenge has been to effectively coordinate a unique multicultural and multilingual COP, leading to inter-regional knowledge sharing and production.

The main **lessons learnt** are: a) the COP Focal Points activities have more significant impact when they provide complementary perspectives, strategies and practices to the ones pursued by UNESCO Field Offices; b) the relevance of carefully customizing the COP to meet regional expectations and needs, and the sense of ownership generated at the regional and national levels; c) the relevance of maintaining weekly communications amongst COP members and responding actively to their requests; and d) the COP has promoted different schemes of South-North and in-region cooperation, and has contributed to informed discussions on curriculum change and management from an international comparative perspective.

## 6. IMPLEMENTATION STRATEGY

### 6.1. Context: issues to be addressed and key baseline

Within the mandate of providing Member States with support for curriculum change, the IBE created the Community of Practice (COP) in Curriculum Development in 2005 as a tool for exchange and capacity development.

In 2009, the main focus has been on: (i) support to curriculum change and development processes in basic, youth and teacher education through the provision of learning tools, comprehensive capacity development activities and expanded COP membership, using both face-to-face and online modalities; and (ii) initiatives within the framework of South-South and North-South-South cooperation, aimed at supporting the expansion, democratization, quality and inclusiveness of basic education, e.g. inclusive education as a guiding principle to practice competency-based approaches, ESD, and accelerate the achievement of EFA goals (in follow-up of the 48<sup>th</sup> ICE). These activities build upon the Conclusions and Recommendations of the 48<sup>th</sup> ICE, as well as the collaborations and consensus reached in coordination with UNESCO Field offices and other partners, particularly in the preparatory process of the 48<sup>th</sup> ICE during 2007 and 2008.

### 6.2. Description and rationale behind the interventions, outputs and expected results

- Continue to support regions and countries in implementing processes of competency-based curriculum change, focusing on the regions of Sub-Saharan Africa (mainly through BEAP) and Latin America, in close coordination with UNESCO Field Offices, ministries of education, intergovernmental bodies and development partners (in particular, the Spanish Cooperation with regard to Africa and Latin America and the Caribbean).
- Forge partnerships with Ministries of Education, universities, NGOs and international organizations, in order to implement training activities applying the worldwide curriculum Resource Pack and other learning resources.
- Continue to consolidate the COP as a key UNESCO strategy to discuss and build consensus on education and curricular policies and actions with a focus on inclusive education, to accelerate progress towards EFA goals, in light of the 48<sup>th</sup> ICE.
- Continue to develop a multilingual COP based on a proactive approach to the sharing of perspectives, information, documentation, experiences and practices.

**Rational:**

**A.** Make available a worldwide Resource Pack for developing the capacities of curriculum practitioners, by forging partnerships with ministries of education, academic institutions and NGOs.

**B.** Provide global and regionally tailored learning resources (for example, on competency-based approaches using learning situations by discipline), hold training workshops, carry out comparative research and publish working documents to support countries in the design and implementation of competency-based curriculum change, mainly in the field of basic and youth education.

**C.** Strengthen the multilingual COP web section in order to facilitate access to information and resources on good practices and experiences related to current education and curriculum issues (in collaboration with the IBE Knowledge Production and Management Programme). Further mobilize the COP Focal Points in all UNESCO regions to jointly develop action plans with UNESCO Field Offices on priority areas, namely: (i) inter-regional exchanges on curriculum change; (ii) consolidating communities of practices focused on education for sustainable development, quality basic education and inclusive education (in follow-up of the 48<sup>th</sup> ICE); and (iv) comprehensive capacity development approaches at the regional and national levels in order to support curriculum development processes

**Outputs:**

- Resource Pack made available online;
- Capacity development activities completed at the regional and national levels, using the Resource Pack and other resources as tools;
- Cooperation initiated with the academic institutions with the view to offer university diplomas on curriculum development;
- Tailored technical support provided to Member States on relevant curriculum issues, especially in Africa and mainly through supporting BEAP;
- Multilingual moderated e-forum on inclusive education and inclusive curriculum carried out;
- Relevant and multilingual weekly COP news made available to COP members through Email and website;
- Contributions provided by COP Focal Points to strengthening relevant capacity development activities at the regional and national levels.

**Expected Results:**

**A.** An interactive worldwide Resource Pack developed, drawing on COP expertise and tools, to enhance the capacities of key actors for the design, management and implementation of curriculum change.

**B.** UNESCO Member States (especially African countries) supported in their processes of competency-based curriculum change for enhancing basic education.

**C.** Geographical and numerical expansion of the COP to increase its global and regional impact

**6.3. Stakeholders: key partners and beneficiaries and their expected roles**

*Primary stakeholders* include policy-makers, educators, curriculum specialists, developers and teacher trainers at the country level, especially COP members, as well as international stakeholders (sister agencies, development partners and NGOs).

The *partners* are UNESCO Field Offices and National Commissions, national/local education authorities and technical core teams, universities/national curriculum institutions, COP Focal Points from all UNESCO regions, as well as international stakeholders (sister agencies, development partners, NGOs and experts).

The *principal beneficiaries* should be children and youth in Member States, representatives of national/local education authorities, curriculum developers, teacher trainers and representatives of quality assurance authorities, principals and teachers, COP institutional and individual members from all UNESCO regions, as well as IBE itself in the One-UN and One-UNESCO partnerships for education at large.

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

7.1 Approved 280'000

7.2 Revised 280'000

7.3 Obligated as of 30.10.09: 214'823



<b>REPORT 2009</b>	
<b>1. Title</b>	<b>Curriculum Innovations, Peace Education and Poverty Alleviation</b>
<b>2. Responsible Officer</b>	Clementina Acedo, IBE Director Elmehdi Ag Muphtah, Project coordinator Dakmara Georgescu, senior project advisor
<b>3. Starting and termination dates</b>	January–December 2009
<b>4. OVERALL GOAL</b>	
<p>The project aims to contribute to the development of the capacities of policy makers, curriculum specialists and other stakeholders to integrate and enhance competency development for life and work and Learning to Live Together (LTLT) in the basic education of 15 sub-Saharan African countries<sup>1</sup> through innovative curriculum solutions. It contributes also to reinforcing exchanges at national, regional and international levels by emphasising North-South-South cooperation with a view to identify and share effective practices to promote peace and Learning to Live Together, as well as competencies for life and work that are important for poverty alleviation/eradication and sustainable development.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
<p><b>5.1.1 Peace education and learning for life and work/(LFLW)/competency development integrated,</b> within national and regional processes of curriculum revision involving 15 sub-Saharan African countries as a contribution to poverty alleviation, and peaceful and productive co-existence;</p> <p><b>5.1.2 Effective contribution of policy makers and curriculum specialists</b> made to initiating and carrying out processes of curriculum review by considering the needs and possibilities of enhancing competency development for life and work and learning to live together;</p> <p><b>5.1.3 Evidence-based contribution made for tailored and collaboratively-produced capacity development tools and resources</b> to quality processes of curriculum planning, development and implementation supporting poverty alleviation, peacefully living together and sustainable development.</p>	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
<p><b>5.2.1 Concrete curriculum innovations</b> initiated, carried out, reviewed and/or envisaged in a number of sub-Saharan African countries such as Mauritius, Mali, Mozambique, Malawi, Kenya that are inspired by the project;</p> <p><b>Target(s) and baseline(s):</b> The project contributed to identify gaps to be addressed in the context of both defining appropriate curriculum policies and translating such policies into effective practices. The 15 participating countries are at different stages of cyclical curriculum review processes, consequently some benefited from the project to review their curriculum policy and frameworks; some to address issues of implementing curricula at classroom level; and others for revising assessment and teacher training policies.</p> <p><b>5.2.2 Teams of policy makers and curriculum specialists</b> participating in the project that are actively involved in processes of curriculum planning, design and implementation at national and regional level;</p> <p><b>Target(s) and baseline(s):</b> The project counted on relatively stable national teams who engaged with their fellow-colleagues from other countries in productive and sustained communities of practice over a continuum of more than four years. It is envisaged that the national teams contribute effectively to the dissemination of the project (processes and outcomes) at local, national and regional level and the enhancement of local and national curriculum agencies and professional association that can play a role in promoting curriculum innovations for poverty alleviation, learning to live together and sustainable development.</p>	

<sup>1</sup> Angola, Botswana, Burkina Faso, Burundi, Congo-Brazzaville, Guinea-Conakry, Kenya, Malawi, Mali, Mauritius, Mozambique, Niger, Rwanda, Senegal, South Africa. The participation in the project of Botswana, Guinea-Conakry, Kenya, Malawi, Senegal and South Africa was supported by GTZ/BMZ.

**5.2.3 Capacity development tools and resources effectively disseminated and used** in processes of curriculum planning, design and implementation, as well as in teacher education and training;

**Target(s) and baseline(s):** The project captured valuable initiatives in sub-Saharan African countries with regard to preparation for life and work in and through basic education that were documented in academic journals and studies (such as **Prospects** 146 and the Study “*Preparation for Life and Work in African sub-Saharan countries*” carried out and published in cooperation with GTZ). It also promoted the collaborative development of a capacity building Toolkit addressing issues of curriculum planning, design and implementation in a comprehensive way with a focus on integrating into the basic education curriculum cross-cutting issues such as peace education; gender equality; human rights and citizenship education; Education for Sustainable Development (ESD); intercultural education; work and entrepreneurial education.

### **5.3. Achievements, Challenges and Lessons Learnt**

#### **Achievements**

- Viable and pro-active networks of 15 national (country) teams that are actively engaged in disseminating the project and promoting curriculum innovations for LTLT, sustainable development and poverty alleviation;
- Tailored capacity development tools and resources (i.e. case studies, comparative studies, toolkit for capacity development, guidelines for the field testing of the toolkit) that integrate and promote the experiences of sub-Saharan African countries in fostering competency development for life and work, LTLT and sustainable development;
- Enhanced visibility of curriculum policies and practices of sub-Saharan African countries at regional and international levels as well as contributions to enriching the international education dialogue;
- Agreed strategies with regard to conceiving, implementing and assessing curriculum innovations in sub-Saharan African countries with a view to foster competency development for life and work, sustainable development and Learning to Live Together based on building on achievements; overcoming identified gaps and obstacles; and working in synergies with other sectors;
- Political support, as proven by the active participation throughout the project of Ministers of Education and other high-level ministries and other governmental bodies’ representatives.

#### **Challenges and lessons learned**

- The work with 15 national teams proved rewarding, though difficult to carry out in terms of the administrative and logistic issues to be considered. The large number of country teams allowed for only a small number of experts from each country to participate in the project. In the future, the focus should be on working with a smaller number of countries while engaging in in-depth processes so as to enhance the impact at local, national and regional level. It is also fairly possible that, while working with a smaller number of countries, the previous groups (and maybe also other countries) participate periodically in dissemination and sharing events.
- The time and budget available were limited, and consequentially, the work plan was extremely demanding, allowing for only little time between major activities. This impacted delivery and follow-up although measures were taken to compensate for the time shortages with intensified efforts to cater for quality preparation and delivery. In the future, more realistic work plans should be envisaged that would allow appropriate preparation, delivery and follow-up avoiding unnecessary pressures.
- While, as shown for instance in the evaluations of the project activities by the participants, the project was highly appreciated by the country teams and the Ministries of Education involved, it is nevertheless important to integrate clear mechanisms of monitoring and evaluation that involve broader groups of stakeholders and partners and are based on complex methodologies.

## **6. IMPLEMENTATION STRATEGY**

### **6.1. Context: issues to be addressed and key baseline**

The project addresses the challenges to, and needs for quality learning for all in 15 sub-Saharan African countries coping with poverty, HIV and AIDS, issues of social justice and social cohesions, as well as, in some cases, issues pertaining to post-conflict situations and contexts.

While in some of these countries attempts were made to review curricula with a view to promote a competency-based approach, as documented by many sources, including the IBE and GTZ/BMZ Study on

Preparation for life and work in sub-Saharan African countries, much work still lies ahead to:

- Clarify the concept of competencies, competency development for life and work, and competency-based curricula and approaches;
- Clarify the links between quality curricula and learning, and poverty alleviation, sustainable development and living together peacefully;
- Provide a comprehensive approach so as to align curriculum innovations with meaningful changes in assessment, teacher education and training and school- and classroom management.

### **6.2. Description and rationale behind the interventions, outputs and expected results**

- International 3 to 5 day workshops (Geneva, March-April 2009; Nairobi, June 2009; and Frankfurt, October 2009) to advance the collaborative development of the capacity development toolkit for the integration of competency development and LTLT in the basic education curriculum of sub-Saharan African countries; A total of 67 participants were trained;
- Collaborative development of comprehensive guidelines for organising national dissemination and sharing of the first version of the toolkit at workshops its field testing;
- National dissemination and sharing workshops carried out to involve education stakeholders and partners more broadly and more effectively in processes of curriculum innovations at local, national and regional levels;
- Field testing of the first completed version of the toolkit mentioned above to: collect feedback for improving its relevance and usability; integrate inspiring effective practices from the sub-Saharan African context; and prepare the toolkit for adequate publication and dissemination;
- Preparation of intermediate and final reports based on adequate monitoring and evaluation mechanism to highlight the project achievements; aspects that need improvement; possibilities for meaningful follow up, such as expanded processes of capacity building and curriculum innovations at national and regional levels.
- Preparations of new project proposals (2010-2013) to facilitate in-depth work at country level in the context of sub-Saharan African countries with IBE's and other partners' support.

### **6.3. Stakeholders: key partners and beneficiaries and their expected roles**

#### **Key partners:**

##### *Financial and intellectual support:*

- Spanish Government (Ministry of Education);
- Swiss Department for Cooperation and Development (SDC);
- GTZ/BMZ which contributed separately to the project activities with over \$80,000 to cover the participation of six additional countries.

##### *Intellectual, administrative and logistic support:*

- UNESCO Education Sector;
- UNESCO Field Offices (Windhoek, Bamako, BREDa);
- National Commissions for UNESCO of the 15 sub-Saharan African countries.

##### *Direct partners:*

- Participants in the project and beneficiaries – represented by members of the 15 national expert teams: The Ministries of Education of 15 sub-Saharan African countries, National Curriculum Councils and Pedagogical Institutes.

##### *Indirect beneficiaries:*

- Policy makers and curriculum developers; teacher trainers; teachers and headmasters; students

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

7.1 Approved 290'000

7.2 Revised 361'000

7.3 Obligated as of 30.10.09: **354'800**

## REPORT 2009

<b>1. Title</b>	<b>Capacity development and clearinghouse for curriculum and HIV and AIDS education</b>
<b>2. Responsible Officer</b>	Clementina Acedo and Sandrine Bonnet
<b>3. Starting and termination dates</b>	January–December 2009
<b>4. OVERALL GOAL</b>	
<p>The goal of the programme is to integrate HIV and AIDS education more effectively into official curricula, to develop tools to improve learning and teaching materials, to build education specialists' capacities, in order to contribute to a comprehensive answer to HIV and AIDS in the framework of UNESCO' strategy and EDUCAIDS.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
Comprehensive knowledge and key competencies for capacity building strengthened and disseminated among key partners (Ministries of Education, International Organization and NGOs).	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
Production of tools, new documents in UNESCO database, technical advice, workshops.	
<b>5.3. Achievements, Challenges and Lessons Learnt</b>	
<b>Achievements</b>	
<ul style="list-style-type: none"> <li>• New interactive supports (film, resource pack) have been produced for the use of education specialists and further new editions are planned. The film on interactive pedagogical approaches is presently being used in schools and in teacher training institutes. A more user-friendly version of IBE's Manual on HIV and AIDS education has been produced including updated information and practical links, based on user's feedback.</li> <li>• Partnerships: The IBE expanded its partnerships and worked in close collaboration with the field to bring its expertise on HIV and AIDS. As a result of productive and sustained cooperation with stake holders, the IBE's interventions have increased since the beginning of the programme. Starting in Sub-Saharan Africa, it has now expanded in all regions through active collaborations with UNESCO Offices, especially, BRED, Kingston, Beirut, and Bangkok. The most recent workshops took place in the Arab region.</li> <li>• Customized technical assistance: Technical assistance on various HIV and AIDS education themes has been provided. In particular, the Ministry of Education of Guyana utilised IBE expertise to update and adapt the approach on HIV and AIDS for teacher training in the country. The curriculum is now under revision. A contribution to a publication for Algeria on stigma and discrimination was provided. Information, advice and documents disseminated to respond to approximately 250 requests, coming mainly from education specialists working in Ministries of Education.</li> <li>• IBE is a key contributor to the UNESCO HIV and AIDS Education Clearinghouse. New documents entered in the databank (approximately 400), contributions to the website by adding key resources and evaluations of good practice and to the newsletter in collaboration with IIEP. The visibility of IBE's work in the area of HIV has increased.</li> <li>• Evaluation of good practices. Approximately 25 new documents have been evaluated in 2009 using an improved format, more user-friendly, and providing more concrete recommendations in order to assist the education specialists in reviewing their materials. The assessments, which are used in the field during workshops as examples of good practices from other countries, are more accessible having been placed on IBE's and UNESCO's Clearinghouse websites.</li> </ul>	
<b>Challenges and Lessons Learnt</b>	
<ul style="list-style-type: none"> <li>• A particular focus has been placed on teacher training as this area has been identified as one of the common weak points in field operations.</li> <li>• It is crucial to reform primary, secondary and teacher training levels in parallel when introducing curriculum changes.</li> <li>• The approach must be adapted to the cultural context.</li> <li>• It is crucial to challenge myths and misconceptions regarding HIV and AIDS.</li> </ul>	

- The personal commitment from high level stakeholders is crucial.
- A good collaboration with Field Offices is important as they can provide key information about the context in the country on HIV and AIDS. The existing collaborations have been strengthened, especially through the Clearinghouse with IIEP and with HQ. Teacher training and curriculum must be reviewed together in order to bring a comprehensive and sustainable response.
- Practical and innovative tools like the CD Rom of interactive activities and the film on pedagogical approaches are highly appreciated by the education specialists in the countries.

## 6. IMPLEMENTATION STRATEGY

### 6.1. Context: issues to be addressed and key baseline

Through the production of innovative tools (film, interactive resource pack for example), workshops, new documents in the databank, technical assistance and evaluation of good practices, the HIV programme brings specialized expertise in the field of HIV and AIDS education. These contributions are crucial for capacity-building of education specialists in the countries and inside UNESCO. The strategy for the upcoming years is to continue finding innovative ideas in the area of HIV and AIDS education while strengthening partnerships with key partners and stakeholders. New financing opportunities must be explored to ensure the sustainability of the programme.

### 6.2. Description and rationale behind the interventions, outputs and expected results

In the framework of EDUCAIDS and of UNESCO Strategy for HIV, the IBE actively contributes to a comprehensive answer on HIV and AIDS education. The curricula are updated and the education specialists improve their knowledge and competencies through IBE's work. The expertise of the IBE in the field of HIV and AIDS education is recognized and requested by countries, especially in Africa. The substantive increase of requests for technical support shows that it is a key element of UNESCO's work in this area.

Outputs for 2009: New CD Rom containing interactive activities identified as good practices for participatory teaching produced and disseminated. This CD Rom is also used as a support tool during workshops. Film documenting good practices of pedagogical approaches in HIV and AIDS education (Cameroon). With this tool, education specialists and future teachers can have concrete examples of interactive activities in the classrooms as it is difficult to organise training sessions in every school. Film disseminated mainly in Central Africa. It will be available online by end of 2009 for a wider dissemination.

Technical Assistance provided in a regional workshop on teacher training organised in collaboration with UNESCO Beirut Office for the Arab region with 14 countries, as well as in a workshop organised by the UNESCO Beirut Office and ISESCO on teacher training for 5 Arab countries and 5 African countries.

New improved version of IBE's Manual available. It has been adapted to the needs of users in the field. Technical assistance provided to countries by providing documents, advisory support, proposing solutions on specific themes.

UNESCO clearinghouse: new documents evaluations of materials entered in UNESCO databank, contributions to the newsletter of HIV and AIDS education sector. Contribution to the UNESCO Guidelines on Sexuality and HIV through the annotated bibliography. Preparation of a chapter on stigma and discrimination in the framework of a publication of UNESCO Rabat office. HIV section on IBE's website regularly updated with key resources and evaluations of good practices.

### 6.3. Stakeholders: key partners and beneficiaries and their expected roles

Ministries of education, Universities, teacher trainers, teachers and students are the main beneficiaries of the work. UNESCO education sector and in particular Field Offices are also beneficiaries. Field Offices are the main partners for the delivery of technical assistance in the countries. Close relationships with UN organisations, especially ILO, UNICEF, WHO, UNFPA and UNAIDS as they are important partners and are associated to IBE work when possible and appropriate in order to offer a comprehensive overview of HIV and AIDS. Collaboration to the World AIDS Day with UN partners which strengthened the "One UN" approach. The close collaborations and relations built with Field Offices have enabled the programme to continue working in a dynamic way.

## 7. BUDGET (US\$)

7.1 Approved 150'000

7.2 Revised 150'000

7.3 Obligated as of 30.10.09: **136'731**

## REPORT 2009

<b>1. Title</b>	<b>Technical co-operation projects/Assistance to Member States</b>
<b>2. Responsible Officer</b>	Dakmara GEORGESCU
<b>3. Starting and termination dates</b>	January–December 2009
<b>4. OVERALL GOAL</b>	
<p>The programme aims to provide customised support to national governments (i.e. Ministries of Education and curriculum agencies), based on their request, with regard to planning, developing and implementing quality primary and secondary curricula in line with new challenges, needs and developmental prospects. Special emphasis is put on the meaningful integration in national curricula of competency-based approaches, as well as on the preparation for life and work based on the values, principles and practices of Learning to Live Together (LTLT) and Education for Sustainable Development (ESD).</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
<p><b>5.1.1 Enhanced capacities for Learning for Life and Work/LfLW and Learning to Live Together through revised curricula and textbook in selected countries based on integrating cross-cutting issues and competency-based approaches</b> (i.e. <i>Vietnam</i>: Revising primary textbooks from a gender perspective in the context of the UN joint programme); support to UNICEF project: “Review of the Kosovo* Primary and Secondary Curriculum Framework”; <i>Angola</i>: Integrating cross-cutting dimensions in the secondary curriculum: i.e. gender equality, ESD, intercultural education; human rights and citizenship education (in the context of the “CapEFA” programme);</p> <p>*This technical assistance was carried out in accordance with UN Security Council Resolution 1244, in coordination with United Nations Interim Administration Mission in Kosovo (UNMIK) and after an internal UNESCO approval process.</p> <p><b>5.1.2 Curriculum cultures privileging quality, equity, sustainability and accountability</b> (i.e. <i>Pakistan</i>: Intense training on curriculum implementation models, effective practices – including monitoring and evaluation - and the usage of outcomes for curriculum review; <b>usage of customised capacity development tools developed collaboratively</b> (i.e. <i>Toolkit</i> for competency development and LTLT for sub-Saharan African countries; <i>Study</i> on preparation for life and work in sub-Saharan African countries; comprehensive <i>questionnaire</i> on history teaching in Africa in the context of the programme General History of Africa/GHA);</p> <p><b>5.1.3 Enhanced quality of teaching and learning in emergencies</b> (i.e. collaboration with the Inter-agency Network for Education in Emergencies/INEE for developing <i>General Notes on Quality Teaching and Learning in Emergencies</i> with focus on curriculum aspects);</p>	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
<p><b>5.2.1 Vietnam:</b> Guidelines developed collaboratively and used by Ministry of Education and Training / MOET Technical Team (25 specialists) for primary textbook analysis from a gender perspectives and a Report on findings, including Recommendations to MOET for primary textbook review shared publicly with stakeholders and endorsed by MOET; <b>UNICEF:</b> Several draft versions of the revised Curriculum Framework (CF); CF discussed publicly and amended based on feedback from more than 200 stakeholder representatives as a basis for a final and official version of the CF to be implemented starting with 2010/2011; <b>Angola:</b> Initial agreements among stakeholders on a work plan for project implementation in 2010.</p> <p>Comments on <b>Target(s)</b> and <b>Baseline(s)</b>: <b>Vietnam:</b> While textbook analysis from a gender perspective was attempted in different occasions, this is the first time when such an analysis is carried out based on comprehensive and rigorous methodologies shared by education agents and stakeholders. It is also the first time customised Guidelines for textbook analysis were issued, as well as a Report including recommendations for textbook review from a gender perspective publicly shared and endorsed by MOET. In 2010, the Vietnam project will continue with an emphasis on integrating gender issues and promoting gender equality in in-service teacher training courses.</p>	

**5.2.2 Pakistan:** National curriculum implementation Strategy developed by ten education/curriculum specialists intensively trained by the IBE and endorsed by MOET to be put in place in 2010.

Comments on **Target(s)** and **Baseline(s)**: **Pakistan** is now in a process of implementing a revised primary and secondary curriculum, however, in the absence of a national Curriculum Framework and consensual quality criteria. There is hence a need for establishing such nation-wide relevant curriculum guidance and quality criteria based on which sustained processes of monitoring, evaluation and curriculum revision can be envisaged.

**5.2.3** Overall agreed structure & outline of the *General Notes for Quality Teaching and Learning* and the Curriculum section discussed among stakeholders and taken into a third revision by early 2010. INEE developed the Minimum Standards for Education in Emergencies. The need to develop more in-depth guidelines with regard to quality teaching and learning in emergencies, focusing on curriculum aspects was identified.

### **5.3. Achievements, Challenges and Lessons Learnt**

#### **Achievements**

- Cooperation agreements based on extra-budgetary funding with UNESCO Hanoi Office (Vietnam); UNICEF; UNESCO Office Windhoek (Angola); GTZ (Pakistan); INEE (General Notes for quality teaching and learning in emergencies);
- Capacity development tools and resources developed cooperatively shared with, and applied by users, beneficiaries and stakeholders (Vietnam: Guidelines for textbook analysis from a gender perspectives and Report on findings including Recommendations for textbook review: GHA: questionnaire applied in African countries; UNICEF: several revised versions of the Curriculum Frameworks discussed with stakeholders; INEE draft General Notes on Quality Teaching and Learning);
- Enhanced synergies among stakeholders (i.e. Vietnam, Angola; technical teams and broader consultative groups) involving both stakeholders and beneficiaries;
- Identification and training of national curriculum leaders and reform agents (Vietnam, Angola and Pakistan).

#### **Challenges and lessons learnt**

- Owing to time and budgetary constraints, once approved, work plans are usually extremely demanding. Lesson learnt: more time should be invested in actual project execution and less in project planning and approval;
- One major challenge is constituted by the need to address capacity development issues while engaging in parallel in processes of project implementation requiring high-level skills and commitment. As many as possible stakeholders should be involved from the very beginning and their engagement should be maintained throughout the process;
- Another challenge is represented by the need to coordinate with many agencies and stakeholders in order to enhance synergies and outputs effectiveness for larger impact. Although time consuming, this approach nevertheless results in more effective strategies for project coordination, monitoring and evaluation.

## **6. IMPLEMENTATION STRATEGY**

### **6.1. Context: issues to be addressed and key baseline**

- The TA projects are carried out in selected developing countries that share some common features, such as the need to revise their curriculum and textbook with a view to reinforce the development of life-and-work-relevant competencies. Priority is given to post-conflict or conflict affected situations (like Angola, Pakistan and Vietnam).
- While countries usually dispose of curriculum institutions and trained personnel, there is a need to reinforce personal and institutional capacities to deal with the current complexity of curriculum planning, design and implementation and build on valuable national, regional and international experiences.
- There is also a need to emphasize the importance of integrating strong elements of monitoring and evaluation in all the project stages. Monitoring and evaluation are usually very weak or totally missing in national curriculum projects, and require more attention to reinforce quality, impact and sustainability.

## **6.2. Description and rationale behind the interventions, outputs and expected results**

- Several field missions, including national workshops with education/curriculum specialists to plan activities, conclude agreements, interact face-to-face in the process of developing materials;
- On-line interactions with technical groups and leaders in the process of developing curriculum strategies and materials in order to maintain contact with, and the strong commitment of the partners involved;
- Collaborative development of plans, training packages/capacity development tools (i.e. guidelines), reports and studies to enhance ownership and sustainability;
- Collaborative development of research instruments and strategies for data collection and interpretation to enhance ownership, relevance and reliability;
- Web posting on IBE and UNESCO websites to share and disseminate processes and outcomes;
- Development of flyers and other dissemination materials (i.e. IBE's contribution to PCPD situations) to enhance the public awareness of the projects and facilitate access to IBE resources.

## **6.3. Stakeholders: key partners and beneficiaries and their expected roles**

### *Key partners:*

- Ministries of Education, and international agencies (GTZ; INEE; UNICEF)
- Curriculum agencies (i.e. Curriculum Councils; National Curriculum & Pedagogical Institutes)
- UNESCO Sectors (Education and Culture) and UNESCO Field Offices (Hanoi; Windhoek)

### *Beneficiaries:*

- National curriculum and textbook specialists that have worked cooperatively in developing curriculum strategies, as well as capacity development tools and resources
- Indirect beneficiaries (teachers, students, headmasters and communities at large)

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

7.1 Approved 285'000

7.2 Revised 283'901

7.3 Obligated as of 30.10.09: **198'273**



## REPORT 2009

<b>1. Title</b>	<b>“GigaPan: Diversity and Inclusion in the Community” Project</b>
<b>2. Responsible Officer</b>	Clementina Acedo, (Deputy: Christopher Strebel, Carolina Belalcazar)
<b>3. Starting and termination dates</b>	January–December 2009
<b>4. OVERALL GOAL</b>	
<p>The main goal is to strengthen the capacities of teachers, schools and students to implement ICT-based activities within the curricula and thus creating more inclusion within the usage of ICTs in education. Another important goal is to strengthen curricula through exploring local and international issues pertaining to inclusion and Learning To Live Together with a view to fostering cooperation and solidarity through GigaPan based exchanges with children from different cultures.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
Stronger integration of the technology within the school curriculum achieved and cross-cultural conversations with students increased across the globe through the expansion and sustainability of the GigaPan project.	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
Performance indicators include the number of schools, international classroom projects, teachers and learners trained in the ICT and curricular GigaPan technology, and quality of the conversations (GigaPans panoramas taken, snapshots and comments), as well as surveys assessing the degree of sustainability of the project.	
<p>The original <b>baseline</b> of the project was 4 schools in three countries (South Africa, Trinidad and Tobago and the United States). The idea was to begin to expand the project to more schools and countries while increasing the synergy between curriculum and the ICT tools, contributing to EFA goals, in particular eliminating gender disparities and creating equitable access to learning and life-skills programmes.</p>	
<b>5.3. Achievements, Challenges and Lessons Learnt</b>	
<ul style="list-style-type: none"> <li>• Thirteen schools, selected mainly in collaboration with UNESCO ASPnet, in 5 countries (Brazil, Indonesia, South Africa, Trinidad and Tobago and the United States), received training, equipment and capacity building in the curricular aspects of the GigaPan project. This exceeded the first target set (e.g. at least 10 schools in 4 countries). In all cases, an assessment of the schools was carried out prior to training as well as a determination of methodology and an exploration of how the schools could most effectively contribute and complement the project. Over 350 students and 75 teachers were trained in the technology and classroom projects. The Mayor of Pittsburgh decreed a city wide GigaPan day for UNESCO IBE and Carnegie Mellon University (CMU) “for developing and innovative approach to connecting the world’s children”;</li> <li>• Additional achievements have been: (i) the GigaPan project was selected as a best practice in Education for Sustainable Development by a UNESCO ASPnet publication; (ii) local art galleries displayed the students work and dialogue with their peers around the globe as an empowerment tool, sharing student’s work on a cultural, scientific and educational level to the local community (e.g. Johannesburg, Pittsburgh);</li> <li>• Children appear to rapidly assimilate the new technology and many obstacles to learning and understanding the technology are rapidly overcome. Initial student evaluations indicate that students feel more confident using the new technology and its integration in curriculum practices after using the GigaPan and feel comfortable conversing with peers and even introducing new students to the project. These are encouraging signs for the project sustainability. The primary challenge encountered was to determine the most effective way to integrate the technology into classroom projects while at the same time coordinating to dialogue with other schools;</li> <li>• School classroom project guidelines produced and used in training;</li> <li>• Research outcomes article being presented at an international Conference in Lausanne</li> </ul>	

## **6. IMPLEMENTATION STRATEGY**

### **6.1. Context: issues to be addressed**

While many educational ICT resources exist, relatively little has been done to examine best practices in effectively using these technologies within the classroom. There are also questions of how best to impart ICT capacities on students in areas where computers have only recently been introduced. Far too often the hardware is donated to a school where there are insufficient capacities to integrate the ICTs into the curriculum, making it difficult to create a sustainable programme.

The GigaPan project was developed with the intention of helping children from different economic backgrounds and countries to exchange with each other and enhance multicultural understanding. Through this project, by developing key aspects of the curriculum, children are expected to learn about the world and teach their peers by sharing heritage (community and historical events) through classroom projects, thereby creating their own community and developing a deeper understanding, consideration and respect for others, their beliefs and values. This dynamic interactive learning aims to strengthen the themes of Learning to Live Together and Inclusive Education.

The GigaPan project is in line with and contributes to MLA 2, Expected Result 6 “Secondary education systems renewed, in particular through curriculum reform and improved learning assessment of students.” The project tests an innovative ICT in education tool, the GigaPan, to later develop best practices of how such tools can contribute to the renewal of education systems, cultural connections and inclusive classroom practices. It also seeks to identify effective methods in integrating ICTs into curriculum, and thus helps strengthen national capacities to manage basic education. The project has a particular focus on linking students in various parts of the world with priority on reducing the digital educational information divide with Africa and the rest of the world and using ICTs while also becoming a platform to increase gender parity.

### **6.2. Description and rationale behind the interventions, and expected outputs**

This project, in continuing work with the existing schools, is seeking ways to further encourage and develop the intra-school exchanges and dialogues by building upon the successes of the pilot phase. Further improvement in the exchanges will also result in an improvement of the projects ability to integrate into classroom activities as well as to become a sustainable project, expanding upon the students’ ability to explore local and international issues pertaining to inclusion and Learning To Live Together. Expected outputs for 2009 were: (1) at least 10 schools in at least 4 countries covered by the project, (2) assessment of new schools carried out to determining the appropriate methodology to include each school joining the project, (3) training selected students and teachers in the technology curriculum integration according to their level of ICT expertise, (4) interschool GigaPan conversations with an increase in the quality and regularity of the exchanges between the schools, (5) dissemination of project information via the IBE website, (6) research results disseminated in International meetings.

### **6.3. Stakeholders: key partners and beneficiaries and their expected roles**

*Stakeholders and partners:*

- Project Partners: Carnegie Mellon University (CMU) and the UNESCO ASPnet.
- In the participating countries: Collaboration with Ministries of Education, UNESCO National Commissions, schools, universities, teachers, students and galleries show casing the schools work.

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

7.1 *Approved* 70,000

7.2 *Revised* 70,000

7.3 *Obligated as of 30.10.09:* 37’671

## REPORT 2009

<b>1. Title</b>	<b>Knowledge Production and Management</b>
<b>2. Responsible Officer</b>	Massimo Amadio (Deputies: Christopher Strebel and Hanspeter Geisseler, IBE website; Ruth Creamer and Elizabeth Glauser, Documentation and information)
<b>3. Starting and termination dates</b>	January–December 2009
<b>4. OVERALL GOAL</b>	
<p>The main objective is to support 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 knowledge base is aimed at supporting capacity development activities, informing decision-making processes, and facilitating exchange and debate on specific educational and curricular issues.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
<p>Knowledge and information updated and disseminated on education systems, curricula, and curriculum development processes; new developments in the field of education identified through information collected and processed, research and studies.</p>	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
<p>Studies and analyses made available and published. IBE databases updated and enriched. IBE website regularly updated (number of visits to the site).</p>	
<b>5.3. Achievements, Challenges and Lessons Learnt</b>	
<p>The CD-ROM containing the proceedings of the 48<sup>th</sup> session of the International Conference on Education (ICE) has been produced and widely disseminated. As part of the follow-up to the 48<sup>th</sup> ICE, a section on inclusive education has been created on the IBE website providing access to a wide range of resources, including policy briefs, guidelines, tools, reports, materials, and publications supporting policy makers, education administrators, teachers and community leaders in their efforts to address inequalities in education and create more inclusive learning environments. The IBE website has been regularly updated, and the online collaborative platform of the IBE Community of Practice (COP) in curriculum development further enhanced. The IBE database <i>Country Dossiers</i> (193 dossiers, including 95 countries with online access to curricular resources) has been updated and enriched. Alerting services and digests of online resources has been made available to the members of the IBE COP and other education specialists (38 alerts and 3 digests as of end of October 2009). The unique collection of the series of National Reports 1932-2004 has been organized into a Digital Library, also accessible through the database of UNESCO documents and publications (UNESDOC). The IBE online electronic catalogue (IBEDOCs) has been regularly updated and fully migrated into UNESDOC. Two issues of the series <i>Working Papers on Curriculum Issues</i> has been produced ('Complex knowledge and educational competencies' and 'Curriculum and inclusion in the Andean region of Latin America'). A content analysis of 129 messages from Ministers of Education (48<sup>th</sup> ICE session) has been produced and shared with the team of the Global Monitoring Report on EFA. An exploratory analysis of 2008 National Reports and other reports from a total of 31 Latin American countries has been produced (<i>Inclusive education in Latin America and the Caribbean</i>), also as a contribution to the regional workshop jointly organized by the UNESCO Regional Bureau for Education (OREALC), IBE and HQs ("Implementing Inclusive Education Policies in Latin America", Santiago de Chile, 18-20 November). The process of review of the 1997 International Standard Classification of Education (ISCED), coordinated by the UNESCO Institute for Statistics (UIS), has been supported through participation in the ISCED Technical Advisory Panel (TAP) and a contribution to the draft proposal on basic education in the framework of the revised ISCED. The IBE is also hosting the third ISCED TAP meeting (Geneva, 3-4 December). Finally, information on curricula and instructional time has been provided as a contribution to the intersectoral World Report on Cultural Diversity (<i>Investing in cultural diversity and intercultural dialogue</i>, launched on 20 October 2009).</p>	
<p>Publications: Seven issues of <b>Prospects</b> were published, including one issue translated into Portuguese.</p>	

A very good collaboration scheme has been established with HQ colleagues, particularly in the framework of the process of migration of the IBE electronic catalogue into UNESDOC, the creation of the Digital Library of National Reports, as well as the integration of the IBE website into the UNESCO Portal. Statistics concerning visits to the IBE website during the year 2009 will be made available in January 2010.

## **6. IMPLEMENTATION STRATEGY**

### **6.1. Context: issues to be addressed and key baseline**

The IBE comprehensive set of resources in its field of specialization is highly valued within UNESCO and by external stakeholders, and the IBE clearinghouse function is one of its most valuable assets and a source of added value. One of the strategic objectives of the IBE Strategy 2008-2013 is to consolidate, enrich and further expand a knowledge base and a variety of resources on education systems and curriculum development processes at the service of researchers, trainers, practitioners and decision makers, and also as a means of contributing to the enrichment of the UNESCO Knowledge Portal.

### **6.2. Description and rationale behind the interventions, outputs and expected results**

The consolidation and expansion of the IBE knowledge base, which also supports all the activities of the Institute, involves: strengthening clearinghouse and information services, developing an online platform for increased knowledge sharing and collaborative action, streamlining services and access to materials and resources in order to reach a wider audience. The IBE website has become an essential tool for expanding access to specialized resources and services, and it is also the backbone for IBE communication. The Knowledge Production and Management programme also provides support to all IBE programmes and projects, and provides documentation and information services both within and outside UNESCO.

Expected outputs for 2009 included:

The IBE website regularly updated, providing easy access to a range of resources and also contributing to the enrichment of the UNESCO Knowledge Portal. The online collaborative platform of the IBE COP in curriculum development further enhanced. IBE databases (*Country Dossiers*, *World Data on Education*) regularly updated and enriched. The CD-ROM containing the proceedings of the 48<sup>th</sup> session of the ICE produced and disseminated. Resources for the clearinghouse on inclusive education (as part of the follow-up to the 48<sup>th</sup> session of the ICE) collected, systematized and made available through the IBE website. The collection of curriculum materials further developed, including links to curriculum materials made available through the Internet. Alerting services and digests of online resources regularly made available to the members of the IBE COP and other education specialists. The series of National Reports progressively organized into a Digital Library. The online electronic catalogue (IBEDOCs) regularly updated and fully migrated into the database of UNESCO documents and publications (UNESDOC). Analyses/studies produced and made available, in particular through the series *Working Papers on Curriculum Issues*. The process of review of the 1997 International Standard Classification of Education (ISCED), coordinated by the UNESCO Institute for Statistics (UIS), supported through participation in the ISCED Technical Advisory Panel.

### **6.3. Stakeholders: key partners and beneficiaries and their expected roles**

*Direct and indirect beneficiaries:*

- The national teams for quality Education for All;
- The users of educational information services (decision-makers, practitioners, information officers, researchers and scholars, teachers and students),;
- The members of the IBE COP.

*Stakeholders implicated, partners:*

- Collaboration with Ministries of Education and researchers;
- Collaboration with UNESCO central services and field offices, as well as documentation centres.

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

7.1 Approved: 235,000

7.2 Revised: 235,000

7.3 Obligated as of 30.010.09: **211'391**

## REPORT 2009

<b>1. Title</b>	<b>Follow-up to the 48<sup>th</sup> International Conference on Education (ICE)</b>
<b>2. Responsible Officer</b>	Renato Opertti
<b>3. Starting and termination dates</b>	January-December 2009
<b>4. OVERALL GOAL</b>	
<p>The main objective of the IBE's contribution to the ICE follow-up is to support action in favour of quality EFA, noting that, "<i>a broadened concept of inclusive education can be viewed as a general guiding principle to strengthen education for sustainable development, lifelong learning for all and equal access of all levels of society to learning opportunities so as to implement the principles of inclusive education</i>", as well as "<i>UNESCO's leading role with regard to inclusive education.</i>" (48<sup>th</sup> ICE Outcomes).</p> <p>UNESCO-IBE aims at enhancing the capacities for the design, management and implementation of inclusive curriculum amongst decision-makers, specialists and practitioners, in line with the 48th ICE outcomes, which suggest, "<i>Promoting the exchange and dissemination of best practices; Providing, upon request, advice to countries on how they can develop and implement policies on inclusive education; Encouraging South-South and North-South-South cooperation for the promotion of inclusive education; Encouraging efforts to increase resources for education both at national and international levels. Making special efforts to assist the Least Developed Countries and countries affected by conflict in the implementation of the recommendations.</i>" (48<sup>th</sup> ICE Outcomes).</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
Enhanced capacities for the design, management and implementation of inclusive curriculum amongst decision-makers, specialists and practitioners, in line with the 48th ICE outcomes.	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
No. of relevant activities implemented (conferences/workshops/online activities) by region and country; No. of requests for assistance in developing policy and curricula frameworks, guidelines and manuals received from policy-makers and curriculum developers; No. of policy and curricula frameworks, guidelines and manuals developed;	
Assessment Criteria: type of activities implemented – objectives, scope (institutions and persons involved in each activity classified by country); content and impact of activities (e.g. feedback from participants; concrete revisions of policy and curricular documents).	
Baseline: Collaboration and consensus already achieved (in particular with UNESCO Regional Offices and Ministries of Education) through preparatory meetings for the 48 <sup>th</sup> ICE, held in 2007 and 2008, as well as the 48 <sup>th</sup> ICE itself (25-28 November 2008, Geneva), as reflected in the 48 <sup>th</sup> ICE Outcomes.	
<b>5.3. Achievements, Challenges and Lessons Learnt</b>	
As of 31 October 2009, some 26 48 <sup>th</sup> ICE follow-up activities focused on policy dialogue and capacity development planned, facilitated, implemented or participated in. These activities covered all UNESCO regions, involving over 1740 participants from 91 countries (see Annex for additional information).	
<b>Achievements</b>	
<ul style="list-style-type: none"> <li>• Wide dissemination of the ICE outcomes and the facilitation of policy dialogue in a large number of conferences and meetings have raised awareness about inclusive education policies and programmes at different educational levels, positioning inclusive education as a key strategy for achieving EFA at international and national levels and reinforcing "UNESCO's leading role with regard to inclusive education";</li> <li>• Capacity development workshops on IE have supported policy-makers, curriculum developers and teachers to implement inclusive educational reforms of policy and curricular frameworks, as well as in the classroom;</li> <li>• Materials related to the 48<sup>th</sup> ICE outcomes and inclusive education have been produced and disseminated</li> </ul>	

to share key information and research findings on the 48th ICE outcomes and on the implementation of inclusive education policies and curricula (e.g. Curriculum Resource Pack Module on Inclusive Education for the Latin American region; **Prospects** issue focusing on inclusive education);

- Requests have been received from UNESCO Field Offices (Beirut and Moscow) and national experts for future technical assistance in the elaboration of a toolkit to develop inclusive curricula in the Arab and CIS regions.

### **Challenges**

The main challenges have been to engage and mobilize key partners from inside and outside UNESCO to foster policy agendas on a broadened concept of inclusive education as a key principle to further attain EFA goals, as well as to effectively implement a multicultural and multilingual dialogue on Inclusive Education.

### **Lessons Learnt**

- The strong value added of UNESCO working as a whole in fostering inclusive education and by assuming a leadership role;
- The relevance of promoting in-depth policy dialogues on inclusive education issues as a required condition to promote and support curricular changes;
- The relevance of translating materials into the 6 UNESCO languages to improve accessibility;
- The adoption of different schemes of cooperation in and across the different UNESCO regions.

## **6. IMPLEMENTATION STRATEGY**

### **6.1. Context: issues to be addressed and key baseline**

One of the core activities of the IBE Working Plan 2009 aims at supporting the processes of curriculum change and management carried out by Member States. This working area is well aligned with the objectives of the document 35 C/5 focussed on building effective education system from early childhood to adult years. Moreover, this area strongly relates to the topic of inclusive education and the dissemination and implementation of the 48<sup>th</sup> ICE outcomes (see further above.) This builds upon collaboration and consensus already achieved in coordination with UNESCO Regional Offices and other partners through the preparatory meetings for the 48<sup>th</sup> session of the ICE, held in 2007 and 2008, as well as on the Conclusions and Recommendations of the 48<sup>th</sup> session of the ICE.

### **6.2. Description and rationale behind the interventions, outputs and expected results**

#### **Description**

- Disseminating the 48<sup>th</sup> ICE outcomes amongst relevant partners and stakeholders;
- Positioning a broad agenda of inclusive education as a way to accelerate progress towards EFA goals;
- Promoting UNESCO's leading role with respect to inclusive education;
- Providing advice and support to countries on how they can develop and implement policies and curricula on inclusive education e.g. through guidelines, toolkits, curriculum development workshops;
- Encouraging South-South and North-South-South cooperation for the promotion of inclusive education, e.g. through the forging of partnerships and the establishment of joint plans of actions;

#### **Rationale**

Within the mandate of supporting Member States in the processes of curriculum change and management with regard to inclusive education, UNESCO-IBE aims to foster and contribute to the implementation of comprehensive inclusive education reform (from policy dialogue to classroom practices or more globally from vision to action).

#### **Outputs**

- Disseminated the 48<sup>th</sup> ICE outcomes, positioned a broad agenda of inclusive education as a way to accelerate progress towards EFA through facilitation and participation in conferences and meetings with a range of relevant partners and stakeholders across all UNESCO regions;
- Established UNESCO's leading role with respect to inclusive education through an extremely active follow-up of the 48<sup>th</sup> ICE;
- Relevant education stakeholders trained in curriculum development workshops across all UNESCO regions, which focused on or related to inclusive education;
- A range of materials relating to the 48<sup>th</sup> ICE outcomes and inclusive education produced/published/translated (e.g. 48<sup>th</sup> ICE video materials; Curriculum Resource Pack Module on Inclusive Education for the Latin American region; **Prospects** issue focusing on inclusive education)

and disseminated at ICE follow-up activities and online (e.g. through the up-dated website and a multilingual and moderated e-forum on inclusive curricula)

### Expected Results

- Awareness about inclusive education issues, about inclusive education as a way to accelerate progress towards EFA goals and about UNESCO's leading role with regard to inclusive education
- Development of inclusive education policies and curricula e.g. reflected in revised policy and curricular frameworks;
- Implementation of inclusive education policies and curricula, e.g. by trained stakeholders with support of guidelines, manuals and other materials.

### 6.3. Stakeholders: key partners and beneficiaries and their expected roles

#### *Primary stakeholders:*

- Policy-makers, educators, curriculum specialists and developers, and teacher trainers from all UNESCO regions, mainly those who are members of the COP.

#### *Partners:*

- UNESCO Education Sector, Institutes, Regional, Cluster and National Offices as well sectors of civil society, inter-governmental bodies, NGOs and donor organizations.

#### *Principal beneficiaries:*

- Institutions and individuals working on the processes of curriculum change at the regional and national levels in the different ladders of the educational system.

### 7. BUDGET (US\$)

7.1 Approved 350'000

7.2 Revised 350'000

7.3 Obligated as of 30.10.09: **198'621**

## Annex: additional information on ICE follow up activities

### International

- ICE and Inclusive Education (IE) resources reproduced, translated into 6 UNESCO languages and made available online (e.g. two ICE videos, guidelines, toolkits);
- Publications and presentations on IE produced and disseminated, e.g.
  - "Defining an Inclusive Education Agenda: Reflections around the 48<sup>th</sup> session of the ICE" (to be published)
  - "Moving Forward: Inclusive Education as the core of Education for All" (published in the second issue of **Prospects** focusing on IE, disseminated at conferences and workshops)
  - "Inclusive education and inclusive curriculum: Moving the EFA agenda forward" (to be published in UNESCO APCEIU's magazine SangSaeng).
- Preparations for a joint publication with the UN Office for the High Commissioner for Human Rights on a module for the right to inclusive education;
- Organisation of a moderated and multilingual COP e-forum on inclusive education and inclusive curricula (26 October- 13 November 2009).

### Africa

- ICE Conclusions and Recommendations presented at a forum on quality education and teacher development, organised by the Ministry of Education, Science and Sports, the Program for Education Development of Equatorial Guinea (PRODEGE), and the Academy for Educational Development (AED), attended by 120 researchers and teachers, (Malabo, Equatorial Guinea, 28-29 April 2009);
- ICE outcomes presented at the BEAP Sub-regional Capacity Building Workshop for the piloting of the Worldwide Curriculum Resource Pack, attended by 60 participants, from 7 African countries, (Dar es Salaam, Tanzania, 24 June 2009).

## **Arab States**

- Co-organised the 48<sup>th</sup> ICE follow-up meeting for the Arab region, entitled “A Broadened Concept of Inclusive Education, Inclusive Class-room Based Practices, and Implications for Policy Making, Implementation and Follow-Up”, in collaboration with the UNESCO Beirut office, involving curriculum developers and policy makers from 14 Arab countries, (Beirut, 13-15 July 2009).

## **Asia**

- Sharing of the ICE outcomes at a Regional Workshop on the Thematic Issues in Education for Sustainable Development (ESD), jointly organized with UNESCO Offices Bangkok, Jakarta, Phnom Pen and Islamabad and the Thai National Commission for UNESCO, attended by 40 participants from teacher education institutes from more than 10 Asian countries, (Bangkok, Thailand, 1-5 June 2009).

## **Latin America and the Caribbean**

- Presentation of the 48<sup>th</sup> ICE outcomes to the Uruguayan National Parliamentary Commissions of Education and Culture, as well as at a public conference organised by the Faculty of Human Sciences of the Catholic University of Uruguay and the Faculty of Education of the University of Enterprise, attended by 9 deputies, 8 senators and 100 teachers/researchers, (Montevideo, Uruguay, 1-2 April 2009);
- Co-organisation and facilitation of UNESCO Animators Capacity Development workshops and public conferences, focusing on inclusive education, with the UNESCO San Sebastian Center, Ministry of Education of Ecuador, UNESCO National Commissions of Ecuador and Venezuela respectively, (Cuenca/Guayaquil/Quito, Ecuador, 13-15 May 2009); (Maracay, Venezuela, 9 April 2009).

## **Europe**

- Presentation of the ICE outcomes at the Congress of History of Education, “The long road towards an Inclusive Education”, organised by the State University of Navarra, Pamplona, (Spain, 29-30 June 2009);
- Presentation of the ICE outcomes at the World Conference on Higher Education, 130 high-level participants from all UNESCO regions, (Paris, France, 6-9 July 2009);
- Presentation of the ICE outcomes at a University seminar, organised by the summer Spanish-speaking section of the Henry-Dunant University College, (Geneva, Switzerland, 5 August 2009);
- Presentation of the ICE outcomes at the International Conference “Reaching the marginalized – How to approach Inclusive Education”, jointly organized by UNESCO HQ, UNESCO-IBE, GTZ and the German Sir Peter-Ustinov Foundation, (Düsseldorf, Germany, 10-11 September 2009);
- Co-Organisation of the 48<sup>th</sup> ICE follow-up meeting for the CIS region on “EFA, enhancement of quality education and curriculum development”, in cooperation with UNESCO Moscow Office, and Ministry of Education and Science of Armenia (MOES), (Yerevan, Armenia, 30 September-1 October 2009);
- Presentation of the ICE outcomes at the “Inclusive Education in Action” project meeting with the European Agency for Special Needs Education, (Dublin, Ireland, 1-3 October 2009);
- Participation in a symposium on “Teacher Education for Inclusive Education”, organised by the University of Aberdeen’s School of Education, (Aberdeen, U.K., 18-20 October 2009);
- Presentation of the ICE outcomes at the Global Conference on Inclusive Education in Salamanca, jointly organized by Inclusion Europe and the University of Salamanca, with support from the Government of Spain, (Salamanca, Spain, 21-23 October 2009);
- Worldwide and multilingual COP e-forum on inclusive education and inclusive curricula, which was facilitated by Finnish experts for its moderation and the preparation of a discussion paper, within the cooperation agreement signed between the Finnish National Board (Regional Focal Point) and IBE, (26 October–11 November 2009).



<b>REPORT 2009</b>	
<b>1. Title</b>	<b>Functioning of the IBE Council</b>
<b>2. Responsible Officer</b>	Clementina Acedo and Costanza Farina
<b>3. Starting and termination dates</b>	Annual session in January, meeting of the Steering Committee usually around summer
<b>4. OVERALL GOAL</b>	
<p>Within the framework of Resolution 34 C/Res.4 (para. 1.), the Council, in conformity with the Statutes of the Bureau, provides advice and guidance for the IBE programs, ensuring that they are in line with UNESCO's strategic objectives and the priorities of Major Programme I; verifies budget execution and audited accounts; and assists in funds mobilization efforts.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
The statutory functions of the Council are fulfilled and the objectives established by the Resolution 34 C/Res.4 achieved.	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
Level of attendance of the Council's sessions by delegations of Member States; level of their satisfaction for the preparations, the actual debates and deliberations, as well as for the necessary follow-up actions.	
<b>5.3. Achievements, Challenges and Lessons Learnt</b>	
The sessions of the Council and its Steering Committee are unique opportunities for the members of the governing body to engage more substantively in the IBE priority programs, and to gain a better understanding of the IBE comparative advantages and its role within the 34 C/5. It is very important to ensure continuous contacts and dialogue with Member States in between sessions on key issues.	
<b>6. IMPLEMENTATION STRATEGY</b>	
<b>6.1. Context</b>	
As reflected in paragraph 1 of the General Conference Resolution 34 C/es.4, the General Conference: <i>...requests the IBE Council, acting in conformity with the Statutes of the Bureau and with the present resolution, when approving the Institute's budget for 2008 and 2009:</i>	
<ul style="list-style-type: none"> <li><i>(a) to ensure that the IBE's activities correspond to UNESCO's strategic objectives and the priorities and lines of action of Major Programme I, with special emphasis on the needs of Africa, gender equality, LDCs and SIDS as well as the most vulnerable segments of society, including indigenous peoples;</i></li> <li><i>(b) to consolidate and develop the IBE's programmes and projects</i></li> <li><i>(c) to continue to mobilize the necessary human and financial resources so that the IBE may accomplish its mission.</i></li> </ul>	
<b>6.2. Description and rationale behind the interventions, outputs and expected results</b>	
<ul style="list-style-type: none"> <li>• The 58<sup>th</sup> session of the Council was organized and held In January 2009, the necessary follow-up actions were carried out within the given deadlines, including the preparation of the Proceedings by March 2009. The 58<sup>th</sup> session was preceded by the two-day meeting of the Administrative Group.</li> <li>• The meeting of the Steering Committee was convened and held on 4 September 2009, and the necessary follow-up ensured, including the finalization of the document 35 C/18;</li> <li>• In autumn 2009 the 59<sup>th</sup> session of the Council to be held in January 2010 was convened and the preparations for it carried out, including invitation letters, reports and other documents.</li> </ul>	
<b>6.3. Stakeholders: key partners and beneficiaries and their expected roles</b>	
<ul style="list-style-type: none"> <li>• The twenty-eight members of the Council.</li> </ul>	
<b>7. BUDGET (US\$)</b>	
7.1 Approved 110'000	
7.2 Revised 110'000	
7.3 Obligated as of 31.10.09: 105'357	



### **III. BUDGETARY FIGURES**

**The following tables present the budgetary situation as at 31 December 2009.**



**INTERNATIONAL BUREAU OF EDUCATION (IBE)**  
**PRE FINAL FINANCIAL STATEMENT I & II**  
**FOR THE FINANCIAL PERIOD 1st JANUARY TO 31st DECEMBER 2009**

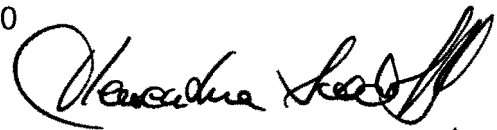
The pre final Financial Statement I et II and Schedule 1 as at 31st December 2009  
are :

Les Etats Financiers I et II et l' annexe 1 provisoires au 31 décembre 2009  
sont :

Clementina ACEDO MACHADO  
Director / Directrice  
International Bureau of Education / Bureau international de l'éducation

15.janv.10

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**STATEMENT I**

**INTERNATIONAL BUREAU of EDUCATION (IBE)**  
**Pre final Statement of Income and Expenditure and changes**  
**in Reserves and Fund balances**  
**For the Financial Period 1st January to 31st december 2009**  
**(Expressed in US dollars)**

	<b>2'009</b>	<b>2'008</b>
<b><u>INCOME</u></b>		
Voluntary contributions	1'621'896	1'937'138
Revenue generating activities	1'595	697
Allocation from other funds	2'295'500	2'295'500
Income for services rendered	160'479	77'040
Investment income	42'671	85'634
Foreign Exchange gains NET	46'316	-31'767
Other	17'778	486
<b>TOTAL INCOME</b>	<b>4'186'235</b>	<b>4'364'729</b>
<b><u>EXPENDITURE</u></b>		
Total Expenditure	3'751'207	4'179'799
<b>TOTAL EXPENDITURE</b>	<b>3'751'207</b>	<b>4'179'799</b>
<b>Excess / (Shortfall) of Income over expenditure</b>	<b>435'028</b>	<b>184'930</b>
Savings on prior periods' obligations	13'652	39'836
Reserves and Fund balances, beginning of period	1'449'974	1'225'208
<b>RESERVES AND FUND BALANCES END OF PERIOD</b>	<b>1'898'654</b>	<b>1'449'974</b>

**STATEMENT II****INTERNATIONAL BUREAU OF EDUCATION (IBE)****Pre Final Statement of Assets, Liabilities and Reserves and Fund Balances  
as at 31/12/2009****(Expressed in US dollars)**

	<b>2'009</b>	<b>2'008</b>
<b>ASSETS</b>		
Cash and Term deposit	253'769	183'247
Accounts Receivable		
Other	27'285	14'110
Inter-fund balances	2'103'135	1'787'787
Other assets		2'050
<b>TOTAL ASSETS</b>	<b>2'384'189</b>	<b>1'987'195</b>
<b>LIABILITIES</b>		
Unliquidated Obligations	408'931	295'054
Account payable		
Other	76'605	242'167
<b>TOTAL LIABILITIES</b>	<b>485'535</b>	<b>537'221</b>
<b>RESERVES AND FUND BALANCES</b>		
Surplus	1'898'654	1'449'974
<b>TOTAL RESERVES AND FUND BALANCES</b>	<b>1'898'654</b>	<b>1'449'974</b>
<b>TOTAL LIABILITIES, RESERVES and FUND BALANCES</b>	<b>2'384'189</b>	<b>1'987'195</b>

**SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)**  
**PRE FINAL SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE**  
**FOR THE FINANCIAL PERIOD 1st JANUARY to 31st DECEMBER 2009**  
**(Expressed in Dollar US)**

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS						EXPENDITURES			UNOBLIGATED BALANCE	EXECUTION RATE (EXPENDITURES / BUD.REVISED)
	Appropriation Approved by council	Ressources Secured	Transfers	Additional Funds	Balance year 2008 Carry forward	revised	Disbursements	Unliquidated Obligations	Total		
<b>I. PROGRAMME OPERATIONS</b>											
<b>Line 1: CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE</b>	<b>892'000.00</b>	<b>722'000.00</b>	<b>0.00</b>	<b>199'079.35</b>	<b>27'508.59</b>	<b>948'587.94</b>	<b>505'037.34</b>	<b>43'874.14</b>	<b>548'911.48</b>	<b>399'676.46</b>	<b>57.87%</b>
Community of Practice for Curriculum Development	280'000.00	280'000.00				280'000.00	214'815.72	32'153.48	246'969.20	33'030.80	88.20%
Technical advice, support and training to member states	285'000.00	185'000.00				185'000.00	122'480.88	7'888.24	130'369.12	54'630.88	70.47%
GIGAPAN	70'000.00			70'000.00		70'000.00	33'685.77	3'792.42	37'478.19	32'521.81	53.54%
South South / Africa Cooperation	257'000.00	257'000.00				257'000.00			0.00	257'000.00	0.00%
CEDEFOP : Curriculum innovation and reform: policies and practices				1'734.00		1'734.00	1'733.96		1'733.96	0.04	100.00%
GTZ 81098715					12'918.59	12'918.59	12'918.59		12'918.59	0.00	100.00%
GUINEA EQUATORIAL				2'290.00		2'290.00	2'289.95		2'289.95	0.05	100.00%
GULBENKIAN Foundation				13'394.23		13'394.23	13'394.23		13'394.23	0.00	100.00%
GUYANA1 : Ministère de l'Education de Guyane				5'950.00		5'950.00	5'950.00		5'950.00	0.00	100.00%
INEE : Teaching and Learning Initiative 2009				4'000.00		4'000.00	4'000.00		4'000.00	0.00	100.00%
UNICEF01 : SUPPORT MEST FOR REVIEW OF THE CURRICULUM FRAMEWORK				9'266.00		9'266.00	9'266.00		9'266.00	0.00	100.00%
UNICEF 02 : REVIEW OF THE KOSOVO CURRICULUM FRAMEWORK				89'635.50		89'635.50	81'794.02	40.00	81'834.02	7'801.48	91.30%
SAN SEBASTIAN2 : Centro Unesco de San Sebastian				2'809.62		2'809.62	2'708.22		2'708.22	101.40	96.39%
IRAK HANDBOOK : Year 2005					14'590.00	14'590.00			0.00	14'590.00	0.00%
<b>Line 2: KNOWLEDGE PRODUCTION AND MANAGEMENT</b>	<b>378'369.00</b>	<b>378'369.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>378'369.00</b>	<b>264'556.53</b>	<b>76'706.46</b>	<b>341'262.99</b>	<b>37'106.01</b>	<b>90.19%</b>
Resource Bank	65'000.00	65'000.00				65'000.00	38'015.67	21'545.93	59'561.60	5'438.40	91.63%
Documentation	50'000.00	50'000.00				50'000.00	37'151.15	3'277.14	40'428.29	9'571.71	80.86%
Observatory of educational trends	65'000.00	65'000.00				65'000.00	34'662.29	29'403.30	64'065.59	934.41	98.56%
Development of IBE web site	55'000.00	55'000.00				55'000.00	50'357.29	1'623.79	51'981.08	3'018.92	94.51%
Publications	143'369.00	143'369.00				143'369.00	104'370.13	20'856.30	125'226.43	18'142.57	87.35%
<b>Line 3: POLICY DIALOGUE</b>	<b>450'000.00</b>	<b>450'000.00</b>	<b>0.00</b>	<b>6'635.07</b>	<b>18'595.25</b>	<b>475'230.32</b>	<b>266'699.10</b>	<b>49'054.27</b>	<b>315'753.37</b>	<b>159'476.95</b>	<b>66.44%</b>
48th ICE follow up	350'000.00	350'000.00				350'000.00	181'919.71	43'858.22	225'777.93	124'222.07	64.51%
Policy Dialogue	100'000.00	100'000.00				100'000.00	59'638.11	5'196.05	64'834.16	35'165.84	64.83%
ICE_SUISSE_1 : Secretariat d'Etat à l'education et à la Recherche					1'500.00	1'500.00	1'500.00		1'500.00	0.00	100.00%
ICE_SUISSE_3 : DDC - Division Dev. Social				6'635.07	4'887.60	11'522.67	11'522.67		11'522.67	0.00	100.00%
ICE_SPAIN1 : Ministère de l'Education du Royaume d'Espagne					89.04	89.04			0.00	89.04	0.00%
ICE_UNICEF1 : UNICEF					2'515.58	2'515.58	2'515.58		2'515.58	0.00	100.00%
ICE_INDIA : République de l'Inde					9'603.03	9'603.03	9'603.03		9'603.03	0.00	100.00%
<b>TOTAL I : PROGRAMME ACTIVITIES</b>	<b>1'720'369.00</b>	<b>1'550'369.00</b>	<b>0.00</b>	<b>205'714.42</b>	<b>46'103.84</b>	<b>1'802'187.26</b>	<b>1'036'292.97</b>	<b>169'634.87</b>	<b>1'205'927.84</b>	<b>596'259.42</b>	<b>66.91%</b>
<b>II. IBE GOVERNING BOARD / GEN. ADMINISTRATION / INSTITUTIONAL DEV.</b>											
Line 1 : 58th session/Steering Committee	110'000.00	110'000.00	15'000.00			125'000.00	111'771.01	12'477.95	124'248.96	751.04	99.40%
Line 2 : General Administration	290'000.00	290'000.00				290'000.00	167'507.93	119'941.79	287'449.72	2'550.28	99.12%
Line 3 : Institutional development	160'000.00	160'000.00	-15'000.00			145'000.00	98'171.67	13'559.32	111'730.99	33'269.01	77.06%
<b>TOTAL II : IBE COUNCIL, GEN.ADMIN. &amp; INST. DEV</b>	<b>560'000.00</b>	<b>560'000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>560'000.00</b>	<b>377'450.61</b>	<b>145'979.06</b>	<b>523'429.67</b>	<b>36'570.33</b>	<b>93.47%</b>
<b>TOTAL I + II</b>	<b>2'280'369.00</b>	<b>2'110'369.00</b>	<b>0.00</b>	<b>205'714.42</b>	<b>46'103.84</b>	<b>2'362'187.26</b>	<b>1'413'743.58</b>	<b>315'613.93</b>	<b>1'729'357.51</b>	<b>632'829.75</b>	<b>73.21%</b>
<b>III. IBE Staff Costs</b>											
<b>TOTAL III : IBE STAFF COSTS</b>	<b>2'237'000.00</b>	<b>2'237'000.00</b>				<b>2'242'271.60</b>	<b>2'057'158.34</b>	<b>49'450.55</b>	<b>2'106'608.89</b>	<b>135'662.71</b>	<b>93.95%</b>
<b>TOTAL EXPENDITURE : I + II + III</b>	<b>4'517'369.00</b>	<b>4'347'369.00</b>	<b>0.00</b>	<b>205'714.42</b>	<b>46'103.84</b>	<b>4'604'458.86</b>	<b>3'470'901.92</b>	<b>365'064.48</b>	<b>3'835'966.40</b>	<b>768'492.46</b>	<b>83.31%</b>

OUTSTANDING : GUYANA 1 : Year 2008 : 4'250 USD  
OUTSTANDING : ABEGS II : Year 2003 : 58'000 USD  
OUTSTANDING : GTZ Year 2009 : 35'146 USD





Annex III  
UNESCO/BIE/C.59/3  
Geneva, 15 December 2009  
Original: English

**FIFTY-NINTH SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 27–29 January 2010

**DRAFT PROGRAMME OF ACTIVITIES AND BUDGET  
OF THE INTERNATIONAL BUREAU OF EDUCATION FOR 2010**

**7.1**



## I. GENERAL PROGRAMMING CONTEXT

1. This document aims at highlighting the programmes and activities that the IBE, as UNESCO's institute specializing in the content, methods, policies and processes of curriculum development, proposes to carry out in 2010.

2. The year 2010 will undoubtedly be challenging. The global development landscape is evolving, in some cases dramatically, spurred by the effects of the financial and economic crisis. Looking ahead, the IBE anticipates continued intensity of work, while at the same time streamlining the programmes and proactively reaching out for partnerships and resource mobilization.

3. The strategic orientations that have previously guided the IBE's programmes will be further sharpened in 2010. In full alignment with the 35 C/5, increased programming focus will be created and will become more visible with the clear indication of the Institute's key contributions to the expected results for Major Programme I. Special attention will also be paid to the two global priorities of Africa and gender equality and to the formulation of result-oriented interventions based on the IBE's comparative advantages. Strong partnerships with key stakeholders, with emphasis on UNESCO Field Offices, will be forged, while actively promoting South-South Cooperation (SSC) as a platform for sharing knowledge, experience and policy dialogue. The IBE's involvement in post-conflict situations may further expand as a result of a larger engagement in the priority programmes of the Post-Conflict Post Disaster (PCPD) intersectoral platform as well as of ongoing negotiations with UNICEF. These are focussed on the development of guidance and support curricula for emergency response education and transition.

4. Improved synergies with UNESCO Headquarters are being created through regular consultations and joint initiatives. One such example is represented by the one-day event taking place on 3 February 2010, in Bern, for the official launch of the Global Monitoring Report 2010 (GMR) in Switzerland and a forum on the theme "Reaching and Teaching the Marginalised?", both co-organized by the IBE, the Swiss Development Cooperation (SDC) and the *Réseau Suisse de partenaires pour l'Education*, in close coordination with the GMR team.

5. It is expected that in the course of the year the draft Strategy for the IBE to become UNESCO's Centre of Excellence in curriculum-related matters will also be finalised, benefitting from the creation of a Working Group, with the guidance and the intellectual contributions of the Council's Member States and experts. This will result in a shared vision which will inform and guide the IBE programmes in the future.

6. The programming framework is solidly provided by the IBE Strategy 2008-2013, and, more specifically for the biennium 2010-2011, by the 35 C/Resolution 4. In order to allow for an easy reading of the report, the key strategic principles of the IBE Strategy for 2008-2013 have been indicated together with the specific expected results and performance indicators, as reflected in the 35 C/Resolution 4 (see reference below) for each of the three IBE main action areas, which are:

- a) *Capacity Development and Technical Assistance*, to enhance the capacities for the design, management and implementation of curriculum development processes among specialists, practitioners and decision makers;
- b) *Knowledge Production and Management*, to improve the quality of curriculum-making processes and products;
- c) *Policy Dialogue*, to inform innovative policies and practices in the field of curriculum reform and change.

7. Efforts have also been made to align more closely the IBE's yearly planning to the UNESCO two-year programming cycle (35 C/5), to clearly indicate how the IBE will contribute to the attainment of the Major Programme I expected results over the biennium and to monitor their progress. This was achieved by including key programming elements valid for the 2010 and 2011 (overall goal, expected results, implementation strategy) in the fact sheets that provide more detailed programme-specific information. The fact sheet format, consistent with result-based management, includes also other year-specific elements (outputs and budget).

8. As established practice, the fact sheets are annexed to this report.

***Resolution adopted by the 35<sup>th</sup> session of the General Conference***

***The General Conference,***

***Acknowledging*** the report of the UNESCO International Bureau of Education (IBE), for the 2008-2009 biennium,

***Recognizing*** the importance of maintaining the functional autonomy of the Bureau in order to ensure that it can provide services to the Member States in a flexible, effective and efficient way,

1. ***Emphasizes*** and values the important contribution of the IBE to the fulfilment of the relevant strategic objectives and the priorities of Major Programme I, particularly with regard to capacity development and research, in the key area of ***curriculum development***, through the:

(i) provision of capacity development and technical assistance to curriculum specialists in Member States in the area of content, methods, policies and processes of curriculum development for quality education;

(ii) contribution to the promotion and renewal of international dialogue on educational policies and curriculum development, in particular through production of knowledge on education systems, existing curricula, curriculum development processes, good practices and innovations in teaching and learning, and through follow-up actions to support the implementation of the recommendations of the 48th session of UNESCO's International Conference on Education on the theme of "Inclusive Education: the Way of the Future";

2. ***Requests*** the IBE Council acting in conformity with the Statutes of the Bureau and with the present resolution, when approving the Bureau's budget for 2010 and 2011:

(a) to ensure that the objectives and activities of the IBE correspond to UNESCO's strategic objectives and the priorities and lines of action of Major Programme I;

(b) to consolidate and develop the programmes and projects of the Bureau with the aim of contributing to the achievements of the expected results of Major Programme I as listed below;

(c) to continue to work with the Director-General to mobilize the necessary human and financial resources so that the IBE may accomplish its mission;

3. ***Authorizes*** the Director-General to provide support to the IBE by granting a financial allocation under Major Programme I for a total amount of \$4,800,000.

4. ***Expresses its gratitude*** to the Swiss authorities, Member States and other bodies and institutions that have contributed intellectually or financially to the activities of IBE and ***invites*** them to continue their support for 2010-2011 and beyond;

5. ***Appeals*** to Member States, international governmental and non-governmental organizations, donor agencies, foundations and the private sector to contribute financially and by other appropriate means to the effective application of the Bureau's activities in the service of Member States, in conformity with its

*mission, the priorities of Major Programme I and the strategic objectives of UNESCO for 2008-2013;*

**6. Requests the Director-General to report periodically, to the governing bodies, in the statutory reports on the contribution of IBE to the achievement of the following expected results of MP I:**

- *National capacities strengthened to plan, implement and manage basic education, mainly in Africa (MP I – MLA 2 – expected result 5);*
- *Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students (MP I – MLA 2 – expected result 6);*
- *National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations (MP I – MLA 3 expected result 8);*
- *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 (MP I – MLA 4 – expected result 12).*

### **General Introduction (35 C/5, para. 01104 and 01105)**

Curriculum is a crucial component of any educational process. National education authorities around the world are increasingly addressing the challenge of improving the quality of learning outcomes through curriculum reform. IBE contributes to the attainment of quality EFA by promoting the development of quality curricula. To this end, it builds networks to share knowledge and foster national capacities for curriculum change and development. It aims to introduce innovative approaches in curriculum design and implementation, improve practical skills, and facilitate international dialogue on pedagogical policies and practices.

In 2010-2011, IBE will: enhance national capacities for the design, management and implementation of curriculum development processes among specialists, practitioners and decision-makers; produce knowledge on curriculum-making processes and products; and inform innovative policies and practices in the field of curriculum reform and change, including by following up on the recommendations of the 48<sup>th</sup> session of the International Conference on Education.

## **II. DRAFT PROGRAMME OF ACTIVITIES FOR 2010**

### **II.1 CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE**

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

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

- **Consolidating the global network in curriculum development** in order to facilitate the development of conceptual orientations and frameworks for quality basic education and sustained collective action in the field of curriculum reform and change at the local, regional and interregional levels;
- **Supporting countries** in processes of innovative curriculum change and effective assessment;
- **Developing pilot-testing and promoting** the effective use of a set of training materials and tools for innovative curriculum change and implementation;
- **Expanding and diversifying** forms of training in the domain of curriculum development through partnerships with relevant academic institutions in different regions;

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

### **Expected results at the end of the biennium 2010-2011 (35 C/5, para. 01107)**

- **National capacities strengthened to plan, implement and manage basic education, mainly in Africa** (MP I – MLA 2 – expected result 5);

*Performance indicators:*

- Number of people and institutions trained in curriculum design, development and reform;
- Number of countries benefitting from targeted technical assistance in curriculum design, development and reform.

- **Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students** (MP I – MLA 2 – expected result 6);

*Performance indicators:*

- Number of plans and programmes of the Community of Practice in the field of curriculum development;
- Number of countries benefitting from targeted technical assistance in curriculum design, development and reform;
- Number of quality materials, resources and training tools produced and used.

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

9. With the aim of continuously developing at the global level, while at the same time contributing to regional priorities, the Community of Practice in Curriculum Development (COP) will operate on three specific and closely interlinked work streams.

10. Firstly, it will build on previous achievements as a global network of experts and users and further expand its reach for regional, inter- and intra-regional activities within an international comparative dimension. While using South-South and North-South-South Cooperation as an effective implementation modality, it will focus on supporting curriculum change through capacity development and sharing of good practices. It will aim at stimulating its members' interaction by organizing, among other activities, e-forums on specific themes.

11. In the second key area, the preparations and piloting phases (in Bhutan, Tanzania and Uruguay) of the “*Training Tools for Curriculum Development*” (TTCD) will be brought to full completion with the incorporation of stakeholder's feedback and final refinements. This will be the basis for an innovative approach for capacity building in curriculum development, whereby “regional training hubs” will be progressively established. A process of accreditation will be explored with at least two selected universities/training institutions and joint courses are planned to be delivered with qualified partners, so that the capacity development process can eventually be institutionalised with an optimal impact.

12. Thirdly, an important contribution to Priority Africa will be made through the Basic Education in Africa Programme (BEAP) which aims at expanding inclusive and competency-based curriculum frameworks for a 9/10-year basic education. This will involve the provision of more targeted support to at least 5 countries already engaged in the programme, supporting their curriculum reforms with needs assessments, technical advice and training. Steps will also be taken to gradually expand the BEAP to new countries that have initially shown interest in the programme.

13. More details are presented in fact sheet no.1

### **Technical co-operation projects/support to Member States**

14. The customised support that the IBE has been providing over the past years to national governments (i.e. Ministries of Education and curriculum agencies), on planning, developing and implementing quality primary and secondary curricula has proven to be a key element of this wider capacity development approach. The technical assistance rendered aims at responding to specific requests by Member States and developing national capacities to address new challenges and needs. The thematic focus is on competency-based approaches, preparation for life and work based on the values, principles and practices of Learning to Live Together (LTLT), Education for Sustainable Development (ESD) and gender equality. The programme, which particularly targets post-conflict situations and fragile states, has established in some cases longer-term agreements for one-/two-year planned interventions, while simultaneously responding to ad-hoc demands, all fully funded by extra-budgetary resources.

15. In 2010, the programme will complete assignments that were started during the previous year, upon the request of the relevant national authorities and UNESCO Field Offices, including the revision of the curriculum based on integrating and promoting cross-cutting issues and gender equality in Vietnam and Angola. This will result in scaling up review processes in a number of connected areas, such as teacher education and training, assessment and school and classroom management. The programme will also further develop initial contacts for additional intervention, such as in Southern Sudan related to literacy, and finalise ongoing negotiations for an expanded impact in several geographic areas.

16. Reflecting the experiences accumulated in previous years, new knowledge products and tools will be finalised in 2010, namely a handbook for curriculum specialists on how to develop curriculum frameworks and syllabuses, as well as a booklet on the IBE's contribution to curriculum development in Iraq.

17. More details are presented in the fact sheet no.2

### **Capacity-building and clearinghouse and HIV and AIDS education**

18. Established as a key component of UNESCO's co-ordinated response on HIV and AIDS, this programme aims at effectively integrating HIV and AIDS education into official curricula through the combined functions of capacity development and the clearinghouse. It builds on its comparative advantages by producing knowledge and strengthening relevant competencies of curriculum developers to support the implementation of scaled-up comprehensive HIV and AIDS education in schools, which is gender sensitive and culturally adapted.

19. In 2010 the programme will play its role by regularly contributing to the UNESCO Clearinghouse on HIV and AIDS education, while working on innovative specific knowledge products: a multilingual CD-ROM with valuable resources (tools for curriculum and HIV, modules, interactive activities, good practices for participatory teaching, fact sheets on basic information) and a new film on good practices for pedagogical approaches that will enhance the capacities of practitioners and teachers. It will offer enquiry services to respond to specific demands from users, supporting them in accessing and using the materials collected.

20. In addition, it will produce an improved version of the Manual on HIV and AIDS education on interactive training activities that will be made available, also online, to stakeholders. The programme will provide expertise; train curriculum and other education specialists by co-organizing

multi-country capacity building seminars at the request of Member States and UNESCO Field Offices; foster exchange of experiences and extend distance customised technical assistance to partners, for instance for the autonomous use of tools and modules.

21. A contribution has been made also to knowledge production on a special issue of **Prospects** devoted to HIV and AIDS education internationally. This issue will be published and disseminated at an International Conference in early 2010.

22. More details are presented in the fact sheet no.3

### **The “GigaPan”: Diversity and Inclusion in the Community**

23. To demonstrate that the ICTs (in particular the GigaPan) can be integrated into the curriculum to foster intercultural understanding, this innovative project, designed and implemented by the IBE in partnership with the Carnegie Mellon University (Pittsburgh, USA) and in cooperation with UNESCO’s Associated Schools Project Network (ASPnet) has established a network of 14 schools in five countries (Brazil, Indonesia, South Africa, Trinidad and Tobago and the United States) in its pilot phase, where training activities and initial international exchanges have taken place.

24. Schools and communities were encouraged to integrate and strengthen inclusive education and the constructive management of diversity through curricular and extracurricular activities in the context of inquiry-based and participatory practices. Students and teachers were supported in the use of modernized information and communication technologies, such as the GigaPan and the Internet. Using a robotic camera (e.g. the GigaPan), children in participating schools would take explorable, high-resolution panoramic images of the world around them, which are then shared through a website platform designed for that purpose.

25. The project will further strengthen the capacities of teachers and students to implement ICT-based activities and to enrich the curriculum, while promoting inclusive school settings. It will also aim at expanding its impact and geographic coverage, to address areas not yet targeted, including Africa and Arab States. Furthermore, it will develop approaches to increase its sustainability level with the creation of regional knowledge centres serving clusters of schools. The sharing of good practices and the web-based networking among students will also be strongly promoted.

26. Results and knowledge dissemination of this innovative programme and good practice will be presented in February 2010 at the International Scientific Conference on Technologies for Development, taking place at the *Ecole Polytechnique Fédérale de Lausanne* (EPFL).

27. To enable this initiative to substantively scale up, complementary extra budgetary resources are being actively sought.

28. More details are presented in fact sheet no.4

### **Learning for Life and Work (LfLW) in Sub-Saharan African countries**

29. This new project has been designed to build on the positive outcomes of the programme “*Curriculum Innovations, Poverty Alleviation and Peace Education in Sub-Saharan Africa*”, which was completed at the end of 2009, while at the same time responding to the need to contextualise



the activities on a local level. The project focuses on enhancing the preparation for life and work in basic education through quality curriculum development and classroom implementation as a contribution to poverty alleviation, the culture of peace and sustainable development.

30. It will work in-depth and on a longer-term basis with enlarged national teams in three selected Sub-Saharan African countries and support the development of their capacities to become innovation-oriented curriculum specialists, teacher trainers and teachers through the use of the “*Toolkit for Competency Development and Learning to Live Together*”. It will also engage stakeholders in the collaborative production of capacity development tools that are relevant to local contexts and needs for processes of curriculum review, design and implementation.

31. The project will adopt a gradual approach in its implementation, which will be determined by the availability of additional extra-budgetary funds, complementary to the IBE allocated core resources.

32. More details are presented in the fact sheet no.5

## II.2 KNOWLEDGE PRODUCTION AND MANAGEMENT

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

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

- **Building a robust knowledge base**, including specialized information resources and a set of studies and trend analyses, on curricula and curriculum development processes at the service of researchers, trainers, practitioners and decision makers.
- **Strengthening clearinghouse** and information services through updated, expanded and enriched databases; seamless access to wide-ranging collections, in particular those related to curriculum; expanded alerting services; and digitized materials.
- **Developing an online platform** for increased knowledge sharing and collaborative action in the field of curriculum development, intended to support a worldwide network of researchers and practitioners, and more generally the enhancement of the UNESCO knowledge portal.
- **Streamlining services and access** to materials and resources through collaboration with all the UNESCO constituencies as well as external partners, in order to maximize efficiency and minimize duplication of effort.

### **Expected results at the end of the biennium 2010-2011 (35 C/5, para. 01107)**

• **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 (MP I – MLA 4 – expected result 12).**

*Performance indicators:*

- IBE databases (World Data on Education; Country Dossiers; HIV and AIDS clearinghouse, etc.) maintained, updated and enriched;
- Number of visits to the improved website that is fully integrated into the UNESCO Portal;
- Research and studies published and made available to the EFA Global Monitoring Reports.

### **Resource Bank/Observatory of trends**

33. Within the strategic objective of consolidating and further expanding its knowledge base and the variety of resources on education systems and curriculum development, the Knowledge Production and Management programme represents one of the IBE's most valuable assets and a source of added value. It supports all IBE programmes and projects and provides documentation and information services both within and outside UNESCO.

34. The *Country Dossiers* database and a variety of specialized information resources on education systems and existing curricula will be updated and enriched on a regular basis. Analyses and studies focusing on educational content and curriculum development processes and products will be made available, in particular through the series *IBE Working Papers on Curriculum Issues*; a contribution to the 2010/11 Global Monitoring Report on EFA will be delivered (depending on the availability of extra-budgetary resources). As a key component of its clearinghouse function, the web-based information platform on inclusive education will be further enhanced, and will be progressively transformed into a fully-fledged clearinghouse, provided that sufficient extra-budgetary resources will be made available.

35. Alerting services and digests of online resources (including reports, publications, websites, and news) will be made available to the members of the IBE Community of Practice (COP) and other education specialists. The IBE website will be regularly updated and progressively migrated to the new web design templates developed by UNESCO.

36. More details are presented in fact sheet no.6

### **Research and Publications**

37. The 2010 work schedule for research and publications is rather intense. For **Prospects**, the UNESCO quarterly review of comparative education, the following issues are under preparation and will be finalised: two issues on *Policies and Practices of Holocaust Education: International Perspectives* (respectively Vol. 40, No. 1 in March 2010, No. 153; and Vol. 40, No. 2 in June 2010, No. 154); *Education access in South Asia* (Vol. 40, No. 3 in September 2010, No. 155); and a regular issue (Vol. 40, No. 4 in December 2010, No. 156). Two more special issues will be in preparation throughout 2010 and in partnership with the University of Geneva and the University of Zurich.

38. Resulting directly from the related project completed in 2009, the revised study *Preparation for life and work in sub-Saharan African countries* (first published by GTZ in 2008) will also be published. Two booklets under the series Educational Practices Series are planned as well as the first module of a Legislative Handbook "*Article 24 of the Convention on the Rights of Persons with Disabilities: Achieving the Right to Inclusive Education*", which is being developed in coordination with the Office of the High Commissioner for Human Rights (OHCHR) and UNICEF. The book *Quality tensions in education reforms* will be finalised and published by an external publisher.

39. Research outcomes and publications will be shared and discussed at international conferences, such as the Conference of the Comparative International Education Society (CIES), in March 2010 and at the Conference of the World Council of Comparative Education Societies (WCCES) in Istanbul in June 2010.

40. Two new research projects are planned with academic partners; the first one is an action-research project, being developed in conjunction to the new African programme and in partnership with the University of Geneva and other research institutes internationally. The second research project will focus on HIV and AIDS, developing capacities in in-service and pre-service teacher training in partnership with the University of Pittsburgh, University of California, University of Kyambogo (Uganda), Ministries of Education in Africa and UNAIDS. Funding is actively being sought for these projects.

### **II.3 POLICY DIALOGUE AND INCLUSIVE EDUCATION**

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

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

- **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.

#### **Expected results at the end of the biennium 2010-2011 (35 C/5, para. 01107)**

- **National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations** (MP I – MLA 3 expected result 8);

*Performance indicators:*

- Number of follow up actions to the 48<sup>th</sup> session of the International Conference on Education targeting inclusive education policies and countries involved.

#### **Promoting inclusive education policy dialogue, policy frameworks and curricula**

41. The IBE will respond to the challenge of translating the interest created and the commitment made at the 48<sup>th</sup> session of the International Conference on Education (ICE) around the broadened concept of Inclusive Education as a core strategy for the attainment of the EFA goals into concrete policy changes. This will be based on the extensive ICE follow-up programme carried out 2009, which resulted in raising awareness, developing consensus and strengthening partnerships with relevant stakeholders. It also led to the clear identification of regional and sub-regional achievements, challenges and priorities.

42. The programme will therefore engage partners in continued policy dialogue on the broadened concept of Inclusive Education, focussing in particular on its implications for curriculum development. Through a series of mutually reinforcing activities it will support the development of inclusive policy and curricular frameworks with interested stakeholders, provide tailored advice and collaboratively produce training and learning tools responsive to national and regional contexts.

43. Based on initial agreements reached, the programme will first target countries in the Commonwealth of Independent States (CIS) region with emphasis on e-training tools, and the Arab States for the development of a “Manual for Inclusion”, while being able to also accommodate expected new requests from other countries. It will use South-South and North-South-South Cooperation as a key modality to enrich the policy debates and share good practices.

44. In order to expand its impact, separate project outlines for extra budgetary funding are being prepared for activities that can not be fully financed by the core IBE resources.

45. More details are presented in fact sheet no.7

### **III. INSTITUTIONAL FUNCTIONING**

#### **IBE Council**

46. The functions of the IBE Council are established by its Statutes, Rules of Procedure and the Resolution adopted by the 35<sup>th</sup> session of the General Conference, as presented under Section I of this document.

47. The Council will hold its regular session in January 2010 with a rather full agenda. Following the election of 14 new Council Members that took place at the 35<sup>th</sup> session of the General Conference of UNESCO, the Council will choose its new Steering Committee, including the President, for the 2010–2011 biennium, as well as its Administrative Group. It will review the achievements of the IBE programmes in 2009 and the activities planned for 2010 by examining the report of activities implemented in 2009 as well as the draft programme and budget for 2010. A Forum on the theme “*Inclusive Education with special focus on curriculum development*” has been included in the first day’s agenda. Facilitated by a panel of keynote speakers, the Forum aims at providing an opportunity for the Member States of the Council to discuss the implications of an inclusive education approach to curriculum development within the context of further accelerating the attainment of the Education for All (EFA) goals. The Council will also collectively reflect upon options for future sessions of the International Conference on Education (ICE) and other matters related to IBE programmes. It will discuss the terms of reference for the establishment of a Working Group in charge of finalizing the “Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters”.

48. The Administrative Group will meet during the two days preceding the 59<sup>th</sup> session. The meeting of the Steering Committee will likely take place during the summer.

49. More details are presented in fact sheet no.8

#### **Partnerships**

50. Partnerships with a variety of institutions have become an integral component of the IBE’s functioning and knowledge production. In 2010, these will be further strengthened based on a number of criteria, including specialised areas of research and policy dialogue, geographic relevance, and promotion of specific capacities. New alliances will be forged and/or reinforced aimed, among others, at supporting the programmes’ implementation, mobilising expertise, or contributing to knowledge production and publications. Targeted partners will include: multilateral co-operation agencies, intergovernmental organizations, regional institutions, universities and NGOs. The present fruitful working relationships with UNESCO’s Education Sector, the other UNESCO education institutes, and the Field Offices will result in an even higher degree of collaboration and possibly more joint initiatives.

51. New important partnerships to mention in the promotion of research and analysis of best practices are with the International Baccalaureate Office (IBO); UNICEF and the World Council of Comparative Education Societies (WCCES).

### **Human and financial resources**

52. One of the most important challenges for the IBE has been, and will continue to be in 2010, ensuring financial stability and institutional growth with the aim of reaching a “critical mass” of programmes that will have a concrete impact on both the global and field levels. As part of its resource mobilization efforts to increase financial resources, the IBE will build on successful previous experiences, while also exploring new opportunities. It will:

- strengthen relationships with core countries providing institutional support (Switzerland and Spain), encouraging their involvement in key stages;
- diversify the donor base for voluntary contributions and extra-budgetary projects by targeting new potential donors according to their specific interests;
- address relevant UN Agencies, like UNICEF, in order to develop joint programmes;
- contact foundations and the private sector for innovative initiatives, such as the GigaPan programme;
- expand on arrangements for cost-recovery, cost-sharing and co-funding of priority activities with selected partners, especially UNESCO Field Offices, international NGOs and academic institutions;
- engage in joint fund-raising activities with strategic partners for specific programmes.

53. In November 2009, the IBE was informed that due to the effects of the global economic and financial crisis on the Swedish economy and a resulting 9% reduction of resources for development cooperation, the Swedish International Development Cooperation Agency (SIDA) was not in a position to renew its support to the IBE, upon conclusion of the 2008-2009 Cooperation Agreement.

54. As of 30 November 2009, the total of the estimated financial resources expected for 2010 is US\$4,934,957. This includes:

- US\$2,400,000 of the UNESCO’s financial allocation (Regular Budget) to the IBE; this represents a slight – and welcome – increase as compared to previous biennia of additional USD\$104,500;
- US\$700,000 from Swiss Authorities, of which US\$200,000 from the Swiss Development cooperation (SDC);
- US\$451,807 from Spain;
- US\$139,750 from UNAIDS;
- US\$25,000 from the Israeli National Commission for UNESCO;
- US\$109,000 resulting from cooperation agreements that were approved in 2009, and for which the activities are planned in 2010 (US\$80,000 from the UNESCO Hanoi Office; US\$20,000 from Carnegie Mellon University and US\$9,000 from UNICEF).

55. The remaining balance of US\$1,109,400 represents the amount allocated for the new project in Africa (US\$257,000) and estimated 2009 Reserves, cost recovery and other revenues.

56. In terms of human resources, due to the nature of its specialization, the IBE requires core staff members with a high degree of specialized competencies and knowledge. While certain contractual schemes at a more junior level will continue to be relied upon (e.g. research assistants, internship programme, Associate Experts, Swiss Civil Service), since they have proved to be very successful, more senior specialised expertise should be acquired through “Appointments of Limited

Duration” (ALD) to respond to programme specific needs, according to the available extra-budgetary funding.

57. Training opportunities will be provided to foster collective and individual professional development, and based on the availability of dedicated resources. A training session on Standard Gender Mainstreaming Tools, including the *UNESCO Gender Equality eLearning Programme*, will be organized in coordination with the UNESCO Bureau of Strategic Planning (BSP) as well as an orientation session on “*HIV and AIDS in the UNESCO work place*” in coordination with the UNESCO Bureau of Human Resources Management (HRM).

58. The detailed draft budget for 2010 is presented as an annex to this document. Since the exchange rates between US\$ and CHF have been considerably fluctuating in 2009 and remain unpredictable for 2010, the rate applied for the estimation is 1USD = 1CHF as in December 2009. A revised draft budget for 2010, based on the actual figures cleared by the UNESCO Comptroller, will be submitted as an Addendum to this report at the meeting of the Council.

## FIFTY-NINTH SESSION OF THE COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Geneva, 27–29 January 2010

### ADDENDUM

According to the recommendation in paragraph 24 of the Report of the Administrative Group (UNESCO/BIE/C.59/Inf.3), paragraph 30 of the Draft Programme of Activities for 2010 (UNESCO/BIE/C.59/3) should read as follows:

30. The project will work in-depth and on a longer-term basis with enlarged national teams in three selected Sub-Saharan African countries and support the development of their capacities to become innovation-oriented curriculum specialists, teacher trainers and teachers through the use of the *“Toolkit for Competency Development and Learning to Live Together”*. It will also engage stakeholders in the collaborative production of capacity development tools that are relevant to local contexts and needs for processes of curriculum review, design and implementation and will explore the advantages of multilingualism for the promotion of competences for life and work. This will include bilingual and multilingual education with mother-tongue as a basic component.

By the same recommendation, the related fact sheet No.5 in document UNESCO/BIE/C.59/3, item 7.2., second bullet point, should read as follows:

- Based on the Toolkit and the Study, further collaborative production of capacity development tools that are relevant for local contexts and needs – this will enhance ownership and the participation of stakeholders in processes of curriculum review, design and implementation. The Project will explore the advantages of multilingualism for the promotion of competences for life and work. This will include bilingual and multilingual education with mother-tongue as a basic component.





## **II. FACT SHEETS**



**IBE PROGRAMME 2010-2011****Programme 2010**

<b>1. Programme Title</b>	<b>Community of Practice for Curriculum Development (COP)</b>
<b>2. Responsible Officer</b>	Renato Opertti (Deputy: Lili Ji for BEAP; Bonnie Han and Isabel Guillinta COP exchanges; Leana Duncombe for Learning Tools and Training Modules)
<b>3. Starting and termination dates</b>	January - December 2010
<b>4. OVERALL GOAL</b>	
<p>Capacities for the design, management and implementation of curriculum development processes amongst decision-makers, specialists and practitioners are enhanced to support action in favour of quality EFA. The following objectives will be achieved:</p> <ul style="list-style-type: none"> <li>• Globally, by continuously developing the global Community of Practice in Curriculum Development (COP) to enable knowledge production and sharing on quality EFA and curriculum issues with an international comparative approach;</li> <li>• Regionally, by closely collaborating with key partners, including UNESCO Field Offices, as well as leading institutions in curriculum expertise (some acting as COP Focal Points) with the view to supporting processes of curriculum change and development mainly in basic, youth and teacher education.</li> </ul>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
<p><b>Result 1:</b> Enriched, up-to-date and globally, regionally and nationally relevant learning tools and training modules for curriculum development are progressively shared with institutions (mainly Ministries of Education and universities), resulting in jointly developed, delivered and officially accredited courses at the national and local levels in different UNESCO regions.</p> <p><b>Result 2:</b> Key education and curriculum actors equipped with enhanced capacity to develop and conduct reforms of priority curriculum areas for the provision of more relevant and inclusive basic education in the countries where the Basic Education for Africa Programme (BEAP) has been launched (initially Cote d'Ivoire, Ethiopia, the Gambia, the Seychelles and Tanzania).</p> <p><b>Result 3:</b> Regular production and sharing of curricular documents and materials by COP members, which contribute to the attainment of an interregional comparative perspective, encouraged through regular national, regional and interregional online and face-to-face exchanges on curriculum issues and through the promotion and facilitation of South-South and North-South-South (triangular) Cooperation.</p>	
<b>5.2. Performance indicator(s) and associated target(s) and baseline(s)</b>	
<p><b>Result 1: Indicators (associated targets):</b></p> <ul style="list-style-type: none"> <li>- Number of professionals trained in countries of different regions (at least 30 professionals trained through at least three activities, each held in a different UNESCO region);</li> <li>- Percentage of workshop participants being able to put their learning into practice (more than 30% of workshop participants);</li> <li>- Number of requests for IBE technical support (at least 2 new requests);</li> <li>- Number of new thematic modules developed according to regions needs and feedback collected (at least 3 modules developed);</li> <li>- Number of countries benefiting from capacity development activities using these new tools/modules (Capacity development activities using these new modules carried out amongst 5 to 10 countries);</li> <li>- Number of cooperation agreements established with partner universities/institutions (at least 1 each in two UNESCO regions for a pilot period of one to two years);</li> <li>- Number of training programmes jointly developed and officially accredited by partner universities/institutions, based on the completion of the pilot process (at least 1 each in two UNESCO regions);</li> <li>- Number of official training programmes effectively implemented with partner universities/institutions (at least 1 each in two UNESCO regions);</li> <li>- Number of professionals trained.</li> </ul>	

**Baseline:** Limited globally and regionally relevant learning tools and training modules to support curriculum development. IBE resource packs (Asia-Pacific Resource Pack, Worldwide Resource Pack containing 8 modules) and learning tools (guidelines, videos, etc.,) in pilot phase (3 training activities using the Worldwide Resource Pack already carried out in 2009 for the first time in 3 countries of different world regions: Bhutan, Tanzania, Uruguay and with very positive feedback).

**Result 2: Indicators (associated targets):**

- Number of updated needs assessments conducted (completed in at least 2 current BEAP countries);
- Number of curricula revised and improved with technical support (at least in 3 of the BEAP countries);
- Number of capacity development activities conducted at the national and local levels by national teams having already been trained (1 capacity development activity conducted in at least 3 of the BEAP countries);
- Number of requests for technical support through BEAP (at least 5 countries fully informed and involved in the Programme);
- Number of professionals trained through capacity development activities in new BEAP countries (at least 3 selected key actors from each of the 5 countries);
- Number of new training curriculum modules developed (at least 2 modules developed, respectively on inclusive curriculum and competency-based approaches);
- Number of countries benefiting from capacity development activities using these new modules (these new modules carried out in 3 BEAP countries);
- Number of countries having inclusive and competency-based approaches fully integrated in their quality assurance mechanisms (developed by 2 BEAP countries).

**Baseline:** Among the 50 sub-Saharan African countries, 5 countries (Cote d'Ivoire, Ethiopia, the Gambia, the Seychelles and Tanzania) have launched BEAP to ensure basic education for the duration of at least 9/10 years. 1 of the 5 countries (the Gambia) is drafting its national basic education curriculum framework; the other 4 countries are undergoing curriculum review/reforms with different areas of focus. More than 10 other countries have been sensitized with BEAP. 8 countries (Côte d'Ivoire, Ethiopia, The Gambia, Kenya, Seychelles, Tanzania, Uganda, Zambia and Zanzibar) have received an intensive training on issues and trends in curriculum processes, provided by the IBE in 2009.

**Result 3: Indicators (associated targets):**

- Percentage of COP members requesting contact details from the COP database to support processes of curriculum change (10% of COP members database);
- Percentage of COP membership requests made (30% of total new memberships);
- Number of curriculum resources produced by COP members in at least 3 UNESCO languages (50% of curriculum resources produced by COP members in at least 3 UNESCO languages);
- Number of COP messages disseminating curricular resources produced by COP members (at least 1 per month);
- Curriculum advice provided to Members States through the COP (Africa: working plan in Basic Education developed with BRED; Arab States: working plan in Secondary Education developed with Beirut; and Asia: working plan in ESD developed with Bangkok).

**Baseline:** Before 2006 there was no worldwide COP on curriculum issues engaging institutions and actors, public and private sectors, coming from all UNESCO regions. At the end of 2009, there were 1271 COP members from 131 countries.

**6. EXPECTED CONTRIBUTIONS (as appropriate)**

**6.1. Contribution to the Programme Sector MLA(s) and associated expected result(s)**

MLA 2: From early childhood to the adult years: building effective education systems;

- Expected Result 5: National capacities strengthened to plan, implement and manage basic education, mainly in Africa;
- Expected Result 6: Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students.

**6.2. Contribution to the expected results of Global Priorities 'Africa' and/or 'Gender Equality'**

- Global Priority 'Africa': i) within the framework of the UNLD, national capacities strengthened to plan, implement and manage quality literacy programmes in Africa, particularly through LIFE; ii) national capacities strengthened to plan, implement and manage basic education in Africa

### 6.3. Contribution to the Intersectoral Platform's expected results

#### 7. IMPLEMENTATION STRATEGY

##### 7.1. Context: issues to be addressed and key baseline

###### 1. Learning tools and training modules

- Insufficient globally and regionally relevant learning tools and training modules for curriculum developers to effectively revise, improve and refine national curricula;
- Gaps between intended, implemented and attained curriculum;
- Countries faced with difficulties in addressing issues such as student assessment and quality assurance, in line with ongoing curriculum reforms and new approaches;
- Need to support and strengthen the development of national capacities to improve the quality of the processes of curriculum changes;
- Foster and facilitate the collective production and sharing on curriculum issues within the context of national policy priorities;
- Need to customize curricular approaches to the expectations and needs of regional and national levels in implementing processes of curriculum change.

→ **Baseline:** Limited globally and regionally relevant learning tools and training modules to support curriculum development.

###### 2. Basic Education for Africa Programme (BEAP)

- Lack of capacities to develop and/or implement curricula (especially curriculum frameworks) that are inclusive and relevant to life, citizenship and work for uninterrupted 9 to 10 year quality basic education in Africa;
- Facilitate the access to relevant learning opportunities and provisions to young people emphasizing the development of citizenship competencies;
- Need to address disparities in basic education based on principles of social justice, equity and social inclusion as an effective way to contribute to the attainment of more developed and equitable societies.

→ **Baseline:** Among the 50 sub-Saharan African countries, 5 countries (Cote d'Ivoire, Ethiopia, the Gambia, the Seychelles and Tanzania) have launched BEAP to ensure basic education for the duration of at least 9/10 years.

###### 3. Community of Practice in Curriculum Development

- Need for communication, knowledge production, sharing and dissemination at the inter-regional, regional and national levels amongst policy-makers, educators, curriculum experts and developers, teacher trainers, supervisors, principals, teachers, scholars and researchers on curriculum issues;
- Foster and facilitate in-depth international dialogue on curriculum issues within the holistic framework of EFA;
- Contribute to improve the quality of the processes of curriculum change and management by sharing effective curricular visions, policies, strategies and practices.

→ **Baseline:** Before 2006 no worldwide COP on curriculum issues engaging institutions and actors, public and private sectors, coming from all UNESCO regions. At the end of 2009, there were 1271 COP members from 131 countries.

##### 7.2. Description and rationale behind the interventions, and expected outputs

###### 1. Learning tools and training modules

**Rational:** Numerous countries request IBE's technical assistance (TA) in developing their capacities for reforming curricula in order to improve education quality. To meet countries' expectations, current learning tools and training modules need to be constantly enriched, updated and contextualized.

###### Expected outputs:

- IBE training tools and training modules used in capacity development workshops, held in UNESCO regions on regionally and nationally relevant themes (e.g. on inclusive curricula and competency-based approaches) in partnership with universities and teacher training institutes;
- Learning tools disseminated online and at face-to-face events;
- Participants surveyed post-workshop to establish the use of refined competencies to revise and improve the curriculum;
- Steps taken to revise and improve the national curriculum frameworks post-workshop;
- Current tools and modules revised according to partners' feedback;
- New regional thematic modules developed and added to the Resource Pack (Training Tools for

Curriculum Development) based on feedback (e.g. Inclusive Education, Competency-based approaches, ESD);

- Partnerships with universities and teacher training institutes established;
- Curriculum development courses officially accredited by partner universities or teacher training institutes.

## 2. Basic Education for Africa Programme (BEAP)

**Rational:** Countries need TA to address the lack of capacity and to train professionals on curriculum issues within a global comparative perspective. Capacity development activities using IBE curriculum expertise and the resource pack can be of significant benefit.

### **Expected outputs:**

- TA provided to BEAP countries in conducting updated needs assessments in terms of processes of curriculum change, based on the capacity development activities that have been carried out;
- TA provided to country teams to conduct capacity development workshops at the national and local levels, to address the key components in changing the curricula, using new IBE training modules;
- Collaborative efforts sustained to help countries to revise (e.g. Ethiopia, the Seychelles and Tanzania) or finalize (e.g. the Gambia) their basic education curriculum frameworks;
- Capacity development tools and activities improved and further adapted to country situations, based on feedback;
- Policy document disseminated to key stakeholders (from inside and outside the education system);
- Information shared on BEAP in new potential countries to fully inform key actors about the Programme's components and modalities and involve them in its development;
- New training modules on implementing inclusive and competency-based approaches developed upon pilot testing in selected BEAP countries and feedback collected;
- TA provided to BEAP countries upon their request (e.g. East African countries) to establish/improve quality assurance mechanisms, in line with inclusive and competency-based approaches;
- Monitoring and evaluation ensured to design relevant follow-up activities.

## 3. Community of Practice in Curriculum Development

**Rational:** Addressing needs by creating, expanding and sustaining a high-quality global COP leading to knowledge production, sharing and dissemination of curriculum issues.

### **Expected outputs:**

- Regular e-forums on curriculum issues held;
- Annual moderated multilingual e-forum implemented on different themes;
- Relevant COP messages (information and documentation) sent out weekly in the 6 UNESCO languages;
- Contact database accessed by COP members;
- National, regional and interregional events organised with COP members in coordination with UNESCO Field Offices, IBE COP Focal Points and other partners;
- Multilingual curriculum materials produced by COP members and made available on-line and/or in hard copies.

## **7.3. Stakeholders: key partners and beneficiaries and their expected roles**

*Key Beneficiaries and expected roles:*

- Representatives of national/local education authorities – based on a better understanding of and experience-sharing on curriculum issues, further support curriculum change as a key concern in a holistic education sector plan, for ensuring quality education;
- Curriculum developers, teacher trainers and representatives of quality assurance authorities – acquire knowledge and capacity for conducting and developing curriculum reforms and for training and supporting teachers accordingly;
- Children and youth in BEAP countries – benefit from inclusive schooling and competency-based curriculum approaches that are more relevant to life, citizenship and work;
- Principals and teachers – implement and co-develop curricula, especially with a school-based comprehensive approach;
- COP institutional and individual members from all UNESCO regions – participate in COP events (e-forums, conferences, workshop, etc) and benefit from knowledge production, sharing and dissemination within the COP;
- UNESCO Field Offices and other partners– improve the quality of the curricular proposals in support of

the expectations and demands of Member States;

- Universities, civil society and communities – take more active part in collective thinking and actions in the process of curriculum change and benefit from such a participatory process of change;
- One-UN and One-UNESCO partnerships for education in Africa – share visions, priorities and align work plans.

*Key partners and expected roles:*

- Ministries of Education / Universities / National curriculum institutions – identify demands and needs that regional and national work plans should address, and participate in their implementation; jointly develop, deliver and accredit courses in curriculum development;
- UNESCO Field Offices and National Commissions – contribution to and engagement in the design and implementation of regional and national working plans customized to the expectations and needs of Member States; based on in-depth knowledge of the field, help link up countries' needs with IBE's expertise and coordinate capacity development activities at the sub-regional and country levels;
- COP Focal Points from all UNESCO regions– contribute to and assist in the implementation of regional and national working plans in coordination with UNESCO Field Offices;
- National/local education authorities and technical core teams in the BEAP countries – based on the benefit of capacity development on curriculum issues, further support, conduct and develop curriculum change as a key concern in a holistic Education Sector plan, for ensuring quality education;
- Representatives of assessment centres, inspectorates and teacher unions – take part in capacity development activities, provide comments and suggestions, and help create a common understanding of the key approaches to curriculum change in order to further support its implementation.

**7.4. Geographical scope**

Global, regional and national.

**7.5. Targeted interventions in favour of**

Youth, Disadvantaged and excluded groups.

**7.6. Specific programme issues addressed**

South-South cooperation and Triangular North-South-South cooperation.

**8. BUDGET FOR 2010 (US\$)** *See annexed draft budget for 2010*





<b>IBE PROGRAMME 2010-2011</b>	
<b>Programme 2010</b>	
<b>1. Programme Title</b>	<b>Technical co-operation projects/support to Member States</b>
<b>2. Responsible Officer(s)</b>	Dakmara Georgescu
<b>3. Starting and termination dates</b>	January – December 2010
<b>4. OVERALL GOAL</b>	
<p>The programme aims to provide customised support to national governments (i.e. Ministries of Education and curriculum agencies), based on their request, with regard to planning, developing and implementing quality primary and secondary curricula in line with new challenges, needs and developmental prospects. Special emphasis is placed on the meaningful integration in national curricula of competency-based approaches, as well as on the preparation for life and work based on the values, principles and practices of Learning to Live Together (LTLT) and Education for Sustainable Development (ESD). Post-conflict situations will be considered on a priority basis.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
<p><b>5.1.1 Integration of cross-cutting issues and competency-based approaches</b> in revised primary and secondary curricula and textbooks, as well as in <b>teacher training courses to foster Learning for Life and Work (LfLW) and Learning to Live together (LTLT)</b> (<b>Vietnam:</b> Integration of gender issues and promotion of gender equality through revised and pilot-tested in-service teacher training courses - in the context of the joint UN programme for Vietnam on promoting gender equality – continuation of 2009; <b>Angola:</b> Integration of cross-cutting issues in the secondary curriculum, i.e. gender equality, ESD, intercultural education, Human Rights and citizenship education - in the context of the CapEFA programme; <b>Sudan/Southern Sudan:</b> revision of the basic education and literacy curriculum frameworks).</p>	
<p><b>5.1.2 Sustainable and innovative curriculum cultures</b> based on continuous and systematic professional development, stakeholder involvement and pro-active revisions of the curriculum in line with new developments, contexts and needs.</p>	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
<p><b>5.2.1</b> National guidelines (Angola), in-service teacher training courses (Vietnam) and revised curriculum frameworks (Sudan/Southern Sudan) produced collaboratively, endorsed by the Ministries of Education and implemented by users, stakeholders and partners at national and local levels.</p>	
<p><b>5.2.2</b> Number of trained curriculum teams actually engaged in processes of curriculum planning, design and implementation, as well as in processes of networked dissemination, sharing and capacity development at local, national and regional levels.</p>	
<b>6. EXPECTED CONTRIBUTIONS (as appropriate)</b>	
<b>6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)</b>	
<p>MLA 2: From early childhood to the adult years: building effective education systems;</p> <ul style="list-style-type: none"> <li>• Expected Result 6: Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students.</li> </ul> <p>MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector</p> <ul style="list-style-type: none"> <li>• Expected Result 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations;</li> </ul>	
<b>6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’</b>	
<ul style="list-style-type: none"> <li>• <b>Africa:</b> Angola and Sudan/Southern Sudan (managing comprehensive processes of curriculum review through integrating a competency-based approach, enhancing the relevance of curricula and the quality of learning processes and outcomes)</li> <li>• <b>Gender equality:</b> especially in the case of the Vietnam and Angola projects (integration of gender issues and promotion of gender equality through revised curricula and teacher training programmes).</li> </ul>	
<b>6.3. Contribution to the following Intersectoral Platform’s expected results</b>	
<ul style="list-style-type: none"> <li>• Especially “Post Conflict and Post Disaster” intersectoral platform</li> </ul>	

## 7. IMPLEMENTATION STRATEGY

### 7.1. Context: issues to be addressed and key baseline

In 2010, the programme will focus on supporting the Ministries of Education of several countries in Africa and South-East Asia to engage in comprehensive processes of revising their curricula and teacher education courses with a view to enhance preparation for life and work from the perspectives of LTLT and ESD. Given the importance of non-formal education in Sudan, it is urgently needed to align the basic education and literacy curriculum frameworks from the perspective of common education visions, goals and approaches. In Vietnam and Angola, the revision of the curriculum based on integrating and promoting cross-cutting issues (such as gender equality) is seen as a model for initiating and scaling up review processes in a number of connected areas, such as teacher education and training, assessment and school and classroom management. It is also seen as a means to cater for more coordinated and effective efforts among different programmes and stakeholders aiming to foster competency development in the context of articulating different thematic approaches more meaningfully (i.e. gender issues; poverty alleviation; sustainable development).

### 7.2. Description and rationale behind the interventions, and expected outputs

The programme is based on combining work on the ground with national teams and ongoing on-line support to enhance local/national ownership, leadership and relevance of curriculum processes and products. It is carried out based on work plans integrating sequences of capacity development in the context of hands-on activities; collaborative development of curriculum materials; and processes of sharing and dissemination for system-wide scaling up.

**Vietnam:** New in-service teacher training courses will be developed integrating gender issues and promoting gender equality based on the competencies that learners and teachers should share. This will be carried out through several workshops to be held throughout 2010. The course, collaboratively produced, will be pilot tested in the context of a two-week in-service training course. Based on this teachers feedback will be collected to inform the revision and finalisation of the new courses. In the fall of 2010 the experiences of pilot testing the new courses will be shared in a national workshop and conclusions will be drawn for the system-wide scaling up of such models.

**Angola:** The draft outline of National Guidelines for Curriculum Review will be developed as a result of a first workshop to be organised in spring 2010. The guidelines will address the integration of cross-cutting issues in secondary education (with a focus on gender equality; ESD; Human Rights and citizenship education; and work & entrepreneurial education). Over the summer 2010 the national technical team will be supported by specialized expertise to further elaborate and complete the guidelines with reference to specific subject areas and by taking into account local contexts, experiences and needs. In the fall of 2010, the guidelines will be shared and disseminated in a national workshop as a basis for developing a national strategy for secondary curriculum review to integrate competency development and cross-cutting issues.

**Sudan/Southern Sudan:** In February 2010 the process of stock-taking of existing developments and needs will be initiated. The basis for aligning the literacy and basic education curriculum frameworks from the perspective of integrating a competency-development approach will be established during a workshop with relevant stakeholders.

### 7.3. Stakeholders: key partners and beneficiaries and their expected roles

*Key partners* sharing specific roles in project planning, implementation, as well as monitoring & evaluation, i.e. conceptual and methodological contributions; identification of leaders and participants; logistical support:

**Vietnam:** UNESCO Hanoi Office, MOET and in-service teacher training agencies

**Angola:** UNESCO Windhoek Office, Ministry of Education and INIDE

**Sudan/Southern Sudan:** UNESCO Office Khartoum (Juba Antenna), Ministry of Education of Southern Sudan, local education NGOs

*Direct beneficiaries:* policy makers, curriculum developers and teacher trainers

*Indirect beneficiaries:* students, teachers and other stakeholders

### 7.4. Geographical scope

- Africa and South-East Asia

### 7.5. Targeted interventions in favour of

- Youth and marginalised groups

### 7.6. Specific programme issues addressed

## 8. BUDGET FOR 2010 (US\$) *See annexed draft budget for 2010*

<b>IBE PROGRAMME 2010-2011</b>	
<b>Programme 2010</b>	
<b>1. Programme Title</b>	<b>Capacity-building and clearinghouse on HIV and AIDS education</b>
<b>2. Responsible Officer(s)</b>	Clementina Acedo, Sandrine Bonnet
<b>3. Starting and termination dates</b>	January – December 2010
<b>4. OVERALL GOAL</b>	
<p>The main goal is to support EFA by integrating more effectively HIV and AIDS education into official curricula, developing tools to improve learning and teaching materials, further developing education specialists' capacities, in order to contribute to a comprehensive response to HIV and AIDS in the framework of UNESCO' strategy and EDUCAIDS.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
<p>Comprehensive knowledge and key competencies for capacity development on HIV and AIDS education strengthened and disseminated among key partners (Ministries of Education, universities, teacher training institutions, international organizations and NGOs).</p>	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
<p>Production of tools; new documents included in UNESCO database; appraisals of good practices; technical advice; capacity-building workshops; HIV sections of IBE and UNESCO Clearinghouse regularly updated; incorporation of HIV and AIDS into the curriculum in x number of countries; number of Ministry experts, teacher educators, teachers trained.</p>	
<b>6. EXPECTED CONTRIBUTIONS (as appropriate)</b>	
<b>6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)</b>	
<p>MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector</p> <ul style="list-style-type: none"> <li>• Expected Result 10: National capacities strengthened to develop comprehensive Education Sector responses to HIV and AIDS through EDUCAIDS and related efforts.</li> </ul>	
<b>6.2. Contribution to the expected results of Global Priorities 'Africa' and/or 'Gender Equality'</b>	
<b>6.3. Contribution to the following Intersectoral Platform's expected results</b>	
<b>7. IMPLEMENTATION STRATEGY</b>	
<b>7.1. Context: issues to be addressed and key baseline</b>	
<p>Through the production of new innovative tools (i.e. film and the interactive resource pack), workshops, new documents in the databank, technical assistance and evaluation of good practices, HIV programme brings specialized expertise in the field of HIV and AIDS education. These contributions are crucial for the capacity development of education specialists in the countries as well as within UNESCO. The strategy for the next years is to continue collaboratively working on innovative ideas in the area of HIV and AIDS education, while strengthening partnerships with key institutions and stakeholders. New financing opportunities are also being explored to ensure the long term sustainability of the programme.</p>	
<b>7.2. Description and rationale behind the interventions, and expected outputs</b>	
<p>In the framework of EDUCAIDS and of UNESCO Strategy for HIV, the IBE actively contributes to a comprehensive response on HIV and AIDS education. The curricula are updated and education specialists improve their knowledge and competencies through IBE's work. The IBE's expertise in the field of HIV and AIDS education is recognized and requested by countries, especially in Africa. The increased number of requests for collaboration shows that it is a key element of UNESCO's work in this area.</p>	

Expected outputs for 2010 are:

- A new CD-Rom containing several resources: interactive activities identified as good practices for participatory teaching, fact sheets on basic information, evaluation of good practices; to be made available in French, English, Spanish, and Portuguese. This CD-Rom will provide a broad range of key resources for capacity development of education specialists on HIV and AIDS education.
- A new film documenting good practices for pedagogical approaches in HIV and AIDS education in English for a new region (Caribbean) or sub-region (in Sub-Saharan Africa). With this tool education specialists and future teachers can have concrete examples of interactive activities in the classrooms to guide the organisation of training sessions in schools. The film produced in 2009 was very appreciated by the stakeholder, especially in the field.
- Provision of expertise and technical inputs through the participation in capacity-building workshops in close collaboration with UNESCO Field Offices.
- Technical assistance rendered to countries by making available documents, giving advice and proposing collaborative solutions on specific themes.
- UNESCO clearinghouse: new documents entered in UNESCO databank, evaluations of materials, contributions to the newsletter of HIV and AIDS Education Sector.
- Improved version of IBE's Manual on HIV and AIDS education. New tools, factsheets and useful resources will be added based on the needs of the users and new emerging issues. The Manual will be available online for education specialists. It will be available on CD-Rom upon request.
- HIV section on IBE's website regularly updated with key resources and evaluations of good practices.

### **7.3. Stakeholders: key partners and beneficiaries and their expected roles**

Ministries of Education, universities, teacher trainers, teachers and students are the main beneficiaries. UNESCO Education Sector especially Field Offices are also beneficiaries. Field Offices are the main partners for workshops in the countries and close collaboration has been established with them. UN Agencies, especially ILO, UNICEF, WHO, UNFPA and UNAIDS are important partners and are associated to the activities, as much as possible and when appropriate, in order to offer a comprehensive overview of HIV and AIDS. Collaboration for World AIDS Day with UN partners. These collaborations strengthen the spirit of the "Delivering as One" approach. The close collaborations and relations maintained with Field Offices have enabled the programme to continue working dynamically.

### **7.4. Geographical scope**

The scope is at global level, but the focus will be placed on Africa, Latin America and Caribbean and Arab States.

### **7.5. Targeted interventions in favour of Youth and marginalised groups.**

### **7.6. Specific programme issues addressed**

## **8. BUDGET FOR 2010 (US\$) *See annexed draft budget for 2010***

**IBE PROGRAMME 2010-2011****Programme 2010**

<b>1. Programme Title</b>	<b>The “GigaPan”: Diversity and Inclusion in the Community</b>
<b>2. Responsible Officer(s)</b>	Clementina Acedo (Deputies: Christopher Strebel and Carolina Belalcazar)
<b>3. Starting and termination dates</b>	January – December 2010

**4. OVERALL GOAL**

Through this pilot carried out in schools in different countries and regions, the project aims at demonstrating that the ICTs (in particular the GigaPan) can be integrated into the curriculum to foster intercultural understanding. Using ICTs can enrich the curriculum and enable students to learn values like Learning To Live Together (LTLT), through cross-cultural dialogue and by educating each other on inter-cultural issues. At the same time imparting critical skills like ICTs and social media research are part of today’s knowledge driven society.

**5. RESULTS****5.1. Title**

Information collected and processed on how the GigaPan contributed to peer to peer education, imparted cross cultural values, aided in the assimilation of ICT and online research skills. Sustainability of the GigaPan project increased with its scaling up.

**5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)**

Performance indicators include the number of schools, international classroom projects, teachers and learners trained in the ICT and curricular GigaPan technology, and quality of the conversations (GigaPans panoramas taken, snapshots and comments), as well as surveys assessing the degree of sustainability of the project.

The baseline at the end of 2009 was 14 schools in 5 countries (Brazil, Indonesia, South Africa, Trinidad and Tobago and the United States of America); with a view to expand the project to more schools and countries while increasing the synergy between curriculum and the ICT tools, contributing to EFA goals such as eliminating gender disparities, creating equitable access to learning and life-skills programmes.

**6. EXPECTED CONTRIBUTIONS (as appropriate)****6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)**

MLA 2: From early childhood to the adult years: building effective education systems;

- Expected Result 6: Secondary education systems renewed, in particular through curricular reform and improved learning assessment of students.

**6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’****6.3. Contribution to the following Intersectoral Platform’s expected results**

Fostering ICT-enhanced learning:

**7. IMPLEMENTATION STRATEGY****7.1. Context: issues to be addressed and key baseline**

The project aims to test an innovative ICT in education tool, the GigaPan and to later develop best practices of how such a tool can renew education systems, cultural connections and improve inclusive classroom practices. It also could seek to identify effective methods in integrating ICTs into the curriculum, and thus help strengthen national capacities to manage basic education. The project has a particular focus of linking students in various parts of the world with priority on reducing the digital educational information divide, and improving educational quality.

The GigaPan project was developed with the intention of helping children from different economic backgrounds and countries to exchange with each other and enhance multi-cultural understanding. Through this project, by developing key aspects of the curriculum, students are expected to learn about the world and teach their peers by sharing heritage (community and historical events) through classroom projects, thereby creating their own community and developing a deeper understanding, consideration and respect for others, their beliefs and values. This dynamic interactive learning aims to strengthen the themes of Learning to Live Together and Inclusive Education.

### **7.2. Description and rationale behind the interventions, expected outputs**

This project is continuing work with the existing schools and is seeking ways to further encourage and develop the intra-school exchanges and dialogues by building upon the successes of the pilot phase. Further improvement in the exchanges will also mean improving the project's ability to become integrated into classroom activities as well as become a self-sufficient, sustainable project, expanding upon the students' ability to explore local and international issues pertaining to inclusion and Learning To Live Together with a view to fostering cooperation and solidarity.

Expected outputs for 2010 are:

- (1) At least 17 schools in at least 6 countries covered by the project;
- (2) Project expanded into schools in 2 Arab States;
- (3) New students and teachers trained in integrating the technology within curriculum and using the technology;
- (4) Interschool, cross-cultural GigaPan conversations increased;
- (5) Project information disseminated via the IBE website;
- (6) Best practices in integrating ICTs within the curriculum elaborated;
- (7) Local knowledge centers or hubs (helping self sufficiency amongst the schools) created.

### **7.3. Stakeholders: key partners and beneficiaries and their expected roles**

*Stakeholders and partners:*

- Project Partners: Carnegie Mellon University (CMU) are expected to help with training the technical features of the GigaPan and the UNESCO ASPnet is expected to help with the selections of appropriate schools within their network.
- In the participating countries: Collaboration with Ministries of Education, UNESCO National Commissions, schools, universities, teachers, students and galleries show-casing the schools' work.

### **7.4. Geographical scope**

National (Brazil, Indonesia, South Africa, Trinidad/Tobago and the United States of America, two Arab States countries to be decided), Switzerland and Mali, and Global scope with dialogue conversations, interactive learning, sharing of resources and cultures between all the aforementioned nations.

### **7.5. Targeted interventions in favour of Disadvantaged and excluded groups.**

### **7.6. Specific programme issues addressed**

## **8. BUDGET FOR 2010 (US\$) See annexed draft budget for 2010**

**IBE PROGRAMME 2010-2011****Programme 2010**

<b>1. Programme Title</b>	<b>Learning for Life and Work (LFLW) in sub-Saharan African countries: meeting the challenges through quality curriculum development and implementation</b>
<b>2. Responsible Officer(s)</b>	Dakmara Georgescu Elmehdi Ag Muphtah (Assistant Programme Coordinator)
<b>3. Starting and termination dates</b>	January – December 2010

**4. OVERALL GOAL**

The programme aims to provide long-term support (3-4 years) to the Ministries of Education and curriculum agencies of a number of sub-Saharan African countries with regard to enhancing the preparation for life and work in basic education through quality curriculum development and classroom implementation. It is based on the concept of a long-term and in-depth work with, and among enlarged national teams in three selected countries (i.e. Angola, Kenya, Mali) with a view to enhance the impact and sustainability of curriculum innovations. Concepts and practices of quality curricula that are relevant for competency development for life and work will be also integrated in teacher education and training strategies as to strengthen the links between curriculum planning, design and implementation.

**5. RESULTS****5.1. Title**

**5.1.1 School curricula and classroom practices that integrate and promote competency development for life and work** with a view to contribute to poverty alleviation, cultures of peace and sustainable development.

**5.1.2 Institutional cultures of schools, and curriculum and teacher training agencies** that integrate and demonstrate effective management and leadership of curriculum and learning processes, as well as participatory and evidence-based decision making based on monitoring and evaluation of how curriculum visions are implemented at school and classroom level.

**5.1.3 Communities of practice** engaged in action research on competency development for life and work at school and community level that link research and capacity development in the context of concrete school development projects.

**5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)**

**5.2.1 Curriculum guidelines** and revised **syllabuses** integrating and promoting competency development for life and work that are used by curriculum and teacher training agencies in processes of improving curriculum processes and products.

**5.2.2 Number of centres of excellence (schools, as well as curriculum and teacher training agencies)** that are piloting innovative curricula and teaching and learning with a view to foster competency development for life and work and function as community learning & training centres.

**5.2.3 Number of studies and capacity development tools** produced by networked communities of practice as a basis for enhancing both the quality of intended curricula and their translation into meaningful classroom practice and daily school life.

**6. EXPECTED CONTRIBUTIONS (as appropriate)****6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)**

MLA 2: From early childhood to the adult years: building effective education systems;

- Expected Result 5: National capacities strengthened to plan, implement and manage basic education, mainly in Africa;
- Expected Result 6: Secondary education systems renewed, in particular through curricular reform and

improved learning assessment of students.

MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector;

- Expected Result 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations;
- Expected Result 9: National capacities developed to integrate the principles, values and practices of sustainable development into Education Sector policies and plans;

## **6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’**

**Priority “Africa”:** While the programme is based on in-depth work at country level in three selected sub-Saharan African countries (see item 4 above.), other African countries, especially those having taken part in the 2004-2009 IBE programme “*Curriculum Innovations, Peace Education and Poverty Alleviation*” will be also invited to join international dissemination and sharing events.

## **6.3. Contribution to the following Intersectoral Platform’s expected results**

# **7. IMPLEMENTATION STRATEGY**

## **7.1. Context: issues to be addressed and key baseline**

Despite much progress since 2000 in terms of enhancing the equity and quality of their basic education, the sub-Saharan African countries are still among the least likely to meet the EFA goals by 2015 owing to the problems they face in terms of poverty, HIV and AIDS, lack of appropriate training of the teaching staff, and lack of appropriate school facilities. While in many countries changes have been also introduced to promote a competency-based approach, both the written and intended, as well as the implemented curriculum do not fully contribute to the learners’ appropriate preparation for life and work. As shown by the IBE and GTZ/BMZ Study on *Preparation for Life and Work* (2008, revised in 2009), in some cases there is a need to first clarify competency development for life and work in curriculum documents, while in other cases, where such documents already reflect a coherent vision in a user-friendly way, the problems lie with translating such curriculum visions into meaningful and sustainable classroom – including assessment – practices.

## **7.2. Description and rationale behind the interventions, and expected outputs**

In order to build on achievements to date and enhance the impact and sustainability of curriculum innovations, the programme concentrates on in-depth work in three sub-Saharan African countries (i.e. Angola, Kenya, Mali) that were involved in the field testing of the capacity development *Toolkit for competency development and LTLT* and in the revision of the *Study on Preparation for Life and Work* (based on further planning and exchanges the selected countries may change). Additional countries that were part of the previous IBE project on “*Curriculum Innovations, Peace Education and Poverty Alleviation*”, as well as other countries will also participate in international sharing and dissemination events.

The main interventions will consist of:

- Country-customised processes of dissemination and capacity development based on the usage of the Toolkit and the Study mentioned above to create a critical mass of innovation-oriented curriculum specialists, teacher trainers and teachers;
- Based on the Toolkit and the Study, further collaborative production of capacity development tools that are relevant for local contexts and needs – this will enhance ownership and the participation of stakeholders in processes of curriculum review, design and implementation;
- Establishment of centres (schools, and curriculum and teacher training agencies) through action-research projects that have a pivotal role for school-based teacher training, as well as for applying a whole-school approach and participatory curriculum processes in the context of strengthening the school-community links;
- Regional and international dissemination and sharing events where different country teams meet in order to learn from one another and enrich the international education dialogue (for instance, in the context of the BEAP programme);
- Preparation and dissemination/publication of some of the project outputs, such as synthesis documenting the process and results of capacity development activities at national level; the development and usage of adjusted tools for capacity development; the establishment and impact of centres functioning as pivotal institutions for enhancing the participation of stakeholders and school-community links.



community links.

### **7.3. Stakeholders: key partners and beneficiaries and their expected roles**

#### *Key partners*

- Ministries of Education; curriculum agencies; teacher education and training agencies involved in the planning of activities, the selection of the target public/participants, the actual implementation of different activities, the provision of logistic support as well as monitoring & evaluation, and dissemination processes at local, national and regional level;
- UNESCO Offices (especially UNESCO BRENDA Office; UNESCO Mali Office and UNESCO Windhoek Office) and UNESCO National Commissions, ensuring coordinated support on behalf of UNESCO;
- Other international agencies and donor countries (i.e. national development agencies) that are interested in funding and supporting the project intellectually.

#### *Beneficiaries*

- Curriculum developers, teacher trainers, teachers & headmasters, as well as community leaders involved in the planning of activities and their actual implementation at local, national and regional level, including dissemination & monitoring and evaluation;
- Indirect beneficiaries: students, families and communities at large.

### **7.4. Geographical scope**

- Sub-Saharan African countries representing different geographical regions (East, West and South) and language groups (English, French and Portuguese speaking countries) in a balanced way;
- Representation of other countries in the context of international dissemination and sharing events.

### **7.5. Targeted interventions in favour of**

- Youth and marginalised groups;

### **7.6. Specific programme issues addressed**

## **8. BUDGET FOR 2010 (US\$) *See annexed draft budget for 2010***

## IBE PROGRAMME 2010-2011

### Programme 2010

<b>1. Programme Title</b>	<b>KNOWLEDGE PRODUCTION AND MANAGEMENT</b> (Observatory/Resource Bank, IBE website, Documentation and information)
<b>2. Responsible Officer</b>	Massimo Amadio (Deputies: Christopher Strebel and Hanspeter Geisseler, IBE website; Ruth Creamer and Elizabeth Glauser, Documentation and information)
<b>3. Starting and termination dates</b>	January – December 2010
<b>4. OVERALL GOAL</b>	
<p>The main objective is to support 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 knowledge base is aimed at supporting capacity development activities, informing decision-making processes, and facilitating exchange and debate on specific educational and curricular issues.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
<p>Knowledge and information updated and disseminated on education systems, curricula, and curriculum development processes; new developments in the field of education identified through information collected and processed, research and studies.</p>	
<b>5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)</b>	
<p>IBE databases updated and enriched. Studies and analyses made available, published and disseminated. IBE website regularly updated (number of visits to the site).</p>	
<b>6. EXPECTED CONTRIBUTIONS (as appropriate)</b>	
<b>6.1. Contribution to the following Programme Sector MLA(s) and associated expected result(s)</b>	
<p>MLA 4: Leading the education agenda: coordinating international efforts in education and tracking trends;</p> <ul style="list-style-type: none"> <li>• Expected Result 12: Global and regional progress in EFA monitored and education trends identified through applied research and the publication of studies and reports such as the EFA Global Monitoring Report.</li> </ul> <p>MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector;</p> <ul style="list-style-type: none"> <li>• Expected Result 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations.</li> </ul>	
<b>6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’</b>	
<b>6.3. Contribution to the following Intersectoral Platform’s expected results</b>	
<b>7. IMPLEMENTATION STRATEGY</b>	
<b>7.1. Context: issues to be addressed and key baseline</b>	
<p>The IBE comprehensive set of resources in its field of specialization is highly valued within UNESCO and by external stakeholders, and the IBE clearinghouse function is one of its most valuable assets and a source of added value. Within the framework of the IBE Strategy 2008-2013, one of the strategic objectives is to consolidate, enrich and further expand a knowledge base and a variety of resources on education systems and curriculum development processes at the service of researchers, trainers, practitioners and decision makers, and also as a means of contributing to the enrichment of the Education Sector’s knowledge portal.</p>	

## 7.2. Description and rationale behind the interventions, and expected outputs

The consolidation and expansion of the IBE knowledge base, which also supports all the activities of the Institute, involves: strengthening clearinghouse and information services; developing an online platform for increased knowledge sharing and collaborative action; and streamlining services and access to materials and resources in order to reach a wider audience. The IBE website has become an essential tool for expanding access to specialized resources and services, and it is also the backbone for IBE communication. The IBE resources, materials and publications, including the Digital Library of the National Reports, have been fully integrated in the UNESCO database of publications and documents (UNESDOC) and contribute to the enhancement of the Education Sector knowledge portal. The Knowledge Production and Management programme also provides support to all IBE programmes and projects, and provides documentation and information services both within and outside UNESCO.

Expected outputs for 2010 include:

The *Country Dossiers* database regularly updated and enriched. Analyses/studies focusing on educational content and curriculum development processes and products made available, in particular through the series *IBE Working Papers on Curriculum Issues*. A contribution to the 2010/11 Global Monitoring Report on EFA delivered to the Monitoring Report team (depending on the availability of extra-budgetary resources). The IBE website progressively migrated to the new UNESCO web design templates developed by the Bureau of Public Information, as well as regularly updated, providing easy access to a range of additional resources and contributing to the enrichment of the Education Sector's knowledge portal.

The web-based information platform on inclusive education further enhanced, and progressively transformed into a clearinghouse (depending on the availability of extra-budgetary resources). The collection of curriculum materials enriched; links to curriculum materials made available through the Internet maintained and updated. Alerting services and digests of online resources (including reports, publications, websites, and news) pertaining to curriculum development, education systems and educational trends made available to the members of the IBE Community of Practice (COP) in curriculum development and other education specialists. An assessment of the usefulness of alert services conducted with a view to their improvement.

Records related to curricula and curriculum-related materials regularly added to the IBE online catalogue (IBEDOCs) in the UNESCO database of publications and documents. The Digital Library of National Reports made available in 2009, as well as the online catalogue migrated in 2009, further improved through post-migration quality control and verification. The process of review of the 1997 International Standard Classification of Education (ISCED), coordinated by the UNESCO Institute for Statistics (UIS), supported through the participation in the ISCED Technical Advisory Panel. The publication of two booklets under the *Educational Practices Series* with the International Academy of Education (IAE) and of 4 issues of **Prospects** peer-reviewed.

## 7.3. Stakeholders: key partners and beneficiaries and their expected roles

*Direct and indirect beneficiaries:* The national teams for quality Education for All, the users of educational information services (decision-makers, practitioners, information officers, researchers and scholars, teachers and students), the members of the IBE COP.

*Stakeholders implicated, partners:* Collaboration with Ministries of Education and researchers. Collaboration with UNESCO central services, field offices, institutes (particularly UIS), as well as documentation centres. Activities will be carried out in close cooperation with all other IBE programmes/action areas, in particular Capacity Development (IBE COP)

## 7.4. Geographical scope

Global.

## 7.5. Targeted interventions in favour of

Disadvantaged and excluded groups.

## 7.6. Specific programme issues addressed

None

## 8. BUDGET FOR 2010 (US\$) *See annexed draft budget for 2010*

## IBE PROGRAMME 2010-2011

### Programme 2010

<b>1. Programme Title</b>	<b>Promoting inclusive education policy dialogue, policy frameworks and curricula to support the attainment of EFA goals</b>
<b>2. Responsible Officer</b>	Renato Operti (Deputy: Lili Ji, Jayne Brady Policy frameworks and guidelines; Carolina Belalcazar Learning Tools and Training Modules)
<b>3. Starting and termination dates</b>	January - December 2010
<b>4. OVERALL GOAL</b>	
<p>The 48<sup>th</sup> International Conference on Education (ICE) is seen as a dynamic programme encompassing a preparatory stage, the ICE holding and the follow-up events with the view to contributing to the formulation of policy and curriculum frameworks grounded on a broadened concept of Inclusive Education (IE). In line with the ICE outcomes and supporting action in favour of quality EFA, the IBE will contribute to enhance the national capacities for the design, management and implementation of inclusive policy frameworks and inclusive curricula amongst decision-makers, specialists and practitioners.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
<p><b>Result 1:</b> Policy frameworks developed and implemented, reflecting a broadened concept of inclusive education, across UNESCO regions and tailored to regional and national contexts.</p> <p><b>Result 2:</b> Production of inclusive curricular materials, reflecting a broadened concept of inclusive education, and tailored to regional and national contexts.</p>	
<b>5.2 Performance indicator(s) and associated target(s) and baseline(s)</b>	
<b>Result 1: Performance indicators (associated targets):</b>	
<ul style="list-style-type: none"> <li>– No. of national, regional and interregional meetings with policy-makers, educators and IE experts on a broadened concept of IE and the implications for developing and implementing policy frameworks and guidelines (3 meetings covering respectively one UNESCO region);</li> <li>– No. of countries to which guidance is given in response to their requests for assistance in developing policy frameworks and guidelines (5 countries covering a minimum of 3 UNESCO regions);</li> <li>– No. of regional and inter-regional workshops organized amongst policy-makers and IE experts in order to design concrete guidance manuals for policy makers (1 per Arab region and 1 per CIS region).</li> </ul>	
<b>Result 2: Performance indicators (associated targets):</b>	
<ul style="list-style-type: none"> <li>– No. of concrete guidance manuals and modules for schools and teachers produced, in coordination with UNESCO field offices, regional IE experts, educators and curriculum developers (1 manual respectively for the Arab and CIS regions);</li> <li>– No. of regional and interregional capacity development workshops organized to develop capacity among IE experts, educators and curriculum developers on a broadened concept of inclusive education and the implications for developing and implementing inclusive curricula (1 meeting in three different UNESCO regions).</li> </ul>	
<b>Result 1 and 2: Baseline:</b>	
<ul style="list-style-type: none"> <li>– The baseline for both results 1 and 2 varies depending on the UNESCO region. Some countries already have policy guidelines and inclusive curricula which reflect a broadened concept of IE; however this is still to be effectively implemented across the education system. Others have few policy guidelines or examples of inclusive curricula or have guidelines and curricula which reflect a narrower concept of IE (i.e. special needs education and mainstreaming).</li> <li>– Across all regions, consensus on the Conclusions and Recommendations of the 48<sup>th</sup> ICE will be built upon, in coordination with UNESCO Regional Offices and other partners.</li> </ul>	
<b>6. EXPECTED CONTRIBUTIONS (as appropriate)</b>	
<b>6.1. Contribution to the Programme Sector MLA(s) and associated expected result(s)</b>	
MLA 3: Sector-wide frameworks: helping governments to plan and manage the Education Sector	

- Expected Result 8: National capacities strengthened to prepare, implement and manage sector-wide education plans and inclusive policies, including for post-conflict and post-disaster situations;

### 6.2. Contribution to the expected results of Global Priorities ‘Africa’ and/or ‘Gender Equality’

- Global Priority ‘Africa’

### 6.3. Contribution to the Intersectoral Platform’s expected results

## 7. IMPLEMENTATION STRATEGY

### 7.1. Context: issues to be addressed and key baseline

**Issues:** One of the IBE core activities in 2010 will be supporting the processes of curriculum change and management in the Member States. This working area is well aligned with one of the objectives of UNESCO Planning 2010-2011 (C5) aimed to build effective education systems from early childhood to adult years. Moreover, this area strongly relates to the topic of IE and the dissemination and implementation of the ICE outcomes through follow-up activities.

The IBE will focus on the following specific issues:

- The need for continued policy dialogue on a broadened concept of IE, where IE is understood as the core of EFA, as reflected in the ICE Outcomes. This will encourage the development of inclusive policy and curricular frameworks to support the attainment of EFA goals;
- Inclusive curricula should be understood as relating to products, processes and outcomes and as a tool to foster, develop and attain inclusive education.

**Baseline:** For both results 1 and 2 varies depending on the UNESCO region. Some countries already have policy guidelines and inclusive curricula; however this is still to be effectively implemented across the education system.

### 7.2. Description and rationale behind the interventions, and expected outputs

**Description:** Disseminating the ICE outcomes amongst relevant partners and stakeholders; Positioning a broad agenda of IE as a way to accelerate progress towards EFA goals; Promoting UNESCO’s leading role with respect to IE; Providing advice and support to countries on how they can develop and implement policies and curricula on IE, e.g. through guidelines, manuals, curriculum development workshops; Encouraging South-South and North-South-South cooperation for the promotion of IE, e.g. through the forging of partnerships and the establishment of regional action plans.

**Rationale:** Addressing the specific issues outlined above by developing and implementing inclusive policy frameworks and inclusive curricula which reflect a broadened concept of IE across all UNESCO regions, while being tailored to regional and national contexts (i.e. needs, challenges, resources, tools, etc.).

#### Expected outputs of Result 1 :

- National, regional and interregional policy dialogue promoted through meetings with policy-makers on a broadened concept of IE and the implications for developing and implementing policy frameworks and guidelines (all regions);
- Tailored guidance given in response to requests for assistance in developing policy frameworks and guidelines (all regions);
- Reference materials and other relevant documentation relating to IE policy and inclusive curricula (frameworks, resources, tools) shared and used by policy makers and IE experts in the development and implementation of policy frameworks (at meetings, online etc.);
- National, regional and interregional capacity development workshops organized to develop capacity mainly among educators, curriculum specialists and developers;
- Teacher competencies framework.

#### Expected outputs of Result 2:

- Production of inclusive curricular materials which reflect a broadened concept of IE across all UNESCO regions and are tailored to regional and national contexts;
- Concrete guidance manuals and curriculum development modules for schools, teachers and other

stakeholders produced, in coordination with regional IE experts, educators, curriculum specialists and developers (initially Arab and CIS regions).

### **7.3. Stakeholders: key partners and beneficiaries and their expected roles**

*Key partners (expected roles):*

- UNESCO Field Offices e.g. Beirut, Moscow, Jakarta, OREALC (for activities relating to IE and inclusive curricula, e.g. to support the development of manuals, observatories of effective practices and advice for IE in Arab, Asia, CIS and Latin America region; to provide policy advice and to develop learning tools for IE);
- UNESCO HQ, especially the Working Group on EFA, Fast Track Initiative EFA; UNESCO Inclusion in Action Initiative (for activities relating to IE and inclusive curricula, e.g. to provide concrete examples for policy guidelines relating to different UNESCO regions; jointly organizing activities to position the issues of IE, inclusive curricula and teachers education for inclusion);
- European Agency for Development in Special Needs Education (development of a teacher education project relating to IE);
- Teacher Training Institutes and universities e.g. in Latin America and Africa (jointly organizing capacity development workshops on IE);
- Over 1250 COP members i.e. mainly policy-makers, educators and curriculum experts (contribute to regular knowledge production and sharing on IE and inclusive curricula)
- Policy-makers and curriculum developers (supporting the Ministries of Education in the development of IE policy and curricula).

*Major Beneficiaries (expected roles):*

- Governments - mainly policy-makers, educators, curriculum specialists, developers, and teacher trainers with access to IBE website or attending IBE follow-up activities (participate in events e.g. e-forums, conferences, workshops and benefit from knowledge production and sharing);
- International Organization, other social actors - NGOs working on IE projects may both support and inform of IBE activities on IE.

### **7.4. Geographical scope**

Global, regional and national.

### **7.5. Targeted interventions in favour of**

Youth, LDCs, disadvantaged and excluded groups, most vulnerable segments.

### **7.6. Specific programme issues addressed**

South-South cooperation and Triangular North-South-South cooperation.

## **8. BUDGET FOR 2010 (US\$) See annexed draft budget for 2010**

<b>IBE PROGRAMME 2010-2011</b>	
<b>Programme 2010</b>	
<b>1. Programme Title</b>	<b>Functioning of the IBE Council</b>
<b>2. Responsible Officer</b>	Clementina Acedo and Costanza Farina
<b>3. Starting and termination dates</b>	January – December 2010
<b>4. OVERALL GOAL</b>	
<p>Within the framework of Resolution 35 C/Res.4 (§ 2.), the Council, in conformity with the Statutes of the Bureau, provides advice and guidance for the IBE programs, ensuring that they are in line with UNESCO's strategic objectives and the priorities of Major Programme I; verifies budget execution and audited accounts; and assists in funds mobilization efforts.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title</b>	
Statutory functions performed and objectives established by the 35 <sup>th</sup> General Conference obtained.	
<b>5.2. Performance indicator(s) and associated target(s) and baseline(s)</b>	
Level of participation of the delegations, active interventions during the debates, stronger support to the IBE programs and operations, increased funding level.	
<b>6. EXPECTED CONTRIBUTIONS (as appropriate)</b>	
<b>6.1. Contribution to the Programme Sector MLA(s) and associated expected result(s):</b> None	
<b>6.2. Contribution to the expected results of Global Priorities 'Africa' and/or 'Gender Equality':</b> None	
<b>6.3. Contribution to the Intersectoral Platform's expected results:</b> None	
<b>7. IMPLEMENTATION STRATEGY</b>	
<b>7.1. Context: issues to be addressed and key baseline</b>	
<p>The context is established by paragraph 2 of the Resolution 4 adopted by the 35<sup>th</sup> General Conference, in which the General Conference:</p> <p><i>..Requests the IBE Council, acting in conformity with the Statutes of the Bureau and with the present resolution, when approving the Bureau's budget for 2010 and 2011:</i></p> <p><i>(a) to ensure that the objectives and activities of the IBE correspond to UNESCO's strategic objectives and the priorities and lines of action of Major Programme I;</i></p> <p><i>(b) to consolidate and develop the programmes and projects of the Bureau with the aim of contributing to the achievements of the expected results of Major Programme I as listed below;</i></p> <p><i>(c) to continue to work with the Director-General to mobilize the necessary human and financial resources so that the IBE may accomplish its mission;</i></p>	
<b>7.2. Description and rationale behind the interventions, and expected outputs.</b>	
<ul style="list-style-type: none"> <li>• The Council will hold its 59<sup>th</sup> session in January 2010. The necessary follow-up actions will be carried out according to the given deadlines. It will be preceded by the two-day meeting of the Administrative Group;</li> <li>• The meeting of the Steering Committee (Summer 2010) will be prepared for, held and related decisions followed-up;</li> <li>• The 60<sup>th</sup> session of the Council (January 2011) will be convened and prepared for.</li> </ul>	
<b>7.3. Stakeholders: key partners and beneficiaries and their expected roles</b>	
Delegations of the 28 Member States of the Council and observers	
<b>7.4. Geographical scope:</b> Regional representation	
<b>7.5. Targeted interventions in favour of :</b> None	
<b>7.6. Specific programme issues addressed:</b> None	
<b>8. BUDGET FOR 2010 (US\$)</b> <i>See annexed draft budget for 2010</i>	





### **III. BUDGETARY FIGURES**

**The following table presents the budgetary situation as at 18 January 2010.**



## IBE - BUDGETARY FRAMEWORK 2010

<b>SPECIAL ACCOUNT</b>	<b>Budgetary framework</b>	<b>FUNDING SOURCES AND ESTIMATED ALLOCATIONS</b>												
		<b>UNESCO regular budget</b>	<b>Extrabudgetary resources 2010</b>				<b>Resources available from 2009</b>						<b>Other incomes 2010</b>	
			<i>Switzerland 2010</i>	<i>Israel</i>	<i>DDC</i>	<i>UNICEF</i>	<i>Polish stamps funds</i>	<i>SPAIN 2009*</i>	<i>DDC 2009*</i>	<i>2009 Reserves</i>	<i>PSC and Cost recovery 2009</i>	<i>Other income 2009**</i>	<i>Other income 2010</i>	<i>Outstanding amounts based on signed agreements***</i>
Situation as at 18.01.2010 (USD)														
<b>I. PROGRAMME ACTIVITIES</b>														
<b>I-1 Capacity development and technical assistance</b>	<b>879'100</b>													
Community of practice for curriculum development	290'000	273'200								16'800				
AFRICA project	400'000	43'066								11'521				
Technical co-operation projects/support to Member States	156'600				31'250	8'800		108'750		7'800				
The "GigaPan": Diversity and Inclusion in the Community	32'500									32'500				
<b>I-2 Knowledge production and management</b>	<b>431'000</b>													
Resource Bank and Observatory of educational trends	106'000									48'750				
Documentation and information	40'000									40'000				
Development of IBE website	85'000								85'000					
Research and Publications	200'000							147'281		52'719				
<b>I-3 Policy dialogue</b>	<b>200'000</b>													
Policy dialogue / Inclusive education	200'000	126'212	22'124					51'664						
<b>TOTAL I</b>	<b>1'510'100</b>													
<b>II. Governing Board/Gen. Adm./Institutional Dev.</b>														
<b>II-1 IBE Council (59th session/Steering Committee)</b>	<b>135'000</b>	70'000								65'000				
<b>II-2 General operating costs</b>	<b>290'000</b>									290'000				
<b>II-3 Institutional development: Coordination and prog dev</b>	<b>200'000</b>									95'000	105'000			
<b>TOTAL II</b>	<b>625'000</b>													
<b>TOTAL PROGRAMME ACTIVITIES</b>	<b>2'135'100</b>													
<b>III. Staff costs (Established posts)</b>	<b>2'330'000</b>	2'330'000												
<b>TOTAL EXPENDITURES 2010 (I+II+III)</b>	<b>4'465'100</b>	2'400'000	442'478	22'124	88'500	8'800	257'000	392'695	88'413	660'090		105'000		
<b>TOTAL INCOMES 2010</b>	<b>5'095'050</b>	2'400'000	500'000	25'000	100'000	9'000	257'000	443'787	99'900	875'264	50'968	171'735	65'000	
<b>INCOMES 2010- EXPENDITURES 2010 = Estimated reserves by the end of 2010 to be used in 2011</b>	<b>629'950</b>		57'522	2'876	11'500	200		51'092	11'487	215'174	50'968	66'735	65'000	

<b>ADDITIONAL CONTRIBUTIONS FROM OTHER UNESCO EXTRABUDGETARY PROGRAMMES</b>	<b>Budgetary framework</b>	<b>UNESCO / UNAIDS</b>	<b>UNESCO Hanoi FO</b>	<b>UNESCO Windhoek FO</b>	<b>PCPD Special account</b>
Vietnam - Textbook review from a gender perspective	71'000		71'000		
Capacity development for curriculum and HIV and AIDS education	66'501	66'501			
Clearinghouse for curriculum and HIV and AIDS education	47'839	47'839			
EFA- Angola: Mainstreaming of Cross-Cutting Issues in the Curriculum of Schools and Teacher Training Institutions	50'000			50'000	
Post Conflict/Post Disaster project	76'224				76'224
<b>TOTAL EXPENDITURES 2010</b>	<b>311'564</b>	114'340	71'000	50'000	76'224
PSC/Cost recovery	42'909	17'500	9'000	6'500	9'909

(\*) Received in December 2009 (\*\*) Income deriving from rental of offices and other facilities and interest on IBE clearing account (\*\*\*) ABEGS, 58'000USD; GUYANE, 4'250USD; GTZ, 35'146USD





Annex IV  
UNESCO/BIE/C.59/Inf.3  
Geneva, 26 January 2010  
Original: English

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**FIFTY-NINTH SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 25–26 January 2010

**REPORT OF THE ADMINISTRATIVE GROUP**



## Opening of the session

1. The Administrative Group met on 25 and 26 January 2010. The participants present, members of the Administrative Group, were:

<b>Country</b>	<b>Name</b>
Benin	<b>H.E. Mr Olabiyi Babalola Joseph YAI</b> Ambassador, Permanent Delegate Permanent Delegation of Benin to UNESCO
	<b>Ms Françoise MEDEGAN</b> First Counsellor Permanent Delegation of Benin to UNESCO
Jordan	<b>Dr Bashar ABU TALEB</b> First Secretary, Permanent Mission of the Hashemite Kingdom of Jordan to the United Nations Office in Geneva and the Specialized Institutions in Switzerland
Latvia	<b>H.E. Ms Tatjana KOKE</b> Minister of Education and Science, Ministry of Education and Science
Malaysia	<b>Mrs Hajah Mokolus Kattubawa ROWTHER</b> Planning and Evaluation Policy, Curriculum Development Division, Ministry of Education
Dominican Republic	<b>H.E. Mrs Rita GUZMÁN</b> Vice-Minister of Education State Secretariat for Education
	<b>Mr David VERA</b> Counsellor Permanent Mission of the Dominican Republic to the United Nations Office in Geneva and Specialized Institutions in Switzerland
Switzerland	<b>H.E. Mr Rodolphe IMHOOF</b> Ambassador, Permanent Delegate of Switzerland to UNESCO
	<b>M. Bernard WICHT</b> Chef des affaires internationales Secrétariat général Conférence suisse des directeurs cantonaux de l'instruction publique (CDIP)
	<b>Mr Nicolas MATHIEU</b> Counsellor UNESCO Focal Point for Federal Administration Assistant Secretary-General Swiss Commission for UNESCO Federal Department of Foreign Affairs DP V

The following representatives were present as observers:

Mrs Márcia DONNER  
Deputy Permanent Delegate  
Permanent Delegation of Brazil to UNESCO

Mr Said Bin Salim AL-KITANI  
Deputy Permanent Delegate, Chargé d'affaires  
Permanent Delegation of the Sultanate of Oman to UNESCO

Mrs Aissa Abdul Gani BRAGA  
Director  
Department for Special Education, Ministry of Education and Culture, Mozambique

Mr Trindade NAHARA  
Director  
Department for Curriculum Development, Ministry of Education and Culture, Mozambique

UNESCO was represented by Mr Alexander SANNIKOV, Chief, Section for Liaison with Institutes, Field Offices and External Partners (ED/EO/IFE) and by Mr John HAIGH, Chief of the Section of Financial Reports and Accounting in UNESCO's Bureau of the Comptroller (BOC/FRA).

The IBE was represented by Mrs Clementina ACEDO in her capacity as Director of the IBE; Mrs Costanza FARINA, Secretary of the IBE Council; Mr Massimo AMADIO, Senior Programme Specialist; Mr Renato OPERTTI, Programme Specialist; Mr Mohammed BOUASSAMI, Administrator of the BIE and Mr Christian HARTMANN, Administrative Assistant.

The work of the Group was chaired by Mrs Hajah Mokolus Kattubawa ROWTHER, representative of Malaysia. Malaysia had been unanimously elected to the chair of the Administrative Group during the fifty-eighth session of the IBE Council (January 2009).

### **Adoption of the Agenda**

2. Before moving on to the adoption of the Administrative Group's Agenda the Administrative Group discussed item 2 of the Provisional Agenda of the Council (UNESCO/BIE/C.59/1/Prov.), and agreed on the high importance of item 10 on the "*Establishment of a Working Group in charge of finalizing the Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters*" as well as on the usefulness of having additional time to discuss this item in depth. It was suggested that the Council members could thus exchange views over the three days of the fifty-ninth session of the Council, and, by the end of the session, come to a consensus and decisions. It was also agreed that item 8: "*Follow-up on the implementation of the recommendations of the 48<sup>th</sup> session of the International Conference on Education (ICE) and reflection on the future ICE session*" and item 9: "*Discussion on IBE's fundraising strategy*" are closely connected to item 10 and are an integral component of the scope of work of the Working Group.

The Administrative Group, therefore, recommends that the Council consider the following **re-ordering** of the agenda items:

- **A first round of discussions on the item 10:** *Establishment of a Working Group in charge of finalizing the Strategy aimed at making the IBE UNESCO's Centre of*



*Excellence in curriculum-related matters” to take place during the morning of 27 January, immediately after item 4: “Address by the Representative of Ms Irina Bokova, Director-General of UNESCO”.*

- **Item 5:** “*IBE activities during 2009*” be entirely discussed during **the morning of 28 January**;
- **Item 8:** “*Follow-up on the implementation of the recommendations of the 48<sup>th</sup> session of the International Conference on Education (ICE) and reflection on the future ICE session*” and **item 9:** “*Discussion on IBE’s fundraising strategy*”, that are addressed during the presentations of the IBE Director on the 2009 activities and on the draft programme for 2010, **could be discussed together with item 10:** *Establishment of a Working Group in charge of finalizing the “Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters”* **on 28 January in the afternoon session**, since they will be part of the TOR of the WG, if the time allows and depending on the progress made on the other agenda items.

For clarity purposes, the original numbers of the agenda items will be maintained and revised for the final proceedings of the Council.

3. The Group then approved the **agenda** of its own meeting:

1. Opening of the meeting
2. Adoption of the Agenda
3. Forthcoming election of the members of the Administrative Group (subsidiary body of the IBE Council)
4. Report of the Director on activities carried out in 2009 (UNESCO/BIE/C.59/2) and pre-final accounts (UNESCO/BIE/C.59/Inf.2)
5. Draft Programme of activities (UNESCO/BIE/C.59/3) and the revised budget for 2010 (UNESCO/BIE/C.59/3/Add.)
6. Briefing on the status of the International Public Sector Accounting Standards (IPSAS) by the representative of the UNESCO Bureau of the Comptroller
7. Reflection on the future session of the International Conference on Education (ICE)
8. Discussion on IBE’s fundraising strategy
9. Establishment of a Working Group in charge of finalizing the “Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters” (UNESCO/BIE/C.59/Inf.4)
10. Review and endorsement of the draft Report of the Administrative Group (UNESCO/BIE/C.59/Inf.3)
11. Any other business
12. Closing of the meeting

#### **Forthcoming election of members of the Administrative Group (subsidiary body of the IBE Council)**

4. The members of the Administrative Group were reminded that, following the election of fourteen new members to the Council during the thirty-fifth session of the General Conference of UNESCO, the Council will be required during the present session to designate its new Steering Committee for the 2010/2011 biennium, as well as any subsidiary. Benin, Jordan and Latvia are no longer members of the Council. Nevertheless, in conformity with the Statutes of the IBE, which foresee members of the Steering Committee and its subsidiary bodies remaining in office until the election of new bodies, the Administrative Group was convened with its present composition.

## Report on activities carried out in 2009 and pre-final accounts

5. In her presentation of activities carried out in 2009, the Director emphasized that the IBE activities have had a special emphasis on Africa and that it had increasing recourse to partnerships as a way of implementing its programmes. For this purpose, the IBE had carried out several activities in collaboration with international organizations, particularly with UNESCO Field Offices and other UNESCO Institutes. She also emphasised the importance of new curriculum tools for training modules which are being produced and of new training courses that will be launched on-line (partially distant and partially presencial) with universities and research centres to encourage regional training platforms. The IBE is continuing to consolidate its role as a producer and distributor of knowledge by making more resources available on its multilingual website. Several publications have been completed and the quality of the review “Prospects” had been notably improved. Royalties amounted to US\$13,450 following the increase in subscriptions and downloading. As far as follow-up to the forty-eighth session of the ICE was concerned, thirty-eight activities have been carried out with more than 3,900 participants from 179 countries. The annual budget increased compared to previous years, thanks to new financial contributions, to more extra-budgetary activities, and to the implementation of the cost recovery policy in addition to resources mobilized specifically for the ICE.

6. Concerning human resources, the regular staff of the IBE represented 47% of the personnel. Use of other forms of contractual arrangements to increase human resources are BARD (*bourses d’assistants de recherche et de développement*), consultants, ALD (*Appointment of Limited Duration*) and others (associated expert, civil service) enabled the IBE to strengthen its technical capacities to support different programmes. Furthermore, the IBE has an internship programme under which it has qualified trainees. Concerning the training and capacity-building of IBE staff, among a number of training activities, a session for the entire personnel on “Result-Based Management” had been carried out at the IBE by UNESCO’s Bureau of Strategic Planning (BSP).

7. During the discussion of the Report, the members of the Administrative Group congratulated the Director for the very successful implementation of the 2009 programme and for the excellent quality of her presentation, particularly for its content and its methodology. It was recommended that the report and its presentation should form part of the basic documents for the Working Group responsible for finalizing the “Strategy aimed at making the IBE UNESCO’s Centre of Excellence in curriculum-related matters”.

8. Clarifications were requested concerning the Africa Project, and South-South co-operation, particularly in the field of bilingual and multilingual education and the global priority on gender equality.

9. As far as the Africa Project (Polish Stamps Funds) is concerned, the Director explained that it had been carried forward to 2010 because of uncertainty about voluntary contributions, but that the availability of extra-budgetary resources enabled the IBE to carry out important programmes in Africa. However, in 2010, with more significant resources, a new Africa project will be launched and the themes of inclusion and multilingualism will be tackled (cf. paragraph 24). The Director recalled that within the context of the project on “Curricular innovations; Peace education and poverty alleviation in Africa”, the activities originally carried out in French-speaking countries were carried over into English-speaking and Portuguese-speaking countries. The documents produced will thus be available in three languages.

10. Moreover, South-South and North-South-South co-operation had been adopted by the IBE as the implementation modality of all programmes. Several activities carried out in Africa benefited from the experience of experts coming from Latin America and Europe. This is the case in activities in other regions as well. It was also stressed that countries of the South cooperate mainly by providing technical expertise and sharing successful experiences, whereas funding for South-South or North-South-South cooperation should come mainly from developed countries.

11. With regards to the priority on gender equality within IBE projects, at the request of the UNESCO Hanoi Office, the IBE had been involved in the launching of an important project on “the review of textbooks from a gender perspective”. This theme has also been dealt with by the activities carried out by the Community of Practices on curriculum development within the context of inclusive education, which addresses excluded groups, including subjects such as women and girls’ education.

12. The search for greater visibility of the activities conducted within the context of the Community of Practice (COP) was raised. It should be recalled that the activities of the COP are carried out as much at the regional level as at the inter-regional and national levels. The Community of Practice in Curriculum Development has consolidated into a worldwide space for knowledge production and sharing on curriculum issues. UNESCO leadership on inclusive education has been strengthened through the 48<sup>th</sup> session of the International Conference on Education and its follow-up activities.

13. As a proposition to increase resources for the IBE, the possible sale of IBE publications was discussed including the associated legal requirement of such a sale. The Director confirmed that, as a member of the Publications Committee of the Education Sector, she would raise this matter to assess the possibility of having new procedures introduced for this purpose. It is understood that the IBE will continue to distribute its publications free of charge to Ministries of Education, policy makers, research centres and researchers in developing countries.

14. In order to avoid confusion, it was recommended that fact sheet no. 8, concerning the functioning of the IBE Council, should not be included together with the “Programme activities” for 2009 and 2010.

15. The representative of the Comptroller explained that the pre-final accounts for 2009 had been reviewed by the Bureau of the Comptroller in close collaboration with the IBE. The size of the reserves can be explained particularly by the late arrival of contributions from Spain and from Switzerland (DDC) for 2009, which would, however, enable the IBE to ensure the launch of programmes approved by the Council at the beginning of 2010 while waiting for other funds to be accessed. The representative of the Comptroller explained that the difference between the revenue and expenditure for 2008 and 2009 was due to the financial implications of holding the ICE in 2008. He also repeated his proposal made during the Administrative Group’s meeting in January 2009 that it was in the interest of the IBE to have its accounts audited by UNESCO external auditors. Such an audit could be a useful and productive exercise both for management and for improving working procedures. The Director of the IBE supported the proposal that the 2010 financial year should be audited by external auditors.

16. The Administrative Group recommends to the Council to adopt this proposal and requests the Bureau of the Comptroller to make the necessary arrangements.

17. The Group thus expresses its recognition to the IBE Director and to her staff for their efficiency in implementing the programmes. The Group recommends that the Council approves the Report of the Director for 2009 as well as the Revised Appropriation Resolution for 2009:

**Revised Appropriation Resolution for 2009****The Council of the IBE,**

**Having examined** the report of the Director of the IBE concerning the activities for 2009 contained in document UNESCO/IBE/C.59/2 and C.59/Inf.2,

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

**Resolves** that, for the financial period 1 January - 31 December 2009, the total appropriation should amount to US\$3'835'966 to be financed by resources estimated at US\$4'186'235, as follows:

<b>I. EXPENDITURES (Obligations)</b>	US dollar
<b>I. PROGRAMME ACTIVITIES 2009</b>	
<u>I-1 Capacity development and technical assistance</u>	<b>548'911</b>
Community of Practice for curriculum development	248'703
Technical advice, support and training in member states	262'730
GIGAPAN	37'478
South-south cooperation/Africa	0
<u>I-2 Knowledge production and management</u>	<b>341'263</b>
Resource Bank	59'562
Documentation	40'428
Observatory of educational trends	64'066
Development of IBE web site	51'981
Publications	125'226
<u>I-3 Policy dialogue</u>	<b>315'753</b>
48th ICE follow-up	250'919
Policy dialogue	64'834
<b>TOTAL PROGRAMME ACTIVITIES</b>	<b>1'205'927</b>
<b>II. GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.</b>	
II-1 <u>IBE Council</u>	124'249
II-2 <u>General administration</u>	287'450
II-3 <u>Institutional development</u>	111'731
<b>TOTAL GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.</b>	<b>523'430</b>
<b>III. STAFF COST (Established posts)</b>	<b>2'106'609</b>
<b>TOTAL EXPENDITURES (I+II+III)</b>	<b>3'835'966</b>
<b>Balance after 2009 liquidation of limited 2008 obligations + Foreign exchange provision 2009 for Unliquidated obligations</b>	<b>-84'760</b>
<b>II. RESOURCES CREDITED TO IBE SPECIAL ACCOUNT</b>	
UNESCO Regular budget	2'295'500
Voluntary contributions	1'621'896
Rental of offices and conference room	42'949
48th ICE exhibition income	72'479

Cost recovery	50'968
Interest deposit (clearing account and bank account)	42'671
Foreign exchange gains net	46'316
Royalties and sales of publications	13'456
<b>TOTAL INCOME</b>	<b>4'186'235</b>

### III. RESERVES

Excess of income over expenditures	435'028
Reserves and Fund balances, beginning of period	1'449'974
Savings on prior period's obligations	13'652

**TOTAL RESERVES (\*)** **1'898'654**

(\*) Including Polish Stamps Fund for US\$257'000, Spanish Contribution of US\$443'787 received in December 2009 and the Swiss (DDC) Contribution of US\$99'900 received in December 2009.

### Draft Programme of activities and budget for 2010

18. The Director presented the draft programme of activities for 2010. This draft corresponds to the following strategic objectives:

- alignment with the objectives of UNESCO Education Sector as laid down in the 35 C/5;
- priority to Africa and to gender equality;
- the promotion of South-South co-operation;
- expansion of support devoted to countries in post-conflict/post-disaster situations;
- a programme based on the comparative advantages of the IBE as a global centre for curriculum development;
- the development of innovative models for capacity development;
- extending regional and global networks;
- increasing visibility and strengthening partnerships.

She then presented the draft budgetary framework covering the financing of the programme for 2010.

19. During the discussion, the Group gave a very positive appreciation of the whole draft programme. Several questions were raised. The representative of the ADG/ED a.i. recalled that UNESCO's contribution is not allocated specifically to any one programme or for the financing of staff costs, but it is the IBE's task to decide upon its allocation. He also proposed that the IBE should be more explicit about how staff is allocated to carrying out programmes. He stressed the need to tackle all of these questions, as well as the cost of the Council in the context of the Working Group (WG) responsible for finalising the "Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters", and some innovative solutions could be proposed aimed at ensuring the financial stability of the IBE. He asked about the budget of the WG. He further suggested that the IBE should coordinate more with other Category I Institutes and the new Category II Institutes to achieve greater synergy of means and resources and also encouraged the IBE to undertake training in resource mobilisation.

20. The Director emphasized that the decision to use UNESCO allocation to cover staff costs was not a choice but a necessity, for it was the UNESCO personnel who was concerned. Nevertheless, from 2011 and despite the considerable and highly appreciated effort of UNESCO

to increase its financial allocation to the IBE, this would probably no longer cover all staff costs. Concerning the annual cost of organizing the Council, the cost of interpretation and of translating the documents into usually six languages is indeed high. It is the Council's responsibility to examine all of these questions in order to reach workable solutions.

21. It was recommended that the IBE should further strengthen its collaboration with other institutes with the objective of optimising its impact and its own visibility.

22. As far as the financial strategy is concerned, the representative of Switzerland confirmed that his country is ready to contribute to the financing of external expertise to support the Working Group responsible for finalizing the "Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters". He stressed that, even if the Working Group suggested innovative solutions to reduce the costs, this should not result in a reduction of UNESCO allocation but, on the contrary, that the funds should be re-invested in programme activities. The representative of the ADG/ED a.i. confirmed that savings will not lead to the reduction of UNESCO allocation.

23. In reply to a question on the budget of the Working Group, the Director thanked Switzerland for its financial support that covers external expertise and which represents approximately two-thirds of the tentative budget (estimated at US\$111,600) and invited the Members of the Council to make their own contributions to complete the financing. She also proposed that IBE might assume responsibility for the remaining third covering organizational arrangements under the budget line of Institutional Development.

24. In connection with the research project on bilingual and multilingual education in Africa that had been previously been discussed but could not be implemented in 2009, it was agreed that paragraph 30 of the document UNESCO/BIE/C.59/3, and the related fact sheet No. 5 of the same document, should have the following addition:

*"It will also engage stakeholders in the collaborative production of capacity-development tools that are relevant to local contexts and needs for processes of curriculum review, design an implementation and will explore the advantages of multilingualism for the promotion of competences for life and work. This will include bilingual and multilingual education with mother-tongue as a basic component."*

25. Concerning the devastating earthquake that on 12 January hit Haiti so violently, the Administrative Group recommended that the IBE should be involved, within the framework of its own mandate, in the post-disaster Action Plan established by UNESCO. The Director confirmed IBE's willingness to mobilize its technical capacities to contribute to UNESCO's response to the Haitian disaster.

26. In conclusion, the Group recommended that the Council should approve the draft programme and budget for 2010 as presented by the Director and should also approve the Appropriation Resolution for 2010.

### **Appropriation resolution No. 1/2010**

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

**Having examined** the report of the Director of the IBE concerning the activities for 2010 contained in document UNESCO/IBE/C.59/3,

**Decides that,**

a) For the financial period 1 January to 31 December 2010, a global amount of US\$4,465,100 is allocated for the objective mentioned in the appropriation table as follows:

<b><u>APPROPRIATION LINES</u></b>	US dollar
<b>I. PROGRAMME ACTIVITIES</b>	
I-1. Capacity development and technical assistance	879'100
I-2. Knowledge production and management	431'000
I-3. Policy dialogue	200'000
<b>TOTAL I</b>	<b>1'510'100</b>
<b>II. GOV. BOARD, GEN. ADMIN., INSTITUTIONAL DEV.</b>	
II-1. IBE Council	135'000
II-2. General operating costs	290'000
II-3. Institutional development: coordination and programme development	200'000
<b>TOTAL II</b>	<b>625'000</b>
<b>III. STAFF COST (established posts)</b>	<b>2'330'000</b>
<b><u>TOTAL APPROPRIATION (I+II+III)</u></b>	<b><u>4'465'100</u></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>RESOURCES CREDITED TO THE IBE SPECIAL ACCOUNT</u></b>	US dollar
<b>I. INCOME 2010</b>	
UNESCO Regular Budget	2'400'000
Estimated extra-budgetary resources	634'000
Other incomes (offices rental, IBE's clearing account interest)	65'000
Outstanding amounts based on signed agreements	97'396
<b>II. RESOURCES AVAILABLE FROM 2009</b>	<b>1'898'654</b>
Polish stamps funds	257'000
SPAIN contribution received in December 2009	443'787
DDC contribution received in December 2009	99'900
Programme Support Cost/Cost recovery	50'968
Other incomes (offices rental, IBE's clearing account interest)	171'735
2009 reserves	875'264
<b><u>TOTAL RESOURCES (I+II)</u></b>	<b><u>5'095'050</u></b>
<b><u>Estimated RESERVES end of 2010: RESOURCES-EXPENDITURES</u></b>	<b><u>629'950</u></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 2010 up to the amount appropriated under paragraph (a) above.

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

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

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

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

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

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

### **Briefing on the status of the International Public Sector Accounting Standards (IPSAS) by the representative of the UNESCO Bureau of the Comptroller**

27. The representative of UNESCO's Bureau of the Comptroller recalled the historical background to the decision to adopt IPSAS by the thirty-fourth General Conference for introduction from 1 January 2010. He also recalled that a training/information session for the Institutes had been organized by the Bureau of the Comptroller in June 2008, and that a mission



had been undertaken in the last quarter of 2008 to each institute in order to identify all issues to be addressed and the specific questions requiring action by Headquarters. In September 2009, a telephone conference with the IBE had enabled a calendar to be established for the sequence of preparatory work with a view to applying IPSAS. The IBE Administrator then presented the steps completed by the IBE, the tasks accomplished and those remaining between now and the end of March 2010.

### **Reflection on the future session of the International Conference on Education (ICE) and Discussion on IBE's fundraising strategy**

28. During the presentation of the programme of activities for 2009 and the draft programme for 2010, the Director mentioned the main lines of the IBE's strategy for financial stability and growth.

29. The Administrative Group stressed the high relevance of the approach adopted by the IBE for the preparation of the forty-eighth ICE which resulted in the organization of several preparatory regional seminars. This approach ensured a wide democratic participation both during the Conference itself and through the regional meetings. The regional meetings were also a unique occasion to establish reinforced partnerships and to mobilize additional resources.

30. It was proposed that the strategy for resource mobilization should not only address the (traditional) donors, but be widened to reach out to both the private sector and public institutions, including those in developing countries.

### **Establishment of a Working Group (WG) in charge of finalizing the "Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters" (UNESCO/BIE/C.59/Inf.4)**

31. The Director presented the Draft Terms of Reference (TOR) for the Establishment of a Working Group in charge of finalizing the "Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters" and provided a brief background on this initiative.

32. The Administrative Group, after having discussed the item, agreed to submit the following recommendations for consideration of the Council:

- A. The Draft Terms of Reference for the establishment of a Working Group charged with the finalization of the Strategy (document UNESCO/BIE/C.59/Inf.4) should be considered as a good base for the discussion of the Council;
- B. the added value of the IBE as an international institution, offering the comparative dimension of curriculum related matters, should be put forward;
- C. the IBE Strategy 2008-2013 and the Strategy on the Centre of Excellence document to be elaborated by the WG should be maintained separate;
- D. the discussions of the Council should give general advice with regards to the scope of work of the TOR;
- E. The basic working documents of the WG should include the following: I) IBE Strategy 2008-2013; II) the report of the Director on the implementation of the 2009 programme and her related presentation; III) the revised draft "Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters" which was distributed to the Council Members in July 2009; and IV) the document on the "Revised and Completed Guidelines regarding the Establishment and Operation of UNESCO Institutes and Centres

(Category 1) and Institutes and Centres under the auspices of UNESCO (Category 2)”, as approved in Resolution 33 C/90;

- F. the Calendar of the WG should be kept flexible and left to the members of the WG to finalize;
- G. funding sources to cover the participation of some members of the WG from developing countries should be identified with the support of the Members of the Council;
- H. the Council should come to a consensus on simplified TOR (scope of work, composition, calendar and other items) in the form of decisions.

33. Upon a few comments regarding the sentence “The nomination will be considered as a personal commitment and will not be delegated to a second person” (para 13 of the draft TOR) the IBE Director clarified what seems to be a misunderstanding, and confirmed that the members of the WG should be officially nominated by the respective countries, but that the same person should take part in the Working Group meetings to ensure continuity and efficiency of the work.

### **Review and endorsement of the draft Report of the Administrative Group (UNESCO/BIE/C.59/Inf.3)**

34. The Secretariat presented the draft Report of the Administrative Group in English covering the discussions of the first day, which was amended by the participants.

### **Any other business**

35. It was confirmed that the final Report of the Administrative Group will be presented to the Council in English and French.

### **Closing of the meeting**

36. The President thanked all the participants for their involvement and contributions to the work of the Administrative Group and declared the session closed on Tuesday, 26 January 2010 at 12:40 p.m.

**FIFTY-NINTH SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 27–29 January 2010

**STRATEGY AIMED AT MAKING THE IBE  
UNESCO'S CENTRE OF EXCELLENCE IN CURRICULUM-RELATED MATTERS**

Draft Terms of Reference (TOR)  
for the establishment of a Working Group charged with the finalization of the Strategy



## **Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters**

*Draft Terms of Reference (TOR) for the establishment of a Working Group  
charged with the finalization of the Strategy*

### **A) Background**

1. By 34 C/Resolution 4, the General Conference requested the Director-General to submit at its 35<sup>th</sup> session a strategy designed to make the IBE UNESCO's Centre of Excellence in curriculum-related matters, and a report on the resources required for that purpose. It noted that the strategy and the report should be formulated in accordance with the overall strategy for UNESCO institutes and centres and their governing bodies, as approved in 33 C/Resolution 90.

2. As reflected in the IBE Strategy 2008-2013 and in the 35 C/5, the IBE contributes to the attainment of quality EFA by promoting the development of quality curricula. To this end, it builds networks to share knowledge and foster national capacities for curriculum change and development. The IBE aims at: (i) enhancing the capacities for the design, management and implementation of curriculum development processes among specialists, practitioners and decision-makers (Capacity Development and Technical Assistance); (ii) improving the quality of curriculum-making processes and products (Knowledge Production and Management); and (iii) informing innovative policies and practices in the field of curriculum reform and change (Policy Dialogue), which also includes the organization of the International Conference on Education (ICE) and its follow-up.

3. The process of preparing the strategy to make the IBE UNESCO's Centre of Excellence in curriculum-related matters started in late 2008 and was guided by the comments and suggestions of the IBE Council members at its 58<sup>th</sup> session (January 2009). It represented an opportunity for change and innovation as well as a challenge in the current financial crisis. It implied important introspective work, as well as external consultations in order to clarify the IBE's added values and its role within UNESCO:

- as a global centre and a field-oriented institute with specialized expertise on curriculum development;
- bringing the international and comparative dimension to knowledge production and capacity development;
- creating synergies among its three core functions on curriculum development, namely capacity development, knowledge production and policy dialogue.

4. The preparatory work advanced substantively in 2009 and with document 35 C/18 (attached as *annex no.1*) the IBE reported on the progress achieved and proposed the next steps. By 35 C/Resolution 14, the 35<sup>th</sup> General Conference endorsed the suggestion that a Working Group (WG) charged with the finalization of the Strategy be established and that the related draft Terms of Reference (TOR), reflecting the scope of work and a calendar, be presented to the 59<sup>th</sup> session of the IBE Council. It was also agreed that the TOR should include aspects related to the governance, management tools, institutional linkages, resources, partnerships and visibility of the IBE.

5. The requested strategy to make the IBE UNESCO's Centre of Excellence and report are not meant to replace the IBE Strategy 2008-2013, which remains valid to define IBE's vision regarding quality curricula and the main areas of work and objectives of the Institute. By the General Conference Resolution, it is expected to consider, revise and define in a complementary approach to the existing mid-term strategy\*, the modalities of work of the IBE to improve its capacity to fulfil its mission, with adequate resources. Those elements should be useful for a period starting in 2011 and going beyond 2013. Still, the Working Group will have to define whether the two documents (the existing IBE Strategy 2008-2013 and the strategy to make the IBE UNESCO's Centre of Excellence) should exist as two separate and complementary documents or should be merged into one new comprehensive strategy for IBE. The consolidated version of the strategy to make the IBE UNESCO's Centre of Excellence and report should be submitted to 36th session of the General Conference.

## **B) Scope of work**

6. The finalization of the strategy can be viewed as a focused process that builds on the work accomplished and adds value by encompassing more in-depth dimensions related to governance, management, institutional linkages, resources, partnerships and visibility. The process will benefit from the guidance and the intellectual contributions of Member States and experts, resulting in a shared vision on the IBE's "needs to change" to fulfil its role as a Centre of Excellence on curriculum related matters within the evolving UNESCO and more broadly for the international community. Despite the current economic and financial crisis, this process is also expected to facilitate fund-raising efforts, resource mobilization and the strengthening of partnerships, to ensure that the IBE will be in a position to successfully implement its mission.

7. In light of the previous discussions and based on the existing draft strategy, the WG will provide guidance and orientations at the strategic and policy level on a range of interlinked key areas. The IBE Secretariat will be assigned with the drafting task, to capture and articulate the specific inputs provided by the WG. The work will be done within existing resources and if possible voluntary funds. The WG could decide, as appropriate, to outsource short-term expertise to support the process and to hold UNESCO Member States and other stakeholders' consultations.

8. The wider context of UNESCO and its Member States – including other global and regional entities -, the Education Institutes and partners on curriculum development from the international education community will be considered, as well as the role of the IBE within the international academic community and networks of curriculum centres (institutional linkages). The WG will be examining, and further refining, the following aspects:

- Programmatic focus and main action areas, including the organization of the ICE sessions;
- Governance (structure and function of the governing body);
- Management (results based management, monitoring, assessment tools, improving IBE's role and impact);
- Partnerships (research, relationships with international organizations and the international academic community);

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\* IBE Strategy 2008-2013

- Visibility (how –and to whom - to communicate in the most efficient manner and for higher impact);
- Resources (means needed to fulfil its mission, staffing, funding sources, stakeholders, Council support, prioritization);
- Prioritization options (scenarios to maximize the IBE strengths).

9. It should be recalled that the final document to be submitted to the 36<sup>th</sup> General Conference of UNESCO may likely adhere to the established standard format (not more than 1,900 words).

### **C) Composition**

10. To ensure full representation, while at the same time providing for an efficient accomplishment of its task, the WG should have a lean and reliable structure. Based on Article IV, § 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*”, it is proposed that the WG follow the same criteria used for the establishment of the Administrative Group of the IBE Council and the Working Group to assist the IBE Director in the preparations of the ICE.

11. According to the principle of geographical representation, each of the six electoral groups will nominate two members of the WG; member’s nomination will be agreed upon within the respective electoral groups. UNESCO Member States members and non-members of the Council could be considered as observers. The ideal profile of the WG member, as well as the observer, should include familiarity with UNESCO and IBE work as intergovernmental bodies and experience in educational policy, strategy formulation and institutional development.

12. UNESCO will be represented in the WG by the IBE Director and by a senior staff member of the Education Sector, who both may be accompanied by additional senior staff.

13. The designated members should ensure full availability to engage in the process during the actual meetings, the related preparatory exchanges (e-mails, phone conferences and others) and in the follow-up actions. The nomination will be considered as a personal commitment and will not be delegated to a second person.

14. The WG could decide to use external consultants and/or to conduct consultations, as appropriate.

15. In light of the above, the proposed WG composition would be the following:

- Two representatives of each of the six electoral groups, among the Member States of the Council (total of twelve representatives);
- The IBE Director and a senior representative of the Education Sector;

Observers from States, members and/or non-members of the Council, from Intergovernmental Organizations and UNESCO and/or IBE support staff can attend the meetings of the WG, as well as external consultants if so required by the WG.

16. The WG will meet within the IBE premises in Geneva. Should, however, the majority of the members be based in Paris, or find it more convenient, meetings could alternatively be held at UNESCO Headquarters. The expenses related to the participation of each member shall be borne by the respective institutions/countries. At its first meeting, the WG will decide on its working modalities and the calendar should be as far as possible finalized. The schedule can only be modified by the majority of two thirds of the WG members. There is no quorum requirement for the WG to proceed; if one or more electoral groups are not represented in a WG meeting, the WG can nonetheless proceed and make decisions.

17. The IBE will perform the function of Secretariat and will facilitate the work of the WG in terms of organizational arrangements and logistical support. Simultaneous interpretation will be provided in English and French languages.

#### **D) Calendar**

18. It is proposed that the WG will meet four times within 2010 according to the following calendar:

- 1<sup>st</sup> meeting: immediately after the 59<sup>th</sup> session of the IBE Council, possibly in the afternoon of 29 January 2010;
- February to mid-March: Period for drafting, first revision (structure, issues identification, etc.) of the draft strategy;
- 2<sup>nd</sup> meeting: Mid-April, Paris, at the margin of the 184<sup>th</sup> Executive Board session (30 March – 15 April 2010);
- Mid April to May: stakeholders' consultation;
- June : Second revision of the draft strategy;
- 3<sup>rd</sup> meeting: 30<sup>th</sup> August, the day before the meeting of the IBE Steering Committee in summer 2010, to review the draft strategy (revised based on the previous meeting) and report to the Steering Committee on the finalization process, for comments;
- September: Members States consultation;
- 4<sup>th</sup> meeting: Mid-October, Paris, at the margin of the 185<sup>th</sup> Executive Board session (11 – 22 October 2010).

19. The final strategy will be submitted for adoption to the 60<sup>th</sup> session of the IBE Council, in January 2011.





**General Conference**  
35th session, Paris 2009

35 C

United Nations  
Educational, Scientific and  
Cultural Organization

Organisation  
des Nations Unies  
pour l'éducation,  
la science et la culture

Organización  
de las Naciones Unidas  
para la Educación,  
la Ciencia y la Cultura

Организация  
Объединенных Наций по  
вопросам образования,  
науки и культуры

منظمة الأمم المتحدة  
للتربية والعلم والثقافة

联合国教育、  
科学及文化组织

35 C/18  
22 septembre 2009  
Original: English

Item 5.4 of the provisional agenda

**STRATEGY AIMED AT MAKING THE IBE UNESCO'S  
CENTRE OF EXCELLENCE IN CURRICULUM-RELATED MATTERS**

**OUTLINE**

**Background:** By 34 C/Resolution 4, paragraph 3, the General Conference requested the Director-General to submit to it at its 35th session a strategy designed at making the International Bureau of Education (IBE) UNESCO's centre of excellence in curriculum-related matters, including a report on the resources required for that purpose.

**Purpose:** The Director-General highlights the main steps that have been taken in the process of preparing the strategy and reports on the recommendations of the Steering Committee of the IBE Council, which deliberated on this matter on 4 September 2009.

**Decision required:** paragraph 9.

1. By 34 C/Resolution 4, the General Conference requested the Director-General to submit to it at its 35th session a strategy designed to make the International Bureau of Education (IBE) UNESCO's "centre of excellence" in curriculum-related matters, and a report on the resources required for that purpose. It noted that the strategy and report should be formulated in accordance with the overall strategy for UNESCO's institutes and centres and their governing bodies, as approved in 33 C/Resolution 90. This document describes the process carried out by the IBE to respond to that request and the steps to come.

2. In January 2008, the IBE Council at its 56th session deliberated on this matter and requested the Director of the IBE to prepare a preliminary draft strategy aimed at making the IBE UNESCO's

centre of excellence in curriculum-related matters, and giving due consideration to resource mobilization, and to submit it to the Council at its 58th session.

**ACTIONS TAKEN: Work in progress**

3. In January 2009, the document “Preliminary draft strategy aimed at making the IBE UNESCO’s centre of excellence in curriculum-related matters” was submitted to the IBE Council at its 58th session. During the ensuing debates, it was acknowledged that the timeframe for the preparation of the strategy had been very tight, since it coincided with the final preparations for, and convening of, the 48th session of the International Conference on Education (ICE) held from 25 to 28 November 2008, which had already placed very heavy demands on IBE staff. Considering the document as the first step in initiating a fruitful discussion on this important issue, the delegations conveyed their valuable comments on the draft.

4. In this context, the Council decided that the document should be revisited to reflect the views expressed and that additional consultations should take place. The revised draft would then be presented to the meeting of the Steering Committee of the IBE Council planned for the summer of 2009. With this endorsement, the document would subsequently be transmitted to the General Conference at its 35th session.

5. During the first months of 2009, a first round of consultations was initiated with members of the IBE Council, representatives of the host country and senior staff of the Education Sector. At the same time, preparations were made for the meeting of the Steering Committee of the IBE Council, which had initially been planned for 13 July 2009 but was subsequently postponed to 4 September 2009 due to unforeseen circumstances. In July 2009, the first version of the revised Strategy was prepared and, as requested by the IBE Council, forwarded to all Members of the IBE Council for their comments.

6. On 4 September 2009, the Steering Committee of the IBE Council held its annual meeting in Geneva to discuss, among other agenda items, the next steps regarding the revised Strategy. In accordance with the decision of the IBE Council at its 58th session (January 2009) on this item, the Steering Committee meeting was open to all Member States of the IBE Council: five Member States of the IBE Council therefore participated in the discussions in addition to the Steering Committee.

7. A very fruitful debate ensued. Note was taken of the progress achieved to date and of the positive comments received from some Member States on the revised document. Finally, the Member States agreed that a strategy of this importance would require additional time for further consultations involving new Member States of the IBE Council and including more extensive inputs, building on the work already accomplished.

8. The Member States attending the meeting of the Steering Committee were also of the view that the Director-General should set up a working group tasked to finalize the Strategy; that the working group should consist of Member States of the IBE Council and other experts as appropriate; and that the Terms of Reference and calendar of the working group should be submitted to the next session of the IBE Council, scheduled to take place in January 2010. It was noted that the Terms of Reference should include aspects related to the governance, partnerships and visibility of the IBE. The working group was requested to complete its assignment in time for the Director-General to submit the final Strategy to the General Conference at its 36th session.

### Proposed draft resolution

9. In view of the above, the General Conference may wish to adopt the following draft resolution:

The General Conference,

1. Recalling 33 C/Resolution 90 and 34 C/Resolution 4,
2. Taking note of document 35 C/18, in which the Director-General highlights the main steps that have been taken and the progress achieved in the process of preparing a strategy designed at making the International Bureau of Education (IBE) UNESCO's centre of excellence in curriculum-related matters,
3. Taking into consideration the views and recommendations of the Member States of the Steering Committee of the IBE Council, which met on 4 September 2009 in Geneva, concerning the finalization of the Strategy,
4. Requests the Director-General to continue to prepare the "Strategy aimed at making the IBE UNESCO's centre of excellence in curriculum-related matters" and invites him to submit to the next session of the IBE Council draft Terms of Reference reflecting the scope of work and the calendar for the establishment of a working group charged with the finalization of the Strategy;
5. Further requests the Director-General to submit to it at its 36th session a consolidated version of the Strategy.



**FIFTY-NINTH SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 27–29 January 2010

**PROGRAMME**

**FORUM: “INCLUSIVE EDUCATION  
WITH SPECIAL FOCUS ON CURRICULUM DEVELOPMENT”**

held on  
Wednesday, 27 January 2010 from 3:00 to 6:00 p.m.  
at the Varembe Conference Centre, 9-11, rue de Varembe.



## **Objectives**

This forum aims at discussing the implications that an inclusive education approach has in curriculum development and how it can further accelerate the attainment of Education for All (EFA) goals and contribute to building more inclusive societies. It will thus address school development towards inclusion, the central role of curriculum in this process and the complex interfaces between social and educational inclusion.

## **Context**

The preparation, outcomes and follow-up of the 48<sup>th</sup> session of the International Conference on Education (ICE) on “Inclusive Education: The Way of the Future” have considerably contributed to establishing a general global consensus on a broadened concept of inclusive education as a core strategy for achieving EFA goals and, in particular, as “*an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination*” (48<sup>th</sup> ICE Conclusions and Recommendations, November 2008).

The discussions surrounding the 48<sup>th</sup> ICE have also provided a unique opportunity for countries to share experiences where individuals and groups have been excluded from education systems, and the reasons behind this exclusion, as well as to identify respective priorities and successful initiatives for promoting educational and social inclusion. Policymakers, educators, curriculum developers, teacher trainers, supervisors, principals and teachers have also been supported in the development and implementation of inclusive educational policy and curricular frameworks, through capacity development activities and the provision of useful reference materials. UNESCO is increasingly recognised and acknowledged for its leading role in this field.

## **Agenda**

1. Opening of the forum and introduction of panellists by the IBE Director (*7 minutes*)
2. Projection of the video on approaches, scope and content of inclusive education, prepared for the 48<sup>th</sup> session of the International Conference on Education (*11 minutes*)
3. “Developing Inclusive Education Schools and Classrooms: Levers and Barriers from an International Perspective”, Prof. Mel Ainscow (*15-20 minutes*)
  - Prof. Mel Ainscow will focus on the main levers and barriers for developing inclusive education schools and classrooms, the essential role of fostering close collaboration and partnership between all educational stakeholders, and the development of curriculum and learning support materials relevant to regional contexts.
4. “Developing and Implementing an Inclusive Curriculum”, Ms. Irmeli Halinen (*15-20 minutes*)
  - Ms. Irmeli Halinen will focus on defining inclusive curricular frameworks, effective strategies for inclusive curriculum development and implementation at national and local levels, and encouraging and integrating innovative approaches to teaching, learning and assessment which support inclusive curricula.
5. “Complex Interfaces in Developing Public Policies to Promote Educational and Social Inclusion”, Prof. Juan Carlos Tedesco (*15-20 minutes*)
  - Prof. Juan Carlos Tedesco will focus on the complex interfaces between social and educational inclusion; current challenges, priorities and reform strategies for education systems across Latin America; and effective public policies to promote inclusive education.
6. Discussion based on comments and feedback (*1 hour*)
7. Wrap-up by the three keynote speakers (*5 minutes per speaker*)

## **Biographies**

### **Mr. Mel Ainscow**

Professor, School of Education, University of Manchester  
Manchester, United Kingdom

Professor of Education and co-director of the Centre for Equity in Education, University of Manchester. The British Government's Chief Adviser for the Greater Manchester Challenge, an improvement programme aimed at breaking the link between social disadvantage and educational outcomes, as well as an experienced and widely travelled UNESCO consultant. Previously a head-teacher, local authority inspector and lecturer at the University of Cambridge. His research explores connections between learner diversity, teacher development and school improvement. He is one of the most recognised authors in the field of inclusive education. He recently co-published two books: *Improving Urban Schools: Leadership and Collaboration*; and *Improving Schools, Developing Inclusion* (2006). He also published the *Index for Inclusion: Improving Learning and Participation in Schools* (2002), which has been widely applied by schools in both developed and developing countries.

### **Ms. Irmeli Halinen**

Head of the National Curriculum Development Unit  
Finnish National Board of Education, Helsinki, Finland

Head of the National Curriculum Development Unit of the Finnish National Board of Education. She is also a member of the Finnish Education Evaluation Council and the Finnish National Commission for UNESCO, and a permanent expert member of the Advisory Board of the Ombudsman for Children in Finland. Since the 1970's, she has been actively involved in developing Finnish basic education and in other national reform projects. She is also the author of numerous publications, including *Towards Inclusive Education: The Case of Finland* (Prospects No. 145, UNESCO-IBE, 2008).

### **Prof. Juan Carlos Tedesco**

Executive Director, Unit of Strategic Planning and Evaluation of Education in Argentina,  
Presidency of the Republic, Buenos Aires, Argentina

Secretary of State, Executive Director of the Unit of Strategic Planning and Evaluation of Education in Argentina. Former Minister of Education of Argentina and Secretary of Education of Argentina. Previously, the Director of the Regional Office of the International Institute of Educational Planning, (Buenos Aires, Argentina), the International Bureau of Education (Geneva, Switzerland), UNESCO's Regional Office for Education in Latin America and the Caribbean (Santiago, Chile), and UNESCO's International Institute for Higher Education in Latin America and the Caribbean, (Caracas, Venezuela). He is the author of several articles and books on education and society, including *The New Educational Pact: Education, Competitiveness and Citizenship in Modern Society* (1997). He has also been a member of the Academic Council of the University of Geneva (Switzerland), and of the Council of the National Institute for the Quality of Education (INCE), Madrid (Spain).



## **Overview of the follow-up to the 48<sup>th</sup> International Conference on Education (ICE)**

### **Background**

The 48<sup>th</sup> ICE involved a dynamic process encompassing the preparatory stage, the ICE proper and follow-up events with the view to promoting, fostering and contributing to the attainment of policy and curriculum frameworks grounded on a broadened concept of inclusive education (IE).

The IBE has organized, co-organized or participated in a total of 34 follow-up activities of the 48<sup>th</sup> ICE, namely 17 policy dialogue workshops, 10 conferences relating to IE and 7 capacity development workshops on inclusive education and inclusive curricula. Over 2,600 participants from 113 countries were involved in these activities. The IBE has been working with a range of experts, partners and stakeholders at the international, regional, national and local level.

### **Key achievements**

- (a) Awareness raised and consensus developed on a broadened concept of IE as a key strategy for achieving EFA and the relevance of changing the curricula to support policy developments on IE;
- (b) Increasing recognition of UNESCO's leading role with regard to IE;
- (c) Identification of the respective challenges and priorities of different regions and countries for supporting the implementation of a broadened concept of IE in 2010-2011;
- (d) Policymakers, curriculum developers and teachers supported in the development and implementation of inclusive education policies and strategies, mainly through capacity development and provision of useful materials online and face-to-face, e.g. relating to the 48<sup>th</sup> ICE outcomes, inclusive education and inclusive curricula (policy briefs, guidelines, tools, multimedia, reports, useful websites and publications) in all UNESCO languages.

### **Main challenges**

- (a) Engage, convince and mobilize institutional support and understanding from key partners, i.e. inter-governmental organizations, universities, NGOs and other institutions of civil society, to foster policy and curriculum frameworks around a broadened concept of IE, as a key principle to further attain EFA goals;
- (b) Effectively implement a policy dialogue and IE initiatives across all UNESCO regions.

### **Lessons learnt**

- (a) Relevance of carefully tailoring the activities to the regional and national expectations and needs;
- (b) Need to generate a sense of ownership at the regional and national levels;
- (c) Added value of positioning the IE agenda within activities which involve UNESCO effectively working as a whole;
- (d) Added value of a variety of strategic partnerships at all levels;
- (e) UNESCO's comparative advantage as a well respected and experienced international organization, with the necessary tools and capacities for supporting reform efforts and mobilising resources amongst a range of experts, partners and stakeholders.





## UNESCO Education Programme (2010-2011)

Qian Tang  
Assistant Director-General for Education, a.i.

The Fifty-Ninth Session of the IBE Council  
27-29 January 2010, Geneva

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## Major education trends

- Increase in primary school enrolments in Africa and South Asia – more rapid than in 1990s; progress towards gender parity
- Impact of public policies: school fee abolition, school construction in underserved areas, teacher recruitment
- In a majority of countries with data, national spending on education has increased since 2000, international aid has supported progress
- Increasing demand for secondary education but enrolments still much lower than at primary level in most developing regions
- Renewed interest in TVET
- Rapid growth in tertiary education

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## Key features of 35 C/5 MP I

### Increased programmatic focus :

- **Four priority results:** literacy, teachers and skills/TVET and sector-wide policy and planning
- **20 priority countries:** Targeted assistance to countries least likely to achieve EFA. (\$6 million).  
Selection criteria: LDC, low EDI, Post-conflict status
- Increased **focus on Africa** as the priority region  
(5% points increase from 34 C/5 to 32% in 35 C/5 of the activity budget, including regional institutes)
- Increased focus on **upstream policy advice** and **capacity development** activities

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## Key features of 35 C/5 MP I

- Increased alignment and synergies between Major Programme I and the Education **Institutes and Centres**
- Reinforcing results achieved under RP through a focused and better aligned **Complementary Additional Programme** of extrabudgetary activities

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## Structure of Major Programme I

**BSP 1: Supporting the achievement of Education for All in countries in need**

- MLA 1: Building blocks for EFA: literacy, teachers and work skills
- MLA 2: From early childhood to the adult years: building effective education systems
- MLA 3: Sector-wide frameworks: helping governments to plan and manage the education sector

**BSP 2: Providing global and regional leadership in education**

- MLA 4: Leading the education agenda: coordinating international efforts in education and tracking trends

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## 14 Expected Results:

### BSP 1

#### MLA 1:

- 1. Literacy
- 2. Teachers
- 3. TVET / skills for work

#### MLA 2:

- 4. ECCE
- 5. Basic Education
- 6. Secondary Education
- 7. Higher Education

#### MLA 3:

- 8. Sector policy analysis, planning, management
- 9. ESD in policies & plans
- 10. Education sector responses to HIV and AIDS

### BSP 2

#### MLA 4:

- 11. EFA coordination
- 12. GMR & other education reports
- 13. DESD coordination
- 14. Normative & standard setting instruments in education

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## RP Budget 35 C/5 for MP I (in \$ million)

■ Activities budget:	\$38.7 (32.6%)
■ Allocation to Cat. I ED Institutes:	\$17.5 (14.8%)
■ Staff:	\$62.4 (52.6%)
■ Total:	\$118.5

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## ED Category I Institutes:

- Six ED category I Institutes: IBE, IIEP, UIL, IITE, IICBA, IESALC
- The 35<sup>th</sup> Session of the General Conference approved the creation of a new Category I Institute in India- the Mahatma Gandhi Institute of Education for Peace and Sustainable Development
- \$17.5 M allocation to the Institutes
- Better alignment with the expected results of MP I in the fields of research, training and capacity development

### Challenges:

- How to consolidate further alignment between institutes and MP I ?
- How to mobilize extrabudgetary funds to assure their sustainability?

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## ED Category 2 Centres

- Asia-Pacific Centre for Education for International Understanding (APCEIU) in Seoul/Icheon, Republic of Korea (est. in 2000)
- International Centre for Girls and Women's Education in Africa (CIEFFA) in Ouagadougou, Burkina Faso (est. in 2001)
- Guidance, Counselling and Youth Development Centre for Africa (GCYDCA) in Lilongwe, Malawi (est. in 1998)
- International Research and Training Centre for Rural Education (INRULED) in Beijing, China (est. in 1994)
- Regional Centre for Education Planning (RCEP) in Sharjah, United Arab Emirates (est. in 2003)
- South-East Asia Centre for Lifelong Education for Sustainable Development (SEA-CLLSD) in Manila, Philippines (est. in 2009)
- Regional Centre for Early Childhood Care and Education in the Arab States (RCECCEAS) in Damascus, Syria (est. in 2009)

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## UNESCO Allocation to Institutes

Biennium	2008-09	2010-2011
IIEP	5,100,000	5,300,000
IBE	4,591,000	4,800,000
UIL	2,300,000	2,000,000
IITE	1,100,000	900,000
IICBA	2,000,000	2,500,000
IESALC	2,200,000	2,000,000
<b>Total Institutes</b>	<b>17,291,000</b>	<b>17,500,000</b>

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## Common challenges

- Serious financial stress
- Staffing constraints
- Extrabudgetary dependency and financial instability
- Better coordination with HQs, RBs, FOs and other Institutes to ensure the effectiveness of programme implementation

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## IBE

- IBE's UNESCO allocation -increase in 2010-2011 (from \$4,591,000 to \$4,800,000 )
- Financial and personnel constraints- the need for more proactive and innovative approaches
- The need for more dynamic fund-raising strategy
- The Future of ICE – the need for in-depth analysis and innovative vision
- The crucial role of the IBE Council
- The 35-th session of the General Conference decision to finalize the Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters: establishment by the IBE Council of the special Working Group charged with the finalization of the Strategy to be submitted to the 36-th session of the GC

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## International Bureau of Education

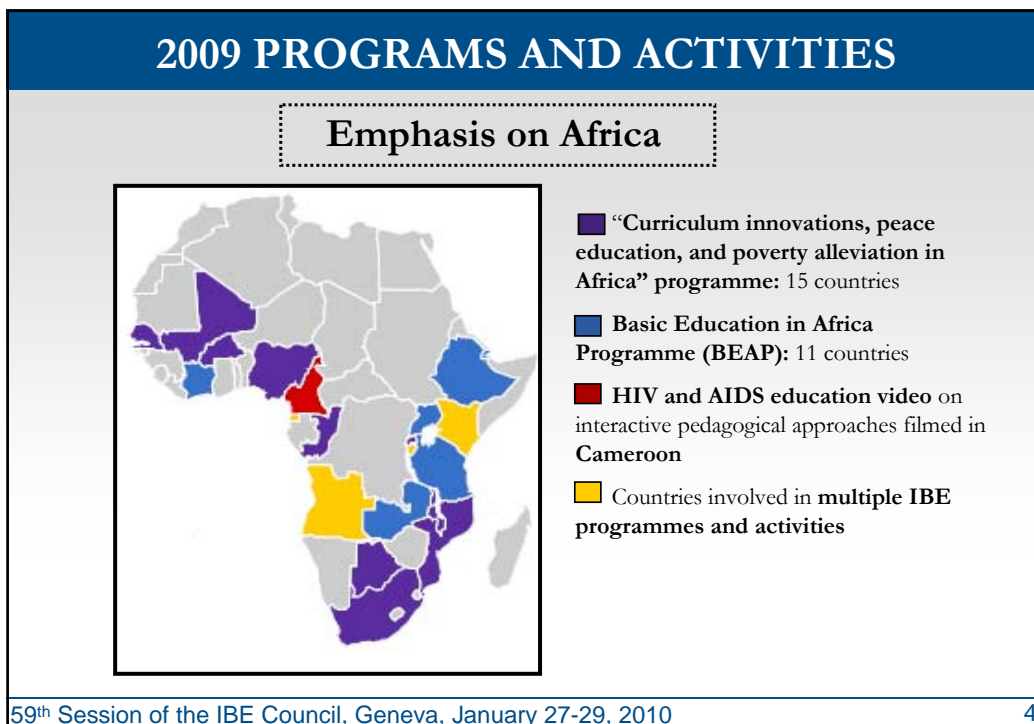
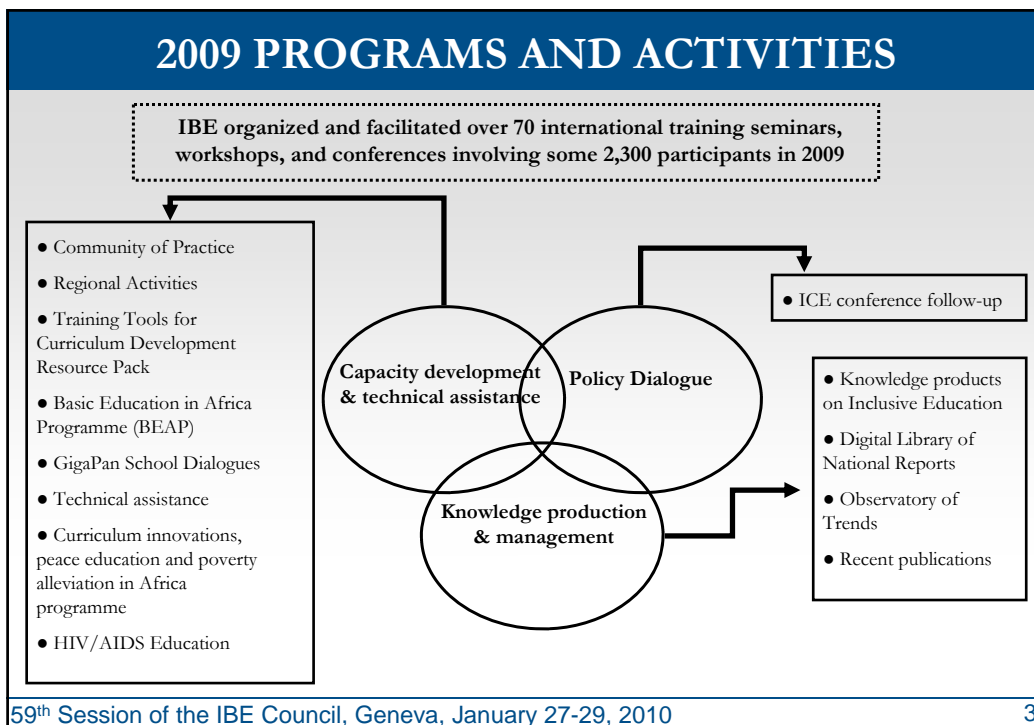
### Report of the IBE Director on the activities during the period 1 January to 31 December 2009



59<sup>th</sup> Session of the Council of the IBE  
Geneva, January 27-29, 2010

## STRATEGIC OBJECTIVES

- Build on IBE's **comparative advantage** as a **global centre of curriculum development**
- **Focus on curriculum development in:** Primary and secondary education; education for peace; development of competencies for life and work; HIV and AIDS education; Education for Sustainable Development (ESD); Inclusive education
- Develop innovative **capacity-building tools**
- Expand **global and regional networks**
- Emphasis on **Africa** and **gender equality**
- Promote **South-South** and **North-South-South** cooperation
- **Expand database** collection
- **Build and strengthen partnerships** with international organisations and academic institutions



KEY ACHIEVEMENTS IN 2009  
**CAPACITY DEVELOPMENT**

→ **Consolidated IBE's global network**

- **Community of Practice (COP) in Curriculum Development**
  - 1,300 members from 132 countries
  - weekly COP message available in all 6 UNESCO languages
  - held 3-week multilingual e-forum on inclusive education
  - knowledge-production and sharing has led to COP members providing 6 of 9 Working Papers on Curriculum Issues
- **Focal Points covering all UNESCO regions**
  - 14 Focal Points now established
  - developed cooperation agreement with CIS Focal Point
- **Capacity development partnerships**
  - UNESCO HQs, UNESCO Regional Bureaus for Education, and Field Offices
  - UN agencies (including "Delivering as One" pilot), international and national academic institutions


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KEY ACHIEVEMENTS IN 2009  
**CAPACITY DEVELOPMENT**


→ **Developed innovative capacity-building tools**

The Resource Pack is organized into 8 interactive modules, each containing discussion papers and case studies

**The Resource Pack**



- Program objective: to help develop capacities of specialists, practitioners, and decision-makers in the design, management, and implementation of quality-oriented curricula
- Modules focus on curriculum design, management and implementation, textbook development, good practices and evaluation systems
- The Resource Pack, which is now finalized, was pilot tested through 10-day curriculum development workshops in Tanzania, Uruguay, and Bhutan
- A cooperation agreement (2010-2011) has been signed with Catholic University of Uruguay (UCU) with view to offer a university regional diploma on curriculum development



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KEY ACHIEVEMENTS IN 2009

## CAPACITY DEVELOPMENT

→ **Developed innovative capacity-building tools**

Curriculum innovations, peace education, and poverty alleviation in Africa program

EMPHASIS ON AFRICA

- **Program objective** is to introduce curricular changes for peace education and poverty alleviation in Africa by collaborating with high-level curriculum specialists (*in partnership with Spanish Ministry of Education and German Corporation for Technical Cooperation (GTZ/BMZ)*)
- **“Competencies for living and working in the 21<sup>st</sup> century: a capacity development Toolkit for curriculum innovations in African countries”**: explores complex link between poverty and education for peace, focusing on development of competencies for life and work, and on Learning to Live together (LTLT)
- **Participatory process that developed the technical capacities of 70 experts** on curriculum-related issues in the context of Africa.
- Helped build **innovative networks among participants in 15 countries**:
 

-Angola	-Equatorial Guinea	-Mozambique
-Botswana	-Kenya	-Nigeria
-Burkina Faso	-Malawi	-Senegal
-Burundi	-Mali	-South Africa
-Congo	-Mauritius	-Rwanda



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KEY ACHIEVEMENTS IN 2009


## CAPACITY DEVELOPMENT

→ **Developed innovative capacity-building**

Basic Education in Africa Programme (BEAP)

EMPHASIS ON AFRICA

- Program objective is to support a **comprehensive reform of basic education** in African countries by providing a framework for **curriculum renewal**
- **BEAP policy document now published and available online** (*co-authored with UNESCO-BREDA and GTZ*).
- Launched BEAP in **3 additional countries (Tanzania, Seychelles, and Djibouti)** through **capacity development sessions** on competency-based curriculum and inclusive education.
- **Tailored technical support** given to **The Gambia** in elaboration of **National Curriculum Framework** and to **Ethiopia and Cote d'Ivoire** for curriculum review and reforms.



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KEY ACHIEVEMENTS IN 2009  
**CAPACITY DEVELOPMENT**

→ **Built capacities through curriculum change**

- **Curriculum development approaches tailored to regional priorities**
  - Asia:** incorporation of **Education for Sustainable Development (ESD)** curricula (workshop involved 80 participants from 45 Teachers Education Institutions of 14 Asian countries, *in collaboration with UNESCO Bangkok*)
  - Latin America:** capacity development on inclusive education of **UNESCO animators in Venezuela and Ecuador** (60 individuals trained as part of 18-month graduate training program, *in collaboration with UNESCO Centre of San Sebastian-Spain*)
  - Arab States:**
    - Regional Expert Meeting on **Secondary Education reform** in Oman (**facilitated North-South and South-South dialogue** by bringing together representatives from 15 Arab States and education experts from England, Finland, Germany, Japan, Singapore, South Korea and the United States)
    - HIV and AIDS education workshop** in Beirut (14 Arab States represented)  
*-both in collaboration with UNESCO Beirut*
  - Africa: Quality education and teacher development in Equatorial Guinea** (*organized by Ministry of Education and Academy for Educational Development*)


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KEY ACHIEVEMENTS IN 2009  
**CAPACITY DEVELOPMENT**

→ **Built capacities through curriculum change**

**GigaPan School Dialogues Program**

- **Program objective** is to develop **intercultural understanding and social tolerance between cultures** by using modern technology in the curriculum through inquiry-based and inclusive student-centered practices (*in collaboration with Carnegie-Mellon University*)
- Have created regional **school and community networks** that help **sustain and grow** GigaPan school projects in Asia (e.g. Indonesia), Latin America (e.g. Brazil) and with **high priority** in Africa (e.g. South Africa, Mali)
- Classroom projects are tailored around topics such as **sustainable development, cultural diversity, and Learning to Live Together**
- **Learning objectives include:**
  - Social tolerance
  - Communication skills
  - Intercultural understanding and awareness
  - Information and communication technology skill
  - Citizenship skills
  - Social and emotional development
  - Environmental responsibility



Students use the GigaPan, a robotic camera, to take high-resolution panoramic images of the world that can be explored in very small details. These images are then shared through the project's website with other students around the globe.

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KEY ACHIEVEMENTS IN 2009

## CAPACITY DEVELOPMENT

→ **Built capacities through curriculum change**

GigaPan School Dialogues Program

- How is this accomplished?
  - by connecting schools and students across the globe from Asia, Africa, the Caribbean and the Americas
  - through in-country intensive school training workshops with teachers and students for developing interactive classroom projects as part of the curriculum
  - through global workshops that involve teacher training on best ways of linking curriculum and new technologies and on advanced features of the GigaPan

The GigaPan School Dialogues project is currently in **15 schools**: South Africa (2), Trinidad and Tobago (2), the United States of America (5); Indonesia (3) and Brazil (3); **399 students** and **74 teachers** are currently involved in the project.

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KEY ACHIEVEMENTS IN 2009

## CAPACITY DEVELOPMENT/ TECHNICAL ASSISTANCE

→ **Provided specialized technical assistance**

- Supporting curriculum reform and training of national curriculum leaders in post-conflict or conflict-affected countries including:
  - Vietnam**: completion of guidelines for **textbook analysis from a gender perspective** (*in collaboration with Ministry of Education and Training/MOET Technical Team, including 25 specialists, and UNESCO Hanoi*)
  - Angola**: developed 24-month work-plan (Cap EFA) on **curriculum development and teacher training to achieve EFA goals** (*in collaboration with UNESCO UNEVOC, UNESCO/ED/HED/TED, and UNESCO Windhoek*)
  - Improving **quality of teaching and learning in emergencies** through draft “General Notes on Quality Teaching and Learning in Emergencies” (*in collaboration with Inter-Agency Network for Education in Emergencies*)
  - Revision of Curriculum Framework** supporting UNICEF project “Review of the Kosovo Primary and Secondary Curriculum Framework” (*in collaboration with UNICEF, +200 stakeholder representatives*)

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KEY ACHIEVEMENTS IN 2009

## KNOWLEDGE PRODUCTION & MGMT

→ **Developed comparative analyses and publications**

- **Two new issues of the series “Working Papers on Curriculum Issues”:** *Complex knowledge and educational competencies* and *Curriculum and inclusion in the Andean region of Latin America*
- **New issue of “Educational Practices Series”:** *Effective pedagogy in mathematics* (International Academy of Education (IAE))
- **Content analysis of 129 messages from Ministers of Education** produced and shared with team of Global Monitoring Report on EFA
- **Exploratory analysis of 2008 National Reports and other reports from 31 Latin American countries:** *Inclusive education in Latin America and the Caribbean region*
- **Book titled: *L'éducation pour l'inclusion: recherches et pratiques*** (in cooperation with the University of Geneva's *Faculté de psychologie et des sciences de l'éducation* (FAPSE) and the *Service de recherche en éducation* (SRED) of the Canton of Geneva)
- **Improved quality control and time delivery of Prospects:**
  - ‘Education for all by 2015: Progress and Challenges’
  - Two regular issues
  - ‘Aid Effectiveness in Education’
  - ‘Inclusive Education: Controversies and debates’
  - ‘HIV Education in Formal and Non-formal Settings: Comparative and International Best Practices’
  - ‘Lutte contre la pauvreté et éducation pour l'inclusion’ translated into Portuguese

PDF Downloads 2005 to 2009

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KEY ACHIEVEMENTS IN 2009

## KNOWLEDGE PRODUCTION & MGMT

→ **Strengthened IBE website and clearinghouse function**

- **HIV and AIDS Education Clearinghouse:** 400 new documents and assessments of over 25 good practices added to databank (in collaboration with IIEP and the UNESCO offices of Bangkok, Dakar, Harare, Nairobi, and Santiago)
- **Alerting services and digests of online resources** available to members of COP and other education specialists (44 alerts and 3 digests)
- **IBE database Country Dossiers updated and enriched** (193 dossiers, including 95 countries with online access to curricular resources)
- **National Reports organized into Digital Library**
- **Online electronic catalogue (IBEDOCs) fully migrated into UNESCO database (UNESDOC)**

2,732,296 unique visitors from around the world in 2009.

Source: Google Analytics


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KEY ACHIEVEMENTS IN 2009

## KNOWLEDGE PRODUCTION & MGMT

→ **Strengthened IBE website and clearinghouse function**

Clearinghouse on Inclusive Education



- Program objective is to serve as a **knowledge hub** for inclusive education
- First nucleus already contains links to over **270 resources** on inclusive education including:
  - global, regional, and country reports
  - audiovisual materials
  - over 40 links to websites on inclusive education
  - a selection of useful studies, documents, concept notes and publications

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KEY ACHIEVEMENTS IN 2009

## PARTNERSHIPS AND VISIBILITY

→ **Built key research partnerships:**

- FAPSE-University of Geneva and SRED-DIP
- UNESCO Institute for Statistics (UIS), revision of the International Standard Classification of Education (ISCED)
- World Council of Comparative Education Societies (WCCES)
- International Academy of Education (IEA)
- International Baccalaureate (IB)

→ **Developed partnerships with 14 UNESCO national, cluster, and regional offices and two institutes:**

- **Africa:** Addis Ababa, Dakar, Dar es-Salaam, Windhoek
- **Arab States:** Beirut, Doha
- **Asia and Pacific:** Bangkok, Jakarta, Hanoi
- **Europe and North America:** Moscow
- **Latin America and the Caribbean:** Kingston, Quito, Brasilia, Mexico
- **Institutes include:** UIS and IIEP

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KEY ACHIEVEMENTS IN 2009 <b>POLICY DIALOGUE</b>	
→ <b><u>Helped develop key Inclusive Education initiatives</u></b>	
The ICE follow-up has generated a total of 38 activities involving over 3,900 participants from 179 countries	
<ul style="list-style-type: none"> <li>• <b>Since the ICE 2008, 29 additional countries have signed the Ratification of the Convention on the Rights of Persons with Disabilities adopted in December 2006, including 6 in Africa, 4 in the Arab States, 9 in Europe and 4 in Latin America/Caribbean</b></li> <li>• <b>Agreement reached on an inclusive education working plan for 8 countries in the CIS region</b> “EFA, enhancing quality education and curriculum development” in Yerevan, Armenia <i>(in cooperation with UNESCO Moscow and Ministry of Education and Science of Armenia)</i></li> <li>• <b>Latin American regional observatory on Inclusive Education</b> based on Regional Meeting “Implementation of Inclusive Education Policies in Latin America: Progress and Pending Challenges” in Chile, Santiago <i>(in collaboration with the Regional Bureau for Education in Latin America and the Caribbean)</i></li> <li>• <b>Spin-off initiatives include: “Teacher Education for Inclusion” project</b> <i>(in cooperation with European Agency for Development in Special Needs Education)</i> and <b>“Inclusive Education in action” project</b> <i>(in collaboration with UNESCO and the European Agency)</i></li> </ul>	
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KEY ACHIEVEMENTS IN 2009 <b>POLICY DIALOGUE</b>	
→ <b><u>Helped develop key Inclusive Education initiatives</u></b>	
<ul style="list-style-type: none"> <li>• <b>Asia: working with UNESCO Jakarta office to facilitate implementation of inclusive education policies</b> <ul style="list-style-type: none"> <li>-Country plan on inclusive education developed by Brunei Darussalam comprised of series of 2-week long intensive training workshops on teacher training, measuring students’ learning progress, and supporting students with chronic health problems</li> <li>-Regional Education Policy Framework on inclusive education currently being developed by Indonesia, Brunei Darussalam, and the Philippines</li> </ul> </li> <li>• <b>Arab States: partnership with UNESCO Beirut to promote inclusive education</b> <ul style="list-style-type: none"> <li>-IBE providing technical assistance and support tools, including a regional manual on IE <ul style="list-style-type: none"> <li>-Need identified during regional workshop on inclusive education in Beirut involving curriculum developers and policy-makers from 14 Arab countries</li> <li>-Proposed topics include: theoretical framework, methodology, the dissemination good practices, action plans, a system of monitoring</li> </ul> </li> </ul> </li> </ul>	
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KEY ACHIEVEMENTS IN 2009  
**POLICY DIALOGUE**

—→ **Promoted global dialogue on Inclusive Education**

- **“Reaching the marginalized – How to approach Inclusive Education”** (Düsseldorf, Germany, 10-11 September 2009, *co-organized by UNESCO-IBE, UNESCO HQ, German Corporation for Technical Cooperation (GTZ), and the German Sir Peter-Ustinov Foundation*)
- **“Confronting the Gap, Rights, Rhetoric, and Reality? Return to Salamanca”** (Salamanca, Spain, 21-23 October 2009, *organized by Inclusion International*)
- **“The long road towards an Inclusive Education”** Congress of History of Education (Pamplona, Spain, 29-30 June 2009, *organized by the State University of Navarra*)
- **Teacher Education for Inclusive Education Symposium** (Aberdeen, U.K., 18-20 October 2009, *organized by the University of Aberdeen*)
- **World-wide multi-lingual e-forum on inclusive education and inclusive curricula** (26 October-11 November 2009, *organized by UNESCO-IBE*)

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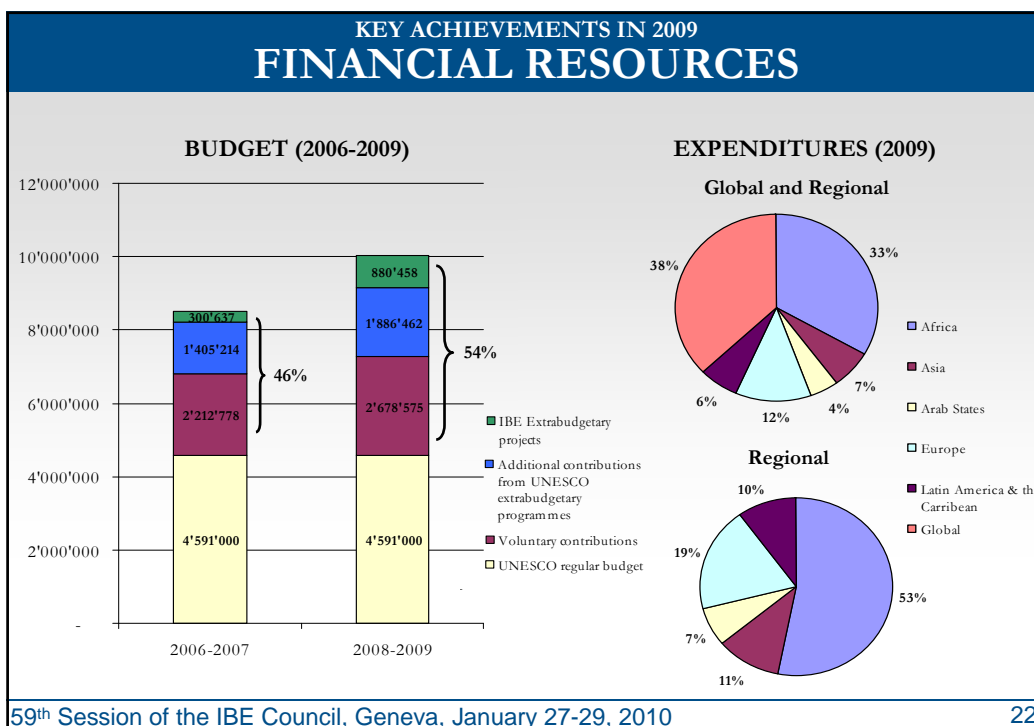
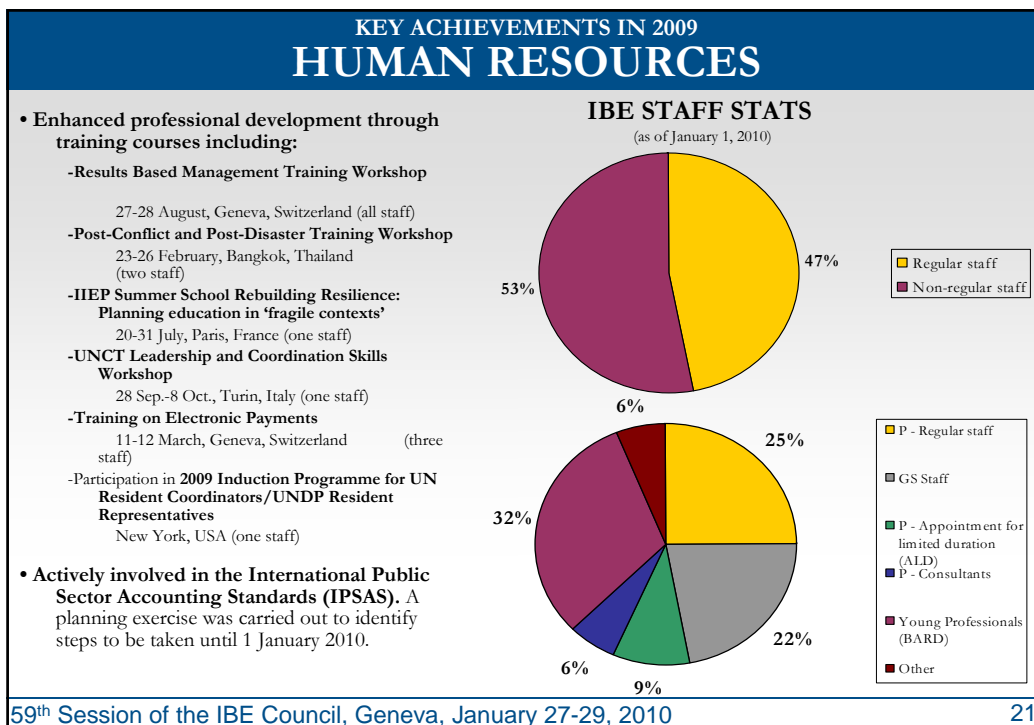
KEY ACHIEVEMENTS IN 2009  
**POLICY DIALOGUE**

—→ **Promoted regional dialogue on Inclusive Education**

- **“Building Inclusive Education Systems to Respond to the Diverse Needs of Disabled Children”** (Jakarta, Indonesia, 3-5 November 2009, *co-organized by UNESCO-IBE and UNESCO Jakarta*)
- **“A Broadened Concept of Inclusive Education, Inclusive Classroom-based Practices, and Implications for Policy-Making, Implementation, and Follow-up”** (Beirut, Lebanon, 13-15 July 2009, *co-organized by UNESCO-IBE and UNESCO Beirut*)
- **“EFA, enhancement of quality education and curriculum development”** (Yerevan, Armenia, 30 September-1 October 2009, *co-organized by UNESCO-IBE and UNESCO Moscow*)
- **“Inclusive Education in Latin America: Identifying and Analyzing Progress and Pending Challenges”** (Santiago, Chile, 18-20 November 2009, *co-organized by UNESCO-IBE and UNESCO Regional Bureau for Education in Latin America and the Caribbean*)
- **Discussion of 48<sup>th</sup> ICE outcomes at Basic Education for Africa Program (BEAP) Sub-regional Capacity Building Workshop** (Dar es Salaam, Tanzania, 24 June 2009, *co-organized by UNESCO-IBE, UNESCO BRED.A, Tanzania Institute of Education, and GTZ*)
- **Presentation of the 48<sup>th</sup> ICE outcomes to the Uruguayan National Parliamentary Commissions of Education and Culture** (Montevideo, Uruguay, 1-2 April 2009)
- **Inclusive Education UNESCO Animators Capacity Development Workshops** (Maracay, Venezuela and Quito, Ecuador 9 April and 13-15 May 2009, *co-organized by UNESCO-IBE, Universities, National Commissions, and UNESCO Chairs*)

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FINANCIAL RESOURCES	
SPECIAL ACCOUNT	
Pre-final <b>EXPENDITURES</b> statement for financial period 1 <sup>st</sup> Jan. to 31st Dec. 2009	
<b>I. EXPENDITURES (Obligations)</b>	US dollar
<b>I. PROGRAMME ACTIVITIES 2009</b>	
<u>I-1 Capacity development and technical assistance</u>	548'911
Community of Practice for curriculum development	248'703
Technical advice, support and training in member states	262'730
GIGAPAN	37'478
South-south cooperation/Africa	
<u>I-2 Knowledge production and management</u>	341'263
Resource Bank	59'562
Documentation	40'428
Observatory of educational trends	64'066
Development of IBE web site	51'981
Publications	125'226
<u>I-3 Policy dialogue</u>	315'753
48th ICE follow-up	250'919
Policy dialogue	64'834
<b>TOTAL PROGRAMME ACTIVITIES</b>	<b>1'205'927</b>
<b>II. GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.</b>	
II-1 <u>IBE Council</u>	124'249
II-2 <u>General administration</u>	287'450
II-3 <u>Institutional development</u>	111'731
<b>TOTAL GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.</b>	<b>523'430</b>
<b>III. STAFF COST (Established posts)</b>	<b>2'106'609</b>
<b>TOTAL EXPENDITURES (I+II+III)</b>	<b>3'835'966</b>

The execution rate for IBE's 2009 expenditures was 83.31%

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FINANCIAL RESOURCES	
INCOME AND RESERVES	
Pre-final <b>INCOME</b> statement for the financial period 1 <sup>st</sup> Jan. to 31st Dec. 2009	
<b>II. RESOURCES CREDITED TO IBE SPECIAL ACCOUNT</b>	
UNESCO Regular budget	2'295'500
Voluntary contributions	1'621'896
Rental of offices and conference room	42'949
48th ICE exhibition income	72'479
Cost recovery	50'968
Interest deposit (clearing account and bank account)	42'671
Foreign exchange gains net	46'316
Royalties and sales of publications	13'456
<b>TOTAL INCOME</b>	<b>4'186'235</b>
<b>RESERVES</b>	
<b>III. RESERVES</b>	
Excess of income over expenditures	435'028
Reserves and Fund balances, beginning of period	1'449'974
Savings on prior period's obligations	13'652
<b>TOTAL RESERVES</b>	<b>1'898'654</b>

257'000 Polish stamps funds  
443'787 SPAIN  
99900 DDC  
875'264 Reserves 2009  
50'968 Cost recovery 2009  
171'735 Other income 2009

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FINANCIAL RESOURCES		
TOTAL IBE EXPENDITURES		
TOTAL IBE EXPENDITURES for financial period 1 <sup>st</sup> Jan. to 31st Dec. 2009		
	Budget revised	Total expenditures
<b>I. PROGRAMME ACTIVITIES</b>		
<b>I-1 Capacity development and technical assistance</b>	<b>1'521'220</b>	<b>1'119'306</b>
Community of Practice for curriculum development	281'734	248'703
Technical advice, support and training in member states	369'854	290'493
GIGAPAN	70'000	37'478
South-south cooperation/Africa	257'000	0
Innovations curriculaire: Education à la paix et à la lutte contre la pauvreté en Afrique	334'837	334'837
Capacity building of curriculum specialists for HIV and AIDS education / Clearing house	149'386	149'386
Bonnes pratiques de formation d'enseignants pour l'éducation VIH/SIDA en Afrique (Cameroun)	34443	34'443
UNESCO/UNFPA's International Guidelines for sex, relationships and HIV/STI education: Resources identification and dissemination	19000	19'000
Discrimination envers les PVVIH en Algérie: quelle réponse du système éducatif	4966	4'966
<b>I-2 Knowledge production and management</b>	<b>378'369</b>	<b>341'263</b>
Resource Bank	65'000	59'562
Documentation	50'000	40'428
Observatory of educational trends	65'000	64'066
Development of IBE web site	55'000	51'981
Publications	143'369	125'226
<b>I-3 Policy dialogue</b>	<b>475'230</b>	<b>315'753</b>
48th ICE follow-up	375'230	250'919
Policy dialogue	100'000	64'834
<b>TOTAL PROGRAMME ACTIVITIES</b>	<b>2'374'819</b>	<b>1'776'322</b>
<b>II. GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.</b>		
II-1 IBE Council	125'000	124'249
II-2 General administration	290'000	287'450
II-3 Institutional development	145'000	111'731
<b>TOTAL GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.</b>	<b>560'000</b>	<b>523'430</b>
<b>III. STAFF COST (Established posts)</b>		
	<b>2'242'272</b>	<b>2'106'609</b>
<b>TOTAL EXPENDITURES 2009 (I+II+III)</b>	<b>5'177'091</b>	<b>4'406'361</b>

Includes special account and additional contributions from other UNESCO extrabudgetary programmes

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## FINANCIAL STRATEGY

### → ACHIEVEMENTS:

- **Biennial total budget growth of close to US\$2,000,000**
- A new donor. Voluntary contributors Switzerland, Sweden and Spain
- **IBE extra-budgetary projects budget has almost tripled** (from US\$300,637 in 2006-2007 to US\$880,458 in 2008-2009)
- Just for 2009, **extra-budgetary projects implemented US\$738,175** (based full cost recovery requests or on competitive proposals)
- **Innovative cost recovery policy** implemented gradually with an increase of 89.5% with regards 2008.

### → CHALLENGES:

- **Expand donor's base** seeking new institutional contributors
- **Consolidate four-year commitments** with voluntary contributions to the programme

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**International Bureau of Education**

**ACTIVITIES AND BUDGET FOR 2010**

**Report of the IBE Director**



59<sup>th</sup> Session of the Council of the IBE  
Geneva, January 27-29, 2010

**STRATEGIC OBJECTIVES**

- Increased programming focus **in full alignment with the 35 C/5**
- Special attention on two global priorities of **Africa and gender equality**
- **Active promotion of South-South Cooperation (SSC)** as a platform for policy dialogue and sharing knowledge, experience, and expertise
- Expansion of involvement in **post-conflict situations**

## STRATEGIC OBJECTIVES

- Build on IBE’s **comparative advantage** as a **global centre of curriculum development**
- Develop innovative **capacity-development model with deeper impact**
- Expand **global and regional networks**
- **Expand database** collection and utilization
- **Stronger research partnerships and visibility**

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## 2010 PROGRAMS AND ACTIVITIES

- Community of Practice
- Regional Activities
- Training Tools and courses for Curriculum Development
- Basic Education in Africa Programme (BEAP)
- GigaPan School Dialogues
- Technical assistance
- New Africa Project
- HIV/AIDS Education

**Capacity development & technical assistance**

**Policy Dialogue**

**Knowledge production & management**

- Inclusive education
- Teacher quality
- Knowledge products on Inclusive Education
- Digitization of Resource Bank
- Observatory of Trends
- Research and publications

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## CAPACITY DEVELOPMENT

### → Consolidating IBE's global network

- **Expand and sustain a high quality global Community of Practice (COP) in Curriculum Development**
  - continue to expand COP membership (currently 1,300 members from 132 countries)
  - provide curriculum advice through regional focal points
  - foster and facilitate in-depth international dialogue on curriculum issues by:
    - disseminating COP-member generated curricular resources
    - sharing effective visions, policies, strategies, and practices
    - organizing thematic multilingual e-forums
- **Continue to grow and strengthen capacity development partnerships**
  - UNESCO HQs, UNESCO Regional Bureaux for Education, and Field Offices
  - UN agencies (including "Delivering as One" pilot), international and national academic institutions

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## CAPACITY DEVELOPMENT

### → Innovative capacity development model

- **Enrich and utilize Resource Pack as curriculum-building tool**
  - Implement officially accredited training programs through partner universities and regional institutions developing "regional training hubs"
  - Train specialists through utilization of Resource Pack in capacity development workshops
  - Develop new thematic modules based on regional needs and feedback (e.g. Inclusive Education, Competency-based approaches, Education for Sustainable Development)
  - Promote revision and improvement of national curriculum frameworks
- **Develop regional programs with UNESCO Offices**
  - Asia and the Pacific
  - Arab States
  - CIS and Europe
  - Latin America and the Caribbean

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## CAPACITY DEVELOPMENT

### → AFRICA project: skills and competencies for life and work

- In-depth work focusing on three countries** involved in field testing of the toolkit (**Mali, Kenya, and Angola**)
- Enhance **links between curriculum development and implementation** relevant to local contexts and needs
- Synergies** between curriculum, teacher training, assessment and school and classroom management, as well as school-community links.
- Explore the **benefits of multilingualism in promoting competency development** for life and work
- Action research projects** based on **competency-based implementation approaches** and “**whole school-approaches**”
- South-South sharing of progress and experiences** to enrich international dialogue

Implement country-customized processes of capacity development in Sub-Saharan Africa based on *Toolkit for competency development and Learning to Live Together*

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## CAPACITY DEVELOPMENT

### → Priority AFRICA: building capacity through curriculum change

#### UNESCO Basic Education in Africa Program (BEAP)

- Target: 5 countries. Provide technical assistance including **needs-assessments and the analysis of key components in changing curricula**
- Support the revision of basic education curriculum frameworks** in The Gambia, Ethiopia, Tanzania, and the Seychelles
- Help **establish and improve quality assurance mechanisms in line with inclusive and competency-based approaches**

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## CAPACITY DEVELOPMENT

### → GigaPan Diversity and Inclusion in the Community project

- build upon achievements of the pilot phase by **generating knowledge product and disseminate results in international meetings**
- increasing number of participating schools, expanding project into Arab countries**
- expanding student's abilities to explore local and international issues** pertaining to areas of the curriculum as sustainable development, science and social sciences
- support the South-North-South intercultural dialogue among students-teachers**
- continued ICT and curriculum training** (*in collaboration with Carnegie-Mellon University*)

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## CAPACITY DEVELOPMENT/ TECHNICAL ASSISTANCE

### → Providing specialized technical assistance

- **VIETNAM: In-service teacher training program on gender equality in Vietnam**
  - course will be **pilot-tested** and revised
  - sharing outcomes of the pilot to plan for system-wide implementation**
  - in collaboration with UNESCO Hanoi, MOET, and in-service teacher training agencies*
- **ANGOLA: Development of National Guidelines for Curriculum Review**
  - integration of **cross-cutting issues in secondary education** while referring to specific subject areas **taking into account local contexts, experiences, and needs**
  - disseminate outcomes at national level to develop national strategy**
  - in collaboration with UNESCO Windhoek, Ministry of Education, and INIDE*
- **SUDAN: revision of the basic education and literacy curriculum frameworks**
  - in collaboration with UNESCO Khartoum, Ministry of Education, and local education NGOs*

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## POLICY DIALOGUE

### → Promoting Inclusive Education through regional initiatives

- **Continue to promote policy dialogue** on a broadened concept of inclusive education through:
  - national, regional, and interregional **capacity development workshops and meetings with policy-makers**
  - by providing **tailored guidance in response to requests for assistance** in developing policy frameworks
  - dissemination of reference materials** relating to inclusive education policy
- **Help develop inclusive curricula through:**
  - production of **inclusive education materials tailored to regional and national contexts**
  - creation of **concrete guidance manuals and curriculum development modules** for schools, teachers, and other stakeholders in coordination with regional inclusive education experts, educators, curriculum specialists, and developers (**initial focus on Arab and CIS regions**)

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## KNOWLEDGE PRODUCTION & MGMT

### → Growing knowledge-sharing base to support capacity development

- **Develop analyses and studies focusing on curriculum development processes, including:**
  - IBE Working Papers on Curriculum Issues*
  - contribution to *2010/11 Global Monitoring Report on EFA* (depending on availability of extrabudgetary resources)
- **Strengthen IBE's Clearinghouse Function**
  - Continue to develop Clearinghouse on Inclusive Education** through the compilation of additional resources and updating of relevant links
  - HIV and AIDS Education Clearinghouse:** addition of new documents, evaluation of materials, and contributions to HIV and AIDS education newsletter (*in collaboration with IIEP and the UNESCO offices of Bangkok, Dakar, Harare, Nairobi, and Santiago*)
  - Alerting services and digests of online resources** available to members of COP and other education specialists
  - IBE database Country Dossiers** regularly updated and enriched

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## KNOWLEDGE PRODUCTION & MGMT

- **Build and fortify research partnerships**
  - FAPSE-University of Geneva and SRED-DIP
  - Ecole Polytechnique Fédérale de Lausanne (EPFL)
  - European Agency (Steering group)
  - International Baccalaureate (IB)
  - The Graduate Institute of Geneva (IHEID)
  - UNESCO Institute for Statistics (ISCED)
  - World Council of Comparative Education Societies (WCCES)
  - Education Think Tank- Harvard University
  - UNICEF- Building teacher competency in emergency and post-conflict situations

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## IBE BUDGETARY FRAMEWORK 2010

<b>I. PROGRAMME ACTIVITIES</b>	
I-1. Capacity development and technical assistance	879'100
I-2. Knowledge production and management	431'000
I-3. Policy dialogue	200'000
<b>TOTAL I</b>	<b>1'510'100</b>
<b>II. GOV. BOARD, GEN. ADMIN., INSTITUTIONAL DEVELOPMENT</b>	
II-1. IBE Council	135'000
II-2. General operating costs	290'000
II-3. Institutional development: coordination and programme development	200'000
<b>TOTAL II</b>	<b>625'000</b>
<b>III. STAFF COST (established posts)</b>	<b>2'330'000</b>
<b>TOTAL APPROPRIATION (I+II+III)</b>	<b>4'465'100</b>
<b>RESOURCES CREDITED TO THE IBE SPECIAL ACCOUNT</b>	
<b>I. INCOME 2010</b>	
UNESCO Regular Budget	2'400'000
Estimated extra-budgetary resources	634'000
Other incomes (offices rental, IBE's clearing account interest)	65'000
Outstanding amounts based on signed agreements	97'396
<b>II. RESOURCES AVAILABLE FROM 2009</b>	<b>1'898'654</b>
Polish stamps funds	257'000
SPAIN contribution received in December 2009	443'787
DDC contribution received in December 2009	99'900
Programme Support Cost/Cost recovery	50'968
Other incomes (offices rental, IBE's clearing account interest)	171'735
2009 reserves	875'264
<b>TOTAL RESOURCES (I+II)</b>	<b>5'095'050</b>
<b>Estimated RESERVES end of 2010: RESOURCES-EXPENDITURES</b>	<b>629'950</b>

### SPECIAL ACCOUNT

(situation as of  
January 18, 2010)

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## IBE BUDGETARY FRAMEWORK 2010

### ADDITIONAL CONTRIBUTIONS FROM OTHER UNESCO EXTRABUDGETARY PROGRAMMES

	Budgetary framework	UNESCO/UN AIDS	UNESCO Hanoi FO	UNESCO Windhoek FO	PCPD Special account
Vietnam: Textbook review from a gender perspective (Hanoi)	71'000		71'000		
Capacity development for curriculum and HIV and AIDS education	66'501	66'501			
Clearinghouse for curriculum and HIV and AIDS education	47'839	47'839			
EFA- Angola: Mainstreaming of Cross-Cutting Issues in the Curriculum of Schools and Teacher Training Institutions (Windhoek)	50'000			50'000	
Post Conflict/Post Disaster project	76'224				76'224
<b>TOTAL EXPENDITURES 2010</b>	<b>311'564</b>	114'340	71'000	50'000	76'224
PSC/Cost recovery	42'909	17'500	9'000	6'500	9'909

**TOTAL EXPENDITURES** (including special account and additional contributions from other UNESCO Extrabudgetary Programmes): **5,406,614**

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## IBE BUDGETARY FRAMEWORK 2010

SPECIAL ACCOUNT	Budgetary framework	FUNDING SOURCES AND ESTIMATED ALLOCATIONS											
		UNESCO regular budget	Extrabudgetary resources 2010					Resources available from 2009				Other incomes 2010	
			Switzerland 2010	Israel	DDC	UNICEF	Polish emergency funds	SPAIN 2009*	DDC 2009*	2009 Reserves	PSC and Cost recovery 2009	Other income 2009**	Other income 2010
Situation as at 18.01.2010 (USD)													
<b>I. PROGRAMME ACTIVITIES</b>													
<b>I-1 Capacity development and technical assistance</b>	879'100												
Community of practice for curriculum development	290'000	273'200											
AFRICA project	400'000	430'66				257'000					16'800		
Technical co-operation projects/support to Member States	156'000			31'250	8'800						11'521		
The "GigaPart": Diversity and Inclusion in the Community	32'500					108'750					7'800		
<b>I-2 Knowledge production and management</b>	431'000												
Resource Bank and Observatory of educational trends	106'000			57'250							48'750		
Documentation and information	40'000										40'000		
Development of IBE website	85'000					85'000							
Research and Publications	200'000					147'261					52'719		
<b>I-3 Policy dialogue</b>	200'000												
Policy dialogue / Inclusive education	200'000	126'212	22'124										
<b>TOTAL I</b>	<b>1'510'100</b>												
<b>II. Governing Board/Gen. Adm./Institutional Dev.</b>													
<b>II-1 IBE Council (59th session/Steering Committee)</b>	135'000	70'000									65'000		
<b>II-2 General operating costs</b>	290'000										290'000		
<b>II-3 Institutional development: Coordination and prog dev</b>	200'000										105'000		
<b>TOTAL II</b>	<b>625'000</b>												
<b>TOTAL PROGRAMME ACTIVITIES</b>	<b>2'135'100</b>												
<b>III. Staff costs (Established posts)</b>	2'330'000	2'330'000											
<b>TOTAL EXPENDITURES 2010 (I+II+III)</b>	<b>4'465'100</b>	2'400'000	442'478	22'124	88'500	8'800	257'000	322'656	88'413		660'000	105'000	
<b>TOTAL INCOMES 2010</b>	<b>3'965'950</b>	2'400'000	500'000	25'000	100'000	9'000	257'000	443'787	89'900		875'264	50'968	
<b>INCOMES 2010 - EXPENDITURES 2010 = Estimated reserves by the end of 2010 to be used in 2011</b>	<b>629'950</b>		57'522	2'876	11'500	200		51'092	11'487		215'174	50'968	667'35
<b>ADDITIONAL CONTRIBUTIONS FROM OTHER UNESCO EXTRABUDGETARY PROGRAMMES</b>													
	Budgetary framework	UNESCO / UNAIDS	UNESCO Hanoi FO	UNESCO Windhoek FO	PCPD Special account								
Vietnam: Textbook review from a gender perspective (Hanoi)	71'000		71'000										
Capacity development for curriculum and HIV and AIDS education	66'501	66'501											
Clearinghouse for curriculum and HIV and AIDS education	47'839	47'839											
EFA- Angola: Mainstreaming of Cross-Cutting Issues in the Curriculum of Schools and Teacher Training Institutions (Windhoek)	50'000			50'000									
Post Conflict/Post Disaster project	76'224				76'224								
<b>TOTAL EXPENDITURES 2010</b>	<b>311'564</b>	114'340	71'000	50'000	76'224								
PSC/Cost recovery	42'909	17'500	9'000	6'500	9'909								

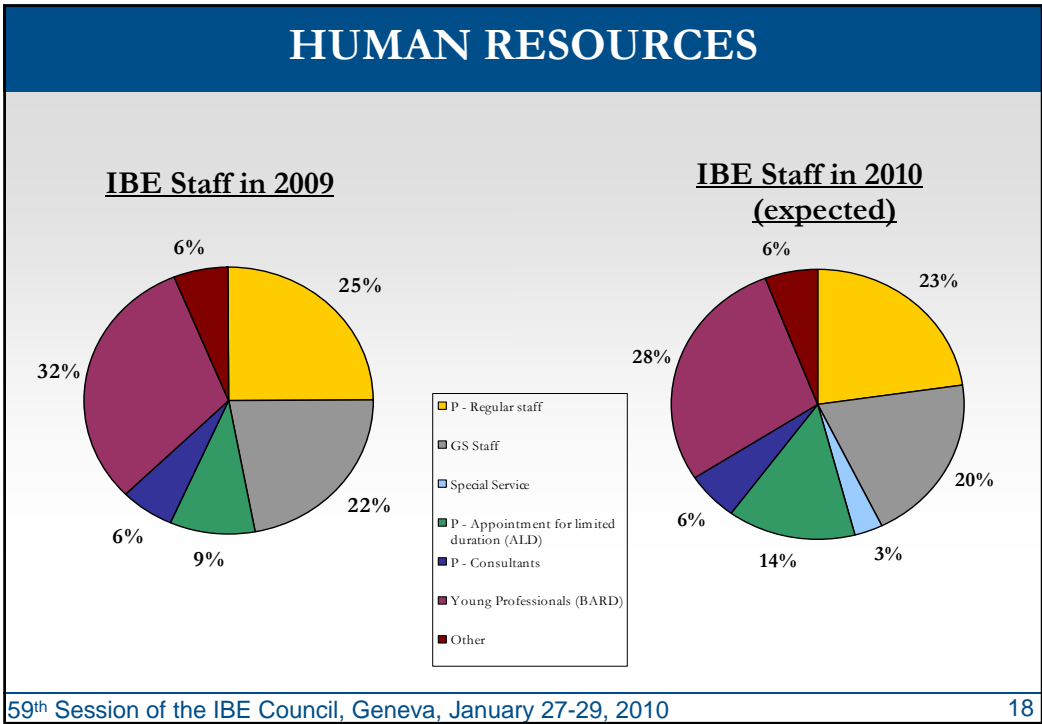
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WORKING GROUP ESTIMATED BUDGET	
<p>Estimated budget for Working Group charged with the finalization of the Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters</p>	
<p>A. Expertise</p>	<p>Cost 74'400</p>
<p>B. Organizational arrangements (document translation, interpretation, IBE staff travel, and miscellaneous)</p>	<p>37'200</p>
<p><b>Grand Total in USDs</b>      111'600</p>	

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## IBE BUDGETARY FRAMEWORK 2010

### —→ Strategy to ensure financial stability and institutional growth

- **Strengthen relationships with core countries** providing institutional support, encouraging their involvement in key stages
- **Diversify donor base** for voluntary contributions with **consolidated four-year commitments** and extra-budgetary projects
- **Develop joint programs with relevant UN agencies**, such as UNICEF
- Seek out **foundations and the private sector for innovative initiatives**
- Expand on arrangements for **cost-recovery, cost-sharing, and co-funding** of priority activities with selected partners
- Engage in **joint fund-raising activities with strategic partners** for specific programmes



**Forum: « Inclusive Education with special focus on curriculum development »**

**Summary of the discussions**

**A. Key messages**

- (1) Linking the inclusive education agenda to broader historical social challenges** implies revisiting:
- a) the role of education as an instrument of social mobility and change, from a life-long learning perspective;
  - b) the recognition that economic growth does not *per se* ensure equity and a fair distribution of educational opportunities, due to multiple dimensions of poverty and marginality;
  - c) the strong influence of social factors for the attainment of quality learning outcomes;
  - d) the question of whether equity and quality go hand in hand and the need to put the focus on ensuring sustainability and improving quality.
- (2) Learning from public policy developments** on fostering the right to education and inclusive education:
- a) positive advances in various domains include new legislation (longer compulsory schooling and education as a right with a special focus on excluded groups) and active policies (i.e. providing equitable material and learning conditions, increasing instruction time and improving teachers working conditions);
  - b) positive advances have provided legitimacy to state policies but it is still insufficient;
  - c) the need for better synergies and complementarities between the political and intellectual powers to legitimize and sustain policies for a just society, overcoming the strong resistance to social and educational inclusion (e.g. from the powerful and wealthy or from families who are apprehensive towards heterogeneous learning environments);
  - d) need to emphasise implementing “subjective policies” i.e. the consideration and sharing of teachers’ personal and social histories in order to better understand what they are thinking and doing, for developing a culture of trust within and outside the educational system. Such policies would truly engage teachers and other educational stakeholders in the inclusion process.
- (3) Conceptualizing inclusive education as a dynamic process and set of principles informing all policies** at the different education levels and settings (formal, non-formal and informal). It aims to address diversities, to remove barriers to participation and learning and to facilitate links and complementarities between the policies fostering all students’ presence, participation and achievement.
- (4) Understanding schools as social processes for improving learning conditions and opportunities** implies a series of inter-related components, in particular:
- a) leadership based on clear institutional and pedagogical objectives;
  - b) engaging educational actors with evidence based on school and classroom practices;
  - c) prioritizing the voice of children and young people;
  - d) facilitating the participation of communities at large and developing a culture of trust among different institutions and actors;
  - e) harboring high learning expectations about children;
  - f) creating accountability of schools and teachers for the outcomes and support of students’ learning and welfare.

**(5) Visualizing the curriculum as a powerful societal tool for inclusion** implies, amongst other things:

- a) developing a sound combination of national strategies, school-based curricula and local inputs;
- b) providing common frameworks for formal and non-formal settings and provisions, complemented by differentiated components at the school level;
- c) utilising assessment for supporting learning and not for penalizing learners, especially those learners who are most disadvantaged;
- d) facilitating genuine dialogue among the different actors at the school level;
- e) emphasizing the development and attainment of relevant social knowledge;
- f) providing individual learning plans to support students' welfare and development.

The curriculum can help in closing the gaps between the theory and practice of inclusive education. The issue of implementation should be revisited in the light of a comprehensive vision of the curriculum, encompassing access, processes and outcomes.

**(6) Understanding teachers as policy-makers and educators** who should be empowered to co-develop an inclusive curriculum. Major issues include:

- a) supporting teacher's ownership of an inclusive curriculum;
- b) understanding and respecting teachers' identities;
- c) ensuring the sustainable investment in the learning competencies of teachers within teachers' professional development strategies.

**(7) Sharing countries effective practices in implementing truly inclusive education systems,** with respect to, for example:

- a) social and communitarian policies to ensure the presence and participation of learners at the school level, with a special focus on disadvantaged groups;
- b) tailored approaches for the inclusion of students with special needs in regular schools;
- c) smooth institutional and pedagogical transitions between basic and secondary education;
- d) early childhood policies for laying a proper foundation in terms of inclusive education;
- e) the planning and allocation of resources towards inclusive education policies and programmes;
- f) assessment and monitoring of the needs of different groups.

## **B. Expert presentations**

### **• Mel Ainscow:**

IE is about making sure every child matters, which is a big policy drive in the English education system. i.e. EFA means ALL. Working closely with UK schools and worldwide, research shows that schools 'know more than they use'. To improve a school's capacity to draw on expertise and mobilize energy and creativity, there must be collaboration, through networks of schools and districts. The following elements should be encouraged: sharing experience between teachers, listening to the voice of the students in the classroom, linking school improvement to wider community development; leadership by senior people in schools and school districts based on the principle of shared responsibility.

- **Irmeli Halinen:**

For inclusive curriculum development we need: effective strategies. i.e. clear national goals and policy guidelines; an obligation and actual possibility to design school strategies and create inclusive forms of practice; interactive planning processes of curriculum at national, local and school level. Additionally, in terms of curriculum design, we must take into account: emphasizing goals more than content; learning processes more than products; avoiding content overload; connecting learning in and outside school; formal and informal learning; flexibility and freedom to local and school level.

- **JC Tedesco**

In Latin America, the issue of inclusive education has a strong social and economic component. The most telling fact is social inequality. 10 out of the 15 most unequal countries in the world are in the Latin American and Caribbean (LAC) region. Data of national and international evaluations show that economic conditions are the principal determinants of learning achievement. The school does not break up the cycle of poverty reproduction. In recent decades, there has been a strong expansion of primary and secondary coverage, but without ensuring high quality. Today, the issue is not about solely access but principally about presence, completion rates and quality of learning.





Annex XI  
UNESCO/BIE/C.59/Inf.1  
Geneva, 28 January 2010  
Original: English/French

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**FIFTY-NINTH SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 27–29 January 2010

**CINQUANTE-NEUVIEME SESSION  
CONSEIL DU BUREAU INTERNATIONAL D'EDUCATION**

Genève, 27-29 janvier 2010

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