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国际教育局理事会
第六十二届会议

2013年1月23-25日，日内瓦

会议记录和决定

1. 会议开幕

1. 国际教育局理事会第六十二届会议于 2013 年 1 月 23 日(星期三)上午 10 时, 在国际教育局理事会主席 Ole Briseid 先生的主持下开幕。Ole Briseid 先生祝愿大家 2013 年一切顺利, 并对理事会所有成员、代表教科文组织总干事与会的教育部门助理总干事 (ADG/ED) 唐虔先生, 以及来自教育部门执行局 (ED/E0/IER) 的 Elisabeth Fordham 女士表示热烈欢迎。教科文组织内部监督办公室 (IOS) 的代表 Martina Rathner 女士因火车晚点在开幕式结束后到会。

2. 在开始讨论议程第 2 项(通过临时议程)之前, 主席回顾说, 自从 2011 年 11 月通过关于使国际教育局 (IBE) 成为教科文组织的一个课程领域示范中心 (CoE) 的战略以来, 大量工作得以开展, 以确保按照教科文组织大会的意愿, 实现有利过渡。有关这一过渡工作的计划, 已在理事会第六十一届会议上确定下来。在过去一年中, 这方面的工作取得了长足的进步, 这要归功于工作组、指导委员会和理事会成员所参与的各项协商进程, 自然还应归功于国际教育局局长和工作人员在教科文组织巴黎总部的支持下坚持不懈的努力。主席认为, 理事会现已可以为国际教育局的未来作出一些重要的决定, 其依据是, 各方已在很大程度上尤其就以下方面达成了协商一致: 确保国际教育局的结构和人员配置灵活、适应性强、具有高效率和高效能; 国际教育局的治理结构更具成本效益、实现区域平衡和满足专业要求; 国际教育局 2012 年至 2017 年的战略和工作计划符合示范中心战略和教科文组织的优先事项, 而且战略方向很强; 完全按照国际教育局的核心任务和工作计划开展政策对话, 包括召开国际教育大会 (ICE), 并在国家、区域和全球各个层面利用一些政策对话的选项。这些进展表明, 会员国继续承认, 国际教育局作为一个示范中心发挥了极为重要的作用; 由于课程和学习成果是教育领域任何质量改善的核心所在, 因此, 预计该中心将在课程设置和课程相关问题上发挥主导作用, 并将成为一个联络点。最后, 主席强调, 最紧迫的挑战是, 必须确保这一示范中心的核心供资及其他预算外资源能有长期、稳定的财政基础, 因为如果缺乏坚实的财政基础, 不集中精力重点确保国际教育局的核心使命和战略优先重点, 国际教育局便无法满足会员国的期望。

3. 国际教育局局长 Clementina Acedo 女士也对理事会成员以及唐先生和 Fordham 女士表示热烈欢迎。她还介绍了于 2013 年 2 月调来国际教育局担任副局长的 Joseph Ngu 先生, 以及新来的高级项目专家 Mark Mason 先生。从 2013 年 7 月起, Mason 先生将负责课程研究和政策发展事务。该二位同事均应邀出席了会议。

4. 二十六个成员国派代表出席本届会议, 一个成员国的代表作为观察员列席会议。与会者名单附于附件 XVI 中。

2. 通过议程和附加说明的议程

文件: UNESCO/BIE/C. 62/1/Prov/Rev + 增编

5. 主席建议对议程和附加说明的议程(转载于 *附件 D*) 予以通过。

决 定

理事会对国际教育局理事会第六十二届会议议程和附加说明的议程予以通过。

3. 教科文组织教育部门内部监督办公室(ED/IOS)对第 1 类机构的审查

6. 教育部门助理总干事(ADG/ED)唐虔先生发言时,首先代表总干事感谢捐助国为国际教育局提供慷慨的支持,特别是挪威和瑞士。他随后介绍了教育部门/内部监督办公室着重从以下三个关键领域对第 I 类机构进行审查的调查结果,这三个领域是:计划协调和重心、组织安排,以及财政的可持续性。通过审查,确定了十二项主要挑战和一些可能的应对办法,其中包括:*阐明各机构对教科文组织的教育项目所做的贡献*,即针对相同工作的领域确定共同战略并明确分工,以及各机构在教育部门新战略中的具体期望及作用;*加强战略重点*,即界定明确、数量有限的计划目标,以及更加重视成果为本的管理;*重新考虑开展能力建设工作的方式*,即侧重机构能力建设、扩大伙伴关系和加强国内能力发展工作;*加强知识中介职能*,即针对机构可以增加独特价值的领域开展研究和分析工作、通过伙伴关系和实践社区创造知识、增加用于知识管理和传播的投资;通过以下手段*强化专业知识*:更好地利用研究网络、积极主动地发挥领导作用以吸引有才能的工作人员、增加东道国及其他会员国的支持;通过将少量核心管理职位与更灵活的任命形式相结合的方式,*确保各类工作人员合同符合各项工作的需要*;通过对所有机构的负责人设定 6 年任期的限制,*重振领导力*;*明确在计划、人力资源和财务管理等主要领域的权力下放工作*;*重新审查并加强治理结构*;*转向以成果为本的方式分配教科文组织财政拨款*;在总部的支持下并为确保筹资方面更好的沟通,*制定有针对性的筹资战略*;同时*调动更多的东道国支持*。唐先生最后说,大多数机构缺乏成为示范中心的人力和财政能力,教科文组织必须考虑是否仍有能力维持所有机构,还是应减少其第 I 类网络机构的数量,以建立和维护少数几个真正具有世界一流专门知识的示范中心。

7. 内部监督办公室的 Martina Rathner 女士发言时回顾了总体目标以及评估第 I 类机构的工作中考虑的主要问题,尤其是相适性、取得的成果、合作质量、管理和治理机制、财政可持续性和东道国的支持。关于国际教育局,初步结果表明,国际教育局任务授权的重要性与日俱增,目前根据示范中心战略的要求正在进行的改革进程取得了重要进展,其在成为知识中介以及通过实践社区进行全球联网工作方面具有很大的潜力。她还提到了国际教育局面临的最重要的挑战,其中包括:财政可持续性方面受到限制、治理结构沉重、存在偏离核心任务的可能、缺乏战略方向并缺乏足够数量掌握课程专门知识的人员,以及需要确定以最佳方式进行能力发展的倡议。最后她指出,根据评估的主要结论,向前迈进将需要各方共同努力,并对国际教育局进行战略投资,跟踪和密切监测示范中心战略的执行情况,加强战略领导力、更有效的治理、有针对性的资源调动,以及需要在特定时限内展示成果。

8. 一些与会者赞赏这些全面介绍突出了各项主要问题和挑战。有人强调指出,在提高灵活性的同时,除动员预算外资源外,还必须确保供资稳定。东道国可以提供更有力的支助,但其他会员国的支持也同样重要。一些代表重申,全力支持国际教育局对包括其治理结构在内的工作进行改革,另一些代表注意到,正在进行的工作和将要作出的决定符合评估中所提出的主要建议。唐先生感谢代表们提出有益的意见,并强调必须共同努力,以加强国际教育局的作用。

决 定

理事会注意到教育部门助理总干事和内部监督办公室(IOS)就评价报告草案提供的信息。

4. 2012 年期间国际教育局的活动

(文件 UNESCO/BIE/C. 62/2 和 C. 62/Inf. 2, 附件 II)

9. 国际教育局局长介绍了关于 2012 年期间国际教育局根据 35 C/5 主要行动领域(教育部门)以及示范中心战略所开展的活动。她说明了国际教育局以下三个主要行动领域中的主要进展、成就和挑战: 能力发展和技术援助、知识的开发和管理、政策对话和国家教育大会。她回顾说, 由于教科文组织提供的拨款削减了 31%, 尽管已努力减少行政人员的费用, 国际教育局仍不得不动用储备金, 以填补正规工作人员的费用、举办理事会和业务费用方面的不足。她还提到了 2012 年为提出新结构以落实示范中心战略, 而对组织结构和工作人员配置进行的审查。如果所提出的建议获理事会的批准, 将意味着内部管理和组织会发生变化。(国际教育局局长的介绍作为附件 XIII 附后)。

10. 行政小组的报告(文件 UNESCO/BIE/C. 62/Inf. 3, 第 8 至 12 段)由行政小组主席, 黎巴嫩代表 Bouchra Bagdady Adra 女士介绍。(该报告作为附件 III 附后)。

11. 此后, 理事会的许多成员祝贺局长及其团队在 2012 年艰难的形势下仍取得了工作进展。一些会员国的代表, 特别是巴林、尼日利亚和坦桑尼亚联合共和国, 对国际教育局提供的技术援助表示赞赏。会上建议, 国际教育局应在以下方面实现更好的平衡: 按地区开展活动、增强交流、建立数据库, 收集参与国际教育局能力发展活动的专业人士和课程负责人的信息, 包括课程设计和开发文凭培训班教学人员的信息。

12. 国际教育局局长感谢理事会各成员提出积极的意见和富有建设性的建议。她还感谢尼日利亚代表在讨论中向与会者通报尼日利亚打算向国际教育局提供财政资助。最后, 她补充介绍了关于与当地学术机构合作开办机构能力发展专题文凭培训班的情况。

决 定

根据国际教育局《章程》(第二章第五条 b 项)关于理事会负责“监督国际教育局各项活动的计划的执行情况”这一规定, 理事会:

- 注意到行政小组报告中的意见和建议(UNESCO/BIE/C. 62/Inf. 3);
- 批准国际教育局局长的 2012 年活动报告(UNESCO/BIE/C. 62/2);
- 称赞国际教育局局长执行 2012 年计划, 并强调已取得的成果, 尤其是对优先事项和挑战的应对;
- 注意到经教科文组织财务管理局核批的国际教育局截至 2012 年 12 月 31 日的决算前账目(UNESCO/BIE/C. 62/Inf. 2);
- 授权指导委员会在其将于 2013 年年中举行的会议上, 正式批准经教科文组织财务管理局证明的 2012 年账目。

5. 通过经修订的国际教育局特别帐户财务条例

(文件 UNESCO/BIE/C. 62/Inf. 4, 附件 IV)

13. 在介绍该议程项目时, 理事会主席再次提到指导委员会的建议, 并请国际教育局行政官员 Mohammed Bouassami 先生发言。行政官员简要说明了教科文组织采用《国际公共部门会计准则》(IPSAS)之后, 国际教育局必须对其《特别帐户财务条例》作出的各项修正。

决 定

根据指导委员会的建议, 理事会正式通过经修订的《国际教育局特别帐户的财务条例》。

6. 外部审计及其频率

14. 理事会主席请国际教育局行政官员发言。行政官员表示, 2011 年开展外部审计之后所提出的所有建议均已得到落实。他还提供了一些简要信息介绍外部审计和相关费用, 估计共耗资 22,000 欧元, 通常将由财务管理局(BFM)支付。主席接下来回顾说, 关于外部审计的频率问题, 指导委员会会议讨论过每年进行审计的提议。鉴于财政形势艰难, 并考虑到与其他机构一样, 相关费用将由财务管理局支付, 因此建议每两年进行一次审计。

决 定

- 理事会赞赏地注意到, 2011 年外部审计的所有建议均已得到落实;
- 理事会批准外部审计(账目证明)每两年进行一次。

7. 2013 年国际教育局的活动计划

(文件: UNESCO/BIE/C. 62/3, 附件 V; 以及 UNESCO/BIE/C. 62/Inf. 3, 附件 III)

15. 国际教育局局长介绍了根据示范中心战略加以调整的 2013 年国际教育局活动计划草案的概览, 其中包括人力资源和预算形势。她回顾说, 已对活动的方向加以调整, 以考虑计划审查的结果; 并说, 2012 年 11 月进行的组织和工作人员审查, 要求根据计划的变动对国际教育局组织和人员配置进行改革。因此, 根据 2012-2017 年战略和工作计划, 拟议的计划侧重于以下几项主要的优先事项和目标: 个人和机构能力建设、技术援助和支持、知识的开发和管理, 以及伙伴关系和联络工作。她提到, 文凭培训班必须加以巩固和进一步进行成果评估, 因为该培训班是“向会员国提供课程服务”的主要活动之一, 符合按示范中心战略拟议的机构重组方案。关于知识管理, 她提到全球教学时间调查以及各方对 2013 年全民教育全球监测报告所做的贡献; 此外, 还打算更好地利用国际教育局丰富的知识基础, 着手建立一个信息交换中心机制。关于建立这一机制的建议早已存在, 但需要额外资金。在人力资源方面, 她指出, 新的高级项目专家将于 2013 年 7 月加入国际教育局团队, 另外还准备通过项目任用合同征聘三名专业人员, 主要是为了加强“向会员国提供课程服务”的工作。最后, 在说明 2013 年预算框架时, 她对 2013 年底储备金概算水平很低表示关注, 并向与会者通报, 已向教科文组织总干事申请作为特例, 提供 2013 年的一般业务费用, 并已得到负责教育部门的助理总干事的支持。(局长介绍, 附件 XIV)

16. 黎巴嫩代表以行政小组的名义发言，介绍了《行政小组的报告》第 13 至 15 段，以及 2013 年拨款决议(见文件 *UNESCO/BIE/C. 62/Inf. 3*)。

17. 在随后进行的讨论中，许多代表重申对示范中心战略和拟议的 2013 年计划表示支持，并对集中精力抓主要工作的努力表示赞赏。一些与会者对财政形势十分艰难及其带来的风险，尤其是对实施战略带来的风险，表示关注。

18. 国际教育局局长在回应时，感谢与会者发表积极的意见，这确认国际教育局是在朝着正确的方向前进。关于财政形势，她指出，预算削减 31%对教育部门的所有机构产生的影响不是一致的，但对各机构而言，受影响的不但有正规工作人员的薪金费用，还有和管理费用。她同与会者一样，认为财政形势是一个令人关切的重大问题，需要在资源动员方面作出更大努力。最后，她呼吁会员国为已获批准的计划和示范中心战略提供财政支持。

决 定

根据国际教育局《章程》(第二节第五条 b 项)关于理事会负责“在大会批准的计划与预算框架内，并兼顾可动用的预算外资源，酌情详细确定拟由国际教育局开展的活动”这一规定，理事会：

- 注意到行政小组报告中的意见和建议(*UNESCO/BIE/C. 62/Inf. 3*)；
- 批准为 2013 年安排的活动计划(*UNESCO/BIE/C. 62/3*)，并认为在执行该计划时，将对理事会所发表的意见予以考虑；
- 批准国际教育局 2013 年预算草案(*UNESCO/BIE/C. 62/3*)，修正 8.1 项，以体现瑞士的追加捐款，并批准 2013 年拨款决议(行政小组报告第 15 段，文件 *UNESCO/BIE/C. 62/Inf. 3*)。

8. 关于使国际教育局成为课程设置领域示范中心的战略的落实情况

- 8.1. 概览进展报告(由国际教育局局长介绍，附件 XV)
- 8.2. 活动优先事项：2012-2017 年战略和工作计划(文件 *UNESCO/BIE/C. 62/CoE 2*，附件 VI)
- 8.3. 组织结构和人员结构(文件 *UNESCO/BIE/C. 62/CoE 3*，附件 VII；以及 *UNESCO/BIE/C. 62/Inf. 5*，附件 VIII)
- 8.4. 治理(文件 *UNESCO/BIE/C. 62/CoE 4*，附件 IX)
- 8.5. 政策对话与国际教育大会(ICE)(文件 *UNESCO/BIE/C. 62/CoE 5*，附件 X)

19. 在介绍这一项议程时，理事会主席解释说，议程项目 8 中包括五项内容，即：概览进展报告(8.1)、国际教育局计划优先事项和国际教育局 2012-2017 年战略和工作计划(8.2)、组织结构和人员结构(8.3)、治理(8.4)、政策对话和国际教育大会(8.5)。会上决定先对所有项目进行介绍和讨论，然后再作相关决定。

20. 国际教育局局长概述了示范中心战略的落实情况(第 8.1 项)，并着重指出，尽管存在各种困难和挑战，但仍取得了进展。她回顾说，计划是一个总体、灵活的框架，围绕以下三个主要目标提出了一套具体的战略：发展顺应和适合会员国需要的相关计划和服务、制定有效的机

制以执行各项计划和提供与示范中心战略相符的服务、加强管理和治理结构。她概括了根据每项目标和有关战略所开展的各项活动。

21. 理事会主席接着请负责知识开发和管理事务的高级项目专家 Massimo Amadio 先生发言，高级项目专家介绍了国际教育局 2012-2017 年战略定稿和工作计划出台的理由和主要特点（第 8.2 项）。他简要说明了以能力、支持、知识和伙伴关系等优先行动领域为侧重点的新战略框架，并强调了总体目标、主要目标和挑战、计划成果和预期影响。

22. 在随后进行的讨论中，与会者对新版 2012-2017 年战略表示支持并给予了积极的评价。一些代表对根据示范中心战略的优先事项重新确定国际教育局活动的工作重心表示满意。另一些国家则祝贺国际教育局局长及其团队认真编制了层次分明、深思熟虑的文件。会上建议，应适当重视技术援助，因为这方面的需求在日益增加；不仅应当顾及课程的开发，而且还要重视课程的执行，因为各国往往在提供课程时面临重重困难。国际教育局必须把重点放在成果上，并经常监测和评估各项活动。国际教育局还必须考虑与能力为本的评估相关的挑战，并发挥在国家一级开展调查的现有优势。

23. 理事会主席随后请国际教育局局长介绍 2012 年 11 月进行的审查的主要成果，以及根据示范中心战略提出的拟议组织结构和人员配置（第 8.3 项）。他回顾说，这一项目已在指导委员会会议上进行讨论，之后还在他的领导下进行了协商。国际教育局局长解释说，拟议的工作人员配置是围绕三个战略计划领域提出的（例如，向会员国提供课程服务、课程研究和政策制定、信息交换中心和信息管理），每一领域将由一名担任高级专业职位的工作人员负责。她强调指出，最重要的要求是，确保这一结构能配备由经常预算供资的足够数量和级别的核心职位，以保证正在执行的计划的连续性、领导力和可持续性，最终的人员配置情况将在很大程度上取决于资源动员方面的努力。国际教育局行政干事 Bouassami 先生补充介绍了职位和合同类型方面的情况。

24. 在随后进行的讨论中，与会者对这一建议表示支持，认为这可以被视为中长期目标。会上强调，应在核心职位和更灵活的合同（例如项目任用和服务合同）之间实现适当的平衡。会上还建议，应考虑采取其他办法调动人力资源，如借调和学术休假，并确保以根据核心计划和活动所明确制定的职务说明为依据，精心挑选候选人。

25. 在介绍治理问题（第 8.4 项）时，理事会主席总结了艰难的磋商进程的主要情况，并提及工作组的建议，指导委员会会议上进行的讨论，以及随后与理事会和各区域集团成员进行的磋商中所听取的各种意见。他认为，各方似乎已就由 12 名成员组成新的治理结构这一点，以及必须加以考虑的一些主要标准达成共识，但如何选举/指定成员的问题还需要进行更多的协商。之后，他宣布开始讨论。

26. 在富有成效的辩论当中，多数与会者对 12 名成员的拟议治理结构表示支持，认为这将提高效率 and 效率；会上普遍认为，所有成员均应由大会选举产生。关于新的理事会以英语和法语为工作语言的问题，阿拉伯集团表示，希望保留阿拉伯语作为工作语言，并提醒说，有可能利用沙特阿拉伯王国提供的资金，用于支付阿拉伯文笔译和口译服务的费用。

27. 关于政策对话和国际教育大会（第 8.5 项），在宣布开始讨论之前，理事会主席回顾了就这一问题举行的各次谈判、协商和讨论的主要结果，包括工作组的各项建议。在随后进行的讨论中，一些与会者强调了国际教育大会对促进政策对话的重要性，并强调指出，正如大会通过的决议中所确认的，国际教育大会是示范中心战略的一个组成部分。其他与会者建议，对于一系列政策对话选项，应始终如一地进行探讨，包括在次区域和区域各级进行讨论，并适当注意筹资问题。

28. 在所有这些卓有成效的辩论结束之后，理事会主席提议，接下来根据讨论情况和收到的修正案草案作出决定。

决 定

8.1. 关于“战略”落实情况的概览进展报告，国际教育局理事会第六十二届会议：

- 注意到“战略”落实方面的进展，并承认取得了成就，应对了挑战；
- 请国际教育局局长继续根据第六十一届会议上所决定的计划落实“战略”；
- 吁请国际教育局局长与国际教育局理事会及其主席合作，加大资源动员力度，在 2013 年预算中追加瑞士提供的 30,000 美元，以便于为落实“战略”积极开展资源动员工作；
- 吁请会员国为实现“战略”的各项目标提供支持，包括对核心项目提供自愿捐款和预算外捐款，以及资源动员计划下的其他各项建议（UNESCO/BIE/C.62/CoE 6）；
- 请国际教育局局长完成概览进展报告的定稿工作，以提交大会第三十七届会议。

8.2. 关于战略计划优先事项，国际教育局理事会第六十二届会议：

- 确认收到文件“国际教育局 2012-2017 年战略和工作计划”的最终稿，该文件在编拟时已纳入指导委员会 2012 年 9 月会议上所发表的意见；
- 考虑到国际教育局理事会主席随后举行的磋商和理事会成员在第六十二届会议上所发表的意见，其中包括以下需要：
 - 确保不断根据教科文组织教育领域计划的总体优先事项加以调整；
 - 重点保证向会员国提供可能也使本地区其他国家受益的技术援助；
 - 重新考虑并明确已提出的关于开展研究的意愿；
 - 加强和维持对成果的重视；
 - 对成就进行频繁的监测和评估，并相应地调整各项目活动，以确保取得最佳成果；
 并请国际教育局局长根据上述各项调整“国际教育局 2012-2017 年战略和工作计划”。
- 满意地注意到并在作出所要求的调整之后，核准“国际教育局 2012-2017 年战略和工作计划”；
- 请国际教育局局长在国际教育局理事会第六十三届会议（2014 年 1 月）上提交 2014 至 2017 年预算概算；
- 请国际教育局局长在国际教育局理事会第六十三届会议（2014 年 1 月）上报告关于落实 2012-2017 年战略和工作计划方面所取得的进展。

8.3. 关于新的组织结构和人员结构，国际教育局理事会第六十二届会议：

- 确认收到 2012 年 11 月对国际教育局的组织结构和人员配置进行审查之后提出的建议；

- 核准按上文第 8.2 段决定中的要求，根据“国际教育局 2012-2017 年战略和工作计划”中的修改情况加以调整的国际教育局新的人员配置和组织结构（图见文件 *UNESCO/BIE/CoE 3*）；
- 请国际教育局局长从 2013 年开始，分阶段落实国际教育局新的人员配置和组织结构，同时加大资源动员力度，并兼顾采用新合同安排，使国际教育局在组织结构方面有更大的灵活性。

8.4. 关于国际教育局的治理问题，国际教育局理事会第六十二届会议：

- 注意到对工作组提出的任务授权（36 C/决议 18 中的 C3 项）；
- 确认收到工作组的报告；
- 考虑到指导委员会成员在 2012 年 9 月会议上所发表的意见，观察员在该次会议上所发表的意见，以及国际教育局理事会主席随后进行的磋商；
- 建议国际教育局理事会由 12 名成员组成，由教科文组织大会选出（6 个地区集团每个集团 2 名）；建议理事会应设指导委员会，由理事会主席和两名副主席组成；并建议理事会以英语和法语为工作语言；
- 促请在遴选国际教育局理事会候选人时，必须对高层次的教育专业背景、教育政策经验和性别平衡给予应有的重视，并鼓励参选的会员国向理事会提交代表本国的候选人的简历。

8.5. 关于政策对话与国际教育大会方面的落实情况，国际教育局理事会第六十二届会议：

- 注意到对工作组提出的任务授权（36 C/决议 18 中的 B5 项）；
- 确认收到工作组的报告；
- 考虑到指导委员会成员在 2012 年 9 月会议上所发表的意见，观察员和教科文组织总干事的代表在指导委员会会议上所发表的意见，以及国际教育局理事会主席随后进行的磋商；
- 请国际教育局局长在以下各项的基础上，编制一份关于政策对话的长期综合计划：
 - 大会载于 36C/决议 18，B5 项中的就政策对话规定的任务授权，包括国际教育大会；
 - 工作组报告、外部项目审查（2011 年 7 月）、教科文组织-国际教育局快速组织评估（2011 年 7 月）、指导委员会的意见（2012 年 9 月）、国际教育局理事会主席随后进行的磋商，以及国际教育局理事会在其第六十二届会议（2013 年 1 月）上发表的意见；
 - 国际教育大会应由国际教育局举办，国际教育局举办国际教育大会时应与教育部门密切合作，并尤其与其他国际组织结成伙伴关系；

- 国际教育大会的举办频率暂定为每 5-8 年举办一次，应根据国际教育局计划的优先事项、更全面的政策对话背景，以及教育领域的国际议程，考虑举办这一大会的需要和作用；
 - 政策对话的选项多种多样，其中包括国际教育大会以及国际教育局的长期战略和计划优先事项，相互之间应紧密结合；
 - 作为部长级政策对话论坛，国际教育大会的形式应考虑到大会主题、其他政策对话选项、预期成果，以及举办这一大会可动用的必要的财政和人力资源。
- 请国际教育局局长在国际教育局理事会第六十三届会议上提交上述长期计划，以供讨论和通过。

9. 修订国际教育局《章程》

29. 在介绍这一议程项目时，理事会主席注意到，国际教育局《章程》自 1969 年以来从未修订过，现需要加以修改，以考虑上文第 8.4 段的决定和示范中心战略。他接着请来自教育研究所管理与对外关系处(ED/EO/IER)的 Fordham 女士发言。Fordham 女士强调说，需要对理事会提交执行局春季届会的建议达成协商一致，以供其审议和核准，同时也便于自教科文组织大会第三十七届会议(2013 年秋季)起实现向新治理结构的转变。她还回顾说，按照教育部门/内部监督办公室对第 I 类机构的审查结果，教育部门打算向执行局会议提出一套针对所有机构的改革措施，包括对所有第 I 类机构担任一把手的官员实现任期最长六年的限制。

30. 理事会主席随后宣布开始讨论，主要侧重于《章程》第 3、4 和 6 条进行。第 3 条提及理事会的组成，包括过渡规定；第 4 条涉及理事会会议、其工作语文和指导委员会的组成；第 6 条涉及局长的任命和任期。讨论主要侧重于向新理事会过渡的工作进行。需要回顾的是，大会第三十六届会议(2011 年)上选出的 14 个会员国的任期将持续到第三十八届会议(2015 年)。会上提出并讨论了若干备选方案，最终就以下建议达成了一致意见：任期至大会第三十八届会议(2015 年)届满的 14 个会员国将继续留任，直至届满为止。为了确保过渡期理事会的连续性，并保持区域平衡，将在第三十七届会议(2013 年)上指定 6 个会员国担任成员，每个区域集团一名。因此，在大会第三十七届会议和第三十八届会议期间，过渡期理事会将由 20 个会员国组成。在大会第三十八届会议上，再指定 6 个新的会员国担任成员，每个选举小组一名。作出这一指定之时，由 12 名成员组成的理事会将正式生效。(关于修订国际教育局《章程》第 3、4 和 6 条的建议载于附件 XI)。

31. 瑞士代表对这一建议表示不满，因为在他看来，过渡到新治理结构的时间太长，将需要等到 2016 年初，也就是说，几乎需要等到示范中心战略实施快要结束时，国际教育局才能有新的治理结构，并对《章程》作出反映示范中心战略的彻底修订。

决 定

关于国际教育局《章程》，理事会：

- **批准**对国际教育局《章程》第 3 条、第 4 条和第 6 条的拟议修改，并**建议**教科文组织总干事将这些拟议修改转交执行局；
- 请国际教育局局长与理事会主席和负责教育事务的助理总干事密切合作，编制一份国际教育局《章程》第 1 条、第 2 条、第 5 条、第 7 条和第 8 条的修订草案，以及“基本案文汇编”文件(2000 年 6 月)中所载的其他案文。修订草案的依据应为教科文组织教育领域的计划、关于使国际教育局成为课程设置领域示范中心的战略，以及国际教育局理事会有关落实该战略的各项决定。修订草案应提交国际教育局理事会第六十三届会议。

10. 资源动员计划进展报告

(文件 UNESCO/BIE/C. 62/CoE 6, 附件 XII)

32. 理事会主席请国际教育局局长发言，局长简要介绍了财政资源动员方面所提出的倡议和取得的进展。她强调说，资源动员是示范中心战略的一个组成部分，国际教育局作为示范中心履行其任务授权的能力取决于是否获得充足的和可预测的财政资源。该计划主要目标在于增加核心资金和预算外资金，并将资源动员作为一项关键职能加以制度化。在讨论中，代表们对筹资活动表示赞赏，一些与会者鼓励理事会成员国向国际教育局提供核心资金。

决 定

关于资源动员计划，国际教育局理事会第六十二届会议：

- **注意到**实施资源动员计划所取得的进展；
- **注意到**由巴林、尼日利亚和挪威组成了资源动员委员会(RMC)，以便为国际教育局提供支持，同时承认其在融资宣传和咨询方面发挥了积极作用，并**注意到**瑞士承诺额外提供 30,000 美元的捐款，以资助资源动员委员会以及可能参加委员会工作的顾问开展行动；
- **承认**国际教育局局长、资源动员委员会及理事会其他成员为动员资源作出的努力，确认已与瑞士新签协议，为期三年，并鼓励国际教育局理事会其他成员进一步支持示范中心战略的落实工作；
- **进一步承认**挪威对国际教育局作出的核心捐款，以及通过教科文组织、私营部门和成员国所作出的其他预算外供资；
- **强调**必须持续开展资源动员工作，以使国际教育局成为示范中心，并请教科文组织的每一个会员国努力确保每年持续地提供资源；
- **吁请**教科文组织会员国支持融资活动，为国际教育局开展宣传工作，并尽量提供财政捐款；尤其通过多年度协议框架内的核心捐款及其他预算外资源来实现；

- 进一步请国际教育局局长和资源动员委员会，并吁请理事会其他成员，继续为融资作出努力和开展活动，并侧重于增加核心供资和为旗舰项目开拓供资前景；
- 进一步请国际教育局局长继续实施资源动员计划以及宣传和交流战略，并在拟向国际教育局理事会第六十三届会议提交的关于落实示范中心战略的总体进展报告中，介绍这方面取得的进展。

11. 编拟提交大会的报告和决定

33. 理事会主席介绍了这一项议程，并回顾说，有两份主要报告需提交教科文组织大会第三十七届会议(2013 年)，即：关于落实示范中心战略情况的概况和理事会关于国际教育局 2012-2013 年活动的报告。他表示，他愿代表理事会负起编拟各份法定报告的责任。

决 定

- 理事会委托国际教育局理事会主席与秘书处合作，编拟各份法定报告，并通过总干事提交大会。

12. 课程设计与开发文凭，示范中心旗舰项目

34. 在播放一段文凭培训班的录像之后，理事会主席请负责能力发展的计划专家 Renato Opertti 先生发言，计划专家简要讲解了目前在撒哈拉以南非洲和拉丁美洲举办的课程设计和开发文凭培训班的主要特点。他解释说，该文凭培训班可以被视为一种工具，用以加强掌握国家课程更新和发展方面专门知识的基本队伍建设。他指出，文凭培训班是根据国际教育局所主导的可持续伙伴关系举办的，并调动了各地区的资源、专门知识和举措。学员/毕业生的评估结果表明，培训班产生了积极的影响，让学员以创新视角研究课程问题，帮助他们提升了专业能力。负责非洲文凭培训班的协调员 Angela Katabaro 女士进一步介绍了培训班的情况，并强调指出，这方面的需求在日益增加。一些与会者接下来发言，对国际教育局这一杰出的贡献和会员国提供的支持表示祝贺。

13. 国际教育局理事会第六十三届会议的会期

决 定

理事会决定建议教科文组织总干事：

- 暂定于 2014 年 2 月 5 日至 7 日举行国际教育局理事会第六十三届会议；
- 暂定于 2013 年 9 月第一周举行理事会指导委员会会议。

14. 任何其他事务

无。

15. 通过第六十二届会议的决定
(UNESCO/BIE/C. 62/Decisions/Prov. 1)

决 定

根据国际教育局理事会《议事规则》(第四章第十一节第 22 条第 1 款和第 22 条第 2 款)关于“理事会应在每届会议上批准该届会议所通过的决定的案文”，以及“该案文应在会议结束之后的下个月发布”等规定，理事会：

- 批准其所作决定的案文(UNESCO/BIE/C. 61/Decisions/Prov. 1)；
- 委托国际教育局秘书处于 2012 年 3 月底之前发布理事会第六十一届会议的会议记录和决定，并事先将草稿发给理事会成员征求意见。

16. 第六十二届会议闭幕

35. 会议结束时，主席向理事会成员致辞，衷心地感谢他们在整个会议期间给予的合作与支持。他承认，目前的确存在一些困难和压力，但会上对这些问题进行了讨论，并为国际教育局的未来作出了几项重要的决定。他重申，坚信国际教育局的重要性在未来数年里将与日俱增，因为国际教育局作为一个课程领域示范中心(CoE)的任务授权正是“质量挑战”的核心所在。他注意到，在理事会会议的讨论中一个反复出现的主题，即必须加快资源动员的进程；并满意地注意到一些国家愿在提供核心资金和人员借调方面提供进一步的支持，这十分令人鼓舞；他赞扬瑞士为支持资源动员委员会提出的各项举措提供慷慨的捐助，并希望理事会的所有成员国积极参与这一具有挑战性的工作。他还赞扬国际教育局局长及国际教育局团队的辛勤工作和敬业精神。最后，他告知理事会成员，这是他最后一次主持会议，新任主席将于 2014 年在第六十三届会议上选出。

36. 主席于 2013 年 1 月 25 日(星期五)12 时 45 分宣布理事会第六十二届会议闭幕。



Annex I - UNESCO/BIE/C. 62/1/Rev. + Add.
2013 年 1 月 23 日，日内瓦
原件：英文

国际教育局理事会
第六十二届会议

2013 年 1 月 23-25 日，日内瓦

议程和附加说明的议程

2

临时议程草案

1月23日(星期三), 上午10时 - 下午1时

1. 会议开幕
2. 通过议程(UNESCO/BIE/C.62/1/Prov./Rev.)和附加说明的议程(UNESCO/BIE/C.62/1/Prov./Add.)
3. 教科文组织ED/IOS对第1类机构的审查
4. 2012年期间国际教育局的活动和预算(UNESCO/BIE/C.62/2)
5. 通过经修订的国际教育局特别帐户财务条例(UNESCO/BIE/C.62/Inf.4)
6. 外部审计及其频率

1月23日(星期三), 下午3时 - 下午6时

7. 2013年国际教育局的活动计划和预算(UNESCO/BIE/C.62/3)
8. 关于使国际教育局成为课程设置领域示范中心的战略的落实情况
 - 8.1 概览进展报告(UNESCO/BIE/C.62/CoE 1)
 - 8.2 计划优先事项: 2012-2017年战略和工作计划(UNESCO/BIE/C.62/CoE 2)

1月24日(星期四), 上午10时 - 下午4时

关于使国际教育局成为课程设置领域示范中心的战略的落实情况(续)

- 8.3 组织结构和人员结构(UNESCO/BIE/C.62/CoE 3; UNESCO/BIE/C.62/Inf.5)
- 8.4 治理(UNESCO/BIE/C.62/CoE 4)
- 8.5 政策对话与国际教育大会(ICE)(UNESCO/BIE/C.62/CoE 5)

1月24日(星期四), 下午3时 - 下午6时

9. 修订《国际教育局章程》
10. 资源动员计划进展报告(UNESCO/BIE/C.62/CoE 6)
11. 编拟提交大会的报告和决定
12. 设计与开发文凭课程, 卓越中心旗舰项目

晚6时 - 晚8时 鸡尾酒招待会

1月25日(星期五), 上午10时 - 下午1时

13. 理事会第六十三届会议的会期
14. 任何其他事务
15. 通过第六十二届会议的决定(UNESCO/BIE/C.62/Decisions/Prov.)
16. 第六十二届会议闭幕

临时附加说明的议程

国际教育局理事会第六十二届会议将在日内瓦国际会议中心(CICG)对面的瓦伦贝会议中心举行, 地址: 日内瓦瓦伦贝路(rue de Varembe)9-11 号, 邮编 1211。

会议将于 2013 年 1 月 23 日(星期三)上午 10 时开幕, 计划于 2013 年 1 月 25 日(星期五)下午 1 时闭幕。

会议工作的时间安排如下: 1 月 23 日(星期三)和 1 月 24 日(星期四), 上午 10 时至下午 1 时, 以及下午 3 时至下午 6 时; 1 月 25 日(星期五), 上午 10 时至下午 1 时。

同 2012 年一样, 行政小组(AG)的会议将于 2013 年 1 月 22 日(星期二)上午 10 时至下午 1 时在国际教育局办公楼的 Cecilia Braslavsky 会议室举行, 地址: 日内瓦 Le Grand-Saconnex 区 Morillons 路 15 号, 邮编 1218。行政小组将仅重点讨论行政和财务事项。同过去一样, 行政小组的报告将不予正式通过。理事会将仅注意到该报告, 并将其视为对辩论做出的贡献。

1 月 23 日(星期三), 上午 10 时至下午 1 时

1. 会议开幕

会议将于 1 月 23 日(星期三)上午 10 时由国际教育局理事会主席 Ole BRISEID 先生阁下(挪威)宣布开幕。

2. 通过议程和附加说明的议程

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

临时议程草案已于 2012 年 9 月 28 日提交理事会指导委员会征求意见。草案是由国际教育局理事会主席和国际教育局秘书处共同编写的。根据其《议事规则》(第四节第 4 条第 5 款), “*议程得到通过后, 理事会可以在会议期间改变议程项目的顺序或者添加或删除项目。会议期间增加或删除任何项目, 需有出席会议成员的三分之二多数, 并需付诸表决*”。

文件: UNESCO/BIE/C.62/Decisions/Prov.中的决定草案

3. 教科文组织 ED/IOS 对第 1 类机构的审查

对六个第 1 类机构的审查, 今年由教育部门和内部监督办公室(IOS)负责。审查目的在于确保各机构均获得创造有利环境所需的支助。审查工作着重根据以下六个主要领域/主题进行: (i) 第 1 类机构的相关性; (ii) 成果、支持和专业知识; (iii) 与教科文组织总部和外地办事处的协调质量; (iv) 组织安排, 特别是治理和董事会方面; (v) 财政可持续性; 以及(vi) 东道国提供的支持。

负责教育部门的助理总干事将做一简要介绍。

4. 2012 年期间国际教育局的活动和预算

文件：UNESCO/BIE/C.62/2 - 局长报告；UNESCO/BIE/62/Inf.2- 2012 年决算前账目；以及 UNESCO/BIE/C.62/Inf.3 - 行政小组报告(将在会议开始时分发)。

- 局长将着重介绍 2012 年活动报告的要点。
- 理事会将注意到行政小组关于 2012 年已完成活动报告的第一部分内容。
- 理事会将讨论 2012 年活动报告。
- 局长和/或各计划协调员将回答理事会的提问。
- 理事会继而将核准 2012 年活动报告。
- 理事会继而还将核准 2012 年决算前账目和 2012 年拨款决议。

文件：UNESCO/BIE/C.62/Decisions/Prov.中的决定草案

5. 通过经修订的国际教育局特别帐户财务条例

文件：UNESCO/BIE/C.62/Inf.4

教科文组织采用“国际公共部门会计标准”(IPSAS)之后，教科文组织的《财务条例》作了修订，并得到大会通过(第 35 C/84)。教科文组织的第 1 类机构作为本组织的组成部分，适用教科文组织《财务条例》。然而，由于各机构都有各自根据本机构情况专门制定的，更加简单、更符合自己要求的财务条例，因此有必要对这些条例加以修改，以考虑采用“国际公共部门会计标准”之后必须作出的修订。为此，执行局在第 186 届会议上(186 EX/23)通过了适用于这些机构和类似单位的特别帐户财务条例范本。

理事会接下来将正式批准该文件。

文件：UNESCO/BIE/C.62/Decisions/Prov.中的决定草案

6. 外部审计及其频率

2011 年审计建议落实情况的跟踪。

考虑到国际教育局活动很多而资源有限，2011 年外聘审计员和教科文组织财务管理局(BFM)都建议每两年进行一次审核，以确保财务管理局供资。指导委员会成员讨论了一个会员国鉴于其他一些机构的做法，提出关于每年组织一次外部审计的建议；并强调，如果每年进行一次审计，应该遵循与这些机构相同的程序。

指导委员会建议国际教育局理事会每年进行一次外部审计。

文件： *UNESCO/BIE/C.62/Decisions/Prov.* 中的决定草案

1月23日(星期三)，下午3时至下午6时

7. 2013年国际教育局的活动计划和预算

文件： *UNESCO/BIE/C.62/3* – 局长报告，以及
UNESCO/BIE/C.62/Inf.3 行政小组报告(将在会议开始时分发)。

- 局长将介绍 2013 年的活动安排建议和预算草案。
- 理事会将注意到行政小组关于 2013 年拟议活动和预算报告的第二部分内容。
- 理事会将讨论 2013 年的拟议安排。
- 局长和/或各计划协调员将回答理事会的提问。
- 理事会继而将批准 2013 年活动计划。
- 批准 2013 年预算。
- 理事会将注意行政小组的整份报告。

文件： *UNESCO/BIE/C.62/Decisions/Prov.* 中的决定草案

8. 关于使国际教育局成为课程设置领域示范中心的战略的落实情况

文件： *UNESCO/BIE/C.61/Inf.4*

- 8.1. 概览进展报告 (*UNESCO/BIE/C.62/CoE 1*)
- 8.2. 计划优先事项：2012-2017 年战略和工作
(*UNESCO/BIE/C.62/CoE 2*)

局长将介绍在落实该战略方面取得的进展，并将进一步阐述该计划的优先事项。

将请理事会讨论各份文件。

1月24日(星期四)，上午10时至下午1时

关于使国际教育局成为课程设置领域示范中心的战略的落实情况(续)

- 8.3. 组织结构和人员结构 (*UNESCO/BIE/C.62/CoE 3; UNESCO/BIE/C.62/Inf.5*)
- 8.4. 治理 (*UNESCO/BIE/C.62/CoE 4*)
- 8.5. 政策对话与国际教育大会(ICE) (*UNESCO/BIE/C.62/CoE 5*)

局长将介绍新的组织结构和人员结构。理事会主席接着将介绍关于该五个项目的磋商结果。将邀请理事会讨论各份文件，并接下来予以通过。

文件： *UNESCO/BIE/C.62/Decisions/Prov.* 中的决定草案

1 月 24 日(星期四)，下午 3 时至下午 6 时

9. 修订《国际教育局章程》
10. 资源动员计划进展报告
11. 编拟提交大会的报告和决定
文件： *UNESCO/BIE/C. 62/CoE 6*
12. 设计与开发文凭课程，示范中心旗舰项目

局长将报告资源动员计划的进展，并报告倡导和交流计划的情况。

将请理事会讨论并批准各份文件。

文件： *UNESCO/BIE/C.62/Decisions/Prov.* 中的决定草案

晚 6 时 – 晚 8 时 鸡尾酒招待会

1 月 25 日(星期五)，上午 10 时至下午 1 时

13. 理事会第六十三届会议的会期
14. 任何其他事务
15. 通过第六十二届会议的决定
文件： *UNESCO/BIE/C.62/Decisions/Prov.*

根据国际教育局理事会《议事规则》(第十一节第四条第 22 款)关于“**理事会应在每一届会议上核准拟在该届会议上通过的决定案文**”以及“**该案文应在会议结束之后的下一月发布**”的规定，请理事会：

- 审查第六十二届会议的决定草案案文；
- 予以通过；
- 要求国际教育局于 2013 年 2 月底之前发布该案文。

16. 第六十二届会议闭幕

国际教育局理事会
第六十二届会议

2013年1月23-25日，日内瓦

教科文组织国际教育局
局长报告

2012年1月1日-12月31日期间

活动执行情况

本报告涉及**2012年1月1日至10月31日**的活动。理事会期间，还将补充提供有关11月至12月所开展活动的信息。预算数字提供了截至2012年10月31日的账目情况。有关截至2012年12月31日的决算前账目信息(UNESCO/BIE/C.62/Inf.2)将在财务主任核批后，在1月理事会上提供。

本报告分为以下几个部分：

- 一、主要行动领域、进展和挑战
- 二、机构管理
- 三、截至2012年10月31日的预算数字。

教科文组织国际教育局 局长报告

2012 年 1 月-12 月期间
活动执行情况

一、主要行动领域、进展和挑战

本报告旨在介绍国际教育局 2012 年在执行各项计划和活动中所取得的进展和面临的挑战。这些活动是根据国际教育局 2008-2013 年战略以及文件 36 C/5 中提出的战略目标和预期成果设计和执行的。今年，以关于使国际教育局成为课程领域示范中心这一战略(简称“示范中心战略”)为指导，国际教育局加以调整了其工作。

在 2011 年计划审查的基础上，国际教育局对组织

和人员编制进行了审查，为示范中心战略的执行工作提出了机构改革建议。这些建议如果得到理事会批准，则将意味着包括人员编制和工作实践在内的一些内部管理程序将有所改变。

对 2012 年所开展活动的介绍，是根据国际教育局的以下三大主要行动领域编排的：(一)能力建设与技术援助，(二)知识的开发与管理，以及(三)政策对话与国际教育大会¹。

作为示范中心，国际教育局的使命是：支持教科文组织会员国开展工作，提高学生的学习质量，使命的实现通过在以下三个重要行动领域提出举措和开展活动：

- (1) 进行机构和个人的能力建设，并提供技术支持和咨询；
- (2) 提供获取与课程相关的知识、经验和专业技术的渠道；以及
- (3) 促进相关各方参与基于实证的政策对话。

国际教育局的使命

*国际教育局的工作重点(MLAs)，2012-2013 双年度(36 C/5)：

工作重点 1 - 预期成果 1：以促进接受良好教育权利和性别平等问题为侧重点，利用信息和通信技术，加强各国的政策制定和规划能力；

工作重点 1 - 预期成果 3：加强各国制定和实施教师政策的能力，重点放在质量和性别问题上；

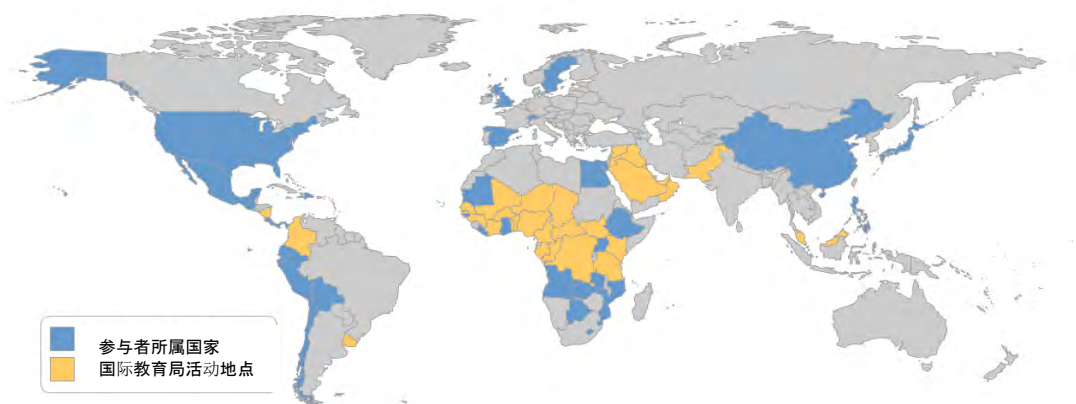
工作重点 2 - 预期成果 5：优化会员国的基础教育，包括幼儿保育和教育、政策、计划与实践，提高质量，提倡公平、全纳和性别平等；

工作重点 3 - 预期成果 7：增强会员国将可持续发展教育的整体观，包括气候变化教育以及防灾降险教育纳入教育政策以及发展规划和计划的能力；

工作重点 3 - 预期成果 8：会员国开展优质全面艾滋病教育和性教育，提倡健康的生活方式、性别平等和人权；

工作重点 4 - 预期成果 12：针对教育领域的新趋势和新挑战开展调查和前瞻性研究，帮助教育领域的相关各方了解情况。

图 1：国际教育局 2012 年活动的地理发布情况(能力建设、技术援助和政策对话)

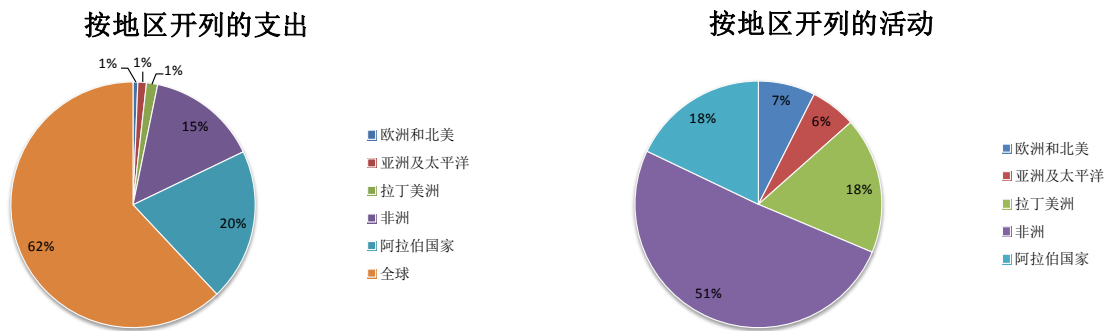


¹ 与计划有关的活动、成果和挑战的更详尽资料的情况通报，承索可予提供。这些资料亦可以通过教科文组织的电子规划工具“战略、任务和结果评估信息系统”(Sister)查阅。

表 1：国际教育局根据 2008-2013 年战略和 36 C/5 所取得的成就概览

战略目标 国际教育局 2008 - 2013 年战略		工作重点* (36 C/5)	绩效指标	2012-2013 双 年度结束时的 基准	2012 年底 实现的成果
1. 能力建设与 技术援助	培养专家、实践者和决策者设计、管理和实施优质课程设置和全纳课程的能力： 1. 巩固全球网络 2. 支持各国进行课程变革 3. 开发、测试和推广培训材料和工具 4. 扩大培训范围并使之多样化 5. 提供专业支持和咨询意见	工作重点1 - 预期成果1	接受优质课程改革和管理培训的工作人员人数	400	655 (56%女性, 44%男性)
		工作重点3 - 预期成果8	参与能力建设活动的国家数	30	52
		工作重点1- 预期成果3	通过举办为支持课程变革和实施而开发的学习工具和指导方针培训的教师人数	100	90
		工作重点2 - 预期成果5	通过得到承认的课程开发课程(“文凭”)培训的专家人数	60	161 (63%女性, 37%男性)
			声称在工作场所改进了自己的做法的文凭获得者的百分比	75%	拉丁美洲: 95% 非洲: 92%
			为课程创新和改革而开发/审查和散发的学习工具和培训模块的数量	5	14
		工作重点3 - 预期成果7	为支持教师、师资培训员和课程开发者将教育促进可持续发展和气候变化纳入中小学课程而开发和使用的工具	2	4
2. 知识的开发与 管理	巩固、丰富并扩大知识库以及课程和课程编排进程的专业化信息资源的种类： 6. 建立强大的知识库 7. 加强信息交换和信息服务 8. 开发网络平台，促进知识共享 9. 简化获取材料和资源的服务和机会	工作重点3 - 预期成果8	经过评估后被收入教科文组织艾滋病毒和艾滋病教育信息交换中心的新文件和新资料的数量	200	112
		工作重点4 - 预期成果12	更新《世界教育数据》中的国家情况	30 个国家	28
			在比较教育和课程领域散发的研究报告和出版物的数量	12	8
			《教育展望》杂志得到广泛散发和使用	200 个协会, 5,000 个学术和政府机构, 分布于 60 个国家	274 个协会, 覆盖 7,315 个机构和专业组织
3. 政策对话与 国际教育大会	促进当地、区域和全球政策对话，从而改善课程设置的过程和产品： 10. 帮助建立适当机制，传播 2008 年会议的成果，持续开展针对全纳教育政策和问题的后续行动	工作重点4 - 预期成果12	通过国际教育局的实践社区及其他网络就课程问题和政策进行地区和地区间交流的次数	5	7

图 2：国际教育局按地区开列的支出和活动²



1. 能力建设与技术援助

能力建设和技术援助的主要目标是：**a)** 通过在各地地区开设课程设计与开发专业文凭等长期培训课程，发展各国在课程设计与开发领域的的能力，包括师资教育工作者、政策制定者和课程专家的能力；**b)** 通过定制的学习工具和讲习班(全纳教育、生活和工作技能以及学会共同生活、教育促进可持续发展、基本技能与能力)，加强地方在课程创新和改革方面的能力；**c)** 为各国提供设计和管理课程改

革和实施方面的技术援助。优先重点为非洲国家、转型期国家和受冲突影响的国家。大多数能力建设讲习班和技术援助费用完全由各国政府、其他国际组织，私人基金会和/或教科文组织总部外办事处承担。实施工作是通过以下方式与合作伙伴共同完成的：(1) 文凭项目，(2) 能力建设讲习班，(3) 技术援助，(4) 为全球优先重点(非洲和性别平等)做贡献，以及(5) 实践社区。

1.1 课程设计和开发专业文凭

战略 1, 2, 3, 4, 5; 工作重点 1-1, 1-3, 2-5

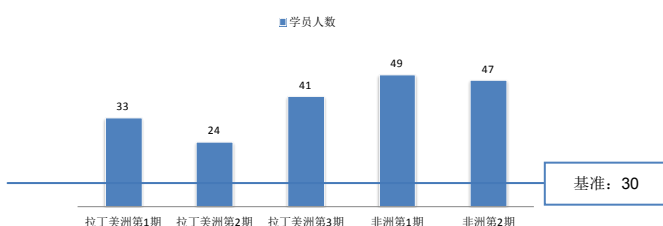
国际教育局于 2010 年首次推出文凭项目，旨在为课程设置领域提供新颖、可持续、长期和认可的能力建设计划。作为理论和方法论工具，该文凭培训可增强学员们从教育系统的宏观、中观和微观层面加强课程分析、设计、开发和评估课程的能力，同时以学校层面为侧重点。学员们首先参加围绕 10 个课程专题模块(课程发展培训工具：TTCD 资源包，现有英文、法文和西班牙文)的为期两周的面授培训班。在随后的 30 周内，他们深入学习每个模块，对照各自的教育情景，审查和分析来自世界各地的案例研究，将学习到的经验应用于各自的国

家。拉丁美洲课程的第一批学员毕业率达到 77%；第二批学员正在接受在线培训，很快将结业；另有 41 名学员已完成第三期文凭课程的面授培训班。非洲文凭培训是 2011 年与教科文组织非洲地区办事处(BREDA)和教科文组织师资教育处(TED)合作推出的，并通过坦桑尼亚公开大学(OUT)和坦桑尼亚教育学院(TIE)实施。2012 年，第一批培训学员中 88%的学员拿到了文凭。此外，第二期培训班的 47 名学员已完成面授课程，并开始在线培训活动。

国际教育局成功地与乌拉圭天主教大学(UCU)和拉丁美洲及加勒比地区教育办事处(UNESCO OREALC)合作举办了拉丁美洲文凭培训班。2012 年，

2012 年，国际教育局对文凭培训班的辅导员和导师进行了培训，并修订了资源包，纳入了各地区的新案例研究。此外，国际教育局还对文凭培训班的毕业生进行了一次全面的后续评估。他们的反馈意见有力地证明，文凭培训班对他们的工作产生了积极的影响。

图 3：按文凭培训班开列的学员人数



2010 年至 2012 年间，共有来自 **44** 个国家(非洲 24 个，拉丁美洲 11 个，其他地区 9 个)的 **194** 名学员(女性 60%，男性 40%)参加了五期文凭培训班。

95%的学员对文凭培训班作了积极的评价，**90%**的学员认为自己的能力得到了提高。

² 饼图“按地区开列的活动”由参与国际教育局活动的国家数量计算而得。

文凭培训班毕业生的案例研究举例

- 坦桑尼亚高中教育课程审查
- 埃塞俄比亚课程变革工作
- 关于减少乌干达初中教育科目数量的建议
- 坦桑尼亚小学持续性测评战略的开展
- 中国小学和初中学生测评改革工作
- “团结融入项目”：乌拉圭一个全纳重点学校的创新工作
- 秘鲁双语和跨文化背景下的在职教师培训
- 危地马拉教育系统课程变革的概念模型

“我从文凭课程中学到了很多知识，认识到了我应当怎样做，才能缩小课程开发者设计的课程与课堂实际实施之间的差距.....也就是说，教师应掌握哪些知识以及需要哪些方法和教与学的办法，才能满足学生和社会大众的需求和期望。”

- 第一期非洲文凭培训班学员

“文凭课程一直鼓励我不断训练自己。比如说，我现在知道了如何创新教师教育实践。[文凭课程]也帮助我认识到，还有其他方式培训教师，从而让他们注重多样化。”

- 第二期拉丁美洲文凭培训班学员

1.2 能力建设讲习班

战略 1, 2, 3, 4, 5; 工作重点 1-1, 1-3, 2-5

讲习班活动侧重向国家和地区两级负责课程设置工作的具体利益相关方提供专门的支持和培训。2012年，国际教育局为促进以下国家的小学、中学和师资教育课程改革作出了贡献：巴林、巴基斯坦、多米尼加共和国、尼加拉瓜和尼日利亚。所有讲习班都是在定制的培训工具基础上安排的，符合会员国的具体要求。研讨会的重点是：课程的发展和创

新、教科书的设计和开发、公民意识和人权教育、全纳教育，以及以能力为本的教育方式。研讨会汇聚了来自以下四个国家的 264 名学员：巴林、巴基斯坦、多米尼加共和国和尼加拉瓜。98%的学员对讲习班作了积极的评价³。今年的能力发展与这些国家的长期举措挂钩来，进一步增强了国际教育局对会员国的支持。

表 2: 讲习班活动概览

国别	题目	合作伙伴	参与人数	长期合作
巴林	巴林公民意识与人权教育	巴林教育部	50	- 教育部和国际教育局正在制定中长期行动，以加强教育部在课程中增强公民意识和人权教育的能力
巴基斯坦	巴基斯坦课程设置与教科书编写	教科文组织伊斯兰堡办事处	36	- 国际教育局就教科书评估标准和工具提供技术咨询，并为教科书评审人员和开发人员执行培训活动
多米尼加共和国	课程设置与以能力为本的教育方式	教育部、基础教育行动 (EDUCA) 基金会	129	- 国际教育局为 2013 年基础教育和中等教育课程更新提供支持
尼加拉瓜	全纳教育和全纳课程	教育部、伊比利亚美洲组织	49	- 国际教育局与伊比利亚美洲组织合作，促进中美洲全纳教育的发展
尼日利亚	课程创新与教师能力建设	教育部、国家教育学院委员会、教育研究与发展理事会、国家教师学院、普及基础教育委员会	-	- 在 2012 年 12 月的讲习班规划后续行动

1.3 技术援助

战略 1, 2, 3, 4, 5; 工作重点 1-1, 1-3, 2-5

技术援助项目旨在根据各国政府(即教育部委和课程机构)的要求，为其提供量身定制的支持，以评价、规划、开发和实施符合新的挑战、需要和发展前景的优质小学和中学课程。这一计划特别重视将能力培养问题认真纳入国家课程中，并特别重视为

在学会共同生活 (LTLT) 和可持续发展教育 (ESD) 等价值观、原则和做法基础上生活和工作做准备。冲突后和灾后 (PCPD) 的情况得到了特别重视。

³ 参见对巴林、巴基斯坦、多米尼加共和国和尼加拉瓜举办的讲习班所作的基于成果的评价。

表 3: 技术援助活动概览

项 目	理 由	成 果
新课程倡议 伊拉克	建立一个以人权、性别平等、和平、学会一起生活等普世价值为基础的新的国家课程框架。修订数学和理科教学大纲	<ul style="list-style-type: none"> - 确定国家课程框架 - 国家技术团队(巴格达和埃尔比勒地区)的能力得到加强 - 为数学和理科教学大纲制定指导方针
为提高课程设置质量 提供框架 近东救济工程处	加强阿曼市中心单位和近东救济工程处的外地办事处的教育/课程专家的能力, 以在约旦、黎巴嫩、叙利亚和巴勒斯坦被占领土实施优质课程	<ul style="list-style-type: none"> - 为近东救济工程处各学校实施优质课程提供共同框架 - 经认证的课程专家开展推广活动的的能力得到加强
课程设置修订 南苏丹	加强中央和国家高层决策者在课程设计和开发方面的能力, 以争取协力制定一项行动计划, 开展南苏丹全面课程变革进程	<ul style="list-style-type: none"> - 南苏丹课程修订行动计划草案 - 就新的课程框架提出建议 - 远程技术支援/咨询
教育政策分析 马来西亚	教科文组织总部要求国际教育局为对马来西亚教育政策进行全面和彻底的分析提供其在课程设置方面的专业知识。国际教育局负责审查课程发展涉及的政策领域(特别是理科和数学)	- 《马来西亚教育政策回顾》起草、定稿和印发
人人学会尊重他人 教科文组织	设计打击种族主义和促进容忍的课程框架, 供各国根据各自的国情和需求加以调整实施	- 国际教育局就根据项目的目标对制定工具包提出指导性建议

1.4 全球优先项目 - 非洲和性别平等

战略 1, 2, 3, 4, 5, 7; 工作重点 1-1, 3-8

国际教育局通过其所有行动领域为教科文组织的总体优先事项 - 非洲和性别平等 - 作出贡献。国际教育局继续为冈比亚教育部开发国家基础教育课程框架(1 至 9 年级)提供支持, 并为乌干达国家课程发展中心对初中课程(7 至 9 年级)进行学科整合提供技术支持。除此之外, 所开展的协作一直专注于支持各国在课程发展方面的努力, 并特别通过非洲文凭培训班, 对课程开发人员、专家和教师培训人员进行了培训。国际教育局还编制完成了“21 世纪生活和工作技能”能力建设工具包, 以用于以下 5 个撒哈拉以南非洲国家: 布基纳法索、刚果(布)、肯尼亚、马里和毛里求斯。此外, 国际教育局还完成了供尼日尔农村非传统学校使用的小册子和教师指南的开发、出版和传播工作。最后, 2012

年 12 月, 国际教育局将在尼日利亚举办一次关于西部非洲课程创新和师资培训能力建设的讲习班。

在性别平等方面, 国际教育局的工作重点是, 更有效地将防治艾滋病毒和艾滋病教育纳入正式课程, 开发工具, 改进学习和教学材料, 并进一步提高教育专家的能力, 从而在教科文组织的战略和艾滋病毒/艾滋病教育问题全球倡议(EDUCAIDS)的框架下, 全面应对艾滋病毒和艾滋病问题。2012 年, 国际教育局分析了 112 份文件, 并将其添加到教科文组织防治艾滋病毒和艾滋病教育信息交流中心; 为中非经济与货币共同体(CEMAC)国家提供技术援助, 并回应了国际教育局产品的用户提出的具体要求。

表 4: 对全球优先重点 - 非洲和性别平等作出的贡献

优先领域	活 动	成 果
非洲	文凭培训班	<ul style="list-style-type: none"> ❖ 非洲第一批学员: 49 人中有 24 人来自非洲基础教育计划(BEAP)国家, 23 人已毕业 ❖ 非洲第二批学员: 47 人中有 18 人来自非洲基础教育计划(BEAP)国家
非洲	为五个撒哈拉以南非洲国家开发能力建设工具包	❖ 完成“21 世纪生活和工作技能: 非洲课程变革工具包”的修订和定稿工作, 该工具包用于以下 5 个撒哈拉以南非洲国家: 布基纳法索、刚果(布)、肯尼亚、马里和毛里求斯
非洲	为尼日尔编写扎尔马语-法语双语阅读小册子	<ul style="list-style-type: none"> ❖ 对教育部在学校进行的实验给予指导 ❖ 完成供学校使用的指南和小册子的定稿、出版和传播工作(覆盖 15 所学校和 735 名小学生)
非洲与性别平等	为中非经济与货币共同体(CEMAC)国家提供技术援助	<ul style="list-style-type: none"> ❖ 为以下 14 个法语非洲国家在艾滋病毒和艾滋病相关问题领域举办的讲习班提供专业知识支持: 贝宁、布基纳法索、喀麦隆、中非共和国、乍得、刚果、刚果民主共和国、加蓬、几内亚、科特迪瓦、马里、尼日尔、塞内加尔和多哥 ❖ 调整和完成性教育修订与评估工具(SERAT)这一用以对性与艾滋病毒和艾滋病教育进行内容分析的一种有效的资源 ❖ 对喀麦隆、刚果、中非共和国、加蓬、几内亚和乍得的教材和自我培训材料的内容进行评估(正在进行中)
性别平等	为教科文组织艾滋病毒和艾滋病教育信息交换中心做贡献	❖ 在数据库中添加 112 文件, 以作为对教科文组织艾滋病毒和艾滋病教育信息交流中心的贡献
性别平等	在线技术支持	❖ 对 100 项具体请求和需求作出回应, 并就艾滋病毒和艾滋病课程问题提供定制的援助

1.5 实践社区 (COP)

战略 1, 2, 3, 4, 5; 工作重点 2-5, 4-12

实践社区 (COP) 是一个开放和多元的空间, 为分享各种构想、实践经验、研究结果和资源提供了良机; 也为共同围绕课程设置主题执行机构能力建设方面的计划和项目提供了具体的可能性。2012 年, 实践社区贡献了新的案例研究, 并被纳入课程发展培训工具 (TTCD) 中, 为传播有关文凭培训班和讲习班的信息作出了贡献。

- ❖ 实践社区成员数: 1,603 个
- ❖ 成员来自 139 个国家

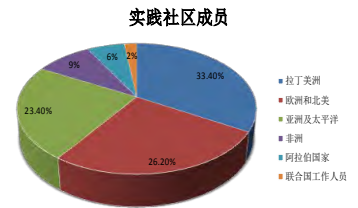


图 4: 按地区开列的实践社区

能力建设与技术援助面临的挑战

- ❖ 与教科文组织总部、外地办事处和主要国家机构建立坚强、可持续的合作伙伴关系, 以确保尤其在非洲成功地举办文凭培训班。
- ❖ 文凭培训能否可持续, 取决于是否培训本国培训教员, 是否不断调整培训材料, 以及是否加强质量保证机制。
- ❖ 加强在不同地区举办文凭培训班的战略规划和有效管理。
- ❖ 确保技术援助项目的连续性和质量; 这需要资金足够, 人员稳定, 捐助金按时提供, 翻译各种文件。
- ❖ 为实践社区成员之间的交流提供便利, 并重视关键的课程方面的辩论。

2. 知识的开发与管理 (KPM)

战略 6, 7, 8, 9; 工作重点 4-12

知识的开发与管理计划的战略目标之一是: 巩固、充实、进一步扩大知识库和各种关于教育体制和课程开发进程的大量资源, 以服务于研究人员、培训人员、从业人员和决策者, 并丰富教科文组织的门

户网站。2012-2013 年期间及以后的总体目标是: 建立一个良好的知识库, 提供关于课程开发和改革领域的政策制定和基于实证的决策和实践等信息。

成就——让数字说话

数据库

- ✓ **28 份**简介刷新了 2010/11 版的世界教育数据, 并在**国际教育局网站**上和 **UNESDOC 数据库**中提供, 使简介总数达到 159 份 (2012 年 10 月)
- ✓ **190 个**国家的情况介绍已国际教育局网站上提供
- ✓ **350 条**记录添加到 **IBEDOC** 在线文件目录中
- ✓ **19 份**提示和 **3 份**文摘已印发, 包括 **2 份**新的专题提示

网站(截至 2012 年 10 月)

- ✓ **19 条**新通知以 **3 种**语文发布
- ✓ **1,710,000 位**不同的访问者(+18.9%)
- ✓ **256,000 人次**通过 **UNESDOC** 下载国际教育局的文件和出版物(+38%)

出版物

- ✓ **4 期**《教育展望》刊物出炉, 覆盖全球 **7,315 个**机构
- ✓ **1 期**《教育实践丛书》(第 23 期, “社会科学的有效教学法”)
- ✓ **1 本书**: “质与量: 教育改革中的紧张关系”

教科书收藏

- ✓ 在图书馆藏中发现并整理约 **18,000 本**来自 **110 多个**国家涉及不同科目的新编教科书

2.1 全球教学时间调查

2012 年的头几个月，经统计研究所(UIS)和国际教育局之间进行反复交流和讨论，制定了教学时间调查问卷草案。4 月和 5 月间，统计研究所邀请来自不同地区(亚洲及太平洋、撒哈拉以南非洲、阿拉伯国家、拉丁美洲和加勒比)的 15 个国家参加了试点。对试点的总体反馈意见是，调查问卷中要求提供的信息一般都是现成的，各国需要更具

2.2 数据库、提示和国际教育局网站

世界教育数据(WDE)第七版数据库中，已更新了 28 个国家/司法管辖区的简介。迄今为止，共更新了 159 个国家/司法管辖区的简介。新版数据库的更新简介中十分重视课程及课程设置事宜。国家简介材料不断更新(国际教育局的网站上共有约 190 国家的简介)。

共发布了 19 份提示(包括修订关于性别与课程设置、冲突与课程设置等具体问题)和三份文摘。提示每两周发布一份。国际教育局的在线文件目录中添加了 350 多份新的记录，并修订了 622 份记录，课程汇编不断丰富。文件中心还对 350 次查询提供了反馈意见。

2.3 出版物

《教育展望》杂志继续通过 274 家学术机构广泛传播，供覆盖 7,315 个机构和专业组织。2012 年，共发表了以下各期《教育展望》：第 161 期，“教师教育国际化”；第 162 期，“教育系统中的文化多样性：国际视角和比较视角”；第 163 期，“发展世界级教育”；另有一期正处于最后定稿阶段。教育实践系列中有一期已发布(第 23 期，“社会科学的有效教学法”)，另有一期正处于最后定稿阶段。

2.4 教科书收藏

2012 年，国际教育局在整理其收藏的教科书方面取得了进展，共整理出约 18,000 本教科书、教师手册及其他学习材料；这些教科书涉及不同科目，是 110 多个国家和地区在 19 世纪 90 年代和 20 世纪 80 年代期间出版的。其中共有 1,432 本教科书是 1900 年至 20 世纪 40 年代期间出版的。国际教育局和斯坦福大学正在探讨建立合作伙伴关系的可能性，分析 1900 年和 1940 年之间出版的

体、更清晰的指示，才能发现和报告数据。其中有些国家使用国际教育局的数据表，认为其对寻找信息来源很有用。该问卷草案正由统计研究所负责问卷事务的团队根据试点结果和收到的反馈意见加以修订。教学时间调查仍计划于 2013 年年初正式启动。

国际教育局网站定期更新，已发布 19 条消息。国际教育局网络分析工具已进行了版本更新，以更好地评估网上流通情况和优化网络使用。1 月至 10 月，网站共有 291 万人次访问(与 2011 年同期相比增长 4%)和 171 万名不同的访问者(+18.9%)。

1 月至 10 月，国际教育局的文件和出版物通过 UNESDOC 的下载次数超过 256,000 次，与 2011 年同期相比增长 38%(世界教育数据中更新的国家简介在 UNESDOC 的总下载量所占的份额略超过 10%，即 26,500 多次下载)。

(第 24 期，情感与学习)。编辑成册的“质与量：教育改革中的紧张关系”(Sense 出版社)也已发表，并在比较与国际教育学会年度大会(CIES 2012)上分发。《教育展望》杂志亦在 CIES 2012 年度大会期间召开咨询委员会会议。

教科书。所收藏的教科书因其具有广泛的国际性，而显得格外重要。除法国、德国、英国和美国外，许多教科书还来自亚洲及太平洋地区、非洲、拉丁美洲和加勒比地区、阿拉伯国家和东欧。迄今为止，1940 年前出版的所有的教科书均已按标题、国别、出版年份、主题和语言登记在册。

知识的开发与管理面临的挑战

- ❖ 进一步开发内部和作为集体与外界交流的专业能力。
- ❖ 由于文件中心工作人员减少，需要调整工作量。
- ❖ 动员更多资金，以便知识的开发与管理计划能让人们更容易、更高质量地得到关于课程开发工作和产品的信息和资源。

3. 政策对话

战略 10：工作重点 4-12

国际教育大会 (ICE) 第四十八届会议后续工作丰富多样，起到了帮助各国家和地区在广义的全纳教育 (IE) 理念的基础上建立政策和课程框架。在推动全纳教育这一核心战略以实现优质全民教育方面，国际教育局继续致力于加强各国设计、管理和实施全纳政策框架和全纳课程指导材料的能力。

2012 年，国际教育局通过以下工作，重点围绕优质课程和全纳教育的理论与实践展开的政策讨论：(1) 与各教育部和基金会一起，开展政策对话讲习班；(2) 参与国家、地区和区域间推广全纳教育的交流 (由教科文组织及其他机构举办)。

表 5：重要国家、区域和国际交流情况一览表

国家/地区(合作伙伴)	活动	成果
哥伦比亚 (哥伦比亚国民教育部、Saldarriaga Concha 基金会、伊比利亚美洲组织)	协调举办与相关各方之间的全纳教育和全纳课程政策对话会议和研讨会	<ul style="list-style-type: none"> ❖ 修改和调整全纳教育国家政策框架 ❖ 全纳教育政策文件初稿，为哥伦比亚政策框架提供依据 ❖ 讨论在区域和地方各级加以实施的框架，以及未来步骤
乌拉圭 (乌拉圭教育部)	为启动实施“国家教育计划：我们期望的乌拉圭 2030 年教育”的政策对话会议做贡献	<ul style="list-style-type: none"> ❖ 就 2012-2014 年国家教育计划的重要问题达成一致，包括其背景和理由、主要目标和专题领域
非洲 (教科文组织总部及其非洲各办事处、国际教育机构、泛非教师理事会、英联邦秘书处、联合国儿童基金、非洲教育发展协会、全民教育教师国际工作组)	参加泛非教师发展会议，为全体会议讨论课程问题，包括全纳教育和远程教育课程发表意见	<ul style="list-style-type: none"> ❖ 确定国际教育局对实施第二个非洲教育十年行动计划在师资培训、多种学习方式、建立开展有效的教学和学习的课程框架等方面可能作出哪些贡献
欧洲 (欧洲特殊需求教育发展局、比利时佛兰芒语和法语地区教育部)	参加全纳教师教育推广会议，向 29 个欧洲国家的代表提供有关全纳教师具备的条件所涉关键问题的全面而简洁的综合信息	<ul style="list-style-type: none"> ❖ 在国家层面上就全纳教师具备的条件及其发展进行深入交流 ❖ 确定全纳教师具备的条件，为设计和实施教师职前教育计划提供指南
中国-欧洲 (国家基础教育课程教材发展中心、中国教育部、荷兰课程研究与发展中心)	协调举办第三届中国-欧盟基础教育课程发展论坛	<ul style="list-style-type: none"> ❖ 加强与与会者课程发展的各个主题的能力，引入从国际比较视角 ❖ 就基础教育课程变革和发展问题进行深入的区域间交流
欧洲-阿拉伯 (教科文组织国家委员会、穆罕默德-本-伊萨-阿尔-贾贝尔基金会)	参加欧洲-阿拉伯对话国际会议，并以“学会共同生活”为题作报告	<ul style="list-style-type: none"> ❖ 就如何提出新颖的行动发展欧洲 - 阿拉伯合作问题进行了探讨 ❖ 采用新的职权范围和行动计划，以促进欧洲 - 阿拉伯对话
国际 (教科文组织总部、印度政府人力资源发展部)	参加第九届“全民全纳相关教育”部级审评会议并作出贡献	<ul style="list-style-type: none"> ❖ 为“加强学习成果”和《新德里承诺：提供全纳、相关、优质全民教育》做贡献

此外，为推广全纳教育建立一个培训工具和政策指导方针知识库、对国际教育局在政策对话中取得成就发挥了至关重要的作用。这一知识库仍在不断地开发和更新之中。

表 6：用于推广全纳教育的培训工具和政策指导方针

国家/地区(合作伙伴)	活 动	成 果
海湾各国 (GASERC)	总结不同地区优秀做法的经验教训、为 7 个海湾阿拉伯国家的决策者、学校、教师及其他相关方提供全纳教育的具体实证和相关案例	<ul style="list-style-type: none"> ❖ 对世界各地 50 个全纳学校的做法加以分析的报告初稿 ❖ 全纳学校和教学工作指南草案
亚洲及太平洋 (教科文组织曼谷办事处)	修订教科文组织曼谷办事处编写的全纳教育宣传册	<ul style="list-style-type: none"> ❖ 国际教育局为如何完善宣传册提出建议
拉丁美洲和加勒比	修订拉丁美洲和加勒比地区全纳教育培训模块	<ul style="list-style-type: none"> ❖ 拉丁美洲全纳教育培训模块 ❖ 加勒比全纳教育培训模块
国 际	一名外聘专家正在修订跨区域全纳教育资源包，用以支持开展全纳教育活动的核心参考材料	<ul style="list-style-type: none"> ❖ 跨区域全纳教育资源包得以修订

政策对话与国际教育大会面临的挑战

- ❖ 从政策、文化和实践等方面来理解全纳教育，采用整体性方法产生长期影响，而非局部分割的方法。
- ❖ 根据会员国的需要来改进和定制学习工具。
- ❖ 聘请区域层面的各课程机构的专家，制定议程，并促进具有前瞻性、基于实证的政策对话。

二、机构管理

4. 人力和财政资源

1.1 财政资源

教科文组织上届大会为 2012-2013 双年度核定的拨款为\$5,000,000 美元。拨款削减 31%意味着每年减少\$775,000 美元。在此情况下，尽管国际教育局努力削减正式行政人员的费用，但仍不得不动用储备金来贴补正式工作人员费用、举办理事会费用和业务费用的不足。2012 年的核定总预算为**\$3,713,849** 美元。教科文组织对国际教育局的财政拨款为**\$1,725,000** 美元，占国际教育局总经费的

(包括预算外资金和挪威新提供的自愿捐款)的**35%**。截至 2012 年 10 月 31 日，预算执行率为**91%**。在预算外资金方面，2012 年共动用了**\$636,000** 美元用于开展各项具体活动。国际教育局继续实行费用补偿政策；截至 2012 年 10 月 31 日，共回笼了**\$57,000** 美元。关于 2012 年 12 月底财政资源现状的信息列表，将于 1 月份提供。

1.2 人力资源

工作人员职类	人 数
专业人员	6 名正式 4 名限期任用
一般事务	5 名正式 1 名服务合同
共 计	16
年轻专业人员和实习生	人 数
BARDS	8
SYNI	2
实习生	15
共 计	25

在人力资源方面，新招聘一名**高级项目专家**的工作业已完成，选中的候选人预计将于2013年第二季度加入国际教育局团队。同样，另外两个专业人员职位也将于2013年填补：一名项目专家(P4)、一名助理项目专家(P2)。这两个职位作为“项目任命”类合同安排，任期一年，能否延长将取决于业绩和资金情况。

此外，为努力减少人事费用，一名一般事务工作人员(GS6)同意按教科文组织的规定自愿离职。该职位由一名内部人员填补，另有一个 GS4 职位被裁减。同样，另一个一般事务工作人员员额(GS6)将在现任职的工作人员于 2013 年退休后裁减。

国际教育局继续实施培养年轻专业人员的政策：**8**名大学硕士毕业生已拿到研究金(BARDS)；来自代表教科文组织三个地区的**15**名研究生参加了实习计划。此外，由洛桑市(SYNI)赞助的临时就业计划为两名研究助理提供了资助。在培训方面，国际教育局的工作人员接受了由教科文组织职业道德办公室在日内瓦举办的**职业道德培训**。

根据对局内项目的审定，国际教育局2012年11月对人力资源进行了审查。国际教育局与一名外聘顾问一起对人员编制和组织结构进行了审查。审查结果将向国际教育局理事会汇报。



三、预算数据

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

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

Clementina ACEDO MACHADO
Director
International Bureau of Education



12.12.2012

STATEMENT I
INTERNATIONAL BUREAU OF EDUCATION

STATEMENT OF FINANCIAL POSITION AS AT 31/10/2012

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

STATEMENT II
INTERNATIONAL BUREAU OF EDUCATION

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

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

MS

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

2012
OCTOBER

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS					EXPENDITURES			UNOBLIGATED BALANCE (to be obligated)	EXECUTION RATE CURRENT PERIOD	GLOBAL EXECUTION RATE		
	Appropriation approved by council	Appropriation approved by council adjusted	Resources unreleased or reported	Additional Funds	Unobligated Balance from 2011 ULGs (budget to be obligated)	Revised (budget to be obligated)	Disbursements for year 2012	Unliquidated obligations period reporting	Unliquidated obligations futur period	Total Current period			
I. PROGRAMME ACTIVITIES													
Line 1: Capacity development and technical assistance	394 821	394 823	-	20 000	5 693	420 516	292 365	2 225	94 056	294 590	31 870	70.1%	92.4%
Capacity development/COP for Curriculum Development	168 356	168 357	-	-	2 167	170 524	96 032	2 225	61 468	98 257	10 799	57.6%	93.7%
AFRICA project	136 465	136 466	-	-	3 526	139 993	122 820	-	15 778	122 820	1 455	87.7%	99.0%
Technical co-operation projects / support to member states	80 000	90 000	-	20 000	-	110 000	73 513	-	16 871	73 513	19 616	66.8%	82.2%
Line 2: Knowledge production and Management	292 142	292 292	-	-	6 876	299 168	149 777	38 015	80 120	185 791	33 257	62.1%	88.9%
Resource Bank and Observatory of educational trends	80 000	80 000	-	-	-	80 000	27 664	-	50 695	27 664	1 641	34.6%	97.9%
Documentation and Information	25 000	25 148	-	-	-	25 148	284	934	723	1 021	767	40.6%	69.5%
Development of IBE web site	67 588	67 588	-	-	661	68 270	38 605	9 630	4 815	48 235	15 220	70.7%	77.7%
Research and Publications	11 954	11 956	-	-	6 195	12 870	4 322	16 450	17 358	9 967	8 719	79.3%	93.1%
Line 3: Policy dialogue	266 886	266 887	(180 479)	-	1 486	87 894	68 051	8 784	10 377	76 836	682	87.4%	99.2%
Policy Dialogue / Inclusive education	1 586	1 586	-	-	723	2 279	2 279	-	-	2 279	0	100.0%	100.0%
Inclusive school pilot / G4SERG	266 886	265 337	(180 479)	-	763	85 615	65 772	8 784	10 377	74 356	882	87.1%	99.2%
PROGRAMME ACTIVITIES (I)	953 949	954 003	(180 479)	20 000	14 055	807 579	510 193	47 024	184 554	557 217	65 808	69.0%	91.9%
II. GOVERNING BOARD / GEN. ADMIN./ INSTITUTIONAL DEV.													
Line 1 : 51 st Council / Steering Committee	180 000	180 000	-	-	-	180 000	97 430	-	6 587	97 430	75 983	54.1%	57.8%
Line 2 : General operating costs	300 000	300 000	-	-	-	300 000	213 706	41 536	33 790	255 242	10 968	85.1%	96.3%
Line 3 : Institutional development: COE / Coordination & prog dev.	150 000	150 000	(69 999)	69 999	-	150 000	58 872	5 306	26 815	64 177	59 008	42.8%	60.7%
GOVERNMENT BOARD, GENADMIN. & INST. DEV (II)	630 000	630 000	(69 999)	69 999	-	630 000	370 008	46 841	67 192	416 849	145 959	66.2%	76.8%
STAFF COSTS (III)	2 130 000	2 130 000	-	-	-	2 130 000	1 551 840	-	19 710	1 551 840	558 450	72.9%	73.8%
PROGRAMME EXECUTION (I + II + III)	3 713 849	3 714 003	(250 479)	89 999	14 055	3 567 579	2 432 041	93 865	271 456	2 525 906	770 217	70.8%	78.4%

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



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

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

Geneva, 23-25 January 2013

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

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

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

Clementina ACEDO MACHADO
Director
International Bureau of Education



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

21.01.2013

* Intermediaries statements cleared by BFM as at 18.01 2013

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

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

STATEMENT II
INTERNATIONAL BUREAU OF EDUCATION

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

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

2012

STATEMENT V

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

Commitments valid as at 31st December 2012

(Expressed in Dollar US)

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

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



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

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

MEETING OF THE ADMINISTRATIVE GROUP

Geneva, 22 January 2013

PROCEEDINGS

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

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

Brazil and Israel were not represented.

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

UNESCO-BFM was not represented.

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

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

Adoption of the Agenda

2. The Group then approved the **Agenda** of its own meeting:

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

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

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

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

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

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

Report on activities for 2012 and Provisional Accounts

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

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

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

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

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

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

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

Draft Budget for 2013

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

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

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

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

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

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

Appropriation Resolution N° 1/2013

The Council of the IBE,

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

Decides that,

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

I. ALLOCATIONS (Commitments)

in US\$

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

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

II. RESOURCES CREDITED TO THE SPECIAL ACCOUNT

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

- (c) The Director is authorized to accept and add to the appropriation approved under paragraph (a) above voluntary contributions, contracts, fees, subventions, endowments, gifts, bequests and miscellaneous income, taking into account the provisions of Article 3.1 of the Financial

Regulations of the Special Account for the UNESCO International Bureau of Education (IBE). The Director shall provide the Council in writing, at the session following such action, information about the amounts accepted.

(d) The Director is authorized to incur obligations during the financial period 1 January – 31 December 2013 up to the amount appropriated under paragraph (a) above.

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

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

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

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

(i) The constitution and management by the Director of the IBE of a reserve will be done in line with Article 7, paragraph 7.2 of the Financial Rules applicable to the Special Account of the International Bureau of Education. This reserve could be credited by funds coming from different sources and could amount to 5 – 10% of the annual budget. The Director of the IBE will make use of these funds according to the programme needs and present a report to the Council at the session immediately following their utilization. The creation of such a reserve should not impact negatively on the implementation of the activities adopted by the Council.

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

Resource mobilization strategy

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

Staffing and organizational structure

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

Closing of the meeting

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



Annex IV

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

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

Geneva, 23-25 January 2013

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

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

Article 1 Creation of a Special Account

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

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

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

Article 2 Financial period

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

Article 3 Revenue

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

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

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

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

Article 4 Budget

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

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

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

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

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

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

Article 5 The General Account

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

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

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

Article 6 Custody and investment of funds

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

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

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

Article 7 Trust Funds, Reserve and Subsidiary Special Accounts

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

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

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

Article 8 Internal Control

8.1 The Director shall:

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

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

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

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

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

Article 9 Accounts and Financial Statements

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

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

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

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

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

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

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

Article 10 External audit

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

Article 11 General provisions

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

11.2 These Regulations are effective as from 01 January 2010.



Annex V
UNESCO/BIE/C.62/3
2013年1月9日，日内瓦
原件：英文

国际教育局理事会
第六十二届会议

2013年1月23-25日，日内瓦

2013年活动计划与预算

7

国际教育局

2013 年活动计划与预算

一、计划编制的大背景

本报告旨在着重介绍国际教育局拟于 2013 年执行的计划和活动。这些活动是在文件 36 C/5 和使国际教育局成为教科文组织课程设置领域示范中心这一战略的指导下提出的。在对各项计划进行彻底修订之后，国际教育局已将各项计划与使命和大目标统一起来，并拟定了国际教育局 2012 - 2017 年战略和工作计划，该计划将于 2013 年 1 月提交理事会。2013 年的规划还考虑到了根据计划审查(2011 年)提出的组织和人员调整情况，以及关于新的人员配置和组织结构的人力资源审查草案(2012 年 11 月)。

“课程”是当代教育改革工作的中心任务，也是提高教育质量的核心所在。因此，课程的开发被认为

是一个复杂的过程，远非由一些学科专家对教育内容加以筛选和进行组织安排而已。课程开发涉及对课程框架和教学大纲进行设计、编写教材、通过教与学的实践来实现课程目标、进行评估等多方面的工作。对于学生应当学什么、为什么要学这些内容、如何学习，以及怎样知道他们是否在学等问题，要想统一思想，必须具备专门知识，并需要进行协商，最终达成一致。课程设置进程因而日益成为各利益相关方公开辩论、讨论和协商的话题。鉴于这一进程的复杂性，必须要让课程专家、决策者和师资教育者具备新的能力。

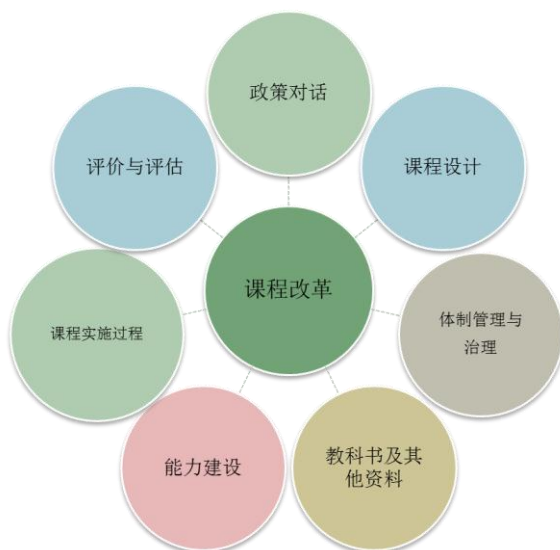
作为示范中心，国际教育局的使命是：支持教科文组织会员国开展工作，提高学生的学习质量，使命的实现通过在以下三个重要行动领域提出举措和开展活动：

- (1) 进行机构和个人的能力建设，并提供技术支持和咨询；
- (2) 提供获取与课程相关的知识、经验和专业技术的渠道；以及
- (3) 促进相关各方参与基于实证的政策对话。

国际教育局的使命

战略目标

国际教育局 2012 - 2017 年战略和工作计划



国际教育局课程环形图

- 提高个人和机构设计、管理、实施和评估保证质量的课程设置进程的能力
- 支持课程创新、改革和修订倡议
- 创建一个强大的知识库，为制定政策和基于实证的决策和实践献计献策
- 增强网络与伙伴关系，以加强国际、区域和次区域合作

1. 向会员国提供课程服务：能力建设与技术援助

向会员国提供的课程服务包括能力建设与技术援助项目。其主要目标如下：**a)** 通过开设长期区域培训课程，例如课程设计与开发专业文凭培训，进行国家能力建设，培养师资教育者、决策者和课程专家在课程设计与开发领域的**能力**；**b)** 通过按需定制学习工具和讲习班，加强当地开展小学和中学课程创新和改革的能力；**c)** 为各国提供针对性的技术援助，帮助其设计和管理本国课程改革和实施工作。

在技术援助方面，将优先重视非洲国家、转型期国家和受冲突影响的国家。将与其他国际组织和教

科文组织驻各不同地区的外地办事处合作开展实施工作。对于提出举办研讨会和提供技术援助的大部分请求，将需要由各国政府、其他国际组织、私人基金会和外地办事处提供全额资助。优先的专题领域如下：全纳教育、生活和工作技能、教育促进可持续发展(ESD)、基本技能和能力、学会共同生活、公民身份与全球教育。

鉴于示范中心这一战略的实施，项目的监督和评价将被提到重要位置，各地课程设置进程和学习材料的评估也将被纳入工作范畴。

1.1. 课程设计与开发专业文凭

战略 1, 2, 3, 4, 5; 工作重点 1-1, 1-3, 2-5

在经认可的培训班框架中，国际教育局将继续发挥学术领导和协调、发展、跟踪及评估作用，确保根据教科文组织各地区的需求定制的课程设计与开发文凭培训项目的实施。

国际教育局的系列培训材料(课程资源包、主题模块等)将在定期监测的基础上，不断完善和调整，以进一步加强知识的开发，根据地区需求调整和丰富文凭培训班的内容。

2013 年下半年，国际教育局将与伙伴学术机构和单位密切合作，推出拉丁美洲第四期文凭培训班和非洲第三期文凭培训班。非洲文凭培训班还将满足法语国家的需求，并将加强对非洲地区师资教育者的培养，以弥合课程设计与实施之间的差距。同时，非洲文凭项目还将努力增加法语学员的人数。

国际教育局将采取初步行动，争取在阿拉伯地区和亚洲(中国)举办文凭培训班，并作出必要的机构调整。阿拉伯联合酋长国 2013 年将提供财政支持，资助非洲文凭培训班以及阿拉伯地区文凭培训班的初步准备工作。进一步筹款活动仍需开展，从而扩大文凭培训班在这两个地区的影响，以及加强国际教育局提供此方面服务的力度。与教科文教育部门的教师发展和政策处(THE/TEP)和各外地办事处建

立强有力的伙伴关系，必将为管理在各地举办的文凭培训班提供便利。密切与各国教育部长的联系，亦将为开展新的合作和确保财政上的可持续性提供保证。

国际教育局将对拉丁美洲培训班和非洲文凭培训班的学员、毕业生及导师进行全面的评估调查，以评估学习内容、学习进程和环境，以及学习成果和更长期的影响。

表 2: 2013 年文凭培训班概览

期次	学员人数	2013 年进展	合作伙伴
拉丁美洲第三期	41	在线课程和毕业	乌拉圭天主教大学(UCU)、拉丁美洲和加勒比地区教育办事处(UNESCO OREALC)
拉丁美洲第四期	目标: 30	面对面授课和在线课程	坦桑尼亚开放大学(OUT)、坦桑尼亚教育研究所(TIE)、非洲地区教育办事处(BREDA)、师资教育和政策处(THE/TEP)
非洲第二期	49	在线课程和毕业	坦桑尼亚开放大学(OUT)、坦桑尼亚教育研究所(TIE)、非洲地区教育办事处(BREDA)、师资教育和政策处(THE/TEP)
非洲第三期	目标: 30	面对面授课和在线课程	坦桑尼亚开放大学(OUT)、坦桑尼亚教育研究所(TIE)、非洲地区教育办事处(BREDA)、师资教育和政策处(THE/TEP)

1.2. 能力建设讲习班和技术援助

战略 1, 2, 3, 4, 5; 工作重点 1-1, 1-3, 2-5, 3-7, 3-9

能力建设和技术援助项目为负责课程变革和进程方面的工作人员提供专门的援助、咨询和培训，具体涉及根据新的挑战、需求和发展前景，规划、开发、实施和评价优质中小学课程。各项活动是通过量身定制的培训工具开展的，并符合会员国的具体需求。

在此方面，工作侧重点在于把能力建设这一内容有意义地纳入到国家课程设置中去，并强调根据**学会共同生活 (LTLT)、人权和公民教育，以及教育促进可持续发展 (ESD)** 的价值观、原则和做法，使学生为未来生活和工作做准备。冲突后和灾后 (PCPD) 局势被优先考虑。

2013 年，能力建设讲习班将与较长期的行动挂钩。国际教育局将进一步开发和更新政策指导方针和定制的培训工具。此外，还将根据示范中心战略，对能力建设和技术援助活动进行系统的评估。

具体而言，国际教育局将根据收到的具体请求，为南苏丹、乌干达、伊拉克、巴林及其他海湾国家、多米尼加共和国、哥伦比亚、巴基斯坦以及教科文组织的“人人学会尊重他人”、“和平与非暴力文化”和“全球公民”等项目提供支持。此外，国际教育局还争取满足各会员国特别提出的要求和请求。

表 3: 规划能力建设和技术援助讲习班

区域	项目	依据	预期成果
非洲	南苏丹新课程 (IIEP 和 MOGEI)	加强中央和国家各级决策者在课程设计和开发方面的能力，从而最终群策群力，为南苏丹全面开展课程改革进程制定行动计划	<ul style="list-style-type: none"> ❖ 执行南苏丹课程修订行动计划 ❖ 开发中央和国家各级决策者和专家的能力，侧重于冲突后局势的课程改革
	乌干达初中教育课程改革	为乌干达开展全国初中教育学科综合方面的课程改革提供支持	<ul style="list-style-type: none"> ❖ 国际教育局为课程改革提供技术援助
阿拉伯国家	伊拉克新课程倡议	建立起一个以人权、性别平等、和平及学会共存等普世价值为基础的新的国家课程框架。修改数学和科学教学大纲	<ul style="list-style-type: none"> ❖ 制定指导方针，确保新课程的构想体现在高质量教学大纲及数学和科学教科书中
	巴林人权与公民身份教育	将人权和公民教育纳入国家课程教师职业发展	<ul style="list-style-type: none"> ❖ 实施公民和人权教育项目 ❖ 开展新教学法培训
	海湾国家全纳学校项目 (GASERC)	为 7 个海湾国家完成和通过两份全纳教育指南：“推广全纳教育：学校发展指南”和“开发全纳课堂：教师指南”	<ul style="list-style-type: none"> ❖ 完成两份全纳教育指南 ❖ 部委代表通过两份指南 ❖ 两份指南在学校试点
拉丁美洲和加勒比	多米尼加共和国基础和中等教育课程修订	修订基础和中等教育课程和学校实践	<ul style="list-style-type: none"> ❖ 国际教育局对校长进行课程管理和学校实践培训
	哥伦比亚全纳教育政策框架	在国家和区域两级实施全纳教育政策框架	<ul style="list-style-type: none"> ❖ 举办全纳教育和课程能力建设讲习班
亚洲及太平洋	巴基斯坦教科书和课程开发	加强区域层面的教科书和课程开发能力	<ul style="list-style-type: none"> ❖ 国际教育局提供教科书评估标准和工具方面的技术咨询，并为教科书评审人员和开发人员开展培训活动
全球	“人人学会尊重他人” “和平与非暴力文化” “全球公民” 教科文组织总部	支持教科文组织总部开展“人人学会尊重他人”、“和平与非暴力文化”、“全球公民”等跨课程课题项目	<ul style="list-style-type: none"> ❖ 国际教育局与教科文组织总部合作为各该项目提供技术投入

1.3. 全球优先事项：非洲和性别平等

战略 1, 2, 3, 4, 5, 7; 工作重点 1-1, 3-8, 4-12

国际教育局通过其所有行动领域为教科文组织的全球优先事项：非洲和性别平等做贡献。在非洲，第三期文凭培训班将于 2013 年下半年启动，对非洲国家各级负责课程设计与开发的重要相关方进行培训。国际教育局还将根据非洲法语国家的需求开发和调整培训材料。此外，还计划采取培训后行动，加强会员国的基本队伍建设，以增进课程改革与创新。

在性别平等方面，国际教育局正在艾滋病毒和艾滋

病课程设置领域开展项目。国际教育局为关键人员提供关于艾滋病毒/艾滋病和性教育政策、计划、课程、教育材料和宣传方面的全面知识库和信息交流服务。国际教育局还协助各国教育部长更好地将艾滋病毒/艾滋病方面的内容纳入国家课程中，尤其是西非和中非各国的课程中。2013 年，作为技术援助和能力建设工作的一部分，艾滋病毒/艾滋病项目将着重对非洲以下国家的教学材料进行内容评估：喀麦隆、刚果、中非共和国、加蓬、几内亚和乍得。

表 4：致力于全球优先事项：非洲和性别平等方面的工作

优先领域	活动	预期成果
非洲	文凭培训班	<ul style="list-style-type: none"> 非洲第二期文凭培训班：在线培训和毕业 第二期文凭培训班：2013 年第二学期面对面授课，随后进行在线培训 成员国的培训后行动(乌干达：为国家初中教育改革提供支持)
非洲和性别平等	对中非经济与货币共同体 (CEMAC) 国家中小学教师艾滋病/艾滋病教育的教学材料进行内容评价	<ul style="list-style-type: none"> 对喀麦隆、刚果、中非共和国、加蓬、几内亚和乍得的教材和自我培训材料进行内容评价 目标：44 份教材、6 份教程和 150 个电台节目 为欧佩克组织发展基金 (OFID) 框架下举办的讲习会提供专业知识 修改并完成性教育审查及评估工具 (SERAT)，以作为对性教育及艾滋病和艾滋病教育进行内容分析的一种行之有效的资源工具
性别平等	为教科文组织艾滋病和艾滋病教育信息交换中心做贡献	<ul style="list-style-type: none"> 为数据库添加文件，以此作为对教科文组织艾滋病和艾滋病教育信息交换中心的贡献
性别平等	在线技术支持	<ul style="list-style-type: none"> 回应具体要求和需求，根据具体情况就艾滋病和艾滋病课程的有关问题提供援助

向会员国提供课程服务面临的挑战

- ❖ 与教科文组织总部、外地办事处和主要国家机构建立强有力且可持续的合作伙伴关系，以确保尤其在非洲成功开展文凭培训班活动。
- ❖ 文凭培训班可否持续，取决于是否在各国的培训了负责此种培训的人员，是否不断调整培训材料，以及是否加强了质量保证机制。
- ❖ 加强不同地区文凭培训班活动的战略规划和有效管理工作。
- ❖ 确保技术援助项目的连续性和质量，这需要有足够的资金，稳定的人员，捐助方准时提供资金，对各类文件进行翻译。

2. 知识的开发与管理 (KPM)

战略 6, 7, 8, 9; 工作重点 4-12

建立一个强大的知识库，为课程开发和改革方面的决策和良好做法献计献策并提供支持。这是一项长期目标，最好在实施示范中心战略的框架内，并在提供足够资金的情况下，以 6 年为期加以考虑。

2012-2017 年期间的主要目标是：改善获取和使用课程开发和课程开发工作的信息和资源的机会；增加与课程有关的信息和知识；简化各项服务和获取

资源的程序，以面向更广大的受众。如有更多资金，知识的开发与管理 (KPM) 项目可以方便和加强人们获取课程开发进程和成果方面的信息和资源，无论是在政策发展方面，还是在积累知识和经验方面；同时为共享课程开发领域的知识、经验和专门技能提供便利，尤其是(但不限于)发展中国家。

2.1. 全球教学时间调查

全球教学时间调查是国际教育局与教科文组织统计研究所 (UIS) 之间的合作项目，主要目的是收集小学和中学教育每个年级的年度授课时间方面的可靠的跨国信息。通过调查，预计最终将能建立一个标准化全球数据库，并改进为政策制定、教学改革和

研究提供关于教学时间方面的可靠数据。统计研究所 2012 年进行试点之后，将于 2013 年初正式开展调查，计划将于 2013 年下半年对收集的数据进行分析。

2.2. 用于定期评估需求和优先事项(跨项目)的工具

2013 年教育局将设计并采用一个调查工具，定期评估在课程设置的知识和信息方面存在哪些需求和新的优先事项。作为对这一调查所得出的结果的补充，将在未来几年内举办一系列子区域和区域讲习班。讲习班将聚集课程设置部门和机构的代表和专家，以讨论课程设置方面的需求、重点和愿景。如能得到积极的反馈意见，举办的这些会议和讲习班

不仅将有助于在实施示范中心战略框架内确定战略方向，而且还将加强联网，扩大伙伴关系，以及建立课程专家数据库。由于该调查工具具有跨项目的性质(即：需要确定知识和信息、能力建设和技术咨询方面的需求和优先事项)，因此设计时必须群策群力。

2.3. 数据库、提示和国际教育局网站

2013 年的工作重点是，改善人们获取有关课程开发进程和成果信息的机会，这些进程和成果包括：定期更新国别档案数据库（共有 190 多个国家和地区）；定期发布提示信息，包括至少一份关于优先问题的专题信息；丰富收集的课程；至少制作两期“课程问题工作文件”丛书。一份汇集课程设置相关专业术语的词汇表将得以定稿。还计划为《全民教育全球监测报告：教学促进发展》撰稿。

网站作为国际教育局的重要沟通工具和共享、传播课程设置方面知识的主要信息技术平台，将不断得以开发和精简，使之符合因实施示范中心战略而出现的新的形势。视预算外资金情况，将为建立一个信息交换机制作准备；如能确保有足够的资金，网站定会更加充满动态，并大大得以改进。

2.4. 出版物

2013 年，除即将发行的（第 164 期）《南部非洲学生学习表现的比较》之外，《教育展望》还将发行四期：《教育、脆弱性和冲突》（第 165 期）、季刊常文（第 166 期）、《移动技术、教师培训和课程开发》（第 167 期）、及《课程改革：转型期教育系统的创新模式探索》（第 168 期）。

教育局还将出版《教育实践》丛书的两本小册子（即将出版的为第 24 期：《情绪与学习》）。此外，《复杂紧急情况下的课程设置与教育：从人道主义响应到国家重建》一书（Acedo & Retamal 编著）亦将于 2013 年面世。

知识的开发与管理面临的挑战

- ❖ 进一步开发内部和作为集体与外界交流的专业能力。
- ❖ 为收集的若干选用教科书编制目录，这将需要得到实习生计划的支持。
- ❖ 文献中心将需要确定优先事项和调整工作量。
- ❖ 动员更多资金，以便知识的开发与管理项目能让人们更容易、更高质量地得到关于课程开发进程和成果的信息和资源。

3. 政策对话

战略 10；工作重点 1-1, 1-3, 2-5, 3-9, 4-12

政策对话项目的目标是，通过以下方式增强会员国的能力：**1)** 让众多利益相关方参与课程政策框架的设计和实工作；**2)** 编制和传播政策指导方针，宣传全民高质课程的理念。

的战略方向，并以此来加强实践社区。

2013 年，国际教育局的工作重点将为协助在特定国家（如乌拉圭和哥伦比亚）举办支持执行课程改革行动计划的政策对话讲习班，并与关键部门建立伙伴关系，以在学校层面推广全纳教育和课程（例如 GASERC/ ABEGS 海湾国家），并开发基于实证的相关培训材料。此外，国际教育局还将聘请教科文组织不同地区的国家课程设置机构和教育部课程问题专家就课程问题进行深入的交流，以确定在实施示范中心战略（第 2.2 项）框架内进行政策对话

实践社区 (COP)

实践社区（COP）定期编制和共享实践社区成员的课程文件和材料，从而有助于从比较的视角看待各地区的课程问题。通过**定期在国家、区域和国际各级就课程问题举行的在线和面对面的交流**，并通过推动和促进南南合作以及北南南三方合作，实践社区鼓励各方积极参与。国际社会可通过教育方面的新趋势的实证研究和报告，随时了解相关方面的情况。

政策对话面临的挑战

- ❖ 从政策、文化和实践等方面来理解全纳教育，从而通过采用集成而非零碎的做法，确保产生长期影响。
- ❖ 聘请区域层面的各课程机构的专家，制定议程，并促进具有前瞻性、基于实证的政策对话。

二、机构管理

根据国际教育局理事会第 61 届会议的要求，一名由教科文组织人力资源管理局推荐的高级别外部顾问于 2012 年 11 月对国际教育局的组织和人员结构进行了审查。建议的人员结构将提交国际教育局理事会第 62 届会议，供其批准。根据预算外资金情况，教育局预计将需要采取过渡措施，以加强国际教育局的人力资源能力和专业知识。为此，进行资

1. 人力和财政资源

在人力资源方面，新招聘一名高级项目专家(P-5)的工作业已完成，选中的候选人将于 2013 年 7 月加入国际教育局团队。同样，三个专业职位也将于 2013 年年初填补；这三个职位分别是：一名项目专家(P-4)和两名助理项目专家(P-2)，主要是为了加强“向会员国提供课程服务”这一领域的力量。这三个职位作为“项目任命”类合同安排，任期一年，能否延长将取决于业绩和资金情况。

1.1. 财政资源

作为实施资源动员战略的一部分，国际教育局：

- ❖ 已提出一个项目建议，申请得到由世界银行管理的“全球教育伙伴关系”倡议的资助。
- ❖ 将继续动员教科文组织会员国为实施示范中心战略提供跨年度财政支助。
- ❖ 将巩固与东道国的关系，特别是与瑞士发展与合作署以及教育和发展领域网络的关系。
- ❖ 将加强与教科文组织各外地办事处的合作伙伴关系，以实施各项具体的项目和计划。
- ❖ 将维护并加强与瑞士和具有国际性质的各研究中心以及与联合国其他机构的合作伙伴关系。
- ❖ 将继续实行回收成本的政策。

截至 2012 年 12 月 13 日，2013 年特别账户下财政资源的概算总额约为**\$5,460,000 美元**。其中包括：

- ❖ 教科文组织 2012 年的年度财政拨款，削减 31% 后：计\$172.5 万美元；
- ❖ 教科文组织应急金\$25 万美元；
- ❖ 从瑞士发展与合作署(SDC)接收的 CHF60 万瑞郎捐款(约合\$64.5 万美元)；
- ❖ 挪威政府为 2012–2013 年提供的 800 万克朗(约合 140 万美元)；

源动员将是国际教育局局长和理事会主席的一项重大任务。重点将是为国际教育局寻求直接的核心捐助；因此请理事会成员认捐，并努力在各自国家动员各方力量。总干事已决定抽调一个 D-1 职位给国际教育局，为期两年，以协助在这一过渡时期实施和管理示范中心战略的工作。

在过渡阶段，只要明确界定职位要求，也可以通过借调的形式来增加专业能力。国际教育局将继续通过实施各种计划的方式，培养年轻专业人员(如研究助理、实习生)。根据培训政策，国际教育局还将继续鼓励集体和个人的职业发展，具体将取决于教科文组织总部分配多少财政资源用于这一目的。

- ❖ 阿拉伯海湾国家教育研究中心(GASERC)资助 \$15 万美元实施全纳学校项目；
- ❖ 巴林政府资助\$9 万美元实施“民主公民和入人权教育”项目；
- ❖ 将从荷兰教科文组织全国委员会接收\$20 万美元的捐款；以及
- ❖ 2012 年累积储备金\$100 万美元。

除特别帐户的资源外，还通过教科文组织总部获得**\$457,149 美元预算外资金**，其中包括：

- ❖ 阿拉伯联合酋长国资助的\$279,949 美元，用于联合执行“为教师和教师培训者开展能力建设支持课程改革”项目；
- ❖ 用于执行“开展能力建设增强西非和中非五国进行艾滋病毒教育的重要能力”项目的\$10 万美元；
- ❖ 用于执行“支持西非和中非 14 个法语国家教育部门全面应对艾滋病毒和艾滋病”项目的\$77,200 美元。

因此，2013 年可用资金的概算总额为**\$5,917,149 美元**。



三、预算数据

2013 年临时预算框架请见如下表格

IBE - BUDGETARY FRAMEWORK 2013					
SPECIAL ACCOUNT					
		FUNDING SOURCES			
	Budgetary framework	UNESCO regular budget	UNESCO Emergency Fund	IBE resources	Donors' contribution & Extrabudgetary resources for 2012-2013
Situation as at 14.12.2012 (USD)					
I. PROGRAMME ACTIVITIES					
I-1 Curriculum support services to MS (Diplomas, Technical assistance & cooperation projects)	797'000	0	0	0	797'000
I-2 Clearing house and information management (Databases, documentation, website and publications)	477'000	0	0	0	477'000
I-3 Curriculum research and policy development	300'000	0	220'156	0	79'844
TOTAL I	1'574'000	0	220'156	0	1'353'844
II. Governing Board/Gen. Adm./Institutional Dev.					
II-1 IBE Council/Steering Committee	180'000			180'000	0
II-2 General operating costs (*)	360'000			360'000	0
II-3 Institutional development: CoE, Coordination & prog dev	150'000				150'000
TOTAL II	690'000	0		540'000	150'000
TOTAL I + II	2'264'000	0	220'156	540'000	1'503'844
III. Staff costs (Established posts)	1'890'334	1'742'200		148'134	0
TOTAL BUDGET ALLOCATED 2013 (I+II+III)	4'154'334	1'742'200	220'156	688'134	1'503'844
TOTAL Resources 2013	4'632'125	1'742'200	220'156	890'000	1'779'769
Carry forward 2014	275'925	0	0		275'925
Estimated reserves by the end of 2013 to be used in 2014	201'866	0	0	201'866	
ADDITIONAL CONTRIBUTIONS FROM OTHER UNESCO EXTRABUDGETARY PROGRAMMES	Budgetary framework	UNESCO/U BRAF	UNESCO/O FID	UNESCO/T EP-DTHE	
Capacity building for teachers and teachers trainers in support of curriculum reforms	279'949			279'949	
Capacity building to strengthen key competencies on HIV education in 5 countries of Western and Central Africa	100'000	100'000			
support comprehensive education sector response to HIV and AIDS in 14 francophone countries in West and Central Africa.	77'200		77'200		
BUDGET ALLOCATED 2013	457'149	100'000	77'200	279'949	
TOTAL BUDGET ALLOCATED 2013	4'611'483				

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



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

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

Geneva, 23-25 January 2013

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

8.2

IBE's Strategy and Work Plan 2012-2017

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

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

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

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

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

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



United Nations
Educational, Scientific and
Cultural Organization

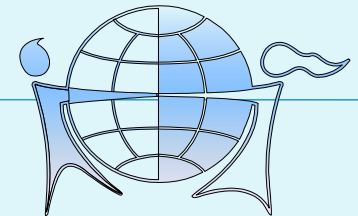


International Bureau
of Education

Annex VI

STRATEGY & PROGRAMME OF WORK 2012-2017

UNESCO INTERNATIONAL BUREAU OF EDUCATION



Geneva, December 2013

The International Bureau of Education (IBE) is the oldest of the UNESCO Institutes. It was founded in 1925 and became the first inter-governmental organization in the field of education in 1929. Fully integrated into UNESCO since 1969, it is the UNESCO's institute specializing in the field of curriculum. Its global and comparative perspectives on curriculum, combined with its reach, networks and experience, make the IBE unique in the world among institutions in this field.

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



Context and Challenges

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

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

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

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



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

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

demands.

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

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



Vision, Mission and Overall Goal

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

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

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

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

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



Expected Outcomes

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

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

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

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

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

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



Figure 1. Strategic Framework: Capacity Development

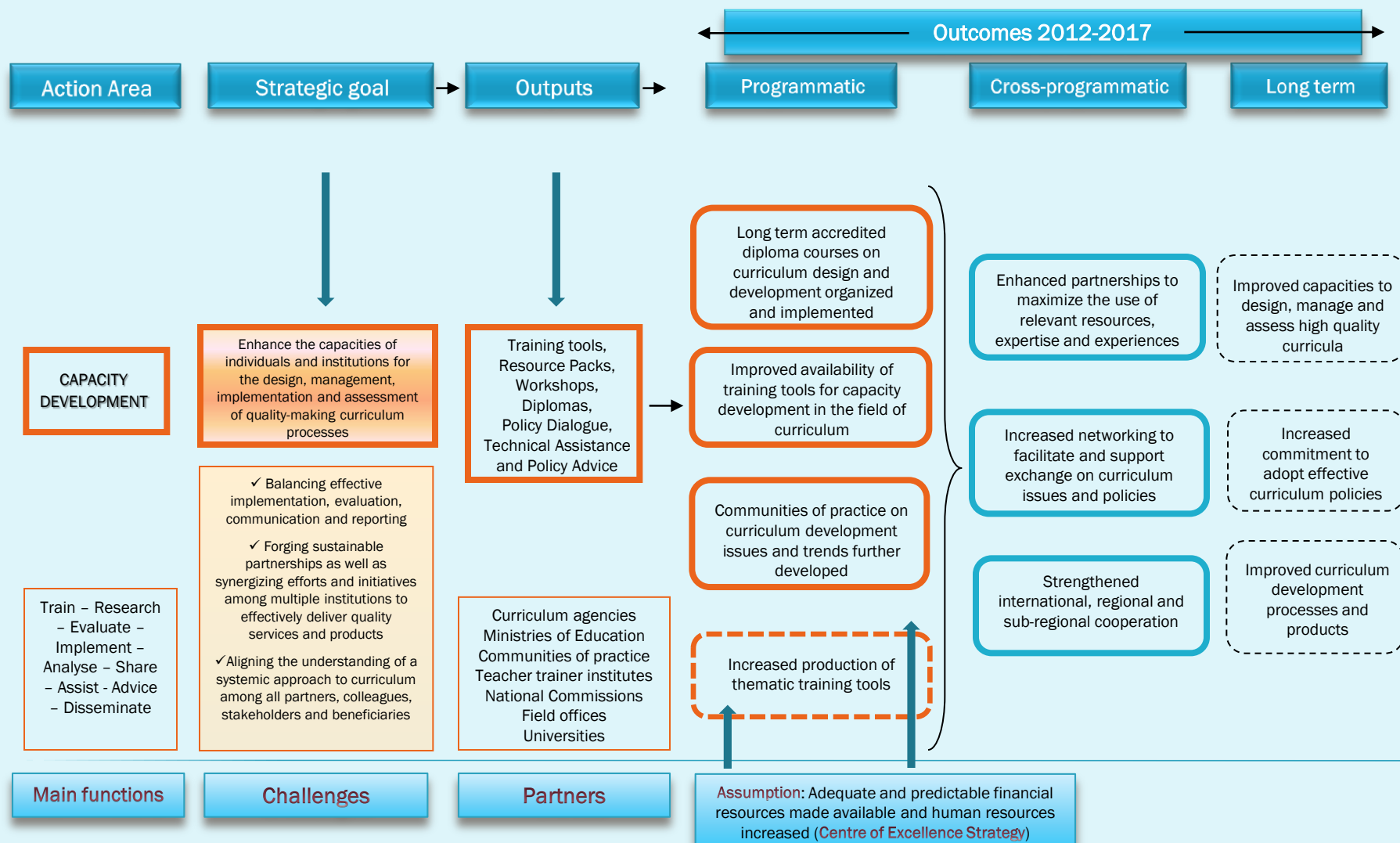


Figure 2. Strategic Framework: Technical Assistance and Policy Advice

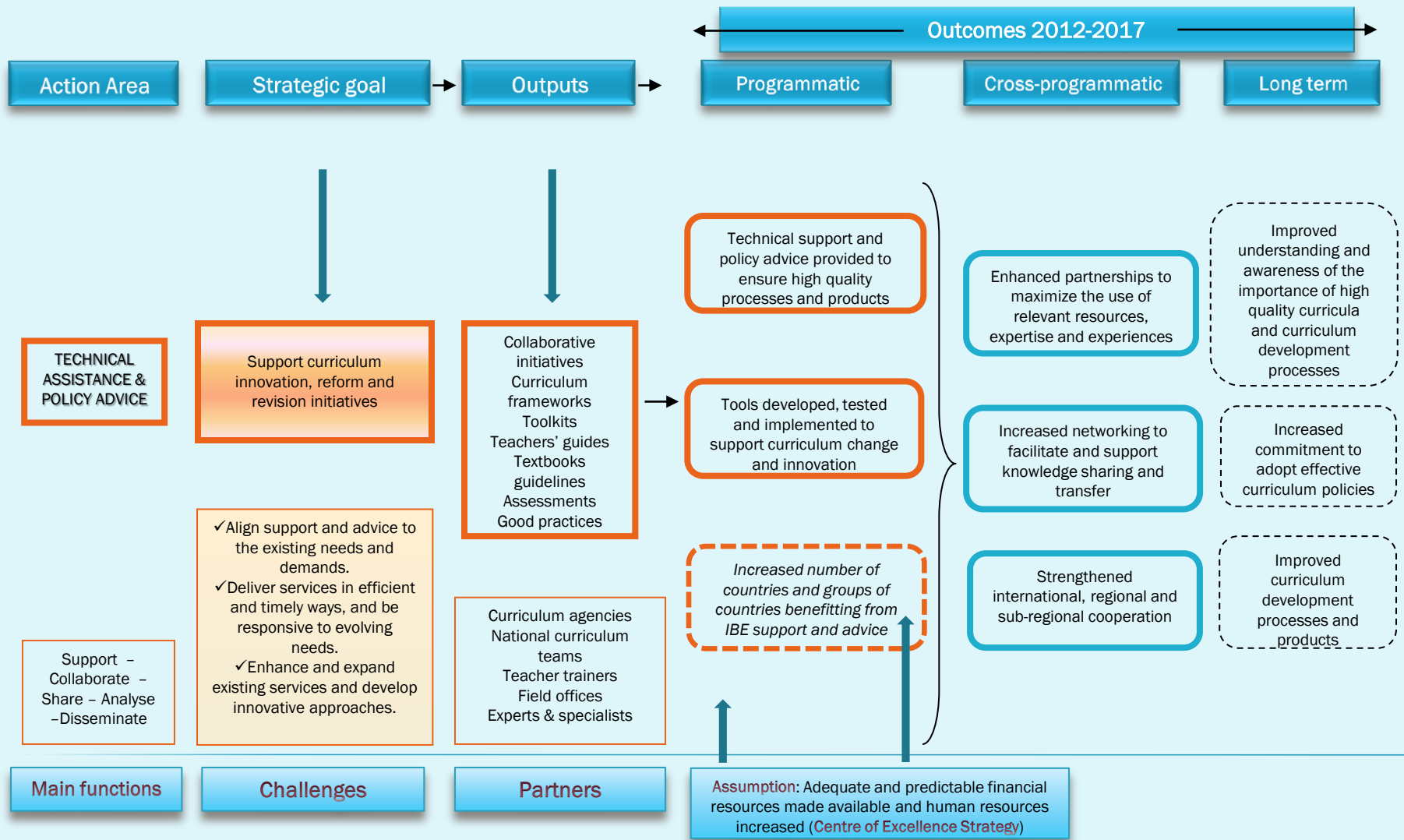
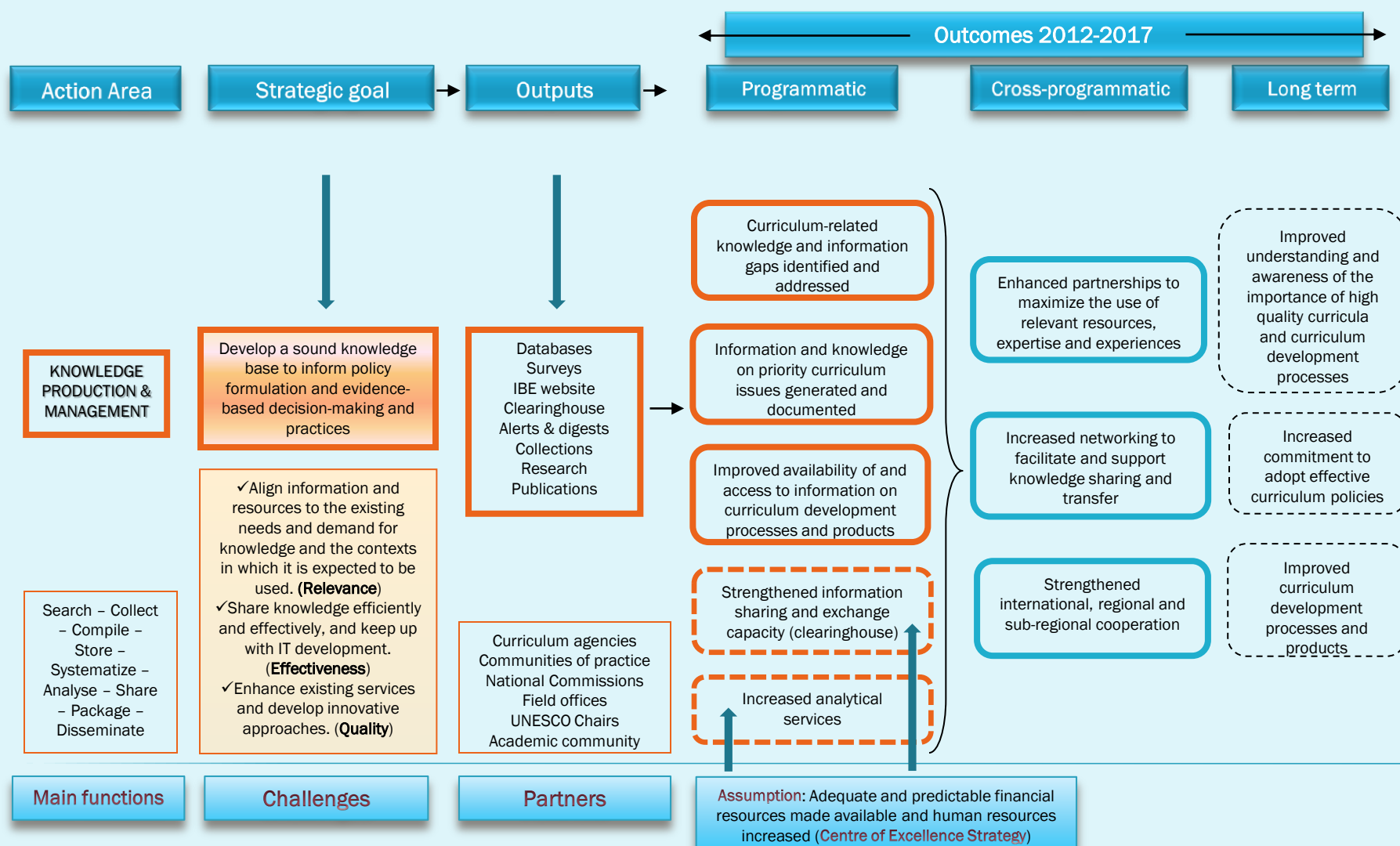


Figure 3. Strategic Framework: Knowledge Production & Management



Assumptions and Risks

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

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

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

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

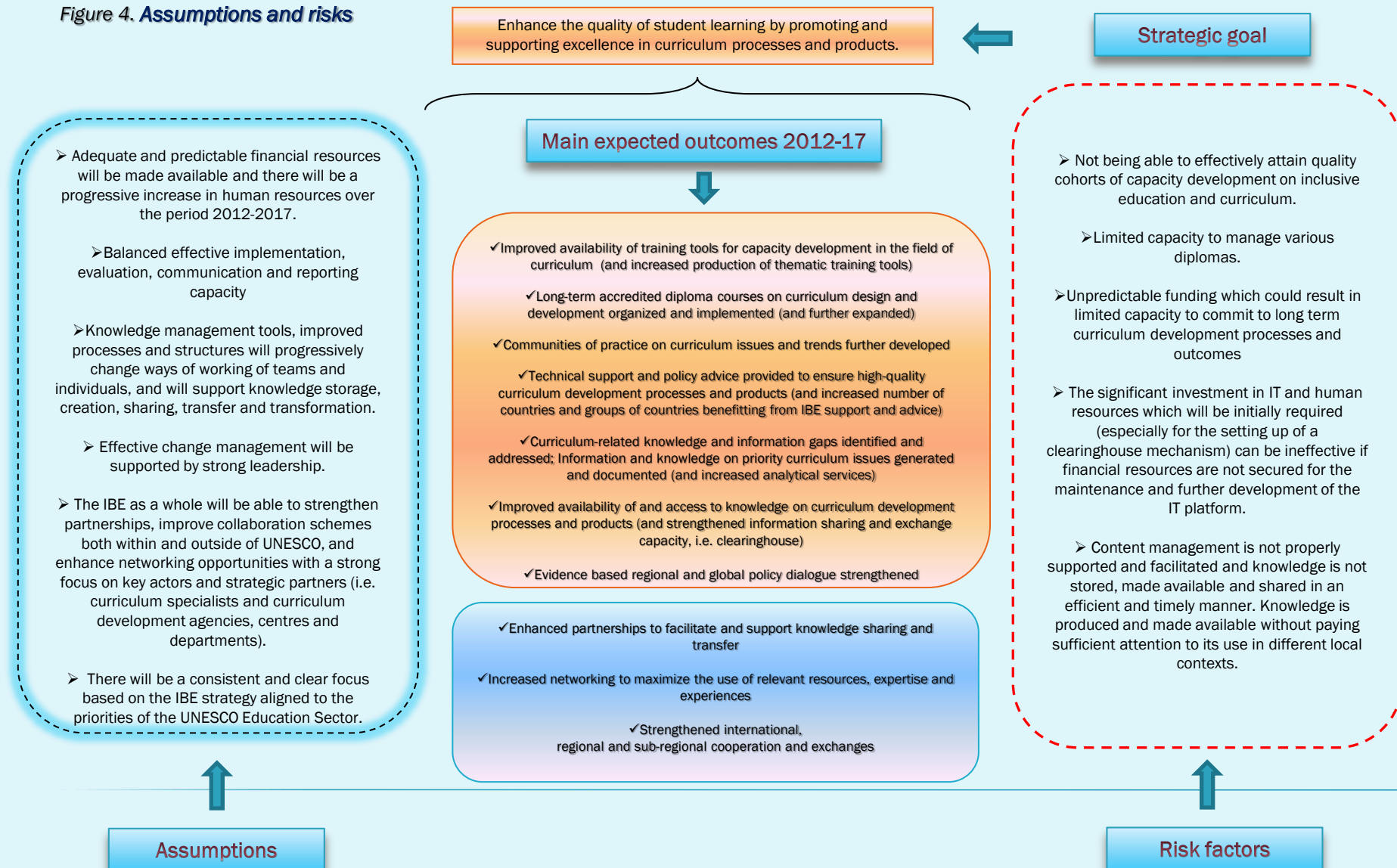
Another risk is also related to the provision of financial resources, as the required investment in IT (especially for the setting up of a clearinghouse mechanism) may be ineffective if adequate funds are not secured for human resources and the maintenance and further development of the IT platform.

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

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



Figure 4. Assumptions and risks



Overview

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

A framework for training and professional development opportunities

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

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

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



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

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

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

Tailored support to meet countries' priorities and specific needs

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



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

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

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

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



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

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

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

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

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



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

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

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

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

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



**Programme
of Work
2012-2017**

Developing synergies, boosting networking opportunities and facilitating policy dialogue

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

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

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

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



Programme of Work 2012-2017

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

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



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

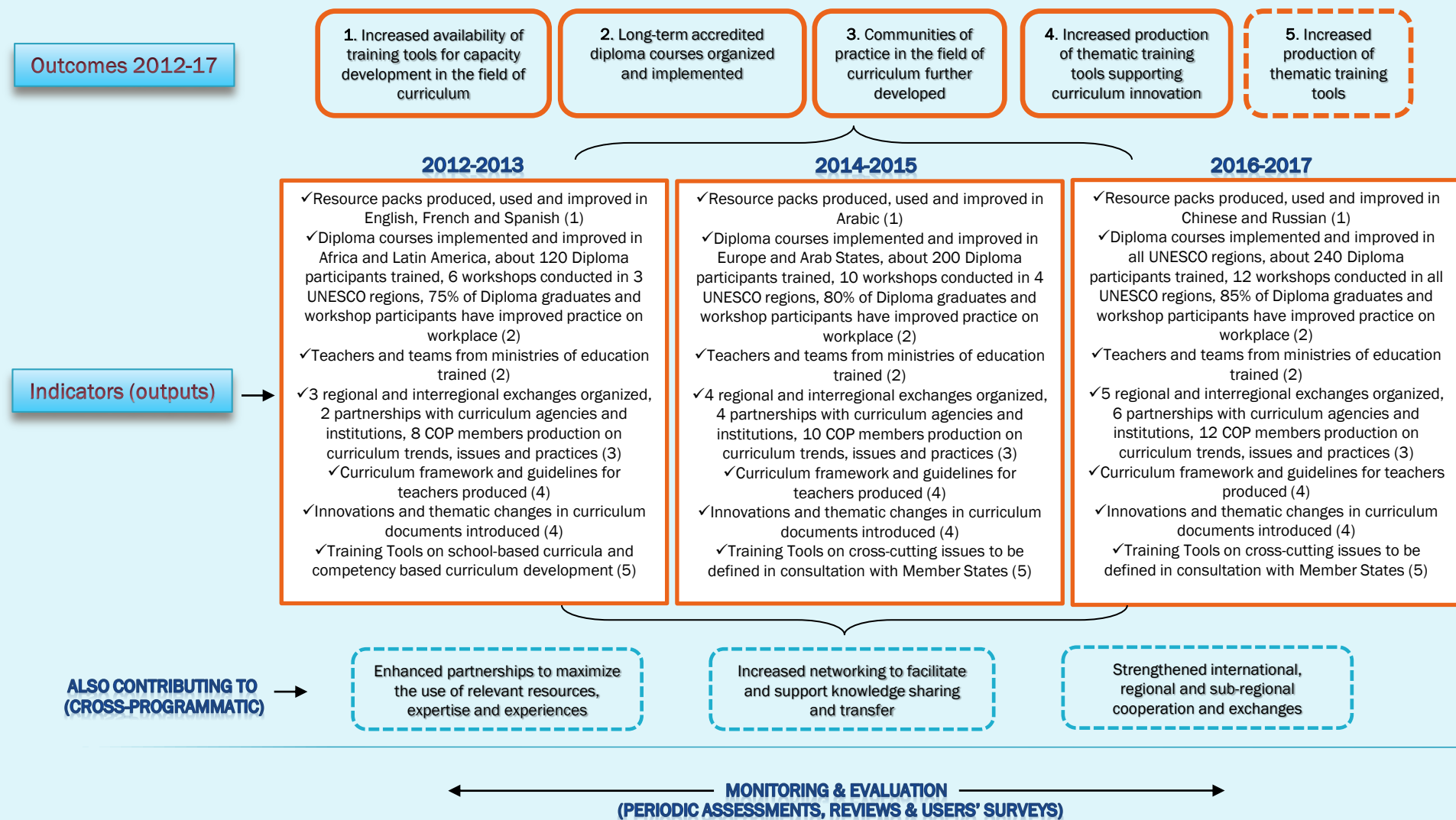


Figure 6. Programme of Work 2012-2017: Technical Support & Policy Advice

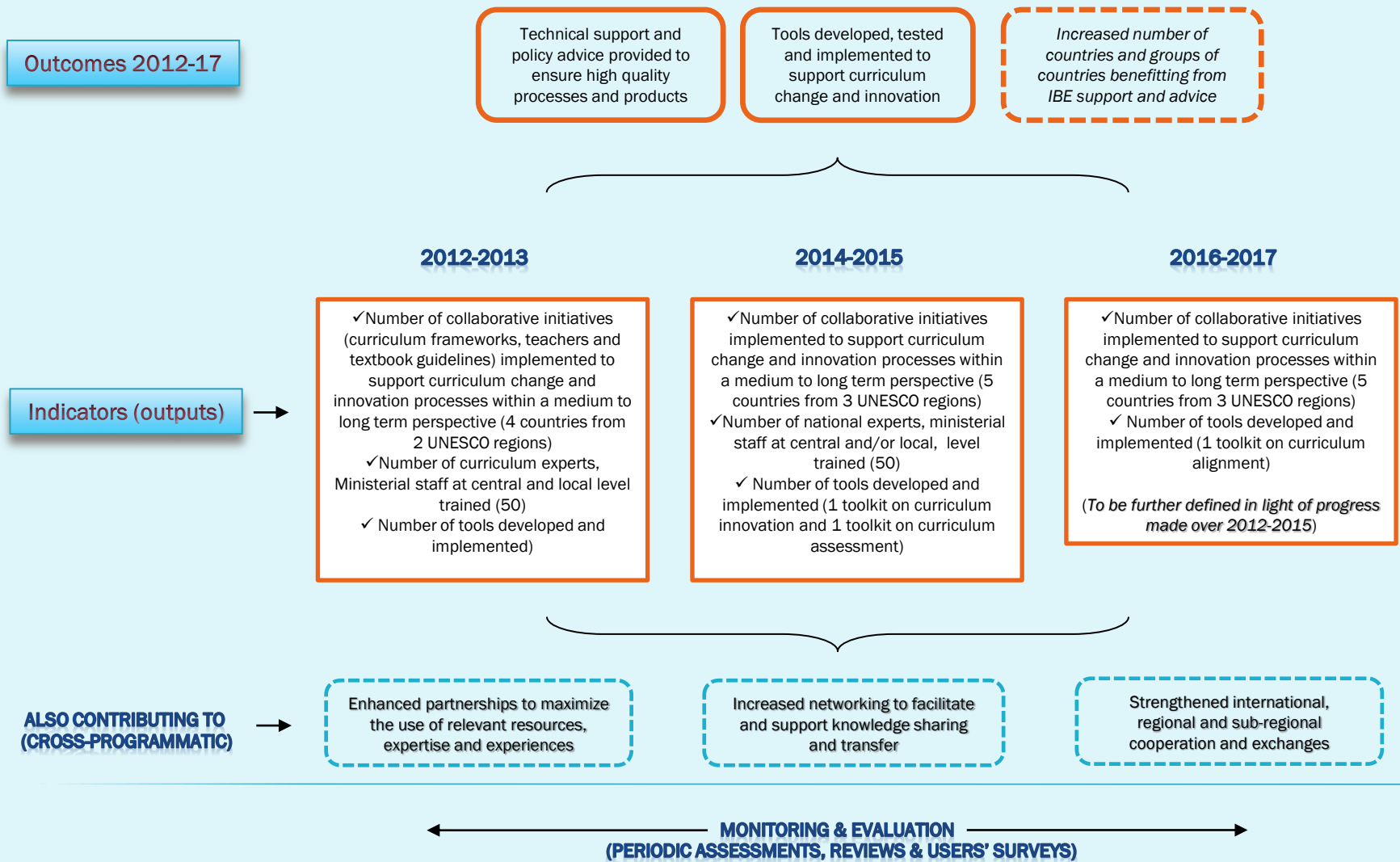


Figure 7. Programme of Work 2012-2017: Knowledge Production & Management

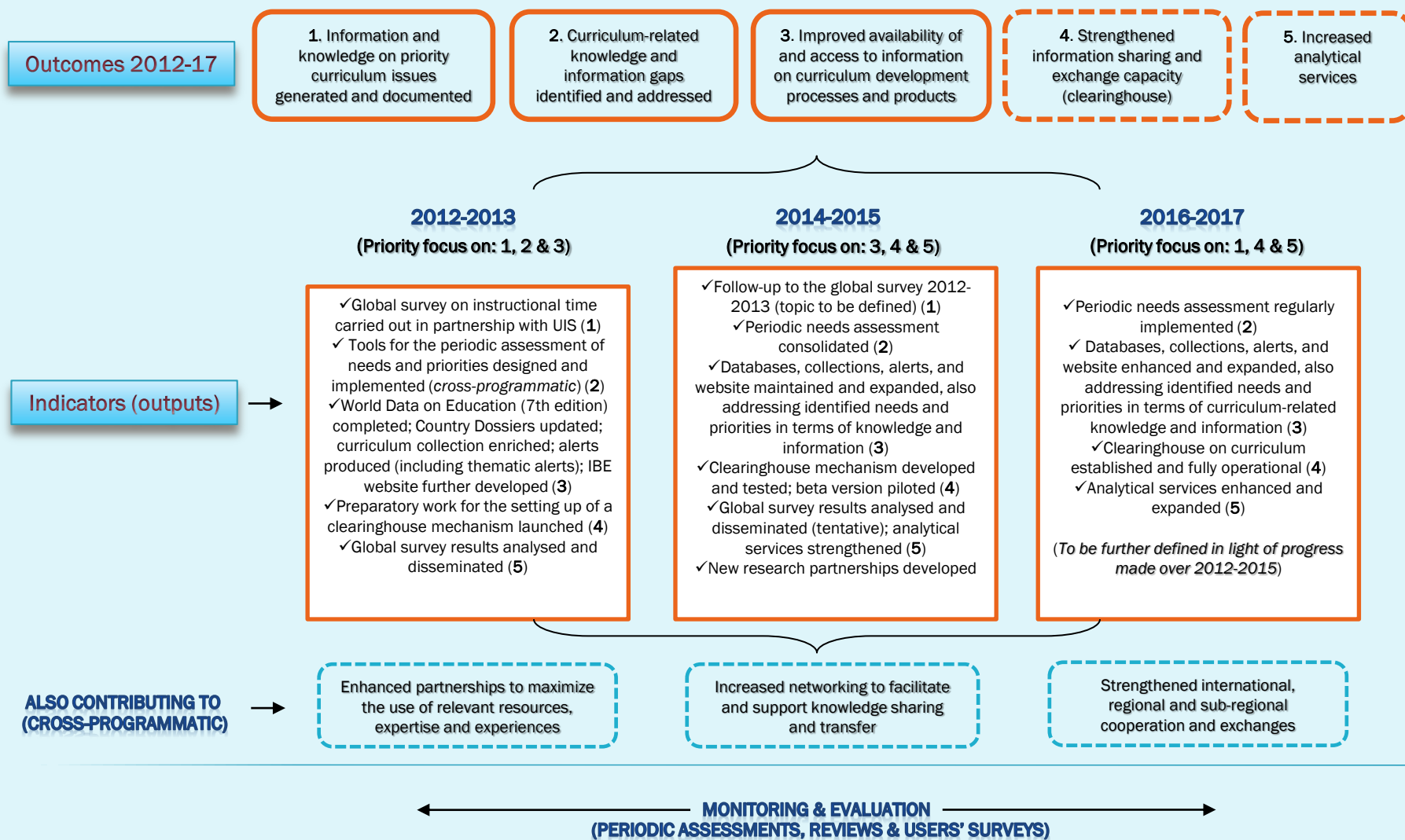
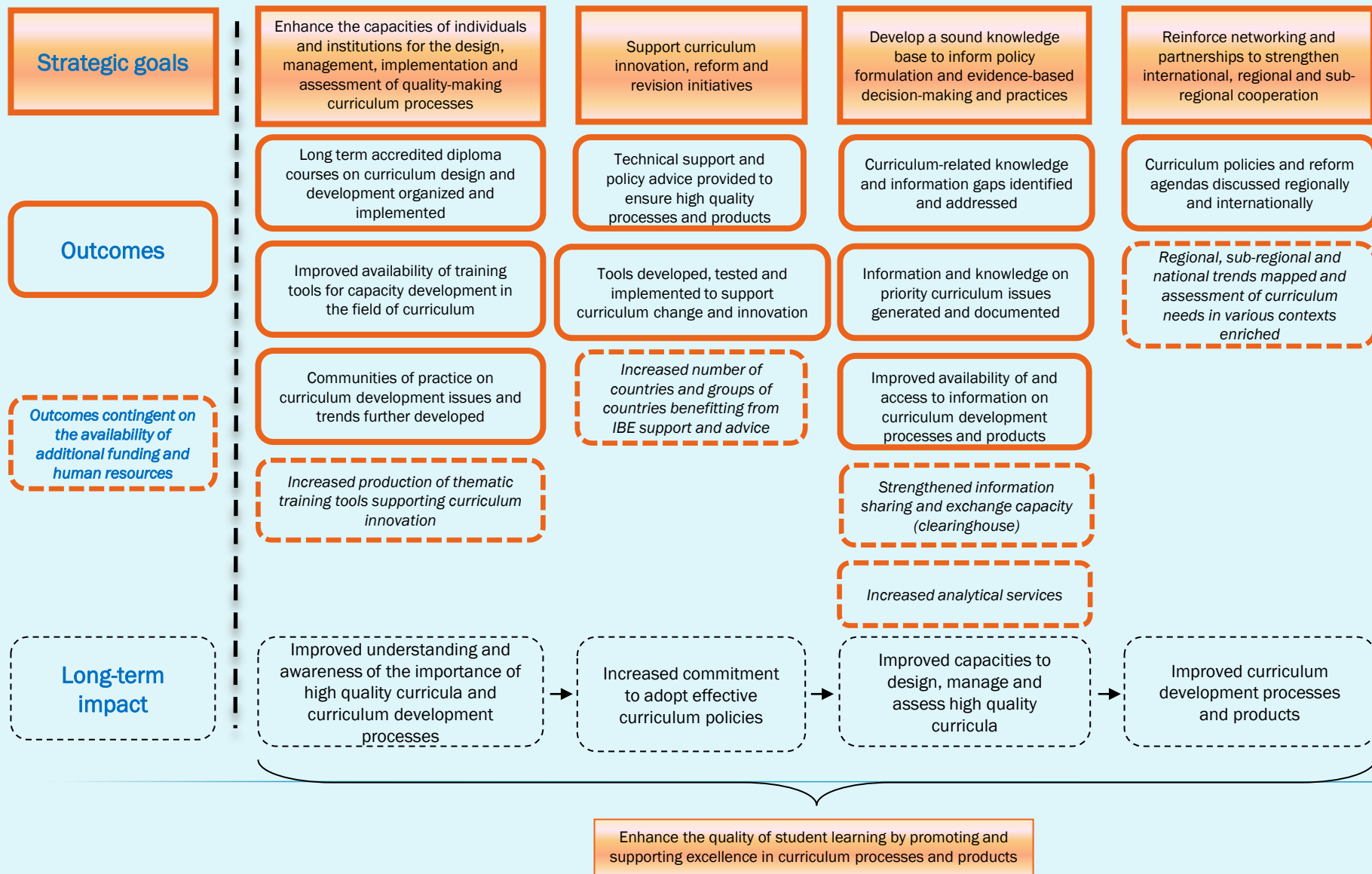


Figure 8. IBE Overall Strategic Framework 2012-2017





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

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

Geneva, 23-25 January 2013

ORGANIZATION AND STAFFING STRUCTURE

8.3

IBE organization and staffing structure

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

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

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

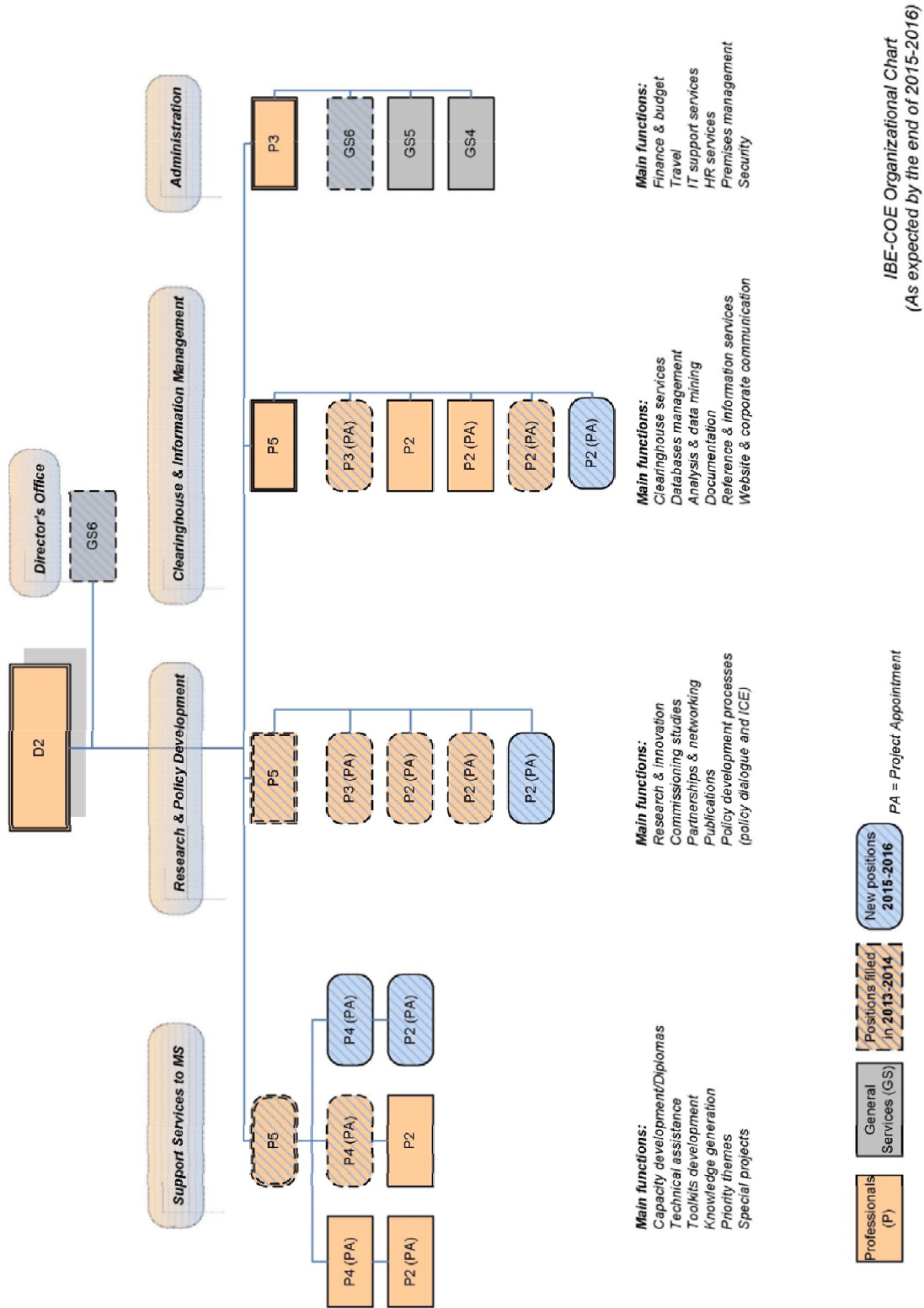
8. The review recognized that the additional resources to fully deliver on these arrangements will not be available immediately, so it recommended that the structure be phased in with additional positions progressively added over two biennia (four years) subject to the results of the mobilization of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

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

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

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

Figure 1



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



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

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

Geneva, 23-25 January 2013

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

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

1. Background

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

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

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

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

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

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

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

i. Program Priorities

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

ii. Proposed Structure - Organizing to deliver key program priorities

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

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

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

a. Curriculum Services to Members States

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

Key functions:

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

b. Curriculum Research and Policy Development

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

Key functions:

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

c. Clearing-House and Information Management

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

Key functions

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

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

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

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

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

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

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

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

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

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

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

2.3 Internal Culture and Ways of Working

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

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

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

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

3. Transitional arrangements or phasing in the new organization structure

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

3.1 Current Structure and establishment of positions – 2012

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

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

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

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

3.2 Structure and establishment of positions – 2013-2014

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

Summary of positions in 2013-2014

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

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

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

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

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

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

Summary of positions - current Situation in 2015-2016

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

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

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

4. Resource Mobilization

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

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

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

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

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

5.1 Professional/ Substantive skills

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

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

5.2 Enabling Skills

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

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

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

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

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

5.3 Training and staff development needs

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

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

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

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

6. Staffing Profiles for the following key positions

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

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

7. Recommendations

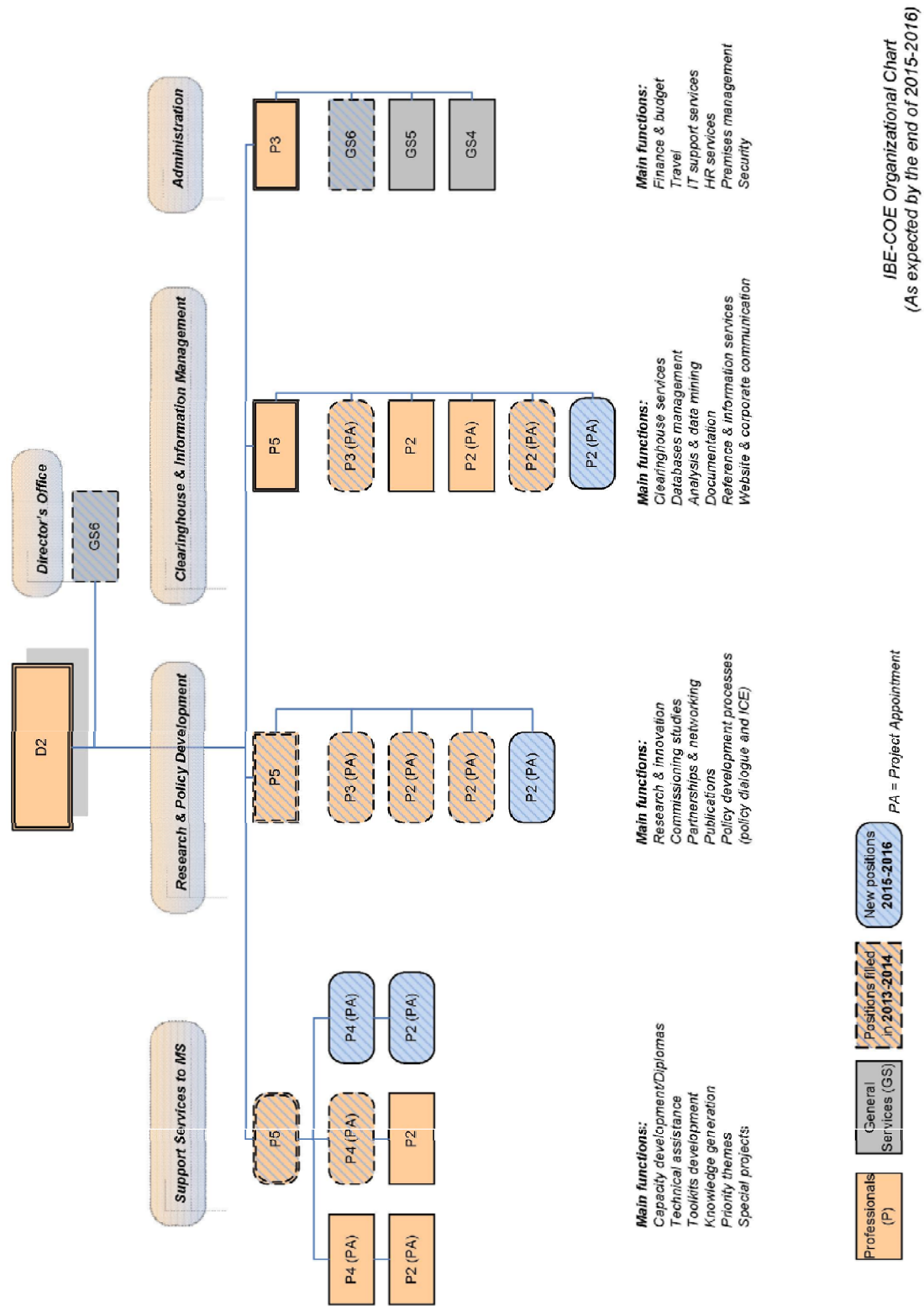
It is recommended that:

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

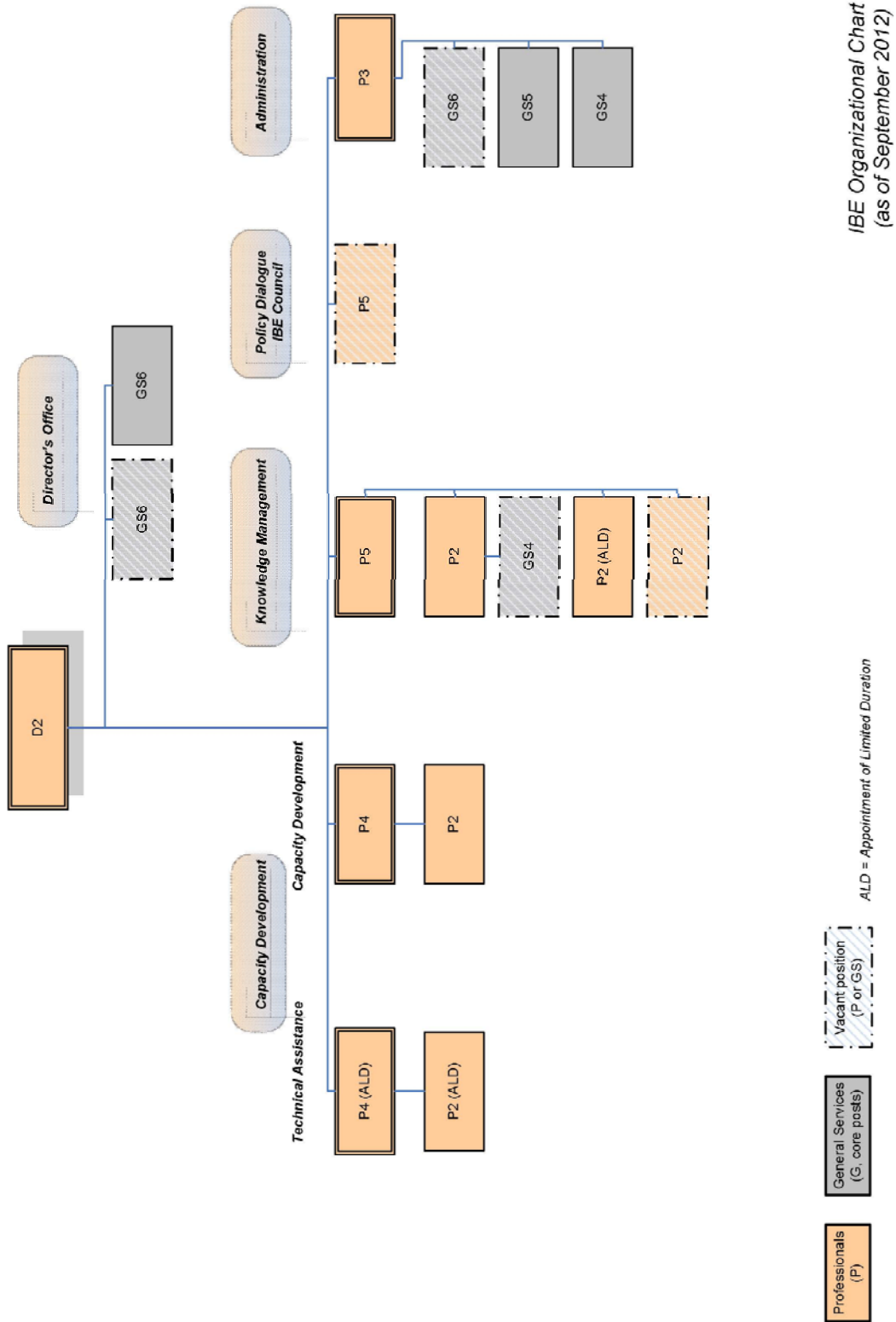
Douglas Smith
Human Resources Management Consultant
Civita Castellana, Italy.

6 December 2012

Figure 1

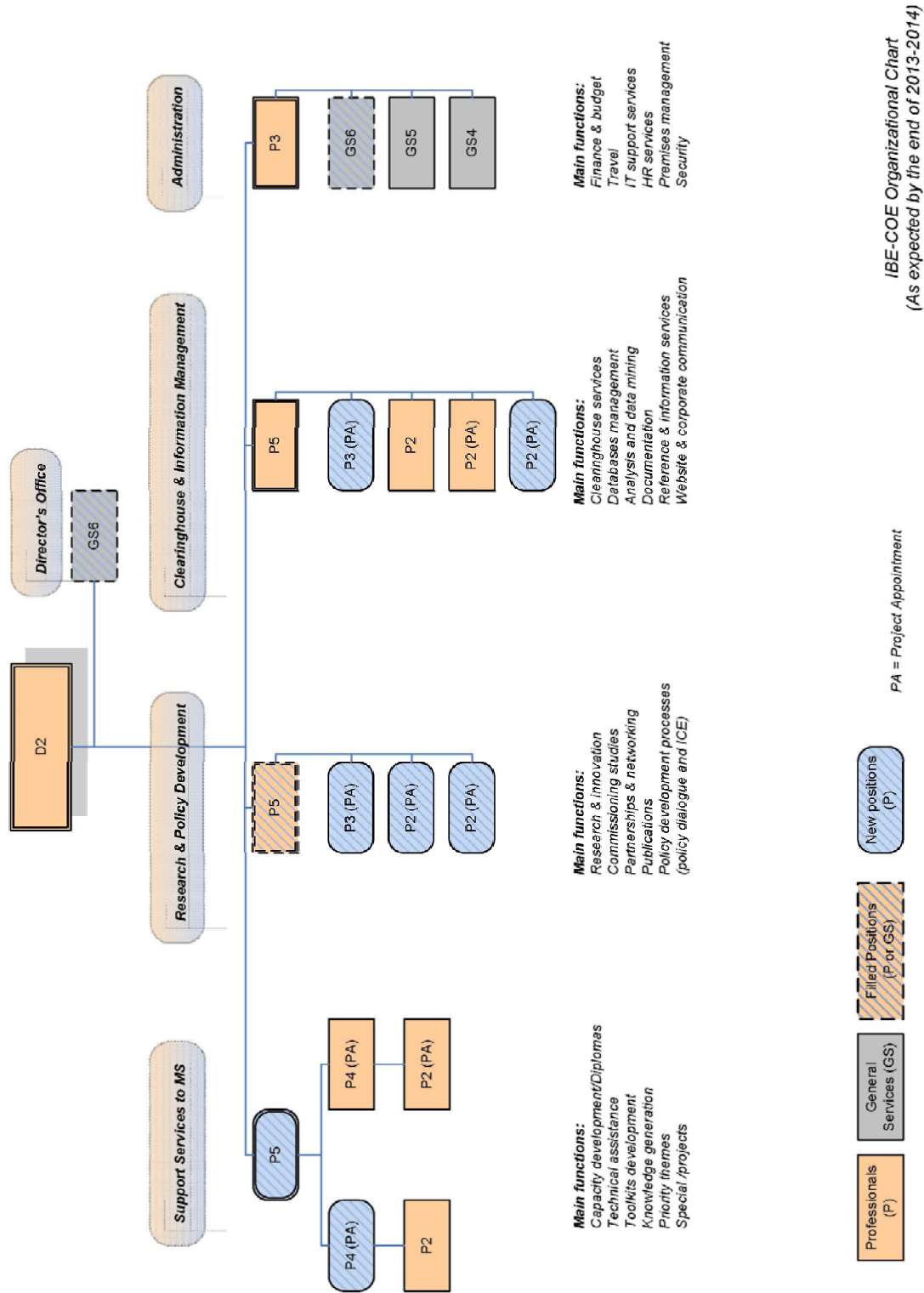


IBE-COE Organizational Chart
 (As expected by the end of 2015-2016)



IBE Organizational Chart
 (as of September 2012)

Figure 3





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

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

Geneva, 23-25 January 2013

GOVERNANCE

8.4

GOVERNANCE OF THE IBE

1. Following the adoption by the 36th session of the UNESCO General Conference of the Strategy to make the IBE UNESCO's Centre of Excellence (CoE) in Curriculum (36 C/Resolution 18), the IBE Council at its 61st session (Geneva, January 2012) decided to set up a Working Group (WG) composed by one representative of each of the six electoral groups, in addition to the IBE Director and one representative of the Education Sector. With regard to the governance of the IBE, the IBE Council gave to the WG the following mandate in line with point C3 of document 36 C/18: "In order to ensure efficient and effective guidance and oversight of the IBE as a CoE, the IBE Council should initiate a process to review the current governance structure and, if appropriate, to develop, propose and seek support for a new structure. Any resulting structure should both maintain the principle of geographic representation and ensure high-level educational expertise in the decision-making process regarding IBE's programmes."

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

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

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

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

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

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

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

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



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

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

Geneva, 23-25 January 2013

POLICY DIALOGUE AND THE ICE

8.5

POLICY DIALOGUE AND THE ICE

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

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

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

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

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

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

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

Proposed revisions to IBE's Statutes – IBE Council

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

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

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



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

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

Geneva, 23-25 January 2013

RESOURCE MOBILIZATION PLAN PROGRESS REPORT

RESOURCE MOBILIZATION PLAN PROGRESS REPORT

Introduction

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

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

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

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

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

Actions undertaken¹

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

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

Challenges and follow up actions

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

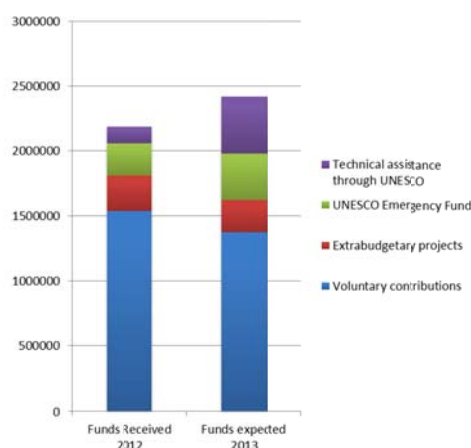
6. The IBE believes that its sustainability and increased capacity to deliver lies in increasing its core funding. The number of Member States supporting the Institute with core funding is still very limited. The president of the IBE Council and the IBE Director invite the members of the Council to make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

¹ See Annex 1 *Fundraising actions (2012)*

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

Acknowledgements

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



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

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

The 62nd session of the IBE Council:

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

Annex 1: Fundraising actions 2012

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




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

Presentation of the Director Programme of Activities

1 January to 31 December 2012

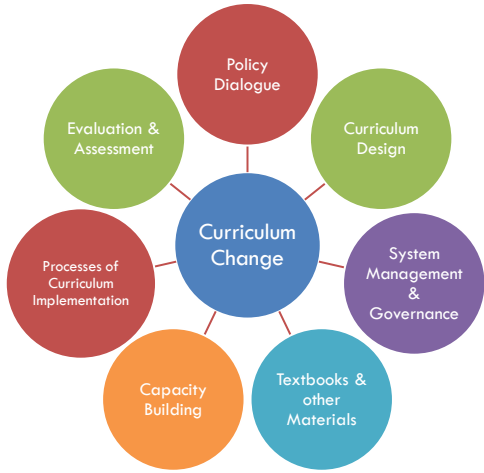
UNESCO – International Bureau of Education
Geneva, 23-25 January 2013

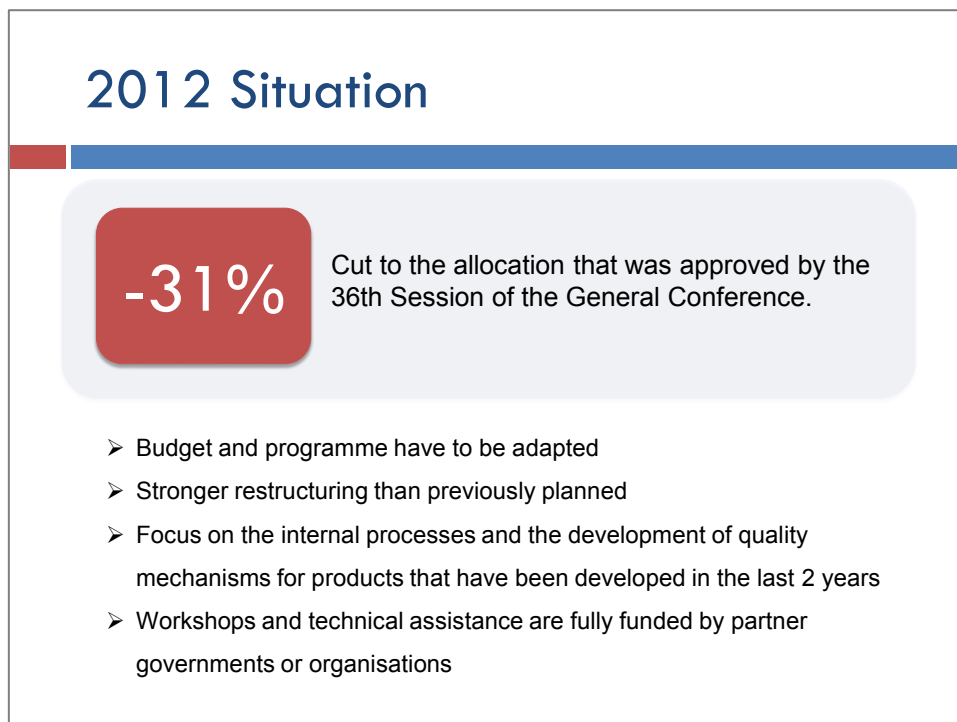
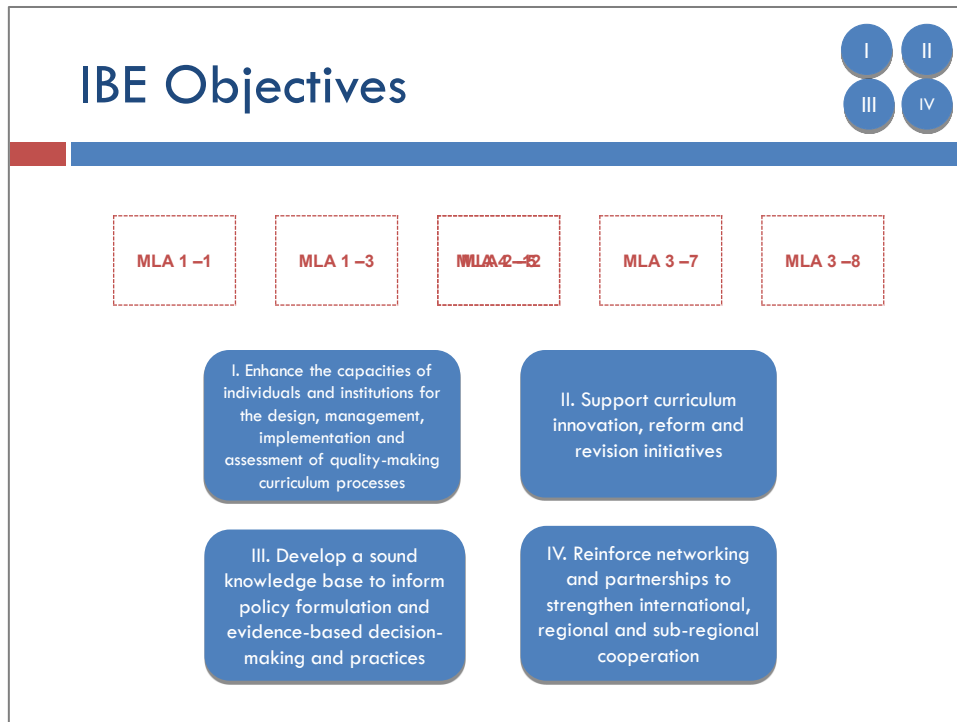
Overview I

IBE Mission

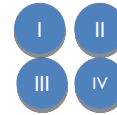
support UNESCO Member States in their efforts to enhance the quality of student learning mainly through initiatives and activities within the following three key action areas:

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

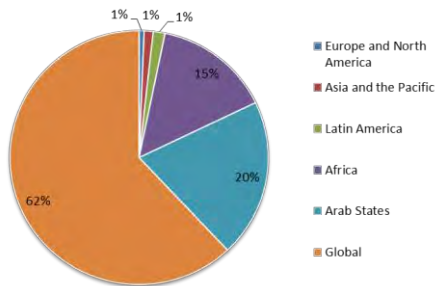




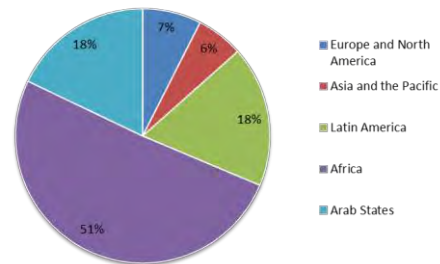
Distribution of Activities



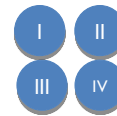
Expenditures by Region



Activities by Region



IBE Achievements



2012 Achievements Highlights

685 Participants in all IBE activities

194 Diploma participants from **44** countries

461 Workshops participants from **25** countries

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

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

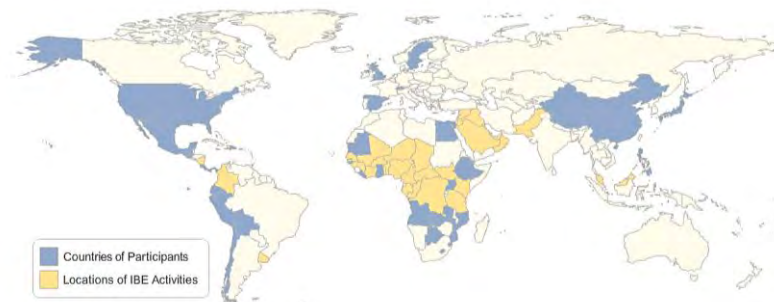
28 country profiles updated for the 7th edition of the *World Data on Education*

4 issues of the *Journal Prospects* published

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

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

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



Objective I: Capacities Enhanced

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

I
II

III
IV

Overview

Achievements


Evaluation

Quality Assurance & Feasibility

Challenges

Overview:

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

Objective I: Capacities Enhanced

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

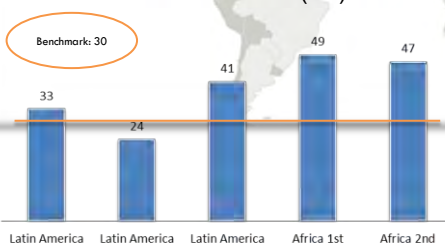
I
II

III
IV

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


Completion Rate:

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



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

Professional Background



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

BACK

Objective I: Capacities Enhanced

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

I
II
III
IV

Overview

Achievements


Evaluation

Quality Assurance & Feasibility

Challenges

Achievements:

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



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

Objective I: Capacities Enhanced

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

I
II
III
IV

Overview

Achievements

Evaluation

Quality Assurance & Feasibility

Challenges

Evaluation results

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



Objective I: Capacities Enhanced

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

Overview

Achievements

Evaluation

Quality Assurance & Feasibility

Challenges

Quality Assurance & Feasibility:

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





Objective I: Capacities Enhanced

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

Overview

Achievements

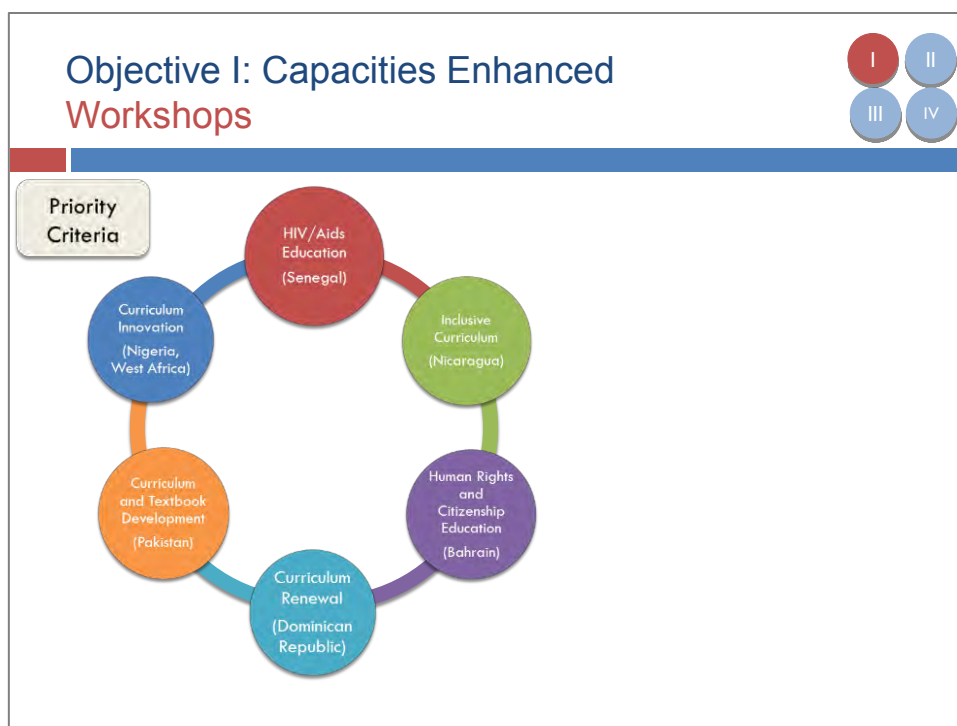
Evaluation

Quality Assurance & Feasibility

Challenges

Challenges:

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



Priority Criteria:

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

Senegal

MLA 1-1; 3-8

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

Nicaragua

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

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

Bahrain

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

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

Dominican Republic

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

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

Pakistan

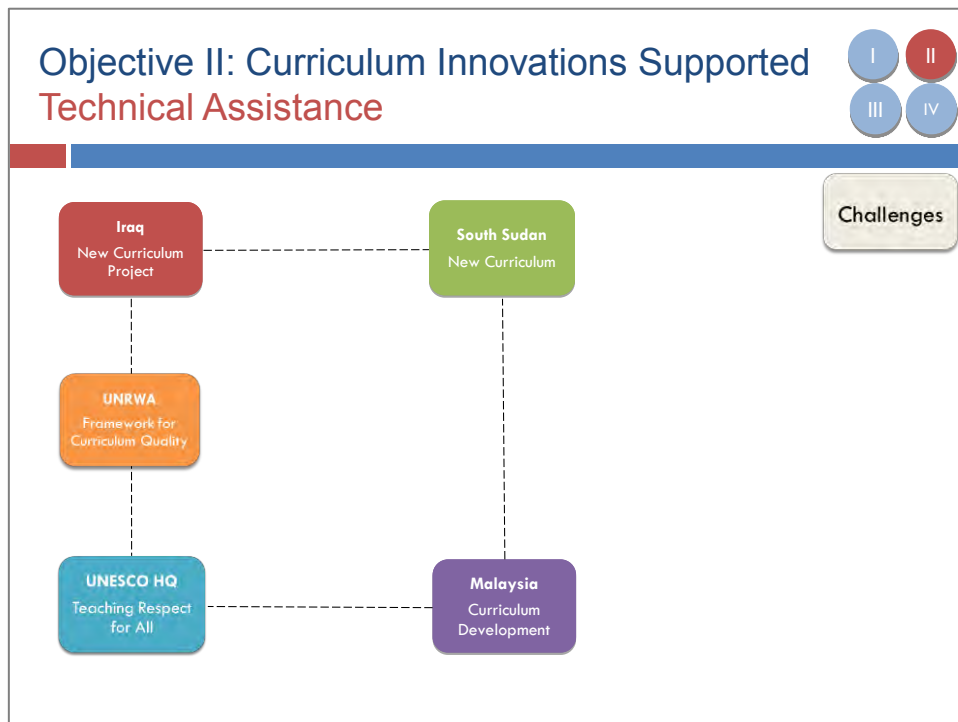
MLA 1-1; 1-3; 2-5

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

Nigeria

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

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



Iraq

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

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

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

South Sudan

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

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

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

Malaysia

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

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

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

Teaching Respect for All

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

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

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

UNRWA

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

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

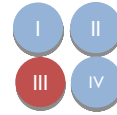
1. **Common Framework for quality curriculum** in UNRWA schools
2. **Enhanced capacities** of certified curriculum specialists **to carry out dissemination activities**

Challenges

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

Objective III: Knowledge base developed

(MLA 4-12)

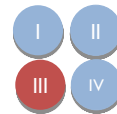


Global Survey on Instructional Time

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

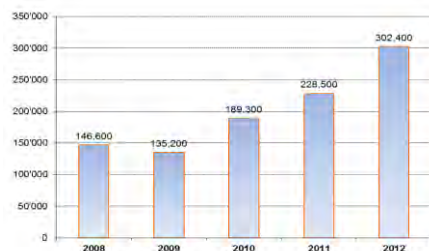
Objective III: Knowledge base developed

(MLA 4-12)



Databases & Alerts

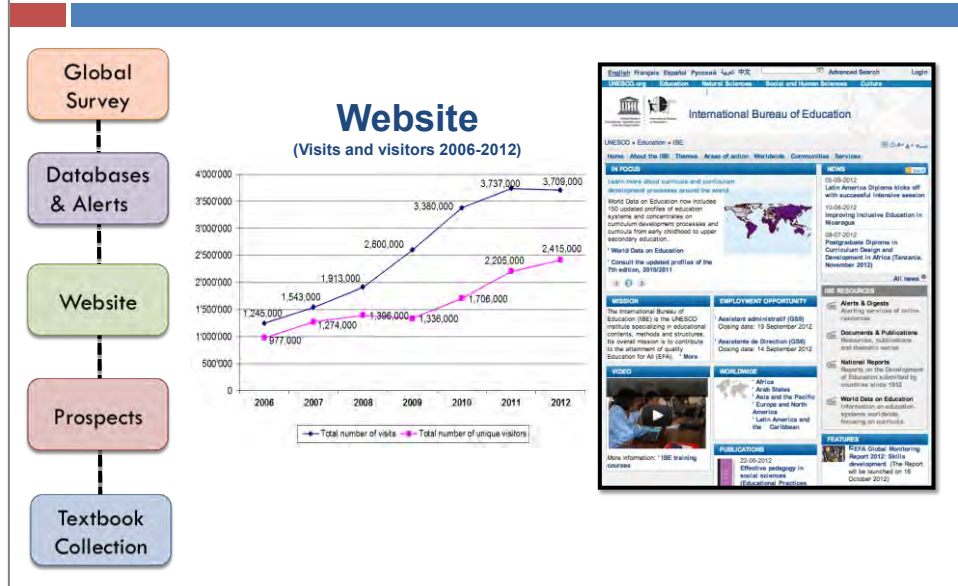
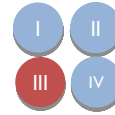
- Updated the database of **Country Dossiers** (190 countries)
- A total of **162** updated country profiles for the **7th edition of the World Data on Education**
- Enriched the **curriculum collection**
- **23 alerts** produced as well as **4 digests**



Downloads of IBE resources through UNESDOC 2008–2012

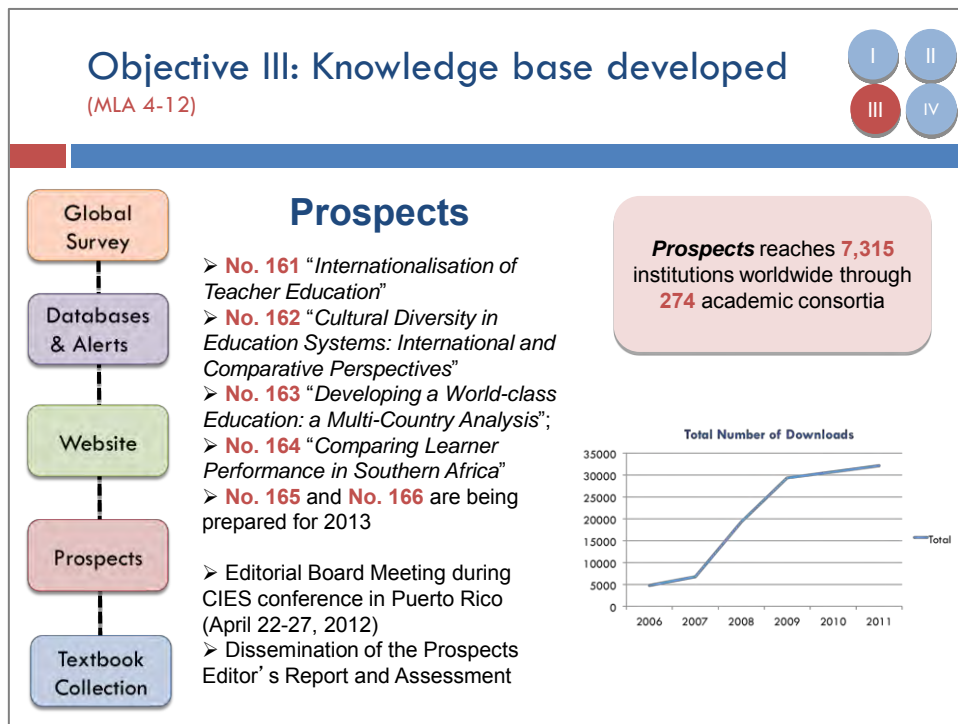
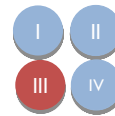
Objective III: Knowledge base developed

(MLA 4-12)

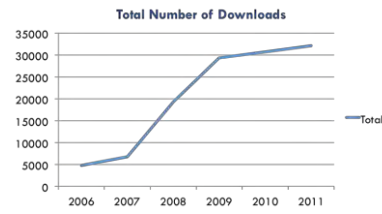


Objective III: Knowledge base developed

(MLA 4-12)

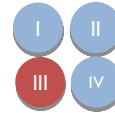


Prospects reaches 7,315 institutions worldwide through 274 academic consortia



Objective III: Knowledge base developed

(MLA 4-12)



Global Survey

Databases & Alerts

Website

Prospects

Textbook Collection

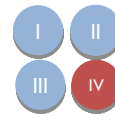
Textbook Collection

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



Objective IV: Cooperation reinforced

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



National Inclusive Education Framework in Colombia

Revision and adjustment of the national inclusive education framework

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

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

Uruguay Country Programme 2012-2014

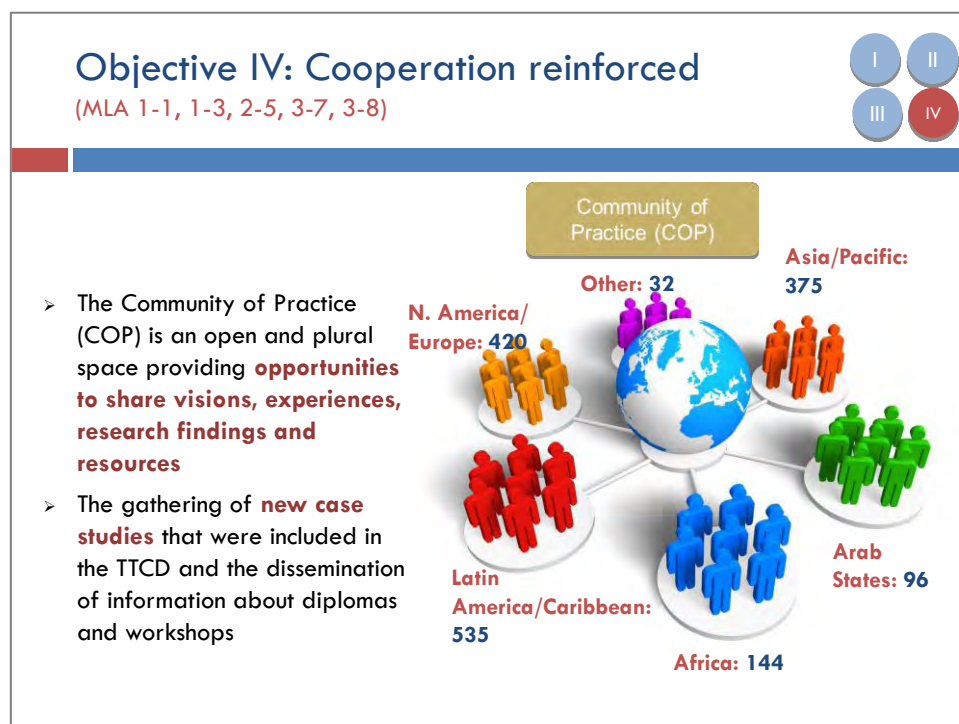
- Policy dialogue meetings to initiate the implementation of “**National Plan of Education: the Education we would like for Uruguay in 2030**”, in partnership with the MoE
- **UN as One** (UNDP, UNICEF, UNFPA and UNESCO IBE)

Knowledge Production and Policy Dialogue (GASERC)

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

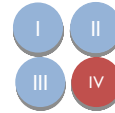
Inclusive Teacher’s Profile

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



Objective IV: Cooperation reinforced

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



Partnerships

Within UNESCO

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

Outside UNESCO

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

Human Resources

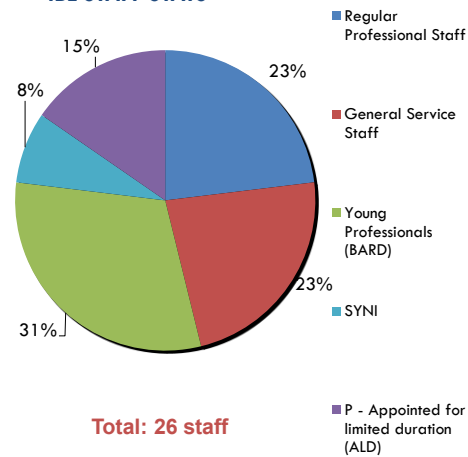
Professional Development:

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

Recruitment

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

IBE STAFF STATS



IBE Budgetary Framework 2012

(Expressed in Dollar US)

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

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

Extrabudgetary Programmes 2012

(Expressed in Dollar US)

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

Financial Statement 2012

Provisional Account (Expressed in Dollar US)

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



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Presentation of the Director Programme of Activities

1 January to 31 December 2013

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

Overview I



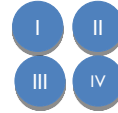
IBE Mission

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

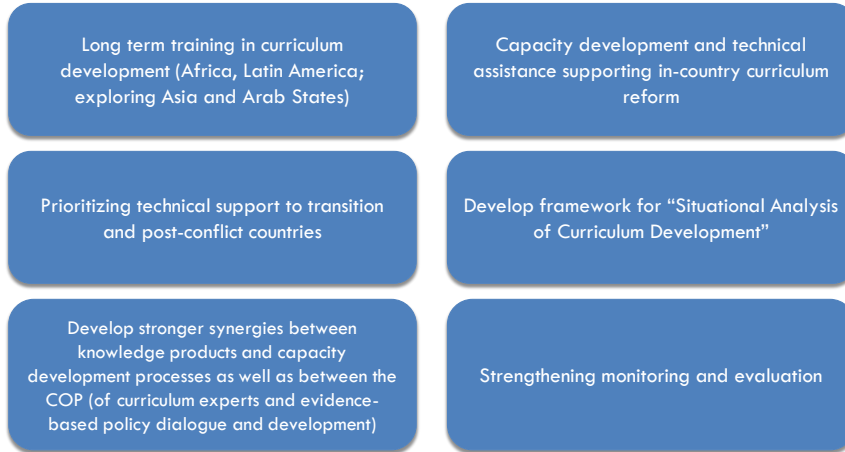
- (1) **capacity development** for institutions and individuals as well as technical support and advice;
- (2) **access to curriculum-related** knowledge, experience and expertise; and
- (3) engagement of stakeholders in evidence-based **policy dialogue**.



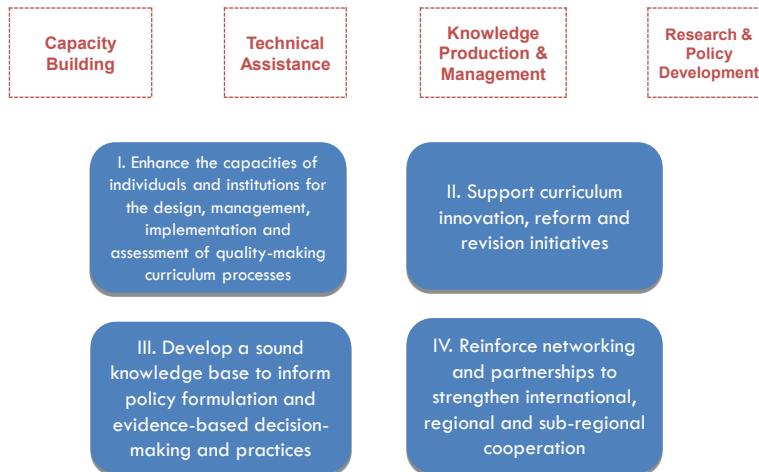
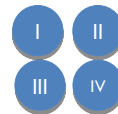
Overview I

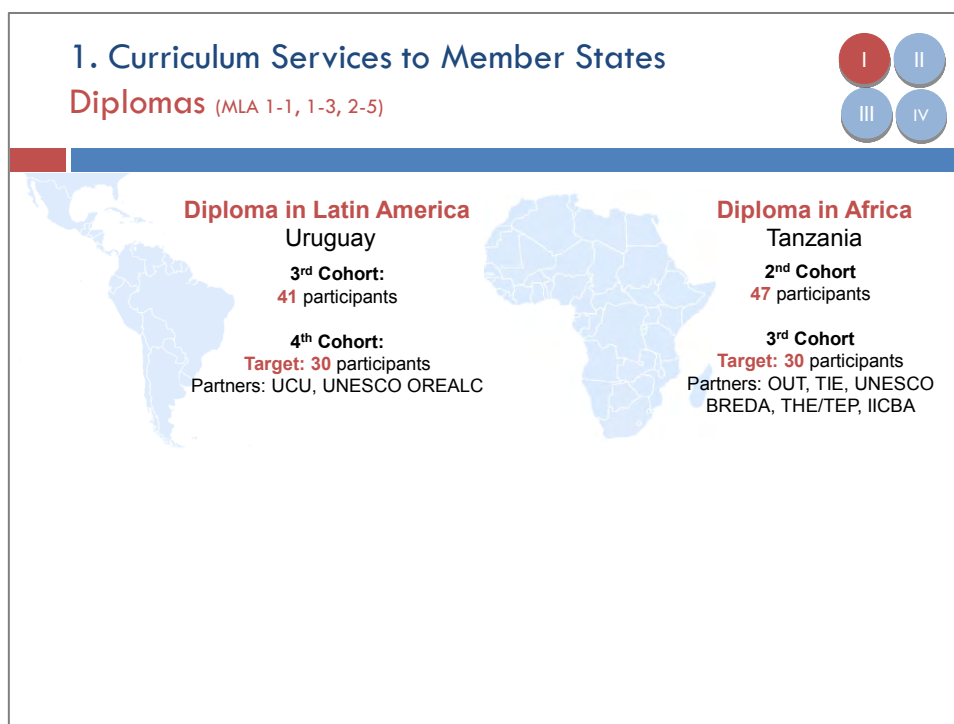


Based on the Strategy and work programme 2012-2017, main priorities are:



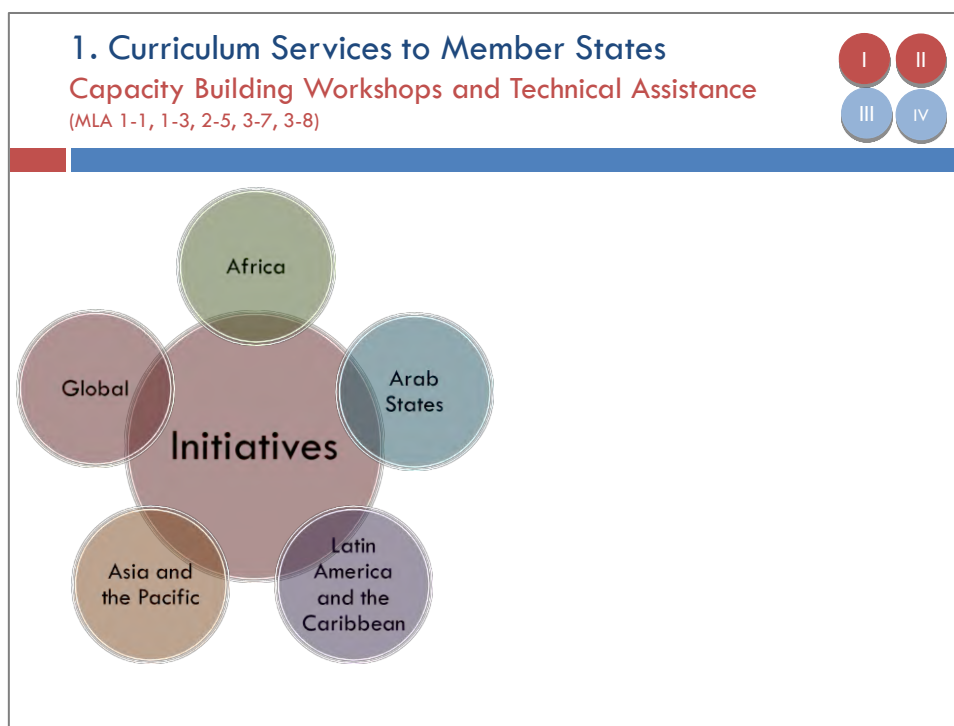
IBE Objectives





Initiatives:

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



Initiatives

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

Africa

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

Arab States

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

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

Latin America

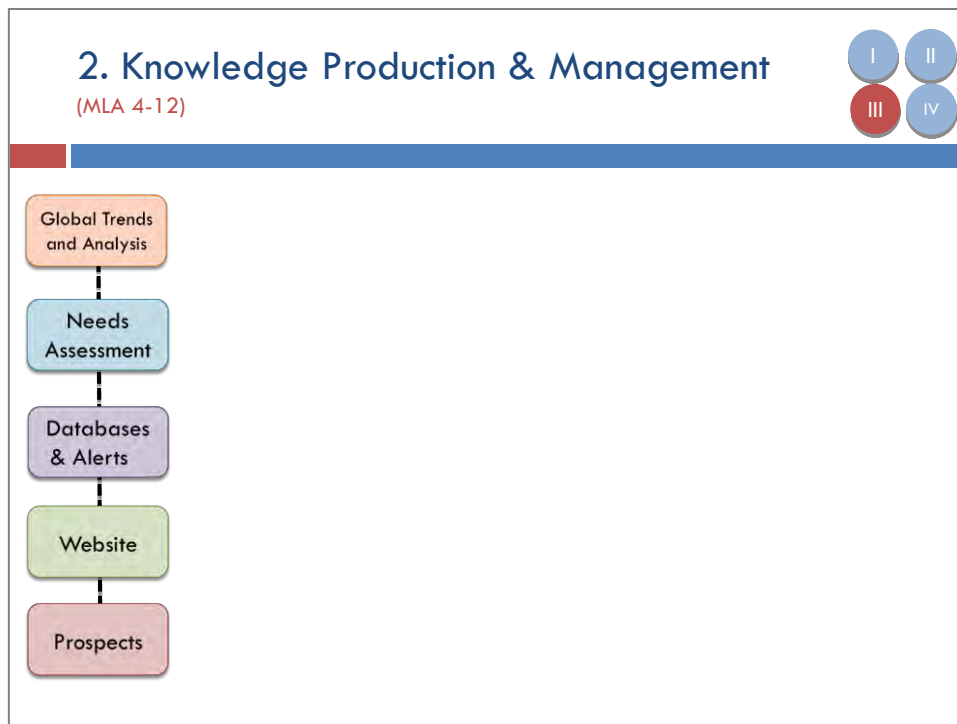
- **Revision of Basic and Secondary Curricula in Dominican Republic**
Revise curricula and school practices in basic and secondary education
- **Inclusive Education Policy Framework in Colombia**
Discuss and validate an inclusive education policy framework and implement at national and regional levels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

Asia and the Pacific

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

Global

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



Global Trends and Analysis

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

Needs Assessment

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

Database & Alerts

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

Website

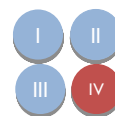
- prepare the launch of a clearinghouse mechanism. This will depend on future funding and would result in a more dynamic and significantly **improved website by 2014-2015**

Prospects

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

3. Research & Policy Development

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



Human Resources

Professional Development

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

Recruitment

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

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

Budget Allocated for 2013

(Expressed in Dollar US)

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

Extrabudgetary Programmes for 2013

(Expressed in Dollar US)

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

TOTAL ALLOCATION 2013 (A+B)

4,611,483

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

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



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Overview of the implementation of the IBE CoE Strategy

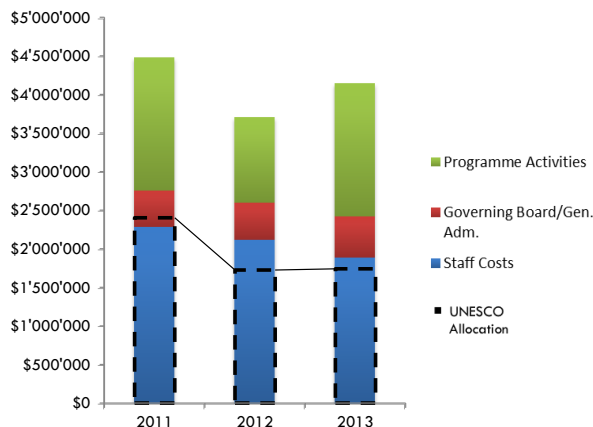
UNESCO – International Bureau of Education

Geneva, 23-25 January 2013

Progress on the implementation CoE

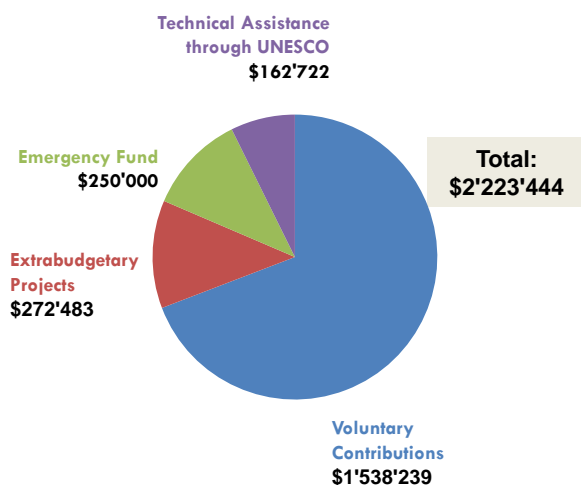
1. General Overview
2. Programme Priorities
3. Staffing and Organizational Structure
4. Governance
5. Policy Dialogue and ICE
6. Resource Mobilization Plan

1. General Overview - Challenges

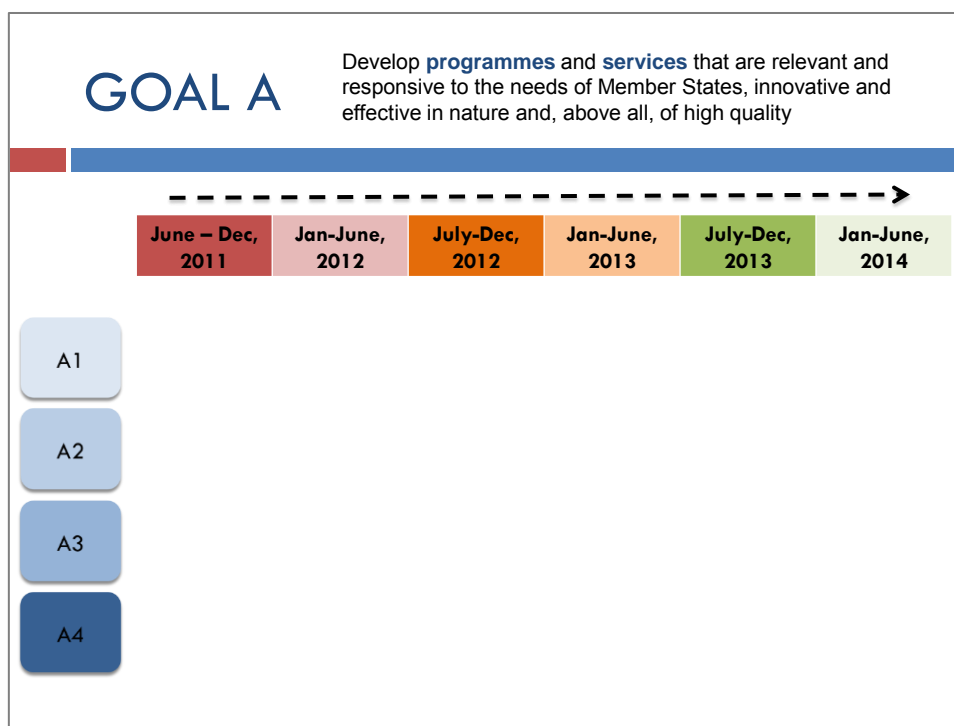


- The **31% reduction** in UNESCO allocation to IBE covered **only 78%** of staff cost. Use of reserves to cover this deficit as well as the running cost and maintenance of building (362.000 USD) and most of the cost of the Council (180.000 USD)
- **Restructuring and cost reduction:** reduction of personnel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

1. General Overview - Achievements



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



Strategy A1

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

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

A1.4

A1.6

A3.1

A3.4

Strategy A2

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

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

A2.1

Strategy A3

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

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

A3.1

A3.2

A3.3

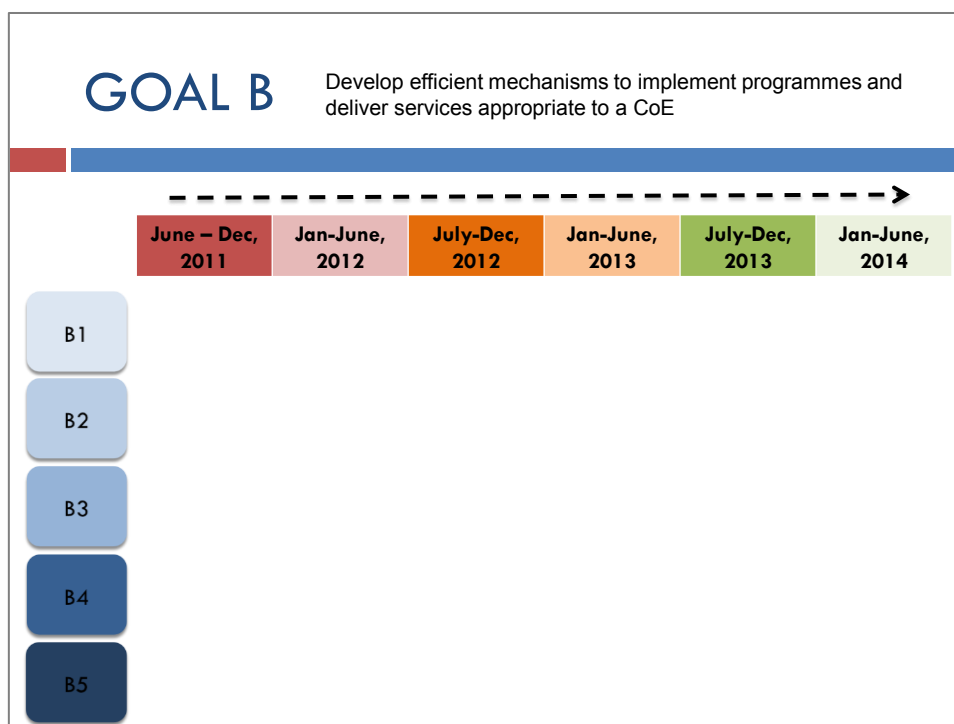
A3.4

Strategy A4

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

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

A4.1



Strategy B1

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

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

B1.1

B1.2

Strategy B2

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

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

B2.1

B2.2

B2.3

Strategy B3

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

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

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

Strategy B4

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

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

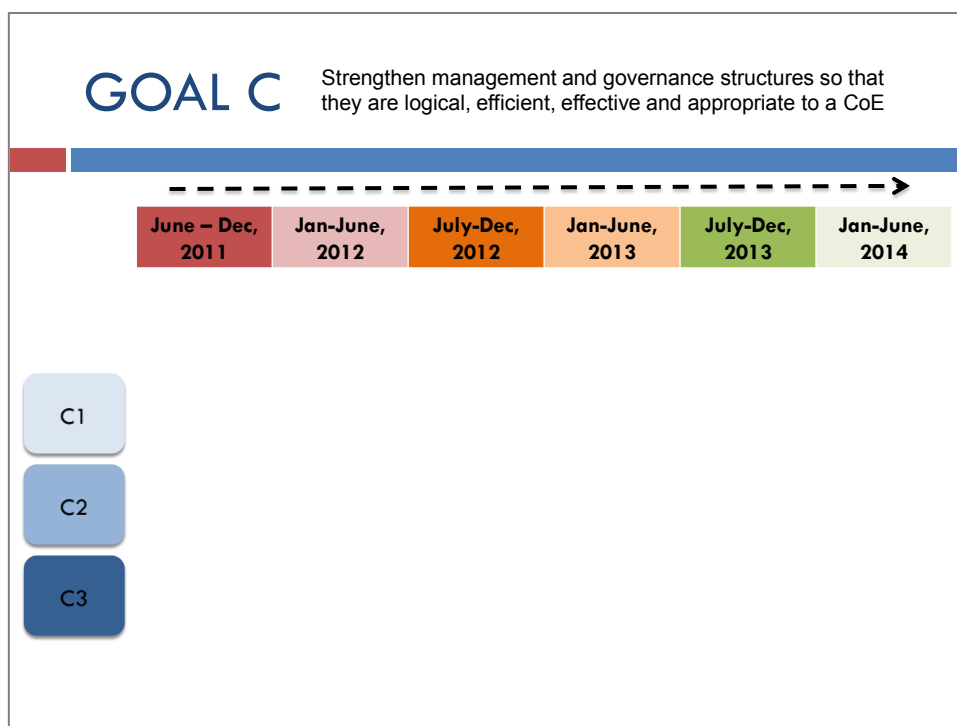
B4.1	B4.2	B4.3
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Strategy B5

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

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

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



Strategy C1

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

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

C1.1	C1.2	C1.3
------	------	------

Strategy C2

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

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

C2.1	C2.2
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Strategy C3

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

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

C3.1

C3.2

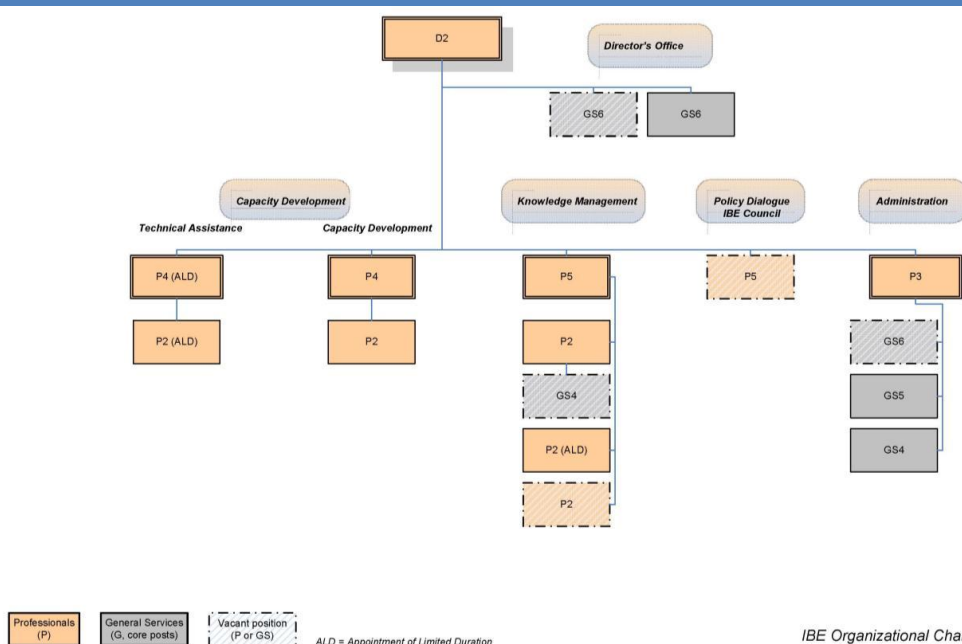
2. Strategic Programme Priorities

- Programme Coordinators Massimo Amadio will present

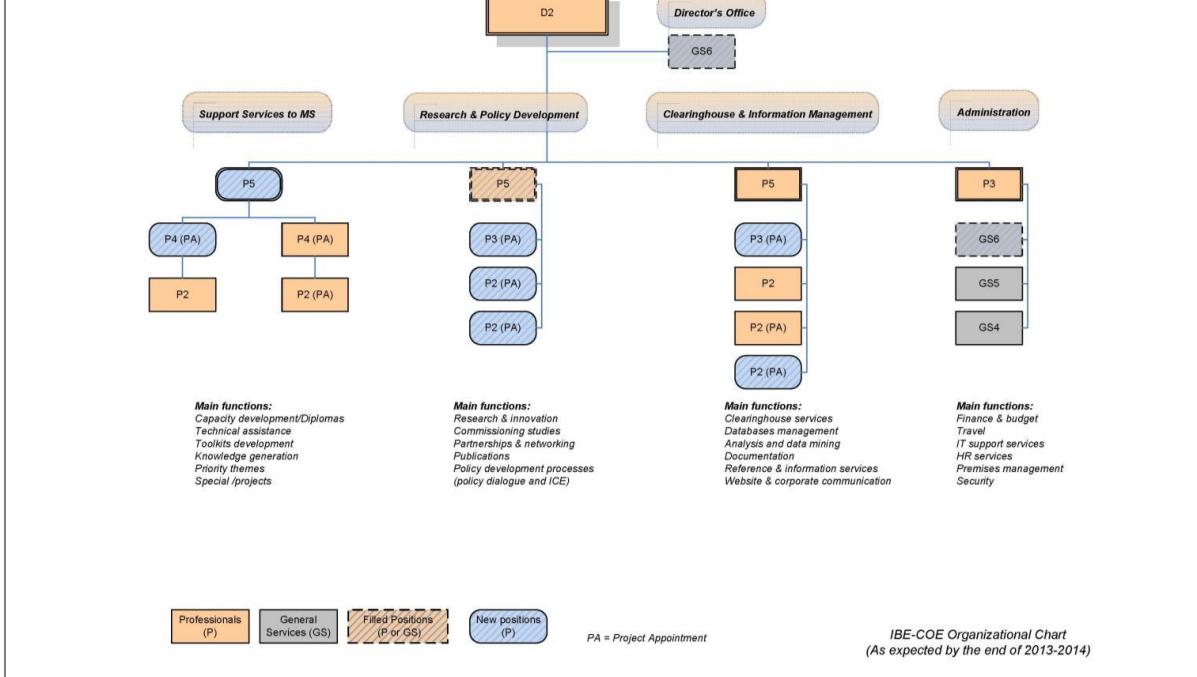
3. Staffing and Organizational Structure

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

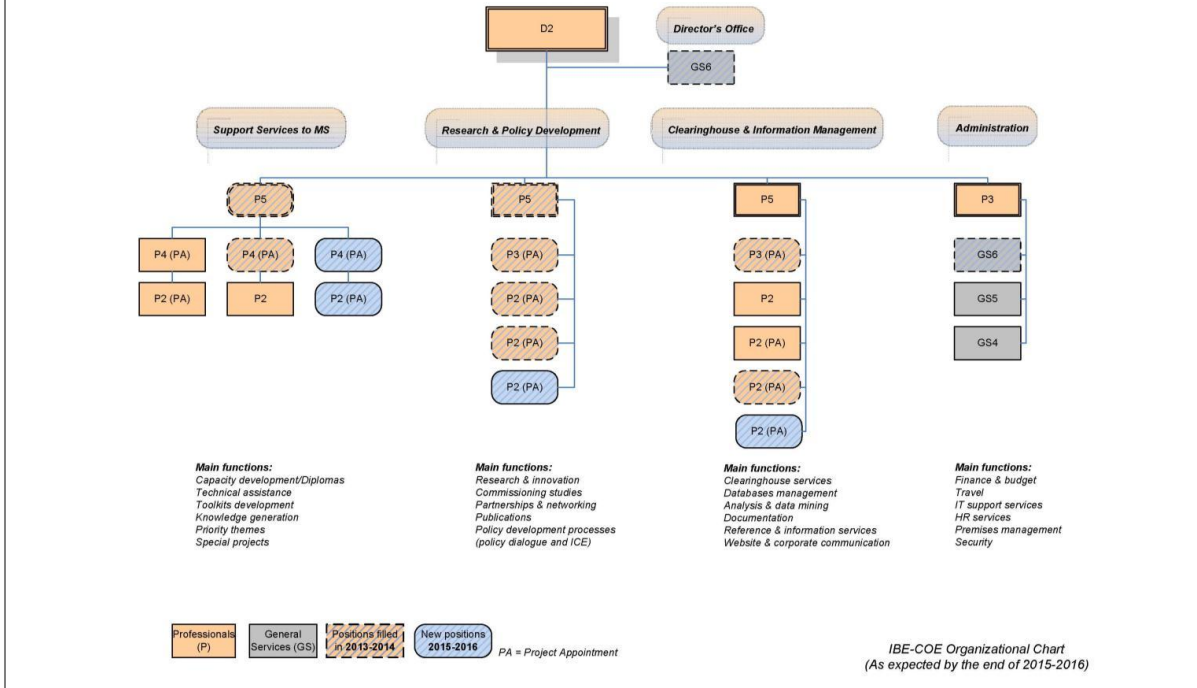
Organigram 2012



Organigram 2013-2014



Organigram 2015-2016



Implementation of the CoE 2013-2019: Budgetary Costs

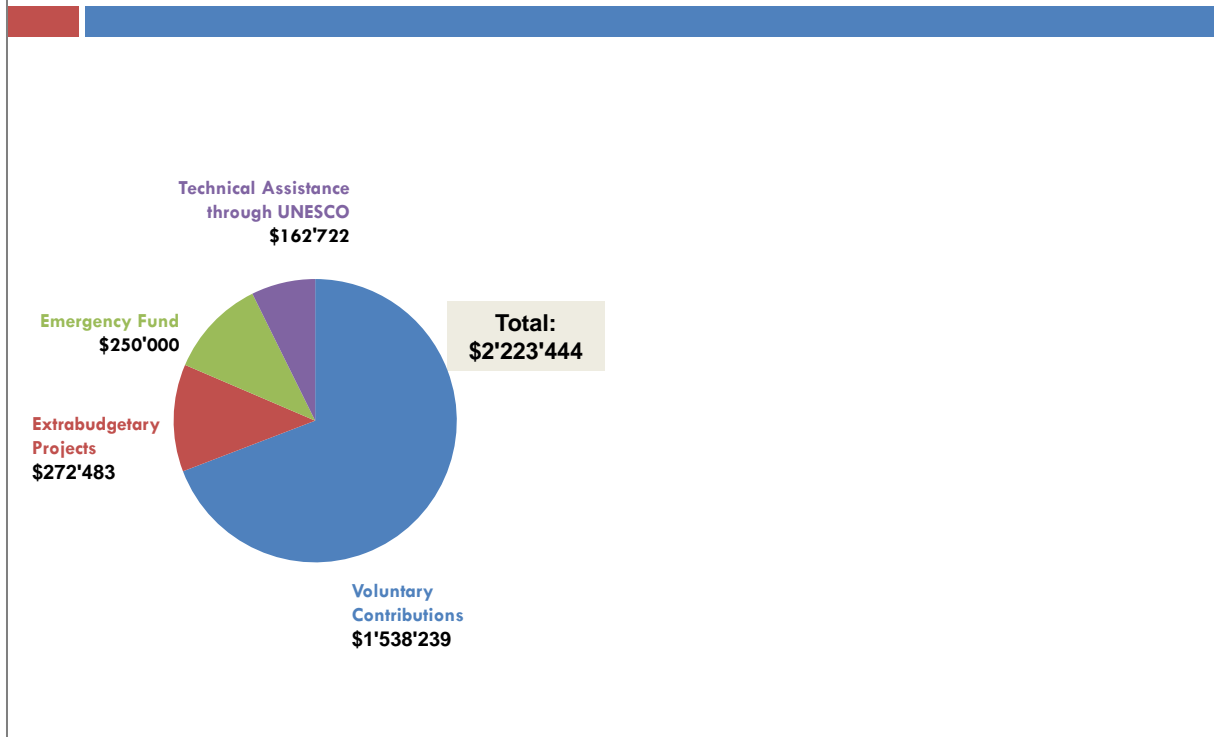
	2013	2014	2015	2016	2017	2018	2019
Revenues							
Allocation UNESCO	1,725,000	2,500,000	2,500,000	2,500,000	2,500,000	2,500,000	2,500,000
Contribution from Switzerland (DDC)	600,000	600,000	600,000	600,000	600,000	600,000	600,000
Contribution from Norway (*)	1,200,000	600,000	600,000	600,000	600,000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

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

4. Governance

5. Policy Dialogue and ICE

6. Resource Mobilization



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

The RMP

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

Resource mobilization committee (RMC):

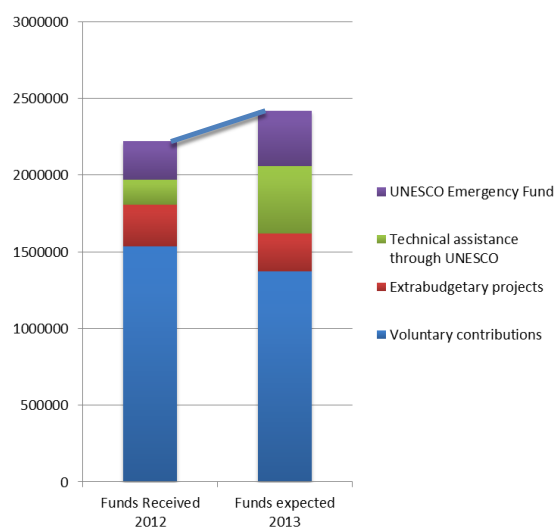
- Bahrain, Nigeria, Norway

RMP Actions taken

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

6. Resource Mobilization

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



United Nations
Educational, Scientific and
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62nd SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION



International Bureau
of Education

谢谢

Thank you

شكرا

Merci

спасибо

Gracias



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Geneva, 24 January 2013
Original: English/French

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

Geneva, 23-25 January 2013

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

Genève, 23-25 janvier 2013

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