

A 90 Year Quest for Excellence in Education !

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

Geneva, 28 – 30 January 2015

PROPOSED PROGRAMME OF ACTIVITIES AND BUDGET 2015

International Bureau of Education

A 90 Year Quest for Excellence in Education !



IBE
UNESCO
International
Bureau of
Education

Table of Contents

- I. Programming context
- II. IBE Expected Result 1
Capacities of individuals and institutions for the design, development and implementation of quality curriculum processes enhanced, and curriculum innovation, reform and revision initiatives supported
- III. IBE Expected Result 1a
Member States' capacity strengthened to analyze and address systemic constraints to their equitable provision of quality and development-relevant education and learning
- IV. IBE Expected Result 2
A sound knowledge base to inform evidence-based decision making and practices in curriculum, learning and assessment reinforced, sustained and applied [implemented]
- V. Institutional and organizational development
- VI. Budget

Annex 1: Organizational structure for 2015

I. Programming context

This document presents the programme of activities that the International Bureau of Education (IBE) proposes to undertake during 2015 (hereafter referred to as the “proposed programme”). It builds on the achievements registered during 2014. It also seeks to sharpen the focus of the IBE, deepen its impact especially in the field and consolidate the evidence of such impact.

As a UNESCO Category I Institute, the IBE’s proposed programme is closely aligned to UNESCO’s core functions and is guided by the Main Lines of Action (MLAs) and by the associated IBE Expected Results for 2014-2017 as articulated in the 37 C/5. Its presentation is therefore organized according to IBE’s Expected Results (see Textbox 1).

Textbox 1

Main Line of Action 1 (MLA 1)
Supporting Member States to develop education systems to foster high quality and inclusive lifelong learning opportunities for all

IBE Expected Result 1
Capacities of individuals and institutions for the design, development and implementation of quality curriculum processes enhanced, and curriculum innovation, reform and revision initiatives supported

IBE Expected Result 1a¹
Member States’ capacity to analyze and address systemic constraints to their equitable provision of high-quality and development-relevant education and effective learning opportunities strengthened

Main Line of Action 3 (MLA 3)
Advancing Education for All (EFA) and shaping the future international education agenda

IBE Expected Result 2
A sound knowledge base to inform evidence-based decision making and practices in curriculum, learning and assessment reinforced, sustained and applied [implemented]

At the level of the Institute, the 2015 proposed programme is further guided by the IBE Strategy and Programme of Work 2012-2017 and by the need to accelerate progress towards attaining and sustaining the status of a global Centre of Excellence (CoE) in curriculum and related matters.

The acceleration of progress will be realized through a tighter focus on six core initiatives whose effective

implementation should give effect to the three focus areas of the CoE strategy: **capacity development and technical assistance, knowledge production and management, and policy dialogue**. These six initiatives are:

Innovation and Leadership in Curriculum and Learning (Norms and standard-setting function) This initiative is intended to reconceptualize and reposition curriculum as central to national and global development dialogue and interventions; and to do so within the context of the post-2015 Sustainable Development Goals (SDGs). It is also intended to reposition curriculum as an indispensable tool for giving effect to policies on lifelong learning.

Critical Issues in Curriculum and Learning (Laboratory of ideas function) aimed at developing curriculum frameworks, guidelines and prototypes for areas of high demand and where Member States (MSs) have limited experience and/or areas where MSs are not making desired progress.

Knowledge Creation and Management in Curriculum and Learning (Clearinghouse function) meant to improve physical and substantive access to evidence-based knowledge required to guide curriculum design and development, as well as learning. This will be done by translating findings from cutting-edge research into easily accessible language that make implications for policy and practice explicit. It will also be done by making the knowledge accessible through print and through an IT platform.

Systemic Strengthening of Quality and Development Relevance of Education and Learning (Capacity builders function) aimed at strengthening the capacity of MSs to analyze and address critical impediments that prevent their equitable provision of quality and development-relevant education and effective lifelong learning opportunities.

Leadership for Global Dialogue on Curriculum and Learning (Intellectual leadership function) aimed at regularizing and strengthening the International Conference on Education (ICE) to reinforce the repositioning of the IBE as an effective and indispensable contributor to the attainment of SDGs related to education and to strengthen IBE’s position as the CoE in curriculum and learning.

Institutional and Organizational Development (Capacity builders function of the IBE) aimed at strengthening the IBE’s capacity to implement the CoE Strategy, and to carry out its mandate effectively.

¹ Expected Result 1a was mainstreamed into the work of the IBE in 2014.

II. IBE Expected Result 1

Capacities of individuals and institutions for the design, development and implementation of quality curriculum processes enhanced, and curriculum innovation, reform and revision initiatives supported

During 2015, the IBE will strengthen its global intellectual leadership role, as well as innovation in curriculum and learning. This will entail the preparation of a key paper to guide a paradigm shift in curriculum. Specifically the paper will seek to reconceptualize curriculum and to highlight its central position in national and global development dialogue and interventions. The IBE will also lead global consultation on the proposed paradigm through a network of MSs' curriculum institutions. During 2015, the IBE also proposes to reinforce the quality, level and geographical coverage of the Diploma course as well as consolidate post-training technical support.

Activities	Expected Impact	Risks	Risk Mitigation
1. Lead a paradigm shift in curriculum and learning and global dialogue on the proposed paradigm <ul style="list-style-type: none"> Develop a guiding paper on the reconceptualization and repositioning of curriculum Lead global dialogue and build consensus as well as ownership of the proposed new paradigm 	<ul style="list-style-type: none"> The vision and understanding of curriculum broadened, renewed and owned by MSs Policy documents, curriculum frameworks/guidelines and the syllabi produced by MSs guided by the new paradigm 	<ul style="list-style-type: none"> Imbalanced regional participation and therefore ownership 	<ul style="list-style-type: none"> Reach out to regional entities (Regional Economic Communities, bureaus, think-tanks, etc.) to convene regional consultations within their events
2. Strengthening global networks and partnerships for curriculum and learning <ul style="list-style-type: none"> Create a directory of the heads of all national curriculum institutions and agencies Expand the Diploma Alumni Network, launched in 2014 Refine the Community of Practice (COP) in Curriculum Development as a tool for knowledge sharing on curriculum issues, trends and practices 	<ul style="list-style-type: none"> The value-added of the IBE and its followership beginning to emerge as evidenced by participation and endorsement of the proposed paradigm 		

<p>3. Reinforce the quality of the Postgraduate Diploma Course in Curriculum Design and Development</p> <ul style="list-style-type: none"> • Revise and update the face-to-face and on-line sessions • Deepen the training of facilitators and tutors to better facilitate the course • Update the Curriculum Resource Pack and Diploma training materials to add thematic modules on critical and current issues in curriculum and learning • Trace the impact of the Diploma courses in the field 	<ul style="list-style-type: none"> • Diploma graduates assuming leadership and management roles in implementing curriculum innovations 	<ul style="list-style-type: none"> • Low completion rate of course due to workload • MOEs not recognizing and using the Diploma course for professional incentives 	<ul style="list-style-type: none"> • Enhance the flexibility of the coursework and personalized pace of completion
<p>4. Upgrade the Diploma Course to a Master's level</p> <ul style="list-style-type: none"> • Upgrading the Diploma course with a consortium of universities and teacher training institutions, initially from Africa and Latin America and the Caribbean, and possibly the Arab States and North America 	<ul style="list-style-type: none"> • Higher professionalization of curriculum design and development processes 	<ul style="list-style-type: none"> • MSs lack resources to finance the participation of MOE and related-institutions staff in the Master's programme 	<ul style="list-style-type: none"> • Intensify resource mobilization for scholarships
<p>5. Provide tailored technical assistance based on country needs identified by former trainees (post-training interventions) and national authorities</p>	<ul style="list-style-type: none"> • Quality of national curricula improving 	<ul style="list-style-type: none"> • Piecemeal approaches to curricula reforms remain entrenched and resistant 	<ul style="list-style-type: none"> • Strengthen dialogue with MSs on the importance of systemic and sustained approach to curriculum reforms
<p>6. Sustain and expand the geographical coverage of the Diploma Course</p> <ul style="list-style-type: none"> • Implement the Diploma courses in Africa (fourth edition) and Latin America and the Caribbean (sixth edition) • Prepare for expansion to Arab States and Asia from 2016 onwards 	<ul style="list-style-type: none"> • The critical mass required to adequately lead, manage and assess curriculum change approaching required thresholds 	<ul style="list-style-type: none"> • MSs lack resources to finance the participation of MOE and related-institutions staff in the Diploma programme 	<ul style="list-style-type: none"> • Explore potential sources of scholarships

The IBE will also address critical issues in curriculum by developing curriculum frameworks, guidelines and prototypes in areas of high demand and where MSs have limited experience. During 2015 the IBE will focus on only three critical areas: reading in early grades, global citizenship education and early childhood care and education. Furthermore, lessons of experience will be used to initiate the preparation of a compendium of strategies and methodologies for mainstreaming critical issues into the curriculum and syllabi without overloading the curriculum.

Activities	Expected Impact	Risks	Risk Mitigation
<p>7. Strengthen MSs' capacity to design and develop curricula in reading in early grades</p> <p>Implement the second year of the three-year project, <i>Learning outcomes in reading in early grades (2013-16)</i> with the Global Partnership for Education (GPE), to support Burkina Faso, Niger and Senegal in their efforts to improve students' reading in the first three years of primary education. Activities planned for 2015 include:</p> <p>Senegal: Conduct workshops on the production of monolingual and bilingual teaching guidelines for reading/writing, teacher-training modules on French pedagogy and reading, and on the revision of teacher-training modules.</p> <p>Niger: Conduct workshops on the production of two modules on pre-service teacher training and a supplementary guide on using the modules, training sessions on the effective use of the modules and guide; and lead a sensitization campaign on the importance of reading for quality education.</p> <p>Burkina Faso: Conduct workshops on the production of a teacher-training module on reading, a guide on teaching reading/writing, and a toolbox for teachers. Adjust the existing curriculum to address issues in reading; and lead workshop to revise teaching materials.</p> <p>Design simple continuous assessment tools for teachers to trace improvement of student learning outcomes</p>	<ul style="list-style-type: none"> • Student learning outcomes beginning to improve • Knowledge base on teaching and learning to read and write for the three Ministries of Education improving 	<ul style="list-style-type: none"> • Political instability in participating countries may hinder progress 	
<p>8. Strengthen MSs capacity to design and develop Global Citizenship Education (GCE) curricula</p> <ul style="list-style-type: none"> • Utilizing research conducted and consolidated under ER2, develop generic frameworks to be adapted to, piloted and validated in Asia-Pacific countries in partnership with the Asia-Pacific Centre of Education for International Understanding (APECIEU) and the Mahatma Gandhi Institute. (Pending confirmation) 	<ul style="list-style-type: none"> • MSs' capacity to develop and mainstream global citizenship education into their curricula strengthening 	<ul style="list-style-type: none"> • MSs adopt a subject approach to GCE 	<ul style="list-style-type: none"> • Strengthen the dialogue and technical support to MSs on effective strategies and practices for mainstreaming GCE
<p>9. Strengthen MSs capacity to design and develop Early Childhood Care and Education (ECCE) curricula</p> <ul style="list-style-type: none"> • Design and pilot ECCE curricula and teacher guidelines in 1-2 Central African countries in partnership with Nesité and in consistency with the "Moscow Framework for Action and Cooperation. Harnessing the Wealth of Nations" (2010). (Pending confirmation) 	<ul style="list-style-type: none"> • MSs' capacity to design and implement high quality and holistic ECCE curricula enhancing 		

III. IBE Expected Result 1a

Member States' capacity strengthened to analyze and address systemic constraints to their equitable provision of quality and development-relevant education and learning

A key part of the IBE mandate is to support MSs' effort to equitably improve learning outcomes through high-quality and contextually responsive curricula. At the same time the IBE recognizes that effective and impactful curriculum implementation depends on the effective functioning of other parts of the education system. Moreover, the curriculum is closely connected to most if not all other critical elements of the education system. Thus an otherwise excellent curriculum can be seriously undermined by the: lack of teachers who are qualified to deliver it; physical teaching and learning environments that are ill-suited for delivering it; an assessment system that fails to assess what is in the curriculum; psycho-social circumstances that render learners ineffective at learning; ineffective pedagogy and learning processes and more. For its effectiveness at supporting education quality, development-relevance, and effective learning, curriculum must be nested within a well-functioning education system. For its key contribution to UNESCO's efforts to support quality education and lifelong learning for all and, for enabling the curriculum, in 2015 the IBE will:

- Strengthen MSs' capacity to analyze, identify, and prioritize critical constraints to their equitable provision of quality education and effective learning opportunities and to develop and implement responsive interventions.

Activities	Expected Impact	Risks	Risk Mitigation
1. Support a systemic analysis of critical constraints in 3 countries	<ul style="list-style-type: none"> • MSs' capacity to undertake a systemic analysis of impediments to equitable provision of quality education and effective learning opportunities in 3 countries strengthening 	<ul style="list-style-type: none"> • Slow pace of participating countries • Frequent changes in country leadership break or stop initiatives 	<ul style="list-style-type: none"> • Selection of relatively more stable national centres in education as focal points for the work
2. Support the development and implementation of interventions to redress identified systemic constraints in 8 countries that have already undertaken the analysis	<ul style="list-style-type: none"> • MSs' operational capacity to design, develop and implement interventions that enhance education quality and learning effectiveness in 8 countries strengthening 		
3. Update and improve the database of promising practices in systemic improvement of education quality and learning effectiveness	<ul style="list-style-type: none"> • South-south cooperation and sharing of expertise continues to be facilitated 		
4. Establish twinning arrangements with 2 institutions that focus on improving the quality of education and effective learning			

IV. IBE Expected Result 2

A sound knowledge base to inform evidence-based decision making and practices in curriculum, learning and assessment reinforced, sustained and applied [implemented]

During 2015 the IBE will reinforce its role as a global intellectual leader in matters pertaining to curriculum and learning. This will entail the augmentation of the analytical knowledge and the evidence-base required to inform decisions and practices on curriculum, learning and assessment. Concerted effort will also be made to strengthen the dissemination of knowledge to targeted audience with priority placed on curriculum specialists, teachers, learners and policy makers. Specific activities under this part of the programme will include the creation of new knowledge, the management of existing knowledge with a specific view to bridge the gap between knowledge creation and application, effective knowledge dissemination, and strengthening the physical infrastructure for knowledge management.

Activities	Expected Impact	Risks	Risk Mitigation
<p>1. Strengthen and refocus the creation of new knowledge</p> <ul style="list-style-type: none"> Initiate work on the Global Report on Curriculum and Learning with a view to launch it during the ICE tentatively planned for 2016 and during each subsequent session of the Conference Undertake the research on Global Citizenship Education (GCE): Current practices and future directions (in conjunction with activities under ER 1) and in collaboration with Education Research and Foresight (ERF) at UNESCO HQ and the Mahatma Gandhi Institute Re-orient the journal <i>Prospects</i> to focus on curriculum, learning and assessment, appropriately retitle it, align its physical image to that of the IBE, and sustain its publication Sustain the series <i>Educational Practices</i> by producing two booklets in 2015 and make available two publications on issues related to curriculum and learning 	<ul style="list-style-type: none"> Analytical knowledge and evidence-base that MSSs can use to guide curriculum development processes and curriculum-related materials expanding 		
<p>2. Strengthen the IBE's clearinghouse function</p> <ul style="list-style-type: none"> Initiate and sustain the brokerage of cutting-edge research on learning, teaching, curriculum, curriculum and development, and assessment Sustain the production of bi-weekly Alerts with a focus on curriculum and learning Expand the online Curriculum Collection with a view to include 250 new materials and sustain the electronic catalogue of IBE documents and publications (IBEDOCs) by adding at least 200 records in 2015 Initiate the digitization of the IBE Historical Textbook collection with a view to cataloguing the materials to be digitized by end of 2015 			

<p>3. Reinforce IBE's knowledge management capacity</p> <ul style="list-style-type: none"> Strengthen the IT platform to hold and disseminate knowledge created and/or brokered by the IBE in a more efficient and effective way 	<ul style="list-style-type: none"> Physical access to knowledge, evidence-base and materials that MSs require to improve learning, teaching, and curriculum development processes improving 		
<p>4. Enhance the IBE's website communication and external image</p> <ul style="list-style-type: none"> Revamp the IBE website to communicate well about vision, strategies, programmes, areas of focus, key initiatives and key outputs, etc. Strengthen online forums that the IBE will use to consult national leaders of curriculum and to lead technical dialogue with them (in conjunction with activities under ER 1) 	<ul style="list-style-type: none"> Global consensus on and ownership of key direction and paradigm shifts promoted by the IBE in the field of curriculum, learning and assessment emerging 		

International Conference on Education (ICE)

During 2015 the IBE will strengthen its role as the Secretariat for the ICE and will effectively support MSs in preparing for the Conference tentatively proposed for November 2016. The IBE will work under the strategic guidance of the Council to ensure substantial alignment of the ICE to the core mandate of the IBE, improvement of the quality of the content of the Conference, and ensure more impactful global dialogue and advocacy through the ICE.

Activities	Expected Impact	Risks	Risk Mitigation
<p>5. Facilitate the preparatory process for the ICE</p> <ul style="list-style-type: none"> • Constitution of the Working Group on the ICE by the MSs • Decision by MSs on the category and structure of the Conference as well as on the theme of the ICE in alignment with the core mandate of the IBE and outcomes of the Korea post-2015 meeting • Drafting of the concept paper to guide the ICE • Drafting the programme for the ICE • Identifying key speakers/facilitators in alignment with the draft programme • Drafting a host-country agreement • Identifying co-conveners and co-funders of the ICE 	<ul style="list-style-type: none"> • Consensus on the category, structure and theme of the Conference reached • Decision by the UNESCO governing bodies (Executive Board, General Conference) secured • Funding for the Conference secured • ICE preparations advancing at desired pace 	<ul style="list-style-type: none"> • Uncertainty related to funding may delay timely decision by UNESCO Governing bodies 	<ul style="list-style-type: none"> • Strengthened engagement of and support by the host country and MSs

V. Institutional and Organizational Development

The impact expected of the IBE and most importantly, satisfactory progress toward a CoE status cannot be attained without concerted effort at strengthening the delivery capacity of IBE itself. The first and pre-requisite step toward this end was undertaken during 2014 when the IBE sharpened and articulated core initiatives through which it will operationalize the CoE strategy and accelerate progress toward the CoE status. During 2015 the focus will be on enabling the IBE to improve its implementation and impact. Specifically, the proposed programme will: appropriately reposition IBE in the sector, strategically reposition IBE in national and global development dialogue, re-profile and expand IBE human resources and expertise base, diversify and expand IBE's strategic partnerships, diversify and expand the financial resources of the IBE; strengthen quality assurance; and strengthen capacity to collect evidence of the impact of programmes especially at the field level.

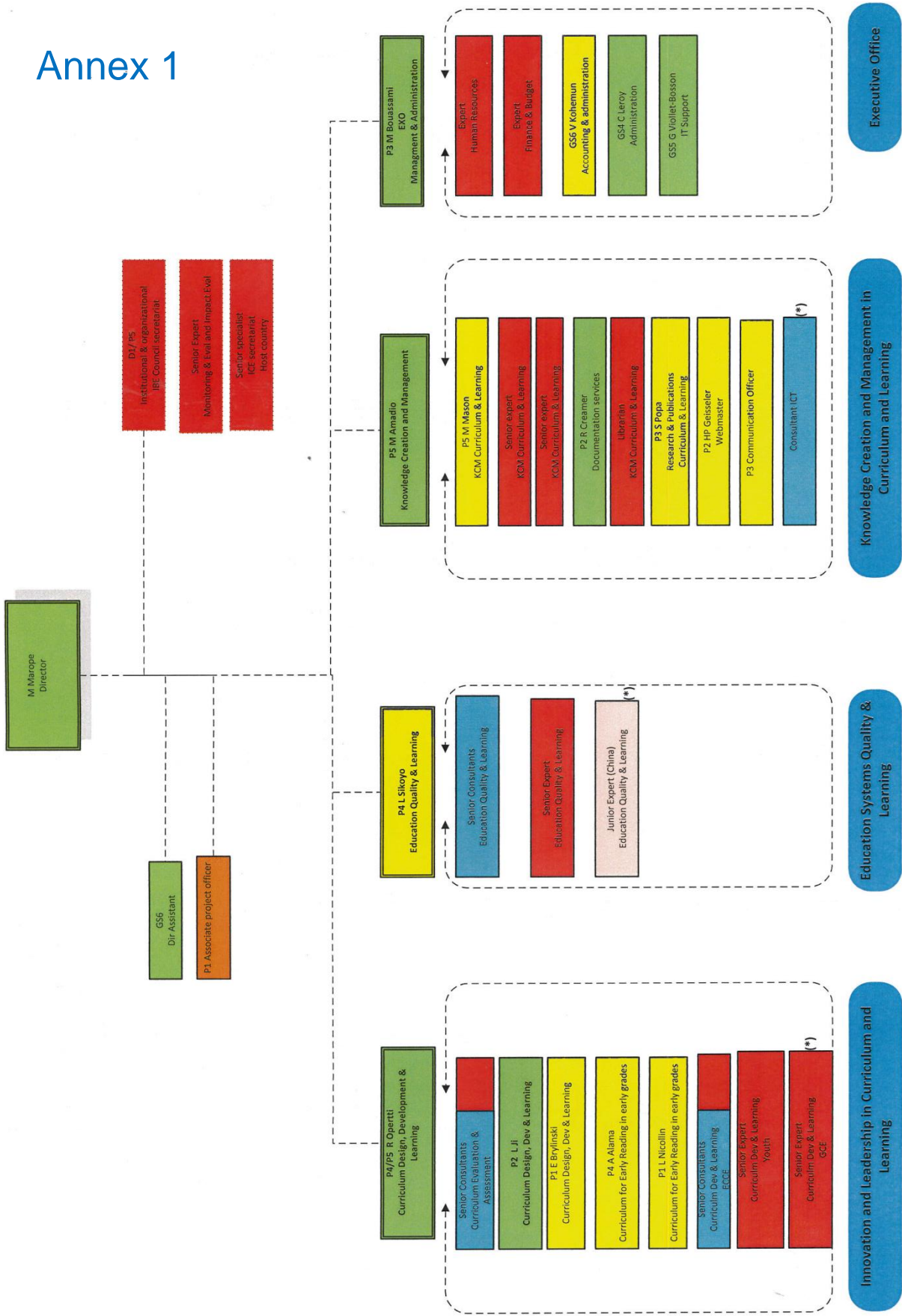
Activities	Expected Impact	Risks	Risk Mitigation
<p>1. Align the organizational structure to core initiatives required to operationalize the CoE Strategy</p> <ul style="list-style-type: none"> • See new organizational structure in Annex 1 • Strengthen core institutional processes particularly communication and information flow, work flow and workload distribution and knowledge sharing 			
<p>2. Strengthen the expertise base and delivery capacity in alignment with the technical demands of the work programme and to enable:</p> <p>Innovation and Leadership in Curriculum and Learning</p> <ul style="list-style-type: none"> • Recruit: Associate Project Officer (PA P1) • Request MSs secondees (P4): ECCE, global citizenship education, youth education • Request MSs Junior Programme Officer: curriculum design and development • Engage consultant (s) P4-P5 level in: ECCE, GCE and curriculum, evaluation and assessment. <p>Knowledge Creation and Management</p> <ul style="list-style-type: none"> • Recruit: Communication Officer (PA P3) • Request MSs secondees (P4): learning sciences; library and information science; knowledge creation in curriculum and learning • Request MSs Junior Programme Officer: historical textbook collection; social media and online communities. • Engage consultant(s) in: ICT <p>Advancement of preparatory work for the ICE</p> <ul style="list-style-type: none"> • Locate the secretariat for the ICE under the direct supervision of the Director • Receive from the Host Country a P5-level educationist to support the Secretariat for the ICE • Constitute a team that will serve as the Secretariat <p>Systemic support to MSs' efforts to equitably provide quality education and effective learning opportunities</p> <ul style="list-style-type: none"> • Recruit P4 level education specialist • Request MSs secondees at P4, P3 level • Engage consultant(s) at P5 level to support team 	<ul style="list-style-type: none"> • Technical efficiency and effectiveness of the IBE improving 	<ul style="list-style-type: none"> • The Secretariats' efforts to mobilize financial resources and strategic partners takes long to bear results • MSs continue to be slow to respond to IBE's request for financial and human resources support. 	<ul style="list-style-type: none"> • Scale down activities for 2015

<p>3. Strengthen quality assurance of programmes and the evaluation of programme impact</p> <ul style="list-style-type: none"> • Articulate and institutionalize mechanisms for collecting evidence of the impact of programmes • Articulate and institutionalize the quality assurance of all flagship outputs of the IBE 			
<p>4. Appropriately reposition the IBE within the sector and within UNESCO</p> <ul style="list-style-type: none"> • With the support of the ADG articulate clearly the leadership and support role of the IBE in Curriculum and Learning and avoid duplication of efforts • With the support of the ADG and the DG articulate the leadership and support role of the IBE in UNESCO • Articulate collaboration mechanisms with Directors of other Institutes especially the Mahatma Gandhi Institute, and the Director of other Divisions in the education sector 	<p> </p>		
<p>5. Diversify and broaden the base of strategic partners for the IBE with a focus on:</p> <ul style="list-style-type: none"> • The Host Country first and foremost • Institutions of MSs • Professional Organizations • The private sector • Foundations 	<ul style="list-style-type: none"> • Number and diversity of substantive partners increasing • Interaction with the Host Country and its institutions substantially improving 	<p> </p>	<p> </p>
<p>6. Diversify and expand funding sources for the IBE</p> <ul style="list-style-type: none"> • Mobilize core budgetary contributions from MSs that are currently non-contributors • Mobilize additional core budgetary contribution from contributing MSs starting with the Host Country and the Presidential Country • Initiate private sector financing of specific programmes of the IBE • Initiate foundations' financing of specific programmes of the IBE 	<ul style="list-style-type: none"> • Increased financial support from the Host Country, other MSs, Foundations and the private sector 		

VI. Budget

I. ALLOCATIONS (Commitments)	in US\$
I. PROGRAMME ACTIVITIES	
I-1 Activities under Expected Results I	2'185'525
I-2 Activities under Expected Results II	1'427'168
TOTAL I	3'612'693
II. Governing Board/Gen. Adm./Institutional Dev.	
II-1 IBE Council/Steering Committee	80'000
II-2 General operating costs	260'000
II-3 Director's Office	160'000
TOTAL II	500'000
TOTAL I+II	4'112'693
III. Staff cost (established posts)	1'916'883
TOTAL ALLOCATION	6'029'576
II. RESOURCES CREDITED TO THE SPECIAL ACCOUNT	
UNESCO's financial contribution	1'762'400
Voluntary contributions	1'613'765
Extra-budgetary resources	1'815'689
Carry-forward & Reserves 2014, cost recovery 2014	1'185'213
TOTAL RESOURCES	6'377'067

Annex 1



(*) In addition, terms of reference of 4 Junior Professionals were submitted to UNESCO HQS

Senior expert
Secondees

Service contract
Project Appointment

Fixed term
Consultant

Executive Office

Knowledge Creation and Management in Curriculum and Learning

Education Systems Quality & Learning

Innovation and Leadership in Curriculum and Learning

Appropriation Resolution N° 1/2015

The Council of the IBE,

Having examined the proposals of the Director of the IBE for activities in 2015 contained in document UNESCO/BIE/C.64/3,

Decides that,

- a) For the financial period from 1 January to 31 December 2015, a total amount of US\$6'029'576 is allocated for the purpose mentioned in the Appropriation Resolution table as follows:

I. ALLOCATIONS (Commitments)

in US\$

I. PROGRAMME ACTIVITIES	
I-1 Activities under Expected Results I	2'185'525
I-2 Activities under Expected Results II	1'427'168
TOTAL I	3'612'693
II. Governing Board/Gen. Adm./Institutional Dev.	
II-1 IBE Council/Steering Committee	80'000
II-2 General operating costs	260'000
II-3 Director Office	160'000
TOTAL II	500'000
TOTAL I+II	4'112'693
III. Staff cost (established posts)	1'916'883
A. TOTAL ALLOCATION	6'029'576

(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	1'762'400
Voluntary contributions	1'613'765
Extra-budgetary resources	1'815'689
Carry-forward & Reserves 2014, cost recovery 2014	1'185'213
B. TOTAL RESSOURCES	6'377'067
TOTAL RESERVES ESTIMATED AT THE END OF 2015 (B-A)	347'491

(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 2015 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.

