

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

PROCEEDINGS AND DECISIONS

1. Opening of the session

1. The 64th session of the IBE Council was opened at 10:00 on Wednesday 28 January by Prof. Godswill Obioma (Nigeria), President of the Council, who extended a warm welcome to all the participants as well as to Mr Svein Osttveit (D/ED/EO) representing the ADG/ED.

2. Before proceeding to the adoption of the agenda, the President introduced the new IBE Director, Ms Mmantsetsa Marope, who attended for the first time the Council meeting, congratulating her for the impressive achievements reached in just a few months since her official appointment. He also paid a tribute to the former Director, Ms Clementina Acedo, thanking her for her efforts and engagement, as well as to the recently retired Deputy Director, Mr Joseph Ngu, stressing his dedication and commitment and wishing him a good retirement. The President informed the Council members that in 2015 the IBE celebrates its 90th anniversary, as it was established in 1925; obviously, many changes occurred during the last 90 years, not least the adoption of the Centre of Excellence (CoE) Strategy by the General Conference in 2011. In this regard, he stressed that the IBE Council plays a key role in ensuring the successful implementation of the Strategy.

3. Mr Obioma then highlighted the main conclusions and recommendations resulting from the Steering Committee meeting held in September 2014. At that meeting the Director of the IBE proposed to operationalize the CoE Strategy and accelerate its implementation in a more efficient and effective way through six core initiatives mapped onto the three programme areas of the Strategy (i.e. capacity development and technical assistance; knowledge creation and management; and policy dialogue). As recalled by the President, the six core initiatives, which have been endorsed by the Steering Committee, are: Innovation and Leadership in Curriculum and Learning; Critical Issues in Curriculum and Learning; Knowledge Creation and Management in Curriculum and Learning; Systemic Strengthening of Quality and Development Relevance of Education and Learning; Leadership for Global Dialogue on Curriculum and Learning; and Institutional and Organizational Development. Mr Obioma also made reference to the new reporting format which was highly appreciated and well received by the members of the Steering Committee, as it shows the IBE activities linked to the C/5 expected results, the expected impact and related challenges, as well as the IOS recommendations. The President then briefly referred to the main items of the agenda, including the reclassification of a post, the need to complete the revision of the Statutes of the IBE for subsequent submission to the General Conference, as well as the revision of the Rules of Procedure of the IBE Council.

4. The President concluded his introduction by conveying, on behalf of the Council, his heartfelt gratitude to the "Fund of the Project of Prince Sultan bin Abdulaziz for the support of the Arabic language at UNESCO" for ensuring interpretation and translation in Arabic during the session. He also wished to remind the Council participants of the passing away of Saudi Arabia's King Abdullah bin Abdulaziz and encouraged the delegates to join world leaders in expressing their condolences through a minute of silence. Finally, the President declared the session open, wishing all delegates a productive and fruitful meeting.

5. Seventeen Member States were represented at the session and the representative of Kuwait attended as observer. The list of participants is attached as Annex VII.

2. Adoption of the Agenda and of the Annotated Agenda

Document: UNESCO/BIE/C.64/1/Prov/Rev.+ Add, Annex I

6. During the adoption of the agenda and annotated agenda, the President and the IBE Director proposed to add two new items, namely: briefings to the Director-General of UNESCO on the IBE's progress towards a CoE status; and strengthening strategic collaboration among Category I Institutes. The proposal was unanimously supported and the amended agenda was thus adopted, allowing flexibility for Mr Osttveit, representing the ADG/ED, to address the Council.

DECISION

The Council adopts the agenda and the annotated agenda of the 64th session of the IBE Council as amended.

3. Report on activities and budget 2014

Documents:

*UNESCO/BIE/C.64/2 Report of the Director (Annex II); and
UNESCO/BIE/64/Inf.2 Pre-Final Accounts 2014 (Annex III).*

7. Before proceeding to Item 3 of the agenda, the President gave the floor to Mr Osttveit, who welcomed all the participants on behalf of ADG/ED. Mr Osttveit recalled that UNESCO is still in a difficult financial situation, which means that a further decrease in the regular budget is to be envisaged. This reduction is likely to be compensated by an increase of extra-budgetary funding, although this is challenging as extra-budgetary resources are not predictable and more core funding is needed. On the positive side, the representative of ADG/ED emphasised that the post-2015 education agenda represents a very good opportunity for IBE, other education Institutes, and the whole of UNESCO for consolidating their position and leadership role. The IBE is very well positioned, as the curriculum is key in the post-2015 agenda, and even if the Institute still faces a number of challenges it will be possible to meet them thanks to the guidance and support of the Council. Mr Osttveit concluded his intervention by reiterating that there is a lot of potential in the post-2015 agenda, and that there have been recent increases in extra-budgetary funds, unfortunately not yet accessible to IBE. He also reminded the meeting that the Sustainable Development Goal (SDG) related to education is still to be formally adopted.

8. Thanking the representative of ADG/ED for his presentation, the President expressed the wish that a way be found to include the IBE in the extra-budgetary mobilization efforts and then gave the floor to the IBE Director, inviting her to present the salient points of the Report.

9. The IBE Director further welcomed all the delegates and the ADG/ED's representative. The Director then presented the Report of 2014 Activities, focusing on their impact and, where possible, on the evidence of that impact, as well as on the main challenges to be met. At the beginning of her presentation, Ms Marope stressed that the activities implemented during 2014 continued to be guided by the UNESCO Main Lines of Action (MLAs) and by the associated IBE Expected Results (ERs) for 2014-2017 as set down in UNESCO Document 37 C/5 and in the IBE Strategy and Programme of Work 2012-2017 approved by the Council. Regarding the IBE ER 1, she briefly illustrated the most significant activities carried out, including the organization of the Diploma in Curriculum Design and Development courses, the development of the course materials, the launching of the Diploma Alumni network, and the execution of the three-year project, "Learning outcomes in reading in early grades: integration of curriculum, teaching, learning materials and assessment", sponsored by the Global Partnership for Education (GPE). In the case of the Diploma, it is expected that the leadership of curriculum will progressively improve, that the curriculum will gain more prominence in education systems, and that the IBE's intellectual leadership in this area will be enhanced. The IBE Director then pointed out that the evidence of impact should be collected more systematically and monitoring should be refined. The main challenges relate to the sustainability and expansion of the Diploma model, particularly with reference to support for post-training interventions, the coverage of all UNESCO regions, and the predictability and sustainability of funding. The GPE-sponsored project is expected to expand the knowledge base on reading pedagogy, enhance the analytical capacities of three Member States (Burkina Faso, Niger and Senegal), and establish new partnerships. One of the main challenges cited included ensuring that the Ministries of Education understand the importance of curricular alignment throughout their education systems.

10. With reference to IBE ER 1a, Ms Marope briefly highlighted developments in the application of the General Education Quality Analysis and Diagnosis Framework (GEQAF) and focused more on the expected impact, which includes: strengthening the capacities of Ministries of Education to undertake a robust analysis of their education systems, identify constraints, and address them in a timely manner; facilitating South-South cooperation and sharing of expertise; and broadening technical partnerships. The experience gained from Phase I shows that effective facilitation of learning remains a huge and complex challenge and that ministries need to be better supported. The core part of Phase II lies in strengthening education systems' capacities to provide effective learning opportunities and to facilitate learning. Concerning the IBE ER 2, the expected impact of IBE work includes improved availability of and access to knowledge and information on curriculum, and enhanced visibility of the IBE as a leading agency in the field of curriculum and learning. While physical access is improving, substantive access remains a challenge, not least in ensuring the relevance to policy and practice of the IBE's publications and knowledge products. Steps are being taken to update the ICT platform, streamline the website, overhaul and revamp the journal *Prospects* and the IBE's book series, along with the submission of grant proposals for support in this area. Furthermore, assessing impact is an ongoing challenge that remains to be addressed.

11. Finally, the IBE Director provided a summary regarding resource mobilization efforts and the funds that have been received so far, including the confirmed voluntary contribution of Nigeria, and briefed Council members on the 2014 budget execution rate, specifying that the IBE Pre-final Accounts as of 31 December 2014 were available.

12. In the discussion that ensued, many delegates commended the IBE Director and team for the clear overview of the work carried out as well as the significant achievements and accomplishments, showing great appreciation for the progress made during 2014. Some Council members requested the Director to clarify various issues, including differences in the execution rates by programme area, IBE visibility through its website, the possible expansion of the IBE's assistance in all UNESCO regions, the envisaged upgrade of the Diploma to Master's level, the GPE-sponsored project, and the opportunity to organize a donors' meeting as also proposed in former Council sessions.

13. In her reply, the IBE Director thanked the members of the Council for their constructive observations and comments. She indicated that the variations in programme execution rates are due mainly to the postponement of some activities, such as the rescheduling of the Diploma course for Sub-Saharan African countries due to the Ebola crisis, and delays in the recruitment of the professional staff member for publications. This was confirmed by the Administrative Officer, Mr Mohammed Bouassami. Ms Marope confirmed the intention to strengthen the IBE presence in the different UNESCO regions, an issue to be further discussed in conjunction with the 2015 proposed programme activities and budget, including the envisaged upgrade of the Diploma to Master's level, since the demand for this kind of professional training is increasing. She also made reference to the sustained and relentless efforts in the area of resource mobilization, which also target the private sector. Concerning the website, she observed that this is one of the means to increase IBE visibility, and that it is important to collect evidence more systematically concerning its use. Mr Renato Operti, Programme Specialist, provided additional insights into the Diploma course and the materials that have been published so far, in particular the Resource Pack, now available in four languages (Arabic, English, French and Spanish). He also recalled that the Diploma courses are assessed every year by the participants, who show a high rate of satisfaction. The upgrade of the Diploma to Master's level takes into account the existing need for professional expertise in the field of curriculum development, and is not envisaged as an academically-oriented course.

DECISIONS

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

- **Approves the Report of the IBE Director on 2014 Activities (UNESCO/BIE/C.64/2);**
- **Commends the IBE Director and staff for the implementation of the programme during 2014 and the impacts achieved, and for their efforts in resource mobilization and in strengthening expertise in the Bureau;**
- **Takes note of the Pre-final Accounts of the IBE as of 31 December 2014 (UNESCO/BIE/C.64/Inf.2); and**
- **Delegates to the Steering Committee the authority to formally approve the 2014 accounts, certified by the Bureau of Financial Management of UNESCO and audited by the *Cour des comptes*, in its forthcoming meeting in 2015.**

4. Acceleration of progress towards the operationalization of the IBE Centre of Excellence Strategy

14. In introducing Item 4 of the Agenda, the President made reference to the three programme areas of the CoE Strategy, and recalled the Steering Committee’s request to map the proposed six core initiatives onto these programme areas. He then gave the floor to the Director of IBE.

15. Ms Marope stressed that through the six core initiatives the IBE intends to give effect to and accelerate progress towards the operationalization of the CoE Strategy, and that these initiatives are mapped onto the three programme areas of the Strategy, are guided by the IBE Strategy and Programme of Work 2012-2017 and the 37 C/5, and also address the IOS recommendations. The Director then presented in detail the core initiative ‘Innovation and Leadership in Curriculum and Learning’, complying with the norms and standard-setting function and intended to reposition the curriculum as central to national and global development dialogue and interventions, particularly within the context of the post-2015 SDGs. A well-balanced, holistic and inclusive curriculum is a key tool for giving effect to national policies on development and lifelong learning, and it is one of the most essential instruments for articulating transitions across educational levels and modalities, as well as for facilitating the acquisition of competencies supporting individual and social development. Yet, this fundamental role of the curriculum is rarely taken into consideration in national education policies and international agendas. In conjunction with this, the Director informed Council members that the IBE is preparing a document to be presented at the forthcoming World Education Forum that should serve to reposition curriculum in the post-2015 debate and highlight its role as a bridge between education and development. Ms Marope then provided concise insights into the other core initiatives, illustrating how the activities under each core initiative map specifically onto the three programme areas, their expected impact, and the way in which they address the IOS recommendations. The Director concluded her presentation by referring to the new IBE organigram and staffing structure, which should better facilitate the implementation of the CoE Strategy.

16. In opening the discussion to the floor, the President thanked the Director for the succinct and clear presentation and recalled that the Council should also address the issue of the reclassification of the post of head of one programme area, as recommended by the Steering Committee.

17. Several delegates expressed appreciation for and fully supported the proposed six core initiatives, noting that they are in the right direction. Among the main issues raised were the collaboration with other UNESCO Institutes, the repositioning of the curriculum, the monitoring and evaluation of impact, and the opportunity of setting up an implementation timeline or roadmap specifying targets, required resources and expected outcomes in the short, medium and long term.

18. In her reply, the Director recognized that there is a need to strengthen collaboration with other Institutes, particularly UIL in the area of lifelong learning, MGIEP in the case of global citizenship education, and IIEP on matters relating to planning and curriculum. In this regard, she recalled that a new item focusing on this specific issue was included in the Agenda. After having provided additional clarification concerning the importance of acknowledging the central role of curriculum as a bridge between education and development and therefore promoting a paradigm shift, Ms Marope confirmed the importance of rigorous monitoring and assessment of impact as integral components of the implementation of activities, which requires the application of appropriate tools and instruments. On the other hand, she noted that the IBE's work is already guided by several implementation frameworks, constituted by the Strategy 2012-2017, the CoE Strategy and the C/5, and that the implementation of the six core initiatives is envisaged for a five-year period starting with the 2015 programme of activities being submitted to the Council. For this reason, it did not appear that the setting up of another implementation timeline or roadmap would bring added value, as the highest priority is to give effect to the existing frameworks. Finally, the IBE Director observed that it would be appropriate to operationalize the IOS recommendation regarding the IBE's role as the focal point for linking and coordinating all UNESCO curricula-relevant work.

DECISIONS

The Council:

- **Thanks the IBE Director and the Secretariat for the efforts to accelerate progress towards the IBE's CoE status, as well as the new staffing structure designed to enable the desired progress;**
- **Takes note of the operationalization of the CoE Strategy, with the understanding that future reports and programmes on activities and budget will reflect the six proposed core initiatives, aligned to three programme areas (capacity development and technical assistance; knowledge creation and management; and policy dialogue) and framed by the IBE Expected Results stipulated in the 37 C/5;**
- **Approves the Steering Committee's recommendations on the six core initiatives;**
- **Notes the actions taken by the President of the IBE Council and the Director of the IBE in making a strong case to the ADG/ED for the reclassification of the post of head of the programme area of Innovation and Leadership in Curriculum, Learning and Assessment and directs the President and the Director to make a strong case to the Director-General;**
- **Calls upon all Members and on other Member States to support the operationalization of the Strategy, including through:**
 - **the provision to the fullest extent possible of voluntary and extra-budgetary resources, especially through core contributions within the framework of multi-year agreements; and**
 - **the secondment of senior experts to the IBE;**

Recalling the recommendation of the IOS Review of the IBE (IOS/EVS/PI/123) that the Institute becomes "the focal point for linking and coordinating all UNESCO curricula-relevant work",

Recalling also Resolution 10 adopted by the General Conference at its 36th session,

- **Requests the Director-General to issue a memorandum informing UNESCO Sectors of the leadership role of the IBE in all matters pertaining to curriculum, learning and assessment, and that it should, in this spirit, be understood as UNESCO's focal point in all such matters.**

5. Proposed programme of activities and budget 2015

Document: UNESCO/BIE/C.64/3 (Annex IV)

19. The Director highlighted salient features of the proposed programme of activities and draft budget for 2015, underlining the enhanced focus on integration and the organization of activities according to the six core initiatives showing the related expected results and intended impact. She also presented in detail the new IBE organigram and staffing structure, which includes the expertise to be secured through secondments and the mobilization of extra-budgetary resources. The Administrative Officer, Mr Mohammed Bouassami, then illustrated the proposed 2015 budget, pointing out that the estimated reserves at the end of 2015 represent 5% of the total budget, which is in line with existing regulations.

20. In the discussion that followed, many delegates congratulated the IBE Director and team for the quality and clarity of the document and the well-structured presentation of the proposed activities. Some Council members raised issues regarding inclusion and inclusive education as well as the organization of the International Conference on Education (ICE).

21. In her response, the IBE Director thanked the delegates for their positive comments and constructive suggestions. She confirmed that inclusive education is an important issue that could be taken into consideration under the core initiative focusing on critical issues on curriculum and learning. With regard to the ICE, both the Director and the President observed that this specific issue was included in the Agenda and suggested postponing the discussion.

DECISIONS

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

- **Commends the IBE Director for the clarity, coherence and strategic focus of the proposed Programme of Activities for 2015 (UNESCO/BIE/C.64/3);**
- **Recognizes equity, inclusion and quality as fundamental guiding principles of UNESCO's work in education;**
- **Requests the IBE Secretariat to add *education for people with diverse learning needs* to the list of Critical and Current Issues in Curriculum, Learning and Assessment;**
- **Approves the proposed Programme of Activities for 2015 (UNESCO/BIE/C.64/3), inviting the IBE Director to take into account the discussions on this item as well as the decision concerning the ICE;**
- **Commits to mobilize human and financial resources for the IBE as stated in the Statutes of the IBE (Article V.b);**

- **Requests the IBE Secretariat to convene a donors' meeting in 2015 to mobilize resources for the IBE's core work programme and report progress to the Steering Committee; and**
- **Approves the Appropriation Resolution n°1/2015 for 2015 (UNESCO/BIE/C.64/3).**

6. Draft Revised Statutes of the IBE

Document: UNESCO/BIE/C.64/Inf.3 (Annex V)

22. In introducing this item of the Agenda, the President of the Council recalled that there has been a major change in the governance structure of the IBE and that after the 38th session of the General Conference the Council will consist of 12 Members. He also informed the Council that the Steering Committee proposed making some changes in the draft revised articles submitted by the Secretariat and that a new version was available for consideration by the Council members. The President then invited the IBE Director to present the revised articles.

23. The Director confirmed that the revised articles address the amendments requested to be tabled at the Council meeting by the Steering Committee, principally relating to the alignment of the Statutes with the CoE Strategy (Article II) and with the composition of the Steering Committee (Article IV). Mr Mark Mason, Senior Programme Specialist, clarified that Article II of the Statutes had been redrafted in order to reflect the CoE Strategy, and that the revised Article IV takes into account the importance of full regional representation on the Steering Committee and of the potential for Presidential continuity over four years.

24. The discussion that followed focused mainly on the need to reflect properly in the Statutes the denomination of the IBE as a Category 1 Institute, as well as the inclusion of the term 'assessment' along with curriculum and learning wherever appropriate in the revised Articles, and particularly in Article II.

25. The President thanked the Council members for their useful suggestions and productive work that allowed reaching consensus on the revised Articles.

DECISION

With regard to the draft revised Articles of the Statutes of the IBE, the Council:

- **Approves the draft of the revised Articles of the Statutes of the IBE, for onward submission to the 38th session of the General Conference.**

7. Draft Revised Rules of Procedure of the Council of the IBE
Document: UNESCO/BIE/C.64/Inf.4 (Annex VI)

26. The President introduced this item of the Agenda, informing the Council that, as in the case of the Statutes, the Steering Committee proposed making some changes in the draft Revised Rules of Procedure of the Council. The Council members discussed the proposed revised draft.

DECISION

With regard to the draft revised Rules of Procedure of the IBE Council, the Council:

- **Approves the draft revised Rules of Procedure of the IBE Council.**

8. Use of the Arabic language in Steering Committee and Council meetings

27. The President introduced this item of the Agenda, recalling the recommendation made by the Steering Committee. He expressed once again his gratitude to the Fund of the Project of Prince Sultan bin Abdulaziz for the support of the Arabic language at UNESCO.

DECISION

Concerning the use of the Arabic language in meetings of the IBE Council and Steering Committee, the Council:

- **Welcomes the use of the Arabic language, subject to sustained funding by the *Fund of the Project of Prince Sultan bin Abdulaziz for the support of the Arabic language at UNESCO* currently held at UNESCO Headquarters or to be directly held at the IBE.**

9. Discussion on timely preparation for the next International Conference on Education

28. In introducing this item of the Agenda, the President observed that policy dialogue and the ICE are included in the CoE Strategy and that the core initiative 'Leadership for Global Dialogue on Curriculum and Learning' intends to regularize the ICE as a means of strengthening the IBE's position as an effective contributor to the attainment of the SDG related to education and as UNESCO's CoE in curriculum and learning. Mr Obioma stressed the need to make the IBE more visible globally and ensure leadership for international dialogue. He also emphasized the critical issue of funding for the Conference, as the required financial resources must be provided aside from the normal IBE budget.

29. The IBE Director then summarized the main issues related to the ICE. She first referred to the need to organize the Conference on a regular basis in order to periodically review developments (retrospective function) and, at the same time, take stock of emerging issues (forward-looking function). In this way, the ICE could serve as an agenda-setting mechanism. She then recalled the different categories of UNESCO meetings, specifying that the ICE is a category 2 meeting attended by Ministers of Education; category 4 meetings (international congresses) are also attended by ministers, but the conclusions of these meetings are not binding for UNESCO Member States. The Director also highlighted the key issue of funding, as it is essential to submit to the Executive Board and the General Conference a robust proposal which must include secured funds. Finally, Ms Marope drew the attention of

delegates to the identification of a theme of the ICE that was aligned with the mandate of the IBE as a CoE in curriculum-related matters.

30. A fruitful discussion then followed, in which many Council members emphasized the importance of the ICE also as an instrument to enhance synergies and expand partnerships. Concerning the frequency of the ICE, most delegates suggested that in principle the Conference should be organized every four years. In conjunction with this, the representative of ADG/ED recalled that UNESCO is implementing a four-year cycle in the case of the C/5 and an eight-year cycle for the C/4. All Council members agreed on the need to establish a Working Group responsible for preparing a detailed proposal to be submitted to the Steering Committee and taking into account the most important issues related to the preparation of the ICE. Council members also asked the Secretariat to prepare an information note in order to facilitate the deliberations of the Working Group.

DECISIONS

Following detailed discussions about preparation for the next ICE, the Council:

- **Decides** to establish the Working Group responsible for assisting the IBE Director in preparing the next ICE;
- **Requests** the Working Group to prepare a detailed proposal to be submitted to the Steering Committee, aligned with the IBE mandate as Centre of Excellence and its six core initiatives as well as the post-2015 education agenda, taking into account the following:
 1. **Category**
 2. **Theme**
 3. **Structure**
 4. **Host country**
 5. **Budgeting and financing**
 6. **Participation (participants and invitees)**
 7. **Timelines for the preparatory process, including dates for the actual Conference;**
- **Elects** as Members of the Working Group the following:
 - Group I (Western Europe and North America): Mr Constantinos CARTALIS (Greece);
 - Group II (Central/Eastern Europe): Dr. Dagmar KOPCANOVÁ (Slovakia);
 - Group III (Latin America and the Caribbean): Mr João Lucas QUENTAL NOVAES DE ALMEIDA (Brazil);
 - Group IV (Asia/Pacific): H.E. Ms Ruchira KAMBOJ (India);
 - Group Va (Africa): Prof. Amadé BADINI (Burkina Faso);
 - Group Vb (Arab States): H.E. Dr. Majed AL NOAMI (Bahrain);
- **Agrees** to include the IBE Director and the representative of ADG/ED as members of the Working Group;
- **Decides** that the Working Group will designate the Chair at its first meeting and that the IBE Director and Secretariat will support the work of the Group;
- **Delegates** to the Steering Committee the authority to decide on behalf of the IBE Council on matters pertaining to the preparations for the ICE for onward submission to the 197th session of the Executive Board and subsequently to the 38th session of the General Conference in 2015;

10. Briefings to the Director-General on IBE's progress towards a CoE status

31. The President of the Council invited the Director to present this new item included in the Agenda.

32. The IBE Director informed the Council that it would be an advantage to brief the Director-General on progress made towards a CoE status as well as on strategic issues, in order to assure the Director-General that the IBE is on the right track under the guidance of its Council. Ms Marope specified that these informal briefings would concentrate mainly on general strategic matters and the support needed to improve and/or consolidate progress, rather than focusing on aspects already taken into consideration in other statutory reports.

33. The members of the Council agreed on a proposal to brief the Director-General on strategic issues where needed, ensuring in the process informal coordination with ADG/ED. It was also recommended that the President inform Council members prior to each meeting about the issues to be raised and share with them afterwards the outcomes of each meeting.

DECISION

The Council agrees that the President, accompanied by one or two Vice-Presidents as appropriate, and in consultation with the Director of IBE, may brief the Director-General on critical and strategic issues that may be identified by the Council from time to time.

11. Strengthening strategic collaboration among Category I Institutes

34. The President of the Council invited the Director to present this new item included in the Agenda.

35. The Director indicated that this proposal originates from the IOS recommendation aimed at ensuring regular communication and discussion among the Institutes around specific topics in order to identify potential areas for cooperation in a more forward-looking perspective.

36. The members of the Council unanimously supported the proposal.

DECISION

The Council notes the need to strengthen the strategic collaboration among Category I Institutes and requests the President and the IBE Director to take appropriate action on this and report back to the Council.

12. Dates for the 65th session of the IBE Council

37. The President introduced the proposal made by the Secretariat to hold the Council meeting during the month of December rather than in January in order to align with UNESCO's cycles, including the budgetary cycle.

38. While recognizing the need for better alignment, some Council members noted that the General Conference is taking place this year and that there is therefore not enough time to organize the meeting of the Council during the first half of December. On the other hand, it was believed appropriate to hold the Council meeting in December in the years between the sessions of the General Conference.

DECISION

The Council:

Resolves to propose to the Director-General of UNESCO that:

- the 65th session of the IBE Council be held from 13 to 15 January 2016; and
- the meeting of the Steering Committee of the Council be held in June 2015; the actual date will be decided in consultation with the President, the Vice-Presidents and the IBE Director.

13. Adoption of the Decisions of the 64th Session of the IBE Council
Document: UNESCO/BIE/C.64/Decisions/Prov.

DECISION

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

- **Approves the text of its Decisions (UNESCO/BIE/C.64/Decisions); and**
- **Requests the IBE Secretariat to publish the text by the beginning of March 2015.**

14. Closing of the 64th session

39. At the end of the session, the President thanked most warmly the members of the Council for their productive work, and commended the IBE Director and team for the excellent documentation and support services. He recalled that the forthcoming session of the General Conference will elect a new Council comprising 12 Member States and thanked the outgoing Members for their valuable contribution.

40. The President closed the 64th session of the Council on Friday 30 January 2015 at 13:00.



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Geneva, 18 December 2014
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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

DRAFT PROVISIONAL AGENDA AND ANNOTATED AGENDA

DRAFT PROVISIONAL AGENDA

Wednesday 28 January 10 a.m. – 1 p.m.

1. **Opening of the session**
2. **Adoption of the Agenda (UNESCO/BIE/C.64/1/Prov.) and of the Annotated Agenda (UNESCO/BIE/C.64/1/Prov. + Add.)**
3. **Report on activities and budget 2014 (UNESCO/BIE/C.64/2)**
4. **Acceleration of progress on the IBE Centre of Excellence Strategy**

Wednesday 28 January 3 p.m. – 6 p.m.

5. **Proposed programme of activities and budget 2015 (UNESCO/BIE/C.64/3)**

Thursday 29 January 10 a.m. – 1 p.m.

6. **Draft Revised Statutes (UNESCO/BIE/C.64/Inf.3)**
7. **Draft Revised Rules of Procedure (UNESCO/BIE/C.64/Inf.4)**
8. **Use of the Arabic language in the Steering Committee and the Council meetings**

Thursday 29 January 3 p.m. – 6 p.m.

9. **Discussion on timely preparation for the ICE**

Friday 30 January 10 a.m. – 1 p.m.

10. **Dates for the 65th session of the Council**
11. **Any other business**
 - Periodic briefing by the President of the IBE Council to the Director General
 - Strengthening strategic collaboration among Category I Institutes
12. **Adoption of the Decisions of the 64th session (UNESCO/BIE/C.64/Decisions/Prov.)**
13. **Closing of the 64th session**

PROVISIONAL ANNOTATED AGENDA

The 64th session of the IBE Council will take place at the International Bureau of Education of UNESCO, 15 route des Morillons, 1218 Le Grand-Saconnex, Geneva.

The session will begin on Wednesday 28 January 2015 at 10 a.m. and is scheduled to end on Friday 30 January 2015 at 1 p.m.

The working timetable will be as follows: Wednesday 28 and Thursday 29 January from 10 a.m. to 1 p.m. and from 3 p.m. to 6 p.m.; and Friday 30 January from 10 a.m. to 1 p.m.

Wednesday 28 January from 10 a.m. to 1 p.m.**1. Opening of the session**

The session will be opened on Wednesday 28 January at 10 a.m. by H.E. Prof. Godswill Obioma (Nigeria), President of the IBE Council.

2. Adoption of the Agenda and of the Annotated Agenda

DOCUMENT : UNESCO/BIE/C.64/1/Prov/Rev.+ Add.

The draft has been prepared jointly by the President of the IBE Council and the IBE Secretariat. In conformity with its Rules of Procedure (Section IV, Rule 4, § 5), "*After the adoption of the agenda, the Council may, in the course of a session, alter the order of the agenda items or add or delete items. A two-thirds majority of the members present and voting shall be required for the addition or deletion of an item in the course of a session*".

Draft decisions in Document: *UNESCO/BIE/C.64/Decisions/Prov.*

3. Report on activities and budget 2014

DOCUMENTS: UNESCO/BIE/C.64/2 Report of the Director and UNESCO/BIE/64/Inf.2 Pre-Final Accounts 2014.

- The Director will present the salient points of the Report on activities in 2014, focusing on the evidence of their impact.
- The Council will discuss the Report of activities held in 2014.
- The Director and/or the Senior Managers will reply to the Council's questions.
- The Council will proceed to approve the Report of activities 2014.
- The Council will take note of the Pre-Final Accounts 2014 and delegate to the Steering Committee the formal approval of the Certified Accounts 2014.

Draft decisions in Document: *UNESCO/BIE/C.64/Decisions/Prov.*

4. Acceleration of progress on the IBE Centre of Excellence Strategy

The Director will present the draft endorsed by the Steering Committee (September 2014) for accelerating the progress towards the operationalization of the CoE Strategy and on all recommendations made by the Steering Committee to report to the Council. Specifically, the Director will provide insights into the three programme areas and the six operational focus areas and how they map to the C/5.

The Council will be invited to:

- (i) note and approve the recommendations on the six core initiatives;
- (ii) discuss the progress made on the operationalization of the CoE Strategy;
- (iii) note the actions taken by the President of the IBE Council and the Director of the IBE in making a strong case for the reclassification of the post of head of the programme area of Innovation and Leadership in Curriculum and Learning.

Draft decisions in Document: *UNESCO/BIE/C.64/Decisions/Prov.*

Wednesday 28 January from 3 p.m. to 6 p.m.

5. Proposed programme of activities and budget 2015

DOCUMENT: UNESCO/BIE/C.64/3

- The Director will present the proposed programme of activities and budget for 2015 with an enhanced focus on results and impact as requested by the Steering Committee.
- The Council will discuss the proposed programme for 2015.
- The Director and/or Senior Programme Staff will reply to the Council's questions.
- The Council will proceed to approve the proposed programme of activities for 2015.
- Approval of the Appropriation Resolution for 2015.

Draft decisions in Document: *UNESCO/BIE/C.64/Decisions/Prov.*

Thursday 29 January from 10 a.m. to 1 p.m.

6. Draft Revised Statutes

DOCUMENT: UNESCO/BIE/C.64/Inf.3

The Director and/or the Senior Programme Staff will present the Draft Revised Statutes to address several amendments requested to be tabled at the Council meeting by the Steering Committee

The Council will be invited to discuss the document.

Draft decisions in Document: *UNESCO/BIE/C.64/Decisions/Prov.*

7. Draft Revised Rules of Procedure*DOCUMENT: UNESCO/BIE/C.64/Inf.4*

The Director and/or Senior Programme Staff will present the Draft Revised Rules of Procedure to address several amendments requested to be tabled at the Council meeting by the Steering Committee.

The Council will be invited to discuss the document.

Draft decisions in Document: *UNESCO/BIE/C.64/Decisions/Prov.*

8. Use of the Arabic language in the Steering Committee and the Council meetings

The Director will report on progress toward regularizing the use of the Arabic language in the Steering Committee and the Council meetings

Thursday 29 January from 3 p.m. to 6 p.m.**9. Discussion on timely preparation for the ICE**

The Director will introduce the discussion on timely preparation for the ICE.

The Council will be invited to exchange views on this subject.

Draft decisions in Document: *UNESCO/BIE/C.64/Decisions/Prov.*

Friday 30 January from 10 a.m. to 1 p.m.**10. Dates for the 65th session of the IBE Council**

The Council will be invited to establish the dates of the 65th session of the Council and the meeting of the Steering Committee in summer 2015.

11. Any other business

- Periodic briefing by the President of the IBE Council to the Director General
- Strengthening strategic collaboration among Category I Institutes

12. Adoption of the Decisions of the 64th session*DOCUMENT: UNESCO/BIE/C.64/Decisions/Prov.*

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

- review the texts of the draft Decisions of the 64th session;
- adopt them;
- request the IBE to publish the text by the beginning of March 2015.

13. Closing of the 64th session



UNESCO/BIE/C.64/2
Geneva, 18 December 2014
Original: English

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

REPORT ON ACTIVITIES AND BUDGET 2014



3



International Bureau of Education

A 90 Year Quest for Excellence in Education !



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I. Introduction to the IBE Expected Results

Introduction to the IBE

As the UNESCO Institute specializing in curriculum, the International Bureau of Education (IBE) collaborates closely with Member States and partner institutions to enhance the effectiveness of student learning by promoting and supporting excellence in curriculum processes and products as well as in learning and assessment processes. To accomplish this, the IBE defines its strategic objectives as:

- Enhancing the capacities of Member States in the design, development and implementation of sound curriculum processes;
- Supporting curriculum innovation, reform and revision initiatives; and
- Developing a sound knowledge base to inform evidence-based decision making and practices in curriculum, learning and assessment.

Furthermore, through its activities and initiatives the IBE aims to reinforce networks and partnerships that strengthen international, regional and sub-regional cooperation in the fields of curriculum, learning and assessment.

In support of UNESCO's vision of education for peace and sustainable development, the IBE focuses its efforts on effectively promoting the integration of key competencies, knowledge, and values into the curriculum that contribute to creating peace in the minds of children and encouraging action toward equitable and sustainable development and global citizenship education, paying special attention to post-conflict, post-disaster and poverty-stricken countries.

The curriculum shapes the way teaching, learning and assessment is organized by addressing questions such as what students should learn, why, when and how, as well as how is learning assessed. The IBE, in its work, addresses all aspects of the curriculum development process, helping Member States to align the design of curriculum frameworks and syllabi, teaching and learning materials, teacher education and professional development programmes, curriculum implementation processes, evaluation and assessment. A relevant and quality curriculum together with effective curriculum development processes are of prime importance in achieving quality teaching and ultimately, quality student learning.

The IBE equally recognizes that the effectiveness and ultimate impact of curriculum processes is heavily dependent on other elements of an education system such as: the physical and psychosocial environment within which curricula are implemented, teachers who are to implement curricula, and assessment to verify the effectiveness of curricula implemen-

tation. The IBE therefore adopts a systemic approach to the improvement of the quality of education and learning. Curriculum development processes are influenced both by local needs and broader, transnational trends and models. Likewise, policy makers, curriculum developers and teachers are faced with a range of complex issues related to the 'what' and 'how' of teaching and learning in this rapidly changing world. The IBE assists Member States by providing a comprehensive international perspective on curriculum trends, issues and approaches, while prioritizing the needs of local and national stakeholders and working to develop an effective and sustainable balance between core education function, responsiveness, integration, customization and innovation in curriculum design and development. The Institute pursues a long-term vision in its work and emphasizes an integrated service delivery approach by combining capacity development initiatives with technical advice and evidence-informed dialogue in order to most effectively and holistically address Member State needs.

Expected Results for the IBE 2014-2017 (37 C/5)

The expected results that drive IBE activities planned for 2014-2017 have been defined taking into account the Main Lines of Action (MLA) of UNESCO Major Programme I, the strategic goals and actions set out in the IBE Strategy & Programme of Work 2012-2017 as well as the Strategy aimed at making the IBE a Centre of Excellence in curriculum.

Main Lines 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 sound curriculum processes enhanced, and curriculum innovation, reform and revision initiatives supported

IBE Expected Result 1a*: Strengthen Member States' capacity to analyze and address systemic constraints to their equitable provision of quality and development-relevant education and learning

Main Lines 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 implemented

* This expected result was mainstreamed into the work of 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

The IBE has a strong comparative advantage in curriculum-related matters and focuses on strengthening Member States' capacity to achieve desired learning outcomes by providing technical support, capacity development, access to relevant knowledge and technical support in comprehensive curriculum development processes.

To ensure a rights-based approach that respects and responds to the specific socio-cultural and economic needs of Member States, the IBE offers customized capacity development courses and workshops that focus on the particular competencies that policy-makers, curriculum developers, teacher educators and practitioners require to lead processes of curriculum development and reform in their own contexts.

Furthermore, the IBE maintains a long-term support vision and provides demand-driven, tailored policy advice and technical support to countries involved in processes of curriculum innovation, change and management, with a special focus on post-conflict, post-disaster and in-transition countries engaged in comprehensive, system-wide curriculum development processes. Specifically, the IBE will focus on enhancing learning at all levels by supporting the formulation, adoption and revision of policy and curriculum documents that take into account the importance of developing competencies, inclusiveness, gender equality, fundamental skills such as literacy, and promoting peace, human rights and education for sustainable development.

These initiatives also involve the development of teaching and learning tools and materials. Partnering with Member States, academic institutions and local, national and international organizations, the IBE will continuously improve these materials to offer the most up-to-date, relevant and quality resources.

IBE capacity development and field interventions are contributing to curriculum gaining prominence in education systems. Countries are aware of and more sensitive to the role of curriculum leadership and innovation in the development of human capital and in forging inclusive development. They are also more aware of the curriculum expertise and support services that the IBE can offer to strengthen the capacities of ministries of education. Several countries have embarked on curriculum reform processes involving the IBE (see examples in "Impact and Evidence" sections below).

Cutting-edge training: the Diploma in Curriculum Design and Development

Since 2010, the IBE has been offering an accredited Post-graduate Diploma in Curriculum Design and Development partnered with UNESCO Offices, universities and institutes of education. The Diploma currently targets countries in Sub-Saharan Africa and Latin America and the Caribbean, supporting Member States' leaders in curriculum development. The course is tailored to fit regional and national needs and allows participants to gain new perspectives through an informed consideration of comparative advantages of different possibilities and strategies. The IBE plans to continue enhancing the Diploma course in the two regions and expand its reach to the Arab states and Asia and the Pacific.

(1) Diploma courses implemented

2013 Diploma Cohorts:

In total, 115 specialists from 31 countries participated in the Diploma on-line sessions in Sub-Saharan Africa and in Latin America and the Caribbean (LAC).

In Latin America and the Caribbean, 40 specialists (55% female and 45% male) attended the training. Participants were from 7 countries: Chile, Ecuador, Haiti, Mexico, Peru, Uruguay and Germany. As of November 2014, 20 students have graduated.

In Africa, 75 specialists (41% female and 59% male) attended the course. Participants were from 22 African countries – Botswana, Burkina Faso, Burundi, Cameroon, Democratic Republic of Congo, Ethiopia, Gambia, Ghana, Kenya, Lesotho, Niger, Rwanda, Senegal, Seychelles, South Africa, South Sudan, Swaziland, Togo, Tunisia, Uganda, Tanzania, and Zambia – as well as from Finland and USA. As of November 2014, 62 students have graduated.

2014 Diploma Cohorts:

In Latin America and the Caribbean, 39 specialists (54% female and 46% male) have completed the face-to-face session (September 2014) and they are currently attending the on-line session. Participants hail from 10 countries: Bolivia, Costa Rica, Colombia, Dominican Republic, El Salvador, Guatemala, Mexico, Paraguay, Peru and Uruguay.

In Africa, the Diploma face-to-face session initially planned for November 2014 was postponed to 2015 (tentatively March) due to the ongoing Ebola Virus Disease (EVD) outbreak in West Africa.

(2) Diploma materials developed

The Diploma core material – Curriculum Resource Pack (CRP) version 2013 – has been published in Arabic (following its publication in English, French and Spanish). It includes a conceptual framework, a vast array of training activities, resources and more than 200 case studies worldwide. In addition to the CRP, the IBE has produced a Diploma Reader and a set of presentations (2014 versions) on curriculum design and development (e.g. competencies-based approaches).

Two new thematic training modules are now available in English, French and Spanish:

1. Developing and Implementing Curriculum Frameworks
2. Personalized Learning

The thematic training module on Inclusive Student Assessment (available in English) is in the final editing stage.

(3) Participant profiles and feedback analyzed

The eight Diploma cohorts in the two regions (LAC and Africa) from 2010 and 2014 gathered 348 participants (55% female) from 57 countries. Participants are mainly curriculum specialists, supervisors, principals, teachers and teacher trainers, covering different age groups (42% between 41 and 50 years old). Overall, 96% of the participants were positive about their experience during the Diploma training. Ninety-two per cent agreed that their competencies on curriculum design and development have been strengthened.

(4) Diploma Alumni Network launched

A Diploma Alumni Network has been launched for graduates across regions to promote inter-regional exchange about international curriculum trends and issues, as well as to build upon the knowledge and skills developed through the programme in a sustainable manner. Thirty-five graduates have joined and exchange has begun online.

(5) Planned expansion of the Diploma programme to the Arab Region

The basic profile of a Diploma proposal for the Arab region has been elaborated. Preliminary discussions are taking place with potential partners including the Ministry of Education of Oman, Sultan Qaboos University (SQU) and Arab Open University (AOU), who expressed their interest in hosting the Diploma at the regional level. The IBE is currently awaiting confirmation from the potential host countries.

(6) Upgrading the Diploma programme to master's level foreseen

Building upon the developments and lessons learned from the 2010-2014 LAC Diplomas, the IBE will move a step forward by forging a consortium of Latin American and Caribbean universities to offer a master's in Curriculum and Learning embedded in the post-2015 educational agenda.



Face-to-face session, 2013 LAC Diploma



Face-to-face session, 2013 Africa Diploma

Impact and evidence

Leadership for curriculum improving

Alumni of the Diploma in Curriculum Design and Development are supporting their countries in implementing processes of curriculum renewal. For instance, they have successfully:

- led integration of inclusive education into the curriculum of Colombia;
- managed curriculum reform at upper-secondary educational level in the Dominican Republic;
- integrated Kiswahili language into the curriculum in Ugandan primary schools; and
- delivered teacher training workshops in Peru.

The Diploma has contributed to participants' professional development. A number of graduates have been promoted to leadership positions (e.g. in Benin, Dominican Republic, Haiti, Gambia, Ethiopia, Uganda, as well as within UNESCO).

Curriculum gaining prominence in education systems

In 2014, the Council of Pre-primary and Primary Education (CEIP) of Uruguay mandated 15 Diploma graduates to discuss and inform the axes of educational policies 2010-15 and projection 2015-2020, with regard to curriculum issues such as: diversity, new school model, instructional-pedagogical time, teacher professional development and art syllabus

(music, theatre, literature, visual and plastic arts).

In 2014, the Ministry of Education of Haiti created the National Commission of Curriculum Reform inviting Diploma graduates to redesign the Pre-primary, Fundamental, Secondary and Vocational Education curricula in light of the country's emerging political orientations and socio-educational needs.

IBE intellectual leadership in curriculum training enhanced

The successful implementation of eight Diplomas in Sub-Saharan Africa and Latin America and the Caribbean since 2010 has strengthened the IBE's intellectual leadership in curriculum training and as a Centre of Excellence (CoE) in curriculum, combining international, comprehensive and sustainable approaches to capacity development in the field of curriculum. The increasing satisfaction of participants with the course, compared to previous years, speaks to the IBE's improved ability to respond to the needs of MoE trainees.

Challenges and responses

The main challenges relate to sustainability and expansion of the Diploma model for capacity development:

- Assessing Member States' needs for post-training interventions in implementing curriculum programmes in basic, youth and teacher education;
- Serving all UNESCO regions;
- Tracking and reporting impact in the medium to long-term;
- Resource sustainability.

In order to address these challenges, efforts have been made, and will be sustained to:

- Follow up and respond to countries' needs for post-training technical assistance in curriculum reform through trainees, their institutions, UNESCO Field Offices;
- Explore further development with potential partners in other regions, in particular universities, ministries of education, UNESCO Headquarters and Field Offices;
- Identify more evidence of impact by more extensively using evaluation results received from Diploma graduates;
- Strengthen collaboration in fundraising activities, including cost-sharing proposals and arrangements among programme donors, UNESCO Field Offices, GPE, other UN agencies, MoEs, participants' employers, participants themselves, as well as submission of grant proposals (Hamdan Foundation, OFID, UNESCO Complementary Additional Programme, etc.).

Improving learning outcomes in reading in early grades in Africa with the Global Partnership for Education

In 2014, the IBE began a three-year project, "Learning outcomes in reading in early grades: integration of curriculum, teaching, learning materials and assessment." Sponsored by

the Global Partnership for Education (GPE), the project aims to support the Ministries of Education in Burkina Faso, Niger and Senegal in their efforts to improve student reading outcomes during the first three years of primary school.

During the first year of the project, the IBE worked with partners to implement several key activities:

Firstly, the Institute organized three preparatory missions to Burkina Faso, Niger and Senegal to develop memoranda of understanding and partnership agreements with each Ministry of Education.

IBE Curriculum Specialists then proceeded to collect over 200 documents (syllabi, textbooks, pilot initiatives in reading, assessments, etc) in order to analyze the reading curriculum for each country.

Next, three field missions (one per country) were organized, during which 36 reading lessons were observed in urban and rural/public and private schools across different regions of Burkina Faso (Ouagadougou and Koudougou), Niger (Dosso, Maradi and Niamey) and Senegal (Dakar, Kaffrine and Luga). The IBE team interviewed 34 directors of primary schools and 72 teachers and conducted 6 focus groups with teacher educators from the teacher training centers.

In line with these efforts, an international comparative study and national reading curricula analyses integrating the documentary and field research were then produced, analyzed and shared with the three country partners as well as the International Organization for the Francophone countries, the French Development Agency, UNICEF, national and international experts during two international meetings, and NGOs:

Expert meeting on reading (Geneva, Switzerland, 25-27 June 2014) to share information and initial results of the international and national analysis (24 participants from the Ministries, universities and NGOs) and to collaborate with partners in order to tailor the project to the needs of Burkina Faso, Niger and Senegal.

Regional seminar on teaching to read in Burkina Faso, Niger and Senegal (Dakar, Senegal, 20-24 October 2014) to share results of the international and national analysis (65 participants) and to refine the report before its validation. During this seminar, three national action plans were produced by the Ministries with the technical support of the IBE.

Based on the results of the international and national reports, the three project national teams designed an action plan focused upon capacity building for teachers and teacher trainers. As the first activity of the implementation of these plans of action, one national workshop in each country has been held (Bobo Dioulasso, Niamey and Dakar, December 2014 and January 2015).

Through the project, the IBE also offered nine education experts (representatives of the Ministries of Education) from Burkina Faso, Niger and Senegal training through the Diploma to increase their understanding and competencies in curriculum design and development.



Impact and evidence

Knowledge base on reading pedagogy expanded, both for the IBE and the Ministries of Education

The IBE reinforced its expertise in reading curriculum by conducting national and international diagnostic studies that identified the requisite elements to improve reading outcomes in each of the project countries. This research encompassed two complementary components, an international comparative analysis of successful initiatives in reading, as well as an analysis of the national curricula of the three countries involved in the project. Building on a wide range of curricular documents (more than 200) and the observation of reading teaching practices in the classroom (36), as well as interviews with the directors of schools (36) and teachers (72), an international expert meeting and seminars (2), the report produced (220 pages) constitutes a solid authority, enabling the Ministries of Education in Burkina Faso, Niger and Senegal to increase their knowledge on the issue and make informed changes to their curriculum.

Analytical capacities of three Member States enhanced

As part of the project, the education ministries of the three countries have developed action plans to improve learning outcomes in reading during the first three grades of primary school using the recommendations of the international comparative analysis and national assessments and inputs from ongoing pilots on early literacy. As a direct result of the report's recommendations, the three countries decided to focus their efforts on the training of teacher trainers and teachers.

In addition, nine Ministry representatives successfully completed the Diploma in Curriculum Design and Development.

Technical partnerships created

During the first year of project implementation, the IBE has established formal partnerships with the University of Geneva (Switzerland) and three national researchers from the Universities of Abdou Moumouni (Niger), Koudougou (Burkina Faso) and Cheick Anta Diop (Senegal) towards collaboration on the research component of the project.

During 2014, alliances with other development agencies such as OIF (Organisation internationale de la Francophonie) and AFD (Agence française de développement) were also solidified through the project.

Challenges and responses

One of the main challenges cited included ensuring that ministries of education understand the importance of curricular alignment throughout their education systems. Experience demonstrates that this is not always the case as ministry sections tend to work in silos, without strong coordination between curriculum departments, teacher training institutes and assessment bodies. The project has made considerable progress in initiating collaborative meetings between a range of actors involved in the curriculum and teacher education processes. We expect this progress to be consolidated as the project ensues.

A situation of unrest in South Sudan has prevented the Ministry of Education from advancing on its official intent to join the initiative as the fourth beneficiary country. South Sudan's Ministry of Education was not able to take advantage of the three grants offered to be trained through the Diploma in Curriculum Design and Development. While the IBE submitted three alternative countries to replace South Sudan to the GPE Secretariat of the Global and Regional Activities Program, they were not accepted. Thus, a request to redirect the funds initially allocated to South Sudan to the three other project countries, Burkina Faso, Niger and Senegal, has just been submitted to GPE Secretariat.

Finally, the unstable political situation in Burkina Faso in November and December 2014 required rescheduling the mission planned for December 2014 to January 2015.

Cross-cutting issues in curriculum

Repositioning curriculum in education

In Uruguay, the IBE is a partner of the UN "Delivering as One" programme. Within this framework, the IBE participated in the development of the Country Programme Action Plan 2013-2014. In particular, the IBE facilitated a series of policy dialogue meetings with the view to discuss and reach con-

sensus on an education reform agenda for the period 2015-2025. The document "Inputs to a Long-Term Political and Social Agreement on Educational Proposals and Policies: 2015 Onwards" includes the implementation of a curriculum framework for ages 4-14.

In the Republic of Côte d'Ivoire, the IBE participated in a Consultative and Technical Meeting organized by UNESCO Abidjan (April 2014) to develop a joint UNESCO proposal for developing the capacity of the country's education sector.

In Argentina, the IBE facilitated the meeting "Areas of Debate about the Curriculum for the XXI Century" organized by the Province of Cordoba (Argentina) and Catholic University of Cordoba (UCC). The meeting gathered together 100 educationalists, mainly Ministry of Education curriculum teams, supervisors, principals, teachers' trainers and teachers.

Citizenship education

In the Kingdom of Bahrain, through the request of the Ministry of Education and within the framework of the cooperation agreement with the IBE on a Technical Assistance Project 2012-2017, the IBE developed a proposal on supporting citizenship and human rights education in Bahrain. The proposal has been finalized and will be followed up for signing and implementation in early 2015 focusing on training teachers and school activities to support citizenship education curriculum.

The IBE produced the project proposal "Global Citizenship Education Across Curricula: Giving Effect to the Construct" and submitted it to several partners including the Collège Universitaire Henry Dunant (Geneva), the Gulf Arab States Educational Research Center (GASERC, Kuwait City) and the Asia-Pacific Centre of Education for International Understanding (APCEIU, Seoul, Republic of Korea). There is an initial commitment from APCEIU to finance the IBE production of guidelines for global citizenship education (GCED) curriculum development.

Inclusive Education

The UNESCO Division of Teaching, Learning and Content (ED/TLC) and the IBE co-organized the International Expert Meeting "Moving Towards Inclusive Approaches to Learning: Addressing Learners' Diverse Expectations and Needs" which gathered together 30 inclusive education experts from all UNESCO regions. The IBE contributed to the meeting's concept note, agenda (speech on "Core Ideas on Inclusive Education: An Evolving Perspective"), facilitation and roadmap to strengthen UNESCO leadership on issues of inclusion.

The IBE coordinated the production of the Inclusive Educa-

tion Booklets for schools in the Arab Region: "Promoting Inclusive Education, a School Development Guide" and "Developing Inclusive Classrooms, a Guide for Teachers" validated by the Ministries of Education of the Gulf Arab States Educational Research Center (GASERC) Member States (Bahrain, Kingdom of Saudi Arabia, Kuwait, Oman, Qatar, United Arab Emirates and Yemen). The IBE has submitted a project proposal to GASERC, focusing on the application of the booklets in schools.

In Colombia, the IBE supported the development and finalization of an Inclusive Education Policy Framework, in partnership with the Ministry of Education of Colombia and the Foundations "Empresarios por la Educación (EXE) and "Sal-darriaga Concha". In 2014, the Policy Framework was further disseminated at national and regional events where the IBE participated as a keynote speaker.

The IBE has joined efforts with the Special Olympics Committee in preparing a grant proposal (USD 3.87 million for a three year period) to promote inclusive education and make resources / tools available at the country level to implement inclusive education. The proposal is being discussed with potential partners.

Conflict-sensitive planning, programming and curriculum in conflict-affected and fragile states

The Protect Education in Insecurity in Conflict (PEIC)¹ team requested IIEP and IBE technical input to support the development of resource packages in planning and curriculum for MoE planners and curriculum/textbooks/teacher training specialist staff, in at-risk or conflict-affected countries. The project aims to help MoEs to integrate learning to live together, conflict and disaster risk reduction dimensions into the education system. The resources produced are intended primarily to assist ministries of education and international practitioners who support their work.

The curriculum package provides a synthetic and reader-friendly overview of key issues for policy-makers and managers (curriculum process, textbooks, teacher training, assessment, etc.). The IBE supported the process of defining the booklets' objectives and content (organization of a technical workshop gathering experts and practitioners working in education in emergencies/conflict sensitivity issues at the IBE in March 2014 and several rounds of booklet revision). In addition, the IBE helped with the researching of targeted resources and is currently providing last guidance and comments on the final versions of the booklets that are expected in January 2015.

¹ The Protect Education in Insecurity in Conflict (PEIC) is an education programme that is funded by the Education Above All Foundation, a Qatari foundation.

HIV & AIDS

The IBE produced a teaching guide for the development of competencies in education of reproductive health, HIV and AIDS for teachers and teacher trainers in order to contribute to a comprehensive response to HIV and AIDS in the framework of UNESCO's strategy and EDUCAIDS. The development of the tool was based on the results of the teaching and learning materials evaluation on Sexuality and HIV&AIDS Education in the African CEMAC countries (Cameroon, Central African Republic, Chad, Congo, Gabon and Guinea) and contributes to the improvement of the competencies development linked to priority contents in HIV/AIDS education.

This Guide is the product of a solid cooperation with the Regional office in Yaoundé that started with IBE assessment of the six CEMAC countries HIV&AIDS curricula. Its production required the implementation of two training and development workshops, one in Yaoundé (August, 2013), and the other in Douala (November, 2013). It also included several revisions and rewritings of the text as well as ongoing exchanges with the UNESCO Yaoundé office team, the delegations of the Ministries of Education of Cameroon, Congo and Chad throughout the development process.

The Yaoundé regional UNESCO office pre-tested the contents of the Guide in September 2014. It is now being used to train 1,000 teachers in Cameroon as part of an ongoing project with UNFPA. The training will run in 78 schools in two regions of the country.

Impact and Evidence

Curriculum gaining prominence in education systems

In Uruguay, the education reform agenda for the period 2015-2025, "Inputs to a Long-Term Political and Social Agreement on Educational Proposals and Policies: 2015 Onwards" includes the implementation of a curriculum framework for ages 4-14.

Member States' capacities enhanced to develop and implement inclusive education policy frameworks

The Ministry of Education of Colombia developed and is implementing the inclusive education policy framework at the national and local levels.

Challenges and responses

Ensuring systemic approaches and interventions to support countries is one challenge the IBE is encountering. Countries are increasingly recognizing and supporting a comprehensive understanding of quality education, entailing a holistic vision of the educational system and its visualization as a facilitator of learning opportunities. Also countries are more aware of the limits of piecemeal interventions. In light of these situations, the IBE should further broaden its vision of technical assistance linking the discussions and interventions on curriculum issues to other critical components of the educational system, and making a strong case towards the understanding of curriculum as a powerful tool to respond to national development aspirations and to provide life-long learning opportunities, going hand in hand with educational policies and planning. Moreover, curriculum issues are gaining more relevance as related to a vast array of education and learning issues, especially in the post-2015 educational agenda.

Another main challenge of country-level support and collaboration relates to Ministries/partners or donors' delayed decisions on implementing project proposals. To address this challenge, efforts have been, and will be sustained to: ensure a close follow-up with Ministries/partners or donors more centred on refining the strategies and expected processes and outcomes; and explore new schema of project implementation engaging key partners and stakeholders from the outset in backing the sustainability of the proposal and in the decision making process.

III. IBE Expected Result 1a:

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

Developments of the General Education Quality Diagnosis Framework (GEQAF)

During the biennium 2012/2013 and the first semester of 2014, a total of ten countries (Armenia, Botswana, Egypt, Gabon, India, Kingdom of Saudi Arabia, Oman, Peru, Seychelles, and South Africa) applied the GEQAF to analyze and identify critical systemic impediments that prevent them from providing high quality general education to their learners and to do so equitably, sustainably and affordably (Phase I). This is well above the five to seven countries that UNESCO HQ initially agreed would be adequate for the biennium. Nine country reports have been prepared and received. The last report from the Kingdom of Saudi Arabia is pending.

In addition to the ten countries participating, five more countries (Bahrain, Belarus, Chile, Kuwait and Iran) have indicated their commitment to apply the GEQAF. Therefore, in total, we would have 15 countries applying the GEQAF in 2014-15. Other countries such as Colombia and Brazil have expressed interest but not at the Ministerial level.

The GEQAF has been translated into seven languages and most of the costs have been covered by Member States. In Phase II the results from the analyses are to be used to design implementable interventions that address identified constraints. The roadmap for Phase II has been discussed and validated by ten countries at the GEQAF meeting in Riyadh (March 2014), organized by the Ministry of Education of the Kingdom of Saudi Arabia and UNESCO HQ. The roadmap contains steps of activities, executors, requirements, deadlines, comments and alerts with regard to the implementation process. Egypt and Saudi Arabia have started the phase of implementation while Botswana and Seychelles are ready to initiate. At the meeting, country representatives agreed that the Saudi Arabia would be the Focal Point for GEQAF and co-coordinate Phase II alongside UNESCO. Likewise, it was agreed that the UNESCO Category II Institute for General Education Quality, based in Riyadh, will set up and host a platform for systemic monitoring of progress in improving the quality of education and of learning, with a focus on qualitative indicators to follow-up GEQAF developments. Countries' representatives expressed their commitment to support the elaboration and collection of indicators.

On behalf of GEQAF countries, Saudi Arabia representatives presented recent developments and the envisaged roadmap at the International Convention on the Science of Learning and How it Can be Applied to Improve the Facilitation of

Learning, hosted by East China Normal University in Shanghai (March 2014). The meeting further agreed that to strengthen GEQAF implementation, stronger institutional ties with the research community should be established to bridge gaps between research findings, policies and practices.

As embedded in the roadmap agreed upon by country representatives for GEQAF Phase II, the IBE is holding bilateral meetings and workshops with countries in order to further prepare and start the implementation of intervention plans within the 2014-15 timeframe. In particular, in Egypt, the Ministry of Education and the IBE launched Phase II (November 2014) identifying core challenges and outlining interventions for each of the 15 analytical tools, covering key aspects of education in line with the country's Vision 2030 (inter-sectorial approach common to all Ministries), the National Strategic Plan (NSP 2015-25) and the MoE policies. These challenges and interventions are informing the development of the sectorial investment programme 2015-25, led by the GEQAF Focal Point and Assistant Minister for Development & Quality with the support of the UNESCO Office in Cairo and the IBE. It is expected that the investment programme, tentatively entitled "Investing in Education to forge an inclusive sustainable society", will be presented to donors and related institutions at the Economic Conference called by the President of Egypt (scheduled for March 2015).

Impact and Evidence

Analytical capacities of Member States enhanced

The GEQAF developments are contributing to rethinking the modalities of providing support to Member States through comprehensive and systemic interventions. Firstly, GEQAF pursues strengthening the capacities of Ministries of Education to undertake a robust analysis of their education systems themselves so as to develop the agility to identify constraints and to address them in a timely manner.

South-South cooperation and sharing of expertise facilitated

GEQAF encourages South-South cooperation, mobilization of expertise and the sharing of experiences among regions. For instance, experts from India who received UNESCO training co-facilitated the application of GEQAF in Oman and South Africa, and experts from Oman co-facilitated GEQAF in Seychelles. GEQAF has provided opportunities for partner countries to identify and share common challenges.

Broadened technical partnerships

GEQAF promotes broadened technical partnerships attracting organizations that are keen to work on education quality

at a system level. They include the RTI and NSF in Washington, OECD and CISED in Moscow, NCERT in India, Casual Links in Boston, Tasghighi University, Hong Kong University, and most importantly, Ministries of 16 Member States.

Challenges and Responses

The experience gained from Phase I shows that effective facilitation of learning remains a huge and complex challenge. Ministries ought to be supported to address this challenge. Much of the on-going support, coming from the international community, seems to focus more on measuring learning outcomes rather than on systemic and systematic facilitation of learning. For this reason, the second core part of Phase II

lies in strengthening education systems' capacities to provide effective learning opportunities and to facilitate learning.

To address these country concerns it is critical to have dedicated follow up with countries from the side of UNESCO. To address this issue, the IBE has recruited a P4 to provide technical support and the necessary follow-up.

There is also a need to diversify the resource base to ensure sustainability of the GEQAF work. One way this challenge is being addressed is through self-financing by partner countries.

III. IBE Expected Result 2

A sound knowledge base to inform evidence-based decision making and practices in curriculum, learning and assessment implemented

The IBE supports Member States in addressing the increasingly complex challenges that education systems encounter in the equitable provision of quality education and effective learning opportunities, by serving as a knowledge broker – gathering and sharing the latest and most relevant knowledge and expertise on curriculum policy and practices globally.

The main objective is both to consolidate existing processes for the production, brokering and sharing of knowledge and research, and to enhance and expand these processes as part of the IBE's strategy as a centre of excellence in curriculum, to the end of enabling innovative and effective curriculum policy and practice.

The Clearinghouse and Information services continuously update and enhance the IBE knowledge base on curriculum development and reforms around the world and on learning. The Curriculum Research and Policy Development services strengthen collaboration with university-based researchers and other curriculum research and development institutes and networks to make the latest research conclusions, good practices, policy developments and trends in the field accessible to leaders of curriculum innovation and development globally. Developing and making widely accessible the latest research and trends in curriculum will help to inform global debates on education and to support Member States in formulating and implementing policies and practices that are contextually relevant and informed by comparative research.

Clearinghouse and Information Services

IBE Working Papers

During 2014 five working papers have been produced: four under the series 'IBE Working Papers on Curriculum Issues' (WPCI) along with one 'UNESCO Education Research and Foresight (ERF) Working Paper' as a contribution to UNESCO's 'Rethinking Education in a Changing World' initiative (MLA 3 Expected Result 11). The working papers are: The role of curriculum in fostering national cohesion and integration: Opportunities and challenges in Kenya (No. 11); Competency-based curriculum and curriculum autonomy in the Republic of Korea (No. 12); Scotland: Education, curriculum and learning. The strengths, challenges and solutions in lifelong learning (No. 13); Educación ciudadana en América Latina: Prioridades de los currículos escolares (Citizenship education in Latin America: Priorities in school curricula, No. 14, June; English version to be made available in 2015); and Curriculum in the twenty-first century: Challenges, tensions and open questions (UNESCO ERF Working Papers No. 9, made available in English, French and Spanish).

Education for All Global Monitoring Report

Concerning the well-established collaboration with the EFA Global Monitoring Report (GMR) team, a dataset on intended instructional time using IBE and UIS data was prepared for the EFA GMR 2015. The IBE also assisted in cross-checking and providing several additional inputs provided to the draft 'Global overview of national learning assessments undertaken between 1995 and 2014' that will be included in the GMR 2015. Comments and recommendations were also provided to the draft report of the Senior Experts' Group 'Rethinking Education in a Changing World.'

Alerts and Documentation Services

A total of 25 alerts, four digests and three thematic alerts (on global citizenship education and on assessment, along with a revised thematic alert on conflict and education) have been produced and disseminated. In order to ensure that the IBE alerts and digests are providing the service for which they were designed, a user survey was conducted in April. It included questions related to the usefulness of the service, its presentation, format, and contents, as well as the information needs that it could satisfy. The results of the survey, like the previous ones, have provided very positive rate of feedback. Alert services were highly rated by respondents (mainly 'excellent' or 'good'), particularly the bi-weekly alerts: the total of 'excellent' and 'good' ratings amounted to a positive feedback of 94% for the bi-weekly alerts, 79% for the quarterly digests and 81% for the thematic alerts. The majority of respondents agreed that the alert services help them to: "be aware of current education trends"; "find information they need for their work"; "keep informed about ongoing curriculum developments"; "discover recent curriculum developments"; and "manage information overload." Some 43% of respondents use the materials in the alerts to support their work, 34% for personal learning and development, and 19% as a source of information that influences their organizational strategy.

In terms of enquiries, the Documentation Centre responded to more than 390 requests.

IBE Curriculum Collection and IBEDOCs

The online Curriculum Collection has been further enriched and now provides access to some 1,500 curricular materials (including about 150 curriculum frameworks) from 106 countries. Concerning the IBE online catalogue IBEDOCs, 420 new records were catalogued (of which 320 are part of the Curriculum Collection) and 300 records were revised.

IBE Historical Textbook Collection

A grant amounting to USD1.18 million was received in 2014 for the first phase of the digitization of the IBE Historical Text-

book Collection from HRH Prince Abdulaziz bin Fahad bin Abdulaziz. The diversity of teaching and learning materials within this collection makes it one of the most comprehensive historical collections with regard to the number of countries, regions and languages represented (i.e. more than 100 different languages and dialects from more than 140 countries around the world). The project's overall purpose is to offer researchers, historians of education, education specialists and the wider international education community easy access to these materials and to preserve them for the generations to come. The IBE started systematizing the material in 2013. A database has been created and it currently contains 20,660 titles that can be searched and filtered by subject, year of publication, language, country, and UNESCO region. An additional estimated 5,000 books are yet to be systematized. The first phase of the project will involve completing the systematization, and digitizing and cataloguing a selection of approximately 4,000 textbooks, including 300 atlases and 200 titles from the 1700s and 1800s. An exhibition of historical atlases and geography textbooks, from the early 1800s to the late 1970s, from all over the world, has been on display at the Documentation Centre since January 2014. A meeting with a team from the internationally renowned Georg Eckert Institute for International Textbook Research (GEI, Germany) was organized at the IBE at the end of October in order to jointly discuss and identify the optimum solutions for digitizing, cataloguing and making a selection of materials from the collection available online. The GEI is also offering access to curricular materials, and the IBE and GEI have complementary strengths in their collections of curricula: the IBE has more curricula from developing countries, while the GEI has more from developed countries. Together the two institutes could provide access to the largest collection of curricula worldwide. Discussions have also started with regard to the possibility of preparing an agreement document that would serve as a framework for future IBE-GEI collaborative initiatives.

IBE Website and Intranet

The IBE website has been migrated and fully integrated into the main UNESCO website since January 2014. It is currently being redesigned and further developed. In total, 36 news items were published in three languages (and in some cases also in Arabic, Chinese and Russian) as of end of November 2014. New tracking tools to assess web traffic have been implemented to provide better and more detailed data. Therefore, from 2014 onwards statistical figures regarding IBE web usage will not be comparable to the previous series 2002-2012. For the period January–October 2014, the number of page views increased by 5.4% compared to the previous year. The total number of users (about 127,000) has remained relatively stable. For the first time users from Mexico have outnumbered those from the United States as the biggest user group, while some Asian countries (in particular India and the Philippines) are becoming more active users.

The most consulted website pages and related downloads of IBE resources continue to be the two most recent editions of the database World Data on Education, the profiles of the Thinkers on Education, the series Educational Practices, as well as the Digital Library of National Reports and IBE Alerts.

For the period January-October, IBE documents and publications accessible through UNESDOC–Paris have been downloaded over 224,000 times, representing a 11% increase compared to the same period in 2013 (202,000 downloads).

Furthermore, the IBE intranet has been completely redesigned and reorganized with a view to becoming a more efficient and effective working tool for the whole IBE team.

Curriculum Research and Policy Development

Journal publication

Prospects is the IBE's journal published quarterly in collaboration with Springer, a leading academic publisher globally. **Four issues** of the journal were published in 2014:

- Issue 169, March: Special issue, "Mobile learning for teacher training and curriculum development"
- Issue 170, June: Special issue, "Skills for inclusive and sustainable development"
- Issue 171, September, Regular issue, including articles on equity, poverty and exclusion in education, and regional foci on Latin America, Africa and Asia
- Issue 172, December, Special issue: "Principles for learning in the 21st century"

Prospects reaches 8,859 institutions and professional organizations worldwide. In 2013 (the latest year for which figures are available), full-text article downloads reached 39,096, reflecting a steady annual increase in the use of the journal, and a 27% increase since 2010.

The IBE is working with Springer to rebrand and to re-focus the journal as the Institute's quarterly review of curriculum, learning and assessment.

A proposal to mobilize resources to translate *Prospects* into Arabic was prepared and submitted to potential funders. Efforts are ongoing to this end.

Five issues of the *International Journal of Educational Development*, the leading journal in the field globally, published by Elsevier, were edited at the IBE, with the IBE identified as its editorial home on the journal's masthead for this period. The journal has since been passed to Vanderbilt

University.

Educational Practices Series

The Educational Practices Series is a series of booklets published by the IBE in conjunction with the International Academy of Education, a global association of leading academics in education that promotes educational research and its dissemination and implementation. This series provides timely syntheses of research on educational topics – specifically to do with policy and practice – of global importance, in a format accessible to policy-makers, school leaders, teachers and other practitioners.

Three issues were published in the series in 2014:

- No. 24: Emotions and learning
- No. 25: Nurturing creative thinking
- No. 26: Facilitating the development of intellect

IBE Studies in Curriculum and Comparative Education

The *IBE Studies in Curriculum and Comparative Education* book series is published by the IBE in conjunction with Sense Publishers. **Four volumes** are in preparation, on topics that include humanitarian education and the curriculum, Cecilia Braslavsky's work on reforming Latin American schools, and inclusive schools and classrooms.

Presentation and publication of research, policy and practice papers

Papers published by the IBE focused on translating research into policy and practice, on topics that included the following: *Complexity theory in education governance: initiating and sustaining systemic change*; *Culture and educational outcomes in 'Confucian heritage' societies in Asia*; *'Best practice' in local development contexts*; and *Putting teaching and learning at the centre of the post-2015 education and development agenda*.

The IBE also co-organized the leading conference in international education and development globally, the UKFIET International Conference on Education and Development in Oxford, on the theme, "Education and Development Post-2015".

Curriculum Innovation: a global report

Two proposals to mobilize resources for the preparation of *Curriculum Innovation: a global report* were prepared and presented to potential funders. The major purpose and intent of the report would be to serve as a resource and an inspiration for curriculum development at the national or sub-national level. It would consist primarily of a systematic distillation and appraisal of major features and trends in curricu-

lum development regionally and globally, by case studies of and insights into good curricular practices globally, by the latest research results in the field, by conceptualizations and definitions of appropriate and high quality curricula, and by practical advice on the development of quality curriculum frameworks. It would be oriented towards those leading curriculum innovation, reform and implementation in UNESCO Member States globally.

Challenges and Responses

Assessing impact

The expected impact of IBE work in this domain includes: improved availability of and access to information on curriculum; and improved visibility of the IBE as a leading resource in the field of curriculum and learning. However, assessing impact is an ongoing challenge that remains to be addressed.

Efficiently and effectively sharing knowledge within the IBE and beyond

Due to outdated IT infrastructure, efficiently and effectively sharing knowledge within the IBE and beyond is a challenge. Currently, we are taking steps to update the ICT platform, streamline the Website, and also submitting grant proposals for support in this area.

Limited Staff Time and Resources

Knowledge brokerage in support of the IBE's function as a laboratory of ideas is resource-intensive with regard both to the calibre of staff and the time required for research analysis, synthesis and dissemination in accessible and policy- and practice-relevant form. It requires a team of senior, mid-ranking and early-career specialists with wide-ranging and in-depth content knowledge of the field – particularly at senior level – and excellent writing and editorial skills throughout.

Undertaking the wide-ranging and substantial research required for the production of *Curriculum Innovation: a global report* depends on considerable financial support for the establishment of a small team dedicated to this project. Two proposals have been prepared to this end.

Deepening focus of publications on IBE mandate

Ensuring the relevance to policy and practice of the IBE's publications is a constant challenge. The journal, *Prospects*, and the IBE's book series, need to be (and are being) thoroughly overhauled and revamped to enhance both their stature in the field and their relevance and utility to policy-makers and practitioners.

IV. Resource Mobilization and Communication

Resource mobilization

During 2014, the IBE initiated several efforts to increase voluntary contributions. Follow-up has been conducted with Member States of the Council who have expressed their interest in contributing to the IBE. Discussions are also underway with the Swiss Cooperation to renegotiate a new agreement for the coming years, as well as with the Spanish Cooperation and the Norwegian Cooperation.

During the second half of 2014, several missions were undertaken by the new Director of the IBE and senior managers to submit project proposals and explore partnership opportunities.

Project proposals were submitted to the Ministries of Education and Youth Affairs of Kuwait, the Ministry of Education of Saudi Arabia, the Center for International Cooperation in Education Development (CICED) of the Russian Federation, Collège Universitaire Henry Dunant (Geneva), the Gulf Arab States Educational Research Center (GASERC, Kuwait City) and the Asia-Pacific Centre of Education for International Understanding (APCEIU, Seoul, Republic of Korea). Project proposals were also submitted to private foundations: Nestlé, Google, Microsoft, Nomura, Credit Suisse and the African Development Bank.

Resources mobilized

Nigeria has confirmed its voluntary contribution for the next 4 years and has already paid 100'000USD for 2014.

Similarly, the agreement for the "King Fahd bin Abdulaziz – IBE Historical Textbook Collection" with the Foundation of Prince Abdulaziz Bin Fahd Bin Abdulaziz Al Saud was approved and the first payment of 500'000USD has already been made.

Additionally, funding from the Inter-American Development Bank allowed for 5 staff from the El Salvador Ministry of Education to attend the 2014 Diploma in Curriculum Design and Development.

Communication: IBE visibility and recognition

During 2014, the IBE conducted various activities to increase its visibility and recognition as a Centre of Excellence in curriculum and learning.

An information brief on the IBE and 6 factsheets were produced to help potential donors have a clear understanding of the future vision of the IBE and its planned core areas of work.

Specialists at the IBE have been invited to share their expertise and present keynote speeches at international meetings and conferences, such as The Annual Conference on Cultural Diplomacy 2014 "A World without Walls: Opportunities for Peace Building in a Time of Global Insecurity" (Germany), The 11th International Forum on Lifelong Integrated Education (Japan), The International Congress "Inclusive Education: a realm of possibilities" (Mexico), the XXV Meeting and II International Congress on the Current State of Education Research (400 participants), organized by UCC (Argentina), and "Governing complex education systems" a meeting hosted by OECD and the Royal Norwegian Ministry of Education and Research (Norway).

The IBE was also invited to support high level policy dialogue in Uruguay between private enterprise, the government and public organizations in outlining the education/curriculum reform agenda in the country's developmental plan.

The IBE has made efforts to increase its visibility by providing interviews with international media outlets, TV, radio and newspapers, as well as nationally in Uruguay, Colombia, Senegal, among others.

Additionally, IBE materials have been disseminated at all IBE events, reaching education stakeholders, donors and partners from various regions.

With regard to the Diploma, an informational video (in English, French and Spanish) has been produced and hosted on the IBE website. A new Diploma brochure (in English) outlining its key features and developments has also been developed. The Diploma has had some 35 appearances in the media (TV / radio / newspaper / Internet).

V. Institutional and Organizational Development

Financial resources

The total approved budget for 2014 is US \$ 4'802'775. The UNESCO financial allocation (regular budget) to IBE amounted to US \$ 1'762'400, 31% less than the amount of allocation approved by the General Conference at its 36th session. This reduced allocation represents only 33.4% of the total IBE resources (including Extra-budgetary funds). The budget implementation rate was 75.7% at October 31, 2014. For extrabudgetary programmes in 2014, a total of US \$ 1'061'402 was mobilized for specific activities and tasks. The IBE continues to implement its cost recovery policy, by October 31, 2014, 399'659 US dollars was obtained. A table showing the financial resources up to 31 December 2014 will be available to the Board in January 2015.

Human resources

With a view to accelerating the implementation of the Strategy of the Centre of Excellence in curriculum focusing on identified areas, an evaluation exercise of the expertise and skills available at the IBE was undertaken to identify areas to be strengthened. In this context, the following three new professional positions were opened under the modality of Project appointment (PA):

Senior project officer - P4: Curriculum specialist for the project "Supporting countries improving the quality in education of their systems, policies and programs" - GEQAF;

Project officer - P3: Editor to support the curriculum research and publications' team;

Associate project officer - P1: to support the team "Innovation and leadership in curriculum and learning";

The newly recruited professionals for the three positions will join the IBE during the first quarter of 2015.

High level consultants will also be recruited earlier next year to strengthen the professional team, particularly in the areas of reading in lower primary grades and early childhood care and education.

Thus, it is expected that the number of professionals recruited under the PA modality will increase to reach 7 in 2015.

In addition, in order to enhance the IBE's expertise in the priority areas in line with the CoE Strategy, through the "Se-

condment modality", terms of reference of 14 expert positions have been developed and communicated to the IBE Member States and different partners to explore the possibility of "Secondment" of high-level experts to the IBE. Two positive responses have been already received and at least two experts are planned to join the IBE during 2015.

Similarly, the terms of reference for four junior professional officer (JPO) positions were submitted to UNESCO Headquarters to identify potential candidates who will join the IBE in 2015.

The IBE has continued the implementation of its policy of training young professionals. A total of 9 university graduates at master's level or above received research fellowships (BARs). Furthermore, 12 graduate students from universities have benefitted from the internship programme funded by their respective institutions.

Staff Category	2014
Professionals	6 regular staff contracts 4 PA limited duration contract
General Service staff	3 regular posts 1 PA limited duration contract
Total	14

Young professionals and interns	2014
Research and Development Fellows	9
Interns	12
Total	21

VI. Budgetary Figures

STATEMENT I
INTERNATIONAL BUREAU OF EDUCATION

STATEMENT OF FINANCIAL POSITION AS AT 31/10/2014

	note	31/10/2014 <i>USD</i>	31/12/2013 <i>USD</i>
ASSETS			
Current Assets			
Cash and cash equivalents		166 065	49 907
Short-term investment		631 579	732 807
Accounts receivable (non-exchange transactions)			
Accounts receivable (exchange transactions)		7 490	17 263
Advance payments		13 657	10 859
Other current assets		4 812 029	4 620 116
Total Current Assets		5 630 820	5 430 952
Non Current Assets			
Accounts receivable- (non-exchange transactions)			
Long-term investments			
Property, plant and equipment		38 298	35 509
Intangible assets			
Other non-current assets			
Total non current assets		38 298	35 509
TOTAL ASSETS		5 669 118	5 466 461
LIABILITIES			
Current Liabilities			
Accounts payable		202 372	107 658
Employee benefits		736	40 437
Transfers Payable			
Conditions on voluntary contributions			
Advance receipts		1 557 396	1 987 846
Other current liabilities		42	770
Interfund/Intercompany balances			
Total current liabilities		1 760 546	2 136 711
Non-current liabilities			
Employee benefits		134 481	134 481
Borrowings			
Other non-current liabilities			
Total non-current liabilities		134 481	134 481
TOTAL LIABILITIES		1 895 027	2 271 192
NET ASSETS		3 774 091	3 195 269
NET ASSETS/EQUITY			
Surplus for the period		578 822	1 348 021
Reserves movements			6 575
Reserves and fund balances		3 195 269	1 840 673
NET ASSETS		3 774 091	3 195 269

STATEMENT II
INTERNATIONAL BUREAU OF EDUCATION

STATEMENT OF FINANCIAL PERFORMANCE
FOR THE PERIOD ENDED 31/10/2014

	note	31/10/2014 <i>USD</i>	31/12/2013 <i>USD</i>
REVENUE			
UNESCO Financial Allocation		1 765 600	1 742 200
Voluntary contributions - Extra-Budgetary		1 912 329	2 530 089
In-kind contributions		651 319	742 643
Other revenue producing activities		51 528	46 055
Other revenue		121 068	138 909
Finance revenue		9 317	8 004
TOTAL REVENUE		4 511 161	5 207 900
EXPENSES			
Employee benefits expenses		2 275 585	2 088 435
Consultants/external experts and mission costs		179 196	221 062
Grants & other transfers		264 980	223 564
Supplies, consummables & other running costs		1 022 388	1 099 453
Contracted services		100 502	209 837
Depreciation and armotization		12 992	12 655
Other expenses		73 472	
Finance Costs		3 224	4 873
TOTAL EXPENSES		3 932 339	3 859 879
SURPLUS FOR THE PERIOD		578 822	1 348 021

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 31th October
 (Expressed in Dollar US)

2014
OCTOBER

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS	EXPENDITURES		UNOBLIGATED BALANCE (to be obligated)	EXECUTION RATE CURRENT PERIOD*	GLOBAL EXECUTION RATE
	Revised (budget to be obligated)	Disbursements	Unliquidated obligations period reporting	Unliquidated obligations futur period	Total Current period	
I. PROGRAMME ACTIVITIES						
Line 1: Capacity development and support services to MS	1 270 300	518 795	9 237	221 676	528 033	41,6%
Capacity development programme	92 241	31 423	1 593	9 757	33 016	35,8%
GASERC - Inclusive Schools Toolkit	18 801	-	-	-	-	0,0%
Citizen & HR education (Bahrain)	72 500	1 848	-	-	1 848	2,5%
Technical co-operation projects / support to member states	123 758	67 114	107	6 372	67 222	54,3%
Learning outcomes in early grades: integration of curriculum, teaching materials, and assessments of education	963 000	418 410	7 537	205 547	425 947	44,2%
Line 2: Clearing-house and information management	500 917	278 435	10 017	151 853	288 451	57,6%
Resource Bank and Observatory of educational trends	77 069	50 267	67	10 707	50 334	65,3%
Documentation and Information	30 861	11 190	27	6 468	11 217	36,3%
Development of IBE web site	392 987	216 978	9 923	134 588	226 900	57,7%
Line 3: Curriculum research and Policy dialogue	522 332	259 338	305	255 803	259 643	49,7%
Research	374 271	151 725	135	217 057	151 860	40,6%
Publications	148 061	107 613	170	38 746	107 783	72,8%
PROGRAMME ACTIVITIES (I)	2 293 549	1 056 568	19 559	629 332	1 076 127	46,9%
II. GOVERNING BOARD / GEN. ADMIN./ INSTITUTIONAL DEV.						
Line 1 : IBE Council / Steering Committee	80 000	54 244	-	-	54 244	67,8%
Line 2 : General operating costs	153 711	104 024	17 761	24 103	121 785	79,2%
Line 3 : Institutional development: COE / Coordination & prog dev.	170 767	133 883	262	27 186	134 145	78,6%
CoE; Coordination and prog dev	148 975	115 559	262	25 091	115 821	77,7%
Resource mobilization activities	21 782	18 324	-	2 095	18 324	84,1%
GOVERNMENT BOARD, GEN.ADMIN. & INST. DEV (II)	404 468	292 151	18 023	51 289	310 174	89,4%
STAFF COSTS (III)	2 010 360	1 492 898	3 221	41	1 496 119	74,4%
PROGRAMME EXECUTION (I + II + III)	4 708 377	2 841 617	40 803	680 662	2 882 420	75,7%



UNESCO/BIE/C.64/Inf.2
Geneva, 26 January 2015
Original: English

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

PRE-FINAL ACCOUNTS ON 31 DECEMBER 2014



3

INTERNATIONAL BUREAU OF EDUCATION (IBE)
INTERIM FINANCIAL STATEMENT I & II*
FOR THE FINANCIAL PERIOD 1st JANUARY TO 31st DECEMBER 2014

The Financial Statement I,II and Schedule 1 as at 31st DECEMBER 2014
are :

Marope MMANTSETSA
Director
International Bureau of Education



26/01/2015

**STATEMENT I
INTERNATIONAL BUREAU OF EDUCATION**

INTERIM STATEMENT OF FINANCIAL POSITION AS AT 31/12/2014

	31/12/2014 <i>USD</i>	31/12/2013 <i>USD</i>
ASSETS		
Current Assets		
Cash and cash equivalents	29 721	49 907
Short-term investment	828 598	732 807
Accounts receivable (non-exchange transactions)	-	-
Accounts receivable (exchange transactions)	5 855	17 263
Inventories	-	-
Advance payments	37 288	10 859
Other current assets	4 435 219	4 620 116
Total Current Assets	5 336 681	5 430 952
Non Current Assets		
Accounts receivable- (non-exchange transactions)	-	-
Long-term investments	-	-
Property, plant and equipment	36 325	35 509
Intangible assets	-	-
Other non-current assets	-	-
Total non current assets	36 325	35 509
TOTAL ASSETS	5 373 006	5 466 461
LIABILITIES		
Current Liabilities		
Accounts payable	25 611	107 658
Employee benefits	19 094	40 437
Transfers Payable	-	-
Conditions on voluntary contributions	-	-
Advance receipts	1 481 726	1 987 846
Other current liabilities	42	770
Interfund/Intercompany balances	-	-
Total current liabilities	1 526 473	2 136 711
Non-current liabilities		
Employee benefits	134 481	134 481
Borrowings	-	-
Other non-current liabilities	-	-
Total non-curent liabilities	134 481	134 481
TOTAL LIABILITIES	1 660 954	2 271 192
NET ASSETS	3 712 052	3 195 269
NET ASSETS/EQUITY		
Surplus for the period	516 783	1 348 021
Reserves movements	-	6 575
Reserves and fund balances	3 195 269	1 840 673
NET ASSETS	3 712 052	3 195 269

INTERIM STATEMENT

STATEMENT II
INTERNATIONAL BUREAU OF EDUCATION

INTERIM STATEMENT OF FINANCIAL PERFORMANCE
FOR THE PERIOD ENDED 31/12/2014

	31/12/2014 <i>USD</i>	31/12/2013 <i>USD</i>
REVENUE		
UNESCO Financial Allocation	1 765 600	1 742 200
Voluntary contributions - Extra-Budgetary	2 326 137	2 530 089
In-kind contributions	770 190	742 643
Other revenue producing activities	57 087	46 055
Other revenue	78 452	138 909
Finance revenue	15 505	8 004
TOTAL REVENUE	5 012 971	5 207 900
EXPENSES		
Employee benefits expenses	2 609 439	2 088 435
Consultants/external experts and mission costs	199 667	221 062
Grants & other transfers	348 335	223 564
Supplies, consummables & other running costs	1 142 261	1 099 453
Contracted services	159 088	209 837
Depreciation and armotization	15 786	12 655
Other expenses	17 522	
Finance Costs	4 090	4 873
TOTAL EXPENSES	4 496 188	3 859 879
SURPLUS FOR THE PERIOD	516 783	1 348 021

INTERIM STATEMENT

INTERIM SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)

2014

SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE
FOR THE FINANCIAL PERIOD 1st JANUARY to 31th December

(Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS		EXPENDITURES		GLOBAL EXECUTION RATE
	Appropriation approved by council	Revised (budget to be obligated)	Unliquidated obligations futur period	Total Current period	
I. PROGRAMME ACTIVITIES					
Line 1: Capacity development and support services to MS	1 273 360	1 270 390	104 542	781 236	69,7%
Capacity development programme	92 241	92 241	1 077	41 410	46,1%
GASERC - Inclusive Schools Toolkit	18 800	18 800	-	-	0,0%
Citizen & HR education (Bahrain)	76 333	72 500	-	1 848	2,5%
Technical co-operation projects / support to member states	122 986	123 849	1 436	97 813	80,1%
Learning outcomes in early grades: integration of curriculum, teaching materials, and assessments of education	963 000	963 000	102 029	640 165	77,1%
Line 2: Clearing-house and information management	384 810	419 269	88 728	293 292	91,1%
Resource Bank and Observatory of educational trends	76 867	77 069	898	61 045	80,4%
Documentation and Information	30 747	30 861	555	21 124	70,2%
Development of IBE web site	277 196	311 339	87 275	211 123	95,8%
Line 3: Curriculum research and Policy dialogue	735 105	795 344	240 938	334 632	72,4%
Research	449 362	443 540	221 079	208 364	96,8%
Publications	285 743	351 804	19 859	126 268	41,5%
PROGRAMME ACTIVITIES (I)	2 393 275	2 485 003	434 208	1 409 160	74,2%
II. GOVERNING BOARD / GEN. ADMIN./ INSTITUTIONAL DEV.					
Line 1 : IBE Council / Steering Committee	80 000	80 000	21 628	54 833	95,6%
Line 2 : General operating costs	150 000	153 712	608	146 585	95,8%
Line 3 : Institutional development: COE / Coordination & prog dev.	169 140	171 072	8 133	153 912	94,7%
GOVERNINT BOARD, GEN.ADMIN. & INST. DEV (II)	399 140	404 784	30 369	355 330	95,3%
STAFF COSTS (III)	2 010 360	2 010 360	2 915	1 773 182	88,3%
PROGRAMME EXECUTION (I + II + III)	4 802 775	4 900 147	467 492	3 537 672	81,7%



UNESCO/BIE/C.64/3
Geneva, 16 January 2015
Original: English

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



5



International Bureau of Education

A 90 Year Quest for Excellence in Education !



IBE
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Bureau of
Education

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- 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 	<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 	<ul style="list-style-type: none"> • Frequent changes in country leadership break or stop initiatives 	
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.

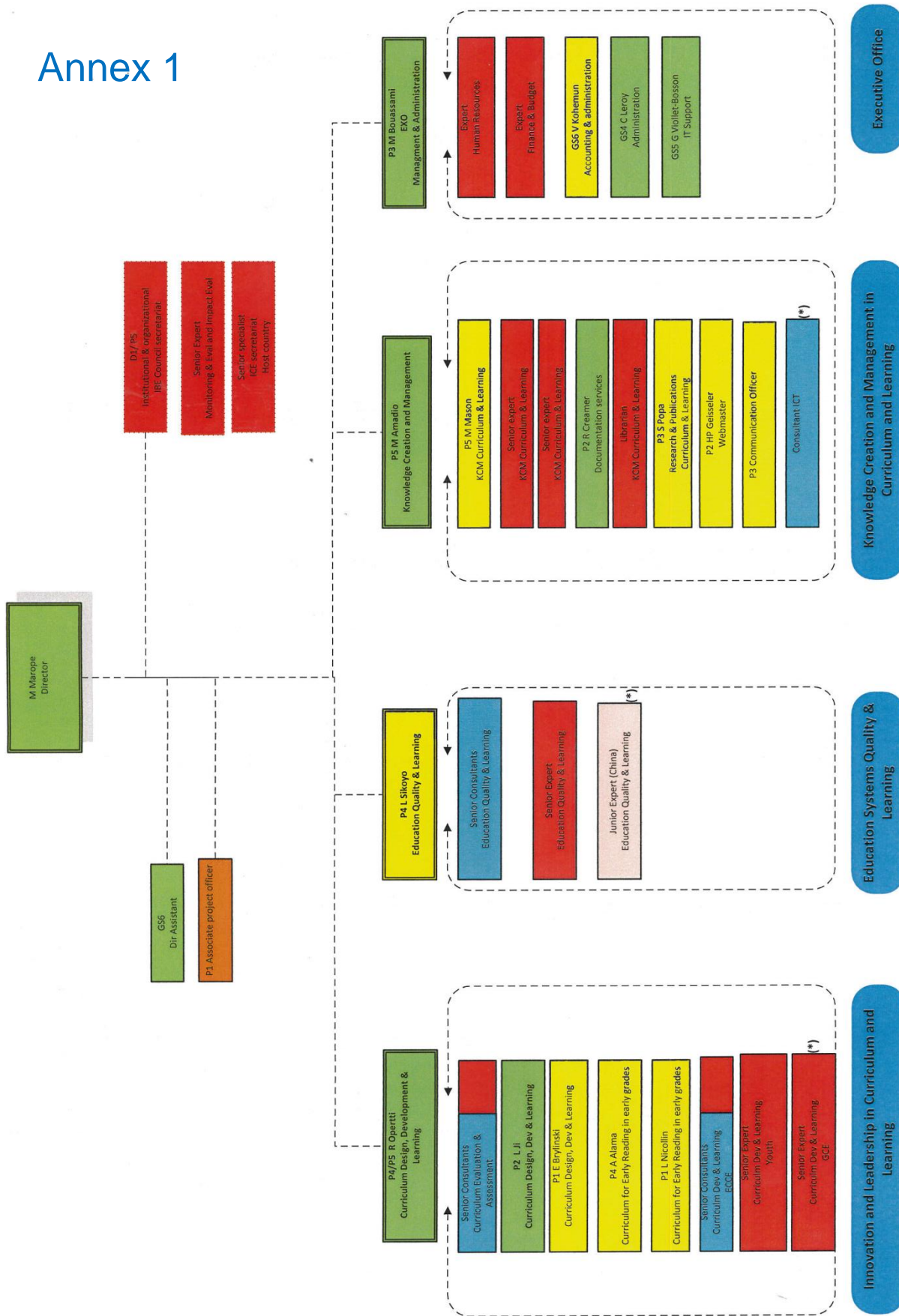
Activities	Expected Impact	Risks	Risk Mitigation
<p>1. Align the organizational structure to core initiatives required to operationalize the CoE Strategy</p> <ul style="list-style-type: none"> • See new organizational structure in Annex 1 • Strengthen core institutional processes particularly communication 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

Legend:

- Fixed term: Green box
- Project Appointment: Yellow box
- Service contract: Orange box
- Senior expert: Red box
- Secondes: Light blue box
- Consultant: Blue box

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.



UNESCO/BIE/C.64/Inf.3
Geneva, 27 January 2015
Original: English

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

DRAFT REVISED STATUTES



II. Statutes of the International Bureau of Education⁴

Article I

1. Within the framework of the United Nations Educational, Scientific and Cultural Organization, and as an integral part thereof, there is hereby established a UNESCO international centre of ~~comparative education excellence in curriculum and related matters~~, under the name of 'International Bureau of Education', hereinafter called '~~the Bureau~~ Institute'. Comment [MM1]: Consistency with the IBE's centre of excellence strategy.
2. Subject to the conditions laid down in the present Statutes, the ~~Bureau~~ Institute shall enjoy wide intellectual and functional autonomy within the framework of UNESCO. Comment [MM2]: The change is suggested for two reasons:
1. In the French version of the Basic Texts, 'Bureau' is potentially ambiguous, since it refers both to the Steering Committee of the IBE Council and to the IBE itself; and
2. 'Institute' helps to distinguish the IBE from UNESCO's field offices, referred to as bureaux in French.
3. The ~~Bureau~~ Institute shall be located in Geneva, Switzerland.

Article II

1. ~~As UNESCO's centre of excellence in curriculum and related matters, the Institute shall contribute to the design and implementation of the Organization's programme in education, particularly in the areas of curriculum, learning and assessment. To the end of the attainment of equitable and inclusive quality education and lifelong learning for all, the Institute's functions shall be to:~~
 - a) ~~provide innovation and leadership in curriculum and learning by reconceptualizing and repositioning curriculum in national and regional development agendas, within the framework of the Sustainable Development Goals, and as an indispensable means to the end of lifelong learning;~~
 - b) ~~serve as a laboratory of ideas on critical and current issues in curriculum, including the development of innovative curricular frameworks and prototypes;~~
 - c) ~~serve as a global reference point in curriculum and learning through its clearinghouse function in knowledge creation and management in these areas;~~
 - d) ~~contribute, through its capacity-building function, to the systemic strengthening of the quality and development-relevance of education and effective lifelong learning for all;~~
 - e) ~~provide intellectual leadership of global dialogue in and advocacy for curriculum and learning, not least through organizing the International Conference on Education; and~~
 - f) ~~conserve the archives and historical collections of the Institute and make them accessible to the public.~~

Comment [MM3]: Consistency with the IBE's centre of excellence strategy.

1. ~~The Bureau shall contribute to the design and implementation of the programme of the Organization in regard to education. To that end, its functions shall be:~~
 - (a) ~~to prepare for and organize the sessions of the International Conference on Education as a forum for dialogue on educational policy, in accordance with the decisions of the General Conference and subject to UNESCO rules in force and applicable;~~
 - (b) ~~to assist in the dissemination and implementation of the declarations and recommendations adopted by the International Conference on Education;~~
 - (c) ~~to collect, process, analyse, systematize, produce and disseminate, using the latest techniques, documentation and information concerning education, in particular on innovations concerning curricula, teaching methods and teacher education, in co-operation with the other competent units of UNESCO and in~~

liaison with national, regional and international institutions and networks;

~~(d) to undertake, in co-operation with the other units at and away from Headquarters and co-ordinating or linking its work with that of other national, regional and international institutions pursuing similar objectives, surveys and studies in the field of education, particularly comparative education, and to publish and disseminate the results;~~

~~(e) to maintain and develop an international educational information centre.~~

~~(f) to contribute to and provide technical assistance for the strengthening of national capacities regarding information and comparative research, through, in particular, the promotion of training of staff specializing in these fields;~~

~~(g) to conserve the archives and historical collections of the International Bureau of Education and make them accessible to the public.~~

~~2.1.~~ The general programme and budget of the ~~Bureau~~Institute shall be part of the programme and budget of UNESCO. The resources of the ~~Bureau~~Institute shall consist of the financial allocations assigned to it by the General Conference of UNESCO and of gifts,

⁴ Adopted by the General Conference of UNESCO at its fifteenth session (resolution 14. 1), and modified at its nineteenth (resolution 1.521), twenty-first (resolution 1/13), twenty-fourth (resolution 4.3), twenty-fifth (resolution 1.2. 1), twenty-eighth (resolutions 1.10 and 22) twenty-ninth (resolution 3) and thirty-seventh (resolution 14) sessions.

bequests, subventions and voluntary contributions received in accordance with the Financial Regulations applicable to the Special Account of the International Bureau of Education.

3.2. Within the framework of the general programme in course of execution, as approved by the General Conference, the ~~Bureau~~Institute may maintain direct relations with the educational authorities of the Member States of UNESCO.

Article III

1. The ~~Bureau~~Institute shall have a Council comprising twelve Member States of UNESCO designated by the General Conference of UNESCO (two from each of the six electoral groups) and taking into due account gender balance.

Transitional provision

Article III. 1. bis. 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, six Member States will be designated at the 37th session (2013), one from each electoral 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.

[This transitional provision shall be automatically deleted after its implementation has been completed.]

2. The terms of office of the Member States of the Council shall run from the end of the session of the General Conference which designates them to the end of the second ordinary session of the General Conference following.
3. The Member States of the Council shall be immediately eligible for a further term.
4. When selecting their representatives to the Council, the Member States shall ensure that the Council comprises members who 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.

Article IV

Transitional provision

The Article IV.1 below will come into effect at the 38th session of the General Conference. In the transitional period between the 37th and 38th 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.

[This transitional provision shall be automatically deleted after its implementation has been completed.]

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.

Article IV. 1. bis. The working languages of the Council shall be English and French.

2. This does not preclude the provision of interpretation and translation on a case-by-case basis should extra-budgetary funds be made available.

~~2.3.~~ Each Member State on the Council shall have one vote.

~~3.4.~~ 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.

~~4.5.~~ The Council shall adopt its Rules of Procedure.

6. 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.

Article IV.5 below will come into effect once article III enters into force.

Article IV.5. The Council shall elect its Steering Committee, comprising a President and two Vice-Presidents and ensuring rotation across the six 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.

~~5.7.~~ The Council may set up subsidiary bodies to assist in the execution of its specific tasks.

Article V

The tasks of the Council shall be:

- (a) To draw up, on the proposals of the Director of the ~~Bureau~~Institute, taking into account the lines of emphasis of the medium-term planning, the draft general programme and budget of the ~~Bureau~~Institute, for submission to the General Conference with the observations or recommendations of the Director-General and the Executive Board, and to take steps to ensure the consistency and complementarity of the activities foreseen in the draft general programme and

Comment [MM4]: The Council may wish to revert to this, original, version of Article IV.5.

One of the proposals considered by the Sixty-third session of the Council (February 2014) - that the Steering Committee be comprised of four members (the President and three Vice-Presidents), at most two of whom would be eligible for re-election for one further term - is problematic in at least three important ways:

1. There will always, under these conditions, be two regions not represented on the Steering Committee.

2. There will be a recurring pattern of regional representation on the Steering Committee every six years, with the consequence that some regions will, under these conditions, never be able to serve at the same time as each other on the Steering Committee.

3. Cases may frequently arise in which a Council Member will be able to serve as President for only one term of two years, despite the Council's intention to enable presidential continuity over four years.

Comment [MM5]: Revisions already effected by the General Conference.

Note that, given a Steering Committee consisting of three members, one of whom is the President, the principle of ensuring rotation across the six electoral groups will effectively limit the term of office of the President to two years - which may be problematic in terms of continuity.

budget of the ~~Bureau~~Institute with the other activities foreseen in the draft programme and budget of UNESCO;

- (b) to define in detail, within the framework of the programme and budget approved by the General Conference and taking available extra-budgetary resources into account, as appropriate, the activities to be undertaken by the ~~Bureau~~Institute. The Council shall supervise the implementation of the programme of activities of the ~~Bureau~~Institute and shall mobilize human and financial resources;
- (c) to approve the draft annual budget of the ~~Bureau~~Institute which is submitted to it by the Director;
- (d) to verify budget execution and the audited accounts of the ~~Bureau~~Institute and the report of the External Auditor of UNESCO relating to the ~~Bureau~~Institute;
- (e) to make proposals for the preparation and organization of sessions of the International Conference on Education;
- (f) to submit to the Director-General a list of at least three names with a view to the appointment of a director in accordance with the provisions of Article VI below;
- (g) to submit to the General Conference at each of its ordinary sessions a report on the activities of the ~~Bureau~~Institute.

Article VI

- 1. The Director of the ~~Bureau~~Institute 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/her proposals for the draft general programme and budget of the ~~Bureau~~Institute.
- 3. The Director shall be responsible for the administration of the ~~Bureau~~Institute, in accordance with the Financial Regulations applicable to the Special Account for the International Bureau of Education, the Financial Rules applicable to the Special Account for the International Bureau of Education and the General Framework for the Delegation of Authority Granted to the Director of the IBE for the Management of Posts and Staff.

Article VII

- 1. The Director and personnel of the ~~Bureau~~Institute shall be members of the UNESCO staff and be subject to the provisions of the UNESCO Staff Regulations approved by the General Conference, with the exception of staff employed on an occasional basis as provided for in the administrative instructions contained in the UNESCO Manual.
- 2. The Director-General may enact special regulations compatible with the provisions of the UNESCO Staff Regulations, to apply to the personnel of the ~~Bureau~~Institute.

Article VIII

These Statutes shall enter into force on 1 January 1969.



UNESCO/BIE/C.64/Inf.4
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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

DRAFT REVISED RULES OF PROCEDURE



IV. Rules of Procedure of the Council of the International Bureau of Education⁶

Section I. Composition

Rule 1

1. The Council of the International Bureau of Education (hereinafter called 'the Council') shall comprise ~~twenty-eight~~ twelve Member States of UNESCO designated by the General Conference as provided in Article III of the Statutes of the International Bureau of Education (hereinafter called 'the ~~Bureau~~ Institute').
2. Each Member State of the Council shall communicate to the Director of the ~~Bureau~~ Institute the name of its representative on the Council and the names of its alternate representative and its advisers and experts.

Section II. Representatives and Observers

Rule 2

1. Representatives of Member States and Associate Members of UNESCO which are not members of the Council may take part in the sessions of the Council without the right to vote.
2. Representatives of the United Nations and of other organizations of the United Nations family with which UNESCO has concluded an agreement providing for reciprocal representation may take part in the sessions of the Council without the right to vote.

Section III. Sessions

Rule 3

1. Sessions of the Council shall be convened by the Director-General of UNESCO, in accordance with such indications as the Council may have given and after consultation with the President.
2. Extraordinary sessions of the Council shall be convened by the Director-General of UNESCO either on his/her own initiative or at the request of ~~fifteen~~ seven members of the Council.

Section IV. Agenda

Rule 4

1. The provisional agenda for sessions shall be drawn up by the Director of the ~~Bureau~~ Institute in consultation with the members of the Steering Committee of the Council and the Director-General of UNESCO.
2. The provisional agenda shall be communicated to the members of the Council not less than two months before the opening of each session.
3. The provisional agenda of a session of the Council shall include:

⁶ The Rules of Procedure were adopted by the Council at its first session (June 1969), and were subsequently amended at its eighth (January 1973, Rules 5 and 6), fourteenth (January 1977, Rules 1, 3, 5 and 8*), forty-fourth (January 1998, Rules 1, 3, 5 and 8*) and forty-sixth sessions (January 2000, a new Rule 7).

* = former numbering; with the new Rule 7 (January 2000) former Rules 7 to 23 have now become Rules 8 to 24.

- (a) items which the Council has decided, at a previous session, to include in the agenda;
 - (b) items proposed by Member States of the Council;
 - (c) items proposed by the Director-General of UNESCO.
4. At the beginning of each session the Council shall adopt the agenda.
 5. After the adoption of the agenda, the Council may, in the course of a session, alter the order of the agenda items or add or delete items. A two-thirds majority of the members present and voting shall be required for the addition or deletion of an item in the course of a session.

Section V. President and Vice-Presidents

Rule 5

1. At the beginning of its first session, which shall follow each ordinary session of the General Conference, the Council shall elect a President and five Vice-Presidents who shall be nationals of the six regional groups, and who constitute the Steering Committee of the Council.
2. The Steering Committee of the Council shall be responsible for assisting the President in his/her duties and performing such other duties as the Council may assign to it.
3. The members of the Steering Committee shall be eligible for re-election.
4. The Steering Committee shall remain in office until the election of the new Steering Committee.

Rule 6

1. In addition to exercising the powers which are conferred upon him elsewhere by these rules, the functions of the President shall be the following: to declare the opening and closing of meetings, to direct the discussions, to ensure observance of these rules, to accord the right to speak, to put questions to the vote and announce decisions. He shall rule on points of order and, subject to the provisions of the present rules, shall control the proceedings and maintain order. He shall be entitled to take part in the discussions and votes but shall have no casting vote.
2. If the President is absent during a session, his functions shall be exercised by one of the Vice-Presidents, following the alphabetical order of their names.
3. If the President ceases to represent a Member State of the Council or becomes incapacitated for the discharge of his functions, one of the Vice-Presidents shall be elected by the Council as President for the balance of the term of office and another Vice-President elected in his place.

Rule 7

1. If a Vice-President is no longer able to continue participating in the work of the Council's Steering Committee, another Vice-President will be elected in his/her place on the proposal of the respective regional group during the next ordinary session of the Council.
2. If a meeting of the Steering Committee is convened before the next ordinary session of the Council, while a Vice-President has already become unable to participate in its work, the appropriate authorities in the country concerned will

designate, for the meeting in question, another person to take the place of the absent Vice-President until the election by the Council of a new Vice-President.

3. The appropriate authorities in the countries whose nationals serve as Vice-Presidents on the IBE Council will inform, as soon as possible, the President of the Council, via the Director of the IBE, about the inability of a particular Vice-President to carry out his/her functions.

Section VI. Secretariat

Rule 8

1. The Director-General of UNESCO or, in his/her absence, his/her appointed representative and the Director of the ~~Bureau~~Institute shall take part, without the right to vote, in the meetings of the Council. They shall also take part in meetings of the Steering Committee of the Council.
2. The Director of the ~~Bureau~~Institute or a staff member appointed by him/her shall be the Secretary of the Council. The Secretary shall be present at all meetings of the Council and its Steering Committee.
3. The Director-General of UNESCO shall provide the Council with the other staff and facilities necessary for its proceedings.
4. The Director-General of UNESCO or his/~~her~~ representative, the Director of the ~~Bureau~~Institute and the Secretary of the Council may submit oral or written observations to the Council or its Steering Committee regarding any matter under consideration.

Section VII. Languages

Rule 9

1. ~~The working languages of the Council shall be the same as the working languages of the General Conference~~English and French.
2. ~~This does not preclude the provision of interpretation and translation on a case-by-case basis should extra-budgetary funds be made available. Any speaker may use a language other than the working languages of the Council on condition that he provides for interpretation of his remarks into one of the working languages.~~

Comment [MM6]: Revisions already effected by the General Conference.

Section VIII. Meetings

Rule 10

1. A simple majority of the Member States of the Council shall constitute a quorum.
2. If, however, after ten minutes' adjournment, there be still no quorum as above defined, the President may request the agreement of all Member States actually present temporarily to waive the above paragraph.
3. Unless the Council decides otherwise, all meetings of the Council shall be public.

Section IX. Conduct of proceedings

Rule 11

Oral or written statements may be made to the Council by the alternates, advisers and experts referred to in Rule 1, paragraph 2 of these Rules, if so requested by the representative whom they are accompanying, and by the representatives referred to in Rule 2.

Rule 12

The President shall call upon speakers in the order in which they signify that they wish to speak.

Rule 13

The Council may limit the time to be allowed to each speaker.

Rule 14

During the discussion of any item, any member of the Council may at any time raise a point of order, and such point of order shall be immediately decided by the President. An appeal may be made against the ruling of the President. It shall be put to the vote immediately, and the President's ruling shall stand unless over-ruled by a majority of the members present and voting.

Rule 15

A member of the Council may at any time move the suspension, adjournment or closure of a meeting or of a discussion. Any such motion shall be put to the vote immediately. The following order of precedence shall apply to such motions: (a) to suspend the meeting; (b) to adjourn the meeting; (c) to adjourn the debate on the item under discussion; (d) for the closure of the debate on the item under discussion.

Section X. Voting

Rule 16

Each Member State of the Council shall have one vote.

Rule 17

1. No resolution, motion or amendment shall be put to the vote unless it has been seconded.
2. Save as otherwise provided by these rules, and subject to the provisions of Rule 9, paragraphs 1 and 2, decisions shall be taken by majority vote of the members present and voting.
3. For the purpose of these rules, only members casting an affirmative or negative vote shall be regarded as 'present and voting'; members who abstain from voting shall be considered as 'non-voters'.

Rule 18

1. Voting shall normally be by a show of hands unless the Council otherwise decides, but a vote by roll-call shall be taken if it is requested by not less than two members. The vote or abstention of each member participating in a vote by roll-call shall be recorded in the Decisions of the Council.
2. When the result of a vote by a show of hands is in doubt, the President may take a second vote, by roll-call.

Rule 19

1. When an amendment to a proposal is moved, the amendment shall be voted on first.

2. When two or more amendments to a proposal are moved, the Council shall first vote on the amendment which is furthest removed in substance from the original proposal and then on the amendment next furthest removed therefrom, and so on, until all the amendments have been put to the vote.
3. If one or more amendments are adopted, the amended proposal shall then be voted upon. If no amendment is adopted, the proposal shall be put to the vote in its original form.
4. A motion is considered an amendment to a proposal if it adds to, deletes from or revises part of that proposal.

Rule 20

All elections and decisions relating to individuals shall be voted on by secret ballot whenever two or more members shall so request or if the President so decides.

Rule 21

1. If a vote is equally divided, in voting not concerned with elections, a second vote shall be taken, after a suspension of the meeting. If the proposal fails to obtain a majority in the second vote, it shall be considered to have been rejected.
2. If a vote is equally divided in the case of elections and decisions relating to individuals, there shall be further ballots until a majority is obtained.

Section XI. Decisions and reports

Rule 22

1. The Council shall approve at each session the text of the decisions adopted during that session.
2. The text shall be published during the month following the end of the session.
3. The Council shall submit to the General Conference at each of its ordinary sessions a report on the activities of the **BureauInstitute**.

Section XII. Special procedures

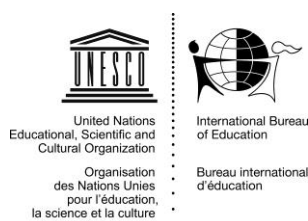
Rule 23

When, during an interval between sessions of the Council, the latter's approval is required for measures of exceptional urgency and importance, the President may, through the Director of the **BureauInstitute**, consult the members in writing. To be adopted, the measure proposed must receive the agreement of two-thirds of the members.

Section XIII. Amendments and suspension

Rule 24

1. These Rules of Procedure, except where they incorporate provisions of the Statutes of the **BureauInstitute**, may be amended by decision of the Council taken by a simple majority of the members present and voting, provided that the proposed amendment has been previously included in the agenda.
2. The application of any of these rules may be suspended by decision of a two-thirds majority of the members present and voting.



UNESCO/BIE/C.64/Inf.1
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A 90 Year Quest for Excellence in Education!

90 ans au service de l'excellence en éducation!

90 عاما من السعي لتحقيق التميز في مجال التعليم!

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

Geneva, 28 – 30 January 2015

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

Genève, 28 – 30 janvier 2015

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