

UNESCO/BIE/C.61/Proceedings and Decisions

جنيف، 7 مارس/آذار 2012

الأصل: بالإنكليزية



الدورة الواحدة والستون لمجلس المكتب الدولي للتربية

جنيف، من 25 إلى 27 يناير/كانون الثاني 2012

محضر وقرارات

1- افتتاح الدورة

1- افتتح معالي السيد أولي بريسييد (Ole BRISEID)، رئيس مجلس المكتب الدولي للتربية (المكتب)، أعمال الدورة الواحدة والستين لمجلس المكتب يوم الأربعاء 25 يناير/كانون الثاني 2012 عند تمام الساعة العاشرة، ورحب ترحيباً حاراً بجميع أعضاء المجلس وأعرب عن أطيح تمنياته لعام 2012. كما رحب ترحيباً خاصاً بأعضاء المجلس الجدد الأربعة عشر وبالسيد كيان تانغ "Qian Tang"، المدير العام المساعد لقطاع التربية.

2- وقبل الانتقال إلى البند 2 من جدول الأعمال المعنون "اعتماد جدول الأعمال"، أشار الرئيس إلى أن المؤتمر العام لليونسكو في دورته السادسة والثلاثين المنعقدة في نوفمبر/تشرين الثاني 2011 اتخذ قراراً مهماً يتطلع إلى المستقبل بشأن المكتب الدولي من خلال اعتماد الاستراتيجية الرامية إلى جعل المكتب الدولي للتربية مركز امتياز في مجال إعداد المناهج الدراسية بالإنجام. وهكذا، فإن التحدي الرئيسي لمجلس المكتب على مدى السنوات الأربع المقبلة سيتمثل في ضمان تنفيذ الاستراتيجية المعتمدة بطريقة فعّالة ومرضية وبالتعاون الوثيق مع مديرة المكتب والأمانة. وأعرب الرئيس عما يساوره من قلقه حيال القيود المالية الخطيرة التي تواجه المكتب، لكنه شدد أيضاً على أن مهمة المكتب وولايته تكمنان في صلب "التحدي المتعلق بالتنوع"، الذي يتصدر جدول أعمال التعليم الدولي. وبالتالي، فإن أمام المكتب الآن فرصة للاستجابة لاحتياجات الدول الأعضاء من خلال تحقيق الطموحات وبلوغ الأهداف والإنجازات المنشودة الواردة في الاستراتيجية. وعرض الرئيس بعد ذلك الوثائق الرئيسية التي سيتم مناقشتها ومشاريع القرارات التي سيتعين اعتمادها فيما يتعلق بالجوانب الرئيسية لتنفيذ الاستراتيجية.

3- وأعربت مديرة المكتب، السيدة كلمنتينا أشيدو "Clementina Acedo"، عن تأييدها لوجهات نظر الرئيس. ورحبت كذلك بالسيد كيان تانغ، المدير العام المساعد، وبالأعضاء الجدد في المجلس، وأعربت عن أسف السيدة إيرينا بوكوفا لعدم تمكنها من حضور دورة المجلس.

4- وحضر الدورة خمس وعشرون دولة من الدول الأعضاء وممثلان من الدول الأعضاء بصفة مراقب. وترد قائمة المشاركين في المرفق السادس عشر.

2- اعتماد جدول الأعمال وجدول الأعمال المفصل

الوثيقة: UNESCO/BIE/C.61/1/Prov + الضميمة

5- وبعد اقتراح عكس البندين 5 و 6 نظراً إلى أنه من المنطقي أن يتم أولاً مناقشة خطة تنفيذ الاستراتيجية الرامية إلى جعل المكتب الدولي للتربية مركز امتياز في مجال إعداد المناهج الدراسية قبل عرض برنامج أنشطة عام 2012، والمسائل المتعلقة بالميزانية والمسائل ذات الصلة، اقترح الرئيس اعتماد جدول الأعمال المعدل وجدول الأعمال المفصل (على نحو ما هو وارد في المرفق الأول).

القرار

يعتمد المجلس جدول الأعمال وجدول الأعمال المفصل للدورة الواحدة والستين لمجلس المكتب مع إدخال التعديل التالي:
يصبح البند 6 البند 5 ويصبح البند 5 البند 6.

3- انتخاب الرئيس واللجنة التوجيهية والمهينات الفرعية التابعة لمجلس المكتب الدولي للتربية
الوثيقتان: النظام الأساسي للمكتب والنظام الداخلي لمجلس المكتب

6- بادر المجلس إلى انتخاب الرئيس وأعضاء اللجنة التوجيهية والفريق الإداري لفترة السنتين 2012-2013، بعد انتخاب أعضاء المجلس الجدد الأربعة عشر خلال الدورة السادسة والثلاثين للمؤتمر العام لليونسكو (انظر التشكيل الجديد للمجلس، بوصفه المرفق الثاني).

7- وتماشيا مع مبدأ التناوب الجغرافي، وعلى نحو ما قرره المجلس في دورته التاسعة والخمسين، تتولى المجموعة الانتخابية الثانية (أوروبا الشرقية والوسطى) الرئاسة خلال الفترة 2012-2013. ولكن أشير أيضا إلى أنه يمكن إعادة انتخاب الرئيس المنتهية ولايته بدعم المجموعة الانتخابية الثانية، شريطة موافقة المجلس على هذا الاقتراح. وبعد الإقرار بأهمية العمل الذي اضطلع به الرئيس على مدى السنتين الماضيتين، اقترحت بعد ذلك المجموعة الانتخابية الثانية إعادة انتخاب السيد بريسيدي أولي رئيسا، وافق المجلس على ذلك بالإجماع. وبعد مشاورات داخل مختلف المجموعات الانتخابية، انتخب المجلس أيضا أعضاء اللجنة التوجيهية والفريق الإداري.

القرار

أعاد المجلس بالإجماع انتخاب السيد أولي بريسيدي رئيسا له

وبناء على اقتراحات كل مجموعة انتخابية، انتخب المجلس كأعضاء في اللجنة التوجيهية نواب الرئيس الخمسة التاليين:

- المجموعة الأولى (أوروبا الغربية وأميركا الشمالية): النرويج
- المجموعة الثانية (أوروبا الشرقية والوسطى): جورجيا
- المجموعة الثالثة (أمريكا اللاتينية والبحر الكاريبي): الجمهورية الدومينيكية
- المجموعة الرابعة (آسيا والمحيط الهادئ): ماليزيا
- المجموعة الخامسة ألف (أفريقيا): نيجيريا
- المجموعة الخامسة باء (الدول العربية): البحرين

ويمكن إعادة انتخاب أعضاء اللجنة التوجيهية الحاليين لمدة سنتين إضافيتين باستثناء عمان التي لم تعد عضوا.

وبناء على اقتراحات كل مجموعة انتخابية، انتخب المجلس أعضاء الفريق الإداري:

- المجموعة الأولى (أوروبا الغربية وأميركا الشمالية): إسرائيل
- المجموعة الثانية (أوروبا الشرقية والوسطى): سلوفاكيا
- المجموعة الثالثة (أمريكا اللاتينية والبحر الكاريبي): البرازيل
- المجموعة الرابعة (آسيا والمحيط الهادئ): الفلبين
- المجموعة الخامسة ألف (أفريقيا): بوركينا فاسو
- المجموعة الخامسة باء (الدول العربية): لبنان

8- وأحاط المجلس علما بانتخاب الممثلين في اللجنة التوجيهية والفريق الإداري بصفتهم الشخصية؛ ولكن يجوز لهم أن يطلبوا تمثيلهم بشخص آخر في حال تعذر عليهم الحضور.

4 أنشطة المكتب الدولي للتربية خلال عام 2011
(الوثيقتان: UNESCO/BIE/C.61/2 و C.61/Inf.2، المرفق الثالث)

9- بعد أن هنأت مديرة المكتب الرئيس على إعادة انتخابه، قدمت الجوانب الرئيسية لتقريرها بشأن أنشطة المكتب الدولي للتربية خلال عام 2011، وشددت على أن البرنامج يتماشى بشكل كامل مع خطوط العمل الرئيسية (قطاع التربية) للوثيقة 35 م/5. وأبرزت أهم الإنجازات والتحديات بالإضافة إلى ما أحرز من تقدم في عام 2011 ضمن كل برنامج. وأشارت بشكل خاص إلى التطورات ذات الصلة بتطبيق شهادة تصميم المناهج وإعدادها في أمريكا اللاتينية، وفي عام 2011، في أفريقيا أيضاً، من خلال التعاون الوثيق مع كل مكاتب التربية الإقليمية التابعة لليونسكو والمؤسسات الأكاديمية المحلية. وأخيراً، قدمت وصفا موجزا عن العملية التحضيرية لوضع خطة عمل لتنفيذ الاستراتيجية، التي انطوت على الاستعراض البرنامجي، والتقييم التنظيمي السريع، والمراجعة الخارجية للحسابات التي أجريت خلال عام 2011. (يرد عرض مديرة المكتب بوصفه المرفق الحادي عشر).

10- وعرض رئيس الفريق الإداري، السيد محمد فؤاد شفيقي، ممثل المغرب، الفقرات من 2 إلى 9 من تقرير الفريق الإداري UNESCO/BIE/C.61/Inf.3 (يرد التقرير بصفته المرفق الرابع).

11- وأعقب ذلك مناقشة مثمرة هنا فيها العديد من أعضاء المجلس المديرية على تقريرها القصير والموجز وأعربوا عن تقديرهم للتقدم المحرز خلال عام 2011. واعتبرت زيادة التعاون مع المؤسسات والمنظمات الشريكة تطوراً إيجابياً، وتمت التوصية بمواصلة تعزيز الشراكات الاستراتيجية وتوسيع نطاقها. كما رأى بعض الأعضاء أنه سيكون من المهم معالجة التوجهات والأولويات الاستراتيجية بطريقة أكثر اتساقاً، والتشديد على جوانب هامة أخرى مرتبطة بالرؤية الاستراتيجية. واقترح أعضاء آخرون أن ينظم المكتب المزيد من الأنشطة في آسيا ومجموعة البلدان التسعة (E9). وأخيراً، أحاط ممثل نيجيريا مديرة المكتب علماً بنية بلده استضافة حلقة عمل إقليمية في عام 2012 بشأن تغيير وابتكار المناهج الدراسية، وأعرب عن أمله في الاستفادة مما يتمتع به المكتب من تجربة وخبرة لتنظيم هذه الحلقة.

12- وتوجهت المديرية، في معرض ردها، بالشكر إلى أعضاء المجلس على تعليقاتهم واقتراحاتهم البناءة. وأشارت إلى معالجة التوجهات الاستراتيجية بشكل أوضح في البرنامج المقترح لعام 2012، ولا سيما في مشروع خطة تنفيذ الاستراتيجية التي تبرز التغييرات اللازمة لإجرائها ليصبح المكتب مركز امتياز. ولدى تناول "التحدي المتعلق بالتنوع"، أكدت على أن التركيز على المناهج أمر أساسي وأن العديد من البلدان، في حالة الإصلاحات التعليمية المعاصرة، تواجه تحديات مرتبطة بالمناهج من حيث التكيف مع الأوضاع الجديدة، وإعادة توجيه المحتويات ونهج التدريس والتعلم، وإيلاء اهتمام أكبر للقضايا المستجدة، مثل التعليم من أجل التنمية المستدامة وحقوق الإنسان والتربية لغرض المواطنة. وأشارت أيضاً إلى التعقيدات التي تكتنف العمليات الحالية المتعلقة بإعداد المناهج الدراسية وإصلاحها، والتي تتجاوز التصميم النموذجي للخطط الدراسية وتنطوي أيضاً على بعد الحوار السياسي. وأخيراً، ومع الإقرار بأن المكتب معهد صغير ولا يستطيع تنظيم عدد كبير من الأنشطة في جميع الأقاليم كل سنة، فإنها أخذت علماً بالاقترح الذي تقدم به ممثل نيجيريا.

القرار

طبقاً لأحكام النظام الأساسي للمكتب الدولي للتربية (المادة 5-ب من القسم الثاني) التي تنص على أن المجلس "يشرف على تنفيذ أنشطة برنامج المكتب"، فإن المجلس:

- يحيط علماً بتعليقات الفريق الإداري وتوصياته (UNESCO/BIE/C.61/Inf.3)؛
- يقر التقرير الذي أعدته مديرة المكتب عن الأنشطة المنفذة في عام 2011؛

- **يشيد بمديرة المكتب لتنفيذها برنامج عام 2011 وإعدادها لتقرير يتسم بقدر أكبر من التحليل ويشدد على النتائج الخلقية وبالخصوص الأولويات المحددة والتحديات التي تمت مواجهتها؛**
- **يخطط علما بحسابات المكتب ما قبل النهائية كما وردت بتاريخ 31 ديسمبر/كانون الأول 2011 (الوثيقة: UNESCO/BIE/C.61/Inf.2) والتي صدّق عليها مكتب الإدارة المالية لليونسكو؛**
- **يفوض إلى اللجنة التوجيهية صلاحية القيام، في اجتماعها المقبل في منتصف عام 2012، بالموافقة رسمياً على الحسابات لعام 2011 التي صدّق عليها مكتب الإدارة المالية لليونسكو.**

بيان السيد تانغ، المدير العام المساعد لقطاع التربية

13- أشار السيد تانغ، المدير العام المساعد لقطاع التربية، في بداية مداخلته، إلى الوضع المالي الصعب التي تشهده المنظمة، والأثر الوخيم المترتب عن خفض الميزانية المخصصة لبرنامج هذا القطاع (بما في ذلك المعاهد) بنسبة 31 في المائة، والذي جاء للأسف في لحظة حاسمة، إذا أخذ بعين الاعتبار أن عام 2015، الذي يفترض فيه بلوغ أهداف التعليم للجميع، هو أصبح قوسين أو أدنى. وأوضح أن ثمة رؤية استراتيجية جديدة وأن الأعضاء والشركاء يقرون بشكل متزايد بأن اليونسكو باتت الآن مختلفة وتضطلع بدور قيادي. وبالنظر إلى انخفاض الموارد المالية، أكد على ضرورة التركيز بشدة على الأولويات، وعلى أن تحسين نوعية التعليم يشكل بكل تأكيد أحد أهم مجالات العمل التي يتوقع فيها من اليونسكو دعم جهود الدول الأعضاء. وبعد الإشارة إلى أولويات قطاع التربية للسنوات القليلة المقبلة، والتي تتضمن محو الأمية، والتخطيط، والتعليم التقني والمهني والتدريب، والمدرسين (يعد المجال الأخير الأولوية الرئيسية)، سلط السيد تانغ الضوء بإيجاز على الجوانب الرئيسية للإصلاح المهادف إلى تحسين تنفيذ أنشطة البرنامج والتي تشمل: إعادة تنظيم شبكة المكاتب الميدانية بدءاً بإقليم أفريقيا، وإعادة توزيع الموظفين، وترشيد قطاع التربية. ولدى الإقرار بأن المكتب هو عنصر مهم للقطاع، أعرب السيد تانغ عن أمله في أن يتمكن المجلس من توجيه عملية تحويل المكتب إلى مركز امتياز، ومن ثم تمكين المعهد من تقديم مساهمة أكثر فاعلية في عمل قطاع التربية. وأخيراً، أبلغ السيد تانغ المجلس بالاستعراض الداخلي الشامل المقبل لمعاهد الفئة الأولى من قطاع التربية. ويكمن الغرض من هذا الاستعراض في تحديد القضايا الرئيسية - البرنامجية والإدارية والمالية - التي تواجهها معاهد ومراكز التربية والتعليم وفي اقتراح حلول حتى يتسنى لهذه الدوائر الأساسية للقطاع العمل بأقصى قدر من الكفاءة والتأثير.

14- وهنأ العديد من المشاركين المدير العام المساعد لمداخلته المحفزة وأعربوا عن دعمهم لعملية إصلاح القطاع وترشيده. ولاحظوا أن من المهم بالنسبة لليونسكو العمل ككيان واحد لتحسين تنسيق أنشطته وللتركيز بشدة على عدد قليل من الأولويات. وأعرب بعض المندوبين أيضاً عن قلقهم حيال الانخفاض الكبير في الميزانية المتوقع لعام 2012، نظراً إلى أنه من الأهمية. يمكن تزويد معاهد التربية، بما فيها المكتب، بالوسائل المالية والموارد البشرية الكافية لدعم عمل قطاع التربية بأكثر الطرق فاعلية وكفاءة.

15- وفي نهاية الجلسة الصباحية، وقّع وزير التربية والتعليم في البحرين ومديرة المكتب مذكرة تفاهم تهدف إلى دعم التطورات الجديدة في البحرين في مجال المناهج الدراسية، لا سيما في مجال المناهج الدراسية المتعلقة بالمواطنة وحقوق الإنسان.

5 **خطة تنفيذ الاستراتيجية الرامية إلى جعل المكتب الدولي للتربية مركز امتياز في مجال إعداد المناهج الدراسية**
(الوثيقة: UNESCO/BIE/C.61/Inf.4، المرفق الخامس)

16- أوضح رئيس المجلس، لدى عرضه البند 5، أنه ينبغي النظر إلى البند 5-1 المعنون "خطة التنفيذ"، على أنه إطار التنفيذ الشامل، في حين أن البنود من 5-2 إلى 5-5 (أولويات البرنامج، والهيكلة التنظيمي، والحوار السياسي، بما في ذلك المؤتمر الدولي للتربية، وحوكمة المكتب) تحيل إلى بعض الخطوات الأساسية في عملية التنفيذ التي تحتاج إلى اتخاذ قرارات محددة.

17- وقدمت مديرة المكتب عرضا شاملا عن خطة التنفيذ، وشددت على أنها إطار عام ومرن أو خارطة طريق تنظر في الإجراءات على الأجل القصيرة والمتوسطة والطويلة، لا سيما على مستوى البرامج، وتحتوي أيضا على جوانب تتصل بالهيكل التنظيمي للمكتب والحوار السياسي (بما في ذلك المؤتمر الدولي للتربية)، وحوكمة المكتب. وأوضحت أيضا أن خطة التنفيذ مرتبطة بخطة تعبئة الموارد واستراتيجية المناصرة والاتصالات التي ستناقش في وقت لاحق خلال دورة المجلس. (يرد عرض مدير المكتب بصفته المرفق الثاني عشر). كما أشارت المديرية إلى الجوانب الرئيسية لوثيقتين إضافيتين ساهمتا مساهمة مفيدة في عملية تحديد خطة التنفيذ، ألا وهما الاستعراض البرنامجي والتقييم التنظيمي السريع. ويتمثل الهدف الرئيسي للاستعراض البرنامجي، كما أوضحت المديرية، في النظر في رؤية المكتب ومهمته وبياناته المتعلقة بالأهداف والتأكد مما إذا كانت البرامج والخدمات ذات صلة ومبتكرة وعالية النوعية، وتتماشى مع مهمة المكتب وأهدافه كمرکز امتياز. وقد أجري التقييم التنظيمي السريع مباشرة بعد الاستعراض البرنامجي وهو يكمله، ويقدم بعض التوصيات الإضافية بشأن القضايا ذات الصلة بالهيكل التنظيمي الداخلي للمكتب وإدارته واتصالاته وحوكمته. (يرد الاستعراض البرنامجي لعام 2011 بصفته المرفق السادس والتقييم التنظيمي السريع بصفته المرفق السابع).

18- وبعد العرض الذي قدمته مديرة المكتب، أعرب العديد من المشاركين عن تقديرهم للخطة الإطارية ولكن أيضا عن قلقهم إزاء القيود المالية والموارد المالية الإضافية اللازمة لتنفيذ الاستراتيجية. وأشاروا أيضا إلى أنه من الضروري، ضمن إطار خطة التنفيذ، زيادة تحديد الأولويات. بما يتفق مع الموارد الفعلية المتاحة واحتياجات الدول الأعضاء وأولويات اليونسكو، واقترحوا ضرورة إيلاء الاهتمام الواجب لتعزيز البحوث والنهوض بالشبكات والشراكات. وأوصى بعض الممثلين ضمان رصد ملائم لعملية التنفيذ والتقدم المحرز من حيث الإنجازات والتحديات، وأيضاً على ضوء التقارير التي ستقدم إلى الدورات المقبلة للمؤتمر العام. وأثيرت أيضا قضايا تتعلق بحوكمة المكتب والحوار السياسي والمؤتمر الدولي للتربية مع مراعاة أن هذه القضايا هي مكونات هامة ينبغي أن تتماشى مع الدور الجديد للمكتب باعتباره مركز امتياز كما هو مبين في الاستراتيجية، تمت التوصية بإنشاء فريق عمل لاستعراض الوضع الراهن وإعداد بعض المقترحات الملموسة من أجل التغيير على أن يناقشها المجلس ويوافق عليها. ومع الأخذ بعين الاعتبار ضرورة الإسراع في عملية التنفيذ، أوصى العديد من المشاركين بأن تعمل الأمانة بشكل وثيق مع اللجنة التوجيهية واقترحوا أن يتم بشكل استثنائي تفويض اللجنة سلطة اتخاذ قرارات توافقية بشأن تنفيذ استراتيجية ستقدم إلى المجلس للموافقة عليها رسمياً.

19- وبعد أن توجهت مديرة المكتب بالشكر إلى المشاركين على تعليقاتهم واقتراحاتهم القيمة، مضت قدماً في توضيح بعض جوانب خطة التنفيذ، وأعطت أمثلة على كيفية تخطيط الأنشطة المتوخاة على الأجل القصيرة والمتوسطة والطويلة. وأضافت أن تخفيض المخصصات المالية بنسبة 31 في المائة من ميزانية اليونسكو سيحدث عجزاً في ميزانية المكتب، سيتم تغطيته بشكل أساسي من الاحتياطات، وهذا سيتطلب على الأرجح تأجيل عدد من الإجراءات والعمل الداخلي الأكثر كثافة خلال 2012. وضمت صوتها إلى صوت المندوبين وأعربت عن القلق حيال تمويل الاستراتيجية، خاصة وأن تنفيذها بشكل كامل سيتطلب جمع مبلغ يقدر بحوالي 2 مليون دولار سنوياً على مدى السنوات الأربع المقبلة.

القرار

1-5 فيما يتعلق بإطار التنفيذ، فإن مجلس المكتب في دورته الواحدة والستين:

- إذ يشير إلى القرار 33 م/90 والقرار 34 م/4 والقرار 35 م/14؛ والوثيقة 36 م/10؛ والوثيقة 36 م/18 التي اعتمدها المؤتمر العام لليونسكو في دورته السادسة والثلاثين؛
- وإذ يعيد تأكيد الأولوية المعطاة للتعليم في ولاية اليونسكو وإذ يقر بالتزام المديرية العامة بتعزيز دور اليونسكو في النهوض بالتعليم الجيد للجميع؛
- يقر خطة التنفيذ المقترحة للاستراتيجية كإطار عام للتنفيذ؛
- ويحيط علماً بالآثار المالية المقدرة للاستراتيجية؛

- ويطلب من مديرة المكتب القيام، بالتعاون الوثيق مع مجلس المكتب وبدعم نشط من مقر اليونسكو والمكاتب الميدانية وأصحاب المصلحة الآخرين، باتخاذ الخطوات اللازمة لتنفيذ الاستراتيجية كما اعتمدها المؤتمر العام؛
- ويطلب من مديرة المكتب أن تقدم إلى مجلس المكتب في كل دورة على مدى السنوات الأربع المقبلة تقريراً عن التقدم المحرز في تنفيذ الاستراتيجية. وينبغي أن ينصب التركيز على النتائج المحققة والتحديات التي تم التصدي لها. وسوف تكون اللجنة التوجيهية مسؤولة عن رصد التنفيذ بين دورات المجلس.
- ويطلب من مديرة المكتب إعداد تقرير مرحلي ترفعه إلى المؤتمر العام لليونسكو في دورته السابعة والثلاثين (2013)، وتقديم تقرير نهائي إلى المؤتمر العام في دورته الثامنة والثلاثين (2015). وسيتم إقرار التقريرين معاً من قبل مجلس المكتب قبل إحالتهم إلى المديرية العامة لليونسكو لعرضهما على المؤتمر العام.
- ويبحث كذلك مديرة المكتب، بالتعاون مع مجلس المكتب من خلال رئيسه، على التماس أموال إضافية من خارج الميزانية، لاسيما لتنفيذ الأنشطة البرنامجية المقترحة في الاستراتيجية؛
- ويدعو الدول الأعضاء إلى دعم تحقيق أهداف الاستراتيجية، بما في ذلك من خلال الدعم من خارج الميزانية

2-5 فيما يتعلق بأولويات البرنامج، فإن مجلس المكتب في دورته الواحدة والستين:

- إذ يشير إلى القرار 36 م/18؛
- إذ يحيط علماً بالاستعراض البرنامجي لعام 2011 (UNESCO/BIE/C.61/Inf. 7)؛
- يطلب من مديرة المكتب أن تعرض على مجلس المكتب في دورته الثانية والستين توصيات تتعلق بمراجعة الأولويات والنتائج المنشودة وأنشطة وخدمات البرنامج بما يتماشى مع بيان المهمة المنقح والأهداف العامة للمكتب باعتباره مركز امتياز.

3-5 فيما يتعلق بالهيكل الوظيفي والتنظيمي، فإن مجلس المكتب في دورته الواحدة والستين:

- يحيط علماً بأنه يتعين على المكتب أن يستعرض، وعند الاقتضاء، أن يعيد تصميم هيكله التنظيمي لكي يبرز بشكل منطقي ويدير بكفاءة مهامه بوصفه مركز امتياز، على نحو ما هو وارد في الوثيقة 36 م/18؛
- يحيط علماً بالخطوات التحضيرية لتنفيذ الاستراتيجية الرامية إلى جعل المكتب مركز امتياز والتي اتخذتها المديرية وفريق المكتب بما في ذلك التقييم التنظيمي السريع (UNESCO/BIE/C.61/Inf.6)؛
- يطلب من مدير المكتب أن تستعرض بشكل شامل، بالاشتراك مع إدارة الموارد البشرية في اليونسكو، الهيكل التنظيمي والوظيفي للمكتب، وتراجع مواصفات الموظفين وتصنيف الوظائف وكذلك الترتيبات التعاقدية الممكنة من أجل عرض الهيكل التنظيمي الجديد على مجلس المكتب في دورته الثانية والستين.

4-5 فيما يتعلق بعملية التنفيذ ذات الصلة بالحوار السياسي والمؤتمر الدولي للتربية، فإن مجلس المكتب في دورته الواحدة والستين:

- إذ يشير إلى أن الوثيقة 36 م/18 تشدد على تشجيع الحوار السياسي، مع التركيز على نحو خاص على المؤتمر الدولي للتربية بصفته حواراً سياسياً رئيسياً لوزراء التربية والتعليم؛
- وإذ يحيط علماً بأن المؤتمر الدولي اعتبر مهماً من الناحية الاستراتيجية لجعل المكتب مركز امتياز؛
- وإذ يدرك التحدي التنظيمي والمالي للمؤتمر الدولي للتربية، وعلى وجه الخصوص في مرحلة تنفيذ الاستراتيجية، ونظراً للقيود المالية التي تشهدها اليونسكو والمكتب؛

• يقرر تشكيل فريق عامل يتألف من ممثل واحد عن كل مجموعة من المجموعات الانتخابية الست، بالإضافة إلى مديرة المكتب وممثل واحد عن قطاع التربية.

• ويقرر كذلك أن تنماشى ولاية الفريق العامل مع النقطة باء-5 الواردة في الوثيقة 36 م/18؛

• ويوصي بأن يقوم الفريق العامل، نظرا للقيود المالية الحالية التي يواجهها المكتب واليونسكو، بالتواصل إلكترونيا قدر الإمكان بطريقة مفتوحة، وبأن يقدم الفريق العامل النتائج الأولية لمناقشاته في الاجتماع القادم للجنة التوجيهية ومشروع تقرير إلى مجلس المكتب في دورته الثانية والستين.

وانتخب المجلس كأعضاء في الفريق العامل:

- المجموعة الأولى (أوروبا الغربية وأميركا الشمالية): سويسرا
- المجموعة الثانية (أوروبا الشرقية والوسطى): بلغاريا
- المجموعة الثالثة (أمريكا اللاتينية والبحر الكاريبي): البرازيل
- المجموعة الرابعة (آسيا واخيط الهادئ): الصين
- المجموعة الخامسة ألف (أفريقيا): السنغال
- المجموعة الخامسة باء (الدول العربية): البحرين

وسيعيّن المدير العام المساعد/ التربية، ممثل قطاع التربية في اليونسكو في أقرب وقت ممكن.

وسيكون رئيس الفريق العامل: سويسرا

5-5 فيما يتعلق بحوكمة المكتب، فإن مجلس المكتب في دورته الواحدة والستين:

• إذ يشير إلى النقطة ج-3 من الوثيقة 36 م/18؛

• يقرر بدء عملية لاستعراض الهيكل الحالي الخاص بحوكمة المكتب؛

• ويقرر كذلك أن يعهد إلى الفريق العامل المنشأ بموجب النقطة 5-4 أعلاه ولاية تنماشى مع النقطة ج-3 الواردة في الوثيقة 36 م/18. وسترفع النتائج الأولية لهذه العملية إلى اللجنة التوجيهية في اجتماعها المقبل.

5-6 إن مجلس المكتب في دورته الواحدة والستين، إذ يأخذ في عين الاعتبار القرارات الواردة أعلاه:

• يقرر أن يفوض إلى اللجنة التوجيهية خلال فترة ما بين دورات المجلس سلطة اتخاذ القرارات التوافقية اللازمة بشأن الأولويات البرنامجية والهيكل التنظيمي والحوار السياسي والحوكمة من أجل تنفيذ الاستراتيجية الرامية إلى جعل المكتب مركز امتياز، على أساس أن يقوم ممثل كل مجموعة باستشارة أعضاء مجموعته قصد إبراز رأيها قبل اتخاذ القرارات. وسترفع اللجنة التوجيهية تقريرا شاملا إلى مجلس المكتب في دورته الثانية والستين بشأن التقدم المحرز والقرارات المتخذة للموافقة الرسمية.

6 برنامج أنشطة المكتب الدولي للتربية لعام 2012

(الوثيقتان: UNESCO/BIE/C.61/3 وضميمتها، المرفق الثامن؛ وUNESCO/BIE/C.61/Inf.3، المرفق الرابع)

20- قدمت مديرة المكتب الخطوط الأساسية لمشروع برنامج أنشطة المكتب لعام 2012 بالإضافة إلى وضع الميزانية. وسلط الضوء على أن تخفيض المخصصات المالية لليونسكو بنسبة 31 في المائة لن يؤثر فحسب في ميزانية البرنامج ولكن أيضا وبشكل خاص في الهيكل الوظيفي، ولذا ينبغي عدم التقليل من شأن أثر هذا الانخفاض الشديد في المرحلة الأولية الحاسمة من تنفيذ الاستراتيجية. (يرد عرض المدير بصفته المرفق الثالث عشر).

21- وعرض ممثل المغرب، نيابة عن الفريق الإداري، الفقرات من 10 إلى 15 من تقرير الفريق الإداري، بالإضافة إلى القرار القاضي بفتح اعتماد لعام 2012 (انظر الوثيقة 3 UNESCO/BIE/C.61/Inf.3).

22- وخلال المناقشة التي تلت، أشار العديد من المندوبين إلى أنه من الأهمية بمكان أن يقوم المكتب بتوسيع الشبكات والشراكات، وخلق المزيد من التآزر والاستفادة الكاملة من التعاون بين بلدان الجنوب لتنفيذ أنشطته بموارد محدودة. كما أشير مع الارتياح إلى الشراكة مع معهد اليونسكو للإحصاء، لأنها تمكن المكتب من تعزيز إسهاماته وتعظيمها. وكان التركيز على الأولية لأفريقيا، لا سيما شهادة تصميم المناهج وإعدادها، محط تقدير كبير واقترح النظر في إمكانية إشراك البلدان الأفريقية الناطقة بالفرنسية في هذا النشاط الهام. كما اقترح إنجاز المزيد من العمل في آسيا، ويستحسن أن يتم ذلك في شراكة مع المؤسسات والمنظمات الرئيسية في ضوء القيود المالية الحالية.

23- وذكرت مديرة المكتب، في ردها، أن الأمانة ستأخذ بعين الاعتبار المقترحات التي طرحت، ولكنها اقترحت أيضا النظر بشكل متأن في القيود المالية الحالية والميزانية المحدودة جدا المتاحة. وفيما يتعلق بالشراكات وأوجه التآزر، ذكرت بإيجاز دعم المكتب لبرنامج التعليم الأساسي في أفريقيا، والمساهمة الكبيرة التي قدمت لوضع إطار اليونسكو العام الخاص بتحليل/تشخيص نوعية التعليم (GEQAF)، والتعاون الوثيق القائم مع المكاتب الإقليمية للتربية في أمريكا اللاتينية وأفريقيا وآسيا والدول العربية. وفيما يخص الشهادة، أشارت المديرية إلى نية جلب بعد دولي مقارن وأقليمي لإثراء تنمية قدرات المتخصصين في مجال المناهج الدراسية، على سبيل المثال من خلال دراسات الحالة المضطلع بها في مختلف أقاليم العالم. ودعت في نهاية كلمتها إلى زيادة الموارد المالية المتاحة للمكتب، من خلال مساهمات خاصة في "حساب الاستقرار" على نحو ما هو مقترح في تقرير الفريق الإداري.

القرار

طبقاً لأحكام النظام الأساسي للمكتب الدولي للتربية (المادة 5-ب من القسم الثاني) التي تنص على أن المجلس مكلف بأن "يحدد بشكل مفصل الأنشطة التي يتعين على المكتب القيام بها في إطار البرنامج والميزانية اللذين اعتمدهما المؤتمر العام ومع مراعاة الموارد المتوفرة من خارج الميزانية عند الاقتضاء. فإن المجلس:

- يحيط علماً بتعليقات الفريق الإداري وتوصياته (3 UNESCO/BIE/C.61/Inf.3)؛

- ويطلب من المديرية العامة أن تأخذ في الاعتبار اعتماد الاستراتيجية الرامية إلى جعل المكتب مركز امتياز من قبل المؤتمر العام في دورته السادسة والثلاثين، وأن ينظر المقرر في هذا القرار ليستعرض بالتالي مستوى تخفيض محصنات المكتب المتأتية من ميزانية اليونسكو لكي لا تُعرض عملية تنفيذ الاستراتيجية المذكورة أعلاه للخطر.
- ويقر برنامج الأنشطة المقرر لعام 2012 (UNESCO/BIE/C.61/Inf. 3)، لكي تأخذ عملية تنفيذه في الاعتبار تعليقات المجلس، ولا سيما طلب استخدام جميع المحصنات والمساهمات التي يمكن أن تكمل حساب المكتب الخاص لإعطاء الأولوية لتنفيذ الاستراتيجية الرامية إلى جعل المكتب مركز امتياز.
- ويقر مشروع ميزانية المكتب لعام 2012، (UNESCO/BIE/C.61/3-Addendum) بالإضافة إلى القرار المنقح القاضي بفتح اعتماد لعام 2012 (الفقرة 15 من تقرير الفريق الإداري، الوثيقة UNESCO/BIE/C.61/Inf. 3)، على أن يكون مفهوماً أن مديرية المكتب يمكن أن تقبل فقط التمويل أو الدعم الذي يتواءم بشكل واضح مع أولويات اليونسكو والأهداف الاستراتيجية للمكتب.

7 خطة تعبئة الموارد بالنسبة للمكتب الدولي للتربية

(الوثيقتان: UNESCO/BIE/C.61/Inf.5، المرفق التاسع؛ وUNESCO/BIE/C.61/Inf.9، المرفق العاشر)

24- عرضت مديرية المكتب بإيجاز خطة تعبئة الموارد واستراتيجية المناصرة والاتصالات وأوضحت أنه تم إعدادهما في علاقة وثيقة مع خطة تنفيذ الاستراتيجية. (يرد عرضاً مديرية المكتب بصفتها المرفق الرابع عشر والمرفق الخامس عشر).

25- وخلال المناقشة التي تلت، أكد العديد من المندوبين على أن جمع أموال إضافية لتنفيذ الاستراتيجية مهمة ضرورية وعلى أنه يجب استكشاف جميع الفرص المتاحة واستغلالها، بما في ذلك على سبيل المثال أموال المفوضية الأوروبية والشراكات بين القطاعين العام والخاص. وذكر أيضاً أن رئيس المجلس والمدير العام المساعد يضطلعان بدور مهم في مساعدة المكتب والمديرية على تعبئة الموارد وأعضاء المجلس أيضاً.

26- وتوجهت مديرية المكتب بالشكر إلى المشاركين على ما قدموه من اقتراحات مفيدة، ستؤخذ في الاعتبار لدى تنفيذ خطة تعبئة الموارد واستراتيجية المناصرة والاتصالات.

القرار

1-7 فيما يتعلق بخطة تعبئة الموارد، فإن مجلس المكتب في دورته الواحدة والستين:

إذ يشير إلى القرار 34 م/4 و القرار 35 م/14؛ والوثيقة 36 م/18 التي اعتمدها المؤتمر العام لليونسكو في دورته السادسة والثلاثين؛

• يدعو أعضاء مجلس المكتب إلى دعم مديرية المكتب في ما تبذله من جهود لا تماس موارد مالية إضافية، ولا سيما من خلال المساهمات الأساسية في إطار اتفاقات متعددة السنوات فضلاً عن غيرها من الموارد من خارج الميزانية، بما في ذلك القطاع الخاص؛

• يحيط علماً بالخطة المقترحة لتعبئة الموارد بالنسبة للمكتب (UNESCO/BIE/C.61/Inf.5)، بما في ذلك تعليقات أعضاء المجلس؛

• ويطلب من مدير المكتب إنشاء لجنة لتعبئة الموارد تدعو ثلاثة من أعضاء المجلس إلى دعم فريق المكتب بإجراءات مناصرة نشطة لأدوار جمع الأموال والأدوار الاستشارية وتقديم تقرير عن التقدم المحرز إلى مجلس المكتب في دورته الثانية والستين.

2-7 فيما يتعلق باستراتيجية المناصرة والاتصالات، فإن مجلس المكتب في دورته الواحدة والستين:

• إذ يشير إلى القرار 34 م/4 و القرار 35 م/14؛ والوثيقة 36 م/18 التي اعتمدها المؤتمر العام لليونسكو في دورته السادسة والثلاثين؛

• يحيط علماً باستراتيجية المناصرة والاتصالات الخاصة بالمكتب (UNESCO/BIE/C.61/Inf.9)؛
• ويطلب من مديرة المكتب أن توافق على إنشاء فريق للنهوض بتنفيذ هذه الاستراتيجية وتقديم تقرير عن التقدم المحرز إلى مجلس المكتب في دورته الثانية والستين.

8 موعد انعقاد الدورة الثانية والستين للمجلس

القرار

يقرر المجلس أن يقترح على المديرية العامة لليونسكو ما يلي:

- عقد الدورة الثانية والستين للمجلس في الفترة من 23 إلى 25 يناير/كانون الثاني 2013، على أن يسبقها انعقاد اجتماع الفريق الإداري؛
- عقد اجتماع اللجنة التوجيهية التابعة للمجلس مبدئياً في الأسبوع الأول من سبتمبر/أيلول 2012.

9. مسائل أخرى

لا شيء يذكر

10. اعتماد قرارات الدورة الواحدة والستين (UNESCO/BIE/C.61/Decisions/Prov.1.)

القرار

طبقاً لأحكام النظام الداخلي لمجلس المكتب (المادتان 1-22 و 2-22 من القسم الحادي عشر، رابعاً)، والتي تنص على أن "المجلس يقر في كل دورة نص القرارات المعتمدة خلال تلك الدورة" وعلى أنه "ينشر نص القرارات خلال الشهر الذي يلي نهاية الدورة"، فإن المجلس:

يقر نص القرارات التي اتخذها (UNESCO/BIE/C.61/Decisions/Prov.1.)؛

وينيط بأمانة المكتب مهمة إصدار محضر وقرارات الدورة الواحدة والستين للمجلس بحلول نهاية شهر مارس/آذار 2012، بعد تعميم مشروع على أعضاء المجلس لإبداء أية تعليقات ممكنة.

11. اختتام الدورة الواحدة والستين

27- قبل اختتام أعمال الدورة، تناول الرئيس الكلمة وتوجه بالشكر إلى أعضاء المجلس على الاجتماع البناء والموجه لتحقيق النتائج الذي اتخذ خلاله عدد من القرارات الهامة. كما أعرب عن امتنانه لمديرة المكتب وفريق المكتب للعمل الشاق والدؤوب المنجز. وأخيرا، أحاط المشاركين علما بعرض شريط فيديو قصير عن الشهادة في أفريقيا وحفل للإشادة بالسيدة كلود كاباروس "Claude Caparros"، وهي موظفة في المكتب تتقاعد مباشرة بعد اختتام الدورة بعد 38 عاما من الخدمة. وتناولت بعد ذلك مديرة المكتب الكلمة لتشكر رئيس المجلس وأعضاءه.

واختتم الرئيس أعمال دورة المجلس الواحدة والستين يوم الجمعة 27 يناير/كانون الثاني 2012 عند الساعة 15:11.

الدورة الواحدة والستون لمجلس المكتب الدولي للتربية

جنيف، من ٢٥ إلى ٢٧ يناير/كانون الثاني ٢٠١٢

جدول الأعمال وجدول الأعمال المفصل

جدول الأعمال

الأربعاء ٢٥ يناير/كانون الثاني من الساعة العاشرة صباحاً إلى الساعة الواحدة ظهراً

- ١ افتتاح الدورة
- ٢ اعتماد جدول الأعمال (UNESCO/BIE/C.61/1/Pro./Rev.) و جدول الأعمال المفصل (UNESCO/BIE/C. 61/1/Prov./Add)
- ٣ انتخاب الرئيس واللجنة التوجيهية والهيئات الفرعية التابعة لمجلس المكتب الدولي للتربية
- ٤ أنشطة المكتب الدولي للتربية خلال عام ٢٠١١ (UNESCO/BIE/C.61/2)

الأربعاء 25 يناير/كانون الثاني (بعد الظهر) من الساعة الثالثة إلى الساعة السادسة مساءً

- ٥ خطة تنفيذ الاستراتيجية الرامية إلى جعل المكتب الدولي للتربية مركز امتياز في مجال إعداد المناهج الدراسية (UNESCO/BIE/C.61/Inf.4)
 - ١-5 إطار التنفيذ
 - ٢-5 أولويات البرنامج (عملية التنفيذ)
 - ٣-5 الهيكل التنظيمي (عملية التنفيذ)
 - ٤-5 الحوار السياسي، بما في ذلك المؤتمر الدولي للتربية (عملية التنفيذ)
 - ٥-5 الحوكمة (عملية التنفيذ)

الخميس ٢٦ يناير/كانون الثاني من الساعة العاشرة صباحاً إلى الساعة الرابعة بعد الظهر

خطة تنفيذ الاستراتيجية الرامية إلى جعل المكتب الدولي للتربية مركز امتياز في مجال إعداد المناهج الدراسية (تكملة)

- ٦ برنامج أنشطة المكتب الدولي للتربية لعام ٢٠١٢ (UNESCO/BIE/C.61/3)

الخميس ٢٦ يناير/كانون الثاني (بعد الظهر) من الساعة الرابعة إلى الساعة السادسة مساءً

- ٧ خطة تعبئة الموارد بالنسبة للمكتب الدولي للتربية (UNESCO/BIE/C.61/Inf.5; UNESCO/BIE/C.61/Inf.9)
 - ١-٧ خطة تعبئة الموارد
 - ٢-٧ استراتيجية الاتصالات المناصرة

- ٨ موعد انعقاد الدورة الثانية والستين للمجلس

الجمعة ٢٧ يناير/كانون الثاني من الساعة العاشرة صباحاً إلى الساعة الواحدة بعد الظهر

- ٩ مسائل أخرى
- ١٠ اعتماد قرارات الدورة الواحدة والستين (UNESCO/BIE/C.61/Decisions/Prov.)
- ١١ اختتام الدورة الواحدة والستين

جدول الأعمال المفصل

ستعقد الدورة الواحدة والستون لمجلس المكتب الدولي للتربية (المكتب) في مبنى International Air Transport Association "Practical Information", 33 Route de l'Aéroport, 1215 Geneva 15 Airport. (انظر منشور المعلومات العملية المرفقة المعنونة "Practical Information".)

وستبدأ الدورة يوم الأربعاء ٢٥ يناير/كانون الثاني عند الساعة العاشرة صباحاً ومن المتوقع أن تختم أعمالها يوم الجمعة ٢٧ يناير/كانون الثاني ٢٠١٢ عند الساعة الواحدة بعد الظهر.

والجدول الزمني لهذه الدورة هو كالتالي: يوماً الأربعاء ٢٥ يناير/كانون الثاني والخميس ٢٦ يناير/كانون الثاني من الساعة العاشرة صباحاً إلى الساعة الواحدة ظهراً ومن الساعة الثالثة بعد الظهر إلى الساعة السادسة مساءً؛ ويوم الجمعة ٢٧ يناير/كانون الثاني من الساعة العاشرة صباحاً إلى الساعة الواحدة ظهراً.

وكما هو الحال في عام ٢٠١١، سيجتمع الفريق الإداري في مبنى المكتب في قاعة Cecilia Braslavsky، 15 route des Morillons, 1218 Le Grand-Saconnex، في جنيف يوم الثلاثاء ٢٤ يناير/كانون الثاني من الساعة العاشرة صباحاً إلى الساعة الواحدة ظهراً. وسيركز الفريق الإداري على المسائل الإدارية والمالية فحسب. ولن يعتمد تقرير الفريق الإداري بشكل رسمي كما كان الشأن في الماضي. وسيكتفي المجلس بإحاطة العلم به باعتباره إسهاماً في النقاشات.

الأربعاء ٢٥ يناير/كانون الثاني من الساعة العاشرة صباحاً إلى الساعة الواحدة ظهراً

١ افتتاح الدورة

سيفتتح معالي السيد أولي بريسيد Ole BRISEID (النرويج)، رئيس مجلس المكتب أعمال الدورة يوم الأربعاء ٢٥ يناير/كانون الثاني عند الساعة العاشرة صباحاً.

٢ اعتماد جدول الأعمال وجدول الأعمال المفصل

الوثيقتان: UNESCO/BIE/C.61/1/Prov./Rev. + الضميمة

سبق وأن عرض على اللجنة التوجيهية التابعة للمجلس مشروع جدول أعمال وعلقت عليه في ٦ سبتمبر/أيلول ٢٠١١. وقد اشترك في إعداد هذا المشروع رئيس مجلس المكتب وأمانة المكتب. وطبقاً لنظامه الداخلي (الفقرة ٥ من المادة ٤ من القسم الرابع)، "يجوز للمجلس، بعد اعتماد جدول الأعمال، وخلال انعقاد دورة ما، أن يعدل ترتيب البنود المدرجة في جدول أعماله أو أن يضيف بنوداً إليه أو أن يحذف بنوداً منه. ومن الضروري الحصول على غالبية ثلثي الأعضاء الموجودين والمصوتين للتمكن من إضافة بند أو من حذف آخر خلال دورة ما."

ترد مشاريع القرارات في الوثيقة: UNESCO/BIE/C.61/Decisions/Prov.

٣ انتخاب الرئيس واللجنة التوجيهية والهيئات الفرعية التابعة لمجلس المكتب الدولي للتربية

الوثيقتان: النظام الأساسي للمكتب والنظام الداخلي لمجلس المكتب الدولي للتربية

بعد أن انتخب المؤتمر العام لليونسكو في دورته السادسة والثلاثين أعضاء المجلس الجدد الأربعة عشر (انظر التشكيل الجديد للمجلس، المرفق طياً)، يجب على المجلس اختيار اللجنة التوجيهية الجديدة لفترة السنتين ٢٠١٢-٢٠١٣، وكذلك أية هيئات فرعية يراها مفيدة. ووفقاً للنظام الأساسي للمكتب (الفقرة ٥ من المادة ٤ من القسم الثاني)، "ينتخب المجلس لجنته التوجيهية

التي تتألف من رئيس وخمسة نواب للرئيس، يكونوا من مواطني المجموعات الإقليمية الست¹ وتنتخب اللجنة التوجيهية لمدة سنتين؛ ويجوز إعادة انتخاب أعضائها، لكن لا يمكن لهم الاحتفاظ بمقاعدهم لأكثر من أربع سنوات. وخلال فترة السنتين الماضية، تألفت اللجنة التوجيهية من الدول الأعضاء التالية:

- الرئيس: المجموعة الأولى (أوروبا الغربية وأميركا الشمالية): النرويج
- نواب الرئيس: المجموعة الثانية (أوروبا الشرقية والوسطى): جورجيا
- المجموعة الثالثة (أمريكا اللاتينية والبحر الكاريبي): الجمهورية الدومينيكية
- المجموعة الرابعة (آسيا والمحيط الهادئ): باكستان
- المجموعة الخامسة ألف (أفريقيا): جمهورية تنزانيا
- المجموعة الخامسة باء (الدول العربية): عمان

وقام المجلس، خلال دورة المجلس التاسعة والخمسين (يناير/كانون الثاني ٢٠١٠)، وبناء على اقتراح من المجموعة الانتخابية الأولى (أوروبا الغربية وأميركا الشمالية)، وبالتنسيق مع المجموعة الانتخابية الثانية (أوروبا الشرقية والوسطى) وطبقاً لنظامه الداخلي (المادة ٥-١ من القسم الخامس، رابعاً)، بانتخاب رئيسه السيد أولي بريسيد، المدير العام لوزارة التربية والتعليم والبحوث في النرويج. وتمشيا مع مبدأ التناوب الجغرافي، قرر المجلس أيضاً أن ولاية الرئاسة المقبلة، إلا إذا سعى أعضاء المجلس إلى إعادة انتخاب الرئيس الحالي، يجب أن تنتقل إلى المجموعة الانتخابية الثانية (أوروبا الشرقية والوسطى). ومن المفترض أن تجري مشاورات بين المجموعات الانتخابية في وقت مبكر.

ووفقاً للفقرة ٦ من المادة الرابعة للنظام الأساسي للمكتب، التي تنص على أنه "يجوز للمجلس أن ينشئ هيئات فرعية لمساعدته في تنفيذ مهامه المحددة"، أنشئ في السنوات الماضية الفريق الإداري الذي يتألف من ممثلين عن كل مجموعة من المجموعات الانتخابية الست. ويجوز إعادة انتخاب أعضائه لولاية ثانية.

وخلال فترة السنتين الماضية، تكوّن الفريق الإداري من ممثلين عن الدول الأعضاء التالية:

- الرئيس: المجموعة الثانية (أوروبا الشرقية والوسطى): الاتحاد الروسي
- نواب الرئيس: المجموعة الأولى (أوروبا الغربية وأميركا الشمالية): إسرائيل
- المجموعة الثالثة (أمريكا اللاتينية والبحر الكاريبي): البرازيل
- المجموعة الرابعة (آسيا والمحيط الهادئ): اندونيسيا
- المجموعة الخامسة ألف (أفريقيا): مالي^١
- المجموعة الخامسة باء (الدول العربية): المغرب

وتجدر الإشارة إلى أن اندونيسيا ومالي والاتحاد الروسي لم تعد أعضاء في المجلس. ووفقاً للنظام الأساسي للمكتب الذي ينص على أن اللجنة التوجيهية (وهيئاته الفرعية تظل في منصبها إلى حين انتخاب الهيئات الجديدة، وسيجتمع الفريق الإداري بشكله الحالي يومي ٢٤ يناير/كانون الثاني ٢٠١٢. ويجوز للدول الأعضاء المهتمة أن تفوض ممثلاً عنها بصفة مراقب.

٤ أنشطة المكتب الدولي للتربية خلال عام ٢٠١١

الوثائق: UNESCO/BIE/C.61/2 (تقرير المديرية)؛ و UNESCO/BIE/61/Inf.2 (الحسابات المؤقتة لعام ٢٠١١)؛ و UNESCO/BIE/C.61/Inf.3 (تقرير الفريق الإداري الذي سيوزع في بداية الاجتماع).

^١ لم تعد عمان عضواً في المجلس. ومن المفترض أن تجري مشاورات فيما بين المجموعة الخامسة باء في وقت مبكر لتحديد نائب جديد للرئيس.

- ستعرض المديرية النقاط البارزة للتقرير الخاص بالأنشطة المنفذة خلال عام ٢٠١١.
- سيحيط المجلس علماً بالجزء الأول من تقرير الفريق الإداري عن الأنشطة المنجزة خلال عام ٢٠١١.
- سيناقش المجلس التقرير الخاص بالأنشطة المنفذة خلال عام ٢٠١١.
- سترد المديرية و/أو منسقو البرنامج على أسئلة المجلس.
- سيشرع المجلس في إقرار تقرير الأنشطة المنفذة خلال عام ٢٠١١.
- سيشرع المجلس في الموافقة على الحسابات المؤقتة لعام ٢٠١١ والقرار القاضي بفتح اعتماد لعام ٢٠١١.

ترد مشاريع القرارات في الوثيقة: UNESCO/BIE/C.61/Decisions/Prov.

الأربعاء 25 يناير/كانون الثاني (بعد الظهر) من الساعة الثالثة إلى الساعة السادسة مساءً

٥ **خطة تنفيذ "الاستراتيجية الرامية إلى جعل المكتب الدولي للتربية مركز امتياز في مجال إعداد المناهج الدراسية"**
الوثيقة: (UNESCO/BIE/C.61/Inf.4)

- ١-5 إطار التنفيذ
- ٢-5 أولويات البرنامج (عملية التنفيذ)
- ٣-5 الهيكل التنظيمي (عملية التنفيذ)
- ٤-5 الحوار السياسي، بما في ذلك المؤتمر الدولي للتربية (عملية التنفيذ)
- ٥-5 الحوكمة (عملية التنفيذ)

ستعرض المديرية خطة التنفيذ. وسيدعى المجلس إلى تقديم تعليقات. وسيمضي المجلس في الموافقة عليها رسمياً.

ترد مشاريع القرارات في الوثيقة: UNESCO/BIE/C.61/Decisions/Prov.

الخميس ٢٦ يناير/كانون الثاني من الساعة العاشرة صباحاً إلى الساعة الرابعة بعد الظهر

٦ **خطة تنفيذ الإستراتيجية الرامية إلى جعل المكتب الدولي للتربية مركز امتياز في مجال إعداد المناهج الدراسية (تكملة)**

برنامج أنشطة المكتب الدولي للتربية لعام ٢٠١٢
الوثيقتان: UNESCO/BIE/C.61/3 (تقرير المديرية) و UNESCO/BIE/C.61/Inf.3 (تقرير الفريق الإداري الذي سيوزع في بداية الاجتماع).

- ستعرض المديرية الاقتراحات الخاصة ببرنامج الأنشطة ومشروع الميزانية لعام ٢٠١٢.
- سيحيط المجلس علماً بالقسم الثاني من تقرير الفريق الإداري عن الأنشطة والميزانية المقترحة لعام 20١٢.
- سيناقش المجلس البرنامج المقترحة لعام ٢٠١٢.
- سترد المديرية و/أو منسقو البرنامج على أسئلة المجلس.
- سيمضي المجلس في إقرار برنامج الأنشطة المقترح لعام ٢٠١٢.
- إقرار ميزانية عام ٢٠١٢.
- سيحيط المجلس علماً بتقرير الفريق الإداري بأكمله.

ترد مشاريع القرارات في الوثيقة: UNESCO/BIE/C.61/Decisions/Prov.

الخميس ٢٦ يناير/كانون الثاني (بعد الظهر) من الساعة الرابعة إلى الساعة السادسة مساءً

7 خطة تعبئة الموارد بالنسبة للمكتب الدولي للتربية
الوثيقة: UNESCO/BIE/C.61/Inf.5; UNESCO/BIE/C.61/Inf.9
١-٧ خطة تعبئة الموارد
٢-٧ استراتيجية الاتصالات المناصرة

ستعرض المديرية خطة تعبئة الموارد، بما في ذلك استراتيجية خاصة بالاتصالات واستراتيجية خاصة بالمناصرة والتسويق. وسيدعى المجلس إلى مناقشة خطة تعبئة الموارد والموافقة عليها.

ترد مشاريع القرارات في الوثيقة: UNESCO/BIE/C.61/Decisions/Prov.

٨ موعد انعقاد الدورة الثانية والستين للمجلس

ترد مشاريع القرارات في الوثيقة: UNESCO/BIE/C.61/Decisions/Prov.

الجمعة ٢٧ يناير/كانون الثاني من الساعة العاشرة صباحاً إلى الساعة الواحدة بعد الظهر

٩ مسائل أخرى

١٠ اعتماد قرارات الدورة الواحد والستين
الوثيقة: UNESCO/BIE/C.61/Decisions/Prov.

طبقاً للنظام الداخلي لمجلس المكتب الدولي للتربية (المادة ٢٢ من القسم الحادي عشر من المقطع الرابع) الذي ينص على أن "المجلس يوافق في كل دورة من دوراته على نص القرارات المعتمدة خلال الدورة" وعلى "نشر القرارات في غضون شهر بعد انتهاء الدورة"، فإن المجلس مدعو إلى:

- استعراض نص مشاريع قرارات الدورة الواحدة والستين؛
- اعتمادها؛
- الطلب إلى المكتب نشر نص هذه القرارات بحلول نهاية شهر مارس/آذار ٢٠١٢.

١١ اختتام الدورة الواحدة والستين

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

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

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

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

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

تقرير مديرة المكتب الدولي للتربية

يناير/كانون الثاني إلى ديسمبر/كانون الأول 2011

أولاً- مجالات العمل الرئيسية والتقدم المحرز والتحديات الماثلة

يتمثل الغرض من هذا التقرير في عرض ما أحرزته البرامج والأنشطة التي اضطلع بها خلال عام 2011 المكتب الدولي للتربية (المكتب)، باعتباره معهد اليونسكو المتخصص في المحتويات والأساليب والسياسات والعمليات المتعلقة بإعداد المناهج الدراسية، من تقدم وما واجهته من تحديات. وقد صممت هذه الأنشطة ونفذت ضمن سياق الأهداف الإستراتيجية والنتائج المنشودة لاستراتيجية المكتب للفترة 2008-2013 وللوثيقة 35 م/5. كما تأثر العمل الذي اضطلع به خلال هذا العام بالإستراتيجية الرامية إلى جعل المكتب مركز امتياز في مجال إعداد المناهج الدراسية التي اعتمدها المؤتمر العام لليونسكو في دورته السادسة والثلاثين. وينظم عرض الأنشطة المنفذة خلال عام 2011 وفقاً لثلاثة مجالات عمل رئيسية للمكتب: (أولاً) تنمية القدرات والمساعدة الفنية، (ثانياً) إنتاج المعرفة وإدارتها، (ثالثاً) الحوار السياسي¹.

النتائج المنشودة في نهاية فترة العامين 2010-2011

35 م/5

الأهداف الاستراتيجية

استراتيجية المكتب للفترة 2008-

2013

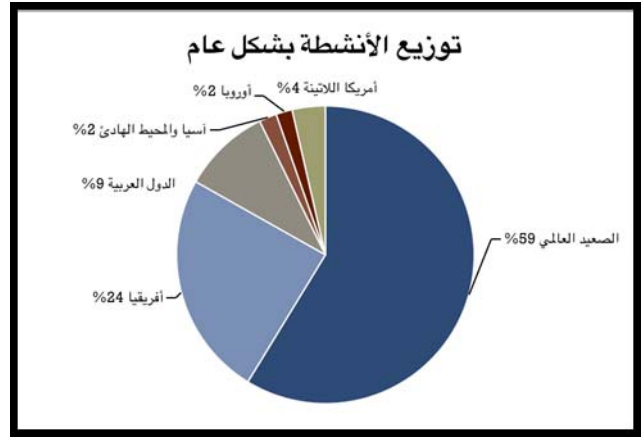
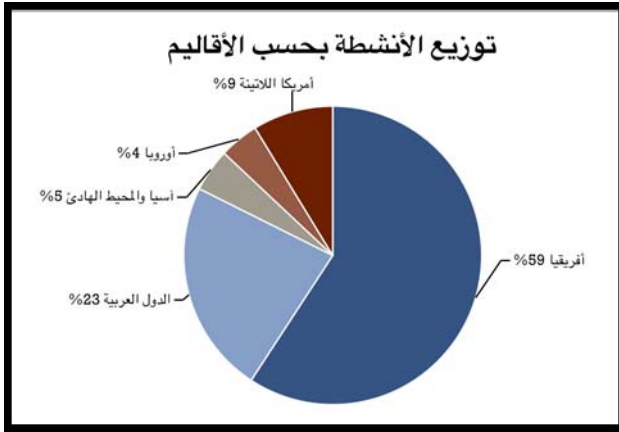
<p>محور العمل 3 - النتيجة المنشودة 8</p> <p>تعزيز القدرات الوطنية في مجال إعداد الخطط التعليمية والسياسات الاستيعابية القطاعية وتنفيذها وإدارتها، بما في ذلك في أوضاع ما بعد النزاعات وما بعد الكوارث</p>	<p>محور العمل 2 - النتيجة المنشودة 5</p> <p>تعزيز القدرات الوطنية فيما يخص تخطيط التعليم الأساسي وتنفيذه وإدارته، ولا سيما في أفريقيا</p>	<p>تنمية قدرات الأخصائيين والممارسين وصناع القرار على تصميم عمليات إعداد المناهج الدراسية والمناهج الجامعة ذات نوعية جيدة وإدارتها وتنفيذها:</p> <ol style="list-style-type: none"> 1. دعم الشبكة العالمية 2. دعم البلدان في تغيير المناهج 3. إعداد مواد وأدوات تدريبية وتجريبها والترويج لها 4. توسيع أشكال التدريب وتنويعها 5. تقديم الدعم والمشورة المهنيين 	<p>1- تنمية القدرات والمساعدة الفنية</p>
<p>محور العمل 3 - النتيجة المنشودة 10: تعزيز القدرات الوطنية فيما يخص إعداد أنشطة شاملة لقطاع التربية من أجل التصدي لفيروس ومرض الإيدز من خلال المبادرة العالمية بشأن فيروس/مرض الإيدز والتعليم وما يتصل بها من جهود</p>	<p>محور العمل 2 - النتيجة المنشودة 6: تجديد نظم التعليم الثانوي، ولا سيما من خلال إصلاح مناهج التعليم وتحسين عمليات تقييم تعلم الطلاب</p>	<p>توطيد قاعدة معارف ومجموعة متنوعة من مصادر المعلومات المتخصصة بشأن المناهج الدراسية وعمليات إعداد المناهج الدراسية وإثرائها وتوسيع نطاقها:</p> <ol style="list-style-type: none"> 6. بناء قاعدة معارف متينة 7. تعزيز خدمات المعلومات وتبادل المعلومات 8. استحداث منبر على الإنترنت لزيادة تبادل المعارف 9. تبسيط الخدمات والوصول إلى المواد والمصادر 	<p>2- إنتاج المعرفة وإدارتها</p>
<p>محور العمل 3 - النتيجة المنشودة 8</p> <p>تعزيز القدرات الوطنية في مجال إعداد الخطط التعليمية والسياسات الاستيعابية القطاعية وتنفيذها وإدارتها، بما في ذلك في أوضاع ما بعد النزاعات وما بعد الكوارث</p>	<p>محور العمل 4 - النتيجة المنشودة 12: رصد التقدم العالمي والإقليمي في توفير التعليم للجميع، والوقوف على اتجاهات التعليم من خلال البحوث التطبيقية ونشر الدراسات والتقارير مثل «التقرير العالمي لرصد التعليم للجميع»</p>	<p>تسهيل الحوار السياسي على المستويات المحلية والإقليمية والعالمية لإعداد المناهج الدراسية وتحسين العمليات والمنتجات:</p> <ol style="list-style-type: none"> 10. المساهمة في إقامة آليات مناسبة لنشر نتائج مؤتمر عام 2008 وإجراءات المتابعة المستمرة التي تستهدف سياسات التعليم الجامع والقضايا المرتبط به. 	<p>3- الحوار السياسي والمؤتمر الدولي للتربية</p>

¹ يمكن بناء على الطلب توفير بطاقات وصفية محددة من أجل تقديم المزيد من المعلومات التفصيلية عن الأنشطة ومنتجاتها وتحدياتها وآثارها.

أهم إنجازات عام 2011

6,936 مؤسسة تلقت مجلة مستقبلات (+22%)
 30,707 من الاشتراكات في مجلة مستقبلات تم
 تنزيلها
 1,344,462 من الزوار لموقع المكتب على
 الإنترنت (+17%)
 159,922 عملية تنزيل لوثائق المكتب
 ومطبوعاته من خلال قاعدة البيانات يونسكوك (+18%)

806 من المشاركين في جميع أنشطة المكتب
 145 فنيا من أفريقيا حصل على التدريب
 105 من المشاركين في الشهادة من 28 بلدا
 701 مشاركا في حلقات عمل من 34 بلدا
 1539 عضوا من جماعة الممارسين (+7%)
 5 بلدان (4 في المنطقة العربية) تلقت مساعدة تقنية محددة
 4 أعداد من مجلة مستقبلات تم نشرها



1- تنمية القدرات والمساعدة الفنية

تسعى تنمية القدرات والمساعدة الفنية إلى تعزيز قدرات الأفراد أو الفرق أو المؤسسات الوطنية على تصميم عمليات المناهج الدراسية وإعدادها وتنفيذها وتقييمها من أجل تحسين نوعية التعليم للجميع. وقد تم، من خلال جماعة الممارسين، تحقيق المزيد من تبادل الخبرات والمعارف على الصعيد العالمي؛ وعلى الصعيد الإقليمي من خلال الشراكة مع مكاتب اليونسكو الإقليمية والميدانية لإعداد دورات تدريبية وورش عمل؛ ومن خلال المساعدة الفنية المباشرة بدعم الجهود الوطنية الهادفة إلى وضع أطر المناهج الدراسية وتدريب المعلمين والمواد التعليمية لتحسين التعليم في المستويين الابتدائي والثانوي. وتوضع مختلف الأنشطة بما يلي مطالب الدول الأعضاء واحتياجاتها. وتسعى طرائق تدريب جديدة إلى زيادة التأثير في الميدان بما يتماشى مع المطالب الداعية إلى تحويل المكتب إلى مركز امتياز. وينفذ برنامج عام 2011 من خلال (1) الشهادات (2) وورش العمل، (3) وجماعة الممارسين (4) والأولوية لأفريقيا، (5) والمجالات المواضيعية مثل التثقيف بشأن فيروس نقص المناعة البشرية الإيدز، والتعليم الجامع والتعليم من أجل تحقيق التنمية المستدامة، (6) وتقديم المساعدة الفنية إلى الدول الأعضاء مع إيلاء اهتمام خاص بالبلدان التي تمر بمرحلة انتقالية والبلدان المتضررة من النزاعات.

1 1 شهادة تصميم المناهج وإعدادها

يتمثل هدف هذه المبادرة، التي أخذ المكتب بزمامها لأول مرة في عام 2010، في تقديم برامج لتنمية القدرات مبتكرة ومستدامة وطويل الأجل ومعتمدة في مجال المناهج الدراسية. وهي أداة مفاهيمية ومنهجية لتعزيز القدرات على تحليل المناهج الدراسية واستعراضها وتقييمها وتصميمها وإعدادها على المستويات الكلية والمتوسطة والجزئية لنظام التعليم، مع التركيز على مستوى المدرسة. ويحضر المشاركون دورة تدريبية مكثفة مباشرة تستغرق 10 أيام وتظم حوالي 10 وحدات موضوعية من المناهج الدراسية (مجموعة أدوات التدريب لإعداد المناهج الدراسية). وعلى مدى الأسابيع الثلاثين اللاحقة، يتعمقون في كل وحدة من الوحدات ويفكرون في سياقهم التعليمي ويستعرضون ويحللون دراسات حالات من مختلف أنحاء العالم ويطبقون الدروس المستفادة على بلدانهم. وقد تمكن المكتب بنجاح في عام 2011 من إنجاز الطبعة الأولى من هذه الشهادة

الأهداف
الاستراتيجية
1، 2، 3، 4، 5
محور العمل
6.2

في أميركا اللاتينية، والتي نظمت في إطار شراكة مع الجامعة الكاثوليكية في أوروغواي (UCU) والمكتب الإقليمي للتربية في أميركا اللاتينية والبحر الكاريبي (OREALC). وبالإضافة إلى ذلك، تم استهلال الدورة الثانية في أميركا اللاتينية، بينما أطلقت الشهادة بنجاح في أفريقيا بالتعاون مع مكتب اليونسكو الإقليمي للتربية في أفريقيا والقسم المعني بتدريب المدرسين في اليونسكو، ونفذت من خلال الجامعة المفتوحة في تنزانيا ومعهد تنزانيا للتربية والتعليم (TIE). وعلى العموم، يدرّب ما مجموعه 105 من المشاركين من 28 بلداً من خلال هذه الشهادة. وتخرج حتى الآن 22 مشاركاً في نوفمبر/تشرين الثاني 2011. ويُبين التقييم الشامل للشهادات أن 95 في المائة من المشاركين اتفقوا على أن هذه الشهادة تساهم في تعزيز وعيهم وكفاءاتهم في المسائل المتعلقة بالمناهج. وسعياً إلى متابعة الآثار الناجمة عن ذلك، سنتم مواصلة تعقب استخدام المهارات المكتسبة.

الجدول 1: لمحة عامة عن الشهادة

المشاركين	الشهادة/الموقع
32 (8 بلدان من أميركا اللاتينية و 2 من بلدان أفريقيا، و 8 موظفين من منظمة اليونسكو والبنك الدولي)	الشهادة الأولى في أميركا اللاتينية (الدفعة الأولى)
50 في المائة من الذكور و 50 في المائة من الإناث	مونتيفيديو، أوروغواي
24 (5 بلدان من أميركا اللاتينية و 2 من موظفي منظمة اليونسكو)	الشهادة الثانية في أميركا اللاتينية (الدفعة الثانية)
12 في المائة من الذكور و 88 في المائة من الإناث	مونتيفيديو، أوروغواي
49 (17 بلداً أفريقيا و 7 موظفين من منظمة اليونسكو)	الشهادة الأولى في أفريقيا
50 في المائة من الذكور و 50 في المائة من الإناث	دار السلام، تنزانيا

التحديات:

- (أ) تعزيز الآثار القصيرة والطويلة الأجل لأنشطة تنمية القدرات من الناحيتين الكمية والنوعية
- (ب) تبادل نتائج التقييم مع الشركاء والمستخدمين وجمع تعليقاتهم، من أجل تحسين عملية التخطيط وتعزيز تحديد الاحتياجات، بالإضافة إلى تحسين نوعية أدوات التعلم لدورات الشهادة

2 1 ورش العمل

ركزت أنشطة ورشة العمل على توفير الدعم التقني والتدريب المحددين للموظفين المسؤولين عن العمليات التعليمية وتلك المتعلقة بالمناهج الدراسية. وفي عام 2011، ساهم المكتب في عمليات إصلاح المناهج الدراسية في التعليم الأساسي والثانوي وتدريب المعلمين في شتى البلدان. وقد وضعت جميع ورش العمل بالاستناد إلى أدوات تدريب مخصصة وللاستجابة لمطالب محددة من الدول الأعضاء. وشارك في هذه

الأهداف
الاستراتيجية
1، 2، 3، 4، 5
محور العمل
5، 6، 2

الورش هذا العام ما مجموعه 701 من المشاركين من 34 بلداً. وفي إقليم آسيا، انصب التركيز على تطوير أدوات تعليمية لمؤسسات تدريب المعلمين بشأن التعليم من أجل تحقيق التنمية المستدامة. وفي إقليم أميركا اللاتينية والمنطقة العربية، انصب التركيز على التعليم الجامع. وجاء تقييم المشاركين لمحتوى ورش العمل إيجابياً بنسبة 98 في المائة، وبالنسبة للتيسير بنسبة 94 في المائة والمواد بنسبة 98 في المائة.

الجدول 2: لمحة عامة عن أنشطة ورش العمل

المشاركون	موضوع ورشة العمل	المكان والزمان
63 (واضعو السياسات والمتخصصون في المناهج الدراسية ومدرّبو المعلمين ومديرو المدارس والمعلمون)	إعادة توجيه تدريب المعلمين نحو التعليم للجميع والتعليم من أجل التنمية المستدامة في آسيا والمحيط الهادئ	الفلبين مارس/آذار - أبريل/نيسان 2011
30 (واضعو السياسات والمتخصصون في المناهج الدراسية ومدرّبو المعلمين ومديرو المدارس والمعلمون)	إعادة توجيه تدريب المعلمين نحو التعليم للجميع والتعليم من أجل التنمية المستدامة في آسيا والمحيط الهادئ	تايلند أبريل/نيسان 2011
17 موظفا من المركز الوطني الأوغندي لإعداد المناهج الدراسية	دعم مناهج التعليم الأساسي وخصوصا في المستوى الثانوي	أوغندا مايو/أيار 2011
82 (كليات المعلمين ومدرسو المدارس الثانوية من 12 مقاطعة)	إنشاء فريق مشترك بين الوكالات يوظف بأشطة البحث العملي وتنمية القدرات في مجال التعليم من أجل التنمية المستدامة	فيتنام يونيو/حزيران 2011
31 موظفا من وزارة التربية والتعليم	تنفيذ ورشة عمل للميسرين بشأن التعليم الجامع	غواتيمالا يوليو/تموز 2011
68 (واضعو السياسات والمتخصصون في المناهج الدراسية ومدرّبو المعلمين من بوركينافاسو والكونغو برازافيل وكينيا ومالي وموريشيوس)	وضع مجموعة أدوات "Skills for living and working in the Twenty-First century: a toolkit for curriculum innovations in Africa"	مالي أغسطس/آب 2011
60 (أعضاء الأكاديمية الوطنية، ومدرّبو المعلمين؛ وموظفون من أقسام مختلفة من إدارة التعليم الابتدائي)	عقد حلقتي عمل لتنمية القدرات بشأن عمليات تغيير المناهج الدراسية والتنمية المستدامة إلى الكفاءات	المكسيك سبتمبر/أيلول 2011
24 (واضعو السياسات والمتخصصون في المناهج الدراسية ومدرّبو المعلمين ومديرو المدارس والمعلمون)	عقد ورشة عمل عن التعليم الجامع في البحر الكاريبي	انتيفوا وبربودا نوفمبر/تشرين الثاني 2011
25 (المتخصصون في المناهج الدراسية ومدرّبو المعلمين)	وضع الصيغة النهائية للكتاب المدرسي باللغتين الفرنسية والزرمية ودليل المعلم من أجل المدارس الريفية البديلة	النيجر نوفمبر/تشرين الثاني 2011

3 1 جماعة الممارسين

مواضيع المناهج الدراسية. وفي عام 2011، ساهمت جماعة الممارسين في جمع دراسات حالات جديدة تم إدراجها في أدوات التدريب لإعداد المناهج الدراسية ونشر المعلومات بشأن الشهادات وورش العمل.

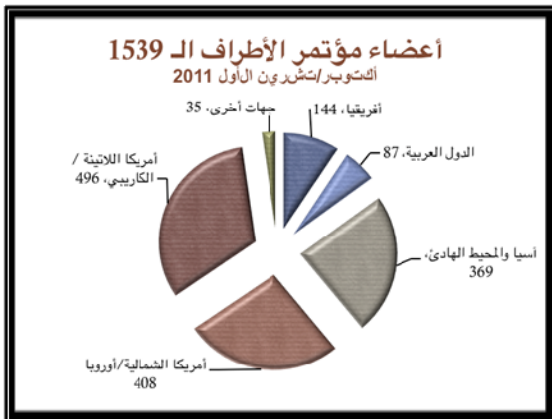
الأهداف
الاستراتيجية
3 + 2 + 1
محور العمل
5/6.2

جماعة الممارسين فضاء مفتوح ومتعدد يتيح الفرص لتبادل الرؤى والنهج والخبرات والممارسات ونتائج البحوث والموارد. كما توفر إمكانات ملموسة لتنفيذ برامج ومشاريع بشكل مشترك لتنمية القدرات المؤسسية حول

أرقام

27 < دراسة حالة مقدمة
(نوفمبر/تشرين الثاني 2011)

1539 < عضوا من في مؤتمر الأطراف
(7+ %، خلال 2011)
143 < بلدا ممثلا



4 1 الأولوية لأفريقيا

يساهم المكتب في برنامج اليونسكو بشأن الأولوية لأفريقيا من خلال جميع مجالات تدخله. واستمر المكتب بالتعاون مع مكتب اليونسكو الإقليمي للتربية في أفريقيا في دعم برنامج التعليم الأساسي في أفريقيا (BEAP). وفي عام 2011، عمل المكتب بشكل وثيق مع الجامعة المفتوحة في تنزانيا ومعهد

تنزانيا للتربية والتعليم جنبا إلى جنب مع مكتب اليونسكو الإقليمي للتربية في أفريقيا لتنمية القدرات المؤسسية ووضع المتطلبات الإدارية والمتعلقة بالاعتماد وإدارة منصة على الإنترنت لتطبيق الشهادة. كما تم إعداد محتوى المناهج وتكليفه بما يتماشى مع إقليم أفريقيا في الوحدات الموضوعية (أدوات التدريب لإعداد المناهج الدراسية). وهكذا، أطلقت بنجاح أول شهادة في أفريقيا؛ وحضر ما مجموعه 49 مهنيا من 17 بلدا أفريقيا الدورة التدريبية المباشرة. ومن خلال جميع أنشطة المكتب في أفريقيا (الشهادة، وورش تنمية القدرات في ما يتعلق ببرنامج التعليم الأساسي في أفريقيا، والتدريب في إطار برامج المساعدة الفنية، ومشروع أفريقيا) تولى المكتب تدريب ما مجموعه 145 مهنيا من 21 بلدا.

ويقدم المكتب منذ عام 2010 مشروع إعداد كتيب باللغتين الفرنسية والزرمية ودليل للمدرس متاح للمدارس الابتدائية البديلة في المناطق الريفية في النيجر. وفي عام 2011، تم مراجعة الكتيب ودليل المدرس اللذين يوضعان حاليا في صيغتهما النهائية ليستخدما في 15 مدرسة في المناطق الريفية يستفيد منها 735 طفلا.

الأهداف
الاستراتيجية
محور العمل
5, 4, 3, 2, 1
8.3+5.6.2

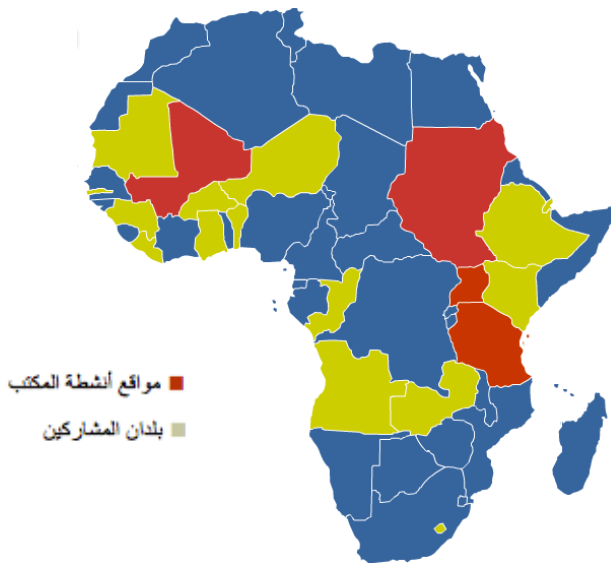
وعلاوة على ذلك، قام المكتب بتنمية قدرات المعلمين وطلاب المدارس الثانوية في مجال استخدام تكنولوجيا المعلومات في إطار مشاريع تربوية تشارك فيها مدارس في مالي (بماكو ونيونو) وسويسرا (غرانسون).

وأخيرا، قدمت المساعدة الفنية إلى السودان في إطار إصلاح المناهج المتوخى. وبالتشاور مع أصحاب المصلحة السودانيين، وضعت وزارة التربية والتعليم العام والمركز القومي للمناهج والبحث التربوي واليونسكو مقترح مشروع.

وقدم مشروع **التعلم من أجل الحياة والعمل في أفريقيا** الدعم إلى وزارات ومؤسسات التربية والتعليم في عدد من بلدان جنوب الصحراء لتعزيز التحضير للحياة والعمل في التعليم الأساسي من خلال إعداد مناهج من نوعية جيدة وتنفيذها في الفصول الدراسية. ونسق المكتب وضع الصيغة النهائية لمجموعة أدوات لبناء القدرات "Skills for living and working in the Twenty-First century: a toolkit for curriculum innovations in Africa" (مهارات العيش والعمل في القرن الحادي والعشرين: مجموعة أدوات للابتكارات في مجال

الجدول 3: الأولوية لأفريقيا

بلدان المشاركة (بلدان برنامج التعليم الأساسي في أفريقيا)	الأنشطة
انغولا وبنين وجيبوتي واثيوبيا وغامبيا وغانا وغينيا وكينيا وليسوتو وليبيريا ومالي وموريتانيا والنيجر وتنزانيا وسيشيل وأوغندا وزامبيا	شهادة تصميم المناهج وإعدادها تنزانيا
أوغندا	ورشة عمل حول تصميم المناهج وإعدادها أوغندا
بوركينافاسو والكونغو برازافيل وكينيا ومالي وموريشيوس	مجموعة أدوات لبناء القدرات مالي
مالي	تنمية القدرات في مجال تكنولوجيا المعلومات مالي
النيجر	كتاب مدرسي باللغتين الفرنسية والزرمية النيجر
السودان	المؤتمر الوطني عن المناهج الدراسية السودان



الجدول 4: لمحة عامة عن أنشطة بناء القدرات وتبادل المعلومات في مجال التثقيف بشأن فيروس نقص المناعة البشرية والإيدز

الأنشطة	النتائج	الشركاء
الإسهامات في مركز اليونسكو لتبادل المعلومات في مجال التثقيف بشأن فيروس نقص المناعة البشرية والإيدز	إضافة 200 وثيقة (باللغات الإنجليزية والفرنسية والبرتغالية) من المناهج الدراسية والمواد التربوية إلى قاعدة البيانات	المعهد الدولي للتخطيط التربوي، مكتب اليونسكو في بانكوك
إنتاج أداة سمعية وبصرية لتدريب المعلمين في غيانا (تدريس فيروس نقص المناعة البشرية والقضايا ذات الصلة)	تقديم 30 وثيقة	استخدام شريط الفيديو من قبل المعلمين ومدربي المعلمين في غيانا وبلدان أخرى في الجماعة الكاريبية
تحليل تدريب المعلمين السابق وأثناء الخدمة على التعليم في مجالي الصحة والحياة الأسرية مع التركيز على مكون الجنس في 11 بلدا من بلدان الجماعة الكاريبية	عرضت النتائج والتوصيات الأولى في اجتماع في إقليم في سانت لوسيا في أبريل/نيسان (اشتركت في تنظيمه الجماعة الكاريبية واليونسكو)	مكتب اليونسكو في كينغستون
تقديم المساعدة الفنية على الإنترنت إلى البلدان والمنظمات والأفراد	تم الاستجابة لما مجموعه 80 طلبا	
الإسهامات في المنشورات والتعليقات عليها	مجموعة أدوات للتثقيف في مجال الجنس (العراق) وحدة تدريبية عن التثقيف في مجال فيروس نقص المناعة البشرية بالنسبة للمعلمين (المغرب)	مكتب اليونسكو في العراق مكتب اليونسكو في المغرب
المشاركة في موقع حوارات جيغا بان	منصة نقاشية على الإنترنت تربط المدارس من مختلف الأقاليم	جامعة كارنيجي ميلون

5 1 بناء القدرات وتبادل المعلومات في مجال التثقيف بشأن فيروس نقص المناعة البشرية والإيدز

الأهداف الاستراتيجية 5.4، 3، 2، 1 محور العمل 10.3

يكمن الهدف الرئيسي من وراء هذه الأنشطة في دعم التعليم للجميع من خلال إدراج التثقيف بشأن فيروس نقص المناعة البشرية والإيدز على نحو أكثر فعالية في المناهج الرسمية، ووضع الأدوات اللازمة لتحسين التعلم والمواد التعليمية، وتعزيز قدرات المتخصصين في التعليم. ويتمثل أحد الأمثلة في إنتاج "Manual for the integration of HIV and AIDS education in the official curricula" (دليل إدماج التثقيف بشأن فيروس نقص المناعة البشرية والإيدز في المناهج التعليمية الرسمية) الذي تم تحديثه هذا العام باللغة الفرنسية. ومن خلال إنتاج هذه الأدوات المبتكرة وورش العمل والوثائق المضافة إلى قاعدة البيانات والمساعدة الفنية وتقييم الممارسات الجيدة، تجلب بناء القدرات وتبادل المعلومات عن التثقيف بشأن فيروس نقص المناعة البشرية والإيدز الخبرة المتخصصة إلى الميدان.

1-6 المساعدة الفنية المقدمة إلى الدول الأعضاء

يقدم المكتب الدعم إلى الحكومات الوطنية (أي وزارات التربية والتعليم والوكالات المعنية بالمناهج الدراسية) بناء على طلبها بشأن تخطيط المناهج الدراسية الابتدائية والثانوية ذات النوعية الجيدة وإعدادها وتنفيذها وتقييمها استجابة للتحديات والاحتياجات والآفاق الإنمائية الجديدة. وينصب تركيز خاص على الإدماج المجدي لتنمية الكفاءات في المناهج

الأهداف الاستراتيجية 5.4، 3، 2، 1 محور العمل 8.3، 5، 6، 2

الوطنية، وعلى التحضير للحياة والعمل على أساس مبادئ وقيم وممارسات التعلم للعيش معاً (LTLT)، والتعليم من أجل تحقيق التنمية المستدامة. وينظر على سبيل الأولوية في حالات ما بعد النزاعات وما بعد الكوارث (PCPD). وبناء على الطلب، زاد المكتب في عام 2011 من تدخلاته دعماً لوضع المناهج الدراسية، وأطر النوعية والتقييم في المنطقة العربية.

الجدول 5: لمحة عامة عن أنشطة المساعدة الفنية

البلدان/المشروع	الأسس المنطقية	النتائج
العراق مبادرة المناهج الجديدة	مشروع مدته ثلاث سنوات. تستند المناهج العراقية الجديدة إلى القيم العالمية، مثل حقوق الإنسان والمساواة بين الجنسين والسلام والتعلم للعيش معاً.	1- سيقر وزراء التربية والتعليم إطار المناهج العراقية الجديد وسيكون جاهزاً لاستشارات الجمهور. 2- استهلال دراسة جدوى لإنشاء مركز المناهج الوطني العراقي
السودان المؤتمر الوطني للمناهج	استناداً إلى اتفاق أصحاب المصلحة السودانيين المنبثق عن المؤتمر الوطني، عرض اقتراح مشروع متعدد السنوات للتمويل من أجل وضع عملية شاملة لإصلاح المناهج الدراسية في السودان.	تقديم اقتراح مشروع منقح لإصلاح شامل للمناهج في السودان للحصول على التمويل اللازم
لبنان تحليل الكتب المدرسية	مشروع عن تحليل الكتب المدرسية من منظور المساواة بين الجنسين من أجل تحديد قضايا المساواة بين الجنسين والتحيز في الكتب المدرسية كأساس لتفقيح الكتب المدرسية من منظور المساواة بين الجنسين. وسيسهل ذلك في تعزيز التعلم للعيش معاً والنوعية الكاملة للكتب المدرسية للتعليمين الابتدائي والثانوي	1- وضع الأدوات والمنهجية اللازمة لتحليل الكتب المدرسية من منظور المساواة بين الجنسين 2- تعزيز قدرات 40 متخصصاً وباحثاً تربوياً لإجراء التحليل بالاستناد إلى نهج مشترك

1- إعداد أول نسخة شاملة لإطار العمل المشترك لتنفيذ مناهج دراسية من نوعية جيدة في مدارس الأونروا	يعتبر وضع إطار عمل مشترك لتنفيذ مناهج دراسية من نوعية جيدة خطوة أولى نحو عملية طويلة الأجل تستند إلى تنمية قدرات المتخصصين في التعليم/ المناهج الدراسية في الوحدة المركزية في عمان والمكاتب الميدانية للأونروا.	الأونروا إطار لنوعية المناهج الدراسية
1- وضع الخطوط العريضة لإطار عمل مشترك لتقييم المناهج في دول الخليج 2- تعزيز قدرات 30 متخصصا في التعليم والمناهج الدراسية (فرق وطنية)	يستند وضع إطار مشترك لتقييم المناهج في دول الخليج إلى استعراض للتجارب القائمة، بالإضافة إلى تصميم عمليات مجدية وفعالة لتقييم المناهج الدراسية في المنطقة، كجزء من دورات شاملة لإعداد المناهج الدراسية.	دول الخليج إطار لتقييم المناهج الدراسية

التحديات التي تواجه تنمية القدرات والمساعدة الفنية

- ◀ تعزيز خبرة الفرق (على المدى المتوسط) لتكون قادرة على الاستجابة للطلبات المتزايدة من الدول الأعضاء.
- ◀ إعداد برنامج منح دراسية مستدام للشهادة وإعداد دراسة استقصائية لتقييم آثار الشهادة على عمل المشاركين في المستقبل
- ◀ تحسين تكامل العمل في أفريقيا
- ◀ معالجة الفجوات الموجودة في بعض البلدان بين المستويات الفنية والسياسية التي ينطوي عليها العمل في مجال المناهج الدراسية.

2 إنتاج المعرفة وإدارتها

إعداد المناهج الدراسية. وتهدف هذه القاعدة المعرفية إلى دعم أنشطة تنمية القدرات وتوفير المعلومات لعمليات صنع القرار وتسهيل تبادل الأفكار والنقاش حول قضايا محددة تتعلق بالتعليم والمناهج الدراسية.

يدعم المكتب العمل الذي يصب في مصلحة تعليم من نوعية جيدة للجميع من خلال تجميع وتنظيم وتوفير إمكانية الوصول إلى مجموعة من الموارد المتخصصة والمواد والمعلومات بشأن النظم التعليمية والمناهج الدراسية وعمليات

الأنشطة المنفذة خلال عام 2011

للإحصاء والمكتب في يناير/كانون الثاني عام 2012. وهذا ينطوي على تصميم استبيان محدد سيستخدم لجمع المعلومات في مختلف أنحاء العالم ويستند إلى تعريف موحد لوقت التعليم. وقد اشترك في تصميم الاستبيان المكتب ومعهد اليونسكو للإحصاء بدعم خارجي من باحث من جامعة ولاية نيويورك. ودعما لهذه المبادرة الإستراتيجية ولمساعدة المشاركين في الاضطلاع بمهمتهم، جمع البرنامج المعلومات القائمة عن وقت التعليم في حوالي 180 بلدا مستمدة من جموعة بياناته.

1-2 دعم برنامج إنتاج المعرفة وإدارتها عملية التحقق من المعلومات المتعلقة بمدة التعليم الإلزامي من خلال التأكد من حوالي 110 حالات قطرية واردة في مجموعة بيانات معهد اليونسكو للإحصاء، وأيضا باعتبار ذلك مساهمة في الموجز التعليمي العالمي لعام 2011 الصادر عن معهد اليونسكو للإحصاء. كما يساهم البرنامج في التعريف المنقح المقترح للتعليم الإلزامي الذي سيستخدمه معهد اليونسكو للإحصاء في عام 2012. وتمثل الغرض من هذه

2-3 وتم إعداد بيانات محدثة إضافية مع التركيز بشكل كبير على المناهج الدراسية وعمليات إعداد المناهج الدراسية لطبعة 2010/2011 من قاعدة البيانات العالمية عن التعليم "World Data on Education". واستخدمت هذه البيانات أيضا في الشهادات في أمريكا اللاتينية وأفريقيا. وجرى تحديث الملفات القطرية "Country

المبادرة في تحديد أوجه عدم التناسق التي تشوب قواعد البيانات الموجودة، وتعزيز جودة المعلومات المقدمة من خلال مصادر مختلفة وموثوقيتها وتحسين جمع البيانات.

2-2 وخلال النصف الثاني من عام 2011، بدأ البرنامج الأعمال التحضيرية للمسح العالمي حول وقت التعليم الذي سيطلقه معهد اليونسكو

2-5 مجلة "مستقبلات": استعراض اليونسكو الفصلي للتعليم المقارن. صدرت أربعة أعداد: عدد مارس/آذار

الأهداف
الاستراتيجية
9, 8, 7, 6
محور العمل
8.4+8.3

Financing Higher Education in the " Arab States 2011 (تمويل التعليم العالي في الدول العربية) (رقم 157)؛ عدد يونيو/حزيران 2011، وهو عدد عادي يقدم مقالات من منظورات تعليمية مختلفة (رقم 158)؛ وعدد سبتمبر/أيلول 2011 " Preparing Teachers for Inclusive Education " (إعداد المعلمين للتعليم الجامع) (رقم 159)؛ وعدد سبتمبر/أيلول "Internationalisation of Teacher Education" (إضفاء الصبغة الدولية على تدريب المعلمين) (رقم 160). وفي الوقت الحالي، تصل مجلة "مستقبلات" إلى 6936 مؤسسة في مختلف أنحاء العالم من خلال 255 من الاتحادات الأكاديمية، وهو ما يمثل زيادة بنسبة 22 في المائة مقارنة بالسنة الماضية. وفي عام 2011، بلغ عدد الاشتراكات التي تم تنزيلها 30707، قياساً إلى 2800 قبل ثلاث سنوات فحسب.

Dossiers بانتظام؛ وتتيح قاعدة البيانات هذه في الوقت الراهن إمكانية الوصول إلى قرابة 190 صفحة قطرية، بما في ذلك وصلات إلى موارد المناهج الدراسية في نحو 100 بلد. وتم بشكل منتظم إعداد ونشر **تنبهات وموجزات**، بما في ذلك تنبيهان مواضيعيان جديان (عن المساواة بين الجنسين والمناهج الدراسية، والنزاعات والمناهج الدراسية). وكما تم مواصلة إثراء **فهرس المكتب على الإنترنت والمجموعة المتعلقة بالمناهج الدراسية**.

2-4 وخضع **موقع المكتب** للتحديث باستمرار، وتم تحسين عدة أقسام. كما جرى النهوض بالتنسيق والتخطيط على المستوى الداخلي من خلال تنظيم اجتماعات شهرية تتعلق بالمسائل التحريرية على شبكة الإنترنت. هذا وأنجز تقييم الشبكة الداخلية للمكتب؛ وتم جمع وتنظيم الاقتراحات والتوصيات الرامية إلى تحسينها.

منشورات عام 2011

الإجازات

قواعد البيانات

- ✓ 49 من البيانات المحدثة لنسخة 2011/2010 لقاعدة البيانات العالمية حول التعليم المتاحة على موقع المكتب على الإنترنت وأيضاً قاعدة البيانات يونسدوك ليصل المجموع إلى 116 من البيانات (أكتوبر/تشرين الأول 2011)
- ✓ 110 من الحالات القطرية التي تم التحقق منها للتأكد من المعلومات بشأن مدة التعليم الإلزامي (المساهمة في الموجز التعليمي العالمي لعام 2011 الذي أعده معهد اليونسكو للإحصاء)
- ✓ 745 سجلاً أضيف إلى فهرس المكتب على شبكة الإنترنت **IBEDOCs**، منها قرابة 590 سجلاً أضيف إلى المجموعة المتعلقة بالمناهج الدراسية
- ✓ 39 تنبيهاً و3 موجزات تم إعدادها ونشرها، بما في ذلك تنبيهان **اثنان** مواضيعيان جديان
- موقع الإنترنت (في أكتوبر/تشرين الأول 2011)
- ✓ 28 إعلاناً إخبارياً نشرت بـ 3 لغات
- ✓ 1344462 زائراً (+17%)
- ✓ 159922 عملية تنزيل لوثائق المكتب ومنشوراته من خلال قاعدة البيانات يونسدوك (+18%)

المنشورات

- ✓ 4 أعداد من مجلة "مستقبلات"
- ✓ عدد واحد (1) من أعداد "Educational Practices series" (سلسلة الممارسات التربوية) (رقم 22، "Teaching Fractions")
- ✓ كتابان اثنان (2):
- "Childhood Rights and Inclusive Education in Latin America" (حقوق الطفولة والتعليم الجامع في أمريكا اللاتينية)
- "Interregional and Regional Perspectives on Inclusive Education: Follow-up of the 48th Session of the International Conference on Education" (وجهات نظر أقليمية وإقليمية حول التعليم الجامع: متابعة الدورة الثامنة والأربعين للمؤتمر الدولي للتربية)

- التحديات التي تواجه إنتاج المعرفة وإدارتها
- ◀ ضمان استغلال أكثر منهجية واستدامة لقاعدة معارف ومعلومات المكتب الغنية بشأن المناهج الدراسية وعمليات إعداد المناهج الدراسية
 - ◀ مواصلة تحسين خدمات التنبيهات مع مراعاة اقتراحات المستخدمين واحتياجاتهم
 - ◀ مواصلة تطوير موقع المكتب على الإنترنت تدريجياً لجعله أكثر ديناميكية وتفاعلية

3 الحوار السياسي والمؤتمر الدولي للتربية

وعلى سبيل المثال، اشترك المكتب مع الوكالة الأوروبية للتنمية في تعليم ذوي الاحتياجات الخاصة في مشروع شمل 25 بلداً أوروبا لوضع منظور لكفاءات المعلمين في التعليم الجامع والمنتجات لنشره في أوروبا وأقاليم أخرى. وثمة شراكة هامة أخرى مع منظمة الدول الأيبيرية - الأمريكية ومختلف وزارات التربية والتعليم لتنظيم ورش عمل تدريبية عن المناهج الشاملة في شتى البلدان في أمريكا اللاتينية (مثل كولومبيا وغواتيمالا والمكسيك). كما تقام شراكة مع المركز العربي للبحوث التربوية لدول الخليج لإعداد مشروع في المنطقة العربية بشأن المناهج المدرسية الجامعة ونوعية المناهج وتقييمها.



كانت الدورة الثامنة والأربعون للمؤتمر الدولي للتربية عملية دينامية انطوت على مرحلة تحضيرية والتنفيذ والمتابعة بهدف المساهمة في صياغة أطر للسياسة والمناهج تركز على مفهوم توسيع نطاق التعليم الجامع. ولدى النهوض بالتعليم الجامع كاستراتيجية أساسية لتحقيق التعليم من نوعية جيدة للجميع، يستمر المكتب في تعزيز القدرات الوطنية على تصميم أطر سياسية جامعة ومواد توجيهية جامعة في مجال المناهج الدراسية وإدارتها وتنفيذها. وفي عام 2011، ساهم المكتب في النقاشات السياسية المركزة بشأن نظرية وممارسة التعليم الجامع من خلال: (1) إقامة شراكات مع وزارات التربية والتعليم والمؤسسات والمنظمات الدولية وغيرها، (2) إسداء التوجيهات في وضع الأطر والمبادئ التوجيهية السياسية الشاملة (3) إنشاء منصة على الإنترنت لنشر المعلومات ذات الصلة لوضع سياسات التعليم الجامع.

المجالات الرئيسية في عام 2011 [الهدف

الاستراتيجي 10؛ محور العمل 8-3]

الشراكات: أقيمت شراكات لتعزيز وتسهيل الحوار السياسي وتبادل الأفكار بخصوص الممارسات التعليم الشامل بما يغطي ما لا يقل عن 3 أقاليم اليونسكو.

وأخيراً، فيفضل التعاون مع منظمة اليونسكو (قسم التعليم قطاع الأساسي إلى التعليم العالي والتعلم) والوكالة الأوروبية للتنمية في تعليم ذوي الاحتياجات الخاصة، أمكن إنشاء الموقع الشبكي لمشروع التعليم الجامع في مجال العمل Inclusive Education in Action - IEA (<http://www.inclusive-education-in-action.org/iea/>) الذي يعرض الممارسات الجيدة التي تتناول توصيات المبادئ التوجيهية لليونسكو بشأن الشمولية.

التحديات التي تواجه الحوار السياسي والمؤتمر الدولي للتربية

- ◀ وضع برنامج سياسي لما بعد الدورة الثامنة والأربعين للمؤتمر الدولي للتربية بالنظر إلى أن معظم الأعمال ذات الصلة بالحوار السياسي تشمل برامج مختلفة

- ◀ إعداد حوار سياسي مجدي ومستند إلى الأدلة ومدروس بشأن التعليم الجامع في مختلف أقاليم اليونسكو، مع الأخذ بعين الاعتبار مختلف السياقات والقدرات الوطنية والإقليمية، والنهوض بمنظور دولي مقارن
- ◀ جذب الدعم المؤسسي والسياسي والمالي وإقناعه وتعبئته من مختلف الشركاء بشأن فهم المناهج الجامعة كأداة لتحقيق الشمولية، كما يتبين من خلال إعداد أطر سياسية جامعة وتنفيذها.

ثانيا - الإدارة المؤسسية

المكتب كمركز امتياز: عمليات التحضير

اعتمد المؤتمر العام لليونسكو في دورته السادسة والثلاثين بالإجماع "الإستراتيجية الرامية إلى جعل مكتب التربية الدولي مركز امتياز في مجال إعداد المناهج الدراسية" التي سبق وأن أقرها مجلس المكتب في دورته الستين. وخلال عام 2011، شهد المكتب عملية تحضيرية لوضع خطة عمل لتنفيذ الإستراتيجية. وشمل ذلك ما يلي:

(1) الاستعراض البرنامجي ،

(2) التقييم المؤسسي السريع

(3) المراجعة الخارجية.

وتطلبت هذه العمليات الثلاث قدرا كبيرا من الوقت والجهد من موظفي المكتب ولكنها كانت في غاية الأهمية لإرساء الأسس اللازمة لتنفيذ الإستراتيجية. كما استخدمت هذه المساهمات لوضع مشروع **خطة تنفيذ الإستراتيجية الأولى**. وقد عرضت تقارير ونتائج المراجعة الخارجية ونوقشت في اجتماع اللجنة التوجيهية للمكتب (6-7 سبتمبر/أيلول 2011).

وبالإضافة إلى ذلك، وضعت خطة لتعبئة الموارد ونوقشت خلال اجتماع اللجنة التوجيهية. وستعرض الخطة على مجلس المكتب في دورته الواحدة والستين.

2 الموارد البشرية والمالية

تتحمل الإدارة مسؤولية إدارة الميزانية والموارد المالية والبشرية وتكنولوجيا المعلومات والمباني. وتمتثل حسابات المكتب بشكل تام للمعايير المحاسبية الدولية للقطاع العام على نحو ما أشار إلى مراجع الحسابات الخارجي في يوليو/تموز عام 2011. وتنفذ توصيات

مراجعي الحسابات الخارجيين المالية والإدارية وتحال إلى مكتب اليونسكو للإدارة المالية. ويتولى المكتب صيانة المباني وفقا للمعايير الأمنية الوطنية وتلك التي تعتمدها الأمم المتحدة على المستوى الدولي.

1 2 الموارد المالية

يبلغ مجموع الميزانية المعتمدة في السنة المالية 2011 مبلغا قيمته **4.491.000** دولار أمريكي. وبلغت مخصصات اليونسكو المالية (الميزانية العادية) المرصودة للمكتب **2.4** مليون دولار أمريكي، وهو ما يمثل **47** في المائة من مجموع موارد المكتب (بما في ذلك الموارد من خارج الميزانية). وبلغ معدل تنفيذ الميزانية نسبة **69** في المائة في 31 أكتوبر/تشرين الأول 2011. وفيما يتعلق بالبرامج الممولة من خارج الميزانية في عام 2011، خصص مبلغ مجموعه **477.273** دولار أمريكي في بداية السنة. ووردت موارد

إضافية من خارج الميزانية بلغت **127.000** دولار أمريكي لأنشطة ومهام محددة لم تدرج في البداية في إطار الميزانية الذي قدم إلى مجلس المكتب في يناير/كانون الثاني 2011 (أي المركز العربي للبحوث التربوية لدول الخليج والأونروا والمكسيك). ولازال المكتب ينفذ سياسته لاسترداد التكاليف. وفي 31 أكتوبر/تشرين الأول 2011، تم استرداد **245.000** دولار أمريكي، بما في ذلك مبلغ **78.000** دولار أمريكي لتكاليف دعم البرامج.

2-2 الموارد البشرية

- ◀ شارك موظف واحد (1) ومساعدين اثنين (2) في مجال البحوث في شهادة تصميم المناهج وإعدادها
- ◀ حضر موظف (1) الاجتماع الذي نظمه مقر شبكة معلومات ومكتبات الأمم المتحدة لتبادل المعارف

التوظيف

بلغ توظيف خبير برنامج جديد رفيع المستوى المراحل النهائية من عملية الاختيار. وتم تعيين منسق (تعيين محدد المدة) من درجة ف-4 (الأولوية لأفريقيا) في أبريل/نيسان 2011. كما عُين خبيراً برامج مساعدان جديان (تعيين محدد المدة) من درجة ف-2/ من درجة ف-3، لمشروع أفريقيا ومشروع المساعدة الفنية للعراق على التوالي. وعين محاسب من فئة خدمات عامة بدرجة خ ع-6 وبدأ عمله في أكتوبر/تشرين الأول.

واصل المكتب تنفيذ سياسته الخاصة بتدريب الفنيين الشباب: استفاد 8 خريجي جامعات من مستوى الماجستير من المنح كمساعدين في مجال البحوث، كما أن 15 طالبا من حاملي الشهادات الجامعية من جامعات مرموقة، مثل جامعة هارفارد وجامعة فاندربيلت وجامعة باريس السوربون 1 ومعهد الدراسات العليا في جنيف، ويمثلون ثلاثة أقاليم من أقاليم اليونسكو الخمسة يحصلون على التدريب من خلال برنامج المكتب للتدريب الداخلي. ويكمن مصدر تمويل التدريب في مؤسساتهم الوطنية بالإضافة إلى برنامج العمالة لمدينة لوزان الذي موّل مساعدا واحدا في مجال البحوث. وتلقى موظفو المكتب أنواع التدريب التالية:

- ◀ شارك موظف واحد (1) في ورشة العمل التي نظمها المقر Mandatory "training for Gender Focal Points" (التدريب الإلزامي لجهات الاتصال المعنية بقضايا المساواة بين الجنسين)

الموظفون	العدد
الفنيون	6 موظفين عاديين 5 موظفين من ذوي التعيين المحدد المدة
الخدمات العامة	6 موظفين عاديين
المجموع	17

الفنيون الشباب والمتردبون	العدد
مساعدون في مجال البحوث	8
سيني (SYNI)	1
المتردبون	16
المجموع	25

III. Budgetary Figures as of 31 October 2011

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

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

Clementina ACEDO MACHADO
Director
International Bureau of Education



15.12.2011

INSTITUTE
IBE
STATEMENT I
STATEMENT OF FINANCIAL POSITION AS AT
 (Expressed in '000s US dollars)

<i>as at 31/10/2011</i>	31/10/2011	31/12/2010
ASSETS		
Current Assets		
Cash and cash equivalents	497'811	136'363
Short-term investment		
Accounts receivable (non-exchange transactions)	0	210'032
Accounts receivable (exchange transactions)		
Inventories		
Advance payments	20'549	25'518
Other current assets	1'904'902	1'992'611
Total Current Assets	2'423'062	2'364'524
Non Current Assets		
Accounts receivable- (non-exchange transactions)		
Long-term investments		
Property, plant and equipment	31'431	51'359
Intangible assets		
Other non-current assets		
Total non current assets	31'431	51'359
TOTAL ASSETS	2'454'493	2'415'883
LIABILITIES		
Current Liabilities		
Accounts payable	77'843	316'646
Employee benefits	18'061	17'065
Transfers Payable		4'747
Total current liabilities	93'904	338'458
Non-current liabilities		
Employee benefits	179'741	183'119
Borrowings		
Other non-current liabilities		
Total non-current liabilities	179'741	183'119
TOTAL LIABILITIES	273'645	521'577
NET ASSETS	2'180'849	1'894'306
NET ASSETS/EQUITY		
Surplus/(deficit) for the period	286'543	-79'720
Reserves and fund balances	1'894'306	1'974'026
NET ASSETS	2'180'849	1'894'306

INSTITUTE
IBE
STATEMENT II
STATEMENT OF FINANCIAL PERFORMANCE FOR THE PERIOD ENDED
 (Expressed in '000s US dollars)

as at 31/10/2011	30/10/2011	31/12/2010
REVENUE		
UNESCO Financial Allocation	2'400'000	2'400'000
Voluntary contributions - Regular programme		
Voluntary contributions - Extra-Budgetary	735'776	1'751'402
In-kind voluntary contributions	619'457	
Other revenue producing activities	161'063	71'183
Other revenue	112'392	65'076
Finance revenue	12'947	10'439
TOTAL REVENUE	4'041'635	4'298'100
EXPENSES		
Employee benefits expenses	2'144'309	2'198'718
Consultants/external experts and mission costs	288'066	516'292
Grants & other transfers	210'867	276'161
Supplies, consummables & other running costs	927'264	1'208'203
Contracted services	156'119	137'452
Depreciation and amortization	19'928	25'805
Other expenses	2	12'015
Finance Costs	8'538	3'174
TOTAL EXPENSES	3'755'092	4'377'820
SURPLUS/(DEFICIT) FOR THE YEAR	286'543	-79'720

SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)
 UNOBLIGATED BALANCE AND UNOBLIGATED BALANCE
 FOR THE FINANCIAL PERIOD 01 JANUARY to 31 OCTOBER 2011
 (Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS				EXPENDITURES				UNOBLIGATED BALANCE	EXECUTION RATE PERIOD (EXPENDITURES / BUD. REVISED)	EXECUTION RATE GLOBAL (EXPENDITURES / BUD. REVISED)			
	Appropriation Approved by council	Resources by unrequested inc. included	Transfers	Additional Funds	Balance forward	year 2010	Disbursements	Unliquidated Obligations				Unliquidated Obligations	Total	
I. PROGRAMME OPERATIONS														
Line 1: CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE														
Community of Practice for Curriculum Development	810839	10385	0	5879	209470	0	5879	554112	37698	175546	759130	66364	72.4%	93.1%
AFRICA project	300000	0	0	979	350936	0	979	197183	25575	55400	270658	34321	68.5%	88.8%
Technical co-operation projects / support to member states	210530	10385	0	0	420000	0	0	274114	11180	11180	274114	21110	85.2%	100.0%
SIBAPAN	100000	0	0	0	89515	0	0	587488	60	77	89515	0	86.6%	100.0%
Line 2: KNOWLEDGE PRODUCTION AND MANAGEMENT														
Resource Bank and Observatory of educational trends	446179	0	0	14321	401000	0	14321	210768	20371	133063	306533	94147	50.0%	79.5%
Documentation and information	116000	0	0	0	116000	0	0	26187	326	79378	107891	8108	24.8%	93.0%
Research and Publications	65000	0	0	0	65000	0	0	42263	1970	2147	46381	18619	68.1%	71.4%
Research and Publications	185179	0	0	14321	200000	0	14321	36558	8617	17385	60470	19500	63.8%	75.6%
Line 3: POLICY DIALOGUE														
Policy Dialogue / Inclusive education	103035	0	0	0	103035	0	0	50493	9238	20761	80542	22483	55.0%	76.3%
	103035	0	0	0	103035	0	0	50493	9238	20761	80542	22483	55.0%	76.3%
TOTAL I: PROGRAMME ACTIVITIES	1759744	10385	0	5879	224291	0	5879	814462	66267	354269	1209285	172724	63.4%	86.8%
II. IBE GOVERNING BOARD / GEN. ADMINISTRATION / INSTITUTIONAL DEV.														
Line 1: 60th session/Steering Committee	180000	0	0	0	180000	0	0	103753	769	1421	105463	74037	55.1%	98.9%
Line 2: General operating costs	290000	0	0	0	290000	0	0	124098	5195	114116	243410	46890	44.8%	83.8%
Line 3: Institutional development: Coordination and prog dev	300000	0	0	0	300000	0	0	169577	5973	20280	194830	165170	65.3%	84.9%
TOTAL II: IBE STAFF COSTS	770000	0	0	0	770000	0	0	396428	11958	139617	644203	287797	53.0%	70.7%
TOTAL I+II	1759744	10385	0	5879	2189314	0	5879	1211390	78225	470197	1790488	359971	69.3%	81.9%
III. IBE STAFF COSTS														
TOTAL III: IBE STAFF COSTS	2290000	0	0	0	2290000	0	0	1744982	0	0	1764082	532862	76.8%	78.8%
TOTAL: I + II + III	4287744	10385	0	12762	224291	0	12762	2976172	78225	470197	3514540	931934	68.3%	78.8%

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EXTRABUDGETARY RESOURCES 2011

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



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

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

ADMINISTRATIVE GROUP MEETING

Geneva, 24 January 2012

PROCEEDINGS

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

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

The Russian Federation and Israel were not represented.

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

UNESCO Headquarters was not represented.

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

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

Adoption of the Agenda

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

Report on activities for 2011 and Provisional Accounts

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

6. Provisional financial position 2011

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

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

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

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

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

Draft budget for 2012

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

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

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

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

Appropriation Resolution N° 1/2012

The Council of the IBE,

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

Decides that,

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

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

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

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

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

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

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

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

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

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

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

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

Closing of the meeting

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



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

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

Geneva, 25-27 January 2012

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

6

GENERAL FRAMEWORK of the IMPLEMENTATION PLAN

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

Introduction

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

The *Evaluation of the UNESCO International Bureau of Education* conducted in 2005 found that the Institute had undergone a profound transformation since 1999 and had a number of recognised strengths. However, it also noted, *inter alia*, that the Institute operated with very limited human and financial resources and that its reliance on extra-budgetary funding could unduly influence its priorities¹.

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

Key to timelines in the Action Plan:

To completed in		Colour Code
Semester 2, 2011	June-December 2011	
Semester 1, 2012	January-June 2012	
Semester 2, 2012	July-December 2012	
Semester 1, 2013	January-June 2013	
Semester 2, 2013	July-December 2013	
Semester 1, 2014	January-June 2014	

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

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

Strategy A1:

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

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

Strategy A2:

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

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

Strategy A3:

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

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

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

Strategy A4:

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

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

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

Strategy B1:

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

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

Strategy B2:

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

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

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

Strategy B3:

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

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

Strategy B4:

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

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

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

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

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

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

Strategy B5:

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

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

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

Strategy C1:

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

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

Strategy C2:

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

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

Strategy C3:

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

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

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

⁴ Governing Board Secretariat (GBS)

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

PROGRAMMATIC REVIEW 2011¹

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

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EXECUTIVE SUMMARY

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

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

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

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

The methodology of this Programmatic Review consisted of three steps:

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

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

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

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

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

INTRODUCTION

Background

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

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

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

The specific objectives of this Programmatic Review are therefore to

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

Programmatic Review Methodology

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1.1 Process of Review

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

1.2 Revised Statements of the IBE as a Centre of Excellence

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

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

The draft statements are in Table 1 below.

Table 1 - Revised High-Level Statement

OUR VISION

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

OUR MISSION

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

We support excellence in curriculum by providing

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

OUR OBJECTIVES

EDUCATIONAL

The Educational Objectives of the IBE are:

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

INSTITUTIONAL

The Institutional Objectives of the IBE are:

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

OUR VALUES

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

OUR RATIONALE

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

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

PART 2 - PROGRAMME INFORMATION AND SELF-EVALUATION

2.1 Clarification and Confirmation of Programme Areas and Projects / Activities

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

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

Diagram 2 – Current Activities within IBE Programme Areas²

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

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

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

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

2.2 Information and Self-Evaluation

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

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

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

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

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

2.2.1 CAPACITY DEVELOPMENT

(Ref. IBE Council 60th Session, Annex 2, Fact Sheet 1)

Programme Components:

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

Review Criteria:

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

2. Innovative

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

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

3. Effective

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

4. High quality

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

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

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

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

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

Challenges and Risks:

Current challenges facing the Programme include

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

Future challenges facing the Programme include

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

Risks to the Programme include

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

Future Directions:

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

If there were to be no increase in resources –

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

If there were to be 'reasonable' additional resources –

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

2.2.2 TECHNICAL COOPERATION PROJECTS / SUPPORT TO MEMBER STATES

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

Review Criteria:

1. Relevant and responsive to the needs of Member States

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

2. Innovative

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

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

3. Effective

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

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

4. High quality

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

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

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

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

Challenges and Risks:

Current and future challenges include

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

Risks to the Programme include

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

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

Future Directions:

If there were to be no increase in resources –

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

If there were to be ‘reasonable’ additional resources –

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

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

Programme Components:

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

Review Criteria:

1. Relevant and responsive to the needs of Member States

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

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

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

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

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

2. Innovative

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

3. Effective

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

4. High quality

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

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

The broad objectives of the Knowledge Production and Management Programme are

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

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

Challenges and Risks:

Current and future challenges include

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

Risks to the Programme include

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

Future Directions:

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

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

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

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

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

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

Programme Components:

- International Conference of Education
- Promoting Inclusive Education Policy Dialogue

Review Criteria:

1. Relevant and responsive to the needs of Member States

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

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

2. Innovative

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

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

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

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

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

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

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

Challenges and Risks:

Current and future challenges include

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

Risks to the Programme include

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

Future Directions:

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

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

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

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

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

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

2.2.5 CAPACITY-BUILDING AND CLEARINGHOUSE ON HIV AND AIDS EDUCATION

(Ref IBE Council 60th Session, Annex 2, Fact Sheet 3)

Review Criteria:

1. Relevant and responsive to the needs of Member States

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

2 Innovative

The Programme has produced several innovative tools:

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

3 Effective

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

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

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

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

4 High quality

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

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

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

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

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

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

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

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

Challenges and Risks:

Current and future challenges include

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

Risks to the Programme include

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

Future Directions:

If there were to be no increase in resources –

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

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

If there were to be 'reasonable' additional resources –

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

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

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

Review Criteria:

1. Relevant and responsive to the needs of Member States

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

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

2. Innovative

The project adopts innovative approaches by:

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

3. Effective

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

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

4. High quality

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

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

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

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

Challenges and Risks:

Current and future challenges include

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

Risks to the Programme include

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

Future Directions:

If there were to be no increase in resources –

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

If there were to be 'reasonable' additional resources –

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

PART 3 – CONCLUSIONS AND SUGGESTED ACTIONS

3.1 Introduction

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

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

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

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

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

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

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

3.2 Programmatic Review Methodology

3.2.1 Establishment of Review Criteria

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

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

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

The reviewer has made the judgements contained in this Section based on information received during this process and taking into account the various criteria and attributes of a CoE outlined above. The section is structured through a series of Key Evaluative Questions which reflect the Programme characteristics for a CoE described in 3.1 above, and are the questions which, in the opinion of the reviewer, are most likely to be asked by those clients and stakeholders³ whose perceptions will determine whether the IBE is accepted as a CoE.

These Key Evaluative Questions are:

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

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

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

- Summary of Evidence
- Risks
- Suggested actions

3.3 Key Evaluative Questions

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

- **Scope**

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

- **Summary of Evidence**

Statements of Strategic Vision and Curriculum Philosophy

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

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

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

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

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

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

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

- focus directly on the Institute itself and what it wants to achieve in the period,
- describe its unique position and its competitive advantages (including, for example, its international and comparative perspective, its strength in post-conflict and post-disaster contexts, and its global reach)
- be forward-looking, avoiding the temptation to report on the past
- have strong and consistent statements of vision, mission and objectives for the period that are very clearly titled and articulated⁴
- explain how objectives will be achieved and measured, including Key Performance Indicators and quality standards for its objectives
- very clearly elaborate the Institute's conceptualisation of curriculum and curriculum philosophy.

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

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

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

Consistency of Current Programmes with Statements of Vision and Philosophy

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

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

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

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

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

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

- **Risks**

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

- **Recommendations**

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

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

- **Scope**

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

- **Summary of Evidence**

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

Capacity Development and Technical Assistance

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

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

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

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

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

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

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

Knowledge Production and Management

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

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

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

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

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

Policy Dialogue

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

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

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

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

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

- **Risks**

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

- **Recommendations**

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

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

- **Scope**

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

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

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

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

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

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

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

- **Summary of Evidence**

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

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

It is less clear whether the Policy Dialogue Programme satisfies this 'test'. The ICE is an internationally significant event, and would consider the complexity of curriculum related issues in ways appropriate to the participants. However, there are no data available that provide insights into the effectiveness of the various workshops, conferences and seminars into which the IBE has input under the 'banner' of 'inclusive education' which it attends as follow-up to the 2008 ICE. Inclusive education is a very specialist field, especially in the design of curriculum and the development of related education system policies. While the organisation has had contact with 7268⁵ participants, this programme is costly in terms of time, effort, administration and logistics, and its impact on national plans and strategies in the complex area of developing inclusive curriculum is simply not known.

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

- **Risks**

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

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

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

- **Recommendations**

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

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

- **Scope**

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

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

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

OR

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

- **Summary of Evidence**

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

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

Following broad discussion and careful consideration of current Programmes, this conclusion is supported by the reviewer. It should be noted that, in its initial decision, the IBE Council did not request that the IBE become more ‘targeted’ or to narrow its focus, or a more ‘specialised’ Institute. In fact, the Council clearly implied a broadening of scope by referring consistently to the IBE becoming a Centre of Excellence in ‘curriculum and curriculum-related matters’. Further, the Council made a number of decisions designed clearly to support the IBE in raising the additional funds required for it to achieve this mandate⁶.

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

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

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

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

⁶ In particular, refer to DECISIONS relating to Agenda Items 5 and 7

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

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

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

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

- **Risks**

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

- **Recommendations**

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

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

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

- **Scope**

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

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

- **Summary of Evidence**

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

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

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

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

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

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

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

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

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

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

- **Risks**

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

- **Recommendations**

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

3.4 Products and Services, Priorities and Recommendations

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

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

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

(Go to [EXECUTIVE SUMMARY](#))

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

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

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

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

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

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

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

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

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



Rapid Organization Assessment of UNESCO's International Bureau of Education

Summary Report

MANNET

10 July 2011

INTRODUCTION

Background

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

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

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

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

Aims of this report

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

Focus of the report

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

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

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

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

Process of the ROA

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

Seven themes

Seven themes were identified and explored by task groups:

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

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

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

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

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

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

Contents of the report

The report is structured into eight sections:

Part I—Organizational development framework

Part II—Strategic focus

Part III—Programmes and partnerships

Part IV—Leadership, management, communication and cooperation

Part V—Organizational design and staffing policies

Part VI—Systems and processes

Part VII—Resource mobilization

Part VIII—Opportunities and risks

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

Part I—Organization Development Framework

Current programmes and services

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

Sustainability

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

Strategic focus

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

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

Organization development

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

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

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

OD Framework

Strategic focus

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

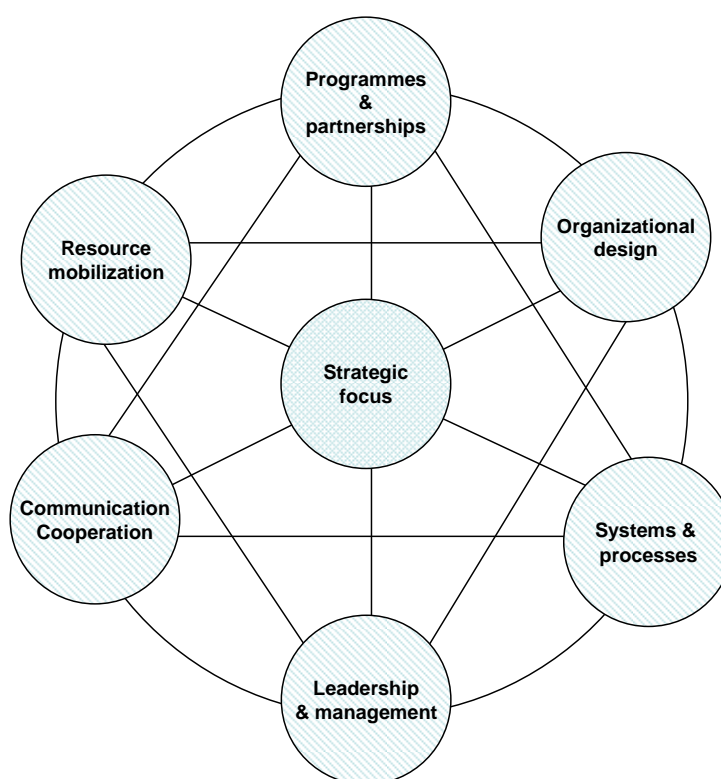
- Curriculum services to MS;
- Information management;
- Knowledge management, tools and research;

● Communities of practice (CoP).

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

Programmes and partnerships

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



Leadership and management

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

Communication and cooperation

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

Organizational design and staffing

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

Systems and processes

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

Resource mobilization

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

Endnote

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

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

Part II—Strategic Focus

Strategic direction

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

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

The IBE as a centre of excellence

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

Staff reflections on vision and mission in the context of CoE

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

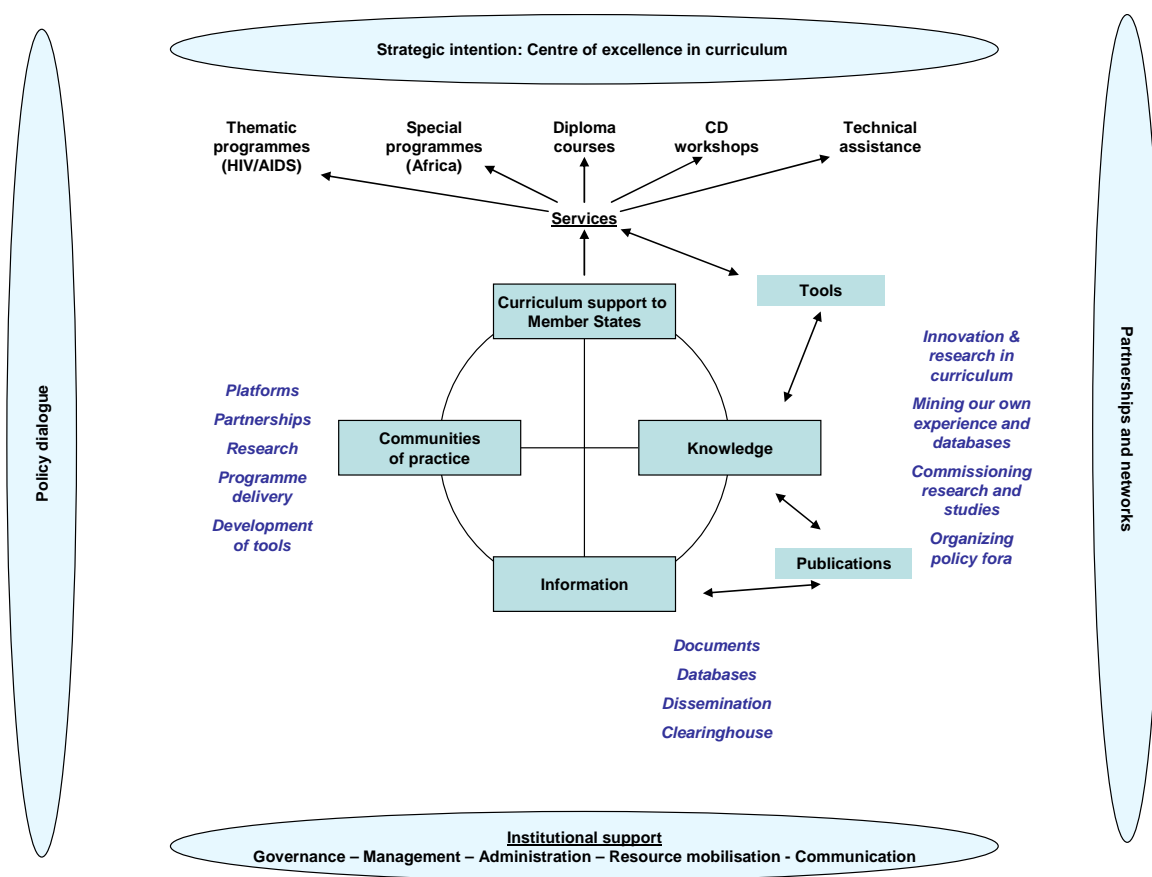
Staff also noted an effective CoE would be staffed with a collaborative, competent team of experts and work effectively with partners and networks; and be appropriately resourced.

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

Strategic focus

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

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



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

Our observations

Curriculum support for MS

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

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

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

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

Strategic partnerships

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

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

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

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

CoP

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

Knowledge management

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

Prioritization

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

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

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

- Information management;
- CoP.

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

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

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

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

Marketing, branding & selling

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

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

Overview of our recommendations

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

Once this is done, the IBE should:

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

- Develop a plan to engage with UNESCO institutes and others to clarify the niche of IBE in the UNESCO system and enhance collaboration²;

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

Part III—Programmes and Partnerships

Introduction

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

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

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

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

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

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

Given the increasing use of soft publications and the decreasing demand on the documentation centre as a place people physically visit to look at books, the documentation centre and the physical space³ it occupies could possibly be revisited in the future.

Policy dialogue

As we understand it, policy dialogue is practised throughout the work of the institute and in particular the CD/TA programmes and presumably many of the high-level conferences that the director and others are invited to speak at⁴.

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

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

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

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

Operational projects (priority Africa)

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

HIV/AIDS

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

Legacy programmes

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

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

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

Publications

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

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

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

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

The ICE

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

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

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

Overview of our recommendations

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

In particular, IBE should:

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

Part IV—Leadership, Management, communication and cooperation

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

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

Leadership

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

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

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

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

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

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

Management

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

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

Roles and responsibilities

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

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

Programmes

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

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

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

Human resources

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

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

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

Decision-making

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

Communication and cooperation

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

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

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

Governance of IBE

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

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

Overview of our recommendations

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

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

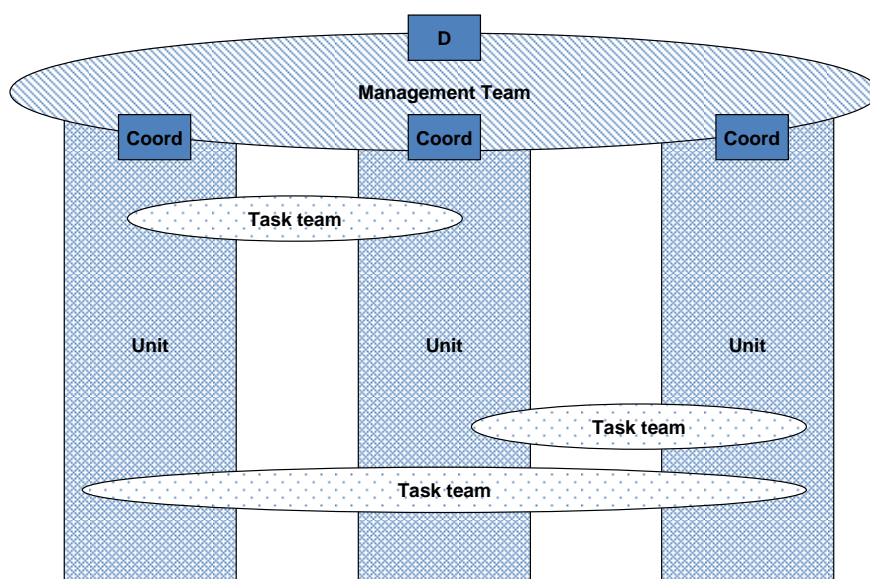
Part V—Organizational design and staffing

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

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

A design of 'homes' and task teams

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



Four principles guide the effective implementation of this model.

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

Homes

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

Portfolio⁶ workers

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

Deliverables

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

Teams produce deliverables

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

Task teams for today

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

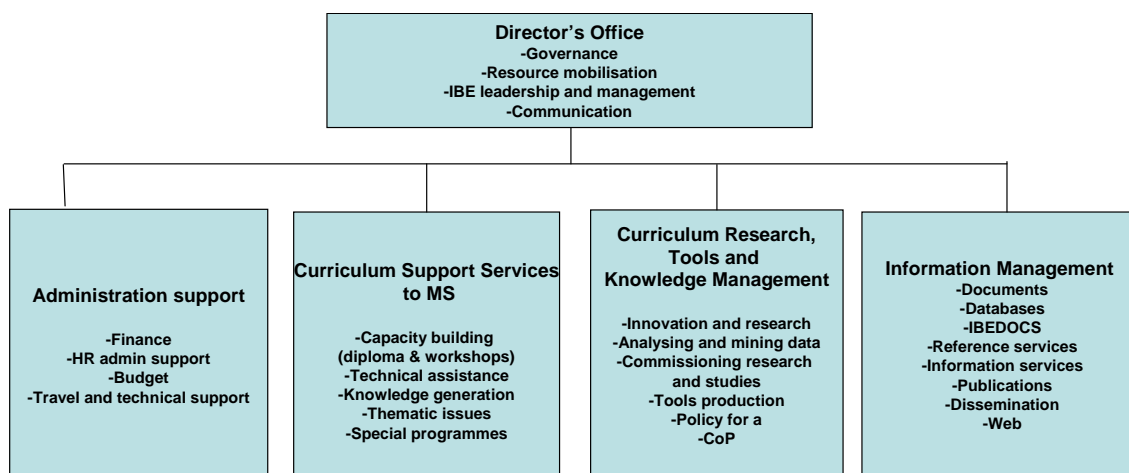
In the meantime, some immediate task teams could be constructed around:

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

Functions of a CoE

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

⁶ This term is taken from the works of Charles Handy.



Transition arrangements

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

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

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

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

Staffing policies

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

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

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

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

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

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

Overview of our recommendations

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

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

Part VI—Systems and processes

Planning and project management

Programme management cycle (PMC)⁷

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

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

Quality

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

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

Monitoring and evaluation

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

Impact

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

Reporting

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

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

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

Programme Management Cycle

In sum, a programme management cycle would:

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

Information technology

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

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

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

Budget

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

The office

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

Performance management

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

Travel

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

Timelogs

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

Overview of our recommendations

Our key recommendations are that IBE should:

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

Part VII—Resource mobilisation

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

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

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

Overview of our recommendations

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

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

Part VIII—Conclusion: Opportunities and risks

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

Opportunities

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

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

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

Risks

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

المكتب الدولي للتربية
برنامج الأنشطة والميزانية لعام ٢٠١٢

أولاً- السياق البرنامجي العام

المتخصصون في هذا الموضوع. وتشمل تصميم أطر المناهج الدراسية والمناهج وتطوير مواد التدريس وتطبيق المناهج الدراسية من خلال ممارسات التعليم والتعلم، والتقييم. وإن الاتفاقات المتعلقة بالمواد التي ينبغي للطلاب تعلمها، ولماذا يتعين عليهم تعلمها وكيف يتعلمونها، تتطلب توافر الخبرة الفنية والتشاور وتوافق الآراء. ومن ثم فإن عمليات المناهج الدراسية تنطوي بشكل متزايد على إجراء مناظرات ونقاشات ومشاورات عامة مع مجموعة متنوعة من أصحاب الشأن. وتقتضي هذه العمليات المعقدة تنمية قدرات جديدة بين المتخصصين في المناهج الدراسية وصناع القرار ومدربي المعلمين.

يتمثل الغرض من هذا التقرير في إبراز البرنامج والأنشطة التي يقترح المكتب الدولي للتربية (المكتب) الاضطلاع بها خلال عام 2012. وقد صممت هذه الأنشطة في سياق الأهداف الإستراتيجية والنتائج المنشودة لاستراتيجية المكتب للفترة 2008-2013 وللوثيقة 36 م/5 والإستراتيجية الرامية إلى جعل المكتب مركز امتياز في مجال إعداد المناهج الدراسية التي اعتمدها المؤتمر العام لليونسكو في دورته السادسة والثلاثين.

تكمن "المناهج الدراسية" في صميم الإصلاحات التعليمية المعاصرة وفي صلب تحسين نوعية التعليم. وفي هذا السياق، تعتبر عملية إعداد المناهج الدراسية عملية معقدة تتجاوز اختيار وتنظيم المحتويات التعليمية التي يقوم بها

تتمثل مهمة المكتب في دعم الدول الأعضاء في اليونسكو في جهودها الرامية إلى تعزيز تعلم الطلاب من خلال إعداد مناهج جامعة عالية الجودة، وذلك بتوفير ما يلي:

- تنمية قدرات المؤسسات والأفراد، فضلا عن تقديم المساعدة المخصصة إلى الدول الأعضاء؛
 - الحصول على الموارد والمعرفة والمعلومات ذات الصلة بالمناهج الدراسية؛
 - وإتاحة الفرص للحوار السياسي الدولي البناء.
- الاستعراض البرنامجي



الإستراتيجية الرامية إلى جعل المكتب مركز امتياز

ويؤدي هذا العائق المالي الإضافي إلى سيناريو حرج من شأنه أن يعيق تنفيذ البرامج وسيطلب إعادة هيكلة أقوى مما كان مخططاً له مسبقاً بالنسبة للمكتب ليصبح مركز امتياز. وينبغي لنا توخي الحذر في كيفية تنفيذ الإستراتيجية الرامية إلى جعل المكتب مركز امتياز في ظل الظروف الراهنة التي يمكن أن تهدد بالفعل استقرار المكتب.

ولهذه الأسباب نقدم برنامجاً حذراً؛ مع التركيز بشدة على العمليات الداخلية وتطوير آليات لضمان نوعية المنتجات التي تم تطويرها في السنتين الماضيتين؛ والتركيز فحسب على بعض البرامج والخدمات الرئيسية¹. وبالإضافة إلى ذلك، ستستند تنمية القدرات والمساعدة الفنية إلى طلبات الدول الأعضاء التي يتم تمويلها بالكامل. وينظم عرض أنشطة البرنامج للفترة 2012-2013 وفقاً لثلاثة مجالات عمل رئيسية للمكتب: (أولاً) تنمية القدرات والمساعدة الفنية، (ثانياً) إنتاج المعرفة وإدارتها، (ثالثاً) حوار السياسات التعليمية.

تقتضي الإستراتيجية الرامية إلى جعل المكتب مركز امتياز أن يصبح معهداً متطوراً وأكثر تطلعاً إلى المستقبل؛ كما يستلزم ذلك الارتقاء بنوعية المنتجات والخدمات المقدمة ونطاقها. وهذا يتطلب إحداث تغيير تنظيمي استناداً إلى استعراض دقيق وشامل للبرامج والأولويات القائمة؛ وإدارة وتنظيمها على المستوى الداخلي، بما في ذلك الموظفون وممارسات العمل؛ والحوكمة. ويستوجب أيضاً وجود إستراتيجية قوية لجمع الأموال لتأمين تمويل إضافي كبير وموثوق به وقابل للتنبؤ به. وفي عام 2011، أجري استعراض برنامجي وتقييم تنظيمي سريع شمل موظفي المكتب. وستستمر هذه العملية في عام 2012. وخلال انعقاد الدورة الواحدة والسنتين للمجلس في يناير/كانون الثاني 2012، ستقدم خطة تنفيذ لتحديد عملية الإجراءات الواجب اتخاذها للمضي قدماً في جميع المجالات المشار إليها.

ويتسم أيضاً عام 2012 بوضع مالي صعب للغاية بالنسبة لليونسكو بشكل عام. وبالنسبة للمكتب والمعاهد الأخرى، وستتخفف الاعتمادات التي أقرها المؤتمر العام في دورته السادسة والثلاثين بنسبة 31 في المائة. ولذا يجب تكيف البرامج والميزانية.

¹ يمكن بناء على الطلب توفير بطاقات وصفية محددة من أجل تقديم المزيد من المعلومات التفصيلية عن الأنشطة والمنتجات والتحديات.

النتائج المنشودة في نهاية فترة العامين 2010-2011
5/م 35

الأهداف الاستراتيجية
استراتيجية المكتب للفترة 2008-2013

<p>محور العمل 2 - النتيجة المنشودة 6: تجديد نظم التعليم الثانوي، ولا سيما من خلال إصلاح مناهج التعليم وتحسين عمليات تقييم تعلم الطلاب</p>	<p>محور العمل 1 - النتيجة المنشودة 3: تعزيز القدرات الوطنية فيما يخص رسم السياسات الخاصة بالمعلمين وتنفيذها، مع التشديد بوجه خاص على مسألتى الجودة والمساواة بين الجنسين</p>	<p>محور العمل 1 - النتيجة المنشودة 1: تعزيز القدرات الوطنية فيما يخص رسم السياسات والتخطيط بالتركيز على مسألتى الجودة والمساواة بين الجنسين، وبالإستعانة بتكنولوجيات المعلومات والاتصالات</p>	<p>تنمية قدرات الأخصائيين والممارسين وصناع القرار على تصميم عمليات إعداد المناهج الدراسية والمناهج الجامعة ذات نوعية جيدة وإدارتها وتنفيذها:</p> <ol style="list-style-type: none"> 1. دعم الشبكة العالمية 2. دعم البلدان في تغيير المناهج 3. إعداد مواد وأدوات تدريبية وتجريبها والترويج لها 4. توسيع أشكال التدريب وتنويعها 5. تقديم الدعم والمشورة للمهنيين 	<p>1- تنمية القدرات والمساءلة الفنية</p>
<p>محور العمل 4 - النتيجة المنشودة 14: إحاطة الأطراف المعنية بالتعليم علماً بالاتجاهات والتحديات الناشئة في مجال التعليم من خلال تزويدهم ببحوث ودراسات قائمة على البيانات</p>	<p>محور العمل 3 - النتيجة المنشودة 8: اضطلاع الأعضاء بتوفير تعليم جيد وشامل فيما يخص فيروس الإيدز والتربية الجنسية، من أجل ترويج أساليب الحياة الصحية والمساواة بين الجنسين وحقوق الإنسان</p>	<p>محور العمل 3 - النتيجة المنشودة 8: تعزيز قدرات الدول الأعضاء فيما يخص إدراج التعليم من أجل التنمية المستدامة، بما فيه التعليم بشأن تغير المناخ، في السياسات التعليمية والخطط والبرامج الإنمائية</p>	<p>توطيد قاعدة معارف ومجموعة متنوعة من مصادر المعلومات المتخصصة بشأن المناهج الدراسية وعمليات إعداد المناهج الدراسية وإثرائها وتوسيع نطاقها:</p> <ol style="list-style-type: none"> 6. بناء قاعدة معارف متينة 7. تعزيز خدمات المعلومات وتبادل المعلومات 8. استحداث منبر على الإنترنت لزيادة تبادل المعارف 9. تبسيط الخدمات والوصول إلى المواد والمصادر 	<p>2- إنتاج المعرفة وإدارتها</p>
<p>محور العمل 4 - النتيجة المنشودة 14: إحاطة الأطراف المعنية بالتعليم علماً بالاتجاهات والتحديات الناشئة في مجال التعليم من خلال تزويدهم ببحوث ودراسات قائمة على البيانات</p>	<p>محور العمل 2 - النتيجة المنشودة 6: تجديد نظم التعليم الثانوي، ولا سيما من خلال إصلاح مناهج التعليم وتحسين عمليات تقييم تعلم الطلاب</p>	<p>محور العمل 1 - النتيجة المنشودة 1: تعزيز القدرات الوطنية فيما يخص رسم السياسات والتخطيط بالتركيز على مسألتى الجودة والمساواة بين الجنسين، وبالإستعانة بتكنولوجيات المعلومات والاتصالات</p>	<p>تسهيل الحوار السياسي على المستويات المحلية والإقليمية والعالمية لإعداد المناهج الدراسية وتحسين العمليات والمنتجات:</p> <ol style="list-style-type: none"> 10. تحسين الحوار السياسي 11. الدعوة إلى تقديم المزيد من الدعم إلى إصلاح المناهج 12. إعداد موجزات عن السياسات 	<p>3- حوار السياسات التعليمية</p>

1- تنمية القدرات والمساعدة الفنية

التوجيهية للمدرسين والمواد التعليمية، والتقييم). وستعطى الأولوية للبلدان الأفريقية والبلدان التي تمر بمرحلة انتقالية والبلدان المتأثرة بالصراعات. وستجري عملية التنفيذ في إطار شراكة مع المنظمات الدولية الأخرى والمكاتب الميدانية لليونسكو. وسيتعين توفير التمويل الكامل لمعظم الطلبات على حلقات العمل والمساعدة الفنية من خلال حكومات البلدان والمنظمات الدولية الأخرى والمؤسسات الخاصة والمكاتب الميدانية. ويجري وضع خطط العمل مع قطاع التعليم والقسم المعني بتدريب المدرسين في اليونسكو والمكاتب الإقليمية والميدانية. وسيتم تحقيق هذه الأهداف من خلال الخدمات والمنتجات التالية.

يرمي برنامج تنمية القدرات والمساعدة الفنية للفترة 2012-2013 إلى تحقيق الأهداف الرئيسية التالية: أ) تنمية القدرات الوطنية بما في ذلك قدرات مدربي المعلمين وصناع السياسات والمختصين في المناهج الدراسية في مجال تصميم المناهج وإعدادها من خلال دورات تدريبية طويلة الأجل على المستوى الإقليمي مثل شهادة تصميم المناهج وإعدادها؛ ب) تعزيز القدرات المحلية على الابتكار والإصلاح في مجال المناهج الدراسية من خلال أدوات تعليمية وورش عمل مخصصة (التعليم الجامع ومهارات الحياة والعمل والتعلم للعيش معا والتعليم من أجل تحقيق التنمية المستدامة والمهارات والكفاءات الأساسية)؛ ج) تقديم المساعدة الفنية المستهدفة على المستوى القطري لتصميم إصلاح المناهج الدراسية وإدارته وتنفيذه (على سبيل أمثلة المناهج الدراسية والمناهج والمبادئ

1-1 شهادة تصميم المناهج وإعدادها [الأهداف الاستراتيجية 1، 2، 3، 4، 5 محور العمل 6-2]

المهارات المكتسبة في قضايا المناهج الدراسية. وستجري أيضا مراجعة مجموعة الموارد، أدوات التدريب من أجل إعداد المناهج الدراسية (TTCD)، بإدراج دراسات الحالة التي وضعت في أقاليم مختلفة من خلال شبكة جماعة الممارسين، فضلا عن إدراج التعليقات التي يقدمها المشاركون في الشهادة أثناء الدورات. وبعد الدورات المباشرة في عام 2011، ستنفذ دورات على شبكة الإنترنت للدفعة الثانية للشهادة في أمريكا اللاتينية والدفعة الأولى للشهادة في أفريقيا. وبالإضافة إلى ذلك، سيطلق المكتب الدفعة الثالثة للشهادة في أمريكا اللاتينية، في إطار شراكة مع الجامعة الكاثوليكية في أوروغواي (UCU) والمكتب الإقليمي للتربية في أمريكا اللاتينية والبحر الكاريبي (OREALC). وعلاوة على ذلك، ستنظم الدفعة الثانية للشهادة في أفريقيا بالتعاون مع مكتب اليونسكو الإقليمي للتربية في أفريقيا والقسم المعني بتدريب

سيستفيد المكتب في عام 2012 من جهوده في مجال إنتاج المعرفة وسيحسن عمليات ضمان نوعية دورات الشهادة. كما سيقم جدوى وضع دورات مماثلة للشهادة في البلدان الأفريقية الناطقة بالفرنسية وفي المنطقة العربية للفترة 2014-2015. وحتى الآن، تستجيب الشهادة لحاجة حقيقية، وهي الحاجة لتدريب المسؤولين في وزارة التربية والتعليم فضلا عن الخبراء في التعليم وإعداد المناهج الدراسية. وقد تبين ذلك بشكل خاص من الطلب القوي في أفريقيا وأمريكا اللاتينية واستعداد الشركاء للمساهمة في تمويل المشاركين (انظر تقرير عام 2011 ونتائج التقييم).

وفيما يتعلق بالشهادة، فإن المكتب سيجري عملية متابعة وتقييم شاملة للدفعة الأولى من الشهادة في أمريكا اللاتينية من أجل تقييم الأثر الطويل الأجل للشهادة وتعقب استخدام المشاركين

المشاركون/المستهدفون	الشهادة/الموقع	المدرسين في اليونسكو، وستنفذ من خلال الجامعة المفتوحة في تنزانيا ومعهد تنزانيا للتربية والتعليم (TIE). وعلى العموم، سيتم تدريب ما مجموعه حوالي 130 مشاركا في عام 2012 من خلال تعزيز الشهادة لكفاءاتهم في مجالي تصميم المناهج الدراسية وإعدادها.
24 (5 بلدان من أمريكا اللاتينية وموظفان اثنان من منظمة اليونسكو) و12 في المائة من الذكور و88 في المائة من الإناث	الشهادة في أمريكا اللاتينية (الدفعة الثانية) أوروغواي	
30 - 25 مشاركا	الشهادة في أمريكا اللاتينية (الدفعة الثالثة) أوروغواي	
49 (17 بلدا أفريقيا و7 موظفين من منظمة اليونسكو) و50 في المائة من الذكور و50 في المائة من الإناث	الشهادة في أفريقيا (الدفعة الأولى) تنزانيا	
30 - 25 مشاركا	الشهادة في أفريقيا (الدفعة الثانية) تنزانيا	

1-2 ورش العمل [الأهداف الاستراتيجية 1، 2، 3، 4، 5؛ محور العمل 2- 8/6]

النظر في الطلبات المقدمة من كولومبيا والجمهورية الدومينيكية وباكستان، فضلا عن طلب تنظيم ورشة عمل تغطي عدة البلدان في المنطقة العربية في إطار شراكة مع اليونسيف. ومن الأرجح أن تغطي ورش العمل أربعة أقاليم اليونسكو.

تقدم ورش عمل تنمية القدرات دعما فنيا محددًا إلى الموظفين المسؤولين عن عمليات المناهج الدراسية. وهي تستند إلى أدوات تدريب مخصصة وتستجيب للاحتياجات المحددة للدول الأعضاء. ويخطط لورش العمل بناء على الطلب ورهنا بتوافر التمويل الكامل: يجري

الجدول 2: لمحة عامة عن أنشطة ورش العمل

المشاركون	موضوع الورشة/الشراكات	الموقع
100-80 من المدربين الإقليميين والوطنيين	التدخلات المتعلقة بالتعليم الجامع، نظمت بواسطة وزارة التربية والتعليم، والأمين الإقليمي للتربية ومؤسسة Empresarios por la Educación	كولومبيا
50-40 من مديري المدارس	تصميم المناهج وإعدادها، نظمت بالتعاون مع وزارة التربية والتعليم، ومؤسسة إيدوكا (EDUCA) وكلية بارنا (BARNA) لإدارة الأعمال	الجمهورية الدومينيكية
30 من المربين وواضعي المناهج الدراسية ومدربي المدرسين	تصميم المناهج الدراسية، واستخدام الكتب المدرسية، في شراكة مع مكتب اليونسكو في إسلام آباد	باكستان
40-30 من المربين من المنطقة	قضايا المناهج في التعليم الثانوي، في شراكة مع مكتب اليونسيف للشرق الأوسط	مصر ولبنان والأردن وتونس

3-1 جماعة الممارسين | الأهداف الاستراتيجية 1، 2، 3؛ محور العمل 1-3؛ 2-6؛ 4-14

وفي عام 2012، ستسهم جماعة الممارسين من خلال مشاركتها في المنتدى الإلكتروني السنوي المتعدد اللغات، في نشر رسائل الجماعة بأحدث المعلومات والموارد عن المبادرات المتعلقة بالمناهج بلغات اليونسكو، وتنظيم الأحداث الوطنية والإقليمية والأقاليمية (المباشرة و/ أو على الإنترنت) في شراكة مع المكاتب الميدانية لليونسكو.

بالتنسيق مع برنامج إنتاج المعرفة وإدارتها، ستضع جماعة الممارسين لمزيد من التنظيم. وستنظم دراسة استقصائية لتقييم احتياجات البلدان والمجالات ذات الأولوية المتعلقة بالمناهج. وتعتبر جماعة الممارسين أداة ومنبرا لإنتاج المعرفة وتبادل المعلومات ونشرها بشأن قضايا المناهج واتجاهاتها. وستسهم أيضا في نشر المعلومات والتعاون فيما بين بلدان الجنوب وبلدان الجنوب والشمال.

1-4 الأولوية لأفريقيا | الأهداف الاستراتيجية 1، 2، 3، 4، 5؛ محور العمل 1-3؛ 2-8/6

في القرن الحادي والعشرين: مجموعة أدوات للابتكارات في مجال المناهج الدراسية في أفريقيا)، بعد وضعها في صيغتها النهائية، في تدريب المدرسين وتنمية القدرات. وستقوم فرق من خمسة بلدان (بوركينافاسو والكونغو برازافيل وكينيا ومالي وموريشيوس) بوضع دليل تنكيّف مع سياق كل بلد على حدة جنبا إلى جنب مع مجموعة الأدوات.

يساهم المكتب في برنامج اليونسكو بشأن الأولوية لأفريقيا من خلال جميع مجالات تدخله، ويدعم بالتعاون مع مكتب اليونسكو الإقليمي للتربية في أفريقيا برنامج التعليم الأساسي في أفريقيا (BEAP). وفي عام 2012، سيعمل المكتب بشكل وثيق مع الجامعة المفتوحة في تنزانيا ومعهد تنزانيا للتربية والتعليم جنبا إلى جنب مع مكتب اليونسكو الإقليمي للتربية في أفريقيا لتطبيق الدفعة الثانية للشهادة في أفريقيا. وستتولى المكاتب الميدانية لليونسكو تمويل المشاركين الحكوميين.

وعلاوة على ذلك، سيجري المكتب دراسة مقارنة تحليلية دولية بشأن أطر المناهج والكتب المدرسية والمبادئ التوجيهية في القراءة والكتابة والرياضيات في السنوات الثلاث الأولى للتعليم الابتدائي مع تقييم ميداني لتطبيق المناهج والممارسات والمواءمة في المدارس في بوركينافاسو والنيجر. ووضعت مقترحات لهاتين المبادرات الأخيرتين، ستتوقف على مدى توافر التمويل من خارج الميزانية.

ويقدم مشروع **التعلم من أجل الحياة والعمل في أفريقيا** الدعم إلى وزارات ومؤسسات التربية والتعليم في عدد من بلدان جنوب الصحراء لتعزيز التحضير للحياة والعمل في التعليم الأساسي من خلال إعداد مناهج من نوعية جيدة وتنفيذها في الفصول الدراسية. وستستخدم مجموعة الأدوات "Skills for living and working in the Twenty-First century: a toolkit for curriculum innovations in Africa" (مهارات العيش والعمل

5-1 بناء القدرات وتبادل المعلومات في مجال التثقيف بشأن فيروس نقص المناعة البشرية والإيدز | الأهداف الاستراتيجية 1، 2، 3، 4، 5؛ محور العمل 3-9

التعليمية، وتعزيز قدرات المتخصصين في التعليم. وفي عام 2012، سيقدم المكتب الجديد قرصا مدمجا جديدا يحتوي على أنشطة تفاعلية وبطاقات وصفية وتقييمية للممارسات الجيدة باعتباره موردا رئيسيا لتنمية قدرات

يكمّن الهدف الرئيسي من وراء هذه الأنشطة في دعم التعليم للجميع من خلال إدراج التثقيف بشأن فيروس نقص المناعة البشرية والإيدز على نحو أكثر فعالية في المناهج الرسمية، ووضع الأدوات اللازمة لتحسين التعلم والمواد

الميدانية لليونسكو في أفريقيا الغربية والوسطى وتقتصر حلولاً تعاونية لقضايا محددة. وسيقوم المكتب أيضاً بنشر أمثلة الممارسات الجيدة بشأن المناهج والتدريس وتدريب المدرسين، فضلاً عن موارد تعليمية مبتكرة من خلال قاعدة بيانات اليونسكو وموقع تبادل المعلومات والقسم المخصص لفيروس نقص المناعة البشرية على موقع المكتب على الإنترنت.

المتخصصين في التعليم في مجال التثقيف بشأن فيروس نقص المناعة البشرية والإيدز متاحاً باللغات الفرنسية والإنجليزية والإسبانية والبرتغالية. وبالإضافة إلى ذلك، سيعيد المكتب بطاقات وصفية بالفرنسية حول مواضيع تتعلق بالحياة الجنسية والمساواة بين الجنسين وحقوق الإنسان، ويقدم المساعدة الفنية من خلال ورش عمل لبناء القدرات تنظم بالاشتراك مع المكاتب

6-1 المساعدة الفنية المقدمة إلى الدول الأعضاء | الأهداف الاستراتيجية 1، 2، 3، 4، 5؛ محور العمل 1-1؛ 2-8/6

التحضير للحياة والعمل على أساس مبادئ وقيم وممارسات **التعلم للعيش معاً (LTLT)**، **والتعليم من أجل تحقيق التنمية المستدامة**. وينظر على سبيل الأولوية في حالات ما بعد النزاعات وما بعد الكوارث (PCPD). وبناء على الطلب، سيواصل المكتب في عام 2012 تدخلاته دعماً لوضع المناهج الدراسية وأطر النوعية والتقييم في المنطقة العربية.

يقدم المكتب الدعم إلى الحكومات الوطنية (أي وزارات التربية والتعليم والوكالات المعنية بالمناهج الدراسية) بناء على طلبها بشأن تخطيط المناهج الدراسية الابتدائية والثانوية ذات النوعية الجيدة وإعدادها وتنفيذها وتقييمها استجابة للتحديات والاحتياجات والآفاق الإنمائية الجديدة. وينصب تركيز خاص على الإدماج المجدي لتنمية الكفاءات في المناهج الوطنية، وعلى

الجدول 3: لمحة عامة عن أنشطة المساعدة الفنية

المشروع/البلدان	الأسس المنطقية	النتائج
العراق مشروع المناهج الجديدة	وضع إطار وطني جديد للمناهج العراقية يشكل الأساس لتدريب المدرسين وإعداد المناهج والكتب المدرسية مع التركيز على الرياضيات والعلوم. وهذا سيسهم في تعزيز النوعية والاتساق على نطاق النظام.	1. إطار جديد للمناهج العراقية 2. دراسة جدوى لإنشاء مركز وطني عراقي معني بالمناهج 3. مبادئ توجيهية لمراجعة المناهج الدراسية في مجالي الرياضيات والعلوم 4. مخططات للمناهج والكتب المدرسية للرياضيات والعلوم
الأونروا إطار بشأن نوعية المناهج	ينظر إلى وضع إطار مشترك لتنفيذ مناهج دراسية ذات نوعية جيدة على أنه خطوة أولى نحو وضع عملية طويلة الأجل ستستند إلى تنمية قدرات المتخصصين في التعليم/المناهج في وحدة عمان المركزية والمكاتب الميدانية لوكالة الأمم المتحدة لغوث وتشغيل اللاجئين الفلسطينيين.	1. وضع أول نسخة شاملة للإطار المشترك لتنفيذ مناهج دراسية ذات نوعية جيدة في مدارس الأونروا 2. تعزيز قدرات 25 متخصصاً معتمداً في مجال المناهج للقيام بأنشطة النشر 3. وضع نماذج من أنشطة تنمية القدرات المخصصة من أجل "تدريب المدرسين"
دول الخليج إطار لتقييم المناهج	يستند وضع إطار مشترك لتقييم المناهج في دول الخليج إلى استعراض التجارب القائمة، فضلاً عن تصميم عمليات مجدية وفعالة لتقييم المناهج الدراسية في المنطقة، كجزء من دورات شاملة لإعداد المناهج الدراسية.	1. وضع الخطوط العريضة لإطار مشترك لتقييم المناهج في دول الخليج 2. تعزيز قدرات 30 متخصصاً في مجالي التعليم والمناهج الدراسية (فرق وطنية) 3. وضع أدوات مخصصة لتنمية القدرات

شهادة في المناهج (التربوية والتعليم في حالات الطوارئ)

في أعقاب حالات الأزمات والطوارئ في مختلف أنحاء العالم، تمس الحاجة بشكل متزايد إلى توفير تدريب مخصص في مجال المناهج بالنسبة للعاملين في هذه المجالات. وضع حلقة دراسية أساسية للشهادة في مجال المناهج من خلال التعاون بين المكتب والشبكة المشتركة لوكالات التعليم في حالات الطوارئ.

2- إنتاج المعرفة وإدارتها

يكن الهدف العام لبرنامج إنتاج المعرفة وإدارتها للفترة 2012-2013 وما بعدها في تطوير قاعدة للمعرفة لتوفير المعلومات اللازمة لصياغة السياسات واتخاذ القرارات ووضع الممارسات المستندة إلى الأدلة في مجال إعداد المناهج وإصلاحها. وخلال عام 2012، سينصب التركيز على تحسين توافر المعلومات والمعارف المتعلقة بالمناهج والوصول إليها وإنتاجها، فضلا عن تحديد الاحتياجات والأولويات المستجدة في هذا المجال.

ويعتبر وقت التعليم على نحو متزايد عنصرا رئيسيا من عناصر التعليم الجيد للجميع، ويكتسي تخصيص الوقت اللازم لإشراك الطالب المستمر في الأنشطة التعليمية أهمية بالغة للتعليم. لكن البلدان تعتمد نهجا مختلفة لتحديد وقت التدريس، ونتيجة لذلك تصعب مقارنة البيانات الدولية عبر النظم والمستويات التعليمية. ولهذا السبب، سيشارك المكتب مع معهد اليونسكو للإحصاء لجمع بيانات وطنية موثوقة عن ساعات التدريس السنوية لكل مستوى في التعليم الابتدائي والتعليم الثانوي.

الأنشطة الرئيسية خلال الفترة 2012-2013 [الأهداف الاستراتيجية 6، 7، 8، 9؛ محور العمل 4-14]

ذلك ما لا يقل عن تنبيهين مواضيعيين اثنين بشأن القضايا ذات الأولوية.

1-2 وبالتالي سيجري مسح عالمي حول وقت التعليم تم تصميمه بالتعاون مع معهد اليونسكو للإحصاء. ويقوم برنامج إنتاج المعرفة وإدارتها بتجميع وإتاحة المعلومات القائمة والمتوافرة عن وقت التعليم المستمدة من مجموعة بياناته الدولية التي تضم أكثر من 180 بلدا/ولايات قضائية.

4-2 وسعيا إلى تعزيز تقاسم المعلومات وتبادل القدرات، سيحضر المكتب لإطلاق آلية لتبادل المعلومات. وهذا سيتوقف على توافر التمويل في المستقبل، وسيؤدي إلى وجود موقع أكثر ديناميكية ومحسن بشكل ملحوظ بحلول الفترة 2014-2015.

2-2 ولغرض تحديد ومعالجة الفجوات المتعلقة بالمعرفة والمعلومات المتصلة بالمناهج الدراسية، يعمل البرنامج على تصميم وتطبيق الأدوات للتقييم الدوري للاحتياجات والأولويات الإقليمية وشبه الإقليمية والوطنية.

2-5 وخلال عام 2012، من المقرر نشر أربعة أعداد من مجلة "مستقبلات"، استعراض اليونسكو الفصلي للتعليم المقارن: (رقم 161) *Internationalisation of Teacher Education* (إضفاء الصبغة الدولية على تدريب المعلمين)؛

2-3 ويهدف المكتب إلى تحسين توافر المعلومات حول عمليات إعداد المناهج ومنتجاتها والوصول إليها من خلال تحديث قواعد البيانات وتحسين خدمات المعلومات وتوسيع نطاق المجموعات وتطوير موقع على الإنترنت. وهكذا، سيقوم البرنامج بتحديث قاعدة بيانات الملفات القطرية "Country Dossiers" واستكمال الطبعة السابعة لقاعدة البيانات العالمية عن التعليم "World Data on Education"، وإثراء مجموعة المناهج الدراسية وإعداد مسرد يتضمن المصطلحات المتخصصة ذات الصلة، وإعداد تنبيهات أسبوعية بما في

(رقم 162) *Cultural Diversity in Education*؛ *Systems: International and Comparative Perspectives*؛ (التنوع الثقافي في نظم التربية والتعليم: منظورات دولية ومقارنة)؛ (رقم 163) *Developing a World-class Education: a Multi-Country Analysis* (تطوير التعليم من الطراز العالمي: تحليل متعدد البلدان)؛ (رقم 164) *Comparing Learner Performance in Southern Africa*؛ (مقارنة أداء المتعلمين في الجنوب الأفريقي). وعلاوة على ذلك، يجري الإعداد لعددتين أخريين لعام 2013 (رقم 165 ورقم 166)

التحديات

داخل المكتب (من خلال تحويل الثقافة التنظيمية ونهج الفرق والأفراد تدريجياً) وخارجه (من خلال تسهيل ودعم تبادل المعرفة المترسخ في مختلف الشبكات والمجتمعات المحلية)، ومواكبة تطور التكنولوجيا واستخدامها، و(3) تعزيز نوعية الخدمات القائمة وتطوير نهج مبتكرة.

يواجه برنامج إنتاج المعرفة وإدارتها ثلاثة تحديات رئيسية في عملية تعزيز وتوسيع نطاق عمله: (1) موازنة المعارف والمعلومات ذات الصلة بالمناهج مع الاحتياجات الحالية والطلب على المعرفة فضلاً عن السياقات التي يتوقع أن تستخدم فيها؛ (2) تقاسم المعرفة بكفاءة وفعالية

3- الحوار السياسي والمؤتمر الدولي للتربية [الهدف الاستراتيجي 10، 11، 12؛ محور العمل 1-1، 2-6، 4-14]

مبادراتان محددتان في عام 2012
1-3 سبيسر المكتب ورشة عمل عن اتجاهات وقضايا المناهج خلال المؤتمر عن "مراجعة وتنفيذ المناهج في الصين وأوروبا" الذي يشترك في تنظيمه المركز الوطني لإعداد المناهج المدرسية والكتب المدرسية (NCCT) ووزارة التربية والتعليم في الصين والمعهد الهولندي لإعداد المناهج (SLO). وسيشكل ذلك فرصة ممتازة لإقامة الشراكات مع الباحثين وصناع القرار والمتخصصين في تصميم المناهج وإعدادها الراندين من إقليمين من أقاليم اليونسكو.

سيساهم المكتب في تعزيز الحوار السياسي المستند إلى الأدلة فيما بين صناع القرار والعاملين في مجال تصميم المناهج وإعدادها من خلال: (1) إقامة شراكات مع وزارات التربية والتعليم والمؤسسات والمنظمات الدولية وغيرها، (2) إبداء التوجيهات في وضع الأطر والمبادئ التوجيهية المتعلقة بالمناهج.

وضمن اليونسكو، سيعزز المكتب الشراكات مع المقر والمكاتب الميدانية، مثل مكتب اليونسكو الإقليمي للتربية في أفريقيا والمكتب في بيروت والمكتب في كيغستون، من أجل إبداء المشورة السياسية وتقديم الأمثلة الملموسة عن المبادئ التوجيهية السياسية فيما يتعلق بمختلف أقاليم اليونسكو.

2-3 وفي إطار شراكة مع المركز العربي للبحوث التربوية لدول الخليج والأونروا وبلدان الخليج، وضع المكتب مشروعاً في المنطقة العربية بشأن المناهج المدرسية الجامعة ونوعية المناهج وتقييمها. وفي عام 2012، سيطرح المكتب إطاراً عن التعليم الجامع يقدم مفاهيم وأهداف وممارسات من وجهة نظر التعليم للجميع، وسيجري دراسة عن الممارسات البارزة للمدارس الجامعة في مختلف أنحاء العالم، وسيعد مشروعاً أول لمجموعة الأدوات التي تتضمن دليل مصادر عن المدارس الجامعة وعمليات التدريس والتعلم الجامعة.

وخارج اليونسكو، يسعى المكتب إلى التعاون مع الوكالة الأوروبية للتنمية في تعليم ذوي الاحتياجات الخاصة، ومنظمة الدول الأيبيرية – الأمريكية، ومصرف التنمية للبلدان الأمريكية ومختلف معاهد وجامعات تدريب المدرسين بغية إجراء الحوار السياسي وتنفيذ ورش عمل لتنمية القدرات ووضع أدوات تعلم بشأن التعليم الجامع.

التحديات

مركز امتياز. كما سيتعين تخصيص وقت إضافي وبذل جهود لجمع الأموال من أجل التمكن من عقد المؤتمر الدولي للتربية المقبل، ففي ظل الأزمة الراهنة لليونسكو، يشكل تنظيمه تحدياً آخر. وينبغي للمؤتمر أن يضطلع بدور استراتيجي فيما يتعلق بالمكتب بصفته مركز امتياز، لذلك يتعين على المناقشة التي سيعقدها المجلس وعملية اتخاذ القرار ذات الصلة بدوراته المقبلة أن تأخذ بعين الاعتبار البيئة المالية والمؤسسية الحالية وأن يخطط لهما بطريقة تسمح بتنفيذ الإستراتيجية الرامية إلى جعل المكتب مركز امتياز.

بموجب خطة التنفيذ الرامية إلى جعل مكتب التربية الدولي مركز امتياز، سيناقتش أعضاء مجلس المكتب الإطار العام للمؤتمر الدولي للتربية. وينبغي للمؤتمر بصفته منتدى سياسياً استراتيجياً رفيع المستوى أن يساهم في إعادة توجيه النقاش بشأن التعليم الجيد للجميع فيما بعد عام 2015. وسيمثل التحدي الرئيسي لعام 2012 في وضع عمليات ستمكن من تنفيذ استراتيجية المكتب بصفته مركز امتياز إلى جانب تعزيز قدرات المكتب على الأداء؛ وستكون هناك حاجة إلى تعبئة الموارد لتنفيذ البرنامج بالإضافة إلى تنفيذ الاستراتيجية الرامية إلى جعل المكتب

ثانياً - الإدارة المؤسسية

1- مجلس المكتب

البرنامجية والتغييرات التنظيمية الداخلية؛ ومراجعة الحوكمة؛ والحوار السياسي والمؤتمر الدولي للتربية؛ واستراتيجيات الاتصالات والمناصرة؛ وأخيراً خطة لتعبئة الموارد.

تحدد وظائف مجلس المكتب بموجب النظام الأساسي للمكتب واللائحة الداخلية للمجلس. وستعقد الدورة الواحدة والستون لمجلس المكتب خلال الفترة من 25 إلى 27 يناير/كانون

وكما هو الحال في عام 2011، سيجتمع الفريق الإداري في مبنى المكتب لمدة نصف يوم في قاعة Cecilia Braslavsky، المتواجدة في الطابق الأول في 15 route des Morillons, 1218 Le Grand-Sacconnex، يوم الثلاثاء 24 يناير/كانون الثاني 2012 من الساعة العاشرة صباحاً إلى الساعة الواحدة ظهراً.

الثاني 2012 في مبنى (International Air Transport Association (IATA), 33 Route de l'Aéroport, 1215 Geneva 15 Airport). وسيستعرض المجلس نتائج برامج المكتب التي اضطلع بها خلال عام 2011 والأنشطة المقررة لعام 2012 بالاستناد إلى تقرير مديرة المكتب بشأن تنفيذ الأنشطة خلال عام 2011 وبرنامج الأنشطة والميزانية لعام 2012.

وسيتضمن جدول الأعمال عرضاً عن خطة تنفيذ "الإستراتيجية الرامية إلى جعل المكتب الدولي للتربية مركز امتياز في مجال إعداد المناهج الدراسية". وستضع الخطة أيضاً عمليات تنفيذ يتعين اتباعها لإعداد الأولويات

1-2 الموارد البشرية

وسيوصل المكتب تدريب الفنيين الشباب (المساعدون في مجال البحوث والمتدربون الداخليون) كجزء من تنفيذ برامج مختلفة.

وستستمر سياسة المكتب الخاصة بالتدريب في تشجيع تنمية القدرات الجماعية والفردية للموظفين الفنيين رهنا بالموارد المالية التي يخصصها المقر لهذا الغرض.

- مبلغ 600.000 فرنك سويسري (651.000 دولار أمريكي) تمنحه الوكالة السويسرية للتنمية والتعاون؛
- مبلغ 100.000 يورو (130.000 دولار أمريكي) كمساهمة محتملة من إسبانيا؛
- مبلغ 229.174 دولارا أمريكيا من المركز العربي للبحوث التربوية لدول الخليج لأغراض مشروع المدارس الجامعة؛
- الاحتياطي المتراكمة المتوقعة في 31 ديسمبر/كانون الأول 2011: 1.1 مليون دولار أمريكي.
- بالإضافة إلى الموارد من الحساب الخاص، تم جمع مبلغ 700.000 دولار أمريكي من خلال اليونسكو ومكتب اليونسكو في العراق: تم منح مبلغ 500.000 دولار أمريكي بموجب اتفاق مبرم بين العراق واليونسكو لتقديم المساعدة الفنية في مشروع إعداد المناهج الدراسية. وهذا اتفاق لمدة ثلاث سنوات (2010-2013) بميزانية إجمالية تبلغ 1.317 مليون دولار أمريكي. وسيتم منح مبلغ 200.000 دولار أمريكي لمشروع الإطار الموحد للميزانية والنتائج والمساءلة لبرنامج الأمم المتحدة المشترك المعني بفيروس نقص المناعة البشرية /متلازمة نقص المناعة المكتسب (الإيدز).

وترد الميزانية المقترحة المفصلة لعام 2012 في مرفق هذا التقرير.

2- الموارد البشرية والمالية

تكتسي وظيفة خبير برامج رفيع المستوى (ف-4) أهمية بالغة لتعزيز العمل المهني لتنفيذ الإستراتيجية الرامية إلى جعل المكتب مركز امتياز. وفي هذا السياق، انتهت عملية الاختيار في ديسمبر/كانون الأول 2011 لكن لم يتم تأكيد عملية التوظيف نظرا للقيود المتعلقة بالميزانية التي يفرضها المقر وانخفاض الاعتمادات التي تخصصها اليونسكو للمكتب بنسبة 31 في المائة.

2-2 الموارد المالية

سيقوم المكتب بما يلي:

- مواصلة جهوده من أجل تعبئة الدول الأعضاء في اليونسكو من أجل الحصول على دعمها المالي لتنفيذ الإستراتيجية على أساس متعدد السنوات.
- تعزيز وتوطيد علاقاته مع البلد المضيف ولا سيما في سياق الشراكات في مجال البحوث والمنظمات غير الحكومية والجمعيات العاملة في مجالي التعليم والتنمية.
- تعزيز الشراكات مع المكاتب الميدانية لليونسكو في تنفيذ مشاريع وبرامج محددة.
- مواصلة وتعزيز الشراكات مع مراكز البحوث السويسرية والدولية، بالإضافة إلى مؤسسات الأمم المتحدة الأخرى.
- تقديم مشاريع للتمويل في إطار مبادرة "الشراكة العالمية للتعليم"، التي يديرها البنك الدولي.
- مواصلة تنفيذ سياسي استرداد التكاليف وتقاسم التكاليف.

وفي 20 ديسمبر/كانون الأول 2011، يقدر إجمالي الموارد المالية لعام 2012 بمبلغ **174.985.3** دولارا أمريكيا (حساب خاص)؛ وبإضافة موارد أخرى من خارج الميزانية يصل المبلغ إلى **174.685.4** دولارا أمريكيا.

ويستند هذا التقدير إلى ما يلي:

- الاعتماد المالي السنوي الذي تخصصه اليونسكو والذي انخفض بنسبة 31 في المائة: 1.725 مليون دولار أمريكي.

III. Budgetary Figures

The following table presents the provisional budgetary framework for the year 2012.

IBE - BUDGETARY FRAMEWORK 2012						
SPECIAL ACCOUNT						
	Budgetary framework	FUNDING SOURCES & ESTIMATED ALLOCATIONS				
		UNESCO regular budget	Donors' contribution for 2012	GASERC	IBE resources	Other incomes 2012 (*)
Situation as at 12.01.2012 (USD)						
I. PROGRAMME ACTIVITIES						
I-1 Capacity development and technical assistance	394'821	0	370'000		24'821	0
Capacity development programme/COP	168'356		150'000		18'356	
AFRICA project	136'465		130'000		6'465	
Technical co-operation projects/support to Member States	90'000		90'000			
I-2 Knowledge production and management	292'142	0	260'000		32'142	0
Resource Bank and Observatory of educational trends	80'000		80'000			
Documentation and information	25'000		25'000			
Development of IBE website	67'588		45'000		22'588	
Research and Publications	119'554		110'000		9'554	
I-3 Policy dialogue	266'886	0	0	265'331	1'555	0
GASERC-Inclusive Schools Toolkit	266'886		0	265'331	1'555	
TOTAL I	953'849	0	630'000	265'331	58'518	0
II. Governing Board/Gen. Adm./Institutional Dev.						
II-1 IBE Council/Steering Committee	180'000		0		180'000	
II-2 General operating costs	300'000		0		300'000	
II-3 Institutional development: CoE, Coordination and prog dev	150'000		130'000		20'000	
TOTAL II	630'000	0	130'000	0	500'000	0
TOTAL I + II	1'583'849	0	760'000	265'331	558'518	0
III. Staff costs (Established posts)	2'130'000	1'725'000	0		405'000	
TOTAL EXPENDITURES 2012 (I+II+III)	3'713'849	1'725'000	760'000	265'331	963'518	0
TOTAL INCOMES 2012	4'338'647	1'725'000	760'000	265'331	1'468'316	120'000
INCOMES - EXPENDITURES = Estimated reserves by the end of 2012 to be used in 2013	624'798	0	0	0	504'798	120'000

ADDITIONAL CONTRIBUTIONS FROM OTHER UNESCO EXTRABUDGETARY PROGRAMMES	Budgetary framework	UNESCO / UNAIDS	UNESCO Irak FO			
Developing new IRAQI curricula	500'000		500'000			
Capacity building to strengthen key competencies on HIV education in 5 countries of Western and Central Africa	100'000	100'000				
TOTAL EXPENDITURES 2012	600'000	100'000	500'000			

(*) Income deriving from rental of offices and other facilities and interest on IBE clearing account



Annex IX - UNESCO/BIE/C.61/Inf.5
Geneva, 13 January 2012
Original: English

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

Geneva, 25-27 January 2012

**RESOURCE MOBILIZATION PLAN
International Bureau of Education (IBE)**

I. BACKGROUND

The IBE Council at its 60th session requested the IBE Director to produce a draft resource mobilization plan for consideration by the Steering Committee at its session in Geneva on 6-7 September 2011.

This resource mobilization plan (RMP) was developed at a crucial period for the IBE as it has been mandated by the IBE Council to create the conditions to become a Centre of Excellence (CoE). The “Strategy aimed at making the IBE a Centre of Excellence in Curriculum” was unanimously endorsed by the 60th session of the IBE Council and unanimously adopted by the 36th session of the UNESCO General Conference, in November 2011.

The strategy as a CoE implies not only raising the profile of the institution and refocusing its priorities and programmes, but also gradually generating a broader range of quality services. The strategy, thus, requires a significant increase in the total resources of the IBE in order to be able to respond to the rapid and complex areas of curriculum development that are being expressed today in the new demands of UNESCO Member States. As stated in the Strategy:

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

This resource mobilization plan will therefore support and complement the implementation plan (IP) of the IBE Strategy that aims to raise IBE’s profile as a leading institution in the field of curriculum. The draft implementation plan was discussed by the Steering Committee meeting, in September 2011.

II. OBJECTIVES

The objectives of the RMP are:

1. To increase the IBE core funding in order to strengthen the institution and provide the means to become a CoE.
2. To increase IBE’s extra-budgetary funding in order for IBE to further undertake projects to support the Member States within the framework of UNESCO’s priorities and in partnership with other UN organizations.
3. To institutionalize resource mobilization as a key function and source of expertise in the organization.

III. A STRATEGIC DIRECTION: IBE AS A CENTRE OF EXCELLENCE

Since 2000, the IBE is the only institution with a global mandate to specialize in curriculum. Today, the IBE faces the challenge of reaffirming and reinforcing its identity and strengthening its role as a forward-looking and cutting-edge institute that will develop

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

The external programmatic review, conducted in May 2011, pointed out the general relevance of the programmatic orientation of the IBE with regard to what a CoE should be. The Audit report shows that the financial administration is running appropriately¹. Nevertheless, both the Audit and the Rapid Organizational Assessment (ROA) refer to a possible financial fragility as a result of a drop in the level of financial contributions in 2010 due to the financial crisis. Paradoxically, the CoE Strategy requires increased and predictable financial resources. The ROA therefore, puts forward that sustainability issues must be addressed urgently in the transition phase. Currently a very small team is trying to deliver a large number of activities to a very wide range of countries with a demand that exceeds its actual capacity in terms of human resources and funds. Additional financial resources other than the ones currently available for 2012 and beyond are a key factor for the success of the new strategy.

To become a CoE, new conditions (both programmatically and organizationally) will be progressively put in place. Institutionalizing resource mobilization as a core activity of the IBE to ensure long-term sustainability is one of those steps for change. Past experience shows that fundraising is not one person's task at a certain moment, but a continuous team effort which yields better sustainable results. This is why the IBE is proposing to establish a Resource Mobilization Team that will be charged with implementing this strategy, with at least one person dedicated to this task on a regular basis.

IV. THE RESOURCE MOBILIZATION TEAM

The IBE resource mobilization plan is intended to last 4 years. RMP for the organization will become a permanent line of work and a team effort. The President of the IBE Council, Council members, the IBE Director and staff will all work together, in varying capacities, to ensure that the institute meets its fundraising targets each year. As a first step, the proposed plan will require formalizing a team approach that must be agreed upon early on in its implementation. This means that all members of the team will be in agreement of their roles and responsibilities and meet the targets set out for them to achieve.

Execution of the strategy will be carried out through two key developments:

1. Firstly, fundraising will be institutionalized through the creation of the Resource Mobilization Team that will agree on a clear division of tasks and a timetable.
2. This team will be coordinated by the IBE Director and will report twice a year (to the IBE Council and to the Steering Committee). An IBE programme officer will work directly with the Director to support the team and facilitate the implementation of the fundraising strategy.

Members and Roles:

Resource mobilization will have a team composed of:

- Director of the IBE – To be head of the fundraising team
- IBE assistant - BARD
- Programme Specialist to support the Director at the IBE

¹ The first draft of the report of the external auditor expressed: « La proposition du Commissaire aux comptes est donc une opinion sans réserve pour les états financiers du BIE au 31 décembre 2010 » (11 May 2011)

- The President of the IBE Council
- Fundraising committee: to set targets and review fundraising progress, a fundraising committee will be created during the 61st Council, composed of the members of the team and three additional members of the Council, who will contribute directly and proactively to resource mobilization. Subsequently, the committee will meet twice a year.(during the Council meeting and the Steering Committee) to do the follow-up, make propositions and approve the plan of action for the coming year.
- IBE staff members, who support the efforts of the fundraising team, will produce project documents to submit to potential donors.

V. THE RESOURCE MOBILIZATION PRINCIPLES

The vision, mission, goals and strategic priorities of the organization inform the IBE resource mobilization activities. Efforts will be made to ensure that the values, identity and integrity of the organization are always respected in the process. Essential features of the IBE fundraising strategy include that:

- The IBE will seek funding to develop work within its three programme areas and on a global, regional and national basis. Funding should be in line with the agreed strategies for the IBE's work, which mainly includes capacity building, technical assistance, policy dialogue, research and publications, and networking.
- The RMP Team will establish contact with the Member States to ask for support and will keep them well informed of the IBE's progress in the implementation of the strategy.
- An advocacy and communication strategy will support the RMP.
- Time will be invested in planning, preparing, identifying, and building relationships with new prospective donors.
- In as far as possible, the IBE Director will use her official missions as opportunities for resource mobilization.
- Project fund raising will take place across the IBE with various individuals involved. Effectiveness of this approach and opportunities for synergies will be reviewed.
- In developing funding proposals, the IBE will take into consideration its capacity to implement and manage the proposed projects.
- When negotiating with donors, the IBE will ensure that the terms and conditions of funding agreements, procedures and reporting schedule are mutually acceptable.
- The IBE will seek to develop relationships and partnerships with major donors. This will be achieved through a comprehensive communication strategy that seeks to understand each other's work and values.
- The IBE will not discourage donor-sponsored programmes as long as they fit in with the organization's overall mission and there is appropriate institutional capacity to support the implementation of such programmes. It will, however, scrupulously avoid donor driven initiatives that do not fit into the IBE strategy.
- The IBE fundraising strategy will be shared and coordinated with UNESCO Headquarters.

VI. THE IBE's BUDGET STRUCTURE

The IBE budget structure includes:

1. UNESCO allocation (from UNESCO regular budget)
2. Core donors' voluntary contributions
3. Other extra-budgetary resources
4. Other incomes (e.g. cost recovery policy)

1. UNESCO financial allocation:

UNESCO's financial contribution to Category 1 Institutes tends to be a stable amount. It was increased from US\$2,295,000 in 2008 and 2009 to US\$2,400,000 in 2010 and 2011, covering mostly the salaries of UNESCO regular staff. The 36th session of the General Conference approved US\$2,500,000² (on an annual basis).

2. Core donors' voluntary contributions:

The main source of funding for programme activities is based on core donors' voluntary contributions. This amount dropped in 2010 and needs to be expanded over time by diversifying and increasing the donor contribution base and by establishing multi-year commitments. Switzerland, Sweden and Spain have been contributors until recent years, but major efforts need to be concentrated on raising this source of funding by approaching new Member States to become IBE donors. New efforts involve seeking new bilateral donor contributions both from traditional and non-traditional donors. Members of the IBE Council should have an active role in this regard. Despite the economic crisis, the IBE is well positioned due to the support that it receives from Member States to become a CoE and its contribution to EFA goals that specifically contribute towards improving the quality of education through quality curriculum.

The efforts to seeking bilateral donor contributions may include approaching representatives of Member States at the IBE Council and at UNESCO to help initiate contact; followed by approaching Ministries of Foreign Affairs, development agencies and Ministries of Education. This is a role to be taken by the IBE Director along with the President of the IBE Council and some other delegated representatives of Member States. The ADG/ED can also play a role in directing attention towards IBE's role as a CoE in curriculum related matters when approaching possible donors.

3. Extra-budgetary funding:

Besides voluntary contributions, getting extrabudgetary funding is also very important. In this regard the IBE Director and the fundraising team are continuing to contact and further address multilateral organizations such as the Global Partnership for Education³, the World Bank, the Inter-American Development Bank, UNICEF, the African Development Bank, and the OPEC Fund for International Development and the Asian Development Bank.

Other extra-budgetary resources include various sources of funding such as: a) projects financed through UNESCO's extra-budgetary funds (e.g. UNAIDS, CAP, CapEFA; b) technical assistance to Member States financed by other international organizations, the private sector, Ministries of Education, national or regional offices; c) partnerships with UNESCO regional offices for long term capacity development and training.

This type of extra-budgetary funding has considerably increased in the last four years, reaching over US\$500,000 in a single year. There are several reasons for this, including: a) the IBE's most recent approach to prefer longer term technical assistance projects that are fully funded; and b) new partnerships being developed that bring financial contributions associated with capacity development services provided by the IBE. The IBE leadership team has an important role in this respect. These projects are highly technical and require specialized expertise in the project design and negotiation; here IBE programme/project

² There has been however, a reduction of 31% on the approved amount. This poses an additional challenge for the IBE and the fundraising efforts.

³ Previously known as the Education For All – Fast Track Initiative (EFA – FTI)

coordinators have proactively contributed to the rise of these sources of funding and will work closely with the Fund Raising Team to share this expertise.

The following is a more detailed extra-budgetary project list:

1. Projects financed through UNESCO special project funds (HIV-AIDS, CAP-EFA)
2. Projects financed directly by Member States
3. Projects financed by Member States through the national or regional offices
4. Projects financed through partnerships with other UNESCO Institutes, National or Regional Offices or with other multilateral agencies
5. Projects financed by other stakeholders (e.g. FTI) through partnerships with other Research institutes, National or Regional offices
6. Projects financed by the private sector

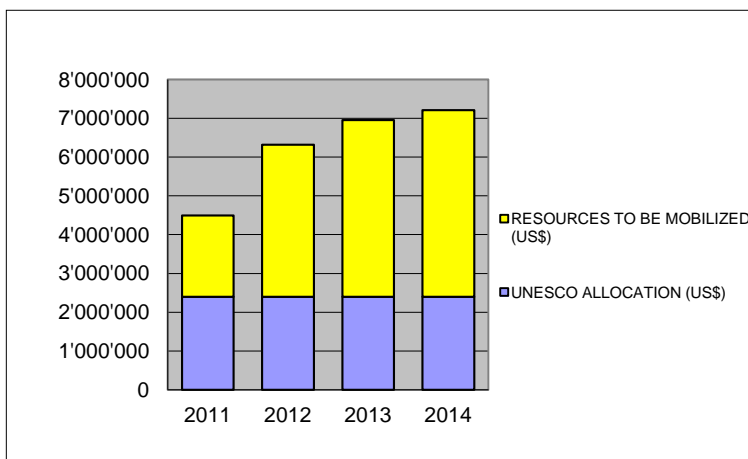
4. Other incomes-cost recovery:

In the last three years, IBE has put in place a cost recovery policy, including programme support cost (13%) that is now in full implementation. Additional income comes from the rental of the conference room and office space. There has been an increase in this type of income that will be sustainable over time and continue to increase with expanded activities.

VII. RESOURCE MOBILIZATION TARGETS

The estimated financial implication for the implementation of the Strategy indicates that total resources for the IBE should reach US\$7,000,000 by 2014; this means an increase of nearly US\$2,000,000 annually. This estimate does not include the ICE⁴. It should be noted as well that the currency exchange rate of US\$ to CHF can alter estimations due to the (current) strong value of the Swiss franc.

Table 1: Core funding targets



VIII. PRIORITIES AND TYPES OF FUNDING TARGETED

The purpose of the RMP is to develop a comprehensive approach that identifies and sets out the process, sources and activities to mobilize all financial types of resources for the IBE. It is

⁴ Estimated budget for the ICE amounts to US\$2,000,000.

a strategy that aims to involve the Member States in the core funding more decisively, but will also move beyond statutory sources of funds to also reach international donors (multilateral and bilateral, regional banks, private foundations, private corporations), and possibly at some point individual philanthropists for more extra budgetary funding.

In the year 2011 and following into 2012, priority will be given to:

- Mobilizing Member States' funding for the core budget as a manifestation of support and trust to the implementation of the new CoE strategy.
- Extra-budgetary funds from Member States for specific projects.
- Extra-budgetary funds from special financing lines of UNESCO and partnerships with UNESCO institutes and bureaus.
- Extra-budgetary funds from partnerships with other UN agencies.
- Multilateral donors and private sector through specific projects.
- Swiss private donors.

IX. POSSIBLE SOURCES OF FUNDS AND RESOURCES BY ORDER OF PRIORITY FOR 2011-2012

All potential donors will require a specific advocacy and communication strategy to provide awareness and information about the IBE as a CoE. The order of priority will be as follows, (please note that this list is not exhaustive):

- 1. Member States:** One example of clear proof that the countries believe and trust the IBE would be to agree to make a contribution whether institutional or for a particular project. The President of the IBE Council will call on Member States to contribute. A possible scale for contributions can be established. Based on first contact, a priority list will be established to pursue negotiations. Nevertheless, a priority order for contacting countries in 2011-2012 could be as follows: 1-Norway, 2-Denmark, 3-Finland, 4-Netherlands, 5-Switzerland, 6- Bahrain, 7-Kuwait, 8-Spain, 9-Germany, 10-USA, 11-India, 12-Brazil, 13-Republic of Korea, 14-Monaco, 15-China, 16-Cameroun, 17-Benin, and 18-Tanzania.
- 2. UNESCO Headquarters additional funding mechanisms.** UNESCO has several mechanisms through which additional funding can be obtained through the presentation of projects:
 - i. Funds coming from UNAIDS: previous UBW to become UBRAF (United Budget Results and Accountability Framework) for HIV AIDS projects.
 - ii. Complementary Additional Programme (CAP).
 - iii. Cap-EFA.

The RM team will explore and strengthen relationships with extra-budgetary instances at Headquarters knowledgeable of funding opportunities and donors' priorities, such as CFS- Multilateral and private funding. Continuing the strengthening of relations with the regional and national offices is another way to jointly implement activities and services.

- 3. Extra-budgetary funds from partnerships with other UN agencies such as UNAIDS, UN-WOMEN, UNICEF, UNDAF, INEE.**
- 4. Multilateral donors: Global Partnership for Education⁵** The IBE has participated in the first and second round of stakeholders' consultations and sent a results-based

⁵ Previously known as the Education For All – Fast Track Initiative (EFA – FTI)

proposal contribution to the Learning Outcomes seeking partnership in the Global and Regional Program (GRA). **The World Bank:** First contact was established by the IBE Director with the Director of the Human Development Network to discuss work on quality and possible developments towards the ICE. **Organization of Ibero-American States (OIE):** Agreement of Cooperation established to frame joint collaboration. Through OIE funding, the IBE is implementing capacity development workshops in inclusive education customized to participating Latin American countries. **The OPEC Fund for International Development (OFID):** An initial approach was made by the IBE Director and a proposal was developed.

5. **Swiss Foundations:** The French-speaking foundations interested in education and HIV & AIDS have already been identified.
6. **Bilateral donors for specific projects:** Such as AECID (Spain), SIDA (Sweden), CIDA (Canada), EU (Belgium), IDRC (Canada), SDC (Switzerland), DANIDA (Denmark), USAID (USA), NORAD (Norway), GIZ (Germany), JICA (Japan), Dutch Ministry of Development and International Cooperation. A list of bilateral donors plus funding priorities should be investigated annually and appraised periodically. The IBE will need to establish relations to try to secure short as well as long term donor support for programme and institutional development. Organize fundraising trips at least once a year to fundraise and update donors of IBE progress.
7. **National and interregional banks: Inter-American Development Bank (IADB).** The IBE Director met with the Director of Education in Washington DC, the outcome being that the IADB will cover fellowships for Latin American participants in the IBE Diploma on Curriculum Design and Development covering the participation of several countries in the region. **Asian Development Bank. African Development Bank.**
8. **International Foundations and trusts funds** such as the Ford Foundation, Gates Foundation, Macarthur Foundation, Hewlett Foundation, Packard Foundation, Guggenheim Foundation, Cadbury Trust.
9. **Private corporate sector:** Body Shop, Coop Bank, Microsoft, Coca Cola Private Corporations, Procter and Gamble, Baume et Mercier.

X. RESOURCE MOBILIZATION ACTIVITIES FOR 2011-2012 AND RESULTS (see table)

RESOURCE MOBILIZATION ACTIVITIES FOR 2011-2012 AND RESULTS

	N°	Activities	Responsible	Submitted for funding USD	Funds raised	
2011	1	MoU with Iraq Office. New Iraqi Curriculum Project	Acedo, Georgescu	1.300.000	1.300.000	(1)
	2	Meeting in Paris with Council Members for fundraising awareness	Ole Briseid Qian Tang			
	3	Elaboration of the Resource Mobilization Plan	Acedo Alama			
	4	Fundraising Meetings with country representatives (Bahrain, Brazil, Finland, Denmark, Germany)	Acedo Ole Briseid			
	5	Meetings with Norway (Oslo) partners and stakeholders.	Ole Briseid Acedo			
	6	Design and submission of HIV-AIDS project proposal for UBRAF	Alama Bonnet	200.000	200.000	(2)
	7	Meetings with BREDA Director, Chief of TED. Funding of African participants fellowships for the Diploma. Establishing joint work plans for the 36 C/5	Acedo Operti		85.000	(3)
	8	Global Partnerships on Education. Round of Consultations and Proposal	Acedo Alama	1.600.000		
	9	Proposal submitted to GASERC	Operti	350.000	350.000	(4)
2012	1	Constitution of the fundraising committee. Definition of roles and targets	Council			
	2	Follow up with member states for voluntary contributions	Acedo			
	3	Follow up with member states to support specific projects	Acedo Alama			
	4	Meeting in Washington for the Global & Regional Activities Program	Alama	1.600.000		
	5	Contacts with a selection of Swiss foundation for possible collaborations	Alama Nicollin			
	6	Submission of HIV-AIDS project for OFID (OPEC Fund for International Development) prepared in 2011.	Alama Bonnet	1.200.000		
	7	Contact EU for specific projects (FAFA framework)	Alama			
	8	Inter-American Development Bank. Commitment for Fellowships for the Diploma	Acedo Operti			
TOTAL FUNDS RAISED					1,935,000	

(1) Budget allocated for 2011-2013

(2) Budget allocated for 2012-2013

(3) Budget allocated for 2011

(4) Budget allocated for 2011-2012



Annex X - UNESCO/BIE/C.61/Inf.9
Geneva, 18 January 2012
Original: English

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

Geneva, 25-27 January 2012

IBE'S ADVOCACY AND COMMUNICATION STRATEGY

IBE'S ADVOCACY AND COMMUNICATION STRATEGY

The “Strategy for making the IBE a Centre of Excellence (CoE) in Curriculum” makes reference to the need to “develop systematic, comprehensive and innovative communication, advocacy, marketing and fund-raising strategies” to support it. In order to address this, a Resource Mobilization Plan and the present Advocacy and Communication Strategy have been developed for submission to and approval by the IBE Council at its 61st session (25-27 January 2012).

In this new institutional phase of making the IBE a CoE, the Institute will have to rely on a strong Advocacy and Communication strategy to ensure that the key objectives and messages related to curriculum and to the role that the IBE can play, along with the services it can offer in the sector are disseminated in an effective and convincing way. “Advocacy” and “Communication” issues have been included in this same strategy document as they complement each other. Communication will give the set of tools and means to deliver the messages that allow carrying out the advocacy to the targeted audiences.

The IBE supports global advocacy and in-country efforts to improve quality in education through curriculum and curriculum development processes. The IBE’s mission is highly relevant as quality education is not possible without a good curriculum and without curriculum alignment to teaching and learning practices. The curriculum is also reflected in textbook contents and linked to teacher training, teaching practice and evaluation; this has to be taken into account if learning outcomes are to be improved significantly. The IBE can provide a key contribution to the process of developing more effective education systems, particularly to more effective teaching for improving student learning. Through the advocacy and communication strategy the IBE intends not only to increase awareness but also to provide evidence-based relevant information to Member States, Ministries of Education, teacher trainers and other stakeholders, communicating more effectively what constitutes a good curriculum, what place it occupies in the educational process and how it relates to the different components of an education system.

1.1 Overall Goal

The advocacy and communication strategy is aligned with the IBE’s mission and its organizational and programmatic objectives. Its purpose is to help to achieve its core objectives, better communicate the importance of curriculum for quality education and learning outcomes, to increase the impact of its work and to attract more financial support.

1.2 Expected Results/Objectives

There are six main objectives that the advocacy and communication strategy aims to achieve:

- build awareness about the importance of the curriculum and promote stakeholder engagement;
- increase the IBE’s visibility by becoming better known and attracting more demands from our Member States and partners;
- publicise our mission, objectives and services;
- promote changes in policies and practices of educational actors;
- influence specific policy and institutional changes;
- increase the financial support of Member States and of potential stakeholders.

1.3 Stocktaking

It is important to assess how the IBE is currently communicating, and have a better understanding of how the IBE is perceived by collaborators, partners and stakeholders. It is also important to establish where the IBE stands in relation to others, what makes the IBE different from other institutions and organizations, to clarify its mission statement and to use a few, simple and sharp “slogans”.

1.4 Target Audiences

There are different types of audiences that can be reached in order to accomplish the pursued objectives. They include Ministries of Education, policymakers, educators, academic institutions, scholars, financing institutions and donors, etc. Differentiated approaches should be developed for the diverse audiences on the basis of their needs in relation to the IBE as a Centre of Excellence, and taking into account the objectives, how to reach them (channels), and the expected results (for example, influencing policies, promoting change, expanding partnerships and collaboration, obtaining financial support, etc.).

1.5 Messages

It is important to define the key messages, and where appropriate, adapt them to the different audiences. These messages will be constantly and consistently used as **communication is all about storytelling that attracts interest.**

1.6 Selecting Appropriate Communication Channels

Based on the audience characteristics and segmentation, the most appropriate channels of communication will be selected to ensure that the key messages effectively reach the target audience. These include tools to be developed that are most appropriate to communicating the key messages to different audiences (website, leaflets, presentations, concept papers, newsletter, etc.). All the communication channels will be previously analysed by SWOT (costs, popularity, influence, source of information, information flow, local marketing, Do's and Don'ts, etc.). Afterwards, decisions will be made about how to optimize the use of the tools that the IBE already uses as well as how to adopt new unexplored channels. The tools and communication activities to be developed will depend on what human and financial resources are made available.

1.7 Branding

Having an image that is easily identified by others is extremely important. This is one of the most powerful tools to enhance visibility. The IBE needs to develop a corporate brand to be consistently used in all its activities, initiatives, products and services (website, multimedia, alerts, presentations, reports, publications, letters, etc.) and across all communication channels. This will strengthen the IBE's image and identity, and will also contribute to building trust and support among stakeholders.

1.8 Resources, Management and Timescales

The budget for implementing this strategy is limited and it is necessary to keep a reasonable level of expectation as far as the availability of human and financial resources is concerned.

Realistic tasks for the implementation of this strategy along with 2012 timelines are being established and have been highlighted in section 1.10.

1.9 Monitoring and Evaluation/Impact Assessment

The implementation of this strategy will be monitored and evaluated (mid-term and long-term) in order to be able to introduce changes and adjustments where appropriate. Monitoring tools will be used for this purpose.

1.10 Steps to Implement the Strategy

Tasks	Timeframe
Define responsibilities and roles of IBE staff in the implementation of the Advocacy and communication strategy	February 2012
Analyse the different needs of diverse audiences and define what the IBE wants to provide/communicate to them according to its mission.	May-July 2012
Define and share as a team what are the key messages for the target audiences.	May-July 2012
Definition of strategies for the diverse audiences, how to reach them and expected results.	July-September 2012
Identify the most appropriate communication channels (existing and new ones), including new tools and social media to communicate efficiently.	June-December 2012
Creation and consistent use of a sound corporate brand and tools using existing and new knowledge (e.g. glossary, style manual, etc.).	June-December 2012
Development of new outlets to reach appropriate audience (brochures, leaflets, website, messages).	September-December 2012
Monitoring and evaluation of the impact of this strategy, through the use of existing and new tools.	September 2013
Adjustments and revisions of the strategy based on monitoring and evaluation results, available human and financial resources, as well as new emerging trends.	November 2013



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Annex XI - 61st SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Presentation of the Director Implementation of Activities

1 January to 31 December 2011

UNESCO – International Bureau of Education
Geneva, 25-27 January 2012

Annex XI

Overview

I II III

2

I. Capacity
Development &
Technical
Assistance

II. Knowledge
Management &
Production

III. Policy
Dialogue

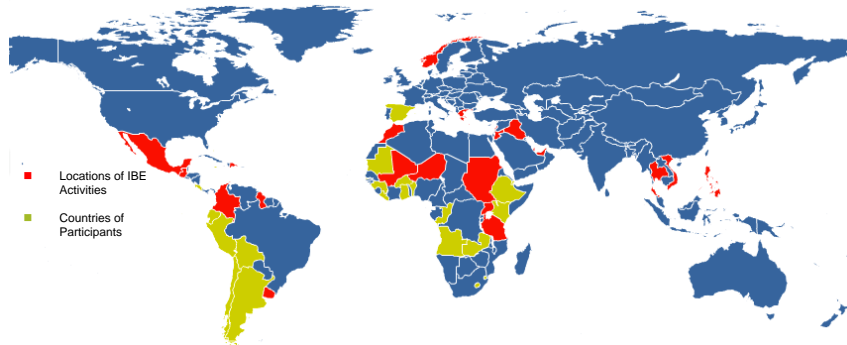
IBE Activities



3

2011 Achievements Highlights

- 806 Participants trained in all IBE activities
- 145 Participants trained from Africa
- 105 Diploma participants trained from 28 countries
- 701 Workshops participants trained from 34 countries
- 1539 Community of Practice Members (+7%)
- 5 Countries (4 in Arab region) receiving specific technical assistance
- 4 issues of the Journal Prospects published
- 6,936 institutions receiving Prospects (+22%)
- 30,707 downloaded subscriptions of Prospects
- 2,205,00 unique visitors of IBE website (+23%)
- 228,000 downloads of IBE documents and publications through UNESDOC (+21%)

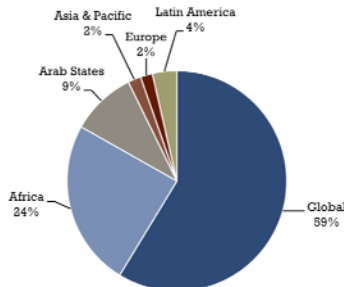


Distribution of Activities

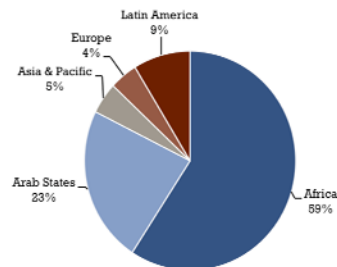


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Distribution of Activities Overall



Distribution of Activities by Region



Based on expenditures

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

I. Capacity Development & Technical Assistance Diploma Programme

5

Diploma Timeline

Preparation

- Readings
- Experiences in curriculum development
- Familiarization with the TTCD
- Knowledge of one's own context


Face to Face Session
10 days

- Introduction of the 10 modules
- Team work
- School visits
- Individual activities
- Presentations
- Working closely with a tutor
- National and International Perspectives

Online Session
30 weeks

- 1 module for 3 weeks (10 modules total)
- Background readings
- Case studies
- Forum

Training Material



Activities

Step 1 Reflection

- One's own context
Ex: Mexico

Step 2 Analysis

- Revision of different case studies
Ex: Vietnam

Step 3 Comparison

- With another context
Ex: Mexico and Vietnam

Step 4 Application

- One's own context
Ex: Writing a proposal to change curriculum

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

I. Capacity Development & Technical Assistance Diploma Programme



6

Uruguay
1st cohort (2010 - 2011)
2nd cohort (2011-2012)

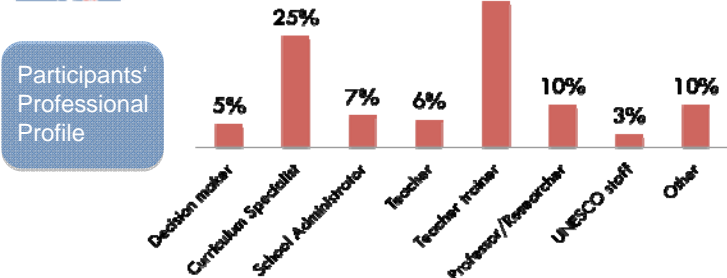
Tanzania
1st cohort (2011 - 2012)

Co-organized with Catholic University of Uruguay (UCU), Regional Bureau for Education in Latin America and the Caribbean (UNESCO/OREALC)

Joint program with UNESCO (BREDA, TED section) and the Tanzania Institute of Education (TIE) and the Open University of Tanzania (OUT)

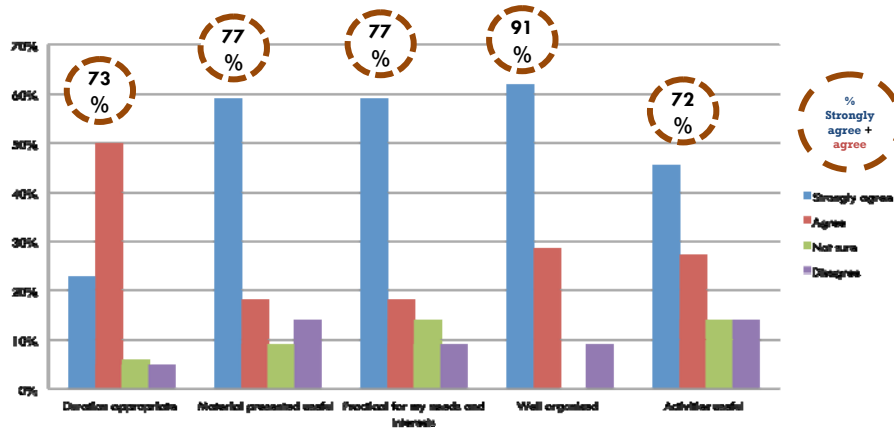



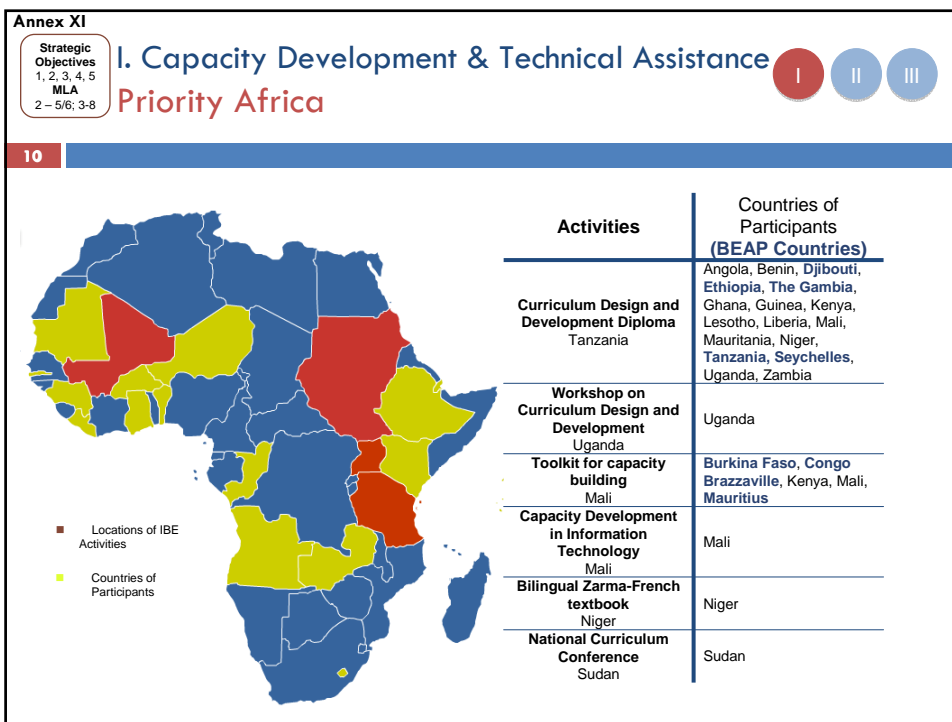
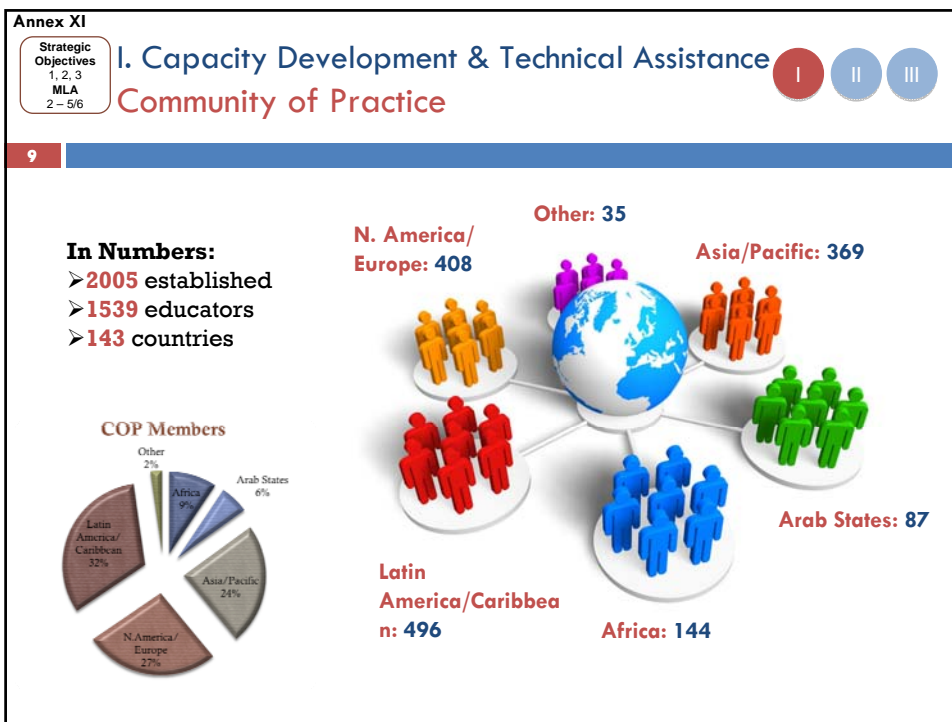
Participants' Professional Profile



Professional Profile	Percentage
Decision maker	5%
Curriculum Specialist	25%
School Administrator	7%
Teacher	6%
Teacher trainer	34%
Professor/Researcher	10%
UNESCO staff	3%
Other	10%

Evaluation





I. Capacity Development & Technical Assistance

HIV and AIDS Education



I. Capacity Development & Technical Assistance

Technical Assistance



Annex XI

I. Capacity Development & Technical Assistance

13

Challenges

- Strengthening **team expertise**
- Developing a sustainable **scholarship programme** for the diploma
- Developing a **survey to assess the impact** of the diploma in the future work of the participants
- Better integration of the work in **Africa**
- Addressing the **gaps** existing in some countries between the technical and political levels implied by curriculum work.

Annex XI

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


II. Knowledge Production & Management

Achievements

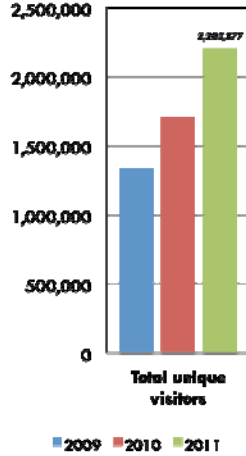
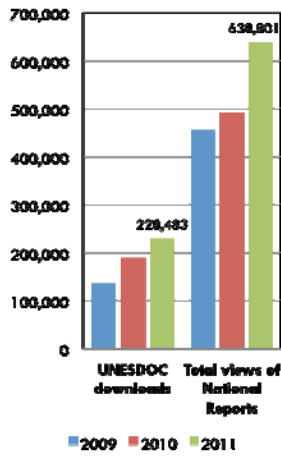
14

Databases

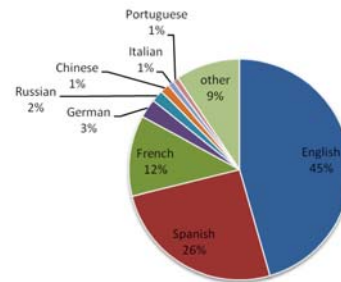
- World Data on Education □ **49** updated profiles of the 2010/11 edition
- Global Education Digest □ **110** country cases cross-checked verifying information on the duration of compulsory education
- IBEDOC □ **745** records added
- Digest & Alert Services □ **39** alerts and **3** digests produced and disseminated



II. Knowledge Production & Management Website



Languages of users visiting the IBE website 2011



II. Knowledge Production & Management Publications



Prospects

- 157:** Access and Equity in Financing Higher Education in Arab Countries
- 158:** Education and Armed Conflict
- 159:** International Developments in Teacher Education for Inclusive Education: Issues and Challenges
- 160:** Regular Issue

Educational Practices Series

- 22:** Teaching Fractions

Books

- *Interregional and Regional Perspectives on Inclusive Education: Follow-up of the 48th Session of the International Conference on Education*
- *Childhood Rights and Inclusive Education in Latin America*

Prospects reaches **6,936** institutions worldwide through **255** academic consortia (+22%). The number of downloaded subscriptions has reached **30,707** (2008: 2,800 downloaded subscriptions)

Annex XI

II. Knowledge Production & Management

17

Challenges

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

Annex XI

Strategic Objective
10
MLA
3-8

III. Policy Dialogue

Overview

18

- 1

forging **partnerships** with ministries of education, foundations, transnational organisations

Ex: European Agency for the Development in Special Needs Education, the Organization of Iberoamerican States, Gulf Arab States Educational Research Centre
- 2

providing **guidance** in developing inclusive policy frameworks and guidelines

Ex: for GASERC developing a project in the Arab Region on inclusive school curriculum and curriculum quality and evaluation
- 3

setting up an **online platform** to disseminate relevant information for policies on inclusive education

Ex: set up the **Inclusive Education in Action – IEA project homepage** (<http://www.inclusive-education-in-action.org/iea>) showing good practices that address the recommendations of the UNESCO Guidelines on Inclusion.

III. Policy Dialogue



19

Challenges

- Developing a **policy programme** beyond the 48th ICE
- Developing **relevant, evidence-based and reflective policy dialogue** on inclusive education across all UNESCO regions
- Engaging, convincing and mobilizing **institutional, political and financial support** from diverse partners

Human Resources

20

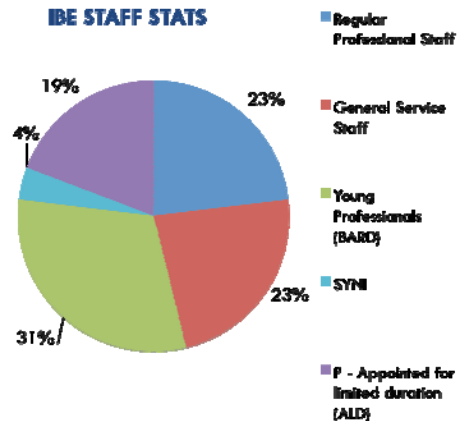
Professional Development:

- 1 staff trained for "Gender Focal Points"
- 3 staff members trained in the Diploma for Curriculum Development
- 1 staff trained by UN-LINKS HQ

Recruitment

- 1 senior programme specialist (P5) in the final stages of the selection process
- 1 P4 ALD coordinator (Priority Africa)
- 2 P1/P2 ALD assistant programme specialists (Africa and technical assistance Iraq project)
- 1 GS6 accountant

IBE STAFF STATS



16 interns representing 3 of the 5 UNESCO regions have been trained

Annex XI

IBE Budgetary Framework 2011

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Special Account	Budget approved	Budget revised	Total Expenditures	Execution Rate
I. Programme Activities	1,431,000	1,561,888	1,377,600	88.2%
I-1 Capacity Development & Technical Assistance	820,000	860,649	822,987	95.6%
I-2 Knowledge Production & Management	461,000	461,000	385,091	83.5%
I-3 Policy Dialogue	150,000	240,239	169,522	70.6%
II. Governing Board/ Gen. Adm./ Institutional Dev.	770,000	770,000	640,019	83.1%
III. Staff cost (est. Posts)	2,290,000	2,296,944	2,092,078	91.1%
Total Expenditures Special Account 2011 (I + II + III)	4,491,000	4,628,832	4,109,697	88.8%
Extrabudgetary Projects	576,583	576,583	514,034	89.2%
TOTAL EXPENDITURES 2011	5,067,583	5,205,415	4,623,731	

Annex XI

Extrabudgetary Programmes 2011

22


IBE EXPENDITURES	BUDGET
HIV AIDS 1	59,963
HIV AIDS 2	33,701
Lutte contre la pauvreté Niger	23,666
Jeunes face au HIV Guyana	31,789
Conversation GIGAPAN	31,367
Qatar Project	36,168
Mexico	5,000
UNRWA	32,000
Iraq Project	260,380
TOTAL	514,034

Financial Statement 2011

Provisional Account

23

I.1 RESOURCES CREDITED TO IBE SPECIAL ACCOUNT	4,228,454
I.1.1 UNESCO financial allocation	2,400,000
I.1.2 Voluntary contributions	735,776
I.1.3 In-Kind revenue: Rental of premises	747,740
I.1.4 Other revenue producing activities	133,793
I.1.5 Other Revenue	198,044
I.1.6 Finance revenue	13,100
II.1 PROGRAMME ACTIVITIES 2011	1,377,600
II.1.1 Capacity Development and Technical Assistance	822,988
II.1.2 Knowledge Production & Management	385,090
II.1.3 Policy Dialogue	169,522
II.2 GOVERNING BOARD/ GEN. ADM./INSTITUTIONAL DEV.	640,018
II.3 STAFF COST (est. Posts)	2,092,078
III. Reconciliation Budget/Financial Statements	544,748
IV. Charges after adjustments (II + III)	4,654,445
V. Accounting Results (I – IV)	(425,990)
VI. RESERVES BEGINNING OF PERIOD	1,894,306
TOTAL RESERVES END OF 2011 (V + VI)	1,468,316



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Annex XII - 61st SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

IBE Strategy as COE Implementation Plan

UNESCO – International Bureau of Education
Geneva, 25-27 January 2012

Annex XII

Implementation to become a COE

1. Implementation Framework
2. Programme Priorities
3. Organizational Structure
4. Policy Dialogue (including ICE)
5. Governance
6. Resource Mobilization Plan
7. Advocacy & Communication Strategy

Preparatory Steps

3

May/July 2011:

- Programmatic Review 2011
- Rapid Organization Assessment (ROA)

Programmatic Review

4

Programmatic Review — Methodology/phases

1. Review of IBE vision, mission and objectives statements
2. Programme information and self-evaluation (programme and project)
3. External review and recommendations (external reviewer)

Annex XII

Objectives of Programmatic Review

5

- Description of programmes: objectives, products and services, implementation strategies, achievements and challenges
- Are programme products and services consistent and appropriate to a CoE in terms of scope and quality?
- Products and services that need to be improved to become a CoE
- Prioritise programmes (most and least relevant as CoE)

Annex XII

Evaluation Criteria for Programme Revision

6

- Relevant and responsive to Member States
- Innovative
- Effective
- High quality
- Consistent with the IBE's revised statement of mission, purpose and broad objectives

Outcomes programmatic review

7

- General relevance and quality of products and services
- More prioritizing and better coordination of services
- External review panels of academic experts and internal quality mechanisms (Diploma, courses, resource pack, tools)
- Communication toolkit for resource mobilization, advocacy and marketing of services
- Strengthening “specialized” expertise (in technical assistance, CD, research in KPM, communications and fundraising)
- Develop curriculum research and data mining area

Rapid Organization Assessment (ROA)

8

- Organizational Development (OD) framework:
 - an ongoing process of continuous improvement that recognizes that large gains can be obtained with small steps
 - comprehensive and holistic in its approach—key levers of change are identified and used
 - management and staff work cohesively to build capacity around key areas; while continuing to provide quality services
 - centered around a *strategic focus*

Annex XII

Strategic focus — IBE as CoE

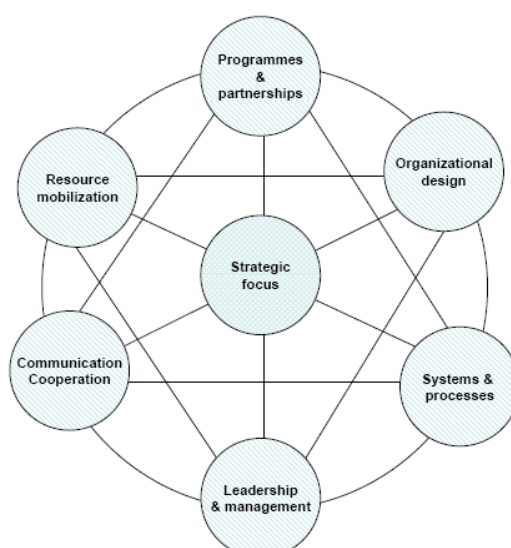
A conceptual model based on four pillars:

- Curriculum services to member states
- Information management
- Knowledge management, tools and research
- Communities of practice (COP)

Annex XII

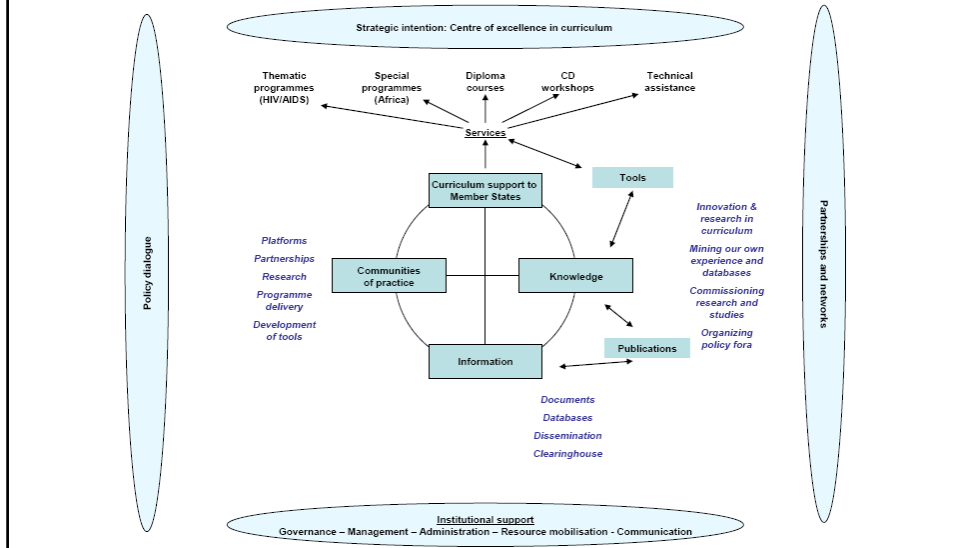
Organisational Development Framework

10



Strategic Focus

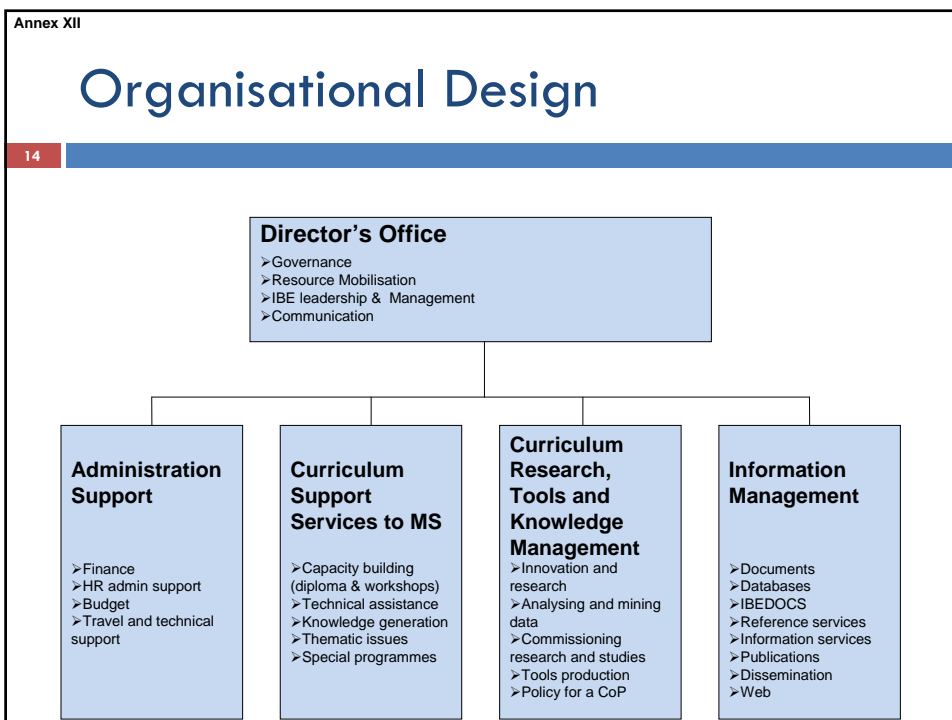
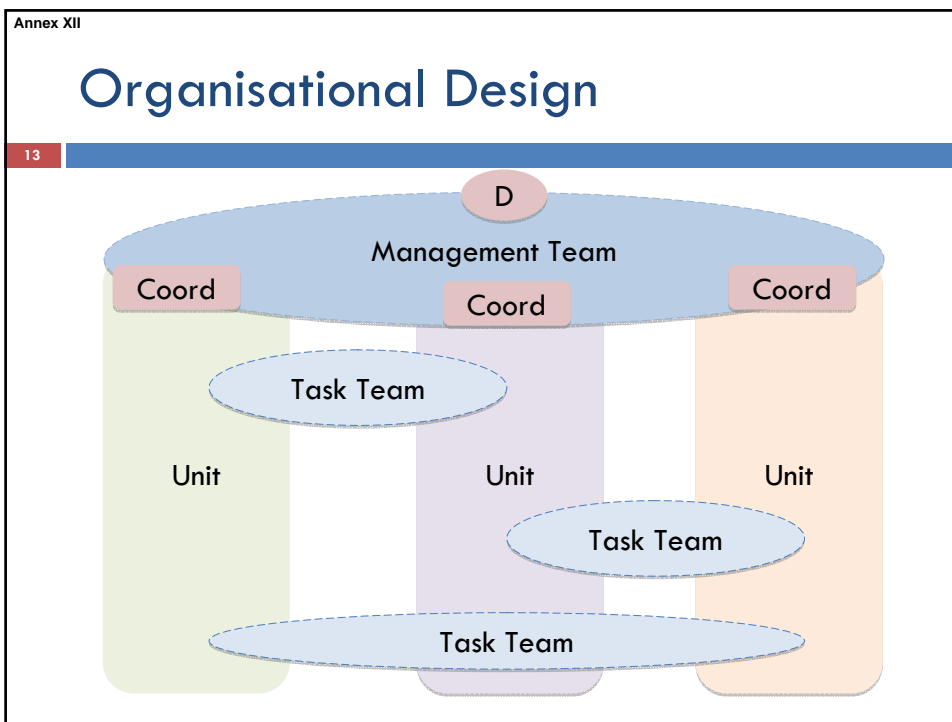
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Organizational Design and Staffing

12

- Organizational Design and Staffing is more than structure and organigrams
- Design includes roles, responsibilities and the implementation of management practices that ensure that people work effectively together
- A design of *homes* and task teams:
 - Organizational homes
 - Portfolio workers
 - Deliverables
 - Teams produce deliverables



Policy Dialogue & ICE

15

- Develop specific plans with regard to the frequency, format, content, and financing mechanisms of future ICE sessions
- Establish clear mechanism of resource allocation separate from general IBE programmatic funding
- Explore ways to enhance the visibility of the ICE, towards more interactive dialogue
- Explore a broad range of policy dialogue opportunities

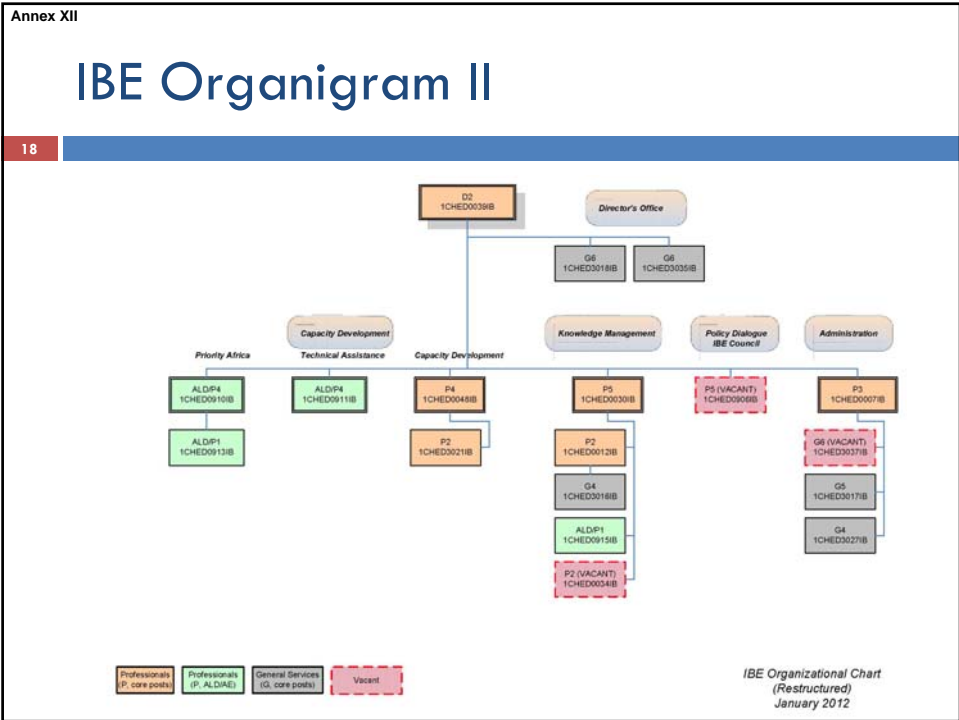
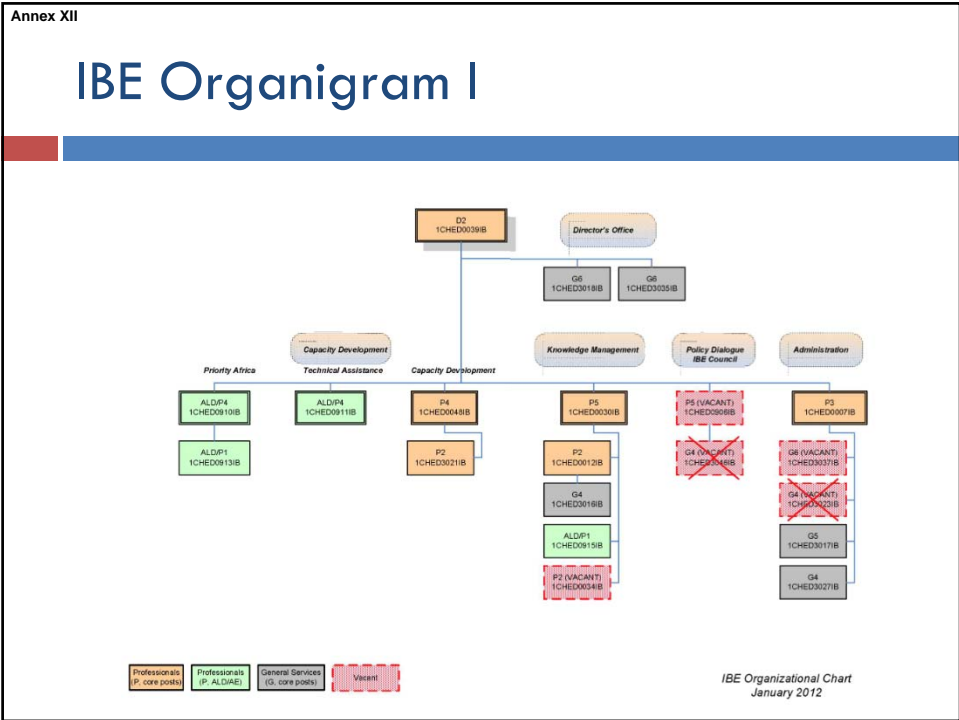
- Who: Working group with Members of the Council, representation of ADG/ED and the IBE Director to make proposals on general considerations and next ICE

Governability: IBE Council

16

- Analyze the actual Council (in comparison with other UNESCO institutes governing bodies)
- develop a proposal of what type of governing body would be the most appropriate
 - ▣ to provide programmatic guidance,
 - ▣ resource mobilization and
 - ▣ strategic decision-making to the IBE as a CoE
- Proposals to go to the GC in 2013

- Who: Working group with Members of the Council, representation of ADG/ED, IBE Director and in consultation with GBS (governing body secretariat)



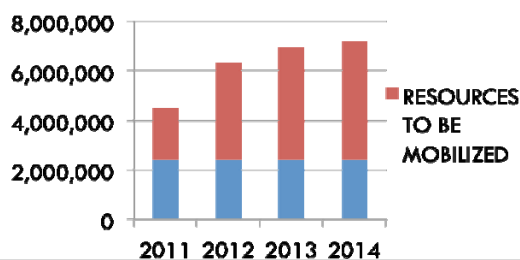
Estimated Financial Implications of the Strategy


	2011	2012	2013	2014
I. Organizational Change & Restructuring				
Plan of action, review of activities & programmes, review of IBE organization & staffing structure (A1.1-A1.2-A1.3-A1.4-C1-C2.1-C2.2)	(*)	100,000		
Mid-term external assessment (A1.7)				100,000
Develop & implement communication, advocacy, marketing & fund-raising strategy (B4.1 to B4.4)		100,000	100,000	50,000
II. Develop Programmes & Services				
Training courses & tools (B3)		200,000	150,000	100,000
Linkages with HQ & Field Offices (B2)		20,000	20,000	20,000
Priority Africa (activities)		200,000	300,000	300,000
KPM (research & analysis) (A2-A4)		50,000	100,000	150,000
KPM (Clearinghouse Curriculum) (A2-A4)		450,000	300,000	300,000
III. Staff to support the development of programmes & services				
Assessment of needs, research topics compilation, databases analyses, global situation analysis (P3, KPM) (A2.3-A4.1-A4.4)			163,500	171,675
Strengthen communication, monitoring, evaluation) (P1/P2) (B1.1-B1.2-B4)			157,500	165,375
Priority Africa (P4)		200,000	210,000	220,500
Strengthen technical assistance, goal A (P3 TA)		165,000	173,250	181,913
Strengthen IBE clearinghouse services (P2 web administrator)		150,000	157,500	165,375
Sustainable capacity development activities, training courses & tools (P2 CAP) (B3)		150,000	157,500	165,375
A. Subtotal		1,785,000	1,989,250	2,090,213
IV. Programme Activities & Governance				
Staff cost	2,290,000	2,364,724	2,482,960	2,607,108
Priority Africa	420,000	450,000	450,000	450,000
Capacity Development/Community of Practice	300,000	350,000	350,000	350,000
Knowledge Production Management & publications	461,000	461,000	461,000	470,000
Policy Dialogue/ICE preparation	150,000	160,000	350,000	350,000
Technical Assistance	100,000	160,000	160,000	160,000
General operating cost	290,000	298,700	307,661	316,891
Institutional development	300,000	206,000	212,180	218,545
IBE Council	180,000	185,400	190,962	196,691
B. Subtotal	4,491,000	4,635,824	4,964,763	5,119,235
Grand Total (strategy + programme activities)	4,491,000	6,420,824	6,954,013	7,209,448

(*)100'000USD have been allocated to institutional development for preparation work
NB: Budget for the ICE amounts to at least 2'000'000USD, which is not included in this table.

Estimated Financial Implications of the Strategy

	2011	2012	2013	2014
I.Organizational change & restructuring		100,000	100,000	150,000
II.Develop programmes & services		920,000	870,000	870,000
III.Staff to support the development of programmes & services		665,000	1,019,250	1,070,213
IV.Programme activities & governance	4,491,000	4,635,824	4,964,763	5,119,235
Grand Total	4,491,000	6,320,824	6,954,013	7,209,448
UNESCO ALLOCATION	2,400,000	2,400,000	2,400,000	2,400,000
RESOURCES TO BE MOBILIZED	2,091,000	3,920,824	4,554,013	4,809,448





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Annex XIII - 61st SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Presentation of the Director Programme of Activities

1 January to 31 December 2012

UNESCO – International Bureau of Education
Geneva, 25-27 January 2012

Annex XIII

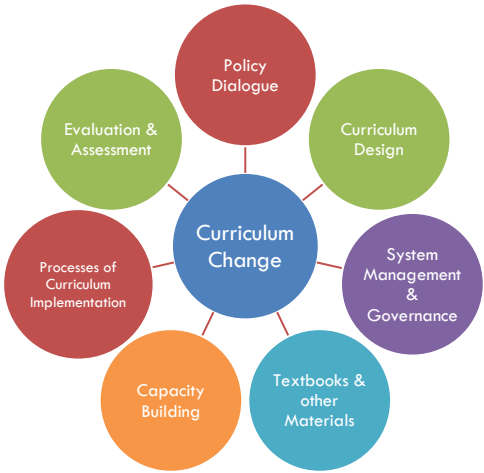
Overview I

2

IBE Mission

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

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



Overview II



3

I. Capacity
Development &
Technical
Assistance

II. Knowledge
Management &
Production

III. Policy
Dialogue

2012 Situation



-31%

Cut to the allocation that was approved by the 36th Session of the General Conference.


- Budget and programme have to be adapted
- Stronger restructuring than previously planned
- Focus in the internal processes and the development of quality mechanisms for products that have been developed in the last 2 years
- Workshops and technical assistance are subject to full funding

Annex XIII

I. Capacity Development & Technical Assistance

Diplomas


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Diploma in Latin America
Uruguay

2nd Cohort:
24 participants

3rd Cohort:
25 – 30 participants



Diploma in Africa
Tanzania

1st Cohort
49 participants

2nd Cohort
25 – 30 participants

Initiatives:

- **Revise the Training Tools for Curriculum Development (TTCD)** incorporating case studies developed through the network of the community of practice as well as incorporating feedback from participants
- **Assess the feasibility** of developing similar diploma courses in **Francophone Africa** and in the **Arabic region** for 2014-2015
- **Design the evaluation of the long term impact** of the Diploma and track the participants' utilization of acquired skills in curriculum issues


Annex XIII

I. Capacity Development & Technical Assistance

Workshops

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Workshop Criteria



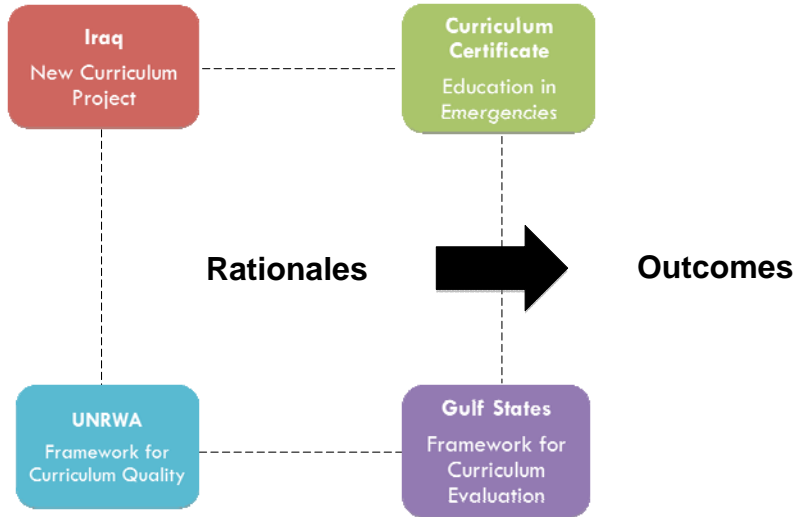
The diagram illustrates six interconnected workshop criteria arranged in a circle around a central image of a red ribbon with a heart. The criteria are: Curriculum & Textbooks (top), Curriculum Design (top-right), Curriculum Issues (right), Curriculum Alignment (bottom), Inclusive Education (bottom-left), and HIV/AIDS Education (left).

I. Capacity Development & Technical Assistance



Technical Assistance

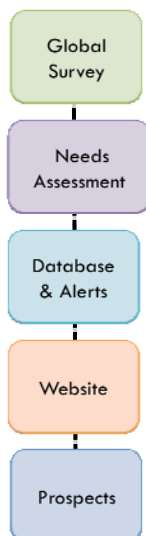
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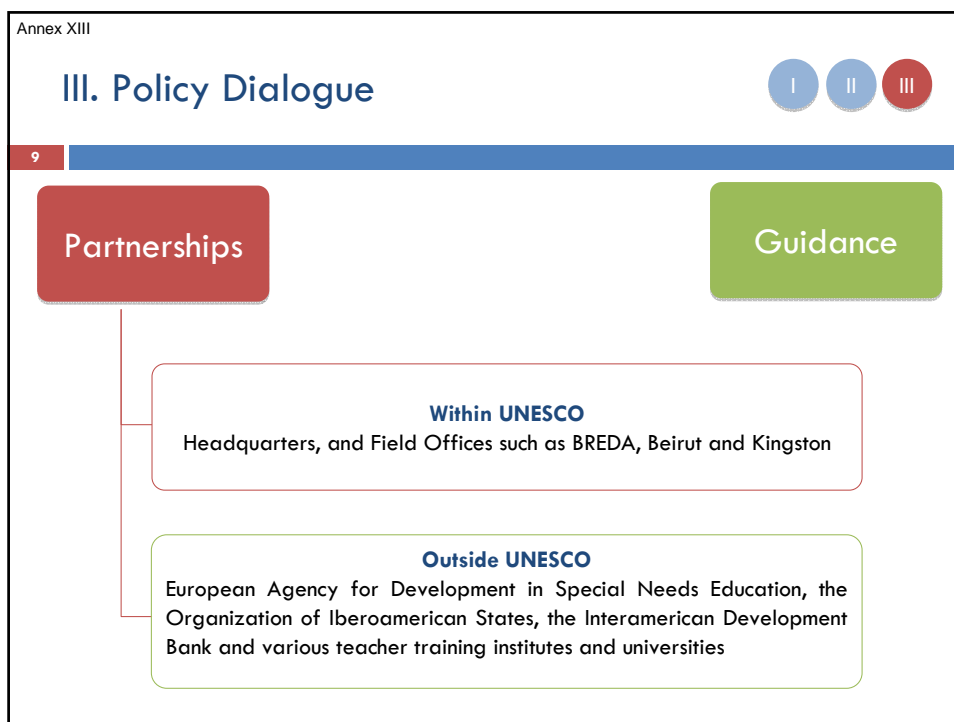


II. Knowledge Production & Management



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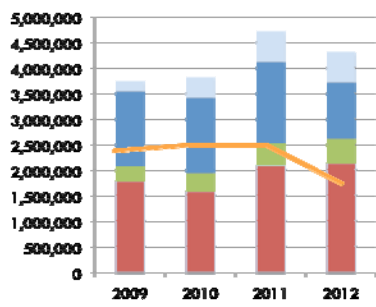


Human Resources

Staff	2011	2012
Regular Professional	6	6
Professionals ALD	5	4
General Service	6	6
BARD	8	6
SYNI	1	0
TOTAL	26	22



2012 Reduction



■ Extrabudgetary Projects
■ Programme Activities
■ Governing Board/Gen. Adm.
■ Staff Costs
— UNESCO Allocation

-31%

	Approved Budget	Revised Budget	Deficit
UNESCO Allocation	2,500,000	1,725,000	-775,000
STAFF COST	2,130,000	2,130,000	-405,000
IBE Council	180,000	180,000	-180,000
Operating Cost	300,000	300,000	-300,000

Annex XIII

Reduction of Programme Budget

	BUDGET 2011 approved	BUDGET 2012
I. PROGRAMME ACTIVITIES (*)	1,561,888	953,849
I-1 Capacity development and technical assistance	860,649	394,821
I-1.1 Capacity development programme/COP	305,879	168,356
I-1.2 AFRICA project	420,000	136,465
I-1.3 Technical co-operation projects/support to Member States	134,770	90,000
I-2 Knowledge production and management	461,000	292,142
I-2.1 Resource Bank and Observatory of educational trends	116,000	80,000
I-2.2 Documentation and information	65,000	25,000
I-2.3 Development of IBE website	80,000	67,588
I-2.4 Research and Publications	200,000	119,554
I-3 Policy dialogue	240,239	266,886
I-3.1 Policy Dialogue/Inclusive education	150,000	0
I-3.2 GASERC-Inclusive Schools Toolkit	90,239	266,886
II. Governing Board/Gen. Adm./Institutional Dev.	770,000	630,000
II-1.1 IBE Council /Steering Committee	180,000	180,000
II-1.2 General operating costs	290,000	300,000
II-1.3 Institutional development: CoE, Coordination and prog dev	300,000	150,000
TOTAL I + II	2,331,888	1,583,849
III. Staff costs (Established posts)	2,296,944	2,130,000
TOTAL BUDGET ALLOCATED	4,628,832	3,713,849

(*) if we do not consider GASERC, the reduction for Policy dialogue is about 53%

Annex XIII

IBE Budgetary Framework 2012

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IBE EXPENDITURES	Budgetary Framework
I. Programme Activities	953,849
I-1 Capacity Development & Technical Assistance	394,821
I-2 Knowledge Production & Management	292,142
I-3 Policy Dialogue	266,886
II. Governing Board/ Gen. Adm./Institutional Dev.	630,000
III. Staff cost (est. Posts)	2,130,000
TOTAL EXPENDITURES 2011 (I + II + III)	3,713,849
TOTAL INCOMES 2012	4,338,647
TOTAL RESERVES END OF 2012	642,798

IBE Expenditures 2012

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I. PROGRAMME ACTIVITIES 2012	953,849
I.1 Capacity Development and Technical Assistance	394,821
I.1.1 Capacity Development Programme/COP	168,356
I.1.2 AFRICA Project	136,465
I.1.3 Technical co-operation projects/support to Member States	90,000
I.2 Knowledge Production and Management	292,142
I.2.1 Resource Bank and Observatory of educational trends	80,000
I.2.2 Documentation and information	25,000
I.2.3 Development of IBE website	67,588
I.2.4 Research and Publication	119,554
I.3 Policy Dialogue	266,886
I.3.1 GASERC – Inclusive Schools Toolkit	266,886
II. GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.	630,000
II.1 IBE Council/Steering Committee	180,000
II.2 General operating costs	300,000
II.3 Institutional development: CoE, Coordination and prog. dev.	150,000
III. Staff Costs	2,130,000
TOTAL EXPENDITURES (I + II + III)	3,713,849

Resolution 2012

I. EXPENDITURES (Obligations)	3,713,849
I.1 PROGRAMME ACTIVITIES 2012	953,849
I.1.1 Capacity Development and Technical Assistance	394,821
I.1.2 Knowledge Production and Management	292,142
I.1.3 Policy Dialogue	266,886
I.2 GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.	630,000
I.2.1 IBE Council/Steering Committee	180,000
I.2.2 General Operating Costs	300,000
I.2.3 Institutional Development: CoE, Coordination and Prog. Dev.	150,000
I.3 Staff Costs	2,130,000
II. RESOURCES CREDITED TO IBE SPECIAL ACCOUNT	4,338,647
II.1 UNESCO Financial Allocation	1,725,000
II.2 Voluntary Contributions	760,000
III.3 Extrabudgetary Resources	265,331
III.4 Other Revenue Producing Activities	120,000
III.5 Reserves 2011	1,468,316
TOTAL RESERVES END OF 2012 (II – I)	624,798

Annex XIII

IBE BUDGETARY FRAMEWORK	FUNDING SOURCES & ESTIMATED ALLOCATIONS					
	2012	Budgetary framework	UNESCO regular budget	Donors' contribution for 2012	GASERC	IBE resources
I. PROGRAMME ACTIVITIES	953,849	0	630,000	265,331	58,518	0
I-1 Capacity development and technical assistance	394,821	0	370,000		24,821	0
I-1.1 Capacity development programme/COP	168,356		150,000		18,356	
I-1.2 AFRICA project	136,465		130,000		6,465	
I-1.3 Technical co-operation projects/support to Member States	90,000		90,000			
I-2 Knowledge production and management	292,142	0	260,000		32,142	0
I-2.1 Resource Bank and Observatory of educational trends	80,000		80,000			
I-2.2 Documentation and information	25,000		25,000			
I-2.3 Development of IBE website	67,588		45,000		22,588	
I-2.4 Research and Publications	119,554		110,000		9,554	
I-3 Policy dialogue	266,886	0	0	265,331	1,555	0
I-3.1 GASERC-Inclusive Schools Toolkit	266,886		0	265,331	1,555	
II. Governing Board/Gen. Adm./Institutional Dev.	630,000	0	130,000	0	500,000	0
II-1 IBE Council/Steering Committee	180,000		0		180,000	
II-2 General operating costs	300,000		0		300,000	
II-3 Institutional development: CoE, Coordination and prog dev	150,000		130,000		20,000	
III. Staff costs (Established posts)	2,130,000	1,725,000	0		405,000	
TOTAL EXPENDITURES 2012 (I+II+III)	3,713,849	1,725,000	760,000	265,331	963,518	0
TOTAL INCOMES 2012	4,338,647	1,725,000	760,000	265,331	1,468,316	120,000
INCOMES - EXPENDITURES = Estimated reserves by the end of 2012	624,798	0	0	0	504,798	120,000


(*) Income deriving from rental of offices and other facilities and interest on IBE clearing account

Annex XIII

Extrabudgetary Programmes 2012

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IBE EXPENDITURES	BUDGET
Developing new IRAQI curricula	500,000
Capacity building to strengthen key competencies on HIV education in 5 countries of Western and Central Africa	100,000
TOTAL EXTRABUDGETARY EXPENSE (IV)	600,000
TOTAL EXPENDITURES 2012 (I + II + III + IV)	4,313,849



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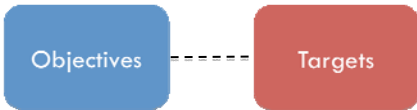
Annex XIV - 61st SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Report of the Director Resource Mobilization Plan

UNESCO – International Bureau of Education
Geneva, 25-27 January 2012

Annex XIV

1. Resource Mobilization Plan



Objectives

- Increase the IBE core funding
- Increase IBE's extra-budgetary funding to further undertake projects to support Member States
- Institutionalize resource mobilization as a key function and expertise in the Institute

Targets

- US\$7,000,000 by 2014
- Increase of US\$2,000,000 annually

1. Resource Mobilization Plan



Implementation Plan

- Intended to **last 4 years** to develop a comprehensive approach
- Fundraising institutionalized through the creation of a **Resource Mobilization Team**
- **Coordinated by the IBE Director** with reporting lines to IBE Council and to the Steering Committee

Priorities

- Mobilizing **Member States** funding for the core budget
- Extra-budgetary funds from **UNESCO** (CAP, Cap-EFA, UNESCO FU etc.)
- Extra-budgetary funds from **partnerships with other UN agencies** (UNAIDS, UNICEF, INEE etc.)
- **Multilateral donors** and **private sector** through specific projects (EFA-FTI, World Bank, OEI etc.)
- **Swiss private donors**



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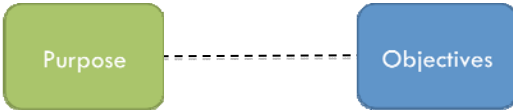
Annex XV - 61st SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Presentation of the Director Advocacy & Communication Strategy

UNESCO – International Bureau of Education
Geneva, 25-27 January 2012

Annex XV

Advocacy and Communication Strategy



Purpose:

- Dissemination of key objectives and messages
- Outreach of IBE's role, and the services it can offer
- Conception of tools and means to deliver the message in an effective and convincing way
- Communication of evidence based relevant information to Member States, Ministries, teacher trainers and other stakeholders

Objectives

- Build awareness about the importance of the curriculum and promote stakeholder engagement
- Increase IBE's visibility
- Publicize our mission, objectives and services
- Promote changes in policies and practices of educational actors
- Influence specific policy and institutional changes
- Increase the financial support of Member States and of potential stakeholders

Advocacy and Communication Strategy

Timeframe

2012: Definition of one brand: « IBE »

1st quarter 2012: Stocktaking and situation analysis

2nd quarter 2012: Differentiation of target audiences and relevant messages

3rd & 4th quarter 2012: Development of tools and means to select the appropriate communication channels and outlets

4th quarter 2012: Progressive adaption of the Strategy through monitoring and evaluation

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

Geneva, 25-27 January 2012

**SOIXANTE ET UNIÈME SESSION DU
CONSEIL DU BUREAU INTERNATIONAL D'ÉDUCATION**

Genève, 25-27 janvier 2012

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