



UNESCO/BIE/C.63/Proceedings and Decisions
Geneva, 4 March 2014
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**SIXTY-THIRD SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 5 – 7 February 2014

PROCEEDINGS AND DECISIONS



UNESCO/BIE/C.63/P&D

1. Opening of the session

1. The 63rd session of the IBE Council was opened at 10 a.m. on Wednesday 5 February 2014 by Mr Ole Briseid, the President of the IBE Council, who expressed good wishes for the year 2014 and extended a special and warm welcome to the five new members of the Governing Council – Greece, Latvia, Mongolia, Oman and South Africa –, as well as to Mr Svein Osttveit (D/ED/EO) representing the Director-General of UNESCO.

2. Before proceeding to Item 2, the adoption of the provisional agenda, the President noted that in addition to the working languages of English and French, an Arabic translation was ensured thanks to the generous support of the Prince Sultan bin Abdulaziz Project and the permanent delegation of Saudi Arabia. As the outgoing President of the Council, he recounted the IBE's work during his tenure. He noted the transitional nature of the Council which began a reform of its structure in the previous biennium with 28 members to its current 20 members. He indicated that the transition will result in 12 members in the Council and 3 members in the Steering Committee by the end of 2015. The President stressed the Council's and Secretariat's accomplishments over the past four years to make the IBE a Centre of Excellence (CoE) in Curriculum, a decision adopted by the UNESCO General Conference in 2011. He explained that an external review had judged the IBE's Strategy and Programme of Work 2012-2017 to be well focused and this will guide the work of the Institute for the next four years. He also noted that a new governance structure proposed by the Council was adopted by the General Conference and is presently being implemented; a resource mobilization plan developed to provide extra-budgetary resources is improving the financial situation of the IBE; a communication plan endorsed by the Council is contributing to the visibility of the IBE's work; and finally the 13 recommendations proposed by the IOS/Education Sector team to the IBE within the Review of Education Category I Institutes in 2012 have been implemented.

3. The President then outlined the challenges facing the IBE that include, among others, increasing resource mobilization efforts to provide more core funding; increasing the visibility and advocacy work of the IBE; continuous dialoguing among member regions to select a policy dialogue and an ICE option that is not only cost-effective but remains within the Institute's mandate; and the need to finalize the revision of the IBE's Statutes. He also emphasized the need for strengthening effective partnerships and links with Category 1 and 2 institutes, UNESCO field and country offices, other UN and international agencies as well as research communities. He observed that the most important challenge facing the IBE is to deliver high-quality services to the UN and UNESCO Member States to help them improve their education. He was therefore convinced that the IBE will have to play a crucial role when the quality challenge reaches the top of the post-2015 agenda. Thus the Institute's greatest challenge and mandate will continue to include relevant curricula, training of teachers, pedagogical practices to improve learning outcomes, and the development of assessment practices that empirically support learning.

4. Mr Ole Briseid concluded his report by stressing that it is important for the IBE to have a holistic approach to education, one that encompasses triangular perspectives and understanding of the core functions of education: economic development (cognitive skills development), socialization (global citizenship, civil rights) and survival perspectives (poverty and inequalities, ecological challenges). It is therefore critical to re-examine and incorporate some earlier works like that of the *Delors Commission Report* which stressed the four pillars of education, namely: *learning to know, learning to do, learning to be, and learning to live together*. This holistic approach should counteract the current aim of narrowing the functions of education.

5. The President then made reference to the resolution recently adopted by the General Conference that the terms of appointment of all Category 1 institutes' directors would be limited to a maximum of 6 years. He indicated that he had written to the Director-General of UNESCO with the support of the members of the Steering Committee with regard to transitional arrangements for the IBE, requesting that Ms. Clementina Acedo be in charge of

the interim period until a duly appointed Director is in place. In the discussions that ensued, it was agreed to clarify this issue with Mr Tang (ADG/ED) when he arrived the next day to participate in the Council's sessions. He then declared the meeting open.

6. Twenty Member States were represented at the session and the representatives of two Member States (Kuwait and Saudi Arabia) attended as observers. The list of participants is attached as *Annex XII*

2. Adoption of the agenda and annotated agenda

Document: UNESCO/BIE/C.63/1/Prov. + Addendum

7. The President proposed to adopt the agenda and annotated agenda (as reproduced in *Annex I*) allowing flexibility for Mr Tang (ADG/ED) to address the Council on Thursday morning.

DECISION

The Council adopts the agenda and the annotated agenda of the 63rd session of the IBE Council.

3. Election of the President and of the Steering Committee of the IBE Council

8. The Council proceeded to the election of the President and the members of the Steering Committee for the 2014-2015 biennium. Professor Godswill Obioma of Nigeria was unanimously elected President of the Council having been nominated by Burkina Faso on behalf of the Group Va (African Group) and strongly supported in the first instance by Latvia on behalf of Eastern and Central Europe (Group II). Also elected were Brazil, Bahrain, Malaysia, Switzerland and Latvia as Vice-Presidents and members of the Steering Committee.

DECISION

On the proposals of the Electoral Group Va (Africa) and in conformity with article 5, paragraph 1, of its Rules of Procedure, the Council elected as its President Professor Godswill OBIOMA, Nigeria

On the proposals of its members, the Council elected as members of the Steering Committee the following 5 Vice-Presidents:

- **Group I (Western Europe and North America): H.E. Mr Jean-Frédéric JAUSLIN (Switzerland)**
- **Group II (Eastern and Central Europe): Dr. Liesma OSE (Latvia)**
- **Group III (Latin America and the Caribbean): Mr Marcelo DANTAS DA COSTA (Brazil)**
- **Group IV (Asia and the Pacific): Mr. Khair Bin MOHAMAD YUSOF (Malaysia)**
- **Group Vb (Arab States): H.E. Dr. Majed AL NOAIMI (Bahrain)**

9. The Council took note of the fact that representatives are elected to the Steering Committee in their personal capacity; however, they may, if unable to attend, ask to be represented by someone else.

10. The President extended his heartfelt gratitude in accepting the Presidency of the Council. He acknowledged the Director of IBE, the out-going President and Council members for allowing him to lead the IBE. He recognized the excellent leadership of Mr Briseid and pledged to make the IBE more effective in achieving the objectives of the CoE in curriculum. The Minister of Education of Nigeria paid tribute to Mr Ole Briseid for his commitment to the Institute. He thanked the Ambassador of Nigeria to UNESCO, Ms Miriam Katagum for effectively convincing Council Members to have Nigeria serve as President of the Council. He pledged that the Government of Nigeria will continue providing its support to the IBE and reiterated his commitment to making the IBE a Centre of Excellence aimed at quality education for all.

4. IBE activities and budget during 2013

(Document UNESCO/BIE/C.63/2 and C. 63/Inf.2, Annex II)

11. After having congratulated the President for his election as well as welcoming the newly elected members of the Steering Committee, the Director, Ms Clementina Acedo began by announcing that this was the first time that the Council meeting was taking place at the IBE premises. She presented the main elements of the report on the IBE's activities for 2013, aligned with the Main Lines of Action (Education Sector) of the 36 C/5 and guided by the CoE Strategy. She illustrated the main developments, achievements and challenges within three main action areas of the IBE: Curriculum Services to Member States, Knowledge Production and Management; and Policy Dialogue. She indicated that some of the major developments and achievements attained by the Institute including: the ability to holistically address the needs of Member States by combining technical assistance, capacity development and policy development support with a focus on long-term projects; a growing interest and an increasing demand for the Diploma in Curriculum Design and Development course; increased accessibility of the Diploma, offered in French and English in Sub-Saharan Africa, and in Spanish and French in Latin America and the Caribbean; the ability to work in areas for which it has a comparative advantage such as comprehensive curriculum reform and development processes and evaluation of learning and teaching materials. The main challenges she identified include expanding human resources capacities which require stable, predictable and adequate funding.

12. The Director noted that in regard to knowledge management and production, the IBE has succeeded in making available the International Collection of Curriculum-related Materials, the Glossary of Curriculum Terminology, updated databases on education and contributed to the UNESCO HIV and AIDS clearinghouse. Furthermore, the IBE has also systematized more than 9000 books from its Historical Textbook Collection and is collaborating with partners to publish its *Educational Practice Series* as well as its well-known journal *Prospects*. With regard to policy dialogue, the Director outlined the IBE's achievements to include the organization of the International Experts' Meeting on Key Curricula and Learning Issues in the Post-2015 Education and Development Agenda which discussed global and regional priorities to assist the IBE in better focusing its work. This meeting, among other national, regional and interregional exchanges, where the IBE contributed its expertise, helped to define its priorities. She noted that the IBE continues to develop its internal expertise by having young professionals participate in the Diploma courses as well as training interns in the various programmes. In addition to mobilizing additional funds to offer easier and enhanced access to information and resources on curriculum development processes and products, the Director concluded by emphasizing that developing effective, relevant, research-based and reflective policy dialogue remains a challenge. (The IBE Director's presentation is attached as *Annex IX*). With regard to the Financial Accounts of the IBE in 2013, the Administrative Officer explained that the provisional Financial Statements were cleared by the Bureau of Financial Management (BFM) and the final Financial Statements will be certified by BFM and audited by the *cours des comptes*. The Steering Committee will formally approve the Financial Statements in September 2014.

13. In the discussions that ensued, many members of the Council congratulated the IBE Director and team for a comprehensive report that provided a clear overview of the work carried out in the past biennium. Some Council members requested the Director to clarify various issues including the community of practice (COP), the proportion of programme and staff, and expounding the challenges the IBE faced on becoming a centre of excellence.

14. In her reply, the IBE Director thanked the members of the Council for their constructive comments. She explained that the COP is being revised as it plays an important value-added role in capacity development and policy dialogue in the regions. She also explained that the budget actually shows that programme costs were in fact higher (58%) than staff costs (42%); finally she stressed the fact that partnerships and networking especially at national and regional levels are an important means of attaining the objectives of becoming a CoE in curriculum.

DECISION

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

- **Approves the Report of the IBE Director on Activities in 2013 (UNESCO/BIE/C.63/2);**
- **Commends the IBE Director and staff for the implementation of the programme during 2013 stressing results achieved and in particular priorities and challenges faced;**
- **Takes note of the Pre-final Accounts of the IBE as at 31 December 2013 (UNESCO/BIE/C.63/Inf.2), cleared by the Bureau of Financial Management of UNESCO;**
- **Delegates to the Steering Committee the authority to formally approve the 2013 accounts, certified by the Bureau of Financial Management of UNESCO, in its forthcoming meeting in September 2014.**

5. IBE activities and budget for 2014

(Document UNESCO/BIE/C.63/3, Annex III)

15. The IBE Director presented an overview of the draft programme of the IBE’s activities for 2014 as adjusted to the CoE Strategy, including human and budgetary resources, all of which are aligned with the Strategy and Work Programme 2012-2017 (Presentation attached as *Annex X*). She began her presentation by indicating the alignment between the expected contributions to UNESCO Major Programme I (Document 37 C/5) with the four main objectives from the Strategy 2012-2017 and the IBE’s programmatic key action areas. The two main action areas are Curriculum Support to Member States (including capacity development and technical assistance) and Knowledge Production and Management (including clearinghouse and information management, curriculum research and policy development). She explained how the IBE creates synergies between 2012-2017 strategic goals I and II through long-term support and intervention, especially to transition and post-conflict countries in support of high quality education for all; through curriculum change and reform processes in collaboration with national teams; and through the process of professional development of curriculum specialists. All of the above, she pointed out, will assist the IBE to generate its own knowledge and support systems that are critically important for sustainability. The Director then highlighted and illustrated some concrete projects within the strategic goals, for example, within goal I are the Diploma courses to enhance capacities in curriculum design and

development; strategic goal II supports curriculum innovation and reform and targets learning outcomes in early grades; strategic goal III is devoted to developing a sound knowledge base to inform policy formulation and evidence-based decision-making and practices and includes online databases, the historical textbook collection, publications and studies focusing on learning and curriculum; and strategic goal IV targets reinforcing networking and partnerships. She also highlighted the *Global Curriculum Report*, a resource and inspiration for curriculum development at the national and sub-national levels which is expected to produce comparative situational analysis of curricula. In terms of human resources, she informed the Council that the professional development of staff is on-going with plans of recruiting a professional staff member during the first quarter of 2014. Finally she illustrated the budget framework for 2014 which amounts to nearly USD 5.3 million and stressed the point that it has increased by almost USD 1 million compared to that of 2013, with USD 466,000 from extra-budgetary sources channeled through UNESCO.

16. In the discussions that followed, the IBE Director and team were commended for efforts in mobilizing resources and forging effective partnerships. Two clusters of comments were directed to the Director. In the first, some Council members raised issues regarding organizing inter-regional debates as a means of policy dialogue; the collaboration between UNEVOC and UIL with the IBE; the ability of Member States to guarantee the protection of educational institutions against violence and conflict; and the relative high cost of the IBE's website development.

17. In her response, the IBE Director thanked the Council for their positive comments and constructive suggestions. She observed that although inter-institute planning has been suggested to directors of Category I institutes, the IBE and IIEP are collaborating effectively to plan their programmes of activities and the IBE intends to do the same with UIL. With regard to UNESCO's regular budget allocations to programme activities, she indicated that all programme resources are fund-raised and the GPE is now part of the IBE's core programme, at least for the next three years. She also explained that the apparent high cost of the website development includes the costs of professional staff which unfortunately are not funded by the UNESCO allocation but through extra budgetary resources of the Institute.

18. In the second cluster of comments, the delegates raised issues regarding the IBE's ability to produce and provide knowledge (deliver as CoE), its visibility, the Institute's ability to provide disaster-related knowledge (schools as safe havens for teachers and pupils) and solicited the points of view of the ADG/ED regarding this last point.

19. In her reply, she pointed out that the IBE relies on forging effective partnerships with academic institutes and world renowned curriculum institutions to produce and deliver as a CoE which also increases its visibility and ability to mobilize resources. The Director indicated that the IBE collaborates with IIEP, UNICEF and UNHCR on various programmes in disaster and post-conflict situations. The ADG/ED explained that UNESCO has a project *Schools Under Attack* which has been a monitoring exercise of education systems in conflict and post-conflict situations. He indicated that without adequate resources and comparative advantage, he had reservations for the IBE to focus its attention in this area unless the work relates to curriculum in such settings. The President of the Council closed the debate on this issue and proposed the adoption of the Decision below.

DECISION

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

- **Approves the planned Programme of Activities for 2014 (UNESCO/BIE/C.63/3), with a view that its implementation will take into account the comments made by the Council;**
- **Approves the draft budget of the IBE for 2014 (UNESCO/BIE/C.63/3).**

6. Oral Progress Report on the implementation of the Strategy aimed at making the IBE a Centre of Excellence in curriculum (Overview, IBE Strategy and Work Plan 2012-2017, Organizational and Staffing Structure, Governance).
UNESCO/BIE/C.63/Inf.3, Annex IV)

20. In introducing this item of the agenda, the President of the Council invited the Director to make her presentation noting that she will briefly highlight key developments as these have been touched upon in previous discussions.

21. The IBE Director gave an overview of the status of implementation of the CoE Strategy focusing on the progress made despite the difficulties and the challenges still to be met (Presentation attached as *Annex XI*). She noted that the 30% reduction in UNESCO's allocation (e.g. 800,000 USD/year) poses constraints on the implementation of the CoE Strategy and adjustments had to be made to staffing and programmes. This implied stronger pressure on fundraising for sustainability and implementation of the CoE Strategy as well as limiting the capacity of recruitment under extra-budgetary resources. However, the IBE has made significant progress in resource mobilization by attracting new voluntary and extra-budgetary resources (from Bahrain, United Arab Emirates, and possibly in the near future from Nigeria, Oman, and Saudi Arabia). Furthermore, the GPE competitive proposal and funding was approved for USD 2,999,082 and the IBE is making greater efforts in resource mobilization. The Director noted that progress is also being made in developing close working relationships with other UNESCO institutes as mentioned earlier and recalled the hard work of the internal communication team in their efforts to develop a new corporate and visual identity for the IBE. A new organizational structure is being implemented and the Institute has created additional posts under flexible contracts under the new UNESCO project appointments scheme.

22. With regard to governance issues, the IBE Director informed the Council that some changes in the Statutes of the IBE were adopted by the General Conference which will lead to their being 12 members of the IBE Council by 2015. She informed the participants that in order to reduce costs, the Council will be held at the IBE premises from now on and the working languages of the Council are reduced to two (French and English). She also thanked Saudi Arabia's contribution for the translation and interpretation of the Council meeting into Arabic.

23. Following the presentation of the IBE Director, several delegates expressed appreciation for the progress report but raised concerns with regard to the means of showing results and impact of activities in the implementation of the IBE Strategy and Work Plan 2012-2017.

24. After having thanked participants for their valuable comments and suggestions, the IBE Director further clarified some aspects of the implementation plan stressing the significance of the IBE capacity development programmes in curriculum. To illustrate this, Mr Renato Operti, Programme Specialist, briefly showed how the Diploma programme is empowering trainees to revisit and revise curriculum in various Latin American and African countries.

DECISION

Concerning the oral progress report on the implementation of the Strategy aimed at making the IBE a CoE in curriculum, the 63rd session of the IBE Council:

- **Commends** the President for his presentation of the overview progress report presented to the 37th session of the General Conference;
- **Takes note** of the progress made on the implementation of the Strategy recognizing the achievements and challenges met;
- **Requests** the IBE Director to continue its implementation;
- **Acknowledges** the estimated budget for the years 2014-2017;
- **Requests** the IBE Director, in cooperation with the IBE Council and its President, to seek additional extra-budgetary funds for its implementation;
- **Calls upon** Member States to support the attainment of the goals of the Strategy, including voluntary and extra-budgetary contributions to core programme;

Concerning the IBE Strategy and Work Plan 2012-2017, the 63rd session of the IBE Council:

- **Takes note** with satisfaction the progress made in the implementation of the Strategy and Work Plan 2012-2017;
- **Requests** the IBE Director to report on the progress made in the implementation of the Strategy and Work Plan 2012-2017 at the 64th session of the IBE Council (January 2015).

Concerning the IBE's Organizational and staffing structure, the 63rd session of the IBE Council:

- **Takes into account** that the new contractual arrangements allow for enhanced flexibility of the IBE's organizational structure to be progressively implemented subject to the availability of additional funds;
- **Requests** the IBE to continue implementing the new organizational and staffing structure in a phased manner and with flexible adjustments in accordance according with new extra-budgetary funding.

Concerning the IBE's Governance, the 63rd session of the IBE Council:

- **Acknowledges** the revised articles of the IBE Statutes approved by the General Conference at its 37th session (37 C/Resolution 14);
- **Commends** the IBE Director for the cost reduction and decision to hold the Council meetings at the IBE premises;
- **Acknowledges** with gratitude the financial contribution Fund Prince Sultan bin Abdulaziz Project for supporting Arabic language in UNESCO for translation and interpretation to Arabic.

7. Comprehensive Plan for Policy Dialogue and the ICE
(UNESCO/BIE/C.63/Inf.6, Annex V)

25. This item was brought forward for the benefit of the presence of Mr Qian Tang (ADG/ED). The President of the Council invited him to provide information on the status of the International Conference on Education (ICE).

26. The ADG/ED reassured the Council of the ICE's role as UNESCO's treasure and a significant part of its heritage, having been organized for the past five to six decades. The ADG/ED noted that as a Category 2 Conference, the ICE provides a unique opportunity for Ministers to converge and discuss key themes in education. He said, however, that due to financial constraints, the next ICE had been postponed to 2016. Still, given the important function of the Conference, he has included it in the Education Sector programme budget for 2014-2015.

27. While the ADG/ED acknowledged the lead role the IBE has played in organizing the Conference in the past, he stressed that the Education Sector should also be involved. He acknowledged that logistically the IBE would continue to play a large role in organizing the ICE, which might detract from its progress towards becoming a CoE in curriculum. He proceeded to highlight the financial and human resource challenges implied in the conference's sponsorship, as it generally costs approximately USD 5 million to organize it.

28. Several Member States agreed on the importance of the ICE and suggested considering alternate financial and human resource mobilization strategies for its planning and implementation, including hiring an external conference planner, focusing on new areas in resource mobilization such as the private sector, and exploring new and innovative formats and themes. In light of the suggestions presented, it was agreed that the Steering Committee would further discuss developments on these issues at the next meeting scheduled for September 2014 and present proposals at the next General Conference in 2015. In conclusion, the ADG/ED presented more information about UNESCO's current restructuring and the importance of the IBE continuing its efforts to raise extra-budgetary funds and further strengthen collaboration with Education Sector divisions in Paris.

DECISION

Concerning the Comprehensive plan for Policy Dialogue and the ICE, the 63rd session of the IBE Council:

- **Takes note of the long term comprehensive plan for policy dialogue and the ICE presented by the Director;**
- **Requests the Director to explore further the wide range of Policy Dialogue options put forward in the document ;**
- **Encourages further discussions with Members of the Council as well as with the Education Sector in order to clarify issues related to the time, theme, format, periodicity and funding sources of a future ICE.**

8. Resource Mobilization and Communication Strategy
(UNESCO/BIE/C.63/Inf.4, Annex VI)

29. The IBE Director briefly described the progress made by the resource mobilization and the communication strategy teams. While noting that the objectives of resource mobilization remain unchanged, she paid tribute to the Resource Mobilization Committee (Bahrain, Nigeria and Norway) for being instrumental in supporting the IBE's efforts to raise extra-budgetary

resources and acknowledged and appreciated the seed funding provided by Switzerland. She outlined the various resources planned from the United Arab Emirates (UAE), the Global Partnership for Education (GPE), the Inter-American Development Bank (IDB), Bahrain, Oman, Malaysia and Nigeria, indicating that extra-budgetary resources raised in 2014 will exceed that of 2013. The Director also reiterated the fact that an effective internal communication team has been formed and acknowledged their role in developing a new corporate and visual identity for the Institute together with external experts. She identified countries, organizations and the private sector institutions that need to be followed up in terms of mobilizing resources and supported the proposal of organizing a donors' meeting as one of the means to secure funding. She concluded by insisting that although the targets for 2014 have been achieved, there is a need to diversify donor countries and called upon the Member States of the Council to assist the IBE in mobilizing additional resources and core contributions. Member States expressed satisfaction with the Director's resource mobilization achievements. Oman and Nigeria in particular expressed a commitment to become core donors to the IBE, these decisions are at the last stages. Malaysia also noted that a fund of USD 6,000,000 was available to UNESCO and they wish to support the IBE on a project-base under this fund.

DECISION

Concerning the Resource Mobilization and Communication Strategy, the 63rd session of the IBE Council:

- **Takes note of the progress made in implementing the Resource Mobilization and Communication Strategy;**
- **Recognizes the active support and advocacy contribution of the resource mobilization committee (RMC) formed by Bahrain, Nigeria and Norway;**
- **Recognizes the resource mobilization efforts of the IBE Director, the RMC and other members of the Council, acknowledges the new agreement for 2014 from Norway, and encourages other members of the IBE Council to further support the implementation of the CoE;**
- **Further recognizes the efforts of Bahrain, Nigeria, Oman, Malaysia and United Arab Emirates to seek core contributions and other extra-budgetary funding to the IBE;**
- **Emphasizes the necessity of sustained resource mobilization to make the IBE a Centre of Excellence and welcomes the proposal from Switzerland concerning the organization of a donor meeting;**
- **Calls upon the members of the Council to support fundraising efforts in advocating for the IBE and contributing financially to the extent possible, especially through core contributions within the framework of multi-year agreements as well as other extra-budgetary resources.**

9. Revision of the Statutes of the IBE *(UNESCO/BIE/C.63/Inf.5, Annex VII)*

30. The President of the Council requested the Director to present the proposed changes to the IBE Statutes and to the Rules of Procedure of the IBE Council.

31. The IBE Director pointed members to the proposed revisions in the IBE basic texts.

32. The President then invited members to comment. The Council members proposed amending the Statutes of the IBE and the Rules of Procedure of the Council to increase the size of the Steering Committee from three to four members. This would help to ensure both the rotation of membership of the Steering Committee across the six electoral groups and continuity of the presidential term of office. This led to adoption of the decision below.

DECISION

Concerning the draft revised articles of the Statutes of the IBE and the draft revised Rules of Procedure of the IBE Council, the 63rd session of the IBE Council:

- **Acknowledges the draft revised articles of the Statutes reflecting the new situation and the changes introduced by 37 C/Resolution 14 adopted by the General Conference at its 37th session;**
- **Requests the IBE Director to take into account the comments made by the members of the Council and present a final draft of the revised articles of the Statutes for approval to the 64th session of the IBE Council;**
- **Further acknowledges the draft revised Rules of Procedure of the IBE Council adjusted to the changes introduced in the Statutes of the IBE by 37 C/Resolution 14;**
- **Requests the IBE Director to take into account the comments made by the members of the Council and prepare a consolidated draft of the Rules of Procedure to be further discussed at the meeting of the Steering Committee of the Council (September 2014), with a view to present a final draft for approval to the 64th session of the IBE Council.**

10. Follow-up of the recommendations of the IOS Evaluation for Category 1 Institutes (UNESCO/BIE/C.63/Inf.7, Annex VIII)

33. The President of the Council gave the floor to the IBE Director to report on the status of the follow-up of the recommendations of the IOS/Education Sector evaluation for Category 1 Institutes. The Director reminded the Council that similar recommendations were proposed within the CoE Strategy which helped to produce a strong alignment and the full implementation of the recommendations. She then requested the Deputy Director to summarize the main recommendations that have been implemented.

34. The Deputy Director informed the Council that the 13 recommendations made to the IBE have been fully addressed although three of them are of an ongoing nature, namely: ensuring continuous communication with other institutes; more effectively structuring and institutionalizing exchanges between the IBE's administration and HQ central services; and the continuous implementation of cost recovery measures. He then highlighted the most relevant ones including putting curriculum at the centre of the IBE's work; making the IBE a focal point for all UNESCO curriculum-related initiatives; implementing changes in the organizational structure and governance; and proactively mobilizing resources for the sustainability of the Institute.

35. In the discussion that followed, the President of the Council noted that in order to increase the capacity, improve efficiency and effectiveness of the IBE, each programme area should be led by a coordinator at the same level (P-5). A participant raised a question in regard to the progress being made in terms of the secondment of staff to the IBE. Another participant enquired about the next steps in the external evaluation process.

36. In her reply the Director confirmed that the human resources review recommended that the programme areas be headed by a programme coordinator at P-5 level. She indicated that the issue has been discussed with the ADG/ED, and that hopefully it will be resolved this year. She also stated that several Member States have expressed interest in deploying (seconding) staff to the IBE, and in the past China and Greece had successfully done so. She added that the IBE is still interested in considering new proposals depending on its needs. On the issue of the next steps in the evaluation process, the representative of the Director-General explained that once the IOS recommendations were fully implemented, they will be closed. He also noted that the IBE is in very good standing in implementing the recommendations. The Director then invited Council members and observers to visit the Atlas Exhibit from the Textbook Collection organized at the IBE Documentation Centre.

DECISION

Concerning the Follow-up of the recommendations of the IOS Evaluation for Category 1 Institutes, the 63rd session of the IBE Council:

- **Recognizes the progress made in implementing all the recommendations;**
- **Requests the Director to continue to implement those recommendations that are of an ongoing nature.**

11. Dates for the 64th session of the IBE Council

DECISION

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

- **The 64th session of the IBE Council will be held from 28 to 30 January 2015;**
- **The meeting of the Steering Committee of the Council will be tentatively held in September 2014**

12. Adoption of the decisions of the 63rd session (UNESCO/BIE/C.63/Décisions/Prov.1)

DECISION

In conformity with the Rules of Procedure of the IBE Council (IV, Section XI, Rule 22.1 and 22.2), which foresees that “*the Council shall approve at each session the text of the decisions adopted during that session*” and that “*the text shall be published during the month following the end of the session*”, the Council:

- **Approves the text of its decisions (UNESCO/BIE/C.63/Decisions/Prov.1);**
- **Entrusts the IBE Secretariat with the task of publishing the Proceedings and Decisions of the 63rd session of the Council by mid-March 2014 after having circulated a draft to the Council members for possible comments.**

13. Closing of the 63rd session

37. At the end of the session, the President addressed Council members, thanking them for their constructive and hard work, as well as their active participation which resulted in the completion of Council session in two days instead of three. He commended the IBE Director and team for the excellent documentation and presentations, the interpreters and translators for making it possible “for us to understand one another”, and the support services for the superb logistical arrangements. He concluded that the future of the IBE will be bright and wished everyone a safe trip to their destinations.

38. The President closed the 63rd session of the Council on Thursday 6 February 2014 at 6:20 pm.

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

Geneva, 5-7 February 2014

DRAFT PROVISIONAL AGENDA AND ANNOTATED AGENDA

DRAFT PROVISIONAL AGENDA

Wednesday 5 February 10 a.m. – 1 p.m.

1. **Opening of the session**
2. Adoption of the **Agenda** (*UNESCO/BIE/C.63/1/Prov.*) and of the **Annotated Agenda** (*UNESCO/BIE/C.63/1/Prov. + Add.*)
3. **Election of the President and of the Steering Committee**
4. **IBE activities and budget during 2013** (*UNESCO/BIE/C.63/2*)

Wednesday 5 February 3 p.m. – 6 p.m.

5. **IBE programme of activities and budget for 2014** (*UNESCO/BIE/C.63/3*)
6. **Oral Progress Report on the implementation of the Strategy aimed at making the IBE a Centre of Excellence in curriculum (Overview, IBE Strategy and Work Plan 2012-2017, Organizational and staffing structure, Governance).** (*UNESCO/BIE/C.63/Inf.3*)

Thursday 6 February 10 a.m. – 1 p.m.

7. **Resource Mobilization and Communication Strategy** (*UNESCO/BIE/C.63/Inf.4*)
8. **Revision of the Statutes of the IBE** (*UNESCO/BIE/C.63/Inf.5*)

Thursday 6 February 3 p.m. – 6 p.m.

9. **Comprehensive Plan for Policy Dialogue and the ICE** (*UNESCO/BIE/C.63/Inf.6*)
10. **Follow-up of the recommendations of the IOS Evaluation for Category 1 Institutes** (*UNESCO/BIE/C.63/Inf.7*)

6 - 8 p.m. Cocktail reception

Friday 7 February 10 a.m. – 1 p.m.

11. **Dates for the 64th session of the Council**
12. **Any other business**
13. **Adoption of the Decisions of the 63rd session** (*UNESCO/BIE/C.63/Decisions/Prov.*)
14. **Closing of the 63rd session**

PROVISIONAL ANNOTATED AGENDA

The 63rd session of the IBE Council will take place at the International Bureau of Education of UNESCO, 15 route des Morillons, 1218 Le Grand-Saconnex, Geneva.

It will begin on Wednesday 5 February 2014 at 10 a.m. and is foreseen that it will end on Friday 7 February 2014 at 1 p.m.

The session's working timetable will be as follows: Wednesday 5 February and Thursday 6 February from 10 a.m. to 1 p.m. and from 3 p.m. to 6 p.m.; and Friday 7 February from 10 a.m. to 1 p.m.

Wednesday 5 February from 10 a.m. to 1 p.m.

1. Opening of the session

The session will be opened on Wednesday 5 February at 10 a.m. by H.E. Mr Ole Briseid (Norway), President of the IBE Council.

2. Adoption of the Agenda and Annotated Agenda

DOCUMENT : UNESCO/BIE/C.63/1/Prov. and UNESCO/BIE/C.63/Prov.+ Add.

A draft provisional agenda has already been presented to and commented by the Council's Steering Committee on 4 September 2013. This draft has been prepared jointly by the President of the IBE Council and the IBE Secretariat. In conformity with its Rules of Procedure (Section IV, Rule 4, § 5), "*After the adoption of the agenda, the Council may, in the course of a session, alter the order of the agenda items or add or delete items. A two-thirds majority of the members present and voting shall be required for the addition or deletion of an item in the course of a session*".

Draft decisions in Document: *UNESCO/BIE/C.63/Decisions/Prov.*

3. Election of the President and of the Steering Committee

Following the election of six new Council Members that took place at the 37th session of the General Conference of UNESCO (see the new composition of the Council, annexed), the Council must choose its new Steering Committee for the 2014–2015 biennium, as well as any subsidiary bodies that it considers useful. In conformity with the Statutes of the IBE (Section II, Article IV, § 5): "The Council shall elect its Steering Committee, comprising a President and five Vice-Presidents, who shall be nationals of the six regional groups." The Steering Committee is elected for a period of two years; its members may be re-elected, but cannot retain their seat for more than four years. During the last biennium, the Steering Committee consisted of representatives of the following Member States:

- President: Group I (Western Europe/North America): Norway;
- Vice-presidents: Group II (Central/Eastern Europe): Georgia;
Group III (Latin America/Caribbean): Dominican Republic
Group IV (Asia/Pacific): Malaysia;
Group Va (Africa) Nigeria;
Group Vb (Arab States): Bahrain.

Norway, Georgia and the Dominican Republic are no longer Members of the Council. Consultations among the Electoral Groups should take place ahead of time to identify a strong and consensual President.

4. IBE activities and budget during 2013

DOCUMENTS: UNESCO/BIE/C.63/2 Report of the Director and UNESCO/BIE/63/Inf.2 Pre-Final Accounts 2013.

- The Director will present the salient points of the Report on Activities in 2013.
- The Council will discuss the Report of Activities held in 2013.
- The Director and/or the programme coordinators will reply to the Council's questions.
- The Council will proceed to approve the Report of Activities 2013.
- The Council will proceed to approve the Pre-Final Accounts 2013.

Draft decisions in Document: *UNESCO/BIE/C.63/Decisions/Prov.*

Wednesday 5 February from 3 p.m. to 6 p.m.

5. IBE programme of activities and budget for 2014

DOCUMENT: UNESCO/BIE/C.63/3

- The Director will present the proposals for a Programme of activities and the draft budget for 2014.
- The Council will discuss the proposed programmes in 2014.
- The Director and/or the programme co-ordinators will reply to the Council's questions.
- The Council will proceed to approve the Programme of activities for 2014.
- Approval of the budget for 2014.

Draft decisions in Document: *UNESCO/BIE/C.63/Decisions/Prov.*

6. Oral Progress Report on the implementation of the Strategy aimed at making the IBE a Centre of Excellence in curriculum (Overview, IBE Strategy and Work Plan 2012-2017, Organizational and staffing structure, Governance).

DOCUMENT: UNESCO/BIE/C.63/Inf.3

The Director will introduce the progress made in the implementation of the Strategy and further develop the programme priorities. She will also present the organizational and staffing structure as well as the changes in the governance of the IBE.

The Director will also introduce the Report by the IBE Council on the Activities of the International Bureau of Education 2012-2013 presented by the President of the Council at the 37th session of the General Conference.

The Council will be invited to provide comments.

Draft decisions in Document: *UNESCO/BIE/C.63/Decisions/Prov.*

Thursday 6 February from 10 a.m. to 1 p.m.

7. Resource Mobilization and Communication Strategy
DOCUMENT: UNESCO/BIE/C.63/Inf.4

The Director will report on the Resource Mobilization and Communication Strategy.

The Council will be invited to discuss the document.

Draft decisions in Document: *UNESCO/BIE/C.63/Decisions/Prov.*

8. Revision of the statutes of the IBE
DOCUMENT: UNESCO/BIE/C.63/Inf.5

The Director will present a revision of the statutes of the IBE and the other texts contained in the document "Collection of Basic Texts" (June 2000).

The Council will be invited to discuss the document.

Draft decisions in Document: *UNESCO/BIE/C.63/Decisions/Prov.*

Thursday 6 February from 3 p.m. to 6 p.m.

9. Comprehensive Plan for Policy Dialogue and the ICE, discussion and adoption
DOCUMENT: UNESCO/BIE/C.63/Inf.6

The Director will present the Comprehensive Plan for Policy Dialogue and the ICE

The Council will be invited to discuss the document.

Draft decisions in Document: *UNESCO/BIE/C.63/Decisions/Prov.*

10. Follow-up of the recommendations of the IOS Evaluation for Category 1 Institutes
DOCUMENT: UNESCO/BIE/C.63/Inf.7

The Director will present the progress made in the implementation of the recommendations.

6 – 8 p.m. Cocktail reception Thursday 6 February

Friday 7 February from 10 a.m. to 1 p.m.

11. Dates for the 64th session of the Council

12. Any other business

13. Adoption of the Decisions of the 63rd session
DOCUMENT: UNESCO/BIE/C.63/Decisions/Prov.

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

- review the texts of the draft Decisions of the 63rd session;
- adopt them;
- request the IBE to publish the text by the end of February 2014.

14. Closing of the 63rd session



Annex II
UNESCO/BIE/C.63/2
Geneva, 17 January 2014
Original: English

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

Geneva, 5-7 February 2014

IBE ACTIVITIES AND BUDGET DURING 2013





Report of the Director International Bureau of Education

Implementation of Activities:
January 2012 – December 2013



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I. IBE progress with regard to Main Lines of Action

Introduction

The purpose of this report is to present the progress that the IBE has made in 2012- 2013 in the implementation of our programmes and activities. These were designed and implemented within the context of our strategic objectives and the expected results of the **IBE Strategy 2008-2013** and of the **Document 36 C/5**.

This year's work has also been strongly influenced by the Strategy aimed at making the **IBE a Centre of Excellence (CoE) in curriculum**.

To this end, and based on the programmatic review (2011) and organizational and staffing revision (2012), we have **re-structured our internal management and organization**. This has further enabled us to find more efficiencies in our staffing and to work more effectively.

We have also substantially enhanced our **communications and marketing strategies**, with the production, in all six UNESCO languages, of an **IBE brochure and flyer**, and of our **Strategy and Programme of Work 2012-2017**. These materials as well as our new visual identity and communications strategy support our ongoing efforts in **resource mobilization** to make the IBE a Centre of Excellence.

The presentation here of our 2012-2013 activities is organized according to the three main action areas of the IBE as listed in the *IBE Strategy 2008-2013*: (1) Curriculum Services to Member States, (2) Knowledge Production and Management, and (3) Policy Dialogue.

Reporting of activities from the new biennium will be based on our *Strategy and Programme of Work 2012-2017*, and we have accordingly begun aligning our work in terms of this new strategy and our overall goal: **to enhance the quality of student learning by promoting and supporting excellence in curriculum processes and products**.

The IBE's mission

As a Centre of Excellence the IBE's mission is to support UNESCO Member States as they seek to enhance most effectively the quality of student learning. Such support is offered mainly through initiatives and activities within the following three key action areas:

- Capacity development of both institutions and individuals, as well as technical support and advice;
- Access to curriculum-related knowledge, experience and expertise; and
- The engagement of stakeholders in an evidence-based policy dialogue around good curriculum practice.

Main Lines of Action (MLAs) for the IBE, biennium 2012-2013 (36 C/5)

MLA 1 – expected result 1: national capacities strengthened for policy formulation and planning focusing on promoting the right to quality education and gender equality, and drawing on information and communication technologies;

MLA 1 – expected result 3: national capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues;

MLA 2 – expected result 5: basic education, including early childhood care and education, policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality;

MLA 3 – expected result 7: capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into educational policies, and development plans and programmes;

MLA 3 – expected result 8: good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights;

MLA 4 – expected result 12: education stakeholders informed through research and foresight studies on emerging trends and challenges in education.

Table 1: Overview of IBE's achievements in line with Strategy 2008-2013 and 36 C/5

| Strategic Objectives IBE Strategy 2008–2013 | MLAs* (36 C/5) | Performance indicator | Benchmarks (biennium 2012-2013) | Achieved results |
|--|----------------------------|--|---|---|
| <p>1. Curriculum Services to Member States: Capacity Development & Technical Assistance</p> <p>Development of capacities of specialists, practitioners and decision makers for the design, management and implementation of quality curriculum-making processes and inclusive curricula:</p> <p>1. Consolidating a global network 2. Supporting countries in curriculum change 3. Developing, testing and promoting training materials and tools 4. Expanding and diversifying forms of training 5. Providing professional support and advice</p> | MLA 1 – expected result 1 | Number of personnel trained in quality curriculum change and management | 400 | 800 |
| | MLA 3 – expected result 8 | Number of countries involved in capacity development activities | 30 | 57 |
| | MLA 1 – expected result 3 | Number of teachers trained through learning tools and guidelines to support curriculum reform and implementation | 100 | 107 |
| | MLA 2 – expected result 5 | Number of specialists trained through recognized courses (“Diploma”) in curriculum development | 60 | 276 |
| | | Percentage of diploma awardees that have declared improving their practice in workplace | 75% | 92% |
| | | Number of learning tools and training modules for curriculum innovation and reform developed/reviewed and disseminated | 5 | 20 |
| | MLA 3 – expected result 7 | Tools developed and used to support teachers, teacher trainers and curriculum developers to integrate ESD and climate change in the curricula of primary and secondary education | 2 | 5 |
| <p>2. Knowledge Production & Management</p> <p>Consolidation, enrichment and expansion of a knowledge base and a variety of specialized information resources on curricula and curriculum development processes:</p> <p>6. Building a robust knowledge base 7. Strengthening clearinghouse and information services 8. Developing an online platform for increased knowledge sharing 9. Streamlining services and access to materials and resources</p> | MLA 3 – expected result 8 | Number of new documents and resources evaluated and included in UNESCO HIV and AIDS education clearinghouse | 200 | 200 |
| | MLA 4 – expected result 12 | World Data on Education country profiles updated | 60 | 163 |
| | | Number of studies and publications in comparative education and curriculum disseminated | 12 | 14 |
| | | The journal <i>Prospects</i> widely disseminated | 200 Consortia, 5,000 academic and government institutions in 60 countries | 274 Consortia 7,315 institutions |
| <p>3. Policy Dialogue</p> <p>Facilitation of policy dialogue at the local, regional and global levels for improved curriculum development processes and products:</p> <p>10. Contributing to build appropriate mechanisms for the dissemination of the conclusions of the 2008 Conference and sustained follow-up actions targeting inclusive education policies and issues</p> | MLA 4 – expected result 12 | Number of regional and interregional exchanges on curriculum issues and policies through the IBE's Community of Practice as well as other networks | 5 | 9 |

1. Curriculum Services to Member States – Capacity Development and Technical Assistance

The main goals of the Curriculum Services to Member States Programme - Capacity Development and Technical Assistance are: a) to develop the national capacities including those of teacher educators, policymakers and curriculum specialists in the field of curriculum design and development through regionally-based long term training courses; b) to strengthen local capacities for curriculum innovation and reform through customized learning tools and workshops (inclusive education, skills for life and work and learning to live together, ESD, basic skills and competences); and c) to target technical assistance at country level for the design and management of curriculum reform and implementation.

The IBE has focused on providing *long-term integrated service delivery*, combining policy dialogue, technical support and capacity development within a long –term vision, especially to post-conflict, post-disaster and other developing countries. Most capacity development workshops and technical assistance were fully funded by countries' governments, other international organizations, private foundations and/or UNESCO field offices. Implementation was carried out in partnerships with international organizations, local institutions and UNESCO field offices in different regions through the:

(1.1) Diploma in Curriculum Design and Development; (1.2) Capacity Development and Technical Assistance; and (1.3) Contributions to Global Priorities—Africa and Gender Equality.

1.1 Diploma in Curriculum Design and Development

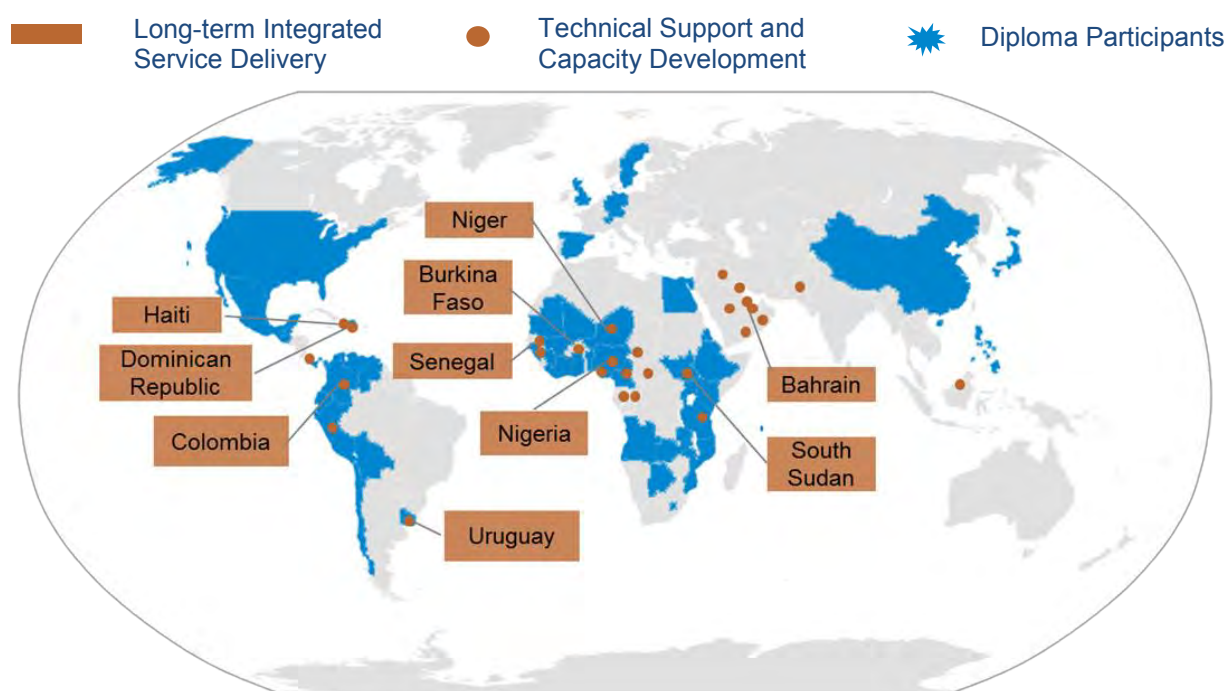
Strategy 1, 2, 3, 4, 5, MLA1-1, 1-3, 2-5

Since 2010, the IBE has implemented the accredited post-graduate Diploma in Curriculum Design and Development with its partners in Latin America and the Caribbean (LAC), such as the Catholic University of Uruguay (UCU) and the Regional Bureau of Education for Latin America and the Caribbean (UNESCO OREALC), as well as in Africa with UNESCO Regional Office for Education in Africa (BREDA), UNESCO Section for Teacher Development and Education Policies ED/THE/TEP, UNESCO International Institute for Capacity Building in Africa (IICBA), the Tanzania Institute of Education and Open University of Tanzania.

Through an intensive face-to-face session (two weeks) and long-distance in-depth online session (30 weeks), participants gain the knowledge and skills to effectively reflect and resolve the challenges they encounter during curricular reform processes in their context.

The 4th LAC cohort commenced in August 2013 and is currently completing the online session. This year two new specializations were offered in LAC: (a) compulsory education (from childhood to secondary education) and (b) higher education and teacher education. The program is also accessible to two different language groups – Spanish and Franco-phone.

Graph 1: 2013 Geographic Distribution of IBE's Activities



The 3rd Africa cohort takes place in December 2013 and is accessible to two language groups: Anglophone and Francophone.

The core Diploma training materials: the Curriculum Resource Pack (CRP), comprised of a conceptual framework, training activities and case studies, have been translated, refined, published and disseminated as Version 2013 in English, French and Spanish. The conceptual framework and the training activities have also been translated into Arabic. Diploma-support materials (Diploma reader and presentations) have been kept updated (in English, French and Spanish).

Initial discussions are underway to explore the possibility of the Diploma

- in the Arab region (by IBE, UNESCO ED/THE and potential host institutions in the region) and
- in Asia (by IBE, UNESCO ED/THE and potential host institutions in China).

During the IBE mission to Oman, in meetings with the Minister of Education, the Directorate General of Curriculum, Vice-Chancellor of the Sultan Qaboos University, and Vice-Ministers and top officials in Education, the IBE explored the potential collaboration for the Diploma as well as fundraising possibilities.

Since 2010, a total of 309 professionals (40% female) from 56 countries (33 from Africa, 12 from Latin America and the Caribbean and 11 from other regions) have participated in the Diploma courses.

The comprehensive follow-up evaluation of the Diploma confirms the valuable long-term impact of the training (The 2012 evaluation is available on the IBE website). After the 2013 Diploma face-to-face sessions, 100% of participants in Latin

America and the Caribbean and 95% of participants in Africa strongly agreed or agreed that their competencies in the field of curriculum design and development were strengthened. A survey on the online sessions is currently underway.

1.2 Capacity Development and Technical Assistance

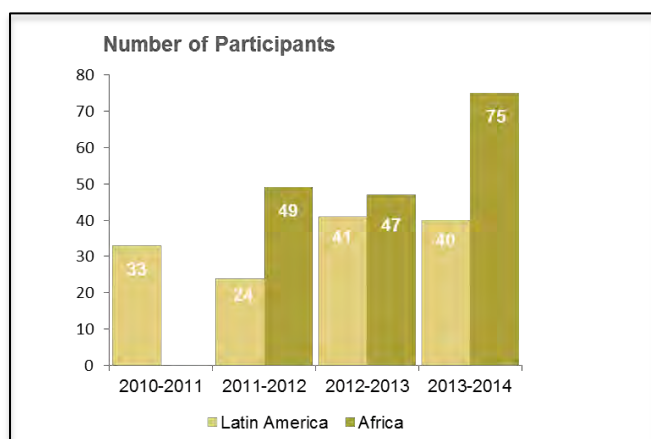
Strategy 1, 2, 3, 4, 5, MLA1-1, 1-3, 2-5, 3-7, 3-9

The IBE has provided support to long-term curriculum change and reform processes in collaboration with national teams: in the Gulf Arab States, Colombia, Iraq and South Sudan in cooperation with other partners including the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNWRA) for the implementation of the UNRWA Framework for Quality Curriculum, and the Ministry of Education and private foundations in Colombia, etc. **(Table 2, 3, 4 and Graph 4)**

These activities contribute to processes of: defining/revising national policy frameworks on specific themes, such as inclusive education (Colombia, Gulf Arab States), the development of national curriculum frameworks (Iraq, South Sudan), and the production of school and teacher guidelines to support the implementation of school-based inclusive curriculum (Gulf Arab States).

In partnership with other UN agencies, the IBE is also supporting the elaboration of the Uruguay Country Programme 2012-2014 whose objective is to lay the foundations for long-term educational and curricular agreement(s) engaging diverse stakeholders, including the Ministry of Education and Culture.

Graph 2: Number of participants by cohort



Sample achievements of Diploma graduates

- Led curriculum reform processes in Senegal
- Directed process of integrating inclusive education into the curriculum in Colombia
- Managed curriculum reform at upper-secondary educational levels in the Dominican Republic
- Integrated Kiswahili language into the curriculum in Ugandan primary schools

Capacity development workshops complement technical assistance efforts by providing specific support and training to stakeholders responsible for curriculum reform in basic, secondary and teacher education (i.e. Bahrain, Pakistan, the Dominican Republic, Nicaragua, Nigeria and CEMAC countries: Cameroon, Central African Republic, Chad, Congo, Gabon, and Guinea) through workshops gathering more than 400 participants.

Special emphasis is given to the meaningful integration in national curricula of competency and skills development, as well as on the preparation for life and work based on the values, principles and practices of Learning to Live Together, Human Rights and Citizenship Education and Education for Sustainable Development.

Post-Conflict and Post-Disaster situations are also considered as a priority (i.e. Haiti, South Sudan). The IBE also continues to respond to ad-hoc demands and requests from Member States. **(Table 2)**

Integrated Service Delivery

Capacity development and technical assistance in 2012-2013 were linked to longer term initiatives, further enhancing the IBE's support to Member States. The IBE has continued to strengthen the strong connection between its capacity development, technical assistance and policy dialogue programmes, which has led to more integrated service delivery, allowing the IBE to better identify and address the countries' needs as well as to strategically align itself as a Centre of Excellence in curriculum change processes **(Table 2 and Graph 1;** i.e. Haiti, Dominican Republic, Colombia).

1.3 Global Priorities — Africa and Gender Equality

Strategy 1, 2, 3, 4, 5, 7 MLA 1-1, 3-8

The IBE contributes to UNESCO's Global Priorities – Africa and Gender Equality – through all its action areas.

In this biennium, the IBE developed and adjusted the Diploma training materials and activities based on the needs of French-speaking African countries.

The IBE also provided capacity development and technical assistance to African countries in national curriculum reform processes (South Sudan, Uganda).

Most recently, the IBE has been selected to conduct a long-term project financed by the Global Partnership in Education (GPE) on "Learning outcomes in early grades: integration of teaching, learning materials and assessment" in four African countries: Burkina Faso, Niger, Senegal and South Sudan. The initial agreement with countries and preparation of country teams has taken place in 2013. **(Table 3)**

With regard to gender equality, the IBE provides key actors with a comprehensive knowledge base and information exchange service in HIV and AIDS and sexuality education policies, programmes, curricula, pedagogical materials and advocacy.

In 2012-2013, the IBE analyzed and added some 200 documents to the UNESCO HIV and AIDS Education Clearinghouse.

The HIV and AIDS technical assistance efforts to ministries of education focused on contributing to the clearinghouse, content evaluations of learning and teaching materials, capacity building and producing teacher and teacher training material, especially in CEMAC countries.

The IBE has completed and made available the SERAT Tool (Sexuality Education Review & Assessment) as an effective resource for content analysis in sexual and HIV and AIDS education, developed a manual for teachers and teacher training and provided capacity development in coordination with UNESCO Field Offices. **(Table 4)**

1.4 Challenges for Curriculum Services to Member States

- Enhancing the strategic planning and effective management of the diploma initiatives in different regions
- Ensuring the continuity and quality of the technical assistance projects, which require adequate funds, staff stability, punctual donor payment, and translations of a variety of documents
- Assessing the feasibility of a growth model for the extension of the Diploma to other regions. This will require further sources of funding for professional capacity in order to respond to the demands of the new regions.

Table 2: 2012-2013 Capacity Development and Technical Assistance Selected Overview*

*Projects in the Africa region listed in section 1.3 Global Priorities –Africa and Gender Equality

| Region | Project | Description and Rationale | Outcomes |
|---------------------------------|---|---|---|
| Arab States | Human Rights and Citizenship Education in Bahrain | Long-term collaboration with the MoE to enhance capacities for the integration of Human Rights and Citizenship Education in the national curriculum and teacher professional development | <ul style="list-style-type: none"> Conducted a capacity development workshop for Bahraini specialists, policy makers, teacher trainers and other education stakeholders |
| | Framework for Curriculum Quality UNRWA | Supporting the implementation of the Framework in UNWRA schools in Jordan, Lebanon, Syria, and Occupied Palestinian Territory | <ul style="list-style-type: none"> Enhanced capacities of certified education/curriculum specialists in the Amman unit and the UNRWA field offices to carry out dissemination activities Analysis of UNWRA experiences with education in emergencies for publication |
| | New Curriculum Initiative in Iraq | Developing a new national curriculum framework, underpinned by universal values, such as human rights and gender equality, peace and learning to live together. Revising maths and science syllabuses | <ul style="list-style-type: none"> New curriculum framework is in place and guidelines for syllabus writing produced by the IBE in 2012 were used to train national teams in 2013 |
| Latin America and the Caribbean | Revision of Basic and Secondary Curricula in Dominican Republic | Long-term and integrated services support for the revision of basic and secondary education curricula and school practices, in partnership with the Ministry of Education and Foundation EDUCA | <ul style="list-style-type: none"> Provided technical assistance regarding the revision and adjustment of the basic and secondary curricula Facilitated training workshop with educators on curriculum management and school practices |
| | Inclusive Education Policy Framework in Colombia | Long-term and integrated services support in the implementation of an inclusive education policy framework at national and regional levels | <ul style="list-style-type: none"> Inclusive education policy framework finalized Provided technical support in the planning and preparation for implementation, revision and advice on the framework Implemented capacity development workshops at provincial levels |
| | Elaboration of an Education Programme for Uruguay (2012-14) | Long-term and integrated services support in comprehensive education and curricular reform implementation with the UN “Delivering as One” Programme and the Ministry of Education and Culture | <ul style="list-style-type: none"> Supported and engaged in the elaboration and refinement of educational and curricular proposals and budget estimations mainly for basic and secondary education 2012-14 Staff participation in the Diploma Planned for further collaboration for 2015-19 planning |
| | Improving Quality of Teaching in Haiti through Curriculum Reform | Long-term and integrated services support in the curriculum reform initiative through capacity development and technical support | <ul style="list-style-type: none"> Planned the implementation of the reform's first stage and providing ongoing technical support Trained 10 ministerial staff through the Diploma 2013 Outlined project proposal for long-term interventions |
| Asia and the Pacific | Textbook and Curriculum Development in Pakistan | Enhancing capacities of textbook and curriculum developers at regional levels, in partnership with UNESCO Islamabad | <ul style="list-style-type: none"> Provided technical advice on textbook assessment criteria and tools Implemented training activities for textbook reviewers and developers |
| | Education Policy Analysis in Malaysia | UNESCO HQ requested IBE expertise to review policy in regard to curriculum development (especially in sciences and maths) | <ul style="list-style-type: none"> Drafted, finalized and disseminated Malaysia Education Policy Review |

Table 3: 2012-2013 Selected Contributions to Global Priorities –Africa

| Project | Description and Rationale | Outcomes |
|--|---|---|
| Diploma in Curriculum Design and Development in Tanzania | Engaging key stakeholders in curriculum design and development at different levels from African countries | <ul style="list-style-type: none"> ○ Diploma courses and CRP offered in French ○ 47 participants (2012) ○ 75 participants (2013) |
| Curriculum Innovation and Teacher Capacity Building in Nigeria | Enhancing capacities in partnership with the MoE, National Commission for Colleges of Education, Nigerian Educational Research and Development Council, National Teachers Institute, Universal Basic Education Commission | <ul style="list-style-type: none"> ○ Jointly ensured the technical delivery of the capacity development workshop by providing technical advice, materials, facilitation, conducting a needs assessment, etc. |
| New Curriculum for South Sudan | Enhancing the capacities of central and state level decision makers for the collective development and implementation of an action plan for comprehensive curriculum reform process | <ul style="list-style-type: none"> ○ Developed capacities of decision makers and specialists at central and state levels with an emphasis on curriculum reform in post-conflict situations and submitted concept note to the UK Department for International Development (DIFD) to support South Sudan secondary school curriculum |
| 'Learning outcomes in early grades: Integration of teaching, learning materials and assessment' in Burkina Faso, Niger, Senegal and South Sudan | Providing evidence based information and data, policy recommendations, technical support, capacity development and practical tools for strengthening literacy in the first three years of primary education | <ul style="list-style-type: none"> ○ Funds have been allocated from GPE ○ Project and national teams formed and the consultative ○ Needs assessment process has begun ○ Training of national teams in Africa Diploma 2014 |
| Regional workshop on Peace Education, Citizenship and Sustainable Development (Angola, Burundi, Cameroon, Central African Republic, Chad, DR Congo, Equatorial Guinea, Gabon, Republic of the Congo, Sao Tome and Principe) | Co-organizing and leading capacity development with Yaounde regional office for the integration of peace education, citizenship and sustainable development in school curricula of CEMAC countries | <ul style="list-style-type: none"> ○ Co-led capacity development workshop for MoE curriculum specialists, identified common priorities, and drafted project document to submit for funding |

Table 4: 2012-2013 Selected Contributions to Global Priorities – Gender Equality

| Project | Outcomes |
|--|--|
| Content evaluation of learning and teaching materials on HIV/AIDS education for primary and secondary teachers in CEMAC countries | <ul style="list-style-type: none"> ○ Delivered six national evaluation reports (one for each country) ○ 44 teaching materials, 6 tutorials and 150 radio programs evaluated ○ Revised and completed SERAT tool (Sexuality Education Review & Assessment Tool), as an effective resource for content analysis in health and gender and HIV&AIDS education ○ Conducted 3 workshops on education programs on sexuality and the development of practical tools for teaching life skills in HIV and AIDS education through active learning pedagogy |
| Contributions to UNESCO HIV and AIDS Education Clearinghouse | <ul style="list-style-type: none"> ○ 200 documents added to the database as contributions to the UNESCO HIV AIDS Education Clearinghouse |
| Online technical support | <ul style="list-style-type: none"> ○ 40 responses to specific requests and needs with customised assistance on HIV and AIDS curriculum issues |
| UNESCO Guide for Mainstreaming Gender in Teacher Training Institutions | <ul style="list-style-type: none"> ○ Began process of developing a guide for mainstreaming gender in teacher training institutions based on experts knowledge and experience and case studies ○ Generated knowledge for capacity development through interactions and peer review |

2. Knowledge Production and Management

Strategy 6, 7, 8, 9, MLA 4-12

The Knowledge Production and Management Programme aims to develop a robust knowledge base for informing policy formulation and supporting decision-making and good practice in the field of curriculum development and reform by providing access to curriculum-related knowledge, experience and expertise. The activities of this Programme area enrich the UNESCO Portal and contribute to the provision of up-to-date and relevant information to Member States on curriculum-related issues.

2.1 Databases and Alerts

The seventh edition of the World Data on Education (WDE) database now includes a total of 163 updated profiles.

More than 190 Country Dossiers have also been kept updated and are available on the IBE website.

The International Collection of Curriculum-related Materials was made available in July 2013, providing the global education community access to approximately 1,150 full-text documents through a new search interface accessible in three languages. The collection consists of pre-primary, primary and secondary school curricula, including more than 130 curriculum frameworks from over 90 countries worldwide.

During 2012- 2013, a total of 45 alerts, seven digests, and four thematic alerts (on Early Childhood Care and Education, Gender and Curriculum, Conflict and Curriculum and Teacher Education) were produced and disseminated.

During the same period more than 730 new records have been added to the IBE electronic catalogue (IBEDOCs) and an additional 2,600 were revised, including records prepared for the new digital collection of curricula. The documentation centre has also provided feedback to more than 650 inquires in 2012-2013.

2.2 Glossary of Curriculum Terminology

The first draft of the English version of the Glossary of Curriculum Terminology was finalized based on the revisions, suggestions and comments received from experts, specialists and partner organizations. It has been made available online at the beginning of September. Overall, it has been possible to involve in the preparation of the Glossary colleagues from: UNESCO (HQ, UIL, Beirut Office, Bangkok Office and its networks); several curriculum agencies/departments (Australia, Japan, Kenya, Malaysia, Namibia, Netherlands, Republic of Korea, Singapore, and

UR of Tanzania); universities (Edinburgh, Hong Kong Institute of Education, Newcastle, West Indies, and UNESCO Chair in Curriculum–University of Quebec); and other organizations (European Schoolnet and European Centre for the Development of Vocational Training–CEDEFOP).

The Glossary includes 266 entries and an extensive, authoritative bibliography. Given the strong connection between concepts and practice, this Glossary may contribute to productive reflection within national education systems, as well as regional and international contexts, on the role of curriculum terminology in promoting meaningful improvements

2.3 Website

The IBE website has been developed on a regular basis and **49** news items were published in three languages during 2012–2013. An online exchange platform and forum for the alumni of the Diploma course in curriculum design and development has been created and is operational since March 2013.

Starting from the beginning of October, the IBE website is being migrated into the main UNESCO web structure. It is expected that the website with a new layout will be published online by the end of the year, and in 2014 the IBE website will be progressively reorganized to reflect the Centre of Excellence strategy currently being implemented.

Overall, for the biennium 2012-13 the total number of visitors has been more than 4,521,000 compared to some 3,911,000 visitors in 2010-11, which represents a 16% increase. The number of visits raised by 6% to about 7,532,000 in 2012-13 in comparison to some 7,117,000 visits in the previous biennium.

For the biennium 2012-13, IBE documents and publications were downloaded more than 540,000 times from UNESDOC, which represents a 29.4% increase compared to the 2010-11 biennium (e.g. about 417,000 downloads).

The updated profiles of the database *World Data on Education* continue to be the most downloaded resources jointly with the series *Educational Practices* and *Thinkers on Education*.

2.4 Textbook Collection

The IBE has undertaken a project to discover and systematize the historic textbook collection. This work has led us to know that the collection includes over 18.000 textbooks from the 1700s to the 1980s, representing more than 140 countries and all UNESCO regions. By October 2013, the database contained approximately 8.600 titles that can be searched and filtered by subject, year of publication, language, country, continent and UNESCO region. It contains textbooks in more than 97 different languages, including those considered by UNESCO to be endangered and at high risk of disappearing. It covers a wide range of subject areas as well as teaching guides for K-12, vocational training and adult education and literacy. The organization and digitalization on a priority basis of the collection will allow the IBE to make the collection accessible to researchers for conducting comparative and historical analysis.

2.5 Global Survey on Instructional Time

The Global Survey on Instructional Time was launched in February 2013 by the UNESCO Institute for Statistics (UIS) by sending out the questionnaire to some 150 countries within the framework of its annual Education Survey. It is the first year that the questionnaire on instructional time is included in the Education Survey and national teams may require additional time to process it and provide the necessary data. Data analysis will be planned according to the timeframe within which properly filled questionnaires are received from the countries.

2.6 Research and Publications

The journal *Prospects* reaches 7,315 institutions and professional organizations worldwide through 274 academic consortia. In 2012-2013, seven issues were published and one is being finalized on diverse themes, such as internationalization of teacher education, cultural diversity in education systems, developing a world-class education, comparing learner performance in Southern Africa, education, fragility and conflict and the search for innovative models for dynamic education systems.

Through an ongoing partnership with the International Academy of Education the IBE has also been involved in publishing the Educational Practices Series. *No. 24 Emotions and Learning* and *No. 25 Nurturing Creative Thinking* are under final editing for publication.

The edited volume *Quality and Qualities: Tensions in Education Reforms* (series 'Comparative and International Education: A Diversity of Voices', Sense Publishers) was published in 2012. Two other books are under finalization to be published in 2014.

A *Working Paper*: Issue n°10 "The curriculum debate: why it is important today" has been prepared and made available in English and Spanish. It focuses on some of the main issues emerging from the current discussions revolving around the curriculum.

The IBE contribution to the EFA Global Monitoring Report 2013 (theme: 'Teaching and Learning: Achieving quality for all') was delivered at the beginning of April 2013. The study, titled *A rapid assessment of curricula for general education focusing on cross-curricular themes and generic competences or skills*, presents the results of a quick mapping of a range of curriculum frameworks, policies and provisions around the world. These findings were also shared with the participants in the LAC Diploma and the participants in the third regional high-level expert meeting 'Beyond 2015: Transforming Teaching and Learning in the Asia-Pacific Region', organized by the UNESCO Office in Bangkok (16-17 October 2013).

2.7 Challenges for Knowledge Production and Management

- Further developing professional capacity to implement internal and corporate communications.
- Mobilizing additional funds to allow the Knowledge Production and Management programme to offer easier and enhanced access to information and resources on curriculum development processes and products.

Achievements in Numbers

Knowledge Production and Management

Databases

- **1,150** documents available online through the new **International Collection of Curriculum-related Materials**
- **60** updated profiles of the 7th edition of the World Data on Education made available on the **IBE** website as well as **UNESDOC**, bringing the total to **163** profiles for 2012-2013
- **190** updated country dossiers are available on the IBE website
- **266** entries in the new **Glossary of Curriculum Terminology**
- **730** records added to the online catalogue **IBEDOCs** during 2012-2013
- **45 alerts** as well as **4** thematic alerts and **7 digests** produced and disseminated

Website

- **49** news announcements published in **3** languages during 2012-2013
- **4.52 million** visitors **(+16%)** and **7.53 million** visits **(+6%)** during 2012-2013
- **540,000** downloads of IBE documents and publications through **UNESDOC** during 2012 – 2013 **(+29.4%)**

Textbook Collection

- About **18,000** textbooks from more than **140** countries on different subjects
- Approximately **8,600** titles can be searched and filtered by subject, year of publication, language, country, continent and UNESCO region

Publications

- **8** issues of Prospects disseminated through 274 academic consortia and 7,315 institutions worldwide

3. Policy Dialogue

Strategy 10, MLA 4-12

In the biennium 2012-2013, the IBE focused on engaging policy discussions around the theory and practice of quality curriculum and inclusive education through:

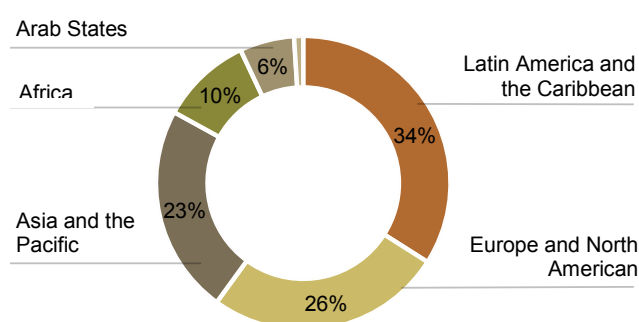
- 1) promoting and advocating evidence-based policy dialogue among key stakeholders and Ministries of Education; and
- 2) participating in national, regional and interregional exchanges on promoting quality education for all.

3.1 Community of Practice (COP)

The COP is an open space providing opportunities to share visions, experiences, research findings and resources and facilitating South-South and North-South-South cooperation and knowledge exchange. It offers concrete possibilities for jointly undertaking programmes and projects for institutional capacity development around curricular themes. In 2012-2013, the COP contributed to the gathering of new case studies and the dissemination of information about curriculum issues worldwide. The IBE also strengthened its Community of Practice by engaging curriculum experts from national curriculum agencies and ministries of education from different UNESCO regions in in-depth exchanges on curriculum issues in order to define strategic directions for policy dialogue within the framework of the implementation of the CoE Strategy.

- Number of COP members: 1,645 (as of October 2013; 2.62% increase from November 2012)
- 154 countries represented (15 countries added from November 2012)
- Dissemination of curricular resources produced by COP members on: Approaches to secondary education, Inclusive education and Literacy and assessment.

Graph 3: COP Members by Region



3.2 National, Regional and Interregional Exchanges

National, regional and interregional exchanges allow the IBE to assess the needs and priorities of Member States and accordingly refine programmatic goals and strategies. The IBE also takes this opportunity to share its expertise and international comparative perspective on curriculum-related matters with education specialists from Member States.

In September 2013, the IBE organized an **International Experts' Meeting 'Key Curricular and Learning Issues in the post-2015 Education and Development Agenda' (Geneva)**. This meeting drew on the collective experience and vision of leading experts in educational policy and curriculum to identify key contemporary curriculum trends, issues and challenges around the world, and discuss the results of curriculum-related research, in order to better define the IBE's strategic direction within the framework of the CoE Strategy.

One of the outcomes of the meeting was the *Statement on Learning in the Post-2015 Education and Development Agenda* (available on the IBE website).

The major proposal emerging from the meeting suggested that the IBE focus – as one of its principal knowledge products in the domain of curriculum research and policy development – on the preparation of a comparative situational analysis of curriculum that could be provisionally titled, the *Global Curriculum Report*.

3.3 Policy Dialogue Outcomes and Contributions

The IBE's expertise in curriculum-related matters in international and comparative perspectives has been crucial for our achievements in policy dialogue. In 2012-2013, the IBE discussed, developed and revised statements, policy documents, frameworks and training tools on priority themes in UNESCO regions and tailored them to regional contexts. (See **Table 4** and **Table 5**)

The IBE also contributed scientific papers, presented key note speeches, led panels, and organized thematic sections for international and regional meetings and conferences on curriculum development and ICT, successful educational reform processes, quality education, learning to live together, cross-curricular competences, inclusive education, peace education and conflict prevention and other priority themes. The IBE offered its expertise in the 9th E9 Ministerial Review

Meeting, the Pan African Conference on Teacher Development, the Chinese-European Conference on Curriculum Development of Basic Education, the 12th UKFIET International Conference on Education and Development and the Euro-Arab Dialogue International Conference, among others. The IBE was also represented by its Director at the executive board meetings of the World Congress of Comparative Education Societies.

3.4 Challenges for Policy Dialogue

- Effectively developing relevant, research-based and reflective policy dialogue on quality education across all UNESCO regions, while taking into account diverse regional, national and local contexts and capacities, and strengthening the international comparative perspective; and
- Engaging, convincing and mobilizing institutional, political and financial support from diverse partners in ensuring the effective and long-term usage of guidance materials and learning tools by key stakeholders.

Table 5: The IBE specialized contributions and inputs to policy dialogue

| Activity | Outcomes |
|--|--|
| 'Key Curricular and Learning Issues in the post-2015 Education and Development Agenda' | <ul style="list-style-type: none"> ○ Statement on Learning in the Post-2015 Education and Development Agenda, intended to contribute to the current international debate about education policies, goals and targets in the post-2015 international development agenda. |
| General Education Quality Assessment Framework (GEQAF) meeting in Peru | <ul style="list-style-type: none"> ○ Contributed to the GEQAF sections on curriculum and competencies, ○ Co-led the application of the GEQAF in Peru with MoE Peru and UNESCO HQ, UNESCO OREALC |
| Inclusive Education in the Gulf States | <ul style="list-style-type: none"> ○ Finalized the development of two inclusive education guides, ○ Discussed and validated guides with ministerial staff from the Gulf States, ○ Supported plans to pilot the guides in schools ○ In partnership with the Gulf Arab States Educational Research Centre and the Arab Bureau of Education for the Gulf States |
| Interregional Inclusive Education Resource Pack | <ul style="list-style-type: none"> ○ An external expert revised the Interregional Inclusive Education Resource Pack as a core reference material that is used to support inclusive education activities. ○ Final internal review is underway |
| Regional Observatory of Inclusive Education in Latin America | <ul style="list-style-type: none"> ○ Elaborated and revised proposal, conducted in-depth interviews with key actors and focus groups with students, teachers, parents and community leaders. ○ Partnering with OREALC, International Institute for Educational Planning-Buenos Aires, Organization of Ibero-American States, The United Nations Economic Commission for Latin America and the Caribbean, The Latin American Campaign for the Right to Education. |
| "Culture of Peace and Non-Violence in Africa through education for peace and conflict prevention" | <ul style="list-style-type: none"> ○ Developed guidelines and teacher training modules, in partnership with UNESCO International Institute for Educational Planning, to integrate education that prevents conflict and promotes peace into the curriculum to be piloted in four selected countries at the end of 2013. |
| "Teaching Respect for All" | <ul style="list-style-type: none"> ○ Part of "Experts group" collaborative development of proposals and different tools for the curriculum guidelines to fight racism and promote tolerance with UNESCO HQ |

II. Institutional Management

Following the **strategy aimed at making the IBE a Centre of Excellence** in curriculum, the IBE has adopted a new organizational structure and made major advances in resource mobilization.

1. Financial Resources

The UNESCO allocation approved by the General Conference at its 2011 session amounted to US\$5,000,000 for the biennium 2012-2013. The 31% reduction of the allocation is equivalent to a decrease of US\$775,000 per year. In this context, despite the reduction in the cost of regular staff and general operating costs, the IBE has been obliged to use US\$1,651,652 from its reserves to fill the gap in the cost of regular staff, organization of the Council meetings and the operating costs during 2012-2013.

The total approved budget for 2013 is US\$4,184,334. The UNESCO financial allocation (regular budget) to the IBE amounted to US\$1,742,000 and represents 31.7% (35% in 2012) of total resources including extra-budgetary funds.

The budget execution rate stands at 77.4% as of 31 October 2013.

At the same time the IBE has made an extraordinary effort in resource mobilization. With regard to extra-budgetary funds, in 2013 a total of US\$1,294,176 was mobilized for specific activities, an increase of more than 100% compared to US\$636,000 in 2012.

The IBE continues its policy of cost recovery: a total of US\$148,921 was recovered as of 31 October 2013 compared to US\$57,000 in 2012.

A table showing the financial resources at the end of December 2013 will be presented at the Council meeting in February 2014.

2. Human Resources

In terms of human resources, the IBE professional team was reinforced by the appointment of a Deputy Director (D1), a Senior Programme Specialist (P5) and a Programme Specialist (P4). In addition, two new Associate Project Officer positions (P1) have been opened; one has been filled (under a service contract for 9 months) to support the team of Curriculum Research and Policy Dialogue and the second one is under recruitment to support the team in charge of the implementation of the GPE project (under a one-year 'Project Appointment' contractual arrangement). As part of the efforts

to reduce staff costs, one General Service post was abolished following the retirement of a staff member (GS6) in February 2013 and resulted in the reduction of the number of GS posts from 5 to 4.

The IBE has continued the implementation of its policy of training young professionals. A total of 10 university graduates at master's level received research fellowships (BARDS), of whom two were funded by the Programme sponsored by the City of Lausanne (SYNI) and one by the Swiss Civil Service. Furthermore, 16 graduate students from universities representing three UNESCO regions have benefited from the internship programme funded by their respective institutions.

In terms of training, the IBE supports its professional staff despite the budgetary constraints. Thus, one staff member continues his executive education in the field of communications management and two research fellows are benefiting from the IBE Diploma.

| Staff Category | Number (across 2012-2013) |
|-----------------------------|---|
| Professionals | 7 regular staff contracts 4 limited duration appointment contracts |
| General Service staff | 3 regular staff contracts 1 project appointment |
| Assistants/Research Fellows | 8 |
| Service Civil Suisse | 1 |
| SYNI | 1 |
| Total | 25 |
| Interns | 16 |

III. Budgetary Figures

STATEMENT I
INTERNATIONAL BUREAU OF EDUCATION
STATEMENT OF FINANCIAL POSITION AS AT 31/10/2013

| | 31/10/2013 <i>USD</i> | 31/12/2012 <i>USD</i> |
|--|--------------------------|--------------------------|
| ASSETS | | |
| Current Assets | | |
| Cash and cash equivalents | 184'873 | 99'588 |
| Short-term investment | 941'307 | 658'617 |
| Accounts receivable (non-exchange transactions) | 2'450 | 1'886 |
| Accounts receivable (exchange transactions) | - | 264 |
| Inventories | | |
| Advance payments | 8'497 | 679 |
| Other current assets | 4'160'859 | 1'316'188 |
| Total Current Assets | 5'297'986 | 2'077'222 |
| Non Current Assets | | |
| Accounts receivable- (non-exchange transactions) | | |
| Long-term investments | | |
| Property, plant and equipment | 12'351 | 19'146 |
| Intangible assets | | |
| Other non-current assets | | |
| Total non current assets | 12'351 | 19'146 |
| TOTAL ASSETS | 5'310'337 | 2'096'368 |
| LIABILITIES | | |
| Current Liabilities | | |
| Accounts payable | 163'705 | 58'879 |
| Employee benefits | 20'215 | 36'816 |
| Transfers Payable | | |
| Conditions on voluntary contributions | | |
| Advance receipts | 1'987'846 | 5'140 |
| Other current liabilities | | |
| Interfund/Intercompany balances | | |
| Total current liabilities | 2'171'766 | 100'835 |
| Non-current liabilities | | |
| Employee benefits | 154'860 | 154'860 |
| Borrowings | | |
| Other non-current liabilities | | |
| Total non-current liabilities | 154'860 | 154'860 |
| TOTAL LIABILITIES | 2'326'626 | 255'695 |
| NET ASSETS | 2'983'711 | 1'840'673 |
| NET ASSETS/EQUITY | | |
| Surplus for the period | 1'143'038 | 340'879 |
| Reserves and fund balances | 1'840'673 | 1'499'794 |
| NET ASSETS | 2'983'711 | 1'840'673 |

STATEMENT II
INTERNATIONAL BUREAU OF EDUCATION
STATEMENT OF FINANCIAL PERFORMANCE
FOR THE PERIOD ENDED 31/10/2013

| | 31/10/2013 <i>USD</i> | 31/12/2012 <i>USD</i> |
|--|--------------------------|--------------------------|
| REVENUE | | |
| UNESCO Financial Allocation | 1'742'200 | 1'707'800 |
| Voluntary contributions - Extra-Budgetary | 1'881'128 | 1'711'673 |
| In-kind contributions | 635'534 | 672'879 |
| Other revenue producing activities | 45'907 | 46'495 |
| Other revenue | 85'522 | 73'918 |
| Finance revenue | 3'151 | 5'366 |
| TOTAL REVENUE | 4'393'442 | 4'218'131 |
| EXPENSES | | |
| Employee benefits expenses | 1'744'205 | 2'271'805 |
| Consultants/external experts and mission costs | 181'379 | 214'675 |
| Grants & other transfers | 172'004 | 161'528 |
| Supplies, consummables & other running costs | 1'008'068 | 1'111'561 |
| Contracted services | 129'759 | 94'586 |
| Depreciation and amortization | 10'198 | 18'725 |
| Other expenses | 789 | |
| Finance Costs | 4'002 | 4'372 |
| TOTAL EXPENSES | 3'250'404 | 3'877'252 |
| SURPLUS FOR THE PERIOD | 1'143'038 | 340'879 |

2013
OCTOBER

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

(Expressed in Dollar US)

| APPROPRIATION LINE / PROGRAMME CHAPTER | APPROPRIATIONS | EXPENDITURES | | | UNOBLIGATED BALANCE (to be obligated) | EXECUTION RATE CURRENT | GLOBAL EXECUTION RATE ** |
|--|----------------------------------|-----------------------------|---|--|---------------------------------------|------------------------|--------------------------|
| | Revised (budget to be obligated) | Disbursements for year 2013 | Unliquidated obligations period reporting | Unliquidated obligations future period | Total Current period | | |
| I. PROGRAMME ACTIVITIES | | | | | | | |
| Line 1: Capacity development and support services to IMS | 724'530 | 279'696 | 54'620 | 221'615 | 334'316 | 48.1% | 76.7% |
| Capacity development programme | 123'573 | 81'595 | 15'990 | 7'178 | 97'288 | 78.7% | 84.5% |
| GASERC - Inclusive Schools Toolkit | 72'774 | 48'022 | - | - | 48'022 | 63.2% | 63.2% |
| Citizen & HR education (Bahrain) | 89'970 | 15'208 | - | 11'613 | 15'208 | 15.2% | 26.6% |
| Technical co-operation projects / support to member states | 428'213 | 136'872 | 38'990 | 202'624 | 175'801 | 41.1% | 88.4% |
| Line 2: Clearing-house and information management | 494'199 | 113'645 | 48'501 | 163'194 | 162'147 | 32.8% | 65.8% |
| Resource Bank and Observatory of educational trends | 21'413 | 6'775 | 211 | 5'275 | 6'807 | 32.6% | 57.3% |
| Documentation and information | 20'421 | 2'493 | 211 | 5'855 | 2'644 | 12.9% | 42.1% |
| Development of IBE web site | 262'338 | 51'504 | 42'976 | 106'273 | 94'480 | 37.4% | 79.6% |
| Research and Publications | 200'029 | 53'932 | 5'103 | 45'891 | 59'035 | 29.0% | 51.9% |
| Line 3: Curriculum research and Policy dialogue | 79'944 | 34'218 | 332 | 38'801 | 34'550 | 43.3% | 91.9% |
| Research | 79'944 | 34'218 | 332 | 38'801 | 34'550 | 43.3% | 91.9% |
| PROGRAMME ACTIVITIES (I) | 1'299'573 | 427'559 | 103'454 | 423'510 | 531'013 | 40.9% | 73.5% |
| II. GOVERNING BOARD / GEN. ADMIN. / INSTITUTIONAL DEV. | | | | | | | |
| Line 1: IBE Council / Steering Committee | 180'000 | 67'776 | 1'646 | 45'803 | 69'422 | 38.6% | 64.0% |
| Line 2: General operating costs | 360'000 | 288'080 | 24'556 | 45'132 | 292'637 | 81.3% | 93.8% |
| Line 3: Institutional development: COE / Coordination & prog dev. | 183'016 | 80'993 | 4'484 | 46'159 | 85'468 | 46.7% | 71.9% |
| CoE: Coordination and prog dev | 151'234 | 70'993 | 4'484 | 46'159 | 79'668 | 49.9% | 80.4% |
| Resource mobilization activities | 31'782 | 10'000 | - | - | 10'000 | 31.5% | 31.5% |
| GOVERNING BOARD, GEN. ADMIN. & INST. DEV. (II) | 723'016 | 416'840 | 30'687 | 137'084 | 447'527 | 61.9% | 80.9% |
| STAFF COSTS (III) | 1'910'438 | 1'505'912 | - | - | 1'505'912 | 78.8% | 78.8% |
| PROGRAMME EXECUTION (I + II + III) | 3'932'027 | 2'350'311 | 134'141 | 560'705 | 2'484'451 | 63.2% | 77.4% |



Annex III
UNESCO/BIE/C.63/3
Geneva, 27 January
2014 Original: English

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

Geneva, 5-7 February 2014

IBE PROGRAMME OF ACTIVITIES AND BUDGET FOR 2014





International Bureau of Education Programme of Activities and Budget for 2014



I. General Programming Context

The purpose of this report is to highlight the programme and activities that the IBE proposes to carry out in 2014. These activities are guided by the strategic objectives of the **IBE Strategy and Programme of Work 2012-2017** and of the **Document 37 C/5**. Our work continues to be strongly influenced by the **Strategy aimed at making the IBE a Centre of Excellence in curriculum**. The planning for 2014 also takes into consideration the organizational and staffing adjustments based on the programmatic review (2011) and presented in the revised staffing and organizational structure (November 2012).

Curriculum is at the heart of the IBE's work because it is at the core of education reforms aimed at achieving high quality learning outcomes. It shapes the way teaching and learning is organized by addressing questions such as **what students should learn, why, when and how**. The curriculum development process goes beyond the selection and organization of educational content to involve the design of curriculum frameworks and syllabi, development of teaching materials, teacher training, curriculum implementation processes, evaluation and assessment. **Reaching consensus** in regard to the key curricula questions and **harmonizing all aspects of curriculum development** are complex processes that require the development of capacities among curriculum specialists, decision makers and teacher educators.

The activities planned for the new biennium are aimed at our **overall goal: to enhance the quality of student learning by promoting and supporting excellence in curriculum processes and products**. The IBE will work to achieve this goal by providing: **Curriculum Support Services to Member States** through **Capacity Development** and **Technical Assistance** and **Knowledge Production and Management** through **Curriculum Research and Policy Development** and **Clearinghouse and Information Management**.

Policy dialogue remains a transversal aspect of all IBE services and has led the IBE to effectively assist Member States through a customized, holistic and integrated service delivery approach. The IBE will continue to strengthen the connection between its services and focus on long-term initiatives in order to better identify and address countries' needs as well as strategically align itself as a Centre of Excellence in curriculum change processes. The IBE will also continue enhancing its communication and marketing strategies, as they are key to our ongoing efforts in resource mobilization and ensuring the most effective service provision to Member States.

Mission

As a **Centre of Excellence** the IBE's mission is to support UNESCO Member States as they seek to enhance most effectively the quality of student learning. Such support is offered mainly through initiatives and activities within the following three key action areas:

- Capacity development of both institutions and individuals, as well as technical support and advice;
- Access to curriculum-related knowledge, experience and expertise; and
- The engagement of stakeholders in an evidence-based policy dialogue around good curriculum practice.

IBE Strategy and Programme of Work 2012-2017

Strategic Objectives:

- I. Enhance the capacities of individuals and institutions for the design, management, implementation and assessment of quality-making curriculum processes
- II. Support curriculum innovation, reform and revision initiatives
- III. Develop a sound knowledge base to inform policy formulation and evidence-based decision-making practices
- IV. Reinforce networking and partnerships to strengthen international, regional and subregional cooperation

Expected Contribution to UNESCO Major Programme I Main Lines of Action - Document 37 C/5

Main Lines of Action 1 (MLA 1): Developing education systems to foster quality lifelong learning opportunities for all

Expected Result 6 (MLA 1-6): Capacities of Member States strengthened to promote, monitor and assess the processes and outcomes of competency-based learning

Main Lines of Action 3 (MLA 3): Shaping the future education agenda

Expected Result 11 (MLA 3-11): The future education agenda and global education policies are shaped drawing on UNESCO's research and foresight studies

1. Curriculum Support Services to Member States

Capacity Development and Technical Assistance

STRATEGY I, II, III, IV / MLA 1-6, 3-11

Under the strategic action area of Curriculum Support Services to Member States, the IBE will provide capacity development and technical assistance to national teams that are responsible for curriculum design, development and implementation. These services will be based on the requests of Member States, with special emphasis on the meaningful integration into national curricula of competency and skills development, as well as on the preparation for life and work based on the values, principles and practices of education for peace and sustainable development. The integration of cross-curricular subjects and Post-Conflict and Post-Disaster (PCPD) countries will be given particular attention.

For the year 2014, the IBE will focus on offering integrated service delivery by combining capacity development initiatives with technical assistance and evidence-informed policy dialogue in order to most effectively and holistically address the needs of Member States. (See Annex 1)

1.1 Capacity Development

All capacity development activities are tailored to the particular setting in which they are to be implemented. In partnership with local, national, regional and international organizations, the IBE offers intensive face-to-face and online training courses accredited by academic institutions, recognized by government agencies and carried out in collaboration with UNESCO Headquarters and Field Offices. This approach allows for the dissemination of an international and comparative perspective and sustainable improvements in curriculum change and development.

The expected outcomes for 2014 include: Increased availability of training tools for capacity development in the field of curriculum (i.e. the production and improvement of the Curriculum Resource Pack in French and Arabic); Long-term accredited Diploma courses organized and implemented (i.e. the improvement of the Diploma in Africa and Latin America and the Caribbean and the possible expansion to the Arab States); and Further production of thematic training tools supporting curriculum innovation (i.e. on curriculum frameworks and the equalization of education); and the Increased production of thematic training tools* (i.e. training tools on cross-cutting issues to be defined in consultation with Member States).

1.2 Technical Assistance

The IBE aims to provide customized technical assistance to national governments (i.e. ministries of education and curriculum agencies), based on their requests, with regard to assessing, planning, developing and implementing quality basic and secondary education curricula in line with new challenges, needs and developmental prospects. The IBE plans to respond to ad-hoc demands and requests for technical assistance support and advice according to relevance, type of intervention and expertise requested and availability of additional/extrabudgetary funding.

The IBE plans to work with their regional and international partners, within and outside of UNESCO to reach the expected outcomes for 2014, which include: Technical support and policy advice provided to ensure high quality processes and products (i.e. the Learning outcomes in early grades: integration of curriculum, teaching, learning materials and assessment” in Africa and Conflict Sensitive Planning, Programming and Curriculum in Conflict-Affected and Fragile States in collaboration with IIEP); and Tools developed, tested and implemented to support curriculum change and innovation (i.e. Guide for mainstreaming gender in teacher training institutions and Interregional resource pack in inclusive education resources).

* Dependent on the availability of funding

Highlighted Projects

Postgraduate Diploma In Curriculum Design and Development

Since 2010, the IBE has been supporting Member States through the Postgraduate Diploma in Curriculum Design and Development by creating a critical mass of curriculum expertise at the national, regional and inter-regional levels to lead, manage and evaluate the processes of curriculum change and development. More than 300 professionals from 56 countries have participated in the courses, and the growing cohort sizes along with positive feedback from participant evaluations demonstrate the increased visibility and added value of the Diploma. This is further evidenced by the numerous country requests for IBE technical assistance that stem from Diploma participants as well as the number of technical assistance projects with Member States that

have sent participants to be trained in the Diploma (i.e. Improving Quality of Teaching in Haiti through Curriculum Reform and the IBE-GPE Learning outcomes in early grades project in Burkina Faso, Niger, Senegal and South Sudan).

The IBE plans to progress in this positive direction by improving the quality and increasing the accessibility of the Diploma, as well as the Diploma training materials. Discussions are underway within UNESCO and with potential host institutions to explore the possibility of the Diploma in the Arab region and in Asia. The IBE will work to provide the most relevant and up-to-date training materials to participants by continuously renewing its data from inputs and case studies of previous Diploma participants as well as the IBE's vast repertoire of databases and external resources on education and curriculum. The main Diploma material, The Curriculum Resource Pack is currently being translated into Arabic and will be available to participants along with English, French and Spanish versions.

The IBE will continue to make a permanent investment in creating a critical mass to lead and expand the Diploma. Specifically, the Bureau will invest in developing its own personnel through the Diploma as well as generating future leaders of the Diploma through the participants from Member States. A large portion of the facilitators and tutors of the Diploma, on whom the course depends for its relevance and quality, are past alumni from the IBE as well as the ministries of education from Africa and Latin American and the Caribbean. The Diploma has also sparked South-South cooperation by having facilitators from one region sharing experiences, leading the Diploma and tutoring participants in the other

region.

Learning outcomes in early grades: Integration of curriculum, teaching, learning materials and assessment

In 2013 the IBE was awarded almost \$3 million for a project with the Global Partnership for Education (GPE), "Learning outcomes in early grades: integration of curriculum, teaching, learning materials and assessment," that is meant to improve the quality of student performance/learning outcomes in reading and an increased efficiency of the basic education system in Burkina Faso, Niger, Senegal and South Sudan. The project will be developed in three years, from November 2014 to October 2016.

The overall focus will be to help improve the different dimensions of the curriculum (such as the official, implemented, achieved and assessed curriculum). There will be an emphasis on curriculum development and teaching practices and more effective teaching and learning materials for enhancing student learning in the first three years of primary education. The project is currently in its initiation stage.

For 2014 the main objectives are to improve knowledge on gaps in the reading curriculum and on existing curricula in the four countries through comparative analysis and field research in partnerships with national and international experts; to deliver long-term capacity development, such as through the Diploma; and produce new early reading curriculum orientations, methodologies and tools as well as national action plans for the four countries.

2. Knowledge Production and Management Curriculum Research and Policy Development; and Clearinghouse and Information Management STRATEGY II, III, IV / MLA 1-6, 3-11

Under the strategic action area of Knowledge Production and Management, the IBE aims to develop a sound knowledge base to support policy formulation and research-informed decision-making and practices. Through this area the IBE looks to overcome three main challenges in assisting Member States in their curriculum development and reform processes. The first challenge relates to *relevance*: it is important to align curriculum-related information and knowledge to the existing needs and demand for knowledge and the contexts in which it is expected to be used. The second challenge relates to *effectiveness*: it is essential to share efficiently and effectively knowledge both within the IBE (by progressively transforming the organizational culture and the approach of teams and individuals) and beyond (by facilitating and supporting the sharing of knowledge embedded in different networks and communities), keeping up with technology development and usage. The third challenge refers to *quality*, as it is vital to enhance and expand existing services and develop innovative approaches. (See Annex 2)

2.1 Curriculum Research and Policy Development

The Curriculum Research and Policy Development services of the IBE aim to serve as a knowledge broker, partnering with university-based researchers and other research networks to make the latest research conclusions, good practices, policy proposals and trends in the field accessible to leaders of curriculum innovation and development globally.

The expected outcomes of the Curriculum Research and Policy Development service area include: information and knowledge of priority curriculum issues generated and documented and curriculum-related knowledge and information gaps identified and addressed (e.g. through needs assessment, regional meetings, the collection and analysis of country case studies in the curriculum field, policy briefs and the *Global Curriculum Report*) and increased analytical services (e.g. through publications such as *Prospects* and the *Educational Practices Series*).

2.2 Clearinghouse and Information Management

The strategic goal of the Clearinghouse and Information Management service area aims to consolidate and

continue developing a wide-ranging and up-to-date knowledge base on education systems and curriculum development processes to inform innovative and effective curriculum policy and practice, and also as a means to contributing to the enrichment of the UNESCO Portal.

The expected outcomes for 2014 include: Improved availability of and access to information on curriculum development processes and products, (i.e. databases, collections, alerts and website maintained and expanded); and strengthened information sharing and exchange capacity* (i.e. clearinghouse mechanism developed and tested); and increased analytical services* (i.e. Global Survey on Instructional Time and possible contribution to the Learning Metrics initiative with the UNESCO Institute for Statistics).

* Dependent on the availability of funding

Highlighted Projects

Global Curriculum Report

The major proposal emerging from the International Experts' Meeting 'Key Curricular and Learning Issues in the post-2015 Education and Development Agenda' (September 2013, Geneva) suggested that the IBE focus – as one of its principal knowledge products in the domain of curriculum research and policy development – on the preparation of a comparative situational analysis of curriculum that could be provisionally titled, the *Global Curriculum Report*.

The report's major purpose and intent would be to serve as a resource and an inspiration for curriculum development at the national or sub-national level. It would primarily consist of a systematic distillation and appraisal of major features and trends in curriculum development regionally and globally, by case studies of and insights into good curricular practices globally, by the latest research results in the field, by conceptualizations and definitions of the constitution of appropriate and high quality curricula, and by practical advice on the development of quality curriculum frameworks. It would be oriented towards those leading curriculum innovation, reform and implementation in UNESCO Member States globally.

The report would thus provide a robust basis of support for

the policy dialogue, capacity development and technical support functions of the IBE.

Publications

The IBE plans to continue producing, marketing and disseminating the journal *Prospects*, which currently reaches 7,315 institutions and professional organizations worldwide through 274 academic consortia.

Through an ongoing partnership with the International Academy of Education the IBE plans to continue its involvement in publishing the *Educational Practices Series*. The IBE, in partnership with the International School of Geneva, is also producing the *Guiding Principles for Learning in the 21st Century* for this series.

The IBE also plans to be involved in developing several knowledge products through its various projects under Curriculum Support Services to Member States. For example, there will be a product coming out of the IBE-GPE Learning outcomes in early grades project in Burkina Faso, Senegal, Niger, and South Sudan.

The IBE Website and Online Resources

www.ibe.unesco.org

In 2014, the IBE will see a new website design and adaptation to the Strategy of the IBE as the Centre of Excellence on curriculum matters. The team will focus on making the website easier to navigate and access content.

The Curriculum Collection search function, made available online in 2013, will continue to be updated with new content and for improved usability. The Database *Country Dossiers* will continue to be provided online with the latest information and data. Alerts and digests (including thematic alerts) will be produced in the new user-friendly design and a web-based version of the Glossary on Curriculum Terminology is planned to be made available. Furthermore, the IBE intends to increase the number of resources and IBE news items available in the different UNESCO languages.

The Historical Textbook Collection

This rich and vast collection includes over 18,000 textbooks from the 1700s to the 1970s, representing more than 140 countries and all UNESCO regions. It contains textbooks in more than ninety-seven different languages, including those considered by UNESCO to be endangered and at high risk of disappearing. Due to our efforts in 2013, our current database contains approximately 8,600 titles that can be searched and filtered by subject, year of publication, language, country, continent and UNESCO region. This year, the IBE will advance the systematization of the collection, with a special emphasis on textbooks from the Arab region, Eastern Europe and French-speaking countries, in order to make the collection accessible to researchers. The decades' worth of sociocultural significance embedded in these texts and available at the IBE makes it possible to conduct a more objective and rich historical and comparative analysis of education systems around the world and their evolution.

Policy Dialogue as a transversal aspect of the IBE services

The principal purpose of a policy dialogue in curriculum innovation and development led by the IBE is to share among Member States and others in the field key research outcomes, innovative curricular experiences, exemplary case studies and other good practices in the field, with a view to enhancing the awareness of Member States and others of the range of possibilities available to them in their own curricular innovation and development. A policy dialogue led by the IBE would offer Member States new perspectives on complex curriculum issues, so that they can make decisions about curriculum change according to local conditions, through an informed consideration of the comparative advantages of different possibilities and strategies. Key aspects of policy dialogue thus enable the IBE to map and interpret regional and national trends to ascertain more clearly curriculum practices, developments and needs in local contexts. Policy dialogue should thus continue to strengthen South-South cooperation by broadening access to developing country experience and expertise and by identifying innovative Southern solutions to problems and challenges in developing countries.

The IBE believes that flexibility within its policy dialogue framework is important, so that it remains both needs-driven and an aspect of the Institute's work where the IBE might contribute to leading the discourse.

Policy dialogue is therefore a transversal aspect of the work of the IBE. It features in and across many of the IBE's initiatives as a key means of strengthening partnerships to enhance networking and collaboration globally.

Highlighted projects

Community of Practice

The Community of Practice (COP), which is currently comprised of more than 1600 members from over 150 countries, will continue to grow and develop in 2014. The IBE plans to provide greater opportunities and settings (e.g. online platforms) to facilitate in-depth interaction

among COP members strongly focused on key curricular debates. The IBE plans to consolidate the COP at the regional level and further strengthen partnerships with universities, institutes and agencies through its support services to Member States and its knowledge production and management initiatives in order to provide the most relevant and up-to-date information and services. The Bureau also plans to strengthen the multilingual COP feature by making more curriculum documentation available in different UNESCO languages.

International Conference on Education

Since the 1930s the IBE has organized the International Conference on Education, a major policy dialogue forum for ministers of education from around the world.

Since the 2008 International Conference on Education, focusing specifically on inclusive education, the IBE has helped develop the capacities for the design, management and implementation of inclusive policy frameworks and inclusive curricular guidance materials among decision-makers, specialists and practitioners, and engage multiple stakeholders to enhance and support action in favour of quality Education for All. In 2014, the IBE will continue the strong trajectory stemming from the conference and Education For All by providing policy advice on inclusive education to Colombia, Uruguay, the Arab states and other UNESCO Member States and encouraging policy dialogue on inclusive education through the IBE Diploma in Africa and Latin America and the Caribbean.

In the future, conferences will serve as a creative forum on the priorities of UNESCO's Education Sector in the light of questions related to educational quality, relevance, equity and inclusion. The theme and structure of future conferences will be determined based on the IBE strategy and the strong knowledge base developed by the IBE through its long-term capacity development efforts, technical assistance initiatives and global, regional and national needs assessments.

II. Institutional management

1. Human resources

Despite budgetary constraints, the IBE has planned to strengthen its professional team for the implementation of the **Strategy aimed at making the IBE a Centre of Excellence in curriculum**. For this purpose, an Assistant Project Officer is recruited under the project "Learning outcomes in early grades: integration of curriculum, teaching materials and assessment" on a yearly basis "Project Appointment" contract based on performance and availability of funds. In alignment with the Strategy, the IBE also plans to open an additional "Project Appointment" post at the P3 level.

The IBE will offer training opportunities to young professionals within the framework of the organization's projects; and staff through collective and individual professional development opportunities, depending on the availability of resources allocated for this purpose by Headquarters. To enhance specialized expertise in the IBE, three of our research fellows are currently being trained in the Postgraduate Diploma in Curriculum Design and Development.

2. Financial resources

As part of the resource mobilization strategy implementation, the IBE was recently granted funding of almost US\$3 million from the Global Partnership for Education (GPE) to carry out a project in four African countries focusing on improving learning outcomes in early grades. The IBE will continue its mobilization efforts with UNESCO Member States for multi-year funding. Contacts were made with several countries to enter into funding agreements.

The IBE will also work to strengthen its partnerships outside of and within UNESCO. For example, a research and implementation agreement is under finalization for the GPE project with the University of Geneva in order to consolidate its partnership relations with the host country. The IBE also looks to consolidate its research partnerships with NGOs and associations working in the field of education and development. Furthermore, the IBE will focus on strengthening its partnerships with the Swiss organizations and international research centres, UN agencies as well as with Field Offices of UNESCO to implement specific projects and programmes. (See Annex 3)

The IBE will continue to implement its cost recovery policy.

By 13 January 2014, the total amount of financial resources from the Special Account is estimated at USD 5,467,412. This estimate includes:

- annual financial budget allocation of UNESCO, USD 1,762,400;
- CHF 600,000 (USD 661,521) granted by the Swiss Agency for Development and Cooperation (SDC);
- NOK 4,000,000 (USD 648,961) for 2013 granted by the Government of Norway;
- USD 100,000, contribution of Nigeria;
- USD 963,000 for the project " Learning outcomes in early grades: integration of curriculum, teaching materials and assessment" given by the Global Partnership for Education (GPE);
- USD 76,333 for the project "Education for Citizenship and Human Rights", funded by the Kingdom of Bahrain;
- USD 21,782 for the implementation of the strategy for resource mobilization granted by the Canton of Geneva and the Conférence suisse des directeurs cantonaux de l'instruction publique (CDIP);
- USD 18,800 for the inclusive schools project funded by Gulf Arab States Educational Research Center (GASERC);
- USD 603,804 accumulated reserves estimated at 31 December 2013;
- USD 303,274 budget carry forward from 2013;
- USD 383,362 estimated cost recovery for 2014.

In addition to the resources of the Special Account, USD 466,855 were obtained through UNESCO:

- USD 400,000 for joint implementation with Headquarters of a project to support teachers and trainers in curriculum reform through capacity development, funded by the Hamdan Bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance (United Arab Emirates);
- USD 40,000 for the implementation of the project "Protect Education in Insecurity and Conflict Program - PEIC " funded by Qatar through IIEP;
- USD 26,855 for the implementation of the project "Support to the overall response of the Education Sector HIV/AIDS in 14 francophone countries in Central and West Africa."

The estimated resources available for 2014 amount to USD5,934,267.

III. Budgetary figures

The following table presents the provisional budgetary framework for the year 2014.

| IBE - BUDGETARY FRAMEWORK 2014 | | | | | | |
|---|---------------------|---|----------------|--|----------------|------------------|
| SPECIAL ACCOUNT | | | | | | |
| | Budgetary framework | FUNDING SOURCES FOR ESTIMATED ALLOCATIONS | | | | |
| | | UNESCO regular budget | IBE resources | Donors' contribution for 2014 + CF2013 | GPE | Other IBE income |
| Situation as at 21.01.2014 (USD) | | | | | | |
| I. PROGRAMME ACTIVITIES | | | | | | |
| <u>I-1 CURRICULUM SUPPORT SERVICES TO MEMBER STATES</u> | 1'273'360 | 0 | 0 | 310'360 | 963'000 | |
| Capacity development programme | 92'241 | | | 92241 | | |
| GASERC-Inclusive Schools Toolkit | 18'800 | | | 18800 | | |
| Citizen & HR education | 76'333 | | | 76333 | | |
| Technical co-operation projects/support to Member States | 122'986 | | | 122986 | | |
| Learning outcomes in early grades: integration of curriculum, teaching materials, and assessment of Education | 963000 | | | | 963000 | |
| <u>I-2 CLEARINGHOUSE AND INFORMATION MANAGEMENT</u> | 384'810 | 0 | 0 | 384'810 | 0 | |
| Resource Bank and Observatory of educational trends | 76'867 | | | 76867 | | |
| Documentation and information | 30'747 | | | 30747 | | |
| Development of IBE website | 277'196 | | | 277196 | | |
| <u>I-3 CURRICULUM RESEARCH AND POLICY DEVELOPMENT</u> | 735'105 | 0 | 0 | 735'105 | 0 | 0 |
| Research | 449'362 | | | 449362 | | |
| Publications | 285'743 | | | 285743 | | |
| TOTAL I | 2'393'275 | 0 | 0 | 1'430'275 | 963'000 | |
| II. Governing Board/Gen. Adm./Institutional Dev. | | | | | | |
| II-1 IBE Council/Steering Committee | 80'000 | | 80'000 | 0 | | |
| II-2 General operating costs | 150'000 | | 150'000 | 0 | | |
| II-3 Institutional development: | 169'140 | | 0 | 169'140 | | |
| CoE, Coordination and prog dev | 147'358 | | 0 | 147'358 | | |
| Resource mobilization activities | 21'782 | | | 21'782 | | |
| TOTAL II | 399'140 | 0 | 230'000 | 169'140 | 0 | |
| TOTAL I + II | 2'792'415 | 0 | 230'000 | 1'599'415 | 963'000 | |
| III. Staff costs (Established posts) | 2'010'360 | 1'762'400 | 247'960 | 0 | | |
| TOTAL BUDGET ALLOCATED 2014 (I+II+III) | 4'802'775 | 1'762'400 | 477'960 | 1'599'415 | 963'000 | |
| TOTAL estimated Resources 2014 | 5'467'412 | 1'762'400 | 603'804 | 1'754'846 | 963'000 | 383'362 |
| Estimated reserves by the end of 2014 to be used in 2015 | 664'637 | 0 | 125'844 | 155'431 | 0 | 383'362 |
| ADDITIONAL CONTRIBUTIONS FROM OTHER UNESCO EXTRABUDGETARY PROGRAMMES | Budgetary framework | IIEP | UNESCO /OFID | UNESCO /TEP-DTHE | GPE | |
| Capacity building for teachers and teachers trainers in support of curriculum reforms | 400'000 | | | 400'000 | | |
| Protect Education in Insecurity and Conflict Program - PEIC | 40'000 | 40'000 | | | | |
| support comprehensive education sector response to HIV and AIDS in 14 francophone countries in West and Central Africa. | 26'855 | | 26'855 | | | |
| BUDGET ALLOCATED 2014 | 466'855 | 40'000 | 26'855 | 400'000 | 0 | 0 |
| TOTAL RESOURCES 2014 | 5'934'267 | | | | | |

Annex 1: 2014 Activities under Curriculum Support Services to Member States

| Region | Activities | Planning for 2014 onward |
|--------------------------------------|--|---|
| Africa | Diploma in Curriculum Design and Development (Diploma) in the Africa region (2011- ongoing) | <ul style="list-style-type: none"> 75 students completing online training Africa Diploma 2014 to be held in December |
| | Learning outcomes in early grades: integration of curriculum, teaching, learning materials and assessment in Burkina Faso, Niger, Senegal and South Sudan (November 2013 – October 2016) | <ul style="list-style-type: none"> Comparative and field research Long-term capacity development (Diploma) Producing curriculum orientations, methodologies, tools and national action plans |
| | Learning and teaching materials on HIV/AIDS in 6 CEMAC countries (Cameroon, Chad, Congo, Gabon, Equatorial Guinea and The Central African Republic) (2012 - April 2014) | <ul style="list-style-type: none"> Completing practical guide for teachers based on evaluations of teaching materials |
| | UNESCO Promoting a culture of peace and non-violence in Africa (2012 - April 2014) | <ul style="list-style-type: none"> Finalizing the guidelines and teacher training modules produced and presented in previous workshop by February 2014 |
| Arab States | Citizenship and Human Rights Education in Bahrain (2012 - 2017) | <ul style="list-style-type: none"> Online consultation on proposed framework Workshop to discuss draft of framework |
| | Inclusive School Project in Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates, and Yemen (2012 - 2014) | <ul style="list-style-type: none"> Finalizing guides, publishing (Arabic & English) Piloting guides at school & classroom levels Devising new project proposal for post-2014 |
| | Diploma in the Arab region (TBD) | <ul style="list-style-type: none"> Translating CRP and materials into Arabic Potential collaboration/fundraising in Oman |
| Asia and the Pacific | Diploma in Asia and the Pacific Region (TBD) | <ul style="list-style-type: none"> Refining Diploma proposal Reviewing requirements, conditions for accreditation with universities Establishing collaboration with MoE |
| | Supporting the curriculum reform in basic and youth education (Malaysia) (TBD) | <ul style="list-style-type: none"> Exploring possibility of a project proposal |
| Latin America and the Caribbean(LAC) | Diploma in LAC region (2010 – ongoing) | <ul style="list-style-type: none"> 41 students completing online training LAC Diploma 2014 to be held in August |
| | Country Programme 2012-2014 in Uruguay - UN "Delivering as One" programme (2012 - 2014) | <ul style="list-style-type: none"> Development and revision of programmatic and budgetary documents for period 2015-19 |
| | Inclusive Education Policy Framework in Colombia (2012 – ongoing) | <ul style="list-style-type: none"> Revision of targeted programmes at national and local levels Production of booklets to support implementation |
| | Improving Quality of Teaching in Haiti through Curriculum Reform in basic and youth education (2013 – ongoing) | <ul style="list-style-type: none"> Finalizing project proposal for the first phase Long-term capacity development (Diploma) |
| | Regional Observatory of Inclusive Education (OERI) (ongoing) | <ul style="list-style-type: none"> Initial implementation based on conceptual framework and resource mobilization |
| Interregional/ International | Interregional Inclusive Education Resource Pack (ongoing) | <ul style="list-style-type: none"> Finalizing the draft in English |
| | Curriculum Resource Pack and thematic modules development (ongoing) | <ul style="list-style-type: none"> Translating into Arabic Updating with relevant materials and cases |
| | UNESCO Teaching Respect for All - Support to UNESCO HQ (2012 - April 2014) | <ul style="list-style-type: none"> Assisting in final expert meeting |
| | Conflict Sensitive Planning, Programming and Curriculum in Conflict-Affected and Fragile States (October 2013 - November 2014, likely to be renewed) | <ul style="list-style-type: none"> Supporting the selection and development of resources and training materials related to curriculum |
| | UNESCO Guide for Mainstreaming Gender in Teacher Training Institutions – Support to UNESCO HQ (2012 - April 2014) | <ul style="list-style-type: none"> IBE Education specialist is the focal point for gender issues |
| | General Education System Quality Analysis/Diagnosis Framework (GEQAF) application (2013- ongoing) | <ul style="list-style-type: none"> Peru: Supporting implementation and in long-term capacity development (Diploma 2014) Supporting application of GEQAF policy recommendations identified |

Annex 2: 2014 Activities under Knowledge Production and Management

| Activities | Planning for 2014 onward |
|--|--|
| Community of Practice | <ul style="list-style-type: none"> ○ Expand participation and advance ○ Facilitate in-depth interaction among COP members ○ Strengthen multi-lingual feature ○ Strengthen partnerships with universities |
| Global Survey on Instructional Time with UIS | <ul style="list-style-type: none"> ○ Reprogrammed for 2014 |
| Collaboration with UIS in Learning Metrics | <ul style="list-style-type: none"> ○ Potential contribution to the Learning Metrics initiative; to be further explored |
| Global Curriculum Report; comparative situational analysis of curriculum | <ul style="list-style-type: none"> ○ Initiation phase ○ Desk review of major features and trends globally and regionally, latest research results and high quality curricula ○ Collecting country case studies |
| Website | <ul style="list-style-type: none"> ○ New website design ○ Improving website navigation and useability |
| Databases and online collections | <ul style="list-style-type: none"> ○ Providing the latest and most relevant data ○ New user-friendly design and web-based version of the Glossary on Curriculum Terminology |
| Alerts, Digests and research support | <ul style="list-style-type: none"> ○ Providing bi-weekly Alerts and digests under the new user-friendly design ○ Providing research support and answering queries |
| Textbook collection | <ul style="list-style-type: none"> ○ Advance the organization and digitalization of the collection, with a special emphasis on textbooks from the Arab region, Eastern Europe and French-speaking countries |
| Publications (Prospects, Educational Practice Series, Studies in Comparative Education, Working papers, Thinkers on Education) | <ul style="list-style-type: none"> ○ Producing, marketing and disseminating <i>Prospects</i> ○ Involvement in publishing the <i>Educational Practice Series</i> |

Annex 3: Key Partners

| Region | Activities | Key Partners |
|---------------------------------------|---|---|
| Africa | Diploma in Curriculum Design and Development (Diploma) in the Africa region (Tanzania) | Open University of Tanzania, Teacher Institute of Education, Dakar Regional Office of UNESCO (BREDA), UNESCO Section for Teacher Development and Education Policies (ED/THE/TEP), UNESCO International Institute for Capacity Building in Africa (IICBA) |
| | Learning outcomes in early grades: integration of curriculum, teaching, learning materials and assessment in Burkina Faso, Niger, Senegal and South Sudan | Ministries of Education, UNESCO Field offices (Dakar, Juba), UNICEF in South Sudan, l'Agence française de développement (AFD), l'Organisation internationale de la Francophonie (OIF), University of Geneva and Sydney University |
| | Learning and teaching materials on HIV/AIDS in 6 CEMAC countries (Cameroon, Chad, Congo, Gabon, Equatorial Guinea and The Central African Republic) | UNESCO Field Offices, UN agencies (i.e. ILO, UNICEF, WHO, UNFPA, UNAIDS), Ministries of Education |
| | UNESCO Promoting a culture of peace and non-violence in Africa | IIEP, UNESCO Office in Addis Ababa, UNESCO HQ |
| Arab States | Citizenship and Human Rights Education in Bahrain | Ministry of Education of Bahrain |
| | Inclusive School Project in Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates, and Yemen | Gulf Arab States Educational Research Center (GAS-ERC) |
| | Diploma in the Arab region | MoE of Oman, Sultan Qaboos University, Arabian Gulf University (Bahrain) (<i>potential partners</i>) |
| Asia and the Pacific | Diploma in Asia and the Pacific Region | East China Normal University (ECNU) (<i>potential partners</i>) |
| | Supporting the curriculum reform in basic and youth education (Malaysia) | Ministry of Education of Malaysia (<i>potential partners</i>) |
| | Developing case studies on curriculum development in Korea | Korea Institute for Curriculum and Evaluation (KECI) |
| Latin America and the Caribbean (LAC) | Diploma in LAC region (Uruguay) | Universidad Católica del Uruguay (UCU), UNESCO Office in Santiago |
| | Country Programme 2012-2014 in Uruguay - UN "Delivering as One" programme | UNDP, UNICEF, UNFPA and UNESCO, Ministry of Education and Culture of Uruguay |
| | Inclusive Education Policy Framework in Colombia | Ministry of Education of Colombia (MEN) |
| | Improving Quality of Teaching in Haiti through Curriculum Reform in basic and youth education | UNESCO Port-au-Prince, Ministry of Education and Professional Development (MENFP) |
| | Regional Observatory of Inclusive Education (OERI) | Economic Commission for Latin America and the Caribbean (ECLAC), the Latin American Campaign for the Right to Education (CLADE), UNESCO IIEP-Buenos Aires, UNESCO Regional Bureau for Education in Latin America and the Caribbean/ UNESCO Office in Santiago |
| Interregional/ Global | UNESCO Teaching Respect for All | UNESCO HQ |
| | Conflict Sensitive Planning, Programming and Curriculum in Conflict-Affected and Fragile States | IIEP (Protect Education in Insecurity and Conflict project from the Education Above all Foundation) UNDP, UNICEF/ECU, UNHCR, Inter-Agency Network for Education in Emergencies (INEE) Secretariat |
| | UNESCO Guide for Mainstreaming Gender in Teacher Training Institutions | UNESCO HQ |
| | GEQAF application | MoE of Peru, UNESCO Regional Bureau for Education in Latin America and the Caribbean/ UNESCO Office in Santiago, UNESCO Division for Basic Learning and Skills Development (ED/BLS) and ministries of education |
| | Community of Practice | UNESCO Field Offices, NGOs, curriculum institutes, universities and other global partners |

| | |
|--|--|
| Networks | INEE, NORRAG, SDC Education Network |
| Global Survey on Instructional Time with UIS | UNESCO Institute for Statistics (UIS) |
| Collaboration with UIS in Learning Metrics | UNESCO Institute for Statistics (UIS), The Brookings Institution |
| Textbook collection | Georg Eckert Institute, <i>seeking other foundations or partners</i> |
| Publications (Prospects, Educational Practice Series, Studies in Comparative Education, Working papers, Thinkers on Education) | International Academy of Education, East China Normal University, International School of Geneva, Sydney University, UNESCO Publications Center in Cairo |

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

Geneva, 5-7 February 2014

**ORAL PROGRESS REPORT ON THE IMPLEMENTATION OF THE STRATEGY
AIMED AT MAKING THE IBE A CENTRE OF EXCELLENCE IN CURRICULUM**

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

GOALA

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

A1.4 A1.5 A1.6 A1.7

June - Dec 2011 Jan - June 2012 July - Dec 2012 June 2013 July - Dec 2013 Jan - June 2014

Strategy A1

The IBE should clearly define its priorities: what it must do, what it should do given additional resources and what it should “refer” to other institutions. (**comparative advantage**)

- Revision of vision, mission and objectives, programmes and programme priorities and working plans (emphasis on alignment)
- **IBE Strategy and Programme of Work 2012-2017**
- Reinforced planning, monitoring and evaluation approach

A1
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A3
A4

GOALA

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

A2.1 A2.2 A2.3 A2.4

June - Dec 2011 Jan - June 2012 July - Dec 2012 Jan - June 2013 July - Dec 2013 Jan - June 2014

Strategy A2

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

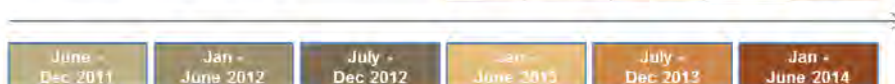
- Develop a methodology to systematically and regularly assess trends in global, regional and national needs and priorities. Survey developed and piloted **in Nigeria**.
- Needs assessed for Africa CEAC & CEMAC
- **International Experts’ meeting** to assess regional needs and trends
- Future regional meetings
- Comparative situational analysis (**Global Curriculum Report**)

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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

A3.1 A3.2 A3.3 A3.4 A3.5



Strategy A3

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

- Developed **planning documents and report for programmes** (objectives, outcomes, indicators), initiated impact evaluation design
- *IBE Strategy & Programme of Work 2012-2017* finalized, **published & initiated implementation**
- **Comprehensive evaluation of Diploma** (short, medium, long-term impact)

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A3
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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

A4.1 A4.2 A4.3 A4.4



Strategy A4

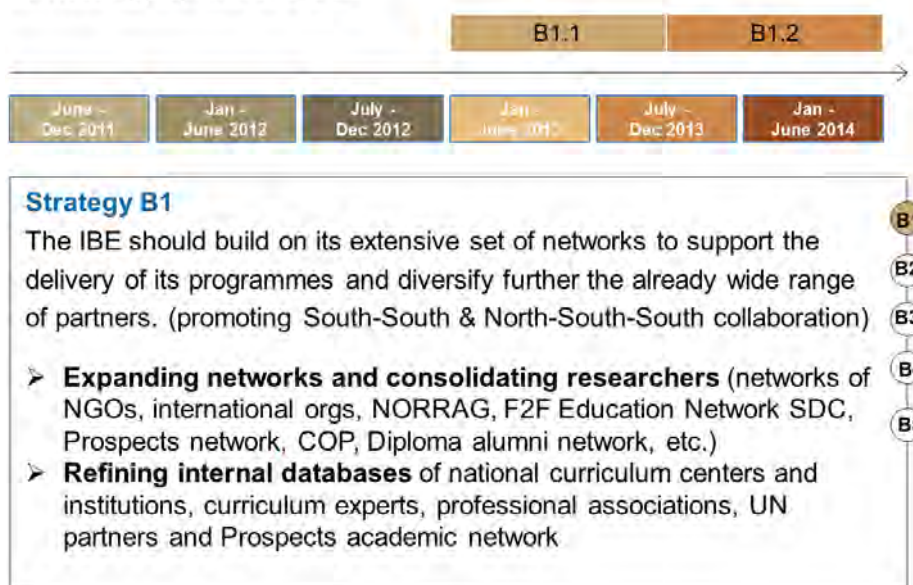
The IBE should both **make results from relevant research easily available to its partners** and **define** its own forward-looking, cross-national and **demand-driven research agenda**.

- Based on field work and consultations with partners, **research topics** compiled
- **New agreements** with academic partners (International Academy of Education; Geneva University–FAPSE; International School of Geneva, Sydney University)
- **The IBE Statement on Learning** based on the **International Experts' Meeting**
- Curriculum Collection and Glossary on Curriculum Terminology available online
- World Data on Education top downloaded content
- Contribution to the GMR on competencies
- Potential of the Global Curriculum Report

A1
A2
A3
A4

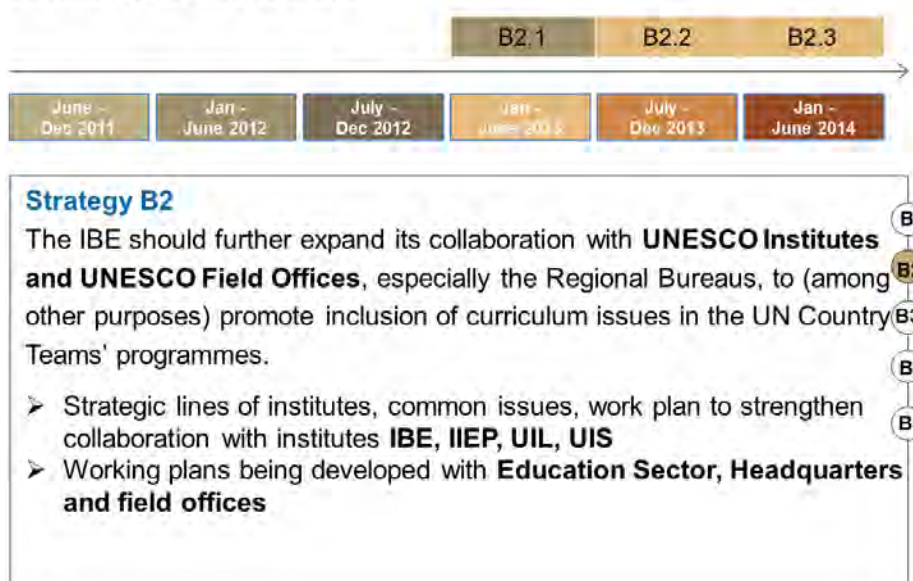
GOAL B

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



GOAL B

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



GOAL B

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



Strategy B3

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

- **Diploma:** course frameworks, accreditation arrangements with universities in Africa and Latin America
- Learning tools, developed, upgraded, assessed by experts (i.e. **Curriculum Resource Pack** (English, Spanish, French), Guidelines for integrating Peace Education in planning & curriculum in Africa IBE-IIEP)
- **Online E-learning in place; Diploma alumni online network**
- **Strong synergy in curriculum reform – capacity development** (Haiti, Dominican Republic, Uruguay, to come Peru, Honduras, Bahrain, Oman)

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B5

GOAL B

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



Strategy B4

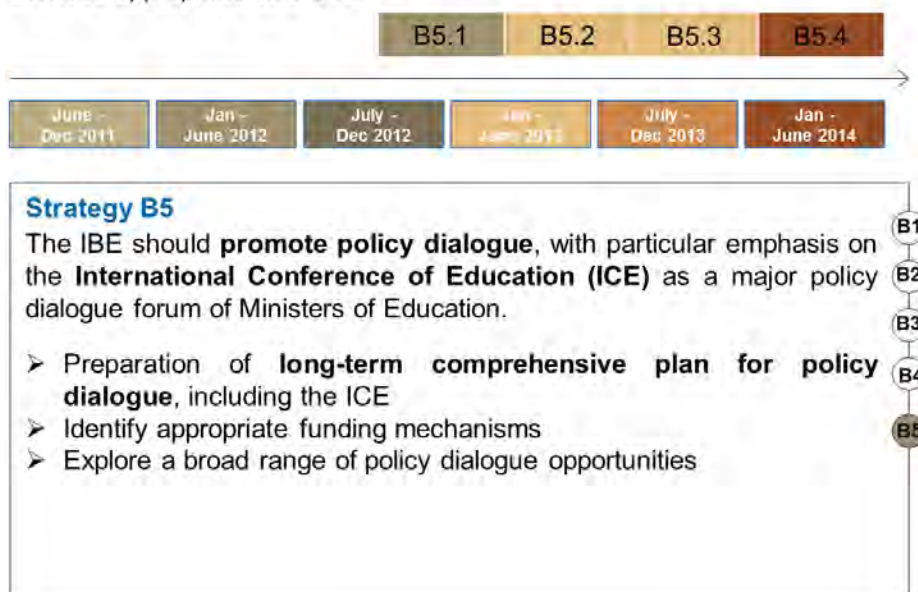
The IBE should develop systematic, comprehensive and innovative **communication, advocacy, marketing and fundraising strategies**.

- Implementing the communication strategy; **New IBE branding strategy developed and implemented**, communication tools being updated; programme definition, taking stock of communication media, clarification of targeted messages
- **Resource mobilization plan** being implemented
- **Internal communications team in place** and external communications strengthened

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B5

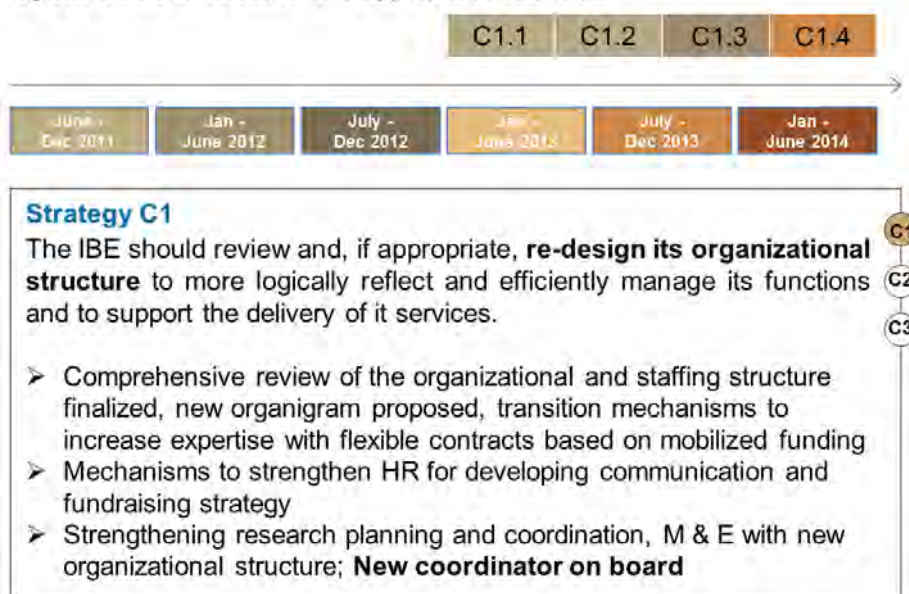
GOAL B

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



GOAL C

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



GOAL C

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



Strategy C2

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

- Identified core competencies of staff and redesign staff profiles to fill new organizational structure
- Recruited additional specialist staff under more flexible (PA) based on new funding; new recruitment for SSMS; new fellows on board
- Young professionals training through the Diploma

C1
C2
C3

GOAL C

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



Strategy C3

...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.

- **New Council composition decided by the Council:** 12 members (2 from each region); Steering Committee will consist of the President of the Council and 2 Vice-presidents; working language English and French; ensuring high-level educational expertise; gender balance.
- Change of statutes

C1
C2
C3



Annexe V
UNESCO/BIE/C.63/Inf.6
Geneva, 17 January 2014
Original: English

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

Geneva, 5-7 February 2014

COMPREHENSIVE PLAN FOR POLICY DIALOGUE AND THE ICE



Comprehensive Plan for Policy Dialogue and the International Conference on Education (ICE)

The 62nd session of the IBE Council (January 2013) requested the IBE Director to work out a long-term comprehensive plan for policy dialogue, including the ICE, for discussion and adoption at the 63rd session of the IBE Council (February 2014), based on the following documents:

- the mandate from the UNESCO General Conference regarding policy dialogue, including the ICE, contained in the 36 C/Resolution 18 (“The IBE should promote policy dialogue, with particular emphasis on the International Conference on Education as a major policy dialogue forum for Ministers of Education”);
- the report of the IBE Council’s Working Group on policy dialogue and the ICE;
- the External Programmatic Review (July 2011);
- the Rapid Organization Assessment of UNESCO-IBE (July 2011);
- the comments of the Steering Committee (September 2012) and the ensuing consultations carried out by the President of the IBE Council;
- UNESCO/BIE/C.62/Decisions; and
- the comments of the IBE Council at its 62nd session (January 2013).

bearing in mind the following principles:

- The ICE should be organized by the IBE in close coordination with the Education Sector and in partnership with other international organizations;
- The frequency of the ICE should tentatively be every five to eight years, depending on the need and usefulness of such conferences in view of the IBE’s programmatic priorities, the comprehensive policy dialogue context, and the international agenda in the field of education;
- There should be close alignment between various policy dialogue options, including the ICE, and the long term strategy and programme priorities of the IBE;
- The format of the ICE as a ministerial policy dialogue forum should be considered in view of the theme, other policy dialogue options, expected results, and available financial and staff resources needed for the organization of such a conference.

Background: the IBE Council’s Working Group on policy dialogue and the ICE

Following the adoption of the IBE’s Centre of Excellence strategy, the IBE Council at its 61st session (Geneva, January 2012) set up a Working Group (WG) composed of one representative of each of the six electoral groups, the IBE Director and one representative of

the Education Sector. The Working Group discussions focused on the above-mentioned mandate from the UNESCO General Conference contained in document 36 C/18:

The Council elected as members of the WG the representatives of Bahrain, Brazil, Bulgaria, China, Senegal and Switzerland, and entrusted the Chair to Switzerland.

The Council also decided to delegate exceptionally to the Steering Committee in between sessions of the Council the power to take the necessary consensual decisions on programme priorities, organizational structure, policy dialogue, and governance for implementing the Strategy to make the IBE UNESCO's Centre of Excellence (CoE) in Curriculum, on the understanding that the members of the Steering Committee shall consult and reflect their respective groups' opinion before taking decisions.

While not producing a specific proposal or determining the sources of funding for the ICE, the WG recommended that:

- the ICE be maintained as a global ministerial conference, open also to the participation of other important actors and stakeholders, in order to enrich ministerial dialogue and expand the scope of the debates to encompass broader societal concerns;
- the ICE be held regularly, preferably every four to six years, in order to analyse and discuss themes and topics related to educational quality, equity, access and inclusion;
- the Education Sector be involved in the organization of future ICE sessions;
- Member States and possibly other stakeholders be asked to make staff available (for example, through secondment) for two years before ICE sessions to strengthen the team in charge of the organization; and
- the IBE Council play a stronger role in the preparation of the Conference.

In the ensuing discussion, participants:

- agreed that the ICE is part of the CoE Strategy and relevant for policy dialogue, provided that it is aligned with the core activities, functions and programmatic work of the IBE;
- stressed the need to avoid overlapping and duplication, be more specific and focused, and be concerned about effectiveness and results, while acknowledging that assessing the outcomes and effectiveness of global conferences is not easy;
- suggested that, since the ICE is not the only way to promote policy dialogue, the IBE should explore a broad range of policy dialogue opportunities, including high-level meetings at regional and national level, as stated document 36 C/18; and
- offered several suggestions with regard to the frequency of the ICE, ranging from every three to ten years, with a preference for a five-year timeframe, with the provision that this would depend on actual needs and on the topicality of proposed themes.

The representative of the UNESCO Education Sector:

- expressed his agreement with most of the Working Group's conclusions;
- suggested that the next session of the ICE not take place before 2015-2016, in order first to further clarify issues related to the ICE format, themes, frequency and funding;
- proposed that the ICE be organized every 8 years, in line with the new budget and programming cycle of the Organization.

A general framework for policy dialogue

The principal purpose of a policy dialogue in curriculum innovation and development led by the IBE is to share among UNESCO Member States and other stakeholders key research outcomes, innovative curricular experience, exemplary case studies and other good practices in the field, to the end of enhancing the awareness of Member States and stakeholders of the range of possibilities available to them in their own curricular innovation and development processes. A policy dialogue led by the IBE would offer Member States new perspectives on complex curriculum issues, so that they can make decisions about curriculum change according to local conditions, through an informed consideration of the comparative advantages of different possibilities and strategies. Key aspects of policy dialogue thus enable the IBE to map and interpret regional and national trends to ascertain more clearly curriculum practices, developments and needs in local contexts. Policy dialogue should thus continue to strengthen South-South cooperation by broadening access to existing experience and expertise and by identifying innovative Southern solutions to identified problems and challenges.

The IBE believes that flexibility within its policy dialogue framework is important, so that it remains both needs-driven and an aspect of the Institute's work where the IBE might contribute to leading the discourse.

Policy dialogue is therefore a transversal aspect of the work of the IBE. It features in and across many of the IBE's programmes as a key means of strengthening partnerships and enhancing networking and collaboration globally:

- ✓ The IBE's Diploma in Curriculum Design and Development, given its very nature, is an important forum for the establishment and continuation of policy dialogue.
- ✓ The IBE's Curriculum Support Services to Member States, both long-term and tailored, generally include both specific policy advice to Member States and the generation and sharing of insights based on experience in those countries. Policy advice of this nature has recently influenced to a substantial degree, for

example, the development of a national policy of inclusive education in Colombia.

- ✓ The IBE's Community of Practice (COP) in Curriculum Development provides a platform for policy dialogue, facilitating the sharing of visions, approaches, experiences and information related to curriculum innovation and change.
- ✓ The IBE's Clearinghouse Services include the dissemination of relevant research findings to inform innovative and effective curriculum policy and practice.
- ✓ Other services in support of policy dialogue include the IBE website, which provides user-friendly access to a range of resources and information, serving as an essential means of knowledge sharing and dissemination, supplemented by the IBE's Documentation and Alert services.
- ✓ The IBE also makes available in support of policy dialogue a highly valued set of resources that include the *International Collection of Curriculum-related Materials*, which provides online access to curricula and curriculum frameworks from around the world; databases such as *World Data on Education* and the *Country Dossiers*, with a strong focus on curriculum matters; the *Digital Library of National Reports 1932-2008*; and the *Glossary of Curriculum Terminology*, a working reference tool that can help to stimulate reflection among all those involved in curriculum development initiatives.
- ✓ The IBE serves as a knowledge broker in support of policy dialogue, partnering with university-based researchers and other research networks to make the latest research conclusions, good practices, policy proposals and trends in the field accessible to leaders of curriculum innovation and development globally. To these ends, the IBE produces, among other publications in the field: policy briefs that include, for example, notes on the revision of curriculum policy frameworks, on curricular and learning quality, on inclusive curricula, and on the validation of curricula; the journal *Prospects*; the book series, *Studies in Curriculum and Comparative Education*; the *Educational Practices Series*, in collaboration with the International Academy of Education; and the *Working Papers on Curriculum Issues*.
- ✓ A recent opportunity to enhance the IBE's ability to lead the discourse was its hosting of a three-day meeting of some 20 curriculum experts from around the world (September 2013). The principal purpose of the meeting was to assist the IBE in identifying key contemporary curricular issues, challenges and trends across the globe.
- ✓ Senior staff members of the IBE also contribute to policy dialogue through their participation in international conferences in the field, such as the triennial World Congress of Comparative Education Societies (WCCES; the IBE Director is a co-opted member of the Executive Committee), the biennial

conference in international education development of the UK Forum for International Education and Training (UKFIET) (currently co-organized by one of the IBE's Senior Programme Specialists), and the annual conference of the Comparative and International Education Society (CIES). The IBE's participation in such conferences enables its professional staff both to contribute to policy dialogue in these forums and to gain new insights from the research community for further contribution to dialogue in the policy community.

In accordance with the CoE Strategy, and particularly the recommendation to “develop a methodology to systematically and regularly assess trends in global, regional and national needs and priorities”, international and regional conferences on education should constitute an important aspect of the IBE's work in policy dialogue. An international conference on education should be part of a series of high-level meetings at regional and national level, each of which would be focused on identifying and addressing more regionally specific trends, priorities and needs.

The current policy context and key associated questions

It is likely that the education-related goals in the post-2015 development agenda will include a commitment to quality education for all. The IBE would welcome such a commitment in the post-2015 development goals, since the Institute believes that (1) educational quality should be understood in terms of the quality of student learning, which depends to a great extent on the quality of teaching; and (2) that good teaching and learning are in turn greatly enhanced by the quality, relevance and effectiveness of the curriculum. Key questions at the start of the post-2015 educational development period will thus have to do with the development and provision of curricula that underpin quality teaching and learning, and with what enhances learning outcomes most effectively. Such questions should accordingly inform the principal themes to be addressed in forthcoming international and regional conferences on education.

Given the IBE Council's position that the frequency of the ICE should tentatively be every five to eight years, and that the holding of the ICE should depend on the need and usefulness of the conference in the light of the IBE's programmatic priorities and on the policy dialogue context and international agenda in the field of education, it seems that such a conference might appropriately be planned for 2016— eight years after the 48th ICE session, and the first year of the post-2015 development period.

An International Conference on Education in 2016

The IBE believes that an ICE, tentatively scheduled for 2016 and that addressed those questions, would indeed inform its own work in supporting Member States in the development and provision of curricula that would assist teachers in enhancing learning outcomes.

The IBE Council underscores the above-mentioned General Conference mandate set down in 36 C/Resolution 18 and the view expressed in the WG discussions that the preparation of an ICE session should not detract from the Institute's core activities, functions and programmatic work. The Council would thus be willing to support the IBE Secretariat's preparation of an international conference in 2016, provided that questions related to its resourcing (in terms of both financing and the human resources needed for the organization) are resolved first. Should a decision be made to organize an ICE session in 2016, the IBE Council would request Member States, donors and other partners together to contribute, possibly by mid-2014 and not later than the end of 2014, a sum of USD 3.5 million towards the cost of organizing both the 49th ICE session in 2016 and a series of high-level meetings at regional/sub-regional level in the years preceding and following the Conference. The IBE Council would request Member States, donors and other partners to contribute sufficient financial resources on receipt of a brief funding proposal drafted by the IBE Secretariat. The IBE Council would also request the IBE Director not to dedicate any of her or other IBE staff's time to mobilizing resources for the organization of the ICE beyond what is necessary for the preparation of such a funding proposal. The IBE Council would further request that Member States, donors and other partners contribute to the cost of organizing the ICE and the associated regional/sub-regional meetings in addition to, and not at the expense of, the funding that they would otherwise have contributed to the core activities and programmatic work of the IBE.

The location of future international and regional conferences on education

The IBE Council proposes that the 2016 ICE session be held in Geneva. As mentioned, the Conference would be preceded and followed by a series of high-level meetings, each of which would focus on regional/sub-regional trends, priorities and needs. The IBE Council recognizes that, should the requisite funding not be made available for the IBE to organize the ICE in Geneva, it would be possible to invite proposals from Member States to host the Conference in their countries.

The nature of future international and regional conferences on education

The IBE Council proposes, in conclusion, that future international conferences on education be structured and oriented in such a way as to maximize the possibilities for in-depth discussion of substantial issues, questions and debates. This would mean a less formal and a less bureaucratically heavy format than has been the case in past conferences, to create a more open space for genuine and spontaneous dialogue among ministers of education and other leaders of curriculum development, so as to enable serious engagement with the difficult questions faced in the field. The aim would be to encourage high-level discussion focused on research-based policy options and other inputs to policy development that reflects thinking that is 'out of the box', creative and thought-provoking.

The IBE Council would also like to see a greatly enhanced use of new technologies in the Conference so as to enable, for example, stakeholders not physically present in the Conference venue to participate in the discussions.

Altogether these concluding comments are intended to shape a series of conferences that would genuinely support the IBE's core activities, functions and programmatic work, and that would respond more appropriately to the policy dialogue context and international agenda in the field of education and curriculum. These constitute the IBE Council's priorities in charting a way forward for an ICE that is consistent with the IBE's strategy to become a centre of excellence in curriculum.

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

Geneva, 5-7 February 2014

RESOURCE MOBILIZATION AND COMMUNICATION STRATEGY

Resource Mobilization and Communications Strategy

The main objectives of the IBE's resource mobilization strategy are to:

- increase IBE core funding in order to strengthen the Institute and provide the means to become a Centre of Excellence;
- increase extra-budgetary funding in order to create strong partnerships as a Centre of Excellence and undertake projects to support Member States;
- institutionalize resource mobilization as a key function and source of expertise of the Institute with the advice of the Resource Mobilization Committee.

In June 2013, the IBE received from the Swiss authorities the sum of 30,000 CHF (20,000 CHF from the Canton of Geneva and 10,000 CHF from CDIP [Conférence suisse des directeurs cantonaux de l'instruction publique – Swiss Conference of Cantonal Ministers of Education]) to support the work done by the IBE's Resource Mobilization Committee.

A **Resource Mobilization Committee** was formed by representatives of three members of the IBE Council (Bahrain, Nigeria and Norway) and the IBE Director. The Committee met during the meeting of the IBE Steering Committee on 4 September 2013.

A **team dedicated to corporate communications, outreach and fundraising** was set up under the coordination of the IBE Director and a Senior Specialist. This team's activities included:

- The development of a new IBE corporate identity and communications strategy, as described below;
- The preparation of a portfolio of resource mobilization materials, including the new *IBE Flyer*, *IBE Brochure* and the *IBE Strategy and Programme of Work 2012-2017* (see below), and a set of project proposals/outlines for presentation to potential donors;
- Following up with countries which have shown interest in funding partnerships with the IBE (such as Nigeria, Oman, Saudi Arabia and Spain); and
- Coordinating the preparation by IBE colleagues, individually and in teams, of a set of project proposals/outlines, all within the IBE's three main strategic areas of operation, each of which responds to one or more areas of need in the field of curriculum development globally, of varying amounts, for adaptation and presentation to potential donors.

The enhancement of the IBE's Communications Strategy and the development of a new corporate identity

In the latter half of 2013 the IBE engaged the services of a Geneva-based communications agency, Colegram, to assist us in the preparation of a new corporate identity for the Institute. This new identity is reflected in the design of our recently published *IBE Brochure*, *IBE Flyer* and *IBE Strategy and Programme of Work 2012-2017*. These documents were developed primarily for the purposes of resource mobilization and highlighting the work of the IBE among our partners.

The *IBE Brochure* and the *IBE Strategy and Programme of Work 2012-2017* have been produced in four UNESCO official languages (Arabic, English, French and Spanish).

The *IBE Flyer* has been produced in the two working languages of the Organization (English and French). Spanish and Arabic translations will follow shortly.

The IBE website, presentation documents and other aspects of the corporate communications strategy also progressively reflect this new identity. The website's function as a communications, clearinghouse and dissemination tool has accordingly been substantially enhanced.

Development of this new corporate identity and communications strategy was associated with a considerable team-building effort among staff of the IBE, not least through the establishment of internal and external communications teams and the involvement of all staff in decisions about the new corporate identity.

Results achieved in resource mobilization in 2013:

1. Global Partnership for Education (GPE) grant of 2,998,000 USD awarded (on a competitive basis) for an IBE project in four priority countries in Africa (Senegal, Burkina Faso, Niger and South Sudan), for 2013-2015.
2. United Arab Emirates: Hamdan Bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance awarded to strengthen the Diploma in Curriculum Development: a total amount of 1,000,000 USD, of which 600,000 USD has been assigned to the IBE, through the Teachers Division of UNESCO HQ, for 2013-2014.
3. Norway's funding contribution of 648,960 USD received. Agreement signed for 2012-2013, funds to cover 2013-2014. New agreement signed 2014, funds to cover 2015. New agreement to be sought for 2015-2016.
4. Switzerland's funding contribution of 660,453 USD received for 2013. New agreement to be sought for 2015-2017.
5. Bahrain's funding contribution of 99,900 USD received in July 2013.
6. OPEC Fund for International Development (OFID) and UNAIDS: contribution of 200,000 USD received for 2013.

Further activities undertaken in 2013:

1. Nigeria:

The Nigerian Ambassador, the Minister of Education and the representative of Nigeria have mobilized efforts to secure a core contribution for the IBE. The request is at the level of the Parliament for approval as a recurrent core contribution for 2014 and beyond.

2. Mission to Oman:

The objectives of the mission, in June 2013, were to seek financial support from Oman: both direct, multi-year contributions, and the funding of projects in the Arabic region. The objective was also to strengthen collaboration with the Sultanate of Oman.

The IBE Director held meetings with: the Minister of Education; the Undersecretary of Education and Curriculum; the Secretary General of the Education Commission; the Director General of Curriculum and his team; the Vice Chancellor of the Sultan Qaboos University; and a group of Professors in the University's School of Education.

Outcomes:

- a. The Minister committed herself to seeking a contribution for the IBE. Action is being taken at Cabinet level to secure an amount for a multi-year contribution from Oman. The Minister is seeking contributions for three UNESCO Institutes: the IBE, IIEP and UIS.
- b. There is interest in Oman in developing a Diploma course on Curriculum Development for the Arabic region, possibly located in the Sultan Qaboos University, towards which Oman and possibly other Gulf countries might contribute financially. This proposal is to be taken to the Executive Directors Meeting of the Arab Bureau of Education for the Gulf States (ABEGS).
- c. There is interest in a project proposal on inclusive education.

3. Mission to the United Kingdom:

The IBE Director met with the Director of the MBI Al Jaber Foundation in London on 11 September 2013 to explore funding possibilities.

4. Mission to Portimao, Portugal:

Following the Director's meeting with the MBI Al Jaber Foundation, a Senior Programme Specialist attended the Conference on Euro-Arab Dialogue, an initiative supported by the MBI Al Jaber Foundation, in Portugal on 25-26 November 2013. It is likely that the IBE will receive funding from the Foundation to lead the production of curricular material on shared European and Arab values.

5. **Missions to UNESCO HQ, Paris:**

The IBE Director met with the Ambassadors of delegations who have expressed interest in the work of the IBE. The objectives were to follow up, seek support and/or establish contacts at country level to plan, in the most promising cases, resource mobilization missions. Among the most promising were:

- meetings with the Vice Minister of Education and the Ambassador of Saudi Arabia;
- a meeting with the Director General of the Arab Bureau of Education for the Gulf States (ABEGS), who is willing to develop a partnership to co-sponsor and support the Diploma in the Arabic-speaking region; and
- a meeting with the Secretary General of the Omani National Commission, to follow up on fundraising and collaboration work with Oman.

6. **Meeting with the Inter-American Development Bank, Paris:**

The IBE Director met the Director of Education of the Inter-American Development Bank (IADB) in Paris, with a view to developing a partnership between the IBE and the IADB in the Latin American region.

Further activities planned for 2014:

1. **Spain:** To meet with the Director of International Cooperation of the AECID (Spanish Agency for International Development Cooperation). Spain has expressed a commitment to continue its contribution to the IBE. The objective of the meeting is to present the IBE's work and new programme priorities as a Centre of Excellence, and to negotiate a possible future contribution.
2. **South Korea:** To meet with key individuals in the Korea International Cooperation Agency (KOICA); the Ministry of Foreign Affairs; the Ministry of Education, Science and Technology; and the Korea Institute for Curriculum and Evaluation (KICE).
3. **Oman:** To follow up with the Minister of Education and the Secretary General of the UNESCO National Commission, in order to secure a letter of intent and the basis of a cooperation agreement that would involve a multi-year financial contribution.
4. **Malaysia:** Malaysia has established a fund of 6,000,000 USD and expressed interest in the IBE presenting a proposal for partnership under this programme. A fact-finding mission will enable the IBE to develop a strong proposal for collaboration with the Ministry of Education in the area of capacity development in curriculum.
5. **Finland:** A mission to Finland is planned in order to seek a multi-year financial contribution.

6. **Saudi Arabia (and possibly the United Arab Emirates and Qatar):** To follow up on a promising meeting with the Saudi Ambassador in Paris (see above), in order to seek core and/or project financial contributions from these countries. The Director of the UNESCO Geneva Liaison Office (GLO) is contributing to these efforts.
7. **China:** The IBE is engaged in discussions with East China Normal University concerning possible funding for and implementation of the Diploma course on Curriculum Development for the Asian region.
8. **Norway:** The establishment of a new partnership agreement.
9. **Switzerland:** The establishment of a new partnership agreement.

In addition to the above resource mobilization activities, the IBE intends to explore the possibility of partnerships with organizations such as the OECD, the World Bank, the African Development Bank and the Asian Development Bank; to explore possibilities of funding from foundations and philanthropic organizations such as the Bill and Melinda Gates Foundation and the Bill, Hillary and Chelsea Clinton Foundation; and to identify Corporate Social Responsibility programmes in the private sector with which the IBE might establish partnerships.

The IBE is also investigating the possibility of reducing overheads by downsizing its use of office space and renting out additional space.

The IBE would like to express its sincere gratitude to the donors who continue to support its work and activities and to the Canton of Geneva and CDIP for their seed funding to support the Institute in its efforts to mobilize further resources.



Annex VII
UNESCO/BIE/C.63/Inf.5
Geneva, 22 January 2014
Original: English

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

Geneva, 5-7 February 2014

REVISION OF THE STATUTES OF THE IBE



Revision of the Statutes of the International Bureau of Education

The Council is invited to consider the changes proposed to the following documents:

1. the *Statutes of the IBE*, and
2. the *Rules of Procedure of the Council of the IBE*.

Proposed changes have been tracked in these two documents, with annotations providing further explanation and justification.

Changes already approved at the thirty-seventh session of the UNESCO General Conference (2013) have also been tracked in these two documents, with annotations indicating as much.

Three of the more complex questions arising in connection with these proposed changes are addressed further below. Questions 1 and 2 are ideally addressed together. Question 3 can be addressed separately.

Question 1

Given a Steering Committee consisting of three members who may serve for only two years and are not eligible for re-election, one of whom is the President, the principle of ensuring continuous rotation of membership of the Steering Committee across the six electoral groups every two years will effectively limit the term of office of the President to two years. This may be problematic in cases where presidential continuity might be seen as desirable, for example, where the Council may wish an especially capable and committed President to continue for a second two-year term.

Should the *Statutes of the IBE* and the *Rules of Procedure of the Council of the IBE* be amended to enable the President to be eligible for re-election for one further two-year term?

One consequence of the re-election of a President for a second two-year term would be that one of the six electoral groups would not be represented on the Steering Committee during the four-year period of that Presidency.

One way of avoiding this problem would be to amend the *Statutes of the IBE* and the *Rules of Procedure of the Council of the IBE* to increase the size of the Steering Committee to four members, one of whom is the President.

One consequence of this, assuming the re-election of a President for a second two-year term, would be that two of the six electoral groups would be represented on the Steering Committee for all four years of the four-year period of that Presidency, and the other four electoral groups for only two years.

Question 2

Should the *Statutes of the IBE* and the *Rules of Procedure of the Council of the IBE* be amended so that the President is designated as a person, and that his/her country representative replaces him/her on the Council and on the Steering Committee? (This has been the practice during the presidency of Norway over the last four years.)

Should this amendment be adopted, a further amendment might be appropriate to the effect that the President him/herself would not have a vote on the Council or on the Steering Committee, but only a casting vote if needed. (This has been the practice during the presidency of Norway over the last four years.)

The designation of the President as a person would enable the President to avoid the difficulty of 'wearing two hats', given that s/he could serve impartially and objectively without the responsibility of representing his/her country and regional group.

The designation of the President as a person would also enable (1) the President to be elected to a second two-year term of office; and (2) the principle of rotation of membership of the Steering Committee across the six electoral groups every two years to be honoured, without the need to increase the size of the Steering Committee to four members (the possible solution proposed to Question 1, above). Thus, during the first two years of his/her presidency, his/her country representative would replace him/her on the Steering Committee; during the second two years this would not be the case. The designation of the President as a person may thus solve the difficulty of ensuring rotation on the Steering Committee at the same time as enabling continuity (up to four years, as the Council may wish) of the presidency.

Note that the designation of the President as a person could enable the President to be elected to a second two-year term of office even if his/her country were no longer eligible for election to the Council for that two-year period (see Question 3, below). In such a case, the President would not need a representative of his/her country to replace him/her on the Council.

Question 3

The terms of office of the Member States of the Council run for four years (Article III.2 of the *Statutes of the IBE*). The Member States of the Council are immediately eligible for a further term (Article III.3 of the *Statutes of the IBE*).

Should the *Statutes of the IBE* be amended to limit such immediate eligibility to one further four year term, after which a Member State which has been a member of the Council for eight years would be required to stand down from the Council for a period of two years before being eligible for election to the Council again?

I. Statutes of the International Bureau of Education⁴

Article I

1. Within the framework of the United Nations Educational, Scientific and Cultural Organization, and as an integral part thereof, there is hereby established an international centre of comparative education institute specializing in curriculum and curriculum-related matters in international and comparative perspective, under the name of 'International Bureau of Education', hereinafter called 'the InstituteBureau'.
2. Subject to the conditions laid down in the present Statutes, the Bureau Institute shall enjoy wide intellectual and functional autonomy within the framework of UNESCO.
3. The Bureau-Institute shall be located in Geneva, Switzerland.

Comment [MM1]: Consistency with the IBE's centre of excellence strategy.

Comment [MM2]:

Comment [MM3R2]: 'Institute' reflects more appropriate contemporary usage than 'Bureau', and it also distinguishes the IBE from UNESCO's field offices, referred to as bureaux in French.

Article II

1. The Bureau-Institute shall contribute to the design and implementation of the programme of the Organization in regard to education, particularly by promoting and supporting excellence in curriculum processes and products and in associated areas of learning, assessment, teaching and teacher education, so as to enhance the quality of student learning throughout life. To that end, its main functions shall be:
 - (a) to serve as UNESCO's focal point in the field of curriculum;
 - (b) to develop individual and institutional capacities in the field of curriculum, and to provide technical support and advice, as well as other curriculum-related services, to UNESCO's Member States and regions;
 - (c) to generate, gather, analyse, compare, synthesize and share knowledge, information and research findings related to curriculum products, processes, strategies, trends and emerging issues;
 - (d) to facilitate, with regard to curriculum design, innovation and development, at international, regional and sub-regional levels, cooperation among Member States and their education authorities, international organizations, teacher-education institutions, research-based institutions in the field, and UNESCO's Education Sector and its institutes and field offices;
 - (e) to promote a research-based policy dialogue in curriculum, teaching and learning, at global, regional and sub-regional levels among ministers of education and other leaders of curriculum development, in part through organizing sessions of the International Conference on Education in accordance with the decisions of the General Conference and subject to UNESCO rules in force and applicable;
 - (a) to prepare for and organize the sessions of the International Conference on Education as a forum for dialogue on educational policy, in accordance with the decisions of the General Conference and subject to UNESCO rules in force and applicable;
 - (b) to assist in the dissemination and implementation of the declarations and recommendations adopted by the International Conference on Education;

Comment [MM4]: Changes to Article II recommended with regard to consistency with the IBE's centre of excellence strategy.

- ~~(c) to collect, process, analyse, systematize, produce and disseminate, using the latest techniques, documentation and information concerning education, in particular on innovations concerning curricula, teaching methods and teacher education, in co-operation with the other competent units of UNESCO and in liaison with national, regional and international institutions and networks;~~
- ~~(d) to undertake, in co-operation with the other units at and away from Headquarters and co-ordinating or linking its work with that of other national, regional and international institutions pursuing similar objectives, surveys and studies in the field of education, particularly comparative education, and to publish and disseminate the results;~~
- ~~(e) to maintain and develop an international educational information centre.~~
- ~~(f) to contribute to and provide technical assistance for the strengthening of national capacities regarding information and comparative research, through, in particular, the promotion of training of staff specializing in these fields;~~
- ~~(g)~~(f) to conserve the archives and historical collections of the International Bureau of Education and to make them widely accessible to ~~the public~~those in the field.

2. The general programme and budget of the ~~Bureau-Institute~~ shall be part of the programme and budget of UNESCO. The resources of the ~~Bureau-Institute~~ shall consist of the financial allocations assigned to it by the General Conference of UNESCO and of ~~support, financial or otherwise, from donors and partners,~~ gifts,

Comment [MM5]: Amendment suggested in order to update language and terminology.

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

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

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

Article III

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

Transitional provision

Article III. 1. bis. This article will enter into force in the following manner: the fourteen Member States whose term expires at the 38th session of UNESCO's General Conference (2015) will remain in office until the end of their term. In order to ensure continuity in the transitional Council, six Member States will be designated at the 37th session (2013), one from each electoral group. For the period between the 37th and 38th session of the General Conference, the Transitional Council shall therefore comprise 20 Member States. At the 38th session of UNESCO's General Conference, six new Member States will be designated, one from each electoral group. At the time of this designation, the new Council with 12 members will come into effect and this article will be deleted.

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

1.

2. The terms of office of the Member States of the Council shall run from the end of the session of the General Conference which designates them to the end of the second ordinary session of the General Conference following.
3. The Member States of the Council shall be immediately eligible for a further term.
4. ~~The Member States of the Council shall choose as their representatives persons of eminence in the field of education.~~ When selecting their representatives to the Council, the Member States shall ensure that the Council comprises members who possess educational expertise and/or policy experience in education. They shall ensure that these persons are in a position to represent them regularly at sessions of the Council.

Article IV

Transitional provision

The Article IV.1 below will come into effect at the 38th session of the General Conference. In the transitional period between the 37th and 38th session of the General Conference, the Council may meet in extraordinary session if convened by the Director-General of UNESCO or at the request of eleven of its members.

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Comment [MM6]: Revisions already
effected by the General Conference (2013).

Comment [MM7]: Revisions already
effected by the General Conference (2013).

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

1. The Council shall meet in ordinary session at least once every year. It may meet in extraordinary session, if convened by the Director-General of UNESCO or at the request of ~~fifteen~~ seven of its members.

~~4. Article IV. 1. bis. The working languages of the Council shall be English and French.~~

2. Each Member State on the Council shall have one vote.
3. The Director-General or, in his/her absence, his/her appointed representative, shall take part in the Council's meetings without the right ~~of to~~ vote.
4. The Council shall adopt its Rules of Procedure.

5. The Council shall elect its Steering Committee, comprising a President and five Vice-Presidents, who shall be nationals of the six regional groups. The President of the Council shall preside over the Steering Committee. The Council shall renew its Steering Committee at its first session following the ordinary session of the General Conference at which the Council has been partially renewed. The members of the Steering Committee shall be eligible for re-election, provided the terms of office of the Member States of the Council which they represent are renewed by the General Conference, but they shall not hold office for more than two consecutive terms. The Steering Committee shall remain in office until the election of the new Steering Committee.

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

~~5. Article IV.5. The Council shall elect its Steering Committee, comprising a President and two Vice-Presidents and ensuring rotation across the six electoral groups. The President of the Council shall preside over the Steering Committee. The Council shall renew its Steering Committee at its first session following the ordinary session of the General Conference at which the Council has been renewed. The members of the Steering Committee shall serve for two years and shall not be eligible for re-election. The Steering Committee shall remain in office until the election of the new Steering Committee.~~

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

Article V

The tasks of the Council shall be:

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

Comment [MM8]: Transitional provision already effected by the General Conference (2013).

Comment [MM9]: Revisions already effected by the General Conference (2013).

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Comment [MM10]: Revisions already effected by the General Conference (2013).

Comment [MM11]: Revisions already effected by the General Conference (2013).

Comment [MM12]: Suggested change for grammatical reasons.

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Comment [MM13]: Revisions already effected by the General Conference.

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

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

Comment [MM14]: in broad outline, or, delete?

Article VI

1. The Director of the ~~BureauInstitute~~ shall be appointed by the Director-General ~~from the list prepared by the Council, in consultation with the Council, for a term of office of maximum six (6) years,~~ in accordance with Article V(f).

Comment [MM15]: Revisions already effected by the General Conference (2013).

Article VI. I. bis. The current Director shall remain in the post until the expiry of his/her contract. After the entry into force of the amended Statutes, the appointment of the Director shall be governed by the relevant provisions thereof, which shall also apply to the current Director, if reappointed.

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

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~~1.~~

Comment [MM16]: Revisions already effected by the General Conference (2013)

2. The Director shall prepare and submit to the Council his/her proposals for the draft general programme and budget of the ~~BureauInstitute~~.
3. The Director shall be responsible for the administration of the ~~BureauInstitute~~, in accordance with the Financial Regulations applicable to the Special Account for the International Bureau of ~~eE~~ducation, the Financial Rules applicable to the Special Account for the International Bureau of Education and the General Framework for the Delegation of Authority Granted to the Director of the IBE for the Management of Posts and Staff.

Comment [MM17]: Revisions already effected by the General Conference (2013)

Comment [MM18]: Typo

Article VII

1. The Director and personnel of the ~~BureauInstitute~~ shall be members of the UNESCO staff and be subject to the provisions of the UNESCO Staff Regulations approved by the General Conference, with the exception of staff employed on an occasional basis as provided for in the administrative instructions contained in the UNESCO Manual.

2. The Director-General may enact special regulations compatible with the provisions of the UNESCO Staff Regulations, to apply to the personnel of the ~~Bureau~~Institute.

Article VIII

These Statutes shall enter into force on 1 January 1969.

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

Section I. Composition

Rule 1

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

Section II. Representatives and Observers

Rule 2

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

Section III. Sessions

Rule 3

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

Section IV. Agenda

Rule 4

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

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

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

- (a) items which the Council has decided, at a previous session, to include in the agenda;
- (b) items proposed by Member States of the Council;
- (c) items proposed by the Director-General of UNESCO
- (e) .

- 4. At the beginning of each session the Council shall adopt the agenda.
- 5. After the adoption of the agenda, the Council may, in the course of a session, alter the order of the agenda items or add or delete items. A two-thirds majority of the members present and voting shall be required for the addition or deletion of an item in the course of a session.

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Section V. President and Vice-Presidents

Rule 5

- 1. At the beginning of its first session, which shall follow each ordinary session of the General Conference, the Council shall elect a President and ~~five~~two Vice-Presidents who shall be nationals of the six regional groups, and who constitute the Steering Committee of the Council.
- 2. The Steering Committee of the Council shall be responsible for assisting the President in his duties and performing such other duties as the Council may assign to it.
- 3. The members of the Steering Committee shall serve for two years and shall not be eligible for re-election.
- 4. The Steering Committee shall remain in office until the election of the ~~new~~ Steering Committee.

Comment [MM19]: Revisions already effected by the General Conference, implicitly at least.

Rule 6

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

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

Rule 7

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

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

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

Section VI. Secretariat

Rule 8

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

Comment [MM20]: Gender

Comment [MM21]: Gender

Section VII. Languages

Rule 9

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

Comment [MM22]: Revisions already effected by the General Conference.

Section VIII. Meetings

Rule 10

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

Section IX. Conduct of proceedings

Rule 11

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

Rule 12

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

Rule 13

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

Rule 14

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

Rule 15

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

Section X. Voting

Rule 16

Each Member State of the Council shall have one vote.

Rule 17

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

Rule 18

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

Rule 19

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

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

Rule 20

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

Rule 21

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

Section XI. Decisions and reports

Rule 22

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

Section XII. Special procedures

Rule 23

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

Section XIII. Amendments and suspension

Rule 24

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

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

Geneva, 5-7 February 2014

**FOLLOW-UP OF THE RECOMMENDATIONS OF THE IOS EVALUATION FOR
CATEGORY 1 INSTITUTES**

Summary of the Management Response to the IOS Recommendations

This information note to Members of the Governing Council of the IBE briefly describes the IBE's Management Response and Action Plans implemented as a follow-up to the Evaluation Report Recommendations of the IOS Review of Education Category I Institutes in 2012. It is a summary of the 13 Recommendations proposed by the IOS team to the IBE during its Review of Education Category I Institutes in 2012. The IBE management and staff appreciated the open and constructive discussions with the review team during its visits to the Institute. These provided feedback that was – and continues to be – useful to the IBE in its continuing efforts to implement the Centre of Excellence (CoE) strategy.

The IBE management accepts the conclusions and recommendations of the IOS team, and recognizes them as important inputs to both the IBE's immediate operations and during the implementation of the CoE Strategy adopted by the General Conference at its 36th Session in 2011 and in the preparation of the IBE Strategy and Programme of Work 2012-2017 endorsed by the IBE Council at its 62nd session in January 2013.

The IBE management has some overall observations and comments on the proposed recommendations, as well as specific responses to each recommendation and the proposed areas for attention (See the summary responses attached). The recommendations proposed span and include issues of alignment, strategic focus, clearinghouse function, capacity building function, catalyst for cooperation, laboratory of ideas, quality of cooperation and interaction, human resources and staffing of the Institute, management of the Institute, planning, reporting and monitoring and evaluation framework, governance issues, financial sustainability and host country relations.

Overall, of the 13 recommendations made to the IBE, nearly all have been fully addressed. However, three aspects of these recommendations are of an ongoing nature and are accordingly receiving continual attention: (1) the issue of continuous communication with other institutes; (2) more effectively structuring and institutionalizing exchanges between the IBE's administration and HQ's central services; and (3) the continuous implementation of cost recovery measures according to UNESCO rules and regulations.

We highlight and summarize six recommendations and our responses (in *italics*) below:

- The IBE should discuss how best to re-focus its mandate on the substance of curriculum development issues ... with the aim ... to convey a clear, credible and convincing message on IBE's mandate

We fully agree that re-focusing its core mandate on the substance of curriculum is critical for the IBE and we have taken the necessary steps to implement it. The preparation of the new IBE Strategy and Programme of Work 2012-2017 took into account the re-focusing of programme activities. After the Programmatic Review

carried out in 2011 under the guidance of the IBE Council, a draft IBE Strategy and Programme of Work 2012-2017 was prepared during the first half of 2012. The document was then discussed at the meeting of the IBE's Council Steering Committee (27-28 September 2012), which took note and supported the progress made with regard to the strategic programmatic revision in terms of strategic goals and priorities, expected outcomes and services consistent with the revised mission statements and overall objectives of the IBE as a Centre of Excellence (CoE) in Curriculum. A new version of the Strategy 2012-2017 has been discussed at the 62nd session of the IBE Council (23-25 January 2013). The Council endorsed the Strategy 2012-2017 (while asking to introduce some minor adjustments) and expressed its satisfaction regarding the refocusing of IBE's activities in alignment with the CoE priorities, congratulating the IBE Director and team for the rigorous, well-constructed and thoughtful document produced.

- The review commends the IBE's recent efforts towards concentrating on its core mandate of curricula. Considering the scarce resources and the potential for overlap with HQ the review recommends considering discontinuing the HIV/AIDS work, except by responding to specific requests coordinated by the HQ/HIV AIDS team.

Our response is to underscore the fact that since 2012 the IBE does not have an HIV/AIDS dedicated team. Actions regarding HIV AIDS are only undertaken jointly and in coordination with HQ/HIV AID team (for example, evaluation of the pedagogical materials for CEMAC countries, in coordination with Paris and field offices).

- On the recommendation regarding quality of cooperation and interaction which underscore the fact that a formal recognition of IBE as the CoE in curriculum ... and the focal point on curriculum development and reform would help to establish (UNESCO) cross-institutional cooperation modalities and improve synergies and complementarity is accepted.

We would like particularly to acknowledge the recommendation that the IBE should become "the focal point for linking and coordinating all UNESCO curricula-relevant work". We agree that "a formal recognition of IBE as the coordinator or focal point on curriculum development and reform would help to establish (UNESCO) cross-institutional cooperation modalities and improve synergies and complementarity".

- With regard to staffing, the review commends that appropriate measures to be taken by the IBE to increase capacities and to restore staff confidence, morale and productivity. Among other things these should include a clear and regular communication to all staff about the IBE's current situation and the envisaged future of the Institute. To implement the new organisational and staffing structure that resulted from the recent HR review, a competency mapping of available in-house expertise, a matching exercise of individual and joint responsibilities in line with the needs of the future strategic directions, as well as searching for the missing elements from outside via recruitment, staff exchange or secondments in particular with

respect to senior expert positions. The longer term assurance of adequate funding sources is recommended.

Our response is related to the new organizational and staffing structure being implemented. Staff confidence and morale is linked to decisions in HQ as well. Lowering the institutes' allocation is a source of instability. The whole UNESCO is in a difficult financial situation. The IBE has boosted morale by implementing very seriously the IBE's Strategy as CoE and by developing team work in the elaboration of the IBE Strategy 2012-2017; the team has worked on developing a communications strategy. In-house expertise has increased due to new hiring and further expertise will be developed in the second stage of the new organizational structure being implemented subject to fundraising. The IBE is also implementing an ambitious fundraising strategy. All these advances are communicated and shared in team work at regular staff meetings (e.g. coordinators' meeting -- once a week; general staff meeting -- once every two months) and at the meetings with the IBE Council and Steering Committee. The Council and Steering Committee have commended advances and progress made (Decisions of IBE Steering Committee in September, 2013).

- On governance, the recommendation is for the Institute to revise its Statutes, with regard to the composition, the size of the Council members, the number of working languages and seek measures to introduce more cost effective mechanisms such as online fora and discussions, video conferencing in preparation and follow up of the council sessions. (See the examples of IIEP and UIL).

In collaboration with the IBE Council and HQ, we are working to revise the IBE's Statutes, proposing amendments with regard to the composition and the size of the Council as well as the number of working languages. According to the new statutes, the IBE Council will comprise 12 Member States designated by the General Conference. The envisaged transition to the new IBE Council will be as follows: (i) the 14 Member States whose term expires at the 38th session of the General Conference (2015) will remain in office until the end of their term; (ii) in order to ensure continuity in the Transitional Council and preserve a regional balance, 6 Member States will be designated at the 37th session (2013), one from each regional group; (iii) for the period between the 37th and 38th session of the General Conference, the Transitional Council shall therefore comprise 20 Member States; (iv) at the 38th session of the General Conference, six new Member States will be designated, one from each electoral group. At the time of this designation (November 2015), the new Council with 12 members will come into effect.

- With regards to the recommendation on financial sustainability, the review commends the development of the resource mobilization plan for the IBE. This should be supported by a focused fundraising strategy for the IBE in particular to obtain non-earmarked core funding. For this purpose the IBE should also introduce a yearly donors' day to strengthen its visibility and support fundraising.

Management fully agrees that improving financial stability is critical for the IBE, including in the short-term, and is addressing this in cooperation with Member States. A resource mobilization strategy has been prepared and discussed with the Council. It

highlighted the options to stabilize, diversify and enhance IBE's financial foundations. We have also pointed out that as part of the Implementation of the IBE Strategy as CoE, a RMP has been developed and approved by the IBE Council (January 2012). A progress report was presented at the IBE Steering Committee (September 2013). See also Proceedings and Decisions of the IBE Steering Committee. A grant of 2'999'082 USD from GPE was approved by the GPE Board; extra-budgetary fundraising has doubled in comparison to 2012 (without accounting for the GPE grant); a RM Committee from members of the Council are supporting the Director in the efforts to fundraising; further direct institutional core contributions are being sought.



4. Presentation of the Director Programme of Activities

1 January to 31 December 2013



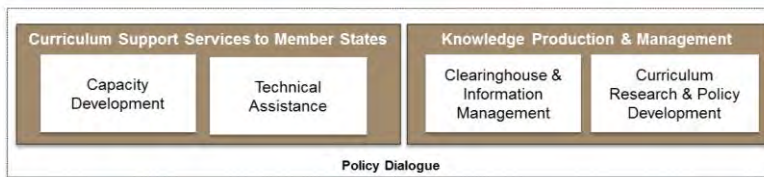
An international centre of excellence in curriculum

The IBE’s mission is to support UNESCO Member States as they seek to **enhance student learning most effectively through a quality curriculum** that is inclusive and relevant, by providing:

- **capacity development and technical support and advice;**
- **access to curriculum – related knowledge, experience and expertise; and**
- **knowledge sharing through an evidence-informed policy dialogue** around good curriculum practice.



The IBE strategic goals

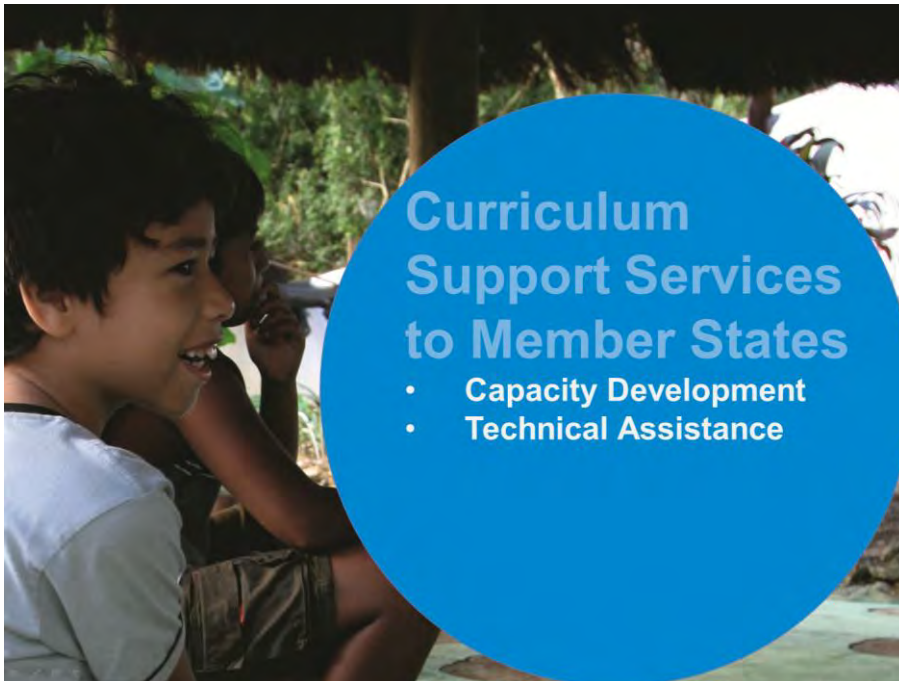


I. Enhance the capacities of individuals and institutions for the design, management, implementation and assessment of quality-making curriculum processes

II. Support curriculum innovation, reform and revision initiatives

III. Develop a sound knowledge base to inform policy formulation and evidence-based decision-making and practices

IV. Reinforce networking and partnerships to strengthen international, regional and sub-regional cooperation



Curriculum Support Services to Member States Long-term integrated service delivery

- **Combining policy dialogue, technical support and capacity development within a long-term vision, especially to post-conflict, post-disaster and other developing countries.**



IBE Council 2014
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Curriculum Support Services to Member States Postgraduate Diploma in Curriculum Design and Development

Latin America and the Caribbean
Partners: UCU, UNESCO OREALC

Africa
Partners: OUT, TIE, UNESCO BREDIA, ED/THE/TEP, IICBA



IBE Council 2014
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Curriculum Support Services to Member States Postgraduate Diploma in Curriculum Design and Development



2010-2011

Total Participants: 33

(including 8 from China/UNESCO-IBE, Uganda/UNESCO HQ, Sweden/ UNESCO Bangkok Office and Japan/World Bank)

Total Countries: 13

Latin America and the Caribbean

Partners: UCU, UNESCO OREALC



Africa

Partners: OUT, TIE, UNESCO BREDIA, ED/THE/TEP, IICBA



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Curriculum Support Services to Member States Postgraduate Diploma in Curriculum Design and Development



2011-2012

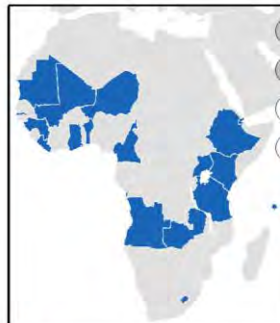
Total Participants: 106

(including 3 from UNESCO-IBE: Spain, Switzerland and USA)

Total Countries: 34

Latin America and the Caribbean

Partners: UCU, UNESCO OREALC



Africa

Partners: OUT, TIE, UNESCO BREDIA, ED/THE/TEP, IICBA



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Curriculum Support Services to Member States Postgraduate Diploma in Curriculum Design and Development



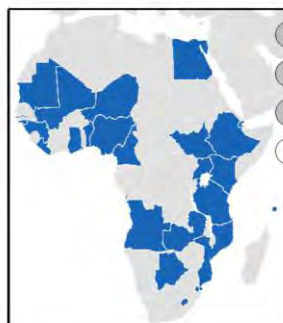
2012-2013

Total Participants: 194
(including 3 from UK, USA, Philippines)

Total Countries: 37

Latin America and the Caribbean

Partners: UCU, UNESCO OREALC



Africa

Partners: OUT, TIE, UNESCO BRED, ED/THE/TEP, IICBA



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Curriculum Support Services to Member States Postgraduate Diploma in Curriculum Design and Development



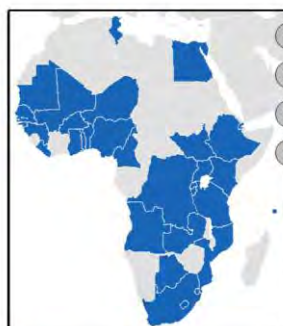
2013-2014

Total Participants: 309
(including 6 from UNESCO Paris: Austria, Finland, Uganda, UNESCO –IBE: Russia, Tunisia, USA)

Total Countries: 56

Latin America and the Caribbean

Partners: UCU, UNESCO OREALC



Africa

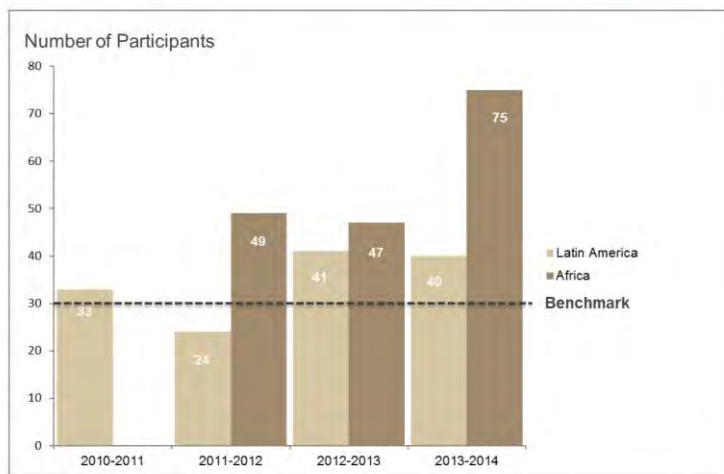
Partners: OUT, TIE, UNESCO BRED, ED/THE/TEP, IICBA



IBE Council 2014
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Curriculum Support Services to Member States Postgraduate Diploma in Curriculum Design and Development



IBE Council 2014
Report of the Director: Programme of Activities 2013

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Curriculum Support Services to Member States Postgraduate Diploma in Curriculum Design and Development

- **Two new specializations offered in Latin America and the Caribbean based on regional needs:**

1. Compulsory education (from childhood to secondary education)
 2. Higher education/teacher education
- Offered in **Spanish and French**

- **The 2013 Africa Diploma was offered in French and English**



- **Diploma materials, lectures and activities have been updated** to provide the most relevant and effective training


- **The Curriculum Resource Pack is now in Spanish, English and French.**



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Curriculum Support Services to Member States



Africa

Curriculum Support Services to Member States

'Learning outcomes in early grades: Integration of teaching, learning materials and assessment'
(Burkina Faso, Niger, Senegal and South Sudan)

- Concept note revised with stakeholders and national teams formed (IBE-GPE)
- Supported 9 people in Diploma

New Curricula for South Sudan

- Enhancing capacities of central and state level decision makers (in collaboration with IIEP)

Content evaluation of learning and teaching materials on HIV/AIDS in Cameroon, Congo, Central African Republic, Gabon, Guinea, Chad

- 44 materials, 6 tutorials, 150 radio programmes
- SERAT IBE Pedagogical assessment tool
- Co-organization of 3 workshops
- Delivered 6 national evaluation reports

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Curriculum Support Services to Member States



Africa

Arab States

Curriculum Support Services to Member States

New Curriculum Initiative in Iraq

- Guidelines for syllabi (developed in 2012) used to train national teams in 2013

Inclusive School Project in Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates, and Yemen

- Finalized two inclusive education guides on school development and teaching practices (IBE-GASERC)
- Technical cooperation in Dubai workshop

Human Rights & Citizenship Education in Bahrain

- Capacity-development on processes of curriculum change and development
- IBE Curriculum Resource Pack as guide

Planning Diploma in Arab region

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Curriculum Support Services to Member States



Inclusive Education Policy Framework in Colombia

- Preparing to implement the inclusive education policy framework at national and regional levels

Partnership for a comprehensive education and curricular reform in Uruguay

- Development of curriculum proposals within the framework of UN "Delivering as One" programme

GEQAF Application in Peru

- Facilitated application in partnership with ED/BLS and OREALC and MoE

Improving Quality of Teaching in Haiti through Curriculum Reform

- Long-term collaboration between IBE, UNESCO Port-au-Prince and the Ministry



Curriculum Support Services to Member States



Contribution to E-9 work plan for 2013-2014

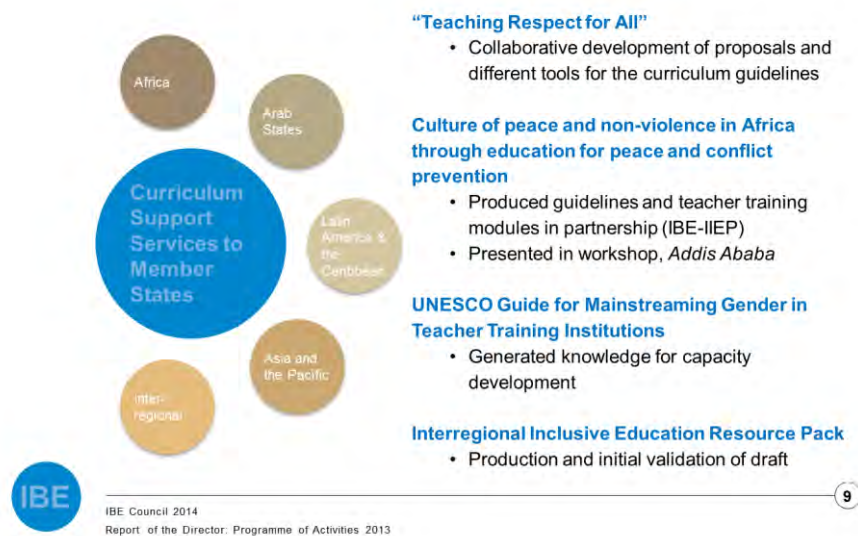
(Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria, and Pakistan)

Discussions under way for continued curriculum reform support in Malaysia

Planning Diploma in Asia and the Pacific region



Curriculum Support Services to Member States

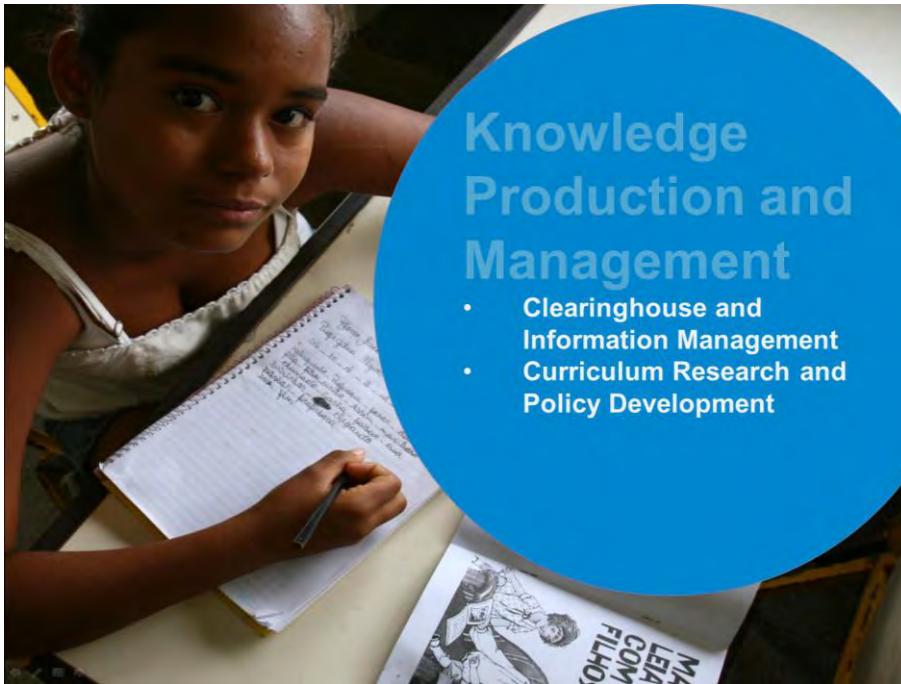


9

Challenges

- Enhancing the strategic planning and effective management of the Diploma initiatives in different regions
- Ensuring the continuity and quality of the technical assistance projects, which require adequate funds, staff stability, punctual donor payment and translations of a variety of documents
- Assessing the feasibility of a growth model

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Knowledge Production and Management

Databases and Alerts

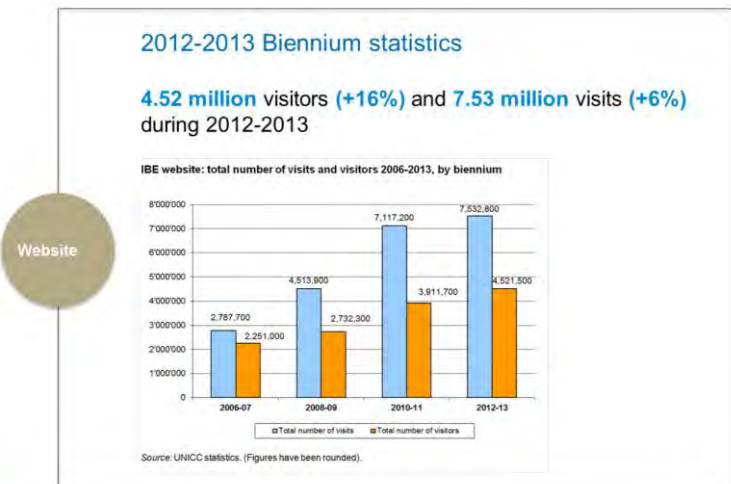
- **1,150 documents** in the **International Collection of Curriculum-related Materials** (new search interface)
- **266 entries** in the new **Glossary of Curriculum Terminology**
- **163 updated profiles** of **World Data on Education**
- Some **190 updated Country Dossiers** available
- **200 documents**: **UNESCO HIV/AIDS Education Clearinghouse**
- More than **25 alerts** (biweekly) including **2 thematic alerts** on priority issues and **3 digests**
- Research support and assistance to **over 300 enquiries**

Knowledge Production and Management

- Website **integrated into UNESCO web architecture**
- An **online exchange platform and forum** for Diploma alumni is operational
- Strengthening services to **reflect the CoE Strategy**

www.ibe.unesco.org

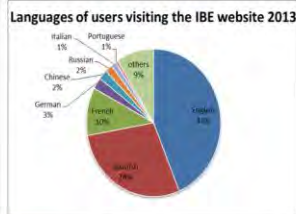
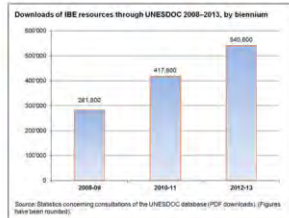
Knowledge Production and Management



Knowledge Production and Management

2012-2013 Biennium statistics

540,000 downloads of IBE documents and publications through **UNESDOC** during 2012 – 2013 **(+29.4%)**



Most consulted IBE documents: World Data on Education, Educational Practices, Thinkers on Education, the Digital Library of National Reports and the Alerts.

Website



Knowledge Production and Management

- **More than 18,000 books** uncovered from **more than 140 countries** on different subjects
- Approximately **8,600 titles can be searched and filtered** by subject, year of publication, language, country, continent and UNESCO region
- The IBE plans to make the inventory available on demand for research enquiry purposes



Textbook Collection



Knowledge Production and Management

Global Survey

- **Global Survey on Instructional Time** collaboratively designed with the UNESCO Institute for Statistics
- **Launched** with UIS annual Education Survey in **February 2013**
- **Data analysis reprogrammed for 2014**



Knowledge Production and Management

Publications

Educational Practices Series
Ongoing partnership with the International Academy of Education

- No. 24 *Emotions and Learning*
- No. 25 *Nurturing Creative Thinking*

Prospects
reaches **7,315 institutions worldwide through 274 academic consortia**

- No. 164 "Comparing Learner Performance in Southern Africa"
- No. 165 "Education, fragility and conflict"
- No. 166 Regular Issue
- No. 167 Regular Issue
- **No. 168 "Curriculum reform: The search for innovative models for education systems in transition"**





Knowledge Production and Management

Contributions

- **Contributed a study to the Global Monitoring Report:** *'A rapid assessment of curricula for general education focusing on cross-curricular themes and generic competences or skills'* (April 2013)
- **Working paper** on emerging issues in current curriculum debates (Spanish and English)
- Studies shared with Diploma participants and at international expert meetings in 2013

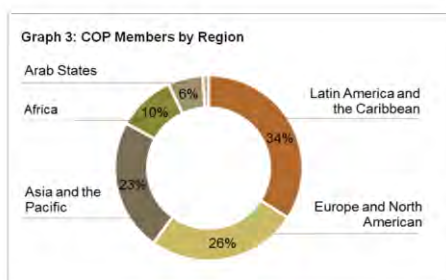
Challenges

- Further developing professional capacity to implement internal and corporate communications
- Mobilising additional funds to offer easier and enhanced access to information and resources on curriculum development processes and products



Policy Dialogue

- **Community of Practice (COP): 1,645 members from 154 countries**
 - Messages disseminated on curricular resources produced by COP members



Policy Dialogue

- **Community of Practice (COP): 1.645 members from 154 countries**
 - Messages disseminated on curricular resources produced by COP members
- **Highlighted national, regional and interregional exchanges**
 - **International Experts' Meeting Key Curricular and Learning Issues in the post-2015 Education and Development Agenda'** (*Geneva, Switzerland 23-25 September*)
 - **Seminar on Secondary Education in Latin American and the Caribbean** (*Bogota, Colombia 29-31 May*)
 - **Consultative and Technical Meeting** – Capacity development of Francophone countries of the Economic Community of West African States (*Ouagadougou, Burkina Faso 29-30 April*)



Contributions and inputs to policy dialogue

- **IBE Statement on Learning** in the Post-2015 Education and Development Agenda
- **INEE advocacy message**
- **SDC post-2015 advocacy note** *Quality Learning and Education at the core of Sustainable Development*
- **General Education Quality Assessment Framework (GEQAF)** application and contribution
- **Inclusive education guides** for the Gulf States



Challenges

- Effectively developing relevant, research-based and reflective policy dialogue, while taking into account diverse regional, national and local contexts



Human Resources

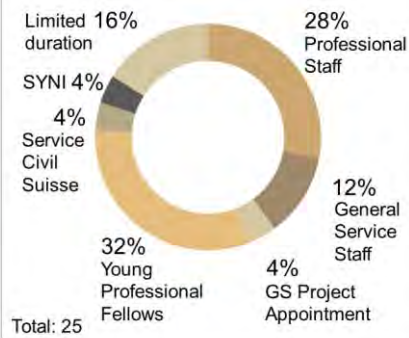
Recruitment:

- 1 Senior Programme Specialist (P5)
- 1 Deputy Director (D1)
- 1 Programme Specialist (P4)
- 1 Associate Project Officer (P1)
- 1 General Service Post (G6) (*abolished*)

Professional Development:

- 3 IBE personnel completed the Diploma
- 16 interns have been trained

IBE staff stats



IBE Budgetary Framework 2013

(Expressed in Dollar US)

| Special Account | Budget approved | Budget revised | Total expenditures 2013 | Unliquidated obligations future period (ULO) | Total exp + ULO | Global execution rate* |
|---|------------------|------------------|-------------------------|--|------------------|------------------------|
| I. Programme Activities | 1'574'000 | 1'691'055 | 1'000'774 | 432'324 | 1'433'098 | 84.7% |
| I-1 Curriculum Support Services to Member States | 797'000 | 892'355 | 496'682 | 227'698 | 724'380 | 81.2% |
| I-2 Clearinghouse and Information Management | 477'000 | 498'699 | 239'530 | 175'219 | 414'749 | 83.2% |
| I-3 Curriculum Research and Policy Development | 300'000 | 300'000 | 264'563 | 29'407 | 293'970 | 98% |
| II. Governing Board/ Gen. Adm./ Institutional Dev. | 720'000 | 724'859 | 544'722 | 66'416 | 611'138 | 84.3% |
| III. Staff cost (established Posts) | 1'890'334 | 1'910'438 | 1'796'286 | | 1'796'286 | 94.0% |
| Total Expenditures Special Account 2013 (I + II + III) | 4'184'334 | 4'326'352 | 3'341'782 | 498'740 | 3'840'522 | 88.8% |
| TOTAL EXTRABUDGETARY | | | | | 553'435 | 100% |
| TOTAL EXPENDITURES 2013 (SPECIAL ACCOUNT + EXTRABUDGETARY) | | | | | 4'393'957 | 90% |



Extrabudgetary Programmes 2013

(Expressed in Dollar US)

| IBE Extrabudgetary Projects (through UNESCO) | Expenditures | Global Execution Rate |
|---|------------------|-----------------------|
| UNESCO Emergency Fund | 210'564 | 100% |
| UBRAF/BREDA/OFID (HIV/AIDS) | 131'625 | 100% |
| Capacity building for teachers and teachers trainers in support of curriculum reforms (UAE) | 174'552 | 100% |
| IIEP (South Sudan) | 25'696 | 100% |
| The dataset analysis | 11'000 | 100% |
| TOTAL EXTRABUDGETARY | 553'437 | 100% |
| TOTAL EXPENDITURES 2013 (SPECIAL ACCOUNT + EXTRABUDGETARY) | 4'393'959 | 90% |



Financial Statement 2013

Provisional Account (Expressed in Dollar US)

| | |
|--|------------------|
| I. REVENUE - SPECIAL ACCOUNT | 5 231 958 |
| UNESCO financial allocation | 1 742 200 |
| Voluntary contributions | 2 530 089 |
| In kind contribution | 766 702 |
| Other revenue producing activities | 46 055 |
| Other revenue | 138 909 |
| Finance revenue | 8 004 |
| II. EXPENDITURES | 3 341 782 |
| II.1 PROGRAMME ACTIVITIES 2013 | 1 000 774 |
| II.1.1 Capacity development and technical assistance | 496 682 |
| II.1.2 Knowledge production and management | 239 530 |
| II.1.3 Policy dialogue | 264 563 |
| II.2 GOV. BODY/GEN. ADMIN./INSTITUTIONAL DEV. | 544 722 |
| II.3 PERSONNEL COSTS (established posts) | 1 796 286 |
| III. RECONCILIATION BUDGET/FINANCIAL POSITION | 489 064 |
| IV. CHARGES AFTER WITHDRAWALS (II + III) | 3 830 846 |
| V. ACCOUNTING OUTCOME (I - IV) | 1 401 113 |
| VI. RESERVES AT THE BEGINNING OF THE PERIOD | 1 840 673 |
| VII. TOTAL RESERVES END OF PERIOD (V+VI) | 3 241 786 |



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1218 Le Grand-Saconnex,
Geneva, Switzerland



5. Presentation of the Director Programme of Activities

1 January to 31 December 2014



Expected Contribution to UNESCO Major Programme I Main Lines of Action - Document 37 C/5

Main Lines of Action 1 (MLA 1):

Developing education systems to foster quality lifelong learning opportunities for all

Expected Result 6 (MLA 1-6):

Capacities of Member States strengthened to promote, monitor and assess the processes and outcomes of competency-based learning

Main Lines of Action 3 (MLA 3):

Shaping the future education agenda

Expected Result 11 (MLA 3-11):

The future education agenda and global education policies are shaped drawing on UNESCO's research and foresight studies

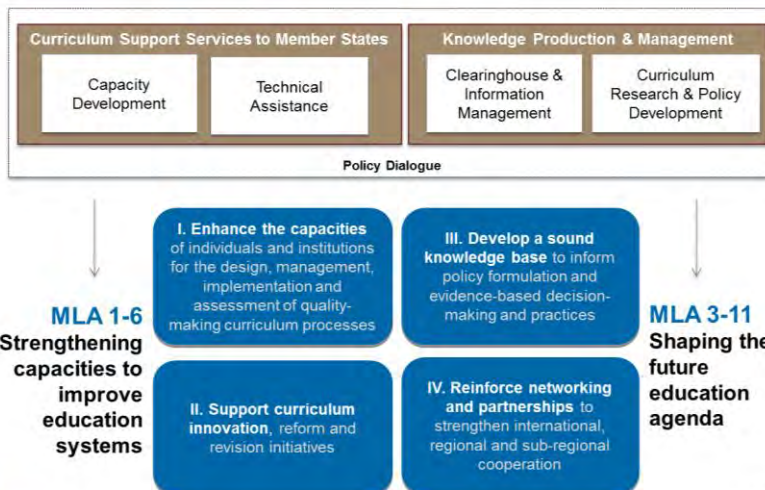


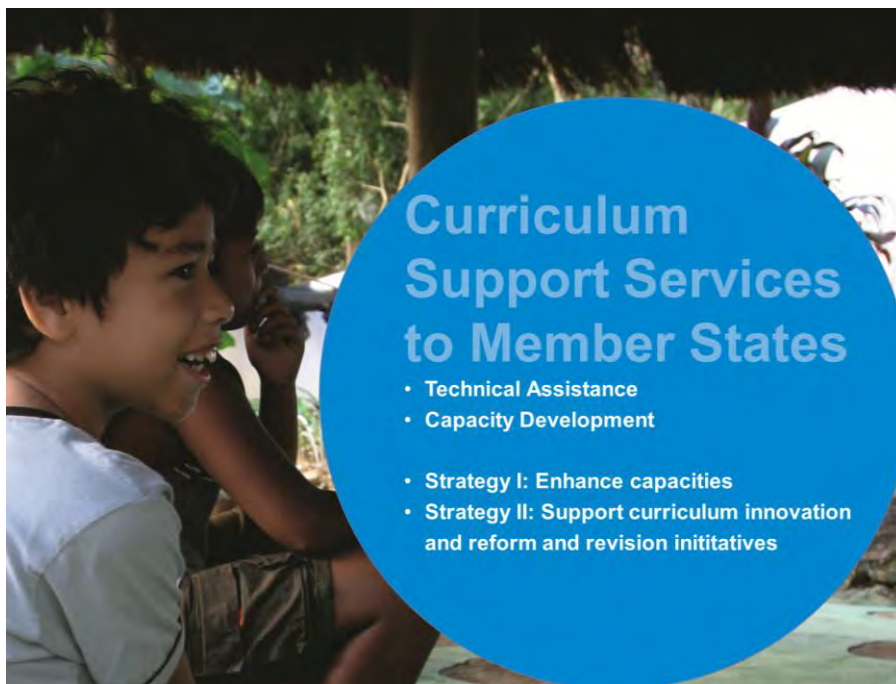
Strategy and Programme of Work 2012-2017

Overall goal: To enhance the quality of student learning by promoting and supporting excellence in curriculum processes and products



The IBE strategic goals






Curriculum Support Services to Member States
Creating synergy between strategic goals I and II

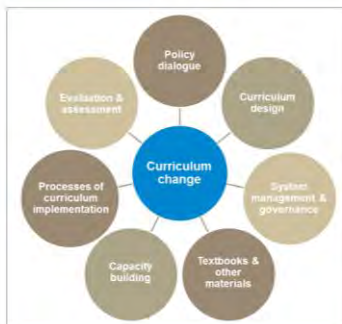


Curriculum Support Services to Member States Creating synergy between strategic goals I and II

| | |
|--|---|
| LONG TERM... | Improving Quality of Teaching through Curriculum Reform in Haiti  (Diploma 2013) |
| ... support and intervention , especially to transition and post-conflict countries in support of high quality education for all | Learning outcomes in early grades in Burkina Faso, Niger, Senegal, South Sudan  (Diploma 2013 and 2014) |
| ... curriculum change and reform processes in collaboration with national teams | |
| ...process of professional development of curriculum specialists | |
| Sustainability: Generating its own knowledge and support | |



Strategic goal I: Enhance Capacities Highlighted Project: Postgraduate Diploma in Curriculum Design and Development



- **Bridging the gap** between policies and curriculum change processes
- Capacity development with a **long-term perspective**
- **Sustainable partnerships** under IBE academic leadership
- **Mobilization of expertise and resources** across regions
- **Widespread participant satisfaction**, high graduation rate and **quality knowledge production**
- **Positive impacts on countries' curriculum processes** and on graduates' professional development

**See updated Diploma executive summary for evaluation results*



Strategic goal I: Enhance Capacities

Highlighted Project: Postgraduate Diploma in Curriculum Design and Development

Latin America and the Caribbean (2010 – ongoing) and Africa (2011- ongoing)

- New cohorts
- Comprehensive Evaluation of the Diploma

Planning for the Arab region

- Translating Curriculum Resource Pack to Arabic
- Assessment of university requirements
- Accreditation mechanisms
- Fundraising

Planning for the Asia and the Pacific region

- Updating and refining diploma proposal
- Seeking support and fostering joint efforts with key stakeholders
- Concretising institutions for collaboration



Strategic Goal II: Support curriculum innovation and reform

Highlighted Project: Learning outcomes in early grades: integration of teaching, learning materials and assessment

To enhance student learning in the first three years of primary education through:

- Curriculum development
- Improving teaching practices and
- More effective teaching and learning materials

3 year project; currently in its initiation stage (USD 3 million)



Burkina Faso



Niger



Senegal



South Sudan



Curriculum Support Services to Member States Learning outcomes in early grades: integration of teaching, learning materials and assessment' (IBE-GPE)

**2013: Concept note revised,
national teams formed**



Improve knowledge on gaps in curricula through comparative analysis and field research in partnerships with national & international experts

Deliver long-term capacity development, such as through the Diploma

Produce new early reading curriculum orientations, methodologies and tools as well as national action plans



Strategic goal II: Support curriculum innovation and reform

MLA 1-6, 3-11

Targeted Technical Assistance

Developing national action plans and curriculum frameworks

Developing curriculum orientations, methodologies and tools

- Learning outcomes in early grades (Burkina Faso, Niger, Senegal, South Sudan)
- Human rights and citizenship education (Bahrain)
- Improving quality of teaching through curriculum reform in basic and youth education (Haiti)
- Inclusive education policy framework (Colombia)
- UN Delivering as One Programme (Uruguay)
- General Education System Quality Analysis/Diagnosis Framework (Peru)
- Comprehensive curriculum reform (Malaysia – to be determined)



Strategic goal II: Support curriculum innovation and reform MLA 1-6, 3-11

Selecting, reviewing and producing tools, modules and practical guides for schools, teachers and teacher trainers

Evaluation of pedagogical materials HIV/AIDS

- Cameroon
- Congo
- Central African Rep.
- Chad
- Gabon
- Guinea

Inclusive School Project

- Bahrain
- Kuwait
- Oman
- Qatar
- Saudi Arabia
- UAE
- Yemen

PEIC: Education planning and curriculum in conflict-affected and fragile states

- Global

“Teaching Respect for All”

- Global

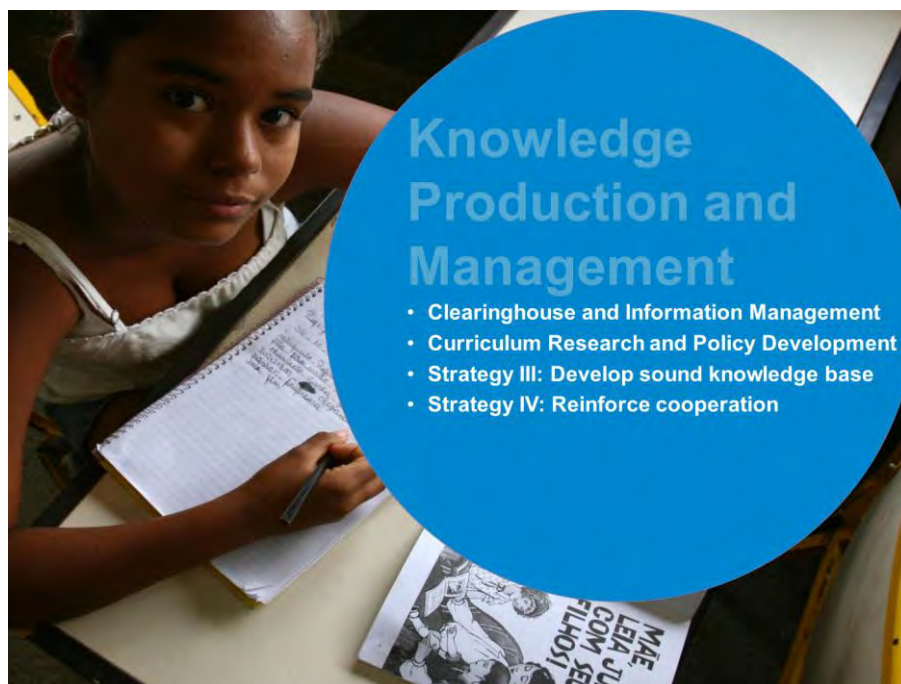
Peace Education

- Africa



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Strategic Goal III: Develop sound knowledge base MLA 3-11

III. Develop a sound knowledge base to inform policy formulation and evidence-based decision-making and practices



Strategic Goal III: Develop sound knowledge base MLA 3-11

Online services on education

Website

- New design adapted to the Centre of Excellence strategy making it easier to navigate and access content and redesigned according to the new IBE corporate visual identity

Country Dossiers and World Data on Education

- Updated with the latest information and data

Alert and digests

- Produced in new user-friendly design; biweekly



Strategic Goal III: Develop sound knowledge base MLA 3-11

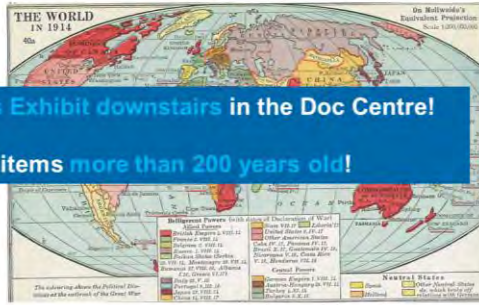
The IBE Historical Textbook Collection

- Advance systematization of the collection
- Special emphasis on the Arab region, Eastern Europe and French-speaking countries

Historical
Textbook
Collection

Visit the **Atlas Exhibit downstairs** in the Doc Centre!

Some items more than 200 years old!



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Strategic Goal III: Develop sound knowledge base MLA 3-11

Prospects

- No. 169 – *Mobile learning for teacher training and curriculum development* (March 2014)
- No. 170 – *Regular issue* (June 2014)
- No. 171 – *Education skills for inclusive and sustainable development* (September 2014)
- No.172 – *International organizations, knowledge and human rights* (December 2014)
- No.173 – *Principles of learning in the 21st century*

Educational Practices Series

- *Understanding and facilitating intellect*
- *Guiding Principles for Learning*

Publications



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Strategic Goal III: Develop sound knowledge base
MLA 3-11

Learning

Global Survey on Instructional Time with UNESCO Institute of Statistics (UIS)

- Reprogrammed for 2014

Contribution to the UIS Learning Metrics initiative

- Initial phase; explore potential contribution

Guiding Principles for Learning in the 21st Century
with the International School of Geneva and the International Academy of Education



Strategic Goal III: Develop sound knowledge base
MLA 3-11

Curriculum

Curriculum Resource Pack

- Make available and disseminate in Arabic and French, alongside English and Spanish
- Development of thematic modules based on regional needs

International Collection of Curricula-related materials

- Enhance usability and update materials

Curriculum Glossary

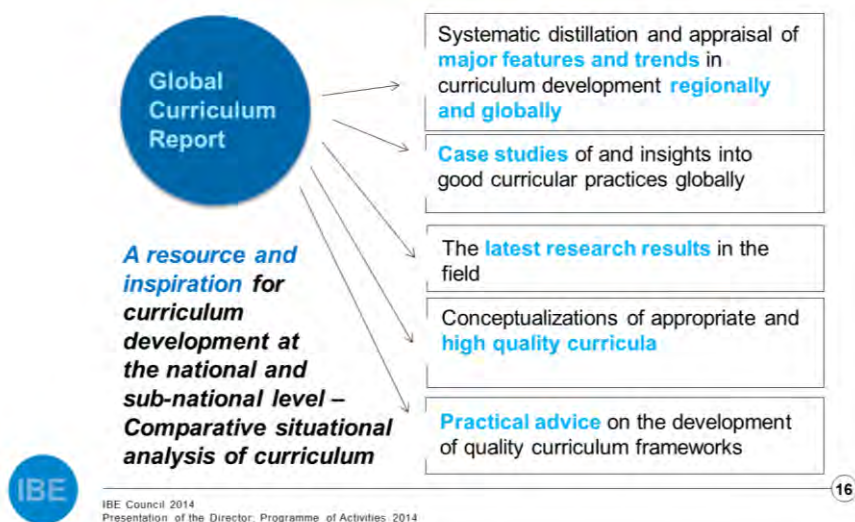
- New web-based version to be made available

Global Curriculum Report

- Initiation phase

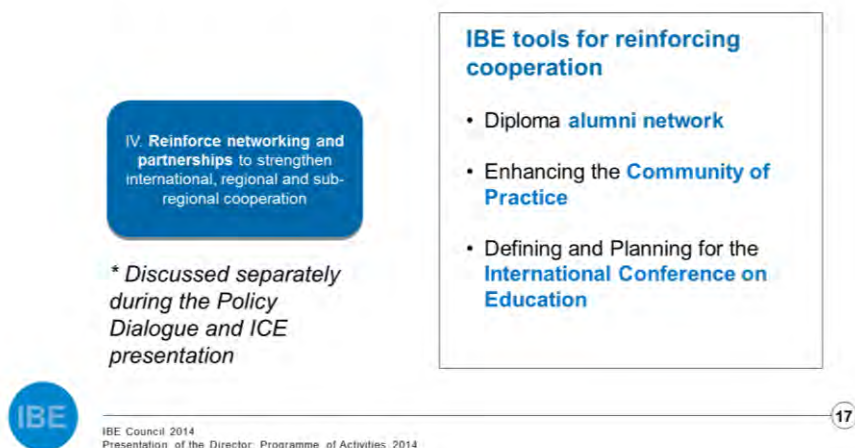


Strategic Goal III: Develop sound knowledge base Highlighted Project: **Global Curriculum Report**



Strategic Goal IV: Reinforce cooperation MLA 3-11

Policy Dialogue as a transversal aspect of the IBE services



Strategic Goal IV: Reinforce cooperation MLA 3-11

Partnerships and networks

Academic: Open University of Tanzania, Teacher Institute of Education (Tanzania), Catholic University of Uruguay (UCU), University of Geneva - Education Research Unit (SRED), Sydney University, University of Pittsburg, International Academy of Education, International School of Geneva

Networks: School networks, INEE, NORRAG, SDC Education Network, WCCES

Collaboration with UN organizations in Geneva and with **UNESCO** Education Sector, regional and field offices and institutes



Human Resources

Professional Development

- Encourage collective and individual **professional development**, depending on the financial resources
- Increasing IBE expertise by training **3 young professionals in the Diploma**

Recruitment

- **1** Associate Project Officer (P1) (*opened for Curriculum Research and Policy Development*)

| Staff | 2013 | 2014 |
|-------------------------|-----------|-----------|
| Regular Professional | 7 | 7 |
| Professional ALD/PA | 4 | 5 |
| Regular General Service | 3 | 3 |
| General Service/PA | 1 | 1 |
| BARD | 8 | 8 |
| Service Civil Suisse | 1 | 0 |
| SYNI | 1 | 0 |
| Service contract | 0 | 1 |
| TOTAL | 25 | 25 |



IBE Budgetary Framework 2014

| SPECIAL ACCOUNT | Budget 2014 |
|---|------------------|
| I. PROGRAMME ACTIVITIES | |
| I-1 Curriculum Support Services to Member States | 1'273'360 |
| I-2 Clearinghouse and Information Management | 384'810 |
| I-3 Curriculum Research and Policy Development | 735'105 |
| TOTAL I | 2'393'275 |
| II. Governing Board/Gen. Adm./Institutional Dev. | |
| II-1 IBE Council/Steering Committee | 80'000 |
| II-2 General operating costs | 150'000 |
| II-3 Institutional development | 169'140 |
| TOTAL II | 399'140 |
| TOTAL I+II | 2'792'415 |
| III. Staff cost (established posts) | 2'010'360 |
| A. TOTAL ALLOCATION | 4'802'775 |
| B. TOTAL EXTRABUDGETARY ALLOCATED RESOURCES | 466'855 |
| TOTAL BUDGET ALLOCATED 2014 (A+B) | 5'269'630 |



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Extrabudgetary Programmes for 2014

(Expressed in Dollar US)

| EXTRABUDGETARY PROJECTS (THROUGH UNESCO) | BUDGET |
|--|------------------|
| Capacity building for teachers and teachers trainers in support of curriculum reforms | 400'000 |
| Protect Education in Insecurity and Conflict Program - PEIC | 40'000 |
| Support comprehensive education sector response to HIV and AIDS in 14 francophone countries in West and Central Africa | 26'855 |
| B. TOTAL EXTRABUDGETARY ALLOCATED RESOURCES | 466'855 |
| TOTAL BUDGET ALLOCATED 2014 (A+B) | 5'269'630 |



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Presentation of the Director: Programme of Activities 2014

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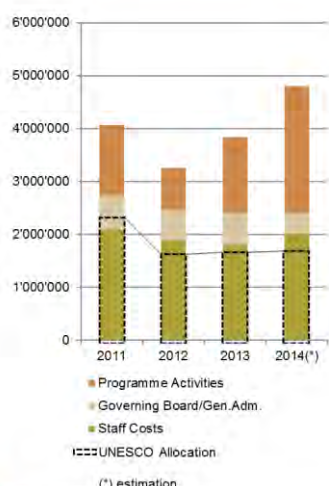


6. Overview of the implementation of the IBE CoE Strategy

- General Overview
- Strategy and Programme of Work 2012-2017
- Organizational and Staffing Structure
- Governance



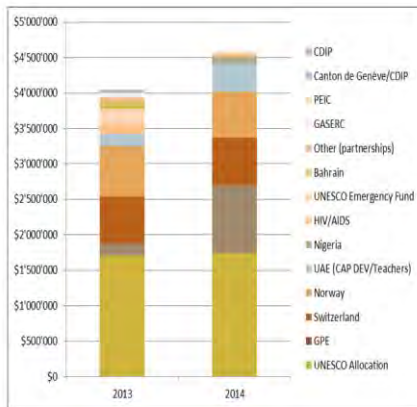
General Overview - Challenges



- The **30% reduction** in UNESCO allocation (800'000 USD/year) poses constraints to the implementation of the CoE Strategy; adjustments made – staff and programme reduction
- Stronger pressure on resource mobilization for sustainability and implementation of CoE Strategy
- Limit the capacity of new hires under extrabudgetary



General Overview - Achievements



Resource mobilization to attract new voluntary and extrabudgetary resources (Nigeria, Bahrain, United Arab Emirates, Oman, Saudi Arabia)

GPE competitive proposal and funding approved for **2'999'082USD**

Good effort of resource mobilization from extrabudgetary



IBE Resources 2013-2014

IBE Council 2014
Overview of the implementation of the IBE Centre of Excellence Strategy

3

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

A1.4 A1.5 A1.6 A1.7

June - Dec. 2011 Jan - June 2012 July - Dec. 2012 July - Dec. 2013 Jan - June 2014

Strategy A1

The IBE should clearly define its priorities: what it must do, what it should do given additional resources and what it should "refer" to other institutions. (**comparative advantage**)

- Revision of vision, mission and objectives, programmes and programme priorities and working plans (emphasis on alignment)
- **IBE Strategy and Programme of Work 2012-2017**
- Reinforced planning, monitoring and evaluation approach

A1

A2

A3

A4

GOALA

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 A2

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

- Develop a methodology to systematically and regularly assess trends in global, regional and national needs and priorities. Survey developed and piloted **in Nigeria**.
- Needs assessed for Africa CEAC & CEMAC
- **International Experts' meeting** to assess regional needs and trends
- Future regional meetings
- Comparative situational analysis (**Global Curriculum Report**)

A1

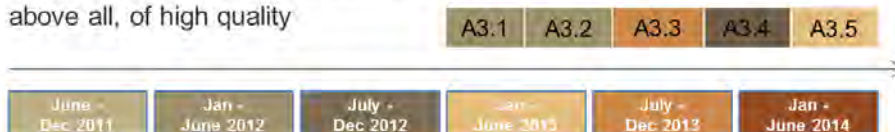
A2

A3

A4

GOALA

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 A3

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

- Developed **planning documents and report for programmes** (objectives, outcomes, indicators), initiated impact evaluation design
- **IBE Strategy & Programme of Work 2012-2017** finalized, **published & initiated implementation**
- **Comprehensive evaluation of Diploma** (short, medium, long-term impact)

A1

A2

A3

A4

GOALA

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

A4.1

A4.2

A4.3

A4.4

June -
Dec 2011

Jan -
June 2012

July -
Dec 2012

Jan -
June 2013

July -
Dec 2013

Jan -
June 2014

Strategy A4

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

- Based on field work and consultations with partners, **research topics** compiled
- **New agreements** with academic partners (International Academy of Education; Geneva University–FAPSE; International School of Geneva, Sydney University)
- **The IBE Statement on Learning** based on the **International Experts' Meeting**
- Curriculum Collection and Glossary on Curriculum Terminology available online
- World Data on Education top downloaded content
- Contribution to the GMR on competencies
- Potential of the Global Curriculum Report

A1

A2

A3

A4

GOAL B

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

B1.1

B1.2

June -
Dec 2011

Jan -
June 2012

July -
Dec 2012

Jan -
June 2013

July -
Dec 2013

Jan -
June 2014

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. (promoting South-South & North-South-South collaboration)

- **Expanding networks and consolidating researchers** (networks of NGOs, international orgs, NORRAG, F2F Education Network SDC, Prospects network, COP, Diploma alumni network, etc.)
- **Refining internal databases** of national curriculum centers and institutions, curriculum experts, professional associations, UN partners and Prospects academic network

B1

B2

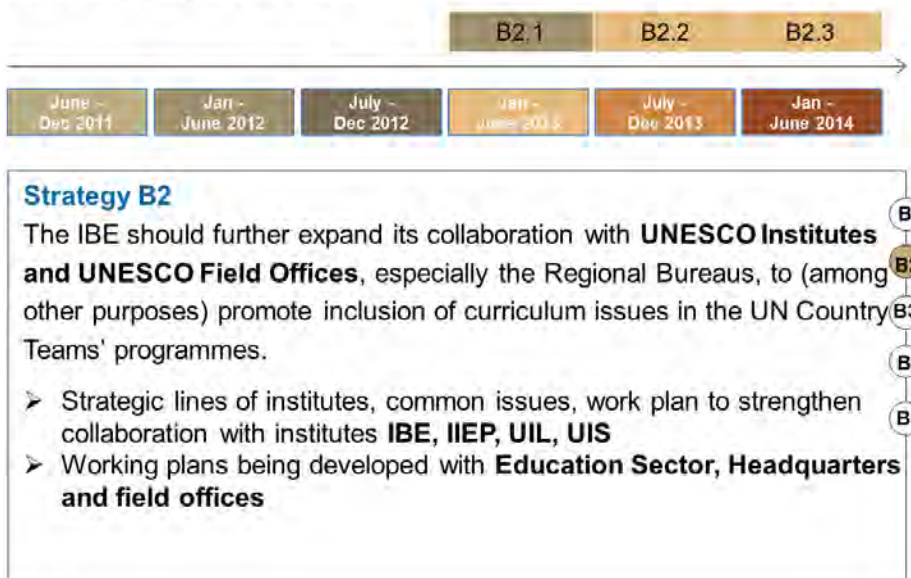
B3

B4

B5

GOAL B

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



GOAL B

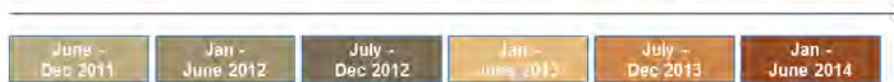
Develop efficient mechanisms to implement programmes and deliver services appropriate to a CoE



GOAL B

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

B4.1 B4.2 B4.3 B4.4



Strategy B4

The IBE should develop systematic, comprehensive and innovative **communication, advocacy, marketing and fundraising strategies.**

- Implementing the communication strategy; **New IBE branding strategy developed and implemented**, communication tools being updated; programme definition, taking stock of communication media, clarification of targeted messages
- **Resource mobilization plan** being implemented
- **Internal communications team in place** and external communications strengthened

B1
B2
B3
B4
B5

GOAL B

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

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



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.

- Preparation of **long-term comprehensive plan for policy dialogue**, including the ICE
- Identify appropriate funding mechanisms
- Explore a broad range of policy dialogue opportunities

B1
B2
B3
B4
B5

GOAL C

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

C1.1 C1.2 C1.3 C1.4

June - Dec 2011 Jan - June 2012 July - Dec 2012 Jan - June 2013 July - Dec 2013 Jan - June 2014

Strategy C1

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

- Comprehensive review of the organizational and staffing structure finalized, new organigram proposed, transition mechanisms to increase expertise with flexible contracts based on mobilized funding
- Mechanisms to strengthen HR for developing communication and fundraising strategy
- Strengthening research planning and coordination, M & E with new organizational structure; **New coordinator on board**

GOAL C

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

C2.1 C2.2 C2.3 C2.4

June - Dec 2011 Jan - June 2012 July - Dec 2012 Jan - June 2013 July - Dec 2013 Jan - June 2014

Strategy C2

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

- Identified core competencies of staff and redesign staff profiles to fill new organizational structure
- Recruited additional specialist staff under more flexible (PA) based on new funding; new recruitment for SSMS; new fellows on board
- Young professionals training through the Diploma

GOAL C

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



Strategy C3

...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.

- **New Council composition decided by the Council:** 12 members (2 from each region); Steering Committee will consist of the President of the Council and 2 Vice-presidents; working language English and French; ensuring high-level educational expertise; gender balance.
- Change of statutes

C1
C2
C3

Implementation of the CoE 2013-2019: Budgetary Costs

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|-------------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Revenues | | | | | | |
| Allocation UNESCO | 1'762'400 | 1'762'400 | 1'762'400 | 1'762'400 | 1'762'400 | 1'762'400 |
| Contribution from Switzerland (DDC) | 660'000 | 660'000 | 660'000 | 660'000 | 660'000 | 660'000 |
| Contribution from Norway | 648'960 | 648'960 | 648'960 | 648'960 | 648'960 | 648'960 |
| XB projects including GPE | 1'792'248 | 1'400'000 | 1'400'000 | 1'470'000 | 1'500'000 | 1'575'000 |
| New Contributions TARGETS | 500'000 | 1'500'000 | 1'500'000 | 1'500'000 | 1'500'000 | 1'500'000 |
| Reserves | 603'804 | 1'176'137 | 1'613'282 | 1'661'993 | 1'506'963 | 1'240'784 |
| Total Revenues | 5'967'412 | 7'147'497 | 7'584'642 | 7'703'353 | 7'578'323 | 7'387'144 |
| Expenditures | | | | | | |
| Staff cost | 2'010'360 | 1'760'391 | 1'777'995 | 1'795'775 | 1'813'733 | 1'831'870 |
| Programme | 1'743'275 | 1'795'573 | 1'885'352 | 1'979'620 | 2'078'600 | 2'182'531 |
| CoE | 638'500 | 1'595'950 | 1'873'180 | 2'031'011 | 2'051'321 | 2'071'835 |
| Governing Board/Gen.Adm./Inst. Dev. | 399'140 | 382'300 | 386'123 | 389'984 | 393'884 | 397'823 |
| Total Expenditures | 4'791'275 | 5'534'215 | 5'922'650 | 6'196'390 | 6'337'539 | 6'484'058 |
| REVENUES - EXPENDITURES | 1'176'137 | 1'613'282 | 1'661'993 | 1'506'963 | 1'240'784 | 903'086 |

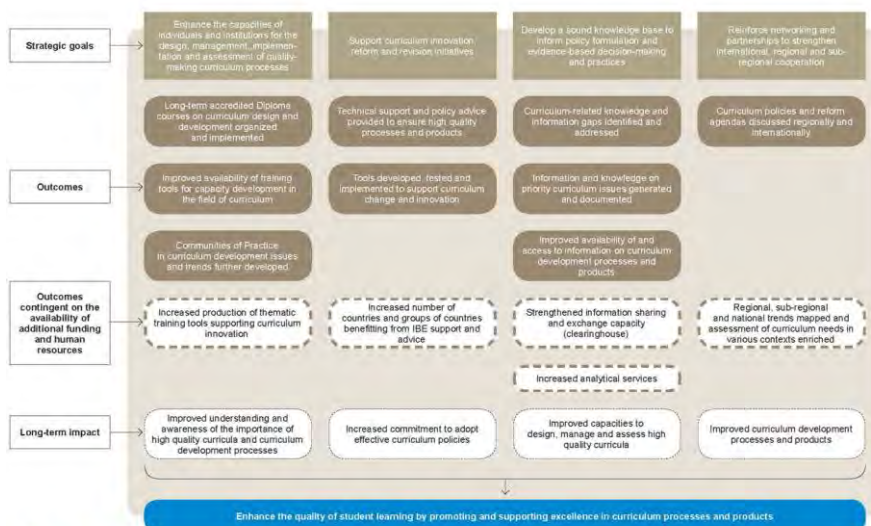
Strategy and Programme of Work 2012-2017

IBE
Strategy & Programme of Work 2012-2017

UNESCO International Bureau of Education

IBE Council 2014
Overview of the implementation of the IBE Centre of Excellence Strategy

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Overview of the implementation of the IBE Centre of Excellence Strategy

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Organizational structure and staffing

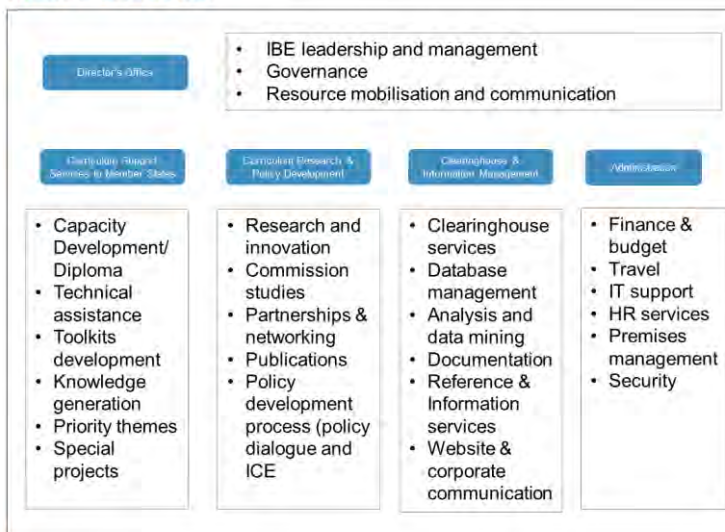
- Teams merged and restructured
- Senior specialist (P5) to lead Curriculum Research and Policy Development
- D1 to reinforce management and governing board

Challenges:

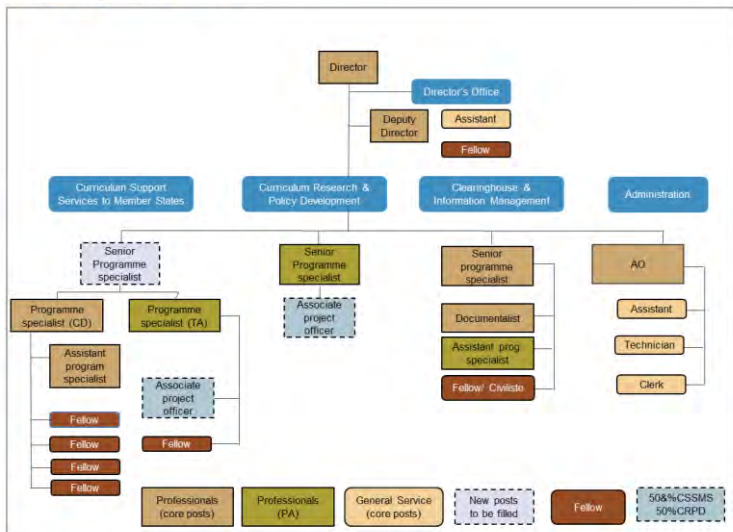
- Adequate number and level of **core positions**
- **P5 to coordinate Support Services to Member States**
- The envisaged increase in professional positions is to be funded by extra-budgetary resources that will be progressively mobilized and carry more flexible contracts
- Reduction of UNESCO allocation and financial situation in Paris are an obstacle to increase post (PA)



Main Functions

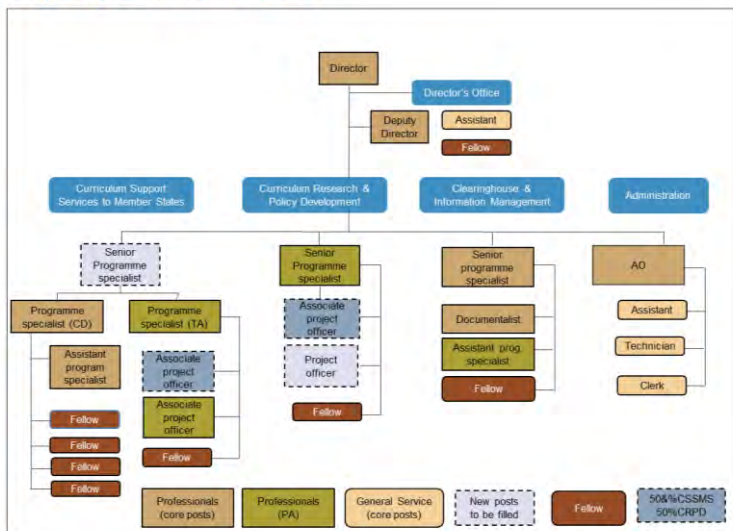


Organigram 2013



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Overview of the implementation of the IBE Centre of Excellence Strategy

Organigram end of 2014



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Overview of the implementation of the IBE Centre of Excellence Strategy

Governance

- IBE Council new composition: 12 Member States; high level education expertise; 2 languages
- Transition period: 20 Member States, from which six newly elected Members at the GC– one from each region
- Important cost effective measures (50% cost reduction) (rental space, interpretation, translation)
- Financial contribution from Prince Sultan bin Abdulaziz Fund to cover Arabic translation and interpretation
- New President and Steering Committee elected





7. Resource Mobilization and Communication Strategy



Resource Mobilization and Communications

Resource Mobilization Objectives

- To increase IBE core funding
- To increase extra-budgetary funding
- To institutionalize resource mobilization

Resource mobilization committee (RMC)

- Bahrain, Nigeria, Norway

Highlights 2013

- **Switzerland:** CHF 30'000 seed funding for resource mobilization
- Proposals submitted and granted:
 - **UAE** with Ed\TEP (1'000'000USD)
 - **GPE** (2'999'082USD)
- **Norway and Switzerland**
- **Bahrain** (99'900 USD)
- **OFID and UNAIDS** (200'000USD)

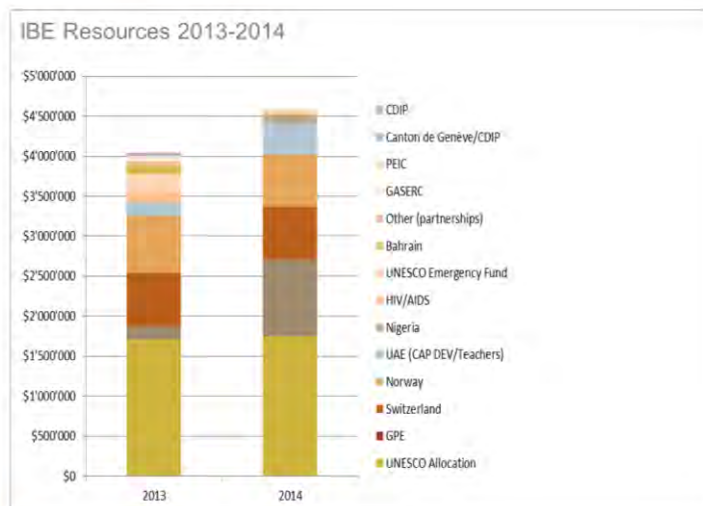


Resource Mobilization and Communications

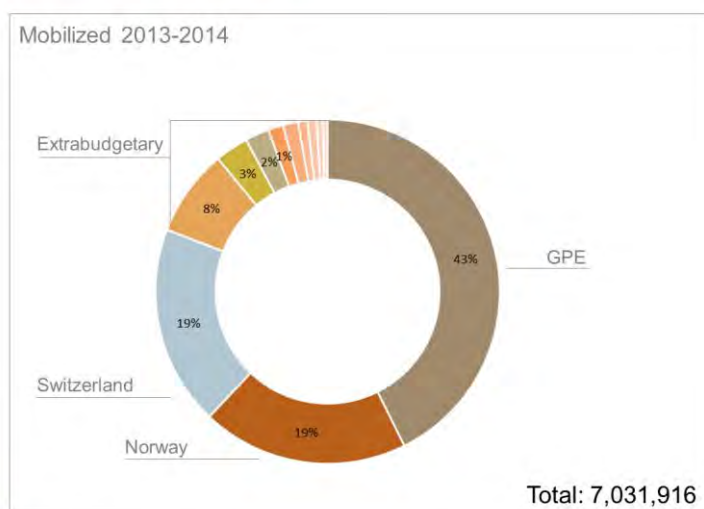
- **Mission to Bahrain and Oman**
- **New IBE Corporate Identity**
 - IBE Strategy, brochure and flyer
 - Website and all external communications
- **Resource mobilization and communications team**
 - Marketing portfolio development
 - Internal and external communication
- **Follow-up:** Spain, UK, Paris (UNESCO HQ and Inter-American Development Bank), South Korea, Oman, Malaysia, Nigeria, Finland, Saudi Arabia (UAE, Qatar), China, Norway, Switzerland



Resource Mobilization



Resource Mobilization



IBE Council 2014
Overview of the implementation of the IBE Centre of Excellence Strategy

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Resource Mobilization

Financing and Fundraising 2013-2014

| in USD | Allocated 2013 | Allocated 2014 | Received 2013 | To be received 2014 | TOTAL MOBILIZED |
|------------------------|------------------|------------------|------------------|---------------------|------------------|
| Switzerland | 660'453 | 661'521 | 660'453 | 661'521 | 1'321'974 |
| Norway | 715'832 | 648'961 | 715'832 | 648'961 | 1'364'793 |
| Nigeria | | 100'000 | | 100'000 | 100'000 |
| GASERC | 60'160 | | 60'160 | | 60'160 |
| Bahrain | 99'970 | | 99'970 | | 99'970 |
| Canton de Genève | 21'322 | | 21'322 | | 21'322 |
| CDIP | 10'661 | | 10'661 | | 10'661 |
| GPE | 167'362 | 963'000 | 2'998'996 | | 2'998'996 |
| UNESCO Emergency Fund | 220'156 | | 220'156 | | 220'156 |
| UAE (CAP DEV/Teachers) | 174'551 | 400'000 | 174'551 | 400'000 | 574'551 |
| HIV/AIDS | 131'624 | 26'855 | 131'624 | 26'855 | 158'479 |
| PEIC | - | 40'000 | - | 40'000 | 40'000 |
| Other (partnerships) | 60'854 | | 60'854 | | 60'854 |
| TOTAL | 2'322'945 | 2'840'337 | 5'154'579 | 1'877'337 | 7'031'916 |
| UNESCO Allocation | 1'707'800 | 1'742'200 | 1'707'800 | | |



IBE Council 2014
Overview of the implementation of the IBE Centre of Excellence Strategy

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9. Comprehensive Plan for Policy Dialogue and the ICE



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Overview of the implementation of the IBE Centre of Excellence Strategy

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Comprehensive plan for policy dialogue and the International Conference on Education (ICE)

- **Purpose:**

To share innovative curricular experience, exemplary case studies and other good practices in the field, to the end of enhancing the awareness of Member States and stakeholders of the range of possibilities available to them in their own curricular innovation and development processes.

- Policy dialogue - a **transversal aspect** of the work of the IBE
- The **current policy context** and key associated questions
- **International Conference on Education in 2016**
- **The nature** of future ICE and regional conferences
- **The location** of the ICE
- **Funding** of the ICE



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Overview of the implementation of the IBE Centre of Excellence Strategy

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8. Revision of the Statutes of the IBE



Revision of the Statutes

1. Length of Presidency

Should the *Statutes of the IBE* and the *Rules of Procedure of the Council of the IBE* be amended to enable the President to be eligible for re-election for one further two-year term?

2. President and country representation on Council

Should the *Statutes of the IBE* and the *Rules of Procedure of the Council of the IBE* be amended so that the President is designated as a person, and that his/her country representative replaces him/her on the Council and on the Steering Committee?

3. Terms of office for Member States and renewal

Should the *Statutes of the IBE* be amended to require a Member State which has been on the Council for two four-year periods to stand down for a period of two years before being eligible for re-election?



10. Follow-up of the recommendations of the IOS Evaluation for Category 1



IOS Evaluation for Category 1

- Thirteen recommendations made to the IBE, all of which have been fully addressed
- Three are of an ongoing nature
 - (1) the issue of continuous communication with other institutes;
 - (2) more effectively structuring and institutionalizing exchanges between the IBE's administration and HQ's central services; and
 - (3) the continuous implementation of cost recovery measures

IOS Evaluation for Category 1

- Six highlighted recommendations
 1. Re-focus mandate on the substance of curriculum development issues
 2. Limited and specific work in HIV/AIDS
 3. *"The focal point for linking and coordinating all UNESCO curricula-relevant work"*
 4. New staffing structure and most effective deployment of available expertise
 5. Revise Statutes: the composition and size of Council, the number of working languages, etc.
 6. Resource mobilization plan



Annex XII
UNESCO/BIE/C.63/Inf.1
Geneva, 6 February
2014 Original: English/
French

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

Geneva, 5 – 7 February 2014

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

Genève, 5 – 7 février 2014

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