**FIFTY-NINTH SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 27–29 January 2010

**REPORT OF THE DIRECTOR
OF THE INTERNATIONAL BUREAU OF EDUCATION
ON THE IMPLEMENTATION OF ACTIVITIES DURING THE PERIOD
1 JANUARY TO 31 DECEMBER 2009**

This report covers the period from **1 January to 31 October 2009**. During the Council session, additional information will be provided on the activities carried out from November to December. The budgetary figures give the accounts as at 31 October 2009; the pre-final accounts as at 31 December 2009, reflected in the document UNESCO/BIE/C.59/Inf.2, will be provided to the Council in January 2010, after they are cleared by the UNESCO Comptroller.

This report consists of three parts:
  I.   General report;
  II.   Fact sheets on activities;
  III. Budgetary figures as at 31 October 2009.

5.1

I.   GENERAL REPORT

Introduction

1.   The purpose of this report is to reflect the accomplishments of the 2009 programmes and activities, that were designed and implemented within the context of the strategic objectives and expected results of documents 34 C/4 and 34 C/5, and of the IBE Strategy 2008-2013. The report also briefly highlights the progress achieved in the preparation of the draft Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters.

2.   The year 2009 proved to be challenging, intense and fruitful. Tangible results were achieved in the implementation of the new IBE Strategy 2008-2013, approved by the IBE Council at its 56th session (January 2008). Core activities with direct impact in the field were consolidated and expanded, new initiatives launched and the preparations and actual testing of innovative training tools for curriculum development were carried out in partnership with academic institutions. Responding to priorities in different regions, and in collaboration with Field Offices, work on curriculum development has emphasized Inclusive Education and its pedagogical practices and indicators; Education for Sustainable Development (ESD); education for peace; secondary education in general; development of competencies for life and work and HIV and AIDS education.

3.   Particular emphasis was placed on addressing the needs of Member States in Africa, where virtually all IBE programmes have a strong component. Gender sensitive guidelines for textbook revision are being developed as a contribution to foster gender equality. South-South and triangular North-South-South cooperation schemes were actively built upon to foster exchange of expertise and good practices. Contributions were provided to relevant intersectoral platforms, particularly for support to countries in post-conflict and post-disaster situations, HIV and AIDS education, and intercultural dialogue.

4.   Action was taken to maintain the momentum created by the 48th session of the International Conference on Education (ICE) around Inclusive Education approaches with a robust programme of targeted activities implemented globally, regionally and sub-regionally. This included, among other activities, a new section of the IBE website specifically dedicated to resources, materials and tools on Inclusive Education; advocacy and information dissemination during major events targeting policymakers, education experts and specialists; as well as several specific ICE follow-up workshops to refine regional road maps for inclusive policies, strategies and practices and the beginning of capacity development programmes on Inclusive Education (i.e. for the UNESCO Clubs animators in Ecuador)

5.   The IBE is moving in the direction of becoming a Centre of Excellence in curriculum related matters. This is, at the same time, an opportunity for change and innovation and a challenge in the current financial crisis. This process has implied important introspective work, as well as external consultations in order to develop a long-term vision that will bring added-value to the IBE and its role within UNESCO. The process of preparing the related strategy, which started in late 2008, was enriched by the comments and suggestions of the Council's members at the 58th session (January 2009) and progressed substantively in 2009. The IBE's comparative advantages have become clearer: being a global centre and a field-oriented institute with specialized expertise on curriculum development; bringing an international and comparative dimension to knowledge production; and creating synergies among its three core functions of capacity development, knowledge production and policy dialogue on curriculum

development, for the benefit of its global as well as field operations. With the establishment of a Working Group, to be discussed at the 59th session of the IBE Council in January 2010, the process of finalising the draft Strategy will be brought forward.

6.   In the same spirit, the year 2009 brought forth a significant increase in collaborations, with the IBE substantively reinforcing partnerships with UNESCO Headquarters, the four UNESCO Regional Bureaus for Education and Field Offices, and supporting their regional and sub-regional priority initiatives. New cooperation agreements focusing on specific assignments within programmes were also established with UN agencies, international and national academic institutions and other stakeholders. Within the UN reform framework, in particular, the IBE's specialised expertise was called upon by Field Offices to strengthen their participation in the UN Country Team programmes, including the "Delivering as One" pilot initiatives. As compared to previous years, the requests for country-specific technical assistance and conceptual work in the field of curriculum development, completed on a cost recovery basis, have steeply increased. The IBE remained conscious of the need to prioritize its interventions, in order to use efficiently and effectively its limited resources.

7.   The donor's base was expanded, but the optimal resource ceiling to ensure institutional growth and stability is yet to be reached. In the meantime, cooperation agreements with key donors providing core support to the IBE, which will expire at the end of 2009, are being negotiated, with the aim of expanding their time frame to three or four years. The support of new donors is also sought.

8.   Based on the budgetary framework approved by the 58th session of the IBE Council in January 2009, the execution rate as at 31 October 2009 is 71.42%.

9.   The presentation of the 2009 activities is organized according to the three main functions of the IBE mandate, as reflected in the IBE Strategy 2008-2013, and around which the programmes have been developed, more precisely:
- Capacity Development and Technical Assistance;
- Knowledge Production and Management; and
- Policy Dialogue and the ICE.

10.   The expected results indicated in the 34 C/Res.4 for the IBE are also outlined to complete the programmatic framework. According to the practice approved by the Council, programme specific fact sheets are annexed to this report, to provide more detailed information about the activities, their products and impact. Their format has been improved to be more reader-friendly, while incorporating new key elements of result-based management. Finally, the report gives an account of the institutional functioning of the IBE, which includes an overview of the Council's works and the human and financial resources situation.

1.   MAIN ACTION AREAS AND EXPECTED RESULTS

1. 1.   CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE

Strategic objectives (IBE Strategy 2008–2013)

The strategic objective is to contribute to the **development of capacities** of specialists, practitioners and decision makers for the design, management and implementation of quality of curriculum-making processes and inclusive curricula. The IBE will work towards:

- Consolidating the **global network in curriculum development** in order to facilitate the development of conceptual orientations and frameworks for quality basic education and sustained collective action in the field of curriculum reform and change at the local, regional and interregional levels;

- **Supporting countries** in processes of innovative curriculum change and effective assessment**;**

- Developing pilot-testing and promoting the effective use of a set of **training materials and tools** for innovative curriculum change and implementation;

- Expanding and diversifying forms **of training in the domain of curriculum development** through partnerships with relevant academic institutions in different regions;

- Providing professional **support and advice** to contribute to improved curriculum development processes and products through action-oriented, participatory approaches and effective partnerships among relevant stakeholders.

Expected results at the end of the biennium 2008-2009 (34 C/5, § 01023)

Institutional and human capacities enhanced in curriculum design, development and reform.

Performance indicators:
- Number of men and women and institutions having benefitted from training;
- Educational and methodological resources and training "toolboxes" created, adapted, tested and widely disseminated.

Community of Practice in Curriculum Development

11.   The Community of Practice (COP) on curriculum development consolidated and further expanded as a network of experts and users for capacity development and dissemination of good practices at the national, regional and international level. With an annual increase of 200 in its membership (over 1,270 members from 131 countries as of October 2009), the COP represents a multilingual platform to foster South-South and North-South-South cooperation. The COP activities carried out in cooperation with its 14 Focal Points proved their added value as customized interventions to meet regional and sub-regional expectations and needs, generated a strong sense of ownership within the stakeholders and provided specialized complementary contributions to the curriculum related initiatives pursued by the UNESCO Regional Bureaus for Education and Field Offices, and other stakeholders.

12.   On a regional level in Africa, the policy document of the Basic Education in Africa Programme (BEAP) was co-authored by UNESCO-BREDA and the IBE to guide this initiative, which involves country-driven review processes for the development of competency-based curriculum frameworks. Launched in six countries (Cote d'Ivoire, Djibouti, Ethiopia, The Gambia, Seychelles and Tanzania) the programme has inspired and facilitated national review processes, such as those in The Gambia, for the formulation of basic education curriculum frameworks, and in Ethiopia and Cote d'Ivoire for curriculum review and reforms. Over 10 African countries have been introduced to the BEAP. Approaches reflecting different regional priorities in the field of curriculum development were pursued towards secondary education reform and Inclusive Education in Arab states, the incorporation of Education for Sustainable Development (ESD) in curricula through teacher education institutions in Asia, and on Inclusive Education in Latin America (capacity development of UNESCO Club animators in Venezuela and Ecuador).

13.   An innovative approach to strengthen the capacities of curriculum specialists has been developed and implemented through the piloting of the "Resource Pack", as part of a series of training tools for curriculum development. The Resource Pack consists of 8 pedagogical modules focusing on curriculum design, management and implementation, textbook development, as well as good practices and evaluation systems. These modules will become part of intensive training courses and will be used for distance learning for education specialists, policy makers, teacher trainers and educators. By the end of 2009 they will have been piloted in coordination with national academic/curriculum institutions in Dar es Salaam, Tanzania (for 8 African countries through BEAP), in Montevideo, Uruguay and in Thimphu, Bhutan. Once further refined, the Resource Pack's use can be institutionalised through "regional hubs" to develop local capacities for the design, management and implementation of quality curricula.

14.   Detailed information is provided in the fact sheet Report no. 1

Curricular Innovations, Poverty Alleviation and Peace Education in Sub-Saharan Africa

15.   The project addresses the challenges and needs for quality learning for all in 15 sub-Saharan African countries coping with poverty, HIV and AIDS, issues of social justice and social cohesion, as well as, in some cases, issues pertaining to post-conflict situations and contexts. Initiated in 2008, the new phase explored the complex link between poverty and education for peace, focusing on the development of competencies for life and for work, as well for Learning to Live Together (LTLT). The programme, which started with 9 national teams, in 2009 expanded, to include 6 more countries with the support of the German Development Cooperation (GTZ)/German Federal Ministry for Economic Cooperation and Development (BMZ).

16.   Curriculum experts from 15 African countries (Angola, Botswana, Burkina Faso, Burundi, Congo-Brazzaville, Guinea-Conakry, Kenya, Malawi, Mali, Mauritius, Mozambique, Niger, Rwanda, Senegal, and South Africa) were engaged in this final stage to advance the collaborative development of a new tool for curriculum change. This was achieved as a result of an intense capacity development process that culminated in three international workshops (Geneva, March-April 2009; Nairobi, June 2009; and Frankfurt, October 2009), where the toolkit for the integration of competency development and LTLT in the basic education curriculum of sub-Saharan African countries was finalised, reflecting the experiences and contextual needs of the participating countries. Guidelines were also produced to accompany the teams in their efforts to organise national dissemination, sharing workshops and the field testing of the toolkit's first version.

17.   The project proved successful also in enhancing the visibility of curriculum policies and in promoting the experiences of sub-Saharan African countries at regional and international levels. As one of the most valuable project outcomes, the technical capacities of around 70 experts have been developed on curriculum related issues.

18.   Detailed information is provided in the fact sheet Report no. 2.

The clearinghouse and capacity-building for curriculum and HIV and AIDS education

19.   With the objective of integrating HIV and AIDS education more effectively into official curricula, this project has performed its dual functions of clearinghouse and capacity development, making its specialised expertise consistently available to Member States and UNESCO Field Offices. As part of UNESCO EDUCAIDS, new resources have been produced, including a short film on interactive pedagogical approaches in Cameroon, presently being used by various stakeholders in workshops, schools and teachers institutions, and an updated and more user-friendly revision of the manual "Curriculum and HIV and AIDS". As key contributions to the UNESCO HIV and AIDS Education Clearinghouse, some 400 new documents and assessments of over 25 good practices were added to the databank.

20.   These new resources were utilised to support relevant programmes of UNESCO Field Offices and other key actors, in delivering targeted technical assistance to several countries and placing, in particular, high priority on teacher training for HIV and AIDS responses, both at the national and regional level. This is the case for activities in Guyana and Lebanon, the latter to the benefit of some 20 Arab and African countries.

21.   Detailed information is provided in the fact sheet Report no. 3.

Technical co-operation projects/support to Member States

22.   As a key component of the IBE capacity development function, the delivery of technical assistance to countries in transition and in post-conflict situations was particularly challenging in 2009, with an increased number of requests by Member States, UNESCO Field Offices and UN agencies, particularly UNICEF. Building on solid expertise, this programme provided customised support and accompanied curriculum specialists in processes of planning, developing and implementing quality primary and secondary curricula in line with emerging needs and developmental perspectives. Special emphasis was placed on the integration in national curricula of competency-based approaches, as well as on the preparation for life and work based on the values, principles and practices of Learning to Live Together and Education for Sustainable Development.

23.   Expert advice as well as hands-on technical support for curriculum reform processes were rendered in several countries, including Angola, Pakistan and Vietnam. Among the main achievements, in Vietnam, one of the 8 "Delivering as One" pilot initiatives, guidelines were collaboratively developed and used by a national technical team of 25 specialists from the Ministry of Education for primary textbook analysis from a gender perspective, in support of the related "UN Joint programme". With the Ministry of Education in Pakistan, a national strategy for curriculum implementation will be developed during an intense one-week programme organized by the IBE in December 2009. Support was provided to the UNICEF project "Review of the Kosovo Primary and Secondary Curriculum Framework", which was completed. This technical assistance was carried out in accordance with UN Security Council Resolution 1244, in coordination with United Nations Interim Administration Mission in Kosovo (UNMIK) and after an internal UNESCO approval process.

24.   Detailed information is provided in the fact sheet Report no. 4.

The "GigaPan": Diversity and Inclusion in the Community

25.   Launched in 2008 as a joint venture between the IBE and Carnegie Mellon University, in collaboration with the UNESCO Associated Schools Project Network (ASPnet), this initiative aims at incorporating the use of technology in classrooms while embracing diversity through web-based dialogues and exchanges of explorable, high-resolution digital imagery. Inclusive school settings have been promoted and sustainable networking among students of different cultural backgrounds encouraged. After the pilot phase implemented in schools in three countries (South Africa, Trinidad and Tobago, and the USA), the activities have expanded to Asia (Indonesia) and Latin America (Brazil), with the active involvement of over 350 students and 75 teachers trained in utilizing the technology.

26.   Detailed information is provided in the fact sheet Report no. 5.

1.2.   KNOWLEDGE PRODUCTION AND MANAGEMENT

Strategic objectives (IBE Strategy 2008–2013)

The strategic objective is to consolidate, enrich and further **expand a knowledge base** and a variety of specialized information **resources** on curricula and curriculum development processes. The IBE intends to works towards:

- Building a **robust knowledge base,** including specialized information resources and a set of studies and trend analyses, on curricula and curriculum development processes at the service of researchers, trainers, practitioners and decision makers.

- Strengthening **clearinghouse a**nd information services through updated, expanded and enriched databases; seamless access to wide-ranging collections, in particular those related to curriculum; expanded alerting services; and digitized materials.

- Developing an **online platform** for increased knowledge sharing and collaborative action in the field of curriculum development, intended to support a worldwide network of researchers and practitioners, and more generally the enhancement of the UNESCO knowledge portal.

- Streamlining **services and access** to materials and resources through collaboration with all the UNESCO constituencies as well as external partners, in order to maximize efficiency and minimize duplication of effort.

Expected results at the end of the biennium 2008-2009 (34 C/5, § 01023)

New orientations *(trends)* **and developments in the field of education identified through information collected and processed, research and studies.**

Performance indicators:
 - *Studies and analyses available in the context of the EFA Global Monitoring Report;*
 - *Research and studies published.*

Knowledge and information on education systems, existing curricula, curriculum development processes, as well as examples of best practices and innovations, updated and disseminated.

Performance indicators:
- *IBE databases (World Data on Education; Country Dossiers; HIV and AIDS education clearing-*
  house, etc.) increased and broadened.
- *The IBE's internet site strengthened and regularly updated;*

> *- Number of visits to the site.*

Knowledge products and publications on Inclusive Education

27.   An important source of added-value lays in the IBE functions as a clearinghouse and information services, constituting an online platform for increased knowledge sharing and collaborative action, with the aim at reaching a wider audience. Specifically on Inclusive Education, a significant amount of resources and publications were produced to support the ICE follow-up activities, and in particular the dissemination and advocacy of the key ICE messages. These included, among others, the Final Report of the 48th ICE (in six languages) and a CD-ROM containing the Conference proceedings; video materials; as well as a module of the Resource Pack on Inclusive Education for the Latin American and the Caribbean region.

28.   Several publications were completed on this topic, including *"Defining an Inclusive Education agenda: Reflections around the 48th ICE"*; *"Inclusive Education in the Latin American and the Caribbean region: an exploratory analysis of the National Reports presented at the 48th ICE"*; a content analysis of 129 messages from Ministers of Education to the 48th ICE; an issue of **Prospects** entitled *"Inclusive education: Controversies and debates"* (151, Vol. 39, no. 3, September 2009); and *"L'éducation pour l'inclusion: concepts, recherches et pratiques"* reflecting the deliberations of the international seminar that took place in November 2008, as part of the ICE preparations, within a cooperation framework between the *Faculté de psychologie et des sciences de l'éducation* (FAPSE) of the University of Geneva, the *Service de recherche en éducation* (SRED) of the Canton of Geneva, and the IBE.

29.   A new section of the IBE website, considered as an essential tool for expanding access to and sharing of information and resources, was created on Inclusive Education, as the first nucleus of a future Clearinghouse on Inclusive Education (CHIE) which the IBE intends to develop. Since September, the section has been providing easy access to a wide range of resources, such as policy briefs, guidelines, tools, reports and other materials. Made available in three languages, with about twenty pages each, and providing access to over 250 resources as well as links to some 40 websites, the section (and the future CHIE) is intended to inform decision-making processes and support policymakers, education administrators, teachers and community leaders in their efforts to address inequalities in education and promote more inclusive learning environments.

Resource Bank

30.   The process of expansion and digitizing the curriculum resources has progressed steadily, with the objective of making available updated knowledge and information on education systems, curricula, and curriculum development processes for the benefit of the IBE programmes as well as Member States and other stakeholders. This resulted in a number of key achievements, like the migration of the IBE online electronic catalogue (IBEDOCs) to UNESDOC, the digitization of the unique collection of the National Reports (1932-2004) and the enrichment of the 193 Country Dossiers; while weekly online alerts on education related publications are regularly distributed to COP members and other education specialists.

Observatory of trends and recent publications

31.   The UNESCO quarterly review of comparative education **Prospects** gained strong momentum during the year, further improving its quality control and time delivery. The visibility level became higher and excellent quality contributions were made by a progressively wider range of authors. This also resulted in a substantive increase in subscription rates and related revenues. Co-published in English with Springer (Netherlands), the following several issues were produced or are being prepared:
Education for All by 2015: progress and challenges (147, Vol.38, no.3, September 2008); *two Regular Issues* (respectively: 148, Vol.38, no.4, December 2008 and 149, Vol.39, no. 1, March 2009); *Aid effectiveness in Education* (150,Vol. 39, no.2, June 2009); *Inclusive education: Controversies and debates* (151,Vol. 39, no. 3 , September 2009); *HIV Education in Formal and Non formal Settings: Comparative and International Best Practices* (152,.Vol.39, no. 4, December 2009), the latter is in the process of being finalised. The issue *Lutte contre la pauvreté et éducation pour l'inclusion : transformer l'école en Afrique sub-saharienne* (146, Vol.38, no. 2, June 2008) was translated into Portuguese.

32.   Two new issues of the series "Working Papers on Curriculum Issues" were produced (*Complex knowledge and educational competencies*; and *Curriculum and inclusion in the Andean region of Latin America)* while within the "Educational Practices Series" a new issue on *Effective pedagogy in mathematics* (no.19) was also published.

33.   The IBE supported the review process of the 1997 International Standard Classification of Education (ISCED), participating in the first two meetings of the Technical Advisory Panel (TAP). It will also host the third TAP meeting within its premises (Geneva, 3-4 December).

34.   Detailed information is provided in the fact sheet Report no. 6.

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1. 3.   POLICY DIALOGUE AND FOLLOW-UP ACTIONS ON THE 48th INTERNATIONAL CONFERENCE ON EDUCATION

Strategic objectives (IBE Strategy 2008–2013)

The strategic objective is to facilitate policy dialogue at the local, regional and global levels for improved curriculum development processes and products. The IBE will work towards:

- Ensuring that the sessions of **International Conference on Education** represent a relevant worldwide forum intended to foster genuine policy dialogue, share information, expand partnerships and renew international commitment towards quality education for all.

- 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.

Expected results at the end of the biennium 2008-2009 (34 C/5, § 01023)

Implementation of the decisions of the 2008 International Conference on Education monitored

Performance indicators:
- Appropriate mechanisms for the monitoring of decisions on the 2008 ICE established;
- Follow up actions targeting Inclusive Education policies sustained.

35.   Within the framework of the three-stage cycle related to the 48th International Conference on Education (ICE), more precisely its preparations, the actual convening and implementation, and the follow-up actions, the year 2009 was dedicated to promoting policy dialogue, advocating and widely disseminating the key ICE messages and outcomes among policymakers, educators, researchers, curriculum specialists and teacher trainers. This objective was accomplished through international and regional conferences, research papers, online publications, training modules, learning resources, e-fora and evidence-based practices (see also paragraph 28).

36.   Synergies were achieved for greater leverage with the other three major UNESCO International Conferences on Education organized in 2009, namely the World Conference on Education for Sustainable Development: "*Moving into the Second Half of the United Nations Decade*" (March/April, Bonn, Germany); the 2009 World Conference on Higher Education: "*The New Dynamics of Higher Education and Research for Societal Change and Development*" (July, Paris, France); and the Sixth International Conference on Adult Education -CONFINTEA VI-: "*Learning and Living for a Viable Future: the Power of Adult Learning*", scheduled in December (Belém, Brazil).

37.   The advocacy activities resulted in the raised awareness of the stakeholders on the relevance of Inclusive Education policies and programmes, as the key strategy to advance the EFA goals. A total of 26 seminars and workshops, many of them co-organized by the IBE, UNESCO Headquarters and UNESCO Field Offices, reached an audience of over 1,750 participants from 91 countries. UNESCO's leading role with regard to Inclusive Education was reinforced and the strong relation at the policy level with the global countries commitments to the "Convention on the Rights of Persons with Disabilities" was sustained. It may be interesting to note that some 40% of the Convention's ratification/accession took place over the one year period after the 48th ICE (29 new ratifications/accessions out of a total of 70).

38.   At the regional and sub-regional levels, upstream work supported countries in their efforts to put Inclusive Education policies into practice, as a condition to promote curricular changes. Several specific ICE follow-up seminars were organized in partnership with relevant ministries, UNESCO Headquarters, Field Offices, UN agencies and other stakeholders, to address regional specific demands and agree on a common course of action, including:

- A national policy dialogue forum on "*Quality education and teacher development*", Malabo, Equatorial Guinea, April; organized by the Ministry of Education and the Academy for Educational Development (AED),with the IBE Director as the key note speaker on "*International trends and challenges for improving teacher education and development*";
- The regional workshop entitled "*A Broadened Concept of Inclusive Education, Inclusive Class-room based Practices, and Implications for Policy Making, Implementation and Follow-Up*", Beirut, Lebanon, July, involving curriculum developers and policymakers from 14 Arab countries, which identified the need for regional guidelines as the key steps to operationalize Inclusive Education approaches at school level in the Arab States;
- The International Conference "*Reaching the marginalized – How to approach Inclusive Education*", in partnership with GTZ and the German Sir Peter Ustinov Foundation, Düsseldorf, Germany, September, which resulted in a common action plan shared by the stakeholders and provided inputs to the preparations for the next EFA High-Level Group Meeting in 2009;

- Regional Conference on: "*EFA, enhancing quality education and curriculum development*", Yerevan, Armenia, September, which built consensus on strategies and tools required to improve the quality and inclusiveness of education systems and curriculum development in the region;
- Regional Meeting "*Implementation of Inclusive Education Policies in Latin America: Progress and Pending Challenges*", Santiago, Chile, November, which will explore the regional perspectives on social and educational inclusion and will identify the investments, resources and tools, needed to monitor and assess Inclusive Education policies and strategies.

39.   It is worth mentioning that as a spinoff of the 48th ICE outcomes, initiatives have been developed by stakeholders to shape the Inclusive Education agenda within different contexts. The IBE will be represented as a member of the project advisory group and steering committee of the three-year "*Teacher Education for Inclusion Project*", by the European Agency for Development in Special Needs Education, Brussels, and of the new UNESCO/European Agency project "*Inclusive Education in action*", supported by the European Commission.

40.   Detailed information is provided in the fact sheet Report no. 7.

2.   INSTITUTIONAL FUNCTIONING

2.1.   IBE COUNCIL

41.   The functioning of the IBE Council is established by its Statutes, the Rules of Procedure and the Resolution adopted by the 34th session of the General Conference of UNESCO (34 C/5).

42.   The Council held its 58th session in January 2009. Its agenda included a review of the 2008 programme achievements, including the preparations and holding of the 48th session of the ICE and the findings of its evaluation. The 2008 programme was approved as well as the provisional accounts as at 31 December 2008. The draft programme and budgetary framework for 2009 were also discussed and approved, complemented respectively by detailed working plans and an explanatory note to the Appropriation Resolution no. 1/2009 that were submitted in March 2009. The Administrative Group met during the two days preceding the 58th session of the Council.

43.   Both the Council at its 58th session and its Steering Committee on September 4th provided comments on the preliminary draft "Strategy aimed at making the IBE UNESCO's Centre of Excellence in curriculum-related matters", taking note of the progress achieved. The recommendation that additional time be given for the finalisation of the Strategy was transmitted to the 35th session of the UNESCO General Conference, which endorsed it.

44.   The President of the Council reported on the IBE's achievements of the biennium 2008-2009 at the Education Commission of the 35th session of the UNESCO General Conference.

45.   Detailed information is provided in the fact sheet Report no 8.

2.2.   INSTITUTIONAL MANAGEMENT: HUMAN AND FINANCIAL RESOURCES AND PARTNERSHIPS

Human resources and management

46.   The year 2009 has brought with it important outcomes, but challenges still remain. The financial situation of the Category I institutes continues to be problematic even when their performance has been positively assessed and they progressively moved towards results-based management approaches. Due to the nature of its specialization, the IBE requires core staff members with a high degree of specific competencies and knowledge. Even if current staff shows high levels of motivation, efficiency and competence, there is a strong need to strengthen the core professional team to achieve institutional stability.

47.   The IBE continued the implementation of its on-the-job training policy for young professionals under different modalities: ten young, qualified university graduates benefitted from grants as research assistants; fourteen students (two of them distance working on **Prospects**) carried out internships of various duration; an Associate Expert financed by Greece joined the IBE in October 2009, and a master's degree student was accepted to carry out his civil service for a period of six months. Within the context of the UNESCO-Korean Research and Foundation Internship Programme, two interns joined the IBE over the period September 2008 – March 2009 and in June 2009 interviews were carried out to select the new intern, who will commence in early January 2010.

48.   In line with the IBE policy of providing professional development, the staff benefitted from the following courses:

- Results Based Management Training Workshop, 27-28 August 2009, Geneva, Switzerland (all staff);
- Post-Conflict and Post-Disaster Training Workshop, 23-26 February 2009, Bangkok, Thailand (two staff members);
- IIEP Summer School Rebuilding Resilience: Planning education in 'fragile contexts', 20-31 July 2009, Paris, France (one staff member);
- UNCT Leadership and Coordination Skills Workshop, 28 September - 8 October 2009, Turin, Italy (one staff member);
- Training on Electronic Payments, 11-12 March 2009, Paris, France (one staff member);
- Language training courses, throughout 2009, in Geneva, Switzerland (three staff members);

49.   Furthermore, since 2007 the IBE has been actively involved in the IPSAS (International Public Sector Accounting Standards) process, led by the UNESCO Office of the Comptroller. A planning exercise was carried out to identify the steps to be taken until 1 January 2010 (date of official IPSAS adoption), and its implementation is being carried out smoothly.

Financial resources

50.   Progressive growth of the voluntary and extra-budgetary contributions constitutes a steady trend for the IBE. It should be noted that the total IBE budget for the biennium 2008-

2009 amounted to US$10,568,005. This represents an increase of over US$2million as compared to the budget of the biennium 2006-2007, which amounted to US$8,511,214.

51.   The total budget approved in the 2009 Budgetary Framework is US$5,399,500. The UNESCO financial contribution (Regular Budget) allocated to the IBE was US$2,295,500 and represented only 42.5% of the total IBE resources. The balance of voluntary and extra budgetary resources amounted to a total of US$3,104,000, which therefore represented 57.5 %, of the total 2009 budget.

52.   The IBE has also been flexibly applying the cost-recovering policy, while at the same time engaging in cost-sharing and co-funding arrangements for priority activities with selected partners. This proved particularly relevant on the ICE follow-up programmes, based on the high interest of stakeholders. Additional extra-budgetary resources for a total amount US$193,552 were secured for discrete and task-specific activities as of 31 October 2009, which were not originally included in the approved 2009 Budgetary Framework.

53.   Spain, as a new core donor for the IBE, approved in 2008 an amount of €350,000 as a voluntary contribution for institutional support. The funds were received at the year's end and therefore used for programme implementation in 2009. The same financial commitment will probably be confirmed for the next year. The two ongoing 2008-2009 Cooperation Agreements, respectively with the Swedish International Development Agency (SIDA) for a total amount of Swedish Kronor (SEK) 6,000,000, and with Switzerland for a total amount of CHF 1 million, will come to an end by 31 December 2009. Negotiations to re-establish them in 2010 and possibly for a longer timeframe have been initiated by the IBE Director and are expected to be concluded soon.

54.   The budgetary situation on 31 October 2009 is presented in Part III of this document. A new table, reflecting the situation at the end of December 2009, will be provided to the Council in January 2010.

Partnerships

55.   Solid partnerships represented a sine-qua-non condition for the IBE work in 2009. At the time when the global financial meltdown impacted both developed and developing countries, the IBE was able to expand its collaborations and joined forces to achieve common objectives with a wide range of stakeholders, including bilateral donors, UNESCO Headquarters and Field Offices, UN Agencies, International NGOs, Ministries of Education and National Commissions, Universities and academic institutions. Existing collaborative working relations, many steaming from the work carried out for the 48th ICE and others from interest in the IBE programmes, were also maintained. This is the case of the GTZ within the project "Curricular Innovations, Poverty Alleviation and Peace Education in Sub-Saharan Africa" (see also para. 15).

56.   New partnerships, based on Cooperation Agreements, were also established on specific themes and key priorities, including with :
- The International Baccalaureate Office (IBO);
- The Catholic University of Uruguay (UCU), for the piloting of the Resource Pack, with a view to offering a University diploma on curriculum development in the Latin American region;

- The Inter-agency Network for Education in Emergencies/INEE for the development of the *General Notes on Quality Teaching and Learning in Emergencies* with a focus on curriculum aspects;
- UNICEF: to develop links with curriculum in emergency and post-conflict situations;
- The World Council of Comparative Education Societies: the IBE Director has become a co-opted member of the Executive Board and will be the formal liaison for UNESCO.

57.   Partnerships for research initiatives with academic institutions of the host country were successfully expanded to include the *Faculté de psychologie et des sciences de l'éducation* (FAPSE) of the University of Geneva; the *Service de recherche en éducation* (SRED) of the Canton of Geneva; the Graduate Institute of Geneva (IHEID) and the UNESCO Chair on Technologies for Development at *Ecole polytechnique fédérale de Lausanne* (EPFL). As in previous years, the IBE ensured its intellectual contributions to the Summer University for Human Rights and the Right to Education (UEDH), which is traditionally hosted within the IBE premises in July and August.

58.   The IBE staff was invited as resources persons to a large number of academic conferences, professional meetings and other gatherings, many of them concerning Inclusive Education (see also para. 37).

Conclusion

59.   The Director wishes to express her personal thanks to the whole IBE team for having demonstrated their professional competence and enthusiasm during this very intense and fruitful year. The Director confirms her strong commitment to lead the IBE to become a centre of excellence for curriculum development, in full coordination and with the overall guidance of the IBE Council.

60.   The Director also wishes to express her thanks for the strong support received from all Council Members, and especially from H.E. Mr Raul Vallejo Corral, the outgoing President of the Council, and from the representatives of the host country. The Director furthermore acknowledges with gratitude all the financial contributions received both as institutional support to the IBE from Sweden, Switzerland and Spain, and as extra-budgetary funds from multiple donors.

II.   FACT SHEETS

REPORT 2009	
1. Title	**Capacity Development for Curriculum Development - Global level**
2. Responsible Officer	Renato Opertti
3. Starting and termination dates	January-December 2009

4. OVERALL GOAL

Support action in favour of quality EFA by enhancing the capacities for the design, management and implementation of curriculum development processes amongst decision-makers, specialists and practitioners.

This objective is achieved:

- Globally, by collaborating with the Community of Practice in Curriculum Development (COP) to enable knowledge sharing and production on quality EFA and curriculum issues with an international comparative approach;

- Regionally, by closely collaborating with key partners, including UNESCO Field Offices located in the all UNESCO regions, as well as leading institutions in curriculum expertise (some acting as the COP Focal Points).

5. RESULTS

5.1.A. Title
The interactive worldwide Resource Pack developed to enhance the capacities of key actors for the design, management and implementation of curriculum change.

5.2.A. Performance Indicator(s) and associated Target(s) and Baseline(s)
Completion of the Resource Pack, number of pilot training activities conducted in different world regions, revision upon feedback collected from pilot training activities, online accessibility, and translation from the initial English version into at least another language.

Assessment criteria:
Number of countries requesting and benefiting from targeted technical assistance using the Resource Pack. Evaluation by these countries.

Baseline:
One Asia-Pacific Resource Pack developed by IBE in 2005. Limited learning tools and training modules of global and regional scope.

5.3.A. Achievements, Challenges and Lessons Learnt
- Resource Pack finalized in English and published online (COP website);
- Resource Pack applied as pilot experiences to support 3 countries through 10-day curriculum development workshops respectively conducted in Tanzania, Uruguay and Bhutan; 125 policy-makers, curriculum leaders, school leaders, teachers, teacher trainers, assessment specialists were trained;
- Cooperation agreement (2010-2011) signed with the Catholic University of Uruguay (UCU) with the view to offer a university diploma on curriculum development for the Latin American region;
- Process initiated to develop 3 additional training modules, respectively focused on competency-based approaches to inclusive curriculum and Education for Sustainable Development (ESD), in order to further assist countries in Africa, Latin America and Asia;
- Coordination initiated to translate the Resource Pack into Spanish (in cooperation with UNESCO Mexico Office).

The main **challenges** have been to provide a shared vision of curriculum processes, products, in light of case studies collected from all UNESCO regions.

The main **lessons learnt** are: a) the usefulness of the COP to gather case studies from all regions and b) the Resource Pack is a powerful tool to promote collective thinking and production on curriculum issues through a vast repertoire of training activities that can be customized to regional and national expectations and demands.

5.1.B. Title
UNESCO Member States (especially African countries) supported in their processes of competency-based curriculum change to enhance basic education.

5.2.B. Performance Indicator(s) and associated Target(s) and Baseline(s)
Number of countries sending representatives to be trained at capacity development workshops using learning resources made available. Number of representatives trained benefiting from targeted technical assistance in curriculum development or reform.

Assessment criteria: Type of activities implemented, objectives, scope (institutions and practitioners involved in each activity, classified by country), contents, feedback and impacts.

Baseline: Three countries (The Gambia, Ethiopia and Côte d'Ivoire) launched the UNESCO Basic Education in Africa Programme (BEAP) in 2008 to ensure basic education for the duration of at least 9/10 years. The Gambia is drafting its national basic education curriculum framework and the other two countries are undergoing curriculum review/reforms with different areas of focus.

5.3.B. Achievements, Challenges and Lessons Learnt
- Globally, a total of 9 additional technical assistance activities carried out until 31 October 2009;
- Technical support provided to launch BEAP in 3 additional countries (Tanzania, Seychelles and Djibouti) through capacity development sessions on competency-based curriculum and inclusive education, while sensitizing more than 10 other countries with BEAP;
- Coordination ensured for co-authoring of the BEAP Policy Document and its dissemination;
- 8 African countries (Tanzania including Zanzibar, Ethiopia, Kenya, The Gambia, Seychelles, Uganda, Zambia, Côte d'Ivoire) provided with an intensive 10-day training on issues and trends in curriculum processes;
- 2 other countries (Uruguay and Bhutan) provided an intensive 10-day training on curriculum processes;
- Tailored technical support provided to The Gambia for initiating the elaboration of the National Curriculum Framework;
- Proposal formulated on the development of the Tanzania Institute of Education as a sub-regional centre for curriculum development and training;
- Support envisaged for the establishment of a common Quality Assurance Authority/Mechanism for Basic Education in East African Countries, in collaboration with UNESCO Dar es Salaam and UNESCO Nairobi;
- Feedback provided to draft country reports on new inclusive education policies in the Asia-Pacific region;
- Proposal formulated to develop a toolkit on the practices of inclusive education in the Arab States.

The main **challenge** has been to spread the understanding of competency-based approaches as a powerful and flexible tool to attain inclusive and quality curricula for basic education and the democratization of learning opportunities.

The main **lessons learnt** are: a) the significance of implementing a comprehensive capacity development approach that caters to the strengths and weaknesses of curriculum practitioners at the different levels of the education system, and b) the strong institutional value-added of supporting BEAP as a UNESCO initiative clearly focused on democratizing basic education in terms of access, relevance and equity.

5.1.C. Title
Geographical and numerical expansion of the COP achieved to increase its global and regional impact.

5.2.C. Performance Indicator(s) and associated Target(s) and Baseline(s)
Number of joint action plans with regional Focal Points, number of publications and other contributions made available by COP members, number of face-to-face and on-line exchanges on quality and curriculum issues held in the different UNESCO regions, number of multilingual communications carried out on a regular basis, number of new members in the COP database.

Assessment Criteria: Type of activities implemented, objectives, scope (institutions and practitioners involved in each activity, classified by country), contents, feedback and impacts. Quality of the COP web section evaluated by colleagues and partners from different regions.

Baseline: At the end of 2008, COP had 11 regional Focal Points, 1100 members from 94 countries, with an

annual increase of 200 members. 2 e-forums were carried out since 2006.

5.3.C. Achievements, Challenges and Lessons Learnt
- As of 31 October 2009, the COP has 1271 members from 131 countries;
- 1 moderated multilingual e-forum on inclusive education and inclusive curriculum held over 3 weeks (26 Oct. – 13 Nov. 2009);
- Regular communication with COP members to encourage knowledge sharing and production, leading to COP members providing 6 out of the 9 IBE Working Papers on Curriculum Issues;
- COP website now available in the 6 UNESCO languages;
- Weekly relevant news made available to COP members in the 6 UNESCO languages;
- Dissemination of information about the COP (e.g. using updated booklet in the 6 UNESCO languages) at conferences and workshops;
- COP statistics gathered and disseminated regularly;
- The COP has now 14 Focal Points covering all UNESCO regions, playing an active collaborative role as co-organizers, moderators and/or rapporteurs for online and face-to-face activities.

One main **challenge** has been to align the COP Focal Point activities with the annual working plans jointly implemented with UNESCO Field Offices. Another important challenge has been to effectively coordinate a unique multicultural and multilingual COP, leading to inter-regional knowledge sharing and production.

The main **lessons learnt** are: a) the COP Focal Points activities have more significant impact when they provide complementary perspectives, strategies and practices to the ones pursued by UNESCO Field Offices; b) the relevance of carefully customizing the COP to meet regional expectations and needs, and the sense of ownership generated at the regional and national levels; c) the relevance of maintaining weekly communications amongst COP members and responding actively to their requests; and d) the COP has promoted different schemes of South-North and in-region cooperation, and has contributed to informed discussions on curriculum change and management from a international comparative perspective.

6. IMPLEMENTATION STRATEGY

6.1. Context: issues to be addressed and key baseline
Within the mandate of providing Member States with support for curriculum change, the IBE created the Community of Practice (COP) in Curriculum Development in 2005 as a tool for exchange and capacity development.

In 2009, the main focus has been on: (i) support to curriculum change and development processes in basic, youth and teacher education through the provision of learning tools, comprehensive capacity development activities and expanded COP membership, using both face-to-face and online modalities; and (ii) initiatives within the framework of South-South and North-South-South cooperation, aimed at supporting the expansion, democratization, quality and inclusiveness of basic education, e.g. inclusive education as a guiding principle to practice competency-based approaches, ESD, and accelerate the achievement of EFA goals (in follow-up of the 48th ICE). These activities build upon the Conclusions and Recommendations of the 48th ICE, as well as the collaborations and consensus reached in coordination with UNESCO Field offices and other partners, particularly in the preparatory process of the 48th ICE during 2007 and 2008.

6.2. Description and rational behind the interventions, outputs and expected results
- Continue to support regions and countries in implementing processes of competency-based curriculum change, focusing on the regions of Sub-Saharan Africa (mainly through BEAP) and Latin America, in close coordination with UNESCO Field Offices, ministries of education, intergovernmental bodies and development partners (in particular, the Spanish Cooperation with regard to Africa and Latin America and the Caribbean).
- Forge partnerships with Ministries of Education, universities, NGOs and international organizations, in order to implement training activities applying the worldwide curriculum Resource Pack and other learning resources.
- Continue to consolidate the COP as a key UNESCO strategy to discuss and build consensus on education and curricular policies and actions with a focus on inclusive education, to accelerate progress towards EFA goals, in light of the 48th ICE.
- Continue to develop a multilingual COP based on a proactive approach to the sharing of perspectives, information, documentation, experiences and practices.

Rational:

A. Make available a worldwide Resource Pack for developing the capacities of curriculum practitioners, by forging partnerships with ministries of education, academic institutions and NGOs.

B. Provide global and regionally tailored learning resources (for example, on competency-based approaches using learning situations by discipline), hold training workshops, carry out comparative research and publish working documents to support countries in the design and implementation of competency-based curriculum change, mainly in the field of basic and youth education.

C. Strengthen the multilingual COP web section in order to facilitate access to information and resources on good practices and experiences related to current education and curriculum issues (in collaboration with the IBE Knowledge Production and Management Programme). Further mobilize the COP Focal Points in all UNESCO regions to jointly develop action plans with UNESCO Field Offices on priority areas, namely: (i) inter-regional exchanges on curriculum change; (ii) consolidating communities of practices focused on education for sustainable development, quality basic education and inclusive education (in follow-up of the 48th ICE); and (iv) comprehensive capacity development approaches at the regional and national levels in order to support curriculum development processes

Outputs:
- Resource Pack made available online;
- Capacity development activities completed at the regional and national levels, using the Resource Pack and other resources as tools;
- Cooperation initiated with the academic institutions with the view to offer university diplomas on curriculum development;
- Tailored technical support provided to Member States on relevant curriculum issues, especially in Africa and mainly through supporting BEAP;
- Multilingual moderated e-forum on inclusive education and inclusive curriculum carried out;
- Relevant and multilingual weekly COP news made available to COP members through Email and website;
- Contributions provided by COP Focal Points to strengthening relevant capacity development activities at the regional and national levels.

Expected Results:
A. An interactive worldwide Resource Pack developed, drawing on COP expertise and tools, to enhance the capacities of key actors for the design, management and implementation of curriculum change.
B. UNESCO Member States (especially African countries) supported in their processes of competency-based curriculum change for enhancing basic education.
C. Geographical and numerical expansion of the COP to increase its global and regional impact

6.3. Stakeholders: key partners and beneficiaries and their expected roles

Primary stakeholders include policy-makers, educators, curriculum specialists, developers and teacher trainers at the country level, especially COP members, as well as international stakeholders (sister agencies, development partners and NGOs).

The *partners* are UNESCO Field Offices and National Commissions, national/local education authorities and technical core teams, universities/national curriculum institutions, COP Focal Points from all UNESCO regions, as well as international stakeholders (sister agencies, development partners, NGOs and experts).

The *principal beneficiaries* should be children and youth in Member States, representatives of national/local education authorities, curriculum developers, teacher trainers and representatives of quality assurance authorities, principals and teachers, COP institutional and individual members from all UNESCO regions, as well as IBE itself in the One-UN and One-UNESCO partnerships for education at large.

7. BUDGET (US$)
7.1 Approved   280'000
7.2 Revised   280'000
*7.3 Obligated as of 30.10.09: **214'823***

REPORT 2009	
1. Title	**Curriculum Innovations, Peace Education and Poverty Alleviation**
2. Responsible Officer	Clementina Acedo, IBE Director Elmehdi Ag Muphtah, Project coordinator Dakmara Georgescu, senior project advisor
3. Starting and termination dates	January–December 2009

4. OVERALL GOAL

The project aims to contribute to the development of the capacities of policy makers, curriculum specialists and other stakeholders to integrate and enhance competency development for life and work and Learning to Live Together (LTLT) in the basic education of 15 sub-Saharan African countries[1] through innovative curriculum solutions. It contributes also to reinforcing exchanges at national, regional and international levels by emphasising North-South-South cooperation with a view to identify and share effective practices to promote peace and Learning to Live Together, as well as competencies for life and work that are important for poverty alleviation/eradication and sustainable development.

5. RESULTS

5.1. Title

5.1.1 Peace education and learning for life and work/(LfLW)/competency development integrated, within national and regional processes of curriculum revision involving 15 sub-Saharan African countries as a contribution to poverty alleviation, and peaceful and productive co-existence;

5.1.2 Effective contribution of policy makers and curriculum specialists made to initiating and carrying out processes of curriculum review by considering the needs and possibilities of enhancing competency development for life and work and learning to live together;

5.1.3 Evidence-based contribution made for tailored and collaboratively-produced capacity development tools and resources to quality processes of curriculum planning, development and implementation supporting poverty alleviation, peacefully living together and sustainable development.

5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)

5.2.1 Concrete curriculum innovations initiated, carried out, reviewed and/or envisaged in a number of sub-Saharan African countries such as Mauritius, Mali, Mozambique, Malawi, Kenya that are inspired by the project;

Target(s) and **baseline**(s): The project contributed to identify gaps to be addressed in the context of both defining appropriate curriculum policies and translating such policies into effective practices. The 15 participating countries are at different stages of cyclical curriculum review processes, consequently some benefited from the project to review their curriculum policy and frameworks; some to address issues of implementing curricula at classroom level; and others for revising assessment and teacher training policies.

5.2.2 Teams of policy makers and curriculum specialists participating in the project that are actively involved in processes of curriculum planning, design and implementation at national and regional level;

Target(s) and **baseline**(s): The project counted on relatively stable national teams who engaged with their fellow-colleagues from other countries in productive and sustained communities of practice over a continuum of more than four years. It is envisaged that the national teams contribute effectively to the dissemination of the project (processes and outcomes) at local, national and regional level and the enhancement of local and national curriculum agencies and professional association that can play a role in promoting curriculum innovations for poverty alleviation, learning to live together and sustainable development.

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[1] Angola, Botswana, Burkina Faso, Burundi, Congo-Brazzaville, Guinea-Conakry, Kenya, Malawi, Mali, Mauritius, Mozambique, Niger, Rwanda, Senegal, South Africa. The participation in the project of Botswana, Guinea-Conakry, Kenya, Malawi, Senegal and South Africa was supported by GTZ/BMZ.

5.2.3 Capacity development tools and resources effectively disseminated and used in processes of curriculum planning, design and implementation, as well as in teacher education and training;

Target(s) and **baseline**(s): The project captured valuable initiatives in sub-Saharan African countries with regard to preparation for life and work in and through basic education that were documented in academic journals and studies (such as **Prospects** 146 and the Study "*Preparation for Life and Work in African sub-Saharan countries*" carried out and published in cooperation with GTZ). It also promoted the collaborative development of a capacity building Toolkit addressing issues of curriculum planning, design and implementation in a comprehensive way with a focus on integrating into the basic education curriculum cross-cutting issues such as peace education; gender equality; human rights and citizenship education; Education for Sustainable Development (ESD); intercultural education; work and entrepreneurial education.

5.3. Achievements, Challenges and Lessons Learnt
Achievements
- Viable and pro-active networks of 15 national (country) teams that are actively engaged in disseminating the project and promoting curriculum innovations for LTLT, sustainable development and poverty alleviation;
- Tailored capacity development tools and resources (i.e. case studies, comparative studies, toolkit for capacity development, guidelines for the field testing of the toolkit) that integrate and promote the experiences of sub-Saharan African countries in fostering competency development for life and work, LTLT and sustainable development;
- Enhanced visibility of curriculum policies and practices of sub-Saharan African countries at regional and international levels as well as contributions to enriching the international education dialogue;
- Agreed strategies with regard to conceiving, implementing and assessing curriculum innovations in sub-Saharan African countries with a view to foster competency development for life and work, sustainable development and Learning to Live Together based on building on achievements; overcoming identified gaps and obstacles; and working in synergies with other sectors;
- Political support, as proven by the active participation throughout the project of Ministers of Education and other high-level ministries and other governmental bodies' representatives.

Challenges and lessons learned
- The work with 15 national teams proved rewarding, though difficult to carry out in terms of the administrative and logistic issues to be considered. The large number of country teams allowed for only a small number of experts from each country to participate in the project. In the future, the focus should be on working with a smaller number of countries while engaging in in-depth processes so as to enhance the impact at local, national and regional level. It is also fairly possible that, while working with a smaller number of countries, the previous groups (and maybe also other countries) participate periodically in dissemination and sharing events.
- The time and budget available were limited, and consequentially, the work plan was extremely demanding, allowing for only little time between major activities. This impacted delivery and follow-up although measures were taken to compensate for the time shortages with intensified efforts to cater for quality preparation and delivery. In the future, more realistic work plans should be envisaged that would allow appropriate preparation, delivery and follow-up avoiding unnecessary pressures.
- While, as shown for instance in the evaluations of the project activities by the participants, the project was highly appreciated by the country teams and the Ministries of Education involved, it is nevertheless important to integrate clear mechanisms of monitoring and evaluation that involve broader groups of stakeholders and partners and are based on complex methodologies.

6. IMPLEMENTATION STRATEGY

6.1. Context: issues to be addressed and key baseline
The project addresses the challenges to, and needs for quality learning for all in 15 sub-Saharan African countries coping with poverty, HIV and AIDS, issues of social justice and social cohesions, as well as, in some cases, issues pertaining to post-conflict situations and contexts.

While in some of these countries attempts were made to review curricula with a view to promote a competency-based approach, as documented by many sources, including the IBE and GTZ/BMZ Study on

Preparation for life and work in sub-Saharan African countries, much work still lies ahead to:
- Clarify the concept of competencies, competency development for life and work, and competency-based curricula and approaches;
- Clarify the links between quality curricula and learning, and poverty alleviation, sustainable development and living together peacefully;
- Provide a comprehensive approach so as to align curriculum innovations with meaningful changes in assessment, teacher education and training and school- and classroom management.

6.2. Description and rationale behind the interventions, outputs and expected results
- International 3 to 5 day workshops (Geneva, March-April 2009; Nairobi, June 2009; and Frankfurt, October 2009) to advance the collaborative development of the capacity development toolkit for the integration of competency development and LTLT in the basic education curriculum of sub-Saharan African countries; A total of 67 participants were trained;
- Collaborative development of comprehensive guidelines for organising national dissemination and sharing of the first version of the toolkit at workshops its field testing;
- National dissemination and sharing workshops carried out to involve education stakeholders and partners more broadly and more effectively in processes of curriculum innovations at local, national and regional levels;
- Field testing of the first completed version of the toolkit mentioned above to: collect feedback for improving its relevance and usability; integrate inspiring effective practices from the sub-Saharan African context; and prepare the toolkit for adequate publication and dissemination;
- Preparation of intermediate and final reports based on adequate monitoring and evaluation mechanism to highlight the project achievements; aspects that need improvement; possibilities for meaningful follow up, such as expanded processes of capacity building and curriculum innovations at national and regional levels.
- Preparations of new project proposals (2010-2013) to facilitate in-depth work at country level in the context of sub-Saharan African countries with IBE's and other partners' support.

6.3. Stakeholders: key partners and beneficiaries and their expected roles

Key partners:
Financial and intellectual support:
- Spanish Government (Ministry of Education);
- Swiss Department for Cooperation and Development (SDC)*;*
- GTZ/BMZ which contributed separately to the project activities with over $80,000 to cover the participation of six additional countries.

Intellectual, administrative and logistic support:
- UNESCO Education Sector;
- UNESCO Field Offices (Windhoek, Bamako, BREDA);
- National Commissions for UNESCO of the 15 sub-Saharan African countries.

Direct partners:
- Participants in the project and beneficiaries – represented by members of the 15 national expert teams: The Ministries of Education of 15 sub-Saharan African countries, National Curriculum Councils and Pedagogical Institutes.

Indirect beneficiaries:
- Policy makers and curriculum developers; teacher trainers; teachers and headmasters; students

7. BUDGET (US$)
7.1 Approved   290'000
7.2 Revised   361'000
7.3 Obligated as of 30.10.09: **354'800**

	REPORT 2009

1. Title	**Capacity development and clearinghouse for curriculum and HIV and AIDS education**
2. Responsible Officer	Clementina Acedo and Sandrine Bonnet
3. Starting and termination dates	January–December 2009

4. OVERALL GOAL

The goal of the programme is to integrate HIV and AIDS education more effectively into official curricula, to develop tools to improve learning and teaching materials, to build education specialists' capacities, in order to contribute to a comprehensive answer to HIV and AIDS in the framework of UNESCO' strategy and EDUCAIDS.

5. RESULTS

5.1. Title
Comprehensive knowledge and key competencies for capacity building strengthened and disseminated among key partners (Ministries of Education, International Organization and NGOs).

5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)
Production of tools, new documents in UNESCO database, technical advice, workshops.

5.3. Achievements, Challenges and Lessons Learnt
Achievements
- New interactive supports (film, resource pack) have been produced for the use of education specialists and further new editions are planned. The film on interactive pedagogical approaches is presently being used in schools and in teacher training institutes. A more user-friendly version of IBE's Manual on HIV and AIDS education has been produced including updated information and practical links, based on user's feedback.
- Partnerships: The IBE expanded its partnerships and worked in close collaboration with the field to bring its expertise on HIV and AIDS. As a result of productive and sustained cooperation with stake holders, the IBE's interventions have increased since the beginning of the programme. Starting in Sub-Saharan Africa, it has now expanded in all regions through active collaborations with UNESCO Offices, especially, BREDA, Kingston, Beirut, and Bangkok. The most recent workshops took place in the Arab region.
- Customized technical assistance: Technical assistance on various HIV and AIDS education themes has been provided. In particular, the Ministry of Education of Guyana utilised IBE expertise to update and adapt the approach on HIV and AIDS for teacher training in the country. The curriculum is now under revision. A contribution to a publication for Algeria on stigma and discrimination was provided. Information, advice and documents disseminated to respond to approximately 250 requests, coming mainly from education specialists working in Ministries of Education.
- IBE is a key contributor to the UNESCO HIV and AIDS Education Clearinghouse. New documents entered in the databank (approximately 400), contributions to the website by adding key resources and evaluations of good practice and to the newsletter in collaboration with IIEP. The visibility of IBE's work in the area of HIV has increased.
- Evaluation of good practices. Approximately 25 new documents have been evaluated in 2009 using an improved format, more user-friendly, and providing more concrete recommendations in order to assist the education specialists in reviewing their materials. The assessments, which are used in the field during workshops as examples of good practices from other countries, are more accessible having been placed on IBE's and UNESCO's Clearinghouse websites.

Challenges and Lessons Learnt
- A particular focus has been placed on teacher training as this area has been identified as one of the common weak points in field operations.
- It is crucial to reform primary, secondary and teacher training levels in parallel when introducing curriculum changes.
- The approach must be adapted to the cultural context.
- It is crucial to challenge myths and misconceptions regarding HIV and AIDS.

- The personal commitment from high level stakeholders is crucial.
- A good collaboration with Field Offices is important as they can provide key information about the context in the country on HIV and AIDS. The existing collaborations have been strengthened, especially through the Clearinghouse with IIEP and with HQ. Teacher training and curriculum must be reviewed together in order to bring a comprehensive and sustainable response.
- Practical and innovative tools like the CD Rom of interactive activities and the film on pedagogical approaches are highly appreciated by the education specialists in the countries.

6. IMPLEMENTATION STRATEGY

6.1. Context: issues to be addressed and key baseline
Through the production of innovative tools (film, interactive resource pack for example), workshops, new documents in the databank, technical assistance and evaluation of good practices, the HIV programme brings specialized expertise in the field of HIV and AIDS education. These contributions are crucial for capacity-building of education specialists in the countries and inside UNESCO. The strategy for the upcoming years is to continue finding innovative ideas in the area of HIV and AIDS education while strengthening partnerships with key partners and stakeholders. New financing opportunities must be explored to ensure the sustainability of the programme.

6.2. Description and rational behind the interventions, outputs and expected results
In the framework of EDUCAIDS and of UNESCO Strategy for HIV, the IBE actively contributes to a comprehensive answer on HIV and AIDS education. The curricula are updated and the education specialists improve their knowledge and competencies through IBE's work. The expertise of the IBE in the field of HIV and AIDS education is recognized and requested by countries, especially in Africa. The substantive increase of requests for technical support shows that it is a key element of UNESCO's work in this area.

Outputs for 2009: New CD Rom containing interactive activities identified as good practices for participatory teaching produced and disseminated. This CD Rom is also used as a support tool during workshops. Film documenting good practices of pedagogical approaches in HIV and AIDS education (Cameroon). With this tool, education specialists and future teachers can have concrete examples of interactive activities in the classrooms as it is difficult to organise training sessions in every school. Film disseminated mainly in Central Africa. It will be available online by end of 2009 for a wider dissemination.

Technical Assistance provided in a regional workshop on teacher training organised in collaboration with UNESCO Beirut Office for the Arab region with 14 countries, as well as in a workshop organised by the UNESCO Beirut Office and ISESCO on teacher training for 5 Arab countries and 5 African countries.
New improved version of IBE's Manual available. It has been adapted to the needs of users in the field. Technical assistance provided to countries by providing documents, advisory support, proposing solutions on specific themes.

UNESCO clearinghouse: new documents evaluations of materials entered in UNESCO databank, contributions to the newsletter of HIV and AIDS education sector. Contribution to the UNESCO Guidelines on Sexuality and HIV through the annotated bibliography. Preparation of a chapter on stigma and discrimination in the framework of a publication of UNESCO Rabat office. HIV section on IBE's website regularly updated with key resources and evaluations of good practices.

6.3. Stakeholders: key partners and beneficiaries and their expected roles
Ministries of education, Universities, teacher trainers, teachers and students are the main beneficiaries of the work. UNESCO education sector and in particular Field Offices are also beneficiaries. Field Offices are the main partners for the delivery of technical assistance in the countries. Close relationships with UN organisations, especially ILO, UNICEF, WHO, UNFPA and UNAIDS as they are important partners and are associated to IBE work when possible and appropriate in order to offer a comprehensive overview of HIV and AIDS. Collaboration to the World AIDS Day with UN partners which strengthened the "One UN" approach. The close collaborations and relations built with Field Offices have enabled the programme to continue working in a dynamic way.

7. BUDGET (US$)
7.1 Approved   150'000
7.2 Revised   150'000
7.3 Obligated as of 30.10.09: **136'731**

REPORT 2009	
1. Title	**Technical co-operation projects/Assistance to Member States**
2. Responsible Officer	Dakmara GEORGESCU
3. Starting and termination dates	January–December 2009

4. OVERALL GOAL

The programme aims to provide customised support to national governments (i.e. Ministries of Education and curriculum agencies), based on their request, with regard to planning, developing and implementing quality primary and secondary curricula in line with new challenges, needs and developmental prospects. Special emphasis is put on the meaningful integration in national curricula of competency-based approaches, as well as on the preparation for life and work based on the values, principles and practices of Learning to Live Together (LTLT) and Education for Sustainable Development (ESD).

5. RESULTS

5.1. Title

5.1.1 Enhanced capacities for Learning for Life and Work/LfLW and Learning to Live Together through revised curricula and textbook in selected countries based on integrating cross-cutting issues and competency-based approaches (i.e. *Vietnam*: Revising primary textbooks from a gender perspective in the context of the UN joint programme); support to UNICEF project: "Review of the Kosovo* Primary and Secondary Curriculum Framework"; *Angola*: Integrating cross-cutting dimensions in the secondary curriculum: i.e. gender equality, ESD, intercultural education; human rights and citizenship education (in the context of the "CapEFA" programme);
*This technical assistance was carried out in accordance with UN Security Council Resolution 1244, in coordination with United Nations Interim Administration Mission in Kosovo (UNMIK) and after an internal UNESCO approval process.

5.1.2 Curriculum cultures privileging quality, equity, sustainability and accountability (i.e. *Pakistan*: Intense training on curriculum implementation models, effective practices – including monitoring and evaluation - and the usage of outcomes for curriculum review; **usage of customised capacity development tools developed collaboratively** (i.e. *Toolkit* for competency development and LTLT for sub-Saharan African countries; *Study* on preparation for life and work in sub-Saharan African countries; comprehensive *questionnaire* on history teaching in Africa in the context of the programme General History of Africa/GHA);

5.1.3 Enhanced quality of teaching and learning in emergencies (i.e. collaboration with the Inter-agency Network for Education in Emergencies/INEE for developing *General Notes on Quality Teaching and Learning in Emergencies* with focus on curriculum aspects);

5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)

5.2.1 Vietnam: Guidelines developed collaboratively and used by Ministry of Education and Training / MOET Technical Team (25 specialists) for primary textbook analysis from a gender perspectives and a Report on findings, including Recommendations to MOET for primary textbook review shared publicly with stakeholders and endorsed by MOET; **UNICEF**: Several draft versions of the revised Curriculum Framework (CF); CF discussed publicly and amended based on feedback from more than 200 stakeholder representatives as a basis for a final and official version of the CF to be implemented starting with 2010/2011; **Angola**: Initial agreements among stakeholders on a work plan for project implementation in 2010.

Comments on **Target**(s) and **Baseline**(s): **Vietnam**: While textbook analysis from a gender perspective was attempted in different occasions, this is the first time when such an analysis is carried out based on comprehensive and rigorous methodologies shared by education agents and stakeholders. It is also the first time customised Guidelines for textbook analysis were issued, as well as a Report including recommendations for textbook review from a gender perspective publicly shared and endorsed by MOET. In 2010, the Vietnam project will continue with an emphasis on integrating gender issues and promoting gender equality in in-service teacher training courses.

5.2.2 Pakistan: National curriculum implementation Strategy developed by ten education/curriculum specialists intensively trained by the IBE and endorsed by MOET to be put in place in 2010.

Comments on **Target**(s) and **Baseline**(s): **Pakistan** is now in a process of implementing a revised primary and secondary curriculum, however, in the absence of a national Curriculum Framework and consensual quality criteria. There is hence a need for establishing such nation-wide relevant curriculum guidance and quality criteria based on which sustained processes of monitoring, evaluation and curriculum revision can be envisaged.

5.2.3 Overall agreed structure & outline of the *General Notes for Quality Teaching and Learning* and the Curriculum section discussed among stakeholders and taken into a third revision by early 2010. INEE developed the Minimum Standards for Education in Emergencies. The need to develop more in-depth guidelines with regard to quality teaching and learning in emergencies, focusing on curriculum aspects was identified.

5.3. Achievements, Challenges and Lessons Learnt
Achievements
- Cooperation agreements based on extra-budgetary funding with UNESCO Hanoi Office (Vietnam); UNICEF; UNESCO Office Windhoek (Angola); GTZ (Pakistan); INEE (General Notes for quality teaching and learning in emergencies);
- Capacity development tools and resources developed cooperatively shared with, and applied by users, beneficiaries and stakeholders (Vietnam: Guidelines for textbook analysis from a gender perspectives and Report on findings including Recommendations for textbook review: GHA: questionnaire applied in African countries; UNICEF: several revised versions of the Curriculum Frameworks discussed with stakeholders; INEE draft General Notes on Quality Teaching and Learning);
- Enhanced synergies among stakeholders (i.e. Vietnam, Angola; technical teams and broader consultative groups) involving both stakeholders and beneficiaries;
- Identification and training of national curriculum leaders and reform agents (Vietnam, Angola and Pakistan).

Challenges and lessons learnt
- Owing to time and budgetary constraints, once approved, work plans are usually extremely demanding. Lesson learnt: more time should be invested in actual project execution and less in project planning and approval;
- One major challenge is constituted by the need to address capacity development issues while engaging in parallel in processes of project implementation requiring high-level skills and commitment. As many as possible stakeholders should be involved from the very beginning and their engagement should be maintained throughout the process;
- Another challenge is represented by the need to coordinate with many agencies and stakeholders in order to enhance synergies and outputs effectiveness for larger impact. Although time consuming, this approach nevertheless results in more effective strategies for project coordination, monitoring and evaluation.

6. IMPLEMENTATION STRATEGY

6.1. Context: issues to be addressed and key baseline
- The TA projects are carried out in selected developing countries that share some common features, such as the need to revise their curriculum and textbook with a view to reinforce the development of life-and-work-relevant competencies. Priority is given to post-conflict or conflict affected situations (like Angola, Pakistan and Vietnam).
- While countries usually dispose of curriculum institutions and trained personnel, there is a need to reinforce personal and institutional capacities to deal with the current complexity of curriculum planning, design and implementation and build on valuable national, regional and international experiences.
- There is also a need to emphasize the importance of integrating strong elements of monitoring and evaluation in all the project stages. Monitoring and evaluation are usually very weak or totally missing in national curriculum projects, and require more attention to reinforce quality, impact and sustainability.

6.2. Description and rational behind the interventions, outputs and expected results
- Several field missions, including national workshops with education/curriculum specialists to plan activities, conclude agreements, interact face-to-face in the process of developing materials;
- On-line interactions with technical groups and leaders in the process of developing curriculum strategies and materials in order to maintain contact with, and the strong commitment of the partners involved;
- Collaborative development of plans, training packages/capacity development tools (i.e. guidelines), reports and studies to enhance ownership and sustainability;
- Collaborative development of research instruments and strategies for data collection and interpretation to enhance ownership, relevance and reliability;
- Web posting on IBE and UNESCO websites to share and disseminate processes and outcomes;
- Development of flyers and other dissemination materials (i.e. IBE's contribution to PCPD situations) to enhance the public awareness of the projects and facilitate access to IBE resources.

6.3. Stakeholders: key partners and beneficiaries and their expected roles

Key partners:
- Ministries of Education, and international agencies (GTZ; INEE; UNICEF)
- Curriculum agencies (i.e. Curriculum Councils; National Curriculum & Pedagogical Institutes)
- UNESCO Sectors (Education and Culture) and UNESCO Field Offices (Hanoi; Windhoek)

Beneficiaries:
- National curriculum and textbook specialists that have worked cooperatively in developing curriculum strategies, as well as capacity development tools and resources
- Indirect beneficiaries (teachers, students, headmasters and communities at large)

7. BUDGET (US$)
7.1 Approved   285'000
7.2 Revised   283'901
*7.3 Obligated as of 30.10.09: **198'273***

REPORT 2009	
1. Title	**"GigaPan: Diversity and Inclusion in the Community" Project**
2. Responsible Officer	Clementina Acedo, (Deputy: Christopher Strebel, Carolina Belalcazar)
3. Starting and termination dates	January–December 2009

4. OVERALL GOAL

The main goal is to strengthen the capacities of teachers, schools and students to implement ICT-based activities within the curricula and thus creating more inclusion within the usage of ICTs in education. Another important goal is to strengthen curricula through exploring local and international issues pertaining to inclusion and Learning To Live Together with a view to fostering cooperation and solidarity through GigaPan based exchanges with children from different cultures.

5. RESULTS

5.1. Title
Stronger integration of the technology within the school curriculum achieved and cross-cultural conversations with students increased across the globe through the expansion and sustainability of the GigaPan project.

5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)
Performance indicators include the number of schools, international classroom projects, teachers and learners trained in the ICT and curricular GigaPan technology, and quality of the conversations (GigaPans panoramas taken, snapshots and comments), as well as surveys assessing the degree of sustainability of the project.

The original **baseline** of the project was 4 schools in three countries (South Africa, Trinidad and Tobago and the United States). The idea was to begin to expand the project to more schools and countries while increasing the synergy between curriculum and the ICT tools, contributing to EFA goals, in particular eliminating gender disparities and creating equitable access to learning and life-skills programmes.

5.3. Achievements, Challenges and Lessons Learnt
- Thirteen schools, selected mainly in collaboration with UNESCO ASPnet, in 5 countries (Brazil, Indonesia, South Africa, Trinidad and Tobago and the United States), received training, equipment and capacity building in the curricular aspects of the GigaPan project. This exceeded the first target set (e.g. at least 10 schools in 4 countries). In all cases, an assessment of the schools was carried out prior to training as well as a determination of methodology and an exploration of how the schools could most effectively contribute and complement the project. Over 350 students and 75 teachers were trained in the technology and classroom projects. The Mayor of Pittsburgh decreed a city wide GigaPan day for UNESCO IBE and Carnegie Mellon University (CMU) "for developing and innovative approach to connecting the world's children";
- Additional achievements have been: (i) the GigaPan project was selected as a best practice in Education for Sustainable Development by a UNESCO ASPnet publication; (ii) local art galleries displayed the students work and dialogue with their peers around the globe as an empowerment tool, sharing student's work on a cultural, scientific and educational level to the local community (e.g. Johannesburg, Pittsburgh);
- Children appear to rapidly assimilate the new technology and many obstacles to learning and understanding the technology are rapidly overcome. Initial student evaluations indicate that students feel more confident using the new technology and its integration in curriculum practices after using the GigaPan and feel comfortable conversing with peers and even introducing new students to the project. These are encouraging signs for the project sustainability. The primary challenge encountered was to determine the most effective way to integrate the technology into classroom projects while at the same time coordinating to dialogue with other schools;
- School classroom project guidelines produced and used in training;
- Research outcomes article being presented at an international Conference in Lausanne

6. IMPLEMENTATION STRATEGY

6.1. Context: issues to be addressed

While many educational ICT resources exist, relatively little has been done to examine best practices in effectively using these technologies within the classroom. There are also questions of how best to impart ICT capacities on students in areas where computers have only recently been introduced. Far too often the hardware is donated to a school where there are insufficient capacities to integrate the ICTs into the curriculum, making it difficult to create a sustainable programme.

The GigaPan project was developed with the intention of helping children from different economic backgrounds and countries to exchange with each other and enhance multicultural understanding. Through this project, by developing key aspects of the curriculum, children are expected to learn about the world and teach their peers by sharing heritage (community and historical events) through classroom projects, thereby creating their own community and developing a deeper understanding, consideration and respect for others, their beliefs and values. This dynamic interactive learning aims to strengthen the themes of Learning to Live Together and Inclusive Education.

The GigaPan project is in line with and contributes to MLA 2, Expected Result 6 "Secondary education systems renewed, in particular through curriculum reform and improved learning assessment of students." The project tests an innovative ICT in education tool, the GigaPan, to later develop best practices of how such tools can contribute to the renewal of education systems, cultural connections and inclusive classroom practices. It also seeks to identify effective methods in integrating ICTs into curriculum, and thus helps strengthen national capacities to manage basic education. The project has a particular focus on linking students in various parts of the world with priority on reducing the digital educational information divide with Africa and the rest of the world and using ICTs while also becoming a platform to increase gender parity.

6.2. Description and rationale behind the interventions, and expected outputs

This project, in continuing work with the existing schools, is seeking ways to further encourage and develop the intra-school exchanges and dialogues by building upon the successes of the pilot phase. Further improvement in the exchanges will also result in an improvement of the projects ability to integrate into classroom activities as well as to become a sustainable project, expanding upon the students' ability to explore local and international issues pertaining to inclusion and Learning To Live Together. Expected outputs for 2009 were: (1) at least 10 schools in at least 4 countries covered by the project, (2) assessment of new schools carried out to determining the appropriate methodology to include each school joining the project, (3) training selected students and teachers in the technology curriculum integration according to their level of ICT expertise, (4) interschool GigaPan conversations with an increase in the quality and regularity of the exchanges between the schools, (5) dissemination of project information via the IBE website, (6) research results disseminated in International meetings.

6.3. Stakeholders: key partners and beneficiaries and their expected roles

Stakeholders and partners:
- Project Partners: Carnegie Mellon University (CMU) and the UNESCO ASPnet.
- In the participating countries: Collaboration with Ministries of Education, UNESCO National Commissions, schools, universities, teachers, students and galleries show casing the schools work.

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7. BUDGET (US$) See budgetary table, in Annex
7.1 Approved   70,000
7.2 Revised   70,000
7.3 Obligated as of 30.10.09:   **37'671**

REPORT 2009	
1. Title	**Knowledge Production and Management**
2. Responsible Officer	Massimo Amadio (Deputies: Christopher Strebel and Hanspeter Geisseler, IBE website; Ruth Creamer and Elizabeth Glauser, Documentation and information)
3. Starting and termination dates	January–December 2009

4. OVERALL GOAL

The main objective is to support action in favour of quality EFA by compiling, systematizing and providing access to a range of specialized resources, materials and information on education systems, curricula and curriculum development processes. This knowledge base is aimed at supporting capacity development activities, informing decision-making processes, and facilitating exchange and debate on specific educational and curricular issues.

5. RESULTS

5.1. Title
Knowledge and information updated and disseminated on education systems, curricula, and curriculum development processes; new developments in the field of education identified through information collected and processed, research and studies.

5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)
Studies and analyses made available and published. IBE databases updated and enriched. IBE website regularly updated (number of visits to the site).

5.3. Achievements, Challenges and Lessons Learnt
The CD-ROM containing the proceedings of the 48th session of the International Conference on Education (ICE) has been produced and widely disseminated. As part of the follow-up to the 48th ICE, a section on inclusive education has been created on the IBE website providing access to a wide range of resources, including policy briefs, guidelines, tools, reports, materials, and publications supporting policy makers, education administrators, teachers and community leaders in their efforts to address inequalities in education and create more inclusive learning environments. The IBE website has been regularly updated, and the online collaborative platform of the IBE Community of Practice (COP) in curriculum development further enhanced. The IBE database *Country Dossiers* (193 dossiers, including 95 countries with online access to curricular resources) has been updated and enriched. Alerting services and digests of online resources has been made available to the members of the IBE COP and other education specialists (38 alerts and 3 digests as of end of October 2009). The unique collection of the series of National Reports 1932-2004 has been organized into a Digital Library, also accessible through the database of UNESCO documents and publications (UNESDOC). The IBE online electronic catalogue (IBEDOCs) has been regularly updated and fully migrated into UNESDOC. Two issues of the series *Working Papers on Curriculum Issues* has been produced ('Complex knowledge and educational competencies' and 'Curriculum and inclusion in the Andean region of Latin America'). A content analysis of 129 messages from Ministers of Education (48th ICE session) has been produced and shared with the team of the Global Monitoring Report on EFA. An exploratory analysis of 2008 National Reports and other reports from a total of 31 Latin American countries has been produced (*Inclusive education in Latin America and the Caribbean*), also as a contribution to the regional workshop jointly organized by the UNESCO Regional Bureau for Education (OREALC), IBE and HQs ("Implementing Inclusive Education Policies in Latin America", Santiago de Chile, 18-20 November). The process of review of the 1997 International Standard Classification of Education (ISCED), coordinated by the UNESCO Institute for Statistics (UIS), has been supported through participation in the ISCED Technical Advisory Panel (TAP) and a contribution to the draft proposal on basic education in the framework of the revised ISCED. The IBE is also hosting the third ISCED TAP meeting (Geneva, 3-4 December). Finally, information on curricula and instructional time has been provided as a contribution to the intersectoral World Report on Cultural Diversity (*Investing in cultural diversity and intercultural dialogue*, launched on 20 October 2009).

Publications: Seven issues of **Prospects** were published, including one issue translated into Portuguese.

A very good collaboration scheme has been established with HQ colleagues, particularly in the framework of the process of migration of the IBE electronic catalogue into UNESDOC, the creation of the Digital Library of National Reports, as well as the integration of the IBE website into the UNESCO Portal. Statistics concerning visits to the IBE website during the year 2009 will be made available in January 2010.

6. IMPLEMENTATION STRATEGY

6.1. Context: issues to be addressed and key baseline
The IBE comprehensive set of resources in its field of specialization is highly valued within UNESCO and by external stakeholders, and the IBE clearinghouse function is one of its most valuable assets and a source of added value. One of the strategic objectives of the IBE Strategy 2008-2013 is to consolidate, enrich and further expand a knowledge base and a variety of resources on education systems and curriculum development processes at the service of researchers, trainers, practitioners and decision makers, and also as a means of contributing to the enrichment of the UNESCO Knowledge Portal.

6.2. Description and rational behind the interventions, outputs and expected results
The consolidation and expansion of the IBE knowledge base, which also supports all the activities of the Institute, involves: strengthening clearinghouse and information services, developing an online platform for increased knowledge sharing and collaborative action, streamlining services and access to materials and resources in order to reach a wider audience. The IBE website has become an essential tool for expanding access to specialized resources and services, and it is also the backbone for IBE communication. The Knowledge Production and Management programme also provides support to all IBE programmes and projects, and provides documentation and information services both within and outside UNESCO.

Expected outputs for 2009 included:

The IBE website regularly updated, providing easy access to a range of resources and also contributing to the enrichment of the UNESCO Knowledge Portal. The online collaborative platform of the IBE COP in curriculum development further enhanced. IBE databases (*Country Dossiers*, *World Data on Education*) regularly updated and enriched. The CD-ROM containing the proceedings of the 48th session of the ICE produced and disseminated. Resources for the clearinghouse on inclusive education (as part of the follow-up to the 48th session of the ICE) collected, systematized and made available through the IBE website. The collection of curriculum materials further developed, including links to curriculum materials made available through the Internet. Alerting services and digests of online resources regularly made available to the members of the IBE COP and other education specialists. The series of National Reports progressively organized into a Digital Library. The online electronic catalogue (IBEDOCs) regularly updated and fully migrated into the database of UNESCO documents and publications (UNESDOC). Analyses/studies produced and made available, in particular through the series *Working Papers on Curriculum Issues*. The process of review of the 1997 International Standard Classification of Education (ISCED), coordinated by the UNESCO Institute for Statistics (UIS), supported through participation in the ISCED Technical Advisory Panel.

6.3. Stakeholders: key partners and beneficiaries and their expected roles

Direct and indirect beneficiaries:
- The national teams for quality Education for All;
- The users of educational information services (decision-makers, practitioners, information officers, researchers and scholars, teachers and students),;
- The members of the IBE COP.

Stakeholders implicated, partners:
- Collaboration with Ministries of Education and researchers;
- Collaboration with UNESCO central services and field offices, as well as documentation centres.

7. BUDGET (US$)
7.1 Approved: 235,000
7.2 Revised: 235,000
*7.3 Obligated as of 30.010.09: **211'391***

	REPORT 2009
1. Title	**Follow-up to the 48th International Conference on Education (ICE)**
2. Responsible Officer	Renato Opertti
3. Starting and termination dates	January-December 2009

4. OVERALL GOAL

The main objective of the IBE's contribution to the ICE follow-up is to support action in favour of quality EFA, noting that, "*a broadened concept of inclusive education can be viewed as a general guiding principle to strengthen education for sustainable development, lifelong learning for all and equal access of all levels of society to learning opportunities so as to implement the principles of inclusive education*", as well as "*UNESCO's leading role with regard to inclusive education.*" (48th ICE Outcomes).

UNESCO-IBE aims at enhancing the capacities for the design, management and implementation of inclusive curriculum amongst decision-makers, specialists and practitioners, in line with the 48th ICE outcomes, which suggest, "*Promoting the exchange and dissemination of best practices; Providing, upon request, advice to countries on how they can develop and implement policies on inclusive education; Encouraging South-South and North-South-South cooperation for the promotion of inclusive education; Encouraging efforts to increase resources for education both at national and international levels. Making special efforts to assist the Least Developed Countries and countries affected by conflict in the implementation of the recommendations.*" (48th ICE Outcomes).

5. RESULTS

5.1. Title
Enhanced capacities for the design, management and implementation of inclusive curriculum amongst decision-makers, specialists and practitioners, in line with the 48th ICE outcomes.

5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)
No. of relevant activities implemented (conferences/workshops/online activities) by region and country; No. of requests for assistance in developing policy and curricula frameworks, guidelines and manuals received from policy-makers and curriculum developers; No. of policy and curricula frameworks, guidelines and manuals developed;

Assessment Criteria**:** type of activities implemented – objectives, scope (institutions and persons involved in each activity classified by country); content and impact of activities (e.g. feedback from participants; concrete revisions of policy and curricular documents).

Baseline**:** Collaboration and consensus already achieved (in particular with UNESCO Regional Offices and Ministries of Education) through preparatory meetings for the 48th ICE, held in 2007 and 2008, as well at the 48th ICE itself (25-28 November 2008, Geneva), as reflected in the 48th ICE Outcomes.

5.3. Achievements, Challenges and Lessons Learnt
As of 31 October 2009, some 26 48th ICE follow-up activities focused on policy dialogue and capacity development planned, facilitated, implemented or participated in. These activities covered all UNESCO regions, involving over 1740 participants from 91 countries (see Annex for additional information).

Achievements
- Wide dissemination of the ICE outcomes and the facilitation of policy dialogue in a large number of conferences and meetings have raised awareness about inclusive education policies and programmes at different educational levels, positioning inclusive education as a key strategy for achieving EFA at international and national levels and reinforcing "UNESCO's leading role with regard to inclusive education";
- Capacity development workshops on IE have supported policy-makers, curriculum developers and teachers to implement inclusive educational reforms of policy and curricular frameworks, as well as in the classroom;
- Materials related to the 48th ICE outcomes and inclusive education have been produced and disseminated

to share key information and research findings on the 48th ICE outcomes and on the implementation of inclusive education policies and curricula (e.g. Curriculum Resource Pack Module on Inclusive Education for the Latin American region; **Prospects** issue focusing on inclusive education);

- Requests have been received from UNESCO Field Offices (Beirut and Moscow) and national experts for future technical assistance in the elaboration of a toolkit to develop inclusive curricula in the Arab and CIS regions.

Challenges

The main challenges have been to engage and mobilize key partners from inside and outside UNESCO to foster policy agendas on a broadened concept of inclusive education as a key principle to further attain EFA goals, as well as to effectively implement a multicultural and multilingual dialogue on Inclusive Education.

Lessons Learnt

- The strong value added of UNESCO working as a whole in fostering inclusive education and by assuming a leadership role;
- The relevance of promoting in-depth policy dialogues on inclusive education issues as a required condition to promote and support curricular changes;
- The relevance of translating materials into the 6 UNESCO languages to improve accessibility;
- The adoption of different schemes of cooperation in and across the different UNESCO regions.

6. IMPLEMENTATION STRATEGY

6.1. Context: issues to be addressed and key baseline

One of the core activities of the IBE Working Plan 2009 aims at supporting the processes of curriculum change and management carried out by Member States. This working area is well aligned with the objectives of the document 35 C/5 focussed on building effective education system from early childhood to adult years. Moreover, this area strongly relates to the topic of inclusive education and the dissemination and implementation of the 48th ICE outcomes (see further above.) This builds upon collaboration and consensus already achieved in coordination with UNESCO Regional Offices and other partners through the preparatory meetings for the 48th session of the ICE, held in 2007 and 2008, as well as on the Conclusions and Recommendations of the 48th session of the ICE.

6.2. Description and rationale behind the interventions, outputs and expected results

Description

- Disseminating the 48th ICE outcomes amongst relevant partners and stakeholders;
- Positioning a broad agenda of inclusive education as a way to accelerate progress towards EFA goals;
- Promoting UNESCO's leading role with respect to inclusive education;
- Providing advice and support to countries on how they can develop and implement policies and curricula on inclusive education e.g. through guidelines, toolkits, curriculum development workshops;
- Encouraging South-South and North-South-South cooperation for the promotion of inclusive education, e.g. through the forging of partnerships and the establishment of joint plans of actions;

Rationale

Within the mandate of supporting Member States in the processes of curriculum change and management with regard to inclusive education, UNESCO-IBE aims to foster and contribute to the implementation of comprehensive inclusive education reform (from policy dialogue to classroom practices or more globally from vision to action).

Outputs

- Disseminated the 48th ICE outcomes, positioned a broad agenda of inclusive education as a way to accelerate progress towards EFA through facilitation and participation in conferences and meetings with a range of relevant partners and stakeholders across all UNESCO regions;
- Established UNESCO's leading role with respect to inclusive education through an extremely active follow-up of the 48th ICE;
- Relevant education stakeholders trained in curriculum development workshops across all UNESCO regions, which focused on or related to inclusive education;
- A range of materials relating to the 48th ICE outcomes and inclusive education produced/published/translated (e.g. 48th ICE video materials; Curriculum Resource Pack Module on Inclusive Education for the Latin American region; **Prospects** issue focusing on inclusive education)

and disseminated at ICE follow-up activities and online (e.g. through the up-dated website and a multilingual and moderated e-forum on inclusive curricula)

Expected Results

- Awareness about inclusive education issues, about inclusive education as a way to accelerate progress towards EFA goals and about UNESCO's leading role with regard to inclusive education
- Development of inclusive education policies and curricula e.g. reflected in revised policy and curricular frameworks;
- Implementation of inclusive education policies and curricula, e.g. by trained stakeholders with support of guidelines, manuals and other materials.

6.3. Stakeholders: key partners and beneficiaries and their expected roles

Primary stakeholders:

- Policy-makers, educators, curriculum specialists and developers, and teacher trainers from all UNESCO regions, mainly those who are members of the COP.

Partners:

- UNESCO Education Sector, Institutes, Regional, Cluster and National Offices as well sectors of civil society, inter-governmental bodies, NGOs and donor organizations.

Principal beneficiaries:

- Institutions and individuals working on the processes of curriculum change at the regional and national levels in the different ladders of the educational system.

7. BUDGET (US$)
7.1 Approved   350'000
7.2 Revised   350'000
7.3 Obligated as of 30.10.09: **198'621**

Annex: additional information on ICE follow up activities

International
o   ICE and Inclusive Education (IE) resources reproduced, translated into 6 UNESCO languages and made available online (e.g. two ICE videos, guidelines, toolkits);
o   Publications and presentations on IE produced and disseminated, e.g.
   -   "Defining an Inclusive Education Agenda: Reflections around the 48th session of the ICE" (to be published)
   -   "Moving Forward: Inclusive Education as the core of Education for All" (published in the second issue of **Prospects** focusing on IE, disseminated at conferences and workshops)
   -   "Inclusive education and inclusive curriculum: Moving the EFA agenda forward" (to be published in UNESCO APCEIU's magazine SangSaeng).
o   Preparations for a joint publication with the UN Office for the High Commissioner for Human Rights on a module for the right to inclusive education;
o   Organisation of a moderated and multilingual COP e-forum on inclusive education and inclusive curricula (26 October- 13 November 2009).

Africa
o   ICE Conclusions and Recommendations presented at a forum on quality education and teacher development, organised by the Ministry of Education, Science and Sports, the Program for Education Development of Equatorial Guinea (PRODEGE), and the Academy for Educational Development (AED), attended by 120 researchers and teachers, (Malabo, Equatorial Guinea, 28-29 April 2009);
o   ICE outcomes presented at the BEAP Sub-regional Capacity Building Workshop for the piloting of the Worldwide Curriculum Resource Pack, attended by 60 participants, from 7 African countries, (Dar es Salaam, Tanzania, 24 June 2009).

Arab States
o Co-organised the 48th ICE follow-up meeting for the Arab region, entitled "A Broadened Concept of Inclusive Education, Inclusive Class-room Based Practices, and Implications for Policy Making, Implementation and Follow-Up", in collaboration with the UNESCO Beirut office, involving curriculum developers and policy makers from 14 Arab countries, (Beirut, 13-15 July 2009).

Asia
o Sharing of the ICE outcomes at a Regional Workshop on the Thematic Issues in Education for Sustainable Development (ESD), jointly organized with UNESCO Offices Bangkok, Jakarta, Phnom Pen and Islamabad and the Thai National Commission for UNESCO, attended by 40 participants from teacher education institutes from more than 10 Asian countries, (Bangkok, Thailand, 1-5 June 2009).

Latin America and the Caribbean
o Presentation of the 48th ICE outcomes to the Uruguayan National Parliamentary Commissions of Education and Culture, as well as at a public conference organised by the Faculty of Human Sciences of the Catholic University of Uruguay and the Faculty of Education of the University of Enterprise, attended by 9 deputies, 8 senators and 100 teachers/researchers, (Montevideo, Uruguay, 1-2 April 2009);
o Co-organisation and facilitation of UNESCO Animators Capacity Development workshops and public conferences, focusing on inclusive education, with the UNESCO San Sebastian Center, Ministry of Education of Ecuador, UNESCO National Commissions of Ecuador and Venezuela respectively, (Cuenca/Guayaquil/Quito, Ecuador, 13-15 May 2009); (Maracay, Venezuela, 9 April 2009).

Europe
o Presentation of the ICE outcomes at the Congress of History of Education, "The long road towards an Inclusive Education", organised by the State University of Navarra, Pamplona, (Spain, 29-30 June 2009);
o Presentation of the ICE outcomes at the World Conference on Higher Education, 130 high-level participants from all UNESCO regions, (Paris, France, 6-9 July 2009);
o Presentation of the ICE outcomes at a University seminar, organised by the summer Spanish-speaking section of the Henry-Dunant University College, (Geneva, Switzerland, 5 August 2009);
o Presentation of the ICE outcomes at the International Conference "Reaching the marginalized – How to approach Inclusive Education", jointly organized by UNESCO HQ, UNESCO-IBE, GTZ and the German Sir Peter-Ustinov Foundation, (Düsseldorf, Germany, 10-11 September 2009);
o Co-0rganisation of the 48th ICE follow–up meeting for the CIS region on "EFA, enhancement of quality education and curriculum development", in cooperation with UNESCO Moscow Office, and Ministry of Education and Science of Armenia (MOES), (Yerevan, Armenia, 30 September-1 October 2009);
o Presentation of the ICE outcomes at the "Inclusive Education in Action" project meeting with the European Agency for Special Needs Education, (Dublin, Ireland, 1-3 October 2009);
o Participation in a symposium on "Teacher Education for Inclusive Education", organised by the University of Aberdeen's School of Education, (Aberdeen, U.K., 18-20 October 2009);
o Presentation of the ICE outcomes at the Global Conference on Inclusive Education in Salamanca, jointly organized by Inclusion Europe and the University of Salamanca, with support from the Government of Spain, (Salamanca, Spain, 21-23 October 2009);
o Worldwide and multilingual COP e-forum on inclusive education and inclusive curricula, which was facilitated by Finnish experts for its moderation and the preparation of a discussion paper, within the cooperation agreement signed between the Finnish National Board (Regional Focal Point) and IBE, (26 October–11 November 2009).

REPORT 2009	
1. Title	**Functioning of the IBE Council**
2. Responsible Officer	Clementina Acedo and Costanza Farina
3. Starting and termination dates	Annual session in January, meeting of the Steering Committee usually around summer

4. OVERALL GOAL

Within the framework of Resolution 34 C/Res.4 (para. 1.), the Council, in conformity with the Statutes of the Bureau, provides advice and guidance for the IBE programs, ensuring that they are in line with UNESCO's strategic objectives and the priorities of Major Programme I; verifies budget execution and audited accounts; and assists in funds mobilization efforts.

5. RESULTS

5.1. Title
The statutory functions of the Council are fulfilled and the objectives established by the Resolution 34 C/Res.4 achieved.

5.2. Performance Indicator(s) and associated Target(s) and Baseline(s)
Level of attendance of the Council's sessions by delegations of Member States; level of their satisfaction for the preparations, the actual debates and deliberations, as well as for the necessary follow-up actions.

5.3. Achievements, Challenges and Lessons Learnt
The sessions of the Council and its Steering Committee are unique opportunities for the members of the governing body to engage more substantively in the IBE priority programs, and to gain a better understanding of the IBE comparative advantages and its role within the 34 C/5. It is very important to ensure continuous contacts and dialogue with Member States in between sessions on key issues.

6. IMPLEMENTATION STRATEGY

6.1. Context
As reflected in paragraph 1 of the General Conference Resolution 34 C/es.4, the General Conference:
…requests the IBE Council, acting in conformity with the Statutes of the Bureau and with the present resolution, when approving the Institute's budget for 2008 and 2009:
  (a) to ensure that the IBE's activities correspond to UNESCO's strategic objectives and the priorities and lines of action of Major Programme I, with special emphasis on the needs of Africa, gender equality, LDCs and SIDS as well as the most vulnerable segments of society, including indigenous peoples;
  (b) to consolidate and develop the IBE's programmes and projects
  (c) to continue to mobilize the necessary human and financial resources so that the IBE may accomplish its mission.

6.2. Description and rational behind the interventions, outputs and expected results
- The 58th session of the Council was organized and held In January 2009, the necessary follow-up actions were carried out within the given deadlines, including the preparation of the Proceedings by March 2009. The 58th session was preceded by the two-day meeting of the Administrative Group.
- The meeting of the Steering Committee was convened and held on 4 September 2009, and the necessary follow-up ensured, including the finalization of the document 35 C/18;
- In autumn 2009 the 59th session of the Council to be held in January 2010 was convened and the preparations for it carried out, including invitation letters, reports and other documents.

6.3. Stakeholders: key partners and beneficiaries and their expected roles
- The twenty-eight members of the Council.

7. BUDGET (US$)
7.1 Approved   110'000
7.2 Revised   110'000
*7.3 Obligated as of 31.10.09: **105'357***

III. BUDGETARY FIGURES

The following tables present the budgetary situation – particularly concerning the sources of financing – on the basis of the known situation on 31 October 2009.

INTERNATIONAL BUREAU OF EDUCATION (IBE)

FINANCIAL STATEMENT I & II
FOR THE FINANCIAL PERIOD 1st JANUARY TO 31st OCTOBER 2009

The Financial Statement I et II and Schedule 1 as at 31st october 2009
are :

Les Etats Financiers I et II et Annexe 1 au 31 octobre 2009
sont :

Clementina ACEDO MACHADO
Director / Directrice
International Bureau of Education / Bureau international de l'éducation
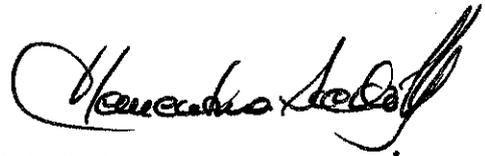
10.nov.09

INTERNATIONAL BUREAU of EDUCATION (IBE)
Statement of Income and Expenditure and changes
in Reserves and Fund balances
For the Financial Period 1st January to 31octobre 2009
(Expressed in US dollars)

	2'009	2'008
INCOME		
Volontary contributions	1'071'203	1'937'138
Revenue generating activities	1'595	697
Allocation from other funds	2'295'500	2'295'500
Income for services rendered	131'919	77'040
Investment income	42'611	85'634
Foreign Exchange gains NET	38'686	-31'767
Other	13'536	486
TOTAL INCOME	**3'595'049**	**4'364'729**
EXPENDITURE		
Total Expenditure	3'242'988	4'179'799
TOTAL EXPENDITURE	**3'242'988**	**4'179'799**
Excess / (Shortfall) of Income over expenditure	**352'061**	**184'930**
Savings on prior periods' obligations	8'865	39'836
Reserves and Fund balances, beginning of period	1'449'974	1'225'208
RESERVES AND FUND BALANCES END OF PERIOD	**1'810'900**	**1'449'974**

STATEMENT II

INTERNATIONAL BUREAU OF EDUCATION - IBE

IBE - Statement of Assets, Liabilities and Reserves and Fund Balances as at 31/10/2009

(Expressed in US dollars)

	2'009	2'008
ASSETS		
Cash and Term deposit	503'565	183'247
Accounts Receivable		
Other	27'067	14'110
Inter-fund balances	2'005'063	1'787'787
Other assets	0	2'050
TOTAL ASSETS	**2'535'694**	**1'987'195**
LIABILITIES		
Unliquidated Obligations	656'057	295'054
Account payable		
Other	68'738	242'167
TOTAL LIABILITIES	**724'795**	**537'221**
RESERVES AND FUND BALANCES		
Surplus	1'810'900	1'449'974
TOTAL RESERVES AND FUND BALANCES	**1'810'900**	**1'449'974**
TOTAL LIABILITIES, RESERVES and FUND BALANCES	**2'535'694**	**1'987'195**

BIE
IBE - Statement of Assets, Liabilities and Reserves and Fund Balances as at 31/10/2009

GL Account	Description	US$	Adjustement +	Adjustement (-)	US$
1083713	UBS Bank account CHF	150'681.67			150'681.67
1900733	Petty cash	339.98			339.98
4041011	Deposit Account UBS	384'985.56			384'985.56
1183713	UBS Sub bank account CHF	-32'442.39			-32'442.39
	Cash and Term deposit	**503'564.82**	**0.00**	**0.00**	**503'564.82**
2011022	Contributions to be received	534.71			534.71
2021842	Closing technical account	91.10			91.10
2022043	Advances on staff travel expenses	4'527.20			4'527.20
2031000	Factures non parvenues	2'299.99			2'299.99
2086092	Suspens account Travel agency	17'678.05			17'678.05
5098012	UIS clearing account	1'660.28			1'660.28
2011023	Other Receivable	275.48			275.48
	AR - Other	**27'066.81**	**0.00**	**0.00**	**27'066.81**
5098030	UNESCO clearing account	2'005'062.73			2'005'062.73
	AR - Interfund	**2'005'062.73**	**0.00**	**0.00**	**2'005'062.73**
	Other Assets	**0.00**	**0.00**	**0.00**	**0.00**
	TOTAL ASSETS	**2'535'694.36**	**0.00**	**0.00**	**2'535'694.36**
2091011	Provision for undelivered orders	656'056.80			656'056.80
	Unliquidated Obligations	**656'056.80**	**0.00**	**0.00**	**656'056.80**
2021011	Vendors payable	64'556.00			64'556.00
2021031	UN payable	2'092.20			2'092.20
2021032	Other	500.00			500.00
2021035	Dettes Commissions nationales	500.00			500.00
2021051	UN Payable	-1.84			-1.84
2021811	Closing technical account	845.97			845.97
2021042	Reimbursement of staff expenses claims	245.40			245.40
	AP - other	**68'737.73**	**0.00**	**0.00**	**68'737.73**
2087011	Deffered Incomes				
2087041	Gain from evaluation				
2087042	Gain from Valuation				
2087091	Suspens account inc				
	Other Liabilities	**0.00**	**0.00**	**0.00**	**0.00**
5200000	Surplus of the reporting period	360'925.96			360'925.96
5100000	Surplus or deficit of the previous years	1'449'973.87			1'449'973.87
	Reserves and Fund Balances	**1'810'899.83**	**0.00**	**0.00**	**1'810'899.83**
	TOTAL LIABILITIES	**2'535'694.36**	**0.00**	**0.00**	**2'535'694.36**

SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)
SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE
FOR THE FINANCIAL PERIOD 1st JANUARY to 31st OCTOBER 2009
(Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS Appropriation Approved by council	Ressources Secured	Transfers	Additional Funds	Balance year 2008 Carry forward	revised	EXPENDITURES Disbursements	Unliquidated Obligations	Total	UNOBLIGATED BALANCE Total	EXECUTION RATE (EXPENDITURES / BUD.REVISED)
I. PROGRAMME OPERATIONS											
Line 1: CAPACITY DEVELOPMENT AND TECHNICAL ASSISTANCE	**892'000.00**	**722'000.00**	**0.00**	**197'345.35**	**277'508.59**	**946'853.94**	**390'390.96**	**101'637.96**	**492'028.92**	**454'825.02**	**51.96%**
Community of Practice for Curriculum Development	280'000.00	280'000.00				280'000.00	173'531.35	41'291.95	214'823.30	65'176.70	76.72%
Technical advice, support and training to member states	285'000.00	185'000.00				185'000.00	93'484.54	40'855.81	134'340.35	50'659.65	72.62%
GIGAPAN	70'000.00			70'000.00		70'000.00	22'327.06	15'344.03	37'671.09	32'328.91	53.82%
South South / Africa Cooperation	257'000.00	257'000.00				257'000.00		0.00	0.00	257'000.00	0.00%
GTZ 81098715					12'918.59	12'918.59	12'918.59		12'918.59	0.00	100.00%
GUINEA EQUATORIAL				2'290.00		2'290.00	2'078.00	212.00	2'290.00	0.00	100.00%
GULBENKIAN Foundation				13'394.23		13'394.23	13'394.23		13'394.23	0.00	100.00%
GUYANA1 : Ministère de l'Education de Guyane				5'950.00		5'950.00	5'950.00		5'950.00	0.00	100.00%
INEE : Teaching and Learning Initiative 2009				4'000.00		4'000.00	4'000.00		4'000.00	0.00	100.00%
UNICEF01 : SUPPORT MEST FOR REVIEW OF THE CURRICULUM FRAMEWORK				9'266.00		9'266.00	9'266.00		9'266.00	0.00	100.00%
UNICEF 02 : REVIEW OF THE KOSOVO CURRICULUM FRAMEWORK				89'635.50		89'635.50	50'732.97	3'934.17	54'667.14	34'968.36	60.99%
SAN SEBASTIAN2 : Centro Unesco de San Sebastian				2'809.62		2'809.62	2'708.22		2'708.22	101.40	96.39%
IRAK HANDBOOK : Year 2005					14'590.00	14'590.00			0.00	14'590.00	0.00%
Line 2: KNOWLEDGE PRODUCTION AND MANAGEMENT	**378'369.00**	**378'369.00**	**0.00**	**0.00**	**0.00**	**378'369.00**	**171'388.44**	**151'528.66**	**322'917.10**	**55'451.90**	**85.34%**
Resource Bank	65'000.00	65'000.00				65'000.00	37'632.05	22'508.97	60'141.02	4'858.98	92.52%
Documentation	50'000.00	50'000.00				50'000.00	32'586.53	7'861.14	40'447.67	9'552.33	80.90%
Observatory of educational trends	65'000.00	65'000.00				65'000.00	19'006.65	45'421.61	64'428.26	571.74	99.12%
Development of IBE web site	55'000.00	55'000.00				55'000.00	6'261.77	40'113.77	46'375.54	8'624.46	84.32%
Publications	143'369.00	143'369.00				143'369.00	75'901.44	35'623.17	111'524.61	31'844.39	77.79%
Line 3: POLICY DIALOGUE	**450'000.00**	**450'000.00**	**0.00**	**6'635.07**	**18'595.25**	**475'230.32**	**201'868.49**	**85'813.72**	**287'682.21**	**187'548.11**	**60.54%**
48th ICE follow up	350'000.00	350'000.00				350'000.00	127'395.79	71'225.65	198'621.44	151'378.56	56.75%
Policy Dialogue	100'000.00	100'000.00				100'000.00	50'085.19	13'834.30	63'919.49	36'080.51	63.92%
ICE_SUISSE_1 : Secretariat d'Etat à l'education et à la Recherche					1'500.00	1'500.00	1'500.00		1'500.00	0.00	100.00%
ICE_SUISSE_3 : DDC - Division Dév. Social				6'635.07	4'887.60	11'522.67	11'522.67		11'522.67	0.00	100.00%
ICE_SPAIN1 : Ministère de l'Education du Royaume d'Espagne					89.04	89.04		0.00	0.00	89.04	0.00%
ICE_UNICEF1 : UNICEF					2'515.58	2'515.58	2'515.58		2'515.58	0.00	100.00%
ICE_INDIA : République de l'Inde					9'603.03	9'603.03	8'849.26	753.77	9'603.03	0.00	100.00%
TOTAL I : PROGRAMME ACTIVITIES	*1720'369.00*	*1'550'369.00*	*0.00*	*203'980.42*	*46'103.84*	*1'800'453.26*	*763'647.89*	*338'980.34*	*1'102'628.23*	*697'825.03*	*61.24%*
II.IBE GOVERNING BOARD / GEN. ADMINISTRATION / INSTITUTIONAL DEV.											
Line 1 : 58th session/Steering Committee	110'000.00	110'000.00				110'000.00	100'777.00	4'580.12	105'357.12	4'642.88	95.78%
Line 2 : General Administration	290'000.00	290'000.00				290'000.00	115'777.97	71'635.98	187'413.95	102'586.05	64.63%
Line 3 : Institutional development	160'000.00	160'000.00				160'000.00	59'322.06	51'419.47	110'741.53	49'258.47	69.21%
TOTAL II : IBE COUNCIL, GEN.ADMIN. & INST. DEV	*560'000.00*	*560'000.00*	*0.00*	*0.00*	*0.00*	*560'000.00*	*275'877.03*	*127'635.57*	*403'512.60*	*156'487.40*	*72.06%*
TOTAL I + II	*2'280'369.00*	*2'110'369.00*	*0.00*	*203'980.42*	*46'103.84*	*2'360'453.26*	*1'039'524.92*	*466'615.91*	*1'506'140.83*	*854'312.43*	*63.81%*
III.IBE Staff Costs											
TOTAL III : IBE STAFF COSTS	*2'237'000.00*	*2'237'000.00*				*2'237'000.00*	*1'727'980.16*	*49'450.55*	*1'777'430.71*	*459'569.29*	*79.46%*
TOTAL EXPENDITURE : I + II + III	**4'517'369.00**	**4'347'369.00**	**0.00**	**203'980.42**	**46'103.84**	**4'597'453.26**	**2'767'505.08**	**516'066.46**	**3'283'571.54**	**1'313'881.72**	**71.42%**

OUTSTANDING : GUYANA 1 : Year 2008 : 4'250 USD
OUTSTANDING : ABEGS II : Year 2003 : 58'000 USD