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**UNITED NATIONS EDUCATIONAL,
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COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Fifty-fifth session

Varembé Conference Centre
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24 to 26 January 2007

PROGRAMME AND BUDGET 2008-2009 (34 C/5)

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Resolution concerning the IBE for the thirty-fourth General Conference

The General Conference,

Taking note of the report of UNESCO's International Bureau of Education (IBE) for the period 2006-2007,

Recognizing the importance of the role that the IBE—which is a UNESCO Institute specialized in the content, methods, policies and processes of curriculum development—plays in carrying out Major Programme I,

1. Requests the Council of the IBE, 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 the strategic objectives, the priorities and main lines of action of the Education Sector ;

(b) to consolidate and develop the IBE's **programmes and projects**, namely :

(i) **capacity-building and training** of curriculum specialists in Member States, as well as at the regional and global levels ; placing particular emphasis on conflict and post-conflict situations, on diminishing poverty in Africa, on the competency-based approach in the curriculum, on integrating education and sustainable development ;

(ii) carrying out **research and studies**, as well as the management of an **observatory of trends** in the domain of educational development ;

(iii) the **management, sharing and dissemination** ("knowledge management") of the most up-to-date understanding in the field of preparing and implementing the curriculum;

(iv) the promotion and renewal of **international dialogue on educational policies**, by organizing in the second half of 2008 the forty-eighth session of UNESCO's International Conference on Education;

(v) the management of an international clearinghouse on curricula and capacity-building in the field of **HIV and AIDS education**;

(c) to continue to mobilize the necessary human and financial resources so that the IBE may accomplish its mission;

2. Authorizes the Director-General to provide his support to the IBE by granting it a financial allocation under Major Programme I of **US\$ 4'591'000** as well as an additional allocation of **US\$ 200'000** for the organization of the 48th session of the ICE;

3. Expresses its gratitude to the Swiss authorities, to the Member States and to other bodies and institutions that have contributed intellectually or financially to the IBE's activities during the preceding biennia and invites them to continue to support them;

4. Invites Member States, international organizations and other institutions:

(a) to take full advantage of the competence that the IBE possesses to assist Member States to increase and strengthen their ability to manage the conception, development and implementation of curriculum reforms;

(b) to contribute financially and by other appropriate means to the effective application of the IBE's activities in the service of Member States, in conformity with its mission, with the priorities of Major Programme I and the strategic objectives of UNESCO for 2008–2013.

Precedents

Since 1999, the International Bureau of Education (IBE) has been UNESCO's Institute specializing in the content, methods, policies and processes of curriculum development.

Strategy

Throughout the world, improving the quality of Education for All (EFA) remains a major concern. Experience and taking the needs of Member States into account has shown that the matter of curriculum reforms occupies a central place in educational policies everywhere that aim not only at encouraging access to education but also ensuring that all students learn successfully ("from access to success"). In this domain and in conformity with its mission, the IBE's strategy envisages as a priority concentrating its efforts on the development of human and institutional capacities, the identification of new trends in educational development, the dissemination of up-to date and quality information, and the promotion of the international dialogue on educational policies (48th session of the International Conference on Education (ICE) in 2008).

Thus, in the framework of UNESCO's policy of decentralization and reform of the Education Sector—and in the same manner as the other educational institutes—the identity of the IBE is that of a body specialized in research and training on the curriculum; a centre of innovation and competence in this key area; a depository and a source of knowledge; a laboratory of ideas for reform and training; and a clearinghouse. Its main functions concern training and capacity-building at the internal and external levels; to create, transfer and disseminate knowledge; to commit itself to joint planning with the Headquarters' divisions, with shared responsibilities; to co-ordinate its planning with regional plans; to co-ordinate its action with Headquarters and the Regional Offices; and to collaborate with organizations/institutions working in the same field of competence.

As an integral part of the activities of the Education Sector, the IBE's programmes and projects will contribute in a precise way to reaching most of the programme's strategic objectives, as well as the Sector's biennial priorities. The capacity-building and training programme will contribute particularly to reaching the objectives of the main lines of action (MLAs): 1. The Decade of Education for Sustainable Development; 2. Communities of practice and conflict/post-conflict situations; and 4. Capacity-building, advice and technical assistance. The observatory, research and study programmes will contribute to MLA 2 (Education for All Monitoring report and clearinghouse) and MLA 3 (strengthening research and its links with policies). The knowledge management programme will contribute, in a cross-cutting manner and in the curriculum domain, to MLAs 1, 2, 3 and 4. The policy dialogue programme will contribute mainly to MLAs 3 (ministerial conferences and meetings, the development of

normative instruments) and 1 (mobilizing partners). Finally, the programme of HIV and AIDS education will contribute to MLA 1 (UNAIDS) and 4 (advocacy and promotion of good practices associated with UN decades).

Expected outcomes at the end of the exercise

- **Increased capacities throughout the world for the institutions and people responsible for the design, development and reform of curriculum, stress having been placed on countries in post-conflict and transition situations, on countries suffering from poverty, mainly in Africa, as well as on aspects concerning the competence-based approach, integrating education, sustainable development and HIV and AIDS education.**

Performance indicators:

- *The activity of the global practising community of curriculum specialists;*
- *The number of people and institutions trained;*
- *The educational and methodological resources and training “toolboxes” created, adapted, tested and widely disseminated.*

- **New trends in the development of education identified due to the information collected and processed, as well as to the research and quality 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 good practice and innovations, updated and made available.**

Performance indicators:

- *IBE database (World data on education; Country dossiers; VIH and AIDS education clearinghouse; etc.) increased and broadened;*
- *The IBE’s Internet site strengthened and regularly updated;*
- *Statistics on the number of visits to the site.*

- **International policy dialogue on educational policies intensified and broadened**

Performance indicators:

- *Success and quality of the work of the forty-eight session of the ICE; the quantity and rank of participation by Member States; evaluation of the outcomes of the Conference.*