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**REPORT OF THE DIRECTOR a.i.
OF THE INTERNATIONAL BUREAU OF EDUCATION
ON THE ACTIVITIES OF THE BUREAU
DURING THE PERIOD 1 JANUARY TO 31 DECEMBER 2006**

This report covers the period from **1 January to 15 December 2006**. During the Council session, additional information will be provided on the activities carried out in November and December. The budget document gives the verified accounts as of 30 November; the document containing the provisional accounts at 31 December 2006 (UNESCO/BIE/C.55/Inf. 2) will as usual be sent to the Council in January, as soon as it has been approved by the Comptroller.

This report consists of three parts:

- I. General report;
- II. Fact sheets on activities;
- III. Budgetary information at 31 December 2006.

I. GENERAL REPORT

Introduction

1. The year 2006 was foreseen as an important year of transition for the IBE, given that a new Director was expected to take up office on 1 July and the Secretary of the Council would retire in January 2007. In the end, it was a difficult year of continuity and uncertainties, due to the re-opening of the post and a second recruitment procedure, which delayed the new Director from taking up office until 15 February 2007. In addition to this delicate situation, the Director a.i. also had problems since some institutional rules concerning his functions were not respected; it is only the imperative of restraint that prevents them from being made public here. Despite this, the entire IBE team has worked with professionalism, generosity and enthusiasm to fulfil its mission and to reach the greatest number of the objectives and outcomes listed in the programme of activities adopted by the Council at its fifty-fourth session. The rate of execution by 30 November amounted to 83.6% and every effort will be made to reach a rate as close as possible to 100% by the end of the year.

2. The report presents the activities conducted by the IBE from 1 January to 15 December 2006 — the fifth year of activities during UNESCO's and the IBE's Medium-Term Strategy for 2002–2007 and the first year of the 2006–2007 biennium (33/C5).

3. In conformity with the practice approved by the Council, the descriptive elements have been limited to the essentials (Part I). In accordance with the IBE's results-based management, the detailed description of activities and the outcomes achieved are presented for each Basic Programme in the form of a fact sheet (Part II). In the interests of coherence with UNESCO practices, the headings of the fact sheets follow the structure used in SISTER. The budgetary situation appears in Part III.

4. The activities have been structured around **three Basic Programmes**, in accordance with the programme adopted by the Council in January 2006 (C. 54/3), which correspond to the mission assigned to the IBE by the thirty-third General Conference, namely:

- i) capacity-building for curriculum development in Member States;*
- ii) management of an observatory of trends in the field of school curriculum and development of resource banks granting access to up-to-date information together with examples of good educational practices and innovations to monitor Education for All; the dissemination of quality and up-to-date information through its publications and website;*
- iii) promotion and renewal of the international dialogue on educational practices and enhancement of the skills of those involved in policy dialogue in the field of education, particularly in Africa.*

5. Two **transversal programmes** are also in operation:

- A. Co-operation/technical assistance at the request of Member States;
- B. A clearinghouse of good practices in the field of curricula for the prevention of HIV and AIDS.

6. Finally, the report gives an account of the **institutional functioning** of the IBE (Council, human and financial resources/institutional management).

7. In general and as laid down in the programme adopted by the Council during its fifty-fourth session, the IBE has continued to strive towards the outcomes foreseen in the Strategy for 2002–2007 and in the Mid-term Examination of this Strategy, as well as in the 33 C/5, the introduction to which is reproduced in the following box:

General introduction (33 C/5, § 01510)

“Directed towards the priorities of Major Programme I, IBE’s programme activities will particularly contribute to monitoring EFA achievements and progress (Subprogramme I.1.1, MLA 2 and I.1.2, MLA 1), to attaining quality basic education for all (Subprogramme I.2.1, MLA 1 and I.2.3, MLAs 1 and 2), to enhancing quality education for Learning to Live Together (Subprogramme I.3.1, MLAs 1 and 2), to support the expansion and renewal of general secondary education (Subprogramme I.4.1, MLA 1) and to contribute to activities pertaining to HIV/AIDS and education (Subprogramme I.3.2, MLAs 1 and 2).

IBE will continue to have a strong focus on field activities, including decentralized regional and national capacity-building exercises to address priority needs of excluded groups or geographic regions, and will contribute to the achievement of UNESCO’s strategic objective 3 and the strategic sub-objective of identifying new trends of educational development and promoting policy dialogue. IBE will work in close collaboration with UNESCO’s field network and Headquarters, continuing the existing joint projects with various UNESCO entities and promoting new ones.”

8. Without actually launching any “new projects”, the IBE has however carried out a number of new activities. Two preliminary studies on Education for Sustainable Development have been completed, as well as a first study on bi-cultural and multi-lingual education in Africa. The project on the theme of “Curriculum and poverty in developed countries” has begun its exploratory phase. No work has been done on the feasibility study concerning a “UNESCO Curriculum” due to lack of financing; at the time of writing this report, there has been no reaction to the request sent to the Netherlands under the terms of the participation programme. Finally, the IBE team has begun to think seriously about following up one of the Recommendations arising from the external evaluation of the IBE, specifically concerning a new presentation of the programme structure; a preliminary project will be submitted to the Council during the discussion on the programme of activities for 2007.

1. THE BUREAU’S ACTIVITIES IN THE CONTEXT OF ITS BASIC PROGRAMMES**1.1. BASIC PROGRAMME 1: CAPACITY-BUILDING FOR CURRICULUM DEVELOPMENT TO IMPROVE THE QUALITY OF EDUCATION FOR ALL.*****Outcomes expected at the end of the biennium (33 C/5, § 01511)***

- Capacity-building for institutions concerned with the preparation and reform of study programmes, with particular emphasis on post-conflict countries, transition countries and the least developed countries.

Performance Indicators:

- training resources and the “toolbox”;*
- trained country core teams for curriculum development and reform;*
- global network for curriculum developers operational.*

9. With the arrival of the new Programme Co-ordinator (P-4) in January and the Programme Assistant (P-1) in April, as well as the Chinese authorities making available a highly-placed civil servant from the Ministry of Education for a two-year period starting in August, the capacity-building programme was able to achieve its proper cruising speed in 2006. It was therefore possible to carry out numerous activities within the community of practices at the global, regional or inter-regional levels.

World community of practices in the field of curriculum development

10. The community of practices (COP), which began to function in July 2005, was designed not only as a network in the accepted sense of the term but as a working tool that itself encourages the exchange of experiences between curriculum specialists the world over. As of 31 October, the community had 423 members from 75 countries in all regions. Nine focal points have been officially established (two in Asia/Pacific, three in Europe, one in the Arab States and three in Latin America/Caribbean) and co-operation agreements have been signed with the designated institutions and/or persons. For Africa, the focal point will be located at UNESCO-BREDA (Dakar) and the official agreement is expected for the beginning of 2007. Twelve seminars have been held in 2006 via the focal points. A co-operation agreement to create an observatory for equity in education has been signed between the University of Barcelona (Spain) and those of San Andres (Argentina) and Cayetano Heredia (Peru). The annual meeting of the COP was held in Shanghai alongside the second International Forum on Teacher Training. One of the essential elements in the operation of a COP is the quality and regularity of its action. The IBE has paid particular attention to this and, on average, there have been twice weekly contacts in English, French, Spanish, Chinese and, in some cases, Russian and Arabic (*INNOVATION* newsletter, distribution of documents, on-line supervision, announcement of events, requests for contributions, etc.). A special section for the COP has been created on the IBE's Internet site and a Netforum was organized from 20 November to 8 December on the theme of "Approaches by competencies in curriculum preparation"; nearly 180 people participated from all regions of the world. The large number of activities that have been carried out could be considered as "provocative" but, in reality, it is not. The experience of COP has shown that, in order to succeed, it must undergo an extremely active first phase, which would normally be followed by a more settled period during which exchanges are consolidated and built upon. The success that the COP has enjoyed and the very positive evaluations of the work carried out demonstrate the value of this strategic choice made by the IBE for its capacity-building programme. During their mission to the IBE last October, the NAVIGANT consultants considered this work as "exemplary" and expressed the wish that similar communities of practice were created throughout the Education Sector. The IBE will probably be called upon to carry out the training of its UNESCO colleagues in this domain, both at Headquarters and in the field.

Training studies and tools

11. At the suggestion of two regional COPs, a comparative study was carried out on the conception and implementation of Chinese and Latin American curricula, and four documents have already been produced. Two further documents were also produced on the theme of the competence approach: the first is drawn from Latin American experiences; and the second on African experiences. These documents are stimulating very interesting exchanges within the world community of practices.

12. The assembly of the training "**toolbox**", originally developed for the most part in the Asia/Pacific region, has continued. Three seminars at which these training modules were distributed have been held: two in Asia (Philippines and Kazakhstan) and one in Central America (Guatemala). As the IBE sees it, these training modules and the "**toolbox**" must inevitably evolve and one of the fundamental tasks of the community of practice is to improve and add to them in such a way that they are able to include the experiences from other world regions and become a "global training tool", applicable in many different training situations.

13. The activities and the outcomes achieved are described in greater detail in fact sheets 1a and 1b.

Curriculum and the struggle against poverty in Africa

General context of the programme (33 C/5, § 01510)

IBE will respond to specific demands from Member States, especially those concerned with poverty eradication, curriculum reconstruction and innovation, intercultural and inter-faith dialogue and understanding, and the needs of conflict-afflicted societies. The Bureau will also respond to specific demands for assistance from countries that are in the process of modernizing their curriculum in order to provide better support for learners.

14. Following an exploratory phase (2004–2005) which resulted in interesting and relevant outcomes for the nine participating countries, during 2006–2007 the project became an integral part of the capacity-building programme. In 2006, significant progress was achieved in the development of criteria for quality education in the struggle against poverty through the establishment of the conditions, from several points of view, for the inclusion and retention of all children, even those frequently excluded from basic education. Some curricular innovations thought to be necessary for the creation of an integrating quality school have been identified and documented; this particularly concerns the organization and the flexibility of the curriculum, bilingual education, the integration of schools into the community, and the arrangement of school management and teaching methods. Capacity-building, carried out mainly during two international seminars in Burkina Faso and a training day in Mozambique, has concentrated on raising awareness about the importance of political dialogue if curriculum changes are actually going to be introduced, with particular attention to an introduction to the available tools hastening the emergence of innovations, bringing about suitable conditions for their dissemination and overcoming the obstacles that any suggestion of change would encounter. Several delegates have put forward changes to be introduced in their countries upon their return from international seminars or have been able to improve or strengthen procedures that were already in operation or were planned. The nine participating countries decided to set up a community of practices for curriculum specialists so that their exchanges can be stepped up and broadened to include other regions of the world. The inclusion of English-speaking countries is the next step with the preparation of a seminar bringing together a group of five or six sub-Saharan English-speaking countries, which should, in theory, include Kenya and Nigeria. This seminar will be an opportunity to set up a second community of practices in Africa, this time in English.

15. The existing close collaboration with the UNESCO Bamako Office has continued. The UNESCO Windhoek and Maputo Offices have also been involved in the work carried out by this project in Angola and Mozambique. Close co-ordination with all UNESCO activities in Angola is on the agenda and a contribution by the IBE to the programme for strengthening EFA has been planned. The existing links with the Education Sector at Headquarters (teacher training, basic education and secondary education) will continue and, if possible, be stepped up.

16. The activities and the outcomes achieved are presented in greater detail in fact sheet 2.

1.2. BASIC PROGRAMME 2: RESOURCE BANK/OBSERVATORY OF TRENDS IN CURRICULUM DEVELOPMENT

Expected results at the end of the biennium (33 C/5, § 01511)

- Better information on education systems, existing curricula and curriculum development

Indicators of performance:

- extending the IBE's databank;*
- improving the IBE's website;*
- carrying out studies and analyses for the annual edition of the EFA Global Monitoring Report;*
- publishing periodicals, brochures and books on the preparation and the recasting of curricula.*

17. The constant growth, the exploitation and the dissemination of the outcomes of this basic programme using the three elements of which it is composed (resource bank, observatory of trends and management of knowledge/dissemination of information) have continued during 2006.

Resource Bank on education systems, policies and curricular practices

A. Resource Bank

18. Updating information about education systems, with a view to the publication of the sixth edition of **World data on education** has affected about ninety national profiles.

19. The **Country Files** data bank has been totally reorganized; it now concerns 162 Member States, while an improved integration with UNESCO's other information services has been introduced.

20. Another effort has been made to augment **IBEDOCs**, the IBE's on-line catalogue, into which more than 1,500 documents have been included. The outcomes have been very encouraging since requests received about IBE documents have quadrupled compared to the same period last year. Furthermore, the **new weekly documentation services** (*Alert on line* and *Contents pages of periodicals*) are greatly appreciated by both specialists in Member States and numerous UNESCO colleagues.

21. The digitalization of **national reports** received between 1970 and 1992 has been completed (1,800 documents, 220,000 pages). Some thirty-five reports dating from 1996 have been made available on the site.

B. Observatory of trends

22. The function of an observatory of trends arose directly from and is dependant upon the resource bank, which provides the materials necessary for the analysis and synthesis of information that subsequently become the subject of studies and publications. The noteworthy publication entitled *School knowledge in comparative and historical perspective: changing curricula in primary and secondary education*, presented to the Council in January 2006, was published in June and distributed widely. A new series, available on line, was launched in March. Entitled *IBE Working Documents on Curriculum Issues*, it enables the rapid dissemination of up-to-date documentation of quality in a way that stimulates exchanges between specialists everywhere in the world. Six documents have already been made available and the comments received about them have been extremely encouraging. Two preliminary studies have also been conducted on the matter of education for sustainable development, the first based on the national reports from 2004 and the second on information available on this subject mainly gathered from the Internet. Finally, the exploratory study on the curriculum and poverty in developed countries began in October; the first phase, undertaken in collaboration with the Hautes Ecoles Pédagogiques de Zoug et de Berne/Jura/Neuchâtel, concerns some Swiss cantons and Québec.

23. For the **Global monitoring report on EFA 2007**, devoted to the theme of "Early childhood protection and education", the IBE has provided a highly appreciated contribution on the existing situation in about 100 countries. This contribution was made possible thanks to some very efficient co-operation with fifty-five ministries of education and forty-two UNICEF offices throughout the world.

C. Knowledge management, dissemination of information and publications

24. The intensive **restructuring of the IBE's website** has continued. Technical improvements have been introduced and tested via the Netforum and the community of practices. Dynamic pages have been created and tested, starting with the Country Files data bank. The entire site has itself been regularly updated and the "Publications" section completely reorganized so as to facilitate access to information. The IBE's website team has also been deeply involved in the development of UNESCO's portal, working closely with the relevant services at Headquarters. Internal training has also been organized for professionals on the theme of "Writing for the Web". All the efforts undertaken were intended to develop the Internet site not only as a "static" documentary resource but also as a

“dynamic” strategic element at the heart of the “knowledge management” process and as a useful working tool serving all IBE programmes and activities.

25. As usual, an information document on the use of the site during 2006 will be distributed to the Council.

26. The **publications** completed during the year will be made available to the Council in January. Four issues of UNESCO’s quarterly review of education *Prospects* have been co-published in English with Springer (Netherlands). The following books have been published: 1. *Textbooks and quality learning for all*; 2. *Handbook for curriculum developers*; 3. *School knowledge in comparative and historical perspective: changing curricula in primary and secondary education*; 4. *Secondary education worldwide: assessments and perspectives/L’enseignement secondaire à l’échelle mondiale: bilans et perspectives* (a co-edition BIE/SRED/University of Geneva). Three issues of the IBE’s newsletter *Educational INNOVATION and information* have been published as an electronic version. A survey carried out among the recipients will allow the print run to be reduced and to make considerable savings. A new series entitled *IBE Working Documents on Curriculum Issues* was launched and six publications completed and made available on line. The reaction received has been extremely encouraging. Finally, three new INNODATA publications, a seminar report as well as number 16 in the *Educational practices* series are at various stages of publication.

27. The activities of basic Programme 2 are presented in greater detail on fact sheets 3 to 5.

1.3. BASIC PROGRAMME 3: PROMOTION, SUPPORT AND RENEWAL OF POLICY DIALOGUE

Expected outcomes at the end of the biennium (33 C/5, § 01511)

- To improve international dialogue on educational systems and programmes

Performance indicators:

- training programmes, resources and the “toolbox”;
- training of decision-makers;
- launching a community of practices;
- the present situation in preparing the forty-eighth session of the ICE.

Training activities for policy dialogue

28. The fourth **training seminar for policy dialogue in French-speaking Africa** took place in Dakar from 21 to 29 April 2006, bringing together fourteen ministerial officials from Burundi, Djibouti, Guinea, Mauritania and the Central African Republic. The seminar for Portuguese-speaking countries, planned for the month of November 2006, will now take place in mid-February 2007.

29. The budgetary problems faced by ADEA do not allow it to launch the seminars for English-speaking countries for the time being.

30. The **Ad hoc Group IBE/ADEA for training in policy dialogue**, consisting almost entirely of African ministerial officials and experts, continued its work of preparing a training plan, a reference document, modules and training tools that may be used in other situations. The nine modules have been successfully tried out and verified in training seminars; they are now been finalized with a view to their publication in 2007.

31. The **ten monographs/case studies** describing African experiences with policy dialogue were published in the March and June editions of the review *Prospects*. They also form part of the training “toolbox”.

32. As in 2005, the IBE contributed to the Summer University for Human Rights and the Right to Education (UEDH) by carrying out a training session (thirty participants) on the theme of policy dialogue and the participation of all partners, by resorting to examples taken from EFA, the struggle against poverty in Africa and the prevention of HIV and AIDS.

33. The activities and outcomes achieved are presented in detail on fact sheet 6.

2. THE IBE'S ACTIVITIES IN THE CONTEXT OF ITS CROSS-CUTTING PROGRAMMES

2.1. CROSS-CUTTING PROGRAMME A: TECHNICAL CO-OPERATION PROJECTS/ASSISTANCE TO MEMBER STATES

Strategic aims of Cross-cutting Programme A (IBE Strategy for 2002–2007)

- **To support teams of professionals engaged in curriculum reform** in response to requests by individual Member States or groups of States. The Curriculum Development Co-operation Programme, within its budgetary and human limitations, meets the needs of a number of countries and groups of curriculum professionals through customized intervention in the field of policy-dialogue and capacity-building, or specialized and tailor-made team training, with study visits to obtain first-hand knowledge about solutions found elsewhere pertinent to the group's specified need or problem.
- **To supply such Member States with consultancy services, customized assistance** or specialist training (including, for instance, study visits) on how to design the curriculum, carry out reforms and develop training material reflecting advances made internationally.

34. The co-operation/technical assistance programme for Member States is, of course, extremely susceptible to day-to-day reality and every year the IBE has to employ a great deal of flexibility in carrying it out. Thus, for example, the main effort foreseen for Iraq in 2006 had to be postponed, given the political situation. On the other hand, activities that had not been planned last January were quickly organized, despite frequently difficult situations.

35. **Co-operation with Afghanistan:** In 2006, the IBE has been able to resume its operations in Afghanistan, building on the experiences and outcomes of its activities in 2002 and 2004. A new programme was launched by UNESCO and the Afghan Ministry of Education: *Reconstructing the Education System of Afghanistan*, financed by UNESCO on the basis of contributions by the United States (US\$3.5 million) for the reconstruction of education in post-conflict situations. The Programme was begun in July 2004 but, due to several problems—mainly political—its actual implementation could only begin in July 2006. The IBE was required to provide technical assistance in developing curriculum and textbooks at secondary level, on the basis of the sum of US\$300,000 for 2006 and 2007. In August and September 2006 an IBE team went to Kabul for a six-week period during which a two-week workshop was held to develop a new curricular context for secondary education and to launch a process for developing syllabi for each discipline. On the basis of the excellent outcomes of the workshop and the IBE's mission, forty Afghan educational specialists (Ministry of Education) met in Amman (Jordan) in November and December 2006 in order to work with an enlarged IBE team on the preparation of syllabi for upper and lower secondary education (Classes 7 to 12: Islamic education; languages; mathematics; science; social sciences; arts and culture). In 2007 the IBE's technical assistance for Afghanistan will concentrate on disseminating the new curricular framework, as well as the new secondary school syllabi and textbooks.

36. The details of these activities and the expected outcomes are presented in fact sheet 7.

37. **Co-operation with Mauritius:** At the request of the Mauritian Ministry of Education, the IBE conducted a two-week workshop (13–24 February 2006) concerning the integration of a competence-based approach in the primary education curriculum. This workshop brought together more than ninety curriculum specialists selected by the Ministry of Education. The complete Report of the workshop pays attention to the importance of theoretical debates on the subject in the country, as well as to the practical training activities concerned with the development of capacities that the curriculum specialists and textbook authors would need in order to introduce the competence-based approach at the primary level. The positive evaluation of the workshop emphasizes the quality of its work and the prospects that it opened up for improving curricula at the primary level as a foundation for improving the quality of learning and educational achievements.

38. **Co-operation with Sudan:** The programme co-ordinator participated in an international conference on the role of UNESCO in post-conflict situations, which was organized in Khartoum from 13 to 15 March 2006. The purpose of the conference was to explore the potential of co-operation between UNESCO and the governments of North and South Sudan. Following exchanges with the Sudanese National Commission for UNESCO and the UNESCO Khartoum Office, several potential suggestions for curriculum reforms at the primary and secondary level were made by the IBE. The UNESCO Khartoum Office is expected to discuss this matter with donors and stakeholders so as to ensure its financing, as well as its sustainable implementation.

39. **Task Force/Working Group on post-conflict/post-disaster situations (PCPD):** In February 2006, the programme co-ordinator was appointed by the Director-General as a member of the inter-sectoral working group that had been set up to examine and prepare a strategy for the operational role and response of UNESCO in PCPD countries. She also participated in the working meeting in Paris (8 April 2006; 12 June 2006) and contributed to preparing the Education Sector's Report. In June 2006, the co-ordinator was included in UNESCO's list of experts ("roster") for PCPD situations and she was involved in the first training session for this intervention at the end of June 2006.

40. Finally, the programme co-ordinator took part in and made presentations at several international meetings:

- Educational justifications: curriculum, teaching and guidance (Geneva, 10 February 2006): a day-long seminar organized by the University of Geneva (Faculty of Psychology and Educational Sciences).
- A Conference on the Swiss Contribution to the European Year of Education for Citizenship (Berne, 24 March 2006). The IBE participated in the study launched by Switzerland which explored the "locations" of citizenship, as well as the contribution of different actors and partners, including international organizations, to advancing citizenship education through formal and non-formal education
- Final Evaluation Conference of the European Year for Democratic Citizenship (Sinaia/Romania, 26-28 April 2006) organised by the Council of Europe.
- OSI Jamboree (Istanbul, 15-18 June 2006): meeting of the Open Society Institute network.
- First Evaluation Meeting of the New UNESS Programme (Paris, UNESCO, 27-29 September 2006): evaluation of the experimental phase being conducted in ten pilot countries.
- UNHCR: launching of the study concerning the access of migrant children to education in Europe—29 September 2006; and discussion of UNHCR's proposed strategy for education for 2007-2009—18 October 2006). The co-ordinator was requested to participate in the Co-ordinating Committee of the above-mentioned study, which represented an interesting way of strengthening co-operation between UNESCO and UNHCR, two sister agencies of the United Nations.

2.2. CROSS-CUTTING PROGRAMME B: clearinghouse for good practices in the prevention of HIV and AIDS

Strategic goal of Cross-cutting Programme B (IBE Strategy for 2002–2007)

At the request of the Director-General of UNESCO and in the framework of the inter-agency flagship programme to combat HIV/AIDS, to help reinforce prevention and education efforts in that domain, specifically as regards curricula, content and methods and their development, implementation and evaluation at the primary and secondary levels of formal education.

41. This programme is founded on two principal approaches: the exchange of information, documentation and the dissemination of good practices; and capacity building.

42. **The exchange and dissemination of good practices:** The quantity and the quality of documents have been increased. The geographical coverage has been improved, thanks to documents and resources being made available in Russian. The website is regularly updated and links with the Education Sector's portal have been redefined and improved. The dissemination of data and

information has been made available to publics that do not usually have access to the thanks to the publication and wide distribution of CD-ROMs containing all of the main documents and the databank (March and December 2006).

43. **Capacity-building:** Thorough and continuous work has been carried out on the capacity-building of curriculum specialists and teacher trainers with six central African countries, in collaboration with the UNESCO Yaoundé Office, UNESCO Headquarters and the UNAIDS Inter-agency Group for Education (IATT), with three sub-regional workshops (February, October and December 2006) and one technical preparation seminar (September 2006). The IBE has completed a second greatly expanded and revised version of the training manual “HIV and AIDS curriculum and education” (in English and French). This manual contains nine practical tools to help curriculum specialists to develop or improve the integration of HIV and AIDS education in national curricula for basic education. This manual has been used particularly in the seminars held in central Africa and in the context of training trainers (University of Western Cape in South Africa). The IBE also contributed its expertise within the context of the OPEC-UNESCO Funds Project, particularly by making the manual “HIV and AIDS curriculum and education” available and by providing some pages in Russian.

44. Thanks to the work carried out and positively evaluated, the IBE’s contributions to UNESCO’s activities have been increased and diversified, which has allowed these activities to be incorporated into UNESCO’s Global Strategy. For example:

- The “HIV and AIDS curriculum and education” manual now forms part of the EDUCAIDS initiative;
- the work of capacity-building in central Africa has been carried out in close collaboration with the Yaoundé Office and Headquarters (PEQ and HED);
- the IBE is a member of the co-ordination body for the OPEC/UNESCO Funds and in this context contributes to the exchange of good curricular practices and to capacity-building for curriculum specialists;
- the IBE contributed several key documents to UNESCO’s CD-ROM for the International AIDS Conference at Toronto (August 2006);
- the IBE contributed to the two symposiums held by UNAIDS’s Inter-Agency Group for Education (IATT) in May and October 2006.

45. The activities and the outcomes achieved are presented in greater detail in fact sheet 8.

3. INSTITUTIONAL OPERATIONS

3.1. IBE COUNCIL

46. The functioning of the IBE Council is established by its Statutes, the Rules of Procedure and the Resolution adopted by the thirty-third session of the General Conference (33 C/5).

47. The Council held its fifty-fourth session in January 2006 in order to plan the Bureau’s activities and to evaluate its achievements; the Administrative Group met during the two preceding days. During this session the Council elected its President, its Steering Committee and the members of its subsidiary bodies for 2006/2007; it approved the report on IBE activities for 2005 and the provisional accounts up until 31 December 2005; it approved the draft programme and budget for 2006; it took note of the external evaluation carried out by IOS and the TECHNOPOLIS company; it paid homage to Cecilia Braslavsky and examined, during a closed session, the selection of candidates to be presented to the Director-General for the post of DIR/BIE. A meeting of the Steering Committee was held in Geneva on 21 July and an extraordinary session of the Council took place in Paris on 15 September to finalize the second selection process for a new Director.

48. These activities are presented in fact sheet 9.

3.2. INSTITUTIONAL MANAGEMENT: HUMAN AND FINANCIAL RESOURCES, PARTNERSHIPS

Human resources and management

49. Following the decision by the Director-General of UNESCO that the post would be advertised again, a new Director, who would normally have taken up his/her functions on 1 July, is still awaited and, at the time of writing this report, the nomination of Mrs Clementina Acedo (Venezuela) has just been officially announced. She should take up her official functions during the first quarter of 2007. Meanwhile, the post of Secretary to the Council will be filled as of 1 February 2007 by the transfer of Mrs Costanza Farina (Italy), at present Director of the UNESCO Ramallah Office (Palestine).

50. During the course of the year, the IBE's professional team was to a certain extent stabilized with the entry into service of the new co-ordinator for capacity-building (P 4) in January and the programme assistant (P 1) in May. This programme also benefits from the presence of a high-level civil servant from the Chinese Ministry of Education, generously provided to the IBE for a period of two years. Nevertheless, for several years now, the Director has drawn the Council's attention to the IBE's shortage of human resources since, due to a lack of financial resources, four established posts (both professional and general services) remain frozen, which inevitably poses serious problems. It is vital that, following the external evaluation of the IBE by the TECHNOLIS company, as well as the acknowledgement of this situation in the autumn of 2006 by the NAVIGANT consulting practice, the recommendations on this subject are put into effect in the short term. In conformity with the Resolution adopted by the thirty-third General Conference, the IBE counts on the support of its Council in order that the situation may improve.

51. In this situation and in order that it may fulfil its mission to the best of its ability, the IBE has been obliged to explore all avenues so as to benefit from the maximum of qualified staff at the minimum of financial cost. Thus, it was fortunate enough to receive the support of the Geneva Cantonal Employment Office which, during 2006, made nine people available free of charge whose services have given entire satisfaction. It also benefited from the presence of a young university student doing his civil service over a period of eleven months. However, the Council will easily understand that these are only temporary, short-term measures, which will not contribute in any way to a real institutional stability, since these arrangements cannot be maintained beyond a twelve-month period.

52. Furthermore, and in accordance with the Council's wishes, during 2006 the IBE continued its policy of actively training young professionals. In this way, eight young university graduates received a grant as research assistants and six students carried out an internship which on average lasted three months. The IBE considers that this training role forms an integral part of its mission; in the present circumstances, however, this does result in a greater burden for the professionals who must provide this support.

53. On the subject of institutional consolidation and management, the Director a.i. has already presented, in the draft programme for 2006, the objectives to be reached and the improvement measures already introduced and which must be continued:

- **the integration of the Institutes into the FABS accounting system;** this integration has successfully taken place and, thanks to the good work and commitment of the entire administrative team, the IBE received a symbolic "gold medal" as "champion of the Institutes";
- the optimization of the **administration** as a support service for programmes and projects: a number of rationalization measures and economies have been introduced (outsourcing, review of the maintenance contracts, the official car not replaced, etc.);
- **the optimization of working processes and procedures,** following on from the work carried out in 2004/2005 with the support of the Mannet company; a training day made it possible for new staff members to bring their skills up to date and for older ones to remember what they had forgotten, particularly in the domain of in-house procedures and the treatment of various types of contract;
- **the training begun in 2005 has been continued** with a view to better individual and joint efficiency (personal efficiency programme—PEP): a day-long session was held for all staff members, adjusted to each individual; one part, entitled "Writing for the web", was also proposed for all professionals;

- **an evaluation of staff performance** in 2004/2005 using, for the first time, a new UNESCO system called **Perfoweb**: this exercise involved the supervisors in a great deal of careful work, but the result is positive and the new system is a considerable improvement over the old system of “professional notes”.
- **optimization of computer services**, particularly allowing the IBE to have full access to UNESCO’s Intranet in Paris: these operations, carried out in close co-operation and with the support of Headquarters, were very successful. Thus, it is now possible for each person to have access to all UNESCO colleagues and services, and to be able to access one’s own e-mail from wherever you are in the world.
- continuity in introducing **the integrated support service for knowledge management**, documentation, publications, the dissemination of **information** and the introduction of communities of practice: please see the part of this report devoted to Basic Programme 2. Furthermore, the IBE has been asked by UNESCO to provide its expertise in training activities carried out at Headquarters, as well as for the preparation of a strategy on e-learning, as follow-up to the World Summit on the Information Society.
- **young professionals** have continued to be integrated into the IBE as research assistants and/or interns (see paragraph 50).

Financial resources

54. **UNESCO’s financial grant** (regular budget) attributed to the IBE in 2006 (unchanged since 2002) was **US\$2,295,500**.

55. **The extra-budgetary resources** guaranteed on 30 November 2006 for programme activities and some staff costs amounted to **US\$1,095,459** for the IBE’s Special Account. The extra-budgetary resources allocated external to the Special Account (UNESCO Funds-in-trust, UNAIDS, etc.) amounted to **US\$620,603**.

56. The integration of the IBE into the **FABS** system, since the beginning of the year, allows it to benefit from the exact monthly statement of accounts (rather than quarterly). The budgetary situation on 30 November 2006 is presented in Part III of this document. A new table, giving the situation at the end of December 2006, will be provided to the Council.

Partnerships

57. Good working relations have been maintained and reinforced firstly with UNESCO’s Education Sector and with the other Institutes. The Director a.i. took part in all meetings of the Leadership Team for the reform of the ED Sector. Collaboration with UNESCO’s regional and national offices has increased in order to implement various activities.

58. The IBE has also worked in close co-operation with the Division of the Comptroller (DCO), the Division of Information Systems and Telecommunications (DIT) and the Bureau of Public Information (BPI).

59. In Geneva, a co-operation agreement with the University and with the Educational Research Service has been renewed for one year, while waiting for the new Director to arrive. As far as Switzerland is concerned, a co-operation agreement was signed with the Higher Educational School for Central Switzerland, as well as with the Higher Teacher-Training School for the cantons of Berne, Jura and Neuchâtel. In this case, a joint study has been undertaken concerning the curriculum and poverty in developed countries.

Conclusion

60. Given that the Director a.i. and Secretary of the Council will retire, this report is in a way an account of his two years standing in for the Director. Despite this situation, for all programmes and projects the impossible has been attempted to achieve the expected results. The Director a.i. addresses his very warm thanks to all his IBE colleagues, who have displayed courage and generosity in their work and an excellent team spirit throughout the year. A special word of thanks goes to the co-ordination team, on whom the Director a.i. was constantly able to rely. We must also particularly acknowledge all those who accompanied and supported the IBE’s efforts, but especially Switzerland

and Sweden, whose financial contributions have been vital so that the IBE could carry out its mission over recent years.

61. Thus, it is with a feeling of a duty accomplished that the Director a.i. leaves the institution. All of the priorities that he set himself when he took over have been respected and the objectives reached, namely:

- a) to preserve the institution and to maintain his colleagues' motivation;
- b) to reach the maximum of the expected outcomes in programmes and projects;
- c) to consolidate the achievements;
- d) to continue with the restructuring and the consolidation of the institution;
- e) to seek supplementary extra-budgetary financing;
- f) to be able to pass on the new Director an IBE in "working order".

62. Warm wishes for professional success and personal satisfaction are addressed to the new Director and Secretary of the Council, with the hope that the useful and efficient institution that the IBE has become can achieve stability and develop so that the education of all children and all young people advances in the world, but especially that of the most disadvantaged.

II. FACT SHEETS

IBE – REPORT 2006

BASIC PROGRAMME 1: CAPACITY BUILDING

1. Heading of the element	Global Community of Practice (COP)
2. Name of the Responsible officer and Deputy	Renato Opertti, Lili Ji, Daoyu Wang
3. Starting and termination dates	January-December 2006
<p>4. BACKGROUND and DESCRIPTION</p> <p>4.1. Context - Within the mandate of providing support to UNESCO Member States in the management of curriculum changes and development, the IBE created the COP in 2005 as a Global Network of Curriculum Developers to enhance national capacity in constructing and implementing better curricula based on a double challenge: a) to continue to foster a conception of curriculum as the hub of educational change encompassing processes and results aimed at attaining an improved educational quality within Education For All (EFA) and b) to consolidate a developmental perspective in the international networking of curriculum developers.</p> <p>4.2. Goal (overall objective) - To strengthen the capacity of national curriculum-making bodies - curriculum specialists and developers at different levels - in designing and implementing processes of reform of school curricula mostly focused on Educational Quality linked to EFA goals, by enabling them to share their visions, experiences and expertise through the Community of Practice from an inter-regional perspective.</p> <p>4.3. Purpose (specific objective)</p> <p>a) To formalise relationships with a minimum of 9 Focal Points covering the UNESCO regions (tentatively 2 in Africa, 1 in Arab States, 1 in Asia, 3 in Europe/North America and 2 in Latin America and the Caribbean).</p> <p>b) To establish an inter-regional agreement of university partnerships focused on the relationships between curriculum development processes, basic education and EFA goals.</p> <p>c) To organise the Forum on Curriculum change for Quality in Basic Education within the COP aimed at facilitating policy dialogue on key issues in curriculum reform related to EFA goals.</p> <p>d) To implement communication and information sharing activities on a weekly basis within the COP.</p> <p>e) To organize a section of the COP within the IBE website as well as select software to enhance the concept of broad sharing on an inter-regional basis.</p>	
<p>5. RESULTS</p> <p>Expected result 1 - Focal Points: Nine Focal Points established in five different regions. Performance Indicator: Number of fee contracts signed with Focal Points.</p> <p><i>Obtained/level of achievement: A total of 9 contracts and cooperation agreements have been implemented to date (2 in Asia, 3 in Europe, 1 in Gulf Arab States and 3 in Latin American and the Caribbean). Another one is being developed for mostly French-speaking African countries. Set of activities included in the contract. Focal Point activities cover the following areas: a) setting up of the COP in each region; b) comparative regional research on processes of curriculum change; c) policy discussion on curriculum issues and basic education through seminars and on-line activities d) matrix of comparative curriculum developments and e) publication of regional analysis on curriculum issues linked to EFA goals. 12 seminars covering all UNESCO regions have been carried out.</i></p> <p>Expected result 2 - Inter-regional agreement: An inter-regional agreement signed by universities from different regions focused on curriculum development, basic education and EFA goals. Performance Indicator: Inter-regional agreement signed by Universities</p> <p><i>Obtained/level of achievement: An Observatory of Equity in Basic Education in Ibero-America is in process of being established through the support of the Autonomous University of Barcelona and the Latin American Focal Points located in Universities (San Andres in Argentina and Peruvian University Cayetano Heredia in Peru). Types of activities included in the agreement: analysis and understanding of the educational inequality in basic education in Ibero-America through the development of indicators that can be followed in at least a three year period in the first project stage (currently being implemented); contribution to discussion and design policy proposals involving multiple stakeholders based on the concept of equity as the vector of the educational system at both the macro and micro curriculum levels.</i></p> <p>Expected result 3 - Forum on Quality in Basic Education: Forum held on Curriculum change for Quality in Basic Education</p>	

Performance Indicator: Quality of the Forum on Curriculum Change for Quality in Basic Education evaluated.

Obtained/level of achievement: Co-sponsored the 2nd International Forum on Teacher Education 25-27 October 2006, Shanghai, organized by East China Normal University, Chinese National Commission for UNESCO and UNESCO Asia-Pacific Network for International Education and Values Education (APNIEVE). A one-day IBE COP annual meeting was held with Focal Points from all UNESCO regions and selected Chinese experts (30 October, Shanghai) focusing on the relationships between curriculum change in basic education and teachers professional development. The meeting focused on three main objectives: revision of activities carried out through the COP in 2006; discussion of possible activities for 2007; and the outline of inter-regional cooperation activities (developing a thematic agenda) about the relationships between curriculum change and teacher professional development.

Expected result 4 - Community of Practice animation: weekly facilitating of information-sharing and communication within the COP.

Performance Indicator: Number of COP activities carried out per week and number of weekly responses obtained, classified according to Focal Point region.

Obtained/level of achievement: An average of 2 contacts per week (from January) facilitated by the IBE. By 31 October 2006, the COP had 423 members from 75 countries covering the five UNESCO regions. Focal Point activities from all the regions and sub-regions have been disseminated through these activities. Most of the contacts are focused on disseminating UNESCO activities in education; online resources and online alerts provided by the IBE; documents centred on curriculum approaches and related issues; workshops, seminars and calls for papers; networks activities; regional newsletters and insights on curriculum issues. The communication is carried out in English, French, Chinese and Spanish and in some cases, Russian and Arabic.

Expected result 5 - Community of Practice website section: Community of Practice section within the IBE website and Community of Practice software implemented.

Performance Indicator: Number of annual activities carried out under the COP section classified by activity type.

Obtained/level of achievement: Community of Practice section created within IBE website made by the set of eight COP activities (in Chinese, English, French, Spanish and Russian). Feedback comments from COP members about the content of the COP section have been positive.

6. ELEMENTS OF STRATEGY

6.1 Description of the tasks

- To develop a progressive process of legitimating and consolidating the COP proposal to help promote and improve educational quality within the EFA goals.
- To discuss proposals of contracts with Focal Points, establish concrete and feasible strategies to carry out agreed activities in order to attain the purposes and results mentioned above.
- To organise a forum involving COP members from all UNESCO regions that will emphasize an agenda of curriculum development as an essential process leading to better outcomes in the quality of basic education. This will involve in-depth analysis of the policy implications of a broad conception of the curriculum, stressing the need for political dialogue and sound curriculum design around the EFA goals.
- To sustain the dynamic development of the COP based on actively facilitating worthwhile worldwide sharing of visions, experiences, information, technical cooperation and research. Full consideration will be given to members' comments, suggestions and reactions to planned activities, and to enabling the attainment of tailored approaches within a universal framework.

6.2 Those involved, partners and beneficiaries

Primary stakeholders will include curriculum experts and developers from all UNESCO regions, comprising public/ private institutions as well as different institutional roles in activities linked to curriculum development. The partners will be UNESCO Education Sector, institutes and centres related to education, the Regional Offices for Education and the National Offices. The Regional and National Offices can play a significant role in explaining and disseminating the Community of Practice proposals and activities, in identifying potential members and member institutions and in creating regional agendas for curriculum development. The principal beneficiaries should be institutions and persons working in the process of curriculum change at the national level in the different ladders of the educational system.

6.3. Staff Input: See table "Estimates of Distribution of Established Staff by programme/project", in Annex

6.4. Structural participation: Focal Points that belong to the five UNESCO regions.

7. BUDGET (US\$)

7.1. Approved	320'000
7.2. Revised	-----
7.3. Obligated as of 31.10.06	303'308

IBE – REPORT 2006

BASIC PROGRAMME 1: CAPACITY BUILDING

1. Heading of the element	Community of Practice (COP)– Regional Activities
2. Name of the Responsible officer and Deputy	Renato Operti, Lili Ji, Daoyu Wang
3. Starting and termination dates	January-December 2006
<p>4. BACKGROUND and DESCRIPTION</p> <p>4.1. Context: In the framework of the Global Community of Practice, a number of activities are focused on exchange at a regional level at the request of the Member States. This approach allows the consolidation of a developmental perspective in international networking broadening the intra-regional perspective (20 regional seminars and training workshops held from 1998 onwards) with inter-regional approaches and activities. In overall terms, the IBE is trying to facilitate conditions, opportunities, settings and resources to generate a process of collective thinking and doing around curriculum change linked to an holistic vision of the EFA goals.</p> <p>4.2. Goal (overall objective) To strengthen the capacities of national curriculum-making bodies by encouraging research and the sharing of experiences at regional and inter-regional levels</p> <p>4.3. Purpose (specific objective)</p> <p>f) To develop an international comparative study related to curriculum policy design and implementation on basic education in China and Latin America.</p> <p>g) To develop a review of on-going experiences of curriculum development in African and Latin American countries focused on the application of the competency-based approach in terms of educational practices and student outcomes.</p> <p>h) To hold dissemination workshops focusing on the Asia-Pacific Resource Pack for Capacity Building and explore strategies for its utilization in different regions.</p>	
<p>5. RESULTS</p> <p>Expected result 6 - Study China-Latin America: Comparative study carried out on curriculum policy design and implementation in basic education in China and Latin America.</p> <p>Performance Indicator: Study completed and published in Chinese, English and Spanish. Inter-regional comparative study between China and Latin America currently underway.</p> <p><i>Obtained/level of achievement: A series of questions around curriculum processes and results in basic education orientate the study. Four documents have been produced - one in English entitled “A proposal for an educational agenda within a renovated social policy in Latin America”; one in Spanish entitled “Curriculum developments in basic education in the Southern Cone of Latin America”; one in Chinese “Literature review of curriculum change in basic education in China”, and one both in English and Spanish entitled “Towards a comparative analysis of education in China and in the Southern Cone of Latin America. Work proposal for discussion”. Advances on the study were discussed by the Focal Points of China and Southern Cone of Latin America at Shanghai (31 October).</i></p> <p>Expected result 7 - Study on Competencies: Study carried out on on-going experiences of curriculum development in African and Latin American countries focused on the application of the competency-based approach.</p> <p>Performance Indicator: Study completed and published in English, French and Spanish.</p> <p><i>Obtained/level of achievement: Two studies published on the competency-based approach (theoretical and empirical analysis) which comprises the lessons learned mostly from its application in the African region. These are: IBE Working Papers on Curriculum Issues N° 3, August 2006 entitled “Is it possible to learn to dive before learning to swim? Current challenges of the curriculum reform” (in Spanish), and IBE Working Papers on Curriculum Issues N° 4, September 2006, entitled “Revisiting competence as organizer of educational programmes, or about the need for moving to the concept of “acting with competence”” (in French)</i></p>	

Expected result 8 - Dissemination workshops: A minimum of three dissemination workshops focused on the Asia-Pacific Resource Pack for Capacity Building.

Performance Indicator: Number of dissemination workshops held.

Obtained/level of achievement: Three dissemination workshops were held: 2 in Asia (Republic of Kazakhstan and Philippines) and 1 in Central America (Guatemala). 85 curriculum specialists and developers attended. Evaluation reports were produced by consultants and participants. Three outcomes: (i) development (in process) of an Asia-Central module on moral and spiritual education (in Russian), (ii) development of a Central American resource pack on the competency-based approach (in Spanish) and (iii) development of a worldwide version of the resource pack based on the Asia-Pacific pack and proposals from Focal Points and COP members.

6. ELEMENTS OF STRATEGY

6.1 Description of the tasks

(See sheet 1a)

6.2 Those involved, partners and beneficiaries

Primary stakeholders will include curriculum experts and developers from each UNESCO region, comprising public/private institutions as well as different institutional roles in activities linked to curriculum development.

Partners will include UNESCO Education Sector, institutes and centres related to Education, the Regional Offices for Education and the National Offices. Regional and National offices can play an important role in explaining and disseminating the Community of Practice proposals and activities, in identifying potential members and member institutions and in creating regional agendas for curriculum development.

The principal beneficiaries should be institutions and persons working in the process of curriculum change at the national level in the different ladders of the educational system.

6.3. Staff Input: See table “Estimates of Distribution of Established Staff by programme/project”, in Annex

6.4. Structural participation: Focal Points that belong to the five UNESCO regions.

7. BUDGET (US\$) (see Sheet 1 a/global budget)

IBE – REPORT 2006	
BASIC PROGRAMME 1: CAPACITY BUILDING	
1. Heading of the element	Curriculum innovations of Education for All in Sub-Saharan Africa and the struggle against poverty
2. Name of the Responsible Officer and of the Deputy	Christine Panchaud, Pierre Luisoni
3. Starting and termination dates	January–December 2006
4. BACKGROUND AND DESCRIPTION	
<p>4.1. Context - In their pursuit of objectives of the Education for All (EFA) movement, several African countries have applied to UNESCO's International Bureau for Education (IBE) for help in strengthening their capacities and/or for technical assistance in the area of policy dialogue and curriculum development. This request reflects the will of these countries to move towards the achievement of EFA Goal 6 and of the Millennium Development Goals, as well as to the importance they attribute to educational quality to improve enrolment, reduce drop-out and to fight poverty.</p> <p>4.2. Goal (overall objective) - To build upon and extend the promising outcomes achieved during the first exploratory phase carried out in 2004–2005 and to support the nine participating countries in their efforts to bring about real changes in the curriculum at the national level.</p> <p>4.3. Purpose (specific objective)</p> <ul style="list-style-type: none"> • To continue strengthening the capacity of the nine national curriculum development teams and to extend the impact of the training of a basic team to a wider audience in each country in order to create the necessary critical mass and to accelerate the existing impetus for change; • To encourage the existing exchanges of expertise and the transfer between countries of promising experiences and innovations; • To continue developing the criteria for relevance in basic education curricula to combat poverty and to prepare a reference curricular framework; • To develop and apply the methodology and tools to apply the reference framework and criteria for the concrete implementation of curricular changes; • To establish and reinforce exchanges between the IBE and the partners concerned in different countries so as to integrate this project into the existing curriculum development processes in each country; <p>To raise awareness among those people involved in policy dialogue on curriculum development and in this context to develop strategies encouraging concrete and relevant changes to the curriculum.</p>	
5. RESULTS	
<p>5.1. Title of the results Implementing the outcomes of the first phase of the project and improvement of basic education curricula so as to advance the struggle against poverty.</p> <p>5.2. Expected (description)</p> <ul style="list-style-type: none"> • Six to nine national curriculum development teams reinforced and enlarged. • Strategy for the transfer of the project's instruments and gains, in particular criteria for the relevance of basic education curricula and the curricular framework, implicated and applied in the current curricular reform process in nine countries. • Establishment and functioning of a network encouraging regular exchanges between colleagues from different countries for the transfer of expertise and experience. • Raising awareness among those involved in curriculum development so that they may contribute to concrete and relevant changes to the curriculum in the struggle against poverty. <p>5.3. Performance indicators</p> <ul style="list-style-type: none"> • Number of countries participating and number of curriculum specialists trained. • Improvement in the technician's abilities in terms of knowledge and competencies. • The number of quality of the curricular changes taking place. • The outcomes of action-research transferred to other countries <p>5.4. Assessment criteria</p> <ul style="list-style-type: none"> • Abilities of the participating countries strengthened (a minimum of six countries and 100 technicians trained). The technicians' attainments receive a positive evaluation. 	

- The strategy for the transfer of the instruments and the attainments of the project used in the curriculum change process and the training of specialists.
- The outcomes are discussed in the global curriculum development network hosted by the IBE.

5.5 Expected outcomes/level of achievement

- *The priority interest for this project confirmed; continuity and high quality participation of the nine national teams resulting in the training of more than 150 specialists in nine countries.*
- *Raising awareness and increasing the capacity of the participants to use the skills and tools of policy dialogue to introduce innovations for alleviating poverty.*
- *Significant progress achieved in the development of criteria for quality education to alleviate poverty, with the clarification of the conditions, from several points of view, for inclusion and retention of all children, even those frequently excluded from basic education.*
- *The documenting and sharing of more than ten key innovations for education to alleviate poverty, particularly concerning the organization and the flexibility of the curriculum, bilingual education, the integration of the school into the community, the linkages between school management and pedagogy.*
- *Ways of stimulating innovations and encouraging their dissemination within the systems identified; specific strategies to overcome obstacles to change proposed.*
- *An increase in exchanges between countries and the successful aspects of the project transferred to the nine countries, particularly: the use of tools for policy dialogue and the introduction of the innovations that were observed in the field and analysed during the seminars; outcomes of the project disseminated to other countries (four newsletters and the IBE website).*
- *The network officially established through a French-speaking and Portuguese-speaking African community of practices.*

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

To ensure the continuation and the spread of the project launched in 2004–2005, the IBE will use the “research-training-action” method with the country teams already involved. In reality, the IBE and the national teams will work alternately at the international and at the national levels so that there is a continual increase in the projects attainments, transfers among countries and the creation of a body of expertise at the regional level, and particularly:

- The holding of two or three international seminars in 2006 so as to encourage: (a) the exchange and sharing of the experience and work carried out in each country; and (b) the acquisition of a common corpus of useful concepts, methodologies, tools and techniques for curriculum development.
- National teams putting the acquisitions of international seminars into practice in concrete and current curriculum development situations in each country, with the technical support of the IBE or other experts.

6.2. Stakeholders, partners and beneficiaries

Stakeholders and partners:

- In participating countries: Ministries of Education, UNESCO National Commissions, educational research institutes, universities and independent experts.
- Financial support already obtained: Direction for Development and Co-operation of Switzerland (DDC).
- Financial support anticipated: Spanish Government; Sida (Sweden); UNESCO’s programme to support EFA.
- Implementation: UNESCO offices (Bamako, BRED, etc.), UNESCO Headquarters (ED/PEQ, ED/BAS, ED/STV, ED/EFA), UNESCO institutes (IIEP/Buenos Aires and IICBA).

Beneficiaries: Curriculum specialists, teachers and pupils in the countries involved in the project.

6.3. Staff input

See table “Estimates of distribution of established staff by programme/project”, in Annex.

6.4. Structural participation (links with other programming elements)

- Databank and Observatory of Trends: analysis of curricula and good practices from the point of view of the struggle against poverty and the identification of good practices in this domain.
- Capacity-building: selection and training of curriculum specialists; action-research for the analysis and production of material; contribution to the global network of curriculum specialists.
- Policy dialogue: development of a curriculum responding better to the needs of the struggle against poverty with Ministries of Education and other partners.
- HIV/AIDS cross-cutting programme: integration of life-skills into the curriculum.
- Training project in the Gulf Region: in co-operation with GASERC-ABEGS, preparation of curriculum development tools

7. BUDGET

7.1. Approved	185'795
7.2. Revised	196'295
7.3. Obligated as of 30.11.06	164'555

IBE – REPORT 2006	
BASIC PROGRAMME 2: RESOURCE BANK/OBSERVATORY OF TRENDS	
1. Heading of the element	<u>Resource Bank on education systems and curricular policies</u>
2. Name of the Responsible officer and of the Deputy	Massimo Amadio Ruth Creamer, Christopher Strebel
3. Starting and termination dates	February–December 2006
4. BACKGROUND and DESCRIPTION	
4.1. Context	
<p>The maintenance and development of the Resource Bank on education systems and curricula policies—which includes several databanks such as <i>World Data on Education</i> and the <i>Country Dossiers</i>, as well as the collection of curriculum-related materials and the series of National Reports—has constituted a permanent IBE activity for several years.</p>	
4.2. Goal (overall objective)	
<p>The main goal of the Resource Bank is to support the international EFA strategy by collecting and providing access to high quality and updated information on education systems and existing curricula.</p>	
4.3. Purpose (specific objective)	
<p>The specific objective is to maintain and further develop an information base to be exploited for identifying main educational trends, especially in the field of curriculum development, and facilitating information sharing and discussion on specific educational and curricular issues.</p>	
5. RESULTS	
5.1. Title of the results	
<p>An information base on education systems and existing curricula updated and easily available.</p>	
5.2. Expected (description)	
<ul style="list-style-type: none"> (a) The updated profiles of national education systems to be included in the sixth edition of the databank <i>World Data on Education</i> progressively made available on the IBE website. (b) The <i>Country Dossiers</i> database reorganized and improved. (c) The collection of curriculum-related materials further developed; links to curricular materials on the Internet made available through the IBE website. Where possible, online curriculum-related resources disseminated to Community of Practice members as well as more generally via the IBE website. (d) The digital collection of the series of National Reports enriched and expanded (over 1,800 documents on some 3,000 microfiches covering the period 1970 to 1992 digitised). 	
5.3. Performance indicators	
<p>Availability, accessibility and quality of the documentation and materials.</p>	
5.4. Assessment criteria	
<p>Website statistics (number of hits, consultations and downloads); feedback from users.</p>	

5.5. *Obtained/level of achievement*

(a) *The process of updating the profiles of national education systems to be included in the sixth edition of the database World Data on Education is ongoing. Between April and the end of October 2006, about 90 profiles have been updated.*

(b) *The database Country Dossiers has been completely redesigned, reorganized and improved. Overall, over 650 pages have been revised and 23 new Dossiers have been created, bringing the total to 162 countries. Access to data has been improved and resources have been expanded and enriched (e.g. access to the most relevant bibliographic databases, links to curricular resources in 140 countries updated, links to additional materials established, etc.). In addition, a better integration with other UNESCO information services has been ensured through links to sections of the UNESCO Portal.*

(c) *In addition to the links to curricular resources under the Country Dossiers, the IBE collection of printed curricula has been enriched and 46 new titles added to IBEDOCs, the online catalogue. The collection is being redesigned to facilitate easier usage; material will be arranged by country, region and type of curricula. The alerting services were extended to the approximately 400 members of the Community of Practice in Curriculum Development. The languages covered grew to include French and Spanish as well as English. The alerts make available the latest news items, online reports, websites and other online resources from all over the world pertaining to curriculum development, education systems and educational trends. Overall, until mid-October a total of 42 weekly alerts, 29 online resources alerts and two digests of resources have been produced and widely disseminated. The IBE's large collection of historical books, which is a source of great interest to educational researchers worldwide, is currently being added to IBEDOCs (over 1,200 titles added). A further 350 education titles have been added to IBEDOCs. Finally, a total of 68 IBE publication and documents have been added to UNESDOC. Email enquiries pertaining to IBE resources have quadrupled since the same period last year.*

(d) *The digitization of the series of National Reports covering the period 1970 to 1992 has been completed. A total of over 1,800 documents (more than 220,000 pages) have been digitized; a digital library should be developed in 2007 to increase their accessibility. Furthermore, some additional 35 reports of 1996 have been posted on the IBE webpage, completing the 1996 series (a total of 101 National Reports are now available).*

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

Identifying, collecting, systematizing, updating and widely disseminating relevant information and data.

6.2. Stakeholders, partners and beneficiaries

Direct and indirect beneficiaries: The policy and decision-makers' teams for Quality Education for All, the users of educational services (decision-makers, educational planners and practitioners, information officers, researchers and scholars, teachers and students worldwide), the members of the Community of Practice.

Stakeholders implicated, partners: Collaboration with Ministries of Education, UNESCO National Commissions and academic institutions worldwide.

6.3. Staff input

See table "Estimates of distribution of established staff by programme/project", in Annex.

6.4. Structural participation (associated elements which will be implemented in close connection)

Implemented in close connection with all the IBE Programmes, and in particular with the Capacity Building Programme (Global Curriculum Network/Community of Practice).

7. BUDGET (US\$)

7.1. <i>Approved</i>	74'000
7.2. <i>Revised</i>	-----
7.3. <i>Obligated as of 30.11.06</i>	73'408

IBE – REPORT 2006	
BASIC PROGRAMME 2: RESOURCE BANK/OBSERVATORY OF TRENDS	
1. Heading of the element	<u>Observatory of educational trends in the field of curriculum development processes and products</u>
2. Name of the Responsible officer and of the Deputy	Massimo Amadio
3. Starting and termination dates	February–December 2006
4. BACKGROUND and DESCRIPTION	
<p>4.1. Context The Observatory of educational trends in the field of curriculum development processes and products, together with the Resource Bank, is one of the IBE’s Basic Programmes.</p> <p>4.2. Goal (overall objective) The main goal of the Observatory—which strongly relies on the Resource Bank—is to support the international EFA strategy by producing and providing access to high quality analyses and studies related to the quality of education and the curriculum development processes and products.</p> <p>4.3. Purpose (specific objective) The main purpose is to track changes and identify main trends in the conceptualisation and organisation of curricular content and curriculum development processes; and to facilitate information sharing and discussion on specific curricular themes and concerns.</p>	
5. RESULTS	
<p>5.1. Title of the results Analyses related to educational contents, curriculum development processes and products, as well as EFA trends easily available.</p> <p>5.2. Expected (description)</p> <ul style="list-style-type: none"> (a) One publication exploring basic longitudinal and cross-national patterns in official curricula produced and intended to ensure further dissemination of the work carried out at the IBE in recent years. (b) Issues related to the organisation of educational content and curricular time in national education systems further analysed (seminar to be co-organized with the World Bank). (c) A contribution to the 2006/07 UNESCO Global Monitoring Report on EFA (theme: Early Childhood Education and Care) delivered to the Monitoring Report Team. (Depending on the availability of extra-budgetary resources). (d) A content analysis of the 2004 series of National Reports (focus: sustainable development) produced. (e) An exploratory action-research study on curriculum and poverty alleviation in selected developed countries carried out. (Depending on the availability of financial resources). <p>5.3. Performance indicators Availability of trend analyses, studies and working papers on issues related to EFA and curriculum development processes and products.</p> <p>5.4. Assessment criteria Quality of studies and publications; feedback from the users.</p>	

5.5. *Obtained/level of achievement*

*(a) The publication **School knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education** has been made available in June 2006 and widely disseminated. This edited volume reflects in part the work carried out at the IBE in recent years also in terms of networking and improved collaboration with high-level researchers and scholars in the field of curriculum studies.*

(b) Further diffusion and sharing of analyses/studies about educational content and curriculum organization have been ensured through a new electronic series launched in March 2006 (IBE Working Papers on Curriculum Issues). Six issues have been published during May-October in close collaboration with the Capacity Building Programme/Community of Practice, on themes such as: aesthetic education (prepared as a contribution to the follow-up to the World Conference on Arts Education in order to enhance inter-sectoral cooperation); teacher education; competency-based curricula (two issues); basic education curriculum development processes; and secondary education curricula. Furthermore, a working document focusing on instructional time allocated to mathematics and sciences with a special reference to Indonesia has been prepared at the request of the World Bank, Global Evaluation Division–Independent Evaluation Group. Considering that by October 2006 the new IBE Director had not yet assumed his/her functions, it has been judged premature to co-organize a seminar with the World Bank.

(c) The contribution to the 2007 Global Monitoring Report on EFA (Early Childhood Care and Education –ECCE) has been delivered in May and consisted of basic descriptions of ECCE provision in around 100 countries. Inputs have been received from 55 Ministries of Education and 52 UNICEF offices around the world. These materials are being made available through the UNESCO Portal in conjunction with the official launching of the 2007 Report (New York, 26 October 2006).

(d) The systematization and processing of information related to sustainable development included in the 2004 series of National Reports has been carried out.

(e) Concerning the exploratory action-research study on curriculum and poverty alleviation, in selected developed countries the preparatory phase should start during the last months of 2006 (Swiss and Canada-Québec).

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

Preparation/commissioning of working papers and studies; dissemination of information; publications.

6.2. Stakeholders, partners and beneficiaries

Collaboration with the EFA Global Monitoring Report Team. Co-operation with researchers and academic institutions. Beneficiaries: decision-makers, educational planners and practitioners, information officers, researchers and scholars, teachers and students worldwide.

6.3. Staff input

See table “Estimates of Distribution of established Staff by Programme/project, in Annex

6.4. Structural participation (associated elements which will be implemented in close connection)

In close association with other programmes as appropriate, in particular the Capacity Building Programme (Community of Practice/Global Curriculum Network) and the project Curriculum and poverty alleviation in Africa.

7. BUDGET (US\$)

7.1. *Approved* 110'000

7.2. *Revised* -----

7.3. *Obligated as of 30.11.06* 73'955

IBE – REPORT 2006	
BASIC PROGRAMME 2: RESOURCE BANK/OBSERVATORY OF TRENDS	
1. Heading of the element	Resource Bank: Development of the IBE website
2. Name of the Responsible officer and of the Deputy	Massimo Amadio Christopher Strebel, Ruth Creamer
3. Starting and termination dates	February–December 2006
4. BACKGROUND and DESCRIPTION	
<p>4.1. Context The IBE website—created in 1996 and re-structured in 1999—is part of the Resource Bank Programme and its maintenance and development are ensured on a permanent basis. Through its website, which has been completely reorganized in 2005, the IBE makes available information resources, products and services targeted at the educational community worldwide. Between 1999 and 2005, there has been a considerable and continuous increase in the number of consultations and the downloading of documents and resources. The new site design was launched in September 2005 in accordance with the new UNESCO’s guidelines and was created to better reflect the current IBE’s mission, structure and activities as well as to offer enhanced access to information. The new design offers multiple methods (by themes, by country and by service) of accessing resources. In addition, the new approach offers separate homepages for English, French, Spanish and Arabic in order to focus more directly on the resources available to each language group. Furthermore, the precursor of a Content Management Systems is supporting initiatives within the Community of Practice while laying the groundwork for more interactive, constituent friendly systems to be developed in the short and medium term.</p> <p>4.2. Goal (overall objective) The main goal is to support the international EFA strategy by collecting and providing enhanced access—through the IBE website—to high quality and updated information resources on education systems and curricula.</p> <p>4.3. Purpose (specific objective) The specific objective is to maintain, further develop and make available through the IBE website an information base and a variety of resources to be exploited for a wide range of purposes and for facilitating exchange and discussion on specific educational and curricular issues.</p>	
5. RESULTS	
<p>5.1. Title of the results An information base and wide range of educational resources maintained, updated and made easily available through the IBE website.</p> <p>5.2. Expected (description)</p> <ul style="list-style-type: none"> (a) A more advanced Content Management System introduced that will enrich the potential of the Community of Practice/Global Curriculum Network allowing further resource sharing and enhanced interaction between community members. (b) Dynamically-driven pages created, increasing the value of the information accessible through the IBE website by allowing users to customize it for their needs. (c) Additional information resources made easily available through the website. <p>5.3. Performance indicators Improved accessibility and quality of the IBE website.</p> <p>5.4. Assessment criteria Website statistics (number of hits and downloads); feedback from internal and external users; new tools/services available for users.</p>	

5.5. Obtained/level of achievement

(a) A number of technical improvements are being introduced and will be tested in conjunction with the second e-forum of the Community of Practice in Curriculum Development planned for the second half of November 2006. The adoption of an advanced Institute-wide Content Management System depends on the decision that needs to be taken for the Organization as a whole.

(b) The introduction of dynamically-driven pages has been tested, starting with the Country Dossiers database; the utility of these pages will depend on how the Country Dossiers are integrated with the UNESCO Education Sector web-based resources.

(c) The IBE website has been updated on a regular basis and further improved. Through a better integration into the UNESCO Portal, a wider dissemination of IBE materials and resources produced has been ensured. The home page is available in all six official language and is updated regularly (normally weekly) in English, French and Spanish. Also, relevant selected sections have been created in other languages (for example, Russian and Chinese) in order to expand access to information.

Another improvement has been the complete redesign and reorganization of the 'Publication' section to ensure easier access to information. The graphical presentation has been enhanced, 132 pages have been revised, and six new sections and over 90 digitized publications added. Furthermore, the IBE web-team is also contributing to the development of new UNESCO Education Portal.

Another IBE website section with significant improvements is the group of 'Programmes, Conferences and Workshops'; a new user interface design for displaying information creates added visibility for activities undertaken by the IBE.

To further improve the quality of the pages, web publishing procedures and workflow have been introduced. Online content producers received training on managing and writing for the Web in an effort to further enhancing the quality and readability of materials.

6. ELEMENTS OF STRATEGY**6.1. Description of the intervention**

Maintaining and further developing the IBE website, improving content management in order to enhance resource sharing and interaction.

6.2. Stakeholders, partners and beneficiaries

Direct and indirect beneficiaries: The policy and decision-makers' teams for Quality Education for All, the users of educational services (decision-makers, educational planners and practitioners, information officers, researchers and scholars, teachers and students worldwide), the members of the Community of Practice.

Stakeholders implicated, partners: Collaboration with Ministries of Education, UNESCO National Commissions and academic institutions worldwide.

6.3. Staff input

See table "Estimates of distribution of established staff by programme/project", in Annex.

6.4. Structural participation (associated elements which will be implemented in close connection)

Implemented in close connection with all the IBE Programmes, and in particular with the Capacity Building Programme (Global Curriculum Network/Community of Practice).

7. BUDGET (US\$)

7.1. Approved 30'500

7.2. Revised -----

7.3. Obligated as of 30.11.06 10'969

IBE – REPORT 2006	
BASIC PROGRAMME 3: POLICY DIALOGUE	
1. Heading of the element	<u>Inter-training for policy dialogue and other activities</u>
2. Name of the Responsible Officer	Pierre Luisoni
3. Starting and termination dates	January–December 2006
4. BACKGROUND and DESCRIPTION	
<p>4.1. Context In 2003, the inter-training programme for policy dialogue on education in French-speaking Africa involved twelve ministerial teams (forty high-level civil servants). At the request of several ministers and of the participants themselves, it has been found necessary to broaden this training and go into greater depth, as well as preparing a plan, training modules and tools transferable to new countries or regions, and for a different target audience. During the biennium and according to the 33 C/5 adopted, the IBE's policy dialogue programme will deal essentially with <i>“the strengthening of capacities for reaching agreement on educational systems and programmes”</i> [...] <i>“Partnerships with ADEA, the World Bank Institute, the Institute of the Ibero-American Bank, bilateral donors, universities and other institutions in different countries will be maintained and strengthened, the objective being to build up the professional capacity of teams in post-conflict countries and, more generally, those who attack the problem of poverty.”</i></p> <p>4.2. Goal (overall objective) To enrich and improve internal policy dialogue and the international dialogue on educational policies.</p> <p>4.3. Purpose (specific objective) To strengthen, through training and the production of modules and training tools, the cross-cutting skills of ministerial teams for policy dialogue and the setting up of partnerships.</p>	
5. RESULTS	
<p>5.1. Title of the results Strengthening the skills for policy dialogue in education.</p> <p>5.2. Expected (description)</p> <ul style="list-style-type: none"> • Four or five new ministerial teams from French-speaking Africa will be trained; • Six Portuguese-speaking ministerial teams will be trained; • The documentation will be increased by three new monographs/case studies; • The debate on secondary education will be pursued and made more relevant by making known the outcomes of the RUIG Project; • Training plan and materials (modules and the “toolbox”) will be completed and tried out, in collaboration with ADEA, as well as for IIEP-Buenos Aires, for the use of previously trained ministerial professionals; • A “community of practices” on policy dialogue will be created. <p>5.3. Performance indicators</p> <ul style="list-style-type: none"> • Number of people trained; the level of success of training activities; the quality of the materials prepared; • The outcomes of experimental training courses dealing with the skills required for policy dialogue. <p>5.4. Assessment criteria The relevance, efficiency, effectiveness and transferability of the learning and training materials produced.</p>	

5.5 Expected outcomes/Level of achievement

All of the objectives were reached and all of the activities received positive evaluations. However, the training seminar for Portuguese-speaking countries had to be postponed for some months for reasons over which the IBE had no control.

Five ministerial teams from French-speaking Africa were trained (fourteen high-level civil servants in the ministries of education of Burundi, Djibouti, Guinea, Mauritania and the Central African Republic). Six Portuguese-speaking teams will participate in the Geneva Seminar (February 2007). Three monographs/case studies have been completed (on negotiation, sectoral analysis and external partnerships). The Final Report of the Bogis-Bossey Seminar (the RUIG Project), published in partnership with the University of Geneva and the Geneva Educational Research Service, has been widely distributed, particularly during the capacity-building seminars. Training materials (nine modules and a "tool box") are now being completed following the two workshops of the joint IBE/ADEA Ad Hoc Group, which operates as if it were the first tryout for the community of practice. The material has been successfully tested and would seem applicable to new training activities in the countries themselves. It will be published in 2007.

6. ELEMENTS OF STRATEGY**6.1. Description of the intervention**

In 2006, the IBE will:

- Organize, in partnership with ADEA, a fourth inter-training seminar in French-speaking Africa;
- Organize, further to the activities conducted by ADEA in 2004, an inter-training seminar of the same type aimed at the Portuguese-speaking countries of Africa;
- Participate in the "ad-hoc group" set up jointly by the IBE and ADEA in order to continue thinking about and carrying out the training materials for policy dialogue;
- Ask three experts from the South to carry out monographs/case studies on matters connected with reaching agreements, negotiation, communication and partnerships;
- Disseminate the outcomes of the RUIG Project on the historical awareness and the comparison of "transfers of models" in secondary education;
- Continue the preparation of "toolboxes/training modules";
- Create the "community of practices";
- Participate in training for policy dialogue in the context of the Summer University for Human Rights and the Right to Education (UEDH);
- Continue to explore the possibility of partnerships for training in policy dialogue for students of the educational sciences, for example in the context of MAS.

6.2. Stakeholders, partners and beneficiaries

Ministries of Education; National Commissions; the Association for the Development of Education in Africa (ADEA); The European Centre for Negotiation (CEN); the IIEP; ministerial teams; students.

6.3. Staff input

See table "Estimates of Distribution of established Staff by Programme/project", in Annex

6.4. Structural participation (associated elements which will be implemented in close connection)

IIEP Paris and Buenos Aires; internal collaboration with the other basic programmes and projects of the IBE, especially "Strengthening skills with a view to developing training toolboxes."

7. BUDGET (US\$)

<i>7.1. Approved</i>	<i>200'000</i>
<i>7.2. Revised</i>	<i>189'500</i>
<i>7.3. Obligated as of 30.11.06</i>	<i>117'385</i>

IBE – REPORT 2006 CROSS-CUTTING PROGRAMME A: TECHNICAL COOPERATION/ASSISTANCE TO MEMBER STATES	
1. Heading of the element	Reconstruction of the education system of Afghanistan
2. Name of the Responsible officer	Dakmara Georgescu
3. Starting and termination dates	July 2006 – December 2006
4. BACKGROUND and DESCRIPTION	
<p>4.1. Context In 2004, a MoU between UNESCO and the MoE of Afghanistan was signed as a basis for the launching of a new Programme (<i>Reconstruction of the Afghanistan Education System</i>). The Programme is funded through an U.S. contribution to UNESCO for the reconstruction of education in post-conflict/conflict-affected societies. Although the Programme was supposed to start in 2004, owing to several factors, especially of a political nature, its execution on the ground could commence only in July 2006 following the appointment of a new Education minister genuinely devoted to reform secondary education comprehensively. The UNESCO DG assigned the IBE an amount of USD300'000.00 for technical assistance (curriculum and textbook development for secondary education). It is planned that the programme will take 18 months (July 2006 – December 2007).</p> <p>4.2. Goal (overall objective)</p> <ul style="list-style-type: none"> • To produce a new curriculum for secondary schools (grades 7 to 12) as a basis for improving overall access to quality education and learning outcomes in Afghanistan <p>4.3. Purpose (specific objective) - 2006</p> <ul style="list-style-type: none"> • To enhance the capacity of the MoE and of curriculum specialists with a view of developing a new Secondary Curriculum Framework and of syllabuses for all learning areas of lower and upper secondary education; • To assist the MoE in the process of dissemination and implementation of the new curriculum. 	
5. RESULTS	
<p>5.1. Title of the results</p> <p>5.1.1. Enhanced professional capacity of decision makers, and of curriculum and textbook developers (secondary education)</p> <p>5.1.2. New quality curriculum materials</p> <p>5.1.3. Curriculum reforms that are understood and supported by different actors and stakeholders</p> <p>5.2. Expected (description)</p> <p>5.2.1. MoE staff and additional education specialists were trained to develop a new quality curriculum for secondary schools in Afghanistan;</p> <p>5.2.2. A new Curriculum Framework for grades 7 to 12 (lower and upper secondary education) and new syllabuses for six learning areas;</p> <p>5.2.3. Due to several meetings and workshops different actors and education partners had the chance to work together in order to ensure coordinate efforts in reforming secondary education.</p> <p>5.3. Performance indicators</p> <p>5.3.1. Number of trained education/curriculum specialists;</p> <p>5.3.2. Degree of development of the new Curriculum Framework;</p> <p>5.3.3. Degree and quality of engagement of different actors and stakeholders; role of the media</p> <p>5.4. Assessment criteria</p> <ul style="list-style-type: none"> • Satisfaction level of trainees • Satisfaction level of donors and partners • Quality of training packages/guidelines and of new curriculum documents assessed against international quality standards • Capacity of individuals and institutions to impact systemic and sustainable curriculum change and improvement. 	

5.5 Obtained/level of achievement

5.5.1. More than 100 education specialists were trained to participate actively and competently in the process of secondary curriculum reform. They are capable of participating in education policy decision making as a basis for improving the syllabuses and textbooks; they are capable to select and organise meaningful learning experiences for students; they are able to allocate time judiciously; they integrate modern teaching and learning strategies, as well as assessment and evaluation techniques;

5.5.2. The new Curriculum Framework proposes a new secondary education structure and an integrative approach by reinforcing links between learning areas and subjects and fostering competencies for life. New syllabuses have been also developed in order to instruct textbook development. The new curriculum documents are available in Dari, Pashto and English. Guidelines for syllabus development are also available in the three languages mentioned above. All this constitutes a première in Afghanistan after many decades where textbooks were the only intended curriculum available;

5.5.3. The Ministry of Education has worked closely with the Education Commission of the Parliament and with other stakeholders in order to secure political and public support of secondary reforms. The Media have largely contributed to covering curriculum 'events' and to sensitizing the broader public.

6. ELEMENTS OF STRATEGY**6.1. Description of the intervention**

- Intensive capacity building sessions and intensive sessions aiming to produce new curriculum materials;
- Study visits
- Cooperative development of new curriculum documents and curriculum support materials
- Certification of curriculum developers
- Establishment of a functional institutional structure to support curriculum development based on inclusive and participatory processes (improved functioning of the Curriculum and Textbook Presidency, and mechanisms of cooperation with education stakeholders and education partners).

6.2. Stakeholders, partners and beneficiaries

- UNESCO Office Afghanistan
- Ministry of Education, Afghanistan (Presidency of Curriculum and Textbook Development; Islamic Education Department; Teacher Training Programme)
- UNESCO HQ (PFS – Division for Country Planning and Field Support)
- Education donors stakeholders (UNICEF; USAID – CAII)

Beneficiaries

Direct beneficiaries

- Decision makers and curriculum specialists from the Ministry of Education of Afghanistan (Curriculum and Textbook Presidency)

In-direct beneficiaries

- Teachers and students
- Education stakeholders
- The society at large

6.3. Staff input

- Project coordinator
- Admin. Support
- International consultants
- Local support staff

6.4. Structural participation (associated elements which will be implemented in close connection)

- IBE Policy dialogue programme (Links between policy making, policy dialogue and technicalities of curriculum development were observed and reinforced)
- IBE Observatory of curriculum trends (data offered by the Observatory was used in the two workshops mentioned above)

7. BUDGET: (US\$)

7.1. Approved 294'213

7.2. Revised -----

7.3. Obligated as of 30.11.06 195'596

IBE – REPORT 2006	
CROSS-CUTTING PROGRAMME B: Education and HIV/AIDS	
1. Heading of the element	Clearinghouse on Education and HIV/AIDS and capacity building for the development of a curriculum for HIV/AIDS prevention
2. Name of the Responsible Officer	Christine Panchaud
3. Starting and termination dates	January–December 2006
4. BACKGROUND AND DESCRIPTION	
<p>4.1. Context - Consolidation of the cross-cutting programme Curricula and HIV/AIDS in the context of UNESCO's co-ordinated response in the struggle against HIV/AIDS in the field of education, of which two main elements are: (a) a resource bank on curricula for HIV/AIDS education and the promotion of good practices; (b) strengthening capacity-building for the development of curricula for HIV/AIDS education.</p> <p>4.2. Goal (overall objective) - Development of more effective curricula for HIV/AIDS prevention in school contexts and tools enabling effective implementation in the classroom.</p> <p>4.3. Purpose (specific objective)</p> <ul style="list-style-type: none"> • To make available and to share in advance regular up-to-date information on good practices on the subject of HIV/AIDS curricula and education through a databank, an Internet site and other methods and documents according to need; • To improve the capacities of curriculum specialists and teacher-training institutions for a better integration and widespread use of HIV/AIDS education in schools; • To launch or to continue a policy dialogue among ministers of education and other decision-makers to bring about the conditions for an effective and efficient implementation of HIV/AIDS education • To enlarge the programme in a focused way to Arabic-speaking, Portuguese-speaking and Russian-speaking countries. 	
5. RESULTS	
<p>5.1. Title of the results Improvement of curricular responses and strengthening capacity-building on HIV/AIDS education.</p> <p>5.2. Expected results (description)</p> <ul style="list-style-type: none"> • The Clearinghouse becomes the reference point for documentation and exchanges on good practices for HIV/AIDS education (content and methods) at the primary and secondary levels; • Good educational practices for HIV/AIDS prevention are identified and actively shared; • An interactive network for exchanges and dissemination of good practices is set up and operational; • A manual for curriculum development integrating HIV/AIDS education in an effective and efficient manner; • Capacities of curriculum specialists are strengthened. <p>5.3 Performance indicators</p> <ul style="list-style-type: none"> • Annual number of visits to the Internet site, CD-ROMS distributed and requests (information or advice); • Number of curricular documents, good practices and key resources documented and distributed in the most-affected countries and regions; • Number of curriculum experts and specialists mobilized for HIV/AIDS education; • Number of training modules prepared, number of capacity-building seminars for curriculum specialists carried out and the number of specialists trained; • Number of countries using the HIV/AIDS curriculum development manual and having improved their curriculum; <p>Number of ministries of education made aware and committed to integrating HIV/AIDS education in the national curriculum at the primary and secondary levels.</p> <p>5.4. Assessment criteria for the outcomes</p> <ul style="list-style-type: none"> • Visits to the website and requests (for information, material and advice) constantly on the increase; • Updating and dissemination of the CD-ROM and other useful documents in developing curricular material for HIV/AIDS education. 	

ESTIMATES OF DISTRIBUTION OF ESTABLISHED STAFF BY PROGRAMME/PROJECT (IN %) 2006

UNESCO/IBE/C.54/3-STAFF

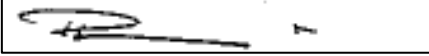
Post number	%	Capacity building		Resource bank/Observatory of trends			Policy dialogue	Publications	Operational projects	HIV/AIDS	Council	General administration	Institutional development	
		1	2	3	4	5	6	7 DG Irak	8					
Director's office														
Director	IBE-039 (D2)	50	10	5			5	5	5	5	5	5	5	
Assistant secretary	IBE-018 (G6)	100	10	10			5	5	15	5	10	15	25	
Senior Clerk	IBE-023 (G5)	100	10	10			10	55	5	5	5			
Capacity building														
Programme specialist	IBE-048 (P4)	90	90											
Assistant programme specialist	IBE-021 (P1/P2)	75	75											
assistant secretary 50% (7 mois)	IBE-025 (G4)	35	35											
Programme specialist	ALD 0910 (P4)	40		40				0	0	0				
Assistant programme specialist	ALD 0912 (P1/P2)	100		100										
Resource bank/Observatory of trends														
Programme specialist	IBE-030 (P4)	100			25	35	35	0	0	0	0	0	5	
assistant secretary 50% (7 mois)	IBE-025 (G4)	35			15	10	10							
Assistant programme specialist	IBE-038 (P1/P2)	0			0	0		0			0			
Documentalist	IBE-012 (P2)	100	15		40	25	10				10			
Assistant documentalist	IBE-016 (G4)	100	10		65			5		10	10			
WebMaster	IBE-034 (P1/P2)	100	15		55			5		10	10	5		
Policy dialogue														
Senior programme specialist	IBE-905 (P5)	100	10		10			25		5		30	10	10
Assistant secretary	IBE-046 (G4)	65						20				45		0
ADMINISTRATION														
Administrator	IBE-007 (P3)	100	10		10			5	5	15	5	5	40	5
Administrative Assistant	IBE-037 (G6)	100	15		10			5	5	15	5	5	40	
Assistant secretary	IBE-023 (G4)	100	15		10			5	0	15	5	0	50	
Clerk	IBE-027 (G3)	100	15		10			5	5	15	5	5	40	
Senior computer technician	IBE-017 (G5)	100	15		10			5	5	15	5	5	40	
Cross-cutting programmes														
Programme specialist	ALD 0910 (P4)	60		0					0	0	60			
Programme specialist	ALD 0911 (P4)	100							100	0				

INTERNATIONAL BUREAU OF EDUCATION (IBE)

**PRE FINAL FINANCIAL STATEMENTS I & II
FOR THE PERIOD 1ST JANUARY TO 31ST DECEMBER 2006**

The pre final appended financial statements I and II and Schedule 1 at 31st december 2006

Pierre LUISONI
Director a.i.
International Bureau of Education



15.janv.07

STATEMENT I

INTERNATIONAL BUREAU OF EDUCATION - IBE
Pre Final Statement of Income and Expenditure and Changes
in Reserves and Fund Balances
for the Financial Period 1 January to 31st december 2006
(Expressed in K US dollars)

	2006	2'005
<u>INCOME</u>		
Voluntary contributions	1'311	589
Revenue Producing activities	10	8
Allocation from other funds	2'296	2'295
Income for services rendered	47	47
Investment income	43	33
Currency exchange adjustments	36	-30
Other	35	75
TOTAL INCOME	3'778	3'017
<u>EXPENDITURE</u>		
Total expenditure	3'256	3'252
TOTAL EXPENDITURE	3'256	3'252
Excess / (Shortfall) of income over expenditure	522	-235
Savings on prior periods' obligations	34	15
Transfer to/From reserves		-6
Other adjustments to reserves and fund balances		
Exchange adjustments		
Reserves and Fund Balances, beginning of period	42	267
RESERVES AND FUND BALANCES END OF PERIOD	598	42

IBE - Pre Final Statement of Assets, Liabilities and Reserves and Fund Balances as at 31/12/2006

GL Account	Description	US\$	Adjustment		US\$	K US\$
			+	(-)		
1900733	Petty Cash IBE CHF	0.00			0.00	0
1083713	BK UBS IBE CHF	187'979.78			187'979.78	188
1183713	Sub-Bank account UBS IBE CHF	-8'338.51			-8'338.51	-8
	Cash and Term Deposit	179'641.27	0.00	0.00	179'641.27	180
2021011	vendors : advance paid	34'509.25			34'509.25	35
2011023	Contributions received from other donors	275.95			275.95	0
2021042	AR - Staff	1'534.51			1'534.51	2
2021811	Technical account closing	110.06			110.06	0
	AR-Other	36'429.77	0.00	0.00	36'429.77	36
5098030	UNESCO clearing account	819'780.51			819'780.51	820
	AR - Interfund	819'780.51	0.00	0.00	819'780.51	820
2086042	Loss from valuation : increase in payables	637.07			637.07	1
2086092	Suspense account for travel agencies	5'028.93			5'028.93	5
	Other Assets	5'666.00	0.00	0.00	5'666.00	6
	TOTAL ASSETS	1'041'517.55	0.00	0.00	1'041'517.55	1'042
2091011	Provision for undelivered orders	386'936.71			386'936.71	387
	Unliquidated obligations	386'936.71	0.00	0.00	386'936.71	387
2021011	Vendors payable	44'973.92			44'973.92	45
20211023	Advance on contributions	10'157.93			10'157.93	10
2021042	Reimbursement of staff expenses claims	2.48			2.48	0
2021842	Technical account for closing	11.20			11.20	0
2031000	Goods or services received not invoiced (MM)	368.85			368.85	0
	AP-Other	55'514.38	0.00	0.00	55'514.38	56
2087042	Gain from valuation : decrease in payables	735.93			735.93	1
	Other liabilities	735.93	0.00	0.00	735.93	1
520000	Surplus of the reporting period	556'649.82			556'649.82	557
	Surplus or deficit of the previous years	41'680.41			41'680.41	42
	Reserves and Fund Balances	598'330.23	0.00	0.00	598'330.23	598
	TOTAL LIABILITIES	1'041'517.25	0.00	0.00	1'041'517.25	1'042

SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)
PRE FINAL SCHEDULE OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE
FOR THE FINANCIAL PERIOD 1 JANUARY TO 31st DECEMBER 2006
 (Expressed in United States Dollars)

APPROPRIATION LINE/PROGRAMME CHAPTER	APPROPRIATIONS				EXPENDITURES			UNOBLIGATED BALANCE
	Appropriation Approved by Council	Transfers	Additional Funds	Revised	Disbursements	Unliquidated Obligations	Total	Total
I. PROGRAMME OPERATIONS				-				
Line 1: CAPACITY BUILDING FOR CURRICULUM DEVELOPMENT								
Curriculum global network / community of practices	320'000.00			320'000.00	272'941.65	31'112.74	304'054.39	15'945.61
Curriculum and Pauverty in Africa	93'500.00	10'500.00		104'000.00	94'755.22	4'287.42	99'042.64	4'957.36
Sub-total, Programme Costs	413'500.00	10'500.00	0.00	424'000.00	367'696.87	35'400.16	403'097.03	20'902.97
Staff Costs	522'956.00	0.00	0.00	522'956.00	475'193.43	5'444.00	480'637.43	42'318.57
Total, line 1: Capacity building for curriculum development	936'456.00	10'500.00	0.00	946'956.00	842'890.30	40'844.16	883'734.46	63'221.54
Line 2: Resources bank / Observatory of Trends								
resources Bank on educ systems and curric. Policies	74'000.00			74'000.00	71'289.86	2'341.52	73'631.38	368.62
Observatory of trends (curric. Processes and products)	110'000.00			110'000.00	14'524.47	78'283.71	92'808.18	17'191.82
Development of IBE website	30'500.00			30'500.00	10'063.66	3'156.85	13'220.51	17'279.49
Documentation / periodicals	25'000.00			25'000.00	17'114.33	1'543.93	18'658.26	6'341.74
Sub-total, Programme Costs	239'500.00	0.00	0.00	239'500.00	112'992.32	85'326.01	198'318.33	41'181.67
Staff Costs	379'245.00	0.00	0.00	379'245.00	346'463.18	3'948.00	350'411.18	28'833.82
Total, Line 2: Ressources bank / Observatory of trends	618'745.00	0.00	0.00	618'745.00	459'455.50	89'274.01	548'729.51	70'015.49
Line 3: Policy Dialogue								
Training on policy dialogue and others activities	200'000.00	-10'500.00		189'500.00	107'745.04	81'753.97	189'499.01	0.99
Sub-total, Programme Costs	200'000.00	-10'500.00	0.00	189'500.00	107'745.04	81'753.97	189'499.01	0.99
Staff Costs	129'928.00	0.00	0.00	129'928.00	113'565.90	16'035.43	129'601.33	326.67
Total, line 3: Policy Dialogue	329'928.00	-10'500.00	0.00	319'428.00	221'310.94	97'789.40	319'100.34	327.66
Line 4: Production and dissemination of Info								
Publications	70'000.00			70'000.00	38'029.24	17'699.65	55'728.89	14'271.11
Sub-total, Programme Costs	70'000.00	0.00	0.00	70'000.00	38'029.24	17'699.65	55'728.89	14'271.11
Staff Costs	93'646.00	0.00	0.00	93'646.00	80'089.91	975.00	81'064.91	12'581.09
Total, line 4: Production and disseminat of Info	163'646.00	0.00	0.00	163'646.00	118'119.15	18'674.65	136'793.80	26'852.20
Line 5: Operational activities								
Transversals Activities A (Technical Assistance)								
ABEGS/GASERC				0.00				0.00
DDC 2005			12'295.08	12'295.08	15'323.67	0.00	15'323.67	-3'028.59
DDC 2006			80'000.00	80'000.00	49'524.87		49'524.87	30'475.13
Lituanie	46'000.00			46'000.00	0.00		0.00	46'000.00
Sub-total, Programme Costs	46'000.00	0.00	92'295.08	138'295.08	64'848.54	0.00	64'848.54	73'446.54
Staff Costs	417'960.00			417'960.00	358'112.13	7'218.00	365'330.13	52'629.87
Total, line 5: Operational activities	463'960.00	0.00	92'295.08	556'255.08	422'960.67	7'218.00	430'178.67	126'076.41
SUB-TOTAL I : PROGRAMME COSTS	969'000.00	0.00	92'295.08	1'061'295.08	691'312.01	220'179.79	911'491.80	149'803.28
SUB-TOTAL I : STAFF COSTS	1'543'735.00	0.00	0.00	1'543'735.00	1'373'424.55	33'620.43	1'407'044.98	136'690.02
TOTAL I : PROGRAMME ACTIVITIES	2'512'735.00	0.00	92'295.08	2'605'030.08	2'064'736.56	253'800.22	2'318'536.78	286'493.30

**PRE FINAL SCHEDULE OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE
FOR THE FINAL PERIOD 1 JANUARY TO 31ST DECEMBER 2006**

(Expressed in United States Dollars)

APPROPRIATION LINE/PROGRAMME CHAPTER	APPROPRIATIONS				EXPENDITURES			UNOBLIGATED
	Appropriation Approved by the IBE Council	Transfers	Additional Funds	Revised	Disbursements	Unliquidated Obligations	Total	Total
II. IBE COUNCIL, GEN. ADMIN. & INST. DEV.								
Line 6 : IBE Council								
Direct Costs	80'000.00			80'000.00	79'529.83	0.79	79'530.62	469.38
Staff Costs	76'417.00	84'321.00		160'738.00	137'598.43	1'673.00	139'271.43	21'466.57
Total line 6 : IBE Council	156'417.00	84'321.00	0.00	240'738.00	217'128.26	1'673.79	218'802.05	21'935.95
Line 7 : General Administration								
Direct Costs	340'000.00			340'000.00	233'929.42	105'222.21	339'151.63	848.37
Staff Costs	246'073.00			246'073.00	213'848.53	2'561.00	216'409.53	29'663.47
Total line 7 : General Administration	586'073.00	0.00	0.00	586'073.00	447'777.95	107'783.21	555'561.16	30'511.84
Line 8 : Institutional Development								
Direct Costs	125'000.00			125'000.00	32'372.31	9'216.96	41'589.27	83'410.73
Staff Cost	160'738.00	-84'321.00		76'417.00	65'424.35	795.00	66'219.35	10'197.65
Total line 8 : Institutional development	285'738.00	-84'321.00	0.00	201'417.00	97'796.66	10'011.96	107'808.62	93'608.38
SUB-TOTAL II : DIRECT COSTS	545'000.00	0.00	0.00	545'000.00	345'831.56	114'439.96	460'271.52	84'728.48
SUB-TOTAL II : STAFF COSTS	483'228.00	0.00	0.00	483'228.00	416'871.31	5'029.00	421'900.31	61'327.69
TOTAL II : IBE COUNCIL, GEN. ADMIN. And ID	1'028'228.00	0.00	0.00	1'028'228.00	762'702.87	119'468.96	882'171.83	146'056.17
TOTAL : PROGRAMME & DIRECT COSTS	1'514'000.00	0.00	92'295.08	1'606'295.08	1'037'143.57	334'619.75	1'371'763.32	234'531.76
TOTAL : STAFF COSTS	2'026'963.00	0.00	0.00	2'026'963.00	1'790'295.86	38'649.43	1'828'945.29	198'017.71
TOTAL EXPENDITURE	3'540'963.00	0.00	92'295.08	3'633'258.08	2'827'439.43	373'269.18	3'200'708.61	432'549.47