

Distribution: limited

UNESCO/BIE/C.55/Proceedings and Decisions
Annex IX
UNESCO/IBE/C.55/Inf.6
Geneva, 15 January 2007
Original: French/English

UNITED NATIONS EDUCATIONAL,
SCIENTIFIC AND CULTURAL ORGANIZATION
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Fifty-fifth session

Varembé Conference Centre
9-11, rue de Varembé, Geneva

24 to 26 January 2007

IBE STRATEGY 2008 - 2013

IBE Strategy 2008–2013: Draft Structure

1. Introduction

Themes to be considered under this chapter include:

- World trends and challenges for education systems in the twenty-first century
- Curriculum and the improvement of the quality of education
- The curriculum as both a product and a process as well as the importance of policy dialogue in educational reforms
- Textbooks and teaching and learning aids
- The key role of teachers

2. IBE Strategy 2002–2007: Main achievements

Reference documents for this chapter include the Mid-term Review of the IBE Strategy 2002-2007 published in 2005 as well as the Report of the IBE Council to be submitted to the thirty-fourth session of the General Conference.

External evaluation of the IBE (Fall 2005): Selected findings

– IBE’s activities are fully aligned with the UNESCO Mid-term Strategy, the Millennium Development Goals (MDGs) as well as the Education for All (EFA) goals, while conserving the specificity among UNESCO institutions that legitimates its existence.

– According to the IBE partners survey, IBE is especially active in the provision of practical information and knowledge for the process of curriculum development, raising global awareness on the needs and problems related to this process, as well as collecting, producing and disseminating data and indicators.

– According to the IBE Field Offices survey, IBE is among those, with IIEP and UIE, which engage most often in cooperation with them and receive the most positive appreciation from Field Offices. Field Offices rate its thematic studies as well as IBE’s seminars and conferences as very useful.

– The current justification of IBE as a UNESCO Institute, distinct from Headquarters as from any other stakeholder in the field of education, does no longer simply rely upon its prestigious past under the supervision of Jean Piaget but on what has been built since the end of the 1990s. The reform of IBE is now almost fully completed. IBE is on the verge of becoming one of the most essential institutions in the UNESCO decentralised network if it copes successfully with the remaining challenges and receives sufficient attention and resources from UNESCO Headquarters.

(Source: Document IOS/EVS/PI/43 of 31 January 2006)

3. The IBE and UNESCO's Mid-term Strategy for 2008–2013

3.1 The principal functions of UNESCO

The Executive Board (175th session) confirmed the five functions of UNESCO, as set out in the Medium-term Strategy for 2002-2007 (31 C/4)—namely laboratory of ideas, standard-setter, clearing house, capacity-builder in Member States and catalyst for international cooperation.

Furthermore, the Executive Board underlined UNESCO's commitment in all its domains to a human rights-based approach. UNESCO was also requested to utilize to the fullest the expertise, competencies and capacities of UNESCO institutes and centres (category I) in line with the overarching objectives, strategic programme objectives and biennial sectoral priorities. This should contribute to the achievement of expected outcomes and results, especially in the fields of education and science. It should draw further on the expertise and capacities of category II UNESCO centres, which represent an important asset, in order to help strengthen programme implementation, enhance the impact of UNESCO's action, and strengthen the Organization's global and regional outreach.

3.2 Vision and Mission of the Education Sector of UNESCO

The Vision of the Education Sector of UNESCO is a sustainable world with just societies that value knowledge, promote a culture of peace, celebrate diversity and defend human rights, achieved by providing education for all.

The Mission of the UNESCO Education Sector is to: (i) provide international leadership for creating learning societies with educational opportunities for all populations; and (ii) provide expertise and foster partnerships to strengthen national educational leadership and the capacity of countries to offer quality education for all.

UNESCO's Education Sector has the following strategic objectives to fulfill its mission:

- **Capacity-building:** Provide a platform for intellectual and thought leadership for educational innovation and reform.
- **Laboratory of ideas:** Anticipate and respond to emerging trends and needs in education and develop education policy recommendations based on research evidence.
- **International catalyst:** Initiate and promote dialogue and exchange of information among educational leaders and stakeholders. The Global Action Plan to achieve Education for All is an example of the Organization's efforts to ensure greater harmonization and alignment in the approaches of multilateral organizations toward education.
- **Clearinghouse:** Promote development and implementation of successful educational practices, and document and disseminate successful practices.
- **Standard-setting:** Develop standards, norms and guidelines for key education areas action.

3.3 Strategic objectives of the Education Sector of UNESCO

Overarching objective: Attaining quality education for all

Strategic programme objective 1: Strengthening the global lead and coordination role for Education for All and providing support to national leadership in favour of EFA

Strategic programme objective 2: Fostering quality education for all: from access to success in pursuit of sustainable development

UNESCO Education Institutes

Characteristics

- Specialized research and training entities
- Centers of innovation and competence in core subject/mission
- Repository and source of knowledge
- Laboratory of ideas for reform and change;
- Clearing House.

Functions

- Provide capacity development and training (external and internal)
- Create, transfer and disseminate knowledge
- Engage in joint planning with HQ Divisions, with overlapping responsibilities
- Harmonize Institute Plans with Regional Plans
- Coordinate with HQ and Regional Bureaux
- Collaborate with organizations related to fundamental expertise.

4. Mission and Strategic Objectives of the IBE for 2008–2013

4.1 Mission of the IBE

The IBE's main mission is to act as UNESCO's centre specialized in contents, methods and structure of education. It builds networks to share expertise on curriculum development in all regions of the world and aims to introduce modern approaches in curriculum design and implementation, improve practical skills and promote informed dialogue at regional and international levels.

4.2 IBE contribution to the UNESCO strategy in the field of education

In conformity with its mission, the IBE's strategy envisages as a priority concentrating the efforts of the Institute on the development of human and institutional capacities, the identification of new trends in educational development, the dissemination of up-to date and quality information, and the promotion of the international dialogue on educational policies.

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

As an integral part of the activities of the Education Sector, the IBE's programmes and projects (i.e. capacity-building and training; research, studies and observatory of educational trends; knowledge management; international dialogue on education policies; international clearinghouse on curricula in the field of HIV and AIDS education) will contribute in a precise way to reaching most of the programme's strategic objectives, as well as the Sector's biennial priorities.

Specific areas of expertise in which the IBE will contribute are: curriculum development for HIV & AIDS education; curriculum implementation and poverty alleviation; support for curriculum development and implementation in conflict, post-conflict and transition societies; science and mathematics education; incorporation of technology in curriculum development; analysis of best practices on reforms of national and local curricula. The IBE will provide technical support (in the form of capacity building, project programming, research and knowledge management) in these areas based on needs of Member States and in collaboration and coordination with country and regional offices and Headquarters. Special emphasis will be placed on countries with poverty, post-conflict or post-disaster and gender disparities to contribute to EFA and the Millennium Development Goals.

4.3 Strategic objectives of the IBE

Objective 1: To develop human and institutional capacities for curriculum development in Member States

The IBE contributes to capacity-building and to the training of curriculum specialists in Member States and also at the regional and global levels.

Expected outcomes:

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

Objective 2: To identify new trends in the development of education

- ***Observatory, Research, Studies***

The IBE carries out research, studies and plays the role of an observatory of educational trends, with emphasis on curriculum development and implementation.

Expected outcomes:

- New trends in curriculum development and implementation identified, based on data collection, case studies, and research on educational quality.

Objective 3: To disseminate information and to promote policy dialogue

- ***Knowledge Management***

The IBE manages, shares and disseminates knowledge in the field of preparing and implementing curricula.

Expected outcomes:

- Knowledge and information on education systems, existing curricula, curriculum development processes, as well as examples of good practice and innovations (including HIV and AIDS education), updated and made available.

- ***Policy Dialogue***

The IBE promotes worldwide the policy dialogue between all actors of the educational systems

Expected outcomes:

- International dialogue on educational policies intensified and broadened.

4.4 The Structure of IBE Programmes

See the new presentation of IBE Programmes at the end of Document UNESCO/BIE/C.55/3.

5. Partnerships

6. Fund-raising and Communication

