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COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

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23–25 January 2008

**DRAFT PROGRAMME AND BUDGET
OF THE INTERNATIONAL BUREAU OF EDUCATION FOR 2008**

7.1

GENERAL PROGRAMMING CONTEXT

INTRODUCTION

1. 2008 will be an extremely demanding year, since, in addition to its regular activities, the IBE will be organizing in cooperation with stakeholders the 48th session of the International Conference on Education (ICE). In order to maximise the existing resources for the preparation and organization of the ICE, each IBE programme will be “mobilized” to intellectually contribute, in different ways and modalities, to the work of the Conference.

2. As in the past, in 2008 the IBE expects to fulfil the mission, assigned to it by the General Conference of UNESCO, to be the “UNESCO’s specialized institute on the content, methods, policies and processes of curriculum development”. The nature and functions of the UNESCO’s Institutes are clarified in the document 33 C/19 “Principles and Guidelines for the Establishment and Functioning of UNESCO Institutes and Centres (Category 1) and Institutes and Centres under the Auspices of UNESCO (Category 2)”. Furthermore, within the framework of the UNESCO Education Sector reform, the “identity card” of UNESCO’s educational institutes is presented in the following way:

Characteristics

- Specialized research and training entities
- Centres of innovation and competence in core specialized fields
- 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

3. 2008 represents the first year in implementing the 34 C/4, the 34 C/5 as well as the new IBE Strategy for 2008–2013. The general programming context is, therefore, established by these fundamental documents. For the sake of consistency, the planned projects and activities are referred to the expected results at the end of the biennium as indicated in the 34 C/5 resolution adopted by the General Conference (see below). The key guiding principles of the new IBE Strategy for 2008–2013 are also indicated to provide the mid-term programming perspective. It is recognised that the Strategy itself will be submitted as a draft to the IBE Council for review and endorsement at the 56th session in January 2008.

Resolution adopted by the thirty-fourth session of the General Conference

The General Conference,

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

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

1. Requests the Council of the IBE, acting in conformity with the Statutes of the Bureau and with the

present resolution, when approving the Institute's budget for 2008 and 2009:

- (a) to ensure that the IBE's activities correspond to UNESCO's strategic objectives and the priorities and lines of action of Major Programme I, with special emphasis on the needs of Africa, gender equality, LDCs and SIDS as well as the most vulnerable segments of society, including indigenous peoples;*
 - (b) to consolidate and develop the IBE's programmes and projects, namely:*
 - (i) capacity-building and training of curriculum specialists in Member States, as well as at the regional and global levels; placing particular emphasis on conflict and post-conflict situations, on eradicating poverty in Africa, on the competency-based approach in the curriculum, on integrating education addressing the diverse needs of vulnerable and marginalized groups as well as indigenous peoples through curriculum and materials development and the use of mother tongue as a medium of instruction, and on sustainable development, while encouraging South-South and triangular North-South-South cooperation;*
 - (ii) carrying out research and studies, as well as the management of an observatory of orientations and best practices in the domain of educational development;*
 - (iii) management, sharing and dissemination ("knowledge management") of the most up-to-date understanding in the field of preparing and implementing the curriculum, in the different languages as applicable in each country, including, inter alia, in the areas of science and technology education, arts education, philosophy, human rights, democracy, citizenship and peace education, HIV/AIDS education, and education for sustainable development;*
 - (iv) strengthen the curricular aspects of the activities of the IBE, including through developing a UNESCO school profile, in particular to promote education for sustainable development;*
 - (v) promotion and renewal of international dialogue on educational policies, by organizing from 25 to 28 November 2008 the 48th session of UNESCO's International Conference on Education on the theme of "Inclusive Education: the Way of the Future";*
 - (vi) management of an international clearing house on curricula and capacity-building in the field of HIV/AIDS education;*
 - (c) to continue to mobilize the necessary human and financial resources so that the IBE may accomplish its mission;*
- 2. Authorizes** the Director-General to provide support to the IBE by granting it a financial allocation under Major Programme I in the amount of \$4,591,000; taking into account that the organization of the ICE will require additional funds from MLA 3;
 - 3. Further encourages** the Director-General to continue to strengthen IBE's activities in the following areas: peace education, science education, philosophy, arts education and education for sustainable development, and asks him to present to the 35th session of the General Conference a strategy aimed at making IBE UNESCO's Centre of Excellence in curriculum-related matters, as well as a report on the resources needed to this end, in accordance with the Overall Strategy for UNESCO Institutes and Centres and their Governing Bodies as approved in Resolution 33 C/90;
 - 4. Expresses** its gratitude to the Swiss authorities, to the Member States and to other bodies and institutions that have contributed intellectually or financially to the IBE's activities during the preceding biennia and invites them to continue supporting it;
 - 5. Invites Member States, international organizations and other institutions:**
 - (a) to take full advantage of the competence that the IBE possesses to assist Member States in increasing and strengthening their ability to manage the conception, development and*

implementation of curriculum reforms;

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

6. **Requests** the Director-General to report in the statutory reports on the achievement of the following expected results, including information on the cost-efficient use of human and financial resources, particularly in the areas of travel, publications and contractual services, for each of the results reported, following the principles of transparency, efficiency and rationalization:

- *institutional and human capacities enhanced in curriculum design, development and reform;*
- *new orientations and developments in the field of education identified through information collected and processed, research and studies;*
- *knowledge and information on education systems, existing curricula, curriculum development processes, as well as examples of best practices and innovations, updated and made available;*
- *international policy dialogue on educational policies intensified and broadened;*
- *implementation of the decisions of the 2008 International Conference on Education monitored.*

General Introduction (34 C/5, para. 01021)

Improving the quality of Education for All (EFA) remains a major concern worldwide and studies show that the issue of curriculum reform occupies a central place in educational policies which aim not only at encouraging access to education but also ensuring that all students learn successfully (from access to success). As a specialized institute in the areas of curriculum, IBE will continue to concentrate its efforts on the development of human and institutional capacities, the identification of new trends in educational development, the dissemination of up-to-date and quality information and the promotion of international dialogue on educational policies in this domain.

As an integral part of the activities of the Education Sector, IBE's activities will contribute to reaching most of the Sector's medium-term strategic objectives, as well as its biennial priorities. IBE's capacity-building and training programmes will be targeted towards reaching the objectives of the Main Lines of Action 1 and 4, while its observatory, research and study programmes will contribute to MLA 2 and MLA 3. Its knowledge management programme will aim to contribute in a cross-cutting manner and in the curriculum development to MLAs 1, 2, 3 and 4. IBE will convene the International Conference on Education, which will be one of UNESCO's major events in the field of education for the biennium and a key contribution to MLA 3.

Presentation of IBE Programmes

4. The presentation bases the IBE mission on the following three types of activity:
- i) it contributes to capacity development of curriculum specialists and provides technical advice to Member States, at the national, regional and global levels (*Objective: to develop human and institutional capacities*);
 - ii) it carries out research, studies and plays the role of an observatory of trends in the field of educational development (*Objective: to identify new trends in the development of education*);
 - iii) it manages, shares and disseminates knowledge ("knowledge management") and promotes policy dialogue in the field of preparing and implementing curricula (*Objective: disseminating information and promoting policy dialogue*).

The presentation is attached to the last page of this report, as a diagram, in English and in French.

DRAFT PROGRAMME OF ACTIVITIES FOR 2008

LINES OF ACTION AND EXPECTED OUTCOMES

1. CAPACITY DEVELOPMENT

Strategic objectives (draft IBE Strategy 2008–2013)

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

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

Develop pilot-testing and promoting the effective usage of a set of training materials and tools for innovative curriculum change and implementation;

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

Expected results at the end of the biennium 2008-2009 (34 C/5, para. 01022)

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

Performance indicators:

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

ACTIVITIES IN 2008

1.1. COMMUNITY OF PRACTICE IN THE FIELD OF CURRICULUM DEVELOPMENT

5. The Community of Practices (COP) for curriculum specialists witnessed a tremendous expansion in 2007 at an accelerated pace. This was the result of a combination of the following factors: its involvement in the regional preparatory process for the International Conference on Education (ICE), the implementation of cooperation agreements signed in 2006 and increased activities linked to the COP working plans in different regions with the new focal points. Within the main objective of contributing to the capacity development of curriculum specialists and decision-makers in all regions of the world, the 2008 activities will be directed towards consolidating the achievements and further implementing the regional, inter and intra-regional activities. The COP will expand on the existing working plans with the UNESCO Regional Bureaux for Education in Dakar, Bangkok and Santiago and develop new initiatives on the identified priority areas, in particular: a) competency-based curriculum frameworks for the expansion of the nine-year Basic Education in Africa, and b) inclusive curricula in Central America. The cooperation agreement with the Educational and Cultural Council of Central America (CECC) will be implemented. The COP will engage in ICE related activities, both in the preparatory regional seminars/conferences and in the production and dissemination of relevant studies. Learning resources, such as glossaries and databanks of learning situations, will be produced and comparative research will be finalised, published and disseminated.

6. See fact sheet 1a and 1b.

1.2. CURRICULAR INNOVATIONS, POVERTY ALLEVIATION AND PEACE EDUCATION IN SUB-SAHARAN AFRICA

7. The activities will aim at capitalizing on, and further expanding, the results obtained in the two previous phases, while establishing a new linkage between poverty alleviation, curricular innovations and peace education/human rights. The target group will be the national teams of curriculum experts, policy makers, teacher educators and teachers from the nine selected Sub-Saharan countries (Angola, Burkina Faso, Burundi, Congo-Brazzaville, Mali, Mauritius, Mozambique, Niger and Rwanda), that have been involved since the beginning of the project in 2004. The main foci of the activities are capacity development of the teams involved with the objective of providing them with necessary tools to bring about positive educational changes to alleviate poverty and to contribute to peace education. These will include, among others, carrying out regional exchanges to facilitate the sharing of relevant experiences, acquisition of policy dialogue mechanisms and techniques, and the integration of curricular innovations within the existing curricula of the participating countries. Best practices in school settings will be identified and disseminated. Opportunities will be seized to stimulate discussions and debates on the theme and sub-themes of the International Conference on Education (ICE) within the context of the planned events and activities, in order to contribute to the regional preparations and formulation of regional roadmaps.

8. Within the same framework, the IBE will be ready to launch new activities with an identified group of six English-speaking African countries (Ethiopia, Ghana, Kenya, Nigeria, Tanzania and Uganda) to share with them the outcomes of the project conducted among French-speaking and Portuguese-speaking countries, to expand the impact of the project activities, provided that sufficient resources are made available. Collaborative relations with the UNESCO Field Offices of Bamako, Brazzaville, Bujumbura, Dakar, Kigali, Maputo and Windhoek will be further strengthened, to ensure full synergies on the ground. Co-ordination with UNESCO HQ and institutes will also be intensified, particularly in connection to teacher training aspects, links between formal and non-formal education, technical education and vocational training.

9. See fact sheet 2.

1.3. CLEARINGHOUSE AND CAPACITY-BUILDING FOR CURRICULUM AND HIV AND AIDS EDUCATION

10. Launched in 2002 within the framework of the inter-agency flagship programme and of UNESCO's co-ordinated response to the prevention of HIV and AIDS, the activities of this programme will remain based on the two main components: a) a resource bank of curricula for the prevention of HIV and AIDS (accessible on the Internet); and b) capacity-development activities to integrate HIV and AIDS education into basic education curricula. The programme will be carried out and consolidated based on the achievements of previous years, taking into consideration, however, the allocation of a reduced budget for 2008, as compared to previous years. The decision taken in 2007 to integrate all clearing house activities within UNESCO into one will also guide the implementation of the first component.

11. The clearinghouse will continue to perform its regular functions of documenting and sharing good curricular practices for HIV and AIDS education (10-15 new ones will be identified and analysed), particularly at the primary and secondary levels as well as for teacher training. The existing *Manual for integrating HIV and AIDS education into official curricula* will see further refinements and adaptations in French, English, Russian and Arabic, so that it can be promoted and used as a training tool in other African sub-regions and in other regions of the world (Russian-speaking, Asian and Arab countries).

12. The existing linkages and collaboration with the traditional partners within UNESCO HQ, the institutes and the Field Offices will be maintained and reinforced, as with the UNESCO Offices of Amman, Bangkok, Dakar, Harare, Kingston, Maputo, Moscow, Windhoek and Yaoundé, among others.

13. See fact sheet 3.

1.4. TECHNICAL ADVICE, SUPPORT AND TRAINING TO UNESCO MEMBER STATES

14. Within its larger capacity development approach, the IBE provides “customized” technical assistance to UNESCO-Member States to respond to their specific needs and requests. This type of intervention is mainly based on ad-hoc extra-budgetary funding, which makes this programme less “predictable” than others. However, at present, the expectations for extra budgetary resources for the planned activities seem realistic. In line with the previous interventions and the solid experience accumulated, the IBE plans to focus on post-conflict/conflict-affected, transition societies and fragile states, as well as on countries undergoing processes of curriculum change. A specific dimension within the overall curriculum development will also be addressed, namely Learning to Live Together (LTLT), including Human Rights and Citizenship Education, Peace Education and the constructive management of diversity.

15. The IBE plans to focus on the development, pilot-testing and dissemination of specific capacity development tools for innovative curricula, such as a *Handbook for curriculum development in post-conflict societies*; *Workbook and guidelines for curriculum and textbook revision from a gender perspective*; *Guidelines to integrate Human Rights Education (HRE) in the curriculum and Teacher Education and Training (TET)*; *Case studies on gender and curriculum in post-conflict societies*; *Monitoring and Evaluation Tool for Learning to Live Together*. Regarding the capacity development activities, the IBE will address curriculum and textbook revision from a gender perspective and the integration of LTLT into curricula and other materials. All interventions will be closely coordinated with relevant national authorities and partners, the representatives of the UN system and of the international community in the field, as appropriate.

16. See fact sheet 4.

2. RESOURCE BANK AND OBSERVATORY OF EDUCATIONAL TRENDS

Strategic objectives (draft IBE Strategy 2008–20013)

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

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

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

Expected results at the end of the biennium 2008-2009 (34 C/5, para. 01022)

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

Performance indicators:

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

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

Performance indicators:

-IBE databases (World Data on Education; Country Dossiers; HIV and AIDS education clearing-house; etc.) increased and broadened.

ACTIVITIES IN 2008

2.1. RESOURCE BANK

17. In keeping with the IBE's longstanding function, the consolidation of the integrated information system on curriculum policies will be further pursued, within the wider objective of supporting action in favour of EFA by compiling, systematizing and providing access to specialized resources, materials and information on education systems, curricula and curriculum development processes. The IBE knowledge base (*Country Dossiers, National Reports, in particular the 2008 series, focussing on Inclusive Education*) and a variety of specialized information resources on education systems and existing curricula will be maintained, updated and enriched on a continuous basis. The specialized collection of curricular materials, frameworks and resources will be further increased and made available to users, both to support IBE activities and projects as well as to respond to outside requests. Three keywords sum up the strategy being followed: availability, accessibility and quality of the documentary resources made available.

18. See fact sheet 5.

2.2. OBSERVATORY OF EDUCATIONAL TRENDS

19. The activities carried out within the context of the Observatory of Trends are strictly linked to the Resource Bank, which provides the wide range of educational materials used for the analysis and synthesis of information. In particular through the series *IBE Working Papers on Curriculum Issues*, the production of studies/analyses connected with the products and processes of curriculum development will support the EFA strategy to improve quality education. The Internet version of the sixth edition of the database *World Data on Education* will be maintained, updated and expanded and the Resource Bank/Observatory section within the new IBE website will be completely reorganized and improved.

20. As in previous years, the IBE will make a contribution to the 2008/09 UNESCO EFA Global Monitoring Report, which this time will be on the theme "Governance, management and financing". This will be carried out upon the request of the Monitoring Report team, based on the availability of extra-budgetary resources.

21. See fact sheet 6.

3. KNOWLEDGE MANAGEMENT AND POLICY DIALOGUE

Strategic objectives (draft IBE Strategy 2008–2013)

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

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

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

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

Provide support for strengthened dialogue as a means of addressing relevant curriculum development policy issues and promoting constructive change with regard to identified curriculum policy concerns.

Ensure that the sessions of International Conference on Education represent a relevant worldwide forum intended to foster genuine policy dialogue, share information, expand partnerships and renew

international commitment towards quality education for all.

Contribute to build appropriate mechanisms for the dissemination of the conclusions of the 2008 Conference and sustained follow-up actions targeting inclusive education policies and issues.

Expected results at the end of the biennium 2008-2009 (34 C/5, para. 01022)

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

Performance indicators:

- The IBE's Internet site strengthened and regularly updated;
- Statistics on the number of visits to the site.

International policy dialogue on educational policies intensified and broadened.

Performance indicators:

- Success and quality of the work of the forty-eighth session of the ICE; the quantity and rank of participation by Member States;
- Evaluation of the outcomes of the Conference;

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

ACTIVITIES IN 2008

3.1. KNOWLEDGE MANAGEMENT, DISSEMINATION OF INFORMATION AND PUBLICATIONS

22. Within the efforts of rendering it an actual working tool for the IBE's programmes and projects, the website will be entirely redesigned and improved, utilizing the potential of a content management system (CMS), and in line with the current UNESCO's guidelines. This will allow the IBE web publishing guidelines to be fine tuned and to improve quality assurance. At the same time, the IBE website will be maintained and updated on a regular basis, providing easy access to a range of additional resources. This will include specific information on the 48th Session of the International Conference on Education (ICE) in November 2008.

23. The regular IBE publications will be continued, such as **Studies in Comparative Education** and the **Series of Educational Practices**. Despite the very difficult budgetary situation, a decision was taken to continue the production of the UNESCO quarterly review of comparative education "**Prospects**", since it represents an important professional journal in the field of international educational policy. Four issues of "**Prospects**" will be published in 2008 on the following themes: *Higher Education and Social Cohesion* (March), *Inclusive Education* (June), *EFA Global Monitoring Report* (September), while a decision for the December's issue is under way.

24. The IBE Director will be the editor of a new book entitled *Quality tensions in education reforms*. The book explores the notion of "quality" as understood in various specific educational systems and the tensions that arise with new 'standardized' notions of quality in relation to international measures and educational reforms in developing countries. The tentative list of the countries to be reflected in the book includes: Afghanistan, Argentina, Chile, China, Egypt, Georgia, Kenya, Korea, Indonesia, Malaysia, Romania, Turkey, Venezuela and Vietnam.

25. A co-publication by the IBE and the Observatoire des Reformes en Education, University of Quebec in Montreal will be produced. It will address the competencies based approach at the theoretical level and will present several case studies on the process of curriculum change, mainly in African countries. The study entitled *Approches de l'exclusion et de la pauvreté dans les curricula des pays développés* undertaken in collaboration with the Higher Educational School of Central Switzerland and the Higher Teacher Training School of Bern, Jura and Neuchâtel will be published.

26. Within a new series of IBE tools for quality curriculum development, the *Handbook for Curriculum Developers: Primary and Secondary Education*, will be published by D. Georgescu and P. Stabback. The Report *Societal development and curriculum change* will also be published, reflecting the outcomes of the study visit to the IBE by Iraqi and Jordanian decision makers and education specialists in September 2005. A new revised edition of the book *Learning to Live Together* by M. Sinclair will be produced.

27. See fact sheet 7.

3.2. POLICY DIALOGUE AND THE 48TH SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION (ICE)

28. In terms of policy dialogue, the year 2008 will be mostly dedicated to the preparatory process and the holding of the 48th session of the International Conference on Education (ICE). This will involve both the continuation of some activities already initiated in 2007, as well as new events to be carried out.

29. In line with the initiatives already taken, and as recommended by the IBE Council in its 55th Session, during the first part of the year, the IBE will continue to carry out regional preparatory conferences and seminars involving experts from ministries, universities, international organizations, foundations, NGOs and civil society, with the aim at mobilizing knowledge on Inclusive Education and ensuring a more informed debate at the ICE itself. Within the framework of the COP, a regional preparatory workshop will be organized in Finland in March 2008, in cooperation with the Finnish National Board of Education. Two more events are at an advanced planning stage, one in Cambodia and the second in an Arab country, in order to expand the geographical coverage of the preparatory process, taking advantage of conferences already being organized by the stakeholders. Furthermore, technical assistance will be provided to, and IBE staff will actively participate in the Regional Preparatory Conference for Europe and North America, entitled "*Inclusive Education: from Policy Dialogue to Collaborative Action*", organized by the Latvian Government on 24-26 February 2008. A communication plan will be developed with several components, including a **video** to be produced, as requested by the IBE Council, to give voice to the "excluded" and to illustrate in concrete terms good practices from various geographical regions on Inclusive Education. Relevant exhibitions will also be arranged.

30. The guidelines for the national reports to be prepared by the Member States have been finalized. The electronic version of the national reports will be made available through the IBE web site. As in previous sessions of the ICE, the Comenius Medal will be awarded during the ICE and the necessary steps for the selection process of the laureates will be taken according to established procedures.

31. The activities aimed at completing and publishing the policy dialogue training plan, the reference book, the modules and the "toolbox" that had been originally planned for 2007, will be carried out. This will also include a workshop for the training of trainers, in order to enable them to perform the policy dialogue training modules in their own countries.

32. More details are reflected in the fact sheet 8.

4. INSTITUTIONAL FUNCTIONING

4.1 THE IBE COUNCIL

33. The functions of the IBE Council are established by its Statutes, its Rules of Procedure and the Resolution adopted by the thirty-fourth session of the General Conference, as presented in the introduction to this document.

34. The Council will hold its regular session in January 2008 in order to plan the activities of the IBE and assess its achievements; the Administrative Group and the Working Group for the preparation of the forty-eighth session of the ICE will meet during the two days preceding the fifty-sixth session.

During this session, the Council will elect its new President, its Steering Committee and its subsidiary bodies. It will examine the report of activities for 2007 and the draft programme and budget for 2008; it will review the progress achieved on the ICE preparatory process and will further elaborate on ICE related matters. It will explore the issue of innovative financing mechanisms for the IBE, and will discuss and approve the draft IBE Strategy for 2008-2013. The meeting of the Steering Committee will take place, as usual, during the summer.

35. According to a long standing tradition, the Council will also meet at the beginning and the end of the ICE, to settle the final organizational arrangements and to make an initial assessment of the results.

36. These activities are presented in fact sheet 9.

4.2. PARTNERSHIPS WITH DIFFERENT INSTITUTIONS

37. In 2008, the IBE will continue to pursue its policy of strengthening the partnerships that already exist, as well as developing new ones, with a view to fostering South-South and North-South Cooperation. It will, therefore, attempt to forge new alliances with governments, bi- and multi-lateral co-operation agencies, intergovernmental organizations, regional institutions, universities and NGOs. This will be particularly relevant within the context of the ICE preparation and organization. Close working relationships will be maintained and reinforced with UNESCO's Education Sector, the other Institutes, and the Field Offices. Based on the existing partnerships, specific Cooperation Agreements will be either renewed or established ex novo with academic institutions of the host country.

38. As recommended by the Council, the IBE will seek to increase its visibility and promote its image during conferences, fora and political and academic meetings, when carrying out projects and activities.

4.3. INSTITUTIONAL MANAGEMENT AND HUMAN RESOURCES

39. In terms of human resources, this year will be particularly challenging and demanding, owing to the additional workload that the preparations and the holding of the ICE will require. The situation remains still very worrying with four posts at present frozen due to the lack of financial resources.

40. Despite its very limited resources, the IBE will continue its efforts towards institutional consolidation and improved management, with a series of planned steps aimed at providing training opportunities and exposure for the staff:

- training on "SISTER 2" for four IBE focal points within the IBE Administration and Programme section, to be organized by the relevant UNESCO Unit, in HQ;
- a tailor-made training course on **Results-Based Management (RBM)**, to be organized for professional and other programme staff, in coordination with the UNESCO Bureau of Strategic Planning (BSP), in HQ;
- a tailor-made training session on **Gender Mainstreaming**, also to be organized for professional and support staff involved in programmes, again in coordination with the UNESCO Bureau of Strategic Planning (BSP), in HQ;
- the IBE Administrative Assistant will continue to be a part-time member of the project team of **IPSAS**, to prepare for the introduction of new accounting standards;
- on-the-job training will be provided for **young professionals**, both research assistants and interns.

4.4. FINANCIAL RESOURCES

41. Given the situation concerning the contribution from UNESCO's regular budget for the Institutes, the most important challenge for the IBE has been, and will be, **mobilizing extra-budgetary resources** for the 2008–2009 biennium and for the following years. This has become particularly urgent owing to the fact that the existing co-operation agreements with the Swiss and Swedish Authorities came to a conclusion at the end of 2007.

42. In this context, in June 2007 the IBE Director took steps to initiate discussions with the Swiss and Swedish partners and explore their interest in renewing the agreements. Official missions to Bern and Stockholm were carried out, during which the IBE achievements within the 2002-2007 Strategy were illustrated and key orientations of the new IBE Strategy 2008-2013 and the future areas for financial support discussed. The results of the negotiations were very positive: Switzerland confirmed its financial support to the IBE for the next three years (2008-2010) and the Swedish International Development Agency (SIDA) confirmed their interest in renewing their financial contribution, also for a three year period. The new Cooperation Agreement will be signed after the 56th session of the IBE Council.
43. **UNESCO's financial allocation** (Regular Budget) to the IBE in 2008—unchanged since 2002—will be **US\$2,295,500**. This allocation will only cover the salary costs for established posts (of which four are still frozen), 50% of the operational costs of the IBE and the organization of Council meetings.
44. The expected and received **extra-budgetary resources** as of 10 December 2007 for programme activities and some staff costs amounted to **approximately US\$2,007,289**. This includes the voluntary contributions from the Swiss authorities (a minimum of SFr. 500,000 or approximately US\$400,000) and from Sweden (an estimated US\$500,000); from UNAIDS for the HIV and AIDS education project (US\$290,000); as well as a contribution from Spain (Funds-in-trust) of €398,000 (approximately US\$537,289). For the ICE, an amount of SFr.100,000 (approximately US\$80,000) was made available by Switzerland, as well as a 34 C5 allocation of US\$350,000 from UNESCO Education Sector.
45. The IBE's draft budget for 2008 is presented in Part II of this document.

II. FACT SHEETS

IBE – PROGRAMME 2008
CAPACITY DEVELOPMENT

1. Heading of the element	Community of Practice (COP) in Curriculum Development – Global Level
2. Name of the Responsible Officer and of the Deputy	Renato Operti, Lili Ji and Daoyu Wang.
3. Starting and termination dates	January-December 2008
4. BACKGROUND AND DESCRIPTION	
4.1. Context	
<p>Within the mandate of providing support to UNESCO Member States in the management of curriculum change, the IBE created the worldwide Community of Practice (COP) in Curriculum Development in 2005 as a tool for capacity building in curriculum development. Its main directions for 2008 are: (i) to promote policy dialogue and regional and national consensus on main educational and curricular strategies to accelerate the achievement of EFA goals, principally based on UNESCO Global Action Plan and the policy agreements linked to the International Conference of Education (ICE) 2008; (ii) to develop projects and activities within the South-South and North-South cooperation mechanisms linked to support the expansion, quality and inclusiveness of Basic and Secondary Education, and (iii) to support the processes of curriculum change and development in Basic and Youth Education through the implementation of comprehensive capacity building approaches</p>	
4.2. Goal (overall objective)	
Consolidate the COP as a dynamic policy dialogue tool for collective production and sharing of vision, competencies, knowledge, practices and outcomes on curriculum issues linked to EFA goals.	
4.3. Purpose (specific objective)	
a) COP Global Level –	
<p>A1) to promote policy discussion and collaboration (mainly by e-forums, seminars and workshops as well as by different paper and on-line publications) on curriculum issues among high-level educators, curriculum specialists and developers from the five UNESCO regions, leading progressively to the setting up of an interregional curriculum think-tank.</p> <p>A2) to consolidate relationships with 12 Focal Points from all UNESCO regions (planned 2 in Africa, 1 in Gulf Arab States, 2 in Asia, 4 in Europe/North America and 3 in Latin America and the Caribbean) centred on developing working plans that mainly consist of: (i) strengthening the interregional exchanges on curricular reform; (ii) continuing the implementation of preparatory activities for the ICE 2008 (principally publications and dissemination/advocacy activities); (iii) setting up communities of practice focused on ESD, Basic Education and Inclusive Education and (iv) implementing comprehensive capacity building approaches at regional and national levels for curriculum development processes in Basic and Secondary Education.</p> <p>A3) to provide learning resources (for example databanks of learning situations), hold training workshops, carry out comparative research and publish working documents to support countries in the design and implementation of competency-based curriculum change.</p> <p>A4) to make available the worldwide version of the resource pack for capacity building in different formats and languages that can be used to train (in person and on-line) curriculum developers, supervisors, principals and teachers by forging partnerships with ministries, universities and organizations of the civil society.</p> <p>A5) to continue strengthening the multilingual COP section within the IBE website aimed at facilitating access to information and documentation on current curriculum issues as well as to good practices and experiences on processes of curriculum change.</p>	
5. RESULTS	
COP Global level – Expected results	
<p>A1. Interregional exchange on curriculum issues and dilemmas: face-to-face and on-line exchanges on processes of curriculum change in Basic and Secondary Education linked to EFA goals among educators and curriculum specialists and developers from the five UNESCO regions. Number one priority: to strengthen the expansion and democratization of Basic Education in Africa.</p> <p>Performance Indicator: type of activities implemented ((in person and/or on-line) by region and country.</p> <p>Assessment Criteria: type of activities implemented – objectives, scope (institutions and persons involved in each activity classified by country), contents and impacts –.</p>	
A2. Focal Points in all UNESCO Regions: twelve Focal Points covering all UNESCO regions.	

Performance Indicator: number of fee contracts, cooperation agreements or similar arrangements with Focal Points classified by region and sub-region.

Assessment Criteria: type of activities implemented: objectives, scope (institutions and persons involved in each activity classified by country), contents and impacts.

A3. Curriculum change (competency-based): provide technical support to strengthen the processes of change towards competency-based curriculum, mostly linked to Basic and Secondary Education.

Performance Indicator: number of activities implemented (training workshops and research) and/or learning resources made available (e.g. glossaries, learning situations and guidelines for textbooks) classified by region.

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

A4. Worldwide Resource Pack for Capacity Building: resource pack available for training in different formats and languages.

Performance Indicator: resource pack available for use on web and paper format and in at least two languages. Drawing up of cooperation agreements with ministries, universities and/or organizations of the civil society in order to carry out training activities.

Assessment criteria: quality of web and paper format resource pack evaluated by curriculum specialists and developers from different regions.

A5. Community of Practice section in IBE website: implement weekly animation activities, use UNESCO open source forum for COP activities and make available information and documentation in all UNESCO languages.

Performance Indicator: Number of COP animations done per week. Number and type of activities done through the forum. Multilingual communications carried out on a regular basis.

Assessment criteria: Quality of the COP section evaluated by curriculum specialists from different regions.

6. ELEMENTS OF STRATEGY

6.1 Description of the intervention

- Continuing the process of consolidating the COP proposal within the EFA Global Action Plan, as one main UNESCO strategy to discuss and build consensus around education and curricular policies and actions to further accelerate EFA goals.
- Implementing the recommendations and suggestions of the Education Sector Working Group for ICE chaired by ADG/ED and of the IBE Council Working Group on ICE .
- Discussing and carrying out activities with UNESCO Offices, ministries of education, universities, civil society sectors, international organizations, COP Focal points from all UNESCO regions and donor organizations, mainly related to the preparation of the 48th session of the ICE.
- Continuing to support regions and countries in implementing processes of curriculum change (mainly competency-based) in close coordination with UNESCO Field Offices, ministries of education, inter-government bodies and donor organizations.
- Forging partnerships with ministries of education, universities, organizations of the civil society and international organizations, in order to implement training activities based on the worldwide curriculum resource pack.
- Continuing developing a multilingual COP based on a proactive sharing of visions, information and documentation, experiences and practices.

6.2 Stakeholders, partners and beneficiaries

Primary stakeholders will include policy-makers, educators, curriculum specialists and developers from all UNESCO regions, mainly those who are members of the COP. The partners will be UNESCO Education Sector, Institutes, Regional, Cluster and National Offices as well sectors of the civil society, inter-governmental bodies and donor organizations. The principal beneficiaries should be institutions and individuals working on the processes of curriculum change at the regional and national levels 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 (associated elements which will be implemented in close connection)

COP focal Points, UNESCO ED/BAS and Regional Offices.

7. Budget (US\$): See budgetary table, in Annex

IBE – PROGRAMME 2008 CAPACITY DEVELOPMENT	
1. Heading of the element	Community of Practice (COP) – Regional Level
2. Name of the Responsible Officer and of the Deputy	Renato Operti, Lili Ji and Daoyu Wang.
3. Starting and termination dates	January-December 2008
4. BACKGROUND AND DESCRIPTION	
<p>4.1. Context See sheet 1a.</p> <p>4.2. Goal (overall objective) See sheet 1a.</p> <p>4.3. Purpose (specific objective)</p> <p>b) COP Regional Level –</p> <p>B1) to develop and implement the working plans with UNESCO Regional Offices in Africa (BREDA, Dakar), in Asia (Bangkok) and in Latin America and the Caribbean (OREALC, Santiago of Chile) on educational and curriculum issues linked to the activities of the EFA Global Action Plan, to the preparation of the ICE 2008 and within the objectives of the Education Sector strategy. The priority areas are Basic and Youth Education, Inclusive Education and Education for Sustainable Development (ESD).</p> <p>B2) to continue the implementation of the cooperation agreement signed between IBE and the Educational and Cultural Council of Central America (CECC) focused on supporting the processes of curricula transformation in Basic and Youth Education.</p>	
5. RESULTS	
<p>B1) Working Plans with UNESCO Regional Offices: implement working plans on educational and curriculum issues in three UNESCO regions.</p> <p>Africa – The development of inclusive competency-based curriculum frameworks, relevant to the needs of children and youth in Africa for a 9 year Basic Education in Africa, jointly with UNESCO Division for the promotion of Basic Education (ED/BAS), BREDA, Cluster and National Offices in Africa, the World Bank, the Association for the Development of Education in Africa (ADEA) and the African Development Bank (ADB). It will mainly involve the capacity development of curriculum developers to design and implement a curriculum framework for Basic Education as well as to strengthen the African Community of Practice in Curriculum Development to continue the policy dialogue, exchange of information, documentation, experiences and good practices.</p> <p>Asia – the creation of a Community of Practice in Curriculum Development focused on Education for Sustainable Development (ESD) jointly with the UNESCO Bangkok Office and Teachers Education Institutes from at least 12 Asian countries. The main activities will be to strengthen EDS in teacher education curricula as well as the sharing and dissemination of good practices.</p> <p>Latin America and the Caribbean – within the Education Project for Latin American and the Caribbean (PRELAC II) agreed by Ministers of Education (March 2007) and jointly with UNESCO OREALC, Cluster and National Offices, we will focus on: (i) setting up a regional agenda on Inclusive Education as a follow-up to the International Workshop on Inclusive Education (Buenos Aires, 12-14 September 2007); (ii) further implementing an Ibero-American Observatory of Equity in Basic Education mainly centred on developing indicators for measuring the pertinence and the relevance of the curriculum and (iii) supporting the processes of curriculum change in Secondary Education (with emphasis on issues around Science and Technology, including the ICTs).</p> <p>Performance Indicator: Regional working plans and activities implemented by region.</p> <p>Assessment criteria: Objectives, scope (institutions and persons involved in each activity classified by</p>	

country), contents and impact of the working plans.

B2) Regional Agreement IBE-CECC: continue the implementation of the three year-project (2007-2009) aimed at supporting all Central American countries in carrying out processes of curriculum change in Basic and Youth Education.

Two regional training workshops are planned: (i) design of learning resources and (ii) support for pre-service teacher education. The IBE also expects to assist at least two countries in the processes of curricula transformation in Basic and Secondary Education by providing curriculum advice and holding national workshops. Finally, the IBE will continue to use an open source forum for e-learning training, communication and document sharing among curriculum specialists and developers.

Performance Indicator: Working plans and activities implemented in the Central American project.

Assessment criteria: Objectives, scope (institutions and persons involved in each activity classified by country), content and impact of the activities implemented within the working plan.

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

- Designing and implementing working plans with UNESCO Regional Offices in Africa, Asia and Latin America and the Caribbean, particularly linked to the positioning of the curriculum within the EFA Global Action Plan, to the support of processes of curriculum change, to addressing the issues of Basic Education, Inclusive Education and ESD and to continuing the preparation of the ICE 2008. The IBE will coordinate global and regional activities with UNESCO Institutes, such as: (i) development of skills and competency-based approaches in processes of curriculum change with the International Centre for Technical and Vocational Education and Training (UNEVOC); (ii) capacity building activities on educational and curriculum planning with the Institute of Educational Planning (IIEP) and on the implementation of the Ibero-American Observatory of Equity in Basic Education with IIEP-Buenos Aires and (iii) the interrelationships between basic education and life-long learning with the Institute of Lifelong Learning (UIL). UNESCO ED/BAS will be a key partner for all these activities.
- Continuing to establish regional cooperation agreements on curriculum development with different partners, such as the ones established with the Nordic countries and the Central American Education and Cultural Council (CECC) in order to strengthen the institutional, technical and financial support for the COP activities.

6.2 Stakeholders, partners and beneficiaries

Primary stakeholders will include policy-makers, educators, curriculum specialists and developers from all UNESCO regions, mainly those who are members of the COP. The partners will be UNESCO Education Sector, Institutes, Regional, Cluster and National Offices as well as sectors of civil society, inter-governmental bodies and donor organizations. The principal beneficiaries should be institutions and persons that are working on the processes of curriculum change at the regional and national levels 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 (associated elements which will be implemented in close connection)

Regional Focal Points, UNESCO ED/BAS and Regional Bureaux.

7. Budget (US\$): See budgetary table in Annex

IBE – PROGRAMME 2008
CAPACITY DEVELOPMENT

1. Heading of the element	Curricular innovations and poverty alleviation within the context of Education for Peace in Sub-Saharan Africa
2. Name of the Responsible officer and of the Deputy	Clementina Acedo, new Programme Coordinator, and Elmehdi Ag Muphtah
3. Starting and termination dates	January –December 2008
4. BACKGROUND AND DESCRIPTION	
<p>4.1. Context</p> <p>In the framework of pursuing the Education for All (EFA) objectives, several African countries have requested the IBE to help them develop their capacities and/or provide technical assistance for policy dialogue and curriculum development. This request is linked to these countries' advancement towards achieving EFA's Objective 6 and the Millennium Development Goals (MDG) and to the importance given to the quality of education in achieving schooling, combating drop-outs, promoting peace and overcoming poverty.</p> <p>4.2. Goal (overall objective)</p> <p>To continue building on and improving the outcomes of the first two phases of the project (2004-2005 and 2006-2007) by linking the goal of poverty alleviation with education for peace and human rights and by demonstrating the mutual benefits that the achievement of these two goals can have towards the improvement of the quality of education, while also further assisting the nine participating countries in their efforts to implement curricular changes in their countries.</p> <p>4.3. Purpose (specific objectives)</p> <ul style="list-style-type: none"> • To continue capacity-development for the nine national curriculum specialists' teams and to extend the impact of the core team's training to a wider circle of beneficiaries in each country so as to create the necessary critical mass and to strengthen the already-existing change dynamics. • To encourage and intensify the exchange of expertise between countries and with other parts of the world so as to promote and accelerate the transfer of promising experiences and innovations between countries. • To continue activities aimed at poverty alleviation by incorporating the peace promotion components and to enhance activities involving best practices. • To continue discussing the criteria for the relevance of basic education curricula for poverty alleviation and education for peace, to develop a curriculum framework and to prepare strategies facilitating actual and relevant changes to the curriculum. • To contribute to the organization of one of the sub-themes of the ICE (I or IV). The group of nine countries wanted poverty alleviation to be definitely included and discussed at the ICE. • To prepare contributions for the ADEA Biennial Meeting and the 48th ICE or other regional or international forums. • To continuer and intensify the work begun by the group of six English-speaking countries (depending on means available). 	
5. RESULTS	
<p>5.1. Title of the results</p> <p>More in-depth and broader analysis of curricular innovations focused on poverty alleviation, the promotion of education for peace and "living together in peace", and the improvement of basic education curricula.</p> <p>5.2. Expected results (description)</p> <ul style="list-style-type: none"> • Nine national curriculum development teams strengthened and expanded. • Network fostering regular exchanges between colleagues within different countries established and used for the transfer of expertise and experience. Effective liaising between this network and the IBE-initiated global network and regional networks. • The peace promotion components as they relate to the alleviation of poverty are discussed, expanded and clearly established. • Work on innovations is intensified with the group of nine countries. Promising innovations are integrated into official curricula, and the latter are improved according to the criteria of relevance to poverty alleviation, peace promotion and sustainable development. 	

- Contributions made to the Biennial Meeting of the ADEA and the 48th ICE or other regional or international forums.
- Work with the group of six English-speaking African countries continued and intensified (depending on means available).

5.3. Performance indicators

- The number of participating countries and the number of curriculum specialists trained.
- Acquisition of knowledge and skills by the experts.
- The number of innovations thoroughly analysed and documented.
- The number of strategies developed and applied.
- The number and quality of actual curriculum changes.
- Increase in the quality and regularity of exchanges between countries.

5.4. Assessment criteria and progress towards the outcomes

- Increase in the skills of national teams (a minimum of six countries and 100 technicians trained).
- A positive evaluation of technicians' skills and their transfer to other colleagues in participating countries.
- The tools and other outcomes of the project used by countries in their curriculum change processes.
- Extending the project to English-speaking African countries (at least five).
- The outcomes discussed in the global network of curriculum development conducted by the IBE.

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

The IBE is working with nine teams in the participating countries and is seeking ways of encouraging exchanges, steadily building upon the project's successes and bringing together expertise at the regional level, thanks particularly to the holding of two international inter-training seminars, the exchange of expertise and experience, the dissemination and transfer of knowledge, lessons learnt and know-how acquired. Regular national seminars will enable the successful outcomes of international seminars to become known and extended across these countries.

Between the two international seminars, the IBE will carry out two to six IBE technical assistance or support missions and/or national training workshops for the implementation of curricular change and two to three missions to analyse the relevant innovations for alleviating poverty and promoting peace.

6.2. Stakeholders, partners and beneficiaries

Stakeholders and partners:

- In the participating countries: Ministries of Education, UNESCO National Commissions, educational research institutions, universities and individual experts.
- Financial support: Swiss Development Co-operation (DDC); Swedish Co-operation (Sida); UNESCO's Support Programme for EFA; the Government of Spain; the Gulbenkian Foundation (Portugal)
- Further expertise: the faculty of Psychology and Educational Sciences of the University of Geneva (FAPSE); the African and international group of experts.
- Executive: UNESCO Offices Bamako, Brazzaville, BRED, Bujumbura, Kigali, Maputo, Windhoek, Headquarters and UNESCO Institutes. UNDP Offices Luanda and Port Louis.

Beneficiaries:

Curriculum specialists, learners, teacher trainers and teachers in the countries involved in this project.

6.3. Staff input

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

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

- Resource bank and observatory of trends: analysis of national curricula from the point of view of poverty alleviation and identification of good practices in this domain.
- Capacity-building: the selection and training of curriculum specialists; action-research to analyse criteria of relevance for the curriculum; identification and analysis of promising innovations; contribution to the global network of curriculum specialists.
- Policy dialogue: use of the tools already developed in order to implement successfully curricular innovations.
- The HIV and AIDS Education cross-cutting programme: integration of life skills in the curriculum

7. Budget US\$: See budgetary table, in Annex.

**IBE – PROGRAMME 2008
CAPACITY DEVELOPMENT**

1. Title of the element	Clearinghouse and Capacity-building for curriculum and HIV and AIDS education
2. Name of the Responsible Officer and of the Deputy	Clementina Acedo and the new project assistant
3. Starting and termination dates	January–December 2008
<p>4. BACKGROUND AND DESCRIPTION</p> <p>4.1. Context</p> <p>The consolidation of the programme Curriculum and HIV and AIDS, in the context of UNESCO’s response to HIV and AIDS and its EDUSIDA Initiative, will consist of two main elements:</p> <p>a) a resource bank of curricular materials and good practices for HIV and AIDS education;</p> <p>b) capacity- development for integrating HIV and AIDS education in curricula for basic education.</p> <p>UNESCO HQs has requested from all the UNESCO HIV and AIDS education clearinghouses to integrate into one single clearinghouse. The purpose is to facilitate the access to information and to make work more efficient. The IBE will continue to work independently to increase and diversify the curriculum data base, while being an essential part of the unified UNESCO HIV and AIDS education clearinghouse.</p> <p>The budget allocated to the programme for 2008-2009 has been strongly reduced. Therefore, the number of activities has decreased with regards to the last biennium.</p> <p>4.2. Goal (overall objective)</p> <p>To integrate HIV and AIDS education in a more effective way into official curricula and to develop tools to improve teaching materials and the introduction of HIV and AIDS education in schools.</p> <p>4.3. Purpose (specific objective)</p> <ul style="list-style-type: none"> • To document and to share in a proactive manner good practices concerning HIV and AIDS education through a databank, an Internet site, interactive CD-ROMs and other means and documents according to needs. • To continue the capacity-building of curriculum specialists and to make links with teacher training so that HIV and AIDS education is better integrated and generalized throughout schools. • To launch or to strengthen policy dialogue among ministries of education and other stakeholders in the education system to bring about conditions for the effective implementation of HIV and AIDS education. • To continue developing the “Manual on integrating HIV and AIDS education into official curricula” and to promote its use in training and capacity-building. • To expand the entire programme in a focused manner to Arabic-, Spanish-, Portuguese- and Russian-speaking countries and to other African countries. 	
<p>5. OUTCOMES</p> <p>5.1. Title of the outcome</p> <p>Improvement in the curricular response and capacity-building for HIV and AIDS education.</p> <p>5.2. Expected results (description)</p> <ul style="list-style-type: none"> • The clearinghouse, in the framework of the unified UNESCO HIV and AIDS education clearinghouse, improves its role both as a source of documentation and in the exchange of good curricular practices for HIV and AIDS education at the primary and secondary levels and for teacher training for languages and regions not already covered. • Good practices in HIV and AIDS education are identified, analysed and actively shared, while the interactive exchange network for good practices is consolidated and extended. • The “Manual on integrating HIV and AIDS education into official curricula” is updated, adapted and strengthened in French, English, Russian and Arabic. • The “Manual on integrating HIV and AIDS education into official curricula” is used in the field in other African sub-regions and in other regions of the world (Russian-speaking, Asia, Arab countries). • The capacities of curriculum specialists and those responsible for teacher training are built up and consolidated. <p>5.3. Performance indicators</p> <ul style="list-style-type: none"> • The annual number of connections to the Internet site, CD-ROMs distributed and requests (for information or advice); 	

- The number of curricular documents, good practices or key resources documented and disseminated in the most-affected regions and countries;
- The number of curriculum experts and specialists and teacher trainers mobilized and trained;
- The number of modules/training tools prepared or adapted; the number of capacity-building seminars for curriculum specialists carried out and the number of specialists trained;
- The number of countries and institutions using the “Manual on integrating HIV and AIDS education into official curricula” and that have improved and modified their curriculum;
- The number of ministries of education made aware of and committed to making an effort to better integrate HIV and AIDS education into national curricula at the primary and secondary levels.

5.4. Assessment criteria

- Visits to the Internet site and the number of requests (for information, material and advice) constantly increased during 2007;
- Continuity in the annual updating, reinforcing and wide dissemination of the CD-ROM and other documents used in the development of curricular material for HIV and AIDS education;
- Consolidation, dissemination and increased use of the “Manual on integrating HIV and AIDS education into official curricula”; the Manual forms part of EDUCAIDS tools;
- Ten to fifteen good practices documented every quarter at the primary and secondary levels;
- Development and extension of the network of experts’ database;
- Regular holding of capacity-building seminars and strengthening of links with the EDUCAIDS Programme;
- The regular increase in the number of ministries of education in the most-affected regions that have strengthened and integrated HIV and AIDS education in their national curricula at the primary and secondary levels.

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

Within the framework of an integrated approach to UNESCO’s EDUCAIDS Programme and of the unified UNESCO HIV and AIDS education clearinghouse, the clearinghouse, the dissemination of a growing number of good practices, the consolidation, adaptation, dissemination and use of the “Manual on integrating HIV and AIDS education into official curricula” and the capacity-building seminars will allow the response of education systems to HIV and AIDS to be improved, particularly by integrating HIV and AIDS education into national curricula and the development of materials and appropriate teaching methods.

6.2. Stakeholders, partners and beneficiaries

Stakeholders and partners:

IATT and UNAIDS co-sponsors, EDUCAIDS partners, UNESCO headquarters, the IIEP, UNESCO field offices (particularly: Amman, Bangkok, Dakar, Harare, Kingston, Maputo, Moscow, Windhoek, and Yaoundé among others), ministries of education in various countries, other organizations (Education International, Partnership for Child Development (UK), etc.).

Beneficiaries:

In the most-affected countries: curriculum specialists, teacher trainers, teachers, pupils, educational communities.

6.3. Staff input

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

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

- Resource bank/observatory: databank of HIV and AIDS curricular materials;
- Capacity-building: dissemination of good practices on HIV and AIDS education, “Manual on integrating HIV and AIDS education into official curricula” and capacity-building seminars for curriculum specialists;
- Policy dialogue: convincing and providing information to ministries of education for a better integration of HIV and AIDS education into national curricula and other teaching materials.

7. BUDGET (US\$): See budgetary annex.

IBE – PROGRAMME 2008
CAPACITY DEVELOPMENT

1. Heading of the element	Technical advice, support and training to UNESCO Member States
2. Name of the Responsible Officer	Dakmara Georgescu
3. Starting and termination dates	January – December 2008
4. BACKGROUND AND DESCRIPTION	
<p>4.1. Context</p> <p>The IBE provides technical assistance to UNESCO Member States in compliance with their needs and requests and mainly based on extra-budgetary funding. The IBE's expertise covers broad areas of curriculum development (curriculum planning, design, implementation, monitoring and evaluation, and revision). While able to respond to a wide range of demands, over recent years the IBE has expanded its interventions in post-conflict/conflict-affected, transition societies and fragile states, as well as in other (developing) countries undergoing processes of curriculum change determined by emerging needs, opportunities and challenges. In addition to overall curriculum reconstruction and general curriculum development, the IBE focused increasingly on specific aspects such as Learning to Live Together (LTLT), including Human Rights and Citizenship Education, Peace Education and the constructive management of diversity.</p> <p>Based on prospects to date for 2008 it is likely that the Programme will focus merely on:</p> <ul style="list-style-type: none"> - the development, pilot-testing, finalisation and dissemination of IBE-specific capacity building Tools for innovative curriculum development (i.e. <i>Handbook for curriculum development in post-conflict societies; Workbook and guidelines for curriculum and textbook revision from a gender perspective; Guidelines to integrated HRE in the curriculum and TET; Case studies on gender and curriculum in post-conflict societies; Monitoring and Evaluation Tool for Learning to Live Together</i>); - to provide capacity building for curriculum and textbook revision from a gender perspective; and for the integration of LTLT (with a special focus on HRE) in curricula and TET materials and strategies; - the carrying out of TA activities, based on country needs, in Afghanistan and other conflict-affected societies and fragile states. <p>4.2. Goal (overall objective)</p> <ul style="list-style-type: none"> • To enhance the capacities of governments, curriculum and teacher training agencies (decision makers, curriculum specialists and teacher trainers) to cater for quality education for all based on quality and inclusive curricula, textbooks and teaching and learning strategies. <p>4.3. Purpose (specific objective) – 2007</p> <ul style="list-style-type: none"> • To assist countries in processes of curriculum analysis and evaluation, design and implementation (with an emphasis on gender issues and integration of LTLT); • To build capacities to improve the curriculum by taking into account learner needs and integrating emerging areas (such as HRE; Gender dimensions; Peace Education; Sustainable development); • To cooperate with UNESCO and other UN agencies in promoting quality education for all through the curriculum; • To widely disseminate IBE experiences and lessons learned based on IBE-specific capacity building Tools for innovative curriculum development. 	
5. RESULTS	
5.1. Title of the results	
<p>5.1.1 IBE-specific capacity building Tools for innovative curriculum developed (field-tested and finalised)</p> <p>5.1.2 <i>Research studies</i> based on action-research methodologies (i.e. on <i>Gender dimensions in the curricula of conflict-affected societies</i>);</p> <p>5.2.3 Enhanced professional capacity of decision makers and curriculum developers to carry out quality and inclusive curriculum processes (including certified competencies in partnerships with relevant universities).</p>	

5.2. Expected (description)

5.2.1 Several finalised *Tools: Handbook for curriculum development in post-conflict societies; Workbook and guidelines for curriculum revision from a gender perspective; Guidelines to integrated HRE in the curriculum and TET; Monitoring and Evaluation Tool for Learning to Live Together*

5.2.2 Draft case studies on *Case studies on gender and curriculum in post-conflict societies* covering different geographic areas;

5.2.3 Certified competences of decision makers, curriculum specialists and teacher trainers with regard to innovative curriculum development and implementation

5.3. Performance indicators

5.3.1 Materials finalized in English and prepared for publication; Means of dissemination, modalities and quality of stakeholder participation;

5.3.2 5 Draft case studies on gender and curriculum in conflict-affected societies covering different regions of the world

5.3.3 Training packages/modules and number of certified specialists to be involved in concrete processes of curriculum development and implementation

5.4. Assessment criteria

- Quality of training packages and other (curriculum) materials assessed against international standards and their usage internationally
- Satisfaction level of trainees
- Satisfaction level of IBE donors and partners
- Sustainability of strategies and solutions suggested
- Long-term impact of IBE's technical assistance on locally-run processes of curriculum change and improvement

6. ELEMENTS OF STRATEGY

6.1. Description of the intervention

- Assessment missions
- Capacity building and curriculum & textbooks revision workshops
- Participation in expert meetings
- Cooperative development of IBE-specific capacity-building *Tools* for innovative curriculum development (including design, field-testing, revision and finalisation)
- Action research projects (i.e. gender and curricula in conflict-affected societies)

6.2. Stakeholders, partners and beneficiaries

- Ministries of education and local education stakeholders
- International: curriculum specialists; ministry and NGO staff; other stakeholders, researchers; staff of UNESCO and other international agencies
- The broader public, including teachers, students and curriculum developers

6.3. Staff input

- Project coordinator
- Admin. Support
- International consultants

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

- IBE *Capacity building* and *Observatory of trends* (i.e. Gender and curricula; HRE in national education systems);
- IBE publications (several materials to be published as IBE-specific tools and case studies)
- IBE programme on poverty alleviation and peace education (LTLT in fragile states)

7. BUDGET (US\$): See budgetary table in annex

IBE – PROGRAMME 2008

RESOURCE BANK AND OBSERVATORY OF EDUCATIONAL TRENDS

1. Heading of the element	Resource Bank on education systems and curricular policies
2. Name of the Responsible officer and of the Deputy	Massimo Amadio, Ruth Creamer, Elizabeth Glauser, Christopher Strebel
3. Starting and termination dates	January –December 2008
4. BACKGROUND AND DESCRIPTION	
<p>4.1. Context</p> <p>The maintenance and development of the Resource Bank on education systems and curricular policies—which includes several databases, as well as the collection of curriculum materials and the series of National Reports—is a permanent IBE line of action since the beginning of 2000s. Since the end of 2006, the database <i>Country Dossiers</i> is also fully integrated into the Education Sector Portal of UNESCO.</p> <p>4.2. Goal (overall objective)</p> <p>The main objective is to support action in favour of EFA by compiling, systematizing and providing access to specialized resources, materials and information on education systems, curricula and curriculum development processes.</p> <p>4.3. Purpose (specific objective)</p> <p>The specific objective is to enrich and further expand a knowledge base and a variety of specialized information resources to be exploited for a wide range of purposes (including training and decision-making), especially in the field of curriculum development, and facilitating knowledge sharing and dialogue on specific educational and curriculum issues.</p>	
5. RESULTS	
<p>5.1. Title of the results</p> <p>A knowledge base and a variety of specialized information resources on education systems and existing curricula maintained, updated and enriched.</p> <p>5.2. Expected (description)</p> <ul style="list-style-type: none"> • The <i>Country Dossiers</i> database maintained, updated and enriched. • The collection of curriculum materials further developed; links to curriculum materials on the Internet updated and enriched. • Alerting services and digests of online resources (including reports, publications, websites, and news) pertaining to curriculum development, education systems and educational trends regularly made available to the members of the Community of Practice and other education specialists. • The series of National Reports progressively organized into a Digital Library. • Records related to curricula and curriculum-related materials regularly added to the online catalogue (IBEDOCs). • Continued cataloguing of IBE historical collection in preparation for future digital access. • Improved documentation services—for both IBE staff and external users—through the upgrading of the online catalogue. 	

5.3. Performance indicators

Availability, accessibility and quality of the documentation, materials, resources and services.

5.4. Assessment criteria

Website statistics (number of hits, visits, unique visitors, and Megabytes transferred); feedback from users.

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 Development Programme (Global Curriculum Network/Community of Practice).

7. BUDGET (US\$): See budgetary table, in Annex

IBE – PROGRAMME 2008

RESOURCE BANK AND OBSERVATORY OF EDUCATIONAL TRENDS

1. Heading of the element	Observatory of educational trends in the field of curriculum development processes and products
2. Name of the Responsible officer and of the Deputy	Massimo Amadio
3. Starting and termination dates	January –December 2008
4. BACKGROUND AND DESCRIPTION	
<p>4.1. Context</p> <p>The Observatory of educational trends in the field of curriculum development processes and products, together with the Resource Bank, is a permanent IBE action area. Since 1996, a major activity has been the preparation of several editions of the <i>World Data on Education</i> database. The sixth edition (2006/07) contains the profiles of 161 education systems and a wealth of information on curricula and the organisation of curricular content (including data on instructional time).</p> <p>4.2. Goal (overall objective)</p> <p>The main objective of the Observatory—which also relies on the Resource Bank—is to support action in favour of EFA by contributing to the identification of curriculum development trends and good practices and to their broad dissemination, thus informing curriculum development policies and practices.</p> <p>4.3. Purpose (specific objective)</p> <p>The specific objective is to contribute to the identification of main trends in the conceptualisation and organisation of curricular content and curriculum development processes; and to facilitate knowledge sharing and dialogue on specific curricular themes and concerns.</p>	
5. RESULTS	
<p>5.1. Title of the results</p> <p>A knowledge base on educational contents, curriculum development processes and products, as well as education systems maintained, updated and enriched.</p> <p>5.2. Expected (description)</p> <ul style="list-style-type: none"> • The Internet version of the sixth edition of the database <i>World Data on Education</i> maintained, updated and enriched. • The Resource Bank-Observatory section within the new IBE website completely reorganized and improved. • Analyses/studies focusing on educational content and curriculum development processes and products made available, in particular through the series <i>IBE Working Papers on Curriculum Issues</i>. • A contribution to the 2008/09 UNESCO Global Monitoring Report on EFA (theme: governance, management and financing) delivered to the Monitoring Report Team. (Depending on the availability of extra-budgetary resources). 	

5.3. Performance indicators

Availability of the updated database, as well as of studies and working papers on issues related to curriculum development processes and products.

5.4. Assessment criteria

Website statistics (consultations/downloads); feedback from the users.

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 Development Programme (Community of Practice/Global Curriculum Network).

7. BUDGET (US\$): See budgetary table, in Annex.

IBE – PROGRAMME 2008

KNOWLEDGE MANAGEMENT AND POLICY DIALOGUE

1. Heading of the element	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	January–December 2008
4. BACKGROUND AND DESCRIPTION	
<p>4.1. Context</p> <p>The maintenance and development of the IBE website—created in 1996 and restructured in 1999—are ensured on a permanent basis. Through its website, which was completely reorganized in 2005, the IBE makes available specialized resources, products and services targeted at the educational community worldwide. Between 1999 and 2007, there has been a continuous increase in the number of consultations. The new site design was launched in September 2005 in accordance with the new UNESCO’s guidelines and was created to offer enhanced and easier access to information (by themes, by country and by service). In addition, there are separate homepages in the six official languages of UNESCO and basic information is made available in at least four languages (Chinese, English, French and Spanish) in order to extend coverage. A closer working relationship has been established with the new portal of the UNESCO Education Sector (launched in September 2006) and news on IBE activities is frequently also published on the Portal. Special attention will be given within the website to preparation and holding of the 48th session of the International Conference on Education.</p>	
<p>4.2. Goal (overall objective)</p> <p>The main objective is to support action in favour of EFA by providing access—through the IBE website—to specialized resources, materials and information on education systems, curricula and curriculum development processes.</p>	
<p>4.3. Purpose (specific objective)</p> <p>The specific objective is to maintain and make available through the IBE website a knowledge base and a variety of specialized resources to be exploited for a wide range of purposes (including training and decision-making) and for facilitating exchange and dialogue on specific educational and curricular issues.</p>	
5. RESULTS	
<p>5.1. Title of the results</p> <p>A knowledge base and a wide range of educational resources maintained, updated and easily accessible through the IBE website.</p>	
<p>5.2. Expected (description)</p> <ul style="list-style-type: none"> • A new IBE website created, also exploiting the potential of a content management system (CMS), and in line with current UNESCO guidelines. Workflow modules of the new CMS, which is already in use at HQ, will allow the IBE web publishing guidelines to be fine tuned and improve quality assurance. • The IBE website maintained and updated, providing easy access to a range of additional resources, 	

including information on the ICE 2008, and also contributing to the enrichment of the UNESCO Portal.

- The potential of the Community of Practice/Global Curriculum Network further enhanced by introducing additional modules and features to the online collaborative platform currently used.

5.3. Performance indicators

Improved accessibility and quality of the IBE website.

5.4. Assessment criteria

Website statistics (number of hits and downloads); feedback from internal and external users; new tools/services available for users.

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, the Education Sector Portal of UNESCO.

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\$): See budgetary table, in Annex

