

# International Bureau of Education



Medium-Term Review  
2002 - 2007



**International Bureau of Education  
UNESCO**

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IBE strategic aims 2002 – 2007 .....	5
IBE Programmes .....	8
Building capacity for curriculum development .....	9
Analyzing educational trends and providing information resources .....	13
Policy Dialogue .....	19
Cross-cutting programmes: Co-operation and technical assistance .....	22
International clearing-house for HIV&AIDS preventive education .....	26
Curriculum development and poverty alleviation .....	30
Publications .....	33
Cooperating with the IBE .....	34
Appendix 1: IBE Operational Activities 2002 – 2004 .....	36
Appendix 2: IBE publications 2002 - 2004 .....	46
Appendix 3: Other works by IBE personnel 2002 - 2004 .....	53
Appendix 4: International Conference on Education: participation levels at the last four sessions .....	58



## In memory of Cecilia Braslavsky, IBE Director (from 2000 until 2005)

Cecilia Braslavsky passed away on June 1, 2005, after a courageous seven month battle against cancer. This mid-term strategy assessment of the IBE's progress for 2002-2007 is her work. Until the final days of her illness, she was concerned with the details of its contents and the form of its publication.

Cecilia was a woman of vision and action. When she spoke about educational policies or the IBE, she often used nautical metaphors. Whether at a national or international level, vessels navigate not only calm but also hostile waters. Therefore, it is vital to have a good compass to keep on the correct course.

The compass is vision; Cecilia's vision was centred on the conviction that any form of education can and must contribute to development and to enabling people to live together in peace and justice. In her words of introduction to the Strategy 2002-2007 document, Cecilia wrote: *"one way of achieving such education is to focus on action, capacity building, policy dialogue and research aimed at ensuring legitimate and sustainable processes of educational change with a view to improving its contents, methods and structures, mainly through curriculum development"*. This is the principal mission entrusted to the IBE by the General Conference of UNESCO.

But all navigators need to know where they are at any time and must use a sextant as well as a compass. Thus, as a good captain, Cecilia wanted the IBE, at the end of 2004, to assess the achievements of its programmes and its activities during the first three years of its strategy. Where are we? What have we achieved? Should we stay the course or is it necessary to change direction? What can be exploited? How can we further capitalize on our assets?

This mid-term review of the strategy of the IBE for 2002-2007 endeavours to answer these questions and plots our course of action for the next three years, in line with the medium-term Strategy of UNESCO 2002-2007 (31 C/4). It was presented and approved at the Council of the IBE last January. The IBE hopes that it will be useful for the whole of the educational community and that it will contribute to the progress of an education of quality for all, everywhere in the world.

Pierre Luisoni  
Director a.i., IBE

# IBE

## International Bureau of Education UNESCO

### Mission

The IBE's main mission is to function as an international centre for the development of contents and methods of education. It builds and leads networks to share expertise on curriculum change and development in major regions of the world, and aims to introduce modern approaches in curriculum design and implementation, improve practical skills, and launch dialogue on regional and international cooperation.

### **IBE'S STRATEGIC AIMS 2002 - 2007**

The IBE was founded in Geneva as a private, non-governmental organization in 1925. In 1929, under new statutes, the Bureau extended membership to governments thus becoming the first intergovernmental organization in the field of education. Since 1969 the Institute has been an integral part of UNESCO—the United Nations Educational, Scientific and Cultural Organization—while retaining wide intellectual and functional autonomy according to its Statutes.

In 1999 the IBE became the UNESCO institute specialising in the domain of educational contents, methods and structures as well as teaching/learning strategies through curriculum development. The Bureau's approach to carrying out its responsibilities is set down in its Medium-Term Strategy 2002 to 2007. The purpose of this review is to chart the progress that has been made, identifying any changes of direction in response to emerging needs, etc. The IBE is a flexible organization that relies on spiral thinking to ensure that all pertinent needs are identified and encompassed in its programmes and to facilitate flexible responses in its operations.

Although it is a small organization the IBE's focus on improving education systems through curricular reform and development means that its impact must be both effective and far-reaching. The Bureau's strategic aims guide it in its mandate to fulfil part of the strategic objectives of UNESCO for education.

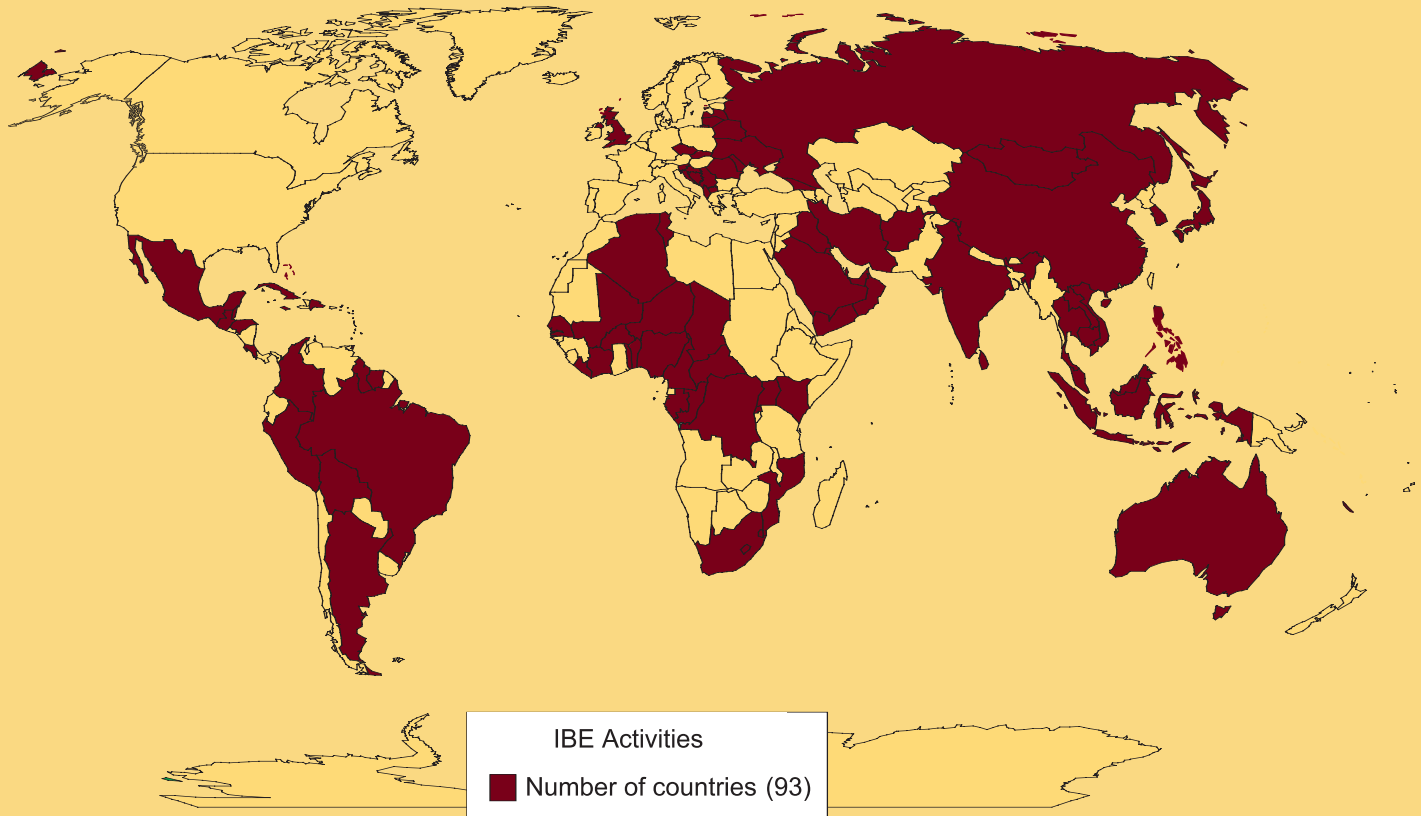
**The IBE strategic goals may be summarised as:**

- 1.** Developing a worldwide network for curriculum development with a view to improving the quality of Education for All.
- 2.** Providing key information on inputs for quality Education for All in strong partnership with the Global Monitoring Report team.
- 3.** Facilitating and fostering international dialogue on educational policies, strategies and reforms among decision-makers and other stakeholders. Organizing the International Conference on Education, one of the main forums for developing world-level policy dialogue.

The IBE's activities thus comply with UNESCO's strategic objectives for education for 2002 to 2007 as approved by UNESCO's General Conference at its 31<sup>st</sup> session (Paris, 2001). This relates especially to objectives 2 (*"Improving the quality of education through the diversification of contents and methods and the promotion of universally shared values"*) and 3 (*"Promoting experimentation, innovation and the diffusion and sharing of information and best practices as well as policy dialogue in education"*).

It contributes to the attainment of the objectives of the Dakar Framework for Action (especially objectives 3: *"Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes"* and 6: *"Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills"*).

## Countries involved in IBE's activities 2002 – 2004

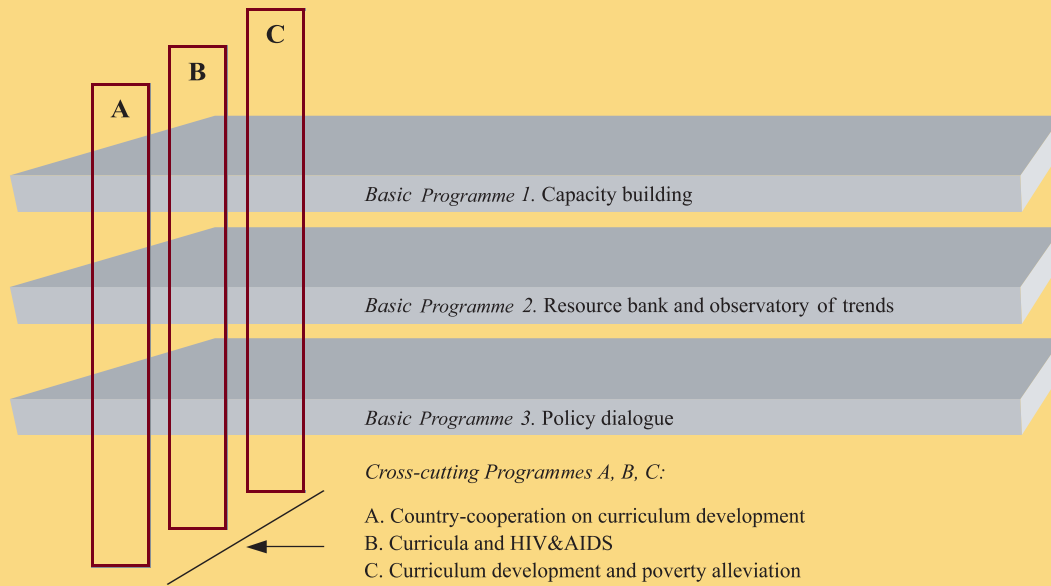


## IBE Programmes

In today's world the challenge is to develop curricula and educational content that address individual and social needs. This means that what is taught and how it is taught must overcome tension between local and global knowledge, meet international demands and norms, while taking into account different cultures – and all this in a rapidly changing world. The IBE

contributes to the Education for All (EFA) goals adopted at the Dakar Forum in 2000, as mentioned above, through its three basic programmes, which are supported and complemented by three cross-cutting programmes. The Bureau works in partnership with governments, international organizations, NGOs and academic institutions, providing technical assistance, training,

policy support and a wide range of information resources. In order to increase its standing in its area of expertise the IBE regularly brings together teams of internationally recognised experts who validate specific elements in its projects and activities.



*Medium-Term Strategy 2002-2007*

## Building capacity for curriculum development

Capacity for curriculum development may be defined as the material, human, and intellectual resources available for managing change in the school curriculum. An approach that seeks to build or strengthen such capacity among senior curriculum experts worldwide is a broad and comprehensive one. Unlike more prescriptive top-down approaches, capacity building seeks to empower partners to use information and research to identify problems and issues and to gain the insight and expertise needed to make informed decisions to overcome challenges and implement change.

The strengthening of the capacity of national curriculum decision-makers, specialists, researchers and practitioners is achieved through a combination of processes including the exchange of information and experiences, policy dialogue, collaborative research, training, and technical advice. While these processes are intended to empower curriculum experts with decision-making, management, and operational functions, the ultimate beneficiaries of the IBE Capacity Building for Curriculum

Development Programme are learners, their families, their communities, and wider society.

The programme is guided by an emphasis on school education as a relevant contribution to learning to live together based on principles of respect for life, human dignity and social and cultural diversity.

### **The strategic goals of the programme for the period 2002 - 2007 are:**

- 1.** To reinforce regional networking through collaborative projects.
- 2.** To create and support an International Network of Curriculum Development Bodies, such as departments, institutes and commissions.
- 3.** To enhance collaborative action-research projects relating to processes of curriculum policy change.

**4.** To support on-the-job training in curriculum development, both through the provision of training and through collaboration in the development of training materials.

**5.** To contribute to the training of young professionals aiming to become involved in curriculum development processes.

*Caribbean workshop on theme of preparing teachers to be citizenship educators, November 2003*



## Capacity Building: Expected Outcomes 2002 - 2007

- A worldwide collaboration network among bodies responsible for curriculum development.
- 500 professionals will have undergone a process of professional upgrading of their ability to manage curriculum development in various contexts.
- Various other outcomes from shared projects of collaboration between the IBE and the networked bodies and experts - the results vary according to the nature of the project.

### Achievements 2002 - 2004

- Networking - Since 2002, the programme has undertaken extensive networking among national curriculum development experts through a dozen regional *consultative seminars and training workshops* aimed at building national capacities for reform of school education. This process of networking in the Asia-Pacific region, the Caucasus, Central and Latin America, the Maghreb, South Asia, South East Europe, and West and Southern Africa has consolidated an international network of over 120 senior curriculum experts in some 80 curriculum development bodies worldwide.
- Professional development of curriculum experts - The professional capacity of some 200 curriculum developers have been upgraded through seminars, training workshops and the development of a set of 10 regional stocktaking analyses of national curriculum policy development and practice on context-specific issues such as social inclusion, citizenship education, HIV&AIDS prevention, competency-based approaches to teaching and learning, and the reform of teacher education. (see Appendix 1).
- The Citizenship Education in the Caribbean project (2002-2004) produced a draft *framework for teacher preparation in citizenship education*. This was the result of collaborative work based on *two stocktaking evaluation studies of policy and practice in citizenship education* undertaken among both the Commonwealth and non-English-speaking Caribbean states.
- The first phase of the Curriculum Innovation in Basic Education project undertaken jointly with the UNESCO Asia and Pacific Regional Bureau for Education, produced a set of *10 situation analyses on the management of curriculum change* in East and South East Asia. The second phase (2003-2004) has developed a draft resource pack for senior curriculum experts entitled "Leading and Facilitating Curriculum Change".

# Capacity Building: Expected Outcomes 2002 - 2007

## Achievements 2002 - 2004

- The international RelatED project devoted to school-based education for learning to live together developed a databank comprised of close to 100 projects in education for peace, human rights, citizenship, conflict resolution, intercultural learning, and gender equality. Focus on issues of evaluation of impact and assessment of learning outcomes has involved the constitution of an international expert group for the design of an assessment framework, a review of international literature on evaluation, an in-depth examination of essential criteria of successful initiatives, and a CD-ROM containing 25 examples of good practice.
- The first phase (2002-2003) of the international project on Curriculum Change and Social Cohesion in Conflict-affected Societies devoted to research and dialogue on curriculum policy development in societies emerging from identity-based conflict has produced 7 *in-depth case studies*, as well as a *policy assessment tool*. These were both refined in a number of international seminars organised by the IBE, the International Institute for Educational Planning (IIEP), the World Bank, OECD, and the European Center for Conflict Prevention (ECCP) before their publication in one volume in 2004.
- Design of training modules - 10 draft training modules entitled “Leading and Facilitating Curriculum Change: Building capacity for curriculum development” have been developed jointly with the UNESCO Asia and Pacific Regional Bureau for Education. These modules deal with global trends in curriculum policy & development, social studies, HIV&AIDS prevention, school health, science & technology education, and evaluation.
- Since 2002 the IBE has contributed to the training of young professionals, who intend to be professionally involved in curricular issues, by offering internships, short-term contracts and research assistant positions, some at the request of their universities and as part of their course, others made available by ministries of education, governments and international institutions. Coming from 24 countries, 59 young professionals have been involved in the various programme activities according to their background, and thus had the opportunity to broaden their experience, further facilitating the global sharing of the expertise developed by the Institute and providing the IBE with a much appreciated workforce. These young people came from a wide range of countries: Algeria, Australia, Belarus, Brazil, Canada, China, Colombia, Equatorial Guinea, Ethiopia, France, Germany, Israel, Jordan, Republic of Korea, Nigeria, Peru, Senegal, Sweden, Switzerland, Tunisia, Uganda, United Kingdom, United States of America and Zimbabwe.
- Training modules on cross-disciplinary competencies required by curriculum development specialists.
- Training modules on specific tools useful during curriculum development processes.
- A number of young professionals from a range of cultural and linguistic backgrounds, trained by the IBE and originating from most regions of the world, and able to work in action-research programmes on curriculum development at various levels.

## Capacity Building Overview 2002 - 2004

The first phase of consultative seminars on processes of curriculum change in all parts of the world has been completed and provides an in-depth documentation of commonalities and specificities in managing change in school curriculum. This process of consultation has produced a series of case studies, some of which are currently being integrated into the design of training resources.

Regional and/or international projects dealing with teacher preparation for citizenship education, identification of good practices in learning to live together, HIV&AIDS prevention, curriculum policy dialogue and analysis in countries emerging from identity-based conflict and others have contributed to producing a range of studies, analytical instruments, databanks, and specific communities of practice.

Overall, the period 2002-2004 has created greater synergies between various activities related to networking, professional development, policy dialogue, research and training within the IBE. This enhanced synergy provides a sound foundation for the development of a pro-active global network of national curriculum-making bodies that is one of the main intended outcomes of the IBE's Capacity Building for Curriculum Development strategy for the period 2002-2007.

## Proposals for 2005 - 2007

The development of a range of capacity building resources for curriculum development catering to diverse categories of policy-makers, curriculum developers, expert trainers, academics and researchers. These training resources are to include a set of Toolboxes on cross-disciplinary competencies, analytical tools for curriculum development, research and policy analysis, and social studies. They will build on draft resources that have been or shall be produced within the three basic and two cross-cutting programmes.

Collaborative research and dialogue in the area of social studies curriculum that would entail specific focus on citizenship education in multicultural societies, social studies in divided societies, religion and education and social and civic reconstruction in post-conflict settings. This research is to build on the networks of curriculum development experts and policy makers established through existing IBE projects including; Policy dialogue in West Africa, HIV&AIDS prevention; Citizenship Education in the Caribbean; Learning to Live Together; Curriculum Change and Social Cohesion.

The development of an active Global Network of curriculum developers whose main channel of exchange of information, sharing of experiences and



*Regional Workshop, Manila, April 2004*

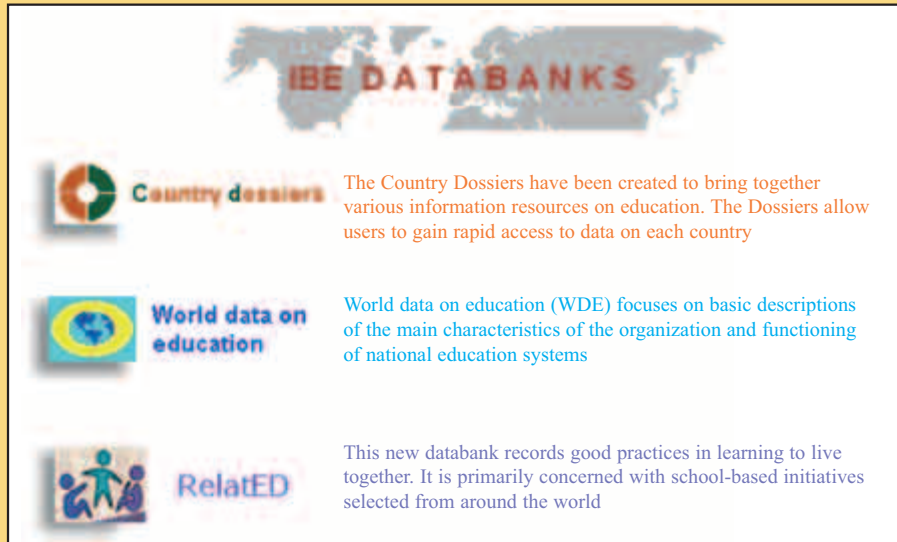
collaborative work shall be made available on the IBE website with its selected project areas. An electronic newsletter developed on the basis of the existing INNOVATION shall serve as the main platform for communication between the global curriculum network, the IBE and its institutional partners across the world.

## Analyzing educational trends and providing information resources




The IBE acts as both an observatory of educational trends and a resource bank, providing support to the international Education for All strategy, including the UNESCO Global Monitoring Report. The Institute produces, collects, manages and disseminates quality and up-to-date information and analyses on education systems, existing curricula, curriculum development processes and learning materials from around the world, together with examples of good practices and innovations.

The strategic aims of this programme for the period 2002–2007 have been defined as follows:

1. To manage and develop a collection of official and other curriculum related documents and web-links to such materials as well as materials concerning the structure of education systems.
2. To gather and analyse training and resource materials that support curriculum construction and development.
3. To conduct analyses and evaluations of educational innovations and curriculum development processes that will support networking-based curriculum development processes emphasizing education for learning to live together.
4. To make available and disseminate materials created or collected by the IBE, and to disseminate information about other recommended or relevant materials existing elsewhere.



**IBE DATABANKS**

-  **Country dossiers**  
The Country Dossiers have been created to bring together various information resources on education. The Dossiers allow users to gain rapid access to data on each country
-  **World data on education**  
World data on education (WDE) focuses on basic descriptions of the main characteristics of the organization and functioning of national education systems
-  **RelatED**  
This new databank records good practices in learning to live together. It is primarily concerned with school-based initiatives selected from around the world

## Resource Bank & Observatory: Expected Outputs 2002 - 2007

- A wide-ranging collection of official and other curriculum-related documents, and web links to similar materials.
- A set of studies produced on selected aspects of official intended curricula, as well as curriculum-making and development processes.
- Other comparative studies and analyses produced in line with the existing needs and demands.
- Suitable contributions that complement those expected from the other UNESCO institutes produced within the framework of the follow-up to the Dakar Framework for Action.
- The IBE's existing databanks (e.g. *World data on education* — CD-ROM and online database; Country dossiers; and *RelatED* — good practices and innovations) updated, expanded and increasingly focused on curricular issues.

### Achievements 2002 - 2004

- The IBE Curricula Database lists online links to the education systems and curricular information for 81 countries worldwide. Two CD-ROMs (2003): containing the 1933–2001 series of national reports of fifteen Muslim countries (some 15,000 pages digitised). One CD-ROM (2002) including the 2001 series of national reports as well as the proceedings of the forty-sixth session of the International Conference on Education (ICE): a total of 99 reports, also made available on the IBE website. The 2004 series of national reports made available on the IBE website: a total of 123 reports posted.
- A content analysis of the 2001 series of national reports (2003).
- 12 studies produced within the framework of the IBE-ABEGS/GASERC project (2002–2003); a set of studies on textbooks and quality education for all, including: two general overviews focusing on research findings, one compilation of five case studies on textbook development, as well as three additional case studies.
- Two studies prepared for the World Bank (2004);
- Two CD-ROM editions of the database World data on education (WDE): 2001 (made available at the beginning of 2002) and 2003 (released at the beginning of 2004), including 160 profiles of national education systems. In addition, the Internet version of WDE has been regularly updated.  
A dataset on official curricular timetables and instructional time (2002-2004): including information from some 140 countries. In addition, official curricular timetables from about 80 countries made available on the IBE website through the *Country Dossiers* database.  
A total of 123 *Country Dossiers* made available on the IBE website. A new database created, *RelatED*, focusing on promising initiatives in learning to live together primarily in school settings, as well as a CD-ROM (*Learning to live together: Good practices in schools*), published in 2004, presenting twenty-five initiatives selected from the database.

# Resource Bank & Observatory: Expected Outputs 2002 - 2007

## Achievements 2002 - 2004

- The IBE has produced many publications between 2002 and 2004. See Appendix 2 for a complete list.
- 13 studies as a contribution to three issues of the UNESCO Global Monitoring Report on EFA (2002 to 2004).



Young people at the ICE in Geneva, September 2004

- A platform of information (*Web resources and links*, 2002-2004) regularly updated and granting access to web-based official information sources on education: links to selected websites in some 145 countries.

- Numerous reports, documents, periodicals and booklets published, including: Prospects, UNESCO's review of comparative education; INNODATA monographs; *Educational INNOVATION and information*, the IBE Newsletter; The *Educational Practices series* — an International Academy of Education/IBE production; and the Trends series (formerly Reports on seminars and meetings).
- Contribution to the UNESCO Global Monitoring Report on EFA, to the Report of the United Nations Rapporteur on the Right to Education and to gender sensitive issues in the curriculum.
- Enhanced website system and user interface.



## Resource Bank & Observatory Overview 2002 - 2004

Overall, the programme has developed along the strategic lines of action established for the period 2002–2007. The results achieved have been more than satisfactory in terms of the production of over 30 studies, trend analyses and materials aimed at informing curricular and educational development worldwide.

The IBE databanks have been expanded and enriched in order to make available accurate, timely and consistent qualitative data about educational structures, contents and methods, with special emphasis on curriculum development processes and products as well as innovations related to the broad theme of learning to live together. In addition, these information resources altogether have also provided substantive support to other IBE activities and contributed to the development of new action lines and partnerships.

The recent series of national reports have been extensively used as an information base not only for ensuring the regular updating of the existing databanks—in particular, World data on

education and Country Dossiers—but also in a range of studies. Furthermore, the national reports have been widely disseminated using new technologies (e.g. through the IBE website and in CD-ROM format) for promoting increased sharing of information and experiences. For example, in the period preceding and following the 47<sup>th</sup> session of the International Conference on Education (August–September 2004), national reports from some 100 countries were downloaded more than 70,000 times. Some efforts have also been made to further exploit the rich historical collection, which might be used in a wide range of cross-national comparative and trend analyses.

Some 4.5 million consultations and more than 2.6 million downloads of materials, reports and publications over the period 2002–2003 (the figures for 2000–2001 were 2.1 million and 420 thousand, respectively) suggest that the products and services made available through the IBE website are increasingly appreciated and used by the educational community worldwide.

Further exploitation and dissemination—as well as systematisation and consolidation—of the results achieved so far represent the main priorities for the next three-year period.

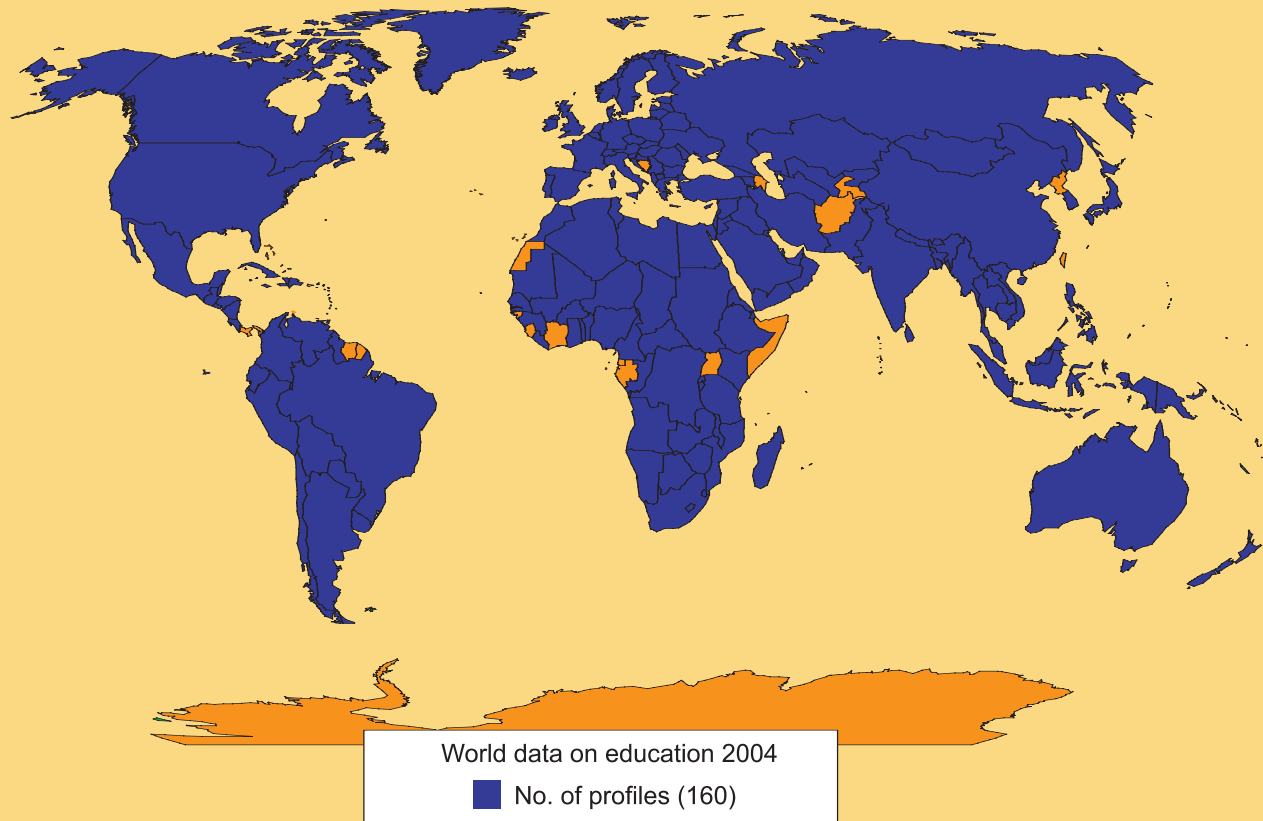
## Prospects 2005 - 2007

In this context, special attention will be devoted to the reorganization and enhancement of the IBE website, which should become by the end of 2007 the interactive platform of exchange and sharing of information and experiences supporting the worldwide community of practice in the field of curriculum development.

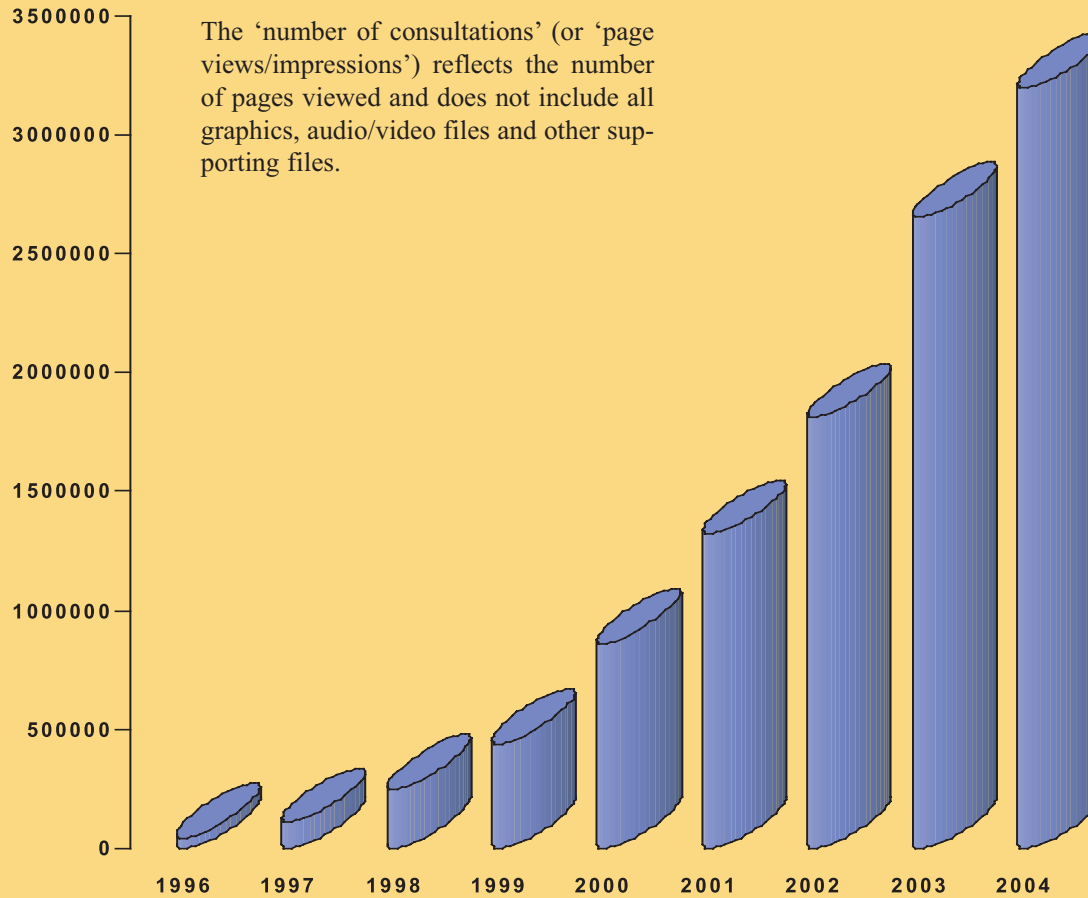
Another priority area will be the expansion of the collection of official curricula and other curriculum-related materials, in order to consolidate a rich information base to be used for a variety of purposes.

Finally, additional efforts will be made to further exploit selected resources of the rich historical collection of the IBE, in particular the series of national reports.

# Profiles of national education systems included in the fifth edition of World data on education (December 2003)



## Consultation of the IBE website 1996 - 2004



## Policy Dialogue

The IBE's Policy Dialogue Programme works to facilitate and foster international dialogue on educational policies, strategies and reforms among decision-makers and other stakeholders. The programme also organizes, manages and ensures the continuity of the International Conference on Education (ICE).



*African policy dialogue seminar, 2003*

### **Its strategic goals for the period 2002 - 2007 are:**

- 1.** To facilitate and foster dialogue among policy-makers and other stakeholders about educational change at world, regional, national and any other levels, likely to enhance policies, curricular change processes, curricula, and their implementation and local adaptation.
- 2.** To promote, among policy-makers and other stakeholders, inclusive quality education seen as a process of learning to be, learning to learn, learning to do and especially as learning to live together, and to help orient curricula to the interests of humanity as a whole.

## Policy Dialogue: Expected Outputs for 2002 - 2007

- The 47<sup>th</sup> session of the International Conference on Education held.
- Reinforced capacities for a number of policy-making teams, with a focus on Sub-Saharan Africa and South-East Asia.
- A coherent modular course for capacity building for policy dialogue on educational issues made available.
- A series of policy dialogue events on major controversial issues organized.
- A group of young students and researchers trained in capacity building for policy dialogue.

### Achievements 2002 - 2004

- The 47<sup>th</sup> International Conference on Education was held from 8 to 11 September 2004 on the theme: *Quality education for all young people: Challenges, trends and priorities*. Over 1100 delegates attended the Conference.
- In accordance with the recommendations of the forty-sixth session of the ICE (September 2001) for providing training activities, three successful seminars were held in Africa in 2003 in partnership with the Association for the Development of Education in Africa (ADEA) and the Training Institute of the World Bank. These seminars provided the opportunity for ministerial employees from Benin, Burkina Faso, Cameroon, Chad, Congo, Côte d'Ivoire, Democratic Republic of the Congo, Gabon, Mali, Niger, Senegal and Togo to share experiences and acquire the new competencies necessary for their work.
- The IBE is also developing a training programme in cooperation with the University of Geneva, Faculty of Psychology and Educational Sciences (FPSE), which is co-financed by the Geneva International Academic Network (GIAN/RUIG). This project aims to create a training programme that includes an historical approach and comparative dimension in the construction of a vision for education. Studies and seminars have taken place on the related activities, and an international seminar on the issues involved was held in September 2004.
- A first coherent modular course was held in Geneva with the Summer University on Human Rights in July /August 2004 (See Appendix 1). The second Telecongress for the Education of Young People and Adults was held in Brazil in 2002 as part of the follow-up to the forty-sixth session of ICE. The Congress involved over 200 focal points in Brazil and one in Geneva, and attracted more than 15,000 participants. Other seminars have taken place in Australia, Chile, Cuba, Finland, India and Spain.
- Six young students and researchers have been involved in this programme since 2002, gaining experience in policy dialogue.

## Overview of Policy Dialogue 2002 - 2004

The general assessment on the two axes of the basic programme: (i) international dialogue on educational policies and (ii) training in political dialogue, is very positive and proves the pertinence of the needs analyses made by the IBE, as well as the quality of the responses.

The newly adopted format and dynamics introduced at the International Conference on Education debates resulted in very strong participation (in terms of both quantity and quality), unanimous satisfaction on the part of the Member States and UNESCO, and a renewal of interest in this regular world forum of Ministers and other education systems actors.

The contents and methodologies of the political dialogue training activities carried out in 2003, innovatory as far as the target public is concerned, proved interesting and useful for the Member States. In particular, the approach adopted (i.e. starting with the action, then reflecting on the action, and finally

improving the action) and the selection of some key modules (construction of a vision, dialogue, negotiation, communication, partnerships) gave very good results.

These modules were successfully tested in July 2004 in Geneva, at the Summer University on Human Rights and the Right to Education (UEDH) course. This demonstrates the importance of further developing the prospects for training in political dialogue, including the historical dimension and comparative research within the framework of the RUIG project.

The IBE is therefore prepared - in terms of vision, design, strategies, operations and documentation - to continue the activities of this basic programme on a consolidated basis.

## Prospects 2005 - 2007

In the field of international dialogue on educational policies, the year 2005 will be mainly devoted to the development and the diffusion of activities identified at the 47<sup>th</sup> session of the ICE. These will take the form of either printed or electronic publications, or the form of events, which could be initiated by Member States or regions. From 2006, according to the decisions taken within UNESCO, the preliminary preparations for the 48<sup>th</sup> session of the ICE will be started. The IBE will continue also to carry out feasibility studies on setting up international dialogue activities on questions of general policy or particular topics, for groups of interested countries (for example, federal countries).

In the area of training in political dialogue, the Bureau will act to finalize the first phase initiated at the 2003 seminars. Depending on the resources available, one or two additional seminars will be organized in French-speaking Africa and/or in Maghreb/Machrek, according to the format trialed in 2003.

The partnerships with the ADEA, the Training Institute of the World Bank, the FPSE and/or other institutions will be continued and seminars will be organized in Portuguese-speaking and English-speaking Africa. The setting up of a high level "community of practice" is also envisaged, which is intended to bring together participants trained in 2003, in order to continue and expand the reflection, the needs assessment and the preparation of a wider programme for training in policy dialogue.

Several publications resulting from the training activities will be prepared and integrated in the "toolbox" currently being developed. Contacts will continue to be pursued to help further develop and test the training course in policy dialogue intended for postgraduate students (DESS) in education at the University of Geneva, the Ecole normale supérieure in Dakar and, if possible, in other places. The activities and tools thus produced from 2005 to 2007 should be transferable to other areas of the world.

## Cross-cutting programmes – Cooperation and technical assistance

This programme responds to specific requests for curricular reform or development from agencies, organizations and countries.

Its strategic goals for the period 2002–2007 are:

To provide advisory services to UNESCO Member States, provinces and local governments, at their request, on the evaluation of existing curricula and curriculum processes, on undertaking curriculum reforms, and on designing curricula and related teaching materials.



*UNESCO Director-General, Koïchiro Matsuura, speaking at the ICE, Geneva, September 2004*



*Training Seminar, Bahrain, 2003*

## Cooperation and technical assistance outputs for 2002 - 2007

In each case, outputs are agreed upon between the IBE and the requesting country or entity on the conduct of direct technical support or intensive team training during study visits.

### Achievements 2002 - 2004

- IBE-ABEGS collaboration on Time-related Factors in Schooling and Curriculum Integration, funded by the Arab Bureau of Education for the Gulf States (ABEGS), and carried out in collaboration with the Gulf Arab Education Research Centre (GASERC), began in 2002.
- Capacity Building for Curriculum and Textbook Developers in Afghanistan. This project included continuous on-the-ground assistance to the Ministry of Education and several training sessions, including a two-week International Workshop on Curriculum and Textbook Development in Afghanistan (Kabul, July 2003). This workshop explored the implications of the new Curriculum Framework for improving the quality and equity of education in all schools. In 2004 a team trained by the IBE developed a short version of the new Curriculum Framework for use across the country.
- Training of Curriculum Developers for Primary and Secondary Education in Bosnia and Herzegovina. Along its two phases (Phase 1 – 2003, and Phase 2 – 2004), more than 50 education specialists from Bosnia and Herzegovina were trained in issues of general curriculum development, including curriculum management and evaluation. Several training manuals have been developed, based on inputs from international and local experts, which will serve for further training and dissemination in Bosnia and Herzegovina.
- The Afghanistan and Bosnia and Herzegovina projects are examples of projects in conflict-affected societies that contribute to the reconstruction of such societies based on comprehensive processes of curriculum renewal and improvement.
- In Argentina, the Campana project ‘Improving quality of education through curriculum provisions and school management’ helped in implementing an innovative curriculum project developed by the IBE using new technologies and involving the participation of local staff.
- Algeria. The IBE, with the UNESCO Education Sector and the IIEP, is supporting education reform in Algeria over the period 2004-2005. As part of the project, the IBE is helping to strengthen national capacity in curriculum and textbook renewal. Within this framework, the Bureau has provided technical assistance to the National Institute for Educational Research (INRE) in May 2004 for the evaluation of newly developed textbooks. The IBE has also been working closely with the National Curriculum Commission (CNP) in view of the finalisation of the National Curriculum Framework, most recently through a regional Maghreb seminar on competency-based approaches to curriculum development (Algiers, July 2004).

## Cross-cutting programmes – Country-cooperation on Curriculum development: Overview 2002 - 2004

In compliance with its new mission and strategic priorities to strengthen action-oriented activities supporting curriculum development processes in Member States, in recent years the IBE has engaged in several so-called operational, country-customised projects in different countries and regions of the world.

Special attention was given to post-conflict and conflict-affected societies (Kosovo, Afghanistan, Bosnia and Herzegovina) and to innovative curriculum projects in the ABEGS countries in the Gulf Region (Time allocation and ratio-weights and Curriculum integration) and South America (Argentina - Campana project – Improving quality of education through curriculum provisions and school management).

In the framework of these projects, the IBE provided technical assistance to governments in response to specific priorities and needs they have in the realm of reforming the pre-tertiary education curriculum. For example, in the case of Kosovo, Afghanistan and Bosnia and Herzegovina, the IBE has designed and carried out capacity building processes for high-level curriculum specialists and decision-makers, and has also provided technical support for institutional development of curriculum departments of the respective Ministries of Education. In co-operation with other international organizations, such as UNICEF, UNESCO, and the European Union, the IBE has actively accompanied the development of new Curriculum Frameworks in Kosovo (2000-2001), Afghanistan (2002-2004), and Bosnia and Herzegovina (2004).

As shown by the evaluation provided by the beneficiaries of these projects, the technical assistance of the IBE has always been highly valued. The project partners and beneficiaries appreciated the capacity the IBE demonstrated in realistic planning, and efficient and cost-effective carrying out of complex

projects in sometimes difficult circumstances.

They have also acknowledged the IBE's capacity to mobilize high-level experts and provide quality professional expertise based on strategies that value international exchanges and educational dialogue.

In many situations, the IBE's partners and beneficiaries asked for follow-up and/or for new projects for which the IBE should provide further technical assistance.

## Prospects 2005 - 2007

The IBE will certainly continue to respond to specific demands from countries, such as Iraq, Afghanistan, and Bosnia and Herzegovina, as cases of states that are concerned with curriculum reconstruction and curriculum innovation, and intercultural and inter-confessional understanding, in conflict-affected societies.

In addition, the IBE will also respond to specific demands for assistance from countries that are in the process of modernizing their curriculum in order to provide better support for learners to cope with the challenges and opportunities of changes occurring in the labour market and in other areas of cultural, social and economic life.

In order to be always able to respond promptly and adequately to demands from the UNESCO Member States, the IBE will extend and consolidate its roster of experts and networks of education and curriculum specialists across the world, and will improve its operational capacity.

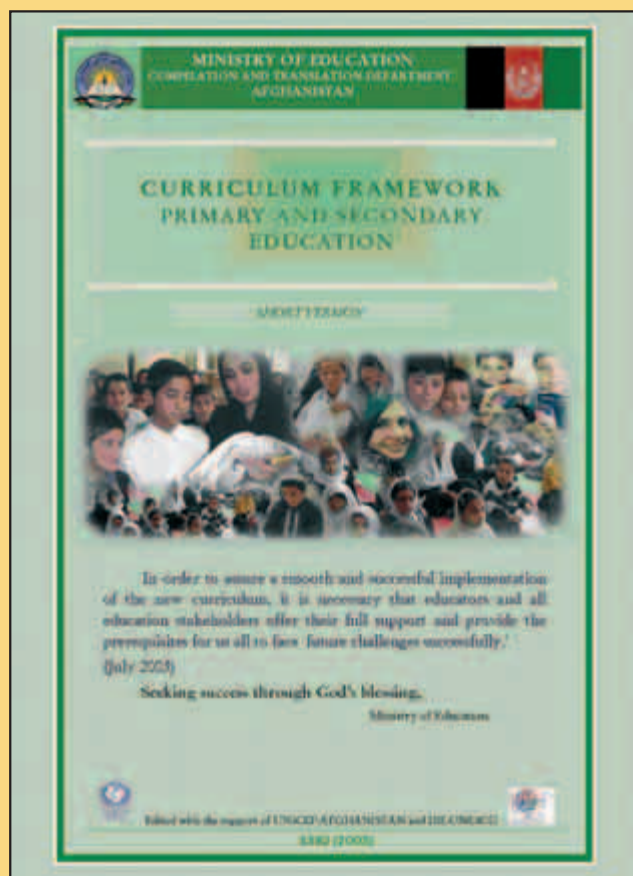
The Bureau will also engage in proactive strategies of 'creating demands' - that is to spread good experiences and create emulation among Member States with regard to the introduction of innovative curriculum changes, and new teaching and learning strategies.

The IBE ought to also cater for enriching and improving its dissemination strategies especially by the means of new technologies.

By using efficient means of cooperation and dissemination, the IBE intends to enhance its position within international professional dialogue and action on reforming the curriculum and the overall education services provided to citizens all over the world, in order to attain the Millennium Development

Goals and promote effective access to quality Education for All.

The Bureau also aims to contribute to improving the co-ordination of international assistance to Member States in order to allow for sustainable results based on cost-effective solutions that are suitable for a certain country or region of the world.



## International clearing-house for HIV&AIDS preventive education

This programme is part of the UNESCO and UNAIDS coordinated response to the pandemic. It aims to contribute to the development and expansion of relevant and sustainable curriculum responses for HIV&AIDS education locally and globally.

Its strategic goals for the period 2002–2007 are:

To gather and appraise curricula for HIV&AIDS prevention at the primary and secondary levels of formal education as well as at teacher training institutes;

To provide access to research findings and other materials that enable curriculum developers and others in the most affected countries - and in countries threatened by a full-scale HIV epidemic - to be better equipped with skills and knowledge in providing national and regional responses;

To develop and promote a dialogue on HIV&AIDS contents in school curricula among policy makers, curriculum specialists and practitioners.

## Expected Outputs for 2002 -

- A profile of the required information and information flows.
- A functioning clearinghouse with an infrastructure, a team of collaborators and a procedures manual.
- A comprehensive series of curricula for HIV&AIDS preventive education made available online.
- Tools for better appraisal of curricula-making, implementation and assessment for HIV&AIDS preventive education made available.
- A set of appraised documents made available on-line.
- Improved dialogue and exchange among policy-makers and practitioners on good practices in the field of HIV&AIDS education.

### Achievements 2002 - 2004

- Priority needs assessed and a profile of the clearinghouse finalised (2002), providing the foundation for subsequent development of programme activities.
- The programme's website was created ([www.ibe.unesco.org/hiv aids](http://www.ibe.unesco.org/hiv aids)) and regularly upgraded, providing access to the Global Curriculum Bank and other materials and tools.
- The Global Curriculum Bank for HIV&AIDS education collects, documents, assesses and actively disseminates curriculum material and good practices for HIV&AIDS education at primary and second levels of education.
- Website's visits and requests for documents, information and technical advice are steadily increasing. CD-ROMs featuring the Clearinghouse are regularly published.
- Appraisal and development tools to analyse and transfer good practices have been tested and used, and available on-line and published on CD-ROM.
- The clearinghouse contains a wide set of curriculum good practices for HIV&AIDS education, appraised by IBE and other organizations. Assessment of curricular response for HIV&AIDS education is available (35 countries in 2004).
- Training modules are available and over 100 curriculum specialists trained in 2003-2004 in 17 countries in Sub-Saharan Africa.
- Several meetings and IBE network contribute to strengthen policy dialogue and exchanges between all stakeholders involved in the curriculum response to HIV&AIDS.

## International clearing-house for HIV&AIDS preventive education: Overview 2002 - 2004

This programme has created a clearing-house centred on a databank of HIV&AIDS education material - the *Global Curriculum Bank for HIV&AIDS Education* - to ensure that good and promising curriculum practices are widely shared and disseminated. All collected information and documented material is available on the IBE website as well as on a regularly updated CD-ROM. The HIV&AIDS team also answers requests for material and provides technical advice to the HIV&AIDS website's users.

A set of appraisal tools has been developed which comprises criteria for analyzing the features of existing HIV&AIDS education material, identifying approaches tested elsewhere and highlighting good practice. This tool has led to the identification and dissemination of an increasing number of good practices for HIV&AIDS education.

The development of capacity building activities in collaboration with partners has become an important function of this programme. This takes the form of training seminars to promote the exchange of good practices, development of training modules, and developing and applying tools to guide the implementation of good practices for HIV&AIDS curriculum development at the regional or country level. Capacity building activities also aim to enhance communication and policy dialogue, to increase the commitment of Ministries of Education and to strengthen partnerships for more effective HIV&AIDS education in schools.

## Prospects 2005 - 2007

The IBE will continue its work at the regional and country level with those in charge of curriculum and teaching/learning material development. Collaboration between those developing school materials and teacher training will also be sought and encouraged for a more integrated approach to teaching and learning HIV&AIDS education.

Strategies to include all relevant stakeholders more actively in the process of HIV&AIDS curriculum development will also be strengthened, so that developed material will be culturally, socially and politically acceptable.

A set of templates of curriculum material, based on existing good practices, previously and currently analysed by IBE and others, will be developed and made available to curriculum and pedagogic material developers. This set will include curricula integrating HIV&AIDS, teachers' training material, teachers' and students' handbooks, learning assessment tools and other didactic supports. Tools and workshops

to help the adaptation of template material to national contexts will be developed and carried out, in collaboration with partners in the country. When needed other training and capacity-building modules will be used in regional and/or country level workshops.

All the results of this process (analysis and dissemination of good practice, templates and tools, capacity-building modules and other material developed) will be disseminated through the IBE clearinghouse and at country and regional meetings.

All activities will take place in the context of the Global Initiative to Expand Prevention Education, launched in March 2004, and in the work already carried out by the UNAIDS Interagency Task Team (IATT) on education. Collaboration with UNESCO regional and country offices as well as with other partners and stakeholders at regional and country level will be continued and strengthened.



## Curriculum development and poverty alleviation

In their pursuit of objectives of the Education for All (EFA) movement, several African countries have applied to the International Bureau of Education (IBE) in 2002 for support in strengthening their capacities and/or for technical assistance in the area of policy dialogue and curriculum development. This request reflects these countries' wish to move towards the achievement of EFA Goal 6 and of the Millennium Development Goals, as well as to the importance they give to education quality, improving enrolment, reducing dropout rates and fighting poverty.

The strategic objective for 2003-2007 is:

To promote the capacity for official curriculum analysis and development of a group of six to nine francophone and lusophone countries in Sub-Saharan Africa<sup>1</sup>, in order to improve their chances of achieving EFA and alleviating poverty.

1. Angola, Burkina Faso, Burundi, Congo, Mali, Mauritius, Mozambique, Niger and Rwanda

## Achievements 2003 - 2004

- Selection of participating countries formalized with high level political representatives of Ministries of Education in the 9 countries involved in the project.
- The IBE and 9 country teams selected and operational; African and international experts identified and at work.
- Preliminary situation reports on curriculum development for poverty alleviation available for 9 countries.
- First training seminar carried out and analysis methodology ready to be applied by country teams.
- Project document revised and additional funds obtained.

## Expected Outcomes for 2004 - 2005

- Strengthening of capacity-building of 6-9 country teams of specialists in curriculum development.
  - Availability of a common methodology for the analysis and the development of pertinence of curriculum in fighting poverty.
- 
- Additional funds to insure the implementation of next phases of the project (2006-2007) sought and secured.
  - The analysis of basic education curricula pertinence and trends to fight poverty identified and interpreted.
  - Strategies to improve the relevance of basic education curricula to fight poverty developed and being discussed with high-level policy-makers.
  - Strategies to transfer knowledge and skills resulting from the project to other situations of poverty developed and disseminated in all countries participating in the IBE global network for curriculum development.

## Prospects 2005 - 2007

During Winter 2005, each country team will carry out, with the technical support of the IBE and international experts, an analysis of the relevance of their basic education curricula to alleviate poverty. A second seminar took place in June 2005, to share the results of the first phase of analysis and to draw a strategy for disseminating and using these results for curriculum development and reform in countries participating in the project. A strategy to disseminate knowledge and skills acquired during the project will also be developed.

Additional funds will be sought to develop and carry out the next phase of the programme (2006-2007).

Anglophone countries in Sub-Saharan Africa have already indicated an interest in participating in a similar project in English. Additional funds will also allow the work started in 2005 to continue as well as the development of strategies to implement curriculum changes and to improve curriculum relevance for poverty alleviation.

International capacity-building and action-research seminar «Curriculum, competences and poverty alleviation in Sub-Saharan Africa», Geneva, 10-13 November 2004

The main objective of the first seminar to take place in the framework of this project was to develop, with country teams and international experts, a common methodology for the analysis of relevance of official basic education curricula in alleviating poverty, to be used in a second phase of the project, in the nine participating countries.

Sixteen high level curriculum specialists from the Ministries of Education and research institutes for education from participating countries, three

international experts (including two from Africa), experts from UNESCO HQ and field offices, as well as professionals from the IBE participated in this seminar.

The main objective of the seminar was achieved and a common tool to analyze the relevance of curriculum to fight poverty was ready by the end of 2004. Participants also agreed on a work plan for 2005.

*Training seminar, Geneva, November 2004*



## Publications



The IBE has reinvented its publications strategy since 2002. IBE now publishes more material based on its own projects as well as those conducted in collaboration with partners.

The Bureau began co-publishing the English language version of PROSPECTS with Kluwer Academic Publishers in 2002. The tables of contents for the 2002-2003 issues are available on the journal webpage <<http://www.springeronline.com/>>. The French and Spanish versions of issues no. 121 onwards are now available on the IBE's website free of charge.

In the last two years the IBE has relaunched its Studies in Comparative Education series and launched a new series in 2004 called IBE Collaborative Projects with two titles.

Three Studies in Comparative Education titles, three *Innodata* titles, six *Educational Practice Series* titles, three *Reports of regional workshops and seminars* titles as well as three general IBE publications have been produced over the last two years with others in the pipeline.

The serial publications, PROSPECTS and the IBE's bulletin INNOVATION have also been regularly published, including issues that coincided with the International Conference on Education.

Appendix 2 contains a list of IBE publications between 2002 and 2004. More details about publications are also available on the IBE Website:

<[www.ibe.unesco.org](http://www.ibe.unesco.org)>

## Cooperating with the IBE

UNESCO Member States, NGOs, local governments, and bilateral and multilateral co-operation agencies can rely on the IBE for the following services:

- Appraisal of curriculum frameworks, syllabi and textbooks.
- Institutional capacity building for curriculum-making and development processes.
- Applied research in the field of curriculum making and development.
- Facilitation of policy dialogue on educational contents, methods and structures.
- Study visits for high-level policy makers, with emphasis on educational contents, methods and structures.
- Training for high-level policy makers for promoting effective and informed dialogue on educational policies, with emphasis on educational contents, methods and structures.
- Advice and support in curriculum making and development processes at all levels.
- Preparation of trend analyses and case studies.
- Internships and research assistantships, according to agreements with diverse institutions.
- Specialised services in specific fields such as: selection and organization of educational contents, learning to live together, peace and citizenship, HIV&AIDS prevention.

All IBE methodologies, tools and case studies can be used in Universities and Ministries all over the world. The IBE pays special attention to countries emerging from conflict and poverty, as well as countries in transition.

For the current medium term strategy (2002-2007) IBE is supported by the UNESCO regular budget, the special fund for the EFA Monitoring Report, the governments of Argentina, Canada, France, Germany, Japan, Kuwait, Norway, Spain, Sweden and Switzerland. And it develops joint projects with UNICEF, UNAIDS, the Organization of Iberoamerican states for Education (OIE), World Bank, the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), the Arab Bureau of Education for the Gulf States (ABEGS), and other international and bilateral organizations.



## Appendix 1 : IBE Operational Activities 2002 - 2004

2002	Activity	Topic	Countries/ Organizations involved	Number of participants
Ongoing since 2000	Operational project, Buenos Aires	Campana Schools network	Argentina	
February/July/December	Technical assistance to BREDIA (the UNESCO office in Dakar)	UNESCO Conference of Ministers of Education of African Member States (MINEDAF VIII) (general organization, working documents) ; responsible for workshop "Quality Education"	All African Member States	
February	Technical assistance, Lima (Special workshop)	Education reforms	Peru	50
February	Sub-regional orientation course, New Delhi, India	Management of curriculum change	Bhutan, India, Maldives, Sri Lanka	22
March-December	Technical advice, distance work	Design of materials for training NFE teachers	India	
April	South East European IBE Regional Seminar, Slovenia	Drafting new Curricula	Albania, Austria, Belgium, Bosnia & Herzegovina, Bulgaria, Canada, Croatia, Hungary, Kosovo, Lebanon, the FYR of Macedonia, Republic of Moldova, Norway, Romania, Serbia and Montenegro, Slovenia, United Kingdom	72
May	Internal technical meeting, Geneva	Understanding concepts and strengthening internal skills		36 (UNESCO staff)

<b>2002</b>	<b>Activity</b>	<b>Topic</b>	<b>Countries/ Organizations involved</b>	<b>Number of participants</b>
May	International meeting, High level experts, Geneva	Organization and classification of school-based learning experiences		
June-July	Technical assistance, Peru	Preparing reference terms for studies on evaluating curriculum changes in teacher training	Peru	
June	National workshop, Abuja, Nigeria	Education for HIV&AIDS prevention	Nigeria	200
August	II International Youth and Adult Education Telecongress	Education and Diversity: learning to live together	Brazil Switzerland	15000
August	Internal technical meeting, Geneva	Curriculum change & social cohesion	Bosnia & Herzegovina, Lebanon, Mozambique, Northern Ireland, Rwanda	41
September	Regional workshop, Vientiane	Asia-Pacific Network of Curriculum Specialists	Cambodia, Indonesia, Japan, Republic of Korea, Lao PDR, Malaysia, Mongolia, Philippines, Thailand, Vietnam	15
September-October	Intensive training workshop for curriculum specialists, Tehran	Curriculum Renewal in Afghanistan – The Development of a New Curriculum Framework	Afghanistan, Islamic Republic of Iran	35
October 02 – February 03	Seminar for MA students, Geneva	Education, Conflict and Development	Graduate Institute of Development Studies (IUED) University of Geneva	25

<b>2003</b>	<b>Activity</b>	<b>Topic</b>	<b>Countries/ Organizations involved</b>	<b>Number of participants</b>
February	Preparatory meeting – ABEGS I project	Time allocation and ratio-weights	ABEGS and GASERC	7
February - June	Several workshops	Finalisation of the Curriculum Framework - Syllabus and textbook development	Afghanistan	50-70
March & November	Training seminars in Bamako, Mali and Dakar, Senegal	Inter-training for policy dialogue in the field of education	Benin, Burkina Faso, Cameroon, Central African Republic, Chad, Democratic Republic of the Congo, Republic of the Congo, Cote d'Ivoire, Gabon, Mali, Niger, Senegal, Togo	42
April	International meeting, High level experts, Geneva	Curriculum making Processes and products		
April	International colloquium, Geneva	Curriculum change & social cohesion in conflict-affected societies	Afghanistan, Bosnia & Herzegovina, Guatemala, Lebanon, Mozambique, Northern Ireland, Rwanda, Sri Lanka, FPSE (Univ. of Geneva), IUED, Univ. of Fribourg, Univ. of Ulster, UNICEF, IIEP, Interagency Network for Education in Emergencies (INEE), UNESCO Paris, UNHCR, DFID, World Bank, UNRISD, Refugee Education Trust (RET), ICRC, GTZ, SIDA Swedish; MoE Norway, Aga Khan Foundation, ILO, SRED	64

<b>2003</b>	<b>Activity</b>	<b>Topic</b>	<b>Countries/ Organizations involved</b>	<b>Number of participants</b>
May	Training seminar, Bahrain	Time allocation and ratio-weights	Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates, Yemen	35
May	UNAIDS/IATT- on education joint seminar « Accelerating the education sector response to HIV&AIDS in Sub-Saharan Africa »	Training of curriculum specialists and other education specialists to improve curricular response to HIV&AIDS	Burundi, Cameroon, Chad, Central African Republic, Democratic Republic of the Congo, Republic of the Congo, Equatorial Guinea, Gabon, Rwanda, Sao Tomé & Principe	200
June	Regional Exploratory Seminar, Minsk	Promote dialogue among key stakeholders	Belarus, Republic of Moldova, Russian Federation	7
June	Regional Exploratory Seminar, Tbilisi	Promote dialogue among key stakeholders	South Caucasus	
June	International Expert Seminar	Development of criteria to assess HIV&AIDS prevention education	Africa, Asia, Europe, Latin America and USA	20
June	Workshop for MA students, Geneva	Education in Disrupted Societies	Interfaculty Programme for Humanitarian Action. University of Geneva	30
July	Two-week international workshop, Kabul	Curriculum and textbook development and renewal	Afghanistan	120
July	Post-conflict Summer University Reconstruction of the Education Sector, Paris	Module 4: Fostering Diversity and Inclusion in the Curriculum	IIEP, World Bank Institute	90
September	Participation in high level International seminars, Brasilia and Buenos Aires	Education, science and technology as strategies for national development	Argentina, Brazil	940
September	International Workshop RUIG/GIAN	Comparative approach of contemporary transfers of educational models	10	20

<b>2003</b>	<b>Activity</b>	<b>Topic</b>	<b>Countries/ Organizations involved</b>	<b>Number of participants</b>
September	Workshop on Curriculum change & social cohesion, Soesterberg, Netherlands	International conference on Conflict Resolution in Schools	European Centre for Conflict Prevention (ECCP) & Netherlands National Commission for UNESCO	160
September-October	Preparatory workshop, Sarajevo	Training of curriculum developers	Bosnia and Herzegovina	18
October	Intensive training seminar Phase 1, Geneva	Training of curriculum developers – Curriculum processes and products (Curriculum Frameworks)	Bosnia and Herzegovina	18
November	Regional Exploratory Seminar, San José	Promote dialogue among key stakeholders	Central America	
November	Training session, Kabul	Development of a short version of the new curriculum framework	Afghanistan	30
November	Sub-regional Exploratory Seminar, Mbabane Swaziland	Promote dialogue and capacity building for HIV&AIDS inclusion in the curriculum	Angola, Botswana, Lesotho, Malawi, Mozambique, Namibia, South Africa, Swaziland, Zimbabwe	35
November	Workshop, Montego Bay Jamaica	Teacher educators drafting a Framework for citizenship education curriculum	Caribbean	20
November	Round table at APEID conference, Shanghai	Capacity Building for Management of curriculum change	Cambodia, Indonesia, Japan, Lao PDR, Malaysia, Maldives, PDR Korea, Philippines, Republic of Korea, Mongolia, Thailand	40
December	Experts Seminar, Geneva	Determining good practice		33

<b>2003</b>	<b>Activity</b>	<b>Topic</b>	<b>Countries/ Organizations involved</b>	<b>Number of participants</b>
December	Mid-term review & Preparatory meeting ABEGS II project – Curriculum Integration, Geneva	Curriculum Integration	ABEGS and GASERC	9
December	Intensive training seminar 2 - Phase 1, Banja Luka	Training of curriculum developers – curriculum processes and products (Curriculum Frameworks)	Bosnia and Herzegovina	18
<b>2004</b>				
January	UNAIDS/IATT- on Education joint seminar « Accelerating the education sector response to HIV&AIDS in Sub-Saharan Africa »	Training of curriculum specialists and other education specialists to improve curricular response to HIV&AIDS	Mozambique	200
January	Technical advice	Working sessions with peer educators to adapt assessment criteria for HIV&AIDS education material and activities, with UNESCO Maputo and Brazilia	Mozambique	15
February	Preparatory seminar – ABEGS II project, Curriculum integration, Dubai	Curriculum integration	ABEGS and GASERC	12
March	Intensive training Seminar 1 – Phase 2, Mostar	Training of curriculum developers – Curriculum processes and products (Syllabuses)	Bosnia and Herzegovina	50

<b>2004</b>	<b>Activity</b>	<b>Topic</b>	<b>Countries/ Organizations involved</b>	<b>Number of participants</b>
April	Regional Asia Pacific workshop, Manila	Development of resource pack on Leading and Facilitating Curriculum Change	China, Japan, Republic of Korea, Lao PDR, Malaysia, Philippines, Thailand	15
May	Intensive training Seminar 2 – Phase 2, Tuzla	Training of curriculum developers – Curriculum processes and products (Syllabuses)	Bosnia and Herzegovina	50
May	Technical advice	Improvement of evaluation tool and bidding document for textbook development	National Institute for Educational Research (INRE), Algeria	10
May	EU education project BiH – workshop 1, Neum	Development of a new Curriculum Framework for BiH	Bosnia and Herzegovina	25
May	Interagency meeting on life skills	Definition of a common strategy for strengthening life skills education	UNESCO Paris	60
June	Final UNESCO project seminar BiH, Neum	Certification of participants and project evaluation	Bosnia and Herzegovina	65
June	Workshop for MA students, Geneva	Education in disrupted societies	Interfaculty Programme for Humanitarian Action. University of Geneva	30
July	UNESCO Education Sector Mission	Finalize project of support as part of UNESCO programme for Educational Reconstruction in Post-conflict Societies	Ministry of Education University of Liberia, UNICEF	
July	Maghreb Seminar, Algiers	Competency-based approaches in curriculum development	Algeria, Morocco, Tunisia	50

<b>2004</b>	<b>Activity</b>	<b>Topic</b>	<b>Countries/ Organizations involved</b>	<b>Number of participants</b>
July	International AIDS Conference, Bangkok	Animation of UNESCO booth and participation to UNESCO leadership session on HIV&AIDS and education	Global	UNESCO session: 150
July-August	Training UEDH (Summer University) – Project GIAN/RUIG	Policy dialogue and education: concept, building of a vision, historical and comparative approach	26	50
August	Mid-term review meeting, ABEGS projects, Geneva	Links between time allocation, ratio-weights and curriculum integration	ABEGS and GASERC	8
August	Participation in UNAIDS/IATT - on education joint seminar	Accelerating the education sector response to HIV&AIDS in Sub-Saharan Africa	Zambia	120
September	Pre-ICE high level academic seminar (IBE/FPSE/SRED), Bogis-Bossey	Secondary Education worldwide: assessments and perspectives	20	40
September	Pre-ICE high level seminar, organized with UNAIDS and IATT on education	HIV&AIDS prevention education and quality education for all young people	Global (45 countries and 15 NGOs and other organization represented)	115
September	47 <sup>th</sup> session of the International Conference on Education	Quality education for all young people	142	1100
September	EU Education project – BiH – second workshop, Jahorina	Development of a new Curriculum Framework for BiH and of a modern syllabus template	Bosnia and Herzegovina	12

<b>2004</b>	<b>Activity</b>	<b>Topic</b>	<b>Countries/ Organizations involved</b>	<b>Number of participants</b>
September	Side meeting - Geneva (47 <sup>th</sup> ICE)	Meeting with the Ministers of the ABEGS countries and ABEGS and GASERC directors – Overview of the ABEGS projects	ABEGS and GASERC Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates, Yemen	40
September	UNESCO Education Sector Mission, Liberia	Finalise project of support as part of UNESCO programme for Educational Reconstruction in Post-conflict Societies	Ministry of Education, Teachers' College, University of Liberia	
September	HIV&AIDS UNESCO focal points in Sub-Saharan Africa, Dakar	Strategic coordination meeting	BREDA Dakar, UNESCO offices in Harare, Windhoek, Abuja, Cameroon, IIEP, ED/PEQ, Culture	
September	Roundtable, Sussex	Education, Conflict and Social Cohesion	British Association for International and Comparative Education, University of Sussex	60
October	NIE Conference, Minsk	Conference 75 <sup>th</sup> anniversary	National Institute of Education, Belarus	
November	Seminar	Human Rights Education	Chile, Universidad Academia de Humanismo Cristiano	Approx. 40
November	Capacity building Seminar, Geneva	Curriculum, competencies and fighting against poverty in Sub-Saharan Africa: training of curriculum specialists	Angola, Burkina Faso, Burundi, Congo-Brazzaville, Mali, Mauritius, Mozambique, Niger, Rwanda	40
November	National Forum, Coahuila, Mexico	Dissemination of the results of the 47 <sup>th</sup> ICE	Mexico (Ministry of Education of the State of Coahuila)	1000

<b>2004</b>	<b>Activity</b>	<b>Topic</b>	<b>Countries/ Organizations involved</b>	<b>Number of participants</b>
November	Experts seminar, Geneva	Finalizing evaluation and monitoring tool re: education for learning to live together	GTZ	15
November - December	Training workshop, Algiers	Competency-based approaches in the development of syllabuses	Curriculum developers, inspectors, evaluators from Ministry of Education, Algeria	120
November - December	UNAIDS/IATT - on education joint seminar 'Accelerating the education sector response to HIV&AIDS in Sub-Saharan Africa'	Training of curriculum specialists and other education specialists to improve curricular response to HIV&AIDS	Benin, Burkina Faso, Cap Vert, Côte d'Ivoire, Guinea, Guinea Bissau, Mali, Mauritania, Niger, Nigeria, Senegal, Togo	200
December	Training workshop	Textbook evaluation	(INRE) Algeria	30
December	Experts review meeting, Bangkok	Leading and Facilitating Curriculum Change	Asia-Pacific Network of Curriculum Specialists	20

## PROSPECTS: Quarterly Review of Comparative Education.

PROSPECTS has served as a platform for the exchange of ideas on current and controversial educational themes for over thirty years. It is edited by the IBE. Current volume contents can be viewed in English on the Internet: <<http://www.springeronline.com>>, where access to the journal from Volume 32 onwards is available on subscription. Free online access to the French and Spanish versions is available on the IBE's website: <[www.ibe.unesco.org](http://www.ibe.unesco.org)>. Volume 33 is now available in Arabic on the website as well. The print version is available in English only.

## INNOVATION

The IBE's bulletin: Educational INNOVATION and Information is published three times a year. It focuses on issues relating to the Bureau's activities and programme. Since 2002, issues of INNOVATION have been dedicated to the following themes:

N° 110	HIV/AIDS (April 2002)
N° 111	Organization and classification of school-based learning experiences (August 2002)
N° 112	Curriculum change and social cohesion in conflict-affected societies (December 2002)
N° 113	Curricula and school-based prevention programmes against HIV/AIDS (April 2003)
N° 114-115	Comenius Award (August / December 2003)
N° 116-117	Quality education for all young people (the theme of the forty-seventh International Conference on Education) (April / August 2004)
N° 118	47 <sup>th</sup> Session of the International Conference on Education (December 2004)

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# STUDIES IN COMPARATIVE EDUCATION

## **Developing key competencies in education : some lessons from international and national experience**

Rychen, D. S. ; Tiana, A. *Developing key competencies in education : some lessons from international and national experience*. Paris, Geneva, UNESCO : IBE, 2004. 80 p. ISBN : 92-3-103945-8.

## **Education, Conflict and Social Cohesion**

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# REPORTS OF REGIONAL WORKSHOPS AND SEMINARS FOR CURRICULUM SPECIALISTS

## **Curriculum Change and Social Inclusion : Perspectives from the Baltic and Scandinavian Countries, Vilnius, Lithuania, 5-8 December 2001.**

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### **Drafting new curricula in South-East Europe, Bohinj, Slovenia, 26-28 April 2002**

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### **Reforma curricular y cohesión en América Central**

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## **Challenges of Curriculum Development in the 21st Century : Perspectives from Belarus, Moldova, Russia and Ukraine**

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### ***Forthcoming titles in this series:***

*HIV&AIDS, Teacher Shortage and Curriculum Renewal in the Southern Africa Region: Capacity-Building Seminar,* 11-14 november 2003, Ezulwini, Swaziland

## **IBE COLLABORATIVE PROJECTS**

### **No. 1. Seeking to bridge the divide : linking formal and non-formal education in Uttar Pradesh, India**

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### **No. 2. La Red de Escuelas de la ciudad de Campana : una estrategia de desarrollo curricular de base local**

[The School Network in Campana city: A curriculum development strategy at the local level]

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## **INNODATA**

### **No. 13. SIDA Saber ayuda : Un programa interdisciplinario para la educación secundaria**

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**Preventing HIV/AIDS in schools**

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**Academic and social-emotional learning**

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## Appendix 3 : Other works by IBE personnel 2002 - 2004

*Average amount of time allocated to school subjects during the first nine years of formal education in ABEGS countries.* M. Amadio. Study produced for the collaborative project IBE-ABEGS/GASERC I. Geneva, 2002.

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*Cédérom de la 47<sup>e</sup> session de la CIE*, contenant, entre autres, tous les documents de la conférence, le rapport final, les Messages des ministres, les Messages des jeunes et tous les rapports nationaux.

*Young people speak out on quality education* (in English, French and Spanish). Messages des jeunes recueillis par l'intermédiaire du Réseau des écoles associées de l'UNESCO à l'occasion de la 47<sup>e</sup> session de la CIE.

*Une éducation de qualité pour tous les jeunes (titre provisoire)* – français, anglais et espagnol. Livre-témoignage sur l'ensemble des travaux de la 47<sup>e</sup> session de la CIE.

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## Appendix 4: International Conference on Education: participation levels at the last four sessions

Session	2004	2001	1996	1994
Participants	1100	780	899	736
Member States	142	127	135	128
Ministers/Vice-ministers /Secretaries of State	102	90	84	97
Non-member states/ Associate States /Observers	5	4	8	4
International Organizations	25	9	14	9
NGOs	25	13	31	36
Foundations	3	3	2	1
Invitees	72	53	---	---
Young people (not part of official delegations)	14	1	---	---
National Reports received	126	99	107	99
Ministers' Messages	125	105	---	---
Young people's Messages	More than 1000	---	---	---



The screenshot shows the homepage of the International Bureau of Education (IBE) under UNESCO. The header includes the UNESCO logo and the text 'United Nations Educational, Scientific and Cultural Organization' on the left, and the IBE logo and 'International Bureau of Education' on the right. A navigation bar contains links for 'Home', 'Contacts', 'About', and 'Send'. Below the header, there are three main columns. The left column, titled 'THE IBE'S WORK', lists: Curriculum Development, Policy Dialogue, Learning to Live Together, Conflict & Social Cohesion, HIV & AIDS, and Poverty Alleviation. Below this is a 'World in Brief' section with a world map and a list of regions: Africa, Arab States, Asia/Pacific, Europe/North America, and Latin America/Caribbean. The central column features a banner for the '36-39 January 2005, 53rd Council Session of the IBE' with a photo of a classroom. Below the banner is the 'MISSION' section, stating: '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. - Continue'. The right column, titled 'THE ORGANIZATION', lists: IBE & UNESCO, About IBE, IBE Council, International Conference on Education, Comenius Medal, Partnerships, and FAQ. Below this is a 'WORKING' section listing: Programmes/Projects, Conferences/Round Tables/Seminars, Training/Workshop, Databases, Resource Bank, Publications, and Communities of Practice. The footer shows 'Done' on the left and 'Local intranet' on the right.

