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DRAFT

**STRATEGY AIMED AT MAKING THE INTERNATIONAL BUREAU OF EDUCATION
A CENTRE OF EXCELLENCE IN CURRICULUM**

5.1

Strategy aimed at making the International Bureau of Education a Centre of Excellence in Curriculum

Introduction

The International Bureau of Education (IBE) is the oldest of the UNESCO Institutes, founded in 1925 and fully integrated into the organization in 1969. It is UNESCO's institute specialising in the field of curriculum. Its global and comparative perspectives on curriculum, combined with its reach, networks and experience, make the IBE unique in the world among institutions in this field.

As recognised in recent decisions of the General Conference and the IBE Council, UNESCO and its Member States and partners require the IBE to be a more forward-looking and cutting-edge Institute, referred to as a 'Centre of Excellence' (CoE).

The *Evaluation of the UNESCO International Bureau of Education* conducted in 2005 found that the Institute had undergone a profound transformation since 1999 and had a number of recognised strengths. However, it also noted, *inter alia*, that the Institute operated with very limited human and financial resources and that its reliance on extra-budgetary funding could unduly influence its priorities¹.

The purposes of this paper are to:

- Provide a rationale for why the IBE should become UNESCO's CoE in curriculum.
- Describe the essential characteristics and functions of such a CoE.
- Outline a strategy that will enable the IBE to be recognised as a leading global institution on curriculum and curriculum-related matters, and, in doing so, become a critical contributor to UNESCO's strategy for the achievement of UNESCO's priorities in the field of education, most notably quality Education for All (EFA).

1. Rationale for Change

Education is critical to achieving social cohesion, cultural respect, economic prosperity and personal fulfilment. A high quality curriculum describes the teaching and learning necessary to achieve these outcomes and is the foundation for achieving key educational goals, particularly those of EFA. Such a curriculum promotes both inclusion and equity. It attracts and retains more learners, helps ensure that they learn what they need to and want to learn, and makes a successful transition to higher levels of education more possible.

However, curriculum itself is becoming more complex as educators seek to acknowledge new economic and social realities (such as rapidly emerging information and communication technologies and their impact on human behaviour, values, and aspirations), to integrate new knowledge and skills into the curriculum, and to make students' learning both relevant to their current lives and essential for success in their future lives.

Within this context and with very limited resources, the IBE has for many years conducted a range of successful activities and provided many valued services. However, the services being requested from the Institute are increasing in volume, scope and complexity, and Member States

¹ Refer to Laurue, P., Dani, S. & de Laat, B. (2006). *Evaluation of the UNESCO International Bureau of Education*, (IOS/EVS/PI/43)

look to UNESCO for leadership, advice and assistance on a number of persistent and challenging curriculum issues. The IBE needs to proactively anticipate, expand and enhance its work and reach in a number of areas if it is to successfully meet these demands and be truly recognised as a leading and respected CoE.

The choices for the IBE in this process are clear – it could either tailor its activities to its current resource levels by reducing the number of programmes and focusing on a few priorities, or it could retain (and, as appropriate, expand) its current programmes, enhancing their quality and scope by attracting additional funds. There are significant risks inherent in the first of these choices, most notably that the IBE's involvement in the very complex and rapidly developing area of curriculum would be too limited to warrant broad recognition as a CoE and its overall positive impact on member states would be diminished. To be perceived by stakeholders and other expert groups and institutions as a credible CoE, the IBE should therefore choose the second option, undertaking a broad range of functions (described in Guiding Principle B below) and providing a broader range of high quality services to Member States and other clients.

Achieving recognition as a CoE will require organisational change based on a careful and comprehensive review of the IBE's existing programmes and priorities, internal management, governance, personnel and work practices. It will also require changes to its complex and uncertain funding arrangements² which make long-term planning and the provision of sustainable support to Member States difficult. Significant additional, reliable and predictable funding is therefore indispensable to the enhancement of the IBE's programme outcomes and global profile and its transition to the globally recognised CoE that UNESCO expects and needs.

2. Guiding principles of this Strategy

This strategy is founded on the following principles which have guided both its approach and content:

A. As a CoE, the IBE must demonstrate specific core characteristics

It is clear that a CoE must both demonstrate certain core characteristics, including high standards in its level of staff expertise and service orientation, its efficiency of operation and the quality of its outcomes, and be highly-visible and widely-recognised as knowledgeable, authoritative, visionary, proactive and functionally autonomous (in the UNESCO context) in the field of curriculum.

B. As a CoE, the IBE must perform specific core functions

A CoE for curriculum should perform a range of essential functions, including:

- Generating and disseminating knowledge about curriculum products, processes, trends and emerging issues.
- Collecting, analysing, synthesising, and disseminating curriculum-related data and resources.
- Developing the capacity of, and providing technical assistance and other services to, UNESCO's Member States and regions.
- Promoting and advocating evidence-based policy dialogue.
- Facilitating South-South and North-South-South cooperation.

² The IBE's funding sources currently comprise a mix of UNESCO recurrent allocation (e.g. regular budget), donor core support and extra-budgetary funding of different types.

- Partnering with academic and policy-oriented entities to support the conduct of original, action-oriented research and to analyse, synthesise and disseminate existing research findings.
- Promoting global policy dialogue among Ministers of Education and other relevant actors world-wide with regards to improving the quality of Education for All.

C. As a CoE and within the framework of UNESCO's Education Sector, the IBE must base its work on a broad conceptualisation of the term 'curriculum'

The activities of the IBE must respect the wide range of definitions of the term 'curriculum' reflecting particular contexts, interests and needs. It must focus on curriculum from early childhood through secondary education, including teacher training within a broader perspective of life long learning; recognise the co-existence of intended, implemented and attained curricula; and acknowledge and foster relationships among formal and non-formal education sectors and between curriculum and other issues in education. It should acknowledge the global trend towards a focus on learners and learning outcomes, as well as research in areas such as the learning sciences.

D. The current programme areas of the IBE are appropriate for transition to a CoE

The IBE's *Strategy 2008-2013* has been endorsed by the IBE Council and identifies three inter-related programme areas:

- Capacity Development and Technical Assistance
- Knowledge Production and Management
- Policy Dialogue and the International Conference on Education

The IBE can function successfully as a CoE within these existing programme areas. These areas should, however, be reviewed during the development of future strategies.

3. Current IBE programmes and possible additional services

As discussed above, the IBE will need to expand the range and reach of the services it provides to Member States, other stakeholders and potential clients in each programme area if it is to be recognised as a CoE.

A. Capacity Development and Technical Assistance

To supplement current work in this programme, a range of additional services should be designed and promoted. These should include, in the area of *capacity development*: developing a framework of flexible and recognised training courses for various target groups, accredited by partner academic institutions or recognized by government agencies (e.g. accrediting bureaus); delivering courses and further developing related training materials; and actively supporting UNESCO's Regional Bureaus of Education in customising curriculum-related activities and initiatives.

In the area of *technical assistance*, services should include: developing a clear set of criteria to guide the prioritisation of requests for various levels and types of technical assistance; expanding in-country support for curriculum agencies and officials; and providing a professional assessment of existing curricula and processes based on contemporary standards and norms.

B. Knowledge Production and Management

While the Knowledge Production and Management programme is steadily expanding its range and reach, other services should be offered. These include: strengthening links with academic institutions to generate and disseminate research results with policy implications; strengthening the links and networks among and between national, regional, and international organizations, NGOs and civil society organizations (CSOs) and the private sector so as to enrich available data and knowledge; enhancing the analytical and synthesising functions through a clearinghouse mechanism; and developing a more comprehensive, accessible and open-source collection of and linkage to good practices from around the world.

C. Policy Dialogue and the International Conference on Education (ICE)

The services which the IBE should offer, in addition to the organization of the ICE sessions, include: facilitating policy dialogue among a broader range of stakeholders from inside and outside educational systems; encouraging and contributing to policy dialogue among basic and secondary education and teacher education policymakers and specialists; promoting and advocating more support to curriculum reform and innovation at high-level Ministry of Education meetings through issue- or theme-specific conferences, virtual or real, at regional and national level; and developing a series of short policy briefs highlighting the major policy challenges facing curriculum designers and developers.

4. Goals and strategies for becoming a Centre of Excellence

Goal A: Develop programmes and services that are relevant and responsive to the needs of Member States, innovative and effective in nature and, above all, of high quality.

Strategy A1:

The IBE should clearly define its priorities based on its comparative advantages: what it **must do** as its core functions and services, what it **should do** given additional resources and what it **should “refer”** to other institutions better equipped for the task.

Recommended Actions – Short Term³:

- A1.1** Develop a plan of action (including any transition arrangements) for the implementation of this strategy which identifies priority objectives, specifies expected outcomes and sets clear timelines, and a financial plan which details budget requirements.
- A1.2** Revise the IBE’s statements of its mission, purpose and broad objectives to ensure that they reflect the intent of this strategy.
- A1.3** Conduct a review of all current activities within each programme area to determine the extent to which each activity is consistent with the IBE’s revised statements of mission, purpose and broad objectives.

³ Short term in this context means within 12 months of this strategy being adopted.

- A1.4** Develop a document outlining the IBE's programmes and actions prioritised by region/type of context, time, level/type of education and curriculum issue, including options with regard to the available and expected resources.
- A1.5** Initiate a continuing process to monitor and provide feedback regarding the implementation of this Strategy to the IBE Council.

Recommended Actions – Medium-Long Term⁴:

- A1.6** Prepare the new *IBE Strategy 2013-2018* that reflects this strategy including defining the IBE's approach and listing its priorities as a CoE in curriculum, issues to be addressed and regions in which effort is to be focused.
- A1.7** Undertake regular internal and external assessment of the implementation of this Strategy to make the IBE a CoE in curriculum and curriculum-related matters.

Strategy A2:

The IBE should improve and diversify evidence-based mechanisms for the assessment of global, regional and national needs and priorities in regard to curriculum-related services.

Recommended Actions – Short Term:

- A2.1** Develop a methodology to systematically and regularly assess trends in global, regional and national needs and priorities.
- A2.2** As part of this methodology, develop a process of consultation, preferably using videoconferencing or similar real-time technology, with relevant partners.

Recommended Actions – Medium-Long Term:

- A2.3** Regularly apply this methodology in consultation with national and regional clients and partners and compile a report summarising the responses.
- A2.4** Revise programme priorities based on the report above.

Strategy A3:

The IBE should further develop a results-based focus for its work, looking beyond inputs and immediate outputs to longer-term outcomes and impact.

Recommended Actions – Short Term:

- A3.1** Strengthen and improve the results-based planning cycle, including monitoring and evaluation in terms of the anticipated outcomes and benchmarks, as well as the reporting mechanisms.
- A3.2** Ensure that national, regional and global needs and priorities are taken into account in the planning and programming cycle.

⁴ Medium-Long term in this context means within 1-5 years of this strategy being adopted.

Recommended Actions – Medium-Long Term:

- A3.3** Analyse factors contributing to sustainable change / improvement to inform on-going planning.
- A3.4** Produce an annual report for each programme area which includes every significant activity undertaken and an assessment of its success in terms of the anticipated outcomes. As appropriate, conduct follow-up evaluations of long term-impact by assessing sustainable change/improvement attributable to the activities.
- A3.5** Incorporate the requirements of the above actions into the work performance agreements of all staff.

Strategy A4:

The IBE should both make results from relevant research easily available to its partners and define its own forward-looking, cross-national and demand-driven research agenda.

Recommended Actions – Short Term:

- A4.1** Based on the IBE's field work and consultations with its partners, compile a set of important, relevant and current research topics and questions.
- A4.2** Develop formal research agreements and partnerships with selected universities and other research organizations facilitating data collection, participating in and disseminating research analyses.

Recommended Actions – Medium-Long Term:

- A4.3** Disseminate relevant and pertinent research findings of partner universities and other research institutions through the IBE website.
- A4.4** Conduct analyses of the IBE's own databases and publish regular updates on how education systems are addressing high priority curriculum issues (e.g., global situation analysis of the state of curriculum design and development).

Goal B: Develop efficient mechanisms to implement programmes and deliver services appropriate to a CoE

Strategy B1:

The IBE should build on its extensive set of networks to support the delivery of its programmes and diversify further the already wide range of partners needed to assist it in its work, with a particular focus on promoting South-South and North-South-South collaboration.

Recommended Actions – Short Term:

- B1.1** Strengthen and expand IBE networks to include:
- Curriculum experts, professional associations, and other centres of excellence which could assist the IBE to carry out its tasks at regional and national level.
 - Other relevant UN agencies and international non-government organizations.

- Key figures from outside education concerned with the quality of education (e.g., leaders of civil society, politicians/parliamentarians, the mass media, the private/business sector, and, increasingly, alumni of IBE courses).
- Supporters and ‘friends of the IBE’ who can provide the Institute with information, contacts and support, and high-level ‘champions’ or ‘goodwill ambassadors’ who would be willing to speak on its behalf.

Recommended Actions – Medium-Long Term:

- B1.2** Based on the members of these networks, more systematically organise the IBE’s partner/network databases, particularly its roster of institutions, technical specialists and pioneers in the field who can be called upon to help the IBE deliver its increasing range of services.

Strategy B2:

The IBE should further expand its collaboration with other UNESCO Institutes (both Category 1 and 2) and UNESCO Field Offices, especially the Regional Bureaus for Education, in order to (among other purposes) promote the inclusion of curriculum issues in the programmes of UN Country Teams.

Recommended Actions – Short Term:

- B2.1** Organise a series of meetings between the IBE, the other Category 1 and Category 2 institutes and Directors of HQ Divisions to discuss the implementation of this strategy.
- B2.2** Strengthen linkages with all UNESCO Field Offices and National Commissions as active analysts of local curriculum needs and priorities, identifiers and convenors of potential IBE partners and advocates for/transmitters of IBE messages into the discourse of UN Country Teams and UN Member State planning processes.

Recommended Actions – Medium-Long Term:

- B2.3** Strengthen the collaboration with UNESCO Regional Bureaus of Education to develop them as strong regional partners with the IBE and co-implementers of its programmatic areas of work.

Strategy B3:

The IBE should continue to explore innovative methods for sustainable capacity development for the full range of actors involved in curriculum.

Recommended Actions – Short Term:

- B3.1** Develop a systematic framework of flexible training courses and related certificates and accreditation arrangements.
- B3.2** Improve and refine existing training tools to fit the framework created in B3.1.

Recommended Actions – Medium-Long Term:

- B3.3** Within the framework mentioned in B3.1:
- Create new training tools to meet emerging demands and trends.

- Develop intensive, longer-term training programmes in cooperation with universities, leading to academic accreditation.
- Develop or adapt e-learning and online and distance learning programmes and forums.

Strategy B4:

The IBE should develop systematic, comprehensive and innovative communication, advocacy, marketing and fund-raising strategies.

Recommended Actions – Short Term:

- B4.1** Develop a comprehensive communication strategy which identifies key messages, target groups and media, as well as mechanisms for measuring the effectiveness of the strategy.
- B4.2** Develop a comprehensive advocacy and marketing strategy which promotes the IBE's services and 'brand', identifies key products and potential clients or beneficiaries and describes strategies for reaching new and potential clients.
- B4.3** Develop a fund-raising strategy which pursues new and potential governmental and private sources of funds and which sets realistic targets (in terms of number of donor countries and amount of funds) and timelines.

Recommended Actions – Medium-Long Term:

- B4.4** Implement and monitor the strategies described in B4.1-3 above.

Strategy B5:

The IBE should promote policy dialogue, with particular emphasis on the International Conference of Education (ICE) as a major policy dialogue forum of Ministers of Education.

Recommended Actions – Short Term:

- B5.1** Strengthen the IBE's follow-up activities deriving from the last ICE on inclusive education, especially to ensure that policies and practices of inclusive education, broadly defined, are being developed by Member States.

Recommended Actions – Medium-Long Term:

- B5.2** In collaboration with the IBE Council, the Education Sector at HQ and other major partners, develop specific plans in regard to the frequency, format, and content of future ICE sessions and explore ways to enhance the visibility of the ICE, as well as to move towards more interactive dialogue and more focused conclusions and recommendations at each ICE.
- B5.3** Consistent with Strategy B4 above, and in close collaboration with the Education Sector at HQ, ensure appropriate funding for the ICE in ways and at levels that do not compromise the IBE in carrying out its core functions or delivering other core services.

- B5.4** Explore a broad range of policy dialogue opportunities involving stakeholders from inside and outside educational systems and advocate curriculum reform and innovation at high-level Ministry of Education meetings at regional and national level.

Goal C: Strengthen management and governance structures so that they are logical, efficient, effective and appropriate to a CoE.

Strategy C1:

The IBE should review and, if appropriate, re-design its organizational structure to more logically reflect and efficiently manage its functions and to support the delivery of its services.

Recommended Actions – Short Term:

- C1.1** Comprehensively review the current IBE organizational and staffing structure, and define an ideal organigram for the IBE (also in conjunction with Recommended action A.1.1 above) which clearly reflects the proposed additional functions and services of a CoE and make strategic decisions concerning which areas must receive priority attention.
- C1.2** Create a mechanism and strengthen the human resources needed for developing and implementing a communication, advocacy, marketing and fund-raising strategy.

Recommended Actions – Medium-Long Term:

- C1.3** Enhance the coordination among the priority programme areas of the IBE and its 'additional programmes' (HIV and AIDS, BEAP, etc.) and special projects.
- C1.4** Strengthen the IBE's functions of research planning and coordination and of monitoring and evaluation and ensure they are placed more logically into the new IBE organizational structure.

Strategy C2:

The IBE should seek to create additional posts and to further develop the expertise of existing staff in order to meet the increased demand and implement the expanded programme of a CoE.

Recommended Actions – Short Term:

- C2.1** Identify the essential core competencies and staff as well as re-design current staff profiles (e.g., skill sets and expertise) in order to fill in the new organizational structure mentioned above (C1.1).
- C2.2** Re-assess, further enhance and more appropriately utilize the skills, expertise and experience of staff.

Recommended Actions – Medium-Long Term:

- C2.3** Recruit additional staff as required (and if funds allow) to meet the wide range of skills, knowledge and experience needed for the IBE to perform as a CoE.

- C2.4** Explore the possibility of using more flexible contractual arrangements than currently exist in order to recruit and keep needed expertise.

Strategy C3:

In order to ensure efficient and effective guidance and oversight of the IBE as a CoE, the IBE Council should initiate a process to review the current governance structure and, if appropriate, to develop, propose and seek support for a new structure. Any resulting structure should both maintain the principle of geographic representation and ensure high-level educational expertise in the decision-making process regarding IBE's programmes and priorities.

Recommended Actions – Short Term:

- C3.1** In close collaboration with UNESCO HQ, examine the size, composition and functions of the IBE Council, including the possibility of creating an advisory mechanism which would provide expert advice to the Council and professional support to the IBE by focusing on planning and programme development and the 'anticipatory' function so critical to a CoE.
- C3.2** Based on the results of this examination, propose a range of options for a new model of governance for discussion by the IBE Council and endorsement of a preferred model to the General Conference.

Recommended Actions – Medium-Long Term:

- C3.3** Strengthen its ability to provide programmatic guidance, resource mobilisation, strategic decision-making and oversight to support the work of IBE as a CoE.

Conclusion

To develop a Centre of Excellence in curriculum – an increasingly complex field – is difficult but essential. This is especially true when both demands on IBE are increasing and pressure on governments to achieve and even transcend the Education for All targets and the Millennium Development Goals in education is becoming more prevalent.

Successful implementation of this Strategy will depend on two critical factors: the **support of all stakeholders** and **significant additional, reliable and predictable funding**. Only with real stakeholder commitment and additional resources will the programme outcomes and global profile of IBE be enhanced and the CoE in curriculum that UNESCO expects and needs become a reality.

ESTIMATED FINANCIAL IMPLICATIONS OF THE STRATEGY

	IMPLEMENTATION OF THE STRATEGY			
	2011	2012	2013	2014
I. Organizational change & restructuring				
Plan of action, review of activities & programmes, review of IBE organization & staffing structure (A1.1-A1.2-A1.3-A1.4-C1-C2.1-C2.2)	(*)	100'000		
Mid-term external assessment (A1.7)				100'000
Develop & implement communication, advocacy, marketing & fund-raising strategy (B4.1 to B4.4)		100'000	100'000	50'000
II. Develop programmes & services				
Training courses & tools (B3)		200'000	150'000	100'000
Linkages with HQ & Field Offices (B2)		20'000	20'000	20'000
Priority Africa (activities)		200'000	300'000	300'000
KPM (research & analysis) (A2-A4)		50'000	100'000	150'000
KPM (Clearinghouse Curriculum) (A2-A4)		450'000	300'000	300'000
III. Staff to support the development of programmes & services				
Assessment of needs, research topics compilation, databases analyses, global situation analysis (P3, KPM) (A2.3-A4.1-A4.4)			163'500	171'675
Strengthen communication, monitoring, evaluation) (P1/P2) (B1.1-B1.2-B4)			157'500	165'375
Priority Africa (P4)		200'000	210'000	220'500
Strengthen technical assistance, goal A (P3 TA)		165'000	173'250	181'913
Strengthen IBE clearinghouse services (P2 web administrator)		150'000	157'500	165'375
Sustainable capacity development activities, training courses & tools (P2 CAP) (B3)		150'000	157'500	165'375
A. Subtotal		1'785'000	1'989'250	2'090'213
IV. Programme activities & governance				
Staff cost	2'290'000	2'364'724	2'482'960	2'607'108
Priority Africa	420'000	450'000	450'000	450'000
Capacity Development/Community of Practice	300'000	350'000	350'000	350'000
Knowledge Production Management & publications	461'000	461'000	461'000	470'000
Policy Dialogue/ICE preparation	150'000	160'000	350'000	350'000
Technical Assistance	100'000	160'000	160'000	160'000
General operating cost	290'000	298'700	307'661	316'891
Institutional development	300'000	206'000	212'180	218'545
IBE Council	180'000	185'400	190'962	196'691
B. Subtotal	4'491'000	4'635'824	4'964'763	5'119'235
Grand Total (strategy + programme activities)	4'491'000	6'420'824	6'954'013	7'209'448

(*)100'000USD have been allocated to institutional development for preparation work

NB: Budget for the ICE amounts to at least 2'000'000USD, which is not included in this table.

EXPLANATORY NOTE
FINANCIAL IMPLICATIONS AND IMPLEMENTATION STAGES OF THE STRATEGY

The budgetary lines follow the Strategy by looking at the cost of each of the goals (A-B-C), factoring in each Strategy (A.1, A.2, A.3...) and/or recommended actions (A1.1, A.1.2...) that have a financial implication. Considered as short term actions are those that are expected to be carried out in 2011 and 2012; and medium/long term actions those that would take place in 2013 and 2014.

The budget has thus been divided into the following four main items:

- I. Organizational change and restructuring
- II. Development of programmes and services
- III. Staff to support the development of programmes and services
- IV. Programme of activities

I. Organizational change and restructuring

Short term preparatory actions are needed even before the adoption of the Strategy by the General Conference in October 2011. An external assessment will be conducted following actions A1.1-A1.2-A1.3-A1.4 for goal A and C1-C2.1-C2.2 for goal C, in order to carry on the following:

- a plan of action to put in place the Strategy
- a review of activities and programmes
- a review of the IBE organization and staffing structure
- to set up the basis of communication and marketing services

In addition:

- the first stages of advocacy and fundraising to mobilize new resources needed for the Strategy will take place

In the medium/long term:

- the implementation of communication, advocacy, marketing and fundraising strategies (B4.1 to B4.4)

II. Development of programmes and services

In the short term, an initial investment in training courses and tools, as well as in the clearinghouse infrastructure and functions is made, which then decreases in the medium/long term, as the programmes and services are maintained. Additionally, in the short term, there is an investment in Priority Africa and knowledge production (research and analysis), which increases over time in the medium/long term in order for these programmes and services to develop, as required by the Strategy. The investment in linkages with HQ and Field Offices requires a sustained input to create synergies and joint programmes.

III. Staff to support the development of programmes and services

The revision of programmes also leads to a range of additional services to become a CoE as expressed in detail in point 3 (following point 3, A-B-C; and in B.3, A2.3-A4.1-A4.4, B1.1-B1.2-B4). Calculations have been made on the basis of standard staff costs for ALD contracts at level P1/2, P3, P4.

In the short term (4 professionals):

- Priority Africa
- specialized technical assistance
- capacity development
- KPM clearinghouse

In the medium/long term (2 professionals):

- knowledge production, research, analysis of curriculum global situation
- communication, monitoring and evaluation

IV. Programme of activities

The areas of development with regards to the programme are expressed in parts II and III of the budget corresponding to the Strategy.

With regards to actual IBE programmes, part IV in the table, this budget level of programme for the short/medium term is the minimum necessary to be able to develop and grow in the future. The staff cost budget line covers 14 posts (8 professionals and 6 general services). This line is covered by the UNESCO allocation of 2,400,000 USD a year, noting that administrative and operational costs as well as the cost of the IBE Council will no longer be covered by it. It is important to mention that all programme activities also need to be financed through additional funds raised by donor contributions.

Extra-budgetary activities are not included since they are not part of the special account. In line with IBE priorities, they are carried out with additional funds and cover staff and overhead costs as well. In 2010, this represented an amount of 311,564 USD.