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ORGANIZACIÓN DE LAS NACIONES UNIDAS  
PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA  
CONSEJO DE LA OFICINA INTERNACIONAL DE EDUCACIÓN

56ª Reunión

Centro de Conferencias de Varembé  
9-11, rue de Varembé, Ginebra

23-25 de enero de 2008

**INFORME Y DECISIONES**

## **1. Apertura de la Reunión**

La 56ª Reunión del Consejo de la OIE fue inaugurada el miércoles 23 de enero de 2008, a las 10.00h por la Excelentísima Señora, Embajadora Bhaswati MUKHERJEE (India), Presidenta saliente del Consejo, que dio la cordial bienvenida a todos los miembros del Consejo y les deseó un feliz año 2008. La Presidenta expresó su satisfacción por los resultados obtenidos durante los dos años de su mandato, en particular respecto de los importantes problemas planteados durante su Presidencia, entre otros, la elección de la nueva Directora, la preparación de la Conferencia Internacional de Educación (CIE), y la interacción destinada a sensibilizar a los colaboradores sobre los valores añadidos de la OIE. La Presidenta mencionó su participación en la labor del Grupo de Trabajo sobre la CIE y los avances realizados en vista de esta importante Conferencia, así como los logros del Grupo Administrativo, que celebró su reunión en paralelo. La Presidenta dio la bienvenida al Sr. Nicholas BURNETT, Subdirector General de Educación de la UNESCO, y recordó que el Consejo siempre concedía gran importancia a la asistencia del Subdirector General a sus reuniones. La Presidenta anunció que, con objeto de aprovechar plenamente la presencia del Sr. BURNETT el primer día, éste formularía en breve observaciones sobre los puntos importantes del orden del día.

## **2. Aprobación del orden del día y del orden del día anotado**

*(Documento: UNESCO/BIE/C.56/1/Prov + Addendum)*

### **DECISIÓN**

**El Consejo aprobó el orden del día y el orden del día anotado de la 56ª Reunión sin modificaciones, que figura en el Anexo I**

## **3. Elección del Presidente, la Mesa del Consejo y los demás órganos del Consejo de la OIE.**

### **DECISIÓN**

**A propuesta del Grupo Electoral de América Latina y el Caribe, y de conformidad con el párrafo 1 del artículo 5 de su Reglamento, el Consejo eligió Presidente a S.E. Sr. Raúl VALLEJO CORRAL, Ministro de Educación del Ecuador.**

El voto del Consejo fue por unanimidad y por aclamación.

El nuevo Presidente, S.E. Sr. Raúl VALLEJO CORRAL, agradeció a todos los miembros del Consejo, en particular a los recién elegidos y a los que fueron reelegidos, así como a los observadores, el honor que se le hacía y la confianza depositada en su persona. Informó de su experiencia en el Gobierno del Ecuador, en el que ocupó tres carteras ministeriales distintas. También rindió homenaje a la Presidenta saliente, la Excelentísima Embajadora Bhaswati MUKHERJEE, Representante Permanente de la India, por su contribución notable a la OIE y a la labor del Consejo.

Hicieron uso de la palabra 19 delegaciones y la Directora de la OIE para felicitar al nuevo Presidente y manifestar su apoyo decidido al nombramiento, a la vez que expresaron un sincero reconocimiento a la Presidenta que deja sus funciones por su dedicación y compromiso.

El Consejo, a fin de rendir homenaje a S.E. la Embajadora Bhaswati MUKHERJEE, Representante Permanente de la India y Presidenta saliente del Consejo, a propuesta de S.E. el Embajador Michael OMOLEWA, adopta por unanimidad la siguiente moción:

**“El Consejo desea expresar su profundo agradecimiento a la Embajadora de la India por la forma ejemplar en que ejerció la función rectora durante su mandato de Presidenta del Consejo”.**

La Directora de la OIE señaló a la atención de los participantes la elevada representación de ministros de educación y de embajadores en esta reunión del Consejo.

- A propuesta de cada uno de los grupos electorales, el Consejo elige miembros de la Mesa del Consejo a los **siguientes cinco vicepresidentes**:
  - Grupo I (Europa occidental y América del Norte); Sr. Fons VAN WIERINGEN (Países Bajos)
  - Grupo II (Europa central y oriental): Sr. Amir BILYALITDINOV (Federación de Rusia)
  - Grupo IV (Asia y Pacífico): S.E. la Embajadora Bhaswati MUKHERJEE (India)
  - Grupo Va (África): S.E. Sr. Amadou TOURE (Malí)
  - Grupo Vb (Estados Árabes): Dr. Madiha Ahmed AL-SHAIBANI (Omán)

El Grupo III (América Latina y el Caribe) estará representado por S.E. Sr. Raúl VALLEJO CORRAL (Ecuador), Presidente del Consejo de la OIE.

- A propuesta de cada uno de los grupos electorales, el Consejo elige **miembros del Grupo Administrativo** a:
  - Grupo I (Europa occidental y América del Norte): Sr. Bernard WICHT (Suiza)
  - Grupo II (Europa central y oriental): S.E. Sra. Tatjana KOKE (Letonia)
  - Grupo III (América Latina y el Caribe): Sr. Julio PEÑA (República Dominicana)
  - Grupo IV (Asia y Pacífico): Dato'Haji Alimuddin Haji MOHD. DOM (Malasia)
  - Grupo Va (África): S.E. Sr. Olabiyi YAI (Benin)
  - Grupo Vb (Estados Árabes): Dr. Bashar ABU TALEB (Jordania)
- A propuesta de cada uno de los grupos electorales, el Consejo elige **miembros del Grupo de Trabajo encargado de asistir a la Directora de la OIE en la preparación de la 48ª Reunión de la CIE** a:
  - Grupo I (Europa occidental y América del Norte): Sr. Raymond THEBERGE (Canadá)
  - Grupo II (Europa central y oriental): S.E. la Sra. Tatjana KOKE (Letonia)
  - Grupo III (América Latina y el Caribe): S.E. el Embajador suplente, Sr. Juan ARIAS PALACIO (República Bolivariana de Venezuela)
  - Grupo IV (Asia y Pacífico): Dr. Fasli JALAL (Indonesia)
  - Grupo Va (África): S.E. el Embajador Sr. Michael OMOLEWA (Nigeria)
  - Grupo Vb (Estados Árabes): Dr. Madiha Ahmed AL-SHAIBANI (Omán)

El Consejo tomó nota de que los representantes regionales para integrar la Mesa del Consejo, el Grupo Administrativo y el Grupo de Trabajo encargado de asistir a la Directora de la OIE en la preparación de la 48ª Reunión de la CIE son elegidos a título personal; no obstante, en caso de no poder asistir, podrán pedir que les represente un suplente.

A continuación, el Sr. N. BURNETT, Subdirector General de Educación de la UNESCO, hizo uso de la palabra y se dirigió a los miembros del Consejo para formular valiosas observaciones, en particular sobre el punto 5 del orden del día relativo a la 48ª Reunión de la CIE, el punto 8 de la Estrategia de la UNESCO y Estrategia de la OIE 2008–2013 y el punto 10 sobre el Programa y presupuesto para el bienio 2008–2009 (34 C/5). Siguió luego un turno de preguntas durante el que hicieron uso de la palabra ocho delegaciones. El Sr. BURNETT recordó que en la 34ª reunión de la Conferencia General de la UNESCO hubo firmes manifestaciones de apoyo a los institutos de la UNESCO, a los que se reconoce un papel clave en el logro de los objetivos de la organización, y en particular a la OIE. Este apoyo quedó recogido en la resolución de la Conferencia General por la que se pide la formulación de una estrategia encaminada a convertir a la OIE en el Centro de Excelencia para el Diseño Curricular junto con un informe sobre los recursos necesarios a este fin, y que se presente a la 35ª reunión de la CG. Se mencionaron las prioridades mundiales de la UNESCO para el sector de la educación en el período 2008-2013 (34 C/4) destacando dos en particular: África y la cuestión del género. Se reconoció que la cuantía asignada a los institutos en el Presupuesto 34 C/5 es un tanto limitada, pese al hecho de que los institutos cuentan con personal bien calificado y dedicado. Una de las reacciones tradicionales ha sido confiar en los fondos extrapresupuestarios, pero se advirtió del carácter imprevisible de los fondos y del riesgo de distraer la atención de las prioridades fundamentales. Un objetivo importante de la reforma de la educación en curso es una mejor armonización de los institutos de la UNESCO en un nivel sustantivo que se abordará en el recién establecido Grupo de Trabajo del Sector de la Educación sobre los institutos. La nueva estrategia de la OIE podría considerarse como estrategia "renovable" con objeto de estar más en consonancia con la Estrategia de la UNESCO a medio plazo (34 C/4). En lo que respecta a la preparación para la CIE, el Sector de la Educación aumentó su contribución, pero incluso con los fondos generosamente aportados por el Gobierno de Suiza y las autoridades de Ginebra, en breve será preciso hacer frente a un déficit. Se reconoció la necesidad de una estrategia de movilización de recursos que la Directora de la OIE, el Sector de la Educación y los miembros del Consejo deben considerar como un esfuerzo conjunto. En este sentido, resultará de utilidad una estrategia de comunicación eficaz para mejorar la presencia de la OIE.

#### **4. Actividades de la OIE en 2007**

La Directora de la OIE expuso los principales elementos del informe sobre las actividades de la OIE en 2007 que figuran en los documentos *UNESCO/BIE/C.56/2* y *C.56/Inf. (Anexo II)*.

El representante de la República de Corea, en nombre del Presidente del Grupo Administrativo, presentó el Informe del Grupo (puntos 1 a 7 del *Documento: UNESCO/BIE/C.56/Inf.3*, incluida la Resolución revisada relativa a la consignación de créditos para el año 2007) (*Anexo II*).

#### **Resumen de los debates**

Los miembros del Consejo felicitaron repetidamente a la Directora de la OIE por la muy interesante exposición en la que recoge los impresionantes logros de 2007. Pese a ser un año de delicada transición, resultó evidente que la continuidad institucional se había llevado a cabo satisfactoriamente. También hubo expresiones de aprecio por los notables avances en relación con la revista "Perspectivas" que se ha adelantado y que podría ser un valor importante para señalar la presencia de la OIE. Algunos miembros expresaron el deseo de que la OIE desarrolle más actividades y esté más presente en la región de Asia Pacífico, en que abunda la buena voluntad. Los países africanos acogieron con beneplácito y expresaron su satisfacción unánime por el aumento de la presencia de las actividades de la OIE en la región. El representante de

Letonia transmitió a la OIE el reconocimiento por el apoyo en cuanto coorganizadora de la Conferencia Preparatoria Regional para Europa y América del Norte de la Conferencia Internacional de Educación, que se celebrará en Riga (véase también el documento UNESCO/BIE/C.56/WG/Inf.5, punto 4). Se reconoció de manera unánime la repercusión positiva de las actividades que se han llevado a cabo en el marco de la Comunidad de Prácticas (COP) para el diseño curricular, como característica excepcional del enfoque de la OIE para el desarrollo de las capacidades. Se formularon preguntas sobre una variedad de temas, entre otros: la posible utilización de tecnología de la comunicación innovadora dentro de las actividades de la OIE; las formas dinámicas de alentar a los miembros a presentar documentación actualizada con objeto de enriquecer el Centro de Documentación de la OIE; las modalidades adecuadas de evaluación del efecto de las actividades de la COP en la reforma pedagógica en distintas regiones; la mejor forma de sacar provecho de la amplia red de especialistas en currículo de la COP; la importancia del fortalecimiento de las relaciones entre la región árabe y la OIE. Con el fin de que se pudieran aclarar, la Directora de la OIE facilitó más información en relación con los temas planteados. Además, confirmó que la OIE podrá responder a la petición de traducir al portugués los documentos/publicaciones/instrumentos resultantes del proyecto "Centro de intercambio de información (clearing house) y fortalecimiento de capacidades en currículos y educación en VIH y SIDA".

## **DECISIÓN**

**Al término de los debates, en el curso de los cuales 16 delegaciones tomaron la palabra y, de conformidad con los Estatutos de la OIE que estipulan que “*el Consejo supervisará la ejecución del programa de actividades de la Oficina*”, éste:**

- **toma nota de los comentarios y recomendaciones del Grupo Administrativo y aprueba los párrafos 1 a 7 de su Informe;**
- **aprueba el Informe de Actividades de la Directora de la OIE para el año 2007;**
- **aprueba las cuentas provisionales de la OIE al 31 de diciembre de 2007 (UNESCO/BIE/C.56/Inf. 2), refrendadas por el Controlador Financiero de la UNESCO, y la Resolución revisada relativa a la consignación de créditos para el año 2007;**
- **delega en la Mesa del Consejo las atribuciones para aprobar oficialmente el estado de las cuentas de 2007, certificadas por la Oficina del Controlador Financiero, en la primavera y verano de 2008.**

## **5. 48ª Reunión de la CIE**

(Documento: UNESCO/BIE/C.56/Inf. 5)

El Presidente del Grupo de Trabajo sobre la preparación de la 48ª Reunión de la CIE, presentó el resultado de la reunión, que se desarrolló los días 21 y 22 de enero de 2008 (*Anexo IV*). Asimismo, dio más detalles sobre aspectos clave del informe y sobre las propuestas que se presentaron al Consejo para que las aprobara. En relación con el Grupo Electoral que se recomendaba para la función de Relator, el Presidente informó de que sería el Grupo III y no el Grupo IV, como se había previsto inicialmente.

## **Resumen de los debates**

A continuación tuvo lugar un debate muy fértil que giró en torno a varios temas. En lo que respecta a los oradores principales, la opinión general fue de que deberían facilitarse los nombres

posibles a la Directora de la OIE. Habida cuenta de la importancia de una gran representación ministerial en la CIE, cada delegado debe tratar de asegurar la disponibilidad de su respectivo ministro de educación, ofreciendo información detallada sobre las fechas de la CIE. Se deliberó acerca de los talleres, la función de los ministros, presidentes y moderadores, relatores y expertos, y hubo un intercambio de puntos de vista diversos. Se propuso que se organizaran exposiciones durante la CIE en cooperación con diversos participantes, entre ellos el sector privado y las organizaciones no gubernamentales (ONG). Se mencionó la posibilidad de organizar una actividad especial únicamente para ministros. Se destacó la importancia de tener preparado un documento detallado (documento teórico) con fines de recaudación de fondos. Se ofrecieron aclaraciones sobre el proceso de preparación de los informes nacionales y se informó de que se analizarían después de la CIE, no antes. También se formularon observaciones sobre el desglose del presupuesto provisional y se propusieron algunos ajustes (véase la Decisión *infra*). También se señaló a la atención la traducción francesa del término "educación inclusiva" con objeto de lograr la coherencia lingüística en todos los documentos de la CIE.

## DECISIÓN

**Al término de los debates en los que participaron 19 delegaciones y 2 observadores, y de conformidad con los Estatutos de la OIE, que encomienda al Consejo “*formular las proposiciones para la preparación y la organización de las reuniones de la Conferencia Internacional de Educación*”, el Consejo:**

- Felicita al Presidente y los miembros del Grupo de Trabajo sobre la CIE por la calidad de sus contribuciones, en cuanto a la esencia y a la organización de la 48ª CIE; aprueba el Informe del Grupo de Trabajo y sus anexos, a saber, el anexo 1, Actas de la reunión oficiosa celebrada en la Sede de la UNESCO el 18 de octubre de 2007; el anexo 2, orden del día provisional de la 48ª Reunión de la CIE; el anexo 3, gráfico que se mantiene como referencia principal de la estructura de la OIE; el anexo 4, estructura propuesta para la 48ª Reunión de la CIE; el anexo 5, cuadro de presidentes y relatores de las reuniones de la CIE de 1986 a 2004; el anexo 6, Presupuesto revisado que recoge las recomendaciones formuladas durante la reunión conjunta con el Grupo Administrativo y las observaciones del Consejo del 24 de enero de 2008 sobre las partidas que se han de revisar (es decir, el viaje de los participantes desde los PMA será de 100.000 dólares EE.UU., los oradores principales, 40.000 dólares, varios, 50.000 dólares, y reconsiderar la nomenclatura para los asistentes de investigación y consultores) e incluir en el párrafo 12 del Informe del Grupo Administrativo; acuerda asignar la función de relator al Grupo electoral III, confirmar que la función de presidente al Grupo electoral Vb; y conservar la composición actual del Grupo de Trabajo en la medida de lo posible;

- felicita al Gobierno de Letonia por asumir la dirección de la organización de la Conferencia Regional Preparatoria para Europa y América del Norte titulada: “*Inclusive Education: from Policy Dialogue to Collaborative Action*” (Educación inclusiva: del diálogo político a las medidas de colaboración), que se celebrará en Riga, del 24 al 26 de febrero de 2008, entre otras cosas poniendo a disposición una contribución financiera de 100.000 dólares EE.UU.;

- toma nota con aprecio de la generosa oferta del Gobierno de Indonesia de acoger la Reunión Regional Preparatoria de Asia y el Pacífico sobre la 48ª Reunión de la CIE en la segunda mitad del mes de mayo de 2008;

- **toma nota con aprecio de la generosa oferta del Gobierno del Camerún de acoger una Reunión Regional Preparatoria análoga para la región de África a principios de junio de 2008;**
- **expresa su sincero agradecimiento a Suiza por su generosa contribución para la organización de la Conferencia y por ofrecer la tradicional recepción a sus participantes;**
- **invita al Director General de la UNESCO a organizar antes de la 179ª reunión de la Junta Directiva una reunión informativa para los delegados permanentes, con miras a ofrecer información sobre los preparativos de la 48ª Reunión de la CIE y alentar la participación de los ministros;**
- **alienta a la Directora de la OIE a:**
  - a) **presentar a la Mesa y al Presidente del Consejo de la OIE un proyecto de documento teórico y un proyecto de documento en el que figure la presentación general de la 48ª Reunión de la CIE, una hoja de ruta sobre el proceso preparatorio de la Conferencia, así como información detallada que se proporcionará a los ministros antes de la Conferencia;**
  - b) **tener en cuenta las recomendaciones formuladas, incluida la organización de una exposición en Ginebra en colaboración con el sector privado y la sociedad civil y a estudiar las formas de organizar una actividad especial para los ministros;**
  - c) **presentar a la Mesa y al Presidente del Consejo información relativa a la determinación de la participación de los ministros en los talleres y a los oradores principales.**

**6. Mecanismos de financiación innovadores; recuperación de costos con miras a mejorar la disponibilidad previsible y sostenible de los recursos destinados a las principales actividades de la OIE** (*Documento: UNESCO/BIE/C.56/Inf.7*)

El Director de la Oficina del Presupuesto informó al Consejo sobre la política de recuperación de costos en el marco de la aplicación del Plan de Acción para mejorar la gestión de los fondos extrapresupuestarios de la UNESCO. También presentó información sobre el estado de la participación de la UNESCO en el Comité de Alto Nivel sobre Gestión (HLCM) de las Naciones Unidas en lo que atañe a la armonización de dicha política en el sistema de las Naciones Unidas.

**Resumen de los debates**

Se debatieron varios aspectos del tema con el fin de dotarlo de un fundamento y de situarlo en su contexto. Se hizo hincapié en la importancia de la aplicación de la política de recuperación de costos, de modo que se convierta en una práctica normal que permita una financiación previsible para la OIE. Se espera que sobre la base de una fuerte demanda de los servicios de la OIE y, pese a la competencia actual por la financiación, la OIE con una actitud dinámica estará en condiciones de atraer y movilizar recursos. No obstante, deben identificarse claramente los costos directos relacionados con la ejecución de proyectos, a la vez que se tiene en cuenta que no se pueden sumar los distintos gastos generales (costo de apoyo a proyectos) al mismo proyecto de presupuesto.

Al término de los debates en los que participaron nueve delegaciones, el Consejo aprobó la siguiente:

## **DECISIÓN**

### **La 56ª Reunión del Consejo,**

- recordando el debate celebrado durante la 55ª Reunión del Consejo;
  - reconociendo que la financiación sostenible y previsible de las principales actividades de la OIE es decisiva para la ejecución de su mandato;
  - reafirmando que la estabilidad financiera de la OIE fortalecerá aún más el espíritu de multilateralismo en la ejecución de sus actividades principales;
1. **Pide al Director General que promueva activamente los recursos extrapresupuestarios y las contribuciones a la OIE;**
  2. **Alienta a la Directora de la OIE a obtener recursos extrapresupuestarios y a hacer participar significativamente a los principales donantes;**
  3. **Insta al Director General a:**
    - **Autorizar a la OIE a cobrar una tasa administrativa del 13% sobre toda nueva contribución para la ejecución de proyectos y programas extrapresupuestarios, con efecto inmediato;**
    - **Alentar a la OIE a identificar y cobrar todos los costos originados directamente por la ejecución de proyectos financiados por fuentes extrapresupuestarias;**
    - **Ordenar a la OIE que:**
      - a) **Deposite los ingresos de las tasas administrativas en una “Cuenta especial”, separada,**
      - b) **Asigne los fondos de la “Cuenta especial” de conformidad con las directrices sobre la política de recuperación de costos que se habrán de compartir con el Consejo,**
      - c) **Informe en la 58ª Reunión del Consejo de enero de 2009 sobre los fondos movilizados y utilizados,**
      - d) **Informe en cada reunión del Consejo sobre la situación de la “Cuenta especial” y las actividades realizadas utilizando los recursos de esa cuenta.**

### **7. Actividades de la OIE para 2008**

*(Documento: UNESCO/BIE/C.56/3 + Addendum)*

La Directora de la OIE expuso las líneas directrices del proyecto de programa de las actividades de la OIE para 2008, y la situación presupuestaria (*Anexo V*). El representante de Corea, en nombre del Grupo Administrativo, presentó los puntos 8 a 10 del informe de su Grupo, y la Resolución revisada relativa a la consignación de créditos para el año 2008 (*UNESCO/BIE/C.56/Inf. 3*).

### **Resumen de los debates**

Numerosas delegaciones felicitaron a la Directora de la OIE por su exposición de una gran claridad y por los ambiciosos objetivos que se fijan para las actividades que se han de llevar a cabo en 2008. Se formularon comentarios pertinentes sobre varios asuntos y se destacó la importancia de: a) vincular el currículo a la educación informal; b) introducir en los currículos la educación en materia de desastres naturales, la educación para la paz, así como la educación para el desarrollo sostenible; c) elaborar mecanismos de evaluación para valorar la repercusión de las



actividades. El representante de Benin expresó el deseo de que se puedan ampliar los servicios de la OIE para prestar asistencia en la esfera del enfoque orientado a potenciar las competencias, la formación del personal docente y la producción de libros de textos.

## **DECISIÓN**

**Al término de los debates, en los que participaron 13 delegaciones y, de conformidad con los Estatutos de la OIE, que estipulan que el Consejo está encargado de “definir detalladamente, dentro del programa y presupuesto aprobados por la Conferencia General y habida cuenta, cuando proceda, de los recursos extrapresupuestarios disponibles, las actividades que deberá emprender la Oficina”, el Consejo:**

- **Toma nota de las observaciones y recomendaciones del Grupo Administrativo y aprueba los párrafos 8 a 10 de su Informe;**
- **Aprueba todas las actividades previstas de la OIE para 2008 presentadas por la Directora;**
- **Aprueba el proyecto de presupuesto de la OIE para 2008 y la Resolución revisada relativa a la consignación de créditos para el año 2008.**

## **8. Estrategias de la UNESCO y de la OIE para 2008 – 2013** (Documento: UNESCO/BIE/C/.56/Inf.6)

La Directora presentó un panorama general del enfoque y la estructura del proyecto de Estrategia de la OIE para 2008-2013 (*Anexo VI*), que fue muy apreciado por las delegaciones. Al inicio de los debates se subrayó la importancia de una estrategia de movilización de recursos como parte integrante de la propia estrategia. También se mencionó la posibilidad de que la OIE busque financiación y asociaciones en la comunidad internacional de donantes (Comité de Asistencia al Desarrollo y el Grupo de Desarrollo de las Naciones Unidas/Programa de las Naciones Unidas para el Desarrollo). A la presentación por Suiza del texto del proyecto de decisión siguió un fértil debate en el curso del cual la propuesta de aprobar la estrategia "renovable" de la OIE para 2008-2013 recibió apoyo unánime. Se introdujeron algunas modificaciones al texto de la decisión (véase *infra*). También se destacaron varias cuestiones clave, entre ellas: la importancia de que los currículos sean culturalmente sensibles; la posibilidad de que la OIE tenga un "proyecto emblemático" y que inicie la modalidad específica de la Formación de formadores para los especialistas en el desarrollo curricular; la importancia de ampliar la Comunidad de Prácticas (COP) y el establecimiento de un mecanismo de aportación de experiencias. Aunque no se consideró adecuado que la OIE participase en cuestiones relacionadas con la educación religiosa, se reconoció que la educación para la paz permitía tratar satisfactoriamente el respeto de la diversidad religiosa en el seno de las distintas culturas.

Al término de los debates en el curso de los cuales 18 delegaciones tomaron la palabra, el Consejo aprobó la siguiente

## **DECISIÓN**

**La 56ª Reunión del Consejo de la OIE,**

**Recordando la Resolución 34C/5 de la Conferencia General por la que se pedía al Director General que presentara a la 35ª Reunión una estrategia con miras a convertir a la OIE en el Centro de Excelencia en materia curricular de la UNESCO, y un informe**

sobre los recursos necesarios a este fin,

**Consciente de la necesidad de aplicar con urgencia el Programa y presupuesto 2008-2009 de la UNESCO (34C/5),**

**Considerando que se pide al Consejo de la OIE que apruebe la estrategia de la OIE para 2008-2013,**

**Recordando además que la estrategia a medio plazo para 2008-2013 de la UNESCO (34C/4 aprobada) ha sido adoptada como "estrategia renovable",**

- 1. Aprueba la Estrategia de la OIE para 2008-2013 en calidad de “estrategia renovable”;**
- 2. Pide a la Directora de la OIE que en la 59ª Reunión del Consejo, de enero de 2010, presente una versión revisada de la Estrategia de la OIE para 2008-2013 que sea coherente con la estrategia destinada a hacer de la OIE el Centro de Excelencia en materia curricular de la UNESCO, incluso en temas fundamentales y elementos para la paz;**
- 3. Invita a la Directora de la OIE a asociar a los miembros del Consejo a la preparación de la estrategia con miras a convertir a la OIE en el Centro de Excelencia de la UNESCO en materia curricular, en particular, mediante**

**a) la celebración de las adecuadas consultas con los Estados miembros;**

**b) la presentación de un proyecto de estrategia preliminar al Consejo en su 58ª Reunión, de enero de 2009, que tenga debidamente en cuenta la movilización de recursos.**

## **9. Informaciones e intercambio de puntos de vista**

Se facilitó información de base sobre la introducción de la cooperación Sur-Sur en el Sector de Educación de la UNESCO y en el orden del día de la OIE, con las actividades que se han llevado a cabo hasta la fecha. Se manifestó interés por formular una decisión que alentara la utilización de las competencias y la ventaja comparativa de la OIE al servicio de la cooperación Sur-Sur (véase la decisión *infra*). En este contexto, la cuestión de los enfoques educativos multilingües y el multilingüismo en diversos marcos geográficos y culturales y, en particular, en África, fue objeto de la atención de varios delegados que expresaron su interés por intercambiar experiencias exitosas en la preservación de lenguas amenazadas de extinción. Se prestó apoyo al estudio exploratorio titulado "Exploring language curriculum policies in Sub-Saharan Africa" que la OIE está realizando actualmente y se consideró que era una medida satisfactoria, en la dirección correcta.

Al término de los debates, en el curso de los cuales ocho delegaciones tomaron la palabra, se adoptó la siguiente decisión:

### **DECISIÓN**

**La 56ª Reunión del Consejo de la OIE,**

- 1. Habiendo examinado el documento UNESCO/BIE/C/.56/Inf.4;**
- 2. Tomando nota de las Decisiones 176 EX/Decisions (5.II) y 177 EX/Decisions 5 (II) sobre la cooperación Sur-Sur en materia de Educación;**

- 3. Alienta al Sector de Educación de la UNESCO a compartir con la OIE el programa en curso sobre la cooperación Sur-Sur y a hacer un uso adecuado de las competencias de la OIE;**
- 4. Alienta además a la OIE a incluir una exposición sobre las experiencias en materia de políticas lingüísticas (multilingüismo) en la 48ª Reunión de la CIE, para fomentar la cooperación Sur-Sur y las modalidades triangulares de cooperación Norte-Sur-Sur;**
- 5. Alienta además a fortalecer la Comunidad de Prácticas que se ha puesto en marcha recientemente en África.**

#### **10. Programa y presupuesto para el bienio 2008–2009 (34 C/5)**

Habida cuenta de que este tema fue abordado por el Subdirector General de Educación el 23 de enero de 2008, no hubo intervenciones al respecto.

#### **11. Fechas de la 57ª Reunión del Consejo**

##### **DECISIÓN**

**El Consejo decide proponer al Director General de la UNESCO:**

- a) que su 57ª Reunión se celebre en el momento de la 48ª Reunión de la CIE, según la costumbre establecida (el 25 de noviembre, una hora antes de la apertura de la CIE y el 28 de noviembre, inmediatamente después de su clausura).**
- b) que la 58ª Reunión del Consejo se celebre los días 28 a 30 de enero de 2009, precedida, los días 26 y 27 de enero, de la reunión del Grupo Administrativo.**
- c) la reunión de la Mesa del Consejo se celebrará en la última semana de julio de 2008 en Ginebra.**

#### **12. Asuntos varios, incluida la propuesta de utilización de los fondos obtenidos de la venta de sellos polacos**

El representante de la República de Corea, en nombre del Presidente del Grupo Administrativo, presentó el punto 13 del Informe del Grupo Administrativo (*Documento: UNESCO/BIE/C.56/Inf.3*). La propuesta de utilizar los ingresos obtenidos de la venta de sellos polacos para patrocinar la cooperación Sur-Sur suscitó el apoyo unánime.

Al término de los debates, en el curso de los cuales tres delegaciones tomaron la palabra, el Consejo adoptó la siguiente:

##### **DECISIÓN**

- Aprueba el párrafo 13 del Informe del Grupo Administrativo;**
- Toma nota además de que el producto de la venta de sellos polacos se utilizará para fortalecer la cooperación Sur-Sur, en particular el multilingüismo y la investigación en África.**

### **13. Aprobación de las decisiones de la 56ª Reunión**

**De conformidad con su Reglamento, el Consejo aprobó el texto de sus Decisiones (Documento: UNESCO/BIE/C.56/Decisions/Prov.) y pidió al Secretario del Consejo que se incluyan en el mismo las eventuales enmiendas.**

**Confirió al Secretario del Consejo el cometido de publicar el Documento de Informe y Decisiones de la 56ª Reunión a principios del mes de marzo de 2008.**

### **14. Clausura de la 56ª reunión**

El representante de Nigeria hizo uso de la palabra antes de la clausura oficial de la 56ª reunión del Consejo, con el fin de destacar algunas de las cuestiones que se habían debatido, como la importancia de crear sinergias entre la CIE y la Sexta Conferencia Internacional sobre LA Educación de Adultos (CONFITEA IV) que se celebrará en el Brasil, en mayo de 2009, ya que también aborda la cuestión de la inclusión; y la posibilidad de celebrar una teleconferencia para que el Grupo de Trabajo sobre la CIE armonice su labor con la Secretaría de la OIE antes de que se reúna la Mesa del Consejo en julio de 2008. Expresó, asimismo, la esperanza de que hubiera una gran participación de los miembros del Consejo en la Reunión Preparatoria de Letonia, así como en las otras dos Conferencias preparatorias de la CIE anunciadas durante la reunión del Consejo, a saber las de Indonesia y el Camerún. El delegado agradeció seguidamente al nuevo Presidente por ejercer el cargo con "una faz humana" y por haber creado un ambiente muy agradable y cálido durante la reunión.

El representante de Indonesia, en su calidad de Presidente del Grupo de Asia y Pacífico, deseó hacerse eco de lo expresado por el delegado anterior y felicitó al Presidente por dirigir la labor del Consejo tan satisfactoriamente.

El representante de Suiza, en su calidad de país anfitrión, expresó su agradecimiento personal al Presidente recién elegido por facilitar la labor del Consejo y por las observaciones, profundas y enriquecedoras, que comunicó durante la reunión, en particular sobre el tema de la Educación inclusiva en respuesta a la diversidad.

El Presidente hizo uso de la palabra para agradecer a todos los delegados por su valiosa contribución y a la Directora de la OIE y su equipo por haber acogido fructuosamente al Consejo.

El Presidente declaró clausurada la 56ª Reunión del Consejo el viernes 25 de enero de 2008 a las 13.20h.

Distribución limitada

UNESCO/BIE/C.56/ Informe y decisiones

Anexo 1

UNESCO/BIE/C.56/1/Add.

Ginebra, 15 de noviembre de 2007

Original: Inglés

ORGANIZACIÓN DE LAS NACIONES UNIDAS  
PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA

CONSEJO DE LA OFICINA INTERNACIONAL DE EDUCACIÓN

Quincuagésima sexta reunión

Centro de Conferencias de Varembé  
9-11, rue de Varembé, Ginebra

23–25 de enero de 2008

**ORDEN DEL DÍA Y DE ORDEN DEL DÍA ANOTADO**

## **ORDEN DEL DÍA**

Miércoles 23 de enero (mañana), de 10.00 a 13.00

- 1. Apertura de la reunión**
- 2. Aprobación del orden del día** (doc. UNESCO/BIE/C.56/1 Prov.)  
y del **orden del día anotado** (doc. UNESCO/BIE/C.56/1 Prov./Add.)
- 3. Elección** del Presidente, de la Mesa del Consejo y de los demás órganos del Consejo
- 4. Actividades de la OIE durante el año 2007**
  - 4.1 Informe del Director (doc. UNESCO/BIE/C.56/2)
  - 4.2 1ª parte del Informe del Grupo Administrativo (doc. UNESCO/BIE/C.56/Inf.3)
  - 4.3 Debate

Miércoles 23 de enero (tarde), de 15.00 a 17.00

### **Actividades de la OIE durante el año 2007 (continuación)**

- 4.4 Respuesta del Director a las preguntas del Consejo
- 4.5 Aprobación del Informe de actividades de 2007
- 4.6 Aprobación de las cuentas provisionales correspondientes a 2007  
(doc. UNESCO/BIE/C.56/Inf. 2)

Miércoles 23 de enero (tarde/noche), de 17.00 a 19.00

- 5. 48ª reunión de la CIE**
  - 5.1 Informe del Grupo de Trabajo del Consejo sobre la preparación de la CIE (doc. UNESCO/BIE/C.56/Inf.5)
  - 5.2 Examen de los trabajos de la Conferencia Preparatoria de febrero de 2008 y de otras conferencias preparatorias regionales
  - 5.3 Examen de la situación financiera de la CIE y, en particular, de los fondos extrapresupuestarios de la CIE
  - 5.4 Examen de la situación del proceso de concesión de la Medalla Comenius

**19.00–21.00 Cóctel en el Centro de Conferencias de Varembe**

Jueves 24 de enero (mañana), de 10.00 a 12.00

### **48ª reunión de la CIE (continuación)**

Jueves 24 de enero, de 12.00 a 13.30

- 6. Mecanismos de financiación innovadores; recuperación de costos con miras a mejorar la disponibilidad previsible y sostenible de los recursos destinados a las principales actividades de la OIE** (doc. UNESCO/BIE/C.56/Inf.7)

Jueves 24 de enero (tarde), de 15.00 a 17.00

- 7. Programa de actividades de la OIE para 2008**
  - 7.1 Propuestas del Director (doc. UNESCO/BIE/C.56/3)
  - 7.2 2ª parte del Informe del Grupo Administrativo (doc. UNESCO/BIE/C.56/Inf.3)
  - 7.3 Debate.
  - 7.4 Respuestas del Director a las preguntas del Consejo
  - 7.5 Aprobación del programa de actividades para 2008
  - 7.6 Aprobación del presupuesto para 2008
  - 7.7 Aprobación del Informe del Grupo Administrativo en su totalidad

Jueves 24 de enero (tarde/noche), de 17.00 a 19.00

**8. Estrategia de la UNESCO y Estrategia de la OIE 2008–2013**

8.1 Estrategia de la UNESCO y Estrategia de la OIE 2008–2013  
(doc. UNESCO/BIE/C.56/Inf. 6)

8.2 Debate sobre la futura relación entre la Unesco (Sector de la Educación) y la OIE en el marco de la consecución del proyecto Educación para Todos

Viernes 25 de enero (mañana), de 9.30 a 11.30

**9. Información e intercambio de puntos de vista**

9.1 Cooperación Sur-Sur en materia de educación (doc. UNESCO/BIE/C.56/Inf.4).

9.2 “*L’éducation bilingue et biculturelle en Afrique*”

**10. Programa y presupuesto para el bienio 2008–2009 (34 C/5)**

**11. Fechas de la celebración de la 57ª reunión del Consejo**

**12. Otros asuntos, entre los que figura la propuesta de utilizar los fondos procedentes de la venta de sellos polacos**

Viernes 25 de enero (mañana), de 11.30 a 14.00

**13. Aprobación de las Decisiones de la 56ª reunión (doc. UNESCO/BIE/C.56/Decisiones/Prov.)**

**14. Clausura de la 56ª reunión**

## **ORDEN DEL DÍA ANOTADO**

La 56ª reunión del Consejo se celebrará en la sala A del Centro de Conferencias de Varembe (CCV) – 9-11 Rue de Varembe (frente al Centro Internacional de Conferencias de Ginebra – CICG).

La reunión comenzará el miércoles 23 de enero a las 10.00 y se prevé que finalice el viernes 25 de enero de 2008, si es posible, a las 14.00.

En principio, está previsto que el horario de trabajo sea de 10.00 a 13.00 y de 15.00 a **19.00**. La reunión de la mañana del jueves 24 de enero terminará a las 13.30 y la reunión de la mañana del viernes 25 de enero de 2008 comenzará a las 9.30.

El Grupo Administrativo y el Grupo de Trabajo encargado de preparar la 48ª reunión de la CIE se reunirán en el mismo lugar (salas B y C) desde el lunes 21 de enero de 2008, a las 10.00 de la mañana, hasta el martes 22 de enero, a las 13.00.

### **Miércoles 23 de enero de 2008, de 10.00 a 13.00**

#### **1. Apertura de la reunión**

La Excm. Sra. Bhaswati Mukherjee (India), Presidenta del Consejo de la OIE, inaugurará la reunión el miércoles 23 de enero a las 10.00.

#### **2. Aprobación del orden del día y del orden del día anotado**

*DOCUMENTOS: UNESCO/BIE/C.56/1/Prov + Addendum*

El pasado 17 de julio de 2007, la Mesa del Consejo debatió y aprobó tanto el anteproyecto de orden del día como el calendario de la reunión. No obstante, según su Reglamento interno (Sección IV, Art. IV, para. 5), “*Una vez aprobado el orden del día, a lo largo de la reunión, el Consejo puede modificar el orden de los puntos previstos, así como añadir o quitar los que considere. Para añadir o suprimir un punto durante las reuniones, se requiere una mayoría de dos tercios de miembros presentes y votantes*”.

#### **DECISIÓN**

**Se invita al Consejo a:**

- **comentar y, en su caso, modificar el proyecto de orden del día;**
- **aprobarlo en su forma final.**

#### **3. Elección del Presidente, de la Mesa del Consejo y de los demás órganos del Consejo.**

*DOCUMENTOS: Estatutos de la OIE y Reglamento interno del Consejo de la OIE*

Dada la elección de nuevos miembros que tuvo lugar en la 34ª reunión de la Conferencia General de la UNESCO (véase la nueva composición del Consejo en el *Anexo*), el Consejo tiene que elegir la nueva Mesa para el bienio 2008–2009, así como a los demás órganos que considere de utilidad. De conformidad con los Estatutos de la OIE (Sección II, Art. IV, para. 5): “*El Consejo elegirá la Mesa, integrada por un Presidente y cinco Vicepresidentes, que deberán ser originarios de los seis grupos regionales*”. La Mesa del Consejo se elige para un período de dos años; sus miembros pueden ser reelegidos, aunque no pueden prorrogar su puesto más allá de cuatro años. Durante el último bienio, la **Mesa del Consejo** estuvo integrada por representantes de los siguientes Estados miembros: India,



Presidente (Grupo Electoral IV); Vicepresidentes: por el Grupo I (Europa occidental): Países Bajos; por el Grupo II (Europa central/oriental): Letonia; por el Grupo III (América Latina/Caribe): República Bolivariana de Venezuela; por el Grupo Va (África): Madagascar; por el Grupo Vb (Estados Árabes): Yemen. Madagascar ya no es miembro del Consejo. Conforme a la distribución geográfica, el grupo propuesto para asumir la Presidencia del Consejo sería el Grupo III (América Latina/Caribe).

De conformidad con los Estatutos de la OIE (Art. IV, para. 6), que estipulan que: “*El Consejo puede crear otros órganos destinados a prestar asistencia en la ejecución de tareas específicas*”, a lo largo de varios años se han creado los siguientes dos órganos: el Grupo Administrativo y el Grupo de Trabajo encargado de ayudar al Director de la OIE a preparar la Conferencia Internacional de Educación (CIE). Ambos órganos cuentan con un representante de cada grupo electoral y sus miembros pueden ser reelegidos.

En el último bienio, el **Grupo Administrativo** estuvo integrado por representantes de los siguientes Estados miembros: Benin, Presidente, Grupo Va (África); miembros: Grupo Electoral I (Europa occidental): Suiza; Grupo II (Europa central/oriental): Bulgaria; Grupo III (América Latina/Caribe): República Dominicana; Grupo IV (Asia/Pacífico): República de Corea; Grupo Vb (Estados Árabes): Jordania. Bulgaria ya no es miembro del Consejo.

En el último bienio, el **Grupo de Trabajo sobre la CIE** estuvo integrado por representantes de los siguientes Estados miembros: Nigeria, Presidente, Grupo Va (África); miembros: Grupo Electoral I (Europa Occidental): Canadá; Grupo II (Europa central/oriental): Letonia; Grupo III (América Latina/Caribe): República Dominicana; Grupo IV (Asia/Pacífico): Malasia; Grupo Vb (Estados Árabes): Kuwait. Kuwait ya no es miembro del Consejo.

De conformidad con los Estatutos de la OIE, que establecen que la Mesa del Consejo (y sus otros órganos) sigan cumpliendo su mandato hasta que los nuevos órganos hayan sido elegidos, el Grupo Administrativo y el Grupo de Trabajo encargado de asistir al Director de la OIE en la preparación de la Conferencia Internacional de Educación (CIE) se han venido reuniendo en su forma actual. No obstante, los Estados miembros interesados pueden asignar un representante o participar en estos órganos en calidad de observadores.

## **DECISIÓN**

**Se invita al Consejo a:**

- **elegir a un Presidente y a cinco Vicepresidentes para un período de dos años;**
- **elegir para el mismo período a los miembros del Grupo Administrativo;**
- **elegir para el mismo período a los miembros del Grupo de Trabajo encargado de preparar la CIE.**

## **4. Actividades de la OIE durante el año 2007**

*DOCUMENTOS: UNESCO/BIE/C.56/2 y 56/Inf.2 (Informe del Director) y UNESCO/BIE/C.56/Inf.3 (Informe del Grupo Administrativo, que se distribuirá al comienzo de la reunión)*

- 4.1. El Director presentará los elementos más destacados de su Informe de actividades de 2007
- 4.2. El Consejo tomará nota de la 1ª parte del Informe del Grupo Administrativo sobre las actividades de 2007
- 4.3. El Consejo debatirá el Informe de actividades

**Miércoles 23 de enero (tarde), de 15.00 a 17.00****(Continuación del punto 4 del orden del día)**

- 4.4. El Director y los coordinadores del programa responderán a las preguntas del Consejo
- 4.5. El Consejo procederá a aprobar el Informe de actividades de 2007
- 4.6. El Consejo procederá a aprobar las cuentas provisionales correspondientes a 2007 y la Resolución relativa a la consignación de créditos de 2007

**DECISIÓN:**

**De conformidad con los Estatutos de la OIE, que estipulan que “El Consejo supervisará la ejecución del programa de actividades de la Oficina”, se invita a éste a:**

- **debatar el Informe del Director sobre las actividades llevadas a cabo durante el año 2007;**
- **debatar y aprobar la parte del Informe del Grupo Administrativo referente a las actividades de 2007;**
- **aprobar el Informe de actividades de 2007;**
- **aprobar las cuentas provisionales de la OIE correspondientes a 2007 y la Resolución relativa a la consignación de créditos de 2007;**
- **delegar a su Mesa la competencia de aprobar las cuentas certificadas correspondientes a 2007.**

**Miércoles 23 de enero (tarde/noche), de 17.00 a 19.00****5. 48ª reunión de la CIE**

*DOCUMENTO: UNESCO/BIE/C.55/Inf.5*

5.1 El Consejo tomará nota del Informe del Grupo de Trabajo del Consejo encargado de ayudar al Director a preparar la 48ª reunión de la CIE, así como de las actividades llevadas a cabo por el Grupo de Trabajo del Sector de la Educación.

5.2 El Consejo tomará nota de los trabajos previos a la Conferencia Preparatoria para la región de Europa y de Norteamérica, titulada “*Inclusive Education: From Policy Dialogue to Collaborative Action*” (Educación inclusiva: del diálogo sobre políticas a las actividades en colaboración), que se celebrará en Riga (Letonia) del 24 al 26 de febrero de 2008, así como de otras actividades preparatorias regionales o subregionales.

5.3 Se informará al Consejo de los aspectos financieros de la preparación de la CIE y de los elementos clave de las iniciativas de movilización de recursos, entre otras, la financiación extrapresupuestaria de la CIE.

5.4 El Consejo tomará nota de las iniciativas emprendidas con respecto al proceso de concesión de la Medalla Comenius durante la 48ª reunión de la CIE.

**A las 19.00 se ofrecerá el tradicional cóctel de la OIE en el Centro de Conferencias de Varembe.**

**Jueves 24 de enero, de 10.00 a 12.00**  
**(Continuación del punto 5 del orden del día)**

**DECISIÓN:**

**Se invita al Consejo a:**

- **aprobar el Informe del Grupo de Trabajo del Consejo;**
- **solicitar al Director de la OIE que, en colaboración con el Grupo de Trabajo del Consejo y del Grupo de Trabajo del Sector de la Educación, prosiga las actividades preparatorias en los próximos meses e Informe a la Mesa del Consejo de su próxima reunión.**

**Jueves 24 de enero, de 12.00 a 13.30**

**6. Mecanismos de financiación innovadores; recuperación de costos con miras a mejorar la disponibilidad previsible y sostenible de los recursos destinados a las principales actividades de la OIE**

*DOCUMENTO: UNESCO/BIE/C.56/Inf.7*

6.1. El Director de la Oficina del Presupuesto presentará al Consejo un informe sobre la política de recuperación de costos en el marco de la aplicación del Plan de Acción para mejorar la gestión de los fondos extrapresupuestarios de la UNESCO. El informe contendrá, asimismo, información sobre el estado de la participación de la UNESCO en el Comité de Alto Nivel sobre Gestión (HLCM) en lo que atañe a la armonización de dicha política en el sistema de Naciones Unidas. Se realizará una breve ponencia sobre la experiencia de la OIE.

**DECISIÓN:**

**Se invita al Consejo a:**

- **analizar sobre la política de recuperación de costos con respecto a la OIE;**
- **formular recomendaciones al respecto.**

**Jueves 24 de enero, de 15.00 a 17.00**

**7. Programa de actividades de la OIE para 2008**

*DOCUMENTOS: UNESCO/BIE/C.56/3 (Informe del Director) y UNESCO/BIE/C.56/Inf.3 (Informe del Grupo Administrativo, que se distribuirá al comienzo de la reunión).*

7.1 El Director presentará las propuestas del programa de actividades así como el proyecto de presupuesto para 2008.

7.2 El Consejo tomará nota del Informe del Grupo Administrativo sobre este punto.

7.3 El Consejo debatirá las propuestas del programa para 2008.

7.4 El Director y los coordinadores del programa responderán a las preguntas del Consejo.

7.5 El Consejo procederá a aprobar el Informe de actividades para 2008.

7.6 El Consejo procederá a aprobar el presupuesto de la OIE para 2008.

7.7 El Consejo procederá a la aprobación oficial del Informe del Grupo Administrativo en su totalidad.

**DECISIÓN:**

De conformidad con los Estatutos de la OIE, que disponen que el Consejo estará encargado de *“definir detalladamente, en el marco del programa y presupuesto aprobados por la Conferencia General y habida cuenta, cuando proceda, de los recursos extrapresupuestarios disponibles, las actividades que deberá emprender la Oficina”*, se invita a éste a:

- formular observaciones sobre las propuestas del Director;
- debatir y aprobar la parte del Informe del Grupo Administrativo referente al programa para 2008;
- aprobar el proyecto de programa de actividades para 2008;
- aprobar el proyecto de presupuesto y de Resolución relativa a la consignación de créditos para 2008;
- aprobar oficialmente el Informe del Grupo Administrativo en su totalidad.

**Jueves 24 de enero, de 17.00 a 19.00**

**8. Estrategia de la UNESCO y Estrategia de la OIE 2008–2013**

*DOCUMENTO: UNESCO/BIE/C.56/Inf. 6*

8.1 El Subdirector General de Educación de la UNESCO, o su representante, elaborará con más detalle la estrategia a medio plazo de la UNESCO para el período 2008–2013 (34 C/4), aprobada en la 34ª reunión de la Conferencia General. El Director de la OIE destacará los principales elementos del proyecto de estrategia de la OIE para el período 2008–2013.

8.2 En respuesta a la petición formulada por el Consejo en su 55ª reunión, celebrada en enero de 2007, el Subdirector General de Educación, o su representante, explicará detalladamente el papel específico que la OIE desempeña en la más amplia “constelación” del Sector de la Educación, así como su relación con las oficinas fuera de la sede y otros institutos dedicados a la educación en el marco de la Educación para Todos.

**DECISIÓN:**

**Se invita al Consejo a:**

- debatir y aprobar el proyecto de estrategia de la OIE 2008–2013.

**Viernes 25 de enero, de 9.30 a 11.30**

**9. Información e intercambio de puntos de vista**

9.1. El Consejo tomará nota de la Decisión de la 34ª reunión de la Conferencia General relativa a la Cooperación Sur-Sur en materia de educación (doc. UNESCO/BIE/C.56/Inf. 4).

9.2. El Consejo tomará nota del estudio ya revisado, titulado “Exploring language curriculum policies in Sub-Saharan Africa” (Examen de las políticas sobre los programas educativos de idiomas en el África Sub-Sahariana).

## **10. Programa y presupuesto para el bienio 2008–2009 (34 C/5)**

10.1 El Subdirector General de Educación, o su representante, expondrá ante el Consejo las directrices estratégicas sustanciales del proyecto 34 C/5 del Sector de la Educación, aprobado en la 34ª reunión de la Conferencia General, y su importancia en relación con las actividades de la OIE. Se informará al Consejo sobre la Resolución relativa a la OIE, aprobada en dicha reunión.

## **11. Fechas de la 57ª reunión del Consejo**

### **DECISIÓN:**

Se invita al Consejo a:

- fijar las fechas de: a) la 57ª reunión, con arreglo a los procedimientos establecidos, inmediatamente antes y después de la 48ª reunión de la CIE; b) la reunión de la Mesa del Consejo de primavera/verano de 2008; c) la 58ª reunión de enero de 2009.

## **12. Otros asuntos, entre los que figura la propuesta de utilizar los fondos procedentes de la venta de sellos polacos**

El Consejo tomará nota de los últimos acontecimientos en lo que atañe a la venta de sellos polacos.

### **Viernes 25 de enero, de 11.30 a 14.00**

## **13. Aprobación de las Decisiones de la 56ª reunión**

*DOCUMENTO: UNESCO/BIE/C.56/Decisiones/Prov.*

De conformidad con el Reglamento interno del Consejo de la OIE (Sección XI, Art. 22) que dispone que “*El Consejo aprobará en cada reunión el texto de las decisiones adoptadas durante la misma*” y que “*El texto se publicará en el transcurso del mes que sigue al final de la reunión*”, se invita a éste a:

- comentar el proyecto de Decisiones de la 56ª reunión;
- aprobarlo;
- pedir a la Secretaría del Consejo que publique el texto de las decisiones a más tardar a principios del mes de marzo de 2008.

## **14. Clausura de la 56ª reunión**

ORGANIZACIÓN DE LAS NACIONES UNIDAS  
PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA

CONSEJO DE LA OFICINA INTERNACIONAL DE EDUCACIÓN

**Quincuagésima sexta reunión**

Centro de Conferencias de Varembé  
9-11, rue de Varembé, Ginebra

23–25 de enero de 2008

**INFORME DE LA DIRECTORA DE LA  
OFICINA INTERNACIONAL DE EDUCACIÓN  
SOBRE LAS ACTIVIDADES DE LA OFICINA  
DURANTE EL PERÍODO DEL 1 DE ENERO AL 31 DE DICIEMBRE DE 2007**

El presente informe se refiere al período comprendido entre el **1 de enero y el 31 de octubre de 2007**. A lo largo de la reunión del Consejo se facilitará información suplementaria sobre las actividades llevadas a cabo en noviembre y diciembre. En el documento presupuestario figuran los estados de cuentas aprobados al 30 de noviembre; el documento que contiene las cuentas provisionales al 31 de diciembre de 2007 (UNESCO/BIE/C.56/Inf. 2) se enviará al Consejo, como de costumbre, en enero, una vez que el Contralor de la UNESCO haya dado su visto bueno.

El presente informe consta de tres partes:

- I. Informe general;
- II. Fichas descriptivas de las actividades;
- III. Datos presupuestarios al 31 de diciembre de 2007.

## I. INFORME GENERAL

### Introducción

1. 2007 ha resultado ser un año atestado de retos; en él han tenido lugar una transición institucional delicada y, además, varias innovaciones en distintos niveles. El Director a.i. se jubiló en abril de 2007 y la nueva Directora y el Secretario del Consejo asumieron sus cargos en febrero y enero de 2007, respectivamente. Conviene asimismo recordar que 2007 es el segundo año de desarrollo del proyecto del documento 33 C/5 y el último año de la aplicación del proyecto del documento 31 C/4, así como de la Estrategia de la OIE para el período 2002-2007. Todo lo cual ha transmitido un especial impulso a la formulación del nuevo marco estratégico de la OIE, tarea a la que se ha dedicado un gran esfuerzo. Todo el equipo de la OIE ha trabajado con profesionalismo y motivación para alcanzar los objetivos fijados en las actividades previstas, que aprobó el Consejo en su 55ª reunión. Se han emprendido, así, unos 50 eventos relativos al programa de actividades, como seminarios, talleres y conferencias, y se han aportado más de 25 contribuciones teóricas en diferentes conferencias y actos internacionales. El índice de ejecución al 30 de noviembre es del 87.66%, lo que constituye un logro importante, y no se han escatimado, de todas formas, esfuerzos para conseguir acercarse lo más posible al 100% a finales del año.

2. El informe presenta las actividades de la OIE que han tenido lugar entre el 1 de enero y el 31 de octubre de 2007. De conformidad con la práctica aprobada por el Consejo, en la Parte I se ofrece solamente una descripción resumida de cada programa básico. De acuerdo, asimismo, con el enfoque de gestión basado en los resultados de la OIE, la descripción detallada de las actividades llevadas a cabo y de los resultados alcanzados en el marco de cada programa básico se presenta en forma de fichas descriptivas, lo que conforma la Parte II. En aras de la coherencia, los títulos de las fichas descriptivas responden a la estructura del sistema de supervisión SISTER. La situación presupuestaria figura en la Parte III.

3. La presentación de las actividades de 2007 se ha ordenado según la estructura del nuevo programa, tal y como aprobó el Consejo de la OIE en su 55ª reunión de enero de 2007 (Anexo 1). De tal suerte, en consonancia con el programa aprobado por el Consejo en enero de 2007 (C. 55/3), basándose en la misión que la 33ª Conferencia General confió a la OIE, en la nueva estructura se destacan tres funciones principales de la OIE:

- i) **contribuye al fortalecimiento de capacidades y a la formación de especialistas en planes de estudios en los Estados miembros y también a escala regional y mundial (*objetivo: fomentar las capacidades humanas e institucionales*)**;
- ii) **lleva a cabo trabajos de investigación y estudios y cumple la función de observatorio de las tendencias en el ámbito del desarrollo de la educación (*objetivo: determinar las nuevas tendencias en el desarrollo de la educación*)**;
- iii) **gestiona, comparte y difunde conocimiento (“gestión del conocimiento”) en la elaboración y aplicación de planes de estudios (*objetivo: difundir información y fomentar el diálogo político*)**.

4. En consecuencia, los dos programas llamados anteriormente “**Programas transversales**”, esto es “Cooperación/Asistencia técnica a petición de los Estados Miembros” y “Centro de intercambio de información (*clearinghouse*) sobre buenas prácticas en materia de planes de estudio para la prevención del VIH y del SIDA” figuran ahora bajo el componente “Fortalecimiento de capacidades y formación”.

5. Por último, el informe explica el **funcionamiento institucional** de la OIE (Consejo, recursos humanos y financieros y gestión institucional).

6. Como se señala en el programa que el Consejo aprobó en su 55ª reunión, la OIE ha seguido esforzándose para lograr los resultados previstos en la Estrategia de la OIE 2002–2007 y en el Examen a mitad de período de dicha Estrategia, así como en el 33 C/5, cuya introducción figura en el siguiente recuadro:

#### **Introducción general (33 C/5, § 01510)**

“Orientadas en función de las prioridades del Gran Programa I, las actividades del programa de la OIE contribuirán especialmente al seguimiento de los logros y avances de la EPT (Subprograma I.1.1, Eje de acción 2 y Subprograma I.1.2, Eje de acción 1); a alcanzar el objetivo de la educación básica de calidad para todos (Subprograma I.2.1, Eje de acción 1 y Subprograma I.2.3, Ejes de acción 1 y 2); a la mejora de la educación de calidad para *Aprender a Vivir Juntos* (Subprograma I.3.1, Ejes de acción 1 y 2); a apoyar la extensión y la renovación de la enseñanza secundaria general (Subprograma I.4.1, Eje de acción 1); y a contribuir a las actividades relacionadas con el VIH/SIDA y la educación (Subprograma I.3.2, Ejes de acción 1 y 2).

La OIE seguirá prestando especial atención a las actividades que tienen lugar fuera de la Sede, como son las actividades descentralizadas de fortalecimiento de las capacidades, a escala regional y nacional, para satisfacer las necesidades prioritarias de grupos marginados o de regiones geográficas con dificultades; asimismo, contribuirá a la consecución del objetivo estratégico 3 de la UNESCO y del sub-objetivo estratégico encaminado a determinar las nuevas tendencias del desarrollo de la educación y a fomentar el diálogo político. La OIE seguirá trabajando en estrecha colaboración con la red de Oficinas fuera de la Sede de la UNESCO y con la Sede, ejecutando los proyectos conjuntos en curso con distintas entidades de la UNESCO e impulsando otros nuevos.”

7. La OIE ha llevado a cabo la mayoría de las actividades previstas, pero también ha emprendido otras nuevas, en respuesta a las peticiones específicas de los Estados miembros recibidas en 2007; en los siguientes párrafos y en las fichas descriptivas se ofrece información más detallada. Se llevó a cabo una actividad especial, la del “Intercambio chino-europeo sobre reforma curricular”, que tuvo lugar los días 29 y 30 de mayo de 2007 en las oficinas de la OIE, lo que ha supuesto un logro en el marco de la comunidad de prácticas (COP). Se ofreció una plataforma de contacto y diálogo entre una delegación de ocho miembros del Ministerio de Educación de la República Popular China y un equipo formado por expertos europeos y personal profesional de la OIE. El Objetivo era determinar las orientaciones y directrices con miras a mejorar y consolidar la reforma curricular de China en la educación básica, es decir, dar el primer paso para fortalecer estratégicamente las relaciones entre dicho país y la OIE. Se han puesto en práctica medidas de seguimiento.

8. Ha avanzado considerablemente el proceso de formulación de la nueva Estrategia de la OIE, en el que han participado distintos miembros del personal profesional de la OIE y otros colaboradores, que han aportado, en las distintas etapas, sus observaciones y asesoramiento. El proceso culminará con la presentación del proyecto de documento definitivo en la 56ª reunión del Consejo de la OIE.

## **1. LAS ACTIVIDADES DE LA OFICINA EN EL CONTEXTO DE SUS PROGRAMAS BÁSICOS**

### **1.1. PROGRAMA BÁSICO 1: FORTALECIMIENTO DE CAPACIDADES Y FORMACIÓN**

#### **Resultados previstos al final del bienio (33 C/5, § 01511)**

*Incremento de las capacidades de las instituciones encargadas del diseño y la reforma curriculares, en particular en países en situación de posguerra o en transición y en los Países Menos Adelantados.*

*Indicadores de rendimiento:*



- recursos e instrumental (“toolkits”) para la formación;
- formación de equipos nacionales básicos encargados del diseño y la reforma curriculares;
- establecimiento de una red mundial de especialistas en el diseño curricular.

### **Comunidad de prácticas en el ámbito de la elaboración de planes de estudios**

9. Durante el año 2007 ha habido un intenso ritmo de trabajo en la comunidad de prácticas (COP), que ha permitido consolidar considerablemente sus actividades y desarrollar otras nuevas. Se ha fortalecido su papel como activa red de investigadores, especialistas, expertos y formuladores de políticas, lo que ha dado lugar a diversas actividades en colaboración, proyectos de investigación e intercambios, haciendo hincapié especialmente en el fomento de la cooperación regional, interregional y en la cooperación Sur-Sur. También en el marco de la COP se ha emprendido un proceso consultivo muy detallado y participativo a fin de compartir puntos de vista, políticas y experiencias sobre la Educación Inclusiva como elemento estratégico del proceso preparatorio de la 48ª reunión de la CIE. En 2007, el proceso ha supuesto la organización de ocho conferencias y talleres internacionales, regionales y subregionales, que contaron con la activa participación de más de 60 países y a los que asistieron aproximadamente 400 participantes.

10. Desde el 31 de octubre, la COP está integrada por unos 730 expertos en diseño curricular en 89 países, con once centros de coordinación en cinco regiones: dos en África (Mozambique y Kenya), uno en los Estados Árabes del Golfo (Kuwait), dos en Asia (China y Tailandia), tres en Europa/América del Norte (Rumania, Finlandia y Belarús) y tres en América Latina y el Caribe (Argentina, el Perú y Costa Rica). Los planes de trabajo establecidos con las Oficinas Regionales de Educación de la UNESCO se han llevado a la práctica haciendo especial hincapié en los enfoques orientados a potenciar las competencias y la enseñanza secundaria en América Latina, la formación de formadores y la educación para el desarrollo sostenible en Asia, así como la educación básica de 9 años de duración y la perspectiva de género en los planes de estudios en África. Se han puesto en marcha dos nuevas comunidades de prácticas, la primera sobre el tema “Educación para el Desarrollo Sostenible”, en colaboración con la Oficina de Bangkok de la UNESCO, y la segunda sobre “Educación Inclusiva” en el África Subsahariana. En el marco del acuerdo regional, de tres años (2007-2009), con la Coordinación Educativa y Cultural Centroamericana (CECC), se inauguraron los dos primeros talleres en Costa Rica, para contribuir a la reforma curricular de la educación básica en siete países de América Central. En el plano nacional, se proporcionó asistencia específica en Guatemala con dos talleres de apoyo a la reforma de los planes de estudios del país. Se han firmado dos nuevos acuerdos de cooperación con los nuevos colaboradores, Finlandia y España.

11. Las actividades llevadas a cabo por la COP en distintos niveles han generado diversos informes y documentos. Uno de tales productos, muy importante, ha sido la versión revisada del dossier de recursos, ya completo, que incluye los casos ya registrados en el antiguo dossier de recursos de Asia y el Pacífico con nuevos casos identificados. La OIE y el Centre Education 2000+ han publicado en colaboración un libro titulado *Current and Future Challenges in Curriculum Development: Policies, Practices and Networking for Change*. Además, se terminó de redactar un informe (en inglés) titulado “*Educational Reform and Curriculum Change in China: A Comparative Case Study*”, que trata del proceso de la reforma de la educación básica en China.

12. En las fichas descriptivas 1a y 1b se exponen detalladamente las actividades llevadas a cabo y los resultados alcanzados.

### **Innovación curricular y reducción de la pobreza en África**

13. A lo largo de 2007 se ha seguido consolidando la red de especialistas en educación de alto nivel, de los Ministerios de Educación de nueve países de habla francesa y portuguesa del África Subsahariana, creada en 2004 a petición de dichos países y formada principalmente por especialistas en diseño curricular, formadores de formadores e inspectores generales. Se ha continuado el proceso de desarrollo de capacidades de los nueve equipos nacionales y se ha puesto en marcha un nuevo taller en Mauricio, de suerte que, en 2007, se ha dado formación a un total de 150 especialistas. Se ha seguido

primando el criterio de educación de calidad en el contexto de la reducción de la pobreza y, siempre que ha sido posible, se ha aplicado al proceso de reforma curricular que ha tenido lugar en estos nueve países durante el año. Se han documentado y compartido unas diez buenas prácticas curriculares esenciales destinadas a fomentar la igualdad en el aprendizaje y a mejorar el acceso a importantes experiencias de conocimiento a todos los niños, así como a la reducción de la pobreza. Se han debatido los posibles instrumentos para un diálogo político y se ha elaborado una hoja de ruta para aplicar los cambios en la enseñanza que puedan reducir la pobreza, a lo que contribuyeron todos los participantes en el proyecto. La experiencia y las enseñanzas adquiridas en el proyecto figurarán en el número de diciembre de 2007 de la revista *Perspectivas*. Se ha seguido manteniendo la provechosa colaboración con diversas Oficinas de la UNESCO de fuera de la Sede, y se ha hecho más estrecha la vinculación a dos iniciativas prioritarias de la UNESCO como TTISSA y EDUCAIDS. Por otra parte, se han seguido examinando las cuestiones relativas a la educación para la paz y a la reducción de la pobreza y su contribución a la enseñanza de calidad en los países del África Subsahariana. Se ha contemplado la ampliación de las actividades del proyecto a un grupo de seis países anglófonos de África en un seminario regional celebrado en junio de 2007 en Kenya, en el que participaron treinta especialistas de alto nivel pertenecientes a los Ministerios de Educación de dichos seis países.

14. En la ficha descriptiva 2 se exponen detalladamente las actividades llevadas a cabo y los resultados alcanzados.

#### **Centro de intercambio de información y fortalecimiento de capacidades en materia curricular y de educación en VIH/SIDA**

15. Este proyecto, emprendido en 2002 en el marco del programa más emblemático interinstitucional de lucha contra el VIH y el SIDA, está destinado a reforzar las iniciativas de prevención y de educación, específicamente en cuanto se refiere a los currículos y contenidos de los niveles de primaria y secundaria de la enseñanza académica; el programa tiene dos componentes básicos: el intercambio de información y de documentación, sin excluir la difusión de buenas prácticas, y el fortalecimiento de capacidades. A lo largo de 2007, el proyecto se ha consolidado y se ha llevado a la práctica efectiva la experiencia atesorada previamente. Se ha mejorado el acceso al sitio Web y se ha actualizado con regularidad, de modo que las secciones en ruso y en árabe están ahora perfectamente operativas; en la base de datos, por otra parte, constan ya 560 buenas prácticas curriculares. Significativamente, se ha reorganizado y mejorado la estructura de la cuarta versión del manual *Planes de estudio y educación en VIH y SIDA* que se ha utilizado en los cuatro talleres de formación celebrados en África Central, Asia Sudoriental, África Occidental y África Oriental, en los que se ha proporcionado formación a un total de 200 especialistas.

16. Se ha incrementado la colaboración con todos los interesados en el marco de la iniciativa UNESCO-UNOSIDA “EDUCAIDS”, así como en el del proyecto del Fondo OPEC-UNESCO y en el del Equipo de Trabajo Interinstitucional del ONUSIDA sobre el VIH/SIDA y la Educación. Se han emprendido iniciativas en colaboración con diversas Oficinas de la UNESCO de fuera de la Sede, como la Oficina de Yaoundé, de Bangkok, de BREDa y de Moscú, especialmente para impulsar el fortalecimiento de capacidades. A fin de reforzar el papel del Centro unificado de intercambio de información sobre educación en VIH/SIDA, se ha estrechado la colaboración con el Instituto Internacional de Planeamiento de la Educación (IIPE), con la Sede de la UNESCO y con las Oficinas de Nairobi, Harare, Santiago, Kingston y BREDa.

17. En la ficha descriptiva 3 se exponen detalladamente las actividades llevadas a cabo y los resultados alcanzados.

#### **Proyectos de cooperación técnica y asistencia a los Estados miembros**

18. En 2007, el programa ya estaba listo para satisfacer las peticiones específicas de los países y, en el marco del mismo, se han prestado servicios de asesoramiento exclusivo y asistencia técnica relacionada con los ámbitos del diálogo político y el fortalecimiento de capacidades. Por motivos que escapan al control de la OIE, las actividades previstas inicialmente en Afganistán no han podido llevarse

a cabo, a excepción de la elaboración de una “Herramienta para la formulación de políticas sobre libros de texto”. Con todo, a lo largo del año se han recibido otras peticiones a las que se ha dado respuesta.

19. Más concretamente, se ha emprendido una misión de evaluación de conjunto centrada en la “Integración de la Educación en Derechos Humanos en el Sistema Educativo de Mauritania” que se completará, a principios de diciembre de 2007, mediante un taller intensivo de formación, de dos semanas de duración, sobre la integración de la Educación en Derechos Humanos en los diseños curriculares de enseñanza primaria y secundaria. En el contexto del Programa de cooperación entre la Universidad “La Sapienza” (Roma, Italia) y la UNESCO para estudiantes israelíes y palestinos, relacionado con la Segunda Edición del Programa de Máster en “Ciencias Sociales y Asuntos Humanitarios”, se ha llevado a cabo una evaluación del contenido académico de la primera edición del Máster 2005/2006 y se ha llegado al consenso sobre la revisión de la segunda edición, que saldrá en 2008. El compromiso de impulsar el diálogo entre profesionales y el entendimiento mutuo ha sido la base para todo el proceso, de tal suerte que ese aspecto de corresponsabilidad ha quedado especialmente consolidado. Se han puesto en marcha dos nuevas iniciativas en colaboración con la empresa *Deutsche Gesellschaft für Technische Zusammenarbeit* (GTZ), una de ellas para elaborar un estudio comparativo centrado en la educación básica y el primer ciclo de enseñanza secundaria en los países en desarrollo de África, que se presentará en la reunión bienal de la Asociación para el Desarrollo de la Educación en África (ADEA) en mayo de 2008; la otra, para crear una “Herramienta de supervisión y de evaluación para aprender a vivir juntos”, como último paso de las actividades previas acometidas en este campo.

20. Se han aportado, también, diversas contribuciones y ponencias en distintos foros, entre las que figuran la finalización del **Estudio interinstitucional dirigido por el Alto Comisariado para Refugiados de las Naciones Unidas (UNHCR)** “*Access to Quality Education of Refugees and Asylum-seeking Children in Europe*”, (Bosnia y Herzegovina, Finlandia, Francia, Alemania, Hungría, Noruega, Polonia más Estudio Regional) y un *Manual sobre diseño curricular en estados frágiles*, para una actividad en colaboración sobre “Formación en educación en estados frágiles”, emprendida entre la UNESCO y el Banco Africano de Desarrollo en Túnez el 14 y 15 de noviembre de 2007.

21. En la ficha descriptiva 4 se exponen detalladamente las actividades llevadas a cabo y los resultados alcanzados.

<b>1.2. PROGRAMA BÁSICO 2: BANCO DE RECURSOS Y OBSERVATORIO DE LAS TENDENCIAS EN LA ELABORACIÓN DE PLANES DE ESTUDIOS</b>
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<b>Resultados previstos al final del bienio (33 C/5, § 01511)</b>
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<i>Intercambios de información sobre sistemas educativos, currículos actuales y diseños curriculares mejorados.</i>
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<b>Indicadores de rendimiento:</b>
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- |  |
|--|
| <ul style="list-style-type: none"> <li>- ampliación de los bancos de datos de la OIE;</li> <li>- estudios y análisis relativos a la edición anual del Informe de Seguimiento de la EPT en el Mundo.</li> </ul> |
|--|

22. Este programa básico ha dado señales de un continuo crecimiento y una cada vez más intensa utilización del banco de recursos y el observatorio de tendencias, que desempeña una función de la OIE muy importante.

### **Banco de recursos**

23. La base de datos *Datos Mundiales sobre la Educación* se ha actualizado prácticamente en su totalidad (completándose un total de 155 perfiles) y se espera que esté disponible en el sitio Web de la OIE a finales de 2007 o principios de 2008.

24. Se ha mantenido y actualizado la base de datos *Dossiers por País*, que abarca 162 países entre los cuales 62 tienen acceso en línea a los recursos curriculares. Se han revisado y enriquecido regularmente los enlaces a materiales y recursos curriculares. La base de datos está totalmente integrada en el portal del Sector de la Educación de la UNESCO.

25. El constante proceso de ampliación de IBEDOC -el catálogo en línea de la OIE- ha sido impulsado gracias a los importantes elementos nuevos aportados, entre las cuales cabe destacar 40 nuevos elementos de currículos de la OIE y 590 informes nacionales informatizados. Los controles externos se han combinado con un sistema de comprobación semanal que comprende nuevos elementos, informes en línea, resultados de encuestas e investigaciones, sitios Web y otros recursos en línea sobre el diseño curricular, los sistemas educativos y las tendencias educativas. Desde enero hasta mediados de octubre de 2007 se han recogido unos 40 sistemas de control semanales y tres boletines y se han destinado a más de 900 currículos y a educadores de 89 países en todo el mundo. El ejercicio de autoevaluación, puesto en obra a principios de 2007 para determinar la utilidad del servicio, ha confirmado una valoración muy positiva. En el período se han registrado más de 179.000 descargas de versiones digitales de publicaciones y recursos de la OIE por medio de UNESDOC París (lo que supera las 101.000 descargas registradas durante 2006).

26. En la ficha descriptiva 5 se exponen detalladamente las actividades llevadas a cabo y los resultados alcanzados.

### **Observatorio de tendencias**

27. El observatorio de tendencias, que depende en muy gran medida del banco de recursos, presta apoyo a la EPT en la medida en que produce análisis y estudios del mayor interés -así como el acceso a los mismos- sobre la calidad de la educación y los procesos y resultados del diseño curricular. Ya está lista la sexta edición de la base de datos *Datos Mundiales sobre la Educación* en CD-ROM, en la que se ha revisado el formato y se ha mejorado la presentación gráfica. Se está traduciendo al español el documento “*School knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education*”, publicado conjuntamente en 2006 por la OIE y el Comparative Education Research Centre (CERC) de la Universidad de Hong Kong. Y se está finalizando la versión revisada del estudio preliminar “*Language Curriculum Policies in Sub-Saharan Africa*”.

28. El estudio preliminar titulado “*Approches de l’exclusion et de la pauvreté dans les curricula des pays développés*”, abordado conjuntamente por la Escuela Superior de Pedagogía de Suiza Central y la Escuela Superior de Pedagogía de los cantones de Berna, Jura y Neuchâtel está casi acabado y en breve estará listo para su publicación. Dicho estudio ofrece un análisis de los planes de estudios de la región de Suiza Central y de Ontario (el Canadá).

29. Con respecto al Informe de Seguimiento de la EPT en el Mundo 2007-2008, la OIE ha hecho diversas aportaciones de interés: dos bases de datos sobre programas de educación básica de todo el mundo (con inclusión de 182 casos de países) y programas de formación de docentes en la enseñanza primaria y el primer ciclo de enseñanza secundaria; un conjunto de cuadros en los que se ofrece la información más reciente sobre el tiempo de formación previsto (con inclusión de 125 casos de países); y dos repertorios de información cualitativa preliminar sobre docencia e infraestructuras educativas.

30. En la ficha descriptiva 6 se exponen detalladamente las actividades llevadas a cabo y los resultados alcanzados.

## **1.3. PROGRAMA BÁSICO 3: GESTIÓN DEL CONOCIMIENTO Y DIÁLOGO POLÍTICO**

### **Resultados previstos al final del bienio (33 C/5, § 01511)**

**A) Intercambios de información sobre sistemas educativos, currículos actuales y diseños curriculares mejorados.**

**Indicadores de rendimiento:**

- mejoras en el sitio Web de la OIE;
- publicaciones periódicas, folletos y libros relacionados con el diseño y la reforma curriculares.

**B) Diálogo político internacional sobre la mejora de los sistemas y programas educativos.**

**Indicadores de rendimiento:**

- programas, recursos e instrumental (“toolbox”) para la formación;
- profesionales de la toma de decisiones bien formados;
- puesta en marcha de las comunidades de prácticas;
- estado de los preparativos de la 48ª reunión de la CIE.

**Gestión del conocimiento, difusión de la información y publicaciones**

31. Dada su condición de factor estratégico “dinámico”, central para el proceso de la “gestión del conocimiento”, se ha concedido especial atención a la actualización, con carácter regular, del sitio Web de la OIE y a la traducción sistemática de la información sobre distintas actividades al inglés, francés, español y chino. El número de consultas, que muestra un considerable incremento de visitas de los usuarios de los seis idiomas oficiales, confirma la importancia de este proceso. Además, el sitio Web se dirige a una audiencia diversa, que comprende tanto especialistas como público en general, pues, junto a páginas de carácter más general, ofrece subsecciones específicas destinadas a consultantes especializados. Como de costumbre, se distribuirá al Consejo un documento informativo sobre la utilización del sitio Web durante 2007. Hasta mediados de octubre de 2007, las cifras de consultas indican el siguiente incremento en el número de visitas de usuarios de los seis idiomas oficiales: inglés +13%; francés +25%; español +15%; chino +40%; ruso +35%; árabe +17%.

32. Las **publicaciones** editadas en el año se pondrán a disposición del Consejo en enero. Según el contrato suscrito con la empresa *Springer* (Países Bajos), se han copublicado, en inglés, los números de marzo y de junio de **Perspectivas**, la revista trimestral de la UNESCO sobre educación comparada, y pronto se cerrarán otros dos números más. Perteneciente a la serie “**Estudios de educación comparada**”, en marzo de 2007 se publicó el volumen *Textbooks and Quality Learning for All: Some Lessons Learned from International Experiences*, editado por C. Braslavsky. Se han publicado asimismo dos números de la serie **Prácticas educativas**: “*Creating a safe and welcoming school*” y “*Teaching Science*”. Y, en el contexto de las **Monografías INNODATA**, ha visto la luz el número titulado “*Curriculum development and the participative approach / Développement curriculaire et démarche participative—PECARO*”.

33. Se ha evaluado la situación de la publicación *Perspectivas*; a propósito de la cual, la Directora de la OIE proporcionará al Consejo más detalles en su comunicación.

34. En la ficha descriptiva 7 se exponen detalladamente las actividades llevadas a cabo y los resultados alcanzados.

**Diálogo político**

35. En 2007, las actividades de diálogo político se orientaron sobre todo al proceso preparatorio de la CIE. No obstante, en la medida en que la OIE tenía suscrito un acuerdo previo al respecto con miras a ampliar tanto la cobertura geográfica como la repercusión de las actividades previstas, en febrero de 2007 se celebró el quinto seminario sobre diálogo político, en el que participaron 12 funcionarios de los ministerios de cuatro países de habla portuguesa.

36. En lo tocante a los preparativos de la CIE, a principios de 2007 la OIE se embarcó en un proceso preparatorio, polifacético, global y participativo, determinado a incentivar el conocimiento sobre educación inclusiva y a generar compromisos y colaboraciones entre todos los interesados. Se han puesto en marcha distintos componentes del proceso, actualmente en distintas fases de aplicación, como son: a) nueve talleres preparatorios regionales y subregionales, que empezaron sus trabajos en junio de

2007 en las diferentes regiones de la UNESCO, y que, en el marco de la comunidad mundial de prácticas de diseño curricular (COP), están dedicados a intercambiar puntos de vista, políticas, estrategias y buenas prácticas sobre educación inclusiva. Siete de estos talleres han comenzado ya en Rumania, Kenya, los Emiratos Árabes Unidos, Argentina, Rwanda, Belarús y China, y, a finales de 2007, se ha registrado, en ellos, la participación de más de 60 países y de 400 asistentes, entre los que se cuentan investigadores, especialistas en diseño curricular y políticos; b) siguiendo las recomendaciones del Consejo de la OIE, el Gobierno de Letonia está preparando una Conferencia Preparatoria para la región de Europa y de Norteamérica, titulada “*Inclusive Education: From Policy Dialogue to Collaborative Action*”, que se celebrará en Riga del 24 al 26 de febrero de 2008; la OIE ha apoyado la iniciativa de Letonia prestando asistencia técnica; c) para los días 19 y 20 de noviembre de 2007 se ha convocado una reunión de expertos con objeto de organizar el contenido de cuatro talleres, ya creados, que tratarán múltiples dimensiones de la “inclusión” en la educación; d) se han entablado contactos con otros organismos de Naciones Unidas a fin de precisar el marco de las actividades de cooperación y de asociación; e) ha habido encuentros para determinar los posibles oradores principales. Además, en octubre de 2007 se han celebrado dos reuniones con objeto de establecer la orientación, hacer sugerencias y mejorar la coordinación con el Grupo de Trabajo del Consejo, establecido para ayudar a preparar la CIE, y con el Grupo de Trabajo del Sector de Educación sobre la CIE. Se han mantenido contactos preliminares con algunos patrocinadores y colaboradores potenciales para movilizar recursos, tanto de carácter financiero como intelectual.

37. Como en 2006, La OIE ha confirmado su contribución a la Universidad de Verano de Derechos Humanos y del Derecho a la Educación (UEDH), que se celebra tradicionalmente en las oficinas de la OIE. La Directora inauguró y clausuró los seminarios y se presentaron dos ponencias a cargo del personal profesional de la OIE. La primera trató sobre los preparativos del Informe de Seguimiento de la EPT en el Mundo y, la segunda, sobre las herramientas que se han creado para acometer la reforma educativa, con especial hincapié en la educación inclusiva, la reducción de la pobreza y el derecho a la educación.

38. En la ficha descriptiva 8 se exponen detalladamente las actividades llevadas a cabo y los resultados alcanzados.

## **2. FUNCIONAMIENTO INSTITUCIONAL**

<b>2.1. CONSEJO DE LA OIE</b>
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39. Las atribuciones del Consejo de la OIE se definen en sus Estatutos, su Reglamento interno y la Resolución adoptada por la 33ª Conferencia General (33 C/5).

40. El Consejo celebró su 55ª reunión en enero de 2007 para planificar las actividades de la Oficina y evaluar los resultados alcanzados. El Grupo Administrativo y el Grupo de Trabajo sobre la CIE se reunieron los dos días anteriores a la reunión. El Consejo aprobó el informe de actividades de la OIE de 2006 y las cuentas provisionales al 31 de diciembre de 2006; aprobó también el proyecto de programa y presupuesto de 2007. Dio la bienvenida a la nueva Directora de la OIE y al nuevo Secretario del Consejo. El Consejo aprobó el proyecto de resolución presentado en la 34ª reunión de la Conferencia General para el bienio 2008–2009 y el proyecto de organización de la Estrategia de la OIE para el período 2008–2013. A los fines de la preparación de la 48ª reunión de la CIE, el Consejo debatió y aprobó el tema y los subtemas, la estructura y la fecha de la misma. En la 34ª reunión de la Conferencia General, el Presidente del Consejo presentó el informe preceptivo sobre las actividades de la OIE correspondientes al bienio 2006–2007 (34 C/REP/1). El Consejo tomó nota de que el Sr. Pierre Luissoni, Director a.i., se jubilaba el 30 de abril de 2007 y le rindió tributo con una mención especial en la que expresó “su profundo reconocimiento por la eficiente, entregada, comprometida y continua contribución a la OIE durante más de 25 años”. La reunión de la Mesa del Consejo se celebró en Ginebra en julio de 2007.

41. En la ficha descriptiva 9 se exponen detalladamente las actividades llevadas a cabo y los resultados alcanzados.

## 2.2. GESTIÓN INSTITUCIONAL: RECURSOS HUMANOS Y FINANCIEROS Y ASOCIACIONES

### Recursos humanos y gestión

42. La nueva Directora asumió su cargo el 15 de febrero y el nuevo Secretario del Consejo se hizo cargo de sus funciones en la OIE en enero de 2007.

43. A lo largo del año no ha habido casi ningún cambio en el equipo de profesionales de la OIE. Se han puesto en marcha dos procesos de contratación; el primero para dotar el puesto de Coordinador de los dos programas sobre “Educación en VIH/SIDA” e “Innovación curricular y pobreza”; el segundo, de corta duración, para ocupar un puesto de nueva creación de Asistente de Programa (P1/2) del programa “Educación en HIV/SIDA”. En 2007, se ha seguido disponiendo de los servicios del asesor puesto generosamente a disposición de la OIE por el Ministerio de Educación de la República Popular China. No obstante, la nueva Directora ha observado con prontitud que, con cuatro puestos de plantilla (profesionales y servicios generales) todavía congelados, los recursos financieros y humanos disponibles no son suficientes para que la OIE pueda ampliar sus servicios a los Estados miembros, como sería necesario. La Directora agradeció especialmente el apoyo prestado por los miembros del Consejo de la OIE, en particular por el Presidente del Consejo y el representante del país anfitrión, durante las dos reuniones de la Junta Directiva y la Conferencia General para establecer nuevas condiciones, y más propicias, de forma que la OIE pueda extraer el máximo rendimiento de sus capacidades.

44. La OIE ha seguido recurriendo a ciertas modalidades de contratación de personal directivo que en el pasado se mostraron eficaces para reducir este tipo de costos. Así, en 2007 recibió la ayuda de la Oficina Cantonal de Empleo del Cantón de Ginebra, que puso a su disposición, gratuitamente, a cuatro personas cuyos servicios fueron muy apreciados. En el mismo orden de cosas, se concedió la petición de un universitario que quería cumplir su servicio civil en la OIE. Cabe señalar, con todo, que se trata solo de medidas temporales, de corta duración, que no contribuirán a consolidar una verdadera estabilidad institucional.

45. Siguiendo la sugerencia del Consejo, la OIE mantuvo su activa oferta de oportunidades de formación para jóvenes profesionales. Así, siete diplomados universitarios recibieron sendas becas de asistentes de investigación y ocho estudiantes fueron admitidos como pasantes. Aun estimando la OIE que la función de formación forma parte de su misión, debe señalarse una vez más que dicha tarea supone también una sobrecarga de trabajo considerable para el personal profesional, al que se le pide que aporte asesoramiento y supervise el trabajo.

46. A fin de seguir fortaleciendo las capacidades técnicas y administrativas de los miembros del personal de la OIE, se llevaron a cabo diversas actividades:

- **Jornadas de convivencia del personal de Educación:** ocho miembros del personal profesional participaron en las Jornadas de convivencia del personal de Educación, celebradas durante tres días de junio en la Sede de la UNESCO. Una de las conclusiones de las Jornadas fue la petición de la OIE de que contribuyera, mediante personal especializado, a mejorar las capacidades del personal de Educación con la preparación y puesta en práctica de un taller sobre el proceso curricular titulado “*Curriculum Process into Action*”;
- **Reuniones informativas y de trabajo y visita de directivos de la UNESCO;** se acordaron seis compromisos para ofrecer al personal de la OIE una exposición de los temas que se consideran prioritarios en la UNESCO; este proceso culminó con la visita del Director General de la UNESCO en julio de 2007. El Presidente de la Junta Directiva también hizo una visita a las oficinas de la OIE;
- La Directora asistió a la **segunda Reunión Mundial de Altos Directivos**, organizada por la UNESCO en mayo de 2007;

- En abril, un miembro del personal asistió al **programa de doctorado de investigación en la Universidad de Columbia** (Nueva York), de un mes de duración, sobre un análisis comparativo entre Francia y China;
- **Equipo del proyecto de la UNESCO sobre las IPSAS:** se eligió a un miembro del personal para que formara parte, a tiempo parcial, del equipo del proyecto, dirigido por el Jefe de la Sección de Contabilidad, para contribuir a los preparativos relativos a la adopción de las nuevas normas de contabilidad;
- En agosto, un miembro del personal asistió a un curso de formación, de una semana de duración, dirigido a **asistentes administrativos de la UNESCO**;
- Cuatro miembros del personal han asistido a los cursos de **enseñanza de idiomas**;
- La OIE ha seguido acogiendo a **jóvenes profesionales** en calidad de asistentes de investigación y pasantes;
- Dos miembros del personal administrativo asistirán durante tres días al curso de formación de noviembre sobre **STEP**, el nuevo sistema integrado de mejora de los servicios de personal;
- Un miembro del personal participará a principios de diciembre en un “Curso de formación para adultos” con objeto de hacerse formador de las “**Reuniones de formación institucional**”, que se celebrarán en las Oficinas de fuera de la Sede, organizado conjuntamente por la Gestión de Recursos Humanos (HRM) y la Oficina de Coordinación de las Unidades fuera de la Sede (BFC);
- Junto con otro miembro del equipo directivo, se eligió a la Directora como representante de la UNESCO para participar en un programa de dirección para altos directivos del sistema de Naciones Unidas (“**Senior Management Network Programme**”), que se celebrará en los Países Bajos a finales de noviembre.

### Recursos financieros

47. **La consignación financiera de la UNESCO** (presupuesto ordinario) asignada a la OIE en 2007 (que no ha cambiado desde 2002) has sido de **2.295.500 dólares EE.UU.**

48. **Los recursos extrapresupuestarios** registrados en firme al 30 de noviembre de 2007 para las actividades del programa y determinados gastos de personal ascienden, para la cuenta especial de la OIE, a **1.092.268 dólares EE.UU.** Los recursos extrapresupuestarios movilizados fuera de la cuenta especial (Fondos fiduciarios de la UNESCO, ONUSIDA, etcétera) ascienden a **695.082 dólares EE.UU.**

49. En la parte III del presente documento figura la situación presupuestaria a 30 de noviembre de 2007. Se facilitará al Consejo un nuevo cuadro informativo sobre la situación a finales de diciembre de 2007.

### Asociaciones

50. Se han fomentado estrechas relaciones de trabajo con el Sector de Educación de la UNESCO y con otros Institutos mediante diversos mecanismos, como el fortalecimiento del Grupo de Trabajo del Sector de Educación sobre la CIE. También se pidió al personal de la OIE que aportara sus conocimientos técnicos y sus contribuciones en diversas ocasiones, por ejemplo, efectuando revisiones a otros expertos, encargándose de dirigir y organizar reuniones de expertos, etcétera. La Directora ha participado en todas las reuniones del *Leadership Team* de la reforma del Sector de Educación, lo que le ha permitido establecer y ampliar su red. Se ha estrechado la colaboración con las Oficinas Regionales, Multipaís y Nacionales de la UNESCO. Concretamente, en lo que atañe a las comunidades de prácticas, los contactos previos culminaron en algunas actividades -preparadas y llevadas a la práctica en colaboración con las principales Oficinas fuera de la Sede- basadas en las consultas de los interesados de las distintas regiones en el proceso preparatorio de la CIE. Los procesos consultivos y la cooperación con los Servicios Generales de la UNESCO también se han efectuado satisfactoriamente.

51. En una reunión, celebrada en Ginebra en noviembre de 2007, se han debatido -y evaluado- los procedimientos para renovar el acuerdo de cooperación entre la Universidad de Ginebra y el Servicio de



Investigación Educativa y la OIE; en esa misma reunión se eligió a la Directora de la OIE como Presidenta de la “Comisión Conjunta” (CC). Como seguimiento al proyecto “*Formation interdisciplinaire au dialogue politique dans le champ de l’éducation*”, en colaboración con la Geneva International Academic Network (RUIG/GIAN), se emprendió, en junio de 2007, el estudio “*Evolution de l’enseignement secondaire et transferts de modèles éducatifs. Etudes de cas et analyses comparatives sur l’Argentine, l’Equateur, le Cameroun et la Tunisie entre 1980 et 2003*” en colaboración con la Facultad de Psicología y Ciencias de la Educación (FPSE) de la Universidad de Ginebra.

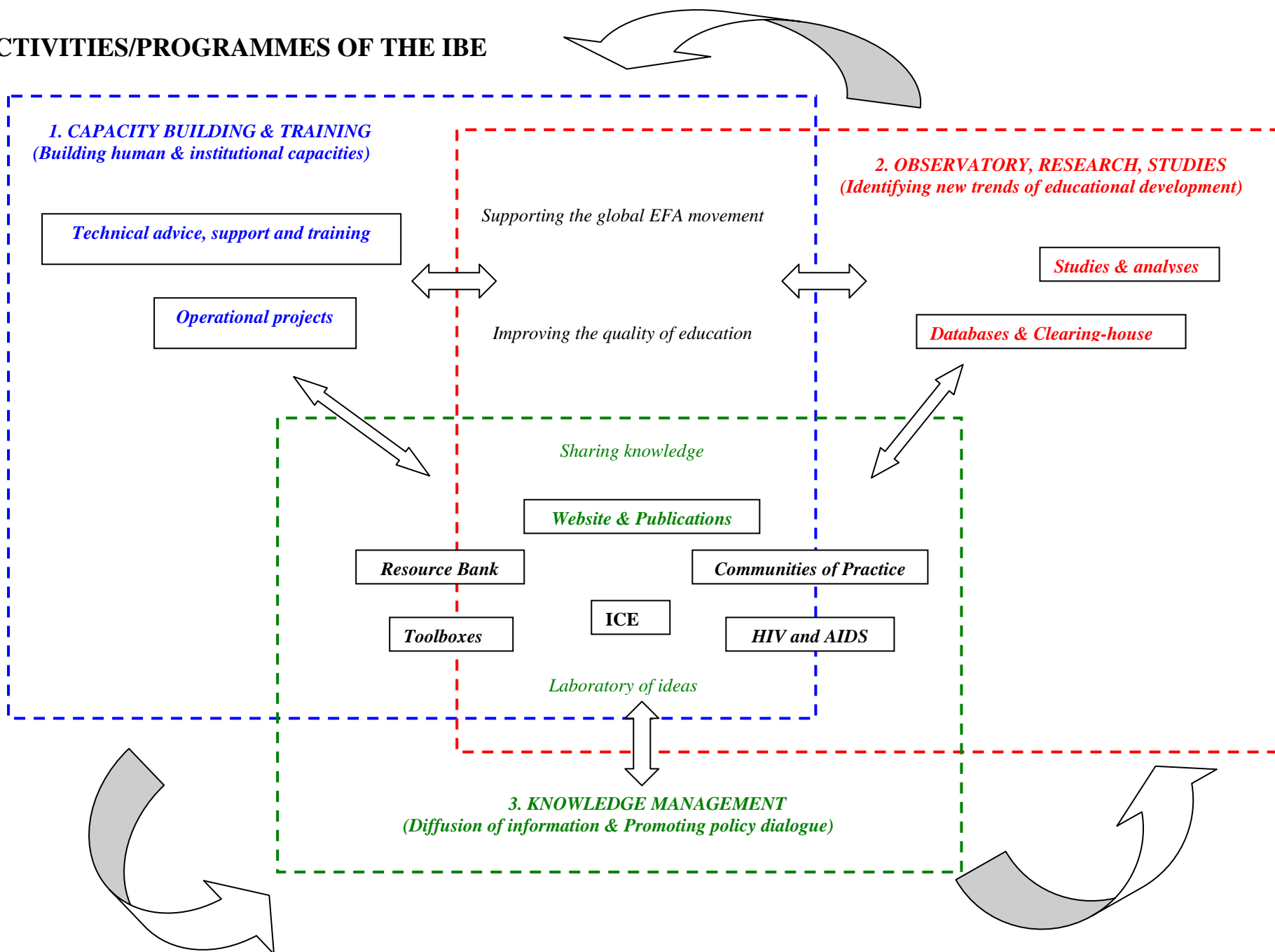
52. En junio de 2007, la OIE, en asociación con la Universidad de Ginebra, la Sociedad Suiza de Investigación Educativa (SSRE) y la asociación *Réseau genevois en approches interculturelles de l’éducation (REGAIE)*, colaboró y prestó apoyo en la organización de un coloquio –en el que además participó– sobre “*L’éducation en contextes pluriculturels: la recherche entre bilan et prospectives*”. En uno de los cuatro seminarios organizados paralelamente a este evento, titulado “*Towards a Locally and Culturally Appropriate School Curriculum*”, que abordaba el tema de los programas escolares adecuados a la región y a la cultura, la Directora de la OIE intervino con una ponencia titulada “*Curriculum, Culture and Education Reforms: Quality Tensions between International Trends and Local Demands*” sobre las tensiones entre las tendencias internacionales y las demandas regionales en el marco de la reforma curricular, cultural y educativa.

### **Conclusión**

53. La Directora desea expresar su particular agradecimiento al Director a.i., que se jubiló a principios de 2007, por haber cumplido la misión de “**preservar la institución y mantener la motivación de sus colegas**” durante el extremadamente difícil período de transición. Manifiesta también su agradecimiento a todo el equipo de la OIE por su respuesta positiva durante dicho período y por no haber dejado de colaborar con contribuciones de gran calidad pese a los momentos de acusada presión. La Directora confirma de nuevo su firme voluntad de convertir a la OIE en un centro de excelencia en el diseño y la reforma curriculares, para lo que se propone crear en el presente sólidas bases. Desea también hacer público su especial reconocimiento al apoyo y ánimo que ha recibido de todos los miembros del Consejo y, especialmente, del Presidente del Consejo y de los representantes del país anfitrión.

54. También agradece sinceramente las contribuciones financieras de España, Suecia y Suiza. Alienta, además, al Consejo de la OIE a que desempeñe un papel activo en la recaudación de fondos para la financiación extrapresupuestaria, ya que las actividades del programa para 2008 y las relativas a la nueva Estrategia dependen plenamente de ello.

## ACTIVITIES/PROGRAMMES OF THE IBE



## **II. FACT SHEETS**

**IBE – REPORT 2007**  
**CAPACITY BUILDING AND TRAINING**

<b>1. Heading of the element</b>	<b>Global Community of Practice (COP)</b>
<b>2. Name of the Responsible Officer and of the Deputy</b>	Renato Opertti, Lili Ji, Daoyu Wang
<b>3. Starting and termination dates</b>	January-December 2007

#### **4. BACKGROUND AND DESCRIPTION**

##### **4.1. Context**

Within the mandate of providing support to UNESCO Member States in the management of curriculum change, the IBE created the Community of Practice (COP) in Curriculum Development in 2005 as a tool for capacity building in curriculum development. Currently it faces a triple challenge: a) to continue to foster a conception of curriculum as the hub of educational change within an holistic approach to EFA goals; b) to contribute to the development of the EFA Global Action Plan assuming i) that all six EFA goals taken as a whole form the Basic Education Agenda and ii) that it is working towards one of the UNESCO strategic directions - from access to success and c) to consolidate a developmental perspective in implementing the COP through intra- and interregional approaches and activities.

##### **4.2. Goal (overall objective)**

To strengthen the capacities of national curriculum-making bodies in designing and implementing curricula transformation processes mostly focused on Educational Quality linked to EFA goals, by sharing their visions and their expertise through the COP under both an intra- and interregional perspective.

##### **4.3. Purpose (specific objective)**

**COP Global Level** – i) to formalise relationships with 11 Focal Points from all UNESCO regions centred on developing working plans that mainly consist of preparatory activities for the ICE 2008; ii) to enhance IBE databanks by incorporating practices (mainly from Africa and Latin America) related to the application of the approaches by competencies in Basic Education; iii.) to finalize the revised version of the Asia-Pacific resource pack for capacity building (strengthening a worldwide approach); iv) to organise a series of regional forums as well as the annual COP Forum as preparatory activities for the ICE 2008, and v) to continue enhancing the COP section within the IBE website.

#### **5. RESULTS**

##### **5.1. Title of the results**

##### **COP Global level**

##### **5.2. Expected (description)**

- Focal Points: 11 Focal Points fee contracts covering all UNESCO regions.
- Competencies Databank: Incorporation of practices applying the approaches by competencies in Basic Education.
- Resource Pack for Capacity Building: Complete the curriculum resource pack for worldwide application.
- COP Forum on ICE 2008 theme: COP Forum and other fora carried out on the ICE 2008 theme.
- Community of Practice section on IBE website: Implement weekly animation activities and use UNESCO open source for COP activities.

##### **5.3. Performance indicators**

- Number of focal point coordination established with fee contracts or similar arrangements signed when necessary.
- Number of practices classified by region.
- Revised version of the resource pack completed.
- Number of fora held on the ICE 2008 theme “Inclusive Education” classified by region.
- Number of COP animations done per week. Number and type of activities done through the open source.

##### **5.4. Assessment criteria**

- Set of activities designed and implemented in Africa, Asia, Europe, Gulf Arab States and Latin America

and the Caribbean.

- Objectives, content and scope of the practices.
- Quality of the proposal of the resource pack evaluated.
- Quality of the proposals of the forums and COP forum evaluated.
- Quality of the COP section evaluated.

#### 5.5. Obtained/level of achievement

- A total of 11 focal points in the five UNESCO regions are currently implemented: two in Africa, three in Europe, one in Gulf Arab States and three in Latin America. International seminars and workshops have been organized with Focal Points in Argentina, Belarus, China, Jamaica, Kenya, Romania, Rwanda, Thailand, United Arab Emirates, and another is planned to take place in Finland in March 2008. Reports and studies have also been produced. The themes focused upon include ESD and Inclusive Education, with many of the workshops co-acting as preparatory events for the ICE 2008.
- Progress has been made on the following activities: i) Prospects vol. XXXVII, n° 2, June 2007 and ii) Competencies Databank through collaboration with the BIEF Institute (Belgium).
- A new version of the resource pack is available, including existing cases in the former Asia Pacific resource pack, new cases identified through the COP as well as new reading materials.
- COP focused on theoretical insights, case studies and good practices (China, Cameroon and Guatemala) and the outcomes of a worldwide E-forum on competencies-based approaches organized by the IBE (November-December 2006).
- By March 2008, the implementation of a total of 10 COP regional/international workshops will have been completed. Up to now 5 have been carried out successfully, and 3 more are expected to be held before the end of the year.
- As an average, two messages with information and documentation on educational and curricular issues are sent every week to 710 COP members from 89 countries (updated membership information: 8/10/07).

### 6. ELEMENTS OF STRATEGY

#### 6.1 Description of the intervention

- Continuing to work on the process of consolidating the COP proposal within the EFA Global Action Plan.
- Discussing and carrying out activities with Focal Points from all UNESCO regions, mainly related to the ICE 2008.
- Organising a series of preparatory activities for the ICE 2008 through the COP implementing the recommendations and suggestions of the HQ Working Group for ICE/IBE chaired by ADG/ED and of the Working Group of the IBE Council. COP members from all UNESCO regions will be involved.
- Continuing to develop a multilingual COP based on an active sharing of visions and experiences.

#### 6.2 Stakeholders, partners and beneficiaries

- Primary stakeholders will include curriculum experts and developers from all UNESCO regions.
- The partners will be UNESCO Education Sector, Institutes, Regional and National Offices for Education.
- The principal beneficiaries should be institutions and persons that are working on the process of curriculum change at the regional and national levels in the different ladders of the educational system.

#### 6.3. Staff input

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

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

Regional focal Points and UNESCO Regional Bureaux.

### 7. BUDGET (US\$):

7.1 Approved	330,000
7.2 Revised	320,000
7.3 Obligated as of 30.11.07:	284,585 (88.9%)

**IBE – REPORT 2007**  
**CAPACITY BUILDING AND TRAINING**

<b>1. Heading of the element</b>	<b>Community of Practice (COP) – Regional activities</b>
<b>2. Name of the Responsible Officer and of the Deputy</b>	Renato Opertti, Lili Ji and, Daoyu Wang
<b>3. Starting and termination dates</b>	January - December 2007
<b>4. BACKGROUND AND DESCRIPTION</b>  <b>4.1. Context:</b> See sheet 1a.  <b>4.2. Goal (overall objective):</b> See sheet 1a.  <b>4.3. Purpose (specific objective)</b> <ul style="list-style-type: none"> <li>• To establish and implement, within the objectives of the Education Sector Reform, working plans with UNESCO Regional Offices in Africa (BREDa, Dakar), in Asia (Bangkok) and in Latin America and the Caribbean (OREALC, Santiago de Chile) on curriculum issues related to Basic Education within the EFA Global Action Plan and to the ICE 2008;</li> <li>• To implement the cooperation agreement signed between the IBE and the Educational and Cultural Council of Central America (CECC) focusing on supporting curricula transformation in Basic Education,</li> <li>• To continue the implementation of an Ibero-American Observatory of Equity in Basic Education with the support of the Autonomous University of Barcelona.</li> </ul>	
<b>5. RESULTS</b>  <b>5.1. Title of the results</b> <ul style="list-style-type: none"> <li>• Working Plans with UNESCO Regional Offices</li> <li>• Regional Agreement IBE-CECC</li> <li>• Ibero-American Observatory of Equity in Basic Education:</li> </ul> <b>5.2. Expected (description)</b> <ul style="list-style-type: none"> <li>• Implement a working plan on curriculum issues in Asia, Africa and Latin America in coordination with the respective UNESCO Regional Office.</li> <li>• Implement the Central American project on supporting the curricula transformation in Basic Education.</li> <li>• Implement forums on the interpretation of inequities in outcomes involving policy and decision-makers</li> </ul> <b>5.3. Performance indicators</b> <ul style="list-style-type: none"> <li>• Number of regional working plans implemented.</li> <li>• Design and implementation of the regional project.</li> <li>• Number of forums around equity issues being held classified by sub-region.</li> </ul> <b>5.4. Assessment criteria</b> <ul style="list-style-type: none"> <li>• Objectives, contents, scope and impact of the working plans.</li> <li>• Objectives, contents, scope and impact of the forums.</li> </ul> <b>5.5. Obtained/level of achievement</b>  <b>Working plans implemented: Bangkok (Asia) – IBE focused on i) ESD curriculum development and ii) Inclusive Education; BREDa (Africa) – IBE focused on i) Basic Education curriculum development and ii) Inclusive Education OREALC (Latin America) – IBE focused on i) curriculum approaches in Basic and Secondary Education and ii) Inclusive Education.</b>  <b>IBE – UNESCO BANGKOK: (a) Carried out action-research and capacity building activities related to curriculum renewal processes linked to the introduction of ESD to teachers' education and schools. Contribution to the ESD-Net Training Workshop "Reorienting Teacher Educators to Infuse Education for Sustainable Development through ICT" held in Bangkok, Thailand, 21-24 August 2007. The two</b>	

main outcomes were: i) The capacity building of 40 teachers and principals from 15 Teacher Education Institutes (TEI) of 12 Asian Countries on ESD and processes of curriculum design on ESD and ii) the setting up of a Community of Practice (COP) on ESD-Curriculum .

(b) Co-organization of the East Asia Workshop on Inclusive Education as a preparatory activity for the ICE 2008 jointly with the UNESCO Bangkok and Beijing Offices, and the Chinese National Commission (Hangzhou, China, 3-5 November 2007, see sheet 1a). Themes addressed were: Inclusive Education as a core strategy to attain EFA goals, the right to Education for All, country presentations and the shaping of a regional roadmap. The main outcomes were: i) creation of a document on Inclusive Education; ii) five country presentations (China, Mongolia, North Korea, Japan and South Korea) on proposed workshop sub-themes of the ICE 2008 and iii) development of a regional roadmap.

**IBE – BREDa:** Co-organization of the African Workshop on the theme “What Basic Education for Africa?” jointly with UNESCO ED/BAS and BREDa (Kigali, Rwanda, 25-28 November 2007).

**IBE – OREALC:** Co-organization of the International Workshop Latin America (Southern Cone and Andean regions) on Inclusive Education as a preparatory activity for the ICE 2008 jointly with UNESCO ED/BAS and OREALC, the Ministry of Education, Science and Technology of Argentina and the School of Education of the University of San Andres (Buenos Aires, Argentina, 12-14 September 2007).

Coordination of initiatives and activities supporting the processes of curriculum change in competency-based Basic and Youth Education, in the Latin American Region and elsewhere (focus on South-South cooperation).

The Focal Point of the Andean Region organized an e-forum among educators and curriculum specialists from Bolivia, Colombia, Ecuador, Peru and Venezuela to discuss the issues of equity, outcome gaps and the need to develop an inclusive education proposal, principally in relation to Childhood and Primary Education.

Within this project: i) an Ibero-American comparative study of eight countries (Argentina, Brazil, Chile, Mexico, Peru, Portugal, Spain and Uruguay) has been carried out on learning outcomes disparities (in Mathematics and Mother Tongue) based on PISA outcomes (2000 and 2003), ii) a paper entitled “The Educational Disparities in Eight Ibero-American Countries” has been drafted, iii) a proposal has been created to, using online and face-to-face activities, further analyse and interpret disparities in learning outcomes and their implications for curriculum revision.

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

- Design and implementation of work plans with UNESCO Regional Offices for Education in Africa, Asia and Latin America and the Caribbean, particularly in relation to the positioning of the curriculum within the EFA Global Action Plan and the preparation of the ICE 2008. The IBE will coordinate global and regional activities with UNESCO Institutes.
- Attempt to establish regional cooperation agreements on curriculum development with different partners so as to enhance the institutional and financial support for COP activities.

### **6.2 Stakeholders, partners and beneficiaries**

Primary stakeholders will include curriculum experts and developers from all UNESCO regions. The partners will be UNESCO Education Sector, Institutes, Regional and National Offices for Education. The principal beneficiaries will be institutions and individuals working on the process of curriculum change at the regional and national levels in the different ladders of the educational system.

### **6.3. Staff input**

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

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

Regional Focal Points and UNESCO Regional Bureaux.

## **7. BUDGET (US\$): (See Sheet 1a / Global budget)**

**IBE – REPORT 2007**  
**CAPACITY-BUILDING AND TRAINING**

<b>1. Heading of the element</b>	<b>Curricular innovations and poverty alleviation in the context of Education for All in Sub-Saharan Africa</b>
<b>2. Name of the Responsible Officer and of the Deputy</b>	Clementina Acedo, Christine Panchaud, Elmehti Ag Muphtah
<b>3. Starting and termination dates</b>	January – December 2007
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context</b></p> <p>In the framework of pursuing the Education for All (EFA) objectives, several African countries have requested the IBE to help them develop their capacities and/or provide technical assistance for policy dialogue and curriculum development. This request is linked to these countries' advancement towards achieving EFA's Objective 6 and the Millennium Development Goals (MDG) and to the importance given to the quality of education in achieving schooling, combating drop-outs and overcoming poverty.</p> <p><b>4.2. Goal (overall objective)</b></p> <p>To build upon and capitalize on the outcomes of the first exploratory phase conducted in 2004–2005 and to further assist the nine participating countries in their efforts to implement curricular changes in their countries.</p> <p><b>4.3. Purpose (specific objectives)</b></p> <ul style="list-style-type: none"> <li>• To continue capacity-development for the nine national curriculum specialists' teams and to extend the impact of the core team's training to a wider circle of beneficiaries in each country so as to create the necessary critical mass and to strengthen the already-existing change dynamics.</li> <li>• To encourage and intensify the exchange of expertise between countries and with other parts of the world so as to promote and accelerate the transfer of promising experiences and innovations between countries.</li> <li>• To continue discussing the criteria for the relevance of basic education curricula for poverty alleviation, to develop a curriculum framework and to prepare strategies facilitating actual and relevant changes to the curriculum.</li> <li>• To raise awareness and to train actors involved in policy dialogue to achieve curricular innovations.</li> <li>• To establish and intensify exchanges between the IBE and its partners in these countries to integrate this project into the existing curriculum development process in each country.</li> </ul>	
<b>5. RESULTS</b>	
<p><b>5.1. Title of the results</b></p> <p>Implementation of the results of the first phase of the project and improving curricular innovations of basic education for poverty alleviation.</p> <p><b>5.2. Expected results (description)</b></p> <ul style="list-style-type: none"> <li>• Six to nine national curriculum development teams supported and increased in numbers.</li> <li>• The strategy for the transfer of the project's tools and knowledge incorporated and used in nine countries.</li> <li>• The establishment of a network encouraging regular exchanges between colleagues within different countries, and with other countries, and its use for the transfer of expertise and experience.</li> <li>• Those concerned by curriculum development trained in the use of policy dialogue tools and able to contribute to actual changes in the curriculum to alleviate poverty.</li> <li>• Extending the programme to a group of English-speaking African countries (to be selected).</li> </ul>	



### **5.3. Performance indicators**

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

### **5.4. Assessment criteria and progress towards the outcomes**

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

### **5.5. Expected outcomes/level of achievement**

- **The high interest for this project confirmed; continued high quality participation of the nine national teams, resulting in the training of more than 150 specialists in nine countries.**
- **Raised awareness and increased capacity of the participants to use the skills and tools of policy dialogue to introduce innovations for alleviating poverty.**
- **Significant progress achieved in the development of criteria for quality education to alleviate poverty, with the clarification of the conditions, from several points of view, for inclusion and retention of all children, even those frequently excluded from basic education.**
- **The documenting and sharing of more than ten key innovations for education to alleviate poverty, particularly concerning the organization and the flexibility of the curriculum, bilingual education, the integration of the school into the community, the linkages between school management and pedagogy.**
- **Conditions to stimulate innovations and encourage their dissemination within the systems identified; specific strategies to overcome obstacles to change proposed.**
- **An increase in exchanges between countries and the successful aspects of the project transferred to the nine countries, particularly: the use of tools for policy dialogue and the introduction of the innovations that were observed in the field and analysed during the seminars; outcomes of the project disseminated to other countries (IBE website).**
- **The network officially established through a French-speaking and Portuguese-speaking African community of practice.**
- **The development, based on solid country examples and situations from those involved and others (South Africa and Madagascar in 2007), of two tools a) to improve good practices and b) to adapt a strategic approach that is conducive to achieving necessary changes in curricula and schools for a quality basic education that works towards poverty alleviation.**
- **The extension of the project to a group of six English-speaking countries in Africa (Ethiopia, Ghana, Kenya, Nigeria, Tanzania and Uganda). The first international seminar was held in June 2007 in Kenya with thirty high-level specialists and has produced very good results.**
- **The contributions of groups from French, Portuguese and English speaking countries towards the preparations for the International Conference on Education (ICE) through discussions on the relationship between Inclusive Education and Poverty Alleviation.**
- **The validation and dissemination of good practices and innovations identified in the project, particularly through the publication of IBE Perspectives (December 2007 Issue).**

## 6. ELEMENTS OF STRATEGY

### 6.1. Description of the intervention

The IBE is working with the teams in the participating countries and is seeking ways of encouraging exchanges, steadily building upon the project's successes and bringing together expertise at the regional level, thanks particularly to the holding of two international inter-training seminars (one with French and Portuguese speaking countries and the other with English speaking countries) focused on the tools of policy dialogue, field studies and in-depth analyses of promising curricular innovations for poverty alleviation and the development of concrete strategies to overcome obstacles to change. Regular national seminars will enable the successful outcomes of international seminars to become known and extended across these countries. The IBE is starting to work with Anglophone countries in Africa, using a similar methodological approach.

### 6.2. Stakeholders, partners and beneficiaries

#### *Stakeholders and partners:*

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

#### *Beneficiaries:*

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

### 6.3. Staff input

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

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

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

## 7. BUDGET (US\$):

<i>7.1 Approved</i>	<i>497,154</i>
<i>7.2 Revised</i>	<i>497,154</i>
<i>7.3 Obligated as of 30.11.07:</i>	<i>293,946 (60%)</i>

<b>IBE – REPORT 2007</b> <b>CAPACITY-BUILDING AND TRAINING</b>	
<b>1. Heading of the element</b>	The clearinghouse and capacity-building for Curriculum and HIV and AIDS Education
<b>2. Name of the Responsible Officer and of Deputy</b>	Christine Panchaud and Clementina Acedo
<b>3. Starting and termination dates</b>	January - December 2007
<b>4. BACKGROUND AND DESCRIPTION</b> <p><b>4.1. Context</b> - Consolidation of the Curriculum and HIV and AIDS education programme in the context of UNESCO's co-ordinated response in the struggle against HIV and AIDS in the field of education, two main elements of which are: (a) a resource bank on curricula for HIV and AIDS education and the promotion of good practices; (b) strengthening capacity-building for the development of curricula for HIV and AIDS education. A decision was made to integrate all the UNESCO HIV and AIDS education clearinghouses into one single clearinghouse. The purpose is to facilitate the access to information and to make our work more efficient. IBE keeps working independently, while being an essential part of the unified UNESCO HIV and AIDS education clearinghouse.</p> <p><b>4.2. Goal (overall objective)</b> - Development of more effective curricula for HIV and AIDS education in school contexts and tools enabling effective implementation in the classroom.</p> <p><b>4.3. Purpose (specific objective)</b></p> <ul style="list-style-type: none"> <li>• To make available and to share advanced regular up-to-date information on good practices on HIV and AIDS education through a databank, an Internet site, interactive CD-ROMs and other methods and documents according to need;</li> <li>• To improve the capacities of curriculum specialists and teacher-training institutions for a better integration and widespread use of HIV and AIDS education in schools;</li> <li>• To launch or to strengthen a policy dialogue among ministers of education and other decision-makers to bring about the conditions for an effective and efficient implementation of HIV and AIDS education;</li> <li>• To extend the programme in a focused way to Spanish-speaking, Arabic-speaking, Portuguese-speaking and Russian-speaking countries.</li> </ul>	
<b>5. RESULTS</b> <p><b>5.1. Title of the results</b></p> <p>Improvement of curricular responses and strengthening capacity-building on HIV and AIDS education.</p> <p><b>5.2. Expected results (description)</b></p> <ul style="list-style-type: none"> <li>• The Clearinghouse becomes the reference point for documentation and exchanges on good practices for HIV and AIDS education (content and methods) at the primary and secondary levels and for teacher training;</li> <li>• Good educational practices for HIV and AIDS education are identified and actively shared;</li> <li>• An interactive network for exchanges and dissemination of good practices is set up and operational;</li> <li>• A manual for curriculum development integrating HIV and AIDS education in an effective and efficient manner;</li> <li>• Capacities of curriculum specialists are strengthened.</li> </ul> <p><b>5.3 Performance indicators</b></p> <ul style="list-style-type: none"> <li>• Annual number of visits to the Internet site, CD-ROMS distributed and requests (information or advice);</li> <li>• Number of curricular documents, good practices and key resources documented and distributed in the most-affected countries and regions;</li> <li>• Number of curriculum experts and specialists mobilized for HIV and AIDS education;</li> <li>• Number of training modules prepared, number of capacity-building seminars for curriculum specialists carried out and the number of specialists trained;</li> <li>• Number of countries using the HIV and AIDS curriculum development manual and having improved and modified their curriculum;</li> <li>• Number of ministries of education made aware and committed to integrating officially HIV and AIDS education in the national curriculum at the primary and secondary levels.</li> </ul> <p><b>5.4. Assessment criteria for the outcomes</b></p> <ul style="list-style-type: none"> <li>• Visits to the website and requests (for information, material and advice) constantly on the increase;</li> <li>• Updating and dissemination of the CD-ROM and other useful documents in developing curricular material for HIV and AIDS education.</li> </ul>	

- Dissemination and use of the curriculum development manual for HIV and AIDS education in 3 sub-regions;
- Ten to fifteen good practices at the primary and secondary levels documented every quarter;
- Development and updating of a database on a network of experts;
- Type and amount of attendance at available training and the holding of training seminars in the Arab States and Central Asia regions;
- Constant increase of the number of Ministries of Education in the most-affected countries and regions that have integrated HIV and AIDS education into their national curriculum at the primary and secondary levels.

## 5.5 Outcomes achieved/level of achievement

- **The website made more accessible and regularly updated; the Russian section now operational; requests constantly increasing (ten to twenty per week for information, materials and advice); the Arabic section developed.**
- **Additions to the databases on good curricular practices (560) and on experts made.**
- **CD-ROM, containing all of the site's resources, updated, published again and distributed (4000 copies).**
- **Fourth version of the manual "Curriculum and HIV and AIDS" restructured, improved, enlarged and published.**
- **The good practices (re-)evaluated and made available (30 to 40) on the website, as well as during seminars and conferences.**
- **Capacity development: HIV manual used in four training workshops in Central Africa, in South East Asia, in Western Africa and in Eastern Africa (between 40 and 80 specialists trained each time).**
- **Increased collaboration with UNESCO HQ in the context of the UNESCO-UNAIDS "EDUCAIDS" initiative, of the UNESCO-OPEC Funds Project, of the IATT-UNAIDS Interagency Task Team for Education and with the UNESCO offices of Yaoundé, Bangkok, BREDA and Moscow for capacity development. Increased collaboration with IIEP, UNESCO HQ, offices of Nairobi, Harare, Santiago, Kingston and BREDA for the unified UNESCO HIV and AIDS education clearinghouse.**
- **Raised awareness of curriculum specialists, secretary-generals or ministers of education at the International AIDS Conference and at regional or international seminars.**

## 6. ELEMENTS OF STRATEGY

### 6.1. Description of the intervention

Thanks to the increased activity of the Clearinghouse, the documentation and dissemination of a growing number of good practices, the completion and distribution of a curriculum development manual on HIV and AIDS education and the arranging of training seminars in the most-affected regions, the education sector's response to HIV and AIDS has been improved, particularly by integrating HIV and AIDS education in the official curricula and by developing appropriate teaching materials and methods.

### 6.2. Stakeholders, partners and beneficiaries

#### *Stakeholders and partners:*

Co-sponsors of UNAIDS, UNESCO Headquarters (in particular HIV coordination and HED), the IIEP, UNESCO's field offices (in particular: Dakar-BREDA, Yaoundé, Moscow, Harare, Maputo, Windhoek, Kingston, Bangkok, Amman, etc.), ministries of education in numerous countries, other organizations (Education International, Partnership for Child Development (UK).

#### *Beneficiaries:*

In the target countries: curriculum specialists, practitioners, students, school communities.

### 6.3. Staff input

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

### 6.4. Structural participation (links with other programme elements)

- Resource Bank/Observatory: curriculum bank on HIV and AIDS education;
- Capacity-building: dissemination of good practices on HIV and AIDS education, training seminars for curriculum specialists and training modules of the HIV and AIDS Curriculum Manual.
- Policy dialogue: advocacy among ministries of education for a better integration of HIV and AIDS education into the national curricula and other teaching material.

## 7. BUDGET (US\$):

<b>7.1 Approved</b>	<b>288,072</b>
<b>7.2 Revised</b>	<b>288,072</b>
<b>7.3 Obligated as of 30.11.07: 246,860 (86%)</b>	

## IBE – REPORT 2007

### CAPACITY BUILDING AND TRAINING

<b>1. Heading of the element</b>	<b>Technical cooperation projects / Assistance to UNESCO Member States</b>
<b>2. Name of the Responsible Officer</b>	Dakmara Georgescu
<b>3. Starting and termination dates</b>	January – December 2007
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context</b> The IBE provides country specific technical assistance to UNESCO-Member States based on their needs and requests and provided that extra-budgetary funding is available. IBE's expertise covers broad areas of curriculum development (curriculum planning, design, implementation, monitoring and evaluation, and revision). While able to respond to a wide range of demands, over the last few years the IBE has expanded its interventions in post-conflict/conflict-affected societies. In addition to overall curriculum reconstruction and general curriculum development, the IBE increasingly focuses on specific aspects such as Learning to Live Together (LTLT) including Human Rights and Citizenship Education, Peace Education and constructive management of diversity.</p> <p><b>4.2. Goal (overall objective)</b></p> <ul style="list-style-type: none"> <li>• To enhance the capacities of governments and curriculum agencies (decision makers and curriculum specialists) to cater for quality education for all based on quality and inclusive curricula and textbooks, as well as effective teaching and learning strategies</li> </ul> <p><b>4.3. Purpose (specific objective) – 2007</b></p> <ul style="list-style-type: none"> <li>• To assist countries in processes of curriculum analysis and evaluation, design and implementation;</li> <li>• To develop capacities to improve the curriculum by taking into account learner needs and integrating emerging areas;</li> <li>• To cooperate with UNESCO and other UN agencies (i.e. UNDP; UNHCR) in promoting quality education for all;</li> <li>• To widely disseminate IBE experiences and lessons learned that could be applied in other (similar or different) contexts.</li> </ul>	
<b>5. RESULTS</b>	
<p><b>5.1. Title of the results</b></p> <p>5.1.1 New quality curriculum materials, capacity development tools and research studies (i.e. Assessment Reports, Case studies and International Comparative Studies)</p> <p>5.1.2 Enhanced professional capacity of decision makers and curriculum developers to carry out quality and inclusive curriculum processes</p> <p>5.1.3 Broad dissemination of IBE experiences</p> <p><b>5.2. Expected (description)</b></p> <p>5.2.1 <b>Mauritius (in cooperation with UNDP and the MoEHR):</b> Comprehensive Assessment Report '<i>Integration of Human Rights Education in the Mauritian Education System</i>'; <b>UNHCR-led Inter-agency Study</b> '<i>Access to Quality Education of Refugees and Asylum-seeking Children in Europe</i>' (Bosnia and Herzegovina, Finland, France, Germany, Hungary, Norway, Poland plus Regional Study); <b>IBE-GTZ Comparative study:</b> '<i>Preparation for Life and Work: Comparative Study with a Focus on Basic and Lower Secondary Education in Developing African Countries</i>'; <b>Cooperation with UNESCO/ED/BAS:</b> Comprehensive Report of the launching expert meeting on 'Thinking and Building Peace through Innovative Textbook Development'; <b>Afghanistan:</b> <i>Tool for Textbook Policy Development and Writing, Publication and Implementation of Secondary Textbook</i>; <b>International:</b> <i>Handbook for Curriculum Developers (Primary and Secondary Education): How to develop Curriculum Frameworks and Syllabuses</i>; <b>IBE and GTZ Cooperation in the realm of LTLT</b> (<i>Development of a Monitoring and Evaluation Tool for Learning to Live Together</i>); <b>UNESCO and African Development Bank cooperation:</b> Training on Education in Fragile States, Tunis, 14-15 November 2007 (<i>Handbook on Curriculum Development in Fragile States</i>);</p> <p>5.2.2 <b>UNESCO and Italian University Cooperation Programme for Israeli and Palestinian faculty and students:</b> <i>Preparing a Second Edition of the Master Programme on "Social Sciences and Humanitarian Affairs" in 2008</i> (Evaluation Report of the First edition 2005/2006; Workshop Report, Geneva 9-10 October 2007; Fully revised Project Proposal for 2008/Second Edition); <b>Mauritius:</b> Two-week intensive training workshop on Integrating Human Rights Education in primary and secondary curricula; <b>Tunis/African Development Bank:</b> Two-day intensive training of AfDB staff on Education in Fragile States</p> <p>5.2.3 <b>UNESCO: "60 minutes to convince"</b> panel (18 September 2007) on <i>Peace building and Education Reconstruction in Post-Conflict Contexts</i> (IBE's experiences in post-conflict curriculum development); <b>UNIACC Side-meeting on Integrating HRE in National Education Systems</b> (25 September 2007) – IBE's experience in Mauritius; <b>IBE and North-South Centre of the Council of Europe Cooperation:</b> University of Youth and Development/Global Education and Youth Seminar: IBE's experiences in linking formal and non-formal education (5 October 2007); <b>International Scout</b></p>	

**Conference**, Geneva: Key-note speech on Personal Development (16 November 2007);

### **5.3. Performance indicators**

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

5.3.2 Number of trained decision makers and education specialists; projects approved; sustainable curriculum processes

5.3.3 Public targeted for dissemination; impact of IBE experiences, new calls for cooperation

### **5.4. Assessment criteria**

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

### **5.5. Obtained/Level of achievement**

**5.5.1 One finalised Assessment Report (Integration of HRE in the Mauritian Education System); One finalized Comparative Study (Preparation for Life and Work. Comparative Study with a Focus on Basic and Lower Secondary Education in Developing African Countries); One finalized series of Case studies ('Access to Quality Education of Refugees and Asylum-seeking Children in Europe'); One comprehensive Expert Meeting Report ('Thinking and Building Peace through Innovative Textbook Development'); Three Curriculum Tools (one finalized and two draft) for capacity building (Textbook Policies; Development of Curriculum Frameworks and Syllabuses; Monitoring and Evaluation Tool for LTLT)**

**5.5.2 Second edition of the Master Programme on Social Sciences and Humanitarian Affairs approved; 90 Mauritian educators and curriculum specialists trained in integrating HRE in primary and secondary curricula**

**5.5.3 Presentations disseminated (publications; website); New calls for cooperation from UNESCO Office Vietnam (Gender issues and textbook development); from UNESCO and The German FIT (project proposal on HRE and TET); possible new project in Afghanistan (in cooperation with the Netherlands on developing secondary learning resources)**

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

- Assessment missions
- Capacity development and international sharing missions and workshops
- Participation in expert meetings
- Cooperative development of curriculum materials and documents; comparative studies; case studies

### **6.2. Stakeholders, partners and beneficiaries**

- Ministries of education and local education stakeholders (i.e. Mauritius; European countries/UNHCR-led interagency study; African ministries of Education/IBE and GTZ skills study)
- International: curriculum specialists; ministry and NGO staff; other stakeholders, researchers; staff of UNESCO and other international agencies
- The broader public, including teachers, students and curriculum developers

### **6.3. Staff input**

- Programme coordinator
- Admin. Support
- International consultants

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

- IBE Capacity building and Observatory of Trends Programme (Visit to the IBE of a Malaysian Governmental Delegation/April and July 2007; Expert meeting on curriculum Reform in China and Europe/May 2007;
- IBE Programme on Curriculum and Poverty Alleviation (in the context of the GTZ and IBE study on '*Preparation for Life and Work: Comparative Study with a focus on Basic and Lower Secondary Education in Developing African Countries*')
- IBE Publications (i.e. PROSPECTS no 143/Open file: *Curriculum Developers Facing Education Reform Challenges*, guest editor Ms. Dakmara Georgescu; contribution to the editing of the book *Textbooks and Quality Learning for All: Some Lessons Learned from International Experiences* (ed. Cecilia Braslavsky)

## **7. BUDGET (US\$):**

**7.1 Approved** 233,106

**7.2 Revised** 233,106

**7.3 Obligated as of 30.11.07: 168,267 (72%)**

**IBE – REPORT 2007****RESOURCE BANK AND OBSERVATORY OF TRENDS**

<b>1. Heading of the element</b>	<b>Resource Bank on education systems and curricular policies</b>
<b>2. Name of the Responsible officer and of the Deputy</b>	Massimo Amadio, Ruth Creamer, Elizabeth Glauser, Christopher Strebel
<b>3. Starting and termination dates</b>	January – December 2007
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context</b> The maintenance and development of the Resource Bank on education systems and curricular policies—which includes several databases such as <i>World Data on Education</i> and the <i>Country Dossiers</i>, as well as the collection of curriculum materials and the series of National Reports—has constituted a permanent IBE activity for several years.</p> <p><b>4.2. Goal (overall objective)</b> The main goal of the Resource Bank is to support the international EFA strategy by collecting and providing access to high quality and updated information on education systems and existing curricula.</p> <p><b>4.3. Purpose (specific objective)</b> The specific objective is to enrich and further expand an information base to be used to identify main educational trends, especially in the field of curriculum development, and to facilitate information sharing and discussion on specific educational and curriculum issues.</p>	
<b>5. RESULTS</b>	
<p><b>5.1. Title of the results</b> An information base on education systems and existing curricula updated and easily available.</p> <p><b>5.2. Expected (description)</b></p> <ul style="list-style-type: none"> <li>• The updated version of the database <i>World Data on Education</i> made available on the IBE website.</li> <li>• The <i>Country Dossiers</i> database maintained updated and enriched.</li> <li>• The collection of curriculum materials further developed; links to curriculum materials on the Internet updated and enriched.</li> <li>• Alerting services and digests of online resources (including reports, publications, websites, and news) pertaining to curriculum development, education systems and educational trends regularly made available to the members of the Community of Practice and other specialists in education.</li> <li>• The series of National Reports progressively organized into a Digital Library.</li> <li>• The catalogue IBEDOCs updated, titles from the IBE historical collection progressively added, and online access improved.</li> <li>• Improved documentation services—for both IBE staff and external users—through the progressive introduction of an improved library management system.</li> </ul> <p><b>5.3. Performance indicators</b> Availability, accessibility and quality of the documentation, materials, resources and services.</p> <p><b>5.4. Assessment criteria</b> Website statistics (number of hits, visits, unique visitors, and Megabytes transferred); feedback from users.</p> <p><b>5.5. Obtained/level of achievement</b> (a) By mid-October 2007, the process of updating the database <i>World Data on Education</i> had been almost completed (a total of 155 profiles updated) and the database is expected to be made available on the IBE website by the end of 2007-beginning of 2008.</p> <p>(b) The <i>Country Dossiers</i> database has been maintained and updated and links to materials and</p>	

curricular resources have been revised and enriched on a regular basis. The database is also accessible through links established within the Portal of the UNESCO Education Sector, thus ensuring increased access to resources. A total of 162 countries are currently in the database, including 62 countries providing online access to curricular resources.

(c) The IBE collection of printed curricula database has been redesigned to facilitate easier retrieval, and some 40 new items added (simultaneously added to IBEDOCs). The collection currently covers a total of 53 countries.

(d) The external alert services were combined into one weekly alert containing news items, online reports, survey and research results, websites and other useful online resources relating to curriculum development, education systems, and educational trends. The online reports and research results are indexed separately (by subject and country) and made available in quarterly online digests. From January to mid-October 2007 some 40 weekly alerts and three Digests had been compiled and sent to approximately 750 curriculum and educationalists in over 89 countries worldwide. During the same period internal alerting services for IBE staff and some colleagues in the Education Sector consisted of 63 Table of contents and seven new acquisitions lists. A feedback exercise was conducted in January-February 2007 to ascertain the usefulness of the service, resulting in an average positive assessment rating of about 80%.

(e) Some 590 digitized National Reports have been added to IBEDOCs metadata, and it is envisaged that the reports for one-third of the Member States will be fully accessible in electronic format by the end of December 2007.

(f) A total of 132 new items were added to IBEDOCs and 17 IBE documents were added to UNESDOC via HERMES-Paris. Between January and mid-October 2007, IBE publications and resources were downloaded over 179,000 times from UNESDOC Paris (some 101,000 times during the whole of 2006).

(g) The online version of the IBE Thesaurus has been revised, with the addition of some 120 new terms and is due to be launched by the end of October 2007.

## 6. ELEMENTS OF STRATEGY

### 6.1. Description of the intervention

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

### 6.2. Stakeholders, partners and beneficiaries

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

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

### 6.3. Staff input

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

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

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

## 7. BUDGET (US\$):

7.1 Approved 50,000

7.2 Revised 50,000

7.3 Obligated as of 30.11.07: 19,909 (39.8%)



**IBE – REPORT 2007****RESOURCE BANK AND OBSERVATORY OF TRENDS**

<b>1. Heading of the element</b>	<b>Observatory of educational trends in the field of curriculum development processes and products</b>
<b>2. Name of the Responsible officer and of the Deputy</b>	Massimo Amadio
<b>3. Starting and termination dates</b>	January – December 2007
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context</b> The Observatory of educational trends in the field of curriculum development processes and products, together with the Resource Bank, is one of the IBE's Basic Programmes.</p> <p><b>4.2. Goal (overall objective)</b> The main goal of the Observatory—which strongly relies on the Resource Bank—is to support the international EFA movement by producing and providing access to high quality analyses and studies related to the quality of education and curriculum development processes and products.</p> <p><b>4.3. Purpose (specific objective)</b> The main purpose is to track changes and identify main trends in the conceptualisation and organisation of curricular content and curriculum development processes; and to facilitate information sharing and discussion on specific curricular themes and concerns.</p>	
<b>5. RESULTS</b>	
<p><b>5.1. Title of the results</b> Analyses related to educational contents, curriculum development processes and products, as well as educational trends made easily available.</p> <p><b>5.2. Expected (description)</b></p> <ul style="list-style-type: none"> <li>• The CD-ROM containing the sixth edition of the database <i>World Data on Education</i> produced and widely disseminated.</li> <li>• A contribution to the 2007/08 UNESCO Global Monitoring Report on EFA (theme: Progress towards the achievement of the EFA goals) delivered to the Monitoring Report Team. (Depending on the availability of extra-budgetary resources).</li> <li>• Several studies and trend analyses focusing on educational content and curriculum development processes and products made available mainly through the series <i>IBE Working Papers on Curriculum Issues</i>.</li> </ul> <p><b>5.3. Performance indicators</b> Availability of trend analyses, studies and working papers on issues related to EFA and curriculum development processes and products.</p> <p><b>5.4. Assessment criteria</b> Quality of studies and publications; feedback from the users.</p> <p><b>5.5. Obtained/level of achievement</b></p> <p>(a) The CD-ROM containing the sixth edition of the database <i>World Data on Education</i> (WDE) is being finalized, and a total of 155 profiles have been updated as of mid-October 2007. The new edition of WDE includes 161 education systems. The format and graphical presentation of the database have been completely reviewed and countries are now classified by Education for All (EFA) regions. It will</p>	

also be possible to have access to individual profiles in both \*.html and PDF formats. As in the previous editions, links to over 500 selected websites have been included giving access to a wide range of additional resources.

(b) The contribution to the 2007/08 Global Monitoring Report on EFA, delivered in May 2007, consisted of the following: (i) a dataset with the most recent country information about basic education programmes worldwide, focusing on overall duration and structure as well as official definitions or national conceptualizations of ‘basic education’ (a total of 182 country cases have been included in the dataset); (ii) another dataset with the most recent country information about teacher education for primary and lower secondary education (or basic education if applicable), focusing in particular on: educational qualifications required in order to enter the most typical or common pre-service teacher training programmes; educational level at which teachers acquire the minimum formal qualifications; and minimum duration of pre-service teacher training programmes (a total of 175 country cases have been included in the dataset); (iii) a set of tables reporting the most recent information on intended instructional time in grades 1-9 for each country and averaged by EFA region (a total of 125 country cases included); (iv) a compilation of background qualitative information about the teaching profession (mainly drawn from the profiles included in WDE); and (v) another compilation of background qualitative information about educational infrastructures, access to textbooks and teaching-learning materials (mainly drawn from the profiles included in WDE).

The ECCE profiles, prepared by the IBE in 2006 and made available via UNESDOC at the end of 2006, have been consulted over 51,000 times as of mid-October 2007 (all language versions of the full 2007 GMR Report as well as the Summaries have been consulted about 43,000 times).

(c) The publication *School knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education*, jointly published by the IBE and the Comparative Education Research Centre (CERC)–University of Hong Kong in 2006, is being translated into Spanish; this initiative is co-financed by the Federal Ministry of Education of Argentina. The Spanish edition is expected to be made available during the first quarter of 2008.

(d) An experts meeting will take place on 19-20 November 2007 at the IBE within the framework of preparations for the 48th session of the International Conference on Education (ICE, November 2008). The group of experts is expected to discuss a number of issues related to the organization of the Conference, including topics to be addressed under the ICE’s workshops and data to be collected through the 2008 series of National Reports.

(e) A revised version of the exploratory study on bilingual and multicultural education in Africa, presented at the 55th session of the IBE Council, is under preparation.

## **6. ELEMENTS OF STRATEGY**

### **6.1 Description of the intervention**

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

### **6.2. Stakeholders, partners and beneficiaries**

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

### **6.3. Staff input**

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

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

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

## **7. BUDGET (US\$):**

**7.1 Approved** 75,000

**7.2 Revised** 75,000

**7.3 Obligated as of 30.11.07:** 33,007 (44%)

**IBE – REPORT 2007****KNOWLEDGE MANAGEMENT AND POLICY DIALOGUE**

<b>1. Heading of the element</b>	<b>Development of the IBE website</b>
<b>2. Name of the Responsible officer and of the Deputy</b>	Massimo Amadio Christopher Strebel, Ruth Creamer
<b>3. Starting and termination dates</b>	January – December 2007
<b>4. BACKGROUND AND DESCRIPTION</b>	
<p><b>4.1. Context</b> The IBE website—created in 1996 and restructured in 1999—is part of the Resource Bank Programme and its maintenance and development are ensured on a permanent basis. Through its website, which was completely reorganized in 2005, the IBE makes available information resources, products and services targeted at the educational community worldwide. Between 1999 and 2006, there was a continuous increase in the number of consultations. The new site design was launched in September 2005 in accordance with the new UNESCO guidelines and was created to better reflect the current IBE mission, structure and activities as well as to offer enhanced and easier access to information (by themes, by country and by service). In addition, the new approach offers separate homepages in the six official UNESCO languages in order to focus more directly on the resources available to each language group. Furthermore, a closer working relationship is being established with the new UNESCO Education Sector Portal (launched in September 2006).</p> <p><b>4.2. Goal (overall objective)</b> The main goal is to support the international EFA strategy by collecting and providing enhanced access—through the IBE website—to high quality and updated information resources on education systems and curricula.</p> <p><b>4.3. Purpose (specific objective)</b> The specific objective is to maintain, expand, enrich and make available through the IBE website an information base and a variety of resources to be exploited for a wide range of purposes and for facilitating exchange and discussion on specific educational and curricular issues.</p>	
<b>5. RESULTS</b>	
<p><b>5.1. Title of the results</b> An information base and a wide range of educational resources maintained, updated and made easily available through the IBE website.</p> <p><b>5.2. Expected (description)</b></p> <ul style="list-style-type: none"> <li>• The IBE website maintained and updated, providing easy access to a range of additional resources and also contributing to the further development of Education Sector Portal of UNESCO.</li> <li>• A Content Management System (CMS) improved, also exploring the possibility of increased collaboration with the new anticipated CMS working tool to be adopted by UNESCO.</li> <li>• The potential of the Community of Practice/Global Curriculum Network further exploited by introducing additional modules and features to the online collaborative platform currently used.</li> </ul> <p><b>5.3. Performance indicators</b> Improved accessibility and quality of the IBE website.</p> <p><b>5.4. Assessment criteria</b> Website statistics (number of hits and downloads); feedback from internal and external users; new tools/services available for users.</p>	

## 5.5. Obtained/level of achievement

(a) The IBE website has been updated frequently, thus ensuring a wider dissemination of materials and resources. Up to mid-October 2007 figures regarding consultations indicate an increase in the visits from users of all six official languages as follows: English +13%, French +25%, Spanish +15%, Chinese +40%, Russian +35%, Arabic +17%. Figures also indicate an increase in the geographic scope of visits, in particular from Africa and Asia (Africa +36%, Asia +27%, Americas +17%, Europe +9%). Overall, between January and September 2007 there was an increase of 46% in the number of unique visitors, 36% in the total number of consultations, and 100% in the number of consultations to the database *World Data on Education* compared to the same period in 2006. In addition to the quantity and quality of materials and resources, much of these increases may also be attributed to the fact that information on activities is systematically translated into English, French, Spanish and Chinese. News of IBE activities has been published via the website almost every week, and the information has also been disseminated through the UNESCO Portal, which offers links to IBE resources (in particular the *Country Dossiers*). The integration with other UNESCO information services is ensured through links to relevant sections of the UNESCO Portal ('UNESCO Worldwide'), education statistics made available by the UNESCO Institute for Statistics–UIS (i.e. country profiles 'statistics in brief'), and EFA statistics prepared by UIS and the Global Monitoring Report on EFA.

Quality Assurance is being maintained through the implementation of workflows, rules, courses, and tutorials for web content writing. Furthermore, universal pages are being written for a more general audience while specific subsections are focusing on a more specialized audience. In this way the site caters to a wider audience from specialists to a broader public.

(b) Progress has been made in pursuing the new Content Management System (CMS). The process to select the best qualified partners to assist in implementing this complex migration has been launched in October, and required some months of preparatory works (e.g. design of the new structure of the IBE website in compliance with the new layout of UNESCO website, definition of the terms of reference, etc.). Once adopted, the new CMS will allow for a better utilization of the potential of the Community of Practice, an increased interactivity, as well as an improved organization and structure of the IBE website.

## 6. ELEMENTS OF STRATEGY

### 6.1 Description of the intervention

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

### 6.2 Stakeholders, partners and beneficiaries

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

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

### 6.3 Staff input

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

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

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

## 7. BUDGET (US\$):

7.1 Approved 35,000

7.2 Revised 35,000

7.3 Obligated as of 30.11.07: 28,281 (81%)

**IBE – REPORT 2007****KNOWLEDGE MANAGEMENT AND POLICY DIALOGUE**

<b>1. Heading of the element</b>	<b>Inter-training for policy dialogue and ICE preparatory activities</b>
<b>2. Name of the Responsible Officer</b>	Pierre Luisoni and Costanza Farina
<b>3. Starting and termination dates</b>	January–December 2007
<b>4. BACKGROUND and DESCRIPTION</b>	
<p><b>4.1. Context</b> In 2003, the inter-training programme for policy dialogue on education in French-speaking Africa involved twelve ministerial teams (forty high-level civil servants). At the request of several ministers and of the participants themselves, the training scope and depth were broadened and a plan, training modules and tools transferable to new countries or regions were prepared for a different target audience. During the biennium and according to the 33 C/5 adopted, the IBE's policy dialogue programme dealt essentially with "<i>the strengthening of capacities for reaching agreement on educational systems and programmes</i>". According to the IBE Council's request in January 2007, the preparatory activities for the International Conference on Education (ICE) were initiated. In order to bring new approaches into the preparations, since January 2007 the IBE has embarked on a multifaceted, comprehensive and participatory preparatory process, composed of several components. Extensive Consultations with stakeholders through regional and sub-regional conferences and workshops took place.</p> <p><b>4.2. Goal (overall objective)</b> To contribute to and improve the internal policy dialogue and the international dialogue on educational policies, in particular on Inclusive Education.</p> <p><b>4.3. Purpose (specific objective)</b> To increase, through training and the creation of training modules and tools, the crosscutting skills of ministerial teams in the fields of policy dialogue and the setting up of partnerships. To mobilize knowledge about Inclusive Education and create synergies with all stakeholders for the preparation of the ICE.</p>	
<b>5. RESULTS</b>	
<p><b>5.1. Title of the results</b> The publication of modules and inter-training tools for policy dialogue and the training of trainers.</p> <p><b>5.2. Expected (description)</b> At least eight modules and training tools completed and published in French, English and Portuguese.</p> <ul style="list-style-type: none"> <li>• Approximately twenty trainers trained to carry out training themselves in their countries.</li> <li>• Four to five English-speaking ministerial teams trained.</li> <li>• Modules and training tools distributed and used.</li> <li>• The setting up of a "community of practice" on policy dialogue.</li> </ul> <p><b>5.3. Performance indicators</b> The quality and the transferability of the materials prepared: the number of people trained; the success of the training activities.</p> <p><b>5.4. Assessment criteria</b> Evaluation of the relevance, efficiency, effectiveness and transferability of the training materials produced.</p> <p><b>5.5 Expected outcomes/Level of achievement</b> Some of the set objectives were reached and received positive feedback. In particular, the fifth seminar for policy dialogue took place in February 2007, with the participation of 12 ministerial officials from five Portuguese-speaking countries (Angola, Guinea Bissau, Guinea Equatorial, Cape Verde and Mozambique). The modules and training tools are in the process of being further developed. <b>Important results, not originally included in the planning, were successfully achieved within the</b></p>	

context of the ICE preparations. The preparatory process was based on several mutually reinforcing components:

a) nine regional and sub-regional preparatory workshops, over the period June 2007 – March 2008, in the different UNESCO regions within the framework of the IBE global Community of Practice in Curriculum Development (COP) have been planned to share visions, policies, strategies and good practices on Inclusive Education. Seven have already taken place in Romania, Kenya, United Arab Emirates, Argentina, Rwanda, Belarus and China, involving, by the end of 2007, over 60 countries and 400 participants among researchers, curriculum specialists and policy makers ;b) In response to the recommendations of the IBE Council, the Government of Latvia is organizing a Regional Preparatory Conference for Europe and North America entitled “Inclusive Education: from Policy Dialogue to Collaborative Action to be hosted in Riga, on 24-26 February 2008; IBE has been supporting the Latvia-led initiative with technical assistance; c) an experts meeting to set up the content of the four established workshops addressing the multiple dimensions of ‘inclusiveness’ in education is planned on 19-20 November 2007; d) Contacts with United Nations agencies based in Geneva have been initiated to explore venues for possible cooperation; an official briefing session will take place on 17 December 2007 to identify concrete areas for intellectual and financial partnerships; e) exchanges with several stakeholders for the identification of possible keynote speakers and experts to be invited at the ICE have been made. f) two meetings took place in October 2007 to provide guidance and suggestions and to increase the coordination level with the Council’s Working Group for the ICE preparations and with the Education Sector Working Group for the ICE. g) Initial contacts with some potential donors and partners have been made to mobilize resources, both in terms of intellectual and financial contributions.

As in 2006, the IBE ensured its contribution to the Summer University for Human Rights and the Right to Education (UEDH).

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

- Complete and publish, with ADEA, the modules and the training “toolbox”;
- Organize, with ADEA and in collaboration with the “Curriculum and Poverty Alleviation in Africa” Project, a workshop for training trainers in the use of the modules and tools;
- Contribute to the “negotiation” module at the inter-training seminar on policy dialogue organized by ADEA in English-speaking Africa;
- Participate in training for policy dialogue in the context of the Summer University on Human Rights and the Right to Education (UEDH);
- Put into service a “community of practice”;
- Continue to explore the possibility of partnerships with universities/higher education institutions for training students of the educational sciences in policy dialogue, for example within a Masters in Advanced Studies.
- Initiate preparatory process of ICE

### **6.2. Stakeholders, partners and beneficiaries**

Ministries of Education; National Commissions; the Association for the Development of Education in Africa (ADEA); The European Centre for Negotiation (CEN); ministerial teams; students; NGOs; universities; UNESCO Field offices (National, Regional, Cluster)

### **6.3. Staff input**

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

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

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

## **7. BUDGET (US\$)**

<b>7.1. Approved</b>	<b>335,000</b>
<b>7.2. Revised</b>	<b>285,000</b>
<b>7.3. Obligated as of 30.11.07:</b>	<b>211,938 (74%)</b>

**IBE – REPORT 2007**  
**INSTITUTIONAL FUNCTIONING**

<b>1. Heading of the element</b>	<b>IBE Council</b>
<b>2. Name of the Responsible officer and of the Deputy</b>	Clementina Acedo & Costanza Farina
<b>3. Starting and termination dates</b>	January – December 2007
<p><b>4. BACKGROUND and DESCRIPTION</b></p> <p><b>4.1. Context</b></p> <p>The IBE Council is an intergovernmental body of twenty-eight Member States elected by the General Conference of UNESCO.</p> <p><b>4.2. Goal (overall objective)</b></p> <p>Its working methods are laid down in the Statutes of the IBE and the Rules of Procedure of the Council (see <i>Basic texts</i>).</p> <p><b>4.3. Purpose (specific objective)</b></p> <p>Established by paragraph 1 of the Resolution adopted by the thirty-third General Conference (see Approved Programme and Budget 2006-2007, pages 1–2), in brief, the General Conference asks the IBE Council:</p> <p style="padding-left: 40px;">“(a) to ensure that IBE’s activities are in consonance with UNESCO’s strategic objectives and priorities of the education programme;</p> <p style="padding-left: 40px;">(b) to consolidate and strengthen the three IBE basic programmes;</p> <p style="padding-left: 40px;">(c) to continue the dissemination of quality and up-to-date information and analyses through its publications and website;</p> <p style="padding-left: 40px;">(d) to continue cross-cutting and programme support activities;</p> <p style="padding-left: 40px;">(e) to continue to mobilize the human and financial resources necessary for IBE to accomplish its mission;”</p>	
<p><b>5. RESULTS</b></p> <p><b>5.1. Title of the results</b></p> <p>Fulfilling its statutory functions and reaching the objectives established by the General Conference.</p> <p><b>5.2. Expected (description)</b></p> <p>Main points of the agenda of the fifty-fifth session of the IBE Council:</p> <ul style="list-style-type: none"> <li>• Presentation of the new Director and exchange of views with the members of the Council</li> <li>• IBE activities during 2006</li> </ul>	

- Information and exchanges of view (South-South Co-operation on education and “Education and care”)
- The IBE’s programme of activities for 2007
- Preparation of the forty-eighth session of the ICE
- UNESCO’s Strategy and the IBE’s Strategy 2008–2013
- Draft programme and budget for the 2008-2009 biennium (34 C/5)

### **5.3. Performance indicators**

The extent to which the statutory functions have been carried out; interventions by delegations at the Council and during the thirty-fourth session of the General Conference.

### **5.4. Assessment criteria**

*Adherence to the Basic Text*

### **5.5 Obtained/level of achievement**

**Overall the objectives have been achieved; the statutory functions of the Council and its Steering Committee have been fulfilled.**

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

- To organize, hold and ensure the follow up to the fifty-fifth session (24–26 January 2007), preceded by the meeting of the Administrative Group and by the meeting of the Working Group for the Preparation of the forty-eighth session of the International Conference on Education;
- To organize, hold and ensure the follow up to the meeting of the Steering Committee (July 2007);
- To prepare the fifty-sixth session (January 2008)

### **6.2. Stakeholders, partners and beneficiaries**

The twenty-eight members of the Council.

### **6.3. Staff input**

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

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

Office of the Director-General; Office of the ADG/ED.

## **7. BUDGET (US\$):**

**7.1. Approved** **90,000**

**7.2. Revised** **90,000**

**7.3. Obligated as of 30.11.07: 87,370 (97%)**



### **III. BUDGETARY FIGURES**

<p><b>The following tables present the budgetary situation – particularly concerning the sources of financing – on the basis of the known situation on 31 December 2007.</b></p>
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## ESTIMATES OF DISTRIBUTION OF ESTABLISHED STAFF BY PROGRAMME/PROJECT (in %) 2007

[illegible]

**INTERNATIONAL BUREAU OF EDUCATION (IBE)**  
**PRE FINAL FINANCIAL STATEMENT I & II**  
**FOR THE FINANCIAL PERIOD 1st JANUARY TO 31st DECEMBER 2007**

The pre final appended Financial Statement I et II and Schedule 1 at 31st december  
2007  
are :

Clementina ACEDO MACHADO  
Director  
International Bureau of Education

A handwritten signature in black ink, appearing to read 'Clementina Acedo Machado', written over a horizontal line.

15.janv.08

**STATEMENT I**

**INTERNATIONAL BUREAU of EDUCATION (IBE)**  
**Pre final Statement of Income and Expenditure and changes**  
**in Reserves and Fund balances**  
**For the Financial Period 1st January au 31st december 2007**  
**(Expressed in K US dollars)**

	2'007	2'006
<b><u>INCOME</u></b>		
Voluntary contributions	1'156	1'359
revenue generating activities	298	0
Allocation from other funds	2'296	2'295
Income for services rendered	56	43
Investment income	92	56
Foreign Exchange gains NET	42	
Other	13	39
<b>TOTAL INCOME</b>	<b>3'952</b>	<b>3'792</b>
<b><u>EXPENDITURE</u></b>		
Total Expenditure	3'370	3'256
<b>TOTAL EXPENDITURE</b>	<b>3'370</b>	<b>3'256</b>
<b>Excess / (Shortfall) of Income over expenditure</b>	<b>582</b>	<b>536</b>
Savings on prior periods' obligations	6	33
Reserves and Fund balances, beginning of period	611	42
<b>RESERVES AND FUND BALANCES END OF PERIOD</b>	<b>1'198</b>	<b>611</b>

**STATEMENT II**

**INTERNATIONAL BUREAU OF EDUCATION - IBE**  
**IBE - Pre Final Statement of Assets, Liabilities and Reserves and Fund**  
**Balances as at 31/12/2007**

**(Expressed in KUS dollars)**

	<b>2'007</b>	<b>2'006</b>
<b>ASSETS</b>		
Cash and Term deposit	126	180
Accounts Receivable		
Other	3	35
Inter-fund balances	1'420	827
Other assets	4	5
<b>TOTAL ASSETS</b>	<b>1'553</b>	<b>1'047</b>
<b>LIABILITIES</b>		
Unliquidated Obligations	246	387
Account payable		
Other	109	49
<b>TOTAL LIABILITIES</b>	<b>355</b>	<b>436</b>
<b>RESERVES AND FUND BALANCES</b>		
Surplus	1'198	611
<b>TOTAL RESERVES AND FUND BALANCES</b>	<b>1'198</b>	<b>611</b>
<b>TOTAL LIABILITIES, RESERVES and FUND BALANCES</b>	<b>1'553</b>	<b>1'047</b>

**SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)**  
**PRE FINAL SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE**  
**FOR THE FINANCIAL PERIOD 1st JANUARY to 31st DECEMBER 2007**  
**(Expressed in Dollar US)**

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS					EXPENDITURES			UNOBLIGATED BALANCE	EXECUTION RATE Théorique : 100%
	Appropriation Approved by council	Transfers	Additional Funds	Soldes year 2006 Carry forward	revised	Disbursements	Unliquidated Obligations	Total	Total	
<b>I. PROGRAMME OPERATIONS</b>										
<b>Line 1: CAPACITY BUILDING FOR CURRICULUM DEVELOPMENT</b>										
Curriculum global network / community of practices	330'000.00	-10'000.00			320'000.00	244'405.96	46'760.08	291'166.04	28'833.96	90.99%
Curriculum and Poverty in Africa	5'000.00				5'000.00	4'521.19	177.95	4'699.14	300.86	93.98%
Training on policy dialogue and others activities	85'000.00				85'000.00	34'039.85	11'068.70	45'108.55	35'891.45	83.07%
<b>Sub-total, Programme costs</b>	<b>420'000.00</b>	<b>-10'000.00</b>	<b>0.00</b>		<b>410'000.00</b>	<b>282'967.00</b>	<b>58'006.73</b>	<b>340'973.73</b>	<b>69'026.27</b>	<b>83.16%</b>
<b>Staff Costs</b>	<b>645'492.00</b>	<b>40'000.00</b>			<b>685'492.00</b>	<b>655'353.11</b>		<b>655'353.11</b>	<b>139.89</b>	<b>99.98%</b>
<b>Total, line 1: Capacity building for curriculum development</b>	<b>1'065'492.00</b>	<b>30'000.00</b>	<b>0.00</b>		<b>1'095'492.00</b>	<b>968'320.11</b>	<b>58'006.73</b>	<b>1'026'326.84</b>	<b>69'166.16</b>	<b>93.69%</b>
<b>Line 2: Resources bank / Observatory of Trends</b>										
Resources bank on eduo systems and curric. Policies	50'000.00				50'000.00	22'375.73	26'255.73	48'631.46	1'368.54	97.26%
Observatory of trends (curric. Processes and Products)	75'000.00				75'000.00	28'797.90	12'704.75	42'502.65	32'497.35	56.67%
<b>Sub-total, Programme costs</b>	<b>125'000.00</b>	<b>0.00</b>	<b>0.00</b>		<b>125'000.00</b>	<b>52'173.63</b>	<b>38'960.48</b>	<b>91'134.11</b>	<b>33'665.89</b>	<b>72.91%</b>
<b>Staff Costs</b>	<b>284'705.00</b>	<b>23'000.00</b>			<b>317'705.00</b>	<b>317'559.81</b>		<b>317'558.81</b>	<b>148.19</b>	<b>99.95%</b>
<b>Total, Line 2: Resources bank / Observatory of Trends</b>	<b>419'705.00</b>	<b>23'000.00</b>	<b>0.00</b>		<b>442'705.00</b>	<b>369'732.44</b>	<b>38'960.48</b>	<b>408'692.92</b>	<b>34'012.08</b>	<b>92.32%</b>
<b>Line 3: Knowledge management</b>										
Development of IBE website	35'000.00				35'000.00	20'317.25	8'259.10	28'576.35	6'424.65	81.64%
Documentation / periodicals	25'000.00				25'000.00	12'687.11	1'349.70	14'246.81	10'753.18	56.99%
Publications	70'000.00				70'000.00	40'515.52	13'776.73	54'292.25	15'707.76	77.56%
<b>Sub-total, Programme costs</b>	<b>130'000.00</b>	<b>0.00</b>	<b>0.00</b>		<b>130'000.00</b>	<b>73'729.88</b>	<b>23'384.53</b>	<b>97'114.41</b>	<b>32'885.59</b>	<b>74.70%</b>
<b>Staff Costs</b>	<b>250'641.00</b>	<b>27'000.00</b>			<b>277'641.00</b>	<b>277'106.99</b>		<b>277'106.99</b>	<b>532.01</b>	<b>99.81%</b>
<b>Total, line 3: Knowledge management</b>	<b>380'641.00</b>	<b>27'000.00</b>	<b>0.00</b>		<b>407'641.00</b>	<b>350'838.87</b>	<b>23'384.53</b>	<b>374'223.40</b>	<b>33'417.60</b>	<b>91.80%</b>
<b>Line 4: 48e ICE</b>										
Préparation 48th ICE	250'000.00	-10'000.00			240'000.00	87'476.81	54'269.45	151'746.06	88'251.94	63.23%
<b>Sub-total, Programme costs</b>	<b>250'000.00</b>	<b>-10'000.00</b>	<b>0.00</b>		<b>240'000.00</b>	<b>87'476.81</b>	<b>54'269.45</b>	<b>151'746.06</b>	<b>88'251.94</b>	<b>63.23%</b>
<b>Staff Costs</b>	<b>200'219.00</b>				<b>200'219.00</b>	<b>200'041.57</b>		<b>200'041.57</b>	<b>177.43</b>	<b>99.91%</b>
<b>Total, line 4: 48th ICE</b>	<b>450'219.00</b>	<b>-10'000.00</b>	<b>0.00</b>		<b>440'219.00</b>	<b>297'520.18</b>	<b>54'269.45</b>	<b>351'789.63</b>	<b>88'429.37</b>	<b>79.91%</b>
<b>Line 5: Operational activities</b>										
DDC 2005				30'475.13	30'475.13	30'417.45		30'417.45	57.69	99.81%
DDC 2007	80'000.00				80'000.00	64'509.94	5'600.00	70'109.94	9'860.06	87.54%
GTZ 81098776			28'818.00		28'818.00	20'606.96		20'606.96	6'211.04	71.51%
GTZ 81098715			34'582.00		34'582.00	289.52	18'294.00	18'563.52	15'018.48	53.68%
MoE Maurice			12'379.83		12'379.83	12'379.83		12'379.83	0.00	100.00%
ARGENTINE 2007			1'950.00		1'950.00		1'950.00		0.00	100.00%
Université De Genève			4'160.83		4'160.83	4'160.83		4'160.83	0.00	100.00%
<b>Sub-total, Programme costs</b>	<b>80'000.00</b>	<b>0.00</b>	<b>81'890.66</b>	<b>30'475.13</b>	<b>161'890.66</b>	<b>132'344.53</b>	<b>25'844.00</b>	<b>158'188.53</b>	<b>34'177.26</b>	<b>97.71%</b>
<b>Staff Costs</b>	<b>78'299.00</b>	<b>-3'000.00</b>			<b>75'299.00</b>	<b>75'193.33</b>		<b>75'193.33</b>	<b>105.67</b>	<b>99.86%</b>
<b>Total, line 5: Operational activities</b>	<b>158'299.00</b>	<b>-3'000.00</b>	<b>81'890.66</b>		<b>237'189.66</b>	<b>207'537.86</b>	<b>25'844.00</b>	<b>233'381.86</b>	<b>34'282.93</b>	<b>98.39%</b>
<b>SUB-TOTAL I : PROGRAMME COSTS</b>	<b>1'065'000.00</b>	<b>-20'000.00</b>	<b>81'890.66</b>		<b>1'065'890.66</b>	<b>638'693.65</b>	<b>200'465.19</b>	<b>839'158.84</b>	<b>227'731.52</b>	<b>78.65%</b>
<b>SUB-TOTAL I : STAFF COSTS</b>	<b>1'469'356.00</b>	<b>87'000.00</b>	<b>0.00</b>		<b>1'556'356.00</b>	<b>1'555'255.81</b>	<b>0.00</b>	<b>1'555'255.81</b>	<b>1'100.19</b>	<b>99.93%</b>
<b>TOTAL I : PROGRAMME ACTIVITIES</b>	<b>2'474'356.00</b>	<b>67'000.00</b>	<b>81'890.66</b>		<b>2'623'246.66</b>	<b>2'193'949.46</b>	<b>200'465.19</b>	<b>2'394'414.65</b>	<b>228'832.01</b>	<b>91.28%</b>

**SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)**  
**PRE FINAL SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE**  
**FOR THE FINANCIAL PERIOD 1st JANUARY to 31st DECEMBER 2007**  
 (Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS				EXPENDITURES			UNOBLIGATED BALANCE	EXECUTION RATE Théorique : 100%
	Appropriation Approved by council	Transfers	Additional Funds	revised	Unliquidated Disbursements	Obligations	Total	Total	
<b>II. IBE COUNCIL, GEN.ADMIN. &amp; INST. DEV</b>									
<b>Line 6 : 55th Council of IBE</b>									
Direct costs	90'000.00			90'000.00	86'319.51	3'103.48	89'422.99	577.01	99.36%
Staff Costs	146'711.00	-11'000.00		135'711.00	134'791.58		134'791.58	919.42	99.32%
<b>Total line 6 : 55th Council of IBE</b>	<b>236'711.00</b>	<b>-11'000.00</b>	<b>0.00</b>	<b>225'711.00</b>	<b>221'111.09</b>	<b>3'103.48</b>	<b>224'214.57</b>	<b>1'496.43</b>	<b>99.34%</b>
<b>Line 7 : General Administration</b>									
Direct costs	298'466.00	-40'000.00		258'466.00	233'483.44	22'980.41	256'463.85	2'002.15	99.23%
Staff Costs	238'378.00	13'000.00		251'378.00	250'886.53		250'886.53	491.47	99.80%
<b>Total line 7 : General Administration</b>	<b>536'844.00</b>	<b>-27'000.00</b>	<b>0.00</b>	<b>509'844.00</b>	<b>484'369.97</b>	<b>22'980.41</b>	<b>507'350.38</b>	<b>2'493.62</b>	<b>99.51%</b>
<b>Line 8 : Institutional Development</b>									
Direct costs	160'000.00	-32'000.00		128'000.00	71'957.26	7'272.96	79'230.22	46'769.78	61.90%
Staff Costs	215'659.00	3'000.00		218'659.00	218'104.98		218'104.98	554.02	99.75%
<b>Total line 8 : Institutional Development</b>	<b>375'659.00</b>	<b>-29'000.00</b>	<b>0.00</b>	<b>346'659.00</b>	<b>290'062.24</b>	<b>7'272.96</b>	<b>297'335.20</b>	<b>49'323.80</b>	<b>85.77%</b>
SUB-TOTAL II : Direct Costs	548'466.00	-72'000.00	0.00	476'466.00	391'760.21	33'356.85	425'117.06	51'348.94	89.22%
SUB-TOTAL II : Staff Costs	600'748.00	5'000.00	0.00	605'748.00	603'783.09	0.00	603'783.09	1'964.91	99.68%
<b>TOTAL II : IBE COUNCIL, GEN.ADMIN. &amp; INST. DEV</b>	<b>1'149'214.00</b>	<b>-67'000.00</b>	<b>0.00</b>	<b>1'082'214.00</b>	<b>995'543.30</b>	<b>33'356.85</b>	<b>1'028'900.15</b>	<b>53'313.85</b>	<b>95.07%</b>
TOTAL : PROGRAMME & DIRECTS COSTS	1'553'466.00	-92'000.00	81'890.66	1'543'356.66	1'030'453.86	233'822.04	1'264'275.90	279'080.76	81.92%
TOTAL : STAFF COSTS	2'070'104.00	92'000.00	0.00	2'162'104.00	2'159'038.90	0.00	2'159'038.90	3'065.10	99.86%
<b>TOTAL EXPENDITURE</b>	<b>3'623'570.00</b>	<b>0.00</b>	<b>81'890.66</b>	<b>3'705'460.66</b>	<b>3'189'492.76</b>	<b>233'822.04</b>	<b>3'423'314.80</b>	<b>282'145.86</b>	<b>92.39%</b>

Distribution: limited

UNESCO/BIE/C.56/Proceedings and Decisions  
Annex III  
UNESCO/BIE/C.56/Inf. 3  
Geneva, 25 January 2008  
Original: French

UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION

**COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Fifty-sixth session

Varembé Conference Centre,  
9-11, rue de Varembé, Geneva  
21 – 22 January 2008

**REPORT OF THE ADMINISTRATIVE GROUP**



1. The Administrative Group (AG) met on 21 and 22 January 2008. The following representatives were present:

<b>Country</b>	<b>Name</b>
Bulgaria	Mrs Elena B. DAMYANOVA
Switzerland	Mr Bernard WICHT
Rep. of Korea	Mr Suk-Koo CHUNG
	Mr Chon-Hong KIM
Benin	H.E.Mr Olabiyi YAI
	Mrs Françoise MEDEGAN

UNESCO's Education Sector was represented by Mr Alexandre SANNIKOV. The Office of the Comptroller of UNESCO was represented by Mr John HAIGH.

The IBE was represented by Mrs Clementina ACEDO in her capacity as Director of the IBE, Mr Mohamed BOUASSAMI, administrator of the IBE, and Mr Christian HARTMANN, Administrative Assistant.

The Group's work was chaired by H.E. Mr Olabiyi YAI, representative of BENIN and President of the Executive Board of UNESCO.

2. The Group approved the following **agenda**:

- Opening of the session
- Adoption of the agenda
- Election of the subsidiary bodies of the Council
- Report of the Director on activities conducted in 2007 and on the provisional accounts
- Draft programme and budget for 2008
- UNESCO's Strategy and the IBE's Strategy for 2008–2013
- Forty-eighth session of the ICE
- Any other business, including proposals concerning the use of the funds following the sale of the Polish stamps
- Report of the AG (UNESCO/BIE/C.56/Inf.3)

### **Report of the Director on activities conducted in 2007 and on the financial situation**

3. The Director emphasized that 2007 had been a year of transition for the IBE, with her own entry into office in mid-February, the appointment of a new Secretary of the Council, and the coming to an end of the partnership agreements with the IBE's principal donors—Switzerland and Sweden. It had also been the year for the preparation of the IBE's new strategy for 2008–2013 and the last year in a biennium. For these reasons, efforts to mobilize resources had been necessary to carry out all of the activities approved and foreseen by the Council, and to launch activities for the forty-eighth ICE. The Director recalled the priorities that she had set herself at the beginning of her mandate. She then gave a detailed description of the outcomes achieved by all of the IBE's programmes, projects and activities during 2007, as well as of certain difficulties encountered, particularly connected with the shortage of staff and the freezing of four posts. This situation places considerable pressure on the remaining staff, despite resorting to provisional measures to strengthen teams:

research assistants and staff members provided by the Cantonal Office of Employment. She also presented financial data contained in document UNESCO/BIE/C.56/Inf. 2. The Director pointed out that, despite this difficult situation, the IBE had achieved a very high level of execution (92% compared with 88% in 2006).

4. The Administrator of the IBE stressed the increase in resources compared to the predictions adopted by the Council. This increase was particularly attributable to significant support from the Education Sector in the form of extra-budgetary resources in order to carry out the preparatory activities for the ICE. This support from the Education Sector had enabled the IBE not only to achieve a good level of execution, but also to release important reserves.
5. Mr Sannikov reminded those present that the new ADG had set up a working group on the Institutes, whose objective was to co-ordinate activities between the Sector and the Institutes in the framework of the reform of UNESCO and to find solutions to the problems encountered by the latter. He also stressed the efforts by the Sector to allocate additional resources to the IBE in 2007 with a view to the ICE. He furthermore confirmed the transfer in 2008 of US\$350,000 for the forty-eighth ICE. This brings the UNESCO contribution to US\$590,000 (compared with US\$140,000 for the forty-seventh ICE). In addition, he recalled the resolution presented by Switzerland and India and adopted by the General Conference, which requested that UNESCO's DG should present to the next session of the General Conference in 2009 his strategy for strengthening the IBE, both in terms of financial resources and in human resources, as a centre of excellence. For this purpose, the IBE should already include this activity in its programme for 2008 and perhaps make a report to the IBE Council at its fifty-seventh session.
6. During the discussion, the Administrative Group unanimously congratulated the Director for the efficient execution of the programme, which, despite the fact that 2007 had been a difficult year, had reached 92%. The Group also thanked the Director for the efficiency of the financial management throughout the year, given that she had succeeded in reinforcing the reserves while carrying out to the best of her ability the activities approved by the Council for 2007.
7. The Group therefore recommended that the IBE Council should approve the Director's report for 2007 and expressed its gratitude to her and all the staff of the IBE, both for the efficient execution of the programme and for its financial aspects. The Group also recommended to the Council to approve the revised resolution concerning the appropriation for 2007:

#### **Revised appropriation resolution for 2007**

##### **The Council of the IBE,**

**Having examined** the report of the Director of the IBE concerning the activities for 2007 contained in document UNESCO/IBE/C.56/2 and C.56/Inf.2,

**Having taking note** of the expenditure by credit line, particularly those concerning the programme, as well as the availability of supplementary resources,

**Resolves** that, for the financial period 1 January to 31 December 2007, the total appropriation should amount to US\$3'423'315 to be financed by resources estimated at US\$4'010'504, in the following way:

Appropriation lines:	US\$
<b>EXPENDITURES (OBLIGATIONS)</b>	
<b>I. PROGRAMME ACTIVITIES</b>	
Line 1: Capacity building for curriculum development	1'026'327
Line 2: Resource Bank/Observatory of trends	408'693
Line 3: Knowledge management	374'223
Line 4: 48th ICE	351'790
Line 5: Operational activities	233'382
<b>TOTAL PROGRAMME ACTIVITIES</b>	<b>2'394'415</b>
<b>II. GOV. BOARD, GEN. ADMIN., INSTITUTIONAL DEVEL.</b>	
Line 6: IBE Council	224'215
Line 7: General administration	507'350
Line 8: Institutional development	297'335
<b>TOTAL GOV. BOARD, GEN. ADMIN., INSTIT. DEVELOP.</b>	<b>1'028'900</b>
<b>TOTAL EXPENDITURES</b>	<b>3'423'315</b>
<b>RESOURCES CREDITED IN THE IBE SPECIAL ACCOUNT</b>	<b>US \$</b>
<b>I. INCOME</b>	
UNESCO's financial allocation	2'295'500
Voluntary contributions	1'155'669
Other resources	232'556
Currency exchange adjustments and lost/gain on 2006 ULO's	29'279
Polish stamps product	297'500
<b>TOTAL INCOME</b>	<b>4'010'504</b>
<b>II. OTHER RESOURCES</b>	
Excess of income over expenditure	587'189
Reserves and Fund Balances, beginning of period	611'046
<b>TOTAL RESERVES</b>	<b>1'198'235</b>

**Draft programme of activities for 2008 and financial contributions**

8. The Director presented the draft programme of activities for 2008, stressing the fact that it represented a year of challenges for the IBE. Indeed, it is the year of the ICE, as well as the first year of the 2008–2009 biennium and the first year of the strategy for 2008–2013. The IBE will continue to consolidate the achievements of its programme and launch new projects in the framework of new partnerships and alliances.
9. During the discussion, the Group gave a very positive appreciation of the entire draft programme and stressed the importance of the ICE, which must unite efforts and means to ensure its success. The Group recalled the importance of South-South co-

operation which must be reflected in the programme for 2008, as well as research in the fields of bilingual and bi-cultural education in Africa. The Group also drew attention to the fact that in the draft budget for 2008, UNESCO's financial allocation does not finance any basic programme activities since it barely suffices to cover the staff costs, the cost of the Council and a part of general administration, thus making the IBE vulnerable because it increasingly depends upon extra-budgetary resources. The Group recommended to the IBE, in the context of the amendment of the resolution on IBE presented by Switzerland and India and adopted by the most recent session of the General Conference, to start in 2008 the preparation of a strategy establishing the human and financial means necessary to perpetuate and consolidate its activities and to become a centre of excellence.

10. In conclusion the Group recommend to the Council the approval of the programme and budget for 2008 as prepared by the Director and, therefore, also to approve the Appropriation Resolution for 2008.

### **Appropriation Resolution N° 1/2008**

#### **The Council of the IBE,**

**Having examined** the Proposals of the Director of the IBE concerning the activities for 2008 contained in document UNESCO/IBE/C.56/3 and its Addendum,

**Resolves that,**

- (a) For the financial period 1 January to 31 December 2008, a total amount of US\$3'912'000 is hereby appropriated for the purpose indicated in the appropriation table as follows:

Appropriation lines:	US\$
<b>EXPENDITURES (OBLIGATIONS) DEBITED</b>	
<b>I. PROGRAMME ACTIVITIES</b>	
Line 1: Capacity development and training	575'455
Line 2: Resource Bank and Observatory of trends	339'255
Line 3: Knowledge management	356'489
Line 4: 48 <sup>th</sup> ICE	1'815'532
<b>TOTAL PROGRAMME ACTIVITIES</b>	<b>3'086'820</b>
<b>II. GOV. BOARD, GEN. ADMIN., INSTITUTIONAL DEVEL.</b>	
Line 6: IBE Council	157'991
Line 7: General administration	403'496
Line 8: Institutional development	263'693
<b>TOTAL GOV. BOARD, GEN. ADMIN., INSTIT. DEVEL</b>	<b>825'180</b>
<b>GRAND TOTAL YEARLY EXPENDITURES</b>	<b>3'912'000</b>

(b) The total appropriation voted in paragraph (a) above shall be financed by the funds allocated for the operation of the Bureau and which are or shall be paid into the Special Account set up by the Director-General of UNESCO in accordance with the relevant provisions of the Organization's Financial Regulations and with Article 3 of the Financial Regulations applicable to the Special Account for the International Bureau of Education which entered into force on 1 January 1994, as follows:

<b>RESOURCES CREDITED IN THE IBE SPECIAL ACCOUNT</b>	<b>US\$</b>
<b>I. INCOME</b>	
UNESCO financial allocation	2'295'500
Voluntary contributions	1'037'000
Income for services rendered	
Investment income	
Currency exchange adjustments	
Other	170'000
<b>TOTAL INCOME</b>	<b>3'502'500</b>
Excess/(Shortfall) of income over expenditure	-409'500
Reserves and Fund Balances, beginning of period (including Polish stamps product)	1'197'500
<b>Reserves estimated end of period</b>	<b>788'000</b>

(c) The Director is authorized to accept and add to the appropriation approved under paragraph (a) above voluntary contributions, contracts, fees, subventions, endowments, gifts, bequests and miscellaneous income, taking into account the provisions of Article 3.1 b of the Financial Regulations of the Special Account for the UNESCO International Bureau of Education (IBE). The Director shall provide the Council in writing, at the session following such action, information about the amounts accepted.

(d) The Director is authorized to incur obligations during the financial period 1 January – 31 December 2008 up to the amount appropriated under paragraph (a) above.

(e) The Director is authorized to make transfers between appropriation lines not exceeding 20 per cent of the total amount of the appropriation from which the funds are transferred.

(f) The Director is authorized to make transfers between appropriation lines in excess of the percentage indicated in (e) above with the prior approval of the Council or its Steering Committee.

(g) In urgent and special circumstances, when an immediate action becomes imperative, the Director may make transfers exceeding the percentage indicated in (e) above, but not exceeding the sum of US\$50 000, between appropriation lines, informing the Members of the Council in writing, at the session following such action, of the details of the transfers and the reasons for them.

(h) The Director is authorized to receive funds or assistance in kind from governments, international, regional or national organizations, governmental or non-governmental institutions and other bodies as well as from individuals, for the implementation of programmes, projects or other activities consistent with the aims, policies and activities of the IBE and of UNESCO and to incur obligations for such activities in accordance with the

Regulations of the Special Account of the IBE and/or the Regulations and Rules of UNESCO and the agreements made with the donors.

(i) The constitution and management by the Director of the IBE of a reserve will be done in line with Article 7, paragraph 7.1 of the financial rules applicable to the special account of the International Bureau of Education. This reserve could be credited by funds coming from different sources and could amount to 5–10% of the annual budget. The Director of the IBE will make use of these funds according to the programme needs and present a report to the Council at the session immediately following their utilization. The creation of such a reserve should not impact negatively on the implementation of the activities adopted by the Council.

(j) In accordance with the financial regulation of the special account of the IBE, Article 6, paragraph 6.1 and 6.2, the Director will invest according to the existing rules and regulations of the Organization any funds not utilized for programme implementation.

### **IBE Strategy for 2008–2013**

11. The Director then presented the main features of the IBE's strategy for 2008–2013. In its discussion of this Strategy, the Group laid stress on South-South co-operation, which is one of UNESCO's strategic orientations and should therefore feature more strongly in the IBE's document. Similarly, the Group felt that the production of knowledge foreseen in the strategy would require supplementary human resources and greater financial means. In fact, four posts have still not been filled and are still frozen due to lack of resources. The result of this is that a very large overload of work falls on the staff of the IBE. The Group recommends that the Council undertakes all useful efforts with the Director-General for the renewal of these posts according to the following timetable: two posts filled between now and the end of 2008; and two posts filled between now and the end of 2009. Furthermore, the financial structure for funding the introduction of this strategy requires that new sources of finance should be explored, but also an effort by Headquarters to revise its financial allocation which at present is not sufficient to cover all the costs of the staff, the Council and the administrative outgoings. For this purpose, the Group recommends that, during this year, the IBE undertakes the preparation of a strategy identifying the most suitable structure for the human resources and financial means needed to make the IBE into a centre of excellence. This strategy should be presented to the next session of the Council.

### **Forty-eighth session of the ICE**

12. During the joint session of the Working Group on the ICE and the Administrative Group, the Director presented the provisional budget for the forty-eighth ICE. The two groups estimated that the budget should be more ambitious. Specifically, they noted that the budget does not include a specific amount for "Keynote speakers" and does not take into consideration the structure adopted by the Working Group on the ICE, particularly concerning the number and structure of the workshops, which is now being completed. Similarly, given the importance of participation by representatives from least-developed countries, the IBE should include a sufficient amount for this purpose and ensure its financing. Furthermore, the budget devoted to follow-up of the forty-eighth ICE in 2009 must be upwardly revised in order to ensure a greater impact and a more efficient follow-up. On this subject, the IBE should prepare a strategy for mobilizing resources involving new donors, particularly emerging countries and

partners in the private sector. The Director will present to the Council a new version of the budget taking into account these remarks and the structure of the Conference that will be adopted by the Working Group on the ICE

#### **Any other business**

13. The Director informed the Administrative Group that the Polish stamps had been sold in conformity with the decision of the Council at its fifty-fifth session taken on the basis of the proposal that had been presented by the Director a.i. At the end of the summer, IOS had informed the IBE that an audit exercise would take place in November 2007 to examine the procedure followed for this sale. However, since IOS had been unable to identify and contract a philatelic expert to advise it in this audit task, the mission had been postponed. The Administrative Group felt that the audit mission as such and the identification of a proposed project that could be financed by the product of the sale of the Polish stamps are not connected. The Group recommends that the IBE should make without delay a concrete proposal to the Council at its present session and that it should concern South-South co-operation, Africa or research in the field of bicultural and bilingual education in Africa. The Group recommended that the Director, with the President of the Council, make contact with the Polish authorities in order to inform them for the use of these funds. The Group also recommended that the Council request the Director-General to carry out the audit mission as soon as possible.
14. Mr Haigh, of BOC, informed the Group of progress by the UNESCO team on new accounting standards (International Public Sector Accountant Standards) which will be adopted by the entire United Nations System, including UNESCO, from 2010. He drew attention to the fact that the IBE's Administrative Assistant formed part of this team so as to better reflect the interests and considerations of the UNESCO Institutes.

#### **Closing of the meeting**

15. The President closed the Group's meeting at 1 p.m., thanking all the members for their excellent work.

Distribution: limited

UNESCO/BIE/C.56/Proceedings and Decisions  
Annex IV  
UNESCO/BIE/C.56/ICE/WG/Inf.5  
Geneva, 22 January 2008  
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UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION

COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION

Fifty-sixth session

**WORKING GROUP FOR THE PREPARATION OF THE 48<sup>th</sup> SESSION OF THE  
INTERNATIONAL CONFERENCE ON EDUCATION (ICE)**

21 - 22 January 2008

**REPORT OF THE WORKING GROUP OF THE COUNCIL**

**5.1**



## Introduction

The Working Group (WG), constituted by the Council at the time of the fifty-fourth session, met at the Varembe International Conference Centre, from 21 January (10:00 a.m.) to 22 January 2008 (13:30 p.m.). Those participating in the meeting were:

Chairperson: H.E. Ambassador Michael Omolewa (Nigeria), Group Va; Members: Group I: Ms. Dominique Levasseur on 21 January and Mr. Raymond Theberge on 22 January (Canada); Group II: H.E. Tatjana Koke and Mr. Guntis Vasilevskis on 21 January, and Mr. Rolands Ozols on 22 January, (Latvia); Group III: absent (Dominican Republic); Group IV Ms. Farida Abu Hassan (Malaysia); Group Vb: Mr. Muhammad Al-Shatti (Kuwait). The President of the IBE Council, H.E. Ms. Bhaswati Mukherjee (India), assisted by Mr. Vijay K. Trivedi also attended the meeting as an observer. Other observers in attendance were Ms. Marie-Henriette Timmermans, from the French Community of Belgium and of the Wallon Region in Geneva on 21 January; Mr. Roger Dehaybe, from the Government of the French Community of Belgium on 22 January; Mr. Bossou C. René Ahouansou, of the National Commission of UNESCO, Benin; Mr. Comlan Maoudi Johnson, National Coordinator of Education for All (EFA), Benin; Mr. Issaou Gado, from the Benin National Institute of Training and Research in Education; Ms. Marguerite Yallou-Kogui N'Douro of the Permanent Delegation of Benin to UNESCO; Ms. Leticia Baquerizo Guzman on 21 January, from the Permanent Mission of Ecuador to the UN; Ms. Patricia Ashton Donoso on 22 January, from the Ministry of Education, Ecuador; and Ms. Mariela Gonzalez of the Permanent Mission of Venezuela to the UN. From the UNESCO Education Sector, Ms. Ana Luiza Machado, DADG/ED participated in the meeting on behalf of the ADG/ED of UNESCO; Mr. Alexandre Sannikov, Chief, Institutes Coordination Office, attended only part of the meeting. The IBE was represented by Ms. Costanza Farina, Mr. Massimo Amadio and Mr. Renato Operti.

The WG covered all of the points on the agenda:

1. Opening of the meeting, reminder of the mandate of the Working Group and adoption of the agenda
2. Approval of the minutes of the informal meeting of the Working Group
3. Reminder of the decisions taken in 2007 concerning the 48<sup>th</sup> session of the ICE
4. Oral reports on the status of the ICE preparatory process
5. Issues to be discussed and proposals to be submitted to the Council
6. Any other business
7. The report of the Working Group
8. Closing of the meeting

**The report which follows summarises the discussions and recommendations that the Working Group addresses to the Council as a whole for the consideration of point 5 on the Agenda of the 56<sup>th</sup> session.**

## **1. Opening of the meeting, reminder of the mandate of the Working Group and adoption of the agenda**

The meeting was opened by the Chairperson, H.E. Ambassador Mr. Omolewa, who warmly greeted the participants and welcomed all the observers. He thanked the members of the Working Group for their very important contributions towards the preparatory works of the 48<sup>th</sup> session of the International Conference on Education (ICE). He congratulated H. E. Ms. Tatjana Koke for her nomination as the Minister of Education and Science of Latvia.

The Chairperson briefly recalled the mandate of the WG, namely “to assist the Director of the IBE in preparing for the next ICE”. The Chairperson proposed that the composition of the Working Group on the ICE be kept as it is, while ensuring that a new member be elected to replace Kuwait, which is not a member of the Council any longer.

The Chairperson briefly introduced the Agenda and announced that item 5.6 of the Agenda (“financing the 48<sup>th</sup> ICE”) will be discussed jointly with the members of the Administrative Group on 22 January at the morning session. This suggestion as well as the proposed agenda was adopted by the WG.

## **2. Approval of the minutes of the informal meeting of the Working Group**

No objections were raised and the WG approved the minutes of the informal meeting held at UNESCO HQ on 18 October 2007 (*annex 1*).

## **3. Reminder of the decisions taken in 2007 concerning the 48<sup>th</sup> session of the ICE**

The Secretary of the Council briefly recalled the decisions taken in 2007:

- **The decision by the IBE Council during its fifty-fifth session (January 2007)** to propose to the 34th General Conference that the 48th session of the ICE be organized in Geneva from 25 to 28 November 2008 on the theme: “Inclusive Education: The way of the future”; to recommend that Member States organize preparatory meetings at the regional level in all regions; and to request that the Director-designate, in collaboration with the Working Group of the Council and of the Education Sector, initiate the ICE’s preparatory works and report to the Council at its 56th session.
- **The decision by the Steering Committee of the IBE Council at its meeting in July 2007** to request the Education Sector and the IBE to suitably sensitize the UNESCO Regional Offices, so that preparatory meetings could be arranged and could result in useful inputs to the ICE; the Education Sector and the IBE to facilitate the preparation of a draft resolution to be co-sponsored by IBE Council members who are members of the Executive Board, to be presented to the 177th session of the Executive Board to include the theme and date of the 48th session of the ICE, so that these two items could be approved; to ensure that as soon as the ICE theme and dates are approved, the process for the award of the Comenius Medal during the 48th Session of the ICE will be started according to the established procedures; at its next session in June/July 2008 that some more Council members, possibly those members of the IBE Council Working Group on the ICE, be invited to participate in the deliberations, since this

will be the last meeting of the Steering Committee before the ICE; to establish a close and effective collaboration between the Working Group of the Education Sector and the Working Group of the IBE Council in charge of assisting the IBE Director in preparing for the next session of the ICE.

- **The decision by the 177<sup>th</sup> session of the Executive Board (October 2007)** that recommended that the General Conference request, at its 34<sup>th</sup> session, the IBE Council, in accordance with the IBE Statutes, to organize the 48th session of the ICE from 25 to 28 November 2008 on the theme of “Inclusive Education: The Way of the Future”, and modify accordingly the draft resolution concerning the IBE in draft document 34 C/5; invited the Director-General to continue to provide the necessary support to the IBE so as to mobilize the necessary human and financial resources necessary for the it to successfully organize the ICE in 2008; renewed its call to Member States, international organizations and other agencies to contribute financially and by other appropriate means to the organization of the International Conference on Education in 2008; and requested the Director-General to submit to the Executive Board at its 179th session a progress report on the preparatory process for the 48th session of the ICE ;
- **The decision by the 34<sup>th</sup> session of the General Conference (October 2007)** to request the Council of the IBE, acting in conformity with the Statutes of the Bureau, when approving the Institute’s budget for 2008 and 2009, to consolidate and develop the IBE’s programmes and projects, namely – among others - the promotion and renewal of international dialogue on educational policies, by organizing from 25 to 28 November 2008 the 48th session of UNESCO’s International Conference on Education on the theme of “Inclusive Education: the Way of the Future”;
- **The decision by the 178<sup>th</sup> session of the Executive Board (October 2007)** (a) that invitations to participate in the 48th session of the ICE with the right to vote will be sent to all Member States and Associate Members of UNESCO; (b) that invitations to send observers to the Conference will be sent to the States mentioned in paragraph 6 of document 178 EX/2, which are not members of UNESCO but are members of another organization of the United Nations system, and to any other State that becomes a member of one of the organizations of the United Nations system before the opening date of the Conference; (c) that an invitation to send observers to the Conference will be sent to Palestine, as mentioned in paragraph 7 of document 178 EX/2; (d) that invitations to send representatives to the Conference will be sent to the organizations of the United Nations system with which UNESCO has concluded mutual representation agreements and which are listed in paragraph 8 of document 178 EX/2;(e) that invitations to send observers to the Conference will be sent to the organizations, foundations and institutions listed in paragraph 10 of document 178 EX/2; and that authorized the Director-General to send out any other invitations he may deem useful for advancing the work of the Conference, notifying the Executive Board thereof.

The Chairperson further elaborated the above texts, and thanked the President of the IBE Council and the Swiss Ambassador to UNESCO for their efforts in ensuring a sustained level of the UNESCO financial contribution to the IBE. He also praised the Ambassador of Benin to UNESCO, presently Chairperson of the Executive Board of UNESCO, for his efforts as Chairperson of the IBE Administrative Group. He expressed the hope that more countries will contribute financially to the ICE.

#### **4. Oral reports on the status of the ICE preparatory process**

An oral presentation was given by the representative of Latvia on the status of the preparations of the Regional Preparatory Conference for Europe and North America entitled "*Inclusive Education: from Policy Dialogue to Collaborative Action*", Riga, 24 - 26 February 2008. Ms. Koke pointed to an important feature of the Conference, namely the private/public partnerships, demonstrated by the participation of the Council of Europe and by the private partners in supporting the Conference. She stated that the main goals of the Conference are: a) to provide a platform for discussion on Inclusive Education in terms of policy trends and implementation results; b) to analyze experience of Inclusive Education in Europe and North America and to highlight achievements and challenges; and c) to provide suggestions on policy lines of actions/guidelines to feed into the ICE. A description of the structure and the agenda of the Conference were conveyed, including the official opening, the introductory debate and panel discussions; a round table with representatives of the education ministries; four simultaneous workshops on conceptual and practical issues pertaining to Inclusive Education, and a closing session. Exhibitions will also be organized and a reception will take place in the presence of the Latvian First Lady (more information can be found on the website: [www.unescoconference.lv](http://www.unescoconference.lv)). The representative of Latvia concluded indicating her hope to receive more feedback on the expected outcomes for the Latvia Conference in relation to the ICE.

The Chairperson greatly commended the work and the dedication of Latvia, as a member of the Electoral Group II, and thanked its representative for taking the lead in this initiative, which will give greater visibility to the ICE and will raise wide interest in it. He drew the attention of the participants to the structure of the ICE, as a key element to be discussed, to the issue of languages and exhibitions.

The Secretary of the IBE Council gave a Power Point Presentation on the results obtained so far in the different preparatory activities, including the National Reports and the Comenius Medal Award. She particularly emphasized the importance of the regional, sub-regional and international preparatory consultations, which constitute one of the key innovative elements of the preparatory process for the 48<sup>th</sup> session of the ICE. As for the A. J. Comenius Medal Award, she stated that in consultation with the relevant Czech authorities, and according to the established procedures, at the end of November 2007, invitation letters to request suitable candidatures had been issued to all Member States of UNESCO, as well as to the relevant organizations and institutions. The suggested candidatures, which should reach the IBE by 30 April 2008, will be properly recorded and then screened. An initial shortlist of around 20 candidatures will be submitted to a Jury, consisting, according to the Comenius Medal's Statute, of the President of the IBE Council, the IBE Director, a representative of the Czech authorities and of the Education Sector of UNESCO. The final shortlist of not more than ten candidates, representing the five regions of the world (Africa, Arab States, Asia, Europe, Latin America and the Caribbean) will be then submitted to the Director General of UNESCO, for approval. The selection process will be completed by mid September, so that the candidates can be given sufficient advance notice and participate in the Medal Award Ceremony during the ICE.

The Chairperson summarized some key issues in connection with the ICE preparatory process, on which the participants were invited to debate, namely the level of involvement of the public/private partnerships and the identification of specific donors; the importance of the website and what can be expected from it; the identification of potential keynote speakers,

policy makers and experts; how to benefit from the continued contribution of the conceptual roadmaps within the Community of Practice (COP) in Curriculum Development; and the ICE structure, which should be constructed to avoid “monologues” and increase interaction and dialogue among the ministers.

When the floor was open, the President of the IBE Council noticed that Asia has not been sufficiently involved in the regional preparatory process, while there is a lot of good will and interest in the ICE and potential funders. The IBE should address those potential donors. A question was asked about the involvement of the ED Sector, suggesting that it should be more substantive. The President agreed that suitable modalities should be identified to make the ICE more interactive. As for the keynote speakers, she expressed concern that the agenda of eminent personalities may be already booked a year ahead and that steps should be taken to expedite contacts. She also suggested that Mr. Amartya Kumar Sen (Nobel Prize for Economics in 1998) be considered as a keynote speaker for the introductory debate. The President of the IBE Council also congratulated Latvia for the organization of the conference and ensured that a representative from India will participate as an observer.

The Chairperson emphasized the issue of ‘ownership’ as a key feature of the ICE and encouraged the members of the WG to suggest names for keynote speakers.

The representative of Kuwait stated that the funding request of the Minister of Education for the ICE is being processed by the Ministry of Finance and that as soon as there are further developments, he will be happy to inform the WG. He also stressed the importance of the private sector in education, due to its dynamism, and suggested that this also be considered for the ICE.

The representative of the ED Sector agreed on the importance of involving the private sector. As an example, she mentioned that Mr. N. Burnett, ADG/ED of UNESCO, will be participating in the World Economic Forum Annual Meeting in Davos in January 2008, where the UNESCO-IIEP publication on “Multiple Stakeholders Partnerships for Education (MSPE)” will be launched. She also enquired about the results of the regional conferences, how successful they were and what the main recommendations would be. She stressed the importance of creating synergies with the Sixth International Conference on Adult Education (CONFINTEA IV), which will take place in May 2009 in Brazil.

The representative of Benin highlighted the fact that the concept of Inclusive Education may not be easily understood in some countries, which have not yet fully exploited the concept of integration. He also suggested that UNESCO and the IBE should improve the way in which information is shared and disseminated.

In response to the questions of some participants, information was shared on the main outcomes of the regional consultations carried out in 2007 within the COP framework. In particular, a briefing was given on the six main issues that have emerged from the eight seminars/workshops carried out in 2007, namely: a) the different positions that countries have in relation to the concepts of special education, integration and inclusion; b) the complex relationship between social inclusion and Inclusive Education; c) the role of Inclusive Education within the EFA goals; d) the importance of promoting and safeguarding the right to an equitable, high quality education; e) the importance of the curriculum in the achievement of an Inclusive Education environment; and f) the importance of changing teachers’ profile and role, and to support teachers professional development. While each preparatory event

resulted in regional roadmaps, an inter-regional roadmap is currently being developed so as to identify common challenges and work out a policy agenda. It was confirmed that close coordination was achieved with the UNESCO Regional Bureaus for Education, Cluster and National Offices, in particular in Africa (BREDA), Asia (Bangkok and Beijing), and Latin America and the Caribbean (OREALC and Kingston Office). An ICE preparatory seminar is being planned in April or early May 2008 with the UNESCO Bangkok Regional Office. A draft, preliminary list of potential keynote speakers and experts, primarily resulting from the COP consultations, was shared as a way to report on an initial elaboration of a roster of possible expertise.

At the beginning of the morning session on the second day, 22 January 2008, Mr. Roger Dehaybe, Chargé de mission with the Government of the French-speaking Community of Belgium was given the floor to introduce a theme very relevant to the ICE, namely the role of governments in education. He announced also that a high-level international symposium will take place in Brussels on 23 May on this topic, where some thirty eminent personalities will participate.

## **5. Issues to be discussed and proposals to be submitted to the Council**

5.1 **Provisional Agenda:** The WG reviewed the provisional agenda of the 48<sup>th</sup> session of the ICE, and suggested some modifications (see *annex 2*). **It is suggested that the IBE Council adopt the provisional annexed agenda.**

5.2 **Organization of the work of the ICE:** A very intense and rich debate took place on this point, since the structure of the ICE was recognized as a key issue, although rather complex, for the success of the Conference. The representatives of the IBE shared with the members of the WG the outcomes of the experts meeting (November 2007) concerning the four sub-themes and presented several possible scenarios, with their related advantages and disadvantages. Several alternatives were thoroughly discussed, such as the possibility of organizing parallel or sequential workshops, the visibility offered to ministers in each case, the working hours and the cost implications, the option of having plenary sessions summarizing the outcomes of the workshops, the number of panellists involved, the logistical implications of each option, based on the assumption of the increasing number of participants (from 800 to 1,400 participants in 2004), the opportunity of providing for an innovative and dynamic setting, and the importance of keeping the debate at a ministerial level.

At the end of the debate, it was agreed that: a) the **chart** (see *annex 3*) should be maintained as the main reference for the ICE structure; b) the **logical sequence** (one workshop to feed into the other) should be adopted to the maximum extent to ensure fruitful intellectual discussion around the theory and practice of Inclusive Education under a common framework and as a build-up process; c) the first two workshops will be **split into four sessions**, to allow for wider and more in-depth participation and will be organized in sequential order; d) the third and fourth workshops will run in parallel and will each be split into two sessions; e) a plenary session should be kept after the first two workshops, as well as after the third and fourth workshops; e) the A.J. Comenius Medal Award will take place on the evening before the closure of the ICE. **It is suggested that the IBE Council adopt the proposed structure as reflected in annex 4.**

- 5.3 **Chairperson and Rapporteur of the ICE:** The WG reviewed the *annex 5*, which shows how the functions of the Chairperson and Rapporteur of the ICE have been assigned to the various UNESCO Electoral Groups since 1986. The WG took note that, assessing the chart according to the chronological order, the Group Vb (Arab States) should be invited to provide for the role of Chairperson and the Group IV (Asia and Pacific) for the role of Rapporteur. **It is suggested that the IBE Council: a) adopt the proposal to assign the role of Chairperson to the Electoral Group Vb and that of Rapporteur to the Electoral Group IV.**
- 5.4 **Composition of the Drafting Group of the ICE:** It was recommended that due to the importance of the 48<sup>th</sup> session of the ICE, the Drafting Group should be composed of three members from each electoral Group. This would include the members of the ICE Working Group. **It is suggested that the IBE Council adopt the following proposals: a) to have the members of the WG on ICE included in the Drafting Group *ex-officio* and to have two more representatives from the six Electoral Groups elected as members; b) to place the Drafting Group under the chairmanship of the Director General of UNESCO, if he so wishes; c) to request the IBE Director to contact the Chairs of each Electoral Group immediately after the IBE Council to ensure the identification of the additional members.**
- 5.5 **Time management for interventions and speaking time:** The WG reviewed the issues related to time management and suggested that the practice of registering for the right to speak during the plenary sessions should be maintained. However, the practice introduced at the General Conference of UNESCO, which consists of alerting the speaker that his/her time is running out by playing music that gradually increases in volume, was not considered as appropriate. The idea of informing the speaker through a written message was considered more appropriate. **It is suggested that the IBE Council adopt the proposal of: a) maintaining the practice of registering for the right to speak during the plenary sessions; and b) alerting the speaker that his/her time is running out by the means of a written message.**
- 5.6 **Suggestions for names of “challenging” keynote speakers:** The WG took note of the progress in the preparation of a roster for potential keynote speakers, policy-makers and experts as a result of the regional consultations within the COP framework. It also suggested that due to the importance of the 48<sup>th</sup> session of the ICE, the Director-General of UNESCO be invited to chair the final debate, as it was the case in the 47<sup>th</sup> session. **It is suggested that the IBE Council requests that: a) interested members provide the IBE Director with suggestions of names of eminent personalities who could be keynote speakers and/or panelists; and b) that the Director-General of UNESCO be invited to chair the final debate.**
- 5.7 **Financing the ICE:** The WG was briefed on the financial situation of the ICE funding and the efforts made to mobilize resources. The discussion was based on the estimated budget for the ICE, which was then revised upward to accommodate the comments made by the participants of the Administrative Group and the Working Group on the ICE in a joint session. Several points were debated, particularly the importance of a visibility strategy for the IBE, which would facilitate the efforts for resource mobilization. The amount allocated for the participation of representatives from the Least Developed Countries (LDCs) was also increased. The revised budget is reflected

on *annex 6*. **It is suggested that the IBE Council adopt the budget as reflected in the *annex 6*.**

- 5.8 **Further activities of the WG:** The WG discussed the possible calendar and modalities of its work from the present time to the holding of the ICE. It suggested that the composition of the Working Group on the ICE be kept as it is, while ensuring that a new member be elected to replace Kuwait, which is no longer a member of the Council. The WG also drew its attention to the decision of the meeting of the IBE Steering Committee in July 2007, that “*at its next session in June/July 2008, some more Council members, possibly those members of the IBE Council Working Group on the ICE, be invited to participate in the deliberations, since it will be the last meeting of the Steering Committee before the ICE*”. **It is suggested that the IBE Council: a) adopt the proposal to maintain the present composition of the WG, to the extent possible; and b) request that the IBE Director at the next session of the Steering Committee in spring/summer 2008, invite more Council members, including those members of the Working Group on ICE, to participate in the deliberations.**

## **6. Any other business**

No additional item was discussed.

## **7. The Report of the Working Group to the 56<sup>th</sup> session of the Council**

The WG adopted the normal procedure for transmission of the results of its work in the form of this report and its annexes, which will be presented and commented upon orally by the Chairperson of the WG when point 5 of the agenda of the 56<sup>th</sup> session is under discussion.

## **8. Closing of the meeting**

The WG finished its session on Tuesday, 22 January at 13:30 p.m.



**INFORMAL MEETING OF**  
**THE WORKING GROUP FOR THE PREPARATION OF THE 48<sup>TH</sup>**  
**INTERNATIONAL CONFERENCE ON EDUCATION (ICE)**  
**COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

**Tuesday, 18 October 2007**  
11:00 am - 1:00 pm

UNESCO Headquarters  
7, Place de Fontenoy, 75007 Paris, France  
Room 4042

**Draft Minutes**

The informal meeting of the Working Group of the IBE Council was opened by the Chairperson at 11:00 a.m. The Chairperson thanked the members for their excellent contributions made so far and suggested that more members of the IBE Council should be encouraged to participate in the next meeting of the Working Group in January 2008. The Chairperson stressed on the importance of using the ICE as a platform for policy dialogue to bring the world together. He also introduced the Permanent Delegate of Belgium (French Community), invited as an observer, and reminded the participants that the Working Group is “open-ended”.

The DIR/IBE reported on the progress made as far as preparations for the ICE are concerned, in particular the regional/sub-regional seminars and workshops organized within the framework of the IBE Community of Practice of Curriculum Specialists. She also encouraged members to provide comments on the draft documents submitted, namely the Concept Paper and the Progress Report no.1.

The Representative of Latvia informed the Group about the preparatory conference (co-organized with the IBE) for Europe and North America to be held in Latvia at the end of February 2008, which is expected to discuss four main topics: special needs education, learners’ needs, cultural diversity and poverty and marginalization.

The ED representative confirmed that the amount of \$250,000 has been made available by the ED sector and that some additional \$100,000 may become available soon.

The Delegates of Kuwait and Malaysia suggested ensuring more involvement of the private sector and NGOs in the works of the forthcoming ICE. The Representative of Canada recommended mobilizing knowledge on Inclusive Education prior to ICE, as ministers should engage in interactive discussions on the implementation of Inclusive Education policies, not on concepts or theoretical frameworks. They should not *talk* about Inclusive Education, but should discuss how to *move ahead*. The importance of providing the ministers with the proper framework for the discussion was highlighted, by assigning moderators to ask the key

questions. He also added a word of caution about involving the private sector, since sponsorship is business and comes with conditions. He mentioned the Corporate Social Responsibility (CSR), but the private sector's role in education has not been clarified yet.

The idea of making space available for private sector exhibitions was mentioned as an interesting option, publishing houses could be involved.

The Latvian representative stressed on the importance of identifying keynote speakers, who would present their good practices.

Concerning the structure of the ICE, the representatives of Canada, Latvia and Nigeria recommended not organizing two parallel workshops on each of the four themes (e.g. there should be only four workshops).

With regards to budget issues, the Delegate of Kuwait informed the Group that the new Minister of Education will try to mobilize a contribution of US\$100,000 for the 48<sup>th</sup> ICE.

Finally, the Permanent Delegate of Belgium informed the Group that an international symposium on the role of governments in education will be held in Belgium on 23 May 2008, and that the outcomes of the discussions might be useful for the next ICE, in particular for workshop 2 (i.e. public policies). In addition, he suggested considering Prof. Jan De Groof (Belgium, currently *chargé de mission* on the right to education) as a potential resource person for the Conference. Interest was expressed to look into follow up actions to the Kigali meeting (within the ICE preparatory workshops) with some possible extra budgetary funds.

The Chairperson mentioned that contacts should be established with the different regional groups to see about the next President of the ICE. He also was reassured that the preparatory process for the Comenius Medal award will be initiated in November 2007.

The ADG/ED attended briefly the beginning of the meeting, emphasizing that the theme of the 48<sup>th</sup> ICE is a good theme and highly relevant to all countries. He also warned about making the ICE too "inclusive" and loosing focus, he suggested defining its scope in a systematic manner. He reminded that the theme is not about children only, but also adults. He sees ICE not as an event in itself, but as integral part of the ED priorities. ADG/ED ensured his personal involvement in, and support to, the ICE.

The meeting was closed at 13:15 hours.

Distribution: limited

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Geneva, 22 January 2008  
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UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION

INTERNATIONAL CONFERENCE ON EDUCATION

Forty-eighth session

International Conference Centre, Geneva  
25-28 November 2008

**“INCLUSIVE EDUCATION: THE WAY OF THE FUTURE”**

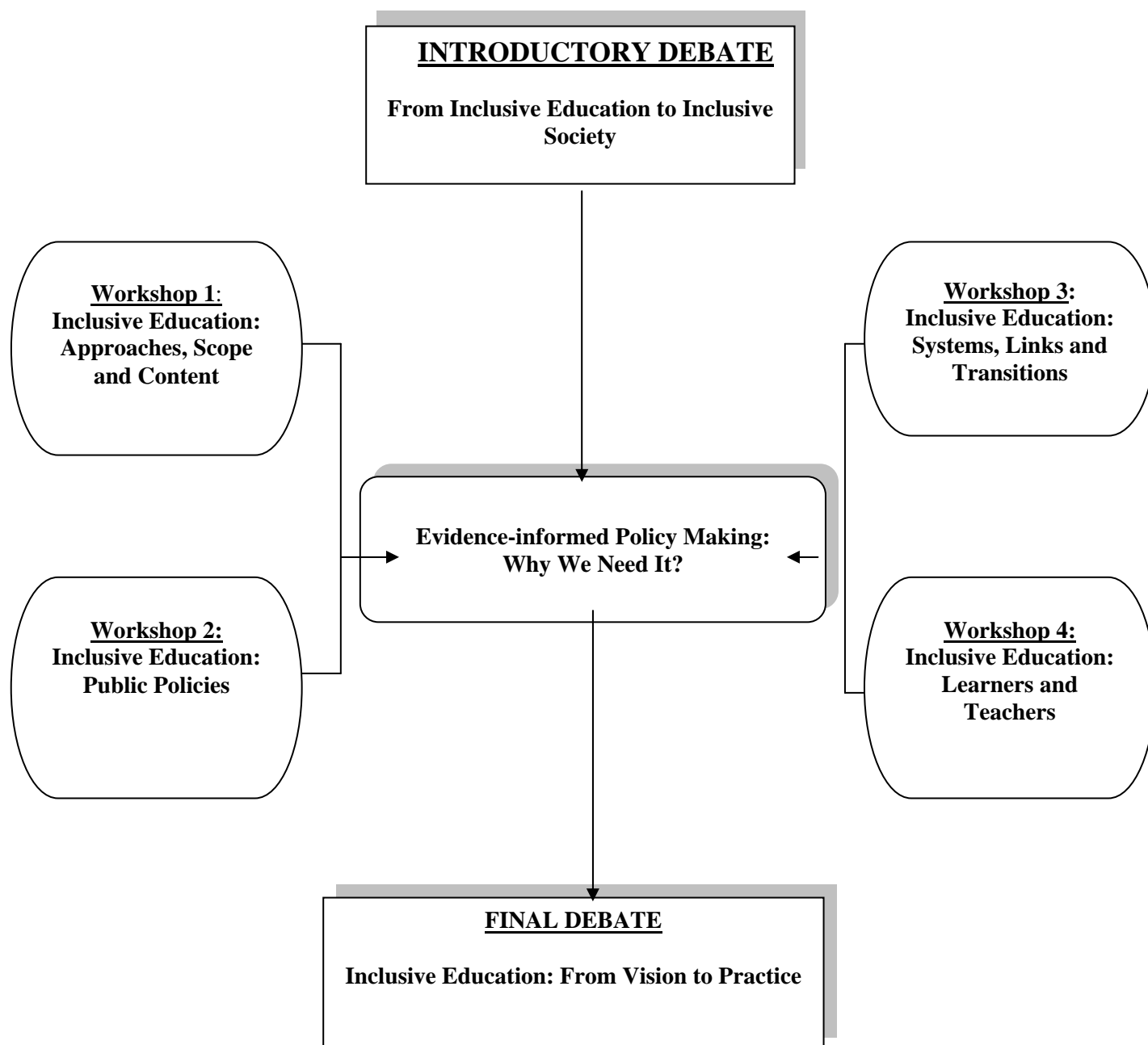
**PROVISIONAL AGENDA**

1. Opening of the Conference
2. Adoption of the Agenda (ED/BIE/CONFINTED 48/1)
3. Election of the Chairperson
4. Election of the Vice-Chairpersons and the Rapporteur of the Conference
5. Organization of the Conference's work (ED/BIE/CONFINTED 48/2)
6. Review of the Conference's theme: “Inclusive Education: The Way of the Future” (ED/BIE/CONFINTED 48/3)
7. Presentation of the outcomes of the work of the Conference by the Rapporteur
8. Adoption of the Conclusions and Recommendations of the 48<sup>th</sup> session of the ICE
9. Closing of the Conference

**48<sup>th</sup> SESSION OF THE INTERNATIONAL CONFERENCE ON EDUCATION**

**24 – 29 NOVEMBER 2008**

**“INCLUSIVE EDUCATION: THE WAY OF THE FUTURE”**



<p align="center"><b>Proposed structure of the 48<sup>th</sup> Session of the International Conference of Education</b></p> <p align="center"><b>“Inclusive Education: The Way of the Future”</b></p>		
<b>Session</b>	<b>November 25 - 28 2008</b>	<b>Time Schedule</b>
Opening meeting	Tuesday 25	9.30 – 11.00
Introductory debate “From Inclusive Education to Inclusive Society”	Tuesday 25	11.00 – 13.00
Workshop 1: “Inclusive Education: Approaches, Scope and Content” (parallel sessions A + B + C + D)	Tuesday 25	15.00 – 18.00
Workshop 2: “Inclusive Education: Public Policies” (parallel sessions A + B + C + D)	Wednesday 26	10.00 – 13.00
Synthesis and discussion of the outcomes of Workshops 1 and 2	Wednesday 26	15.00 – 18.00
Workshops 3: “Inclusive Education: Systems, Links and Transitions” (parallel sessions A + B) and Workshop 4: “Inclusive Education: Learners and Teachers” (parallel sessions A + B)	Thursday 27	10.00 – 13.00
One hour devoted to the discussion of the outcomes of Workshops 3 and 4	Thursday 27	15.00 – 16.00
Final Debate: “Inclusive Education: From Vision to Practice”		16.00 – 18.00
A. J. Comenius Medal Award Ceremony		18.30 – 20.00
Closure of the 48 <sup>th</sup> Session: Presentation of the results of the Conference by the Rapporteur and approval of the final documents.	Friday 28	10.00 – 13.00

**CHAIRPERSONS AND RAPPORTEURS OF SESSIONS OF THE  
INTERNATIONAL CONFERENCE ON EDUCATION SINCE 1986**

**PRESIDENTS ET RAPPORTEURS DES SESSIONS DE LA  
CONFERENCE INTERNATIONALE DE L'EDUCATION DEPUIS 1986**

Electoral groups Groupes électoraux	I	II	III	IV	Va	Vb
<b>CHAIRPERSON PRÉSIDENT <i>Rapporteur</i></b>						
1986			<i>Cuba</i>		<b>BURUNDI</b>	
1989				<i>Sri Lanka</i>		<b>EGYPT / EGYPTE</b>
1990	<i>Denmark / Danemark</i>			<b>INDIA / INDE</b>		
1992	<b>CANADA</b>				<i>Nigeria / Nigéria</i>	
1994		<b>CZECH REP. / REP. TCHEQUE</b>				<i>Egypt / Egypte</i>
1996		<i>Bulgaria / Bulgarie</i>	<b>ARGENTINA / ARGENTINE</b>			
2001	<i>Belgium / Belgique</i>				<b>NIGERIA / NIGÉRIA</b>	
2004				<b>INDIA / INDE</b>		<i>Libyan Arab Jamahiriya / Jamahiriya arabe libyenne</i>
2008						

<b>I. <u>Estimated budget for 48th Session of ICE</u></b>	<b><u>2007</u></b>	<b><u>2008</u></b>	<b><u>2009</u></b>	<b><u>Grand Total</u></b>
<b>A) 2007 Budget for preparatory activities</b>				
IBE budget (ICE 151'000 and COP 20'000)	<b>\$171'000</b>			
33 C/5 ED Sector budget 75'000 + 150'000 + 15'000	<b>\$240'000</b>			
Other resources for co-funding for joint IBE - FOs activities	<b>\$85'000</b>			
<b>B) Draft breakdown of 2008 Budget</b>				
Consultants and reference document.....		<b>\$130'000</b>		
Keynote speakers		<b>\$10'000</b>		
Participants travel from LDCs .....		<b>\$140'000</b>		
Simultaneous interpretation.....		<b>\$85'000</b>		
4 Workshops		<b>\$100'000 (***)</b>		
Translation of documents.....		<b>\$65'000</b>		
Support staff and staff missions.....		<b>\$56'000</b>		
Research assistants (3 x 12 months).....		<b>\$140'000</b>		
Information/Communication.....		<b>\$26'000</b>		
Printing of documents / publications.....		<b>\$90'000</b>		
Video production.....		<b>\$95'000</b>		
Conference rooms services.....		<b>\$56'000</b>		
Registration Badges for participants.....		<b>\$33'000</b>		
Security arrangements.....		<b>\$50'000</b>		
Rental of equipment (laptops, printers, photocopies).....		<b>\$35'000</b>		
Miscellaneous.....		<b>\$74'000</b>		
Cultural events		<b>\$35'000</b>		
<b>C) Follow-up actions and publications in 2009</b>			<b>\$350'000</b>	
<b>T O T A L 2007-2009</b>	<b>\$496'000</b>	<b>\$1'220'000</b>	<b>\$350'000</b>	<b>\$2'066'000</b>
<b>II. <u>Resources secured</u> (as of 17.1.2008)</b>				
34 C/5 Education Sector		<b>\$350'000</b>		
Switzerland (CHF65'000 + CHF75'000)		<b>\$125'000</b>		
IBE resources		<b>\$300'000</b>		
<b>Sub-total 2008</b>		<b>\$775'000</b>		
<b>Resources to be mobilized for 2008-2009 activities</b>		<b>\$445'000</b>	<b>\$350'000</b>	<b>\$795'000</b>

(\*\*\*) 4 consultants for background papers 40'000\$; experts participation 38'000\$, translation 22'000\$

Distribución limitada

UNESCO/BIE/C.56/Informe y decisiones  
Anexo V  
UNESCO/BIE/C.56/3  
Ginebra, 15 de diciembre de 2007  
Original: inglés

ORGANIZACIÓN DE LAS NACIONES UNIDAS  
PARA LA EDUCACIÓN, LA CIENCIA Y LA CULTURA  
CONSEJO DE LA OFICINA INTERNACIONAL DE EDUCACIÓN

**Quincuagésima sexta reunión**

Centro de Conferencias de Varembé  
9-11, rue de Varembé, Ginebra

23–25 de enero de 2008

**PROYECTO DE PROGRAMA Y PRESUPUESTO  
DE LA OFICINA INTERNACIONAL DE EDUCACIÓN PARA EL AÑO 2008**

**7.1**



## I. MARCO GENERAL DE LA PROGRAMACIÓN

### INTRODUCCIÓN

1. El año 2008 será un año extremadamente exigente, ya que, además de sus actividades cotidianas, la OIE organizará, en colaboración con las partes interesadas, la 48ª reunión de la Conferencia Internacional de Educación (CIE). A fin de aprovechar al máximo los recursos existentes para preparar y organizar la CIE, se adecuará cada programa de la OIE a fin de que contribuya en el plano teórico, por distintas vías y modos, a las tareas de la Conferencia.

2. Como en el pasado, la OIE se propone cumplir en 2008 la misión que le ha confiado la Conferencia General de la UNESCO, esto es, ser el “instituto especializado de la UNESCO en los contenidos, los métodos, las políticas y los procesos del diseño curricular”. En el documento 33 C/19 “Principios y directrices para la creación y el funcionamiento de institutos y centros de la UNESCO (Categoría 1) y de institutos y centros auspiciados por la UNESCO (Categoría 2)” se exponen con claridad las características y funciones de los institutos de la UNESCO. Por otra parte, en el marco de la reforma del Sector de Educación, la “tarjeta de identidad” de los institutos de la UNESCO de educación se presenta de la siguiente manera:

#### **Características**

- Entidades especializadas en materia de investigación y formación
- Centros de innovación y competencia en ámbitos especializados básicos
- Depositarios y fuentes de conocimiento
- Laboratorios de ideas para la reforma y el cambio
- Centros de intercambio de información (*Clearing House*)

#### **Funciones**

- Aportar formación y contribuir al fortalecimiento de capacidades (a escala externa e interna)
- Crear, transferir y difundir conocimientos
- Participar en una planificación conjunta con las Divisiones de la Sede, con responsabilidades compartidas
- Armonizar la planificación de los institutos con los planes regionales
- Coordinarse con la Sede y las Oficinas Regionales
- Colaborar con las organizaciones vinculadas a la competencia técnica básica

3. El año 2008 es el primer año de ejecución del 34 C/4, el 34 C/5, así como de la nueva Estrategia de la OIE para el período 2008–2013. El marco general de la programación queda, así, fijado en estos documentos fundamentales. En aras de la coherencia, las actividades y los proyectos planificados se presentan en referencia a los resultados previstos al final del bienio, como se señala en la Resolución 34 C/5 aprobada por la Conferencia General (véase el siguiente recuadro). También se señalan los principios rectores clave de la nueva Estrategia de la OIE para 2008–2013, a fin de proporcionar una perspectiva de la programación a medio plazo. La Estrategia se presentará en forma de proyecto en la 56ª reunión de enero de 2008 para que el Consejo de la OIE la estudie y apruebe.

#### ***Resolución aprobada por la 34ª reunión de la Conferencia General***

##### ***La Conferencia General,***

***Tomando nota*** del informe de la Oficina Internacional de Educación de la UNESCO (OIE) sobre el período 2006–2007,

***Reconociendo*** la importante función que la OIE, en su calidad de instituto de la UNESCO especializado en los contenidos, los métodos, las políticas y los procesos del diseño curricular, cumple en la ejecución del Gran Programa I,

- 1. Pide al Consejo de la OIE*** que, de conformidad con los Estatutos de la Oficina y con la presente resolución, al aprobar el presupuesto del Instituto para 2008 y 2009, lo haga teniendo en cuenta la necesidad de:

- (a) *velar por la armonización de las actividades de la OIE con los objetivos estratégicos de la UNESCO y con las prioridades y ejes de acción del Gran Programa I, haciendo especial hincapié en las necesidades de África, la igualdad de género, los Países Menos Adelantados y los pequeños Estados insulares en desarrollo, así como de los segmentos más vulnerables de la sociedad, entre ellos los pueblos indígenas;*
  - (b) *consolidar e impulsar los programas y proyectos de la OIE, a saber:*
    - (i) *fortalecimiento de capacidades y formación de especialistas en planes de estudios de los Estados miembros, tanto a escala regional como mundial, prestando especial atención a las situaciones de conflicto y posteriores a conflictos; a la reducción de la pobreza en África; al enfoque orientado a potenciar las competencias en los planes de estudios; a la integración de la educación atendiendo a las diversas necesidades de los grupos vulnerables y marginalizados, así como de los pueblos indígenas, mediante la elaboración de currículos y materiales y la utilización de la lengua materna en la enseñanza; y al desarrollo sostenible, y fomentando, al mismo tiempo, la cooperación Sur-Sur y la cooperación triangular Norte-Sur-Sur;*
    - (ii) *elaboración de investigaciones y de estudios, y administración de un observatorio de tendencias y prácticas óptimas en el ámbito del desarrollo de la educación;*
    - (iii) *gestión, intercambio y difusión (“gestión del conocimiento”) de las técnicas más actuales en el diseño y puesta en práctica de planes de estudios en los distintos idiomas correspondientes a cada país, en particular, en las esferas de la educación científica y tecnológica; la educación artística; la educación filosófica y la educación para los derechos humanos, para la democracia, para la ciudadanía y para la paz; la educación en VIH/SIDA y la educación para el desarrollo sostenible;*
    - (iv) *fortalecimiento de los aspectos curriculares de las actividades de la OIE, entre otras cosas, mediante el desarrollo de un perfil escolar de la UNESCO, en particular para fomentar la educación para el desarrollo sostenible;*
    - (v) *fomento y renovación del diálogo internacional sobre políticas educativas mediante la organización de la 48ª reunión de la Conferencia Internacional de Educación de la UNESCO, con el tema: “Educación inclusiva: la vía del futuro”, que se celebrará del 25 al 28 de noviembre de 2008;*
    - (vi) *gestión de un centro internacional de intercambio de información en materia curricular y de fortalecimiento de capacidades en el ámbito de la educación en VIH/SIDA;*
  - (c) *seguir movilizando los recursos humanos y financieros necesarios para que la OIE cumpla cabalmente su cometido;*
2. **Autoriza** al Director General a prestar apoyo a la OIE mediante una asignación financiera de 4.591.000 dólares EE.UU. en el marco del Gran Programa I, teniendo en cuenta que para organizar la CIE serán necesarios nuevos fondos del Eje de acción 3;
3. **Alienta, además,** al Director General a seguir impulsando las actividades de la OIE en las siguientes esferas: educación para la paz, educación científica, educación filosófica, educación artística y educación para el desarrollo sostenible, y lo invita a presentar, en la 35ª reunión de la Conferencia General, una estrategia para convertir a la OIE de la UNESCO en un centro de excelencia en materia curricular, así como un informe sobre los recursos necesarios para ello, de conformidad con la “Estrategia global para los institutos y centros de la UNESCO y sus órganos rectores” aprobada en la Resolución 33 C/90;
4. **Expresa** su agradecimiento a las autoridades suizas, a los Estados miembros y a los demás órganos e instituciones que han contribuido intelectual o financieramente a las actividades de la OIE en los bienios precedentes, y los invita a que sigan manteniendo su apoyo;
5. **Invita a los Estados miembros,** organizaciones internacionales y demás organismos:
- (a) *a aprovechar plenamente las competencias de la OIE para ayudar a los Estados miembros a desarrollar y fortalecer sus capacidades en lo tocante a la concepción, diseño y reforma curriculares;*
  - (b) *a contribuir financieramente, y por otros medios pertinentes, a la ejecución eficaz de las actividades*

*de la OIE al servicio de los Estados miembros de acuerdo con su cometido, con las prioridades del Gran Programa I y con los objetivos estratégicos de la UNESCO para 2008-2013;*

**6. *Pide*** al Director General que en los informes preceptivos dé cuenta del cumplimiento de los resultados esperados que se enumeran a continuación y que, respecto a cada uno de ellos, incluya información sobre la relación costo-eficacia de la utilización de los recursos humanos y financieros, particularmente en materia de viajes, publicaciones y servicios contractuales, según los principios de transparencia, eficiencia y racionalización:

- *mejora de las capacidades institucionales y humanas en el diseño, desarrollo y reforma curriculares;*
- *identificación de nuevas tendencias y avances en el ámbito de la educación mediante la compilación y elaboración de información, investigaciones y estudios;*
- *actualización y facilitación de acceso a conocimientos e información sobre sistemas educativos, currículos actuales, procesos del diseño curricular, así como a modelos de buenas prácticas e innovaciones;*
- *fomento y expansión del diálogo político internacional sobre políticas educativas;*
- *supervisión de la aplicación de las decisiones de la Conferencia Internacional de Educación de 2008.*

### **Introducción general (34 C/5, para. 01021)**

La mejora de la calidad de la Educación para Todos (EPA) sigue siendo una preocupación fundamental en todo el mundo y los estudios demuestran, además, que la cuestión de la reforma curricular ocupa un lugar central en las políticas educativas, cuyo objetivo no es solo fomentar el acceso a la educación, sino también velar por que el aprendizaje de todos los estudiantes sea satisfactorio (del acceso al éxito). En su calidad de instituto especializado en materia curricular, la OIE seguirá centrando sus esfuerzos en el fortalecimiento de las capacidades humanas e institucionales, la identificación de nuevas tendencias en el desarrollo de la educación, la difusión de información actualizada y de calidad y el fomento del diálogo internacional sobre políticas educativas en dicha materia.

Como parte integrante de las actividades del Sector de Educación, las actividades de la OIE contribuirán a la consecución de la mayoría de los objetivos estratégicos a medio plazo de dicho Sector, así como de las prioridades del bienio. Los programas de fortalecimiento de capacidades y de formación de la OIE estarán encaminados a alcanzar los objetivos de los Ejes de acción 1 y 4, mientras que los programas de observatorio, investigación y estudio contribuirán a la labor de los Ejes de acción 2 y 3. El objetivo del programa de gestión del conocimiento será contribuir, transversalmente y en lo que respecta al diseño curricular, a los Ejes de acción 1, 2, 3 y 4. La OIE convocará la Conferencia Internacional de Educación, que será uno de los principales acontecimientos del bienio en el ámbito de la educación y una contribución fundamental al Eje de acción 3.

### **Exposición de los programas de la OIE**

4. En esta exposición, la misión de la OIE se articula en los tres tipos de actividades que figuran a continuación:

- i) contribuye al fortalecimiento de capacidades de especialistas en planes y programas de estudios y proporciona asesoramiento técnico a los Estados miembros a escala nacional, regional y mundial. *(Objetivo: fortalecer las capacidades humanas e institucionales);*
- ii) lleva a cabo investigaciones y estudios y cumple la función de observatorio de tendencias en el ámbito del desarrollo de la educación. *(Objetivo: determinar las nuevas tendencias en el desarrollo de la educación);*
- iii) gestiona, intercambia y difunde conocimiento (“gestión del conocimiento”) y fomenta el diálogo político en lo que atañe a la preparación y puesta en práctica de planes y programas de estudios. *(Objetivo: difundir información y fomentar el diálogo político).*

La exposición de los programas se adjunta a la última página del presente informe, en forma de diagrama, en inglés y en francés.

## PROYECTO DE PROGRAMA DE ACTIVIDADES PARA 2008

### LÍNEAS DE ACTUACIÓN Y RESULTADOS PREVISTOS

#### 1. FORTALECIMIENTO DE CAPACIDADES

##### *Objetivos estratégicos (proyecto de Estrategia de la OIE 2008–2013)*

**El objetivo estratégico es contribuir al fortalecimiento de las capacidades de especialistas, profesionales y políticos en la elaboración, gestión y aplicación de procesos de diseño curricular de calidad y de currículos inclusivos. La OIE se encargará de:**

**Consolidar la red mundial sobre diseño curricular** a fin de facilitar el desarrollo de orientaciones y marcos teóricos de educación básica de calidad y fomentar la acción colectiva y sistemática en el ámbito de la reforma curricular a escala local, regional e interregional;

**Contrastar y fomentar el uso práctico** de un conjunto de materiales y herramientas de formación para la reforma y ejecución de planes y programas de estudios;

**Prestar asistencia y asesoramiento profesionales para contribuir** a la mejora de los procesos y productos del diseño curricular, mediante enfoques participativos y orientados a fomentar la acción y las asociaciones efectivas entre los interesados.

##### **Resultados previstos al final del bienio 2008-2009 (34 C/5, para. 01022)**

**Mejora de las capacidades institucionales y humanas en el diseño, la elaboración y la reforma curriculares.**

##### *Indicadores de rendimiento:*

- la actividad de la comunidad mundial de prácticas (*comunidad de práctica*) de especialistas en planes y programas de estudios;
- el número de personas e instituciones que han recibido formación;
- la creación, adaptación, ensayo y amplia difusión de recursos educativos y metodológicos e instrumental (*toolboxes*) para la formación.

### ACTIVIDADES EN 2008

#### 1.1. COMUNIDAD DE PRÁCTICAS EN EL ÁMBITO DEL DISEÑO CURRICULAR

5. 2007 fue, para la comunidad de prácticas (COP) de especialistas en planes y programas de estudios, un año de tremenda expansión a un ritmo muy rápido. Lo cual se debió a la confluencia de los siguientes factores: su participación en el proceso preparatorio regional de la Conferencia Internacional de Educación; la aplicación de los acuerdos de cooperación suscritos en 2006 y el aumento de las actividades relacionadas con los planes de trabajo de la COP en diferentes regiones con la creación de los nuevos centros de coordinación. En el marco del objetivo principal de contribuir al desarrollo de capacidades de especialistas y encargados de adoptar decisiones en materia curricular en todas las regiones del mundo, en 2008 los esfuerzos se destinarán a consolidar los buenos resultados ya logrados y a continuar efectuando actividades a escala regional e intra-regional, así como entre regiones. La COP ampliará los planes de trabajo actuales con las Oficinas Regionales de Educación de la UNESCO en Dakar, Bangkok y Santiago de Chile, y emprenderá nuevas iniciativas sobre las esferas de prioridad identificadas, en particular: a) marcos curriculares orientados a potenciar las competencias para la extensión de la educación básica de nueve años de duración en África; y b) currículos inclusivos en América Central. Se aplicará el acuerdo de cooperación con la Coordinación Educativa y Cultural Centroamericana (CECC). La COP participará en actividades relacionadas con la CIE, tanto en los seminarios y conferencias regionales preparatorios como en la

elaboración y difusión de estudios conexos. Se crearán recursos de enseñanza, como glosarios y bases de datos de situaciones de aprendizaje, y se llevarán a cabo, se publicarán y se divulgarán trabajos de investigación comparada.

6. Véase la ficha descriptiva 1a y 1b.

## **1.2. INNOVACIONES EDUCATIVAS, REDUCCIÓN DE LA POBREZA Y EDUCACIÓN PARA LA PAZ EN ÁFRICA SUBSAHARIANA**

7. Las actividades tendrán por objeto aprovechar -y seguir expandiendo- los resultados obtenidos en las dos fases anteriores, y establecer, al mismo tiempo, un nuevo vínculo entre la reducción de la pobreza, las innovaciones educativas y la educación para la paz y los derechos humanos. El grupo seleccionado estará integrado por equipos nacionales de expertos en planes y programas de estudios, políticos, formadores de personal docente y enseñantes de los nueve países subsaharianos seleccionados (Angola, Burkina Faso, Burundi, Congo-Brazzaville, Malí, Mauricio, Mozambique, Níger y Rwanda), que han participado en el proyecto desde sus inicios en 2004. El foco principal de estas actividades es el fortalecimiento de las capacidades de los equipos involucrados, proporcionándoles las herramientas necesarias para que acometan reformas educativas positivas a fin de reducir la pobreza y contribuir a la educación para la paz. Entre otras cosas, se establecerán vínculos regionales para facilitar el intercambio de experiencias de interés, la adquisición de mecanismos y técnicas de diálogo político y la integración de innovaciones educativas en los currículos de los países participantes. Se identificarán y divulgarán prácticas óptimas en el entorno escolar. Se aprovecharán las oportunidades para avivar los debates sobre el tema y los subtemas de la Conferencia Internacional de Educación en el contexto de los acontecimientos y actividades previstos, a fin de contribuir a los preparativos regionales y a la elaboración de hojas de ruta regionales.

8. En el mismo contexto, la OIE estará lista para emprender nuevas actividades con un grupo de seis países africanos de habla inglesa (Etiopía, Ghana, Kenya, Nigeria, Tanzania y Uganda) para compartir con ellos los resultados del proyecto llevado a cabo entre países de habla francesa y portuguesa y ampliar, asimismo, la repercusión de las actividades previstas, siempre que se disponga de los recursos suficientes. Se seguirán consolidando las relaciones de colaboración con las Oficinas fuera de la Sede de Bamako, Brazzaville, Bujumbura, Dakar, Kigali, Maputo y Windhoek, a fin de generar compromisos y colaboraciones sobre el terreno. También se incrementará la colaboración con la Sede y los institutos de la UNESCO, especialmente en lo que respecta a los aspectos de la formación de formadores, los vínculos entre la educación formal y la no formal, la educación técnica y la formación profesional.

9. Véase la ficha descriptiva 2.

## **1.3 CENTRO DE INTERCAMBIO DE INFORMACIÓN (CLEARING HOUSE) Y FORTALECIMIENTO DE CAPACIDADES EN CURRÍCULOS Y EDUCACIÓN EN VIH Y SIDA**

10. Emprendidas en 2002 en el marco del programa emblemático interinstitucional y de las iniciativas coordinadas por la UNESCO para la prevención del VIH y el SIDA, las actividades de este programa seguirán articulándose en torno a dos componentes básicos: a) un banco de recursos de planes de estudios para la prevención del VIH y el SIDA (disponible en Internet); y b) actividades de fortalecimiento de capacidades para integrar la educación en VIH y SIDA en los currículos de educación básica. El programa se llevará a cabo y se consolidará a partir de los resultados de los años anteriores, teniendo en cuenta, no obstante, que para 2008 se ha asignado un presupuesto reducido en comparación con otros años. La puesta en práctica del primer componente se basará en la decisión que se tomó en 2007 de integrar todas las actividades del centro de intercambio de información de la UNESCO en un solo bloque.

11. El centro de intercambio de información seguirá llevando a cabo sus funciones habituales de documentación e intercambio de buenas prácticas curriculares para la educación en VIH y SIDA (se identificarán y analizarán entre 10 y 15 nuevas prácticas), particularmente en los niveles de enseñanza primaria y secundaria y en la formación de personal docente. Se mejorará la actual versión del *Manual para la integración de la educación en VIH y SIDA en los planes de estudio oficiales* y se seguirá adaptándolo al francés, inglés, ruso y árabe, para que pueda fomentarse su uso como herramienta de formación en otras subregiones de África y en otras regiones del mundo (países de habla rusa, países asiáticos y árabes).

12. Se mantendrán y fortalecerán los vínculos y la cooperación actuales con los colaboradores tradicionales de la Sede de la UNESCO, los institutos y las Oficinas fuera de la Sede, como las Oficinas de la UNESCO de Ammán, Bangkok, Dakar, Harare, Kingston, Maputo, Moscú, Windhoek y Yaundé, entre otras.

13. Véase la ficha descriptiva 3.

#### **1.4. ASESORAMIENTO, APOYO Y FORMACIÓN DE CARÁCTER TÉCNICO EN LOS ESTADOS MIEMBROS**

14. En el marco del amplio enfoque de fortalecimiento de capacidades, la OIE proporciona asistencia técnica adaptada a los Estados miembros de la UNESCO, a fin de satisfacer sus necesidades y peticiones específicas. Este tipo de intervención se apoya principalmente en financiación extrapresupuestaria asignada según las necesidades, lo que hace que este programa sea menos “previsible” que otros. Con todo, actualmente las expectativas con respecto a los recursos extrapresupuestarios destinados a las actividades previstas parecen realistas. En sintonía con intervenciones anteriores y a partir de la sólida experiencia acumulada, la OIE tiene previsto centrar su atención en sociedades en situación posterior a un conflicto y las afectadas por un conflicto, sociedades en transición y estados frágiles, así como en países en que se está produciendo una reforma curricular. En el marco del diseño curricular en general se abordará también un tema específico: “Aprender a vivir juntos”, que comprenderá los derechos humanos, la educación cívica, la educación para la paz y la gestión constructiva de la diversidad.

15. La OIE tiene previsto concentrarse en la creación, el contraste y la difusión de herramientas específicas de fortalecimiento de capacidades para la elaboración de currículos innovadores, como: *Manual sobre diseño curricular en sociedades en situación posterior a un conflicto*; *Cuaderno de trabajo y directrices para el examen de currículos y libros de texto desde una perspectiva de género*; *Directrices para integrar la Educación en Derechos Humanos en los planes de estudios y en la formación del personal docente*; *Estudios de casos sobre género y planes de estudios en sociedades en situación posterior a un conflicto*; *Herramienta de supervisión y de evaluación para Aprender a Vivir Juntos*. Por lo que respecta a las actividades de fortalecimiento de capacidades, la OIE acometerá el examen de currículos y libros de texto desde una perspectiva de género y se ocupará también de la integración del tema “Aprender a vivir juntos” en los planes de estudios y otros materiales. Todas las actividades se llevarán a cabo en estrecha coordinación con las autoridades y los colaboradores nacionales competentes, los representantes del sistema de Naciones Unidas y la comunidad internacional correspondiente, según proceda.

16. Véase la ficha descriptiva 4.

## **2. BANCO DE RECURSOS Y OBSERVATORIO DE TENDENCIAS EDUCATIVAS**

### ***Objetivos estratégicos (proyecto de Estrategia de la OIE 2008–2013)***

***El objetivo estratégico es consolidar, enriquecer y seguir ampliando una base de conocimientos y un tipo de recursos de información especializada en currículos y procesos del diseño curricular. La OIE se encargará de:***

**Elaborar una sólida base de conocimientos**, que comprenda recursos de información especializada y un conjunto de estudios y análisis de tendencias en currículos y procesos del diseño curricular al servicio de investigadores, formadores, profesionales y responsables de adoptar decisiones.

**Fortalecer los servicios de intercambio de información** mediante bases de datos actualizadas y ampliadas; acceso sin restricciones a diversas colecciones de materiales, en particular sobre currículos; sistemas de supervisión ampliados; y materiales informatizados.

### **Resultados previstos al final del bienio 2008-2009 (34 C/5, para. 01022)**

**Identificación de nuevas orientaciones (*tendencias*) y avances en materia de educación a partir de la compilación y elaboración de información, investigaciones y estudios.**

*Indicadores de rendimiento:*

- estudios y análisis disponibles en el contexto del Informe de Seguimiento de la EPT en el Mundo;

- investigaciones y estudios publicados.

**Actualización y facilitación de acceso a conocimientos e información sobre sistemas educativos, currículos actuales, procesos del diseño curricular, así como a modelos de buenas prácticas e innovaciones.**

*Indicadores de rendimiento:*

-incremento y ampliación de las bases de datos de la OIE (*Datos Mundiales sobre la Educación; Dossiers por País*; intercambio de información (*clearing house*) sobre educación en VIH y SIDA, etcétera).

## ACTIVIDADES EN 2008

### 2.1. BANCO DE RECURSOS

17. En sintonía con la función que la OIE cumple desde hace tiempo, se proseguirá la consolidación del sistema integrado de información sobre políticas curriculares en el marco del objetivo más amplio de respaldar las medidas emprendidas en favor de la EPA mediante la compilación, la sistematización y la facilitación de acceso a recursos especializados, materiales e información sobre sistemas educativos, currículos y procesos del diseño curricular. Se mantendrán, actualizarán y ampliarán con regularidad la base de conocimientos de la OIE (*Dossiers por País, Informes Nacionales, en particular las series de informes de 2008, con hincapié en la educación inclusiva*) y diversos recursos de información especializada en sistemas educativos y currículos actuales. Se seguirá ampliando la colección especializada de materiales, marcos y recursos en materia curricular y se pondrá a disposición de los usuarios, tanto para apoyar las actividades y los proyectos de la OIE como para satisfacer las peticiones procedentes del exterior. La estrategia seguida se resume en tres palabras clave: disponibilidad, accesibilidad y calidad de los recursos documentales.

18. Véase la ficha descriptiva 5.

### 2.2. OBSERVATORIO DE TENDENCIAS EDUCATIVAS

19. Las actividades llevadas a cabo en el contexto del observatorio de tendencias están estrechamente vinculadas con el banco de recursos, que proporciona una amplia variedad de materiales educativos aplicados a la elaboración de análisis y síntesis de información. La elaboración de estudios y análisis relacionados con los productos y procesos del diseño curricular, en particular mediante la serie *Documentos de trabajo de la OIE sobre el currículo*, servirá de apoyo a la estrategia de la Educación Para Todos, destinada a mejorar la calidad de la educación. Se mantendrá, actualizará y ampliará la sexta edición de la base de datos *Datos Mundiales de Educación*; por otra parte, se mejorará y reorganizará completamente la sección del banco de recursos y del observatorio de tendencias del sitio Web de la OIE.

20. Como en años anteriores, la OIE aportará una contribución al Informe de Seguimiento de la EPT en el Mundo 2008/2009, que esta vez versará sobre “Gobernanza, gestión y financiación”. Esta labor se llevará a cabo a petición del Equipo del Informe de Seguimiento, según la disponibilidad de recursos extrapresupuestarios.

21. Véase la ficha descriptiva 6.

## 3. GESTIÓN DEL CONOCIMIENTO Y DIÁLOGO POLÍTICO

*Objetivos estratégicos (proyecto de Estrategia de la OIE 2008–2013)*

*El objetivo estratégico es consolidar, enriquecer y seguir ampliando una base de conocimientos y un tipo de recursos de información especializada en currículos y procesos del diseño curricular. La OIE se encargará de:*

**Crear una plataforma en línea** para incrementar el intercambio de información y las iniciativas de colaboración en el ámbito del diseño curricular y encaminada, asimismo, a apoyar una red mundial de

investigadores y profesionales y, de modo más general, a mejorar el portal de conocimiento de la UNESCO.

**Racionalizar los servicios y el acceso a materiales y recursos** mediante la colaboración con todas las instituciones de la UNESCO, así como los colaboradores externos, a fin de maximizar la eficacia y minimizar la duplicación de esfuerzos.

*El objetivo estratégico es facilitar el diálogo político a escala local, regional y mundial para la mejora de los productos y procesos del diseño curricular. La OIE se encargará de:*

**Prestar apoyo para impulsar el diálogo** como un medio de abordar cuestiones importantes de política sobre diseño curricular y fomentar un intercambio constructivo con respecto a preocupaciones de política curricular que se hayan señalado.

**Velar por que las reuniones de la Conferencia Internacional de Educación** constituyan un foro de interés en todo el mundo destinado a impulsar un verdadero diálogo político, a intercambiar información, a ampliar las relaciones de colaboración y a renovar el compromiso internacional en la educación de calidad para todos.

**Contribuir a la creación de mecanismos adecuados** para la difusión de las conclusiones de la Conferencia de 2008 y la adopción de medidas de seguimiento sistemático de las políticas y cuestiones de educación inclusiva.

#### **Resultados previstos al final del bienio 2008-2009 (34 C/5, para. 01022)**

**Actualización y facilitación de acceso a conocimientos e información sobre sistemas educativos, currículos actuales, procesos de diseño curricular, así como a modelos de buenas prácticas e innovaciones.**

*Indicadores de rendimiento:*

- mejora y actualización con regularidad del sitio Internet de la OIE;
- estadísticas sobre el número de visitas del sitio.

**Fomento y expansión del diálogo político internacional sobre políticas educativas.**

*Indicadores de rendimiento:*

- buenos resultados y calidad del trabajo de la 48ª reunión de la CIE; nivel de participación de los Estados miembros;
- evaluación de los resultados de la Conferencia;

**Supervisión de la aplicación de las decisiones de la Conferencia Internacional de Educación de 2008.**

## **ACTIVIDADES EN 2008**

### **3.1. GESTIÓN DEL CONOCIMIENTO, DIFUSIÓN DE LA INFORMACIÓN Y PUBLICACIONES**

22. En el marco de los trabajos encaminados a convertir el sitio Web de la OIE en una herramienta práctica para llevar a cabo los proyectos y programas de la Oficina, éste se reorganizará enteramente y se mejorará utilizando las posibilidades de un sistema de gestión de contenidos, y guardando conformidad con las actuales directrices de la UNESCO. Esto permitirá a la OIE publicar pautas que hagan posible una mejor sintonía y una mayor garantía de calidad. Al mismo tiempo, el sitio Web de la OIE se mantendrá y actualizará con regularidad, facilitando el acceso a diversos recursos nuevos. Entre dichos recursos figurará información específica sobre la 48ª reunión de la Conferencia Internacional de Educación de noviembre de 2008.

23. Se mantendrán las habituales publicaciones de la OIE, como los **Estudios de educación comparada** y la serie **Prácticas educativas**. Pese a la muy difícil situación presupuestaria, se decidió seguir elaborando la revista trimestral de la UNESCO sobre educación comparada *Perspectivas*, ya que constituye una revista profesional importante en el ámbito de la política educativa internacional. En 2008 se publicarán cuatro números de *Perspectivas* sobre los temas siguientes: “Enseñanza superior y cohesión social” (marzo);



“Educación inclusiva” (junio); y el Informe de Seguimiento de la EPT en el Mundo (septiembre); está en curso la adopción de una decisión sobre el número de diciembre.

24. La Directora de la OIE se encargará de la edición de un nuevo libro titulado *Quality Tensions in Education Reforms*. En el libro se examina la noción de “calidad” tal y como se utiliza en varios sistemas educativos específicos y las tensiones que surgen con las nuevas nociones “estandarizadas” de calidad en relación con las medidas internacionales y las reformas educativas de los países en desarrollo. En la lista provisional de países que se reflejarán en el libro figuran, entre otros: Afganistán, Argentina, Chile, China, Egipto, Georgia, Kenya, Korea, Indonesia, Malasia, Rumania, Turquía, Venezuela y Vietnam.

25. La OIE y el Observatoire des réformes en éducation de la Universidad de Quebec en Montreal llevarán a cabo una copublicación. En ella se examinará el enfoque orientado a potenciar las capacidades en el plano teórico y se expondrán diversos estudios de casos sobre el proceso de reforma curricular, principalmente en países de África. También se publicará el estudio titulado “*Approches de l'exclusion et de la pauvreté dans les curricula des pays développés*”, llevado a cabo en colaboración con la Escuela Superior de Pedagogía de Suiza central y las Escuelas Superiores de Pedagogía de los cantones de Berna, Jura y Neuchâtel.

26. En el marco de la nueva serie de herramientas de la OIE para el diseño curricular de calidad, se publicará el manual elaborado por D. Georgescu y P. Stabback, *Handbook for Curriculum Developers: Primary and Secondary Education*. Se publicará también el informe “*Societal Development and Curriculum Change*” en el que figuran los resultados de la visita de estudio que hicieron a la OIE, en septiembre de 2005, funcionarios de Irak y Jordania encargados de adoptar decisiones y especialistas en educación. Se elaborará, además, una nueva edición revisada del libro *Aprender a vivir juntos*, de M. Sinclair.

27. Véase la ficha descriptiva 7.

### **3.2. DIÁLOGO POLÍTICO Y LA 48ª REUNIÓN DE LA CONFERENCIA INTERNACIONAL DE EDUCACIÓN**

28. En lo que respecta al diálogo político, 2008 será el año en que se consagrará más tiempo al proceso preparatorio y a la celebración de la 48ª reunión de la Conferencia Internacional de Educación. Para ello será preciso proseguir algunas de las actividades emprendidas en 2007 así como llevar a cabo otras nuevas.

29. En sintonía con las iniciativas ya emprendidas, y conforme a lo recomendado por el Consejo en su 55ª reunión, durante la primera parte del año la OIE seguirá celebrando conferencias y seminarios regionales preparatorios con la participación de expertos de ministerios, universidades, organizaciones internacionales, fundaciones, ONG y la sociedad civil, con objeto de difundir información sobre educación inclusiva y asegurar un debate en la propia CIE más fundamentado. En el contexto de la COP, en marzo de 2008 se organizará, en Finlandia, un taller regional preparatorio en cooperación con la Junta Nacional de Educación de Finlandia. Hay dos actividades más en fase avanzada de preparación, una en Camboya y otra en un país Árabe, organizadas para ampliar la cobertura geográfica del proceso preparatorio aprovechando las conferencias que ya han organizado los interesados. Asimismo, se proporcionará asistencia técnica –con la activa participación del personal de la OIE– en la Conferencia Preparatoria para la región de Europa y Norteamérica, titulada “*Inclusive Education: from Policy Dialogue to Collaborative Action*”, organizada por el Gobierno de Letonia y que se celebrará del 24 al 26 de febrero de 2008. Se elaborará un plan de comunicación con diversos componentes, entre ellos la producción de un **video**, a petición del Consejo de la OIE, para dar voz a los “excluidos” y para ilustrar, de forma concreta, buenas prácticas de varias regiones geográficas en materia de educación inclusiva. Se organizarán, además, exhibiciones relacionadas con esta cuestión.

30. Se han completado las directrices para los informes nacionales que han de preparar los Estados miembros. La versión electrónica de dichos informes quedará disponible en el sitio Web de la OIE. Como en otras reuniones de la OIE, la Medalla Comenius se concederá durante la CIE y se adoptarán las medidas necesarias con respecto al proceso de selección de los premiados de acuerdo con los procedimientos establecidos.

31. Se llevarán a cabo las actividades para completar y publicar el plan de formación sobre diálogo político, el libro de referencia, los módulos y el instrumental (*toolbox*) que en un principio se habían

previsto para 2007. Entre estas actividades figurará, además, un taller para la formación de formadores con objeto de prepararlos para que puedan encargarse de los módulos de formación sobre diálogo político en sus propios países.

32. En la ficha descriptiva 8 se ofrece información más detallada.

## **4. OPERACIONES INSTITUCIONALES**

### **4.1 EL CONSEJO DE LA OIE**

33. Las atribuciones del Consejo de la OIE se definen en sus Estatutos, su Reglamento interno y la Resolución adoptada por la 34ª Conferencia General que figura en la introducción del presente documento.

34. El Consejo celebrará una reunión ordinaria en enero de 2008 para planificar las actividades de la Oficina y evaluar sus resultados; el Grupo Administrativo y el Grupo de Trabajo sobre la preparación de la 48ª reunión de la CIE se reunirán los dos días anteriores a la 55ª reunión. En el transcurso de esta reunión, el Consejo elegirá al nuevo Presidente, a la Mesa y a los demás órganos. Examinará el Informe de actividades de 2007 y el proyecto de programa y presupuesto para 2008; analizará los progresos logrados en el proceso preparatorio de la CIE y continuará trabajando en cuestiones relacionadas con la CIE. Examinará la cuestión de los mecanismos de financiación innovadores para la OIE y debatirá y aprobará el proyecto de Estrategia de la OIE 2008–2013. La reunión de la Mesa del Consejo se celebrará, como de costumbre, en el verano.

35. Siguiendo una antigua tradición, el Consejo se reunirá también al comienzo y final de la CIE a fin de establecer las disposiciones organizativas y efectuar una evaluación preliminar de los resultados.

36. Estas actividades se exponen en la ficha descriptiva 9.

### **4.2. ASOCIACIONES CON DISTINTAS INSTITUCIONES**

37. En 2008, la OIE proseguirá su política de consolidación de las relaciones de colaboración ya creadas y tratará de establecer otras nuevas, con miras a fomentar la cooperación Sur-Sur y Norte-Sur. Así, tratará de forjar nuevas alianzas con gobiernos y crear asociaciones bilaterales y multilaterales con organizaciones intergubernamentales, instituciones regionales, universidades y ONG. Esta iniciativa tendrá especial relevancia en el contexto de la preparación y organización de la CIE. Se mantendrán y consolidarán las estrechas relaciones de colaboración con el Sector de Educación de la UNESCO, las demás instituciones y las Oficinas fuera de la Sede. Sobre la base de las actuales asociaciones, se renovarán o se establecerán *ex novo* acuerdos de cooperación específicos con instituciones académicas del país anfitrión.

38. Siguiendo la recomendación del Consejo, en las conferencias, foros y reuniones políticas y académicas, la OIE tratará de destacar su presencia y fomentar su imagen en la ejecución de proyectos y actividades.

### **4.3. GESTIÓN INSTITUCIONAL Y RECURSOS HUMANOS**

39. En lo que atañe a los recursos humanos, éste será un año especialmente exigente y lleno de retos debido a la carga de trabajo adicional que supone la preparación y celebración de la CIE. La situación sigue siendo muy preocupante, pues actualmente están congelados cuatro puestos de trabajo por falta de recursos.

40. Pese a la acusada limitación de recursos, la OIE proseguirá su labor hacia la consolidación institucional y la mejora de la gestión mediante la aplicación de una serie de medidas previstas con objeto de proporcionar al personal oportunidades de formación y orientación:

- Formación en el sistema “SISTER 2” dirigida a cuatro centros de coordinación en el marco de la sección de la OIE de Administración y Programas, organizada por la Unidad de la UNESCO competente, en la Sede;

- Un curso de formación, adaptado a necesidades específicas, sobre **Gestión basada en resultados (RBM)**, dirigido a profesionales y personal encargado de programas y organizado en cooperación con la Oficina de Planificación Estratégica (BSP) de la UNESCO, en la Sede.
- Una sesión de formación, adaptada a necesidades específicas, sobre **Integración de las cuestiones de género**, dirigida también al personal profesional y de apoyo en la organización de programas y organizada asimismo en coordinación con la Oficina de Planificación Estratégica (BSP) de la UNESCO, en la Sede;
- El ayudante administrativo de la OIE seguirá siendo un miembro a tiempo parcial del equipo del proyecto de las **IPSAS** sobre los preparativos relativos a la adopción de las nuevas normas de contabilidad;
- Se proporcionará formación en el empleo a **jóvenes profesionales**, tanto asistentes de investigación como pasantes.

#### 4.4. RECURSOS FINANCIEROS

41. Habida cuenta de la situación en materia de contribución del presupuesto ordinario de la UNESCO para los institutos, el desafío más importante para la OIE ha sido -y será- el de la **movilización de recursos extrapresupuestarios** para el bienio 2008-2009 y los años sucesivos. Dicha medida resulta ahora especialmente urgente, pues los acuerdos de cooperación firmados con los gobiernos de Suiza y de Suecia vencieron a finales de 2007.

42. En este contexto, en junio de 2007 la Directora de la OIE emprendió los trámites para iniciar las conversaciones con los socios suizo y sueco y averiguar su interés en renovar los acuerdos. Se llevaron a cabo misiones especiales en Berna y Estocolmo en las cuales se ilustraron los resultados de la OIE alcanzados en el marco de la Estrategia 2002-2007 y se examinaron las orientaciones fundamentales de la nueva Estrategia de la OIE 2008-2013 así como los futuros ámbitos que podrían recibir apoyo financiero. Los resultados de las conversaciones fueron muy positivos: Suiza confirmó su apoyo financiero a la OIE para los próximos tres años (2008-2010) y la Agencia Internacional de Desarrollo de Suecia (SIDA) confirmó igualmente su interés en renovar su contribución financiera por un período de tres años. El nuevo acuerdo de cooperación se firmará tras la 56ª reunión del Consejo de la OIE.

43. **La consignación financiera de la UNESCO** (presupuesto ordinario) asignada a la OIE en 2008 (que no ha cambiado desde 2002) será de **2.295.500 dólares EE.UU.** Esta asignación cubrirá únicamente los costos salariales de los puestos fijos (cuatro de los cuales permanecen congelados), el 50% de los costos operacionales de la OIE y la organización de las reuniones del Consejo.

44. Los **recursos extrapresupuestarios** previstos y recibidos a partir del 10 de diciembre de 2007 para las actividades de programa y ciertas cargas de personal se elevan a unos **2.007.289 dólares EE.UU.** Dichos recursos comprenden las contribuciones voluntarias de las autoridades suizas (un mínimo de 500.000 francos suizos, o unos 400.000 dólares EE.UU.) y de las autoridades suecas (unos 500.000 dólares EE.UU.); las de ONUSIDA para el proyecto de educación en VIH y SIDA (290.000 dólares EE.UU.); así como una contribución de España (fondos fiduciarios) de 398.000 Euros (unos 537.289 dólares EE.UU.). Suiza aportó una contribución de 100.000 francos suizos (unos 80.000 dólares EE.UU.) para la CIE y el Sector de Educación de la UNESCO aportó una asignación relativa al proyecto 34 C/5 de 350.000 dólares EE.UU.

45. El proyecto de presupuesto de la OIE para 2008 figura en la parte II del presente documento.

## **II. FACT SHEETS**

**IBE – PROGRAMME 2008**  
**CAPACITY DEVELOPMENT**

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

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

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

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

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

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

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

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

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

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

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

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

## 6. ELEMENTS OF STRATEGY

### 6.1 Description of the intervention

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

### 6.2 Stakeholders, partners and beneficiaries

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

### 6.3. Staff input

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

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

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

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

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

country), contents and impact of the working plans.

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

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

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

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

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

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

### **6.2 Stakeholders, partners and beneficiaries**

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

### **6.3. Staff input**

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

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

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

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



**IBE – PROGRAMME 2008**  
**CAPACITY DEVELOPMENT**

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

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

### **5.3. Performance indicators**

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

### **5.4. Assessment criteria and progress towards the outcomes**

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

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

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

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

### **6.2. Stakeholders, partners and beneficiaries**

#### ***Stakeholders and partners:***

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

#### ***Beneficiaries:***

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

### **6.3. Staff input**

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

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

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

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

## IBE – PROGRAMME 2008

### CAPACITY DEVELOPMENT

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

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

#### **5.4. Assessment criteria**

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

### **6. ELEMENTS OF STRATEGY**

#### **6.1. Description of the intervention**

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

#### **6.2. Stakeholders, partners and beneficiaries**

##### ***Stakeholders and partners:***

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

##### ***Beneficiaries:***

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

#### **6.3. Staff input**

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

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

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

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

**IBE – PROGRAMME 2008**  
**CAPACITY DEVELOPMENT**

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

## **5.2. Expected (description)**

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

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

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

## **5.3. Performance indicators**

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

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

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

## **5.4. Assessment criteria**

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

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

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

### **6.2. Stakeholders, partners and beneficiaries**

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

### **6.3. Staff input**

- Project coordinator
- Admin. Support
- International consultants

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

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

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

**IBE – PROGRAMME 2008****RESOURCE BANK AND OBSERVATORY OF EDUCATIONAL TRENDS**

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

### **5.3. Performance indicators**

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

### **5.4. Assessment criteria**

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

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

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

### **6.2. Stakeholders, partners and beneficiaries**

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

*Stakeholders implicated, partners:* Collaboration with ministries of education, UNESCO National Commissions and academic institutions worldwide.

### **6.3. Staff input**

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

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

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

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



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

### **5.3. Performance indicators**

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

### **5.4. Assessment criteria**

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

## **6. ELEMENTS OF STRATEGY**

### **6.1 Description of the intervention**

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

### **6.2. Stakeholders, partners and beneficiaries**

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

### **6.3. Staff input**

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

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

In close association with other programmes as appropriate, in particular the Capacity Development Programme (Community of Practice/Global Curriculum Network).

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

<b>IBE – PROGRAMME 2008</b> <b>KNOWLEDGE MANAGEMENT AND POLICY DIALOGUE</b>	
<b>1. Heading of the element</b>	<b>Development of the IBE website</b>
<b>2. Name of the Responsible officer and of the Deputy</b>	Massimo Amadio Christopher Strebel, Ruth Creamer
<b>3. Starting and termination dates</b>	January–December 2008
<b>4. BACKGROUND AND DESCRIPTION</b>	
<b>4.1. Context</b>  <p>The maintenance and development of the IBE website—created in 1996 and restructured in 1999—are ensured on a permanent basis. Through its website, which was completely reorganized in 2005, the IBE makes available specialized resources, products and services targeted at the educational community worldwide. Between 1999 and 2007, there has been a continuous increase in the number of consultations. The new site design was launched in September 2005 in accordance with the new UNESCO’s guidelines and was created to offer enhanced and easier access to information (by themes, by country and by service). In addition, there are separate homepages in the six official languages of UNESCO and basic information is made available in at least four languages (Chinese, English, French and Spanish) in order to extend coverage. A closer working relationship has been established with the new portal of the UNESCO Education Sector (launched in September 2006) and news on IBE activities is frequently also published on the Portal. Special attention will be given within the website to preparation and holding of the 48th session of the International Conference on Education.</p>	
<b>4.2. Goal (overall objective)</b>  <p>The main objective is to support action in favour of EFA by providing access—through the IBE website—to specialized resources, materials and information on education systems, curricula and curriculum development processes.</p>	
<b>4.3. Purpose (specific objective)</b>  <p>The specific objective is to maintain and make available through the IBE website a knowledge base and a variety of specialized resources to be exploited for a wide range of purposes (including training and decision-making) and for facilitating exchange and dialogue on specific educational and curricular issues.</p>	
<b>5. RESULTS</b>	
<b>5.1. Title of the results</b>  <p>A knowledge base and a wide range of educational resources maintained, updated and easily accessible through the IBE website.</p>	
<b>5.2. Expected (description)</b> <ul style="list-style-type: none"> <li>• A new IBE website created, also exploiting the potential of a content management system (CMS), and in line with current UNESCO guidelines. Workflow modules of the new CMS, which is already in use at HQ, will allow the IBE web publishing guidelines to be fine tuned and improve quality assurance.</li> <li>• The IBE website maintained and updated, providing easy access to a range of additional resources,</li> </ul>	

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

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

### **5.3. Performance indicators**

Improved accessibility and quality of the IBE website.

### **5.4. Assessment criteria**

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

## **6. ELEMENTS OF STRATEGY**

### **6.1 Description of the intervention**

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

### **6.2 Stakeholders, partners and beneficiaries**

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

*Stakeholders implicated, partners:* Collaboration with ministries of education, UNESCO National Commissions and academic institutions worldwide, the Education Sector Portal of UNESCO.

### **6.3 Staff input**

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

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

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

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

**IBE – PROGRAMME 2008****KNOWLEDGE MANAGEMENT AND POLICY DIALOGUE**

<b>1. Heading of the element</b>	<b>Preparatory process for and holding of the forty eight session of the International Conference on Education (ICE)</b>
<b>2. Name of the Responsible officers</b>	Clementina Acedo and Costanza Farina
<b>3. Starting and termination dates</b>	January to December 2008
<b>4. DESCRIPTION OF THE ELEMENT</b> <b>4.1. Context</b> <p>The 34<sup>th</sup> Session the General Conference of UNESCO in October 2007 approved the proposed theme and dates of the 48<sup>th</sup> session of the International Conference on Education, namely: “<b>Inclusive Education: The Way of the Future</b>”, to be held in Geneva on 25-28 November 2008. The ICE has become a major international forum for educational policy dialogue among Ministers of Education and other stakeholders, such as researchers, practitioners, representatives of intergovernmental organizations and civil society. The ICE represents an opportunity for promoting dialogue among Ministers of Education, highlighting and challenging complex issues, while engaging the audience to contribute to concrete policy orientations. The year will be dedicated to the preparations and the holding of the ICE. Further to previous IBE commitments, some elements of the activities related to the policy dialogue training will be carried out.</p> <b>4.2. Goal (global objective)</b> <p>The objective of the ICE preparations is to mobilize knowledge worldwide on Inclusive Education and to ensure a successful implementation of the ICE in coordination with stakeholders;</p> <p>The long-term objective of the ICE is to assist governments of Member States in responding to the educational needs of the “excluded” within the large EFA framework and the Revised Global Action Plan.</p> <b>4.3. Purpose (specific objectives)</b> <p>To orientate and clarify the debate on the concept of Inclusive Education, its implication and impact, push forward and adopt a policy agenda, through a thorough preparatory process and a successful holding of the ICE.</p>	
<b>5. RESULTS</b> <b>5.1. Title of the results</b> <p>Preparations efficiently completed in a timely manner; international dialogue on educational policies, with focus on Inclusive Education, strengthened during the ICE itself;</p> <b>5.2. Expected (description)</b> <ul style="list-style-type: none"> <li>• Debate on Inclusive Education further deepened through at least three regional preparatory events to take place within the framework of the Community of Practice and outside it, to further expand on the global consultations;</li> <li>• coordination with the UNESCO Education Sector, field offices and institutes/centres raised substantively through regular contacts and at least two meetings of the ED Sector Working group on ICE ;</li> <li>• Regional technical background documents and ICE related documents (agenda, proposed organization of the Conference, reference document; document to support workshop discussions) produced;</li> </ul>	

- New alliances and partnerships created with UN agencies, donors representatives, NGOs and other qualified institutions within the preparation process and the ICE itself;
- All procedures duly completed for the convening of the ICE;
- ICE successfully conducted;
- For the policy dialogue training, the tool box will be completed and a workshop for trainers will take place.

### 5.3. Performance indicators

- Quality and level of participation by member states and other stake holders;
- Quality of the ICE documents;
- Success and quality of the work of the 48th session of the ICE;
- Evaluation of the outcomes of the ICE, made by the IBE Council, the IBE staff and the participating delegations.

### 5.4. Assessment criteria

- Feedback on the ICE success level;
- Wide dissemination and use of its outcomes;
- Increase of the IBE visibility.

## 6. ELEMENTS OF STRATEGY

### 6.1. Description of the intervention

The preparatory process will be completed with the implementation of the planned regional preparatory seminar in Finland, and possibly with two additional sessions on ICE within relevant educational events already being organized in Asia and in an Arab country. Technical assistance will be provided to the Latvian partners for the holding of Regional Preparatory Conference for Europe and North America region:” *Inclusive education: from policy dialogue to collaborative action*”, planned in Riga on 24-26 February 2008, where IBE plays the role of co-organizer.

The regional “roadmaps” emerged as a result of the regional consultations will be elaborated upon and published. They will inform the preparations of the necessary ICE documents, in particular the reference document and the document to assist the discussions during the four workshops. According to the established procedures, all ICE documents will be prepared in a timely manner. Associated activities will also be carried out: for the Comenius medal award, the preparatory steps will be taken, the selection process will be implemented according to the statutes, and the laureates will be announced at the ICE. The electronic version of the national reports will be made available through the IBE web site. The initiative of the “Ministers’ messages” will be replicated, and exhibitions will be arranged for. Partnerships with different stakeholders will be established.

### 6.2. Stakeholders, partners and participants

Ministries of Education; National Commissions; universities/higher education institutions, NGOs and UN agencies.

### 6.3. Staff input

See table in annex “Estimated distribution of established staff by programme/project”.

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

Internal collaboration with all other IBE activities.

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

**IBE – PROGRAMME 2008**  
**INSTITUTIONAL FUNCTIONING**

<b>1. Heading of the element</b>	<b>IBE Council</b>
<b>2. Name of the Responsible officer and of the Deputy</b>	Clementina Acedo and Costanza Farina
<b>3. Starting and termination dates</b>	January–December 2008
<p><b>4. BACKGROUND AND DESCRIPTION</b></p> <p><b>4.1. Context</b></p> <p>The IBE Council is an intergovernmental body of twenty-eight Member States elected by the General Conference of UNESCO.</p> <p><b>4.2. Goal (overall objective)</b></p> <p>Its working methods are laid down in the Statutes of the IBE and the Rules of Procedure of the IBE Council (see <i>Basic texts</i>).</p> <p><b>4.3. Purpose (specific objective)</b></p> <p>Established by paragraph 1 of the Resolution adopted by the thirty-fourth General Conference (see Draft Program and Budget for 2008, pages 1 and 2). In brief, the General Conference:</p> <p><i>...requests the Council of the IBE, acting in conformity with the Statutes of the Bureau and with the present resolution, when approving the Institute's budget for 2008 and 2009:</i></p> <ul style="list-style-type: none"> <li>(a) <i>to ensure that the IBE's activities correspond to UNESCO's strategic objectives and the priorities and lines of action of Major Programme I, with special emphasis on the needs of Africa, gender equality, LDCs and SIDS as well as the most vulnerable segments of society, including indigenous peoples;</i></li> <li>(b) <i>to consolidate and develop the IBE's programmes and projects;</i></li> <li>(c) <i>to continue to mobilize the necessary human and financial resources so that the IBE may accomplish its mission;</i></li> </ul>	
<p><b>5. RESULTS</b></p> <p><b>5.1. Title of the results</b></p> <p>Fulfilling its statutory functions and reaching the objectives established by the General Conference.</p> <p><b>5.2. Expected (description)</b></p> <p>Main points of the agenda of the fifty-sixth session of the IBE Council:</p> <ul style="list-style-type: none"> <li>• Election of the President, of the Steering Committee and of the subsidiary bodies of the IBE Council</li> <li>• IBE activities during 2007</li> <li>• Forty-eighth session of the International Conference on Education (ICE)</li> <li>• Innovative financing mechanisms</li> <li>• The IBE's programme of activities for 2008</li> </ul>	

- UNESCO's Strategy and the IBE's Strategy 2008–2013
- Proposed use of funds from sale of Polish Stamps

According to a long standing tradition, the Council will also meet at the beginning and the end of the 48<sup>th</sup> Session of the ICE in November 2008, to settle the final organizational arrangements and to make an initial assessment of the results.

### **5.3. Performance indicators**

The extent to which the statutory functions have been carried out; interventions by and support of the delegations at the Council.

### **5.4. Assessment criteria**

Adherence to the basic texts.

## **6. ELEMENTS OF STRATEGY**

### **6.1. Description of the intervention**

- To organize, hold and ensure the follow up to the fifty-sixth session preceded by the meeting of the Administrative Group and of the Working Group for the preparation of the 48<sup>th</sup> ICE;
- To organize, hold and ensure the follow up to the meeting of the Steering Committee (Summer 2008);
- To prepare the fifty-seventh session (before and after the ICE in November 2008) as well as for the fifty-eighth session (in January 2009)

### **6.2. Stakeholders, partners and beneficiaries**

The twenty-eight members of the Council.

### **6.3. Staff input**

See table "Estimates of Distribution of Established Staff by Programme/Project", in Annex

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

Office of the Director-General; Office of the ADG/ED.

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



### **III. BUDGETARY FIGURES**

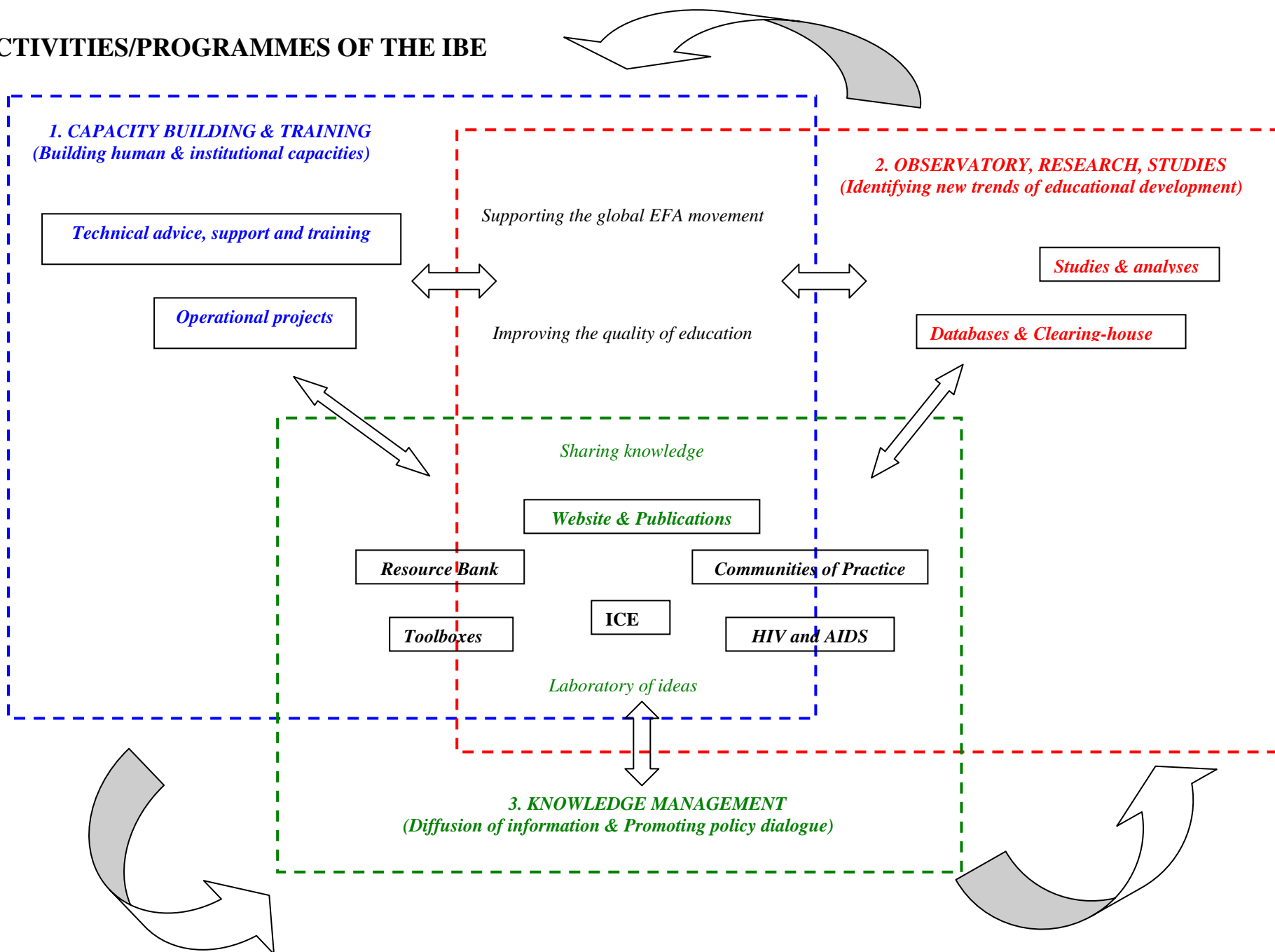
<p><b>The following tables present the budgetary situation – particularly concerning the sources of financing – on the basis of the known situation on 31 December 2007.</b></p>
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ESTIMATES OF DISTRIBUTION OF ESTABLISHED STAFF TIME BY PROGRAMME/PROJECT (in %) 2008

	factsheet n°-->	CAPACITY DEVELOPEMENT				Res Bank and Obs		Knowledge Management		Pol. Dialogue-48ICE		Council	Inst Dev	ADM
		COP 1	Pov 2	HIV/AIDS 3	TA 4	R Bank 5	Obs 6	Web 7	Publications	48 ICE 8	Pol Dial 8	9		
Director CA	100	4	3	3		3	3	3	5	50	3	3	10	10
Senior Assistant CC	100	5	4	1		5	5	5	5	50	4	5	10	1
Senior assistant (publications) BD	100	1	1	1		2	1	2	50	40	1	1		
Programme specialiste RO	100	50								50				
Programme specialiste ALD DG	100				50					50				
Programme specialiste ALD	100		80	5						15	0			
Assistant Programme specialiste LJ	100	50								50				
Assistant Programme specialiste ALD Eag	100		80							20	0			
Assistant Programme specialiste ALD SB	100			80						20				
Programme Specialist MA	100					20	20	10		50				
Webmaster CS	100	2	2	1		5	5	30		50	0	5		
Documentalist RC	100	4		1		35	10	10		40				
Assistant documentalist EG	100	4	0	1		35	10	10		40	0	0		
Senior programme specialiste CF	100		0							80	5	10	5	
Secretary CD	100		0							80	5	10	5	
Administrative officer MB	100	4	4	4	4	2	2	1	1	50	4	5	4	15
Administrative Assistant CH	100	4	4	4	4	2	2	1	1	50	4	5	4	15
Secretary NM	100	4	4	4	4	2	2	1	1	50	4	5	4	15
Technician GVB	100	4	4	4	4	2	2	1	1	50	4	5	4	15
Clerck CL	100	4	4	4	4	2	2	1	1	50	4	5	4	15

Budget chapters/activities	Budgetary framework 2008	UNESCO allocation	UNESCO other resources	VOLONTARY CONTRIBUTIONS			Carry over 2007 reserves	Other incomes
				SUISSE	SUEDE	ICE		
<b>I. Programme activities</b>								
<b>I-1 Capacity development</b>								
Community of practice in the field of curriculum development	240'000			150'000	90'000		0	
Curriculum innovation, Poverty alleviation and peace education in sub-saharan Africa	452'289	0	452'289				0	
Capacity building for HIV/AIDS curriculum	100'000		100'000					
<b>Sub-total</b>	792'289	0	552'289	150'000	90'000		0	0
<b>I-2 Resource Bank and observatory of educational trends</b>								
Resource Bank	54'000			0	50'000		4'000	
Observatory of educational trends	54'000			0	50'000		4'000	
Clearinghouse HIV/AIDS	100'000		100'000					
<b>Sub-total</b>	208'000	0	100'000	0	100'000		8'000	0
<b>I-3 Knowledge Management</b>								
Development of IBE web site	50'000			0	20'000		30'000	
Documentaion/periodicals	44'000			0	15'000		29'000	
Publications	90'000	0		0	90'000		0	
<b>Sub-total</b>	184'000	0	0	0	125'000		59'000	0
<b>I-4 Policy dialogue and the 48th Session of the ICE</b>								
48th Session of ICE	787'000		350'000	0	100'000	137'000	200'000	0
Policy dialogue	155'000	0	0	100'000	55'000		0	0
<b>Sub-total</b>	942'000	0	350'000	100'000	155'000	137'000	200'000	0
<b>TOTAL I</b>	<b>2'126'289</b>	<b>0</b>	<b>1'002'289</b>	<b>250'000</b>	<b>470'000</b>	<b>137'000</b>	<b>267'000</b>	<b>0</b>
<b>II. Governing board/gen. Adm./Institutional dev.</b>								
<b>IBE Council</b>								
56th session/Steering Committee	80'000	80'000					0	
<b>Sub-total</b>	80'000	80'000	0	0	0		0	0
<b>General administration</b>								
General operating cost	297'000	144'500					52'500	100'000
Loan repayment for the IBE Building	105'000		105'000					
<b>Sub-total</b>	402'000	144'500	105'000	0	0		52'500	100'000
<b>Institutional development</b>								
Coordination, follow-up and programme development	190'000			0	30'000		160'000	0
<b>Sub-total</b>	190'000	0	0	0	30'000		160'000	0
<b>TOTAL II</b>	<b>672'000</b>	<b>224'500</b>	<b>105'000</b>	<b>0</b>	<b>30'000</b>		<b>212'500</b>	<b>100'000</b>
<b>TOTAL PROG ACTIVITIES/INDIRECT COSTS</b>	<b>2'798'289</b>	<b>224'500</b>	<b>1'107'289</b>	<b>250'000</b>	<b>500'000</b>	<b>137'000</b>	<b>479'500</b>	<b>100'000</b>
<b>III. Staff costs</b>								
Established posts	2'071'000	2'071'000	0		0			
Contracts, other resources	320'000		170'000	150'000	0		0	0
<b>TOTAL III</b>	<b>2'391'000</b>	<b>2'071'000</b>	<b>170'000</b>	<b>150'000</b>	<b>0</b>		<b>0</b>	<b>0</b>
<b>TOTAL EXPENDITURES 2008</b>	<b>5'189'289</b>	<b>2'295'500</b>	<b>1'277'289</b>	<b>400'000</b>	<b>500'000</b>	<b>137'000</b>	<b>479'500</b>	<b>100'000</b>
<b>TOTAL INCOMES 2008</b>	<b>5'977'289</b>	<b>2'295'500</b>	<b>1'277'289</b>	<b>400'000</b>	<b>500'000</b>	<b>137'000</b>	<b>1'197'500</b>	<b>170'000</b>
<b>Estimate carry-over 2008 (including Polish stamps)</b>	<b>788'000</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>718'000</b>	<b>70'000</b>

## ACTIVITIES/PROGRAMMES OF THE IBE



UNITED NATIONS EDUCATIONAL,  
SCIENTIFIC AND CULTURAL ORGANIZATION

**COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Fifty-sixth session

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

23 to 25 January 2008

**DRAFT IBE STRATEGY 2008 – 2013**

The draft IBE Strategy for the years 2008 – 2013 is submitted to the 56<sup>th</sup> session of the IBE Council in response to the decision taken at its 55<sup>th</sup> session, during which:

“The Council:

- took note of the status of preparation of the UNESCO Strategy and of the IBE Strategy for 2008-2013;
- requested the IBE Director-designate:
  - to continue the preparation of this document in light of the decisions, which will be taken at the 176<sup>th</sup> session of the Executive Board and at the 34<sup>th</sup> session of the General Conference; and
  - to submit a comprehensive document to the 56<sup>th</sup> session of the Council in January 2008.”



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau of Education

## **Draft IBE Strategy 2008-2013**

**International Bureau of Education  
Geneva, 2007**

# Contents

<b>Contents</b>	<b>1</b>
<b>Foreword</b>	<b>3</b>
<i>The International Bureau of Education: a global centre and field-oriented institute promoting quality Education for All through curriculum development</i>	
<b>Global challenges and UNESCO priorities</b>	<b>5</b>
<i>The Medium-Term Strategy of UNESCO for 2008–2013</i>	<b>6</b>
<b>Education for All Goals</b>	<b>7</b>
<b>Quality Curricula and the IBE</b>	<b>8</b>
<i>Quality curricula</i>	<b>8</b>
<i>Curriculum development needs addressed by the IBE</i>	<b>9</b>
<i>The IBE's mission</i>	<b>10</b>
<i>Partners and resources</i>	<b>11</b>
<b>Countries and participants involved in IBE activities over 2002–2007</b>	<b>13</b>
<b>Overview and Strategy 2008–2013</b>	<b>14</b>
<b>Contributing to quality Education for All</b>	<b>16</b>
<i>Strategic orientations</i>	<b>16</b>
<b>Capacity Development</b>	<b>17</b>
<i>Assets</i>	<b>17</b>
<i>Future prospects</i>	<b>20</b>
<b>Knowledge Production and Management</b>	<b>21</b>
<i>Assets</i>	<b>21</b>
<i>Future prospects</i>	<b>24</b>
<b>Policy Dialogue</b>	<b>25</b>
<i>Assets</i>	<b>25</b>
<i>Future prospects</i>	<b>27</b>



## Foreword

The International Bureau of  
Education: a global centre  
and field-oriented institute  
promoting quality  
Education for All through  
curriculum development

The International Bureau of Education (IBE) is UNESCO's institute of education with the longest tradition. The IBE's accumulated wealth of comparative knowledge and experience on education systems positions it as a world-class centre in assisting and advancing the capacity of Member States in the field of curriculum development.

Its particular focus on the curriculum, and on the contents, methods and structures of education has tremendous relevance today when many countries—developed, developing and transition—are undergoing curriculum reforms and adjustments to align the content and structures of their education systems with globalization, information and communication technologies, the new and fast-changing demands of knowledge, to the requirements of sustainable development and of living peacefully together.

This is especially important for countries that are still far from achieving the goals of EFA due to the impact of conflict, pervasive inequality and poverty.

As education systems expand to satisfy demographic and democratic pressures, as well as in keeping with governments' commitments to exploit educational opportunities, the challenges of addressing the EFA goals—especially quality

Education for All—also become greater. The inclusion of diverse student populations in the system creates further opportunities for learning and poses new challenges for teachers and learners alike. More specialized knowledge and teaching methods are needed to properly address various learning styles and the needs of children coming with different cultural backgrounds. Recent international, regional and national assessments have indicated weak and unequal learning outcomes in many countries where such expansion has taken place. New approaches to the curriculum, to subjects and cross-cutting themes, to pedagogical methods and learning materials should be aligned with these requirements. Inclusiveness and improvement in quality must go hand in hand.

Under the overarching objectives for education and as an integral part of UNESCO, the International Bureau of Education is being asked to play a key role in promoting the development of curricula and learning materials in different regions. The following sections outline how, within its field of competence as UNESCO's centre of excellence for curriculum development, the IBE intends to fulfil this challenging







task and contribute to UNESCO's action in favour of quality Education for All during the period 2008–2013.

Education for All should contribute to societal and personal well-being by developing human capacities for living together in peace, development and justice.

**Clementina Acedo**  
Director  
International Bureau of Education



## Global challenges and UNESCO priorities

The world that is taking shape at the beginning of the twenty-first century is full of opportunities and encouraging developments, but also affected by growing social inequalities and exclusion. Global forces are bringing positive change, but are also generating uncertainty and anxiety. The scientific community is mapping the human genome and access to education has reached unprecedented levels, but treatable diseases and armed conflicts kill thousands of people every day. Facing the challenges and the complex problems of the contemporary world UNESCO, as a specialized agency of the United Nations, is determined to “contribute to the building of peace, the eradication of poverty, sustainable development and intercultural dialogue through education.”



Knowledge and education are increasingly considered as key factors in sustainable development and economic growth. The Ministers of Education of almost 100 countries attending the round-table on Education and Economic Development, held in Paris on 19–20 October 2007 on the occasion of the

thirty-fourth session of the General Conference of UNESCO, reaffirmed their commitment to quality education as a right for everyone, an education that is inclusive, fosters equity and gender equality, and is a force for social stability, peace and conflict resolution.

The Ministers of Education also reaffirmed their commitment: (i) to strengthening linkages between education and economic development, so that among others “curricula respond to the new demands of the global market and knowledge economy, providing skills

*The massive expansion of primary education worldwide raises new challenges and debates concerning the design and contents of basic education programmes and post-primary levels of schooling*

such as communication, critical thinking, self-confidence, science and technology education, environmental knowledge, and learning how to go on learning”; and (ii) to sustaining development through education, so that “education transmits the knowledge, values and the skills needed to make development sustainable, in all parts of the world, especially among youth who will take charge of the future”.





## The Medium-Term Strategy of UNESCO for 2008–2013

The Medium-Term Strategy of UNESCO for 2008–2013 focuses on two sets of international development goals to be attained by 2015: the eight *Millennium Development Goals* (MDGs), adopted in 2000 by the General Assembly of the United Nations, and the six *Education for All (EFA) goals*, adopted in the same year at the World Education Forum held in Dakar, Senegal. Priority is given to Africa and gender equality; specific targeted interventions are envisaged for youth, the least-developed countries, and small island developing states.

UNESCO's Strategy is structured around five overarching objectives, and in the area of education *the objective is to attain quality education for all and lifelong education* through two strategic programme objectives:

- (i) strengthening UNESCO's global lead and co-ordination role for EFA and providing support to national leadership in favour of EFA; and
- (ii) developing policies, capacities and tools for quality education for all and lifelong education, as well as promoting education for sustainable development.

Under the overarching objective for education, and as an integral part of UNESCO, the International Bureau of Education (IBE) is being asked to play a crucial role in promoting the development of curricula and learning materials in different regions. The following chapters outline how, within its field of specialization as UNESCO's centre of excellence for curriculum development, the IBE intends to fulfil

this challenging task and contribute to UNESCO action in favour of quality education for all during the period 2008–2013, with a special emphasis on the Education for All goals 3 and 6.



## Education for All Goals



- 1.** Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children;
- 2.** Ensuring that by 2015 all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to a complete free and compulsory primary education of good quality;
- 3.** Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes;
- 4.** Achieving a 50 per cent improvement in levels of adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults;
- 5.** Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality;
- 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.







## Quality Curricula and the IBE

The curriculum is a crucial component of any educational process. At the beginning of the twenty-first century, education systems are facing the challenges of the global market and the knowledge economy. National education authorities around the world increasingly address the challenge of improving the quality of learning outcomes through curriculum reform, and curricula must respond to the new demands by providing skills and building competences that are relevant to local and global needs.

The curriculum sets forth a systematic selection and organization of teaching and learning content and methods by addressing questions such as what students should learn, why, how, and how well. In the past, the curriculum was designed merely from the perspective of its cultural transmission functions with its structure consequently reflecting discrete areas of knowledge and human action. Given the complexity of today's ever-changing world, contemporary approaches to curriculum development far exceed the traditional understanding of curricula as merely plans of study or lists of prescribed content. The rate of social change makes necessary a process of continuous adjustment of the curriculum, which in turn requires new institutional approaches and capacities. Moreover, a curriculum aimed at building competences encompasses much more than only concepts and factual data to be mastered and reproduced accurately by learners in the context of examinations and testing processes.

Today, the curriculum has to facilitate the acquisition of attitudes,



values, skills, knowledge and competences that allow learners to face old and new challenges and opportunities successfully. Taking into consideration the importance of the curriculum for individual and societal development, it is commonly accepted that, in order to effectively foster learning, educational contents, methods and structures need to be permanently adjusted to changes occurring in science, technology, culture, economy and social life.

### Quality curricula

There are many on-going discussions internationally with regard to what makes a good curriculum and how to balance tradition and innovation. Despite differences of approach, national education authorities are generally looking into new solutions to improve the quality of learning outcomes based on curriculum provisions that take into account different criteria. For example, curricula:

- need to take into account the learners' different needs and interests, as well as the local and global contexts; they should foster the whole development of

individuals in compliance with their potential, should consider different learning styles and promote learner-friendly approaches.

- should be up-to-date, which means that they should avoid obsolete and irrelevant aspects and integrate in ways appropriate to the context of learners new developments in knowledge, culture, science, technology, economy and other areas of social life.
- should be based on inclusive approaches fostering increased access to quality education and equal opportunities for learning; they should integrate and promote universal values, and promote lifelong learning and competences for learning to live together in a globalized world.



## Curriculum development needs addressed by the IBE

In providing assistance and support to countries in the process of curriculum reform and change, the IBE has been able to identify some relevant needs in current curriculum development processes.

Post-conflict and transition countries are usually in need of reshaping their education systems and curricula in compliance with new goals, such as to foster social cohesion, promote peaceful and constructive management of diversity and a culture of human rights and peace, as well as emphasizing scientific and technological progress in order to support economic growth and equitable welfare.

Many countries are looking for solutions to fight poverty and social exclusion by equipping learners with the competences, knowledge and skills to integrate into the world of work and adult life successfully, such as entrepreneurial, communication and social skills. Given the importance of environmental issues, most countries are looking into strategies to foster education for sustainable development including environmental awareness and risk preparedness, consumer education and ethics of local and international production and trade.

Most countries, regardless of their development profile, are also looking into new ways of fostering learning to live together, including human rights and citizenship education, education for peace, and fighting against marginalization and all kinds of discrimination.





Due to increased access to international comparisons in education, countries are also keen to improve their education systems and curricula adopting as a reference ‘good’ policies and practices and international ‘standards’ in order to meet the challenges and opportunities of the knowledge society and of an increasingly interdependent world. In general, there is a need for increased exchanges and sharing of experiences, learning from both failures and successes, and capitalizing on local experiences, traditions and strengths, while also considering international developments.

### The IBE’s mission

The IBE is the UNESCO institute specializing in educational contents, methods and structures. Its overall mission is to contribute to the attainment of quality education for all. To this end, the IBE builds networks to share knowledge on and foster national capacities for curriculum change and development in all regions of the world. It aims to introduce innovative approaches in curriculum design and implementation, to improve practical skills, and facilitate international dialogue on educational policies and practices. The IBE works in partnership with national education authorities, international organizations, non-governmental organizations and academic institutions, and offers technical assistance, training, policy support and a wide range of resources, tools and materials.

The IBE promotes a comprehensive approach to curriculum development addressing all relevant aspects, from curriculum policies, as part of the overall education decision-making process, to advocacy, development of curricula and learning materials, implementation,

monitoring and evaluation of curriculum processes, as well as curriculum assessment. It also takes into account the relationships between the curriculum and evaluation, teacher education and training, teaching and learning strategies, and learning environments.

*The IBE was founded as a private, non-governmental organization in 1925. In 1929, under new statutes, the IBE extended membership to governments. Thus, it became the first intergovernmental organization in the field of education. Among its founding fathers were Édouard Claparède and Adolphe Ferrière. The name of Jean Piaget, professor of psychology at the University of Geneva, became closely associated with the IBE, which he led for almost forty years. During the same period, Pedro Rosselló was the assistant director. Since 1969, the IBE has been an integral part of UNESCO, while retaining intellectual and functional autonomy. The IBE is governed by an intergovernmental Council consisting of twenty-eight Member States elected by the General Conference of UNESCO*

Instead of imposing predefined models or prescribing solutions applicable everywhere, the IBE facilitates access to different experiences and assists curriculum specialists and relevant stakeholders in gaining new perspectives on complex issues and making their own informed decisions by exploring the advantages and disadvantages of different options in compliance with their own contexts and needs. The IBE’s approach is based on principles, such as building on existing strengths and achievements; supporting countries in mobilizing the best local expertise they can actually identify; promoting exchanges and knowledge sharing; making available the most up-to-date information resources; fostering meaningful and productive interactions between local and international experts;



and encouraging the ownership, participation and creativity of local decision-makers and curriculum developers.

The IBE is able to conduct and commission studies and research mobilizing high-level specialists and expertise in close collaboration with internationally

renowned academic institutions. Decisions regarding the curriculum and the actual learning process are taken at different levels

by multiple actors, from teachers in isolated rural schools who have to prepare lessons adapted to the local context for multigrade classrooms, to experts selecting and organizing specific learning contents, to national teams in charge of the definition of curricular frameworks, and ministers of education who need to discuss new curricula with a range of national and international stakeholders. Most of these actors are not accustomed to value and exploit, or even conduct, research for informing and orientating their decisions. Many researchers and scholars are not accustomed to communicating and disseminating their findings to this particular kind of audience or to the general public. Given its specialized function within UNESCO and as a field-oriented institute, an important role of the IBE is to operate as the interface between educational research and practice, collaborating with a diversity of partners in the task of promoting informed innovative curriculum policies and practices for improving the quality of education and learning.



## Partners and resources

The IBE is a small institute in terms of staff and funding but, considering the limited resources available, it can be estimated that its products and services are very impressive. In order to successfully respond to the challenge of a significant mandate associated with

modest resources to carry out its mission, the IBE systematically joins its efforts with a wide range of partners, both within and beyond UNESCO. As a result, its field-based assistance and support are normally delivered in collaboration with UNESCO regional and field offices, and in some cases also involve the participation of other educational institutes in order to maximize impact and take full advantage of the rich and diversified expertise and accumulated experience, not only of UNESCO, but also of all its partners.

The IBE also collaborates with many academic institutions and research centres in several regions of the world, and implements activities in co-operation with regional, international, bilateral and non-governmental organizations, including, among others, the Central American Co-ordination for Education and Culture, the Organization of Iberoamerican States for Education, the Arab Bureau of Education for the Gulf States, UNICEF, UNAIDS, the World Bank, the Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), the Swiss Agency for Development and Cooperation (SDC), and the Open Society Institute.

Between 2002 and 2007, IBE activities were financed by the UNESCO regular budget and the funds-in-trust







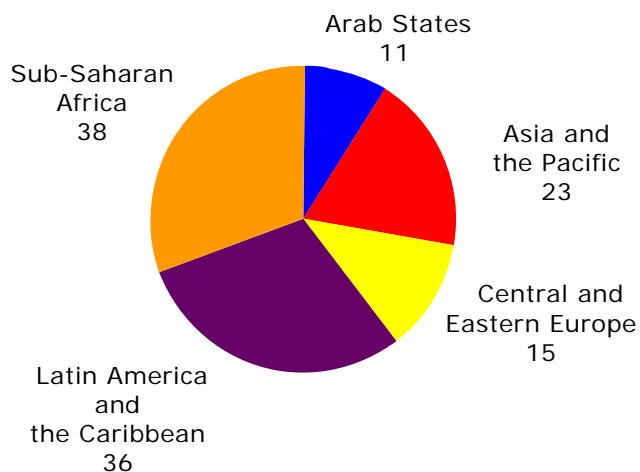
mechanism, as well as by many governments, including Argentina, Canada, Finland, France, Germany, Israel, Japan, Kuwait, Mauritius, Spain, Sweden, Switzerland, the United Arab Emirates, and the United States of America. For the ambitious strategy of 2008–2013 presented in the following pages, additional efforts will be required in order to mobilize the necessary financial resources.



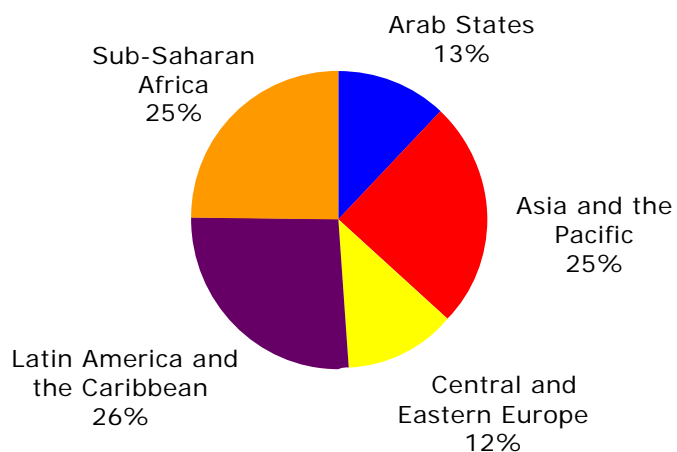
*The real question is how to ensure that Education for All contributes to living together in peace, to development and to justice. One way of achieving this goal is to focus on action, capacity-building, policy dialogue and research aimed at educational change with a view to improving contents, methods and structures, mainly through curriculum development.*

## Countries and participants involved in IBE activities over 2002–2007

**Number of countries involved in IBE activities 2002-2007, by region (Total = 123 countries)**



**Participants in IBE activities 2002-2007, percentage by region (Total = 2,438 participants)**





## Overview and Strategy

### 2008–2013

Over the period 2008–2013 the IBE will support UNESCO action aimed at attaining quality education for all and promoting the development of quality curricula.

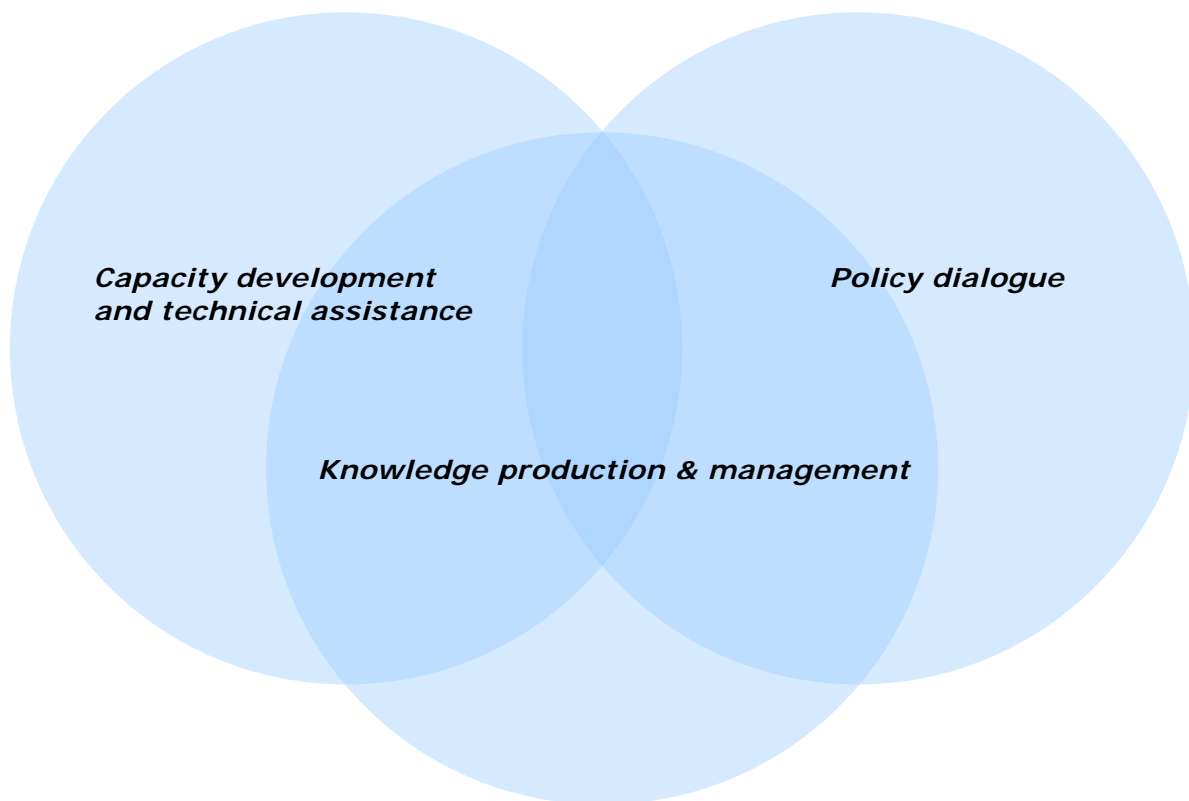
The IBE intends to work towards:

*Enhancing the capacities for the design, management and implementation of curriculum development processes among specialists, practitioners and decision-makers.*

*Improving the quality of curriculum-making processes and products.*

*Informing innovative policies and practices in the field of curriculum reform and change.*

*With its specialized expertise, knowledge and networks in the field of educational contents, methods and structures, the IBE contributes to the attainment of quality Education for All through:*





## Contributing to quality Education for All

### Strategic orientations

During the new strategic cycle, the IBE will respond to the emerging needs of countries and support them to cope with contemporary and future challenges and opportunities impacting on the quality of education, in particular the contents, structures and methods of learning.

The IBE's intervention will especially target poor, transition, conflict- and disaster-affected countries with a view to fostering sustainable development, inclusive societies and intercultural understanding.

In contributing to the design and effective implementation of quality and inclusive education curricula, ranging from general frameworks and syllabi to textbooks and other learning resources and strategies, the IBE will pay special attention to particular learning areas such as language, science and mathematics education, and social studies, as well as to cross-curricular issues and dimensions encompassing: learning to live together and peace education; poverty alleviation; gender equality; HIV and AIDS education; sustainable development; information and communication technology (ICT) in education and e-learning.

For 2008–2013, the IBE intends to improve its services and support mainly through: (i) a stronger link between curriculum development and assessment; (ii) the development and effective usage of training materials and tools for innovative curriculum change and implementation; (iii) the expansion and diversification of forms of training in the field of curriculum development, also

leading to formal certification through partnerships with relevant academic institutions in different regions; (iv) the strengthening of links between pre- and in-service teacher education and training and curriculum development to facilitate effective curriculum change; (v) the involvement of schools and school networks in processes of curriculum change by linking top-down and bottom-up approaches; (vi) the enhancement of textbook quality in line with innovative curriculum changes and teaching and learning approaches; (vii) the improvement of the knowledge base through analytical added value and the development of an on-line platform for knowledge sharing and collaborative action in the field of curriculum development; and (viii) the reinforcement of policy dialogue as a mechanism of consensus building in curriculum reform processes.





## Capacity Development

### Assets

Over the period 2002–2007 the IBE worked towards strengthened co-operation between and within regions and countries, creating new opportunities for sharing common concerns, ideas and practices with regard to quality curriculum development and change processes. A considerable amount of experience, expertise, training resources and knowledge has been and continues to be accumulated through the implementation of action-research programmes, field-based action, as well as through seminars and training workshops carried out in different regions; a wide range of curriculum institutions and specialists worldwide are involved in this collective effort.

Capacity-building activities concentrate on the strategic dimension of assistance and advice to, and training of, national teams responsible for curriculum change and development processes. In particular, the IBE has contributed to many *comprehensive curriculum development processes in post-conflict and conflict-affected societies*, such as Afghanistan, Algeria, Bosnia and Herzegovina, the Caucasus Region, Guatemala, Iraq and Kosovo.

Since 2005, IBE networking activities have been focusing on the creation of and support to a *Community of Practice* (COP) in curriculum development. This unique global network of curriculum specialists, practitioners, national officers and researchers represents: a vehicle for sustained and

diversified international co-operation within and across countries and regions, including South-South and interregional modalities of co-operation; a platform for increased exchange, collective production and dissemination of knowledge, as well as collaborative action in the field of curriculum; and a tool for forging partnerships and sharing expertise and experience towards quality curriculum-making processes and products. At the end of 2007—a key year in the development of the Community—the COP comprised over 700 members in ninety countries.

The IBE has increasingly become a facilitator and provider of field-based *technical assistance and advisory services*, including capacity development, in the context of national curriculum making, implementation, monitoring and evaluation processes.

IBE support, normally provided in strong partnerships with UNESCO field and regional education offices, is being designed in response to the concrete demands and needs of countries. This ranges from organizing intensive training activities for the enhancement of local capacities and strengths to assisting national education authorities, curriculum agencies and their partners in the context of comprehensive processes





### *Examples of training materials and tools for innovative curriculum development*

- *Asia-Pacific tool for curriculum development: leading and facilitating curriculum change*
- *Handbook for primary and secondary education curriculum developers: how to design curriculum frameworks and syllabi*
- *Manual to integrate HIV and AIDS Education in the curriculum*
- *Guidelines to integrate human rights education into teacher education and training*
- *Guidelines to integrate competency-based approaches in primary and secondary education (for curriculum developers and teacher education and training)*

of curriculum reform and change. Within the framework of its field-based activities and projects, and on the basis of accumulated experience, international and local expertise, the IBE also started producing customized materials, **handbooks and tools for capacity development**, targeting the specific competences that curriculum developers and decision-makers need in order to successfully cope with emerging needs and challenges.

Technical assistance and advisory services have also been provided to countries that are currently undergoing comprehensive processes of curriculum change and improvement in the light of the EFA goals, especially with regard to equitable access to quality education or in areas such as learning to live together, human rights education and citizenship education. The IBE also pays attention to some critical elements that have an impact on learning (for example, instructional time, curriculum integration, competency-based approaches), not only at the level of research and information, but also in conjunction with operational activities, as in the case of the countries served by the Arab Bureau of Education for the Gulf States (ABEGS), and also for Central and Latin America.

The high level of integration of its programmes makes it possible for the IBE to offer a comprehensive service which usually combines research, action, capacity development and support to policy dialogue. An example is the IBE's programme for **HIV and AIDS education**, which is part of the UNESCO and UNAIDS co-ordinated response to the pandemic. In contributing to the design and implementation of relevant and sustainable curriculum-based responses for HIV and AIDS education, during the period 2002–2007 the IBE has developed: a clearinghouse providing access to selected materials and good practices; a set of tools, included in a manual for integrating HIV and AIDS education into the curriculum, for analysing existing educational resources, identifying promising approaches already tested elsewhere, and highlighting good practices; as well as a capacity-building component mainly targeting countries in Sub-Saharan Africa to promote the exchange of good practices, the design of training modules, the definition of guidelines for country-level implementation, and the enhancement of policy dialogue and partnerships.

Another example is the project *Curriculum innovation, poverty alleviation and peace education*, covering nine countries in Sub-Saharan Africa (Angola, Burkina Faso, Burundi, Congo, Mali, Mauritius, Mozambique, Niger and Rwanda). Started in 2004 at the request of the participating countries, it involves national teams of high-level curriculum specialists from the Ministries of Education. Adopting a participatory approach combining research, action and training, the work with the national teams focuses on the development of capacities for: analysing the complex interrelations between the basic education curriculum and poverty; identifying the responses that the curriculum could bring in terms of values, attitudes, skills and knowledge that learners need to overcome poverty and live meaningful and productive lives; and defining the most appropriate strategies for curriculum change. Moreover, through the project an on-going dialogue and exchange of expertise has been established among countries, the IBE, as well as with other UNESCO and international experts.

The project *Curriculum change and social cohesion in conflict-affected societies* (2002–2004) was also an example of collaborative action-research. The aim of the project was to develop a better understanding of the issues that

#### *Curriculum development in Afghanistan*

*Since 2002, the IBE has supported the Ministry of Education of Afghanistan in the process of developing a new curriculum for primary and secondary education. Based on the outcomes of a two-week intensive capacity-building workshop attended by the national team (October 2002), a new Curriculum Framework was finalized and endorsed by the Government in July 2003. Another two-week workshop was organized in July 2003 to explore implications of the new Framework for primary education syllabi and textbook development. The IBE also helped the Ministry of Education to develop a user-friendly version of the Framework for dissemination among teachers and parents. In 2006 the IBE resumed work in Afghanistan in the context of the UNESCO-led initiative 'Reconstruction of the Afghanistan Education System'. A two-week workshop held in Kabul, and attended by more than 90 education specialists and stakeholders, was devoted to the drafting of a revised Curriculum Framework for secondary education. As a follow-up, a one-month working session attended by more than 40 decision-makers and curriculum specialists was organized in Amman, Jordan, in order to draft syllabi for seven learning areas in line with the orientations of the new Curriculum Framework for secondary education.*

#### *Examples of capacity development activities and technical and advisory services, 2001–2007*

- Development of a new curriculum framework for primary and secondary education in Kosovo in collaboration with UNICEF and the United Nations Mission in Kosovo;
- Capacity-building for curriculum and textbook developers, as well as development of new curriculum frameworks, syllabi and textbooks in Afghanistan;
- Training of curriculum developers for primary and secondary education in Bosnia-Herzegovina;
- Instructional time allocation and curriculum integration in the ABEGS countries;
- Integrating competency-based approaches in primary education and human rights education across the education system in Mauritius;
- Secondary education reform in Kuwait;
- Developing and pilot-testing secondary education syllabi using a competency-based approach in Guatemala;
- Integrating the HIV and AIDS education curriculum in the countries of Sub-Saharan Africa;
- Curriculum innovation and poverty alleviation in the countries of Sub-Saharan Africa;
- Capacity development for policy dialogue in the countries of Sub-Saharan Africa.







determine legitimate and sustainable processes of change in the school curriculum with a view to enhancing social cohesion.

### Future prospects

For 2008–2013, the strategic objective is to contribute to the development of the capacities of specialists, practitioners and decision-makers in the design, management and implementation of the quality of curriculum-making processes and inclusive curricula. The IBE will work towards:

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

Supporting countries in processes of innovative curriculum change and effective assessment.

Developing, pilot-testing and promoting the effective usage of a set of training materials and tools for innovative curriculum change and implementation.

Expanding and diversifying forms of training in the domain of curriculum development through partnerships with relevant academic institutions in different regions.

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



## Knowledge Production and Management

### Assets

The IBE has a long tradition of producing and disseminating comparable information on education systems. This tradition has been reshaped according to the new mission defined at the end of the 1990s, and during 2002–2007 the IBE progressively focused on support for training, applied research and decision-making in the field of curriculum development.

As was confirmed by the external evaluation of the Institute carried out at the end of 2005, the IBE's comprehensive set of resources on curriculum development is unique and highly valued within UNESCO and by external stakeholders; the provision of practical information and knowledge on curriculum development processes is also particularly appreciated. Furthermore, the IBE's clearinghouse function in this area is one of its most valuable assets and source of added value.

The comprehensive set of resources on curriculum development is comprised of databases, reports, studies, working papers, publications, specialized collections and tools. Through its **Observatory of Educational Trends** and the **Resource Bank** the IBE compiles, produces, 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. This

*It is important to consider broader inquiries of the school curriculum, which incorporate regional and/or global perspectives into the changing nature of curricular policies and practices in particular contexts.*

knowledge base—consisting of a wide range of specialized resources—can be exploited for a variety of purposes, including training and decision-making, and facilitate informed dialogue on specific educational and curriculum issues.

Both the Observatory and the Resource Bank support action in favour of EFA by contributing to the identification of trends in curriculum development and good practices and to their broad dissemination, thus informing curriculum development policies and practices. During the period 2002–2007 the IBE commissioned and conducted specialized studies on diverse curricular topics, such as textbooks, instructional time, educational aims, competences and competency-based approaches in curriculum development processes. The IBE also encouraged international researchers and practitioners in national contexts to draw upon its cross-national compilations of curriculum information and resources, not only to facilitate broader dissemination but also to generate intellectual debate.

*Over the period 2002–2007 the **Observatory of Educational Trends** has produced: thirty-seven studies, many of them as contributions to the Global Monitoring Report on EFA; three editions of the database World Data on Education; several specialized thematic compilations with a global focus; and profiles of early childhood education and care provision in some 100 countries prepared in collaboration with UNICEF offices and ministries of education worldwide.*





Since 2002, the IBE has also contributed to the Global Monitoring Report on EFA through commissioned thematic studies and compilations using the data made available by the Resource Bank and the Observatory. These studies and trends analyses, based on official information on education systems worldwide, have been carried out in collaboration with international researchers and specialists and in close co-operation with the Monitoring Report team.

Key components of the IBE's clearinghouse function are online databases, such as World Data on Education, the Country Dossiers and Curriculum Materials and Good Practices concerning HIV and AIDS education. The sixth edition of *World Data on Education* (2006/07), also available on CD-ROM, contains the profiles of 161 education systems and a considerable wealth of information on curricula and the organization of curricular content, including data on instructional time. The *Country Dossiers* offer access to a variety of information resources on education in each country, including links to on-line curricula and curricular resources; since 2007, the database has been fully integrated into the UNESCO portal, thus contributing to the enhancement of specialized services offered by the Organization. The fourth edition of the *Curriculum Databank for HIV and AIDS Education* (2007), also available on CD-ROM, provides access to over 550 documents including curriculum-related resources, teaching and learning materials, teaching aids and case studies of good practices.

The *IBE website*, created in 1996, has become an essential tool for expanding access to specialized resources, products and services. The website is continuously developed in order to offer enhanced and easier access to information, which is also made available in different languages so as to reach a wider audience (an average of 1.3 million unique visitors in 2007). The website is also the backbone for IBE communication and is a method to collect, preserve, create and share multilingual knowledge. It is user- and service-oriented, providing relevant content to constituents, as well as the general public. Given the rapid progress in computer technologies, the website is now ready to be transformed into a dynamic on-line collaborative platform for curriculum development, at the service of the worldwide network of researchers and practitioners and, more generally, the UNESCO knowledge portal.

*The IBE and the International Academy of Education have collaborated since 1999 on the preparation of the series **Educational Practices**. The documents in the series provide a synthesis of evidence-based research on the most effective methods for the improvement of learning. High-level scholars and researchers write concise and easily understood summaries of their research on a particular topic in the form of ten to twelve illustrated teaching principles.*

*Issues addressed in the **Educational Practices** in 1999-2007 range from teaching in general, creating safe schools, using new media, to preventing HIV and AIDS in schools, improving student achievement in mathematics, academic and socio-emotional learning, teaching additional languages and tutoring. The series is usually produced in English but several issues have been translated in many other languages, including Albanian, Catalan, Chinese, Czech, Dutch, German, Greek, Korean, Japanese, Portuguese, Spanish, Swahili, and Swedish*

Most of the publications and thematic series produced by the IBE are made available through the website. These includes the *Educational Practices* series, *proceedings* and *reports* of meetings focusing on curriculum development, *monographs* describing relevant innovations, and *working papers* intended to share interim results of ongoing applied research on curriculum issues. The IBE also produces *Prospects*, UNESCO's quarterly review of comparative education, and *Studies in Comparative Education*, a long-standing series which focuses on educational issues and trends within a comparative perspective. Through its website, the IBE also gives access to the digitized series of the *National Reports on the Development of Education*, submitted by countries from the earliest sessions (1930s) of the International Conference on Education. This is a unique collection which has been exploited over decades in a wide range of studies and trend analyses by researchers and scholars worldwide.

The IBE *Documentation Centre* collects and makes available materials and information resources pertaining to the content of education, curriculum development and education systems. Originating in the International Library on Education which was started with the creation of the IBE in 1925, the collection includes historical materials on school systems as well as educational movements of the first part of the twentieth century. There are over 100,000 books and documents in the collection, and over 100 current journal titles. Over the period 2002–2007 systematic efforts have been made to build

up a comprehensive collection of curricula and curriculum-related materials. The collection's historical depth and wide geographic span make it an important resource for researchers and practitioners interested in curricula and education systems.

Taking full advantage of new technologies, the Centre has developed *alerting services and digests* of online resources including reports, publications, websites, and news—pertaining to curriculum development, education systems and educational trends—which are regularly made available to the IBE network of curriculum specialists in almost ninety countries, as well as other education specialists. The Documentation Centre also maintains and develops the *UNESCO-IBE Education Thesaurus*, a tool for indexing and retrieving educational data recorded in electronic databases, which is used by many educational documentation centres around the world. The IBE's documents and publications are systematically integrated into the database UNESCO Documents and Publications (UNESDOC/UNESBIB) thus enriching UNESCO's platform for access to and the use, dissemination and sharing of knowledge in the field of education. For example, during 2006–2007, IBE documents and publications have been downloaded more than 300,000 times from UNESDOC.

*Educational ideas, principles and reforms need to be systematically analysed and carefully understood, especially if real improvements to the quality of education are to be realized.*







## Future prospects

For the period 2008–2013, the IBE's strategic objective is to consolidate, enrich and further expand a knowledge base and a variety of specialized information resources on curricula and curriculum development processes to be exploited for a wide range of purposes, including training and informed innovative policies and practices, and to be broadly disseminated and shared for improved action in favour of quality education for all.

Capitalizing on its strengths and achievements, the IBE intends to work towards:

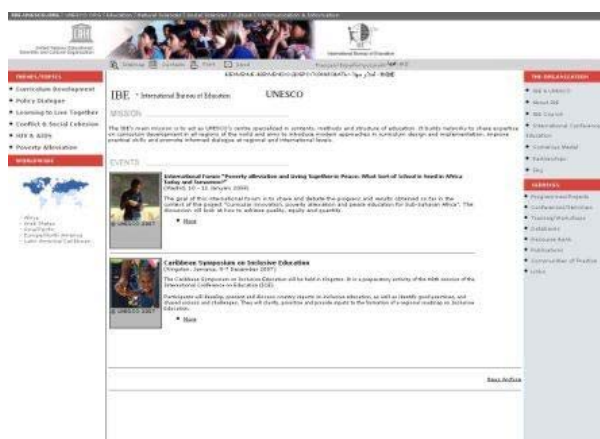
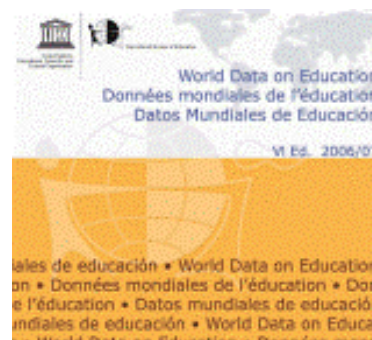
Building a robust knowledge base, including specialized information resources and a set of studies and trend analyses, on curricula and curriculum development processes in the service of researchers, trainers, practitioners and decision-makers.

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

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

Streamlining services and access to materials and resources through collaboration with all the UNESCO constituencies, as well as external

partners, in order to maximize efficiency and minimize duplication of effort.



## Policy Dialogue

### Assets

Curriculum development and the definition, selection and organization of educational contents encompass both a technical and a political dimension. The school curriculum reflects changing philosophical and ideological principles and integrates a variety of social, political and pedagogical assumptions. As a process, curriculum development, reform and change require the construction of a shared vision; appropriate communication strategies; wide-ranging partnerships; and dialogue, consultation and negotiation among different stakeholders at different levels.

The policy dialogue dimension is therefore embodied in all of the IBE's field-based activities intended to support curriculum development processes and to assist fragile, transition and post-conflict countries in the development and implementation of new curriculum frameworks. Moreover, the worldwide network of curriculum specialists (Community of Practice), established in 2005, has an important role in orientating and facilitating constructive intellectual debates, policy dialogue and the development of conceptual orientations and frameworks for quality basic education.

At the global level, the major contribution of the IBE in this area is the *International Conference on Education* (ICE), whose sessions have been organized by the Institute on behalf of UNESCO for many decades. Convened on a regular basis, the sessions of the Conference have been the first and, for a long time, the main forum for world-level policy-dialogue between ministers of education, particularly during the period 1934–1970. The ICE is an

important occasion for ministers of education to discuss issues of quality, equity and inclusion. Other partners and stakeholders, such as researchers, practitioners, and representatives of intergovernmental and non-governmental organizations, usually participate actively in the dialogue.



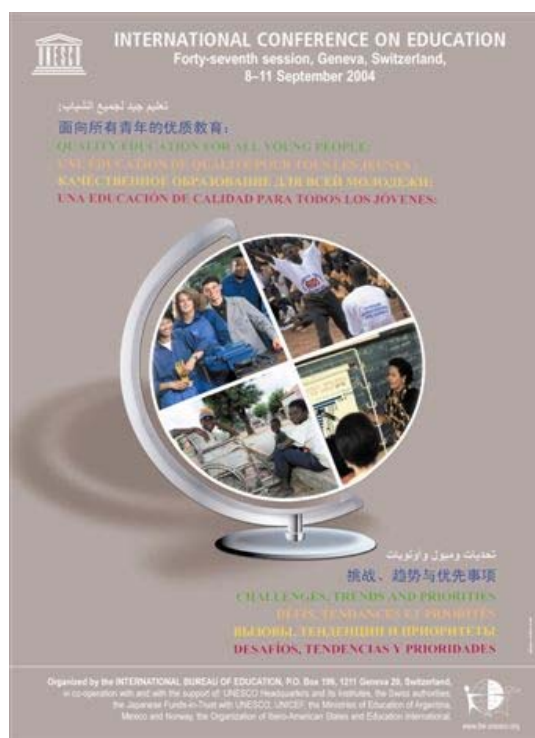
The two most recent sessions of the ICE, i.e. the forty-sixth and the forty-seventh sessions, have been organized respectively: in 2001, on the theme “Education for All for learning to live together: contents and learning strategies—problems and solutions”, and in 2004, on the theme “Quality education for all young people: challenges, trends and priorities”. The forty-eighth session the International Conference on Education (November 2008), on the theme “Inclusive education: the way of the future”, coincides with the beginning of the new strategic cycle 2008–2013.

The 2001 and 2004 sessions of the Conference were also a significant means for strengthening collaboration, expanding partnerships and renewing international commitments in favour of quality education for all. For example, the preparation of the 2001 session benefited from contributions by





ministries of education, national commissions for UNESCO, research and training centres of several countries, academic institutions, partner agencies and organizations, as well as the active collaboration and support of various UNESCO units, including central divisions, education institutes, regional education offices and other services.



The IBE has also organized follow-up activities to the most recent ICE sessions in order to further disseminate the outcomes of the Conference. For example, the Second Tele-Congress of the Education of Young People and Adults, which took place after the forty-sixth ICE session, was held simultaneously in more than 200 focal points in Brazil and one focal point in Geneva using new communication technologies. It involved more than 15,000 participants and can be considered as a model for scaling up the promotion of educational innovations, best practices and policy dialogue. The results of the forty-seventh ICE session

were discussed at the occasion of the National Education Forum held in the state of Coahuila, Mexico (November 2004), attended by more than 1,000 participants.

In accordance with the recommendations of the forty-sixth ICE session, starting from 2003 the IBE has also provided training in policy dialogue, mainly aimed at encouraging: the elaboration of a common vision for education; and the usage of tools supporting the decision-making process, such as sectoral analyses, negotiation, communication, dialogue with all the stakeholders, as well as the mobilization of partnerships. A total of eight training modules have been prepared, in addition to the publication of ten case studies on different experiences in Africa. These activities have been carried out in collaboration with the Association for the Development of Education in Africa (ADEA), and they offered an opportunity for sharing experiences and acquiring new competences to about 70 ministerial high-level officers from several countries in Sub-Saharan Africa (Angola, Benin, Burkina Faso, Burundi, Cameroon, Cap-Vert, Chad, Central African Republic, Congo, Côte d'Ivoire, Democratic Republic of Congo, Djibouti, Equatorial Guinea, Gabon, Guinea, Guinea-Bissau, Mali, Mauritania, Mozambique, Niger, Senegal and Togo).



## Future prospects

For 2008–2013, the strategic objective is to facilitate policy dialogue at the local, regional and global levels for improved curriculum development processes and products. The IBE will work towards:

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

Ensuring that the sessions of International Conference on Education represent a relevant worldwide forum intended to foster genuine policy dialogue, share information, expand partnerships and renew international commitment towards quality education for all.

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





Distribution: limited

UNESCO/BIE/C.56/Proceedings and Decisions

Annex VII

Distribution: limitée

UNESCO/BIE/C.56/Compte rendu et Décision

Annexe VII

UNESCO/BIE/C.56/Inf.1

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SCIENTIFIC AND CULTURAL ORGANIZATION

ORGANISATION DES NATIONS UNIES  
POUR L'EDUCATION, LA SCIENCE ET LA CULTURE

**COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

**CONSEIL DU BUREAU INTERNATIONAL D'EDUCATION**

Fifty-sixth session / Cinquante-sixième session

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

Centre de Conférences de Varembé  
9-11, rue de Varembé, Genève

23 – 25 January 2008  
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