

**SIXTY-THIRD SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 5-7 February 2014

IBE ACTIVITIES AND BUDGET DURING 2013

Report of the Director International Bureau of Education

Implementation of Activities:
January 2012 – December 2013

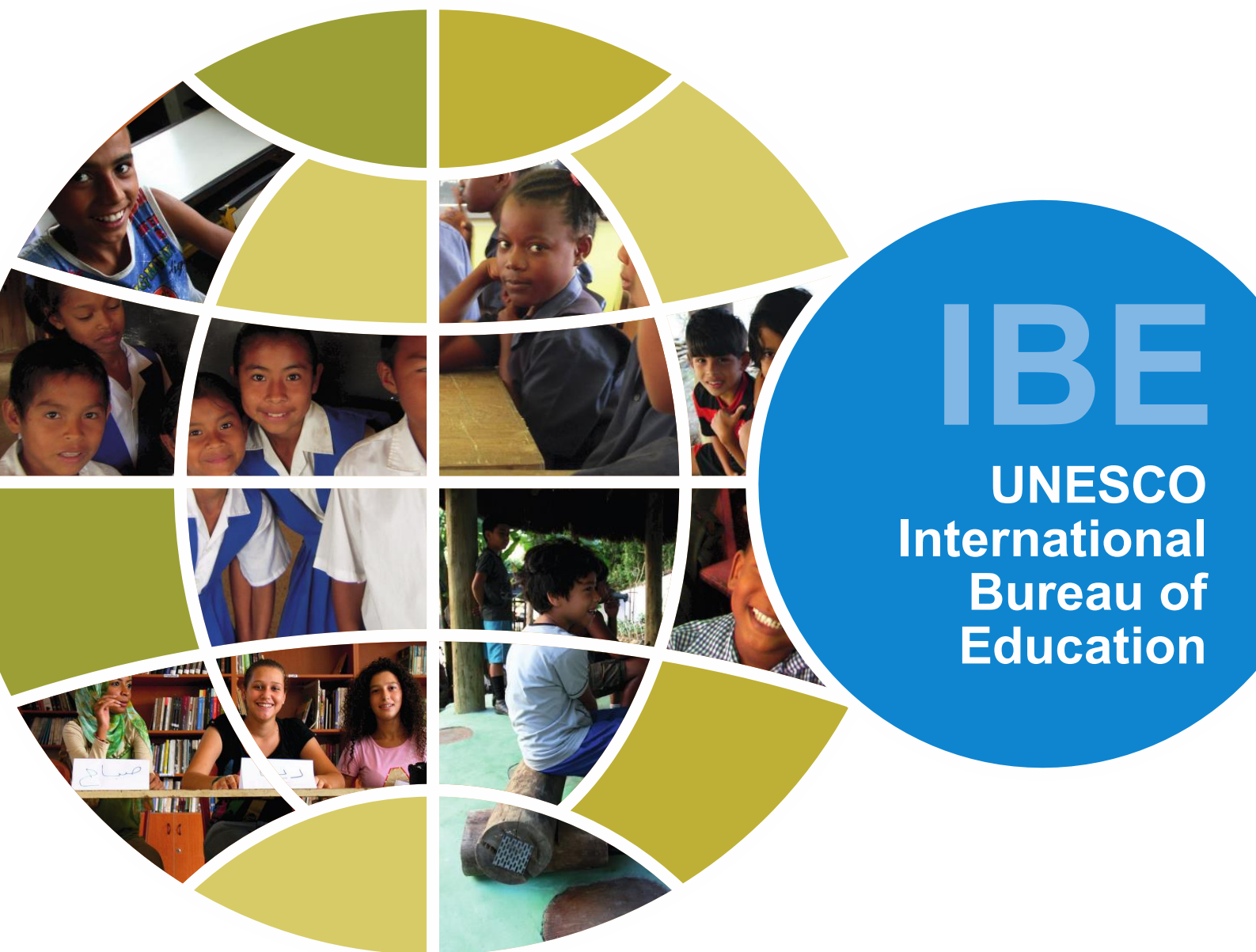


Table of Contents

I. IBE Progress with regard to Main Lines of Action

Table 1: Overview of the IBE's achievements in line with Strategy 2008-2013 and 36 C/5

1. Curriculum Services to Member States: Capacity Development and Technical Assistance

1.1.1 Diploma in Curriculum Design and Development

1.1.2 Capacity Development and Technical Assistance

1.1.3 Global Priorities—Africa and Gender Equality

1.1.4 Challenges for Curriculum Services to Member States

Table 2: 2012-2013 Capacity Development and Technical Assistance Selected Overview

Table 3: 2012-2013 Selected Contributions to Global Priorities—Africa

Table 4: 2012-2013 Selected Contributions to Global Priorities—Gender Equality

2. Knowledge Production and Management

2.1 Database and Alerts

2.2 Glossary of Curriculum Terminology

2.3 Website

2.4 Textbook Collection

2.5 Global Survey on Instructional Time

2.6 Challenges for Knowledge Production and Management

Selected Achievements in Numbers (Knowledge Production and Management)

3. Policy Dialogue

3.1 Community of Practice (COP)

3.2 Research and Publications

3.3 National, Regional and Interregional Exchanges

3.4 Policy Dialogue Outcomes and Contributions

3.5 Challenges for Policy Dialogue

Table 5: IBE's specialized contributions and inputs to policy dialogue

II. Institutional Management

1. Financial Resources

2. Human Resources

III. Budgetary Figures

Financial Statement

Statement I

Statement II

Schedule V

I. IBE progress with regard to Main Lines of Action

Introduction

The purpose of this report is to present the progress that the IBE has made in 2012- 2013 in the implementation of our programmes and activities. These were designed and implemented within the context of our strategic objectives and the expected results of the **IBE Strategy 2008-2013** and of the **Document 36 C/5**.

This year's work has also been strongly influenced by the Strategy aimed at making the **IBE a Centre of Excellence (CoE) in curriculum**.

To this end, and based on the programmatic review (2011) and organizational and staffing revision (2012), we have **re-structured our internal management and organization**. This has further enabled us to find more efficiencies in our staffing and to work more effectively.

We have also substantially enhanced our **communications and marketing strategies**, with the production, in all six UNESCO languages, of an **IBE brochure** and **flyer**, and of our **Strategy and Programme of Work 2012-2017**. These materials as well as our new visual identity and communications strategy support our ongoing efforts in **resource mobilization** to make the IBE a Centre of Excellence.

The presentation here of our 2012-2013 activities is organized according to the three main action areas of the IBE as listed in the *IBE Strategy 2008-2013*: (1) Curriculum Services to Member States, (2) Knowledge Production and Management, and (3) Policy Dialogue.

Reporting of activities from the new biennium will be based on our *Strategy and Programme of Work 2012-2017*, and we have accordingly begun aligning our work in terms of this new strategy and our overall goal: **to enhance the quality of student learning by promoting and supporting excellence in curriculum processes and products**.

The IBE's mission

As a Centre of Excellence the IBE's mission is to support UNESCO Member States as they seek to enhance most effectively the quality of student learning. Such support is offered mainly through initiatives and activities within the following three key action areas:

- Capacity development of both institutions and individuals, as well as technical support and advice;
- Access to curriculum-related knowledge, experience and expertise; and
- The engagement of stakeholders in an evidence-based policy dialogue around good curriculum practice.

Main Lines of Action (MLAs) for the IBE, biennium 2012-2013 (36 C/5)

MLA 1 – expected result 1: national capacities strengthened for policy formulation and planning focusing on promoting the right to quality education and gender equality, and drawing on information and communication technologies;

MLA 1 – expected result 3: national capacities strengthened to develop and implement teacher policies, with particular emphasis on quality and gender issues;

MLA 2 – expected result 5: basic education, including early childhood care and education, policies, programmes and practices improved in Member States, strengthening quality, equity, inclusion and gender equality;

MLA 3 – expected result 7: capacities in Member States strengthened to integrate a holistic vision of education for sustainable development, including climate change education and education for disaster preparedness and risk reduction, into educational policies, and development plans and programmes;

MLA 3 – expected result 8: good quality comprehensive HIV and sexuality education delivered by Member States, promoting healthy lifestyles, gender equality and human rights;

MLA 4 – expected result 12: education stakeholders informed through research and foresight studies on emerging trends and challenges in education.

Table 1: Overview of IBE's achievements in line with Strategy 2008-2013 and 36 C/5

Strategic Objectives IBE Strategy 2008–2013	MLAs* (36 C/5)	Performance indicator	Benchmarks (biennium 2012-2013)	Achieved results
1. Curriculum Services to Member States: Capacity Development & Technical Assistance Development of capacities of specialists, practitioners and decision makers for the design, management and implementation of quality curriculum-making processes and inclusive curricula: 1. Consolidating a global network 2. Supporting countries in curriculum change 3. Developing, testing and promoting training materials and tools 4. Expanding and diversifying forms of training 5. Providing professional support and advice	MLA 1 – expected result 1	Number of personnel trained in quality curriculum change and management	400	800
	MLA 3 – expected result 8	Number of countries involved in capacity development activities	30	57
	MLA 1 – expected result 3	Number of teachers trained through learning tools and guidelines to support curriculum reform and implementation	100	107
	MLA 2 – expected result 5	Number of specialists trained through recognized courses ("Diploma") in curriculum development	60	276
		Percentage of diploma awardees that have declared improving their practice in workplace	75%	92%
		Number of learning tools and training modules for curriculum innovation and reform developed/reviewed and disseminated	5	20
2. Knowledge Production & Management Consolidation, enrichment and expansion of a knowledge base and a variety of specialized information resources on curricula and curriculum development processes: 6. Building a robust knowledge base 7. Strengthening clearinghouse and information services 8. Developing an online platform for increased knowledge sharing 9. Streamlining services and access to materials and resources	MLA 3 – expected result 7	Tools developed and used to support teachers, teacher trainers and curriculum developers to integrate ESD and climate change in the curricula of primary and secondary education	2	5
	MLA 3 – expected result 8	Number of new documents and resources evaluated and included in UNESCO HIV and AIDS education clearinghouse	200	200
	MLA 4 – expected result 12	World Data on Education country profiles updated	60	163
		Number of studies and publications in comparative education and curriculum disseminated	12	14
3. Policy Dialogue Facilitation of policy dialogue at the local, regional and global levels for improved curriculum development processes and products: 10. 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	MLA 4 – expected result 12	The journal <i>Prospects</i> widely disseminated	200 Consortia, 5,000 academic and government institutions in 60 countries	274 Consortia 7,315 institutions
		Number of regional and interregional exchanges on curriculum issues and policies through the IBE's Community of Practice as well as other networks	5	9

1. Curriculum Services to Member States – Capacity Development and Technical Assistance

The main goals of the Curriculum Services to Member States Programme - Capacity Development and Technical Assistance are: a) to develop the national capacities including those of teacher educators, policymakers and curriculum specialists in the field of curriculum design and development through regionally-based long term training courses; b) to strengthen local capacities for curriculum innovation and reform through customized learning tools and workshops (inclusive education, skills for life and work and learning to live together, ESD, basic skills and competences); and c) to target technical assistance at country level for the design and management of curriculum reform and implementation.

The IBE has focused on providing *long-term integrated service delivery*, combining policy dialogue, technical support and capacity development within a long-term vision, especially to post-conflict, post-disaster and other developing countries. Most capacity development workshops and technical assistance were fully funded by countries' governments, other international organizations, private foundations and/or UNESCO field offices. Implementation was carried out in partnerships with international organizations, local institutions and UNESCO field offices in different regions through the:

(1.1) Diploma in Curriculum Design and Development; (1.2) Capacity Development and Technical Assistance; and (1.3) Contributions to Global Priorities—Africa and Gender Equality.

1.1 Diploma in Curriculum Design and Development

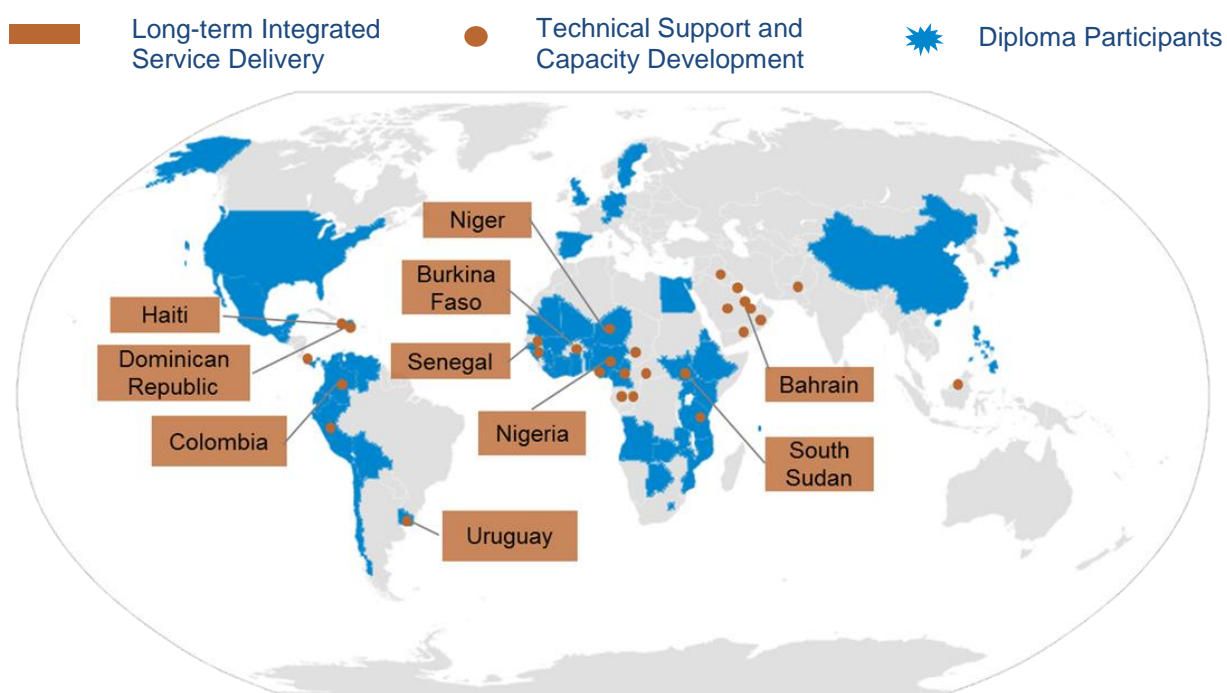
Strategy 1, 2, 3, 4, 5, MLA1-1, 1-3, 2-5

Since 2010, the IBE has implemented the accredited post-graduate Diploma in Curriculum Design and Development with its partners in Latin America and the Caribbean (LAC), such as the Catholic University of Uruguay (UCU) and the Regional Bureau of Education for Latin America and the Caribbean (UNESCO OREALC), as well as in Africa with UNESCO Regional Office for Education in Africa (BRED), UNESCO Section for Teacher Development and Education Policies ED/THE/TEP, UNESCO International Institute for Capacity Building in Africa (IICBA), the Tanzania Institute of Education and Open University of Tanzania.

Through an intensive face-to-face session (two weeks) and long-distance in-depth online session (30 weeks), participants gain the knowledge and skills to effectively reflect and resolve the challenges they encounter during curricular reform processes in their context.

The 4th LAC cohort commenced in August 2013 and is currently completing the online session. This year two new specializations were offered in LAC: (a) compulsory education (from childhood to secondary education) and (b) higher education and teacher education. The program is also accessible to two different language groups – Spanish and Franco-phone.

Graph 1: 2013 Geographic Distribution of IBE's Activities



The 3rd Africa cohort takes place in December 2013 and is accessible to two language groups: Anglophone and Franco-phone.

The core Diploma training materials: the Curriculum Resource Pack (CRP), comprised of a conceptual framework, training activities and case studies, have been translated, refined, published and disseminated as Version 2013 in English, French and Spanish. The conceptual framework and the training activities have also been translated into Arabic. Diploma-support materials (Diploma reader and presentations) have been kept updated (in English, French and Spanish).

Initial discussions are underway to explore the possibility of the Diploma

- in the Arab region (by IBE, UNESCO ED/THE and potential host institutions in the region) and
- in Asia (by IBE, UNESCO ED/THE and potential host institutions in China).

During the IBE mission to Oman, in meetings with the Minister of Education, the Directorate General of Curriculum, Vice-Chancellor of the Sultan Qaboos University, and Vice-Ministers and top officials in Education, the IBE explored the potential collaboration for the Diploma as well as fundraising possibilities.

Since 2010, a total of 309 professionals (40% female) from 56 countries (33 from Africa, 12 from Latin America and the Caribbean and 11 from other regions) have participated in the Diploma courses.

The comprehensive follow-up evaluation of the Diploma confirms the valuable long-term impact of the training (The 2012 evaluation is available on the IBE website). After the 2013 Diploma face-to-face sessions, 100% of participants in Latin

America and the Caribbean and 95% of participants in Africa strongly agreed or agreed that their competencies in the field of curriculum design and development were strengthened. A survey on the online sessions is currently underway.

1.2 Capacity Development and Technical Assistance

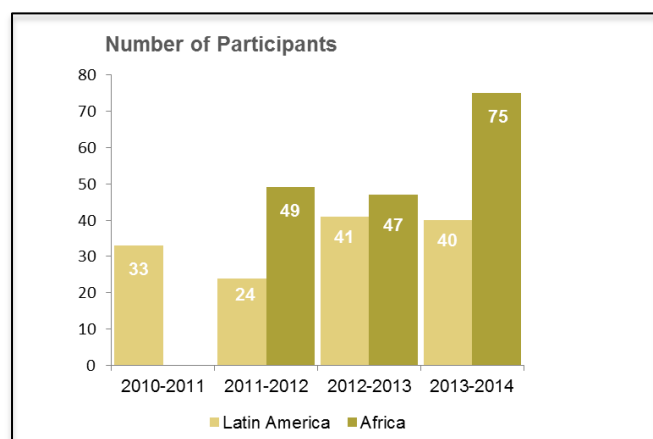
Strategy 1, 2, 3, 4, 5, MLA1-1, 1-3, 2-5, 3-7, 3-9

The IBE has provided support to long-term curriculum change and reform processes in collaboration with national teams: in the Gulf Arab States, Colombia, Iraq and South Sudan in cooperation with other partners including the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNWRA) for the implementation of the UNWRA Framework for Quality Curriculum, and the Ministry of Education and private foundations in Colombia, etc. **(Table 2, 3, 4 and Graph 4)**

These activities contribute to processes of: defining/revising national policy frameworks on specific themes, such as inclusive education (Colombia, Gulf Arab States), the development of national curriculum frameworks (Iraq, South Sudan), and the production of school and teacher guidelines to support the implementation of school-based inclusive curriculum (Gulf Arab States).

In partnership with other UN agencies, the IBE is also supporting the elaboration of the Uruguay Country Programme 2012-2014 whose objective is to lay the foundations for long-term educational and curricular agreement(s) engaging diverse stakeholders, including the Ministry of Education and Culture.

Graph 2: Number of participants by cohort



Sample achievements of Diploma graduates

- Led curriculum reform processes in Senegal
- Directed process of integrating inclusive education into the curriculum in Colombia
- Managed curriculum reform at upper-secondary educational levels in the Dominican Republic
- Integrated Kiswahili language into the curriculum in Ugandan primary schools

Capacity development workshops complement technical assistance efforts by providing specific support and training to stakeholders responsible for curriculum reform in basic, secondary and teacher education (i.e. Bahrain, Pakistan, the Dominican Republic, Nicaragua, Nigeria and CEMAC countries: Cameroon, Central African Republic, Chad, Congo, Gabon, and Guinea) through workshops gathering more than 400 participants.

Special emphasis is given to the meaningful integration in national curricula of competency and skills development, as well as on the preparation for life and work based on the values, principles and practices of Learning to Live Together, Human Rights and Citizenship Education and Education for Sustainable Development.

Post-Conflict and Post-Disaster situations are also considered as a priority (i.e. Haiti, South Sudan). The IBE also continues to respond to ad-hoc demands and requests from Member States. **(Table 2)**

Integrated Service Delivery

Capacity development and technical assistance in 2012-2013 were linked to longer term initiatives, further enhancing the IBE's support to Member States. The IBE has continued to strengthen the strong connection between its capacity development, technical assistance and policy dialogue programmes, which has led to more integrated service delivery, allowing the IBE to better identify and address the countries' needs as well as to strategically align itself as a Centre of Excellence in curriculum change processes **(Table 2 and Graph 1,; i.e. Haiti, Dominican Republic, Colombia)**.

1.3 Global Priorities — Africa and Gender Equality

Strategy 1, 2, 3, 4, 5, 7 MLA 1-1, 3-8

The IBE contributes to UNESCO's Global Priorities – Africa and Gender Equality – through all its action areas.

In this biennium, the IBE developed and adjusted the Diploma training materials and activities based on the needs of French-speaking African countries.

The IBE also provided capacity development and technical assistance to African countries in national curriculum reform processes (South Sudan, Uganda).

Most recently, the IBE has been selected to conduct a long-term project financed by the Global Partnership in Education (GPE) on "Learning outcomes in early grades: integration of teaching, learning materials and assessment" in four African countries: Burkina Faso, Niger, Senegal and South Sudan. The initial agreement with countries and preparation of country teams has taken place in 2013. **(Table 3)**

With regard to gender equality, the IBE provides key actors with a comprehensive knowledge base and information exchange service in HIV and AIDS and sexuality education policies, programmes, curricula, pedagogical materials and advocacy.

In 2012-2013, the IBE analyzed and added some 200 documents to the UNESCO HIV and AIDS Education Clearinghouse.

The HIV and AIDS technical assistance efforts to ministries of education focused on contributing to the clearinghouse, content evaluations of learning and teaching materials, capacity building and producing teacher and teacher training material, especially in CEMAC countries.

The IBE has completed and made available the SERAT Tool (Sexuality Education Review & Assessment) as an effective resource for content analysis in sexual and HIV and AIDS education, developed a manual for teachers and teacher training and provided capacity development in coordination with UNESCO Field Offices. **(Table 4)**

1.4 Challenges for Curriculum Services to Member States

- Enhancing the strategic planning and effective management of the diploma initiatives in different regions
- Ensuring the continuity and quality of the technical assistance projects, which require adequate funds, staff stability, punctual donor payment, and translations of a variety of documents
- Assessing the feasibility of a growth model for the extension of the Diploma to other regions. This will require further sources of funding for professional capacity in order to respond to the demands of the new regions.

Table 2: 2012-2013 Capacity Development and Technical Assistance Selected Overview*

*Projects in the Africa region listed in section 1.3 Global Priorities –Africa and Gender Equality

Region	Project	Description and Rationale	Outcomes
Arab States	Human Rights and Citizenship Education in Bahrain	Long-term collaboration with the MoE to enhance capacities for the integration of Human Rights and Citizenship Education in the national curriculum and teacher professional development	<ul style="list-style-type: none"> Conducted a capacity development workshop for Bahraini specialists, policy makers, teacher trainers and other education stakeholders
	Framework for Curriculum Quality UNRWA	Supporting the implementation of the Framework in UNRWA schools in Jordan, Lebanon, Syria, and Occupied Palestinian Territory	<ul style="list-style-type: none"> Enhanced capacities of certified education/curriculum specialists in the Amman unit and the UNRWA field offices to carry out dissemination activities Analysis of UNRWA experiences with education in emergencies for publication
	New Curriculum Initiative in Iraq	Developing a new national curriculum framework, underpinned by universal values, such as human rights and gender equality, peace and learning to live together. Revising maths and science syllabuses	<ul style="list-style-type: none"> New curriculum framework is in place and guidelines for syllabus writing produced by the IBE in 2012 were used to train national teams in 2013
Latin America and the Caribbean	Revision of Basic and Secondary Curricula in Dominican Republic	Long-term and integrated services support for the revision of basic and secondary education curricula and school practices, in partnership with the Ministry of Education and Foundation EDUCA	<ul style="list-style-type: none"> Provided technical assistance regarding the revision and adjustment of the basic and secondary curricula Facilitated training workshop with educators on curriculum management and school practices
	Inclusive Education Policy Framework in Colombia	Long-term and integrated services support in the implementation of an inclusive education policy framework at national and regional levels	<ul style="list-style-type: none"> Inclusive education policy framework finalized Provided technical support in the planning and preparation for implementation, revision and advice on the framework Implemented capacity development workshops at provincial levels
	Elaboration of an Education Programme for Uruguay (2012-14)	Long-term and integrated services support in comprehensive education and curricular reform implementation with the UN "Delivering as One" Programme and the Ministry of Education and Culture	<ul style="list-style-type: none"> Supported and engaged in the elaboration and refinement of educational and curricular proposals and budget estimations mainly for basic and secondary education 2012-14 Staff participation in the Diploma Planned for further collaboration for 2015-19 planning
	Improving Quality of Teaching in Haiti through Curriculum Reform	Long-term and integrated services support in the curriculum reform initiative through capacity development and technical support	<ul style="list-style-type: none"> Planned the implementation of the reform's first stage and providing ongoing technical support Trained 10 ministerial staff through the Diploma 2013 Outlined project proposal for long-term interventions
Asia and the Pacific	Textbook and Curriculum Development in Pakistan	Enhancing capacities of textbook and curriculum developers at regional levels, in partnership with UNESCO Islamabad	<ul style="list-style-type: none"> Provided technical advice on textbook assessment criteria and tools Implemented training activities for textbook reviewers and developers
	Education Policy Analysis in Malaysia	UNESCO HQ requested IBE expertise to review policy in regard to curriculum development (especially in sciences and maths)	<ul style="list-style-type: none"> Drafted, finalized and disseminated Malaysia Education Policy Review

Table 3: 2012-2013 Selected Contributions to Global Priorities –Africa

Project	Description and Rationale	Outcomes
Diploma in Curriculum Design and Development in Tanzania	Engaging key stakeholders in curriculum design and development at different levels from African countries	<ul style="list-style-type: none"> o Diploma courses and CRP offered in French o 47 participants (2012) o 75 participants (2013)
Curriculum Innovation and Teacher Capacity Building in Nigeria	Enhancing capacities in partnership with the MoE, National Commission for Colleges of Education, Nigerian Educational Research and Development Council , National Teachers Institute , Universal Basic Education Commission	<ul style="list-style-type: none"> o Jointly ensured the technical delivery of the capacity development workshop by providing technical advice, materials, facilitation, conducting a needs assessment, etc.
New Curriculum for South Sudan	Enhancing the capacities of central and state level decision makers for the collective development and implementation of an action plan for comprehensive curriculum reform process	<ul style="list-style-type: none"> o Developed capacities of decision makers and specialists at central and state levels with an emphasis on curriculum reform in post-conflict situations and submitted concept note to the UK Department for International Development (DfID) to support South Sudan secondary school curriculum
'Learning outcomes in early grades: Integration of teaching, learning materials and assessment' in Burkina Faso, Niger, Senegal and South Sudan	Providing evidence based information and data, policy recommendations, technical support, capacity development and practical tools for strengthening literacy in the first three years of primary education	<ul style="list-style-type: none"> o Funds have been allocated from GPE o Project and national teams formed and the consultative o Needs assessment process has begun o Training of national teams in Africa Diploma 2014
Regional workshop on Peace Education, Citizenship and Sustainable Development (Angola, Burundi, Cameroon, Central African Republic, Chad, DR Congo, Equatorial Guinea, Gabon, Republic of the Congo, Sao Tome and Principe)	Co-organizing and leading capacity development with Yaounde regional office for the integration of peace education, citizenship and sustainable development in school curricula of CEMAC countries	<ul style="list-style-type: none"> o Co-led capacity development workshop for MoE curriculum specialists, identified common priorities, and drafted project document to submit for funding

Table 4: 2012-2013 Selected Contributions to Global Priorities – Gender Equality

Project	Outcomes
Content evaluation of learning and teaching materials on HIV/AIDS education for primary and secondary teachers in CEMAC countries	<ul style="list-style-type: none"> o Delivered six national evaluation reports (one for each country) o 44 teaching materials, 6 tutorials and 150 radio programs evaluated o Revised and completed SERAT tool (Sexuality Education Review & Assessment Tool), as an effective resource for content analysis in health and gender and HIV&AIDS education o Conducted 3 workshops on education programs on sexuality and the development of practical tools for teaching life skills in HIV and AIDS education through active learning pedagogy
Contributions to UNESCO HIV and AIDS Education Clearinghouse	<ul style="list-style-type: none"> o 200 documents added to the database as contributions to the UNESCO HIV AIDS Education Clearinghouse
Online technical support	<ul style="list-style-type: none"> o 40 responses to specific requests and needs with customised assistance on HIV and AIDS curriculum issues
UNESCO Guide for Mainstreaming Gender in Teacher Training Institutions	<ul style="list-style-type: none"> o Began process of developing a guide for mainstreaming gender in teacher training institutions based on experts knowledge and experience and case studies o Generated knowledge for capacity development through interactions and peer review

2. Knowledge Production and Management

Strategy 6, 7, 8, 9, MLA 4-12

The Knowledge Production and Management Programme aims to develop a robust knowledge base for informing policy formulation and supporting decision-making and good practice in the field of curriculum development and reform by providing access to curriculum-related knowledge, experience and expertise. The activities of this Programme area enrich the UNESCO Portal and contribute to the provision of up-to-date and relevant information to Member States on curriculum-related issues.

2.1 Databases and Alerts

The seventh edition of the World Data on Education (WDE) database now includes a total of 163 updated profiles.

More than 190 Country Dossiers have also been kept updated and are available on the IBE website.

The International Collection of Curriculum-related Materials was made available in July 2013, providing the global education community access to approximately 1,150 full-text documents through a new search interface accessible in three languages. The collection consists of pre-primary, primary and secondary school curricula, including more than 130 curriculum frameworks from over 90 countries worldwide.

During 2012- 2013, a total of 45 alerts, seven digests, and four thematic alerts (on Early Childhood Care and Education, Gender and Curriculum, Conflict and Curriculum and Teacher Education) were produced and disseminated.

During the same period more than 730 new records have been added to the IBE electronic catalogue (IBEDOCs) and an additional 2,600 were revised, including records prepared for the new digital collection of curricula. The documentation centre has also provided feedback to more than 650 inquires in 2012-2013.

2.2 Glossary of Curriculum Terminology

The first draft of the English version of the Glossary of Curriculum Terminology was finalized based on the revisions, suggestions and comments received from experts, specialists and partner organizations. It has been made available online at the beginning of September. Overall, it has been possible to involve in the preparation of the Glossary colleagues from: UNESCO (HQ, UIL, Beirut Office, Bangkok Office and its networks); several curriculum agencies/departments (Australia, Japan, Kenya, Malaysia, Namibia, Netherlands, Republic of Korea, Singapore, and

UR of Tanzania); universities (Edinburgh, Hong Kong Institute of Education, Newcastle, West Indies, and UNESCO Chair in Curriculum—University of Quebec); and other organizations (European Schoolnet and European Centre for the Development of Vocational Training—CEDEFOP).

The Glossary includes 266 entries and an extensive, authoritative bibliography. Given the strong connection between concepts and practice, this Glossary may contribute to productive reflection within national education systems, as well as regional and international contexts, on the role of curriculum terminology in promoting meaningful improvements

2.3 Website

The IBE website has been developed on a regular basis and **49** news items were published in three languages during 2012–2013. An online exchange platform and forum for the alumni of the Diploma course in curriculum design and development has been created and is operational since March 2013.

Starting from the beginning of October, the IBE website is being migrated into the main UNESCO web structure. It is expected that the website with a new layout will be published online by the end of the year, and in 2014 the IBE website will be progressively reorganized to reflect the Centre of Excellence strategy currently being implemented.

Overall, for the biennium 2012-13 the total number of visitors has been more than 4,521,000 compared to some 3,911,000 visitors in 2010-11, which represents a 16% increase. The number of visits raised by 6% to about 7,532,000 in 2012-13 in comparison to some 7,117,000 visits in the previous biennium.

For the biennium 2012-13, IBE documents and publications were downloaded more than 540,000 times from UNESDOC, which represents a 29.4% increase compared to the 2010-11 biennium (e.g. about 417,000 downloads).

The updated profiles of the database *World Data on Education* continue to be the most downloaded resources jointly with the series *Educational Practices* and *Thinkers on Education*.

2.4 Textbook Collection

The IBE has undertaken a project to discover and systematize the historic textbook collection. This work has led us to know that the collection includes over 18.000 textbooks from the 1700s to the 1980s, representing more than 140 countries and all UNESCO regions. By October 2013, the database contained approximately 8.600 titles that can be searched and filtered by subject, year of publication, language, country, continent and UNESCO region. It contains textbooks in more than 97 different languages, including those considered by UNESCO to be endangered and at high risk of disappearing. It covers a wide range of subject areas as well as teaching guides for K-12, vocational training and adult education and literacy. The organization and digitalization on a priority basis of the collection will allow the IBE to make the collection accessible to researchers for conducting comparative and historical analysis.

2.5 Global Survey on Instructional Time

The Global Survey on Instructional Time was launched in February 2013 by the UNESCO Institute for Statistics (UIS) by sending out the questionnaire to some 150 countries within the framework of its annual Education Survey. It is the first year that the questionnaire on instructional time is included in the Education Survey and national teams may require additional time to process it and provide the necessary data. Data analysis will be planned according to the timeframe within which properly filled questionnaires are received from the countries.

2.6 Research and Publications

The journal *Prospects* reaches 7,315 institutions and professional organizations worldwide through 274 academic consortia. In 2012-2013, seven issues were published and one is being finalized on diverse themes, such as internationalization of teacher education, cultural diversity in education systems, developing a world-class education, comparing learner performance in Southern Africa, education, fragility and conflict and the search for innovative models for dynamic education systems.

Through an ongoing partnership with the International Academy of Education the IBE has also been involved in publishing the Educational Practices Series. *No. 24 Emotions and Learning* and *No. 25 Nurturing Creative Thinking* are under final editing for publication.

The edited volume *Quality and Qualities: Tensions in Education Reforms* (series 'Comparative and International Education: A Diversity of Voices', Sense Publishers) was published in 2012. Two other books are under finalization to be published in 2014.

A *Working Paper*: Issue n°10 "The curriculum debate: why it is important today" has been prepared and made available in English and Spanish. It focuses on some of the main issues emerging from the current discussions revolving around the curriculum.

The IBE contribution to the EFA Global Monitoring Report 2013 (theme: 'Teaching and Learning: Achieving quality for all') was delivered at the beginning of April 2013. The study, titled *A rapid assessment of curricula for general education focusing on cross-curricular themes and generic competences or skills*, presents the results of a quick mapping of a range of curriculum frameworks, policies and provisions around the world. These findings were also shared with the participants in the LAC Diploma and the participants in the third regional high-level expert meeting 'Beyond 2015: Transforming Teaching and Learning in the Asia-Pacific Region', organized by the UNESCO Office in Bangkok (16-17 October 2013).

2.7 Challenges for Knowledge Production and Management

- Further developing professional capacity to implement internal and corporate communications.
- Mobilizing additional funds to allow the Knowledge Production and Management programme to offer easier and enhanced access to information and resources on curriculum development processes and products.

Achievements in Numbers

Knowledge Production and Management

Databases

- **1,150** documents available online through the new **International Collection of Curriculum-related Materials**
- **60** updated profiles of the 7th edition of the World Data on Education made available on the **IBE** website as well as **UNESDOC**, bringing the total to **163** profiles for 2012-2013
- **190** updated country dossiers are available on the IBE website
- **266** entries in the new **Glossary of Curriculum Terminology**
- **730** records added to the online catalogue **IBEDOCs** during 2012-2013
- **45** alerts as well as **4** thematic alerts and **7** digests produced and disseminated

Website

- **49** news announcements published in **3** languages during 2012-2013
- **4.52 million** visitors **(+16%)** and **7.53 million** visits **(+6%)** during 2012-2013
- **540,000** downloads of IBE documents and publications through **UNESDOC** during 2012 – 2013 **(+29.4%)**

Textbook Collection

- About **18,000** textbooks from more than **140** countries on different subjects
- Approximately **8,600** titles can be searched and filtered by subject, year of publication, language, country, continent and UNESCO region

Publications

- **8** issues of Prospects disseminated through 274 academic consortia and 7,315 institutions worldwide

3. Policy Dialogue

Strategy 10, MLA 4-12

In the biennium 2012-2013, the IBE focused on engaging policy discussions around the theory and practice of quality curriculum and inclusive education through:

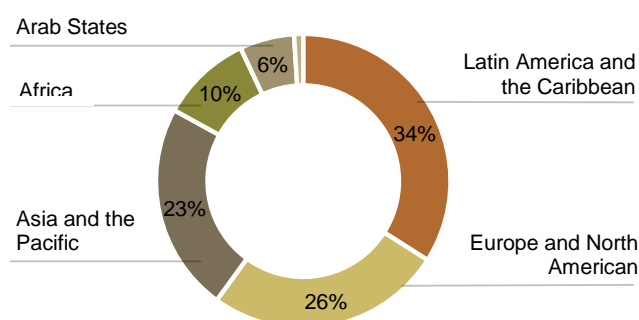
- 1) promoting and advocating evidence-based policy dialogue among key stakeholders and Ministries of Education; and
- 2) participating in national, regional and interregional exchanges on promoting quality education for all.

3.1 Community of Practice (COP)

The COP is an open space providing opportunities to share visions, experiences, research findings and resources and facilitating South-South and North-South-South cooperation and knowledge exchange. It offers concrete possibilities for jointly undertaking programmes and projects for institutional capacity development around curricular themes. In 2012-2013, the COP contributed to the gathering of new case studies and the dissemination of information about curriculum issues worldwide. The IBE also strengthened its Community of Practice by engaging curriculum experts from national curriculum agencies and ministries of education from different UNESCO regions in in-depth exchanges on curriculum issues in order to define strategic directions for policy dialogue within the framework of the implementation of the CoE Strategy.

- Number of COP members: 1,645 (as of October 2013; 2.62% increase from November 2012)
- 154 countries represented (15 countries added from November 2012)
- Dissemination of curricular resources produced by COP members on: Approaches to secondary education, Inclusive education and Literacy and assessment.

Graph 3: COP Members by Region



3.2 National, Regional and Interregional Exchanges

National, regional and interregional exchanges allow the IBE to assess the needs and priorities of Member States and accordingly refine programmatic goals and strategies. The IBE also takes this opportunity to share its expertise and international comparative perspective on curriculum-related matters with education specialists from Member States.

In September 2013, the IBE organized an **International Experts' Meeting 'Key Curricular and Learning Issues in the post-2015 Education and Development Agenda' (Geneva)**. This meeting drew on the collective experience and vision of leading experts in educational policy and curriculum to identify key contemporary curriculum trends, issues and challenges around the world, and discuss the results of curriculum-related research, in order to better define the IBE's strategic direction within the framework of the CoE Strategy.

One of the outcomes of the meeting was the *Statement on Learning in the Post-2015 Education and Development Agenda* (available on the IBE website).

The major proposal emerging from the meeting suggested that the IBE focus – as one of its principal knowledge products in the domain of curriculum research and policy development – on the preparation of a comparative situational analysis of curriculum that could be provisionally titled, the *Global Curriculum Report*.

3.3 Policy Dialogue Outcomes and Contributions

The IBE's expertise in curriculum-related matters in international and comparative perspectives has been crucial for our achievements in policy dialogue. In 2012-2013, the IBE discussed, developed and revised statements, policy documents, frameworks and training tools on priority themes in UNESCO regions and tailored them to regional contexts. (See **Table 4** and **Table 5**)

The IBE also contributed scientific papers, presented key note speeches, led panels, and organized thematic sections for international and regional meetings and conferences on curriculum development and ICT, successful educational reform processes, quality education, learning to live together, cross-curricular competences, inclusive education, peace education and conflict prevention and other priority themes. The IBE offered its expertise in the 9th E9 Ministerial Review

Meeting, the Pan African Conference on Teacher Development, the Chinese-European Conference on Curriculum Development of Basic Education, the 12th UKFIET International Conference on Education and Development and the Euro-Arab Dialogue International Conference, among others. The IBE was also represented by its Director at the executive board meetings of the World Congress of Comparative Education Societies.

3.4 Challenges for Policy Dialogue

- Effectively developing relevant, research-based and reflective policy dialogue on quality education across all UNESCO regions, while taking into account diverse regional, national and local contexts and capacities, and strengthening the international comparative perspective; and
- Engaging, convincing and mobilizing institutional, political and financial support from diverse partners in ensuring the effective and long-term usage of guidance materials and learning tools by key stakeholders.

Table 5: The IBE specialized contributions and inputs to policy dialogue

Activity	Outcomes
'Key Curricular and Learning Issues in the post-2015 Education and Development Agenda'	<ul style="list-style-type: none"> ○ Statement on Learning in the Post-2015 Education and Development Agenda, intended to contribute to the current international debate about education policies, goals and targets in the post-2015 international development agenda.
General Education Quality Assessment Framework (GEQAF) meeting in Peru	<ul style="list-style-type: none"> ○ Contributed to the GEQAF sections on curriculum and competencies, ○ Co-led the application of the GEQAF in Peru with MoE Peru and UNESCO HQ, UNESCO OREALC
Inclusive Education in the Gulf States	<ul style="list-style-type: none"> ○ Finalized the development of two inclusive education guides, ○ Discussed and validated guides with ministerial staff from the Gulf States, ○ Supported plans to pilot the guides in schools ○ In partnership with the Gulf Arab States Educational Research Centre and the Arab Bureau of Education for the Gulf States
Interregional Inclusive Education Resource Pack	<ul style="list-style-type: none"> ○ An external expert revised the Interregional Inclusive Education Resource Pack as a core reference material that is used to support inclusive education activities. ○ Final internal review is underway
Regional Observatory of Inclusive Education in Latin America	<ul style="list-style-type: none"> ○ Elaborated and revised proposal, conducted in-depth interviews with key actors and focus groups with students, teachers, parents and community leaders. ○ Partnering with OREALC, International Institute for Educational Planning-Buenos Aires, Organization of Ibero-American States, The United Nations Economic Commission for Latin America and the Caribbean, The Latin American Campaign for the Right to Education.
"Culture of Peace and Non-Violence in Africa through education for peace and conflict prevention"	<ul style="list-style-type: none"> ○ Developed guidelines and teacher training modules, in partnership with UNESCO International Institute for Educational Planning, to integrate education that prevents conflict and promotes peace into the curriculum to be piloted in four selected countries at the end of 2013.
"Teaching Respect for All"	<ul style="list-style-type: none"> ○ Part of "Experts group" collaborative development of proposals and different tools for the curriculum guidelines to fight racism and promote tolerance with UNESCO HQ

II. Institutional Management

Following the **strategy aimed at making the IBE a Centre of Excellence** in curriculum, the IBE has adopted a new organizational structure and made major advances in resource mobilization.

1. Financial Resources

The UNESCO allocation approved by the General Conference at its 2011 session amounted to US\$5,000,000 for the biennium 2012-2013. The 31% reduction of the allocation is equivalent to a decrease of US\$775,000 per year. In this context, despite the reduction in the cost of regular staff and general operating costs, the IBE has been obliged to use US\$1,651,652 from its reserves to fill the gap in the cost of regular staff, organization of the Council meetings and the operating costs during 2012-2013.

The total approved budget for 2013 is US\$4,184,334. The UNESCO financial allocation (regular budget) to the IBE amounted to US\$1,742,000 and represents 31.7% (35% in 2012) of total resources including extra-budgetary funds.

The budget execution rate stands at 77.4% as of 31 October 2013.

At the same time the IBE has made an extraordinary effort in resource mobilization. With regard to extra-budgetary funds, in 2013 a total of US\$1,294,176 was mobilized for specific activities, an increase of more than 100% compared to US\$636,000 in 2012.

The IBE continues its policy of cost recovery: a total of US\$148,921 was recovered as of 31 October 2013 compared to US\$57,000 in 2012.

A table showing the financial resources at the end of December 2013 will be presented at the Council meeting in February 2014.

2. Human Resources

In terms of human resources, the IBE professional team was reinforced by the appointment of a Deputy Director (D1), a Senior Programme Specialist (P5) and a Programme Specialist (P4). In addition, two new Associate Project Officer positions (P1) have been opened; one has been filled (under a service contract for 9 months) to support the team of Curriculum Research and Policy Dialogue and the second one is under recruitment to support the team in charge of the implementation of the GPE project (under a one-year 'Project Appointment' contractual arrangement). As part of the efforts

to reduce staff costs, one General Service post was abolished following the retirement of a staff member (GS6) in February 2013 and resulted in the reduction of the number of GS posts from 5 to 4.

The IBE has continued the implementation of its policy of training young professionals. A total of 10 university graduates at master's level received research fellowships (BARDS), of whom two were funded by the Programme sponsored by the City of Lausanne (SYNI) and one by the Swiss Civil Service. Furthermore, 16 graduate students from universities representing three UNESCO regions have benefited from the internship programme funded by their respective institutions.

In terms of training, the IBE supports its professional staff despite the budgetary constraints. Thus, one staff member continues his executive education in the field of communications management and two research fellows are benefiting from the IBE Diploma.

Staff Category	Number (across 2012-2013)
Professionals	7 regular staff contracts 4 limited duration appointment contracts
General Service staff	3 regular staff contracts 1 project appointment
Assistants/Research Fellows	8
Service Civil Suisse	1
SYNI	1
Total	25
Interns	16

III. Budgetary Figures

STATEMENT I
INTERNATIONAL BUREAU OF EDUCATION

STATEMENT OF FINANCIAL POSITION AS AT 31/10/2013

	31/10/2013 <i>USD</i>	31/12/2012 <i>USD</i>
ASSETS		
Current Assets		
Cash and cash equivalents	184'873	99'588
Short-term investment	941'307	658'617
Accounts receivable (non-exchange transactions)	2'450	1'886
Accounts receivable (exchange transactions)	-	264
Inventories		
Advance payments	8'497	679
Other current assets	4'160'859	1'316'188
Total Current Assets	5'297'986	2'077'222
Non Current Assets		
Accounts receivable- (non-exchange transactions)		
Long-term investments		
Property, plant and equipment	12'351	19'146
Intangible assets		
Other non-current assets		
Total non current assets	12'351	19'146
TOTAL ASSETS	5'310'337	2'096'368
LIABILITIES		
Current Liabilities		
Accounts payable	163'705	58'879
Employee benefits	20'215	36'816
Transfers Payable		
Conditions on voluntary contributions		
Advance receipts	1'987'846	5'140
Other current liabilities		
Interfund/Intercompany balances		
Total current liabilities	2'171'766	100'835
Non-current liabilities		
Employee benefits	154'860	154'860
Borrowings		
Other non-current liabilities		
Total non-curent liabilities	154'860	154'860
TOTAL LIABILITIES	2'326'626	255'695
NET ASSETS	2'983'711	1'840'673
NET ASSETS/EQUITY		
Surplus for the period	1'143'038	340'879
Reserves and fund balances	1'840'673	1'499'794
NET ASSETS	2'983'711	1'840'673

STATEMENT II
INTERNATIONAL BUREAU OF EDUCATION

STATEMENT OF FINANCIAL PERFORMANCE
FOR THE PERIOD ENDED 31/10/2013

	31/10/2013 <i>USD</i>	31/12/2012 <i>USD</i>
REVENUE		
UNESCO Financial Allocation	1'742'200	1'707'800
Voluntary contributions - Extra-Budgetary	1'881'128	1'711'673
In-kind contributions	635'534	672'879
Other revenue producing activities	45'907	46'495
Other revenue	85'522	73'918
Finance revenue	3'151	5'366
TOTAL REVENUE	4'393'442	4'218'131
EXPENSES		
Employee benefits expenses	1'744'205	2'271'805
Consultants/external experts and mission costs	181'379	214'675
Grants & other transfers	172'004	161'528
Supplies, consummables & other running costs	1'008'068	1'111'561
Contracted services	129'759	94'586
Depreciation and armotization	10'198	18'725
Other expenses	789	
Finance Costs	4'002	4'372
TOTAL EXPENSES	3'250'404	3'877'252
SURPLUS FOR THE PERIOD	1'143'038	340'879

SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)
SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE
FOR THE FINANCIAL PERIOD 1st JANUARY to 31st OCTOBER

2013

OCTOBER

(Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS	EXPENDITURES			UNOBLIGATED BALANCE (to be obligated)	EXECUTION RATE CURRENT	GLOBAL EXECUTION RATE **
	Revised (budget to be obligated)	Disbursements for year 2013	Unliquidated obligations period reporting	Unliquidated obligations future period	Total Current period		
I. PROGRAMME ACTIVITIES							
Line 1: Capacity development and support services to INS	724'530	279'696	54'620	221'615	334'316	48.1%	76.7%
Capacity development programme	123'573	81'595	15'980	7178	97'286	78.7%	84.5%
GASERC - Inclusive Schools Toolkit	72'774	48'022	-	-	48'022	63.2%	63.2%
Citizen & HR education (Bahrain)	99'970	15'208	-	11'613	15'208	15.2%	26.8%
Technical co-operation projects / support to member states	428'213	138'672	38'630	202'624	175'801	41.1%	88.4%
Line 2: Clearing-house and information management	494'199	113'645	48'501	163'194	162'147	32.8%	65.8%
Resource Bank and Observatory of educational trends	214'13	6'775	211	5'275	6'987	32.6%	57.3%
Documentation and Information	20'421	2'433	211	5'955	2'644	12.9%	42.1%
Development of IBE web site	252'338	51'504	42'976	106'273	94'480	37.4%	79.6%
Research and Publications	200'029	53'932	5'103	45'891	58'035	29.0%	51.9%
Line 3: Curriculum research and Policy dialogue	79'844	34'218	332	38'801	34'550	43.3%	91.9%
Research	79'844	34'218	332	38'801	34'550	43.3%	91.9%
PROGRAMME ACTIVITIES (I)	1'239'573	427'559	103'454	423'510	531'013	40.9%	73.5%
II. GOVERNING BOARD / GEN. ADMIN / INSTITUTIONAL DEV.							
Line 1 : IBE Council / Steering Committee	180'000	67'776	1'646	45'803	69'422	38.6%	64.0%
Line 2 : General operating costs	360'000	288'080	24'556	45'132	292'637	81.3%	93.8%
Line 3 : Institutional development: COE / Coordination & prog dev.	183'016	80'993	4'484	45'159	85'468	45.7%	71.9%
CoE, Coordination and prog dev	151'234	70'983	4'484	46'159	75'468	49.9%	80.4%
Resource mobilization activities	31'782	10'000	-	-	10'000	31.5%	31.5%
GOVERNING BOARD, GEN.ADMIN. & INST. DEV.(II)	723'016	416'840	30'687	137'094	447'527	61.9%	80.9%
STAFF COSTS (III)	1'910'438	1'505'912	-	-	1'505'912	78.8%	78.8%
PROGRAMME EXECUTION (I + II + III)	3'932'027	2'350'311	134'141	560'705	2'484'451	63.2%	77.4%