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IBE PROGRAMME OF ACTIVITIES AND BUDGET FOR 2014



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International Bureau of Education Programme of Activities and Budget for 2014



IBE

**UNESCO
International
Bureau of
Education**

I. General Programming Context

The purpose of this report is to highlight the programme and activities that the IBE proposes to carry out in 2014. These activities are guided by the strategic objectives of the **IBE Strategy and Programme of Work 2012-2017** and of the **Document 37 C/5**. Our work continues to be strongly influenced by the **Strategy aimed at making the IBE a Centre of Excellence in curriculum**. The planning for 2014 also takes into consideration the organizational and staffing adjustments based on the programmatic review (2011) and presented in the revised staffing and organizational structure (November 2012).

Curriculum is at the heart of the IBE's work because it is at the core of education reforms aimed at achieving high quality learning outcomes. It shapes the way teaching and learning is organized by addressing questions such as **what students should learn, why, when and how**. The curriculum development process goes beyond the selection and organization of educational content to involve the design of curriculum frameworks and syllabi, development of teaching materials, teacher training, curriculum implementation processes, evaluation and assessment. **Reaching consensus** in regard to the key curricula questions and **harmonizing all aspects of curriculum development** are complex processes that require the development of capacities among curriculum specialists, decision makers and teacher educators.

The activities planned for the new biennium are aimed at our **overall goal: to enhance the quality of student learning by promoting and supporting excellence in curriculum processes and products**. The IBE will work to achieve this goal by providing: **Curriculum Support Services to Member States** through **Capacity Development** and **Technical Assistance** and **Knowledge Production and Management** through **Curriculum Research and Policy Development** and **Clearinghouse and Information Management**.

Policy dialogue remains a transversal aspect of all IBE services and has led the IBE to effectively assist Member States through a customized, holistic and integrated service delivery approach. The IBE will continue to strengthen the connection between its services and focus on long-term initiatives in order to better identify and address countries' needs as well as strategically align itself as a Centre of Excellence in curriculum change processes. The IBE will also continue enhancing its communication and marketing strategies, as they are key to our ongoing efforts in resource mobilization and ensuring the most effective service provision to Member States.

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.

IBE Strategy and Programme of Work 2012-2017

Strategic Objectives:

- I. Enhance the capacities of individuals and institutions for the design, management, implementation and assessment of quality-making curriculum processes
- II. Support curriculum innovation, reform and revision initiatives
- III. Develop a sound knowledge base to inform policy formulation and evidence-based decision-making practices
- IV. Reinforce networking and partnerships to strengthen international, regional and subregional cooperation

Expected Contribution to UNESCO Major Programme I Main Lines of Action - Document 37 C/5

Main Lines of Action 1 (MLA 1): Developing education systems to foster quality lifelong learning opportunities for all

Expected Result 6 (MLA 1-6): Capacities of Member States strengthened to promote, monitor and assess the processes and outcomes of competency-based learning

Main Lines of Action 3 (MLA 3): Shaping the future education agenda

Expected Result 11 (MLA 3-11): The future education agenda and global education policies are shaped drawing on UNESCO's research and foresight studies

1. Curriculum Support Services to Member States

Capacity Development and Technical Assistance

STRATEGY I, II, III, IV / MLA 1-6, 3-11

Under the strategic action area of Curriculum Support Services to Member States, the IBE will provide capacity development and technical assistance to national teams that are responsible for curriculum design, development and implementation. These services will be based on the requests of Member States, with special emphasis on the meaningful integration into 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 education for peace and sustainable development. The integration of cross-curricular subjects and Post-Conflict and Post-Disaster (PCPD) countries will be given particular attention.

For the year 2014, the IBE will focus on offering integrated service delivery by combining capacity development initiatives with technical assistance and evidence-informed policy dialogue in order to most effectively and holistically address the needs of Member States. (See Annex 1)

1.1 Capacity Development

All capacity development activities are tailored to the particular setting in which they are to be implemented. In partnership with local, national, regional and international organizations, the IBE offers intensive face-to-face and online training courses accredited by academic institutions, recognized by government agencies and carried out in collaboration with UNESCO Headquarters and Field Offices. This approach allows for the dissemination of an international and comparative perspective and sustainable improvements in curriculum change and development.

The expected outcomes for 2014 include: Increased availability of training tools for capacity development in the field of curriculum (i.e. the production and improvement of the Curriculum Resource Pack in French and Arabic); Long-term accredited Diploma courses organized and implemented (i.e. the improvement of the Diploma in Africa and Latin America and the Caribbean and the possible expansion to the Arab States); and Further production of thematic training tools supporting curriculum innovation (i.e. on curriculum frameworks and the equalization of education); and the Increased production of thematic training tools* (i.e. training tools on cross-cutting issues to be defined in consultation with Member States).

1.2 Technical Assistance

The IBE aims to provide customized technical assistance to national governments (i.e. ministries of education and curriculum agencies), based on their requests, with regard to assessing, planning, developing and implementing quality basic and secondary education curricula in line with new challenges, needs and developmental prospects. The IBE plans to respond to ad-hoc demands and requests for technical assistance support and advice according to relevance, type of intervention and expertise requested and availability of additional/extrabudgetary funding.

The IBE plans to work with their regional and international partners, within and outside of UNESCO to reach the expected outcomes for 2014, which include: Technical support and policy advice provided to ensure high quality processes and products (i.e. the Learning outcomes in early grades: integration of curriculum, teaching, learning materials and assessment” in Africa and Conflict Sensitive Planning, Programming and Curriculum in Conflict-Affected and Fragile States in collaboration with IIEP); and Tools developed, tested and implemented to support curriculum change and innovation (i.e. Guide for mainstreaming gender in teacher training institutions and Interregional resource pack in inclusive education resources).

* Dependent on the availability of funding

Highlighted Projects

Postgraduate Diploma In Curriculum Design and Development

Since 2010, the IBE has been supporting Member States through the Postgraduate Diploma in Curriculum Design and Development by creating a critical mass of curriculum expertise at the national, regional and inter-regional levels to lead, manage and evaluate the processes of curriculum change and development. More than 300 professionals from 56 countries have participated in the courses, and the growing cohort sizes along with positive feedback from participant evaluations demonstrate the increased visibility and added value of the Diploma. This is further evidenced by the numerous country requests for IBE technical assistance that stem from Diploma participants as well as the number of technical assistance projects with Member States that

have sent participants to be trained in the Diploma (i.e. Improving Quality of Teaching in Haiti through Curriculum Reform and the IBE-GPE Learning outcomes in early grades project in Burkina Faso, Niger, Senegal and South Sudan).

The IBE plans to progress in this positive direction by improving the quality and increasing the accessibility of the Diploma, as well as the Diploma training materials. Discussions are underway within UNESCO and with potential host institutions to explore the possibility of the Diploma in the Arab region and in Asia. The IBE will work to provide the most relevant and up-to-date training materials to participants by continuously renewing its data from inputs and case studies of previous Diploma participants as well as the IBE's vast repertoire of databases and external resources on education and curriculum. The main Diploma material, The Curriculum Resource Pack is currently being translated into Arabic and will be available to participants along with English, French and Spanish versions.

The IBE will continue to make a permanent investment in creating a critical mass to lead and expand the Diploma. Specifically, the Bureau will invest in developing its own personnel through the Diploma as well as generating future leaders of the Diploma through the participants from Member States. A large portion of the facilitators and tutors of the Diploma, on whom the course depends for its relevance and quality, are past alumni from the IBE as well as the ministries of education from Africa and Latin American and the Caribbean. The Diploma has also sparked South-South cooperation by having facilitators from one region sharing experiences, leading the Diploma and tutoring participants in the other

region.

Learning outcomes in early grades: Integration of curriculum, teaching, learning materials and assessment

In 2013 the IBE was awarded almost \$3 million for a project with the Global Partnership for Education (GPE), "Learning outcomes in early grades: integration of curriculum, teaching, learning materials and assessment," that is meant to improve the quality of student performance/learning outcomes in reading and an increased efficiency of the basic education system in Burkina Faso, Niger, Senegal and South Sudan. The project will be developed in three years, from November 2014 to October 2016.

The overall focus will be to help improve the different dimensions of the curriculum (such as the official, implemented, achieved and assessed curriculum). There will be an emphasis on curriculum development and teaching practices and more effective teaching and learning materials for enhancing student learning in the first three years of primary education. The project is currently in its initiation stage.

For 2014 the main objectives are to improve knowledge on gaps in the reading curriculum and on existing curricula in the four countries through comparative analysis and field research in partnerships with national and international experts; to deliver long-term capacity development, such as through the Diploma; and produce new early reading curriculum orientations, methodologies and tools as well as national action plans for the four countries.

2. Knowledge Production and Management Curriculum Research and Policy Development; and Clearinghouse and Information Management STRATEGY II, III, IV / MLA 1-6, 3-11

Under the strategic action area of Knowledge Production and Management, the IBE aims to develop a sound knowledge base to support policy formulation and research-informed decision-making and practices. Through this area the IBE looks to overcome three main challenges in assisting Member States in their curriculum development and reform processes. The first challenge relates to *relevance*: it is important to align curriculum-related information and knowledge to the existing needs and demand for knowledge and the contexts in which it is expected to be used. The second challenge relates to *effectiveness*: it is essential to share efficiently and effectively knowledge both within the IBE (by progressively transforming the organizational culture and the approach of teams and individuals) and beyond (by facilitating and supporting the sharing of knowledge embedded in different networks and communities), keeping up with technology development and usage. The third challenge refers to *quality*, as it is vital to enhance and expand existing services and develop innovative approaches. (See Annex 2)

2.1 Curriculum Research and Policy Development

The Curriculum Research and Policy Development services of the IBE aim to serve as a knowledge broker, partnering with university-based researchers and other research networks to make the latest research conclusions, good practices, policy proposals and trends in the field accessible to leaders of curriculum innovation and development globally.

The expected outcomes of the Curriculum Research and Policy Development service area include: information and knowledge of priority curriculum issues generated and documented and curriculum-related knowledge and information gaps identified and addressed (e.g. through needs assessment, regional meetings, the collection and analysis of country case studies in the curriculum field, policy briefs and the *Global Curriculum Report*) and increased analytical services (e.g. through publications such as *Prospects* and the *Educational Practices Series*).

2.2 Clearinghouse and Information Management

The strategic goal of the Clearinghouse and Information Management service area aims to consolidate and

continue developing a wide-ranging and up-to-date knowledge base on education systems and curriculum development processes to inform innovative and effective curriculum policy and practice, and also as a means to contributing to the enrichment of the UNESCO Portal.

The expected outcomes for 2014 include: Improved availability of and access to information on curriculum development processes and products, (i.e. databases, collections, alerts and website maintained and expanded); and strengthened information sharing and exchange capacity* (i.e. clearinghouse mechanism developed and tested); and increased analytical services* (i.e. Global Survey on Instructional Time and possible contribution to the Learning Metrics initiative with the UNESCO Institute for Statistics).

* Dependent on the availability of funding

Highlighted Projects

Global Curriculum Report

The major proposal emerging from the International Experts' Meeting 'Key Curricular and Learning Issues in the post-2015 Education and Development Agenda' (September 2013, Geneva) 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*.

The report's major purpose and intent would be to serve as a resource and an inspiration for curriculum development at the national or sub-national level. It would primarily consist of a systematic distillation and appraisal of major features and trends in curriculum development regionally and globally, by case studies of and insights into good curricular practices globally, by the latest research results in the field, by conceptualizations and definitions of the constitution of appropriate and high quality curricula, and by practical advice on the development of quality curriculum frameworks. It would be oriented towards those leading curriculum innovation, reform and implementation in UNESCO Member States globally.

The report would thus provide a robust basis of support for

the policy dialogue, capacity development and technical support functions of the IBE.

Publications

The IBE plans to continue producing, marketing and disseminating the journal *Prospects*, which currently reaches 7,315 institutions and professional organizations worldwide through 274 academic consortia.

Through an ongoing partnership with the International Academy of Education the IBE plans to continue its involvement in publishing the *Educational Practices Series*. The IBE, in partnership with the International School of Geneva, is also producing the *Guiding Principles for Learning in the 21st Century* for this series.

The IBE also plans to be involved in developing several knowledge products through its various projects under Curriculum Support Services to Member States. For example, there will be a product coming out of the IBE-GPE Learning outcomes in early grades project in Burkina Faso, Senegal, Niger, and South Sudan.

The IBE Website and Online Resources

www.ibe.unesco.org

In 2014, the IBE will see a new website design and adaptation to the Strategy of the IBE as the Centre of Excellence on curriculum matters. The team will focus on making the website easier to navigate and access content.

The Curriculum Collection search function, made available online in 2013, will continue to be updated with new content and for improved usability. The Database *Country Dossiers* will continue to be provided online with the latest information and data. Alerts and digests (including thematic alerts) will be produced in the new user-friendly design and a web-based version of the Glossary on Curriculum Terminology is planned to be made available. Furthermore, the IBE intends to increase the number of resources and IBE news items available in the different UNESCO languages.

The Historical Textbook Collection

This rich and vast collection includes over 18,000 textbooks from the 1700s to the 1970s, representing more than 140 countries and all UNESCO regions. It contains textbooks in more than ninety-seven different languages, including those considered by UNESCO to be endangered and at high risk of disappearing. Due to our efforts in 2013, our current database contains approximately 8,600 titles that can be searched and filtered by subject, year of publication, language, country, continent and UNESCO region. This year, the IBE will advance the systematization of the collection, with a special emphasis on textbooks from the Arab region, Eastern Europe and French-speaking countries, in order to make the collection accessible to researchers. The decades' worth of sociocultural significance embedded in these texts and available at the IBE makes it possible to conduct a more objective and rich historical and comparative analysis of education systems around the world and their evolution.

Policy Dialogue as a transversal aspect of the IBE services

The principal purpose of a policy dialogue in curriculum innovation and development led by the IBE is to share among Member States and others in the field key research outcomes, innovative curricular experiences, exemplary case studies and other good practices in the field, with a view to enhancing the awareness of Member States and others of the range of possibilities available to them in their own curricular innovation and development. A policy dialogue led by the IBE would offer Member States new perspectives on complex curriculum issues, so that they can make decisions about curriculum change according to local conditions, through an informed consideration of the comparative advantages of different possibilities and strategies. Key aspects of policy dialogue thus enable the IBE to map and interpret regional and national trends to ascertain more clearly curriculum practices, developments and needs in local contexts. Policy dialogue should thus continue to strengthen South-South cooperation by broadening access to developing country experience and expertise and by identifying innovative Southern solutions to problems and challenges in developing countries.

The IBE believes that flexibility within its policy dialogue framework is important, so that it remains both needs-driven and an aspect of the Institute's work where the IBE might contribute to leading the discourse.

Policy dialogue is therefore a transversal aspect of the work of the IBE. It features in and across many of the IBE's initiatives as a key means of strengthening partnerships to enhance networking and collaboration globally.

Highlighted projects

Community of Practice

The Community of Practice (COP), which is currently comprised of more than 1600 members from over 150 countries, will continue to grow and develop in 2014. The IBE plans to provide greater opportunities and settings (e.g. online platforms) to facilitate in-depth interaction

among COP members strongly focused on key curricular debates. The IBE plans to consolidate the COP at the regional level and further strengthen partnerships with universities, institutes and agencies through its support services to Member States and its knowledge production and management initiatives in order to provide the most relevant and up-to-date information and services. The Bureau also plans to strengthen the multilingual COP feature by making more curriculum documentation available in different UNESCO languages.

International Conference on Education

Since the 1930s the IBE has organized the International Conference on Education, a major policy dialogue forum for ministers of education from around the world.

Since the 2008 International Conference on Education, focusing specifically on inclusive education, the IBE has helped develop the capacities for the design, management and implementation of inclusive policy frameworks and inclusive curricular guidance materials among decision-makers, specialists and practitioners, and engage multiple stakeholders to enhance and support action in favour of quality Education for All. In 2014, the IBE will continue the strong trajectory stemming from the conference and Education For All by providing policy advice on inclusive education to Colombia, Uruguay, the Arab states and other UNESCO Member States and encouraging policy dialogue on inclusive education through the IBE Diploma in Africa and Latin America and the Caribbean.

In the future, conferences will serve as a creative forum on the priorities of UNESCO's Education Sector in the light of questions related to educational quality, relevance, equity and inclusion. The theme and structure of future conferences will be determined based on the IBE strategy and the strong knowledge base developed by the IBE through its long-term capacity development efforts, technical assistance initiatives and global, regional and national needs assessments.

II. Institutional management

1. Human resources

Despite budgetary constraints, the IBE has planned to strengthen its professional team for the implementation of the **Strategy aimed at making the IBE a Centre of Excellence in curriculum**. For this purpose, an Assistant Project Officer is recruited under the project "Learning outcomes in early grades: integration of curriculum, teaching materials and assessment" on a yearly basis "Project Appointment" contract based on performance and availability of funds. In alignment with the Strategy, the IBE also plans to open an additional "Project Appointment" post at the P3 level.

The IBE will offer training opportunities to young professionals within the framework of the organization's projects; and staff through collective and individual professional development opportunities, depending on the availability of resources allocated for this purpose by Headquarters. To enhance specialized expertise in the IBE, three of our research fellows are currently being trained in the Postgraduate Diploma in Curriculum Design and Development.

2. Financial resources

As part of the resource mobilization strategy implementation, the IBE was recently granted funding of almost US\$3 million from the Global Partnership for Education (GPE) to carry out a project in four African countries focusing on improving learning outcomes in early grades. The IBE will continue its mobilization efforts with UNESCO Member States for multi-year funding. Contacts were made with several countries to enter into funding agreements.

The IBE will also work to strengthen its partnerships outside of and within UNESCO. For example, a research and implementation agreement is under finalization for the GPE project with the University of Geneva in order to consolidate its partnership relations with the host country. The IBE also looks to consolidate its research partnerships with NGOs and associations working in the field of education and development. Furthermore, the IBE will focus on strengthening its partnerships with the Swiss organizations and international research centres, UN agencies as well as with Field Offices of UNESCO to implement specific projects and programmes. (See Annex 3)

The IBE will continue to implement its cost recovery policy.

By 13 January 2014, the total amount of financial resources from the Special Account is estimated at USD 5,467,412. This estimate includes:

- annual financial budget allocation of UNESCO, USD 1,762,400;
- CHF 600,000 (USD 661,521) granted by the Swiss Agency for Development and Cooperation (SDC);
- NOK 4,000,000 (USD 648,961) for 2013 granted by the Government of Norway;
- USD 100,000, contribution of Nigeria;
- USD 963,000 for the project " Learning outcomes in early grades: integration of curriculum, teaching materials and assessment" given by the Global Partnership for Education (GPE);
- USD 76,333 for the project "Education for Citizenship and Human Rights", funded by the Kingdom of Bahrain;
- USD 21,782 for the implementation of the strategy for resource mobilization granted by the Canton of Geneva and the Conférence suisse des directeurs cantonaux de l'instruction publique (CDIP);
- USD 18,800 for the inclusive schools project funded by Gulf Arab States Educational Research Center (GASERC);
- USD 603,804 accumulated reserves estimated at 31 December 2013;
- USD 303,274 budget carry forward from 2013;
- USD 383,362 estimated cost recovery for 2014.

In addition to the resources of the Special Account, USD 466,855 were obtained through UNESCO:

- USD 400,000 for joint implementation with Headquarters of a project to support teachers and trainers in curriculum reform through capacity development, funded by the Hamdan Bin Rashid Al-Maktoum Prize for Outstanding Practice and Performance (United Arab Emirates);
- USD 40,000 for the implementation of the project "Protect Education in Insecurity and Conflict Program - PEIC " funded by Qatar through IIEP;
- USD 26,855 for the implementation of the project "Support to the overall response of the Education Sector HIV/AIDS in 14 francophone countries in Central and West Africa."

The estimated resources available for 2014 amount to USD5,934,267.

III. Budgetary figures

The following table presents the provisional budgetary framework for the year 2014.

IBE - BUDGETARY FRAMEWORK 2014						
SPECIAL ACCOUNT						
	Budgetary framework	FUNDING SOURCES FOR ESTIMATED ALLOCATIONS				
		UNESCO regular budget	IBE resources	Donors' contribution for 2014 + CF2013	GPE	Other IBE income
Situation as at 21.01.2014 (USD)						
I. PROGRAMME ACTIVITIES						
<u>I-1 CURRICULUM SUPPORT SERVICES TO MEMBER STATES</u>	1'273'360	0	0	310'360	963'000	
Capacity development programme	92'241			92241		
GASERC-Inclusive Schools Toolkit	18'800			18800		
Citizen & HR education	76'333			76333		
Technical co-operation projects/support to Member States	122'986			122986		
Learning outcomes in early grades: integration of curriculum, teaching materials, and assessment of Education	963000				963000	
<u>I-2 CLEARINGHOUSE AND INFORMATION MANAGEMENT</u>	384'810	0	0	384'810	0	
Resource Bank and Observatory of educational trends	76'867			76867		
Documentation and information	30'747			30747		
Development of IBE website	277'196			277196		
<u>I-3 CURRICULUM RESEARCH AND POLICY DEVELOPMENT</u>	735'105	0	0	735'105	0	0
Research	449'362			449362		
Publications	285'743			285743		
TOTAL I	2'393'275	0	0	1'430'275	963'000	
II. Governing Board/Gen. Adm./Institutional Dev.						
II-1 IBE Council/Steering Committee	80'000		80'000	0		
II-2 General operating costs	150'000		150'000	0		
II-3 Institutional development:	169'140		0	169'140		
CoE, Coordination and prog dev	147'358		0	147'358		
Resource mobilization activities	21'782			21'782		
TOTAL II	399'140	0	230'000	169'140	0	
TOTAL I + II	2'792'415	0	230'000	1'599'415	963'000	
III. Staff costs (Established posts)	2'010'360	1'762'400	247'960	0		
TOTAL BUDGET ALLOCATED 2014 (I+II+III)	4'802'775	1'762'400	477'960	1'599'415	963'000	
TOTAL estimated Resources 2014	5'467'412	1'762'400	603'804	1'754'846	963'000	383'362
Estimated reserves by the end of 2014 to be used in 2015	664'637	0	125'844	155'431	0	383'362
ADDITIONAL CONTRIBUTIONS FROM OTHER UNESCO EXTRABUDGETARY PROGRAMMES	Budgetary framework	IIEP	UNESCO /OFID	UNESCO /TEP-DTHE	GPE	
Capacity building for teachers and teachers trainers in support of curriculum reforms	400'000			400'000		
Protect Education in Insecurity and Conflict Program - PEIC	40'000	40'000				
support comprehensive education sector response to HIV and AIDS in 14 francophone countries in West and Central Africa.	26'855		26'855			
BUDGET ALLOCATED 2014	466'855	40'000	26'855	400'000	0	0
TOTAL RESOURCES 2014	5'934'267					

Annex 1: 2014 Activities under Curriculum Support Services to Member States

Region	Activities	Planning for 2014 onward
Africa	Diploma in Curriculum Design and Development (Diploma) in the Africa region (2011- ongoing)	<ul style="list-style-type: none"> o 75 students completing online training o Africa Diploma 2014 to be held in December
	Learning outcomes in early grades: integration of curriculum, teaching, learning materials and assessment in Burkina Faso, Niger, Senegal and South Sudan (November 2013 – October 2016)	<ul style="list-style-type: none"> o Comparative and field research o Long-term capacity development (Diploma) o Producing curriculum orientations, methodologies, tools and national action plans
	Learning and teaching materials on HIV/AIDS in 6 CEMAC countries (Cameroon, Chad, Congo, Gabon, Equatorial Guinea and The Central African Republic (2012 - April 2014)	<ul style="list-style-type: none"> o Completing practical guide for teachers based on evaluations of teaching materials
	UNESCO Promoting a culture of peace and non-violence in Africa (2012 - April 2014)	<ul style="list-style-type: none"> o Finalizing the guidelines and teacher training modules produced and presented in previous workshop by February 2014
Arab States	Citizenship and Human Rights Education in Bahrain (2012 - 2017)	<ul style="list-style-type: none"> o Online consultation on proposed framework o Workshop to discuss draft of framework
	Inclusive School Project in Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates, and Yemen (2012 - 2014)	<ul style="list-style-type: none"> o Finalizing guides, publishing (Arabic & English) o Piloting guides at school & classroom levels o Devising new project proposal for post-2014
	Diploma in the Arab region (TBD)	<ul style="list-style-type: none"> o Translating CRP and materials into Arabic o Potential collaboration/fundraising in Oman
Asia and the Pacific	Diploma in Asia and the Pacific Region (TBD)	<ul style="list-style-type: none"> o Refining Diploma proposal o Reviewing requirements, conditions for accreditation with universities o Establishing collaboration with MoE
	Supporting the curriculum reform in basic and youth education (Malaysia) (TBD)	<ul style="list-style-type: none"> o Exploring possibility of a project proposal
Latin America and the Caribbean(LAC)	Diploma in LAC region (2010 – ongoing)	<ul style="list-style-type: none"> o 41 students completing online training o LAC Diploma 2014 to be held in August
	Country Programme 2012-2014 in Uruguay - UN “Delivering as One” programme (2012 - 2014)	<ul style="list-style-type: none"> o Development and revision of programmatic and budgetary documents for period 2015-19
	Inclusive Education Policy Framework in Colombia (2012 – ongoing)	<ul style="list-style-type: none"> o Revision of targeted programmes at national and local levels o Production of booklets to support implementation
	Improving Quality of Teaching in Haiti through Curriculum Reform in basic and youth education (2013 – ongoing)	<ul style="list-style-type: none"> o Finalizing project proposal for the first phase o Long-term capacity development (Diploma)
	Regional Observatory of Inclusive Education (OERI) (ongoing)	<ul style="list-style-type: none"> o Initial implementation based on conceptual framework and resource mobilization
Interregional/ International	Interregional Inclusive Education Resource Pack (ongoing)	<ul style="list-style-type: none"> o Finalizing the draft in English
	Curriculum Resource Pack and thematic modules development (ongoing)	<ul style="list-style-type: none"> o Translating into Arabic o Updating with relevant materials and cases
	UNESCO Teaching Respect for All - Support to UNESCO HQ (2012 - April 2014)	<ul style="list-style-type: none"> o Assisting in final expert meeting
	Conflict Sensitive Planning, Programming and Curriculum in Conflict-Affected and Fragile States (October 2013 - November 2014, likely to be renewed)	<ul style="list-style-type: none"> o Supporting the selection and development of resources and training materials related to curriculum
	UNESCO Guide for Mainstreaming Gender in Teacher Training Institutions – Support to UNESCO HQ (2012 - April 2014)	<ul style="list-style-type: none"> o IBE Education specialist is the focal point for gender issues
	General Education System Quality Analysis/Diagnosis Framework (GEQAF) application (2013- ongoing)	<ul style="list-style-type: none"> o Peru: Supporting implementation and in long-term capacity development (Diploma 2014) o Supporting application of GEQAF policy recommendations identified

Annex 2: 2014 Activities under Knowledge Production and Management

Activities	Planning for 2014 onward
Community of Practice	<ul style="list-style-type: none"> ○ Expand participation and advance ○ Facilitate in-depth interaction among COP members ○ Strengthen multi-lingual feature ○ Strengthen partnerships with universities
Global Survey on Instructional Time with UIS	<ul style="list-style-type: none"> ○ Reprogrammed for 2014
Collaboration with UIS in Learning Metrics	<ul style="list-style-type: none"> ○ Potential contribution to the Learning Metrics initiative; to be further explored
Global Curriculum Report; comparative situational analysis of curriculum	<ul style="list-style-type: none"> ○ Initiation phase ○ Desk review of major features and trends globally and regionally, latest research results and high quality curricula ○ Collecting country case studies
Website	<ul style="list-style-type: none"> ○ New website design ○ Improving website navigation and useability
Databases and online collections	<ul style="list-style-type: none"> ○ Providing the latest and most relevant data ○ New user-friendly design and web-based version of the Glossary on Curriculum Terminology
Alerts, Digests and research support	<ul style="list-style-type: none"> ○ Providing bi-weekly Alerts and digests under the new user-friendly design ○ Providing research support and answering queries
Textbook collection	<ul style="list-style-type: none"> ○ Advance the organization and digitalization of the collection, with a special emphasis on textbooks from the Arab region, Eastern Europe and French-speaking countries
Publications (Prospects, Educational Practice Series, Studies in Comparative Education, Working papers, Thinkers on Education)	<ul style="list-style-type: none"> ○ Producing, marketing and disseminating <i>Prospects</i> ○ Involvement in publishing the <i>Educational Practice Series</i>

Annex 3: Key Partners

Region	Activities	Key Partners
Africa	Diploma in Curriculum Design and Development (Diploma) in the Africa region (Tanzania)	Open University of Tanzania, Teacher Institute of Education, Dakar Regional Office of UNESCO (BREDA), UNESCO Section for Teacher Development and Education Policies (ED/THE/TEP), UNESCO International Institute for Capacity Building in Africa (IICBA)
	Learning outcomes in early grades: integration of curriculum, teaching, learning materials and assessment in Burkina Faso, Niger, Senegal and South Sudan	Ministries of Education, UNESCO Field offices (Dakar, Juba), UNICEF in South Sudan, l'Agence française de développement (AFD), l'Organisation internationale de la Francophonie (OIF), University of Geneva and Sydney University
	Learning and teaching materials on HIV/AIDS in 6 CEMAC countries (Cameroon, Chad, Congo, Gabon, Equatorial Guinea and The Central African Republic)	UNESCO Field Offices, UN agencies (i.e. ILO, UNICEF, WHO, UNFPA, UNAIDS), Ministries of Education
	UNESCO Promoting a culture of peace and non-violence in Africa	IIEP, UNESCO Office in Addis Ababa, UNESCO HQ
Arab States	Citizenship and Human Rights Education in Bahrain	Ministry of Education of Bahrain
	Inclusive School Project in Bahrain, Kuwait, Oman, Qatar, Saudi Arabia, United Arab Emirates, and Yemen	Gulf Arab States Educational Research Center (GAS-ERC)
	Diploma in the Arab region	MoE of Oman, Sultan Qaboos University, Arabian Gulf University (Bahrain) (<i>potential partners</i>)
Asia and the Pacific	Diploma in Asia and the Pacific Region	East China Normal University (ECNU) (<i>potential partners</i>)
	Supporting the curriculum reform in basic and youth education (Malaysia)	Ministry of Education of Malaysia (<i>potential partners</i>)
	Developing case studies on curriculum development in Korea	Korea Institute for Curriculum and Evaluation (KECI)
Latin America and the Caribbean (LAC)	Diploma in LAC region (Uruguay)	Universidad Católica del Uruguay (UCU), UNESCO Office in Santiago
	Country Programme 2012-2014 in Uruguay - UN "Delivering as One" programme	UNDP, UNICEF, UNFPA and UNESCO, Ministry of Education and Culture of Uruguay
	Inclusive Education Policy Framework in Colombia	Ministry of Education of Colombia (MEN)
	Improving Quality of Teaching in Haiti through Curriculum Reform in basic and youth education	UNESCO Port-au-Prince, Ministry of Education and Professional Development (MENFP)
	Regional Observatory of Inclusive Education (OERI)	Economic Commission for Latin America and the Caribbean (ECLAC), the Latin American Campaign for the Right to Education (CLADE), UNESCO IIEP-Buenos Aires, UNESCO Regional Bureau for Education in Latin America and the Caribbean/ UNESCO Office in Santiago
Interregional/ Global	UNESCO Teaching Respect for All	UNESCO HQ
	Conflict Sensitive Planning, Programming and Curriculum in Conflict-Affected and Fragile States	IIEP (Protect Education in Insecurity and Conflict project from the Education Above all Foundation) UNDP, UNICEF/ECU, UNHCR, Inter-Agency Network for Education in Emergencies (INEE) Secretariat
	UNESCO Guide for Mainstreaming Gender in Teacher Training Institutions	UNESCO HQ
	GEQAF application	MoE of Peru, UNESCO Regional Bureau for Education in Latin America and the Caribbean/ UNESCO Office in Santiago, UNESCO Division for Basic Learning and Skills Development (ED/BLS) and ministries of education
	Community of Practice	UNESCO Field Offices, NGOs, curriculum institutes, universities and other global partners

Networks	INEE, NORRAG, SDC Education Network
Global Survey on Instructional Time with UIS	UNESCO Institute for Statistics (UIS)
Collaboration with UIS in Learning Metrics	UNESCO Institute for Statistics (UIS), The Brookings Institution
Textbook collection	Georg Eckert Institute, <i>seeking other foundations or partners</i>
Publications (Prospects, Educational Practice Series, Studies in Comparative Education, Working papers, Thinkers on Education)	International Academy of Education, East China Normal University, International School of Geneva, Sydney University, UNESCO Publications Center in Cairo