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REPORT OF THE IBE COUNCIL ON THE ACTIVITIES OF THE INTERNATIONAL BUREAU OF EDUCATION

OUTLINE

Source: Article V(g) of the Statutes of the International Bureau of Education (IBE).

Background: In accordance with this article, the IBE Council submits to the General Conference its eighteenth report on the activities of the Bureau. This report covers the period from the end of the 32nd session of the General Conference to 31 July 2005.

Purpose: This report describes briefly the work of the International Bureau of Education, the UNESCO centre specializing in the field of educational curricula, contents, methods and structures. It is limited to a review of achievements with regard to the objectives of document 32 C/5. Every year the IBE provides its Council with a full report, together with detailed activity fact sheets. This information is accessible on the IBE Website: www.ibe.unesco.org (International activities/IBE Council).

Decision required: This document does not require a decision.

I. INTRODUCTION

1. The last biennium may be summed up for the IBE by two main keywords: sorrow and satisfaction.

Sorrow primarily because, after seven months of relentlessly fighting against a terrible cancer, in an exemplary show of strength and courage, Ms Cecilia Braslavsky, Director of the IBE since July 2000, departed this world on 1 June 2005. The news devastated those close to her and her colleagues at the IBE and in the education world as a whole, as attested by the very many messages left in the book of condolences opened at UNESCO. For five years, Cecilia Braslavsky was committed body and soul, pushing her strength to its limits, to turning the IBE into a more solid, more useful, effective, efficient and innovative institution to serve education for all (EFA), the whole world over. Her professional skills, her code of ethics, her vision, courage and commitment will remain an example for all those who had the good fortune to accompany her for at least some of the way.

Satisfaction, also, since the IBE, despite difficult conditions, not only held a 47th session of the International Conference on Education (ICE) that was crowned with success, but also achieved all the results programmed in document 32 C/5, as borne out by this report in its entirety. Moreover, during the same period, with support from UNESCO Headquarters (particularly the Education Sector and the Bureau of Human Resources Management), the IBE thoroughly restructured the institution and its working processes and procedures. It also mobilized substantial extrabudgetary resources, specially for the IBE.

II. THE IBE COUNCIL

2. The IBE Council is composed of 28 Member States, elected for four years by the General Conference. Half of the seats (14) are subject to election/re-election at each session of the General Conference. During the biennium, the Council held its 51st, 52nd and 53rd ordinary sessions; the **Council's Steering Committee** met twice (4 June 2004 and 13 June 2005). The list of Member States of the Council, the membership of the Bureau for the biennium and of the subsidiary bodies (Administrative Group and the Working Group responsible for assisting the IBE Director in preparing the 47th session of the ICE) are annexed to this document.

III. PROGRAMME ACTIVITIES

General assessment

3. IBE programme activities form part of the strategic objectives of UNESCO for education, established in document 31 C/4 (particularly objectives 2 and 3). Emphasis is placed on quality Education for All (EFA) and the goals of the Dakar Framework for Action, in strong partnership with the Education Sector of UNESCO, its education institutes and regional and national offices, and with the EFA Global Monitoring Report team. In the current biennium (2004-2005), the IBE is: (a) contributing to strengthening capacity-building in the domain of curriculum development, through its international network of curriculum specialists; (b) developing a platform and an observatory of educational contents, methods, structures and curriculum change processes; and (c) promoting policy dialogue among decision-makers, educators and other partners in the field of educational contents, methods and structures.

Summary of main results (Reporting period: January 2004-July 2005)

Basic Programme 1: “Capacity-building for curriculum development”

Expected results: Capacities of institutions addressing curriculum development enhanced, with particular focus on post-conflict and transition countries and LDCs. (32 C/5 Approved, para. 01313)

4. Results obtained:

- An international network of over 100 senior curriculum experts in some 80 curriculum development bodies worldwide being established as a “community of practice”.
- The Asian-Pacific Network of curriculum specialists being consolidated along with a curriculum development capacity-building programme for the Gulf region.
- The professional capacity of curriculum developers from 24 Member States upgraded through seminars and training workshops.
- At least 11 training modules/tools including an electronic toolbox titled: *Leading and facilitating curriculum change: A resource pack for capacity-building*, for supporting curriculum development and change prepared.
- A handbook for curriculum developers (primary and secondary education) building on the outcomes of training activities in the field of curriculum development carried out in Bosnia and Herzegovina produced.
- Local capacities strengthened in Bosnia and Herzegovina thanks to excellent cooperation established with a project focused on the quality of education (financed by the European Union).
- Building on research-action and training activities involving seven countries in conflict/post-conflict situations, a framework of analysis of curriculum policies aimed at civil and social reconstruction developed.
- A study on curriculum policy and teacher training for citizenship education in the Caribbean produced.
- Targeted assistance in the field of curriculum development given to countries in conflict/post-conflict situations (Afghanistan, Bosnia and Herzegovina, Iraq, Liberia and Sierra Leone) and to education reform processes (Algeria and Kuwait).
- A project on curricular content and strategies for poverty alleviation, involving nine Member States in sub-Saharan Africa being executed.

Basic Programme 2: “Resource Banks/Observatory of trends”

Expected results: Information on existing curricula, learning materials and trends for EFA updated and easily available. (32 C/5 Approved, para. 01313)

5. Results obtained:

- Databases on education systems (*World Data on Education, Country Dossiers*), good practices for learning to live together (*RelatED*), teaching subjects and instructional time

(*IBE Curriculum Dataset*), and HIV/AIDS prevention education (*Global Curriculum Bank for HIV/AIDS Prevention Education*) further developed and representing an integrated set of resources on education and curriculum policy in all parts of the world.

- Six studies for the EFA Global Monitoring Report (2005 and 2006) prepared. Two general reviews of research findings and eight case studies on the development of school textbooks for quality EFA produced.
- A study reviewing global trends regarding the selection, organization and distribution of curriculum contents in secondary education prepared as a contribution to the 2005 World Bank Secondary Education Report.
- A contribution to the World Bank’s survey on instructional time at the basic education level in low-income countries delivered.
- Two general reviews of research findings and eight case studies on the development of school textbooks for quality education for all in collaboration with the Division for the Promotion of Quality Education of the Education Sector produced.
- At least 25 publications (*Prospects*, surveys, comparative studies, meeting reports, and monographs on educational innovations) along with four CD-ROMs prepared and disseminated worldwide.
- Over 3.85 million downloads of publications and information resources through the IBE website, including the dissemination of more than 780,000 digitized copies of the most recent series of National Reports on the Development of Education submitted by over 100 Member States.

Basic Programme 3: “Policy dialogue”

Expected results: Policy dialogue on curricular issues improved. (32 C/5 Approved, para. 01313)

6. Results obtained:

- The 47th session of the International Conference on Education (ICE) successfully organized (more than 1,100 participants from 142 countries, including some 100 ministers of education).
- The outcomes of the 47th ICE session widely disseminated (final report in the six official languages; a CD-ROM including the proceedings of the ICE; a publication targeting the general public; and a book containing the messages received from young people).
- Support provided to other seminars/meetings organized in several countries as a follow-up to the ICE session (including the Forum of analysis and dissemination of the ICE outcomes organized by the Ministry of Education of the State of Coahuila, Mexico, attended by more than 1,000 participants).
- A high-level seminar on HIV/AIDS prevention and quality education for all youth organized and attended by representatives of more than 60 countries, including several ministers of education.

- A seminar on the current status of secondary education throughout the world organized and attended by more than 30 high-level experts and researchers.
- Materials/tools for training in policy dialogue in African Member States being prepared and tested, in cooperation with the Association for the Development of Education in Africa (ADEA).

IV. HUMAN AND FINANCIAL RESOURCES

7. As in its previous reports, the IBE Council must once again emphasize the very difficult situation facing the institution in terms of human resources. At present the IBE has only nine professional posts (1 D-2; 1 P-5, 2 P-4, 1 P-3 and 4 P-1/P-2) and 8 General Service posts (GS). When this report was drafted, 3 professional posts, including that of Director, and 3 GS posts were under recruitment. For projects funded entirely from extrabudgetary sources, 3 professionals hold an Appointment of Limited Duration – ALD – (2 P-4 and 1 P1/P2). During the biennium, the IBE welcomed more than **20 interns and/or research assistants**, some at the request of their university and as part of their training courses, others provided by ministries of education, governments or international institutions. All of these young professionals were involved, according to their profiles, in various programme activities and accordingly had an opportunity to broaden their experience while making quality inputs to IBE's work.

8. The **composition of the IBE budget** continues to evolve in the direction of stagnation in the UNESCO regular allocation and an increase in extrabudgetary resources. UNESCO's financial contribution to IBE for the biennium was **\$4,591,000** (as in 2002-2003). The extrabudgetary resources paid into the IBE Special Account – including those earmarked for the ICE – will amount to approximately **\$2,500,000** for the biennium. These comprise the annual contribution of the Swiss authorities in accordance with existing agreements, amounting to 1,000,000 Swiss francs (\$800,000) earmarked for basic programme activities I (capacity-building) and for cross-cutting activities A (Technical cooperation/assistance to Member States), including the partial funding of human resources, and that of Sweden (\$596,000). In addition were the contributions mobilized in relation to projects with the Arab Bureau of Education for the Gulf States/Gulf Arab States Educational Research Centre (ABEGS-GASERC), the Geneva International Academic Network (GIAN), Deutsche Gesellschaft für Technische Zusammenarbeit (GTZ), the Swiss Agency for Development and Cooperation, and others). Extrabudgetary resources specifically mobilized for the 47th session of the ICE came to a total of \$377,000 (Argentina, the Swiss Agency for Development and Cooperation, Spain, the Canton of Geneva, the United Arab Emirates, Japanese Funds-in-Trust, Education International, Kuwait, Norway, UNAIDS, the Organization of Ibero-American States, the UNESCO Education Sector and UNICEF). Furthermore, the other extrabudgetary resources mobilized for programmes outside the Special Account (EFA Global Monitoring Report, Afghanistan, Bosnia and Herzegovina, Algeria, curriculum and poverty in Africa, UNAIDS, translation funds, and so on) amount to **approximately \$1,200,000**. **To sum up, the total extrabudgetary resources mobilized amounted to approximately \$3,700,000 or 44.6% of the total IBE budget for the biennium.**

9. Full information (annual reports submitted to the Council and detailed activity fact sheets) is available on the IBE website: www.ibe.unesco.org (International activities/IBE Council).

ANNEX

COMPOSITION OF THE IBE COUNCIL FOLLOWING
THE ELECTIONS AT THE 32nd SESSION
OF THE GENERAL CONFERENCE OF UNESCO (2003)

COMPOSITION DU CONSEIL DU BIE SUITE AUX ÉLECTIONS LORS
DE LA 32^e SESSION DE LA CONFÉRENCE GÉNÉRALE DE L'UNESCO (2003)

1.	Angola/Angola	(*)
2.	Belgique/Belgium	(*)
3.	Bosnie-Herzégovine/Bosnia and Herzegovina	élu/elected
4.	Bulgarie/Bulgaria	élu/elected
5.	Cameroun/Cameroon	(*)
6.	Chine/China	(*)
7.	Colombie/Colombia	(*)
8.	Côte d'Ivoire/Ivory Cost	(*)
9.	Émirats Arabes Unis/United Arab Emirates	(*)
10.	Espagne/Spain	(*)
11.	France/France	(*)
12.	Haïti/Haiti	(*)
13.	Inde/India	élu/elected
14.	Jamaïque/Jamaica	(*)
15.	Japon/Japan	réélu/re-elected
16.	Koweït/Kuwait	élu/elected
17.	République démocratique populaire lao/ Lao People's Democratic Republic	élu/elected
18.	Liban/Lebanon	(*)
19.	Lituanie/Lithuania	(*)
20.	Madagascar/Madagascar	élu/elected
21.	Malaisie/Malaysia	réélu/re-elected
22.	Mexique/Mexico	élu/elected
23.	Myanmar/Myanmar	élu/elected
24.	Portugal/Portugal	(*)
25.	Sénégal/Senegal	réélu/re-elected
26.	Suisse/Switzerland	réélu/re-elected
27.	Togo/Togo	élu/elected
28.	Ukraine/Ukraine	élu/elected

(*) Member States, elected or re-elected in 2001, whose mandate continues until the end of the 33rd session of the General Conference in 2005.

(*) Pays membres, élus ou réélus en 2001, dont le mandat continu jusqu'à la fin de la 33^e session de la Conférence générale en 2005.

COMPOSITION OF THE COUNCIL BODIES FOR THE BIENNIUM 2004-2005

STEERING COMMITTEE:

President:

Mr Pedro Nsingui Barros (Angola)

Vice-Presidents:

Group I (Western Europe):	Ms Ana Benavente (Portugal)
Group II (Central/Eastern Europe):	Ms Vaiva Vebraite (Lithuania)
Group III (Latin America/Caribbean):	H.E. Mr Wesner Emmanuel (Haiti)
Group IV (Asia/Pacific):	H.E. Mr Xuezhong Zhang (China)
Group V(b) (Arab States):	Mr Mushad Al-Haroun (Kuwait)

SUBSIDIARY BODIES:

Administrative Group:

President:

Dr Simon Clarke (Jamaica)

Members:

Group I (Western Europe):	Mr Jean-Pierre Regnier (France)
Group II (Central/Eastern Europe):	Ms Lubov Draganova (Bulgaria)
Group IV (Asia/Pacific):	Mr Datuk Abdul Rafie Bin Mahat (Malaysia)
Group V(a) (Africa):	H.E. Ms Yvette Rabetafica Rangeva (Madagascar)
Group V(b) (Arab States):	H.E. Dr Hussein Gubash (United Arab Emirates)

Working Group responsible for assisting the IBE Director in preparing the 47th session of the ICE:

President:

Mr Pedro Nsingui Barros, President of the IBE Steering Committee

Members:

Group I (Western Europe):	Ms Ana Benavente (Portugal)
Group II (Central/Eastern Europe):	Mr Nazif Gatackic (Bosnia and Herzegovina)
Group III (Latin America/Caribbean):	Dr Antonio Gago Huguet (Mexico)
Group IV (Asia/Pacific):	Mr Myint Soe (Myanmar)
Group V(a) (Africa):	H.E. Ms Yolande Tano (Côte d'Ivoire)
Group V(b) (Arab States):	Mr Georges Nehme (Lebanon)

Representative of ADG/ED: Mr Alexandre Sannikov (ED/ED/RIC)
Secretariat: Mr Pierre Luisoni, Secretary of the Council