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REPORT ON ACTIVITIES 2017



United Nations
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of Education

Report of the Director of the International Bureau of Education to the 67th Session of the Council

Implementation of Activities for 2017



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I. Program Context

Introduction

This document presents the program of activities that the International Bureau of Education (IBE) undertook during 2017 (hereafter referred to as the “program”). The 2017 program was implemented within a context of core staff shortage due to escalating financial austerity and other factors. This forced the IBE to cut back on activities under program area 1a. Other than this setback, the 2017 program sustained achievements registered during 2016 and even built further on them in some areas of strategic advantage for the IBE. The program also included the implementation of recommendations of the 2016 audit by UNESCO’s Internal Oversight Service (IOS), further strengthening the management of the IBE.

As in previous years, the 2017 program sustained the IBE’s contribution to the: (i) attainment of SDG4 and education 2030 agenda, (ii) fulfilment of UNESCO’s core functions, and contribution to the C/4, 38 C/5, MLAs and ERs, (iii) consolidation of the IBE’s status as a global Centre of Excellence (CoE) in curriculum and related matters (teaching, learning, assessment and system effectiveness), and (iv) effective implementation of the IBE’s medium term (2015-2021) programmatic areas outlined below.

Medium Term Programmatic Areas: Acceleration to CoE Status (2015-2021)

Innovation and Leadership in Curriculum, Learning, Teaching, and Assessment (Norms and standard-setting function) This program area was revamped to focus more on the development and validation of normative documents that should guide the future of curriculum, taking into account the fast pace of change in the 21st century and the acceleration of the pace, velocity, and complexity of change within 4IR. The program also sustains the training and technical assistance required to support Member States (MSs) with the contextualization and application of the normative documents.

Current and Critical Issues in Curriculum, Learning, Teaching, and +Assessment (Laboratory of ideas function). The focus in this program area is to develop prototypes, guidelines, undertake studies and design innovative interventions to address areas of high

demand and where MSs have limited experience and/or areas where MSs are not making desired progress such as STEM, ECCE, and GCED.

Knowledge Creation and Management in Curriculum, Learning, Teaching, and Assessment (Clearinghouse function). This program area serves to improve literal and substantive access to evidence-based knowledge required to guide curriculum design and development, as well as teaching, learning and assessment within the demands of the SDG4 and education 2030. Specifically, the IBE is intensifying its knowledge brokerage role with a view to bridge the gap between knowledge creation and application focusing on: **(i) curriculum and the development-relevance of education, and (ii) the sciences of learning and their application to learning, teaching and assessment**. The IBE will also improve the real and virtual dissemination of “brokered” research-based knowledge to targeted practitioners.

Systemic Strengthening of Quality and Development Relevance of Education and Learning (Capacity builder function). This program area was also revamped to focus more on enhancing the capacity of MSs to strengthen the effectiveness and efficiency of their education and learning systems as indispensable enabling environments for effective curriculum implementation.

Leadership for Global Dialogue on Curriculum and Learning (Intellectual leadership function). This program area aims to sustain global dialogue on the conceptual and operational implications of SDGs in general, and SDG4 in particular, to national curriculum design and development processes and outputs. Leading this dialogue also reinforce the IBE’s position as a global CoE in curriculum and related matters as well as an indispensable contributor to the attainment of SDG4.

Institutional and Organizational Development (Capacity development function). This program area focuses on strengthening and sustaining the IBE’s capacity to implement the CoE strategy, the education sector ERs, execute its overall mandate, as well as to optimally contribute to the attainment of SDG4 and the global education 2030 agenda.

Major Challenges During 2017

Insufficient financial resources remained the most daunting challenge to the advancement of the IBE. This underlies the staff shortage and high staff turnover that escalated in 2017. Shortage of funds

limits the IBE's timely occupation of its leadership and convening space, and allows other agencies to keep encroaching in this space given their financial facility to act fast.

The loss of Switzerland's financial support has further shrunk the IBE's resource envelope. The IOS audit report advised that in the long term, if the declining host country 'contribution cannot be reversed, other options including a relocation to a different country on full running cost breakeven basis from the host country, can be considered'.

The IBE Secretariat strongly appeals to the IBE Council to support its resource mobilization efforts in accordance with the IBE statutes.

II. IBE Expected Result 1, Contributing to MLA1 [ER: 1, 5, 6 & 7], MLA2 and MLA3 [ER 11]

Capacities of individuals and institutions for the design, development and implementation of quality curriculum processes enhanced, and curriculum innovation, reform and revision initiatives supported

During 2017, the IBE made significant progress along four areas of work under Expected Result (ER) 1: (i) lead global dialogue on the future of curriculum in the 21st century and within 4IR; (ii) design and pilot innovative interventions with regard to critical and emerging issues in curriculum, learning, teaching, and assessment; (iii) provide customized technical assistance to support curriculum reforms and/or transformations; and (iv) strengthen curriculum leadership worldwide through training in curriculum and learning.

The IBE exceptionally reasserted its leading role in the global dialogue on the future of curriculum in the 21st century and within 4IR. On the world stages, it had a clear presence and a loud and definitive voice on key issues such as: (i) the readiness of education and learning systems to prepare learners for 4IR, (ii) a call for a global paradigm shift in curriculum, (iii) the need to enhance the development-relevance of education through competence-based curriculum, (iv) the need to transform teaching, learning, assessment and the overall education systems to support transition to competence-based curriculum, (v) investing in people: skills, infrastructure and opportunities, (vi) learning inside and outside the classroom, and (vii) the presentation of its normative outputs to a side event of the 39th session of UNESCO's General Conference (GC). This work phenomenally reaffirmed and consolidated the role of the IBE as a CoE. It also reasserted its normative role, convening power, and its standard setting role. Most reassuring, there has been a global thought leaders' and national curriculum leaders' appreciation of the IBE's intellectual and normative leadership role.

The IBE also sustained its robust intellectual and operational leadership on equity and inclusion, even co-producing UNESCO-wide guidelines on equity and inclusion in education. It produced resource materials on gender-responsive STEM education as well as co-facilitated a GC side event on the issue. The IBE's *In Progress Reflection* paper series sustained dialogue on critical and emerging issues in curriculum, teaching, learning and assessment. The IBE also sustained its contribution to the monitoring of the attainment of target 1 of SDG4 (for reading and mathematics) in collaboration with the UIS. Technical support covered 21 countries or 11% of all UNESCO Member States across a range of curriculum-related topics. Through its menu of training courses, the IBE continued to strengthen national leadership for curriculum. Since its inception, the IBE diploma/master program in curriculum has reached up to 590 participants from 78 countries (40% of Member States).

Activities and Progress	Impact	Risks	Risk Mitigation
<p>1. Strengthen the norm and standard setting role as well as the intellectual leadership role as a CoE in curriculum and related matters (aligned with SDG4 Targets 4.1, 4.7 and means of implementation 4.c.)</p> <p>Set Target a (STa): Two quality assured normative documents: on a curriculum paradigm shift and on future competences.</p> <p>Performance:</p> <ul style="list-style-type: none"> The IBE finalized and quality assured a set of four normative documents intended to guide the future of curriculum at a global level: These are titled: (i) <i>Reconceptualizing and Repositioning Curriculum in the 21st Century: A Global Paradigm Shift</i>; (ii) <i>Future Competences: A Global Reference Point for Curricula Transformation</i>; (iii) <i>Transforming Teaching, Learning and Assessment for Competence-Based Curricula</i>; and (iv) <i>Creating Enabling Systemic Environments for Effective Implementation of Competence-based Curricula</i>; <p>Three other guiding documents were finalized: (i) <i>What Constitutes a Quality Curriculum</i>; (ii) <i>Prototype of a National Curriculum Framework</i>; and (ii) <i>Guide for Developing and Implementing Teacher Education Curriculum Frameworks</i> (the latter with the Teacher Task Force at HQ);</p> <p>STb: Translation funds secured from each linguistic region for all outputs</p> <p>Performance:</p> <ul style="list-style-type: none"> Drafts of the IBE documents are translated ARA, GER, RUS, FRE, and SPA, through voluntary services of members of global thought leaders in the field and at no cost for the IBE. Translation of final documents into FRE and ARA is ongoing. <p>STc: Three regions consulted on the paradigm shift and on future competences</p> <p>Performance:</p> <ul style="list-style-type: none"> All regions and diverse stakeholders were consulted on all the four normative documents through the following resource efficient channels: At a conceptual stage, academics and researchers were consulted through a presidential panel on <i>Problematizing Future Competences</i> convened during the 2017 Comparative and International Education Society (CIES) conference in Atlanta. The panel was voted as the second most booked and the most relevant of all the CIES sessions; 	<ul style="list-style-type: none"> Support and commitment to the IBE's normative work established through the collaborative and consultative process of producing them; Ownership and credibility of normative outputs evident through endorsements and escalating interest in technical collaboration on the work and through resounding endorsements by diverse stakeholders including in the side event of the 39th session of the GC; The IBE reaffirmed its intellectual and normative leadership in its fields of competence. This is evidenced in the number of prestigious conferences to which the IBE is invited to come and share its ground breaking work on future competences [EWF, Asia Education and Skills Summit, Global Education Industry Summit, prestigious high-led companies, etc.]; It is also evident in the number of global thought leaders in the field who set aside time to contribute to the articulation of the four normative documents, including the translation of drafts to their languages and refereeing e-consultations for their regions free of charge; The IBE convening power substantially reinforced as evident in the institutions that participated in its consultation covering virtually all institutions that are recognized as pushing the knowledge frontiers on the future of curriculum; The IBE has been approached by a sponsor country to feature this 	<ul style="list-style-type: none"> As noted by Education International, the IBE's presentation during the GC side event stimulated very high expectations for technical support in moving MSs' curricula into the future but its current financing and staffing will certainly not meet such expectations; 	<ul style="list-style-type: none"> Institute fully reimbursable technical assistance to any country requiring technical assistance from the IBE, except for countries that provide voluntary contributions;

- The IBE convened two consultation forums of global thought-leaders on the topics. These were held in Evian, France, and Marbach Castle, Germany, where earlier drafts of the four documents were thoroughly discussed and refined. Participants included global thought leaders with ground-breaking work on relevant topics like future skills, 2030 skills, 21st century skills, and competence-based curricula;
- Lead curriculum professionals and practitioners were consulted through regional e-consultations refereed by volunteer global thought-leaders. Participants were members of the IBE Global Curriculum Network (GCN) across the 150 member countries. Extensive reviews of the documents were received from a third of the members or 48 countries;
- Ministers and senior education professionals were consulted during a special event of the 39th session of the GC co-convened by the Ministry of Education of the Kingdom of Saudi Arabia and the IBE. The event was remarkably successful: ministers of education from all over the world discussed and endorsed the IBE's call for a paradigm shift in curriculum, as well as its future competence framework.

Performance on additional work:

- The IBE's intellectual leadership role was further demonstrated through its *In-Progress Reflection on Critical and Current Issues in Curriculum, Learning and Assessment* paper series focusing on SDG4 Targets 4.1, 4.7 and means of implementation 4.c. A total of 10 papers were posted during 2017 under the following titles, to stimulate intellectual dialogue on relevant areas:
 - The conceptualization of competencies related to sustainable development and sustainable lifestyles (ENG);
 - Global Citizenship Concepts in Curriculum Guidelines of 10 Countries: Comparative Analysis (ENG);
 - The Curriculum in the Education 2030 Agenda: Latin America and the Caribbean (ENG);
 - The Why, What and How of Competency-Based Curriculum Reforms: The Kenyan Experience (ENG);
 - In Pursuit of Smart Learning Environments for the 21st Century (ENG);
 - Continuous Assessment for Improved Teaching and Learning: A Critical Review to Inform Policy and Practice (ENG);
 - 15 Claves de Análisis para Apuntalar la Agenda Educativa 2030 (SPA);
 - Monitoring Progress towards SDG 4.1: Initial Analysis of National Assessment Frameworks for Mathematics (ENG);
 - Global Citizenship Concepts in the Curricula of Four Countries (ENG);
 - Youth education issues: a comparative international perspective (ENG).
- A new line of outputs: Training Tools for Curriculum Development was started with four postings completed in 2017:

work in the next SADC Heads of State Summit;

- Substantive partnership with the GCN is consolidating

- In-Progress Reflections continued to stimulate the desired intellectual reflection as shown in its increasing readership;

- In 2017, 17,115 reads (7,214 in 2016) and 10,948 visits (4,749 in 2016) were recorded, with an average of 44 visitors per day (34 in 2016). The series is increasingly available in ARA, ENG, FRE and SPA, expanding its outreach;

- The series is increasing the visibility of the work of the IBE among MSs, UNESCO entities, NatComs and other education institutions;

- The IBE's in-house capacity to deliver relevant knowledge products improved.

<ul style="list-style-type: none"> ○ Developing and Implementing Curriculum Frameworks (ENG/FRE/SPA); ○ Inclusive Student Assessment (ENG); ○ Personalized Learning (ENG/FRE/SPA); ○ A resource pack on Gender-Responsive STEM Education (ENG). <p>Overall Performance Rating (OPR): Exceeded Set Targets (ESTs)</p>			
<p>2. Strengthening global networks and partnerships for curriculum and learning (aligned with SDG 4 all seven Targets and mean of implementation 4.c.)</p> <p>STa: GCN membership covers 180 countries</p> <p>Performance:</p> <ul style="list-style-type: none"> • Membership in the GCN now covers 150 countries from all UNESCO regions instead of 180 countries as originally targeted. This is an 18% increase from the 2016 membership of 127. <p>STb: 10% increase in alumni</p> <p>Performance:</p> <ul style="list-style-type: none"> • The Alumni Network is at 260 members (5% increase with regard to 2016), below the target of 10%. The network was strengthened with the launch of the Diploma Alumni Series, which included 14 research products on curricular innovations in African and Latin American and Caribbean countries. <p>OPR: Partially met set target due to lack of staff who can manage the networks</p>	<ul style="list-style-type: none"> • Interest in the GCN is evident in the growth of membership; • GCN participation in the production of the IBE's normative outputs is strengthening the substantive partnership. 	<ul style="list-style-type: none"> • Managing and growing networks have been a challenge due to the limited number of staff. Keeping the GCN informed of key initiatives of the IBE and receiving updates on its own work will require a fulltime coordinator, which the IBE cannot afford. 	<ul style="list-style-type: none"> • There is no mitigation of this risk unless the IBE's funding and staffing situation changes in alignment with its work load.
<p>3. Reinforce the quality of the Postgraduate Diploma Course in Curriculum Design and Development and other training courses (aligned with SDG 4 Target 4.1 and means of implementation 4.c.)</p> <p>STa: Quality of training programs sustained and monitored</p> <p>Performance:</p> <ul style="list-style-type: none"> • Online IBE Curriculum Resource Pack (CRP) Version 2017 published in SPA, and updated in ARA, ENG and FRE (to be published in the first half of 2018) as well as a series of thematic modules on current and critical issues. <p>Performance:</p> <ul style="list-style-type: none"> • The tracing of the impact of training courses was sustained. 	<ul style="list-style-type: none"> • Graduate ratings of the course suggests that quality is improving. Overall, 95% of the participants to the diploma courses gave positive feedback about their experience (91% in Arab, 93% in AFR and 99% in LAC); • Sustained partnership ensured between the IBE, UNESCO HQ and partner universities in the regions; • Resource efficiency in running the IBE courses steadily improving. 	<ul style="list-style-type: none"> • Completion rates require a vigilant watch given that students are part-time. 	<ul style="list-style-type: none"> • Continuous upgrading of Master/Diploma facilitators', tutors and coordinators' teaching skills; • Enhancing the coherence and flexibility of the hybrid mode of learning seem to be an effective mitigation measure. It will be sustained. Graduation rates near 100% in the Arab region (97%) but stayed the same as in 2016 for Africa (87%) and LAC (68%).

<p>Performance:</p> <ul style="list-style-type: none"> A sustainable financing mechanism for the masters programs in the ARA and LAC regions has been established from 2018 onwards by integrating costs into students' tuition. <p>OPR: Met set targets</p>			
<p>4. Expand the coverage of technical assistance services that respond to country needs and priorities (SDG4 Targets 4.1, 4.3, 4.5, 4.6, 4.7, and means of implementation 4c)</p> <p>STa: TA coverage increased by 45%</p> <p>Performance:</p> <ul style="list-style-type: none"> Due to staff shortages the IBE sustained its 2016 level of technical assistance, providing support to 21 countries (11% compared to the 45% originally targeted) on a wide range of issues, and advancing discussions with the 22nd (South Africa); Curriculum reform process: Afghanistan (secondary education), Kenya (basic and secondary education), Malaysia (across levels) and Myanmar (Teacher Education); Early Reading: Burkina Faso, Niger and Senegal; ECCE: Cameroon, Egypt, India, Seychelles and Swaziland; GCED: Cambodia, Colombia, Mongolia, Uganda and Bahrain; STEM Education: Cambodia, Kenya, Nigeria, Malaysia, Vietnam and Niger; Youth Education: Dominican Republic; Human Rights Education: Bahrain; Competence-based curriculum and future competences: Bahrain, Kuwait, Seychelles and Swaziland. <p>OPR: Did not meet set target due to resources and staff shortages</p>		<ul style="list-style-type: none"> The IBE has become a victim of its success as demand already far outstrips human resources. 	<ul style="list-style-type: none"> Innovative staffing mechanisms are still enabling the delivery capacity of the IBE, but as already noted, these mitigation measures are neither sustainable nor optimal; Reduce the workload of the department for Innovation and Leadership in Curriculum, Learning and Assessment by unbundling the currently two merged departments and enabling a focus on the primary department.
<p>5. Sustain and expand the geographical coverage of the Diploma Course (aligned with SDG Target 4.1 and mean of implementation 4.b, 4.c.)</p> <p>STa: One training hub per UNESCO region established</p> <p>Performance:</p> <ul style="list-style-type: none"> The online session of the 5th edition of the AFR Diploma / 1st edition of the AFR Master hosted by the Open University of Tanzania (OUT), Dar es Salaam, Tanzania- is still ongoing and the course is fully handed over to the university. The IBE will provide 2-yearly quality assurance of the course. The LAC Diploma program is also ongoing and fully handed over to the collaborating university. The IBE will provide 2-yearly quality assurance of the course; 	<ul style="list-style-type: none"> Training courses are sustaining the visibility of the IBE but the expansion to all regions may not be feasible; Capacity of the first two partner countries are strengthened as evident in the handing over of the IBE's co-execution role. 	<ul style="list-style-type: none"> The diploma courses in the two most established regions might be in jeopardy if the partner universities do not find sustainable self-financing mechanisms. 	<ul style="list-style-type: none"> Sustain dialogue with the most established partner universities (AFR and LAC) to fully integrating the costs of the diploma courses into the students' tuition as with the masters programs; Inform prospective students to secure their own scholarships.

<ul style="list-style-type: none"> • A Certificate in Curriculum Development for Central-Eastern Europe-Central Asia is ran by Vytautas Magnus University (VMU) in Kaunas, Lithuania is ongoing and the IBE will sustain support during 2018 but not beyond; • The 2nd Arab Diploma was launched - face-to-face session tentatively in December 2017/January 2018, hosted by Hamdam Bin Mohammed Smart University (HBMSU), Dubai, UAE- partnered with ED/ESC/TED and HBMSU. The course is run in Arabic. A full set of course materials in ARA were prepared. The online sessions are currently in progress and the IBE will sustain support depending on the availability of funds provided by the Hamdan foundation to support scholarships for participants; • Discussions with ADA university in Azerbaijan did not go forward due to national budgetary constraints, as such, the central Asia launch did not happen as planned. <p>STb: Geneva IBE set up to be a hub for Europe and North America starting in 2018</p> <p>Performance:</p> <ul style="list-style-type: none"> • Work towards the establishment of a Geneva-based Master's program is proceeding with a tentatively launch in the second semester of 2018. <p>OPR: Partially met set target on training hubs because Azerbaijan could not advance the expected funding. Other set targets were fully met</p>			
<p>6. Strengthen MSs capacity to design and develop curricula in reading in early grades (aligned with SDG 4 Targets 4.1, 4.6, 4.7, and mean of implementation 4.c.)</p> <p>STa: International Conference on early reading held</p> <p>Performance:</p> <ul style="list-style-type: none"> • Project closing activity: International Conference was held where representatives from the three beneficiary countries and experts from different regions discussed project outcomes from a comparative perspective and outlined the way forward (Ouagadougou, Burkina Faso, 17-19 January 2017, around 80 participants). <p>STb: Book on reading approaches published</p> <p>Performance:</p> <ul style="list-style-type: none"> • The book <i>Teaching and Learning Literacy in the 21st Century: Lessons from Around the World</i> (ENG) is ready for printing. 	<ul style="list-style-type: none"> • National policy makers, curriculum specialists and teacher trainers share a new vision on reading and writing in the early grades that is proved internationally to be more effective than the existing before the project intervention; • Capacities to reform early reading and writing curricula has been enhanced due to training and resource materials delivered during the project. The external project evaluation noted changes in the teacher training practices in Senegal. It also noted changes in teaching practices in Burkina Faso within the framework of the implementation of their respective curriculum reforms. 	<ul style="list-style-type: none"> • Gains made during the project may be lost due to lack of funds to sustain training and resource materials. 	<ul style="list-style-type: none"> • Burkina Faso already designed a plan of action to give continuity to the work started with the IBE as full part of the current curriculum reform whose implementation started in October 2016. Senegal adopted officially the new vision of teaching and learning to read for the whole country.

STc: Report on critical success factors affecting reading completed

Performance:

- The “In progress reflection” paper: “Teaching to read in multilingual contexts: recommendations for quality instruction and effective learning” is finalized and will be published in 2018;
- The project final external evaluation has been undertaken by an independent firm. The evaluation report has been available since May 2017 and lessons from experience have been shared with partner countries;
- Outputs per country
 - Burkina Faso: a pedagogical guide, a toolkit for teachers and a teacher training module;
 - Niger: two teacher training modules on teaching to read and write in grades 1 to 4, a practitioner’s guide and a teacher training module;
 - Senegal: nationwide orientations on teaching and learning to read and write a teacher training module on teaching and learning to read and write for teachers trainers and a teacher training module;
 - All country outputs have been printed and distributed nationwide;
 - Printed and disseminated the report “Teaching and Learning to Read in a Multilingual Context: Ways forward for three sub-Saharan African Countries” (Burkina Faso, Niger and Senegal). (ENG). The French version is available on line.

OPR: Exceeded set targets

7. Strengthen MSs capacity to design and develop Global Citizenship Education (GCED) curricula (aligned with SDG 4 Target 4.7)

STa: GCED curricula developed for four pilot countries

Performance:

- GCED curriculum and pedagogical materials for basic and teacher education produced and under use in Cambodia, Colombia, Mongolia and Uganda;
- The Phase II of the Project Agreement with UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU) was implemented with regard to mainstreaming GCED in the education system, the curricula and teacher training in Cambodia, Colombia, Mongolia and Uganda. The GCED situational analysis completed in 2016 provided the basis for the development and piloting of guidelines and/or teaching and learning tools to support the mainstreaming of GCED across levels of the education system. A review and preparatory meeting for the piloting phase with the focal points of the four countries was held at the IBE (14-15 August 2017). Discussions with APCEIU of Phase III are underway. Additionally, APCEIU expressed its interest to collaborate with the IBE in the extension of the project to four other countries in the period 2019-21.

- Broader recognition of the IBE as a partner of worth on GCED.

- Reluctantly funded partnerships such as for APCEIU and HQ continue to risk overburdening the IBE with work while not addressing its financial situation.

- Renegotiate the financing framework with technical partners or decline partnership proposals that are under-financed.

STb: Joint monitoring instruments for target 4.7 launched

Performance:

- Coding scheme on GCED and ESD applied to the analysis of National Curriculum Frameworks of 78 countries;
- Two joint APCEIU/IBE-UNESCO studies were published as In-Progress Reflections paper series). The first paper gives a preliminary grounded picture of the presence of GCED concepts and principles in the curriculum documents of 10 countries as well as to provide initial inputs to the monitoring and assessment of the implementation of SDG 4 Target 4.7. The second one discusses the main findings of GCED concepts that emerged from the situational analyses of the four countries (Cambodia, Colombia, Mongolia, and Uganda);
- The IBE is currently developing a GCED toolkit within its Training Tools for Curriculum Development series. It addresses issues regarding the conceptual understanding, policies, curriculum, pedagogy, learning materials and teacher education. The toolkit will be finalized by the first half of 2018;
- The IBE participated as speaker in several workshops and seminars organized by different partners (UNESCO Nairobi, the Geneva Centre for Human Rights Advancement and Global Dialogue and the NGO Working Group on Human Rights Education and Learning) to discuss about the mainstreaming and monitoring of GCED related issues in the policies, curricula and pedagogies.

STc: GCED Curricula developed in four pilot countries

Performance:

Ref to Activity 4, STa

OPR: Exceeded set targets

- The IBE's contribution to the monitoring of SDG targets substantially recognized.

- HQ continues to not list the IBE explicitly a major contributor to global public goods from the sector and therefore does not advocate for direct funding with donors even though the work of the IBE is pre-requisite to that of the UIS.

- IBE Director continue to advocate for direct financing of the IBE-led global public goods or decline the work.

8. Strengthen MSs capacity to design and develop inclusive curricula (aligned with SDG 4 Target 4.5)

Performance:

- IBE resource pack "Reaching out to All Learners: A Resource Pack for Supporting Inclusive Education" is now available in SPA and in Japanese. The updated version of the UNESCO Policy Guidelines "A Guide for ensuring inclusion and equity in education" is now available in FRE and SPA (and soon in ARA). The Guide is being intensively disseminated and a concept-note referring to its use has been finalized;

- IBE's intellectual leadership within the field of inclusive education and partnerships sustained.

- Staff shortages will limit the extent to which the IBE can provide MSs the needed support to make equity and inclusion in and through education a reality for all.

- Continue implementing reimbursable technical assistance with countries that require support as well as to recover staff costs fully;
- Insist on more sustainable financing structures with key partners like CapEd GPE, and OAS.

<ul style="list-style-type: none"> • The IBE is close to sign MoU with the Organization of America States (OAS) about the implementation of a series of trainings on inclusive education in LAC; • The IBE is close to sign a Self-Benefitting Agreement with GASERC on the contextualization and piloting of IBE “Reaching out to all learners: a resource pack for supporting inclusive education” in eight Gulf Countries; • A concept note was elaborated and used to initiate discussions with GPE to support the application of the resource pack in GPE supported countries; • Inputs pertaining to inclusion were provided in different forums such as the initiative on SDG stories promoted by UNOG as well as the Conference on “Teacher Role in Educational Efficiency” organized by GASERC (24-27 April, Manama, Bahrain). <p>OPR: Exceeded expectations</p>			
<p>9. Strengthen MSs capacity to design and develop curricula grounded on competency-based approaches (aligned with SDG 4 Target 4.1)</p> <p>STa: Global reference document on future competences launched</p> <p>Performance:</p> <ul style="list-style-type: none"> • Four documents on future competences and the future of curriculum were completed and the GCN and other professional networks co-developed validated and adopted the documents (ref. Activity 1); <p>STb: All normative documents on future competences under application in one country</p> <p>Performance:</p> <ul style="list-style-type: none"> • Seychelles is serving as a pilot country to fully implement the IBE’s normative instruments associated with future competences outlined above; • Technical assistance for reorienting national curricula (basic, secondary, or pre-service teacher education) towards a competence-based approach was sustained in Afghanistan, Kenya, Myanmar, Seychelles and Swaziland; • The IBE participated in a series of webinars SDG4-Education 2030 on assessment, led by the Section of Partnerships, Cooperation and Research (ED/ESC/TED), and contributed to the mapping of UNESCO recent research products related to learning assessment and the elaboration of an UNESCO position paper on assessment; • The IBE undertook a comparative analysis of assessment frameworks for mathematics in 53 countries in support of the monitoring of SDG4 target 1 in collaboration with the UIS. A paper titled “Monitoring Progress towards SDG 	<ul style="list-style-type: none"> • Technical partnership with UIS and other UNESCO entities sustained and deepened with a strong recognition of IBE’s role as key to the monitoring of Target 4.1 (math and reading). 	<ul style="list-style-type: none"> • Financial constraints faced by both the IBE and the UIS will continue to make the pace of progress slow; • The undervaluing of the role of the IBE in the production of global public goods such as frameworks for monitoring SDG4 targets, and all normative work, will continue to slow down the pace and intensity with which the IBE should be working. 	<ul style="list-style-type: none"> • Continue to renegotiate the positioning of the IBE within the overall education sector and garner the support of the Council in doing so.

4.1: Initial Analysis of National Assessment Frameworks for Mathematics" was jointly prepared.

OPR: Exceeded set targets

10. Strengthen MSs capacity to design and develop youth education policies and curricula (aligned with SDG 4 Target 4.4)

Performance:

- A study on youth culture and youth education with a focus on youth disengagement, partnered with ED/ESC/PCR and IIEP-Buenos Aires, was published in ENG and SPA. The main findings of the study were discussed at the LAC Ministers of Education Meeting 'E2030: Education and Skills for the 21st century';
- The Youth Profile Framework for the Arab region is under elaboration partnered with UNESCO Beirut Office and ED/ESC/PCR;
- Cooperation with the Dominican Republic (MoE and foundation EDUCA) on youth education is in its initial stages.

OPR: Exceeded expectations

- Countries drawing on the youth education studies to revisit secondary policies and curricula (i.e. Dominican Republic);
- The IBE's expertise in youth education recognized and valued by UNESCO's partners and MSs across regions.

- Funding for the expansion of the research project may not be available.

- Further strengthen resource mobilization from entities that support youth programs in targeted regions as well as to recover staff costs fully.

III. IBE Expected Result 1a, Contributing to MLA1 [ER: 1 & 5,] and MLA3 [ER 11]

Member States' capacity strengthened to analyse and address systemic constraints to their equitable provision of quality and development-relevant education and learning

This program area was most affected by lack of funding that was required to build on progress registered during 2016. In 2016, six countries—Azerbaijan, Gabon, two states in India, Oman, Seychelles and Swaziland—had articulated plans for addressing priority impediments to their equitable and resource-efficient provision of quality and development-relevant education and learning opportunities. Two more countries, Saudi Arabia and Egypt were to receive technical support for the development of their plans. The range of impediments differed across countries, and these would have been addressed in 2017 if the major donor's funding—Google—had been sustained. However, due to internal restructuring, reprioritization, and complete change in the IBE's counterpart team, Google did not sustain its financial support despite the fact of having signed a multiyear agreement with the IBE. Therefore, the work intended during 2017 was not possible except for Seychelles, and for Oman that decided to implement the plan of action on ECCE and ICTs in education developed with the IBE with another partner. Nevertheless, the IBE has been able to keep addressing one priority challenge to equity of quality—weak ECCE systems—that was identified by virtually all partner countries thanks to the support obtained from Dubai Cares Foundation which covers four countries of the donor's choice—Cameroon, Egypt, India, and Swaziland—as well as the production of a normative instruments for ECCE.

Due to the aforementioned financial constraints, the targets set for Point III. Activity 1 of the 2017 Work Program have only been met for one country (Oman). The reporting below covers only the activities on ECCE included in the 2017 Work Program for which the targets are fully met.

Activities and Progress	Impact	Risks	Risk Mitigation
<p>1.Strengthen MSs capacity to design and develop holistic Early Childhood Care and Education (ECCE) curricula (aligned with SDG 4 Target 4.2.)</p> <p>STa: International Conference on ECCE held</p> <p>Performance::</p> <ul style="list-style-type: none"> The First International Biennial Conference on Early Childhood Care and Education was held in Mahé, Seychelles (16-18 February 2017) to advocate for ECCE, share knowledge and experiences and present the work done in 18 countries. There were 200 international participants. <p>STb: One Best Practice hub in operation</p> <p>Performance:</p> <ul style="list-style-type: none"> Seychelles was formally recognized as an IBE-UNESCO Best Practice Hub for ECCE. <p>STc: Full prototype ECCE system for 0-3 and 4-8 published</p> <p>Performance:</p> <ul style="list-style-type: none"> The production of an ECCE system prototype with guidelines for its use and adaptation is under way and will be available by March 2018 (funding available since July 2017). <p>STd: Action Plans for six countries under implementation</p> <p>Performance:</p> <ul style="list-style-type: none"> Due to the loss of the donor, only two countries were able to implement plans of actions developed with technical support from the IBE. Seychelles is doing this with sustained support from the IBE while Oman chose to do this with financial support from UNICEF; Resources have been secured to support ECCE systems in Cameroon, Egypt, India and Swaziland from July 2017until June 2019; Capacity development and technical support provided in Cameroun with additional experts from the Seychelles' Institute for Early Childhood Development a view to strengthen capacities to develop an holistic and inclusive ECCE System. <p>OPR: Met set targets</p>	<ul style="list-style-type: none"> Peer learning substantially enhanced by inputs from a wide base of ECCE experts and by the showcasing of Seychelles' advancements through speakers and videos; South/South and South/North collaboration becoming formalized and institutionalized through the articulation of a Joint Framework for Action (JFA) and the establishment of a Best Practice Hub; Seychelles' potential to extend the IBE's technical assistance reinforced through the articulation and management of the JFA substantially enhanced. 	<ul style="list-style-type: none"> For countries where follow up funds are not yet secured, there could be a risk of losing momentum and of sustaining medium to long-term impactful interventions. 	<ul style="list-style-type: none"> Support country processes to mainstream their elaborated plans into relevant sector plans and programs to ensure sustainability.

IV. IBE Expected Result 2, Contributing to MLA3 [ER 11]

A sound knowledge base to inform evidence-based decision making and practices in curriculum, learning and assessment improved and applied

During 2017, the IBE vigorously strengthened its knowledge brokerage role with a view to make findings of cutting-edge research substantively accessible to a large base of policymakers and practitioners. Enhancing this role is critical for setting the IBE apart as an intellectual leader on the translation of learning sciences research and as a significant contributor to addressing the global learning crisis. This work will also strengthen the currency and analytical underpinnings of other program areas: Training courses and technical assistance services. During 2017, the IBE sustained the focus of its knowledge brokerage on two themes that align well with its mandate and with of SDG4: *learning* (specifically, the *neuroscience of learning*) and the *development-relevance of curriculum* (specifically, *future competences*).

Preparatory work for the establishment of a clearinghouse function on these two themes is underway. In addition to its in-house translation of the neuroscience research, the IBE expanded its base of prestigious intellectual organizations that will contribute to this initiative. For instance, cooperation arrangements are either formalized or are soon to be formalized with the University of Berkeley, United States; Queensland University, Australia; and University of Washington, United States. Also in partnership with the International Brain Research Organization (IBRO), the IBE sustained the translation of research on the neuroscience of learning, by rearticulating complex research findings into easily understandable language and presentation that plainly communicate and make their implications for policy and practice very clear.

As a response to the Member States' increasing demand for the IBE's support to adopt competence-based curricula, the IBE, in partnership with global thought-leaders and top-level practitioners in the field, developed a set of normative documents that should guide the future of curriculum while also enhancing its effectiveness in ensuring the development-relevance of education and learning systems (ref. to Point II. Activity 1). The IBE has also reoriented its flagship publications, including *Prospects* and its book series, to more tightly align with its core mandate.

Activities and Progress	Impact	Risks	Risk Mitigation
<p>1. Strengthen and focus the knowledge brokerage role (aligned with SDG 4 Target 4.1)</p> <p>STa: At least 15 outputs deposited on the IBE platform on the neuroscience of learning as the first theme of the knowledge brokerage initiative</p> <p>Performance:</p> <ul style="list-style-type: none"> The first theme where knowledge brokerage has been strengthened is learning and particularly the neuroscience of learning. In partnership with the International Brain Research Organization (IBRO), the IBE has continued to translate research on the neuroscience of learning to ease its access and applicability to policy makers, and practitioners. The second cohort of three senior IBE/IBRO fellows joined the IBE in October 2017. They will add 20 new translations to the 30 produced in 2016; In addition, Institutional arrangements have been established with leading international institutions: Queensland Brain Institute, University of Queensland, Australia; Institute for Learning & Brain Sciences, University of Washington, United States; and University of California, Berkeley, United States, to deposit their own translation work on the IBE platform, thus augmenting the base produced in-house. Discussions towards a collaboration agreement with the learning sciences center in Cuba are advanced and an agreement is envisaged within the second quarter of 2018; The IBE Learning Series continued, including symposia led by prominent scholars on topics of interest to the IBE: STEM and early child development; brain research and learning; future competences for the 21st century, etc. These learning events have also been opened to International Geneva with a focus on education attaches of diverse missions. <p>STb: At least four outputs deposited on the IBE platform on the link between curriculum and the development-relevance of education within the context of SDG4.; a global alliance for future competences established and operational</p> <p>Performance:</p> <ul style="list-style-type: none"> Four normative documents were deposited online and then taken off in line with the resource mobilization strategy pillar on the monetization of IBE outputs and services. Three of them are already translated into French; The establishment of the Global alliance for future competences is under way and the concept has been refined as a Global Curriculum Observatory (see Point 1 Activity 1); 	<ul style="list-style-type: none"> IBE's internal capacity for knowledge brokerage substantially growing; Neuroscientists of learning's awareness of urgent global education needs that require their contribution growing, and with high appreciation of the IBE; Global eminence of the IBE consolidating; Prospects has high exposure among 7,680 institutions worldwide. Downloads in 2017 summed up to 194,931 (data available until November 2017), a vigorous increase from 2016 (99, 792); The translation of Prospects is expanding access to IBE outputs across geographical and linguistic groups; The IBE's strategic focus continuously improving even as recognized in the IOS audit; The efficiency and productivity of the IBE continues to grow and with outstanding quality as noted in the IOS audit report and through external reviews of outputs. 	<ul style="list-style-type: none"> Insufficient financial resources for sustaining the brokering of knowledge; Severe scarcity of human resources constrained timely publication of <i>Prospects</i>; Council and HQ may not realize the human cost behind the productivity of the IBE, but this is humanly unsustainable. 	<ul style="list-style-type: none"> Innovative financing mechanisms have been identified (e.g., fellowship co-financed by IBRO), but remain insufficient for the scale and quality of work the IBE is capable of; Direct contributions from prestigious academic partner institutions will augment the efficiency and productivity of the IBE in knowledge brokerage; The IBE sustained efforts to identify institutions willing to take on translating <i>Prospects</i> at no cost; The Director must emphatically highlight and draw to the attention of the Council and of HQ, the human cost of the productivity of the IBE, especially given the ethical fibre of UNESCO.

STc: Four issues per year of Prospects on topics relevant to the IBE's agenda and mission in ENG, ARA, and Mandarin CHI

Performance:

- The translation of Prospects into diverse languages was sustained;
Prospects has been totally revamped and rebranded as a comparative journal of curriculum, learning and assessment; 1 issue on *Brain research, education, and learning: Making connections* was published; 3 issues are in print.

STd: At least one book published of the IBE book series, on topics related to curriculum, learning, and assessment

Performance:

- One
- book was published : *Learning to educate: Proposals for the reconstruction of education in developing countries* (Noel F. McGinn and Ernesto F. Schiefelbein, IBE on Curriculum, Learning and Assessment, Sense Publishers, 2017); Spanish translation is in preparation, by the Universidad Autónoma de Chile;
- Two more books are being prepared (to be published early 2018): *Teaching and learning literacy in the 21st century*; and *Humanitarian education in curriculum, policy and practice: From complex emergency response to national reconstruction*.

STe: At least three booklets published in both digital and print in the Educational Practices series

Performance:

- Two booklets of the series Educational Practices in partnership with the International Academy of Education were published and 2 more booklets (*Accountable talk: Instructional dialogue that builds the mind*; and *Proportional reasoning*) are in press.

OPR: Exceeded set targets

2. Strengthen the IBE's clearinghouse function (aligned with SDG4 Target 4.1)

STa: Sustain the production of bi-weekly Alerts, with a focus on curriculum, learning, teaching, and assessment

Performance:

- 21 bi-weekly alerts, 3 digests and 1 thematic alert were produced, published and disseminated with a focus on IBE themes such as curriculum, learning, teaching and assessment;

- The recognition of the IBE as a clearinghouse on the sciences of learning and the development-relevance of curriculum is deepening as evidenced in the calibre of universities that are entering collaboration agreements;

- Staff shortage and sustainability continue to be an issue for the actual translation work as well as for its quality assurance;
- Tind's public interface is still in the beta phase.

- A consultant was hired to take over the alerting services;
- A consultant was hired to lead the Digitization Project and is working closely with Tind staff to have the interface ready for launch by summer 2018;

STb: Once the digitization process of the 4700 textbooks selected from the Historical Textbook collection is completed, start the quality control process as well as for the IBE historical archive:

Performance::

- 3,839 textbooks (out of 4,700) from the Historical Textbook collection, and 160 boxes (out of 302) have been digitized and uploaded to Tind, the IBE's Library Management Software;
- The Quality Control process on digitized textbooks has commenced, and 1,360 records were assessed. Quality Control on digitized archives is scheduled to begin in 2018;

STc: Upload and process at least 100 documents for the IBE online curricula database and develop interactive tools for MoEs to send curricula to the IBE:

Performance:

- 103 curricula have been added to the IBE online curricula database.
- The development of an on-line interactive tools for MoEs to send curricula to the IBE is underway;

STd: Expand and update the IBE World Data on Education

Performance:

- Because of staff constraints, updating the IBE World Data has been delayed;
- The IBE is in the process of building a clearinghouse on the sciences of learning and the development-relevance of curriculum;

OPR: Exceeded set targets

3. Reinforce IBE's knowledge management capacity (aligned with SDG4 Target 4.1)

STa: Improve the IT platform

Performance:

- Work on improving the IT platform, to hold and disseminate knowledge created and/or brokered by the IBE, is underway. The slight delay is due to the loss of the communication specialist.

- Access to cutting-edge knowledge in areas of IBE's competence is greatly improving (impact to be verified);
- Partnerships with prestigious learning research universities expanding;
- Access to innovations in areas of the IBE's competence increasing through alerts and other channels;
- Access to the IBE's special collections for the purposes of research improving, along with the visibility of the IBE;
- The IBE is recognized as a global provider of data on curricula and education systems.

- Two junior consultants were hired to assist with the Quality Control process;
- A consultant is working with HQ in order re-commence the processing of curricula for the database.
- Discussions are underway to hire a former senior fellow (on call) to quality assure the translation work, but funding still remains an issue.

- The IBE's efficiency at knowledge dissemination has improved.

- Substantial website content is still not available in at least four UNESCO languages and this may limit substantive access to key outputs.

- A senior communication consultant was replaced to assist, among others, with improving the IBE knowledge management capacity;
- Through collaboration with SYNI Lausanne, interns were placed at the IBE, to translate the webpage content into French.

STb: Three Learning Series events organized for the IBE and International Geneva

Performance:

- The *IBE Learning Series* continued, including symposia led by prominent scholars on topics of interest to the IBE: STEM and early child development; brain research and learning; future competences for the 21st century, etc. These learning events have also been opened to International Geneva, with a focus on education attaches of diverse missions;

OPR: Met set targets

V. Institutional and Organizational Development (Capacity Development Function of the IBE)

Even with daunting financing and staffing constraints, the IOS report acknowledged the IBE's acceleration and consolidation of its CoE status. Furthermore, it underscored the IBE's solid and effective governance, functioning, management and leadership. The audit concluded that the IBE is governed and managed as per the criteria established by the Executive Board for Category 1 Institutes. The Institute is fully integrated with the UNESCO-wide corporate system. It collaborates with UNESCO HQ, Institutes, Field Offices and peer organizations in its fields of competence. It upholds UNESCO-wide priorities of Gender and Africa. Its program activities are focused and well aligned with its mandate. Additionally, the IBE's expenditure complies with UNESCO's policies and it follows the best value for money approach. Royalties for the *Prospects* were renegotiated from the 6% that pertained to 20% effective from 2017. The IBE is efficient and effective. Its outputs are of high quality as judged and reviewed by external entities. All recommendations of the audit are either implemented, or are under implementation. Most significant among them is the establishment and sustained monitoring of an institutional risk register that goes beyond the activity-specific risk monitoring that the IBE instituted since 2015.

The IBE has also developed a draft resource mobilization strategy to be finalized during 2018 after the discussion of its core pillars with the ED-Sector at HQ and with the 2017 Council, in consistency with recommendations of the IoS audit. Both discussions should enhance the realism index of the strategy. Resource mobilization targets for staff by level still require the trialling and will therefore be sustained within the overall strategy.

During 2017 efforts to strengthen the delivery capacity of the IBE continued to focus on: (i) expanding voluntary contributions from MSs starting with members of the IBE Council, (ii) getting the support and the resources required to meet with countries with potential for voluntary contributions to the IBE beyond countries that are represented in the Council, (iii) securing qualified secondees starting with members of the IBE Council, (iv) continue to broaden the base and prestige of technical and financing partners, and, (iv) continuing to further diversify strategic partnerships beyond MSs.

Activities and Progress	Impact	Risks	Risk Mitigation
<p>1. Enhance the IBE's external image and brand</p> <p>STa: In Focus 2016 published and the 2017 issue in draft</p> <p>Performance:</p> <ul style="list-style-type: none"> • A combined <i>IBE In Focus</i> 2016/2017 issue was published and dispatched to key distributors; • In stark contrast to the first issue, the 2017 issue is dominated by client and partner voice, with only three articles out of 17 entries prepared by the IBE staff; • The magazine has sustained its prestigious placement, including at: the state protocol lounge at the Geneva international airport, business class lounges of Swiss Airlines in Geneva and Zurich, South African Airways domestic and internationally business class lounges with soft copies aboard all travel classes, VIP lounge of the Monaco Yacht Club, VIP lounge of the Montreux Jazz festival, and Hotel La Réserve in Geneva; • Interest in the magazine soared (e.g., Swiss Air and South African Airlines have requested to triple the number of delivered hard copies); • The 2016 reflection break paid dividend. The magazine has substantially improved in terms of quality of content, partner voice, currency of issues addressed, and a prospective view, which stands in contrast with the retrospective view of the first issue. The magazine also improved in terms of the level of contributors from Heads of States, Ministers, Ambassadors, eminent personalities, eminent researchers and academics; • Missed in the 90th anniversary due to staff shortages, <i>A Visual History of the IBE</i> was finally published. <p>STb: Translate IBE In Focus into ARA and FRE and continue to strengthen its placement</p> <p>Performance:</p> <ul style="list-style-type: none"> • The translation of the <i>IBE In Focus</i> into French and Arabic is ongoing. The French translation will be available by December 15, 2017. <p>STc: Improve visibility and intellectual leadership with (i) four keynote addresses in major world events; (ii) two international Conferences (ECCE, Reading and writing); (iii) three high panels (Future Competences, PVE-UVC, Global Curriculum Paradigm; and (iv) two prestigious university partners having signed an MoU for collaboration</p> <p>Performance:</p> <ul style="list-style-type: none"> • Nine and not four keynote addresses or equivalents were delivered in major world events and also major roles in major world events 	<ul style="list-style-type: none"> • Global visibility of the IBE extended beyond the education community, reaching the business community that the IBE is targeting for resource mobilization, VIPs and leisure travellers; • Client and partners' voice in the <i>IBE In Focus</i> substantially strengthened relative to the previous issue; • The placement and increasing demand for the <i>IBE In Focus</i> speaks to its quality of content, packaging, production, and aesthetics; • The <i>IBE: A visual history (1925-2017)</i> is a treasure and a memento that will further improve the visibility of the institution; • The IBE's convening power was emphatically asserted and intellectual leadership demonstrated through the roles it played during 2017 on global, regional, and national stages. 2017 was a decisively visible year for the IBE; 	<ul style="list-style-type: none"> • Financial sustainability of the magazine is at risk; • A key risk is that the IBE continues to rack up expectations it cannot meet because of staff shortage at both the senior and medium level staff as exemplified in having to decline some strategic invitations. 	<ul style="list-style-type: none"> • Increase the ads to make the magazine self-financing; • Expand product placement of <i>IBE In Focus</i>. • The Council can mitigate this risk by supporting the IBE.

- ❖ In January, the IBE summed up the global Education Fast Forward (EFF) debate (a complex and more than prestigious role) in London, during the Education World Forum. The focus of the debate was most pertinent: the readiness of education systems to prepare learners for 4IR;
- ❖ In March, it convened a Presidential featured panel on Problematising Future Competences in Atlanta, United States (CIES conference). The panel was rated as the 2nd most booked and the most relevant in the entire conference of over 3000 participants;
- ❖ In May, it participated in two side events on GCED within the framework of the Human Rights Council and to the platform SDG stories;
- ❖ In September, it spoke in a high level roundtable discussion on occasion of the Global Education Business Summit, held in Luxemburg, with a focus on the balance between stability and agility of skills;
- ❖ In September, it participated to a side event on education in conflicts within the framework of the Human Rights Council;
- ❖ In September, it delivered a keynote address to the Asia Education and Skills Summit and lost the opportunity to deliver a keynote address in during the Queensland University's conference on the sciences of learning;
- ❖ In November, it co-convened with the Kingdom of Saudi Arabia, a side event of the 39th session of the UNESCO General Conference on Future Competences and the Future of Curriculum, which was a resounding success across all factors: endorsement of the IBE's normative outputs, quality of the dialogue, number of attendees, and level of attendees featuring Ministers and senior experts from 60 countries (31% of Member States);
- ❖ In November, it participated in a featured panel at the WebSummit titled: Investing in People, Skills, Infrastructure and opportunities and also in an open panel on Learning Inside and Outside the Classroom
- ❖ In December, it will deliver a keynote address at G20 Education Dialogue in China
- ❖ In December 2017, it will also deliver a keynote address during the Jacob Foundation award ceremony on youth learning.

- The recognition of the IBE as an intellectual leader in its areas of competence, and eagerness for its inputs is more than clear;
- Recognition of the IBE's intellectual leadership role in its areas of competence is clearly without a doubt and is continuously growing, thanks to third party endorsements and to the IBE's unwavering presence on world stages and its intellectual authority.

STd: Two international Conferences (ECCE, Reading and writing)

Performance:

- In January, it convened a three-country sub-regional conference focusing on innovative methods to promote reading and writing in the early grades in Ouagadougou: Burkina Faso;
- In February, it co-convened with the Seychelles Institute for Early Childhood Development (IECD), an 18 country international biennial conference on building resilient ECCE systems, and delivered a keynote address

STe: Three high panels were convened focusing on: The future of curriculum, and on PVE-UVC

Performance:

- In March, it convened the first global thought-leaders' consultation on future competences and the future of curriculum in Evian: France;
- In May, it reconvened global thought-leaders' consultation at the Marbach Castle in Germany;

<ul style="list-style-type: none"> Between June and August, the IBE ran an e-consultation with members of the GCN in English, French, Spanish, Arabic, Russian, and German, refereed by volunteer global thought-leaders who speak the languages; The IBE also convened a panel on the prevention of violent extremism through universal values in curricula. <p>STf: Two prestigious university partners having signed an MoU for collaboration</p> <p>Performance:</p> <ul style="list-style-type: none"> Collaboration agreements were signed with two prestigious universities and the third one is about to sign. <p>STg: Brand agreed on and adhered to</p> <p>Performance:</p> <ul style="list-style-type: none"> <i>Prospects</i> has been rebranded and the brand is complied with; A consistent brand for the book series has been established and is under implementation; A bid for the branding of brochures and resource packs will be issued before the end of 2017; The branding for resource packs and other outputs will be finalized during 2018. <p>STh: Three third parties to be identified for the endorsement of the IBE outputs</p> <p>Performance:</p> <ul style="list-style-type: none"> Education International has endorsed the IBE's future competence framework and has undertaken to advocate for the alignment of teacher competence frameworks with the IBE's learner competence framework; During the side event of the 39th session of the UNESCO GC, participating countries (over 50) endorsed the IBE's future competence framework and pledged to work with the IBE on its application; During the side event of the 39th session of the UNESCO GC, the OECD explicitly endorsed the IBE's future competence framework. The IBE also endorsed as well as acknowledged the complementarity of the OECD 2030 skills initiative with the IBE's future competence framework. <p>OPR : Exceeded set targets</p>	<ul style="list-style-type: none"> The impact of new brands is yet to be established 		
<p>2. Strengthen external communication of the IBE</p> <p>STa: Communication strategy adopted</p> <p>Performance:</p> <ul style="list-style-type: none"> A communication strategy has been articulated and is now under implementation; 	<ul style="list-style-type: none"> The IBE's digital channels including forums, website, social media, emails and visuals are substantially strengthening 	<ul style="list-style-type: none"> Effective communication of the growing IBE work requires at least two full time staff that the IBE cannot afford. 	<ul style="list-style-type: none"> Council Members can second two senior communication specialists;

<ul style="list-style-type: none"> A senior level communication consultant was replaced in September on a part time basis (due to resource constraints) to implement a comprehensive communications strategy. Two new interns have recently been recruited which should also improve our capacity and outreach. <p>STb: Strengthening of relevant digital channels including the revamping of the website</p> <p>Performance:</p> <ul style="list-style-type: none"> While requiring further improvements, the website is effectively managed and is adhering to UN guidelines on accessibility and multilingualism, UNESCO's public information strategy, and web standards; The website content is updated on a regular basis though there is still room for improvement. Other improvements pertain to the photography; 45 news items were produced, edited and published online in ENG. Six of these items were translated into FRE and 10 into SPA (with one item published only in SPA). Related communication materials were disseminated in a timely manner. More generally, 80% of online content is available in ENG, FRE and SPA, and at least 20% in ARA, RUS, and CHI; Communications partnerships with UNESCO Education, GEMR and UNOG are established; The IBE's activity on tweeter is also improving; The development of a Facebook site is in progress, with briefings on key support provided MSs. <p>STc: Communication channel with GCN fully operational</p> <p>Performance:</p> <ul style="list-style-type: none"> Substantive communication with the GCN is established. <p>OPR: Overall met set targets except for the revamping of the website due to staff turnover</p>	<ul style="list-style-type: none"> For 2017, there were 258,000 visits to the website. In line with current trends, the mobile-device optimized site is becoming more important (currently over 21 % of visitors are using a mobile device, in which has doubled since 2015); Website: 202,000 users in 2017 with 79.3% new users. Main locations: South and North America, Europe and Asia; Social media. Twitter: Followers have increased to 3,250 from 1,800 the same time last year, with impressions increasing to a monthly average of over 100,000, taken over 12 months. Mentions by partners have increased to about 60 a month; Facebook: 2001 likes from 1,261 likes the same time last year; Visibility of the IBE as a member of Geneva International has increased; Global visibility of the IBE has increased across regions. 		
<p>3. Sustain efforts to mobilize members of the IBE Council and Member States to provide voluntary contributions to further enhance the delivery capacity of the IBE</p> <p>STa: Three countries that are IBE Council members having signed a multiyear voluntary contribution agreement</p>		<ul style="list-style-type: none"> Without Council support in the mobilization of extra-budgetary resources, the IBE Secretariat will continue to perform below its vision and ambitions. 	<ul style="list-style-type: none"> Council Members need to play their resource mobilization support role in conformity with the IBE statutes;

<p>Performance:</p> <ul style="list-style-type: none"> • None of the Council member countries agreed to a multi-year voluntary contribution to the IBE as originally targeted and despite ongoing appeals for support by the Secretariat. Furthermore, Switzerland reduced its contribution from CHF 500 000 in 2016 to CHF 300 000 in 2017 and formally announced at the 39th session of the UNESCO General Conference, its decision to cease financial support to the IBE effective from 2018; Furthermore, contributions are not released on time, further making the work of the Secretariat extremely difficult • Seychelles joined Nigeria in the provision of multi-year voluntary contribution of USD 100.000 each; • The IBE Secretariat continued to approach countries through their permanent delegations, visits to countries in different regions and meetings at major international conferences including the 39th session of UNESCO General Conference with Ministers of Education and other high-level officials as well as high-level representatives from inter-governmental organizations, foundations, donors and partners. <p>OPR: Substantially didn't meet target</p>			<ul style="list-style-type: none"> • The Secretariat will sustain its resource mobilization efforts; • Finding a new host country for the IBE in consistency with the IOS recommendation can go a long way towards addressing this risk.
<p>4. Sustain efforts to secure qualified secondees from MSs</p> <p>STa: At least five senior secondees from IBE Council members countries</p> <p>Performance:</p> <ul style="list-style-type: none"> • No secondees provided by IBE Council Members; • Terms of Reference for the required secondees and UNESCO guidelines for secondments were resent to Members of the Steering Committee as well as to Gulf Cooperation Council (GCC) countries recommended by the President of the Council. <p>OPR: Substantially below expectations</p>		<ul style="list-style-type: none"> • MSs continue to not providing secondees to the IBE. 	<ul style="list-style-type: none"> • The new Council can turn a new leaf in terms of its statutory responsibility to support the Secretariat's efforts at resource mobilization.
<p>5. Sustain efforts to increase and diversify strategic partners for the IBE with a focus on:</p> <p>Performance</p> <ul style="list-style-type: none"> • Foundations and philanthropists <ul style="list-style-type: none"> - Continued the implementation of the partnership agreement (IPA) with the Hamdan Bin Rashid Al-Maktoum Award for Distinguished Academic 	<ul style="list-style-type: none"> • The status of the IBE as a credible and prestigious partner is clearly increasing as evidenced by the growth, diversity and prestige of partners. 		

Performance / IBE-UNESCO in support of the Arab region diploma course in curriculum design and development ;

- Swiss undisclosed donor;
- Institutions that specialize in areas of IBE's competence
 - Cooperated with the Kenya Institute of Curriculum Development (KICD) to strengthen institutional capacities and field advice on the curriculum reform process;
 - International Academy of Education on series Educational Practices;
- Academic and research institutions
 - Collaboration with IBRO ongoing to financially and technically support the senior fellowships on the neuroscience of learning;
 - Cooperation with Universities (working plans with HBMSU/UAE, OUT/Tanzania, VMU/Lithuania, and UCU/Uruguay) on the implementation of certificate/diploma/master courses on curriculum;
 - Co-publishing agreement with the Society for Public Education Planning (Japan) / IBE-UNESCO to translate the IBE inclusive education resource pack into Japanese language;
- Professional networks
 - IBE-UNESCO Global Curriculum Network –GCN- covers 150 countries;
 - IBE-UNESCO Diploma Alumni Network comprises 260 participants from Africa and the Latin America and Caribbean regions;
- UNESCO HQ and Field Offices
 - Partnerships with: HQ -ED/IPS/IGE on inclusive education; HQ - ED/ESC/TED on diploma/master courses on curriculum; UNESCO Nairobi on curriculum reforms competency-based; HQ -ED/MEM and HQ - ED/GEMR on ESD and GCED;
- UNESCO Institutes and Networks
 - IBE-IIEP-BA-HQ: youth education
 - UJL-IIEP-IBE Tanzania ESP
 - MGEIP-HQ-IBE Preventing violent extremism through education conference
 - MGEIP-Bangkok Office-IBE study on GCED
 - IBE-APCEIU on mainstreaming GCED in policies, curricula, pedagogy and teacher education

New partnerships

- Foundations and philanthropists
 - Dubai Care on ECCE;
 - EDUCA supporting the reconceptualization of youth education in the Dominican Republic;
- Institutions that specialize in areas of IBE's competence

- National Center for Education Development (NCED) of Kuwait on revising the syllabus of the new curriculum;
- Academic and research institutions
 - Institute for Learning and Brain Sciences (I-LABS), University of Washington;
 - University of Berkeley, United States;
 - Queensland University, Australia;
- UNESCO HQ and Field Offices
 - HQ -ED/ESC/PCR and UNESCO Beirut on youth education; HQ -ED/MEM and HQ -ED/GEMR on ESD and GCED; HQ -ED/ESC/CapED - Dakar Office - UNESCO Bangkok on girls' STEM education; UNESCO Yangon on competency-based reforms relating to teacher education;
- UNESCO Institutes and Networks
 - IBE-UIS Curriculum mapping to support the monitoring of SDG4 targets 4.1 (math and reading only)
 - UIS-IBE on supporting the Global Alliance of Monitoring Learning EP-UIS: National Education Accounts
 - IICBA - (CapED Niger) on girls' STEM Education
- Member States MoEs
 - Self-benefitting agreement with the State of Kuwait with regard to the revision of the new curricula and syllabus proposal;
 - MoU was signed with the Ministry of Education of the Kingdom of Bahrain to provide technical support in strengthening quality of Higher Education, geared towards fostering future competencies as well as on HRE and GCED.

STa: Each IBE P3 level staffer to bring one new financing partner worth US\$ 500K per year for at least two years.

STb: Each IBE P4 and P5 level staffer to bring two new financing partners worth US\$ 500K or one partner worth US\$ 1 million per year for at least two years;

STc: Each D-level IBE staffer to bring two partnerships worth US\$ 1 million a year for at least two years

OPR: Did not meet set target except for the D level staff where the target was partially met. One partner were secured but worth US\$ 1 million over two years

Special Note: Given the time it takes between initial discussions and the actual receipt of funds from a partner, the IBE Secretariat is not discouraged by this outcomes and will retain the three set targets until it has established its realistic resource mobilization capacity.

6. Sustain efforts at resource efficient recruitment mechanisms

Performance

- A range of mechanisms have been sustained to raise the resource efficiency of staffing. Other than the regular interns and consultants, the IBE sustained the positions of senior fellows, junior consultants, and long term senior and mid-level consultants;
- The delivery capacity of the IBE is also being extended through an initiative of Best Practice Hubs
- One P5 senior program specialist is under recruitment; 3 senior fellows (neuroscientists); 6 High-level long-term consultants (curriculum, competencies and communication); 10 junior consultants, 36 short-term consultants and 13 interns were recruited during 2017.
- The IBE has been delivering a work program that ordinarily would take a large establishment only because of these innovative technical resource mobilization approaches.

VI. Budget

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 30th SEPTEMBER 2017

2017

September 2017

(Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS						EXPENDITURES				UNOBLIGATED BALANCE (to be obligated)	EXECUTION RATE CURRENT PERIOD*	GLOBAL EXECUTION RATE **	
	Appropriation approved by council	Appropriation approved by council adjusted	Ressources unreleased, reported or transferred	Additional Funds	Unobligated Balance 2016 ULOs	Budget revised	Disbursements	ULO's period reporting	ULO's futur period	Total Current period				
I. PROGRAMME ACTIVITIES														
I-1 Activities under Expected results I	1'447'194	1'318'946	(756'285)	893'074	171'110	1'626'845	550'592	1'391	160'156	551'983	914'706	33.9%	43.8%	
Diploma course on curriculum design	21'447	21'369	-	-	35'934	57'303	1'722	200	18'300	1'922	37'081	3.4%	35.3%	
Innovation and Leadership in Curriculum and Learning / ECCE	43'000	43'432	-	93'900	7'123	144'455	82'291	100	21'938	82'391	40'126	57.0%	72.2%	
Technical Assistance to Members States on Curriculum Design and Development	188'496	188'496	(68'496)	409'010	-	529'010	185'581	102	35'850	185'683	307'477	35.1%	41.9%	
Learning outcomes in early grades: integration of curriculum, teaching materials, and assessment of Education	716'206	625'449	(687'789)	-	103'536	41'196	41'196	-	-	41'196	-	100.0%	100.0%	
Strengthening the Education Systems of MS to equitably provide high quality education and effective learning opportunities.	439'147	403'017	-	390'164	24'517	817'698	206'370	700	84'068	207'070	526'560	25.3%	35.6%	
Strengthening STEM curricula for girls in Africa and Asia and Pacific (phase I)	38'898	37'183	-	-	-	37'183	33'432	289	-	33'721	3'462	90.7%	90.7%	
I-2 Activities under Expected results II	903'065	877'775	(140'195)	107'177	36'676	881'433	212'164	15'973	148'913	216'847	504'383	24.6%	42.8%	
Research & Publications	30'985	31'073	(20'000)	8'462	4'099	23'634	17'338	29	-	17'367	6'267	73.5%	73.5%	
Knowledge Brokerage	109'642	109'642	(80'000)	68'950	10'389	108'981	22'318	-	74'623	11'028	12'040	10.1%	89.0%	
Development of IBE website & Communication	172'195	172'070	(40'195)	-	1'553	133'428	34'323	15'944	70'301	50'267	12'860	37.7%	90.4%	
Text books Project	181'798	155'940	-	-	20'624	176'564	49'890	-	-	49'890	126'674	28.3%	28.3%	
IBE Historical Archives Project	408'445	409'050	-	29'765	11	438'826	88'295	-	3'989	88'295	346'542	20.1%	21.0%	
PROGRAMME ACTIVITIES (I)	2'350'259	2'196'721	(896'480)	1'000'251	207'786	2'508'278	762'756	17'364	309'069	780'120	1'419'089	31.1%	43.4%	
II. Governing Board/Gen. Adm./Institutional Dev.														
II-1 IBE Council/Steering Committee	50'000	50'000	-	-	283	50'283	3'670	-	-	3'670	46'613	7.3%	7.3%	
II-2 General operating costs	420'000	420'000	-	11'504	-	431'504	263'306	70'414	81'678	333'720	16'106	77.3%	96.3%	
II-3 Director Office	285'292	285'292	(99'965)	-	12'822	198'149	168'343	10'318	3'758	178'661	15'730	90.2%	92.1%	
GOVERNINT BOARD, GEN.ADMIN. & INST. DEV (II)	755'292	755'292	(99'965)	11'504	13'105	679'936	435'319	80'732	85'436	516'051	78'449	75.9%	88.5%	
TOTAL I + II	3'105'551	2'952'013	(996'445)	1'011'755	220'891	3'188'214	1'198'075	98'097	394'505	1'296'172	1'497'537	40.7%	53.0%	
STAFF COSTS (Established posts) (III)	2'221'050	2'221'050	-	95'836	3'090	2'319'976	1'564'504	4'111	239'173	1'568'615	512'188	67.6%	77.9%	
TOTAL BUDGET ALLOCATED 2016 (I + II + III)	5'326'601	5'173'063	(996'445)	1'107'591	223'981	5'508'190	2'762'579	102'207	633'678	2'864'786	2'009'726	52.0%	63.5%	

* Execution rate current period = Total current period / Revised ** Global execution rate = (total current period + unliquidated obligations futur period) / Revised

Annex 1: SDG 4 and Targets

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- Target 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
- Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries
- Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

Annex 2: The IBE’s cumulative progress and risk register in accordance with the recommendation of the 2016 IOS Audit Report

RISKS	REQUIRED MITIGATION MEASURES	RISK RATING 2017			
		1 st QRT	2 nd QRT	3 rd QRT	4 th QRT
1. FINANCIAL SUSTAINABILITY		Medium	Medium	High	High
a. Declining Voluntary Contributions		Medium	Medium	High	High
✚ Unsupportive Council	Council should support IBE to closing the associate financing gap	High	High	High	High
✚ Withdrawing host country	Council, HQ, & IBE Secretariat should find a host country	UD	UD	UD	UD
✚ Long procedures of potential voluntary contributors	IBE Secretariat to sustain efforts to secure new voluntary contributors	High	Medium	Medium	High
b. Loss of existing foundations and private sector	IBE Secretariat sustains existing foundations and private sector	Medium	Low	Low	Low
	IBE Secretariat sustains effort to find new foundations and private sector	Low	Low	Low	Low
c. HQ and other technical partners treat IBE as a consultancy firm	HQ to ‘block fund’ services within IBE’s competence; IBE secretariat to negotiate multi-year service contracts with member states and other organizations and avoid accepting consultant-type engagements	High	High	High	High
d. Sustained MS perception of the IBE as a donor agency that provide free services and resources	MS and HQ should recognize the global public goods produced by IBE; IBE secretariat to monetize all its services & resources to progressively become self-sustaining except to voluntary contributors; Explore with donors the possibility that agreements with the IBE cover principally the technical work and that in principle the cost of specific activities to a beneficiary country is covered directly by the donor.	High	High	Medium	Medium
2. STAFF SHORTAGES & LOW TECHNICAL EXPERTISE					

e. Council persists to not provide secondees	Council to provide voluntary contributions, supports the Secretariat's resource mobilization efforts, and provide top-level expert secondments	High	High	High	High
	Secretariat sustains its innovative and resource efficient staffing [jr. consultants, 11 months contracts, sr. fellows, retainers] and prestigious technical partnerships	Low	Low	Low	Low
f. High staff turnover due to insecure contracts	Council to join the Secretariat in ensuring sufficient & sustainable funding	High	High	High	High
g. Restrictive use of EXB to create RPs restricts competitive internal recruitment	A bit more flexible but low risk creation of RPs using sustainable and low risk EXB resources	High	High	High	High
3. WEAKENING STRATEGIC FOCUS					
h. Director's strategic role appropriated by program work due to staff shortage	Council to support the Secretariat's resource mobilization efforts and to provide secondees	High	High	High	High
i. Strategic focus derailed by donor priorities	Secretariate may be forced to accept tasks outside its strategic focus in order to secure funding	Low	Low	Low	Low
4. INSTITUTIONAL WEAKENING					
j. HQ continues to build capacity for the IBE's core functions	HQ should transfer all curricula, teaching, learning and assessment functions to the IBE with commensurate funding and staffing	High	High	High	High
k. Untimeliness due to staff shortage and lack of funds	Council and HQ to join efforts to financially secure the IBE	High	High	High	High
l. Resourced institutions take the IBE's institutional space because of their financial and technical agility to act	Secretariat sustains efforts to stay at the edge of its mandate despite staff and funding shortage	High	High	High	High
5. REPUTATIONAL DECLINE					
	Secretariat sustains and creates new prestigious technical partnerships	Low	Low	Low	Low
	Secretariat sustains the quality of its technical services	Low	Low	Low	Low
	Secretariat sustains the quality of its publications and other technical outputs	Low	Low	Low	Low
	Secretariat sustains global visibility and presence on world stages	Low	Low	Low	Low
	Secretariat sustains intellectual leadership and convening power	Low	Low	Low	Low