Focus Areas for Operationalizing the IBE Centre of Excellence Strategy

IBE

UNESCO International Bureau of Education

Focus Areas for Operationalizing the IBE Centre of Excellence Strategy

In order to better serve Member States while distinctly strengthening the process of becoming a global Center of Excellence (CoE), in its areas of competence, IBE should operationalize its CoE strategy by focusing on the following six areas:

1. **Innovation and Leadership in Curriculum and Learning [Norms and Standard Setting Function of IBE]**

   A. *Reconceptualization and repositioning curriculum in national and regional development agendas, and within the global development dialogue on post-2015 Sustainable Development Goals (SDGs).*

   Rationale: For many countries and regions, especially developing ones, the shortage of human resources with the right kind, level and mix of competencies (i.e., knowledge, skills, affects and the application thereof) is among the most critical constraints to transitioning to higher levels of development. Specific to the economy, the human resources and human capital lag is a binding constraint to knowledge- and technology-accelerated and shared growth. Beyond the economy, the lag constrains all aspects of holistic and inclusive development.

   Virtually all countries recognize the indispensable role of education in providing the human resources with the competencies required to support holistic inclusive and equitable development. This recognition is echoed in national and sector development policies. However, effective instruments for giving effect to these policies remain scant and the 'disconnect' between education systems on the one hand and the national and regional development needs and agendas on the other remain a challenge. Moreover, criticism of education systems' irrelevance to national, regional and even global development challenges persists. Perhaps the starkest examples of the alleged irrelevance pertain to: (a) 'graduates' failure to effectively function and respond to the demands of the knowledge-based society, the labor market and to the world of work and; (ii) youths' disengagement and sometimes even displacement vis-à-vis employment, work and society.

   Averting this criticism has often resulted in the addition of new subjects and/or learning areas and issues into curricula. Recent examples include: HIV/AIDS education, ICTs, values, human rights, peace, sustainable development, happiness, and now global citizenship. Without careful balance and coherence, efforts at responsiveness can crowd out core competencies that enable lifelong learning (LLL) such as literacy, numeracy, communication, problem solving, critical and creative thinking, and scientific knowledge.

   As countries struggle to balance the educational and utilitarian functions of their curricula, there is little to no normative guidance on what constitutes a well-balanced responsive curriculum at different levels of education. The IBE must take the lead in the setting of norms and standards for well-balanced curricula that countries can adapt and operationalize in their respective contexts and circumstances. Among others, such norms should be accompanied by an articulation of methods/approaches/strategies to

development responsiveness without necessarily adding new subjects to the curriculum.

If appropriately conceptualized, positioned, designed, developed, and implemented and learned, curricula for all levels and forms of education can be effective tools for bridging the gap between education and development. Curricula embody core, essential and desirable competencies required to support national, regional and global development. YET explicit mention of the role of curricula in giving effect to national, regional and global development policies and agendas is rare at best.

IBE's global lead in the reconceptualization and repositioning of curriculum in development could not be more timely than now when countries are intensifying their efforts for higher levels of development and as the world debates future SDGs and the role of education in their attainment. YET there is a striking and worrying global intellectual and technical leadership vacuum on what ought to be the role of curriculum in the current development dialogue and efforts.

Given its technical focus on curriculum, UNESCO is 'the' international agency that is best placed to fill this leadership vacuum. Specifically, IBE **must** fill this vacuum and transform UNESCO's comparative advantage into a competitive and recognized advantage.

The reconceptualized and repositioned curriculum should serve as a normative reference point for education policy makers, curriculum specialists and practitioners. Most importantly, it should provide a platform for a robust technical dialogue between development specialists, policy makers and educationists on how to optimize the contribution of education to holistic and inclusive development at the national, regional and global levels.

Activities: (i) rethinking of curriculum and the articulation of a renewed concept of curriculum, (ii) articulation of a generic national competency framework for development responsive curricula; (iii) articulation of methods and mechanisms for developing and assessing the acquisition of competencies, (iv) articulation of a generic framework for curriculum harmonization initiatives if desirable at the sub-regional and regional levels, (v) development of normative balanced curriculum prototypes for levels of education (early childhood care and education, pre-primary, lower primary, upper primary, lower secondary, senior secondary), (vi) articulation of a compendium of approaches and methodologies for ensuring development responsiveness in curriculum development, implementation and innovations, (vii) convening consultation and facilitating consensus building with a broad base of curriculum developers/specialists, other educationists and stakeholders, (viii) facilitating consultation and dialogue with development specialists.

Results:
    Products: mainly documents internal to IBE

    Outputs: (i) a document that captures the reconceptualization and repositioning of curriculum, (ii) a generic national competency

framework for development responsive curricula; (iii) a generic national framework for the assessment of competencies, (iv) generic framework for regional harmonization of curricula, (v) normative balanced curriculum prototypes for levels of education (early childhood care and education, pre-primary, lower primary, upper primary, lower secondary, senior secondary), (vi) a compendium of methodologies/approaches for ensuring curricular responsiveness that maximizes balanced attention to educational and utilitarian functions of curricula, (vii) a global network of curriculum development specialists established and strengthened

Process: (i) consultation and consensus building processes strengthened, (ii) technical dialogue between development specialists and educationists strengthened

Outcomes: (i) a paradigm shift in curriculum, (ii) enhanced understanding of curriculum, (iii) a narrowing disconnect between education and development, or education becoming a more effective tool for supporting inclusive and equitable development

Capacity development activities: (i) technical assistance to Member States to develop and implement curriculum frameworks and syllabi that reflect the renewed concept and repositioning of curriculum, (ii) technical assistance to Member States to develop and implement national competency frameworks that are aligned to development opportunities, (iii) technical assistance to Member States to develop and implement balanced and responsive curricula.

Capacity development mechanisms: (i) direct training of relevant professionals on all aspects of focus area 1a through the Diploma Course, (ii) skills transfer through technical assistance, (iii) change of dispositions through dialogue, (iv) exposure to diverse approaches and view through networking and international interaction, (v) deepening of understanding and paradigm shifts through knowledge production and dissemination, etc.

Nature of the dialogue: Predominantly intellectual and technical. Some policy dialogue on how countries and regions use curricula as a bridge between education and holistic and inclusive development.

Timeframe: All the above activities and results (and indeed throughout this think piece) have to be placed in a timeline indicating what will be achieved in the immediate, intermediate and the long term with each of these timings being concretely defined relative to the UNESCO cycle of work.

Target beneficiaries: Policy makers, development specialists, Regional Economic Communities (RECs), curriculum developers and specialists, principals, supervisors, teacher trainers, teachers, examination officers, etc.

Integration: Prospects special issue on *"Rethinking Curriculum in the 21st Century: Implications for Policy and Practice".* Diploma Course modules on Focus Area 1A.

Strategic partners: HQ, Field Offices, Curriculum Development Centers/Institutes of Acclaim, Assessment Centers of Acclaim, education quality assurance bodies, Faculties of Education of Acclaim, pre-service and in-service teacher training institutes, Ministries of Education, Ministries of National Development Planning or Equivalent, Private Sector, Ministries of Labor, NGOs, Inter-governmental organizations, Regional and sub-regional bodies of education/assessment, teacher unions, student unions, the media

B. *Repositioning curriculum as an indispensable tool for Lifelong Learning (LLL).*

Rationale: Since the Faure (1972) report UNESCO has distinguished itself as 'the' international organization that truly promotes and supports learning through life. This is manifest in its focus on: All levels of education and learning (ECCE to HED), albeit not with equal attention; learning across all settings (formal, non-formal and informal); general as well as technical and vocational education and training at all levels, and all facets of education and training from analysis to policies, plans and programs. Yet for many 'global' citizens with access, LLL remains more aspirational and rhetorical than real and impactful. Learners face limitless hurdles in transitioning between levels of education, in moving across learning settings and provisions and in moving across sub-sectors.

Curriculum is among the most effective tools for giving effect to LLL policies. In fact, LLL can simply not be attained without taking full cognizance of the indispensable role of curriculum. Specific curricular designs that matter here are: the sequencing (stages/processes), equivalencies across learning settings, equivalencies across geographical and temporal contexts, horizontal articulation and vertical articulation. It is inconceivable that LLL could be attained without obliging these core principles of curriculum design, implementation and including the scope and balance covered under point 1A.

Again, LLL is one of UNESCO's comparative advantages; and UNESCO needs to use all its resources to turn this comparative advantage into competitive advantage. Curriculum is at present among the most underutilized resources which, at the same time, is UNESCO's uncontested area of competence and therefore advantage.

Activities: (i) development of a normative guide on optimal sequencing of curricula including vertical and horizontal articulation across levels, sub-sectors and learning settings and provisions, (ii) development of curricular equivalencies across formal and non-formal settings and provisions and across sub-sectors.

Results:
Products*:* Mainly internal IBE documents and processes

Outputs*:* (i) a normative guide on optimal sequencing of curricula including vertical and horizontal articulation across levels, sectors and learning settings and provisions, (ii) curricula equivalencies across formal and non-formal settings and across sub-sectors.

Outcomes: (i) effective opportunities for LLL opened for most if not all

Capacity development activities: (i) technical assistance to Member States on optimum curricula sequencing and articulation, (ii) technical assistance in developing curricular equivalencies across learning settings, provisions and particularly for out-of-school children, pushed-out learners and children in Post-Conflict and Post-Disaster (PCPD) environments.

Capacity development mechanisms: (i) direct training through the Diploma course and post-diploma interventions at the country level, (ii) skills transfer through technical assistance.

Nature of the dialogue: technical and intellectual.

Timeframe: immediate, intermediate, long term

Target beneficiaries: Learners of all ages, out-of-school children, pushed-out learners, learners in fragile states and in PCPD environments, curriculum developers and specialists, education policy makers, principals, supervisors, teacher trainers and teachers

Integration: Prospects special issue on "Rethinking Curriculum in the 21st Century: Implications for Policy and Practice". Diploma Course modules on Focus Area 1A.

Strategic partners: UNESCO Institutes (UIL, UIS), UNESCO HQ Divisions and Field Offices, Unicef; INEE; Ministries of Education, Curriculum Development Centers/Institutes of Acclaim, Private Sector, NGOs, Inter-governmental organizations, national, regional and sub-regional bodies of education/assessment, Diploma courses counterparts (Institutes of Education / Faculties of Education), the media

2. **Critical and Current Issues in Curriculum [Laboratory of Ideas Function of IBE]**

   A. *Developing curriculum frameworks and prototypes for areas of high demand and where Member States have less experience.*

   Rationale: As noted under Focus Area 1A, education systems and by implication curricula are under relentless pressure to demonstrate relevance or responsiveness to national, regional and global development challenges. These demands tend to come in waves and, typical of the 21st century, quite fast. Some have longevity, some don't. Whatever the duration, responding by adding new issues and subjects risks crowding out core competencies or creating "a shopping mall" approach to curriculum development with young children having to select from the stores that take their fancy, thus taking the concept of electives to the limit. Member States often don't have experience in developing curricula for these emerging areas and issues. Moreover, most of these areas and issues are pushed by UNESCO and/or the UN frequently as piecemeal approaches and interventions, and not effectively connecting critical elements of the education system to curriculum change and development processes Examples include: peace education, values education, ethics

education, education for sustainable development, citizenship education, and the list goes on. Other areas such ECCE, science, technology, engineering and mathematics (STEM) and youth competencies are not new, but have remained stubborn to current efforts.

Focus area 1 above focuses on curriculum design at large. The second focus area goes beyond design to curriculum development processes with an aim to provide Member States with concrete examples. Critical issues on which IBE should focus are: (i) Early Childhood Care and Education, (ii) Competencies for Youth in the early 21st century [covering formal, non-formal and informal settings and provisions], (iii) ICT curricula and inclusive pedagogy, (iv) effective STEM curricula, Curriculum for Global Citizenship Education [Peace, human rights, sustainable development, values, ethics, multiculturalism, etc.], (v) Reading and writing in the early grades.

Activities: (i) Develop curriculum prototypes for the above listed critical issues; (ii) develop a compendium of methodologies for integrating some of the above listed areas in curricula without making new subjects of them.

Results:

Products: IBE internal documents and processes

Outputs: (i) curriculum prototypes in selected areas, (ii) contributions to the compendium of approaches and methodologies for curriculum responsiveness.

Processes: (i) consultation and consensus building processes strengthened, (ii) collective production engaging specialists and MOEs staff

Outcomes: (i) Member States' capacity enhanced for developing curricula for critical and current issues and/or integrating them into existing curricula, including syllabi, teaching-learning, assessment, etc.

Capacity development activities: (i) technical assistance to Member States to develop curricula for current critical issues and/or integrate current critical issues in curricula, including syllabi, teaching-learning, assessment, etc.

Capacity development mechanisms: (i) Direct training through the Diploma Course and post-diploma interventions at the country level, (ii) skills transfer

Nature of the dialogue: Predominantly technical. Somewhat intellectual

Timeframe: immediate, intermediate, long term

Target beneficiaries: Member States curriculum development specialists, teachers, teacher trainers, assessment designers/officers

Integration: Prospects, technical notes or briefs could carry these critical issues as themes. Also, intellectual work from Areas 1 and 2 can

begin to indicate what should be selected for the Global Handbook on Curriculum and Learning.

Strategic partners: HQ, ILO, UNESCO Institute for ICTs in Moscow, World Bank, Inter-American Development Bank, African Development Bank, Asian Development Bank, UNICEF, Save the Children, UnKILO, Bernard van Leer Foundation, Seychelles ECCE Center, Stanford University, Intel, Curriculum Development Centers/Institutes of Acclaim , pre-service and in-service teacher training institutes, assessment bodies, etc.

3. **Knowledge Creation and Management in Curriculum and Learning [Clearing House Function of IBE]**

   A. Positioning IBE as the global reference point for cutting edge knowledge on curriculum and learning

   Rationale: Curriculum and learning are among core instruments for enhancing the quality of education and learning effectiveness. However, evidence suggests a less than optimal use of these instruments to equitably improve the quality of education and the effectiveness of learning opportunities. The quality of education remains a stubborn challenge and the world seems stranded for knowledge on how to best facilitate learning. Yet, perhaps one of the paradoxes of our time is that education "systems' failure to effectively facilitate learning co-exists with a healthy growth in evidence-based knowledge on the Sciences of Learning. Intuitively, this knowledge should inform efforts to facilitate learning and thus abate the global learning crisis. Yet the crisis persists as the knowledge booms" (Marope, 2014). Among key reasons for the less than optimal impact of research evidence on learning is its literal and substantive inaccessibility. Overall, the knowledge brokerage role that could address the substantive inaccessibility of research evidence on learning is weak and fragmented and sporadic. Physical access is curtailed by a range of factors, key among which is connectivity. Where connectivity is not an issue, inadequate facility to select what matters to policy and practice and make it easily available is another barrier. Furthermore, dialogue between the research community and policy makers and practitioners is both inadequate and discontinuous.

   IBE has the mandate to serve as a neutral knowledge broker as well as to make that knowledge substantively and physically accessible to the world. Yet IBE itself has a serious constraint in terms of its expertise base to effectively play the brokerage role and the physical conduits (e.g. a robust IT Platform) through which to disseminate that knowledge to critical points of demand. Let alone doing so in a timely and sustainable manner.

   Activities: (i) build strategic partnerships with leading research institutions on the sciences of learning and secure access to research outputs and collaboration with researchers, (ii) select and translate research findings at the frontiers of knowledge into accessible language that makes implications for policy and practice explicit, (iii) select and make accessible cutting edge practices in curriculum design, development and implementation aimed at facilitating learning

opportunities, (iv) strengthen IBE's IT platform and information communication system for effective and timely knowledge management.

Results:

Products: (i) Internal IBE documents and processes, (ii) robust IT platform well matched to the image of IBE as a CoE in curriculum and learning

Outputs: (i) Relevant and timely digital content, (ii) periodic and relevant publications

Processes: (i) knowledge brokerage, (ii) knowledge management, (iii) demonstrable virtual and/or real support for knowledge application.

Outcomes: (i) IBE globally recognized as the reference point for cutting edge knowledge on curriculum and learning, (ii) enhanced substantive and physical access to cutting edge knowledge and resources on curriculum and on learning, (iii) strengthening culture of and capacity to use research evidence to inspire and guide policy and practice

Capacity development mechanisms: (i) skills transfer, (ii) direct training through the Diploma Course and post-diploma interventions at the country level

Nature of the dialogue: intellectual, technical,

Timeframe: immediate, intermediate, long term

Target beneficiaries: (i) researchers, (ii) curriculum developers and specialists, (iii) other educators (e.g. teacher trainers, supervisors and principals), (iv) learners, trainees and alumni of the Diploma course, (v) policy makers, (vi) parents, (vii) communities

Integration: (i) The Global Handbook on Curriculum could feature this cutting edge knowledge; (ii) some of the research can be featured in the ICE, (iii) Prospects and other publications could have a volume each year that focus on the implications of this research for policy and practice; (iv) the Diploma course will keep at the cutting edge by integrating research findings and their consequences for policy and practice into its modules

Strategic partners: Leading ICT service providers; the US National Science Foundation; world leading research universities, Faculties of Education and other research institutes in the field; leading researchers in the field; major publishers of journals and books in the field; Ministries of Education and curriculum development agencies which might provide the IBE with case studies of 'best practice' for wider dissemination; the media; etc.

4. **Systemic strengthening of the quality and development-relevance of education and effective lifelong learning for all [Capacity Builder Function of IBE]**

   A. *Strengthen the capacity of Member States to analyze critical impediments that hinder their equitable provision of quality and development-relevant education and effective lifelong learning opportunities and to develop and implement response interventions*

   Rationale: While indispensable to quality improvement efforts, curriculum and learning depend for their effectiveness on the effective and efficient functioning of other elements of an education system. For instance, an excellent curriculum can be undermined by: (i) poor governance due to political interference or conflicts of interest, (ii) a lack of appropriately qualified teachers who are to co-develop and implement the curriculum, (iii) ill-suited physical facilities within which curriculum should be implemented, (iv) assessment systems that are not aligned with the curriculum, (v) learners who are ineffective at learning because of such diverse challenges as high adult illiteracy, poor health, malnutrition, hostile home environments that precipitate into toxic stress, unfriendly and unsafe school environment that become disenabling psychosocial teaching and learning experiences, etc., (vi) inadequate financing of teaching and learning materials and of supplies and consumables that are to facilitate curriculum implementation, (vii) disconnect between school, the world of work and livelihood, (viii) insufficient consultation with stakeholders in education decision-making process, etc. Equity – fair allocation of time and resources to education and to each learner – is a critical quality factor that cuts across all educational policies and practices. Curriculum should therefore not be seen as a 'silver bullet'. Rather, it should be viewed as a node in a web whose efficacy depends as much on the strength of the other nodes in the web and on the strength and number of connections among them.

   IBE will therefore adopt a systemic approach to the improvement of education quality and development relevance of education and learning that recognizes the multiple potential sources of constraints to equitable provision of quality and development relevant education and lifelong learning opportunities

   Activities: (i) analysis and identification of systemic constraints that frustrate efforts to equitably provide quality and development relevant education and learning, (ii) develop and implement responsive interventions that effectively redress identified constraints, (iii) reinforce diagnostic implementation monitoring, benchmark progress and closely monitor it.

   Results:
   Products: Systemic analytical framework refined

   Outputs: national analytical reports; interventions (with key partners) to support the equitable and inclusive provision of quality and development-relevant education

Processes: Consultations, dialogue, workshop/training meetings with ministries of education and key stakeholders across departments/units and levels of the education system.

Outcomes: Enhanced Member States' capacity to identify and address critical impediments to their efforts to equitably provide quality and development-relevant education and learning

Capacity development mechanisms: (i) direct training, (ii) national dialogue, south-south-north collaboration, (iii) skills transfer through technical support

Nature of the dialogue: technical, intellectual, policy

Timeframe: immediate, intermediate and long term

Target beneficiaries: Ministry of education experts

Integration: (i) a menu of systemic interventions comprising the General Education Quality Analysis/Diagnosis Framework (GEQAF);

Strategic partners: Member States, UNESCO HQ and Field Offices, RTI, NSF, UIS, leading researchers, who also demonstrate policy and practice in highly specialized field where Member States require support

5. **The International Conference on Education (ICE) [Intellectual Leadership, Leadership for Global Dialogue and Advocacy for Curriculum and Learning]**

   A. *Regularize and strengthen the ICE*

   Rationale: The ICE remains an indispensable advocacy and intellectual tool of the IBE and indeed the UNESCO Education Sector. Themes of the ICE would have to be carefully selected to reinforce the core mandate of IBE. Moreover, the ICE has to be regularized (every four years) and its financing structure carefully reconsidered to ensure that it is well resourced. The ICE should serve to strengthen the position of IBE as the CoE in curriculum and learning. It should reinforce the global visibility and branding of IBE. It should also be used to fortify IBE networks. It should strengthen the relationship of IBE with the host country and make apparent, the strategic value of IBE to the host country. More importantly, it should reinforce the repositioning of IBE as an effective and indispensable contributor to the attainment of SDGs for education and all other SDGs for which education is an indispensable enabler.

   Activities: Prepare for and convene the ICE.

   Results:
   Products: Internal working documents for the ICE

   Outputs: (i) ICE main working documents, (ii) outcome document that sets out the global future agenda for curriculum and learning, (iii) IBE knowledge on curriculum and learning disseminated, (iv) the global

curriculum handbook which should be launched during the ICE, (v) global education and development agendas informed

Processes: Robust global technical dialogue

Outcomes: (i) Enhanced visibility of the IBE, (ii) IBE's intellectual leadership enhanced, (iii) clearer and solid future agenda for the work of the IBE and the broader community of practice (CoP) on curriculum and learning, (iv) CoP strengthened

Capacity development mechanisms: (i) global intellectual capacity in areas of IBE's mandate strengthened

Nature of the dialogue: technical, intellectual, policy, operational

Timeframe: immediate (2016) and intermediate (recurring)

Target beneficiaries: Member States, CoP, policy makers, researchers, intellectuals, practitioners

Integration: ICE to periodically feature highlights of IBE work

Strategic partners: Member States, UNESCO HQ and Field Offices, leading researchers, scholars, practitioners, policy makers, civil society, development partners, the media

6. **Institutional and Organizational Development of IBE** to ensure capacity to implement the CoE Strategy **[Capacity Builder Function of IBE]**

   A. *Strategic repositioning of IBE and making its value-added more evident*

   Rationale: Until recently IBE hasn´t had a very clear strategic and operational focus. Moreover, the value-added of IBE to curriculum and learning specialists in Member States and its strategic value to the host country (Switzerland) remains rather ambiguous. Furthermore, the strategic positioning of IBE within UNESCO in general and the Education Sector in particular comes through as weak at best. At least in part, the weak strategic focus, the weak and un-strategic positioning and the ambiguous value-added of IBE could explain its gross under-resourcing in both financial and human terms; even when compared to other UNESCO Category I Institutes which are in just as much austerity. All the same, the IBE CoE Strategy is now in place and the first five focus areas seek to facilitate its operationalization.

   Activities: (i) effective implementation of the first focus areas to demonstrate the value-added of IBE, (ii) focused dialogue with the political and technical leadership of the host country to concretely spell out the perceived and/or expected strategic value of IBE and what would constitute a fulfilled host, (iii) negotiation and spelling out of mutual roles and responsibilities that will lead to fulfilment, (iv) dialogue with UNESCO structures across sectors to concretely spell out and agree on the leadership and supportive roles of IBE within the organization and across sectors.

Results:

> **Products**: (i) internal instruments to guide better engagement processes
>
> **Outputs**: (i) Memoranda of understanding with host country structures etc.
>
> **Processes**: (i) sustained political and technical dialogue with key structures of the host country established and operational, (ii) sustained dialogue and collaboration mechanisms with UNESCO structures established and operational.
>
> **Outcomes**: (i) host country heightened financial and technical support of IBE, (ii) heightened calling on IBE services by Member States and the host country, (iii) heightened participation of IBE in areas of its competence within the host country, (iv) a clear and prominent featuring of IBE within UNESCO key documents especially the C/4 and the C/5, (v) prominent participation of IBE in UNESCO events that relate directly to its mandate, (vi) clear and strong recognition of IBE in the Education Sector work and events that fall under the leadership as well as the support role of IBE.

B. Strengthening the delivery capacity of IBE

Rationale: The currently gross under-resourcing of IBE has made it extremely difficult to acquire the requisite capacity for an effective delivery on its mandate. Furthermore, its previously weak and un-strategic focus has made it difficult to concretely spell out the nature and scope of required capacities. This inadequate delivery capacity has been accentuated by the 2011 General Conference's (GC) "declaration" of IBE as a global CoE for curriculum which further heightened expectations on it. Without deliberate and serious measures to match IBE's delivery capacity to its mandate and to the soaring expectations, there is a serious reputational risk to itself first of all and to UNESCO above all. While the first five focus areas seek to sharpen what needs to be done to deliver on the mandate and to meet expectations, this focus area spells out the requisite capacity building measures that should effectively enable IBE. As such, this focus area perceives IBE as a self-benefiting agent; while the first five areas present IBE as a benefactor to diverse beneficiaries of its core services.

Activities: (i) streamlining the IBE structure to align it to its strategic thrust and its focus areas of work, (ii) strengthening and diversifying the financial resource base for IBE, (iii) strengthening the human resource base and ensuring that the mix and level of competencies are aligned to strategic priorities and to focus areas of work, (iii) streamlining internal operational procedures and mechanisms to ensure holistic resource efficiency and impactful effectiveness, (iv) explicitly and impactfully re-branding IBE as a global CoE, (v) diversifying global advocacy and visibility instruments for IBE, (vi) strengthening IBE's monitoring and evaluation as well as the impact

evaluation methods and instruments, (vii) strengthening and diversifying the base of strategic partners in political, financial and technical terms.

Results:

Products: (i) revised organizational structure, (ii) human resources that match strategic priorities and focus work areas and that have competencies to deliver on the mandate, (iii) prime and current human capital base, (iv) internal operations manual that well-observes UNESCO procedures while ensuring internal efficiency and effectiveness, (v) M&E and IE approaches that effectively enable evidence-based reporting

Outputs:

Processes: clear internal communication, collaboration and workflow management processes that facilitate work, cut transaction costs and cut the red-tape

Outcomes: (i) timely and high quality outputs, (ii) recognized brand as manifest in rising demand for IBE services, (iii) increasing political, financial and technical support, (iv) the prestige of being associated with IBE as manifest in for example: growing demand for IBE network membership, partnerships, outputs and, even recognition of IBE as an 'accrediting' body for national curricula frameworks and solicitations for its accreditation, (v) demonstrable and evidence-based impact of IBE services.