



UNESCO/BIE/C.65/Proceedings and Decisions.
Geneva, 9 February 2016
Original: English

A 90 Year Quest for Excellence in Education!

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

Geneva, 13-15 January 2016

PROCEEDINGS AND DECISIONS

UNESCO/BIE/C.65/P&D

1. Opening of the session

1. The 65th session of the IBE Council was opened at 10:00 on Wednesday 13 January by the Director of the IBE, Ms. Mmantsetsa Marope, who thanked the outgoing President of the Council, Prof. Godswill Obioma (Nigeria), and extended a warm welcome and good wishes for the year 2016 to all the participants as well as to Mr. Svein Osttveit (D/ED/EO) representing the ADG/ED.

2. Ten Member States were represented at the session and the representatives of Bulgaria and Nigeria attended as observers. The list of participants is attached as Annex V.

2. Adoption of the Agenda and of the Annotated Agenda

3. The outgoing President thanked the IBE Director and the members of the Council and opened the discussion on the adoption of the agenda inviting members' comments. All members of the Council voted for the agenda as proposed and the agenda was adopted with no amendments. (The agenda and annotated agenda are attached as Annex I).

DECISION

The Council adopts the agenda and the annotated agenda of the 65th session of the IBE Council.

3. Election of the President and the Steering Committee of the IBE Council

4. Before proceeding to the election of the new President, Prof. Obioma asked the members of the Council to introduce themselves for the convenience of all new and older members. He then presented the apologies of Madagascar delegation for not being able to attend the session. The outgoing President informed the Council members that this year's session was conducted in the two working languages of UNESCO, i.e., English and French, as the Arabic translation was not provided due to lack of funding. Prof. Obioma stated that the IBE Secretariat will be looking forward to funding support for Spanish translation during the next Council session.

5. Prof. Obioma extended his thanks to the observers of this session and introduced the representative of ADG/ED and the IBE senior manager, representing the IBE Secretariat, Mr. Massimo Amadio. The outgoing President then gave the floor to the IBE Director who introduced the senior management team of the IBE, including Mr. Renato Operti and Ms. Amapola Alama. Ms. Marope informed the Council members that due to the absence of the Administrative Officer, his colleague from the Administration section, Mr. Valéry Kohemun, was replacing him to report to the Council.

6. Highlighting that this was the last day of his presidency, Prof. Obioma thanked all those who have played a significant role in his election as the President of the IBE Council in 2013, in particular the authorities of his country and the Member States of the Electoral Group Va. He recalled that the size of the Council has been reduced from 28 to 12 members, completing the process of restructuring of governance in alignment with the functions of the IBE as UNESCO's Centre of Excellence (CoE) in curriculum and related matters. He stated that this

restructuring is part of the CoE Strategy and aims at ensuring higher quality and increased effectiveness in the decision-making process in order to guarantee that the IBE can continue fulfilling its role as the Global CoE in curriculum and related matters.

7. Prof. Obioma also mentioned that, thanks to her extensive experience, the appointment of Ms. Marope as IBE Director has brought new dynamism and energy into the process of implementation of the CoE Strategy. In fact, at the Steering Committee meeting held in September 2014 the IBE Director proposed to accelerate the implementation of the Strategy in a more effective way through six core initiatives mapped onto the three programme areas of the CoE Strategy (i.e. capacity development and technical assistance; knowledge creation and management; and policy dialogue). The six core initiatives, which have been endorsed by the IBE Council at its 64th session, are: Innovation and Leadership in Curriculum and Learning; Critical Issues in Curriculum and Learning; Knowledge Creation and Management in Curriculum and Learning; Systemic Strengthening of Quality and Development Relevance of Education and Learning; Leadership for Global Dialogue on Curriculum and Learning; and Institutional and Organizational Development.

8. The outgoing President then expressed his gratitude to all the members of the Council for their continuous support and guidance, and commended the IBE Director and Secretariat for the significant progress accomplished so far, mentioning as examples the increased visibility of IBE through the new website and social media as well as the envisaged extension of the Diploma courses to other regions. He also expressed his appreciation to Mr. Ostveit for his sound advice and presence during the Council meetings. Prof. Obioma then noted that members of the Council have the primary responsibility of supporting the IBE activities through core funding. He recalled that Nigeria, Norway and Switzerland are providing core financial contributions to the IBE and that core funding shall also be coming from other Member States of the Council.

9. After having emphasised that the adoption of the SDGs and Education 2030 represents a great opportunity for the IBE as a CoE, Prof. Obioma drew the attention of the members of the Council to one of the main challenges faced by the IBE Secretariat, e.g. the insufficient amount of financial resources that are being made available. He referred to the fact that UNESCO's financial allocation to the IBE has been decreasing over the years and for the IBE to progress towards and maintain its status as CoE there is a dire need for increased financial support from all the Member States of the Council. He explained that the election as members of the IBE Council also implies responsibilities for the delegates to negotiate with their respective governments for the provision of additional financial support to the IBE in the form of core funding. In this way, it will be possible for the IBE to expand and consolidate its services and programmes and provide its critical contribution to the implementation of Education 2030 and the attainment of SDG4 for education.

10. The outgoing President then invited the delegates to express their opinions and comments. All the Council members as well as the IBE Director and the representative of ADG/ED expressed their deep appreciation to Prof. Obioma for his commitment and efficient and wise leadership. After having thanked all the participants, Prof. Obioma reiterated that his country will continue providing its support to the IBE.

11. The outgoing President then invited the members of the Council to proceed with the election of the new President for the biennium 2016-2017, highlighting that Group Va (Africa) was not to be considered for this round of elections and that, according to the tradition of rotation, it was the turn of Group Vb (Arab States). He also recalled that the Council had to proceed with the election of five Vice-Presidents who, jointly with the President, will form the Steering Committee.

12. Following discussions, H.E. Hamood Bin Khalfan Al-Harathi (Oman) was unanimously elected President of the IBE Council having been nominated by Kuwait on behalf of Group Vb (Arab States) and strongly supported by all the other electoral groups.

13. The new President of the IBE Council extended his heartfelt gratitude to the outgoing President, Council members and the IBE Director, stating that it was an honour for him to accept such a challenging task

14. Prof. Obioma then invited the Council to proceed with the election of the five Vice-Presidents. After a round of informal consultations, Greece, Latvia, Brazil and Thailand were elected as Vice-Presidents and members of the Steering Committee. Taking into account that the delegations of Group Va (Madagascar and South Africa) were not attending the session, Prof. Obioma, proposed to give them a period of one month to discuss and inform the IBE Secretariat about their decision regarding the Vice-President. All Council members agreed with this proposal.

15. After having thanked once again the members of the Council, the IBE Director, and the representative of ADG/ED, Prof. Obioma invited the newly elected President to chair the session.

DECISION:

On the proposals of the Arab States Electoral Group, and in conformity with Section 5, Rule 5, of its Rules of Procedure, the Council elected as its President H.E. Dr. Hamood bin Khalfan AL-HARTHI (Oman).

On the proposals of its members, the Council elected as members of the Steering Committee the following 5 Vice-Presidents:

- **Group I (Western Europe and North America): Prof. Constantinos CARTALIS (Greece);**
- **Group II (Central and Eastern Europe): Dr. Liesma OSE (Latvia);**
- **Group III (Latin America and the Caribbean): Mr. Roberto SALONE (Brazil);**
- **Group IV (Asia and the Pacific): Prof. Kamjorn TATIYAKAVEE (Thailand);**
- **Group Va (Africa): (*pending, either South Africa or Madagascar*)**

4. Report on activities and budget 2015

16. In introducing this item of the agenda, the President wished all delegates a productive and fruitful session and asked the IBE Director to present the salient points of the report on activities and budget of 2015 (attached as Annex II).

17. After having congratulated the President for his election as well as welcoming the newly elected members of the Steering Committee, Ms. Marope began her presentation by emphasising that all the activities implemented during 2015 continued to be aligned with the Main Lines of Action (MLAs) and the associated IBE Expected Results (ERs) for 2014-2017 as set down in the 38 C/5 along with the IBE Strategy and Programme of Work 2012-2017 endorsed by the Council.

18. The IBE Director then briefly described the six programmatic areas that have been implemented since 2014 to sharpen the focus of the IBE efforts and accelerate progress towards the CoE status. In making reference to the new international agenda in education, i.e., SDG4 and Education 2030, Ms. Marope stressed the importance of curriculum as it specifies the kind of human resources necessary for the sustainable development of societies and ensures horizontal and vertical articulation thus contributing to create lifelong learning opportunities for all. In this context, she underlined the key role of the IBE as a standard-

setting and knowledge broker institute of UNESCO in the fields of curriculum, learning and assessment. Ms. Marope mentioned inclusive education, STEM education, education quality analysis and response, and early childhood education and care (ECCE) as areas where the IBE has been sharing its expertise and offering its policy and technical advice, highlighting the sharp increase of demands from Member States for IBE's assistance following the publication of the paper: 'Repositioning and reconceptualizing the curriculum for the effective realization of SDG4: For holistic development and sustainable ways of living'.

19. The Director then presented the main aspects of the 2015 activities report focusing on achievements and challenges and illustrating the most significant activities carried out within each IBE Expected Result. With regard to ER 1, she mentioned the preparation of the discussion paper presented at the WEF (Incheon, Rep. of Korea, May 2015) which calls for repositioning the curriculum for the effective realization of SDG4; the launching of the In-progress Reflections, whose first issue on assessment attracted more than 1,000 online visitors; the creation of IBE blogs disseminating relevant information through social media; the production of a training Resource Pack on inclusive education and the expected expansion of the Diploma in Curriculum Design and Development courses; and the collaboration with Education International to empower teachers as the primary curriculum implementers in classrooms.

20. Ms. Marope also made reference to the creation of the Global Curriculum Network (GCN) as a way to expand the IBE's outreach and to continue strengthening its global leadership. She briefly referred to the comparative study on global citizenship conducted in cooperation with the Global Education Monitoring Report and APCEIU as well as to the collaboration with UNESCO HQ and IIEP Buenos Aires in carrying out a research on youth education in Latin America which is expected to be extended to other regions as well. Underlying the willingness of Kuwait to establish a Category II Institute and a prize for education for people with disabilities in collaboration with the IBE, Ms. Marope stated that such an activity calls for a meaningful financial and political support and that the IBE was looking forward to continue the negotiations with Kuwait to realize this project.

21. Concerning ER 1a, Ms. Marope informed that 11 countries have already completed the first phase which comprises the systemic analysis of the critical constraints that prevent an equitable provision of quality education, while three countries (including Oman) have expressed their readiness to launch the second phase, which consists of the design, development and implementing interventions to address those constraints. In this regard, the IBE Director asked the President of the Council to pursue talks with his government in order to ensure that the second phase will be launched in the near future. With reference to ER 2, Ms. Marope mentioned that as a knowledge broker, the IBE is well positioned to make more accessible research findings on topics relating to curriculum, learning and assessment jointly with implications for decision-makers and practitioners. After having made reference to other knowledge products that are increasingly consulted such as the Alerts, the Working Papers on Curriculum Issues, and the journal Prospects, she highlighted the publication on Holocaust Education in curriculum, policy and practice as an important contribution to the promotion of universal values and a shared culture of peace. Ms. Marope also extended her thanks to the Arab States' support for the digitization of the IBE Historical Textbook Collection, a unique intangible heritage including materials dating back to 1700.

22. The IBE Director then informed the Council members that the exhibition celebrating the 90th anniversary of the IBE, currently organized at the Museum of the League of Nations – United Nations Office at Geneva (UNOG), is part of the strategy to increase IBE visibility and that in 2016 similar exhibitions are planned in Dubai and Hong Kong to further increase the IBE's outreach. In this regard, Ms. Marope also mentioned the IBE's participation in important international conferences and events, along with the broadening of strategic partnerships both within and beyond UNESCO, including intergovernmental institutions and private entities.

23. The Director of the IBE concluded by emphasising the progress made in diversifying funding sources, in particular private foundations, underlining that extra-budgetary funding now represents almost three quarters of the IBE annual budget.

24. The President then gave the floor to the Chair of the Working Group (WG) on the International Conference on Education (ICE), Prof. Constantinos Cartalis (Greece), who summarized the main conclusions included in the Report and Information Note presented at the Steering Committee meeting held in June 2015 (the Report and Information Note by the WG on the ICE are attached as Annex III). After congratulating the President for his election and thanking the IBE Director and Secretariat for the support provided as well as the delegation of Switzerland for its commitment to host the ICE, Prof. Cartalis recalled that the WG focused on the main issues relating to the organization of the Conference, namely funding, host country, the timing of the next session and the suggested periodicity, possible themes and sub-themes, as well as the category and structure of the ICE. Bearing in mind that the most critical issue concerns the funding of the ICE, the Chair informed the Council members that the WG proposed two options for consideration by the Steering Committee, e.g. (i) postponing the ICE to 2018 in order for other Member States to be informed about the event and possibly express the interest in hosting the Conference; (ii) reserving the option of Switzerland as the host country - providing up to 15% of the required funding and calling on to Member States to cover the remaining 85% of the costs. Prof. Cartalis concluded by indicating that the WG has completed its work and that the Council had to take a decision on this issue. During the discussions that followed it was decided to focus again on this matter in conjunction with item 5 of the approved agenda (e.g. proposed activities and budget 2016).

25. After having congratulated the Chair of the WG on the ICE for the clear and concise report, the President gave the floor to Mr. Valéry Kohemun from the IBE Administration, who introduced three items requiring a decision by the Council members, namely: the modifications in the standard financial regulations for Category I Institutes; the approval of the 2014 certified accounts; and the budget for 2015.

26. Regarding the changes in the financial regulations, Mr. Kohemun explained that following the audit of the governance of Category I Institutes, the Executive Board- at its 197th session- approved the revised standard model texts of financial regulations applicable to these Institutes and that the IBE Council was expected to be informed about these amendments and to approve the revised financial regulations.

27. Concerning the 2014 certified accounts, Mr. Kohemun recalled that at its meeting in January 2015, the IBE Council had decided to delegate their formal approval to the Steering Committee. He then clarified that by the time when the Steering Committee met in June 2015, the 2014 certified accounts were not yet available. Therefore, the Steering Committee asked the IBE Secretariat to share this document with the members by email once available in order for them to approve it by returning emails. As the IBE Secretariat did not receive a feedback from all the Steering Committee members, Mr. Kohemun invited the Council members to formally approve the 2014 certified accounts. Finally, he illustrated the main aspects of the 2015 budget, explaining that the figures were still provisional and that the certified accounts will be made available in July 2016.

28. In the ensuing discussion, Council members commended the IBE Director and team for the impressive progress made and the coherence in implementing the 2015 activities across the six programmatic areas despite the existing challenges, particularly with regard to the issue of funding. The delegates expressed their appreciation for the discussion paper on repositioning the curriculum presented at the WEF, the launching of the Global Curriculum Network and the improved IBE website, and asked for some clarifications in particular concerning the ICE estimated budget, the mobilization of financial resources, and the partnerships with other organisations.

29. In her reply the Director of the IBE thanked the members of the Council for their constructive and encouraging comments. She emphasised the readiness of the IBE to continue contributing to the implementation of Education 2030 and SDG4 in partnership with relevant international and national organisations. However, Ms. Marope stressed the fact that in implementing its activities the IBE has not only to deal with insufficient financial and human resources, but has also to face other challenges, including political instability, constant changes in the leadership of ministries of education, and the late disbursement of committed financial contributions that can cause significant delays in the implementation of planned activities. Finally, she stated that during 2015 the IBE has been successful in diversifying funding sources (e.g. private foundations), and what is mostly needed now is the provision of predictable core funding from Member States within the framework of multi-year agreements.

DECISION:

In accordance with the Statutes of the IBE (Article V.b), stipulating that it “*shall supervise the implementation of the programme of activities of the IBE*”, the Council:

- **Approves the Report of the IBE Director on 2015 Activities (UNESCO/BIE/C.65/2);**
- **Commends the IBE Director and staff for the implementation of the programme during 2015 and the impacts achieved, and for their efforts in resource mobilization and in strengthening expertise in the Bureau;**
- **Approves the 2014 accounts, certified by the Bureau of Financial Management of UNESCO and audited by *la Cour des comptes*, which were received at the end of July 2015;**
- **Approves the revised financial regulations applicable to Category 1 Institutes, approved by the Executive Board at its 197th session in October 2015 following the audit of the governance of the Category 1 Institutes;**
- **Takes note of the Pre-final Accounts of the IBE as of 31 December 2015;**
- **Delegates to the Steering Committee the authority to formally approve the 2015 accounts, certified by the Bureau of Financial Management of UNESCO and audited by *la Cour des comptes*, in its forthcoming meeting in 2016.**

5. Proposed Programme of activities and budget 2016

30. The IBE Director presented an overview of the proposed programme of activities and draft budget for 2016 mapped to the MLAs and IBE Expected Results (ERs), underlining the enhanced focus on integration of activities according to the six programmatic areas along with the related challenges, expected results and intended impact within the framework of SDG4 and Education 2030 (the proposed programme of activities and budget for 2016 are attached as Annex IV). She briefly described the proposed activities under each IBE ER, underlying the aim of strengthening IBE’s tailored technical assistance and outreach, visibility, and response mechanisms. In this regard, she cited among others the expected expansion of Diploma courses to the Arab States; leading international dialogue through global networks (e.g. the GCN) and social media; establishing partnership with UNESCO Category II Institutes; strengthening IBE’s knowledge brokerage role, and prioritising themes such as assessment

and learning. Ms. Marope concluded her presentation by once again stressing the critical challenges and constraints faced by the IBE, including the inadequate provision of core financial contributions to match the growing demands for the IBE services, the lack of secondments despite the efforts done, insufficient funds for translation and interpretations purposes, as well as the stringent regulations for creating and financing regular posts.

31. The President of the Council then gave the floor to Mr. Kohemun from the IBE Administration, who illustrated the proposed budget for 2016 and pointed out that, compared to the previous year, the IBE had more funding coming from private foundations. In the discussion that followed, Council members congratulated the IBE Director and team for the quality and clarity of the document and the well-structured presentation of the proposed activities. Some delegates asked for additional clarifications regarding the implementation of the project on early reading, the partnerships, the aims and the scope of the GCN, as well as the organization of the ICE.

32. In her reply, the IBE Director thanked the delegates for their strong appreciation and constructive suggestions. She informed the Council members on the progress made in different projects including early reading, and also referred to the fact that the GCN now comprises 110 curriculum agencies of UNESCO Member States and represents a unique platform for discussion and consultation on the most relevant issues in curriculum, learning, teaching, and assessment within the framework of SDG4 and Education 2030.

33. With regards to the ICE, many Council members emphasized the importance of the Conference as an instrument to enhance synergies and expand partnerships, while recognizing that the main issue concerns the funding. Finally, the President of the Council proposed that the time period between the Council session and the Steering Committee meeting could be used by the Council members to consult their electoral groups with regard to the issue of funding and hosting of the ICE.

34. In her concluding remarks, the IBE Director observed that the IBE is still in a transition phase and it is exactly now that it needs the strong support of its intergovernmental Council. She highlighted two main challenges faced by the IBE, namely the unpredictability of funding (particularly core funding) and the fact that extra-budgetary resources cannot be used for financing regular posts. In this regard, both the outgoing President and the new President made a strong call to the members of the Council to address these critical challenges by sensitising their respective governments and electoral groups in order to substantially increase the provision of core funding and secondees to the IBE.

DECISION:

In accordance with the Statutes of the IBE (Article V.b), stipulating that the Council is responsible for defining “*in detail, within the framework of the programme and budget approved by the General Conference and taking available extra-budgetary resources into account, as appropriate, the activities to be undertaken by the IBE*”, and that it “*shall mobilize human and financial resources for the implementation of the activities to be undertaken by the IBE*”, the Council:

- **Commends the IBE Director for the clarity, coherence and strategic focus of the proposed Programme of Activities for 2016 (UNESCO/BIE/C.65/3);**
- **Approves the proposed Programme of Activities and budget for 2016 (UNESCO/BIE/C.65/3);**

- **Approves the Appropriation Resolution n°1/2016 for 2016 (UNESCO/BIE/C.65/3);**
- **Commits to mobilize human and financial resources for the IBE as stated in the Statutes of the IBE (Article V.b), to ensure sufficient predictable and sustainable resources, particularly through voluntary contributions to the IBE's core budget;**
- **Supports the IBE Director's request for UNESCO HQ to allow for more flexible creation of regular posts using extra-budgetary resources to ensure the sustainability of the IBE;**
- **Recalling the decision on the International Conference on Education (ICE) adopted by the Steering Committee at its meeting of June 2015, decides to consult the respective electoral groups with a view to mobilize adequate resources for the hosting the ICE in Geneva, and report back to the 2016 Steering Committee meeting;**
- **Authorizes the Steering Committee on the basis of the above-mentioned report to decide whether to continue the resource mobilization effort or to open the hosting of the ICE to other Member States.**

6. Dates for the 66th session of the IBE Council

35. The President introduced the proposal made by the IBE Secretariat to hold the next Council session during the month of December 2016 rather than in January 2017 in order to better align with UNESCO's programme and budget cycles.

DECISION:

The Council resolves to propose to the Director-General of UNESCO that:

- **The 66th session of the IBE Council to be held from 14 to 15 December 2016;**
- **The meeting of the Steering Committee of the Council be held in June 2016; the actual date will be decided in consultation with the President, the Vice-Presidents and the IBE Director.**

7. Closing of the 65th session

36. At the end of the session, the President warmly thanked the members of the Council for their productive and fruitful work, and commended the IBE Director and team for the excellent organization and support services. He invited once again Council members to actively pursue the matters of core funding, secondees as well as the funding and hosting for the ICE with their respective governments, and to increase their core financial support to the IBE given its key role in the implementation of Education 2030 and SDG4.

37. The President closed the 65th session of the Council on Friday 15 January 2016 at 13:00.



United Nations
Educational, Scientific and
Cultural Organization



International Bureau
of Education

UNESCO/BIE/C.65/1
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A 90 Year Quest for Excellence in Education !

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

Geneva, 13 – 15 January 2016

AGENDA AND ANNOTATED AGENDA

AGENDA

Wednesday 13 January 10 a.m. – 1 p.m.

- 1. Opening of the session**
- 2. Adoption of the Agenda (UNESCO/BIE/C.65/1/Prov.) and of the Annotated Agenda (UNESCO/BIE/C.65/1/Prov. + Add.)**
- 3. Election of the President and of the Steering Committee**

Wednesday 13 January 3 p.m. – 6 p.m.

- 4. Report on activities and budget 2015 (UNESCO/BIE/C.65/2)**

Thursday 14 January 10 a.m. – 1 p.m.

- 5. Proposed programme of activities and budget 2016 (UNESCO/BIE/C.65/3)**

Thursday 14 January 3 p.m. – 6 p.m.

- 6. Visit to the Exhibition at UNOG celebrating IBE's 90th Anniversary**

Friday 15 January 10 a.m. – 1 p.m.

- 7. Dates for the 66th session of the Council**
- 8. Any other business**
- 9. Adoption of the Decisions of the 65th session (UNESCO/BIE/C.65/Decisions/Prov.)**
- 10. Closing of the 65th session**

ANNOTATED AGENDA

The 65th session of the IBE Council will take place at the International Bureau of Education of UNESCO, 15 route des Morillons, 1218 Le Grand-Saconnex, Geneva.

The session will begin on Wednesday 13 January 2016 at 10 a.m. and is scheduled to end on Friday 15 January 2016 at 1 p.m.

The working timetable will be as follows: Wednesday 13 and Thursday 14 January from 10 a.m. to 1 p.m. and from 3 p.m. to 6 p.m.; and Friday 15 January from 10 a.m. to 1 p.m.

Wednesday 13 January from 10 a.m. to 1 p.m.**1. Opening of the session**

The session will be opened on Wednesday 13 January at 10 a.m. by H.E. Prof. Godswill Obioma (Nigeria), President of the IBE Council.

2. Adoption of the Agenda and of the Annotated Agenda

DOCUMENT : UNESCO/BIE/C.65/1/Prov/Rev.+ Add.

The draft has been prepared jointly by the President of the IBE Council and the IBE Secretariat. In conformity with its Rules of Procedure (Section IV, Rule 4, § 5), "*After the adoption of the agenda, the Council may, in the course of a session, alter the order of the agenda items or add or delete items. A two-thirds majority of the members present and voting shall be required for the addition or deletion of an item in the course of a session*".

Draft decisions in Document: <i>UNESCO/BIE/C.65/Decisions/Prov.</i>
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3. Election of the President and the Steering Committee

Following the election of six new Council Members that took place at the 38th session of the General Conference of UNESCO (see the new composition of the Council, annexed), the Council must choose its new Steering Committee for the 2016–2017 biennium, as well as any subsidiary bodies that it considers useful. In conformity with the Statutes of the IBE (Section II, Article IV, § 5): "The Council shall elect its Steering Committee, comprising a President and five Vice-Presidents, who shall be nationals of the six regional groups." The Steering Committee is elected for a period of two years; its members may be re-elected, but cannot retain their seat for more than four years. During the last biennium, the Steering Committee consisted of representatives of the following Member States:

- President: Group Va (Africa) Nigeria;
- Vice-presidents: Group I (Western Europe/North America): Switzerland
Group II (Central/Eastern Europe): Latvia;
Group III (Latin America/Caribbean): Brazil
Group IV (Asia/Pacific): Malaysia;
Group Vb (Arab States): Bahrain.

Draft decisions in Document: <i>UNESCO/BIE/C.65/Decisions/Prov.</i>
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Wednesday 13 January from 3 p.m. to 6 p.m.

4. Report on activities and budget 2015

DOCUMENTS: UNESCO/BIE/C.65/2 Report of the Director and *UNESCO/BIE/65/Inf.2* Pre-Final Accounts 2015.

- The Director will present the salient points of the Report on activities in 2015, focusing on the evidence of their impact.
- The Council will discuss the Report of activities held in 2015.
- The Director and/or the Senior Managers will reply to the Council's questions.
- The Council will proceed to approve the Report of activities 2015.
- The Council will take note of the Pre-Final Accounts 2015 and delegate to the Steering Committee the formal approval of the Certified Accounts 2015.
- Some points from the previous Decisions will be discussed (Decisions of the 64th session)

Draft decisions in Document: *UNESCO/BIE/C.65/Decisions/Prov.*

Thursday 14 January from 10 a.m. to 1 p.m.

5. Proposed programme of activities and budget 2016

DOCUMENT: UNESCO/BIE/C.65/3 Report of the Director

- The Director will present the proposed programme of activities and budget for 2016 with an enhanced focus on results and impact as requested by the Steering Committee.
- The Council will discuss the proposed programme for 2016.
- The Director and/or Senior Programme Staff will reply to the Council's questions.
- The Council will proceed to approve the proposed programme of activities for 2016.
- Approval of the Appropriation Resolution for 2016.

Draft decisions in Document: *UNESCO/BIE/C.65/Decisions/Prov.*

Lunch

Thursday 14 January from 3 p.m. to 6 p.m.

6. Visit to the Exhibition at UNOG celebrating IBE's 90th Anniversary

Friday 15 January from 10 a.m. to 1 p.m.**7. Dates for the 66th session of the IBE Council**

The Council will be invited to establish the dates of the 66th session of the Council and the meeting of the Steering Committee in summer 2016.

8. Any other business**9. Adoption of the Decisions of the 65th session**

DOCUMENT: UNESCO/BIE/C.65/Decisions/Prov.

In conformity with the Rules of Procedure of the IBE Council (IV, Section XI, Rule 22), which foresee that *“the Council shall approve at each session the text of the decisions adopted during that session”* and that *“the text shall be published during the month following the end of the session”*, the Council is invited to:

- review the texts of the draft Decisions of the 65th session;
- adopt them;
- request the IBE to publish the text by the beginning of February 2016.

10. Closing of the 65th session



United Nations
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International Bureau
of Education

UNESCO/BIE/C.65/2
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**SIXTY-FIFTH SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 13 – 15 January 2016

REPORT ON ACTIVITIES AND BUDGET 2015



Report of the Director International Bureau of Education

Implementation of Activities Period:
January–December 2015



IBE
UNESCO
International
Bureau of
Education

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

III. IBE Expected Result 1a

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

IV. IBE Expected Result 2

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

V. International Conference on Education (ICE)

VI. Institutional and organizational development

VII. Budget

I. Programming context

This document presents the programme of activities that the International Bureau of Education (IBE) undertook during 2015 (hereafter referred to as the “programme”). The 2015 programme built on the achievements registered during 2014. It also sought to advance the focus and the impact of the IBE, especially in the field and through evidence-based practice.

Furthermore, the 2015 programme was guided by the IBE Strategy and Programme of Work 2012-2017, and by the need to accelerate progress towards attaining and sustaining the status of a global Centre of Excellence (CoE) in curriculum and related matters of learning, teaching, and assessment.

As a UNESCO Category I Institute, the IBE’s programme is closely aligned with UNESCO’s core functions and is guided by the Main Lines of Action (MLAs) and by the associated IBE Expected Results for 2014-2017 as articulated in the 37 C/5. The IBE’s Expected Results of 2015 are therefore accordingly organized and presented.

Main Line of Action 1 (MLA 1)

Supporting Member States to develop education systems to foster high quality and inclusive lifelong learning opportunities for all

IBE Expected Result 1

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

IBE Expected Result 1a¹

Member States’ capacity to analyze and address systemic constraints to their equitable provision of high-quality and development-relevant education and effective learning opportunities strengthened

Main Line of Action 3 (MLA 3)

Advancing Education for All (EFA) and shaping the future international education agenda

IBE Expected Result 2

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

The IBE accelerated its progress through focused implementation of six programmes cleared by the 64th session of the IBE Council meeting. These include:

Innovation and Leadership in Curriculum, Learning, and Assessment (Norms and standard-setting function)

This programme is intended to re-conceptualize and reposition curriculum as central to national and global development dialogue and interventions. It is also aimed at repositioning curriculum as an indispensable tool for giving effect to policies on lifelong learning.

Current and critical Issues in Curriculum, Learning, and Assessment (Laboratory of ideas function)

This programme aims at developing curriculum frameworks, guidelines and prototypes for areas of high demand and where Member States (MSs) have limited experience and/or areas where MSs are not making desired progress.

Knowledge Creation and Management in Curriculum, Learning, and Assessment (Clearinghouse function)

This programme means to improve physical and substantive access to evidence-based knowledge required to guide curriculum design and development, as well as teaching, learning and assessment. This involves translating findings from cutting-edge research into easily accessible language with explicit implications for policy and practice. It also involves improving access to knowledge through printed and online documents on the IBE platform.

Systemic Strengthening of Quality and Development Relevance of Education and Learning (Capacity builder function)

This programme aims at strengthening the capacity of MSs to analyze and address critical impediments that prevent their equitable and resource-efficient provision of quality and development-relevant education and effective lifelong learning opportunities.

Leadership for Global Dialogue on Curriculum, Learning, and Assessment (Intellectual leadership function)

This programme is intended to regularize and strengthen the International Conference on Education (ICE); to reinforce and reposition the IBE as an indispensable global actor and contributor in curriculum design and development; and to strengthen the IBE’s position as a global CoE in curriculum, learning, and assessment.

Institutional and Organizational Development (Capacity builder function of the IBE)

aims at strengthening the IBE’s capacity to implement the CoE Strategy in preparation for an optimal contribution to SDG4 and the Education 2030 Agenda and to carry out its mandate effectively.

¹Expected Result 1a was mainstreamed into the work of the IBE in 2014.

II. IBE Expected Result 1

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 2015, the IBE has strengthened its global intellectual leadership role fostering innovation in curriculum, learning and assessment. This entailed, for instance, the presentation of a discussion paper at the WEF 2015 in order to promote a paradigm shift in curriculum to facilitate alignment of national curricula with the SDGs, the Education 2030 agenda and the futuristic perspective required by the demands of the 21st century. More specifically the paper sought to re-conceptualize curriculum and highlight its central position in national and global development dialogue and interventions. The IBE took this opportunity to highlight the significance and centrality of the curriculum in all key elements of SDG4, including: education quality, equity, development relevance and lifelong learning. It also proffered a "technology" perspective to the curriculum in particular and to education in general.

The IBE has taken solid steps towards facilitating and leading global consultation on the proposed paradigm. The IBE has put a tremendous effort into establishing a Global Curriculum Network (GCN) of MSs Curriculum agencies/institutions (now covering 93 countries). The Diploma courses, customized work-shops on curriculum, multilingual blogs and social networks facilitated knowledge sharing and discussions on the paradigm shift. The quality, level, and geographical coverage of the Diploma courses have been enhanced, and post-training technical support has been reinforced leading to a broader and enriched knowledge creation and management in curriculum development for 21st Century. Furthermore, the IBE launched a series of "In-Progress Reflections on Current and Critical Issues in the Curriculum and Learning" to deepen the global intellectual dialogue on curriculum, learning, and assessment.

Additionally, the IBE has addressed current and critical issues in curriculum by developing curriculum frameworks, guidelines, and quality assurance tools in areas of high demand and where countries have limited experience. In particular, the IBE has focused on seven critical and prevailing issues, including: assessment, competency-based approaches, early childhood care and education (ECCE), inclusive education, global citizenship education (GCED), reading in early grades and youth education².

² *Going forward in 2016, and as requested by the 63rd session of the Council, the IBE will add to this list of critical issues, the education of people with disabilities.*

Activities	Impact	Risks	Risk Mitigation
<p>1. Lead a paradigm shift in curriculum and learning and global dialogue on the proposed paradigm</p> <ul style="list-style-type: none"> The discussion paper "Repositioning and reconceptualizing the curriculum for the effective realization of SDG4: for holistic development and sustainable ways of living" was discussed at a side-event organized by the IBE at the WEF 2015 (Incheon, Republic of Korea, 19-22 May 2015); The IBE Director participated at the WEF thematic panel "Placing Quality Education at the Centre of Lifelong Learning", addressing three main questions: (i) why does curriculum matter for sustainable development and lifestyles (holistic, inclusive and fair development)?; (ii) why does curriculum matter for quality education for all and as a driver to enhance and democratize learning opportunities?; and (iii) how can curriculum serve to rethink the purposes of education and the ways learning is structured?; In collaboration with the UNESCO Chair in Curriculum Development (CUDC-UCAM, Canada) and in alignment with the emerging new paradigm, the IBE produced a curriculum norm-setting document on "Criteria and indicators for analyzing and evaluating the quality of a curriculum «as a quality-assurance tool to support MSs in curriculum reforms and developments processes. The document includes 25 indicators organized into four main categories: (1) Education policies; (2) Curriculum orientations; (3) Curriculum characteristics and (4) School curriculum experiences; The IBE launched a series of "In-Progress Reflections on Current and Critical Issues in the Curriculum and Learning", to open a space for global intellectual reflection, collective production and discussion on those issues of high concern to MSs. The first of the series is on "Student Learning Assessment and the Curriculum: Issues and Implications for Policy, Design and Implementation". The reflections are available to educators worldwide through multilingual blogs. 	<ul style="list-style-type: none"> The vision and understanding of curriculum as a necessary tool towards the attainment of SDG4 and its targets have started to take root. This is evident in the number of countries that requested for the IBE's technical support in alignment with the new paradigm (Afghanistan, Botswana, Burkina Faso, Cambodia, Cape Verde, Congo Republic, Indonesia, Kenya, Madagascar, Mauritius, Nigeria, Niger, Senegal, Seychelles, South Africa, Swaziland and Tanzania); Leading role of the IBE in curriculum and related matters is reaffirmed and strengthened among MSs and international education stakeholders; MSs' education and curricular policy documents are beginning to reflect the new paradigm presented at the WEF 2015 (i.e. Afghanistan and Kenya); The IBE's norm-setting document is beginning to be used by MSs' to quality assure their curricula (e.g. Tanzania); The "In-Progress Reflection on Current and Critical Issues in the Curriculum and Learning" is beginning to stimulate the desired intellectual reflection. During the first month after the launch of the series in October, 634 visits and during November, 1,099 visits were recorded. Likewise, the document on assessment (first issue of the series) has been downloaded 67 times in English, 93 times in Spanish through UNESDOC. Several feedbacks to the document have been posted in the English and Spanish blogs; Based on the "In Progress Reflection on Current and Critical Issues in the Curriculum and Learning" substantive collaboration is strengthening between UIS and the IBE across several program areas. It is also improving the visibility of the IBE work, having been announced by UNESCO HQ to all Education Sector Staff. 	<ul style="list-style-type: none"> Imbalanced regional participation in the IBE-led dialogue and therefore imbalanced ownership. 	<ul style="list-style-type: none"> Reach out to regional entities (Regional Economic Communities, bureaus, think-tanks, etc.) to convene regional consultations within their events, and expand the global outreach of the IBE work through GCN, multilingual blogs and social networks; Where funds allow, translate the paper into at least four of the UN languages.

2. Strengthening global networks and partnerships for curriculum and learning

- The IBE set up a network of heads of curriculum and related matters across UNESCO MSs (the Global Curriculum Network-GCN);
 - The diploma alumni was strengthened;
 - Social Media was used to reach out to, and to expand professional networks and potential technical partners of the IBE and to disseminate knowledge on the IBE activities and initiatives.
- The Global Curriculum Network (GCN) now covers 93 countries (8 from Arab States, 12 from Central and Eastern Europe, 6 from Central Asia, 19 from East Asia and the Pacific, 10 from Latin America and the Caribbean, 16 from North America and Western Europe, 4 from South and West Asia and 18 from Sub-Saharan Africa;
 - 40 graduates and 19 teaching staff have joined the Diploma Alumni Network since its launch in 2014 on the IBE website;
 - Global network of the IBE alumni was strengthened and expanded;
 - Since May 2015, the IBE_UNESCO twitter account has reached 500 followers. This number does not include the audience impacted when the IBE is retweeted. The Facebook account has 359 active followers and the publications have been downloaded by almost 820 persons;
 - The IBE Director twitter has reached 607 followers. During the year, the Director has sent 177 tweets regarding IBE standpoints, initiatives, activities and events. The top followers are from among a wide range of institutions worldwide;
 - The In-Progress Reflection on Current and Critical Issues in the Curriculum and Learning" is also expanding the base of the IBE's intellectual network as evidenced in the user traffic (see point 1).

3. Reinforce the quality of the Postgraduate Diploma Course in Curriculum Design and Development

- The face-to-face and online training programmes and activities for the AFR and LAC diploma courses have been updated;
- Training of facilitators and tutors was systematically conducted prior to the start of each Diploma session, to improve: (i) the quality of face-to-face and online tasks;(ii) teaching and assessment strategies; (iii) online tutorial support; and (iv) the use of e-forums and social networks;
- The Curriculum Resource Pack (CRP) has been updated including its conceptual framework and its training activities; and has incorporated case studies produced by diploma participants;
- New thematic training modules were used in the diploma courses: (i) Developing and Implementing Curriculum Frameworks (English, French and Spanish); (ii) Personalized Learning (English, French and Spanish); and (iii) Inclusive Student Assessment (English);
- Diploma surveys were conducted for the AFR and LAC face-to-face and online sessions; an online survey on tracking the diploma impact was conducted among AFR and LAC diploma graduates 2010-2013.

- According to the Diploma impact assessment carried out in 2015, graduates have gained, in particular:
 - Confidence in appraising and addressing curriculum processes with a holistic and contextualized approach;
 - Knowledge of current curriculum issues, theories and practices such as competency-based learning, inclusive learning and assessment, localized curriculum, etc.;
 - Skills in reflective distance learning; formal writing; proposing curriculum change; conducting research and consultations.
- The Diploma program is building technical leadership and overall capacity for processes of curriculum renewal. Examples: (i) leadership positions assumed by graduates in curriculum entities (Benin, Burundi, Dominican Republic, Ecuador, Ethiopia, Gambia, Haiti, Kenya, Peru, Senegal, South Sudan, Uganda, Uruguay, as well as within UNESCO); (ii) mainstreaming curriculum in national educational policies facilitated (e.g. ECCE and Primary Education Policies 2010-2020 in Uruguay; creation of the National Commission of Curriculum Reform by the MoE in Haiti; inclusive education policy framework in Colombia; ten year basic education policy document in Senegal; conceptualization of curriculum reforms in Kenya; publications on education/ curriculum-related issues in Tanzania, Zambia and by UNESCO staff); and (iii) curriculum reforms are supported(e.g. curriculum harmonization in East Africa Community; curriculum review or integration in Burundi, Colombia, Dominican Republic, Haiti, Kenya, Senegal, Uganda, Tanzania and Zambia; organization of basic and secondary education in Burundi; curriculum implementation for learners with special education needs in Zambia; capacity development in Benin, Cameroun, Dominican Republic, Niger, Peru, Uganda and Uruguay);
- 96% of participants expressed overall satisfaction with the face-to-face Diploma session 2015, including: 94.9% in Africa and 97.5% in LAC.

- Low completion rate of course due to professional workload of the participants;
- Completion of the Diploma courses is not yet recognized by MoEs as a merit in recruitment processes and as an incentive for professional promotion;
- MoEs not recognizing and using the Diploma course as professional incentives.

- Enhance the flexibility of the coursework and personalize the pace of completion;
- Continuous upgrading of Diploma facilitators', tutors' and coordinators' teaching skills have contributed to high graduation rates: 87% in AFR Diploma and 70% in LAC Diploma; this risk mitigation activity shall therefore be continued;
- Intensify dialogue with MoEs leaders on the necessity of technical leadership for curriculum processes.

4. Upgrade the Diploma Course to a Master's level

- The IBE, partner universities and teacher education institutes elaborated the conceptual framework of the LAC Master in Curriculum and Learning within the framework of the 2030 Education agenda. San Ignacio de Loyola University (Lima, Peru) and the Teacher Education Institute BYCENJ (Jalisco, Mexico) announced the launching of the master programme in 2016 in partnership with the IBE;
- The IBE and the Open University of Tanzania and ED/TLC/LTR elaborated the AFR 3-tier qualification system (teacher certificate, postgraduate diploma and master's degree in curriculum design and development) embedded in the 2030 Education agenda. The launching of the 3-tier system is planned for the first semester of 2016.

- No impact as yet.

- MSs lack resources to finance the participation of MoE and related-institutions' staff in the master programme.

- Efforts are being made on a permanent basis to strengthen collaborations to mobilize resources, including cost-sharing proposals and arrangements among UNESCO HQ and Field Offices, UN sister organizations, other intergovernmental organizations, bilateral and multilateral development partners, GPE, MoEs, participants' employers and participants themselves, as well as submission and approval of grant proposals (Hamdan Foundation, OFID, UNESCO Complementary Additional Program among others).

5. Provide tailored technical assistance based on country needs identified by former trainees (post-training interventions) and national authorities

- In partnership with UNESCO Nairobi Office, the IBE is supporting the Ministry of Education, Science and Technology and the Kenya Institute of Curriculum Development (KICD) with regards to: (i) the validation of the curriculum needs assessment tools and the engagement of stakeholders in the curriculum reform process; (ii) capacity development for curriculum developers and publishers on curriculum trends and issues from an international comparative perspective; and (iii) the development of guidelines for the design and development of a competency-based curriculum;
- In partnership with UNESCO Kabul Office, the IBE is currently supporting the Ministry of Education of Afghanistan for mainstreaming curriculum in the national development aspirations and goals and with a focus on the intended and implemented curriculum;
- Cambodia, Kenya, Indonesia and Nigeria are participating in the project "Strengthening STEM Curricula for Girls in Africa and Asia and the Pacific Project-Phase I" supported by the Malaysia-UNESCO Cooperation Programme (MUCP) Funds-in-Trust. The project seeks to increase STEM female participation across levels of the education system and by addressing issues related to policy, curricula, pedagogy, teacher education and teachers' professional development.

- The IBE's position as a CoE and the relevance of its technical assistance to the needs of each MS in strengthening as evident in the growing demand for its technical support.

- Piecemeal approaches to curricula reforms remain entrenched and resistant.

- Strengthen policy and technical dialogue with MSs on the importance of holistic, systemic and sustained approach to education and curriculum reforms;
- Facilitate a broader understanding of curriculum encompassing teaching, learning and assessment as a systemic vision of quality education.

6. Sustain and expand the geographical coverage of the Diploma Course

- In AFR, the 4th Diploma course was organized in March 2015;
 - In LAC, the 6th Diploma was organized in September;
 - The project agreement “Implementing the Postgraduate Diploma in Curriculum Design and Development in the Arab Region” was signed in November 2015 by UNESCO Director-General, Ms Irina Bokova, and the Minister of Education of the United Arab Emirates (UAE), Mr Hussain Ibrahim Al Hammadi. Within this agreement, the Hamdan Award Board of Trustees (UAE) will support IBE-UNESCO in implementing the Diploma course (USD1.2 million for a two-year period). The Hamdan Bin Mohammed Smart University (HBMSU) in Dubai (UAE) will host the Diploma course. The IBE and HBMSU held a planning meeting in December 2015 to review the course structure, contents, teaching staff and mode of delivery. The launch of the course in the Arab region is tentatively planned for the second semester of 2016.
- The number of countries participating in the AFR Diploma course increased from 20 in 2014 to 22 in 2015: The 2015 session hosted 58 participants from 14 countries: Benin, Burundi, Congo Brazzaville, Ethiopia, Kenya, Liberia, Nigeria, Rwanda, South Sudan, Swaziland, Uganda, the UR of Tanzania, Zambia, and China Hong Kong;
 - The number of countries participating in LAC Diploma course increased from 39 in 2014 to 41 in 2015 with 44 participants from 13 countries: Argentina, Chile, Costa Rica, Colombia, Dominican Republic, Ecuador, El Salvador, Guatemala, Mexico, Paraguay, Peru, Uruguay and France);
 - Geographical coverage of the diploma courses extending to the Arab regions.
- MSs lack resources to finance the participation of MoE and related-institutions’ staff in the Diploma programme.
 - Continue to secure scholarships such as from the Hamdan Award Board of Trustees, OFID, UNESCO, MoEs, and bilateral and multilateral development partners.

7. Strengthen MSs capacity to design and develop curricula in reading in early grades

- Support provided to the Ministries of Education of Burkina Faso, Niger and Senegal for the elaboration of curricular documents in the field of early teaching and learning to read and write through the following activities:
 - Capacity development workshops to forge a new vision of reading and writing were organized leading to the production of curricular documents (four workshops carried out in Burkina Faso, four in Niger and three in Senegal);
 - Face-to-face and on-line technical assistance was provided to support the MOE teams in charge of producing the curricular documents;
 - Edition, publication and dissemination of the curriculum documents is being facilitated to be used by key education stakeholders.
- Support provided to the Ministries of Education of the three above-mentioned countries for the preparation of pre-service/ in-service teacher training as a key component of the curriculum reform processes:
 - Capacity-development workshops (11) organized to train teachers' trainers to use the curricular documents in the pre-service and in-service training of teachers;
 - Training of trainers' workshop organized in Senegal for teachers' trainers of all regional training centers in Senegal focusing on methods of teaching reading/writing in the first three years of primary education.

- National policy makers, curriculum specialists and teacher trainers share a new vision on reading and writing in the early grades. This is evidenced by the production of new curricular documents on reading and writing in the three countries that embody a new vision of what learning to read and write means at the national level addressing policy-makers, curriculum specialists and teacher trainers;
- Knowledge base on teaching and learning to read and write and curriculum alignment in the field of early reading and writing for the three Ministries of Education is improving. This is evidenced by the production of new curricular documents on reading and writing and the design of training modules in the field of early reading and writing;

Early teaching and learning practice improved: curricular documents in the field of early teaching and learning to read and write are being used (in Burkina Faso, a pedagogical guide, a toolkit for teachers and a teacher training module; and in Niger two teacher training modules on teaching to read and write in grades 1 to 4, and a practitioner's guide, in Senegal, national orientations on teaching and learning to read and write in French and a training module on the same issue)

- Curricular reforms facilitated through: (i) Burkina Faso – teacher training materials on teaching to read and write will be piloted as part of the national curriculum reform launched in September 2015; Niger – curricular documents on effective reading instruction practices contribute to the implementation of the new national curriculum launched in September 2015; Senegal – the curricular documents on teaching to read and write used in the training of pre-service teachers as part of the curriculum reform (implemented since 2008).

- Political instability in participating countries may hinder progress;
- Changes in the management and staff of the MoEs may hinder the progress of the project.

- Engage new MoEs actors/managers to ensure the continuity and the follow-up of the project;
- Maintain contact and inform the newly appointed authorities and staff in the MoEs on the project.

<p>8. Strengthen MSs capacity to design and develop Global Citizenship Education (GCED) and ESD curricula</p> <ul style="list-style-type: none"> In partnership with the Asia-Pacific Centre of Education for International Understanding (APCEIU), the IBE is conducting a comparative analysis of Global Citizenship Education (GCED) in 10 countries, covering different regions and contexts. This activity is conducted in order to develop a preliminary grounded picture of the existence of GCED concepts and principles in the country curriculum documents as well as to provide initial inputs for the monitoring and assessment for the implementation of SDG4 Target 4.7. (specifically thematic indicator 25); The IBE is conducting an inter-regional study commissioned by the Global Education Monitoring Report 2016 (GERM), with regards to the presence of GCED and ESD in the curricula of primary and secondary education. 	<ul style="list-style-type: none"> Technical partnership with the GERM and with the APCEIU is improving and focusing on delivering on Target 4.7; Mapping of GCED facilitated; Access to lessons learnt and best practices improved providing a basis of comparative reforms at regional and international levels. 	<ul style="list-style-type: none"> MSs adopt a subject rather than a holistic approach to GCED; Cross-curricular approaches to GCED are not yet well captured; Untimely provision of input across participating countries may slow the process. 	<ul style="list-style-type: none"> Strengthen the dialogue and technical support to MSs on effective strategies and practices for mainstreaming GCED; Maintaining a Rigorous follow up and updating process among the participating countries.
<p>9. Strengthen MSs capacity to design and develop Early Childhood Care and Education (ECCE) curricula</p> <ul style="list-style-type: none"> Within the series "In-Progress Reflections on Current and Critical Issues in the Curriculum and Learning", the IBE produced a discussion paper "ECCE policy issues: a curricular perspective" (in Spanish); The IBE Director served as a principal Editor of a key book titled: Investing Against Evidence: The Global State of ECCE Provision published by UNESCO in 2015. Extracts of the book have been disseminated through social networks and the book is available online; A project has been elaborated in partnership with Nestlé on supporting holistic ECCE through comprehensive country policy and curricular interventions. The financing of the project is under consideration by Nestlé. 	<ul style="list-style-type: none"> Intellectual contribution to the development of ECCE improving; Four countries (Saudi Arabia, Botswana, Seychelles, and Cameroon) have agreed to serve as pilot for the IBE-assisted design of holistic ECCE curricula. 	<ul style="list-style-type: none"> The allocation of resources to ECCE especially in Sub Saharan Africa, South Asia and West Asia remains a key impediment for translating knowledge into impactful programs; Lack of national legal frameworks to include ECCE as part of the mandatory schooling for children. 	<ul style="list-style-type: none"> Strengthen the dialogue and technical support to MSs on investments in ECCE and improvements in provision; Raise awareness among national stakeholders on the significance of ECCE and its contribution to the overall quality and equity of education.
<p>10. Strengthen MSs capacity to design and develop inclusive curricula</p> <ul style="list-style-type: none"> The IBE produced the resource pack: "Reaching out to All Learners: A Resource Pack for Supporting Inclusive Education" (in English). The resource pack comprises three guides: (1) Reviewing national policies; (2) Leading inclusive school development; and (3) Developing inclusive classrooms (aligned with SDG4 Target 4.5. and the Incheon Declaration Education 2030); The IBE updated the UNESCO Policy Guidelines on Inclusive Education in partnership with ED/TLC/LTR. 	<ul style="list-style-type: none"> Technical policy guidance to MSs improving. 	<ul style="list-style-type: none"> MSs adopt a piecemeal approach to Inclusive education. 	<ul style="list-style-type: none"> Strengthen the dialogue and technical support to MSs on effective strategies and practices for mainstreaming inclusive education.

<p>11. Strengthen MSs capacity to design and develop curricula grounded on competency-based approaches</p> <ul style="list-style-type: none"> • The IBE produced a conceptual framework to develop and assess competencies which are currently being discussed and validated through Diploma courses and customized workshops on curriculum and IBE technical assistance work; • An understanding is established to collaborate with the OECD to provide global guidelines on competency-based education and on future competencies. 	<ul style="list-style-type: none"> • MSs capacity to design and implement competency-based curricula enhancing; • Conceptual clarity of competency-based education advancing; • Technical advice to MSs strengthened and consolidated; • Technical partnerships advancing. 	<ul style="list-style-type: none"> • MSs continue to adhere to subject-based curricula. 	<ul style="list-style-type: none"> • Strengthen technical dialogue and operational support on competency-based education.
<p>12. Strengthen MSs capacity to design and develop youth education curricula</p> <ul style="list-style-type: none"> • The IBE and the Education Research and Foresight (ERF) Unit in UNESCO have launched the initiative “Youth and learning in changing realities: Revisiting the relevance of Secondary Education” in collaboration with UNESCO Field Offices. Within this initiative, the IBE, the ERF and the IIEP-Buenos Aires have conducted a series of LAC studies on youth culture and youth education with a focus on youth disengagement. The study findings were discussed at a workshop held at the IIEP-Buenos Aires in September. 	<ul style="list-style-type: none"> • Technical partnership with other UNESCO entities strengthening; • The IBE's strategic position and leadership within the sector improving. 	<ul style="list-style-type: none"> • MSs don't use the category youth education as the guiding principle to organize secondary and TVET provisions. 	<ul style="list-style-type: none"> • Strengthen the dialogue and technical support to MSs on youth culture and youth education.

III. IBE Expected Result 1a

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

A key part of the IBE mandate is to support Member States' efforts to equitably improve learning outcomes through high-quality and contextually responsive curricula. At the same time, the IBE recognizes that efficient implementation of the curriculum depends on the functioning of other parts of the education system. Moreover, the curriculum is closely connected to most, if not all other critical elements of the education system. Thus, an otherwise robust curriculum can be seriously undermined by factors such as:

- lack of teachers who are qualified to deliver it;
- physical teaching and learning environments that are ill-suited for delivering it;
- an assessment system that fails to assess what is in the curriculum;
- psycho-social circumstances that render learners ineffective at learning;
- Ineffective pedagogy and learning processes and more.

To ensure efficiency and effectiveness of the curriculum in supporting and sustaining education quality, development-relevance, resource-efficiency, and to foster effective equitable learning opportunities, the curriculum must be located within a well-functioning education system. Thus, as part of its key contribution to UNESCO's efforts to support quality education and lifelong learning for all in 2015, the IBE worked on strengthening MSs' capacity to analyze, identify, and prioritize critical constraints to their equitable provision of quality education and effective learning opportunities.

Activities	Impact	Risks	Risk Mitigation
<p>1. Support a systemic analysis of critical constraints in 3 countries</p> <ul style="list-style-type: none"> The IBE offered technical assistance to Swaziland to commence the first phase of GEQAF with the view to undertake a comprehensive analysis of critical systematic constraints to equitable provision of education and learning effectiveness. <p>2. Support the development and implementation of interventions to redress identified systemic constraints in 8 countries that have already undertaken the analysis during Phase I</p> <ul style="list-style-type: none"> The IBE assisted Seychelles, Botswana and Egypt to develop priority interventions to redress systemic constraints to education and learning effectiveness; The IBE worked closely with Swaziland, Gabon and Oman towards their readiness for Phase II of GEQAF. <p>3. Update and improve the database of promising practices in systemic improvement of education quality and learning effectiveness</p> <ul style="list-style-type: none"> The interactive version of GEQAF has been updated with additional resources (promising practices and technical papers) regarding systemic improvement of education quality and learning. <p>4. Tailor responses on improving the quality of education and effective learning</p> <ul style="list-style-type: none"> The IBE has established two partnerships to ensure quality of education: <ul style="list-style-type: none"> With the Seychelles Institute for Early Childhood Development (IECD) to serve as the regional hub for ECCE for GEQAF countries; With the Saudi Arabia's Regional Centre for Quality and Excellence in Education (RCQE- a UNESCO category II institute) for developing a monitoring framework for education quality and learning. 	<ul style="list-style-type: none"> Member States' capacity to undertake a systemic analysis of impediments to equitable provision of quality education and effective learning opportunities strengthened; Member States' capacity to identify and prioritize systemic constraints to education and learning enhancing in four partner countries (Seychelles, Botswana, Egypt and Swaziland) improved; Member States' operational capacity to design and develop interventions that enhance education quality and learning effectiveness strengthening in three partner countries (Seychelles, Botswana and Egypt) supported; the IBE's technical assistance and expertise extended to new MSs; Partnership with UNESCO Institutes emerging. 	<ul style="list-style-type: none"> Slow pace of participating countries particularly those transitioning from the analysis of critical impediments (Phase I) to the intervention phase (Phase II); Frequent changes in countries' leadership hinder or stop initiatives; Lack of commitments among the newly appointed authorities to continue implementation of GEQAF; Cost implications of meeting the diverse and specialized technical assistance requirements of the partner countries during Phase II; Perception of GEQAF as a donor project rather than an analytical framework and tools for systemic strengthening of quality; Shortage of staff at the IBE may lead to over dependence on consultants to support countries. 	<ul style="list-style-type: none"> Selection of relatively more stable national centres in education as focal points for the work; Engage development partners and mobilize resources in supporting the set of interventions identified by the MoE technical teams; Mobilize high level expertise to respond effectively to the requests of the MoE technical teams. <p>Lessons learned:</p> <ul style="list-style-type: none"> A need to focus on a smaller cohort of committed partner countries to effectively demonstrate systemic strengthening of quality of education and learning; Commitment and guidance of the MoE's top leadership is critical for the ownership and progress of the initiative.

IV. IBE Expected Result 2

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

During 2015 the IBE continued to enhance its role as a global intellectual leader in matters pertaining to curriculum, learning, and assessment. This entailed the augmentation of the knowledge and evidence base required to inform decisions and practices on curriculum, learning and assessment. Concerted effort was also made to strengthen the dissemination of knowledge to targeted audiences with priority placed on curriculum specialists, teachers, practitioners, teacher trainers and policy makers.

Specific activities under this part of the programme included the creation of new knowledge, the management and dissemination of existing knowledge, and the complete reshaping of the IBE website as a key knowledge management and communication platform.

Activities	Impact	Risks	Risk Mitigation
<p>1. Strengthen and refocus the creation of new knowledge in line with the 'CoE' role:</p> <ul style="list-style-type: none"> • Publication titled "As the Witnesses Fall Silent: 21st Century Holocaust Education in Curriculum, Policy and Practice" (Zehavit Gross and E. Doyle Stevick -Eds.-Springer, 2015), produced and launched at the IBE. It is one of the most significant collections of empirical research on the topic; • Latin-American edition of the 2010 OECD publication "The Nature of Learning: Using Research to Inspire Practice" produced in partnership with the UNICEF Regional Office for Latin America and the Caribbean and the OECD. This is a key publication that reviews relevant research on learning, presented in a way that policymakers can easily understand and use; • Two <i>IBE Working Papers on Curriculum Issues</i> produced, namely: "For a curriculum agenda of the 21st century", highlighting the considerable complexity involved in contemporary curriculum design processes; and "Training the 21st-century worker", reviewing research findings on skills acquisition and presenting potential implications for education policy; • Four issues of the journal <i>Prospects</i> produced, (in English and translated into Arabic and Chinese) with topics ranging from curriculum reform and inclusive education to active learning, vocational training, and formal, non-formal, and informal learning; • Work initiated to rebrand <i>Prospects</i> as the leading, peer-reviewed journal of curriculum, learning, and assessment research within the field of international and comparative education and curricular studies; • The selected themes of <i>Prospects</i> series rethought and reoriented to emphasize the CoE role of the IBE; • 3 booklets of the series <i>Educational Practices</i> in partnership with the International Academy of Education: (i) Understanding and facilitating the development of intellect Andreas by Demetriou and Constantinos Christou (published); (ii) Tasks, teaching, and learning: Improving the quality of education for economically-disadvantaged students by Lorin W. Anderson and Ana Pešikan (in press); and (iii) Guiding principles for learning in the 21st century by Conrad Hughes and Clementina Acedo (in press); • Effective synergies consolidated and substantive inputs provided in conjunction with ER 1, items 1 and 8 (see above). 	<ul style="list-style-type: none"> • The Publication "As the Witnesses Fall Silent: 21st Century Holocaust Education in Curriculum, Policy and Practice" (2391 e-book downloads and 64 printed copies sold) led to the IBE initiative on universal values and the curriculum; • The OECD publication strengthened the IBE's role in creation of practical and relevant knowledge and its application to policymakers' practice; • From January to November 2015, IBE Working Papers were downloaded 7210 Times (a 26% increase compared to the same period in 2014). The top downloads are: (i) L'Approche par compétences en Afrique francophone: quelques tendances, French (1438); (ii) Por qué importa hoy el debate curricular, Spanish (1231); and (iii) Educación ciudadana en América Latina: prioridades de los currículos escolares, Spanish (893); • IBE Working Papers are used in the AFR and LAC diploma courses on curriculum. They are cited in peer review journals (i.e. Arts Education Policy Review, Decolonizing Philosophies of Education, London Review of Education and Prospects); • <i>Prospects</i> has a high exposure among 7,610 institutions worldwide: Americas (2,128), EMEA (3,678) and Asia Pacific (1,804). Downloads in 2015 summed up to 42,8. 	<ul style="list-style-type: none"> • Insufficient resources to expand the analytical knowledge base and strengthen the clearinghouse capacity. 	<ul style="list-style-type: none"> • Project proposal prepared for sustaining the expansion of the analytical knowledge base and upgrading the IT platform to organize and disseminate knowledge created and/or brokered by the IBE in a more efficient and effective way; • Link the web addresses of the GCN members to the IBE website and vice versa.

<p>2. Strengthen the IBE clearinghouse function</p> <ul style="list-style-type: none"> • 23 bi-weekly Alerts produced, in addition to 4 quarterly digests of online reports and 4 thematic alerts on key topics of Education 2030(e.g. assessment in education; inclusive education; global citizenship education; and conflict and education); • 275 items revised and 173 records added to the electronic catalogue of IBE documents and publications (IBEDOCs); 100 items revised and 85 materials added to the online Curriculum Collection (some 350 materials collected to be processed); • More than 3,900 items of the IBE Historical Textbook collection catalogued with a view to initiate the digitization of the materials. Consultant contracted for identifying the optimal solutions in terms of digitization and provision of online access to the materials. 	<ul style="list-style-type: none"> • Alert services highly rated by users. A near 50% of the users are researchers and educational advisers. More than 90% said that they would recommend the service. Most of them use the materials to support their work and for personal learning and development. More than 80% said they did not use other comparable services; • Access to the IBE documents enhanced. 		
<p>3. Reinforce IBE knowledge management capacity</p> <ul style="list-style-type: none"> • The new website provides enhanced access to all IBE resources (now searchable by country, year, keywords, and topics) and offers the possibility of creating dedicated sub-portals showcasing selected resources on specific themes and topics. 	<ul style="list-style-type: none"> • Access to knowledge, evidence- based materials that MSs require to improve learning, teaching, and curriculum development processes improving; • For the period January to November 2015, 295'000 visitors consulted the webpage (a 55% increase compared to the same period in 2014). The numbers of visitors increased significantly after the launch of the new IBE website. In line with current trends, the mobile-device optimized site is becoming more and more important (currently over 10% of consultations are done via mobile devices); • Most users of the website are located in Mexico, followed by the United States, and then France, Spain, India, Colombia, Switzerland, UK and Canada; • Communication of the IBE work enhanced mainly through: IBE-UNESCO Tweeter and Facebook, IBE-UNESCO speaks on, and In-Progress Reflections blogs. 	<ul style="list-style-type: none"> • Substantial website content is not available in at least four UNESCO languages; • Keeping the website updated requires a full-time specialist's intervention and follow up. 	<ul style="list-style-type: none"> • Strengthen in-house expertise to produce high quality website content; • Forge partnerships and mobilize resources to ensure a multilingual website; • Reinforce IBE's team in charge of the Website.

4. Enhance the IBE's website communication and external image

- A new and entirely reshaped and easy-to-navigate website launched in November 2015, highlighting the work of the IBE, its vision, areas of focus and core initiatives;
- Organization of the exhibition celebrating the 90th anniversary of the IBE at League of Nations Museum, Library of United Nations Office at Geneva. A strong and active communication and promotion campaign (including advertisement, special reportage, and media coverage) significantly enhanced the IBE's external image not only within the UN family, but also in Geneva and Switzerland;
- The IBE has maintained timely reactions and statements in response to International events and initiatives including International Day to End violence against Women, Climate change and COP21, International Day for Disabled people and International Day of Human Rights.

- Communication of the mission and activities of the IBE improved;
- Visibility of the IBE as a member of Geneva International increased.

V. International Conference on Education (ICE)

The IBE assisted the ICE Working Group in their elaboration of an information note on technical and budget issues for the next ICE.

As the funding for organizing the ICE in 2016-2017 has not been secured, it was the decision of the Steering Committee not to present the ICE proposal to the 197th session of the Executive Board for subsequent transmission to the 38th session of the General Conference for organizing the ICE.

Activities	Impact	Risks	Risk Mitigation
<p>5. Facilitate preparatory process for the ICE</p> <ul style="list-style-type: none"> • The IBE Secretariat assisted the Working Group on ICE with regards to the elaboration of the information note submitted to the Steering Committee; • The information note addressed issues relating to: (i) budget and resources for the next ICE; (ii) host country for the next ICE; (iii) the time schedule and interval of the next session of the ICE; (iv) the ICE theme, e.g. "Curriculum at the Crossroads: Charting Pathways for the future" and the sub-themes; (v) the category and structure of the ICE; and (vi) timelines for the preparatory process. • The following activities were not achieved: <ul style="list-style-type: none"> - Decision by the UNESCO governing bodies (Executive Board, General Conference) secured; - Funding for the Conference secured; - ICE preparations advancing at desired pace. 	<ul style="list-style-type: none"> • The President of the ICE Working Group, Prof Cartalis from Greece, expressed his appreciation to the IBE Secretariat for the productive collaboration and continuous support. This is an evidence of the impact and effectiveness of the IBE Secretariat; • Consensus on the category, structure and theme of the Conference reached. 	<ul style="list-style-type: none"> • Uncertainty related to funding may further delay timely decision on the ICE by UNESCO Governing bodies. 	<ul style="list-style-type: none"> • Strengthened engagement of and support by the host country, MSs and UNESCO.

VI. Institutional and Organizational Development

Ensuring satisfactory progress towards a CoE status and improving the impact of the IBE has entailed concerted efforts across the six programmes of the IBE itself. A range of activities has been carried out to strengthen the delivery capacity of the IBE implying:

- Re-profiling and expansion of the IBE human resources and expertise base,
- diversification and expansion of IBE's strategic partnerships,
- diversification and expansion of the financial resources of the IBE;
- strengthening of internal quality assurance;
- strengthening capacity to collect evidence of the impact of programmes especially at the field level and of flagship programmes;
- Positioning the IBE portfolio of initiatives in Education 2030 and in relation to SGD 4 and the seven targets and means of implementation.

Activities	Impact	Risks	Risk Mitigation
<p>1. Align the organizational structure programmatic areas required to operationalize the CoE Strategy</p> <ul style="list-style-type: none"> New organizational structure is in place and is supporting the implementation of the six programmatic areas through departments; <p>The six departments are: (1) Innovation and Leadership in Curriculum and Learning; (2) Current and Critical Issues in Curriculum and Learning; (3) Knowledge Creation and Management in Curriculum and Learning; (4) Systemic Strengthening of Quality and Development Relevance of Education and Learning; (5) Leadership for Global Dialogue on Curriculum and Learning; and (6) Institutional and Organizational Development.</p>	<ul style="list-style-type: none"> The IBE six programmatic areas are well aligned with its structure, the UNESCO Medium-Term Strategy 2014-2021 (37 C/4) and the IBE is slightly better equipped to respond to increasing demands by MSs and UNESCO Offices; IBE Departments are implementing a portfolio of initiatives contributing to strengthen IBE appreciation and visibility by MSs, UNESCO Offices and partners. 	<ul style="list-style-type: none"> Departments not staffed in a balanced and adequate manner. 	<ul style="list-style-type: none"> Continue the mobilization of resources to afford more human resources.
<p>2. Expertise base and delivery capacity in alignment with the technical demands of the work program strengthened:</p> <ul style="list-style-type: none"> Innovative recruitment scheme put in place to match the expertise base of the IBE to better respond the demands of IBE work over the course of time. 	<ul style="list-style-type: none"> Senior and junior programme specialists, senior and junior fellows and interns recruited to support the six programmatic areas: <ul style="list-style-type: none"> Roaster of junior consultants set up to support the six programmatic areas; Innovation and Leadership in Curriculum and Learning recruited: <ul style="list-style-type: none"> 2 Associate Project Officers (PA P1) recruited; 2 Junior consultants recruited from the roster; Project Appointment (PA P3) on ECCE recruitment underway; Job descriptions of request MSs secondees (P4): ECCE; global citizenship education; curriculum development and youth education prepared and sent to MSs. Knowledge Creation and Management <ul style="list-style-type: none"> Web manager contract extended (PA P2); Junior consultant recruited from the roster; Job descriptions of request MSs secondees (P4) in learning sciences; library and information science; knowledge creation in curriculum and learning prepared and sent to MSs; 2 interns; 	<ul style="list-style-type: none"> Increase the IBE human resource base outstripped by the demands for the service; Sustaining and even improving on the human resources development can be frustrated by the unpredictability and inadequacy of extra-budgetary resources; MSs continue not responding to the IBE call for secondments; Junior consultants may use the IBE as a launching pad and leave as soon as they find steadier and better paying jobs. 	<ul style="list-style-type: none"> Sustain efforts to broaden the portfolio of partners and intensify resource mobilization with a focus on development partners/donors, intergovernmental organizations, private sector and on enlarging the base of MSs that provide direct budget support to IBE; Interns and fellowships are recruited to support departments with shortage of personnel (though not an optimal solution); When they excel junior consultants will be given an opportunity for a career path within IBE.

- Executive Office strengthened to meet demands of its role

- Systemic support provided towards Member States' efforts to equitably provide quality education and effective learning opportunities:
 - Project Appointment (PA P4) joined in January 2015;
 - Consultant engaged at P5 level to support the programme at large;
 - Job descriptions of request MSs secondees at P3 and P4 level prepared and sent to MSs;
 - 1 intern.
- High level consultancy expertise (34) mobilized to support the implementation of the six programmatic areas;

- interns;

- Executive Office

- Project Appointment (PA P3) joined in September 2015;
- Junior consultant joined in November 2015;

3. Improving visibility and global recognition of IBE

- The global presence of the IBE has been expanded;
 - The IBE is better Integrated into International Geneva and at the global level;
 - The IBE's presence in the social network has improved.
- Diploma courses covered 450 participants from 60 countries
 - The (GCN) now covers 93 countries (8 from Arab States, 12 from Central and Eastern Europe, 6 from Central Asia, 19 from East Asia and the Pacific, 10 from Latin America and the Caribbean, 16 from North America and Western Europe, 4 from South and West Asia and 18 from Sub-Saharan Africa;
 - The IBE project and technical assistance activities cover Afghanistan, Botswana, Burkina Faso, Cambodia, Egypt, Indonesia, Kenya, Niger, Panama, Senegal, Seychelles, South Africa, Swaziland and Tanzania and Cape Verde;
 - The IBE outreach has significantly increased, particularly through the social networks and blogs, the participation at major education events, the production and dissemination of discussion papers/guidelines on current and critical curriculum issues, field work, and trainings on curriculum development;
 - On December 10, 2015, at the Palais des Nations, the IBE launched an exhibition to celebrate its 90 year history of excellence and leadership in the field of education. The exhibition will run until the first quarter of 2016 in Geneva and is planned to reach the world's cities including Berne, Hong Kong and Dubai;
 - Under the chairmanship of the UN Director General, the IBE briefed international Geneva on what its mission in the past and in future within the SDGs;
 - The IBE has responded to the 'Perception Change Project' initiative of the UNOG director General in anticipation of its role and contribution to the SDGs among Geneva-based agencies and at international level;
 - During 2015, the IBE played a prominent role in major education events and conferences including: the American Educational Research Association (AERA) in Chicago; the Comparative and International Education Society (CIES) in Washington DC; the Conference on Education "Partners in Excellence" in Doha; the International Symposium on Science for Education/International Brain Research Organization (IBRO) in Rio de Janeiro; the Education and Development Forum (UKFIET) in Oxford; Google 3rd Global Symposium on Education in Palo Alto; the Intercultural Diplomacy Conference in Berlin; and the Uruguayan Parliamentary debates on future of education.

4. Strengthen quality assurance of programmes and the evaluation of programme impact

- The in-house peer review and external assessment mechanisms improving;

- Quality assure in-house mechanisms implemented by the Director's office;
- The IBE outputs peer reviewed and externally examined;
- First step taken towards implementing comprehensive assessment mechanisms across the six programmatic, for example: The IBE flagship diploma programme assessed by a combination of surveys, interviews and group discussions targeting students, alumni, facilitators and tutors as well as the tracking and evaluating the impact of the diploma alumni 2010-13 (see Activity 3. Point II. IBE Expected Result 1).

- Shortage of personnel may not allow implementing comprehensive assessment mechanisms across the six programmatic areas.

- Recruitment of senior fellow to support the implementation of assessment tasks.

5. Appropriately reposition IBE within the sector , within UNESCO and with MSs

- With the support of the ADG the leadership and support role of the IBE on issues relating to curriculum, learning and assessment in UNESCO was strengthened and is increasingly demanded by MSs, UNESCO Offices, and other entities;
- The IIEP and the IBE Directors have encourages and co-convened meetings of all seven Directors of UNESCO Category I Institutes leading to a close consultation with the ADG and the Institutes Directors. This has facilitated better alignment of the Institutes' programmes with UNESCO priority areas and strengthened the role of the Institutes in Education 2030 and to strengthen collaboration;
- Collaboration agreements with UNESCO HQ, Field Offices and others Institutes are implemented in line with the IBE six programmatic areas and Education 2030 (i.e. on issues relating to GCED, inclusive education and youth education).

- The IBE initiatives and outputs are increasingly appreciated and disseminated by the Education Sector – i.e. "In-Progress Reflections on Current and Critical Issues in the Curriculum and Learning" disseminated among all education staff;
- Work plans currently discussed with UIS on issues relating to assessment, equity and inclusion, STEM and early reading;
- Work plans underway with IIEP Buenos Aires on issues relating to youth culture, youth education and youth disengagement;
- The IBE supports IIEP in addressing curriculum issues related to educational policies;
- At the Education Commission of the 38 session of the General Conference, several countries representatives – among them, France, Greece, Kenya, Latvia, Nigeria, and Uganda- recognised and emphasized the transformation of the IBE into a Centre of Excellence and appreciated IBE 's work in repositioning curriculum within Education 2030, in implementing the diploma programme on curriculum in different regions (and upgrading it to a master programme) and in provision of customized field advice to MSs;
- 18 countries have requested for the IBE support since the WEF 2015: Afghanistan, Botswana, Burkina Faso, Cambodia, Cape Verde, Congo Republic, Indonesia, Kenya, Madagascar, Mauritius, Nigeria, Niger, Panama, Senegal, Seychelles, South Africa, Swaziland and Tanzania).

- Shortage of in-house leadership and expertise may risk IBE's responsiveness to a growing demand for its technical support.

- Strengthen the expertise and the delivery capacity of the IBE departments principally through high level consultancy, senior project appointments and junior consultants;
- Reiterate to MSs the need to support IBE through secondees and core funding.

6. The base of strategic partners for the IBE broadened and diversified with a focus on:

- UNESCO HQ Divisions;
- UNESCO Regional and field Offices;
- UNESCO Institutes (category I & II);
- UN agencies and other intergovernmental organizations (UNICEF, OECD, GPE);
- Member States (Nigeria, Switzerland, Norway, Malaysia);
- Agencies and Institutions of MSs (KICD-Kenya; KICE-Korea; SLO-Holland and Universities including Open University in Tanzania, Hamdan Mohammed Smart University, Catholic University of Uruguay;
- Networks: (GCN, Alumni, CoP);
- Foundations (i.e. Hamdan Award Board of Trustees, Hans Wilsdorf Foundation, GASERC.);
- The private sector (i.e. Google, Worlddidac).

- IBE has set up partnerships around Education 2030 initiatives on:

UNESCO HQ Divisions:

- Division for Teaching, Learning and Content (ED/TLC) on the diploma courses on curriculum at large, inclusive education, GCED and the Guide for Developing Teacher Education Curriculum Framework;
- Education and Research Unit (ERI) on youth education and learning with a focus on youth disengagement and in partnership with IIEP Buenos Aires and Beirut, Dakar and Santiago Offices;
- Global Education Monitoring Report (GEMR) on GCED and ESD.

UNESCO Regional and field Offices

- Dar es Salaam Office on the curriculum review and reform in Tanzania;
- Kabul Office on the curriculum reform in Afghanistan;
- Nairobi Office on curriculum reform for competency-based curriculum in Kenya.

UNESCO Institutes (category I & II)

- UIL on issues relating to STEM, inclusive education and equity;
- IIEP on issues relating to youth culture and youth education;
- APCEIU on research on GCED.

UN agencies and other intergovernmental organizations (UNICEF, OECD)

- UNICEF LACRO and OECD on the nature of learning and informing practice;
- OECD on 21st century competencies.

Member States (Nigeria, Switzerland, Norway, Malaysia)

- Switzerland, Nigeria and Norway as voluntary contributors;
- Malaysia on promoting STEM female participation in Asia and African countries.

Agencies and Institutions of MSs (KICD-Kenya; KICE-Korea; SLO-Holland and Universities including Open University in Tanzania, Hamdan Mohammed Smart University, Catholic University of Uruguay,

- KICD-Kenya on strengthening capacities and on supporting curriculum reform processes;
- KICE-Korea on capacity development, research and

	<p>knowledge sharing work related to quality of education;</p> <ul style="list-style-type: none"> • SLO-Holland on repositioning curriculum and supporting curriculum reforms and processes; • Open University of Tanzania hosting the AFR diploma course on curriculum; • Catholic University of Uruguay hosting the LAC diploma course on curriculum; • Hamdan Mohammed Smart University hosting the Arab diploma course on curriculum; • University of Geneva on research and country work on reading in the early grades. <p>Networks: (GCN, Alumni, CoP)</p> <ul style="list-style-type: none"> • GCN with more than 90 countries covering all UNESCO regions; • Diploma alumni on promoting research on critical curriculum issues; • COP on knowledge production and sharing on curriculum, trends, and issues. <p>Foundations (i.e. Hamdan Award Board of Trustees, Hans Wilsdorf Foundation)</p> <ul style="list-style-type: none"> • Hamdan Award Board of Trustees on supporting the diploma at large; • Hans Wilsdorf Foundation on IBE digital collection of textbooks; • Special Olympics on inclusive education and sports. <p>The private sector (i.e. Google, Worlddidac)</p> <ul style="list-style-type: none"> • Multi-year partnerships on quality of education and the role of technology in curriculum activities within the Sustainable Development Agenda; 		
<p>7. Funding sources for the IBE diversified:</p> <ul style="list-style-type: none"> • UNESCO HQ divisions & Regional Offices; • UNESCO Institutes (category I and II); • UNESCO Field Offices; • UN and intergovernmental agencies; • Member States; • Foundations (e.g. Hamdan Foundation, HANS WILSDORF Foundation); • Private Funds (Google, HRH AFA). 	<ul style="list-style-type: none"> • Amount mobilized in 2015: <ul style="list-style-type: none"> - UNESCO HQ and Regional Offices: USD 85,622.12 - UNESCO Field Offices: USD 32,989 - UNESCO Institutes: USD 12,000 - UN and Inter-governmental organizations: USD 1,072,005 - Member States: USD 1,716,677.72 - Foundations: USD 355,288.19 - Private sector: USD 999,960 <p>The total mobilized by IBE in 2015 - USD 4 274 542,03- is equivalent to 2.4 times the UNESCO allocation 2015 (USD 1.762.400).</p>	<ul style="list-style-type: none"> • Unpredictable flow of funds and the consequent hindrances in the implementation of projects • Shortage of staff at the IBE still makes effective resource mobilization a daunting challenge 	<ul style="list-style-type: none"> • Convene a meeting among potential MSs that can provide core funding within the first quarter of 2016

VII. Budget

INTERNATIONAL BUREAU OF EDUCATION (IBE)
INTERIM FINANCIAL STATEMENT I & II*
FOR THE FINANCIAL PERIOD 1st JANUARY TO 31st DECEMBER 2015

The Financial Statement I,II and Schedule 1 as at 31st DECEMBER 2015
are :

Marope MMANTSETSA
Director
International Bureau of Education



12/01/2016

STATEMENT I
INTERNATIONAL BUREAU OF EDUCATION

INTERIM STATEMENT OF FINANCIAL POSITION AS AT 31/12/2015

	31/12/2015 USD	31/12/2014 USD
ASSETS		
Current Assets		
Cash and cash equivalents	541 303	23 770
Short-term investment	-	810 537
Accounts receivable (exchange transactions)	6 793	14 317
Advance payments	12 326	22 288
Other current assets	4 180 176	4 441 415
Total Current Assets	4 740 598	5 312 327
Non Current Assets		
Property, plant and equipment	41 395	36 325
Other non-current assets	-	-
Total non current assets	41 395	36 325
TOTAL ASSETS	4 781 993	5 348 652
LIABILITIES		
Current Liabilities		
Accounts payable	35 938	205 930
Employee benefits	17 122	20 017
Advance receipts	94 709	1 481 726
Other current liabilities	42	42
Total current liabilities	147 769	1 707 715
Non-current liabilities		
Employee benefits	180 180	180 180
Total non-current liabilities	180 180	180 180
TOTAL LIABILITIES	327 949	1 887 895
NET ASSETS	4 454 044	3 460 757
NET ASSETS/EQUITY		
Surplus for the period	993 287	296 367
Reserves movements	-	(30 879)
Reserves and fund balances	3 460 757	3 195 269
NET ASSETS	4 454 044	3 460 757

INTERIM STATEMENT

STATEMENT II
INTERNATIONAL BUREAU OF EDUCATION

INTERIM STATEMENT OF FINANCIAL PERFORMANCE
FOR THE PERIOD ENDED 31/12/2015

	31/12/2015 <i>USD</i>	31/12/2014 <i>USD</i>
REVENUE		
UNESCO Financial Allocation	1 762 400	1 762 400
Voluntary contributions - Extra-Budgetary	3 046 293	2 326 137
In-kind contributions	642 120	745 274
Other revenue producing activities	55 604	58 841
Other revenue	71 571	148 818
Finance revenue	9 402	15 505
TOTAL REVENUE	5 587 390	5 056 975
EXPENSES		
Employee benefits expenses	2 728 584	2 727 232
Consultants/external experts and mission costs	411 393	240 941
Grants & other transfers	228 818	347 073
Supplies, consummables & other running costs	1 016 510	1 163 970
Contracted services	177 962	153 284
Depreciation and amortization	15 467	15 786
Other expenses	10 622	108 232
Finance Costs	4 747	4 090
TOTAL EXPENSES	4 594 103	4 760 608
SURPLUS FOR THE PERIOD	993 287	296 367

INTERIM STATEMENT

INTERIM SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)**2015****SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE
FOR THE FINANCIAL PERIOD 1st JANUARY to 31st DECEMBER**

(Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS		EXPENDITURES		GLOBAL EXECUTION RATE
	Appropriation approved by council	Budget revised	Unliquidated obligations futur period	Total Current period	
I. PROGRAMME ACTIVITIES					
I-1 Activities under Expected results I	2 185 525	2 640 956	889 128	1 119 754	76,1%
Diploma course on curriculum design	412 000	526 663	130 812	328 495	87,2%
ECCE	437 761	437 222	204 432	108 644	71,6%
Learning outcomes in early grades: integration of curriculum, teaching materials, and assessment of Education.	1 229 154	1 257 309	501 248	575 975	85,7%
Strengthening the Education Systems of MS to equitably provide high quality education and effective learning opportunities.	83 965	83 432	6 431	22 170	34,3%
Strengthening STEM curricula for girls in Africa and Asia and Pacific (phase I)	-	300 000	38 205	58 976	32,4%
Adaptation of the Book: Nature of Learning	22 645	36 330	8 000	25 494	92,2%
I-2 Activities under Expected results II	1 427 168	1 884 134	284 216	741 771	54,5%
Research & Publications	458 000	578 501	139 607	341 231	83,1%
Development of IBE website	207 000	214 237	15 489	175 190	89,0%
Communication	247 000	247 000	103 851	42 617	59,3%
Text books Project	434 130	499 569	8 524	125 817	26,9%
Documentation services	81 038	344 827	16 745	56 916	21,4%
PROGRAMME ACTIVITIES (I)	3 612 693	4 525 090	1 173 344	1 861 525	67,1%
II. GOVERNING BOARD / GEN. ADMIN./ INSTITUTIONAL DEV.					
II-1 IBE Council/Steering Committee	80 000	81 769	20 967	33 870	67,1%
II-2 General operating costs	260 000	303 540	14 436	281 188	97,4%
II-3 Director Office	160 000	164 630	60 821	95 206	94,8%
GOVERNINT BOARD, GEN.ADMIN. & INST. DEV (II)	500 000	549 939	96 224	410 264	92,1%
STAFF COSTS (Established posts) (III)	1 916 883	1 918 270	1 299	1 679 311	87,6%
TOTAL BUDGET ALLOCATED 2015 (I + II + III)	6 029 576	6 993 299	1 270 867	3 951 100	74,7%



International Conference on Education Working Group: Summary Report and Information Note to the Steering Committee of the IBE Council

17 June 2015



SUMMARY REPORT

To The members of the Steering Committee of the IBE Council
From Prof. Constantinos Cartalis, Representative of Group I (Western Europe and North America) and Chair of the Working Group of the Council of the International Bureau of Education on the International Conference on Education

A. Following the decision by the Council of the International Bureau of Education at its 64th Session (January 2015) to “establish the Working Group responsible for assisting the IBE Director in preparing the next ICE” and to “request the Working Group to prepare a detailed proposal to be submitted to the Steering Committee, aligned with the IBE mandate as a Centre of Excellence and its six core initiatives as well as the post-2015 education agenda”, the Working Group on the ICE (ICE/WG) (see Attachment #1 for the synthesis of the ICE/WG) held its meeting at the IBE in Geneva on Monday 16th and Tuesday 17th March 2015.

B. On the basis of the deliberation of this meeting, a detailed proposal shaped as **an information note** (see pages 2 – 8 below) was prepared by the ICE/WG with specific proposals on such issues as periodicity, budget and structure, theme of the next ICE, budgetary needs, etc.

C. The ICE/WG noted in particular that a decision to present a proposal to organize the next session of the ICE to the 197th Session of the Executive Board (7-20 October 2015) will depend on having secured a host country which will provide at least 85% of the estimated budget.

D. The note was communicated among the Members of the ICE/WG who expressed their consent and was sent on the 23rd March 2015, to Ambassador A. Fasel of Switzerland, along with a request for a timely answer regarding the intention of the Swiss authorities to host the event and support it financially “*by at least 85% of the estimated budget.*”

E. A document was prepared by IBE describing in detail the possible themes for the next ICE, in the light of the post-2015 educational development agenda (Attachment #2).

F. On April 2, 2015 Ambassador Fasel provided the answer to the information note of the ICE/WG (Attachment #3). Furthermore, and following to consultations with the Chair of the ICE/WG, Ambassador Fasel further detailed (email of June 3rd 2015, Attachment #4) the answer of the Swiss authorities regarding ICE, an extract of which follows:

“1. Switzerland is in favor of a next ICE to be held in beginning of 2017 in Geneva which is aligned with the principal activities of IBE in the context of the post-2015 agenda.

2. Switzerland is ready to raise its financial contribution for a next ICE in Geneva, but it won't be as such as asked by ICE-WG (expectations are between 400/600 K).

3. Switzerland expects that the members of IBE Council will support an appropriation for the next ICE to be included in the next 2016-2017 budget of UNESCO and reiterates its call to the members of the ICE-WG to mobilize their respective regional groups to contribute for the success of the ICE, demonstrating thus that all have expectations regarding IBE's activities and that all recognize the added-value of its work.”

On the basis of the above, the ICE/WG wishes to express its appreciation to the IBE for its support to its works as well as to Switzerland for its commitment to host the ICE in beginning 2017.

The ICE/WG reports to the Steering Committee of the IBE Council that the precondition “*having secured a host country which will provide at least 85% of the estimated budget*” has not been met.

To this end, and taking note of the essential steps prior to the administrative and logistical preparation of the 49th Session of the ICE (as amended by ICE/WG) (see pages 7-8 below), two options may apply for consideration by the Steering Committee:

Option 1. To hold an ICE in 2018 following to a call for potential host countries (including countries to host regional consultations) which will meet the precondition the host country to provide at least 85% of the estimated budget.

Option 2. To consider the proposal by Switzerland, as described above, and promote the needed deliberations and actions accordingly, including the provision of information to the Regional groups, in light of securing the budgetary needs for the ICE.

INFORMATION NOTE

1. Budget and resources for the next ICE

The ICE/WG noted that according to information provided by the IBE, funding of such conferences is normally strongly associated with the host country: host countries normally provide the bulk (at least 85%) of the direct costs of the conference, in addition to other indirect costs such as the provision of security details, local transport, hospitality, etc. The UNESCO Secretariat also augments the host country's financing by mobilizing extra-budgetary resources.

(Post-meeting note: A recent example includes the UNESCO World Conference on Education for Sustainable Development in Aichi-Nagoya, where UNESCO contributed no more than 17.5% of a total conference budget of USD 11,387,000.)

The host country's funding also covers services of a P5 staff member and a P1 staff member, who assist the Director in preparing for the conference.

The ICE/WG reviewed and noted the budget estimate for the 49th Session of the ICE which shows that a minimum amount of USD 3.7m would be required taken that the Conference is organized in Geneva.

(Ref. Annex I for an estimated budget for the 49th Session of the ICE.)

Upon the request of the ICE/WG Members the Director clarified that:

- a) The cost of the ICE is tightly estimated based on the experience of similar global conferences;
- b) The role of the P5 would be to prepare much of the documentation that constitutes the substance of the ICE under the intellectual leadership and quality assurance of the IBE Director. Examples of key outputs are: the concept note; the elaboration of the ICE theme and sub-themes; the terms of reference for speakers; preparation of an annotated programme; reviewing speakers' abstracts and final presentations; producing the core guiding documents of the conference; the preparation of a draft outcome document; working with CLD in the integration of this content into the structure of the conference; etc.
- c) The role of the P1 would primarily be support of the P5 with background technical material and with the management of the associated processes.

2. Host country for the next ICE

Noting the importance of the host country in securing funding for the ICE, and the information received from the IBE on the required level of contribution to the funding of the ICE, the ICE/WG mandated the Chair to confirm immediately with Switzerland its readiness to serve as the host country for the ICE and thus to provide at least 85% of the estimated USD 3.7m in direct costs (and not including indirect costs).

During the second day of the meeting the Chair reported to the ICE/WG the readiness of Switzerland to host the ICE, but that its decision to provide the required funding would be made after receiving further information from the ICE/WG including, among others, a budget estimate, the conference themes and sub-themes, the conference category and structure, the nature and duration of the conference, the participants, the preparatory work schedule, etc.

Given the urgency to resolve funding questions for the next ICE, the ICE/WG agreed to submit such details through the Chair to the Swiss authorities and in turn to request a response within the following week.

The ICE/WG noted that a decision to present a proposal to organize the next session of the ICE to the 197th Session of the Executive Board (7-20 October 2015) will depend on having secured a host country which will provide at least 85% of the estimated budget.

3. The timing of the next session of the ICE, and the suggested periodicity of the

ICE The timing of the next session of the ICE

The ICE/WG noted the importance of timing: an ICE in 2016 would be the first global conference in education following the adoption of the SDGs in 2015; it would also follow eight years after the last session of the ICE.

However, the first availability of suitable conference facilities in Geneva would be 6-10 February 2017. The ICE/WG noted that early 2017, despite Council's caution about not holding the ICE in a General Conference year, would not unduly increase pressure on Ministers.

The ICE/WG stressed October/November 2016, or the first quarter of 2017, as the ideal date; and that subsequent conferences take 2016 (even if held in the first quarter of 2017), as the periodic base.

Periodicity of the ICE

The ICE/WG agreed to propose that the ICE be held every four years, thus, 2016/17; 2020; 2024, etc.

4. Possible themes for the next ICE, in the light of the post-2015 educational development agenda

The ICE/WG highlighted the Council's recommendation that the theme of the ICE should be strongly linked to the core work of the IBE.

The ICE/WG noted that the proposed Sustainable Development Goal 4 aimed to "Ensure **inclusive** and **equitable quality** education and promote **life-long** learning opportunities for all" (emphasis added). The ICE/WG thus proposed the theme of "Curriculum at the crossroads" of these four key areas of SDG 4: that education should be characterized by inclusive, equitable, life-long and quality learning.

Proposed ICE theme: *Curriculum at the Crossroads: Charting Pathways for the Future*

Proposed sub-themes: *(subsequently, a rationale and a list of key issues for each sub-theme to be developed)*

1. Equity of education quality / Engendering social equity and inclusion through curriculum

(Note: Poverty, gender and disability as foci.)

2. Competencies for future global citizens

3. Multiculturalism and international cooperation in curriculum

4. Curriculum for excellence in STEM and innovation

5. Effecting lifelong learning policies through curriculum

6. Cultural and natural heritage(s) in curriculum

7. Curriculum and multi-disciplinarity: the case of climate change

5. The category and structure of the ICE

The ICE/WG agreed that as in the past, the ICE should be held as a Category II conference. However, the technical robustness of the ICE should also be very strong, given the length of time that had elapsed since the last session of the ICE in 2008, and the considerable accumulation of issues to be addressed – not least those identified in the post-2015 education development agenda. As such, the ICE/WG emphasized the importance of a robust technical meeting prior to and in support of the Ministerial deliberations.

The ICE/WG proposed a four-day Category II conference.

A technical meeting for the first 2½ days of the conference (prior to the Ministerial meeting) would be structured as follows:

- An introductory plenary session, followed by debate;
- A mix of seven Workshops and Roundtables (the latter being more interactive and participatory), each followed by debate and discussion, as indicated in the list of sub-themes;
- Key invited papers outlining the issues and debates, to be circulated in advance, each followed by a respondent to focus the subsequent discussion.

Participation in the technical meeting should be inclusive and open, with invitations to the research community, the policy community, the academic society, curriculum experts, NGOs, CBOs, agencies from other areas of development, etc. These technical meetings would prepare areas for debate and recommendations for deliberation by Ministers.

The second part of the ICE should be the actual Category II meeting, and should last 1½ days. It would be conducted as follows:

- Presentation of a summary of key issues to be discussed by Ministers;
- A Ministerial roundtable on the issues;
- Debate on and revision of draft recommendations;
- Adoption of recommendations, followed by the closing of the conference.

Invitations would be extended to Ministers of Education, and also, depending on the final theme and subthemes of the Conference, to regionally representative Ministers of National Development, Ministers of the Environment and Sustainable Development and Ministers of Culture.

A series of high-level meetings at regional/sub-regional level, and an E-forum

The ICE/WG further proposed that the ICE be preceded by a series of regional consultations and an E-forum as part of the core inputs. Participation in regional consultations would mirror participation in the technical first part of the conference. The first regional meeting would be held around January 2016. The aim and task of each regional conference would be to tackle each of the sub-themes from a regional perspective, to feed into the concept paper, which would take regional perspectives into account.

The ICE/WG noted the need for volunteer countries to host regional conferences; and to ensure that each regional conference is truly representative.

6. Timelines for the preparatory process

With regard to the time needed by the IBE needed to organize the next session of the ICE by the end of 2016 or by February 2017, the ICE/WG noted that a final decision would need to be made by the meeting of the Steering Committee in June 2015. A host country would need to be identified and its financial commitment secured prior to the June meeting of the Steering Committee.

(Ref. Annex II, "Essential steps prior to the administrative and logistical preparation of the 49th Session of the ICE", as amended by the ICE/WG.)

Annex I: Estimated Budget for the 49th Session of the ICE (Assuming Category II)

	2015	2016	2017	Total
A) 2015 preparatory activities				
6 months P5 & P1; preparatory meetings	\$300'000			\$300'000
B) Draft breakdown of 2016 Budget				
Consultants and reference document		\$60'000		\$60'000
Keynote speakers		\$100'000		\$100'000
Participants' travel from LDCs		\$150'000		\$150'000
Simultaneous interpretation		\$200'000		\$200'000
Translation of documents		\$150'000		\$150'000
Support staff P5 & P1		\$455'000		\$455'000
Professional staff missions		\$80'000		\$80'000
Administrative support staff (Service contracts)		\$300'000		\$300'000
Information/Communication (including Com Officer at P3)		\$400'000		\$400'000
Printing of documents / publications		\$150'000		\$150'000
Video production Conference rooms, services		\$150'000		\$150'000
Registration costs / Security arrangements		\$120'000		\$120'000
Rental of equipment / IT		\$100'000		\$100'000
Regional / Subregional preparatory workshops		\$150'000		\$150'000
(8) Miscellaneous		\$400'000		\$400'000
		\$100'000		\$100'000
C) Follow-up activities 2017			\$300'000	\$300'000
TOTAL	\$300'000	\$3'065'000	\$300'000	\$3'665'000

Annex II: Essential steps prior to the administrative and logistical preparation of the 49th Session of the ICE (as amended by ICE/WG)

- January 2015 The IBE Council reaches agreement on the above key points preliminary to the initiation of preparations for the 49th Session of the ICE.
- March 2015 The ICE Working Group of the IBE Council convenes its 1st meeting.
- April 2015 The IBE Council President and Steering Committee meet with ADG/ED and DG to propose a 49th Session of the ICE.
- 31 May 2015 Report of Working Group submitted to Steering Committee
- June 2015 The Steering Committee of the IBE Council prepares, in terms of the authority delegated to it by the 64th Session of the Council (see Annex I, above), a draft proposal, taking into account the above, for onward submission to the 197th Session of the Executive Board (7-20 October 2015).
- June-July 2015 The IBE Council initiates, following advice by the Steering Committee, a consultation process among Electoral Groups.
- Should no host country be identified by the end of July, the submission to the Executive Board should propose an ICE in 2018, and request a call for potential host countries (including countries to host regional consultations).
- 31 August 2015 The following extract from 196 EX/21 pertains:
- “According to Rules 12, 13 and 14 of the Rules of Procedure of the General Conference, after the provisional agenda has been circulated, Member States, Associate Members, the Executive Board and the Director - General may request the inclusion in the agenda of supplementary items no later than eight weeks before the opening of the session, i.e. up to 8 September 2015.”
- October 2015 The 197th Session of the Executive Board proposes a draft decision concerning the 49th Session of the ICE, including, possibly, a series of high-level meetings at regional/sub-regional level in the years preceding and following the 49th Session of the ICE, and the dates and location/s of the ICE and related meetings.
- November 2015 The 38th Session of the General Conference (3-18 November 2015) requests the IBE Council to organize the 49th Session of the ICE and, possibly, a series of high-level meetings at regional/sub-regional level in the years preceding and following it.
- Should the decision be to invite proposals from Member States to host the 49th Session of the ICE, such an invitation is extended to Member States.
- Should the decision be to include a series of high-level meetings at regional/sub-regional level in the years preceding and following the 49th Session of the ICE, invitations are extended to Member States to host such meetings.

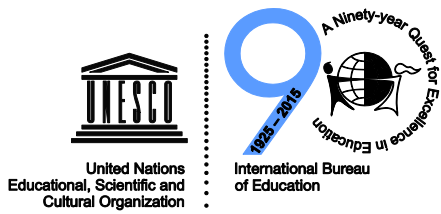
January 2016 The IBE Council continues preparations for the 49th Session of the ICE and, possibly, a series of high-level meetings at regional/sub-regional level in the period preceding and following it.

Assuming agreement on and the smooth passage of the above within the proposed time frame, administrative and logistical preparations for the 49th Session of the ICE begin.

ATTACHMENT #1

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ATTACHMENT #2



The Council of the IBE Working Group Meeting on the International Conference on Education

Proposed themes and sub-themes



UNESCO International Bureau of Education

The International Conference on Education: proposed theme and sub-themes

“Curriculum at the Crossroads: Charting Pathways for the Future”

Sustainable Development Goal 4 aims to “Ensure **inclusive** and **equitable quality** education and promote **lifelong** learning opportunities for all”. Underlying SDG 4 is a commitment to the undisputed role of education in **holistic development**. The proposed theme of the next ICE, **“Curriculum at the crossroads: charting pathways for the future”**, deliberately places curriculum at the intersection of these four key aspects of SDG 4. It is the curriculum that:

- plays a critical role in determining the extent to which education is **inclusive**, and, accordingly, the extent to which it is **equitable**;
- encapsulates and articulates the competencies associated with the capacity for **lifelong learning**;
- underpins and provides support for the provision of **quality teaching and learning**; and
- lies at the heart of our efforts to make education relevant to **holistic development**.

It is the curriculum that is, in sum, the primary operational instrument for giving effect to national aspirational goals – and the associated strategies, plans and policies – focused on the role of education in development. Curriculum provides the bridge between education and development. More widely than this, the curriculum has a foundational role to play in support of the central issue pervading not just education, but the entire post-2015 development landscape: *development that is sustainable*.

This theme thus aims to set the future agenda for curriculum, learning and assessment within the Education Agenda 2030. It aims to reconceptualize and reposition curriculum, given its indispensable role in holistic development, to support the effective realization not only of Goal 4, but of each and every Sustainable Development Goal. Seven sub-themes are therefore proposed to give further substance to the core theme and to support this agenda:

1. **Competencies for future global citizens**
2. **Effecting lifelong learning policies through curriculum**
3. **Equity of education quality / Engendering equity and inclusion through curriculum**
4. **Curriculum for excellence in STEM and innovation**
5. **Multiculturalism and international cooperation in curriculum**
6. **Cultural and natural heritage in curriculum**
7. **Curriculum and multi-disciplinarity: the case of climate change**

1. Competencies for future global citizens

This sub-theme will focus on the role that the development of competencies can play in holistic and integrated youth development. Much contemporary curricular discourse focuses on the development of a range of competencies that are seen to be important for the realization of successful, fulfilled and worthwhile lives in the context within which young people are situated and whose associated challenges they accordingly face. The context for which these competencies might prepare young people is an increasingly globalized one: young people are too frequently alienated from the education system, from the employment possibilities open to them, from their cultural context and from society as a whole. The development of appropriate competencies – with regard to both type and mix – has an important role to play in these domains.

Key questions:

- In the light of the Sustainable Development Goals, how do we determine the core competencies that are needed, bearing in mind both the emerging global consensus on core competencies and local, contextual requirements?
- What are the teaching, learning and assessment challenges associated with an increased focus on competencies in the curriculum?
- How can the curriculum and its associated competencies better prepare future global citizens for an increasingly globalized context and an environment more complex and dynamic than ever?

Workshop – Possible partners: World Bank, ILO, SHS, UNEP, UN Commission on Sustainable Development, UNHCR, UNESCO Clearinghouse on Global Citizenship Education, UNDP (leadership, capacity building), Mahatma Gandhi Institute

2. Effecting lifelong learning policies through curriculum

This sub-theme will focus on the challenges associated with giving effect to lifelong learning policies through the curriculum. Central to the development of the capacities for lifelong learning are key competencies and capabilities such as those to do with global citizenship; the ability to understand, adopt and use new technologies; the ability to interact and work cooperatively with others; and the ability to communicate information clearly, systematically, logically and succinctly – to name just a few. Giving effect to these essential prerequisites for lifelong learning confronts curriculum and learning specialists, policy makers, leaders and practitioners with difficult challenges and questions.

Key questions:

- How are these key competencies for lifelong learning to be understood in terms of their constituent elements (while not reducing them to discrete and over-simplified levels that lose their complexity)?
- How can they be included in the curriculum in genuinely substantial and meaningful ways that enable effective teaching and learning for lifelong learning?

- How are they to be assessed, and how might assessment processes support further development of the learner?
- How might we address lifelong learning policy issues such as fair recognition of prior learning, the portability and transferability of prior learning and qualifications across domains and into different contexts, and the mapping of the associated pathways in ways that are appropriately rigorous and sufficiently flexible?

Roundtable – Possible partners: UIL, Commonwealth of Learning

3. Equity of education quality / Engendering equity and inclusion through curriculum

This sub-theme will focus on key factors underlying inequality of education quality: poverty, ethnicity, gender, disability, location, culture, language, etc; how they manifest across contexts; and how they can be fully redressed. The sub-theme will also highlight promising practices across the globe, underpinned by an identification and analysis of their enabling factors.

Key questions:

- How can we ensure the equitable provision of quality education and lifelong learning opportunities for everyone, no matter the influence of any of these factors?
- How can the curriculum play a more important role in engendering equity and inclusion, and how it can support teaching and learning to these ends?
- How can curricula be developed to support personalized learning for each, and for all, given that each learner is uniquely positioned in terms of these factors, and, equally, unique regardless of these factors?

Workshop (Note: A roundtable on poverty, gender and disability also to be included)

Possible partners: Curriculum development centres of acclaim (regional representation), World Bank, AfDB, ADB, etc, UNICEF, WG/ECCE (WHO), OECD, SACMEQ and regional assessing organizations, UIS, UNDP, regional research networks, DFID and the like, Special Olympics, World Institute for Development Economics Research (UNU-WIDER, Helsinki)

4. Curriculum for excellence in STEM and innovation

This sub-theme will focus on curricular innovation in STEM, given the importance of education in Science, Technology, Engineering and Mathematics. Ours is a world increasingly dependent on scientific and technological innovation, not only for the development of the enabling economic environments and the associated job creation that will help in the further alleviation of poverty and in national development, but also for solutions to some of the most intractable challenges facing humanity – for example, sustainable energy, food security and disaster risk reduction.

Key questions:

- What are the competencies needed by learners to engage proactively with a world increasingly dominated by rapid technological development?
- How do we develop STEM curricula that are both supportive of learners with, for whatever reason, minimal foundational competence in these domains, and also sufficiently sophisticated to prepare students for upper secondary and tertiary study in STEM?
- How do we make STEM subject choices more attractive to those traditionally excluded, again for whatever reason, not least for reasons of gender, from these domains?
- How do we develop curricula and associated material that provide support and structure for teachers who might be insufficiently qualified and experienced in these domains?
- How might we design STEM curricula to support sustainable development and ways of living?

Workshop – Possible partners: UNESCO Science Sector, UNIDO, IIET, CERN, IOSTE (Canada), technology houses (eg, Microsoft, Google, Intel, Samsung and other regional entities in the Global South), Maastricht Economic and Social Research Institute on Innovation and Technology (UNU-MERIT)

5. Multiculturalism and international cooperation in curriculum

This sub-theme will focus on some of the implications of the phenomenon of multiculturalism for curriculum. Increasing degrees of multiculturalism are an inevitable and potentially rich consequence of increasing rates of globalization. Rich in what we can learn from each other across cultural contexts; but only potentially so, given two contrasting risks: that of increasing homogenization and the loss of the wealth associated with cultural diversity; and that of increasing fragmentation associated with confrontation across cultural contexts, whether religious, based on a refusal to accept diversity, etc.

Key questions:

- How might a rich and diverse curriculum offer the potential to develop multicultural knowledge, skills, values and attitudes – multicultural or, better, intercultural competencies – in young people, helping them to understand both their rights and their responsibilities, to respect diversity, and thus to reduce confrontation and conflict across cultural contexts?
- How can we mitigate the risks associated with inappropriate policy ‘borrowing’, global curricular standardization, increasing degrees of global ‘governance’ in education, and the consequent loss of the rich diversity across cultural contexts from which we are still able to benefit?

Roundtable – Possible partners: UNESCO Culture Sector, International Institute for Cultural Diplomacy, King Abdullah International Centre for Inter-Religious and Inter-Cultural Dialogue (KAICIID, Vienna), International Council on Monuments and Sites (ICOMOS), Open Society Foundations, Institute on Globalization, Culture and Mobility (UNU-GCM, Barcelona)

6. Cultural and natural heritage in curriculum

This sub-theme will explore the critical importance of cultural and natural heritage as learning resources in the curriculum. Increasing rates of globalization have had serious consequences for both our cultural and our natural heritage. A rich diversity of cultural heritage is under threat from the increasing degrees of homogenization associated with the processes of globalization. The commodification of culture and its historical heritage threatens to bleach the rich colours, textures and contrasts of the human tapestry into a pale and bland sameness. And commodification in all its forms – of everything that can be processed and packaged for sale – threatens our natural heritage to an unprecedented extent.

Key questions:

- How might cultural and natural heritage be included as learning resources in the curriculum?
- How might cultural and natural heritage be deployed to engage learners to respect and protect these heritages, to strengthen communitarian bonds?
- How might cultural and natural heritage be celebrated in the curriculum, so that they might in future be treasured?

Roundtable – Possible partners: UNESCO Culture Sector, IUCN, UNEP, WWF, ICOMOS, UN Commission on Sustainable Development, UNU-IAS (Tokyo)

7. Curriculum and multi-disciplinarity: the case of climate change

This sub-theme will focus on the consequences of carbon-based economic development for climate change – which might be the most pressing and intractable question facing humanity today. We know that poverty alleviation depends to a significant extent on job creation, which is in turn dependent on economic growth. But the current modality of economic growth is predominantly carbon-based. To reduce poverty and stimulate national economic development, we are destroying our natural environment. The most dramatic consequence of this is climate change – quite apart from lives blighted by industrial pollution of the air, water and land, particularly in developing countries. Climate change and the consequences of industrial pollution are not just issues of environmental sustainability. They are issues of social justice. It is the poor who will suffer most from the consequences of climate change. It is the children of the poor who will suffer the physiological consequences of having their local environments given over to industrial production for the distant rich, and their water, soil and air fouled.

Key questions:

- What role can curriculum play in helping the leaders of tomorrow develop alternate futures, so that we might leave our children with a world more sustainable than looks the case today?
- What are the implications of “green skills for green jobs”, and how might the associated competencies be articulated and included in the curriculum?
- How would multi-disciplinary approaches to curriculum and learning enhance our ability to see and understand the complex interrelationships in all of this, to see the networks of

interdependence in which we are enmeshed, to see the global consequences of our every act of consumption, for example, for what they are?

- How do we articulate through the curriculum, given that climate change issues raise critical concerns about what type of education for what kind of society, the competencies needed to support sustainable development and ways of living?
- What new approaches in curriculum might genuinely support education for sustainable development?

Roundtable – Possible partners: *National Science Foundation (USA), International Brain Research Organization, UNFCCC, UN Convention for Desertification, UN Commission on Sustainable Development, Institute for Environment and Human Security (UNU-EHS, Bonn), International Energy Association, UNESCO Climate Change Education for Sustainable Development Programme, UNESCO World Heritage Centre*

Further partnerships in each of these seven sub-themes will be sought with:

- UNESCO Chairs;
- relevant private sector entities, other Ministries, and civil society (NGOs, CBOs, etc) organizations; and
- the International Association of Universities.

ATTACHMENT #3



Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Mission permanente de la Suisse auprès de l'Office des Nations
Unies et des autres organisations internationales à Genève

CH-1211 Genève 20, Mission suisse ONUIG, LPO

Professeur
Constantinos Cartalis
Président du Groupe de travail CIE
du Conseil du BIE
Bureau International de l'Education - UNESCO
Case Postale 199
1211 GENEVE 20

Genève, le 2 avril 2015

Monsieur le Président du Groupe de travail CIE du Conseil du BIE,
Cher Professeur,

En vous remerciant pour l'envoi du rapport de la 1^{ère} réunion du Groupe de travail que vous présidez, je tiens à vous confirmer que la Suisse est en faveur de la tenue d'une prochaine CIE début 2017 à Genève, siège du BIE et de nombreuses organisations internationales.

J'ai aussi le plaisir de vous informer que mes autorités sont bienveillantes à l'égard d'une contribution financière pour l'organisation de la 49^{ème} session de cet événement. Elles tiennent toutefois à souligner que les estimations et attentes financières formulées par le Groupe de travail représentent une augmentation importante par rapport aux précédentes éditions. Un délai plus large est donc nécessaire pour pouvoir apporter une réponse sur la possible contribution de la Suisse pour la CIE.

Mes autorités tiennent à souligner dans la mesure où le thème retenu pour la CIE est aligné aux activités principales du BIE dans le contexte de l'agenda post-2015, que l'intégration de ressources au titre du budget ordinaire et des contributions volontaires de base (core fundings) devrait aussi être considérée dans l'élaboration du budget de la CIE. Elles estiment que la CIE comme le BIE doivent pouvoir compter sur un soutien de l'ensemble des Etats membres, pour le moins de chaque région. En ce sens, la Suisse aimerait suggérer que les membres du Groupe de travail informent dès à présent leurs groupes électoraux respectifs à l'UNESCO du travail de préparation de la CIE. Cette démarche paraît importante également pour ancrer la CIE au sein de l'organisation, ainsi que pour assurer sa bonne articulation avec la planification de l'éducation post-2015 à l'UNESCO et au-delà. Ceci d'autant plus que la prochaine CIE pourrait être la première conférence mondiale sur l'éducation faisant suite à l'adoption du nouvel agenda global.

Mission permanente de la suisse auprès de l'Office des Nations
Unies et des autres organisations internationales à Genève
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Pour que la CIE bénéficie d'un appui large à la faveur de la valeur ajoutée que l'on souhaite, aussi bien eu égard à la mise en œuvre de l'agenda post-2015 que comme élément de la stratégie visant à faire du BIE le centre d'excellence de l'UNESCO en matière de curricula, une mobilisation politique qui serve à favoriser la prise de décision au niveau national devrait avoir lieu le plus tôt possible.

En vous assurant que la Suisse est à votre disposition, celle du groupe de travail, de la Directrice du BIE ainsi que des Etats membres de l'UNESCO pour avancer rapidement sur ce dossier et en vous remerciant de votre sollicitude et de votre engagement, je vous adresse, Monsieur le Président du Groupe de travail, l'expression de ma parfaite considération.

Le Représentant permanent de la Suisse



Alexandre Faßel
Ambassadeur

Attachment #4**Mail message, 3.6.2015**

Dear Professor,

Thank you very much for your communication and my apologies for the delay in responding. I have now received the required information from Berne, which read as follows:

- 1) All the previous 48 sessions of the ICE have taken place in Geneva where IBE as “host organization” of ICE is located.
- 2) The best long term solution is to keep Geneva as the adequate venue for quadriennial ICE; Switzerland will continue to provide its share of the burden.
- 3) Switzerland is still in favor of a next ICE to be held in beginning of 2017 in Geneva which is aligned with the principal activities of IBE in the context of the post-2015 agenda.
- 4) The last sessions of the ICE have been financed by UNESCO and IBE budgets and to some extent by donor contributions, including Switzerland with the highest amount among member states (250/300K).
- 5) Switzerland is among all UNESCO member states the main sponsor of ICE (and IBE), with continuous and regular (institutional-core) support marking a strong commitment as the country where IBE was created and is still located, and where ICEs take place.
- 6) Remaining convinced and concerned by the crucial importance for IBE to be supported by a wider range of donors, also for its policy dialogue activities, nonetheless recognizing the current budgetary difficulties, Switzerland is ready to raise its financial contribution for a next ICE in Geneva, but it won't be as such as asked by ICE-WG (expectations are between 400/600 K)
- 7) We still expect that the members of IBE Council will support an appropriation for the next ICE to be included in the next 2016-2017 budget of UNESCO and Switzerland reiterates its call to the members of the ICE-WG to mobilize their respective regional groups to contribute for the success of the ICE, demonstrating thus that all have expectations regarding IBE's activities and that all recognize the added-value of its work.

Best regards,

Alexandre Fasel



United Nations
Educational, Scientific and
Cultural Organization



International Bureau
of Education

UNESCO/BIE/C.65/3
Geneva, 5 January 2016
Original: English

A 90 Year Quest for Excellence in Education !

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

Geneva, 13 – 15 January 2016

PROPOSED PROGRAMME OF ACTIVITIES AND BUDGET 2016



2016 Proposed Work Programme and Budget to the 65th Session of the IBE Council

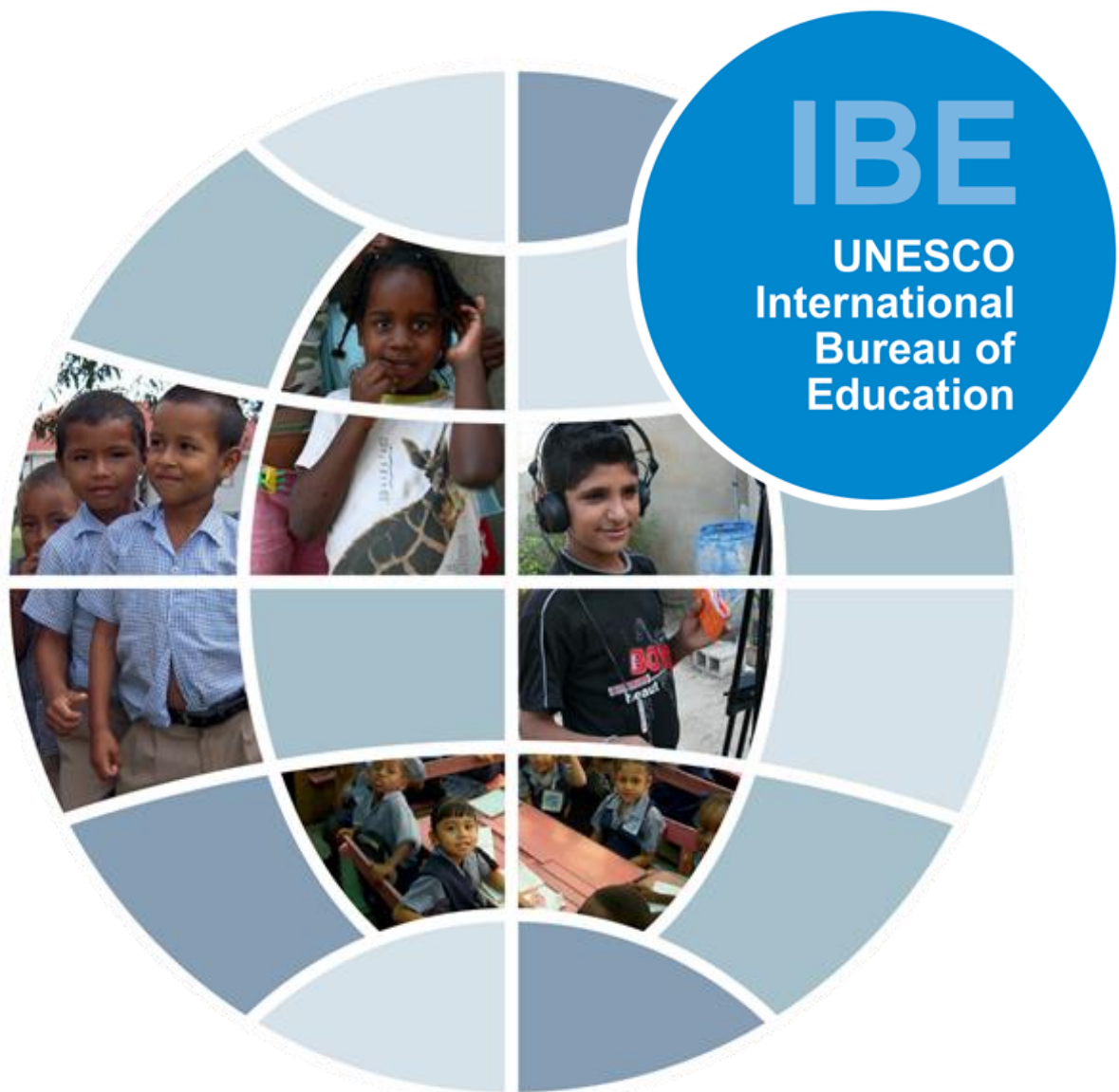


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I. Programme context

Introduction

This document proposes to the 65th session of the IBE Council, the 2016 work programme and budget for review and clearance. The proposal is made against a backdrop of the recently adopted Sustainable Development Goals (SDGs); particularly SDG4 and the global 2030 education agenda which are duly recognized. The proposed work programme and budget also take full cognisance of UNESCO's mandate, core functions, guiding documents such as the C/4 and C/5 as well as their related Expected Results (ERs), the Sector strategy 2014-21 and the IBE Centre of Excellence (CoE) strategy.

SDG4 and the global 2030 education agenda commit UNESCO's Member State (MSs) to "*Ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all*". Suffice it to highlight that 'all' means 'all' regardless of sex, age, race, ethnicity, religion, language, locale, habitat, life situation, disability, migrant status, indigenous peoples, etc. 'ALL' must have quality and development-relevant education as well as impactful lifelong learning opportunities that support the acquisition of competencies required for their optimal contribution to, and benefit from the sustainable and inclusive development envisaged through SDGs and through national development agendas.

The proposed work programme and budget capitalize on the IBE's strategic positioning and expertise to optimally contribute to the realization of SDG4, and by implication, to the realization of the other 16 SDGs that depend on quality and development-relevant education for their actualization.

IBE's Centrality to the Implementation of SDGs

The mandate of the IBE; "excellence in curriculum and related matters" is central to all the key elements of SDG4: **quality, relevance, equity and lifelong learning**. It would be difficult to attain any of the core elements of SDG4 without close attention to the curriculum and its closely related matters: *learning, teaching and assessment*.

The curriculum determines the quality of education and of learning experiences in a fundamental manner. It articulates current and future competencies that make for the **relevance** of education to holistic, inclusive and sustainable development.

Through its role in global education policy development (e.g., ICE 2008 and previous ones), the IBE has championed **equity** and **inclusion** through, and in education and learning. To date, the IBE continues to operationalize equity and inclusion through: The design of national curricula frameworks, norms and standards for curriculum design and development, analyses of existing curricula for all forms of bias, and the development of the UNESCO Education Sector's guidelines for equity and inclusion.

By selecting *learning, teaching and assessment* as "curriculum-related matters" of focus, the IBE addresses the content and core processes that fundamentally determine the **quality, effectiveness** and **development-relevance** of education and lifelong learning.

Smooth transitions through levels of education and learning settings are predominantly a matter of curriculum design. When well enacted, core principles of curriculum design: *scope, sequence, balance, equivalencies, vertical and horizontal articulation, flexible modularization, packaging and delivery*, are indispensable for giving effect to national and global lifelong learning policies as envisaged in SDG4. Furthermore, curriculum related matters of IBE's focus: *teaching, learning and assessment* are fundamental instruments for making lifelong learning policies a reality.

Furthermore, through the fourth of its six programmatic areas, the IBE directly provides MSs technical support for strengthening the **quality** and **development-relevance** of their education and learning systems.

The proposed work programme and budget for 2016 is therefore guided by the need for IBE to:

- (i) optimally contribute to the attainment of SDG4 and its country-specified targets
- (ii) intensify direct technical support to MSs to improve the quality and development-relevance of their education and lifelong learning systems
- (iii) optimally contribute to the Expected Results (ERs) of the UNESCO education sector as articulated in the 38 C/5
- (iv) consolidate and intensify the IBE's progress towards a globally recognized CoE status
- (v) sustain the alignment of IBE's six medium term programmatic areas to UNESCO core functions

Medium Term Programmatic Areas: Acceleration to CoE Status

Innovation and Leadership in Curriculum, Learning, Teaching, and Assessment (Norms and standard-setting function) This programme is intended to re-conceptualize and reposition curriculum as central to national and global sustainable development dialogue and interventions within the context of SDG4 and the global education 2030 agenda. It is also intended to reposition curriculum as an indispensable tool for giving effect to policies on lifelong learning.

Current and critical Issues in Curriculum, Learning, Teaching, and Assessment (Laboratory of ideas function) aimed at developing curricula guidelines and prototypes for areas of high demand and where MSs have limited experience and/or areas where MSs are not making desired progress.

Knowledge Creation and Management in Curriculum, Learning, Teaching, and Assessment (Clearinghouse function) to improve physical 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 global education 2030 agenda. Specifically, the IBE will intensify its knowledge brokerage role with a view to bridge the gap between knowledge creation and application focusing on: **curriculum and the development-relevance of education, learning, teaching and assessment**. IBE will also improve the real and virtual dissemination of “brokered” cutting-edge research-based knowledge to targeted practitioners.

Systemic Strengthening of Quality and Development Relevance of Education and Learning (Capacity builder function) aimed at enhancing the capacity of MSs to analyze and address critical impediments that prevent their equitable and resource efficient provision of quality and development-relevant education and impactful lifelong learning opportunities as implied in SDG4.

Leadership for Global Dialogue on Curriculum and Learning (Intellectual leadership function) with an aim 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 will also reinforce IBE’s position as a global CoE on curriculum and related

matters as well as an indispensable contributor to the attainment of SDG4.

Institutional and Organizational Development (Capacity development function of the IBE) which aims to sustain the strengthening of the IBE’s capacity to implement the CoE strategy and the education sector ERs, optimally contribute to the attainment of SDG4 and of the global education 2030 agenda.

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 2016, the IBE will continue to strengthen its global intellectual leadership for curriculum, learning, teaching, and assessment. This will entail further refinement, discussion, validation, adoption and ownership of the new curriculum paradigm shift tabled for initial consultation in 2015 during the World Education Forum 2015 (WEF). Several modalities will be used including moderated e-forums with the Global Curriculum Network (GCN) and other stakeholders, In-Progress Reflection BLOG, and the first global congress of the GCN. IBE will intensify and expand technical support to MSs to align their curricula frameworks with the demands of SDG4, the new curriculum paradigm which includes a technology perspective and the sustained anticipation of future competencies. The IBE will sustain the geographical expansion of the post-graduate diploma course with a view to reach two more regions within 2016. Research-based knowledge will continuously be infused into the course to ensure its quality, relevance and currency.

Activities	Expected Impact	Risks	Risk Mitigation
<p>1. Lead and sustain a global dialogue on the paradigm shift (aligned with SDG4 Targets 4.1, 4.7 and means of implementation 4.c.)</p> <ul style="list-style-type: none"> • Launch moderated e-forums on the global curriculum paradigm shift with members of the GCN and faculties of education as key target participants and other educators as secondary participants; • Sustain the BLOG on <i>In-Progress Reflection on Critical and Current Issues in Curriculum, Learning and Assessment</i>; • Launch a moderated e-forum on curriculum norms and standards setting document to be used as a resource and a guide for MSs who want to improve their curriculum design and development processes in line with SDG4; • Design and articulate future competencies to be used as a reference document for MSs who want to improve the development- and temporal-relevance of their curricula; • Advance preparations for the global congress on curriculum including face-to-face regional consultations with a view to secure a formal endorsement of all normative instruments produced by the IBE in collaboration with the GCN and other stakeholders. 	<ul style="list-style-type: none"> • MSs' widening contribution to, and ownership of the proposed global paradigm on curriculum; • Common conceptualization of curriculum and common norms and standards taking root; • Anticipatory capacity of Curriculum Development Centres of MSs improving as evident in the list of current and future competencies integrated into national curricula; • Recognition of the normative and leadership role of the IBE advancing as evident in the number of MSs seeking technical support and/or applying normative outputs of the IBE; • Partnership and collaboration between the IBE and GCN strengthening. • Partnership and collaboration between the IBE and OECD improving 	<ul style="list-style-type: none"> • Should there be lack of funds for translation and interpretation, there could be imbalanced regional participation and therefore ownership; • Adoption of a global paradigm may take a much longer consultative process; • Staff shortages may continue to hinder timely coordination of all activities. 	<ul style="list-style-type: none"> • Reach out to regional entities (Regional Economic Communities, bureaus, think-tanks, etc.) to convene regional consultations within their events, and expand the global outreach of IBE work through the GCN, multilingual blogs and social networks; • Where funds allow, translate principal normative outputs; • Increase awareness raising and advocacy activities through social media; • Reprogramme work into 2017 where human resources shortage proofs insurmountable.

2. Strengthening global networks and partnerships for curriculum and learning (aligned with SDG 4 all seven Targets and mean of implementation 4.c.)

- Formally launch the GCN and make public its ToRs;
- Sustain and expand virtual outreach through its Diploma Alumni Network, multilingual blogs and social networks as platforms for knowledge production and sharing on curriculum issues, trends and practices;
- Sustain the Community of Practice (CoP) in curriculum development as a tool for knowledge sharing.

- Interaction and knowledge exchange between the IBE and the GCN improving as evident in the number of GCN members who are actively engaged with the IBE;
- Increasing number of members of the Alumni;
- widening interaction between the IBE and CoP;
- An increasing number of partners taking advantage from the services and expertise of the IBE.

3. Reinforce the quality of the Postgraduate Diploma Course in Curriculum Design and Development (aligned with SDG 4 Target 4.1 and mean of implementation 4.c.)

- Revise and update the diploma face-to-face and on-line sessions principally in light of the new curriculum paradigm and the issues addressed within the global education 2030 agenda;
- Update the Curriculum Resource Pack (CRP) and diploma training materials with the view to broadening the international comparative perspective as well as to incorporate thematic modules on critical and current issues in curriculum and learning;
- Continue the training of facilitators and tutors to better facilitate and follow-up on the course;
- Continue tracing the impact of the diploma courses in the field.

- Graduates of the course better able to support their countries' efforts to align curricula with the global 2030 education agenda;
- Country-level technical leadership for curriculum design, development and implementation continuing to strengthen.

- Low completion rate of course due to the candidates' workload;
- MoEs not recognizing and using the Diploma course for professional incentives.

- Enhance the flexibility of the coursework and personalized pace of completion;
- Intensify dialogue and advocacy with MoEs leaders on the necessity of technical leadership for curriculum reform and development processes.

4. Upgrade the Diploma Course to a Master's level (aligned with SDG 4 Target 4.1 and mean of implementation 4.b, 4.c.)

- In Africa, launch a 3-tier qualification system (teacher certificate, post-graduate diploma and master's degree) in Curriculum Design and Development partnered with UNESCO HQ Section of Teacher Development (ED/ESC/TED), the Open University of Tanzania (OUT), Education International and other partners;
- In LAC, launch the Master in Curriculum and Learning within a consortium of universities and teacher training institutions, starting (to confirm) with San Ignacio de Loyola University (Peru) and the Teacher Education Institute BYCENJ (Jalisco, Mexico).

- The professionalization of curriculum design, development and implementation continues to improve in Africa, particularly francophone regions;
- IBE partnerships with academic institutions improving.

- MSs lack resources to finance the participation of MoEs and related-institutions staff in the diploma and master programmes.

- Intensify resource mobilization for scholarships and broaden the base of partners with high enough interest in the courses to provide scholarships for their constituents.

5. Provide tailored technical assistance based on country needs identified by national authorities or former trainees (post-training interventions, aligned with SDG Targets 4.1, 4.3, 4.5, 4.6, 4.7 and mean of implementation 4.c.)

- Support the Education Sector Analysis and Development Plans of Tanzania partnered with UNESCO HQ, IIEP and the Dar el Salaam Office;
- Contribute to the development of national curriculum reform proposal for Afghanistan partnered with the Ministry of Education and UNESCO Kabul Office;
- Support the implementation of the curriculum reform process in basic and secondary education in Kenya partnered with the Ministry of Education, Science and Technology, the Kenya Institute of Curriculum Development (KICD) and the Nairobi Office;
- Support the curriculum reform agenda for Congo Brazzaville in collaboration with the UNESCO Office, Teacher section at HQ and possibly the World Bank;
- Strengthen female participation in STEM (Science, Technology, Engineering and Maths) in Cambodia, Indonesia, Kenya and Nigeria through policies, curricula, pedagogy, teacher education and professional development, partnered with Malaysia, UNESCO Education and Science Sectors;
- Commence and/or sustain technical support to countries that have already directly requested it or have requested it through UNESCO country offices: Afghanistan, Botswana, Burkina Faso, Cambodia, Cape Verde, Republic of Congo, Democratic Republic of Congo, Indonesia, Kenya, Madagascar, Mauritius, Nigeria, Niger, Senegal, Seychelles, South Africa, Swaziland and Tanzania;

- MSs curricula improving and better able to support education quality, equity and relevance in line with the new curriculum paradigm and the SDG4;
- MSs technical capacity for curriculum design, development and implementation improving;
- Global recognition of IBE as an invaluable technical partner to MSs in its fields of competence expanding;
- IBE's reputation as a CoE augmenting.

- Slow and sometimes interrupted pace of work at country level.

- Strengthen collaboration with UNESCO field-level structures as they have the continuous presence required to sustain the momentum of work.

6. Sustain and expand the geographical coverage of the Diploma Course (aligned with SDG Target 4.1 and mean of implementation 4.b, 4.c.)

- Implement the diploma courses in Africa (fifth edition) and Latin America and the Caribbean (seventh edition);
- Launch the Diploma course in Arab States;
- Prepare for the expansion of the diploma to Asia and in Eastern Europe from 2017 onwards.

- IBE's global footprint and visibility increasing

- Unpredictable flow of funds for partner universities to sustain collaborative programmes with IBE;
- Staff shortages at the IBE may hinder progress.

- Work closely with partner universities for them to find sustainable financing;
- Continue to request IBE's Council Members to persuade their countries to provide secondees and voluntary contributions to enable the IBE to match its staffing to the growing demands of its services.

7. 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.)

Implementation of the last year of the three-year project, *Learning outcomes in reading in early grades* (2013-16), funded by the Global Partnership for Education (GPE), whose objective is to support Burkina Faso, Niger and Senegal in their efforts to improve students' reading and writing outcomes in the first three years of primary education. The activities planned for 2016 include:

- Within the framework of the curriculum reforms implemented in the three countries, provide technical assistance to the MoEs through:
 - Series of capacity development workshops addressed to the heads of schools, teachers and teachers' trainers on how to improve teaching and learning to read and write;
 - Pilot the new curriculum approach in the field of early teaching and learning to read and write among pre-service and in-service training institutes.
- Publication and dissemination (in English) of a study report on the identification of critical factors regarding the improvement of the reading curriculum in Burkina Faso, Niger and Senegal. The French version is available;
- Produce a book (in English) on issues relating to teaching and learning to read from an international comparative perspective and with a focus on sharing the lessons learned from the three project case studies;
- International conference on early reading and writing approaches and strategies engaging the three MoEs and with the view to trigger the debate on the pertinence of regional/international standards for early reading (Senegal, second semester of 2016).

- New vision on reading and writing in the early grades shared among policy makers, curriculum specialists and teacher trainers;
- Knowledge base on teaching and learning to read and write and curriculum alignment in the field of early reading and writing for the three MoEs improved;
- Learning process and outcomes improved through the implementation of the new national curricula in the three countries, principally in the field of early teaching and learning to read and write;
- School principals, teachers and teachers trainer's knowledge enhanced with regard to effective reading instruction practices;
- IBE's intellectual leadership in this critical and current issue continuously recognized.

- Political instability in participating countries;
- Weaknesses in management and staff skills (in charge of the project) and changes in the MoEs in the three countries;
- Lack of human resources and of time for the pilot-testing in the three countries.

- The government of Senegal can allocate resources and use the project tools to undertake the pilot phase;
- Engage new MoEs actors/managers to ensure the continuity and the follow-up of the project.

<p>8. Strengthen MSs capacity to design and develop Global Citizenship Education (GCED) curricula (aligned with SDG 4 Target 4.7)</p> <ul style="list-style-type: none"> • Support comprehensive in-country interventions on mainstreaming GCED in the policies and curricula partnered with UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU, to confirm) and also in partnership with the Global Education Monitoring team at HQ • Expand the comparative analysis of GCED initiated in 2015, covering different regions and contexts, and with the view to develop a preliminary grounded picture of the presence of GCED concepts and principles in the country curriculum documents as well as to provide initial inputs with regard to the monitoring and assessment of the implementation of SDG 4 Target 4.7 (to confirm) 	<ul style="list-style-type: none"> • The knowledge base required to guide the integration of GCED in curricula and education systems of MSs improving; • IBE's knowledge creation function continuing to grow; • IBE's technical partnerships improving. 	<ul style="list-style-type: none"> • MSs may tend towards a subject approach to GCED; • Lack of data available online to analyse the presence of GCED in current curricula. 	<ul style="list-style-type: none"> • Clearly articulate a compendium of approaches for handling GCED in the education system in general and in curricula in particular as a reference material for MSs. • Use the GCN to make country-level data on GCED available
<p>9. Strengthen MSs capacity to design and develop holistic Early Childhood Care and Education (ECCE) curricula (aligned with SDG 4 Target 4.2)</p> <ul style="list-style-type: none"> • Through the GCN discussions and drawing on the knowledge shared in the "In-Progress Reflections on Current and Critical Issues in the Curriculum and Learning", discuss and validate the discussion paper "ECCE policy issues: a curricular perspective"; • Initiate the implementation of the project on supporting holistic ECCE through comprehensive country policy and curricular interventions in partnership with Nestlé and having Botswana, Seychelles, Saudi Arabia and the Cameroon as pilot countries. 	<ul style="list-style-type: none"> • MSs capacity to design and implement high quality and holistic ECCE curricula enhanced; 	<ul style="list-style-type: none"> • The allocation of resources to ECCE especially in Sub Saharan Africa, South Asia and West Asia remains a key impediment for translating knowledge into impactful programmes; 	<ul style="list-style-type: none"> • Raise awareness on the Importance of ECCE among partner countries and through the GCN.
<p>10. Strengthen MSs capacity to design and develop inclusive curricula (aligned with SDG 4 Target 4.5)</p> <ul style="list-style-type: none"> • IBE resource pack "Reaching out to All Learners: A Resource Pack for Supporting Inclusive Education" will be available and disseminated in different languages with the view to supporting MSs to ensure that their education in general and their curricula in particular are equitable and inclusive indeed in line with SDG4; • IBE-led UNESCO Policy Guidelines on Inclusive Education will be available and disseminated in different languages, validated through policy and technical dialogue meetings, and used to support MSs in mainstreaming inclusive education and inclusive curricula, in partnership with the Section of Education for Inclusion and Gender Equality (ED/IPS/IGE); • Support MSs efforts in regards to the provision of flexible ways of learning and trainings on inclusive education, peace and right based education within the 2030 education agenda, especially for vulnerable populations. 	<ul style="list-style-type: none"> • MSs capacity to design and implement inclusive policies and inclusive curricula enhanced; • MSs capacity to monitor progress toward equitable and inclusive education and curricula strengthening. 	<ul style="list-style-type: none"> • Lack of resources to translate the inclusive education guidelines and resource pack in at least four UN languages; • Lack of political willingness and infrastructure to prioritize education for vulnerable populations. 	<ul style="list-style-type: none"> • Strengthen the dialogue and technical support to MSs on effective strategies and practices for mainstreaming inclusive education and inclusive curricula; • Engage MoEs and partners to mobilize resources to make available the Inclusive education guidelines and resource pack in at least four UN languages; • Sustain advocacy and awareness raising on the right to equitable education.

11. Strengthen MSs capacity to design and develop curricula grounded on competency-based approaches (aligned with SDG 4 Target 4.1)

- In collaboration with the OECD, the IBE will develop a list of core future competencies that have to be acquired at each level of the general education system, to be used as a reference, a standard and a norm for MSs;
- The IBE will use the GCN and other professional networks to consult on and finally adopt the list of future competencies
- The IBE will, on demand, provide MSs technical support to adopt a futuristic and competency-based approach to their curricula;
- In partnership with the UIS, the IBE will consolidate the role of curriculum in guiding assessment and support the design of curricula-led assessments.

- MSs' capacity for developing relevant curricula (in temporal and geographic terms) enhancing
- The normative and standard setting role of the IBE growing in impact and visibility;
- IBE's technical partnerships broadening and its reputation solidifying.

- Reaching consensus on curricula norms and standards can be politically charged.

- Extensive investment should be made toward consulting all critical stakeholders throughout the process of articulating and adopting the proposed norms and standards.

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

- The UNESCO initiative "Youth and learning in changing realities: Revisiting the relevance of Secondary Education", led by the IBE and the Section of Partnerships, Cooperation and Research (ED/ESC/PCR), will be further implemented in Latin America and the Caribbean, and may expand to other regions (Africa, Arab and/or Asia-Pacific)
- The IBE, ED/ESC/PCR and the IIEP-Buenos Aires will publish (in English and Spanish) the findings of the LAC studies on youth culture and youth education with a focus on youth disengagement
- Through GCN, knowledge on challenges and success in youth education will be discussed and training responses will be tailored upon request from MSs

- IBE's technical partnerships expanding and its reputation solidifying;
- The knowledge base required to guide the holistic integration of youth improving and becoming accessible in regions with serious youth challenges.

- Funding for the expansion of the research to other regions may not be available.

- Sustain resource mobilization from entities that support youth programmes in targeted regions

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

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

This programmatic area is most directly related to spirit and letter of SDG4. The IBE therefore already has a head start in providing MSs the technical assistance to meet SDG4.

The IBE integrated this programmatic area into its work program in 2015 in recognition of the reality that effective and impactful curriculum implementation depends on the effective functioning of other parts of the education system. Because the curriculum is closely connected to most if not all other critical elements of the education system, an otherwise robust curriculum can be seriously undermined by the: lack of teachers who are qualified to deliver it; physical teaching and learning environments that are ill-suited for delivering it; an assessment system that fails to assess what is in the curriculum; psycho-social circumstances that render learners ineffective at learning; ineffective pedagogy and learning processes and more. For its effectiveness at supporting education quality, development-relevance, and effective learning, curriculum must be nested within a well-functioning education system.

During 2016, the IBE will sustain support to MSs in strengthening capacities of their education and learning systems to equitably and resource efficiently provide quality and relevant education and effective lifelong learning opportunities. In sum, the IBE will sustain its support to MSs to attain SDG4. Furthermore, the IBE will design and run training programs for senior technical leaders of Ministries of Education to transform and run education systems that can meet SDG4 and that can support the acquisition of future competencies.

Activities	Expected Impact	Risks	Risk Mitigation
<p>1. Strengthen capacities of Ministries of Education (MoEs) to analyze and address systemic constraints to equitable provision of quality and relevant education and effective lifelong learning opportunities (aligned with SDG4 crosscutting to all targets)</p> <ul style="list-style-type: none"> Support a systematic analysis of critical constraints to education quality and learning effectiveness in two new countries 	<ul style="list-style-type: none"> MoE's analytical and operational capacities strengthened; MSs' capacity to identify and prioritize systemic constraints to education and learning enhanced in partner countries; Enhanced leadership and operational capacity for equitable provision of quality and development-relevant education and lifelong learning among MSs; IBE partnerships improving. 	<ul style="list-style-type: none"> Slow pace of participating countries; Frequent changes in country leadership break or stop initiatives; Shortage of staff at the IBE may substantially hinder progress. 	<ul style="list-style-type: none"> Selection of relatively more stable national centres in education as focal points for the work; sustain efforts to mobilize voluntary contributions to the IBE as well as to provide secondees.
<p>2. Provide technical support for the development and implementation of interventions to redress identified systemic constraints in 8 countries that have already undertaken the systemic analyses, starting with the list of common challenges collectively Identified by partner countries (aligned with SDG4 crosscutting to all targets)</p>			
<p>3. Update and improve the database of promising practices in systemic improvement of education quality and learning effectiveness (aligned with SDG4 crosscutting to all targets)</p>			
<p>4. Design, develop and run diverse training programs to strengthen the technical leadership that MoEs require to effectively meet the demands of SDG4, of national development plans and of 21st century competencies</p>			
<p>5. In partnership with IJET and Google, support MSs to adopt a technology perspective to their education systems starting with 4 pilot countries</p>			

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, teaching and assessment implemented and applied

During 2016 the IBE will strengthen its knowledge brokerage role with a view to bridge the gap between knowledge creation and its application. Enhancing this role is critical for setting the IBE apart as an intellectual leader in areas of its competence. An effective execution of this role will also position the IBE as a one-stop shop for what is new in core areas of its competence. This programme area is also critical for keeping other programme areas at the cutting edge of the knowledge frontiers, as well as the IBE's training and technical assistance services. During 2016, the IBE will focus its knowledge brokerage on four themes that relate to its core mandate: Curriculum and the development relevance of education, learning, teaching and assessment.

With regards to MSs, IBE's reinforced knowledge brokerage role will augment the analytical knowledge and evidence base required to inform decisions and practices within the framework of the global education 2030 agenda and the implementation of SDG4. Concerted effort will also be made to strengthen the dissemination of knowledge to targeted audience with priority placed on curriculum specialists, assessors, teacher trainers, teachers, and policy-makers. IBE will also reorient its current flagship publications, like *Prospects*, to more tightly align them to its core mandate.

Activities	Expected Impact	Risks	Risk Mitigation
<p>1. Strengthen and focus the knowledge brokerage role (aligned with SDG 4 Target 4.1)</p> <ul style="list-style-type: none"> • Review, simplify, summarize and make evident implications for policy and practice the latest research on the sciences of learning with a focus on key trends over the past five years and foreshadowing future trends: <ul style="list-style-type: none"> ○ at least ten outputs deposited on the IBE platform • Review, simplify and summarize and make apparent implications for policy and practice, research on the link between curriculum and the development relevance of education within the context of SDG4: <ul style="list-style-type: none"> ○ at least six outputs deposited on the IBE platform • Review, simplify and summarize and make apparent implications for policy and practice, research on diverse forms of assessments, their costs and their implications for improving education quality and resource efficiency: <ul style="list-style-type: none"> ○ one output deposited on the IBE platform • Reorient and repackage <i>Prospects</i> with IBE's core mandate and sustain the production of 4 issues per year. 	<ul style="list-style-type: none"> • IBE's intellectual leadership gaining more recognition; • The technical currency of IBE's training and advisory services improving; • Access to cutting edge knowledge in areas of IBE's competence improving especially within the GCN. 	<ul style="list-style-type: none"> • Insufficient financial resources for sustaining the brokering of knowledge; • Reaching targeted audience may remain a challenge especially in areas of poor connectivity. 	<ul style="list-style-type: none"> • Sustain resource mobilization efforts; • Link the web addresses of the GCN members to the IBE web address: • Explore partnering with Google for reaching areas of poor connectivity.
<p>2. Strengthen the IBE's clearinghouse function (aligned with SDG 4 Target 4.1)</p> <ul style="list-style-type: none"> • Sustain the production of bi-weekly Alerts with a focus on curriculum, learning, teaching and assessment; • Expand the online Curriculum Collection with a view to include 200 new materials and sustain the electronic catalogue of IBE documents and publications (IBEDOCs) by adding at least 150 records in 2016; • Initiate the digitization of the IBE Historical Textbook collection starting with the materials catalogued in 2015. 	<ul style="list-style-type: none"> • Access to IBE knowledge products improving. 		

<p>3. Reinforce IBE's knowledge management capacity (aligned with SDG 4 Target 4.1)</p> <ul style="list-style-type: none"> • Improve the IT platform to hold and disseminate knowledge created and/or brokered by the IBE in a more efficient and effective way. 	<ul style="list-style-type: none"> • The IBE efficiency at knowledge dissemination improving. 	<ul style="list-style-type: none"> • Substantial website content is not available in at least four UNESCO languages and this may limit substantive access to key outputs. 	<ul style="list-style-type: none"> • Forge partnerships and mobilize resources to ensure a multilingual website.
<p>4. Enhance the IBE's website communication and external image (aligned with SDG 4 Target 4.1)</p> <ul style="list-style-type: none"> • Complete the migration of the IBE website and further develop it to communicate well about vision, strategies, programmes, key initiatives and key outputs; • Strengthen online forums, blogs and social media that the IBE will use to consult national leaders of curriculum (the GCN) and lead technical dialogue with them (in conjunction with activities under ER 1). 	<ul style="list-style-type: none"> • Global visibility and access of IBE's work and image improving. 		

V. International Conference on Education (ICE)

With the postponement of the ICE to post-2017, the IBE will sustain dialogue with its key partners through virtual channels. Such dialogue will focus on how to best align national curricula with the global education 2030 agenda. Other mechanisms such as training courses and technical advisory services will be used to reinforce the virtual dialogue.

VI. Institutional and Organizational Development (Capacity Development function of the IBE)

Efforts to strengthen the delivery capacity of the IBE will be sustained during 2016, focusing on challenges that substantially threaten the intended organizational development and therefore the delivery capacity of the IBE. Specific attention will be given to: (i) expanding voluntary contributions from MSs starting with members of the IBE Council, (ii) convening a meeting of 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, and then broadening the base, and (iv) continuing to diversify the partnership base beyond MSs

Activities	Expected Impact	Risks	Risk Mitigation
1. Mobilize Members of the IBE Council to provide voluntary contributions to further enhance the delivery capacity of the IBE	<ul style="list-style-type: none"> A 50 percentage points Increase in the current level of voluntary contributions from Members of the IBE Council. 	<ul style="list-style-type: none"> Council members not coming forth with, and/or increasing voluntary contributions to the IBE. 	<ul style="list-style-type: none"> Sustain dialogue with potential contributors.
2. Host a meeting of MSs that are targeted to provide voluntary contributions to the IBE	<ul style="list-style-type: none"> Increase in the number of MSs that provide IBE voluntary contributions. 		
3. Sustain efforts to secure qualified secondees from MSs	<ul style="list-style-type: none"> At least two senior, three middle level and three junior secondees for areas for which the IBE has already prepared ToRs. 	<ul style="list-style-type: none"> MSs continue to not provide secondees to the IBE. 	
4. Sustain efforts to increase and diversify strategic partners for the IBE with a focus on: <ul style="list-style-type: none"> The private sector Foundations and philanthropists Institutions that specialize in areas of IBE's competence Academic and research institutions Professional networks Multilateral and bilateral agencies Civil societies that are recognized by UNESCO UNESCO HQ and Field Offices UNESCO Institutes and Networks UN agencies and other intergovernmental organizations Member States MoEs 	<ul style="list-style-type: none"> A substantial increase in the number of programmes that are financed by and/or undertaken in partnership with diverse partners. 		
5. Sustain efforts at resource efficient recruitment mechanisms	<ul style="list-style-type: none"> Increase in the number of junior consultants and senior fellows. 		

VII. Budget

IBE - BUDGETARY FRAMEWORK 2016						
SPECIAL ACCOUNT (USD)						
	Commitments As at 31/12/2015	Allocations	FUNDING SOURCES FOR ESTIMATED ALLOCATIONS			2016's Budgets
			UNESCO Financial Allocation	GPE	Voluntary contributions + IBE resources	
	(a)	(b) = (c)+(d)+(e)	(c)	(d)	(e)	(a) + (b)
I. Programme Activities						
I-1 Activities under Expected results I	912 538	2 675 236	-	1 276 670	1 398 566	3 587 774
Diploma course on curriculum design	148 673	167 354	-	-	167 354	316 027
ECCE / Innovation and Leadership in Curriculum and Learning	204 432	250 347	-	-	250 347	454 779
Technical Assistance to Members States on Curriculum Design and Development (TA to MS on CDD)	-	81 979	-	-	81 979	81 979
Learning outcomes in early grades: integration of curriculum, teaching materials, and assessment of Education	506 797	1 276 670	-	1 276 670	-	1 783 467
Strengthening the Education Systems of MS to equitably provide high quality education and effective learning opportunities.	6 431	707 331	-	-	707 331	713 762
Strengthening STEM curricula for girls in Africa and Asia and Pacific (phase I)	38 205	188 719	-	-	188 719	226 924
Adaptation of the Book: Nature of Learning	8 000	2 836	-	-	2 836	10 836
I-2 Activities under Expected results II	315 190	1 438 225	-	-	1 438 225	1 753 415
Research & Publications	144 535	50 658	-	-	50 658	195 193
Knowledge Brokerage		401 565			401 565	401 565
Development of IBE website & Communication	145 386	174 085	-	-	174 085	319 471
Text books Project	8 524	365 228	-	-	365 228	373 752
IBE Historical Archives Project	16 745	446 689	-	-	446 689	463 434
Total Programme Activities (I)	1 227 728	4 113 461	-	1 276 670	2 836 791	5 341 189
II. Governing Board/Gen. Adm./Institutional Dev.						
II-1 IBE Council/Steering Committee	20 967	69 427	42 495	-	26 932	90 394
II-2 General operating costs	28 188	321 812	65 619	-	256 193	350 000
II-3 Director Office	61 497	238 503	48 936	-	189 567	300 000
Total Governing Board (II)	110 652	629 742	157 050	-	472 692	740 394
III. Staff costs (Established posts) (III)	2 953	1 897 047	1 867 000	-	30 047	1 900 000
TOTAL ESTIMATED RESOURCES 2016	1 341 333	6 804 050	2 024 050	1 276 670	3 503 330	8 145 383
TOTAL BUDGET ALLOCATED 2016 (I+II+III)	1 341 333	6 640 250	2 024 050	1 276 670	3 339 530	7 981 583
IBE ESTIMATED RESERVES FOR 2016	-	163 800	-	-	163 800	163 800

ADDITIONAL CONTRIBUTIONS FROM OTHER UNESCO EXTRABUDGETARY PROGRAMMES			UNESCO'S FUND CENTER		
OFID		500 000			500 000
HAMDAN/UAE		600 000			600 000
Youth Education		111 052			111 052
Global citizenship education (GCED)		4 000			4 000
Inclusive education	10 000				10 000
TA to MS on CDD/CAP EFA	32 989				32 989
TA to MS on CDD/FO/Kenya	41 425				41 425
Strengthening the Education Systems of MS to equitably provide high quality education and effective learning opportunities.		237 600			237 600
TOTAL UNESCO FUND CENTER	84 414	1 452 652			1 537 066

BUDGET ALLOCATED 2016	1 425 747	8 092 902			9 518 649
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Annex 1 SDG 4 and the 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 programmes, 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



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

Geneva, 13 – 15 January 2016

**SOIXANTE-CINQUIÈME SESSION DU
CONSEIL DU BUREAU INTERNATIONAL D'ÉDUCATION**

Genève, 13 – 15 janvier 2016

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