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PROPOSED PROGRAMME OF ACTIVITIES AND BUDGET 2017



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of Education

2017 Proposed Work Program and Budget to the 66th Session of the IBE Council



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I. Program context

Introduction

This document proposes to the 66th session of the IBE Council, the 2017 work program and budget for review and clearance (hereafter referred to as “program”). As is the tradition, the proposed 2017 program is guided by and anchored in UNESCO’s mandate, core functions, C/4 and C/5, MLAs, ERs, the Sector strategy 2014-21 and the IBE Centre of Excellence (CoE) strategy.

At the global level, the challenge has now shifted from articulating and adopting SDGs to implementing them and to monitoring their attainment. The proposed 2016 program already articulated how the IBE is positioned to contribute to this global agenda. During 2017, the IBE will heighten its contribution to the implementation and monitoring of the attainment of SDG4, building on efforts commenced during 2016. This will be achieved through the implementation of the following IBE’s medium term program.

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

Innovation and Leadership in Curriculum, Learning, Teaching, and Assessment (Norms and standard-setting function) 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 literal and substantive access to evidence-based knowledge required to guide curriculum design and development, as well as teaching, learning and assessment within the demands of the 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.

The 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 2017, the IBE will consolidate and heighten its global visibility as a global Center of Excellence (CoE) in curriculum and related matters. This will entail the finalization and broad-based consultations around core normative instruments including: the new curriculum paradigm, future competencies and quality assuring curricula. Multi-media channels will be used to buttress the IBE's convening power and the intellectual leadership of the IBE as it communicates its role, outputs and services. Key examples will include moderated e-forums, IBE BLOG, an interactive and client-oriented website, and, funds allowing, high-level panels and regional consultations piggy-bagged to regional events.

The IBE will sustain its pioneering of innovative approaches to address critical and emerging issues in curriculum and related matters. Focus will be sustained on PVE-UVC, ECCE, STEM, and GCED. Capacity development efforts through technical assistance and training will be sustained and, funds allowing, expanded. The geographical footprint of training programs will be extended to cover all UNESCO regions. Equally expanded will be the geographical footprint of technical assistance to Member States. Clear targets in terms of an increase in the coverage will be articulated and adhered to or adjusted to the resource envelope.

Activities	Expected Impact	Risks	Risk Mitigation
<p>1. Strengthen the norm and standard setting role and Intellectual leadership as a CoE in curriculum and related matters (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; Convene a high-level panel on future competencies, followed by e-consultations; Sustain the multilingual BLOG on <i>In-Progress Reflection on Critical and Current Issues in Curriculum, Learning and Assessment</i> - focus on issues relating to GCED, PVE-UVC, personalized learning, coding, smart learning and curriculum renewal process; Convene high-level panel of experts and, if funds allow, regional consultations and prepare for a global congress on curriculum, with a view to secure a formal endorsement of all normative instruments produced by the IBE in collaboration with the GCN and other stakeholders. <p>Targets:</p> <ul style="list-style-type: none"> Quality assured paradigm shift Quality assured future competencies Translation funds secured from each linguistic region for all outputs Three regions consulted on the paradigm shift and on future competencies. 	<ul style="list-style-type: none"> MSs' widening contribution to, ownership and application of the IBE-led normative instruments; Common conceptualization of curriculum and common norms and standards consolidating; Anticipatory capacity of Curriculum Development Agencies/Centres of MSs improving as evident in the list of current and future competencies integrated into national curricula and the syllabi; 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. 	<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; Lack of funds may limit the intended face-to-face consultations; 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; Senior curriculum specialists recruited to support the discussion and the implementation of the global curriculum paradigm shift.
<p>2. Strengthening global networks and partnerships for curriculum and learning (aligned with SDG4 all seven Targets and mean of implementation 4.c.)</p> <ul style="list-style-type: none"> Sustain and continue to expand virtual outreach through the GCN, the Diploma Alumni Network, multilingual blogs and social networks as platforms for knowledge production and sharing on curriculum issues, trends and practices. <p>Targets:</p> <ul style="list-style-type: none"> GCN covers 180 countries 10% increase in alumni 	<ul style="list-style-type: none"> 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; An increasing number of partners taking advantage from the services and expertise of the IBE. 	<ul style="list-style-type: none"> Managing networks and growing them will be a challenge if staffing does not improve. 	<ul style="list-style-type: none"> Council members to provide a very senior curriculum expert to manage IBE networks

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

- Revise and update the certificate/diploma face-to-face and on-line sessions - Africa, Arab States, Eastern Europe / Central Asia, Euro/Asia and Latin America and the Caribbean - principally in light of the new curriculum paradigm, the issues addressed within the global 2030 education agenda and IBE knowledge products on a diverse range of issues relating to curriculum, teaching, learning and assessment;
- Update and publish an online IBE Curriculum Resource Pack (CRP) Versions 2016-17 (in Arabic, English, French and Spanish) 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, learning and assessment;
- Continue the training of facilitators and tutors on content and pedagogical issues to better facilitate and follow-up on the course;
- Continue tracing the impact of the diploma courses in the field with a focus on medium to long-term impacts on the professional advancement of the alumni and their contribution to curriculum reform and development process.

- Training programs conceptually aligned to the new paradigm
- Graduates of the course better able to support their countries' efforts to align curricula and pedagogy with the global 2030 education agenda;
- Country-level technical leadership and critical mass for curriculum design, development and implementation continuing to strengthen.

- Low completion rate of courses due to the candidates' workload;
- Lack of resources to support IBE intellectual leadership and follow-up on the courses.

- Enhance the flexibility of the coursework and personalized pace of completion;
- Sustain resource mobilization efforts

4. Expand the coverage of technical assistance services that respond to country needs and priorities (SDG4 Targets 4.1, 4.3, 4.5, 4.6, 4.7 and mean of implementation 4.c.)

- Sustain support to the 22 countries that received technical assistance during 2016 and focus more on tracking the impact of that support.
- Complete the GCED curricula, pedagogy and teacher education work in Cambodia, Colombia, Mongolia and Uganda partnered initiated with UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU) during 2016;
- Support the design and implementation of teacher education curricula frameworks in few countries (to be identified) in partnership with UNESCO Section of Teacher Development (ED/ESC/TED).

Targets

- TA coverage increased by 45 %
- Quality of training programs sustained and monitored

- MSs technical capacity for curriculum design, development and implementation improving;
- IBE's reputation as a CoE augmenting.

- Continuing shortage of senior curriculum specialists at IBE to deliver quality and timely technical assistance on a wide range of issues relating to curriculum, learning and assessment.

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

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

- Launch the course in central Asia and intensify the identification of a collaborating university in Western Europe and North America region;
- Explore possibilities of launching an international training center as the IBE itself as a way of fostering interaction with curriculum specialists;
- Fully handover LAC and SSA curriculum courses to partner universities;
- Maintain biennial quality assurance of courses
- Focus on new universities partners taking root.

Targets:

- One training hub per UNESCO region
- Geneva IBE set up to be a hub for Europe and North America starting in 2018

- IBE's global footprint and visibility increasing in all UNESCO regions;
- Increased outputs of the diploma course with a fair chance of professionalizing and leading curricula processes in their respective countries.

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

- Sustain resource mobilization efforts.

6. Strengthen MSs capacity to design and develop curricula in reading in early grades (aligned with SDG4 Targets 4.1, 4.6, 4.7, and mean of implementation 4.c.)

- Deliver the last capacity development activities addressed to the heads of schools, teachers and teacher trainers on how to improve teaching and learning to read and write in the early grades;
- Printing and national distribution of the following curricular documents in the three countries: a pedagogical guide and a toolkit for teachers (Burkina Faso): two teacher training modules on teaching to read and write and a corresponding practitioner's guide enabling the translation of the new training contents into educational practices (Niger); national orientations on teaching to read and write in French as a second language and a teacher training module on teaching and learning to read and write for teacher trainers (Senegal). 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;
- Printing 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;
- Printing and dissemination of 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;

- Enhanced vision and knowledge base on reading and writing in the early grades shared by policy makers, curriculum specialists and teacher trainers;
- IBE's intellectual leadership in this critical and current issue continuously recognized;

Capacity to train more effectively future teachers has increased in teacher training centres in Burkina Faso, Senegal and Niger through intensive capacity building activities;
- Early teaching and learning practice is improved through capacity building and the availability of specific tools to teach differently;
- Curricula now better aligned with current thinking and practices (Burkina Faso and Niger launched officially their reform in September 2015 and Senegal in 2008 and 2013).

- Sustenance of the initiatives after the projects end is likely to be a challenge.

- Explore a limited reimbursable TA with concerned MoEs.

- Hold an international conference on early reading and writing approaches and strategies engaging the three MoEs on how to guarantee sustainability to the results of the three year's project implementation (Burkina Faso, 17 - 19 January, 2017).

Targets:

- Book on reading approaches published
- Report on critical success factors affecting reading completed
- International Conference on reading held.

7. Strengthen MSs capacity to design, develop, implement and monitor Global Citizenship Education (GCED) curricula (aligned with SDG4 Target 4.7)

- Resources allowing, support comprehensive in-country interventions - Cambodia, Colombia, Mongolia and Uganda - on mainstreaming GCED in the policies, curricula, pedagogy and/or teacher education partnered with UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU);
- Sustain collaboration with UIS and the GEMR on monitoring of the implementation of SD\$ target 4.7.

Targets:

- Joint monitoring instruments for target 4.7 launched
- GCED curricula developed for four pilot countries

- IBE's lead role in designing GCED curricula and in monitoring the attainment of SDG4 target 4.7 becoming prominent.

- Expectations of the IBE to sustain technical support to other entities without a sustainable financing framework may persist.

- IBE will set financing thresholds below which it will reject proposed partnership.

8. Strengthen MSs capacity to design and develop holistic Early Childhood Care and Education (ECCE) curricula (aligned with SDG4 Target 4.2)

- Elaborate, discuss and validate an ECCE policy prototype engaging the GCN and with the view to support Member States in designing and developing a comprehensive, inter-sectoral and inclusive ECCE policy from 0 to eight;
- Support the implementation of action plans for a holistic ECCE program by six partner countries;
- Support peer learning in ECCE covering at least 10 partner countries;
- Formally establish an ECCE best practice hub in Seychelles.

Targets:

- Full prototype ECCE system for 0-3 and 4-8 published
- Action Plans for six countries under implementation
- International Conference on ECCE held
- One Best Practice hub in operation.

- MSs capacity to design and implement high quality and holistic ECCE curricula enhanced;
- IBE's delivery capacity extended by best practice hub;
- South/South collaboration enhanced;
- Peer learning advancing.

- Countries where financial support is not secured may lose momentum

- Support and advocate for the mainstreaming if ECCE curricula in sector programs.

<p>9. Strengthen MSs capacity to design and develop inclusive curricula (aligned with SDG4 Target 4.5)</p> <ul style="list-style-type: none"> Sustain the dissemination of the IBE’s resource pack “Reaching out to All Learners: A Resource Pack for Supporting Inclusive Education” and supporting MSs efforts to ensure that their education in general and their curricula in particular are equitable and inclusive in line with SDG4. 	<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. 	<ul style="list-style-type: none"> Engage MoEs and partners (i.e. GPE) to mobilize resources to make available the Inclusive education guidelines and resource pack in at least four UN languages.
<p>10. Strengthen MSs capacity to design and develop curricula grounded on competency-based approaches (aligned with SDG4 Target 4.1)</p> <ul style="list-style-type: none"> The IBE will complete the global reference document on future competencies; One pilot country will be selected for the integration of future competencies into the national curriculum. The country will also pilot appropriate teaching, learning and assessment approaches for future competencies; The IBE will use the GCN and other professional networks to consult on and finally adopt the list of future competencies; In partnership with the UIS, the IBE will contribute to map national assessments frameworks in Reading and Mathematics in early grade (grades 2/3), end of primary and end of lower secondary. <p>○ Targets: Global reference document on future competencies launched Future competencies under application in one country</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Reaching consensus on curricula norms and standards can be politically charged and technically challenging. 	<ul style="list-style-type: none"> Extensive investment will be made toward consulting all critical stakeholders throughout the process of articulating and adopting the proposed norms and standards.

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

Effective and impactful curriculum implementation depends on the effective functioning of other parts of the education system. Due to the fact that 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 provided support to Azerbaijan, Gabon, the States of Madhya Pradesh and Meghalaya in India, Oman, Seychelles and Swaziland to develop programs and action plans in key priority areas that will enable the effective functioning of education systems of these countries. These programs and action plans are based on a thorough diagnosis of the education system and the identification and prioritization of critical intervention areas applying the General Education Quality Analysis Framework. The IBE also provided technical assistance to Cameroon and South Africa in the area of ECCE during 2016. In 2017 the IBE will support the implementation of the action plans developed in 2016. Two countries, Egypt and Saudi Arabia will also be supported during 2017 to develop action plans in their priority areas. The IBE plans to consolidate and intensify its support to the ten partner countries mentioned instead of expanding to more countries. The strategy is to focus on a limited number of countries and provide sustained long-term support through the stages of diagnosis/analysis, development of action plans, implementation and monitoring. Lessons learnt from such systemic and long-term impactful engagement to strengthen education systems can be invaluable for future UNESCO support to MSs in strengthening capacities of MSs 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 for 10 MSs to attain SDG4. Furthermore, the IBE will continue its work in developing capacity building programs for senior policymakers and technical leaders of Ministries of Education to transform and run education systems that can meet SDG4 and support the acquisition of future competencies.

Activities	Expected Impact	Risks	Risk Mitigation
<p>1. Provide technical support for the development and implementation of response to redress identified systemic constraints in 10 countries that have already undertaken the systemic analyses of the education system by applying the GEQAF.</p> <p>2. Develop an Indicator system for education system efficiency in collaboration with Oman, a country which has already implemented a comprehensive ICT-based data collection and analysis tool.</p> <p>3. Design, develop and run diverse training programs to strengthen the technical leadership that MoEs required to effectively meet the demands of SDG4, of national development plans and of 21st century competencies.</p> <p>4. Strengthen IBE partnership with other institutions and the private sector to mobilise resources and technical expertise for the benefit of MSs.</p> <p>5. Establish Best Practice Hubs (BPHs) in at least three countries that excel in one or more areas that other countries still find to be binding constraints to their equitable and resource efficient delivery of quality and relevant education and learning.</p> <p>Targets</p> <ul style="list-style-type: none"> ○ Seven countries implementing interventions to address systemic constraints; ○ Three countries developed responsive systemic interventions and having started implementation; ○ Systemic monitoring indicators in advance draft ○ Executive education quality course in operation ○ Technical leadership course ready for accreditation ○ Three best practice hubs in operation (Seychelles, Oman, Azerbaijan) 	<ul style="list-style-type: none"> • Member States' operational capacity to design, develop, implement and monitor interventions that enhance education quality and learning effectiveness strengthened; • The capacity for evidence-based management of the education system enhanced; • Enhanced leadership for equitable provision of quality and development-relevant education and lifelong learning in MSs; • IBE partnerships contribute to improved access, quality, equity and effectiveness of education systems; • Resilient technical capacity developed in BPHs and peer learning greatly enhanced through the BPHs. 	<ul style="list-style-type: none"> • Shortage of staff at the IBE may substantially hinder progress. 	<ul style="list-style-type: none"> • Sustain resource mobilization efforts.

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 2017 the IBE will further strengthen its knowledge brokerage role with a view to bridge the gap between knowledge creation and its application. Enhancing this role is critical to 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 its core areas of competences. This program area is also critical for keeping other program areas, as well as the IBE's training and technical assistance services, at the cutting-edge of knowledge frontiers. During 2017, 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 Member States, the 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 target audiences, with priority placed on curriculum specialists, assessors, teacher trainers, teachers, and policymakers.

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"> Sustain the focus on the neuroscience of learning as the first theme of the knowledge brokerage initiative Target: at least 15 outputs deposited on the IBE platform. Sustain the meta-analysis of extant research on the link between curriculum and the development-relevance of education within the context of SDG4: Targets <ul style="list-style-type: none"> at least four outputs deposited on the IBE platform; a global alliance for future competencies established and operational. Sustain production of <i>Prospects</i> on topics relevant to the IBE's agenda and mission, in English, Arabic, and Mandarin Chinese: Target: four issues per year. Sustain production of the IBE book series, on topics related to curriculum, learning, and assessment: Target: at least one book published in the <i>IBE on Curriculum, Learning and Assessment</i> series. Reorient, repack, and sustain production of the <i>Educational Practices</i> series (co-published with the International Academy of Education), on topics relevant to the IBE's mandate and mission: <ul style="list-style-type: none"> Target: at least three booklets published in both digital and print in the <i>Educational Practices</i> series. 	<ul style="list-style-type: none"> The IBE's intellectual leadership consolidating; The technical currency of the 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"> Forge partnerships and sustain resource mobilization efforts; Identify institutions willing to take on translating, printing and distributing <i>Prospects</i> and other publications in all UN languages; Explore partnering with Google to reach areas of poor connectivity.
<p>2. Strengthen the IBE's clearinghouse function (aligned with SDG4 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; Continue preparing the Historical Textbook selection of 4700 textbooks for digitization, as well as the IBE historical archive: Target: once the digitization process is completed, start the quality control process. Expand the IBE online curricula database. Develop interactive tools for MoEs to send curricula to the IBE: Target: upload and process at least 100 documents. Expand and update the IBE World Data on Education. 	<ul style="list-style-type: none"> Access to IBE knowledge products improving; Strengthen the IBE's status as a Center of Excellence in Curriculum and the global provider of data on curricula and education systems. 		

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

- Improve the IT platform to hold and disseminate knowledge created and/or brokered by the IBE in a more efficient and effective way;
- Further develop the IBE Learning Series (lectures, workshops on relevant topics), organized at the IBE headquarters.
 - Target: Three Learning Series events for IBE and International Geneva.

- The IBE efficiency at knowledge dissemination improving.

- Publications and substantial website content are not available in at least four UNESCO languages and this may limit substantive access to key outputs.

- Explore potential translation funds from electoral groups that speak the languages.

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

Strengthening the delivery capacity of the IBE is a prerequisite for its role as a capacity builder across MSs and other clients. As such, 2017 will witness critical improvements to the capacity of the IBE. Key instruments will entail engagement with world renowned technical partners, recruiting the very best human expertise, strengthening the IBE staff learning series. The IBE will also work very hard on its external image, first through quality products and services and second through clear branding and effective communication with external audiences. The IBE will also sustain efforts towards sufficient resourcing, which is basal to all other efforts.

Activities	Expected Impact	Risks	Risk Mitigation
<p>1. Enhance the IBE's external image and brand</p> <ul style="list-style-type: none"> Sustain the annual publication of the IBE IN FOCUS strengthening client and partners' voice; <ul style="list-style-type: none"> Targets: <ul style="list-style-type: none"> IN-FOCUS 2016 published; IN-FOCUS 2017 in draft. Translate IBE IN FOCUS into French and Arabic and continue to strengthen its placement; <ul style="list-style-type: none"> Targets: <ul style="list-style-type: none"> IN-FOCUS 2016 in Arabic; IN-FOCUS 2016 in French. Improve visibility and lead intellectual role. <ul style="list-style-type: none"> Targets <ul style="list-style-type: none"> Four keynote addresses in major world events; Two international Conferences (ECCE, Reading and writing); Three high panels (Futures competencies, PVE-UVC, Global Curriculum Paradigm IBE IN-FOCUS Two prestigious university partners having signed an MoU for collaboration Create new and consistent branding and messaging for IBE-UNESCO's across all channels; <ul style="list-style-type: none"> Target: Brand agreed on and adhered to Amplify and authenticate IBE-UNESCO's work through third party endorsement and reciprocate. <ul style="list-style-type: none"> Target: Three third parties to be identified 	<ul style="list-style-type: none"> Global visibility and access of IBE's work and image improving; 		
<p>2. Strengthen external communication of the IBE</p> <ul style="list-style-type: none"> Develop communications strategy to enhance IBE-UNESCO's role as a global centre of excellence in curriculum and to share activities, progress and outcomes for areas; <ul style="list-style-type: none"> Target: Communication strategy is adopted Strengthen relevant digital channels including: website, forums, social media, blogs, email and visuals. <ul style="list-style-type: none"> Targets: <ul style="list-style-type: none"> Website revamped Communication channel with GCN fully operational Communication strategy under implementation 			

<p>3. Sustain effort to mobilize Members of the IBE Council to provide voluntary contributions to further enhance the delivery capacity of the IBE</p> <p>Target:</p> <ul style="list-style-type: none"> Three countries that are IBE Council members having signed a multiyear voluntary contribution agreement. 	<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. 	<p>Sustain dialogue with potential contributors.</p>
<p>4. Sustain efforts to secure qualified secondees from MSs</p> <p>Target: At least five senior secondees from IBE Council members countries</p>	<ul style="list-style-type: none"> At least five senior 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. 	
<p>5. Sustain efforts to increase and diversify strategic partners for the IBE with a focus on:</p> <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 <p>Targets:</p> <ul style="list-style-type: none"> Each IBE P3 level staffer to bring one new financing partner worth US\$ 500K per year for at least two years; Each IBE P4 and P5 level staffer to bring two new financing partners worth US\$ 500K or one partner worth US\$ 1 million per year for at least two years; Each D-level IBE staffer to bring two new partners worth US\$ 1 million a year for two years. 	<ul style="list-style-type: none"> A substantial increase in the number of programs that are financed by and/or undertaken in partnership with diverse partners. 		
<p>6. Sustain efforts at resource efficient recruitment mechanisms</p>	<ul style="list-style-type: none"> Increase in the number of junior consultants, long term senior consultants and senior fellows. 		

Institutional Risks

- Financial Sustainability
 - Strategic
 - Technical
 - Institutional
 - Lack of Timeliness due to staff shortage
 - Perception
- Without voluntary contributions;
 - Host country phasing out;
 - Location and costs;
 - Council members not giving voluntary contributions.
 - Director's strategic role appropriated by program work due to the lack of staff at the IBE.
 - Recruiting restrictions, recruiting processes, restriction to compete for quality staff
 - HQ continues to build capacity for curriculum, learning
 - UIS leads learning assessment divorced from curriculum
 - Overlaps with HQ
 - Others will occupy the space, eg: OECD on Curriculum using IBE outputs
 - Not being the first to be on time
 - Expansion of services needs to always be safeguarded for quality (Technical assistance and Training)

VI. Budget

Annex 1 SDG4 and the targets

SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

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