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A 90 Year Quest for Excellence in Education !

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REPORT ON ACTIVITIES AND BUDGET 2015

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Report of the Director International Bureau of Education

Implementation of Activities Period:
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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 encouraged 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

STATEMENT I
INTERNATIONAL BUREAU OF EDUCATION

STATEMENT OF FINANCIAL POSITION AS AT 30/09/2015

	note	30/09/2015 USD	31/12/2014 USD
ASSETS			
Current Assets			
Cash and cash equivalents		728 632	23 770
Short-term investment		-	810 537
Accounts receivable (exchange transactions)		7 066	14 317
Advance payments		-	22 288
Other current assets	(4)	4 853 520	4 441 415
Total Current Assets		5 589 218	5 312 327
Non Current Assets			
Property, plant and equipment	(5)	36 878	36 325
Other non-current assets		-	-
Total non current assets		36 878	36 325
TOTAL ASSETS		5 626 096	5 348 652
LIABILITIES			
Current Liabilities			
Accounts payable		246 204	205 930
Employee benefits	(6)	18 141	20 017
Advance receipts		6 897	1 481 726
Other current liabilities			42
Total current liabilities		271 242	1 707 715
Non-current liabilities			
Employee benefits	(6)	180 180	180 180
Total non-current liabilities		180 180	180 180
TOTAL LIABILITIES		451 422	1 887 895
NET ASSETS		5 174 674	3 460 757
NET ASSETS/EQUITY			
Surplus for the period	(13)	1 713 917	296 367
Reserves movements			(30 879)
Reserves and fund balances		3 460 757	3 195 269
NET ASSETS		5 174 674	3 460 757

STATEMENT II
INTERNATIONAL BUREAU OF EDUCATION
STATEMENT OF FINANCIAL PERFORMANCE
FOR THE PERIOD ENDED 30/09/2015

	note	30/09/2015 USD	30/09/2014 USD
REVENUE	(7)		
UNESCO Financial Allocation		1 762 400	1 765 600
Voluntary contributions - Extra-Budgetary		2 831 075	1 912 329
In-kind contributions		482 348	590 039
Other revenue producing activities		37 316	41 613
Other revenue		53 509	109 058
Finance revenue		9 402	9 310
TOTAL REVENUE		5 176 050	4 427 949
EXPENSES			
Employee benefits expenses		2 082 590	2 074 049
Consultants/external experts and mission costs		265 432	149 479
Grants & other transfers		208 197	245 542
Supplies, consumables & other running costs	(12)	785 249	923 944
Contracted services		106 584	93 764
Depreciation and amortization		11 316	11 612
Other expenses		-	26 532
Finance Costs		2 765	2 832
TOTAL EXPENSES		3 462 133	3 527 754
SURPLUS FOR THE PERIOD	(8)	1 713 917	900 195

SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)

SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE
FOR THE FINANCIAL PERIOD 1st JANUARY to 30 SEPTEMBER

2015

September

(Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS						EXPENDITURES				UNOBLIGATED BALANCE (to be obligated)	EXECUTION RATE CURRENT PERIOD*	GLOBAL EXECUTION RATE
	Appropriation approved by council	Appropriation approved by council adjusted	Ressources unreleased or reported	Additional Funds	Unobligated Balance from 2014 ULOs (budget to be obligated)	Budget revised	Disbursements	Unliquidated obligations period reporting	Unliquidated obligations futur period	Total Current period			
I. PROGRAMME ACTIVITIES													
I-1 Activities under Expected results I	2 185 525	2 187 250	(130 833)	402 239	52 539	2 511 195	757 715	24 986	832 018	782 701	896 476	31,2%	64,3%
Diploma course on curriculum design	412 000	412 040	-	90 239	24 384	526 663	184 385	24 809	201 134	209 194	116 335	39,7%	77,9%
ECCE	437 761	437 761	(130 300)	-	-	307 461	74 459	-	102 975	74 459	130 027	24,2%	57,7%
Learning outcomes in early grades: integration of curriculum, teaching materials, and assessment of Education.	1 229 154	1 229 154	-	-	28 155	1 257 309	437 293	177	504 790	437 470	315 049	34,8%	74,9%
Strengthening the Education Systems of MS to equitably provide high quality education and effective learning opportunities.	83 965	83 965	(533)	-	-	83 432	9 670	-	12 500	9 670	61 262	11,6%	26,6%
Strengthening STEM curricula for girls in Africa and Asia and Pacific (phase)	-	-	-	300 000	-	300 000	37 481	-	-	37 481	262 519	12,5%	12,5%
Adaptation of the Book: Nature of Learning	22 645	24 330	-	12 000	-	36 330	14 427	-	10 619	14 427	11 284	39,7%	68,9%
I-2 Activities under Expected results II	1 427 168	1 492 609	(170 873)	263 435	124 059	1 709 230	498 876	45 741	329 470	544 617	835 143	31,9%	51,1%
Research & Publications	458 000	458 002	(43 634)	-	121 133	535 501	256 829	9 538	130 421	266 367	138 713	49,7%	74,1%
Development of IBE website	207 000	207 000	-	-	2 571	209 571	73 728	33 526	68 703	107 254	33 614	51,2%	84,0%
Communication	247 000	247 000	(127 239)	-	-	119 761	19 727	-	85 000	19 727	15 034	16,5%	87,4%
Text books Project	434 130	499 569	-	-	-	499 569	101 586	-	23 464	101 586	374 519	20,3%	25,0%
Documentation services	81 038	81 038	-	263 435	355	344 828	47 006	2 677	21 882	49 683	273 263	14,4%	20,8%
PROGRAMME ACTIVITIES (I)	3 612 693	3 679 859	(301 706)	665 674	176 598	4 220 425	1 256 591	70 727	1 161 488	1 327 318	1 731 619	31,4%	59,0%
II. GOVERNING BOARD / GEN. ADMIN./ INSTITUTIONAL DEV.													
II-1 IBE Council/Steering Committee	80 000	80 000	-	1 769	-	81 769	26 811	-	553	26 811	54 405	32,8%	33,5%
II-2 General operating costs	260 000	260 000	-	40 510	-	300 510	191 978	15 954	31 476	207 932	61 102	69,2%	79,7%
II-3 Director Office	160 000	160 000	-	-	4 630	164 630	58 689	2 444	62 171	61 133	41 326	37,1%	74,9%
GOVERNINT BOARD, GEN.ADMIN. & INST. DEV (II)	500 000	500 000	-	42 279	4 630	546 909	277 478	18 398	94 200	295 876	156 833	54,1%	71,3%
STAFF COSTS (Established posts) (III)	1 916 883	1 916 883	-	-	-	1 916 883	1 277 960	-	-	1 277 960	638 923	66,7%	66,7%
TOTAL BUDGET ALLOCATED 2015 (I + II + III)	6 029 576	6 096 742	(301 706)	707 953	181 228	6 684 217	2 812 029	89 125	1 255 688	2 901 154	2 527 375	43,4%	62,2%