



United Nations
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Cultural Organization



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REPORT ON ACTIVITIES AND BUDGET 2020



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Implementation of Activities for 2020



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I. Program Context

This document presents to the 70th session of the Council, the program activities implemented by the International Bureau of Education (IBE) during 2020, and the budget associated with those activities.

The activities are organized according to the IBE's Expected Results and Main Lines of Actions articulated in the 39 C/5. They are also mapped to the IBE's contribution to the core functions of UNESCO, SDG4 targets, and the overall UNESCO Sector Strategy 2014-2021.

Key programmatic areas are as follows:

Innovation and Leadership in Curriculum, Learning, Teaching, and Assessment (Norms and Standard setting function): This program area supports the implementation of the curriculum envisioned as an indispensable tool for ensuring the development relevance and future-readiness of education and learning systems. It also provides the operational guidance Member states (MSs) require for the improvement of their curricula;

Critical and Emerging Issues in Curriculum, Learning, Teaching, and Assessment (Laboratory of ideas function): This program provides guidelines, prototypes, operational frameworks and cutting-edge interventions for areas where MSs have limited experience, and/or areas where MSs strive for progress;

Systemic Strengthening of Quality and Development-relevance of Education and Learning (Capacity builder function): This program focuses on enhancing the capacity of MSs to strengthen the effectiveness and efficiency of their education and learning systems as indispensable enabling environments for effective curriculum implementation;

Knowledge Creation and Management in Curriculum, Learning, Teaching, and Assessment (Clearinghouse function): This program improves access to evidence-based knowledge required to guide curriculum design and development, as well as teaching, learning and assessment within the demands of the SDG4, global Education 2030 agenda, 21st century and 4IR. Through the program, the IBE deepens its knowledge brokerage role with a view to bridge the gap between knowledge creation and application focusing on: (i) curriculum and the development-relevance of education, and (ii) the sciences of learning, particularly the neuroscience and their application to learning, teaching and assessment;

Leadership for Global Dialogue on Curriculum and Learning (Intellectual leadership function): This program sustains the IBE's global intellectual leadership and dialogue in its areas of competence. The program also reinforces IBE's position as a CoE in curriculum and related matters and as an indispensable contributor to the attainment of SDG4;

Institutional and Organizational Development (Capacity development function): This program sustains the strengthening of the IBE's capacity as a precondition for executing its mandate.

II. IBE Expected Result 1, Contributing to MLA1 [ER: 1&6, also to ER 7&8]; and supporting SDG4 targets 4.1, 4.2, 4.4 and 4.7, as well as SDG5

Support capacities of MSs to equitably provide quality and development-relevant education and learning opportunities through effective curricula, teaching, learning, assessments, and the overall system functioning (Norms and Standard-setting, Laboratory of Ideas and Capacity Builder Functions)

In 2020, the IBE continued to perform its norms and standard-setting and capacity building functions, to provide intellectual leadership in curriculum, teaching, learning, and assessment. Main highlights include:

The IBE-Mektebim project was successfully completed. The IBE handed over a new competence-based Science, Technology, Engineering and Mathematics (STEM) curriculum to Mektebim Schools in Turkey. The new curriculum captures contemporary thinking and best practices in STEM education. Teacher support materials and training activities were provided to facilitate implementation. The project completion marked another IBE achievement in developing the capacities of countries and education institutions to serve as laboratories of ideas and to operationalize the IBE's normative documents.

The IBE has worked with Cameroun, Eswatini, Laos, and Rwanda, to develop critical components of their Early Childhood Care and Education (ECCE) systems. The initiative, supported by Dubai Cares, allowed these four countries to gain a better understanding of the status of their ECCE systems (through steadily updated Situation Analysis) and to further strengthen them (through the development of quality criteria, curriculum, guidelines, and handbooks). In the case of **Eswatini, an entire ECCE system has been established**, with the IBE's support. The IBE also further developed the **Holistic Early Childhood Development Index (HECDI)**, a valuable set of indicators for countries to use in improving ECCE; building towards a holistic, globally-comparable measurement of ECCE; and providing advocacy materials that will help describe the present status of ECCE development worldwide.

The IBE's contribution to global policy and technical dialogue on critical and emerging issues in curriculum has continued to grow. Eight issues of the In-Progress Reflection (IPR) series were produced, covering topics such as: India's Educational Future, Competence-based Curriculum in Kenya, Personalized Learning and Lifelong Quality Education in Lithuania, STEM Curriculum, etc. During the outbreak of the Covid-19 pandemic, the IBE published an IPR issue on the Implications of Covid-19 for Remote Learning and the Future of Schooling. In addition, the IBE contributed to the elaboration of UNESCO's Education Issue Note 4.2 entitled "Covid-19 Crisis and Curriculum: Sustaining Quality Outcomes in the Context of Remote Learning".

The IBE's global professional networks have extended and stabilized, to play an active role in: informing the IBE's consultations on ongoing curriculum processes and challenges in the field; contributing to producing and disseminating knowledge and reflections on curriculum and related matters; increasing the outreach and impact of the IBE's programmatic efforts; and engaging in joint resource mobilization efforts. Specific activities included:

The IBE-accredited postgraduate (Master and Diploma) courses in Curriculum and Learning continued to be offered in partner universities in four regions: Open University of Tanzania (OUT, Africa), Catholic University of Uruguay (UCU, Latin America and the Caribbean), Hamdan Bin Mohammed Smart University (HBMSU, Arab region), and Vytautas Magnus University (VMU, Central-East Europe and Central Asia). The IBE Curriculum Training Tools continued to be supplied as course materials. Also, a quality assurance exercise conducted with two of the four universities – OUT and VMU – showed high appreciation of the courses by students and graduates alike.

Norms and Standard-setting Function

1. Sustain the norm & standard setting role and Intellectual leadership as a CoE in curriculum, learning and related matters (aligned with SDG 4 Targets 4.1, 4.7 and means of implementation 4.c, & MLA1, points 1,6,8 & 10)				
Proposed Activities	Undertaken Activities	Expected Impact	Realized Impact	Risks & Mitigation
a. Sustain the In-Progress Reflection series to support policy and technical dialogue about important issues of curriculum renewal and development	<p>Eight issues of In-Progress Reflections (IPR) were prepared, edited, quality assured, and posted online:</p> <ol style="list-style-type: none"> 1. IPR 34: The Universal Learning Programme: Educating Future-ready Citizens; 2. IPR 35: 2020 Vision for India's Educational Future; 3. IPR 36: Some Implications of COVID-19 for Remote Learning and the Future of Schooling; 4. IPR 37: Personalised Learning within Teacher Education: A Framework and Guidelines; 5. IPR 38: Kenya's Journey towards the Implementation of a Competency-based Curriculum: Strategies, Opportunities and Challenges; 6. IPR 39: Designing a Contemporary STEM Curriculum; 7. IPR 40: Lifelong Quality Education for All: Moving Towards or Away from UNESCO's Grand Vision? A Case Study of Lithuania; 8. IPR 41: Curriculum Contextualization in Several African Countries (working title). 	<ul style="list-style-type: none"> • IBE's intellectual leadership on critical and emerging issues in curriculum, teaching, learning, and assessment sustained. 	<ul style="list-style-type: none"> • IBE's contribution to reflective dialogue on critical and emerging issues continues to grow. • The dedicated website has had more than 18,000 reads in the first semester of 2020. 	<ul style="list-style-type: none"> • There was a risk that the enthusiasm of potential IPR contributors might decline during the IBE's transitional period. • The IBE has sustained its efforts to mobilize a large network of experts, and has secured a significant number of planned submissions.
Proposed Target	Reached Target		Overall Performance	
a. Eight papers for the In-Progress Reflection series posted	Eight issues of the In-Progress Reflection series published by the end of December 2020. Met Set Target		Met Set Target	

2. Training in curriculum and learning through the global masters programs and tailored courses (aligned with SDG 4 Target 4.1, means of implementation 4.c and MLA1 points 1&6)

Proposed Activities	Undertaken Activities	Expected Impact	Realized Impact	Risks & Mitigation
a. Initiate the QA of IBE courses in at least two partner universities	<ul style="list-style-type: none"> • The quality assurance exercise was completed with two of the four partner universities: <ul style="list-style-type: none"> ○ Open University of Tanzania and ○ Vytautas Magnus University in Lithuania. • The quality assurance report was prepared, showing high appreciation of the courses by students and graduates. 	<ul style="list-style-type: none"> • The quality assurance process sustains the quality of training courses in a line with established IBE-UNESCO quality standards. 	<ul style="list-style-type: none"> • The expected impact is being sustained through on-going QA collaboration with partner universities. • The partner universities have been informed about the QA findings and their capacity to assure the continued quality of IBE-endorsed courses is also enhanced. 	<ul style="list-style-type: none"> • No risks reported as the proposed activities have been undertaken.
b. Sustain the development of tailored courses that MSs fully finance	<ul style="list-style-type: none"> • Detailed responses provided to the request from the Ministry of Education in Brunei, Curriculum Development Department for a tailored curriculum development training, possibly to be held in 2021. 			
Proposed Target	Reached Target	Overall Performance		
a. IBE courses quality assured in at least two partner universities	IBE courses were quality assured in two partner universities. (Met Set Target)		Met Set Target	
b. Courses developed and implemented only on demand	There has been the demand for a training to be implemented in 2021 (MoE Brunei). The demand has been well addressed and discussions are on-going. (Met Set Target)			

3. Sustain fully reimbursable technical assistance on-demand (aligned to MLA1 points 1, 6, 7, & 8)

Proposed Activities	Undertaken Activities	Expected Impact	Realized Impact	Risks & Mitigation
a. Provide TA on demand and only if it is fully reimbursed	<ul style="list-style-type: none"> The IBE provided detailed response to a request from UNESCO Office in Ramallah seeking advice on establishing an independent Curriculum Council to spearhead curriculum support for the Palestinian Authority; The IBE provided detailed response to a request from the Inter-Institutional Committee, to support the recruitment of a consultant for curriculum development in non-formal education in Haiti; The IBE proposed TA in response to a request from UNESCO Offices in Sudan and South Sudan, to support capacity development, ECCE, digital/hybrid education, multilingual education, and higher education; The IBE proposed TA in response to a request from UNESCO Office in Yaoundé, to support Chad in GPE implementation and competence-based curriculum reform. 	<ul style="list-style-type: none"> Technical capacity of MSs improved through skills transfer. 	<ul style="list-style-type: none"> Member States and UNESCO Field Offices constructively supported with technical assistance in curriculum processes. IBE's commitment to providing tailored technical assistance acknowledged by UNESCO Member States and Field Offices. 	<ul style="list-style-type: none"> Countries that need IBE's TA may refrain from engaging IBE due to what they perceive as unaffordable costs. Risks mitigated as much as possible, by seeking donor support and/or wider collaboration with other support agencies.
Proposed Target	Reached Target	Overall Performance		
a. TA delivered on set terms	TA support proposed in response to requests. (Met Set Target)	Met Set Target		

4. Sustain technical education institutions and countries that are serving to enhance the laboratory of ideas function in operationalizing IBE normative documents

Proposed Activities	Undertaken Activities	Expected Impact	Realized Impact	Risks & Mitigation
a. Sustain support to ECOLINT	<ul style="list-style-type: none"> The ECOLINT project's inception phase was completed; The ECOLINT competence-based K-12 curriculum framework was aligned with the IBE global competence framework; The ECOLINT competence-based K-12 curriculum development is ongoing; The project's one-year second phase has been launched for the articulation of domain-specific competences, with a focus on STEM curriculum, assessment frameworks, and teacher training, through the development and implementation of capstone projects as integrator for trans-disciplinary learning. 	<ul style="list-style-type: none"> ECOLINT having acceded to an IBE flagship school and a model for other schools which want to follow the IBE-advocated approach to curriculum, teaching, learning and assessment. 	<ul style="list-style-type: none"> ECOLINT's capacity to re-orient curricula into competence-based best practice curricula advancing.. 	<ul style="list-style-type: none"> The TA needed to attain and sustain the aspired status may be underestimated. Dialogue has been sustained to monitor the school's capacity and progressive plans to implement the required reforms and any agreed remedial measures.
b. Sustain support to Mektebim schools	<ul style="list-style-type: none"> The final draft of the transformed STEM K-12 curriculum was completed; A document detailing nearly 1,000 STEM-related misconceptions was developed as a reference; An online software application was developed to host the STEM curriculum and facilitate its harmonized use; A pre-final draft K-12 teachers' in-service training curriculum was completed; An in-service training was delivered to guide Mektebim teachers on how to write daily lesson plans and assessments to implement the competence-based curriculum; Part of the current Turkey National STEM Curriculum that the Mektebim schools follow was reviewed. 	<ul style="list-style-type: none"> Mektebim advancing towards IBE best practice STEM schools. 	<ul style="list-style-type: none"> Best practice STEM curricula have been completed for Mektebim and teachers trained accordingly for its implementation. 	<ul style="list-style-type: none"> The planned Mektebim STEM teachers' in-service training could not take place <i>in situ</i> due to Covid-19. The training was held remotely.
c. Dialogue with Imperial College regarding their interest to apply the IBE global future competence framework	<ul style="list-style-type: none"> Dialogue with the Imperial College on possible collaboration was initiated. 			
Proposed Target	Reached Target	Overall Performance		
a. ECOLINT fully executed	Phase I of the ECOLINT project was fully executed. Phase II is in progress. (Met Set Target) .	Met Set Target		
b. Mektebim Schools project fully executed	Mektebim Schools Project was fully executed. (Met Set Target) .			
c. A decision reached for the collaboration with Imperial College	Given the current financial situation, a decision was reached not to start a partnership with the Imperial College.			

5. Strengthen professional networks

Proposed Activities	Undertaken Activities	Expected Impact	Realized Impact	Risks & Mitigation
<p>a. Consolidate the GCN into a vibrant professional network</p>	<ul style="list-style-type: none"> • Communication with the GCN has increased through the regular publication of the GCN Newsletter, as GCN members continue to effectively contribute to IBE’s dissemination of global curriculum innovations; • Four issues of the Newsletter have been published, disseminating news on curriculum, teaching, learning, and assessment innovations across the GCN network. Two of the four issues were devoted to global education responses to the Covid-19 pandemic; • GCN members effectively contributed to IBE’s global curricula collection; • GCN members participated in the two IBE webinars on Covid-19 and Curriculum Reforms. 	<ul style="list-style-type: none"> • The global profile, influence and impact of IBE’s GCN network enhanced by: <ul style="list-style-type: none"> - Contributions to the Newsletter sustained and increasing; - Submission of promising innovations sustained; - Possible hosting of a GCN-funded conference with an agreed focus and agenda. 	<ul style="list-style-type: none"> • GCN has members from 138 countries, including Faculties of Education with robust curriculum programs across 160 universities in 39 countries. • The GCN newsletter has generated on-going contributions and proposals for possible collaboration from its members. It became a valued means of disseminating information on global curricula reforms and innovations across the GCN membership. • Substantive virtual communication with the GCN continues to improve despite the impact of Covid-19. 	<ul style="list-style-type: none"> • The enthusiasm of members and potential contributors to the GCN community may decline if interactions are not enough stimulating. • A GCN conference to boost interactions may be difficult to materialize due to Covid-19. <ul style="list-style-type: none"> - Webinars/ virtual consultations were conducted to effectively mitigate these challenges.
Proposed Target	Reached Target	Overall Performance		
<p>a. Sustain the quarterly GCN Newsletter</p>	<p>Quarterly GCN newsletter sustained. (Met Set Target).</p>		Met Set Target	
<p>b. Sustain the collection of promising innovations from GCN members</p>	<p>Collection of news about curriculum innovations sustained. (Met Set Target).</p>			
<p>c. Fund allowing, prepare for a GCN meeting or conference on a mutually agreed agenda</p>	<p>Two IBE webinars and other virtual consultations conducted. (Met Set Target).</p>			

Laboratory of Ideas and Capacity Builder Functions

1. Strengthen teachers' scientific knowledge base required to improve their facilitation of student learning (aligned with SDG4 Targets 4.1, 4.7 and means of implementation 4.c, and MLA 1)				
Proposed Activities	Undertaken Activities	Expected Impact	Realized Impact	Risks & Mitigation
a. Finalize the two remaining levels of a four-level curriculum for giving education practitioners adequate and credible knowledge of the neuroscience of education and learning	<ul style="list-style-type: none"> The two remaining levels of the four-level curriculum have been completed. The initial two levels have been externally reviewed and are being revised. 	<ul style="list-style-type: none"> Teacher understanding of the neuroscientific bases of teaching and learning enhancing. 	<ul style="list-style-type: none"> Analysis of UK data evaluating Level 1 concepts demonstrated positive impact. (The report was accepted for publication in an international peer-reviewed journal). 	<ul style="list-style-type: none"> The time required to build local capacity to sustain the implementation of the course may be longer than partner institutions are willing to fund. This risk has not been mitigated yet. Creating opportunities for government scholarships for the training of trainers in established sciences of learning centers is a concrete initiative that might help.
b. Pilot the course in Seychelles and Turkey (funding allowing)	<ul style="list-style-type: none"> Plans to pilot the course have started but were not sustained. due to lack of funding. Meantime, UK data have been analyzed to help validate Level 1 concepts. The results have been peer-reviewed and published. 			
c. Provide TA for post-piloting implementation in select institutions (funding allowing)	<ul style="list-style-type: none"> No provision of TA for post-piloting implementation has been possible, because of lack of funding. 			
d. Quality and technically edit the national STEM to align it with the futures competence-based curriculum	<ul style="list-style-type: none"> A new competence-based STEM curriculum was produced for all Mektebim schools, in Turkey. 			
Proposed Target	Reached Target		Overall Performance	
a. Two levels of the course curriculum template designed, with syllabi for each level (adapted to two contexts)	Levels 3 and 4 of the course curriculum template have been completed, with syllabi prepared for each level (adapted to two contexts). Resources (slides, worksheets, guidelines) have also been completed for all four levels. (Met Set Target)		Met Set Target	
b. First level course piloted in select institutions of two partner countries, and feedback secured				
c. Courses are effectively implemented across partner institutions	Piloting and implementing Level 1 in partner countries have started, but were not sustained, due to lack of funding. However, data on the incorporation of Level 1 and 2 concepts into UK teacher professional development have been analyzed and demonstrated positive impact. (Met Set Target)			
d. Adapted modules ready for piloting National STEM Curricula for one partner country audited and improvements suggested				

2. Strengthen teachers' capacity to implement competence-based curricula [aligned to MLA1 points 1, 3, 6, 7, & 8]				
Proposed Activities	Undertaken Activities	Expected Impact	Realized Impact	Risks & Mitigation
a. Provide in-service training for teachers in ECOLINT, Mektebim Schools, and Seychelles (funds allowing)	<ul style="list-style-type: none"> A pre-final draft K-12 teachers' in-service training curriculum was completed for Mektebim. An in-service training for Mektebim teachers was conducted virtually; The in-service training for ECOLINT teachers is a component of the project's one-year second phase that was launched in the second semester of 2020; No in-service teacher training was requested/funded by Seychelles. 	<ul style="list-style-type: none"> Increased MS capacity to transform teachers, teaching, and learning in support of competence-based curricula improving best practices. 	<ul style="list-style-type: none"> The institutional and staff capacity to implement competence-based best practice curricula strengthened in ECOLINT and Mektebim Schools. 	<ul style="list-style-type: none"> Face-to-face in-service trainings may continue not to be the preferred mode due to Covid-19. Virtual trainings were organized instead.
b. Support the design and implementation of the in-service and pre-service teacher training programs in Laos PDR, based on findings of the education systems diagnostics guided by the GEQAF (funds allowing)	<ul style="list-style-type: none"> The GEQAF analysis was undertaken in Lao PDR; Priorities were mapped and interventions agreed with project leader. Also, consultations with UNICEF Vientiane were initiated, to support the initiative; 	<ul style="list-style-type: none"> Teacher professionalization earnestly in progress in Laos. 	<ul style="list-style-type: none"> Enhanced national technical capacity to analyze, improve, and monitor the quality of the General Education System in Lao PDR. 	<ul style="list-style-type: none"> Complex system reforms are difficult to undertake and results are difficult to track. Delays by MoE officials in delivering their part of the interventions may cause overall delays; Mitigation through sustained dialogue with MoEs, donor and other partners in adjusting outputs and advancing the project.
Proposed Target	Reached Target	Overall Performance		
a. Teachers and teaching subsystems of one MS transformed in readiness to support effective implementation of competence-based curricula	<p>An in-service training curriculum was developed and delivered for Mektebim teachers.</p> <p>ECOLINT in-service teacher training planned for the project's ongoing second phase. (Met Set Target)</p>	Met Set Target		
b. Teacher training programs under implementation	Teacher training programs under implementation, to be completed by the end of 2021 (Met Set Target)			

3. Strengthen MSs capacity to design and develop holistic Early Childhood Care and Education Systems (aligned with SDG4 Target 4.2 and to MLA1 points 1, 3 & 8)

Proposed Activities	Undertaken Activities	Expected Impact	Realized Impact	Risks & Mitigation
a. Sustain the application of HECDI in partner countries (Seychelles, Cameroon, Laos PDR, Eswatini, and Rwanda)	<ul style="list-style-type: none"> The HECDI was completed and tested (by using core indicators) in all five countries; A handbook was developed. 	<ul style="list-style-type: none"> Each Member State is able to make a calculation based on the HECDI manual, and rank itself in comparison with others 	<ul style="list-style-type: none"> The HECDI is completed and ready to be used in various contexts. 	
b. Sustain the use of the ECCE System Prototype to establish holistic and resilient national systems across the four remaining partner countries	<ul style="list-style-type: none"> Cameroon developed quality criteria and guidelines for ECCE 0-5; Eswatini established a national ECCE system. Eswatini also developed guidelines for Grade Zero preschools; Laos produced a handbook for preschool teachers, including child protection elements and quality criteria for preschools 3-6; Rwanda developed a national monitoring and evaluation system for ECCE. 	<ul style="list-style-type: none"> Creation of a general ECCE awareness; Development of good practices to improve the quality of ECCE systems. 	<ul style="list-style-type: none"> Countries have started to prioritize ECCE. Four countries adapted the IBE prototype, to establish/ further develop holistic and resilient national systems. 	
Proposed Target	Reached Target	Overall Performance		
a. Partner countries collecting and relaying to IBE, data on agreed core HECDI indicators	Cameroon, Eswatini, Laos, Rwanda and Seychelles used the HECDI indicators, to develop and strengthened their ECCE systems. (Met Set Target)	Met Set Target		
b. 3 countries adapt and apply ECCE System Prototype to establish national ECCE systems	Eswatini and Laos adapted the Prototype and further developed and strengthened their ECCE systems. (Met Set Target) Seychelles applied and developed the IBE Prototype. The country's efforts, combined with the IBE's, have received a well-deserved international recognition (a UNESCO Category II Institute of ECD was established in Seychelles). (Met Set Target)			

III. IBE Expected Result 2, Contributing to MLA2 [ER 10]

Support MSs' research, foresight, and anticipatory capacity for curriculum, teaching, learning and assessment; as well as capacity for evidence-based monitoring of SDG targets

In 2020, the IBE continued to provide innovative and forward-looking approaches to advancing SDG4 and addressing the global learning crisis. In particular, the IBE maintained and expanded its efforts to explore the potential of the science of learning (SoL) to transform education and learning, thus further consolidating the IBE's unique role as a global knowledge broker for the science of learning.

The IBE/IBRO knowledge-brokerage initiative, now in its fifth year, continued to explore and promote innovative ways for neuroscientific research to positively impact teaching and learning. The initiative continued to attract leading neuroscientists, who review, synthesize, and rearticulate extensive neuroscientific research findings as accessible technical briefs, with clear implications for education policy and practice. This knowledge is integrated into the IBE's training courses for teachers and curriculum specialists, placing them at the frontiers of SoL knowledge and practice.

The IBE Portal on the Science of Learning, based on the technical briefs produced by the IBE/IBRO Science of Learning Fellows, was further developed, making cutting-edge research findings easily accessible to a large network of policy makers and practitioners. **The IBE strategic partnerships** have grown, including more science of learning centers in top universities across the world, ready to contribute their expertise to the IBE's efforts to address the global learning crisis. Existing and new collaborations expressed a high level of engagement in the articulation of additional technical briefs and increased interest in future projects to bridge the gap between neuroscience and education.

High-quality publications continued to be produced, including the peer-reviewed journal *Prospects*, the *IBE on Curriculum, Learning, and Assessment* book series, and the IBE/IAE *Educational Practices* series.

The IBE knowledge dissemination function has been maintained and strengthened, through the continuous production of relevant *Alerts*, the launch of the public interface of the digitized IBE archive and historical textbook collections (planned for December 2020), and the opening of the Documentation Center to the wider research community. The *Alerts*, continuously published since 2006, have been re-designed and re-branded.

1. Strengthen and focus the IBE's knowledge brokerage role (aligned with SDG4 Target 4.1 and to MLA2 point 10, and MLA1 point 1)

Proposed Activities	Undertaken Activities	Expected Impact	Realized Impact	Risks & Mitigation
<p>a. Building on the progress already achieved, further advance the IBE's clearinghouse function for the science of learning and for the development-relevance of curriculum</p>	<ul style="list-style-type: none"> The IBE Science of Learning Portal is fully functional, featuring technical briefs on relevant neuroscience topics, with clear implications for education policy, teaching, and learning. All the Briefs produced by the 2019 cohort of IBRO/IBE Fellowship have been quality-assured, edited, formatted, and uploaded to the IBE Science of Learning Portal. The Portal includes the blog <i>IBE Speaks</i>, where prominent scholars critically assess the present and potential future contribution of the science of learning, in particular neuroscience, to education policy and practice. Leading scholars in the field have started to contribute to the Blog. 	<ul style="list-style-type: none"> The IBE's intellectual leadership has been maintained and reinforced, as reflected in its ability to produce, manage, and communicate relevant knowledge, and in the high quality of its products. 	<ul style="list-style-type: none"> One of the IBE's most critical and unique drivers as a global knowledge broker is the number and quality of relationships it maintains with some of the world's leading scholars and SoL institutions: <ul style="list-style-type: none"> The IBE is building a community of practice of world-renowned scholars and prestigious academic institutions to help develop 21st century education systems that are supported by concrete evidence of how we learn. 	<ul style="list-style-type: none"> Insufficient human and financial resources to sustain the knowledge brokerage activities. Former IBRO/IBE Fellows have been involved in the quality assurance and editing of the Briefs. Top universities and research centers are keen to collaborate with the IBE and are increasingly involved in the IBE knowledge brokerage initiative.
<p>b. In collaboration with leading research institutions, maintain the focus on the neuroscience of learning as the first theme of the knowledge brokerage initiative</p>	<ul style="list-style-type: none"> Current and prospective partners are actively contributing to the IBE knowledge brokerage initiative: <ul style="list-style-type: none"> <i>New partnerships:</i> Two new institutional agreements were signed (Cuban Neuroscience Center and Beijing Normal University). <i>Continued partnerships:</i> Since 2015, IBRO has been a key strategic partner of the IBE. Three new IBRO/ IBE Senior Fellows (from Spain, UK, and US) joined the IBE in October 2020. <i>Contributions to IBE events and projects:</i> Two IBE partners joined the IBE delegation in Cuba, where they made academic presentations, participated in high-level meetings, interacted with country partners, and fully supported the IBE's mission. <i>Contributions to the IBE Portal:</i> The Briefs developed by the 2019 cohort of the IBRO/IBE Fellowship have been peer-reviewed, edited, and uploaded to the Portal. 	<ul style="list-style-type: none"> Access to a wide base of knowledge in the two areas of focus has improved, allowing education stakeholders to remain on the cutting edge of technological and scientific advances. 	<ul style="list-style-type: none"> A scientific basis for education and learning has the potential to revolutionize current understanding of learning and to provide an expanded, updated, and useful toolkit to shape educational policy and practice. <ul style="list-style-type: none"> The IBE is emerging as a leader in the global dialogue on neuroscience and the future of education and learning: The IBE's intellectual leadership was reinforced and acknowledged by new partners. They 	<ul style="list-style-type: none"> Enormous personal and collective efforts have been made by IBE staff to advance and promote the IBE knowledge brokerage projects. Despite undeniable success, these efforts are not sustainable in the long term.
<p>c. Sustain the production of <i>Prospects</i> on topics relevant to the IBE's mandate, in English, Arabic, and Mandarin Chinese</p>	<ul style="list-style-type: none"> The publication of <i>Prospects</i> has been sustained, on topics relevant to the IBE's mandate and work (e.g., <i>Covid-19 and the future of education and learning; Curriculum responsiveness to crisis; Inclusive education; and Physical literacy and SDG4</i>) Issues in Arabic and Mandarin Chinese have been regularly published. The high quality and relevance of the latest issues have been praised by researchers, policy makers, and practitioners alike. Since the number of exceptional submissions was greater than expected, the issue of <i>Prospects</i> on "Curriculum responsiveness to 		<ul style="list-style-type: none"> The IBE is emerging as a leader in the global dialogue on neuroscience and the future of education and learning: The IBE's intellectual leadership was reinforced and acknowledged by new partners. They 	

	<p>crisis” expanded, to become two double issues (to be published in 2021).</p> <ul style="list-style-type: none"> • A 2021 CIES conference panel will be organized around the special issue on “Curriculum responsiveness to crisis”. • A special issue on “Covid-19 and the future of education and learning” brought together thought leaders in the field to discuss this important topic. • Noting, on social media, the quality of this special issue, the Director of Earth Institute at Columbia University praised <i>Prospects</i> as “the ONLY academic journal that has responded to [her] intellectual curiosity on Covid-19”. • An article by Sir John Daniel, published in <i>Prospects</i> special issue on Covid-19, was downloaded more than 60,000 times and already cited more than 20 times in other academic publications (October 2020). • A Viewpoint by António Nóvoa, published in the same issue, was downloaded more than 3000 times in less than one month (June 2020). • A Viewpoint by Yong Zhou, published in the same issue, was shared and commented on social media by more than 400 users (October 2020) and translated into Turkish. • The number of <i>Prospects</i> followers on Twitter has increased dramatically (from 14 followers in October 2017, to 829 in October 2020). 		<p>emphasized the IBE’s critical role in helping apply neuroscience to teaching and learning to improve their effectiveness and, ultimately, in contribute to the redress of the current global learning crisis.</p>	
<p>d. Sustain the production of the IBE book series on topics related to curriculum, learning, and assessment</p>	<ul style="list-style-type: none"> • The publication of the <i>IBE on Curriculum, Learning and Assessment</i> series has been sustained, with two books in editorial production: “Charting an SDG 4.7 Roadmap for Radical, Transformative Change in the Midst of Climate Breakdown” (Editors: Radhika Iyengar, Earth Institute, Columbia University, and Christina Kwauk, Center for Universal Education, The Brookings Institution); and “Comparative Education and the Future of Curriculum, Education, and Learning” (tentative title; Editor: Robert Cohen, UCL). • Complete manuscripts of the two books are expected by the end of November 2020/ May 2021, respectively. 			
<p>e. Sustain production of the <i>Educational Practices</i> series (co-published with the International Academy of Education), on topics relevant to the IBE’s focus</p>	<p>The publication of the <i>Educational Practices</i> series has been maintained, with two booklets published in 2020: “Mathematics Anxiety” and “Philosophy for Children”.</p> <p>Unsolicited translations of the two booklets were carried out in Catalan, French, Italian, Mandarin Chinese, and Spanish.</p>			

Proposed Targets	Reached Targets	Overall Performance
<p>a. The IBE Science of Learning Portal will be maintained and regularly updated. At least 10 outputs deposited on the IBE platform</p>	<p>17 technical briefs have been developed, externally reviewed, edited, and formatted, and are already available on the IBE platform.</p> <p>One blog entry was published. Three more entries are being developed.</p> <p>18 technical briefs are being produced (by the IBRO/ IBE Senior Fellows (by the end of 2020). (Exceeded Set Target)</p>	<p>Exceeded Set Target</p>
<p>b. Catalyze and harness current partnerships, through concrete action plans and outcome delivery. At least 3 outputs received from current partners</p> <p>New partnerships identified and initiated. At least 1 new institutional agreement signed</p>	<p>Three new outputs have been received from current partners. One technical brief was received from the University of Vienna (potential partner).</p> <p>Two new partnership agreements were signed. (Exceeded Set Target)</p>	
<p>c. Four issues of <i>Prospects</i> published</p>	<p>Three issues of <i>Prospects</i> have been published and one more is in production (by mid-December). Journal issues continued to be translated into Arabic and Mandarin Chinese, at no cost to the IBE. (Met Set Target)</p>	
<p>d. One book published in the <i>IBE on Curriculum, Learning and Assessment</i> series</p>	<p>Two books are in production (under contract with Brill, co-publisher of the IBE series: “Charting an SDG 4.7 roadmap for radical, transformative change in the midst of climate breakdown” and “Comparative education and the future of curriculum, education, and learning” (tentative title). (Met Set Target)</p>	
<p>e. One booklet published in both digital and print in the <i>Educational Practices</i> series</p>	<p>Two booklets were published and uploaded to UNESDOC:</p> <ul style="list-style-type: none"> ○ <i>Math Anxiety</i> (EP31), also translated into Spanish, Catalan, Italian, and Mandarin Chinese; ○ <i>Philosophy for children</i> (EP32), also translated into French, Spanish, and Catalan. (Exceeded Set Target) 	

2. Strengthen the IBE's knowledge dissemination function (aligned with SDG4 Target 4.1 and with MLA1 point 10)

Proposed Activities	Undertaken Activities	Expected Impact	Realized Impact	Risks & Mitigation
<p>a. Sustain the production of bi-weekly <i>Alerts</i>, while adding new themes and providing outreach to subscribers</p>	<ul style="list-style-type: none"> • Bi-weekly <i>Alerts</i> have been regularly published, with a primary focus on the IBE's core areas of curriculum, learning, teaching, and assessment. • The <i>Alerts</i> were disseminated through the IBE communication channels and social media. They were also featured and further promoted through UNESCO Global Education Alerts, EdKnowledge, and Aladdin (UNESCO-UIL) services. • Thematic <i>Alerts</i> related to IBE's work, such as artificial intelligence, the future of education, and the science of learning, were developed and disseminated. • The <i>Alerts</i> and <i>Digests</i>, disseminated through Twitter and Mailchimp, had a cumulative total of 210 retweets and 535 likes on Twitter by mid-October 2020. 	<ul style="list-style-type: none"> • Strengthen the IBE's standing as a knowledge institution and authority in the areas of curriculum and related matters. 	<ul style="list-style-type: none"> • By sustaining and amplifying its efforts to disseminate knowledge, the IBE has further gained recognition as a solid actor in the areas of curriculum and related matters. • By enabling access to its archives and historical textbook collections, the IBE creates opportunities for initiatives, ideas, projects, and collaborations. 	<ul style="list-style-type: none"> • Difficulty of securing funds to cover the yearly subscription with TIND. • The fee for the 2020 subscription was already covered from newly received fund. • Starting a second phase of the digitization project requires new partnerships with donors. • A new project proposal was developed, submitted, and approved for funding (2020–2021). • Consultants tied to the knowledge dissemination function are on short-term contracts, threatening the sustainability of positive results. • Consultancy contracts were extended. New funding opportunities are being explored.
<p>b. Continue the digitization and quality control of the Historical Textbook Collection (depending on the availability of funds)</p>	<ul style="list-style-type: none"> • The post-digitization of Phase I of the project is undergoing. The IBE team is working closely with the digitization company on quality control and on adding the finishing touches to the public interface, before its public launch (December 2020). 			
<p>c. Improve outreach of the IBE clearinghouse and knowledge dissemination functions, especially the visibility of and public access to the IBE's special collections (depending on the availability of funds)</p>	<ul style="list-style-type: none"> • Publications and small-scale exhibits on the IBE's historical collections were displayed during the IBE's missions to Beijing and Havana. 			
Proposed Targets	Reached Target	Overall Performance		
<p>a. At least 15 bi-weekly <i>Alerts</i> and 5 <i>Digests</i> produced, with a primary focus on the IBE's core areas of curriculum, learning, teaching, and assessment</p>	<ul style="list-style-type: none"> • 16 bi-weekly <i>Alerts</i> and 2 <i>Digests</i> were produced, published, and disseminated (October 2020). (Exceeded Set Target) 	<p>Met Set Target</p>		

<p>b. Launch the TIND public interface/ keep digitized documents in cold storage</p> <p>c. Start Phase II of the IBE digitization project</p>	<ul style="list-style-type: none"> • The TIND public interface is under development and testing (launch planned in December 2020). A website outlining the scope of IBE's archives and textbook collection is under development. (Met Set Target) • Phase II of the IBE digitization project is underway. (Met Set Target) 	
<p>d. Develop exhibitions, articles, presentations, special events, etc., to promote and disseminate the IBE collections and to encourage high-quality research on related topics</p> <p>o At least one event organized.</p>	<ul style="list-style-type: none"> • An on-site exhibition for historical textbooks is currently on display at the IBE Documentation Center. • One more exhibit (on women's contribution to the IBE) is under development. (Met Set Target) • Despite the Covid-19 situation, the IBE continued to grant access to researchers to the IBE collections and fully supported their work. Between 1 January-30 October 2020, 16 researchers have accessed the IBE physical collections. Also, requests for digital materials have been promptly answered by the IBE staff. • One online event, to launch the IBE digital collections, will be organized in December 2020. (Met Set Target) • The historical collections and the digitization project have been regularly promoted on social media. (Met Set Target) 	

3. Reinforce IBE's knowledge management capacity (aligned with SDG4 Target 4.1 and MLA2 point 10)

Proposed Activities	Undertaken Activities	Expected Impact	Realized Impact	Risks & Mitigation
<p>a. Sustain the development of IBE portals, to hold and disseminate knowledge created and/or brokered by the IBE (depending on the availability of funds)</p>	<ul style="list-style-type: none"> The IBE Science of Learning Portal has been further developed and regularly updated. A “window” into the IBE digitization project is currently under development (to be launched in December 2020). The website is meant to inform the public about progress made and to give access to the IBE digitized archives and collections. 	<ul style="list-style-type: none"> The IBE’s efficiency at knowledge management further improving. 	<ul style="list-style-type: none"> The IBE's knowledge management capacity and efficiency have been expanded and strengthened, through relevant products, such as the Science of Learning Portal and the IBE Learning Series events. 	<ul style="list-style-type: none"> Specialized staff (e.g., IT manager, to administer, maintain and upgrade the IBE clearinghouse and online libraries; and communications specialist, to generate and manage news content) is needed. A junior information management professional was hired to support activities related to the development of the IBE online library. The IBE faces a severe shortage of human resources, which could jeopardize the quality and function of its new IT platform. An IT specialist was hired for 6 months (until the end of 2020). The IBE works closely with a web developer, ready to help when needed. Support from UNESCO HQ was promised as well.
<p>b. Sustain the IBE Learning Series (lectures, workshops on relevant topics), organized at the IBE headquarters and including International Geneva (depending on the availability of funds)</p>	<ul style="list-style-type: none"> One IBE Learning Series event was organized in January 2020. After that, the onsite IBE Learning Series was suspended, due to the Covid-19 pandemic. However, during the pandemic, the IBE has organized and actively participated in webinars on relevant topics (e. g., the future of curriculum, Covid-19 and the future of education and work, artificial intelligence, etc.) 			
Proposed Targets	Reached Target	Overall Performance		
<p>a. Finalize the development of a new IT platform to host the IBE Portals</p>	<ul style="list-style-type: none"> The new IT platform is finalized and ready to receive new content. The TIND public interface has been developed and is ready to be officially launched. The Science of Learning Portal and the website of <i>In Focus</i>, IBE’s annual magazine, were finalized and are ready to be transferred from testing servers to a stable server, with a UNESCO domain (December 2020). (Met Set Target) 	<p>(Met Set Target)</p>		
<p>b. At least one Learning Series event organized</p>	<ul style="list-style-type: none"> One IBE Learning Series event took place at the IBE in January 2020: “Perceptually enhanced textbooks: A science-based strategy for first graders in low-income countries” (Guest speaker: Helen Abadzi). (Met Set Target) 			

IV. Institutional and organizational development (Capacity Development for the IBE as a precondition for attaining ERs 1 and 2)

In 2020, the IBE continued to strengthen and improve its delivery capacity, which is at the heart of building capacity across the Member States and other IBE partners, and of making results sustainable over time. Constant efforts focused on cooperation with distinguished technical partners; investing in, recruiting, training and retaining the very best staff members; and further developing the IBE staff Learning Series. The IBE's external image has vigorously improved, through high-quality publications and services, unified branding and effective communication, as well as through making the IBE's presence felt on the world stage in an effective manner.

1. Enhance the IBE's external image and brand				
Proposed Activities	Undertaken Activities	Expected Impact	Realized Impact	Risks & Mitigation
a. Sustain the annual publication of the magazine IBE In Focus while strengthening client and partners' voice as well as strategic product placement (depending on the availability of funds)	The production of <i>IBE In Focus</i> has been sustained, with a new edition published electronically and in print. Strategic placement of the magazine remained stable. Because of Covid-19, mailing to various organizations and individuals has been postponed to November/ December 2020.			
b. Sustain the IBE Learning Series (lectures, workshops on relevant topics), organized at the IBE headquarters and including International Geneva (depending on the availability of funds)	The IBE Learning Series was sustained at the IBE headquarters and, since March 2020, online.			
c. Sustain the consolidation of the new IBE branding and messaging for IBE across all channels (depending the availability of funds)	The IBE branding was extended to the IBE <i>Alerts</i> and <i>Digests</i> .			
d. Amplify and authenticate the IBE's work through third party endorsement and reciprocate	<p>Third parties endorsed the IBE's work. They include Mektebim Schools, Seychelles Institute for Teacher Education (SITE), and ECOLINT, which endorsed the IBE Futures Global Competence Framework and formally adopted it as a reference point for their curricula.</p> <p>ECOLINT sought recognition as an IBE Flagship school and is now sought after by other private schools (e.g., in Australia, Palestine, and Turkey) for similar status. The Mektebim chain of 25 private schools sought recognition as IBE STEM Best Practice Schools. SITE endorsed IBE's work on neuroscience and learning and volunteered for developmental piloting of teacher training modules.</p> <p>These endorsements are not yet reciprocated because all partners are still working toward their sought-after status. But IBE has agreed to collaborate with them towards the attainment of such status.</p>			

Proposed Target	Reached Target	Overall Performance
<p>a. IBE in Focus published, both in print and online, and strategically placed</p> <p>b. Four keynote addresses in major global venues</p> <p>c. Play significant role in two international conferences with significant exposure for the IBE (e.g., presidential panels, key sessions, etc.)</p> <p>d. Branding extended to resource packs and brochures</p> <p>e. Two third party endorsements secured</p>	<p>A new edition of the magazine was published electronically and in print. Strategic placement of the magazine remained stable.</p> <p>The visibility of IBE continued to grow not just in scale but also in terms of the level of recognition and prestige. Until August 2020, 12 keynote addresses were delivered in global events. Among them,</p> <ul style="list-style-type: none"> • Three town halls, organized at Beijing Normal University, enjoyed huge participation: Reconceptualizing and Repositioning in the 21st Century: A Global Paradigm Shift; Addressing the Global Learning Crisis: What can Neuroscience offer?; and Building Resilient System for Effective Delivery of Holistic Quality ECCE Service; • A Webit Virtual Special Event organized by the IBE, on Leveraging Covid-19 for the Future of Education and Work; • A FreshEd Podcast on Education Development and the Future of Curriculum; • A keynote address at the Pedagogical University Enrique Jose Varona, on: Addressing the Global Learning Crisis: What can Neuroscience offer?; • A keynote address at the AI for Good Global Summit Webinar, on The Future of AI and learning in Africa, with a focus on young working population. • <p>Since August 2020, the IBE has participated in more than 10 webinars. For instance,</p> <ul style="list-style-type: none"> • UNESCO World Teachers’ Day 2020 Webinar; • IIEP Online Learning Series on Pedagogical Practices, Assessment and Curriculum; • UNESCO Santiago Online Forum on Citizenship Education Policies; • UNESCO Mobile Learning Week; • ASPNET Webinar on Teacher Education and Training Institutions for Global Citizenship Education for Sustainable Development. <p>Worth highlighting is the webinar organized by the IBE on Covid-19 Lessons and Curriculum-related Actions: The Challenges for Developing Countries, which attracted more than 800 participants from all over the world.</p> <p>Branding was extended to the IBE Alerts and Digests.</p> <p>Third party endorsements were secured</p> <p>(Met Set Target)</p>	<p style="text-align: center;">Met Set Target</p>

2. Strengthen external communication of the IBE				
Proposed Activities	Undertaken Activities	Expected Impact	Realized Impact	Risks & Mitigation
a. Sustain the implementation of the communication strategy to enhance the IBE's visibility role as a CoE and share the IBE's activities, outputs, progress and outcomes	Implementation of the communication strategy was sustained and the IBE activities were shared through multi-channels including exhibitions, website and regular web news, IBE Science of Learning Portal, digitization of archives and historical collections, In Focus magazine, GCN newsletter, conferences, meetings, Twitter, Facebook, Alerts, Digests, and IPRs.			
b. Strengthen relevant digital channels including website, forums, social media, blogs, email and visuals	<p>Visitations and engagement by mid-November and increase since 2019:</p> <ul style="list-style-type: none"> - IBE work shared in over 20 global events - IBE exhibited its outputs in 4 prestigious events. - Website visitations 1,034,635 (13 % increase) - 4815 downloads of the three normative papers - Alerts: 1464 subscribers - Prospects: distributed through consortia to over 8000 institutions - The journal readership has consistently grown: from 99,792 downloads in 2016 to 301,614 in 2020 (data available until November 2020) - In Focus: over 3000 hard copies distributed - IPR downloads 32,204 (14 % increase) - Twitter IBE: 7456 followers (17% increase) 			
Proposed Target	Reached Target	Overall Performance		
a. Sustained implementation of the communication strategy quite advanced	All digital channels were strengthened and the implementation of the communication strategy continued to advance. (Met Set Target)	Met Set Target		
b. The Portal website operational.	The Science of Learning Portal is fully operational.			
c. Sustain growth in social media entries by the IBE staff	Director, P3, and communication specialist have regularly posted on personal social media accounts, to reinforce the IBE main messages. (Met Set Target)			

3. Sustain efforts to increase and diversify strategic partners for the IBE				
Proposed Activities	Undertaken Activities	Expected Impact	Realized Impact	Risks & Mitigation
a. Resource mobilization aligned with strategic pillars, including partnership building efforts with civic institutions, regional entities, Member State (via voluntary contributions), private sector, and foundations	Effort to increase and diversify partners was sustained.			
Proposed Target	Reached Target	Overall Performance		
a. Each IBE P3 level staffer to bring one new financing partner worth US\$ 500K per year for at least two years b. 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; c. Each D-level IBE staffer to bring two new partners worth US\$ 1 million a year for two years	One P3 brought 350K USD (anonymous foundation) for 2 years. (Partially Met Target)	Partially Met Target,		

V. Budget

SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)
SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE
FOR THE FINANCIAL PERIOD 1st JANUARY to 30th December

2020

November

(Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS						Disbursements	Unliquidated obligations period reporting	Unliquidated obligations futur period	Total Current period	UNOBLIGATED BALANCE (to be obligated)	EXECUTION RATE CURRENT PERIOD*	GLOBAL EXECUTION RATE
	Appropriation approved by council	Appropriation approved by council ajusted	Ressources unreleased or reported or transferred	2019's Unliquidated obligations	Additional Funds	Budget revised							
I. PROGRAMME ACTIVITIES													
I-1 Activities under Expected results I	1.288.184	1.103.001	(291.743)	222.514	-	1.033.773	315.881	22.955	146.746	338.836	548.191	32.8%	47.0%
CRITICAL & EMERGING ISSUES	1.128.184	943.001	(291.743)	209.494	-	860.753	218.466	22.818	125.550	241.284	493.919	28.0%	42.6%
Strengthening ECCE curricula to support equity of education quality (DC)	303.670	303.671	(200.000)	33.740	-	137.411	53.170	22.406	47.750	75.576	14.084	55.0%	89.8%
Implementing future competences and ensuring the future-relevance of curricula (ECOLINT)	559.881	374.697	-	43.744	-	418.441	47.509	34	7.000	47.544	363.897	11.4%	13.0%
Strengthening teacher pre-service and inservice curricula and their implementation (Lao)	127.075	127.076	-	69.736	-	196.812	60.374	-	29.200	60.374	107.238	30.7%	45.5%
International Laboratory School on STEM (TURKEY)	112.558	112.558	(91.743)	62.274	-	83.089	43.040	206	39.200	43.246	643	52.0%	99.2%
Research project on STEM (The Alchemist Educational Foundation)	25.000	25.000	-	-	-	25.000	14.372	172	2.400	14.544	8.056	58.2%	67.8%
INNOVATION & LEADERSHIP IN CURRICULUM	160.000	160.000	-	13.020	-	173.020	97.415	137	21.196	97.552	54.272	56.4%	68.6%
Advocacy and dialogue for reimbursable TA for innovative national curricula	80.000	80.000	-	8.680	-	88.680	78.722	103	6.800	78.826	3.054	88.9%	96.6%
Advocacy and dialogue on tailor-made courses for strengthening technical leadership for curriculum	80.000	80.000	-	4.340	-	84.340	18.693	34	14.396	18.727	51.218	22.2%	39.3%
I-2 Activities under Expected results II	398.036	560.394	(175.175)	37.177	-	422.396	201.464	38.012	61.562	239.477	121.357	56.7%	71.3%
KNOWLEDGE BROKERAGE & MANAGEMENT													
Research & Publications	80.000	80.000	-	7.760	-	87.760	69.190	398	17.332	69.587	841	79.3%	99.0%
Knowledge Brokerage	75.837	75.837	-	1.463	-	77.300	25.280	23.675	24.682	48.955	3.663	63.3%	95.3%
Development of IBE website & Communication	80.000	80.000	-	-	-	80.000	76.334	826	2.177	77.160	663	96.4%	99.2%
IBE Historical Archives Project	162.199	324.557	(175.175)	27.954	-	177.336	30.661	13.113	17.372	43.775	116.190	24.7%	34.5%
PROGRAMME ACTIVITIES (I)	1.686.220	1.663.395	(466.918)	259.691	-	1.456.169	517.345	60.968	208.308	578.313	669.548	39.7%	54.0%
II. Governing Board/Gen. Adm./Institutional Dev.													
II-1 IBE Council/Steering Committee	25.000	25.000	-	14.793	-	39.793	7.617	69	5.596	7.686	26.511	19.3%	33.4%
II-2 General operating costs	400.000	400.000	-	19.458	-	419.458	303.795	42.477	27.941	346.272	45.244	82.6%	89.2%
Maintenance of IBE premises	150.000	150.000	-	-	-	150.000	149.877	-	-	149.877	123	99.9%	99.9%
Running cost	250.000	250.000	-	19.458	-	269.458	153.919	42.477	27.941	196.396	45.121	72.9%	83.3%
II-3 Director Office	200.000	200.000	(950.000)	4.482	1.085.780	340.262	182.212	8.867	99.351	191.079	49.832	56.2%	85.4%
GOVERNING BOARD, GEN.ADMIN. & INST. DEV (II)	625.000	625.000	(950.000)	38.732	1.085.780	799.512	493.625	51.413	132.887	545.038	121.587	68.2%	84.8%
STAFF COSTS (III)	1.524.050	1.524.050	-	8.065	-	1.532.115	1.250.099	72.597	6.967	1.322.696	202.451	86.3%	86.8%
TOTAL BUDGET ALLOCATED 2020 (I + II + III)	3.835.270	3.812.445	(1.416.918)	306.488	1.085.780	3.787.795	2.261.069	184.978	348.163	2.446.046	993.586	64.6%	73.77%