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PROPOSED PROGRAMME OF ACTIVITIES AND BUDGET 2021

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Table of acronyms

ACA: African Curriculum Association
ACALAN: African Academy of Languages
ADEA: Association for the Development of Education in Africa
AI: Artificial Intelligence
APCIEU: Asia Pacific Center for International Understanding
AUA: African University Association
AU: African Union
CAMES: African and Malgach Council for Higher Education (Conseil Africain et Malgache pour l'Enseignement Supérieur)
CCR: Center for Curriculum Redesign (Switzerland)
CIES: Comparative and International Education Society
DRC: Democratic Republic of Congo
ECCE: Early Childhood Care and Education
ER: Expected Results
ESD: Education to Sustainable Development
FO: Field Offices
GCED: Global Citizenship Education
GEI: Georg Eckert Institute for International Textbook Research
GEM: Global Education Monitoring
GPE: Global Partnership for Education
HBMSU: Hamdan Bin Mohammed Smart University
HELA: Hybrid Education, Learning and Assessment
HQ: Headquarter
IBRO: International Brain Research Organization
IICBA: International Institute for Capacity Building in Africa (UNESCO)
IIEP: International Institute for Educational Planning (UNESCO)
IFEF: Institut de la Francophonie de l'Éducation et de la Formation
LAC: Latin America and Caribbean
MLA: Main Line of Actions
MS: Member States
OECD: Organization for Economic Cooperation and Development
OEI: Organization of Iberoamerican States for Education, Science and Culture
OIF: International Organization of Francophonie
OUT: Open University of Tanzania
PALOP: African Portuguese speaking countries (Países Africanos de Língua Oficial Portuguesa)
RECs: Regional Economic Communities
SDG: Sustainable Development Goals
STEM: Sciences, Technology, Engineering and Mathematics
STEAM: Sciences, Technology, Engineering, Arts and Mathematics
UAE: United Arab Emirates
UCAD: University Cheikh Anta Diop
UCU: Catholic University of Uruguay
UIL: UNESCO Institute for Lifelong Learning
UQAM : Université du Québec à Montréal
VMU: Vytautas Magnus University
WCCES: World Council of Comparative Education Societies

I. Programme Context

This document proposes to the 70th session of the IBE Council, IBE's 2021 work programme and budget (the "programme") for review and clearance. The proposed programme is conceived in line with the IBE's renewed mandate, adopted by UNESCO's Executive Board (209 EX/Dec.12) as outlined below:

- a) to consolidate and synergize the work of the UNESCO in curriculum, fostering a forward-looking vision to contribute to equitable and inclusive education and sustainable development for all in the wake of global challenges and societal challenges;
- b) to build a knowledge-base on curriculum, with the most advanced and cutting-edge research and comparative studies, making available methodological tools, curriculum prototypes and good practices;
- c) to develop standard-setting norms and instruments in curriculum that can guide and support Member States in the definition of their public policies and strategies;
- d) to respond to the needs of member States, particularly developing countries, in developing and reforming curriculum through capacity development and technical assistance, and to foster policy dialogue and the sharing of experiences in curriculum development and good practices among Member States;
- e) to serve as a platform for networking and inter-sectoral dialogue on curriculum for the 21st century among relevant stakeholders, including relevant international organizations and academic institutions, with a particular focus on the transformative role of education for sustainable development, societal change and global challenges;
- f) to develop training programmes, in collaboration with universities and other relevant stakeholders from different regions of the world;
- g) to preserve the historical archives and documentation of the IBE, making them accessible to Member States and the public.

With reference to this renewed mandate and existing strategic documents of UNESCO – 37C/4 (UNESCO's Medium-Term Strategy 2014-2021), 40C/5 (UNESCO's Programme and Budget 2020-2021), and IBE's Centre of Excellence Strategy – the 2021 programme capitalizes on IBE's expertise and strengths, while taking stock of the ongoing curriculum processes and needs in the Member States. The main areas of work in the programme were identified through close and thorough consultations that the IBE conducted with all relevant UNESCO entities (HQ units, Field Offices and Institutes) and stakeholders during the second semester of 2020, including through the webinars on the education response to COVID-19. Through this programme, the IBE aims to respond more effectively to the needs and expectations of Member States, in particular developing countries, while consolidating and extending partnerships with Member States, UNESCO entities, and development partners.

The IBE also aims to regain the confidence of potential financing partners. In September 2020, the IBE received the voluntary contribution of one million Euros from France per year for an initial period of three years. Based on the decision of this 70th session of the IBE Council, Switzerland will initiate the procedure to release funds to IBE.

The overall purpose of IBE work in 2021 is to serve as UNESCO's global focal point and platform for knowledge, dialogue and cooperation on curriculum, contributing to UNESCO's work in education

through a holistic, inter-sectoral and forward-looking vision, in particular bearing in mind the challenges posed by COVID-19 with regard to rethinking education and education systems at large. More than ever, the purposes and contents of education matter for ensuring that all learners acquire the competencies and knowledge required to lead their own lives, contribute to the sustainability of the planet and be prepared to perform competently as citizens, workers, entrepreneurs and members of communities. To that purpose, curriculum design and development processes are key to identify, select and implement the contents of education reflecting diverse social imaginaries and engaging multiple stakeholders, and with a strong focus on learners' digital and preparedness competencies for a bright future. In particular, the ongoing global pandemic highlights the relevance of developing a futuristic and transformative curriculum to strengthen the resilience of the education system to respond to disruptive worldwide changes as well as to crisis and pandemics.

The proposed five strategic axis of work are grounded on a systemic understanding of curriculum as a powerful driver of quality equitable education. The strategic axes reflect IBE thematic priorities as well as different types of support to Member States. The five strategic axes are proposed as follows:

- I. Support to national and regional capacity development in curriculum and related issues**
- II. Support developing countries in developing and implementing hybrid, digitalized curriculum to promote distance education and digital literacy**
- III. Support early childhood care and education (ECCE) curriculum improvement in developing countries**
- IV. Make available research findings to strengthen Member States' capacities in curriculum and related matters**
- V. Revamp IBE partnerships and visibility**

These thematic priorities will be addressed through: (i) inter-sectoral and sectoral policy and technical dialogues; (ii) sustainable and impactful capacity development modalities; (iii) comparative inter-regional research on a wide array of issues relating to curriculum and learning; (iv) production, discussion and validation of policy frameworks, guidelines and resources packs with regard to support countries in processes of curriculum renewal and development; and (v) repositioning IBE as a reliable and forward-looking partner to address global and local challenges relating to the present and future of curriculum and learning.

II. Strategic Axes

Strategic Axis I. Support to national and regional capacity development in curriculum and related issues

Contribute to UNESCO's 40 C/5 (Programme and Budget 2018-2021) Major Programme I (ED):

Expected Result 1 - Improved national education policies and plans to advance access to equitable and quality ECCE, primary and secondary education through a system-wide lifelong learning approach

Expected Result 5 - National teacher policies developed and/or implemented and teacher training programmes improved to increase the supply of qualified and motivated teachers

Capacity development is one of the five functions that UNESCO performs to fulfil its mandate. As UNESCO's institute specialized in curriculum and related matters, the IBE plans as one of its top priorities in the 2021 programme to enhance the capacity of Member States to effectively lead and implement curriculum reforms and innovations, in particular through the development of regional and national centers of excellence in curriculum.

This approach to capacity development is based on the understanding that short-time, stand-alone workshops may serve more as sensitization than actual capacity development activities. Hence, the IBE has chosen to strengthen a number of institutions specialized in curriculum and related matters, with a view to enabling them to lead curriculum processes and provide curriculum training at the national and regional levels.

The use of the IBE's curriculum and learning resource packs and training tools has proven to be effective and continue being highly appreciated, in particular in the following capacity development activities:

- Long-term accredited postgraduate (Master and Diploma) courses in Curriculum that the IBE had led for over a decade (from 2010) in four regions, in collaboration with partner universities: Open University of Tanzania (Africa), Catholic University of Uruguay (Latin America and the Caribbean), Hamdan Bin Mohammed Smart University (Arab countries) and Vytautas Magnus University (Central-East Europe and Central Asia); and
- Short-term curriculum training activities upon requests from Member States, in particular those, due to geographical or financial reasons, cannot benefit from the long-term accredited courses.

In 2021, the IBE will extend the successful experiences by:

- updating and enriching the IBE set of curriculum resource packs and training tools;
- sustaining and enhancing IBE's capacity builder function through the use of enriched training materials;
- ensuring the IBE's convening role in implementing the strategy of developing regional and national centers of excellence in curriculum.

Axis I.1. Enhance the capacities of national and regional Institutions to lead curriculum processes and serve as training hubs

Expected result: Capacities of at least two national and two regional Institutions enhanced to lead curriculum reforms and serve as curriculum training hubs				
Activities	Target beneficiaries	Budget estimate	Partners	
			UNESCO	External
<p>1. Select curriculum institutions at national and regional levels, identify capacity gaps and draw roadmaps for their development</p> <p>2. Implement roadmaps for reinforcing the selected Institutes</p>	<p>a. National levels : At least five countries from AFR, Arab states and LAC</p> <p>b. Regional level LAC - Catholic University of Uruguay Africa - Open University of Tanzania and University Cheikh Anta Diop, Senegal Arab countries - Hamdan Bin Mohammed Smart University, UAE Central-East Europe and Central Asia - Vytautas Magnus University, Lithuania</p>	<p>USD 600.000</p> <p>Consultancies</p> <p>Workshops</p> <p>Publications</p> <p>Missions</p>	<p>Division of Policy and Lifelong Learning Systems</p> <p>Field offices</p> <p>Institutes</p>	<p>Ministries of education</p> <p>Catholic University of Uruguay (UCU)</p> <p>Open University of Tanzania (OUT)</p> <p>University Cheikh Anta Diop (UCAD)</p> <p>Hamdan Bin Mohammed Smart University (HBMSU)</p> <p>Vytautas Magnus University (VMU)</p> <p>Regional Economic Communities (RECs)</p>

Axis I.2. Enrich, update and translate IBE's resource packs/training tools in curriculum

Expected result: At least four of the IBE's resource packs/training tools in curriculum updated and made available in different languages				
Activities	Target beneficiaries	Budget estimate	Partners	
			UNESCO	External
<ol style="list-style-type: none"> 1. Revise and update the IBE Curriculum and learning Resource Pack 2. Assure the quality and co-publish with HQ: <ol style="list-style-type: none"> a. a "Guide for Developing and Implementing Teacher Education Curriculum Frameworks" b. a "Resource Pack on Teacher Education Curriculum Framework" 3. Assure the quality and co-publish with HQ a "Curriculum Framework for Bilingual Education" 4. Produce a guide for integrating health education in the curriculum 5. Produce a user-friendly guide on step-by-step curriculum reform 6. Translate the updated Resource Pack and publications at least in English / French and upon availability of funds, in other languages, to be hosted on the IBE website 	<p>National and regional curriculum Institutions and partner universities that will use the resource packs/training tools for capacity development</p>	<p>USD 300.000</p> <p>Research</p> <p>Publications</p> <p>Translations</p> <p>Consultancies</p> <p>Workshops</p>	<p>Section of Teacher Development</p> <p>Section of Education Policy</p> <p>Section of Education for Inclusion and Gender Equality</p> <p>Section of Higher Education</p> <p>Section of Global Citizenship Education</p> <p>UNESCO Associated Schools Network (ASPnet)</p> <p>Field Offices</p> <p>Institutes</p> <p>Category II Centre - Asia Pacific Center for International Understanding (APCIEU)</p>	<p>Human Fraternity,</p> <p>Catholic University of Uruguay (UCU)</p> <p>Open University of Tanzania (OUT)</p> <p>Hamdan Bin Mohammed Smart University (HBMSU)</p> <p>Vytautas Magnus University (VMU)</p> <p>Global Partnership for Education (GPE)</p> <p>Center for Curriculum Redesign (CCR), Switzerland</p>

Axis I.3. Sustain support to Master/Diploma courses in curriculum partnered with universities

Expected result: At least four partner universities supported in the implementation of long-term accredited postgraduate (Master and Diploma) courses in curriculum				
Activities	Target beneficiaries	Budget estimate	Partners	
			UNESCO	External
1. Identify needs and support the capacities development of partner Universities in the delivery of the African Master level courses in curriculum in Tanzania	Partnered with: Open University of Tanzania (OUT)	USD 400.000 Consultancies	Section of Teacher Development Section of Higher Education	Catholic University of Uruguay (UCU) Open University of Tanzania (OUT)
2. Support the establishment in Senegal of a Master in curriculum for Francophone African countries	University Cheikh Anta Diop (UCAD, Senegal)	Missions Workshops	Field Offices UNESCO International Institute for Capacity Building in Africa (IICBA)	University Cheikh Anta Diop (UCAD)
3. Support the delivery of the Arab Master course in curriculum in UAE	Hamdan Bin Mohammed Smart University (HBMSU, UAE)	Publications		Hamdan Bin Mohammed Smart University (HBMSU)
4. Support the delivery of the Central-East Europe and Central Asia Master course in curriculum in Lithuania, and produce joint publications	Vytautas Magnus University (VMU, Lithuania)	Translations		Vytautas Magnus University (VMU)
5. Support the delivery of the Latin America and Caribbean Master course in curriculum in Uruguay	Catholic University of Uruguay (UCU)			African Curriculum Association (ACA)
6. Draw lessons and foster experience sharing and peer learning among partner universities and curriculum training institutions supported by IBE in different regions				Regional economic organizations Other education partners in the regions

Axis I.4. Provide technical assistance to Member States and educational institutions

Expected result: Technical assistance provided to Member States and educational institutions upon requests				
Activities	Target beneficiaries	Budget estimate	Partners	
			UNESCO	External
1. Use IBE curriculum resource packs/training tools to provide curriculum trainings upon requests from Member States	Brunei Darussalam, South Sudan, Sudan, Haiti, Chad, Palestine, etc. (these countries have requested support)	USD 400.000 (mostly funded by countries)	Relevant UNESCO field Offices Division for Policies and Lifelong Learning	Ministries of Education Curriculum institutions/ departments of targeted countries
2. Sustain support to the International School of Geneva (ECOLINT) ¹ , in developing and implementing competency-based curriculum, with a focus on age-appropriate capstone projects in STE(A)M as integrators for transdisciplinary learning	International School of Geneva (ECOLINT), Switzerland	USD 530.000 (funded by ECOLINT)		International School of Geneva (ECOLINT)

¹ With funds provided by the ECOLINT to pursue an on-going project.

Strategic Axis II. Support developing countries in developing and implementing hybrid, digitalized curriculum to promote distance education and digital literacy

Contribute to UNESCO's 40 C/5 (Programme and Budget 2018-2021) Major Programme I (ED):

Expected Result 1 - Improved national education policies and plans to advance access to equitable and quality ECCE, primary and secondary education through a system-wide lifelong learning approach

Countries are facing the paramount challenge of responding effectively to the immediate effects and implications of COVID-19 while at the same time reflecting upon the day after and reimagine a transformative and aspiration normality. Probably the curriculum is one of the most powerful tool countries can use to rethink about the purpose of education and the prioritization and progression of content across levels, settings and provisions as well as to restructuring modes of educating, learning and assessing sustained on the complementarity between face-to-face and distance education. The revision of the curriculum at large can be seen as a window of opportunities to strengthen its relevance and readiness capacity to forge the future of the new generations while taking note that a profound revision of the curricula entails rethinking the education system, and vice versa.

In particular, developing countries are making significant and sustainable progress in adjusting the curriculum and pedagogy to different combinations of face-to-face and distance education grounded on an extensive use of technology as an enabler and resource of teaching and learning. Nevertheless, they are finding out that due to a constellation of cultural, social, economic and education factors, historically technology has not been visualized as complementing and reinforcing face-to-face learning processes. Likewise, COVID-19 has contributed to make more visible the inadequacies and dysfunctionalities of modes of educating, learning and assessing solely based on the face-to-face interaction between teachers and learning that do not pay sufficient attention or disregard other opportunities, spaces and resources available to and increasingly used by learners outside the school. In any case, educational technology needs of the curriculum and pedagogical mediations to empower learners and teachers.

All of the research results converge to affirm that the language in which a curriculum is taught is a key quality element in the teaching and learning processes. During the past 50 years, UNESCO supported many experiences and pilot Projects throughout the world promoting the use of mother tongue as *medium of instructions*; and all experiences concluded to the benefit of multilingual education curriculum for quality learning outcomes. IBE's work will also contribute to the implementation of the International Decade of Indigenous Languages (2022-2032), for which UNESCO is the lead agency.

Axis II.1. Develop Hybrid Education, Learning and Assessment (HELA) Initiative

Expect result: HELA curriculum produced				
Activities	Target beneficiaries	Budget estimate	Partners	
			UNESCO	External
<ol style="list-style-type: none"> 1. Constitute an inter-regional task force of curriculum and pedagogical experts for elaborating and validating the HELA initiative 2. Produce guidelines for condensed curriculum for emergency situations from ECCE to higher education 3. Produce guidelines for comprehensive curriculum integrating well-being of learners, health education, inclusive education, STEAM, GCED as cross-cutting issues from ECCE to higher education 4. Undertake policy and technical dialogues with key education stakeholders in the Genève internationale in around SDG4 to create synergies, namely for curriculum related issues from an international comparative perspective 5. Produce a guideline on hybrid digitalized curriculum for developing countries, and pilot its initial implementation 6. Produce a guideline on curriculum for digital skills acquisition and preparedness for the future, and pilot its initial implementation 	In at least two developing countries (in Africa, in LAC)	USD 500.000 Consultancies Research Workshops/country support Missions	Division for Policy and Lifelong learning systems Division for Education 2030 Division for Peace and Sustainable Development Division of Future of Learning and Innovation Division of Policies and Lifelong Learning Systems Field Offices Institutes	Microsoft NORRAG University of Geneva Université du Québec à Montréal (UQAM), Canada UN Sister Organizations Inter-governmental development agencies OECD CCR HES-SO Haute École Spécialisée de Suisse Occidentale Service de la Recherche en Éducation (SRED) GPE Organization of Iberoamerican States for Education, Science and Culture (OEI) African Curriculum Association (ACA) International and Regional Think Tanks Wikidata

Axis II.2. Leveraging on Artificial Intelligence (AI) for curriculum reforms and implementation

Expected result: Impact of AI on curriculum and learning demonstrated and guidelines produced for curriculum reforms				
Activities	Target beneficiaries	Budget estimate	Partners	
			UNESCO	External
Undertake a critical analysis of AI influence and impact on curriculum and teaching/learning processes and draw lessons to elaborate guidelines on the use of AI in curricula	Member States	USD 50.000 Consultancies Research Workshops Publications	Division of Future of Learning and Innovation Division for Education 2030 Field Offices Institutes, in particular IITE	Microsoft Pearson Hamdan Bin Mohammed Smart University (HBMSU) NORRAG University of Geneva UN Sister Organizations Intergovernmental Development Agencies Organization for Economic Cooperation and Development (OECD) CCR GPE OEI International and Regional Think Tanks Wikidata

Axis II.3. Support inclusive curriculum appropriation through the promotion of multilingual education

Expected result: Some developing countries supported in promoting and implementing multilingual education				
Activities	Target beneficiaries	Budget estimate	Partners	
			UNESCO	External
<p>1. Identify and document good practices in multilingual education, evidencing the implications for curriculum delivery and the quality of education</p> <p>2. Provide technical assistance to countries in the implementation of multilingual education and implications for curriculum and learning</p> <p>3. Contribute to high-level policy dialogue and advocacy on the relevance of multilingual education as key component for quality and inclusive education</p> <p>4. Support the digitalization of some local and trans-border languages for local language-based curriculum development and the production of learning materials (including online resources) to support multilingual teaching and learning</p> <p>5. Support the introduction of the General History of Africa in the curriculum at different levels, as well as its translation in some local languages for use in literacy curricula and for online resources and learnings</p>	Burkina Faso	USD 500.000	Division for Education 2030	<p>Member States, including UNESCO's Africa and LAC groups</p> <p>African Academy of Languages (ACALAN)</p> <p>African Union (AU)</p> <p>Asia Pacific Multilingual Education Working Group</p> <p>ACA</p> <p>African University Association (AUA)</p>
	Burundi	Research	Division for Peace and Sustainable Development	
	Côte d'Ivoire	Publication	Division for Policies and Lifelong Learning	
	Haïti	Workshops	Division for Education 2030	
	Guatemala	Missions	Priority Africa and External Relations Sector	
Mali	Consultancies	Field Offices		
Sudan		UNESCO International Institute for Capacity Building in Africa (IICBA)		
Chad		IIEP		
DRC		SHS		
		CLT		

Strategic Axis III. Support early childhood care and education (ECCE) curriculum improvement in developing countries

Contribute to UNESCO's 40 C/5 (Programme and Budget 2018-2021) Major Programme I (ED):

Expected Result 1 - Improved national education policies and plans to advance access to equitable and quality ECCE, primary and secondary education through a system-wide lifelong learning approach

The wide consensus on the major role of early childhood care and education (ECCE) in economic and human development has brought about its integration into the Sustainable Development Goals. SDG 4 establishes that every child is enrolled in at least one year of pre-primary education. It also embeds the notion of 'quality' to ensure that children will be developmentally on track in literacy-numeracy, physical abilities, social-emotional development, and learning. ECCE is at the intersection of a number of SDGs, namely SDG 2 (zero hunger); SDG 3 (health); SDG 5 (gender equality) and SDG 16 (peace, justice and strong institutions). The overall aim of this Strategic axis is to support the development of holistic, quality framework and curriculum for ECCE. Given the mandate of IBE on curriculum, the focus is to create a quality framework based on the holistic approach to ECCE, as it is the foundation of the entire learning process.

The first area of work is aimed at building a knowledge base on ECCE curriculum, based on the most advanced researches and comparative studies, by providing the necessary methodological tools, as well as curriculum prototypes and good practices. Elements of quality will be analysed and defined in detail, for the creation of the toolkit (see second area of work). Among them, a focus will be on gender issues, global citizenship education, digital tools, and curriculum in mother tongue.

The second area of work will focus on the support and sharing of practices with Member States, and the results will provide norms and normative instruments within the quality framework in order to guide and support Member States in the development of their public policies and strategies. To respond to the needs of Member States, in particular developing countries, IBE will propose ECCE curriculum development (and quality development) through capacity building and technical support. An important part of the work is the sharing of competencies, practices, policy and skills between Member States, encouraging exchanges and experiences in terms of 'development of curricula and good practices'.

The third area of work is aimed at defining standards and a common language in the ECCE environment, and to create basic standards of quality and provision of service with a strict focus on curriculum. Standards can also be considered as a conceptual platform for inter-sectoral dialogue between the various actors (international organizations, academic institutions, etc) on curriculum for the 21st century with particular attention to the transformative role of education for Sustainable Development, societal changes as well as global challenges. A specific attention, as quality matter, will be devoted to the right to education is for all children without any discrimination. In particular, children with disabilities need appropriate learning assistance and tools to enjoy quality education. Furthermore, IBE would strive to define minimum standards for quality curriculum in emergency.

Axis III. Conduct an analysis of ECCE curriculums key features, establish a cartography and propose guidelines for curriculum quality assurance

Expected result: Guidelines developed according to a mapping of countries needs in ECCE and Early Childhood curriculum, and national capacity developed				
Activities	Target beneficiaries	Budget estimate	Partners	
			UNESCO	External partners
1. Undertake comparative analyses of ECCE curriculum and enablers and produce guidelines for improvements 2. Support national capacity reinforcement for quality ECCE curriculum development	Member States	USD 100.000 Consultancies Publication	Division for Policies and Lifelong Learning Field Offices	Member States UNICEF Universities Dubai Cares Nestle Green Leaves ADEA

Strategic Axis IV. Make available research findings to strengthen Member States' capacities in curriculum and related matters

Contribute to UNESCO's 40 C/5 (Programme and Budget 2018-2021) Major Programme I (ED):

Expected Result 10: Research and foresight, monitoring and reporting on SDG 4-Education 2030 have effectively generated evidence, recommendations and insight to advance progress towards SDG 4.

In 2021, the IBE will intensify and expand efforts to strengthen Member States' research and foresight global capacity for curriculum, teaching, learning, and assessment. The IBE's long-term goal is to become a clearinghouse for curriculum innovation, by providing cutting-edge and forward-looking approaches to advance SDG4 and to address the global learning crisis and the future of education and learning. To give focus and direction to this Strategic axis, two main interconnected areas of work are proposed: advancing and sharing cutting-edge knowledge to guide curriculum design and development; and making the IBE resources accessible to the Member States and the public.

Through its first area of work, IBE will expand its efforts to produce high-quality publications on critical topics, to support evidence-based knowledge required to guide curriculum design and development. Relevant research on curriculum in relation to critical global issues will be prioritized (e.g., curriculum responsiveness to crisis; digital transformation of curriculum; competency-based curriculum; future skills for future jobs; emerging technologies; mother tongue/local language for effective learning). They will be published in the IBE flagship publications: the peer-reviewed journal *Prospects*, the *IBE on Curriculum, Learning, and Assessment* book series, and the IBE/IAE *Educational Practices* series.

The IBE will strengthen its collaboration with the International Brain Research Organization (IBRO), to explore and promote innovative ways for neuroscientific research to positively impact teaching and learning. The initiative will continue to attract leading neuroscientists, to review, synthesize, and rearticulate extensive neuroscientific research findings as accessible technical briefs, with clear implications for education policy and practice. This knowledge can be integrated into the IBE's training courses for teachers and curriculum specialists, placing them at the frontiers of the science of learning knowledge and practice. The IBE will also oversee further development and promotion of the *IBE Portal on the Science of Learning* as a premier knowledge hub for the neuroscience of learning, to make cutting-edge research easily accessible.

The IBE hosts its historical archives (1925-1969), as well as a collection of more than 20,000 historical textbooks, dating as far back as the 1700s. Through its second area of work, IBE is planning to continue the digitization and quality control of these valuable materials and to make full-text versions of them freely available to users around the world. A further goal of the project is the long-term preservation of these unique materials. This important work goes hand in hand with the opening of the physical premises of the IBE Documentation Center to the wider research community, by welcoming scholars and other visitors interested in the IBE materials. A special initiative will focus on facilitating access to the IBE collections (through short-term fellowships) for researchers from developing countries. Equally important, the IBE will establish and maintain strategic partnerships with relevant organizations, research institutes, and initiatives, including UNESCO-related ones, to improve the exchange of information, experiences, best practices, and lessons learned.

Axis IV.1. Strengthen Member States' research and foresight capacity for curriculum and related matters

Expected result 1: High-quality publications are produced and disseminated				
Activities	Target beneficiaries	Budget estimate	Partners	
			UNESCO	External
1. Publish four issues of <i>Prospects</i> , in English, Arabic, and Mandarin Chinese	Researchers	300,000 USD	Division of Future of Learning and Innovation	International Academy of Education, Canada
2. Publish one book in the <i>IBE on Curriculum, Learning, and Assessment</i> series	Policy makers	Research	Section of Education for Sustainable Development	Springer Publishers
	Practitioners	Publication		Brill/ Sense Publishers
3. Publish one booklet in the <i>Educational Practices</i> series (digital and print)	Curriculum specialists	Consultancies	Division for Policies and Lifelong Learning	University of Geneva
	Universities	Translations	Division for Education 2030	East Normal China University
4. Publish a conceptual framework on rethinking curriculum in light of Covid-19 (English, French, Spanish)	Research institutions	Think tank organizations	GEM Report	UNESCO Publications Center in Cairo
	Think tank organizations		UNESCO Institute for Lifelong Learning (UIL)	Université du Québec à Montréal (UQAM)
5. Publish a study on future skills for future jobs, with implications for curriculum development			UNESCO International Institute for Capacity Building in Africa (IICBA)	Network Translators Germany
			UNESCO IIEP	Conseil Africain et Malgache pour l'Enseignement Supérieur (CAMES)
6. Launch and disseminate special issues of <i>Prospects</i> and other publications in global events			UNESCO Field Offices	Researchers, policy makers, and practitioners (authors and peer-reviewers), from all over the world
			OECD	Regional and national research centers

Expected result 2: Curriculum-related findings of cutting-edge research on the science of learning made user-friendly and accessible

Activities	Target beneficiaries	Budget estimate	Partners	
			UNESCO	External
<p>1. Develop new technical briefs on neuroscience and curriculum</p> <p>2. Maintain and regularly update the IBE Science of Learning Portal, through new contributions and partnerships</p> <p>3. Publish guidelines for using cutting-edge research findings on neuroscience to support teaching and learning</p>	<p>Researchers</p> <p>Policy makers</p> <p>Practitioners</p> <p>Curriculum specialists</p> <p>Teachers</p> <p>Teacher training institutions</p> <p>Universities</p> <p>Students</p> <p>Parents</p>	<p>160,000 USD</p> <p>IBE/IBRO research fellowships (60,000 USD)</p> <p>Publication</p> <p>Science of Learning portal development</p>	<p>Division of Future of Learning and Innovation</p> <p>Section of Health and Education</p> <p>IICBA</p> <p>IIEP</p> <p>Field Offices</p>	<p>International Brain Research Organization (IBRO)</p> <p>Leading research centers on neuroscience and learning, including, but not limited to:</p> <p>Queensland Brain Institute, University of Queensland, Australia</p> <p>Institute for Learning & Brain Sciences, University of Washington, USA</p> <p>Technology-enhanced Learning in Science, University of California, Berkeley, USA</p> <p>Laboratoire de Psychologie du Développement et de l'Education de l'enfant, Université de Paris Descartes, France</p> <p>Brain and Mind Institute, Western University, Canada</p> <p>Center for Educational Neuroscience, Beijing Normal University, China</p> <p>Centro Cubano de Neurociencias (CNEURO), Cuba</p> <p>Pedagogical University Enrique José Varona, Cuba</p> <p>University of the Witwatersrand, South Africa</p> <p>African University Association (AUA)</p>

Axis IV.2. Preserve the historical archives and documentation of the IBE, making them accessible to Member States and the public

Expected result 1: The digitalization process of the IBE Historical Collections continues				
Activities	Target beneficiaries	Budget estimate	Partners	
			UNESCO	External
<p>1. Digitize at least 200 textbooks, as part of the IBE digitization project (Phase 2)</p> <p>2. Compile a comprehensive inventory of the historical textbook collection</p>	<p>Researchers, policy makers, practitioners</p> <p>Curriculum specialists</p> <p>Historians of education, archivists and documentalists</p> <p>National and regional universities</p> <p>National and regional libraries</p>	<p>489,000 USD (of which 289,000 USD available)</p> <p>Consultancies</p> <p>Digitalization</p>	<p>Education Knowledge Management Services</p> <p>Division of Future of Learning and Innovation</p> <p>UNESCO Library</p> <p>ED and CLT joint initiative on “Education and culture together in action to advance the SDGs”</p>	<p>Anonymous foundation, Switzerland</p> <p>TIND Library Technology (a spin-off of CERN), Norway</p> <p>Georg Eckert Institute for International Textbook Research (GEI), Germany</p> <p>Comparative and International Education Society (CIES)</p> <p>World Council of Comparative Education Societies (WCCES)</p> <p>Researchers, textbook experts, textbook authors, educators, students</p> <p>University of Geneva</p> <p>Permanent Missions to the UN in Geneva</p> <p>International School of Geneva</p> <p>NORRAG</p>

Expected result 2: The IBE collections are accessible to Member States and the public

Activities	Target beneficiaries	Budget estimate	Partners	
			UNESCO	External
<p>1. Maintain and update the digitization website/ TIND public interface, to enable free online access to the IBE historical collections</p> <p>2. Design and implement a short-term fellowship, to enable students and researchers from developing countries to study the IBE physical collections</p>	<p>Researchers, policy makers, practitioners</p> <p>Curriculum specialists</p> <p>Historians of education</p> <p>Archivists and other library specialists</p>	<p>50,000 USD</p> <p>Fellowship</p> <p>Website development</p> <p>Promotional materials</p>	<p>Education Knowledge Management Services</p> <p>Division of Future of Learning and Innovation</p> <p>UNESCO Library</p> <p>ED and CLT joint initiative on "Education and culture together in action to advance the SDGs"</p>	<p>Anonymous foundation</p> <p>TIND Library Technology (a spin-off of CERN), Norway</p> <p>4DigitalBooks</p> <p>Permanent Missions to the UN in Geneva</p>

Expected result 3: The visibility of the IBE publications and knowledge sharing activities is increased

Activities	Target beneficiaries	Budget estimate	Partners	
			UNESCO	External
<p>1. Promote and disseminate the IBE collections, through exhibitions, conference presentations, special events, and partnerships with universities and documentation Centers of developing countries</p> <p>2. Produce by-weekly <i>Alerts</i>, with a primary focus on the IBE's core areas of curriculum</p>	<p>Researchers, policy makers, practitioners</p> <p>Curriculum specialists</p> <p>Historians of education, librarians</p> <p>IBE professional networks</p>	<p>60,000 USD</p> <p>Conference participation</p> <p>Special event organization</p>	<p>Education Knowledge Management Services</p> <p>Division of Future of Learning and Innovation</p> <p>UNESCO Library</p> <p>ED and CLT joint initiative on "Education and culture together in action to advance the SDGs"</p>	<p>Anonymous foundation, Switzerland</p> <p>TIND Library Technology (a spin-off of CERN), Norway</p> <p>Georg Eckert Institute for International Textbook Research (GEI), Germany</p> <p>Comparative and International Education Society (CIES)</p> <p>World Council of Comparative Education Societies (WCCES)</p> <p>Researchers, textbook experts, textbook authors, educators, students</p> <p>University of Geneva</p> <p>Permanent Missions to the UN in Geneva</p> <p>International School of Geneva</p> <p>NORRAG</p> <p>IBE GCN</p>

Strategic Axis V. Revamp IBE partnerships and visibility

Most recently, in 2019, the General Conference of UNESCO reiterated the significant role that curriculum plays in the education system, and the need to maintain it as a core pillar of UNESCO's work. There is strong impetus to reinvigorate the work of IBE as UNESCO's Centre of Excellence for curricula as was approved by UNESCO's General Conference in 2011 (36 C/Resolution 10). To further strengthen the renewed mandate of IBE as approved by UNESCO's Executive Board, IBE will undertake efforts to promote IBE as a reference Institution for curriculum, by establishing diversified innovative partnerships with Member States, other international agencies and education actors. Particular attention will be given to creating synergies with international organizations, NGOs and civil society of 'Genève Internationale'. It will work towards communicating widely its mandate and activities to education stakeholders in the Member States and other education actors at the global and regional levels. This work will be done based on a long-term strategic vision for partnership, communication and resources mobilization.

Expected result: Partnerships and Communication strategy elaborated and implemented				
Activities	Target beneficiaries	Budget estimate	Partners	
			UNESCO	External
1. Elaborate and implement IBE-UNESCO's communication strategy that aligned with IBE's renewed mandate to Improve visibility	Member States	200,000 USD	HQ	Member States
2. Develop innovative partnerships to support IBE activities	Public at large	Consultancies Publication Missions	Geneva Liaison Office Field Offices Institutes	Sister UN agencies Other development partners

Strategic Axis VI. Administration

Management and Administration	Items	Expected Results	Budget
Council & Steering Committee meetings	Interpreters and documents translation	<i>The Council and the Steering committee meetings are held and well organized</i>	30,000 USD
	Renting conference room and materials		
	Reception cost		
Administration	Running cost and utilities:	<i>Necessary Utilities are provided</i>	250,000 USD
	Contracts with UNOG, Post swiss services, Bank fees, Internet (Verizon), Electricity (SIG), Water (Eden), documents reproduction (Sharp)		
	IT equipments and office furnitures:	<i>IT equipments and furnitures are renewed and updated</i>	100,000 USD
	- Professional sound equipment for conference rooms		
	- Additional and renewal of Laptops, desktops, screens, Sit-stands Desks, scanner and hardwares (USB, wire, headset)...		
	- Softwares licenses (Adobes...)		
	Building maintenance and repair: (Rosset & CIE), ...	<i>The building is well maintained</i>	250,000 USD
	- Rosset & CIE		
	- Entrance doors automatization		
	Programme activities:	<i>The programme activities are facilitated, the Administration team is reinforced</i>	1,500 USD
	- Brief and train staff on administratives issues (New guidance, Contract, Trip, software...)		
	- Recruit some interns		
	- Assist in the management of the Website and the Intranet		
	Movement to new building?	<i>The installation in the new building is ensured if decided to move</i>	100,000 USD
	- IBE removal, Office furniture, Small works...		

Budget

ESTIMATED BUDGETARY FRAMEWORK 2021

IBE SPECIAL ACCOUNT (USD)

	From Budget balance as at 30/11/2020	FUNDING SOURCES FOR ESTIMATED ALLOCATIONS								Budget 2021
		UNESCO Financial Allocation	France	Swiss (SDC)	GERMANY	EU	ECOLINT	IBRO	IBE	
I. PROGRAMME ACTIVITIES										
Support to national and regional capacity development in curriculum and related issues	551.953	-	688.714	400.000	510.290	168.714	185.185	-	-	2.504.856
Enhance the capacities of national and regional Institutions to lead curriculum processes and serve as training hubs	100.000	-	100.000	-	468.714	-	-	-	-	668.714
Enrich, update and translate IBE's resource packs/training tools in curriculum	80.000	-	120.000	-	-	168.714	-	-	-	368.714
Sustain support to Master/Diploma courses in curriculum partnered with universities	-	-	468.714	-	-	-	-	-	-	468.714
Provide technical assistance to Member States and educational institutions	371.953	-	-	400.000	41.576	-	185.185	-	-	998.714
Support developing countries in developing and implementing hybrid, digitalized curriculum to promote distance education and digital literacy	-	-	-	718.714	177.428	360.000	-	-	-	1.256.142
Develop Hybrid Education, Learning and Assessment (HELA) Initiative	-	-	-	400.000	8.714	160.000	-	-	-	568.714
Leveraging on Artificial Intelligence (AI) for curriculum reforms and implementation	-	-	-	118.714	-	-	-	-	-	118.714
Support inclusive curriculum appropriation through the promotion of multilingual education	-	-	-	200.000	168.714	200.000	-	-	-	568.714
Support early childhood care and education (ECCE) curriculum improvement in developing countries	371.322	-	-	-	150.000.00	-	-	-	-	521.322
Conduct an analysis of ECCE curriculums key features, establish a cartography and propose guidelines for curriculum quality assurance	371.322	-	-	-	150.000	-	-	-	-	521.322
Make available research findings to strengthen Member States' capacities in curriculum and related matters	326.758	-	132.500	70.000	50.000	489.742	-	60.000	-	1.129.000
Research & Publications	-	-	102.500	-	50.000	165.000	-	-	-	317.500
Knowledge Brokerage	-	-	-	-	-	117.500	-	60.000	-	177.500
IBE Historical Archives project	326.758	-	30.000	70.000	-	79.742	-	-	-	506.500
Development of IBE website & Communication	-	-	-	-	-	127.500	-	-	-	127.500
Total Programme Activities (I)	1.250.033	-	821.214	1.188.714	887.718	1.018.456	185.185	60.000	-	5.411.320
II. GOVERNING BOARD/GEN. ADM./INSTITUTIONAL DEV.										
IBE Council/Steering Committee	-	30.000	-	-	-	-	-	-	-	30.000
General operating costs	151.500	165.000	50.000	30.000	50.000	55.000	-	-	200.000	701.500
*Maintenance of premisses	50.000	65.000	-	30.000	-	55.000	-	-	50.000	250.000
*Running cost	51.500	50.000	50.000	-	-	-	-	-	100.000	251.500
*New Location & IT equipment & Office Furnitures	50.000	50.000	-	-	50.000	-	-	-	50.000	200.000
Director Office (Partnerships and Visibility)	100.000	156.000	50.000	-	-	50.000	-	-	70.000	426.000
Total Governing Board /Gen. Adm./Institutional Dev. (II)	251.500	351.000	100.000	30.000	50.000	105.000	-	-	270.000	1.157.500
TOTAL (I) + (II)	1.501.533	351.000	921.214	1.218.714	937.718	1.123.456	185.185	60.000	270.000	6.568.820
III. Staff costs (III)		1.650.000	-	-	-	-	-	-	-	1.650.000
STAFFCOST		1.650.000								1.650.000
TOTAL ESTIMATED RESOURCES 2021	1.501.533	2.024.050	1.000.000	1.300.000	1.000.000	1.200.000	200.000	60.000	270.000	8.555.583
TOTAL BUDGET ALLOCATED 2021 (I+II+III)	1.501.533	2.001.000	921.214	1.218.714	937.718	1.123.456	185.185	60.000	270.000	8.218.820
IBE ESTIMATED RESERVES DECEMBER 2021		23.050	78.786	81.286	62.282	76.544	14.815	-		336.763