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UNESCO INTERNATIONAL BUREAU OF EDUCATION

# PROPOSED PROGRAMME OF ACTIVITIES AND BUDGET 2022

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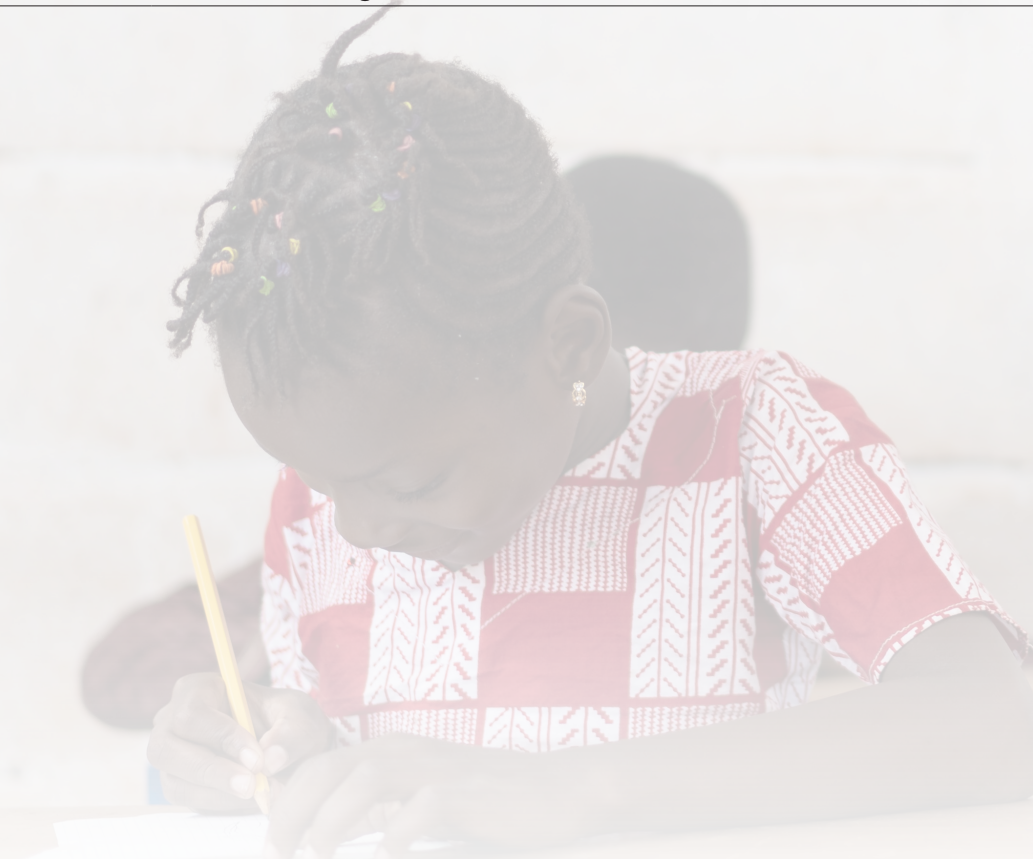
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## TABLE OF ACRONYMS

<b>ABEGS</b>	Arab Bureau of Education for the Gulf States
<b>ACA</b>	African Curriculum Association
<b>ADEA</b>	Association for the Development of Education in Africa
<b>AI:</b>	Artificial Intelligence
<b>APCEIU</b>	UNESCO Asia Pacific Center for International Understanding
<b>APRACS</b>	Asia Pacific Research Association of Curriculum Studies, Inc.
<b>APRACSI</b>	African Union
<b>CAMES:</b>	Conseil Africain et Malgache pour l'Enseignement Supérieur
<b>CCR</b>	Center for Curriculum Redesign (Switzerland)
<b>CAMES</b>	Central America Education and Culture Council
<b>CEMAC</b>	Central African Economic and Monetary Community
<b>CIES</b>	Comparative and International Education Society
<b>CIPPEC</b>	Center for the Implementation of Public Policies for Equity and Growth (Argentina)
<b>CONFEMEN</b>	Conférence des ministres de l'Education des Etats et gouvernements de la Francophonie
<b>ECCAS</b>	Economic Community of Central African States
<b>ECE</b>	Early Childhood Education
<b>ECOWAS</b>	Economic Community of West African States
<b>ECW</b>	Education Cannot Wait
<b>EIE</b>	Education in Emergencies
<b>FENS</b>	Federation of European Neuroscience Societies
<b>GCED</b>	Global Citizenship Education
<b>GEI:</b>	Georg Eckert Institute for International Textbook Research
<b>GENE:</b>	Global Education Network Europe
<b>GPE:</b>	Global Partnership for Education
<b>HBMSU</b>	Hamdan Bin Mohammed Smart University (UAE)
<b>HELA</b>	Hybrid Education, Learning and Assessment
<b>HQ</b>	UNESCO Headquarters
<b>IBRO</b>	International Brain Research Organization
<b>ICESCO</b>	Islamic World Educational, Scientific and Cultural Organization
<b>IDB</b>	Inter-American Development Bank
<b>IECD</b>	UNESCO Institute for Early Childhood Development
<b>IESALC</b>	UNESCO International Institute for Higher Education in Latin America and the Caribbean
<b>IICBA</b>	UNESCO's International Institute for Capacity Building in Africa
<b>IIEP</b>	UNESCO's International Institute for Educational Planning
<b>IITE</b>	UNESCO's Institute for Information Technologies in Education
<b>IFEF</b>	Institute of the Francophonie for Education and Training
<b>IICBA</b>	International Labour Organization
<b>LAC</b>	Latin America and Caribbean

<b>MGIEP</b>	UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development
<b>NISSEM</b>	Networking to Integrate SDG target 4.7 and SEL skills into Educational Materials
<b>NORRAG</b>	Network for international policies and cooperation in education and training
<b>OECD</b>	Organization for Economic Cooperation and Development
<b>OEI</b>	Organization of Ibero-American States for Education, Science and Culture
<b>OIF</b>	International Organization of the Francophonie
<b>OUT</b>	Open University of Tanzania
<b>PALOP</b>	Portuguese speaking African countries
<b>SDG</b>	Sustainable Development Goals
<b>SEL</b>	Socio-Emotional Learning
<b>SONA</b>	Society of Neuroscientists of Africa
<b>STEM</b>	Sciences, Technology, Engineering and Mathematics
<b>STEAM</b>	Sciences, Technology, Engineering, Arts and Mathematics
<b>UCAD</b>	University Cheikh Anta Diop (Senegal)
<b>UCU</b>	Catholic University of Uruguay
<b>UIL</b>	UNESCO's Institute for Lifelong Learning
<b>UNIL</b>	University of Lausanne (Switzerland)
<b>UNRWA</b>	The United Nations Relief and Works Agency for Palestine Refugees in the Near East
<b>VMU</b>	Vytautas Magnus University (Lithuania)
<b>WCCES</b>	World Council of Comparative Education Societies
<b>WHO</b>	World Health Organization





## I. PROGRAMME CONTEXT

This document proposes to the 71st session of the IBE Council, the IBE's 2022 work programme and budget (the "programme") for review and clearance. The proposed programme is conceived in line with the IBE's renewed mandate and functions adopted at UNESCO's 41st General Conference in November 2021<sup>1</sup>, notably:

- 1** to consolidate and synergize the work of 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 changes;
- 2** 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;
- 3** 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;
- 4** 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;
- 5** to serve as a platform for networking and inter-sectoral dialogue on curriculum for the twenty-first 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;
- 6** to develop training programmes, in collaboration with universities and other relevant stakeholders from different regions of the world;
- 7** to preserve the historical archives and documentation of the IBE, making them accessible to Member States and the public.

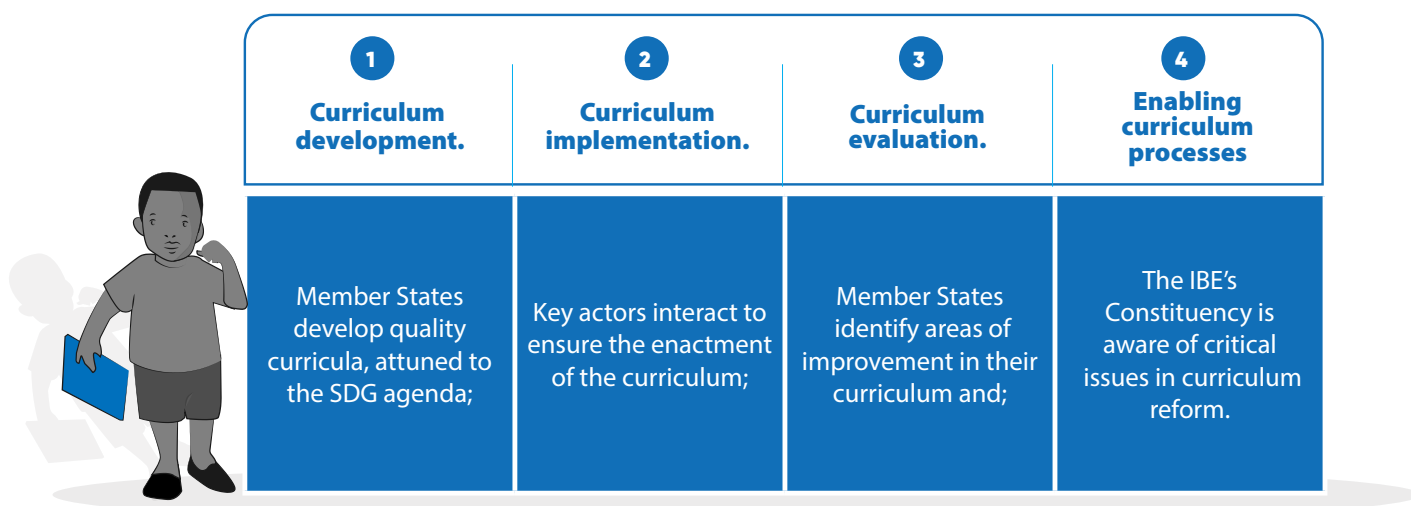
<sup>1</sup> UNESCO, 2020. Future of the International Bureau of Education. 209 EX/12 and Corr. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000373189/PDF/373189eng.pdf.multi>

In line with this renewed mandate, the IBE developed a Medium-Term Strategy (2022–2025) in 2021, which demonstrates the Institute’s determination to give its programmatic leadership a renewed impetus, thereby reaffirming the Institute’s commitment to the principles, values, and methods that underpin multilateralism, as defined in UNESCO’s and the UN’s founding documents. Moreover, the IBE’s ambition, for the next 4 years, is to lead UNESCO’s work on curriculum and related issues and to influence the global, regional, and local discourses and practices in curriculum to ensure quality inclusive learning, so that each learner realizes their full potential.

Rooted in the IBE’s Medium-Term Strategy (2022-2025), UNESCO’s Medium-Term Strategy 2022-2029 (41 C/4) and UNESCO’s Programme and Budget 2022-2025 (41 C/5), the IBE’s 2022 programme capitalizes on the Institute’s expertise, achievements, partnerships, as well as reflections on curriculum transformation under the current, unprecedented global circumstances. Through this programme, the IBE will pursue its endeavours in (i) serving as UNESCO’s global reference and lead actor for systemic and holistic curriculum transformation; (ii) responding effectively to the needs and expectations of Member States, in particular developing countries; and (iii) consolidating and expanding partnerships with Member States, national curriculum institutions, regional curriculum associations, academia, development partners, civil society, among others, as well as collaboration with UNESCO entities.

In 2021, the IBE received the voluntary contribution of 547.000 CHF from Switzerland (unearmarked), over a total of 1.300.000 CHF committed for the same year. Moreover, the IBE received 1 million EUR of unearmarked funding from France, as well as the support of a high-level expert on secondment from the French Ministry of Education (for 2 years). In November 2021, the IBE also received the German Fund-in-Trust of 301.367 EUR, which required execution within the same year. A derogation request has been sent for an extension of the funding period. The 2022 programme also highlights the IBE’s ambitions to expand its ongoing efforts in resource mobilization.

The 2022 programme structure follows the IBE’s Medium-Term Strategy (2022-2025) programme logic map, which integrates three core components: **Pillars, Assumptions,** and **Strategic Axes.** **The Pillars** represent the IBE’s medium-term expected achievements (Outputs):



The **Assumptions** reflect the preconditions the IBE anticipates for these Outputs or expected results to be achieved, defined in the following terms:

1. **Standards and procedures.** Standards and procedures become relevant for curriculum transformation;
2. **Need.** Countries see a need for support in curriculum processes and;
3. **Awareness.** Key actors are aware of the interconnecting dimensions in curriculum processes.

The **Strategic Axes** express the manner in which the IBE intends to align resources and capacity to deliver. The four strategic axes are:

1. **Capacity Development**
2. **Knowledge Creation and Management**
3. **Outreach and Advocacy**
4. **The IBE's Institutional Development**

To achieve the expected results (Outputs), the IBE will develop strong synergies between the four strategic axes. For instance, the knowledge gained from research will inform capacity development interventions. The cross-fertilization between the strategic axes is expected to improve relevance and efficient use of resources. The first three strategic axes – capacity development, knowledge creation/management, and outreach and advocacy – are core of the programme that will feed and integrate all the IBE's technical interventions. The fourth axis – institutional development – is an enabler, which promotes and ensures the necessary conditions for the IBE to effectively deliver on the first three axes.

The **four strategic axes** will be implemented through:

1

tailored technical assistance in curriculum transformation and tackling thematic issues, as well as specialized training offers to address the capacity needs of a diversity of curriculum actors;

2

research and knowledge creation and dissemination on a wide range of curriculum issues, and the production of tools and guidelines for capacity development;

3

organization of events to increase awareness, understanding, foster policy dialogue and debate on key curriculum themes, as well as the promotion of the IBE's activities across all the four strategic axes;

4

strengthening institutional capacity and sustainability and positioning the IBE as a reliable and forward-looking partner in addressing global and local challenges in education through curriculum innovation and transformation

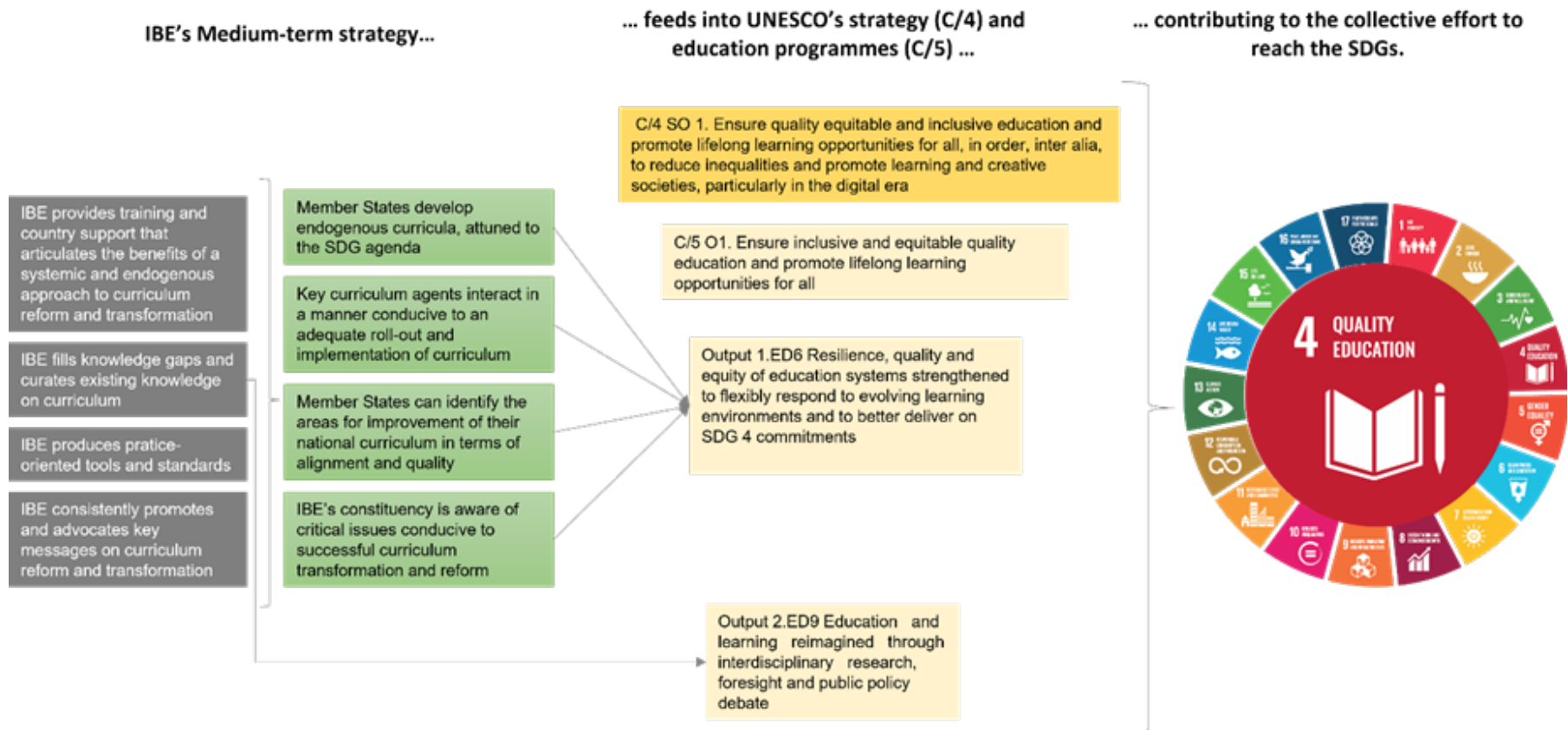
Grounded on UNESCO's Medium Term Strategy 2022-2029 (41 C/4) and Programme and Budget for 2022-2025 (41 C/5), and as described in Figure 1, the IBE's 2022 programme will contribute to the following two Outcomes and Outputs of the Education Sector:

#### **Outcome 1- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

- **Output 1.ED6** Resilience, quality and equity of education systems strengthened to flexibly respond to evolving learning environments and to better deliver on SDG 4 commitments.

#### **Outcome 2- Strengthen international coordination for the achievement of SDG 4 and develop the global education agenda based on research, foresight and innovation**

- **Outcome 2- ED9** Education and learning reimagined through interdisciplinary research, foresight and public policy debate.



**Figure 1. The IBE's Programme alignment with C/4 and C/5**





## II. STRATEGIC AXES

### II. STRATEGIC AXIS I. CAPACITY DEVELOPMENT

Capacity development is one of the core functions of the IBE's renewed mandate, which is premised on responding to Member States' needs in curriculum development and transformation processes. As stated in the IBE's Medium-Term Strategy (2022-2025), the road to expanding and improving learning opportunities, processes and outcomes lies in the capacity of individual countries to formulate, implement, monitor and improve the curriculum, in consonance with national aspirations and global trends.

With the view to increasing success and sustainability of curriculum processes and products, the IBE's interventions will seek to promote the development of institutional and professional capacities for quality curricula. This entails an endogenous process that (i) builds on domestic realities, capacities, needs, practices and resources; (ii) is anchored in national cultures and aspirations, and (iii) proposes context-relevant options and approaches within a global understanding of education.

Under the Capacity Development axis, based on a systemic and holistic approach to curriculum, the IBE will focus its interventions on improving the quality, coherence, and articulation of functional frameworks to guide curriculum processes, including curriculum conception, development, implementation and evaluation. To ensure the relevance, contextualization and sustainability of the curriculum processes and products, the interventions will also focus on improving institutional capacities and the professionalization of key curriculum actors, particularly those working within Ministries of Education (curriculum departments, directorates) and affiliated institutions such as national curriculum institutes, teacher education institutions, national assessment/examination boards, inspectorates, textbook commissions and producers.

The IBE will draw on UNESCO's internal expertise, and further mobilize international, regional, and local expertise to reinforce its country-level interventions. Particular attention will be given to priority and cross-cutting themes, such as future competences; hybrid education; health and well-being; global citizenship education (GCED); inclusive education; science, technology, engineering, the arts, and mathematics (STEAM) education; and early childhood education (ECE) all of which will contribute to beneficiary countries' progress on the SDG Agenda

Within this Capacity Development function, the IBE's interventions will be structured around two core interlinked sub-axes

## Sub-axis I.1. Technical Assistance (TA) and Cooperation

Firstly, TA will involve the provision of “on demand” support to beneficiary countries to develop capacities at the national and local levels, conforming to principles of participatory and endogenous curriculum processes. In line with expressed needs and the implementation context, TA will entail a continuum of intervention modalities and approaches, from long-term policy/technical dialogues and capacity development to short-term support, curriculum reviews, hands-on coaching, etc. The TA interventions will be undertaken in synergy with the other strategic axes and sub-axes, as well as inform the IBE’s training modalities. When addressing TA requests from Member States, the IBE’s response will take into consideration the status of discussions and funding arrangements, in the following terms:

- 1. Confirmed.** Ongoing multiyear projects with agreement in hand or about to be finalized;
- 2. Under negotiation.** Implementation agreement or Memorandum of Understanding (MoU) under discussion;
- 3. Exploratory phase.** Initial discussions, with concept note being developed.

## Sub-axis I.2. Training

Secondly, training will meet the IBE’s core objective of developing a critical mass of curriculum experts through a differentiated approach based on the beneficiaries’ profiles. This tailor-made approach will imply three specialized training modalities:

- 1. Regional Diploma/Master** programmes in Curriculum partnered with universities, intended for curriculum developers, specialists and scholars;
- 2. A Certified Training Course hosted by the IBE,** intended for curriculum experts and actors in Ministries of Education (MoEs) and affiliates;
- 3. IBE Summer School,** intended for senior officials in MoEs and affiliates responsible for curriculum and related matters.

In summary, in 2022, the IBE’s strategic intent for Capacity Development will focus on:

1. providing TA upon request, or sustaining discussions on TA responses in advanced or exploratory state;
2. supporting the implementation of regional master’s programmes in curriculum with partner universities, including the development of new regional master’s programmes;
3. initiating the development of the IBE’s new training course in curriculum;
4. implementing the IBE’s annual Summer School in Curriculum.

## Sub-axis I.1. Technical Assistance and Cooperation

Status	Activities / Outputs	Target beneficiaries	Key implementation partners	
			UNESCO	External
<b>Confirmed</b>	Provide technical assistance to Member States, educational institutions and/or global cooperation partners upon requests, in line with the IBE's three curriculum pillars: curriculum development, implementation and evaluation	<p><b>Africa:</b> Chad, Cote d'Ivoire, Guinea, Liberia, Democratic Republic of the Congo, etc.;</p> <p>+ a regional project on the promotion of sports values through education in Africa</p> <p><b>LAC:</b> Central American and Caribbean countries (Haiti and others)</p> <p>G5 Sahel countries: Burkina Faso, Chad, Mali, Mauritania, Niger</p> <p><b>UNRWA</b></p> <p>Institutions: International School of Geneva (ECOLINT), Centres de pédagogie universitaire in Côte d'Ivoire and Togo</p>	<p><b>UNESCO HQ:</b> Division for Policies and Lifelong Learning System</p> <p><b>UNESCO Field Offices:</b> Dakar, Port-au-Prince, Santiago, San Jose and Yaoundé</p> <p><b>UNESCO Institutes:</b> IICBA, IIEP, IITE, UIL</p>	EU, CECC, Dubai Cares, GPE, Swiss Development and Cooperation Department, UN Sister Organizations (WHO, UNICEF), ACA, African Union, APRACSI, CEMAC
<b>Advanced</b>	Finalize discussions with beneficiaries, financial, technical and other implementation partners to initiate TA activities	<p><b>Africa:</b> Cameroon, Eswatini, Laos, Mauritius, South Sudan, The Gambia</p>	<p>UNESCO HQ: Division for Policies and Lifelong Learning System</p> <p>UNESCO Field Offices: Dakar, Dar es Salaam, Harare, Juba, Nairobi, Yaoundé</p>	ACA, APRACSI African Union, CONFEMEN, ECCAS, ICESCO Dubai Cares, Green Leaves
<b>Exploratory</b>	Continue initial conversations with potential beneficiaries of TA	<p><b>Africa:</b> Angola, Burundi, Djibouti, Guinea Bissau, The Seychelles</p> <p>Other countries to be determined</p>	<p>UNESCO HQ: Division for Policies and Lifelong Learning System</p> <p>UNESCO Field Offices: Nairobi, Yaoundé</p>	PALOP Regional Economic Communities

### Sub-axis I.2. Training

Areas	Activities / Outputs	Target beneficiaries	Key implementation partners	
			UNESCO	External
<b>Regional Master's programmes</b>	<ol style="list-style-type: none"> <li>1. Sustain support to four partner Universities in the delivery of regional Master's programmes in Curriculum: Open University of Tanzania (OUT), Hamdan Bin Mohamed Smart University (HBMSU, UAE), Vytautas Magnus University (VMU, Lithuania) and Catholic University of Uruguay (UCU)</li> <li>2. Support the establishment of two Francophone Master's in Curriculum at University Cheikh Anta Diop (UCAD, Senegal) and University Denis Sassou Nguesso (UDSN, Congo Brazzaville)</li> <li>3. Explore the development of Masters in Curriculum in other regions (e.g., Asia-Pacific region)</li> <li>4. Develop Quality Assurance (QA) tools for the Master/Diploma courses</li> <li>5. Draw lessons and foster experience sharing and peer learning among partner universities and curriculum training institutions</li> </ol>	<p>Curriculum actors and scholars in UNESCO Member States in the Arab region, Africa (East, West, Central), Central-East Europe and Central Asia, Latin America and the Caribbean</p>	<p><b>UNESCO HQ:</b> Policies and Lifelong Learning System, Higher Education</p> <p><b>UNESCO Field Offices</b></p> <p><b>UNESCO Institutes:</b> IICBA</p> <p><b>UNESCO Chairs on curriculum</b></p>	<p>All partner universities</p> <p>IFEF (OIF), CONFEMEN</p> <p>ACA, APRACSI</p> <p>Regional Economic Communities</p>

<p><b>The IBE's Certified Training Course</b></p>	<ol style="list-style-type: none"> <li>1. Conduct a feasibility study on the IBE Certified Training course on Curriculum</li> <li>2. Pilot training courses and tools that will contribute to the IBE's Certified Training Course, on such themes as: <ul style="list-style-type: none"> <li>• Curriculum reform processes;</li> <li>• Hybrid education, learning and assessment;</li> <li>• Pedagogies for learners' competency development;</li> <li>• Assessing learners' competency development</li> <li>• Health and well-being education in the curriculum;</li> </ul> </li> </ol>	<p>Curriculum experts and actors working in MoEs and affiliates in UNESCO Member States</p>	<p><b>UNESCO HQ</b> <b>UNESCO Field Offices</b></p>	<p>African Union and Regional Economic Communities, Partner universities &amp; other education institutions</p>
<p><b>The IBE Summer School</b></p>	<p>Design, develop and organize the IBE's first annual Summer School</p>	<p>Senior cadres in MoEs and affiliates responsible for curriculum matters in UNESCO Member States</p>	<p><b>UNESCO HQ</b> <b>UNESCO Field Offices</b></p>	<p>ACA, ADEA, APRACSI, CONFEMEN, ECCAS, ECOWAS, IFEF (OIF)</p>



## STRATEGIC AXIS II. KNOWLEDGE CREATION AND MANAGEMENT

Knowledge creation and management unifies the IBE's functions as a laboratory of ideas, clearing-house and standard setter. As per the IBE's new integrated functions articulated in the Medium-Term Strategy, knowledge creation and management is part of a Research and Development (R&D) cycle. This implies that the IBE's knowledge creation and management activities contribute to informing capacity development, advocacy, outreach actions, and vice versa. The IBE will work on developing and setting up a Quality Assurance (QA) mechanism for its publications (other than those subject to external double-blind peer review), engaging highly qualified experts from different regions.

Under this Strategic Axis, the IBE's work will be organized around three interlinked sub-axes:

### Sub-axis II.1. Research and Foresight Capacity

The IBE's research will document and lead discussions on the current state of knowledge on relevant issues related to curriculum transformation as well as transversal themes. This area of work will mainly consist of state-of-the-art papers, literature reviews, book-length publications, think pieces, articles, research and practices briefs, as well as normative documents. The IBE's focus on research and foresight capacity will focus mainly on three lines of research:

- 1. Emerging trends and issues**, focused on pedagogical approaches, multilingual education, gender, health, inclusive education and curricula, Socio-Emotional Learning (SEL), Education in Emergencies (EiE), competency-based curriculum, climate change education, and other critical issues;
- 2. Science of Learning (SoL)**, focused on the implications of progress made in cognitive and neurosciences for quality learning and curriculum; and
- 3. Hybrid Education, Learning and Assessment (HELA)**, focused on hybrid education and its implication for the curriculum, pedagogy, teaching, learning, assessment, and across themes (SEL, climate change, artificial Intelligence, etc.).

## **Sub-axis II.2. Development of Capacity Development Tools**

In addition, the IBE will develop a set of Tools and Guidelines to inform its work in capacity development for Member States, based on the Institute's accumulated knowledge and experience from R&D, work in the field, and observations of needs. In 2022, the IBE will initiate the development of a Step-by-Step Guide for Curriculum Reform and will upgrade its Curriculum and Learning Resource Packs. They are critical toolboxes that will (i) provide a unified and comprehensive understanding of curriculum, and (ii) accompany and offer guidance to critical actors and stakeholders as they undertake curriculum processes, and (iii) provide the conceptual and practical tools for Member States to lead curricular processes and address cross-cutting themes in curriculum transformation (e.g. inclusive education, GCED, STEAM, health and well-being, etc.).

## **Sub-axis II.3. Documentation Centre**

The IBE will continue the digitization and quality control of its historical collections, while the physical premises of the Documentation Centre will be opened to scholars and other visitors interested in the IBE materials. Access to the IBE physical collections for researchers from developing countries will be facilitated through short-term fellowships. The Documentation Centre will be a service-oriented unit in much the same way as other IBE units. Outreach activities will increase the Documentation Centre's reach and impact, by substantially intensifying awareness of, access to, and engagement with its collections and activities. They will also focus on firmly positioning the Documentation Centre in the International Geneva architecture.

In summary, in 2022, the IBE's strategic intent for Knowledge Creation and Management will focus on:

1. identifying, analyzing, managing, and disseminating the current state of knowledge on curriculum trends and issues, the SoL, and HELA;
2. developing, producing, and/or updating tools and guidelines for capacity development;
3. preserving, digitizing, and promoting the IBE's historical collections.

## Sub-axis II.1. Research and Foresight Capacity

Areas	Activities / Outputs	Target beneficiaries	Key implementation partners	
			UNESCO	External
<b>Emerging trends and issues</b>	<p>1. Publish:</p> <ul style="list-style-type: none"> <li>• four issues of Prospects, in English, Arabic, and Mandarin Chinese;</li> <li>• one book in the IBE on Curriculum, Learning, and Assessment series ;</li> <li>• one booklet in the Educational Practices series ;</li> </ul> <p>2. Produce:</p> <ul style="list-style-type: none"> <li>• a comparative mapping and analysis of different schools of curriculum approaches and their implications;</li> <li>• at least one comparative study on curriculum overload, based on the OECD report “Curriculum Overload. A way forward”, and produce guidelines for addressing curriculum overload issues:</li> <li>• a global brief on SEL (Socio-Emotional Learning) (English, French and Spanish);</li> <li>• a comparative inter-regional study on how to mainstream climate change education into the curriculum;</li> <li>• two case studies on systemic curriculum transformation</li> </ul>	<p>Researchers, policy makers, curriculum specialists and practitioners</p>	<p><b>UNESCO HQ:</b> Division of Future of Learning and Innovation, Education for Sustainable Development, Policies and Lifelong Learning and Education 2030</p> <p><b>UNESCO Institutes:</b> IICBA, IIEP, MGIEP, UIL</p> <p><b>UNESCO Field Offices</b></p> <p><b>UNESCO Publications Center in Cairo</b></p>	<p>ACA, ADEA, APRACSI, Brill/Sense Publishers, CIES, East China Normal University, ICESCO, International Academy of Education, NORRAG, Springer Nature Publishers, UKFIET, University of Geneva, WCCES</p>



	3. Publish a study on recent developments in the science of learning, with the potential to contribute to teaching practices			
<b>Science of Learning (SoL)</b>	<ol style="list-style-type: none"> <li>1. Develop at least 18 technical briefs on the neuroscience of learning, with implications for quality learning and curriculum development</li> <li>2. Maintain and regularly update the IBE Science of Learning Portal, through new contributions and partnerships</li> <li>3. Publish a study on recent developments in the science of learning, with the potential to contribute to teaching practices</li> </ol>	Researchers, policy makers, curriculum specialists and practitioners, teacher trainers, teachers, students and parents	<p><b>UNESCO HQ:</b> Division of Future of Learning and Innovation, Health and Education</p> <p><b>UNESCO Institutes:</b> IICBA</p> <p><b>UNESCO Field Offices</b></p>	IBRO and leading research centres on the neuroscience of learning, FENS, SONA
<b>Hybrid Education, Learning and Assessment (HELA)</b>	<p>Produce:</p> <ul style="list-style-type: none"> <li>• an inter-regional comparative study on hybrid learning practices in light of the challenges identified by the Report “Reimagining A new social. Our futures contract for together education” produced by the ; International Commission on the Futures of Education (2021)</li> <li>• a White Paper on HELA in LAC ;</li> <li>• a global brief, guidelines and related materials on HELA (English, French, Arabic and Spanish)</li> </ul>	Researchers, policy makers, curriculum specialists, pedagogical advisers, teachers trainers and other practitioners	<p><b>UNESCO HQ:</b> Division for Policy and Lifelong Learning Systems, Education 2030, Peace and Sustainable Development, Future of Learning and Innovation</p> <p><b>UNESCO Field Offices</b></p> <p><b>UNESCO Institutes:</b> IITE and IIEP</p>	IDB, NISSEM, the IBE’s Partner Universities (OUT, VMU, HBMSU, UCU,) SEGI University Malaysia

## Sub-axis II.2. The IBE's Capacity Development Tools

Areas	Activities / Outputs	Target beneficiaries	Key implementation partners	
			UNESCO	External
<b>Tools &amp; guidelines</b>	<p>1. Publish:</p> <ul style="list-style-type: none"> <li>an updated version of the IBE Curriculum and Learning Resource Pack (English, Arabic, French, Portuguese and Spanish);</li> <li>the IBE Global Citizenship (GCED) Resource Pack (English, Arabic, French and Spanish)</li> </ul> <p>2. Enrich the IBE Resource Pack "Reaching out to All Learners: a resource pack for supporting inclusion and equity in education" through Regional Hubs</p> <p>3. Produce additional IBE reference resources :</p> <ul style="list-style-type: none"> <li>an outline for the revision of the IBE "Resource Pack for Gender-Responsive STEM Education" within a humanistic and art approach (English and French) ;</li> <li>teaching and learning frameworks/ materials to further mainstream GCED in Georgia, Indonesia, Laos and Rwanda ;</li> <li>guidelines for the design and development of a green curriculum</li> <li>a user-friendly step-by-step toolbox for curriculum reform and transformation including: a booklet on what curriculum is and what steps a curriculum reform entails; a booklet on pedagogical approaches; a booklet on how to integrate General History of Africa in the curriculum; a booklet on the integration of Health and Well-being Education in the curriculum</li> </ul>	<p>Ministries of Education</p> <p>National and regional education/ curriculum Institutions</p> <p>Partner universities</p> <p>Researchers, policy makers, curriculum specialists, pedagogical advisers, teachers trainers and other practitioners</p>	<p><b>UNESCO HQ:</b> Division for Policy and Lifelong Learning Systems, Education for Inclusion and Gender Equality, Global Citizenship Education, ASPnet</p> <p><b>UNESCO Field Offices</b></p> <p><b>UNESCO Institutes:</b> APCEIU</p>	<p>ACA, ADEA, APRACSI, CEMAC, CONFEMEN, GENE</p> <p>African Development Bank, IDB, UN Sister Agencies</p> <p>CCR, IBE partner universities (OUT, VMU, UCU, HBMSU), University of Geneva, University of Manchester, SEGI University Malaysia</p> <p>Dubai Cares</p>

- a practical guide for making each school a Health and Well-being promoting school to support the UNESCO-led international initiative “Health promoting schools
4. Undertake comparative analyses of ECE curriculum enablers and produce guidelines for improvements within the Global Strategic Partnership, including the development of a qualitative data collection tool for national ECE curriculum
5. Undertake analyses of national ECE curricula and produce guidelines for improving them by integrating:
- health and well-being education;
  - science and technology awareness

### Sub-axis II.3. Documentation Centre

Areas	Activities / Outputs	Target beneficiaries	Key implementation partners	
			UNESCO	External
<b>The IBE Historical Collections</b>	<ol style="list-style-type: none"> <li>1. Digitize at least 1000 historical textbooks</li> <li>2. Complete inventory of the historical textbook collection</li> <li>3. Officially launch the public interface of the digitized collections</li> <li>4. Maintain and update the digitization website/TIND public interface, to enable free online access to the IBE historical collections</li> <li>5. Design and implement short-term fellowships, to provide researchers, especially from developing countries, with access to the IBE physical collections</li> <li>6. Promote the IBE collections through exhibitions, conference presentations, special events, and partnerships with other international organizations, academic institutions, and libraries</li> </ol>	<p>Researchers</p> <p>Policy makers</p> <p>Practitioners</p> <p>Curriculum specialists</p> <p>Historians of education</p> <p>Archivists and other library specialists</p> <p>The IBE's professional networks</p>	<p><b>UNESCO HQ: Division of Future of Learning and Innovation, UNESCO Library, Education Knowledge Management Services and ED and CLT joint initiative on "Education and culture together in action to advance the SDGs"</b></p>	<p>Swiss Federal Department of Foreign Affairs (FDFA), Swiss Agency for Development and Cooperation (SDC)</p> <p>Leibniz Institute for Educational Media/Georg Eckert Institute, University of Geneva, Permanent Missions to the UN</p> <p>CIES, NORRAG, WCCES</p>
<b>Alerts and Digests</b>	<p>Produce by-weekly Alerts and Digests on the latest news, trends, and publications, with a focus on curriculum and related matters</p>	<p>The IBE staff and networks</p>		



## Strategic Axis III. Outreach and Advocacy

Advocacy and outreach cuts cross the various strands of the IBE's work – from capacity development, knowledge creation and management, to institutional development –. Technical assistance, training, research and resource mobilization all have advocacy and outreach aspects. It is therefore essential that this is backed up with high-quality assertive communication and outreach strategies and actions that consistently, effectively and uniformly engage beneficiaries, partners, and stakeholders in curriculum transformation issues.

Combining a variety of approaches, the IBE's interventions in advocacy, outreach and communication in 2022 will target a wide range of partners, namely national and regional policymakers and change agents, as well as international development actors within the International Geneva network, the United Nations system at large, and beyond. The interventions will focus on:

- **raising awareness about the comprehensive nature of the theory and practice of curriculum, the importance of ensuring its robustness and coherence, and its fundamental role in guaranteeing equity and quality education for all;**
- **encouraging and promoting dialogue, debate, and experience sharing among stakeholders on curriculum issues, with a particular focus on relevant SDG themes, including sustainability, equality and inclusion, health and well-being, quality education;**
- **creating opportunities for south-south-north exchanges and broader discussions on education and development, and shaping innovative new narratives through a 360° and cross-sectoral communication approach;**
- **affirming the role of the IBE as the world reference on curriculum-related issues and strengthening its position and visibility.**

The IBE's work on Advocacy and Outreach will be structured around two sub-axes:

### Sub-axis III.1. The IBE Events

Firstly, events will be the IBE's critical approach to raising awareness, deepening understanding and promoting policy and technical dialogues among key stakeholders. The aim is to create a space for various actors to discuss and learn on critical curriculum themes. In this connection, the IBE will organize, co-organize and participate in events of different nature, mainly:

1. **Policy forums**, aimed at gathering and networking relevant stakeholders to promote policy dialogue and debate;
2. **Conferences**, aimed at promoting large-scale discussions with key stakeholders on relevant curriculum themes;
3. **Webinars and other types of events**, aimed at raising awareness and deepening understanding of curriculum-related matters by stakeholders and the general public.

### Sub-axis III.2. Institutional Communications

All the IBE's interventions, strategic axes and sub-axes will be inextricably linked to communication actions – both internally and externally. The purpose of institutional communication is thus to give an identity, promote, connect, and advocate for the IBE's activities across all its strategic axes, in line with the IBE's new Communication Strategy. For this, the Institute will structure its communication activities around:

1. **Impact and visibility**, aimed at maximizing the usage of different communication channels and platforms, as well as actors, to promote the IBE's activities and brand identity;
2. **Partnerships**, aimed at (i) forging visible partnerships to raise the institute's profile and bring its work to the attention of a wider audience; (ii) strengthening the IBE's positioning through the elaboration and dissemination of key messages to different strategic partners – technical, financial, and visibility – in line with the IBE's objective of nurturing and diversifying its strategic partnerships (Axis IV.1).
3. **Brand content**, aimed at developing in-house brand products to promote and disseminate relevant messages. Among several aspects, this will entail transferring the brand's digital assets to UNESCO HQ's new web ecosystem to facilitate synergy between its various online portals, and ensure the efficient dissemination of relevant multimedia branded content.



#### In summary, in 2022, the IBE's strategic intent for Outreach and Advocacy will focus on:

1. raising awareness, deepening understanding and promoting policy and technical dialogues among relevant actors on key curriculum themes through policy forums, conferences, webinars and other events;
2. disseminating and advocating for the IBE's activities and institutional positioning through outreach and visibility actions, key messages to strategic partners and the development of an in-house brand identity.

### Sub-axis III.1. The IBE Events

Areas	Activities / Outputs	Target beneficiaries	Key implementation partners	
			UNESCO	External
<p><b>Policy forums, conferences and other events (presential, hybrid, or webinars)</b></p>	<p><b>1. Co-organize:</b></p> <ul style="list-style-type: none"> <li>inter-regional and regional thematic forums on curricular priorities for education futures based on the Report “Reimagining a new social. Our futures contract for together education” produced by the International Commission on the Futures of Education (2021);</li> <li>two regional forums on the IBE-Education Global Innovation Initiative book “Learning to Build Back Better Futures for Education. Lessons from educational innovation during the COVID-19 pandemic and its implications for developing regions”;</li> <li>a forum to launch the creation of the African Multilingual Working Group;</li> <li>a forum on curriculum transformation in the Arab region;</li> <li>the 2022 Asia Pacific Conference on Curriculum and Instructional Designing, to be hosted in Japan;</li> <li>an African Curriculum ; Conference with ACA and the African Union’s CESA Curriculum Cluster, to be hosted by The Gambia ;</li> <li>the Biennial conference “Strategizing ECCE in the COVID &amp; Post-COVID era: data, regulations, curriculum development” with the Category II institute IECD in the Seychelles ;</li> <li>the IBE-OECD series of International Webinars on curriculum transformation ;</li> </ul>	<p>Member States</p> <p>Ministries of Education and related institutions</p> <p>Universities</p> <p>Teacher education institutes</p> <p>Curriculum Specialists</p> <p>Teacher trainers</p> <p>Other practitioners</p>	<p><b>UNESCO HQ:</b> Policy and Lifelong learning systems, Peace and Sustainable Development, Future of Learning and Innovation and Education for Inclusion and Gender Equality</p> <p><b>UNESCO Field Offices:</b> Abuja, Costa Rica, Dakar, Harare, Nairobi, Santiago and Yaoundé</p> <p><b>UNESCO Institutes:</b> IECD, IESALC, The Seychelles</p>	<p>Dubai Cares, UN Sister Agencies</p> <p>ADEA, CIPPEC, CONFEMEN, CEMAC, ECOWAS, GENE ABEGS, ACA, African Union, APRACSI, Harvard University, the IBE’s Partner Universities (OUT, VMU, HBMSU, UCU), OECD, UNIL</p>

2. Contribute to:
  - inter-regional policy dialogue on inclusive education and curriculum ;
  - the 3rd UNESCO World Higher Education Conference in Barcelona, May 2022 ;
  - policy dialogue on improving curriculum implementation in Higher Education institutions
  - the WCECCE (World Conference in Early Childhood Care and Education) in Uzbekistan, November 2022;
  - policy dialogue on integrating the General History of Africa (GHA) in the curriculum
3. Launch and disseminate:
  - the seven tools (on curriculum and related matters) developed in the *Building resilient and sustainable ECCE systems project* ;
  - special issues of *Prospects* and other publications in global events



### Sub-axis III.2. Institutional Communications

Areas	Activities / Outputs	Target beneficiaries	Key implementation partners	
			UNESCO	External
<b>Internal and external communication</b>	<p>Implement the IBE Communication Strategy:</p> <ol style="list-style-type: none"> <li>1. develop the IBE's identity and brand strategy;</li> <li>2. produce and/or update the IBE's web ecosystem, synergize its communication portals, materials and products;</li> <li>3. continuously produce and manage the supply of relevant multimedia branded content ;</li> <li>4. create 360° online and offline communication and awareness campaigns;</li> <li>5. online and offline media advertising ;</li> </ol>	<p>Member States Ministries of Education Technical and financial partners Strategic partners Universities The IBE's professional networks General public Media</p>	<p><b>UNESCO HQ</b> <b>UNESCO Field Offices</b> <b>UNESCO National Commissions</b> <b>UNESCO Permanent Delegations</b></p>	<p>The IBE/UNESCO Goodwill Ambassadors, Influencers, Local, regional and international media, UN Sister Organizations, UN Permanent Missions and Delegations, UN Media</p> <p>Intergovernmental development agencies, Strategic partners</p>



## STRATEGIC AXIS IV. THE IBE'S INSTITUTIONAL DEVELOPMENT

The IBE's ability to achieve quality results rests on its capacity to deliver and its sustainability. To achieve this double pronged requirement, the IBE will leverage institutional development as an enabling condition which critically allows the institute to unify its modalities of work, develop a critical mass of in-house expertise, ensure its sustainability and thereby, strengthen its position as a global actor in curriculum-related issues.

Under this Strategic Axis, the IBE's work will be structured around two main sub-axes:

### Sub-axis IV.1. Partnerships and Funding Sustainability

The IBE will develop its institutional network, which will allow it to increase its visibility and its capacity for action. To achieve these objectives, the IBE will strive to build the foundations for its permanence. This will be dependent on the trust capital accumulated with its partners and on the feeling of shared responsibility for the programmatic axes of its action. In particular, the IBE is committed to creating and sustaining support in the light of its mandate, its systemic and holistic approach to quality curriculum, as well as the strong links between curriculum and quality education and learning for all. The IBE will focus its interventions on two dimensions:

1. **International Geneva**, aimed at maximizing the potential of its location in Geneva and;
2. **Strategic partnerships**, aimed at (i) maintaining a structured and open dialogue with relevant stakeholders; (ii) consolidating, expanding partnerships with a view to ensuring sustainable funding; (iii) building stronger anchors within UNESCO, the UN system and the wider education aid architecture.

### Sub-axis IV.2. Internal Mechanisms to Improve the IBE's Sustainability

The IBE will construct a series of mechanisms to enhance its internal processes and dynamics for sustainability. During 2022, work will focus particularly on:

1. **Elaboration and implementation of a Risk Register**, aimed at identifying potential risks in the implementation of the Medium-Term Strategy, and proposing mitigation measures;
2. **Resource mobilization capacity**, aimed at capacitating the IBE staff to contribute to the insti-

tutional fundraising mechanism;

3. **Staff development and internal communication**, aimed at continuously strengthening the capacities of the Institute's core staff and nurturing shared approaches to fully delivering on its mandate and vision.



**In summary, in 2022, the IBE's strategic intent for Institutional Development will focus on:**

1. increasing the IBE's presence and participation, as well as diversifying partnerships with actors in International Geneva;
2. developing and diversifying strategic partnerships and funding sources, with a focus on open dialogue, ownership and regular interactions with the IBE's current and potential constituency; and
3. consolidating a critical mass of in-house expertise in a variety of curriculum-related issues.

### Sub-axis IV.1. Partnerships and Funding Sustainability

Areas	Activities / Outputs	Target beneficiaries	Key implementation partners	
			UNESCO	External
<b>International Geneva</b>	<ol style="list-style-type: none"> <li>1. Strengthen cooperation with the International Geneva network</li> <li>2. Organize open days and events at the Documentation Center to present the work of the IBE to Geneva partners and potential donors</li> <li>3. Establish partnerships with UN media in Geneva and Geneva-based media for dissemination of the IBE work</li> <li>4. Strengthen the IBE's presence and participation at major events organized by the Canton of Geneva and other partners of the International Geneva, such as Open Geneva Forum on "Rethinking Education" (March 2022) and Geneva 2050</li> </ol>	<p>Organizations and networks within the International Geneva</p> <p>Geneva Philanthropic foundations</p> <p>Swiss authorities</p> <p>Member States</p> <p>General Public</p>	<p><b>UNESCO HQ</b></p> <p><b>UNESCO Field Offices: Geneva Liaison Office</b></p> <p><b>UNESCO National Commissions</b></p> <p><b>UNESCO Permanent Delegations</b></p>	<p>The Canton of Geneva</p> <p>Education Cannot Wait (ECW), Geneva Global Hub for Education in Emergencies, NORRAG, UN Sister Organizations (ILO, UNICEF, WHO, FAO), UN Permanent Missions and Delegations, University of Geneva</p>
<b>Strategic partnerships</b>	<ol style="list-style-type: none"> <li>1. Develop and implement the IBE's Resource Mobilization Strategy</li> <li>2. Identify new donors and advocate for the support of the IBE's Medium-Term Strategy (MTS)</li> <li>3. Organize official launches of the MTS in countries and raise funds for their implementation</li> <li>4. Develop partnerships and visibility actions around the IBE's interventions</li> <li>5. Prepare a half-yearly magazine focused on the impact of the IBE's activities</li> </ol>	<p>Member States</p> <p>Technical and financial partners</p> <p>UN Networks</p> <p>Intergovernmental organizations</p> <p>The IBE's professional networks</p> <p>Media</p>	<p><b>UNESCO HQ</b></p> <p><b>UNESCO Field Offices</b></p> <p><b>UNESCO Institutes</b></p>	<p>Multinational Companies, Philanthropic foundations</p> <p>Intergovernmental development agencies, UN Sister Organizations</p>

### Sub-axis IV.2. Internal Mechanisms to Improve the IBE's Sustainability

Areas	Activities / Outputs	Target beneficiaries	Key implementation partners	
			UNESCO	External
<b>Risk Register</b>	<ol style="list-style-type: none"> <li>1. Elaborate a Risk Register</li> <li>2. Implement the Risk Register</li> </ol>	The IBE	<i>UNESCO HQ</i>	
<b>Resource mobilization capacity</b>	<p>Develop internal fundraising systems:</p> <ol style="list-style-type: none"> <li>1. develop internal donor knowledge;</li> <li>2. increase resource mobilization know-how through fundraising protocols and training;</li> <li>3. increase the number and quality of proposal submitted</li> </ol>	The IBE Staff	<i>UNESCO HQ</i> <i>UNESCO Field Offices</i> <i>UNESCO Institutes</i>	Technical and financial partners
<b>Staff development</b>	<p>Conduct staff training in :</p> <ol style="list-style-type: none"> <li>1. shared appropriation of the IBE's work on curriculum-related issues, including (i) Vision and knowledge of Curriculum and (ii) Technical Assistance and Capacity Development in Curriculum;</li> <li>2. UNESCO's Result-Based Management (RBM) ;</li> <li>3. management and administrative tools for staff (including contracts, management tools, etc.)</li> <li>4. team-building, using collaborative platforms, etc.;</li> <li>5. UNESCO ethics policy;</li> <li>6. inform and train staff on administrative issues (new orientation, contract, travel, software, etc.)</li> </ol>	The IBE Staff	<i>UNESCO HQ</i>	

## Governing Board, Director's Office and General Administration

Areas	Activities / Outputs	Target beneficiaries	Key implementation partners	
			UNESCO	External
<b>The IBE Council and Steering Committee meetings</b>	<p>Organize the IBE Council and Steering Committee meetings by ensuring:</p> <ol style="list-style-type: none"> <li>1. Preparation of the meeting documents</li> <li>2. Interpretation and translation</li> <li>3. Renting of conference venue and equipments</li> <li>4. Travels and DSA of Council Members</li> <li>5. Reception</li> </ol>	The IBE Council and Steering Committee	<p><i>UNESCO HQ</i></p> <p><i>The IBE Council Members</i></p>	<i>Relevant service providers</i>
<b>Administration</b>	<p>1. Support :</p> <ul style="list-style-type: none"> <li>• operations and utility materials: Contracts with United Nations Office at Geneva (UNOG), postal services, bank operations, Internet, electricity, water, document reproduction;</li> <li>• IT equipment and office furniture: Professional sound equipment for conference rooms; Renewal of laptops, desktops, screens, sit-stand desks, scanners and equipment (USB, wire, headphones), etc.;</li> <li>• Software licenses (Adobes, etc.); Maintenance and repair of buildings;</li> <li>• support the management of the IBE website and Intranet</li> </ul> <p>2. Reinforce the Administration Team:</p> <ul style="list-style-type: none"> <li>• Sustain the support from an IT Assistant, a Travel Assistant, and three Administrative Assistants (HR, Facility Manager, Finance Assistant)</li> </ul>	The IBE and its personnel	<p><i>UNESCO HQ</i></p> <p><i>UNESCO Field Offices</i></p> <p><i>UNESCO Institutes</i></p>	<p><i>Relevant service providers</i></p> <p><i>Partners of the IBE's activities</i></p>

## ESTIMATED BUDGETARY FRAMEWORK 2022

IBE SPECIAL ACCOUNT (USD)

	<b>Budget 2022</b>
I. PROGRAMME ACTIVITIES	
<b>1. Knowledge creation and management</b>	<b>2 838 315</b>
<i>Trends and issues in curriculum</i>	1 325 085
<i>Implications of cognitive and neurosciences for quality learning and curriculum</i>	266 510
<i>ICTs and the design of curricula in the digital age</i>	216 850
<i>Development and upgrading of tools for curriculum reform and transformation</i>	555 351
<i>Documentation centre collection management &amp; Acquisitions</i>	474 519
<b>2. Capacity development</b>	<b>4 971 883</b>
<i>Diploma course and master's programme</i>	330 717
<i>IBE training for mid-level experts and actors in curriculum</i>	49 607
<i>IBE summer school for senior-level experts and actors in curriculum</i>	148 822
<i>Lesson learning and sharing</i>	16 536
<i>Technical assistance to Member States</i>	4 343 522
<i>Seed money for field support</i>	82 679
<b>3. Outreach and advocacy</b>	<b>1 107 724</b>
<i>Creating and contributing to debate and advocacy</i>	447 867
<i>IBE's annual policy forum</i>	268 720
<i>Engaging IBE's constituents on the Institute's knowledge products</i>	179 147
<i>Institutional communication</i>	211 990
<i>IBE centenary</i>	
<b>TOTAL PROGRAMME ACTIVITIES (I)</b>	<b>8 917 922</b>
II. CONSEIL, DIRECTION ET ADMINISTRATION GENERALE	
<b>1. Conseil du BIE</b>	<b>211 629</b>
<b>2. Direction / Suivi et évaluation</b>	<b>243 373</b>
<b>3. Lancement de la Stratégie à moyen terme</b>	<b>63 489</b>
<b>4. Administration générale</b>	<b>1 163 959</b>
<b>TOTAL CONSEIL, DIRECTION ET ADMINISTRATION GENERALE (II)</b>	<b>1 682 450</b>
<b>TOTAL (I) + (II)</b>	<b>10 600 372</b>
<b>RESERVE ESTIMEE DU BIE DECEMBRE 2022 (III)</b>	<b>385 265</b>
<b>ESTIMATION TOTALE DES RESSOURCES 2022 (I)+(II)+(III)</b>	<b>10 985 637</b>