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International
Bureau of Education



71st SESSION OF THE COUNCIL OF
UNESCO INTERNATIONAL BUREAU OF EDUCATION

ACTIVITIES REPORT 2021

Geneva, 31 January – 1 February, 2022

The purpose of this document is to present to the 71st session of the Council the program activities implemented by the International Bureau of Education (IBE) during 2021 and the budget associated with those activities. The report outlines the implementation of the IBE's programs, as guided by the 40 C/5, the IBE's renewed mandate adopted by UNESCO's Executive Board (209 EX/Dec.12), and the level of resources available. The report also presents the IBE's contributions to Major Program I's Expected Results 1, 2, 5, and 10, as decided by the 40th session of the General Conference.

Report of the IBE Director to the 71st Session of the Council on Implementation of Activities in 2021

Program Context

Introduction

Guided by the vision of a world where every person has access to relevant, quality education and lifelong learning, the IBE provides support and promotes innovative solutions to the challenges faced by ministries of education and governments in the complex task of improving the equity, quality, relevance, and effectiveness of curriculum, teaching, learning, and assessment processes and outcomes. This important mission became even more relevant in a year marred by the Covid-19 pandemic, when virtually all member states needed guidance and support in revising and improving national curricula to rebuild their education systems and to prepare learners for a fast-changing future. During 2021, the IBE effectively implemented its annual work plan and UNESCO Medium-Term Strategy (2014–2021), with a view to heightening contributions to the realization of Expected Results (ERs) 1, 2, 5, and 10 of Major Program I, as set out in the 40 C/5; the attainment and monitoring of relevant Sustainable Development Goal (SDG) 4 targets; and the implementation of the global Education 2030 Agenda. Concerted efforts were made to “build forward better” the IBE and to advance a solid institutional vision and long-term outcomes for sustainability and resilience, through the adoption of a renewed mandate and the subsequent development of a medium-term strategy (2022–2025).

The IBE's renewed mandate

The IBE's renewed mandate was provisionally approved by 209 EX/Dec.12 and endorsed by the 41st session of the General Conference. Accordingly, the IBE is 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. Its renewed mandate is :

- a. 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 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 programs in collaboration with universities and other relevant stakeholders from different regions of the world; and ;

- g. to preserve the historical archives and documentation of the IBE, making them accessible to Member States and the public.

The IBE's strategic pillars

The IBE's Council, at its 70th session (December 2020), approved six strategic pillars ("Axis") to guide the IBE's work in 2021:

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

The Six strategic Axes, grounded in a systemic understanding of curriculum as a powerful driver of quality equitable education, are addressed through: (i) inter-sectoral and sectoral policy and technical dialogue; (ii) sustainable and impactful capacity development modalities; (iii) comparative inter-regional research on curriculum and related matters; (iv) production, discussion, and validation of policy frameworks, guidelines, and resource packs, to support countries in processes of curriculum renewal and development; and (v) positioning of the IBE as a reliable and forward-looking partner, to address global and national challenges relating to the present and future of curriculum and learning.





STRATEGIC AXIS I.

SUPPORT NATIONAL AND REGIONAL CAPACITY DEVELOPMENT IN CURRICULUM AND RELATED ISSUES

Contributing to UNESCO's 40 C/5 (and Budget 2018–2021) Major Program I (ED) ER 1: Improved national education policies and plans to advance access to equitable and quality ECCE and primary and secondary education through a system-wide lifelong learning approach; and ER 5: National teacher policies developed and/or implemented and teacher training programs improved to increase the supply of qualified and motivated teachers.

One of the IBE's top priorities in 2021 was to enhance the capacity of UNESCO 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. Under this Strategic Axis, the expected results were fully achieved.

In the area of capacity development, the IBE revitalized its partnerships with the four universities hosting the IBE-endorsed postgraduate (master's and diploma) courses in curriculum: The Open University of Tanzania (Africa), the Catholic University of Uruguay (Latin America and the Caribbean), the Hamdan Bin Mohammed Smart University (Arab region), and Vytautas Magnus University (Central and Eastern Europe; and Central Asia). The IBE identified and supported two additional partner universities in developing francophone master's programs at the sub-regional level: University of Cheikh Anta Diop (UCAD, Senegal) and University Denis Sassou Nguesso (UDSN, Congo Brazzaville). The IBE also helped to establish two UNESCO chairs in the field of curriculum. The postgraduate programs continue to be benchmarked to the IBE's core training material – the Curriculum Resource Pack – which has undergone a thorough revision through consultations with international experts. These endeavors will continue to help improve the quality and relevance of education in UNESCO Member States, and hence, contribute to the achievement of SDG4: “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

In 2021, the IBE provided technical assistance and support to 11 countries. For instance, the IBE provided The Gambia with comprehensive technical assistance in competency-based curriculum reform, combining policy dialogue, regular training sessions, and draft reviews over nine months.

Despite having very limited understanding of the competency-based approach at the beginning, the country's curriculum core team was capacitated to develop a new National Curriculum Framework, a set of new syllabi in core subjects, and guidelines for the reform implementation. Classroom piloting is planned to start in January 2022.

The IBE's support for the International School of Geneva (Ecolint) has well informed and monitored the school's curriculum reform (entitled "Universal Learning Program") in its transition from the theoretical conception phase to the initial implementation phase.

Cooperation with international organizations and UNESCO structures is paramount for the success of all IBE's projects. An excellent collaboration formed between the IBE and UNESCO Asia-Pacific Center of Education for International Understanding (APCEIU), to support the mainstreaming of Global Citizenship Education (GCED) into curriculum, pedagogy, and teacher education and training in Georgia, Indonesia, Laos, and Rwanda (third phase of the "Global Citizenship Education Curriculum Development and Integration Project", 2021-2023); and between the IBE and the European Union, to support the EU-funded G5 Sahel project on strengthening teacher competences. Another collaboration is between the IBE and UNESCO Regional Multi-sectorial Office for Central Africa, to advance the Global Partnership for Education (GPE) Project to Strengthen Education in Chad (PREAT) and the Emergency Project to Reinforce Education and Literacy in Chad (PURÉAT). The IBE also fostered partnerships with UNESCO Santiago and San Jose offices, and the Central American Educational and Cultural Coordination (CECC), with regard to mainstreaming GCED into teacher education as well as to support the transformation of curriculum in several countries in the region.

AXIS I.1. ENHANCE THE CAPACITIES OF NATIONAL AND REGIONAL INSTITUTIONS TO LEAD CURRICULUM PROCESSES AND SERVE AS TRAINING HUBS¹

Expected result: Capacities of at least two national and two regional institutions to lead curriculum reforms and serve as curriculum training hubs enhanced

| Proposed activities | Activities undertaken |
|--|---|
| <p>1. Select curriculum institutions at national and regional levels, identify capacity gaps, and draw roadmaps for their development (Fully realized)</p> | <p>i. A university (Cheikh Anta Diop, Senegal – UCAD) was selected as the lead institution in curriculum for West Africa. Based on technical consultations with UCAD and UNESCO Dakar Office, a roadmap was developed to implement a francophone master’s in curriculum at UCAD.</p> <p>ii. iiA university (Denis Sassou Nguesso, Congo Brazzaville –UDSN) was selected as the lead institution in curriculum for Central Africa. Technical consultations were held with UDSN, UNESCO Office Brazzaville, and the Ministry of Higher Education, to anticipate the development of a master’s in curriculum at UDSN</p> <p>Notes: For the UCAD master’s in curriculum, the IBE provided its Curriculum Resource Pack; and a collection of master’s course contents (based on the IBE’s Curriculum Resource Pack) used by the IBE’s other partner universities. The IBE also facilitated a virtual workshop, bringing together UCAD and other partner universities to enable the stabilization of its master’s course outline. UCAD is advancing on internal preparation and the accreditation process.</p> |
| <p>2. Implement roadmaps for reinforcing selected institutions (Fully realized)</p> | <p>The IBE provided orientation and support materials for the creation of two UNESCO chairs in areas relevant to the IBE’s work:</p> <p>iii. At the Catholic University of Uruguay (UCU): UNESCO Chair in Hybrid Education, Curriculum, Learning, Teaching, and Educational Technologies (already established).</p> <p>iv. At the Eduardo Mondlane University (Mozambique): UNESCO Chair in Open Education, Multilingual Curriculum, and Learning (application submitted).</p> <p>Notes: The work will continue throughout 2022. At the Eduardo Mondlane University, the development of a master’s in curriculum for Lusophone Africa is being explored as well.</p> |

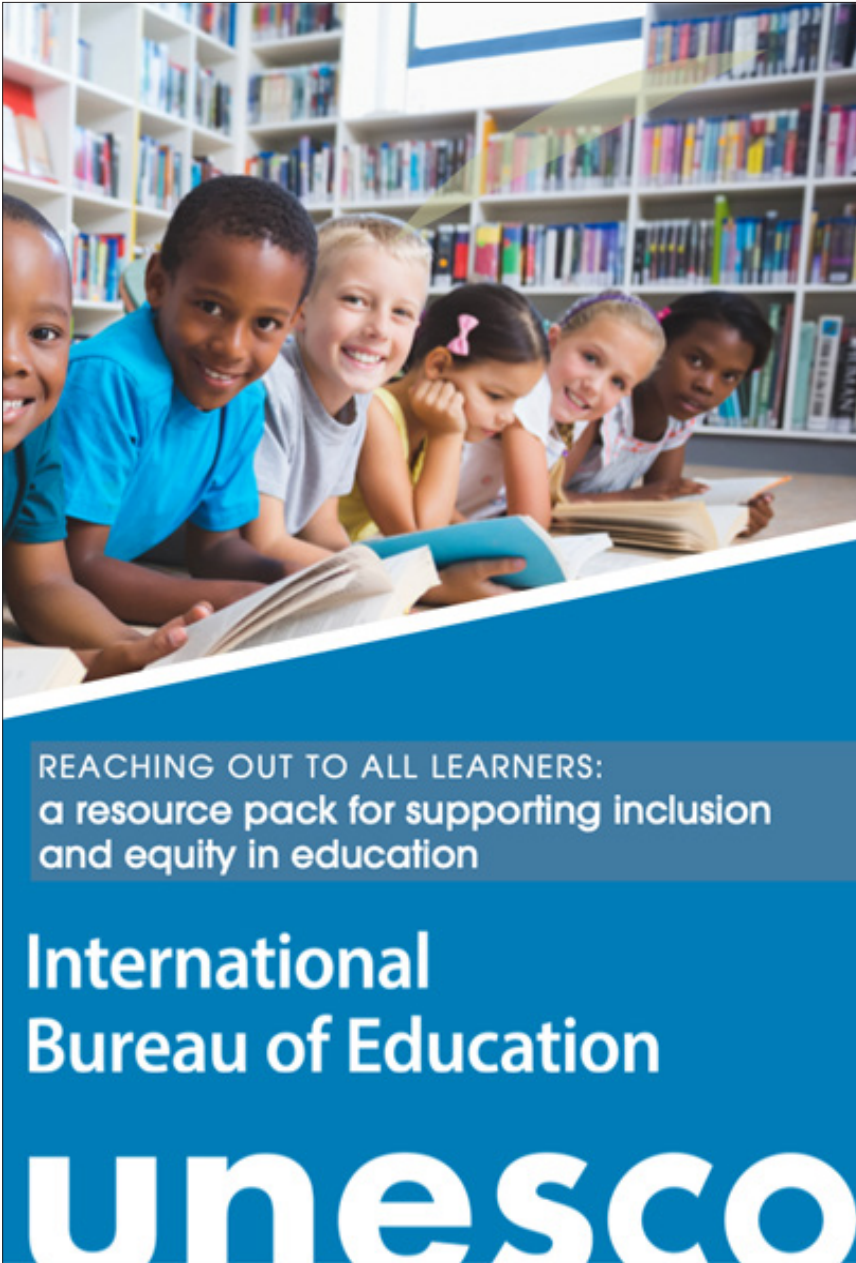
¹ This axis was logically intertwined with Axis I.3: “Sustain support to master’s/diploma courses in curriculum partnered with universities” below. The two axes are complementary and mutually reinforcing. When implementing the 2021 workplan, considerations were given to the two axes simultaneously.

AXIS I.2. ENRICH, UPDATE, AND TRANSLATE THE 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

| Proposed activities | Activities undertaken |
|---|---|
| <p>1. Revise and update the IBE Curriculum and Learning Resource Pack (Fully realized)</p> | <ul style="list-style-type: none"> i. Revised and incorporated into the updated version of the IBE Curriculum Resource Pack (original English version) a series of contributions made by curriculum experts from Africa, the Arab States, Asia, Europe, and Latin America and the Caribbean on curriculum transformation, development processes, and issues related to teachers and assessment ii. Updated the IBE's <i>Reaching Out to All Learners: A Resource Pack for Supporting Inclusion and Equity in Education (original English version)</i>, which was reviewed by an advisory group of experts from different regions. <p>Notes: The Curriculum Resource Pack is designed to support the master's programs in curriculum and learning developed in partnership with various universities and the IBE's activities related to capacity development and technical assistance. The Curriculum Resource Pack consists of five sections: i) Curriculum, present and future; ii) From content silos to competency, integration, and inclusiveness; iii) The curriculum process; iv) Alignment of supporting structures and practices; and v) Teachers, teaching, and curriculum implementation. The <i>Reaching Out to All Learners...</i> resource pack consists of three guides: i) Leading inclusive school development; ii) Developing inclusive practices; and iii) Working with partners..</p> <p><i>Challenge:</i> Producing a solid and accessible resource pack in multiple languages, as a global public good</p> <p><i>Mitigation strategies:</i></p> <ul style="list-style-type: none"> i. Support mobilized from different regions, involving universities and curriculum associations, to ensure an interregional comparative perspective on curriculum issues ii. Support mobilized from UNESCO HQ to enable translations from English to Arabic, French, and Spanish. |
| <p>2. Assure the quality of and co-publish with HQ: "Guide for Developing and Implementing Teacher Education Curriculum Frameworks"; and "Resource Pack on Teacher Education Curriculum Framework" (Fully realized)</p> | <p>Contributed to the enrichment and updating of <i>Guide for Developing and Implementing Teacher Education Curriculum Frameworks</i>; and <i>Resource Pack on Teacher Education Curriculum Framework</i></p> <p>Notes: The IBE's holistic and systemic approach to curriculum, its vast experience in training and supporting teacher curriculum reforms, as well as the IBE's Hybrid Education, Learning, and Assessment (HELA) initiative, informed the updating of the two tools, produced under UNESCO HQ coordination. Final drafts are prepared by UNESCO HQ, with a publication date planned for early 2022.</p> |

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| <p>3. Assure the quality and co-publish with HQ a “Curriculum Framework for Bilingual Education” (Not realized)</p> <p>Non-completion due to external circumstances</p> | <p>Note: IBE’s support not solicited yet by UNESCO HQ</p> |
| <p>4. Produce a guide for integrating cross-cutting issues, such as health education and learners’ wellbeing in the curriculum (In progress; partly realized)</p> <p>Implementation delay due to lack of funding</p> | <p>A technical and financial proposal for 2022–2025 that includes a guide for integrating health education into curricula was submitted to the Swiss Agency for Development and Cooperation (SDC).</p> <p>Note: Pending availability of funds, the activity will be completed in 2022.</p> |
| <p>5. Produce a user-friendly guide to step-by-step curriculum reform (In progress; partly realized)</p> <p>Implementation delay due to lack of funding</p> | <p><i>A Guide on Step-by-Step Curriculum Change</i> is being developed. Preparatory work included:</p> <ul style="list-style-type: none"> • An international high-level international expert committee on curriculum change was constituted. • A concept note on step-by-step curriculum change is available. • Terms of reference (ToRs) for production of the guide are available. <p>Note: Pending availability of funds, work will continue throughout 2022.</p> |
| <p>6. Translate the updated Resource Pack into English and French and, given the availability of funds, into other languages, to be hosted on the IBE website (In progress; partly realized)</p> <p>Implementation delay due to lack of funding</p> | <ol style="list-style-type: none"> 1. The updated Curriculum Resource Pack version in English is currently being edited and prepared for publication. 2. Resources were just mobilized to ensure translation into Arabic, French, and Spanish. <p>Note: The Curriculum Resource Pack will support the IBE’s training activities (see above).</p> |



Update of the "Reaching Out to All Learners: A Resource Pack" A Resource Pack for Supporting Inclusion and Equity in Education" which includes three guides: i) Leading inclusive school development; ii) Developing inclusive practices; and iii) Working with partners

AXIS I.3. SUSTAIN SUPPORT TO MASTER'S/DIPLOMA COURSES IN CURRICULUM PARTNERED WITH UNIVERSITIES

Expected result: At least four partner universities supported in the implementation of long-term accredited postgraduate (master's and diploma) courses in curriculum

| Proposed activities | Activities undertaken |
|---|---|
| <p>1. Identify needs and support the capacity development of partner universities in delivering the African master's-level courses in curriculum in Tanzania (Fully realized)</p> | <p>Supported the Open University of Tanzania (OUT) in its external review of the updated Master's in Curriculum Design and Development for Africa.</p> <p>Notes: i. Enrolment for the OUT Master's in Curriculum Design and Development for Africa will start in the first semester of 2022. ii. The IBE's support was provided to all partner universities as a consortium and tailored to the specific needs of each university.</p> |
| <p>2. Support the establishment in Senegal of a master's in curriculum program for francophone African countries (Fully realized)</p> | <p>Supported the UCAD, Senegal, in developing a francophone master's in curriculum by providing as references the French version of the IBE's Curriculum Resource Pack and master's course content from the IBE's other partner universities</p> |
| <p>3. Support the delivery of the Arab Master's program in curriculum in the UAE (Fully realized)</p> | <p>Supported the Hamdan Bin Mohammed Smart University (HBMSU) in implementing the Arab Master's in Curriculum and Smart Learning by:</p> <ul style="list-style-type: none"> i. adjusting and submitting the master's project proposal to the Hamdan Foundation for resource mobilization; and ii. providing a support letter with regard to financial sustainability to facilitate program accreditation |
| <p>4. Support the delivery of the Central-Eastern Europe and Central Asia Master's program in curriculum in Lithuania, and produce joint publications (Fully realized)</p> | <p>Supported Vytautas Magnus University (VMU, Lithuania) in Central/Eastern Europe and the Central Asia Master's in Educational Management by delivering:</p> <ul style="list-style-type: none"> i. two online lectures on curriculum within the Certificate in Curriculum as part of the master's program; and ii. interventions at two national conferences (on civic education, and on the renewal of national curriculum) |
| <p>5. Support the delivery of the Latin America and Caribbean Master's in curriculum program in Uruguay (Fully realized)</p> | <p>Supported the Catholic University of Uruguay (UCU) in implementing the Master's in Curriculum and Learning for Latin America and the Caribbean, by identifying and engaging francophone tutors to supervise students from Haiti.</p> |

6. Draw lessons and foster experience sharing and peer learning among partner universities and curriculum training institutions supported by the IBE in different regions
(Fully realized)

Enabled experience sharing and peer learning among all partner universities through:

- i. co-organizing two forums at the Asia-Pacific Conference on Curriculum Studies and Instructional Design (APCCSID 2021): “Positioning the Role of Curriculum in the Transformation of Education in the Post-Pandemic Era”; and “Positioning the Role of Regional Curriculum Associations and Universities in the Transformation of Education in the Post-Pandemic Era”
- ii. facilitating a virtual workshop with UCAD and other partner universities, to increase the sharing of knowledge and practice, as well as collaboration
- iii. collecting input from all partner universities for updating the IBE’s Curriculum Resource Pack, which will be used as core training materials for the postgraduate courses in curriculum.; and
- iv. exploring support from the Global Education Coalition (GEC) partners for enhancing the virtual learning content and environment at the partner universities.

AXIS I.4. PROVIDE TECHNICAL ASSISTANCE TO MEMBER STATES AND EDUCATIONAL INSTITUTIONS

Expected result: Technical assistance provided to Member States and educational institutions upon request

| Proposed activities | Activities undertaken |
|--|---|
| <p>1. Use the IBE's curriculum resource packs/training tools to provide curriculum trainings upon request from Member States (Fully realized)</p> | <ol style="list-style-type: none"> 1. Supported Albania in the completion of the Education Policy Review of Albania (Curriculum Chapter) 2. Explored support for the Ministry of Education of Angola on curriculum issues related to the general history of Africa, multilingual education, health education and wellbeing, and distance education 3. Provided technical assistance with capacity building to Chad: <ul style="list-style-type: none"> • The technical and financial proposal for USD 1.5 million to support Chad's ongoing education reform was finalized and approved by the Ministry of Education. • Three technical missions were held for project identification, policy dialogue, technical discussions, and building trust. • A detailed work plan for the next 2 years of project implementation was co-designed with the partners. • Three capacity-building workshops in competency-based approaches were delivered to 80 Ministry of Education staff. • Guidelines on how to integrate the competency-based approach in the system were shared 4. Supported the Ministry of Education of Cote d'Ivoire in the consultations on and analyses of the national curriculum within the National Education and Literacy Assembly (<i>Etats généraux de l'éducation et de l'alphabétisation</i>) by: <ol style="list-style-type: none"> i. proposing IBE's technical interventions in the areas of curriculum, quality of education, and hybrid education; ii. providing an orientation document on curriculum, quality of education, and hybrid education; iii. producing a comparative study on the curriculum experiences of Vietnam, Malaysia, South Korea, Ghana, Burkina Faso, and Rwanda, to inform the National Assembly exercise; and iv. contributing to the policy dialogue, consultations, and technical workshops organized within the National Assembly exercise 5. Fournir une assistance technique à Haïti : <ol style="list-style-type: none"> i. The new national curriculum framework was revised and guidelines for the curriculum reform process were delivered. ii. An online project identification mission was held online with the Ministry of Education teams and all the relevant international partners. iii. A concept note on the IBE's support to Haiti was shared with the Ministry of Education and the international partners. iv. Policy dialogue was held with the Ministry of Education and strategic partners. v. A technical and financial proposal for USD 2 million to support Haiti's education reform was submitted to the Interamerican Development Bank (IDB) that included a 3-year detailed work plan. 6. Supported the Ministry of Education of Liberia in developing and implementing early childhood curriculum materials through : <ol style="list-style-type: none"> i. policy dialogue and technical discussions with the Ministry of Education, UNESCO Abuja Office, and technical and strategic partners; |

- i. a technical scoping mission to Liberia for:
 - consultations with key stakeholders in early childhood
 - education in the country; a detailed mapping of the status of early childhood education in Liberia; and
 - a roadmap for the next actions based on the consensus reached during the mission

7. Provided support to [Morocco](#): Support to UNESCO HQ to introduce the history of the Jewish population of Morocco into Morocco's curriculum (revision of a technical document).

8. Provided support to [PALOP](#) countries and [Timor-Leste](#):

- i. A project proposal was submitted to Portugal's ambassador to UNESCO, requesting funding of USD 200,000.
- ii. A webinar was held on "Covid-19: Curricular actions challenge in Lusophone African countries (PALOP)";

9. Supported [Somalia](#) in the ongoing curriculum review process by providing IBE's guiding resources in curriculum, as requested by the Permanent Delegation of Somalia to UNESCO and UNESCO Nairobi Office;

10. Supported the Ministry of Education of [South Sudan](#) in strengthening and further implementing the curricular reform it started 2 years ago, through:

- i. policy dialogue and technical discussions with the Ministry of Education, UNESCO Juba office, and strategic partner; and
- ii. developing and proposing a Strategic Support Plan, focused on capacity development, multilingual education, digital/hybrid modes of education, promotion of digital skills and condensed curriculum, curriculum alignment, ECCE, research and innovation, and resource mobilization

Note: A technical mission to South Sudan for consultations with key stakeholders on the Strategic Support Plan, based on which short-term, medium-term, and long-term support actions and timelines would be proposed, and joint resource mobilization initiated to sustain implementation (activity postponed to 2022, due to Covid-19 Omicron variant).

11. Support to [sub-Saharan countries](#):

- i. Participation in an EU-funded, UNESCO Regional Bureau of Education in Africa (BREDA)-led project on "Improving Teaching in the [G5 Sahel](#)" that aims to produce a common policy framework for teacher training curricula in the region by October 2022 (country reviews and country-specific curricular framework recommendations are being prepared).
- ii. Participation on the scientific committee of an Agence Française de Développement (AFD)-led project on the production of educational resources in sub-Saharan Africa (first phase under way in [Burkina Faso](#), [Senegal](#), and [Togo](#), to be extended to: Benin, Guinea, Madagascar, and Mali).

12. Explored support for the Ministry of Education of [Sudan](#) on curriculum through:

- i. policy dialogue and technical discussions with UNESCO Khartoum Office; and
- ii. proposing IBE interventions in the following areas: capacity development for the national curriculum center, hybrid curriculum and learning, global citizenship education, ECCE, and mother tongue and multilingual education

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|---|---|
| | <p>13. Supported the Curriculum Research, Evaluation and Development Directorate (CREDD) of The Gambia in carrying out competency-based curriculum reform (basic and secondary education) through:</p> <ol style="list-style-type: none"> i. regular capacity development sessions (twice a week for 9 months) for curriculum and competency development; ii. providing samples and regular reviews for the new curriculum framework, syllabi, and support materials; iii. providing guidelines for the reform implementation processes iv. policy dialogue with the Ministry of Education and strategic partners; v. proposing long-term support plans to facilitate reform planning, reporting, and potential resource mobilization <p>Notes: Support for each country required extensive and substantial work to ensure the quality of IBE interventions. The IBE invited countries to specify their needs and to gradually take the lead in transforming their own curricula. The IBE also identified and mobilized expertise available from both inside and outside each relevant region to firm up interventions combining contextualized and comparative approaches.</p> |
| <p>2. Sustain support to the International School of Geneva (Ecolint), in developing and implementing competency-based curriculum, with a focus on age-appropriate capstone projects in science, technology, engineering, arts, and math (STEAM) subjects as integrators for transdisciplinary learning (Fully realized)</p> | <p>Supported Ecolint in competency-based curriculum reform (Universal Learning Program) by:</p> <ol style="list-style-type: none"> i. enhancing Ecolint stakeholders’ understanding of the competency-based approach; ii. collecting data and information about the school’s curriculum reform through interviews, questionnaire surveys, and over 10 focus groups with Ecolint staff, curriculum coordinators, teachers, students, and parents; iii. conducting a technical audit of the ongoing reform implementation; and iv. handing over to Ecolint the technical audit report on stakeholders’ perception of the reform, the development and application of learning standards and assessment tools, observable results from the reform, as well as recommendations for the following phases. <p>Note: All support activities for Ecolint were adjusted to the school’s request, based on the IBE-Ecolint technical dialogue.</p> |



Capacity-building workshop for the executives of the National Curriculum Center and other technical departments of the Ministry of National Education and Civic Promotion in Chad on the competency-based approach in the Chadian education system.



STRATEGIC AXIS II

SUPPORT DEVELOPING COUNTRIES IN DEVELOPING AND IMPLEMENTING HYBRID, DIGITALIZED CURRICULUM TO PROMOTE DISTANCE EDUCATION AND DIGITAL LITERACY

Contributing to UNESCO's 40 C/5 (and Budget 2018–2021) Major Program I (ED), ER 1 improved national education policies and plans to advance access to equitable and quality ECCE and primary and secondary education through a system-wide lifelong learning approach

The IBE's Hybrid Education, Learning, and Assessment (HELA) flagship initiative is helping developing countries to face the educational challenges brought by the Covid-19 pandemic and to create a curriculum offer that combines and integrates face-to-face and remote learning as a continuum. With a learner-centric, competency-based, personalized, equitable, and inclusive curriculum, the initiative aims to give all learners the opportunity to develop their full learning potential, during the crisis and for the future. The IBE's work is structured around three areas:

- i. a series of knowledge products (books, working papers, policy briefs, and notes) available in different languages, to make the case for an evidence-based, open, integral, and forward-looking understanding of hybrid modes of education;
- ii. global and regional conversations on the transformation of curriculum, engaging various stakeholders and partners and using a student-centered approach, to enhance learning settings and opportunities; and
- iii. support to Member States' initiatives to move toward hybrid modes of education, revisiting the rationale, content, and scope of curricula, as part of a unified, holistic, and systemic vision of all educational levels from a lifelong and life-wide learning perspective.

AXIS II.1 HELA CURRICULUM PRODUCED

Expected result : HELA curriculum produced

| Proposed activities | Activities undertaken |
|---|---|
| <p>1. Constitute an inter-regional task force of experts on curriculum and pedagogy to elaborate and validate the HELA initiative (Fully realized)</p> | <p>An interregional task force of high-level educationalists, curriculum developers and specialists, teacher trainers, and pedagogical advisers was constituted, with the view to elaborating a series of products on HELA-related issues.</p> <p>Selected activities included:</p> <ol style="list-style-type: none"> 1. developed concept note and presentations on the HELA initiative, available in Chinese, English, French, and Spanish, and delivered in different regions, principally Africa and the Latin America and the Caribbean region ; 2. produced HELA branding elements (i.e., logo and presentation of the proposal) ; 3. developed an IBE webpage on HELA: http://www.ibe.unesco.org/en/news/hybrid-education-learning-and-assessment-hela ; 4. designed a roadmap for the implementation of HELA in Africa (Côte D'Ivoire, Mali, Niger, and Chad) and the Latin America and the Caribbean region (Costa Rica, Dominican Republic, El Salvador, Haiti, Honduras, Guatemala, Nicaragua, and Panama) in three phases: (i) analysis of the current curriculum; (ii) development of holistic learning, curricula, and pedagogical proposals; and (iii) follow-up and evaluation of the impact of hybrid modes on enhancing learning ; 5. published a series of IBE In-Progress Reflections on HELA and related issues: <i>"Ten clues for rethinking curriculum"</i>; <i>"Education in a post-Covid world: Additional considerations"</i>; <i>"Developing a hybrid learning curriculum framework for schools"</i>; <i>"The platformization of education: A framework to map the new directions of hybrid education systems"</i>; <i>"Conceptualizing and implementing hybrid learning models: Challenges and opportunities from New Zealand, Malaysia, Saudi Arabia, and India"</i>; and <i>"Vers un paradigme curriculaire de l'hybridation des dispositifs pédagogiques"</i>. 6. Initiated and cultivated strategic partnerships through: <ol style="list-style-type: none"> i. joint production of the book <i>Learning to Build Back Better Futures for Education: Lessons from Educational Innovation during the Covid-19 Pandemic</i>, with the Global Education Innovation Initiative at the Harvard Graduate School of Education; the book showcases effective country practices in hybrid education in different regions (31 case studies) ; ii. co-organization of two webinars, with the OECD Future of Education and Skills 2030 initiative, on "Repositioning learning at the core of the transformation in education: Towards a 21st century curriculum" and "Curriculum overload: A way forward"; the webinars involved the IBE Director and the Director of the OECD Directorate for Education and Skills, ministers of education, as well as teachers and learners from different regions ; iii. joint production of a white paper on hybrid modes of education in Latin America and the Caribbean, with the Interamerican Development Bank (IDB) ; |

| Proposed activities | Activities undertaken |
|---------------------|---|
| | <p>iv. joint production of a policy brief on “Strengthening social and emotional learning in hybrid modes of education: Building support for students, teachers and families in teaching and learning materials, including textbooks”, with NISSEM; the policy brief focused on integrating SDG Target 4.7 and social and emotional learning into educational materials ;</p> <p>v. joint production with CECC and UNESCO’s offices in Santiago and San Jose of a study on mainstreaming issues relating to GCED in teacher education, digital literacy, and social emotional learning (SEL); the study contributed to the implementation of the Curriculum in Emergency initiative by ministers of education of Central American countries ;</p> <p>vi. implementation of the Global Citizenship Education Curriculum Development and Integration Project (3rd round, 2021–2023), in collaboration with Asia-Pacific Center of Education for International Understanding (APCEIU), with the main objective of supporting the mainstreaming of GCED into curricula, pedagogy, teacher education, and professional development in Georgia, Indonesia, Laos, and Rwanda; and</p> <p>vii. co-organization of the Asia Pacific Conference on Curriculum Studies and Instructional Designing (APCCSID 2021), in partnership with SEGi University, University of Malaya, Asia Pacific Research Association on Curriculum Studies (APRACSI) and Association of Professional in Curriculum and Educational Instruction (APROCEI); the IBE coordinated two conference forums, on “Positioning the role of curriculum in the transformation of education in the post-pandemic era” and “Positioning the role of regional curriculum associations in the transformation of education in the post-pandemic era”, involving experts from partner universities and regional curriculum associations.</p> <p>Notes: All activities above, which were supported by an inter-regional task force of experts, refer to the design and initial developments of the HELA initiative and related actions (proposed activities 1–5). They aim to :</p> <ul style="list-style-type: none"> - support the implementation of the HELA initiative with a focus on developing hybrid curricula in selected African countries, as well as emergency curriculum initiatives in Central America countries, within multi-institutional partnership frameworks ; - produce a series of knowledge products to inform the multidimensional components of the HELA initiative ; - strengthen partnerships to ensure an international comparative perspective on HELA-related issues. <p>Political and technical will and resources were mobilized to support the implementation of HELA, engaging diverse stakeholders as well as facilitating processes of collective construction and ownership, while avoiding a prescriptive approach.</p> |

| Proposed activities | Activities undertaken |
|--|--|
| <p>2. Produce guidelines for comprehensive curricula integrating the wellbeing of learners, health education, inclusive education, STEAM, and GCED as cross-cutting issues (In progress; partly realized) Implementation delay due to lack of funding</p> | <p>Developed guidelines/frameworks to support mainstreaming issues relating to the broadened understanding of the theory and practice of inclusive education and to GCED policy and curricular developments, from glo-local perspectives (advanced draft, to be published in 2022).</p> |
| <p>3. Produce guidelines on hybrid digitalized curricula for developing countries, and pilot their initial implementation (Fully realized)</p> | <p>Produced guidelines/ frameworks to support Member States with regard to the design and development of hybrid and digitalized curriculum, a hybrid learning curriculum framework for schools, and HELA country initiatives with a focus on Western and Central Africa.</p> <p>Note: The first training syllabus on hybrid modes of education was piloted for practitioners in Uruguay (December 2021)</p> |
| <p>4. Produce guidelines on curricula for digital skills acquisition and preparedness for the future, and pilot their initial implementation (Fully realized)</p> | <p>Produced a conceptual framework to rethink curriculum and development processes in light of the Education 2030 Agenda commitments, disruptive worldwide societal changes, and the transformation of education and education systems post Covid-19.</p> |
| <p>5. Undertake policy and technical dialogues with key education stakeholders in the International Geneva around SDG4 to create synergies—namely, for curriculum-related issues from an international comparative perspective (Fully realized)</p> | <p>Policy and technical dialogue were initiated with United Nations Institute for Training and Research (UNITAR) and University of Geneva to discuss participation in the Geneva Dialogue, the Open Geneva Festival, a 10-day event on innovation and collective intelligence for rethinking education (March 2022), and other initiatives</p> <p>Note: Work will continue throughout 2022.</p> |
| <p>6. Produce guidelines for condensed curricula for emergency situations from ECCE to higher education (In progress; partly realized) Implementation delay due to lack of funding</p> | <ol style="list-style-type: none"> i. Drafted action research project with University of Geneva on lessons to be learned from Burkina Faso, Chad, Haiti, and Niger regarding curriculum adaptation (including use of native tongue and curriculum condensation) (under review by the SDC for funding). ii. Participated on the Accelerated Education Working Group (AEWG), an inter-agency group that works on accelerated education in crisis contexts, and in the task-team steering academic research conducted by University of Auckland iii. Supported UNESCO HQ on United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA)'s request for assistance in reviewing procedures for production, validation, and dissemination of education resources aligned with UN values as well as with national curricula (Jordan, Lebanon, Palestine, and Syria) iv. Initiated work to develop a condensed curricula for primary education in Chad <p>Note: Pending availability of funds, work will continue throughout 2022.</p> |

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OECD

webinar

Curriculum overload
A way forward

8 november 2021
17:00 - 19:00 Geneva Time

Andreas Schleicher
Directorate of Education & Skills, OECD
Director

Yao Ydo
UNESCO International Bureau of Education
Director

Mariatou Koné
Minister of Education and Literacy,
Ivory Coast

Melania Brenes
Vice-Minister of Education,
Costa Rica

Louis Zabaneh
Minister of State, Ministry of Education,
Culture, Science and Technology, Belize

ibe-unesco.org

Co-organization of two webinars, with the OECD Future of Education and Skills 2030 initiative, on “Repositioning learning at the core of the transformation in education: Towards a 21st century curriculum” and “Curriculum overload: A way forward”.

Fernando M. Reimers
Harvard Graduate School of Education Harvard University Cambridge, MA, USA

Renato Opertti
UNESCO International Bureau of Education Geneva, Switzerland

LEARNING
TO BUILD BACK BETTER FUTURES
FOR EDUCATION

Lessons from educational innovation during the covid-19 pandemic

unesco International Bureau of Education

Global Education Innovation Initiative

Co-publication of the book « Learning to Build Back Better Futures For Education: Lessons from educational innovation during the covid-19 pandemic » with the Global Initiative for Innovation in Education of the Harvard Graduate School of Education

AXIS II.2. LEVERAGING ARTIFICIAL INTELLIGENCE (AI) FOR CURRICULUM REFORMS AND IMPLEMENTATION

Expected result: Impact of AI on curricula and learning demonstrated, and guidelines produced for curriculum reforms

| Proposed activities | Activities undertaken |
|---|---|
| <p>Undertake a critical analysis of the influence of AI and the impact on curriculum and teaching/learning processes and draw lessons to produce guidelines on the use of AI in curricula (Fully realized)</p> | <p>Produced a series of regional studies about understanding AI in education and curriculum, within an international comparative perspective. Examples include:</p> <ul style="list-style-type: none"> i. adaptative learning (Fondation l'IA pour l'École, Institut de France); ii. use of AI to customize the curriculum to the specific needs of learners in light of African challenges and to showcase practices in DRC (Berthine Nyunga Mpinda); iii. understanding and introduction of AI, and in particular computational thinking, in education and curriculum in Latin America (Plan CEIBAL, Uruguay); iv. analysis of the Chinese experience in developing a high school IT curriculum and its implications for revisiting the secondary school curriculum from an international comparative perspective (East China Normal University, Institute of Curriculum and Instruction); v. a guideline framework on hybrid and digitalized curriculum for developing countries for use by developers, pedagogical advisers, and teacher trainers (Beijing Normal University). |

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

| Proposed activities | Activities undertaken |
|---|--|
| <p>1. Identify and document good practices in multilingual education, evidencing the implications for curriculum delivery and the quality of education (In progress; partly realized) Implementation delay due to lack of funding</p> | <p>Developed ToRs for the mapping of good practices in multilingual education, revealing the implications for curriculum delivery and the quality of education</p> <p>Note: The project is in progress, continuing throughout 2022 (pending availability of funds).</p> |
| <p>2. Provide technical assistance to countries in the implementation of multilingual education and implications for curriculum and learning (Not realized) Non-completion due to lack of funding</p> | <p>Note: Activities will be implemented throughout 2022 (pending availability of funds).</p> |
| <p>3. Contribute to high-level policy dialogue and advocacy on the relevance of multilingual education as a key component for quality and inclusive education (In progress; partly realized) Implementation delay due to lack of funding</p> | <p>Developed a concept note for the creation of the Africa Multilingual Education Working Group</p> <p>Note: The project is in progress, continuing throughout 2022 (pending availability of funds).</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 (Not realized) Non-completion due to lack of funding</p> | <p>Note: Activities were not implemented in 2021 for financial reasons. Operational challenges were also brought about by the Covid-19 pandemic.</p> |
| <p>5. Support the introduction of the General History of Africa (GHA) 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 (Fully realized)</p> | <ol style="list-style-type: none"> i. Developed a global framework for the introduction of the GHA into curricula ; ii. Delivered a capacity-building workshop on GHA, to 30 Ministry of Education staff in Djibouti ; iii. Made an IBE technical proposal to support Djibouti in introducing the GHA into curricula available (pending funding). <p>Note : Policy dialogue with the Ministry of Education and partners underway</p> |



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Capacity-building workshops on the integration of the General History of Africa in curricula with the Ministry of Education's staff in Djibouti.





STRATEGIC AXIS III

SUPPORT ECCE CURRICULUM IMPROVEMENT IN DEVELOPING COUNTRIES

Contributing to UNESCO's 40 C/5 (and Budget 2018–2021) Major Program I (ED) ER 1 - Improved national education policies and plans to advance access to equitable and quality ECCE and primary and secondary education through a system-wide lifelong learning approach.

Impactful ECCE lays the foundation for lifelong development and wellbeing. The IBE contributed to the attainment of SDG 4.2 (“ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education”) by providing Member States with practical guidance on setting up and sustaining resilient national ECCE systems. However, due to Covid-19 challenges and limited financial and human resources, the scope of activities was reduced and prioritization was necessary. Despite these challenges, the IBE expanded relationships with national entities and worked with foundations and regional partners to expand national capacity in ECCE in several Member States. An “ECCE Series” was developed: a collection of tools, policies, and good practices in early *childhood education*, including *A Holistic ECCE Curriculum Framework*, *Guidelines of the ECCE System Prototype*, *The ECCE System Diagnosis Tool*, *User Manual and Technical Guide for the Compact Holistic Early Childhood Development Index*, and three country-based documents (Cameroon, *Accreditation Guidelines for Early Children Care and Education*; Eswatini, *Standards and Guidelines for ECCE Centers*; and Laos, *Handbook for Preschool Teachers*).

AXIS III. CONDUCT AN ANALYSIS OF THE KEY FEATURES OF ECCE CURRICULA, ESTABLISH A CARTOGRAPHY, AND PROPOSE GUIDELINES FOR CURRICULUM QUALITY ASSURANCE

Expected result: Guidelines developed according to a mapping of countries' needs in ECCE curricula, and national capacity developed

| Proposed activities | Activities undertaken |
|--|---|
| <p>1. Undertake comparative analyses of ECCE curriculum and enablers and produce guidelines for improvements (In progress; partly realized) Implementation delay due to lack of human and financial resources</p> | <ul style="list-style-type: none"> i. Drafted documents for the ECCE Series: <i>The Holistic ECCE Curriculum Frameworks</i>, <i>The Guidelines for the System Prototype</i>, <i>The ECCE System Diagnosis Tool</i>, <i>The User Manual and Technical Guide for the Compact Holistic Early Childhood Development Index</i> (in collaboration with Dubai Cares; currently being revised for finalization). These documents were translated into Arabic, French, Lao, and Siswati; ii. Drafted concept notes on "Developing an ECCE curriculum for a balanced and responsible lifestyle" and "Developing an ECCE curriculum based on sports and physical activities"; iii. Reviewed and revised drafts of the ECCE glossary (UNESCO HQ project in progress); iv. Drafted a concept note for an international comparative analysis of ECCE curricula (in progress) <p>Note : <i>Challenges:</i> Challenges: lack of human and financial resources; unfavorable international context (e.g., political instability, impacts of the Covid-19 pandemic, including country lockdown and travel bans) <i>Mitigation strategies:</i> reviewing and prioritizing/delaying activities, to match available resources; hiring a senior international consultant with expertise in curriculum and ECCE; and collaborating with other IBE units and UNESCO HQ staff</p> |
| <p>2. Support national capacity reinforcement for quality ECCE curriculum development (Fully realized)</p> | <p>1. Cameroon: <i>Accreditation Guidelines for Early Childhood Care and Education (ECCE Establishments (0 to 5 years) (ECCE Series 5)</i> was drafted and translated into Arabic and French. This tool is currently being revised for finalization.</p> <p>2. Eswatini: <i>The Minimum Standards and Guidelines for the Establishment and Monitoring of Early Childhood Care, Development, and Education (EC-CDE) (ECCE Series 6)</i> was drafted and translated into Arabic, French, and Siswati. This tool is currently being revised for finalization.</p> <p>3. Laos: <i>Handbook for Preschool Teachers in Lao PDR (ECCE Series 7)</i> was drafted and translated into Arabic, French, and Lao. This tool is currently being revised for finalization.</p> |

4. Chad:

- i. Three missions were undertaken to support the development of a framework of competences for preschool teachers and a teacher-training curriculum financed by the GPE;
- ii. A situation analysis was conducted; and
- iii. A detailed workplan was developed and approved by the Technical Steering Committee.

5. Mauritius:

A concept note for the project “Resilience of the Early Childhood Care and Education System: Enriching the Preschool Curriculum” was developed in partnership with the Conference of the Ministers of Education of French speaking countries (CONFEMEN) and the Early Childhood Care and Education Authority (ECCEA). Fundraising for the implementation of this project is currently in progress.

6. Liberia:

A scoping mission was conducted to support the country’s ECCE curriculum reform and teacher training.

7. Small Island Developing States (SIDS):

- i. A concept note on “ECCE curriculum development project for SIDS” was developed.
- ii. A survey to evaluate preschool education curricula, with a focus on digital and information technologies during the Covid-19 pandemic and post-pandemic periods, was developed and translated into French. Translations into Portuguese and Spanish are currently in progress.

8. Democratic Republic of the Congo:

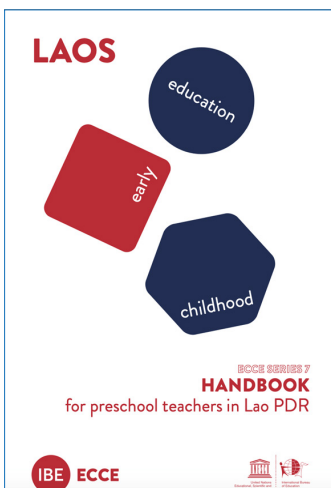
A survey to evaluate the preschool education curriculum, with a focus on digital and information technologies in the Covid-19 and post-Covid-19 periods was developed and results were collected.

9. Seychelles:

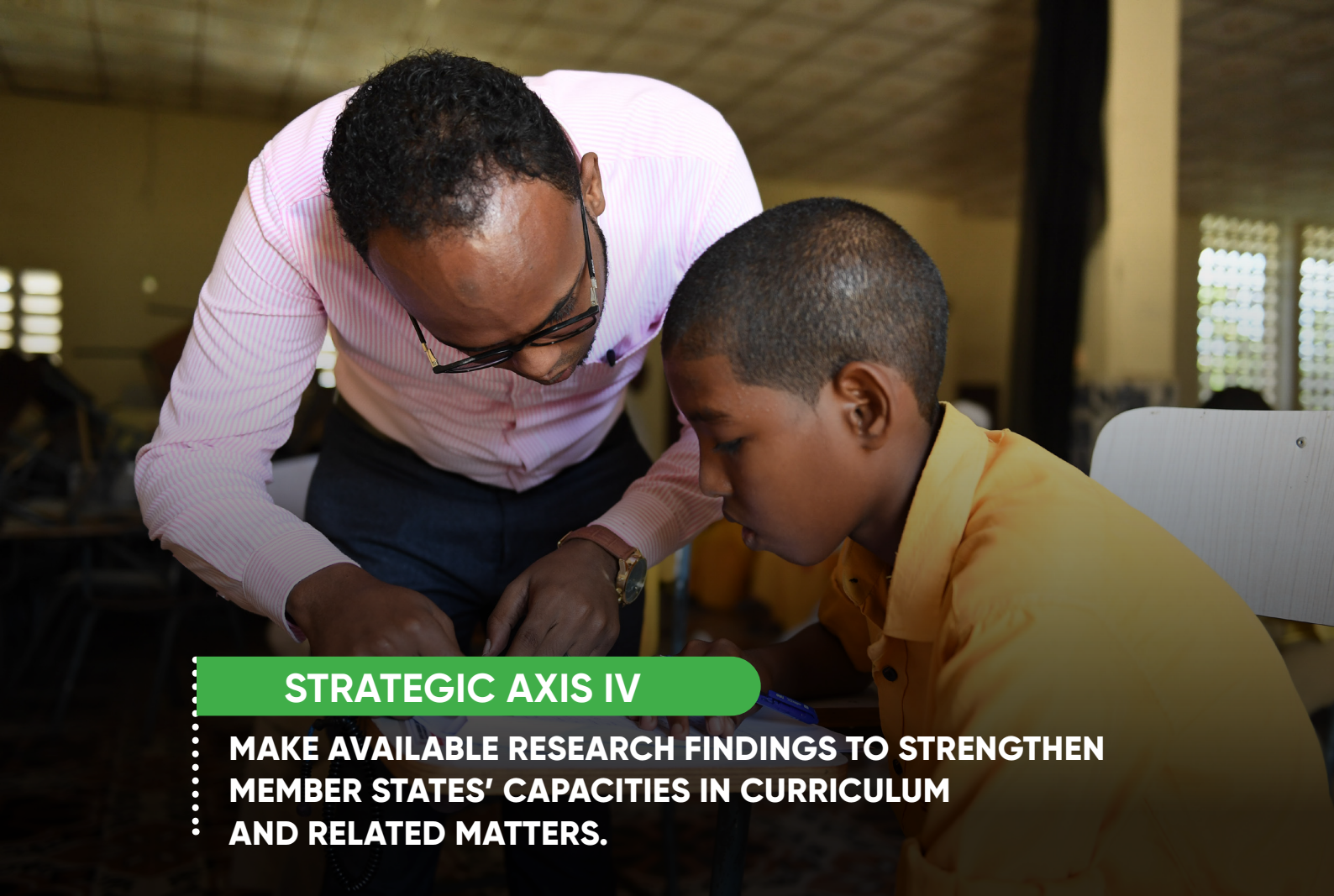
A concept note for a webinar (to replace the 3rd biennial conference) on the topic “Strategizing ECCE in the Covid and post-Covid era: Data, regulations, curriculum development” was drafted.

10. Guinea Conakry:

An initial mission (June 2021) and subsequent diagnosis were conducted.



Co-created as a reference for Early Childhood educators in the implementation of teaching and learning with young children, the Handbook for Preschool Teachers in Lao PDR (ECCE Series 7) was drafted and translated into Arabic, French, and Lao



STRATEGIC AXIS IV

MAKE AVAILABLE RESEARCH FINDINGS TO STRENGTHEN MEMBER STATES' CAPACITIES IN CURRICULUM AND RELATED MATTERS.

Contributing to UNESCO's 40 C/5 (and Budget 2018-2021) Major Program I (ED) ER 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 intensified and expanded efforts to strengthen Member States' research and foresight global capacity for curriculum, teaching, and learning. To give focus and direction to this strategic axis, two main interconnected areas of work were proposed: advancing and sharing cutting-edge knowledge (with an emphasis on the science of learning) to guide curriculum design and development; and making IBE resources accessible to the Member States and the public.

The IBE/ International Brain Research Organization (IBRO) knowledge-brokerage initiative continued to attract leading senior neuroscientists, who reviewed, synthesized, and rearticulated extensive neuroscientific research findings into accessible technical briefs, with clear implications for educational policy and practice. This translated knowledge, with a special focus on teaching and learning, will be integrated into the IBE's training courses for teachers and curriculum specialists, placing them at the frontiers of knowledge and practice.

The IBE Portal on the Science of Learning was continuously updated, making findings of cutting-edge research easily accessible to a large base of policy makers and practitioners. The portal, built on a solid base of technical briefs produced by the IBE/IBRO Science of Learning Fellows, also attracted partnerships from science of learning centers in top universities across the world, who have started to contribute to the articulation of additional technical briefs.

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

The IBE knowledge dissemination function was sustained through the continuous production of relevant Alerts, advancement of the IBE Historical Collections digitization project, and free access to the Documentation Center materials provided to the wider research community.

AXIS IV.1. STRENGTHEN MEMBER STATES' RESEARCH AND FORESIGHT CAPACITY FOR CURRICULUM AND RELATED MATTERS

Expected result: High-quality publications are produced and disseminated.

| Proposed activities | Activities undertaken |
|--|---|
| <p>1. Publish four issues of <i>Prospects</i> in English, Arabic, and Mandarin Chinese (Fully realized)</p> | <ul style="list-style-type: none"> i. The production of <i>Prospects</i> was sustained on topics relevant to the IBE's mandate and work (e.g., curriculum responsiveness to crisis, inclusive education, etc.); ii. Issues in Arabic and Mandarin Chinese were regularly published. Translation into French is in progress. <p>Notes: Seven issues were published in 2021 (instead of 4). Since the number of exceptional submissions was greater than expected, <i>Prospects</i> issue on "Curriculum responsiveness to crisis" (guest edited by William F. Pinar) expanded to become a triple issue (40 articles).</p> |
| <p>2. Publish one book in the IBE on Curriculum, Learning, and Assessment series (Fully realized)</p> | <ul style="list-style-type: none"> i. One book was published in the IBE on Curriculum, Learning, and Assessment series: <i>Curriculum and Learning for Climate Action</i> (editors: Radhika Iyengar, Earth Institute, Columbia University, and Christina Kwauk, Center for Universal Education, The Brookings Institution). ii. In addition, the IBE published the French version of <i>Educating Students to Improve the World / Former les élèves pour améliorer le monde</i>, by Fernando M. Reimers. The book was published open access (available on UNESDOC) and distributed to UNESCO field offices in Africa. iii. One more book was translated into French: <i>An Education Calamity: Learning and Teaching During the Covid-19 Pandemic/ Un désastre éducatif: Apprendre et enseigner pendant la pandémie de Covid-19</i> (edited by Fernando M. Reimers, Uche Amaechi, Alysha Banerji, and Margaret Wang. With a Foreword by Stefania Giannini, UNESCO ADG). <p>Notes: <i>Curriculum and Learning for Climate Action</i> caught the attention of the renowned economist Jeffrey Sachs, who endorsed the book and also wrote its foreword. The book is currently being translated into French.</p> |

3. Publish one booklet in the Educational Practices series (digital and print)
(Fully realized)

- Two booklets were published: Teaching students how to learn: Setting the stage for lifelong learning (by Stella Vosniadou, Michael J. Lawson, Helen Stephenson, and Erin Bodner); and Education and Covid-19: Recovering from the shock created by the pandemic and building back better (by Fernando M. Reimers).
- Unsolicited translations of these booklets (in Arabic, Catalan, Chinese, French, German, Hindi, Hungarian, Italian, Polish, Portuguese, Russian, Spanish, Turkish, and Urdu) speak to their demand.

4. Publish a conceptual framework on rethinking curriculum in light of Covid-19 (English, French, Spanish)
(Fully realized)

A conceptual framework was produced on rethinking curriculum and development processes in light of the Education 2030 Agenda commitments, disruptive societal changes, and the transformation of education and learning post Covid-19. The framework (“Ten clues for rethinking curriculum”) was published in the In-Progress Reflection series.

5. Produce a study on future skills for future jobs, with implications for curriculum development
(Fully realized)

A study was developed to critically review the current state of skills development in Africa and current theoretical, policy, and program approaches; examine possible African work futures and their implications for skills development approaches; and suggest potential policy and program directions forward, taking careful consideration of current lock-ins and likely obstacles to reform/ transformation (under external review, to be printed in 2022).

6. Launch and disseminate special issues of Prospects and other publications on global events
(Fully realized)

1. *Curriculum and Learning for Climate Action:*
 - i. An author discussion series was organized at Columbia University, United States (7 sessions so far). The book was presented at the 26th UN Climate Change Conference (COP26), in Glasgow, United Kingdom.
 - ii. Conference panels based on selected chapters were organized at the Comparative and International Education Society (CIES) Annual Conference; and the 9th International Conference on Sustainable Development (ICSD).
 - iii. A virtual book launch was organized at the CIES Annual Conference and brought together more than 300 participants.
2. *Educational Practices 33 (Teaching students how to learn: Setting the stage for lifelong learning):*

A panel on the booklet topic was organized at the American Educational Research Association (AERA) annual conference.
3. *Prospects special issues:*

Three CIES conference panels were organized around Prospects special issues on “Curriculum responsiveness to crisis” (Chair: William F. Pinar), “Inclusive education: New developments, new challenges” (Chair: Mel Ainscow), and “Covid-19 and the future of education and learning” (Chair: Keith Lewin).

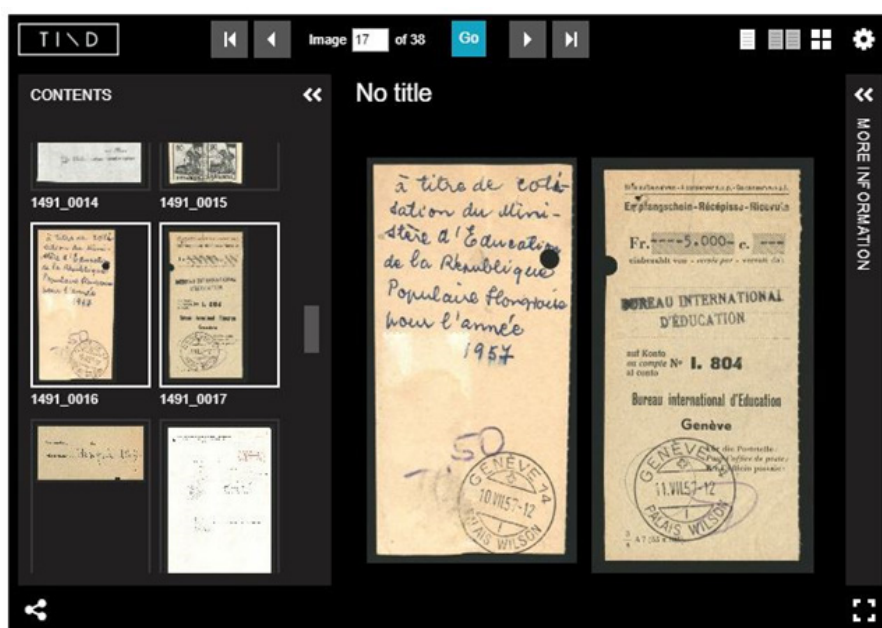
Expected result: Curriculum-related findings of cutting-edge research on the science of learning made user-friendly and accessible

| Proposed activities | Activities undertaken |
|--|--|
| <p>1. Develop new technical briefs on neuroscience and curriculum</p> | <ul style="list-style-type: none"> i. The 18 briefs developed by the 2020 cohort of the IBRO/IBE Fellowship were peer-reviewed, edited, and uploaded to the portal. ii. The 2021 IBRO/IBE Fellowship cohort developed 18 more briefs (to be externally reviewed). |
| <p>2. Maintain and regularly update the IBE Science of Learning Portal through new contributions and partnerships (Fully realized)</p> | <ul style="list-style-type: none"> i. The IBE Science of Learning Portal is fully functional, featuring technical briefs on relevant neuroscience topics, with clear implications for education policy, teaching, and learning. ii. Twenty new briefs (including the ones developed by the 2020 cohort of the IBRO/IBE Fellowship) were quality assured, edited, formatted, and uploaded to the IBE Science of Learning Portal. iii. Partnerships: <ul style="list-style-type: none"> - Continued partnership: Since 2015, IBRO has been a key strategic partner of the IBE. Three new IBRO/ IBE Senior Fellows (from Chile and France) joined the IBE in October 2021. - New partnerships: The IBE initiated dialogue for possible collaboration with the Federation of European Neuroscience Societies (FENS), the Society of Neuroscientists of Africa (SONA), the Southern African Neuroscience Society (SANS), and the Global Science of Learning and Education Network (GSoLEN). <p>Notes: The portal includes a Science of Learning Blog, where prominent scholars critically assess the present and potential future contribution of the science of learning, in particular neuroscience, to education policy and practice. Contributors include leading neuroscientists, such as Daniel Ansari, Gregoire Borst, David Daniel, and Nora Newcombe.</p> |
| <p>3. Publish guidelines for using cutting-edge research findings in neuroscience to support teaching and learning (Fully realized)</p> | <p>“Guidance on using neuroscience findings to improve teaching and learning” was published open access in English and French (in press, December 2021).</p> |

AXIS IV.2. PRESERVE THE HISTORICAL ARCHIVES AND DOCUMENTATION OF THE IBE, MAKING THEM ACCESSIBLE TO MEMBER STATES AND THE PUBLIC

Expected result: The digitalization process of the IBE Historical Collections continues.

| Proposed activities | Activities undertaken |
|---|---|
| <p>1. Digitize 200 textbooks as part of the IBE digitization project (In progress; partially realized)</p> <p>Implementation delay due to pandemic impacts and lack of human resources</p> | <p>The textbooks were prepared for digitization.</p> <p>Notes: Managing the digital files and their associated metadata is an essential component of the project. Metadata for all selected textbooks were created: descriptive and technical characteristics were noted in the collection management system and embedded in the surrogate files as appropriate. Once digitized, all materials go through an extensive quality control process. Then the files are stored in a digital repository, where they are managed efficiently and effectively as part of the collection's overall digital curation efforts.</p> <p>A general slowdown in the implementation of activities was due to the impacts of the pandemic (e.g., requirements for remote work/ maintenance of social distance added complications to project preparation and implementation, especially in the case of external providers).</p> |
| <p>2. Compile a comprehensive inventory of the historical textbook collection (In progress; partly realized)</p> <p>Implementation delay due to pandemic impacts</p> | <p>All Chinese and Japanese entries were inventoried.</p> <p>Notes: The work is currently in progress. Once the inventory is complete, the next step is evaluating all the records and determining their historical and research value. Appraisal will also identify which records are candidates for conservation/disposal. Also, "finding aids" guides to the collections are planned, including general descriptions of materials, box/folder inventories of collection contents, and information on access and citation policies.</p> |



Digitization of IBE Documentation Center archival materials and rare books on education-related topics, from education policy to curriculum development and teaching methods

Expected result: The IBE collections accessible to member states and the public

| Proposed activities | Activities undertaken |
|---|---|
| <p>1. Maintain and update the digitization website / TIND public interface to enable free online access to the IBE historical collections (Fully realized)</p> | <p>The digitization website and the public interface were continuously updated and improved.</p> <p>Notes: The digitization website is a “window into project”, highlighting the progress made and offering a description of the collections, as well as of the research that made use of them. Also, the website acts as a hub to connect researchers from around the world and provides resources and background information to users.</p> |
| <p>2. Design and implement a short-term fellowship, to enable students and researchers from developing countries to study the IBE physical collections (In progress; partly realized)</p> <p>Implementation delay due to pandemic impacts and lack of funding</p> | <p>Terms of Reference (ToRs) for the Fellowship were drafted.</p> <p>Notes: The Fellowship will be implemented in 2022 (depending upon availability of funds and evolution of the pandemic and its related constraints).</p> |



The IBE team presents its Documentation Center and historical collections and archives on education to the Ministers of Chad, Djibouti and Guinea Bissau

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

| Proposed activities | Activities undertaken |
|---|--|
| <p>1. Promote and disseminate IBE collections through exhibitions, conference presentations, special events, and partnerships with universities and documentation centers (Fully realized)</p> | <ol style="list-style-type: none"> i. Prepared virtual exhibition on “Education in Wartime: The IBE and Intellectual Aid to POWs during the Second World War”, consisting of visual material and selected archival documents from the digitized historical collections (on display in 2022) ii. Developed virtual presentation of the digital collections for the Comparative and International Education Society (CIES) conference, 25 April - 2 May 2021; iii. Delivered personalized tours of the Documentation Center for groups of visitors, including ministerial delegations from Chad, Djibouti, and Guinea Bissau; the president of Fondazione Vittorino Chizzolini (Italy); as well as faculty and students from the University of Geneva and the University of Bergamo; iv. Participated in the photo exhibition “From Geneva to the World”, organized by the Permanent Delegation of the European Union to the United Nations Office; v. Submitted panel and book launch proposals with L’Equipe de recherche en Histoire sociale de l’éducation (ERHISE), University of Geneva, to the CIES annual conference 2022 on “The International Bureau of Education: A Matrice for Educational Internationalism” (proposals accepted); vi. Held meetings with representatives from several Institutions (e.g., universities, professional organizations, major libraries and digitization programs) to learn from their experience and allow for future collaboration: <ul style="list-style-type: none"> • Total Digital Access to the League of Nations Archives • Project (LONTAD), United Nations Office at Geneva (UNOG) • ERHISE, University of Geneva • Leibniz Institute for Educational Media Georg Eckert Institute (GEI), Germany • Comparative and International Education Society (CIES) • World Council of Comparative Education Societies (WCCES) • Hanna Holborn Gray Special Collections Research Center, University of Chicago Library • Carnegie Mellon Libraries • Carnegie Library, Pittsburgh • The Newberry Library • Google Arts and Culture |
| <p>2. Produce by-weekly Alerts, with a primary focus on the IBE’s core areas of interest (Fully realized)</p> | <ol style="list-style-type: none"> i. Regularly produced bi-weekly Alerts, with a primary focus on the IBE’s core areas of curriculum, learning, teaching, and assessment; and ii. Developed and disseminated thematic alerts related to IBE’s work (e.g., AI, the future of education, and the science of learning) <p>Notes: The alerts and digests were disseminated through the IBE communication channels and social media. They were also featured and further promoted through UNESCO EdKnowledge services.</p> |



STRATEGIC AXIS V

REVAMP IBE PARTNERSHIPS AND INCREASE VISIBILITY

The IBE developed a communication strategy that aligns with IBE’s renewed mandate and medium-term strategy. An integrated social media strategy and production of valuable content, both in English and French, helped to grow the IBE’s social media presence. In 2021, the IBE portals and website reached an estimated 100,000 users globally and some 10,000 people through almost 20 webinars and other events, held in Chinese, English, French, Portuguese, and Spanish.

Innovative partnerships and initiatives gave new impetus to IBE. New approaches to IBE’s work focused on improving its strategic management and planning and strengthening its delivery capacity, key to ensure sustainable results. Constant efforts focused on cooperating with high-level technical partners, investing in and recruiting recognized experts, offering more learning opportunities to the IBE staff, and benefitting from the expertise of seconded staff.

| Proposed activities | Activities undertaken |
|---|---|
| <p>1. Elaborate and implement the IBE’s communication strategy, which aligns with its renewed mandate to improve visibility (Fully realized)</p> | <p>1. Drafted a communication strategy, giving voice to the IBE’s renewed mandate</p> <p>Related activities included:</p> <ul style="list-style-type: none"> i. conducting a comprehensive analysis of the IBE’s; ii. communication, based on extensive desk reviews and interviews with senior management and external partner; iii. mapping potential events, to increase the IBE’s visibility, and estimated costing of communication activities planned for 2022–2025; iv. developing a presentation kit for institutional partners and donors; v. increasing IBE’s social media activity: <ul style="list-style-type: none"> • Twitter: 9000+ followers, increased by 1000+ followers • Facebook: 3700+ followers. • LinkedIn (reactivated in 2021): 1000+ followers • Instagram (reactivated in 2021): 1500+ followers • YouTube (reactivated in 2021): 520+ subscribers |
| <p>2. Develop innovative partnerships to support IBE activities (Fully realized)</p> | <p>2. Explored and developed innovative partnerships:</p> <ul style="list-style-type: none"> i. Established a Partnership Agreement with the African Curriculum Association (ACA) for collaboration on capacity development and technical assistance to member states on curriculum; knowledge production; expertise sharing; conference organization; curriculum innovations; joint research; joint resource mobilization; ii. Started preparatory work to co-organize (with ACA and the African Union’s CESA Curriculum Cluster) an African Curriculum Conference, to be held in May 2022; iii. Initiated dialogue with UNESCO Regional Center for Quality and Excellence in Education (RCQE, Saudi Arabia) to collaborate on: capacity development and technical assistance to member states in curriculum; hybrid curriculum; early childhood curricula; conference organization; joint research and publications; joint resource mobilization; iv. Submitted project proposal on “Integrating sports values into physical education curriculum in Africa” to the Confederation of African Football (CAF), Orange, Orange Sports Facebook, Bayard, and the French Development Agency (Agence française de développement, AFD), and introduced the project during the European Week of Sport and the 2021 Biennale Luanda (Pan-African Forum for the Culture of Peace) <p>3. Strengthened connection to International Geneva:</p> <ul style="list-style-type: none"> i. 55 meetings with 27 institutions of the International Geneva (NGOs, academic institutions, IOs, and educational foundations) conducted; ii. 1 Memorandum of Understanding (MoU) renewed between the IBE, University of Geneva (UNIGE), and Service de la recherche en éducation (SRED); iii. 1 press briefing and 1 UN Info Podcast featuring the IBE Director published on the UNOG website; |

- iv. 1 interview with the IBE director published on the International Geneva website;
 - v. 1 keynote speech on Education Diplomacy given by the IBE Director at the Geneva School of Diplomacy;
 - vi. Support provided to UNIGE for the publication of several books, theses, and iconographic notebooks on the IBE's history;
 - vii. Ministerial visit from Chad, Djibouti, and Guinea Bissau co-organized with Swiss local and federal authorities, to introduce educational and professional training systems and relevant education institutions; and
 - viii. Participation in "Geneva 2050", a prospective workshop organized by the Swiss Federal Department of Foreign Affairs (FDFA), in collaboration with the Urban Development and Planning Unit of the Infrastructure Department of Geneva
4. Increased visibility of the IBE, through global event participation:
- i. The IBE director and senior staff participated (as keynote
 - ii. speakers and panelists) in more than 20 webinars, on topics related to the IBE's work.
 - iii. The IBE organized eight webinars, including two in the
 - iv. IBE/OECD international webinar series and two APCCSID Forums, which attracted a total of over 4000 participants.
 - v. The IBE Director delivered keynote addresses/participated
 - vi. on high-level panels in major events, including WCCES, WISE, and RewirEd.

Note: A list of all webinars and other events in which the IBE participated is available.



Visit of the Ministers to the Swiss Federal University of Vocational Education and Training (SFUVET) in Zollikofen during a capacity building mission in Switzerland, organized by the IBE, organized by the IBE, between the actors of the Swiss, Bissau-Guinean, Chadian and Djiboutian education systems for a cooperation in the field of curriculum



In the framework of “Expo 2020 Dubai”, the IBE Director participated in a high-level panel at the RewirEd Summit, a global conference on education.

IBE

**Curriculum and quality learning:
How can neuroscience contribute?**

unESCO
International Bureau of Education

INTERNATIONAL BRAIN
IBRO
RESEARCH ORGANIZATION

GPE KIX AFRICA 21 HUB
KNOWLEDGE INNOVATION EXCHANGES

BUILDING BACK

BETTER

Co-organization of the webinar “Curriculum and quality learning: How can neuroscience contribute?” with the Global Partnership for Education (GPE)’s KIX Africa 21 Hub, and the International Brain Research Organization (IBRO).

Signature of a Memorandum of Understanding between IBE and the African Curriculum Association (ACA) for a collaboration on curriculum-related subjects in Africa.



PARTNERSHIPS

None of the IBE's accomplishments in 2021 would have been possible without the substantial involvement of a growing network of partners and supporters. The IBE would like to express sincere thanks to them.

Partners include:

Global and regional initiatives/networks

- Central American Educational and Cultural Coordination (CECC)
- Conference of the Ministers of Education of French speaking countries (CONFEMEN)
- Continental Education Strategy for Africa (CESA) Curriculum Cluster of the African Union
- Global Partnership for Education (GPE)
- GPE KIX Africa 21 Hub
- OECD Future of Education and Skills 2030 initiative

Government institutions

- Ministry of National Education and Civic Promotion, Chad
- Ministry of Education and Vocational Training, Djibouti
- Ministry of National Education and Higher Education, Guinea-Bissau
- Ministry of Higher Education, Congo Brazzaville
- Ministry of Higher Education and Research, Senegal

Higher education institutions

- Beijing Normal University (BNU), China
- Catholic University of Uruguay (UCU), Uruguay

- Cheikh Anta Diop University, Senegal (UCAD), Senegal
- Denis Sassou Nguesso University (UDSN), Congo Brazzaville
- East China Normal University (ECNU), China
- Hamdan Bin Mohammed Smart University (HBMSU), United Arab Emirates
- Harvard University, United States
- Open University of Tanzania (OUT), Tanzania
- SEGi University, Malaysia, Malaysia
- University of Geneva, Switzerland
- University of Malaya, Malaysia
- University of Manchester, United Kingdom
- University of Pittsburgh, United States
- Vytautas Magnus University, Lithuania (VMU)

Professional associations

- African Curriculum Association (ACA)
- Asia Pacific Research Association on Curriculum Studies, Inc. (APRACSI)
- Association of Professionals in Curriculum and Educational Instruction, Malaysia (APROCEI)
- Comparative and International Education Society (CIES)
- International Association for the Advancement of Curriculum Studies (IAACS)
- International Brain Research Organization (IBRO)
- World Council of Comparative Education Societies (WCCES)

Research institutes and related projects

- Brain, Behavior, and Learning Lab, University of Lyon, France
- Center for Educational Neuroscience, East China Normal University, China
- Center for Neuroscience in Education, University of Cambridge, United Kingdom
- Center for Educational Neuroscience, University of London, United Kingdom
- Centre National de la Recherche Scientifique (CNRS), France
- Cuban Neuroscience Center, Cuba
- Earth Institute, Columbia University, United States
- Hanna Holborn Gray Special Collections Research Center, University of Chicago, United States
- Institute of Biomedical Sciences, Federal University of Rio de Janeiro, Brazil
- Institute of Cognitive Sciences Marc Jeannerod (CNRS), France
- Institute of Molecular Biosciences, Mahidol University, Thailand
- Institute for Learning & Brain Sciences, University of Washington, United States
- Instituto de Investigaciones Biológicas Clemente Estable, Uruguay
- Laboratory for the Study of Child Development and Education, University of Paris, United States
- Leibniz Institute for Educational Media | Georg Eckert Institute (GEI), Germany
- L'Equipe de recherche en Histoire sociale de l'éducation (ERHISE), University of Geneva, Switzerland
- Neuroscience of Imagination, Cognition, and Emotion Research Lab, Carleton University, Canada
- Reading Brains Laboratory, Dartmouth College, United States

UNESCO

Headquarters

- Communications Team (Unit for Knowledge Management Services)
- Global Education Coalition (GEC)
- Division for Education 2030
- Division for Peace and Sustainable Development
- Division for Policies and Lifelong Learning Systems
- Future of Learning and Innovation Team
- Office of the Assistant Director-General

Category I and II institutes

- Asia-Pacific Center of Education for International Understanding (APCEIU), Korea
- Regional Center of Quality and Excellence in Education (RCQE), Saudi Arabia

Field offices

- Abidjan
- Abuja
- Brazzaville
- Costa Rica
- Dakar
- Nairobi
- Santiago de Chile
- Yaoundé

Foundations and funding agencies

- Anonymous foundation, Switzerland
- Dubai Cares, United Arab Emirates
- Foundation of the International School of Geneva, Switzerland
- Green Leaves Foundation, Switzerland
- Swiss Agency for Development and Cooperation (SDC), Switzerland
- Swiss Federal Department of Foreign Affairs (FDFA), Switzerland

Libraries and digital library systems

- Archives Jean Piaget, University of Geneva
- Carnegie Library Pittsburgh
- Carnegie Mellon Libraries
- The Newberry Library
- TIND Library Technology (a spin-off of CERN)
- UNESCO Archives
- UNESCO Library
- United Nations Library & Archives Geneva
- University of Chicago Library
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