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UNESCO INTERNATIONAL BUREAU OF EDUCATION'S MEDIUM TERM STRATEGY

2022 - 2025



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FOREWORD

This strategy is an expression of IBE's will to give its programmes a new impetus, in line with its renewed mandate, and to reaffirm its commitment to the principles, values, and methods that underpin multilateralism as defined in UNESCO's and the UN's founding documents.

Working on curricula goes beyond the enunciation and framing of learning objectives, and the provision of implementation guidelines for pedagogy and assessment. Rather, and more so than ever in the context of the 21st century, it is about providing a compass to organize learning and learning paths so that children and youth, boys and girls alike, can become active and mindful citizens – of their communities, of their countries, and of the world.

Curricula provide the link between the right to education as defined in the Universal Declaration of Human Rights¹ and the learning experiences that countries and education systems offer their youngest members of society. As Jean Piaget, IBE's founder, put it in 1949 in his analysis of Article 26 of the Declaration, the right to education is not just a matter of providing access to schools. It is not about replicating social norms and cramming knowledge into obedient and conforming young minds. It is about providing a place and time for children to evolve from individuals, centred on their own selves, into persons who are capable of intellectual and moral autonomy and who can respect this autonomy in others, precisely by virtue of the rule of reciprocity that made autonomy legitimate for themselves.

Piaget's analysis remains vibrantly relevant today, as the recently published Report from the International Commission on the Futures of Education demonstrates². The Report underlines:

- the role and contribution of curricula in developing learners' abilities to engage with, and contribute to, the knowledge commons;

¹ Jean Piaget. 1949. *Le Droit à l'Éducation dans le Monde actuel*. Sirey: Paris. Available at: http://www.fondationjeanpiaget.ch/fjp/site/textes/VE/JP49_droit_education.pdf

² UNESCO. 2021. *Reimagining our futures together — A new social contract for education. Report from the International commission on the futures of education*. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000379707/PDF/379707eng.pdf.multi>

- the vital importance of reshaping the relationship with our planet and ecosystems; and
- the need to develop curricula that foster critical thinking, ethics, and an active stance in support of social justice and human rights in learners' communities and globally.

Echoing the push towards a new social contract for education, it is IBE's strategic intention, through this Medium-Term Strategy, to bring to life and translate into action a vision for curricula that is conducive to this evolution from the anomie of the individual to the intellectual and moral autonomy of the person as the bedrock of an active engagement with one's environment and the world.

This vision is in deep consonance with the principles, values, and methods that underpin multilateral cooperation – of which IBE is, and has historically been, part and parcel. Multilateralism is about concertation, inclusion, and solidarity among peoples. It proceeds from the determination to turn the leaf on the darkest pages of the world's history. Pages that were written in the ink of "ignorance, prejudice, and (...) inequality", with a pen dipped in the inkwell of the "denial of the democratic principles of the dignity, equality, and the mutual respect of men [and women]"³. These principles are not innate; they are acquired. Where other than in curricula could the compass that education systems will use to facilitate the blossoming of the intellectually and morally autonomous person be crafted?

Where other than in Geneva, the cradle of multilateralism, could this vision for curriculum better come to life and prosper? By reaffirming their support to IBE, UNESCO Member States are offering the Bureau a unique opportunity to act from the very hub of international cooperation. They are placing IBE at the heart of interactions, partnerships, and commonality of purpose, allowing it to fully leverage its reach and advance as well as disseminate its vision of curricula.

Only when this vision is shared and enacted will the education community be able to take a step in the direction of strengthening "respect of human rights and fundamental freedoms". Only then can we move closer to seeing "understanding, tolerance, and friendship among all nations". And only then can we achieve the SDG Agenda, the world's "plan of action for people, planet, and prosperity (...) [that] seek[s] to realize the human rights of all and to achieve the empowerment of all women and girls". Leaving no one behind.

If IBE is to rise to the ambitions of the SDG Agenda, then its Strategy and subsequent implementation must be equally ambitious. Several hundred million children and youth are not learning⁴, and are left unable to read and understand a doctor's prescription, check their change, find decent employment, or exercise their most basic and fundamental rights. Beyond the economic costs, the human, social, and developmental toll is unbearable. Failure is not an option, given what is at stake.

IBE's ambition, over the next four years, is to influence the global, regional, and local discourses and practice of curriculum so that each learner reaches his or her full potential, as a person with intellectual and moral autonomy in the sense of Piaget's description.

Doing business differently in curriculum will require that the connection between curricula and development is better understood by education and development actors, as well as by education policymakers. It will require that actors, partners, and policymakers understand and adopt the principle that reforming and transforming curriculum successfully depends on espousing a systemic vision of curriculum – one that takes the various interconnections

³ Preamble of the UNESCO constitution. The full text is available at: http://portal.unesco.org/en/ev.php-URL_ID=15244&URL_DO=-DO_TOPIC&URL_SECTION=201.html

⁴ UIS. 2017. Factsheet N° 46. Available at: <http://uis.unesco.org/sites/default/files/documents/fs46-more-than-half-children-not-learning-en-2017.pdf>

of curricula with the education system into consideration. It will require that countries see a need for support in curriculum development processes anchored in standards and procedures that are perceived as relevant.

To this end, IBE will action all the levers at its disposal. Using its UNESCO label and making the fullest use of its Geneva home base, IBE will seek to unite development partners and the education community around the need to approach quality education from the angle of curriculum. The Geneva platform, with the multiple, direct access points it provides to other UN entities, education and development actors, academia, as well as other sectors, will facilitate the construction of mutually reinforcing partnerships and synergies, as well as help enrich and amplify IBE's core messages. IBE's broader global networks of academics, research laboratories, and groups of practitioners, will allow the Bureau to draw on the various strands (e.g. neurosciences and science of learning) that shape quality education and learning experiences, and to engage in prospective thinking in its field of expertise.

Connected technologies provide avenues towards more inclusive and better tailored education and learning experience. If kept unchecked, however, they carry in them the seeds of increased inequalities, learner isolation, and overbearing, unwelcome market control, as the recent Covid-19 showed. IBE will pay particular attention to the potential of innovations in technologies and their use to enhance learning. In line with the RewirEd Declaration on Connectivity for Education⁵, IBE will work within the UNESCO networks, as well as through its own, to help steer the digital transformation of education.

Mental and physical health and well-being have gained renewed attention in the wake of the pandemic. If quality education is to be truly qualitative, then curricula must take into better consideration the harmonious development of children and youth, building on the principles of socio-emotional learning (SEL); developing the much-needed psychosocial competences to deal with the demands and challenges of everyday life; and achieving better health and well-being. Likewise, learning also must continue during emergency and crisis situations, which may require curricula that are adjusted to the changed circumstances.

To attain its ambition that each learner reaches his or her full potential to become a person with intellectual and moral autonomy, IBE will professionalize curriculum experts and actors. It will bring to them and to policy-makers knowledge that bridges findings from academia with experience from the field. And it will co-construct with countries the approaches to design the curricula they need for sustainable development.

Nothing short of the full commitment of all partners and stakeholders will bring about sustainable development, peace and prosperity. And IBE is determined to do its share to leave no one behind.

⁵ The RewirED Declaration will be adopted in December 2021.

ABOUT THIS STRATEGY

Why this Medium-Term Strategy?

The International Bureau of Education (IBE) is about to celebrate its centenary – 100 years during which it made landmark contributions to intellectual and political cooperation in education, comparative approaches in education, and the promotion of learner-centred pedagogy.

Today, IBE focuses its expertise, resources, and networks on curriculum reform and transformation to support the realization of the 2030 Sustainable Development Agenda – a fundamental, albeit gradual, shift in the work of the Institute that is expected of it in its new mandate.⁶

IBE is producing this Medium-Term Strategy (MTS) to achieve the following objectives:

- frame its interventions in line with a series of expected results geared towards achieving quality education and learning for all;
- ensure the strategic alignment of its human and financial resources;
- set expectations; and
- structure dialogue with its financial and implementation partners, as well as with its beneficiaries, to synergize and co-construct interventions.

WHAT IS CURRICULUM?



Curriculum is a dynamic and transformative articulation of collective expectations of the purpose, quality, and relevance of education and learning to holistic, inclusive, just, peaceful, and sustainable development, and to the well-being and fulfilment of current and future generations.

Source: IBE 2019. Reconceptualizing and Repositioning Curriculum in the 21st C: A Global Paradigm Shift

Building on distinctive features

This strategy draws, also, on the IBE's distinctiveness as an institution capable of **putting curricular proposals into perspective and offering neutral, non-biased expert advice** on possible ways forward to design, develop, revise, and update curricula. This builds on:

- the IBE's historic engagement with comparative education and pedagogical matters;
- its extensive network of partners in academia and key resource institutions engaged in curriculum and educational issues;
- its location in Geneva, which is an international hub for development and humanitarian cooperation;
- its role as a unique repository of education and curriculum-related documents, with a documentation centre whose collections are regularly incremented and provide a wealth of inputs and perspectives for curriculum design; and
- its functional autonomy, which affords it flexibility and extensive leeway to adapt its approaches, orient its strategic partnerships, and develop its cooperation approaches; the IBE Council, the Institute's independent oversight body, adds agency to this functional autonomy.

⁶ The full text of IBE's new mandate is available in UNESCO's Executive Board document 209 EX/12 available at: <https://unesdoc.unesco.org/ark:/48223/pf0000373189/PDF/373189eng.pdf>

For ease of reference, the Aims and Functions of the Institute are excerpted in Annex 1, p. 37

IBE in the international education architecture

Bearing in mind the evidence⁷, the comments and observations it received from partners, and its reading of the education development landscape in which it is but one actor, IBE positions itself as:

- **The reference point for Ministries of Education and education partners to address curriculum from a systemic, upstream perspective**, that is to say curriculum as the guiding thread for all undertakings within education systems;
- the only **global actor with a comprehensive view on curriculum**, looking into the standards for curriculum quality, the processes of curriculum reform/transformation, and curriculum coherence.
- the only actor with a **staunch commitment to endogenous curriculum** who has the **reach to influence global and national understanding**, as well as the expertise to **translate the concept in curriculum approaches and practices**;
- an **active intermediary and partner** to advise and support countries as they act on the Sustainable development agenda and Education 2030, through curriculum reform and transformation. **IBE's work will provide opportunities for the convergence of what is nationally and locally desired and feasible with what is internationally expected of education as a global public good, and as an enabler of sustainable development.**

About the process

In the course of a year-long process that started with a consultation of its Council, IBE took stock of the Review of UNESCO's work in curriculum development⁸ as well as of all previous reviews and evaluations of the Institute. It reflected internally on its programmatic focus, and on how to align its resources. IBE appraised and discussed trends in curriculum reform and transformation; participated in conferences and webinars to listen actively to what others had to say about curriculum post-Covid, in a world increasingly unequal and evermore suffused with technology; talked with critical friends; and, bearing in mind UNESCO's Priority Africa, tested its approaches more particularly with eminent actors from, or deeply involved with, that region.

ABOUT ENDOGENOUS CURRICULA



Endogenous curricula build on domestic realities, capacities, needs, and resources; they are anchored in national cultures and aspirations, and propose context-relevant options and approaches within a global understanding of education.

They articulate a nation's vision of its future and seek to provide students with the knowledge, competencies, and values with which to contribute to make this vision come true. While making children and youth aware that they are part of a global world with global challenges, they allow them to develop an understanding and a pride of their own identity, land, history, environment, cultural traditions, and value systems. An endogenous curriculum also recognizes the critical importance of a learner's mother tongue and demonstrate respect for national languages.

Within the framework of Priority Africa, for example, developing endogenous curricula will entail mainstreaming the General History of Africa in curriculum and teacher training (in collaboration with IICBA).

In IBE's understanding, endogenous curricula should fully reflect the universal values and fundamental rights that underpin the SDG Agenda.

⁷ See Annex 3 p.39, for a tabular summary of the scope of intervention of the main actors in the field of curriculum.

⁸ UNESCO/IOS (2019). Review of UNESCO's work in curriculum. Available at: <https://unesdoc.unesco.org/ark:/48223/pf0000370599/PDF/370599eng.pdf.multi>



DEFINING CONTEXTUAL ELEMENTS

The 2030 sustainable development agenda and other frameworks

The 2030 Agenda for sustainable development articulates the world's ambitions to bring about a world free of hunger, poverty, violence, and exclusion; one where the well-being and development of individuals is promoted, protected, and ensured. Quality education for all (SDG 4) is one of the Agenda's core goals. SDG 4 details the prerequisites for leaving no one behind: gender equality, inclusion, education relevance and adaptation to local and global needs. It stresses the need for shared values (respect, tolerance, living together, [global] citizenship) and common purposes (sustainable development).

Translating the SDG goals and aspirations in educational terms implies curricular adjustments. Curricula are at the junction between education policy and pedagogical practices. They provide the various frameworks that will organize education, and within which teaching and learning will take place. Curricula are an essential component to achieve quality education for all (SDG 4) and, specifically, progress towards the target "that all learners acquire the knowledge and skills needed to promote sustainable development" (SDG 4.7). This alignment will help maximize the non-monetary returns of education so that curriculum fosters awareness and capacities in such areas as health and well-being (SDG 3).

The IBE, through this MTS, is making direct contributions to UNESCO's strategy (C/4) and programming (C/5) documents, with which it shares approaches and philosophies based on human rights – with the right to education among the most life-shaping ones. Annex 2, p. 38. illustrates this contribution.

This MTS also gives due consideration to regional strategies, particularly the **AU's 2063 Agenda⁹ and the Continental Education Strategy for Education¹⁰**.

IBE's view of education quality

Quality of education includes:

- relevance to learners, to their immediate and future experiences as well as to sustainable development issues at global and national levels;
- inclusion and equal treatment of all learners irrespective of personal circumstances and origins

⁹ AU. 2015. The Africa We Want. Available at: https://au.int/sites/default/files/documents/36204-doc-agenda2063_popular_version_en.pdf

¹⁰ AU. 2016. Continental Education Strategy for Africa. Available at: https://au.int/sites/default/files/documents/29958-doc-cesa_-_english-v9.pdf

Understanding of key curriculum features

The discussion on curriculum remains informed by a simple but stark observation – a widespread incapacity to implement the necessary continuum between the intended, taught, learned, and assessed curricula. Too often, revisiting curriculum is understood as adding content, modifying learning materials, or introducing “new” pedagogical approaches. This leads to curriculum overload and imbalances which adversely affect the quality of education and learning. Also, the more systemic view of curriculum becomes lost as the prerequisites for, and implications of, change are not fully taken into consideration (e.g. regarding teacher training or the convergence of pedagogical and evaluation approaches). As the 2019 Review on UNESCO’s work on curriculum points out, Member States “are often less aware of their needs to organize, plan, and monitor the curriculum reforms more broadly” – when these are in effect essential to the realization of SDG 4.

Curriculum is relevant if it meets two conditions: Curriculum must be rooted in national/local realities, and it must be open to the world and global aspirations. In the context of the SDGs, education (and therefore curricula) must “build on sound ethical, humanistic, cultural, and social foundations” and “must entail connection, nearness, and convergence across cultures, traditions, group affiliations, countries, and regions that come together to promote universal values (...) and accommodate[e] diversities and differences.”¹¹ Curricula must pay special attention to the ethical dimensions of education and learning to develop individuals who respect others, who can pursue individual fulfilment while showing solidarity with those less favoured¹². In this context, education for sustainable development, peace education, global education, citizenship education and other such themes are of paramount importance. Their inclusion in curricula is undoubtedly necessary – not as additional curricular topics, but rather as ambitions that infuse the whole of curriculum, from the intended to the assessed.

Any discussion on curriculum must acknowledge the specificity of the current generations engaged in learning. In one way or another, they are digital natives growing in a world of all-pervasive technologies. This has profound implications for how curricula should be constructed in a school that can no longer be made of brick and mortar only and function on paradigms from, literally, another century. Curriculum conceptualization, reform, transformation, and design must consider new methods of learning, and alternative learning opportunities.

Implication of the fourth industrial revolution (4IR)

The fourth industrial revolution (4IR), with its multifaceted impacts on all aspects of our lives, must also be factored in. The 4IR has direct bearings on the “what” and “what for” of education. As it makes the physical, digital, biological, and innovation domains converge, disciplinary boundaries as we know them and as they are translated in the teaching-learning transactions, should be revisited. Furthermore, it is widely accepted that most future employment opportunities will be in work domains that do not currently exist and that we cannot yet define. This raises the issue of skills and competences for work and entrepreneurship¹³.

Moreover, 4IR technologies have implications for the infrastructure of leaning as well as the teaching-learning transaction. While not all contexts are ready, at present, to embark, when available, AI solutions for education; collaborative robots as teaching aids; or simultaneous translation tools as a possible option to facilitate the transition between the use of mother tongue and the use of a set language of instruction; 4IR technologies for education will inform the transformation of education systems in the years ahead.

Likely increase of external disruptions

Covid-19 all but brought education systems worldwide to a standstill. Pandemics are not the only disruptions that may affect education: conflicts, social strife, the effects of global warming all play a part in the increasing levels of vulnerability that the world is exposed to.

¹¹ R. Opertti. 2021. Ten clues for rethinking curriculum. Retrieved from: http://www.ibe.unesco.org/sites/default/files/resources/ten-clues_for_rethinking_curriculum_eng.pdf

¹² Amadio M. et al. 2015. The curriculum in debates and in educational reforms to 2030: For a curriculum agenda of the twenty-first century. IBE Working Paper on Curriculum issues n°15.

¹³ See for instance IBE. 2017. Reconceptualizing and Repositioning Curriculum in the 21st Century. Retrieved from: <http://www.ibe.unesco.org/fr/news/document-reconceptualizing-and-repositioning-curriculum-21st-century>

Education systems must (re)think system resilience – going beyond maintaining the provision of education. Rather, countries should develop resilience that allows the system to continue to function while organically developing adequate responses, ones that are matched to the needs of learners in context – and ones that make no compromise on the quality of the learning experience.

Curriculum must support the advent of resilience through locally relevant responses, building on a readiness to:

- condense syllabi while keeping in line with the overall curriculum framework;
- shift to alternative pedagogies and instructional media;
- transform the roles and skill sets of teachers to accommodate alternative pedagogies.

OUR VISION

As they improve their learning outcomes, children and youth develop sound skills and competencies attuned to contemporary issues and challenges thanks to inclusive and quality curricula. Their learning experiences are meaningful and relevant to their current and future lives, their communities, and the world at large. They prepare them to contribute to sustainable development and peace.

OUR COMMITMENTS

IBE is committed to:

- working together with its beneficiaries on **building endogenous curricular proposals within a global understanding of education;**
- realizing the full potential of curricula by **fostering and develop quality and relevance of teaching-learning processes and learning experiences, while ensuring the alignment assessment methods with the curriculum;** and
- ensure that curricula support the **harmonious development of children and youth, building** on the principles of socio-emotional learning (SEL), developing the much-needed psychosocial competences to deal with the demands and challenges of everyday life and achieve better health and well-being;
- **fostering synergies and partnerships,** within International Geneva, the wider international community, and the education community at large, including linkages to other sectors, to bring about a shared understanding of the importance of a systemic approach to curriculum and of curriculum's role in achieving quality education and sustainable development for all.

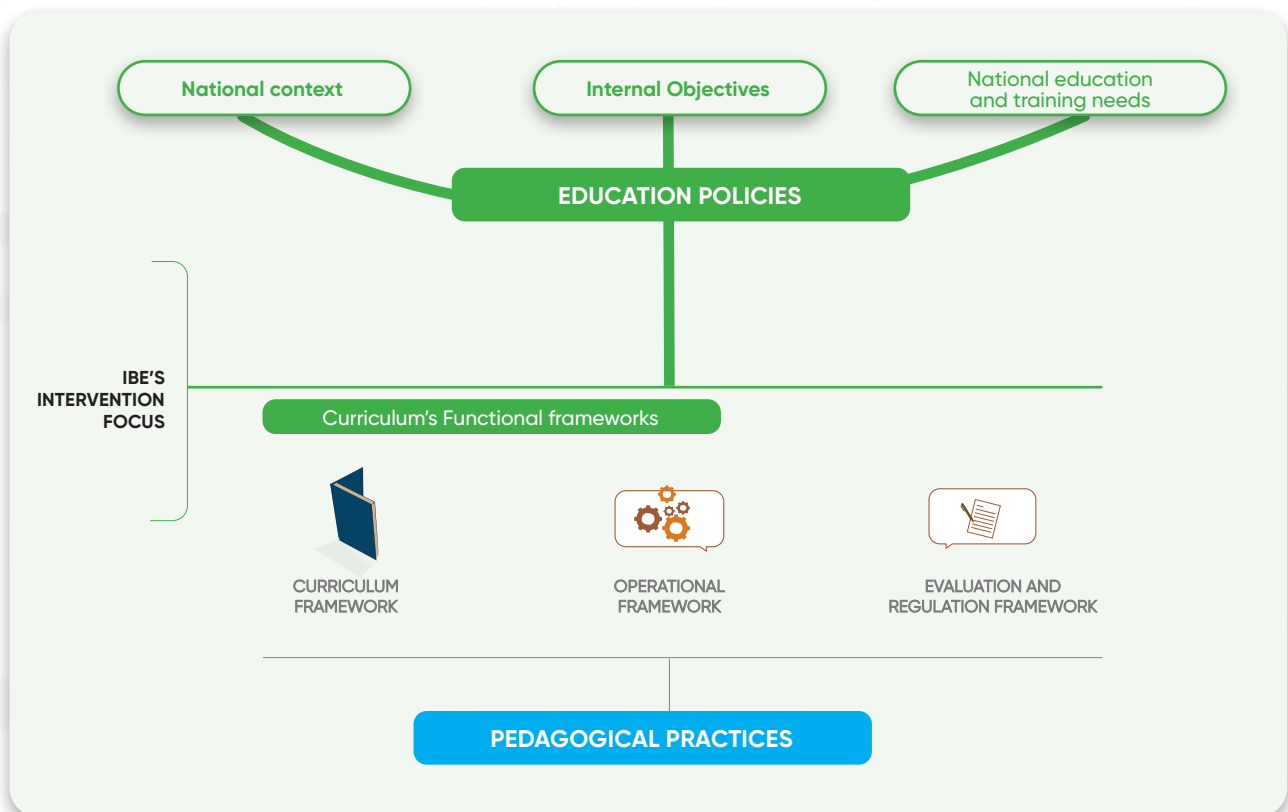
INTERVENTION FOCUS

IBE will focus its interventions on **improving the quality, coherence, and articulation of the curriculum's frameworks** at all levels of education. In so doing it will bring a core contribution to making quality education a reality for all.

The Institute will work with its beneficiary countries on:

- *Curriculum frameworks*: analysing, interpreting and giving effect to education policies so they can be implemented through curricula, developing the curriculum orientations and architecture through curriculum frameworks and companion documents;¹⁴
- *Operational frameworks*: developing the pedagogical, technical, and administrative frameworks that will support curriculum implementation; and
- *Evaluation and regulation frameworks*: IBE's engagement in evaluation will focus on the evaluation of curriculum itself, looking into the functions of curriculum: translation of education policies and development objectives; implementation of the pedagogical, evaluation, and administrative action plans; implementation of control mechanisms. IBE will not venture into the assessment of learning outcomes nor of the long-term development impact of curricula as it is not felt, at the time of strategy design, that this is part of its remit.

Figure 1. IBE's intervention focus



¹⁴ Common core, content types that frame learning, academic conditions, language frameworks, to name a few.

WHO WILL BENEFIT?

IBE is an international institute. Its expertise and knowledge are available to all countries. However, IBE's direct interventions will be prioritized to serve developing countries and, more specifically, least developed countries (LDCs). By doing so, IBE will ensure that:

- the resources placed at its disposition to improve curriculum and curriculum design **benefits those countries in most need of support; and**
- a strong **focus on African countries** is maintained, in keeping with UNESCO's overall Priority Africa, since about half of countries on the continent fall under that header and African countries represent nearly two-thirds of the total number of LDCs.

Primary beneficiaries

IBE's primary beneficiaries will be:

- **curriculum experts and actors** in MoEs and affiliate entities (e.g. national curriculum centres) for the design, development, implementation, and assessment of curriculum;
- **cadres in teacher training centres** for the adequate transposition and implementation of the curriculum in teacher training;
- **school inspectors**, to ensure the adequate transposition and implementation of the curriculum in teachers' practice; and
- **textbook commissions** to ensure the adequate transposition of the curriculum in textbooks and educational resources.

Secondary beneficiaries

IBE's indirect interventions may be less tied geographically and will be directed at **policymakers, change agents, and actors in international development** (with a specific focus on International Geneva) to:

- promote the SDG-related transversal themes guiding this MTS (see p. 17);
- advocate and promote the importance of endogenous curricula, their significance for quality education and learning, and the necessity to adopt a systemic approach to curriculum;
- influence the worldwide curriculum debate in enhancing SDG and endogenous curriculum understanding; and
- making curriculum reflections of countries in the global south known and visible.



WHAT WE WANT TO ACHIEVE

The Institute will align its resources to deliver on four sets of results, representing four programmatic pillars:

1. **Member States develop endogenous curricula, attuned to the SDG agenda;**
2. **Key curriculum agents interact in a manner conducive to an adequate implementation of curriculum;**
3. **Member States can identify the areas for improvement of their national curriculum in terms of alignment and quality;**
4. **IBE's constituency is aware of critical issues conducive to successful curriculum transformation and reform;**

The first three pillars constitute the core of what IBE intends on delivering for and with its beneficiaries in terms of skills, methods, and approaches for curriculum development; key curriculum implementation dimensions; and laying the ground for reflective practices on curriculum.

The fourth pillar, is an enabling one, intended to contribute to creating a conducive environment around the issues that IBE will address, including: endogenous curricula, professionalization of the curriculum experts operating from MoEs and/or affiliates, features of quality curricula, health and well-being education, and transversal issues (see p. 20). It will also provide IBE with the space to enhance the discourse on SDG in curriculum and provide opportunities to organize linkages between curriculum research and curriculum design and implementation in the field.

Member States develop endogenous curricula, attuned to the SDG agenda

IBE's mandate is to support curriculum reform and transformation. In addressing these issues, the Institute responds to a need identified and expressed, mainly in developing countries, to work on improving curricular processes and curriculum development.

The road to improving learning and learning results lies in the capacity of individual countries to formulate, implement, and monitor curricula that are truly in consonance with national aspirations and policies in education, development objectives, and overall education system capacities. Too many curriculum reforms or curriculum changes stop short of their intended outcomes because they fail to find a concerted and negotiated compromise on expectations or do not fully consider the requirements and implications of said reform/change (teacher training implications, consequences for stu-

within MoEs (typically, departments of curriculum) or in affiliated institutions (e.g. national curriculum centres, teacher training centres, inspectorates). The mere availability of skilled personnel, however, though essential, is not enough to change practices and approaches. Through its technical assistance, IBE will mobilize local expertise and showcase the relevance and advantages of such professionalization. At the same time, it will promote the use of curriculum functional frameworks as a structured and structuring approach to curriculum reform and transformation (see Our commitments, p. 11). These frameworks constitute a set of tools, guidelines, and approaches to ensure the overall coherence of curriculum and the alignment of social aspirations and desired education outcomes, taking into consideration the organizational and implementation capacities available in education systems.

In addition, IBE's mainstreaming of SDG-related issues (see p. 27) will contribute to ensuring that its support to beneficiary countries is in line with the expectations and requirements of the SDG Agenda.



Contributing to the whole SDG Agenda – Health and well-being education in curricula (SDG 3)

IBE will work to strengthen the competencies of education systems to integrate health and well-being education at all stages of the curricula.

To this end, it will provide technical assistance for curriculum change. It will develop a capacity-building programme to create a pool of experts with a common comprehension of how to integrate health and well-being in national curricula to support Member States. Finally, the IBE will foster the collaborative development – with Member States and all relevant partners – of coherent and relevant tools for all actors of the curriculum to integrate and implement health and well-being education. This will include a guide for health-promoting schools as well as capitalizing and improving on IBE tools previously developed and still widely in use among partners and Member States

Key curriculum agents interact in a manner conducive to an adequate implementation of curriculum

Under its second programmatic pillar and results area, IBE will aim at reducing two recurrent observable gaps between the prescribed curriculum, as embodied in the curriculum functional frameworks, on the one hand, and the interpreted and taught curricula, on the other.

In pursuing interventions for the adequate implementation and roll-out of curriculum, IBE aims to ensure an appropriate level of connection between, typically, the departments in charge of curriculum and other MoE departments (for which it will seek better linkages and cooperation with IIEP, for instance), units and affiliates involved in curriculum implementation.

Building on its expertise, the Institute will particularly concentrate on advising and supporting MoEs in developing countries, so they align better their teacher training and textbook production processes with curriculum objectives, standards, and learning assessment practices.

Work under this stream will provide avenues to promote further the use of curriculum operational frameworks (see p. 10) as means to develop and use alignment tools to synergize key curriculum actors (textbook specifications, curriculum implementation guidelines, etc.). IBE will be especially careful to contain its interventions in these areas to the transcription of curriculum objectives and standards.

Work in Pillar 2 will centre on the coordination between the relevant units and departments in MoEs and:

- teacher training institutions to ensure that curricular objectives and standards are properly reflected in teachers' initial and in-service training;
- school inspectorates to contribute to the understanding and adherence of practicing teachers to the prescribed curriculum; and
- textbook commissions to ensure that textbook authors and editors receive the proper guide-lines to transpose the prescribed curriculum in learners' manuals and pedagogical re-sources.

For other germane issues, IBE will redirect requests for advice and support to other, better placed UN-ESCO entities whether at Headquarters or among Category 1 institutes (IICBA on teacher issues, for example).

Members States can identify the areas for improvement of their national curriculum in terms of alignment and quality

Some of the critical conditions for countries to develop quality, endogenous curricula include: a capacity to analyze systematically the various stumbling blocks during implementation, and an ability to identify the areas where the curriculum may lack coherence and alignment. Such analyses could, for instance, reveal a discrepancy between the relative weight of a subject matter in assessments vis-à-vis the prescribed instructional time. This could then point to possible curriculum overload and teaching-to-the-test practices.

IBE will invest a share of its resources in developing tools for curriculum evaluation that will allow its beneficiary countries to detect such gaps and subsequently identify the remedial solutions most suited to their contexts.

There are several preconditions for the Institute to achieve the intended results, ranging from the improvement and updating of its current tools, to its capacity to orient part of its TA portfolio towards these issues, to the willingness and readiness of partner countries to develop their own evaluation mechanisms and to use evaluation results.

While the Institute raises awareness on these issues (at field level, through training, as well as more globally, through outreach and advocacy), it will pursue change on the ground by drawing on the internal technical and analytical skills of the experts operating within MoEs to progressively enlarge acceptance and adherence to curriculum evaluation.

IBE's constituency is aware of critical issues conducive to successful curriculum transformation and reform

IBE's capacity to achieve results in the other three programmatic and results areas is dependent, in part, on the extent to which the Institute's constituency adheres to the relevance of the Institute's message, its position values, and the various approaches and tools that support them.

While the Institute is well aware of the many forces and interests that influence curriculum reform/transformation, it believes that, provided clear messages are promoted through adequate channels in tailored formats, and its constituents have multiple opportunities to discuss and exchange on the IBE's approaches to curriculum, then favourable conditions are more likely to emerge to facilitate:

- the emergence endogenous curricula;
- a concerted approach to curriculum implementation; and
- the adoption of curriculum evaluation as means to identify areas for improved alignment and quality.

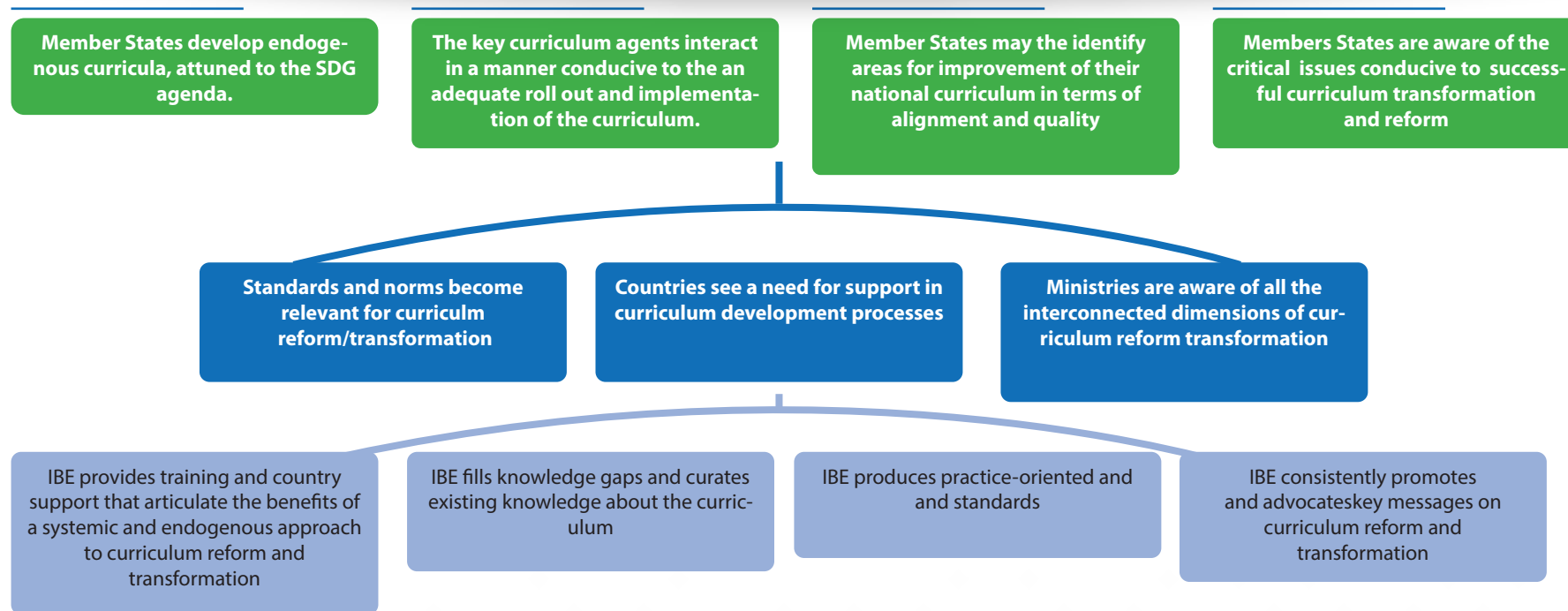
If, in some respects, training, technical assistance and cooperation contribute to this objective, further specific strategies are needed to create a dynamic around the curriculum functional frameworks and the transversal issues carried by the SDG Agenda that IBE seeks to promote.

In pursuing work under Pillar 4, IBE aims to create relays for its approaches among its partners and stakeholders and seeks to shape the views of decision-makers and change agents on the issues which the Institute seeks to promote.

Using various approaches for advocacy, outreach and communication, IBE's interventions are expected to raise the awareness of its audiences on the importance and use of the curriculum's functional frameworks, the need to address a number of transversal issues constitutive of the SDG agenda while, at the same time fostering dialogue on these topics through experience sharing and discussion of practices.

Figure 2. IBE's simplified program logic map for 2022-2025

ENSURING INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL



Capacity building

WHAT WE WILL DO:

support ministries of education and their partners as they develop and implement inclusive quality inclusive quality curricula that combine national development visions as well as sustainable development as expressed in the SDGs

Research and development

Direct interventions for :

- curriculum experts in MoEs and affiliated entities (e.g. national curriculum centres)
- cadres in teacher training centres for adequate transposition and implementation of the curriculum in teacher training
- School inspectors to ensure teh adequate transposition and implementation in of curriculum in teachers' practice
- Textbook commissions to ensure the adequate transposition of the curriculum in textbooks and educational resources

Outreach and advocacy

Direct interventions for :

- policy makers and change agents to embed transversal themes in the thinking process
- policy makers and change agents to advocate and promote centrality of curriculum, the importance of native curricula, etc.
- actors in international development with a specific focus on *international Geneva*



HOW WE WILL ACHIEVE IT

Guided by the defining features of endogenous curricula that it seeks to bring about, IBE's operations during 2022-2025 will contribute to articulate a vision for curricula for the 21st century. Interventions will be geared towards (i) conveying the values and ethics that underpin sustainable development, (ii) support learners' growth, well-being, and learning outcomes, (iii) equip learners with the skills needed to join the labour market and contribute to society as active citizens; and (iv) enable learners to engage as critical, global citizens in the transformation of society. In so doing, IBE will support countries in rising to the challenges of inclusive and sustainable development and socio-economic growth – leaving no one behind.

IBE's modalities of intervention consist of research, training, technical assistance, and advocacy and outreach. Figure 3 illustrates the interactions between IBE's modalities of intervention as well as their articulation with the UNESCO functions.

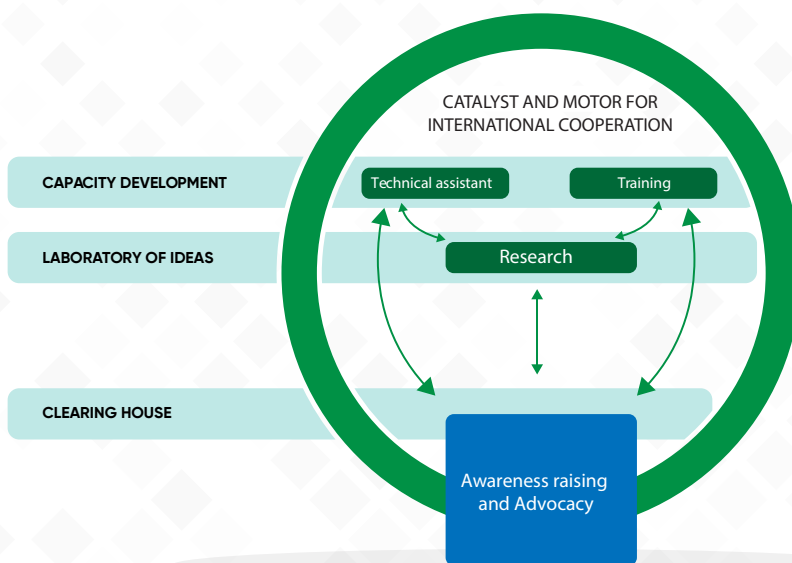


Figure 3
Articulation of IBE's modalities of interventions with the UNESCO functions

Implementation will rely on **a strategy mix that combines** both:

- **direct interventions**, understood as IBE's involvement in capacity development through training and coaching, technical assistance, as well as policy and technical advice; and
- **indirect intervention**, understood to cover the various aspects of knowledge generation and management on the one hand, and, on the other, outreach and advocacy.

This strategy mix will remain dynamic to adjust to feedback from beneficiaries and partners as well as from IBE's assessment of the best course of action.¹⁶

Keeping abreast of developments related to curriculum design, development, and implementation

The IBE has a long and respected legacy of contributing to debates in education and curriculum-related issues. IBE's deep connections with academia give it access to an exceptional network of partner universities and leading scholars. These partnerships are a defining feature of IBE, as they allow it to mediate between academic productions and realities and needs on the ground. Yet, while IBE engages in research it is neither a university nor a research institution.

On the one hand, the IBE's research will **document and discuss the current state of knowledge and identify trends** of relevance for curriculum reform/transformation and the transversal issues the Institute will be working on. In that form, research will consist mainly of state-of-the-art papers, literature reviews and position papers – some of which will be co-developed with IBE's academic networks. Prospects, IBE's leading publication, will offer education decision-makers' and practitioners' insights into the latest comparative knowledge on learning and curriculum, while allowing IBE to nurture its extended network among researchers and leading figures in education.

On the other hand, **IBE's research will function as research and development** on selected issues related to curriculum design, development, and implementation with research results bearing directly on the tools, frameworks, advice, advocacy, and capacity development that IBE will provide to its beneficiaries and use subsequently in the range of its other activities.

¹⁶ It should be noted also that, at this point, IBE remains somewhat limited in its capacity to shape the profile of field-level operations. This is largely due to the legacy of past approaches to country-level support, where projects were not necessarily submitted to a go/no go process. IBE will take a balanced and progressive approach to transfer from the previous model to a more structured decision-making process. This progressive transition will also build on sustained communication with beneficiary countries so that the specific profile of support that they can expect from IBE allows both (i) a structured dialogue on the needs of UNESCO Member States in curriculum at the systemic and macro levels and (ii) the recentring of IBE's technical assistance within its capacity development efforts. This will contribute to enhance the image of a renewed IBE under its revised mandate.

Table 1. Summary of projected research priorities

Topic	Envisaged focus	Sample key outputs	Key partner
Trends and issues in curriculum	Pedagogical approaches; multi-lingual education; Gender; Health; Social and Emotional Learning; Education in Emergencies , skills for the 21st century.	State of the art papers; research and practice briefs; step-by-step guide to curriculum.	Université de Genève; UQAM; European Association of Curriculum Studies, Center for Curriculum Redesign (Geneva); NISSEM; CERI-OECD; NORRAG; APCEIU; MGIEP; WHO; ECW, Geneva Global Hub for Education in Emergencies; Organizations of other sectors such as Health, human rights, climate etc.
Implications of progress made in cognitive and neurosciences for quality learning and curriculum		Articles; book-length publications; research and practice briefs	IBRO & network.
ICTs and the design of curricula in the digital age;	Hybrid education learning and assessment (HELA)	Articles; book-length publications; research and practice briefs; training materials on hybrid learning and assessment	HELA partners; Harvard School of Education; IITE; Centre pour le développement de l'enseignement numérique (Lausanne).
Curricular and pedagogical implications of the use of artificial intelligence in education	Hybrid education learning and assessment (HELA)	Articles; book-length publications; research and practice briefs	Depending on research focus.

For reasons of resource management and efficiency, IBE will combine home-grown and outsourced research. To that end, the institute will make the best possible use of its networks and partnerships to manage the resource implications of research by:

- joining forces with research centres such as University of Geneva, Harvard University, the Chair on curriculum at UQAM, NORRAG, or APCEIU, with which IBE has points of convergence and maintains active connections;
- capitalize on its connections with networks of researchers, including the European and American Education Research Associations (EERA and AERA) and the International Association for the Advancement of Curriculum Studies (IAACS);
- housing post-doctoral researchers; and
- enlisting the expertise of confirmed researchers on sabbatical.

Research priorities may evolve during the MTS in response to developments in academia and the identification of new issues. Implementation of the research agenda will be staggered over the MTS period.

Working for the professionalization of curriculum experts

IBE's training-related activities during 2022-2025 will contribute to the professionalization of curriculum experts, their networking, and the improvement of human capital to think through curriculum issues and solutions from a local perspective. The development of training materials will also contribute to capitalizing on internal knowledge, thereby contributing to the stabilization and growth of IBE's internal expertise (see also *IBE's own development pillar* p. 29)

Building on its existing partnerships (e.g. for the diploma course and the Master's programme), IBE will seek to bring together universities and researchers in curriculum studies to discuss models and concepts of training in curricula. This intellectual cooperation and exchange will help promote IBE's systemic approach to endogenous curriculum as well as contribute to create a shared understanding of curriculum-related concepts.



Table 2. Summary of projected development of the training offer

	Regions	Topic	Main target audiences	Key partner
Diploma course	Latin America and the Caribbean, Eastern and Western Africa, Europe, Arab region (under negotiation)	Curriculum and learning	Future experts and scholars in curriculum studies	Universidad Católica de Uruguay (UCU); Open University of Tanzania (OUT); University Cheikh Anta Diop (UCAD); Vitautas Magnus University (VMU); Hamdan Ben Mohamed Smart University (HBMSU)
Master's programme	Latin America and the Caribbean, Eastern and Western Africa, Arab region (under negotiation)	Curriculum and learning		UCU, HBMSU
Distance education (short-term training courses)	Africa	Approaches to curriculum Active pedagogies Aligning curriculum and assessment practices ECE in the curricular continuum Health and well-being education in curriculum ESD in curriculum Managing the "Educations for..." in curriculum design and development Curriculum and multilingual education	Curriculum experts and actors working in MoEs and affiliates /	TBD
Peer-to-peer networking	Africa	All curriculum change/reform/ transformation issues		African Curriculum Association (ACA)
Summer School	All	To be determined annually	Senior cadres in MoEs and affiliates concerned with curriculum matters	To be determined during inception.

Bringing IBE's expertise to bear at field level

IBE's technical assistance and cooperation (TA) is a core component of the Institute's capacity development services to Member States. **TA will consist of a range of approaches**, depending on the expressed need and the implementation context. These approaches might include situation appraisal, hands-on training, coaching, and policy/technical support and advice. This list is not exhaustive and is meant to illustrate the variety of means through which IBE can intervene at country-level.

To support its work at field level, depending on the needs of the countries, and to add value to its country support, **IBE will engage with selected sub-regional institutions** when such partnerships support the development of endogenous curricula. Such cooperation may involve, in Africa for instance, the AU cluster on Curriculum, the Regional Economic Communities in Africa with ongoing integration processes involving education and, more specifically, curriculum-related issues.

Linkages will also be sought, as appropriate, with **actors involved in assessment** such as NEQMAP in Asia, PASEC in Africa, Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación (LLECE) in Latin America, and the OECD.

During 2022-2025, and as far as possible, IBE will **step up its technical assistance** to:

- rise to the expectations of its stakeholders and beneficiaries in developing countries for concrete and relevant in-country support on curriculum design, development, implementation, and evaluation.
- keep current its knowledge of the concrete and practical evolutions of curriculum-related issues on the ground; and
- align research, training, and advocacy with observed needs and realities from the field.



IBE'S RULES OF ENGAGEMENT FOR TA

Interventions are in line with IBE's MTS orientations and its commitment to the SDG Agenda.

- Interventions are in line with regional strategies as may be relevant (e.g. the AU's 2063 Agenda).
- IBE has the required expertise (and can supplement it through its network of partners if required) to deliver.
- Interventions are likely to bring concrete improvements in curriculum change/reform/transformation.
- Minimal levels of requirements are in place to optimize the likelihood of results and their quality (e.g. demand from the Member State and assured commitment to the TA and capacity development processes).
- For longer and complex projects, an exit strategy can be developed to sustain results.
- The funding source is clearly identified and allows IBE to recover part of its costs.
- The addition of the technical assistance project does not jeopardize the successful and timely implementation of ongoing projects.

Advocating key messages and reaching out to partners

Advocacy and outreach are intimately linked to IBE's all other modalities of intervention. Whenever IBE is providing training or in technical assistance, it thereby engages in advocacy. Similarly, when the Institute is implementing research, it does so with the aim of updating/supporting new advocacy messages and approaches to curriculum. All aspects of IBE's work having an advocacy aspect to them, the **Institute will be particularly attentive to developing language elements** that it will use consistently across the range of possible interactions with its beneficiaries, partners, and stakeholders.

IBE's future advocacy in the areas of curriculum change, reform and transformation will be geared to:

- generating awareness and understanding of the systemic nature of curriculum, the importance of ensuring curriculum coherence, and the fundamental role of curriculum to leave no one behind and achieve quality education for all;
- creating and fostering dialogue and debate among stakeholders that are party to curriculum issues, looking more particularly at the SDG themes: sustainability, equality and inclusion, health and well-being, quality education, etc.;
- providing opportunities to contribute to the wider discussions on education and development in a multidisciplinary and intersectoral way; and
- comforting IBE as a reference point in curriculum matters and enhancing its relevance and visibility.

IBE's identity as a UNESCO entity, its location in Geneva, and the extent of its networks and partnerships are key enablers that the Institute will continue to mobilize to expand its reach and gain traction to further its political clout and bolster its messages on curricula.

Depending on the messages and their intended audiences, advocacy will be pursued through a range of avenues that will include all or some of the following options: policy briefs, position papers and other suchlike publications; blog entries on IBE's and partners' websites; social media activity; and face-to-face or virtual meetings/conferences and policy fora.



CAPITALIZING ON IBE'S 100TH ANNIVERSARY

IBE turns 100 in 2025. In the same year, the international community will be left with five more years to achieve the SDG Agenda.

At this juncture, IBE and its partners and constituents will have a rare opportunity to take stock of past developments as well as to take a prospective view of curriculum reform and transformation to bring about a more peaceful and sustainable world. This will be a special time to assess the extent to which the SDG themes are truly mainstreamed in all aspects of curriculum. IBE will dedicate specific resources in the two years running up to the 100th anniversary to convene blue ribbon panels, special webinars and online fora; prepare special publications; and organize memory walks and displays in the building and in partner institutions of the Geneva International.

Keeping the SDG Agenda squarely in focus

To leave no one behind, countries must ensure that the principles and objectives of the SDG Agenda become a reality in public policies. IBE will support countries, particularly developing countries, to ensure that all aspects of SDG 4 are translated into the curriculum and that curricula contribute to maximizing the social returns on education. To that end, IBE will ensure that all its interventions mainstream the following transversal topics

Health and well-being

Health is a major societal issue as well as a pressing public policy matter. As one of the places where the future and well-being of countries and citizens is prepared, education systems must contribute to the wider health education effort that Ministries of Health undertake through prevention campaigns and other such tools.

Education systems can contribute to national prevention campaigns by imparting, early-on, knowledge about nutrition, hygiene, and sexual and reproductive health. But more importantly it can contribute to developing the necessary psychosocial and behavioural competencies in their young charges to adopt protective and unharmed behavioural patterns, encouraging them not just to know about the benefits of handwashing, avoiding unsafe drinking waters, healthy eating, and adequate physical exercise, but to practice these behaviours and encourage them in others. Doing so, health and well-being education in school contributes to reducing the spread and prevalence of avoidable and non-communicable diseases (direct contribution to SDG 3). Including health education by design in curriculum development and formulation is also essential to increase the social returns on education in terms of personal health, social attitudes to early marriages, infant mortality, demographics, etc.

Gender, equity, and inclusion

The objective of tackling these issues is to deal with the various biases that may affect different aspect of education ranging from the participation of children with disabilities or special needs through the relevance of education for marginalized groups or minorities, including those affected by emergencies, protracted crises and displacement, to the transformation of the representation and the acceptance of various categories of population who may be stigmatized.

This triptych is essential to achieve the full educational coverage of the population. While special policies and incentives may be a step in the right direction, approaching it from the viewpoint of curriculum means that all aspects of the teaching-learning transaction are attentive to offering differentiated approaches and adapted pedagogies in the most adequate language of instruction, sensitive materials and supports, conducive environments, etc.

(Global) citizenship and living together

(Global) citizenship and living together are acquired behaviours. They are essential to the peaceful and productive functioning of society and the world at large. Addressing our contemporary challenges build on the acceptance of diversity, alterity, and multiple viewpoints. It requires tolerance and understanding others. It is premised on the recognition that our world is finite and that all its aspects are interconnected.

Education systems, because they play a major role in the formation of the awareness of citizens, through the curricula they adopt and enact, are places of choice to bring about knowledge, understanding, consciousness, and recognition of these various issues.

¹⁷ Berlin Declaration on Education for Sustainable Development. 2020. The text of the Declaration is available at: <https://en.unesco.org/sites/default/files/esdfor2030-berlin-declaration-en.pdf>

Education for sustainable development (ESD)

ESD provides learners with the competencies to address our most pressing contemporary issues, including climate change, environmental degradation, loss of biodiversity, poverty and inequality.

Climate change is a priority area in ESD and should be explicitly reflected in curricula¹⁷. It is, possibly, the most critical of all the contemporary issues that humankind is confronted with. Tackling the issue requires multidimensional, multifaceted approaches – and strong social demand and pressure to translate these approaches into action. Here again, education, and therefore curricula, have an essential part to play. Addressing climate change and education for sustainable development, from an early stage, in the education of learners is investing in tomorrow's citizen's behaviours, demands, and expectations; investing in the creativity and problem-solving capacities of tomorrow's scientists; as well as fostering the critical thinking and social intelligence of tomorrow's leaders and thinkers.

System resilience and Education in Emergencies (EiE)

Arguably, crisis prevention and preparedness are the best course to resilience. While not all crises can be averted or prevented, there are significant steps that education systems can take to address crisis triggers or to respond to crises.

In the area of curriculum, one effective way of contributing to mitigating conflict and social tensions is by submitting curricula and syllabi to a rigorous scrutiny for biases and stereotypes. However, addressing the matter only at the level of the prescribed curriculum is not enough. All those in relation with the implementation of the curriculum must rigorously scrutinize their practice. This applies to textbook authors and publishers, teacher trainers, school inspectors, principals and other administrative agents, and of course teachers. The chain of actors is long, and while IBE will not direct interventions at all these actors, it will work with its key beneficiaries to ensure that adequate guidelines and review mechanisms are in place.

Preparedness to address crises is an essential dimension of system resilience. Because it caught education systems worldwide by surprise, the Covid 19 pandemic is a telling example of the abruptness and scale of disruptions that's education systems must be able to withstand. Not one country was really prepared to cope with the general education shutdown. The sudden and massive interruption of schooling has had massive implications on learners – implications that we are not yet able to measure fully. The consequences of pandemics, conflicts, natural disasters, etc. on the cognitive, developmental, behavioural, and emotional evolution and trajectory of children and youth are known. They call on education systems to be able to adjust curricula, related learning objectives, pedagogies, and assessment practices.

Building back better means ensuring that such a large-scale and lengthy interruption is not repeated. It also amounts to ensuring that education systems are ready to make use of all media available to support the teaching-learning transaction, from low- to high-tech solutions. Something IBE will contribute to address through its Hybrid education learning and assessment (HELA) initiative.

IBE's treatment of the transversal issues

As part of its intervention strategies, IBE's handling of these transversal issues will include:

- developing appropriate tools and messages, grounded in the Institute's knowledge base and expertise, to inbuild these transversal issues in curriculum design, development and implementation;
- drawing on these tools and messages to construct its technical assistance and capacity development approaches in developing countries so that these transversal issues are fully embedded in national curricula and that key enablers (e.g. teacher education) are in place;

¹⁷ Berlin Declaration on Education for Sustainable Development. 2020. The text of the Declaration is available at: <https://en.unesco.org/sites/default/files/esdfor2030-berlin-declaration-en.pdf>

- working on condensed curricula to allow teachers and school stakeholders to carry on teaching-learning transactions on core and key curriculum objectives and in line with the aspirations and objectives of the full curriculum;
- working on accelerated curricula to allow these same school actors and stakeholders to fill whatever gaps are left in the provision of education by resort to condensed curricula;
- maximizing the potential of technologies by advising and supporting MoEs in strategic decision-making regarding the use of ICTs and EdTech, going beyond their use as substitutes to models where technologies support deeper, more contextualized, and better individualized learning;
- advocating, within International Geneva and beyond, the importance of deliberately incorporating these transversal issues in curriculum design, development and implementation frameworks;
- building on its existing partnerships (e.g. with WHO, WFP and UNICEF in the area of health education) to develop further opportunities to advance the set of transversal issues; and
- expanding partnerships with actors in International Geneva and the broader education and international community, including across sectors.



IBE'S OWN DEVELOPMENT PILLAR

As the Institute works towards implementing its MTS, it will be attentive to ensuring that it strengthens its position and creates the conditions for its future growth. This will require that the Institute work to build its sustainability and strengthen its capacity to deliver.

Building its sustainability

IBE's sustainability derives from its trust capital with partners and a sense of shared ownership of programmes. IBE will have to generate and maintain buy-in of the need to have a systemic approach to curriculum reform and transformation; of the benefits of working on endogenous curricula, and of the strong linkages and interconnections between curriculum, quality education, and learning for all.

Maintain a structured, open dialogue with its constituency

LeIBE deeply believes that an organization is relevant so long as its partners and beneficiaries relate to, and agree with, its principles, approaches, and programmatic choices. IBE will organize regular interactions with its constituency (through the annual policy fora as well as other IBE-led advocacy and outreach activities). In parallel, the Institute will maintain open communication channels to create a climate of trust and co-construct strategic orientations. In this way, IBE and its constituency can come to a shared understanding of what the needs are and how to meet them.

IBE will organise a Partners' Day to discuss progress and outlook, as well as clarify expectations and contribute to operational synergies between IBE's interventions and core donors' own priorities where education and curriculum are concerned. The frequency at which this meeting is organized will be agreed with the Institute's main partners.

Maximize the potential of its Geneva location

IBE's location in Geneva places the Institute in geographical proximity to an exceptional network of diverse actors in international cooperation – including different sectors. This diversity provides a unique opportunity to reflect on the multidimensional aspects of education and development and link them to curricular transformation and reform.

IBE already interacts with several Geneva-based entities, including NORRAG, RECI, the Université de Genève, *the Geneva Global Hub for Education in Emergencies*, not to mention the other UN entities and affiliates. During 2022-2025, IBE will scale up these interactions to establish stronger working relationships and afford the Institute the possibility of further intellectual cooperation, networking, expertise, and operational partnerships.

Nurture and diversify its strategic partnerships

No matter how successful the Institute is in implementing a growth strategy, it recognizes that it will always remain small in comparison with country needs in curriculum reform and transformation and with the breadth and ramification of topics likely to come into play in curricular transformation and reform. Therefore, in addition to maintaining well-focused programmatic orientations, IBE will pursue the establishment of strategic partnerships.

Open dialogue and regular interactions with IBE's constituency and capitalization on its Geneva location will all contribute to mapping the actors involved in curriculum-related matters better. This information will be crucial to identify opportunities for synergies and partnerships that will enhance IBE's delivery capacity, reach, and results.

Design and implementation of IBE's programmes during 2022-2025 will benefit greatly from partner inputs and contributions. Several partnerships are already in place or planned (see Table 1, p. 21 and p. 23 for instance).

Draw on the expertise and networks of the IBE Council

IBE will implement this MTS under the stewardship of a new, high-profile Council. IBE's oversight body is an important feature of its functional autonomy – part of which relates to partnership and resource mobilization.

The Council's profile and expertise will be instrumental to:

- build deeper perspectives and heightened understanding of trends and stakes in development – and how IBE can navigate through them;
- enhance networking and develop partnership opportunities; as well as
- bring added clout to IBE's structured dialogue with partners.

Build stronger anchors within the UNESCO family, the UN, and the broader education aid architecture

IBE is UNESCO's specialized institute for curriculum. With its long tradition in comparative education and curriculum, it brings a unique perspective and expertise on curriculum reform and transformation from a systemic perspective. Conversely, the UNESCO family bring varied experience, expertise, and capacities that all have a degree of relevance to curriculum reform and transformation.

Building on its existing working relationship, IBE will seek to elicit more programmatic bridges with other Category I institutes (e.g. IICBA on creating better linkages between the prescribed curriculum and teacher education; IIEP on developing ministry-wide understanding of curriculum reform and transformation; ITE on technology and the design of curricula in the digital age). Similarly, IBE will maintain open communication channels with UNESCO Headquarters to promote its vision for the need to develop endogenous curricula taking a systemic perspective and join forces to create a dynamic of acceptance within the education development community. IBE will seek to be better known by UNESCO field offices both as a resource centre and a reference point in curriculum reform and transformation.

IBE will seek to expand its strategic alliances with education and development actors such as: GPE, the World Bank and regional development banks, the OECD, as well as the European Union. The Institute has operated in cooperation with these entities before, but the robustness of the cooperation link needs to be strengthened. Achieving better recognition by these actors will contribute to improving IBE's positioning in the international aid architecture.

Diversify the IBE's funding base

The Institute must overcome the funding instability that overshadowed its capacity to deliver in the recent past. A pool of core donors, willing to support it over the long haul is crucial. Unearmarked, flexible funding is essential for IBE to maintain focus on priority issues and approaches and protect its internal expertise. While important too, other forms of funding are potentially too volatile and carry higher potential for mission drift.

If IBE is successful in creating a trust relationship and generating buy-in and ownership of its approach to curriculum reform and transformation, then it should be in a better position to consolidate its existing funding base and expand it.



STRENGTHENING IBE'S CAPACITY TO DELIVER

Construct the conditions for the institutionalization of knowledge and approaches

The IBE's difficulty to discharge fully its mandate and achieve results has been the consequence, largely, of the level of internal expertise available. A critical mass of internal expertise is essential to be able to institutionalize the knowledge and experience generated through the Institute's programmes. The institutionalization of knowledge is also a factor of how well experience is shared and discussed internally, as well as captured in forms and formats on which IBE experts can draw on to feed and shape the Institute's activities.

During 2022-2025, and in addition to improved internal communication and lesson learning, the IBE documentation centre will have a key responsibility in structuring internal knowledge and ensuring it is easily retrievable. This will contribute to rebuilding the strength of the Institute and enhancing its image with its beneficiaries and stakeholders.



The documentation centre

The documentation centre will be a service-oriented unit in much the same way as other IBE units. It will provide document analyses (in connection with the programme teams), bibliographies and annotated bibliographies drawing on the Institute's vast collection and other documentary resources. It will provide its services internally, to the IBE team and UNESCO colleagues at large, and externally to requesters from MoEs, financial and implementation partners, as well as from network members. This will be part of the documentation centre's contribution to making IBE a knowledge hub in curriculum.

As IBE strengthens its team of documentalists, they will also be entrusted with the constitution, management and regular updating of IBE's documentary bases. In conjunction with the programme teams, the documentation centre will be able to contribute to the management and feeding of clearinghouses. Work on the clearinghouses will offer also opportunities to contribute to the Institute's networking (e.g. by linking to centres such as the Georg Eckert Institute or France Education International).

The documentation will be a valuable resource to prepare for IBE's 100th anniversary, which will be a unique opportunity to showcase the richness and uniqueness of IBE's collections and holdings.

Improve monitoring, evaluation, and learning for strategic decision-making

During 2022-2025, IBE's management will pay particular attention to ensuring that all its staff is properly trained in results-based management, and that annual programming derives from the MTS objectives and contribute to the achievement of its expected results. It will ensure that monitoring, while looking into output production also moves to more strategic beneficiary feedback on IBE's programmes and activities.¹⁸

Under its new mandate, IBE is proposing new approaches to its capacity development and laboratory of ideas functions. Their effects will need some time until they can be felt. This is why, over this four-year period, several of IBE's performance indicators will look at processes and not necessarily seek to monitor outcome level results – which will be left for evaluation exercises.

In the course of this Strategy's implementation, IBE plans to scrutinize its operations through:

- **a mid-course assessment of the MTS;** this assessment will take stock of the processes, pace, and quality of delivery, as well as seek to identify, as and when necessary, corrective actions. A structured discussion will be organized beforehand with IBE's core donors to ensure the convergence of other possible evaluation exercises¹⁹ and ensure that the mid-term assessment provides core donors with the elements needed for continued funding;
- **a summative evaluation of the MTS;** this evaluation will offer IBE and its partners an opportunity to analyze the Institute's overall performance vis-à-vis expected results as well as the cost-benefit of the programmes implemented during the MTS.

In addition, UNESCO's Executive Board has mandated the **External Auditor** to undertake an evaluation of the implementation of the renewed mandate of the International Bureau of Education (IBE), including its sustainable operation, including its sustainable operation, and to submit the report for examination by the Executive Board at its 217th session (2023).

¹⁸ Previous reviews by the Internal Oversight Service have pointed to IBE's somewhat limited capacity to convey its achievements in a documented, convincing narrative. One of the reasons underlying this finding is the limited scope of IBE's reporting, which focused mainly on outputs. This is a factor of tools available as well as internal culture and appreciation for the benefits and necessity of better communicating on results achieved or in progress.

¹⁹ Switzerland has already signaled that it would conduct an assessment of its contribution to IBE in 2023.

Table 3. Key performance indicators for 2022-2025

This table presents an indicative level of effort for 2025 based on stable and increased core funding over the period 2022-2025.

Result area	Key performance indicators	Baseline	MTS Target	Definition	Source	
Working for the professionalization of curriculum experts						
Capacity development	1	Nb of curriculum experts trained on all-round curriculum reform and development through accredited courses.	30	285	Aggregation of data submitted by partner universities. Disaggregation by region, by training outlet, and gender. Share of LDCs	Partner universities records of participants in IBE labelled courses
	2	Nb of curriculum experts/actors operating within MoEs and affiliates who complete IBE distance, short-term courses		800	Compilation of participants' data. Disaggregation by region, and gender. Share of LDCs.	IBE records
	3	Beneficiaries' satisfaction with IBE courses		80%	Item analysis. 2022-2023, Master's only.	IBE and partner universities end-of course survey
	Bringing IBE's expertise to bear at field level					
	4	Number of countries where IBE intervenes at country-level annually	11	15	Compilation of countries where IBE intervenes at country-level	IBE TA portfolio of country and cluster assistance as well as thematic projects.
	5	Share LDC countries in IBE's country-level TA and capacity development portfolio		Range of 50 to 60%		
	6	Weight of the various regions in IBE's country-level TA and capacity development portfolio		At least 50% in Africa		
	7	Nb persons trained/coached through TA and capacity development work at country level		1500	Compilation of participants in IBE's field-based training/coaching events. Disaggregation by region and gender. Share of participants from LDCs.	IBE records
8	Go/No go TA selection process is operational		80%	Share of IBE TA that have gone through the Go/No Go process	IBE records of arbitration meetings	

Result area	Key performance indicators	Baseline	MTS Target	Definition	Source	
Keeping abreast of developments related to curriculum design, development, and implementation						
Outreach and advocacy	9	Number of new knowledge products published annually	24	24	Compilation of publications issued in a given reporting year	IBE records
	10	Number of publication copies distributed annually	100	400	Compilation of tracked distribution. Disaggregation by region and institution.	Publisher feedback/IBE records
	11	Traffic on IBE's clearinghouses (visits per year)	5 000	13 000		
	12	Participant in IBE research events indicating buy-in research findings and recommendations		Range of 60%-70%	Compilation of unique logs to IBE clearinghouses. Disaggregation by region.	Web analytics
	Advocating key messages and reaching out to partners					
	13	Traffic on IBE's website (visits per year)	150 000	172 000	Compilation of unique logs to IBE website. Disaggregation by region.	Web analytics
	14	Publication downloads	100 000	200 000	Compilation of downloads in a given reporting year. Disaggregation by region.	Web analytics
	15	Impact of publications on education practice			Compilation of comments received from education practitioners	IBE records and MTS summative evaluation
	16	Diversity of events where IBE promoted its messages	30	30	Compilation of events where IBE was an active participant. Disaggregation by IBE organized events, IBE invitation to events, co-organized events.	IBE records
	17	Number of follower (Twitter)	9 500	11 110		Twitter analytics
18	Number of impressions on Social media (Twitter)	498 800	572 000	Compilation of times content has been displayed	Twitter analytics	

Result area	Key performance indicators	Baseline	MTS Target	Method	Source	
Capacity development	19	Engagement rate on Social media (Twitter)	3%	5%	Total number of engagement/ Total number of impressions	Twitter analytics
	20	Participants' in IBE-led events stating increased understanding of curriculum-related matters		Range of 60%-70%	Item analysis	IBE end-of-event survey
	IBE's own development					
	21	Profile of IBE partnerships		TBD	Compilation of agreements valid during year of reporting. Disaggregation by type: universities and research centers, IGOs, etc.	IBE partnership records
	22	Profile of IBE's sources of income		TBD	Disaggregation by type of funder: bi-/Multilaterals, governments, etc.	IBE financial records
	23	Share of IBE's core income		TBD	Unearmarked funds as a share of IBE total managed funds	IBE financial records
	24	Turnover rate		TBD	Share of employees leaving IBE in a given financial year [(Nb employees arriving in year N + Nb employees leaving in year N)/2]/Nb staff year N] *100	

IBE's renewed mandate. Article II – Aims and Functions²⁰

1. The IBE shall contribute to the design and implementation of the programme of the Organization in regard to education. To that end, 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.

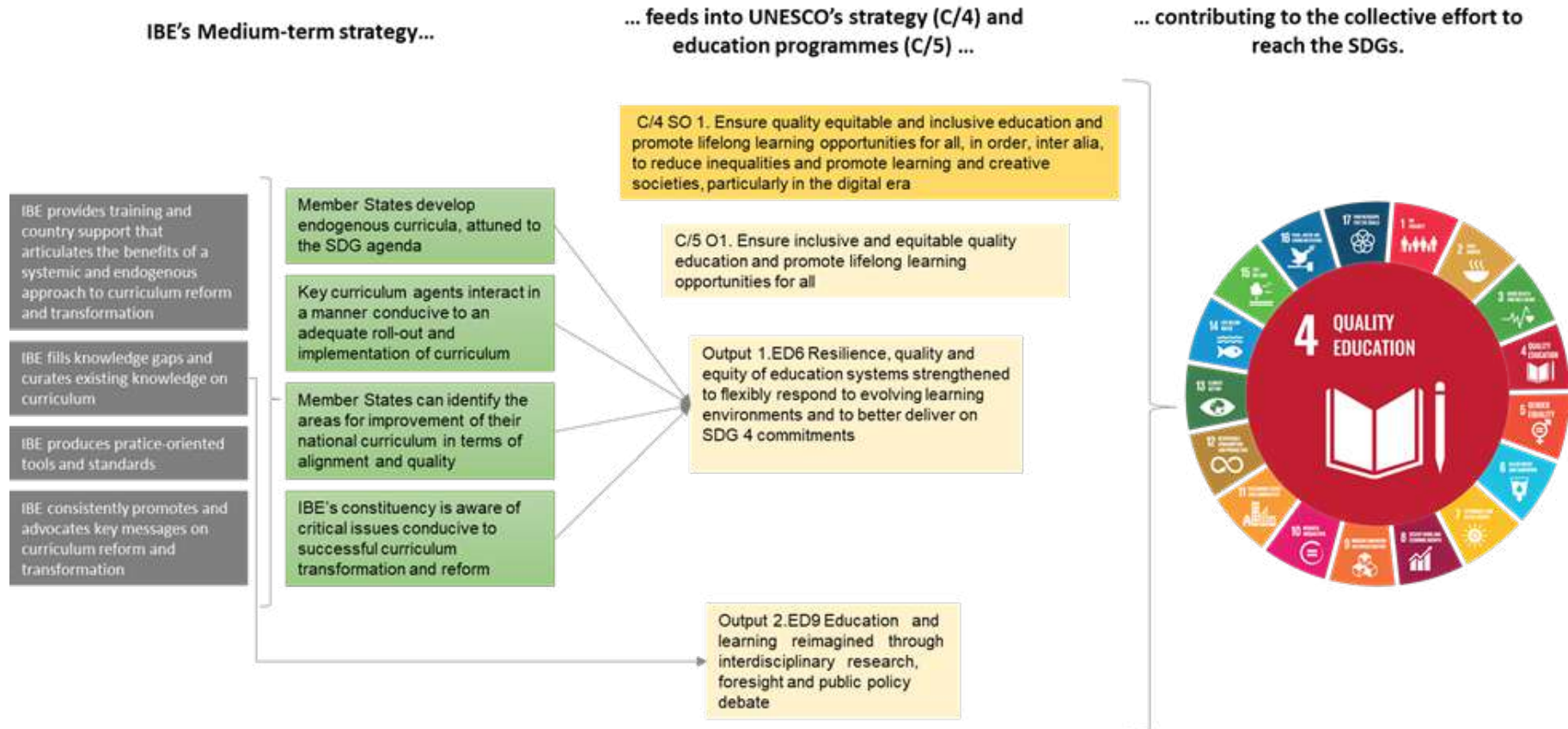
2. The IBE shall have the following functions:

Le BIE remplit les fonctions suivantes :

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

²⁰ UNESCO. 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>

IBE's linkages and contributions to UNESCO's strategic and programmatic drive towards SDG4



Overview of some of the most active global and regional actors and their interventions in curriculum²¹

Organisation	Geographical focus	Illustrative examples to highlight the main focus of curriculum related work	Main target groups
African Union	African Union Member States and agencies	Curriculum and teaching and learning materials were some of the focus areas of the Second Decade for Education Holistic approach to education dealing with SDG 4 issues such as citizenship Support to the Continental Education Strategy for Africa (CESA) 2016-2025, with clusters (strategy, reflection) in several thematic areas to implement the strategic objectives, including a specific cluster on curriculum aiming to convene and integrate multiple national, regional and continental players, programmes, institutions and development partners, but also to build the capacities of curriculum developers and education implementers on curriculum Collaboration with UNESCO, in particular IICBA.	Lifelong learning (Early childhood, TVET, Adult literacy and continuous learning) Inclusive approach (special needs learners and persons with disabilities)
Council of Europe	Council of Europe Member States	Focus on human rights, education for democratic citizenship, languages and history teaching Current Curriculum research and analysis on pluri-linguist and migrants' adult education. The Council is striving to provide a framework in which courses can be designed that will aid adult migrants' language development in such a way as to support the integration process.	Youth and adults, particularly migrants
European Union through its decentralized agencies CEDEFOP and ETF	EU Member countries (CEDEFOP) and partner countries (ETF)	Focus on economic development, the changing nature of work and employer's needs, and matching education/job market, with hands-on tools for policy makers Support to the development of lifelong learning and the respective needs of trainers and curriculum to train and retrain adults Curriculum development and adaptation focusing on European vocational and technical skill, i.e. TVET policies. New transversal dimensions are also emerging like digitalization of the societies, the green economy	Focus on young people and adults, especially in the areas of skills development

²¹ Extrait du rapport 2019 sur l'action de l'UNESCO en matière de développement curriculaire. Le document complet est disponible à l'adresse suivante : <https://unesdoc.unesco.org/ark:/48223/pf0000370599/PDF/370599eng.pdf.multi>

OECD	OECD Member States and enhanced cooperation countries	<p>Curriculum for enhanced skills and the socioeconomic development of countries and focus on renewed educational models</p> <p>Future of Education and Skills 2030 project focuses since 2015 on curriculum redesign (OECD Learning Compass 2030 for a new method of Learning and Assessment in accordance with SDG4) and curriculum implementation creating a new conceptual framework for teaching (Teaching Framework for 2030 identifying competencies, e.g. knowledge, skills, attitudes and values that teachers need to acquire)</p> <p>The OECD is also conducting analysis and research, such as conducting an international survey on how countries implement their curricula.</p> <p>National reviews on curriculum development, often on their own Member States, highlighting good practices and harnessing curriculum into a wider approach of educational reform via comprehensive education policy reviews</p>	Students, teachers and schools
UNICEF	Global	<p>Curriculum development focuses on learning outcomes/skills development, and related issues such as competence-based curricula, languages of instruction, equity and enabling learning environments)</p> <p>Regular support to countries (workshops, projects, publications) from a child-protection perspective: such as Pre-school curriculum framework in Serbia, new competency-based and play-oriented curriculum in Rwanda or in Sudan, development of digital textbooks in Kenya, among many others</p> <p>Promotes relevant curricula and materials such as for early childhood education</p>	Children and youth

World Bank	Focus on developing/ transition countries, but also middle-income countries and wealthier countries	<p>Projects on educational reforms and infrastructures, with components on the curriculum capacity development aspect and teacher training (but marginal relative to the sums allotted to school infrastructures and equipment), including through support to national centres for curriculum development</p> <p>Focus on systemic approach to education reforms and curriculum³⁶</p> <p>Trend is on improving teaching, learning and assessment</p> <p>Collaboration with UNESCO-UIS on student learning</p>	System-wide approach with a focus on most vulnerable populations
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