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REPORT ON ACTIVITIES 2018



United Nations
Educational, Scientific and
Cultural Organization



International Bureau
of Education

Report of the Director of the International Bureau of Education to the 68th Session of the Council

Implementation of Activities for 2018



IBE

**UNESCO
International
Bureau of
Education**

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I. Program context

Introduction

This document presents to the 68th session of the Council, the program of activities implemented by the International Bureau of Education (IBE) during 2018. The activities are organized according to the IBE's Expected Results and MLAs articulated in the 39 C/5. They are also mapped to the IBE's contribution to the core functions of UNESCO, SDG4 targets, and the overall UNESCO Sector Strategy 2014-2021. Most notably, the IBE sustained its contribution to the implementation and monitoring of SDG4 targets in close collaboration with the GEMR and the UIS.

During 2018, the IBE heightened its contribution to the attainment of the core pillars of SDG4 and the global education 2030 agenda. These are: (i) higher and more equitable education quality and learning outcomes, (ii) equity of education and learning opportunities, processes and outcomes, and (iii) ensuring the development-relevance of education and learning. These contributions were underpinned by the rich base of normative and operational instruments the IBE produced during 2017/18.

The IBE also sustained the implementation of the recommendations of the 2016 audit of UNESCO's Internal Oversight Service (IOS). Key among these were the further elaboration of the institutional risk register – working closely with HQ, and the articulation of the resource mobilization strategy—both annexed to this report.

Consistent with the IOS recommendations, and within the context of the changed leadership of the Sector, the IBE will map out, during 2019, its contributions and role as a key producer of global public goods that require direct financing as part of UNESCO's global norm and standard setting role. The mapping exercise will facilitate the reduction of overlapping functions between HQ and the IBE. It will also facilitate the repositioning of the IBE within the Sector, as well as its financing and overall resourcing.

During 2018, the IBE Secretariat intensified its engagement with the Council for the latter to play its statutory role in supporting the former's resource mobilization efforts (Article 5.b). A working group of the Council was created, to focus on resource

mobilization and on contributing to the future financial sustainability of the IBE. The results of its efforts will be reported at this 68th session of the Council.

Still on the future financial sustainability, the IBE, together with HQ, contributed to the briefs for the UNESCO Director General (DG) to start to engage the UNESCO governing bodies on this matter with a hope to present a proposal for a decision of the 40th session of the General Conference.

For its part, the IBE Secretariat redoubled its resource mobilization efforts to ensure the stability of the IBE within austere financial circumstances exacerbated by the total withdrawal of support by the host country in 2017. Along with the report of the Council working group on resource mobilization, the IBE Secretariat will also present to this 68th session of the Council the results of its resource mobilization efforts.

Overall, the 2018 work program was implemented under significant strain of additional tasks, albeit necessary. Examples include the implementation of IOS recommendations, some of which involved new outputs, heightened resource mobilization, and an added request by the 2018 Steering Committee meeting for a report on the status of the IBE archives.

All the same, the IBE Secretariat managed to stabilize the resource envelope of the Institute at the same level as was for 2017. This enabled the implementation of activities and sustained strategic focus on the IBE's Medium Term Program Areas (2015-2021) cleared by the 64th session of the Council as appropriate for accelerating and sustaining the IBE's status as a Center of Excellence in Curriculum (CoEC) and related matters. Key programmatic areas are as follows:

Innovation and Leadership in Curriculum, Learning, Teaching, and Assessment (Norms and standard-setting function): This program supports the implementation of the new paradigm on curriculum and its consequent reconceptualization and repositioning of curriculum in the 21st century as well as within 4IR, SDG4, and the global education 2030 agenda. It focuses on the provision of normative and operational reference points to Member States (MSs), as they improve and/or transform their curricula.

Critical and Emerging Issues in Curriculum, Learning, Teaching, and Assessment (Laboratory of ideas

function): This program provides guidelines, prototypes, frameworks, studies and cutting-edge interventions for areas of high demand and where MSs have limited experience, and/or areas where MSs are not making desired progress.

Knowledge Creation and Management in Curriculum, Learning, Teaching, and Assessment (**Neutral Broker Function and Clearinghouse function**):

This program improves literal and substantive access to evidence-based knowledge required to guide curriculum design and development, as well as teaching, learning and assessment within the demands of the SDG4, global Education 2030 agenda, 21st century and 4IR. Specifically, the IBE intensifies its knowledge brokerage role with a view to bridge the gap between knowledge creation and application focusing on: (i) curriculum and the development-relevance of education, and (ii) the sciences of learning—particularly the neuroscience of education and learning—and their application to learning, teaching and assessment. The IBE also continuously improves the real and virtual dissemination of “brokered” cutting-edge research-based knowledge to targeted practitioners.

Systemic Strengthening of Quality and Development-relevance of Education and Learning (**Capacity builder function**):

This program focuses on enhancing the capacity of MSs to strengthen the effectiveness and efficiency of their education and learning systems as indispensable enabling environments for effective curriculum implementation.

Leadership for Global Dialogue on Curriculum and Learning (**Intellectual leadership function**):

This program sustains the IBE’s global intellectual leadership and dialogue in its areas of competence including conceptual and operational implications of SDGs in general, and SDG4 in particular, to national curriculum design and development processes and outputs. Leading this dialogue also reinforces the IBE’s position as a CoEC and related matters as well as an indispensable contributor to the attainment of SDG4.

Institutional and Organizational Development (**Capacity development function**):

This program sustains the strengthening of the IBE’s capacity as a precondition for executing its mandate.

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

Support capacities of MSs to equitably provide quality and development-relevant education and learning opportunities through effective curricula, teaching, learning, assessments, and the overall system functioning

During 2018, the IBE sustained its focus on normative work, albeit not as strictly as planned due to availability of funds. It is noteworthy that the focus on normative work was sustained despite the enormous amounts of time senior managers had to spend on resource mobilization. Overall, more than satisfactory progress was made across planned and unanticipated activities that contributed to meeting the first Expected Result (ER1):

- (i) The establishment of the Global Curriculum Observatory (GCO) was delayed due to lack of funding; but the IBE worked flexibly to advance other normative work where funding was available. The production of operational guides on how to align national curricula with future trends was sustained. In addition, the IBE commenced the alignment of work at the institutional level, an aspect that was not anticipated during the planning phase of the 2018 work program. Another unplanned work under ER1 was the application of the IBE's normative outputs to undertake technical and quality audits of national curricula. The application of normative and operational outputs progressed well, but not with the originally proposed geographical representation, again, due to the availability of funds.
- (ii) Technical assistance was provided to countries where such assistance was fully funded or where a Member State provided voluntary contributions to the IBE. No partner institution had the funds to cover the full cost of TA.
- (iii) Planned self-financed training programs for future technical leaders in curriculum were sustained. The courses covered the planned range of beneficiaries. Moreover, the courses were fully handed over to the partner institutions, leaving the IBE with a future quality assurance role for these courses.
- (iv) Work under the laboratory of ideas function was undertaken on ECCE. Preparatory work commenced on the neuroscience of education and learning course for teachers and two Member States agreed to pilot the course during 2019.

1. Sustain the norm and standard setting role and Intellectual leadership as a CoEC and related matters (aligned with SDG4 Targets 4.1, 4.7 and means of implementation 4.c, and MLA1, points 1, 6, 8 &10)				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
Complete, publish and translate (from ENG to ARA and FRE) a normative document on curriculum as a tool for giving effect to policies on lifelong learning (depending on the availability of funds)	<p>Due to lack of funds, this activity was not undertaken.</p> <p>However, a normative guide, <i>Prototype National Curriculum Framework</i>, was produced and translated into ARA, FRE and SPA;</p> <p>An advanced draft normative reference document on ECCE System Prototype was produced and the first consultation of thought leaders in the field was held in Dubai;</p> <p>Also a set of indicators for the overall assessment of a curriculum was produced and is available in ENG.</p>	<p>Global anticipatory and foresight capacity and advisory services improved.</p> <p>Demonstration effects of best practices in curriculum, teaching, learning, and assessment availed through work with pilot countries.</p>	<p>Not yet realized.</p> <p>Seychelles has gained recognition as a Best Practice Hub for systemic approach to ECCE, including from the IBE, WB and ADEA.</p>	<p>Risk</p> <p>Shortage of funds remained a significant threat.</p> <p>Risk Mitigation</p> <p>The IBE Secretariat redoubled its resource mobilization efforts and sustained the level of funding as of 2017.</p>
Establish the GCO with regional representation and with adequate anticipatory and foresight capacity to provide periodic guidance on future trends and to effectively disseminate that advice to MSs and to critical partners of the IBE	<p>Funds for the establishment of the GCO were secured only in October of 2018, causing delays in the execution of this activity. The first chair of the GCO has expressed readiness to take up the role. Discussions with a potential co-chair are ongoing.</p>	<p>Sustained recognition of the IBE's global intellectual and normative leadership.</p>	<p>The IBE enjoys prominence on the world stages for its normative work on Global Competences and the Future of Curriculum (e.g., EWF, Web Summit, regional entities like the G20, SADC, SCO, ASPEC, premier institutions, quality assurer, advanced education systems etc.);</p> <p>It also enjoys recognition among global thought leaders in Future's Curriculum and in ECCE.</p>	<p>It also worked flexibly to advance progress while retaining focus on normative work.</p>
Four pilot countries (Africa, Arab, Asia and Eastern Europe regions) will be selected to join Seychelles in contextualizing and fully applying the IBE's set of key normative guides on the future of curriculum (depending on countries' readiness to fully finance the TA or to provide the IBE voluntary contributions)	<p>The United Arab Emirates has expressed readiness to join the Seychelles in contextualizing and implementing one of the IBE's normative reference documents, the ECCE System Prototype, as well as to fully finance the work. Eswatini and Cameroon applied this normative document with financing from an external funder identified by the IBE. Seychelles continues to apply the IBE normative reference document, Global Competences and the Future of Curriculum in the transformation of its K-12 curriculum. In addition, Kuwait fully financed the application of the same normative reference document for a technical and quality audit of its national competence-based curriculum developed with technical assistance from the World Bank. Other countries that had expressed interest have not been forthcoming with the required financing (e.g., South Africa and the Philippines). In addition to MSs, the International School of Geneva has fully financed the application of the same normative reference document to transform itself into an IBE-UNESCO flagship school. This ongoing collaboration has led to the launching of a Universal Learning Passport (ULP) currently under implementation in the school. Discussions with two renowned universities—the university of Sydney and Imperial College London—that have expressed interest in applying the same document to revamp their academic programs are ongoing. Progress will depend on the adequacy of the funding.</p>		<p>IPR is growing is appreciation and recognition. Readers rose by almost 29%, from 2017 to 2018. Their number quadrupled between 2016 and 2018. The geographical spread covers 165 countries mostly from Europe and North America, followed by Eastern and South-Eastern Asia;</p>	

<p>Sustain intellectual leadership by stimulating reflective dialogue on critical and emerging issues on curriculum, learning and assessment</p>	<p>IPR 17: Monitoring Progress towards SDG 4.1: Comparative Analysis of Curriculum and Assessment National Frameworks for Mathematics (ENG and ARA); IPR 18: Comparative Analysis of the National Curriculum Frameworks of Five Countries: Brazil, Cambodia, Finland, Kenya and Peru (ENG and ARA); IPR 19: Global Citizenship Education Tools and Piloting Experiences of Four Countries: Cambodia, Colombia, Mongolia and Uganda (ENG and ARA); IPR 20: Estado, Mercado y Currículum Escolar: La Experiencia Chilena (1964-2018) (SPA); IPR 21: Reformas Curriculares de Educación Infantil Temprana: El Caso de Chile (SPA); IPR 22: Monitoring Progress towards SDG 4.1: Initial Analysis of National Assessment Frameworks for Reading (ENG and ARA); IPR 23: Monitoring Progress towards SDG 4.1: Comparative Analysis of Curriculum and Assessment National Frameworks for Reading (ENG and ARA); IPR 24: A pre-validating process for new programmes of study within the Science subject area for the final cycle of Basic Education in the Democratic Republic of Congo (ENG); IPR 25: Cambios curriculares en la escuela secundaria argentina: de las reformas inefectivas a una concepción sistémica (SPA); IPR 26: Plan CEIBAL in Uruguay: How do you educate in learning to decode the unknown? (ENG); IPR27: APCEIU-IBE UNESCO Project “Global Citizenship Education Curriculum Development and Integration” in Cambodia, Colombia, Mongolia and Uganda: Final Report (ENG). The 9 issues of IPR published in 2017 were translated into three to four languages – ARA, ENG, FRE and SPA.</p>	<p>Partnership and collaboration between the IBE and the GCN strengthened</p>	<p>The GCN is expanding, to include academic and research institutions focusing on the IBE's areas of competence.</p>	
<p>Proposed Target</p>	<p>Reached Target</p>	<p>Overall Performance</p>		
<p>Membership of the GCO constituted</p>	<p>Funds for GCO secured, first chair identified, identification of other members in progress. [Partially Met Set Target (PMST)]</p>	<p>MST</p>		
<p>The paper on curriculum and lifelong learning completed</p>	<p>Paper on curriculum and lifelong learning postponed to 2019; A Prototype National Curriculum Framework produced; ECCE System Prototype in advanced draft; Indicators for assessing national curricula articulated. [Met Set Target (MST)]</p>			
<p>Work in pilot countries in progress</p>	<p>Work in Seychelles, Eswatini and Cameroon in progress; Work in Kuwait completed; Work in the International School of Geneva in progress. [Exceeded Set Target (EST)]</p>			
<p>8 issues of IPR posted</p>	<p>11 issues of IPR were posted [Exceeded Set Target (EST)]</p>			

2. Training in curriculum and learning through regional diploma/master programmes (aligned with SDG 4 Target 4.1, means of implementation 4.c. and MLA1 points 1 & 6)				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
Upgrade the self-sustained diploma programmes to a master level in the Arab region to be launched in 2018/19 following the path of the Master in Africa and partnered with UNESCO Section of Teacher Development (ED/ESC/TED), and Hamdan Bin Mohammed Smart University (HBMSU)	The regional masters in curriculum and learning for the Arab region was developed and will be launched during the second semester of 2019. In addition, the masters programs were also upgraded for Africa and Latin America and Caribbean regions.	Training programs conceptually aligned to the new curriculum paradigm; Course graduates further enabled to support their national curricula improvement efforts;	All IBE training programs including customized workshops, diplomas and masters are aligned with the new curriculum paradigm. Evidence not available because the tracer could not be conducted. But in Malaysia, course graduates led the reform of their national curricula across levels of the education system.	Risk Variable completion rate of courses due to the candidates' workload. Risk Mitigation Upgrades to the hybrid model of learning substantially increased completion rates, reaching to 90% in the Arab region and is expected to realize similar risk mitigation in other regions.
Update and publish online the IBE Curriculum Resource Pack (CRP) 2017 (ARA, ENG and FRE)	The IBE Curriculum Resource Pack was updated and translated into ARA and FRE. The publication will be done in 2019.	Country-level technical leadership and critical mass for curriculum design, development and implementation steadily increased.	The cumulative effect of the combined diploma and masters courses across regions continues to augment the critical mass of capable technical leadership for curriculum design, development and implementation.	
Launch the global Masters course within the IBE host country (depending on the availability of funds from self-financing students)	IBE-UNESCO Global Master on Curriculum and Learning is in advanced draft. It has been internally reviewed. A final draft is under development. The launch is scheduled for the second semester of 2019.			
Continue tracing the impact of the courses on the professional advancement of the alumni and their contribution to national curriculum reform agendas	Due to resource limitations, this activity could not be accomplished during 2018. Its rescheduling for 2019 will depend on resource availability.			
Proposed Target	Reached Target	Overall Performance		
The IBE global Masters course ready to launch	Master course in advanced draft. (PMST)	MST		
Diploma/master programs run in the Arab region	The diploma program for the Arab was ran in 2018. But the launching of the masters course had to be rescheduled for 2019. But other masters programs were upgraded beyond what was planned. (MST)			
IBE Curriculum Resource Pack available in ARA, ENG and FRE.	Online versions 2017-18 of the IBE Curriculum Resource Pack, available in ARA, ENG, FRE and SPA. (MST)			

3. Institute fully reimbursable technical assistance on-demand by MS and/or partner entities [aligned to MLA1 points 1, 6, 7, & 8]				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
Sustain support to as many countries as are willing to fully finance that support directly and/or through entities demanding it. Technical support will focus on the themes enlisted below:	IBE has continued its technical support to countries where there was a third party financier (e.g., Afghanistan and Myanmar). It also provided TA to countries for which it had mobilized resources (e.g., Eswatini and Cameroon) as well as countries providing voluntary contributions (e.g., Seychelles)	MSs' technical capacity for addressing critical and emerging issues in curriculum, teaching, learning and assessment substantially improving; IBE's reputation as a CoE further augmented.	MSs' technical capacity is improving across the following areas: (i) adoption of a competence-based and futuristic approach to curriculum, (ii) build holistic ECCE systems, (iii) develop inclusive education frameworks, (iv) mainstream GCED, including human rights into their policy and curricula, (v) align teacher education curricula to student curricula, and (vi) develop youth education policies and curricula frameworks. MSs' access to rich resources on Gender-responsive STEM education as well as on inclusive education are significantly improved.	Risk Insisting on reimbursable TA reduces the geographical footprint of the IBE. Risk Mitigation IBE focused on normative and operational reference materials and these have much wider geographical footprint than direct TA, albeit difficult to track. Future mitigation will include direct self-reporting of use of IBE normative, operational, and resource materials. The intellectual standing and prestige of the IBE as a global norm and standard setting institution overcompensated for the loss in the geographical footprint for direct TA.
Proposed Target	Reached Target	Overall Performance		
Aligning curricula with the new paradigm: five pilot countries	Three pilot countries are still aligning their national curricula to the new paradigm [Afghanistan, Myanmar, Seychelles] One school aligning its curriculum to the new paradigm (ECOLINT) One country applied the new paradigm to technically audit its national curriculum (Kuwait) (MST)	MST		
ECCE improvement programs in progress in five countries	Improvement programs are in progress in four countries (Oman, Seychelles, Eswatini, and Cameroon) (MST)			
Inclusive Education programs in progress: seven countries	No country came forward with funding for this target. Instead, the IBE produced a contextualized version of UNESCO/IBE guide on			

	<p>inclusive education titled: "Inclusion in Ibero-America: A guide for ensuring inclusion and equity in education" (printed and online versions will be launched in December 2018 in ENG, POR and SPA by the Organization of Iberoamerican States (OEI) and the IBE. The guide will benefit 22 partner countries. (EST)</p>	MST
<p>GCED policies and curricula under implementation: four countries</p>	<p>Four countries are implementing GCED policies and programs prepared with TA from the IBE (Cambodia, Colombia, Mongolia and Uganda). (MST)</p>	
<p>STEM Education improvement program: one country</p>	<p>STEM Education gender-responsive initiative underway in Niger. In addition, the <i>Resource Pack for Gender-Responsive STEM Education</i> was translated to FRE, to support the country. The Pack has enormous capacity to support other CaPED Francophone countries. (EST)</p>	
<p>Teacher competence framework aligned with the IBE future competence framework: one global-level partner</p>	<p>The "Guide for Developing and Implementing Teacher Education Curriculum Frameworks", which is aligned to the IBE future competence framework, was jointly developed with UNESCO Section of Teacher Development (ED/ESC/TED), is available online in ARA, ENG, FRE and SPA.</p> <p>In addition, the guide was used to align the Myanmar teacher education curriculum. (EST)</p>	
<p>Youth Education and learning analysis ongoing: one country</p>	<p>IBE conceptual framework was used to analyse youth education (secondary level) in five LAC countries (Argentina, Brazil, Chile, Mexico, and Peru).</p> <p>In addition, 19 countries were exposed to the framework through a consultative forum during which they validated it. (EST)</p>	

4. Strengthen MSs' capacity to design, develop, implement and monitor Global Citizenship Education (GCED) and related issues (aligned with SDG4 Target 4.7, and to MLA1 point 6; MLA2 point 10]				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
Finalize the IBE GCED toolkit, which addresses issues relating to the conceptual understanding of policy, curriculum, pedagogy, learning and teacher education aspects of GCED	<p>The IBE GCED Resource Pack is available on-line in ENG. It aims to support MSs in mainstreaming GCED into their education system through a holistic, systemic and sustained approach to policies, curriculum and pedagogy. It consists of 7 modules: 1) conceptualization of GCED; 2) national policies; 3) curricula and syllabi; 4) teaching, learning and assessment; 5) textbook and learning resources; 6) whole-school approach; and 7) teacher education and professional development.</p> <p>The IBE participated as a speaker in several workshops and seminars organized by different partners (the NGO Working Group on Human Rights Education and Learning and the Permanent Mission of the Kingdom of Morocco) to discuss the impact of GCED and HRE in a fast changing world.</p>	IBE's leading role in designing GCED curricula and pedagogy, as well as to monitor the attainment of SDG4 Target 4.7, upheld.	The IBE is recognized by its sister institutions (e.g., APCIEU), other UNESCO structures at HQ and FOs, MSs, and NGOs for its leading role in GCED, as evident in TA and collaboration requests.	<p>Risk</p> <p>Expectations of the IBE to sustain technical support to other entities without a sustainable financing framework may persist.</p> <p>Risk Mitigation</p> <p>The IBE insisted on fully reimbursable engagements with all partners.</p>
Proposed Target	Reached Target	Overall Performance		
The IBE GCED toolkit disseminated and piloted in one country	GCED toolkit produced and piloting discussed with APCEIU. (MST)	MST		

5. Strengthen MSs' capacity to design, develop, implement and monitor SDG 4.1 (aligned with SDG4 Target 4.1 and to MLA 2, point 10]				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
Sustain collaboration with the UIS on monitoring the implementation of SDG Target 4.1 (mathematics) by leading the development of the UNESCO Competence Framework for Mathematics and extending the collaboration to Reading	<p>Global Assessment Frameworks for Reading and Math were elaborated, discussed and validated. An online global consultation was conducted with the view to reach global consensus on the two frameworks. It focused on the domains and sub-domains of reading and math. Ministries of Education, international organizations working on teaching, learning and assessment, alumni of the IBE Diploma, Members of the Task Force 4.1, academics from universities, and independent consultants working on mathematics, reading and/or assessment participated in the consultation process.. The vast majority of them expressed a high level of satisfaction with the frameworks;</p> <p>73 National Assessment Frameworks (NAF) in reading and 115 in math were mapped in order to identify cross-national trends. The content areas were mapped to ensure a more robust development of the global assessment frameworks while also respecting the individual characteristics of national curricula and assessment</p>	The IBE's lead role in linking curriculum and assessment frameworks and in monitoring the attainment of SDG4 Target 4.1 upheld.	The UIS and consequently the Global Alliance for Monitoring Learning, as well as the global 2030 education working group continue to rely on the technical expertise of the IBE in leading the development of assessment frameworks used in monitoring SDG4.1.1.	<p>Risk</p> <p>Lack of staff and resources to analyse assessment frameworks in different languages.</p> <p>Risk Mitigation</p> <p>Partnerships with different entities and innovative human resourcing successfully mitigated this risk.</p>

	<p>frameworks. The findings of the mapping exercise are published as In-Progress Reflections No. 17 (see Activity 1);</p> <p>Likewise, the IBE conducted a comparative analysis of 20 MSs National Curriculum Frameworks (NCFs) and National Assessment Frameworks (NAFs) for Literacy-Reading, to examine the alignment between intentional learning outcomes and assessed learning outcomes. The findings emphasize the ambiguity of global understanding around <i>Metalinguistic Competency</i> and its integration, or lack thereof, in national frameworks. The report calls for stronger alignment of curriculum and assessment learning outcomes, as well as expanded analysis with additional data sources to support or counter its findings (In-Progress Reflection No. 23, see Activity 1).</p>			
Proposed Target	Reached Target	Overall Performance		
First version of the competency Framework for Mathematics completed.	Competency Framework for Mathematics elaborated, validated, and published. Moreover, the framework is adopted for use in monitoring SDG4.1.1. (EST)	MST		
National Assessment Frameworks for Reading mapped and analysed.	Competency Framework for Reading elaborated validated, and published. Moreover, the framework is adopted for use in monitoring SDG4.1.1. (EST)			

6. Strengthen MSs' capacity to design and develop holistic Early Childhood Care and Education Systems (aligned with SDG4 Target 4.2 and to MLA1 points 1 & 8) and 4-8				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
Finalize the production of a prototype resilient ECCE system covering ages 0-3 and 4-8	An advanced draft ECCE System Prototype was developed.	5 MSs capacity to design and implement resilient ECCE systems improved;	Capacity was advanced substantially in three MSs: Eswatini, Cameroon, and Seychelles. One MS (UAE) will join in 2019.	
Finalize guidelines for the contextual adaptation of the ECCE system prototype with the view to support 4 MSs in designing and developing resilient ECCE systems that can stand as best practices to other countries	A preliminary draft of the guidelines was prepared.	South/South collaboration enhanced	South/South, North/South, and South/North collaboration, as well as Peer learning, are advancing from the collaboration of partner countries and consultation forums.	
Hold an online consultation with global thought-leaders on ECCE to review and validate the prototype of a resilient ECCE system	A consultation forum was held with 20 thought leaders in the field to review the advanced draft ECCE System Prototype.	North/South, South/North collaboration advancing		
Hold an international workshop to share and validate the prototype and the guidelines with representatives from Cameroun, Egypt,	A validation workshop was postponed to 2019.	Peer learning advancing, line by line		

India, Seychelles and Swaziland as well as with international experts in the field				
Initiate work on the Holistic Early Childhood Development Index to support the monitoring of SDG4.2 and the progress of the 5 partner countries	Not done due to the overall delay in this activity partly due to partner countries and due to change of staff. Preparatory work towards the development of the HECDI has been initiated			
Undertake an ECCE situation analysis in one State of India and one province in Egypt	Not done because the two countries were non-responsive and had to be changed. Current status is potential for Maharashtra state in India, and a network of 1-3 countries through ECD Center in Indonesia.			
Capacity building and technical support on building quality ECCE systems is provided to Cameroun and to Swaziland	Several capacity development missions were undertaken, and the fact that the countries are now articulating their systems suggests that capacity is strengthening.			
Proposed Target	Reached Target	Overall Performance		
Full prototype ECCE system for 0-3 and 4-8 published	Not completed. (PMST)	FMST		
An international seminar for ECCE systems prototype for validation purpose	Not yet held. (FMST)			
Preliminary draft HECDI articulated	The draft is not yet in place. (FMST)			
Four capacity development and technical assistance activities (Swaziland, India (one State), Egypt and Cameroun)	Three missions completed. (PMST)			
2 ECCE national situation analysis reports are available for Egypt and for one State in India	Not done. (FMST)			

7. Strengthen MSs' capacity to design and develop inclusive curricula (aligned with SDG4 Target 4.5 and to MLA1 points 1, 7, & 8)				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
Sustain the dissemination and the availability in different languages of the IBE's resource pack <i>Reaching out to All Learners: A Resource Pack for Supporting Inclusive Education</i>	On-line version of IBE's <i>Reaching out to All Learners: a Resource Pack for Supporting Inclusive Education</i> available in ARA.	MSs' capacity to design and implement inclusive policies and inclusive curricula enhanced. MSs' capacity to monitor progress toward equitable and inclusive education and curricula strengthened.	The capacity building was not realized due to lack of funding to provide the planned activities.	Risk Lack of resources to translate the inclusive education materials in at least four UN languages. Risk Mitigation Partnership was secured to make the inclusive education materials available only in ARA.
Develop and pilot a quality assurance mechanism to assess the inclusiveness of curricula and pedagogy in different regions in partnership with the Education Relief Foundation (ERF) and UNESCO Section for Inclusion and Gender Equality (ED/IPS/IGE) (depending on the availability of funds)	Funds could not be secured for this activity.			

Implement a series of courses on inclusive education in the LAC region in partnership with the Organization of American States (OAS) (depending on financed partner agreement)	Funds could not be secured for this activity.			
Proposed Target	Reached Target	Overall Performance		
Resource pack for inclusive education produced for Gulf States	The IBE general Resource pack on inclusive education available in ARA. (PMST)	FMST		
Sustainable financing of the LAC course on inclusive education secured	Sustainable financing could not be secured. (FMST)			

8. Strengthen MSs capacity to design and develop youth education policies and curricula (aligned with SDG 4 Target 4.4 and to MLA1 points 1, 6, & 8)				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
Sustain collaboration with UNESCO Beirut Office and the UNESCO Section of Partnerships, Cooperation and Research (ED/ESC/PCR) with regard to the elaboration, finalization and implementation of the Youth Profile for the Arab region (depending on the availability of funds)	The IBE carried out an in-depth analysis of the Youth Profile Framework for the Arab region in collaboration with UNESCO Beirut Office and ED/ESC/PCR. Pending discussion with UNESCO Beirut with regard to the validation and implementation processes.	MSs' understanding of integration youth education and other policies enhanced; MSs' capacity to design, build and implement education policies and curricula for holistic youth engagement enhanced.	Delayed implementation of the framework limited the possible impact on the conceptual understanding of MSs.	Risk Lack of staff and resources to analyze curriculum frameworks in different languages. Risk Mitigation Partnerships were set up to analyze youth education in Arabic speaking region.
Continue the in-house comparative analyses on youth education	Policies on youth education from 98 countries were mapped and analyzed.			
Proposed Target	Reached Target	Overall Performance		
Youth Profile for the Arab region produced and discussed	Partially met. Youth Profile for the Arab region produced, but not yet discussed. (PMST)	PMST		

9. Strengthen MSs' capacity to design and develop policies and curricula addressing migration issues (aligned with SDG 4 Target 4.7 and MLA1 points 1 & 8, and MLA2 point 10)				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
Under a GEMR-IBE partnership, carry out a study on how education curricula documents and textbooks describe migration based on an international sample of countries exposed to migration and/or displacement (depending on the availability of funds)	In collaboration with the GEMR, the IBE carried out a study to understand how migration-related concepts are portrayed in 12 countries that have experienced significant migration and displacement trends. The IBE analyzed 189 historical and contemporary sources out of which around 30% belong to the IBE Historical Textbook Collection.	MSs' awareness on the need to design and implement policies and curricula that are sensitive to migration issues enhanced; The IBE's pivotal role in the monitoring of SDG4 Targets further sustained.	Findings of the IBE analyses were incorporated into the 2019 GEM Report, <i>Migration, displacement and education: Building bridges, not walls</i> . This will enable an enormous exposure to MSs given the wide dissemination of the GEMR. In addition, the IBE will host the launching in Geneva. The IBE continues to enjoy substantial recognition for its role in the monitoring of SDG4 Target 4.7.	Risk Lack of staff and resources to analyze policy, curriculum frameworks and textbooks in different languages. Risk Mitigation The reputation of the IBE, close collaboration with UNESCO structures, and Innovative human resourcing successfully mitigated this risk.
Proposed Target	Reached Target	Overall Performance		
A study undertaken on migration issues related to curricula and textbooks	Study published in November 2018. (MST)	MST		

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

Strengthen MS's research, foresight and anticipatory global capacity for curriculum, teaching, learning and assessment; as well as capacity for evidence-based monitoring of SDG targets.

For the past three years, the IBE has focused its knowledge brokerage on two main themes, which are interconnected and contribute directly to the achievement of the SDG4: learning (specifically, the neuroscience of learning) and the development-relevance of curriculum (specifically, future competences). During 2018, the IBE's work on the neuroscience of learning has gained exceptional momentum and further consolidated the IBE's position as the clearinghouse for the sciences of learning. Prestigious academic institutions have joined forces with the IBE to support and translate key neuroscience research on learning and the brain for educators (particularly teachers), policymakers, and practitioners. Also, the IBE/IBRO Science of Learning Fellowship continues to attract leading senior neuroscientists, who assist the IBE in making findings of cutting-edge research substantively accessible to a large base of policy-makers and practitioners. This translated knowledge will be integrated into the IBE's training courses for teachers and curriculum specialists, placing them at the frontiers of knowledge and practice.

1. Strengthen and focus the IBE's knowledge brokerage (aligned with SDG4 Target 4.1 and to MLA2 point 10, and MLA1 point 1)				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
Build and sustain the IBE's clearinghouse function for the sciences of learning and for the development-relevance of curriculum (depending on the availability of funds)	Materials for the clearinghouse on the sciences of learning have been produced and externally reviewed for quality assurance; work on the clearinghouse website has started and will be finalized in 2019. Partner institutions that will contribute to the IBE's clearinghouse function on the development-relevance of curriculum have been identified.	The IBE's intellectual leadership sustained. The technical currency of the IBE's training and advisory services improving.	The IBE continues to demonstrate intellectual leadership and ability to integrate scientific research with policy and practice, to improve education quality and equity, as well as lifelong learning opportunities: - The IBE's initiative on the sciences of learning is vigorously gaining momentum. - Building a scientific groundwork for education and learning has the potential to revolutionize the current understanding of learning and to provide an expanded, updated, and potentially useful toolkit to shape educational practice and policy.	Risk Insufficient financial resources for sustaining the brokering of knowledge. Risk Mitigation The number of centers of learning sciences that are willing to deposit their translation work on the IBE's platform has increased.
In collaboration with leading centers of learning sciences, sustain the focus on the neuroscience of learning as the first theme of the knowledge brokerage initiative (depending on the availability of funds)	Collaboration with leading centers of learning sciences has been strengthened: - MoUs have been signed with University of Berkeley (US) and Queensland University (Australia). Advanced discussions for collaboration are underway with East China Normal University (China), University of Cambridge (UK), Cuban Neuroscience Center (Cuba), Bristol University (UK), Universidad de la República (Uruguay) and Université Paris Descartes (France). - The IBE/IBRO Science of Learning Fellowship program continues to attract leading scholars interested in cognitive neuroscience and learning. The third cohort of three IBRO/ IBE Senior Fellows (from Brazil, UK, and Uruguay) joined the IBE in October 2018.	Access to cutting-edge knowledge in the two focus themes improving, especially within the GCN.	The breadth of the IBE's service capabilities has extended and improved, making the IBE uniquely prepared to assist Member States with a large spectrum of their training and advisory needs. Access to cutting-edge knowledge in the focus theme "sciences of learning" has been considerably enhanced: - The IBE is building a comprehensive clearinghouse in the sciences of learning, to support and translate key neuroscience research on learning and the brain for educators, policy makers, and practitioners. - A growing number of academic institutions expressed keen interest in depositing their own translation work on the IBE platform, thus expanding the base produced in-house. - The IBE is building a community of practice of world-renowned scholars/ prestigious academic institutions to help develop 21 st century education systems that are supported by concrete evidence of how we learn.	Discussions underway with academic institutions willing to take on translating, printing and distributing <i>Prospects</i> and other publications in all UN languages. Risk Severe scarcity of human resources (e.g., one single staff member in charge of all knowledge brokerage activities and publications) continues to affect the timely production of <i>Prospects</i> . Risk Mitigation Double special issues were produced, to catch up with the publishing delay; advanced planning for special issues was initiated; efforts were intensified, to encourage high-quality submissions and to promote the new focus of the journal in academic meetings and conferences

Proposed Target	Reached Target	Overall Performance
<p>At least 15 outputs deposited on the IBE platform</p> <p>Sustain the production of <i>Prospects</i> on topics relevant to the IBE's mandate, in English, Arabic, and Mandarin Chinese</p>	<p>18 outputs have been developed, externally reviewed, and formatted, and are ready to be deposited on the IBE platform. 18 more outputs are currently being produced. (EST)</p> <p>The production of <i>Prospects</i> has been sustained, albeit at a slower pace, in English, Arabic and Mandarin Chinese:</p> <ul style="list-style-type: none"> - The high quality and relevance of the latest issues produced have been repeatedly praised by researchers, policy makers and practitioners alike. - “Stumbling at the first step: Efficiency implications of poor performance in the foundational first five years” was nominated by Springer Nature as one of top 100 most influential articles of 2018 (Change the World initiative). - <i>Prospects</i> has high exposure among 7,680 institutions worldwide. - The journal readership has consistently grown: downloads in 2018 summed up to 264,214 (data available until November 2018), a vigorous increase from 2016 (99,792), when the journal was rebranded. Consequently, royalties have increased, from 7,972 € in 2017, to 16,000 € in 2018. - <i>Prospects</i> issues on learning to read and on brain research and learning, respectively, were launched during special sessions of the 2018 CIES conference in Mexico City. The conference participants praised the IBE for the outstanding quality of the volumes. - The number of <i>Prospects</i> followers on Twitter has vigorously increased (from 14 followers, in 2017, to 216, in November 2018). (EST) 	EST
<p>Sustain the production of the IBE book series on topics related to curriculum, learning, and assessment (depending on the availability of funds). 4 four issues per year</p>	<p>2 issues have been produced; 2 more issues are under production. (MST)</p> <p>The IBE continues to publish high-quality books in its prestigious series:</p> <ul style="list-style-type: none"> - The latest publication, <i>Educating for the 21st Century...</i>, was hailed by critics such as philosophers AC Grayling and Luc Ferry as “a significant book, which makes it required reading for educators, public policy experts, indeed every thoughtful citizen of our time”. - <i>Educating for the 21st Century...</i>, was launched during an <i>IBE Learning Series</i> event, in front of around 100 participants from all over the world. 	
<p>At least one book published in the <i>IBE on Curriculum, Learning and Assessment</i> series</p>	<p>One book in the <i>IBE in Curriculum, Learning, and Assessment</i> series was published: <i>Educating for the 21st Century: Seven Global Challenges</i>. Another book is under production.</p> <p>The <i>Educational Practices</i> series has been revamped, including new refreshing design, new editorial board, and increased focus</p>	

<p>Sustain production of the <i>Educational Practices</i> series (co-published with the International Academy of Education), on topics relevant to the IBE's mandate and mission</p>	<p>on topics relevant to the IBE's mandate and mission. Unsolicited translations of the booklets continue to reach the IBE, further proving the considerable success of the series. (MST)</p>	<p style="text-align: center;">EST</p>
<p>At least one booklet published in both digital and print in the <i>Educational Practices</i> series (depending on the availability of funds).</p>	<p>Two booklets have been published in both digital and print in the <i>Educational Practices</i> series: <i>Proportional reasoning</i> and <i>Accountable Talk: Instructional dialogue that builds the mind</i>. (EST)</p>	

2. Strengthen the IBE's knowledge dissemination function (aligned with SDG4 Target 4.1 and with MLA1 point 10)				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
Sustain the production of bi-weekly <i>Alerts</i> , with a focus on curriculum, learning, teaching and assessment; revise formatting and design	<p>Bi-weekly <i>Alerts</i> have been regularly produced, with a primary focus on the IBE's core areas of curriculum, learning, teaching, and assessment:</p> <ul style="list-style-type: none"> - <i>Alerts</i> related to the current IBE focus on future competences, the neuroscience of learning, and emerging technologies were developed and disseminated. - The <i>Alerts</i> and <i>Digests</i> have received an overwhelmingly positive response from the readers for their usefulness and accessibility. - In 2018, the IBE alerting services gained 60 new subscribers, 42 more than in the previous year. - The formatting and design of the <i>Alerts</i> and <i>Digests</i> have been revised and improved. 	The visibility of the IBE as a knowledge institution increasing.	<p>Visibility of the IBE as a knowledge institution via the sharing of resources in areas of IBE expertise is increasing at a higher rate than in previous years:</p> <ul style="list-style-type: none"> - The <i>Alerts</i> and <i>Digests</i> are reaching an increasing number of curriculum specialists (including GCN members), researchers, policy makers and practitioners, who appreciate the usefulness and quality of the service provided. - The <i>Alerts</i> and <i>Digests</i> have been actively promoted through all the IBE channels, including social media, thus reaching out to the general public as well. - A staggering volume of items of potentially substantive intellectual value that have been unknown and inaccessible to scholars has been digitized and will be available shortly to the general public. - Thematic exhibitions, based on the IBE's collections, have been organized, on relevant topics, such as migration, gender, and nation building. - Traveling exhibits and the book <i>A Visual History of the IBE...</i>, based on the IBE archives, have been displayed at major conferences and events and attracted wide interest, further enhancing the visibility of the IBE as a knowledge institution. - The unique materials stewarded by the IBE are about to release their value to a global audience of researchers, which, in return, may increase the number of IBE partnerships, collaborations, and Documentation Center patrons. 	<p>Risk Consultants tied to knowledge dissemination function are on short term contracts, thereby threatening the sustainability of positive results.</p> <p>Risk Mitigation Consultant hired to manage the digitization project was provided with a contract of longer duration and increased responsibilities.</p> <p>Risk Donors' funding is tied to the Phase I of the digitization project. A Phase II is necessary, to complete the work on the remaining textbook collections and the more recent IBE archives (from 1969 on).</p> <p>Risk Mitigation The IBE is actively exploring funding opportunities for a Phase II of its digitization project.</p> <p>Risk The digital library functions according to a yearly subscription with TIND, and will require the securing of funds in order to stay functional after 2019.</p> <p>Risk Mitigation The IBE is looking into possible solutions to cover TIND subscription costs, including grant opportunities, donations, revenue from publication royalties, etc.</p>

Proposed Target	Reached Target	Overall Performance
<p>21 bi-weekly alerts; 3 digests and 1 thematic alert released</p> <p>Continue the digitization and quality control of the Historical Textbook collection and the IBE Historical Archives</p>	<p>23 bi-weekly alerts (2 more than projected), 8 digests (5 more than projected) and 1 thematic alert were produced, published, and disseminated. (EST)</p> <p>The digitization and quality control of the Historical Textbook collection and the IBE Historical Archives (Phase I) have been completed:</p> <ul style="list-style-type: none"> - All 4,700 Historical Textbooks targeted for Phase I of the digitization project have been digitized. - The entire Historical Archives: 1925–1969 (297 archival boxes) have been digitized. - Every page (nearly 2 million) of each digital surrogate has been quality-assured via rigorous quality control checks (by the end of 2018). - The IBE Historical Archives are efficiently catalogued, preserved and accessible, according to international standards, and up to date, according to the most recent trends in the archival field. - The IBE exhibition launching the digitized collections and the Documentation Center are slated to be opened to the public in 2019. Regardless, the IBE continued to assist patrons remotely, and fielded 64 research requests over the course of 2018. (EST) 	<p>EST</p>
<p>Once the digitization and quality control processes are completed, launch the TIND public interface</p>	<p>Usability testing of the TIND digital library was conducted. As stipulated by the project donors, the library is scheduled for official launch in Spring 2019.</p> <p>Additional activity. The IBE's role as a knowledge institution was further supported by the Documentation Center in a number of capacities, including:</p> <ul style="list-style-type: none"> - <i>Accessibility, cataloguing, and storage:</i> New acquisitions, as well as previously uncatalogued historical textbooks were catalogued and stored; rare books were re-organized, for better security and accessibility; nearly two thousand duplicate books and documents were weeded from the general collection and arranged for donation. - <i>Essential documents:</i> Guidelines for digitization project specifics, such as editing records, on-site rescanning and quality control procedures were created to establish project standards and promote continuity; guidelines for publication classification were created. - <i>Exhibitions:</i> 10 individual showcases, using materials from the Historical Textbook Collection and the Historical Archives, have been curated and displayed in the IBE Documentation Center. An exhibition featuring World Council of Comparative Education Societies (WCCES) and IBE ephemera was featured at the WCCES Symposium in Johannesburg, in June 2018. (EST) 	

3. Reinforce IBE's knowledge management capacity (aligned with SDG4 Target 4.1 and MLA2 point 10)				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
<p>Improve the IT platform to hold and disseminate knowledge created and/or brokered by the IBE in a more efficient and effective way (depending on the availability of funds).</p> <p>Sustain the IBE Learning Series (lectures, workshops on relevant topics), organized at the IBE headquarters and including International Geneva (depending on the availability of funds).</p>	<p>A new IT platform, including portals for the IBE clearinghouses, is being designed and will be fully functional by Spring 2019.</p> <p>The IBE Learning Series continued, featuring prominent scholars and a leading youth technology entrepreneur, on topics of interest to the IBE: emerging technologies and learning; future competences for the 21st century; and brain research and education:</p> <ul style="list-style-type: none"> - These learning events have also been opened to International Geneva, with a focus on education attachés of diverse missions. - Two events were organized in cooperation with the International School of Geneva, attracting a record number of participants (e.g., over 300 people in attendance for the talk on <i>AI, Robotics, and Education</i>). 	<p>The IBE's efficiency at knowledge management improving.</p>	<p>The IBE's efficiency at knowledge management is improving at a fast rate:</p> <ul style="list-style-type: none"> - A brand-new IBE website is under work. With improved site structure design and navigation, the new website is going to act as an effective management and secure data sharing tool for the IBE's knowledge creation and brokering projects. - Carefully selected IBE Learning Series events have been organized, bolstering the expertise of IBE staff and keeping them at the cutting edge of research, innovation, and practice in the IBE's areas of competence. 	<p>Risk</p> <p>Publications and substantial website content are not available in at least four UNESCO languages.</p> <p>Risk Mitigation</p> <p>The IBE continues to explore potential translation funds from electoral groups that speak the languages.</p> <p>Risk</p> <p>The IBE is facing a severe shortage of human resources, which could jeopardize the quality and timely delivery of the IBE's new IT platform.</p> <p>Risk Mitigation</p> <p>In the absence of a full-time communications officer, the work on the website has been transferred to the Director's Office and to the Knowledge Creation and Management team.</p>
Proposed Target	Reached Target	Overall Performance		
Two Learning Series events for IBE and International Geneva held during the year.	Two Learning Series events were organized (<i>The Future of Africa: AI, Robotics, and Education</i> ; and <i>Educating for the 21st Century: Seven Global Challenges</i>). One more event is planned for December 2018, when the three current IBE/IBRO Senior Fellows will present their research on the "learning brain". (MST)	MST		

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

In 2018, the IBE continued to strengthen and improve its delivery capacity, which is at the heart of building capacity across the Member States and other IBE partners, and of making results sustainable over time. Constant efforts focused on cooperation with distinguished technical partners; investing in, recruiting, training and retaining the very best staff members; and further developing the IBE staff Learning Series. The IBE's external image has vigorously improved, through high-quality publications and services, unified branding and effective communication, as well as through making the IBE's presence felt on the world stage in an effective manner.

1. Enhance the IBE's external image and brand				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
Sustain the annual publication of the magazine <i>IBE In Focus</i> , while strengthening client and partners' voice as well as strategic product placement (depending on the availability of funds)	The magazine <i>IBE In Focus</i> continues to be produced annually, with improved design, production, and distribution of high-quality content: <ul style="list-style-type: none"> - The 2018/2019 edition of the IBE magazine focuses on emerging technologies and education. - <i>In Focus</i> gives stakeholders and partners a voice on relevant educational issues. - The magazine features heads of states, ministers, high-level officials, leading scholars, and other eminent personalities. - <i>In Focus</i> is strategically placed at: the Protocol Service, Geneva Airport, Business Class lounges of Swiss Airlines in Geneva and Zurich, South African Airways Business Class lounges (with soft copies aboard all travel classes), VIP Lounge of the Monaco Yacht Club, VIP Lounge of the Montreux Jazz festival, and Hotel La Réserve in Geneva. - The 2017/2018 edition was widely distributed during relevant meetings and events, including: CIES annual conference, Mexico City; Web Summit, Lisbon; Education World Forum, London; 39th session of the General Conference of UNESCO, etc. 	Global visibility of the IBE and interest in its work growing.	The IBE is building a strong brand image and developing greater awareness among various stakeholders.	
Proposed Target	Reached Target	Overall Performance		
<i>IBE in Focus</i> 2018 published, both in print and online, and strategically placed	Work on the 2018/2019 edition is ongoing, with a scheduled online publication date at the end of 2018 and print in February 2019. The French version of the 2017 edition was produced. The IBE continues to identify new partners and translation and distribution opportunities. (MST)	MST		
Translate <i>IBE In Focus</i> into French	<i>IBE In Focus 2017</i> was translated into French. The French translation will be formatted and uploaded on-line (funding not available for the printed version, nor for the Arabic translation). <ul style="list-style-type: none"> - The IBE continued to play a leadership role on world stages. In 2018, the IBE optimally executed three of its core functions – intellectual leader, capacity builder, and norm and standard setter – which were reinforced by the IBE's global convening power; <p>The IBE proved its operational leadership in demonstrating how to effectively implement the curriculum transformation implied in its intellectual and normative outputs. Requests for partnerships and technical assistance have increased and diversified. (MST)</p>			
Improve visibility and the intellectual leadership role of the IBE	The IBE continued to play a leadership role on world stages. In 2018, the IBE optimally executed three of its core functions – intellectual leader, capacity builder, and norm and standard setter –, which were reinforced by the IBE's global convening power: <ul style="list-style-type: none"> - The IBE proved its operational leadership in demonstrating how to effectively implement the curriculum transformation implied in its intellectual and normative outputs. Requests for partnerships and technical assistance have increased and diversified. (MST) 			
Four keynote addresses in major world events	Six keynote addresses were delivered in major global events, including: the World Education Forum, the Education Fast Forward Debate, London; Berlin Economic Forum; Web Summit, Lisbon; 9 th International Conference on Human Rights Education, Sydney; Annual Meeting of the CEOs of the Junior			

	Achievement Worldwide, London; Conference on Competence-Based Curriculum, Barcelona. (EST)	
Play significant role in two international conferences with significant exposure for the IBE (e.g., presidential panels, key sessions, etc.)	The IBE played a substantial role in international conferences with high exposure for the IBE. Examples include: Presidential Panel and highlighted/special sessions, CIES conference, Mexico City; WCCES symposium, Johannesburg; lead speaker during the conference of the G20 Education Working Group, Buenos Aires; speaker during the meeting of Ministers of Education of the Shanghai Cooperation Organization, Astana; intellectual sponsor of a key theme during the SADC Heads of State Summit, Windhoek. (EST)	
Convene a high-level event on <i>Preventing Violent Extremism through Universal Values in Curricula</i>	The high-level event on <i>Preventing Violent Extremism through Universal Values in Curricula</i> has been cancelled, due to the inability of its co-organizer (Institute for Cultural Diplomacy) to contribute financially to its preparation. No meetings were convened in 2018, because of the lack of funding.	
Convene two meetings of the GCO	The work on the GCO will be reinvigorated in 2019, when funding to support the GCO meetings will be available. (DMST)	
Two prestigious university/academic institutions as partners having signed a MoU for collaboration	MoUs for collaboration have been signed with University of Berkeley (US) and Queensland University (Australia). Advanced discussions for collaboration are underway with East China Normal University (China), University of Cambridge (UK), Cuban Neuroscience Center (Cuba), Bristol University (UK), and Universidad de la República (Uruguay) and Université Paris Descartes (France) (EST)	
Consolidate the new and consistent branding and messaging for IBE across all channels	The new IBE branding and messaging have been consistently consolidated across all channels: IBE social media, website, publications, press releases, and promotion materials: - The new IBE website will ensure branding consistency and accuracy of information. - Web and graphic designers are currently assisting in reinforcing the IBE's identity and credibility across all channels. (MST)	
Branding extended to resource packs and brochures	Branding was extended to the <i>Educational Practices</i> booklets. Resource packs and all the IBE promotional materials will continue to be re-branded in 2019. (MST)	
Amplify and authenticate the IBE's work through third party endorsement and reciprocate	The IBE's work has been reinforced through endorsements from prestigious institutions, leading scholars, and eminent personalities: - The IBE's publications have been hailed, among others, by New York Times journalist Tom Friedman and philosophers Luc Ferry and AC Grayling. - <i>Prospects</i> article included in 100 most influential works in social sciences, education and philosophy and psychology (Springer's Change the World initiative) - The IBE's work on future competences has been endorsed and applied to a school context by the International School of Geneva. (EST)	
Two third parties endorsements secured	Reached target: Two third parties endorsements were secured, including the International School of Geneva, and the Institute of Early Childhood Development (IECD), Seychelles. (MST)	

2. Strengthen external communication of the IBE				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
Sustain the implementation of the communication strategy to enhance the IBE's visibility role as a CoE and share the IBE's activities, outputs, progress and outcomes	Implementation of the communication strategy was sustained and the IBE activities were shared through multi-channels including the magazine, conferences, meetings, Twitter, Facebook and IPR.	GCN membership recognized as prestigious; Visitations and engagements with diverse IBE communication channels increased.	Evidence of disposition towards the GCN is not yet collected Visitations and engagement increased from 2017 to 2018 (data to November) as follows: <i>Alerts:</i> 794 to 1,092 subscribers <i>Prospects:</i> 204,816 to 264,214 downloads <i>In Focus:</i> 495 to 1389 downloads <i>In Progress Reflections:</i> 9,944to 21.332 downloads <i>Twitter IBE:</i> 3,250 to 4,938 followers <i>Twitter DIR:</i> 4,103to 5,059 followers	Risk The revamping of the website may slow growth in engagement with it as a key communication channels at a time when good communication by IBE is crucial. Risk Mitigation This risk did not materialize, as witnessed from the Increased engagement.
Strengthen relevant digital channels including website, forums, social media, blogs, email and visuals	All digital channels were strengthened and further strengthening of the website is in progress.			
Proposed Target	Reached Target	Overall Performance		
Implementation of the communication strategy quite advanced	The strategy is under effective implementation as evident improvements across all modes of communicating IBE activities and programmes. (EST)	MST		
Strengthen relevant digital channels including website, forums, social media, blogs, email and visuals	All digital channels were strengthened and further strengthening of the website is in progress. (MST)			
Website revamped	Work is advancing on the strengthening of the website (PMST)			
Periodicity of communication with the GCN established as quarterly	A quarterly newsletter for the GCN is designed and content for the first four issues is determined (PMST)			

3. Sustain effort to mobilize Members of the IBE Council to provide voluntary contributions to further enhance the delivery capacity of the IBE				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
	The need for Council to contribute to the mobilization of resources was tabled for the Council meeting and a working group on resource mobilization was set up to hasten impact.	A 30% point increase in the current level of voluntary contributions	No impact	<p>Risk</p> <p>Council members sustaining their non-contribution to the IBE;</p> <p>Risk Mitigation</p> <p>Council Members sustained their non-contribution to the IBE, despite appeals from the IBE Secretariat.</p>
Proposed Target	Reached Target	Overall Performance		
All Council Members having signed a multiyear voluntary contribution agreement	Nothing realized (FMST)	FMST		

4. Sustain efforts to secure qualified seconders from MSs				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
	Meetings were held, to invite several MSs to consider sending secondees to the IBE.	At least two senior secondees for areas for which the IBE has already prepared ToRs.	No senior secondees for areas for which the IBE has already prepared ToRs.	
Proposed Target	Reached Target	Overall Performance		
At least one senior seconded from each Council Member	No Council Member secured a seconded. Two junior scholars were secured from China by the IBE Secretariat. (FMST)	FMST		

5. Sustain efforts to increase and diversify strategic partners for the IBE				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
	Effort to increase and diversify partners was sustained	An increase in the number of programs that are financed by and/or undertaken in partnership with diverse partners.	There was an increase in academic partners (3), foundations (1), and MSs (1).	
Proposed Target	Reached Target	Overall Performance		
- Each IBE P3 level staffer to bring one new financing partner worth US\$ 500K per year for at least two years;	One P5 raised 343K. Director raised 1.4 million. (PMST)	PMST		

<p>- Each IBE P4 and P5 level staffer to bring two new financing partners worth US\$ 500K or one partner worth US\$ 1 million per year for at least two years; - Each D-level IBE staffer to bring two new partners worth US\$ 1 million a year for two years</p>		
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6. Sustain efforts at resource efficient recruitment mechanisms				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
	Efforts were sustained.			<p>Risk</p> <p>Shortage of funds may undermine innovative and resource efficient staffing.</p> <p>Risk Mitigation</p> <p>This risk was minimized because the IBE Secretariat managed to sustain the overall resource envelop at the 2017 level. Also the junior secondees from China abated the risk</p>
Proposed Target	Reached Target	Overall Performance		
	Although there were no set targets, six senior experts were added to the near-permanent staff and two senior fellows were added. (EST)	EST		

7. Sustain the monitoring of the institutional risk register				
Proposed Activities & Targets	Undertaken Activities and Met Targets	Expected Impact	Realized Impact	Risks & Mitigation
Proposed Target	Reached Target	Overall Performance		
	Although there was no set target, the institutional risk register has been substantially improved and it is shared with the Council half yearly. The annual reporting on activity risk is sustained. (EST)	EST		

V. Budget

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

2018
September

(Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS					EXPENDITURES					UNOBLIGATED BALANCE (to be obligated)	EXEC RATE CURRENT PERIOD*	GLOBAL EXECUTION RATE**	
	Appropriation approved by council	Appropriation approved by council adjusted	Resources unreleased or reported or transferred	Additional Funds	Adjustment from 2017 ULOs	Budget revised	Disbursements	Unliquidated obligations period reporting	Unliquidated obligations futur period	Total Current period				
I. PROGRAMME ACTIVITIES														
I-1 Activities under Expected results I	721 496	802 230	(5 500)	498 480	106 470	1 401 680	600 997	7 873	180 334	608 870	612 476	43,4%	56,3%	
Diploma course on curriculum design	23 000	23 022	-	127 033	18	150 073	39 843	1 566	102 517	41 409	6 147	27,6%	95,9%	
Innovation and Leadership in Curriculum and Learning / ECCE	60 000	62 194	(5 500)	55 000	7 617	119 311	108 083	426	5 511	108 508	5 292	90,9%	95,6%	
Technical Assistance to Members States on Curriculum Design and Development (TA to MS on CDD)	118 496	222 172	-	62 640	(584)	284 228	250 192	-	10 566	250 192	23 470	88,0%	91,7%	
Strengthening the Education Systems of MS to equitably provide high quality education and effective learning opportunities.	520 000	492 308	-	-	99 053	591 361	116 106	5 881	43 739	121 987	425 635	20,6%	28,0%	
Strengthening STEM curricula for girls in Africa and Asia and Pacific (phase I)		2 534	-	-	365	2 900	2 628	-	-	2 628	272	90,6%	90,6%	
Future competencies for the 21st Century: Transforming teaching and learning		-	-	253 807	-	253 807	84 146	-	18 000	84 146	151 661	33,2%	40,2%	
I-2 Activities under Expected results II	557 000	610 178	-	32 311	57 921	700 410	309 375	4 626	214 370	298 652	172 040	42,6%	75,4%	
Research & Publications	15 000	20 035	-	32 311	2 322	54 668	19 333	530	4 496	19 864	30 309	36,3%	44,6%	
Knowledge Brokerage	80 000	146 217	-	-	2 834	149 051	17 992	88	70 420	2 731	60 551	1,8%	59,4%	
Development of IBE website & Communication	42 000	46 495	-	-	47 484	93 979	26 929	15	50 950	26 944	16 085	28,7%	82,9%	
Text books Project	130 000	160 031	-	-	5 280	165 312	135 833	-	-	135 832	29 479	82,2%	82,2%	
IBE Historical Archives Project	290 000	237 400	-	-	0	237 400	109 288	3 992	88 504	113 281	35 616	47,7%	85,0%	
PROGRAMME ACTIVITIES (I)	1 278 496	1 412 409	(5 500)	530 791	164 391	2 102 090	910 371	12 499	394 703	922 870	784 517	43,9%	62,7%	
II. Governing Board/Gen. Adm./Institutional Dev.														
II-1 IBE Council/Steering Committee	40 000	40 000	-	-	-	40 000	1 039	6 969	2 268	8 008	29 724	20,0%	25,7%	
II-2 General operating costs	400 000	400 186	-	11 504	8 089	419 779	273 011	34 793	76 262	307 804	35 713	73,3%	91,5%	
Maintenance of IBE premises		154 747	-	-	-	154 747	128 655	-	20 450	128 655	5 641	83,1%	96,4%	
Running cost		245 439	-	11 504	8 089	265 032	144 355	34 793	55 812	179 149	30 072	67,6%	88,7%	
II-3 Director Office	147 000	217 265	-	21 500	1 883	240 648	6 105	50 104	29 593	56 209	154 845	23,4%	35,7%	
GOVERNINT BOARD, GEN.ADMIN. & INST. DEV (II)	587 000	657 451	-	33 004	9 972	700 427	280 154	91 867	108 123	372 021	220 283	53,1%	68,6%	
STAFF COSTS (III)	2 141 042	2 065 872	-	(11 504)	757	2 055 124	1 294 960	16 300	137 764	1 311 260	606 101	63,8%	70,5%	
TOTAL BUDGET ALLOCATED 2018 (I + II + III)	4 006 538	4 135 731	(5 500)	552 291	175 120	4 857 642	2 485 486	120 666	640 590	2 606 151	1 610 900	53,7%	66,8%	

* Execution rate current period = Total current period / Revised ** Global execution rate = (total current period + unliquidated obligations futur period) / Revised

Annex 1: SDG 4 and Targets

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- Target 4.2 By 2030, 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
- Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- Target 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
- Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries
- Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States