



United Nations
Educational, Scientific and
Cultural Organization



International Bureau
of Education

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**SIXTY-SEVENTH SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

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PROPOSED PROGRAMME OF ACTIVITIES AND BUDGET 2018



United Nations
Educational, Scientific and
Cultural Organization



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of Education

2018 Proposed Work Program and Budget to the 67th Session of the IBE Council



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I. Program context

Introduction

This document proposes to the 67th session of the IBE Council, the 2018 work program and budget for review and clearance (hereafter referred to as “program”). As is tradition, the proposed 2018 program is guided by and anchored in UNESCO’s mandate, core functions, C/4 and C/5, MLAs, ERs, the Sector strategy 2014-21 and the IBE Centre of Excellence (CoE) strategy.

During 2018, the IBE will continue to heighten 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) development-relevance of education and learning. These contributions will be buttressed by the rich base of normative and operational instruments the IBE produced during 2017. The IBE will also sustain its key contribution to the implementation and monitoring of SDG4 targets in close collaboration with the GEMR and the UIS and other UNESCO entities.

With engagement and robust support of the Council, the IBE will renegotiate its position within the ED sector as a key producer of global public goods that require direct financing as part of UNESCO’s global norm and standard setting role. It will also renegotiate its position as a key and most consistent contributor to the GEMR’s and the UIS’s production of global public goods pertaining to the monitoring of progress towards SDG4 targets. The IBE will also renegotiate the financing structure of its technical assistance to CapEd countries as well as to other technical partners.

Focus on the implementation of the below outlined medium term program will be sustained.

Medium Term Programmatic Areas (2014-2021): Acceleration to CoE Status

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 will focus on the provision of operational guidance for the other seven dimensions along which the IBE has reconceptualized the curriculum.

Critical and Emerging Issues in Curriculum, Learning, Teaching, and Assessment (Laboratory of ideas function): This program is to develop guidelines, prototypes, frameworks, studies and cutting-edge interventions for areas of high demand and where Member States (MSs) have limited experience, and/or areas where MSs are not making desired progress.

Knowledge Creation and Management in Curriculum, Learning, Teaching, and Assessment (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 seeks to intensify 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 and their application to learning, teaching and assessment. The IBE will also improve 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 CoE on curriculum 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 will focus resolutely on its global normative and intellectual leadership functions. This work is strategic in enhancing the visibility of the IBE and in sustaining its status as a CoE in the field. Technical assistance will take the second priority based on the financing structure. Overall, the IBE will undertake work in the following four areas under ER1:

- (i) Lead global dialogue on the future of curriculum in the twenty-first century and within 4IR mainly through the creation of a global curriculum observatory (GCO) with adequate anticipatory and foresight capacity to provide periodic guidance on future trends and to effectively disseminating advice to Member States and critical partners of the IBE. The IBE will also continue to produce operational guides on how to align national curricula with current and future trends. Both the global advisories and the operational guides will be produced as global public goods that MSs and other entities can apply using their own technical resources. The IBE will focus on a limited number of countries—two in Africa, and one each in the Arab States, Asia, and Eastern Europe - to create a demonstration effect and to provide best practices in curriculum, teaching, learning, and assessment.
- (ii) Provide customized fully reimbursable technical assistance to support-to-support Member States' curriculum reform and transformation processes in line with current and future trends. The IBE will also provide fully funded technical support to critical partner institutions such as Education International and assessment houses to align teacher curricula and assessment frameworks with current thinking and best practices in curriculum and learning.
- (iii) Sustain fully self-financed training of future leaders of national curriculum processes through training programs specifically targeting policy-makers, educationist, curriculum developers and specialists, supervisors, principals, teachers' trainers and researchers.
- (iv) Sustain the laboratory of ideas function and continue to lead and disseminate cutting-edge knowledge and promote best practices relating to critical and emerging issues in curriculum, learning, teaching, and assessment.

| Activities | Expected Impact | Risks | Risk Mitigation |
|--|--|---|---|
| <p>1. Sustain the norm and standard setting role and Intellectual leadership as a CoE in curriculum and related matters (aligned with SDG4 Targets 4.1, 4.7 and means of implementation 4.c., and MLA1, points 1, 6, 8 &10)</p> <ul style="list-style-type: none"> • Complete, publish and translate (from ENG to ARA and FRE) a normative document on <i>curriculum as a tool for giving effect to policies on lifelong learning</i> (depending on the availability of funds); • 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; • 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); • Sustain technical support on: GCED, STEM, ECCE, Equity and Inclusion, and undertake a comparative study on youth in the Arab States (funds allowing). <p>Targets:</p> <ul style="list-style-type: none"> • Membership of Global Curriculum Observatory (GCO) constituted; • The paper on curriculum and lifelong learning completed; • Work in pilot countries in progress; • 8 papers for the In-Progress Reflections series posted | <ul style="list-style-type: none"> • Global anticipatory and foresight capacity and advisory services improved; • Demonstration effects of best practices in curriculum, teaching, learning, and assessment availed through work with pilot countries; • Sustained recognition of the IBE's global intellectual and normative leadership; • Partnership and collaboration between the IBE and GCN strengthened; • MSs capacity to address critical and emerging issues demonstrably advanced. | <ul style="list-style-type: none"> • Shortage of funds will remain a significant threat. | <ul style="list-style-type: none"> • Implementation of the new resource mobilization strategy. |

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)

- 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 (HBMSMU);
- Update and publish online the IBE Curriculum Resource Pack (CRP) 2017 (ARA, ENG and FRE);
- Launch the global Masters course within the IBE host country (depending on the availability of funds from self-financing students);
- Continue tracing the impact of the courses on the professional advancement of the alumni and their contribution to national curriculum reform agendas.

Targets:

- The IBE global Masters course ready to launch;
- Diploma/master programmes run in the Arab region;
- IBE Curriculum Resource Pack available in ARA, ENG and FRE.

- Training programs conceptually aligned to the new curriculum paradigm;
- Course graduates further enabled to support their national curricula improvement efforts
- Country-level technical leadership and critical mass for curriculum design, development and implementation steadily increased.

- Variable completion rate of courses due to the candidates' workload.

- Sustain the flexibility of the coursework and the personalized pace of completion.

3. Institute fully reimbursable technical assistance on-demand by MS and/or partner entities [aligned to MLA1 points 1, 6, 7, & 8]

- 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 following themes:

Targets:

- Aligning curricula with the new paradigm: five pilot countries;
- ECCE improvement programs in progress: five countries;
- Inclusive Education programs in progress: seven countries;
- GCED policies and curricula under implementation: five countries;
- Universities of the Future advancing toward establishment: one country;
- Human Rights Education and GCED curriculum in place: one country;
- STEM Education improvement program: one country;
- Teacher competence framework aligned with the IBE future competence framework: one global-level partner;
- Youth Education and learning analysis ongoing: one country.

- 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.

- Insisting on fully reimbursable TA may substantially shrink the IBE's geographical footprint as well as the outreach to the more poor countries.

- The intellectual standing and prestige of the IBE should be the focus and this should over-compensate for the limited geographical footprint;
- Focus on the normative and intellectual role rather than on executing functions.

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| <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]</p> <ul style="list-style-type: none"> Finalize the IBE GCED toolkit, which addresses issues relating to the conceptual understanding, policies, curriculum, pedagogy, learning materials and teacher education. <p>Target:</p> <ul style="list-style-type: none"> IBE GCED toolkit disseminated and piloted in one country. | <ul style="list-style-type: none"> IBE's leading role in designing GCED curricula and pedagogy as well as to monitor the attainment of SDG4 target 4.7 upheld. | <ul style="list-style-type: none"> Expectations of the IBE to sustain technical support to other entities without a sustainable financing framework may persist. | <ul style="list-style-type: none"> Continue renegotiating financing frameworks with partners and decline insufficiently financed work |
| <p>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]</p> <ul style="list-style-type: none"> Sustain collaboration with the UIS on monitoring the implementation of SDG Target 4.1 (mathematics) by leading the development of UNESCO competence Framework for Mathematics and extending the collaboration to Reading. <p>Targets:</p> <ul style="list-style-type: none"> First version of the competency Framework for Mathematics completed; National Assessment Frameworks for Reading mapped and analysed. | <ul style="list-style-type: none"> IBE's lead role in linking curriculum and assessment frameworks and in monitoring the attainment of SDG4 target 4.1 upheld. | <ul style="list-style-type: none"> Lack of staff and resources to analyse assessment frameworks in different languages. | <ul style="list-style-type: none"> Engage MSs and partners to mobilize resources and/or to collaborate in the analyses; Continue renegotiating financing frameworks with partners to strengthen technical staff as well as to ensure fully financed technical assistance. |
| <p>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)</p> <ul style="list-style-type: none"> Finalize the production of a prototype resilient ECCE system covering ages 0-3 and 4-8; Finalize guidelines for the contextual adaptation of the ECCE system prototype with the view to supporting 4 MSs in designing and developing resilient ECCE systems that can stand as best practice to other countries; Hold an online consultation with global thought-leaders on ECCE to review and validate the prototype of a resilient ECCE system; Hold an international workshop to share and validate the prototype and the guidelines with representatives from Cameroun, Egypt, India, Seychelles and Swaziland as well as with international experts in the field; Translate the ECCE system prototype and guidelines into ARA and FRE; Initiate work on the Holistic Early Childhood Development Index to support the monitoring of SDG4.2 and the progress of the 5 partner countries. Undertake an ECCE situation analysis in one State of India and one province in Egypt | <ul style="list-style-type: none"> 5 MSs capacity to design and implement resilient ECCE systems improved; South/South collaboration enhanced; North/South, South/North collaboration advancing Peer learning advancing | | |

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| <ul style="list-style-type: none"> Capacity building and technical support on building quality ECCE systems is provided to Cameroun and to Swaziland. <p>Targets:</p> <ul style="list-style-type: none"> Full prototype ECCE system for 0-3 and 4-8 published; An international seminar for ECCE systems prototype for validation purpose; Preliminary draft HECDI articulated; Four capacity development and technical assistance activities (Swaziland, India (one State), Egypt and Cameroun); 2 ECCE national situation analysis reports are available for Egypt and for one State in India. | | | |
| <p>7. Strengthen MSs capacity to design and develop inclusive curricula (aligned with SDG4 Target 4.5 and to MLA1 points 1, 7, & 8)</p> <ul style="list-style-type: none"> Sustain the dissemination and the availability in different languages of the IBE's resource pack "Reaching out to All Learners: A Resource Pack for Supporting Inclusive Education" and UNESCO's "Guide for ensuring inclusion and equity in education" as well as support MSs efforts to ensure that their education, in general, and their curricula, in particular, are equitable and inclusive in line with SDG4 (depending on the availability of funds); 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); 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). <p>Targets:</p> <ul style="list-style-type: none"> Resource pack for inclusive education produced for Gulf States; Sustainable financing of the LAC course on inclusive education secured. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Lack of resources to translate the inclusive education materials to at least four UN languages. | <ul style="list-style-type: none"> Engage MoEs and partners (i.e. GPE) to mobilize resources to make available the inclusive education guidelines and resource pack in at least four UN languages; Continue renegotiating financing frameworks with partners, including HQ, |
| <p>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)</p> <ul style="list-style-type: none"> 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); Continue the in-house comparative analyses on youth education | <ul style="list-style-type: none"> MSs' understanding on the link integration of youth education and other policies enhanced; MSs' capacity to design, build and implement education policies and curricula for holistic youth engagement enhanced. | <ul style="list-style-type: none"> Lack of staff and resources to analyse curriculum frameworks in different languages. | <ul style="list-style-type: none"> Negotiate a favourable financing framework with UNESCO Beirut Office to ensure the required staffing at the IBE. |

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| <ul style="list-style-type: none"> • Target: • Youth Profile for the Arab region produced and discussed; | | | |
| <p>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)</p> <ul style="list-style-type: none"> • 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). <p>Target:</p> <ul style="list-style-type: none"> • A study undertaken on migration issues related to curricula and textbooks. | <ul style="list-style-type: none"> • 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. | <ul style="list-style-type: none"> • Lack of staff and resources to analyse policy, curriculum frameworks and textbooks in different languages. | <ul style="list-style-type: none"> • Negotiate with the GEMR team, a financing framework that enables the necessary staffing for this initiative at the IBE. |

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

During 2018, the IBE will vigorously strengthen its knowledge brokerage role with a view to make findings of cutting-edge research substantively accessible to a large base of policy-makers and practitioners. The IBE will sustain its focus on two themes central to its mandate and that directly contribute to the achievement of SDG4: learning (specifically, *the neuroscience of learning*); and the development-relevance of curriculum (specifically, *future competences*). Furthermore, in collaboration with prestigious intellectual organizations, the IBE will fully establish itself as the clearinghouse for the sciences of learning and for the development-relevance of curriculum.

| Activities | Expected Impact | Risks | Risk Mitigation |
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| <p>1. Strengthen and focus the IBE's knowledge brokerage (aligned with SDG 4 Target 4.1 and to MLA2 point 10, and MLA1 point 1)</p> <ul style="list-style-type: none"> 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); 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); <p>Target:</p> <ul style="list-style-type: none"> At least 15 outputs deposited on the IBE platform. <ul style="list-style-type: none"> Sustain the production of <i>Prospects</i> on topics relevant to the IBE's mandate, in ENG, ARA, and Mandarin CHI; <p>Target:</p> <ul style="list-style-type: none"> 4 four issues per year. <ul style="list-style-type: none"> Sustain the production of the IBE book series on topics related to curriculum, learning, and assessment (depending on the availability of funds). <p>Target:</p> <ul style="list-style-type: none"> At least one book published in the <i>IBE on Curriculum, Learning and Assessment series</i> Sustain production of the Educational Practices series (co-published with the International Academy of Education), on topics relevant to the IBE's mandate and mission. <p>Target:</p> <ul style="list-style-type: none"> At least one booklet published in both digital and print in the Educational Practices series (depending on the availability of funds). | <ul style="list-style-type: none"> The IBE's intellectual leadership sustained; The technical currency of the IBE's training and advisory services improving; Access to cutting-edge knowledge in the two focus themes improving, especially within the GCN. | <ul style="list-style-type: none"> Insufficient financial resources for sustaining the brokering of knowledge. | <ul style="list-style-type: none"> Increase the number of centers of learning sciences that are willing to deposit their translation work on the IBE's platform; Increase the number of leading institutions on the future of curriculum to deposit their cutting-edge work on the IBE's platform; Identify institutions willing to take on translating, printing and distributing <i>Prospects</i> and other publications in all UN languages. |
| <p>2. Strengthen the IBE's knowledge dissemination function (aligned with SDG4 Target 4.1 and with MLA1 point 10)</p> <ul style="list-style-type: none"> Sustain the production of bi-weekly Alerts, with a focus on curriculum, learning, teaching and assessment; revise formatting and design; Continue the digitization and quality control of the Historical Textbook collection and the IBE Historical Archives. | <ul style="list-style-type: none"> The visibility of the IBE as a knowledge institution increasing | <ul style="list-style-type: none"> Tinds public interface is still in the beta phase. | <ul style="list-style-type: none"> Hire a consultant to take over alerting services; Hire a consultant to lead the digitization project; |

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| <p>Targets:</p> <ul style="list-style-type: none"> Once the digitization and quality control processes are completed launch the Tind public interface; 21 bi-weekly alerts; 3 digests and 1 thematic alert released | | | <ul style="list-style-type: none"> Hire a junior consultant to work on quality control. |
| <p>3. Reinforce IBE's knowledge management capacity (aligned with SDG4 Target 4.1 and MLA2 point 10)</p> <ul style="list-style-type: none"> 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); 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>Target:</p> <ul style="list-style-type: none"> Two Learning Series events for IBE and International Geneva held during the year. | <ul style="list-style-type: none"> The IBE efficiency at knowledge management improving | <ul style="list-style-type: none"> Publications and substantial website content are not available in at least four UNESCO languages | <ul style="list-style-type: none"> Explore potential translation funds from electoral groups that speak the languages. |

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

Strengthening the delivery capacity of the IBE is a prerequisite for its role as a capacity builder across MSs and other clients. As such, 2018 will continue to further witness improvements to the capacity of the IBE. Key instruments will entail engagement with world-renowned technical partners, recruiting the very best human expertise, strengthening the IBE staff learning series. The IBE will also work very hard on its external image through: quality products and services, clear branding and effective communication with external audiences, assertive convening power, and further strengthening of its presence in world stages that matter.

| Activities | Expected Impact | Risks | Risk Mitigation |
|--|---|-------|-----------------|
| <p>1. Enhance the IBE's external image and brand</p> <ul style="list-style-type: none"> 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); <p>Target:</p> <ul style="list-style-type: none"> <i>IBE in Focus</i> 2018 published, both in print and online, and strategically placed. <ul style="list-style-type: none"> Translate <i>IBE In Focus</i> into FRE (and, funding allowing, ARA) and continue to strengthen its placement; <p>Targets:</p> <ul style="list-style-type: none"> <i>IBE In Focus</i> 2017 in FRE. <ul style="list-style-type: none"> Improve visibility and the intellectual leadership role of the IBE; <p>Targets</p> <ul style="list-style-type: none"> Four keynote addresses in major world events; Play significant role in two international conferences with significant exposure for the IBE (e.g., presidential panels, key sessions, etc.); Convene a high-level event on Preventing Violent Extremism through Universal Values In Curricula; Convene two meetings of the GCO; Two prestigious university/academic institutions as partners having signed a MoU for collaboration. <ul style="list-style-type: none"> Consolidate the new and consistent branding and messaging for IBE across all channels; <p>Target:</p> <ul style="list-style-type: none"> Branding extended to resource packs and brochures. <ul style="list-style-type: none"> Amplify and authenticate the IBE's work through third party endorsement and reciprocate; <p>Target:</p> <ul style="list-style-type: none"> Two third parties endorsements secured | <ul style="list-style-type: none"> Global visibility of the IBE and interest in its work growing | | |

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| <p>2. Strengthen external communication of the IBE</p> <ul style="list-style-type: none"> 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; <p>Target:</p> <ul style="list-style-type: none"> Implementation of the communication strategy quite advanced. <ul style="list-style-type: none"> Strengthen relevant digital channels including website, forums, social media, blogs, email and visuals. <p>Targets:</p> <ul style="list-style-type: none"> Website revamped; Periodicity of communication with the GCN established as quarterly. | <ul style="list-style-type: none"> GCN membership recognized as prestigious; Visitations and engagements with diverse IBE communication channels increased. | <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> Ensure that other channels can drive users to valuable content throughout the website redevelopment period |
| <p>3. Sustain effort to mobilize Members of the IBE Council to provide voluntary contributions to further enhance the delivery capacity of the IBE</p> <p>Target:</p> <ul style="list-style-type: none"> All Council Members having signed a multiyear voluntary contribution agreement. | <ul style="list-style-type: none"> A 30% point increase in the current level of voluntary contributions | <ul style="list-style-type: none"> Council members sustaining their non-contribution to the IBE | <ul style="list-style-type: none"> Sustain dialogue with potential contributors outside Council |
| <p>4. Sustain efforts to secure qualified secondees from MSs</p> <p>Target:</p> <ul style="list-style-type: none"> At least one senior seconded from each Council Member. | <ul style="list-style-type: none"> At least two senior secondees for areas for which the IBE has already prepared ToRs. | <ul style="list-style-type: none"> MSs continue to not providing secondees to the IBE. | <p>Keep trying</p> |
| <p>5. Sustain efforts to increase and diversify strategic partners for the IBE with a prioritized focus on:</p> <ul style="list-style-type: none"> The private sector Foundations and philanthropists Institutions that specialize in areas of IBE's competence Universities Academic and research institutions Professional networks Member States MoEs Multilateral and bilateral agencies Civil societies that are recognized by UNESCO UNESCO HQ and Field Offices UNESCO Institutes and Networks UN agencies and other intergovernmental organizations | <ul style="list-style-type: none"> An increase in the number of programs that are financed by and/or undertaken in partnership with diverse partners. | | |

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| <p>Targets:</p> <ul style="list-style-type: none"> • Each IBE P3 level staffer to bring one new financing partner worth US\$ 500K per year for at least two years; • 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>6. Sustain efforts at resource efficient recruitment mechanisms</p> | <ul style="list-style-type: none"> • Increase the number of junior consultants, long-term senior consultants and senior fellows. | <ul style="list-style-type: none"> • Shortage of funds may undermine innovative and resource efficient staffing. | <ul style="list-style-type: none"> • Sustain resource mobilization efforts. |
| <p>7. Sustain the monitoring of the institutional risk register</p> | | | |

V. Budget

ESTIMATED BUDGETARY FRAMEWORK 2018

IBE SPECIAL ACCOUNT (USD)

| | CF 2017 | FUNDING SOURCES FOR ESTIMATED ALLOCATIONS | | | | |
|---|------------------|---|----------------|----------------|--------------------|------------------|
| | | UNESCO Financial Allocation | NIGERIA | SEYCHELLES | IBE RESERVE S 2017 | Available budget |
| I. Programme Activities | | | | | | |
| I-1 Activities under Expected results I | 638'496 | 0 | 0 | 0 | 83'000 | 721'496 |
| Diploma course on curriculum design | | | | | 23'000 | 23'000 |
| Innovation and Leadership in Curriculum and Learning | | | | 0 | 60'000 | 60'000 |
| Technical Assistance to Members States on Curriculum Design and Development | 118'496 | 0 | 0 | 0 | 0 | 118'496 |
| Strengthening the Education Systems of MS to equitably provide high quality education and effective learning opportunities. | 520'000 | 0 | 0 | 0 | 0 | 520'000 |
| I-2 Activities under Expected results II | 557'000 | 0 | 0 | 0 | 0 | 557'000 |
| Research & Publications | 15'000 | | | | | 15'000 |
| Knowledge Brokerage | 80'000 | 0 | 0 | 0 | 0 | 80'000 |
| Development of IBE website & Communication | 42'000 | 0 | 0 | 0 | 0 | 42'000 |
| Text books Project | 130'000 | 0 | 0 | 0 | 0 | 130'000 |
| IBE Historical Archives Project | 290'000 | 0 | 0 | 0 | 0 | 290'000 |
| Total Programme Activities (I) | 1'195'496 | 0 | 0 | 0 | 83'000 | 1'278'496 |
| II. Governing Board/Gen. Adm./Institutional Dev. | | | | | | |
| IBE Council/Steering Committee | 0 | 0 | 0 | 0 | 40'000 | 40'000 |
| General operating costs | 0 | 60'000 | 0 | 0 | 340'000 | 400'000 |
| Director Office | 25'000 | 0 | 0 | 0 | 122'000 | 147'000 |
| Total Governing Board /Gen. Adm./Institutional Dev. (II) | 25'000 | 60'000 | 0 | 0 | 502'000 | 587'000 |
| TOTAL (I) + (II) | 1'220'496 | 60'000 | 0 | 0 | 585'000 | 1'865'496 |
| III. Staff costs (III) | 0 | 1'964'050 | 88'496 | 88'496 | 0 | 2'141'042 |
| STAFFCOST (Established posts) | | 1'964'050 | 88'496 | 88'496 | | 2'141'042 |
| TOTAL ESTIMATED RESOURCES 2018 | 1'220'496 | 2'024'050 | 100'000 | 100'000 | 630'600 | 4'075'146 |
| TOTAL BUDGET ALLOCATED 2018 (I+II+III) | 1'220'496 | 2'024'050 | 88'496 | 88'496 | 585'000 | 4'006'538 |
| IBE ESTIMATED RESERVES DECEMBER 2018 | 0 | 0 | 11'504 | 11'504 | 45'600 | 68'608 |

Annex 1 SDG4 and the targets

SDG4: 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.