A 90 Year Quest for Excellence in Education !

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

Geneva, 13 – 15 January 2016

PROPOSED PROGRAMME OF ACTIVITIES AND BUDGET 2016

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2016 Proposed Work Programme and Budget to the 65th Session of the IBE Council
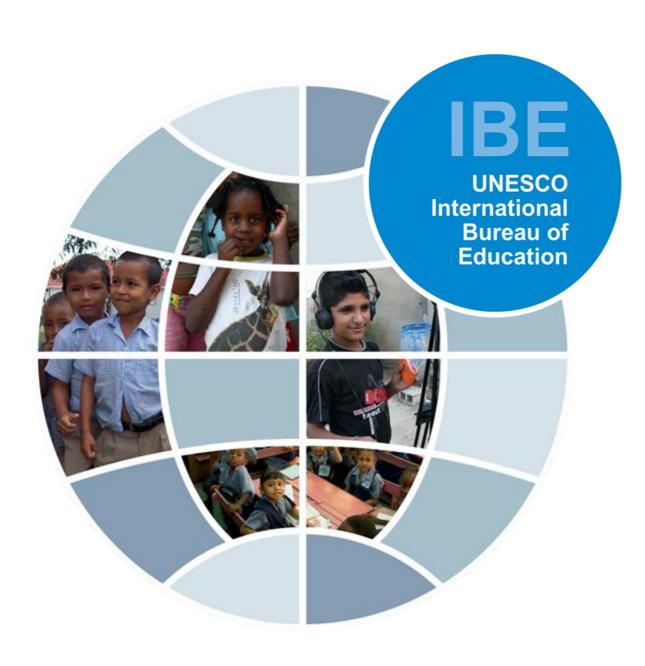
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I. Programme context

Introduction

This document proposes to the 65th session of the IBE Council, the 2016 work programme and budget for review and clearance. The proposal is made against a backdrop of the recently adopted Sustainable Development Goals (SDGs); particularly SDG4 and the global 2030 education agenda which are duly recognized. The proposed work programme and budget also take full cognisance of UNESCO's mandate, core functions, guiding documents such as the C/4 and C/5 as well as their related Expected Results (ERs), the Sector strategy 2014-21 and the IBE Centre of Excellence (CoE) strategy.

SDG4 and the global 2030 education agenda commit UNESCO's Member State (MSs) to *"Ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all".* Suffice it to highlight that 'all' means 'all' regardless of sex, age, race, ethnicity, religion, language, locale, habitat, life situation, disability, migrant status, indigenous peoples, etc. 'ALL' must have quality and development-relevant education as well as impactful lifelong learning opportunities that support the acquisition of competencies required for their optimal contribution to, and benefit from the sustainable and inclusive development envisaged through SDGs and through national development agendas.

The proposed work programme and budget capitalize on the IBEs strategic positioning and expertise to optimally contribute to the realization of SDG4, and by implication, to the realization of the other 16 SDGs that depend on quality and development-relevant education for their actualization.

IBE's Centrality to the Implementation of SDGs

The mandate of the IBE; "excellence in curriculum and related matters" is central to all the key elements of SDG4: *quality*, *relevance, equity* and *lifelong learning.* It would be difficult to attain any of the core elements of SDG4 without close attention to the curriculum and its closely related matters: *learning, teaching and assessment.*

The curriculum determines the quality of education and of learning experiences in a fundamental manner. It articulates current and future competencies that make for the *relevance* of education to holistic, inclusive and sustainable development.

Through its role in global education policy development (e.g., ICE 2008 and previous ones), the IBE has championed **equity** and **inclusion** through, and in education and learning. To date, the IBE continues to operationalize equity and inclusion through: The design of national curricula frameworks, norms and standards for curriculum design and development, analyses of existing curricula for all forms of bias, and the development of the UNESCO Education Sector's guidelines for equity and inclusion.

By selecting *learning*, *teaching* and *assessment* as "curriculum-related matters" of focus, the IBE addresses the content and core processes that fundamentally determine the **quality, effectiveness** and **development-relevance** of education and lifelong learning.

Smooth transitions through levels of education and learning settings are predominantly a matter of curriculum design. When well enacted, core principles of curriculum design: *scope, sequence, balance, equivalencies, vertical and horizontal articulation, flexible modularization, packaging and delivery,* are indispensable for giving effect to national and global lifelong learning policies as envisaged in SDG4. Furthermore, curriculum related matters of IBE's focus: *teaching, learning and assessment* are fundamental instruments for making lifelong learning policies a reality.

Furthermore, through the fourth of its six programmatic areas, the IBE directly provides MSs technical support for strengthening the **quality** and **development-relevance** of their education and learning systems.

The proposed work programme and budget for 2016 is therefore guided by the need for IBE to:

(i) optimally contribute to the attainment of SDG4 and its country-specified targets
(ii) intensify direct technical support to MSs to improve the quality and development-relevance of their education and lifelong learning systems
(iii) optimally contribute to the Expected Results (ERs) of the UNESCO education sector as articulated in the 38 C/5
(iv) consolidate and intensify the IBE's progress towards a globally recognized CoE status
(v) sustain the alignment of IBE's six medium term programmatic areas to UNESCO core functions

Medium Term Programmatic Areas: Acceleration to CoE Status

Innovation and Leadership in Curriculum, Learning, Teaching, and Assessment (Norms and standard-setting function) This programme is intended to re-conceptualize and reposition curriculum as central to national and global sustainable development dialogue and interventions within the context of SDG4 and the global education 2030 agenda. It is also intended to reposition curriculum as an indispensable tool for giving effect to policies on lifelong learning.

Current and critical Issues in Curriculum, Learning, Teaching, and Assessment (Laboratory of ideas function) aimed at developing curricula guidelines and prototypes 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 (Clearinghouse function) to improve physical 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 global education 2030 agenda. Specifically, the IBE will intensify its knowledge brokerage role with a view to bridge the gap between knowledge creation and application focusing on: ***curriculum and the development-relevance of education, learning, teaching*** *and* ***assessment.*** 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) aimed at enhancing the capacity of MSs to analyze and address critical impediments that prevent their equitable and resource efficient provision of quality and development-relevant education and impactful lifelong learning opportunities as implied in SDG4.

Leadership for Global Dialogue on Curriculum and Learning (Intellectual leadership function) with an aim to sustain global dialogue on the conceptual and operational implications of SDGs in general, and SDG4 in particular, to national curriculum design and development processes and outputs. Leading this dialogue will also reinforce IBE's position as a global CoE on curriculum and related

matters as well as an indispensable contributor to the attainment of SDG4.

Institutional and Organizational Development (Capacity development function of the IBE) which aims to sustain the strengthening of the IBE's capacity to implement the CoE strategy and the education sector ERs, optimally contribute to the attainment of SDG4 and of the global education 2030 agenda.

II. IBE Expected Result 1, Contributing to MLA1 [ER:1, 5, 6 & 7], MLA2 and MLA3 [ER 11]

Capacities of individuals and institutions for the design, development and implementation of quality curriculum processes enhanced, and curriculum innovation, reform and revision initiatives supported

During 2016, the IBE will continue to strengthen its global intellectual leadership for curriculum, learning, teaching, and assessment. This will entail further refinement, discussion, validation, adoption and ownership of the new curriculum paradigm shift tabled for initial consultation in 2015 during the World Education Forum 2015 (WEF). Several modalities will be used including moderated e-forums with the Global Curriculum Network (GCN) and other stakeholders, In-Progress Reflection BLOG, and the first global congress of the GCN. IBE will intensify and expand technical support to MSs to align their curricula frameworks with the demands of SDG4, the new curriculum paradigm which includes a technology perspective and the sustained anticipation of future competencies. The IBE will sustain the geographical expansion of the post-graduate diploma course with a view to reach two more regions within 2016. Research-based knowledge will continuously be infused into the course to ensure its quality, relevance and currency.

Activities	Expected Impact	Risks	Risk Mitigation
1. Lead and sustain a global dialogue on the paradigm shift (aligned with SDG4 Targets 4.1, 4.7 and means of implementation 4.c.) • Launch moderated e-forums on the global curriculum paradigm shift with members of the GCN and faculties of education as key target participants and other educators as secondary participants; • Sustain the BLOG on *In-Progress Reflection on Critical and Current Issues in Curriculum. Learning and Assessment*; • Launch a moderated e-forum on curriculum norms and standards setting document to be used as a resource and a guide for MSs who want to improve their curriculum design and development processes in line with SDG4; • Design and articulate future competencies to be used as a reference document for MSs who want to improve the development- and temporal-relevance of their curricula; • Advance preparations for the global congress on curriculum including face-to-face regional consultations with a view to secure a formal endorsement of all normative instruments produced by the IBE in collaboration with the GCN and other stakeholders.	• MSs' widening contribution to, and ownership of the proposed global paradigm on curriculum; • Common conceptualization of curriculum and common norms and standards taking root; • Anticipatory capacity of Curriculum Development Centres of MSs improving as evident in the list of current and future competencies integrated into national curricula; • Recognition of the normative and leadership role of the IBE advancing as evident in the number of MSs seeking technical support and/or applying normative outputs of the IBE; • Partnership and collaboration between the IBE and GCN strengthening. • Partnership and collaboration between the IBE and OECD improving	• Should there be lack of funds for translation and interpretation, there could be imbalanced regional participation and therefore ownership; • Adoption of a global paradigm may take a much longer consultative process; • Staff shortages may continue to hinder timely coordination of all activities.	• Reach out to regional entities (Regional Economic Communities, bureaus, think-tanks, etc.) to convene regional consultations within their events, and expand the global outreach of IBE work through the GCN, multilingual blogs and social networks; • Where funds allow, translate principal normative outputs; • Increase awareness raising and advocacy activities through social media; • Reprogramme work into 2017 where human resources shortage proofs insurmountable.

2. Strengthening global networks and partnerships for curriculum and learning (aligned with SDG 4 all seven Targets and mean of implementation 4.c.) • Formally launch the GCN and make public its ToRs; • Sustain and expand virtual outreach through its Diploma Alumni Network, multilingual blogs and social networks as platforms for knowledge production and sharing on curriculum issues, trends and practices; • Sustain the Community of Practice (CoP) in curriculum development as a tool for knowledge sharing.	• Interaction and knowledge exchange between the IBE and the GCN improving as evident in the number of GCN members who are actively engaged with the IBE; • Increasing number of members of the Alumni; • widening interaction between the IBE and CoP; • An increasing number of partners taking advantage from the services and expertise of the IBE.		
3. Reinforce the quality of the Postgraduate Diploma Course in Curriculum Design and Development (aligned with SDG 4 Target 4.1 and mean of implementation 4.c.) • Revise and update the diploma face-to-face and on-line sessions principally in light of the new curriculum paradigm and the issues addressed within the global education 2030 agenda; • Update the Curriculum Resource Pack (CRP) and diploma training materials with the view to broadening the international comparative perspective as well as to incorporate thematic modules on critical and current issues in curriculum and learning; • Continue the training of facilitators and tutors to better facilitate and follow-up on the course; • Continue tracing the impact of the diploma courses in the field.	• Graduates of the course better able to support their countries' efforts to align curricula with the global 2030 education agenda; • Country-level technical leadership for curriculum design, development and implementation continuing to strengthen.	• Low completion rate of course due to the candidates' workload; • MoEs not recognizing and using the Diploma course for professional incentives.	• Enhance the flexibility of the coursework and personalized pace of completion; • Intensify dialogue and advocacy with MoEs leaders on the necessity of technical leadership for curriculum reform and development processes.

4. Upgrade the Diploma Course to a Master's level (aligned with SDG 4 Target 4.1 and mean of implementation 4.b, 4.c.) • In Africa, launch a 3-tier qualification system (teacher certificate, post-graduate diploma and master's degree) in Curriculum Design and Development partnered with UNESCO HQ Section of Teacher Development (ED/ESC/TED), the Open University of Tanzania (OUT), Education International and other partners; • In LAC, launch the Master in Curriculum and Learning within a consortium of universities and teacher training institutions, starting (to confirm) with San Ignacio de Loyola University (Peru) and the Teacher Education Institute BYCENJ (Jalisco, Mexico).	• The professionalization of curriculum design, development and implementation continues to improve in Africa, particularly francophone regions; • IBE partnerships with academic institutions improving.	• MSs lack resources to finance the participation of MoEs and related-institutions staff in the diploma and master programmes.	• Intensify resource mobilization for scholarships and broaden the base of partners with high enough interest in the courses to provide scholarships for their constituents.
5. Provide tailored technical assistance based on country needs identified by national authorities or former trainees (post-training interventions, aligned with SDG Targets 4.1, 4.3, 4.5, 4.6, 4.7 and mean of implementation 4.c.) • Support the Education Sector Analysis and Development Plans of Tanzania partnered with UNESCO HQ, IIEP and the Dar el Salaam Office; • Contribute to the development of national curriculum reform proposal for Afghanistan partnered with the Ministry of Education and UNESCO Kabul Office; • Support the implementation of the curriculum reform process in basic and secondary education in Kenya partnered with the Ministry of Education, Science and Technology, the Kenya Institute of Curriculum Development (KICD) and the Nairobi Office; • Support the curriculum reform agenda for Congo Brazzaville in collaboration with the UNESCO Office, Teacher section at HQ and possibly the World Bank; • Strengthen female participation in STEM (Science, Technology, Engineering and Maths) in Cambodia, Indonesia, Kenya and Nigeria through policies, curricula, pedagogy, teacher education and professional development, partnered with Malaysia, UNESCO Education and Science Sectors; • Commence and/or sustain technical support to countries that have already directly requested it or have requested it through UNESCO country offices: Afghanistan, Botswana, Burkina Faso, Cambodia, Cape Verde, Republic of Congo, Democratic Republic of Congo, Indonesia, Kenya, Madagascar, Mauritius, Nigeria, Niger, Senegal, Seychelles, South Africa, Swaziland and Tanzania;	• MSs curricula improving and better able to support education quality, equity and relevance in line with the new curriculum paradigm and the SDG4; • MSs technical capacity for curriculum design, development and implementation improving; • Global recognition of IBE as an invaluable technical partner to MSs in its fields of competence expanding; • IBE's reputation as a CoE augmenting.	• Slow and sometimes interrupted pace of work at country level.	• Strengthen collaboration with UNESCO field-level structures as they have the continuous presence required to sustain the momentum of work.

6. Sustain and expand the geographical coverage of the Diploma Course (aligned with SDG Target 4.1 and mean of implementation 4.b, 4.c.) • Implement the diploma courses in Africa (fifth edition) and Latin America and the Caribbean (seventh edition); • Launch the Diploma course in Arab States; • Prepare for the expansion of the diploma to Asia and in Eastern Europe from 2017 onwards.	• IBE's global footprint and visibility increasing	• Unpredictable flow of funds for partner universities to sustain collaborative programmes with IBE; • Staff shortages at the IBE may hinder progress.	• Work closely with partner universities for them to find sustainable financing; • Continue to request IBE's Council Members to persuade their countries to provide secondees and voluntary contributions to enable the IBE to match its staffing to the growing demands of its services.

7. Strengthen MSs capacity to design and develop curricula in reading in early grades (aligned with SDG 4 Targets 4.1, 4.6 , 4.7, and mean of implementation 4.c.)
 	
Implementation of the last year of the three-year project, *Learning outcomes in reading in early grades* (2013-16), funded by the Global Partnership for Education (GPE), whose objective is to support Burkina Faso, Niger and Senegal in their efforts to improve students' reading and writing outcomes in the first three years of primary education. The activities planned for 2016 include:
 	
• Within the framework of the curriculum reforms implemented in the three countries, provide technical assistance to the MoEs through:
 	
    ○ Series of capacity development workshops addressed to the heads of schools, teachers and teachers' trainers on how to improve teaching and learning to read and write;
    ○ Pilot the new curriculum approach in the field of early teaching and learning to read and write among pre-service and in-service training institutes.
 	
• Publication and dissemination (in English) of a study report on the identification of critical factors regarding the improvement of the reading curriculum in Burkina Faso, Niger and Senegal. The French version is available;
 	
• Produce a book (in English) on issues relating to teaching and learning to read from an international comparative perspective and with a focus on sharing the lessons learned from the three project case studies;
 	
• International conference on early reading and writing approaches and strategies engaging the three MoEs and with the view to trigger the debate on the pertinence of regional/international standards for early reading (Senegal, second semester of 2016).
	• New vision on reading and writing in the early grades shared among policy makers, curriculum specialists and teacher trainers;
	
	• Knowledge base on teaching and learning to read and write and curriculum alignment in the field of early reading and writing for the three MoEs improved;
	
	• Learning process and outcomes improved through the implementation of the new national curricula in the three countries, principally in the field of early teaching and learning to read and write;
	
	• School principals, teachers and teachers trainer's knowledge enhanced with regard to effective reading instruction practices;
	
	• IBE's intellectual leadership in this critical and current issue continuously recognized.
		• Political instability in participating countries;
		
		• Weaknesses in management and staff skills (in charge of the project) and changes in the MoEs in the three countries;
		
		• Lack of human resources and of time for the pilot-testing in the three countries.
			• The government of Senegal can allocate resources and use the project tools to undertake the pilot phase;
			
			• Engage new MoEs actors/managers to ensure the continuity and the follow-up of the project.

8. Strengthen MSs capacity to design and develop Global Citizenship Education (GCED) curricula (aligned with SDG 4 Target 4.7) • Support comprehensive in-country interventions on mainstreaming GCED in the policies and curricula partnered with UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU, to confirm) and also in partnership with the Global Education Monitoring team at HQ • Expand the comparative analysis of GCED initiated in 2015, covering different regions and contexts, and with the view to develop a preliminary grounded picture of the presence of GCED concepts and principles in the country curriculum documents as well as to provide initial inputs with regard to the monitoring and assessment of the implementation of SDG 4 Target 4.7 (to confirm)	• The knowledge base required to guide the integration of GCED in curricula and education systems of MSs improving; • IBE's knowledge creation function continuing to grow; • IBE's technical partnerships improving.	• MSs may tend towards a subject approach to GCED; • Lack of data available online to analyse the presence of GCED in current curricula.	• Clearly articulate a compendium of approaches for handling GCED in the education system in general and in curricula in particular as a reference material for MSs. • Use the GCN to make country-level data on GCED available
9. Strengthen MSs capacity to design and develop holistic Early Childhood Care and Education (ECCE) curricula (aligned with SDG 4 Target 4.2) • Through the GCN discussions and drawing on the knowledge shared in the "In-Progress Reflections on Current and Critical Issues in the Curriculum and Learning", discuss and validate the discussion paper "ECCE policy issues: a curricular perspective"; • Initiate the implementation of the project on supporting holistic ECCE through comprehensive country policy and curricular interventions in partnership with Nestlé and having Botswana, Seychelles, Saudi Arabia and the Cameroon as pilot countries.	• MSs capacity to design and implement high quality and holistic ECCE curricula enhanced;	• The allocation of resources to ECCE especially in Sub Saharan Africa, South Asia and West Asia remains a key impediment for translating knowledge into impactful programmes;	• Raise awareness on the Importance of ECCE among partner countries and through the GCN.
10. Strengthen MSs capacity to design and develop inclusive curricula (aligned with SDG 4 Target 4.5) • IBE resource pack "Reaching out to All Learners: A Resource Pack for Supporting Inclusive Education" will be available and disseminated in different languages with the view to supporting MSs to ensure that their education in general and their curricula in particular are equitable and inclusive indeed in line with SDG4; • IBE-led UNESCO Policy Guidelines on Inclusive Education will be available and disseminated in different languages, validated through policy and technical dialogue meetings, and used to support MSs in mainstreaming inclusive education and inclusive curricula, in partnership with the Section of Education for Inclusion and Gender Equality (ED/IPS/IGE); • Support MSs efforts in regards to the provision of flexible ways of learning and trainings on inclusive education, peace and right based education within the 2030 education agenda, especially for vulnerable populations.	• MSs capacity to design and implement inclusive policies and inclusive curricula enhanced; • MSs capacity to monitor progress toward equitable and inclusive education and curricula strengthening.	• Lack of resources to translate the inclusive education guidelines and resource pack in at least four UN languages; • Lack of political willingness and infrastructure to prioritize education for vulnerable populations.	• Strengthen the dialogue and technical support to MSs on effective strategies and practices for mainstreaming inclusive education and inclusive curricula; • Engage MoEs and partners to mobilize resources to make available the Inclusive education guidelines and resource pack in at least four UN languages; • Sustain advocacy and awareness raising on the right to equitable education.

11. Strengthen MSs capacity to design and develop curricula grounded on competency-based approaches (aligned with SDG 4 Target 4.1) • In collaboration with the OECD, the IBE will develop a list of core future competencies that have to be acquired at each level of the general education system, to be used as a reference, a standard and a norm for MSs; • The IBE will use the GCN and other professional networks to consult on and finally adopt the list of future competencies • The IBE will, on demand, provide MSs technical support to adopt a futuristic and competency-based approach to their curricula; • In partnership with the UIS, the IBE will consolidate the role of curriculum in guiding assessment and support the design of curricula-led assessments.	• MSs' capacity for developing relevant curricula (in temporal and geographic terms) enhancing • The normative and standard setting role of the IBE growing in impact and visibility; • IBE's technical partnerships broadening and its reputation solidifying.	• Reaching consensus on curricula norms and standards can be politically charged.	• Extensive investment should be made toward consulting all critical stakeholders throughout the process of articulating and adopting the proposed norms and standards.
12. Strengthen MSs capacity to design and develop youth education policies and curricula (aligned with SDG 4 Target 4.4) • The UNESCO initiative **"Youth and learning in changing realities: Revisiting the relevance of Secondary Education"**, led by the IBE and the Section of Partnerships, Cooperation and Research (ED/ESC/PCR), will be further implemented in Latin America and the Caribbean, and may expand to other regions (Africa, Arab and/or Asia-Pacific) • The IBE, ED/ESC/PCR and the IIEP-Buenos Aires will publish (in English and Spanish) the findings of the LAC studies on youth culture and youth education with a focus on youth disengagement • Through GCN, knowledge on challenges and success in youth education will be discussed and training responses will be tailored upon request from MSs	• IBE's technical partnerships expanding and its reputation solidifying; • The knowledge base required to guide the holistic integration of youth improving and becoming accessible in regions with serious youth challenges.	• Funding for the expansion of the research to other regions may not be available.	• Sustain resource mobilization from entities that support youth programmes in targeted regions

III. IBE Expected Result 1a, Contributing to MLA1 [ER:1 & 5,] and MLA3 [ER 11]

Member States' capacity strengthened to analyze and address systemic constraints to their equitable provision of quality and development-relevant education and learning

This programmatic area is most directly related to spirit and letter of SDG4. The IBE therefore already has a head start in providing MSs the technical assistance to meet SDG4.

The IBE integrated this programmatic area into its work program in 2015 in recognition of the reality that effective and impactful curriculum implementation depends on the effective functioning of other parts of the education system. Because the curriculum is closely connected to most if not all other critical elements of the education system, an otherwise robust curriculum can be seriously undermined by the: lack of teachers who are qualified to deliver it; physical teaching and learning environments that are ill-suited for delivering it; an assessment system that fails to assess what is in the curriculum; psycho-social circumstances that render leaners ineffective at learning; ineffective pedagogy and learning processes and more. For its effectiveness at supporting education quality, development-relevance, and effective learning, curriculum must be nested within a well-functioning education system.

During 2016, the IBE will sustain support to MSs in strengthening capacities of their education and learning systems to equitably and resource efficiently provide quality and relevant education and effective lifelong learning opportunities. In sum, the IBE will sustain its support to MSs to attain SDG4. Furthermore, the IBE will design and run training programs for senior technical leaders of Ministries of Education to transform and run education systems that can meet SDG4 and that can support the acquisition of future competencies.

Activities	Expected Impact	Risks	Risk Mitigation
1. Strengthen capacities of Ministries of Education (MoEs) to analyze and address systemic constraints to equitable provision of quality and relevant education and effective lifelong learning opportunities (aligned with SDG4 crosscutting to all targets) • Support a systematic analysis of critical constraints to education quality and learning effectiveness in two new countries	• MoE's analytical and operational capacities strengthened; • MSs' capacity to identify and prioritize systemic constraints to education and learning enhanced in partner countries; • Enhanced leadership and operational capacity for equitable provision of quality and development-relevant education and lifelong learning among MSs; • IBE partnerships improving.	• Slow pace of participating countries; • Frequent changes in country leadership break or stop initiatives; • Shortage of staff at the IBE may substantially hinder progress.	• Selection of relatively more stable national centres in education as focal points for the work; • sustain efforts to mobilize voluntary contributions to the IBE as well as to provide secondees.
2. Provide technical support for the development and implementation of interventions to redress identified systemic constraints in 8 countries that have already undertaken the systemic analyses, starting with the list of common challenges collectively Identified by partner countries (aligned with SDG4 crosscutting to all targets)			
3. Update and improve the database of promising practices in systemic improvement of education quality and learning effectiveness (aligned with SDG4 crosscutting to all targets)			
4. Design, develop and run diverse training programs to strengthen the technical leadership that MoEs require to effectively meet the demands of SDG4, of national development plans and of 21st century competencies			
5. In partnership with IIET and Google, support MSs to adopt a technology perspective to their education systems starting with 4 pilot countries			

IV. IBE Expected Result 2, Contributing to MLA3 [ER 11]

A sound knowledge base to inform evidence-based decision making and practices in curriculum, learning, teaching and assessment implemented and applied

During 2016 the IBE will strengthen its knowledge brokerage role with a view to bridge the gap between knowledge creation and its application. Enhancing this role is critical for setting the IBE apart as an intellectual leader in areas of its competence. An effective execution of this role will also position the IBE as a one-stop shop for what is new in core areas of its competence. This programme area is also critical for keeping other programme areas at the cutting edge of the knowledge frontiers, as well as the IBE's training and technical assistance services. During 2016, the IBE will focus its knowledge brokerage on four themes that relate to its core mandate: Curriculum and the development relevance of education, learning, teaching and assessment.

With regards to MSs, IBE's reinforced knowledge brokerage role will augment the analytical knowledge and evidence base required to inform decisions and practices within the framework of the global education 2030 agenda and the implementation of SDG4. Concerted effort will also be made to strengthen the dissemination of knowledge to targeted audience with priority placed on curriculum specialists, assessors, teacher trainers, teachers, and policymakers. IBE will also reorient its current flagship publications, like *Prospects,* to more tightly align them to its core mandate.

Activities	Expected Impact	Risks	Risk Mitigation

1. Strengthen and focus the knowledge brokerage role (aligned with SDG 4 Target 4.1)
 	
• Review, simplify, summarize and make evident implications for policy and practice the latest research on the sciences of learning with a focus on key trends over the past five years and foreshadowing future trends:
  ○ at least ten outputs deposited on the IBE platform
 	
• Review, simplify and summarize and make apparent implications for policy and practice, research on the link between curriculum and the development relevance of education within the context of SDG4:
  ○ at least six outputs deposited on the IBE platform
 	
• Review, simplify and summarize and make apparent implications for policy and practice, research on diverse forms of assessments, their costs and their implications for improving education quality and resource efficiency:
  ○ one output deposited on the IBE platform
 	
• Reorient and repackage *Prospects* with IBE's core mandate and sustain the production of 4 issues per year.
	• IBE's intellectual leadership gaining more recognition;
	
	• The technical currency of IBE's training and advisory services improving;
	
	• Access to cutting edge knowledge in areas of IBE's competence improving especially within the GCN.
		• Insufficient financial resources for sustaining the brokering of knowledge;
		
		• Reaching targeted audience may remain a challenge especially in areas of poor connectivity.
			• Sustain resource mobilization efforts;
			
			• Link the web addresses of the GCN members to the IBE web address:
			
			• Explore partnering with Google for reaching areas of poor connectivity.

2. Strengthen the IBE's clearinghouse function (aligned with SDG 4 Target 4.1) • Sustain the production of bi-weekly Alerts with a focus on curriculum, learning, teaching and assessment; • Expand the online Curriculum Collection with a view to include 200 new materials and sustain the electronic catalogue of IBE documents and publications (IBEDOCs) by adding at least 150 records in 2016; • Initiate the digitization of the IBE Historical Textbook collection starting with the materials catalogued in 2015.	• Access to IBE knowledge products improving.		

3. Reinforce IBE's knowledge management capacity (aligned with SDG 4 Target 4.1)			
• Improve the IT platform to hold and disseminate knowledge created and/or brokered by the IBE in a more efficient and effective way.	• The IBE efficiency at knowledge dissemination improving.	• Substantial website content is not available in at least four UNESCO languages and this may limit substantive access to key outputs.	• Forge partnerships and mobilize resources to ensure a multilingual website.
4. Enhance the IBE's website communication and external image (aligned with SDG 4 Target 4.1) • Complete the migration of the IBE website and further develop it to communicate well about vision, strategies, programmes, key initiatives and key outputs; • Strengthen online forums, blogs and social media that the IBE will use to consult national leaders of curriculum (the GCN) and lead technical dialogue with them (in conjunction with activities under ER 1).	• Global visibility and access of IBE's work and image improving.		

V. International Conference on Education (ICE)

With the postponement of the ICE to post-2017, the IBE will sustain dialogue with its key partners through virtual channels. Such dialogue will focus on how to best align national curricula with the global education 2030 agenda. Other mechanisms such as training courses and technical advisory services will be used to reinforce the virtual dialogue.

VI. Institutional and Organizational Development (Capacity Development function of the IBE)

Efforts to strengthen the delivery capacity of the IBE will be sustained during 2016, focusing on challenges that substantially threaten the intended organizational development and therefore the delivery capacity of the IBE. Specific attention will be given to: (i) expanding voluntary contributions from MSs starting with members of the IBE Council, (ii) convening a meeting of countries with potential for voluntary contributions to the IBE, beyond countries that are represented in the Council, (iii) securing qualified secondees starting with members of the IBE Council, and then broadening the base, and (iv) continuing to diversify the partnership base beyond MSs

Activities	Expected Impact	Risks	Risk Mitigation
1. Mobilize Members of the IBE Council to provide voluntary contributions to further enhance the delivery capacity of the IBE	• A 50 percentage points Increase in the current level of voluntary contributions from Members of the IBE Council.	• Council members not coming forth with, and/or increasing voluntary contributions to the IBE.	• Sustain dialogue with potential contributors.
2. Host a meeting of MSs that are targeted to provide voluntary contributions to the IBE	• Increase in the number of MSs that provide IBE voluntary contributions.		
3. Sustain efforts to secure qualified secondees from MSs	• At least two senior, three middle level and three junior secondees for areas for which the IBE has already prepared ToRs.	• MSs continue to not provide secondees to the IBE.	
4. Sustain efforts to increase and diversify strategic partners for the IBE with a focus on: • The private sector • Foundations and philanthropists • Institutions that specialize in areas of IBE's competence • Academic and research institutions • Professional networks • 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 • Member States MoEs	• A substantial increase in the number of programmes that are financed by and/or undertaken in partnership with diverse partners.		
5. Sustain efforts at resource efficient recruitment mechanisms	• Increase in the number of junior consultants and senior fellows.		

VII. Budget

Annex 1 SDG 4 and the 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 programmes, 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