

UNESCO/BIE/C.66/Proceedings and Decisions  
Geneva, 31 January 2017  
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**SIXTY-FOURTH SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 14 – 15 December 2016

**PROCEEDINGS AND DECISIONS**

**UNESCO/IBE/C.66/P&D**



## 1. Opening of the session

1. The 66<sup>th</sup> session of the IBE Council was opened on Wednesday 14 December at 10 a.m. by H.E. Mr. Hamood bin Khalfan AL-HARTHI (The Sultanate of Oman), President of the IBE Council. The President extended a warm welcome to all participants, including Mr. Svein Osttveit (D/ED/EO) representing the Director General of UNESCO, as well as to the observers from the Republic of Azerbaijan.
2. All twelve Member States (MSs) were represented at the session. Representatives from the Republic of Azerbaijan attended as observers. The list of participants is attached as Annex VI.

## 2. Adoption of the Agenda and of the Annotated Agenda

3. During the adoption of the provisional agenda, Switzerland expressed concern that the programmatic reports that were circulated to the Council prior to the meeting did not include the budget. The representative further noted that the late receipt of the budget (during the meeting) makes it difficult for the Council to discuss without having had adequate time to study it. As such, it would be impossible for the delegation of Switzerland to approve the budget figures during the Council session.
4. The President noted the concern of Switzerland, but highlighted that at this point, the Council was to consider and adopt the agenda. The budget would be discussed in detail under the appropriate section of the agenda. The President also proposed to move item 4 on the agenda, to the second day of the meeting, to become item 7, so as to give the Council time to read the documents related to the presentation of Mr. Svein Osttveit, the representative of the DG.
5. The proposal was unanimously supported and the amended agenda was then adopted. (The agenda and annotated agenda are attached as Annex I).

### **DECISION:**

**The Council adopts the agenda and the annotated agenda of the 66th session of the IBE Council with the following amendment: item 4 becomes item 7.**

## 3. Report on Activities 2016

6. The President called on the IBE Director to present the salient points of the report on activities and budget of 2016, taking into account that a detailed report had already been received. (The report is attached as Annex II).
7. After welcoming all participants, Ms. Marope highlighted that the 2016 work program was guided by SDG4 and the Education 2030 agenda, UNESCO's core functions, the C/4, the 38 C/5, Main Lines of Action (MLAs) and Expected Results (ERs), the need to sustain progress towards IBE's Center of Excellence (CoE) status and demands from MSs for technical assistance and training.
8. The IBE Director presented highlights of activities pursued during 2016 under each of the six medium term programmatic areas. These activities were organized under key objectives within each IBE ER. In the interest of time, an illustrative sample of key objectives was used, focusing on their impact and the challenges met.
9. With regard to ER 1, referring to the objective on strengthening the norm and standard setting role of the IBE as a CoE in curriculum and related matters, the Director highlighted

the normative instruments developed, namely: the near final draft on the *paradigm shift in curriculum*, the position paper on *what constitutes a quality curriculum*, *guidelines on how to quality assure curricula*, and an advanced draft *paper on future competencies to serve as a global reference point for curriculum design and development*. Ms Marope also referred to the launch of the GCN, which now covers 127 countries, and its important role in validating the IBE's normative instruments.

10. Regarding the objective to deepen the global intellectual leadership role of the IBE, the Director cited the *In-Progress Reflections on Emerging and Critical Issues in the Curriculum, Learning and Assessment* (IPR) published online and discussed through the blog. The IPRs focused on issues including STEM, ECCE, What makes a quality curriculum, competencies and learning assessment. Ms Marope proudly mentioned that the IPR on *Global Monitoring of Target 4.7: Themes in National Curriculum Frameworks* played an instrumental role in the 2016 GEM Report. Furthermore, the IPRs were posted and/or referred to by Ministries of Education, Universities, UN Sister Organizations, civil society and NGOs, among others. The IBE's norm and standard setting documents are beginning to be used by MSs to develop and to quality assure their curricula, thus demonstrating the growing recognition of excellence of the IBE in its areas of competence.
11. The third objective that the Director presented was the capacity development instrument through training programs offered by the IBE. In 2016, the IBE launched the training program for the Arab Region, in cooperation with the Hamdan Bin Mohammed Smart University (HBMSU) in Dubai, and in Central and Eastern Europe with the Vytautas Magnus University (VMU) in Lithuania. In addition, dialogue with the Republic of Azerbaijan is advancing for ADA University to host the training of Central/Euro Asia. Ms Marope noted that the training programs are gaining more recognition, covering four of the six UNESCO Regions. She further stated that it is one of the most significant capacity strengthening tools of UNESCO. From 2010-2016, the IBE's training program covered over 63 countries or 32 per cent of MSs. The IBE Director also pointed out some challenges including the reality that the notion of curriculum in French speaking Africa is little known and thus the region requires more help. Another challenge is the low completion rates of the courses, due to the participants' professional workloads.
12. For the fourth objective: providing tailored technical assistance based on country needs identified by national authorities, Ms. Marope noted that the IBE provided technical support to 22 countries on a wide range of subjects such as assessment, curriculum, ECCE, ICT, GCED, STEM and early reading, among others. Moreover, the demand keeps growing. Up to now, 11 per cent of UNESCO Member States have received IBE's technical support, placing the IBE as an invaluable technical partner on the global scale.
13. With reference to ER 1a, Ms. Marope reported that 12 countries had already applied the General Education Quality Analysis Framework (GEQAF) to identify challenges that prevent them from providing high quality general education to all. During 2016, eight of the 12 countries already moved to the second phase of work that entails the development of interventions that address identified challenges. This programmatic area has also improved South/South cooperation, as well as South/North collaboration and peer learning among participating countries. It has also strengthened capacities of partner countries to a point of serving as IBE Best Practice Hubs (BPH) in areas that were originally identified as challenges. The Republic of Seychelles is the first to be recognized as the IBE BPH for ECCE. The Sultanate of Oman is expected to become a BPH for leveraging ICT for effective and efficient system management and Malaysia for STEM. The DG of UNESCO has been briefed on this initiative and is supportive of it as a potentially good practice in promoting South/South collaboration.
14. Concerning the IBE ER 2, Ms. Marope reported on the IBE heightening knowledge brokerage role (focusing on translating research into practice) rather than on knowledge creation. Ms Marope highlighted the agreement signed with the International Brain Research Organization (IBRO), one of the most prestigious research institutions in the world. The aim of this program is to translate complex neuroscience research into easily understandable language and make its implication for policy and practice very clear. The

first cohort of five senior fellows produced 30 briefs, and their findings were shared during a symposium organized as part of the IBE's learning series. The IBE Director introduced one of the neuroscientists, Mr. Ross Cunnington from the University of Queensland, Australia. Ms. Marope also referred to other knowledge products produced and published, such as *Prospects*, completely refocused, revamped and rebranded. She acknowledged that the IBE is proud of the recognition of the quality of its work and leadership globally, not just within the education community, but also in wider fields. For example, with media such as the New York Times hailing the book *From exclusion to excellence: building restorative relationships to create inclusive schools* as a remarkable contribution to education research on inclusion.

15. Regarding Institutional and Organizational Development, the Director explained the most significant developments including the mobilization of MSs to provide voluntary contribution and to secure qualified secondees; the enhancement of the of IBE's website and its external image, the broadening of the base and prestige of strategic partners and the efforts at resource efficient recruitment mechanisms.
16. Specific mention was made of Nigeria's sustained contribution of \$100,000 US. Ms Marope reported on Switzerland's reduced funding from 600,000 CHF to 500,000 CHF in 2016, with 300,000 CHF committed for 2017. The IBE Director expressed her concern at the reduced funding, and on the reality that no other Council member has committed voluntary contributions. She noted that for its part, the IBE has approached 17 countries for voluntary contributions and has ongoing consultations with the five that showed interest. The IBE Director expressed particular thanks to one of the countries approached, the Republic of Seychelles which confirmed its readiness for an annual contribution of \$100, 000 US a year for three years. Since the reduced contributions may be explained by the fact that the work of the IBE is little known, Ms. Marope reported on her efforts to raise the profile of the IBE. She also made a strong call to the Council to help raise its profile among MSs. As for securing the secondees, the Terms of Reference (ToRs), along with UNESCO guidelines for this process, were sent thrice to Council members with no response thus far.
17. Ms. Marope then briefly referred to how the IBE is improving its external communications. The website has had 245,000 visitors (with 20 per cent using mobile devices) in 2016. Its social media channels have continued to increase, for example, Twitter has seen impressions increase three times, with followers close to 1800. The IBE's *In Focus* magazine is disseminated in a number of prestigious locations, targeting business leaders, for example, in the business lounges of Swiss Air and South African Airways. The Director thanked South Africa and H.E. Prince Africa Zulu for their help and requested that other Member States provide support to distribute the magazine among their respective business communities.
18. Referring to the broadening of financial and technical partnerships, Ms. Marope mentioned the collaboration developed during the year with a variety of partners ranging from the private sector (Nestlé, Google and an anonymous Swiss foundation); Foundations (Hamdan Award and Dubai Cares); Member States (Seychelles and Malaysia) and UN bodies, including the Institute for Educational Planning (IIEP), UNESCO Institute for Statistics (UIS), Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGEIP) and the UNESCO Institute for Information Technologies in Education (IINET). The growth and the prestige in the partnerships developed is clear evidence of the status of the IBE as a credible partner.
19. In order to optimize resources, Ms. Marope confirmed the IBE has used efficient recruitment mechanisms including hiring senior fellows, junior consultants and interns.
20. The President then handed the floor to Mr. Bouassami to present the 2016 budget. He confirmed there has been an execution rate of 76 per cent and that the certified account will be presented for formal approval at the next Steering Committee meeting. He highlighted that the IBE has undergone an audit for the previous fortnight and that the report and recommendations will be presented during the next Council meeting. The

Director further reported that this was the first ever internal audit of the IBE. Also, that she and her team agreed to regularize internal audits and have them conducted every two years.

21. In the ensuing discussion, many delegates commended the IBE Director and her team for their significant achievements, given the financial and human resources limitations. Some Council members requested the Director to clarify various issues, including the partnership with the GPE; IBE's role in intellectual leadership and clearinghouse functions, how the neuroscience and the competency framework would be integrated into the work program; the low execution rate in the budget; and the legality of donor's anonymity.
22. In her reply, the Director thanked the Members of the Council for their comments. She confirmed that the GPE project would end in January 2017. Since South Sudan had to be dropped due to its political situation, the IBE had to return the funds to the GPE, which contributed to a low execution rate of the budget. On the positive side, curricula for both teachers and children have been developed and the GPE showed interest in continuing its collaboration with the IBE on inclusion and equity.
23. Ms Marope confirmed that the knowledge instruments resulting from the work on neuroscience would be integrated into the IBE training programs and in technical assistance. She explained how the IBE is working on universal values to integrate them into the curriculum for global citizenship education (GCED). This work is being done in collaboration with various partners like the King Abdullah bin Abdulaziz International Centre for Interreligious and Intercultural Dialogue (KAICIID) in Vienna and the UN Alliance of Civilizations in New York, among others.
24. Referring to the anonymity of a donor, the Director stated she would check with the legal department of HQ if this is allowed. However, Mr. Bouassami quickly confirmed that the name of the donor had already been sent to the Swiss Mission upon their request.

**DECISION:**

**In accordance with the Statutes of the IBE (Article V.b), stipulating that it “*shall supervise the implementation of the program of activities of the IBE*”, the Council:**

- **Commends the IBE Director and staff for the implementation of the program during 2016 and the impacts achieved, and for their efforts in resource mobilization and in strengthening expertise in the Bureau, despite key financial challenges;**
- **Approves the report of the IBE Director on 2016 activities (UNESCO/BIE/C.66/2).**

**4. Proposed Program of Activities and Budget 2017**

25. The IBE Director presented an overview of the proposed program of activities for 2017 (three fewer objectives than 2016), mapped onto the MLAs and the IBE ERs and organized according to the six programmatic areas, showing the targets to attain, the intended impacts and the associated risks (the proposed program of activities and 2017 budget are attached as Annex III). She briefly described the key proposed activities under each ER, noting that a detailed report has already been submitted to the Council prior to the meeting.

26. Under the norm and standard setting function (ER 1), Ms Marope emphasized that the key focus will be to quality assure and translate into UN languages the IBE-led normative instruments and to widely consult on them. With respect to technical assistance, effort will be made to increase beneficiary countries by 10. Support will also be provided to countries to design and develop their curricula grounded in competency-based approaches. After at least six sessions of the post-graduate diploma program in Africa and Latin America, the IBE will fully hand over the programs to partner universities to create space for technical assistance. This will also enable the IBE to more strongly support new partner universities.
27. In the case of the GEQAF (ER 1 a), technical support to Member States will be sustained. The highlight will be on the establishment of BPHs with the Republic of Seychelles confirmed. On plan are the Republic of Azerbaijan and the Sultanate of Oman.
28. Regarding ER 2, the IBE will focus on three principal objectives: strengthening its knowledge brokerage role, strengthening its clearinghouse function and reinforcing its knowledge management capacity. More attention will be given to the first objectives under which the IBE will sustain its efforts to close the gap between knowledge creation and application, focusing initially on the neuroscience of learning and on development relevance of curriculum. Outputs will be aligned to support the new curriculum paradigm.
29. Under the programmatic area on institutional and organizational developments, Ms Marope presented the new organogram (attached as Annex IV). She highlighted the strengthening of the communication section of the IBE, including an interactive website, branding, and improving external image. The IBE *In Focus* will also be sustained as a key part of the communication package. Three high level consultative forums will be convened, focusing on Future Competencies, Prevention of Violent Extremism and the new Curriculum Paradigm. These Forums will increase the visibility of the IBE, as well as communicate its flagship outputs.
30. To enhance further the delivery capacity of the IBE, the Director requested voluntary contributions, and if this was not possible, at least five qualified secondees to support the work of the IBE. The IBE will continue to increase and diversify strategic partners focusing on the private sector, foundations and philanthropists. She outlined fundraising targets for IBE staff to achieve from P3 level up to the Director. Ms Marope then referred to some institutional risks faced by the IBE such as financial sustainability, programmatic overlaps with HQ, recruiting restrictions and the reality that the Director's strategic role is compromised by the amount of time she has to spend on programmatic work due to the shortage of staff. She also identified key institutional risks that will ultimately undermine the work of the IBE: that HQ continues to build capacity for curriculum and for learning, which is the mandate of the IBE. Also, that UIS continues to lead work on assessing learning without much attention to curriculum which should guide assessment.
31. The President thanked the Director and passed the floor to Mr. Bouassami who presented the 2017 budget.
32. In the discussion that followed, the Swiss delegation noted that as the budget had only just been shared, they were unable to approve it during this session, but could approve it after a thorough review and internal consultations. After much discussion, it was agreed that where applicable, Council members should electronically send their questions and concerns to the IBE Director and her team. Such questions and concerns should be responded to in a timely manner. Following this process, the Council (through the President) should clear the proposed 2017 budget no later than January 15th, 2017. The Swiss representatives noted the need to express the Swiss voluntary contribution in the correct currency (CHF). The Secretariat duly acknowledged the concern and undertook to take corrective measures. Questions were also raised regarding the budget and execution rate and the Secretariat provided explanations. The Swiss representatives further raised questions as to why the Norwegians stopped their support for the IBE, at the same time that they announced the phased withdrawal of their own contribution from 600 000 CHF in 2015, to 500 000 CHF in 2016, to a final 300 000 CHF in 2017 due to

the decline of their education budget. They also sought clarification on the proposed Global Congress on Curriculum (GCC) and its purpose.

33. The IBE Director clarified that the GCC will be held only if funds allow. Consistent with other UNESCO congresses, its purpose would be to review past trends in the field and to jointly set a common future collaboration framework. It would also provide a forum, particularly for the GCN, to validate and adopt normative instruments produced by the IBE. The Director lamented the reality that due to financial constraints, the IBE is not able to convene curriculum specialists globally, which is a key part of its role. She also noted that if the lack of financial support persists, the IBE would be forced to substantially reduce its proposed activities for 2017. The Swiss delegation remarked that the IBE had, in its opinion, not fulfilled its charge to accede to a CoE status. The Director responded that several factors show clear recognition of the IBE's status as a CoE. Examples include escalating demand for technical assistance by Member States, escalating number of prestigious partnerships, diversification of financing partners, independent reviews of intellectual outputs, etc. Several Council Members highly commended the IBE on what, in their clear view was groundbreaking, ambitious, high quality work, and excellence, especially what was accomplished in 2016. The Council as a whole concurred this view by acclamation, and jointly applauded the IBE.
34. The President raised concerns that setting fundraising targets for staff would distract from their programmatic work. The Director responded that in the face of declining voluntary contributions the IBE staff may not have any programs to run at all if resource mobilization efforts are not intensified. She would be very happy to drop the proposed targets if the IBE received financial support from Council members at least. The President appealed to Council members that within 2017, at least three countries should provide multi-year voluntary contributions to the IBE. He also encouraged the IBE to explore raising resources through its programs such as the post-graduate diploma program.
35. The Council approved the proposed work program for 2017, but deferred the approval of the budget until January 15th, 2017 and only after the Secretariat had addressed all questions and concerns raised by Council members after the session. For their part, Council members undertook to e-transmit their questions and concerns to the IBE Secretariat by December 31st, 2016.

## **DECISION**

**In accordance with the Statutes of the IBE (Article V.b), stipulating that the Council is responsible for defining “*in detail, within the framework of the program and budget approved by the General Conference and taking available extra-budgetary resources into account, as appropriate, the activities to be undertaken by the IBE*”, and that it “*shall mobilize human and financial resources for the implementation of the activities to be undertaken by the IBE*”, the Council:**

**Approves Program of Activities for 2017 presented by the IBE Director (UNESCO/BIE/C.66/3);**

**• Takes into account its members request for further analysis and/or financial and administrative clearance of the draft proposed Budget for 2017;**

**• Decides that each member can exchange with the President of the Council and the IBE Director concerning the draft proposed Budget 2017 until 31st December 2016;**



- **Delegates the President of the IBE Council with the consultation of the Steering Committee for final approval of the Appropriation Resolution of the 2017 Budget no later than 15th January 2017;**
- **Requests IBE Director to send to its members all the documents at least 10 working days before the Council meeting.**

## **5. Voluntary contributions and secondments**

36. The President noted that this matter has already been discussed and at least three members of the Council should secure voluntary contributions.

### **DECISION**

**Concerning voluntary contributions and secondments, the 66th session of the IBE Council:**

- **Recommits to mobilize human and financial resources for the IBE as stated in the IBE Statutes, to ensure sufficient, predictable and sustainable resources, particularly through voluntary contributions to the IBE's core budget.**

## **6. The ICE (report from the Steering Committee)**

37. The President reported to the full Council the conclusions of the Steering Committee's follow up on the mobilization of resources for the ICE as delegated by the 65th session of the Council. After consultations undertaken by all IBE's Vice-Presidents within their respective electoral groups, no country offered to contribute to the financing of the ICE to be hosted in Switzerland. The Republic of Latvia (Group II: Eastern European States) was the only country ready to second a senior expert to support preparations for the ICE. In this context, the Steering Committee decided to recommend to the Council to shelve discussions on the ICE until the host country can provide the resources required for such a major UNESCO Conference.

38. After much discussion, the Council endorsed the recommendation of the Steering Committee.

### **DECISION**

**Concerning the report of the Steering Committee on the ICE, the 66th session of the IBE Council:**

- **Approves the Steering Committee's decision to shelve the ICE until there is a host country that can fully finance the conference.**

## 7. Table of delegation of authority regarding education-related Category 1 Institutes

39. The DG's representative presented the ADG/EDs proposed changes to the delegation of authority to Category 1 institutes. Details of his presentation included program management and coordination outlining the clearer division of labour established between HQ and the Institutes, financial and budget management, administration, and human resources management (Presentation attached as Annex V). HQ had proposed changes to the functional autonomy of Category 1 Institutes and its readiness to revise statutes to ensure all seven Institutes are better aligned with UNESCO's rules and regulations. He also provided a brief summary of extensive consultations that had been held between the ADG/ED and the Directors of the IBE, IIEP, and UIL. He highlighted areas where consensus was reached and the few significant areas where consensus could not be reached. He also indicated the agreement reached that Institute Directors should consult their respective governing bodies before proposed changes could be processed through the overall UNESCO governance structure.
40. The IBE Director acknowledged the constructive consultations that had been held with the Institute Directors. She highlighted key areas where consensus could not be reached: the delegation of the DG's authority to Institute Directors, the Institute Directors' authority to appoint staff up to a P4 level, and the use of extra budgetary resources to create regular posts, even if all possible risks are mitigated. She underscored that these points of contention, if changed according to the ADG/ED's proposal, could erode the functional autonomy of Category 1 Institutes.
41. The President added that the Directors of Institutes and the chairs of their respective governing bodies have had several exchanges on the matter. As a consequence, the Chairs agreed to jointly meet with the DG and the ADG on December 16th, 2016, in Paris, to express their concerns and to further consult. He underscored the need for the Council to discuss this matter so that his consultations with the DG and ADG reflect the collective view of the Council.
42. Following extensive discussions, the Council took the following decision:

### **DECISION**

#### **Concerning the Table of delegation of authority regarding education-related category 1 institutes, the 66th session of the IBE Council:**

- **Noting 171 EX/18 that “the work of institutes and centers is enhanced, not reduced, by autonomy and flexibility”;**
- **Recognizing that excellence rests on the IBE functional autonomy and flexibility to attract and retain strong technical expertise as well as strategic technical and funding partnerships;**
- **Recalling 171 EX/18 that the “DG has delegated to each Director the authority to manage their personnel up to certain levels. That each Institute Director can take the decisions concerning the appointment, extension, promotion, and separation from service from all General Services staff and for Professional staff from grades P1 to P4”;**
- **Noting that notwithstanding the statement in memo ref. ED/EO/SPM 16.10, the IBE Council was not consulted regarding proposed changes prior to this IBE Council meeting on December 14th and 15th 2016;**

- Noting the proposal to change the IBE statutes, the Council would like to be consulted before and express its consent, before the proposed modifications are presented to UNESCO governing bodies;
- Objects particularly to the loss of delegation of authority to appoint staff to UNESCO established posts through P4;
- Recalling the decision adopted by the 65th session of the IBE Council that “supports the IBE Director’s request for UNESCO HQ to allow for more flexible creation of regular posts using extra-budgetary resources to ensure the sustainability of the IBE”;
- Is concerned that the proposed Revised Table of Delegation of Authority and Functional Autonomy of Category 1 Education Institutes, could risk undermining the functional autonomy of the IBE and its ability to sustain its status as a Center of Excellence;
- Recognizing the strong and increasing acknowledgment of the IBE as a global Center of Excellence, its economic and efficient resource management as evident in: the bi-annual audit, the rigorous implementation of all IOS previous recommendations and rapidly increasing extra-budgetary resource mobilization;
- Recognizing concerns raised by HQ regarding possible financial risks of creating regular posts with extra-budgetary resources;
- Delegates the President of the IBE Council to communicate that the proposed changes represent a serious threat to the sustainability of the IBE status as a Center of Excellence;
- Requests the President to report back to the IBE Council.

43. The Council also endorsed the Chairs planned consultation with the DG and the ADG, expecting a report back to the next Steering Committee and to the full Council.

## 8. Adoption of the Decisions of the 66th session

In conformity with the Rules of Procedure of the IBE Council (IV, Section XI, Rule 22), which foresee that “*the Council shall approve at each session the text of the decisions adopted during that session*” and that “*the text shall be published during the month following the end of the session*”, the Council is invited to:

- Approves the texts of the draft Decisions of the 66<sup>th</sup> session; and
- Requests the IBE to publish the text by the end of January 2017.

## 9. Dates for the 67<sup>th</sup> session of the IBE Council

44. The President confirmed the proposal made by the IBE Secretariat to hold the next Council session 6<sup>th</sup> to 7<sup>th</sup> December, 2017.

**DECISION:**

**The Council resolves to propose to the Director-General of UNESCO that:**

- **The 67th session of the IBE Council to be held from 6th to 7th December 2017;**
- **The meeting of the Steering Committee of the Council will tentatively be held in August 2017.**

**10. Any other business**

45. There was no other business.

**11. Closing of the 66<sup>th</sup> session**

46. At the end of the session, the President warmly thanked the members of the Council for their productive and fruitful work, and commended the IBE Director and her team for the excellent organization and support to the Council. He invited once again Council members to actively pursue the matters of core funding, secondees, as well as the funding with their respective governments, and to increase their core financial support to the IBE given its key role in the implementation of Education 2030 and SDG4.

47. The President closed the 66<sup>th</sup> session of the Council on Thursday, 15<sup>th</sup> December, 2016 at 13:00.



UNESCO/BIE/C.66/1/Agenda+Add  
Geneva, 6 December 2016 Original:  
English

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

Geneva, 14 – 15 December 2016

**AGENDA AND ANNOTATED AGENDA**



**AGENDA**

Wednesday 14 December 10 a.m. – 1 p.m.

- 1. Opening of the session**
- 2. Adoption of the Agenda and of the Annotated Agenda**  
*(UNESCO/BIE/C.66/1/Prov.+ Add.)*
- 3. Report on activities 2016** *(UNESCO/BIE/C.66/2)*
- 4. Proposed programme of activities and budget 2017** *(UNESCO/BIE/C.66/3)*

*Lunch*

Wednesday 14 December 3 p.m. – 6 p.m.

- 5. Voluntary contributions and secondments**
- 6. The ICE (report from Steering Committee)**
- 7. Table of delegation of authority regarding education-related category 1 institutes**

Thursday 15 December 10 a.m. – 1 p.m.

- 8. Adoption of the Decisions of the 66<sup>th</sup> session** *(UNESCO/BIE/C.66/Decisions/Prov.)*
- 9. Dates for the 67<sup>th</sup> session of the Council**
- 10. Any other business**
- 11. Closing of the 66<sup>th</sup> session**

### ANNOTATED AGENDA

The 66<sup>th</sup> session of the IBE Council will be held at the International Bureau of Education of UNESCO, 15 route des Morillons, 1218 Le Grand-Saconnex, Geneva.

The session will begin on Wednesday 14 December 2016 at 10 a.m. and is scheduled to end on Thursday 15 December 2016 at 1 p.m.

The working timetable will be as follows: Wednesday 14 December from 10 a.m. to 1 p.m. and from 3 p.m. to 6 p.m.; and Thursday 15 December from 10 a.m. to 1 p.m.

Wednesday 14 December from 10 a.m. to 1 p.m.

#### **1. Opening of the session**

The session will be opened on Wednesday 14 December at 10 a.m. by H.E. Dr. Hamood bin Khalfan AL-HARTHI (The Sultanate of Oman), President of the IBE Council.

#### **2. Adoption of the Agenda and of the Annotated Agenda**

*DOCUMENT: UNESCO/BIE/C.66/1/Prov.+ Add.*

The draft has been prepared jointly by the President of the IBE Council and the IBE Secretariat. In conformity with its Rules of Procedure (Section IV, Rule 4, § 5), "*After the adoption of the agenda, the Council may, in the course of a session, alter the order of the agenda items or add or delete items. A two-thirds majority of the members present and voting shall be required for the addition or deletion of an item in the course of a session*".

<b>Draft decisions in Document: <i>UNESCO/BIE/C.66/Decisions/Prov.</i></b>
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#### **3. Report on activities 2016**

*DOCUMENT: UNESCO/BIE/C.66/2*

- The Director will present the salient points of the Report on activities in 2016, focusing on the evidence of their impact.
- The Council will discuss the Report of activities held in 2016.
- The Director and/or the Senior Managers will reply to the Council's questions.
- The Council will proceed to approve the Report of activities 2016.

<b>Draft decisions in Document: <i>UNESCO/BIE/C.66/Decisions/Prov.</i></b>
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**Lunch**



Wednesday 14 December from 3 p.m. to 6 p.m.

## **5. Proposed programme of activities and budget 2017**

*DOCUMENT: UNESCO/BIE/C.66/3*

- The Director will present the proposed programme of activities and budget for 2017
- The Council will discuss the proposed programme for 2017.
- The Director and/or Senior Programme Staff will reply to the Council's questions.
- The Council will proceed to approve the proposed programme of activities for 2017.

**Draft decisions in Document: *UNESCO/BIE/C.66/Decisions/Prov.***

## **6. Voluntary contributions and secondments**

The President and the Director will present the status of their respective efforts at mobilizing voluntary contributions and at securing secondments for the IBE

**Draft decisions in Document: *UNESCO/BIE/C.66/Decisions/Prov.***

## **7. The ICE (report from the Steering Committee)**

The President will report to the full Council the conclusions of the Steering Committee's follow ups on the mobilization of resources for the ICE as delegated by the 65th session of the Council.

**Draft decisions in Document: *UNESCO/BIE/C.66/Decisions/Prov.***

Thursday 15 December from 10 a.m. to 1 p.m.

## **7 Table of delegation of authority regarding education-related category 1 institutes**

- The Director will present the document “Table of delegation of authority regarding education-related category 1 institutes”.
- The ADG proposed changes to the functional autonomy of the category 1 institutes. After consultations between the ADG and the Directors of the IBE, the IIEP and the UIL, consensus could not be reached on all the key proposed changes. These points are captured in the attached meeting minutes.
- It was decided that Directors of Institutes should consult the respective Chairs of their boards. Arrangements have been made for the Chairs to jointly meet with the DG and the ADG after consultations. The meeting is scheduled for 16 December.

**Draft decisions in Document: *UNESCO/BIE/C.66/Decisions/Prov.***

**8. Adoption of the Decisions of the 66<sup>th</sup> session**  
*DOCUMENT: UNESCO/BIE/C.66/Decisions/Prov*

In conformity with the Rules of Procedure of the IBE Council (IV, Section XI, Rule 22), which foresee that *“the Council shall approve at each session the text of the decisions adopted during that session”* and that *“the text shall be published during the month following the end of the session”*, the Council is invited to:

- review the texts of the draft Decisions of the 66<sup>th</sup> session;
- adopt them;
- request the IBE to publish the text by the end of January 2017.

**9. Dates for the 67<sup>th</sup> session of the IBE Council**

The Council will be invited to establish the dates of the 67<sup>th</sup> session of the Council and the meeting of the Steering Committee in summer 2017.

**10. Any other business**

**11. Closing of the 66<sup>th</sup> session**



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau  
of Education

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

Geneva, 14 – 15 December 2016

**REPORT ON ACTIVITIES 2016**





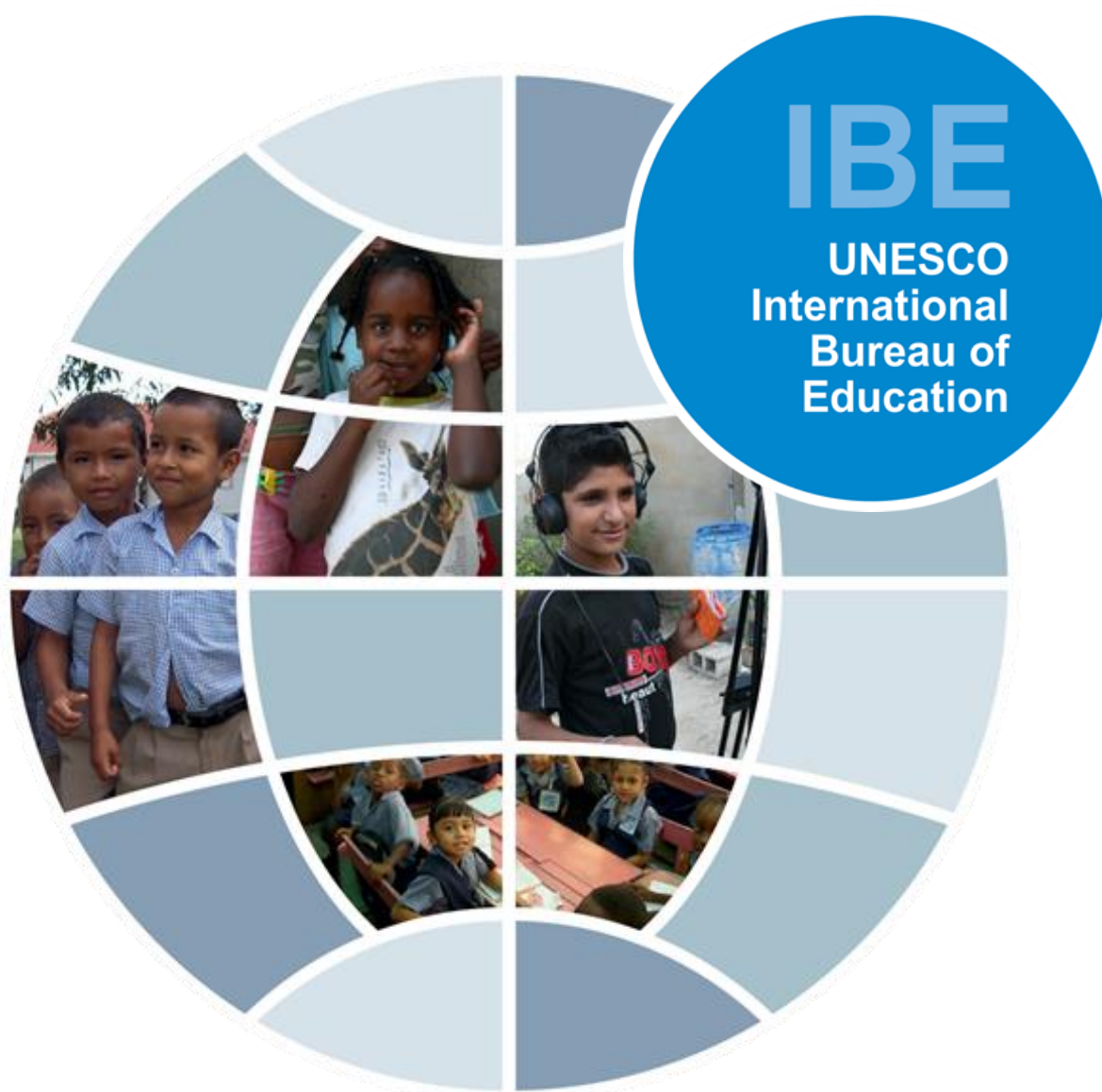
United Nations  
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Cultural Organization



International Bureau  
of Education

## Report of the Director of the International Bureau of Education to the 66th Session of the Council

Implementation of Activities for 2016



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# I. Program Context

## Introduction

This document presents the program of activities that the International Bureau of Education (IBE) undertook during 2016 (hereafter referred to as the “program”). The 2016 program built on the achievements registered during 2015. It sought to sustain the expansion of field presence, reinforce impact, while sharpening the IBE’s intellectual edge and leadership in its areas of competence.

The 2016 work program was guided by several key factors including the need to: (i) optimally contribute to the attainment of SDG4, the global education 2030 agenda, and other 16 SDGs whose success depends on the quality and relevance of education, (ii) effectively contribute towards the execution of UNESCO’s core functions, C/4, 38 C/5, MLAs and ERs, and (iii) sustain momentum towards the status of a global Centre of Excellence (CoE) in curriculum and related matters (teaching, learning, assessment and system effectiveness).

## IBE’s Centrality to the Implementation of SDGs

The 2016 program underscored the centrality of the IBE in the implementation of SDG4 specifically, and of other SDGs by implication. This report therefore demonstrates how, during 2016, the IBE contributed to the attainment of SDG4 targets and to the actualization of other key guiding instruments outlined in the foregoing paragraph. This progress was realized through the implementation of the IBE’s medium term (2015-2021) programmatic areas outlined below.

### Medium Term Programmatic Areas: Acceleration to CoE Status (2015-2021)

*Innovation and Leadership in Curriculum, Learning, Teaching, and Assessment* (Norms and standard-setting function) This program 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 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 global education 2030 agenda. Specifically, the IBE seeks to 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 hinder the effectiveness and efficiency of education systems as key enablers of curriculum implementation. This program also directly speaks to the spirit and letter of 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, as well as to optimally contribute to the attainment of SDG4 and of the global education 2030 agenda.

## Major Challenged During 2016

The IBE sustained its resource mobilization efforts during 2016, targeting voluntary contributions from Member States more sharply than during 2014/2015 when the accent was on foundations

and the private sector. However, the limited financial support (be it direct or in-kind through secondments) from Member of the IBE Council persists even as the work of the IBE continuously improves. The declining financial support from the host country is equally worrying coupled by a near one-year delay in transmitting offered funds. The loss of Norway as a former chair of the Council and voluntary contributor was also unexpected, given its explained emphasis and the IBE's immense contribution to quality of education and learning.

Despite this highly adverse context, the IBE's programmatic work has advanced considerably through broadening partnerships, high-end technical partners, and innovative staffing. All the same the near lack of voluntary contributions leads to an unpredictable flow of funds, unsettling staffing situation, and a destructively uneasy environment for staff who keep giving more and more to the institution while their contracts remain even more risky. Moreover, there has been delays in key normative outputs and strategic work as senior leadership time is trapped in programmatic work due to staff shortage.



## II. IBE Expected Result 1, Contributed 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 continued to strengthen its global norm and standard setting role as a CoE in curriculum and related matters. This entailed further refinement and discussion of the new curriculum paradigm shift tabled for initial consultation in 2015 during the World Education Forum 2015 (WEF). Normative instruments that will support the application of the new paradigm were also articulated. These include: (i) an advanced draft paper on future competencies that is to serve as a global reference point for enhancing the development relevance of curricula; (ii) a position paper on what constitutes a quality curriculum, and (iii) preliminary guidelines on how to quality assure curricula.

The IBE also deepened its intellectual leadership in its fields of competence. A study on youth learning in the LAC region was finalized. An analysis of traces of GCED in national curricula was undertaken and this supported the GEMR as well as the UIS global monitoring functions, specifically for SDG4 Target 4.7. A book on promising practices in reading and writing in the early grades is in advanced draft. The IBE also led global dialogue on emerging and critical issues such as assessment and on GCED, using In-Progress Reflection. Innovative interventions for addressing emerging and critical issues were sustained. Key issues where work continued include ECCE, STEM for girls, reading and writing in the early grades, youth culture and youth education. A new emerging issue was added: Preventing Violent Extremism Through Universal Values in Curricula.

The strengthening of technical leadership for curriculum at country level was sustained as well as the professionalization of curriculum processes at the national level. This entailed the expansion of the post-graduate diploma course for senior and mid-career officers as well as the launching of Masters level courses for Africa and the Arab States. Furthermore, the geographic coverage of the training programs was expanded through the establishment of university partners in the Arab States and in eastern Europe. Initial identification of a partner for central Asia. Over 63 countries or a third of UNESCO Member States have hitherto sent their officials to the IBE courses. The geographical coverage of the IBE's technical support to Member States also expanded, reaching 22 countries or 11% of UNESCO's Member States.

Activities and Progress	Impact	Risks	Risk Mitigation
<p><b>1. Strengthen the norm and standard setting role as a CoE in curriculum and related matters by developing and sharing appropriate instruments (aligned with SDG4 Targets 4.1, 4.7 and means of implementation 4.c.)</b></p> <ul style="list-style-type: none"> <li>• A near-final draft paradigm shift on curriculum was articulated and will be ready for consultations with the GCN and other key stakeholders early 2017;</li> <li>• A position paper on what constitutes a quality curriculum was articulated and disseminated for discussion;</li> <li>• Preliminary guidelines on how to quality assure curricula were developed. Draft version of a Prototype of a National Curriculum Framework was produced and it is currently under peer review;</li> <li>• An advanced draft paper on future competencies to serve as a global reference point for curriculum design and development was prepared. The document also lays paths for how to teach and assess such competencies.</li> </ul> <p><b>2. Deepen the global intellectual leadership role as a CoE in curriculum and related matters (aligned with SDG4 Targets 4.1, 4.7 and means of implementation 4.c.)</b></p> <ul style="list-style-type: none"> <li>• Six In-Progress Reflections on Emerging and Critical Issues in the Curriculum, Learning and Assessment were published (on-line), as well as disseminated and discussed through the blog: (i) What makes a quality curriculum (ENG, FR; SPA); (ii) Sharing Malaysian experience in participation of girls in STEM education (ENG, FR, SPA); (iii) A Conceptual Framework for Competencies Assessment (ENG, FR, SPA); (iv) Ten Notes on Learning Assessment Systems (ENG, FR, SPA); (v) Global Monitoring of Target 4.7: Themes in National Curriculum Frameworks (ENG); and (vi) Content, comprehensiveness and coherence in ECCE policies: how the curriculum can contribute (ENG, FR, SPA).</li> </ul>	<ul style="list-style-type: none"> <li>• The impact of this normative work is not yet evident because consultations with key stakeholders and consensus building has not begun as yet</li> <li>• The BLOG on In-progress Reflection on Emerging and Critical Issues in Curriculum, Learning and Assessment continued to stimulate the desired intellectual reflection. In 2016, a total of 7,214 reads and 4,749 visits were recorded, with an average of 34 visitors per day. The blog as well as the documents are available in English, French and Spanish, expanding its outreach and impact among practitioners;</li> <li>• In-progress Reflections were posted and/or referred by Ministries of Education, Universities, UN Sister Organizations, civil society, NGOs and international networks. References were mainly focused on a country or a region (predominantly Latin America and Asia);</li> <li>• The BLOG improved the visibility of the IBE work among MSs, UNESCO Education Sector Staff, National Commissions and other experts and partners through fostering the global dialogue on curriculum, learning and assessment within the online platform;</li> <li>• The IBE's norm-setting documents are beginning to be used by MSs to develop and quality-assure their curricula principally regarding the curriculum reform and development process in basic and secondary education (i.e. Afghanistan and Kenya).</li> </ul>	<ul style="list-style-type: none"> <li>• Staff shortages severely impeded the progress that was anticipated with respect to finalizing the document and launching consultations around it.</li> </ul>	<ul style="list-style-type: none"> <li>• A mid-level consultant was hired to prepare a second draft under close scripting by the director but the output still needed refinement by the director;</li> <li>• This risk will persist unless the financial and the staffing situation of the IBE changes.</li> </ul>

### 3. Strengthening global networks and partnerships for curriculum and learning (aligned with SDG 4 all seven Targets and mean of implementation 4.c.)

- The Global Curriculum Network (GCN) was launched and its TORs have circulated and endorsed by members. As to 07/11/2016 the Global Curriculum Network -GCN- covers 127 countries -14 from Arab States, 15 from Central and Eastern Europe, 6 from Central Asia, 20 from East Asia and the Pacific, 17 from Latin America and the Caribbean, 21 from North America and Western Europe, 8 from South and West Asia and 26 from Sub-Saharan Africa;
- 14 research grants on curricular innovations across levels of the education system were carried out by diploma alumni - 9 in AFR and 5 in LAC. The research findings were presented in the Arab face to face diploma session (see Point II Activity 6);
- Community Of Practice focused on disseminating IBE alerts and related products – (see Point IV Activity 2).
- The GCN is raising the visibility of the IBE across regions. However, due to shortage of staff, substantive interaction is yet to commence.
- There is always a risk of losing interest and even reputation when a network is left dormant after its launch.
- There is no mitigation of this risk unless the IBE's funding and staffing situation changes in alignment with its work load.

#### 4. 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.)

- The AFR and LAC Diploma/Master face-to-face and online sessions were updated. Likewise, the syllabus for the Arab diploma course as well as the certificate course for Central-East Europe-Central Asia were designed in light of SDG 4 - Education 2030 and the curriculum paradigm shift;
- The SPA version of the Curriculum Resource Pack (CRP) was updated with the view to broadening the international comparative perspectives as well as to incorporate thematic modules on critical and current issues in curriculum. The equivalent ENG version is in progress;
- The training of facilitators and tutors in AFR, ARA, LAC and Central-East Europe-Central Asia programs was carried out with regard to the CRP, the course syllabus and a repertoire of pedagogical/assessment approaches and tools to support the face to face and on-line sessions;
- Three assessment studies on the diploma were implemented: (i) trace of impact on the AFR and LAC Diploma alumni cohorts 2010-14; (ii) terminal and external evaluation reports on AFR and LAC Diplomas 2013-15 to the donor (Hamdan Award); and (iii) comprehensive assessment summary on the AFR and LAC Diplomas cohorts 2010-16.

- Findings from tracing the impact of the courses in AFR and LAC 2010-14, revealed that the diploma program is building technical leadership (professional advancement) and overall capacity for policy changes, processes of curriculum renewal and teacher professional development;
- Examples of wide diploma impact: (i) graduates assuming more responsibilities and/or appointed to the post of Directors or Head of Department in national curriculum development centers (Burundi, Dominican Republic, Niger, Senegal and Uganda); (ii) graduates supporting curriculum reforms/ writing syllabi (Burundi, Niger and Uganda); (iii) appointed to teach or support curriculum development in universities (Burundi, Costa Rica, Dominican Republic and Uganda); (iv) graduates sponsored by their employers to pursue masters or doctoral studies in curriculum related fields as part of their professional development (Burundi, Niger, Swaziland, Tanzania and Uganda); (v) UNESCO staff in Institutes and Field Offices involved in the diploma project implementation, gained experiences and grew professionally (2 trained) through the Diploma, and providing expertise to MSs; (vi) new perspectives generated in beneficiary countries on curriculum informing education policy reforms for inclusive education and inclusive curriculum (Peru and Tanzania); (vii) debates, understanding and collaboration fostered for narrowing gaps between educational policies, curriculum reforms, teacher development and classroom practices; and (viii) effective synergies created with other UNESCO programs such as China Funds-in-Trust on teachers, hence contributing to the global expected results on teachers;
- 92.5% of participants expressed overall satisfaction with the Master/Diploma face-to-face session 2016 (88% in Africa and 100% in LAC).

- Low completion rate of course due to professional workload of the participants.

- Continuous upgrading of Diploma facilitators', tutors' and coordinators' teaching skills as well as enhancing the flexibility of the hybrid mode of learning have contributed to relatively high graduation rates: 87% in AFR and 68% in LAC; this risk mitigation activity shall therefore be continued.

**5. Upgrade the Diploma Course to a Master's level (aligned with SDG 4 Target 4.1 and mean of implementation 4.b, 4.c.)**

- The first AFR Master in Curriculum Design and Development was launched in July 2016 partnered with UNESCO HQ Section of Teacher Development (ED/ESC/TED), the Open University of Tanzania (OUT) and Education International. 54 participants from 9 African countries - Burundi, Niger, Rwanda, South Sudan, Swaziland, Uganda, Tanzania, Togo and Zambia - attended the face to face session. The online session is in progress.
- Visibility, reputation and value added of the IBE improving. The AFR Master is the only one offered in East Africa in the field of curriculum;
- In 2016, the number of applicants (over 100) and participants (over 50) in the AFR Master demonstrates the IBE's responsiveness to demand for capacity development in the area of curriculum.

**6. 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.)**

- A curriculum and teacher education proposal is included in the Education Sector Analysis and Development Plans of Tanzania 2016-2025 partnered with UNESCO HQ, IIEP and the Dar el Salaam Office;
- A comprehensive proposal for national curriculum reform in Afghanistan was elaborated including a situation analysis, policy/technical dialogue with key stakeholders and field advice partnered with the Ministry of Education and UNESCO Kabul Office. The curriculum reform proposal was mainstreamed into the Afghanistan's National Education Strategy Plan 2017-2021. Likewise, the relevance of the curriculum reform was highlighted in the new Afghan Peace and Development Strategy formally introduced by the President of Afghanistan at the Brussels Conference on Afghanistan (5/10/2016);
- Policy dialogue and 3 trainings - 70 curriculum subject specialists, 29 teacher trainers and 53 publishers - were implemented with regard to competency-based curriculum reform and development process on basic and secondary education partnered with the Ministry of Education, Science and Technology, the Kenya Institute of Curriculum Development (KICD) and the Nairobi Office;
- A mix of policy dialogue, capacity-development, knowledge and training products, and field advice on STEM education was implemented in Cambodia, Kenya, Nigeria and Viet Nam with the support of the Malaysia/UNESCO Funds-In-Trust. In Cambodia, the first STEM policy was approved by the MoE as well as discussed and validated by key stakeholders. Also curricular and pedagogical guidelines were produced to support the implementation of the STEM policy. In Kenya, the gender dimension was included into STI policy as well as a new curriculum framework recognizing STEM pathway was approved. Also tools for data collection on female's participation into STEM education were developed by and for the Kenya Institute of Curriculum Development (KICD). In Nigeria, the situational analysis and the roadmap identifying the priority areas for the country intervention were discussed and agreed upon by key stakeholders. In Vietnam, the roadmap identifying three priority areas for further actions and the proposal of a stakeholder's consultation and policy dialogue workshop were discussed and agreed upon by key stakeholders.
- Regarding inter-country activities, In-Progress Reflections series 3: "Sharing Malaysian Experience in participation of girls in STEM education" was published in May 2016 (ENG, FRA and SPA) with the view to inform the development of STEM policies in the four countries. A community of STEM Practitioners was set up with the support of the Malaysian MoE and involving key stakeholders from the four countries. Focal points from all of them have participated in the capacity-development workshop (Penang, Malaysia 26-30/9/16) to support the elaboration of a resource pack for gender transformative STEM education. The draft of the resource pack (ENG) is under preparation;

- The recognition of the IBE as a CoE and the relevance of its technical assistance continues to strengthen as evidenced by the growing demand from MSs (22 countries from Africa, Arab, Asia and Latin America and Caribbean regions supported on a wide range of issues).

- The IBE will soon become a victim of its success as demand already far outstrips human resources.

- Innovative staffing mechanisms will be sustained. BUT, serious note has to be taken that these mitigation measures are neither sustainable nor optimal.

<ul style="list-style-type: none"> <li>• IBE provided technical support to 22 countries on a wide range of issues: Assessment - Gabon; Curriculum reform process - Afghanistan, India, Kenya and Tanzania; Competency-based process - Azerbaijan, Costa Rica, Oman, Seychelles and Swaziland; Early Reading - Burkina Faso, Niger and Senegal; ECCE - Cameroon, Oman, Seychelles, South Africa and Swaziland; ICT - India, Seychelles and Swaziland; (plus peer learning across 15 countries) GCED - Cambodia, Colombia, Mongolia and Uganda; STEM Education - Cambodia, Kenya, Malaysia and Vietnam; Teacher Professional Development - Gabon and Oman.</li> </ul>			
<p><b>7. Sustain and expand the geographical coverage of the Diploma Course (aligned with SDG Target 4.1 and mean of implementation 4.b, 4.c.)</b></p> <ul style="list-style-type: none"> <li>• The 5th edition of the AFR Diploma/1st edition of the AFR Master - face to face session 25/7-5/8/2016, 54 participants from 9 countries, hosted by the Open University of Tanzania (OUT), Dar es Salaam, Tanzania- was implemented. Also the 7th edition of the LAC Diploma - face to face session 29/8-9/9/2016, 34 participants from 9 countries, hosted by the Catholic University of Uruguay (UCU), Montevideo, Uruguay - was implemented. The AFR and LAC online sessions are in progress;</li> <li>• The 1st Arab Diploma was launched - face-to-face session 4/12-15/12/2016, hosted by Handam Bin Mohammed Smart University (HBMSU), Dubai, UAE- partnered with ED/ESC/TED and HBMSU. The course is run in Arabic. A full set of course materials in Arabic were prepared. The online session is in progress;</li> <li>• A Certificate in Curriculum Development for Central-Eastern Europe-Central Asia was launched as an adds-on to an existing Master in Educational management run by Vytautas Magnus University (VMU) in Kaunas, Lithuania - face to face session 28-30/11/16. Also the dialogue with the MOE Azerbaijan and ADA University to further cover Euro-Asia is advancing.</li> </ul>	<ul style="list-style-type: none"> <li>• IBE's visibility expanding across regions through the training programs.</li> </ul>	<ul style="list-style-type: none"> <li>• Unpredictable flow of funds for partner universities to sustain collaborative programs with IBE.</li> </ul>	<ul style="list-style-type: none"> <li>• Elaborate regional proposals to support training on curriculum such as in the case of ERA-MUS+KA2 Capacity building in the field of higher education partnered with Vytautas Magnus University (VMU);</li> <li>• Continue to secure scholarships such as from the Hamdan Award Board of Trustees, OFID, UNESCO HQ and FOs, MoEs, and bilateral and multilateral development partners.</li> </ul>

## 8. 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.

- Technical assistance to the MoEs through;
  - (i) Capacity development workshops for curriculum developers, teachers' trainers, heads of school and teachers on how to improve teaching and learning to read and write (12 workshops in Niger, 12 in Burkina Faso and 8 in Senegal) were implemented;
  - (ii) A set of curricular documents as well as a pedagogical guide and a toolkit for teachers was produced for Burkina Faso. Also two teacher training modules on teaching to read and write and a corresponding practitioner's guide enabling the translation of the new training contents into educational practices was produced for Niger. Likewise, national orientations on teaching to read and write in French as a second language and a teacher training module on teaching and learning to read and write for teacher trainers was produced for Senegal;
  - (iii) Three teachers training packs to train teacher trainers and supervisors on how to teach to read and write in the first three years of primary were produced for Burkina Faso and Senegal;
  - (iv) The new curriculum approach in the field of early teaching and learning to read and write among pre-service and in-service training institutes was piloted in Burkina Faso, Niger and Senegal;
- The French version of the study on the identification of critical factors regarding the improvement of the reading curriculum in Burkina Faso, Niger and Senegal was prepared. The publication of the French (on-line) and English (printed and on-line) versions, are planned for early 2017;
- A manuscript of a book 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 countries project case studies is under preparation. The publication is planned for early 2017;
- Preparations for an international conference on early reading and writing approaches and strategies engaging the three MoEs and with the view to reflect of what the countries should plan for the future to sustain and scale up the project efforts, advanced and the conference will be hosted by Burkina Faso (17-19 January 2017, around 80 participants).

- A consultative process for knowledge sharing and for consolidating a new vision on reading and writing in the early grades continued to strengthen. This is evidenced by the national validation of new curricular documents on reading and writing in Burkina Faso, Senegal and Niger that embody a new vision of what learning to read and write means;
- Knowledge base on teaching and learning to read and write and curriculum alignment has increased and is improved in the three Ministries;
- Capacity to train more effectively future teachers has increased in teacher training centres in the three countries through intensive capacity-development activities;
- Early teaching and learning practice is improved through capacity development and the availability of specific tools to teach in a new way in the three countries;
- New curricular orientations to teach and to learn to read and write aligned with the teacher training curriculum and with reading practices are beginning to take root.

- Sustaining the reforms at the end of the project may a challenge.

- Maintain contact and inform the newly appointed authorities and staff in the MoEs on the project;
- The government of Senegal allocate resources and use the project tools to undertake the pilot phase.



### 9. Strengthen MSs capacity to design and develop Global Citizenship Education (GCED) curricula (aligned with SDG 4 Target 4.7)

- The Project Agreement with UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU) was implemented in Phase I with regard to mainstreaming GCED in the education system, the curricula and teacher training in Cambodia, Colombia, Mongolia and Uganda. The GCED situational analysis of the intended and implemented curriculum was completed in the four countries. Also, a workshop on the situation analysis findings with the focal points of the 4 countries was held at the IBE - 8/11-10/11/2016. Guidelines for GCED curriculum school development, pedagogical strategies and teacher training are under preparation. Discussions with APCEIU of Phase II (country interventions) are underway;
- Three studies were carried out with the view to developing a preliminary grounded picture of the presence of GCED concepts and principles in the country curriculum documents as well as to provide initial inputs to the monitoring and assessment of the implementation of SDG 4 Target 4.7: (i) the ED/GEMR-IBE study "Global Monitoring of Target 4.7: Themes in National Curriculum Frameworks" – ENG; (ii) the APCEIU/IBE-UNESCO study "Global Citizenship Concepts in Curriculum Guidelines of 10 countries: Comparative Analysis" - ENG; and (iii) the UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), UNESCO Bangkok and the IBE-UNESCO are carrying out a study (field work completed) with regard to reviewing the extent to which Education for Sustainable Development (ESD) and Global Citizenship Education (GCED) are mainstreamed in national policies and curricula in 19 countries in Asia and the Pacific, with a particular focus on core subjects -Mathematics, Science, Languages, and Social Studies- at primary and secondary school levels.

- The IBE is recognized as an expert partner on matters relating not only to curriculum but also on the global monitoring of SDG4. Technical partnership with the GERM, APCEIU, UNESCO HQ, UIS and MGIEP is improving and focusing on delivering and monitoring on Target 4.7;
- Access to lessons learnt and effective practices on GCED improved, providing a basis of comparative analyses at regional and international levels.

- Reluctantly funded partnerships such as for APCEIU and HQ risk overburdening the IBE with work while not addressing its financial situation.

- Renegotiate the financing framework with all these partners or drop the work.

### 10. Strengthen MSs capacity to design and develop holistic Early Childhood Care and Education (ECCE) curricula (aligned with SDG 4 Target 4.2)

- The discussion paper "Content, comprehensiveness and coherence with regard to ECCE policies: how the curriculum can contribute" -ENG, FR, SPA- was published as In-Progress Reflection on Current and Critical Issues in the Curriculum, Learning and Assessment;
- Program development and action plans for strengthening ECCE systems in Cameroon, Seychelles and Swaziland were completed. The development of a plan for South Africa is in progress;
- Seychelles has been designated as an IBE Best Practice Hub for ECCE. Its lessons of practice are being documented for show casing in the IBE platforms including a documentary video;
- Resources have been secured to sustain support for ECCE systems for India, Swaziland, Cameroon and Egypt during 2017 and 2018.

- Serious capacity for the development and management of ECCE systems emerging with the first examples being Seychelles which is now in a position to provide technical support to other countries (Cameroon for instance) and which is emerging as a convenor and best practice hub for ECCE globally;
- The habit of peer learning is taking serious root;
- South/South and South/North collaboration is taking serious root with countries convening to address common challenges in the area and to learn from each other.

- For countries where follow up funds are not yet secured, there could be a risk of losing momentum

- Support country processes to mainstream their elaborated plans into relevant sector plans and programs to ensure sustainability

**11. 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” was made 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 – Education 2030: (i) it was discussed and validated among practitioners (primary and secondary teachers) in Monterrey, Mexico – SPA; and (ii) a co-publishing contract between the IBE and the Society for Public Education Planning to translate and publish the resource pack into Japanese language was implemented (publication planned for March 2017);
- The updated version of the UNESCO Policy Guidelines “Ensuring Inclusion and Equity in Education” was prepared by the IBE and ED/IPS/IGE. The ENG version was validated through peer reviews and the Expert Consultation Meeting on Inclusion in Education held 23-24 May 2016 at UNESCO HQ and organized by the IBE and ED/IPS/IGE. The translations into SPA and FR of the validated version are in progress. Preparations are underway to publish the policy guidelines as an UNESCO normative-setting publication;
- Curriculum and pedagogical proposals were discussed with Panama MoE and UNICEF LACRO staff with regard to push-out learners from secondary education.

- IBE's intellectual leadership within the field of inclusive education is well rooted and geographically expanding
- Technical partnership with the Section of Education for Inclusion and Gender Equality (ED/IPS/IGE) solidly established and mutual recognition quite firm

- Staff shortages will limit the extent to which the IBE can provide MSs the much needed support to make equity and inclusion in and through education a reality for all

- Discuss reimbursable technical assistance with countries that require support

**12. Strengthen MSs capacity to design and develop curricula grounded on competency-based approaches (aligned with SDG 4 Target 4.1)**

- IBE partnered with OECD regarding the initiative “The Future of Education & Skills; the OECD Education 2030” including the production of a conceptual framework for curriculum analysis, a curriculum glossary and a policy questionnaire on curriculum redesign;
- The on-line publication of the Spanish version of the OECD document “The Nature of Learning: Using Research to Inspire Practice” was coordinated by IBE and partnered with OECD and UNICEF LACRO. It was launched within the LAC face to face diploma session and currently it is disseminated and discussed in the region;
- Technical assistance for reorienting national curricula towards a competency-based approach was provided for Azerbaijan, Kenya, Seychelles and Swaziland and similar support is planned for Oman in December;
- An advanced draft global reference document on future competencies was produced (see section under intellectual leadership);
- UIS-IBE has signed an MoU with regard to follow-up on SDG4 targets. Work is in progress with regard to mapping the content of national and cross-national assessments in reading and math (Target 4.1).

- The IBE's role as a CoE and as a norm and standard setting institution clearly taking root;
- MSs capacity to design, implement and assess competency-based curricula enhancing;
- Conceptual clarity of competency-based education advancing.

- Reaching consensus on curricula norms and standards can be politically charged and technically complex.

- Extensive investment will be made toward consulting all critical stakeholders throughout the process of articulating, adopting and using the proposed norms and standards.

**13. Strengthen MSs capacity to design and develop youth education policies and curricula (aligned with SDG 4 Target 4.4)**

- A study on youth culture and youth education with a focus on youth disengagement was carried out jointly with ED/ESC/PCR and IIEP-Buenos Aires. The publication is planned for late December. Youth education study findings were incorporated into the Diploma/Master face-to-face and on-line sessions. The second stage of the LAC study is currently underway with regard to strengthening the link between knowledge production and inclusive education policies;
- Draft proposals under discussion with ED/ESC/PCR regarding the expansion of the youth education studies to the Arab and Asia regions.

- Not yet evident. Just outputs.

- Funding for the expansion of the research to other regions may not be available.

- Sustain resource mobilization from entities that support youth programs in targeted regions.

### III. IBE Expected Result 1a, Contributed 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 necessary 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 learners 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 supported six Member States to develop interventions that address binding systemic constraints to equitably and resource efficiently provide quality and relevant education that were identified during 2014/2015. Preliminary work toward the development of responsive interventions was initiated in two other countries. Furthermore, the IBE designed capacity development programs for senior technical leaders of Ministries of Education to lead the transformation of their education systems to meet SDG4, to support the acquisition of future competencies and to support national development agendas. The effort to find suitable academic institutions to deliver the training and potential partners to support such training continues.

Activities and Progress	Impact	Risks	Risk Mitigation
<p><b>1. Strengthen capacities of Ministries of Education (MoEs) to analyse and address systemic constraints to equitable provision of quality and relevant education and effective lifelong learning opportunities (aligned with SDG4 crosscutting to all targets)</b></p> <ul style="list-style-type: none"> <li>Azerbaijan has joined the IBE partner countries that are applying the General Education Quality Analysis Framework (GEQAF). Key areas for support have been communicated based on existing sector analyses. At the same time, the country team is using the GEQAF to identify and close analytical knowledge gaps and to add other priority areas that may emerge.</li> </ul> <p><b>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)</b></p> <ul style="list-style-type: none"> <li>Gabon, Seychelles and Swaziland completed the program development and action plans with IBE's support involving international and local experts. Support has also been provided to India (for the States of Madhya Pradesh and Meghalaya) for program development in a number of areas. Support to South Africa in the area of ECCE has been provided to finalise a sector action plan. IBE's support to Oman for program and action plan development is ongoing and will be completed by end of December 2016.</li> </ul> <p><b>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)</b></p> <ul style="list-style-type: none"> <li>The resource database of promising practices has been enhanced, particularly, in the area of curriculum. Moreover, work on improving the GEQAF web-version has started and it is expected that a more interactive, user-friendly web-version will be in place by the end of the year. However, the technical work for its implementation will commence next year.</li> </ul> <p><b>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</b></p> <ul style="list-style-type: none"> <li>Draft course outlines for senior leaders of Ministries have been developed and discussion is underway on launching the courses with an internationally highly reputed academic institution</li> </ul> <p><b>5. In partnership with IIET and Google, support MSs to adopt a technology perspective to their education systems starting with 4 pilot countries</b></p> <ul style="list-style-type: none"> <li>The IBE supported its partner countries on several areas including ICTs. In addition, an International Forum titled Adopting an ICT Perspectives in Education and Learning was held in New Delhi (31 October to 4 November) to promote peer learning and collaboration. 14 countries participated in the Forum.</li> </ul>	<ul style="list-style-type: none"> <li>MS's analytical and operational capacity for addressing binding constraints in their systems continuing to strengthen;</li> <li>South-South collaboration also strengthening among GEQAF partner countries.</li> </ul>	<ul style="list-style-type: none"> <li>Slow pace of participating countries and frequent changes in leadership continued to delay progress;</li> <li>Shortage of staff at the IBE remained a serious hindrance.</li> </ul>	<ul style="list-style-type: none"> <li>Mitigation of this factor turned out to be beyond the control of the IBE;</li> <li>Sustain efforts to mobilize voluntary contributions to the IBE as well as to provide secondees.</li> </ul>

## IV. IBE Expected Result 2, Contributed 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 vigorously strengthened its knowledge brokerage role with a view to make findings of cutting-edge research substantively accessible to a large base of policymakers and practitioners. Enhancing this role is critical for setting the IBE apart as an intellectual leader in areas of its competence, but also for keeping other program areas and the IBE's training and technical assistance services, at the cutting-edge of the knowledge frontiers. Thus, in 2016, the IBE focused its knowledge brokerage on two main themes that relate to the IBE's core mandate and directly contribute to the achievement of SDG4: *learning* (specifically, the *neuroscience of learning*) and the *development-relevance of curriculum* (specifically, *future competencies*).

The IBE expanded its base of prestigious intellectual organizations. In partnership with the International Brain Research Organization (IBRO), the IBE has begun to translate research on the neuroscience of learning, by rearticulating complex research into easily understandable language and presentation that plainly communicate key findings and make their implications for policy and practice very clear. As a response to the Member States' increasingly seeking the IBE's support to adopt competency-based curricula, the IBE, in partnership with leading scholars in the field, is developing a global/reference document on future competencies, followed by guidelines to integrate future competencies into curriculum, as well as guidelines for their teaching, learning and assessment. A master list of competencies, well anchored in the global paradigm shift on curriculum is in advanced draft.

The IBE has also reoriented its current flagship publications, like *Prospects* and *IBE on Curriculum, Learning, and Assessment* book series, to more tightly align them to its core mandate.

Activities and Progress	Impact	Risks	Risk Mitigation
<p><b>1. Strengthen and focus the knowledge brokerage role (aligned with SDG 4 Target 4.1)</b></p> <ul style="list-style-type: none"> <li>The first theme where knowledge brokerage has been intensified is <i>learning</i> and particularly <i>the neuroscience of learning</i>. In partnership with the International Brain Research Organization (IBRO), the IBE has begun to translate research on the neuroscience of learning and initiated the IBE-IBRO Science of Learning Fellowship, to support and translate key neuroscience research on learning and the brain for educators, policy makers, and practitioners. The first cohort of five senior fellows joined the IBE in October 2016, producing 30 briefs that address prevalent neuro myths and outline the basics of such issues as neuroplasticity and numerical processing and the implications of these issues for learning, teaching and assessment;</li> <li>The IBE's staff learning series has also been launched with two events focusing on the neuroscience of learning. These learning events have also been opened to International Geneva with a focus on education attaches of diverse missions</li> <li>The second ongoing theme is the <i>development-relevance of curricula</i> and specifically <i>future competencies</i> that should be included in curricula, if they are to be relevant for future generations and future development challenges. A global reference document on future competencies is being developed, which will be shared with and validated by main education stakeholders in 2017;</li> <li>2 briefs on Learning and Curriculum; and Lifelong Learning and Curriculum were completed, which summarize research on the link between curriculum and the development relevance of education within the context of SDG4 - Education 2030; and make apparent implications for policy and practice;</li> <li><i>Prospects</i> has been totally revamped and rebranded as a comparative journal of curriculum, learning and assessment; 1 issue was published, 3 issues are in print;</li> <li>2 booklets of the series <i>Educational Practices</i> in partnership with the International Academy of Education: <i>Tasks, teaching, and learning: Improving the quality of education for economically-disadvantaged students</i> (in press); and <i>Guiding principles for learning in the 21st century</i> (in press);</li> <li>Book titled <i>From exclusion to excellence: Building restorative relationships to create inclusive schools</i> (Michal Razer and Victor Friedman; IBE on Curriculum, Learning and Assessment, Sense Publishers, 2016), published. This practical guide to create inclusive classrooms was hailed by a prominent <i>New York Times</i> columnist as a remarkable contribution to education research on inclusion;</li> <li>1 book in print: <i>Learning to educate: Proposals for the reconstruction of education in developing countries</i> (Noel F. McGinn and Ernesto F. Schiefelbein, IBE on Curriculum, Learning and Assessment, Sense Publishers, 2017); 2 more books in preparation (to be published in 2017): <i>Teaching and learning literacy in the 21st century</i>; and <i>Humanitarian education in curriculum, policy and practice: From complex emergency response to national reconstruction</i>;</li> </ul>	<ul style="list-style-type: none"> <li>The excellence of the IBE's inputs is gaining recognition beyond the education community such as the <i>New York Times</i> columnist;</li> <li>Access to cutting-edge knowledge in areas of IBE's competence is greatly improving (impact to be verified);</li> <li>Partnerships with prestigious learning research universities expanding;</li> <li><i>Prospects</i> has high exposure among 7,680 institutions worldwide. Downloads in 2016 summed up to 99,792 (data available until Oct. 2016);</li> <li><i>Prospects</i> has been translated and printed in English, Arabic and Mandarin Chinese, thus expanding access.</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient financial resources for sustaining the brokering of knowledge;</li> <li>Sever scarcity of human resources continues to constraint progress in all knowledge brokerage and management projects;</li> <li>Reaching targeted audience remained a challenge, especially in non-English-speaking countries.</li> </ul>	<ul style="list-style-type: none"> <li>Innovative financing mechanisms have been identified (e.g., fellowship co-financed by IBRO), which also offer more flexible and predictable multi-year funding;</li> <li>The IBE sustained efforts to identify institutions willing to take on translating <i>Prospects</i> and other publications in all UN languages (at no cost for the IBE).</li> </ul>

<ul style="list-style-type: none"> <li>• <i>IBE Learning Series</i> launched, including symposia led by prominent scholars on topics of interest to the IBE and to the larger international Geneva: STEM and early child development; brain research and learning; future competencies for the 21st century, etc.</li> </ul>			
<p><b>2. Strengthen the IBE's clearinghouse function (aligned with SDG 4 Target 4.1)</b></p> <ul style="list-style-type: none"> <li>• 26 bi-weekly alerts, 4 digests and 1 thematic alert were produced, published and disseminated with a focus on curriculum, learning, teaching and assessment;</li> <li>• 68 curricula processed and waiting to be added to the online Curriculum Collection - when technical compatibility issues are resolved at HQ. 99 new records were added to IBEDOCs and 1180 records were revised;</li> <li>• 700 more textbooks were added to the IBE Historical Textbook collection. A Library Software company was engaged to develop Textbook collection and IBE historical archive 1925-1969 for online access. 4 lots of textbooks have been prepared for digitisation - 1.100 books already digitised and 140 boxes of archives prepared for digitisation.</li> </ul>		<ul style="list-style-type: none"> <li>• Staff shortage continues to slow down clearinghouse-related projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Junior consultant recruited to develop alerts and digests, while documentarist focuses on digitisation project.</li> </ul>



## V. International Conference on Education (ICE)

As decided during the last Council session, the Steering Committee received the reports on the President's and the Vice Presidents' consultations with their electoral groups on the co-financing of the ICE to be held in Geneva. No electoral group had offered to co-finance the ICE. The Republic of Latvia (Group II: Eastern European States), indicated readiness to second a senior expert to support preparations for the ICE and for the organization of the ICE sessions.

The Steering Committee questioned the rationale for prioritizing the ICE under a circumstance of severely limited financing of the core programs of the IBE.

Against this background, the Steering Committee decided to recommend to the Council to shelve discussions on the ICE until such time that the host country can provide the resources required for such major UNESCO Conference.

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

In 2016 efforts to strengthen the delivery capacity of the IBE continued to focus on: (i) expanding voluntary contributions from MSs starting with members of the IBE Council, (ii) getting the support and the resources required to convene 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, (iv) continue to broaden the base and prestige of technical and financing partners, and, (iv) continuing to further diversify strategic partnerships beyond MSs.

Activities and Progress	Impact	Risks	Risk Mitigation
<p><b>1. Mobilize Members of the IBE Council and Member States to provide voluntary contributions to further enhance the delivery capacity of the IBE</b></p> <ul style="list-style-type: none"> <li>The Republic of Nigeria sustained its voluntary contribution at USD 100.000 while Switzerland reduced its contribution from USD 600 000 to USD 500.000;</li> <li>No other country in the IBE Council committed to providing voluntary contributions;</li> <li>The IBE Secretariat made a list of 17 countries to approach for potential voluntary contributions and all of them were approached through their permanent delegations. Five never responded after the first call, six responded negatively, consultations are still ongoing with five countries and, one country, the Republic of Seychelles confirmed its readiness to provide an annual contribution of USD 100 000 per year for the next three years, effective from 2017.</li> </ul>	<ul style="list-style-type: none"> <li>Member States are more and more gaining exposure to the work and role of the IBE and acknowledging the significance of the work.</li> </ul>	<ul style="list-style-type: none"> <li>If sustained, the limited base of voluntary contributors will ultimately be detrimental to the future of the IBE.</li> </ul>	<p>Sustain dialogue with potential contributors.</p>
<p><b>2. Host a meeting of MSs that are targeted to provide voluntary contributions to the IBE</b></p> <ul style="list-style-type: none"> <li>Not yet because the IBE Secretariat is still working to reach a threshold of at least six countries that show readiness to contribute. Furthermore, the limited staff there is has focused on getting a robust program on course that can be attractive and convincing to potential contributors. This aim is well achieved.</li> </ul>			
<p><b>3. Sustain efforts to secure qualified secondees from MSs</b></p> <ul style="list-style-type: none"> <li>Terms of reference for the required secondees and UNESCO guidelines for secondments were re-sent to Members of the Steering Committee as well as to GCC countries recommended by the President of the Council.</li> </ul>		<ul style="list-style-type: none"> <li>MSs continue to not provide secondees to the IBE.</li> </ul>	
<p><b>4. Enhance the IBE's website communication and external image (aligned with SDG 4 Target 4.1)</b></p> <ul style="list-style-type: none"> <li>While requiring further improvements, the Website is effectively managed and is adhering to UN guidelines on accessibility and multilingualism, UNESCO's public information strategy, and web standards, with the view to hold and disseminate knowledge created and/or brokered by the IBE in a more efficient and effective way;</li> </ul>	<ul style="list-style-type: none"> <li>For the period January to November 2016, 245,000 visitors consulted the website. In line with current trends, the mobile-device optimized site is becoming more and more important (currently over 20% of visitors are using a mobile device, an increase from 10% in 2015).</li> </ul>	<ul style="list-style-type: none"> <li>Substantial website content is not available in at least four UNESCO languages and this may limit substantive access to key outputs.</li> </ul>	<ul style="list-style-type: none"> <li>Forge partnerships and mobilize resources to ensure an effective multilingual website.</li> </ul>

<ul style="list-style-type: none"> <li>• The website content is updated with regards to vision, mission, projects, photography, governance and staff. Redevelopment is planned to take place in 2017 enabling interactivity, participation and dialogue;</li> <li>• A digital and communication consultant was recruited;</li> <li>• More than 40 news were produced, edited and published online. Related communication materials were disseminated in a timely manner. 80% of online content is available in English, French and Spanish, and at least 20% in Arabic, Russian, and Chinese. Communications partnership is set up with UNESCO Education, GEM report and UNOG;</li> <li>• The IBE exhibition is still accommodated at UNOG;</li> <li>• First issue of the IBE IN FOCUS, the annual magazine of the IBE, was printed. The magazine is now on line. It is also widely distributed to all key partners;</li> <li>• In addition, the magazine is beginning to gain strategic placement especially for a first copy. It is the: Geneva airport protocol lounge, business class lounges of Swiss Airlines in Geneva and Zurich, South African Airways domestic and internationally business class lounges and the soft copy is on board all classes, VIP lounge of the Monaco Yacht Club, VIP lounge of the Montreux Jazz festival, and in the Cigar lounge of La Reserve in Geneva;</li> </ul>	<ul style="list-style-type: none"> <li>• Website: 213,000 users in the past year with 78% new users. Locations: South and North America, Europe and Asia</li> <li>• Social media. Twitter: Followers have increased to 1,800, with impressions increasing by 300% from a monthly average of 30,000 to over 90,000. Mentions by partners have increased by 37%. Facebook: 1,261 likes.</li> <li>• Visibility of the IBE as a member of Geneva International has increased (impact to be verified).</li> </ul>		
<p><b>5. Sustain efforts to increase and diversify strategic partners for the IBE with a focus on:</b></p> <ul style="list-style-type: none"> <li>• The private sector <ul style="list-style-type: none"> <li>○ Project Agreement Google/IBE-UNESCO implemented in Phase I to support the development of quality education in GEQAF partner countries;</li> <li>○ Project Agreement NESTLE/IBE-UNESCO implemented in Phase I to support the development of ECCE policies and curricula in Cameroon, Seychelles and Swaziland.</li> </ul> </li> <li>• Foundations and philanthropists <ul style="list-style-type: none"> <li>○ Implementation a partnership agreement (IPA) with the Hamdan Bin Rashid Al-Maktoum Award for Distinguished Academic Performance / IBE-UNESCO in support of the Arab region diploma course in curriculum design and development in 2016;</li> <li>○ Dubai Cares provided USD 963 000 to support IBE's technical support for the development of ECCE in four countries.</li> </ul> </li> <li>• Institutions that specialize in areas of IBE's competence <ul style="list-style-type: none"> <li>○ Collaborated with the Netherlands Institute for Curriculum Development - SLO - in support of the curriculum reform process in Afghanistan;</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The status of the IBE as a credible and prestigious partner is clearly increasing as evidenced by the growth and prestige of partners</li> </ul>		

- Cooperated with the Kenya Institute of Curriculum Development (KICD) to strengthen institutional capacities and field advice on the curriculum reform process.
- Academic and research institutions
  - MoU was signed with IBRO to financially and technically support the establishment of senior fellowships on the neuroscience of learning
  - Cooperation with Universities (working plans with HBMSU/UAE, OUT/Tanzania, VMU/Lithuania, and UCU/Uruguay) on the implementation of certificate/diploma/master courses on curriculum;
  - Collaborated with the National Council for Education Research and Training (NCERT, New Delhi) on organizing an International Forum on ICT perspectives in Education (held in November);
  - Signed a co-publishing agreement with the Society for Public Education Planning (Japan) / IBE-UNESCO to avail the IBE inclusive education resource pack in Japanese language.
- Professional networks
  - IBE-UNESCO Global Curriculum Network –GCN- covers 127 countries;
  - IBE-UNESCO Diploma Alumni Network comprises 248 participants from Africa and the Latin America and Caribbean regions.
- Multilateral and bilateral agencies
  - MoU with Education International to support the implementation of the AFR Master course in curriculum.
- Civil societies that are recognized by UNESCO
  - MoU with RISE to collaborate on ECCE;
  - MoU with ICD to collaborate in the promotion of universal values in education by sharing expertise on the elaboration of syllabi and learning materials and the implementation of training programs.
- UNESCO HQ and Field Offices
  - Partnerships with: HQ -ED/IPS/IGE on inclusive education; HQ - ED/ESC/TED on diploma/master courses on curriculum; HQ - ED/ESC/PCR on youth education; HQ-ED/MEM on ESD and GCED.
- UNESCO Institutes and Networks
  - IIEP – IBE: PEIC  
 IBE-IIEP-BA-HQ: youth education  
 UIL-IIEP-IBE Tanzania ESP  
 MGEIP-HQ-IBE Preventing violent extremism through education conference  
 MGEIP-Bangkok Office-IBE study on global citizenship education  
 IBE-IJET ICTs in education including the digitization of curricula  
 IBE-UIS Curriculum mapping to support the monitoring of SDG4 targets 4.1 (math and reading only) 4.4 and 4.7, development of indicators on improving girls' participation in STEM,

IBE-APCEIU mapping GCED in curricula  
 UIL-IICBA (CapED Mali)  
 UIL-IICBA (CapED Uganda)  
 UIL-IITE (Microsoft Project)  
 IIEP-UIL: CapEFA DRC  
 UIL-UIS-OECD Global Literacy Assessment Framework  
 UIL-IIEP-UIS-IBE Global Alliance of Monitoring Learning EP-UIS: National Education Accounts.

- UN agencies and other intergovernmental organizations
  - Co-publishing Agreement OECD/UNICEF LACRO/ IBE-UNESCO with regard to the Spanish version -with a focus in the Latin America and Caribbean region- of the OECD publication " The nature of learning: using research to inspire practice".
- Member States MoEs
  - Project Agreement Malaysia/UNESCO Funds-In-Trust / IBE-UNESCO to support the development of STEM education in Cambodia, Kenya, Nigeria and Vietnam.

**6. Sustain efforts at resource efficient recruitment mechanisms**

- A range of mechanisms have been used to raise the resource efficiency of staffing. Other than the regular interns and consultants, the IBE also introduced position of senior fellows, junior consultants, and long term mid-level consultants;
- The delivery capacity of the IBE is also being extended through an initiative of Best Practice Hubs that capitalize on Member States' excellence in areas of collaboration. These hubs, among other responsibilities, provide technical assistance and peer learning forums to other countries. Seychelles is the most advanced and two others are in the process of being established;
- One P5 senior program specialist (QEAF); 5 senior fellows (neuroscientists); 3 long-term consultants (curriculum, competencies and communication); 3 junior consultants and 15 interns were recruited during 2016.

- The IBE has been to deliver a work program that ordinarily would take a large establishment because of these innovative technical resource mobilization approaches

- Innovative though these are, they cannot replace the core permanent staff that is required and still doesn't exist at the IBE

## VII. Budget

*To be shared during the IBE Council*

**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 November****2016****November**

(Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS					EXPENDITURES				GLOBAL EXECUTION RATE
	Appropriation approved by council	Appropriation approved by council adjusted	Ressources unreleased or reported	Additional Funds	Budget revised	Disbursements	Unliquidated obligations period reporting	Unliquidated obligations futur period	Total Current period	
<b>I. PROGRAMME ACTIVITIES</b>										
<b>I-1 Activities under Expected results I</b>	<b>3 587 774</b>	<b>3 494 461</b>	<b>(295 665)</b>	<b>121 520</b>	<b>3 320 316</b>	<b>1 680 932</b>	<b>48 681</b>	<b>638 558</b>	<b>1 729 613</b>	<b>71,3%</b>
Diploma course on curriculum design	316 027	316 372	(100 000)	-	216 372	93 567	1 875	114 528	95 442	97,0%
ECCE / Innovation and Leadership in Curriculum and Learning	454 779	454 778	(128 225)	121 520	448 073	314 015	447	105 030	314 462	93,6%
Technical Assistance to Members States on Curriculum Design and Development (TA to MS on CDD)	81 979	126 153	(67 440)	-	58 713	5 366	-	8 680	5 366	23,9%
Learning outcomes in early grades: integration of curriculum, teaching materials, and assessment of Education	1 783 467	1 547 383	-	-	1 547 383	524 186	40 264	255 663	564 450	53,0%
Strengthening the Education Systems of MS to equitably provide high quality education and effective learning opportunities.	713 762	812 014	-	-	812 014	569 589	2 431	121 715	572 020	85,4%
Strengthening STEM curricula for girls in Africa and Asia and Pacific (phase I)	226 924	226 925	-	-	226 925	163 409	3 664	32 942	167 073	88,1%
Adaptation of the Book: Nature of Learning	10 836	10 836	-	-	10 836	10 800	-	-	10 800	99,7%
<b>I-2 Activities under Expected results II</b>	<b>1 753 415</b>	<b>1 965 845</b>	<b>(454 560)</b>	<b>-</b>	<b>1 511 285</b>	<b>564 775</b>	<b>8 131</b>	<b>505 790</b>	<b>572 906</b>	<b>71,4%</b>
Research & Publications	195 193	195 192	-	-	195 192	171 575	3 568	13 264	175 143	96,5%
Knowledge Brokerage	401 565	447 829	(329 560)	-	118 269	92 793	2 100	16 649	94 893	94,3%
Development of IBE website & Communication	319 471	422 863	(125 000)	-	297 863	208 894	1 776	57 615	210 670	90,1%
Text books Project	373 752	373 752	-	-	373 752	1 318	34	190 602	1 352	51,4%
IBE Historical Archives Project	463 434	526 209	-	-	526 209	90 195	653	227 660	90 848	60,5%
<b>PROGRAMME ACTIVITIES (I)</b>	<b>5 341 189</b>	<b>5 460 306</b>	<b>(750 225)</b>	<b>121 520</b>	<b>4 831 601</b>	<b>2 245 707</b>	<b>56 812</b>	<b>1 144 348</b>	<b>2 302 519</b>	<b>71,3%</b>
<b>II. Governing Board/Gen. Adm./Institutional Dev.</b>										
<b>II-1 IBE Council/Steering Committee</b>	<b>90 394</b>	<b>90 394</b>	<b>-</b>	<b>-</b>	<b>90 394</b>	<b>27 412</b>	<b>235</b>	<b>17 545</b>	<b>27 647</b>	<b>50,0%</b>
<b>II-2 General operating costs</b>	<b>350 000</b>	<b>485 906</b>	<b>-</b>	<b>-</b>	<b>485 906</b>	<b>411 436</b>	<b>21 114</b>	<b>39 233</b>	<b>432 550</b>	<b>97,1%</b>
<b>II-3 Director Office</b>	<b>300 000</b>	<b>300 000</b>	<b>-</b>	<b>-</b>	<b>300 000</b>	<b>250 704</b>	<b>1 331</b>	<b>27 795</b>	<b>252 035</b>	<b>93,3%</b>
<b>GOVERNINT BOARD, GEN.ADMIN. &amp; INST. DEV (II)</b>	<b>740 394</b>	<b>876 300</b>	<b>-</b>	<b>-</b>	<b>876 300</b>	<b>689 552</b>	<b>22 680</b>	<b>84 573</b>	<b>712 232</b>	<b>90,9%</b>
<b>STAFF COSTS (Established posts) (III)</b>	<b>1 900 000</b>	<b>1 900 000</b>			<b>1 900 000</b>	<b>1 550 727</b>	<b>-</b>	<b>17 142</b>	<b>1 550 727</b>	<b>82,5%</b>
<b>TOTAL BUDGET ALLOCATED 2016 (I + II + III)</b>	<b>7 981 583</b>	<b>8 236 606</b>	<b>(750 225)</b>	<b>121 520</b>	<b>7 607 901</b>	<b>4 485 986</b>	<b>79 492</b>	<b>1 246 063</b>	<b>4 565 478</b>	<b>76,4%</b>



# 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 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



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau  
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**SIXTY-SIXTH SESSION OF THE  
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**

Geneva, 14 – 15 December 2016

**PROPOSED PROGRAMME OF ACTIVITIES AND BUDGET 2017**



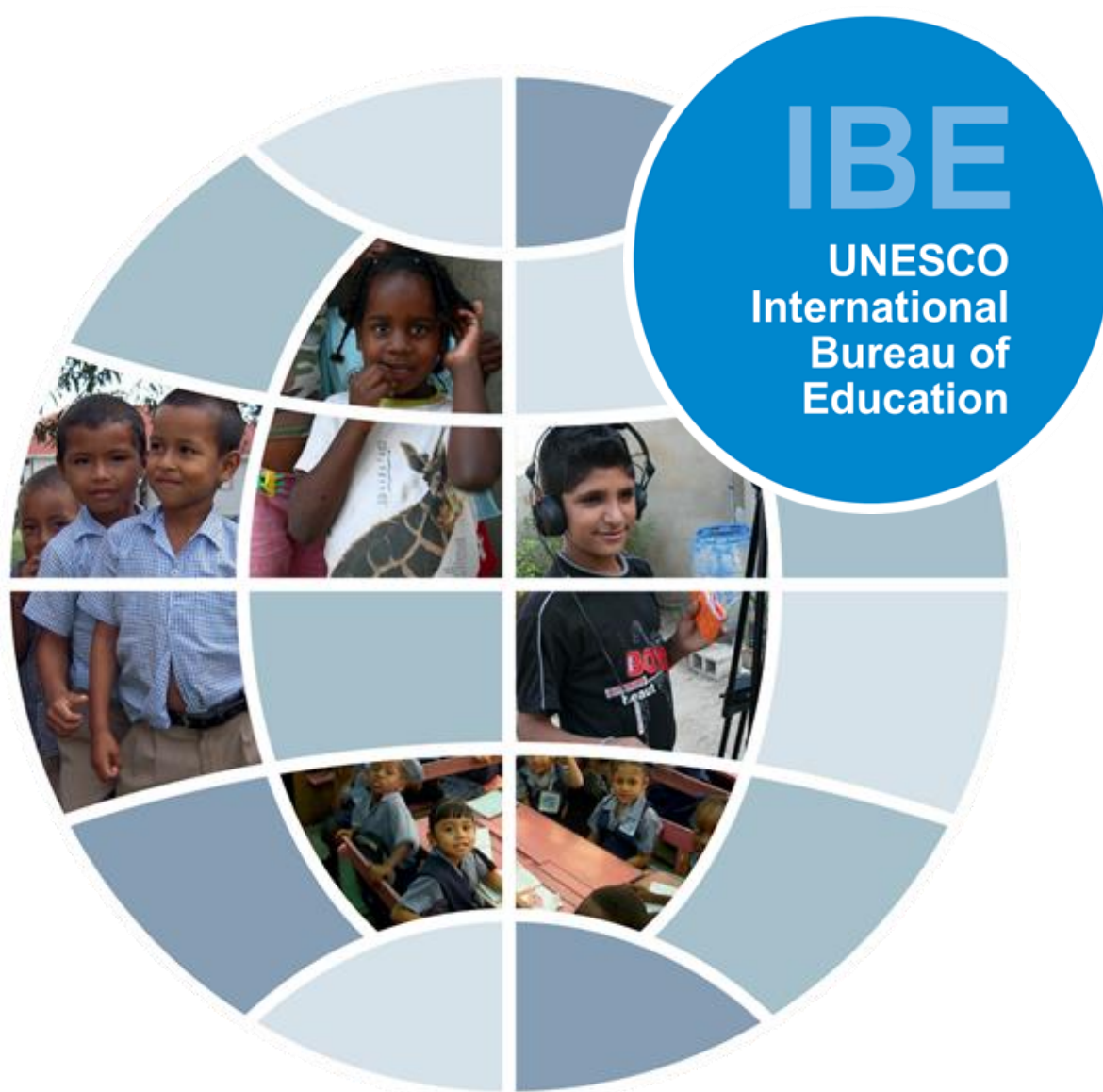


United Nations  
Educational, Scientific and  
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International Bureau  
of Education

# 2017 Proposed Work Program and Budget to the 66<sup>th</sup> Session of the IBE Council



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# I. Program context

## Introduction

This document proposes to the 66<sup>th</sup> session of the IBE Council, the 2017 work program and budget for review and clearance (hereafter referred to as “program”). As is the tradition, the proposed 2017 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.

At the global level, the challenge has now shifted from articulating and adopting SDGs to implementing them and to monitoring their attainment. The proposed 2016 program already articulated how the IBE is positioned to contribute to this global agenda. During 2017, the IBE will heighten its contribution to the implementation and monitoring of the attainment of SDG4, building on efforts commenced during 2016. This will be achieved through the implementation of the following IBE’s medium term program.

## Medium Term Programmatic Areas (2015-2021): Acceleration to CoE Status

*Innovation and Leadership in Curriculum, Learning, Teaching, and Assessment* (Norms and standard-setting function) 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 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 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.**

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) 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 2017, the IBE will consolidate and heighten its global visibility as a global Center of Excellence (CoE) in curriculum and related matters. This will entail the finalization and broad-based consultations around core normative instruments including: the new curriculum paradigm, future competencies and quality assuring curricula. Multi-media channels will be used to buttress the IBE's convening power and the intellectual leadership of the IBE as it communicates its role, outputs and services. Key examples will include moderated e-forums, IBE BLOG, an interactive and client-oriented website, and, funds allowing, high-level panels and regional consultations piggy-bagged to regional events.

The IBE will sustain its pioneering of innovative approaches to address critical and emerging issues in curriculum and related matters. Focus will be sustained on PVE-UVC, ECCE, STEM, and GCED. Capacity development efforts through technical assistance and training will be sustained and, funds allowing, expanded. The geographical footprint of training programs will be extended to cover all UNESCO regions. Equally expanded will be the geographical footprint of technical assistance to Member States. Clear targets in terms of an increase in the coverage will be articulated and adhered to or adjusted to the resource envelope.

Activities	Expected Impact	Risks	Risk Mitigation
<p><b>1. Strengthen 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.)</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>Convene a high-level panel on future competencies, followed by e-consultations;</li> <li>Sustain the multilingual BLOG on <i>In-Progress Reflection on Critical and Current Issues in Curriculum, Learning and Assessment</i> - focus on issues relating to GCED, PVE-UVC, personalized learning, coding, smart learning and curriculum renewal process;</li> <li>Convene high-level panel of experts and, if funds allow, regional consultations and prepare for a global congress on curriculum, with a view to secure a formal endorsement of all normative instruments produced by the IBE in collaboration with the GCN and other stakeholders.</li> </ul> <p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>Quality assured paradigm shift</li> <li>Quality assured future competencies</li> <li>Translation funds secured from each linguistic region for all outputs</li> <li>Three regions consulted on the paradigm shift and on future competencies.</li> </ul>	<ul style="list-style-type: none"> <li>MSs' widening contribution to, ownership and application of the IBE-led normative instruments;</li> <li>Common conceptualization of curriculum and common norms and standards consolidating;</li> <li>Anticipatory capacity of Curriculum Development Agencies/Centres of MSs improving as evident in the list of current and future competencies integrated into national curricula and the syllabi;</li> <li>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;</li> <li>Partnership and collaboration between the IBE and GCN strengthening.</li> </ul>	<ul style="list-style-type: none"> <li>Should there be lack of funds for translation and interpretation, there could be imbalanced regional participation and therefore ownership;</li> <li>Lack of funds may limit the intended face-to-face consultations;</li> <li>Adoption of a global paradigm may take a much longer consultative process;</li> <li>Staff shortages may continue to hinder timely coordination of all activities.</li> </ul>	<ul style="list-style-type: none"> <li>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;</li> <li>Where funds allow, translate principal normative outputs;</li> <li>Increase awareness raising and advocacy activities through social media;</li> <li>Senior curriculum specialists recruited to support the discussion and the implementation of the global curriculum paradigm shift.</li> </ul>
<p><b>2. Strengthening global networks and partnerships for curriculum and learning (aligned with SDG4 all seven Targets and mean of implementation 4.c.)</b></p> <ul style="list-style-type: none"> <li>Sustain and continue to expand virtual outreach through the GCN, the Diploma Alumni Network, multilingual blogs and social networks as platforms for knowledge production and sharing on curriculum issues, trends and practices.</li> </ul> <p><b>Targets:</b></p> <ul style="list-style-type: none"> <li>GCN covers 180 countries</li> <li>10% increase in alumni</li> </ul>	<ul style="list-style-type: none"> <li>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;</li> <li>Increasing number of members of the Alumni;</li> <li>An increasing number of partners taking advantage from the services and expertise of the IBE.</li> </ul>	<ul style="list-style-type: none"> <li>Managing networks and growing them will be a challenge if staffing does not improve.</li> </ul>	<ul style="list-style-type: none"> <li>Council members to provide a very senior curriculum expert to manage IBE networks</li> </ul>



**3. Reinforce the quality of the Postgraduate Diploma Course in Curriculum and Learning (aligned with SDG 4 Target 4.1 and mean of implementation 4.c.)**

- Revise and update the certificate/diploma face-to-face and on-line sessions - Africa, Arab States, Eastern Europe / Central Asia, Euro/Asia and Latin America and the Caribbean - principally in light of the new curriculum paradigm, the issues addressed within the global 2030 education agenda and IBE knowledge products on a diverse range of issues relating to curriculum, teaching, learning and assessment;
- Update and publish an online IBE Curriculum Resource Pack (CRP) Versions 2016-17 (in Arabic, English, French and Spanish) 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, learning and assessment;
- Continue the training of facilitators and tutors on content and pedagogical issues to better facilitate and follow-up on the course;
- Continue tracing the impact of the diploma courses in the field with a focus on medium to long-term impacts on the professional advancement of the alumni and their contribution to curriculum reform and development process.

- Training programs conceptually aligned to the new paradigm
- Graduates of the course better able to support their countries' efforts to align curricula and pedagogy with the global 2030 education agenda;
- Country-level technical leadership and critical mass for curriculum design, development and implementation continuing to strengthen.

- Low completion rate of courses due to the candidates' workload;
- Lack of resources to support IBE intellectual leadership and follow-up on the courses.

- Enhance the flexibility of the coursework and personalized pace of completion;
- Sustain resource mobilization efforts

**4. Expand the coverage of technical assistance services that respond to country needs and priorities (SDG4 Targets 4.1, 4.3, 4.5, 4.6, 4.7 and mean of implementation 4.c.)**

- Sustain support to the 22 countries that received technical assistance during 2016 and focus more on tracking the impact of that support.
- Complete the GCED curricula, pedagogy and teacher education work in Cambodia, Colombia, Mongolia and Uganda partnered initiated with UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU) during 2016;
- Support the design and implementation of teacher education curricula frameworks in few countries (to be identified) in partnership with UNESCO Section of Teacher Development (ED/ESC/TED).

**Targets**

- TA coverage increased by 45 %
- Quality of training programs sustained and monitored

- MSs technical capacity for curriculum design, development and implementation improving;
- IBE's reputation as a CoE augmenting.

- Continuing shortage of senior curriculum specialists at IBE to deliver quality and timely technical assistance on a wide range of issues relating to curriculum, learning and assessment.

- Sustain collaboration with UNESCO field-level structures as they have the continuous presence required to sustain the momentum of work.

### 5. Sustain and expand the geographical coverage of the Diploma Course (aligned with SDG Target 4.1 and mean of implementation 4.b, 4.c.)

- Launch the course in central Asia and intensify the identification of a collaborating university in Western Europe and North America region;
- Explore possibilities of launching an international training center as the IBE itself as a way of fostering interaction with curriculum specialists;
- Fully handover LAC and SSA curriculum courses to partner universities;
- Maintain biennial quality assurance of courses
- Focus on new universities partners taking root.

#### Targets:

- One training hub per UNESCO region
- Geneva IBE set up to be a hub for Europe and North America starting in 2018

- IBE's global footprint and visibility increasing in all UNESCO regions;
- Increased outputs of the diploma course with a fair chance of professionalizing and leading curricula processes in their respective countries.

- Unpredictable flow of funds for partner universities to sustain collaborative Programs with IBE;
- Staff shortages at the IBE may hinder progress.

- Sustain resource mobilization efforts.

### 6. Strengthen MSs capacity to design and develop curricula in reading in early grades (aligned with SDG4 Targets 4.1, 4.6, 4.7, and mean of implementation 4.c.)

- Deliver the last capacity development activities addressed to the heads of schools, teachers and teacher trainers on how to improve teaching and learning to read and write in the early grades;
- Printing and national distribution of the following curricular documents in the three countries: a pedagogical guide and a toolkit for teachers (Burkina Faso): two teacher training modules on teaching to read and write and a corresponding practitioner's guide enabling the translation of the new training contents into educational practices (Niger); national orientations on teaching to read and write in French as a second language and a teacher training module on teaching and learning to read and write for teacher trainers (Senegal). 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;
- Printing 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;
- Printing and dissemination of 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;

- Enhanced vision and knowledge base on reading and writing in the early grades shared by policy makers, curriculum specialists and teacher trainers;

- IBE's intellectual leadership in this critical and current issue continuously recognized;

Capacity to train more effectively future teachers has increased in teacher training centres in Burkina Faso, Senegal and Niger through intensive capacity building activities;

- Early teaching and learning practice is improved through capacity building and the availability of specific tools to teach differently;

- Curricula now better aligned with current thinking and practices (Burkina Faso and Niger launched officially their reform in September 2015 and Senegal in 2008 and 2013.

- Sustenance of the initiatives after the projects end is likely to be a challenge.

- Explore a limited reimbursable TA with concerned MoEs.

- Hold an international conference on early reading and writing approaches and strategies engaging the three MoEs on how to guarantee sustainability to the results of the three year's project implementation (Burkina Faso, 17 - 19 January, 2017).

**Targets:**

- Book on reading approaches published
- Report on critical success factors affecting reading completed
- International Conference on reading held.

**7. Strengthen MSs capacity to design, develop, implement and monitor Global Citizenship Education (GCED) curricula (aligned with SDG4 Target 4.7)**

- Resources allowing, support comprehensive in-country interventions - Cambodia, Colombia, Mongolia and Uganda - on mainstreaming GCED in the policies, curricula, pedagogy and/or teacher education partnered with UNESCO Asia-Pacific Centre of Education for International Understanding (APCEIU);
- Sustain collaboration with UIS and the GEMR on monitoring of the implementation of SD\$ target 4.7.

**Targets:**

- Joint monitoring instruments for target 4.7 launched
- GCED curricula developed for four pilot countries

- IBE's lead role in designing GCED curricula and in monitoring the attainment of SDG4 target 4.7 becoming prominent.

- Expectations of the IBE to sustain technical support to other entities without a sustainable financing framework may persist.

- IBE will set financing thresholds below which it will reject proposed partnership.

**8. Strengthen MSs capacity to design and develop holistic Early Childhood Care and Education (ECCE) curricula (aligned with SDG4 Target 4.2)**

- Elaborate, discuss and validate an ECCE policy prototype engaging the GCN and with the view to support Member States in designing and developing a comprehensive, inter-sectoral and inclusive ECCE policy from 0 to eight;
- Support the implementation of action plans for a holistic ECCE program by six partner countries;
- Support peer learning in ECCE covering at least 10 partner countries;
- Formally establish an ECCE best practice hub in Seychelles.

**Targets:**

- Full prototype ECCE system for 0-3 and 4-8 published
- Action Plans for six countries under implementation
- International Conference on ECCE held
- One Best Practice hub in operation.

- MSs capacity to design and implement high quality and holistic ECCE curricula enhanced;
- IBE's delivery capacity extended by best practice hub;
- South/South collaboration enhanced;
- Peer learning advancing.

- Countries where financial support is not secured may lose momentum

- Support and advocate for the mainstreaming if ECCE curricula in sector programs.

**9. Strengthen MSs capacity to design and develop inclusive curricula (aligned with SDG4 Target 4.5)**

- Sustain the dissemination of the IBE's resource pack "Reaching out to All Learners: A Resource Pack for Supporting Inclusive Education" and supporting MSs efforts to ensure that their education in general and their curricula in particular are equitable and inclusive in line with SDG4.

- 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.

- 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.

**10. Strengthen MSs capacity to design and develop curricula grounded on competency-based approaches (aligned with SDG4 Target 4.1)**

- The IBE will complete the global reference document on future competencies;
- One pilot country will be selected for the integration of future competencies into the national curriculum. The country will also pilot appropriate teaching, learning and assessment approaches for future competencies;
- The IBE will use the GCN and other professional networks to consult on and finally adopt the list of future competencies;
- In partnership with the UIS, the IBE will contribute to map national assessments frameworks in Reading and Mathematics in early grade (grades 2/3), end of primary and end of lower secondary.

○ **Targets:**

- Global reference document on future competencies launched
- Future competencies under application in one country

- 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 and technically challenging.

- Extensive investment will be made toward consulting all critical stakeholders throughout the process of articulating and adopting the proposed norms and standards.

### 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*

Effective and impactful curriculum implementation depends on the effective functioning of other parts of the education system. Due to the fact that 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 learners 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 provided support to Azerbaijan, Gabon, the States of Madhya Pradesh and Meghalaya in India, Oman, Seychelles and Swaziland to develop programs and action plans in key priority areas that will enable the effective functioning of education systems of these countries. These programs and action plans are based on a thorough diagnosis of the education system and the identification and prioritization of critical intervention areas applying the General Education Quality Analysis Framework. The IBE also provided technical assistance to Cameroon and South Africa in the area of ECCE during 2016. In 2017 the IBE will support the implementation of the action plans developed in 2016. Two countries, Egypt and Saudi Arabia will also be supported during 2017 to develop action plans in their priority areas. The IBE plans to consolidate and intensify its support to the ten partner countries mentioned instead of expanding to more countries. The strategy is to focus on a limited number of countries and provide sustained long-term support through the stages of diagnosis/analysis, development of action plans, implementation and monitoring. Lessons learnt from such systemic and long-term impactful engagement to strengthen education systems can be invaluable for future UNESCO support to MSs in strengthening capacities of MSs 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 for 10 MSs to attain SDG4. Furthermore, the IBE will continue its work in developing capacity building programs for senior policymakers and technical leaders of Ministries of Education to transform and run education systems that can meet SDG4 and support the acquisition of future competencies.

Activities	Expected Impact	Risks	Risk Mitigation
<p><b>1. Provide technical support for the development and implementation of response to redress identified systemic constraints in 10 countries that have already undertaken the systemic analyses of the education system by applying the GEQAF.</b></p> <p><b>2. Develop an Indicator system for education system efficiency in collaboration with Oman, a country which has already implemented a comprehensive ICT-based data collection and analysis tool.</b></p> <p><b>3. Design, develop and run diverse training programs to strengthen the technical leadership that MoEs required to effectively meet the demands of SDG4, of national development plans and of 21st century competencies.</b></p> <p><b>4. Strengthen IBE partnership with other institutions and the private sector to mobilise resources and technical expertise for the benefit of MSs.</b></p> <p><b>5. Establish Best Practice Hubs (BPHs) in at least three countries that excel in one or more areas that other countries still find to be binding constraints to their equitable and resource efficient delivery of quality and relevant education and learning.</b></p> <p><b>Targets</b></p> <ul style="list-style-type: none"> <li>○ Seven countries implementing interventions to address systemic constraints;</li> <li>○ Three countries developed responsive systemic interventions and having started implementation;</li> <li>○ Systemic monitoring indicators in advance draft</li> <li>○ Executive education quality course in operation</li> <li>○ Technical leadership course ready for accreditation</li> <li>○ Three best practice hubs in operation (Seychelles, Oman, Azerbaijan)</li> </ul>	<ul style="list-style-type: none"> <li>• Member States' operational capacity to design, develop, implement and monitor interventions that enhance education quality and learning effectiveness strengthened;</li> <li>• The capacity for evidence-based management of the education system enhanced;</li> <li>• Enhanced leadership for equitable provision of quality and development-relevant education and lifelong learning in MSs;</li> <li>• IBE partnerships contribute to improved access, quality, equity and effectiveness of education systems;</li> <li>• Resilient technical capacity developed in BPHs and peer learning greatly enhanced through the BPHs.</li> </ul>	<ul style="list-style-type: none"> <li>• Shortage of staff at the IBE may substantially hinder progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Sustain resource mobilization efforts.</li> </ul>

## 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 2017 the IBE will further strengthen its knowledge brokerage role with a view to bridge the gap between knowledge creation and its application. Enhancing this role is critical to 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 its core areas of competences. This program area is also critical for keeping other program areas, as well as the IBE's training and technical assistance services, at the cutting-edge of knowledge frontiers. During 2017, 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 Member States, the 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 target audiences, with priority placed on curriculum specialists, assessors, teacher trainers, teachers, and policymakers.

Activities	Expected Impact	Risks	Risk Mitigation
<p><b>1. Strengthen and focus the knowledge brokerage role (aligned with SDG 4 Target 4.1)</b></p> <ul style="list-style-type: none"> <li>Sustain the focus on the neuroscience of learning as the first theme of the knowledge brokerage initiative Target: at least 15 outputs deposited on the IBE platform.</li> <li>Sustain the meta-analysis of extant research on the link between curriculum and the development-relevance of education within the context of SDG4: Targets <ul style="list-style-type: none"> <li>at least four outputs deposited on the IBE platform;</li> <li>a global alliance for future competencies established and operational.</li> </ul> </li> <li>Sustain production of <i>Prospects</i> on topics relevant to the IBE's agenda and mission, in English, Arabic, and Mandarin Chinese: Target: four issues per year.</li> <li>Sustain production of the IBE book series, on topics related to curriculum, learning, and assessment: Target: at least one book published in the <i>IBE on Curriculum, Learning and Assessment</i> series.</li> <li>Reorient, repack, and 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: <ul style="list-style-type: none"> <li>Target: at least three booklets published in both digital and print in the <i>Educational Practices</i> series.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The IBE's intellectual leadership consolidating;</li> <li>The technical currency of the IBE's training and advisory services improving;</li> <li>Access to cutting edge knowledge in areas of IBE's competence improving, especially within the GCN.</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient financial resources for sustaining the brokering of knowledge;</li> <li>Reaching targeted audience may remain a challenge especially in areas of poor connectivity.</li> </ul>	<ul style="list-style-type: none"> <li>Forge partnerships and sustain resource mobilization efforts;</li> <li>Identify institutions willing to take on translating, printing and distributing <i>Prospects</i> and other publications in all UN languages;</li> <li>Explore partnering with Google to reach areas of poor connectivity.</li> </ul>
<p><b>2. Strengthen the IBE's clearinghouse function (aligned with SDG4 Target 4.1)</b></p> <ul style="list-style-type: none"> <li>Sustain the production of bi-weekly Alerts, with a focus on curriculum, learning, teaching and assessment;</li> <li>Continue preparing the Historical Textbook selection of 4700 textbooks for digitization, as well as the IBE historical archive: Target: once the digitization process is completed, start the quality control process.</li> <li>Expand the IBE online curricula database. Develop interactive tools for MoEs to send curricula to the IBE: Target: upload and process at least 100 documents.</li> <li>Expand and update the IBE World Data on Education.</li> </ul>	<ul style="list-style-type: none"> <li>Access to IBE knowledge products improving;</li> <li>Strengthen the IBE's status as a Center of Excellence in Curriculum and the global provider of data on curricula and education systems.</li> </ul>		



### 3. Reinforce IBE's knowledge management capacity (aligned with SDG4 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;
- Further develop the IBE Learning Series (lectures, workshops on relevant topics), organized at the IBE headquarters.
  - Target: Three Learning Series events for IBE and International Geneva.

- The IBE efficiency at knowledge dissemination improving.

- Publications and substantial website content are not available in at least four UNESCO languages and this may limit substantive access to key outputs.

- Explore potential translation funds from electoral groups that speak the languages.

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

Strengthening the delivery capacity of the IBE is a prerequisite for its role as a capacity builder across MSs and other clients. As such, 2017 will witness critical 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, first through quality products and services and second through clear branding and effective communication with external audiences. The IBE will also sustain efforts towards sufficient resourcing, which is basal to all other efforts.

Activities	Expected Impact	Risks	Risk Mitigation
<p><b>1. Enhance the IBE's external image and brand</b></p> <ul style="list-style-type: none"> <li>Sustain the annual publication of the IBE IN FOCUS strengthening client and partners' voice; <ul style="list-style-type: none"> <li>Targets: <ul style="list-style-type: none"> <li>IN-FOCUS 2016 published;</li> <li>IN-FOCUS 2017 in draft.</li> </ul> </li> </ul> </li> <li>Translate IBE IN FOCUS into French and Arabic and continue to strengthen its placement; <ul style="list-style-type: none"> <li>Targets: <ul style="list-style-type: none"> <li>IN-FOCUS 2016 in Arabic;</li> <li>IN-FOCUS 2016 in French.</li> </ul> </li> </ul> </li> <li>Improve visibility and lead intellectual role. <ul style="list-style-type: none"> <li>Targets <ul style="list-style-type: none"> <li>Four keynote addresses in major world events;</li> <li>Two international Conferences (ECCE, Reading and writing);</li> <li>Three high panels (Futures competencies, PVE-UVC, Global Curriculum Paradigm</li> <li>IBE IN-FOCUS</li> <li>Two prestigious university partners having signed an MoU for collaboration</li> </ul> </li> </ul> </li> <li>Create new and consistent branding and messaging for IBE-UNESCO's across all channels; <ul style="list-style-type: none"> <li>Target: Brand agreed on and adhered to</li> </ul> </li> <li>Amplify and authenticate IBE-UNESCO's work through third party endorsement and reciprocate. <ul style="list-style-type: none"> <li>Target: Three third parties to be identified</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Global visibility and access of IBE's work and image improving;</li> <li></li> </ul>		
<p><b>2. Strengthen external communication of the IBE</b></p> <ul style="list-style-type: none"> <li>Develop communications strategy to enhance IBE-UNESCO's role as a global centre of excellence in curriculum and to share activities, progress and outcomes for areas; <ul style="list-style-type: none"> <li>Target: Communication strategy is adopted</li> </ul> </li> <li>Strengthen relevant digital channels including: website, forums, social media, blogs, email and visuals. <ul style="list-style-type: none"> <li>Targets: <ul style="list-style-type: none"> <li>Website revamped</li> <li>Communication channel with GCN fully operational</li> <li>Communication strategy under implementation</li> </ul> </li> </ul> </li> </ul>			

<p><b>3. Sustain effort to mobilize Members of the IBE Council to provide voluntary contributions to further enhance the delivery capacity of the IBE</b></p> <p>Target:</p> <ul style="list-style-type: none"> <li>Three countries that are IBE Council members having signed a multiyear voluntary contribution agreement.</li> </ul>	<ul style="list-style-type: none"> <li>A 50 percentage points increase in the current level of voluntary contributions from Members of the IBE Council.</li> </ul>	<ul style="list-style-type: none"> <li>Council members not coming forth with, and/or increasing voluntary contributions to the IBE.</li> </ul>	<p>Sustain dialogue with potential contributors.</p>
<p><b>4. Sustain efforts to secure qualified secondees from MSs</b></p> <p>Target: At least five senior secondees from IBE Council members countries</p>	<ul style="list-style-type: none"> <li>At least five senior secondees for areas for which the IBE has already prepared ToRs.</li> </ul>	<ul style="list-style-type: none"> <li>MSs continue to not provide secondees to the IBE.</li> </ul>	
<p><b>5. Sustain efforts to increase and diversify strategic partners for the IBE with a focus on:</b></p> <ul style="list-style-type: none"> <li>The private sector</li> <li>Foundations and philanthropists</li> <li>Institutions that specialize in areas of IBE's competence</li> <li>Academic and research institutions</li> <li>Professional networks</li> <li>Multilateral and bilateral agencies</li> <li>Civil societies that are recognized by UNESCO</li> <li>UNESCO HQ and Field Offices</li> <li>UNESCO Institutes and Networks</li> <li>UN agencies and other intergovernmental organizations</li> <li>Member States MoEs</li> </ul> <p>Targets:</p> <ul style="list-style-type: none"> <li>Each IBE P3 level staffer to bring one new financing partner worth US\$ 500K per year for at least two years;</li> <li>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;</li> <li>Each D-level IBE staffer to bring two new partners worth US\$ 1 million a year for two years.</li> </ul>	<ul style="list-style-type: none"> <li>A substantial increase in the number of programs that are financed by and/or undertaken in partnership with diverse partners.</li> </ul>		
<p><b>6. Sustain efforts at resource efficient recruitment mechanisms</b></p>	<ul style="list-style-type: none"> <li>Increase in the number of junior consultants, long term senior consultants and senior fellows.</li> </ul>		

## Institutional Risks

- Financial Sustainability
  - Strategic
  - Technical
  - Institutional
  - Lack of Timeliness due to staff shortage
  - Perception
- Without voluntary contributions;
  - Host country phasing out;
  - Location and costs;
  - Council members not giving voluntary contributions.
  - Director's strategic role appropriated by program work due to the lack of staff at the IBE.
  - Recruiting restrictions, recruiting processes, restriction to compete for quality staff
  - HQ continues to build capacity for curriculum, learning
  - UIS leads learning assessment divorced from curriculum
  - Overlaps with HQ
  - Others will occupy the space, eg: OECD on Curriculum using IBE outputs
  - Not being the first to be on time
  - Expansion of services needs to always be safeguarded for quality (Technical assistance and Training)

## VI. Budget

**IBE - BUDGETARY FRAMEWORK 2017**

**SPECIAL ACCOUNT (USD)**

	Carry forward 2016	UNESCO Financial Allocation	DDC 2016/2017 *	NIGERIA	SEYCHELLES	DUBAI CARES	Swiss Foundation	IBE RESERVES 2016	Available budget
<b>I. Programme Activities</b>									
<b>I-1 Activities under Expected results I</b>	<b>730'328</b>	<b>0</b>	<b>153'000</b>	<b>48'496</b>	<b>0</b>	<b>330'000</b>	<b>0</b>	<b>50'000</b>	<b>1'311'824</b>
Diploma course on curriculum design	957	0	0	0	0	0	0	20'000	20'957
Innovation and Leadership in Curriculum and Learning	432	0	13'000	0	0	0	0	30'000	43'432
Technical Assistance to Members States on Curriculum Design and Development (TA to MS on CDD)	0	0	140'000	48'496	0	0	0	0	188'496
Learning outcomes in early grades: integration of curriculum, teaching materials, and assessment of Education	618'740	0	0	0	0	0	0	0	618'740
Strengthening the Education Systems of MS to equitably provide high quality education and effective learning opportunities.	73'017	0	0	0	0	330'000	0	0	403'017
Strengthening STEM curricula for girls in Africa and Asia and Pacific (phase I)	37'183	0	0	0	0	0	0	0	37'183
<b>I-2 Activities under Expected results II</b>	<b>356'947</b>	<b>0</b>	<b>230'000</b>	<b>40'000</b>	<b>0</b>	<b>0</b>	<b>221'239</b>	<b>30'000</b>	<b>878'186</b>
Research & Publications	4'687	0	30'000	0	0	0	0	0	34'687
Knowledge Brokerage	6'440	0	60'000	40'000	0	0	0	0	106'440
Development of IBE website & Communication	2'070	0	140'000	0	0	0	0	30'000	172'070
Text books Project	155'940	0	0	0	0	0	0	0	155'940
IBE Historical Archives Project	187'811	0	0	0	0	0	221'239	0	409'050
<b>Total Programme Activities (I)</b>	<b>1'087'275</b>	<b>0</b>	<b>383'000</b>	<b>88'496</b>	<b>0</b>	<b>330'000</b>	<b>221'239</b>	<b>80'000</b>	<b>2'190'010</b>
<b>II. Governing Board/Gen. Adm./Institutional Dev.</b>									
II-1 IBE Council/Steering Committee	0	30'000	0	0	0	0	0	20'000	50'000
II-2 General operating costs	0	150'000	0	0	18'496	0	0	251'504	420'000
II-3 Director Office	0	20'000	144'965	0	0	0	0	120'327	285'292
<b>Total Governing Board /Gen. Adm./Institutional Dev.</b>	<b>0</b>	<b>200'000</b>	<b>144'965</b>	<b>0</b>	<b>18'496</b>	<b>0</b>	<b>0</b>	<b>391'831</b>	<b>755'292</b>
<b>TOTAL (I) + (II)</b>	<b>1'087'275</b>	<b>200'000</b>	<b>527'965</b>	<b>88'496</b>	<b>18'496</b>	<b>330'000</b>	<b>221'239</b>	<b>471'831</b>	<b>2'945'301</b>
<b>III. Staff costs (III)</b>	<b>-</b>	<b>1'824'050</b>	<b>180'000</b>	<b>-</b>	<b>70'000</b>	<b>147'000</b>	<b>-</b>	<b>-</b>	<b>2'221'050</b>
STAFFCOST (Established posts)		1'688'050							1'688'050
PA STAFFCOST		136'000	180'000		70'000	147'000			533'000
<b>TOTAL ESTIMATED RESOURCES</b>	<b>1'087'275</b>	<b>2'024'050</b>	<b>780'488</b>	<b>100'000</b>	<b>100'000</b>	<b>510'390</b>	<b>250'000</b>	<b>559'016</b>	<b>5'411'219</b>
<b>TOTAL BUDGET ALLOCATED 2017</b>	<b>1'087'275</b>	<b>2'024'050</b>	<b>707'965</b>	<b>88'495.5</b>	<b>88'495.5</b>	<b>477'000</b>	<b>221'239</b>	<b>471'831</b>	<b>5'166'351</b>
<b>IBE ESTIMATED RESERVES DEC 2017</b>	<b>-</b>	<b>-</b>	<b>72'523</b>	<b>11'505</b>	<b>11'505</b>	<b>33'390</b>	<b>28'761</b>	<b>87'185</b>	<b>244'868</b>

\* Swiss contribution of CHF 800'000, the estimated equivalent in USD 780,488 based on the UN Exchange rate of January 2017

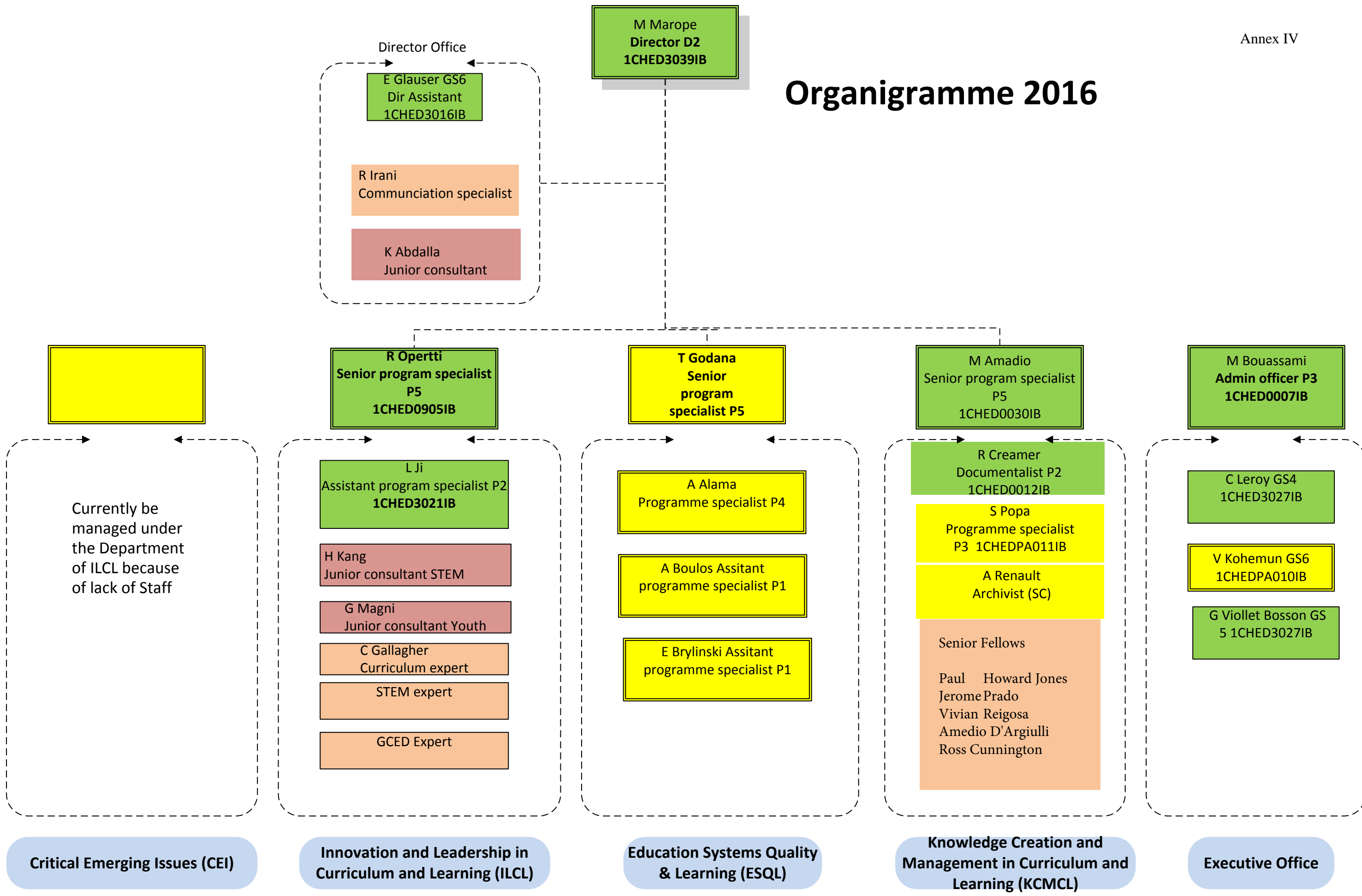
## Annex 1 SDG4 and the targets

### SDG4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

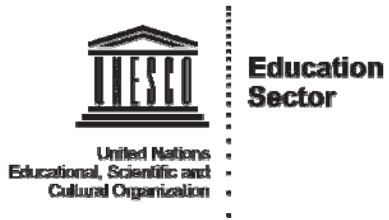
- Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education 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



# Organigramme 2016



- Fixed term staff
- Project Appointment (PA)
- Long term Consultant
- Junior consultant



# Review of the management and governance of education-related Category 1 institutes

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ADG/ED  
December 2016

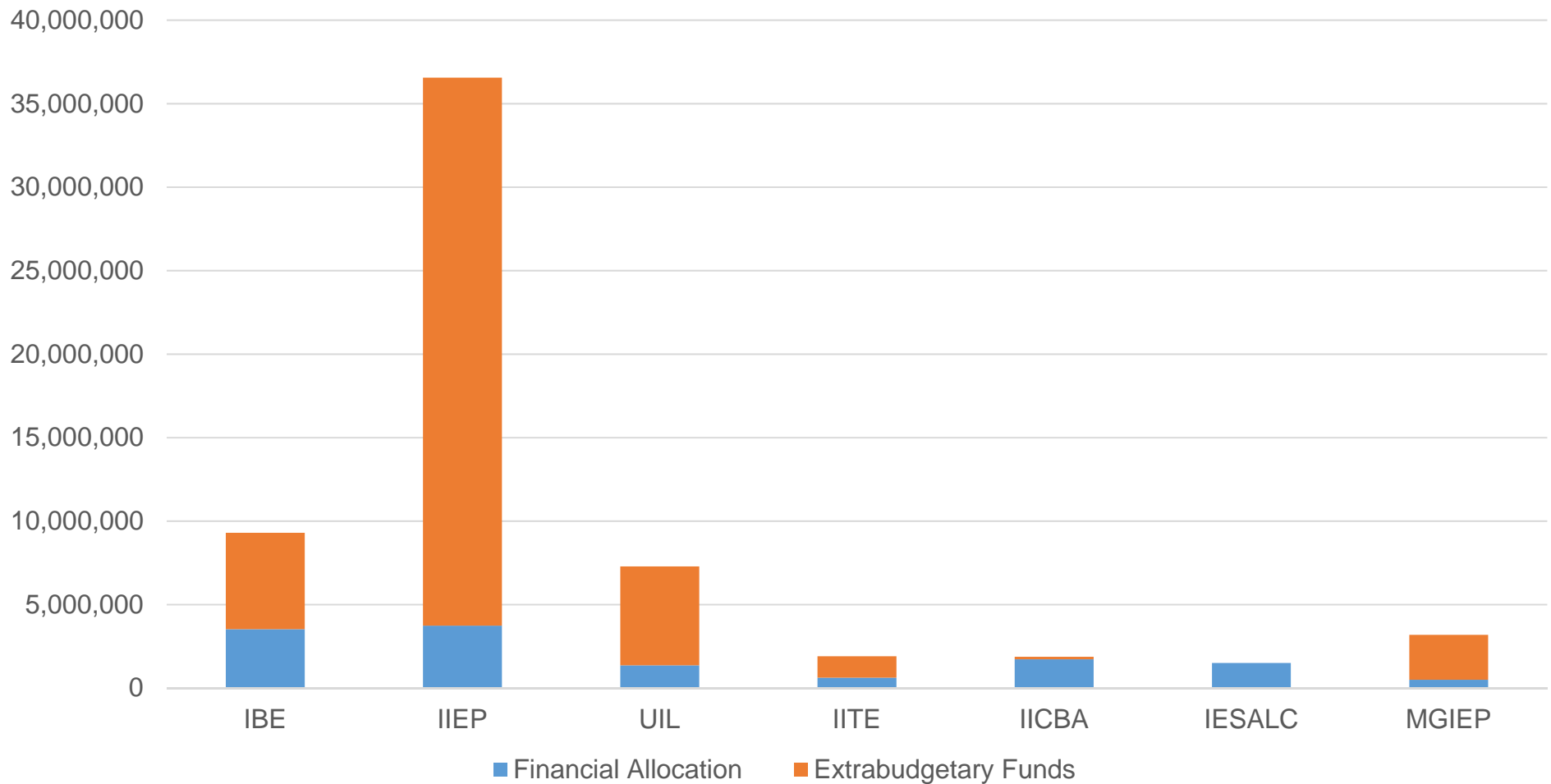
# Contribution of category 1 institutes

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- **Support implementation of SDG 4 through specialized technical expertise of the Institutes**
  - Capacity development
  - Technical assistance
  - Development of guidance and materials
  - Research
  - Standard-setting
  
- **Integral part of UNESCO's Education Sector; managed with functional autonomy and delegated authority**

# Overview of Resources – Budget

## Financial Resources of Institutes (37 C/5 – RP and Extra-budgetary)



Source Management Chart

# UNESCO Staff costs

## Number of RP posts by grade

Grade	HQs	Field	Institutes	Total
D1 & above	5	1	8	14
P1 to P5	49	67	25	141
NOA to NOD	-	33	2	35
G2 to G7	31	10	23	64
<b>Total</b>	<b>85</b>	<b>111</b>	<b>58</b>	<b>254</b>

## Staff costs budget

	HQs	Field	Institutes	Total
in M\$	21,7	29,6	15	66,3
in %	32.8%	44.6%	22.6%	100%

## Continuous efforts to improve management of category 1 institutes (1/2)

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- **2012: IOS evaluation and ED Sector review**  
Three areas of challenges: 1) programme coordination and focus; 2) organizational arrangements; and 3) financial sustainability
- **2013: General Conference – Requested for further improvement in management**  
Revision of the Statutes of all Institutes  
(e.g. term limit of the Directors; reducing the composition of the GB members, etc.)
- **2014: External audit on ‘Governance and Financing of Institutes’**  
Issues identified: 1) Institutes’ governance mechanisms; 2) operational and budgetary problems; and 3) the concept of autonomy

## Overview of efforts to improve management of category 1 institutes (2/2)

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- **2015: General Conference – Requested to further improve management**  
Revision of the Statutes of IBE and ITE
- **Since 2012 – until 2016: Clarification on Functional Autonomy and Delegation of Authority**  
Completed discussion with Directors of Institutes and Central Services

## Functional Autonomy and Delegation of Authority

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- **Key challenge identified by IOS and External Auditor**
  - Need for clarity on the definition of Functional Autonomy and Delegation of Authority in relation to UNESCO's Rules and Regulations
  
- **Since 2012, ongoing discussion to establish a Table of Functional Autonomy and Delegation of Authority**
  - Programme management and coordination
  - Financial and Budget Management
  - Human Resources Management



# Table of Functional Autonomy and Delegation of Authority (1/3)

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## ➤ Programme Management and Coordination

- Clearer division of labour established between HQ and Institutes
- ED Leadership Team (including the Institutes) prepare the C/5, Programme directions of UNESCO
- Planning: Led by IIEP
- Literacy: UIL on scaling up actions + global partnership + HQ on advocacy
- Teachers in Africa: Led by IICBA
- Prevention of Violent Extremism: HQ Global guidance + IBE on Curricula + MGIEP targeting Youth

## Table of Functional Autonomy and Delegation of Authority (2/3)

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- **Financial and Budget Management and Administration**
  - Principle: Converge with UNESCO on processes, systems and tools
  - Institutes manage their respective Special Accounts: flexibility and autonomy
  - Institutes and their Governing Boards manage their respective budgets and revenue
  - Institutes retain 100% of Programme Support Cost on extrabudgetary funds

## Table of Functional Autonomy and Delegation of Authority (3/3)

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### ➤ Human Resources Management

- Principle: Ensuring alignment with UNESCO's Rules and Regulations for all UNESCO fixed-term staff
- Consultation completed with the Institutes' Directors
- Decision taken by Director-General: revise the Human Resources Manual concerning Institutes to align with UNESCO's Rules and Regulations

# Way forward

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- **Revision of Institutes' Statutes to:**
  - Ensure harmonization across the seven Institutes
  - Align with UNESCO's Rules and Regulations.
  - ❖ On issues related to **Governance:**
    - Appointment of the Member by the DG
    - Harmonization of the duration of term of the Members of the Board/Council
    - Procedure of selection of Executive Members
  - ❖ On issues related to **UNESCO's fixed-term Staff:**
    - Clear expression that UNESCO's Rules and Regulations are applicable to UNESCO's fixed term staff at Institutes

## Way forward – work in progress

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- **Inform the Institutes' respective Steering Committees (or equivalent) in 2017**
- **Propose amendments to the Statutes to UNESCO's General Conference in November 2017**



UNESCO/BIE/C.66/Inf.1  
Geneva, 14 December 2016  
Original: English/French

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

Geneva, 14 – 15 December 2016

**SOIXANTE-SIXIÈME SESSION DU  
CONSEIL DU BUREAU INTERNATIONAL D'ÉDUCATION**

Genève, 14 – 15 décembre 2016

**LIST OF PARTICIPANTS / LISTE DES PARTICIPANTS**



**Afrique du Sud / South Africa**

Mr. Dingani NGOBENI  
 Chief Director,  
 Head of Special Projects  
 Ministry of Basic Education  
 Sol Plaatje House  
 222 Struben Street  
 Pretoria 0001  
 Tel: +27 79 505 9124  
 Email: [Ngobeni.D@dbe.gov.za](mailto:Ngobeni.D@dbe.gov.za)

**Bolivie (Etat plurinational de )/Bolivia  
(plurinational State of)**

Mrs. Pamela MAMANI  
 Second Secretary of the Permanent  
 Delegation of Bolivia to UNESCO.  
 Maison de l'UNESCO  
 Bureau M2.06  
 1, rue Miollis  
 F- 75732 Paris Cedex 15  
 Tel: +33 1 45 68 30 39  
 Fax: +33 1 45 68 30 37  
 E-mail: [dl.bolivia@unesco-delegations.org](mailto:dl.bolivia@unesco-delegations.org)  
[Pamela.mamani@bolivia-unesco.org](mailto:Pamela.mamani@bolivia-unesco.org)

**Brésil / Brazil**

Mr. Roberto SALONE  
 Permanent Mission of Brazil to the United  
 Nations Office and other International  
 Organizations in Geneva  
 15 Ch. Louis-Dunant  
 CH - 1202 Genève  
 Tel.: +41 22 332 5017  
 Fax: +41 22 910 0751  
 Email: [roberto.salone@itamaraty.gov.br](mailto:roberto.salone@itamaraty.gov.br)

**Grèce / Greece**

Ms. Foteini ASDERAKI  
 Assistant Professor  
 Director of the Laboratory on Education Policy,  
 Research, Development and Interuniversity  
 Cooperation (ERDIC)  
 Department of International and European  
 Studies  
 University of Piraeus  
 80, Karaoli and Dimitriou str.,  
 18534 Piraeus, Greece  
 Email: [asderaki@unipi.gr](mailto:asderaki@unipi.gr)

**Koweït / Kuwait**

Mr. Haitham AL-ATHARI  
 Under-secretary of the Ministry of Education  
 PO Box 7.

Shuwaikh, Buiding No 1.  
 Al-Safat 13001  
 Kuwait  
 Tel: +965 483 5721  
 Fax: +965 483 7292  
 Email: [h.alathari@gmail.com](mailto:h.alathari@gmail.com)

Mr. Sobeeh A. ALMUKHAIZIM  
 Director General  
 National Center for Education Development  
 (NCED)  
 Sharq, Jaber Almubarak Street  
 Al-Sanabel Tower, Floors 31 & 32  
 Kuwait City  
 Tel: +965 222 777 11  
 Email: [s.almukhaizim@nced.edu.kw](mailto:s.almukhaizim@nced.edu.kw)

S. Exc. Monsieur Meshal HAYAT  
 Délégation permanente de l'Etat du Koweït  
 auprès de l'UNESCO  
 Maison de l'UNESCO  
 Bureaux MS1.11/MS1.12  
 1, rue Miollis  
 75732 Paris Cedex 15  
 Tél: +33 1 45 68 26 69  
 Email : [dl.kuwait@unesco-delegations.org](mailto:dl.kuwait@unesco-delegations.org)

**Lettonie / Latvia**

Ms. Liesma OSE  
 Adviser to Minister of Education and Science  
 on Inclusive Education  
 Ministry of Education and Science,  
 Valnu iela 2  
 Riga LV-1050  
 Latvia  
 Tel.: +37126498654  
 Email: [liesma.ose@izm.gov.lv](mailto:liesma.ose@izm.gov.lv)  
[liesma.ose@gmail.com](mailto:liesma.ose@gmail.com)

**Madagascar / Madagascar**

Mr. Emi-Haulain KOLA  
 Conseiller  
 Ambassade de Madagascar en Suisse  
 Mission Permanente de Madagascar auprès  
 de l'Office des Nations unies  
 Tel.: +41(0)764328973; +41(0)2274015 50  
 Email: [kemihaulain@yahoo.com](mailto:kemihaulain@yahoo.com)

**Mongolie / Mongolia**

Ms Nyamjav ACHGEREL  
 Counsellor  
 Permanent Mission of Mongolia  
 Embassy of Mongolia  
 4 Ch. Des Mollies  
 CH- 1293 Bellevue  
 Tel.: +41 22 7741974  
 Email: [mongolie@bluewin.ch](mailto:mongolie@bluewin.ch)



## **Oman /Oman**

H.E. Mr. Hamood bin Khalfan AL-HARTHI  
Undersecretary of the Ministry of Education for  
Education and Curriculum  
P.O. Box 3  
P.C.100, Ministry of Education  
Muscat, Oman  
Tel.+968 24141634  
Fax +968 24414198  
Email : [hamood99@hotmail.com](mailto:hamood99@hotmail.com)  
[hamood@moe.om](mailto:hamood@moe.om)

Mr. Yahia Khamis AL-HARTHI  
Director General of Curriculum  
P.O. Box 3  
P.C. 100, Ministry of Education  
Muscat, Oman  
Email: [yahyaalharthy@hotmail.com](mailto:yahyaalharthy@hotmail.com)

## **Roumanie / Romania**

Mr. Ciprian FARTUSNIC,  
Director General of the institute of Educational  
Sciences  
Bucharest, Romania  
Email: [cipf@ise.ro](mailto:cipf@ise.ro)

## **Suisse / Switzerland**

M. Nicolas MATHIEU  
Secrétaire général de la Commission suisse  
pour l'UNESCO  
Département fédéral des affaires étrangères  
Bundesgasse 28  
CH - 3003 Berne  
Tél.: +41 31 323 41 34  
Fax: +41 31 322 10 70  
Email : [nicolas.mathieu@eda.admin.ch](mailto:nicolas.mathieu@eda.admin.ch)

Mme Chantal NICOD  
Cheffe (Division Afrique de l'Ouest)  
DFAE  
DDC  
Freiburgstrasse 130  
CH - 3003 Berne  
Tel.: +41 58 461 19 29  
Fax.: +41 31 322 63 30  
Email : [chantal.nicod@eda.admin.ch](mailto:chantal.nicod@eda.admin.ch)

M. Benedikt HAUSER  
Collaborateur scientifique  
Secrétariat d'état à l'éducation, à l'innovation  
et à la recherche  
Hallwylstrasse 4  
3003 Berne  
Suisse  
Tél. : +41 31 322 68 32  
Email: [benedikt.hauser@sbf.admin.ch](mailto:benedikt.hauser@sbf.admin.ch)

M. Leo KARRER  
Collaborateur diplomatique,  
Mission permanente de la Suisse auprès de  
l'Office des Nations Unies et des autres  
organisations internationales à Genève  
Mission permanente de la Suisse auprès  
9-11 rue de Varembe, CP 194  
CH – 1211 Genève 20  
Tél. : +41 22 749 24 52  
Fax : +41 22 749 24 37  
Email : [leo.karrer@eda.admin.ch](mailto:leo.karrer@eda.admin.ch)

Mme Julie MEYLAN  
Experte associée  
Mission permanente de la Suisse auprès de  
l'Office des Nations Unies et des autres  
organisations internationales à Genève  
Mission permanente de la Suisse auprès  
9-11 rue de Varembe, CP 194  
CH – 1211 Genève 20  
Tél. : +41 58 469 70 73  
Fax : +41 58 482 24 37  
Email : [julie.meylan@eda.admin.ch](mailto:julie.meylan@eda.admin.ch)

Mme Corinne WILD  
Coordnatrice de programmes  
Section UNESCO  
Département fédéral des étranger DFAE  
Direction politique DP  
Division Nations Unies et organisations  
internationales  
Bundesgasse 28, CH-3003 Berne  
Tél. : +41 58 465 07 48  
Fax : +41 58 464 90 65  
Email : [corinne.wild@eda.admin.ch](mailto:corinne.wild@eda.admin.ch)

Mme Eléonore ZOTTOS  
Secrétaire générale adjointe  
Département de l'instruction publique, de la  
culture et du sport (DIP)  
Secrétariat général  
Rue de l'Hôtel-de-Ville 6, CP 3925  
1211 Genève 3  
Tél. : +41 22 546 69 05  
Fax : +41 22 546 69 49  
Email: [eleonore.zottos@etat.ge.ch](mailto:eleonore.zottos@etat.ge.ch)

## **Thaïlande / Thailand**

Mr. Chaiyosh IMSUWAN  
Deputy Permanent Secretary for Education/  
Secretary-General of the Thai National  
Commission for UNESCO  
Ministry of Education

Ms. Nongsilinee MOSIKA  
Director of Bureau of International  
Cooperation/Deputy Secretary-General of the  
Thai National Commission for UNESCO  
Ministry of Education  
E-mail: [nongsilinee@gmail.com](mailto:nongsilinee@gmail.com)

Mr. Pramote DUANG-IM  
Deputy Permanent Delegate of Thailand to  
UNESCO  
E-mail: [dl.thailande@unesco-delegations.org](mailto:dl.thailande@unesco-delegations.org)

Mrs. Kanittha HANIRATTISAI  
Assistant Secretary-General  
The Thai National Commission for UNESCO  
Ministry of Education  
E-mail: [kanittha\\_ha@yahoo.com](mailto:kanittha_ha@yahoo.com)

**UNESCO BIE / UNESCO IBE**

Ms Mmantsetsa MAROPE, Director  
Mr Tekaligne GODANA, Senior Programme  
Specialist  
Mr. Renato OPERTTI, Programme Specialist  
Ms Amapola ALAMA, Programme Specialist  
Ms Simona POPA, Programme Specialist  
Mr Mohammed BOUASSAMI, AO  
Ms Rebecca IRANI, Digital Content and  
Communication Officer

**OBSERVATEURS / OBSERVERS**

**Azerbaijan / Azerbaidjan**

Mr. Fariz RZAYEV  
Deputy Chief of Staff  
Ministry of Education  
49, Khatai Avenue  
Baku, AZ 1008  
Republic of Azerbaijan  
Tel.: +994124969686  
Email: [f.rzayev@edu.gov.az](mailto:f.rzayev@edu.gov.az)

Mr. Yusif HUSEYNOV  
Attaché  
Permanent Mission of the Republic of  
Azerbaijan to the United Nations Office and  
other International Organizations in Geneva  
237 Route des Fayards,  
CH-1290 Versoix  
Tel.: +41 22 901 18 15  
Fax: +41 22 901 18 44  
Email: [y\\_huseynov@mfa.gov.az](mailto:y_huseynov@mfa.gov.az)

**UNESCO SIEGE / UNESCO HQ**

Mr Svein OSTTVEIT  
Director  
ED/EO, Executive Office, UNESCO  
7, place de Fontenoy  
F -75352 Paris 07 SP  
Tél.: (33-1) 45 68 15 24  
Fax: (33-1) 45 68 56 27  
Email: [s.osttveit@unesco.org](mailto:s.osttveit@unesco.org)

Ms Sohae LEE  
Assistant Programme Coordinator  
ED/EO/SPM  
7, place de Fontenoy  
F -75352 Paris 07 SP  
Tél.: (33-1) 45 68 51 23  
Email: [s.lee@unesco.org](mailto:s.lee@unesco.org)

