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**SIXTY-NINTH SESSION OF THE
COUNCIL OF THE INTERNATIONAL BUREAU OF EDUCATION**
Geneva, 21 January 2020

PROPOSED PROGRAMME OF ACTIVITIES AND BUDGET 2020

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

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I. Program Context

Introduction

This document proposes to the 69th session of the IBE Council, IBE's 2020 work program and budget (the "program") for review and clearance. As is tradition, UNESCO's mandate, core functions, C/4, and C/5, MLAs, ERs, the Sector strategy 2014-21, IBE's Centre of Excellence (CoE) strategy, and IBE's Medium Term Programmatic Areas (2014-2021) anchor and guide the proposed program. Medium Term Programmatic Areas are:

Innovation and Leadership in Curriculum, Learning, Teaching, and Assessment (Norms and Standard-setting function): This program area supports the implementation of a paradigm shift that reconceptualizes curriculum. It thus supports the consequent repositioning of curriculum to assure future development-relevance, readiness for 4IR, and other impending transformations, and thereby to meet the demands of SDG4 and the Global Education 2030 Agenda. It will focus on giving operational guidance for the other seven dimensions along which the IBE has reconceptualized the curriculum.

Critical and Emerging Issues in Curriculum, Learning, Teaching, and Assessment (Laboratory of ideas function): This program area supports development of guidelines, prototypes, frameworks, studies and cutting-edge interventions for high-demand areas and areas where Member States (MSs) have limited experience, and/or areas where MSs seek greater progress.

Systemic Strengthening of Quality and Development-relevance of Education and Learning (MS Capacity Builder function): This program area enhances the capacity of MSs to strengthen the effectiveness and efficiency of their education and learning systems as indispensable enabling environments for effective curriculum implementation.

Knowledge Creation and Management in Curriculum, Learning, Teaching, and Assessment (Clearinghouse function): This program area improves literal and substantive access to evidence-based knowledge required to guide curriculum design and development, as well as teaching, learning and assessment within the demands of the SDG4, Global Education 2030 Agenda, 21st century and 4IR. Specifically, the IBE seeks to intensify its knowledge brokerage role with a view to bridge the gap between knowledge creation and application focusing on: (i) curriculum

and the development-relevance of education, and (ii) the sciences of learning and their application to learning, teaching and assessment. The IBE will also improve the real and virtual dissemination of "brokered" cutting-edge research-based knowledge to targeted practitioners.

Leadership for Global Dialogue on Curriculum and Learning (Intellectual Leadership function): This program area sustains the IBE's global intellectual leadership and dialogue in its areas of competence, including conceptual and operational implications of SDGs in general, and SDG4 in particular, to national curriculum design and development processes and outputs. Leading this dialogue also reinforces the IBE's position as a CoE on curriculum and related matters as well as an indispensable contributor to the attainment of SDG4.

Institutional and Organizational Development (IBE Capacity development function): This program area sustains the strengthening of the IBE's capacity as a precondition for executing its mandate.

Uncertainty on the Future of IBE: More than ever before, the program and budget are proposed against extreme uncertainties about everything that should actually ground them. The future mandate of IBE is under discussion and this brings uncertainty to the longevity of future focus areas. The future location of IBE is under discussion and this has implications for potential future working conditions, including potential disruptions from the relocation itself. The future resourcing of IBE is under discussion and this has implications for the scale and complexity of a future work program and budget. The leadership of IBE is due to change and this has implication for the interpretation of the C/5 and how to best operationalize it.

The highly publicized debates on the future of IBE and associated institutional uncertainties have shaken the confidence of potential financing partners. Approached potential partners consider it wise to wait and see what becomes of IBE and where this reality will unfold. 2019 has been a very difficult year for resource mobilization, and this is unlikely to change amidst intensifying institutional future uncertainties.

Under the circumstance, the Secretariat is proposing a cautious and yet open-minded program, whose focus is to tidy up ongoing initiatives while retaining flexibility for unpredictable change.

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

Support capacities of MSs to equitably provide quality and development-relevant education and learning opportunities through effective curricula, teaching, learning, assessments, and the overall system functioning (Norms and Standard-setting, Laboratory of Ideas, and Capacity Builder Functions)

During 2020, the IBE will consolidate its networks and partners. It will sustain current initiatives that operationalize already produced normative work. It will complete initiatives undertaken during 2019 focused on general education curricula of individual countries, and of partner private schools. The 2020 work program will build on these efforts by adding a higher education partner institution. The 2020 work program will also focus on the application of accumulating translations of neuroscientific research findings to strengthen teachers' scientific understanding of human learning and implications for facilitating it. Technical assistance will continue to follow the principle of fully reimbursable TA.

Proposed activities (Norms and Standard-setting function)	Proposed Activity Targets	Expected Activity Impact	Anticipated activity-specific risk
1. Sustain the norm and standard setting role and Intellectual leadership as a CoE in curriculum, learning and related matters (aligned with SDG4 Targets 4.1, 4.7 and means of implementation 4.c., and MLA1, points 1, 6, 8 & 10)			
<ul style="list-style-type: none"> Sustain the In-Progress Reflection series to support policy and technical dialogue about important issues of curriculum renewal and development 	<ul style="list-style-type: none"> Eight papers for the <i>In-Progress Reflections</i> series posted. 	<ul style="list-style-type: none"> IBE's intellectual leadership on critical and emerging issues in curriculum, teaching, learning, and assessment sustained. 	<ul style="list-style-type: none"> Risk: The enthusiasm of current and potential contributors may decline with knowledge of uncertainty about IBE's future. Risk mitigation: Until the UNESCO governing bodies come to a decision about the future of the IBE, the Institute has no credible way of mitigating this risk.
2. Training in curriculum and learning through the global masters programs and tailored courses (aligned with SDG 4 Target 4.1, means of implementation 4.c. and MLA1 points 1 & 6)			
<ul style="list-style-type: none"> Initiate the QA of IBE courses in at least two partner universities 	<ul style="list-style-type: none"> IBE courses quality assured in at least two partner universities. 	<ul style="list-style-type: none"> IBE's technical capacity released for other purposes as partner universities take full charge of the courses. 	<ul style="list-style-type: none"> Risk: no anticipated risks as partner universities have already agreed with the handover of courses backed by periodic QA.
<ul style="list-style-type: none"> Sustain the development of tailored courses that MSs fully finance 	<ul style="list-style-type: none"> Courses developed and implemented only on demand. 	<ul style="list-style-type: none"> The QA process sustains the quality of training courses in a manner that is worthy of IBE-UNESCO logo. 	
3. Sustain fully reimbursable technical assistance on-demand [aligned to MLA1 points 1, 6, 7, & 8]			
<ul style="list-style-type: none"> Provide TA on demand and only if it is fully reimbursed 	<ul style="list-style-type: none"> TA delivered on set terms. 	<ul style="list-style-type: none"> Technical capacity of MSs improved through skills transfer. 	<ul style="list-style-type: none"> Risk: Countries that need IBE's TA may refrain from engaging IBE due to what they perceive as unaffordable costs.
4. Sustain technical education institutions and countries that are serving to enhance the laboratory of ideas function in operationalizing IBE normative documents			
<ul style="list-style-type: none"> Sustain support to ECOLINT Sustain support to MEKTEBIM schools Advance dialogue with Imperial College regarding their expressed interest to apply the IBE global future competence framework 	<ul style="list-style-type: none"> ECOLINT fully executed. MEKTEBIM Schools project fully executed. A decision reached to proceed or not proceed with a collaboration with Imperial College. 	<ul style="list-style-type: none"> ECOLINT having acceded to an IBE flagship school and a model for other schools which want to follow the IBE-advocated approach to curriculum, teaching, learning and assessment. MEKTEBIM advancing towards IBE best practice STEM schools. 	<ul style="list-style-type: none"> Risk: Both ECOLINT and MEKTEBIM underestimate the TA they will need to attain and sustain their aspired status. Risk Mitigation: Sustain dialogue and monitor the capacity of both schools to implement required reforms and any agreed remedial measures.

Proposed activities (Norms and Standard-setting function)	Proposed Activity Targets	Expected Activity Impact	Anticipated activity-specific risk
5. Strengthen professional networks			
<ul style="list-style-type: none"> Consolidate the GCN into a vibrant professional network 	<ul style="list-style-type: none"> Sustain the quarterly GCN newsletter. Sustain the collection of promising innovations from GCN members. Funds allowing, prepare for a GCN meeting or conference on a mutually agreed agenda. 	<p>The global profile, influence and impact of IBE's GCN network enhanced by:</p> <ul style="list-style-type: none"> Contributions to the Newsletter sustained and increasing; Submission of promising innovations sustained; Hosting a GCN-funded conference with an agreed focus and agenda. 	<p>Risk: The enthusiasm of current and potential contributors may decline in response to uncertainty about IBE's future Funding for the GCN conference may be difficult to secure.</p> <p>Mitigation: Virtual consultations may be used in lieu of a more costly conference</p>

Proposed Activities (Laboratory of Ideas and Capacity Builder Functions)	Proposed Activity Targets	Expected Activity Impact	Activity-Specific Risks and Risk Mitigation
1. Strengthen teachers' scientific knowledge base required to improve their facilitation of student learning (aligned with SDG4 Targets 4.1, 4.7 and means of implementation 4.c, and MLA1, points 1, 6, & 8, and MLA2, point 10)			
<ul style="list-style-type: none"> Finalize the two remaining levels of a four-level curriculum for giving education practitioners adequate and credible knowledge of the neuroscience of education and learning 	<ul style="list-style-type: none"> Two levels of the course curriculum template designed, with syllabi for each level (adapted to two contexts). 	<ul style="list-style-type: none"> Teacher understanding of the neuroscientific bases of teaching and learning enhancing. 	<ul style="list-style-type: none"> Risk: The time required to build local capacity to sustain the implementation of the course may take longer than partner institutions are willing to fund. Risk Mitigation: Create opportunities for government scholarships for the training of trainers in established sciences of learning centers.
<ul style="list-style-type: none"> Pilot the course in Seychelles and Turkey 	<ul style="list-style-type: none"> First level course piloted in select institutions of two partner countries, and feedback secured. 		
<ul style="list-style-type: none"> Provide TA for post-piloting implementation in select institutions 	<ul style="list-style-type: none"> Courses are effectively implemented across partner institutions. 		
<ul style="list-style-type: none"> Quality and technically edit the national STEM to align it with the futures competence-based curriculum 	<ul style="list-style-type: none"> Adapted modules ready for piloting National STEM curricula for one partner country audited and improvements suggested. 		

2. Strengthen teachers' capacity to implement competence-based curricula [aligned to MLA1 points 1, 3, 6, 7, & 8]			
<ul style="list-style-type: none"> • Provide in-service training for teachers in ECOLINT, MEKTEBIM Schools, and Seychelles (funds allowing) • Support the design and implementation of the in-service and pre-service teacher training programs in Laos PDR based on findings of the education systems diagnostics guided by the GEQAF 	<ul style="list-style-type: none"> • Teachers and teaching subsystems of one MS transformed in readiness to support effective implementation of competence-based curricula. • Teacher training programs under implementation 	<ul style="list-style-type: none"> • Increased MS capacity to transform teachers, teaching, and learning in support of competence-based curricula improving best practices • Teacher professionalization earnestly in progress in Laos 	<ul style="list-style-type: none"> • Complex system reform is difficult to undertake and results are difficult to track. Partners may balk at burden Risk: Delays by MoE officials in delivering their part of the interventions may cause overall delays • Risk Mitigation: Sustain dialogue with the Minister and enlist her support in pushing forward with the project.
3. Strengthen MSs capacity to design and develop holistic Early Childhood Care and Education Systems (aligned with SDG4 Target 4.2 and to MLA1 points 1, 3 & 8)			
<ul style="list-style-type: none"> • <i>Sustain the application of HECDI in partner countries (Seychelles, Cameroon, Laos PRD, Eswatini, and Rwanda)</i> 	<ul style="list-style-type: none"> • Partner countries collecting and relaying to IBE, data on agreed core HEDCI indicators 	<ul style="list-style-type: none"> • Partner country's capacity to collect credible data on holistic early childhood development improving. 	<ul style="list-style-type: none"> • Risk: The culture and technical capacity for data collection and management may take longer than countries are willing to persevere.
<ul style="list-style-type: none"> • Sustain the use of the ECCE System Prototype to establish holistic and resilient national systems across the four remaining partner countries 	<ul style="list-style-type: none"> • 3 countries adapt and apply ECCE System Prototype to establish national ECCE systems 	<ul style="list-style-type: none"> • Partner country's capacity to analyse data and use results to inform decisions enhancing. 	<ul style="list-style-type: none"> • Risk Mitigation: Sustain political and technical dialogue on the value added and long term benefits of data collection, analysis, and of evidence-based decisions.

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

Strengthen MS's research, foresight and anticipatory global capacity for curriculum, teaching, learning and assessment; as well as capacity for evidence-based monitoring of SDG targets. (Knowledge Clearinghouse and Intellectual Leadership Functions)

In 2020, IBE will expand and consolidate its Sciences of Learning Portal. It will also increase the visibility of, and engagement with the Portal, especially with teachers. Deposits to the Portal will be sustained and increased, using the growing base of technical partners. This translated knowledge will be integrated into the IBE's training courses for teachers and curriculum specialists, placing them at the frontiers of knowledge and practice.

IBE will also sustain its high-quality publications, such as the peer-reviewed journal *Prospects*, and the *IBE on Curriculum, Learning, and Assessment* book series. Attention will be focused on further development of *Prospects*, to feature relevant research and the latest cutting-edge thinking on curriculum, teaching, learning, and assessment, with useful insights for policy and practice.

Funds allowing, IBE's knowledge dissemination function will be bolstered, through the launch of the digitized IBE Historical Textbook Collections and Historical Archives (public interface); and increased access to the wealth of material hosted by the Documentation Center.

Proposed Activities (Knowledge Clearinghouse and Intellectual Leadership Functions)	Proposed Activity Targets	Expected Activity Impact	Anticipated Activity-specific Risks
1. Strengthen and focus the IBE's knowledge brokerage (aligned with SDG 4 Target 4.1 and to MLA2 point 10, and MLA1 point 1)			
<ul style="list-style-type: none"> Building on the progress already achieved, further advance the IBE's clearinghouse function for the science of learning and for the development-relevance of curriculum (depending on the availability of funds) 	<ul style="list-style-type: none"> The IBE Science of Learning Portal will be maintained and regularly updated. <ul style="list-style-type: none"> At least 10 outputs deposited on the IBE platform 	<ul style="list-style-type: none"> The IBE's intellectual leadership is maintained and reinforced, as reflected in the IBE's ability to produce, manage, and communicate relevant knowledge, and in the high quality of the IBE products. 	<ul style="list-style-type: none"> Insufficient human and financial resources to sustain the knowledge brokerage activities.
<ul style="list-style-type: none"> In collaboration with leading research institutions, maintain the focus on the neuroscience of learning as the first theme of the knowledge brokerage initiative (depending on the availability of funds) 	<ul style="list-style-type: none"> Catalyse and harness current partnerships, through concrete action plans and outcome delivery <ul style="list-style-type: none"> At least 3 outputs received from current partners New partnerships identified and initiated <ul style="list-style-type: none"> At least 1 new institutional agreement signed 	<ul style="list-style-type: none"> Access to a wide base of knowledge in the two focus areas is improved, allowing education stakeholders to remain on the cutting edge of technological and scientific advances. 	
<ul style="list-style-type: none"> Sustain the production of <i>Prospects</i> on topics relevant to the IBE's mandate, in English, Arabic, and Mandarin Chinese 	<ul style="list-style-type: none"> Four issues of <i>Prospects</i> published 		
<ul style="list-style-type: none"> Sustain the production of the IBE book series on topics related to curriculum, learning, and assessment (depending on the availability of funds) 	<ul style="list-style-type: none"> One book published in the <i>IBE on Curriculum, Learning and Assessment</i> series 		
<ul style="list-style-type: none"> 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 (depending on the availability of funds) 	<ul style="list-style-type: none"> One booklet published in both digital and print in the <i>Educational Practices</i> series 		

Proposed Activities (Knowledge Clearinghouse and Intellectual Leadership Functions)	Proposed Activity Targets	Expected Activity Impact	Anticipated Activity-specific Risks
2. Strengthen the IBE's knowledge dissemination function (aligned with SDG4 Target 4.1 and with MLA1 point 10)			
<ul style="list-style-type: none"> Sustain the production of bi-weekly <i>Alerts</i>, while adding new themes and providing outreach to subscribers 	<ul style="list-style-type: none"> At least 15 bi-weekly <i>Alerts</i> and 5 <i>Digests</i> produced, with a primary focus on the IBE's core areas of curriculum, learning, teaching, and assessment. 	<ul style="list-style-type: none"> Strengthen the IBE's standing as a knowledge institution and authority in the areas of curriculum and related matters. 	<ul style="list-style-type: none"> Difficulty of securing funds to cover the yearly subscription with TIND. Starting a second phase of the digitization project requires new partnerships with donors. Consultants tied to knowledge dissemination function are on short term contracts, thereby threatening the sustainability of positive results.
<ul style="list-style-type: none"> Continue the digitization and quality control of the Historical Textbook Collection (depending on the availability of funds) 	<ul style="list-style-type: none"> Launch the TIND public interface/ keep digitized documents in cold storage Start Phase II of the IBE digitization project. 		
<ul style="list-style-type: none"> Improve outreach of the IBE clearinghouse and knowledge dissemination functions, especially the visibility of and public access to the IBE's special collections (depending on the availability of funds) 	<ul style="list-style-type: none"> Develop exhibitions, articles, presentations, special events, etc., to promote and disseminate the IBE collections and to encourage high quality research on related topics. <ul style="list-style-type: none"> At least one event organized. 		
3. Reinforce IBE's knowledge management capacity (aligned with SDG4 Target 4.1 and MLA2 point 10)			
<ul style="list-style-type: none"> Sustain the development of IBE portals, to hold and disseminate knowledge created and/or brokered by the IBE (depending on the availability of funds) 	<ul style="list-style-type: none"> Finalize the development of a new IT platform, which to host the IBE website and the Science of Learning Portal. 	<ul style="list-style-type: none"> The IBE efficiency at knowledge management further improving. 	<ul style="list-style-type: none"> Specialized staff (e.g., IT manager, to administer, maintain and upgrade the IBE clearinghouse and online libraries; and communications specialist, to generate and manage news content) is needed. The IBE faces a severe shortage of human resources, which could jeopardize the quality and running of its new IT platform.
<ul style="list-style-type: none"> Sustain the IBE Learning Series (lectures, workshops on relevant topics), organized at the IBE headquarters and including International Geneva (depending on the availability of funds) 	<ul style="list-style-type: none"> At least one Learning Series event organized. 		

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

(IBE Capacity Development Function)

Strengthening the delivery capacity of the IBE is a prerequisite for its role as a capacity builder across MSs and other clients. The IBE will continue to enhance delivery capacity in 2020 through a multifaceted strategy whose consistent theme is maintaining and enlarging IBE's reputation. These facets include engagement with world-renowned individuals and organizations, sophisticated products and services, recruiting, branding, effective communication with external audiences, strategic use of convening power, and continued and increased presence in world stages.

Proposed Activities (IBE Capacity Development Function)	Proposed Activity Targets	Expected Activity Impact	Anticipated Activity-specific Risks
1. Enhance the IBE's external image and brand			
<ul style="list-style-type: none"> Sustain the annual publication of the magazine <i>IBE In Focus</i> while strengthening client and partners' voice as well as strategic product placement (depending on the availability of funds) 	<ul style="list-style-type: none"> <i>IBE in Focus</i> published, both in print and online, and strategically placed 		
<ul style="list-style-type: none"> Sustain visibility and the intellectual leadership role of the IBE 	<ul style="list-style-type: none"> Four keynote addresses in major global venues Play significant role in two international conferences with significant exposure for the IBE (e.g., presidential panels, key sessions, etc.) 		
<ul style="list-style-type: none"> Sustain the consolidation of the new IBE branding and messaging for IBE across all channels (depending on the availability of funds) 	<ul style="list-style-type: none"> Branding extended to resource packs and brochures. 		
<ul style="list-style-type: none"> Amplify and authenticate the IBE's work through third party endorsement and reciprocate; 	<ul style="list-style-type: none"> Two third parties endorsements secured 		
2. Strengthen external communication of the IBE			
<ul style="list-style-type: none"> Sustain the implementation of the communication strategy to enhance the IBE's visibility role as a CoE and share the IBE's activities, outputs, progress and outcomes 	<ul style="list-style-type: none"> Sustained implementation of the communication strategy quite advanced 	<ul style="list-style-type: none"> GCN membership consolidated and the reputation of the network acknowledged by external partners Visitations and engagements with diverse IBE communication channels continuing to grow Increased citations in global education literature to the IBE 	<ul style="list-style-type: none"> Risk: the migration of huge data from the old to the new website may require a staff complement which the IBE currently doesn't have Risk Mitigation: Prioritize the migration of current data which is needed for the running of IBE and postpone the migration of old data until human resources allow it.
<ul style="list-style-type: none"> Strengthen relevant digital channels including website, forums, social media, blogs, email and visuals 	<ul style="list-style-type: none"> The revamped website operational Sustain growth in social media entries by the IBE staff 		

3. Sustain efforts to increase and diversify strategic partners for the IBE

<ul style="list-style-type: none">Resource mobilization aligned with strategic pillars, including partnership building efforts with civic institutions, regional entities, Member State (via voluntary contributions), private sector, and foundations	<ul style="list-style-type: none">Each IBE P3 level staffer to bring one new financing partner worth US\$ 500K per year for at least two yearsEach IBE P4 and P5 level staffer to bring two new financing partners worth US\$ 500K or one partner worth US\$ 1 million per year for at least two years;Each D-level IBE staffer to bring two new partners worth US\$ 1 million a year for two years	<ul style="list-style-type: none">An increase in the number of programs that fit the IBE's mission and mandate and are financed by and/or undertaken in partnership with diverse partners	<ul style="list-style-type: none">Resource mobilization entails profound risk of undermining the full IBE portfolio and CoE role, since it imposes relentless pressure on the Director and staff, all of whom could more effectively carry out the portfolio in a healthier resource environment<ul style="list-style-type: none">Mitigation via successful operationalization of the pillars of the IBE's Resource Mobilization Strategy
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V. Budget, Appropriation Resolution and Risk Register

ESTIMATED BUDGETARY FRAMEWORK 2020

IBE SPECIAL ACCOUNT (USD)

	CF 2019	FUNDING SOURCES FOR ESTIMATED ALLOCATIONS						Available budget
		UNESCO Financial Allocation	MEKTEBIM	ECOLINT	Green Leaves Educ Foundation	Fondation Hans Wilsdorf	IBE RESERVES 2019	
I. Programme Activities								
I-1 Activities under Expected results I	725,051	0	91,743	185,185	126,205	0	160,000	1,288,184
CRITICAL & EMERGING ISSUES	725,051	0	91,743	185,185	126,205	0	0	1,128,184
Strengthening ECCE curricula to support equity of education quality (DC)	303,670							303,670
Implementing future competences and ensuring the future-relevance of curricula (ECOLINT)	374,696			185,185				559,881
Strengthening teacher pre-service and inservice curricula and their implementation (Lao)	870				126,205			127,075
International Laboratory School on STEM (TURKEY)	20,815		91,743					112,558
Research project on STEM (The Alchemist Educational Foundation)	25,000							25,000
INNOVATION & LEADERSHIP IN CURRICULUM	0	0	0	0	0	0	160,000	160,000
Advocacy and dialogue for reimbursable TA for innovative national curricula reforms							80,000	80,000
Advocacy and dialogue on tailor-made courses for strengthening technical leadership for curriculum							80,000	80,000
I-2 Activities under Expected results II	837	75,000	0	0	0	162,199	160,000	398,036
KNOWLEDGE BROKERAGE & MANAGEMENT	837	75,000	0	0	0	162,199	160,000	398,036
IBE Historical Archives project						162,199		162,199
Research & Publications		75,000					5,000	80,000
Knowledge Brokerage	837						75,000	75,837
Development of IBE website & Communication	0						80,000	80,000
Total Programme Activities (I)	725,888	75,000	91,743	185,185	126,205	162,199	320,000	1,686,220
II. Governing Board/Gen. Adm./Institutional Dev.								
IBE Council/Steering Committee		25,000					0	25,000
General operating costs		400,000					0	400,000
*Maintenance of premises		150,000					0	150,000
*Running cost		250,000					0	250,000
Director Office	0						200,000	200,000
Total Governing Board /Gen. Adm./Institutional Dev. (II)	0	425,000	0	0	0		200,000	625,000
TOTAL (I) + (II)	725,888	500,000	91,743	185,185	126,205	162,199	520,000	2,311,220
								0
III. Staff costs (III)	0	1,524,050	0	0	0		0	1,524,050
STAFFCOST		1,524,050		0			0	1,524,050
TOTAL ESTIMATED RESOURCES 2020	725,888	2,024,050	100,000	200,000	126,205	175,175	866,806	4,218,124
TOTAL BUDGET ALLOCATED 2020(I+II+III)	725,888	2,024,050	91,743	185,185	126,205	162,199	520,000	3,835,270
IBE ESTIMATED RESERVES DECEMBER 2020	0	0	8,257	14,815	0	12,976	346,806	382,854

Appropriation Resolution N° 1/2020

The Council of the IBE,

Having examined the proposals of the Director of the IBE for activities in 2020 contained in document UNESCO/BIE/C.69/3,

Decides that,

- a) For the financial period from 1 January to 31 December 2020, a total amount of US\$3'835'270 is allocated for the purpose mentioned in the Appropriation Resolution table as follows:

I. ALLOCATIONS (Commitments)

in US\$

I. PROGRAMME ACTIVITIES	
I-1 Activities under Expected Results I	1'288'184
I-2 Activities under Expected Results II	398'036
TOTAL I	1'686'220
II. Governing Board/Gen. Adm./Institutional Dev.	
II-1 IBE Council/Steering Committee	25'000
II-2 General operating costs	400'000
II-3 Director Office	200'000
TOTAL II	625'000
TOTAL I+II	2'311'220
III. Staff cost (established posts+ project appointments)	1'524'050
A. TOTAL ALLOCATION	3'835'270

(b) The total appropriation voted in paragraph (a) above shall be financed by the funds allocated for the operation of the Bureau and which are or shall be paid into the Special Account set up by the Director-General of UNESCO in accordance with the relevant provisions of the Organization's Financial Regulations and with Article 3 of the Financial Regulations of International Bureau of Education, as follows:

II. RESOURCES CREDITED TO THE SPECIAL ACCOUNT

UNESCO's financial contribution	2'024'050
Extra-budgetary resources 2020	601'380
Carry-forward budgets 2019	725'888
Reserves 2019	866'806
B. TOTAL RESSOURCES	4'218'124
TOTAL RESERVES ESTIMATED AT THE END OF 2020(B-A)	382'854

(c) The Director is authorized to accept and add to the appropriation approved under paragraph (a) above voluntary contributions, fees, subventions, endowments, gifts, bequests and miscellaneous income, taking into account the provisions of Article 3.1 of the Financial Regulations of International Bureau of Education (IBE). The Director shall provide the Council in writing, at the session following such action, information about the amounts accepted.

(d) The Director is authorized to incur obligations during the financial period 1 January – 31 December 2020 up to the amount appropriated under paragraph (a) above.

(e) The Director is authorized to make transfers between appropriation lines not exceeding 20 per cent of the total amount of the appropriation from which the funds are transferred.

(f) The Director is authorized to make transfers between appropriation lines in excess of the percentage indicated in (e) above with the prior approval of the Council or its Steering Committee.

(g) In urgent and special circumstances, when an immediate action becomes imperative, the Director may make transfers exceeding the percentage indicated in (e) above, but not exceeding the sum of US\$50000, between appropriation lines, informing the Members of the Council in writing, at the session following such action, of the details of the transfers and the reasons for them.

(h) The Director is authorized to receive funds or assistance in kind from governments, international, regional or national organizations, governmental or non-governmental institutions and other bodies as well as from individuals, for the implementation of programmes, projects or other activities consistent with the aims, policies and activities of the IBE in line with the strategic objectives of UNESCO and to incur obligations for such activities in accordance with the Financial Regulations of IBE and/or the Regulations and Rules of UNESCO and the agreements made with the donors.

institutional space because of their financial and technical agility to act										
5. REPUTATIONAL DECLINE										
n. Host country sustain messages on the IBE's underperformance	Council members should formally dissociate from these messages	L	L	L	L	L	L			
	Secretariat sustains and creates new prestigious technical partnerships	L	L	L	L	L	L			
	Secretariat sustains the quality of its technical services	L	L	L	L	L	L			
	Secretariat sustains the quality of its publications and other technical outputs	L	L	L	L	L	L			
	Secretariat sustains global visibility and presence on world stages	L	L	L	L	L	L			
	Secretariat sustains intellectual leadership and convening power	L	L	L	L	L	L			