



United Nations  
Educational, Scientific and  
Cultural Organization



International Bureau  
of Education

UNESCO/BIE/C.68/3  
Geneva, 19 November 2018  
Original: English

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

Geneva, 6 December 2018

**PROPOSED PROGRAMME OF ACTIVITIES AND BUDGET 2019**



# Table of Contents

## I. Program Context

## 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)*

## 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)*

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

*(IBE Capacity Development Function)*

## V. Budget



# I. Program Context

## Introduction

This document proposes the IBE's 2019 work program and budget (the "program") for review and clearance to the 68th session of the IBE Council. As is tradition, 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, anchor and guide the proposed 2019 program.

During 2019, the IBE will continue to heighten its contribution to the attainment of the core pillars of SDG4 and the *Global Education 2030 Agenda*. These pillars are: (i) higher and more equitable education quality and learning outcomes, (ii) equity of education and learning opportunities, processes and outcomes, and (iii) development-relevance of education and learning. The rich base of normative and operational instruments that the IBE produced during 2017 and 2018 buttress these contributions. The IBE will also sustain its key contribution to the implementation and monitoring of SDG4 targets in close collaboration with the Global Education Monitoring Report (GEMR), the UN Institute for Statistics (UIS) and other UNESCO entities.

With engagement and robust support of the Council, the IBE will maintain and increase its position within the ED sector as a key producer of global public goods that require direct financing as part of UNESCO's global norm and standard setting role. It will also maintain its position as a key and most consistent contributor to the GEMR's and the UIS's production of global public goods pertaining to the monitoring of progress towards SDG4 targets.

The proposed program below focuses on Medium Term Programmatic Areas (2014-2021). It reflects difficult resource mobilization challenges that compete heavily for thinly stretched staff time and effort. These challenges are integral to the IBE's current context. They significantly impair the IBE's contribution to the attainment of the core pillars of SDG4, in comparison to the contribution that a resource-healthy IBE would otherwise be able to make.

*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 coming 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.

## **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 2019, the IBE will continue resolute focus on its global normative and intellectual leadership functions. This work is strategic both in enhancing the visibility of the IBE and in sustaining the IBE's status as a CoE. It thus strategically contributes to MLA1, SDG4, and SDG5. Under its *Norms and Standard-setting, Laboratory of Ideas, and Member State Capacity Builder* functions, the IBE will continue to lead global dialog on and actively promote the future of development-relevant, competence-based curriculum for next generation and mid-century learners within 4IR. It will do so drawing on normative principles promulgated by the IBE and validated in diverse contexts across all UN regions and with global thought leaders.

These activities will include continued development of normative papers, creation of curriculum pilots in emerging areas such as education neuroscience and technology futures, fully reimbursable customized technical assistance to support Member States as they transition to competence-based curriculum, and production of operational guides aligning national curricula with current and future trends. The IBE will help Member States analyze and diagnose education systems and the early childhood care and education (ECCE) services that are the foundation for future development and prosperity.

Proposed activities (Norms and Standard-setting function)	Proposed Activity Targets	Expected Activity Impact	Anticipated activity-specific risk
<b>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 &amp; 10)</b>			
<ul style="list-style-type: none"> <li>Prepare the normative paper on curriculum for lifelong learning</li> </ul>	<ul style="list-style-type: none"> <li>The paper finalized, including consultations on it and its dissemination</li> </ul>	<ul style="list-style-type: none"> <li>Enhanced working knowledge of partner countries on how to develop curricula that support LLL</li> </ul>	<ul style="list-style-type: none"> <li>Shortage of funds will remain a significant threat.</li> <li>The strategic attention of the Director may continue to be distracted by the amount of effort for resource mobilization</li> </ul>
<ul style="list-style-type: none"> <li>Finalize work on domain-specific competences starting with STEM</li> </ul>	<ul style="list-style-type: none"> <li>Domain-specific competences for three STEM subjects articulated for K-12</li> </ul>	<ul style="list-style-type: none"> <li>Domain-specific competences ready for a quality assurance process and also ready to guide the development of assessment rubrics</li> </ul>	
<ul style="list-style-type: none"> <li>Establish and formally launch the GCO and its technical working committee</li> </ul>	<ul style="list-style-type: none"> <li>The GCO and its technical working committee fully operational</li> </ul>	<ul style="list-style-type: none"> <li>Credible anticipatory capacity for curriculum Improving</li> </ul>	
<ul style="list-style-type: none"> <li>Update the IBE Curriculum Glossary</li> </ul>	<ul style="list-style-type: none"> <li>The Glossary updated and translated into Arabic</li> </ul>	<ul style="list-style-type: none"> <li>Technical working language of curriculum getting more regularized in the Arab States and among partners that work on curriculum</li> </ul>	
<ul style="list-style-type: none"> <li>Sustain IPR</li> </ul>	<ul style="list-style-type: none"> <li>Eight papers for the <i>In-Progress Reflections</i> series posted.</li> </ul>	<ul style="list-style-type: none"> <li>The IBE's intellectual leadership sustained</li> </ul>	
<b>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 &amp; 6)</b>			
<ul style="list-style-type: none"> <li>Finalize and launch an IBE global masters level course (tuition funds allowing)</li> </ul>	<ul style="list-style-type: none"> <li>The first cohort of the course ready for enrolment in January of 2020</li> </ul>	<ul style="list-style-type: none"> <li>Technical leadership capacity for curriculum continue to improve across MSs</li> <li>The relevance of IBE training programs continue to improve</li> </ul>	<ul style="list-style-type: none"> <li>MSs may expect the IBE to fund scholarships for their students, affecting the success of the course, as the IBE will not do so. <ul style="list-style-type: none"> <li>Mitigation via ensuring that the quality and reputation of the course is a self-evident selling point</li> </ul> </li> <li>Partner universities may be reluctant to subject themselves to rigorous quality assurance <ul style="list-style-type: none"> <li>Mitigation via insisting on dissociating the course from the IBE if QA arrangements are not agreed</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Constitute a quality assurance panel for courses that have been handed over to partner universities (funds allowing)</li> </ul>	<ul style="list-style-type: none"> <li>The panel ready to commence its work during 2020</li> </ul>		
<ul style="list-style-type: none"> <li>Negotiate quality assurance process with partner universities</li> </ul>	<ul style="list-style-type: none"> <li>An agreement reached with at least two partner universities</li> </ul>		
<ul style="list-style-type: none"> <li>Sustain the development of tailored courses that MSs fully finance</li> </ul>	<ul style="list-style-type: none"> <li>Courses developed and ran only on demand</li> </ul>		
<b>3. Sustain fully reimbursable technical assistance on-demand [aligned to MLA1 points 1, 6, 7, &amp; 8]</b>			
<ul style="list-style-type: none"> <li>Provide TA on demand and only if it is fully reimbursed</li> </ul>	<ul style="list-style-type: none"> <li>TA delivered on set terms</li> </ul>	<ul style="list-style-type: none"> <li>Technical capacity of MSs improved through skills transfer</li> </ul>	<ul style="list-style-type: none"> <li>Insisting on fully reimbursable TA may continue to shrink the IBE's geographical footprint.</li> </ul>

Proposed activities (Norms and Standard-setting function)	Proposed Activity Targets	Expected Activity Impact	Anticipated activity-specific risk
			<ul style="list-style-type: none"> <li>○ Mitigation via increasing visibility of training programs through diverse communication channels</li> </ul>
<b>4. Sustain technical assistance to countries that are serving to enhance the laboratory of ideas function in operationalizing IBE normative documents</b>			
<ul style="list-style-type: none"> <li>• Provide TA to countries that have volunteered to pilot and consolidate IBE normative outputs on global future competences</li> </ul>	<ul style="list-style-type: none"> <li>• TA sustained in one country and initiated in a second country</li> </ul>	<ul style="list-style-type: none"> <li>• IBE normative work being operationalized</li> </ul>	
<ul style="list-style-type: none"> <li>• Provide TA to Institutions that have volunteered to pilot and consolidate IBE normative outputs on global future competences</li> </ul>	<ul style="list-style-type: none"> <li>• TA sustained in one institution</li> </ul>		
<b>5. Strengthen professional networks</b>			
<ul style="list-style-type: none"> <li>• Expand the GCN membership to academic institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Regularize a quarterly GCN newsletter</li> <li>• Build a database of innovative curricula reforms in collaboration with the GCN</li> </ul>	<ul style="list-style-type: none"> <li>• Membership of the GCN doubled</li> <li>• Substantive communication with the GCN improved including members' contributions to the newsletter and submissions of their promising curricula reforms to the IBE</li> </ul>	
Proposed Activities (Laboratory of Ideas and Capacity Builder Functions)	Proposed Activity Targets	Expected Activity Impact	Activity-Specific Risks and Risk Mitigation
<b>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, &amp; 8, and MLA2, point 10)</b>			
<ul style="list-style-type: none"> <li>• Develop a four-level curriculum for giving education practitioners adequate and credible knowledge of the neuroscience of education and learning</li> </ul>	<ul style="list-style-type: none"> <li>• Four levels of the course curriculum template designed, with syllabi for each course</li> </ul>	<ul style="list-style-type: none"> <li>• A pre-service teacher training course available as a global public good ready for MSs adaptation and usage</li> <li>• Sample teachers' working knowledge of neuroscience of education and learning improving</li> <li>• Capacity of select institutions of MSs to mainstream and run the courses, improving from the skills transfer</li> </ul>	<ul style="list-style-type: none"> <li>• Hesitant adaptation because number of courses added to their curriculum <ul style="list-style-type: none"> <li>○ Mitigation via one course survey option</li> </ul> </li> <li>• Hesitant curriculum adaptation because of controversy over education neuroscience</li> <li>• Mitigation via sustained progress in field reinforcing and confirming role of education neuroscience in current and future teacher curriculum</li> </ul>
<ul style="list-style-type: none"> <li>• Facilitate the adaptation of the course to cultural contexts of two partner countries</li> </ul>	<ul style="list-style-type: none"> <li>• First-level course adapted to cultural contexts in two countries</li> </ul>		
<ul style="list-style-type: none"> <li>• Identify IBE Senior Fellows in the neuroscience of education and learning who will pilot the course as well as train teacher trainers in partner countries</li> </ul>	<ul style="list-style-type: none"> <li>• The IBE teaching staff for the course identified and agreed on the standards for teaching the course across partner institutions</li> </ul>		
<ul style="list-style-type: none"> <li>• Pilot the first level of the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>• First level course piloted in select institutions of two partner countries</li> </ul>		



Proposed Activities (Laboratory of Ideas and Capacity Builder Functions)	Proposed Activity Targets	Expected Activity Impact	Activity-Specific Risks and Risk Mitigation
<b>2. Strengthen MSs capacity to develop and implement curricula for critical and emerging issues (aligned with SDG4 Targets 4.1, 4.7 and means of implementation 4.c, and MLA1, points 1, 6, &amp; 8, and MLA2, point 10)</b>			
<ul style="list-style-type: none"> <li>Develop modules for a K-12 Technology Education Curriculum that MSs can adapt and mainstream into their national STEM curricula</li> <li>Quality and technically edit the national STEM to align it with the futures competence-based curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Prototype modules for K-12 Technology education curriculum in draft ready for adapting</li> <li>Adapted modules ready for piloting</li> <li>National STEM curricula for one partner country audited and improvements suggested</li> </ul>	<ul style="list-style-type: none"> <li>Capacity for mainstream Technology education into STEM curricula of two partner countries improving</li> <li>Two best-practice national STEM curricula available for MSs as and a demonstration effect accomplished</li> </ul>	<ul style="list-style-type: none"> <li>Technology education modules may become outdated before they become used. <ul style="list-style-type: none"> <li>Mitigation via designing modules around durable projects using advanced technology rather than around the technology itself</li> </ul> </li> </ul>
<b>3. Strengthen teachers' capacity to implement competence-based curricula [aligned to MLA1 points 1, 3, 6, 7, &amp; 8]</b>			
<ul style="list-style-type: none"> <li>Provide technical assistance for adoption of systems approach to teachers and teaching subsystems, using an updated GEQAF and grounded in the IBE normative document 3 on transforming teachers, teaching, and learning to support the implementation of competence-based curricula</li> <li>Discuss, design, and produce GEQAF 2.0 Prototype, reflecting IBE normative documents developed since original GEQAF, prior GEQAF experience, related tools currently available, and system usability features now in demand and expected in future policy development environments</li> </ul>	<ul style="list-style-type: none"> <li>Teachers and teaching subsystems of one MS transformed in readiness to support effective implementation of competence-based curricula</li> <li>Methodology formed for GEQAF application to critical subthemes (in contrast to whole system application)</li> <li>One country completes GEQAF diagnosis/analysis in preparation for implementation plan for transition to competence-based curriculum</li> <li>Three countries complete a GEQAF follow-up survey as part of GEQAF 2.0 planning</li> <li>1 electronic version of GEQAF 2.0</li> <li>1 coding system for system documentation</li> </ul>	<ul style="list-style-type: none"> <li>Increased MS capacity to transform teachers, teaching, and learning in support of competence-based curricula improving best practices</li> <li>Skills transferred to experts in one MS</li> <li>Opportunity to apply an updated GEQAF extended to MSs, providing increased options for engaging whole systems in futures curriculum development</li> <li>Increased opportunity for IBE engagement in global education community on system diagnostics</li> </ul>	<ul style="list-style-type: none"> <li>Complex system reform is difficult to undertake and results are difficult to track. Partners may balk at burden GEQAF imposes before, during, or after analysis/diagnosis or planning phases <ul style="list-style-type: none"> <li>Mitigation via careful communication about burden and high value return, and shared effort to streamline process without short-changing it.</li> </ul> </li> <li>Proposed methodologies may prove to be insufficient diagnostic tools. Software component may prove non-viable for the system probe <ul style="list-style-type: none"> <li>Mitigation via stepwise approach to testing methodologies and software solutions.</li> </ul> </li> </ul>
<b>4. 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 &amp; 8)</b>			
<ul style="list-style-type: none"> <li><i>ECCE-HECDI</i>. Plan, discuss, produce, and test a Holistic Early Childhood Development Index, based on current</li> </ul>	<ul style="list-style-type: none"> <li>1 decomposable HECDI index produced, simulated, and submitted for consultation and validation</li> </ul>	<ul style="list-style-type: none"> <li>Advanced discourse on indicator development and data collection</li> </ul>	<ul style="list-style-type: none"> <li>Quality and quantity of available data and data collection methods pose significant risk to the concept</li> </ul>

Proposed Activities (Laboratory of Ideas and Capacity Builder Functions)	Proposed Activity Targets	Expected Activity Impact	Activity-Specific Risks and Risk Mitigation
HECDI indicator basket, to assess ECCE adequacy at both individual and system levels.		<ul style="list-style-type: none"> <li>Unified indicator conceptualization to enable common ECCE metric for individuals and groups</li> </ul>	<ul style="list-style-type: none"> <li>of a single index               <ul style="list-style-type: none"> <li>Mitigation via simulating index values in the development phase, with stepwise approach to indicator use in the testing phase; and by focusing on venues most responsive to and capable of capturing the data points necessary for index application; and by formulation of viable data proxies</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><i>ECCE System Prototype</i>: Produce next version of ECCE System Prototype, including upgrading sector discussions to standalone technical briefs</li> </ul>	<ul style="list-style-type: none"> <li>3 countries adapt and apply ECCE System Prototype</li> <li>1 formal virtual or F2F consultation</li> </ul>	<ul style="list-style-type: none"> <li>ECCE literature and global discourse begins to supplement systems <i>advocacy</i> with systems <i>development</i> approach appearing in <i>ECCE System Prototype</i></li> </ul>	
<ul style="list-style-type: none"> <li><i>ECCE System Prototype</i>: Formalize an online input system to enable rapid version updates as new resources, developments, tools, and ECCE System Prototype community contributions become available</li> </ul>	<ul style="list-style-type: none"> <li>1 online input system</li> </ul>	<ul style="list-style-type: none"> <li>ECCE policy planning in some MSs shifts to system development and to defragmentation approach appearing in <i>ECCE System Prototype</i></li> </ul>	<ul style="list-style-type: none"> <li>Systems development approach to ECCE creates synergies and more informed ECCE sector activities, but entails trade-offs in perceived agility and autonomy by ECCE stakeholders. Such perception may undermine success of system approach               <ul style="list-style-type: none"> <li>Mitigation via collecting accounts of successful system approaches shared ECCE community forum</li> </ul> </li> </ul>

### 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)*

For the past three years, the IBE's knowledge brokerage work has gained exceptional momentum and strengthened the IBE's clearinghouse function. The next step is to take stock of the progress made and consolidate the position of the IBE as the clearinghouse for two interconnected themes: learning/neuroscience of learning and the development-relevance of curriculum/future competences, which contribute directly and positively to the achievement of the SDG 4. A creative, efficient one-stop shop will be developed and constantly replenished with findings of cutting-edge research, easily accessible to a large base of policy-makers and practitioners. Ensuring the highest standards of quality and increasing the stock of knowledge will be realized through establishing new partnerships with prestigious research institutions, as well as sustaining and developing the current ones. The IBE will continue to produce high-quality publications, including the peer-reviewed journal *Prospects*, and the *IBE on Curriculum, Learning, and Assessment* book series. The IBE knowledge dissemination function will be restored and re-energized, through the launch (and subsequent outreach activities) of the digitized Historical Textbook Collection and the IBE archives.

Proposed Activities (Knowledge Clearinghouse and Intellectual Leadership Functions)	Proposed Activity Targets	Expected Activity Impact	Anticipated Activity-specific Risks
<b>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)</b>			
<ul style="list-style-type: none"> <li>Building on the progress already achieved, further advance the IBE's clearinghouse function for the sciences of learning and for the development-relevance of curriculum (depending on the availability of funds)</li> </ul>	<ul style="list-style-type: none"> <li>The IBE clearinghouse on the neuroscience of learning, including the online library and knowledge sharing platform, is developed and functional               <ul style="list-style-type: none"> <li>At least 10 outputs deposited on the IBE platform.</li> </ul> </li> </ul>		
<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>Current partnerships take a step forward, moving from institutional arrangements to action plans and outcome delivery               <ul style="list-style-type: none"> <li>At least 5 outputs received from current partners</li> </ul> </li> <li>New partnerships identified and initiated               <ul style="list-style-type: none"> <li>At least 2 new institutional agreements signed</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>The IBE's intellectual leadership 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</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty to select and hire specialized staff, able to maintain the clearinghouse</li> </ul>
<ul style="list-style-type: none"> <li>Sustain the production of <i>Prospects</i> on topics relevant to the IBE's mandate, in English, Arabic, and Mandarin Chinese</li> </ul>	<ul style="list-style-type: none"> <li>Four issues of <i>Prospects</i> published.</li> </ul>	<ul style="list-style-type: none"> <li>Access to a wide base of knowledge in the two focus areas is improved, allowing education stakeholders to remain on the cutting edge of high technological and scientific advances</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient human and financial resources to sustain the knowledge brokerage activities</li> </ul>
<ul style="list-style-type: none"> <li>Sustain the production of the IBE book series on topics related to curriculum, learning, and assessment (depending on the availability of funds)</li> </ul>	<ul style="list-style-type: none"> <li>One book published in the <i>IBE on Curriculum, Learning and Assessment</i> series</li> </ul>		
<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>One booklet published in both digital and print in the <i>Educational Practices</i> series</li> </ul>		
<b>2. Strengthen the IBE's knowledge dissemination function (aligned with SDG4 Target 4.1 and with MLA1 point 10)</b>			
<ul style="list-style-type: none"> <li>Sustain the production of bi-weekly <i>Alerts</i>, while adding new themes and providing outreach to subscribers</li> </ul>	<ul style="list-style-type: none"> <li>At least 20 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</li> </ul>	<ul style="list-style-type: none"> <li>Strengthen the IBE's standing as a knowledge institution and authority in the areas of curriculum and related matters</li> </ul>	<ul style="list-style-type: none"> <li>Consultants tied to knowledge dissemination function are on short term contracts, thereby threatening the sustainability of positive results</li> </ul>
<ul style="list-style-type: none"> <li>Continue the digitization and quality control of the Historical Textbook Collection</li> </ul>	<ul style="list-style-type: none"> <li>Finalize Phase I of the IBE digitization project</li> <li>Launch the TIND public interface</li> </ul>		<ul style="list-style-type: none"> <li>Commencing a second phase of the digitization project will require new partnerships with donors</li> </ul>

Proposed Activities (Knowledge Clearinghouse and Intellectual Leadership Functions)	Proposed Activity Targets	Expected Activity Impact	Anticipated Activity-specific Risks
	<ul style="list-style-type: none"> <li>Finalize inventory of the Historical Textbook Collection</li> </ul>		
<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>At least one event organized</li> </ul> </li> <li>Sustain the main functions of the Documentation Center, including (but not limited to) providing research and reference services; cataloguing and storing new acquisitions; managing electronic publications and IBEDOCs; coordinating information deliveries; providing effective preservation for collection materials</li> </ul>		<ul style="list-style-type: none"> <li>Difficulty of securing funds to cover the yearly subscription with TIND</li> <li>Difficulty of finding and hiring speakers of the respective languages necessary in completing the inventory of the Historical Textbook Collection</li> <li>A process that might take longer to complete</li> </ul>
<ul style="list-style-type: none"> <li>Oversee and quality assure the revision, translations and publication of the <i>IBE Curriculum Glossary Terminology</i> (depending on the availability of funds)</li> </ul>	<ul style="list-style-type: none"> <li>The currency and quality of the <i>IBE Curriculum Glossary</i> substantially improved</li> </ul>		<ul style="list-style-type: none"> <li>A consultative process with curriculum specialists and other education stakeholders is needed, to revise the Glossary</li> </ul>
<b>3. Reinforce IBE's knowledge management capacity (aligned with SDG4 Target 4.1 and MLA2 point 10)</b>			
<ul style="list-style-type: none"> <li>Sustain the development of IBE portals, to hold and disseminate knowledge created and/or brokered by the IBE (depending on the availability of funds)</li> </ul>	<ul style="list-style-type: none"> <li>Develop a new IT platform, including a portal for the IBE clearinghouse</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> </ul>
<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>At least two Learning Series events organized</li> </ul>	<ul style="list-style-type: none"> <li>The IBE efficiency at knowledge management further improving.</li> </ul>	<ul style="list-style-type: none"> <li>The IBE faces a severe shortage of human resources, which could jeopardize the quality and timely delivery of its new IT platform.</li> </ul>

## **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 2019 through a multifaceted strategy whose consistent theme is maintaining and enlarging IBE's reputation for significance and excellence. 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 that are consequential to SDG4 attainment.

Proposed Activities (IBE Capacity Development Function)	Proposed Activity Targets	Expected Activity Impact	Anticipated Activity-specific Risks
<b>1. Enhance the IBE's external image and brand</b>			
<ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li><i>IBE in Focus</i> published, both in print and online, and strategically placed</li> </ul>		
<ul style="list-style-type: none"> <li>Improve visibility and the intellectual leadership role of the IBE</li> </ul>	<ul style="list-style-type: none"> <li>Four keynote addresses in major global venues</li> <li>Play significant role in two international conferences with significant exposure for the IBE (e.g., presidential panels, key sessions, etc.)</li> <li>Two prestigious university/academic institutions as partners having signed a MoU for collaboration</li> </ul>		
<ul style="list-style-type: none"> <li>Continue consolidation of the new IBE branding and messaging for IBE across all channels (depending on the availability of funds)</li> </ul>	<ul style="list-style-type: none"> <li>Branding extended to resource packs and brochures.</li> </ul>		
<ul style="list-style-type: none"> <li>Amplify and authenticate the IBE's work through third party endorsement and reciprocate;</li> </ul>	<ul style="list-style-type: none"> <li>Two third parties endorsements secured</li> </ul>		
<b>2. Strengthen external communication of the IBE</b>			
<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of the communication strategy quite advanced</li> </ul>	<ul style="list-style-type: none"> <li>GCN membership increasingly recognized as prestigious</li> <li>Visitations and engagements with diverse IBE communication channels increased</li> <li>Increased citations in global education literature to the IBE</li> </ul>	<ul style="list-style-type: none"> <li>The revamping of the website may slow growth in engagement with it as a key communication channel at a time when good communication by IBE is crucial               <ul style="list-style-type: none"> <li>Mitigation via ensuring that other channels can drive users to valuable content throughout the website redevelopment period</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>Strengthen relevant digital channels including website, forums, social media, blogs, email and visuals</li> </ul>	<ul style="list-style-type: none"> <li>Website revamp completed</li> <li>Increased social media entries by the IBE staff</li> </ul>		
<b>3. Sustain efforts to increase and diversify strategic partners for the IBE</b>			

Proposed Activities (IBE Capacity Development Function)	Proposed Activity Targets	Expected Activity Impact	Anticipated Activity-specific Risks
<ul style="list-style-type: none"> <li>Resource mobilization aligned with strategic pillars, including partnership building efforts with civic institutions, regional entities, Member State (via voluntary contributions), private sector, and foundations</li> </ul>	<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>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</li> </ul>	<ul style="list-style-type: none"> <li>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"> <li>Mitigation via successful operationalization of the pillars of the IBE's Resource Mobilization Strategy</li> </ul> </li> </ul>



## V. Budget

## ESTIMATED BUDGETARY FRAMEWORK 2019

IBE SPECIAL ACCOUNT (USD)

	CF 2018	FUNDING SOURCES FOR ESTIMATED ALLOCATIONS						Available budget
		UNESCO Financial Allocation	IBRO	ECOLINT	Green Leaves Educ Foundation	SEYCHELLES	IBE RESERVES 2018	
I. Programme Activities								
<b>I-1 Activities under Expected results I</b>	555 000			522 222	137 615		100 000	<b>1 314 837</b>
<b>CRITICAL &amp; EMERGING ISSUES</b>	555 000			522 222	137 615			<b>1 214 837</b>
Strengthening ECCE curricula to support equity of education quality (DC)	410 000							410 000
Implementing future competences and ensuring the future-relevance of curricula (ECOLINT)	145 000			522 222				667 222
Strengthening teacher pre-service and inservice curricula and their implementation (Lao)					137 615			137 615
<b>INNOVATION &amp; LEADERSHIP IN CURRICULUM</b>							100 000	<b>100 000</b>
Advocacy and dialogue for reimbursable TA for innovative national curricula reforms							50 000	50 000
Advocacy and dialogue on tailor-made courses fro strengthening technical leadership for curriculum							50 000	50 000
<b>I-2 Activities under Expected results II</b>	40 000		60 000				120 000	<b>220 000</b>
<b>KNOWLEDGE BROKERAGE &amp; MANAGEMENT</b>								
Research & Publications							60 000	60 000
Knowledge Brokerage			60 000					60 000
Development of IBE website & Communication							60 000	60 000
Text books Project	20 000							20 000
IBE Historical Archives Project	20 000							20 000
<b>Total Programme Activities (I)</b>	<b>595 000</b>	<b>0</b>	<b>60 000</b>	<b>522 222</b>	<b>137 615</b>	<b>0</b>	<b>220 000</b>	<b>1 534 837</b>
<b>II. Governing Board/Gen. Adm./Institutional Dev.</b>								
IBE Council/Steering Committee							20 000	20 000
General operating costs		308 352					31 648	340 000
*Maintenance of premisses		95 000					0	95 000
*Running cost		213 352					31 648	245 000
Director Office							150 000	150 000
<b>Total Governing Board /Gen. Adm./Institutional Dev. (II)</b>	<b>0</b>	<b>308 352</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>201 648</b>	<b>510 000</b>
<b>TOTAL (I) + (II)</b>	<b>595 000</b>	<b>308 352</b>	<b>60 000</b>	<b>522 222</b>	<b>137 615</b>	<b>0</b>	<b>421 648</b>	<b>2 044 837</b>
<b>III. Staff costs (III)</b>	<b>0</b>	<b>1 715 698</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>88 496</b>	<b>151 504</b>	<b>1 955 698</b>
STAFFCOST		1 715 698	0	0		88 496	151 504	1 955 698
TOTAL ESTIMATED RESOURCES 2019	595 000	2 024 050	60 000	564 000	150 000	100 000	573 152	4 066 202
<b>TOTAL BUDGET ALLOCATED 2019 (I+II+III)</b>	<b>595 000</b>	<b>2 024 050</b>	<b>60 000</b>	<b>522 222</b>	<b>137 615</b>	<b>88 496</b>	<b>573 152</b>	<b>4 000 535</b>
IBE ESTIMATED RESERVES DECEMBER 2019	0	0	0	41 778	12 385	11 504	0	65 667