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REPORT ON ACTIVITIES AND BUDGET 2019

4

Report of the Director of the International Bureau of Education to the 69th Session of the Council

Implementation of Activities for 2019

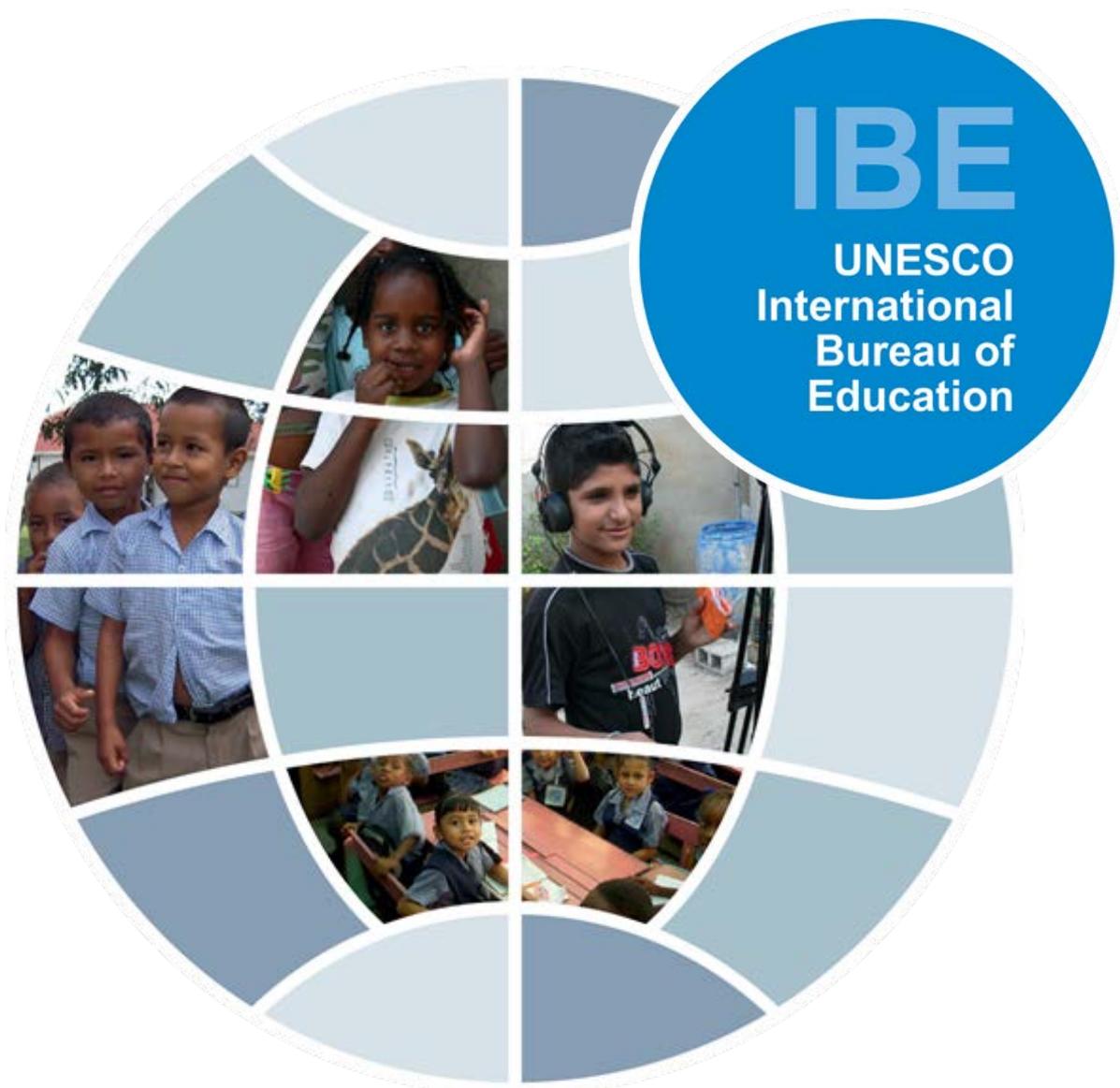# Table of Contents

I. Program context

Introduction

This document presents to the 69th session of the Council, program activities implemented by the International Bureau of Education (IBE) during 2019 and the budget associated with those activities.

As usual, implemented activities are organized according to IBE's Expected Results (ERs) and Main Lines of Action (MLAs) articulated in the 39 C/5. They demonstrate IBE's contribution to the fulfilment of UNESCO's core functions and to the attainment of the core pillars of SDG4 vis.: (i) higher and more equitable education quality and learning outcomes, (ii) equity of education and learning opportunities, processes and outcomes, and (ii) development-relevance of education and learning. Implemented activities also demonstrate IBE's sustained contribution to the monitoring of SDG4 targets in close collaboration with UNESCO's Institute for Statistics (UIS) within the Global Alliance to Monitor Learning (GAML).

These contributions were buttressed by normative and operational instruments IBE produced during 2017 and 2018.

Implemented activities align well with IBE's Medium Term Programmatic Areas (2014-2021) which are guided by the overall UNESCO Education Sector Strategy:

Innovation and Leadership in Curriculum, Learning, Teaching, and Assessment (Norms and Standard-setting function): This program area supports the implementation of a global paradigm shift that reconceptualizes and repositions curriculum as an indispensable tool for ensuring the development-relevance and future-readiness of education and learning systems. It also provides operational guidance for the actualization of the new paradigm.

Critical and Emerging Issues in Curriculum, Learning, Teaching, and Assessment (Laboratory of ideas function): This program area supports the development of guidelines, prototypes, operational frameworks, and cutting-edge interventions for areas where Member States (MSs) have limited experience, and/or where MSs strive for greater progress than they currently register.

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. The program area encapsulates IBE's knowledge brokerage and management role and its quest 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 (specifically neuroscience).

Leadership for Global Dialogue on Curriculum and Learning (Intellectual Leadership function): This program area sustains IBE's global intellectual leadership in its areas of competence. It also reinforces IBE's position as a CoE in 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 strengthens IBE's capacity as a precondition for effective execution of its mandate.

Implementation of IoS Recommendations

In addition to regular program activities, the IBE Secretariat implemented all recommendations of the 2017 IoS report save for the one recommendation that requires the leadership and guidance from the HQ ED/Sector.

Institutional Resources and Support by Council

2019 program activities were proposed to the 68th session of the Council with a strong call for its robust engagement and support for efforts of IBE Secretariat in accordance with Article 5b of IBE Statutes. However, this call went unheard. If anything Council engagement and support declined deeper, leaving the Secretariat to its own devices. The 2019 activities were therefore implemented against extremely austere resource

constraints, stretching the already thin base of IBE staff beyond tolerance and to unimaginable self-sacrifice.

The HQ ED/EO continued to engage diverse delegations on the future financial sustainability of IBE. As the conversation progressed, it seems to have also included the future mandate of the IBE. As part of this conversation, the 40th session of the UNESCO General Conference agreed to set up a working group to articulate the future mandate of the IBE, which will somehow include work on curriculum. Hopefully the spring 2020 Executive Board will take a decision that clarifies the future of the IBE and of UNESCO's work on curriculum. Until then, the IBE Secretariat remains unclear of the future.

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)

Faced with limited resources IBE made a strategic choice to focus on the dissemination and application of its normative work and less on further articulation of normative documents. IBE effectively led intellectual dialogue on the future of curriculum, the future of education and learning, and the future of education and work. Demand, visibility, and recognition of IBE's intellectual leadership was manifest in the roles it was called to play on global stages as well as being sought after by prestigious technical partners

Based on demand for its intellectual and normative work, IBE enjoyed immense visibility across prestigious global stages playing key leadership roles such as: co-convener, co-sponsor, keynote speaker, and plenary speaker. Examples include the International Conference on ECCE Co-Convened with the Republic of Seychelles; sustaining partner and co-sponsor of the Comparative and International Education Society 2019 conference; partner and co-convener of the 2019 World Congress of Comparative and International Education Society; co-sponsor and co-convener of the 10th Congress of the International Brain Research Organization; lead roles during the 2019 'WebSummit'; high visibility during the 2019 WebSummit including 10th ranking profile in a context of over 70 000 participants and about 1500 speakers; plenary speaker at the 2019 Webit European festival; keynote at the 2019 Institute of Cultural Diplomacy 30th anniversary of the Berlin wall; and more.

IBE also consolidated its operational leadership by leading the application of its normative work with partner countries and partner apex institutions such as the International School of Geneva, MEKTEBIM schools in Turkey and hopefully Imperial College London which is to soon follow. The fact that IBE was sought after by apex institutions further demonstrated appreciation of its normative work and its intellectual leadership. Focus areas for the application of normative work have been ECCE systems, futures STEM curriculum, competence-based futuristic curricula, and the future of education and learning.

Norms and Standard-setting Function

1. Sustain the norm & 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, & MLA1, points 1, 6, 8 &10)

Proposed Activities	Undertaken Activities	Expected Impact	Realized Impact	Risks & Mitigation
• Prepare the normative paper on curriculum for lifelong learning	This activity has been postponed due to staff shortage.	Enhanced working knowledge of partner countries on how to develop curricula that support LLL. Doman-specific competences ready for a quality assurance process and also ready to guide the development of assessment rubrics. Credible anticipatory capacity for curriculum Improving. Technical working language of curriculum getting more regularized In the Arab States and among partners that work on curriculum. The IBE's intellectual leadership sustained.	• IBE's intellectual leadership in supporting curriculum, teaching, learning, and assessment sustained through the revision of the Curriculum Glossary. The wide consultation on the revised version confirmed the continued impact of IBE's advisory role. Its translation into Arabic will assist the regularization of technical curriculum language across Arab States.	Shortage of funds will remain a significant threat. -The Secretariat sustained its resource mobilization efforts but lack of support from Council and MSs persisted, making it near-impossible to mitigate this risk. The strategic attention of the Director may continue to be distracted by the amount of effort for resource mobilization. -Without support from Council and MSs, this risk went unabated.
• Finalize work on domain-specific competences starting with STEM	Work on the development of a competence-based STEM curriculum has been undertaken with the Seychelles Ministry of Education and Human Resource Development and with the private Mektebim network of schools in Turkey. Discussions to commence work with ECOLINT is at an advanced stage while dialogue with Imperial College in the UK has just commenced.			
• Establish and formally lunch the GCO and its technical working committee	Funds for the establishment of the GCO were secured. The first chair of the GCO expressed readiness in taking up the role. Discussions with a potential co-chair and so was the Identification of other members. This work was halted given uncertainties pertaining to the future mandate of IBE.			
• Update the IBE Curriculum Glossary	The IBE Curriculum Glossary (2013) has been updated. Over 250 additional curriculum-related terms have been defined, in line with IBE normative papers published in 2017. The Glossary has been consulted upon and ratified across IBE's Global Curriculum Network and published on-line in English. Very detailed responses were received from for example, Belgium, Bosnia Herzegovina, Canada, Portugal, Malaya, Mauritius, Spain, Suriname Sri Lanka, Trinidad and Tobago, the United Arab Emirates and USA. It is currently being translated into Arabic.		• IBE's contribution to reflective dialogue on critical and emerging issues continues to grow. The IPR's readership has quadrupled since 2016 across 165 countries. Requests to translate the articles have increased. The IBE continues to enjoy prominence on the world stage for its normative cutting-edge curriculum work. • Transformation of STEM curricula to incorporate generic and domain-specific competences is	
• Sustain IPR	Eight papers for the *In-Progress Reflections* (IPR) series were prepared, edited, quality assured and posted online. IPR 28: Improving Early-Grade Performance for 2030: Policy Options IPR 29: Neoliterate Adult Dyslexia and Literacy Policies: Review IPR 30: Exploring STEM Competences for the 21st Century IPR 31: International Trend towards Holistic Curricula IPR 32: The Impact of AI on Curriculum, Learning and Assessment			

	IPR 33: Learning to Think: Thinking to Learn: A curriculum design challenge IPR 34: Reflections on Curriculum Review in Kenya (working title) IPR 35: The case for radical review of assessment and examinations (working title)		underway with two institutional partners and one country partner.	
Proposed Target	**Reached Target**	**Overall Performance**		
• The paper finalized, including consultations on it and its dissemination	Paper on curriculum and lifelong learning postponed. **(NMST)**			
• Domain-specific competences for three STEM subjects articulated for K-12	The 'big ideas' and the discipline practices within the domains have been described for physics, chemistry, biology, technology and engineering in order to shift teaching and learning from the presentation and acquisition of declarative knowledge to the development and use of competences. Domain-specific questions that students could be encouraged to ask in order to facilitate this shift have been provided but fully detailed developmental progressions have not yet been described. (**MST**)	**PMST**		
• The GCO and its technical working committee fully operational	Funds for GCO were secured, first chair identified, identification of the second chair and members was stopped given uncertainties on the future of IBE. (Set target no longer feasible **STNF**)			
• The Glossary updated and translated Into Arabic	Glossary updated, consulted upon and published on-line in English. Translation into Arabic on-going. **(MST)**			
• Eight papers for the *In-Progress Reflections* series posted	Eight IPR articles published on-line. **(MST)**			
2. Training in curriculum and learning through regional diploma/master programmes (aligned with SDG 4 Target 4.1, means of implementation 4.c. and MLA1 points 1 & 6)				
Proposed Activities	**Undertaken Activities**	**Expected Impact**	**Realized Impact**	**Risks & Mitigation**
• Finalize and launch an IBE global masters level course (tuition funds allowing)	Detailed research was carried out on UNESCO's legal restriction on IBE's acting as an accrediting body in its own right. Potential partners for an on-line global Masters course were explored. The actual development of the course could not advance due to staff shortages.	Technical leadership capacity for curriculum continue to improve across MSs. The relevance of IBE training	The cumulative effect of the combined certificate, diploma and masters' courses across regions continues to augment	MSs continue to expect the IBE to fund scholarships for their students,

• Constitute a quality assurance panel for courses that have been handed over to partner universities (funds allowing)	A quality assurance panel was constituted and is ready to commence work in 2020 (funding permitting).	programs continue to improve.	the critical mass of capable technical leadership for curriculum design, development and implementation. Course graduates continue to support their national curricula reforms.	affecting the success of the course, which the IBE cannot do. - The reputation of courses has ensured governments' sponsorship of students.
• Negotiate quality assurance process with partner universities	Negotiations are on target to commence a quality assurance exercise during 2020 in two of the four partner universities.			
• Sustain the development of tailored courses that MSs fully finance	No country was ready to fully fiancé tailored courses, so this activity could not materialize.		Collaboration with existing university partners is continuously strengthening. Capacity of partner universities to establish, negotiate, and agree on a framework and process to monitor and assure the continued quality of IBE-related courses was also enhanced.	Partner universities may be reluctant to subject themselves to rigorous quality assurance. - Dialogue with partner universities emphasized the developmental value of the QA exercise and partner universities appreciated this value, thus buying into the process.

Proposed Target	**Reached Target**	**Overall Performance**		
• The first cohort of the course ready for enrolment in January of 2020	Activity discontinued due to staff shortage. **(CNMST)**			
• The panel ready to commence its work during 2020	Quality assurance panel. **(MST)**		**MST**	
• An agreement reached with at least two partner universities	Quality assurance exercise will commence in 2020 in two of the four partner universities. **(MST)**			
• Courses developed and ran only on demand	Courses were not developed because there was no demand.			

3. Sustain fully reimbursable technical assistance on-demand [aligned to MLA1 points 1, 6, 7, & 8]				
Proposed Activities	**Undertaken Activities**	**Expected Impact**	**Realized Impact**	**Risks & Mitigation**
• Provide TA on demand and only if it is fully reimbursed	IBE has continued its technical support to countries where there was a third party financier (e.g. Myanmar, Lao PDR), countries for which IBE mobilized resources (e.g., Eswatini, Rwanda, Lao PDR, Cameroon) as well as countries providing voluntary contributions (e.g., Seychelles).	• Technical capacity of MSs improved through skills transfer.	MSs' technical capacity for addressing critical and emerging issues in curriculum, teaching, learning and assessment is substantially improving. Institutional, policy, strategic, programing, and financing, capacity phenomenally advanced in Seychelles leading to the General Conference's approval of Seychelles IECD to be a UNESCO Cat II Center on ECCD. Institutional capacity also substantially advanced in Eswatini, including the signing of an MoU to establish a national ECCD system as well as to establish a national ECCD fund. Capacity to establish and manage a national ECCD system also advanced in Cameroon, Rwanda, and Lao PDR. IBE's reputation as a Centre of Excellence continued to augment in partner countries.	Insisting on fully reimbursable TA may continue to shrink the IBE's geographical footprint. - This risk materialized and could not be mitigated without support from the Council, MSs by way of voluntary contribution or the financing of TA.
Proposed Target	**Reached Target**	**Overall Performance**		
• Target was not stated because it was unpredictable	Six countries received technical assistance that was fully financed by a third party, by resources mobilized by IBE or by a voluntary contribution. **(EST)**	**EST**		

4. Sustain technical assistance to countries that are serving to enhance the laboratory of ideas function in operationalizing IBE normative documents				
Proposed Activities	**Undertaken Activities**	**Expected Impact**	**Realized Impact**	**Risks & Mitigation**
• Provide TA to countries that have volunteered to pilot and consolidate IBE normative outputs on global future competences	Technical assistance was also sustained to Seychelles and Eswatini for piloting of the IBE-developed future competence framework. Intellectual support was provided to Catalonia, and to the Republic of South Africa to use the IBE-developed future competence framework as a critical point of reference for national curricula transformation. For the latter, the IBE-Future Competence Framework was formally adopted at a national level of the education system and of the political structures. Beyond the operationalization of the global competence framework, technical assistance to Seychelles, Cameroon, Rwanda, Lao PDR and Eswatini was sustained for the piloting of the ECCE System Prototype.	• IBE normative work being operationalized.	IBE normative work were operationalized in South Africa, Seychelles, Eswatini, Cameroon, Laos PDR, Cameroon, and Catalonia.	
• Provide TA to Institutions that have volunteered to pilot and consolidate IBE normative outputs on global future competences	TA was sustained for the chain of MEKTEBIM Schools in Turkey and for ECOLINT in Switzerland. Dialogue with Imperial College was initiated and work is scheduled to commence in 2020.			

Proposed Target	**Reached Target**	**Overall Performance**		
• TA delivered on set terms	TA delivered was delivered to seven countries. **(EST)**	**EST**		
• TA sustained in one institution	TA sustained in two institutions and dialogue advanced in the third. **(EST)**			

5. Strengthen professional networks				
Proposed Activities	**Undertaken Activities**	**Expected Impact**	**Realized Impact**	**Risks & Mitigation**
Expand the GCN membership to academic institutions	Membership was substantially expanded. In addition: Communication with the GCN has been strengthened through the establishment of a quarterly newsletter which is now regularized. Four issues of the newsletters were published. Members' effectively contributed to the consultations on the Curriculum Glossary. Members continue to disseminate news about curriculum, teaching, learning and assessment innovations through the GCN newsletter.	Membership of the GCN doubled. Substantive communication with the GCN improved including members' contributions to the newsletter and submissions of their promising curricula reforms to the IBE.	IBE's Global Network membership (GCN) has sustained active members from 138 countries. The GCN expanded to include Faculties of Education with robust curriculum programs across 160 universities in 39 countries. Substantive communication with the GCN continues to improve. The GCN newsletter is becoming a valued means of disseminating IBE and curricula reforms and innovations across the GCN membership.	GCN engagement may be superficial Regular communication and invitations for members to provide news through the Newsletter and In Progress Reflection series sustained substantive engagement with, and within the GCN. The inclusion of university faculties into the GCN also heightens intellectual dialogue and substantive engagement within and with the network.

Proposed Target	**Reached Target**	**Overall Performance**		
● Double membership of the GCN	Membership more than doubled. **(EST)**			
● Regularize a quarterly GCN newsletter	Four GCN newsletters published. **(MST)**	**MST**		
● Build a database of innovative curricula reforms in collaboration with the GCN	Database of innovative curricula reforms is fast building, thanks to contributions of members of the GCN. **(MST)**			

Laboratory of Ideas and Capacity Builder Functions

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)				
Proposed Activities	**Undertaken Activities**	**Expected Impact**	**Realized Impact**	**Risks & Mitigation**
• Develop a four-level course for giving education practitioners adequate and credible knowledge of the neuroscience of education and learning	Two levels of the course have been designed, with syllabi for each level. Two remaining levels of the course are in progress, to be finalized by January 2020.	A pre-service teacher training course available as a global public good ready for MSs adaptation and usage. Sample teachers' working knowledge of neuroscience of education and learning improving. Capacity of select institutions of MSs to mainstream and run the courses, improving from the skills transfer.	• As the course is still being developed and adapted to cultural contexts, its full impact has not been realized yet. However, at the IBE/ IBRO High-level Forum on Neuroscience and the Future of Education and Learning (Daegu, Korea, September 2019), ministers of education from 14 countries commented favourably on the IBE's efforts in this area, which include the work in progress to provide pre-service teacher training on the neuroscience of education and learning. • Exploratory UK data from pre-service teachers showed persisting improvements in scientific beliefs about learning when exposed to the concepts embedded in the course that is under development.	Hesitant adaptation because number of courses added to their curriculum ○ Sustained dialogue with all the stakeholders involved is essential to the adaptation of the course. Hesitant curriculum adaptation because of controversy over education neuroscience ○ Mitigation is being realized through exposure to and continuous dialogue with stakeholders on the current and potential role of neuroscience in education and learning, neuromyths, etc.
• Facilitate the adaptation of the course to cultural contexts of two partner countries	The first two levels of the course have been adapted to two contexts within a single country (trainee teachers on a diploma course and practicing teachers in Seychelles). Adaptation of the course to a second country context (Turkey) will commence in 2020.			
• 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	IBE Senior Fellows have been provided with the standards for the first two levels of the course for comments and have contributed to the production of video resources for the course. Additional scholars in neuroscience are being identified, to pilot the course and train trainers in partner countries.			
• Pilot the first level of the curriculum	Piloting of the first level of the course is scheduled to begin in February 2020 in Seychelles, and in March 2020 in Turkey.			
Proposed Target	**Reached Target**	**Overall Performance**		
• Four levels of the course curriculum template designed, with syllabi for each course	Two levels of the course curriculum template were designed, with syllabi for each level. **(PMST)**	**PMST**		
• First-level course adapted to cultural contexts in two countries	First-level course was adapted to two contexts in one country. **(PMST)**			
• The IBE teaching staff for the course identified and agreed on the	Awaiting feedback from IBE Senior Fellows on levels 1 and 2 of the course (as of			

standards for teaching the course across partner institutions	October 2019). **(PMST)**
• First level course piloted in select institutions of two partner countries	The piloting will start in February 2020, to be completed by May 2020. **(NMST)**

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, & 8, and MLA2, point 10)				
Proposed Activities	**Undertaken Activities**	**Expected Impact**	**Realized Impact**	**Risks & Mitigation**
• Develop modules for a K-12 Technology Education Curriculum that MSs can adapt and mainstream into their national STEM curricula	Based on demand, the work covered the whole STEM curricula and not just technology as was initially planned. • A competence-based STEM curriculum framework was articulated. • A guiding document on the teaching, learning and assessment of a competence-based STEM curriculum was prepared. • Illustrative modules were also prepared to guide teaching during the piloting of the revised curriculum.	• Capacity to mainstream Technology education into STEM curricula of two partner countries improving. • Two best practice national STEM curricula available for MSs and a demonstration effect accomplished.	• Capacity to re-orient existing STEM curricula into best-practice STEM curricula advancing in two partner institutions: MEKTEBIM in Turkey and ECOLINT in Switzerland. • Best practice curricula is in advanced draft for MEKTEBIM and will be finalized for both MEKTEBIM and ECOLINT within the first half of 2020.	Technology education modules may become outdated before they become used. o STEM curricula are being developed and presented using current software and analysed using AI to enable their constant renewal.
• Quality and technically edit the national STEM to align it with the futures competence-based curriculum	Work has not been sufficiently advanced to check on alignment of the new curricula with a futures competence-based curriculum.			

Proposed Target	**Reached Target**	**Overall Performance**
• Prototype modules for K-12 Technology education curriculum in draft ready for adapting	Eight prototype modules for different aspects of STEM were developed. **(MST)**	
• Adapted modules ready for piloting	Piloting of the modules commenced in November 2019. **(MST)**	**MST**
• National STEM curricula for one partner country audited and improvements suggested	The Turkey STEM curriculum was technically audited and re-oriented to a competence-base and support teaching approaches also adapted for MEKTEBIM schools. **(MST)**	

3. Strengthen teachers' capacity to implement competence-based curricula [aligned to MLA1 points 1, 3, 6, 7, & 8]				
Proposed Activities	**Undertaken Activities**	**Expected Impact**	**Realized Impact**	**Risks & Mitigation**
Provide technical assistance for the 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	The GEQAF has been used in Lao PDR and adopted to analyze the General Education Quality. A systemic analysis was undertaken, focusing mostly on teachers and the quality of teaching.	Increased MS capacity to transform teachers, teaching, and learning in support of competence-based curricula improving best practices. Skills transferred to experts in one MS. Opportunity to apply an updated GEQAF extended to MSs, providing increased options for engaging whole systems in futures curriculum development. Increased opportunity for IBE engagement in global education community on system diagnostics.	Capacity of MoE experts to undertake systems diagnostics was enhanced. IBE's technical assistance did transfer skills to a large base of MoE experts. Lao PDR was the first country to apply the updated GEQAF as well as to provide inputs to its further refinement. The GEQAF was included in an analysis of existing education systems diagnostic tools commissioned by DfID/GPE/WB.	Complex system reform is difficult to undertake and results are difficult to track. Partners may balk at burden GEQAF imposes before, during, or after diagnosis or planning phases. ○ In-depth consultation and the perceived value of systems diagnosis mitigated this risk. Proposed methodologies may prove to be insufficient diagnostic tools… ○ Risk not realized. Software not yet developed.
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	The GEQAF fully 2.0 is still in draft.			
Proposed Target	**Reached Target**	**Overall Performance**		
• Teachers and teaching subsystems of one MS transformed in readiness to support effective implementation of competence-based curricula	Teaching subsystem capacitated to transform in readiness to support effective implementation of competence-based curricula. (**MST**)	**MST**		
Methodology formed for GEQAF application to critical subthemes (in contrast to whole system application)	The GEQAF was applied to the whole system even though it was made clear that follow up interventions would focus only on teachers and teaching. (**MST)**			
One country completes GEQAF diagnosis/analysis in preparation for implementation plan for transition to competence-based curriculum	Country completed GEQAF analysis. **(MST)**			
Three countries complete a GEQAF follow-up survey as part of GEQAF 2.0 planning	One Country completed the follow-up survey. (**PMST**)			

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 & 8)				
Proposed Activities	**Undertaken Activities**	**Expected Impact**	**Realized Impact**	**Risks & Mitigation**
ECCE-HECDI. Plan, discuss, produce, and test a Holistic Early Childhood Development Index, based on current HECDI indicator basket, to assess ECCE adequacy at both individual and system levels	The HECDI index was revised and applied in five countries (eSwatini, Lao PDR, Cameroun, Rwanda, Seychelles). The revised HECDI was discussed in an International conference in Seychelles, and will be validated in a stakeholder meeting in Bologna.	Discourse on indicator development and data collection advances data collection capacity. Unified indicator conceptualization will enable a common ECCE metric for individuals and groups usage. ECCE literature and global discourse begins to supplement systems *advocacy* with systems *development* reflected in *ECCE System Prototype.* ECCE policy planning in some MSs shifts to system development and to defragmentation approach reflected in the *ECCE System Prototype.*	Capacity for data collection is improving across five partner countries. Consensus on a conceptualization of core indicators of holistic early childhood development is emerging across five partner countries and experts that support the process. The dialogue spear-headed by IBE is expanding the global dialogue from advocacy for ECCE to the need to establish enduring systems with delivery effective capacity. Capacity to establish and manage national ECCE systems is strengthening across five partner countries (Eswatini, Cameroon, Lao PDR, Rwanda Seychelles). South/South, North/South, and South/North collaboration enhanced through conferences and joint work sessions. ECCE policies are being strengthened in four countries using the IBE-developed system prototype and two countries have started policy implementation. The biennial international conference is also show-casing country best practices.	Quality and quantity of available data and data collection methods pose significant risk to the concept of a single index - Countries valuing of the index motivated efforts to improve the quality, consistency of data collection and this effort is ongoing. 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 - The perceived value of inter-ministerial and stakeholder collaboration mitigated this risk.
ECCE System Prototype: Produce next version of ECCE System Prototype, including upgrading sector discussions to standalone technical briefs	ECCE System Prototype developed. ECCE system discussed in five Countries (eSwatini, Lao PDR, Cameroun, Rwanda, Seychelles). Stand alone and systemic technical brief developed in five Countries.			
ECCE System Prototype: Formalize an online input system to enable rapid version updates as new resources, developments, tools, and ECCE System Prototype community contributions become available	An on line version of the system prototype was created. Through a visual and user friendly presentation, Countries have the possibility to access the ECCE System Prototype, make self-analysis and start the implementation f the missing or weak policies. An internal forum will allow the Countries to showcase and exchange good practices.			

Proposed Target	Reached Target	Overall Performance
One decomposable HECDI index produced, simulated, and submitted for consultation and validation	HECDI index produced (manual included), simulated, and submitted for consultation and validation. **(MST)** A calculation has been developed in 5 countries (Cameroun, eSwatini, Lao PDR, Rwanda, Seychelles). **(EST)**	**EST**
Three countries adapt and apply ECCE System Prototype	4 Countries adapted and applied the ECCE system prototype (eSwatini, Lao PDR, Rwanda, Seychelles). **(EST)**	
One formal virtual or F2F consultation	3 formal virtual of F2F consultation done. (**EST)**	
One online input system	1 online input system created. (**MST)**	

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.

In 2019, the IBE continued to provide forward-looking thought leadership and promote innovative thinking to address the global learning crisis, while further consolidating its unique role as a global knowledge broker for the science of learning:

The IBE/IBRO High-level Forum on Neuroscience and the Future of Education and Learning brought together, for the first time, ministers of education, their senior experts on teaching and learning, and world-class neuroscientists to explore the untapped potential of science to transform education and learning.

The IBE/IBRO knowledge-brokerage initiative has continued to attract leading senior neuroscientists, who review, synthesize, and rearticulate extensive neuroscientific research findings into accessible technical briefs, with clear implications for education policy and practice. This translated knowledge, with a special focus on teaching and learning, is integrated into the IBE's training courses for teachers and curriculum specialists, placing them at the frontiers of knowledge and practice.

The IBE Portal on the Science of Learning was launched, making findings of cutting-edge research easily accessible to a large base of policy makers and practitioners. The Portal built on a solid base of technical briefs produced by the IBE/IBRO Science of Learning Fellows. It has also attracted partnerships from science of learning centers in top universities across the world, which have started to contribute to the articulation of additional technical briefs.

High-quality publications continued to be produced, including the peer-reviewed journal Prospects, the IBE on Curriculum, Learning, and Assessment book series, and the IBE/IAE Educational Practices series.

The IBE knowledge dissemination function has been re-invigorated, through the continuous production of relevant *Alerts*, the digitization of the *IBE Historical Textbook Collections and Archives*, and the re-opening of the Documentation Center to the wider research community. The IBE is increasingly acting as a catalyst for collaborative action on curriculum and related matters.

1. Strengthen and focus the IBE's knowledge brokerage (aligned with SDG4 Target 4.1 and to MLA2 point 10, and MLA1 point 1)				
Proposed Activities	**Undertaken Activities**	**Expected Impact**	**Realized Impact**	**Risks & Mitigation**
• 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)	The IBE Science of Learning Portal was developed and is functional, featuring technical briefs on relevant neuroscience topics, with clear implications for education policy, teaching, and learning. The Portal includes the blog *IBE Speaks*, where prominent scholars critically assess the present and potential contribution of the science of learning, particularly neuroscience, to education policy and practice. • The Portal was formally launched at the IBE/ IBRO High-level Forum on Neuroscience and the Future of Education and Learning, Daegu, Korea, September 2019	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. 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.	The IBE is emerging as a key leader in the global dialogue on neuroscience and the future of education and learning: - IBE's intellectual leadership was reinforced and fully acknowledged by the participants in the High-level Forum on Neuroscience and the Future of Education and Learning. They emphasized the IBE's critical role in the application of neuroscience to teaching and learning to improve their effectiveness, and ultimately, to contribute to the redress of the current global learning crisis.	Difficulty to select and hire specialized staff, able to maintain the clearinghouse ○ A leading senior expert was hired to quality assure the technical briefs. Insufficient human and financial resources to sustain the knowledge brokerage activities ○ In addition to alternately finance the IBE/ IBRO Fellowship, IBRO allocated 10,000 Euro to the High-level Forum.
• In collaboration with leading centers of learning sciences, sustain the focus on the neuroscience of learning as the first theme of the knowledge brokerage initiative (depending on the availability of funds)	Current partners are becoming actively involved in the IBE knowledge brokerage initiative, by developing and reviewing materials for the IBE Portal, as well as by participating in relevant IBE events and projects. One such significant event was the IBE/ IBRO High-level Forum on Neuroscience and the Future of Education and Learning, held on 23 September, in Daegu, Korea. The Forum was the first of its kind to bring together renowned neuroscience researchers with Ministers of Educations and their senior experts in dialogue on how the science of learning, especially the neuroscience, can optimally contribute to global efforts to address the current global learning crisis and the future of learning. The Forum, featured as a Presidential Highlighted Session of the 10th IBRO World Congress on Neuroscience, was attended by over 200 participants, including 14 ministers of education, and 20 senior experts representing their ministers of education. The Forum also showcased results from the four-year IBE/ IBRO joint initiative that aims to strengthen educators' understanding and application of credible neuroscientific knowledge to education policy and practice. The IBE/IBRO Science of Learning Fellowship program continues to attract leading scholars interested in cognitive neuroscience and learning. The fourth cohort of three IBRO/ IBE Senior Fellows (from Brazil, Cuba,		- The IBE is building a community of practice of world-renowned scholars and prestigious academic institutions to help develop 21st century education systems that are supported by concrete evidence of how we learn. - Building a scientific groundwork for education and learning has the potential to revolutionize current understanding of learning and to provide an expanded, updated, and potentially useful toolkit to shape educational practice. and policy	○ Top universities and research centers are keen to collaborate with the IBE and are increasingly involved in the IBE knowledge brokerage initiative. ○ Enormous personal and collective efforts have been made by the IBE staff to advance and promote the IBE knowledge brokerage projects. Despite undeniable success, these efforts are on an unsustainable long-term path.

	and France) joined the IBE in October 2019. Two new institutional agreements were signed with: Université Descartes Paris and Western University, respectively. Three new partnerships were initiated, with Cuban Neuroscience Center, Beijing Normal University, and University of Cambridge; institutional agreements are expected to be signed by January 2020.			
Sustain the production of *Prospects* on topics relevant to the IBE's mandate, in English, Arabic, and Mandarin Chinese	The production of Prospects has been sustained, albeit at a slower pace, on topics relevant to the IBE's mandate (e.g., Preventing violent extremism through education; Literacy and SDGs: From agenda to action; etc.) Editions in Arabic and Mandarin Chinese have been regularly published. The high quality and relevance of the latest issues produced have been repeatedly praised by researchers, policy makers, and practitioners alike. The issue on "Literacy and the Sustainable Development Goals: From agenda to action" was featured at several events organized at UNESCO HQ on the occasion of the International Literacy Day (8 September); AERA and CIES conference panels were organized around the special issue on "Dilemmas and hopes for human rights education". The issue on "Preventing Violent Extremism through Education" will be featured at the CIES conference (March 2020). The opening article of the same special issue had more than 2,000 reads in one month (August 2019). The number of Prospects followers on Twitter has vigorously increased (from 14 followers in October 2017, to 572 in November 2019).			
Sustain the production of the IBE book series on topics related to curriculum, learning, and assessment (depending on the availability of funds)	• The production of the IBE on Curriculum, Learning and Assessment series was sustained, with the publication of the book "Improving Early Literacy Outcomes: Curriculum, Teaching, and Assessment". • The book foregrounds the work of more than 40 researchers, most of them living in, and working on,			

	developing countries.			
	• The book was hailed as "an indispensable guide to policy makers, practitioners, educators, and academics working towards the realisation of the UN SDGs" (Pauline Rose, University of Cambridge).			
	• A special session, based on selected chapters, was organized at the CIES conference (San Francisco, April 2019) and attracted considerable interest from the participants.			
Sustain production of the *Educational Practices* series (co-published with the International Academy of Education), on topics relevant to the IBE's mandate and mission (depending on the availability of funds)	The production of the *Educational Practices* series has been sustained, with 2 booklets published in 2019: "Mathematics Anxiety" and "Philosophy for Children". A special session featuring the IBE/ IAE collaboration on the series production will be organized at the Annual AERA [American Educational Research Association] Conference, San Francisco, April 2020. Unsolicited translations of the Educational Practices booklets were made in Greek, Polish, Portuguese, and Spanish.			
Proposed Target	**Reached Target**	**Overall Performance**		
The IBE clearinghouse on the neuroscience of learning library: • At least 10 outputs deposited on the IBE platform	• 33 technical briefs have been developed, externally reviewed, edited, and formatted, and are already deposited on the IBE platform. • 2 blog entries have been published. • 12 technical briefs are under review and will be published in the next few months. • 18 technical briefs will be produced by the end of 2019 (by the IBRO/ IBE Senior Fellows in residence at the IBE). **(EST)**			
• The IBE science of learning initiative: • At least 5 outputs received from current partners • New partnerships	• 5 outputs received from East Normal China University; 1 from James Madison University; 1 from University of Washington; 1 from Temple University. • 2 new institutional agreements were signed and 3			

identified and initiated and at least 2 new institutional agreements signed	more are about to be signed (see above). **(MST)**	**MST**
• *Prospects*: Four issues published (depending on the availability of funds)	• 3 issues of Prospects have been published, one more is under production. Journal issues continued to be translated into Arabic and Mandarin Chinese, at no cost for the IBE. **(PMST)**	
• IBE book series: One book published in the *IBE on Curriculum, Learning and Assessment* series (depending on the availability of funds)	• One book was published: "Improving Early Literacy Outcomes: Curriculum, Teaching, and Assessment" (Edited by Nick Spaull and John Comings). **(MST)**	
• *Educational Practices*: one booklet published (depending on the availability of funds)	• Two booklets were published: "Mathematics Anxiety" and "Philosophy for Children". **(EST)**	

2. Strengthen the IBE's knowledge dissemination function (aligned with SDG4 Target 4.1 and with MLA1 point 10)				
Proposed Activities	**Undertaken Activities**	**Expected Impact**	**Realized Impact**	**Risks & Mitigation**
• Sustain the production of bi-weekly *Alerts*, while adding new themes and providing outreach to subscribers	• Bi-weekly *Alerts* have been regularly produced, with a primary focus on the IBE's core areas of curriculum, learning, teaching, and assessment. • Thematic Alerts related to IBE's work, such as artificial intelligence, the future of education, and the science of learning, were developed and disseminated. • The Alerts have been disseminated through the IBE communication channels and social media. They were also featured and further promoted through UNESCO Global Education Alerts, EdKnowledge, and Aladdin (UNESCO-UIL) services. • The Alerts and Digests, circulated through Twitter and Mailchimp, had a cumulative total of 116 retweets and 532 likes on Twitter, while Mailchimp reached its highest number of IBE contacts in recent years (1,380).	• Strengthen the IBE's standing as a knowledge institution and authority in the areas of curriculum and related matters	By sustaining and amplifying its efforts to disseminate knowledge, the IBE is increasingly recognized as a solid actor in the areas of curriculum and related matters. By enabling access to the Historical Archives and to the Historical Textbook Collections, the IBE creates opportunities for initiatives, ideas, projects and collaborations.	Consultants tied to knowledge dissemination function are on short term contracts, thereby threatening the sustainability of positive results ○ Consultant hired to manage the digitization project was provided with a contract of longer duration and increased responsibilities. Trainees were brought onto projects to ensure continuity. Commencing a second phase of the digitization project will require new partnerships with donors. ○ A proposal was developed and submitted to private donors to start the second phase of the digitization project. Difficulty of securing funds to cover the yearly subscription with TIND ○ The digital library functions according to
• Continue the digitization and quality control of the Historical Textbook Collection	Digitization and quality control of the Historical Textbook Collection and Historical Archives were finalized in May 2019. Quality control and rescanning of the Historical Textbook Collection and Historical Archives have been realized using the most up-to-date digital preservation techniques, to ensure high fidelity digital surrogates of extremely rare educational materials, while safeguarding them for future generations. Two million pages of digital textbooks and archives were quality-assured via rigorous quality control checks. The IBE Historical Archives were efficiently catalogued, preserved, and accessible, according to international standards and the most recent trends in the archival field.			

• 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)	Visibility and outreach were greatly improved via promotional campaigns on social media, increased subscriptions to IBE knowledge products, and exhibitions on the IBE Historical Collections and Archives. Exhibits were organized at the World Congress of Comparative Education Societies (WCCES), Mexico; Comparative and International Education Society (CIES), US; IBRO World Congress of Neuroscience, Korea; and China Education Innovation Expo (CEIE), China. The IBE developed two new on-site exhibitions on rare languages and migration, respectively, both based on materials from the Historical Textbook Collections. An IBE consultant used the Historical Archives to do extensive research on the IBE's involvement in intellectual relief during the Second World War. Subsequently, he made several conference presentations and wrote a journal article on the topic. The main functions of the Documentation Center were sustained, 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. In 2019, the IBE Documentation Center provided more on-site exhibition tours and hosted more on-site researchers and fielded more reference inquiries than in 2017 and 2018 combined – a token not only of the value of the collections, but also of the increased efforts to promote them. IBE collections were promoted via web and social media channels, leading to increased number of patrons and subscribers to IBE knowledge products (see figures below). The electronic version of "A Visual History of the IBE" was finalized and published in September			a yearly subscription with TIND and will require the securing of funds in order to stay functional after 2019. Unfortunately, risk has not been mitigated yet. Difficulty of finding and hiring speakers of the respective languages necessary in completing the inventory of the Historical Textbook Collection ○ A call for short-term appointments was posted on the UNOG and University of Geneva listservs.

	2019 and bolstered by a promotional Twitter campaign.		
• Oversee and quality assure the revision, translations and publication of the *IBE Curriculum Glossary Terminology* (depending on the availability of funds)	An updated edition of the Glossary was finalized and will be published online (see above – Section on Norms and Standard-setting Function).		

Proposed Target	Reached Target	Overall Performance	
• At least 20 bi-weekly *Alerts* and 5 *Digests* produced, with a primary focus on the IBE's core areas of curriculum, learning, teaching, and assessment	• 23 bi-weekly alerts, 6 digests and 2 thematic alerts were produced, published, and disseminated. **(EST)**		
• Finalize Phase I of the IBE digitization project	• The digitization and quality control of the Historical Textbook collection and the IBE Historical Archives (Phase I) have been finalized: - All 4,700 Historical Textbooks targeted for Phase I of the digitization project have been digitized. - The entire Historical Archives: 1925–1969 (297 archival boxes) have been digitized. - Over 2 million pages were quality assured. **(MST)**		
• Launch the TIND public interface	• The TIND public interface was not launched due to budgetary constraints. All the digitized materials are in cold storage until the end of the year. **(NMST)**	**MST**	
• Finalize inventory of the Historical Textbook Collection	• The Inventory is under progress. It has not been finalized yet, given the complexity of the task, budgetary constraints, and the difficulty of finding catalogers in the specific languages required. **(PMST)**		
Promote and disseminate the IBE collections: At least one event organized	• Activities promoting and disseminating the IBE collections (at a glance): - 2 new on-site exhibitions developed;		

	- 16 on-site exhibition tours provided; - 4 exhibitions organized at key global events.	
Sustain the main functions of the Documentation Center	Activities sustaining the main functions of the Documentation Center (at a glance): 108 on-site visits to the Documentation Center; 198 research requests were fielded; 98 new periodicals were catalogued and stored; 8 new documents published on UNESDOC; In addition, the IBE organized new shelving and tagging for the Historical Textbook Collection; restructured shelving and inventory for rare materials; coordinated information deliveries between HQ, external service providers, clients, and the Documentation Center; ensured effective digital preservation and storage for the digital collections; and worked closely with HQ to organize the accessibility of the IBE curriculum, national report and publication digital collections on UNESDOC to replace IBEDOCS. **(EST)**	

3. Reinforce IBE's knowledge management capacity (aligned with SDG4 Target 4.1 and MLA2 point 10)				
Proposed Activities	**Undertaken Activities**	**Expected Impact**	**Realized Impact**	**Risks & Mitigation**
• Sustain the development of IBE portals, to hold and disseminate knowledge created and/or brokered by the IBE (depending on the availability of funds) • Sustain the IBE Learning Series (lectures, workshops on relevant topics), organized at the IBE headquarters and including International Geneva (depending on the availability of funds)	• A Portal for the IBE clearinghouse was developed and is functional. • The Portal will be incorporated into the new IBE website whose IT platform is under development. • The IBE Learning Series continued and enjoyed a record number of attendees (a total of over 300 people). • Two events have been organized, in collaboration with the World Council of Comparative Education Societies (WCCES); and the International Brain Research Organization (IBRO). • These learning events have been opened to International Geneva, with a focus on education attachés of diverse missions.	• The IBE's efficiency at knowledge management improving.	• The IBE's knowledge management capacity and efficiency are expanded and strengthened, through relevant products, such as the Science of Learning Portal and the IBE Learning Series events.	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. ○ In the absence of full-time specialized staff, a KCM project officer managed the Portal and generated news content. The IBE faces a severe shortage of human resources, which could jeopardize the quality and timely delivery of its new IT platform. ○ A junior consultant was hired to support the setting up of the new IT platform.
Proposed Target	**Reached Target**	**Overall Performance**		
• New IT platform developed, with a portal for the IBE clearinghouse • Two Learning Series events for IBE and International Geneva held during the year	• The IBE Science of Learning Portal was developed. **(MST)** • Two Learning Series events were organized: Migration and Comparative Education: Call for (Re)engagement, co-organized with WCCES; and Brain Research and the Future of Education (title TBC), co-organized with IBRO. **(MST)**	**MST**		

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

In 2019, the IBE continued to strengthen and improve its delivery capacity, which is at the heart of building capacity across the Member States and other IBE partners, and of making results sustainable over time. Constant efforts focused on cooperation with distinguished technical partners; investing in, recruiting, training and retaining the very best staff members; and further developing the IBE staff Learning Series. The IBE's external image has vigorously improved, through high-quality publications and services, unified branding and effective communication, as well as through making the IBE's presence felt on the world stage in an effective manner.

1. Enhance the IBE's external image and brand				
Proposed Activities	**Undertaken Activities**	**Expected Impact**	**Realized Impact**	**Risks & Mitigation**
• Sustain the annual publication of the magazine *IBE In Focus*, while strengthening client and partners' voice as well as strategic product placement (depending on the availability of funds)	The publication of IBE In Focus is been sustained. However, due to staff work overload, the 2019 issue will be published electronically and in print by the end of the year. Strategic placement of the magazine remained stable. Under current staff shortage, stable placement is an achievement in and of itself. Far fewer articles are contributed by IBE staff and this shows their increasingly strengthening voice.			
• Improve visibility and the intellectual leadership role of the IBE	The visibility of IBE continues to grow not just in scale but also in terms of the level of recognition and prestige • Keynote and /or plenary addresses were delivered in five global events (CIES, Webit, WCCES, IBRO Congress, WebSummit) and three national ones (China, South Africa and Turkey). This made for a total of eight addressed relative to the targeted 4. • IBE co-sponsored and co-convened the CIES, IBRO Congress, WCCES, and hosted the corporate innovation summit. It also had presidential highlighted sessions at the IBRO Congress and plenary sessions at the CIES and Webit, This made for seven events of global prestige and standing than the targeted two. • The IBE convened the GEM event on migration and education, as well as the WCCES event on the same topic. IBE also became the formal HQ of the WCCES, which is by no means minor. This still surpassed the targeted convening of one event. Two prestigious university/academic institutions; Université Descartes Paris and Western University signed MoUs for technical collaboration as originally targeted.			
• Continue consolidation of the new IBE branding and messaging for IBE across all channels (depending on the availability of funds)	Branding extended to the IBE newsletter which reaches one of its most significant and phenomenally growing network, the GCN. • The branding of brochures and resources packs was deliberately halted until the future mandate and/or focus are clarified by UNESCO governing bodies.			
• Amplify and authenticate the IBE's work through third party endorsement and reciprocate;	• Four third parties (MEKTEBIM, ECOLINT, SITE and RSA/DBE) endorsed the IBE Futures Global Competence Framework and formally adopted it as a reference point for their curricula. ECOLINT sought recognition as an IBE Flagship school and is now sought after by other private schools (Australia, Palestine, Turkey) for similar status. MEKTEBIM chain of 25 private schools			

	sought recognition as IBE-UNESCO STEM Best Practice Schools. Seychelles Institute for Teacher Education (SITE) endorsed IBE's neuroscience courses for teachers and volunteered for developmental piloting of the modules. • These endorsements are not yet reciprocated because all partners are still working toward their sought-after status. But IBE has agreed to collaborate with them towards the attainment of such status.			

Proposed Target	**Reached Target**	**Overall Performance**		
IBE in Focus published, both in print and online, and strategically placed	The 2019 issue published electronically and in print by the end of the year. Strategic placement of the magazine remained stable. **(MST)**.			
Improve visibility and the intellectual leadership role of the IBE • Four keynote addresses in major world events • Play significant role in two international conferences with significant exposure for the IBE (e.g., presidential panels, key sessions, etc.) • Two prestigious university/academic institutions as partners having signed a MoU for collaboration	The IBE continued to play a leadership role on world stages and its visibility continues to grow not just in scale but also in terms of the level of recognition and prestige • Eight Keynote and /or plenary addresses were delivered in global or national events; • Seven IBE co-sponsored/co-convened events of global prestige. • The IBE convened the GEM event and the WCCES event on migration and education. IBE became the formal HQ of the WCCES. • Two prestigious university/academic institutions; Université Descartes Paris and Western University signed MoUs for technical collaboration as originally targeted. **(EST)**	**MST**		

2. Strengthen external communication of the IBE				

Proposed Activities	**Undertaken Activities**	**Expected Impact**	**Realized Impact**	**Risks & Mitigation**
• 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	Implementation of the communication strategy was sustained and the IBE activities were shared through multi-channels including the 8 exhibitions, website and regular web-news, IBE Science of Learning Portal, new BLOG, digitization of archives and historical collection, conferences, magazine, GCN newsletter, conferences, meetings, Twitter, Facebook, Alerts, Digests, and IPRs.	• Membership of Global Curriculum Network increasingly recognized as prestigious.	• The rapid increase of academic institutions of standing that join the GCN attests its recognition as a prestigious professional network	• The risk that a new website may slow engagement with communication channels has not materialized as the website is not yet launched

• Strengthen relevant digital channels including website, forums, social media, blogs, email and visuals	The revamped website to be launched at the end of the year will significantly add to the visibility of the IBE and to communicating its work. Visitations and engagement by mid-November and increase since 2018 is: - IBE work shared in over 12 conferences - IBE exhibited its outputs in 8 prestigious and two less prestigious events - Website visitations 1,034,635 (11 % increase) - 3815 downloads of the three normative papers - Alerts: 1464 subscribers - Prospects: distributed through consortia to over 8000 institutions - The journal readership has consistently grown: from 99,792 downloads in 2016 to 281,112 in 2019 (data available until November 2019) - In Focus: over 3000 hard copies distributed - IPR downloads 26,049 (12 % increase) - Twitter IBE: followers 6404 (30 % increase) - Twitter DIR: followers 5671 (12 % increase) - The IBE digitized over 4,600 historical textbooks, over 500 photographs, and the entire historical archive—1925 to 1969—a total of nearly 2 million pages - 7,344 textbooks and archival dossiers were catalogued.			
Proposed Target	**Reached Target**		**Overall Performance**	
Strengthen relevant digital channels including website, forums, social media, blogs, email and visuals	All digital channels were strengthened and further strengthening of the website is in progress. **(MST)**		**MST**	

3. Sustain efforts to increase and diversify strategic partners for the IBE				
Proposed Activities	**Undertaken Activities**	**Expected Impact**	**Realized Impact**	**Risks & Mitigation**
Resource mobilization aligned with strategic pillars, including partnership building efforts with civic institutions, regional entities, Member State (via voluntary contributions), private sector, and foundations	Effort to increase and diversify partners was sustained	An increase in the number of programs that are financed by and/or undertaken in partnership with diverse partners.		• 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 • Mitigation via successful operationalization of the pillars of the IBE's Resource Mobilization Strategy
Proposed Target	**Reached Target**	**Overall Performance**		
• Each IBE P3 level staffer to bring one new financing partner worth US$ 500K per year for at least two years • Each IBE P4 and P5 level staffer to bring two new financing partners worth US$ 500K or one partner worth US$ 1 million per year for at least two years; • Each D-level IBE staffer to bring two new partners worth US$ 1 million a year for two years	• One P3 level program specialist mobilized US$ 60K relative to the targeted 1 million • The D-level IBE staffer brought 3 new partners over 2018/2019 and mobilized US$ 1.75 million relative to the to the targeted US$ 2 million • In addition US$25K was mobilized by a P4 level staff of the GLO in benefit of IBE	**PMST**		

V.   Budget

SPECIAL ACCOUNT FOR THE INTERNATIONAL BUREAU OF EDUCATION (IBE)

2019

SCHEDULE 1 OF USE OF APPROPRIATIONS AND UNOBLIGATED BALANCE
FOR THE FINANCIAL PERIOD 1st JANUARY to 31st October

October

(Expressed in Dollar US)

APPROPRIATION LINE / PROGRAMME CHAPTER	APPROPRIATIONS										UNOBLIGATED BALANCE (to be obligated)	EXECUTION RATE CURRENT PERIOD*	GLOBAL EXECUTION RATE
	Appropriation approved by council	Appropriation approved by council ajusted	Ressources unreleased or reported or transfered	2018's Unliquidated obligations	Additional Funds	Budget revised	Disbursements	Unliquidated obligations period reporting	Unliquidated obligations futur period	Total Current period			
I. PROGRAMME ACTIVITIES													
I-1 Activities under Expected results I	**1.314.837**	**1.853.376**	**(300.557)**	**62.144**	**25.000**	**1.639.963**	**619.680**	**3.984**	**273.191**	**623.664**	**743.108**	**38.0%**	**54.7%**
CRITICAL & EMERGING ISSUES	**1.214.837**	**1.403.376**	**(275.557)**	**62.144**	**-**	**1.189.963**	**396.225**	**-**	**123.196**	**396.225**	**670.542**	**33.3%**	**43.7%**
Strengthening ECCE curricula to support equity of education quality (DC)	410.000	434.949	-	44.144	-	479.093	68.039	-	35.369	68.039	375.685	14.2%	21.6%
Implementing future competences and ensuring the future-relevance of curricula (ECOLINT)	667.222	667.222	(124.352)	18.000	-	560.870	249.799	-	41.357	249.799	269.714	44.5%	51.9%
Strengthening teacher pre-service and inservice curricula and their implementation (Lao)	137.615	301.205	(151.205)	-	-	150.000	78.387	-	46.470	78.387	25.143	52.3%	83.2%
INNOVATION & LEADERSHIP IN CURRICULUM	**100.000**	**450.000**	**(25.000)**	**-**	**25.000**	**450.000**	**223.455**	**3.984**	**149.995**	**227.439**	**72.566**	**50.5%**	**83.9%**
Advocacy and dialogue for reimbursable TA for innovative national curricula	50.000	50.000	-	-	-	50.000	27.829	-	18.209	27.829	3.962	55.7%	92.1%
Advocacy and dialogue on tailor-made courses fro strengthening technical	50.000	50.000	-	-	-	50.000	-	-	13.020	-	36.980	0.0%	26.0%
International Laboratory School on STEM		350.000	(25.000)	-	25.000	350.000	195.626	3.984	118.766	199.610	31.624	57.0%	91.0%
I-2 Activities under Expected results II	**220.000**	**220.281**	**-**	**169.601**	**10.935**	**400.817**	**300.309**	**8.715**	**50.119**	**309.024**	**41.674**	**77.1%**	**89.6%**
KNOWLEDGE BROKERAGE & MANAGEMENT													
Research & Publications	60.000	60.000	-	11.497	-	71.497	51.225	-	258	51.225	20.014	71.6%	72.0%
Knowledge Brokerage	60.000	60.000	-	43.632	10.935	114.567	63.932	-	42.442	63.932	8.193	55.8%	92.8%
Development of IBE website & Communication	60.000	61.010		10.950	-	71.960	57.679	8.715	581	66.394	4.985	92.3%	93.1%
Text books Project	20.000	8.950		35.582	-	44.532	32.709	-	4.740	32.709	7.083	73.5%	84.1%
IBE Historical Archives Project	20.000	30.321		67.940	-	98.261	94.764	-	2.098	94.764	1.399	96.4%	98.6%
PROGRAMME ACTIVITIES (I)	**1.534.837**	**2.073.657**	**(300.557)**	**231.745**	**35.935**	**2.040.780**	**919.989**	**12.699**	**323.310**	**932.688**	**784.782**	**45.7%**	**61.5%**
II. Governing Board/Gen. Adm./Institutional Dev.													
II-1 IBE Council/Steering Committee	**20.000**	**20.000**	**-**	**9.071**	**-**	**29.071**	**9.723**	**7.786**	**1.557**	**17.509**	**10.005**	**60.2%**	**65.6%**
II-2 General operating costs	**340.000**	**343.887**	**-**	**84.495**	**-**	**428.382**	**284.929**	**58.054**	**44.344**	**342.983**	**41.055**	**80.1%**	**90.4%**
Maintenance of IBE premises	95.000	95.000	-	-	-	95.000	90.222	-	325	90.222	4.453	95.0%	95.3%
Running cost	245.000	248.887	-	84.495	-	333.382	194.707	58.054	44.019	252.761	36.602	75.8%	89.0%
II-3 Director Office	**150.000**	**150.000**	**-**	**32.753**	**287.615**	**470.368**	**362.901**	**35.919**	**19.879**	**398.820**	**51.669**	**84.8%**	**89.0%**
GOVERNINT BOARD, GEN.ADMIN. & INST. DEV (II)	**510.000**	**513.887**	**-**	**126.319**	**287.615**	**927.821**	**657.553**	**101.759**	**65.780**	**759.312**	**102.729**	**81.8%**	**88.9%**
STAFF COSTS (III)	**1.955.698**	**1.967.202**	**-**	**16.767**	**-**	**1.983.969**	**1.275.296**	**4.803**	**61.750**	**1.280.099**	**642.120**	**64.5%**	**67.6%**
TOTAL BUDGET ALLOCATED 2019 (I + II + III)	**4.000.535**	**4.554.746**	**(300.557)**	**374.831**	**323.550**	**4.952.570**	**2.852.838**	**119.261**	**450.840**	**2.972.099**	**1.529.631**	**60.01%**	**69.11%**

Annex 1: SDG 4 and 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