



UNESCO/IBE/C.72/3  
Geneva, 7 November 2022  
Original: English

**SEVENTY-SECOND SESSION OF THE COUNCIL  
OF THE INTERNATIONAL BUREAU OF EDUCATION OF UNESCO**

Geneva, 19 and 20 December 2022

**PROPOSED PROGRAMME OF ACTIVITIES AND BUDGET 2023**



**72<sup>nd</sup> SESSION OF  
THE COUNCIL OF THE UNESCO - INTERNATIONAL  
BUREAU OF EDUCATION**

**Geneva, 19<sup>th</sup> – 20<sup>th</sup> December 2022**

***PROPOSED PROGRAMME OF ACTIVITIES AND BUDGET 2023***



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## Table of acronyms

**ABEGS:** Arab Bureau of Education for the Gulf States

**ACA:** African Curriculum Association

**ADEA:** Association for the Development of Education in Africa

**AI:** Artificial Intelligence

**APCEIU:** UNESCO Asia Pacific Center for International Understanding

**APRACSI:** Asia Pacific Research Association of Curriculum Studies, Inc.

**ARED:** Association de Recherche et Education pour le Développement

**AU:** African Union

**CAMES:** Conseil Africain et Malgache pour l'Enseignement Supérieur

**CEIBAL:** Conectividad Educativa de Informática Básica para el Aprendizaje en Línea (Educational Connectivity/Basic Computing for Online Learning in Uruguay)

**CEMAC:** Central African Economic and Monetary Community

**CCR:** Center for Curriculum Redesign (Switzerland)

**CECC:** Central America Education and Culture Council

**CEMAC:** Central African Economic and Monetary Community

**CIES:** Comparative and International Education Society

**CIPPEC:** Center for the Implementation of Public Policies for Equity and Growth (Argentina)

**CONFEMEN:** Conférence des ministres de l'Education des Etats et gouvernements de la Francophonie

**CPLP:** Community of Portugal Language Countries

**CRESAC:** Centre régional d'évaluation en éducation, environnement, santé et accréditation en Afrique

**ECCAS:** Economic Community of Central African States

**ECCE:** Early Childhood Care and Education

**ECOLINT:** Ecole internationale de Genève

**ECOWAS:** Economic Community of West African States

**ECW:** Education Cannot Wait

**EiE:** Education in Emergencies

**FAO:** Food and Agriculture Organization

**FDFA:** Federal Department of Foreign Affairs, Switzerland

**FENS:** Federation of European Neuroscience Societies

**GCED:** Global Citizenship Education

**GEI:** Georg Eckert Institute for International Textbook Research

**GENE:** Global Education Network Europe

**GPE:** Global Partnership for Education

**HBMSU:** Hamdan Bin Mohammed Smart University (UAE)

**HELA:** Hybrid Education, Learning and Assessment

**HQ:** UNESCO Headquarters

**IBRO:** International Brain Research Organization

**ICESCO:** Islamic World Educational, Scientific and Cultural Organization

**ICT:** Information and Communication Technology

**IDB:** Inter-American Development Bank

**IECD:** UNESCO Institute for Early Childhood Development

**IESALC:** UNESCO International Institute for Higher Education in Latin America and the Caribbean

**IICBA:** UNESCO's International Institute for Capacity Building in Africa

**IIEP:** UNESCO's International Institute for Educational Planning

**IITE:** UNESCO's Institute for Information Technologies in Education



**unesco**

International  
Bureau of Education

**IFEF:** Institute of the Francophonie for Education and Training

**ILO:** International Labour Organization

**LAC:** Latin America and Caribbean

**MGIEP:** UNESCO Mahatma Gandhi Institute of Education for Peace and Sustainable Development

**MTS:** Medium-Term Strategy

**NISSEM:** Networking to Integrate SDG target 4.7 and SEL skills into Educational Materials

**NORRAG:** Network for international policies and cooperation in education and training

**OECD:** Organization for Economic Cooperation and Development

**OEI:** Organization of Ibero-American States for Education, Science and Culture

**OIF:** International Organization of the Francophonie

**OUT:** Open University of Tanzania

**PALOP:** Portuguese speaking African countries

**PDEF:** Decennial Plan of Education and Training, Haiti

**PREAT:** Projet de renforcement de l'éducation et de l'alphabétisation au Tchad

**RBM:** Result-Based Management

**SDC:** Swiss Agency for Development and Cooperation

**SDG:** Sustainable Development Goals

**SEL:** Socio-Emotional Learning

**SoL:** Science of Learning

**SONA:** Society of Neuroscientists of Africa

**STEM:** Sciences, Technology, Engineering and Mathematics

**STEAM:** Sciences, Technology, Engineering, Arts and Mathematics

**TA:** Technical Assistance

**TES:** Transforming Education Summit

**UCAD:** University Cheikh Anta Diop (Senegal)

**UCU:** Catholic University of Uruguay

**UDSN:** University Denis Sassou Nguesso (Congo Brazzaville)

**UEM:** Eduardo Mondlane University

**UIL:** UNESCO's Institute for Lifelong Learning

**UIS:** UNESCO's Institute for Statistics

**UKFIET:** Education and Development Forum

**UNIL:** University of Lausanne (Switzerland)

**UQAM:** University du Quebec a Montreal

**UNITAR:** United Nations Institute for Training and Research

**UNOG:** United Nations Office at Geneva

**UNRWA:** The United Nations Relief and Works Agency for Palestine Refugees in the Near East

**VMU:** Vytautas Magnus University (Lithuania)

**WCCES:** World Council of Comparative Education Societies

**WCECCE:** World Conference on Early Childhood Care and Education

**WFP:** World Food Programme

**WHO:** World Health Organization

## I. Programme Context

This document presents, to the 72<sup>nd</sup> session of the UNESCO International Bureau of Education (UNESCO-IBE) Council, UNESCO-IBE's 2023 Programme of Activities and Budget (the "programme") for review and clearance. The proposed programme is conceived in line with UNESCO-IBE's renewed mandate and functions adopted at UNESCO's 41<sup>st</sup> General Conference in November 2021<sup>1</sup>, notably:

1. To consolidate and synergise the work of UNESCO in curriculum, fostering a forward-looking vision to contribute to equitable and inclusive education and sustainable development for all in the wake of global challenges and societal changes;
2. To build a knowledge base on curriculum, with the most advanced and cutting-edge research and comparative studies, making available methodological tools, curriculum prototypes, and good practices;
3. To develop standard-setting norms and instruments in curriculum that can guide and support Member States in the definition of their public policies and strategies;
4. To respond to the needs of Member States, particularly developing countries, in developing and reforming curriculum through capacity development and technical assistance, and to foster policy dialogue and the sharing of experiences in curriculum development and good practices among Member States;
5. To serve as a platform for networking and intersectoral dialogue on curriculum for the twenty-first century among relevant stakeholders, including relevant international organisations and academic institutions, with a particular focus on the transformative role of education for sustainable development, societal change, and global challenges;
6. To develop training programmes, in collaboration with universities and other relevant stakeholders from different regions of the world; and
7. To preserve the historical archives and documentation of UNESCO-IBE, making them accessible to Member States and the public.

The transformation of curriculum and pedagogy within a systemic, progressive and forward-looking vision of education and education system, has emerged as a worldwide issue within the framework of Transforming Education Pre-Summit (Paris, 28-30 June 2022) and Summit (TES, New York, 16-19 September 2022). Developing countries in particular are embarking on curriculum transformation processes that entail rethinking the purpose and contents of education, enhancing the ways of delivering the curriculum, and strengthening the engagement of teachers and learners as coagents of curriculum. Moreover, during the COVID-19 pandemic, innovative approaches to curriculum and pedagogy, and the diversification of teaching, learning and assessment strategies and processes, have resulted in a rich combination of top-down and bottom-up approaches that yields a strong impact on how curriculum is understood and developed (UNESCO-IBE & Global Education Innovation Initiative, 2021).

In line with UNESCO-IBE's renewed mandate and Medium-Term Strategy (MTS) 2022–2025, UNESCO-IBE's 2023 programme capitalises on the Institute's expertise, achievements, and

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<sup>1</sup> UNESCO, 2020. Future of the International Bureau of Education. 209 EX/12 and Corr. Available at <https://unesdoc.unesco.org/ark:/48223/pf0000373189/PDF/373189eng.pdf.multi>

partnerships, as well as reflections on curriculum transformation under the global circumstances. The 2023 programme will be delivered thanks to the voluntary contribution of one million CHF from Switzerland (unearmarked), over a total of 1.300.000 CHF pledged for the same year. UNESCO-IBE also received one million EUR from the European Union and 470.058 USD from the German Fund-in-Trust for implementation in 2022, but due to their receipt at the end of October 2022, activities will be fully implemented in the first quarter of 2023. The 2023 programme also highlights UNESCO-IBE's ambition to expand its ongoing efforts in resource mobilisation.

The 2023 programme structure follows UNESCO-IBE's Medium-Term Strategy (2022–2025) *programme logic map*, which integrates the following four **Strategic Axes**:

1. **Capacity development**
2. **Knowledge creation and management**
3. **Outreach and advocacy**
4. **UNESCO-IBE's institutional development**

To achieve the expected results, UNESCO-IBE will sustain strong synergies between the four strategic axes. The first three strategic axes are the core of the programme that will cover all UNESCO-IBE's technical interventions. The fourth axis (institutional development) is an enabler that promotes and ensures the necessary conditions for UNESCO-IBE to effectively deliver on its mandate.

The four strategic axes will be implemented through:

1. Tailored technical assistance in systemic curriculum transformation and thematic issues, as well as specialised trainings for national curriculum core teams;
2. Research, knowledge creation and dissemination of a wide range of curriculum studies, training tools, and guidelines for capacity development;
3. Organisation of events to increase awareness, foster policy dialogue on key curriculum issues, as well as active communication of UNESCO-IBE's activities across the Strategic Axes; and
4. Strengthening institutional capacity and sustainability, and positioning UNESCO-IBE as a reliable and forward-looking partner in addressing global and local challenges in education through curriculum transformation.

With reference to UNESCO's Medium Term Strategy 2022–2029 (41 C/4) and Programme and Budget for 2022–2025 (41 C/5), UNESCO-IBE's 2023 programme will contribute to the following two Outcomes and Outputs of the Education Sector:

#### **Outcome 1. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**

- **Output 1. ED6** Resilience, quality, and equity of education systems strengthened to flexibly respond to evolving learning environments and to better deliver on SDG 4 commitments

#### **Outcome 2. Strengthen international coordination for the achievement of SDG 4 and develop the global education agenda based on research, foresight, and innovation**

- **Output 2. ED9** Education and learning reimagined through interdisciplinary research, foresight, and public policy debate



## II. Strategic Axes

### Strategic Axis I. Capacity Development

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Capacity development is one of the core functions of UNESCO-IBE's mandate, which is premised on responding to Member States' needs in curriculum development and transformation processes. As stated in UNESCO-IBE's Medium-Term Strategy (2022–2025), the road to expanding and improving learning opportunities, processes and outcomes lies in the capacity of individual countries to formulate, implement, monitor and improve the curriculum, in consonance with national aspirations and global trends.

UNESCO-IBE's efforts in improving national and institutional capacities will target key curriculum actors, particularly those working within ministries of education (MoEs; curriculum departments, directorates) and affiliated institutions, such as national curriculum institutes, teacher education institutions, national assessment/examination boards, inspectorates, textbook commissions and producers.

UNESCO-IBE's technical interventions will also focus on improving the quality, coherence, and articulation of functional frameworks to guide curriculum processes. This entails an endogenous process that (a) builds on domestic realities, capacities, needs, practices, and resources; (b) is anchored in national cultures and aspirations, and (c) proposes context-relevant options and approaches, within a global understanding of education. As stated in the Youth Declaration on Transforming Education (2022), it is important to “decolonise and democratise knowledge production, pedagogy, and learning by improving and mandating curricula that dismantle colonial, racist, misogynistic, and other discriminating attitudes, as well as recognizing the value of indigenous and local knowledge”.

UNESCO-IBE will draw on UNESCO's internal expertise, and further mobilise international, regional, and local expertise to reinforce its country-level interventions. Particular attention will be given to multi-year cooperation programmes acting on multiple levers for quality education, as well as cross-cutting themes, such as hybrid education, climate change education, health, well-being and nutrition education, multilingual education, physical education and values, early childhood education, etc., all of which will contribute to beneficiary countries' progress on the SDG Agenda.

UNESCO-IBE's interventions will be structured around two sub-axes:

#### Sub-axis I.1. Technical Assistance (TA) and Cooperation

TA will involve the provision of on-demand support to beneficiary countries to develop capacities at the national and local levels. In line with expressed needs and the implementation context, TA will entail a continuum of intervention modalities and approaches, from long-term technical cooperation and capacity development to short-term support, such as curriculum reviews, hands-on coaching, etc.

In order to build upon the know-how that developing countries have acquired during the pandemic, and give effect to the TES's six Calls to Action and the Gateways to Public Digital Learning, which are attached as annexes (UNESCO, 2022), clusters of countries can exchange expertise and collaborate to address common challenges in democratising learning opportunities, processes, and outcomes. For instance, they can address issues relating to foundational literacies, green education and curriculum, digital technologies and hybrid modes of education, and engage in intergenerational dialogues on transforming education and curriculum.

The TA activities are organised according to their status of advancement and funding arrangements, in the following terms:

1. **Confirmed:** ongoing multi-year projects with agreements in hand or about to be finalised;
2. **Under negotiation:** implementation agreements under preparation and discussion;
3. **Exploratory phase:** initial discussions, with concept notes under preparation.

## Sub-axis I.2. Training

Training will meet UNESCO-IBE's core objective of developing a critical mass of curriculum experts that can impact on the quality of education in the long run. This implies three training modalities:

1. **Regional Master's/Diploma programmes in Curriculum**, partnered with universities, intended for curriculum developers, specialists, scholars, teacher educators, teachers, inspectors, examination officers, as well as educational planners and policymakers at the local, national and regional levels;
2. **A Certified Training Course** hosted by UNESCO-IBE, intended for curriculum experts and actors in MoEs and affiliates;
3. **UNESCO-IBE Summer School**, intended for senior officials in MoEs and affiliates responsible for curriculum and related matters.

In summary, in 2023, UNESCO-IBE's strategic intent for capacity development focuses on:

1. Providing TA upon request, or pursuing ongoing TA activities or discussions;
2. Supporting the implementation of Regional Master's/Diploma programmes in Curriculum with partner universities, including the development of new regional Master's programmes;
3. Developing UNESCO-IBE's new training course in curriculum; and
4. Implementing UNESCO-IBE's annual Summer School in Curriculum.

The outcomes of the Strategic Axis I will be measured by the following Indicators, according to the MTS's Result Framework:

**Outcome 1: Member States develop endogenous curricula, attuned to the SDG Agenda**

Indicators	Targets 2023 as per MTS Result Framework	Results 2023 as planned
Indicator 1. Number of curricular documents that UNESCO-IBE co-developed with ministries and affiliates that reflect at least 50% of the features of an endogenous curriculum	4	At least 5
Indicator 2. Percentage of curriculum functional frameworks co-developed with ministries and affiliates that are responsive to SDG 4 topics and targets (notably SDG 4.7), and responsive to crisis contexts when appropriate	60%	80%
Indicator 3. Weight of the various regions in UNESCO-IBE's country-level TA and capacity development portfolio, including share of countries in fragile and conflict-affected settings	At least 50% in Africa; at least 25 % in fragile and conflict-affected countries	Over 50% in Africa, including fragile and conflict-affected countries
Indicator 4. Number of persons benefitting (whether enrolled or completing) from UNESCO-IBE-supported Master's training in curriculum	75 benefitted (10 completed, 65 enrolled)	Over 75 benefitted
Indicator 5. Number of curriculum professionals operating within ministries and affiliates who complete UNESCO-IBE training courses and/or coaching sessions	115	Over 115
Indicator 6. Beneficiaries' satisfaction with UNESCO-IBE courses and/or coaching sessions	80%	80%
Indicator 7. Templates of functional frameworks available	4	At least 4
Indicator 8. Number of UNESCO-IBE technical projects that support countries' use of curriculum functional frameworks	5	At least 5

**Outcome 2: Key curriculum agents interact in a manner conducive to an adequate roll-out and implementation of curriculum**

Indicators	Targets 2023 as per MTS Result Framework	Results 2023 as planned
Indicator 10. Percentage of key curriculum agents involved in UNESCO-IBE projects who express a better understanding of the need to improve interactions between/ within ministries and affiliates ahead of curriculum implementation	70%	80%
Indicator 11. Number of technical projects through which UNESCO-IBE supports interactions between ministries and affiliates in support of curriculum implementation	3	At least 5

**Outcome 3: Member States can identify the areas for the improvement of their national curriculum in terms of alignment and quality**

Indicators	Targets 2023 as per MTS Result Framework	Results 2023 as planned
Indicator 17. Number of projects through which UNESCO-IBE supports the development of curriculum diagnostic practices	2	At least 5

### Sub-axis I.1. Technical Assistance and Cooperation

Programme Status	Activities	Outputs	Target beneficiaries	Key implementation partners	
				UNESCO	External
Confirmed technical assistance to Member States upon request, in line with UNESCO-IBE's three curriculum pillars: curriculum development, implementation, and evaluation	1. Provide tailored trainings in curriculum processes and issues to national curriculum teams, with a special focus on African countries (Burkina Faso, Burundi, Cameroon, Central African Republic, Congo Brazzaville, Côte d'Ivoire, DRC, Guinea Bissau, Guinea Conakry, Mali, Niger, South Sudan, Togo)	1. National curriculum core teams (25-60 agents per country) trained in Burkina Faso, Burundi, Cameroon, Central African Republic, Congo Brazzaville, Côte d'Ivoire, DRC, Guinea Bissau, Guinea Conakry, Mali, Niger, South Sudan, Togo, etc.	<p><b>Africa:</b> Angola, Burkina Faso, Burundi, Cameroon, Central African Republic, Chad, Congo Brazzaville, Côte d'Ivoire, DRC, Djibouti, Guinea, Guinea Bissau, Guinea Conakry, Liberia, Mali, Mauritania, Niger, Senegal, South Sudan, Togo, etc.</p> <p><b>LAC:</b> Costa Rica, Dominican Republic, El Salvador, Haiti, Honduras, Guatemala, Nicaragua, Panama and Uruguay</p> <p><b>Institutions:</b> International School of Geneva (ECOLINT)</p>	<p><b>UNESCO HQ:</b> Division for Policies and Lifelong Learning System, Education 2030, Peace and Sustainable Development, Future of Learning and Innovation</p> <p><b>UNESCO field offices:</b> Angola, Brazzaville, Dakar, Kinshasa, Juba, Nairobi, Port-au-Prince, N'Djamena, Santiago, San Jose, Yaoundé</p>	<p>MoEs, national curriculum institutions, ACA, African Union, CEIBAL, CECC, CONFEMEN, Dubai Cares, ECCAS, GPE, UNESCO-IBE's partner universities, ICESCO, Swiss Development and Cooperation Department, UN Sister Organisations (WFP, WHO, UNICEF, UNODC, UN Women), Relevant UNESCO Chairs</p>
	2. Implement the education transformation Programme in Angola (an international conference on curriculum reform and transformation, curriculum diagnosis, capacity development for MoE, National Curriculum Framework, etc.)	2. Multiple TA activities implemented in Angola within the Technical Support Programme signed with the country			
	3. Implement the curriculum-related project in support of the Decennial Plan of Education and Training (PDEF) in Haiti (curriculum diagnosis, curriculum reform, capacity development for MoE, etc.) and the promotion of Creol as medium of instruction	3. Multiple TA activities implemented in Haiti within the Technical Support Programme signed with the country			
	4. Implement the curriculum-related components of the PREAT in Chad (tools, guidelines, national capacity development, national curriculum framework, etc.)	4. Curriculum-related components of the PREAT implemented in Chad			

	<p>5. Implement a cooperation agreement in support of curriculum reform and national capacity development in Guinea Conakry</p> <p>6. Implement curriculum condensation in at least three countries (among Angola, Chad, Côte d'Ivoire, Guinea Bissau, Haiti, Mali, Niger)</p> <p>7. Validate a feasibility study on the introduction of national languages in education in Guinea Bissau</p> <p>8. Strengthen peer learning and cooperation between African and LAC countries on curriculum transformation across educational levels:</p> <ul style="list-style-type: none"> <li>• One study visit from three African countries to Uruguay's CEIBAL programme on mainstreaming educational technology across schools, and to UNESCO Chair on Hybrid Learning on curriculum issues</li> <li>• One interregional sharing on curriculum in emergency and condensed curriculum between African and Central American countries in one of the Sahel countries (in-situ or virtual mode)</li> </ul>	<p>5. TA provided the Guinea Conakry in support of curriculum reform</p> <p>6. Curriculum condensation implemented in at least three countries</p> <p>7. Feasibility study report and roadmap for the introduction of national languages in Guinea Bissau</p> <p>8. Peer learning and cooperation strengthened</p>		<p><b>UNESCO institutes:</b> IICBA, IIEP, IITE</p>	
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	<p>9. Implement UNESCO-IBE flagship initiative HELA across regions with a focus on Africa</p> <ul style="list-style-type: none"> <li>• TA to at least five African countries on HELA implementation</li> <li>• Three trainings for Central and West African countries on HELA</li> </ul> <p>10. Implement the project "<i>Promoting Sport Values through their introduction in Physical Education teacher curricula in Africa</i>" to contribute to TES Call to Actions</p> <p>11. Continue implementing UNESCO-IBE-International School of Geneva (ECOLINT) project agreement in support of the school's curriculum enhancement</p>	<p>9. HELA initiative further pursued to contribute to TES "<i>Call to Action: Assuring and improving quality public digital learning for all</i>"</p> <p>10. Sport Values initiative further pursued in three countries, of which at least one in Africa</p> <p>11. Agreed activities implemented with ECOLINT including study visits, conferences, co-publications</p>			
<p><b>Advanced discussions with beneficiaries and financial, technical partners to initiate TA activities</b></p>	<p>1. Finalise, validate and mobilise resources for the implementation of a multi-year curriculum transformation and cooperation programme in South Sudan, focusing on eight programme areas (competency-based approach, accredited training, multilingual education, use of ICT, teacher education curriculum, national curriculum centre, early childhood education and curriculum, teacher education institutions)</p> <p>2. Provide TA for Health, Well-being and Nutrition Education in Western and Central African countries</p>	<p>1. A multi-year curriculum transformation and cooperation programme finalised, validated and signed with South Sudan to frame cooperation; resource mobilisation initiated</p> <p>2. TA activities agreed and implemented for Health, Well-being and Nutrition Education</p>	<p>CPLP Countries: Angola, Brazil, Cape Verde, Guinea Bissau, Equatorial Guinea, Mozambique, Portugal, Sao Tomé-et-Principe, Timor Leste</p> <p>Liberia, South Sudan</p>	<p><b>UNESCO HQ</b></p> <p><b>UNESCO field offices:</b> Juba, Nairobi</p>	<p>UN Sister agencies (UNICEF, UNHCR, etc.), African Development Bank, bilateral development and cooperation departments</p>

	<ol style="list-style-type: none"> <li>3. Validate and launch a project for Education in Emergencies in the Community of Portuguese Language Countries (CPLP)</li> <li>4. Support early childhood curriculum development and implementation in Liberia</li> </ol>	<p>in Western and Central African countries</p> <ol style="list-style-type: none"> <li>3. A project for Education in Emergencies in the Community of Portuguese Language Countries (CPLP) finalised</li> <li>4. Support actions agreed and implemented for early childhood curriculum in Liberia</li> </ol>			
<p><b>Exploratory exchanges with beneficiaries and partners on TA activities</b></p>	<ol style="list-style-type: none"> <li>1. Continue initial conversations with potential beneficiaries of TA (Cameroon, Comoros, Kenya, Jamaica, Laos, Lithuania, Madagascar, Mongolia, Oman, Palestine, Uganda, Uzbekistan, Zambia, etc.)</li> <li>2. Conduct a feasibility study on the creation of UNESCO-IBE antennas in Central and West Africa</li> </ol>	<ol style="list-style-type: none"> <li>1. TA needs further identified, and actions planned</li> <li>2. Feasibility study and recommendations produced on the creation of UNESCO-IBE antennas in Central and West Africa to inform decisions</li> </ol>	Member States	<p><b>UNESCO HQ:</b> Division for Policies and Lifelong Learning System</p> <p><b>UNESCO field offices</b></p>	Regional economic communities



## Sub-axis 1.2. Training

Programme areas	Activities	Outputs	Target beneficiaries	Key implementation partners	
				UNESCO	External
<b>Regional Master's programmes</b>	<ol style="list-style-type: none"> <li>1. Sustain support to four partner universities in the delivery of Regional Master's in Curriculum: Open University of Tanzania (OUT), Hamdan Bin Mohammed Smart University (HBMSU, UAE), Vytautas Magnus University (VMU, Lithuania), Catholic University of Uruguay (UCU)</li> <li>2. Support the launching and implementation of a new Master's at Université Cheikh Anta Diop (UCAD, Senegal for ECOWAS countries) and the enrolment of students</li> <li>3. Support the development of additional new Master's in Curriculum at University Denis Sassou Nguesso (UDSN, Congo Brazzaville for CEMAC countries) and at Eduardo Mondlane University (UEM, Mozambique for CPLP countries)</li> <li>4. Support the creation of a joint microprogram at Master's level in Curriculum with the University du Québec à Montréal (UQAM, Canada, intended for 2024/25)</li> </ol>	<ol style="list-style-type: none"> <li>1. Regional Master's delivery or accreditation process monitored and needs for technical support met</li> <li>2. The new francophone Master's launched at UCAD, Senegal, students enrolled and course modules being delivered</li> <li>3. The new Master's at UDSN, Congo Brazzaville ready for accreditation; the new Master's at UEM, Mozambique under advanced preparation (training materials translated, course proposal drafted, etc.)</li> <li>4. Progress made on the creation of a joint microprogram at Master's level with UQAM, Canada</li> </ol>	<p>Member States</p> <p>Curriculum actors and scholars in Member States in the Arab region, Africa (East, West, Central), Central-East Europe and Central Asia, Latin America and the Caribbean</p> <p>Master's scholarships: Ministry of Education (Chad, etc.)</p>	<p><b>UNESCO HQ:</b> Policies and Lifelong Learning System, Higher Education</p> <p><b>UNESCO field offices:</b> Beirut, Brazzaville, Dar es Salaam, Dakar, Montevideo, Maputo, Nairobi, Yaoundé</p> <p><b>UNESCO institutes:</b> IICBA</p>	<p>UNESCO-IBE's partner universities</p> <p>IFEF (OIF), CONFEMEN</p> <p>ACA</p> <p>Regional economic communities</p> <p>UNESCO Chairs on curriculum</p>

	<ol style="list-style-type: none"> <li>5. Validate and implement UNESCO-IBE's Quality Assurance (QA) tools for the Regional Masters</li> <li>6. Enable peer-learning through an annual Master's Partner Meeting on the courses' content, modalities, quality assurance and sustainability</li> <li>7. Implement existing agreements on designated scholarships</li> </ol>	<ol style="list-style-type: none"> <li>5. UNESCO-IBE's Quality Assurance (QA) tools for the Regional Masters validated and implemented</li> <li>6. Annual Master's Partner Meeting organised, peer-learning enabled</li> <li>7. At least four Ministry executives enrolled in one of the Master's programmes (Chad, etc.)</li> </ol>			
<b>UNESCO-IBE's Certified Training Course</b>	Conduct a feasibility study on the UNESCO-IBE Certified Training course on Curriculum	Feasibility study on the UNESCO-IBE Certified Training course on Curriculum completed	Curriculum experts and actors working in MoEs and affiliates in UNESCO Member States	<b>UNESCO HQ</b> <b>UNESCO field offices</b>	African Union and regional economic communities, UNESCO-IBE's partner universities, other education institutions
<b>UNESCO-IBE Summer School</b>	Design, develop and organise UNESCO-IBE's first annual Summer School on "Challenges and strategies to address climate change in curriculum" in Jamaica for Central America and Caribbean countries	UNESCO-IBE's first annual Summer School implemented	Senior cadres in MoEs and affiliates responsible for curriculum matters in UNESCO Member States	<b>UNESCO HQ</b> <b>UNESCO field offices:</b> Kingston, Costa Rica	ACA, ADEA, APRACSI, CONFEMEN, ECCAS, ECOWAS, IFEF (OIF)

## Strategic Axis II. Knowledge Creation and Management

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“The crisis in education requires us to fundamentally rethink its purpose and curricula” (Vision Statement by the UN Secretary General at TES, 2022). The transformation of the curriculum contents and strategies is key to effectively transforming education, as it cements the foundations and strengthens the capacities for forging more sustainable, inclusive, fair, pacific and resilient futures. As the worldwide leading UNESCO institute on curriculum, learning and related issues, UNESCO-IBE plays a significant role in supporting Member States in curriculum renewal processes with a systemic and holistic understanding of learners and learning.

Knowledge creation and management unifies UNESCO-IBE's functions as a laboratory of ideas, clearinghouse, and standard setter. As per UNESCO-IBE's Medium-Term Strategy, knowledge creation and management are part of the research and development (R&D) cycle. This implies that UNESCO-IBE's knowledge creation and management activities contribute to informing capacity development, advocacy, and outreach actions, and vice versa. UNESCO-IBE will firm up its quality assurance (QA) mechanism for its publications (other than those subject to external double-blind peer review), engaging highly qualified experts from different regions.

Under this strategic axis, UNESCO-IBE's work will be organised around three interlinked sub-axes:

### Sub-axis II.1. Research and Foresight Capacity

UNESCO-IBE's research will document and lead discussions on relevant issues related to curriculum transformation as well as transversal themes. This area of work will mainly consist of state-of-the-art papers, literature reviews, book-length publications, think pieces, articles, research and practices briefs, as well as normative documents focusing on three lines of research:

1. **Curriculum policy reviews**, which will constitute a clearinghouse containing comprehensive information about curriculum policies in each Member State, to inform research, decision making, and international comparisons;
2. **Emerging trends and issues**, focusing on the four pillars of learning, pedagogical approaches, climate change education, multilingual education, health, well-being and nutrition education, Education in Emergencies (EiE), teacher education curriculum, Early Childhood Education curriculum, and other critical issues;
3. **Science of Learning (SoL)**, focusing on the implications of progress made in neuroscience for quality learning and curriculum;
4. **Hybrid Education, Learning and Assessment (HELA)**, to give effect to the TES Call to action “*Assuring and improving quality public digital learning for all*” and the Gateways to Public Digital Learning. Specifically UNESCO-IBE will contribute to the Call to Action Key #1

*“Content: High quality, curriculum-relevant digital teaching and learning content must be made available to all students learners, teachers and caregivers through digital learning platforms”.*

## Sub-axis II.2. Development of Capacity Development Tools

In addition, UNESCO-IBE will develop a set of **tools and guidelines** to inform its work in capacity development for Member States, based on the Institute’s accumulated knowledge and experience from R&D, fieldwork, and observations of needs. In 2023, UNESCO-IBE will sustain the development of a series of Training Modules and Step-by-Step Guides for Curriculum Reform, as add-ons to UNESCO-IBE’s Curriculum Resource Packs. These are critical toolboxes that will provide Member States with conceptual guidance and practical tools to lead curriculum processes and address cross-cutting themes in curriculum transformation.

## Sub-axis II.3. Documentation Centre

UNESCO-IBE Documentation Centre will continue to increase its reach and impact, by substantially intensifying awareness of, access to, and engagement with its collections and activities. The digitisation website and public interface will be maintained and continuously updated, to enable free online access to UNESCO-IBE historical collections. Access to UNESCO-IBE’s physical collections for researchers, especially those from developing countries, will be facilitated through short-term fellowships. UNESCO-IBE will also continue to develop a Learning Outreach programme – a collaboration between UNESCO-IBE and other organisations, to explore the historical collections with institutions and community groups across the world, with a focus on International Geneva.

In summary, in 2023, UNESCO-IBE's strategic intent for knowledge creation and management will focus on:

1. Establishing a clearinghouse for curriculum policies to inform educational research and decision-making;
2. Sustaining the production and dissemination of knowledge on curriculum trends and issues, the Science of Learning, and HELA;
3. Developing, producing, and updating tools and guidelines for capacity development;
4. Preserving, digitising, and promoting UNESCO-IBE's historical collections.

The outcomes of Strategic Axis II will be measured by the following Indicators, according to the MTS's Result Framework:

**Outcome 2: Key curriculum agents interact in a manner conducive to an adequate roll-out and implementation of curriculum**

Indicators	Targets 2023 as per MTS Result Framework	Results 2023 as planned
Indicator 9. Percentage of key curriculum agents involved in UNESCO-IBE projects who express readiness to use alignment tools and processes for curriculum implementation	70%	80%
Indicator 12. Guidance and template rules of engagement in support of curriculum implementation available	4	At least 6
Indicator 13. Alignment tools for implementation (textbook specifications, curriculum implementation guidelines, etc.) available	2	At least 6

**Outcome 3: Member States can identify the areas for the improvement of their national curriculum in terms of alignment and quality**

Indicators	Targets 2023 as per MTS Result Framework	Results 2023 as planned
Indicator 14. Percentage of curriculum agents involved in UNESCO-IBE projects who express readiness to use UNESCO-IBE's curriculum diagnostic approach and tools	70%	80%
Indicator 15. Percentage of curriculum agents involved in UNESCO-IBE projects who express better understanding of the usefulness of improved curriculum diagnosis	70%	80%
Indicator 16. Packaged, user-friendly guide on curriculum diagnostic available	1	1

**Outcome 4: UNESCO-IBE'S constituency is aware of critical issues conducive to successful curriculum transformation and reform**

Indicators	Targets 2023 as per MTS Result Framework	Results 2023 as planned
Indicator 23. Number of new knowledge products published annually	24	Over 30

## Sub-axis II.1. Research and Foresight Capacity

Programme areas	Activities	Outputs	Target beneficiaries	Key implementation partners	
				UNESCO	External
<b>Curriculum Policy Reviews</b>	<ol style="list-style-type: none"> <li>1. Prepare a concept paper for UNESCO-IBE's Curriculum Policy Reviews collection</li> <li>2. Launch UNESCO-IBE's Curriculum Policy Reviews collection and processing</li> </ol>	<ol style="list-style-type: none"> <li>1. Concept paper for UNESCO-IBE's Curriculum Policy Reviews collection prepared</li> <li>2. UNESCO-IBE's Curriculum Policy Reviews collected and processed for at least three countries</li> </ol>	Member States, policy makers, planners, curriculum specialists, pedagogical advisors, teacher trainers, teachers, assessment officers, researchers, other practitioners	<p><b>UNESCO HQ</b></p> <p><b>UNESCO institutes</b></p> <p><b>UNESCO field offices</b></p>	MoEs, ACA, ADEA, APRACSI, UNESCO-IBE's partner universities, relevant UNESCO Chairs, University of Geneva
<b>Emerging trends and critical issues</b>	<ol style="list-style-type: none"> <li>1. Continue the production of Prospects on relevant topics (in Eng, Ara, Chi)</li> <li>2. Sustain the production of UNESCO-IBE <i>book series</i> on relevant topics</li> <li>3. Continue the co-production of the <i>Educational Practices series</i></li> <li>4. Produce at least three friendly knowledge kits to support curriculum and pedagogical transformation and give effect to TES follow-up: <ul style="list-style-type: none"> <li>• Endogenous and inclusive curriculum</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Four issues of Prospects published</li> <li>2. One book published in UNESCO-IBE <i>on Curriculum, Learning and Assessment Series</i></li> <li>3. One booklet published in digital and print in the <i>Educational Practices series</i></li> <li>4. Three friendly knowledge kits on curriculum and pedagogical transformation produced</li> </ol>	Member States, policy makers, planners, curriculum specialists, pedagogical advisors, teacher trainers, teachers, assessment officers, researchers, other practitioners	<p><b>UNESCO HQ:</b> Division of Future of Learning and Innovation, Education for Sustainable Development, Policies and Lifelong Learning and Education 2030, UNESCO Science Sector</p>	MoEs, ACA, ADEA, APRACSI, Brill/Sense Publishers, CIES, UNESCO-IBE's partner universities, ICESCO, International Academy of Education, NORRAG, OECD, Springer Nature Publishers,

	<ul style="list-style-type: none"> <li>• Current issues relating to curriculum and learning (e.g. inclusive education, GCED, STEAM)</li> <li>• Innovative curriculum case studies from different regions</li> </ul> <p>5. Produce a series of studies:</p> <ul style="list-style-type: none"> <li>• An interregional study on ESD and climate change education in secondary science and social science curricula as contribution to TES “<i>Call to Action: Getting every learner climate-ready</i>”</li> <li>• A study on the harmonisation of teacher education curricula in West Africa</li> <li>• Critical analysis of the implication of Youth in curriculum processes and recommendations for improvement (one case study per region)</li> <li>• A comparative study on ECCE Curriculum in five countries across regions in the light of global issues (climate change, values, etc.)</li> <li>• An action-research to address ECCE professional practices, in alignment with ECCE Curriculum</li> </ul>	<p>5. A series of studies produced</p>		<p><b>UNESCO institutes:</b> IICBA, IIEP, IITE, MGIEP, UIL, UIS</p> <p><b>UNESCO field offices</b></p> <p><b>UNESCO publications centre in Cairo</b></p>	<p>UKFIET, UN Sister agencies, relevant UNESCO Chairs, University of Geneva, WCCES</p>
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<p><b>Science of Learning (SoL)</b></p>	<ol style="list-style-type: none"> <li>1. Continue to develop technical briefs on the neuroscience of learning, with implications for quality learning and curriculum development</li> <li>2. Maintain and regularly update UNESCO-IBE SoL portal, through new contributions and partnerships</li> <li>3. Organise one event on the neuroscience of learning, with international participation</li> <li>4. Publish a study on recent developments in the SoL, with the potential to contribute to education policies and practices</li> </ol>	<ol style="list-style-type: none"> <li>1. At least 10 technical briefs developed</li> <li>2. UNESCO-IBE SoL Portal maintained and continuously updated with new contributions</li> <li>3. At least one UNESCO-IBE event on the neuroscience of learning organised</li> <li>4. One SoL study produced, to inform education stakeholders about cutting-edge technological and scientific advances</li> </ol>	<p>Researchers, policy makers, curriculum specialists and practitioners, teacher trainers, teachers, students, and parents</p>	<p><b>UNESCO HQ:</b> Division of Future of Learning and Innovation, Health and Education</p> <p><b>UNESCO institutes:</b> IICBA</p> <p><b>UNESCO field offices</b></p>	<p>IBRO and leading research centres on the neuroscience of learning, FENS, SONA</p>
<p><b>HELA</b></p>	<ol style="list-style-type: none"> <li>1. Publish UNESCO-IBE global policy and technical brief "<i>Hybrid Education, Learning, and Assessment (HELA): Frameworks and Developments</i>" in four languages (Ara, Eng, Fre and Spa) to support Member States in designing and implementing HELA</li> <li>2. Validate the results of a study on distance learning assessment and produce recommendations on the topic</li> </ol>	<ol style="list-style-type: none"> <li>1. HELA global policy and technical brief published to contribute to the TES "<i>Call to Action: Assuring and improving quality public digital learning for all</i>" across regions with a focus on Africa</li> <li>2. Recommendations on distance learning assessment produced</li> </ol>	<p>Member States, researchers, policy makers, curriculum specialists, pedagogical advisors, teacher trainers, teachers, other practitioners</p>	<p><b>UNESCO HQ:</b> Future of Learning and Innovation</p> <p><b>UNESCO field offices</b></p> <p><b>UNESCO institutes:</b> IITE</p>	<p>MoEs, CRESAC, UNESCO-IBE's partner universities, ECOLINT, foundations, UN Sister agencies, relevant UNESCO Chairs</p>

## Sub-axis II.2. UNESCO-IBE's Capacity Development Tools

Programme areas	Activities &	Outputs	Target beneficiaries	Key implementation partners	
				UNESCO	External
<b>Tools and guidelines</b>	<ol style="list-style-type: none"> <li>Develop (or translate if applicable) a series of additional UNESCO-IBE training modules: <ul style="list-style-type: none"> <li>Processes and tools for curriculum transformation</li> <li>Curriculum diagnosis</li> <li>Integrating Health, Well-being and Nutrition Education in the curriculum</li> <li>Teachers' and trainers' competencies for Health, Well-being and Nutrition Education</li> <li>Training teachers in curriculum</li> <li>Teacher education curriculum frameworks</li> <li>ECCE</li> </ul> </li> <li>Produce a series of Step-by-Step guides on curriculum: <ul style="list-style-type: none"> <li>ECCE Curriculum</li> <li>Curriculum reform</li> <li>Multilingual curriculum</li> <li>Health, well-being and nutrition promoting school</li> <li>Promotion of creativity and entrepreneurship in primary curricula</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>A series of additional training modules developed (or translated into more languages)</li> <li>A series of Step-by-Step guides on curriculum</li> </ol>	Ministries of Education  National and regional education / curriculum institutions  Local authorities  Partner universities  Researchers  Policy makers  Curriculum specialists  Pedagogical advisers  Teacher trainers  Other practitioners  Civil society  Parents	<b>UNESCO HQ:</b> Division for Policy and Lifelong Learning Systems, Education for Inclusion and Gender Equality, GCED, ASPnet  <b>UNESCO field offices</b>  <b>UNESCO institutes:</b> APCEIU, IICBA, UIL	ACA, ADEA, APRACSI, CEMAC, CONFEMEN, GENE  African Development Bank, IDB, UN Sister Agencies  Aga Khan Academies, CCR, Early Childhood Virtual University, UNESCO-IBE's partner universities, national teacher education institutes, relevant UNESCO Chairs, University of Geneva, University of Manchester

	<p>3. Produce a series of guidelines on curriculum:</p> <ul style="list-style-type: none"> <li>• Mainstreaming Green and Blue Education in the curricula</li> <li>• Green, Blue, STEM, and values awareness in ECCE curriculum</li> <li>• Elaborating curriculum for Education in Emergencies</li> <li>• Developing pedagogical components of the General History of Africa by age group in local languages</li> </ul> <p>4. Co-produce with UIL a lifelong learning ecosystems toolbox that supports ECCE curriculum</p>	<p>3. A series of guidelines produced</p> <p>4. Lifelong learning ecosystems toolbox that supports ECCE curriculum produced, empowering parents and local communities</p>			
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### Sub-axis II.3. Documentation Centre

Programme areas	Activities	Outputs	Target beneficiaries	Key implementation partners	
				UNESCO	External
<b>The UNESCO-IBE historical collections</b>	<ol style="list-style-type: none"> <li>1. Maintain and update the digitisation website/ public interface, to enable free online access to the UNESCO-IBE historical collections</li> <li>2. Continue the digitisation and quality control of the Historical Textbook Collection</li> <li>3. Offer short-term fellowships to provide researchers, especially from developing countries, with access to the UNESCO-IBE digital and physical collections</li> <li>4. Launch UNESCO-IBE Learning Outreach initiative, to enable further exploration and promotion of the UNESCO-IBE collections</li> <li>5. Participate in global events to promote the UNESCO-IBE collections</li> <li>6. Develop UNESCO-IBE Learning Series (lectures, workshops) in Geneva, involving International Geneva, to disseminate the UNESCO-IBE collections and encourage high quality research on related topics</li> </ol>	<ol style="list-style-type: none"> <li>1. TIND public interface/ cold storage/digital collections maintained and updated</li> <li>2. At least 100 historical documents/ textbooks digitised</li> <li>3. At least 2 Fellowships awarded</li> <li>4. The Learning Outreach conceptual document produced and shared widely</li> <li>5. At least two global events attended, to disseminate UNESCO-IBE collections</li> <li>6. At least two UNESCO-IBE Learning Series (Open House, academic symposia, etc.) organised, to promote UNESCO-IBE collections</li> </ol>	<p>Researchers</p> <p>Policy makers</p> <p>Practitioners</p> <p>Curriculum specialists</p> <p>Historians of education</p> <p>Archivists and other library specialists</p> <p>UNESCO-IBE's professional networks</p>	<p><b>UNESCO HQ:</b> Division of Future of Learning and Innovation, UNESCO Library, Education Knowledge Management Services and ED and CLT joint initiative on "Education and culture together in action to advance the SDGs"</p>	<p>Swiss Federal Department of Foreign Affairs (FDFA), Swiss Agency for Development and Cooperation (SDC)</p> <p>Leibniz Institute for Educational Media/Georg Eckert Institute, University of Geneva, Permanent Missions to the UN</p> <p>CIES, NORRAG, WCCES</p>

<p><b>Alerts and digests</b></p>	<p>Produce bi-weekly alerts and digests on the latest education news, trends, and publications, with a focus on curriculum and related matters</p>	<p>At least 15 bi-weekly Alerts and 5 Digests produced, with a primary focus on UNESCO-IBE's core areas of curriculum, learning, teaching, and assessment</p>	<p>UNESCO-IBE staff and networks</p>		
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## Strategic Axis III. Outreach and Advocacy

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Advocacy and outreach cut across the various strands of UNESCO-IBE's work – capacity development, knowledge creation and management, and institutional development. It is therefore essential that this is backed up with high-quality assertive communication and outreach strategies and actions that consistently and effectively engage beneficiaries, partners, and stakeholders in curriculum transformation issues. In 2023, UNESCO-IBE's target partners will include national and regional policy makers and change agents, as well as international development actors within the International Geneva network, the United Nations system at large, and beyond.

UNESCO-IBE's work on advocacy and outreach will be structured around two sub-axes:

### Sub-axis III.1. UNESCO-IBE Events

Events are a formidable stage to show achievements and impact. IBE has a long tradition of successful and impactful organisation of in-person, hybrid, or virtual events. In 2023, this approach will scale up to strengthen UNESCO-IBE's outreach and impact. Events will be grouped around important calendar dates and advocacy opportunities in the countries, regions, and in Geneva. Such a coordinated approach will ease participation, credibility, and ultimately increase engagement. In 2023, events will take the form of:

1. **Policy forums**, aimed at gathering relevant stakeholders to promote policy dialogue and debate;
2. **Conferences and high-level events**, aimed at promoting UNESCO-IBE achievements, aspirations, and vision;
3. **Webinars, workshops and other events**, aimed at raising awareness and deepening understanding of curriculum-related matters.

### Sub-axis III.2. Institutional Communications

As UNESCO-IBE takes intensive action to grow in visibility, credibility and impact, communications and advocacy will become the central vehicle of awareness and understanding of UNESCO-IBE's expertise and added value: the systemic approach to curriculum, the importance of ensuring curriculum alignment, the central role of curriculum transformation in the futures of education and in achieving SDG4 by 2030, etc. In this connection, UNESCO-IBE will relate its vision and mission in an effective and coherent manner across all its events, communications and advocacy tools to consolidate and elevate UNESCO-IBE's positioning.

In anticipation of its centenary celebrations in 2025, UNESCO-IBE will integrate this historical milestone into its campaigns starting from 2023 while ensuring continuous communication on its technical interventions across the world. Efforts will be placed on making the best use of digital technology, tools, as well as social and earned media.

In summary, significant events will be organised and institutional communications tailored to meet the following overarching objectives:

1. Raise awareness about the central role of curriculum in the transformation of education following the TES recommendations;
2. Promote renewed ways of engaging diversity of educational and societal stakeholders in reimagining education and the curriculum with multipronged approaches – intergenerational, intercultural, intersectional, intersectoral and interinstitutional –;
3. Elevate the visibility of UNESCO-IBE’s technical expertise and added value (historical, current, and future) while maintaining the UNESCO identity;
4. Start building momentum toward UNESCO-IBE’s centenary; and
5. Enlarge its audience base.

The outcomes of the Strategic Axis III will be measured by the following Indicators, according to the MTS’s Result Framework:

**Outcome 4: UNESCO-IBE's constituency is aware of critical issues conducive to successful curriculum transformation and reform**

<b>Indicators</b>	<b>Targets 2023 as per MTS Result Framework</b>	<b>Results 2023 as planned</b>
Indicator 18. Participants in UNESCO-IBE-led events stating increased understanding of curriculum-related matters	60%-70%	70%
Indicator 19. Engagement rate on social media	2%	5%
Indicator 20. Impact Score for Prospects	6	7
Indicator 21. Publication downloads	150 000	150 000
Indicator 22. Number of publications held by UNESCO-IBE’s documentation centre made available through digitisation	250	300
Indicator 24. Number of impressions on Social media	534 000	At least 600 000
Indicator 25. Traffic on UNESCO-IBE's website (visits per year)	160 000	At least 200 000
Indicator 26. Number of participants in UNESCO-IBE outreach and advocacy events	1950	At least 2000

### Sub-axis III.1. UNESCO-IBE Events

Programme areas	Activities	Outputs	Target beneficiaries	Key implementation partners	
				UNESCO	External
<p><b>Policy forums, conferences, and other events (presential, hybrid, or webinars)</b></p>	<ol style="list-style-type: none"> <li>Co-organise with NORRAG expert dialogues on systemic and endogenous curriculum development</li> <li>Organise a UNESCO-IBE Curriculum Week to present UNESCO-IBE's knowledge products</li> <li>Organise webinars on critical issues (HELA, national languages, General History of Africa, etc.) and key levers of ECCE curriculum transformation (neuroscience, contemporary and intergenerational issues)</li> <li>Organise the 1<sup>st</sup> Biennial Global ECCE Curriculum and Quality Forum</li> </ol>	<ol style="list-style-type: none"> <li>An expert dialogue on “<i>Decolonizing curricula</i>” with a focus on Africa co-organised with NORRAG</li> <li>UNESCO-IBE Curriculum Week organized to present UNESCO-IBE's knowledge products</li> <li>A series of webinars organised on critical issues (HELA, national languages, General History of Africa, etc.); key trends and challenges in ECCE curriculum addressed from intergenerational perspective</li> <li>WCECCE Thematic Report on Curriculum launched and disseminated, results of diagnosis mapping for the 5 pilot countries showcased, inter-ministerial dialogue promoted</li> </ol>	<p>Member states</p> <p>Ministries of Education and related institutions</p> <p>Decision/policymakers</p> <p>Local authorities</p> <p>Current and potential donors</p> <p>Universities</p> <p>Teacher education institutes</p> <p>Curriculum specialists</p> <p>Teacher trainers</p> <p>Other practitioners</p> <p>Civil society &amp; communities</p> <p>Media</p> <p>Parents</p> <p>General public</p>	<p><b>UNESCO HQ:</b> Policy and Lifelong learning systems, Peace and Sustainable Development, Future of Learning and Innovation and Education for Inclusion and Gender Equality</p> <p><b>UNESCO field offices:</b> field offices in Africa and LAC</p> <p><b>UNESCO institutes:</b> IECD, IESALC, IICBA, IIEP, UIL</p>	<p>MoEs, ADEA, ABEGS, ACA, African Development Bank, African Union, APRACSI, ARED, CECC, CIPPEC, CONFEMEN, CEMAC, Dubai Cares, ECOWAS, GENE, GPE, Harvard University, UNESCO-IBE's partner universities, International Geneva, NORRAG, OECD, Private sector, Swiss Development and Cooperation Department, UN Sister Agencies, relevant UNESCO Chairs, UNIL</p>



	<p>5. Promote UNESCO-IBE publications and connect with researchers in global events</p> <p>6. Organise advocacy and fund-raising events for the Sport Values project</p> <p>7. Communicate on each of UNESCO-IBE events</p>	<p>5. Publication exhibits organised in at least two global events</p> <p>6. Awareness raised and funding mobilised for the Sport Values in education</p> <p>7. Result-based communication and dissemination plans (pre, during, and post) developed and implemented for each UNESCO-IBE event; communication M&amp;E matrix established and informed</p>			
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**Sub-axis III.2. Institutional Communications**

Programme areas	Activities	Outputs	Target beneficiaries	Key implementation partners	
				UNESCO	External
<b>Internal and corporate communication</b>	<ol style="list-style-type: none"> <li>1. Produce a series of communication materials to elevate the positioning and visibility of UNESCO-IBE, and establish transparent, adequate information flow and in-house collaboration</li> <li>2. Plan and generate a database that presents UNESCO-IBE in figures</li> </ol>	<ol style="list-style-type: none"> <li>1. A series of communication materials, including a toolkit with crucial information about UNESCO-IBE and its resources; induction materials with facts and figures about UNESCO-IBE and staff; the Director's '<i>Welcome to UNESCO-IBE</i>' video; one corporate video; UNESCO-IBE slogan and critical messages; corporate brochure(s) in digital and printed versions; other visibility and corporate items assessed and produced; at least five 'UNESCO-IBE work Champions' across three regions identified; research about the economic cost of action/inaction finalized</li> <li>2. UNESCO-IBE projects/programmes data collection matrix developed and annual data collected; output vectors identified (infographics, multimedia, etc.)</li> </ol>	<p>Member States</p> <p>Technical and financial partners</p> <p>Strategic partners</p> <p>Universities</p> <p>UNESCO-IBE</p> <p>UNESCO-IBE's professional networks</p> <p>General public</p> <p>Media</p>	<p><b>UNESCO HQ</b></p> <p><b>UNESCO field offices</b></p> <p><b>UNESCO national commissions</b></p> <p><b>UNESCO permanent delegations</b></p>	<p>Member States, multilateral partners, UNESCO-IBE/UNESCO goodwill ambassadors, influencers, Academia, UN Sister agencies, permanent missions and delegations, UN media, NGOs, private sector, civil society, International Geneva, local, regional, and international media</p>

<p><b>External communication</b></p>	<ol style="list-style-type: none"> <li>1. Complete groundwork and prepare for the launch of the new website</li> <li>2. Strengthen the social media strategy</li> <li>3. Consolidate the annual calendar to create more impactful visibility opportunities</li> <li>4. Develop a media engagement approach</li> </ol>	<ol style="list-style-type: none"> <li>1. UNESCO-IBE's new website launched</li> <li>2. UNESCO-IBE activities published on social media (Twitter, Facebook, Instagram, LinkedIn, Tik-Tok, etc.)</li> <li>3. One major annual campaign identified and used to promote UNESCO-IBE activities</li> <li>4. Annual press engagement approach finalised with a calendar and list of topical news items identified</li> </ol>	<p>Member States, decision/policy makers, curriculum, teacher education specialists and other experts, technical and financial partners, current and potential donors, universities, UNESCO-IBE, UNESCO-IBE's professional networks, civil society &amp; communities, general public, media</p>	<p><b>UNESCO HQ</b> <b>UNESCO field offices</b></p>	<p>Member States, multilateral partners, Academia, private sector, NGOs, civil society, International Geneva</p>
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## Strategic Axis IV. UNESCO-IBE's Institutional Development

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UNESCO-IBE's ability to achieve quality results rests on its capacity to deliver and its sustainability. To achieve this double-pronged requirement, UNESCO-IBE will leverage institutional development as an enabling condition, which critically allows the Institute to unify its modalities of work, develop a critical mass of in-house experts, ensure its sustainability, and thereby strengthen its position as global reference institute in curriculum-related matters.

### Sub-axis IV.1. Partnerships and Funding Sustainability

UNESCO-IBE will develop its institutional network, focusing on two dimensions:

1. **International Geneva**, aimed at maximising the potential of its location in Geneva;
2. **Strategic partnerships**, aimed at consolidating and expanding partnerships to ensure sustainable funding, as well as building stronger anchors within UNESCO, the UN system, and the wider education-aid architecture.

### Sub-axis IV.2. Internal Mechanisms to Improve UNESCO-IBE's Sustainability

UNESCO-IBE will construct a series of mechanisms to enhance its internal processes and dynamics for sustainability, particularly through:

1. **Monitoring programme delivery and progress as per the indicators and targets set in the MTS's Result Framework**
2. **Implementing mitigation actions in the risk register;**
3. **Sustained resource mobilisation;**
4. **Staff development and internal communication.**

In summary, in 2023, UNESCO-IBE's strategic intent for institutional development will focus on:

1. Developing and diversifying strategic partnerships and funding sources, with a focus on open dialogue, ownership, and regular interactions with UNESCO-IBE's current and potential constituency;
2. Consolidating a critical mass of in-house expertise on a variety of curriculum-related issues.

The outcomes of the Strategic Axis IV will be measured by the following Indicators, according to the MTS's Result Framework:

**Outcome 5: UNESCO-IBE's sustainability strengthened through enhanced partnerships, resource mobilisation and stronger results-based management**

Indicators	Targets 2023 as per MTS Result Framework	Results 2023 as planned
Indicator 27. Output indicators are on target every year	50%	Over 80%
Indicator 28. Profile of partnerships/Number of new funders mobilised		5
Indicator 29. Growth of financial resources maintaining at least 60% of unearmarked funding, coming from at least 5 donors		50%
Indicator 30. Staff turnover rate (indicator to be revised)		
Indicator 31. Improved use of RBM principles (indicator to be revised)		

*Sub-axis IV.1. Partnerships and Funding Sustainability*

Programme areas	Activities	Outputs	Target beneficiaries	Key implementation partners	
				UNESCO	External
<b>International Geneva</b>	<ol style="list-style-type: none"> <li>Mobilise funds for the implementation of UNESCO-IBE flagships through fund-raising events, etc.</li> <li>Inform and involve International Geneva education-related Organisations in UNESCO-IBE's programme activities</li> <li>Co-organise the International Geneva's events (Geneva Hackathon, Geneva Trialogue, etc.)</li> </ol>	<ol style="list-style-type: none"> <li>UNESCO-IBE's funding sources further identified</li> <li>International Geneva further involved in UNESCO-IBE's programme activities</li> <li>UNESCO- IBE's presence and contribution to International Geneva's events strengthened</li> </ol>	<p>Organisations and networks within the International Geneva</p> <p>Geneva philanthropic foundations</p> <p>Swiss authorities</p> <p>Member states</p> <p>Education specialists</p> <p>Pre-service and in-service teachers</p> <p>Pedagogical supervisors</p> <p>General public</p>	<p><b>UNESCO HQ</b></p> <p><b>UNESCO field offices:</b> Geneva Liaison Office</p> <p><b>UNESCO national commissions</b></p> <p><b>UNESCO permanent delegations</b></p>	<p>The Canton of Geneva</p> <p>Education Cannot Wait (ECW), Geneva Global Hub for Education in Emergencies, Geneva-Tsinghua Initiative, ILO, NORRAG, UNICEF, WHO, FAO, UN permanent missions and delegations, UNITAR, University of Geneva</p>

<p><b>Strategic partnerships</b></p>	<ol style="list-style-type: none"> <li>1. Organise professional peer exchanges and learning on alignment for quality learning: UNESCO Chairs Partner Meeting on curriculum, learning, pedagogy alignment, comparative research, and trends</li> <li>2. Identify new partnerships and/or follow up on existing partnerships for technical and financial cooperation</li> </ol>	<ol style="list-style-type: none"> <li>1. UNESCO Chairs Partner Meeting on alignment for quality learning organised, professional peer learning enabled</li> <li>2. UNESCO-IBE's strategic partnerships strengthened and expanded</li> </ol>	<p>Member States</p> <p>UNESCO Chairs: on HELA and Digital Curriculum (Uruguay), UNESCO Chair on Digital Curriculum and Distance Lusophone Learning (Mozambique), UNESCO Chair on Curriculum and Teachers (OUT), UNESCO Chair on Learning (Oman), UNESCO Chair on Harnessing Innovations in Technology to Support Teachers &amp; Quality Learning (Malaysia)</p> <p>Technical and financial partners</p> <p>UN networks</p> <p>Intergovernmental organisations</p> <p>UNESCO-IBE's professional networks</p> <p>Media</p>	<p><b>UNESCO HQ:</b> Foresight and Learning, Policies and Lifelong Learning System</p> <p><b>UNESCO field offices</b></p> <p><b>UNESCO institutes</b></p>	<p>Relevant UNESCO Chairs and networks</p> <p>Multinational companies, philanthropic foundations</p> <p>Intergovernmental development agencies</p> <p>UN Sister organisations</p>
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**Sub-axis IV.2. Internal Mechanisms to Improve UNESCO-IBE's Sustainability**

Programme areas	Activities	Outputs	Target beneficiaries	Key implementation partners	
				UNESCO	External
<b>Monitoring of results</b>	Create and update a database to monitor programme delivery and progress as per the indicators and targets set in the MTS's Result Framework	A monitoring mechanism established and applied to keep track of the MTS's implementation	Member States UNESCO-IBE		
<b>Risk register</b>	Implement the mitigation actions in the risk register	Risk mitigation actions implemented	UNESCO-IBE	<b>UNESCO HQ</b>	
<b>Resource mobilisation capacity</b>	<ol style="list-style-type: none"> <li>1. Develop internal donor mapping</li> <li>2. Increase resource mobilisation know-how through fundraising protocols and training</li> <li>3. Increase the number and quality of proposal submitted</li> </ol>	Fundraising mechanisms and capacities developed	UNESCO-IBE staff	<b>UNESCO HQ</b>  <b>UNESCO field offices</b>  <b>UNESCO institutes</b>	<b>Technical and financial partners</b>



<p style="text-align: center;"><b>Staff development</b></p>	<p>Conduct staff training in:</p> <ol style="list-style-type: none"> <li>1. Shared appropriation of UNESCO-IBE's work on curriculum-related issues, including (a) vision and knowledge of curriculum and (b) technical assistance and capacity development in curriculum</li> <li>2. UNESCO's result-based management (RBM)</li> <li>3. Management and administrative tools for staff (e.g., contracts, management tools)</li> <li>4. Team building, using collaborative platforms, etc.</li> <li>5. UNESCO ethics policy</li> <li>6. Administrative issues (e.g., new orientation, contract, travel, software)</li> </ol>	<p>Institutional capacities reinforced, professional efficiency and effectiveness increased</p>	<p>UNESCO-IBE staff</p>	<p><b>UNESCO HQ</b></p>	
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## Governing Board, Director's Office and General Administration

Programme areas	Activities	Outputs	Target beneficiaries	Key implementation partners	
				UNESCO	External
<b>UNESCO-IBE Council and steering committee meetings</b>	Organise UNESCO-IBE Council and Steering Committee meetings by ensuring: <ol style="list-style-type: none"> <li>1. Preparation of the meeting documents</li> <li>2. Interpretation and translation</li> <li>3. Renting of conference venue and equipment</li> <li>4. Travels and DSA of Council members</li> <li>5. Reception</li> </ol>	UNESCO-IBE Council and Steering Committee meetings well organised	UNESCO-IBE Council and steering committee	<b>UNESCO HQ</b>  <b>UNESCO-IBE Council members</b>	<b>Relevant service providers</b>
<b>Administration</b>	1. Support: <ul style="list-style-type: none"> <li>• Operations and utility materials: contracts with United Nations Office at Geneva (UNOG), postal services, bank operations, Internet, electricity, water, document reproduction</li> <li>• IT equipment and office furniture: professional sound equipment for conference rooms, renewal of laptops, desktops, screens, sit-stand desks, scanners and equipment (USB, cables, headphones), etc.</li> <li>• Software licenses (e.g., Adobe)</li> </ul>	Adequate working conditions and Administration processes ensured	UNESCO-IBE and its personnel	<b>UNESCO HQ</b>  <b>UNESCO field offices</b>  <b>UNESCO institutes</b>	<b>Relevant service providers</b>  <b>Partners of UNESCO-IBE's activities</b>

	<ul style="list-style-type: none"> <li>• Maintenance and repair of buildings</li> <li>• The management of UNESCO-IBE website and Intranet</li> </ul> <p>2. Maintain the Administration team: Sustain the support from an IT assistant, a travel assistant, two administrative assistants and the Administrative and Finance Officer (HR, facility manager, finance assistant)</p>				
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