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REPORT ON ACTIVITIES 2016



United Nations
Educational, Scientific and
Cultural Organization



International Bureau
of Education

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

Implementation of Activities for 2016

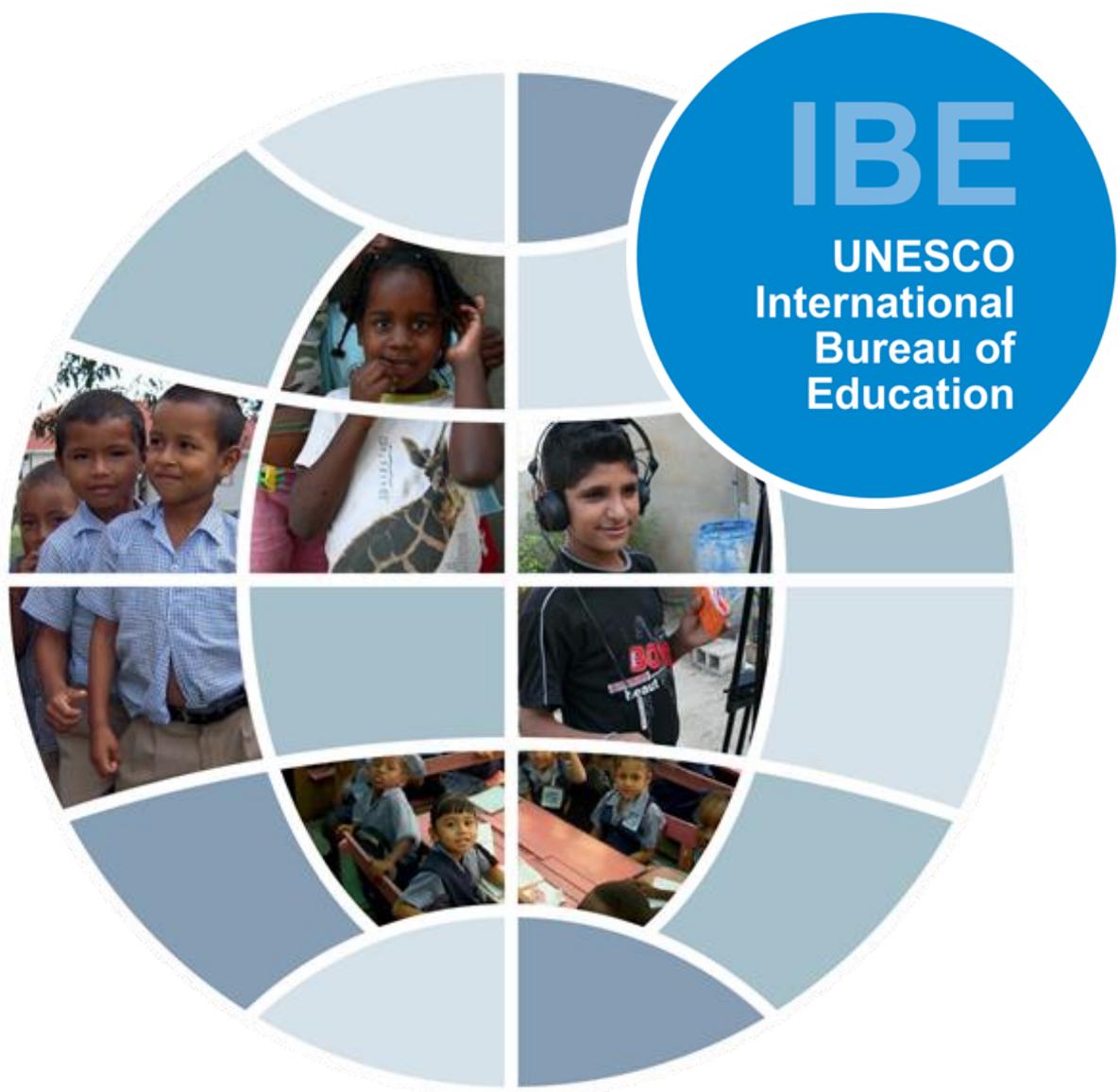


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I. Program Context

Introduction

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

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

IBE’s Centrality to the Implementation of SDGs

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

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

Innovation and Leadership in Curriculum, Learning, Teaching, and Assessment (Norms and standard-setting function) This program is intended to re-conceptualize and reposition curriculum as central to national and global sustainable development dialogue and interventions within the context of SDG4 and the global education 2030 agenda. It is also intended to reposition curriculum as an indispensable tool for giving effect to policies on lifelong learning.

Current and critical Issues in Curriculum, Learning, Teaching, and Assessment (Laboratory of ideas function) aimed at developing curricula guidelines

and prototypes for areas of high demand and where MSs have limited experience and/or areas where MSs are not making desired progress.

Knowledge Creation and Management in Curriculum, Learning, Teaching, and Assessment (Clearinghouse function) to improve literal and substantive access to evidence-based knowledge required to guide curriculum design and development, as well as teaching, learning and assessment within the demands of the global education 2030 agenda. Specifically, the IBE seeks to intensify its knowledge brokerage role with a view to bridge the gap between knowledge creation and application focusing on: **curriculum and the development-relevance of education, learning, teaching and assessment**. IBE will also improve the real and virtual dissemination of “brokered” cutting-edge research-based knowledge to targeted practitioners.

Systemic Strengthening of Quality and Development Relevance of Education and Learning (Capacity builder function) aimed at enhancing the capacity of MSs to analyze and address critical impediments that hinder the effectiveness and efficiency of education systems as key enablers of curriculum implementation. This program also directly speaks to the spirit and letter of SDG4.

Leadership for Global Dialogue on Curriculum and Learning (Intellectual leadership function) with an aim to sustain global dialogue on the conceptual and operational implications of SDGs in general, and SDG4 in particular, to national curriculum design and development processes and outputs. Leading this dialogue will also reinforce IBE’s position as a global CoE on curriculum and related matters as well as an indispensable contributor to the attainment of SDG4.

Institutional and Organizational Development (Capacity development function of the IBE) which aims to sustain the strengthening of the IBE’s capacity to implement the CoE strategy and the education sector ERs, as well as to optimally contribute to the attainment of SDG4 and of the global education 2030 agenda.

Major Challenged During 2016

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

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

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

II. IBE Expected Result 1, Contributed to MLA1 [ER:1, 5, 6 & 7], MLA2 and MLA3 [ER 11]

Capacities of individuals and institutions for the design, development and implementation of quality curriculum processes enhanced, and curriculum innovation, reform and revision initiatives supported

During 2016, the IBE continued to strengthen its global norm and standard setting role as a CoE in curriculum and related matters. This entailed further refinement and discussion of the new curriculum paradigm shift tabled for initial consultation in 2015 during the World Education Forum 2015 (WEF). Normative instruments that will support the application of the new paradigm were also articulated. These include: (i) an advanced draft paper on future competencies that is to serve as a global reference point for enhancing the development relevance of curricula; (ii) a position paper on what constitutes a quality curriculum, and (iii) preliminary guidelines on how to quality assure curricula.

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

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

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

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

- The Global Curriculum Network (GCN) was launched and its TORs have circulated and endorsed by members. As to 07/11/2016 the Global Curriculum Network -GCN- covers 127 countries -14 from Arab States, 15 from Central and Eastern Europe, 6 from Central Asia, 20 from East Asia and the Pacific, 17 from Latin America and the Caribbean, 21 from North America and Western Europe, 8 from South and West Asia and 26 from Sub-Saharan Africa;
- 14 research grants on curricular innovations across levels of the education system were carried out by diploma alumni - 9 in AFR and 5 in LAC. The research findings were presented in the Arab face to face diploma session (see Point II Activity 6);
- Community Of Practice focused on disseminating IBE alerts and related products – (see Point IV Activity 2).

- The GCN is raising the visibility of the IBE across regions. However, due to shortage of staff, substantive interaction is yet to commence.

- There is always a risk of losing interest and even reputation when a network is left dormant after its launch.

- There is no mitigation of this risk unless the IBE's funding and staffing situation changes in alignment with its work load.

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

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

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

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

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

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

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

6. Provide tailored technical assistance based on country needs identified by national authorities or former trainees (post-training interventions, aligned with SDG Targets 4.1, 4.3, 4.5, 4.6, 4.7 and mean of implementation 4.c.)

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

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

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

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

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

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

Implementation of the last year of the three-year project, *Learning outcomes in reading in early grades* (2013-16), funded by the Global Partnership for Education (GPE), whose objective is to support Burkina Faso, Niger and Senegal in their efforts to improve students' reading and writing outcomes in the first three years of primary education.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

11. Strengthen MSs capacity to design and develop inclusive curricula (aligned with SDG 4 Target 4.5)

- IBE resource pack “Reaching out to All Learners: A Resource Pack for Supporting Inclusive Education” was made available and disseminated in different languages with the view to supporting MSs to ensure that their education in general and their curricula in particular are equitable and inclusive indeed in line with SDG4 – Education 2030: (i) it was discussed and validated among practitioners (primary and secondary teachers) in Monterrey, Mexico – SPA; and (ii) a co-publishing contract between the IBE and the Society for Public Education Planning to translate and publish the resource pack into Japanese language was implemented (publication planned for March 2017);
- The updated version of the UNESCO Policy Guidelines “Ensuring Inclusion and Equity in Education” was prepared by the IBE and ED/IPS/IGE. The ENG version was validated through peer reviews and the Expert Consultation Meeting on Inclusion in Education held 23-24 May 2016 at UNESCO HQ and organized by the IBE and ED/IPS/IGE. The translations into SPA and FR of the validated version are in progress. Preparations are underway to publish the policy guidelines as an UNESCO normative-setting publication;
- Curriculum and pedagogical proposals were discussed with Panama MoE and UNICEF LACRO staff with regard to push-out learners from secondary education.

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

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

- Discuss reimbursable technical assistance with countries that require support

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

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

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

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

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

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

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

- Not yet evident. Just outputs.

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

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

III. IBE Expected Result 1a, Contributed to MLA1 [ER:1 & 5,] and MLA3 [ER 11]

Member States' capacity strengthened to analyze and address systemic constraints to their equitable provision of quality and development-relevant education and learning

This programmatic area is most directly related to spirit and letter of SDG4. The IBE therefore already has a head start in providing MSs the necessary technical assistance to meet SDG4.

The IBE integrated this programmatic area into its work program in 2015 in recognition of the reality that effective and impactful curriculum implementation depends on the effective functioning of other parts of the education system. Because the curriculum is closely connected to most if not all other critical elements of the education system, an otherwise robust curriculum can be seriously undermined by the: lack of teachers who are qualified to deliver it; physical teaching and learning environments that are ill-suited for delivering it; an assessment system that fails to assess what is in the curriculum; psycho-social circumstances that render learners ineffective at learning; ineffective pedagogy and learning processes and more. For its effectiveness at supporting education quality, development-relevance, and effective learning, curriculum must be nested within a well-functioning education system.

During 2016, the IBE supported six Member States to develop interventions that address binding systemic constraints to equitably and resource efficiently provide quality and relevant education that were identified during 2014/2015. Preliminary work toward the development of responsive interventions was initiated in two other countries. Furthermore, the IBE designed capacity development programs for senior technical leaders of Ministries of Education to lead the transformation of their education systems to meet SDG4, to support the acquisition of future competencies and to support national development agendas. The effort to find suitable academic institutions to deliver the training and potential partners to support such training continues.

Activities and Progress	Impact	Risks	Risk Mitigation
<p>1. Strengthen capacities of Ministries of Education (MoEs) to analyse and address systemic constraints to equitable provision of quality and relevant education and effective lifelong learning opportunities (aligned with SDG4 crosscutting to all targets)</p> <ul style="list-style-type: none"> Azerbaijan has joined the IBE partner countries that are applying the General Education Quality Analysis Framework (GEQAF). Key areas for support have been communicated based on existing sector analyses. At the same time, the country team is using the GEQAF to identify and close analytical knowledge gaps and to add other priority areas that may emerge. <p>2. Provide technical support for the development and implementation of interventions to redress identified systemic constraints in 8 countries that have already undertaken the systemic analyses, starting with the list of common challenges collectively identified by partner countries (aligned with SDG4 crosscutting to all targets)</p> <ul style="list-style-type: none"> Gabon, Seychelles and Swaziland completed the program development and action plans with IBE's support involving international and local experts. Support has also been provided to India (for the States of Madhya Pradesh and Meghalaya) for program development in a number of areas. Support to South Africa in the area of ECCE has been provided to finalise a sector action plan. IBE's support to Oman for program and action plan development is ongoing and will be completed by end of December 2016. <p>3. Update and improve the database of promising practices in systemic improvement of education quality and learning effectiveness (aligned with SDG4 crosscutting to all targets)</p> <ul style="list-style-type: none"> The resource database of promising practices has been enhanced, particularly, in the area of curriculum. Moreover, work on improving the GEQAF web-version has started and it is expected that a more interactive, user-friendly web-version will be in place by the end of the year. However, the technical work for its implementation will commence next year. <p>4. Design, develop and run diverse training programs to strengthen the technical leadership that MoEs require to effectively meet the demands of SDG4, of national development plans and of 21st century competencies</p> <ul style="list-style-type: none"> Draft course outlines for senior leaders of Ministries have been developed and discussion is underway on launching the courses with an internationally highly reputed academic institution <p>5. In partnership with IIET and Google, support MSs to adopt a technology perspective to their education systems starting with 4 pilot countries</p> <ul style="list-style-type: none"> The IBE supported its partner countries on several areas including ICTs. In addition, an International Forum titled Adopting an ICT Perspectives in Education and Learning was held in New Delhi (31 October to 4 November) to promote peer learning and collaboration. 14 countries participated in the Forum. 	<ul style="list-style-type: none"> MS's analytical and operational capacity for addressing binding constraints in their systems continuing to strengthen; South-South collaboration also strengthening among GEQAF partner countries. 	<ul style="list-style-type: none"> Slow pace of participating countries and frequent changes in leadership continued to delay progress; Shortage of staff at the IBE remained a serious hindrance. 	<ul style="list-style-type: none"> Mitigation of this factor turned out to be beyond the control of the IBE; Sustain efforts to mobilize voluntary contributions to the IBE as well as to provide secondees.

IV. IBE Expected Result 2, Contributed to MLA3 [ER 11]

A sound knowledge base to inform evidence-based decision making and practices in curriculum, learning, teaching and assessment implemented and applied

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

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

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

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

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

V. International Conference on Education (ICE)

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

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

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

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

In 2016 efforts to strengthen the delivery capacity of the IBE continued to focus on: (i) expanding voluntary contributions from MSs starting with members of the IBE Council, (ii) getting the support and the resources required to convene a meeting of countries with potential for voluntary contributions to the IBE, beyond countries that are represented in the Council, (iii) securing qualified secondees starting with members of the IBE Council, (iv) continue to broaden the base and prestige of technical and financing partners, and, (iv) continuing to further diversify strategic partnerships beyond MSs.

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

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

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

<p>IBE-APCEIU mapping GCED in curricula UIL-IICBA (CapED Mali) UIL-IICBA (CapED Uganda) UIL-IITE (Microsoft Project) IIEP-UIL: CapEFA DRC UIL-UIS-OECD Global Literacy Assessment Framework UIL-IIEP-UIS-IBE Global Alliance of Monitoring Learning EP-UIS: National Education Accounts.</p> <ul style="list-style-type: none"> • UN agencies and other intergovernmental organizations <ul style="list-style-type: none"> ◦ Co-publishing Agreement OECD/UNICEF LACRO/ IBE-UNESCO with regard to the Spanish version -with a focus in the Latin America and Caribbean region- of the OECD publication " The nature of learning: using research to inspire practice". • Member States MoEs <ul style="list-style-type: none"> ◦ Project Agreement Malaysia/UNESCO Funds-In-Trust / IBE-UNESCO to support the development of STEM education in Cambodia, Kenya, Nigeria and Vietnam. 			
<p>6. Sustain efforts at resource efficient recruitment mechanisms</p> <ul style="list-style-type: none"> • A range of mechanisms have been used to raise the resource efficiency of staffing. Other than the regular interns and consultants, the IBE also introduced position of senior fellows, junior consultants, and long term mid-level consultants; • The delivery capacity of the IBE is also being extended through an initiative of Best Practice Hubs that capitalize on Member States' excellence in areas of collaboration. These hubs, among other responsibilities, provide technical assistance and peer learning forums to other countries. Seychelles is the most advanced and two others are in the process of being established; • One P5 senior program specialist (QEQAF); 5 senior fellows (neuroscientists); 3 long-term consultants (curriculum, competencies and communication); 3 junior consultants and 15 interns were recruited during 2016. 	<ul style="list-style-type: none"> • The IBE has been to deliver a work program that ordinarily would take a large establishment because of these innovative technical resource mobilization approaches 	<ul style="list-style-type: none"> • Innovative though these are, they cannot replace the core permanent staff that is required and still doesn't exist at the IBE 	

VII. Budget

To be shared during the IBE Council

Annex 1 SDG 4 and the targets

SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

- Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes
- Target 4.2 By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- Target 4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- Target 4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- Target 4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- Target 4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- Target 4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- Target 4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all
- Target 4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programs, in developed countries and other developing countries
- Target 4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States