EARLY CHILDHOOD CARE AND EDUCATION

Learning begins at birth. Early childhood curriculum transformation is critical in transforming education to attain lifelong learning societies and sustainable development. UN SDG Target 4.2 draws attention to the importance of building on gains achieved during children’s foundational years, supporting parents, and ensuring holistic early childhood care and education. As part of the Tashkent Declaration implementation process, UNESCO-IBE supports Member States’ political commitment and engagement to develop ambitious, relevant, evidence-based, and culturally appropriate ECCE curricula as essential and fully integrated into their basic education strategies.

CURRICULUM RESEARCH

To transform curriculum, the IBE contributes to promoting and democratizing access to topical research materials and publications to ensure that the latest knowledge and best practices are widely available and used by educators and policymakers.

HISTORICAL ARCHIVES

The IBE Documentation Center is a publicly accessible research and learning hub. It houses extraordinary collections of historical documents, manuals, and publications about education. Ongoing digitalization program, thousands of invaluable documents from its institutional archives, and a significant part of its historical textbook collection have been made available online.

INNOVATION

Hybrid Education Learning & Assessment (HELA): Empowering education in the digital age by mainstreaming digital competencies for learners and teachers, combining in-person and virtual learning, and making it in this way accessible anywhere and anytime.

Green & Blue Curriculum: Responding to the urgent need to integrate climate change and water-related issues in education systems and promoting sustainable development as one of the vital elements in shaping future eco-conscious generations.

Intercultural & Multilingual Education: Promoting inclusive and equitable education by fostering the integration of national and regional cultural and linguistic specificities in curriculum design and implementation.

Promotion of values of sport in education in Africa: Introducing values of sports in curricula through dedicated training for educators and learners.

Promotion of the General History of Africa inspired and written by Africans for Africans: Ensuring inclusive and equitable education by developing a curriculum based on a comprehensive understanding of Africa’s history, culture, and contributions to the world.

Creative Pedagogy for Young Learners: Unleashing the potential of children, adolescents, and young people through a curriculum that focuses on developing creativity and inclusiveness by fostering curiosity, problem-solving, and proactivity.

NATIONAL & REGIONAL CAPACITY DEVELOPMENT

Developing standard-setting norms and instruments in a curriculum that can guide and support Member States in defining their public policies and strategies.

Strengthening local expertise and regional structures through training and master’s programs to strengthen the quality of curriculum and education systems by fostering dialogue and exchange amongst all education actors: national institutions, ministries, educators, and learners.
WHEN DID IT ALL BEGIN?

Founded in 1925 in Geneva, the UNESCO International Bureau of Education (UNESCO-IBE) is the first intergovernmental organization exclusively active in education. UNESCO’s oldest institute, and the world’s leading authority on curriculum transformation for quality learning. The IBE is also a unique platform for regional and international cooperation on education.

WHAT IS CURRICULUM?


VISION

UNESCO-IBE bases its action on an understanding of the curriculum that is:

- Systemic: seeing it as an essential part of a set of interdependent components
- Holistic: embracing the different elements of education that construct an articulated and coherent body
- Participative: including all actors in education
- Inclusive: accepting all learners, free of stigma and discrimination
- Endogenous: using local languages, traditions, and history to develop domestic curricular reference systems

STRATEGY

Advocating for quality, inclusive, and equitable education for all:

- Promoting the use of the mother tongue as a medium of learning from the first day in school.
- Integrating skill sets adapted to 21st-century needs and promoting creativity and critical thinking.
- Making cutting-edge neuroscience research accessible to a broad range of curriculum specialists, policymakers, and educators to improve teaching and learning.
- Promoting intergenerational learning and supporting parents and family as co-educators.
- Supporting the integration of sports values, health, well-being, and nutrition education in curricula.

MISSION

Anchored in the Global Sustainable Goal 4, UNESCO-IBE is a global actor with a holistic and systemic vision of the curriculum, setting standards for quality curriculum and learning, including developing capacity for curriculum transformation and systems alignment.

UNESCO-IBE works alongside Member States to strengthen their ability to transform contextualized curricula that respond to national needs and aspirations, while preserving universal values such as gender equality, inclusivity, freedom of choice, and respect for the environment.

ACTION

In practice, UNESCO-IBE analyzes a given curriculum paradigm and offers impartial expertise and innovative solutions to revise, design, and transform it into a robust tool for building quality education for all.

With a renewed mandate, and since 2021, UNESCO-IBE has worked to:

- Consolidate and synergize the work of UNESCO in curriculum, fostering a forward-looking vision to contribute to equitable and inclusive education and sustainable development for all.
- 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.
- Develop standard-setting norms and instruments in a curriculum that can guide and support Member States in the definition of their public policies and strategies and respond to their needs in developing and reforming curriculum.

And more: Transforming curriculum today to build the education of tomorrow through flagship programmes.