REPORT ON ACTIVITIES 2022
Report of the Director
of UNESCO’s International Bureau of Education (UNESCO-IBE)
to the 72nd Session of the Council
on implementation of Activities for 2022

The purpose of this document is to present to the 72nd session of the Council the programme activities implemented by the UNESCO International Bureau of Education (UNESCO-IBE) during 2022 and the budget associated with those activities. The report outlines the implementation of UNESCO-IBE’s programmes, as guided by UNESCO’s Medium-Term Strategy 2022-2029 (41 C/4), the UNESCO-IBE Medium-Term Strategy (2022-2025); UNESCO-IBE’s renewed mandate, adopted by UNESCO’s Executive Board (209 EX/Dec12); and the level of resources available. The report also presents UNESCO-IBE’s contributions to the UNESCO Education Sector Outputs 1 and 2, as decided at the 41st session of the Organization’s General Conference.
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Message from the Director

This UNESCO-IBE Annual Report provides a snapshot of the results we have achieved over the last 12 months, the first year of our 4-year Medium-term Strategy.

Taken as a whole, our work in 2022 makes a substantial contribution to UNESCO Member States’ efforts to transform their curricula at a time of profound global crises. Never has our role been more important. As countries adapt to an increasingly challenging and uncertain future, we remain committed to addressing their most urgent educational needs, while also helping them work towards long-term development that is green, resilient, and inclusive.

Our work on national capacity building in curriculum related issues has increased over the course of 2022. This is highly valued recipient countries, and we intend to build a critical mass of curriculum experts in each country. Our work in Haiti and the Sahel region are examples of how transformations can take root even amidst crisis and fragility. Real ambition has been demonstrated by several developing countries towards our HELA\(^1\) initiative which supports hybrid modes of education and learning. Our knowledge products, including flagship publications and global events, contributed to strengthening Member States’ research and foresight global capacity for curriculum, teaching, learning, and assessment. For UNESCO-IBE, 2022 was a year of continuous progress but also of change and uncertainty, as our efforts turned to securing funding for our activities and staff salaries. We reappraised every aspect of our work to determine how we can be nimbler, be more relevant, and achieve greater reach and impact. We also focused on financial viability, adapting how we work and connect to our stakeholders.

This situation offers a perfect opportunity to rethink the UNESCO-IBE Annual Report. We designed this document in a results-oriented, evidence-based, and thematic way, to clearly lay out the progress that UNESCO-IBE has made toward achieving the targets of its Medium-Term Strategy. This report showcases the breadth and depth of UNESCO-IBE’s work in 2022. It shows an organisation that is more agile, efficient, innovative, resilient, and equipped to support curriculum transformation, even in difficult and complex contexts.

The year 2022 marked the first-year of UNESCO-IBE’s Medium-Term Strategy (2022-2029), a natural moment both to reflect and redouble efforts in pursuit of our goals.

I am very proud of our work and deeply grateful to the UNESCO-IBE staff, to all our partners and donors, and to UNESCO HQ and its institutes and field offices, which have made this possible.

Looking ahead, we remain committed to ensuring that UNESCO-IBE is dedicated to building a world that is more equal and just, through transformative curricula and education systems that prepare learners to truly flourish. I hope this review of UNESCO-IBE’s work in 2022 encourages you to join us on that journey.

Yao Ydo
Director of UNESCO-IBE

\(^1\) Hybrid Education, Learning, and Assessment
Programme Context

WORKING TOWARD CURRICULUM TRANSFORMATION AMID CRISES

Guided by the vision of a world in which every person has access to relevant, quality education and lifelong learning, UNESCO-IBE provides support and promotes innovative solutions to the challenges faced by ministries of education and governments in the complex task of improving the equity, quality, relevance, and effectiveness of curriculum, teaching, learning, and assessment processes and outcomes.

This mission became even more relevant in yet another year marred by the Covid-19 pandemic. Everywhere in the world, the pandemic has collided with existing issues, including inequality, poverty, migration, conflict, and climate change. Most UNESCO Member States need guidance and support in revising and improving national curricula in to prepare learners for a fast-changing world.

To this end, in 2022 UNESCO-IBE repositioned itself as an Organization dedicated to curriculum transformation. UNESCO-IBE recognised its clear role in building forward better, undergirding the near-term recovery, and supporting the development of curricula that can provide a foundation for a greener, more just, and more inclusive world.

The relevance of this goal was amplified by the UN Transforming Education Summit, convened in September 2022, which elevated education to the top of the global political agenda and mobilized “action, ambition, solidarity and solutions to recover pandemic-related learning losses and sow the seeds to transform education in a rapidly changing world”

Despite all of this year’s efforts and achievements, the lack of financial stability has taken a significant toll on the work of UNESCO-IBE, with implications for programming, implementation, recruiting global technical expertise, and maintaining core management functions.

The pages that follow show how, even in the face of extraordinary and unpredictable challenges, UNESCO-IBE continued to deliver valued services for UNESCO Member States. It did so without losing pace in an ambitious portfolio of strategic programmes. It did so thanks to UNESCO-IBE’s own staff, its partners, and particularly its core donors. UNESCO-IBE is indebted to the governments of France, Germany, and Switzerland. Their support has enabled UNESCO-IBE to protect its programme of work as much as possible and to provide a valuable platform to support renewal in the years ahead.

COMMITMENT TO RESULTS

Developing Key Performance Indicators

UNESCO-IBE has become increasingly aware of the importance of improving outcomes of programmatic activities through monitoring and enhancing institutional accountability. Both within and outside UNESCO-IBE, there exists a growing expectation that the institute is accountable to a range of stakeholders and that lessons from previous experiences should inform actions taken in future operations.

UNESCO-IBE is fully committed to the delivery of quality and impact-focused work and to the optimal use of limited resources. Therefore, a suggestion by UNESCO-IBE’s Council members and donors (in the December 2021 annual meeting) has resulted in significant work towards developing performance standards and indicators relating to UNESCO-IBE’s outcomes and in mainstreaming them in the context of results-based management within the Organization.

Over 2022, UNESCO-IBE has developed a range of tools to enhance its programming and accountability. As noted, performance indicators for the full range of UNESCO-IBE’s activities are being progressively developed and implemented. The systematic gathering of information on UNESCO-IBE’s activities and resources is still required to bring programmes up to acceptable standards and forms, which is a key precondition for the effective design of operational strategies, programmes and projects, and advocacy for resource mobilization. This will be an integral facet of UNESCO-IBE’s further adoption of results-based management methodologies, in 2023.

Most recently, UNESCO-IBE has engaged in a consultative process involving its senior management team, as well as colleagues at UNESCO Headquarters and Field Offices. The aim is to further extend the scope of activities covered by a core set of readily quantifiable standards and indicators and to integrate a systematic use of standards and indicators in UNESCO-IBE’s operations.

The working group involved in the development of the indicators designed a matrix to assist in the validation of the indicators, with particular concern as to their measurability. A first set of indicators aiming to monitor UNESCO-IBE’s work have been proposed in accordance with UNESCO-IBE’s strategic priorities and mainstreaming concerns.

This is an important step towards achieving UNESCO-IBE’s long-term vision of establishing and integrating standards and indicators into all activities. As such, the set of indicators will continue to be further refined and fine-tuned, especially by utilizing feedback from the users (UNESCO-IBE staff) and donors. These are the indicators the IBE will require all staff to report on starting in 2023, because of their relevance, measurability, practicality, and reliability.

Even with these improvements above, the set of standards and indicators included is not going to be exhaustive. Just as the indicator list is dynamic and will necessarily evolve in response to changing operational situations, other indicators might be selected for the use in programmatic work on a regular basis to monitor (in a specific project or in a specific context) impact and performance. Neither was it intended to provide a complete picture of the quality of UNESCO-IBE’s activities. For this, the chosen quantitative indicators would need to be complemented with additional information from qualitative indicators, project-level indicators, detailed sectoral data, and various situation reports.

Results-Based Framework

UNESCO-IBE introduced its result-based framework in 2022 as its approach to results-based management (RBM). This approach includes planning for, getting and showing results over a 3-year period, which are linked to the UNESCO-IBE Medium-term Strategy (2022-2025).

UNESCO-IBE’s Results-Based Framework is founded on a collaborative and evidence-based approach to planning and monitoring results. It was developed by UNESCO-IBE’s senior management team, with support from a strategic planning consultant, and informed by a situation analysis of UNESCO-IBE’s context, annual plans, Medium-Term Strategy, and available resources.

UNESCO-IBE monitors progress towards planned results and, starting in 2023, will report against all core indicators. Monitoring findings and analysis of progress made will be used to adjust implementation plans, as needed.
UNESCO-IBE’S MEDIUM-TERM STRATEGY

In January 2022, UNESCO-IBE’s Council approved a medium-term strategy that provides a clear vision and strategic framework for the institute’s work to 2025. The strategy is an expression of UNESCO-IBE’s determination to give its programs a new impetus, in line with its renewed mandate, and to reaffirm its commitment to the principles, values, and methods that underpin multilateralism, as defined in UNESCO’s and the UN’s founding documents.

Even before the Covid-19 pandemic, there was ample evidence of a global learning crisis born of multiple challenges in preparing people for life, work, and active citizenship in the 21st century. Thus, UNESCO-IBE’s strategy goes beyond confirming the importance it gives to curriculum and the commitment to deliver the SDGs for education. It sets policy and operational parameters that put curriculum at the centre of a post-Covid education transformation, while allowing for sufficient flexibility at the country level to consider local education needs.

Hence, in addition to existing priorities, this strategy includes a greater focus on:

a) working with UNESCO-IBE’s beneficiaries to develop endogenous curricular proposals within a global understanding of education;

b) realizing the full potential of curriculum by fostering and developing high-quality and relevant teaching-learning processes and learning experiences, while ensuring the alignment of assessment methods with the curriculum;

c) ensuring that curricula support the development of children and youth, building on the principles of socio-emotional learning (SEL) and developing psychosocial competences to deal with the demands and challenges of everyday life and promote health and well-being; and

d) fostering synergies and partnerships, within International Geneva, the wider international community, and the education community at large, including linkages to other sectors, to promote the importance of a systemic approach to curriculum and the role of curricula in achieving quality education and sustainable development for all.

UNESCO-IBE aligns its resources to deliver on four sets of results, representing four programmatic pillars:

1. Member States develop endogenous curricula, attuned to the SDG agenda;

2. Key agents interact in a manner conducive to an adequate implementation of curricula;

3. Member States can identify areas for improvement of their national curricula in terms of alignment and quality; and

4. UNESCO-IBE’s constituency is aware of critical issues conducive to successful curriculum transformation and reform.

The first three pillars constitute the core of what UNESCO-IBE intends to deliver in terms of skills, methods, and approaches for curriculum development and implementation, and laying the foundation for reflective practices on curriculum. This vision is captured in Figure 1.
UNESCO-IBE’S RENEWED MANDATE

UNESCO-IBE’s renewed mandate was provisionally approved by 209 EX/Dec.12 and endorsed by the 41st session of the General Conference. Accordingly, the IBE is UNESCO’s global focal point and platform for knowledge, dialogue, and cooperation on curriculum, contributing to UNESCO’s work in education through a holistic, inter-sectoral, and forward-looking vision. Its renewed mandate is:

a) 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 in the wake of global challenges and societal challenges;

b) 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;

c) 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;

d) 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;

e) to serve as a platform for networking and inter-sectoral dialogue on curriculum for the 21st century among relevant stakeholders, including relevant international organizations and academic institutions, with a particular focus on the transformative role of education for sustainable development, societal change, and global challenges;
f) to develop training programs in collaboration with universities and other relevant stakeholders from different regions of the world; and

g) to preserve the historical archives and documentation of the IBE, making them accessible to Member States and the public.

UNESCO-IBE’S STRATEGIC PILLARS

UNESCO-IBE’s Council, at its 71st session, approved four strategic pillars (“axes”) to guide UNESCO-IBE’s work in 2022:

1. Capacity development
2. Knowledge creation and management
3. Outreach and advocacy
4. Institutional development.

The four strategic axes, grounded in a systemic understanding of curriculum as a powerful driver of quality equitable education, are addressed through (i) inter-sectoral and sectoral policy and technical dialogue; (ii) sustainable and impactful capacity development modalities; (iii) comparative interregional research on curriculum and related matters; (iv) production, discussion, and validation of policy frameworks, guidelines, and resource packs, to support countries in processes of curriculum renewal and development; and (v) the positioning of the IBE as a reliable and forward-looking partner to address global and national challenges related to curricula and learning.

Activities were organized around these four strategic pillars, as approved by UNESCO-IBE’s Council, and linked to UNESCO-IBE’s Medium-Term Strategy 2022-2025 and UNESCO’s Medium-term Strategy, 2022-2029. They were also mapped to UNESCO-IBE’s contribution to the core functions of UNESCO, SDG 4 targets, and the overall UNESCO Education Sector Outputs 1 and 2, as set out in the 41 C/4.
Leveraging Capacity Building to Maximize Impact

<table>
<thead>
<tr>
<th>RBF Outcome 1</th>
<th>Aligned with the UNESCO-IBE MTS</th>
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<tbody>
<tr>
<td><strong>Output 1.1</strong></td>
<td>Member States develop endogenous curricula, attuned to the SDG agenda</td>
</tr>
<tr>
<td><strong>Output 1.2</strong></td>
<td>Technical and analytical capacities of curriculum experts improved</td>
</tr>
<tr>
<td><strong>Output 1.3</strong></td>
<td>Use of curriculum functional frameworks mainstreamed</td>
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<tr>
<th>RBF Outcome 2</th>
<th>Aligned with the UNESCO-IBE MTS</th>
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<tbody>
<tr>
<td><strong>Output 2.1</strong></td>
<td>Key curriculum agents interact in a manner conducive to an adequate roll-out and implementation of curriculum</td>
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<tr>
<td><strong>Output 2.2</strong></td>
<td>Engagement mechanisms between departments of curriculum and other departments and partners supported (for implementation)</td>
</tr>
<tr>
<td><strong>Output 2.3</strong></td>
<td>Tools for implementation of curriculum developed</td>
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<tr>
<th>RBF Outcome 3</th>
<th>Aligned with the UNESCO-IBE MTS</th>
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<tr>
<td><strong>Output 3.1</strong></td>
<td>Member States can identify the areas for the improvement of their national curriculum in terms of alignment and quality</td>
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<tr>
<td><strong>Output 3.2</strong></td>
<td>Approach to evaluate curriculum alignment (horizontal and vertical) and curriculum quality developed</td>
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<tr>
<td><strong>Output 3.3</strong></td>
<td>Country-level appropriation of curriculum diagnostic approach and tools pursued through capacity development</td>
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OVERVIEW

One of UNESCO-IBE’s top priorities in 2022 has been to enhance the capacity of UNESCO Member States to effectively implement changes to curricula. Reactivity, innovation, and partnership have been at the core of the programme, which has provided the best assistance possible at the appropriate time, given the available resources.

Right from the start, UNESCO-IBE expressed a commitment to ensuring that all capacity development programmes and initiatives implemented are meaningful, tangible, efficient, effective, and targeted to the needs of developing countries, as identified by them. It started from the understanding that capacity building is a long-term process that requires a systemic approach.

To this end, UNESCO-IBE strengthened its knowledge base and amplified its support for the entire education sector capacity building to better help countries (a) prioritize capacity building activities and guide the needs for UNESCO-IBE’s support; (b) link institutional, organizational, and human capacity development; and (c) transform traditional capacity building tools to improve results. UNESCO-IBE was especially interested in improving institutional capacities and the professionalization of key curriculum actors, particularly those working within ministries of education and affiliated institutions, such as national curriculum institutes, teacher education institutions, national assessment/examination boards, inspectorates, and textbook commissions and producers.
UNESCO-IBE has worked extensively on capacity development in conflict and fragile contexts, ranging from countries emerging from civil war and ethnic strife, such as the Democratic Republic of Congo; or newly emerging states, such as South Sudan; or countries grappling with civil unrest, such as Haiti. UNESCO-IBE’s work in these specific contexts demanded significant support to developing capacity as an inherent aspect of the overall recovery and development approach. Despite these difficult contexts, UNESCO-IBE managed to align well its work with country needs and priorities and ensured that the capacity building support is country-owned, results-oriented, and evidence-based. That required understanding the specific context in a country and developing a shared view between the country and UNESCO-IBE of the strategic response required, as well as mutual learning and trust.

Particular focus was placed on working with UNESCO-IBE’s beneficiaries to build endogenous curricular proposals within a global understanding of education. UNESCO-IBE brought together education policy makers, curriculum experts, and researchers with cutting-edge expertise on decoloniality and re-indigenization in education curricula, to generate insights and practical approaches for developing systemic and endogenous approaches to curriculum design and development. As an example, UNESCO-IBE’s initiative on multilingual education argues for a shift in research priorities and funding towards developing countries: their languages, their contexts, and their policy challenges. It also raises the value of epistemic currency already held by local students, parents, and teachers as curriculum knowledge.

A strong component of the capacity-building activities was strengthening national and regional institutions to lead curriculum processes and serve as training hubs. The UNESCO-IBE-endorsed postgraduate and master’s courses run with partner universities in four regions continued to raise the threshold of technical leadership for curricula.

Training activities remained a central piece of the programme, with a combination of large-scale events to provide baseline knowledge, and more targeted and advanced events to address specific needs.

Policy dialogue and related knowledge sharing activities also played a significant role in UNESCO-IBE’s support for capacity building on curriculum. Particular attention was given to priority and cross-cutting themes, such as future competences, hybrid education, health and well-being, global citizenship education (GCED), inclusive education, science, technology, engineering, the arts, and mathematics (STEAM) education, and early childhood care and education (ECCE), all of which contributed to the progress of beneficiary countries on the UN 2030 Agenda.

RESULTS AND ACHIEVEMENTS

In 2022, UNESCO-IBE provided capacity development (i.e., hands-on technical assistance, policy-oriented training, and peer-learning opportunities) to 21 countries, to help them build sustainable and resilient institutions and education systems.

The G5 project (in Haiti, Chad and Sahel countries) is an example of a success story for UNESCO-IBE’s capacity-building activities and highlights the importance of collaborative relationships in achieving results.

**Partnership with the Government of Angola to improve education quality through curriculum transformation**

The Angolan government and UNESCO-IBE have developed a strong collaborative partnership through the years. In May 2022, in Luanda, a Memorandum of Understanding (MoU) was signed between UNESCO-IBE and Angola, with respect to curriculum review and institutional and technical capacity development. At the same time, the Angolan government hosted the regional launch of UNESCO-IBE’s Medium-Term Strategy and a joint fundraising effort to improve education quality through curriculum transformation in Angola.
Subsequent working meetings and field missions enabled the official validation of the components of the Angolan Ministry of Education and UNESCO-IBE’s cooperation and collaboratively defined the activities to be implemented to achieve the officially validated results. The UNESCO-IBE team went beyond the call of duty to ensure the needs the country had expressed will be met in the most efficient and effective way possible.

Through this initiative, UNESCO-IBE’s support aligns with the priority actions identified by the National Development Plan (PND 2018-2022). These include adapting the curricula at all levels of education and all sub-sectors to the country’s development needs, ensuring the provision of adequate curriculum reform teaching materials, and reforming the sub-sector of initial and in-service teacher training to meet the requirements of the reformed curricula. Also included are strengthening the professional skills of trainers, teachers, and supervisory staff working at different levels of the system, as well as bolstering the motivation of teachers and supervisory staff to transform their practices to improve education in Angola.

A particular highlight of UNESCO-IBE’s capacity-building activities in 2022 was the strengthening of South-South learning and cooperation. UNESCO-IBE organized and participated in more than 20 regional meetings and other events, mostly in Africa, where beneficiary countries were banded together as peers to find new and innovative solutions to critical curriculum-related issues.

For instance, the Regional Workshop for the Adoption of a Common Framework of Curriculum Guidance for the Professionalization of Teachers in the Sahel was held in Niger in October 2022. The workshop closed with a joint declaration by the five countries of the region (i.e., Burkina Faso, Chad, Mali, Mauritania, and Niger), in the presence of the Minister of Education of Niger and representatives from UNESCO’s Regional Office in Dakar and the European Union in Niger.

In March 2022, in Geneva, UNESCO-IBE brought together more than 30 representatives of partner universities that offer UNESCO-IBE’s master’s courses. The meeting unlocked the power of knowledge exchange, collaboration, and learning from contextual differences and experiences.

A total of 48 participants had benefitted from the regional master’s courses as of September 2022. If the numbers of graduates and students enrolled at the Open University of Tanzania, University of Uruguay (data will be available in November 2022), and the University Cheikh Anta Diop (data will be available by December 2022) are included, the 2022 target for this indicator (60 benefitting) will be exceeded. Please see Florence for numbers of trained persons to be trained before late December in Congo, Burundi, etc.

### Technical Assistance and Cooperation

<table>
<thead>
<tr>
<th>Proposed activities</th>
<th>Activities undertaken</th>
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<tbody>
<tr>
<td>1. Provide technical assistance to Member States, educational institutions, and/or global cooperation partners upon request, in line with UNESCO-IBE’s three curriculum pillars: curriculum development, implementation, and evaluation</td>
<td><strong>Angola</strong>&lt;br&gt;Development of a need assessment for the UNESCO-IBE-Ministry of Education cooperative program&lt;br&gt;Launch of the UNESCO-IBE-Ministry of Education cooperative program, in parallel with the Regional Launch of the UNESCO-IBE Medium-term Strategy 2022-2025 and joint fundraising for improving education quality through curriculum transformation in Angola</td>
</tr>
<tr>
<td>2. Finalize discussions with beneficiaries and financial, technical, and other implementation partners to initiate TA activities</td>
<td><strong>Benin</strong>&lt;br&gt;Initial discussions on including sport values in teacher training curricula in Africa</td>
</tr>
<tr>
<td></td>
<td><strong>Burkina Faso</strong>&lt;br&gt;Tailored training provided to the national curriculum core team</td>
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</tbody>
</table>
3. Continue initial conversations with potential beneficiaries of TA

**Burundi**
Tailored training provided to the national curriculum core team

**Central America**
Partnership with OREALC/UNESCO Santiago and the Cluster Office in San José (Costa Rica), and the Central America Education and Culture Council (CECC), to produce, discuss, and validate a conceptual and operational framework on the curriculum in emergencies initiative, engaging high-level Ministry of Education officials from Costa Rica, Dominican Republic, El Salvador, Guatemala, Honduras, Nicaragua, and Panama.

*Note:* As an outcome of several online policy and technical workshops, the seven countries agreed on a conceptual framework and guidelines on the curriculum for emergency situations, with a focus on the development of socio-emotional, citizenship, and media literacy competencies.

**Chad**
Preparatory work on developing guidelines for a holistic and relevant ECCE curriculum

**Côte d'Ivoire**
Technical support for the Etats généraux de l'éducation et de l'alphabétisation in Côte d'Ivoire, in particular the Thematic Commissions, Comparative Study, and Recommendations pertaining to quality of education

Roadmap on bilingual education in Côte d'Ivoire produced

*Note:* UNESCO-IBE’s technical support for the Etats généraux was part of UNESCO’s joint productions handed over to the Minister by UNESCO’s Director General.

**Community of Portuguese Language Countries (CPLP)**
Project proposal drafted for UNESCO-IBE support to the CPLP, for capacity building regarding the development and implementation of curricula in emergency situations

*Note:* CPLP includes Brazil, Angola, Cabo Verde, Guinea-Bissau, Equatorial Guinea, Mozambique, Portugal, Sao Tome and Principe, and Timor-Leste.

**Congo Brazzaville**
Tailored training provided to the national curriculum core team

Technical preparations undertaken with Denis Sassou Nguesso University to implement a master’s in curriculum development for Central African countries

**Democratic Republic of Congo**
Production and validation of State Report of the National Education System (RESEN-DRC III) - Diagnostic Study on the relevance of national official curriculum

Draft of Teacher Competency Framework completed and recommendations for improvement provided

Tailored training provided to the national curriculum core team (40), with an aligned approach to curriculum, teacher training and assessment
Technical inputs for the education sector review provided, highlighting the centrality of curriculum in the transformation of the Congolese education system and the importance of aligning curriculum transformation with teacher education and assessment (35 persons)

**Guinea Bissau**
Tailored training provided to the national curriculum core team (20 persons)

Feasibility study on the introduction of national languages/Creole in the education system, to improve the quality of learning in the country

**Guinea Conakry**
Partnership and funding agreement signed (20 persons)

Preparatory work started with the National Institute for Research and Pedagogical Action (INRAP) and other stakeholders to launch the UNESCO-IBE-led revision of the national Curriculum Orientation Framework (COC)

**Haiti**

Launch of the Development of a curricular diagnosis (components 1 of the project)

*Note*: The current security situation in Haiti prevents any face-to-face activities. The planning for activities took this into account; thus, the first activity was held in Geneva, and the two activities planned for 2022 (planning of the curricular diagnosis study and capacity building on conducting a curricular diagnosis) were held remotely.

**Liberia**
Draft of ECCE policy document and preparatory work on curriculum diagnosis, in line with the Tashkent Declaration

**Oman**
Technical advice to the national expert team on the external evaluation of current mathematics and science curricula

**South Sudan**
Field missions and consultations held with key stakeholders (March and August 2022), to propose a Strategic Support Plan to enhance the quality of education in the country.

A Cooperation Programme designed to focus on seven support areas and was intended to measurably transform education quality in the country over a period of 4 years (2023-2026) and to support joint resource mobilization to implement the recommendations

*Note*: Support for each country required extensive and substantial work to assure the quality of UNESCO-IBE interventions. UNESCO-IBE invited countries to specify their needs and to gradually take the lead in transforming their own curricula. UNESCO-IBE also identified and mobilized expertise from both inside and outside the region, to firm up interventions using contextualized and comparative approaches.

International School of Geneva (Ecolint)
A series of activities agreed on and being implemented, including joint participation in the Asia Pacific Curriculum Conference, Hiroshima (October 2022); a workshop with international experts, to refine a guide on curriculum framework development (June 2022); a study and workshop on distance learning evaluation (December 2022); and updating of UNESCO-IBE Resource Packs on GCED and STEM (December 2022)

*Note:* Support activities for Ecolint were adjusted to meet the school’s request, based on technical dialogue between UNESCO-IBE and Ecolint. UNESCO-IBE negotiated and obtained a no-cost extension of the UNESCO-IBE-Ecolint project agreement until 31 December 2023.

### Training: Regional Master's Programmes

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<tr>
<th>Proposed activities</th>
<th>Activities undertaken</th>
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| 1. Sustain support to four partner universities in the delivery of regional master's programmes in curriculum: Open University of Tanzania (OUT), Hamdan Bin Mohammed Smart University (HBMSU, UAE), Vytautas Magnus University (VMU, Lithuania), Catholic University of Uruguay (UCU) | 1.1. Partner Meeting organized in Geneva (March 2022), focused on the UNESCO-IBE-supported the regional master's programmes

*Note:* Participants included representatives of all partner universities and other key partners within and outside UNESCO (UNESCO chairs, regional economic communities), who exchanged information about the regional master's course content and delivery modalities, quality assurance, and sustainability.

1.2. Support for the Open University of Tanzania (OUT) in the rewriting and external review of the African Master's course modules, and in launching and delivering the 2022-2023 Master's session (September 2022)

1.3. Support for the Catholic University of Uruguay (UCU) in delivering the LAC Master's in French to Haitian students; the 2022-2023 Master's course is ongoing.

1.4. Support for the Hamdan Bin Mohammed Smart University (HBMSU) in monitoring the accreditation process of the Arab Master's programme, and brainstorming on an additional professional certificate training in curriculum for the region

*Note:* The intended master’s programme is awaiting accreditation (ongoing process, subject to national authorities).

2. Support the establishment of a French-language master's in curriculum programmes at University Cheikh Anta Diop (UCAD, Senegal) and University Denis Sassou Ngcesso (UDSN, Congo Brazzaville) | 2.1. Support for University Cheikh Anta Diop (UCAD, Senegal) in developing a French-language master's degree in curriculum for West Africa

*Note:* The proposed master’s was validated by the university senate and is to be launched by December 2022 (subject to factors internal to the university).

2.2. Support for Denis Sassou Ngcesso University (UDSN, Congo Brazzaville) in developing a French-language master's programme in curriculum for Central Africa
3. Explore the development of master’s in curriculum in other regions (e.g., Asia-Pacific region)

4. Develop quality assurance (QA) tools for the diploma/master’s courses

5. Draw lessons and foster experience sharing and peer learning among partner universities and curriculum training institutions

Note: The creation of the master’s program is in progress. Key elements such as the course objectives, course structure, learners’ needs, competence types, course duration, target audience, etc. have been validated internally. The programme development will proceed in 2023.

3. Support for the Université du Québec à Montréal (UQAM, Canada) in developing a master’s-level micro-programme in curriculum

Note: The program is intended for 2024-2025.

4. Proposal for the quality assurance of the UNESCO-IBE-supported regional master’s in curriculum developed

Note: To a large extent, the universities’ progress and agendas depend on political, academic, and financial factors that are internal to the countries. To mitigate this challenge, UNESCO-IBE works closely with the universities, offering timely support and orientation as needs arise. The exchange of lessons and experiences between different regional master’s programmes has also proven to be highly effective.

5. Partners meetings organized (see 1.1)

Note: Universities involved had both common and specific needs. Hence, UNESCO-IBE’s support was given to all partner universities as a consortium and tailored to the needs of each university. These dynamics also contributed to increasing dialogue and collaboration among the partner universities.

Training: UNESCO-IBE’s Certified Training Course

<table>
<thead>
<tr>
<th>Proposed activities</th>
<th>Activities undertaken</th>
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<tr>
<td>1. Conduct a feasibility study on the UNESCO-IBE Certified Training course on Curriculum</td>
<td>Implementation delay due to lack of funding</td>
</tr>
<tr>
<td>2. Pilot training courses and tools that will contribute to UNESCO-IBE’s Certified Training Course, on such themes as curriculum reform processes, hybrid education, learning, and assessment (HELA), pedagogies for learners’ competency development, assessing learners’ competency development, health and wellbeing education in the curriculum</td>
<td></td>
</tr>
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</table>

Implementation delay due to lack of funding
Training: The UNESCO-IBE Summer School

<table>
<thead>
<tr>
<th>Proposed activities</th>
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<tbody>
<tr>
<td>Design, develop and organize UNESCO-IBE’s first annual summer school</td>
<td>Implementation delay due to lack of funding</td>
</tr>
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KEY PERFORMANCE INDICATORS

<table>
<thead>
<tr>
<th>Selected Indicators *</th>
<th>2022 Target</th>
<th>2022 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td>TBD</td>
<td>1</td>
</tr>
<tr>
<td>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</td>
<td>TBD</td>
<td>SDG 4 9% Crisis contexts 0%</td>
</tr>
<tr>
<td>Number of persons benefitting (whether enrolled or completing) from UNESCO-IBE-supported master's training in curriculum</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Number of curriculum professionals operating within ministries and affiliates who completed UNESCO-IBE training courses and/or coaching sessions</td>
<td>115</td>
<td>26</td>
</tr>
<tr>
<td>Beneficiaries’ satisfaction with UNESCO-IBE courses and/or coaching sessions</td>
<td>80%</td>
<td>67%</td>
</tr>
<tr>
<td>Templates of functional frameworks available</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Number of UNESCO-IBE technical projects that support countries’ use of curriculum functional frameworks</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Number of technical projects through which UNESCO-IBE supports interactions between ministries and affiliates in support of curriculum implementation</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Number of technical projects through which UNESCO-IBE supports interactions between ministries and affiliates in support of curriculum implementation</td>
<td>5</td>
<td>14</td>
</tr>
<tr>
<td>Number of projects through which UNESCO-IBE supports the development of curriculum diagnostic practices</td>
<td>2</td>
<td>14</td>
</tr>
</tbody>
</table>

* These measures are agreed with UNESCO-IBE’s Results-Based Framework. For most indicators, data is still to be aggregated. Also, for several indicators, comparative prior year data is not available.
LOOKING AHEAD

UNESCO-IBE will continue to provide knowledge, capacity building, and timely assistance to UNESCO Member States, to develop (1) endogenous/decolonized curricula that value and celebrate the wealth of contexts, languages, and traditions in the world; (2) curricula that enable learners (young and old) to acquire competences for effective uptake of opportunities and for effective addressing of challenges across quickly changing and sometimes disruptive 21st-century development contexts. Capacity building activities will continue to be infused by groundbreaking research findings on the science of learning, future skills, 2030 skills, 21st-century skills, and competence-based curriculum approaches. As part and parcel of this vision, UNESCO-IBE will continue to develop its ECCE technical assistance portfolio, to support governments in their efforts to develop resilient ECCE systems and give each and every child a fair chance at holistic development. A special focus will be on crosscutting issues in health/wellbeing education and STEM, to bring stronger awareness from the very early year.
## Advancing Knowledge, Research, and Data to Support Curriculum Transformation

<table>
<thead>
<tr>
<th>RBF Outcome 4</th>
<th>UNESCO-IBE’s constituency is aware of critical issues conducive to successful curriculum transformation and reform</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Output 4.1</strong></td>
<td>Developments related to curriculum reform and transformation monitored and documented</td>
</tr>
<tr>
<td><strong>Key Activities</strong></td>
<td>Mainstream SDGs (e.g. health education and well-being, climate change, green curriculum, inclusive education, including through the prism of the humanitarian/development/education nexus) in UNESCO-IBE research products;</td>
</tr>
<tr>
<td></td>
<td>Monitor trends and evolutions and produce policy and practice-oriented publications;</td>
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<tr>
<td></td>
<td>Investigate the potential of hybrid education learning and assessment, and develop position papers, frameworks, and tools;</td>
</tr>
<tr>
<td></td>
<td>Harness the potential of the documentation centre to support knowledge management and research &amp; development.</td>
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## OVERVIEW

In 2022, UNESCO-IBE mounted an exceptional response to help countries recover from Covid-19 and transform their curricula. Specifically, UNESCO-IBE helped them address growing fragility and uncertainty, build resilience to climate change, and restore and sustain the SDG momentum. As a key example, UNESCO-IBE’S Hybrid Education, Learning, and Assessment (HELA) initiative helped Member States build resilient education systems by ensuring that learning can happen anywhere.

### HELA Initiative: Transforming Curriculum for the Future of Education and Learning

HELA helps countries create curricula that combine face-to-face and remote learning, make schools more equitable and inclusive, provide personalized learning, and offer greater support for parents, teachers, and students, including socio-emotional support. UNESCO-IBE is working closely with a consortium of partners on these efforts, including UNESCO, the Harvard University School of Education, and OECD. The initiative is structured around three areas: (1) a series of knowledge products (books, working papers, policy briefs, and notes) available in different languages that make the case; (2) global and regional conversations on the transformation of curriculum, engaging various stakeholders and partners and using a student-centred approach to enhance learning settings and opportunities; and (3) support for Member States’ initiatives to move toward hybrid modes of education, revisiting the rationale, content, and scope of curricula, as part of a unified, holistic, and systemic vision of education as a lifelong and life-wide experience.

In 2022, UNESCO-IBE intensified and expanded efforts to strengthen Member States’ research and foresight global through advancing and sharing cutting-edge knowledge (with an emphasis on the
science of learning) to guide curriculum design and development; and making UNESCO-IBE resources accessible to the Member States and the public. The UNESCO-IBE/International Brain Research Organization (IBRO) knowledge-brokerage initiative continued to attract leading senior neuroscientists, who reviewed, synthesized, and rearticulated extensive neuroscientific research findings into accessible technical briefs, with clear implications for educational policy and practice. This knowledge, with a special focus on teaching and learning, will be integrated into UNESCO-IBE’s training courses for teachers and curriculum specialists, placing them at the frontiers of knowledge and practice.

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

The UNESCO-IBE Resource Packs draw on experience and technical knowledge that spans regions and sectors, facilitating the exchange of ideas and best practices between countries and offering a uniquely global, cross-cutting view of critical educational issues. This flagship publication is already being used in training courses and strengthens the effectiveness of UNESCO-IBE’s capacity building activities.

Based on the expertise and knowledge of UNESCO-IBE staff, The Step-by-Step booklets (in progress) aim at providing a robust evidence-based tool to design education policies and help countries to solve pressing curriculum-related challenges. Tailored responses to the challenges faced by Member States include how to create a curriculum orientation framework, guides to successful curriculum reform, curriculum diagnosis, and integrating health, well-being, and nutrition into curricula.

By promoting access to a wide range of insights, UNESCO-IBE helped countries make informed decisions when implementing curriculum changes. A key example is the Common Curricular Orientation (CCOC) Framework for Teacher Training in the Sahel Countries, which will be launched in December 2022.

RESULTS AND ACHIEVEMENTS

An updated version of the Reaching Out to All Learners: A Resource Pack for Supporting Inclusion and Equity in Education (first edition in 2016) was published in English, French, and Spanish. The resource pack materials focus on three main questions: (1) How can schools respond positively to student diversity?; (2) How can classroom practices be developed to ensure that lessons are inclusive?; and (3) How can practitioners engage families, partner schools, and the wider community in their efforts to become inclusive and equitable?

An updated version of the UNESCO-IBE Resource Pack for Global Citizenship Education was published. The pack suggests ways for practitioners to assess (a) their current orientation toward key concepts of global citizenship; and (b) the current status of GCED, by reviewing existing practices and considering how these practices might be expanded or deepened, in keeping with a holistic GCED curriculum approach, bearing in mind GCED’s related approaches (e.g., citizenship education, ESD).

Given this important work and its long-time involvement in global citizenship education issues, UNESCO-IBE was invited to participate in regional technical consultation meetings and actively contributed to the “Revision of the 1974 Recommendation concerning education for international understanding, cooperation, and peace, and education relating to human rights and fundamental freedoms”.

An advanced draft UNESCO-IBE Guidelines on Mainstreaming Green and Blue Education in the Curricula was produced. The guidelines aim to (a) link sustainability to societal goals; (b) highlight transversal skills related to sustainability; (c) outline interdisciplinary topics related to sustainability; (d)
integrate sustainability within subject concepts; (e) provide professional learning and curricular resources; and (f) identify whole-school opportunities.

Thirteen papers in the *Curriculum on the Move* series and seven *In-Progress Reflections* disseminated the findings of works in progress, to encourage the exchange of ideas about curriculum-related issues. Latest papers clearly connect UNESCO-IBE’s work with top takeaways from the Transforming of Education (TES) Summit: the need to rethink curriculum and education, the power of youth action, and digitalization of education.

Two special issues of *Prospects* were published on topics relevant to UNESCO-IBE’s work: “Impacts on the Covid-19 pandemic on curriculum, education, and learning” and, in preparation for the World Conference on Early Childhood Care and Education (Tashkent, November 2022), “Foundational learning: From research to policy and practice”.

*Prospects* maintains its strong position among international journals of comparative education, according to well-established quantitative measures of scholarly impact. The journal impact factor (IF, a measure of the yearly average number of citations to recent articles published in that journal, based on Scopus data) is 7.12, based on citation data from papers published in 2020 and 2021. Articles published in 2020-2021 received a substantial amount of media attention, scholarly engagement, and consideration by academics and policy stakeholders outside of academia. Most notably, the article “Education and the Covid-19 pandemic” by Sir John Daniel (*Prospects, 49*, 91-96) was downloaded over 390,000 times, was cited 583 times, and garnered significant attention on social media, including over 40 tweets. José Augusto Pacheco’s article, “The 'new normal' in education” (*Prospects, 51*, 3-14), was downloaded by over 304,000 readers.

### Research and Foresight Capacity: Emerging Trends and Issues

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<thead>
<tr>
<th>Proposed activities</th>
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</tr>
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<tr>
<td>1. Publish four issues of <em>Prospects</em> (in English, Arabic, and Mandarin Chinese); one book in the UNESCO-IBE <em>on Curriculum, Learning, and Assessment</em> series; one booklet in the <em>Educational Practices</em> series</td>
<td>1.1. Publication of <em>Prospects</em> sustained, on topics relevant to UNESCO-IBE’s mandate and work (e.g., impacts of the Covid-19 pandemic on curriculum; foundational learning; education in emergencies).</td>
</tr>
<tr>
<td>1.2. Issues in Arabic and Mandarin Chinese regularly published. Translation into French is in progress.</td>
<td></td>
</tr>
<tr>
<td>1.3. <em>An Education Calamity: Learning and Teaching During the Covid-19 Pandemic/ Un désastre éducatif : Apprendre et enseigner pendant la pandémie de Covid-19</em> (edited by Fernando M. Reimers, Uche Amaechi, Alysha Banerji, and Margaret Wang) published with an open access licence (available on UNESDOC) and distributed to UNESCO field offices in Africa</td>
<td></td>
</tr>
<tr>
<td>1.4. Two <em>Educational Practices</em> booklets were published. Unsolicited translations of these booklets (in Arabic, Catalan, Chinese, French, German, Hindi, Hungarian, Italian, Polish, Portuguese, Russian, Spanish, Turkish, and Urdu) evidence their demand.</td>
<td></td>
</tr>
<tr>
<td>2. Produce: 2.1. a comparative mapping and analysis of different curriculum approaches and their implications</td>
<td>2.1. Study on curriculum approaches, strategies and practices in Africa and Latin America, with a focus on the innovations applied and lessons learned during the Covid-19 pandemic (in progress)</td>
</tr>
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<td>2.2. at least one comparative study on curriculum overload, based on the</td>
<td>2.2. Study co-authored with OECD and the Faculty of Education of the University of San Andres (UDESA) on the need to develop</td>
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recent OECD report “Curriculum Overload. A Way Forward”, and guidelines for addressing curriculum overload issues

2.3. a global brief on SEL (English, French, Spanish) and a comparative interregional study on how to mainstream climate change education into curricula

2.4. two case studies on systemic curriculum transformation

3. Conduct and publish a mapping of multilingual curriculum experiences in Africa

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<td>1.1. 18 briefs peer-reviewed, edited, and uploaded to the portal</td>
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<td>2. Maintain and regularly update the UNESCO-IBE Science of Learning (SoL) portal, through new contributions and partnerships</td>
<td>1.2. 12 more briefs developed by the 2022 IBRO/UNESCO-IBE Fellowship cohort (to be externally reviewed)</td>
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Note: The study is jointly conducted with NISSEM and based on an inter-regional comparative perspective including case studies from Africa, Asia, Latin America and the Caribbean, and Europe (in progress)

2.4. UNESCO Open International Competition (OIC) underway, to produce an interregional study on the extent to which education for sustainable development and climate change education are embedded in science and social science curricula in secondary education.

Note: The study is jointly conducted with UNESCO Division of Peace and Sustainable Development. Its findings will be presented at the COP28 climate conference (Dubai, UAE, November 2023).

2.5. Case studies on systemic curricular transformation, with a focus on Angola and Portugal (to be published in 2023)

3. Workshop organized to map multilingual curriculum experiences in seven West African countries (Togo, July 2022).

Research and Foresight Capacity: UNESCO-IBE Science of Learning Initiative

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2.5. Case studies on systemic curricular transformation, with a focus on Angola and Portugal (to be published in 2023)

3. Workshop organized to map multilingual curriculum experiences in seven West African countries (Togo, July 2022).
3. Publish a study on recent developments in the SoL, with the potential to contribute to teaching practices. Contributors include leading neuroscientists, such as Daniel Ansari, Gregoire Borst, David Daniel, and Nora Newcombe.

3. Two studies produced, on: “Guidance on using neuroscience findings to improve teaching and learning” and “Neuromyths”

### Research and Foresight Capacity: HELA Initiative

<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| Produce: 1. An interregional comparative study on hybrid learning practices in light of the challenges identified by the report “Reimagining Our Futures Together: A New Social Contract for Education” by the UNESCO International Commission on the Futures of Education (2021) 2. A white paper on HELA in Latin America and the Caribbean, a global brief, guidelines, and related materials on HELA (in English, French, Arabic, Spanish) | 1. Interregional comparative study produced, on the analysis of factors influencing learning during Covid-19 pandemic as well as on hybrid learning practices across the regions  

*Note:* The countries covered in the study include Argentina, Lithuania, Mozambique, Malaysia, Philippines, and Zambia. The study findings were presented at the Asia Pacific Conference on Curriculum Studies and Instructional Designing (Hiroshima, 27–30 October 2022). 2.1. Outline of a white paper co-produced by the Interamerican Development Bank (IDB) and UNESCO-IBE on hybrid education modes and strategies  

*Note:* The objectives of the paper are: (i) to propose a series of key concepts and dimensions to contribute to positioning the policy and technical discussion on hybrid education in the Latin America and Caribbean region; and (ii) to acquaint key stakeholders with the potentialities, benchmarks and responsibilities involved in hybrid education. 2.2. Paper on “Hybrid Education, Learning, and Assessment (HELA): Frameworks and Developments” produced, to provide an overview of the accelerated emergence of HELA practices globally  

*Note:* The document, which engaged leading educationalists and curriculum specialists from different regions, discusses: (i) a hybrid continuum of learning; (ii) reconstructing education through HELA; (iii) a curriculum for hybrid learning; (iv) implementing hybrid learning; (v) reorganizing the structure and hierarchy of learning for HELA; (vi) rethinking education systems for HELA; (vii) rethinking stakeholders in HELA; and (viii) leveraging the power of AI. |

### UNESCO-IBE’s Capacity Development Tools: Tools and Guidelines

<table>
<thead>
<tr>
<th>Proposed activities</th>
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</table>
| 1. Publish an updated version of UNESCO-IBE’s Curriculum and Learning Resource Pack (in English, Arabic, French, Portuguese, Spanish) | 1. Updated version of the *Curriculum and Learning Resource Pack* (in progress, under external review)  

*Note:* The overall purpose of the Resource Pack is to serve as a basic training resource to strengthen capacities |
2. Publish an updated version of the UNESCO-IBE GCED Resource Pack (in English, Arabic, French, Spanish)

3. Enrich the UNESCO-IBE “Reaching Out to All Learners: A Resource Pack for Supporting Inclusion and Equity in Education” through collaboration with regional hubs.

4. Produce additional UNESCO-IBE reference resources:
   4.1. Outline for the revision of the UNESCO-IBE Resource Pack for Gender-Responsive STEM Education within a humanistic and art approach (in English and French)
   4.2. Teaching and learning frameworks/materials to further mainstream GCED in Georgia, Indonesia, Laos, and Rwanda
   4.3. Guidelines for the design and development of a green curriculum
   4.4. A user-friendly step-by-step toolbox for curriculum reform and transformation, including a booklet on curriculum development and curriculum reform, a booklet on pedagogical approaches, and a booklet on how to integrate the general history of Africa (GHA) into the curriculum.
   4.5. A booklet on the integration of health and well-being education in the curriculum.
   4.6. A practical guide for ensuring that schools promote health and well-being-promoting to support the UNESCO-led

   to lead, design, develop, and assess processes of curriculum and pedagogical transformation across educational levels. The resource pack (original version in English) comprises five sections: (i) Learning and pedagogy in the 21st century; (ii) Curriculum approaches based on content integration; (iii) The curriculum process; (iv) Alignment of supporting structures and practices; and (v) Teachers, teaching and curriculum implementation. Each section includes a conceptual understanding, repertoire of pedagogical strategies, and case studies from different regions. In total the CRP is comprised of 5 sections, 14 modules and 43 activities.


Note: The Pack provides comprehensive guidance for national policymakers, curriculum specialists and developers, teachers, teacher educators, school leaders and district level administrators. It is conceptualized as STEAM, incorporating humanistic and art dimensions.

4.2. GECd situational analysis conducted in Indonesia, Georgia, LAO PDR and Rwanda, with a comparative analysis of content, competencies, pedagogy, and assessment

4.3. Advanced draft the “UNESCO-IBE Guidelines on Mainstreaming Green and Blue Education in the Curricula” produced

4.4. Step-by-Step Toolbox to guide curriculum diagnosis, curriculum reform, and to create a curriculum orientation framework; and booklets on pedagogical approaches and on integrating GHA into the curriculum (in progress, to be published in 2023)

Note: Preparatory regional meetings were organized in Cameroon, Chad, and Niger, to reflect on a common methodological guide for developing the toolbox.

4.5. Step-by-Step booklet on integrating health, wellbeing, and nutrition education in the curriculum (in progress, to be published early 2023)

4.6. Advanced draft of the guide for promoting health and well-being in schools produced (to be published in 2023).
Global Initiative on Health-Promoting Schools

5. Undertake comparative analyses of ECE curriculum enablers and produce guidelines for improvements within the Global Strategic Partnership, including the development of a qualitative data collection tool for national ECE curriculum

6. Undertake analyses of national ECE curricula and produce guidelines for improving them by integrating health and wellbeing education; and science and technology awareness

5. Draft of a conceptual paper to support comparative analyses of ECCE curricula (to be published in 2023)

6. Advanced planning to mainstream ECCE-related aspects on health/wellbeing education and STEM awareness in UNESCO-IBE capacity-building activities

KEY PERFORMANCE INDICATORS

<table>
<thead>
<tr>
<th>Selected Indicators *</th>
<th>2022 Target</th>
<th>2022 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of key curriculum agents involved in UNESCO-IBE projects, who express readiness to use alignment tools and processes for curriculum implementation</td>
<td>80%</td>
<td>74%</td>
</tr>
<tr>
<td>Alignment tools for implementation (textbook specifications, curriculum implementation guidelines, etc.) available</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Percentage of curriculum agents involved in UNESCO-IBE projects who express readiness to use UNESCO-IBE’s curriculum diagnostic approach and tools</td>
<td>80%</td>
<td>50%</td>
</tr>
<tr>
<td>Packaged, user-friendly guide on curriculum diagnostic available</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Number of new knowledge products published annually</td>
<td>14</td>
<td>15</td>
</tr>
</tbody>
</table>

* These measures are agreed with the UNESCO-IBE Results-Based Framework. For most indicators, data is still to be aggregated. Also, for several indicators, comparative prior year data is not available.

LOOKING AHEAD

UNESCO-IBE knowledge products will continue to provide a valuable global public good, offering analysis and insights, supporting capacity building activities, and strengthening UNESCO Member States’ research and foresight global capacity for curriculum, teaching, learning, and assessment.
The Documentation Centre: Collecting, Preserving, and Providing Access to Knowledge

<table>
<thead>
<tr>
<th>RBF Outcome 4</th>
<th>UNESCO-IBE's constituency is aware of critical issues conducive to successful curriculum transformation and reform</th>
</tr>
</thead>
<tbody>
<tr>
<td>Output 4.1</td>
<td>Developments related to curriculum reform and transformation monitored and documented</td>
</tr>
<tr>
<td>Key Activities</td>
<td>Harness the potential of the documentation centre to support knowledge management and research &amp; development</td>
</tr>
</tbody>
</table>

OVERVIEW

The UNESCO-IBE Historical Collections

A key mission of the Documentation Centre is to make UNESCO-IBE’s intellectual heritage accessible to everyone - for research, inspiration, and enjoyment.

The Documentation Centre’s holdings are of such historical value that in 2016 UNESCO-IBE began the work of organizing, indexing, and scanning the entire archive, an enormous task that was only concluded in 2020.

Through its partnership with the Swiss Agency for Development and Cooperation, UNESCO-IBE is able to fulfil its commitment to digitize, conserve, and promote historical textbooks and related documents. In 2022, this partnership supported the addition of more than 1,000 digital files to the UNESCO-IBE online library. This partnership has also directly promoted scholarship through fellowship and internship opportunities in various disciplines and through publications that showcase UNESCO-IBE’s unique collections.

Fellowship recipients joined a thriving community of researchers from the University of Geneva, working in collaboration with UNESCO-IBE colleagues, to both generate knowledge and create opportunities for public outreach and further engagement with UNESCO-IBE collections.

UNESCO-IBE continued to update its digitization website, which is a “window into project”, highlighting the progress made and offering a description of the collections and of the research that has been generated from them. The website also acts as a hub to connect researchers from around the world and provide resources and background information to users.

UNESCO-IBE is currently undertaking an Archival Needs Assessment to evaluate and plan for further archival development. This comprehensive assessment will pinpoint problems, recommend solutions, set priorities, and guide the development of the UNESCO-IBE archive.
Alerts and Digests

Since 2006, UNESCO-IBE’s Documentation Centre has offered alerting services and digests of online resources including reports, publications, websites, and news pertaining to curriculum development, education systems and trends worldwide. Alerts and digests are regularly sent to UNESCO-IBE’s network of curriculum specialists in over 125 countries, as well as other education specialists. They are disseminated through UNESCO-IBE’s communication channels and social media. They are also featured and further promoted through UNESCO EdKnowledge services.

RESULTS AND ACHIEVEMENTS

Opening up access to UNESCO-IBE’s historical collections remained a high priority in 2022.

UNESCO-IBE expanded the use of the Documentation Centre’s collections by offering opportunities for research engagement and showcased the results for the benefit of academics, policymakers, and the public.

With funding from the Swiss Agency for Development and Cooperation, UNESCO-IBE launched a fellowship programme to support research using UNESCO-IBE’s historical collections. Three fellowships were awarded in 2022 to scholars from Burkina Faso, Brazil, and the UK.

2022 brought a welcome return to face-to-face engagement with the Documentation Centre’s global community of partners. This year, UNESCO-IBE’s engagement (both physical and digital) comprised more than 50 separate engagements, ranging from diplomatic visits to professional skills exchanges with library and information professionals. These have included professional and diplomatic visits to the Documentation Centre from more than 20 countries.

In addition, UNESCO-IBE welcomed at the Documentation Centre and supported 26 scholars, who made deep and consequential use of its collections.

UNESCO-IBE’s longstanding partnership with University of Geneva continued to flourish this year. For instance, UNESCO-IBE’s Documentation Centre’s curators and university researchers have co-developed five thematic exhibits, co-produced two videos on working with the collections, co-organized one book launch, and shared expertise and ideas on different aspects of collection care.

Beyond Switzerland, UNESCO-IBE has worked hard to develop and maintain international relationships and networks in the face of pandemic restrictions on travel and face-to-face engagement.

UNESCO-IBE continued to develop a wide range of bilateral partnerships with peer institutions around the world. These support a range of activities, including digitization of more material from the collections, research into “hidden” areas, exchange of curatorial expertise, and building a shared awareness of respective collection holdings related to each partner’s cultural heritage. In 2022, UNESCO-IBE engaged in bilateral consultations and partnerships with 16 peer institutions.

Twenty-three alerts were sent out in 2021 via newsletter. Themes currently covered in the alerts are education in times of crisis; curriculum, learning, and assessment; inclusive, equitable, and quality education; early childhood care and education; future of education, learning, and work; education for sustainable development; and UNESCO-IBE’s publications and events. For each biweekly alert, UNESCO-IBE staff normally preview 1,000-1,500 titles, reviewing and selecting approximately 50-70 titles for inclusion in the alert.
### Documentation Centre: The UNESCO-IBE Historical Collections

<table>
<thead>
<tr>
<th>Proposed activities</th>
<th>Activities undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Digitize 1000 historical textbooks</td>
<td>1. 1,000 historical textbooks digitized</td>
</tr>
<tr>
<td><strong>Notes:</strong> Approximately 10,000 more pages of historical documents (requested by researchers based at the University of Geneva) are being prepared for scanning. Managing the digital files and their associated metadata is an essential component of the project. Metadata for all selected textbooks were created: descriptive and technical characteristics were noted in the collection management system and embedded in the surrogate files as appropriate. Once digitized, all materials go through an extensive quality control process. Then the files are stored in a digital repository, where they are managed efficiently and effectively as part of the collection’s overall digital curation efforts.</td>
<td></td>
</tr>
</tbody>
</table>
| 2. Complete an inventory of the historical textbook collection | 2.1. Inventory of the historical textbook collection completed, except for rare languages documents (for which specialized translators are needed)  
2.2. An accurate, searchable database of records, properly archived, created  
2.3. Ongoing archival needs assessment |
| **Notes:** The next step is to evaluate the records and determine their historical and research value. Appraisal will also identify which records are candidates for conservation/disposal. Also, “finding aids” guides to the collections are planned, including general descriptions of materials, box/folder inventories of collection contents, and information on access and citation policies. |
| 3. Officially launch the public interface of the digitized collections | 3. Formal launch of the digital collections scheduled for 8 December. |
| 4. Maintain and update the digitization website/TIND public interface, to enable free online access to the UNESCO-IBE historical collections | 4. Digitization website and public interface continuously updated and improved |
| 5. Design and implement short-term fellowships, to provide researchers, especially from developing countries, with access to the UNESCO-IBE physical collections | 5. Three short-term UNESCO-IBE Historical Collections fellowships awarded to researchers from Burkina Faso, Brazil, and the United Kingdom |
| 6. Promote the UNESCO-IBE collections through exhibitions; conference presentations; special events; and partnerships with other international organizations, academic institutions, and libraries | 6.1. Five virtual exhibits, consisting of visual material and selected archival documents from the digitized historical collections, developed. |
| **Notes:** Topics include Jean Piaget: Diplomat of Educational Internationalism; UNESCO-IBE Intergovernmental Cooperation: A Legacy for UNESCO; Learning through Play: International Perspectives; Women’s Engagement with Comparative Education at UNESCO-IBE; Education in Wartime: UNESCO-IBE and Intellectual Aid to POWs during the Second World War. |
6.2. The UNESCO-IBE Historical Collections promoted through panel presentations, exhibits, and meetings, at global events, including ARCHIVES*RECORDS 2022 (Boston, USA); Centenary of the International Committee on Intellectual Cooperation Conference (Geneva, Switzerland); Comparative and International Education Society (CIES) Annual Conference (Minneapolis, USA; Culture Summit (Abu-Dhabi, UAE); and the International Council on Archives (Rome, Italy)

6.3. Personalized tours of the Documentation Centre organized for groups of visitors, including representatives of:

- Asia Pacific University of Technology and Innovation and regional partners (ACA, CAMES, CEDEAO, CONFEMEN, IFEF, UEMOA)
- Catholic University of Uruguay
- Embassy of China in Switzerland
- French Ministry for Europe and Foreign Affairs
- German Federal Foreign Office
- Haitian Ministry of National Education and Professional Training
- Hamdan Bin Mohammed Smart University, Dubai, United Arab Emirates
- NORRAG, Switzerland
- Open University of Tanzania
- Permanent Delegation of Germany to UNESCO
- Permanent Delegation of the Swiss Confederation to UNESCO
- SEGi University, Malaysia
- Swiss Agency for Development and Cooperation
- Swiss Federal Department of Foreign Affairs
- Swiss Network for Education & International Cooperation - RECI
- Université Cheikh Anta Diop, Senegal
- Université Denis Sassou Nguesso, Congo
- University Eduardo Mondlane, Mozambique
- UNESCO Headquarters
- UNESCO Field Offices (Brazzaville, Dakar, San José)
- Vytautas Magnus University, Lithuania
- Faculty and graduate students from the University of Geneva


6.5. Meetings held with representatives from universities, professional organizations, major libraries, and digitization programs, to learn from their experience and allow for future collaboration:

- Archives of the City of Geneva
6.6. Videos developed to promote the UNESCO-IBE Documentation Centre, the UNESCO-IBE digitization project, University of Geneva research projects on the UNESCO-IBE collections, and the book launch of *The IBE: A Matrix for Educational Internationalism.*

### Documentation Centre: UNESCO-IBE Alerts and Digests

<table>
<thead>
<tr>
<th>Proposed activities</th>
<th>Activities undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Produce bi-weekly alerts and digests on the latest news, trends, and publications, with a focus on curriculum and related matters</td>
<td>1.1. Bi-weekly alerts produced regularly, with a primary focus on UNESCO-IBE’s core areas of curriculum, learning, teaching, and assessment</td>
</tr>
<tr>
<td></td>
<td>1.2. Thematic alerts related to UNESCO-IBE’s work (e.g., AI, the future of education, and the science of learning) developed and disseminated</td>
</tr>
</tbody>
</table>

### KEY PERFORMANCE INDICATORS

<table>
<thead>
<tr>
<th>Selected Indicators *</th>
<th>2022 Target</th>
<th>2022 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of documents digitized</td>
<td>300</td>
<td>1000</td>
</tr>
<tr>
<td>Number of pages with quality control performed</td>
<td>50,000</td>
<td>129,000</td>
</tr>
<tr>
<td>Number of international engagements hosted</td>
<td>10</td>
<td>58</td>
</tr>
<tr>
<td>Items consulted online, onsite, and through remote delivery</td>
<td>N/A</td>
<td>397</td>
</tr>
<tr>
<td>Number of Alerts subscribers</td>
<td>N/A</td>
<td>1,133</td>
</tr>
</tbody>
</table>

* These indicators are new and thus not included in the Results-Based Framework.*
LOOKING AHEAD

The UNESCO-IBE Documentation Centre’s focus is on progressing with its ambitious set of strategic initiatives and implementing the 3-year project supported by the Swiss Agency for Development and Cooperation, while continuing to deliver impact across all its public purposes. Underpinning all of its engagement, from the local to the global, is a commitment to advancing knowledge and mutual understanding and to increasing the accessibility to the UNESCO-IBE collections.
### Bringing UNESCO-IBE to the World through Outreach and Advocacy

<table>
<thead>
<tr>
<th>RBF Outcome 4</th>
<th>UNESCO-IBE’s constituency is aware of critical issues conducive to successful curriculum transformation and reform</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Output 4.2</strong></td>
<td>Advocate key messages to UNESCO-IBE’s constituents</td>
</tr>
<tr>
<td><strong>Key Activities</strong></td>
<td>Participate in selected third-party events to promote UNESCO-IBE’s vision and messages on curriculum</td>
</tr>
<tr>
<td></td>
<td>Expand UNESCO-IBE’s reach, including through social media platforms</td>
</tr>
<tr>
<td></td>
<td>Improve design and content management on UNESCO-IBE’s website</td>
</tr>
<tr>
<td><strong>Output 4.3</strong></td>
<td>Provide opportunities for UNESCO-IBE’s constituents to share their experience on curricular practice and change</td>
</tr>
<tr>
<td><strong>Key Activities</strong></td>
<td>Organize policy fora and webinars to promote UNESCO-IBE’s holistic, systemic, and endogenous approach to curriculum, incorporating intersectoral (SDGs) and crisis-sensitive perspectives, as appropriate</td>
</tr>
</tbody>
</table>

### OVERVIEW

Bringing UNESCO-IBE to the world is a collective effort to show the relevance and impact of its work. Through different publications and projects, visible presence on the global stage, and using innovative communication methods, UNESCO-IBE continued to broaden the overall understanding of its work globally.

UNESCO-IBE communicated through the strategic publication of press releases, news comments, and briefing notes, and through powerful stories and messaging that reflect the diversity of the countries and people it supports, as well as its own staff and project around the globe. UNESCO-IBE also continued to tell the UNESCO-IBE story—for example, through short videos showcasing the Documentation Centre, its role in International Geneva, and new ways of engaging the public on the history of the institution. These communications generate support for UNESCO-IBE’s work and amplify its partners’ voices.

UNESCO-IBE’s communications sought to position it as a leading voice in curricular transformation. For example, the HELA initiative delivered reliable information on curricular innovations during the Covid-19 pandemic and projected the role of UNESCO-IBE as a facilitator of solutions on curriculum-related matters.
UNESCO-IBE underwent administrative and staffing changes in 2022, including for its communications editorial and technical capacity. This led to variable intensity in updating the website with relevant and timely content. However, the core audience has been kept engaged, and the key UNESCO-IBE messages have been communicated and disseminated through engagement on social media channels. An integrated social media strategy and production of valuable content, both in English and French, helped to grow the UNESCO-IBE’s social media presence.

In 2021, UNESCO-IBE developed a new communications strategy. The strategy is based on several principles:

- Communication must be aligned with the vision of UNESCO-IBE Medium-Term Strategy.
- Communication should contribute to and assist the efforts undertaken by UNESCO-IBE to adopt and implement a results-based management strategy.

The implementation of the communication strategy was sustained, and UNESCO-IBE’s activities were shared through multiple channels, including exhibitions, website and regular web news, the IBE Science of Learning portal, the Digitization portal, conferences, official meetings, alerts and digests, and social media.

The implementation of the strategy also benefited from the political and media visibility that beneficiary countries, partners, and donors, as well as UNESCO-IBE leadership, UNESCO HQ, and field offices gave to the Bureau.

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UNESCO-IBE communicated through the strategic publication of press releases, news commentaries and information briefings, as well as through powerful stories and messages that reflect the diversity of the countries and people it supports, as well as that of its own staff and projects around the world. UNESCO-IBE has also continued to tell its story - for example, through short videos introducing the Documentation Centre, its role in International Geneva, and new ways of engaging the public about the institution’s history. These communications generate support for UNESCO-IBE’s work and amplify the voice of its partners.

RESULTS AND ACHIEVEMENTS

Policy Fora, Conferences, and Other Events

UNESCO-IBE played a significant role (e.g., keynote addresses, presidential panels, key sessions) in more than 70 international conferences and other events, attracting about 430,000 participants covering all six UNESCO regions.

A key highlight is the 3rd African Curriculum Conference (The Gambia, May 2022), which UNESCO-IBE co-organized with the Gambian Ministry of Education, the African Curriculum Association, the Organization of Educational Cooperation (OEC), and the African Union’s CESA Curriculum Cluster. More than 200 participants from over 40 countries attended the conference, where UNESCO-IBE’s vision, lead role in curriculum development, and flagship programmes were acknowledged. Most countries requested further support from UNESCO-IBE.

In October 2022, during a regional workshop held in Niger, representatives of the Ministers of Education from Burkina Faso, Mali, Mauritania, Niger, and Chad validated the Curriculum Framework for the
Professionalization of Teachers in Sahel, which was proposed by UNESCO-IBE. In their common declaration at the end of the event, the five countries thanked UNESCO-IBE and affirmed that the framework is consistent with their “aspirations for a quality basic education for our children, respectful of our cultural and social values and likely to ensure our countries a sustainable human development”. The countries committed to developing national curricular frameworks consisting of competency frameworks and training and evaluation frameworks, adapted to the realities of each country and aligned as much as possible with the main orientations of the common curriculum framework.

In Latin America, UNESCO-IBE co-organized (with the UNESCO chair at the Catholic University of Uruguay, and the University of San Andres, Argentina) a series of colloquia on Curriculum at the Core of the Transformation of Education and Educational and Curriculum Transformations Post Pandemic: Challenges for the Region. The events brought together more than 200 educational stakeholders, including top-level policymakers, policy planners, curriculum developers and specialists, supervisors, principals, teachers’ trainers, and educationists, as well as senior representatives of inter-governmental and civil society organizations.

In Asia, UNESCO-IBE co-organized the Asia Pacific Conference on Curriculum Studies and Instructional Designing 2022, entitled Curriculum Studies in the Post Pandemic Era: Toward Education Transformation for Sustainable Development, with the Asia Pacific Research Association of Curriculum Studies & Instruction (APRACSI), Hiroshima University, Japan Curriculum Research & Development Association (JORDA), and UNESCO-IBE (October 27-30, Hiroshima University, Japan). UNESCO-IBE’s contribution involved keynote addresses and panel presentations on transforming education for curriculum, positioning the transformation of the curriculum within the TES movement, and main findings of the interregional comparative study on hybrid education practices conducted by UNESCO-IBE.

In North America, UNESCO-IBE co-hosted, with Cornell University, the 5th World Council of Comparative Education Societies (WCCES) Annual Symposium on the theme The Future Is Here: Transforming With Urgency Education Systems for Equitable Rights to Quality Learning. The event, co-sponsored by the Institute for African Development (IAD), brought together scholars, policymakers, and practitioners to discuss the need for curricular and educational transformation.

In September, UNESCO-IBE’s Director travelled to New York to participate in the Transforming Education Summit (TES). Over 130 countries issued a call to reboot education systems that offer new hope to the world’s children for a better future. UNESCO-IBE’s message was crystal clear: We must push forward together to transform curricula as a key element in transforming education.

UNESCO-IBE organized a virtual symposium entitled Strengthening Educational Foundations: Implications of Neuroscience Research for Curriculum, Education, and Learning. The event brought together current and former IBRO/ UNESCO-IBE Science of Learning senior fellows, who presented the latest findings of neuroscience, with implications for education policy, teaching, and learning, as well as initiatives toward applying neuroscientific knowledge to strengthen teaching and learning. They shed light on the significance of learning and developmental processes for education, with the potential to help resolve the global learning crisis.

In Geneva, UNESCO-IBE welcomed the Minister of Education and other officials from Haiti. The main goal of a 3-day visit was to plan the role of UNESCO-IBE in the implementation of Haiti’s Ten-Year Education and Training Plan (PDEF, 2020-2030), a key public policy document for the education sector, involving a long process of consultation with multiple stakeholders.
Institutional Communications

The communication resources of the substantive areas of UNESCO-IBE were aligned with the strategic vision expressed in the Medium-Term Strategy and the Results-Based Framework.

Successful programmes of UNESCO-IBE were identified and promoted through communication: HELA, capacity-building activities in Africa, field missions, the IBRO/ UNESCO-IBE initiative, etc.

The scope of communications was expanded in countries where UNESCO-IBE previously enjoyed less visibility (e.g., Chad, Haiti, Niger).

A corporate and systematic communication management is currently being implemented, including communication plans, key message documents, guides, etc.

Internal communication actions were rationalized and systematized.

From January to the end of September 2022, UNESCO-IBE’s website registered over 650,000 views globally, with an average of 12,500 views per week. This is within range but at the lower end compared with organizations of similar size. It indicates that UNESCO-IBE’s website is in need of technical and design renovation. This milestone project of revamping UNESCO-IBE’s website was kickstarted in late 2022. Most viewers came from the Asia Pacific region, followed by Africa, Europe, and North America.

The number of Twitter followers has grown sharply to 11,000, with nearly 2,000 new users added by October 2022. Engagement (clicks on your tweet, including retweets, replies, likes, poll votes, and hashtag clicks) on Twitter is growing. However, this work can be significantly improved next year with more targeted posts and correct tagging practices that spark interest and invite engagement. The approach already proved to be beneficial during the Transforming Education Summit (TES) in September 2022, where a near-live reporting of the activities of UNESCO-IBE’s Director in panels and events generated engagement and significant visibility among stakeholders, countries, and partners. This was achieved by a systematic tagging policy and the responsiveness of the communications team.

UNESCO-IBE showed strong performance in 2022 for online events, in particular including two webinars that UNESCO-IBE co-organized with the Harvard Graduate School of Education that received positive feedback from across the globe, and the HELA Forum at the 6th China Education Innovation Expo, which attracted over 150,000 viewers online.

<table>
<thead>
<tr>
<th>Proposed activities</th>
<th>Activities undertaken</th>
</tr>
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<tbody>
<tr>
<td><strong>Policy Fora, Conferences, and Other Events</strong></td>
<td><strong>Activities undertaken</strong></td>
</tr>
<tr>
<td>2. Organize two regional fora on the UNESCO-IBE-Education Global Innovation Initiative’s book <em>Learning to Build Back Better Futures for Education: Lessons from Educational Innovation during the Covid-19 Pandemic</em> (joint project with the Global</td>
<td>1.2. A symposium on Educational and Curriculum Transformations Post Pandemic: Challenges for the Region, co-organized with the University of San Andres (UDESA) and the Center for the Implementation of Public Policies for Equity and Growth (CIPPEC)</td>
</tr>
<tr>
<td></td>
<td>2. Two webinars organized, based on findings from the book on <em>Learning to Build Back Better Futures for Education: Lessons from Educational Innovation during the Covid-19 Pandemic</em> (joint project with the Global</td>
</tr>
<tr>
<td><strong>Education: Lessons from Educational Innovation during the Covid-19 Pandemic and its implications for developing regions</strong></td>
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<tr>
<td>3. Organize a forum to launch the creation of the African Multilingual Working Group</td>
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<tr>
<td>4. Organize a forum on curriculum transformation in the Arab region</td>
<td></td>
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<tr>
<td>5. Organize the 2022 Asia Pacific Conference on Curriculum and Instructional Designing, October 2022, Hiroshima</td>
<td></td>
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<tr>
<td>7. Co-organize the biennial conference “Strategizing ECCE in the Covid &amp; post-Covid era: Data, regulations, and curriculum development”, with UNESCO Category II institute IECID in the Seychelles</td>
<td></td>
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<tr>
<td>8. Co-organize the UNESCO-IBE-OECD series of international webinars on curriculum transformation</td>
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<tr>
<td>9. Contribute to interregional policy dialogue on inclusive education and curriculum</td>
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<table>
<thead>
<tr>
<th>Education Innovation Initiative, Harvard University; in English, French, and Spanish</th>
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<tbody>
<tr>
<td>3. International symposium on bilingual education organized in Abidjan (April 2022) to prepare a conceptual framework for the working group</td>
</tr>
<tr>
<td>4.1. Online thematic consultation on Towards a Transformative and Forward-Looking ECCE Curriculum in the Arab States, 22 September</td>
</tr>
<tr>
<td><strong>Notes:</strong> The forum was supported by the UNESCO Beirut office. UNESCO-IBE organized an online thematic consultation on the same topic in the Asia Pacific region, with support from UNESCO Bangkok Office.</td>
</tr>
<tr>
<td>4.2. Participation in the International Conference and Exhibition for Education (Riyadh, 9 September), to present UNESCO-IBE’s work on curriculum transformation in the post-pandemic era</td>
</tr>
<tr>
<td>4.3. Closing conference of UNESCO-IBE’S project on Building Resilient and Sustainable ECCE systems, co-organized with Dubai Cares (Dubai, UAE, 24-25 March)</td>
</tr>
<tr>
<td>6. The 3rd African Curriculum Conference (The Gambia, May 2022), co-organized with the Gambian Ministry of Education, the African Curriculum Association, the Organization of Educational Cooperation (OEC) and the African Union’s CESA Curriculum Cluster</td>
</tr>
<tr>
<td>7. This activity was not implemented yet, due to lack of funding.</td>
</tr>
<tr>
<td>8.1. Coordination of Focus Group of Stakeholders, OECD Future of Education and Skills 2030</td>
</tr>
<tr>
<td>8.2. Participation and sessions chaired, 4th Global Forum on the Future of Education and Skills 2030 (Jerusalem, 1 June)</td>
</tr>
<tr>
<td>8.3. Support for production of OECD reports Curriculum Flexibility and Autonomy and Ecosystem Approach to Curriculum Design and Implementation</td>
</tr>
<tr>
<td>9. Activity delayed (interregional policy dialogue on inclusive education and curriculum, with the Section of Education for Inclusion and Gender Equality of the Division Education 2030, rescheduled for early 2023)</td>
</tr>
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<td></td>
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<tr>
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</tr>
<tr>
<td><strong>10.</strong> Contribute to the 3rd UNESCO World Higher Education Conference (WHEC) in Barcelona, May 2022 (policy dialogue on improving curriculum implementation in higher education institutions)</td>
</tr>
<tr>
<td><strong>11.</strong> Contribute to the World Conference in Early Childhood Care and Education (WCECCE) in Uzbekistan, November 2022</td>
</tr>
<tr>
<td><strong>12.</strong> Contribute to policy dialogue on integrating the GHA into the curriculum</td>
</tr>
<tr>
<td><strong>13.</strong> Launch and disseminate the seven tools (on curriculum and related matters) developed in the Building Resilient and Sustainable ECCE Systems project</td>
</tr>
<tr>
<td><strong>14.</strong> Launch special issues of <em>Prospects</em> and other publications in global events</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

**Institutional Communications (Implement the UNESCO-IBE communication strategy)**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1.</strong> Develop UNESCO-IBE’s identity and brand strategy</td>
<td><strong>1.1.</strong> Draft strategy and product catalogue proposal submitted for validation</td>
</tr>
<tr>
<td><strong>1.2.</strong> Produce and/or update UNESCO-IBE’s web ecosystem; synergize its communication portals, materials, and products</td>
<td><strong>1.2.</strong> UNESCO-IBE’s new website template obtained in October 2022</td>
</tr>
<tr>
<td><strong>1.3.</strong> Continuously produce and manage the supply of relevant multimedia branded content</td>
<td><strong>1.3.</strong> Over 20 multimedia products (video and audio) produced throughout the year and shared on different platforms</td>
</tr>
<tr>
<td><strong>1.4.</strong> Create 360° online and offline communication and awareness campaigns</td>
<td><strong>1.4.</strong> Ten campaigns created and implemented to accompany technical and support workshops and events (e.g., Sahel region project, WCECCE, promotion of master’s programs)</td>
</tr>
<tr>
<td><strong>1.5.</strong> Online and offline media advertising</td>
<td><strong>1.5.</strong> Media activities secured during 10 high-profile missions and events (e.g., UNESCO-IBE’S Director’s missions in Cote D’Ivoire, DRC), national and regional workshops (e.g., Sahel project in Niger, national curriculum assessment studies in Chad, Angola, Guinea Bissau, Guinea, DRC)</td>
</tr>
</tbody>
</table>
KEY PERFORMANCE INDICATORS

<table>
<thead>
<tr>
<th>Selected Indicators *</th>
<th>2022 Target</th>
<th>2022 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of impressions on social media</td>
<td>516,000</td>
<td>691,349</td>
</tr>
<tr>
<td>Engagement rate on social media</td>
<td>2%</td>
<td>6%</td>
</tr>
<tr>
<td>Traffic on UNESCO-IBE’s website (visits per year)</td>
<td>155,000</td>
<td>667,022</td>
</tr>
<tr>
<td>Number of participants in UNESCO-IBE outreach and advocacy events</td>
<td>1,950</td>
<td>430,695</td>
</tr>
<tr>
<td>Number of publications held by UNESCO-IBE’s documentation centre made available through digitization</td>
<td>300</td>
<td>1000</td>
</tr>
<tr>
<td>Publication downloads</td>
<td>130,000</td>
<td>N/A (840,280 only for Prospects)</td>
</tr>
</tbody>
</table>

* These measures are agreed with the UNESCO-IBE Results-Based Framework. For most indicators, data is still to be aggregated. Also, for several indicators, comparative prior year data is not available.

LOOKING AHEAD

Engaging the public became increasingly central to UNESCO-IBE’s work in 2022, as its initiatives sought to drive change and address global education challenges. In the coming year, UNESCO-IBE will further strengthen its participation in global initiatives and on global stages and continue to highlight its initiatives to the world, with partners, governments, and constituents. UNESCO-IBE’s communication team’s growth trajectory will ensure continued work with colleagues to develop a more defined public engagement value offering. This will include strengthened and consolidated tools and resources not only to address the broadest of issues but also to go deeper into specialised areas of focus.
Leveraging Our Strengths: UNESCO-IBE’s Institutional Development

OVERVIEW

In 2022, UNESCO-IBE further strengthened itself as an institution and continued efforts to expand strategic planning and implementation, in line with the ambitions of its Medium-term Strategy. Within the framework of this strategy, UNESCO-IBE’s Director and Senior Management Team continued to perform a consolidated role in overseeing, planning, and coordinating UNESCO-IBE’s functions and supporting countries during the full project cycle, within their respective projects, especially in areas of policy support and guidance, donor liaison and communications, and capacity-building support.

Huge strides have been made in the creation and application of the Results-Based Framework and, consequently, in strengthening the functions and structures of UNESCO-IBE. The successful completion of this work, including the achievement of the overarching objectives of the framework, will ensure that UNESCO-IBE can deliver value for money, while continuing its important mission.

Intense efforts continued in 2022 to secure the resources needed to achieve UNESCO-IBE’s Medium-Term Strategy, to implement activities in the annual workplan, and to ensure UNESCO-IBE’s sustainability in the long term. The focus was on working with bilateral donors to ensure renewed or increased funding from existing donors, reach out to new donors, and intensify interactions with a strategic shortlist of philanthropic foundations whose focus areas align with UNESCO-IBE’s objectives.

In 2022, UNESCO-IBE’s partnerships - with UNESCO Member States, multilateral institutions, civil society organisations, the private sector, foundations, think tanks, and other stakeholders) have become more important than ever. 2022 saw UNESCO-IBE and its partners work together on transforming curriculum and improving education systems, in the aftermath of Covid-19. Partners brought their investment, influence, and expertise to support UNESCO-IBE across a range of thematic areas and geographies, with a special focus on transforming curricula.

UNESCO-IBE has strived to mobilize more funds, especially flexible funding, and sought to broaden its donor base, with more development funding, more private sector funding, and innovative opportunities in project financing. The partnership examples below show the breadth of support UNESCO-IBE has received from its core donors. They were fully engaged in 2022, not just contributing funding but also working with UNESCO-IBE to drive change.

Partnerships with academic experts supported UNESCO-IBE-delivered results at the highest programme level in each context for the greatest impact. For instance, researchers from Harvard University contributed to the HELA initiative by providing fora for analysis and critical thinking and bridging the gap between the academic, policy, and development realms. Through a solid partnership with UNESCO-IBE, academics from the University of Quebec at Montreal and the University of Geneva stepped out of their traditional roles and engaged in activities and research that reflected the realities on the ground. They joined UNESCO-IBE on field missions and generated knowledge, which helped to drive evidence-based solutions, informed programming, and implementation of UNESCO-IBE’s capacity-building activities in Africa.
RESULTS AND ACHIEVEMENTS

Partnerships and Funding Sustainability

Funding from the governments of France, Germany, and Switzerland continued to provide important resources for UNESCO-IBE’s work. They allowed UNESCO-IBE to scale up efforts and to promote a common, coordinated approach among its wider strategic pillars. However, as seen below, most of this funding reached UNESCO-IBE mid-year or towards the end of the year, which negatively affected the quality or scale of some projects.

In May 2022, UNESCO-IBE received CHF 891,090, a 3-year contribution, which is earmarked for intensive engagement with UNESCO-IBE’s historical collections.

In June 2022, UNESCO-IBE received a contribution of USD$ 1,765,255 from the Inter-American Development Bank for its work in Haiti (earmarked funding).

In the same month, UNESCO-IBE received the third annual tranche of 1 million from the Government of France (unearmarked funding).

In July 2022, UNESCO-IBE received USD$ 22,000 from Asia-Pacific Centre of Education for International Understanding, Korea (APCEIU), towards the global HELA-related projects (unearmarked funding).

In August 2022, UNESCO-IBE received CHF 4,000,000 from the Government of Switzerland (unearmarked funding).

In October 2022, UNESCO-IBE received a contribution of EUR 485,149 from the Government of Germany (earmarked funding).

UNESCO-IBE is about to sign two more milestone agreements: one with the Government of Angola, amounting to USD$ 8 million, for a 4-year project; the other with Guinea Conakry, for USD$ 415,000.

Advanced negotiations are underway for partnership agreements with the governments of Benin, Cameroon, and South Sudan.

International Geneva

UNESCO-IBE continued to connect with International Geneva, which hosts a wealth of international organizations, institutional networks, and experts, all of which are inspired by a culture of dialogue and cooperation. Notable examples include the ongoing partnership with NORRAG, with a focus on policy dialogue on curriculum transformation, as well as advanced dialogue with Graines des Paix, to join forces on capacity-building projects in Cote d’Ivoire.

Strategic Partnerships

In 2022, UNESCO-IBE’s work was strengthened by a wide range of partnerships with UNESCO Member States, other multilateral institutions, UN agencies, nongovernmental organizations, civil society, academia, and the private sector. Through these engagements, UNESCO-IBE was able to leverage its comparative advantages, exchange knowledge and best practices, scale up, and expand its reach, even in some of the most difficult contexts. UNESCO-IBE worked with partners to exchange ideas and perspectives on shared priorities, emerging issues, and global public goods. This included UNESCO-IBE’s senior leadership’s engagement with think tanks through public events and roundtable discussions. Examples of key partnerships in all regions and sectors where UNESCO-IBE works, can be found in Annex A.
Internal Mechanisms to Improve UNESCO-IBE's Sustainability

Risk is a key component in UNESCO-IBE’s institutional decision-making, and UNESCO-IBE continued to develop its risk management systems during the year. UNESCO-IBE has established a risk register, and risk management was increasingly integrated in all UNESCO-IBE’s planning decisions, whether big or small, rather than being a separate management activity.

Operational risks are managed and reviewed regularly by the Senior Management Team, and whenever they score outside the level of tolerance set in the register, they are escalated to UNESCO-IBE leadership for more in-depth scrutiny and action.

UNESCO-IBE sought to mitigate risks when it was practical and cost-effective to do so. However, as resources are finite, UNESCO-IBE recognized that some risk taking will always be necessary and sometimes be healthy, especially if we are to exploit opportunities as they present themselves.

UNESCO-IBE developed a strategy for resource mobilization, which is expected to lead to creative efforts in using UNESCO-IBE’s own assets to gain support for the organisation and to secure multiple sources of funding to increase UNESCO-IBE’s independence and flexibility.

UNESCO-IBE strengthened its long-term strategic workforce planning and supported operational workforce planning in 2022, despite the disruption of Covid-19 and scarce funding. Vacancies were filled quickly, with candidates meeting talent requirements and strategic priorities, including diversity and gender parity.

UNESCO-IBE’s internal control activities included the need for policies and procedures across the organisation and governance arrangements to remain efficient and effective. Overall assurance in the effectiveness of UNESCO-IBE’s internal controls was achieved through a combination of process controls within workflows, clear roles and responsibilities, and enhanced communication.

Training was organised on the tools and support needed for innovation and successful adaptation. Special focus was on support needed for staff to use existing knowledge, maximize impact, and use UNESCO’s mechanisms for effective learning and sharing.

<table>
<thead>
<tr>
<th>Proposed activities</th>
<th>Activities undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Partnerships and Funding Sustainability</strong></td>
<td></td>
</tr>
<tr>
<td>1. Develop and implement UNESCO-IBE’s resource mobilization strategy</td>
<td>1. UNESCO-IBE resource mobilisation strategy developed and being implemented</td>
</tr>
<tr>
<td>2. Identify new donors and generate support for the UNESCO-IBE’s Medium-Term Strategy</td>
<td>2. Twenty-six prospective donors identified and approached</td>
</tr>
<tr>
<td>3. Organize official country launches of the Medium-Term Strategy and raise funds for its implementation</td>
<td>3. UNESCO-IBE’s Medium-Term Strategy launched in more than 20 official meetings, curriculum workshops, and other events around the globe</td>
</tr>
<tr>
<td>4. Develop partnerships and visibility actions around UNESCO-IBE’s interventions</td>
<td>4. Partnerships were developed with beneficiary countries (e.g., Angola, Guinea Conakry, Haiti), based on a common vision and focusing on the outcomes to be achieved, action plans that identify shorter-term priorities, and a coordinated working</td>
</tr>
</tbody>
</table>

Note: As a key example, a regional launch of the UNESCO-IBE’s strategy and joint fundraising for improving education quality through curriculum transformation took place in Angola (May 2022).
5. Prepare a half-yearly magazine focused on the impact of UNESCO-IBE’s activities

<table>
<thead>
<tr>
<th>Activities planned</th>
<th>Activities undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Activity not started yet, because of lack of funding.</td>
<td></td>
</tr>
</tbody>
</table>

### International Geneva

1. Strengthen cooperation with the International Geneva network

1. Project draft on decolonizing curriculum / policy dialogue in Africa, co-developed with NORRAG

2. Organize open days and events at UNESCO-IBE to present the work of UNESCO-IBE to Geneva partners and potential donors

2. Fifty-seven meetings and events, including visits to the Documentation Centre, organized at UNESCO-IBE

3. Establish partnerships with UN media in Geneva and Geneva-based media for dissemination of UNESCO-IBE’s work


3.2. Geneva-based international media briefed during twice-weekly press conferences at the UN Palais des Nations in Geneva

4. Strengthen UNESCO-IBE’s presence and participation at major events organized by the Canton of Geneva and other partners of the International Geneva, such as Geneva Triilogue, Open Geneva Innovation Festival on Rethinking Education (March 2022) and Geneva 2050

4. Participation in the Hackthon Piaget (Geneva, 16-17 June), on Rethinking Curriculum for the 21st Century

### Internal Mechanisms to Improve UNESCO-IBE’s Sustainability

#### Activities planned

<table>
<thead>
<tr>
<th>Activities planned</th>
<th>Activities undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Risk register</td>
<td></td>
</tr>
<tr>
<td>1. Elaborate a risk register</td>
<td></td>
</tr>
<tr>
<td>2. Implement the risk register</td>
<td></td>
</tr>
<tr>
<td>3. Develop internal donor knowledge</td>
<td></td>
</tr>
</tbody>
</table>

| 1. UNESCO-IBE risk register developed |
| 2. Risk register being implemented |
| 3.1. Document produced, on internal rules and cultures of selected prospective donors |
| 3.2. Assets inventory conducted, with evidence of UNESCO-IBE’s skills, experience, and expertise; and attributes that would make UNESCO-IBE attractive to donors (in progress) |

#### Resource mobilization capacity

<table>
<thead>
<tr>
<th>Activities planned</th>
<th>Activities undertaken</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Increase resource mobilization know-how through fundraising protocols and training</td>
<td></td>
</tr>
<tr>
<td>2. Increase the number and quality of proposal submitted</td>
<td></td>
</tr>
</tbody>
</table>

| 1. Training organized, on fundraising protocols |
| 2. Eight new proposals finalized and submitted to prospective donors |
KEY PERFORMANCE INDICATORS

<table>
<thead>
<tr>
<th>Selected Indicators *</th>
<th>2022 Target</th>
<th>2022 Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Profile of partnerships</td>
<td>10</td>
<td>7</td>
</tr>
<tr>
<td>Growth of financial resources maintaining at least 60% of unearmarked funding, coming from at least five donors</td>
<td>60%</td>
<td>54.4%</td>
</tr>
<tr>
<td>Staff turnover rate</td>
<td>TBD</td>
<td>0%</td>
</tr>
<tr>
<td>Improved use of RBM principles</td>
<td>TBD</td>
<td>N/A (in progress)</td>
</tr>
</tbody>
</table>

* These measures are agreed with the UNESCO-IBE Results-Based Framework. For most indicators, data is still to be aggregated. Also, for several indicators, comparative prior year data is not available.

LOOKING AHEAD

In the aftermath of the Covid-19 pandemic and with new emerging crises, such as the war in Ukraine and global economic uncertainty, the ongoing commitment of UNESCO-IBE’s partners is vital. Especially in Africa, UNESCO-IBE is committed to expanding its partnerships on regional cooperation and integration in support of achieving the SDG 4, the UN 2030 Global Agenda and the Agenda 2063—a strategic framework to support inclusive and sustainable development in Africa.

UNESCO-IBE will continue to advocate for flexible, quality funding, which is essential to its ability to manage complexity, build responsive programmes, and send a clear message to potential partners that is reliable and effective.

UNESCO-IBE remains committed to attracting, developing, and growing its staff talent and to being a safe place to work. One objective for the coming year is to focus further on strengthening UNESCO-IBE’s institutional culture, to create a better world of work for all employees and ensure they are equipped with the skills that enable them to succeed at UNESCO-IBE and beyond.

This, like so much of the progress recounted in this year’s report, stands UNESCO-IBE in good stead, as it looks forward to the challenges ahead. With the first year of the Medium-Term Strategy coming to an end, a key task will be to ensure UNESCO-IBE can complete the ambitious journey the strategy has set UNESCO-IBE on, and to maintain the momentum it has worked so hard to generate. Critical to this will be investing in UNESCO-IBE’s staff as well as improving practice in such key areas as management, strategic workforce planning, workplace flexibility, and recognition and opportunities for professional growth.
Expression of Thanks

UNESCO-IBE is, as ever, tremendously grateful to its staff, its partners, and the community of donors and supporters who have helped through a challenging year. This has made the progress UNESCO-IBE has achieved this year possible and gives the Bureau the essential foundations for a transformative future.
UNESCO-IBE’S PARTNERS IN 2022

None of UNESCO-IBE’s accomplishments in 2022 would have been possible without the substantial involvement of a growing network of partners and supporters. UNESCO-IBE would like to express sincere thanks to them.

Selected partners include:

**Global and regional initiatives/networks**
- Central American Educational and Cultural Coordination (CECC)
- Centre Régional d’Évaluation en Education, Environnement, Santé et d’Accréditation en Afrique (CRESAC), Cote D’Ivoire
- Conference of the Ministers of Education of French speaking countries (CONFEMEN)
- Continental Education Strategy for Africa (CESA) Curriculum Cluster of the African Union
- Global Partnership for Education (GPE)
- GPE KIX Africa 21 Hub
- OECD Future of Education and Skills 2030 initiative

**Government institutions**
- Ministry of Education, Angola
- Ministry of Education and Vocational Training, Djibouti
- Ministry of Higher Education, Congo Brazzaville
- Ministry of Higher Education and Research, Senegal
- Ministry of National Education and Civic Promotion, Chad
- Ministry of National Education and Higher Education, Guinea-Bissau
- Ministry of National Education and Vocational Training, Haiti

**Higher education institutions**
- Beijing Normal University (BNU)
- Catholic University of Uruguay (UCU)
- Cheikh Anta Diop University, Senegal (UCAD)
- Denis Sassou Nguesso University, Congo Brazzaville (UDSN)
- East China Normal University (ECNU)
- Hamdan Bin Mohammed Smart University, Dubai (HBMSU)
- Harvard University, USA
- Open University of Tanzania (OUT)
- SEGi University, Malaysia
- University of Geneva
- University of Malaya
- University of Manchester, UK
- University of Pittsburgh, USA
- Vytautas Magnus University, Lithuania (VMU)
Professional associations
- African Curriculum Association (ACA)
- Asia Pacific Research Association on Curriculum Studies, Inc. (APRACSI)
- Association of Professionals in Curriculum and Educational Instruction, Malaysia (APROCEI)
- Comparative and International Education Society (CIES)
- International Association for the Advancement of Curriculum Studies (IAACS)
- International Brain Research Organization (IBRO)
- World Council of Comparative Education Societies (WCCES)

Research institutes and related projects
- Brain, Behavior, and Learning Lab, University of Lyon
- Centre for Educational Neuroscience, East China Normal University
- Centre for Neuroscience in Education, University of Cambridge
- Centre for Educational Neuroscience, University of London
- Centre National de la Recherche Scientifique (CNRS), France
- Cuban Neuroscience Centre
- Earth Institute, Columbia University
- Global Education Innovation Initiative (GEII) at the Harvard Graduate School of Education
- Hanna Holborn Gray Special Collections Research Center, University of Chicago
- Institute of Biomedical Sciences, Federal University of Rio de Janeiro, Brazil
- Institute of Cognitive Sciences Marc Jeannerod (CNRS), France
- Institute of Molecular Biosciences, Mahidol University, Thailand
- Institute for Learning & Brain Sciences, University of Washington
- Instituto de Investigaciones Biológicas Clemente Estable, Uruguay
- Laboratory for the Study of Child Development and Education, University of Paris
- Leibniz Institute for Educational Media | Georg Eckert Institute (GEI), Germany
- L’Equipe de recherche en Histoire sociale de l’éducation (ERHISE), University of Geneva
- Networking to Integrate SDG Target 4.7 and SEL Skills into Educational Materials (NISSEM)
- Neuroscience of Imagination, Cognition, and Emotion Research Lab, Carleton University, Canada
- Reading Brains Laboratory, Dartmouth College

UNESCO

Headquarters
- Knowledge Management Services
- Global Education Coalition (GEC)
- Division for Education 2030
- Division for Peace and Sustainable Development
- Division for Policies and Lifelong Learning Systems
- Future of Learning and Innovation Team
- Office of the Assistant Director-General

Category I and II institutes
- Asia-Pacific Centre of Education for International Understanding, Korea (APCEIU)
- Regional Centre of Quality and Excellence in Education (RCQE), Saudi Arabia
Field offices
- Abidjan
- Abuja
- Brazzaville
- Costa Rica
- Dakar
- Nairobi
- Santiago de Chile
- Yaoundé

Foundations and funding agencies
- Anonymous foundation, Switzerland
- Dubai Cares, United Arab Emirates
- Foundation of the International School of Geneva
- Green Leaves Foundation, Switzerland
- Interministerial Committee for International Cooperation and Development (CICID), Government of France
- Swiss Agency for Development and Cooperation (SDC)
- Swiss Federal Department of Foreign Affairs (FDFA)

Libraries and digital library systems
- Archives Jean Piaget, University of Geneva
- TIND Library Technology (a spin-off of CERN), Norway
- UNESCO Archives
- UNESCO Library
- United Nations Library & Archives Geneva

Publishing companies
- Brill Publishers
- Editions Ganndal, Guinea Conakry
- Springer Publishers