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**DIVISION OF
INTERNAL
OVERSIGHT
SERVICES**
Evaluation Office

Final Report
**Evaluation of the
Implementation of
the renewed mandate
of the UNESCO
International Bureau
of Education (IBE)**

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Abstract and Acknowledgements

Abstract

The evaluation of the implementation of the renewed mandate of the UNESCO International Bureau of Education largely confirms that with some strategic, operational and implementation improvements, IBE can be the centre of excellence that it aims to be. IBE, in existence for almost one hundred years, demonstrates clear comparative strengths, but has been less adept at developing a strategic brand to support and to communicate its results in curriculum development. As the world's only central repository of global curriculum-related documentation and history, IBE is relevant, and vital for curriculum conceptualization and influential in assisting Member States to dialogue on curriculum policy and reforms.

Within its renewed mandate, IBE has made substantial progress across its core functions but is not yet fully maximising its potential and capitalizing on all its strengths. IBE's main successes are in its programming pillars, which still require further balancing and full operational support. IBE's operational functions, including results-based management, monitoring, and reporting, strategic planning, communications and coordination, human resources and resource mobilization are not yet functioning to full capacity to adequately support its enhanced programming. While IBE's focus on inclusivity in curriculum development is well-defined and extensively conducted, documented, and reported, the Institute's approach to gender equality requires strengthening.

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On behalf of the ICON-INSTITUTE, the evaluation was led by Ms. Martina Nicolls, senior evaluation consultant who also contributed with specific expertise on curriculum issues, together with Mr. Christophe Dietrich, senior evaluation expert and Mr. Marco Gozio, evaluation expert.

Ms. Martina Rathner, UNESCO IOS Principal Evaluation Specialist, supported by Mr. Maxwell Tawanda Mutukwa, UNESCO IOS Evaluation consultant facilitated the evaluation process and supported the quality assurance in line with the UNEG Standards for the Quality of Evaluation Reports.

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List of Abbreviations and Acronyms

Abbreviation	Definition		
ADG	Assistant Director-General	KII	Key Informant Interview
APCEIU	Asia-Pacific Centre of Education for International Understanding	KPI	Key Performance Indicator
CAB	Cabinet of the Director-General	M&E	Monitoring and Evaluation
CER	Comparative Education Review	MAB	Man and the Biosphere Programme
CHF	Swiss Franc	MENFP	Haitian Universities Recognized by the State of Haiti
CONFEMEN	Conference of Ministers of Education of French-Speaking African and Malagasy Countries	MEPUA	Ministry of Pre-University Education and Literacy
ECCE	Early childhood care and education	MNIER	Mongolian National Institute for Educational Research
ED	UNESCO Education Sector	NORRAG	Network for international policies and cooperation in education and training, Geneva Graduate Institute
EQ	Evaluation question	OECD/DAC	Organisation for Economic Co-operation and Development's Development Assistance Committee
ESD	Education for Sustainable Development	PAX	Priority Africa and External Relations Sector
ET	Evaluation Team	PLS	UNESCO ED Division for Policies and Lifelong Learning Systems
EU	European Union	PSD	UNESCO ED Division for Peace and Sustainable Development
FDFA	Switzerland Federal Department of Foreign Affairs	RBM	Results-Based Management
FFO	Federal Foreign Office	SDC	Swiss Agency for Development and Cooperation
FGD	Focus Group Discussion	SDG	Sustainable Development Goal
FLO	Future of Learning and Innovation	SRM	Systems Resources Model
FO	Field Office	TOC	Theory of Change
HQ	Headquarters	TOR	Terms of Reference
HR	Human Resources	UN	United Nations
IBE	International Bureau of Education	UNEG	United Nations Evaluation Group
IGE	UNESCO Section of Education for Inclusion and Gender Equality	UNESCO	United Nations Educational, Scientific and Cultural Organization
IIEP	International Institute for Educational Planning	UNIGEV	University of Geneva
IOS	Division of Internal Oversight Services		
IPR	In-Progress Reflections		

Executive Summary

At the 211th session, (211 EX/Decision 16) of the Executive Board and at the 41st General Conference (41 C/Resolution 12, paragraph 4) UNESCO governing bodies requested the External Auditor to undertake an evaluation on the implementation of the renewed mandate of the International Bureau of Education (IBE), including its sustainable operation, and submit its report for examination at the 217th session of the Executive Board in 2023. Regretting the announcement of the External Auditor, at its 215th sessions (215 EX/Decision 6) the Executive Board requested the Director-General to issue an external mandate for the conduct of an evaluation concerning the IBE's renewed curriculum mandate in accordance with the above Resolution. The evaluation report presents detailed findings, conclusions and recommendations along with the management response from the IBE.

The renewed mandate of the International Bureau of Education (IBE)

IBE was established in 1925, pre-dating UNESCO. As a UNESCO Category 1 Institute since 1969² and contributing to curriculum work since 1999, IBE is the only United Nations (UN) entity with a global curriculum mandate.³ Curriculum is the organized and systematic ensemble of learning experiences that are offered to learners across the education ladder to develop their 21st century knowledge, skills and attitudes⁴ according to shared education goals, objectives and expected outcomes. The intended or planned curriculum is usually spelled out through documents such as curriculum frameworks, syllabuses⁵, and teaching and learning units. Therefore, IBE's curriculum mandate covers the curriculum continuum of general education linking pathways to universal and lifelong education

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- 2 In 1969, the IBE became an integral part of UNESCO, while retaining intellectual and functional autonomy.
 3 IBE is the only entity specialized on curriculum across the UN, not only across UNESCO.
 4 All underpinned by values.
 5 I.e., courses of studies.

streams, interconnected with UNESCO's broader education mandate that also covers curriculum-related matters, such as teaching, and learning assessment.

IBE's renewed curriculum mandate since 2022⁶ stipulates that 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.⁷ The renewed mandate supports national, regional, and international curriculum functions of UNESCO Member States and beneficiary countries (primarily to ministries of education through UNESCO's field offices) as well as private and government organisations, such as universities and colleges through partnerships. The renewed mandate also provides further insights on the Institute's functions.⁸ IBE implements its mandate to assist Member States attain their Sustainable Development Goals (SDG) under the 2030 Agenda, through four functional pillars.⁹

Objectives and methodology of the evaluation

The aim of the evaluation was to assess IBE's renewed curriculum mandate, implemented since January 2022, with a focus on its alignment with its Medium-Term Strategy (MTS) 2022-2025, its relevance within a competitive global education landscape, and its potential for operational (budgetary and staffing) and systems sustainability and growth. A team of independent consultants from ICON-INSTITUTE, Germany, conducted the external evaluation of the UNESCO International Bureau of Education (IBE). The Division of Internal Oversight Services (IOS) Evaluation Office supported and facilitated the evaluation process.

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- 6 Approved by the 41st General (41 C/Resolution 12 paragraph 2).
 7 Article II of the IBE Statutes – Aims and Functions, p.13; and Annex 1 of the Medium-Term Strategy 2022-2025.
 8 Article II of the IBE Statutes – Aims and Functions, p.13; IBE and Annex 1 of the Medium –Term Strategy 2022-2025.
 9 I.e., Capacity development, knowledge creation & management, outreach and advocacy, and institutional development.

The evaluation was conducted from April to June 2023 and involved a total of 210 stakeholders, including sixty-one respondents in remote and in-person key informant interviews (KIIs), two focus group discussions (FGDs), and 149 online survey respondents including representatives from Member States¹⁰ and external stakeholders and partners¹¹.

¹⁰ All UNESCO Member states were consulted through a survey via their UNESCO National Commissions.

¹¹ The survey response rate was 55.6 percent of 268 stakeholders who received the survey.

The evaluation was conducted in accordance with the 2022-2029 UNESCO Evaluation Policy, as well as with the United Nations Evaluation Group (UNEG) Norms and Standards, gender equality and ethical guidance. An Evaluation Reference Group (ERG) ensured quality assurance of the evaluation process and deliverables.

Key findings

Relevance

IBE is relevant as a global curriculum development leader. It has a comparative advantage over other international entities due, in large part, due to its 98-year history of work in education and curriculum.¹² It has a unique and valuable repository of curriculum materials tracing curriculum reform trends through a century of regional and global changes¹³ which inform the present and may influence the future. Curriculum is not only a component, but an essential aspect, of quality education. Stakeholders largely agree that IBE's work reflects its renewed global mandate¹⁴ but found that the Institute has yet to find the optimal balance between country-level and global-level operations within its funding priorities. While country-level technical assistance attracts funding, global 'standard-setting' and knowledge creation functions are more difficult to fund, and expectations on what should be IBE's strategic priorities differ across groups of stakeholders. Many stakeholders also perceive that IBE's priorities are influenced by its funding sources.

Curriculum country-level technical assistance has brought Member States closer to IBE, in particular in the African region. This has taken the form of joint development of capacity development interventions, networking, and access to digitized materials, research literature, and step-by-step guides and toolkits. Beneficiary country and university partners state that IBE's timely and high-quality advice and resources, internationally recognized

¹² Before 1999/2000, IBE did not have a specific mandate on curriculum. Its mandate focused on promoting international cooperation, exchanges and internationalization in education.

¹³ Such as World War II 1939-1945, the establishment of UNESCO in 1945, the COVID-19 pandemic 2020-2023.

¹⁴ Eighty-seven per cent of evaluation survey respondents agreed with this statement.

capacity development support, best practice processes, and technical assistance and training exceeded their expectations.

Coherence

The evaluation found that IBE's work is coherent with UNESCO's priority areas, and Agenda 2030, particularly SDG 4 (quality education) and SDG 4 target 4.7 education for sustainable development and global citizenship. IBE's roles mirror UNESCO's five functions as a laboratory of ideas (i.e., knowledge creation), clearinghouse, standard-setting, catalyst and motor for international cooperation, and capacity-builder.¹⁵ However, IBE's communication to stakeholders of its diverse functions and their implementation is, to varying degrees, perceived as inadequate in terms of priorities, strategies, progress, and reporting.

As to IBE's strategies in support of UNESCO's two global priorities, Priority Africa is fully coherent, well-understood, and highly visible. Strategies on gender equality, however, are under-focused or under-documented. In IBE's Medium Term Strategy and annual reports, gender equality is integrated in a generic manner¹⁶ subsumed into inclusivity and inclusive education in a broader sense.¹⁷ Nonetheless, the IBE's focus on inclusivity in curriculum development is well-defined and extensively conducted, documented, and reported.

¹⁵ UNESCO Medium-Term Strategy 2022-2029, p11.

¹⁶ Gender equality aims for a 'gender-transformative approach for the full and complete realization of human rights' including 'digital gender divides'. Source: UNESCO MTS 2022-2029, p16 & p31.

¹⁷ I.e., addressing and responding to the diversity of needs of all learners.

Effectiveness

IBE's capacity development strategies, based upon a legacy of comprehensive and quality technical assistance and training, were enabling factors for the effective implementation of its renewed mandate. Stakeholders highly value the universal, global, conceptual discourse that provides all interested parties with reputable, credible, relevant, and topical information and research. IBE's most visible and measurable results are its achievements in the functional areas of capacity development¹⁸ and knowledge creation.¹⁹ For most stakeholders, IBE's training on competency-based curriculum development showed effective pathways towards impact through its debates on the feasibility of different curriculum models, particularly through 'real life' models within national contexts. The all-encompassing practical relevance of exploring competency-based curriculum was thought to be the most impactful curriculum approach for Member States.²⁰

Many stakeholders, and Member States in particular, regarded interactions with IBE staff and the assigned consultants very positively. They highlighted, for example that IBE's consultants exhibited a comprehensive understanding of the local context and needs within a global, dynamic, and adaptable process.

However, many stakeholders noted that IBE's goal 'to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' does not explicitly reflect its curriculum mandate. It indicates the IBE's broad aim to advance quality education through its curriculum work but omits its specific focus on quality inclusive curriculum development which could be better highlighted as the specific brand of the Institute.

Furthermore, stakeholders' expectations were not fully met regarding IBE's communication, and outreach. This prevented at times a more effective implementation of the Institute's renewed mandate. Required data and information were not always readily accessible. For example, certain stakeholders considered as insufficient or inadequate the updates on IBE's interventions, and status of projects; information on placement of countries on the curriculum development continuum, as well as interaction on the status of submissions

¹⁸ Including curriculum development training, endogenous approaches to curriculum development through Priority Africa, and competency-based curriculum development support.

¹⁹ Including COVID-19 and the curriculum publications, digitization of documentation and accessibility to IBE materials, activities on the inclusive curriculum, and networking through International Geneva.

²⁰ Its broad applicability and adaptability of sector-wide and industry-wide competency-based approaches, guides, framework, and curriculum development trainings were considered as 'the biggest and most impressive impact that IBE can have on quality curriculum.'

for support and online access to statistics, knowledge products and publications via the IBE website.²¹

Furthermore, the evaluation noted that IBE's annual reports do not adequately communicate progress towards results to internal and external stakeholders. Particularly since 2021, IBE's annual reports do not provide evidence of its MTS strategic narrative as causal and logical linkages against its indicators, targets, milestones, and progress. Statistical information and data are also lacking, which could provide convincing evidence especially for the mandated functions that are clearly measurable (e.g., partnerships, technical assistance, training, publication downloads).²²

Efficiency

IBE demonstrates a sound financial management and shows an adequate level of administrative costs.²³ However, the steady increase in technical support to Member States has resulted in an imbalance towards this strand of work as compared to the investment in other areas of the mandate, such as the research function which requires core funding to be strengthened. This situation is justified and understandable given the starting position of IBE in 2021 but requires rebalancing moving forward.

With the increasing demands from Member States, several stakeholders raised concerns on IBE spreading its human resources too thin. This perceived vulnerability is linked to IBE's limited number and the profile of its staff.²⁴ This situation is not specific to IBE and is shared by several Category 1 Institutes. However, the specific technical profile of curriculum experts requires IBE to be attractive to recruit high-level experts. This is challenging because of the large share of earmarked, project-based voluntary contributions which fund limited-term project-appointment contracts.

²¹ It is to be noted that IBE's website is currently being updated.

²² It is encouraging and a step in the right direction that the 2022 annual report states that IBE will require all staff to report against their indicators and their relevance, measurability, practicality, and reliability 'starting in 2023' using a results-based framework, IBE Annual Report 2022, p5.

²³ An external financial audit conducted in 2023 by the Office of the Auditor General of Canada concluded that "the financial statements present fairly, in all material respects, IBE's financial position, as of 31 December 2022", and that "IBE's financial performance is in accordance with the International Public Sector Accounting Standards (IPSAS)."

²⁴ Of the Institute's current thirty-four staff, fifty-six percent are female, eighteen percent are on fixed-term, thirty-two percent on project appointments, and fifty percent consultants, with a majority at senior to mid-level.

Sustainability

IBE's progress towards its renewed mandate across its various functions shows significant potential for sustainability. Representatives of Member States, National Commissions, and external stakeholders were more confident than internal UNESCO stakeholders that IBE has the combination of elements, capacity, and mechanisms to ensure its longer-term sustainability. They indicated that resource mobilization and results-based management are key elements that need to further improve.

To maximize sustainability, over recent years, IBE rapidly increased and diversified its partnerships with education entities, including with Geneva-based entities. Since 2020, education partners, such as universities capitalized on IBE's role as a knowledge broker by developing and reviewing materials for the IBE Portal, and by participating in events. These included programmatic complementarities in neuroscience and digitization of library documents. By 2022, IBE had developed a more diverse pool of partners, explicitly citing all partners in an annex to its annual report.

Conclusions and way forward

The evaluation largely confirms that with some strategic, operational and implementation improvements, IBE can be the centre of excellence that it aims to be. IBE, in existence for almost one hundred years, demonstrates clear comparative strengths. However, it has been less adept at developing a strategic brand to support and to communicate its results in curriculum development. The Institute is the world's only central repository of global curriculum-related documentation and history. This fact alone makes it viable, relevant, and vital for curriculum conceptualization and influential in assisting Member States to dialogue on curriculum policy and reforms.

IBE's ability to provide capacity development through technical assistance and training is among its strengths and can be further enhanced due to the funding it secures, the partners it co-creates with, the capacity to manage the processes and procedures for support, and the provision of accessible online curriculum materials that can be adapted to local needs. Complemented by the provision of articles, research, and dialogue on a range of emergent, innovative, or universal curriculum concepts and approaches, such as of neuroscience, endogenous curriculum, and competency-based curriculum, IBE has the fundamental means to be a global leader in curriculum development.

Within its renewed mandate, IBE has made substantial progress across its core functions but is not yet fully maximising its potential and capitalizing on all its strengths. IBE's main successes are in its programming pillars, which still require further balancing and full operational support. IBE's operational functions, including results-based management, monitoring, and reporting; strategic planning; communications and coordination; human resources and resource mobilization are not yet functioning to full capacity to adequately support its enhanced programming. While IBE's focus on inclusivity in curriculum development is well-defined and extensively conducted, documented, and reported, the Institute's approach to gender equality requires strengthening.

Management Response

Overall Management Response

The International Bureau of Education (IBE) acknowledges the results of the external evaluation of the IBE's renewed mandate (undertaken after one year of implementation) and welcomes the evaluators' key findings, conclusions and recommendations that underline the key role of IBE and its comparative strengths. IBE confirms its commitment to curriculum transformation, as the pillar of quality education and in line with the SDG 4 and the Education 2030 Agenda. Based on its Medium-Term Strategy 2022-2025, IBE will continue to build on its three major intervention pillars: knowledge creation and management, capacity development and leading the global dialogue on curriculum through a strengthened communications and advocacy outreach.

Overall, IBE agrees with the proposed key findings and recommendations which will contribute to addressing identified challenges and support the implementation of the renewed mandate. It should be noted that some recommendations can only be implemented on the basis of a sustainable and strengthened funding commitment from core funders and partners.

Recommendations	Management response
<p>Recommendation 1:</p> <p>FURTHER STRENGTHEN THE IBE's BRANDING in line with the Institute's goal and purpose and by focusing on strategies for quality and inclusive curriculum development and implementation through IBE's intervention pillars.</p> <p>Suggested Action Points:</p> <ul style="list-style-type: none"> • Invest in branding IBE strategically, universally, and uniquely and communicate about IBE's strengths through consistent messaging. • Revisit, innovate and rethink the existing outreach communications plan and social media plan for internal and external communications. • Leverage IBE's Centenary in 2025 as an opportunity for relaunching its brand. • Communicate regularly with Member States on activities occurring at country-level to satiate their need for practical, experiential knowledge along the curriculum development continuum. <p>Addressed to:</p> <p>IBE Senior management in collaboration with ED senior management.</p> <p><i>By December 2023</i></p>	<p>Accepted</p> <p>The goal and purpose of IBE has been redefined in 2021, during the elaboration of its MTS. IBE is the only organization specializing in curriculum transformation. This is and will continue to be the core messaging. The slogan "Transforming curriculum today, to improve the education of tomorrow" already figures and will continue to figure on all communications and visibility products, starting from the new website to be launched in September 2023. To strengthen its position, IBE will reinforce its visibility and strengthen its communications reach by exploring and exposing unique education and curriculum treasures (including publications, documents, textbooks) safeguarded in the Documentation Centre.</p> <p>This will be achieved through a more targeted social media presence with specific awareness-raising approaches and campaigns, an inviting and easy-to-understand website, and a series of events (online and in-person with stakeholders, partners, media, and the general public) to regenerate and strengthen the dialogue about curriculum transformation and its central role in achieving a successful education system. By June 2023, IBE's social media channels had reached 340k stakeholders with the expectation that this number will grow to half a million before the end of 2023. This is part of the Communications Strategy developed in early 2022, which is regularly revised and adapted to respond to programme and project needs, but this effort is being made within a limited budget. It is important to note that due to lack of resources a dedicated staff to promote the rebranding and IBE's communications and visibility was only appointed during 3Q 2022. It is critical to maintain this position during this sensitive transformation and repositioning process.</p>

	<p>IBE will work to develop a substantial 360 degrees strategy for the centenary celebrations in 2025, ensuring that throughout the year, its crucial central role and its main assets are visible and recognized both online and offline with the overall goal to anchor IBE in its natural position as the global curriculum reference. IBE has started to develop a communications and visibility plan to mark the Centenary to be proposed to the IBE Council during its annual session in December 2023. It is important to note that substantial funding is needed to develop and implement an impactful celebration, including public, stakeholder and partner awareness raising, visual identity, high-level global events, and media outreach.</p> <p>In order to strengthen the communication with Member States, IBE will put in place a quarterly report to be shared with Board Members, Permanent Delegations, Core Funders and National Commissions.</p>
<p>Recommendation 2:</p> <p>ENHANCE IBE'S OPERATIONAL FUNCTIONS, in particular by developing a longer-term staffing plan in line with its Medium-Term Strategy priorities, and by strengthening results-based management practices.</p> <p>Suggested Action Points:</p> <ul style="list-style-type: none"> • Stabilize IBE staffing and offer more attractive career progression opportunities. • Strengthen RBM capacities for all staff (i.e., through in-depth training, on evidence-based, results-based management (RBM), monitoring, evaluation, and learning (MEL), and on financial/contractual and programming monitoring and donor reporting) and establish a bridging mechanism between programming pillars and operational supervision and support. • Revisit and rethink the MTS 2022-2025, with staff involvement and ownership, and develop understanding and focus on measures of success, by reconsidering key performance indicators, set targets, and construct clear pathways and linkages between outputs and outcomes and how to measure them. <p>Addressed to:</p> <p>IBE Senior management in collaboration with ED senior management, and the Bureau of Strategic Planning.</p> <p><i>By June 2024</i></p>	<p>Accepted</p> <p>Staffing at IBE largely depends on Voluntary Contributions (core funders and other partners) which are discretionary and require time and resources to obtain. This currently hinders long-term staffing plans and jeopardizes the implementation of the Medium-Term Strategy. Since 2022, as a mitigation action, IBE's fundraising strategy has included the recovery of at least thirty percent of staff time in all voluntary contributions. More sustainable funding, such as via commitment from the ED sector, IBE Council Members and core funders, will be further explored in the coming biennium.</p> <p>RBM and M&E training was one of the risk mitigation actions identified as a major risk (if not completed) for IBE in 2022. With the support of BSP, IBE organized in July 2023 a dedicated two-day training on RBM and Results-Based Budgeting (RBB). Follow up of this training will be organized in 2024. The opening of a Deputy to the Director post is of the utmost importance to ensure bridging between programming and operational support for the successful implementation and fulfilment of the Member States needs and expectations.</p> <p>In October 2023, IBE will organize an internal workshop to revise the MTS based on the SWOT analysis of the current situation. The outcome of the workshop will include a refocused and synthesized Medium-Term Strategy, confirm a new Key Performance Indicators (KPIs) framework (currently under development), and develop a template for financial scenarios based on new objectives. A thorough revision of the MTS will guide and shape the communications and outreach strategy approaches in the coming period.</p> <p>The outcomes of the workshop will be presented at the 73rd IBE Council Session in December 2023.</p>

Recommendation 3:**STRENGTHEN IBE'S PROGRAMMING by balancing focus and bridging all programming units/pillars and functions for enhanced inter-operability and integration****Suggested Action Points:**

- Consider redefining what constitutes an IBE flagship intervention, focusing on key areas and scaling up promising initiatives (e.g., IBE's curriculum standard-setting role; mining of curriculum materials in its clearinghouse for outreach and strengthening its historical role in curriculum development).
- Scale-up and lead globally in innovative curriculum themes, such as curriculum in digital learning, information communications technologies (ICT), endogenous curriculum, artificial intelligence (AI) in learning.
- Transfer lessons learned during technical assistance support to wider knowledge creation and management activities.

Addressed to:

IBE Senior management in consultation with the IBE Council, and IBE staff.

By December 2024

Accepted

IBE Senior Management Team (SMT) organizes periodic meetings for information sharing and to discuss strategic orientations.

IBE's interventions are carried out according to the requests and needs of the Member States in sixteen flagship programmes, implemented on country demands on an "optional" basis. All sixteen flagships are linked to and essential for curriculum transformation and represent areas of interest expressed by the countries. Nevertheless, IBE's main activities are so far focused on four key flagship programmes. Namely: *Endogenous curriculum*, i.e., Promoting culturally relevant and context-specific learning valuing local cultures and languages in education as well as the General History of Africa, *Condensed curriculum*, i.e., Maximizing learning outcomes, minimizing instructional time; *National Capacity building*, i.e., Strengthening national capacities and human resources for education; *Documentation Centre*, i.e., Preserving the past, informing the present, shaping the future of Education.

IBE's scaling up activities on innovative curriculum themes depends to a large extent on the funding available. Currently, IBE has three activities planned in our 2023 programme (African ministers study visit on Uruguay's experience in ICT in education; a work on endogenous curriculum with NORRAG; Ministerial Summer school on "curriculum challenges in SIDS countries). All these activities were cancelled due to lack of funds.

Recommendation 4:**INTEGRATE AND MAINSTREAM GENDER EQUALITY more consistently into IBE action planning and implementation****Suggested Action Points:**

- Establish an IBE Priority Gender Equality Action Plan in alignment with UNESCO's global priority Gender Equality in collaboration with UNESCO's Section of Education for Inclusion and Gender Equality, and the UNESCO Division for Gender Equality.
- Define specific gender equality outputs /outcome and outcome indicators in IBE's results framework and ensure disaggregation of data by gender.
- Include disaggregation of relevant statistical results in reporting information.

Addressed to:

IBE Senior management in collaboration with UNESCO's Division for Gender Equality and the ED Sector's Section of Education for Inclusion and Gender Equality.

By June 2024

Accepted

IBE demonstrates gender equality in staffing (sixty percent of staff are female); concerning workshop participants, IBE always advocates for equitable gender representation; gender equitable illustration in learning materials is also a key area of concern in advocacy.

In consultation with the ED Sector's Section of Education for Inclusion and Gender Equality, IBE will request the support of the Gender Equality Division at HQ to elaborate a Priority Gender Equality Action Plan.

Gender performance indicators have been identified for planning and reporting and will be enhanced to better demonstrate the reality of the work undertaken by IBE.

1. Introduction

Since 2018, UNESCO's International Bureau of Education (IBE), a Category 1 Institute, has faced financial challenges, as were other Category 1 Institutes. IBE's fund-raising efforts were fluctuating, resulting in UNESCO headquarters exploring options for a more stable financial future for IBE as a leader in curriculum development. In 2019, the debate during the 206th session of the UNESCO Executive Board led to a decision (206 EX/Decision 17) requesting UNESCO's Division of Internal Oversight Services (IOS) to conduct an independent external review of IBE. The review confirmed the relevance of UNESCO's global role in the field of curriculum, and the relevance of IBE as a specialised UNESCO Category 1 Institute and a centre of excellence in curriculum. The Executive Board further examined IBE's curriculum mandate after the 2019 review and throughout 2020-2021.²⁵

At the 41st session of the General Conference in November 2021,²⁶ UNESCO reaffirmed IBE's importance as a Category 1 Institute, and the Executive Board approved its revised Statutes²⁷ and its renewed curriculum mandate. The implementation of IBE's renewed mandate commenced in January 2022.

1.1 IBE's renewed curriculum mandate

IBE's renewed curriculum mandate stipulates that 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.²⁸ The seven functions of the mandate are:²⁹

- a. to consolidate and synergize the work of UNESCO in curriculum, fostering a forward-looking vision to contribute to equitable and inclusive education³⁰ and sustainable development for all in the wake of global challenges and societal changes.

- 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 programmes, in collaboration with universities and other relevant stakeholders from different regions of the world.
- g. to preserve the historical archives and documentation of the IBE, making them accessible to Member States and the public.

Therefore, IBE's curriculum mandate covers the curriculum continuum of general education linking pathways to universal and lifelong education streams, interconnected with UNESCO's broader education mandate that also covers curriculum-related matters, such as teaching, and learning assessment.

IBE's renewed mandate supports national, regional, and international curriculum functions of UNESCO Member States and beneficiary countries (primarily to ministries of education through UNESCO's field offices) as well as private and government organisations, such as universities and colleges through partnerships.³¹

²⁵ At its 209th, 210th and 211th sessions.

²⁶ Recalling 40 C/Resolution 15, also recalling 209 EX/Decision 12, 210 EX/Decision 20 and 211 EX/Decision. 16, and examining document 41 C/19 and its Annex.

²⁷ As contained in the Annex to document 41 C/19.

²⁸ UNESCO IBE evaluation RFPIOS.EVS.IBE.2023.pdf, Article II of the Statutes – Aims and Functions, p.13; and Annex 1 of the Medium-Term Strategy 2022-2025.

²⁹ UNESCO IBE evaluation RFPIOS.EVS.IBE.2023.pdf, Article II of the Statutes – Aims and Functions, p.13; IBE Evaluation Terms of Reference, p13; and Annex 1 of the Medium-Term Strategy 2022-2025.

³⁰ I.e., addressing and responding to the diversity of needs of all learners.

³¹ Before 1999/2000, IBE did not have a specific mandate on curriculum. Its mandate focused on promoting international cooperation, exchanges and internationalization in education.

As part of its renewed mandate to serve as a platform for networking and inter-sectoral dialogue on curriculum development for the 21st century, UNESCO has five inter-sectoral programmes, with three related to education:³²

- 1: Culture and education;
- 2: Environment education;
- 3: Media and information literacy.

IBE also has three types of strategic alignments:

- 1: Thematic (global citizenship, sustainable development, and technology; as well as equality and inclusion, health and well-being, and quality education);
- 2: Horizontal and vertical (education systems for teaching and lifelong learning);
- 3: Paradigm (conceptualization, emerging reforms, and transformational shifts).

1.2 Overview of IBE

The International Bureau of Education in Geneva, Switzerland, was established in 1925 as a private, independent education research and documentation centre (a clearinghouse for the centralized collection of documents and information), pre-dating UNESCO established in November 1945.

IBE commenced its mandate in general education and cognitive theories. Its three founders were well-known Swiss pedagogues and child psychologists: Edouard Claparède, Adolphe Ferrière, and Pierre Bovet. Bovet was IBE's first director from 1925-1929, followed by famed Swiss child development expert Jean Piaget for 38 years from 1929-1967, and intermittently with the University of Geneva until his death in 1980, aged 84. Piaget's cognitive theories are still highly regarded and are currently influencing the field of artificial intelligence (AI).

IBE was integrated into UNESCO in 1969, retaining functional autonomy, and becoming a Category 1 Institute. Since 1999 IBE is contributing to curriculum and curriculum-related matters. In effect, IBE is the oldest UNESCO Category 1 Institute, and the only United Nations (UN) entity with a global curriculum mandate.

³² UNESCO's other two inter-sectoral programmes include: 1) women in science and sport, and 2) climate change; MOPAN 2017-2018 Assessments, p9.

Curriculum is the organized and systematic ensemble of learning experiences that are offered to learners across the education ladder to develop their 21st century knowledge, skills and attitudes³³ according to shared education goals, objectives and expected outcomes. The intended or planned curriculum is usually spelled out through documents such as curriculum frameworks, syllabuses³⁴, and teaching and learning units. Therefore, IBE's curriculum mandate covers the curriculum continuum of general education linking pathways to universal and lifelong education streams, interconnected with UNESCO's broader education mandate that also covers curriculum-related matters, such as teaching, and learning assessment.

IBE is part of the 'UNESCO family' of 200 National Commissions, 194 Member States³⁵ and 12 associate members, 170 beneficiary countries (Member States actively benefitting from UNESCO's work), 53 field offices, the UNESCO Executive Board, seven Education Sector (ED) Category 1 Institutes, IBE Council, and a community of practice (CoP) in curriculum development.³⁶

Out of UNESCO's nine Category 1 Institutes, seven are education-related.³⁷ IBE is an integral part of the Education Sector, contributing to its programme based upon the United Nations 2030 Sustainable Development Goal 4 – quality education (SDG 4), specifically SDG 4 target 4.7 education for sustainable development and global citizenship.³⁸

³³ All underpinned by values.

³⁴ I.e., courses of studies.

³⁵ Since 10 July 2023, the United States of America has rejoined the Organization and has become the 194th Member State of UNESCO.

³⁶ UNESCO website <https://www.unesco.org/en/member-states-portal/about> and UNESCO Core Data Portal <https://core.unesco.org/en/home> Accessed 3 July 2023; 193 Member States as at 8 October 2021 (on UNESCO's website).

³⁷ <https://unesdoc.unesco.org/ark:/48223/pf0000257838>; and UNESCO website, Accessed 3 July 2023: UNESCO category 1 institutes include: International Bureau of Education (IBE), International Centre for Theoretical Physics (ICTP), International Institute for Higher Education in Latin America and the Caribbean (IESALC), International Institute for Capacity-Building in Africa (IICBA), International Institute for Educational Planning (IIEP), Institute for Information Technologies in Education (IITE), Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP), UNESCO Institute for Lifelong Learning (UIL), and the UNESCO Institute for Statistics (UIS).

³⁸ The 7 outcome targets of SDG 4 are 4.1 universal primary and secondary education, 4.2 early childhood development and universal pre-primary education, 4.3 equal access to technical/vocational and higher education, 4.4 relevant skills for decent work, 4.5 gender equality and inclusion, 4.6 universal youth literacy, and 4.7 education for sustainable development and global citizenship. <https://en.unesco.org/education2030-sdg4/targets>

IBE developed its Medium-Term Strategy (MTS) 2022-2025 in November 2021, based upon its renewed mandate, which included a renewed results framework, or logic map (Annex 2).³⁹ The IBE Council approved the MTS on 1 February 2022.

Curriculum is defined as ‘... a dynamic and transformative articulation of collective expectations of the purpose, quality, and relevance of education and learning to holistic, inclusive, just, peaceful, and sustainable development, and to the well-being and fulfilment of current and future generations.’

IBE Medium Term Strategy 2022-2025 p.4.

1.3 IBE provisional structure and organogram

By 2019, IBE supported around 85 Member States⁴⁰ to strengthen their curriculum capacities and processes to support the attainment of their SDG 4 goals. Since the start of implementation of the renewed mandate in 2022, IBE supports 43 Member States – i.e., its beneficiary countries – on global research and technical assistance, with 24 of them also supported with training (Annex 3).

The modalities for delivering curriculum development support are threefold (Annex 2):⁴¹

- Capacity development – technical assistance (TA) and training (i.e., customized courses and the post-graduate Diploma and Master programmes);
- Knowledge creation and management – (research, publications, guidelines, toolkits);
- Outreach and advocacy – communication and dissemination (including its academic journal *Prospects*).

IBE's operational structure to implement the renewed mandate is shown in a provisional organogram, which the IBE Council received upon request on 19 December 2022. It represents IBE's attempt to restructure its staffing in accordance with the renewed mandate and its MTS, although it is not considered to be finalized. The structure includes the director's office and 4 functional offices with 7 units/pillars.

Director's Office (DO) = Director (FT) + 1 FT + 1 PA + 1 assistant + 1 volunteer = 5

Capacity Development (3 units = 15 staff)

Unit 1: Support to Member States on curriculum-related issues (SMSC)

1 Head (PA) + 1 PA + 1 assistant + 1 intern = 4

Unit 2: Curriculum transformation, norms and capacity development (CTCD)

1 Head (FT) + 1 FT + 2 education consultants + 1 PA = 2 assistants + 2 interns = 9

Unit 3: Early Childhood Education Curriculum Support

1 Head (PA) + 1 intern = 2

Knowledge Creation and Management (2 units = 5 staff)

Unit 4: Research and Publication (CR)

1 Head (PA) + 2 assistants = 3

Unit 5: Documentation Centre

1 Head (PA) + 1 assistant = 2

Outreach and Advocacy (1 unit = 2 staff)

Unit 6: Communication

1 Head (PA) + 1 assistant = 2

Institutional Development (1 unit = 5 staff)

Unit 7: Administration

1 Head (FT) + 1 FT + 1 PA + 2 = 5.

³⁹ As contained in the Annex to document 41 C/19, 41st session of the UNESCO General Conference, 2021.

⁴⁰ Review of UNESCO's work in curriculum development, September 2019, p17.

⁴¹ Annex 2 and Organogram, 19 December 2022.

Table 1. Overview of IBE Staffing

TYPE	IBE	%	CATEGORY 1 INSTITUTES	%	UNESCO	%
Female	19	56	-	-	1246	55
Male	15	44	-	-	1020	45
TOTAL	34	100	367	100	2266	100
Fixed-term staff	6	18	180	49	1747	77
Project appointments	11	32	187	51	519	23
Consultants	17	50	-	-	-	-
TOTAL	34	100	367	100	2266	100
DDG/ADG	0	0	1	0	10	0
D-1 to D-2	1	3	8	2	60	3
P-5	0	0	11	3	134	6
P-4	1	3	33	9	267	12
P-3	10	29	63	17	343	15
P-1 to P-2	2	6	59	16	285	12
G-5 to G-6	3	9	170	47	969	43
Senior Consultant	6	18	-	-	-	-
Middle Consultant	6	18	-	-	-	-
Junior Consultant	5	14	-	-	-	-
Other	-	-	22	6	198	9
TOTAL	34	100	367	100	2266	100

UNESCO-IBE, April 2023; & Key Data on UNESCO Staff: January 2022 (excluding staff on temporary or other contracts.

From an extremely low staffing base in April 2021, the organogram shows 32 staff, and at the time of the evaluation, IBE has 34 staff – 19 women (56%) and 15 men (44%) – categorized as fixed term (FT), project appointment (PA), or assistant (Table 1).⁴²

IBE has 6 fixed-term staff (18%), 11 project appointments (32%), and 17 consultants (50%), with an average age of 46 years. The diversity of staff in IBE is high, with 20 different nationalities from the following regions: Europe and North America (21), Africa (9), Latin America and the Caribbean (2), and others (2).⁴³

1.4 Evaluation objectives

IBE commenced its renewed mandate in 2022. Hence, the evaluation does not provide a performance assessment of 2022 achievements. Chronologically, the evaluation covers the periods:

- **2020-2022:** The work related to the draft roadmap for the reorganisation of IBE up until the approval of the renewed mandate;
- **2022-to the present:** A focus primarily on the renewed curriculum mandate and IBE's capacity to implement it now and in the longer term.

In line with a request by the General Conference at its 41st session of November 2021, the main purpose of the evaluation was to assess the implementation of IBE's renewed mandate including its sustainable operation, in order to 'consider optional measures to ensure its proper functioning,' in terms of the following:⁴⁴

- **Alignment:** IBE's mandate with the MTS, organisational setting, and resources;
- **Added value:** for Member States and other beneficiaries at the international, regional, and national levels for the positioning of curriculum specialization;
- **Capacity:** IBE's capacity to deliver on the mandate and MTS goals effectively with relevance and coherence;

⁴² Information adapted from the IBE provisional organogram, 19 December 2022.

⁴³ Information provided by IBE, April 2023.

⁴⁴ 41 C/Resolution 12.4.to undertake an evaluation on the implementation of the renewed mandate of the IBE, including its sustainable operation, and submit its report for examination at the 217th session of the Executive Board in 2023, and, if deemed necessary as a result of the evaluation, will consider optional measures to ensure its proper functioning; and Solicitation Document – UNESCO IBE evaluation, 30 January 2023, p4.

- **Sustainability:** IBE's medium-term and long-term sustainability with regard to finances, resources (human resources and management), outreach, visibility, partnerships, and donor relations.

The evaluation is aimed at providing UNESCO Member States with evidence regarding the implementation and progress towards the results of the renewed mandate, and with recommendations for enhancing longer term relevance, effectiveness, efficiency, coherence, and sustainability.

1.5 Evaluation questions

The evaluation questions (EQ), listed below, reflect the five OECD-DAC criteria.⁴⁵

Relevance:

1. To what extent is the work undertaken by IBE aligned with its renewed mandate and its MTS?
2. To what extent has the implementation of the renewed mandate of the IBE met the expectations of UNESCO Member States and other key actors in this field?

Coherence:

3. To what extent is the work of IBE and its MTS coherent with the strategy of Major Programme 1 in the 41 C/5, Gender Equality, Priority Africa, and the inter-sectoral programmes?⁴⁶ [internal]
4. What are the programmatic synergies/complementarities with other education entities? [external]

⁴⁵ The evaluation questions, provided in the evaluation Terms of Reference, are in accordance with the Organisation for Economic Co-operation and Development's Development Assistance Committee (OECD/DAC) evaluation criteria.

⁴⁶ The original EQ did not include Gender Equality, Priority Africa and inter-sectoral programmes, reading "To what extent is the work of IBE and its MTS coherent with the strategy of Major Programme 1 in the 41 C/5."

Effectiveness/pathways towards impact:

5. What mechanisms have been put in place to ensure the implementation of: the IBE's renewed mandate; its MTS; its operational plan; and its annual work plan?
6. What factors, either internal or external, may have enabled or adversely affected IBE's ability to implement its renewed mandate?
7. What have been the most significant results (outcomes, outputs) achieved through the activities undertaken under the renewed mandate?
8. What are the established pathways towards impact?

Efficiency:

9. To what extent have the management structure as well as financial and human resources supported efficient implementation of the renewed mandate, among other in cooperation/coordination with other UNESCO entities?

Sustainability:

10. What is the likelihood that IBE's work can be sustained under its renewed mandate considering its current resources, strategy, donor commitments and relevance of work, as well as considering its positioning within the wider global, regional and national curriculum landscape? What are the enabling factors, pre-conditions and potential obstacles and risks?

2. Methodology

2.1 Evaluation approach and ethics

The evaluation was conducted from 3 April to 30 June 2023 in four main phases: 1) inception phase (up to 17 April); 2) data collection phase (21 April to end May); 3) analysis and draft report writing (to mid-June); and 4) report writing and finalisation (to end July).

To better contextualise the evaluation of IBE's renewed mandate, the evaluators employed a participatory mixed-method approach to data collection using an evidence-based, results-based management (RBM) model. The evaluation methodology, based upon the EQs, an evaluation matrix, and the IBE Theory of Change (TOC), shown in Annex 2 and Annex 4, included collection of qualitative and quantitative data using semi-structured interview guides (Annex 7), focus group discussions and an online survey.

The evaluation was conducted in line with the UNESCO Evaluation Policy 2022-2029, and it complied with the UNEG Evaluation Norms and Standards reflecting the requirements outlined in the UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation, as well as in the UNEG Ethical Guidelines for Evaluation.⁴⁷

2.2 Data collection

Stakeholder selection and sampling. Data collection was conducted through remote and face-to-face meetings. In addition to a one week visit at the UNESCO HQ in Paris for the inception phase, two field missions for data collection included: 1) one week at the IBE in Geneva in May 2023, and 2) one week at the UNESCO HQ in May 2023.

Data collection consisted of 1) a document review of primary and secondary data sources; 2) semi-structured remote and face-to-face key informant interviews (KIs) in Geneva and Paris; 3) two focus group discussions (FGDs) with IBE Council Members and IBE staff in Geneva; and 4) an online survey for IBE stakeholders and partners, including Member

State National Commissions from 11-26 May. A detailed list of key informants is provided in Annex 6.

UNESCO provides global support in five regions: 1) Africa, 2) Arab States, 3) Asia and the Pacific, 4) Europe and North America, and 5) Latin America and the Caribbean. The stakeholder categories, groups and individuals were identified during the inception phase across the five regions for evaluation participation in collaboration with the Evaluation reference group including representatives from the UNESCO IOS Evaluation Office, the Education Sector Executive Office, UNESCO ED sector staff at HQ and in the field, IBE senior management and staff, and the IBE council. The selection criteria were purposive, according to positions and involvement with IBE, and random, such as the selection of beneficiary countries to reach out to.

Semi-structured remote and face-to-face key informant interviews were conducted with 61 participants from the previously mentioned groups, UNESCO's education sector divisions and sections staff, UNESCO vice chairs of the executive board regional groups, donors, representatives of Member States, representatives of beneficiary countries, IBE staff and management, IBE council members and IBE partners (Annex 6). The two FGDs in Geneva helped gathering in-depth information from IBE junior staff and IBE council members on finance and management, strategic planning, roles and responsibilities, and future potential.

Online survey. A brief (10 minute) questionnaire was formulated with closed statements and open-ended invitations to provide narrative responses around the five EQ criteria: relevance, coherence, effectiveness, efficiency, and sustainability (Annex 7). The online survey was shared with Member State National Commissions, Permanent Delegations, curriculum community of practice (COP), and to a broad range of UNESCO Field Offices.⁴⁸ A total of 149 people responded to the survey, for a response rate of 55.6%. The results are shown in Annex 9.

⁴⁷ United Nations Evaluation Group (UNEG), 2017, Norms and Standards for Evaluations; <http://www.unevaluation.org/document/detail/1914>

⁴⁸ Survey details are provided in Annex 8, with results shown in Annex 9. An evaluation team member drafted the survey and coordinated its translation into French. The Evaluation Reference Group reviewed both French and English versions which were also piloted before dissemination on 11 May 2023.

Data analysis. In total, 210 stakeholders contributed to the evaluation. A triangulation of data from the desk review, observation of IBE social media, KIs, FGDs, and survey data informed the data analysis for reporting. The qualitative and quantitative evidence-based analysis methods included contribution, content analysis, and comparability of demographics, geographical, and stakeholder information. The analytical framework applied UNESCO IOS evaluation guidelines and advice, and its Evaluation Quality Assurance Grid, to ensure that the evaluation questions (findings) are traceable and consistent with the evaluation purposes.

2.3 Evaluation limitations

Timing of the Evaluation: The evaluation aimed to assess a mandate that had formally commenced implementation in January 2022, only 16 months prior to the evaluation. Hence, the evaluators introduced the methodology of the evaluation to interviewees in terms of IBE's interventions for both actual results and 'potential' towards longer term results *and* sustainability, rather than as a detailed assessment of statistical results against indicator targets.

Selection and sampling of interviewees: Given the short timeline for the evaluation, and the vast extent of internal and external stakeholders, Member States, and beneficiary countries, it was a challenge to gain both breadth and depth of stakeholder representatives. Although the consultations covered a large and diversified group of respondents, in some cases individual interviews could not be held and some written contributions from all regional groups of Member States could not be gathered within the limited timeframe for data collection.

3. Main findings

IBE’s vulnerabilities are common across all UNESCO Category 1 Institutes

Fluctuating finances, competition for resources, and competing strategic demands are operationally challenging across all Category 1 Institutes, although IBE can, with support, address and mitigate its inherent challenges.

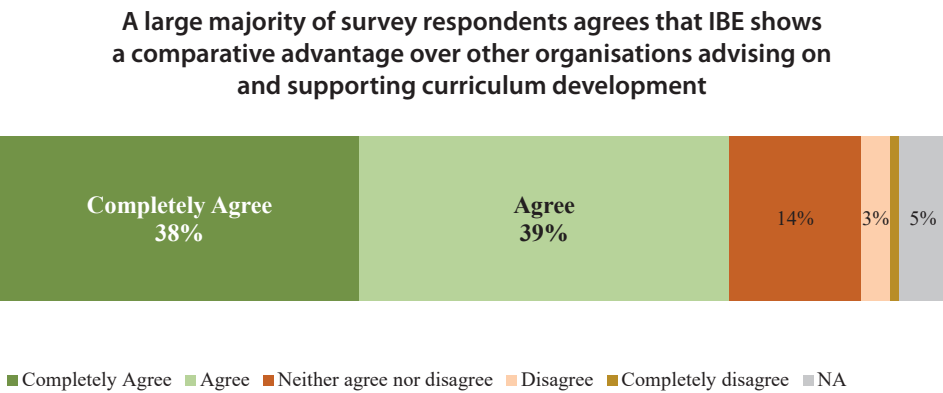
IBE is no different across UNESCO in facing management, operational, and results-based monitoring issues. The 2018 Multilateral Organization Performance Assessment Network (MOPAN) Assessments concluded that ‘with the endorsement of its General Conference, UNESCO needs to ensure that the volume of its resources matches the ambition of its future programmes and mandate; Member States need to accept a degree of selectivity and prioritisation’ ... and have systems in place to ‘identify poor performing interventions that are not fully developed or are not well-evidenced.’⁴⁹ The 2019 Future of Education Sector Evaluation report confirmed that UNESCO was part way through a strategic transformation to become more efficient and agile, through simplified procedures, strengthened management culture, better communication, and field network optimisation. However, it also identified a range of systemic internal issues including ‘a lack of strategic focus and prioritisation; a lack of role clarity and coordination between headquarters, regional bureaux, national offices, and UNESCO institutes; sub-optimal allocation of staff and financial resources; inefficient administration processes; and under-developed capabilities in relation to results-based management, strategic communication, and fundraising’ citing ‘adverse’ consequences of low staff morale, reduction in financial flexibility to fund programme activity, and limited ability to demonstrate the impact of its activities.⁵⁰ The report stressed the importance for UNESCO to demonstrate the value of its work. This evaluation iterates previous report findings.

IBE’s comparative strengths

IBE has comparative strengths over other curriculum-related organizations and can further capitalize these strengths. IBE is the only United Nations entity with

an international, regional, and national mandate to address curriculum development reform, research, and discourse. IBE’s 98-year history⁵¹, with its clearinghouse of valuable documentation tracing a century of curriculum development trends that inform the present and can influence the future, and its location in Geneva with its International Geneva multilateral networks, place it in a unique global leadership space in curriculum development and curriculum-related matters. The evaluation survey shows that 77% of respondents agreed that IBE has comparative strengths over other organizations in advising on and supporting curriculum development (Figure 1). Respondents provided a number of reasons for this. For example, they indicated that IBE’s repository of over 100 years of curriculum-related resources – policy papers, research articles, curriculum development guides, syllabi, textbooks, etc. – on a global scale, in one location, is a valuable asset that no other organization in the world has. Further, they mentioned that IBE training specialists provide high quality support on curriculum development and that IBE never stops innovating ideas and solutions for practical application and implementation in field.

Figure 1. Perception of IBE’s comparative advantage



49 MOPAN 2017-18 Assessments: UNESCO, 2019, p52.

50 UNESCO 2019 Future of Education Sector Evaluation report, pp26-31.

51 Before 1999/2000, IBE did not have a specific mandate on curriculum. Its mandate focused on promoting international cooperation, exchanges and internationalization in education.

IBE, currently in the second year of implementing its renewed mandate, has the potential to be a global leader in the curriculum space. IBE has all the critical elements present for success. However, strengthening its coordination, structure, operational mechanisms, and communications will help safeguard IBE into the future.

3.1 Relevance

To what extent is IBE's work aligned with its renewed mandate and its MTS?

The development of the renewed mandate and Medium-Term Strategy presented IBE with the opportunity to reflect on its interventions and implementation on all levels: functions, staffing, financing, and focus.

IBE is relevant as a global curriculum leader. IBE as a Category 1 Institute is relevant for the advancement of curriculum development and curriculum-related matters⁵² in terms of capacity development (technical assistance and training), knowledge creation and management (research and development), and clearinghouse functions (outreach and advocacy). From the onset of the COVID-19 pandemic from 2020-2023, which coincides with the development of the Institute's renewed mandate, demands for online education methodologies, information and communication technologies (ICT) and digitization, educators across the globe reconsidered the value of curriculum development – not only as a component of quality education, but essential for quality education.

IBE has the potential to increasingly be a key agent in the SDG 2030 Agenda. UNESCO's mandate interlinks and crosscuts all 17 Sustainable Development Goals (SDGs) under the United Nations SDG 2030 Agenda while focusing its implementation on the priority areas outlined in its 41 C/4 Medium-Term Strategy 2022-2029 to contribute to peace, poverty reduction, sustainable development, and intercultural dialogue. IBE's curriculum relevance reflects UNESCO's strategic plan. And, as the 2030 Agenda reaches its final phase, IBE has the potential to play a critical role in contributing to enabling Member States reach their curriculum targets for quality education.⁵³

⁵² Such as teaching and learning; learning assessment and learning environments.

⁵³ Especially regarding the contribution of curriculum to developing skills for life, work, and sustainable development.

"Never before has it been so clear that to talk of education is to talk about curriculum."

Interviewee, May 2023.

IBE's work on curriculum development adequately reflects its renewed global mandate. The evaluation survey shows that some of the qualitative comments linked to this question centred on the current IBE team which is seen as doing an outstanding job to activate and expand SDG 4 knowledge and skills, international curriculum design standards, and the importance of cultural aspects (Annex 8).

Nonetheless some stakeholders perceive that there are inconsistencies between IBE's work and UNESCO's and IBE's Medium-Term Strategies in terms of focus.

Some interviewees, excluding those in beneficiary countries, did not always find the connection between UNESCO's 41 C/4 MTS 2022-2029 and IBE's MTS 2022-2025. For example, although ECCE is mentioned in the 41 C/5⁵⁴, UNESCO's 41 C/4 MTS 2022-2029 does not explicitly include early childhood care and education (ECCE) as a priority area, nor does IBE's MTS.⁵⁵ IBE has staff dedicated to ECCE activities which are documented in its 2021 annual report.⁵⁶ In addition, a key focus of IBE's Prospects journal, volume 52, September 2022, is dedicated to ECCE. Similarly, with health and sport (sport values in curriculum), UNESCO has one sentence in its MTS, whereas IBE has a substantial strategic focus (but limited reporting to date).⁵⁷ Therefore, some of IBE's key activities are - according to some respondents - not perceived as fully aligned with the priority areas in both UNESCO's and IBE's medium-term strategies.

IBE's curriculum work is perceived to be imbalanced regarding the type and level of interventions it prioritises. As with UNESCO as a whole, IBE combines its normative and programmatic roles to mutually reinforce both to contribute to ideas and knowledge, rather than to implement country-level programmes at scale, while putting in place

⁵⁴ ECCE is mentioned in the 41 C/5 Programme and Budget in the context of teacher education and teacher policies across all levels of education, from a lifelong learning perspective including early childhood care and education (ECCE) teaching personnel. UNESCO is also committed to strengthen the resilience and effectiveness of education systems across all levels of education to flexibly respond to evolving learning environments and better deliver on SDG 4 commitments, including through its contribution to the Global Partner Strategy (GPS) for ECCE and through mobilizing countries and partners, such as through a World Conference on ECCE, with Category 1 institutes, including the IBE, playing an important role.

⁵⁵ IBE Medium-Term Strategy 2022-2025 p33 & p35. There is a reference to ECCE as a main target group, not a strategy.

⁵⁶ IBE Annual Report 2021, pp25-27.

⁵⁷ UNESCO Medium-Term Strategy 2022-2029, p30; IBE Medium-Term Strategy 2022-2025, p10 & p16; IBE Annual Report 2022, p.23 and IBE Annual Report 2021, p9 & p20.

systems and processes.⁵⁸ However, different stakeholders held varied expectations of IBE strategic priorities, largely depending upon funding sources. For example, country-level technical assistance attracts funding, whereas global ‘standard-setting’ and knowledge creation functions are more difficult to attract funding, and therefore IBE conducts fewer high-level conceptual interventions. Hence, there is the perception by some stakeholders of an imbalance or lack of clarity regarding where IBE best fits on the intervention continuum for future growth, such as:

- International (global) vs. national (local);
- Historic vs. innovative;
- Theory (conceptual) vs. practical (hands-on);
- Process vs. content;
- Global North vs. Global South;
- Knowledge (research) vs. advocacy (outreach);
- Expansive (broad) vs. strategic (focused);
- Structured growth vs. organic growth;
- Results-based reporting (evidence) vs. narrative (presentation);
- Core funding (non-earmarked) vs. project funding (earmarked).

To what extent has the implementation of the renewed mandate of the IBE met the expectations of UNESCO Member States and other key actors in this field?

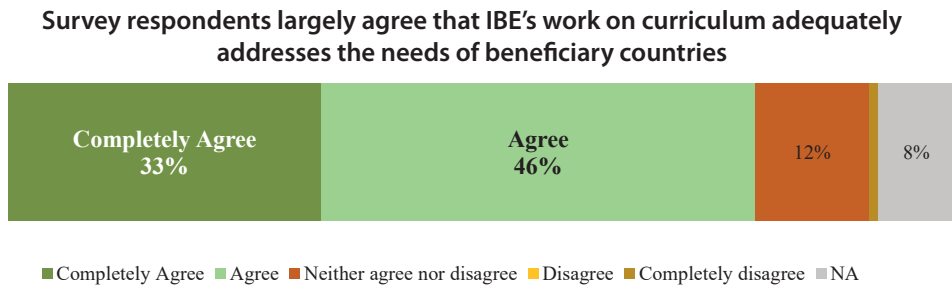
Curriculum capacity development, in particular under Priority Africa has brought Member States closer to IBE which facilitated the fulfilment of expectations. As also stated by many interviewees, the evaluation survey shows that 79% of respondents thought IBE is meeting the expectation of Member States (Figure 2). Their expectations are being met through IBE’s capacity development support, specifically through Priority Africa and ‘getting closer to countries in the region.’ As one respondent stated:

It is not clear that countries were sufficiently familiar with IBE before 2019. Collaboration with IBE on the ground has allowed us to realize this. Then we had mobilization of teams of IBE experts for an effective capacity building of national experts in the field of curricula in order to empower them. This new IBE approach, which consists in being closer to the Member States is quite innovative and contributes to the visibility of UNESCO in general, and the IBE in particular.

58 MOPAN 2017-18 Assessments: UNESCO, 2019, p7.

Member States with current projects actively participate in the design and implementation of IBE’s curriculum-specific interventions. IBE’s capacity development approach includes active participation of in-country representatives through training and technical assistance. Country-level participation goes beyond interactivity in training sessions – it includes the co-creation of capacity development interventions, which was also confirmed by 66% of survey respondents (Figure 3).

Figure 2. Perception of alignment between IBE’s work on curriculum and beneficiary countries

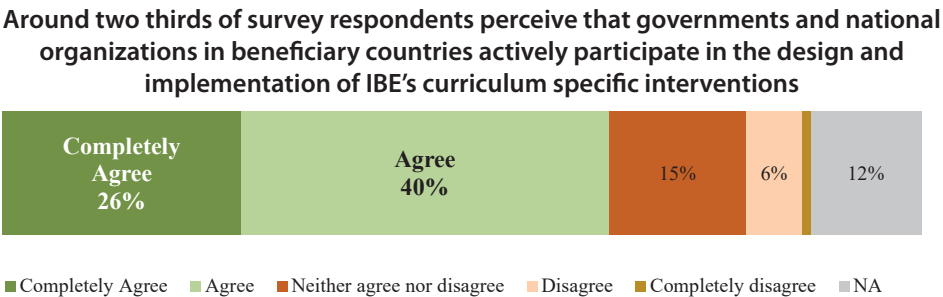


More than half of the survey respondents (i.e., 66 %) perceive that governments and national organizations in beneficiary countries actively participate in the design and implementation of IBE’s curriculum-specific interventions.

Respondent quote:

“This is so because the needs of the beneficiary country emanate from the country itself. Wherever IBE has country-specific relationships, the host country’s needs determine IBE’s engagements & priorities within its mandate - in this sense it is client-driven and sensitive to needs.”

Figure 3. Perception regarding the participation from government and national organizations in design and implementation of interventions countries



Respondent quote:

“The country’s institutional actors actively participate in the design of curricula with technical support of the IBE. This pragmatic & operational approach of IBE in countries contributes to maintaining a good image of UNESCO among Member States.”

Capacity development in curriculum development, through technical assistance and training, exceeded the expectations of beneficiary countries and partner organizations. During interviews, beneficiary country representatives and university partners consistently stated that IBE’s TA exceeded their expectations for the provision of internationally recognized, best practice methodologies, processes, and procedures through timely and high-quality advice and resources (research literature, practical step-by-step guides, and toolkits).

3.2 Coherence

To what extent is the work of IBE and its MTS coherent with the strategy of Major Programme 1 in the 41 C/5, Gender Equality, Priority Africa, and the inter-sectoral programmes [internal coherence]?

IBE’s work on curriculum development is coherent with UNESCO’s SDG mandate. The evaluation found that IBE’s work is coherent with UNESCO’s priority areas, particularly under SDG 4 (quality education) and specifically under SDG 4 target 4.7 education for sustainable development and global citizenship, through IBEs role in bringing curriculum at the core of quality education – planning and management; teaching and learning; and assessment – across all countries, industries, knowledge acquisition, employability and economic growth, social and environmental responsibility, and personal integrity.

IBE’s work corresponds to UNESCO’s five functions, although documentation of their implementation requires strengthening. IBE’s roles mirror UNESCO’s five functions: 1) a laboratory of ideas (i.e., knowledge creation), 2) clearinghouse, 3) standard-setting, 4) catalyst and motor for international cooperation, and 5) capacity-builder.⁵⁹ However, IBE’s documentation of their implementation is often inadequate in terms of definitions, strategies, priorities, visibility, reporting, and communications, especially standard-setting.

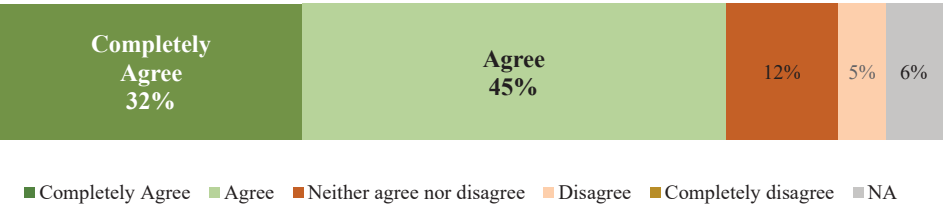
59 UNESCO Medium-Term Strategy 2022-2029, p11.

IBE’s strategies for Global Priority Africa are fully coherent with UNESCO’s mandate, well-understood, and highly visible. Stakeholders agree that IBE’s strategies for Priority Africa, one of UNESCO’s two global priorities, are highly regarded, relevant, and coherent, bringing countries together and elevating the continent’s global cross-cutting, yet localized, education and curriculum priorities for capacity development. UNESCO identified the following educational challenges for Africa: ‘digital transformation and scientific and technological advances.’⁶⁰ IBE’s outcome 1 goal for Member States is to develop endogenous curricula attuned to the SDG Agenda, and has set a capacity development target of at least 50% in Africa each year from 2022-2025.⁶¹ In 2022, IBE organized and participated in more than 20 regional meetings and events, mostly in Africa, ‘where beneficiary countries were banded together as peers to find new and innovative solutions to critical curriculum-related issues.’⁶²

The survey results show that 77% of respondents agree or completely agree that IBE prioritises gender and Priority Africa. Although the two global priorities were not disaggregated in the survey, making it difficult to determine differing views, the comments were unanimously dedicated to Priority Africa, with only one comment – a positive one – on gender equality (Figure 4).

Figure 4. Perception of prioritization of Gender Equality and Africa

A majority of stakeholders agree that IBE’s work on curriculum adequately prioritises UNESCO’s global priorities Gender Equality and Africa*



*The two global priorities were not disaggregated in the survey, not allowing to determine differing views.

60 UNESCO Medium-Term Strategy 2022-2029, p15; and UNESCO 2022, The Operational Strategy for Priority Africa 2022-2029. September.

61 IBE Medium-Term Strategy 2022-2025, Results Framework.

62 IBE Annual Report 2022, p11.

Respondent quote:

“I believe they have a good plan and strategy, with most of their projects in Africa. IBE is currently placing a strong focus, particularly in Africa, on revising curricula & reforming curricula from an educational transformation perspective.”

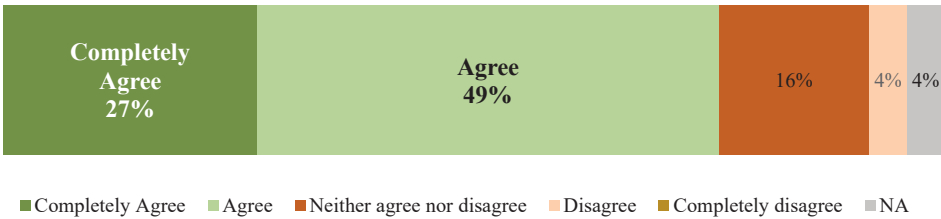
IBE’s gender equality strategies appear to be under-focused or under-documented. One of UNESCO’s two global priorities is Global Priority Gender Equality, aiming for a ‘gender-transformative approach for the full and complete realization of human rights’ including ‘digital gender divides.’⁶³ IBE’s MTS however has a broad-brush approach to gender equality, mentioning inclusivity rather than gender equality specifically, with no gender equality output or outcome indicators in its results framework, and only one reference to planning for data disaggregation by gender (output 1.1 related to training numbers).⁶⁴ In IBE’s recent annual reports, there is minimal statistical reporting and no gender disaggregation. Gender equality interventions are not documented in the 2021 annual report, and in 2022, gender activities are limited or were reported as delayed due to COVID-19. IBE collaborates extensively on various aspects of inclusion with the Section of Education for Inclusion and Gender Equality (IGE) of UNESCO’s Education Sector Division for Education 2030, although IBE has yet to collaborate on gender equality interventions more specifically.

IBE’s inclusivity strategies are highly coherent with UNESCO’s mandate, and extensively implemented and reported. A UNESCO cross-cutting priority is inclusive programming and participation, which IBE extensively documents in its MTS, specifically as part of its definition of curriculum for ‘holistic, inclusive, just, peaceful, and sustainable development.’⁶⁵ IBE views inclusion in curriculum development as ‘undoubtedly necessary – not as additional curricular topics, but rather as ambitions that infuse the whole curriculum, from the intended to the assessed.’⁶⁶ Consequently, inclusive quality education is IBE’s goal.⁶⁷ The results of the online survey confirm IBE’s high priority to address inclusive education for vulnerable communities, or disadvantaged groups with 77% of respondents agreeing the IBE supports the needs of the most vulnerable and disadvantaged (Figure 5).

63 UNESCO Medium-Term Strategy 2022-2029, p16 & p31; and UNESCO, Priority Gender Equality Action Plan 2019 Revision, 2014-2021, complementary strategic document to the 37 C/4 and corresponding C/5s.
64 IBE Medium-Term Strategy 2022-2025, Results Framework.
65 IBE Medium-Term Strategy 2022-2025, p4.
66 IBE Medium-Term Strategy 2022-2025, p7.
67 IBE Medium-Term Strategy 2022-2025, Results Framework.

Figure 5. Perception of prioritization of the needs of most vulnerable and disadvantaged

A large majority of survey respondents agree that IBE’s work on curriculum adequately prioritises the needs of the most vulnerable and disadvantaged



Respondent quote:

“IBE has concern for the learning needs of vulnerable groups. It works on introducing equality elements & approaches to help the most disadvantaged.”

IBE’s inter-sectoral strategies are coherent with UNESCO’s priorities but related interventions and their results are not well documented. The results of the evaluation survey show that 82% of respondents agree or completely agree that IBE prioritises inter-sectoral programmes, with respondents mainly from ministries of education in beneficiary countries (Figure 6).

IBE supports curriculum reform, strengthens the capacity of the leaders in the process of implementing the curriculum, it is working with groups for the integration of themes such as the effects of climate change, human rights, and the revision of the 1074 recommendation and finally the IBE is working to make countries independent by avoiding dependence on the colonial education systems.

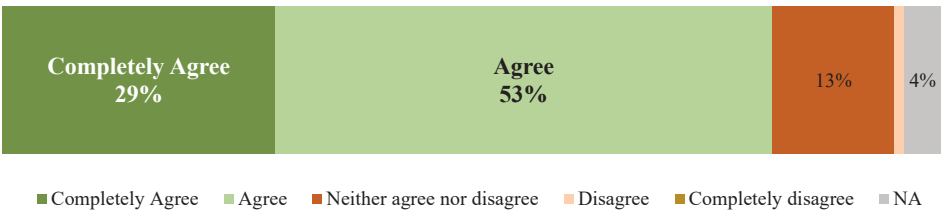
UNESCO’s 41 C/4 MTS 2022-2029 prioritises inter-sectoral strategies in terms of strengthening cooperation, collaboration, and partnerships.⁶⁸ IBE includes key inter-sectoral activities under output 4.3 on opportunities for IBE constituents to share their experience on curricular practice and change through IBE’s policy fora and webinars

68 UNESCO Medium-Term Strategy 2022-2029, p30 & p35.

on several topics including competency-based curriculum. IBE integrates inter-sectoral activities through its holistic, systemic, and endogenous approach to curriculum. However, IBE is yet to document outputs in its annual reports.

Figure 6. Perception of IBE’s prioritization of inter-sectoral programmes

Stakeholders are largely in agreement that IBE’s work on curriculum adequately prioritises inter-sectoral programmes such as education and culture, environment, or media literacy



Respondent quote:

“IBE and the [a member state] MOE has finished a programme to improve education quality through curriculum transformation. It was inter-sectoral within UNESCO & 100 percent done by national experts with IBE support. This is one good example in the renewed mandate that can be multiplied in other countries, especially least developed countries (LDC).”

What are the programmatic synergies/complementarities with other education entities [external coherence]?

To enhance external coherence, UNESCO’s strategy was to strengthen universal and multilateralism, and generate synergies for achieving the SDGs through win-win cooperation as stated in the United Nations General Assembly resolution 70/1 on the 2030 agenda.⁶⁹ The rationale is threefold: 1) to avoid duplication, 2) to raise the profile of all entities, and 3) to facilitate the development of innovative solutions to education through the comparative advantage of external partners.

69 UNESCO Medium-Term Strategy 2022-2029, p9.

IBE expanded and diversified its partnerships to maximize sustainability.

IBE extended UNESCO’s rationale for increasing external coherence with other entities. For example, IBE added: 1) to enhance shared understandings of the importance of a systemic approach to curriculum, and 2) to synergize curriculum tools.⁷⁰ IBE confirmed in its 2019 annual report that the demand by ‘prestigious technical partners’ to work on programmatic synergies enhanced its recognition of intellectual leadership as a Centre of Excellence.⁷¹ IBE’s partners were predominantly academic institutions and libraries from around the world – regionally and nationally – working synergistically for the development, implementation, and quality assurance of IBE’s accredited post-graduate diploma course and master’s programme.

In 2020, IBE’s university partners capitalized on IBE’s role as a knowledge broker by developing and reviewing materials for the IBE Portal, and participated in events, such as policy dialogues. Other partnership activities include programmatic complementarities in neuroscience, digitization of library documents, as well as developing the IBE staff Learning Series. IBE’s 2021 annual report was more explicit than previous reports in its aim to create and report on synergies. An example in 2021 was the preparation for the March 2022 10-day Geneva Trialogue, through its International Geneva network (multilateral education actors, SDG 4 target 4.7-related sectors, and the Geneva Education in Emergencies community), to bring together innovation and collective intelligence for rethinking education.⁷² By 2022, IBE gained more diversity across its partners, as demonstrated in an annex to its annual report where all partners are explicitly cited.⁷³

3.3 Effectiveness/pathways to impact

What factors, either internal or external, may have enabled or adversely affected IBE’s ability to implement its renewed mandate?

The evaluators asked 27 interview participants, across stakeholder categories, to identify IBE’s major strengths and weaknesses (Table 2). Although not all strengths and weaknesses are enabling or hindering factors for successful implementation, they provide an indicator of IBE’s ability to move forward with its renewed mandate.

70 IBE Medium-Term Strategy 2022-2025, p8 & p12.
71 IBE Annual Report 2019, Expected Result 1.
72 IBE Annual Report 2021, p20.
73 IBE Annual Report 2022, p42 & p44-46.

Table 2. IBE's strengths and weaknesses as identified by interviewees

Perceived strengths	%(n=27)
National curriculum capacity development - IBE has data on the status of each country	41%
History, heritage, continuity, legacy	41%
Curriculum discourse, infinite space from kindergarden to university (universal)	37%
Geneva location	22%
Prospects journal	19%
Ahead of the game (e.g., neuroscience, endogenous curriculum)	19%
Clearinghouse, knowledge management	15%
Quality of publications	15%
International, global relevance, timeliness	15%
Priority Africa	11%
Diversity of staff	7%
Part of the UNESCO family/reputation	7%
Perceived weaknesses	%(n=27)
Staffing, expertise/skills, roles & responsibilities, no P-5 position	41%
Funding, cash flow	33%
Communications (internal, external), branding, website, visibility	33%
Structure, operations, management	30%
Reporting, monitoring against MTS and stakeholder expectations	26%
Lack of business plan, roadmap	15%
Too many flagship initiatives	15%
Reduced focus on research and conceptual/think-tank functions	15%
Limited linkages between functions, initiatives, i.e., TA and research	11%
Lack of "proximity/closeness"	4%

3.3.1 Enabling factors towards effective implementation

Factors enabling IBE's effective implementation include unambiguous capacity development strategies based upon a reputable legacy of quality technical assistance and training with clearly defined and accessible guidelines, frameworks, and processes. Stakeholders interviewed during the evaluation, especially representatives from beneficiary countries and partners benefiting from capacity development, articulated IBE's aim and approaches to TA as a 'whole package.' Beneficiary stakeholders knew of Jean Piaget⁷⁴ at the at IBE's origins, how to identify their needs, the benefits of capacity development, and the timely procedures to receive practical and applicable support. For them, capacity development, based upon an internationally recognised national curriculum framework and curriculum resources, presented 'a unique opportunity' to receive up-to-date knowledge on the concepts of learning, specifically in competency-based methods. IBE has most of its staff within the Capacity Development units, and stakeholders said IBE's staff were 'professional, responsive, and insightful' with regards to the provision of TA. Representatives of Member States underlined that the high regard towards IBE's deployment of consultants is among other factors, due to IBE's comprehensive understanding of localized needs.

Factors enabling IBE's effective implementation include its universal curriculum mandate and curriculum discourse. Stakeholders highly valued the universal, global, conceptual discourse that provides all interested parties with reputable, credible, relevant, and topical information and research. This is predominantly through IBE's research and publications, such as its *Prospects* journal. It reinforces the fundamental premise that curriculum imbues all learning. For example, just as competency-based curriculum is applicable to all training from schooling to apprenticeships, vocational, and skills-based learning, so too is the framework for curriculum reform and the training of curriculum developers, particularly through IBE's postgraduate courses for key government and educational personnel that are not commonly available in universities.

3.3.2 Inhibiting factors towards effective implementation

Factors inhibiting IBE's effective implementation include inadequate financial management; understaffing and undertrained staff; poor internal and external communications, outreach, and reporting; a high number of initiatives that are labelled as flagship initiatives; and limited cross-linkages between IBE's operational units. Stakeholders expressed the concern about IBE focusing on mobilising resources yet being understaffed and undertrained to be able to manage an increasing range of active initiatives. Some beneficiary country stakeholders feel that

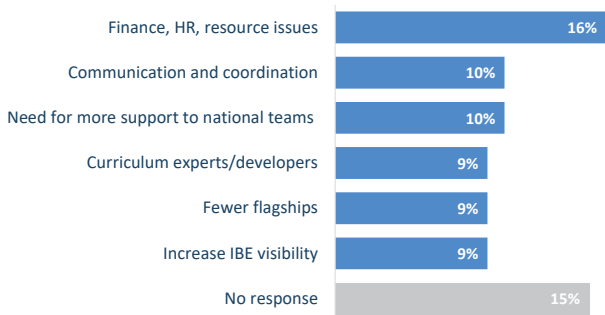
74 Swiss child development expert, and Director of IBE from 1929 and 1968.

communication about project submission and approval processes is insufficient, making them seem bureaucratic and slow. Current outreach is perceived to be focused on establishing relationships and initiating activities, while focus on information on country-level curriculum progress is more limited and the promotion regarding the relevance and popularity of IBE’s reputable research and publications is underused.

The limited internal cross-fertilization and communication between IBE’s operational units has led to limited information about other active projects and the promotion of its services and relevant products. Also, there is restricted ‘mining’ of the clearinghouse’s ‘historical gems’ to provide learning moments for the present as well as for the future. Several global-level stakeholders were unclear about TA progress, outputs, immediate results of localized use of global concepts, and their potential pathways to intended outcomes and impact. There is the perception that, due to its capacity development interventions and communications with Field Offices, IBE should be aware of every country’s status on the curriculum development continuum and regularly communicate this to all Member States. However, stakeholders unanimously stated that they were not aware what other countries were conducting regarding curriculum development reform and felt that this is a knowledge gap that could be filled by IBE as the global leader in curriculum reform.

However, respondents’ comments were extensively diverse and not constrained to a few issues. Nevertheless, the aspects perceived as hindering IBE most, according to a majority of respondents, are its limited resources, issues of communication and coordination, dispersal of efforts due to its sixteen flagship initiatives, and the need for a higher number of senior curriculum experts to train and provide TA to national teams to enable Member States to establish their own cadre of curriculum developers.

Figure 7. Most critical aspects negatively affecting IBE’s work



Respondent quote:

“Consider even more curriculum experts on specific projects. Better coordination with member states & more support to develop curricula in line with the Transforming Education Summit outputs & Education for Sustainable Development (ESD) goals.”

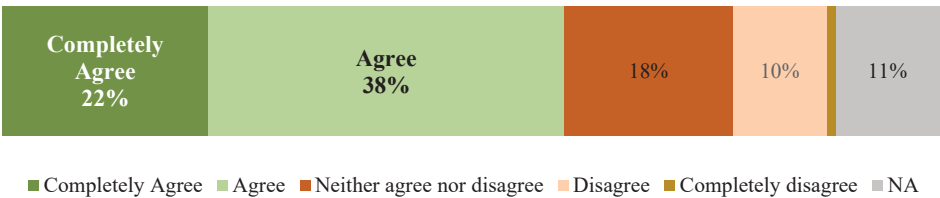
3.3.3 Communication, coordination, and outreach mechanisms

The most frequent and persistent concern from all stakeholders (UN and non-UN) was IBE’s irregular communication, coordination, and outreach. All stakeholders expect regular information on IBE’s interventions; the status of projects; the status of countries on the curriculum development continuum and emerging good practices; timely interaction on the status of submissions for support; and rapid, easy online access to statistics, knowledge, products and publications accessible in one location (i.e., IBE’s website, which is currently being updated).

The results of the online survey show that 59% of respondents agreed or completely agreed that IBE effectively coordinates internally with Field Offices and other UNESCO entities, whereas 30% were neutral or did not respond (Figure 8). Similarly, 56% affirmed that IBE and UNESCO HQ had effective coordination, with 41% neutral or not responding. There were positive comments regarding effective coordination, although most comments showed a desire for more responsive internal coordination across UNESCO with IBE (Figure 9). National Commission respondents, on average, assessed IBE as significantly less coherent than external respondents to UNESCO.

Figure 8. Perception of coordination with UNESCO Field Offices and other UNESCO entities

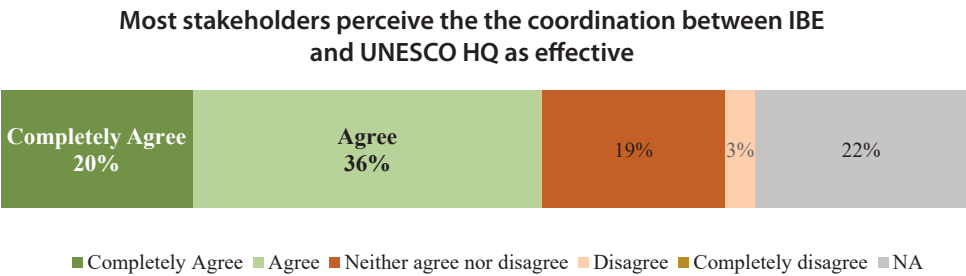
More than half of the survey respondents perceive that IBE effectively coordinates with UNESCO Field Offices and other UNESCO entities



Respondent quote:

“We need close collaboration & coordination with countries on the real needs specific to each country. There is not much presence of IBE staff in countries, so IBE staff need to collaborate well with its stakeholders to make them aware of IBE.”

Figure 9. Perception of effective coordination with UNESCO HQ



Respondent quote:

“As I am neither at the IBE nor at UNESCO Headquarters, it is difficult for me to comment on this issue. All I hope is that this coordination will be effective so that it can enable the projects & programmes of both parties to be implemented.”

IBE’s internal coordination and communication appeared more than a critical issue than external coordination and communication for internal stakeholders.

Overall, 70% of survey respondents agreed or completely agreed that internal communications were effectively capitalised on (Figure 10), and 72% agreed that external communications were effectively capitalised on (Figure 11). These high affirmation percentages stem from survey respondents who were from ministries of education (36%), UNESCO National Commissions (28%), and UNESCO regional multi-sectoral offices (8%). During interviews, internal stakeholders expressed more concerns about the limited internal communication, particularly in not receiving adequate statistical data and narrative about IBE’s outputs, and more importantly IBE’s higher-level outcomes. The progression of outputs to intended outcomes is not expressed in easily accessible written formats according to a number of internal stakeholders.

Figure 10. Perception of IBE’s effective outreach within UNESCO

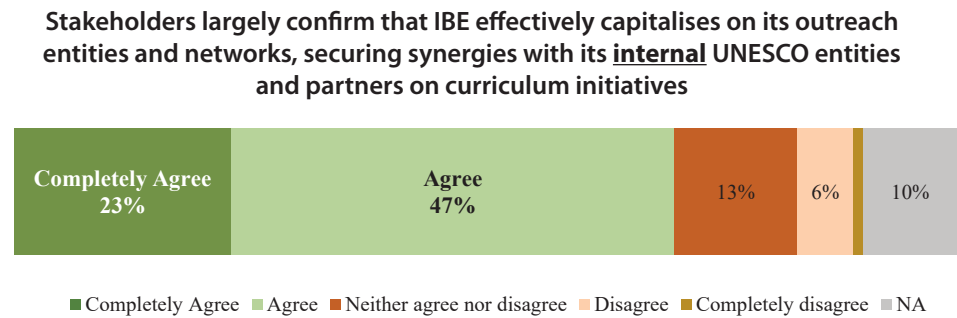
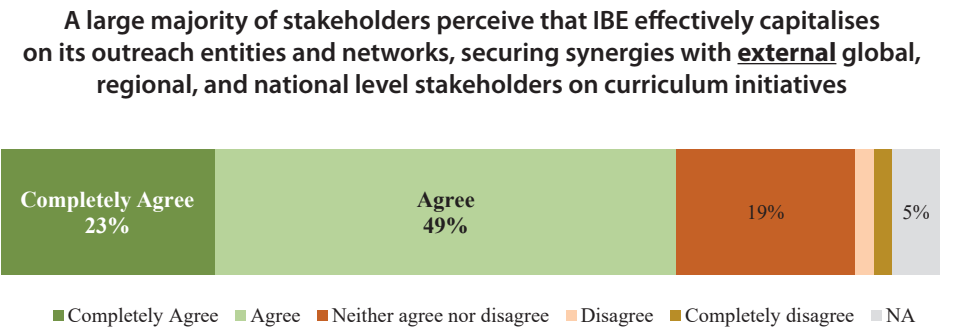


Figure 11. Perception of IBE’s effective outreach outside UNESCO



Respondent quote:

“This is reflected in the relationship between IBE & UNESCO country offices. In our case, we deal more easily with IBE through our country office. In an event organized in [... an African Member State] in 2022, we had top HQ interventions that assured quality and overall UNESCO HQ commitment.”

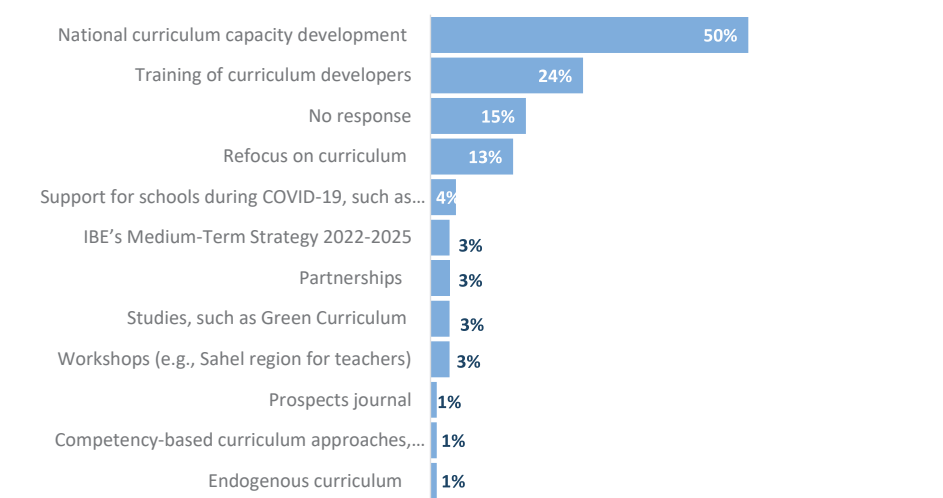
3.3.4 Significant results to date

What have been the most significant results (outputs, outcomes) achieved through the activities undertaken under the renewed mandate?

The online survey elicited stakeholders’ perception of IBE’s most significant or emerging results to date, given that the implementation of the renewed mandate only commenced from January 2022 (Figure 12). Nevertheless, the survey responses, and the results from the key informant interviews, provide a guide to the interventions that are on the pathway to impact.

IBE’s most significant results are directly centred on curriculum approaches, methodologies, training, and development, rather than on the over-arching goal of ensuring education quality through curriculum work. IBE’s MTS goal is stated as ‘to ensure inclusive and equitable quality education and promote lifelong opportunities for all’, yet stakeholders espoused the interventions directly related to specific curriculum interventions that can be measured as IBE’s most significant achievements – i.e., refocusing the IBE strategy on curriculum. Half of survey respondents (50%) rated capacity development – TA and training – for curriculum development – as the most significant achievement, mainly due to the training of curriculum developers (stated by 24% of respondents).

Figure 12. Survey respondents from a national /regional perspective perceive capacity development and training of curriculum developers as the most significant accomplishments of IBE since 2019



3.3.5 COVID and the curriculum

IBE’s most significant tangible, visible, and measurable achievement during the drafting phase of the renewed mandate was its COVID and the curriculum publications. IBE’s most significant achievement during 2020-2022 stemmed from its 2020 webinar on *COVID-19 Lessons and Curriculum-Related Actions: The Challenges for Developing Countries* that attracted more than 800 international participants. Capitalizing on the high demand for COVID-19 information, IBE published 73 articles in its peer-reviewed *Prospects* journal from 2020-2022, as well as subsequent coronavirus related publications. This achievement progresses towards mandate (b) and MTS Outcome 4: *IBE’s constituency is aware of critical issues conducive to successful curriculum transformation and reform.*

From the implementation of the renewed mandate in 2022, *Prospects* continued the provision of information on the aftermath of the pandemic, distributing the journal to over 8,000 institutions and online. The COVID-19 related *Prospects* issues are the following:

- Volume 51, issue 4, October 2022: Impacts of the COVID-19 pandemic on curriculum, education, and learning – 15 articles;
- Volume 51, issue 1-3, October 2021: Curriculum responsiveness to crisis – 41 articles;
- Volume 49, issue 1-2, October 2020: A global reset: COVID-19 and the future of education and learning – 17 articles.

“I have noticed that the impact factor of *Prospects* is now 7.12. Congratulations! It is higher than that of CER (2.037). What do you think is the major reason for this recent achievement?”

Email to IBE staff from stakeholder, 3 May 2023

The most downloaded *Prospects* articles were Sir John Daniel’s “Education and the COVID-19 pandemic” article, over 390,000 times (vol. 49, Oct. 2020), and José Augusto Pacheco’s “The ‘new normal’ in education” article, downloaded over 304,000 times (vol. 51, Oct. 2021). In 2021, IBE published seven editions of *Prospects*, significantly above their publication of four editions per year.⁷⁵ The increased demand for high-quality information on COVID-19, and IBE’s rapid response to supply the demand, is the likely reason for their flagship journal *Prospects*, founded in 1970, attaining a significant boost in its journal impact factor in 2022. Its impact factor, a score based upon citation data from papers published in 2020 and 2021, rose to 7.12, significantly higher than a factor of 2.037 by

75 IBE Annual Report 2021, p29.

its competitor, the American-based *Comparative Education Review* (CER).⁷⁶ CER, which the Comparative and International Education Society founded in 1957, is the most prestigious peer-reviewed journal in the field.⁷⁷

3.3.6 Digitization of documentation

The digitization of IBE's documentation significantly increases stakeholder and public accessibility to IBE products and knowledge. To 2019, IBE digitized over 4,600 historical textbooks, over 500 photographs, and the entire historical archive from 1925-1969, representing nearly 2 million pages.⁷⁸ This is a significant tangible, visible, and measurable achievement under Outcome 4 for the clearinghouse, making documents available and accessible. From 2022-2025, the MTS documents a target of an additional 1,000 digitized documents. In 2020 and 2021 textbook digitization was predominantly delayed due to COVID-19, but in 2022, along with a return to face-to-face visits to the Documentation Centre and with funding from the Swiss Agency for Development and Cooperation, more than 1,000 files were digitized (exceeding its 2022 target of 300), representing another 10,000+ pages.⁷⁹ This achievement also progresses towards IBE's mandate (b) and IBE's MTS Outcome 4: IBE's constituency is aware of critical issues conducive to successful curriculum transformation and reform.

3.3.7 Inclusive curriculum

IBE has made significant progress in bringing inclusivity, i.e., addressing and responding to the diversity of needs of all learners to the fore in curriculum development. IBE has made significant progress in advancing inclusivity in curriculum development through its collaboration with the Section of Education for Inclusion and Gender Equality (IGE) of UNESCO's Education Division for Education 2030, particularly in a range of activities in 2022. Additionally, IBE dedicated a 2020s edition of its Prospects journal to inclusivity, with 16 articles, called *Inclusive education: New developments, new challenges*.⁸⁰ This achievement also progresses towards IBE's mandate (b) and IBE's MTS Outcome 4: IBE's constituency is aware of critical issues conducive to successful curriculum transformation and reform.

⁷⁶ IBE Annual Report 2022, p20.

⁷⁷ Source: IBE Annual Reports 2019-2020; Notes: Annual Reports 2019 and 2020 stated "readership" figures, whereas Annual Report 2022 stated "downloads." Annual Report 2021 did not publish a figure and the evaluators could not readily source it. In 2021, 7 issues of *Prospects* were published.

⁷⁸ IBE Annual Report 2019.

⁷⁹ IBE Annual Report 2022, p.25 & p.27.

⁸⁰ IBE Prospects, volume 49, November 2020, issue 3-4.

3.3.8 International Geneva

IBE has made significant progress to foster partnerships within the International Geneva network, bringing its Geneva HQ location closer to the wider international community. Beneficiary country representatives, during evaluation interviews, praised IBE for its successful attempt to highlight Geneva as a multilateral hub of excellence in almost all sectors of business, including education, while simultaneously bringing it 'closer' to Member States around the world. International Geneva is the cooperative effort of a group of Geneva-based universities and education institutions, SDG-related actors, and the Geneva Education in Emergencies community that amplify the reputable voices on best practice conceptualizations of education around the globe. With International Geneva, IBE participated in events and media dialogues to communicate its curriculum development mandate, especially in policy dialogues. This achievement progresses towards IBE's mandate (e) and IBE's MTS Outcome 5: IBE's sustainability strengthened through enhanced partnerships, resource mobilization, and stronger RBM.

What are the established pathways towards impact?

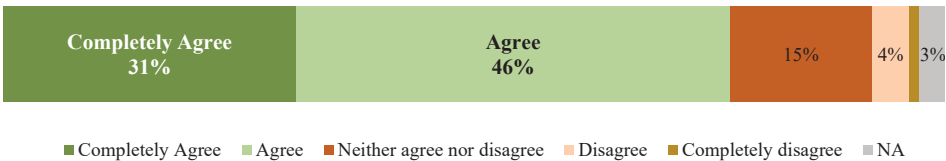
3.3.9 Curriculum development training

IBE has established a clear pathway towards impact in its work on curriculum development training, coaching, and policy support globally, regionally, and nationally. IBE's capacity development, through TA and training for Member States has been highly regarded due to factors such as: 1) the range of approaches, 2) the co-creation of capacity development tailored to the country's needs, taking into account their status on the curriculum development continuum, 3) practical training and coaching, 4) policy development approaches, and 5) partnerships with academic institutions to develop endogenous curricula.

IBE's MTS placed an emphasis on increasing and intensifying TA to Member States. The survey results show that 77% of respondents agreed or completely agreed that IBE's interventions positively influences awareness and policy at the global and regional level (Figure 13). Similarly, 79% of respondents indicated that IBE influences them at the country level (Figure 14). Disaggregating the organization type, UNESCO respondents were less confident in their view that IBE has a positive influence than other respondents – 47% of all UNESCO respondents disagreeing with the statement. Comments from other, in particular country level stakeholders clearly show that IBE's practical and relevant TA, particularly training to enhance a cadre of curriculum developers, has immediate effect for their work functions. During interviews, stakeholders emphasized the following useful skills gained from their training: competency-based approaches, processes and procedures, practical steps, prototypes for national curriculum frameworks, and knowledge of international curriculum standards. This pathway to impact progresses towards IBE's mandate (d) and IBE's MTS Outcome 1: Member States develop endogenous curricula, attuned to the SDG agenda.

Figure 13. Perception of influence on awareness and policy at global and regional level

Survey results largely confirm that IBE’s interventions on curriculum positively influence awareness and policy *at global, regional level*

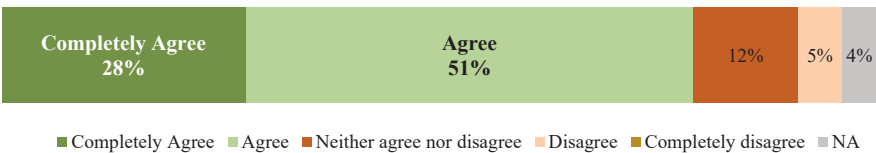


Respondent quote:

“IBE provides good guidance to governments on their education policies.”

Figure 14. Perception of influence on awareness and policy at national level

Survey respondents largely agree that IBE’s interventions on curriculum positively influence awareness and policy *at country level*



Respondent quote:

“We benefited from IBE’s interventions on curriculum policy making. The IBE support we received when we embarked on our curriculum reform is being used in our mid-term education policy review. Our education policy documents are being redesigned to take curriculum into account strategically.”

3.3.10 Endogenous approaches to curriculum development

Stakeholders, and the evaluators, acknowledge the significance, relevance, and innovation of IBE’s strategy to support countries in developing endogenous curricula within a global understanding of education and within the framework of Priority Africa. IBE’s work on endogenous approaches to curriculum development reflect and mainstream curriculum reforms based upon ‘domestic realities, capacities, needs, and resources’ anchored in national cultures.⁸¹ Although IBE’s measure of success, in the MTS, is poorly defined and confined to an output indicator (*number of curricular documents co-developed with ministries that reflect at least 50% of the features of an endogenous curriculum*), with no targets, IBE reports one completed in its 2022 annual report.⁸² Additionally, although this is not yet an established pathway towards impact, it has the potential to be impactful on the longer term and with the development of measurable goals and targets, and clearly defined pathways from outputs to outcome shall be measurable in the future. This pathway to impact progresses towards IBE’s mandate (d) and IBE’s MTS Outcome 1: Member States develop endogenous curricula, attuned to the SDG agenda.

3.3.11 Competency-based curriculum development support

“Competency-based curriculum development training is the biggest and most impressive impact that IBE can have on quality curriculum.”

Interviewee, May 2023

IBE has a role in current discussions about effective curriculum models and what is needed to put them in place. Competency-based curriculum development training garnered the conviction of most stakeholders that IBE’s interventions established effective pathways towards impact. According to some stakeholders, the universality and all-encompassing practical relevance of competency-based curriculum was thought to be the most impactful curriculum approach for Member States – its concept, rationale, outcomes, and consequences for national skills acquisition, employability, entrepreneurship, and economic growth. The kindergarten to university, student to worker, and beginner to professor-level applicability and adaptability of sector-wide and industry-wide competency-based approaches, guides, frameworks, and curriculum development trainings were considered ‘the biggest and most impressive impact that IBE can have on quality curriculum.’ This pathway to impact progresses towards IBE’s mandate (d) and IBE’s MTS Outcome 1: Member States develop endogenous curricula, attuned to the SDG agenda.

81 IBE Medium-Term Strategy 2022-2025, p5.

82 IBE Medium-Term Strategy 2022-2025 Results Framework; IBE Annual Report 2022, p.16.

3.3.12 IBE’s progress towards its renewed mandates’ seven functions

The evaluators assessed the progress of IBE’s seven renewed mandate functions during the implementation period of sixteen months from January 2022 to April 2023 and their potential for sustainability (Table A).

Table 3. There is significant evidence of progress across the seven functions of IBE’s renewed curriculum mandate

Renewed Mandate Function	Summary Assessment of Progress
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 changes.	MTS Outcome 4. Output 4.2 Moving in a positive direction, requiring significant strengthening of 1) the branding of the Institute as a unique curriculum development leader, 2) its new communication plan and media strategies, and 3) its narrative and statistical reporting of results. In a short period, IBE has moved rapidly to participate in events (conferences, symposia, thematic consultations, webinars, and product launches, for example) to promote its vision and messages on curriculum, expand its outreach through diverse social media platforms, developed a communication and social media strategy, and commenced updating its designated website. However, its branding is not impactful. For example, IBE’s goal statement does not explicitly reflect its curriculum mandate.
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.	MTS Outcome 4. Output 4.1 & MTS Outcome 5. Output 5.1 A significant achievement towards sustainability. IBE has a unit (pillar) dedicated to knowledge creation and management with significant results in the production of high-quality, internationally widely-read publications, particularly its peer-reviewed journal Prospects, its Resource Packs (e.g., on inclusion and equity, global citizenship, and mainstreaming green and blue education in the curricula), the In-Progress Reflections, and The Step-by Step booklets, as well as its regular outputs of curriculum insights. Most impactful were the following knowledge creation interventions and series of publications: 1) COVID and the curriculum, 2) the inclusive curriculum, 3) International Geneva (multilateral education actors, SDG 4.7-related sectors, and the Geneva Education in Emergencies community), and 4) digitization of, and access to, IBE materials. However, gender equality issues are under-developed. Narrative information is well documented in annual reports, although statistical tables (e.g., downloads and readership) require substantial improvement.

Renewed Mandate Function	Summary Assessment of Progress
<p>To develop standard-setting norms and the instruments in curriculum that can guide and support Member States in the definition of their public policies and strategies.</p>	<p>MTS Outcome 2. Output 2.1</p> <p>Substantial evidence is required to document progress, and ensure visibility, accessibility, and sustainability.</p> <p>IBE is the only UN entity that has a mandate for setting curriculum standards. Pre-2021, IBE clearly and specifically reported against this output (under “Norms and Standard-Setting Function”) in terms of its extensive support to improve national education policies for early childhood care and education (ECCE).⁸³ From 2021, its standard-setting function is not reported explicitly, and hence stakeholders are unaware of IBE’s progress towards this mandate. IBE’s website, which is currently being updated, has limited search functionality and is difficult to locate and access resources.</p>
<p>To respond to the needs of Member States, in 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 practice among Member States.</p>	<p>MTS Outcome 1. Output 1.1 & 1.2. Outcome 2. Output 2.1 & 2.2. Outcome 3. Output 3.1 & 3.2</p> <p>A significant achievement towards sustainability.</p> <p>IBE has a unit (pillar) dedicated to capacity development (which includes technical assistance and training) with extensively significant results delivering high-quality, localized and endogenous curriculum development support with international best-practices in 43 beneficiary countries (Annex 3). Evaluation interviewees and survey participants (predominantly staff of Member States) confirmed the professionalism of IBE training specialists and consultants. Most impactful were the following capacity development interventions: 1) training of curriculum developers, 2) endogenous approaches to curriculum development coherent with UNESCO’s global Priority Africa strategy, 3) consistent alignment with UN’s 2030 Sustainable Development Goals Agenda, 4) competency-based curriculum framework and TA, and 5) development of tools and guidelines. The provision of a timeline graphic would enable all Member States and stakeholders to visualize their place on the curriculum development continuum, as all stakeholders seek greater information sharing, networking, and connectivity. The transfer of technical assistance to knowledge creation (e.g., research) is greatly sought after.</p>
<p>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.</p>	<p>MTS Outcome 4. Output 4.2</p> <p>Moving in a positive direction, requiring more documentation on the outputs and outcomes of networking.</p> <p>IBE has actively and swiftly sought partnerships, with substantial achievements in 1) networking African countries through Priority Africa, 2) collaborative work with International Geneva to squarely focus on the 2030 SDG Agenda, and 3) peer-to-peer networking. Intensive focus on curriculum development (rather than ‘quality education’ in general) would strengthen its visibility and synergies to enrich and amplify IBE’s goal and core messages.</p>

83 IBE Annual Reports 2020, IBE Expected Result 1.

Renewed Mandate Function	Summary Assessment of Progress
<p>To develop training programmes in collaboration with universities and other relevant stakeholders from different regions of the world.</p>	<p>MTS Outcome 1. Output 1.1</p> <p>A significant achievement towards sustainability.</p> <p>With partner universities and educational institutions, IBE has developed postgraduate and master's courses in all 5 UNESCO regions (Africa, Arab States, Asia and the Pacific, Europe and North America, and Latin America and the Caribbean), that subsequently undertook a process of accreditation, or are in the process of accreditation, through each university's national authorities. As at September 2022, IBE reported a total of 48 participants in its master's courses, with an expected total of 60+ by end 2023. These postgraduate courses are important for key government and educational personnel to gain specific qualifications in the complexity of curriculum development that are not commonly available in universities across the globe. Other IBE tailored training activities continue as responses to the targeted needs of Member States. Evidence of disaggregated statistical tables of course participants, including gender, are not currently provided in IBE's annual reports.</p>
<p>To preserve the historical archives and documentation of the IBE, making them accessible to Member States and the public.</p>	<p>MTS Outcome 4. Output 4.1</p> <p>A significant achievement towards sustainability.</p> <p>Up to 2019, IBE digitized over 4,600 historical textbooks, over 500 photographs, and the entire historical archive from 1925-1969, representing nearly 2 million pages.⁸⁴ This is a significant tangible, visible, and measurable achievement under Outcome 4 for the clearinghouse, making documents available and accessible. From 2022-2025, the MTS documents a target of an additional 1,000 digitized documents. From 2020-2021 textbook digitization was delayed due to COVID-19, but in 2022, along with a return to face-to-face visits to the Document Centre and with funding from the Swiss Agency for Development and Cooperation, more than 1,000 files were digitized (exceeding its 2022 target of 300), adding another 10,000+ pages.⁸⁵</p>

⁸⁴ IBE Annual Report 2019.

⁸⁵ IBE Annual Report 2022, p.25 & p.27.

What mechanisms have been put in place to ensure the implementation of the IBE’s renewed mandate; its MTS; its operational plan; and its annual work plan?

3.3.13 Monitoring and reporting mechanisms

IBE developed a four-year Medium-Term Strategy 2022-2025 in 2021 with a results framework. The results framework has 5 outcomes with 10 key performance indicators (KPIs) and 12 outputs with 17 KPIs (Table 4).⁸⁶

Table 4. IBE Results Framework: outcome and output indicators

OUTCOME INDICATOR	OUTPUT INDICATOR
Goal: Ensure inclusive & equitable quality education & promote lifelong learning opportunities for all (IBE’s work contributes to SDG 4 but the monitoring of SDG 4 is above IBE’s accountability line)	
Outcome 1: Member States develop endogenous curricula, attuned to the SDG agenda	Output 1.1: Technical & analytical capacities of curriculum experts improved
	Output 1.2: Use of curriculum functional frameworks mainstreamed
Outcome 2: Key curriculum agents interact in a manner conducive to an adequate roll-out & implementation of curricula	Output 2.1: Engagement mechanisms between departments of curriculum & other departments & partners supported
	Output 2.2: Tools for implementation of curriculum developed
Outcome 3: Member States can identify the areas for the improvement of their national curriculum in terms of alignment & quality	Output 3.1: Approach to evaluate curriculum alignment (horizontal & vertical) & curriculum quality developed
	Output 3.2: Country-level appropriation of curriculum diagnostic approach & tools pursued through capacity development

OUTCOME INDICATOR	OUTPUT INDICATOR
Outcome 4: IBE’s constituency is aware of critical issues conducive to successful curriculum transformation and reform	Output 4.1: Developments related to curriculum reform & transformation monitored & documented
	Output 4.2: Key messages advocated to IBE constituents
	Output 4.3: Opportunities for IBE to share their experience on curriculum practice & change provided
Outcome 5: IBE’s sustainability strengthened through enhanced partnerships, resource mobilization & stronger RBM	Output 5.1: IBE partnerships nurtured & expanded
	Output 5.2: IBE funding stabilized
	Output 5.3: IBE’s delivery capacity strengthened

IBE’s goal statement does not sufficiently reflect its curriculum mandate. IBE’s MTS 2022-2025 goal to *ensure inclusive and equitable quality education and promote lifelong learning opportunities for all* reflects its aim to advance quality education through its work but is omitting its specific focus on quality curriculum. IBE’s website, which is currently being updated, has a more appropriate goal statement – *IBE is the global centre of excellence in curriculum and related matters*, as does its website statement aim to *lead innovation in curriculum and learning*. Its flagship academic journal *Prospects* also has a more accurate logo – i.e., *comparative journal of curriculum, learning, and assessment* – that could be adapted into an effective goal statement. This lack of a consistent and impactful goal statement signals a lack of clear positioning, evidenced by its MTS results framework goal, its journal banner, its website statements, and other internal and external communications not being fully aligned.

IBE’s output and outcome indicators are inadequately developed and defined. Output statements and their indicators are confused with outcome statements and their indicators in the IBE MTS results framework. For example, Output 1.1 *Technical and analytical capacities of curriculum experts improved* is an outcome; a key performance indicator associated with Output 1.1 is *Beneficiaries’ satisfaction with IBE courses and/or coaching sessions*, which is an outcome indicator. Outputs are products and activities, such as the number of publications and trainings, whereas outcomes are related to expected levels of achievements as a result of the outputs, and are specific, observable, measurable, tangible or visible accomplishments of change – training participation rates, attitudinal change, or evidence of adoption or learning. Output and outcome indicators are markers

86 IBE Medium-Term Strategy 2022-2025, pp27-30.

of achievement, progress, or change. Outcome measures are more appropriate indicators of effectiveness and require a specific framework for measurement, which is still to be developed.

IBE prepares annual reports for the IBE Council in December, which does not fulfil the knowledge needs of various other stakeholders. IBE produces one annual report each year. No other donor, performance, or activity reports are produced for individual donors or stakeholders.⁸⁷ Consequently, stakeholders often mentioned that they were unsure what IBE had done, was currently doing, or planned to do in the future.

IBE’s 2021 Annual Report departed significantly from a more statistical results-based and evidence-based presentation to a more narrative presentation. Pre-2021, IBE’s reports provided statistical and narrative information. The data and statistics in the 2021 annual report significantly depart from previous formats. Statistics and tables are either non-existent or non-specific – using approximate numbers such as 9,000 +/- and are, therefore, not appropriate to demonstrate evidence of progress and improvement. The report favours narrative and omits ‘snapshot’ data, graphs, and tables, making it difficult for stakeholders to adequately read and understand IBE’s achievements, especially against its output and outcome indicators and targets.

IBE’s annual reports, prepared for the IBE council, do not easily, comprehensively, and effectively convey the linkage from the MTS to defining, monitoring, measuring, communicating, and reporting progress towards successful outcomes. The IBE reports, past and present, appear weak at communicating results to internal and external stakeholders. Due to the lack of adequately defined output and outcome indicators, the absence of clearly measurable targets, and the limited visual and narrative information, the annual reports are only partly considered to be useful. Stakeholders suggest a focus on more evidence-based, result-based, and resource-rich information. The evaluators note a positive move towards results-based reporting – IBE’s 2022 annual report explicitly states that IBE will require all staff to consistently report against their indicators and their relevance, measurability, practicality, and reliability using a results-based framework and related indicators that were validated by IBE Council early 2022.^{88 89}

UNESCO and external stakeholders are confused about IBE’s visibility because its outreach statistics are poorly presented. Stakeholders interviewed during the evaluation were unsure of IBE’s effectiveness in increasing its visibility through advocacy and outreach. For example, ‘Alerts’ notifies subscribers of the IBE *Historical Textbook*

Collections Archives, and are a signifier of interest and use, but the number of downloads associated with each publication is not provided in the 2021 and 2022 annual reports. Table 5 shows the partly fragmented and inconsistent reporting statistics for IBE’s social media outputs in which the number of downloads, likes, followers, and subscribers are presented with their annual percentage increase or decrease.

Table 5. Increases in IBE website visits and social media outreach may demonstrate the effectiveness of IBE’s recent advocacy and outreach initiatives

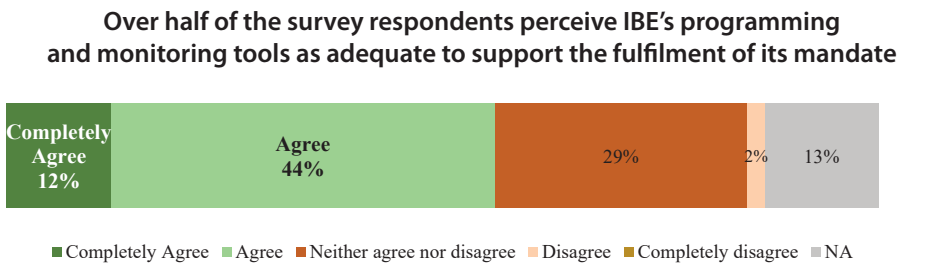
MODE	2019		2020		2021		2022	
	NO.	% Change	NO.	% Change	NO.	% Change	NO.	% Change
Alerts subscribers	1,380	-	1,464	6%	N/A^	-	1,133	-
Facebook likes	Not established		Not established		3,688	-	4,088	11%
Website visits	N/A	11%	1,034,635	13%	100,000^	-90%	667,022	567%
Instagram followers	Not established		Not established		1,000+	-	N/A	-
IPR downloads	26,049	12%	32,204	24%	N/A^	-	N/A	-
LinkedIn followers	1,380	-	1,464	6%	N/A^	-	1,133	-
Pub. downloads	3,815	-	4,815	26%	N/A^	-	N/A	-
Twitter followers	6,404	12%	7,456	16%	9,000+	21%	11,000+	22%
YouTube subs.	1,380	-	1,464	6%	N/A^	-	1,133	-

Source: IBE Audience Growth document dated 30 April 2023 and IBE Annual Reports 2019-2020: Some percentage increases were published in 2019; Notes: ^ IBE Annual Report 2021, p.35; ^^ Annual Report 2021 did not publish all figures and the evaluators could not readily source them – in addition, figures reported in 2021 and 2022 were rounded and not actual statistics.

87 Except for Funds in trust agreements for which individual final narrative project reports are required.
88 IBE Annual Report 2022, p5.
89 In early July 2023, IBE staff participated in a targeted 2-day UNESCO Bureau for Strategic Planning (BSP) training session on RBM.

External stakeholders have mixed awareness of IBE’s monitoring tools. Survey respondents, most of whom were ministerial staff, were either aware of, and praised IBE’s monitoring tools, or were not in a position to use them. In that regard, 56% of respondents agreed or completely agreed that IBE’s monitoring tools are adequate to fulfil its mandate. Another 42% of respondents were neutral or did not provide a response (Figure 15). Two respondents called for further capacity development materials in monitoring and evaluation: 1) Member States need M&E capacity for the evaluation of competency-based curriculum, and 2) *we need capacity development in the construction of an evaluation reference framework.*

Figure 15. Perception of IBE’s programming and monitoring tools



Respondent quote:

“During our training, a monitoring & evaluation mechanism for each participant was set up & works perfectly. Some programming pretends, in their conception, to have M&E, but this phase is not always carried out. Only IBE could effectively answer this question.”

3.4 Efficiency

To what extent have the management structure as well as financial and human resources supported efficient implementation of the renewed mandate, amongst others in cooperation/coordination with other UNESCO entities?

3.4.1 IBE budget and expenditure

UNESCO’s funding and mandate have been challenging since about 2012, which continues to reflect on all institutes and divisions of the Organization. In addition, education as a sector, in general, has become increasingly more competitive.

IBE’s reporting does not readily provide sufficient results-based data that demonstrates progress towards success in order to enable donors and stakeholders to make decisions about future funding. Pre-2021, IBE’s reports showed some statistical data against indicators and targets. From 2021, reporting still lacks rationale for strategy changes, as well as statistical evidence to demonstrate milestones, achievements, and growth. Donors and other stakeholders also confirm that reporting on IBE’s earmarked activities, and IBE’s separate and integrated achievements, lack sufficient evidence to make informed decisions about future funding.

Table 6. IBE forecast funding 2022-2023 does not allow for longer term planning

SOURCE	CURRENCY	ALLOCATION	2022	2023	2024	2025
CORE FUNDERS						
UNESCO	USD 4,048,100	General Council 2022-2023	USD 2,024,050 1 Jan 2022	USD 2,024,050	-	-
European Union	EUR 2 millions	Transforming curriculum & pedagogy for inclusive quality learning & sustainable futures	-	15 Jan 2023 EUR 1 m	-	EUR 1 million
France	EUR 1 million	Under MTS	EUR 1 million 6 Sep 2022	-	-	-
Germany FFO	EUR 490,000	Supporting transformation of the curriculum in developing countries with a focus on Africa – Phase 1	EUR 490,000 27 Oct 2022	-	-	-
Swiss FDFA**	CHF 4 million	Under MTS	CHF 1 m 24 Aug 2022	CHF 1 m	CHF 1 m	CHF 1 m
Swiss FDFA	CHF 900,000	Digitizing IBE Historical Collections	CHF 300,000 5 Sep 2022	CHF 300,000	CHF 300,000	
TOTAL USD*			4,893,130	4,417,058	1,343,008	2,133,100

SOURCE	CURRENCY	ALLOCATION	2022	2023	2024	2025
PROJECT FUNDING						
UNESCO-IBE Yaounde	USD 1,549,913	Project for Strengthening Education & Literacy in Chad (PREAT)	USD 1,549,913 16 Feb 2022	-	-	-
EU Group 5 Sahel	EUR 515,000	Strengthening Teaching in the Sahel Region (Top Up)	EUR 515,000 31 Mar 2022	-	-	-
SOURCE	CURRENCY	ALLOCATION	2022	2023	2024	2025
BID (UCP/MENFP Haiti)	USD 1,765,255	Support Project for the Ten-Year Education & Training Plan (PAPDEF)	USD 970,890 31 July 2022	USD 617,839	USD 176,526	-
APCEIU	USD 992,890	Under MTS	USD 970,890 27 July 2022	USD 22,000	-	-
AFD (MEPUA – Guinea Conakry)	USD 410,958	Support Project for the Ten-Year Education & Training Plan (PAPDEF)	-	USD 410,958	-	-
TOTAL USD*			4,039,190	1,028,797	176,526	-

Adapted from UNESCO-IBE, Funding Forecast 2022-2025_IBE Council, December 2022: Note: FFO = German Federal Foreign Office; FDFA = Switzerland Federal Department of Foreign Affairs; BID = Inter-American Development Bank (Banque interaméricaine de développement) ; UCP = Project Coordination Unit (Unité de coordination du projet);

MENFP Haiti=Haitian Universities Recognized by the State of Haiti; APCEIU= Asia-Pacific Centre of Education for International Understanding; AFD - French Development Agency (Agence française de développement); MEPUA= Ministry of Pre-University Education and Literacy.

*Average exchange rates 2022-2023 are applied, USD/EUR 1.0631; USD/CHF 1.07.

**Switzerland Federal Department of Foreign Affairs (FDFA)

Figure 16. Distribution of IBE funding, by year and type of funds

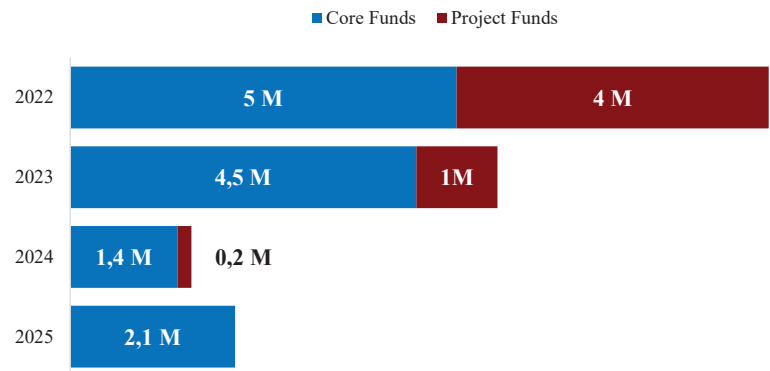
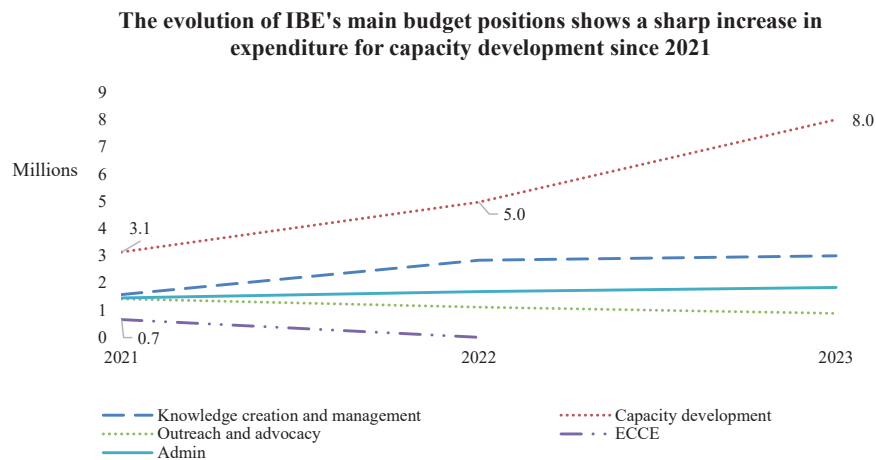


Figure 17. Allocation of funding by expense heading



The evaluation team compared the planned budget of the IBE by major expenses headings. (Figure 17). The comparison between 2021 and the next years is not straightforward as the budget is not structured similarly, mostly as staff costs are not ventilated between budget headings. We have ventilated the staff cost at the pro-rata of the budget headings. It must be noted that while ECCE is not grouped together with capacity development in 2021 it no longer appears as a separate budget line as of 2022, as a result of a financial management

architecture organised by functions rather than by themes. Additionally, IBE's dedicated ECCE staff conducted activities which are documented in its 2021 annual report,⁹⁰ which included a key focus of IBE's *Prospects* journal, volume 52, September 2022, dedicated to ECCE. From 2022, UNESCO's and IBE's mid-term strategies de-emphasized ECCE. UNESCO's 41 C/4 MTS 2022-2029 does not include early childhood care and education (ECCE), nor does IBE's MTS.⁹¹

Once the expenses headings are made somewhat more comparable, we can see a sharp increase in the budget allocated to capacity development in relation with the large focus on capacity development and support to Member States highlighted in effectiveness. This sharp increase in capacity development (in value) has also seen a rise of capacity development as a share of the IBE budget. The increase in share went from 56 percent of planned operational expenses in 2022 to 67 percent of planned operational expenses in 2023.

The value of the other planned expenses headings is largely steady from 2022 to 2023, including the administrative expenses, what can be seen as somewhat surprising as the overall planned budget increased by close to 30 percent. The administrative expense only increased by nine percent.

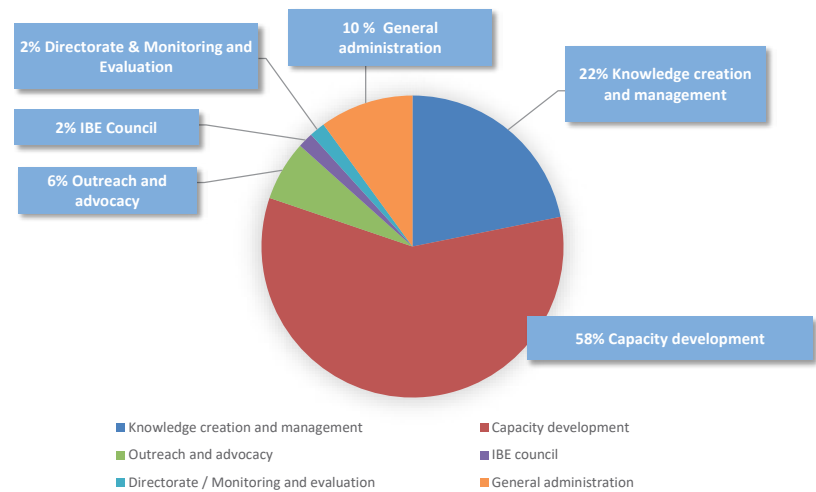
In 2023, the planned budget is broken down as follows presented in the figure below (Figure 18). Remarkably, monitoring and evaluation has two percent of the budget allocated, the same budget as the organisation of the IBE council. Outreach and advocacy have about one tenth of the budget allocated to capacity development. A usual share of ten percent of the overall budget is allocated to general administration.

90 IBE Annual Report 2021, pp25-27.

91 IBE Medium-Term Strategy 2022-2025 p33 & p35 includes a reference to ECCE as a target group in the context of lifelong learning.

Figure 18. Distribution of IBE’s budget by expense heading, 2023

The percentage of the IBE 2023 budget dedicated to Outreach and Advocacy is proportionally smaller than the budget dedicated to general administration



It must also be stressed that, according to the figures available, about 44 percent of the budget is not secured by IBE as four million of voluntary contributions are not yet signed and two million of regular budget remained to be secured. This could mean that the budget of 2023 could be limited to 7,6 million, a comparable figure to the actual expenditures of 2022 (6,2M).

The share of non-earmarked funds corresponds to 45 percent of secured funds and 40 percent of the planned funds implying that 60 percent of the total planned budget is project bound, this in turn means that many staff members can only be recruited on temporary limited term contracts related to project funding, thus limiting career progression and the attractiveness of IBE as an employer for top curriculum experts, especially considering the high living standards in Geneva. This is not specific to IBE and is highlighted in several other evaluations of Category1Institutes but is exacerbated for IBE by the Geneva context.

An external financial audit that was conducted by the Office of the Auditor General of Canada simultaneously with this evaluation concluded that "... the IBE’s financial statements fairly present IBE’s financial position, as of 31 December 2022," and that "...

the financial performance of the IBE is in accordance with the International Public Sector Accounting Standards (IPSASs)."

Considering the above analysis, the evolution of the budget, and the evolution of activities of IBE compared to the level of administrative cost, the evaluation considers IBE to be financially efficient. However, the number and composition of the staff indicates that IBE is vulnerable to high demands from Member States and would benefit from improved recruitment capacities, especially from an increase in non-earmarked funding to secure higher profile recruitments on more stable contracts, that are attractive offering longer term assignments and career progression opportunities.

Stakeholders perceive IBE’s operational structure and functions are not yet sufficiently aligned to support the implementation of its renewed mandate. The survey showed that 51 percent of respondents thought IBE’s human resources were adequate to fulfil its mandate – with 33 percent neutral or non-responsive, whereas only 46 percent of respondents thought its management structure was adequate – with 48 percent neutral or non-responsive (Figure 19). The online survey also showed that only 18 percent of respondents have confidence in IBE’s financial resources to fulfil its mandate (Figure 20). Most respondents (60 percent) were neutral or did not respond, and 16 percent disagreed with the statement.

IBE’s resources, including recruitment and staff training, are not keeping pace with the demands for its services. IBE’s 2019 annual report indicated that some activities were delayed due to staff shortages and work overload – primarily in diploma and masters’ courses, advancing its clearinghouse functions, and website redevelopment. Despite significant staff recruitment, restructuring, partnership development, and fund-raising efforts, evaluation participants expressed concern that IBE’s resources, including staff training and professional development, were not keeping pace with the demand for services.

Figure 19. Perception of IBE’s human resource adequacy

Only about half of the survey respondents consider IBE’s human resources as adequate to fulfill its mandate

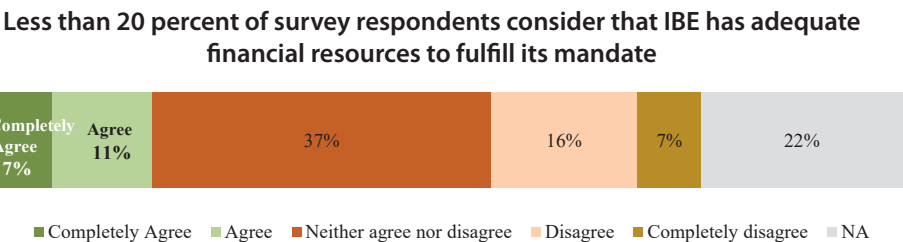


Respondent quote:

“IBE can do more with more human resources & its influence can be more global & regional too - with more proactive presence - its potential is not fully exploited. IBE needs to assure sustainability & needs more financial & human resources & it needs to promote their work more effectively and efficiently.”

Less than 20 % of survey respondents consider that IBE has adequate financial resources to fulfil its mandate.

Figure 20. Perception of IBE’s financial resource adequacy

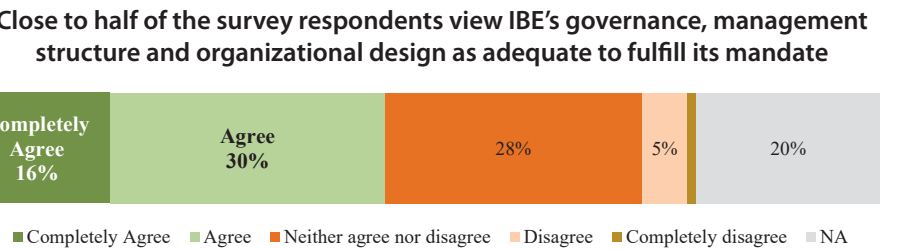


Respondent quote:

“The management of IBE is doing important efforts to improve the financial situation, but it is still fragile. A more sustainable funding mechanisms and fund-raising strategy are needed.”

Close to half (i.e., 46 %) of the survey respondents consider IBE’s governance, management structure and organizational design as adequate to fulfil its mandate. (Figure 21)

Figure 21. Perception of IBE’s governance, management structure and organizational design adequacy



Respondent quote:

“IBE has room for improvement. It is a little complex & not evident that it has the resources needed. They need more staff because many requests have not been handled. The establishment of permanent & dynamic teams in countries is problematic

3.5 Sustainability

What is the likelihood that IBE’s work can be sustained under its renewed mandate considering its current resources, strategy, donor commitments, and relevance of work, as well as considering its positioning within the wider global, regional, and national curriculum landscape?

3.4.1 IBE budget and expenditure

IBE demonstrates the likelihood to be sustainable under its renewed mandate, with strengthening of operations and programming. With some strengthening, stakeholders maintain that IBE has the potential to be sustainable under its renewed mandate. However, only about half of survey respondents (48 percent) agreed that UNESCO Member States are sufficiently supportive of IBE’s curriculum agenda (Figure 22), with 55 percent stating that MS were sufficiently engaged in TA and training (Figure 23). National Commission respondents who were external to UNESCO agreed, significantly more positively, that Member States were sufficiently supportive of IBE’s curriculum agenda. Consequently, 65 percent of respondents maintained that there are interventions and organizational elements that required strengthening to ensure IBE’s sustainability (Figure 24).

Figure 22. Perception of support to IBE’s curriculum agenda from Member States

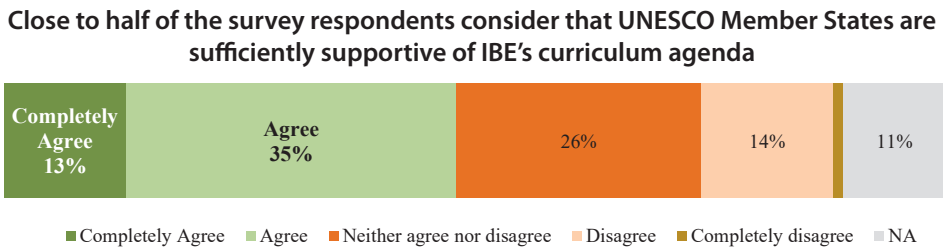


Figure 23. Perception of Member States’ engagement to curriculum and interventions

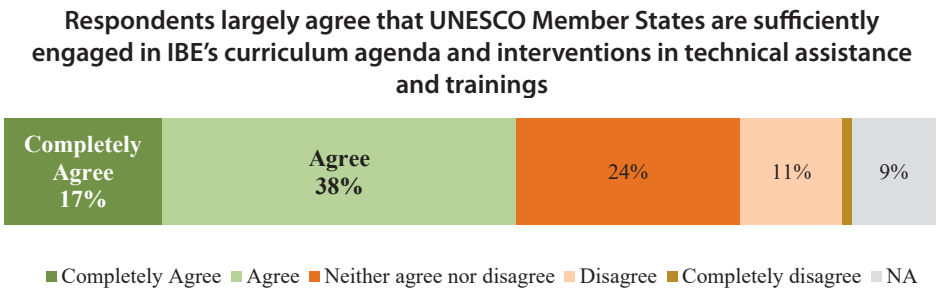
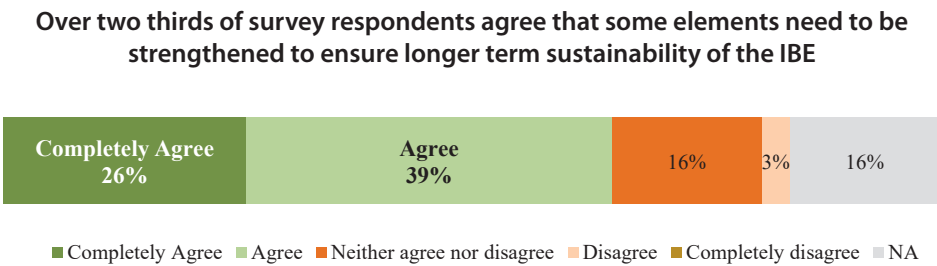


Figure 24. Perception of the need to strengthen sustainability elements within IBE



While survey respondents were not specifically asked to identify these sustainability elements, they were asked to comment about the critical aspects of IBE’s work that require strengthening or improvement. The open answers were categorised as in the figure 25 below.

Figure 25. Insufficient Financing and Lack of human resources are considered among the most critical aspects of IBE’s work that require strengthening or improvement*



**The table presents the frequency of responses to an open text survey question concerning critical aspects of IBE’s work that require strengthening or improvement.*

Respondent quote:

“There is a critical need to consider having a representative from each of the official regions working closely with the IBE team to ensure distributing information & sustaining the IBE & UNESCO mission and strategic goals across all regions.”

IBE’s three alignment strategies are mostly moving towards sustainability. Thematic alignments with UNESCO priority themes, such as global citizenship, sustainable development, and technology, are clearly defined with the first two on track towards sustainability, according to stakeholders interviewed. Technology alignments, through technologies for distance learning, such as information and communications technologies (ICT), and emerging themes, such as artificial intelligence (AI), are also gaining significant traction within IBE. Inclusive curriculum is also on track towards sustainability because it is embedded in IBE’s strategy and shows continuous and collaborative implementation activities that are fully aligned and coherent with other UNESCO entities. The SDG themes that show less evidence of sustainability within IBE functions are gender equality, health and well-being, and quality education, because they are less defined in their MTS and reporting.

Its second alignment strategy – horizontal and vertical alignments – such as education systems for teaching and lifelong learning, are well-understood and coherent, thereby moving towards sustainability. Its third alignment strategy – paradigm alignments – such as curriculum conceptualization, emerging reforms, and transformational shifts, are viable and well-documented, particularly through its Prospects journal, but have currently less outreach and promotional visibility to demonstrate their sustainability.

What are the enabling factors, pre-conditions, and potential obstacles and risks?

IBE’s MTS 2022-2025 Outcome No. 5 states that its sustainability will be strengthened through ‘enhanced partnerships, resource mobilization, and stronger results-based management’ with three output indicators: 5.1 IBE partnerships expanded, 5.2 IBE funding stabilized, and 5.3 IBE’s delivery capacity strengthened.⁹²

IBE has significantly advanced and enhanced the sustainability of its global and Geneva-based partnerships (International Geneva). Given that there is a connection to a wide range of SDGs to which quality curriculum may contribute in the years ahead, in addition to SDG 4-education, there is extensive scope for IBE to establish and strengthen coherence with international partners and internal UNESCO teams. Currently, IBE’s interventions to strengthen its partnerships is on track to enable its sustainability. The 2022 annual report includes a comprehensive list of partnerships, such as Member States; academic institutions in regional hubs and consortia to lead the curriculum development processes for IBE’s post-graduate and master’s courses; education societies to advance curriculum policy and practice; a global community of library, research, and other partners for the Documentation Centre; governments – specifically education ministries and curriculum divisions; and the private sector.⁹³ Many of these partnerships are long-standing and ongoing.

IBE has established a diverse range of partnerships to enhance sustainability. IBE acknowledges that, due to funding and cash flow, some partnerships may be more opportunistic or organic than strategic, or that the partnership may be strategic but the collaborative intervention may not be directly aligned to the MTS. Furthermore, donors and partners are seeking more effective communications and reporting of activities and progress, more coherence, and more strategic planning to enable them to identify sustainable collaboration opportunities in the future.

92 IBE Medium-Term Strategy 2022-2025 Results Framework.
93 IBE Annual Report 2022, pp 44-46.

Resource mobilization remains a challenge to sustainability. IBE has a resource mobilization strategy. With sixteen months into the implementation of its renewed mandate, IBE has yet to effectively structure, map-out, and monitor incoming funds based upon donor contractual schedules and the donor receipt of timely budget and accountability documents.

Results-based management is yet to adequately demonstrate clear progress towards its outcomes, success, and sustainability. IBE has reformatted and restructured its annual reports and reporting processes significantly since 2021 to be more thematic and more results oriented.⁹⁴ Although efforts have been made, the MTS itself is problematic in terms of its goal, indicator, and target setting. The lack of a dedicated monitoring, evaluation and learning (MEL) officer, limited knowledge on how to identify and measure success, and a lack of experience in effectively reporting and communicating both output and outcome results have contributed to unstructured reporting.⁹⁵

94 IBE Annual Report 2022, p3.
95 In early July 2023, IBE staff participated in a targeted 2-day UNESCO Bureau for Strategic Planning (BSP) training session on RBM and is a first step towards strengthening RBM competences.

4. Conclusions and Recommendations

With some operational and implementation improvements, IBE can be the centre of excellence that it aims to be. IBE, in existence for almost 100 years, demonstrates a number of comparative strengths. The Institute is the world's only central repository of global curriculum-related documentation and history. This fact alone makes it viable, relevant, and vital for curriculum conceptualization and influential in assisting Member States to dialogue on curriculum policy and reforms. IBE's operational resource mobilization has extended this international-level, institutional expertise into transformative, practical, national-level, quality curriculum development with successes in specific instances. Hence, IBE's ability to provide capacity development through technical assistance and training is among its strengths – and can be further enhanced. It is a strength due to the funding it secures, the partners it co-creates with, the staffing unit who manage the processes and procedures for support, and the provision of accessible online curriculum materials that can be adapted to local needs. Supported by the provision of articles, research, and dialogue on a range of emergent, innovative, or universal curriculum concepts and approaches, such as of neuroscience, endogenous curriculum, and competency-based curriculum, IBE has the means to be a global leader in curriculum development. Furthermore, IBE's comprehensive understanding of localized needs within a universal, dynamic, and adaptable process is considered another comparative strength when IBE provides its services to Member States.

IBE has made substantial progress but is not yet fully maximising its potential and capitalizing on all its strengths. Many UNESCO institutes, divisions, and sections face similar operational challenges and IBE is no exception. IBE has seven units under four work groups. The work groups and units are hindered by its operational vulnerabilities, and by the lack of internal cross-fertilization of ideas and collaborations.

IBE would greatly benefit from a bridging mechanism between programming pillars and operational supervision. IBE's main successes are in its programming units and these would benefit substantially through strengthened operational functions. IBE's operational functions includes results-based management, monitoring, and reporting; strategic planning; communications and coordination; human resources and resource mobilization.

IBE requires a more explicit focus on strengthening its gender equality strategies. While IBE's focus on inclusivity in curriculum development is well-defined and extensively conducted, documented, and reported, IBE's current broad-brush approach to gender

equality, which is only mentioned as part of inclusivity, does not sufficiently demonstrate a contribution to UNESCO's Global Priority Gender Equality.

Recommendations are drawn from the evaluation findings and validated with the evaluation reference group.

Recommendation 1:

FURTHER STRENGTHEN THE IBE's BRANDING in line with the Institute's goal and purpose and by focusing on strategies for quality and inclusive curriculum development and implementation through IBE's intervention pillars.

Suggested Actions Points:

- Invest in branding IBE strategically, universally, and uniquely and communicate about IBE's strengths through consistent messaging.
- Revisit, innovate and rethink the existing outreach communications plan and social media plan for internal and external communications.
- Leverage IBE's Centenary in 2025 as an opportunity for relaunching its brand.
- Communicate regularly with Member States on activities occurring at country-level to satiate their need for practical, experiential knowledge along the curriculum development continuum.

Addressed to:

IBE Senior management in collaboration with ED senior management.

By December 2024

Recommendation 2:

ENHANCE IBE'S OPERATIONAL FUNCTIONS, in particular by developing a longer-term staffing plan in line with its Medium-Term Strategy priorities, and by strengthening results-based management practices.

Suggested Actions Points:

- Stabilize IBE staffing and offer more attractive career progression opportunities.

- Strengthen RBM capacities for all staff (i.e., through in-depth training, on evidence-based, results-based management (RBM), monitoring, evaluation, and learning (MEL), and on financial/contractual and programming monitoring and donor reporting) and establish a bridging mechanism between programming pillars and operational supervision and support.
- Revisit and rethink the MTS 2022-2025, with staff involvement and ownership, and develop understanding and focus on measures of success, by reconsidering key performance indicators, set targets, and construct clear pathways and linkages between outputs and outcomes and how to measure them.

Addressed to:

IBE Senior management in collaboration with ED senior management, and the Bureau of Strategic Planning.

By June 2024

Recommendation 3:

STRENGTHEN IBE’S PROGRAMMING by balancing focus and bridging all programming units/pillars and functions for enhanced inter-operability and integration.

Suggested Actions Points:

- Consider redefining what constitutes an IBE flagship intervention, focusing on key areas and scaling up promising initiatives (e.g., IBE’s curriculum standard-setting role; mining of curriculum materials in its clearinghouse for outreach and strengthening its historical role in curriculum development).
- Scale-up and lead globally in innovative curriculum themes, such as curriculum in digital learning, information communications technologies (ICT), endogenous curriculum, artificial intelligence (AI) in learning.
- Transfer lessons learned during technical assistance support to wider knowledge creation and management activities.

Addressed to:

IBE Senior management in consultation with the IBE Council, and IBE staff.

By December 2024

Recommendation 4:

INTEGRATE AND MAINSTREAM GENDER EQUALITY more consistently into IBE action planning and implementation.

Suggested Actions Points:

- Establish an IBE Priority Gender Equality Action Plan in alignment with UNESCO’s global priority Gender Equality in collaboration with UNESCO’s Section of Education for Inclusion and Gender Equality, and the UNESCO Division for Gender Equality.
- Define specific gender equality outputs /outcome and outcome indicators in IBE’s results framework and ensure disaggregation of data by gender.
- Include disaggregation of relevant statistical results in reporting information.

Addressed to:

IBE Senior management in collaboration with UNESCO’s Division for Gender Equality and the ED Sector’s Section of Education for Inclusion and Gender Equality.

By June 2024

5. Annexes

Annex 1 – Terms of Reference

Evaluation of the implementation of the renewed mandate of UNESCO's International Bureau of Education (IBE): 30 January 2023

1. Background information

Situating 'Inclusion in Education' within the 2030 Sustainable Development Agenda and the International Education Policy context

1. The International Bureau of Education (IBE) in Geneva, Switzerland is the oldest UNESCO category 1 institute. It was established in 1925 and fully integrated into the Organization in 1969. Since then, IBE has transformed from a research and documentation centre into a specialized arm of UNESCO on curriculum and curriculum-related matters (curriculum-related matters relate to learning, teaching and learning strategies, learning assessment and learning environments). IBE receives an allocation of \$4.04 million from UNESCO Headquarters every biennium, and in the last biennium (2020-2021), it raised \$4.1 million from other funding sources, mostly in the form of voluntary contributions of which roughly 75% from government donors.
2. In view of fluctuations in voluntary contributions over recent biennia the Secretariat began exploring options for the future of the institute, its collections, and archives, which were presented and further elaborated on at the Executive Board meetings during the 2018-2019 biennium (205th 206th and 207th sessions).
3. Pursuant to 206 EX/Decision 17, UNESCO's Division of Internal Oversight Services (IOS) carried out an independent external review of UNESCO's work on curriculum development between July and September 2019. Its findings highlight the need

for UNESCO to maintain curriculum as a core pillar of its work, echoing 205 EX/Decision 11, and recommend keeping a category 1 institute on curriculum (and curriculum-related matters). They also reveal that Member States' needs on curriculum relate primarily to technical assistance and capacity development as well as to the development of practical guidelines and hands-on tools to support national efforts in adjusting/ reviewing /transforming curricula in the light of new developments and challenges, and with a view to reach SDG 4 targets.

4. Considering these elements and following a discussion at its 207th session, the Executive Board, by 207 EX/Decision 13, invited the Director-General to submit a consolidated proposal at its 209th session in consultation with all parties concerned for strengthening the curriculum activities at UNESCO, by considering – among other possible options - the potential impact of transferring curriculum to Headquarters.
5. Having taken note of a draft roadmap for the reorganization of the International Bureau of Education (IBE) in Geneva with a renewed mandate (document 40 C/24), the 40th General Conference (by its resolution 40 C/15) requested the Director-General to establish a working group to elaborate a proposal on the reorganization of the IBE and requested her to submit to the subsequent Executive Board a consolidated proposal for strengthening UNESCO's curriculum activities. The 40th General Conference also delegated authority to the Executive Board to decide provisionally and on non-budgetary aspects on the reorganization of IBE, including by reviewing its Statutes as well as any other necessary transitional measure, to be submitted for final endorsement to the General Conference at its 41st session in November 2021 (pursuant to 40 C/Resolution 15).
6. The Executive Board examined the matter of IBE throughout the 2020-2021 biennium (at its 209th, 210th, and 211th sessions). At its 41st session the General Conference (recalling 40 C/Resolution 15, also recalling 209 EX/Decision 12, 210 EX/Decision 20 and 211 EX/Decision 16 and examining document 41 C/19 and

its Annex) also reaffirmed the critical importance of IBE as a category 1 institute on curriculum (and curriculum-related matters) and approved its revised Statutes (as contained in the Annex to document 41 C/19).

7. As per Article II of the Statutes – Aims and functions, the renewed mandate stipulates that: “The IBE shall contribute to the design and implementation of the programme of the Organization in regard to education. To that end, 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.

The IBE shall have the following functions:

- 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 changes.
- 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 programmes, in collaboration with universities and other relevant stakeholders from different regions of the world.
- g) to preserve the historical archives and documentation of the IBE, making them accessible to Member States and the public.

8. Following its most recent council session in January 2022, IBE’s 71st Council approved on 1 February 2022 the **2022-2025 Medium-Term Strategy (MTS)** for the implementation of the Institute’s renewed mandate. An amended results framework was appended in March 2022 to the Strategy at the request of the Council, with the approval of an *ad hoc* working group and the Council’s Executive Committee.

Rationale for the evaluation

9. The General Conference in its 41st session held in November 2021 (recalling 40 C/Resolution 15, also recalling 209 EX/Decision 12, 210 EX/Decision 20 and 211 EX/Decision 16, having examined document 41 C/19 and its Annex, reaffirming the critical importance of the International Bureau of Education (IBE) as a category 1 institute on curriculum) “request[ed] the External Auditor to undertake an evaluation on the implementation of the renewed mandate of the IBE, including its sustainable operation, and submit its report for examination at the 217th session of the Executive Board in 2023, and, if deemed necessary as a result of the evaluation, consider optional measures to ensure its proper functioning.”
10. The External Auditor communicated that the scope of the exercise was not entirely within its mandate. Therefore, at the 215th session of the Executive Board in October 2022, Member States requested the Director-General to issue an external mandate under the regular budget to conduct an evaluation concerning the IBE in strict compliance with 41 C/Resolution 12 paragraph 4 [41 C/Resolution 12.4... to undertake an evaluation on the implementation of the renewed mandate of the IBE, including its sustainable operation, and submit its report for examination at the 217th session of the Executive Board in 2023, and, if deemed necessary as a result of the evaluation, will consider optional measures to ensure its proper functioning;] to be presented at the 217th session of the Executive Board. After further consultations, the UNESCO Division of Internal Oversight Services (IOS) Evaluation Office was requested to manage the evaluation, contracting the services of an independent external company.
11. The Secretariat of the IBE and the Executive Office of UNESCO’s Education Sector will be key in providing access to information and key stakeholders to IOS and to the external evaluation consultant(s) and will take part in a reference group.

Purpose and use

12. The main purpose of the evaluation is to assess the implementation of the renewed mandate of UNESCO's International Bureau of Education (IBE), including its sustainable operation. The evaluation will focus on:
 - The alignment between IBE's mandate as described in the IBE statutes with a) the IBE's vision as expressed in its MTS 2022-2025, b) its organisational setting, and c) and its resources
 - IBE's added value for Member States and other beneficiaries including IBE's positioning among international, regional and national entities /institutions/ organizations specialized in curriculum
 - IBE's capacity to deliver on the mandate and on MTS goals: a) the effectiveness of IBE's initiatives in curriculum, b) the relevance and appropriateness of its approaches, c) the coherence of its action, and the efficiency of its approach across UNESCO's Education Sector
 - IBE's medium- and long-term sustainability, a) financial, b) human (HR policy and management), c) outreach, visibility, partnerships and donor relations
13. In view of the short implementation period of the new mandate, the evaluation is not expected to include a formal assessment of the new mandate's impact; it will provide an analysis of the reported benefits of the new mandate, e.g., through IBE's activities, outputs, and outcomes in cooperation with relevant stakeholders and partners for examination by the Executive Board at its 217th session.
14. The primary users of the evaluation are UNESCO Member States of the Executive Board, who shall be informed on the progress of IBE under its renewed mandate.

Objectives

15. The evaluation will take into account UNESCO's work from 2020 to the present day, corresponding to the last and current biennium UNESCO Programme and Budget documents (i.e., 40 C/5 and 41 C/5) when the draft roadmap for the reorganization of IBE was presented and the renewed mandate approved. However, the evaluation will be conducted primarily in regard of *the renewed mandate* and the institute's capacity to implement it, at present as well as in the longer term.

Evaluation Scope and Methods

16. The evaluation will aim to answer the following indicative evaluation questions. The final set of questions to be answered by the evaluation will be agreed upon during the inception phase in consultation with the evaluation reference group (see below: Chapter Roles and Responsibilities, paragraph 21).

RELEVANCE:

- To what extent is the work undertaken by IBE aligned with its renewed mandate and its MTS?
- To what extent has the implementation of the renewed mandate of the IBE met the expectations of UNESCO Member States and other key actors in this field?

COHERENCE:

- To what extent is the work of IBE and its MTS coherent with the strategy of Major Programme 1 in the 41 C/5?
- What are the programmatic synergies with other education entities?

EFFECTIVENESS / PATHWAYS TOWARDS IMPACT:

- What mechanisms have been put in place to ensure the implementation of
 - the IBE's renewed mandate
 - its MTS
 - operational plan
 - annual work plan
 - Latin America & the Caribbean
- What factors, either internal or external, may have enabled or adversely affected IBE's ability to implement its renewed mandate?
- What have been the most significant results (outcomes, outputs) achieved through the activities undertaken under the renewed mandate?
- What are the established pathways towards impact?

EFFICIENCY:

- To what extent have the management structure as well as financial and human resources supported efficient implementation of the renewed mandate?

SUSTAINABILITY:

- What is the likelihood that IBE's work can be sustained under its renewed mandate considering its current resources, strategy, donor commitments and relevance of work, as well as considering its positioning within the wider global, regional, and national curriculum landscape?

In terms of methods, the suggested elements will include the following: desk-based review, key informant interviews, focus groups and a survey. The survey will be an essential tool to obtaining and analysing the *"demand for services of Members States and donors"*, as called for in the decision of the Executive Board. Background documents include an IOS audit of IBE (2017) and evaluations of IBE and UNESCO's work in curriculum conducted in 2013 and 2019.

Roles and responsibilities

17. The evaluation will be managed by IOS and conducted by an external evaluation consultant company/organization. IOS is responsible for the overall management of the evaluation and quality assurance of its deliverables, in cooperation with the evaluation reference group.
18. The external evaluation consultant company/organization is expected to develop a detailed evaluation methodology and refined evaluation questions in an inception report. They will also prepare the necessary tools (survey and interview protocol) to conduct data collection and analysis and prepare the draft and final report in English.
19. In line with **UNESCO's Evaluation Policy** (2022-2029), the evaluation will comply with the United Nations Evaluation Group (UNEG) **Norms and Standards for Evaluation**, UNEG **Guidelines for Integrating Human Rights and Gender Equality in Evaluations** and UNEG **Ethical Guidelines for Evaluation**. The evaluation consultant company/organization will also have to ensure that ethical, human rights and gender equality principles are duly integrated in all consultations and at all stages of the evaluation process.
20. IOS in cooperation with the IBE and the Education Sector Executive Office will support access to relevant documentation, contact details and lists of stakeholders. It will also facilitate communication with relevant Member States,

UNESCO staff from Headquarters, field offices and specialized institutes, as well as external stakeholders and partners including donors and curriculum experts.

21. An Evaluation Reference Group will be established to accompany the evaluation process and provide feedback and quality assurance of the Terms of Reference, the Inception Report, the methodology and the draft evaluation report. The Evaluation Reference Group will comprise representatives from different entities including the Education Sector and the International Bureau of Education (IBE). The Reference Group will liaise electronically and/or meet periodically during the evaluation, as necessary.

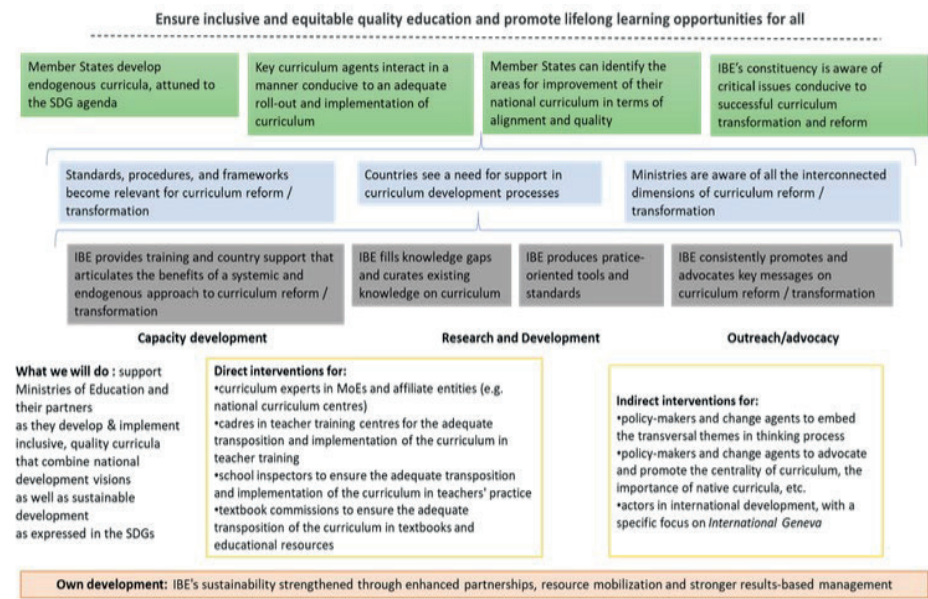
Deliverables and Schedule

The evaluation is estimated to require approx. 40 professional working days between mid-February and end June 2023. This will include at least one visit to UNESCO Headquarters in Paris for interviews and data collection, as well as at least one visit to IBE premises in Geneva, and virtual discussions with at least two beneficiary countries. There are 4 deliverables:

- **Inception report:** the inception report shall include a description of the methodology, including evaluation methods, tools and approach, presented in an evaluation matrix indicating the refined key evaluation questions to be answered, an evaluation plan with a detailed timeline, and the survey tool.
- **Draft report:** the draft report should be written in English and be no more than 25 pages. The format of the report will follow IOS templates and quality standards and be discussed and agreed upon during the inception phase.
- **Final report:** the final report should incorporate key findings, conclusions, and recommendations. It should include an executive summary, visuals and relevant annexes, such as the evaluation matrix and aggregated survey results. The report must comply with the UNEG Norms and Standards and be in line with the requirements established in the UNESCO quality assessment template for Evaluation reports.
- **Communication Outputs:** Relevant communication outputs shall be agreed in the inception phase and include a power point presentation of key findings and recommendations, a 2-page evaluation brief and/or infographics.

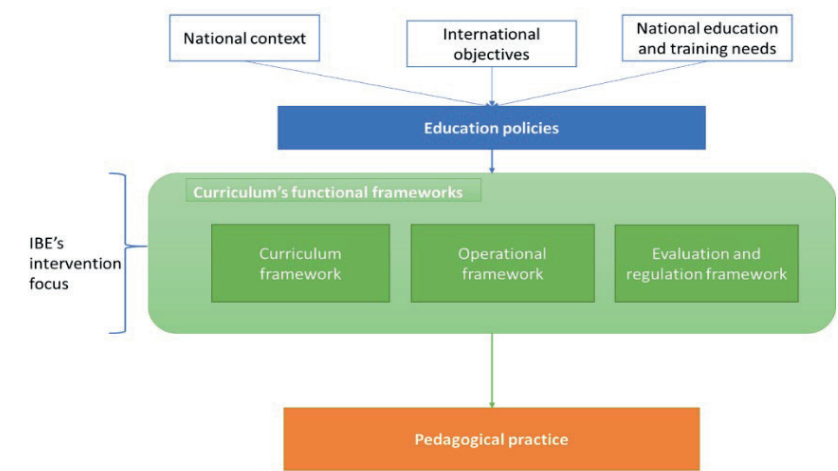
Annex 2 – IBE intervention logic map 2022-2025 and modalities

Figure 26. IBE simplified programme logic map 2022-2025



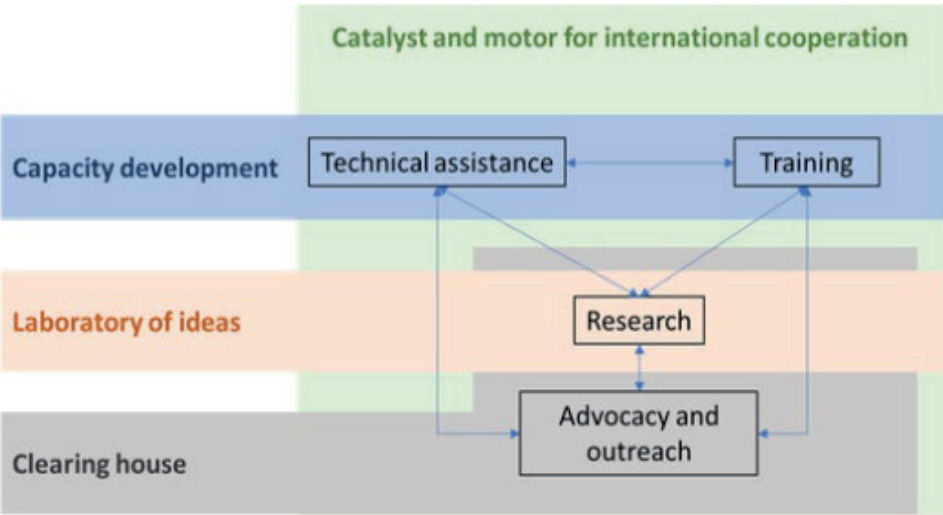
Source: IBE Medium Term Strategy 2022-2025, 22 March 2022, UNESCO International Bureau of Education, p14.

Figure 27. IBE's interventions focus



Source: IBE Medium Term Strategy 2022-2025, 22 March 2022, UNESCO International Bureau of Education, p9.

Figure 28. Articulation of IBE's modalities of interventions with the UNESCO functions



Source: IBE Medium Term Strategy 2022-2025, 22 March 2022, UNESCO International Bureau of Education, p15.

Annex 3 – List of IBE beneficiary countries

COUNTRY OF INTERVENTION	CAPACITY DEVELOPMENT	
	TECHNICAL ASSISTANCE	TRAINING
Angola		✓
Barbados	✓	
Belize	✓	
Benin	✓	
Burkina Faso	✓	✓
Burundi	✓	✓
Cameroon	✓	
Cape Verde	✓	
Central African Republic	✓	
Chad	✓	✓
Cook Islands	✓	
Côte d'Ivoire	✓	✓
Democratic Republic of the Congo	✓	✓
El Salvador	✓	
Gabon	✓	
Gambia	✓	
Guinea	✓	✓
Guinea-Bissau	✓	✓
Haiti	✓	✓
Jamaica	✓	
Jordan	✓	

COUNTRY OF INTERVENTION	CAPACITY DEVELOPMENT	
	TECHNICAL ASSISTANCE	TRAINING
Kenya	✓	
Lao PDR	✓	
Liberia	✓	✓
Lithuania	✓	✓
Mali	✓	✓
Mauritania	✓	✓
Mongolia	✓	
Mozambique	✓	✓
Niger	✓	✓
Nigeria	✓	✓
Palestine	✓	✓
Portugal	✓	
Republic of the Congo	✓	✓
Senegal	✓	✓
Seychelles	✓	
South Sudan	✓	✓
Tajikistan	✓	
Tanzania	✓	✓
Togo	✓	✓
United Arab Emirates	✓	✓
Uruguay	✓	✓
Zambia	✓	

Source: IBE Director's Office, 6 April 2023; All countries are incorporated into global research activities

Annex 4 – Evaluation methodology

Objective of the evaluation

UNESCO's International Bureau of Education renewed its mandate which commenced implementation in January 2022. Given that the renewed mandate is only in its second year of implementation, the evaluation focuses on the potential for IBE to sustain itself as an internationally competitive curriculum institute.

The evaluation is aimed at providing UNESCO Member States with evidence regarding the implementation and potential progress of IBE's renewed curriculum mandate towards its expected results as defined in its Medium-Term Strategy (MTS) 2022-2025. It is also aimed at providing the UNESCO education sector with recommendations to enhance longer term relevance, effectiveness, efficiency, coherence, and sustainability of the category 1 institute.

General approach

To better contextualise the evaluation of IBE's renewed mandate, the evaluators employed a participatory mixed-method approach to data collection using an evidence-based, Results-Based Model (RBM):

Results-Based Model: To assess IBE's current mechanisms to ensure potential for long term results, the evaluators used a results-based management (RBM) model which evidences the IBE's cycle of inputs, outputs, outcomes and intended results as it manages the implementation of its mandate. UNESCO also employs a RBM approach to its institutes, divisions, and sections. Typically, UNESCO's RBM is participatory and team-based for all interventions at each stage of its programme cycle for effective decision-making. The evaluators therefore analysed and identified IBE's capacity to implement its mandate through a review of its RBM. Part of this approach was a review of the sustainability of its organizational systems – or systems resource model (SRM) – which looked at the components of the sub-systems, such as financial and human resource (HR) systems, as well as its outreach to partners and donors.

Methodology

The evaluators initially conducted a document review during the inception phase and continued throughout the data collection phase. The review includes, but is not limited to:

- **UNESCO documentation:** 2019 curriculum review, Education Major Programme 1 and related education and curriculum documentation, including SDG 4 and curriculum-related theoretical approaches and research; organisational-specific documents on UNESCO entities and ED Sector divisions; strategic and planning documents,
- **IBE documentation:** IBE documents related to internal and external reviews of mandate decisions, policy decisions; Council meeting reports, Medium Term Strategy 2022-2025, relevant organisational papers related to management (human resources, budget, etc.), social media, and website pages; IBE research and publications,
- **Regional and country documentation:** Country-specific studies related to active IBE projects; project documents, monitoring reports and relevant external evaluations,
- **Other related materials:** Documents related to outreach, visibility, partnerships, and donor relations, for example.

The evaluators used the secondary data to understand IBE's operational context and outcomes related to their total curriculum portfolio. The same data was also used to determine the extent to which the IBE systems, plans, operations, and outreach to Member States and donors have contributed, and will continue to contribute, to its outcomes.

Stakeholder selection and sampling

The stakeholder categories, groups and individuals were identified during the inception phase in collaboration with UNESCO, IBE, the Executive Office of Education, and IOS. For each stakeholder category, a data collection tool was devised to capture all relevant information for the associated evaluation questions outlined in the Terms of Reference

(Annex 1). Therefore, for remote and face to face key informant interviews (KIs) a semi-structured interview guide, and a focus group discussion guide were prepared. In many cases, an abbreviated interview protocol was sent to interviewees in advance, in order to allow representatives of organisations or groups to garner wider views and consolidate them for the KIs, without burdening the respondents.

The evaluation also deployed a brief online survey for identified categories of stakeholders.

The data collection period was one month, from mid-April to mid-May, with one week in Geneva – IBE’s head office – and a one-week mission in Paris. The subsequent analysis triangulated information for each question from each data source collected via the various data collection methods (see evaluation matrix).

The table below specifically outlines the envisaged category of stakeholders, the rationale for their selection, and the mode of data collection. The evaluators sought a balanced representation of respondents across geographic regions and UNESCO divisions and sections.

Modality of data collection by type of stakeholder

STAKEHOLDER TYPE/CATEGORY	INTEREST/RATIONALE	MODE OF DATA COLLECTION
IBE Staff and management	International Bureau of Education	<ul style="list-style-type: none">• Geneva, Face to face interviews, 2-5 May 2023• Remote interviews• Possible focus group
IBE Council	President	<ul style="list-style-type: none">• Face to face interview
	12 Members (Curriculum expertise)	<ul style="list-style-type: none">• Online FGD with 5-8 Members• Council reports
UNESCO	12 Members (Curriculum expertise)	
UNESCO Field Offices	<ul style="list-style-type: none">• Executive Office Education• ED Division Directors• Other Category 1 Institutes e.g.• International Institute for Educational Planning (IIEP)	<ul style="list-style-type: none">• Face to face interviews• Remote interviews

STAKEHOLDER TYPE/CATEGORY	INTEREST/RATIONALE	MODE OF DATA COLLECTION
UNESCO Member States	Field office network – core staff, experts, (and partners and donors at country level if different from National Commissions (NATCOMs) and Permanent Delegations (PDs).	Remote interviews
UNESCO Member States	All (through National Commissions, cc Permanent Delegations)	Survey
UNESCO Group Chairs / Vice President of the Executive Board	<ul style="list-style-type: none">• Group 1: Germany (Western Europe and others)• Group 2: Poland (Eastern Europe)• Group 3: Argentina (South America and the Caribbean)• Group 4: Japan (Asia and Pacific)• Group 5a: Congo (Africa)• Group 5b: Kuwait (Arab States)	Remote/face to face interviews and/or written contributions as relevant (9-12 May, Paris visit)
Donors	<ul style="list-style-type: none">4 Key Donors<ul style="list-style-type: none">• European Union• France• Germany• Switzerland	Remote/Face to face interviews, Paris delegations (8-12 May, Paris visit)

STAKEHOLDER TYPE/CATEGORY	INTEREST/RATIONALE	MODE OF DATA COLLECTION
Beneficiary Countries (see Annex 3 of total list of beneficiary countries)	Active Interventions in 43 Countries (interviews to be selected and confirmed with IBE) <ul style="list-style-type: none"> For example: Benin, Cape Verde, Côte d'Ivoire, Gambia, Jamaica, Liberia, Mongolia, Palestine, Seychelles, and Togo. Other potential countries: Uruguay, UAE (Hamdan Smart University), Oman.	Remote interviews – 10 countries
National Commissions	All	Survey
Curriculum development Community of Practice	All (=/- 100 members across UNESCO entities)	Survey
Others	<ul style="list-style-type: none"> International Baccalaureate, Geneva (in same building as IBE) Global Partnership for Education (GPE) Other UN partner agencies 	Geneva, face-to-face interview Remote interviews

Note: Countries represented more than once were interviewed according to their role.

Quantitative data collection: Given the short timeframe of the evaluation and the high and diverse number of IBE's stakeholders, the evaluators sought to capture the voice of informed actors through an online survey (Annex 8). An online questionnaire was used for the online survey. Logical skips will allow to differentiate the questions asked to different types of respondents. The main targets for the survey are twofold:

- UNESCO Member States National Commissions (all)
- Curriculum Development Community of Practice members (all)

Data collection methods by type of stakeholder

STAKEHOLDER TYPE	SCOPING KIIs	KII/FGD	ONLINE SURVEY
Actors at central level			
IBE staff and UNESCO HQ	17	~12 1 FGD (IBE staff)	-
IBE Council members	1	1 FGD = 8 persons	-
Actors at national and international level			
Key Donors	-	4	-
UNESCO Field staff responsible for curriculum	-	6	-
UNESCO Group Chairs/ Vice Presidents of the regional groups of the Executive Board	-	6	-
Beneficiary Countries	-	10	-
Others	-	2-4	-
Member States representatives and curriculum committees	-	5	✓
Community of Practice (CoP) in Curriculum Development	-	3	✓
National Commissions	-	-	✓
TOTAL	18	50-60	1 survey

Evaluation Matrix

EVALUATION QUESTION	CRITERIA	SUB-QUESTIONS/ THEMES	DATA SOURCE
RELEVANCE			
EQ1: To what extent is the work undertaken by IBE aligned with its renewed mandate and its MTS?	<p>The needs and priorities of Member States are adequately captured and targeted in curriculum interventions, including cross-cutting human rights, gender and inclusivity of vulnerable groups.</p> <p>Beneficiary countries seeking IBE support in curriculum interventions.</p>	<p>Curriculum needs and priorities; Strategies;</p> <p>Vulnerable groups;</p> <p>Different stakeholders;</p> <p>UN SDG 4 interventions;</p>	<p>Document review</p> <p>UNESCO HQ</p> <p>IBE staff</p> <p>IBE Council</p> <p>Field Offices</p> <p>Member States</p> <p>UNESCO Group Chairs</p> <p>Beneficiary countries</p> <p>Key donors</p> <p>National Commissions</p> <p>Communities of Practice</p>
EQ2: To what extent has the implementation of the renewed mandate of the IBE met the expectations of UNESCO Member States and other key actors in this field?	<p>Beneficiary countries seeking IBE support in curriculum interventions.</p> <p>Beneficiary countries are actively involved in curriculum interventions.</p> <p>Alignment and synergies are secured with regional and national stakeholders working on curriculum initiatives.</p>	<p>To what extent is IBE’s curriculum programming addressing the development goals of Member States?</p> <p>To what extent are beneficiary country partners involved in the design and implementation of curriculum specific interventions?</p> <p>Research vs Capacity Development (Technical Assistance vs Training)?</p>	

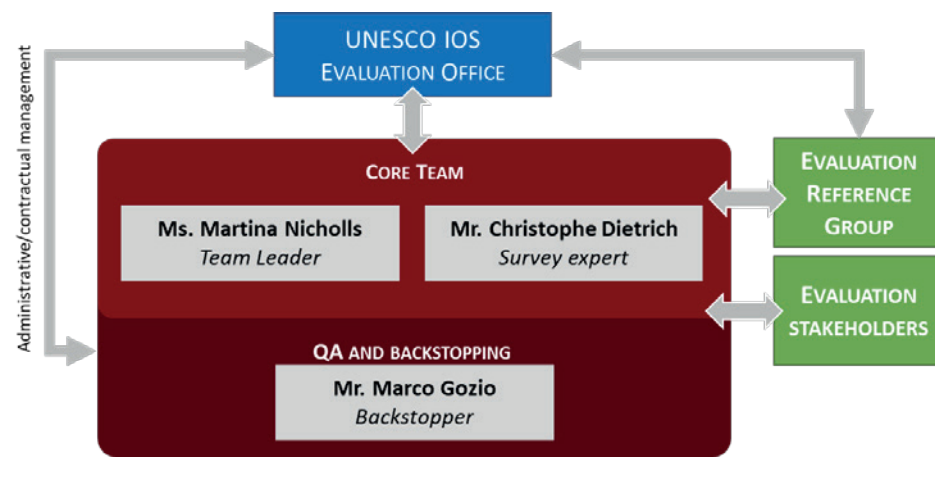
EVALUATION QUESTION	CRITERIA	SUB-QUESTIONS/ THEMES	DATA SOURCE
COHERENCE			
EQ3: To what extent is the work of IBE and its MTS coherent with the Major Programme 1 in the 41 C/5, Gender Equality, Priority Africa, and the inter-sectoral programmes?	<p>The coordination frameworks in place between IBE and other actors effectively ensure complementarity, harmonization and co-ordination in the work on curriculum.</p> <p>IBE effectively capitalises on its outreach to UNESCO entities and networks.</p>	<p>What is the interaction between IBE and UNESCO HQ and field offices about curriculum initiatives?</p> <p>To what extent has this interaction been productive in facilitating positive results of curriculum interventions?</p>	<p>Document review</p> <p>UNESCO HQ</p> <p>IBE staff</p> <p>IBE Council</p> <p>Field Offices</p> <p>Member States</p> <p>UNESCO Group Chairs</p> <p>Key donors</p> <p>Beneficiary countries</p> <p>National Commissions</p> <p>Communities of Practice</p> <p>Others</p>
EQ4: What are the programmatic synergies/complementarities with other UNESCO entities?	<p>Internal - Interaction between HQ, IBE, and field offices has led to greater synergies and facilitated pathways to impact of IBE's curriculum work.</p> <p>External – with other global and national entities working in the curriculum field.</p>	<p>What are IBE's entities and networks mostly engaged in with regard to curriculum activities?</p> <p>To what extent does their involvement facilitate the coherence of IBE's curriculum work? (internal and external)</p>	<p>Document review</p> <p>UNESCO HQ</p> <p>IBE staff</p> <p>IBE Council</p> <p>Field Offices</p> <p>Member States</p> <p>UNESCO Group Chairs</p> <p>Key donors</p> <p>Beneficiary countries</p> <p>National Commissions</p> <p>Communities of Practice</p> <p>Others</p>
EFFECTIVENESS/PATHWAYS TOWARDS IMPACT			
EQ 5: What mechanisms have been put in place to ensure the implementation of: <ul style="list-style-type: none"> the IBE's renewed mandate its MTS its operational plan its annual work plan 	<p>IBE's institutional tools and processes for curriculum follow a RBM approach. IBE curriculum interventions reach disadvantaged and marginalised target groups.</p>	<p>To what extent do institutional tools and processes, including for planning and implementation, follow a Results-based Management (RBM) approach?</p> <p>Mandate vs Capacity vs Demand</p> <p>Conflict-sensitivity vs youth vs gender vs environmental vs cultural education vs media literacy ... etc.?</p>	<p>Document review</p> <p>UNESCO HQ</p> <p>IBE staff</p> <p>IBE Council</p> <p>Field Offices</p> <p>Member States</p> <p>UNESCO Group Chairs</p> <p>Key donors</p> <p>Beneficiary countries</p> <p>National Commissions</p> <p>Communities of Practice</p> <p>Others</p>

EVALUATION QUESTION	CRITERIA	SUB-QUESTIONS/ THEMES	DATA SOURCE
EFFECTICIENCY/PATHWAYS TOWARDS IMPACT			
EQ6: What factors, either internal or external, may have enabled or adversely affected IBE's ability to implement its renewed mandate?	IBE's internal systems enable it to reach its planned results.	<p>What is the effect of internal and external factors (internal organization, human resources, programming and monitoring tools, budgets) on the results achieved by IBE?</p> <p>What are their value added and comparative strengths within the education/curriculum sphere?</p>	<p>Document review</p> <p>UNESCO HQ</p> <p>IBE staff</p> <p>IBE Council</p> <p>Field Offices</p> <p>Member States</p> <p>UNESCO Group Chairs</p> <p>Key donors</p> <p>Beneficiary countries</p> <p>National Commissions</p> <p>Communities of Practice</p> <p>Others</p>
EQ7: What have been the most significant results (outcomes, outputs) achieved through the activities undertaken under the renewed mandate?	<p>IBE outputs are achieved as planned.</p> <p>Expected outcomes for curriculum as per the MTS? are likely to be achieved by 2025.</p>	<p>What are the outputs and outcomes that IBE intends to achieve? Are they clearly identified and formulated across its programming?</p> <p>To what extent were they, and continue to be achieved?</p>	
EQ8: What are the established pathways towards impact?	IBE's interventions on curriculum positively influence policy at global, regional and country level.	<p>What are the detectable signs of early impact on curriculum and policy in beneficiary countries?</p> <p>To what extent can IBE interventions logically contribute to these signs?</p>	

EVALUATION QUESTION	CRITERIA	SUB-QUESTIONS/ THEMES	DATA SOURCE
EFFICIENCY			
EQ9: To what extent have the management structure as well as financial and human resources supported efficient implementation of the renewed mandate, among other in cooperation/coordination with other UNESCO entities?	Curriculum-specific interventions dedicate adequate resources to monitoring and evaluating its financial and HR systems.	<p>To what extent are the human and financial resources dedicated to monitoring and evaluation adequate to support efficiency?</p> <p>To what extent does a robust management framework ensure adequate resources for curriculum interventions?</p> <p>Communications strategy?</p>	<p>Document review</p> <p>UNESCO HQ</p> <p>IBE staff</p> <p>IBE Council</p> <p>Field Offices</p> <p>Member States</p> <p>UNESCO Group Chairs</p> <p>Key donors</p> <p>Beneficiary countries</p>
SUSTAINABILITY			
EQ10: What is the likelihood that IBE's work can be sustained under its renewed mandate considering its current resources, strategy, donor commitments and relevance of work, as well as considering its positioning within the wider global, regional and national curriculum landscape? What are the enabling factors, pre-conditions and potential obstacles and risks?	<p>UNESCO Member States are interested, engaged and supporting in the curriculum agenda.</p> <p>Engagement and support from UNESCO Member States is likely to convert into actionable outcomes.</p>	<p>What are the factors affecting IBE's sustainability (resources, strategy, donor commitments, result ownership by Member States, positioning within the sector)?</p> <p>How is the IBE leveraging on these factors to ensure sustainability of its work?</p>	<p>Document review</p> <p>UNESCO HQ</p> <p>IBE staff</p> <p>IBE Council</p> <p>Field Offices</p> <p>Member States</p> <p>UNESCO Group Chairs</p> <p>Key donors</p> <p>Beneficiary countries</p> <p>National Commissions</p> <p>Communities of Practice</p> <p>Others</p>

Annex 5 – Consultants' Bio

Evaluation team and management structure



Presentation of the team and responsibilities

Expert	Brief description	Responsibilities
Martina Nicholls Team Leader	<p>Martina Nicholls has a Master of Science Communication degree that culminated in research on vocational education statistics and employability for youth in the development of rural curriculum and training, leading to policy reforms. This expertise has been implemented in technical vocational and education (TVET) projects in developing countries in the fisheries, agriculture, livestock, agribusiness, handicraft and artisanal production, and eco-tourism industries, as well as other sectors, and the development of EMIS systems and databases for education.</p> <p>She has about 36 years of experience in global aid consultancies, evaluations, appraisals, gender and inclusivity, capacity development, project design of rural development projects, assessing and projecting future employment needs, as a chief of party (Chef de Mission), team leader, sole evaluator and team member.</p>	<ul style="list-style-type: none"> • Overall coordination of the evaluation • Responsible for coordination of activities according to workplan • Elaboration of evaluation methodology, data collection tools and compiling of findings • Data collection and interviews • Responsible for the elaboration of deliverables/reports

Expert	Brief description	Responsibilities
	<p>Her consultancies in education include basic, primary, secondary, TVET, and higher education, covering baselines, mid-term, end-line, longitudinal and ex-post evaluations. Her technical expertise in education includes curriculum development, curriculum review, project design, programming, teacher training (preservice and in-service), educational management, textbook production, scholarships, poverty reduction programs, school finances, safe schools, peace in education, radio and television programming, community involvement, and accelerated learning for out-of-school youth. Her latest assignment from December 2022 includes "Capacity building: development of training modules for Iraqi state institutions and civil society organizations under the GLZ program Promoting Dialogue and Participation in Iraq" for the Ministry of Planning.</p>	
<p><i>Christophe Dietrich</i> Evaluation Expert</p>	<p>Mr. Dietrich holds a Master in Economics and works as a senior project manager and expert with the evaluation unit and statistics unit of ICON-INSTITUTE Consulting Group. Focal areas of his work are the conception and implementation of evaluation schemes in the field of social development and education policy. He is also personally involved as a statistical expert in several of ICON's project. In his career, he has designed, deployed and supervised dozens of surveys, both physically and online. Mr. Dietrich is a French native speaker and fluent in English and German.</p>	<ul style="list-style-type: none"> • Responsible for operational evaluation inputs • Responsible for the design, deployment and analysis of results related to online global survey • Support to evaluation • report drafting

BACKSTOPPING AND QUALITY ASSURANCE EXPERTS

<p><i>Marco Gozio</i> Backstopping</p>	<p>Mr. Gozio holds a Master's degree in International Cooperation, Development and Human Rights, as well as Master's degree in Data, Economics, and Development Policy. He can count on almost 10 years of experience in the international development cooperation, of which four years in developing countries (Brazil and Mozambique) and over two years with UN Women. With a diversified experience in NGOs, IOs, and private sector, his expertise sits at the intersection of Monitoring, Evaluation, Knowledge Management and Gender Equality. He has been dealing with M&E and data research works for various international organisations since 2017 and conducting evaluations and studies with ICON-INSTITUTE since the late 2019. He has good experience in the production of knowledge management products and infographics. A native Italian speaker, Mr. Gozio works in French, English and Portuguese.</p>	<ul style="list-style-type: none"> • Liaison with Evaluation Manager • Support the expert team with regard to the design, implementation of field visits, design and deployment of survey, and elaboration of reports • Organisation of field trips and meetings, logistical support • Production of communication products • Final quality check of deliverables
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Annex 6 – List of interviewees

UNESCO HQ

NAME	FUNCTION	SECTOR
UNESCO HQ		
AHMIMED, Charaf	Senior Advisor	Office of the Director-General (CAB)
ASSIENE, Bernardin	Director	Division of Internal Oversight Services
BARBIERI, Cecilia	Chief of Section	Section for Global Citizenship and Peace Education
CASTLE, Christopher	Director	Education, Division for Peace and Sustainable Development
CHAKROUN, Borhene	Director	Education, Division for Policies and Lifelong Learning Systems
COUPEZ, Anne	Chief of Unit	Education, Executive Office, Unit for Strategic Planning, Monitoring, Institute and Field Coordination
GIANNINI, Stefania	Assistant Director General	Education Sector, Office of the Assistant Director-General for Education
GILLET, Astrid	Chief of Executive Office	Education, Executive Office
IBARGUEN, Claudia	Head of Evaluation	Division of Internal Oversight Services, Evaluation Section

NAME	FUNCTION	SECTOR
KHARKOVA, Iaroslava	Programme Specialist	Education, Executive Office Unit for Strategic Planning, Monitoring, Institute and Field Coordination
KITSIONA, Mariana	Programme Specialist	Education, Executive Office, Unit for Strategic Planning, Monitoring, Institute and Field Coordination
MATOKO, Firmin	Assistant Director-General	Office of the ADG for Priority Africa and External Relations Sector (PAX)
MIGEON, Florence	Programme Specialist	Section of Education for Inclusion and Gender Equality
MIGUENS CAMPOS, Francisco Hugo	Advisor for Education	Office of the Director-General (CAB)
NAIDOO, Jordan	(former) Director a.i.	International Institute for Educational Planning (IIEP)
RATHNER, Martina	Principal Evaluation Specialist	Division of Internal Oversight Services, Evaluation Section
SASS, Justine	Chief of Section	Section of Education for Inclusion and Gender Equality
TAWIL, Sobhi	Director	Future of Learning and Innovation Team
UNESCO Field Offices and Category 1 Institutes		
ALAMA, Amapola	Senior Project Officer	IBE
DJIBO, Ousmane	National Project Officer	UNESCO Niamey

NAME	FUNCTION	SECTOR
GEORGESCU, Dakmara	Programme Specialist	UNESCO Beirut
HUSSON, Guillaume	Senior Programme Specialist	UNESCO Dakar
Jl, Lili	Programme Specialist	IBE
KOHEMUN, Valéry	Finance Assistant	IBE
MALKOC, Kadira	Project Officer	IBE
MIOCHE, Antoine	Former IBE; seconded Inspector General French Ministry of Higher Education	IBE
OPERTTI, Renato	Senior Education Expert, CTCD	IBE
POPA, Simona	Project Officer	IBE
PULLIG, Maria Elena	Finance & Admin. Officer	IBE
TRANNOIS, Mallorie	Project Officer	IBE
YDO, Yao	Director	IBE
YI, Yang	Consultant	IBE

Stakeholders

NAME	FUNCTION	SECTOR
IBE COUNCIL MEMBERS		
BA DIALLO, Fatimata	Council Member, Education Policy Advisor,	Conference of Ministers of Education of French-Speaking African and Malagasy Countries (CONFEMEN)

NAME	FUNCTION	SECTOR
BYLL-CATARIA, Jean-Marie	Council Member, RECI President –	Swiss Network for Education and International Cooperation
CARDINI, Alejandra	Council Member, Coordinator Knowledge Management	International Institute for Educational Planning (IIEP)
OSTTVEIT, Svein	President and Chair of the IBE Council	IBE Council
ROBERTS, Karen ⁹⁶	Council Member	Swiss Agency for Development & Cooperation (SDC)
SCHEUNPFLUG, Annette ⁹⁷	Council Member, Professor	University of Bamberg, Germany
MEMBER STATES ⁹⁸		
LENOIR, Didier	Ambassador	European Union
MATHIEU, Nicolas	Secretary General, Swiss Commission for UNESCO	Switzerland Federal Department of Foreign Affairs (FDFA)
REUSS, Peter ⁹⁹	Ambassador, Permanent Delegate of Germany to UNESCO	Permanent Delegation of Germany to UNESCO
Kuechle, Axel	Deputy Permanent Delegate of Germany to UNESCO	Permanent Delegation of Germany to UNESCO

96 Ms. Roberts has been interviewed in her different capacities, as an IBE council member and as a representative of a funding member.

97 Ms Scheunpflug has been interviewed in her different capacities, as an IBE council member and as a representative of a funding member.

98 Member States stakeholders include representatives of funding members, of IBE beneficiary countries, and Vice-Presidents at the Bureau of the Executive Board representing their regional groups.

99 Mr Peter Reuss has been interviewed in his different capacities, i.e., as a representative of a funding member, and in his capacity as a Vice-President at the Bureau of the Executive Board representing a regional group.

NAME	FUNCTION	SECTOR
DESVIGNES, Isabelle	Déléguée permanente adjointe	Permanent Delegation of France to UNESCO
MAROS, Anna	Conseillère politique en charge de l'Education et des Sciences	Permanent Delegation of France to UNESCO
ŁUKASZ, Winny	Third Secretary at the Permanent Delegation of the Republic of Poland to UNESCO	Permanent Delegation of Poland to UNESCO
SAINT PIERRE, Santiago	Third Secretary at the Permanent Delegation of Argentina to UNESCO	Permanent Delegation of Argentina to UNESCO
SOO, Boon Ng	Former Deputy Director of Curriculum,	Malaysia Ministry of Education
OTGONBAATAR, Kh	Head, Curriculum Assessment & Textbooks,	Mongolian National Institute for Educational Research (MNIER)
PARTNERS		
ABDELJALIL, Akkari	Professor	University of Geneva, Switzerland (UNIGEV)
FAUL, Moira	Executive Director	Network for international policies and cooperation in education and training, Geneva Graduate Institute, Switzerland (NORRAG)
HUGHES, Conrad	Campus and Secondary School Director	ECOLINT, International School of Geneva, Switzerland

FOCUS GROUP DISCUSSIONS	
FGD-1	ECOLINT, International School of Geneva, Switzerland
IBE JUNIOR STAFF IBE Office, 2 May 2023	9 persons (5 female, 4 male)
FGD-2 IBE COUNCIL MEMBERS (Virtual meeting)	Open invitation: "The strategic direction of IBE" 3 persons (3 female)

Annex 7 – Interview protocols

Advanced framing topics

The framing topics (below) are provided for interviewees requesting advanced questions / topics / issues. Further framing questions, for specific groups, are also provided in the full interview protocols provided in this annex.

KEY EVALUATION QUESTIONS	
Relevance	No. 1. Alignment (global, regional and national) of the work undertaken by IBE with its renewed mandate (research, and capacity development - technical assistance and training), its MTS and with MS expectations.
Coherence	No. 2. Internal coherence of the work of IBE and the IBE MTS with Major Programme 1 (41 C/5) - gender, Priority Africa, and inter-sectoral programmes (culture and education, environmental education, media and information literacy). No. 3. Internal synergies with other UNESCO education entities, and external synergies with other global and national players active in the field of curriculum.
Effectiveness /Pathways towards impact	No. 4. Mechanisms put in place to ensure the implementation of the IBE's renewed mandate. No. 5. Internal and external factors enabling or adversely affecting IBE's ability to implement. No. 6. Most significant results (outcomes, outputs) and pathways towards impact.
Efficiency	No. 7. Management structure, financial and human resources for efficient implementation.

KEY EVALUATION QUESTIONS	
Sustainability	No. 8. Likelihood that IBE's work can be sustained in view of current resources, strategy, donor commitments and relevance of its work. No. 9. IBE's positioning within the wider global, regional and national curriculum landscape (its value-added and comparative strengths).

INTERVIEW PROTOCOL FOR IBE STAFF

Interview Data

Name(s) of the interviewee(s):	Position:	Institution/Organization:
Interview date:	Interviewer:	Country:

FRAMING QUESTIONS

What has been the nature of the curriculum or curriculum-related intervention that your office supports or implements [research, capacity development – a. technical assistance and b. training]?

What are your views about IBE's curriculum alignment with global, regional, and national curriculum issues and interventions – 1) thematic alignment (global citizenship, sustainable development, and technology), 2) horizontal alignment (teaching & learning methodologies and policies, and leadership), and 3) paradigm alignment (emerging trends, future needs)?

According to you, and before going into more details, what were, in broad terms, the main achievements or main issues faced by IBE curriculum and curriculum-related interventions?

How sustainable do you think the IBE interventions' outcomes and mechanisms to maintain the capacities would be? What are the conditions that need to be in place to facilitate sustainability? What are the factors that might impede sustainability?

MAIN TOPICS	
EQ1.	Enquire about the degree to which IBE curriculum interventions integrates into and is aligned with the global, regional and national agenda. At national level, gather information on specific policies and agenda that the IBE interventions are aligned with and has contributed to [thematic, horizontal, and paradigm alignments].
EQ3.	Enquire about the degree to which IBE interventions and its Medium-Term Strategy 2022-2025 contribute to the achievement of SDG 4, in particular on SDG 4 targets 4.1, 4.2, and 4.5, the strategy of the Major Programme 1 in the 41 C/5 – especially Priority Africa (if relevant), and the inter-sectoral programmes [cultural education, environmental education, and media/information literacy].
EQ3.	How have you, and how do you, in the future, intend to balance the services you offer in alignment with your strategic plans and the competing pressure of funds and funders that seek support outside IBE's medium term strategies?
EQ4.	Have partnerships with other donors/partners of the education/curriculum community been sought and established and synergies created? Please name the partnership and describe the synergies – what are IBE's comparative strengths compared to other partners?
EQ4.	Enquire about the degree to which IBE interventions are synergistic with other education/curriculum organisations and entities?
EQ2.	Enquire about the relevance of IBE's renewed mandate for the Member States that they are involved with. What is the satisfaction or lack of satisfaction level of the Member States?
EQ2.	What mechanism are in place to ensure the implementation of 1) the renewed mandate, 2) the MTS, 3) the operational plan, and 4) the annual plan?
EQ9.	To what level, and to what level of satisfaction has IBE management (i.e., staffing, coordination, and financing) supported the requests and interventions you are sought to provide?

MAIN TOPICS	
EQ7.	To what extent has IBE and/or the IBE curriculum intervention achieved its objectives, outputs, and outcomes in accordance with its results matrix? What are the most significant results?
EQ8.	Do you think IBE is moving from outputs to outcomes – i.e., is it moving towards making an impact?
EQ10.	How sustainable do you think the IBE interventions' outcomes and mechanisms to maintain the capacities would be? What are the conditions that need to be in place to facilitate sustainability? What are the factors that might impede sustainability?

COMPLEMENTARY TOPICS	
EQ6.	What are the factors, internal or external, that may help or hinder IBE's ability to implement its renewed mandate? What is IBE's value added and comparative strength(s) in the education/curriculum market?
EQ9.	Have there been delays in the implementation due to lack of staff or funding, or other, that has affected your support to your Member State(s)?
EQ3.	Enquire about the degree to which IBE addresses and ensures equitable quality curriculum, and the inclusion of gender equity and social inclusion (GESI) strategies, youth, conflict-sensitivity, and contextual aspects?
EQ5.	How are the knowledge and best practices exchanged among stakeholders within the country (and to other participating countries, and external/wider interested parties)?

ADDITIONAL ASPECTS	
Closing question	Do you have any suggestions or recommendations for the future ? Or comments on any other aspects not covered during the interviews.
Linking question	Who else should I talk to here in your organisation or outside to complement what we have discussed? Are there any stakeholders that are not taking part/involved that should be?
Wrap-up	Remind the interviewees to send any evidence-related information mentioned during the interview.
End of the interview	Thank the interviewees for the time and contributions. Inform them of the evaluation timeline.

INTERVIEW PROTOCOL FOR UNESCO FIELD OFFICE STAFF

Interview Data

Name(s) of the interviewee(s):	Position:	Institution/Organization:
Interview date:	Interviewer:	Country:

FRAMING QUESTIONS

Describe the partnerships and dynamics at play in the curriculum sector in your country or countries?

What has been the nature of the curriculum or curriculum-related intervention that your office supports or implements? Do you (only) go to IBE for curriculum support and services [research, capacity development – a. technical assistance and b. training] – why or why not?

According to you, and before going into more details, what were, in broad terms, the main achievements or main issues faced by IBE curriculum and curriculum-related interventions?

What are your views about IBE’s curriculum alignment with global, regional, and national curriculum issues and interventions – 1) thematic alignment (global citizenship, sustainable development, and technology), 2) horizontal alignment (teaching & learning

MAIN TOPICS	
EQ1.	Enquire about the degree to which IBE curriculum interventions integrate into and are aligned with the global, regional and national agenda. At national level, gather information on specific policies and agenda that the IBE interventions are aligned with and has contributed to [thematic, horizontal, and paradigm alignments].
EQ3.	Enquire about the degree to which IBE interventions and its Medium-Term Strategy 2022-2025 contribute to the achievement of SDG 4 goals, the strategy of the Major Programme 1 in the 41 C/5 – especially Priority Africa (if relevant), and the inter-sectoral programmes [cultural education, environmental education, and media/information literacy].
EQ4.	Have partnerships with other donors/partners of the education/ curriculum community been sought and established and synergies created? Please name the partnership and describe the synergies – what are IBE’s comparative strengths compared to other partners?
EQ4.	Enquire about the degree to which IBE interventions are synergistic with other education/curriculum organisations and entities?
EQ2.	Enquire about the relevance of IBE’s renewed mandate for the Member States that they are involved with. What is the satisfaction or lack of satisfaction level of the Member States?
EQ9.	To what level, and to what level of satisfaction has IBE management (i.e., staffing, coordination, and financing) supported your requests and interventions?
EQ7.	To what extent has IBE and/or the IBE curriculum intervention achieved its objectives, outputs, and outcomes in accordance with its results matrix? What are the most significant results?
EQ8.	Do you think IBE is moving from outputs to outcomes – i.e., is it moving towards making an impact?

methodologies and policies, and leadership), and 3) paradigm alignment (emerging trends, future needs)?

How sustainable do you think the IBE interventions’ outcomes and mechanisms to maintain the capacities would be? What are the conditions that need to be in place to facilitate sustainability? What are the factors that might impede sustainability?

EQ10.	How sustainable do you think the IBE interventions’ outcomes and mechanisms to maintain the capacities would be? What are the conditions that need to be in place to facilitate sustainability? What are the factors that might impede sustainability?
-------	--

COMPLEMENTARY TOPICS	
EQ6.	What are the factors, internal or external, that may help or hinder IBE’s ability to implement its renewed mandate? What is IBE’s value added and comparative strength(s) in the education/ curriculum market?
EQ9.	Have there been delays in the implementation due to lack of staff or funding, or other, that has affected your support to your Member State(s)?
EQ3.	Enquire about the degree to which IBE addresses and ensures equitable quality curriculum, and the inclusion of gender equity and social inclusion (GESI) strategies, youth, conflict-sensitivity, and contextual aspects?
EQ5.	How are the knowledge and best practices exchanged among stakeholders within the country (and to other participating countries, and external/wider interested parties)?

ADDITIONAL ASPECTS	
Closing question	Do you have any suggestions or recommendations for the future ? Or comments on any other aspects not covered during the interviews.
Linking question	Who else should I talk to here in your organisation or outside to complement what we have discussed? Are there any stakeholders that are not taking part/involved that should be?
Wrap-up	Remind the interviewees to send any evidence-related information mentioned during the interview.
End of the interview	Thank the interviewees for the time and contributions. Inform them of the evaluation timeline.

INTERVIEW PROTOCOL FOR IBE BENEFICIARIES

Interview Data

Name(s) of the interviewee(s):	Position:	Institution/Organization:
Interview date:	Interviewer:	Country:

FRAMING QUESTIONS

What has been the nature of the curriculum or curriculum-related intervention that you have received and implemented? Do you (only) go to the UNESCO country office for curriculum support and services [research, capacity development – a. technical assistance and b. training] – why or why not?

Describe the partnerships and dynamics at play in the curriculum sector in your country and how UNESCO matches the comparative advantage of other partners?

According to you, and before going into more details, what were, in broad terms, the main needs and challenges faced by UNESCO curriculum and curriculum-related interventions?

What are your views about UNESCO’s curriculum alignment with global, regional, and national curriculum issues and interventions – 1) thematic alignment (global citizenship, sustainable development, and technology), 2) horizontal alignment (teaching & learning methodologies and policies, and leadership), and 3) paradigm alignment (emerging trends, future needs)?

How sustainable do you think UNESCO’S curriculum support is in terms of outputs, outcomes, and potential impacts? What are the conditions that need to be in place to facilitate sustainability? What are the factors that might impede sustainability?

MAIN TOPICS	
EQ1.	Enquire about the degree to which IBE curriculum interventions integrate into and are aligned with the global, regional and national agenda. At national level, gather information on specific policies and agenda that the IBE interventions are aligned with and has contributed to [thematic, horizontal, and paradigm alignments].

MAIN TOPICS	
EQ3.	Enquire about the degree to which IBE interventions and its Medium-Term Strategy 2022-2025 contribute to the achievement of SDG 4 goals, the strategy of the Major Programme 1 in the 41 C/5 – especially Priority Africa (if relevant), and the inter-sectoral programmes [cultural education, environmental education, and media/information literacy].
EQ4.	Have partnerships with other donors/partners of the education/curriculum community been sought and established and synergies created? Please name the partnership and describe the synergies – what are IBE's comparative strengths compared to other partners?
EQ4.	Enquire about the degree to which IBE interventions are synergistic with other education/curriculum organisations and entities?
EQ2.	Enquire about the relevance of IBE's renewed mandate for the Member States that they are involved with. What is the satisfaction or lack of satisfaction level of the Member States?
EQ9.	To what level, and to what level of satisfaction has IBE management (i.e., staffing, coordination, and financing) supported your requests and interventions?
EQ7.	To what extent has IBE and/or the IBE curriculum intervention achieved its objectives, outputs, and outcomes in accordance with its results matrix? What are the most significant results?
EQ8.	Do you think IBE is moving from outputs to outcomes – i.e., is it moving towards making an impact?
EQ10.	How sustainable do you think the IBE interventions' outcomes and mechanisms to maintain the capacities would be? What are the conditions that need to be in place to facilitate sustainability? What are the factors that might impede sustainability?

COMPLEMENTARY TOPICS	
EQ6.	What are the factors, internal or external, that may help or hinder IBE's ability to implement its renewed mandate? What is IBE's value added and comparative strength(s) in the education/curriculum market?
EQ9.	Have there been delays in the implementation due to lack of staff or funding, or other, that has affected your support to your Member State(s)?
EQ3.	Enquire about the degree to which IBE addresses and ensures equitable quality curriculum, and the inclusion of gender equity and social inclusion (GESI) strategies, youth, conflict-sensitivity, and contextual aspects?
EQ5.	How are the knowledge and best practices exchanged among stakeholders within the country (and to other participating countries, and external/wider interested parties)?

ADDITIONAL ASPECTS	
Closing question	Do you have any suggestions or recommendations for the future ? Or comments on any other aspects not covered during the interviews.
Linking question	Who else should I talk to here in your organisation or outside to complement what we have discussed? Are there any stakeholders that are not taking part/involved that should be?
Wrap-up	Remind the interviewees to send any evidence-related information mentioned during the interview.
End of the interview	Thank the interviewees for the time and contributions. Inform them of the evaluation timeline.

Annex 8 – Online survey

Evaluation of the IBE's new mandate – Stakeholder survey

Introduction

Established in 1925, the International Bureau of Education (IBE) is the oldest UNESCO Category 1 institute. Fully integrated into UNESCO in 1969, IBE operates as a specialized entity of UNESCO on curriculum and curriculum-related matters (i.e., learning, teachers, learning resources, environments, and assessment). Since November 2021, a renewed mandate stipulates the functions of the IBE. To assess the relevance and effectiveness of the implementation of the IBE's new mandate, the UNESCO General Conference requested an external evaluation. Commissioned by the UNESCO IOS Evaluation Office, the evaluation is conducted by an external team of evaluators from ICON-INSTITUT, Germany.

This survey is designed to gather the views of IBE's partners and stakeholders on its renewed mandate, as well as their recommendations for its implementation in the future.

You are therefore cordially invited to take part in this survey, which takes less than 10 minutes to complete.

Your responses will be collected anonymously and will only be presented at an aggregated level. The team of independent evaluators from ICON-INSTITUT Consulting Group, who are managing the survey, will process your information in a secure and professional way, in line with the United Nations Evaluation Group (UNEG) Norms and Standards for Evaluation and the UNEG Ethical Guidelines for Evaluation.

Evaluation of the IBE's new mandate – Stakeholder survey

Section 1. Respondent information

* 1. Which region do you work in?

- ☐ Global/HQ
- ☐ Africa
- ☐ Arab States
- ☐ Asia and the Pacific
- ☐ Europe and North America
- ☐ Latin America and the Caribbean

2. Which of the following best describes your organization?

- ☐ UNESCO HQ
- ☐ UNESCO Regional Multisectoral Office
- ☐ UNESCO Field Office
- ☐ IBE (Staff)
- ☐ IBE (Community of Practice)
- ☐ IBE (Council)
- ☐ UNESCO National Commission
- ☐ UNESCO Permanent Delegation
- ☐ Ministry of Education
- ☐ Other governmental organization
- ☐ UNESCO Chair
- ☐ Donor
- ☐ Civil Society
- ☐ UN agency
- ☐ Private Sector
- ☐ Non-governmental Organization
- ☐ Other (please specify)

3. Which of the following options best capture your functions? (multiple options possible)

- ☐ Policy development and analysis
- ☐ Specialist, technical work on curriculum
- ☐ Advocacy, communication and outreach
- ☐ Fundraising, resource mobilization, grants management
- ☐ Research and analysis
- ☐ Management and coordination
- ☐ Monitoring and evaluation
- ☐ Administration and operations
- ☐ Other (please specify)

Evaluation of the IBE's new mandate – Stakeholder survey

Section 2: Perceptions of IBE's work

To what extent do you agree with the following statements?

4. Relevance.

	Completely disagree	Disagree	Nor agree nor disagree	Agree	Completely agree	N/A
4.1 IBE's work on curriculum adequately reflects its renewed global mandate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2 IBE's work on curriculum adequately prioritises UNESCO's programmatic focuses on gender equality, Africa	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3 IBE's work on curriculum adequately prioritises inter-sectoral programmes such as education and culture, environment, or media literacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4 IBE's work on curriculum adequately prioritises the needs of the most vulnerable and disadvantaged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5 Governments and national organizations in beneficiary countries actively participate in the design and implementation of IBE's curriculum specific interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.6 IBE's work on curriculum adequately addresses the needs of beneficiary countries	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Why? Specify what issue/example you refer to

5. Coherence.

	Completely disagree	Disagree	Nor agree nor disagree	Agree	Completely agree	N/A
5.1 IBE effectively coordinates with UNESCO Field Offices and other UNESCO entities (i.e., Category 1 and 2 institutes) in its interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.2 IBE effectively capitalises on its outreach entities and networks, securing synergies with its internal UNESCO entities and partners on curriculum initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.3 IBE effectively capitalises on its outreach entities and networks, securing synergies with external global, regional, and national level stakeholders on curriculum initiatives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.4 IBE has a comparative strength over other organisations advising on and supporting curriculum development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Why? Specify what issue/example you refer to

6. The coordination between IBE and UNESCO HQ is effective

Completely disagree	Disagree	Nor agree nor disagree	Agree	Completely agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Why? (optional comment)

7. Efficiency and effectiveness

	Completely disagree	Disagree	Nor agree nor disagree	Agree	Completely agree	N/A
7.1 IBE's human resources are adequate to fulfill its mandate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.2 IBE's interventions on curriculum positively influence awareness and policy at global, regional level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.3 IBE's interventions on curriculum positively influence policy at country level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Why? Specify what issue/example you refer to

8. IBE's governance, management structure and organizational design are adequate to fulfill its mandate

Completely disagree	Disagree	Nor agree nor disagree	Agree	Completely agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Why? (optional comment)

9. IBE's programming and monitoring tools are adequate to support the fulfilment of its mandate

Completely disagree	Disagree	Nor agree nor disagree	Agree	Completely agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Why? (optional comment)

10. IBE has adequate financial resources to fulfill its mandate

Completely disagree	Disagree	Nor agree nor disagree	Agree	Completely agree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Why? (optional comment)

11. Sustainability.

	Completely disagree	Disagree	Nor agree nor disagree	Agree	Completely agree	N/A
11.1 UNESCO Member States are sufficiently supportive of IBE's curriculum agenda	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.2 UNESCO Member States are sufficiently engaged in IBE's curriculum agenda and interventions in technical assistance and training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.3 Are there elements that need to be strengthened to ensure longer term sustainability of the IBE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Why? Specify what issue/example you refer to

Evaluation of the IBE's new mandate – Stakeholder survey

Section 3: Conclusions and Recommendations

12. From your perspective, what do you consider to be the most significant accomplishments of IBE from 2019 to date in your country or region?

13. Based on your knowledge and expertise, what do you think are the most critical aspects of IBE's work that require strengthening or improvement?

14. Is there any other comment you would like to provide?

Annex 9 – Aggregated Survey results

Background

The survey aimed to gather the views of IBE’s partners and stakeholders on its renewed mandate, as well as their recommendations for its implementation in the future. The survey has been carried out between 11/05/2023 and 30/05/2023. 281 respondents were directly contacted, and 149 contributed to the survey (53% response rate).¹⁰⁰

Respondent characteristics

Respondents represent all five UNESCO regions (Figure 29), with the largest representation of the African region (47%), followed by Europe and North Africa (18%), Asia and Pacific (10%), Arab States (9%), and Latin America and the Caribbean (8%). 7% of survey participants declared to work at the global level.

The most common functions among respondents are: policy development and analysis (37%), managements and coordination (35%), and curriculum specialist (32%). The overview of the other functions of respondents are provided in Figure 30.

Over one third of respondents (36%) represent ministries of education and slightly less than half (28.3%) UNESCO National Commissions, which were the main target groups of the current survey (Figure 31). Nearly one tenth (8%) of respondents work in the UNESCO Regional Multi-Sectoral Offices.

Figure 29. Distribution of respondents by region

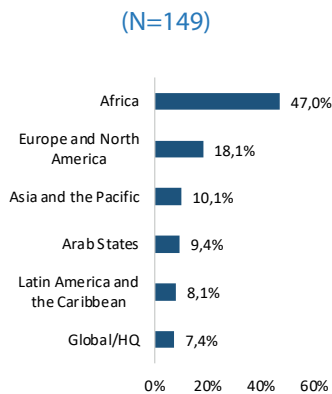


Figure 30. Overview of the respondents’ functions

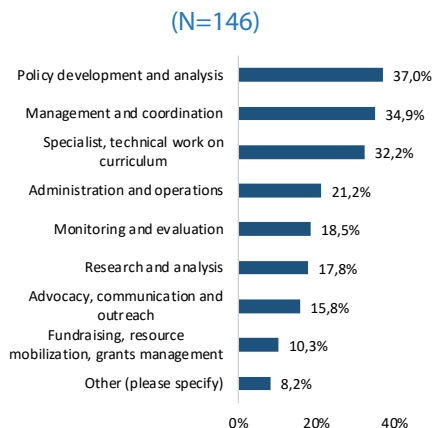
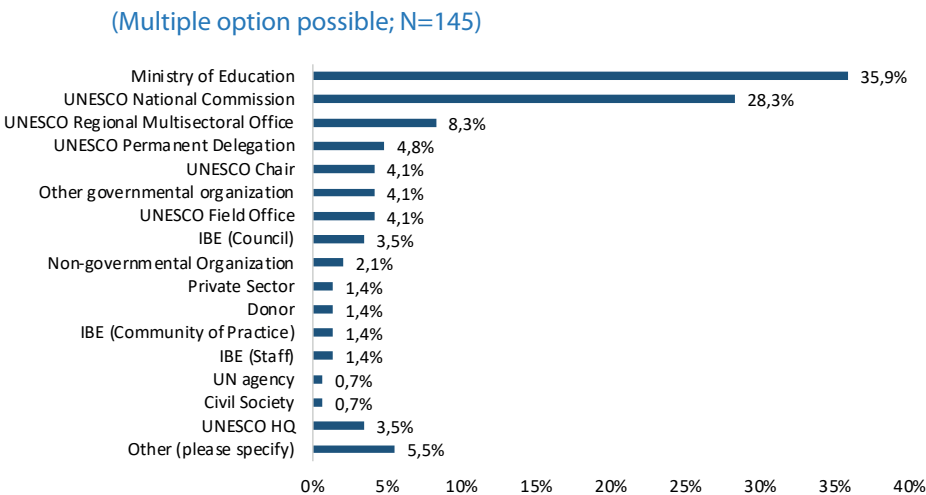


Figure 31. Types of respondents’ organizations



100 The actual response rate is probably lower, as respondents were asked to share the survey with additional respondents. In addition, the evaluation team accepted additional responses, through a survey pdf link, after the survey closed which are not included in the quantitative analysis.

Perceptions of IBE’s work

The survey respondents were asked to share their perceptions of IBE’s work by agreeing or disagreeing with the statements regarding four evaluation criteria (relevance, coherence, effectiveness and efficiency, and sustainability). The closed ended answers were categorised in the Likert scale 1-5, with 1 - Completely disagree, and 5 - Completely agree. Further sub-sections provide an overview of the perceptions per criteria including a summary of the open-ended question answers. Annex 9 Survey results includes a summary table presenting the results in weighted averages.¹⁰¹ For all criteria, the answers of National Commission respondents, UNESCO respondents, and other respondents have been compared.

Relevance

All statements related to the relevance criterion were assessed rather highly (weighted average of all statements exceeding 4, see Annex 9 survey results). A great majority of respondents (87%) completely agreed or agreed that “IBE’s work on curriculum adequately reflects its renewed global mandate” (better reflected in the agenda. Other seven respondents noted finding IBE’s work very relevant in capacity building/training of local experts/education executives. Among criticism, one respondent was not satisfied with involvement of the stakeholders and another one found the role of IBE being unclear.

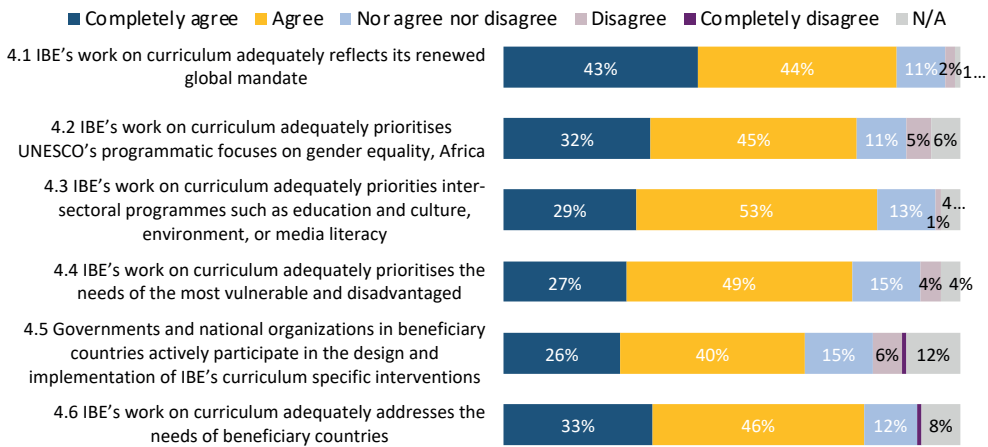
Figure 32). Most survey participants also supported statements that IBE’s work on curriculum “adequately addresses the needs of beneficiary countries” (79%) and “adequately priorities inter-sectoral programmes such as education and culture, environment, or media literacy” (82%). A slightly lower share of respondents (66%) could support the statement that “Governments and national organizations in beneficiary countries actively participate in the design and implementation of IBE’s curriculum specific interventions.”

41 stakeholders have in addition provided their comments regarding the relevance of IBE’s work. Ten of them found the strategic role of IBE in improving curriculum relevant, emphasizing the relevance of contemporary issues addressed, and the quick-adaptation to the changing context and support to transformative and competency-based education. One stakeholder recognised the “remarkable job of activating, considering and extending the knowledge and skills appropriate to SDG 4.” Seven respondents emphasised that the

needs of beneficiary countries are well addressed, and the global recommendations were well tailored to the context, while other five stakeholders felt that beneficiary needs and cultural aspects should be better reflected in the agenda. Other seven respondents noted finding IBE’s work very relevant in capacity building/training of local experts/education executives. Among criticism, one respondent was not satisfied with involvement of the stakeholders and another one found the role of IBE being unclear.

Figure 32. Respondents’ perceptions of the relevance of IBE’s work

The table presents respondents’ level of agreement with the following statements:

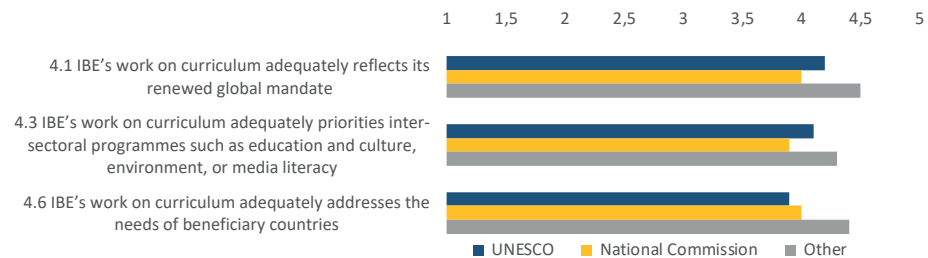


Comparing the answers of respondents across broad organisation types, cross tabulation and subsequent testing indicates that National Commission respondents evaluated the work of the IBE as slightly less relevantly than other respondents outside UNESCO, especially in relation to its renewed mandate, inter-sectoral programmes, and in how it addresses the needs of beneficiary countries. For all relevance questions, the difference in the average answers from UNESCO respondents and National Commission respondents was not statistically significant.

101 The 1-5 options included in the questionnaire’s Likert Scale should be considered categorical, and not integers. For this reason, a weighted average is not the proper way to analyse answers to this type of questions. Here, they are presented as an indication and should be treated with caution.

Figure 33. Respondents’ perceptions of the relevance of IBE’s work by type of respondent organization

The table presents the weighted average of selected relevance question, by type of respondent organization:



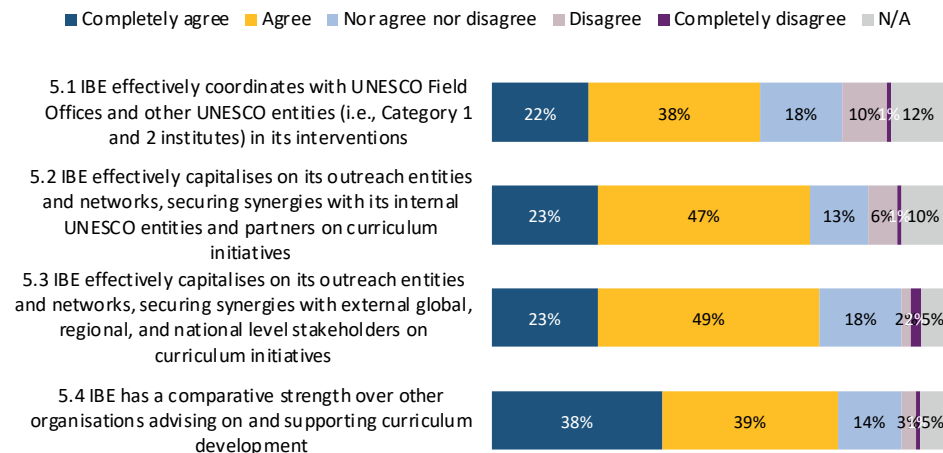
Coherence

With regards to coherence of IBE’s work, most respondents (77%) agreed or strongly agreed with the statement that “IBE has a comparative strength over other organisations advising on and supporting curriculum development” (Figure 34). A somewhat lower share of respondents (59%) found that IBE effectively coordinates with UNESCO Field Offices and other UNESCO entities. More detailed information is provided in Figure 34.

Among respondents who provided the open-ended feedback, most emphasized the leadership of IBE on supporting curriculum development due to its solid expertise and capacity to provide relevant knowledge. Several stakeholders noted the capacity of IBE to develop innovative ideas and solutions for practical application and implementation in field or curriculum and education innovation. The strength of IBE was also explicitly perceived in providing needs-based support, quality training and a realistic strategy for countries for choosing the suitable approach in curriculum implementation. IBE’s role is seen to be important in advocating for synergy among different sectors working to bring quality education at national, regional and global level, such as curriculum managers working in synergy with intermediation of IBE. Yet, a few critical voices noted that there is lack of synergies among stakeholders and IBE’s role is less visible in already high performing systems. One person mentioned existing duplication of work between IBE and UNESCO Headquarters.

Figure 34. Respondents’ perceptions regarding the coherence of IBE’s work

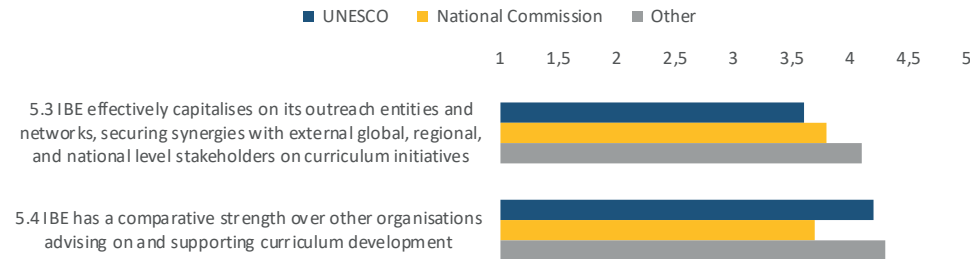
The table presents the respondents’ level of agreement with the following statements:



Comparing answers across organisation types, statistically significant differences emerged on the capitalisation of external partnerships and on IBE’s comparative strength over other organisations. For both statements, the National Commission respondents on average assessed IBE as significantly less coherent than respondents who were external to UNESCO. The differences between the average answer of UNESCO respondents and National Commission or other respondents were not statistically significant.

Figure 35. Respondents’ perceptions regarding the coherence of IBE’s work by type of organization

The table presents the weighted average of answers by type of respondent organization:



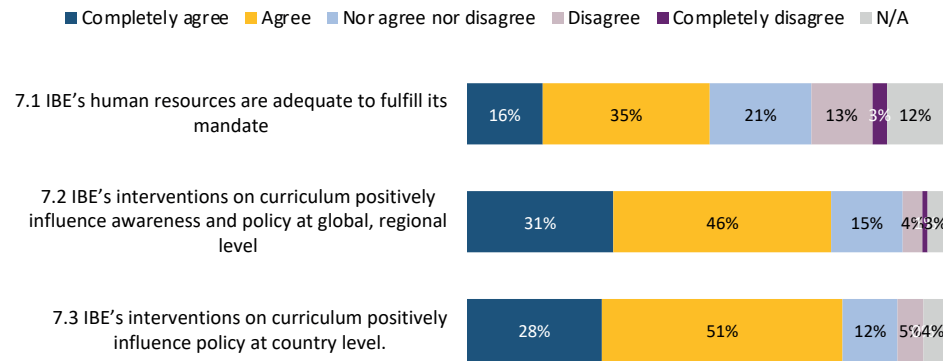
In addition to the questions above, the IBE staff, field offices and UNESCO HQ respondents were asked whether coordination between IBE and UNESCO HQ is effective. The number of responses collected was very low (6 responses among all categories) but positive, with 3 respondents choosing option 4 (agree) and 2 choosing option 5 (completely agree).

Efficiency and effectiveness

The respondents found the work of IBE in general effective as great majority of respondents felt that IBE’s interventions on curriculum positively influence awareness and policy, both at global and regional level (77% declared to either agree or completely agree) as well as at country level (79% declared to either agree or completely agree). Yet, the efficiency was assessed more critical with only half of survey participants believing that IBE’s human resources are adequate to fulfil its mandate (Figure 36).

Figure 36. Respondents’ perceptions regarding the effectiveness of IBE’s work

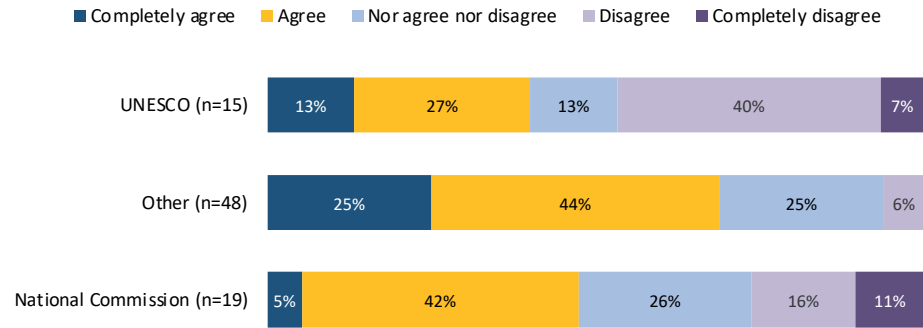
The table presents the respondents’ level of agreement with the following statements:



Disaggregating this assessment by organization type, it is possible to isolate how this opinion is more common among UNESCO respondents (with 47% declaring to either disagree or completely disagree), and less common among other respondents (see Figure 37).

Figure 37. Respondents’ perceptions regarding the effectiveness of the coordination between IBE and UNESCO HQ

The table presents respondents’ perceptions by type of the respondent organization:

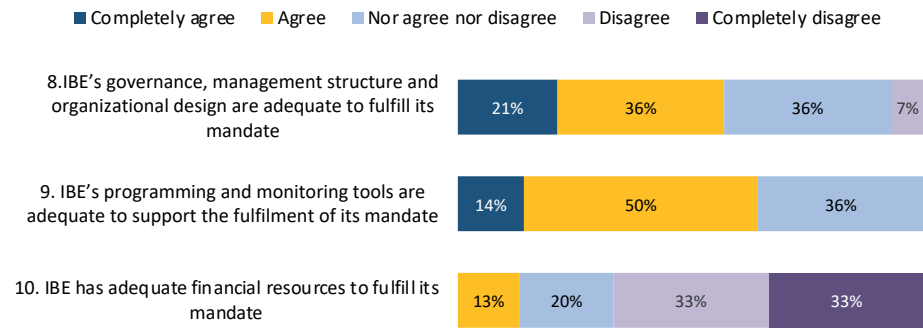


Most respondents who provided their open-ended feedback mentioned positive examples of influence at national level, including guidance and recommendations to governments, capacity building and awareness raising. Five stakeholders noted IBE’s positive intervention in the reforms. Main criticism was given to the efficiency aspect, noting that the lack of human resources hinders implementation of IBE’s global mandate. The current number of experts cannot respond to the demand.

IBE, Field office and UNESCO staff were also invited to answer to three additional questions related to the effectiveness and efficiency of IBE’s work (See Figure 38).

Figure 38. UNESCO internal respondents’ perceptions regarding IBE’s management, programming, monitoring and financial capacity

The table presents respondents’ level of agreement with the following statements:



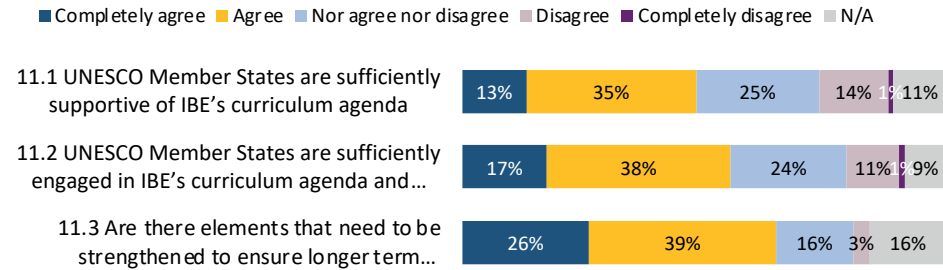
Fifty-seven percent (57%) of respondents either agreed or completely agreed on the adequacy of IBE’s governance, management structure and organizational design. At the same time, 36% of respondents were not sure about it. Analogously, 64% of respondents agreed or completely agreed that IBE’s programming and monitoring tools are adequate, while 36% nor agreed nor disagreed with the statement. As for IBE’s financial resources, two thirds of respondents assessed them as not adequate, either disagreeing or completely disagreeing with the statement.

Sustainability

Only around half respondents agreed with the statements “UNESCO Member States are sufficiently supportive of IBE’s curriculum agenda” and “UNESCO Member States are sufficiently engaged in IBE’s curriculum agenda and interventions in technical assistance and training” (see Figure 39). Two thirds of survey participants believed that certain elements should be strengthened to ensure long-term sustainability of the IBE.

Figure 39. Respondents’ perception on the sustainability of IBE’s work

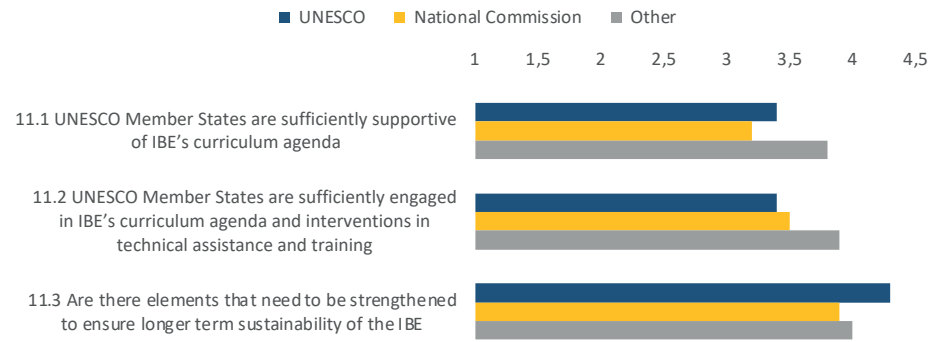
The table presents the respondents’ level of agreement with the below statements:



Comparing the answers of respondents from UNESCO, National Commission and other organisations, a statistically significant difference emerged on the support of Member States to IBE’s curriculum agenda: respondents who were external to UNESCO and national commission assessed the support significantly more positively.

Figure 40. Respondents’ perception on the sustainability of IBE’s work by type of respondent organization

The table presents the weighted average of the level of agreement by type of respondent organization:



In the open-ended comments, insufficient funding was most often mentioned obstacle for sustainability. The most common suggestions included developing a resource mobilisation strategy and engaging Member states in financing the IBE’s work.

Another common theme highlighted in hindering sustainability were the insufficient human resources. Several stakeholders advocated for hiring a larger number of staff including those with expertise in new developments, and providing longer-term contracts.

A few other respondents stressed a necessity to strengthen communication with stakeholders across regions and provided the following suggestions:

- “consider having a representative from each of the official regions working closely with the IBE team to ensure distributing and sustaining the IBE and UNESCO mission and strategic goals across all regions”;
- “maintain effective communication with education managers at national level to understand the IBE’s mission (service offers) in order to support the States according to the education sector plan in place in the States”;
- “increase cooperation and communication with UNESCO member states and advocate the IBE’s work”;
- “increase visibility at country level”;
- “strengthen links with other regional and national institutes and offices by setting up a focal point/staff at field level in liaison with the IBE.”

Recommendations

The current survey provided the respondents with an opportunity to provide their feedback and recommendations in three open text questions. The first asked to identify the most significant accomplishments of IBE from 2019 in the country or region. Stakeholders most often mentioned the various curriculum trainings provided for the experts, education providers and managers involved, as well as the capacity building in the host country. Respondents also stressed the importance of IBE's contribution to the country-reforms on curriculum. The summary of the provided answer on accomplishments is provided in the table below.

Table 7. Respondents' perceptions of IBE's most significant accomplishments from 2019 to date

The table summarizes respondents' answers to an open text question concerning IBE's accomplishments in their respective country /region:

Accomplishments mentione	No of mentions
Various trainings provided (curriculum training for supervisors, senior managers, training programme designers, educators), certificate programme	17
Support in country work especially in reform on curriculum	14
Strong focus on curriculum development	9
Capacity building: <ul style="list-style-type: none"> Capacity-building for national managers in curriculum development and support for curriculum development Support for university institutions in organising curriculum development courses Capacity building for technicians and managers in ministries of education 	8
Others: <ul style="list-style-type: none"> Established partnerships and stakeholder engagement Encouraging to develop better educational statistics to make decisions Guidelines and publication by IBE in the field of curriculum development Bringing gender equality dimension 	6

With regards to the critical aspects of IBE's work, respondents were most commonly mentioning insufficient funding and a lack of human resources. Seven survey participants mentioned a necessity of strengthening synergies and coordination with various stakeholders, ensuring policy dialogue. Six stakeholders suggested increasing visibility of IBE's work and strengthening communication. Five respondents were not satisfied with regional representation and one of them suggested having representatives of each region ensuring that in this way the strategic goals are achieved across all regions. There were some further suggestions as potential areas of focus, specific improvements in trainings. Most often mentioned areas of improvement are provided in the table below.

Table 8. Respondents' perceptions of critical aspects of IBE's work that require strengthening or improvement

The table presents the frequency of answers to an open text question concerning critical aspects of IBE's work that require strengthening or improvement:

Necessary improvements	No of mentions
Insufficient financing	11
Lack of human resources	9
Collaboration and coordination with various stakeholders, policy dialogue	7
Increasing visibility and communication efforts	6
Ensuring better regional representation	5
Providing follow up (online) trainings and increasing their quality, e.g., ensuring more interactivity	5
Focusing on innovation in education/ICT/AI	4
Better support to national teams	2
Defining a few focus areas	2
Strengthening evaluation and monitoring	2
Others: <ul style="list-style-type: none"> Solving internal management and staff issues Data collection Ensuring more curriculum experts Focusing on competency-based curriculum Providing feedback to MS requesting support 	5

Annex to Survey Results

Table 9. Overview of survey results confirming respondents' level of agreement with the statements presented in the survey

The table presents weighted averages of closed questions, by type of respondents' organization:

Likert scale 1-5, with 1=Completely disagree, 5=Completely agree + Do not know / N/A

Statement	All respondents		UNESCO		National Commission		Other respondents	
	W. Average ± SD	N	W. Average ± SD	N	W. Average ± SD	N	W. Average ± SD	N
Relevance								
4.1 IBE's work on curriculum adequately reflects its renewed global mandate	4,3 ± 0,7	93	4,2 ± 1	19	4 ± 0,7	23	4,5 ± 0,6	50
4.2 IBE's work on curriculum adequately prioritises UNESCO's programmatic focuses on gender equality, Africa	4,1 ± 0,8	87	4,1 ± 1	18	4 ± 0,7	21	4,1 ± 0,8	47
4.3 IBE's work on curriculum adequately priorities inter-sectoral programmes such as education and culture, environment, or media literacy	4,1 ± 0,7	89	4,1 ± 0,9	18	3,9 ± 0,6	22	4,3 ± 0,6	48
4.4 IBE's work on curriculum adequately prioritises the needs of the most vulnerable and disadvantaged	4 ± 0,8	89	4 ± 0,9	17	3,8 ± 0,9	23	4,1 ± 0,7	48
4.5 Governments and national organizations in beneficiary countries actively participate in the design and implementation of IBE's curriculum specific interventions	3,9 ± 0,9	83	3,7 ± 1,2	18	3,7 ± 0,9	19	4,2 ± 0,8	46
4.6 IBE's work on curriculum adequately addresses the needs of beneficiary countries	4,2 ± 0,7	87	3,9 ± 1,1	19	4 ± 0,5	20	4,4 ± 0,6	48
Coherence								
5.1 IBE effectively coordinates with UNESCO Field Offices and other UNESCO entities (i.e., Category 1 and 2 institutes) in its interventions	3,8 ± 1	82	3,6 ± 1,3	19	3,6 ± 0,9	20	3,9 ± 0,9	43
5.2 IBE effectively capitalises on its outreach entities and networks, securing synergies with its internal UNESCO entities and partners on curriculum initiatives	3,9 ± 0,9	85	3,8 ± 1,3	19	3,8 ± 0,9	20	4,1 ± 0,7	46
5.3 IBE effectively capitalises on its outreach entities and networks, securing synergies with external global, regional, and national level stakeholders on curriculum initiatives	3,9 ± 0,9	89	3,6 ± 1,3	19	3,8 ± 0,7	21	4,1 ± 0,6	49

Statement	All respondents		UNESCO		National Commission		Other respondents	
	W. Average ± SD	N	W. Average ± SD	N	W. Average ± SD	N	W. Average ± SD	N
5.4 IBE has a comparative strength over other organisations advising on and supporting curriculum development	4,1 ± 0,9	88	4,2 ± 1,1	19	3,7 ± 0,8	18	4,3 ± 0,8	50
6. The coordination between IBE and UNESCO HQ is effective			3,9 ± 0,8	15				
<i>Efficiency and effectiveness</i>								
7.1 IBE's human resources are adequate to fulfil its mandate	3,5 ± 1,1	83	3 ± 1,3	15	3,2 ± 1,1	19	3,9 ± 0,9	48
7.2 IBE's interventions on curriculum positively influence awareness and policy at global, regional level	4 ± 0,9	91	3,9 ± 1,1	18	3,8 ± 0,9	21	4,2 ± 0,8	51
7.3 IBE's interventions on curriculum positively influence policy at country level.	4,1 ± 0,8	91	3,8 ± 1,2	18	4 ± 0,6	22	4,2 ± 0,7	51
8. IBE's governance, management structure and organizational design are adequate to fulfil its mandate			3,7 ± 0,9	14				
9. IBE's programming and monitoring tools are adequate to support the fulfilment of its mandate			3,8 ± 0,7	15				
10. IBE has adequate financial resources to fulfil its mandate			2,1 ± 1,1	15				
<i>Sustainability</i>								
11.1 UNESCO Member States are sufficiently supportive of IBE's curriculum agenda	3,5 ± 1	81	3,4 ± 1,1	17	3,2 ± 1	21	3,8 ± 0,8	42
11.2 UNESCO Member States are sufficiently engaged in IBE's curriculum agenda and interventions in technical assistance and training	3,7 ± 1	84	3,4 ± 1,1	17	3,5 ± 1	21	3,9 ± 0,9	45
11.3 Are there elements that need to be strengthened to ensure longer term sustainability of the IBE	4 ± 0,8	74	4,3 ± 0,9	14	3,9 ± 0,9	20	4 ± 0,7	40

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IBE LinkedIn: UNESCO-IBE <https://www.linkedin.com/company/18405608/>

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