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International Institute
for Educational Planning

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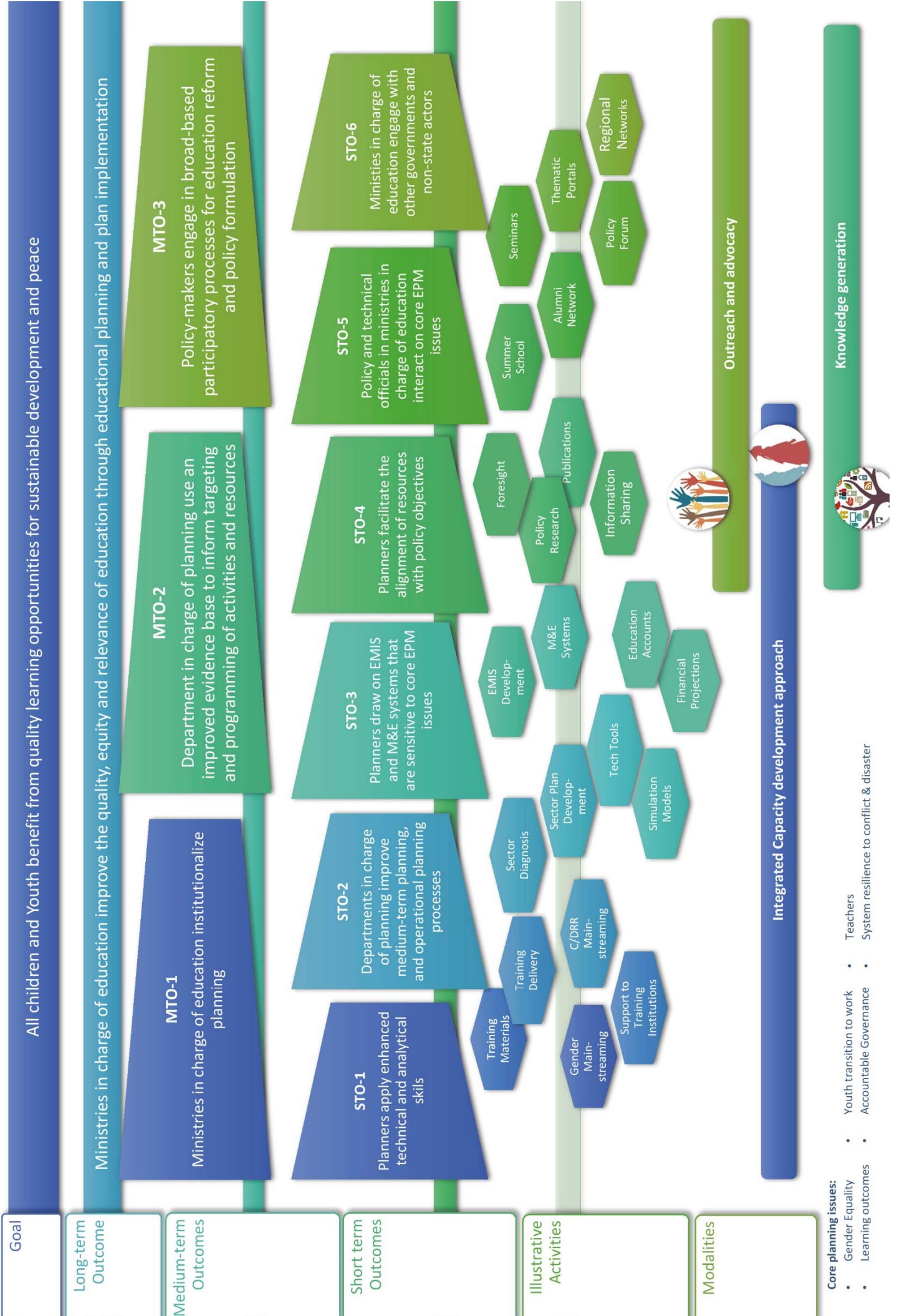Paris, 8 – 10 December 2014

Item 4 of the Agenda
Report of the Director on the Activities carried out by
IIEP in 2014 and on the Draft Operational Plan for 2015

Part I – Programme implementation

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All children and Youth benefit from quality learning opportunities for sustainable development and peace

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1. Introduction: Global trends and IIEP's comparative advantage

Building on the international momentum generated by the Millennium Development Goals and their indisputable achievements, the post-2015 development agenda is currently under negotiation as part of a broad participatory process. The United Nations, along with governments, civil society, development cooperation agencies, foundations and non-governmental organizations representatives, are striving to formulate an ambitious yet realistic list of goals for the post-2015 agenda. Among these Sustainable Development Goals, aiming at a world of prosperity, equity, freedom, dignity and peace, a stand-alone education goal is very likely to be maintained. The education goal is so far ranking 4th out of 17 short-listed goals, indicating that education remains of high priority of the international agenda and can be expected to remain so as the goals are finalized:

"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"[1]

The recently proposed Muscat Agreement (Oman, May 2014) drafted the education cooperation perspectives for post-2015. As 'gender' and 'quality' become transversal goals, a new emphasis is put on global citizenship education, teachers and education financing.

The Muscat Agreement

Overarching goal: *Ensure equitable and inclusive quality education and lifelong learning for all by 2030*

Target 1: By 2030, at least x% of girls and boys are ready for primary school through participation in quality **early childhood care and education**, including at least one year of free and compulsory pre-primary education, with particular attention to gender equality and the most marginalized.

Target 2: By 2030, all girls and boys complete free and compulsory quality **basic education** of at least 9 years and achieve relevant learning outcomes, with particular attention to gender equality and the most marginalized.

Target 3: By 2030, all youth and at least x% of adults reach a proficiency level **in literacy and numeracy** sufficient to fully participate in society, with particular attention to girls and women and the most marginalized.

Target 4: By 2030, at least x% of youth and y% of adults have the **knowledge and skills for decent work and life** through technical and vocational, upper secondary and tertiary education and training, with particular attention to gender equality and the most marginalized.

Target 5: By 2030, all learners acquire knowledge, skills, values and attitudes to establish **sustainable and peaceful societies**, including through global citizenship education and education for sustainable development.

Target 6: By 2030, all governments ensure that all learners are taught by qualified, professionally-trained, motivated and well-supported **teachers**.

Target 7: By 2030, all countries allocate at least 4-6% of their Gross Domestic Product (GDP) or at least 15-20% of their public expenditure to education, prioritizing groups most in need; and strengthen **financial cooperation** for education, prioritizing countries most in need.

Global Education for All

Agreements from earlier international events still have a strong impact on education cooperation actions, particularly those of the high-level forums on aid efficiency (Paris, 2005; Accra, 2008; Busan, 2011) which promote a set new rules and guidelines for the relationship between donors and beneficiaries. Upholding the principles of state sovereignty and good aid management, the development of national capacity is at the heart of this agenda, as is sustainable development in situations of fragility and conflicts.

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[1] See Open Working Group Proposal for Sustainable Development Goals
http://sustainabledevelopment.un.org/content/documents/1579SDGs%20Proposal.pdf

IIEP is well placed to advance the post-2015 education agenda. As a UNESCO institute strengthening countries' capacity in education policy, planning and management, IIEP is addressing Member States' top priority and contributing substantially to UNESCO's Expected Results[2] and global priorities of Africa and gender equality. The recent integration of Pôle de Dakar in the institute deepens IIEP's already well-established cooperation with African countries. It is also bringing new opportunities for synergies and shared expertise. Through its training, technical assistance, policy research and knowledge sharing, IIEP is keeping abreast of emerging issues in the education field so that it may put its expertise at the service of education systems throughout the world.

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[2] Expected Result 1: *National capacities strengthened to develop and implement policies and plans within a lifelong learning framework* and Expected Result 11: Future education agenda and global education policies shaped, drawing on relevant research and foresight studies conducted by UNESCO and other institutions. UNESCO (2014) 37 C/5 Approved Programme and Budget.

2. Report on 2014 Implementation

STO-1: Planners apply enhanced technical and analytical skills

This short-term outcome is served by IIEP's core training offer, both residential and distance, customized capacity development programmes, and initiatives to strengthen national and regional training institutions. Training fosters skills development for planners and managers in the education sector, improving their abilities to analyze and plan, manage and implement, monitor and evaluate. The unique profile of IIEP staff, bringing knowledge and skills from research and technical cooperation into training efforts, helps ensure the relevance of the training content.
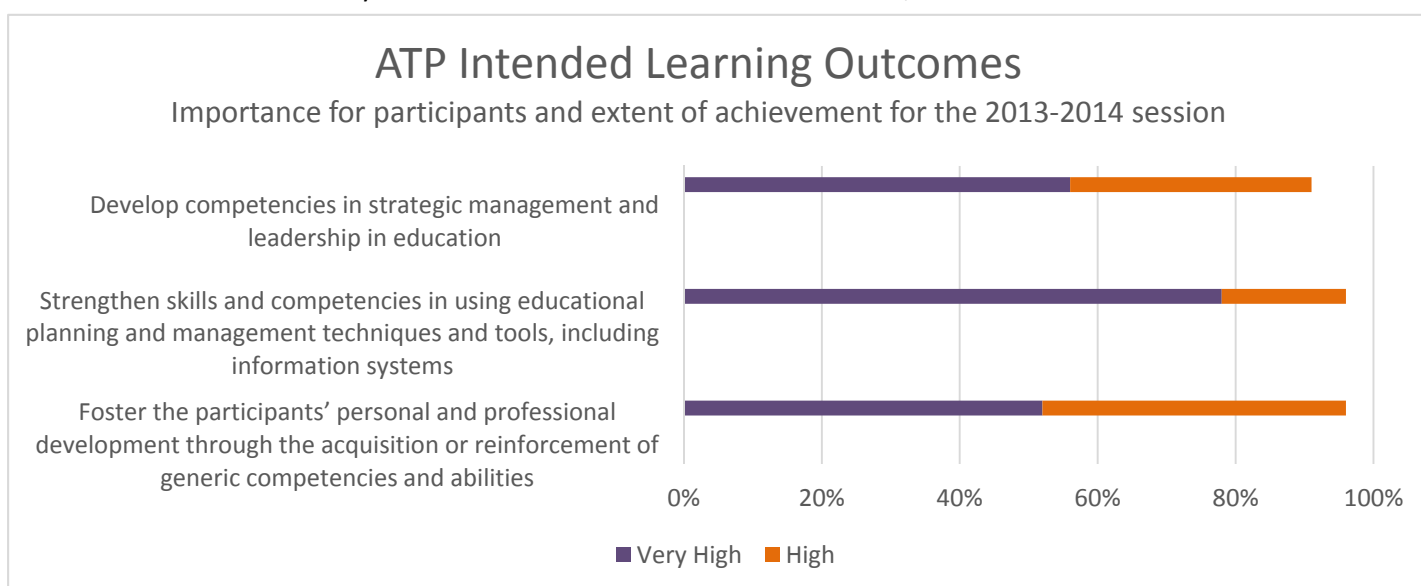
A. IIEP core training programme

Residential

Following the 2013 cost and effectiveness study of IIEP's training, several reform efforts were undertaken. The redesigned Advanced Training Programme (ATP) completed its first implementation cycle, with the core curriculum reorganized and updated, the online phase extended and strengthened and the final projects restructured. A more efficient online course registration and selection system was piloted and adopted. Despite the delays due to restructuring, considerable progress was made towards the strategic directions identified in the Training Strategy[3]:
1. Expand the reach, in numbers as well as audiences;
2. Respond to changing needs of beneficiaries;
3. Improve effectiveness;
4. Reduce costs;
5. Increase cost-recovery; and
6. Balance stability and risk

A more detailed analysis of the reform of the ATP is included in GB/4 Part II.

ATP Intended Learning Outcomes
Importance for participants and extent of achievement for the 2013-2014 session

Develop competencies in strategic management and leadership in education

Strengthen skills and competencies in using educational planning and management techniques and tools, including information systems

Foster the participants' personal and professional development through the acquisition or reinforcement of generic competencies and abilities

0%   20%   40%   60%   80%   100%

■ Very High   ■ High

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[3] 39 EX/3: IIEP's Proposed Training Offer for 2013/2014 and Future Directions. 13 March 2013.

The Institute offers regional training in three languages. The Buenos Aires Regional Training Course serves Latin America and Portuguese-speaking Africa with instruction in Spanish and materials in Spanish and Portuguese. The Pôle de Dakar offers the Sectoral Analysis and Management of the Education System course in English in cooperation with the University of the Gambia and in French with University Cheikh Anta Diop of Dakar. These complementary courses provide opportunities for sharing and learning from each other which IIEP has only just begun to exploit.

In support of the UNESCO Priority Gender, a complete review of the training content was launched in 2014 (see box). The work will continue in 2015 and beyond with the engagement of the Pôle de Dakar and Buenos Aires offices.

The gender mainstreaming project

Priority Gender

IIEP places gender equality as an MTS priority, aligned with UNESCO's 'Priority Gender'. During 2014 the ATP was the focus of gender mainstreaming, chosen because: (i) training is IIEP's 'raison d'être'; (ii) the ATP is the premier training programme; (iii) many programme staff could be engaged, facilitating future work on gender; and (iv) a long-term multiplier effect is expected through ATP participants.

A gender mainstreaming stock-taking grid was constructed based on the literature review and pilot tested during EPA304 in May 2014. The grid is used to evaluate against various criteria (terminology, stereotypes, references, data, equality type, level or issue) and provide concrete proposals. The review was followed by consultations with Course Coordinators to discuss the feasibility of the proposals and to monitor progress in implementation.

All five Education Sector Planning (ESP) modules were evaluated and Course Coordinators consulted. The new materials for the two online modules were put in place during October-November. Changes to the residential phase of the ESP are currently being integrated for delivery in 2015. The gender evaluation of the eight SCP courses is to be completed before the end of 2014. In addition, a review of one course from the Buenos Aires Regional Training Course and the Pôle de Dakar Sectoral Analysis and Management course were undertaken in September.

Gender mainstreaming is an iterative process, with continuing monitoring needed. A manual for self-evaluation by Course Coordinators is planned in 2015. The experience to date has identified a number of areas in planning and management where gender issues should be highlighted. To further strengthen attention to gender, an IIEP Distance Course on *Monitoring and evaluating for gender equality in education* will be designed and offered in 2016.

Distance education

The institute is offering, as part of its annual core training offer, a diverse range of distance courses open to all. Almost 300 people enrolled in 2014, compared to 180 in 2013. Among the four courses offered in 2014, a new one on teacher management was introduced. The other courses were "Education planning for conflict and disaster risk reduction," "Reforming school supervision for quality improvement" and "Using indicators in monitoring higher education."

The distance teaching modality is also used for stand-alone and project embedded trainings to provide a unique cost-effective way to reach larger numbers of people, particularly more women. Improvements to the Virtual Campuses of all three IIEP offices continue, making an increasing number of technology tools for learning available. Combined with the continued enhancement of teaching staff pedagogy, the effectiveness of IIEP's training continues to be strengthened.

B. Customized capacity development programmes

Customized training is designed to serve the specific needs of countries and institutions. Some are stand-alone training courses while others are part of a larger national capacity development programme. Together they significantly expand the reach of IIEP's residential and distance training offer. Details on the 2014 training offer are available from table in GB/4 Part I, Annex II

Stand-alone training

In addition to general training in educational planning (Benin, Bolivia, Namibia), the Institute provided training on specialized issues, including budget programming and financial management (Morocco), decentralization (Myanmar), education sector analysis (Senegal), education policy analysis for secondary education (Uruguay), tracking school leavers and employer needs in the labor market (Niger), transparency and anti-corruption issues (Bangladesh and DRC), and teacher codes of conduct (Azerbaijan). It also offered three tailor-made training activities for donor agencies on the issue of corruption in the education sector for representatives from the European Union, from U4 donor agencies, and from Norad/MFA.

In Uruguay, following the introduction of compulsory secondary education, IIEP assisted officials at the national administration for public education (ANEP) with the design and delivery of a training course to strengthen their skills in analyzing, designing, implementing and evaluating challenges at the secondary level. Officials participated in the blended learning course, improving their decision-making skills, favoring quality educational inclusion in Secondary Schools and Increase their knowledge on current theories and approaches of educational management and planning.

Project-embedded training

The largest part of IIEP's customized training is realized as part of a larger capacity development project. Indeed, most of IIEP technical cooperation and research projects involve workshops that support ownership and skills development and are reinforced by opportunities for on-the-job application. Country assistance projects include support for additional training through IIEP's core residential and distance training. An integrated capacity

Training Impact

As part of the DAAD and UNESCO funded Enhancing West African Quality Assurance Structures (EQAWAS) initiative, IIEP has implemented two Blended Learning courses on External Quality Assurance (EQA): Options for Higher Education Managers in 10 Francophone West-African countries in the period of September 2013 to May 2014. The objective of this training was to sensitize national decision-makers (Directors of HE and their immediate collaborators, Vice-rectors of universities and heads of university quality assurance units) and explore the feasibility of creating national quality assurance systems.

The latest workshop organized in Dakar in November 2014 offered an opportunity to evaluate and reflect on the medium-term impact of the training in those countries.

The training triggered a political response to create a national structure for quality assurance of higher education in Benin, Mali, Niger and Togo. Four national steering committees have been created and the preparation of legal texts is underway, drawing on international good practices in EQA discussed in the course.

In Mali, all public universities inserted the creation of QA structures in their strategic plans. The national team organized several information and sensitization meetings to inform key stakeholders of the process. In Niger, a national steering committee already elaborated and engaged a five-stage action plan leading to the creation of a national QA structure. In Togo, meetings were held to determine the cost and elaborate a process leading to the creation of a national QA agency. The Minister of Higher Education presented a communication on the national QA agency in the Council of Ministers.

Quality Assurance

development approach increases the long-term impact for the individuals, the institutions and the education systems as a whole.

Quality Assurance

Training Modules

In support of its capacity development function, IIEP is producing training modules to foster knowledge and expertise sharing. Based on from two prior IIEP international research projects on options in accreditation systems and the quality assurance of cross-border higher education, five IIEP Modules on "External quality assurance: options for higher education managers" were developed. These modules were derived. The objective of these modules is to discuss options and international good practices for the construction QA systems in a distance education setting. They were prepared at a time when many countries worldwide were engaged in the development of their national quality assurance system for higher education.

Over the years, the modules on EQA have become an international source of reference. A first version was prepared in 2005 in English to be followed by a French version in 2007, an Armenian version in 2009. With a view to harmonize and integrate the rather fragmented Chinese system of QA, the Chinese authorities have recently translated the materials into Chinese and used them for capacity development in the area. Since 2005, the materials have been used and were adapted to regional circumstances for some ten distance education programmes organized to train more than 400 officials from QA agencies or Ministries of education worldwide. The materials were also used by several national or regional authorities or QA bodies such as the Carribbean (QANQATE) and the Arab Network (ANQAHE) of QA agencies for their CD activities.

New and regionally adapted versions of the materials were prepared recently for specific projects in 2013 and 2014 such as the ongoing TEMPUS project on "Recognition and quality assurance of cross-border higher education in Georgia and Armenia" and the DAAD-funded EWAQAS initiative "Enhancing West-African quality assurance systems" both in which IIEP is a main partner.

The Myanmar training by IIEP on decentralization is part of a comprehensive Education Sector Review and plan preparation exercise under the umbrella of CapEFA Myanmar and aims to sensitize Ministry of Education officials from central and region levels.

The training provided in Armenia and Georgia is part of a larger EU Tempus programme in which IIEP is one of 18 partner organizations including the two ministries of education, the external quality assurance bodies and transnational education institutions of these two countries, the UK Quality Assurance Agency for Higher Education, and universities from the UK, France and Germany. This project, which continues in 2015, aims to bridge the regulatory gap by establishing internal and external quality assurance mechanisms in Armenia and Georgia in line with the UNESCO/OECD Guidelines to further enhance quality and promote recognition and regulation of transnational education.

Number of Days of Face to Face Customized Training, 2014
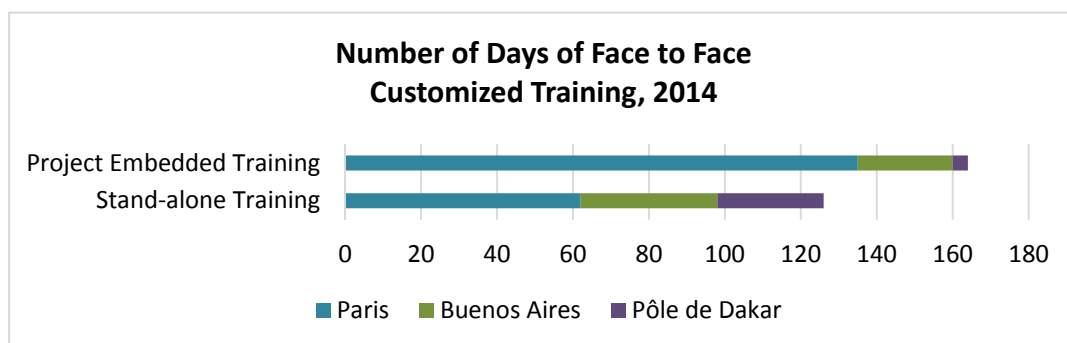
C. Support to national training capacities

Supporting national or regional relays for local capacity development is an important strategy to guarantee relevance and sustainability of the competencies on which Ministries can draw over the long term. The Institute is currently engaged in strengthening training capacity for education policy, planning and management in six countries: Afghanistan, Cambodia, Lao PRD, Thailand, Vietnam, and Rwanda. This last country initiative is in its inception phase and will be introduced further in the next chapter. The Afghanistan National Training Programme is a flagship programme running since 2012 (see box).

The Cambodian twinning initiative is a multifaceted programme developing the capacity of the National Institute of Education to fulfil its management, training, and research role and enhance links with partner institutions in Asia. In 2014 the project delivered support to the resource center and its staff as well as instructor training through a blended course with three face to face sessions, 15 SCP and four ATP fellowships.

Building on the 2012-2013 Education Sector Planning training programme in Thailand and Vietnam, the continued support of the JP Morgan Chase Foundation has enabled IIEP to expand its work with three specialized Vietnamese professional training institutes under MOET and two Thai institutions, including the professional training institution under MOE and one leading university. In 2014-2015 the focus is on adapting the training modules to country contexts in the national language, making bilingual glossaries available, developing syllabuses for national training courses, and training the instructional team in Vietnam in the setting up of a national distance training programme in educational planning for provinces and districts.

The Lao twinning programme, signed in June with UNICEF support, supports the Ministry of Education's Institute for National Administrators' Development (IFEAD). Activities in 2014 included support to an institutional development plan, preparation of a training needs assessment and start with the preparation of a Lao language version of IIEP distance training materials. In 2015, IIEP will deliver a 10 month distance course for about 50 education officials from MOE central and province departments, provide support to a resource center, and provide training to IFEAD in related to training engineering skills.

Together, these six public institutional training programmes mark a significant increase in IIEP's efforts to build sustainable training capacity in education planning and management.

The Afghanistan Programme - Evaluation

Success story

11 November 2014 was an historical day for IIEP's partnership with Afghanistan's education ministry. On that day, the very first cohort of 40 Afghan trainees from provincial and district education offices graduated from the MoE's two-year National Training Programme in Educational Planning and Management (NTP). Upon graduation, the MoE staff received an Afghan grade 14 certificate, providing career advancement as well as new skills.
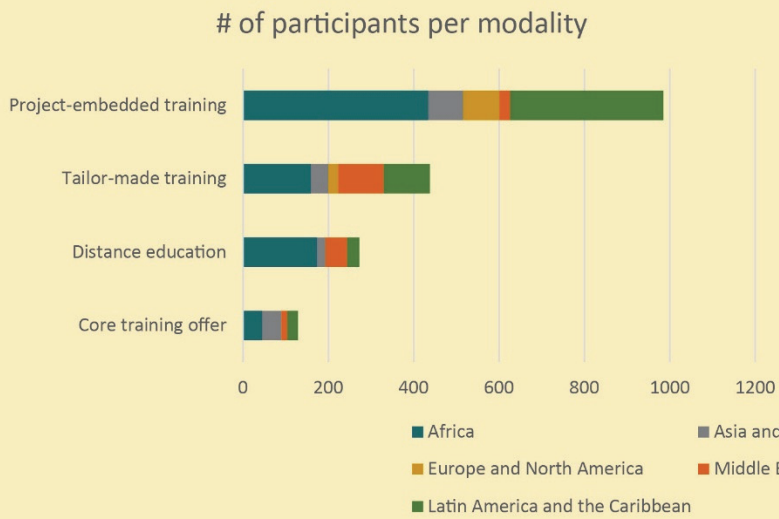
Although most of the NTP trainers are IIEP ATP training graduates, the programme is fully Afghan-owned and has recently become institutionalized a TVET institute of the MoE. This means that the MoE co-funds trainer salaries and facilities, although the bulk of the expense is still paid through the IIEP project. In developing the NTP, IIEP has assisted the MoE in securing financial and technical inputs. The drive and sustainability of the programme is due to the MoE itself, particularly the leadership of a very competent counterpart at the Ministry.

IIEP has supported Afghanistan's Ministry of Education since 2002, and more intensively since 2006, with funding from Norway (2006-10) and DANIDA (2010-today). It has taken a decade's engagement to reach this point of success and a critical mass of qualified trainers with the necessary theoretical foundations and practical experience. A March 2014 programme evaluation recommended the programme's continuation and Swedish Sida is forecasted to support it through 2015-17 with a $4.5m grant, IIEP-Paris's largest ever. This will enable the NTP to diversity its training offer and improve the NTP's relevance and quality, including revision of the NTP curriculum and further training of the NTP trainers.
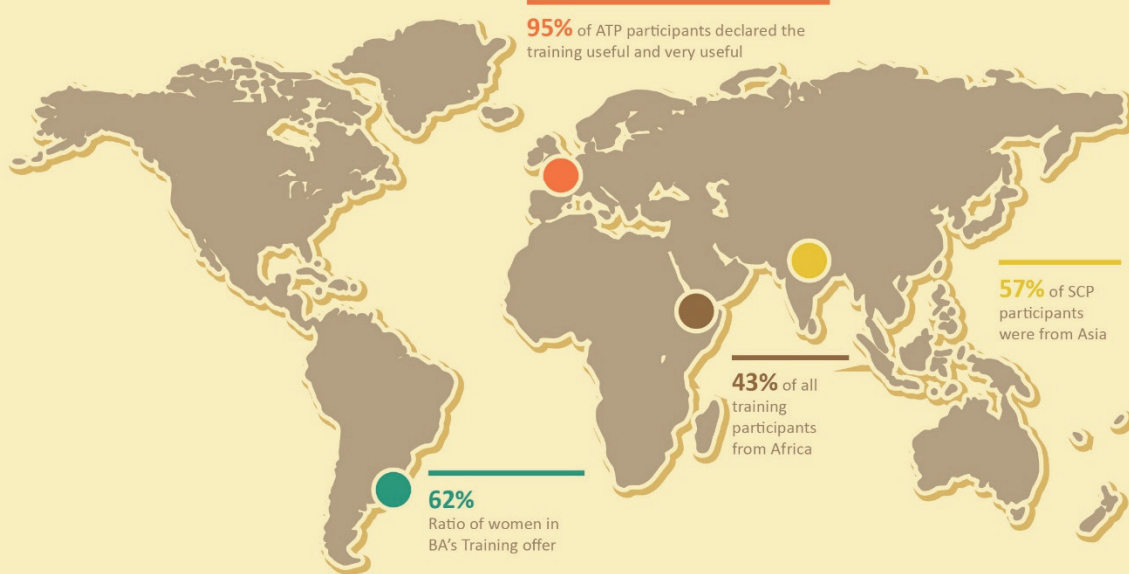
The illustrations on page 13 provides summary statistics for IIEP's 2014 training: core, distance, stand-alone and project-embedded training. While the core training participants are over 30% female, project-embedded training engages the highest proportion of females of all the approaches (48%), as well as the largest number of participants (985). Training by IIEP-Buenos Aires reaches the highest percentage of females (62%).

It is clear that IIEP's training offer supports UNESCO's 'Priority Africa' with 43% of the participants coming from this region, followed by Latin America and the Caribbean (28%). The Middle East and North Africa and Asia and the Pacific each represent 10% while Europe/North America represents 6%.

IIEP Capacity development - 2014

Training Participants by Sex

Modality	% Women	% Men
Project-embedded training		
Tailor-made training		
Distance education		
Core training offer		

■ % Women   ■ % Men

of participants per modality

Project-embedded training
Tailor-made training
Distance education
Core training offer

0   200   400   600   800   1000   1200

■ Africa   ■ Asia and Pacific
■ Europe and North America   ■ Middle East and North Africa (MENA)
■ Latin America and the Caribbean

% of participants by origin
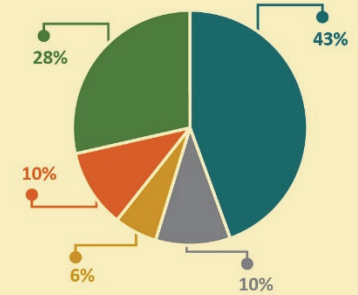
43%
28%
10%
10%
6%

95% of ATP participants declared the training useful and very useful

57% of SCP participants were from Asia

43% of all training participants from Africa

62% Ratio of women in BA's Training offer

STO-2: Departments in charge of planning improve medium-term planning and operational planning processes

To reach their education development goals, countries need quality and relevant education sector plans developed with the participation of all stakeholders and regularly monitored and updated to support a continuous reflective practice, from sector diagnosis through the monitoring of implementation. To support the institutionalization of planning in ministries in charge of education, IIEP supports the improvement of medium-term and operational planning processes as well as more rigorous analysis and substance. The following discussion reports on this work in three areas: sector diagnosis, policy and plan development, and mainstreaming conflict and disaster risk reduction.

A. Education Sector Diagnosis

The Pôle de Dakar has been supporting sector diagnosis as its core activity for many years. In 2014, the Pôle worked on this topic with five countries: Burkina Faso, Democratic Republic of the Congo, Guinea Bissau, Côte d'Ivoire and Chad. Lately countries and development partners have expressed the need for additional analyses of particular topics. For example, UNICEF has requested attention to early childhood care and education and risks and vulnerabilities and IIEP-Paris developed an institutional analysis chapter which has been used in Chad and Nepal.

With youth employment becoming a rising concern in recent years, the Pôle de Dakar is testing a newly designed diagnostic instrument, DIPEFE, to analyze the education and training-employment relationship and linking the management of training provision to the prospects for economic development. Testing the methodology in Chad, Senegal, and Niger involved developing specific indicators and a significant consultative process with relevant actors and implementing organization. In 2015, testing the instrument in Côte d'Ivoire and developing a methodology guide are planned.

In addition, IIEP-Paris piloted a new methodology aimed at assessing integrity risks in the education sector of Kosovo (see 2015 part for more details).

B. Education Sector Policies and Plan Development

Requests for support with plan preparation remain high, including Guinea Bissau and Chad. This type of cooperation provides the opportunity over an extended period to provide a range of interventions.

The continuity of IIEP's support is evident in the work that it is undertaking at present in Ethiopia. IIEP had given significant support, four to five years ago, to the development of the fourth Education Sector Development programme (2010/11 – 2014/15). The Federal Ministry of Education reached out again to the Institute this year to continue the collaboration towards the finalization of the fifth ESDP. This process involves a core national team, which leads the work, as well as a broader consultative group, which includes regional staff.

While IIEP most often works on medium- and long-term technical cooperation at the national level, at times it provides technical support for planning at the institutional or sub-regional levels. IIEP-Paris is providing support to Sudan for the review of state plans and to the United Nations Relief and Works Agency (UNRWA) for the formulation of norms and standards for classes, teachers and support staff for its field work in Jordan, Lebanon, Syria, and Palestine's West Bank and Gaza.

IIEP-Buenos Aires maintains very strong ties with the Argentina Ministry of Education and in 2014 provided technical support for several initiatives. These included advising on the design and implementation of the organizational and administrative structure of the National Ministry of Education. Another example is the support provided to municipalities in the Province of Cordoba in the design of educational policies and plans for early childhood. This was complemented by providing training to 100 municipal decision-makers and technical officials from the Ministries of Education,

Health and Social Development. The office also assisted the Secretariat of University Policies with tools for monitoring the planning processes for the expansion of the system and its relevance to the productive sector.

Buenos Aires continues its engagement in Angola, which dates back to 2009, and still continues to provide technical assistance to strengthen education inspection and supervision through policy dialogue, training of trainers, building an online community of practice, and compiling a set of innovative practices for provincial inspection. An evaluation is planned in 2015.

C. Integrating conflict and disaster risk reduction in education sector planning

IIEP's work on Conflict and Disaster Risk Reduction (C/DRR) for education systems is highly regarded by partners, with growing demand for crisis-sensitive planning and the application of IIEP's published guidelines. In Mali, IIEP partnered with the Ministry of Education and UNICEF to prepare a sector diagnosis with elements of a risk reduction strategy and a budgeted action plan. Pôle de Dakar is writing a methodological note on C/DRR integration in sector diagnosis, after working with IIEP-Paris and UNICEF WCARO to integrate such chapters in several education sector diagnoses in Africa[4].

In collaboration with UNESCO Bangkok, the Institute realized a mapping of C/DRR integration in policies and plans in Asia through a self-monitoring questionnaire completed in 7 countries. This study led to a synthesis workshop with participating countries which aimed at enhancing reflection and provided an opportunity to explore further needs for technical cooperation or capacity building on the topic.

Promoting safety, resilience and social cohesion in education

PEIC - EAA

Two well-aligned collaborations hold the potential to build the political will and catalyze the actions of a large set of governments and organizations in order to strengthen education systems to better withstand shocks from potential disasters, insecurity or conflicts, and to help prevent such crises. IIEP's collaboration with the Protect Education in Insecurity and Conflict (PEIC) Programme and the UNESCO International Bureau of Education is a capacity development programme developing guidance and tools to help MoEs incorporate safety, resilience and social cohesion in both planning processes and curricula. In 2014, numerous resources were developed:

- An online resource database and website
- Booklets and training materials on planning and curriculum to promote safety, resilience and social cohesion
- Case studies and practitioner examples

These materials are being piloted in Uganda and in Mali with support from UNICEF and USAID. In 2015, a wider roll-out is planned following translation into French and Arabic. Additional technical workshops on education sector planning and management at national and district level are planned. Staff from UN agencies and INGOs will also be trained and a core roster of professionals with relevant skills will be developed.

Assisting the roll-out is a UNICEF ESARO capacity development programme started in late 2014. An initial regional seminar led by IIEP on *Mainstreaming Conflict and Disaster Risk Reduction into Education Sector Plans and* Policies engaged 70 participants from 12 African countries, mostly government officials and UNICEF officers. The programme continues in Uganda in the winter 2014/15, targeting more than 100 national and district government officials and civil society representatives.

As a result of the guidance, training materials and technical assistance developed through these programmes, it is expected that Ministries of Education, at central, provincial and district levels, will be able to promote education systems that are safe, resilient and encourage social cohesion. IIEP will capitalize on its history as an inter-agency catalyst by promoting the use of these new resources by its large network of partners, including UNICEF, the Global Partnership for Education (GPE), the World Bank, GIZ, NORAD, Save the Children, the Global Coalition to Protect Education from Attack (GCPEA) and INEE.

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[4] In 2014, DRC and Chad benefited from such an analysis; Ivory Coast and Guinea Bissau have also integrated it in their educator sector diagnosis currently being undertaken.

STO-3: Planners draw on EMIS and M&E systems that are sensitive to core EPM issues

A number of efforts are underway to support robust information systems and strengthen the capacity to use evidence to address core planning and management issues. IIEP is responding to the need for tools and models that can be adapted to each context in support of educational planning.

In the Seychelles, IIEP support for the completion of the Ministry of Education's 2013-2017 Medium-Term Strategy is being followed by efforts to strengthen the EMIS. In 2014, one EMIS officer was trained in the ATP and the initial diagnosis for the EMIS was carried out in September 2014. Considerably more work will be conducted in 2015.

The Pôle de Dakar assisted Mauritania with the definition of indicators for the monitoring and evaluation of the sector policy. After an initial meeting with policy-makers evaluated the needs, an indicator matrix was elaborated and a training workshop on its effective use was held.

Support for developing school profiles as part of the Ministry of Education M&E system started in Madagascar and Togo. Full implementation will be done in 2015.

IIEP played a lead technical role in the development of UNESCO's core global indicators for HIV and AIDS. In 2014, IIEP led a training workshop for EMIS staff from nine countries to support their integration into EMIS systems and strengthen the monitoring and evaluation of the education sector response to HIV and AIDS.

In the arena of monitoring learning, IIEP continued its engagement with the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), whose membership has now grown to 16 ministries of education. With the relocation of the SACMEQ Coordinating Center (SCC) to the University of Botswana at the end of 2014, IIEP hopes to continue its collaboration with both the SCC and National Research Coordination teams.

IIEP was asked to provide technical advice to three other regional networks focused on learning assessments. At the capacity development workshop of the Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP), supported by UNESCO Bangkok, IIEP contributed insights on assessment models and practices, including benefits and challenges in implementing assessments at national and international levels. At the joint meeting of the Southeast Asian Ministers of Education Organization Regional Centre for Education in Science and Mathematics (SEAMEO RECSAM) and Southeast Asia Primary Learning Metrics (SEA-PLM), UNICEF EAPRO asked IIEP to share with 16 countries its knowledge of large-scale assessments and its experience in developing and collaborating with SACMEQ as South East Asia embarks on a similar effort. Finally, at a distance, IIEP continued to assist the Programme for the Analysis of Education Systems (PASEC). Further collaboration with PASEC is also foreseen in 2015.

Going forward, IIEP's niche appears to be to support education ministries in making evidence-based policy choices in monitoring learning outcomes and increased use of learning assessment data to inform policy and planning decisions.

IIEP Technical Cooperation - 2014

Number of projects per country by region and by technical cooperation modality
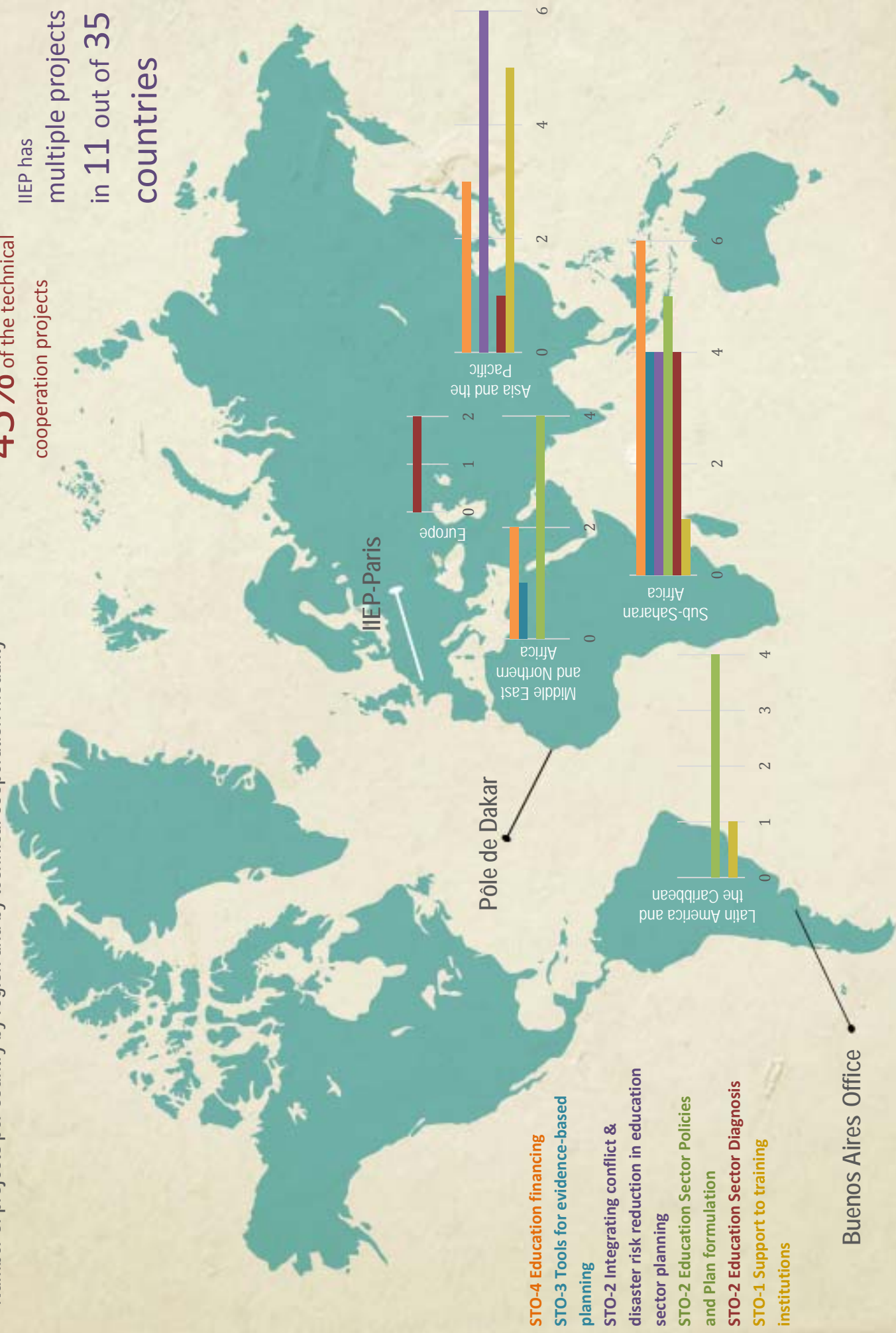
Priority Africa:

45% of the technical cooperation projects

IIEP has **multiple projects** in **11** out of **35** countries

IIEP-Paris

Pôle de Dakar

Buenos Aires Office

STO-4 Education financing

STO-3 Tools for evidence-based planning

STO-2 Integrating conflict & disaster risk reduction in education sector planning

STO-2 Education Sector Policies and Plan formulation

STO-2 Education Sector Diagnosis

STO-1 Support to training institutions

Asia and the Pacific

Europe

Middle East and Northern Africa

Sub-Saharan Africa

Latin America and the Caribbean

STO-4: Planners facilitate the alignment of resource allocation with policy objectives

This short-term outcome is served by activities that produce evidence and support evidence-based decisions on the use of human, financial and physical resources to meet policy objectives. IIEP is engaged in considerable work on: education financing; producing evidence to feed into resource allocation decisions, including on gender, teacher management, governance and accountability; and providing access to information and good practices.

A. Education financing

Sustainable education systems require medium-term planning based on realistic costings of plans and credible estimates of available financing, including public, household, commercial, or external donor sources (see text box).

In assisting ministries in charge of education in costing sector plans, IIEP trains counterparts to employ simulation models. In Sudan, IIEP worked with ministry officials to develop an ad hoc simulation model and produce a costing of the Secondary Education Sector Policy and Strategic Plan. In Benin, Chad, DRC, and Morocco, simulation models were developed as part of a larger plan preparation process.

In the United Arab Emirates, IIEP is assisting with an education public expenditure review to complement the existing EMIS with a comprehensive financing statistics component. The analysis will link education public expenditure to performance of the sector for the period 2010-2013, while giving policy and performance outlooks focusing on the implementation of the 2010-2020 National Education Agenda. To date, federal funding data was collected and processed, a national technical team trained on analysis of education expenditure and a draft report on financial mechanisms and education providers was prepared.

Education Financing

GPE - GRA

With funding from the Global Partnership for Education (GPE) Global and Regional Activities programme, *UNESCO Institute for Statistics, IIEP-Paris and Pôle de Dakar* are combining their expertise in a project aimed at improving national reporting systems on education finance flows. The three partner organizations are providing direct and in-depth technical support to 8 countries in three regions to develop and implement sustainable methodologies to collect, produce, report and use quality education finance data.

The overall goal of this collaborative project is to improve the completeness and quality of education finance data available for national policy-making and international reporting. To that end, two countries will benefit from implementing full National Education Accounts (NEA), while in other countries the focus in on tracking public resource allocation, private expenditure or external funding for education.

Throughout this two and half year project, technical support, including training, is being provided. Two workshops bringing participating countries together at the middle and the end of the project offer an opportunity for participants to share the experiences and learn from the methodologies developed in other countries.

B. Generate evidence to guide policy dialogue and formulation

As part of its mission to inform policy and practice, IIEP is conducting applied research to foster evidence-based decision-making and resource allocation. In the first year of its MTS, IIEP's research falls within two thematic clusters: Equity & access; and Governance & management.

Three research topics are in their preliminary phase in 2014 so they will be introduced further in the 2015 operational part namely: open data for improved integrity, teachers' career structures and youth participation in planning

Equity and Access

- **Gender equality**

Gender equality is a core planning issue promoted by IIEP, including through research. An innovative study of young rural women in Argentina produced advice for policy and strategy design for five different regions (see text box). 2014 was also a year consolidating research outcomes of three activities on gender equality: learning achievement; educational leadership; and a rigorous literature review on intervention impact.

The analysis of data from the *Stories behind gender differences in student achievements in Kenya* was completed. Through the research IIEP trained Kenyan planners to conduct class observations and interviews, and to link to school-based gender mainstreaming solutions. The research results will be published in a monograph, policy briefs and training materials, and to be disseminated with support from the project partner, UNICEF ESARO in view of applying a similar method in other countries in the region.

A second study investigated gender equality in educational leadership. The research analyses the participation of women in leadership roles in ministries of education in Argentina and Kenya. It finds gender bias generated from preferred management practices that are often incompatible with traditional female-assigned responsibilities at the household and family level. It uses the lenses of representation, political commitment, organizational culture and structures, and social and cultural perceptions. Despite the very different development contexts in these two countries, both the Argentina and Kenya case studies highlight a number of obstacles and barriers to professional advancement by women. The forthcoming publication is entitled *A matter of right and reason: Gender equality in educational planning and management*.

A third completed activity is the literature review commissioned by DFID and carried out collaboratively by IIEP and scholars at five universities. The review examined what leads to the expansion of girls' education and improvement of gender equality and what conditions are necessary for these changes. A number of areas for further research were identified, including strategies to include marginalized girls and women in decision-making, and action on gender-based violence.

Young rural women as promoters of change

In the last decade, Argentina rural women have increased their level of participation in public spaces and institutions through the creation of organizations, cooperatives and rural movements, helping to revert some of the imbalances in gender relations mainly linked to the historical gender division of labor.

In this context, IIEP-BA developed a project to produce a diagnosis of the socio-productive situation—including demographic and educational variables—of young rural women in Argentina, identifying needs and opportunities that will contribute to the design of development policies with a gender perspective. The study was structured around two main components. A quantitative component that characterizes young rural women in terms of their education, access to technology, health, work and productive status, using the 2001 and 2010 National Censuses. A qualitative component deepens the understanding of the main aspects identified in the censuses, considering young rural women's perceptions on their own situation and the opportunities for development.

This last component was implemented through fieldwork in the provinces of Santa Fe, San Juan, Misiones, Río Negro and Santiago del Estero in the five Argentinian regions (Pampeana, Northeast, Northwest, Cuyo and Patagonia). Within each province, diagnostic workshops and semi-structured interviews were carried out with key informants, including both men and women.

It is worth highlighting that the workshop methodology enriched the research by privileging dialogue and interaction while including participant's perspectives, experiences, possibilities and aspirations. This allowed both young women and men to openly express their opinions and contribute in developing strategies to address the problems that affect them.

After a long and intense work, IIEP team was able to deliver a final report that identifies needs and opportunities for young rural women, considering the different productive profiles of each region and their opportunities for development.

The project is of utmost importance for IIEP-BA, not only because it has provided an essential input for the design of policies that encourage equal conditions for men and woman in rural areas, but also because it allows the office to plan strategies for change that can empower women in the future. In the final report will hopefully be adopted by the Ministry of Agriculture, Livestock and Fishing in 2015.

Gender – Youth – Argentina

DFID published the review as a book and an evidence brief.[5]

- **Early childhood development (ECD)**

Pre-primary education and early childhood development is often considered a luxury restricted to urban populations and the sole responsibility of the community or the private sector. Yet, early childhood years are recognized today as a crucial period and early childhood care and education supports survival, growth, development and learning, and as such represents a lever for improved equity and quality outcomes at primary level. How to expand the right of every child and design ECD-oriented interventions are knowledge gaps.

In partnership with UNICEF, IIEP-Buenos Aires analyzed social investment for early childhood in nine Latin American countries through the systematization of the information on public spending and the identification of the portion of spending allocated to this area. This work is available on the SITEAL-SIPI platform and used by UNICEF to support advocacy and promote public debate on the role of early childhood in each country.

Pôle de Dakar completed a study in eight African countries to better understand the family and environmental contexts as they affect the development of young children and their access to primary school. The study aims to identify options for ECD programmes and to enhance the capacity of Multi Indicator Cluster Surveys to portray ECD issues comprehensively. In addition, the recently updated Education Sector Analysis guidelines (an initiative led by UNICEF HQ, in which Pôle de Dakar has been very active) allows countries to integrate ECD into a holistic and cross-sectoral analysis of education. Togo has already applied this groundbreaking methodology and Guinea Bissau, Ivory Cost and Burkina Faso are starting to apply it.

- **ICT**

IIEP-BA and the Organization of Ibero-American States (OEI) have jointly development an online observatory of ICT policies in education in Latin America, through the lens of equity and access to education. The main objective is to provide an overview of the relationship between ICT policies and education in Latin America by providing information and documents that account for the progress and challenges that states face to guarantee universal access to the digital world.

Governance & accountability

- **Improving school financing: the use and usefulness of school grants**

This large research project is aiming at uncovering the impact of school grants by examining how they are interpreted and put into practice by school-level stakeholders in different contexts. The project is expected to produce comprehensive knowledge on existing national school grants policies and their implementation at local level; policy advice for improved design and implementation of school grants policies; greater awareness among policy-makers of the most effective school grants policies; and strengthened expertise of national institutions in conducting quantitative and qualitative research on education.

The research was initiated in 2010 in eastern and southern Africa (2010-2012), East Asia and the Pacific (2012-2014). With support from the Global Partnership for Education Global and Regional Activities programme, its newest phase examines the experience in Latin America (Honduras), in

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[5] Unterhalter E, North A, Arnot M, Lloyd C, Moletsane L, Murphy-Graham E, Parkes J, and Saito M (2014) Interventions to enhance girls' education and gender equality Education Rigorous Literature Review. Department for International Development and Evidence Brief: Girls' education and gender equality (2014). Department for International Development.

collaboration between IIEP Paris and BA, and Francophone Africa with possible synergies with the 'School profile' (see 2015 part) project of Pôle de Dakar are being explored.

The research in East Asia and the Pacific was disseminated at national and regional levels through policy seminars. National and regional syntheses will also be published for Indonesia, Mongolia, Timor-Leste, Vanuatu. The Bangkok regional policy seminar was attended by about 80 participants. This project will deepen our partnership with UNICEF EAPRO with collaboration on the 2015 publication of a regional comparative analysis.

School grants programme & national dissemination

Advocacy - Ownership

Dissemination at the national level of IIEP's research findings is a key condition for ownership by national authorities and application in policy and practice. Specific attention to the design of relevant dissemination strategies is being given in the research project *Improving school financing: the use and usefulness of school grants* implemented in East Asia and the Pacific in collaboration with UNICEF. The focus is on two directions:

- *In country publication*: While IIEP oversees the quality of national research products, national teams are responsible for the publication process at national level, using project funds. This enhances ownership and is more cost-effective.
- *National events:* Each national team organizes events to discuss the research findings with the main stakeholders, designing the event as deemed most relevant and appropriate in each context. A national dissemination seminar was organized in Timor-Leste, involving top-level authorities like the Vice-Minister for Education but also several head teachers and supervisors. In Mongolia, research findings were presented during the Mid-Term Review Education Sectorial Discussions and on the National TV.

The key to an effective dissemination strategy is that it is designed at the onset of the research with each national team, so as to identify tools and mechanisms appropriate for the context, priorities and needs of each country. Collaboration with local partners, such as UNICEF, in the implementation and follow-up of the research also contributes to the effectiveness of national dissemination strategies. Finally, strong coordination and monitoring by IIEP is essential, to ensure that the dissemination of the research findings remains a priority in the implementation of the project at national level.

- **Internal quality assurance in higher education**

To address the quality crisis in higher education, many countries across the globe have created systems of external quality assurance, such as accreditation and quality audit mechanisms. More recently, this trend has been complemented by the creation of quality assurance mechanisms at the institutional level. While the establishment of internal quality assurance (IQA) systems is a general reform in higher education worldwide, higher education institutions (HEIs) in both developed and developing countries face problems in organizing their IQA systems. These problems include: securing adequate financial and competent human resources for IQA; finding the right balance of centralized and decentralized structures; trying to articulate IQA systems with planning and management processes; and finding appropriate mechanisms to make best use of generated evidence, also with a view to enhance graduate employability.

In this context, IIEP launched a new international research project in 2014, *Innovative and cost-effective options for internal quality assurance of higher education level: the effects on academic quality, management and employability*. The overall goal is to identify approaches and options that can help HEIs build contextually sensitive and cost-effective IQA systems. The research products will provide an evidence base for policy advice and technical support and feed into the design of training materials to develop ministry and HEIs' capacities to establish appropriate structures for an IQA system. During 2014, IIEP completed a literature review and research proposal that was discussed at an expert meeting in June 2014. Eight universities from Austria, Bahrain, Bangladesh, Chile, China, Germany, Kenya and South Africa were identified for in-depth studies of their IQA systems, its effects and the factors that condition the effectiveness of the IQA system. The research teams met at IIEP in November to finalize the research design prior to launching the case studies.

Foresight

Foresight activities support reflection on trends to develop insights into the future. They also explore emerging issues for education policy, planning and management, some of which may find form in a new research initiative. In 2014 two foresight discussion papers were further developed for publication, one on shifts in autonomy and accountability in England's school reforms and another that explores the implications of MOOCs for education planning.

The Strategic Seminars and Debates are once-off events to foster learning and reflection. The Institute invites international experts to debate with IIEP colleagues, IIEP trainees and the broader development community on their topic of expertise. The series strengthens IIEP's network with international organizations such as the OECD and universities, increases the visibility of IIEP and provides an essential opportunity to reflect on future research fields. Two strategic debates were organized in 2014:

- *Creativity, critical thinking, collaboration, and curiosity: How can education systems foster these skills?,* with Stephan Vincent Lancrin, OECD and Suzanne Grant Lewis as a discussant;
- *Towards a systems approach in education: What are the issues for policy?,* with Gabriele Göttelmann and Paulo Santiago, OECD.

C. Providing access to information and good practices

Integrating institutional knowledge

Changes within IIEP's teams, the departure of experienced colleagues and new working methods (electronic files, nomadic work) are creating serious challenges for the preservation of IIEP's institutional memory. The preservation of information resources from the Director's Office and the Technical Cooperation team were given priority in 2014. Procedures are being put in place to ensure that knowledge is effectively harnessed. In 2015, the files will be processed using a digital repository tool. A preliminary study is being conducted in December 2014 to select the appropriate customer relationship management software programme.

Communication

IIEP needs to demonstrate that its assistance delivers real impact, that its work benefits people in UNESCO's Member States, and that it obtains value for money. Effective communication can benefit IIEP in a number of ways:

- By helping us build partnerships and, therefore support, for education development.
- By removing obstacles to delivery and increasing engagement among our stakeholders.
- By demonstrating the impact of what IIEP does in an open and transparent way, building trust and support for our work.

In short, effective communication creates a virtuous circle: by demonstrating the benefits of our work, the institute builds greater support, which in turn allows us to deliver better. To communicate effectively, IIEP need in-depth knowledge of the different groups that make up our target audience and an understanding of how they think and feel. IIEP builds from the work done during the previous Medium-Term Plan to refine its target audience analysis. IIEP's audience includes:

- Educational planners, education policy and decision-makers, and policy and decision-makers in other government departments;
- Provincial and District Government authorities, Regional Bodies and Institutions;
- Donors and multilateral agencies;
- Permanent delegations to UNESCO and National Commissions;
- Education professionals working for NGOs and Universities looking to increase knowledge in education processes;
- Media.

IIEP's digital communication

Since 2008 when the previous website was launched, the critical information stream provided for the educational planning community has established IIEP's website as one of the most visited web properties in the UNESCO portfolio, with over 2 million visitors in 2014. However, given its outdated technological base and an outmoded graphic design, it was imperative to rethink IIEP's digital visibility. The new website had been developed to respond to the following needs:

- **Supporting IIEP's response to Member States:** Launched in December 2014, the new web platform provides an easy access to programmes and projects being developed by IIEP between 2014 and 2017;
- **Engaging with the community of planners**: Specific views are proposed for ministry officials, donors or trainees. Social media are fully integrated into the communication tools;
- **Improving the visibility of IIEP expertise**: An expert directory provides information on IIEP's expertise;
- **Strengthening IIEP's visibility at country level**: Country pages present IIEP's activities and key resources by country.

IIEP's communication on research

Research focuses on policy issues in educational development and on technical and methodological aspects of educational planning and management. These studies inform the IIEP capacity development work, identify current trends, validate new approaches and thus encourage renewal and reform. Through the development of resource platforms, IIEP facilitates the dissemination of its research results.

Only 14 books and documents were published by IIEP in 2014. This is due to:

- UNESCO's house-wide request to decrease the number of titles published; and
- IIEP's planning cycle: research teams used the first year of the MTS to refine their research questions and launch the first exploratory studies.

IIEP's communication on training

IIEP's training offer needs to be supported through communication to ensure maximum visibility of the different training programmes. The training courses on offer will be promoted through:

- A fixed calendar: key dates to be communicated regularly;
- News alerts on upcoming ATP courses and related information;
- A new brochure on the comprehensive training offer;
- Regular multi-media such as success stories for the website, photos and video clips. Appropriate participants will be identified and interviewed for web stories and case studies while attending training sessions at different periods of the ATP, to highlight different courses, particularly the specialized courses which bring in much needed revenue;
- The multi-media and case studies will be disseminated through social media, the IIEP website and UNESCO website, the newsletter and shared with the local media (from the participants' home country) and international media interested in education stories and media in emerging markets.

Knowledge management

The integration of members of the Information Services team into the programme teams is continuing, with the recognition that services are provided quicker and are of higher standard. The Summer School, the new ETICO Platform, the Education for safety, resilience and social cohesion Portal, the report for the 2015 GMR on *The impact of the EFA Agenda: Comparing national education plans before and after Dakar,* and the ongoing youth participation mapping are among projects which have benefited from this collaboration.

Providing access to digital and physical libraries

The IIEP Library is unique for its geographic and thematic scope. Enlarging its audience by giving wider access to its collection is part of IIEP's mandate to share knowledge. 65% of the Library's collection is virtual and made accessible at a distance for Library users (open access) and IIEP staff members (restricted access).

In order for this wealth of information to be better disseminated and more easily accessible, there is a pressing need for new information retrieval software. New technical solutions are emerging in this field and some of these have already been implemented for Plan4Learning Portal, the HIV and Health Education Clearinghouse and the Education for safety, resilience and social cohesion Portal. IIEP needs to master the different options available so that the services it provides are better adapted to the different demands, including thematic portals, events sites, and the development of digital libraries in Member States.

IIEP's expertise in this area is widely recognized within UNESCO. In 2014 IIEP provided technical advice colleagues from the Asia-Pacific Centre of Education for International Understanding (ACPEIU) on the creation of a Clearinghouse on Global Citizenship Education they are developing in cooperation with the Education Sector.

Evolution of a resource: Planipolis

Planipolis was launched in 2007 and covers education plans and policies from 2000 and onward. It is widely recognized as a reliable and up to date source of information and receives 120,000 visits per month. The launch of IIEP's new portal will bring even more attention and visits to Planipolis, heightening the need to modernize it to provide new search functions and services such as thematic analyses and full text search. A new software interface will be implemented by mid-2015.

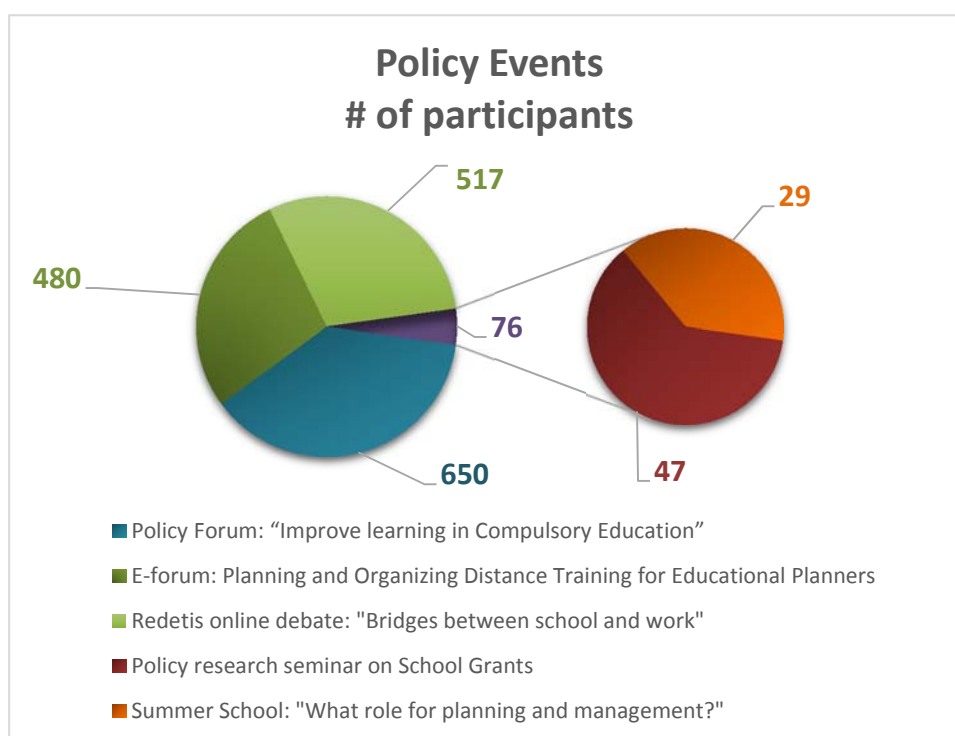### *Diversifying IIEP's capacity development offer*

Development of institutional capacities on information and knowledge management in educational planning and policy development is now a new component of Technical Cooperation projects in Member States. The need for more efficient use of information in Departments of Planning and for training purposes is widely acknowledged. This is now an integral component of several projects led by IIEP (Cambodia, Rwanda, Lao PDR). In addition, public demands for more transparent information sharing (open data) are increasing. IIEP needs to develop its service offer in order to help partners to respond to this new challenge.

STO-5: Policy and technical officials in ministries in charge of education interact on core EPM issues

Though many of IIEP's programmes may foster dialogue among policy and technical officials as indirect impact (see p 21 and 27), this year the only IIEP's activity that specifically contribute to this short-term outcome was the IIEP Summer School. Entitled *A Successful Education Reform: What role for planning and management?,* the Summer School was organized for French-speaking countries. The overall goal was to create a common understanding between senior policy-makers and senior technical staff, in particular directors of planning in ministries of education. To this end, education planning directors and high-level ministry officials focused for one week on setting up an effective planning department, and on strategies to overcome significant policy challenges. The workshop brought together 28 participants from 12 African French-speaking countries (including 12 directors of planning, two ministers and several permanent secretaries), as well as programme specialists from IIEP-Paris and Dakar. It provided a unique occasion for mutual enrichment through discussions based on recent research and practical examples but also to reassert a common commitment to more efficient and relevant planning and management of the education systems. (See p. 28 for more details on the content of other events)

Policy Events # of participants

- 517
- 480
- 76
- 650
- 29
- 47

- ■ Policy Forum: "Improve learning in Compulsory Education"
- ■ E-forum: Planning and Organizing Distance Training for Educational Planners
- ■ Redetis online debate: "Bridges between school and work"
- ■ Policy research seminar on School Grants
- ■ Summer School: "What role for planning and management?"

STO-6: Ministries in charge of education engage with other government and non-state actors

In our globalized world, different means provide a privileged space to share experience and lessons learned. Education actors can exchange and access knowledge or data on a specific topic for the improvement of their education system. A participatory process that includes other government and non-state actors increases relevance and appropriation of the proposals but also responds to civil society demands for accountability.

A. Platforms & portals

Through the development of resource portals, IIEP positions itself as an intermediary between education specialists and the decision-makers, providing neutral and relevant information. In 2014, IIEP upgraded the existing platforms to serve the goals of the 9th MTS and developed new resources platforms to serve emerging information needs.
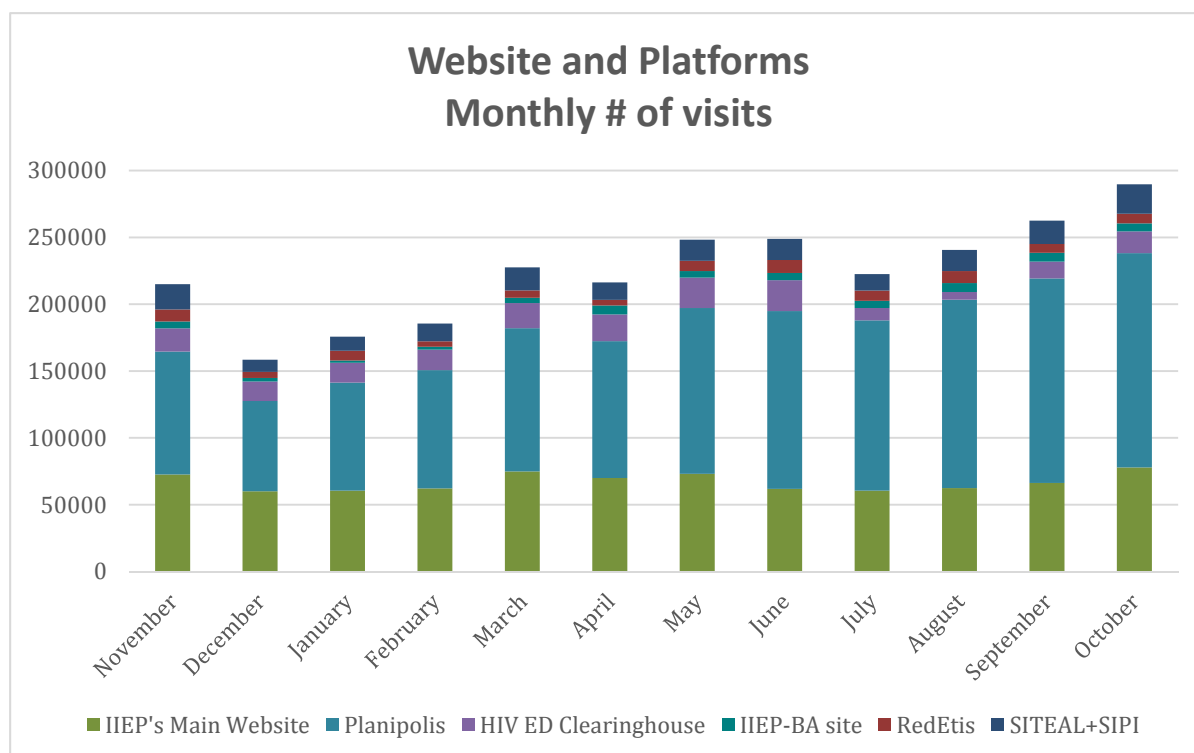
IIEP-Paris launched in July a new UNESCO HIV and Health Education Clearinghouse with a new design and enhanced content. The Clearinghouse provides relevant, quality resources to actors who contribute to the improvement of policies and practices. The Planning for Improved Learning Outcomes (P4L) Portal should be launched by the end of the year. This portal will provide information on existing research, evaluations and good practices to improve learning in primary and general secondary education, with particular attention to the needs of education planners and policy-makers, civil society actors, and funders throughout the world.

The Ethics and Corruption (ETICO) information platform has become a unique tool for ministries, international organizations and agencies, NGOs, universities, and research institutions for discovering relevant information on ethics, corruption and transparency in the education sector. It includes references to publications, projects, policies and norms, and provides links to various agencies, institutions, and programmes. In 2014, ETICO was completely restructured as a comprehensive website and was updated with the findings of the latest Integrity planning research. The press release on the launch of the online portal and database on ethics, corruption and transparency in education: ETICO http://etico.iiep.unesco.org/ was shared with the UNESCO website and other key interested parties. The result was 49 press articles, including one on the BBC.

The Buenos Aires office has been very active in developing online resources. The RedEtis portal was born in 2004 as a meeting point between actors from Latin America who are interested in promoting an agenda of equity and justice on the topics of work and education; this portal was re-designed and re-launched two years ago. In partnership with the Organization of Ibero-American States (OEI), the SITEAL[6] database provides very useful data on the link between the social dynamics and the educational practices in the region. The offshoot, SITEAL-SIPI, is an online observatory that collects, systematizes, analyses and disseminates information on the commitments and effective actions taken by the States to promote and guarantee early childhood rights. The latest extension to SITEAL was created to inform on ITC polices, http://www.tic.siteal.org/. Today all of IIEP-BA's platforms have been modernized and updated as part of a process that began in 2011 and continues to this day.

The Pôle de Dakar is updating a database of African countries, using Education Sector Diagnosis, to cross-check with UIS and make it available for education actors.

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[6] Sistema de Informacion de Tendencias Educativas en America Latina

Website and Platforms
Monthly # of visits

Legend: IIEP's Main Website, Planipolis, HIV ED Clearinghouse, IIEP-BA site, RedEtis, SITEAL+SIPI

Notes:
1. For technical reasons, the ETICO platform data is not available.
2. The IIEP Pôle de Dakar new main website was launched at the end of October 2014, but it already has more than 850 visitors in November.
3. The HIV ED Clearinghouse moved to a new URL in July, which explains the drop in visits during that period.

B. EFA-Global Monitoring Report contributions

All IIEP's offices also actively supported the compilation of the EFA-Global Monitoring Report (GMR). The Pôle de Dakar contributed country EFA reviews and participated in the EFA Africa report and IIEP-Paris provided a comparative study of pre- and post-Dakar education sector plans in 30 countries, to analyze and evaluate the impact of the 2000 Dakar Conference on the coherence and relevance of the plans. Buenos Aires also provided a background paper based on a study on the analysis of education laws in the region and interviews under the focus on *Promoting education as a basic human right* for CLADE Brazil's contribution to the regional document on Education for All goals.

C. Policy Forums, Seminars and Debates

IIEP contributes to G20 debates on corruption

The fight against corruption featured high on the G20 agenda in Brisbane (15-16 November 2014). "High-level principles on corruption and growth" were discussed by the Anti-Corruption Working Group, which was established in 2010 "in recognition of the significant impact of corruption on economic growth, trade and development".

An analytical study. Consequences of corruption at the sector level and implications for economic growth and development prepared by the OECD, in collaboration with the World Bank Group, served as a basis for discussions among G20 members. This study focused on four major sectors: education, health, infrastructure, and extractive industries.

IIEP is author of the study's chapter on education, drawing from the wealth of information collected as part of its programme on Ethics and corruption in education.

The G20 Anti-Corruption Working Group (ACWG) welcomed the analytical study, saying that it "demonstrates the ongoing value of anti-corruption efforts" towards the achievement of "the G20's growth targets". It formulated seven Principles to outline ways in which corruption is a severe impediment to economic growth, which were endorsed by G20 countries in Brisbane. These Principles will underlie the forthcoming G20 2015-16 Anti-Corruption Action Plan.

The IIEP Paris Policy Forum planned for 2014 was postponed to March 2015 to give the team more time to conceptualize the new issue, *Planning Higher Education Integrity*. Buenos Aires organized two seminars. The one at the University of Guadalajara for Mexican University Chancellors on the topic *Where is Higher Education in Mexico headed to?* provided a space to discuss the new challenges for higher education, the status of Mexican universities, its development perspectives, and a government policy for higher education. A second is detailed in the following text box. IIEP-BA also organized a RedEtis online debate on *Bridges between school and work; changes in Latin America*. IIEP-Paris is ending the year with an e-Forum on *Planning and organizing distance training for educational planners*. It aims to promote the exchange of ideas, best practices, data and documentation with the view to facilitate interregional collaboration for the development and implementation of distance training programmes for educational planners and staff from other public institutions (See p. 25 for details).

Improve learning in compulsory education: Policies and actors

2014 –BA Policy forum

In a context where education systems have increased the number of compulsory years and included formerly excluded teenagers in schools in large numbers, the 2014 International Forum *Improve Student Learning in Compulsory Education. Policies and Actors* created a space to discuss the characteristics and results of policies aimed at improving learning processes implemented in the region in the past years. The event took place over two days in the Auditorium of the University of Buenos Aires, and enjoyed the presence of Argentina´s Minister of Education, Alberto Sileoni, who carried out the opening ceremony alongside IIEP-BA Head, Margarita Poggi.

Along different panels and conferences, education specialists from different countries (Argentina, Brazil, Chile, Ecuador, Spain, Uruguay and UNESCO Santiago) and a wide audience of high-rank officials, researchers and professors have discussed the educational situation in Latin America, curricular developments in contexts of technological inclusion and the use of evaluation results for the improvement of teaching processes.

The event was a complete success in terms of dissemination, not only because more than 650 participants attended the Seminar, but also as its online streaming represented a powerful tool that enabled 8,000 registered participants from 32 different countries to access it, generating wide participation of the online community with more than 3,000 entries in the forums, 1,400 twitter followers and 1,750 tweets.

In this regard, one of the Forum´s main achievements was that the multi-synchronic activities of the virtual platform, which allowed geographical boundaries to be overcome and favoured the interaction between experts and participants, making available comments and questions from different regions of the world. On their own initiative, groups of remote participants organized public screenings of the event in universities, schools, institutes, and ministries of education, which allowed their members to follow the lectures and panels simultaneously.

D. Inclusion of non-state actors

Through its technical cooperation and research, the Institute supports the inclusion of civil society, NGO's, communities, and the private sector. This is the case for the work on early-childhood development, education's responsiveness to labor market needs, youth participation in policy dialogue, and cross-cutting work on conflict and disaster risk reduction.

The Buenos Aires office is particularly active in Argentina on the topic. Through a partnership with Mercosur's Youth Parliament, the Buenos Aires office was requested to support youth engagement by updating pedagogical resources to foster critical thinking among students of secondary schools in order to institutionalize spaces for youth to debate.

IIEP-BA also has a close and steady relationship with the Arcor Foundation as a partner in SITEAL and SITEAL-SIPI, which dates back to 2004. Another example of cooperation with the private sector is the work with Samsung Argentina in which IIEP-BA improved the implementation of the *Solutions for the Future* Competition so as to encourage secondary school students' creativity knowledge in mathematics, science and technology, for positive social change. In Paraguay, as a result to the work with the international NGO, Plan International focuses on School Violence, a report was prepared providing inputs to the debates on violence in schools along with policy recommendations for the local, and ministerial educational authority.

3. Operational Plan for 2015-2016

2015 will be the second year of the 2014-2017 Medium-Term Strategy (MTS) and the major orientations for IIEP's programme remain those set out in the MTS. As the Growth Strategy (document 53 GB/5) indicates, considerable work will be done to put enabling strategies for growth in place.

This chapter of the GB/4 presents only the key directions for work and cannot be an exhaustive listing of activities to be undertaken in 2015-2016. A full list of all IIEP activities with details on expected outputs for 2015 can however be found in Annex III. Planned activities are presented below more appropriately by main lines of action rather than by short-term outcomes, as in the previous chapter which presented 2014 results. While ongoing activities are already assigned to a specific result, pipeline activities often change in nature. In addition, while IIEP is proactive in pursuing opportunities that allow it to deliver on MTS results, it is not possible to anticipate fully the entire range of activities.

The annual results targets are set for each of the three MTS Medium-Term Outcomes for 2015-2017. They are captured in the IIEP Results Assessment Framework (RAF) in Annex I. For 2014 the RAF also presents the achieved results compared to the targets set.

Integrated capacity development approach

A. Enhancing the relevance of IIEP's core training offer

One of the main training tasks foreseen for 2015 is the continued improvement of the quality and relevance of the ATP (see GB/4 Part II). Continued improvements to the management of the core training offer are planned, including a 2015/2016 recruitment campaign earlier in the year and the identification of a system for managing participant marks. A new customer relationship management system will allow for a more systematic, efficient and economic outreach, including to new beneficiaries.

To support quality teaching and supervision, a number of measures will be implemented. In 2015 work plans, norms were set for staff time budgeted for course preparation, assessment and course coordination. Targeted results in individual performance assessments were defined for teaching staff. Professional development through peer observation of teaching will continue, providing opportunities to reflect on practices.

To enrich the curriculum and promote the integration of the three IIEP programme teams, there will be more exchange between Paris, Buenos Aires and the Pôle de Dakar, capitalizing on the accrued experience. The participation of Pôle de Dakar experts in the 2014-2015 ATP is a first step towards harmonization of practices and synergies. Two core planning issues, gender equality and system resilience to conflict and disaster, will be further integrated into the curriculum. The 2014 experience with gender mainstreaming has provided guidance for mainstreaming C/DRR in its training activities in response to growing demand.

Surveys targeting alumni, supervisors and Heads of Planning are scheduled in 2015 to better understand emerging needs which will help the Institute to address actual expectations appropriately.

The continuous improvement and diversification of the distance training offer, together with a targeted marketing strategy and the expanded use of the WizeHive online application system are expected to yield increased enrolments in the coming years. In 2015, the following distance courses will be offered:

- Teacher Management (English)
- Educational Planning for Conflict and Disaster Risk Reduction (in English or Arabic)
- Education Cost Analysis (French)
- Transparency, Accountability and Anti-Corruption Measures in Education (English)

2015 will also see the launch of a free MOOC-like course[7] on "Using statistics for educational planning". This innovative modality is expected to attract hundreds of people, bringing them to IIEP's website and Virtual Campus and trigger further demand. It will also be a resource for ESP and ATP participants.

Course development costs for distance education are high which constrains the pace of expansion of this modality. Nevertheless IIEP will be in a position to develop a new course every two years. In 2016, two new courses are expected, *Monitoring and evaluating the gender equality in education* (English) and *Decentralization of Education Systems*. Training and country support projects increasingly utilize the Virtual Campus which necessitate continued enhancements

To reinforce the external credibility of our distance training programmes, the Institute's online courses are undergoing an external quality assurance process. The course *Educational planning for conflict and disaster risk reduction* was granted a quality label from the European Foundation for Quality in e-Learning (EFQUEL). In 2014, two other DE courses were strengthened using the international quality framework. Currently under expert review, they are expected to receive the quality label of EFQUEL. In 2015, IIEP will continue to ensure the quality of its distance courses and propose a fourth course, *Transparency, accountability and anti-corruption measures in education* for EFQUEL review.

B. Customized capacity development programmes to match fast-evolving needs

In 2015, the Institute will continue to provide stand-alone training on demand from Ministries and partners. Project-embedded trainings will therefore continue to be an important strategy to ensure the sustainability of Technical Assistance interventions.

A promising area for future work is the training of development partners' staff.[8] IIEP conducted a training needs assessment for the UNICEF Pakistan Country Office as a first step in the development of a tailor-made course aimed at preparing them to engage more effectively in policy dialogue with educational authorities. IIEP is also working closely with U4 Anti-Corruption Resource Center to sensitize donor agency staff on corruption in the education sector. The trainings organized in 2014 will be replicated in the coming years.

In the same spirit, and as part of the Education Above All Protect Education in Insecurity and Conflict programme (PEIC), courses will be organized on "crisis sensitive planning" for UNICEF staff and other humanitarian and development partners in order to contribute to the development of a critical mass of professionals who can support ministries of education address the risks of disaster and conflict in their planning processes.

C. Strengthening national and regional training centers for sustainable impact

As a multi-modality form of intervention conducive to sustainable impact, support to national training capacities is highly regarded by both beneficiary countries and the donor community. The so-called "institutional twinning" programmes have therefore been receiving priority in IIEP's programme for several years. These programmes are multi-year by nature and will consequently continue in 2015.

Such institutional development programmes are currently ongoing in six Member States: Afghanistan, Cambodia, Lao PDR, Rwanda, Thailand and Vietnam. IIEP will focus on strengthening these national institutions through the training and coaching of their instructors and support to the development and review of their curricula, including course content as required.

In Lao, Vietnam and Thailand, the skills' enhancement of the national trainers' teams and the transfer and adapting of training content is on-going. The work with the Cambodian National Institute of Education (NIE) will continue and the technical support will be adapted as the staff skills continue

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[7] Massive Open Online Course (MOOC)

[8] Training of international agency staff is discussed further in the IIEP 2015-2017 Growth Strategy.

to develop. In Afghanistan, the support to the National Training Programme in Educational Planning and management (NTP) will enter a new three-year phase (2015-2017) and is likely to be IIEP's largest ever externally funded project in a single country with a $5 million budget, awaiting Sida's approval in January 2015.

While these contexts are admittedly very different, the need for skilled educational planners and managers at all levels of these education systems are enormous – some 2000 people in Afghanistan were they to be counted down to the district level. Supporting the setting up and ensuring the quality of the training delivered by these institutions therefore serves well as a key strategy to meet the growing demand.

This type of support, provided mainly in Asia and the Middle East in recent years, will be extended to the Africa region with a thorough capacity development programme for Rwandan national and district officials.

The Rwanda programme

Blended –work-oriented

IIEP is implementing a comprehensive training programme in educational planning and management in Rwanda, through DFID-financed fund. The objective is to strengthen the technical skills of core planning and management staff at central and decentralized levels.

Rather than propose a fairly classical training programme, IIEP responded with a proposal which includes several new elements:

- It is a genuine "blended" training programme, linking several face-to-face courses with significant distance support. Throughout the programme, facilitators support participants through a specifically created virtual platform;
- The project is bringing together central and decentralized actors, who will take part in some common sessions, but are offered a training programme which is adapted to their present skills and future roles. The joint meetings contribute to the successful implementation of the decentralization policies;
- Particular attention is being paid to translating training into relevant practices in the workplace. For that purpose, knowledge and skills that can directly be used in fulfilling the missions of staff trained (or the departments they belong to) are identified and turned into practical activities to be undertaken within their work environment;
- The programme also aims at establishing an on-line Documentation Center, with Internet and intranet repositories of all recent and relevant national educational reports, statistics, analyses, reports etc.

D. Broadening IIEP's technical assistance offer

The bulk of IIEP's technical cooperation activities normally consists of supporting specific steps of the planning cycle or the complete sector plan development cycle, from the analysis of the education system to the preparation of a fully-endorsed plan document with policies and programmes articulating yearly targets and a budget developed on a simulation model. This type of technical support coupled with capacity development of planning staff is in high demand with increasing requests for a full process.

In addition to core sector plan preparation, IIEP's technical assistance is expanding in a number specific areas, including conflict and disaster risk analyses, crisis-specific data collection tools, and risk reduction strategies (EAA-PEIC project). In 2015, IIEP will continue to work on crisis-sensitive planning in Uganda and Mali, and will expand its offer to include at least one additional country. IIEP is also addressing institutional capacity assessment, monitoring of plan implementation, and the development of IT-based planning tools (see next section). Other increasingly important technical assistance themes include TVET-specific diagnosis and integrity risk assessments.

The issue of the adequacy of education and training to the labor market needs has been a key question for decades in so-called industrialized countries and has become a lot more prominent since the Arab Spring in late 2010. One of the major factors underpinning conflicts in many countries is the inability of education systems to meet the expectations of millions of youth. Policy-makers are

concerned as much with guaranteeing social cohesion and sustainable peace as economic development. Against this backdrop, education systems face the need to adapt to constantly evolving employment patterns and profiles sought by the market.

IIEP's response to this need of Ministries of Education is the TVET specific diagnosis methodology developed by the IIEP-Pôle de Dakar (see p14). This cutting-edge expertise allowed the Pôle to be selected by French Agence Française de Développement (AFD) as the lead entity for the $ 8 million PEFOP programme which will diagnose TVET in four Francophone African countries and form a basis for educational reform.

Based on the lessons learnt from its research programme on ethics and corruption in education, IIEP developed and piloted its Integrity Risk Assessment methodology in Kosovo in 2014. It is anticipated that this new niche area will become an integral part of the technical assistance IIEP offers to Member States. At the request of the Prime Minister's Office, a new Integrity Risk Assessment will be implemented in Georgia in 2015.

PEFOP

TVET - Youth - AFD

This AFD funded programme aims at capitalizing on the GEFOP reflexive work and recommendations (group of experts on professional training: 2005-2011) with a view to improve and coordinate the actions of donors and various public and private stakeholders in the field of vocational training in developing countries.

The overall goal of PEFOP is to set-up a multi-country platform of expertise to support the implementation of vocational training reforms in four countries: Burkina Faso, Ivory Coast, Mauritania and Senegal.

Each country's system will undergo a thorough diagnosis that will provide evidence for decision-making for efficient public/private partnerships and an area of focus for action planning. PEFOP will facilitate access to relevant information, coordinate the action of stakeholders and capitalize on this experience for further implementation.

IIEP will recruit an ad-hoc team of eight experts to carry out the project which will be led by the Pôle.

Integrity risk assessment

Accountability

If good governance is regarded today as a major prerequisite for improving efficiency in service delivery and for meeting the needs of the population's poorest, how to translate it into systematic sector policies and measures still requires further reflection and analysis: How to reform education sector diagnosis and planning in order to integrate good governance concerns? What appropriate tools and methodologies can be mobilized to this end? What indicators can be identified in order to monitor the progress made by countries in this regard? What follow-up and control mechanisms should be put in place accordingly?

IIEP has supported the efforts of Kosovo-Serbia to conduct a pilot integrity review of its education sector, and to design an integrity sector plan on this basis using appropriate indicators.

E. Tools for evidence-based planning

Information has a pivotal position in the process of planning and managing education. This centrality makes it an essential element of the efficiency and the performance of education systems. However, despite some progress in the mobilization of data and information, many countries are still handicapped by the poor reliability of their information systems and are therefore unable to manage the education sector in a timely and cost-effective way.

The opportunities offered by information and communication technologies (ICT) now makes it possible to interconnect dispersed entities, such as educational institutions and authorities at all the levels of the system. These tools can considerably reduce the traditional data collection and treatment process while making it cheaper and more reliable in terms of data accuracy.

IIEP has a successful experience at regional level in Côte d'Ivoire with the use of mobile phones for data collection, in partnership with Microsoft and Orange. Similar experiences will be conducted in 2015 in the Democratic Republic of Congo and the Seychelles where the issues of data collection, processing and retrieval through diverse channels (paper publication, web, tablets and mobile phones) will be on larger scales. The underlying strategy of these developments is to hold together both contemporary approaches (ICT) and traditional approaches (paper). This flexibility is likely to favor the gradual implementation of ICT while taking into consideration the specificity of the national contexts.

EMIS and monitoring & evaluation (M&E) systems are interwoven and interdependent. The latter are equally paramount to efficient evidence-based decision-making as data can only be utilized if converted into a manageable set of indicators.

M&E for school profiling

GPE/GRA - PDK

With GPE-GRA funding, IIEP-Pôle de Dakar is leading an interesting programme on performance-based school profiling in Madagascar and Togo. This programme supports the implementation of information systems at school level to allow inspectorates to evaluate schools' performance and local stakeholders to improve their monitoring for enhanced quality. A throughout integrated capacity development is to be provided at different levels to ensure efficient use of this tool. This project aims at fostering a stronger sense of accountability and larger community participation.

Based on the data collected and observed at pilot schools, the profiling of schools in terms of (i) context and resources, (ii) performance, and (iii) efficiency) will allow the formulation of good practices for further replication.

Upon country request the development of school grant selection criteria based on equity and results could be explored which would provide an opportunity of field observations for the "School grant" research programme.

ICT tools are now well implanted in the planning landscape in spite of the fact that they still belong more to the private sphere than to the public sphere. IIEP will keep exploring and experimenting in this domain to harness the opportunities offered by these tools with a view to making them available to Ministries of Education. In this respect, the 2015 IIEP Summer School will be dedicated to the issue of technology for educational planning.

F. Education financing

The necessity for comprehensive and comparable education finance data has grown alongside national demands related to better education planning, management and resource mobilization. However, many countries still face challenges in accurately tracking financial flows within the education sector. Education sector reviews often only provide superficial overviews of public expenditure and do not account for other types of contributions from donors, parents and communities which can sometimes represent a large share of the overall actual financing of education. In addition, many issues are raised for Ministries of Education and their constituency,

including the civil society and the international community by the lack of visibility on how financial resources are distributed and spent.

At the international level, many countries have difficulty reporting complete and detailed education finance data on a regular basis to the UNESCO Institute for Statistics (UIS). This limits effective monitoring of progress towards Education for All and the Millennium Development Goals. The ongoing Education Financing project is exploring ways to address the issues above and will continue in 2015.

Knowledge generation

At the time of designing its 9th Medium-Term Strategy, IIEP chose to follow the recommendation of the external evaluation to refocus its research agenda by carrying out fewer but deeper research. The implementation of the Research and Development programme will be pursued with no major redesign. Research programmes will continue to be as articulated as possible with technical assistance in order to foster synergies and will keep feeding in the Institute's training.

A. Foresight research

Foresight activity allows IIEP to look forward in a changing environment, to keep abreast of new trends and to adapt its work accordingly. This research is designed to enable the Institute to better monitor new patterns in the field of educational planning and identify challenges stemming from emerging social and economic transformations around the world. This programme will result in a new publication series that will be designed to promote innovations and creative thinking.

IIEP's flagship publication series is the Fundamentals of Educational Planning. It is complemented by Foresight Papers and Strategic Debates organized at IIEP and which involve high-profile researchers or practitioners on topics that matter in the field of educational planning and management. In 2015, two Fundamentals are expected to be published, *Educational Access, Equity and Development: Planning to Make Rights Realities* and *Engaging Civil Society in the Education Sector.*

Two new Foresight Papers will also be commissioned in 2015. At least two Strategic debates will be organized in the period with the issue of education and employability receiving particular attention. IIEP will also partner with UNESCO Headquarters and other education institutes in the foresight work.

B. Teacher career structures

Teachers are very high on today's political agenda because they are critical for education quality. The Muscat targets underline the need for qualified, professionally-trained, motivated and well-supported teachers. While the last decades have been characterized by mass recruitments, made possible through shortened training and lower qualifications, the question is now how to "re-professionalize"' the profession and attract the best candidates?

Motivation plays an important role in every part of a teacher's career, from the very decision to become a teacher in the first place, to deciding what to teach in the classroom. Studies on the sources of teacher satisfaction and motivation have identified career prospects and opportunities for professional development as key demands. Nonetheless, in most countries of the world, teaching careers are structured in such a way that all teachers are rewarded in the same manner, irrespective of their performance and commitment. Career progression is generally only indexed on years of seniority and qualification, with little professional development opportunities and fierce competition for a limited number of management positions. As a result, the best teachers often end up leaving the education sector. Weak and dysfunctional teacher career structures are costly in terms of teacher retention and impact on children's learning outcomes.

A new research initiative will be launched in 2015 focused on the organization and management of teacher careers. The idea for this project emerged from IIEP's previous research and from knowledge of the field. In 2013 IIEP intervened in Djibouti to make propositions for differentiated career progression linked with teacher professional development. Indeed, appropriate policies and management of teachers' careers and work are critical in supporting quality teaching and learning, improving teacher retention and addressing numerous causes of teacher scarcity.

The overall goal of the proposed research will be to generate knowledge, provide policy options, and document organizational management of teacher careers for primary and secondary teachers in a diverse set of countries. Country cases with strong or innovative teacher management systems in place will be identified. The findings will also feed directly into IIEP's training courses.

C. Governance & accountability

Ongoing work on school grants and internal quality assurance

Within this priority theme, two research programmes are ongoing.

After the successful research implementation and dissemination in Eastern and Southern Africa and in East Asia and the Pacific, the research programme *Improving school financing: The Use and Usefulness of School Grants* programme will expand to two additional regions: Latin America and French-speaking Africa. With support from the Global Partnership for Education, the new work will include five countries. The Latin America work will be implemented by IIEP-BA, continuing the Honduras work and possibly other country studies. Potential synergies with the GPE GRA school profiles project of the Pôle de Dakar and UNICEF are being explored for complementarity in French-Speaking Africa. A technical workshop and field research in at least three countries are planned in 2015.

The programme *Innovative and cost-effective options for internal quality assurance in higher education* will conduct an international survey to identify the level of development of IQA in universities worldwide, existing practices and common concerns in the organization of such systems. Local research teams will also collect data to document innovative and cost-effective solutions in eight selected universities whose IQA systems are successfully functioning in both a developed and a developing country context from different regions. The research aims to address the quality crisis in higher education by identifying approaches and options that can help higher education institutions build their own (contextually sensitive and cost-effective) system of IQA. The project intends to use the evidence generated later for a series of publications, the preparation of technical guidelines and a capacity development tool from 2016 onwards.

Access to information for improved integrity in the education sector

Integrity planning has emerged as a path for assessing the possible risks of corruption and addressing issues of transparency and accountability. In the next four years, IIEP will build an evidence base for the most critical and effective use of open education data for improving integrity planning in education.

In recent years, the Asia-Pacific region has become a hotbed for extended activity in access to information initiatives and calls for more transparent and accountable governments. However, while legislation, accountability tools, and software have been developed for improved transparency purposes, the multitude of disparate approaches has produced a glut of endeavors, without truly assessing their usefulness and impact. In this context, IIEP will conduct a survey and a study tour of country-specific use of open education data in selected Asian countries, both developed and developing. This first activity will help pave the way for building an evidence base for the most critical data needed to improve government integrity in education. Its results will be used to conduct integrity assessment and planning exercises at a later stage of the project.

Technical assistance and capacity development efforts related to integrity planning will be expanded, including supporting the use of diagnosis and standard setting tools such as Public Expenditure Tracking Surveys and Teacher Codes of Conduct, respectively. Additional resources will be developed and shared through new training offers, policy dialogue, and online and international advocacy. It will also mainstream integrity planning into IIEP's support to ministries in charge of education for plan preparation.

At the invitation of selected institutions and agencies, IIEP will participate in international events to help diffuse the outcome of its work and facilitate cooperation with other actors involved in the fight against corruption. The role of the ETICO website as a hub in the domain will be strengthened.

Youth participation in planning and its contribution to peace building

Young people have much to contribute to the world but are traditionally excluded politically, socially and economically during the transition from childhood to adulthood. Developing youth participation in public policy and decision-making is currently high on the international agenda yet the education sector still lacks sufficient opportunities to reflect the concerns and insights of young people in the design of education plans and policies. Engaging young people as stakeholders in participatory planning allows governments to solicit young people's perceptions and contributions on how education systems can empower young people, provide them with the life skills needed, this increasing global citizenship and contributing to peaceful and resilient societies.

IIEP will continue its reflections and work on youth participation in educational planning with the launch of a pilot programme in Uganda undertaken in cooperation with the Ministry of Education, Youth and Sports. The programme will aim to identify how ministries, and in particular ministries in charge of education, can better plan their education systems with and for young people. The expected outcome of this exploratory research is to produce a guidance tool to support ministries and young people in assessing the status of youth engagement in educational decision-making. This will form the basis for ministries to develop further strategies for youth engagement in decision-making where needed.

Throughout this programme IIEP will seek cooperation and synergies with other partners working on youth and peacebuilding, including UNICEF's Peacebuilding Education and Advocacy initiative.

Enhance Visibility & Outreach

A. Reaching out at the policy level

In 2015, IIEP will reinvigorate its efforts to achieve its Medium-Term Outcome (MTO)-3 "Policy-makers engage in broad-based participatory processes for education reforms and policy formulation" and the two subordinate Short-Term Outcomes.

It should be kept in mind that MTO-3 is not a stand-alone objective since it is woven into a large number of IIEP programmes. Research, for instance, contributes considerably to outreach and advocacy through publications and other information products. In addition, research findings are disseminated locally and regionally among practitioners and policy-makers as tacit knowledge.

IIEP will continue to develop activities in line with its commitment to offer guidance to education stakeholders and decision-makers. IIEP will build on its convening role, its reputation as a neutral and specialized agent, and its strong, reliable networks of partners in the education community at both international and national levels, to organize outreach activities. The following activities will be carried out in 2015.

IIEP Summer school and policy fora

ICTs have taken an increasingly important place in educational practices. They have contributed significantly to learning but also to making knowledge more accessible to all. But ICTs also have the potential to significantly reshape the management and monitoring of education systems. In 2015 IIEP will organize two events on ICTs and education which will bring together key players from different backgrounds (telecommunications and IT firms, high-level schools of engineering, ministries of education, development partners, bloggers and social media activists) to review existing and promising initiatives, practices and tools.

The Paris 2015 Summer school will support the above mentioned priority by exploring the topic "Harnessing Technology in Educational Planning". As described above (Tools for evidence-based planning), changes brought about by the "digital revolution", including the increased omnipresence of ICTs, have the potential to significantly reshape the management and monitoring of education systems. The purpose of the Summer School will be to bring together key players from different backgrounds (telecommunications and IT firms, schools of engineering, ministries of education, and development partners) to review existing and promising initiatives, practices and tools.

In 2015, the IIEP-Buenos Aires annual International Policy Forum will be entitled *"Rethinking Education Systems through a Digital Perspective"*. The Policy Forum will address issues such as the relationship between technologies, social inclusion and citizenship, and the widening gap between Latin America and more developed countries with regards to ICTs in education.

Both the Paris and Buenos Aires events will provide an opportunity for IIEP to create operational partnerships with these players and to further shape its technical assistance offer and research agenda.

In 2015 IIEP-Paris will organize a Policy Forum on "Planning Higher Education Integrity". The main objectives will be to:
- pinpoint major integrity risks existing in higher education, and discuss current and future difficulties in overcoming them;
- assess the capacity of traditional monitoring and control mechanisms to enable the more systematic detection of integrity risks;
- share knowledge on recent and innovative initiatives aimed at improving ethics and reducing opportunities for fraud or corruption at the higher-education level;
- think about ways to make better use of public access to information and open data so as to mitigate integrity risks; and,
- encourage dialogue among regulatory bodies, ministries, HEIs, student movements and CSOs on how to better co-ordinate efforts towards stronger higher-education integrity.

The Forum will bring together high-level decision-makers and administrators in charge of higher education, international experts, researchers, and representatives from development agencies working on higher education. Dialogue between decision-makers, practitioners, and researchers will be enhanced through this topic of joint interest, one that will gain impetus within the next few years, particularly due to the new emphasis place on higher education at both the international and country levels.

Support to regional networks

The Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP), is a research and training network of 21 institutions from 12 countries in Asia. In 2015, IIEP in partnership with the Institute Aminuddin Baki and UNESCO Bangkok will implement a two-year programme to strengthen the capacities of ANTRIEP institutions to support Ministries of Education in member countries on issues of education financial planning and management in the context of public sector reforms. The project will support comparative policy research on changing trends in enrolment patterns in rural and urban areas in Asia, with attention to the implications for planning and education resource allocations (physical, personnel, finance) and financial management options at central and decentralized levels. In addition, the project will develop a regional knowledge portal on education planning and financing and a training module on policy options for planning and financing of small rural schools and schools in urban centers.

Based on IIEP's experience, expertise, and reputation in the area of quantitative methods in monitoring learning outcomes, the Institute has often received requests to collaborate with different networks that are engaged in the monitoring of learning outcomes. IIEP will continue to engage with the growing set of networks, such as NEQMAP, SEAMEO-PLM, PASEC and SACMEQ.

B. Engaging with IIEP's audiences

Throughout 2015, IIEP will communicate new research results through publications, both printed and online, and seminars, propose training courses and reflect on progress being made at the country level on technical cooperation projects. IIEP's communication will accompany these results by ensuring that beneficiaries, partners and education stakeholders are informed about promising results and use new knowledge.

In the first half of 2015, the book provisionally entitled *Partnership Paradox* will be launched. This publication provides rich a rich analysis of the reconstruction of Liberia's education system and highlights challenges and successes in this process as well as an opportunity for IIEP to communicate on IIEP's 10 years of experience in the field of Education in Emergencies. Along with the co-publisher, the Open Society Foundations, IIEP will organize communication activities highlighting the need to mitigate risks of disasters and conflicts. Gender issues will also be high on the agenda with the release of two publications, one in December 2014 and one in the first semester of 2015. *Dissemination activities for Stories behind gender differences in student achievements in Kenya* are planned.

Online communication activities will be centered on the new institutional website and the different resource platforms that leverage IIEP's web presence. IIEP's new main website will provide an enhanced opportunity to highlight IIEP's expertise and give visibility to its training offer. The website will serve as a meeting point for educational planners seeking specific training in educational planning. Publishing results from the field, and giving a voice to IIEP's experts, will enable the Institute to provide a wider range of content, relevant data and evidence to support education stakeholders in improving their practices. IIEP will also engage better with its alumni community by launching new web-based communication tools designed specifically for alumni networks. Through regular interaction with alumni, and by facilitating interactions within the group, IIEP will capitalize on this unique network of educational planners around the world.

While existing content and reach have helped establish IIEP across the educational sector and strengthened its ability to disseminate information to a global audience, the status quo will not be

effective in the long-run. Broadly speaking the following needs were driving change and have created opportunities, as well as challenges, for IIEP:

- The education community requires services and content delivered in a simple, streamlined package;
- The educational community needs a wide range of content and relevant data in order to be effective, even if this content and data is not produced by IIEP;
- The educational community needs help with information overload.

As a result of the challenges outlined above, IIEP needs evolve its strategy and operations model to evolve further. These needs have made it imperative for IIEP to rethink its editorial function, the scope of the content and data it provides, and how it is provided.

Effectively meeting the information needs of educational planners in the future will require increased communication capabilities to actively promote all knowledge products, and the crration of digital products. Moving forward, IIEP will pursue the expansion of its content in several ways:

- Increased editorial curation: Maintaining a suite of targeted products each designed for divergent information needs and different types of users;
- Inclusion of new information sources: Expanding the types of information and data available through IIEP's portals;
- Strengthened collaboration with field actors and other knowledge producers to collect updated information from practitioners: Developing partnerships with other UN agencies, think tanks, NGO's to further expand the reach of IIEP's information products;
- Expanding editorial efforts to include more proactive features: Pursuing technical innovations to keep the whole of IIEP's platform up to date and able to compete as user needs evolve.

A series of technical challenges also present new demands and opportunities for IIEP's portals.

- Mobile: the rapid adoption of mobile computing services devices around the world means that IIEP's portals must consider mobile form factors, while remaining accessible in hard-to-reach areas. This is especially true in countries where access to internet may be problematic but where there is a good mobile phone coverage;
- Expanding the capabilities of all IIEP's information products by using emerging technologies.

Based on these challenges and opportunities, IIEP's platforms and portals such as SITEAL, RedEtis and ETICO will continue to be updated and enriched with new content in sync with the latest trends and development in their respective areas.

In addition to these established portals, IIEP's new online portal Planning for Improved Learning Outcomes (P4L) was launched, making available a wealth of information on all aspects of planning for learning, including educational initiatives and policies from all over the world, thematic analyses, online debates and discussions related to policy and planning dimensions on learning.

P4L

The Portal on Planning for Improved Learning Outcomes (Plan 4 Learning) is intended to be an online public space dedicated to educational planners and policy-makers, civil society actors, and development partners throughout the world. It will help education stakeholders to answer the following questions: What are the policy options for improving learning outcomes? How does a Ministry of Education choose from the countless tools and approaches available? To answer these questions, P4L will provide:

- A single entry point to comprehensive, up-to-date, relevant and neutral information on learning issues
- Evidence on learning issues to feed into educational policies and strategies
- Tools to understand technical complexities, and content analyses on learning outcomes

Building on IIEP's work on quality it will allow for the:

- o Showcasing of IIEP's research
- o Emphasis of the policy and planning dimensions to learning
- o Provide an opportunity to interact with the educational planning community at large

Learning Outcomes - Quality

The overall intended outcome are that MoEs use the Portal to become better informed on

learning gaps and needs, understand factors that improve learning, identify implementation challenges, and make informed decisions regarding resource allocation and intervention choices and that financial, political and other stakeholders use the Portal, which helps mobilize financial and political support for strategies to improve learning.

In 2015, a new IIEP website on education for safety, resilience and social cohesion will be launched to showcase our work on crisis-sensitive planning. This website includes a database of relevant documents that has been requested by ministries of education and partner agencies and the publications that IIEP has produced in this field.

2015 will also focus on to addressing the complex issue of the rationalizing IIEP's contacts database. This needs to be addressed as a part of a coherent knowledge management strategy. It is now all the more opportune to embark on this piece of work as the contacts base has expanded since the integration of the Pôle de Dakar. This contacts database will be the first step towards the development of one single tool for internal information sharing and management.

IIEP institutional development

The institutional development of IIEP consists of its staff, first and foremost, and secondly in a number of management-related processes.

A. Staff development

While staff is IIEP's greatest asset, paradoxically there has not been sufficient investment in staff development in recent years. This may be due in part to the high demand on staff's time and possibly to the belief that professional development might not be a priority for "experts" or "specialists" who themselves are trainers. This reasoning has its limits and may lead to capacity issues if not put into question rapidly.

For this reason, and as mentioned in 53 GB/3 Part III, a Human Resource Officer (HRO) was recruited and appointed in August 2014. One of the core tasks of the HRO is to develop jointly with the IIEP Management Team a staff development plan. The implementation of this plan will be possible through the $100,000 budget line set aside in the 2015 proposed budget. Priorities will be identified for staff development that directly contributes to the implementation of the MTS and the accompanying Growth Strategy while also serving the professional development of staff members. As an illustration, training in pedagogy and in budget preparation and follow-up of project expenditures are two activities identified for teaching staff and project managers and assistants, respectively. An exercise to identify staff capacity development needs is currently underway as of November 2014.

Staff development will also be pursued through improved internal coordination and knowledge sharing. The monthly programme review meetings in place since April, will continue, with the head of Training, Technical Cooperation, Research and Development and Information Services organizing a meeting 3 times per year programme for all staff to focus on a specific programme focus, be it a project, a set of projects or research findings. This knowledge sharing across teams aims at stimulating innovation but also at fostering a sense of common belonging and adherence to a common vision. An integrated information system will be developed both to preserve institutional memory as well as to facilitate re-use and repackaging of IIEP produced information to avoid duplication of work. This will be a considerable challenge as it represents a change in IIEP's work processes.

B. Management processes

The restructuring which took place over 2013 and 2014 provided opportunities to identify management areas where IIEP needs strengthening to respond to increasing demands on its services. The main management processes which IIEP has engaged and which will proceed in 2015-2016 are the following:

Fundraising and partnerships

As discussed in the Growth Strategy[9], stabilizing IIEP's finances through fundraising and developing new strategic partnerships are very much linked. Many actions have taken place or are underway. In 2015, the Director's Office, with the support of the Management Team, will formalize this fundraising strategy. Elements include:
- protecting the UNESCO financial allocation (currently 11% of IIEP resources);
- maintaining strong relations with our main providers of "voluntary contributions" (Norway, Switzerland and Sweden);
- seeking multi-year "soft-earmarked" support from bilaterals and foundations;
- strengthening partnerships with multilaterals including UNICEF, GPE and the World Bank; and
- developing relations with new funders, including "new philanthropy" in Africa and elsewhere.

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[9] IIEP Growth Strategy 2015-2017, section entitled "Finances" in "Key enabling strategies."

IIEP is also very active in seeking large multi-year extra-budgetary projects, such as the forthcoming new project in Afghanistan funded by Sweden over three years.

Efforts have been made recently to communicate with the leadership of UNESCO's Executive Board and General Conference, whose deliberations could guide us in the implementation of our programme. Immediate steps will be to meet with the UNESCO Headquarters (Bureau of Strategic Planning, Division for the Cooperation with Funding Sources and Education Sector), in line with the 2012 IOS Review, to explore ways in which the Headquarters could systematically support and promote IIEP with external partners as a world class provider of expertise in educational planning and management.

Human Resources Management

The restructuring of IIEP has been a difficult exercise on many accounts. Time has now come to enter the second phase of the restructuring which entails securing the types of profiles which IIEP needs in the short term to deliver to its quality standard on its ongoing commitments. Eight positions are currently under recruitment (see 53 GB/4 Part III) and, ideally, an additional six will take place (depending on budget) during the period 2015-2016[10].

Beyond recruitment, there are three other HR priorities. One is to address the lengthy backlog of reviewing grades and responsibilities, including updating outdated job descriptions. IIEP will continue to better aligned functions with grades. This will contribute to strengthening staff morale and to re-injecting dynamism.

A second priority is to resolve the status of IIEP Service Contract, to both reduce staff anxiety as well as to reduce IIEP's legal and financial liabilities.

A third is to strengthen performance evaluation, using the introduction of the new MyTalent platform to promote supportive and accountable performance reviews. While this tool can only accommodate UNESCO Fixed-Term and Project Appointment contract holders, a replica of the form was developed for Service Contract and Resident Fellow holders so they may fully participate in a similar performance assessment. Team members' assessment has been included in all Team Leaders work plans and performance assessment to guarantee that the exercise is taken seriously and the management will pay particular attention to it.

Project management

The increasing pressure of earmarked external funding in the typical form of donor financed projects – for technical cooperation as much as for research – has an impact on IIEP's programme management practices. In many ways, IIEP Programme Specialists who are thematic specialists in different domains of educational development have had to develop new skills as project managers and/or portfolio (and pipeline) managers in the case of Team Leaders. Externally financed projects, while they do bring in resources, all come with some constraints such as a specific implementation calendar, management and quality assurance of sub-contractors, demand on staff's time for proposal writing, narrative and financial reporting according to as many formats as financers, etc. Difficulties unavoidably ensue.

To address this specific challenge, IIEP is reviewing its programme management practices, with light inputs from a management consulting firm, with a view to improving internal processes. An initial diagnosis was shared with professional staff in July 2014 and in early 2015 ongoing work will lead to two outputs:

> o an **IIEP-specific project management Guideline**: this checklist with will allow those staff in charge of projects (Technical Cooperation, Research and Development, Training, Information Services but also "institutional projects") to rely on a set of

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[10] See IIEP Growth Strategy 2015-2017, section entitled "Human resources strategy" in "Key enabling strategies."

generic steps to follow and will be complemented with tools and directions regarding who to liaise with at which stage of project management; and

o   standard outlines for **project launch, review and closing meetings**: projects considered "critical" for IIEP (because of their size, the stakes they bear for IIEP's image, because they need to be put back on track, etc.) will be reviewed systematically by the Management Team and by cross-team ad hoc review committees. This will allow the implementation of projects to be reviewed in detail (including from a financial point of view) more systematically to lift any hurdles as early as possible, and allow collective discussions on a project. A first review meeting was organized on the school grants project in November 2014.

Once these guidelines are completed, they will be shared with staff in 2015 in workshops. The expected outcome of this work is that all IIEP projects, regardless of their nature or funding source, are implemented as efficiently as possible through minimized implementation difficulties and risks.

Monitoring and evaluation

The 2012 IOS review has noted that IIEP was ahead of other category 1 institutes with regard to monitoring and evaluation of results. IIEP was however encouraged to further develop its M&E tools and processes. With a new UNESCO C/5 and IIEP MTS, it is in any case necessary for a new Results Framework. IIEP has moved further on results-based management to deliver on its duty of accountability towards UNESCO Headquarters, its Governing Board and its other stakeholders.
The following measures will be taken in 2015 with regards to M&E:

o   A diagnosis of information needs for quarterly and yearly reporting will be carried out;

o   A diagnosis of current results monitoring and reporting process/system (GB database, etc.) will be carried out with a view to make it less time-consuming and systematize the inclusion/consolidation of IIEP-BA and IIEP-PDK's results;

o   Necessary IT tools will be identified and procured and customized if appropriate;

o   An alumni, supervisor and Heads of Planning survey will be designed and administered in line with the IIEP Results Assessment Framework;

o   An external evaluation of IIEP's technical support will be designed and started.

IIEP's Result Assessment Framework 2014-2017

	KPI	Baseline	2014		Targets		
			Targets	Achieved	2015	2016	2017
MTO-1	**Ministries in charge of education institutionalize planning**						
Results for our beneficiaries (outcomes)	Heads of planning units stating effect of IIEP capacity development on improving organizational performance (%, beneficiary survey)	85	monitored in 2015	monitored in 2015	85	Monitored in 2017	85
	Supervisors of IIEP trainees observing improvement in individual and team performance (%, beneficiary survey)	85	monitored in 2015	monitored in 2015	87	Monitored in 2017	90
	Training programmes in training institutions enhanced to serve national to sub-regional training needs for mid- to senior-level educational planners and managers by 2017 (number, signed agreements)	4	4	6	5	5	5 to 8
	Beneficiaries declaring that IIEP capacity development programmes have high to very high impact on their professional skills (%, beneficiary survey)	90	95	95	95	95	95
IIEP delivery (outputs)	Persons trained (number, IIEP records of core training offer)	800	850	893	850	850	850
	Female participation (%, IIEP records of core training offer + tailor-made training)	30	30	36	30	30	30
	Coverage of African countries (%, IIEP records of core training offer+ tailor-made training)	45	45	46	45	45	45
	Persons coached (number, IIEP Project-embedded training)	400	400	985	400	400	400
	Female participation (%, IIEP records of core training offer)	30	30	48	30	30	30
MTO-2	**Departments in charge of planning use an improved evidence base to inform targeting and programming of activities and resources**						
Results for our beneficiaries (outcomes)	Stakeholders stating that IIEP research is highly relevant (%, survey)	95	monitored in 2015	monitored in 2015	95	Monitored in 2017	95
	Heads of planning departments expressing the view that IIEP's support made significant contribution to evidence-based planning and programming (%, beneficiary survey)	--	monitored in 2015	monitored in 2015	80	Monitored in 2017	80
IIEP delivery (outputs)	Countries receiving technical assistance from IIEP disaggregated by region and development status, and area of focus. (number, ongoing projects)	24	27	35	27	27	27
	Share of African countries in the portfolio (%, record of projects)	50	50	45	50	50	50
	Share of LDC countries in the portfolio (%, record of projects)	--	50	54	50	50	50
	Publications, including briefs and position papers, articles in peer reviewed journals (number, catalogue and records)	15	15	14	15	15	15
MTO-3	**Policy-makers engage in broad based participatory processes for education reform and policy formulation**						
Results for our beneficiaries (outcomes)	Decision-makers participating in IIEP dedicated events expressing improved awareness of the importance of effective planning in overcoming pressing challenges in education (%, beneficiary feedback)	--	80	75	80	80	80
	IIEP thematic platform users declare the content useful in their professional practice (%, beneficiary feedback)	--	monitored in 2015	monitored in 2015	80	Monitored in 2017	80
delivery (outputs)	Opportunities for structured dialogue between policy-makers and planners (number, IIEP records)	4	4	4	4	4	4
	IIEP nurtures its capacity to deliver						
Quality and value addition of intervention	ATP modules of the core training programme made gender responsive (%)	--	15	21	30	60	100
	Programmes that embark MTS design principles (attention to political analysis; mechanisms to promote ministry-wide participatory planning processes, inter-ministerial dialogue, particularly with Finance, etc.) (%)	--	100	100	100	100	100
	Research programmes that foresee post-research investment (%, project documents)	--	100	100	100	100	100
	Programmes that embed outreach/advocacy from design stage (%, project documents)	--	100	100	100	100	100
Learning and growth	Staff participating in professional development activities (%)	--	50	43	60	60	60
	Monitoring and evaluation budget (thousand)	0	95	85	95	95	95

Annex II: IIEP's Training Offer 2014-2016

Target countries	Title	Dates	No. of trainees*	Instructional mode	Financial Partners
2014					
Core training offer					
World	Advanced Training Programme	22 Sept 2013 - 26 June 2014	26	Residential/ Distance	
World	ESP	22 Sept 2013 - 29 March 2014	2	Residential/ Distance	
World	Specialized courses programme	April-May 2014	88	Residential	
Latin America	Regional training courses	Distance: June-August 2014 Residential: Sept-Nov 2014	20	Residential/ Distance	Government and institutions providing fellowships
French-speaking Africa	PSGSE	October 2013 - December 2014	29	Distance	
English-speaking Africa	SAMES	March 2013 - May 2014	16	Distance	
Distance education					
World	Education planning for conflict and disaster risk reduction (French)	28 April - 4 July	66	Distance	
World	Reforming school supervision for quality improvement (English)	29 September - 21 November	104	Distance	
Arab states	Using indicators in monitoring higher education (English)	13 October - 12 December	44	Distance	
World	Teacher management (French)	10 November 2014 - 30 Januray 2015	59	Distance	
Stand-alone training					
Iraq	Workshop for Iraqi Ministry of Higher Education and Scientific Research (MoHESR) staff	February	7	France	UNESCO Iraq Office
Bolivia	Educational policy planning	February-September	58	Blended	DANIDA
Morocco	Processes for budget planning (Workshop 1)	February	46	Residential	UNICEF - CIEP
Namibia	Training workshop on educational planning and sector diagnosis in Namibia	March	39	Residential	Namibia MoE
Morocco	Processes for budget planning (Workshop 2)	March	54	Residential	UNICEF - CIEP
Namibia	2nd Training workshop on educational planning and sector diagnosis in Namibia	March-April	39	Residential	Namibia MoE
Bangladesh	In-country advanced workshop on "Strengthening integrity and transparency in the education and health sectors of Bangladesh"	March-April	37	Residential	SIDA
Donor agencies	Corruption in the education sector	May	9	Distance	U4
Azerbaijan	Workshop on the development of a code of conduct for Azerbaijan	May	21	Residential	Center for Innovations in Education
Benin	Education sector planning & diagnosis	June	24	Residential	GIZ

Target countries	Title	Dates	No. of trainees*	Instructional mode	Financial Partners
Senegal	Education sector analysis: Enrolment, internal efficiency, and management of the education system	August-September	15	Residential	UNICEF
Benin	Education sector planning & diagnosis	September	24	Residential	GIZ
Niger	Training on student follow-up on labor market & surveys on employer's needs	October	15	Residential	Coopération française
Uruguay	Course on educational policy analysis for secondary education	August - December 2014	50	Blended	ANEP (Urugway)
Senegal	Quality assurance in higher education and research: Towards harmonization of practices at institutional, national and regional level in the CAMES area	November	(170)*	Residential	DAAD, UNESCO Dakar, UNESCO Abuja
Project embedded training					
Sudan	Costing of the education sector planning of the Federal Ministry of General Education in Sudan	January	6	Residential	UNICEF
Myanmar	Training course on education planning in the context of decentralized public sector management	January	36	Residential	UNESCO Extra-budgetary funds
Seychelles	Education sector situation analysis (Workshop 1)	February	17	Residential	EU
Seychelles	Education sector situation analysis (Workshop 2)	March	9	Residential	EU
SACMEQ Countries	Integrating M&E HIV-sensitive core indicators into EMIS	March-April	28	South Africa	UNESCO ED/UNP/HIV
Benin, Cabo Verde, Côte d'Ivoire, Mali, Niger, Togo	External quality assurance in higher education (French)	March-May	30	Distance	DAAD, UNESCO Dakar, UNESCO Abuja
Seychelles	Education sector situation analysis (Workshop 3)	April	26	Residential	EU
Mauritania	Developing & calculating indicators for sector policy	April	25	Residential	Mauritanian Government
Armenia, Georgia	TEMPUS Project: Promoting quality and recognition of transnational education in Armenia and Georgia	April	43	France	European Union TEMPUS programme
Cambodia	Workshop on Module 3 and Module 4 blended course II: Fundamental skills for education sector plan preparation	May	15	France	UNICEF , CDPF
Seychelles	Education sector situation analysis (Workshop 4)	May	9	Residential	EU
Sudan	Workshop on "Monitoring and evaluation and follow-up of the state plans"	May	37	Residential	UNICEF
Benin, Cabo Verde, Côte d'Ivoire, Mali, Niger, Togo	External quality assurance in higher education (French): Options for higher education decision-makers	May	31	Côte d'Ivoire	DAAD, UNESCO Dakar, UNESCO Abuja

Target countries	Title	Dates	No. of trainees*	Instructional mode	Financial Partners
Armenia Georgia	TEMPUS Project: Promoting quality and recognition of transnational education in Armenia and Georgia	June	39	United Kingdom	European Union TEMPUS programme
Argentina	Technical assistance and training for the "Solutions for the future" competition of Samsung	June-September	257	Blended learning	Samsung Electronics Argentina S.A.
Province of Cordoba, Argentina.	Project to support municipalities in educational policies for early childhood	June-December 2014	100	Distance/ Residential	Cordoba MINEDU
Angola	Trainers capacity development in monitoring, evaluation and reporting on learning outcomes	July -May 2015	9	Blended learning	MoE (Angola)
Cambodia	Research workshop on the management and distribution of upper-secondary school teachers	August	13	Residential	UNICEF, CDPF
Angola	Systematization of experiences of educational inspection teams	August-November	65	Distance	MoE (Angola)
Ethiopia	ESDP-V preparation situation analysis workshop	September	33	Residential	UNESCO Addis, Cap EFA
Ethiopia	ESDP-V preparation situation analysis seminar	September	69	Residential	UNESCO Addis, Cap EFA
Lao PDR	Workshop on financial data processing methodology	September 2015	6	Residential	UNICEF
Cambodia	Workshop on management and distribution of upper-secondary school teachers. Part of the IIEP-NIE Twinning Programme 2014	October	12	Residential	CDPF
Uganda	Regional workshop on mainstreaming conflict and disaster risk reduction into education sector plans and policies	October	68	Residential	UNICEF ESARO
Lao PDR and Senegal	Workshop on public and external financing of education	November	(12)*	France	GPE/GRA
DRC	Fighting corruption in the education sector	December	(40)*	Residential	BTC
Uganda	National technical workshop on crisis-sensitive education sector planning and management	December	tbc	Residential	UNICEF ESARO
2015					
	Core training offer				
World	Advanced Training Programme	22 Sept 2014 - 3 July 2015	25	Residential/ Distance	
World	ESP	22 Sept 2014 - 3 July 2015	5	Residential/ Distance	
World	Specialized courses programme	April - May 2015	100	Residential	
Latin America	Regional training courses	Distance: July-Sept 2014 Residential: Sept-Nov 2014	20	Residential/ Distance	Government and institutions providing fellowships
French-speaking Africa	PSGSE	October 2014 - December 2014	51	Distance	
English-speaking Africa	SAMES	October 2014 - December 2015	20	Distance	

Target countries	Title	Dates	No. of trainees*	Instructional mode	Financial Partners
Distance education					
World	Teacher management	tbc	50	Distance	
World	Educational planning for conflict and disaster risk reduction (English or Arabic)	tbc	50	Distance	
World	Cost analysis	tbc	50	Distance	
World	Using statistics for educational planning/MOOC	tbc	200	Distance	
World	Transparency, accountability and anti-corruption measures in education (English)	November-December	50	Distance	
Stand-alone training					
Donor agencies	Corruption in the education sector	February-March	tbc	Distance	U4
Eastern Europe & Central Asia	Use of indicators for monitoring HE policy	February-March	tbc	Distance	
World	ESD & simulation model	tbc	tbc	Paris (CIEP)	CIEP
tbc	Fighting corruption in the education sector	tbc	tbc	Residential	U4/other partners
Project-embedded training					
Uganda	District technical ToT Workshop 1	January	tbc	Residential	UNICEF ESARO
Viet Nam	Trainers' training in teaching the Education sector planning programme in Vietnamese language + distance programme development and delivery	January, March	tbc	Residential	J.P. Morgan Chase Foundation
Uganda	District technical Workshop 2, simultaneously, in 3 regions	February	tbc	Residential	UNICEF ESARO
Thailand	Trainers' training in teaching the Education sector planning programme in Thai language	February-March	tbc	Residential	J.P. Morgan Chase Foundation
Sénégal	TVET unit cost calculation and simulation model for TVET sub-sector	April	15	Residential	AFD
Sénégal	Monitoring of TVET sub-sector in relation to economic demand	April	15	Residential	AFD
Lao PDR	Bilingual (English-Lao PDRtian) programme on Education sector planning	April-December	45	Blended	UNICEF
Angola	Management of virtual discussions	May	65	Distance	MoE (Angola)
Guinea-Bissau	Sector analysis: internal efficiency	June	42	Residential	UNICEF Guinea-Bissau, GPE
Guinea-Bissau	Sector analysis: system management	September	42	Residential	UNICEF Guinea-Bissau, GPE
English-speaking Africa & UNICEF staff	Planning education for safety, resilience, and social cohesion	October	70	Distance	EAA, PEIC
Guinea-Bissau	Sector analysis: cost and education financing	December	42	Residential	UNICEF Guinea-Bissau, GPE
Guinea Bissau	Sector analysis and planning	tbc	5	Senegal	UNICEF Guinea-Bissau, GPE
Rwanda	Sector analysis and planning	tbc	tbc	Residential/ Distance	DFID, Mott MacDonald
Burkina Faso	ESD & simulation model	tbc	25	Residential	AFD, UNICEF WCARO

Target countries	Title	Dates	No. of trainees*	Instructional mode	Financial Partners
SACMEQ countries	Analysing and reporting the trends (levels and equity) of SACMEQ key indicators on HIV-prevention education programme	tbc	tbc	Residential	UNESCO ED/UNP/HIV
Afghanistan	Distance courses (2) ToT for NTP trainers on fundamentals of EPM	tbc	15	Distance	
Afghanistan	INEE training on conflict-sensitive education for NTP trainers	tbc	30	Residential	
2016					
Core training offer					
World	Advanced Training Programme	21 September 2015 - June 2016	20	Residential/ Distance	
World	ESP	21 September 2015 - April 2016	15	Residential/ Distance	
World	Specialized courses programme	April - May 2016	100	Residential	Government and institutions providing fellowships
Latin America	Regional training courses	Distance: June-August 2016 Residential: Sept-Nov 2016	20	Residential/ Distance	
French-speaking Africa	PSGSE		50	Distance	
English-speaking Africa	SAMES		20	Distance	
Distance education					
11 African countries	Internal quality assurance	tbc	50	Distance	
World	Transparency, accountability and anti-corruption measures in education (French)	November-December 2016	50	Distance	
World	Monitoring and evaluating the gender equality in education (English)	February-March 2016	50	Distance	
World	Using statistics for educational planning/MOOC	June 2016	200	Distance	
Donor agencies	Corruption in the education sector	tbc (March 2016)		Distance	U4
Stand-alone training					
tbc	Fighting corruption in the education sector	tbc	tbc	Residential	U4/other partners

* Trainings that did not happen yet at the date of the data collection (14/11/2014) and therefore the number of participant is an estimate and is not included in figures in the narrative nor the charts

Annex III: IIEP's Project Implementation 2014-2016

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
STO-1: Planners apply enhanced technical skills					
* Core training offer					
World	Advanced Training Programme		The ATP underwent a significant reform aiming at the following improvements: * Expand the reach, in numbers as well as audiences; * Respond to changing needs of beneficiaries; * Improve effectiveness; * Reduce costs; * Increase cost-recovery; * Balance stability and risk.	* 88 SCP * 2 ESP * 26 ATP (with est. 90% graduation) * recruitment campaign improved * Certification: discussion ongoing * Improvements CVI: ESP Online learning phase developed as a DE course * Gender mainstreaming on 5 ATP modules * Wizehive introduced (process still to be improved) * Teaching staff training on pedagogy processes and ICT use for teaching-learning * tracer study (content's relevance)	* 100 trainees for SCP * 5 ESP * 25 ATP (with 95% graduation) * improved recruitment campaign * ESP content & organization improved * in-service training of teaching staff * Class peer observation reports * Teaching material update * Improved final programme * ATP diploma recognition 1* Alumni Survey on specific needs + survey for plan.dir. --> enhance links with PDK training activities in cooperation with PDK --> integration of C/DRR
World	Distance education		Offer relevant and diversified distance education options to planners through the virtual campus, e fora and a large range of ICT tools meeting our training goals and the trainees needs	5 courses: * EQA * CDRR * Supervision * Indicators in HE * Teacher management * ~300 participants with one DE recruitment ongoing 1 Brochure on IIEP DE offer	2015 * Teacher mgt (Eng., new) * Statistical tools in educational planning (simili /close to a MOOC model) * Monitoring and evaluating the gender equality in education * Ethics & corruption (new) * Education Cost analysis 2016 * Monitoring and evaluating the gender equality in education (Eng., new) * Internal quality Assurance (FR, new) * C/DRR (Eng.) *Projections and simulation models - Methods and techniques * Statistical tools (Mooc)

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
World	CVI-PAR		The IIEP virtual campus offers specialized e-learning courses and e-fora with various e-learning technologies. Its main objective is to offer high-calibre intensive distance training that meets professional requirements and strengthens institutional capacities through its well-known "national-team-model", as well as to support the improvement of the use of ICTs for education, in a face-to-face IIEP training offer.	* Improved fee management through better planning and calendar for the registration * 1 e-platform customized for the Cambodia program * 1 e-forum on the use of e-learning models for planners in developing contexts * 1 e-forum on use of e-learning models relevant to the contexts of developing countries **In support of course improvement:** * New platform for the Virtual Campus. * Improved video accessibility * Colleagues trained on ICT tools and resources * 1 course accredited with ECB Check (External quality assurance)	* General improvement of the CVI activities: ECB Check on Quality label for DE teachers managment course + e-learning tools improvements * E-forum on: Learning outcomes and achieving transparency in pro-poor education incentives * Colleagues trained on ICT tools and resources * Development of a customized platform for TEC projects for supporting national teams involved in the project * ECB-check partnership * new DE model - based on MOOC
World	Gender mainstreaming of Advanced Training Programme in educational planning and management	none/aucun	Update training materials so as to make ATP more "gender" sensitive. Rationales include: (i) gender is a UNESCO priority; (ii) training is IIEP's core and a priority activity, and (iii) training materials are the most visible/disseminated IIEP products as they are also used in research and technical assistance activities. This project will also provide an opportunity to reflect on IIEP's vision of gender mainstreaming, and on how IIEP/ATP can contribute to gender mainstreaming.	* The 'grid' was established based on literature. * Completed stock-taking exercise including concrete proposals for 5 ESP courses, project, 8 SCP courses, 1 BA course, and 1 PDK course. * Completed consultations with staff for 5 ESP courses and some SCP courses * Implemented concrete proposals for 3 ESP courses for 2014/2015 year. * Plan of actions was made for other courses.	*Complete the implementation of gender mainstreaming proposals for all the courses. * Prepare a Toolkit to carry out gender-mainstreaming exercise on training courses, applicable to any educational planning institutions. * Complete a report on the process of gender-mainstreaming at the IIEP.
None	Distance education on "Monitoring and evaluating the gender equality in education"	none/aucun	The intended learning objectives (ILOs) for this distance course would be: Upon completion of the course, the participants will be able to: (i) review international and national debates on the policy framework and indicators associated with monitoring and evaluating gender equality; (ii) develop analytical skills that are required to interpret quantitative and qualitative data about gender equality in education; and (iii) translate results into policy suggestions and agenda for action.	**Designing commencing in 2015**	Course to be offered in Sept-Oct 2015 and 2016

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Africa (English-speaking)	Training offer in English SAMES		Training started in 2011 in Gambia in partnership with the University of the Gambia. English version of the PSGSE.	* Graduation of 15/16 people from the 2nd cohort * Recruitment completed * Residential training phase for tutors completed * Distance phase ongoing * Selection of 3rd cohort ongoing (Botswana & Liberia)	* new length of training implemented * training team operational
Africa (French-speaking)	Training offer in French PSGSE	AFD, World Bank, Cabo Verde Government, French cooperation, CTB, GIZ, GPE, UNICEF	Education sector planning training, offered since 2007 in partnership with FASTEF (Faculty of Science and Technology for Education and Training) & and the Cheick Anta Diop University (UCAD). This training provides trainees with 60 credits out of the 120 needed for Master's degree.	* 28 people trained (6 drop out) * 52 people preselected * Full appropriation by FASTEF still in progress * Management by UCAD yet to be observed (started August 2014)	* 52 people trained * 50 people preselected of the 9th cohort * Full appropriation by FASTEF still in progress * Management by UCAD yet to be observed
Argentina Brazil Dominican Republic Ecuador Mexico Uruguay	XVII Regional course on Educational policy, planning and formulation	MoE (Argentina), INEP (Brazil), ANEP (Uruguay), SEP (Mexico), Fundación Educar 2050 (Argentina)	This course is addressed to government officials, educational professionals and specialists who work in the analysis, formulation, planning, implementation and evaluation of educational policies and programmes. It is a four-month course that covers a total of 490 hours offered for the LAC region.	* 20 trained officials * 4 group proposals of educational policy delivered	* 20 trained officials * 5 educational policy proposals.
Angola Argentina Bolivia Uruguay	CVI-BA	MoE (Angola) ANEP (Uruguay) DANIDA, Samsung, MoE (Bolivia)	Virtual IIEP is a permanent training programme in educational planning and management that offers different training strategies for governmental officials, directors, supervisors and other key actors involved in educational systems. It includes live stream seminars and provision of personalized and pedagogical support to many of IIEP Buenos Aires training programmes.	* Web environment to live-stream the International Seminar delivered. * Support and/or online platform for the programmes delivered	* Webinars, conferences, online panels and live streaming of events. * Strengthen the online component and improve training proposals of IIEP-BA courses.
* Customized capacity development programmes					
Argentina	National programme for reading improvement (national reading plan)	MoE (Argentina)	This programme provided technical assistance to the National Reading Plan, which works across different levels and modalities of the education system, generating materials, face-to-face and distance trainings for reading mediators, and promotional strategies in schools, prisons, libraries and other alternative spaces.	* Reading and literature seminars and workshops for teachers, implemented. *Writers visited schools all over the country. *Teacher training courses, developed. * Materials for the promotion of reading, delivered. *Programme closed*	

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Armenia France Germany Georgia UK	TEMPUS programme Promoting quality and recognition of transnational education in Armenia and Georgia	European Union TEMPUS programme	The programme aims to bridge the regulatory gap by establishing internal (HEIs) and external QA mechanisms (in Armenia and Georgia), in line with the UNESCO/OECD Guidelines to further enhance quality, and promote regulation and recognition of TNE.	* Training concept available * IIPE modules updated and adapted to European context * 2 workshops organized and 50 people trained * Development IQA concept for TNE providers	2015 * Template document for IQA * Document with procedure and standards for EQA of TNE in Armenia and Georgia
Azerbaijan	Teacher codes of conduct	European Commission	Upon request, IIEP will provide assistance to countries that are in the process of developing their teacher code of conduct, and willing to learn from international experience in this field.	1 workshop on the development of a code of conduct for Azerbaijan in Baku	1 new capacity building activity in the area of teacher codes conducted at the request of Member States/partner organizations
Bangladesh Democratic Republic of Congo	Training on transparency, accountability and anti-corruption measures in education	U4 SIDA BTC	Upon request, IIEP will organize new intensive training courses (both residential and online) on transparency and anti-corruption issues in education. These courses will be based on the set of training materials prepared by IIEP under its research project on Ethics and Corruption in Education. They will be aimed at 20-30 people, including senior education managers and planners.	* 1 one-month online course on 'Corruption in the education sector' for development agencies staff * 1 ITC on 'Strengthening integrity and transparency in the education and health sectors of Bangladesh' organized by SIDA * 1 ITC on 'Fighting corruption in the DRC Education Sector' to be organized by BTC	New ITCs on transparency and anti-corruption issues (residential and distance)
Benin	Capacity development in education sector planning & diagnosis	GIZ	This project provided capacity development on education sector planning & diagnosis as well as simulation models and M&E systems.	* 2 weeks training and around 50 people trained *Programme closed*	
Benin Cabo Verde Côte d'Ivoire Mali Niger Togo	Enhancing West African capacities in quality assurance structures	DAAD, UNESCO Dakar, UNESCO Abuja	As part of the EWAQAS initiative, this research programme aims to enhance West African capacities in quality assurance structures, specifically for higher education. A first phase of the initiative will be dedicated to the development of capacities in the area of external quality assurance (national level) and to identify appropriate options for the development of a national quality assurance system and prepare an action plan for their creation.	* 6 country teams trained *6 portfolios prepared * 6 action plans developed *A policy brief distributed * A concept paper developed * 250 participants of regional conference on QA informed * working meeting of blended course participant organized	2015: * Partnership with University of Duisburg Essen * 30 participants trained 2016: Extension of the project to 11 new countries

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Bolivia	Training programme on educational policy planning	DANIDA	Design, development and evaluation of a training programme on Educational Policy Planning addressed to 60 officials of the Ministry of Education and Departmental Directorates of Education of the Plurinational State of Bolivia. The overall goal was to strengthen technical capacity of the Ministry of Education for the diagnosis of intervention problems, analysis of alternatives, design, monitoring and evaluation of educational programmes.	* 60 officials acquired basic capacities to analyse the educational situation of a specific region, define an intervention problem, develop a causal theory, design an intervention strategy to address the problem, establish actions for the implementation strategy, and design the evaluation of the programme. * 9 proposals for educational programmes developed and discussed with authorities of the Education System *Programme closed*	
Iraq	Training workshop on capacity assessment to senior staff of Ministries of Higher Education and Scientific Research	MHESR, UNESCO Iraq Office	Training workshop on capacity assessment to senior staff of Ministries of Higher Education and Scientific Research	1 training offered 7 people trained	The follow-up could include a remote assistance by IIEP to the survey, its implementation and the analysis of its results, on request of MOHESR through the UNESCO Iraq Office.
Morocco	Capacity development programme in processes for budget planning	UNICEF CIEP	Based on the 2013 needs assessment, a capacity development programme in processes for budget planning was implemented.	* 2 technical workshops * Simulation model developed * Training module developed for 230 planners at central, regional and provincial level *Programme closed*	
Myanmar	Training to support CapEFA Myanmar comprehensive education sector review and plan preparation	UNESCO Extra-budgetary funds	UNESCO is leading a Comprehensive Education Sector Review and Plan Preparation process under the umbrella of CapEFA Myanmar. UNESCO Bangkok subcontracted IIEP to prepare and deliver a training workshop on education decentralization for MoE officials from central and state/regions education departments.	One week intensive training for senior education officials on decentralization *Programme closed*	
Namibia	Capacity development in education sector planning & diagnosis	MoE (Namibia)	The objective of this activity was to train the planners of the Ministry of Education on the approaches, methods and technics of strategic planning and sector wide analysis. It was a first step of a wide cooperation to support the MoE to set up a national training institution on educational planning.	Training achieved successfully *Programme closed*	

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Pakistan	Needs assessment of UNICEF Pakistan Country Office Education staff	UNICEF HQ, UNICEF Pakistan	The goal of this project is to appraise the training needs of the PCO Education staff based in Islamabad and in provincial offices for effective support of educational reforms in Pakistan. This mission may be followed by the design and implementation of a PCO-specific staff development programme to be implemented from 2015 onwards. It might lead to training programmes for UNICEF education staff elsewhere.	* Needs assessment mission & report * Draft proposal of a training programme for UNICEF Pakistan Education staff	Depending on the discussions following the mission, it is possible that IIEP will be asked to implement part or all of the training programme designed during the mission.
Senegal	Support Equity analysis and planning for education in Senegal at central and local level	UNICEF	This programme aimed at training all academy inspectors in enrolment analysis, internal efficiency, equity and teachers management. The overall goal was for them to have a better understanding of indicators and data collection in order to rely on relevant information to make decisions according to the education development needs in the areas under their authority.	13 inspector trained *Programme closed*	
Uganda	Capacity development in crisis-sensitive education sector planning and management in the Eastern and Southern Africa region	UNICEF ESARO, UNICEF Uganda Country office	The progamme aims at enhancing capacity development on planning for resilient education systems that build tolerance, promote inclusion and social cohesion. Capacity development to support ministries to develop such systems is required at all levels including sub-national. The overall objective is to strengthen national capacities in core concepts and practices of education planning, management, monitoring and evaluation that are risk-informed and conflict-sensitive.	* Regional seminar held for 67 participants * High-level Policy seminar to be held in December 2014 * National technical workshop to be held in December 2014	* Lessons learned document produced * District technical ToT workshop + District technical workshops in 3 regios to be held in January 2015

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Uruguay	Course on Educational policy analysis for secondary education	ANEP (Uruguay)	The programme aimed at designing and developing a course using learning participatory methods, involving public officials in the design and development of the programmeme. The overall goal was for participants to increase their knowledge on the main challenges faced by this level and on current theories and approaches, to acquire tools for decision-making and strengthen their capacities for analysis, design, implementation and evaluation.	50 trained, 39 females Cascade effect with participants sharing e-lectures with colleagues Evaluative report, delivered *Programme closed*	
* Support to training institutions					
Afghanistan	Sustainable capacity development in education sector planning	DANIDA, SIDA	The programme aims to develop and sustain the Afghan MoE's institutional capacity for educational planning and management by supporting the MoE's National Training Programme (NTP) and with technical support to planning processes including review. This project builds on previous capacity development activities funded by Norway (in 2006-2010) and other donors on a smaller scale (2002-2005). Discussions are ongoing with SIDA regarding funding a $4.5m project for 2015-2017	**1: MoE National Training Programme in Educational Planning & Management** * NTP curriculum revision started * 149 MoE officials trained at NTP; 40 MoE officals have graduated from a full NTP cycle * 50 MoE officials trained at Evening-shift NTP (ENTP) * 30 female grade 12 graduates are trained at Female NTP (FNTP) * NTP resource centre is in process of being set up **2: Consolidation of MoE central-level planning capacity** * A team of 10 Afghan Technical Assistants and one National Coordinator are operational * One MoE staff enrolled at IIEP's eight-month ATP **3: Technical support to planning processes including review** * NESP-III released in draft form, needs endorsement by new Education Minister when s/he is appointed * Capacity needs assessment is in process **4: Support services** * NTP training materials printed. NESP-III not yet printed * Equipment and office supplies purchased	**By end-2017 (SIDA funded extension, under approval)** 1) By end-2017, 935 MoE educational planning & management staff trained 2) the NTP is fully institutionalized as part of the MoE 3) the NTP has increased its access capacity; has diversified its training offerr; and has engaged in a continuous process of quality assurance 4) MoE's (DoPE) planning and plan implementation review processes are strengthened

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Argentina	Creation of a National Technological Institute	Aerolineas Argentinas	IIEP-BA will provide support to develop a diagnostic study of the internal training offered by the aviation company Aerolineas Argentinas, and to design a National Technological Institute.	* Diagnostic study of the training offer, delivered. * Recommendations and technical orientations for the creation of the National Technological Institute, formulated. *Programme closed*	
Cambodia	Institutional twinning support programme between IIEP, NIE, and DoP	CDPF	This programme aims at supporting a common vision for NIE's role & plan, providing relevant skills within NIE so they can fulfill their mission (at management, training, research, documentation level) and enhancing links with partner institutions in Asia.	* Workshop with NIE * Seminar with senior policy-makers, and national and development partners: delayed * Blended course for 15 participants, with 3 face-to-face courses * Participation by NIE staff in workshops organized by DoP * 4 ATP scholarships (starting in September) * Participation in a two-week specialized course for 15 people * Research preparation workshop & launch of research programme * Installation of relevant software, training of responsible officer & support * Training of documentation specialist * IIEP Mission to NIE Documentation Center (in November) * Further development of the NIE documents and resource base * Training of the documentation specialist of the MoEYS (in November) * Participation in ANTRIEP policy seminar and members' meeting (Delayed)	Some outstanding activities from the 2014 programme will be implemented (in particular a first training activity organized by NIE for sub-national level officers on "policy and planning in Cambodia". A similar programme as in 2014 will most probably be implemented in 2015, though some of the activities will change in order to take into account NIE's growing skills.

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Lao PDR	Institutional twinning programme	UNICEF	Lao PDR Institutional Twinning programme IIEP - Institute for National Administrators' Development (MOES/IFEAD): transfer of knowledge and skills from IIEP to the newly created institute of MOES. Institutional capacity development of IFEAD includes: training engineering skills; training of trainers in educational planning and management; creation of a resource center.	* Letter of Agreement signed in June 2014 * Elements of an institutional development plan * Initial IFEAD needs assessment through an IIEP fact-finding mission * Instruments for a participatory skills gap analysis and training needs assessment * Training on ESP contents and distance training methodologies of a team of Laotian programme partners	2015 * ESP programme materials in Laotian language, with adaptations to local contexts validated and printed * Up to 50 national staff trained in 6-month intensive distance course * Up to 3 staff completed training at IIEP (Specialized Courses programme and ATP) 2016 * A second group of up to 50 MOES personnel trained through IIEP distance programme * Training syllabus and materials * Continued training of trainers * A resource center set up and library staff trained
Rwanda	PSE training & set-up of a resource center	DIFD, Mott MacDonald	The main objectives of the programme are: • To build the technical skills and understanding of existing staff within central education bodies; • To establish an online Documentation Center; • To strengthen the Kigali Institute of Education.	Inception phase should be completed by end of 2014	A complex training programme for national and district officials will be implemented, through a series of workshops and distance support. The KIE documentation center will be strengthened.
Thailand **Viet Nam**	Supporting education sector planning	J.P. Morgan Chase Foundation	In 2012-2013 national teams from Ministries of Education, national training institutions and university departments involved in education administration participated in a one-year IIEP distance training programme on ESP. To increase the sustainability of results achieved in project phase-1 training competencies will be created at national partner institutions to provide education planning training in Thai and Vietnamese languages.	Thailand: * Six IIEP modules translated into Thai * A draft glossary Thai-English * Review sessions of the material Viet Nam: * Draft ESP training modules in Vietnamese * Draft glossary Vietnamese-English * Training of trainers session Only in Jan.2015	* training materials translated, validated, printed and disseminated * Glossary translated, validated, printed and disseminated * Core team of national trainers from specialized training institutions, trained

STO-2: Departements in charge of planning improve medium-term planning, and operational planning processes

* Education Sector Diagnosis

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Burkina Faso	ESD and simulation model update	AFD (on GPE funds), UNICEF WCARO	Technical cooperation to support ESD and simulation model update in Burkina Faso with a special focus on ECD and teachers. The overall goal is that this update would also provide information on the implications of the implementation of basic education and advice on the most cost-effective solutions.	Financial support recieved in August. Starting of the programme in October	Programme delayed to 2015 * ESD up to date * Simulation model up to date * Training of a national team (about 25 people)

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Burkina Faso Mauritania Côte d'Ivoire Senegal	Platform of expertise on vocational training programme (PEFOP)	AFD	The project aims at supporting the operationalization of TVET policies renovation in 4 countries (Mauritania, Senegal, Côte d'Ivoire, Burkina Faso), contributing to the mobilization and strengthening of, and creation of better tools for, public and private actors involved in their implementation. The main idea is to set up a multi-country platform to guide and support public and privatate actors in developing counties as well as donors.	* Funding secured * programme leaders TOR published * programme leader appointed	* Tools and methodology for TVET implementation * Country diagnosis * Priority programme elaborated
Côte d'Ivoire	Prospective diagnosis of education/ training/ employment link	AFD, MoE (Côte d'Ivoire)	Technical cooperation for prospective diagnosis of education/training/employment link (DIFIPE). The goal is to provide the ICR with strategic orientation for a better relevance of education and training in relation to the need of the labor market and the country's economy (Partnership with UNESCO Dakar and HQ).	Programme should start in October * tools elaborated * identification mission * National sheme for DIPEFE implementation set up	* Diagnosis and prospective report available * Concept and orientation note available * DIPEFE implemented --> extended to a new country
Côte d'Ivoire	Education sector diagnosis and simulation model update	UNICEF WCARO, UNICEF Abidjan, World Bank (GPE funds)	Following the 2010-2011 crisis, the Côte d'Ivoire has requested technical cooperation for ESD and simultion model update with a special focus on C/DRR and ECD (Coordination by Abidjan UNESCO office).	Agreement and financial support not yet secured. Programme may start in October.	* ESD updated * Simulation model up to date
Democratic Republic of Congo	Education sector diagnosis	UNICEF DRC	Technical cooperation to develop an ESD in DRC. The results and data from the ESD should feed into the simulation model implemented with UNESCO's support. The major innovation will be the integration of C/DRR issues and their impact on the education system and a focus on ECD.	ESD available and results disseminated *Programme closed*	
Guinea	ESD	AFD, GPE	In view of revising the sector policies, a new education sector diagnosis will be conduted with specific ECE and C/DRR chapters.		ESD completed

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Kosovo Georgia	Integrity risk assessment in education	UNDP	IIEP will support the efforts of one country to conduct a pilot integrity review of its education sector, and design an integrity sector plan on this basis using appropriate indicators. Opportunities for structured exchange and dialogue between education specialists and good governance and anti-corruption experts will be sought in this context.	**Kosovo:** * desk review of existing documentation on Kosovo's education system * in-depth interviews with the major stakeholders * report produced and published by UNDP (focus on formula funding; teacher management; and procurement)	**Georgia:** * desk review of existing documentation on Kosovo's education system * in-depth interviews with the major stakeholders * report produced
Mali	ESD	tbc	In view of revising the sector policies, a new education sector diagnosis will be conducted.		ESD completed
Nepal	Decentralization assessment in Nepal	UNESCO Kathmandu	The objective of this mission is to prepare a paper outlining strategies for the preparation of models and options of education service delivery in a future federal Nepal.	* Assessment mission * Report with policy advice and options for implementation of federal system *Programme closed*	
Nigeria- Rivers State	Assessment of education system	MoE (Nigeria)	The state government of Rivers State has requested UNESCO to conduct a comprehensive sector-wide assessment to review the progress on education development and identify action areas to enhance and sustain the achievements and to suppot ESD preparation.	Not yet implemented due to lack of response for national authorities and UNESCO-Abuja	Maintained in programmation for 2015 System Assessment for ESD preparation
World	Methodological guide for DIPEFE	BREDA, UNESCO HQ	Through a partnership with BREDA and UNESCO HQ, update of the methodological guide for DIPEFE (Prospective diagnosis for education/training/work link)	* Methodology tested in different programmes (Tchad, Senegal, Niger) * Indicators database aggregation ongoing * Large consultation of actors and IO * Selection of the relevant country for the full implementation (Côte d'Ivoire)	Delays in implementation * Implement DIPEFE in Côte d'Ivoire * Improve methogology with case study findings
* Education Sector Policies and Plan formulation					
Angola	Capacity development for provincial inspection teams, and for the creation of a community of practice of education inspection	MoE (Angola)	The aim of this programme is to support capacity development of the team of trainers of Angola's education inspection and supervision for the development and evaluation of the third cohort of the Training Programme for Provincial Education Inspection Teams.	* 18 innovative practices of provincial inspection, systematized. * Virtual platform for the creation of a Community of Practice of Education Inspectors, designed.	*18 innovative practices of provincial inspection, systematized and disseminated. *Community of Practice of Education Inspection, implemented on an experimental basis and evaluated. * Evaluative report on the revitalization of education inspection with policy recommendations, delivered.

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Argentina	Technical assistance and training for the "Solutions for the Future" competition of Samsung	Samsung Electronics Argentina S.A.	This programme aims at encouraging secondary school headteachers, teachers and students to present proposals, ideas and creative plans, applying knowledge on maths, science and technology, in order to develop positive changes in society.	*Training device for directors and supervisors from the Competition, implemented in blended learning format. *Support was provided to directors and supervisors in the development of innovative education programmes. *Programme closed*	
Argentina	Programme to support municipalities in educational policies for early childhood	MoE of the province of Cordoba (Argentina)	This programme's goal is to develop a training course for officers from the Municipalities and Technical Teams of the Ministries of Education, Health and Social Development on educational policies for early childhood and the design of municipal plans. The expected result is to provide the necessary tools for improving educational activities, and to ensure quality in current educational services addressed to the youngest children.	* Blended traning for 100 municipality officers * Situational Participative Diagnosis on Early Childhood in the participating Municipalities, presented. * Territorial Map of Early Childhood of the Municipalities, delivered. * Preliminary Strategic Plan for Early Childhood in the Municipalities, presented *Programme closed*	
Argentina	Cooperation with the Secretariat of University Policies of the Argentine Ministry of Education	MoE (Argentina)	Provide technical assistance to the Secretariat of University Policies (SPU) in the following areas: a) Strengthen the supply of academic programmes; b) Propose tools for monitoring the planning processes for the expansion of the university system; c) Favor interaction between the academic and the work-productive areas; d) Encourage processes of monitoring, systematization and evaluation of the programmes.	* Information consolidated and published in yearbook. * 5 calls, in progress. * List of monitoring tools for expanding the system, in progress. * Final review of the preliminary report on the socioeconomic situation and on the offer, needs and demands of academic training developed, including the supply of careers to be developed. * Preliminary report delivered by PEFI for 2014 and Final Report provided. *Programme closed*	
Argentina	Design and implementation of the organizational and administrative structure of the Ministry of Education	MoE (Argentina)	Technical assistance to the Ministry of Education of Argentina for designing the permanent staff's organizational and administrative structure and opening calls for personnel vacancy fillings, priorly approved by the National System of Public Employment (SINEP).	* Profiles and application guidelines, developed. * Competition´s website, updated. * Calls, disseminated. * Applicants lists (accepted and declined), developed and published	Evaluation reports on the different stages (Curricular, Technical, Job and Psychological Interview)
Burundi	Full planning process	tbc	A full planning process will be implemented in Burundi.		* ESD updated * Simulation model up to date * 2017-2020 action plan

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Chad	Support to education sector plan	UNESCO Yaoundé (GPE funds)	In cooperation with IIEP-Paris, PDK is to provide technical cooperation for the whole planning process. This support to the Government of Chad comes within the framework of the development of the Ten-Year Plan for the Development of Education and Literacy (PDDEA) for the 2016-2025 period (with technical support from UNICEF & UNESCO Yaounde and Njamena.	* ESD completed mid-2014 (with 4 extra chapters on TVET, literacy, institutional analisis and C/DRR) * Simulation model and ESP will be drafted by the end of 2014	* Simulation model available * 2016-2025 ESP available
Ethiopia	ESP training and support	UNESCO Addis Ababa, Cap EFA	The objectives of the support are as follows: * To strengthen the plan preparation skills of the experts in charge of drafting the ESDP V; * To improve the understanding of the plan preparation process of those actors who are involved in the process of preparing ESDP V; * To assist with the actual preparation and drafting of the plan document.	Programme just started * first workshop completed * 1 workshop and 1 seminar to be organized in December	* 2 workshops and 1 seminar to be organized in 2015 * ESP completed
Guinea-Bissau	Support to the formulation and implementation of education policies	UNICEF (GPE funds and owner funds)	Under this Agreement, UNICEF and Pôle de Dakar shall collaborate to support formulation and implementation of education policies in Guinea-Bissau and provide technical cooperation for the whole planning process.	Programme delayed * Data is collected but under analysis to be integrated to ESD * Survey on students learning achievement and on the availability of ECD centers and the quality of services they provided are conducted	* ESD * M&E * Simulation model * ESP for 2016-25 * Education Action plan 2016-18 7. Training (3 short training for 20 officials by training in Guinea and 1 long training for 5 officials in Dakar)
Jordan Lebanon Palestine Syrian Arab Republic	Norms and standards for UNRWA class formation & staff estimation exercice regulation	UNRWA	IIEP has been requested to provide technical assistance to UNRWA towards the formulation of norms and standards that will regulate the UNRWA class formation and staff estimation exercise in light of international standards for quality education. In the context of UNRWA's Education Reform, and acknowledging the central role of teachers for the quality of education, UNRWA has prioritized the development of a Teacher Policy.	First mission in October 2014 * Review of UNRWA existing practices and procedures * Analysis of available norms within host countries * Strategy on norms and standards concerning class formation and staff management	
Mauritania	Full planning process	tbc	A full planning process will be implemented in Mauritania.		* ESD updated * Simulation model up to date * ESP reviewed * 2016-2018 action plan

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Senegal	Simulation model	tbc	A TVET specific simulation model will be developed.		Simulation model
Sudan	Education sector reform: Capacity development in education sector planning	UNICEF	Extention of the cooperation programme (2012-2013) for technical assistance to the States plans and capacity building. The extension was necessary due to the requirement to Sudanese states to develop State-level education plans in an environment of low technical capacities and weak governance which resulted in a low rate of progress despite tight time schedule.	* Critical reading of 17 State plans *Training workshop on the preparation of education plans	
Tanzania	Sector plan review	MoEVT	Review of existing sector plan and recommendations for updating of plan		Report and recommendations finalized
* Integrating conflict & disaster risk reduction in education sector planning					
Bangladesh Bhutan Lao PDR Nepal Papua New Guinea Sri Lanka	Regional study on crisis-sensitive planning in Asia in collaboration with UNESCO Bangkok	UNESCO Bangkok	In collaboration with UNESCO Bangkok, mapping of C/DRR integration in policies and plans for further technical cooperation or capacity building (with 11 countries)	* The self-monitoring mechanism has been piloted and duly completed in 7 countries * A synthesis report has been produced and a workshop to present the results of this report will take place in November *Programme closed*	
Chad Democratic Republic of Congo	Methodological note for C/DRR inclusion		Compilation of information for a methodological Note for C/DRR inclusion based on field experience	* Chad and DRC RESEN programs just completed	* Methodological Note to be compiled
Mali	C/DRR diagnosis and strategy for the education system	UNICEF	Following the 2010-2011 crisis, the Malian government realized the necessity of institutionalizing and operationalizing C/DRR in the planning of the education sector activities. IIEP will therefore collaborate with the MoE, UNICEF and USAID for the development of a C/DRR diagnosis and strategy for the education sector. Specific indicators and data collection tools will be developed.	* Diagnosis document with analysis of the impact of risks on the education sector developed * Elements of a risk reduction strategy produced (with budgetized action plan) * Specific indicators to be integrated in EMIS and data collection tools for these indicators are developed	

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Mali Uganda	Integrating safety, resilience and social cohesion into education sector policy-making, planning and curricula: A capacity development process	EAA, PEIC	This programme aims at building on global momentum to integrate safety, resilience and social cohesion into education sector planning processes through: * developing partnerships; * providing tools; * strengthening capacity by offering training courses and materials and supporting regional training centers; * provision of technical assistance at national, regional and international levels (in the years 2014-16) (in the partnership with UNICEF ESARO).	* Scoping study * Experts meeting * Establishment of advisory group and steering committee * Draft planning, policy and curriculum booklets * Draft case studies (Nepal, Burkina Faso) * Revised distance course materials translated into French * Distance course implemented in 11 Francophone countries * website and online respository * Draft training materials	* Policy seminars held in at least two countries * Technical workshops, coaching, mentoring on sector planning processes that address issues of safety, resilience and social cohesion conducted in at least two countries * Materials contextualized to new contexts and translated into French/and or Arabic * Capacity development for development partner professionals and consultants on crisis-sensitive planning * Distance course conducted in English or Arabic
STO-3: Planners draw on EMIS and M&E systems that are sensitive to core EPM issues					
Democratic Republic of Congo	EMIS implementation	World Bank / MoE DRC	The objective of this project is to design and implement a new information system in 6 provinces of DRC, by using ITC, in addition with the classical approach (database). The new EMIS should reduce the data collection process while improving data quality and dissemination via several devices (internet, tablet, mobile phone).	not yet started	1. project fully implemented in 2 provinces 2. training of the users (planners at central and decentralized levels)
Madagascar Togo	Monitoring and evaluation of school performances	GPE/GRA	Technical support and capacity development for the implementation of Information feedback systems and tools at decentralized and school level for increasing accountability and community participation. The project will develop the tools and indicators necessary for the establishment of school profiles and categorizations based on performances. Capacity development will be provided at inspection level and school level in the interpretation of indicators for improved performances. (In partnership with UNICEF and ISU.)	Delay in financing. programme only started in August Preparatory mission in Togo and Madagascar (Workshop and diagnosis)	For each country: * a diagnosis report * tools implementation guide book * TC & trainings for monitoring tools implementation * classification of school (context/ressources/ performances) * Report on specific case study * Global report on methodology and lessons learned 2016: Expand on other contries Niger, DRC ou Tanzania

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Mauritania	Indicators' definition for M&E of sector policy under the NPDES II	Mauritanian Government	Technical support for definition of indicators for M&E of sector policy (PNDSE II) in Mauritania. The overall goal is that the education sector will have a relevant monitoring indicators' matrix and that ministry senior staff, in particular directors of wilayas, have the capacity to understand those indicators and to provide the necessary information periodically.	1. matrix available 2. training completed for 15 trainees (essentially the directors of regional inspections) *Programme closed*	
SACMEQ Countries	Monitoring and evaluating the effectiveness of HIV & AIDS prevention education programme	UNESCO ED/UNP/HIV	The programme 2014/15 aims to provide technical support to MoEs - especially planners, managers and EMIS in Eastern and Southern Africa (EAS) - in implementing and scaling-up effective HIV & AIDS prevention education programme. This includes continuing to provide technical support to (i) SACMEQ network and (ii) the UNESCO HQ with the implementation of the UNESCO Monitoring and evaluation (M&E) Framework for the education sector to HIV (endorsed by UNAIDS).	* Publications:The methodological manual "Measuring the Education Sector Response to HIV and AIDS. Handbook – Supporting country-level data collection for core indicators", will be launched at the end of the year in English on the UNESCO website - and the French version later * One regional training workshops in 9 ESA countries. It aimed to support the integration of UNESCO M&E core indicators into EMIS * Support to UNESCO field office and SADC to replicate the regional training workshops in 8 ESA countries * Support to the SACMEQ coordinating centrer (SCC) * Publication: draft methodological report on the design of the UNESCO M&E core indicator 6 : "Young people: Knowledge about HIV and AIDS".	* Publications: (i) the methodology report on the design of the UNESCO M&E core indicator 6: "Young people: Knowledge about HIV and AIDS" and (ii) international policy brochure * Continue to provide support to SACMEQ coordinating centrer (SCC) * Participation in at least 1 SACMEQ regional training (16 countries in ESA) and lead the sessions on "analysing and reporting the trends (levels and equity) of SACMEQ key indicators on HIV prevention education programme, with a focus on cognitive and non-cognitive outcomes and teacher training, between 2007 and 2013, for guiding policy" * Training manual and tools (SPSS syntax) for SACMEQ SCC and NRCs on analysing and reporting the SACMEQ key indicators on HIV prevention education programme * Technical assistance to the 16 SACMEQ National research teams * Continue in networking with key partners including SACMEQ, UNESCO HQ and field offices, SADC, UNICEF, etc.

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
SACMEQ countries NEQMAP countries SEAMEO countries PASEC countries	Technical assistance in the area of quantitative methods in monitoring learning outcomes	Netherland, GPE/GRA, UNICEF-EAPRO, CONFEMEN	Based on the IIEP's experience, expertise, and reputation in this area, the Institute has often received requests to collaborate with different networks that are engaged in the monitoring of learning outcomes.	* Collaborated with SACMEQ Coordinating Centre to develop capacity to carry out assessments in countries. * Collaborated with NEQMAP to develop national capacity regarding assessment literacy and data use. * Collaborated with UNICEF-EAPRO and SEAMEO to develop national capacity regarding assessment design and data use on policy.	* Continuous collaboration with SACMEQ Coordinating Centre, as a sustainable network. * Collaboration with PASEC to develop national capacity on data use for policy. * Ministry officials in Asia and Africa regions with capacity on issues and experiences in assessment.
Seychelles	Development of the 2013-17 Medium-Term Strategy & the EMIS	European Commission	The overall goals of this programme are: * MoEEHR's capacity to plan for and monitor the development of the Seychellois education sector is enhanced; * the EMIS informs planning and decision-making in a more effective way; * MoE has a better understandind of its capacity needs and constraints; * MoE is better able to attract domestic and external funding; * The linkage between the Seychellois people and the MoE/Education sector is reinforced.	* MTS document produced * 5-6 people core planning team trained on-the-job through plan formulation * Approx. 20 MoE staff trained through workshops, consultation and provision of inputs for MTS document * Diagnosis of Seychelles ED sector * Statistical database created * One EMIS staff trained in-depth at IIEP (ATP) * Initial diagnosis of the EMIS carried out	* Detailed analysis of the EMIS * Further development of the statistical database * EMIS master plan * Software for data entry at school level * Technical infrastructure at central MoE level to automate data collection and treatment

STO-4: Planners facilitate the alignment of resource allocation with policy objectives

* Education financing

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Guinea Conakry Côte d'Ivoire Laos Nepal Uganda Sénégal Viet Nam Zimbabwe	Education financing: Development of a methodology to improve national reporting systems on financial flows	GPE/GRA	The objective of this project, jointly implemented with UIS and Pôle de Dakar, is to develop the technical capacity of the ministries of education in the concerned countries, in the collection, production and analysis of data on expenditures for education. To that end, this programme will have the following specific objectives, to set up methods for and analyse: - financial mechanisms and Government budget expenditures (all countries); - Government budget allocations within the system: mechanisms, disparities and equity issues (2 countries); - household expenditures for education (2 countries); - external funding for education (2 countries). But also to set up the methods of collection and processing of data on education expenditure in view of completing the statistic information systems already available for information on institutions, students, teachers, equipment (3 countries).	**IIEP-Paris:** **Senegal & Laos:** ·Data collected at central level ·Data collected at local level (Sen.) ·National technical teams trained ·Financial mechanisms reviewed **In Nepal:** ·Classifications for the National Education Accounts tables developed ·Data collected and being processed (from Ministry of Finance for Moe, HH expenditure, EMIS, Uni. Grant commission…) ·Plan for the distribution of a survey of expenditure of international NGOs **IIEP-Paris & PDK:** **In Uganda (full National Education Account):** ·Data collected at central level and being processed with also HH data provided by UBOS ·Visit of a sample of schools (all level, public/private) to review the financial mechanisms. ·Methodology of processing and analysis framework drafted. **Pole de Dakar:** * Methodological guides on National education account In Guinea & Zimbabwe (public resources): * Preparatory missions (national teams, training, data collection, institutional meetings….)	**For each country:** * a diagnosis report * monitoring tools and guide book * Report on specific case study * Global report on mthodology and lessons learned *National briefs on education financing produced in each country and disseminated –> Next national sector review includes tracking of a (more complete) set of finance indicators. –> Guidelines (first version) on how to run and implement National Education Accounts, including methodological modules on how to analyse resource allocation within the system, use household surveys to estimate private education expenditure, and analyse and monitor external funding to education.
Sudan	Capacity building on costing of the secondary education strategic plan	UNESCO Khartoum office	This project aimed at costing the Secondary Education Sector Policy and Strategic Plan to improve access, efficiency, quality and governance. It required the development of a simulation model to determine the social demand of education, and the required adequate physical and human resources.	*Costing chapter of the secondary education strategic plan *Training of 5 Ministry staff *Development of a simulation model	

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
United Arab Emirates	Public expenditure review	MoE (UAE), Sharjah RCEP, UNESCO Doha office	The objective of this proposal is to carry out an education public expenditures review to complement the existing EMIS with a comprehensive financing statistics component. The study will link education public expenditure to performance of the sector for the three-year period 2010-2013, while giving policy and performance outlooks focusing on the implementation of the 2010-2020 National Education Agenda.	* Federal funding data collected, processed and being analysed * The national technical team trained on analysis of education expenditure * Draft report on the financial mechanisms and education providers in the UAE	Public education expenditure review
* Generate evidence to guide policy dialogue and formulation					
Argentina	Research on new generations of young rural women as promoters of change	Argentina Ministry of Agriculture, UCAR	The programme aims to develop a diagnosis on the socio-productive situation – including demographic and educational variables – of young rural women in Argentina, identifying needs and opportunities that contribute to the design of territorial policies with a gender perspective. The overall goal is to identify vacant areas and opportunities for the design of intervention projects, aimed at the integral development of young rural women.	*Progress report, delivered. *Preliminary report, delivered. *Final report identifying needs and opportunities of young rural women considering the different productive profiles of each region, delivered. *Programme closed*	
Asia	Access to information for improved Integrity planning		In recent years, the Asia-Pacific region has become a hotbed for increased activity in access to information initiatives and calls for more transparent and accountable governments. However, while legislation, accountability tools, and software have been developed for improved transparency purposes, this multitude of disparate approaches has produced a glut of endeavors, without truly assessing their usefulness and impact. In this context, it is proposed to conduct a survey of country-specific use of open education data in selected Asian countries (both developed and developing). Additional resources will be developed and shared through new training offers, policy dialogue, and online and international advocacy.	* Launching of a survey of country-specific use of open education data in Asia * 1 seminar on corruption in education for Norad/MFA staff * Translation of various books published under IIEP's Series on Ethics and Corruption * Contribution to various international books and reports * Launch of the new ETICO portal	2015 * Pilot impact assessment studies on the use of open data * Study tour on the development and use of open data * International cooperation in the fight against corruption * Update of the ETICO website 2016 * 5 impact assessment studies on the use of open data carried out * International cooperation in the fight against corruption * Update of the ETICO website

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Austria Bangladesh Bahrain China Chile Kenya Germany South Africa	Internal quality assurance in higher education		In order to address the quality crisis in higher education, a new research programme has been launched on "Exploring innovative and cost-effective options of internal quality assurance at the higher education level". The overall goal of this new project will be to identify approaches and options that can help higher education institutions build their own (contextually sensitive and cost-effective) system of IQA.	* literature review * research proposal and tools * expert meeting * methodology workshop for case study authors launching the preparation of some 8 institutional case studies	* Survey launching & data collection * A report on the state of the art of IQA internationally * Seminar for 8 case studies in innovative IQA systems presentation * Prepare case study for publication
Chad Democratic Republic of Congo Gambia Ghana Mauritania Nigeria Sierra Leone Togo	Early childhood and equity in Africa	UNICEF	This study aims to better understand the family and environment context in which the young children of West and Central Africa grow up and the way in which this affects their development and their access to primary school. On the basis of the findings, the study aims to provide the sector's players with a basis for reflection to identify options for the development or reorientation of ECD programmes. An other goal is to enhance capacity of MICS surveys to portray ECD issues comprehensively.	* Study finalized and peer-reviewed. * selection of publisher is under process. *Programme closed*	
Kenya and SACMEQ and/or ESARO Countries	Sub-regional capacity building on research into gender equality in learning outcomes and learning environment	UNICEF ESARO	During 2012-2013, a pilot programme "Stories behind gender differences in student achievements in Kenya" was implemented by IIEP in collaboration with UNICEF-ESARO. While the draft research book has been completed in 2014, it is important to disseminate the results to influence the government's education policy and planning, as well as to share the experience with other countries, with a focus on the school-level factors that impact gender equality in learning outcomes.	* Kenya case study completed and submitted for review. * A draft of Kenyan gender policy process was decided to be included as one of the chapters in above study. Another report is to be completed before the end of 2014. * A draft template of an international gender chapter and the first draft of instruction for countries were completed. Countries have not completed data cleaning as of October 2014. * The first draft of the training modules and qualitative data collection instruments on gender-related qualitative research was completed. Simplification is to be implemented before the end of 2014.	*Kenya case study is to be published and disseminated. * Subject to the ExB funding, simplified methods are to be applied in other countries in the region to monitor gender equality in learning achievement. * Subject to the progress of the countries' data cleaning, a capacity building for countries is to be provided in order to complete the policy briefs.

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Latin America and the Caribbean	Social investment for early childhood	Oficina Regional de UNICEF América Latina	The programme develops an analysis of social investment for early childhood in the region, through the systematization of the information on public spending that countries provide, and the identification of the portion of spending allocated to this area: Argentina, Colombia, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Paraguay and Peru. This work aims to strengthen the information provided by SITEAL-SIPI.	Publication finalized, which develops: * A conceptual and methodological framework in order to systematize and analyse the information on social spending for early childhood; * An analysis of social spending for early childhood in 9 countries of the region: Argentina, Colombia, Costa Rica, El Salvador, Guatemala, Honduras, Mexico, Paraguay and Peru. *Programme closed*	
Malaysia India Bangladesh Cambodia China Indonesia Korea R Nepal Pakistan Sri Lanka Philippines Australia	Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP)	Funds-in-trust Malaysia	The ANTRIEP network, supported by IIEP, involves over 20 national research and training institutions from 12 countries in Asia. IIEP in partnership with the Institute Aminuddin Baki and UNESCO Bangkok will prepare a three-year programme to strengthen the capacities of ANTRIEP institutions to support Ministries of Education in member countries on issues of education financial planning and management in the context of public sector reforms.		Proposal still in pipeline
Mexico	External international evaluation of the professional teacher service evaluation processes	INEE, Instituto Nacional para la Evaluación de la Educación (Mexico)	The programme aims to develop an external evaluation of the Professional Teacher Service evaluation processes in Mexico, during the school year 2014-2015. To this end, observation tasks are developed during the application tests for candidates for teaching positions for primary and secondary, and for upper secondary education in seven states of Mexico. At the same time, representatives from the government and from teachers' unions in 20 states are to be interviewed.	Report delivered to INEE, including an evaluative analysis of the different stages of the processes of design and application of the teachers' tests: Recommendations presented by IIEP-BA used to design future processes for teachers' evaluation. *Programme closed*	

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Paraguay	Violence in schools and the status of information for monitoring childhood rights	Plan Internacional (Paraguay)	The programme focuses on the development of two studies: Violence in schools: to provide an input to the debates that enables development of policy recommendations to be submitted to local, educational and ministerial authorities. The status of information for monitoring childhood rights: first assessment on the availability and quality of the necessary information for following-up on the accomplishment of children's rights in Paraguay.	* 1 report centered on violence in school * 1 report: Assessment and recommendations for building an information system for monitoring childhood rights Results presented in the reports added to the lines of work of Plan Internacional Paraguay. *Programme closed*	
Uganda	Youth participation in planning and its contribution to peacebuilding	none/aucun	Research on how ministries of education and other relevant line ministries can better plan with and for youth. The expected outcome of this research is to produce a guidance tool in the form of a checklist that will support ministries and young people in assessing the status of youth engagement in educational decision-making. This will form the basis for ministries to develop further strategies for youth engagement in decision-making where needed.	* Final draft of the synthesis from the 2012 Policy Forum "Engaging youth in planning education for social transformation" completed and nearing publication. * Mapping of youth engagement in education research, programmes and policies available in paper format and online version in preparation. * Draft Literature review available. * Draft Self assessment tool produced.	* online mapping fianalized *workshop * self-assessment tool revised after workshop * self-assessment tool piloted * self-assessment tool and methodology developed for other contexts
World	Rigorous literature review on girls' education and gender equality	DFID	The DFID-financed literature review responds to two questions: (i) On the basis of an evaluation of evidence, what leads to expansion and improvement in girls' education? (ii) Under what conditions does evidence suggest that this expansion and improvement is associated with gender equality within and beyond schools?	* DFID's publication of a research book "Interventions to enhance girls' education and gender equality". * DFID's publication of an evidence brief "Girls' education and gender equality". * Dissemination of the work in CIES conference. *Programme closed*	

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
World	The implementation of decentralization policies (Thematic priority 3: Governance and accountability to stakeholders and beneficiaries)	UNICEF EAPRO: signed; GPE/GRA: signed	This global research programme on the implementation of decentralization policies to improve governance and accountability comprises the following 3 main activities: * Improving school financing: the use and usefulness of school grants (Asia and Pacific, French-speaking Africa and LAC); * Publications (books, briefs, articles) on decentralization, school grants and DEOs (5 African study cases); * Training on decentralization of education.	* School grants: In East Asia and Pacific 1 regional comparative analysis drafted. 4 national syntheses 2 national dissemination workshops 1 regional policy seminar, attended by 70 participants IIEP webpages updated. In Latin America (Honduras): 21 draft school monographs; 3 draft district-level reports; Preliminary results of surveys to representative sample of PROHECO schools. In French-Speaking Africa: 1 desk review drafted. Research tools translated into French. * Publications (5 national syntheses on shool grants Africa, 1 draft regional comparative analysis on school grants East Asia and the Pacific, 3 national syntheses on DEO, 3 research briefs on decentralization, 1 article) * Preliminary work continued on modules on decentralization, updated list of reading material	2015: * School grants: In Latin America: • Honduras: 1 desk review drafted; draft of national report • School grants analysis on another country (to be confirmed) French-speaking Africa: • One technical workshop • at national level: 1 draft national diagnosis; a set of draft school monographs; 1 draft quantitative analysis report; 1 draft national synthesis --> Publications: 1 regional comparative analysis on school grants East Asia the Pacific 2016: * School grants: at least 1 regional policy seminars on school grants --> Publications: 1 draft regional comparative analysis on school grants in French-speaking Africa; 1 regional comparative analysis on school grants in Latin America; 1 draft technical guidelines to design and implement school grants policies. Draft articles on the research findings for dissemination.
World	Teacher management (Thematic priority 2: Improved cognitive and non-cognitive learning outcomes)		As part of its work on teacher management, IIEP will: a) launch a new research project on "Exploring the administration of teacher careers", and b) provide face-to-face and distance training courses. The idea for the research emerged from knowledge of the field gained through a technical assistance project (Djibouti). It is aimed at making available to policy-makers various innovative policies undertaken in terms of the administration of teacher careers. The following outputs are expected: * Publications (book, briefs, articles) on teacher management and the administration of teacher careers; * Training on teacher management using up-to-date materials.	* Launch of a literature review and questionnaire * 7 training modules and launch of a distance course * participation in 3 conferences * Djibouti final report	2015 * 1 meeting of experts * publication of the literature review * research proposal * launch the pilot-study (country to be decided): one mission out of three * training materials revised and translated * distance course in English 2016 * Pilot study: 2 missions * technical workshop * report on pilot study * launch in 2 other countries

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
* Providing access to information and good practices					
All	Foresight programme	none/aucun	The Seminars offer an opportunity to brainstorm with international experts, IIEP colleagues, IIEP trainees and the broader development community, on new developments and trends in the area of education for development and thus, along with the policy brief production, to enrich the IIEP Observation Programme and the prospective reflection at the IIEP on trends in educational planning.	2 policy briefs produced: "Autonomy and Accountability: School Reforms in England", by Anne Jackson "What education planning means at a time of MOOCs", by Dimitris Noukakis 2 seminars organized: * "Creativity, critical thinking, collaboration, and curiosity: How can education systems foster these skills?" * "Towards a systems approach in education: What are the issues for policy?"	2 policy briefs produced 2 Strategic debates to be organized in the period from January to June 2015. The issue of education and the labour market and employability will receive particular attention since it is one of the future strategic priorities of IIEP.
STO-5: Policy and technical officials in ministries in charge of education interact on core EPM issues					
World	Summer School		This year's summer school, entitled "A Successful Education Reform: What role for planning and management?", was organized for French-speaking countries. The overall goal of the Summer School is to create a common understanding between senior policy-makers and senior technical staff, in particular directors of planning, within ministries of education. To this end education planning directors and high-level ministry officials were invited to one week of workshops, and panel discussions focused on setting up an effective planning department, and on strategies to overcome significant policy challenges.	30 participants from 12 countries, including 12 directors of planning, two ministers and several permanent secretaries.	The theme for next year's summer school is still to be decided. The focus will again be on policy advice.

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
World	Alumni network "Les planificateurs sans frontières"		The concrete objectives of the Alumni Network remain better collaboration, regular professional exchange and support, between staff and former trainees in order to strengthen the professional synergy between IIEP staff and former trainees and especially between alumni for South-to-South cooperation.	* Updated database of Alumni members * Alumni e-platform: Several news and alerts on events, or issues relevant to educational planners * 1 thematic online discussion forum (English) * 1 Summary Report on the online discussions.	* Improve and update the Alumni database & integrate the visiting trainees. * Develop new national alumni trombinoscope. * Consolidate & update the Alumni e-platform; Moderate/filter the discussion pages; set-up of wikis or blog to facilitate exchange; screen the content of the documents uploaded by the Alumni * Support to Alumni through face-to-face and at distance meetings and training; develop information sharing among network members. * Provide quarterly monitoring information on network activities * Support the internal and external visibility of the Alumni network * Assist in identifying the network information that should be disseminated more globally * Implementation of selected technological and organisational tools and processes for DE and alumni network. * Sensitize and train the ATP trainees in the use of e-tools necessary for their participation * Facilitate the organization of short training sessions for alumni during staff members missions

STO-6: Ministries in charge of education engage with other government and non-state actors

* Platform & portals

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Africa	Indicators database		Update of the PDK's Indicators database cross-checking UIS and RESENs data.	Update not possible due to technical issues	Database updated and shared online
Latin America	Website and Publications	none/aucun	Researchers, decision-makers and the education community will benefit from the distribution and dissemination of IIEP publications in their different modalities, as it seeks to increase and optimize access to documents produced by the Institute.	Online publications: * New educational law in South America: Towards a promotion of education as a fundamental human right * 2014 Activities Report * Comunidades de Práctica y Tutoría de los Foros Virtuales. Materiales de Apoyo a la Formación Print and Online Publications: Educación y Políticas Sociales. Sinergias para la inclusión	*Widen the number of subscribers to the institutional website. *Widen the scope of the different disseminating strategies of the institute's activities. *More presence in social networks.

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Latin America	Information System on Educational Trends in Latin America (SITEAL)	OEI	The Information System on Educational Trends in Latin America (SITEAL) seeks to promote a greater understanding of: how education systems work; the relationship between education and standard of living; inequality in access to education; and the impact of different economic and social scenarios in the countries of the region.	* 12 country databases updated. * 2 statistical abstracts published. * 3 published interviews for SITEAL dialogues. * 2 papers published. * 4 highlights published. * 3 country profiles updated. * Facebook and Twitter accounts active to broaden the communications strategy .	* Updated databases, country profiles and statistical abstracts * Published interviews for SITEAL dialogues * Published newsletters and highlights
Latin America	Information System on Early Childhood in Latin America (SITEAL-SIPI)	OEI, UNICEF, Fundación Arcor (Argentina)	The Information System on Early Childhood in Latin America (SIPI) is an online observatory that collects, systematizes, analyses and disseminates information on the commitments and effective actions taken by the States to promote and guarantee early childhood rights. This observatory is part of the SITEAL program.	* Relational database with information on regulations, policies and statistics on the status of early childhood, updated. * 5 interviews for SIPI's dialogues, 4 highlights, 12 country profiles and 3 papers, delivered.	The relational database with information on regulations, policies and statistics on the status of early childhood will be updated. *Interviews for SIPI's dialogues *Highlights *Country Profiles *Papers
Latin America	SITEAL– ICT	IBERTIC	SITEAL-ICT is a joint initiative of IIEP-BA and OEI (Organization of Ibero-American States) oriented towards the development of an online observatory of ICT policies in education in Latin America. This observatory will be presented as a product of SITEAL.	*Website design, completed. * Databases including indicators, regulations and policies, completed.	Website, regularly updated
Latin America	RedEtis (Network for Education, Work and Social Inclusion in Latin America)	none/aucun	RedEtis is an online portal that constitutes a meeting point between actors from Latin America who are interested in promoting an agenda of equity and justice on the topics of work and education. RedEtis promotes inclusion and access to social justice from a rights perspective, creating a virtuous circle between education and access to decent work. RedEtis aims at consolidating a community of peers who find in this project a space for permanent exchange of lessons learned.	*Website, regularly updated. *Tendencias en Foco N°27, N°28, N°29, published. *News updates, sent.	Publication of Tendencias en Foco.

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
World	UNESCO HIV and Health Education Clearing House	UNAIDS	The overall goal of the HIV and Health Education Clearinghouse is to provide timely, relevant, and high-quality resources on HIV and health education to members of the education sector (including ministry staff, teachers, academia, UNAIDS co-sponsors, and civil society) to improve policy and practice at the local, country, regional, and global level.	* New clearinghouse website (multilingual, social media) launched end August. * Functioning twiter feeds.	* New clearinghouse website (multilingual, social media) * Online database * functionning help-desk
World	ETICO		The ETICO information platform has become a unique tool for ministries, international organizations and agencies, NGOs, universities, and research institutions for discovering relevant information on corruption in the education sector. It includes references to publications, projects, policies and norms, and provides links to various agencies, institutions, and programmes.	Platform updated.	Platform updated
World	P4L: Portal on Planing for improved learning outcomes	MasterCard Foundation Hewlett Foundation (USA) MacArthur Foundation Intel Foundation	Online public space gathering research, debates, experiences, literature on learning issues and interventions, and syntheses for education planners and policy-makers as well as civil society actors, and funders throughout the world. The overall goals are: * MoEs use the Portal to become better informed on learning gaps and needs, understand factors that improve learning, identify implementation challenges, and make informed decisions. * Financial, political and other stakeholders use the Portal, which helps mobilize financial and political support for strategies to improve learning.	Portal launched (end 2014).	Portal accessible with: * FAQ for non-specialists, * Issue/thematic analyses for specialists, *Online debates with guest commentators, *Controversy write-ups, * Issue briefing sheets, *An analysis of Planipolis on how education plans approach learning, identifying exemplars, *Online community-building tools.

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
* EFA-Global Monitoring Report contributions					
Africa	Elaboration of the country EFA reviews and EFA Africa Report	BREDA	PDK has been solicited by BREDA to participate in the elaboration of the Country EFA Reviews and EFA Africa Report (2000-2015) specifically on the financing of EFA coordination for Africa. This is a participatory process of all the counties involved. This report aims to shed light on mechanism and policy implemented toward EFA goals, needs for post-2015 agenda and specific study cases.	The report has been drafted. Final version should be ready for October.	Official presentation of findings in February in Rwanda, and in South Korea for the EFA world conference
Latin America & the Carrabbean	New education laws in Latin America and the Caribbean: Promoting education as a basic human right	CLADE-Brasil	This programme aims to develop a study on the general education laws that are currently operating in Latin America and the Caribbean, through a detailed analysis of their contents and interviews with key informants. The overall goal is to provide a significant contribution to the regional document on Education for All goals that CLADE Brazil developed and delivered to UNESCO.	An institutional publication, developed by IIEP-BA and CLADE Brazil, delivered. *Programme closed*	
World	Comparative study of education sector plans	GMR/EFA	This study was done under the request of the GMR/EFA team as a background paper for the 2015 GMR publication. It is a comparative study of education sector plans before and after the Dakar confernece in 2000 to try to measure the impact of the international conference.	* Study launched. * One background paper, delivered. *Programme closed*	
* Seminars & Debates					
Argentina	Mercosur's Youth Parliament	MoE (Argentina)	Within the context of the regional programme "Mercosur's Youth Parliament" of the Ministry of Education of Argentina, IIEP-BA is responsible for updating documents for teachers and young people with a didactic and pedagogical approach in order to develop critical thinking among secondary school students, as well as to institutionalize spaces for young people to debate.	*Educational Mercosur. Youth Parliament. The secondary school we want. Workbook for teachers. *Educational Mercosur. Youth Parliament. The secondary school we want. Workbook for students. Available at: http://parlamentojuvenil.educ.ar/materiales-del-proyecto/ *Programme closed*	

Country	Activity title	Financial Partner	Description	Outputs achieved 2014	Outputs planned 2015
Latin America	International Seminar 2014: "Improve learnings in Compulsory Education. Policies and Actors"	none/aucun	The Seminar's general objective was to produce a space for debate to analyse the characteristics and results of policies aimed at improving learning processes implemented in the region in recent years. The project generated critical knowledge on the role played by schools and teachers, on the extent to which these policies promote synergies between the diverse sectors of Ministries of Education and other institutions. It aimed to identify which aspects were meant to be improved by the policies and to analyse the policies on educational evaluation and learning improvements.	The International Seminar 2014 took place 26-27 August. 650 officers, researchers and teachers were present. 8000 online participants	*Seminar organization, in its two components: open Seminar with live online broadcasting and a face-to-face discussion group of experts. *Publication of the book of the 2014 Seminar.
Mexico	International Seminar on Higher Education for Chancellors	Universidad de Guadalajara (Mexico)	The meeting aims to provide an exchange platform to discuss the new challenges for higher education, the status of Mexican universities, its development perspectives, and government policy for higher education. The overall goal is to evaluate the new challenges, identify strengths and weaknesses and deliver specific proposals to serve as inputs for a national policy for developing higher education.	International Seminar on Higher education for chancellors, developed. *Programme closed*	
World	Policy forum		Policy fora are opportunities to bring together high-level decision-makers and administrators and international experts, researchers, and representatives from development agencies. The overall goal is to discuss current and future challenges so as to be better able to overcome them; to share knowledge on recent and innovative initiatives; and to reflect on ways to assist countries to design and implement adequate strategies.	Postponed	Policy Forum on "Planning Higher Education Integrity"