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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 II – ATP reform assessment

**UNESCO
INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING**

**53rd SESSION OF THE GOVERNING BOARD
(Paris, 8-10 December 2014)**

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and on the Draft Operational Plan for 2015**

PART II – EVALUATION OF THE ATP REFORM

1. BACKGROUND

In 2013 Oxford Policy Management was commissioned to study the cost and effectiveness of IIEP's training modalities. The main objectives were to: (a) identify training costs, and further analyse these into developmental, instructional, supervision, management and support costs; (b) indicate those costs covered by IIEP and those covered by trainees or external financing per training modality; (c) assess the effectiveness of IIEP's training for strengthening capacities in educational planning and management of individuals and institutions; and (d) formulate recommendations, including options for how to rationalize the use of available resources across training offerings and how to improve the effectiveness of training modalities.

This external study provided important evidence used for the design of IIEP's new training strategy.

- The cost analysis provided financial and staff time data required for costing alternative designs of the training offer and results-based budgeting.
- The analysis of effectiveness, while generally very positive, suggested ways to improve the monitoring and evaluation to allow comparable analysis across time and training offers and strengthen the evidence base on how IIEP's training strengthens MOE capacity.
- The study provided the impetus for several improvements to reduce costs and improve effectiveness.

A response to the study, "IIEP's Proposed Training Offer for 2013/2014 and Future Directions" (39 EXC/3) was accepted by the 39th session of the Executive Committee in March 2013. At the 52nd

session of the Governing Board, management was requested to report on the reform of the ATP. This document represents the response to that request.

The implementation of the ATP reform, along with shifts in the training offer more generally, took place in a challenging environment, amidst staff changes and organizational restructuring. At the same time, this period of change was an opportunity to re-design work systems and processes, refocus the programme, and further improve its alignment with countries needs and UNESCO's priorities.

Given the centrality of training in IIEP, the teaching staff engaged in this reform process in a very serious, concerted manner in 2013 and 2014. The results are reported below according to the six strategic directions articulated in the approved training strategy:

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,
6. Balance stability and risk.

2. EXPAND REACH, IN NUMBERS AS WELL AS AUDIENCES

Several efforts were initiated in 2013-2014 to expand numbers and audiences. These will be sustained in 2014-2015. The core curriculum was thoroughly revised and **Education Sector Planning (ESP) is now offered as a stand-alone course**. This was made possible by lengthening the distance phase and making it more interactive, dropping the research module, reinforcing education indicators and statistics work in the sector diagnosis work, and integrating the current modules into a single course with less duplication and lighter assessment. This new design, with three months distance and three months residential, will potentially attract many more professionals, particularly women.

The residential phase of the Advanced Training Programme was shortened from nine to six months, running from January to June. The previous length of the residential programme was perceived as too long for many ministries, and the new length should allow more women to participate. This last point will have to be monitored, and additional interventions will be required to increase the number of women in educational planning and management.

Improvements continue in **marketing the ATP** and the training offer more generally. The Training unit and Information Services are together designing a more efficient marketing strategy needed to attract a wider range of participants. A new brochure, explaining clearly the entire range of options, was developed and will be used in the 2015-2016 campaign. The use of new media such as short videos is being explored. In 2015, the new customer relationship management system, serving the whole Institute, will facilitate outreach to a larger set of actors, including HRM officers in ministries of education, planning and other relevant ministries.

A significant increase in ATP enrolments is not yet evident. In 2013-2014, the application process opened very late and the upheaval of restructuring particularly hurt enrolment in the Specialized

Course Programme, where only 88 enrolled, rather than the expected 100. For the 2014-2015 cohort, the number of applicants for ATP remains at a similar level as previous years, with approximately 100 relevant profiles. However, finding a scholarship remains an issue for most participants and continues to hinder actual registration in the ATP. In the first year of implementing the new design, 26 enrolled in the ATP and two in the ESP. (See Annex 1.)

This year, the **recruitment campaign for 2015-2016 is set to start earlier**, in December 2014, and the following year even earlier, in September 2015, to give selected applicants sufficient time to secure financial support. In a context where donor funding is constrained and increasingly decided at country level, IIEP staff will be implementing a new strategy to use staff missions to approach potential sponsors.

There continues to be an issue with “no show” registrants in the specialized courses. It is not uncommon to refuse applicants because a maximum has been reached, only to find that registrants fail to arrive at the start of the course. The Institute is investigating a management tool that can make **prepayment procedures and a cancellation policy** feasible so as to increase the “yield” in all Paris-based training offers. Over time this is expected to double the actual registration in the Specialized Course Programme.

3. RESPOND TO CHANGING NEEDS OF BENEFICIARIES

IIEP’s 2012 alumni survey identified two priority knowledge areas (policies and planning approaches to improve learning outcomes and to improve the management of education systems) and two new skill areas (monitoring and evaluation systems and programme evaluation design).¹ These recommendations were underlined by the new requirements of the Global Partnership for Education (GPE) and some bilateral funders. The GPE Board recently approved changes to its funding model, now requiring a sector analysis as well as a rigorous sector plan with a monitoring and evaluation component. The new funding model ties 30% of the programme implementation grant to results in equity, efficiency and learning outcomes.

In an effort to respond to the changing knowledge and skill needs of IIEP’s beneficiaries, IIEP is taking a multipronged approach:

- Updating courses and developing new **courses and content** to address knowledge and skill needs that have emerged. This includes:
 - Embarking on a profound review of 3 modules of the Management stream in the specialization phase: Teacher management, Education budgets and Education sector programmes and projects;
 - Allocating in 2014 up to one week for each course team to be fully dedicated to work together on content improvement;
 - The addition of monitoring and evaluation systems to Module 5: Preparation and implementation of an education plan;

¹ Christine Han (2012), *IIEP Medium-Term Strategy Survey Report*.

- Cross-fertilization of programme content with the Pôle de Dakar; and
- Mainstreaming Gender in the ESP curriculum and gradually in the Specialized Courses, the Pôle de Dakar Sectoral Analysis and Management of the Education System and IIEP Buenos Areas Regional Training Programme.

Serving the changing needs of beneficiaries also means offering training in formats better suited to professional needs. IIEP's training offer now includes: the ESP course which requires 50% less time away from work; eight two-week specialized courses; and five to six distance courses per year, which do not require leaving work. In addition, professionals can now complete the ATP over 5 years, with alternative paths to the professional certificate.

The ESP balances both generic and technical skills required to enable participants to play a leadership role in an ESP development process. Emphasis is laid on the acquisition of applied knowledge and skills which give emphasis to the professional nature of the course.

4. IMPROVE EFFECTIVENESS

To enhance the effectiveness of its training, the Institute has given much attention to pedagogical improvement, the link to professional performance and monitoring and evaluation of participants.

A number of improvements to **pedagogical methods** were undertaken.

- The Training unit organized a **critical analysis of the pedagogy** used through a peer review exercise. The first positive result of the experience was the exchange stimulated between professionals, involving a discussion of the session observed, its content and pedagogy. The second result was the identification of possible pedagogical improvements. The peer observation together with the analysis of participants' evaluation on "teaching methods"² did not identify "big pedagogic issues". However some areas for improvement were identified and a training action plan was developed to strengthen some pedagogical methods, including integration of the ICT.
- The **training of teaching staff** was launched in October and will continue in 2015, including the strengthening on Intended Learning Outcomes (ILOs) and the alignment of course ILOs with course materials, classroom activities and assessment plans.
- **Innovative pedagogical methods were introduced** to help participants gain autonomy and leadership skills. A number of pilots are being undertaken to experiment with flipped classrooms utilizing multimedia learning resources. The aim is to enhance autonomy and self-learning by providing more time to digest and reflect on what is being learned. In-class time can be reduced or used for in-depth discussions and sharing time.
- **Use of ICT tools** is expanding, such as discussion forums, videos and self-assessment-quizzes. A broader use of such tools is foreseen in the coming years.

With a view to **enhancing the professional nature** of the ESP course:

² ATP participants were asked to rate each instructor according to teaching methods. 47% were reported to be excellent and 37% good.

- At the time of application, organizations are required to explain how this training will contribute to an institutional capacity plan and must commit to ensuring a relevant post for the participant upon completion.
- Opportunities were enhanced for group work, case studies, use of country data, and role plays, to link with practice.
- In an effort to develop **individualized learning pathways**, an innovative “work-based” scheme was introduced through “à la carte” sessions in three Ile-de-France academies schools and administrative offices, in cooperation with the Ecole supérieure de l'éducation nationale, de l'enseignement supérieur et de la recherche (ESENESR or National College for Education Management, Higher Education and Research).
- **General competencies** were reintroduced, such as oral communication skills, team work and negotiation skills.
- Participants selected their tutored project topic during the online phase with their employers, to help ensure relevance.
- A new in-country assignment, the final project, was introduced to connect the training to the professional responsibilities and to contextualize ATP learning achievements in the specific educational and institutional environment in which each participant operates. This work is expected to enhance the impact of the ATP on capacity development and system change. The first feedback on the final project has been very positive. Several participants have completed their projects, having designed this last assignment based on what was learned in the tutored project... *Example: The Togolese Minister accepted the recommendations of the participant's tutored paper on the information system in higher education. His final project focuses on the operationalization of some of these recommendations, which will be presented to development partners in November 2014.*

Finally, effectiveness needs to be monitored and evaluated, and a number of efforts are being made to improve this system:

- **The participant survey was standardized** to allow for annual comparable feedback.
- In 2015, a **survey of participants and their supervisors** will provide feedback on several levels of satisfaction with the training and effectiveness in applying the knowledge and skills and influencing the performance of the organizational unit.
- Future analyses are planned to understand the impact of certain reform elements, for example: What has been the impact of fees? Are women applying and attending in larger numbers with a shorter residential offer?

The results of an ATP Tracer Study covering participants between 2009 and 2013 are summarized in Annex 2. Although not reporting on the effectiveness of the re-designed ATP, the results are nonetheless interesting in indicating previous levels of satisfaction and effectiveness, as well as presenting several indicators to be used in monitoring in the future.

5. TARGET KEY COST DRIVERS

The *Cost and effectiveness study* provided a finer grain cost analysis than was previously available. Especially valuable is a breakdown of staff costs by activity and the need to reduce management and administration costs for training. The high cost elements of the ATP were the Memoir, participant assessment, and course management and administration.

Several cost-cutting measures were put in place:

- A fully **online application** process was introduced to reduce administrative costs while also making the process easier for applicants. The platform Wizehive was used for the ATP applications and is now being used for ESP and SCP, with noticeable improvements to the selection and admission phase. The next need is for a system for managing course marks.
- The **ATP Memoir modality changed, and staff time was reduced**. A new format, shorter (40 pages maximum vs 80–100 pages in the past), and with a more professional scope, is now required. The tutored project and its implementation proved to require **less staff time: 32 total weeks, instead of 70 weeks for the former memoir**. The target of 35 weeks set in the training strategy was surpassed.
- Teaching staff time for the residential phase was reduced for the ATP and SCP, although not as much as hoped. While fewer staff members are engaged in teaching, the teaching staff time was not decreased as hoped, due to the time investment required to implement the reform. The changes in the ATP required large amounts of time for design, coordination and content development. In addition, the new in-country activity, namely the final project, cost the equivalent of 25 staff weeks. Greater staff cost savings are expected in 2014-2015.
- Considerable work of **diagnosis and re-engineering of work processes** was undertaken in 2014. With assistance from a management consultant, the Training unit has launched a programme of improvements for the training management process to increase efficiency and save the time of managers as well as teaching staff.

6. INCREASE COST-RECOVERY

Coupled with better control over major cost drivers, there is expected to be a general trend upwards in fee recovery, starting in 2014.

- The income from training is estimated at \$644K in 2014, short of the \$750K forecast. However it is significantly higher than the income for training in 2013 (\$283K)
- Fees for the Specialized Course Programme, which is to run on an **income-generating basis**, increased from \$2,000 in 2013 to \$2,300 in 2014. The Distance Education course fees were increased from \$500 to \$550.
- The ESP fee structure is expected to provide good cost recovery. Better marketing is expected to result in higher enrolments.
- Discussions are ongoing on how to avoid income loss due to “no shows” and IIEP-paid deposits for accommodation at Cité Internationale Universitaire de Paris for rooms that are not used.

7. BALANCE RISK AND STABILITY

Two main risks exist for the continuation of the ATP: financial and the recognition of the training.

The annual struggle that applicants face in securing secure fellowships for ESP and ATP is balanced by fellowships embedded in country support programmes, such as the initiatives to strengthen national training capacity in Afghanistan and Cambodia. Continued attention to containing staff costs is also a necessary element. This approach also helps integrate training and field-level operations.

An ongoing risk is the lack of certification and recognition of the ATP as a master's-level programme. After delays and an aborted process with the French National Commission for Professional Certification (CNCP), the issue of professional recognition of the ATP at the master's level is again receiving attention. Conversations have begun with a regional accreditation authority in West Africa and potential university partners in Africa and Europe. The issue is expected to be resolved in 2015.

With a more stable human resources situation in 2015 than in the previous two years, IIEP should invest in more innovative training strategies to ensure it is staying relevant and valuable to Member States. Moving to higher level courses will help position the Institute, as national and regional training capacity expands.

ANNEX 1. RECENT EVOLUTION OF PARTICIPATION IN CORE TRAINING

ADVANCED TRAINING PROGRAMME

PFA	ATP 2011-2012	ATP 2012-2013	ATP 2013-2014	ATP 2014-2015
# of applicants	123	120	373	141
% ineligible			75%	35%
# of accepted	57	47	47	35
# of participants	37	34	26	25?

ESP RESIDENTIAL

SCP	SCP 2013-2014	SCP 2014-2015
# of applicants	65	59
# of accepted	4	7
# of participants	2	4?

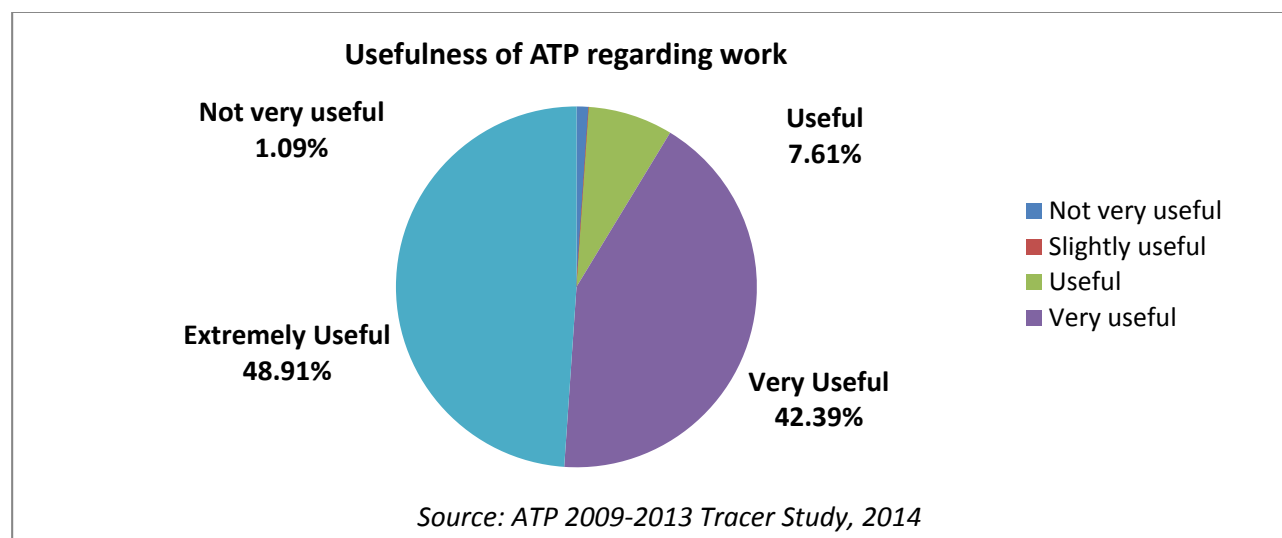
SPECIALIZED COURSE PROGRAMME

SCP	SCP 2011	SCP 2012	SCP 2013	SCP 2014
# of applicants	147	134	193	408 (185 eligible)
# of accepted	115	115	150	140
# of participants	87	75	100	66
# of registrations*	106	101	123	88

* One participant may register for several courses.

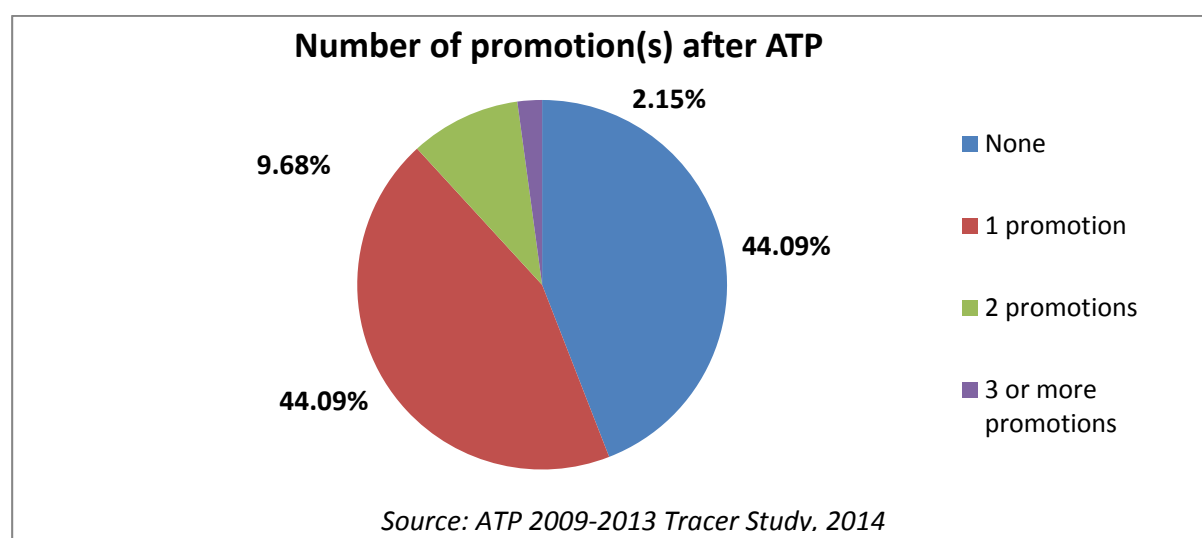
ANNEX 2. REPORT OF THE 2009 – 2013 ATP TRACER STUDY (76 OUT OF THE 128 FORMER TRAINEES)

IMPACT OR USEFULNESS IN WORK



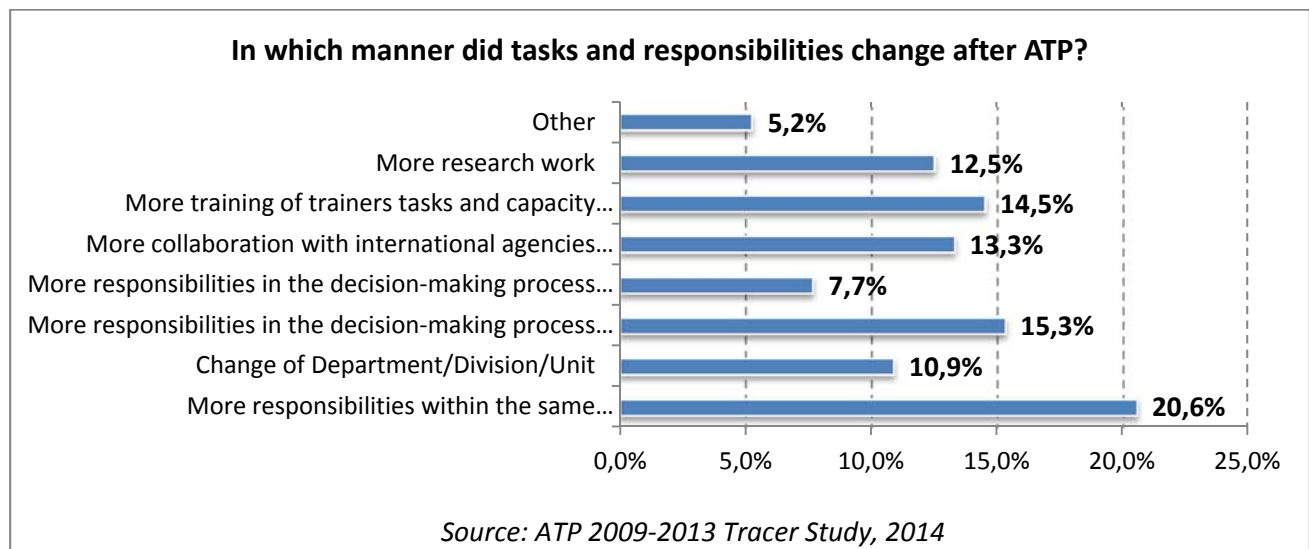
The ATP 2009-2013 Tracer Study involved a survey to understand the usefulness of Advanced Training Programme in trainees' workplace. We asked trainees to mark 1 (Not very useful) to 5 (Extremely useful) and according to the results 98.91% of all respondents found that IIEP's ATP was very useful (42.39%) and 48.91% responded that it was extremely useful in their workplace.

IMPACT ON PROMOTIONS IN WORK



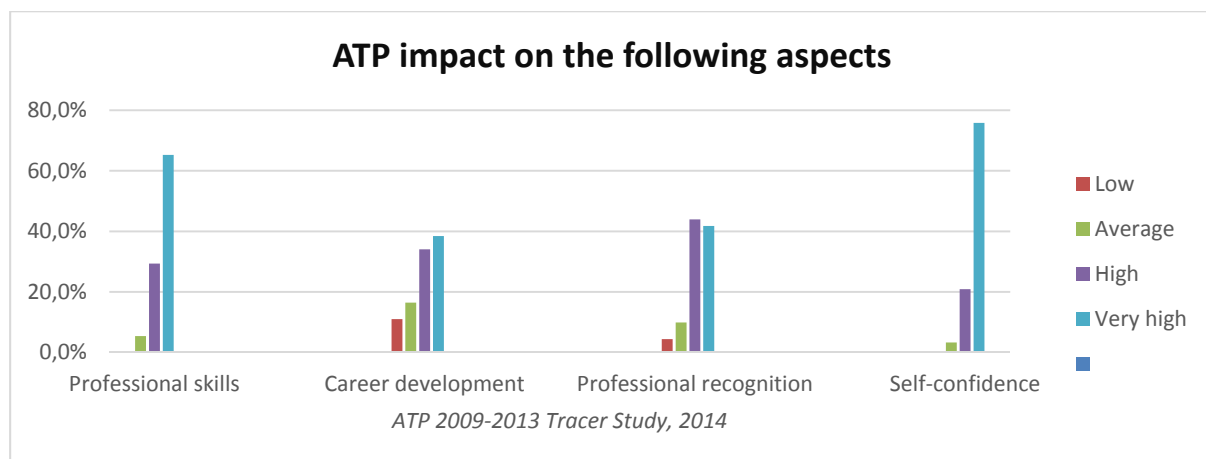
Interestingly, ATP appears to have an impact on trainees' promotions in their work as well. Following the results from ATP 2009-2013 Tracer Study, 44.09% answered they had one promotion after accomplishing the programme. Moreover, 9.68% of all respondents said they were promoted twice and even 2.15% replied that they promoted three or more times. However, 44.09% had no promotion(s) at the same time.

IMPACT ON TASKS AND RESPONSIBILITIES IN WORK



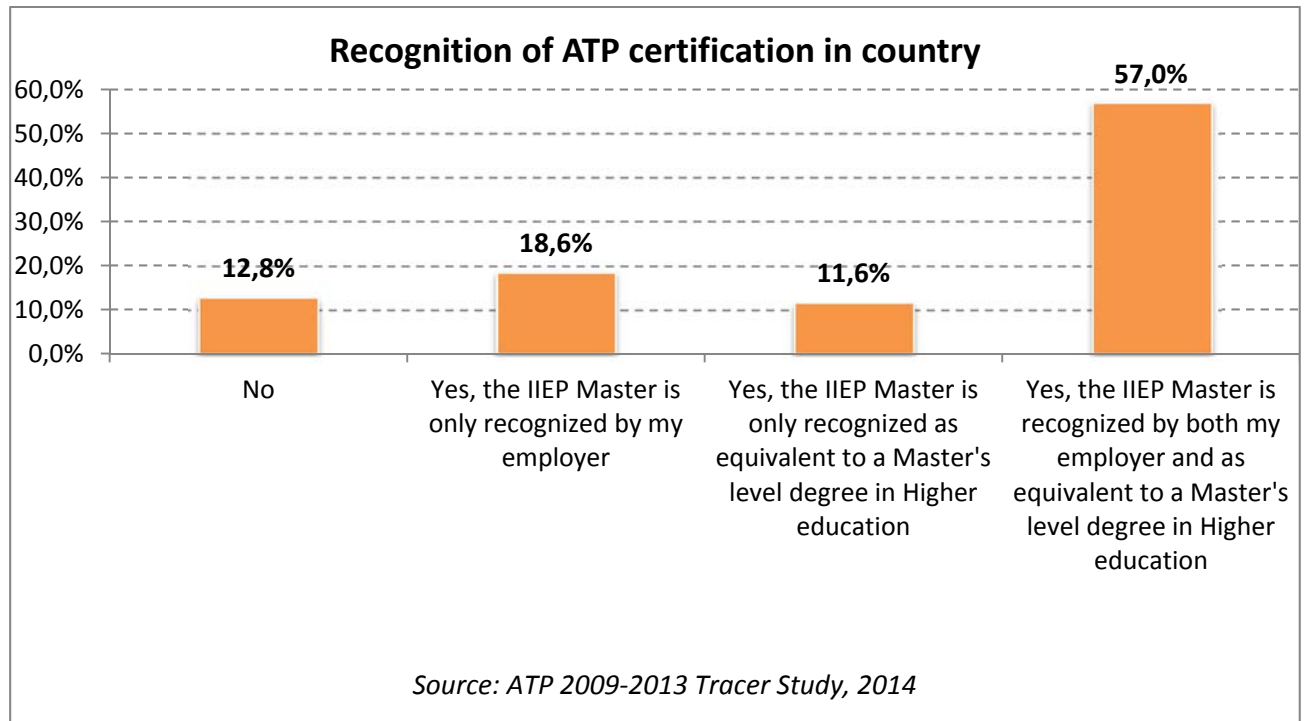
In the ATP 2009-2013 Tracer study, 83.87 responded that their tasks and responsibilities at work changed after completing the ATP, almost all with added responsibilities. Only 10% changed departments or units, which suggests good post-training stability.

IMPACT ON THE CERTAIN ASPECTS



The ATP 2009-2013 Tracer Study was conducted to understand whether the ATP impacts on trainee’s professional skills, career development, professional recognition and self-confidence. According to the results from the tracer study, most of the answers showed high impact on each aspect. For ‘Professional skills’, 65.2% answered they had a very high and 29.3% a high impact on certain aspects. For ‘Career development’, 38.5% answered very high and 34.1% high. For ‘Professional recognition’, 41.8% experienced very high impact and 44% high impact. Finally, fully 75.8% felt the ATP had a very high impact on ‘Self-confidence’, and 20.9% said it had a high impact.

RECOGNITION OF THE ATP CERTIFICATION



IIEP's ATP is providing Master's-level training. Respondents were asked whether ATP certification is recognized in the participant's country when they return. 57% of participants answered "the IIEP Master's is recognized by both my employer and as equivalent to a Master's-level degree in Higher education." In the same vein, 11.6% replied "the IIEP Master's is only recognized as equivalent to a Masters level degree in Higher education". Most of the respondents found that IIEP Master's Certification is recognized as 'Masters level degree'. However, still 18.6% answered "the IIEP Master's is only recognized by my employer" and 12.8% said "no recognition" showing limitation.