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Consolidated Findings of the Evaluations of UNESCO's Major Programme I Institutes and Centres

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CONTENTS

INTRODUCTION

1. One of the basic criteria for the implementation of UNESCO's decentralisation reform is that decentralised bodies be subjected to periodic review by the Executive Board, which will make recommendations to decide on their future (30 C/Resolution 83 refers). To facilitate this, the Executive Board receives biennial evaluation reports on the activities and results of decentralised bodies. In the period since the previous biennium evaluation report (167 EX/14), the Internal Oversight Service (IOS) has commissioned evaluations of Major Programme (MP) I (education sector) institutes[1] and centres. This report is intended to summarise and consolidate the main findings, challenges and recommendations of those evaluations. As such it represents the final product of the external evaluation process and an input into future reporting to the Executive Board on the evaluation of decentralised bodies. It is anticipated that the final evaluations and this report will be made available on UNESCO website (http://www.unesco.org/).

2. The evaluations form a critical part of the Director-General's review of UNESCO institutes and centres and have taken place against the backdrop of further progress on UNESCO's decentralisation reforms (161 EX/41 refers), notably the rationalisation and reorganisation of the network of programme implementing offices. In addition, an overall strategy for UNESCO Institutes and Centres and their Governing Bodies was developed, including principles and guidelines (33 C/19 and 171 EX/18 refer).

3. These principles and guidelines set out the performance expectations for the institutes/centres. In short, they are intended "to serve as centres of excellence and providers of technical support and expertise in their area of specialisation to Member States and other Secretariat units, including field offices. Indeed, one of the largest shares of activities of institutes and centres is devoted to capacity-building in their respective fields of competence" [171 EX/18 paragraph 17]. First and foremost, the institutes/centres are intended to be world-class centres of research and training excellence and therefore require a high degree of specialised competence and knowledge. In fulfilling their core functions as laboratories of ideas, information clearing houses, capacity-builders, standard setters and catalysts for international cooperation, they are expected to dovetail their strategies and activities with UNESCO's overarching strategies, major programmes and main lines of action.

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[1] *Six of MP I institutes are also classified as Category I UNESCO institutes.*

4. The evaluations show that only one of the MP I institutes/centres, IIEP, currently matches up to this ideal. However, it is important to note that UNESCO's decentralisation reform and the development of an overall strategy for the institutes and centres are recent developments and many of the changes are still being bedded down. It is therefore not appropriate to evaluate the institutes/centres against the benchmark of an effectively functioning, fully decentralised UNESCO system. Nevertheless, the evaluators have interpreted the vision for the institutes/centres, described in paragraph 3, as a strong signal of the level of performance expected of them and of the manner in which they are expected to function. The overall strategy for UNESCO institutes and centres has therefore laid the groundwork for recommendations to enhance the reform process.

5. The evaluations were conducted by teams of external evaluators working under consistent terms of references and a coordinated approach. The evaluations cover the period 2000-2005 and involved field visits, documentary review, and surveys of stakeholders and field offices.[2] For the second tranche of four evaluations (i.e. IIEP, IBE, UIE and CEPES), a lead evaluator was appointed to coordinate the approach taken by the external evaluation teams to enhance the consistency of the methodological approach. The lead evaluator was also asked to consolidate the outcome of all eight evaluations.

6. The purpose of the evaluations was to contribute to UNESCO's review of MP I institutes and centres in the context of its decentralisation reform process, and in particular to assess:

- The **relevance** of the institutes and centres to UNESCO's programme priorities in the field of education;

- The **results achieved** by the institutes and centres, and their contributions to UNESCO's efforts in achieving EFA goals;

- The **quality of interaction and coordination** between the MP I institutes/centres and UNESCO Headquarters, field offices, Member States and partners with regard to planning and programme implementation; and

- The **funding patterns**, mechanisms and their risks for sustained institutional capacity and the **quality of organisational management**.

7. The evaluations cover the following MP I institutes and centres: International Bureau of Education (IBE); UNESCO International Institute for Educational Planning (IIEP); UNESCO Institute for Education (UIE); UNESCO Institute for Information Technologies in Education (IITE); International Institute for Capacity-Building in Africa (IICBA); UNESCO Institute for Higher Education in Latin America and the Caribbean (IESALC); UNESCO European Centre for Higher Education (CEPES); and UNESCO International Centre for Technical and Vocational Education (UNEVOC). This report is based on a review of the individual evaluation report for each institute/centre.

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[2] The results of the field office survey, which covered MP I institutes/centres, are reported in Annex 4.

8. The MP I institutes/centres have many features in common. They are institutionally part of UNESCO and their governing boards[3] are either elected by the General Conference or appointed, in whole or in part, by the Director-General. They report to the General Conference and are governed by UNESCO's rules and regulations. They are directed by a UNESCO staff member and their overall programmes are an integral part of UNESCO's Programme and Budget (C/5). Nevertheless, the institutes and centres are also characterised by considerable diversity, differing according to year of creation, size (in terms of budget and staff), area of specialisation (e.g. educational planning, curriculum development), location, geographical scope (e.g. some are globally-oriented whereas others are regionally-oriented) and resourcing. Annex 1 provides summary comparative data on the MP I institutes/centres.

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[3] *UNEVOC is the only one which does not have governing board nor advisory board.*

9. In this section we summarise the major findings of the evaluations of MP I institutes and centres against the four principal evaluation criteria identified in paragraph 5. A comprehensive summary of the achievements of the institutes/centres is available in Annex 2.

Relevance

10. Relevance was assessed from the perspective of how well aligned the programmes and activities of the institutes/centres are with the strategies and goals of UNESCO and the needs of Member States. Key considerations were the degree to which the institutes/centres and the UNESCO Secretariat undertake coordinated planning and the consistency of their activities, particularly those funded by extra-budgetary funding (EBF), with the priorities of MP I.

11. In general, the programmes and activities of all MP I institutes/centres are in full alignment with, or generally supportive of, UNESCO's medium-term strategic objectives, MP I priorities and EFA goals. Three institutes and one centre stand out as being particularly relevant to the strategic and programmatic priorities of UNESCO and the needs of Member States: IIEP, UIE, IBE and UNEVOC. This is not surprising since these entities:

   - Specialise in areas that are central to the achievement of UNESCO education priorities and EFA goals (i.e. educational planning; literacy, non-formal education; curriculum development; and technical and vocational education). In contrast, some of the other institutes/centres focus on topics (e.g. IT use in education) that are relatively new development priorities, and IICBA's formal mandate is very broad and its intended areas of specialisation unclear;

   - Have a global focus and reach, unlike the other institutes/centres which have an explicit or implicit regional focus: CEPES on the Europe region; IESALC on Latin America and the Caribbean; IICBA on Africa; and IITE is increasingly focussing on the CIS and Baltic States; and

- With the exception of UNEVOC, are the most established (in terms of length of history, size of budget and staffing levels) institutes/centres. The youngest of the 3 big institutes (IIEP, IBE and UIE) is IIEP which was established in 1963. In comparison, the three Institutes that tackle relatively new priorities for development (IESALC, IITE and IICBA) were created in the second-half of the 1990s.

12. It is critical that the funds devolved to the institutes/centres (15.5% of the Regular Budget in 2004/05) are used for activities that are relevant to UNESCO's priorities. With this in mind, three factors would appear to be particularly important:

- First, institutes/centres should have clearly specified mandates that entail the performance of tasks that are central to the achievement of UNESCO's objectives for education. In this respect, IICBA stands out as requiring clarification of its mandate since it was originally created to build capacity in educational planning in Africa, clearly overlapping with the mandate of IIEP, but has instead predominantly focussed on teacher training;

- Second, attaining the ideal of an effectively functioning world-class institute/centre requires a critical mass of human, financial and organisational capital. Depending on the specific mandate and location of the institute/centre, there is a minimum efficient scale (in terms of budget and programme staff) required for it to function effectively. A number of the smaller institutes and centres (i.e. UNEVOC, IESALC, CEPES and IICBA), particularly those that have not raised significant EBF, are arguably operating below the minimum scale required;

- Third, the rationale for having institutes/centres with a regional rather than a global focus is not clear. While different regions face different challenges, and there is some need for regional specialisation, there is a strong case for having institutes/centres that are globally rather than regionally oriented. There are likely to be synergies from locating skills, resources and capabilities in one place, whereas regionally-oriented institutes/centres encourage duplication and dilution of resources. In this regard, consideration should be given to the need for two separate higher education entities (CEPES and IESALC), the sensibility of IITE's focus on the CIS and Baltic region, and clarification of IICBA's role in Africa.

Results Achieved

13. The results achieved by the institutes and centres were assessed against the framework of UNESCO's principal functions as a laboratory of ideas, clearing house, standard-setter, capacity-builder in Member States and catalyst for international cooperation. As

expected, different institutes/centres have different mandates, priorities and institutional capabilities and, consequently, different strengths and weaknesses. The main results are summarised in the following paragraphs.

14. With some exceptions, the effectiveness of the institutes and centres as a *laboratory of ideas* is uneven and disappointing overall. IIEP is strong in this area, having conducted a significant amount of generally high quality and relevant research. In contrast, entities such as UIE and IICBA need to increase their research capacity and improve the consistency of research quality. A number of institutes/centres (i.e. IBE and IITE) have shifted their orientation away from research activities towards training and operational activities, owing in part to increasing dependence on EBF. Neither CEPES nor IESALC are research institutes (i.e. they do not conduct in-house research but instead commission research from outside experts).

15. The *clearing house* role is performed consistently and effectively by the institutes/centres and for IBE and IESALC is regarded as a key strength (e.g. IBE's comprehensive database of curriculum development activities in Member States is unique and highly valued within UNESCO and by external stakeholders). In general, MP I institutes/centres have been active in collecting and disseminating information, experiences and best practices through digital (e.g. websites, electronic fora and discussion groups) and other (e.g. seminars, conferences and workshops) means. Such activities have generated downstream impacts including improving access to information, raising awareness of key development issues (e.g. countering corruption in education), and facilitating exchanges of information.

16. Few institutes/centres have formal roles or responsibilities in the area of *standard setting*, thereby limiting the results that can be reported. CEPES is very active in its role as standard-setter, leading UNESCO's work on the follow-up of the Council of Europe/Lisbon Convention on the Recognition of Qualifications Concerning Higher Education in the European Region. In this capacity CEPES has initiated debate on key issues relating to European academic recognition and mobility of staff and students and has developed codes of good practice to promote recognition and mobility. UNEVOC is also active in standard setting, administering the Convention on Technical and Vocational Education in close cooperation with the ILO. Like CEPES, IESALC is the official Secretariat for the regional convention on the recognition of qualifications in Latin America and the Caribbean but it has not been active in this role.

17. The institutes/centres contribute to *capacity-building* in Member States through training, institution building and technical assistance among other activities. Most

institutes/centres have significantly strengthened their capacity-building efforts since 1999, with a noticeable increase in operational activities financed by EBF. This strategic shift owes much to UNESCO's policy of encouraging EBF together with the trend towards decentralisation of UNESCO support at country-level. IIEP stands out has having made a very positive contribution towards capacity building in Member States – it has trained more than 5,000 people in educational planning since 1999 and has provided significant technical assistance to training institutions and government ministries. IBE, UIE and, to a lesser extent, UNEVOC have also enhanced the capacity of education institutions in Member States. Together, these entities have made a significant contribution towards progress on EFA. The outcomes from the capacity-building efforts of the other institutes/centres have been modest, in part owing to the relatively small scale of their efforts. Some institutes (i.e. IICBA, IESALC and UNEVOC) were criticised by the evaluators for a lack of focus on institutional development and follow-up on technical assistance, which has undermined the sustainability of capacity-building efforts.

18. MP I institutes and centres are active in the *promotion and facilitation of international cooperation*. IIEP acts as an effective catalyst through its networking activities (e.g. support for Southern and Eastern Africa Consortium for Monitoring Educational Quality) and is making a big difference in this area. Similarly, IBE and UNEVOC are important catalysts of international cooperation: IBE through its organisation of the International Conference in Education, which has been improved in recent years; and UNEVOC by using its valuable network of 157 national centres to promote the exchange of experiences in relation to issues of common concern. Other institutes/centres are also active and generally well regarded in their catalysing role, although their profile is lower than the aforementioned institutes/centres.

Quality of Interaction and Coordination

19. As with previous evaluations of UNESCO decentralised bodies (see 167 EX/14), the level and quality of interaction and coordination exhibited by the education institutes/centres was found to be poor overall. Without exception, the evaluations found a need for significant improvement on this dimension of performance, although some institutes/centres perform better than others. For example, there is a generally high level and quality of engagement between IIEP, the UNESCO Secretariat and other institutes although there are also instances of overlap between IIEP and some divisions of the Education Sector, particularly EPS. In other cases, such as IITE, there is no evidence of useful cooperation with the Secretariat or other institutes, and only very limited cooperation with field offices.

20. A key reason for the poor quality of interaction and coordination relates to the low frequency of engagement and contact, resulting in poor levels of awareness. A more systemic reason is the lack of clear definition and division of roles and responsibilities amongst the institutes/centres and the Secretariat. For example, the formal mandates of IIEP and IICBA appear to overlap, even though in practice there is little overlap in activities, and there are a number of examples of overlap between the activities of the institutes/centres and those of the Education Sector. The lack of proactive and integrated planning processes for UNESCO as a whole was found to impede effective coordination. While the institutes/centres operate with a high degree of functional autonomy, which offers considerable flexibility and enhanced responsiveness to the needs of Member States, this should not preclude high levels of communication and effective cooperation with other UNESCO entities.

Funding Patterns

21. There has been a striking trend towards an increased share of EBF for most institutes/centres. It is now common for institutes/centres to have 2-5 times more EBF than regular programme funding, consistent with UNESCO's policy of encouraging EBF as a means of increasing capacity. Of the eight institutes/centres, only UNEVOC, IESALC and CEPES have not raised significant amounts of EBF.[4]

22. The increase in EBF has brought with it increased financial and operational flexibility, enabled the institutes/centres to build additional capacity, and broadened the scope of work that is possible (particularly the increase in operational activities). In addition, the ability to raise significant EBF should itself be seen as an indicator of the success of the institutes/centres. Nevertheless, the increase in EBF has generated tensions between the demands of donors and the priorities of the institutes/centres and UNESCO. Furthermore, there is a risk that ill-disciplined use of EBF could divert resources away from core priorities and result in mission-creep.

23. A balanced judgement suggests EBF has been good for the institutes/centres and UNESCO, but close monitoring is required to ensure that it does not divert the institutes/centres from their core objectives or compromise financial sustainability. A number of the institutes/centres are heavily dependent on host-country funding (i.e. UNEVOC, UIE and IITE). This is very risky, as evidenced by the German Government's decision in 2000 to phase out its regular grant to UIE by 2006, which required UIE to scale back its staff and devote significant effort to fund raising. Some

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[4] *It is important to note that some of the institutes/centres are recipients of indirect, non-monetary, contributions from host Member-States, such as free publication services, cost-sharing of conferences, and so forth.*

institutes (e.g. IIEP) have strategies for strengthening financial sustainability (e.g. negotiating multi-year funding, organising Donors days, and operating stabilisation reserves) but most remain vulnerable to a withdrawal of donor support.

Quality of Organisational Management

24. The evaluations found considerable variation in the quality of governance and organisational management of the institutes/centres. For example, IIEP and IBE were found to be well governed and managed, whereas some weaknesses were found in the governance and management of CEPES, IESALC and UNEVOC. The capacity and activism of governing boards varies across the institutes/centres, as does the quality of internal/external reporting and strategic planning. All institutes/centres could improve significantly in the area of results based management (RBM), as the level of self-evaluation activity is generally low. A further area for improvement relates to human resource management, with a number of the institutes not having staff development plans in place or investing significantly in training.

25. While some of these shortcomings require remedial actions that are specific to each institute or centre, there are some systemic issues to be addressed. These relate particularly to the accountability arrangements for the institutes, which are deficient in a number of respects. Specific areas to be addressed include:

- *Clarification of reporting lines* - The current reporting lines place all Directors and Heads of education institutes and centres under the direct authority of the Education Assistant Director General, an arrangement that was previously described by the External Auditor of UNESCO as "experimental". These reporting lines have recently been confirmed (see Principle I/8 in 171 EX/18) but they nevertheless remain unorthodox (i.e. in essence, institute/centre Directors have two lines of accountability:[5] one to the ADG Education and one to their respective Governing Board, with the exception of UNEVOC who has no governing nor advisory board) and should be closely monitored to ensure adequate accountability;

- *Improved specification of objectives and performance expectations* – Significant improvements have been made in recent years in the setting of objectives and performance expectations for the institutes (e.g. the C/5 now routinely includes specific performance expectations for each institute and this is underpinned by SISTER). However, there would be benefits in specifying objectives in greater detail in documents such as the C/5. Tools could also be developed to better align

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[5] *Some institutes/centres (e.g. CEPES) also report to BFC on all non-programme related matters.*

institute/centre funding and expected results (e.g. a contractually-based funding approach would improve transparency with regard to use of the UNESCO financial allocation);

- *Improved quality of reporting* – the quality of reporting to the General Conference on the activities and results achieved by the institutes/centres remains variable. The biennial activities reports of some institutes/centres have a tendency to be dense and describe all activities performed rather than providing summary information on the results achieved. While the responsibility is with the institutes/centres to improve their reporting, the UNESCO Secretariat should play a stronger guiding role; and

- *Strengthened monitoring and review of performance* – the current Focal Point system in the Education sector is not providing a consistently high-level of oversight of the activities of the institutes/centres. Monitoring and review of the performance of the education institutes is an important ongoing function of the Secretariat and requires strengthening, possibly through the establishment of a dedicated "Institute/Centre Monitoring Unit" to oversee performance and to facilitate joint planning and coordination.

CHALLENGES AND KEY ISSUES TO ADDRESS

26. The evaluations produced a long list of challenges for the institutes/centres, some of which are specific to the institutes/centres and others which are systemic in nature. Annex 3 contains a comprehensive summary of the key challenges and recommendations for each institute/centre. The following paragraphs below discuss the systemic challenges and the corresponding issues to be addressed.

Balance Between Operational Activities and Other Core Functions

27. In some cases, for IIEP in particular, the evaluations noted a trend of significant growth in country- and regional-level operational activities conducted by the institutes/centres, largely financed by growth in EBF. While this is consistent with the expectation that the institutes/centres will shoulder a large part of the operational work necessary to reach EFA goals, the increase in operational activities represents a significant challenge for the institutes/centres. In particular, it has diverted focus away from other core functions (e.g. research and training). It is also somewhat at odds with UNESCO's medium-term plan to strengthen field offices and have them shoulder more of the burden in relation to operational activities (i.e. under the decentralisation strategy, the institutes/centres are intended to provide technical assistance and back-office support through the field offices).

28. 28. ***Key Issue to Address 1:*** A key issue for the institutes/centres is how to ensure an appropriate balance between operational activities and other core functions (e.g. research) without losing the responsiveness and effectiveness of the institutes/centres in providing technical assistance to Member States. In this regard, UNESCO should clarify the short- and long-term expectations regarding the role of the institutes/centres in conducting operational and other activities in Member States vis-à-vis the field offices and the Secretariat.

Research Capability

29. To function effectively, institutes/centres require a high degree of specialised competence and knowledge, which in turn requires each institute/centre to be at the forefront of

research in their area of specialisation. Experience has shown that the type of technical competence and expertise required to develop world-class institutes/centres requires a high degree of institutional stability and development. Consequently, only the longest-lived UNESCO institutes/centres are close to attaining the level of specialised competence and capability required to be world-class. The evaluations also identified a need to strengthen research capability and improve the consistency of research quality for the other institutes/centres, particularly UIE and IICBA.

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30. **30.** ***Key Issue to Address 2:*** There is a general need to strengthen the research capability of the institutes/centres, particularly as this core competency underpins the effectiveness of other functions (e.g. capacity-building).

Planning and Coordination

31. It is long recognised that better coordination between MP I institutes/centres and the Secretariat is essential to ensure the coherence of the education programme. However, all eight evaluations concluded that the frequency and quality of interaction and coordination exhibited by the institutes/centres was poor. This coordination problem is exacerbated by planning practices that are centred around the programmatic activities of the Education Sector, such that there being little interaction between the institutes/centres and the Secretariat in relation to planning, and efforts to coordinate work programmes are ad hoc.

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32. **32.** ***Key Issue to Address 3:*** Mechanisms and processes to enhance interaction and coordination between the institutes/centres and the UNESCO Secretariat are urgently needed. A priority is to introduce enhanced planning processes that facilitate a constructive dialogue between the Secretariat and the institutes/centres. Improved coordination could also be facilitated by using written agreements (e.g. Memoranda of Understanding) between Headquarters and the institutes/centres that outline the respective roles and expectations of both parties in relation to planning and coordination, particularly where responsibility for expected outcomes is shared.

Overlap with the Education Sector and other Institutes/Centres

33. Notwithstanding the high degree of specialisation of the institutes/centres compared to other decentralised bodies, the regional focus of some institutes and the related activities of the UNESCO Secretariat highlight the potential for overlap, duplication and inefficient use of scarce resources. The evaluations found a number of instances of overlap between

the mandates of institutes/centres. A particular case is that of IICBA, which has a mandate for educational planning in Africa that overlaps with IIEP's global mandate in this area. There is also ambiguity and confusion of roles and responsibilities between the institutes/centres and the Secretariat (e.g. both IIEP and the Division of Educational Policies and Strategies (EPS) have responsibilities for providing technical assistance to Member States in relation to national planning for EFA). The problem of overlap is exacerbated by: a perception of overlapping accountabilities between the institutes/centres and the Education Sector in relation to the expected outcomes specified in MP I; planning processes that do not facilitate a constructive dialogue between the Secretariat and institutes/centres; and competition between UNESCO entities for EBF.

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34. **34.** *Key Issue to Address 4:* There is an urgent need to further clarify the respective roles of the institutes/centres, the Education Sector and field offices. This would go some way to reducing actual and potential future overlaps. In particular, a clear determination is required on the question of whether IICBA should play a role in educational planning in Africa, or whether it should fully focus on the initiative for teacher training in sub-Saharan Africa.

Governance and Accountability

35. For the institutes/centres to function effectively, and in line with the prevailing priorities of UNESCO, strong governance and accountability arrangements are required. The evaluations generally confirm the view expressed in 171 EX/18 that "the work of the institutes and centres is enhanced, not reduced, by [functional] autonomy and flexibility". However, the evaluations also find evidence of lack of clarity in the governance and accountability arrangements, which undermine the benefits of functional autonomy. A key area of weakness is the lack of monitoring and oversight of the performance of the institutes/centres by the Secretariat on behalf of the General Conference. In addition, there is weak accountability in relation to the UNESCO financial allocation which could be strengthened by introducing a contractually-based funding approach, especially for service-related functions, in relation to the UNESCO financial allocation.

36. **36.** *Key Issue to Address 5:* Governance and accountability arrangements could be strengthened through a contractually-based funding approach to determine the intended use of the financial allocation for each institute/centre and by establishing a dedicated "Institute/Centre Monitoring Unit". The role of the monitoring unit would encompass: resource requirements and negotiation of Memoranda of Understanding (see paragraph 32) and funding agreements as appropriate; management of the Board appointment process; and monitoring performance of the institutes/centres. The unit performing the monitoring could also be the main conduit for non-operational engagement between HQ and the institutes/centres (e.g. in relation to planning), as well as providing guidance and stewardship on raising extra-budgetary funding.

Critical Mass, Synergies and Global versus Regional Focus

37. The evaluations found that a number of the smaller institutes/centres (i.e. UNEVOC, IESALC, CEPES, and IICBA) are arguably too small to function at a world-class level. The evaluations also raised questions about the rationale for having institutes/centres with a regional rather than a global focus in light of this lack of critical mass. Building world-class centres of research and training excellence (whether globally or regionally oriented) requires significant human, financial and organisational capital. There are likely to be synergies from locating these skills, resources and capabilities in one place or merging some into one entity.

38. **38.** *Key Issue to Address 6:* Strategic decisions are required on whether to discontinue or bolster the capability of the smaller institutes. Consideration might be given, in order to promote global focus and synergies, to a possible merger between CEPES and IESALC or UNEVOC and UIE, and the sensibility of IITE's focus on the CIS and Baltic region should be re-examined.

Strengthening Results-Based Management

39. A final issue of consistent weakness identified by the evaluations is that of RBM. In general, the level of self-evaluation activity is low and few institutes/centres are evaluated externally on a regular basis. Furthermore, the specification of expected outcomes and the content of internal/external reporting emphasises the completion of tasks and activities to the exclusion of intermediate and final outcomes. This limits the usefulness of results-based data for decision-making purposes. While each institute/centre should

take steps to improve RBM practices, there is a need for more guidance and training by the UNESCO Secretariat.

40. **40**. ***Key Issue to Address 7:*** Some specific actions have already been taken following the first tranche of institute/centre evaluations (e.g. RBM training for UNEVOC). The second tranche of evaluations confirmed a general need for strengthening of RBM practices and, consequently, there is a need for a major programme of RBM training for other institutes/centres.

Name of Institute/Centre	Year of Creation	Location	Specialisation	Regional Focus	Governance/Advisory Board	UNESCO Financial Allocation RP[6] 32 C/5 in USD	Total Staff
UNESCO International Bureau of Education (IBE)	1925 (integrated into UNESCO in 1969)	Geneva, Switzerland	Curriculum Development	Global	Representatives of 28 member States elected by General Conference for a 4-year period	4.591 million	15 (6 vacant)
UNESCO International Institute for Educational Planning (IIEP)	1963	Paris, France	Educational Planning and Management	Global	12 members, 4 designated and 8 elected (including Chairperson)	5.1 million	91
UNESCO Institute for Education (UIE)	1952	Hamburg, Germany	Literacy, non-formal education, adult and lifelong learning	Global	11 members appointed by the Director General for a 4-year period	1.9 million	28
UNESCO Institute for Information Technologies in Education (IITE)	1997	Moscow, Russian Federation	Application of ICTs in education.	CIS and Baltic States	11 members appointed by the Director General for a 4-year period	1.1 million	44
UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC)	1997	Caracas, Venezuela	Higher Education	Latin America & the Caribbean	13 members (4 appointed by DG and 9 elected by Member States of the region) appointed for 4-year period	2.2 million	17
UNESCO Institute for Capacity-Building in Africa (IICBA)	1999	Addis Ababa, Ethiopia	Teacher Training	Africa	12 members appointed by the Director General for 3-4 year period	2 million	17
UNESCO European Centre for Higher Education (CEPES)	1972	Bucharest, Romania	Higher Education	Europe Region	12 members serving for 4-year periods (8 nominated by DG and 4 designated by intern. Organisations which have observer status)	0.548 million	23 (1 vacant)
UNESCO International Centre for Technical and Vocational Education and Training (UNEVOC)	2000	Bonn, Germany	Technical and Vocational Education and Training (TVET)	Global	An action is being taken currently to establish an Advisory Group.	0. 287 million	11 (1 vacant)

[6] *For IBE, IIEP, UIE, IITE, IESALC and IICBA the source of data is 32 C/5, and for CEPES and UNEVOC the data was extracted from FABS and represents respectively, for CEPES the total operating funds decentralised, and for UNEVOC the total regular programme funds.*

	IBE	**IIEP**	**UIE**	**IITE**
Relevance of Mandate, Programmes and Activities	• IBE's activities are fully aligned with UNESCO's medium-term strategic objectives, Major Programme I priorities and EFA goals. • IBE's activities are carried out in a wide and diverse range of countries (93 in the period 2000-2004), with the distribution of activities across countries partly governed by the priorities of donors. An area of concern is the lack of beneficiaries among the Sub-Saharan countries.	• Given the emphasis on planning for the achievement of EFA goals and the cross-cutting relevance of educational planning, IIEP's activities are highly relevant to Major Programme I priorities and EFA goals. • All IIEP's core activities are generally regarded by stakeholders and field offices as being of high relevance to the needs of Member States.	• UIE's programmes and activities are all in close alignment with UNESCO's goals and strategies in the areas of literacy, non-formal education, adult and life-long learning. • There is a high degree of consensus among stakeholders about the relevance of UIE's mandate for the particular needs of UNESCO and Member States.	• IITE's activities are relevant to the theme of developing access to education and quality of education for EFA. • External stakeholders consider that IITE is at the forefront of research and training in its field and project content is generally regarded as relevant. • IITE is increasingly targeting CIS and Baltic countries, at the expense of disadvantaged countries in other regions.
	IICBA	**IESALC**	**CEPES**	**UNEVOC**
	• IICBA's programmes and activities are generally supportive of UNESCO's education priorities in the Medium-Term Strategy and EFA goals, especially in relation to the sub-objectives for Africa. • However, this alignment was not based on a clear allocation of tasks in the context of Major Programme I and there is a need for an explicit allocation of tasks between UNESCO's Education Sector and IICBA.	• IESALC's activities are broadly in line with C/3 and C/5 priorities and the World Declaration and Framework for Higher Education. • IESALC's operational activities were relatively well spread across the LAC region, operating in 10 countries. • IESALC has played little role in the design of UNESCO programmes and strategies for higher education.	• CEPES activities are aligned to UNESCO programmes in the area of higher education. • CEPES is a consultative member of the Bologna Follow-Up Group which monitors the implementation of the European agenda of higher education change. • CEPES is considered to make a significant contribution to maintaining UNESCO's status and visibility in South-East Europe, and CIS. • CEPES has consultative status with Bologna follow-up Group.	• UNEVOC's programmes are aligned with UNESCO's Medium-Term strategy and education programme priorities and its activities support EFA goals. • In addition, UNEVOC contributes to the Decade for Education for Sustainable Development through its focus on LDCs, post-conflict and transition countries and public health and HIV/AIDS issues.

	IBE	IIEP	UIE	IITE
Results Achieved: Laboratory of Ideas	• Since 2000, IBE's activities are predominantly operational and field-driven. Research activities in curriculum development at IBE are limited. • The evaluators recommend reinforcing the research foundations of IBE's operational activities. No in-house research programme is needed but a sound research base should be established for each programme through partnerships with scholars in the relevant fields.	• IIEP's role as laboratory of ideas is one of its strengths. • IIEP has produced a significant volume of generally high quality and relevant research. • Of particular note is IIEP's Observation Programme, which has allowed IIEP to undertake "exploratory" research that have subsequently influenced global research and development agendas and had positive spill-over benefits (e.g. SACMEQ).	• UIE conducts a range of policy-driven, action-oriented research in the areas of literacy, non-formal education, adult and life-long learning (more than 60 books and reports since 2000). • UIE's research activities are assessed as highly relevant but there is a need to improve the consistency of research quality and to strengthen UIE's research capacity, with a stronger focus on the identification of factors that promote adult literacy. • The need to recruit more senior research staff is recognized	• IITE publishes analytical surveys which form the basis for its training activities. • During the evaluation period, IITE shifted its focus toward training away from research. • IITE is not regarded as a "cutting edge" research institute and its publications follow the State-of-the-Art. • The shift in emphasis towards training has resulted in some internal conflict and the resignation of some researchers.
	IICBA	**IESALC**	**CEPES**	**UNEVOC**
	• Many research activities remain incomplete and, therefore, it is difficult to judge results. • The results of IICBA's completed research activities have been uneven and disappointing overall. • The research programme has been affected by changing priorities over time.	• IESALC has commissioned more than 200 studies from external contracted researchers. • This research has contributed significantly to improving knowledge of higher education systems throughout the region. However, there is little evidence that IESALC draws on research from outside the LAC region. • Some stakeholders questioned the quality of research and shortcomings were found in IESALC's quality assurance processes.	• CEPES is not a research institute (in line with its original mandate) and instead identifies themes for study and invites external experts to address them. • By utilising a large network of practitioners, university staff and consultants, CEPES is able to organise a level of activities which is much larger than the size of the Centre indicates. • This leveraging of resources is an effective tool for contributing to the reform and renewal of higher education in the South East Europe.	• UNEVOC published at least 24 brochures, leaflets, periodicals, reports and documents between 2002 and 2003. • UNEVOC staff is involved in TVET research activities, most notably in Discussion Papers and Annotated Bibliographies on TVET. • The evaluators consider that UNEVOC's potential to serve as an important part of the UNESCO 'Think Tank' on TVET is not fully utilised by UNESCO Headquarters in terms of contributing to UNESCO's role as an intellectual organisation.

	IBE	IIEP	UIE	IITE
Results Achieved: Clearing House	• IBE's clearing house function, in particular its comprehensive database of information on curriculum development activities in Member States, is one of its most valuable assets and sources of value-added. • Although IBE has made efforts to cut costs and improve access to data, documents and publications, the potential for electronic dissemination (beyond online publication) has been over-looked.	• IIEP's clearing house activities include dissemination of more than 100 publications during the evaluation period, maintenance of a comprehensive web site, a Documentation Centre and depository library network. • The majority of IIEP stakeholders consider that IIEP's clearing house services are very useful and that IIEP has made a big difference to improving access to quality information on education.	• UIE publishes a range of publications, and maintains a documentation centre and library. Most UIE publications are available online free of charge • UIE has been successful in disseminating research results and best practice through publications and seminars. • The ALADIN Network is recognized as a valuable tool for information dissemination via both traditional and new communication channels	• IITE has published and disseminated a wide range of analytical surveys, position papers, conference proceedings, newsletters and training materials. • Increasing the level of awareness of public decision makers regarding the use of ICTs in education is one of IITE's main achievements. • One issue to address is to put in place a system for regular updating of training materials.
	IICBA	**IESALC**	**CEPES**	**UNEVOC**
	• IICBA has been very active in collecting and disseminating materials relevant for education in general and teacher training in particular in the African context. • 15 publications have been produced since 1999. • IICBA's website has been improved and the newsletter has around 600 subscribers. • The evaluators recommend that IICBA redefine its clearing house role once its overall mandate has been clarified.	• IESALC's role as an information clearing house is a major strength. • IESALC disseminates and shares information very openly through its digital offerings, which has led to much higher levels of visibility than in the past. • A majority of stakeholders surveyed thought IESALC made a big difference to facilitating exchanges of information and improving access to quality information on higher education.	• CEPES publishes a quarterly journal (e-versions are also available in French and Russian) and various publications (26 titles since 2000). It organises seminars and conferences to disseminate knowledge and operates a web site and documentation unit. • The topics of journal articles usually relate to CEPES activities but don't always relate to UNESCO priorities. CEPES is working to strengthen ties between the journal and education priorities and increase its limited distribution.	• UNEVOC has a large programme of publication and distribution of print and electronic materials on TVET and it fosters international exchanges of information through its electronic forum. • A major focus has been the initiation of an International Handbook on TVET to be published in 2006. • UNEVOC has successfully negotiated financial sponsorship of its publications programme.

	IBE	IIEP	UIE	IITE
Results Achieved: Standard Setting	• IBE does not have formal responsibility for standard-setting instruments. • IBE disseminates best practices through benchmarking and diffusion of information, presentation of cases of curriculum reform in training courses and seminars. It also promotes exchange and debate among high-level education policy makers during its International Conference in Education.	• IIEP has no formal role or performance expectations in respect of standard-setting. • Interpreting standard-setting broadly, IIEP can be seen to play a role in its demonstration and dissemination of best practice, particularly through its training and research activities. • One option for standard-setting that IIEP could consider is the accreditation of courses in educational planning offered by other training institutions.	• UIE is engaged in the monitoring of the *Recommendation on the Development of Adult Education (1976)*. • The recommendations of the CONFINTEA process have proved to be influential for the development of literacy, non-formal education, adult and lifelong learning in many member states.	• No results reported.
	IICBA	**IESALC**	**CEPES**	**UNEVOC**
	• No results reported.	• IESALC's main standard-setting responsibility is as Secretariat for the Regional Convention on the Recognition of Studies, Diplomas and Degrees. However, there have been no meetings on the Regional Convention since 2001, in part owing to a lack of interest among some Member States. • IESALC has developed and distributed 'open-source' evaluation software for use in universities throughout the region.	• CEPES is very active in its role as standard-setter, leading UNESCO's work on follow-up of the Council of Europe/Lisbon Recognition Convention. • Key results include initiating debate on issues relating to European academic recognition and mobility of staff and students, bringing together global representatives of the Convention for the Recognition of Qualifications, and development of various codes of good practice, criteria and procedures to promote mobility.	• UNEVOC administers, in close cooperation with the ILO, the Convention on Technical and Vocational Education, which aims to ensure the right of all to access to TVET. Its advocacy and training programmes contribute directly to the attainment of the objectives of the Convention. • UNEVOC promotes the exchange of expertise and experiences on best practices in TVET through its worldwide network of specialised institutions in the TVET field.

Results Achieved: Capacity Building	IBE	IIEP	UIE	IITE
	• IBE's capacity building efforts are mostly upstream (e.g. dissemination of international best practices and past experiences of reforms, targeted training, and development of a "resource pack for capacity building"). Besides certain Technical Assistance projects in Afghanistan, IBE does not practically intervene in curriculum development. • Because of their upstream nature, downstream impacts of IBE's capacity building efforts are difficult to measure.	• IIEP has made a very positive contribution towards building capacity of member states in the area of education planning. • Through its training programmes IIEP enhances the knowledge and skills of trainees. This training has had downstream multiplier effects on capability in Member States. • IIEP also makes a significant contribution to capacity building through its operational activities.	• UIE has been successful in enhancing national capacities for policy formation in adult and lifelong learning in Member States. • Its contributions to capacity have come through training courses, the provision of technical support to Member States, NGOs and development partners, the production of textbooks, and the dissemination of results and best practice through publications and seminars.	• Over the evaluation period IITE shifted its strategic focus towards training. • Through training of high ranking decision-makers, IITE has contributed to improvement of teacher training and created a broader understanding of ICT usage in education. • IITE also offers advisory services and technical assistance to Member States and has prepared and implemented a number of national pilot projects and sub-regional projects.
	IICBA	**IESALC**	**CEPES**	**UNEVOC**
	• IICBA's has worked to strengthen teacher education institutions in 14 African countries. In the past year, more than 900 teachers have received IICBA's in-service training. • Insufficient attention has given to institutional development and sustainability, with the result that several initiatives were ad hoc and subsequently discontinued.	• IESALC's training activities are fairly limited. • IESALC has used external consultants to undertake a small number of significant technical assistance projects, mainly in smaller countries, to good effect. • The overall impact of these activities is limited (e.g. 30% of stakeholders surveyed thought IESALC had little or no effect on the capacity of higher education institutions or systems in the region).	• CEPES has organised a number of projects and seminars covering individual countries (e.g. Russia, Romania etc) that have contributed positively to the implementation of national reforms. • Many informants praised CEPES for contributing to useful capacity building in CIS and Baltic region on a range of topics, particularly through its publications dissemination strategy.	• There have been a limited number of capacity-building and training activities, owing to inadequate human resources and lack of familiarity, and most activities are conducted without follow-up. • There is evidence of UNEVOC Network members applying the Institute's policy advice and results of technical assistance in their respective areas.

Results Achieved: Catalyst for International Cooperation	IBE	IIEP	UIE	IITE
	• IBE fosters international cooperation through its Policy Dialogue programme, in particular its organisation of the International Conference in Education (ICE). • The ICE has been improved and refocused in recent years to increase value-added and to avoid overlapping with the General Conference. • Organisation of the ICE is expensive but all measures for cutting costs have been explored by IBE.	• IIEP acts as a catalyst for international cooperation through its networking activities (e.g. support for SACMEQ, ANTRIEP, ADEA and the IWGE) and through institution building (e.g. support for NIEPA). • IIEP is seen by stakeholders as having made a big difference in these roles and has contributed to strengthening international cooperation, particularly in Southern Africa and Asia.	• UIE initiates and co-ordinates cooperative research projects and facilitates the exchange of information among international partners. • It has successfully strengthened international networks of individuals and organisations involved in adult and lifelong learning. • UIE is organizing the "International Conference on Adult Education (CONFINTEA) and monitoring its recommendations on a global level • By utilising its large network of practitioners and consultants, UIE has generated a much higher level of activities than it could conduct itself.	• IITE has developed a network of focal points in 40 Member States, and uses this network to build links and formal partnerships. Focal points meet on a semi-regular basis to address specific themes related to ICTs use in education. • IITE also maintains relationships with a number of international agencies (e.g. ISESCO, IFIP) and has engaged in projects aimed at strengthening regional-level training networks.
	IICBA	**IESALC**	**CEPES**	**UNEVOC**
	• IICBA has established a Teachers Education Network, which connects education workers in Africa and enables sharing of information and experiences. The network operates through the website and has an online discussion board. • It also has developed a wide network with teacher training institutions, playing the role of broker between course providers and African institutions interested in experimenting with new approaches.	• The objective of fostering cooperation between countries in the LAC region is clearly supported by the activities of IESALC (e.g. fostering networks of higher education specialists, universities and governments to consider various themes or regional situations). • The majority of stakeholders surveyed considered IESALC effective at developing networks and facilitating coordination.	• Partnerships and network cooperation in Europe is essential for the way in which CEPES operates. CEPES collaborates closely with agencies such as IAU, OECD, the Council of Europe, EUA, and the European Commission, and the World Bank. . • CEPES fosters international cooperation in most of its activities through the invitation of experts to address themes and organisation of seminars and conferences.	• The UNEVOC Network, in which 157 countries participate, is the flagship programme of the Centre and the foundation on which the Centre is built. • The Network and e-Forum enables various national centres to exchange experiences and solutions to issues of common concern at the national and regional levels. • UNEVOC has significantly expanded and strengthened the Network and e-Forum during the evaluation period.

	IBE	IIEP	UIE	IITE
Quality of Interaction and Coordination	• IBE has been engaged in many cooperative projects with the PEQ division of the Education Sector. • IBE has very little co-operation with other UNESCO institutes, except IIEP. • IBE often cooperates with UNESCO field offices to survey national needs. • IBE has access to the highest public authorities in Member States and works effectively with other partners.	• There is a generally high level and quality of engagement between IIEP, the UNESCO Secretariat and other institutes. • More broadly, IIEP has been found to play an important role in mobilising partner agencies and donors. • There is evidence of some overlaps between IIEP and some divisions of the Education Sector, and there is a need for more formal clarification of respective roles.	• Improvement is required in the frequency and quality of interaction between UIE and UNESCO HQ. Most interaction takes place at a high-level and there is insufficient interaction at a programmatic level. • By comparison, coordination with field offices and other institutes/centres runs more smoothly and there are a number of examples of effective collaboration (e.g. joint activities with OREALC).	• There is no useful contact between IITE and UNESCO's focal point and the only contact with HQ is at a very senior level. • No evidence of close cooperation between IITE and other institutes. There is close cooperation with UNESCO Asia and Pacific Regional Bureau but linkages are limited and only slowly improving with UNESCO Moscow office. • Overall, interaction and coordination is weak.
	IICBA	**IESALC**	**CEPES**	**UNEVOC**
	• Coordination and interaction between IICBA, the Education Sector and other institutes/centres is not systematic. • IICBA was originally created to build capacity in educational planning in Africa, but IICBA has instead focussed on teacher training. There is a need for clarification of IICBA's role, which would facilitate cooperation and integration.	• Communication and coordination within UNESCO is in need of improvement. There is currently potential for overlap. • Exchange of information between HQ and IESALC is formal and bureaucratic. • Interactions with field offices are variable by country but there is a lack of systemic contact. • Inter-regional coordination on higher education issues is weak (e.g. no evidence of a relationship with CEPES).	• Interaction between CEPES and UNESCO HQ is mainly a one-way street with little direct input from HQ into CEPES' agenda or activities. • With the exception of UNEVOC and ROSTE, CEPES has limited working relationships with UNESCO field offices and other institutes/centres. • In general, CEPES is much better integrated into the European higher education arena than the UNESCO system.	• UNEVOC cooperates closely with, and jointly plans, single core activities with the TVET team in the Education Sector. • However, cooperation with other UNESCO entities varies in scale, intensity and quality and overall is ad hoc. • UNEVOC has limited working relations with other UNESCO entities, including IIEP, UIE and IBE.

	IBE	IIEP	UIE	IITE
Funding Patterns, Extra-Budgetary Resources and Sustainability	• During the evaluation period, IBE has successfully increased funding from extra-budgetary sources. • Extra-budgetary funding receives a significant boost in years during which IBE hosts the International Conference in Education. • The additional funding has allowed the Institute to significantly increase its operational activities since 2002.	• IIEP has grown its extra budgetary funding significantly over the evaluation period and its financial position is sound. • IIEP has taken appropriate steps to strengthen its financial sustainability, including maintaining a stable donor base, initiating a Partners Day for fund raising, and operating a Stabilisation Reserve. • There is a lack of integration between fund-raising activities of IIEP Buenos Aires and IIEP Paris.	• In 2000 the German Federal Government decided to phase out its regular grant to UIE by 2006 and subsequent years have required a continuous effort by the Institute to secure its funding base and survival. • The concomitant reduction in UNESCO financial allocation resulted in UIE scaling back its staff, reducing some activities, and diverting additional time to fundraising. • UIE has had some success in diversifying its funding base.	• Approximately half of IITE's funding comes from the Russian Government; a further 30% from extra budgetary sources; and 20% from UNESCO. • Extra-budgetary funding (albeit mostly originating from UNESCO funding mechanisms) has increased significantly during the evaluation period. • Insufficient effort has been put into searching for extra-budgetary funding outside of UNESCO.
	IICBA	**IESALC**	**CEPES**	**UNEVOC**
	• UNESCO provides IICBA's regular budget of around $2m biennially, which goes mostly to cover staff and overhead costs. • IICBA has succeeded in roughly doubling its budget by raising extra-budgetary funds. • However, the limited budget puts IICBA's continuity at risk: the UNESCO staff is very small, and IICBA relies significantly on local staff working on short-term contracts.	• Reported contributions from donors and beneficiaries – other than the host country – represented only 1.7% of total funding for IESALC. • While the lack of outside funding has been somewhat countered by IESALC's encouragement of co-funding of research and other activities, the lack of extra budgetary funding has nonetheless constrained the scale of IESALC's activities and the results it has achieved.	• CEPES has a very small budget (less than $350,000 per year in 2004/05) and given its status, it is faced with considerable constraints in raising extra-budgetary funds. • CEPES' status as a UNESCO centre hinders its financial management, since it does not administer its own finances. This administrative inefficiency reduces the attractiveness of CEPES as a contractor in the competitive higher education project market in Europe.	• UNEVOC is over-dependent on a single donor, the German Government which provides 90% of total funding. This is an extremely unhealthy and risky situation • Besides the host country contribution, UNEVOC has attracted very little extra budgetary funding. This shortcoming is associated with a lack of joint UNESCO/UNEVOC strategy for fund raising.

Quality of Organisational Management	IBE	IIEP	UIE	IITE
	• Adequate strategic planning and governance arrangements are in place. • IBE staff demonstrate sound project management and a concern for cost saving. • An area of concern is the high rate of staff turnover since 2000, against a backdrop of a reduction in the number of UNESCO posts due to a decline in UNESCO funding.	• IIEP is well governed and managed. Its Governing Board is active and receives good support from management. • IIEP has improved the efficiency of its operation over the evaluation period. • An area of concern is the lack of a focus on staff development and low levels of training for institute staff. • The Institute is heavily reliant on contract staff but its staff turnover is low.	• Internal management of UIE requires improvement. The "survival mode" of the Institute and vacant Deputy Director role have negatively effected the day-to-day operation of UIE. • The evaluators consider that UIE has too few research staff/consultants to live up to the expectations of UNESCO and Member States. • The role of programme coordinator requires clarification.	• IITE operates efficiently, apart from an over-sized office space. • IITE middle management is highly competent but their strategic potential and contribution to the future development of the Institute is underutilised. • IITE is mostly staffed with non-UNESCO Russian personnel.
	IICBA	IESALC	CEPES	UNEVOC
	• There is scope for greater decentralisation of tasks to IICBA, requiring provision of additional staff and budget. • The Governing Board would function better if more motivated and qualified members were recruited. • The Director's position has been vacant since January 2004, which compromises leadership of the Institute. • IICBA should improve the evaluation and review of its own activities.	• IESALC underwent a significant reorganisation during the evaluation period that generated improvements in efficiency and effectiveness. • The evaluation found significant weaknesses in the governance, monitoring and accountability of the Institute. These weaknesses stem from difficulties of the Governing Board in performing its governance role and the lack of a strong monitoring role by the Education Sector.	• Overall management of CEPES is satisfactory and in line with UNESCO practice and regulations. • Staff are not attached to programme areas and there is little opportunity for career progression CEPES' Romanian staff development opportunities should be enhanced. • There is a need for more highly qualified and experienced research staff.	• Inadequate staffing is a serious limitation and a threat to UNEVOC's credibility and reputation in TVET. • Furthermore, most staff are non-UNESCO contract staff and do not have access to training and development opportunities to the detriment of the Centre. • UNEVOC has no formal internal planning processes and decision-making processes are ad hoc. There is no annual work plan for individual staff and vague job descriptions.

Institute/Centre	Challenges	Recommendations
IBE	• *Geographic Relevance* – Although IBE's activities are fully aligned with UNESCO thematic priorities, the geographical distribution of these activities is a concern. This distribution is partly governed by the opportunities provided by extra-budgetary funds. The evaluators believe there is a contradiction between the growing dependence of IBE on extra-budgetary funds and the UNESCO priorities in terms of countries to be supported, especially Sub-Saharan Africa countries.	• The link between the imperative to secure extra-budgetary funds and the relevance of IBE activities should be closely reviewed by UNESCO Headquarters and the General Conference in order to offset the biases that result from the increasing resort to extra-budgetary funds for technical assistance.
	• *Lack of Research Underpinnings* - IBE research activities in curriculum development at IBE are limited. Evaluators see several synergies that should be better exploited between research and operational activities of IBE.	• IBE should reinforce the research foundations of its operational activities in order to establish a sound research base for each programme, including through partnerships with scholars in the relevant fields.
	• *Confusing Programme Structure* - IBE programme structure that appears unclear and not coherent to external reviewers and potential partners, including UNESCO institutions. This situation leads to misunderstanding and miscommunication between IBE and other stakeholders, for instance among Headquarters staff.	• IBE should initiate a reorganisation of the structure of programmes, based on the homogeneity of the content of these programmes, not on institutional rationales, in order to make the activities of IBE more understandable for external stakeholders.
	• *Better Interaction and Coordination Required* - Although IBE has engaged in partnerships with various organisations, most of these remain limited in time and scope. During the recent period of reform, human resource conflict and financial constraints, cooperation with other stakeholders has not been a priority for IBE.	• IBE should make greater effort to cooperate with external partners for deepening (research) and expanding (in time and space) its activities while focusing on its core "upstream" mission.
	• *Under-Strength Human Resources* - In the context of limited resources and on-going reform of activities, the period from 2000 to 2005 was characterised by a high rate of turnover and numerous staff problems, which translated in HRM cases opposing the "historic staff" to the former Director who carried out the reform of IBE. The Institute is facing lack of personnel for financial reasons, in spite of its ability to generate and explore options as to how to cope with structural understaffing.	• No specific recommendation.

IIEP	• *Increasing the magnitude of IIEP's reach and impact* – IIEP is aware of the need to scale up its interventions but cannot do this alone. IIEP and UNESCO should constantly ask itself whether its strategies are the right ones for delivering the biggest medium- to long-term impacts on the supply of qualified educational planners and managers. The development and implementation of a strategy for "scaling up" its interventions should be given a high strategic priority within IIEP and UNESCO as a whole.	• IIEP should, together with UNESCO, give priority to developing and implementing a "going to scale" strategy for improving the global supply of qualified educational planners that emphasises training the trainers and institutional capability building before the start of the next Medium Term Plan.
	• *Managing the Transition to Decentralisation* – The most controversial issue encountered was whether IIEP should be performing operational activities to the extent it does currently. It is important for the Governing Board to ask itself whether operational activities have grown to a point where they are placing the Institute's other functions under strain. Looking forward, UNESCO's intentions are that IIEP and the UNESCO Secretariat will not play such "hands on" roles in providing services to Member States and will instead provide effective technical and back-office support via the field office network. This is quite different to the current situation and therefore requires a plan as to how to transition to this new state.	• IIEP and UNESCO should with some urgency take steps to clarify the short- and long-term expectations and roles of IIEP and other UNESCO bodies in relation to operational activities in Member States, as part of the UNESCO transition to a more decentralised operating model.
	• *Reducing potential overlap and improving coherence of the education programme* – There is significant potential for overlap in the mandate and types of activities of IIEP and the Education Sector. While there is generally a good level and quality of engagement between IIEP and relevant divisions of the education sector, the quality of engagement varies from division to division. There is little proactive interaction between IIEP and the Secretariat in relation to planning, and efforts to coordinate in specific areas of policy are *ad hoc*. On the face of it, there is ambiguity and confusion regarding the respective roles of EPS and IIEP in relation to training and other support to Member States on EFA strategies and plans. While these concerns could be addressed, to a certain extent, through more regular and systematic interaction and communication, we consider that systematic solutions may be required.	• UNESCO should initiate a project to identify solutions to issues of potential overlap and a possible lack of coherence in the education programme, including consideration of how to better align its planning, accountability and funding mechanisms to create mutually reinforcing incentives to collaborate effectively, with initial findings to inform the next medium term strategy.

UIE	• *Need to build research capacity* – The evaluators consider that UIE has too few research staff/consultants to live up to the expectations raised by UNESCO Headquarters and Member States. Although the Institute may establish a critical mass of highly qualified people through partnerships and networks to attend to specific projects, it is of vital importance that the Institute itself has a minimum of such experience.	• In the context of UNESCO's guidelines for institute activities and the role of the institutes in the decentralisation process, UNESCO should aim to strengthen its research capacity and the "think tank" mission of UIE.
	• *Need to build internal management capability* – Both the Director and staff members characterised the situation of the Institute as being in "survival mode" since the start of the gradual phasing-out of German government funding. The need of the Director to divert extra effort to fund-raising to secure the survival of the Institute, and the vacant Deputy Director position, has negatively affected the day-to-day running of UIE.	• UIE should fill the vacant Deputy Director position; improve coordination of programme activities and for supporting staff members; clarify the responsibilities of the programme coordinator; and, in order to improve the internal organisation and mode of operations, UIE should initiate an organisational development process.
	• *Need to improve interaction and coordination with UNESCO HQ* – Both the frequency and quality of interaction between UIE and HQ should be improved. Interaction mainly takes place at a high level and there is not enough engagement at an operational level. Some UIE staff considered the Education Sector fragmented and, hence, difficult to know who does what.	• Actions should be taken to improve the interaction between UNESCO HQ and UIE to enhance the volume and quality of services form UIE to UNESCO. The Education Sector should initiate meetings to clarify roles and responsibilities.
	• *Need to improve sustainability of funding base* – The Institute has experienced a very difficult financial situation recently due to the gradual decline in the institutional grant from the German Government and the concomitant reduction in UNESCO financial allocation. While UIE has secured its immediate survival, there are a number of funding issues that need to be addressed.	• UNESCO should clarify its expectations regarding share of UIE's funding to come from extra-budgetary sources; there is a need to rethink how UNESCO should fund UIE, including providing clearer guidance on the purpose of the institutional grant and separation of programme funding from long-term capability funding.

IITE	• *Need to broaden focus beyond the CIS and Baltic countries* – IITE is increasingly targeting CIS and Baltic countries. While there is some ambiguity regarding programme priorities, most CIS and Baltic countries are not part of the disadvantaged geographic regions UNESCO should concentrate on.	• The geographic coverage of IITE's activities should be reassessed and clarified by way of discussions with stakeholders in the field, especially UNESCO HQ and field offices.
	• *Improve results-based management* – Follow on effects of IITE activities are not clearly visible. IITE assesses its own performance against output rather than outcome measures and, therefore, its appraisal of its impacts is limited in scope.	• IITE should better monitor and understand the indirect and mid- to long-term effects of its activities. Moreover, beyond formal compliance with SISTER, the monitoring of effects should be based upon implementation of follow-up initiatives in Member States where IITE has carried out research and training activities.
	• *Need to redress balance of activities* – IITE has increasingly been concentrating on its training and materials and courses, giving less attention to other parts of its official mission. Although IITE has made a major achievement in developing its training materials and courses, the evaluators fear that the shift from research to training is not a sustainable model in the long-run.	• IITE should significant enhance its policy advisory capacities and the promotion of studies at the request of individual Member States. Although these activities are partially implemented by IITE through high-level seminars, they should be made more visible and distinct from regular training activities.
	• *Need to increase flexibility* – The current organisation and the portfolio of funding and expenditures do not seem to give IITE the necessary flexibility. ITE should increase flexibility through raising additional extra-budgetary resources.	• IITE should more actively and extensively seek extra-budgetary resources. Exchange of fund raising best practices among UNESCO institutes should be coordinated by Headquarters.
	• *Improve relationships with UNESCO bodies and external partners* – The relationships with UNESCO bodies and external partners is IITE's greatest challenge – major progress must be made in the near future. IITE has no optimal relationships with other UNESCO bodies and is not seeking to proactively address this situation.	• IITE should seek more active cooperation with relevant institutes in the field of ICT in education. Headquarters should set new mechanisms and procedures to maintain effective relationships with IITE.

IICBA	• *Institutional Development* – In general, not enough attention was given to aspects of institutional development and sustainability by IICBA, with the result that several initiatives have been ad hoc and were discontinued after IICBA's support ended. Also, the selection of projects was based on opportunities provided by donors, which resulted in a bias towards the implementation of projects in Ethiopia.	• To increase its impact in capacity building in teacher training, IICBA should develop a clear concept of capacity building and institutional development in teacher education, and apply this as a guiding principle in the selection and planning of its programmes.
	• *Contribution to UNESCO's overall decentralisation strategy* – The creation of IICBA was not based on a clear definition of tasks that would be delegated from HQ to IICBA. A next step in decentralisation should include both a definition of respective tasks, and decentralisation of administrative, human resources and financial management.	• UNESCO should strengthen its decentralisation strategy by clearing defining the tasks of HQ and IICBA, preferably with HQ responsible for central policy making and the institutes responsible for implementation of programmes.
	• *Coordination and interaction with HQ, institutes and field offices* – In view of IICBA's functional autonomy and the lack of clear roles, coordination between IICBA, HQ Divisions and other institutes is not systematic. IICBA was originally created to build capacity in educational planning but this subject has disappeared from IICBA's programmes to avoid conflicts with IIEP. A clear strategic choice is required on the question of whether IICBA should play a role in educational planning.	• To improve the coordination of activities, UNESCO should define the distinctive tasks between the Education Division, IICBA and other Institutes in the implementation of UNESCO programmes.
	• *Funding patterns, extra-budgetary resources and sustainability* – While IICBA has been successful in relatively doubling its limited UNESCO funding, its limited budget puts the continuity of IICBA at risk: its UNESCO staff is very small and IICBA relies on local staff working on short-term contracts based on availability of project funds	• Recommendations to improve funding patterns would include: decentralisation of administrative financial management to IICBA; allocating sufficient UNESCO staff and regular budget; refocusing of activities on teacher training initiatives; and identification of donors willing to support Africa-wide programmes.
	• *Quality of organisational management* – There is scope to improve management at the level of HQ by explicitly decentralising tasks from HQ to IICBA and providing the required staff and budget for implementation. The functioning of the Governing Board would improve by having more motivated and technically qualified members. Finally, management of IICBA would improve by appointing a Director, to ensure strategy development and improved acquisition of extra-budgetary funds.	• As soon as members of the Governing Board have fulfilled their allotted time on the Board, new members should be identified with a combination of professional qualifications, experience and requirements for regional representation. An appointment to Director of IICBA should be made and current management should pay more attention to internal communication and joint programming.

IESALC	• *Results-based management* – The proposed work programme and budget for IESALC should be justified and debated within the context of a well-articulated strategic and results-based framework (e.g. intervention logic). There is also a need for improved outcomes-oriented reporting.	• Higher education priorities of UNESCO require clearer expression; IESALC should develop a more results-oriented approach to planning and reporting, including surveying stakeholders to ensure the continued value and relevance of its work; and UNESCO should provide greater support to IESALC to enable it to make more effective use of SISTER.
	• *Governance, monitoring and accountability* – The quid pro quo of a high degree of operational and functional autonomy is effective accountability for the outcomes which are to be achieved. A number of weaknesses in the current governance and accountability framework for IESALC need to be addressed.	• The Governing Board should improve oversight of IESALC given the infrequent meetings and deficiencies in the coverage and quality of reporting provided to it; UNESCO should clarify where responsibility lies for monitoring IESALC and consider establishing a Monitoring Advisory Unit to oversee performance of the Institutes.
	• *Extra-budgetary Funding* – Reported extra-budgetary contributions represent only 1.7% of IESALC funding, which is very low in comparison with other institutes/centres. This low level of funding has constrained the scale of IESALC's activities/impacts and should be rectified.	• IESALC should keep sufficient records to enable the measurement of the extent to which its funding is leveraged with third-party resources; and UNESCO should clarify its expectations regarding the raising of extra-budgetary funds.
	• *Cooperation and Coordination with Field Offices and Institutes* – Exchange of information with Headquarters is formal and bureaucratic and interactions with field offices are of variable quality. There is little engagement with potential partners outside the region.	• IESALC should establish working relationships with UNESCO offices in the region and give priority to interaction and sharing of information and experiences with other institutes, particularly CEPES.
	• *Internal Expertise and Capabilities* – IESALC largely operates as a 'virtual institute', outsourcing its research and capacity building activities. While this strategy has some merits, IESALC would benefit from development of a critical mass of in-house technical expertise.	• IESALC should consider recruiting additional staff with academic or technical expertise in order to add to the capacity for engagement with its stakeholders and to bolster quality assurance of work commissioned by the Institute.
	• *Influence on UNESCO strategies and priorities for higher education* – IESALC is not aware of the expectations on it to contribute to and influence the higher education strategies and programmes of UNESCO.	• IESALC and UNESCO Headquarters should engage in strategic discussions about the strategies and programmatic priorities in the field of higher education each biennium.
	• *Language barriers* – The primary working language of the Institute is Spanish. However, the capacity to communicate in English, French and Portuguese are also necessary to communicate with countries of the region. Language has also proved a barrier for communication between UNESCO and other parts of UNESCO.	• IESALC should develop a cost-effective strategy to overcome communication barriers associated with publication of information in the subject country's language.

CEPES	• *Status as a Centre* – The current position of CEPES 'in-between' a centre and an institute is very ineffective and the uncertainty with respect to the status of CEPES has lasted for too long. If UNESCO wants to continue with CEPES as one of its decentralised units, the evaluators recommend giving it the status of an institute.	• UNESCO should take a final decision concerning the status of CEPES and give it the status of an Institute.
	• *Relevance* – The role of CEPES as a centre focussed on higher education in Europe means it has less direct relevance for UNESCO's efforts to realise EFA goals.	• If UNESCO is interested in giving a global priority to higher education, it may wish to consider promoting joint delivery of policy advice and programmes between CEPES and other institutes. Promoting stronger institutional alliances can be recommended as an option.
	• *Integration into UNESCO* – CEPES is currently insufficiently integrated into the strategic and programmatic priorities of UNESCO. If UNESCO considers there is no direct role for CEPES in this initiative, it brings into question whether there is a relevant future for CEPES within UNESCO.	• The Centre has to become better integrated into the UNESCO educational programmes; the staff has to be more international; the organisation and funding basis for the Centre has to change; the programmatic activities have to become more focuses, less fragmented and of greater relevance to UNESCO HQ as well as all Member States of the wider Europe region.
	• *Organisational Management* – The management (especially personnel management) is more hierarchical than one would expect of a centre such as CEPES (e.g. CEPES does not have programme areas to which staff are attached). To part of the outside world, CEPES seems like a 'centre consisting of two senior staff members with many international contacts and a large support staff. CEPES needs to become more international and professional in its organisational structure and management orientation.	• There is a need for more internationally qualified and experienced research staff at CEPES. The centre should aim to strengthen its intellectual capital by recruiting more international staff holding doctoral degrees and having research experience.

UNEVOC	• *Untapped potential as a "Think Tank"* – UNEVOC's potential to serve as an important part of the UNESCO "Think Tank" on TVET is not fully utilised by UNESCO HQ in terms of contributing to UNESCO's role as an intellectual organisation.	• No specific recommendation.
	• *Inadequate follow-up and monitoring of activities* – Although UNEVOC initiates many activities, follow-up and monitoring of outcomes is not routinely practiced. No evaluations have been carried out in the past on UNEVOC's activities in TVET.	• There is a need to periodically monitor and formally review the progress and outcomes of the Centre. Internal monitoring by UNEVOC and UNESCO HQ should take place every 3-6 months as well as periodic independent, external reviews.
	• *Insufficient scale to achieve its mandate* – UNEVOC is faced with the challenge of adequately meeting its wide mandate with its limited budget and human resources. Inadequate staffing has dealt a severe blow to UNEVOC's activities and is one reason for its inadequate extra-budgetary resources. This situation is compounded by the exclusion of its staff on local contracts from participating in HR development and capacity building, which lowers morale and causes staff retention difficulties.	• UNEVOC must devise ways of achieving optimum results within the context of potentially decreasing funding within UNESCO. Diversification of its funding sources must be a top priority. UNEVOC should also analyse the possibilities of economies of scale based on increased levels of cooperation with UIE, including reviewing the institutes' mandates, analysing possible overlaps and synergies.
	• *Governance and overall coherence* – Despite increasing coordination between HQ TVET, regional specialists and UNEVOC, these activities need to be more precisely formulated. The absence of an advisory committee, which was previously a characteristic of the UNEVOC project, has led to a sense of isolation amongst stakeholders.	• UNEVOC should have regular planning exercises with TVET Paris to synchronise priorities and annual work plans. Establishing a programme advisory committee should also be looked into.
	• *Inadequate internal planning* – UNEVOC's internal planning processes have not yet been formalised, which poses a great challenge to its ability to realise the results expected of it.	• An advisory committee would serve to formalise internal planning processes and enhance the autonomy of decision-making and management within UNEVOC.

INTRODUCTION

As part of the evaluations of UNESCO MP I institutes/centres, a consolidated survey was undertaken of UNESCO field offices. This survey complemented other surveys (e.g. of stakeholders) for the specific institutes and produced comparable data for all eight institutes/centres.

SURVEY INSTRUMENT

An online survey instrument was selected because of the wide geographic distribution of IIEP stakeholders and because it is more cost effective than mail or phone-based surveys.

Questionnaire Design

The nature of the data to be collected (e.g. awareness, relevance and perceptions of the effectiveness of the institutes/centres) and the desirability for comparable data led to the development of specific qualitative questions that could be answered on a Likert-type scale of responses. The survey was somewhat longer than a normal online questionnaire because it covered all eight institutes/centres but the level of item non-response did not fall greatly as the survey progressed.

Survey Administration

Respondents were emailed survey instructions and a hyperlink within the email took participants to the survey form. The use of unique identifiers allowed us to track responses, which permitted targeted follow-up to increase response rates. Two email reminders were sent to UNESCO field offices, institutes and centres. The surveys were self-administered in English. Participants were told that IIEP and UNESCO would not have access to individual responses.

Sampling and Response Rate

The survey sample was compiled from a list of Directors of UNESCO field offices and MP I education institutes and centres supplied by IOS. Of 55 emails sent, 33 valid responses were received, a response rate of 60%. This response rate compares favourably with the typical response rate of 26% for online surveys.[7]

SUMMARY OF RESULTS

Awareness

Q. How aware are you of the following institute/centre activities?

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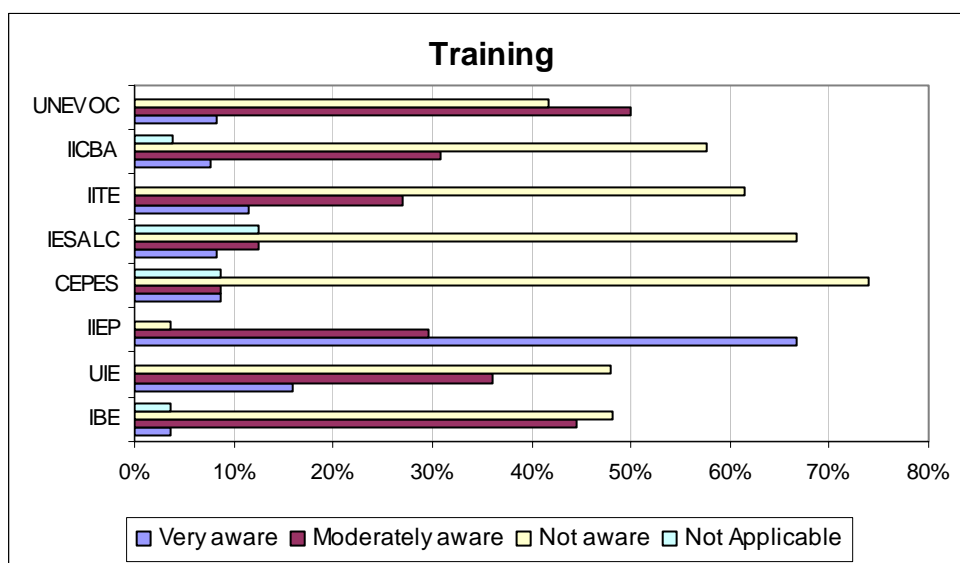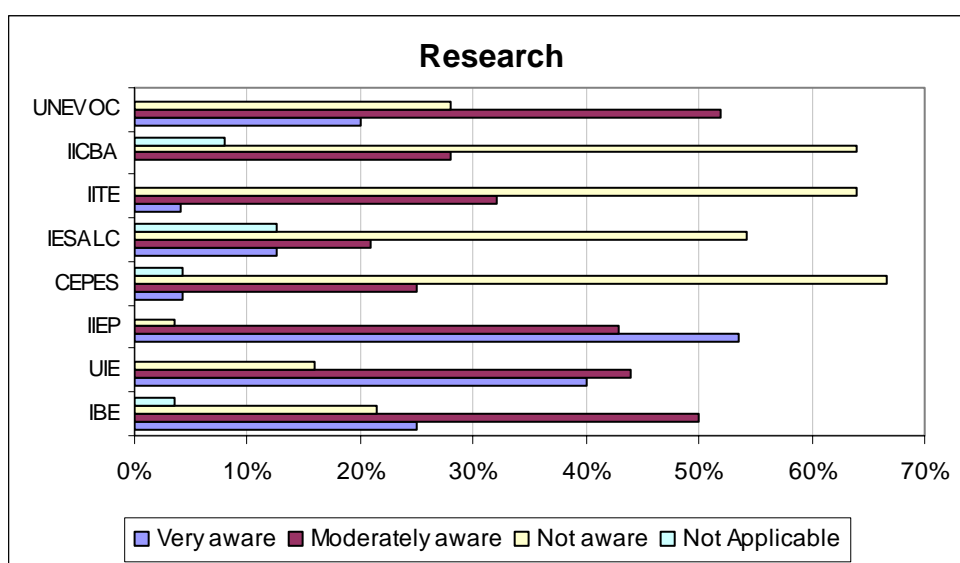
[7] Hamilton, M. B. (2005) Online Survey Response Rates and Times: Background and Guidance for Industry, SuperSurvey Whitepaper.

MARTIN JENKINS
ASSOCIATES

Technical Assistance to Member States

Legend: Very aware | Moderately aware | Not aware | Not Applicable

(Categories, top to bottom: UNEVOC, IICBA, IITE, IESALC, CEPES, IIEP, UIE, IBE)

Facilitation of International Cooperation

Legend: Very aware | Moderately aware | Not aware | Not Applicable

(Categories, top to bottom: UNEVOC, IICBA, IITE, IESALC, CEPES, IIEP, UIE, IBE)

Standard Setting

Legend: Very aware | Moderately aware | Not aware | Not Applicable

(Categories, top to bottom: UNEVOC, IICBA, IITE, IESALC, CEPES, IIEP, UIE, IBE)

Seminars and Conferences

Legend: Very aware, Moderately aware, Not aware, Not Applicable

Categories (top to bottom): UNEV OC, IICBA, IITE, IESALC, CEPES, IIEP, UIE, IBE

Relevance

Q. How relevant in your opinion are the following Institute/Centre activities to the education priorities and needs of Member States?

Research

Legend: Very aware, Moderately aware, Not aware, Not Applicable

Categories (top to bottom): UNEV OC, IICBA, IITE, IESALC, CEPES, IIEP, UIE, IBE

Training

Technical Assistance to Member States

Facilitation of International Cooperation

Standard Setting

Seminars and Conferences
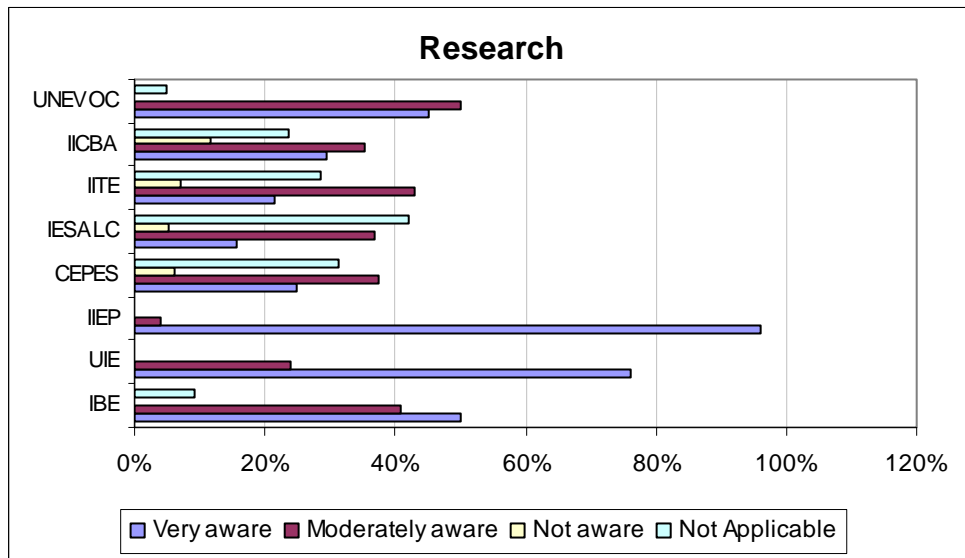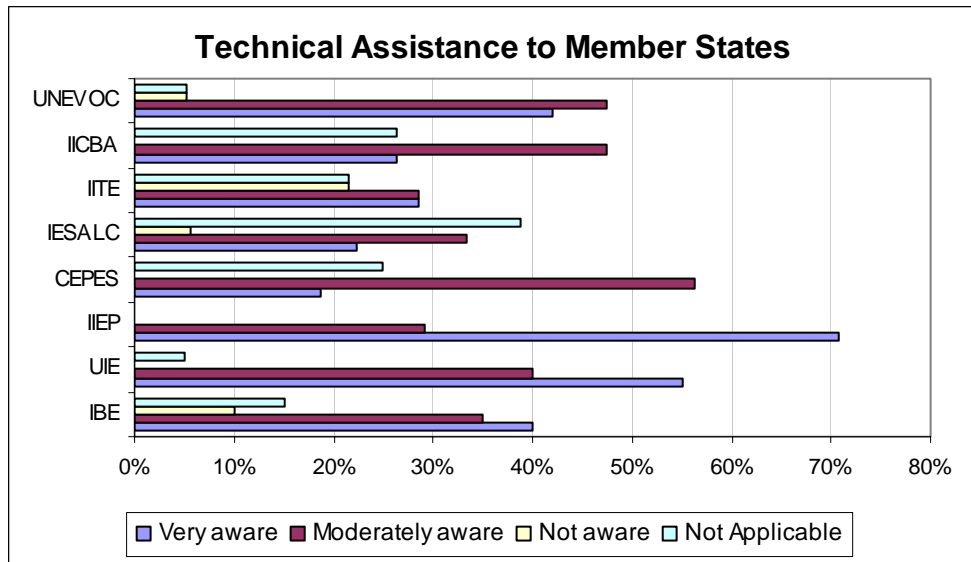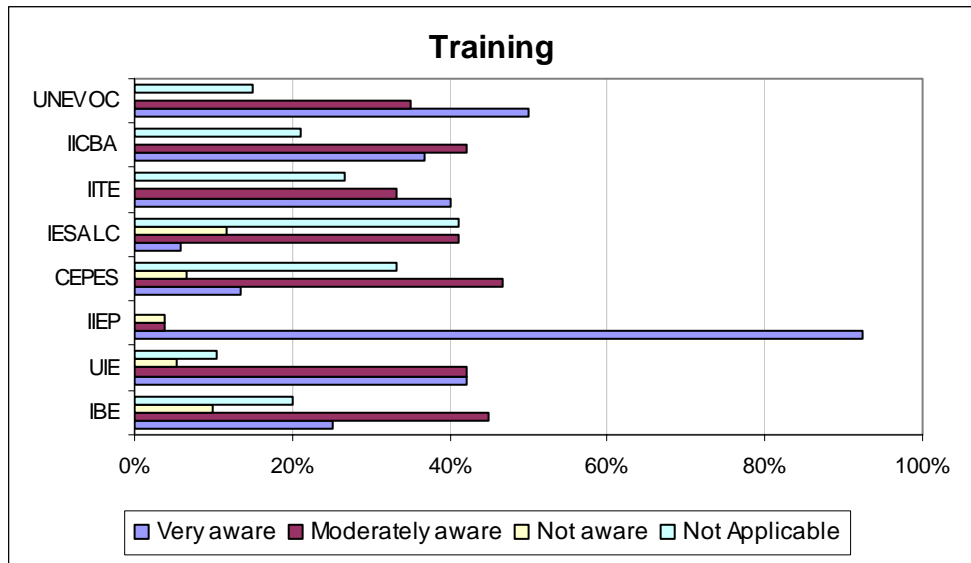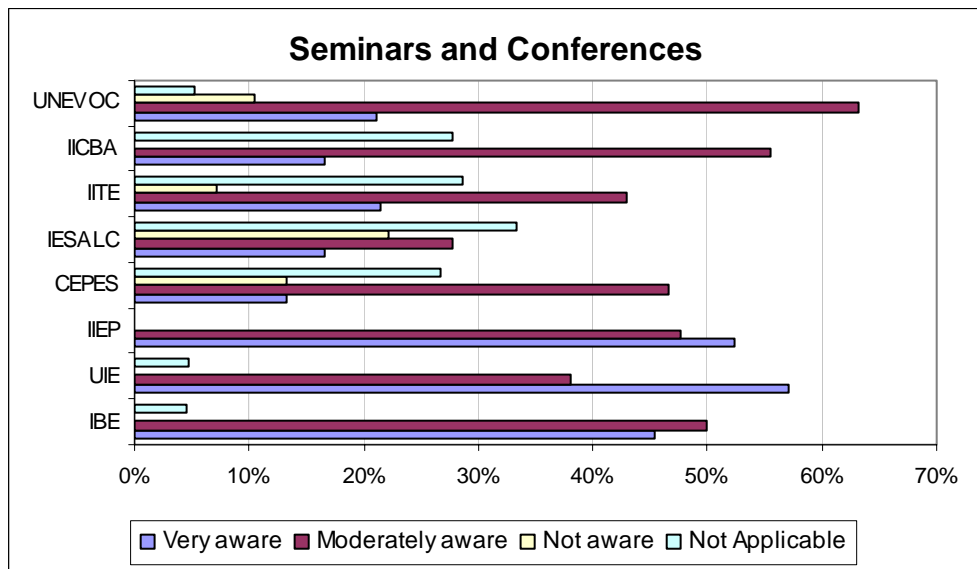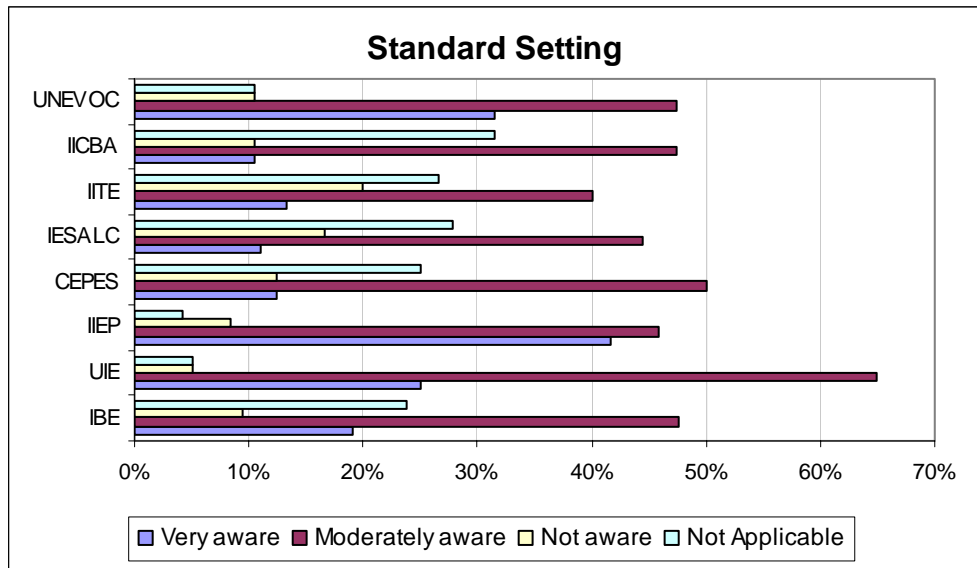
Usefulness of Services

Q. How useful do you find the following Institute/Centre services to your organisation and its work?

Country Studies

Information and Clearing House Services

Newsletter

Seminars and Conferences

Thematic Studies

Training
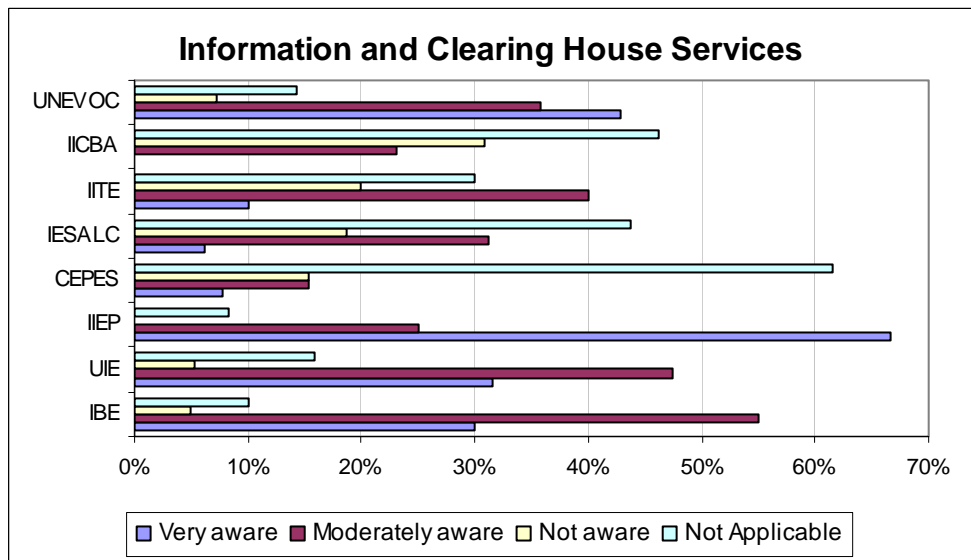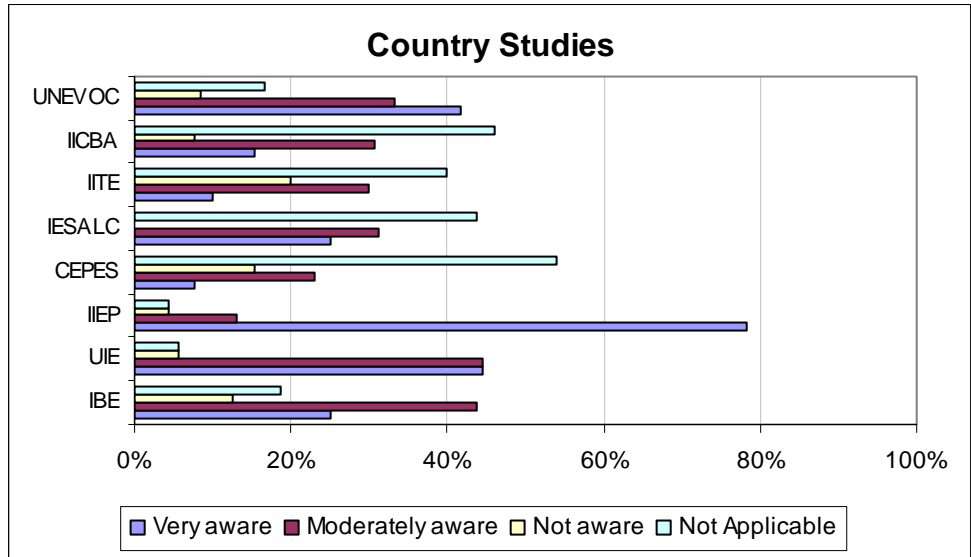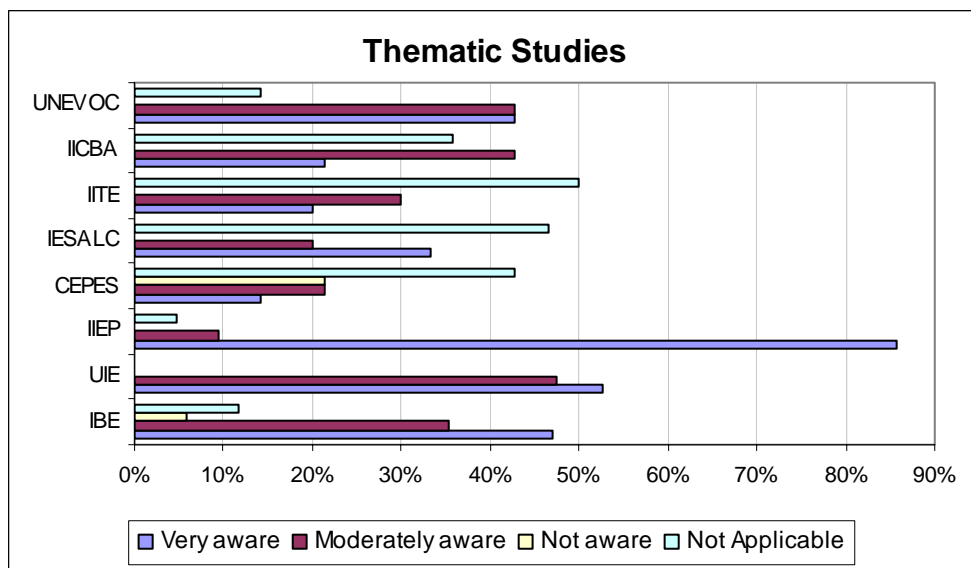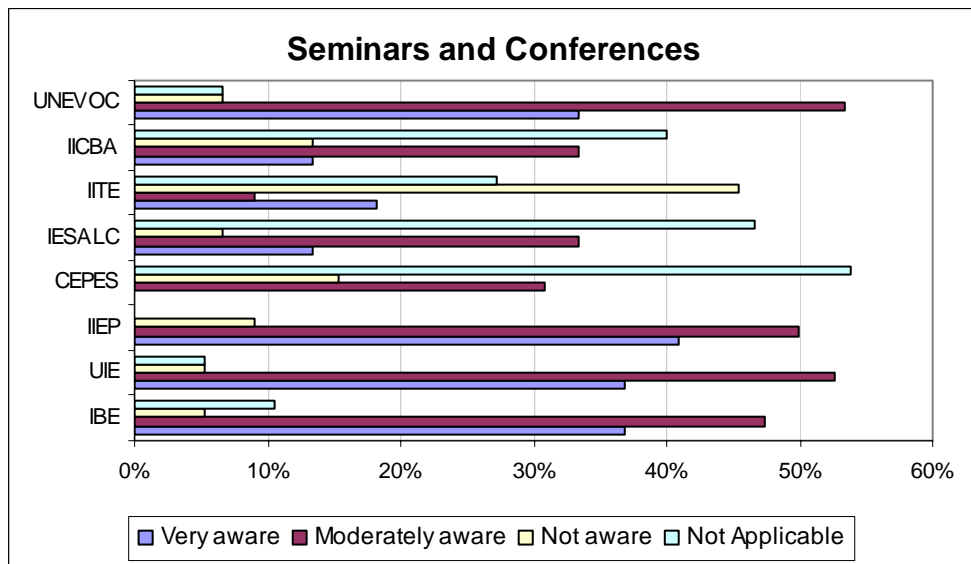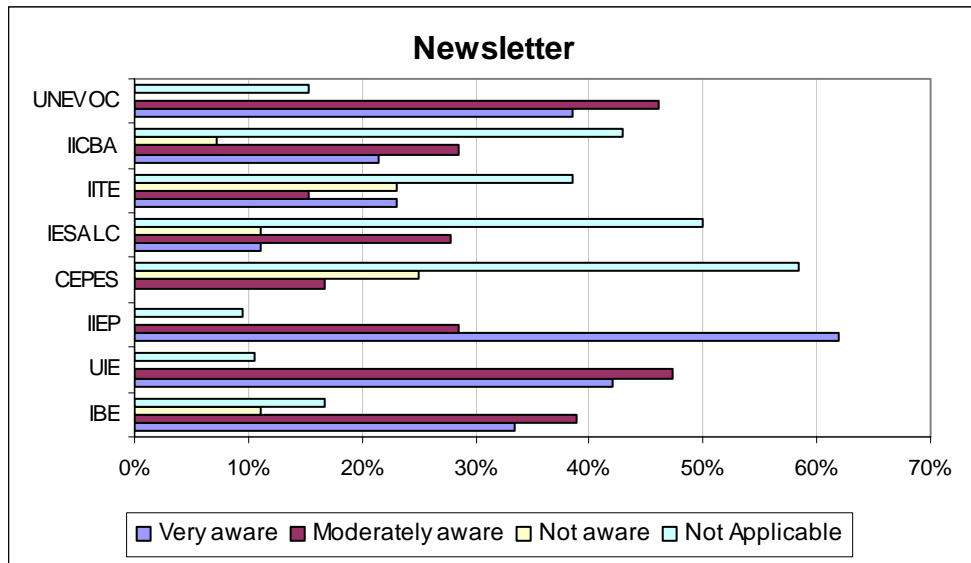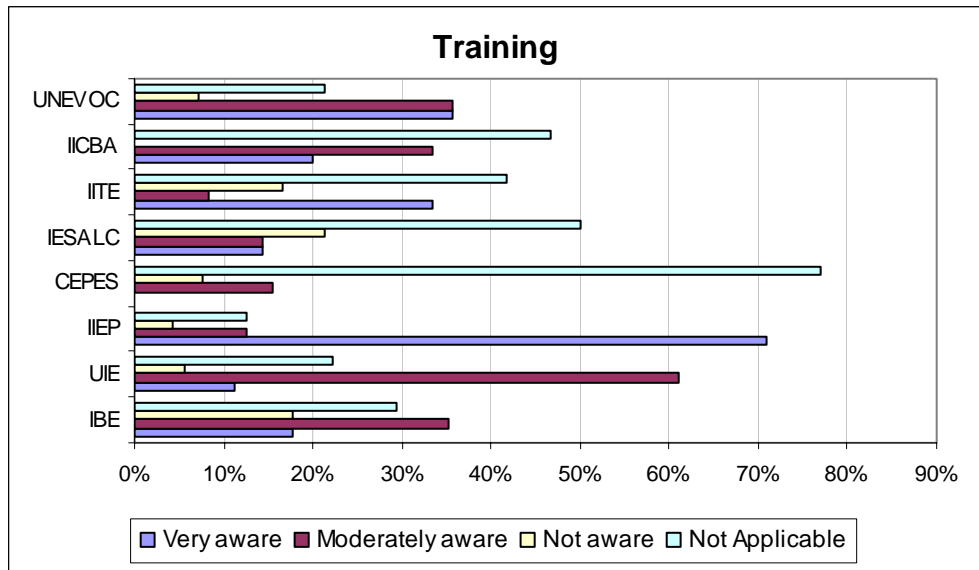
Frequency and Quality of Engagement

Q. How often does your office engage with Institutes/Centres on the following activities?

Faciltation of International Cooperation

Research

Seminars and Conferences

Standard Setting Activities

Technical Assistance to Member States

Very aware ■ Moderately aware □ Not aware □ Not Applicable

Training

■ Very aware ■ Moderately aware □ Not aware □ Not Applicable
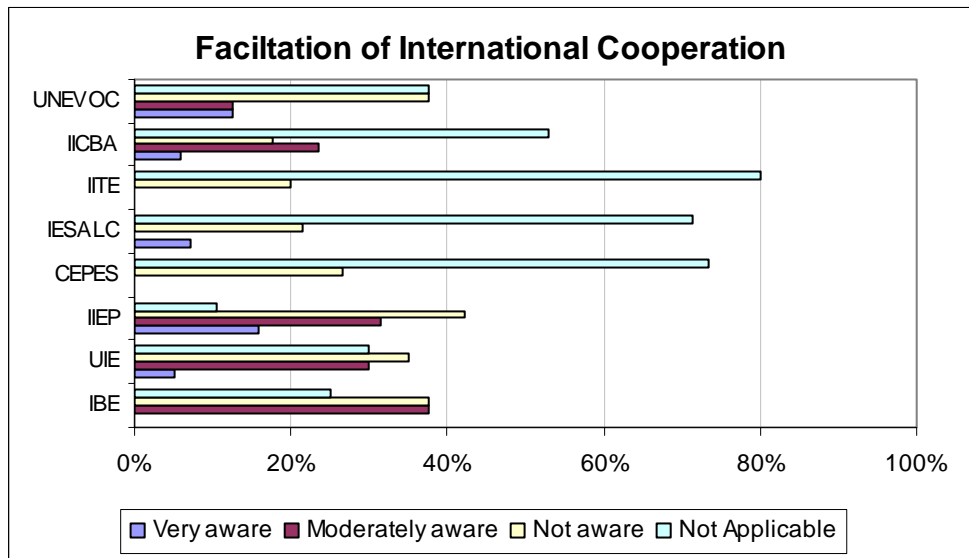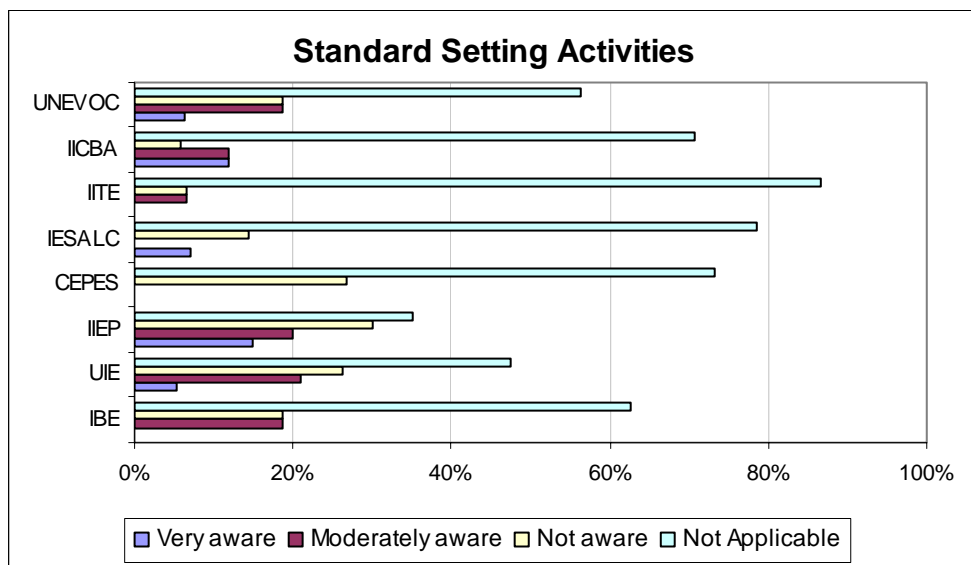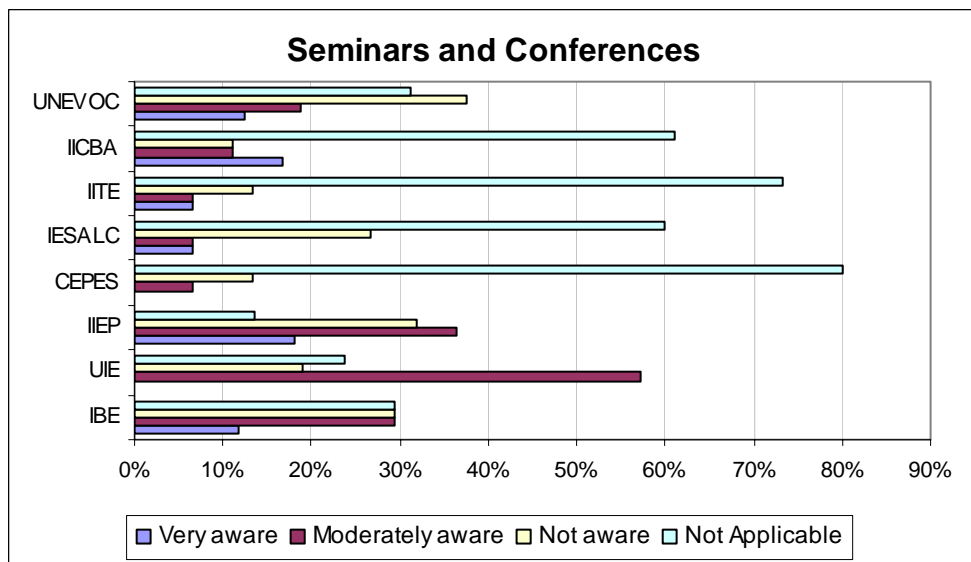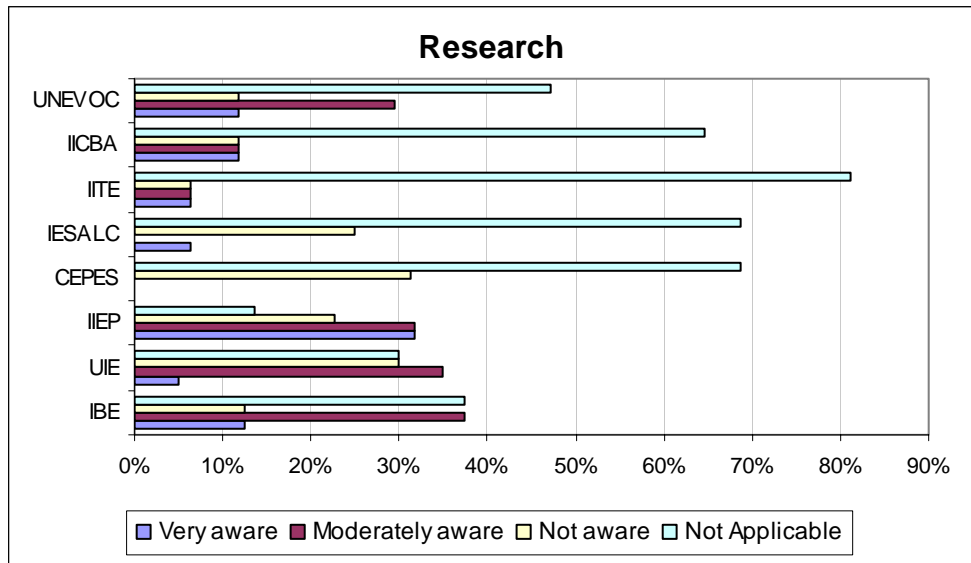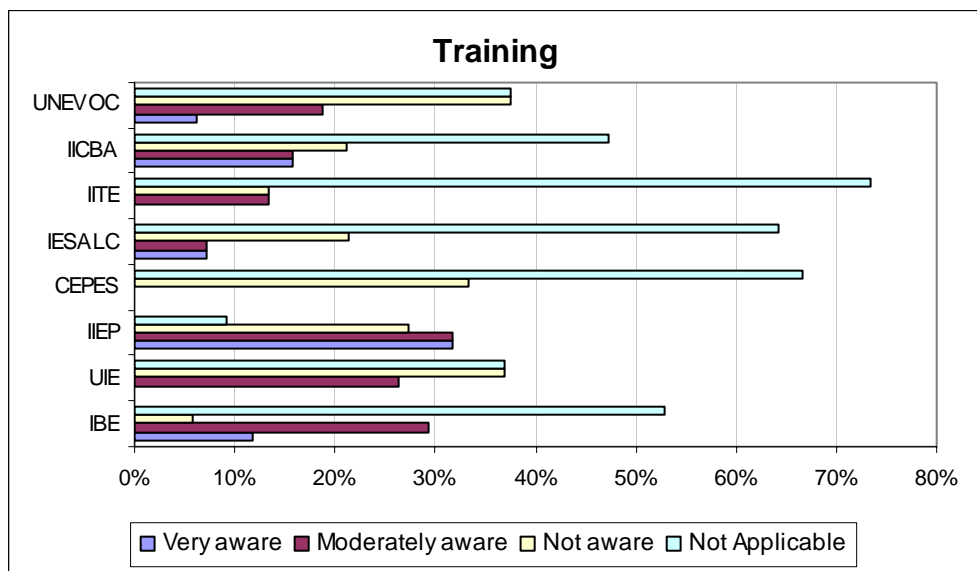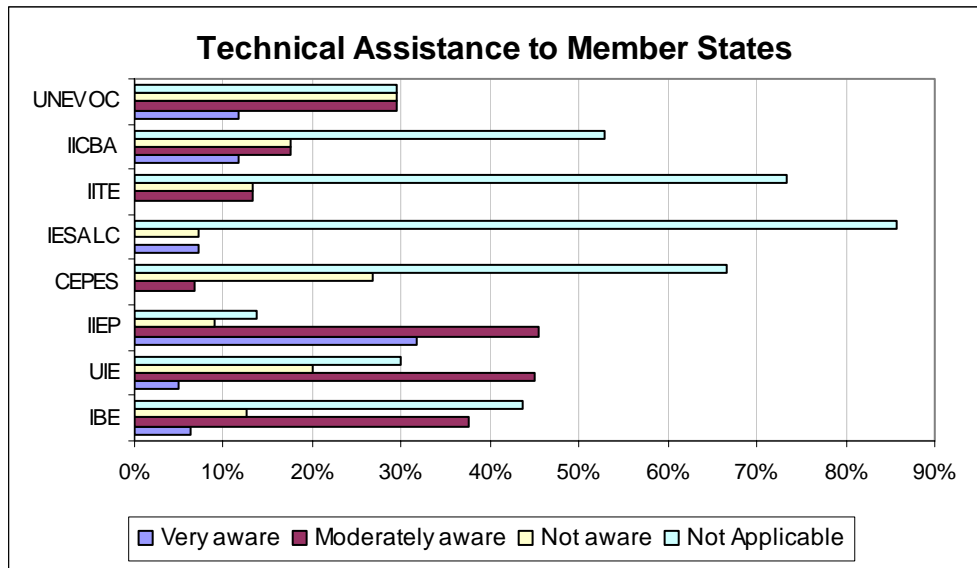
Q. In cases where you or your office has engaged with an Institute/Centre how effective (in general) has each Institute/Centre been at collaborating?

UNEVOC
IICBA
IITE
IESALC
CEPES
IIEP
UIE
IBE

0% 10% 20% 30% 40% 50% 60% 70%

□ Very effective ■ Moderately effective □ Not effective
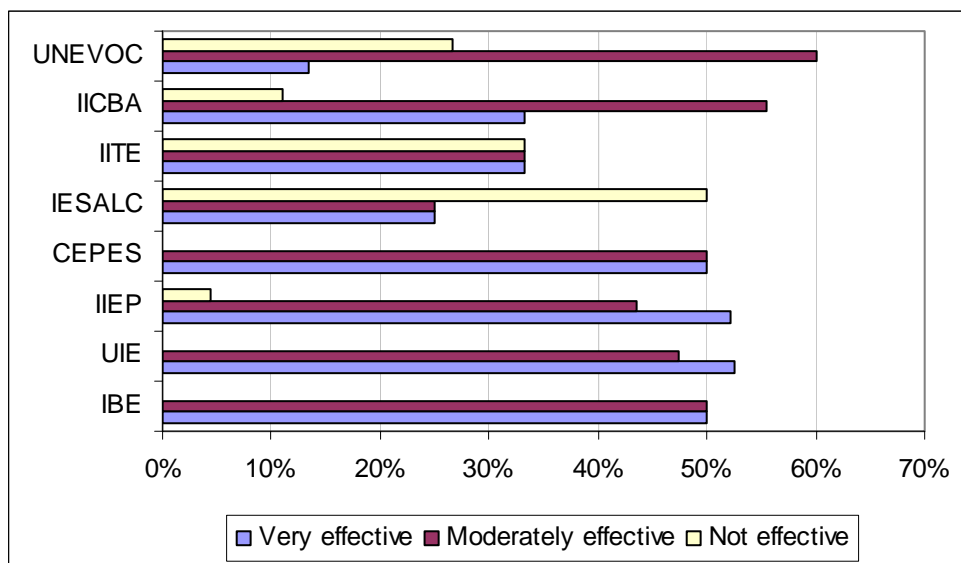
Effectiveness and Impacts[8]

Q. How much of a positive difference has each Institute/Centre made to improving access to and the quality of information on education?

UNEVOC
IICBA
IITE
IESALC
CEPES
IIEP
UIE
IBE

0% 10% 20% 30% 40% 50% 60% 70% 80%

□ A big difference ■ Some difference □ No difference □ Don't know

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MARTIN JENKINS
ASSOCIATES

Q. How much of a positive difference has each Institute/Centre made to enhancing the capacity and capability of education institutions in Member States?
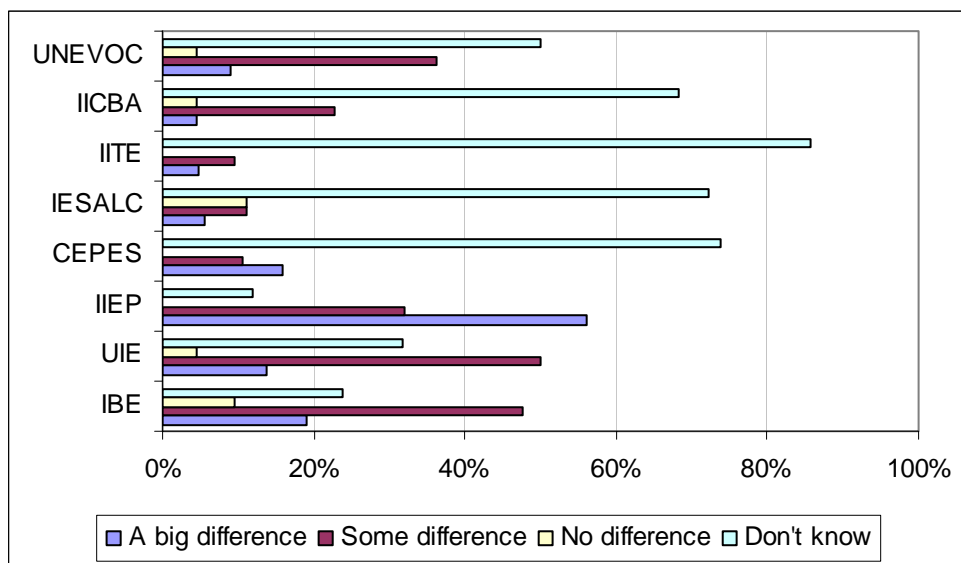
Q. How much of a positive difference has each Institute/Centre made to helping to improve and develop education systems in Member States?
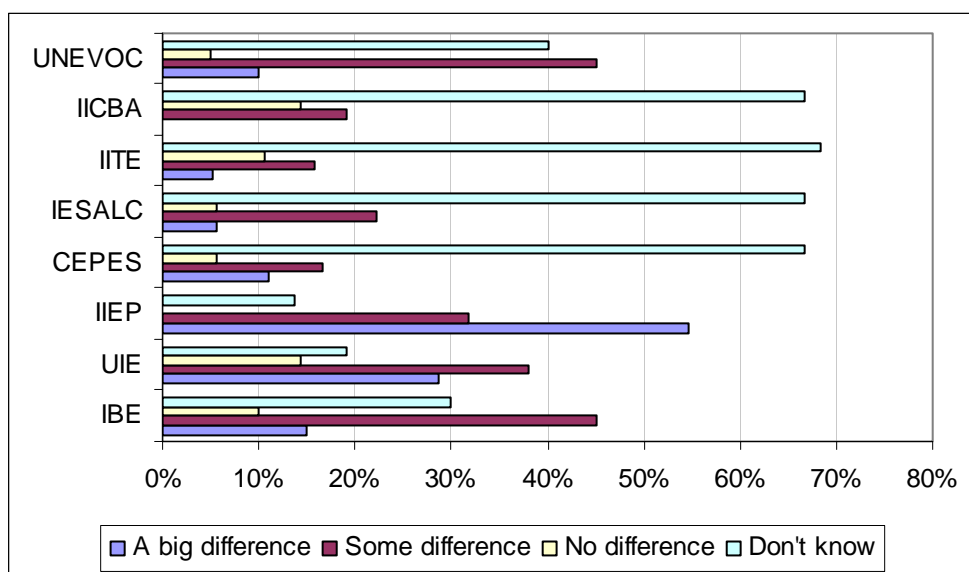
Q. How much of a positive difference has each Institute/Centre made to helping to improve mutual knowledge of education systems?

Legend: ■ A big difference ■ Some difference □ No difference □ Don't know

Q. How much of a positive difference has each Institute/Centre made to facilitating exchanges of information and experience among education institutions?

Legend: ■ A big difference ■ Some difference □ No difference □ Don't know

Q. How much of a positive difference has each institute/centre made to fostering closer co-operation among the countries, institutions and specialists in the field of education?

Consolidated Findings of the Evaluation of UNESCO's Major Programme I Institutes and Centres

ANNEX III

Nick Davis

15 February 2006

Institute/Centre	Challenges	Recommendations
IBE	• *Geographic Relevance* – Although IBE's activities are fully aligned with UNESCO thematic priorities, the geographical distribution of these activities is a concern. This distribution is partly governed by the opportunities provided by extra-budgetary funds. The evaluators believe there is a contradiction between the growing dependence of IBE on extra-budgetary funds and the UNESCO priorities in terms of countries to be supported, especially Sub-Saharan Africa countries.	• The link between the imperative to secure extra-budgetary funds and the relevance of IBE activities should be closely reviewed by UNESCO Headquarters and the General Conference in order to offset the biases that result from the increasing resort to extra-budgetary funds for technical assistance.
	• *Lack of Research Underpinnings* - IBE research activities in curriculum development at IBE are limited. Evaluators see several synergies that should be better exploited between research and operational activities of IBE.	• IBE should reinforce the research foundations of its operational activities in order to establish a sound research base for each programme, including through partnerships with scholars in the relevant fields.
	• *Confusing Programme Structure* - IBE programme structure that appears unclear and not coherent to external reviewers and potential partners, including UNESCO institutions. This situation leads to misunderstanding and miscommunication between IBE and other stakeholders, for instance among Headquarters staff.	• IBE should initiate a reorganisation of the structure of programmes, based on the homogeneity of the content of these programmes, not on institutional rationales, in order to make the activities of IBE more understandable for external stakeholders.
	• *Better Interaction and Coordination Required* - Although IBE has engaged in partnerships with various organisations, most of these remain limited in time and scope. During the recent period of reform, human resource conflict and financial constraints, cooperation with other stakeholders has not been a priority for IBE.	• IBE should make greater effort to cooperate with external partners for deepening (research) and expanding (in time and space) its activities while focusing on its core "upstream" mission.
	• *Under-Strength Human Resources* - In the context of limited resources and on-going reform of activities, the period from 2000 to 2005 was characterised by a high rate of turnover and numerous staff problems, which translated in HRM cases opposing the "historic staff" to the former Director who carried out the reform of IBE. The Institute is facing lack of personnel for financial reasons, in spite of its ability to generate and explore options as to how to cope with structural understaffing.	• No specific recommendation.

IIEP	• *Increasing the magnitude of IIEP's reach and impact* – IIEP is aware of the need to scale up its interventions but cannot do this alone. IIEP and UNESCO should constantly ask itself whether its strategies are the right ones for delivering the biggest medium- to long-term impacts on the supply of qualified educational planners and managers. The development and implementation of a strategy for "scaling up" its interventions should be given a high strategic priority within IIEP and UNESCO as a whole.	• IIEP should, together with UNESCO, give priority to developing and implementing a "going to scale" strategy for improving the global supply of qualified educational planners that emphasises training the trainers and institutional capability building before the start of the next Medium Term Plan.
	• *Managing the Transition to Decentralisation* – The most controversial issue encountered was whether IIEP should be performing operational activities to the extent it does currently. It is important for the Governing Board to ask itself whether operational activities have grown to a point where they are placing the Institute's other functions under strain. Looking forward, UNESCO's intentions are that IIEP and the UNESCO Secretariat will not play such "hands on" roles in providing services to Member States and will instead provide effective technical and back-office support via the field office network. This is quite different to the current situation and therefore requires a plan as to how to transition to this new state.	• IIEP and UNESCO should with some urgency take steps to clarify the short- and long-term expectations and roles of IIEP and other UNESCO bodies in relation to operational activities in Member States, as part of the UNESCO transition to a more decentralised operating model.
	• *Reducing potential overlap and improving coherence of the education programme* – There is significant potential for overlap in the mandate and types of activities of IIEP and the Education Sector. While there is generally a good level and quality of engagement between IIEP and relevant divisions of the education sector, the quality of engagement varies from division to division. There is little proactive interaction between IIEP and the Secretariat in relation to planning, and efforts to coordinate in specific areas of policy are *ad hoc*. On the face of it, there is ambiguity and confusion regarding the respective roles of EPS and IIEP in relation to training and other support to Member States on EFA strategies and plans. While these concerns could be addressed, to a certain extent, through more regular and systematic interaction and communication, we consider that systematic solutions may be required.	• UNESCO should initiate a project to identify solutions to issues of potential overlap and a possible lack of coherence in the education programme, including consideration of how to better align its planning, accountability and funding mechanisms to create mutually reinforcing incentives to collaborate effectively, with initial findings to inform the next medium term strategy.

UIE	• *Need to build research capacity* – The evaluators consider that UIE has too few research staff/consultants to live up to the expectations raised by UNESCO Headquarters and Member States. Although the Institute may establish a critical mass of highly qualified people through partnerships and networks to attend to specific projects, it is of vital importance that the Institute itself has a minimum of such experience.	• In the context of UNESCO's guidelines for institute activities and the role of the institutes in the decentralisation process, UNESCO should aim to strengthen its research capacity and the "think tank" mission of UIE.
	• *Need to build internal management capability* – Both the Director and staff members characterised the situation of the Institute as being in "survival mode" since the start of the gradual phasing-out of German government funding. The need of the Director to divert extra effort to fund-raising to secure the survival of the Institute, and the vacant Deputy Director position, has negatively affected the day-to-day running of UIE.	• UIE should fill the vacant Deputy Director position; improve coordination of programme activities and for supporting staff members; clarify the responsibilities of the programme coordinator; and, in order to improve the internal organisation and mode of operations, UIE should initiate an organisational development process.
	• *Need to improve interaction and coordination with UNESCO HQ* – Both the frequency and quality of interaction between UIE and HQ should be improved. Interaction mainly takes place at a high level and there is not enough engagement at an operational level. Some UIE staff considered the Education Sector fragmented and, hence, difficult to know who does what.	• Actions should be taken to improve the interaction between UNESCO HQ and UIE to enhance the volume and quality of services form UIE to UNESCO. The Education Sector should initiate meetings to clarify roles and responsibilities.
	• *Need to improve sustainability of funding base* – The Institute has experienced a very difficult financial situation recently due to the gradual decline in the institutional grant from the German Government and the concomitant reduction in UNESCO financial allocation. While UIE has secured its immediate survival, there are a number of funding issues that need to be addressed.	• UNESCO should clarify its expectations regarding share of UIE's funding to come from extra-budgetary sources; there is a need to rethink how UNESCO should fund UIE, including providing clearer guidance on the purpose of the institutional grant and separation of programme funding from long-term capability funding.

IITE	• *Need to broaden focus beyond the CIS and Baltic countries* – IITE is increasingly targeting CIS and Baltic countries. While there is some ambiguity regarding programme priorities, most CIS and Baltic countries are not part of the disadvantaged geographic regions UNESCO should concentrate on.	• The geographic coverage of IITE's activities should be reassessed and clarified by way of discussions with stakeholders in the field, especially UNESCO HQ and field offices.
	• *Improve results-based management* – Follow on effects of IITE activities are not clearly visible. IITE assesses its own performance against output rather than outcome measures and, therefore, its appraisal of its impacts is limited in scope.	• IITE should better monitor and understand the indirect and mid- to long-term effects of its activities. Moreover, beyond formal compliance with SISTER, the monitoring of effects should be based upon implementation of follow-up initiatives in Member States where IITE has carried out research and training activities.
	• *Need to redress balance of activities* – IITE has increasingly been concentrating on its training and materials and courses, giving less attention to other parts of its official mission. Although IITE has made a major achievement in developing its training materials and courses, the evaluators fear that the shift from research to training is not a sustainable model in the long-run.	• IITE should significant enhance its policy advisory capacities and the promotion of studies at the request of individual Member States. Although these activities are partially implemented by IITE through high-level seminars, they should be made more visible and distinct from regular training activities.
	• *Need to increase flexibility* – The current organisation and the portfolio of funding and expenditures do not seem to give IITE the necessary flexibility. ITE should increase flexibility through raising additional extra-budgetary resources.	• IITE should more actively and extensively seek extra-budgetary resources. Exchange of fund raising best practices among UNESCO institutes should be coordinated by Headquarters.
	• *Improve relationships with UNESCO bodies and external partners* – The relationships with UNESCO bodies and external partners is IITE's greatest challenge – major progress must be made in the near future. IITE has no optimal relationships with other UNESCO bodies and is not seeking to proactively address this situation.	• IITE should seek more active cooperation with relevant institutes in the field of ICT in education. Headquarters should set new mechanisms and procedures to maintain effective relationships with IITE.

IICBA	• *Institutional Development* – In general, not enough attention was given to aspects of institutional development and sustainability by IICBA, with the result that several initiatives have been ad hoc and were discontinued after IICBA's support ended. Also, the selection of projects was based on opportunities provided by donors, which resulted in a bias towards the implementation of projects in Ethiopia.	• To increase its impact in capacity building in teacher training, IICBA should develop a clear concept of capacity building and institutional development in teacher education, and apply this as a guiding principle in the selection and planning of its programmes.
	• *Contribution to UNESCO's overall decentralisation strategy* – The creation of IICBA was not based on a clear definition of tasks that would be delegated from HQ to IICBA. A next step in decentralisation should include both a definition of respective tasks, and decentralisation of administrative, human resources and financial management.	• UNESCO should strengthen its decentralisation strategy by clearing defining the tasks of HQ and IICBA, preferably with HQ responsible for central policy making and the institutes responsible for implementation of programmes.
	• *Coordination and interaction with HQ, institutes and field offices* – In view of IICBA's functional autonomy and the lack of clear roles, coordination between IICBA, HQ Divisions and other institutes is not systematic. IICBA was originally created to build capacity in educational planning but this subject has disappeared from IICBA's programmes to avoid conflicts with IIEP. A clear strategic choice is required on the question of whether IICBA should play a role in educational planning.	• To improve the coordination of activities, UNESCO should define the distinctive tasks between the Education Division, IICBA and other Institutes in the implementation of UNESCO programmes.
	• *Funding patterns, extra-budgetary resources and sustainability* – While IICBA has been successful in relatively doubling its limited UNESCO funding, its limited budget puts the continuity of IICBA at risk: its UNESCO staff is very small and IICBA relies on local staff working on short-term contracts based on availability of project funds	• Recommendations to improve funding patterns would include: decentralisation of administrative financial management to IICBA; allocating sufficient UNESCO staff and regular budget; refocusing of activities on teacher training initiatives; and identification of donors willing to support Africa-wide programmes.
	• *Quality of organisational management* – There is scope to improve management at the level of HQ by explicitly decentralising tasks from HQ to IICBA and providing the required staff and budget for implementation. The functioning of the Governing Board would improve by having more motivated and technically qualified members. Finally, management of IICBA would improve by appointing a Director, to ensure strategy development and improved acquisition of extra-budgetary funds.	• As soon as members of the Governing Board have fulfilled their allotted time on the Board, new members should be identified with a combination of professional qualifications, experience and requirements for regional representation. An appointment to Director of IICBA should be made and current management should pay more attention to internal communication and joint programming.

IESALC		
	• *Results-based management* – The proposed work programme and budget for IESALC should be justified and debated within the context of a well-articulated strategic and results-based framework (e.g. intervention logic). There is also a need for improved outcomes-oriented reporting.	• Higher education priorities of UNESCO require clearer expression; IESALC should develop a more results-oriented approach to planning and reporting, including surveying stakeholders to ensure the continued value and relevance of its work; and UNESCO should provide greater support to IESALC to enable it to make more effective use of SISTER.
	• *Governance, monitoring and accountability* – The quid pro quo of a high degree of operational and functional autonomy is effective accountability for the outcomes which are to be achieved. A number of weaknesses in the current governance and accountability framework for IESALC need to be addressed.	• The Governing Board should improve oversight of IESALC given the infrequent meetings and deficiencies in the coverage and quality of reporting provided to it; UNESCO should clarify where responsibility lies for monitoring IESALC and consider establishing a Monitoring Advisory Unit to oversee performance of the Institutes.
	• *Extra-budgetary Funding* – Reported extra-budgetary contributions represent only 1.7% of IESALC funding, which is very low in comparison with other institutes/centres. This low level of funding has constrained the scale of IESALC's activities/impacts and should be rectified.	• IESALC should keep sufficient records to enable the measurement of the extent to which its funding is leveraged with third-party resources; and UNESCO should clarify its expectations regarding the raising of extra-budgetary funds.
	• *Cooperation and Coordination with Field Offices and Institutes* – Exchange of information with Headquarters is formal and bureaucratic and interactions with field offices are of variable quality. There is little engagement with potential partners outside the region.	• IESALC should establish working relationships with UNESCO offices in the region and give priority to interaction and sharing of information and experiences with other institutes, particularly CEPES.
	• *Internal Expertise and Capabilities* – IESALC largely operates as a 'virtual institute', outsourcing its research and capacity building activities. While this strategy has some merits, IESALC would benefit from development of a critical mass of in-house technical expertise.	• IESALC should consider recruiting additional staff with academic or technical expertise in order to add to the capacity for engagement with its stakeholders and to bolster quality assurance of work commissioned by the Institute.
	• *Influence on UNESCO strategies and priorities for higher education* – IESALC is not aware of the expectations on it to contribute to and influence the higher education strategies and programmes of UNESCO.	• IESALC and UNESCO Headquarters should engage in strategic discussions about the strategies and programmatic priorities in the field of higher education each biennium.
	• *Language barriers* – The primary working language of the Institute is Spanish. However, the capacity to communicate in English, French and Portuguese are also necessary to communicate with countries of the region. Language has also proved a barrier for communication between UNESCO and other parts of UNESCO.	• IESALC should develop a cost-effective strategy to overcome communication barriers associated with publication of information in the subject country's language.

CEPES	• *Status as a Centre* – The current position of CEPES 'in-between' a centre and an institute is very ineffective and the uncertainty with respect to the status of CEPES has lasted for too long. If UNESCO wants to continue with CEPES as one of its decentralised units, the evaluators recommend giving it the status of an institute.	• UNESCO should take a final decision concerning the status of CEPES and give it the status of an Institute.
	• *Relevance* – The role of CEPES as a centre focussed on higher education in Europe means it has less direct relevance for UNESCO's efforts to realise EFA goals.	• If UNESCO is interested in giving a global priority to higher education, it may wish to consider promoting joint delivery of policy advice and programmes between CEPES and other institutes. Promoting stronger institutional alliances can be recommended as an option.
	• *Integration into UNESCO* – CEPES is currently insufficiently integrated into the strategic and programmatic priorities of UNESCO. If UNESCO considers there is no direct role for CEPES in this initiative, it brings into question whether there is a relevant future for CEPES within UNESCO.	• The Centre has to become better integrated into the UNESCO educational programmes; the staff has to be more international; the organisation and funding basis for the Centre has to change; the programmatic activities have to become more focuses, less fragmented and of greater relevance to UNESCO HQ as well as all Member States of the wider Europe region.
	• *Organisational Management* – The management (especially personnel management) is more hierarchical than one would expect of a centre such as CEPES (e.g. CEPES does not have programme areas to which staff are attached). To part of the outside world, CEPES seems like a 'centre consisting of two senior staff members with many international contacts and a large support staff. CEPES needs to become more international and professional in its organisational structure and management orientation.	• There is a need for more internationally qualified and experienced research staff at CEPES. The centre should aim to strengthen its intellectual capital by recruiting more international staff holding doctoral degrees and having research experience.

UNEVOC	• *Untapped potential as a "Think Tank"* – UNEVOC's potential to serve as an important part of the UNESCO "Think Tank" on TVET is not fully utilised by UNESCO HQ in terms of contributing to UNESCO's role as an intellectual organisation.	• No specific recommendation.
	• *Inadequate follow-up and monitoring of activities* – Although UNEVOC initiatives many activities, follow-up and monitoring of outcomes is not routinely practiced. No evaluations have been carried out in the past on UNEVOC's activities in TVET.	• There is a need to periodically monitor and formally review the progress and outcomes of the Centre. Internal monitoring by UNEVOC and UNESCO HQ should take place every 3-6 months as well as periodic independent, external reviews.
	• *Insufficient scale to achieve its mandate* – UNEVOC is faced with the challenge of adequately meeting its wide mandate with its limited budget and human resources. Inadequate staffing has dealt a severe blow to UNEVOC's activities and is one reason for its inadequate extra-budgetary resources. This situation is compounded by the exclusion of its staff on local contracts from participating in HR development and capacity building, which lowers morale and causes staff retention difficulties.	• UNEVOC must devise ways of achieving optimum results within the context of potentially decreasing funding within UNESCO. Diversification of its funding sources must be a top priority. UNEVOC should also analyse the possibilities of economies of scale based on increased levels of cooperation with UIE, including reviewing the institutes' mandates, analysing possible overlaps and synergies.
	• *Governance and overall coherence* – Despite increasing coordination between HQ TVET, regional specialists and UNEVOC, these activities need to be more precisely formulated. The absence of an advisory committee, which was previously a characteristic of the UNEVOC project, has led to a sense of isolation amongst stakeholders.	• UNEVOC should have regular planning exercises with TVET Paris to synchronise priorities and annual work plans. Establishing a programme advisory committee should also be looked into.
	• *Inadequate internal planning* – UNEVOC's internal planning processes have not yet been formalised, which poses a great challenge to its ability to realise the results expected of it.	• An advisory committee would serve to formalise internal planning processes and enhance the autonomy of decision-making and management within UNEVOC.