

IIEP in action

2014-2015



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Educational Planning

2014-2015

in numbers

Heads of Planning report impact in their ministries*

97%



81% say IIEP training has helped turn policy objectives into both strategic and operational plans

83% say IIEP training has improved ministry capacity to monitor the implementation of education plans

People trained or coached



2,500

1,500 education planners and managers trained worldwide

47% from Africa

36% women

Over **1,000** ministry staff received on-the-job coaching in core aspects of educational planning and management

Countries benefited from IIEP technical support

40



45% located in Africa

15 countries received multiple interventions

Publications released



64

50 additional papers submitted or printed for international conferences

Foreword

Education is on the cusp of a new era. The international community has taken stock of the tremendous progress made towards the Dakar Framework for Education for All and the Millennium Development Goals (MDGs) and has designed a new global agenda. The 17 Sustainable Development Goals (SDGs) set forth an aspirational vision for people, the planet and overall prosperity, one designed as a universal guide for the next fifteen years. As we ready ourselves for this new agenda, it is useful to take the time to reflect on IIEP's work of the last biennium—the first two years of its Medium-Term Strategy—and to gauge our preparedness for the post-2015 agenda. This is the purpose of this report, "IIEP in Action."

We reach 2015 with the goal of quality education for all still an incomplete project. While access to primary education has expanded over the past 15 years, the world has yet to reach the Education for All goals. Some 250 million children are not learning basic skills while 59 million children overall are out of school – the majority of them girls and half of them living in war zones.

We can set our eyes to 2030; but the international community cannot again fail the children and youth who deserve a quality education today. In this vein, IIEP has worked to uphold its place as a central actor in educational planning worldwide by responding quickly and collectively, by adapting to changing needs and by providing objective, relevant information to Member States. As a specialized UNESCO institute, IIEP believes in the transformational power of education insofar as it is a gateway to the realization of all other rights and sustainable development.

With a growing number of conflicts and natural hazards upending education systems, IIEP has taken the reins in embedding conflict and disaster risk reduction strategies in education sector plans, including over the past two years in Mali, Ethiopia and South Sudan. Planning for resilience has been mainstreamed into all of the Institute's training materials, as has gender equality with the hopes that it will be realized in all aspects of education, from management to learning outcomes.

IIEP has applied the same vigor to the growing fight against corruption, which is a major drain on educational resources and whose burden is primarily shouldered by the most vulnerable. While more countries are demanding assistance in the entirety of the planning cycle, IIEP encourages all stages – from diagnosis to monitoring and evaluation – to embrace transparency, accountability, integrity, social cohesion and resilience.

As the world enters the post-2015 era, IIEP has also put new focus on improving learning outcomes worldwide by launching the IIEP Learning Portal. This new digital endeavor brings together a multitude of resources and voices to discuss and advance progress around the many planning issues related to learning – teachers, gender equality, assessment and much more.

While this is just a snapshot of the Institute's ongoing activities, it represents the breadth of values the Institute holds as it helps ministries of education and other stakeholders plan for the future. The ensuing pages describe further the activities and achievements of the past two years and highlight the ambitions and challenges ahead.

Suzanne Grant Lewis, Director of IIEP

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Institutionalizing planning in ministries of education

IIEP strongly believes that planning is not a once-off activity. Rather it is a continuous practice that should engage all ministry departments and partners at national and subnational levels in a consultative and participatory process. Institutionalizing planning necessitates that ministries establish a strategic vision and priorities, coordinate their programmes and budgets annually and within a medium-term expenditure framework, negotiate with national and international financing agencies, and periodically monitor that it is on track to achieve policy and/or objectives through implementation reviews.

Strategic planning

In collaboration with the Global Partnership for Education (GPE), IIEP published in 2015 two updated guidelines to help ministries in charge of education transform their processes and operations to meet the challenges of a changing world. *Guidelines for Education Sector Plan Appraisal* and *Guidelines for Education Sector Plan Preparation* together encapsulate IIEP's proven approach to capacity development and its ability to respond comprehensively through training, analysis, technical assistance and policy advice on critical education issues.

Training: preparing for a stronger tomorrow

Educational planning and management training remains a core component of IIEP's activities. Ranging from two weeks to 12 months, the Institute's range of training options, which adapt to local nuances and needs, are designed to improve leadership skills, strengthen core competencies and skills, and equip national trainers for greater efficiency and impact.

A half-century celebrated

IIEP's Advanced Training Programme (ATP) celebrated its 50th anniversary in 2015. This flagship 12-month course at the Master's level combines both the Education Sector Planning (ESP) course and the Specialized Courses Programme (SCP) to address issues of the entire education sector, focusing particularly on recent educational developments and reforms.

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The diversified approach that IIEP has taken, which blends theory, practice and realities on the ground really surpassed my expectations. The work ethic, expertise amongst all of the colleagues and the wealth of knowledge are immense and I have learned a lot in every aspect of education, planning and beyond.

Enid Christophine Hanze, senior education officer with Namibia's Ministry of Education

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Afghanistan: a success story



Graduates celebrate their diplomas with local and international partners in April 2015.

After three decades of conflict and adversity, the opening of Afghanistan's first National Institute for Educational Planning (NIEP) marked an historic day for the country's fragile education system. After 13 years of IIEP working with the Ministry of Education (MoE), the NIEP officially opened on 21 April 2015 as a testament to the tremendous drive of the Afghan government to develop a resilient education system. The NIEP also took over the National Training Programme in Educational Planning and Management, which was previously run by the MoE and IIEP. In 2014, its first cohort of 40 Afghan trainees from provincial and district education offices graduated, with a further 48 trainees in 2015.

Over the past fifty years, IIEP's training offers have regularly modernized to keep pace with evolving trends in education, including recently embarking on reforms to ensure quality and relevance. Over the past two years, the ATP has expanded its reach while also improving effectiveness and reducing costs. Its curriculum has benefited from the integration of two major planning issues: gender equality and system resilience to conflict and disaster. Closer collaboration between the Paris headquarters and regional offices in Dakar and Buenos Aires has also resulted in the sharing of experts, best practice and other knowledge as well as training offers that are available in English, French, Spanish and Portuguese.

Distance education

IIEP distance courses have continued to grow in popularity with nearly 300 people enrolled in 2014, up from 180 in 2013. The course options have also diversified, with a new focus on teacher management as well as course titles such as 'Education planning for conflict and disaster risk reduction', 'Reforming school supervision for quality improvement' and 'Using indicators in monitoring higher education'. IIEP-Buenos Aires launched its first distance course on information and communications technology (ICT) policies in May 2015 with 63 participants and held its 18th Regional Training Course (which included both online and residential phases) from June to November 2015 with over 20 participants. Distance teaching is also used for stand-alone and project embedded trainings to provide a unique cost-effective way to reach more people, especially women. The Virtual Campuses for all three IIEP offices also continue to develop alongside advances in digital culture and new techno-pedagogical devices.

The Institute organized its first MOOC – or Massive Open Online Course – in 2015 on 'Using statistics for educational planning'. Designed for educational planners and managers as well as education professionals interested in basic statistics, the MOOC brought together 891 participants and addressed the essentials of statistics that every planner should master. Held over five weeks, from June to July 2015, the MOOC encouraged an exchange between peers and experts, offered a multitude of e-resources and culminated with participants receiving an IIEP-UNESCO certificate.

National training capacities: ensuring sustainable impact

Over the past two years, IIEP has remained committed to developing national training capacities for educational planning and management within countries. With recent and ongoing projects in Cambodia, Lao PDR, Viet Nam, Thailand, Afghanistan and Rwanda, IIEP strives to ensure that training and knowledge sharing have a wider, lasting impact. The Lao twinning programme has supported the Ministry of Education's Institute for National Administrators' Development (IFEAD) through the creation of an institutional development plan, a training needs assessment and the translation of IIEP distance training materials into the Lao language. In 2015, 50 education officials from the MoE's central and provincial departments enrolled in a 10-month distance course. Continuing its success in Viet Nam in building national capacity for training, IIEP's involvement has expanded to three specialized Vietnamese professional training institutes under the Ministry of Education and Training (MOET) as well as two Thai institutions, including the professional training institution under the Ministry of Education and a leading university. Activities have focused on creating bilingual glossaries of education planning and management terms, adapting training modules to specific country contexts and language, and developing syllabuses for national training courses among other activities.

Promoting safety, resilience and social cohesion in education

With a growing proportion of out-of-school children and youth living in conflict zones, more Member States are increasingly calling on IIEP for guidance on crisis-sensitive educational planning and the application of IIEP's published guidelines. In 2014, IIEP partnered with the Ministry of Education in Mali and UNICEF to better integrate conflict and disaster risk reduction in the education sector planning processes. Benefitting several countries across Africa – including the Democratic Republic of Congo, Chad, Côte d'Ivoire, and Guinea Bissau – the Pôle de Dakar is integrating new methodology into education sector diagnoses. Reaching Asia, IIEP has now mapped how to integrate conflict and disaster risk reduction through a self-monitoring questionnaire in seven countries with assistance from UNESCO Bangkok.



South Sudan launches its first crisis-sensitive Education Sector Analysis in October 2015.

A further two collaborations hold the potential to impact a wide range of governments. Through a partnership with Protect Education in Insecurity and Conflict (PEIC) and the UNESCO International Bureau of Education, IIEP is helping to strengthen education systems to better withstand shocks from potential disasters, insecurity or conflicts while also helping prevent them. The aim is to work with ministries of education to strengthen their capacity to embrace preventive measures in both planning processes and curricula. In 2015, such work resulted in the launch of South Sudan's first crisis-sensitive Education Sector Analysis, paving the way for a sector-wide plan that will integrate resilience and social cohesion.

Over the past two years, IIEP has developed numerous resources, including an online database and website, booklets and training materials on planning and related curriculum, as well as case studies with practitioner examples. With support from UNICEF and the United States Agency for International Development (USAID), the materials were piloted in Mali and Uganda and a wider roll-out is planned following the translation into French and Arabic. A regional seminar on the topic also engaged 70 participants from 12 African countries and follow-up in Uganda at the end of 2014 targeted more than 100 national and district government officials and civil society representatives.

Gender equality remains top focus

The promotion of gender equality – both as a fundamental human right and a prerequisite for sustainable and peaceful societies – is a key focus for IIEP. In line with UNESCO's 'Priority Gender Equality Action Plan', IIEP mainstreamed gender in the ATP curriculum in 2014 and is now reflected across all training materials. Course coordinators also received a manual for self-evaluation in 2015 and an IIEP distance course on 'Monitoring and evaluating for gender equality in education' will be offered in 2016, illustrating the Institute's ongoing commitment to prioritizing gender equality as a core planning issue. IIEP has also entered into a strategic partnership with the UN Girls' Education Initiative (UNGEI), GPE and Plan International to increase gender responsiveness in sector plans worldwide and advance equality amongst women and men and girls and boys.

Pôle de Dakar: improving the planning process through improved sector analysis

The integration of the Pôle de Dakar over the past two years has helped strengthen IIEP's presence on the African continent. Officially signed in October 2013, its inclusion has bolstered IIEP's ability to provide Member States with support for the full planning cycle and greater capacity building for the long-term. In 2014, the Pôle de Dakar sector analysis support focused on five countries: Burkina Faso, the Democratic Republic of the Congo, Guinea Bissau, Côte d'Ivoire and Chad. With youth unemployment becoming a growing problem in many parts of the world, the Pôle de Dakar is also testing a newly designed diagnostic instrument – DIPEFE – to analyze the relationship between education and training-employment as well as the link between training and economic development.

Cambodia: a national vision for education



NIE and Department of Planning staff during an IIEP specialized course.

The Cambodian twinning initiative is a multifaceted programme that is helping turn the

National Institute of Education (NIE) into an effective training centre for regional and national education ministries. Education is high on the Cambodian agenda and forms a large part of the country's "Vision 2030" to build a sustainable, competitive and harmonious economy. The twinning programme has enhanced links with partner institutions across Asia while also helping to improve the NIE's management, training and research capacity. In 2014, the project delivered support to the resource center and its staff as well as instructor training through a blended course with three face-to-face sessions, four ATP and 15 SCP fellowships. It also led to NIE's first autonomously led course for provincial educational officers in 2015, which will ultimately extend to 20 regions in the country.

Placing evidence at the core of planning

Effective educational planning requires both robust information systems and the capacity to diagnose issues around education delivery, coverage, quality and management. Without these, it can only be a limited, or even flawed, exercise. Departments must be able to rely on technically capable staff and strong information systems and tools that are sensitive to key policy issues.

Tools and resources for evidence-based planning

ICT tools

ICTs in educational planning can help countries link dispersed educational institutions and authorities and improve data collection and dissemination processes. With funding from the World Bank, IIEP is working with the Ministry of Education in the DRC to design a new Education Management Information System (EMIS) with improved efficiency and reach in six provinces (two were completed in 2015). Through a partnership with Microsoft and Orange, IIEP has also successfully helped Côte d'Ivoire use mobile phones for more efficient and accurate data collection.

Argentina: young rural women as promoters of change



Rural women from a small farmers association take part in a group activity.

Over the past decade, Argentinian rural women have played an increasing role in public spaces and

institutions, creating new organizations, cooperatives and rural movements and helping reverse gender imbalances largely linked to the division of labour. In this context, IIEP-Buenos Aires led a project to produce a diagnosis of the socio-productive situation – including demographic and educational variables – facing these women. Through the analysis of census data and qualitative fieldwork in five provinces, the final report provides essential inputs for the design of policies that encourage equal conditions for men and women in rural areas and the design of strategies that empower women.

IIEP also completed the implementation of a monitoring and evaluation (M&E) of school performances in Madagascar and Togo, and is now set to expand to other African countries in 2016. In the area of monitoring learning, IIEP has continued its engagement with the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), whose membership has now grown to 16 ministries of education. With growing emphasis on using learning assessment data to inform policy and planning decisions, IIEP also provided technical assistance to three regional networks in Southeast Asia.

Education financing

With funding from GPE, IIEP-Paris and Pôle de Dakar are combining their expertise with the UNESCO Institute for Statistics (UIS) in a project to improve national reporting systems for education finance flows. The three partner organizations are providing direct and in-depth technical support to eight countries – Guinea Conakry, Côte d'Ivoire, Lao PDR, Nepal, Uganda, Senegal, Viet Nam and Zimbabwe – to develop and implement sustainable methodologies to collect, produce, report and use quality education finance data. Technical support and training is also included as part of this two-and-a-half year project.

Integrity risk assessments

In 2014, IIEP conducted an assessment of corruption risks in the administration of Kosovo's* education services – across all levels – at the invitation of the United Nations Development Programme (UNDP). Built on the results of a census of the education sector previously carried out by UNDP, the pilot involved a desk review and in-depth interviews with the major stakeholders, from the central level down to the regional, municipal, university and school level. A similar exercise is now being initiated in Georgia at the request of the Prime Minister's Office and also in Ukraine, co-organized with the Organisation for Economic Co-operation and Development (OECD). It's anticipated that this new niche area will become an integral part of IIEP's technical assistance.

Technical assistance

Developing capacities and empowering Member States

IIEP offers Member States an array of on-the-ground opportunities to help build national capacity. Over the past two years, approximately 40 countries received support, 15 of which had multiple IIEP interventions. Technical assistance can be provided through long-term and medium-term programmes to support plan preparation and implementation as well as short-term interventions on specific themes. Here is a snapshot of selected countries with whom IIEP has worked.





1. **Afghanistan:** The first-ever National Institute for Educational Planning (NIEP) established, allowing the Ministry of Education's (MoE) National Training Programme (NTP) to expand institutional capacity for planning and management.
2. **Angola:** Ongoing collaboration with the MoE on the design and revitalization of the Education Inspection System included training of Provincial Inspection Teams and a capacity development initiative piloted to support the professional development of field inspectors.
3. **Argentina:** National Teacher Training Institute (INFOD), National Programme for Reading Improvement and the Institute for the Evaluation of Quality Education (IPECE) supported. National university system assisted in the monitoring of expansion and proposals for new career development.
4. **Armenia:** Support for the development of a relevant quality assurance framework for transnational higher education in both Armenia and Georgia as part of a larger EU Tempus programme.
5. **Benin:** Sector diagnosis prepared with the Pôle de Dakar and financial simulation model upgraded.
6. **Burkina Faso:** Education Sector Diagnosis and simulation updated and a 25-member national team trained.
7. **Burundi:** Support from the Pôle de Dakar to build upon the sector development plan by developing a simulation model of the country's financial needs and creating a multi-year action plan for the final three-year phase of its education sector plan (valid until 2020).
8. **Cambodia:** Capacity development project resulted in first training of sub-national level officers by the National Institute for Education and Department of Planning.
9. **Chad:** Support provided for the development of a Ten Year Development Plan for Education and Literacy (PDDEA) and financial simulation model building on the successful completion of an Education Sector Diagnosis.
10. **Côte d'Ivoire:** Education sector analysis updated and costed to define the country's 2016-2025 education policy.
11. **Democratic Republic of Congo:** Educational Management Information System (EMIS) linked to ICT for new tools to improve effective planning. Fully implemented in two provinces and users trained for optimal use. Research on the management of school grants expanded to 15 schools in the DRC (as well as in Togo, Madagascar and Haiti).
12. **Ethiopia:** Fifth education sector plan developed with greater emphasis on quality, curriculum and pre-primary education. Plan preparation skills developed for greater autonomy.
13. **Georgia:** Support for the design of a relevant quality assurance framework for transnational higher education in both Armenia and Georgia as part of a larger EU Tempus programme.
14. **Guinea Bissau:** Pôle de Dakar and UNICEF collaborate to support formulation and implementation of education policies and costing.
15. **Honduras:** Research on how school grants given directly to schools from the central government are used and managed by stakeholders at the school-level.
17. **Mali:** Support for the development of risk reduction strategies, monitoring indicators (Protect Education in Insecurity and Conflict (PEIC) materials piloted) and a costed action plan created.
18. **Mauritania:** Pôle de Dakar provides support for an education sector analysis and helps define indicators for the monitoring and evaluation of education policies.
19. **Nepal:** IIEP, UNESCO Institute for Statistics (UIS) and Pôle de Dakar develop methodologies to improve national reporting on financing flows.
20. **LAO PDR:** Twinning Program encourages transfer of knowledge and skills from IIEP to the newly created Institute for National Administrators' Development (MOES/IFEAD). Education National Accounts and Public Expenditure Review carried out.
21. **Pakistan:** Needs assessment and trainings on core elements of strategic planning provided to UNICEF Pakistan Country Office Education staff.
22. **Rwanda:** Online Documentation Centre established in the Kigali Institute of Education. Workshops and distance education develop technical skills and understanding of strategic planning for existing staff within central education bodies.
23. **Senegal:** Education National Accounts and Public Expenditure Review supported for improved understanding of financial flows at the central and local level.
24. **Seychelles:** Education sector strategy designed and recommendations made to improve the MoE EMIS.
25. **South Sudan:** Detailed analysis of the education sector, mainstreaming risk-disaster and conflict analysis and equity analysis.
26. **Sudan:** 17 state education plans critically reviewed with trainings covering the preparation of education plans. Ministry officials supported in the development of an ad hoc simulation model and costing of the Secondary Education Sector Policy and Strategic Plan.
27. **Tanzania:** Support for the preparation of an education sector analysis and an education sector plan.
28. **Thailand:** Education sector planning supported through the translation and dissemination of training materials and a Thai-English glossary. A core team of national trainers from specialized training institutions trained.
29. **Uganda:** Risk mitigation strategies at the school level explored with central and district officials and PEIC materials piloted. Education National Accounts and Public Expenditure Review carried out.
30. **United Arab Emirates:** Assistance with an education public expenditure review to complement the existing EMIS with a comprehensive financing statistics component.
31. **Viet Nam:** Translation and dissemination of training materials and a Vietnamese-English glossary created. Training provided for a core team of national trainers from specialized training institutions. Education National Accounts and Public Expenditure Review carried out.
32. **Zimbabwe:** Education National Accounts and Public Expenditure Review undertaken to improve national reporting systems on financial flows.
16. **Kosovo*:** An integrity review of the education sector piloted and integrity sector plan designed.

Placing evidence at the core of planning

Research – Generating new knowledge

Over the biennium, IIEP created a research advisory council to promote the quality of its research work. IIEP is also now part of the Building Evidence in Education (BE2) steering committee and is regularly presenting its research results at high-profile global education events.

Equity and access

Gender equality is a core planning issue of IIEP and efforts to address it extend across several programmes and activities, including research. In 2014, research was completed on three dimensions: learning achievement differences, educational leadership and a review of the impact of various interventions. The pilot research 'Stories behind gender differences in student achievement in Kenya', was completed in 2014 in partnership with UNICEF-ESARO. It aims to influence the government's education policy and provide lessons for other countries. IIEP-Buenos Aires in partnership with UNICEF, also explored social investment levels for early childhood education in nine Latin American countries. This work is available on the SITEAL-SIPI platform, an online observatory that analyzes and disseminates information on the commitments and effective actions taken by governments to promote and guarantee early childhood rights. In 2014, the site's reach grew by 68 per cent, amounting to more than 110,000 annual visits.

Teachers: how to attract and keep the best?

In recent years, many corners of the developing world have embarked on mass teacher recruitment drives. With a chronic shortage of quality teachers, the education sector has often sacrificed training and lowered qualifications to quickly fill teacher gaps. However, with teacher quality firmly seen as a pivotal factor of student success, the question has recently shifted to how the teaching profession can be 'reprofessionalized' to attract the best candidates. To help answer this, IIEP launched a new research initiative in 2015 on teacher career structures and management. The overall goal of the research is to provide government policy-makers with a variety of policy options for how to better organize and manage teacher careers. It seeks to examine different teacher career models, the management implications and the perceived effects on teacher attraction and retention.

Improving school financing: the use and usefulness of school grants

First launched in 2010, this large research project aims to unearth the impact of school grants in different parts of the world for improved design and implementation as well as increased awareness among policy-makers of the most effective school grant policies. School grants, money dispersed directly to schools from central authorities, have risen in popularity amid growing research that more financial autonomy can have a positive impact on educational quality. Following the project's experience in eastern and southern Africa and East Asia and the Pacific, the project has now expanded to two new regions: Latin America and French-speaking Africa. With funding from GPE and in collaboration with IIEP-Buenos Aires, the latest research phase extends to the DRC, Madagascar, Togo, Honduras and Haiti.

Open education data to improve integrity

Since launching its programme on Ethics and Corruption in Education in 2001, IIEP has drawn invaluable insight into the importance of producing relevant information and ensuring access rights for both education stakeholders and general society to promote transparency in education. In 2015, IIEP completed a literature review on the use of open data on education for improving integrity in the management of education systems. It is now in the process of launching case studies on country-specific uses of school report cards and on the lessons learned from these endeavors from a transparency and integrity perspective.

Quality assurance in higher education

Many countries around the world have created external quality assurance systems to improve the quality of their higher education systems. More recently, quality assurance mechanisms have been created at the institutional level. While this is a welcomed move, institutions often grapple with managing such systems. To help identify new approaches to building contextually sensitive and cost-effective systems, IIEP launched in 2014 the research programme, 'Innovative and cost-effective options for internal quality assurance (IQA) at the higher education level: The effects on academic quality, management and employability'. Over the past two years, IIEP completed a literature review and carried out an in-depth study of the IQA systems in eight public and private universities in Austria, Bahrain, Bangladesh, Chile, China, Germany, Kenya and South Africa. Activities will continue into 2016 with the publication of a comparative analysis, policy briefs and operational guidelines on IQA system options.

Policy-makers engaging in broad-based participatory education reform

At a time when citizen power is shaping civic and democratic renewal, the relevance of public action is enhanced when it adopts broad-based participatory processes and engages with authoritative sources of information, whether domestic or international. A number of stakeholders, including youth and teachers, are demanding a voice. For ministries in charge of education, what is at stake is how stakeholders perceive the quality, relevance and responsiveness of education as a public good.

Linking policy and technical staff: IIEP's 2014 Summer School session 'A Successful Education Reform: What Role for Planning and Management?' is a prime example of the dialogue IIEP fosters among policy and technical officials. Organized for French-speaking Member States, the one-week event brought together 28 participants from 12 African French-speaking countries, including 12 directors of planning, two ministries and several permanent secretaries.

ICT: a vehicle for equity and quality: Understanding the important place ICT has held in education for more than a decade now, IIEP-Buenos Aires organized its annual International Policy Forum in 2015 on the topic of 'Education and ICT policies: Educational Systems in Contexts of High Technological Availability'. Bringing together 800 participants in person and some 7,200 people from 42 countries online, the conference explored the impact of the digitally-connected school as well as issues around access, social inclusion and ICT policy in education. The hashtag #SeminarIIPE appeared more than 230,000 times online. IIEP Paris also held an International Seminar in September 2015 for high-ranking French-speaking education officials, as well as experts from universities, Google, Open Data, Orange and others, on the role of digital technologies in educational planning, including both challenges and opportunities in the years ahead.

Higher education integrity: Bringing together nearly 60 higher education experts and stakeholders from around the world, IIEP organized a Policy Forum in Paris on 'Planning Higher Education Integrity' in March 2015. Discussions revolved around innovative ways to improve transparency and reduce opportunities for fraud and corruption at the university level. The Buenos Aires office, together with the University of Guadalajara, Mexico, held the International Forum on Higher Education for Chancellors, bringing together 63 participants including rectors, deputy rectors, directors, secretaries, and representatives from different Mexican universities to discuss the sector's current status, new challenges, development prospects and a government policy for higher education.

Planning with and for youth: Involving young people in participatory educational planning can help develop lifelong skills, increase global citizenship, and contribute to the creation of peaceful and resilient societies. However, this important voice is often excluded from such policy-making conversations, even though their well-being is the ultimate end goal. Building on its 2012 Policy Forum, 'Engaging Youth in Planning Education for Social Transformation', IIEP published in 2015 *Planning education with and for youth*, which outlines the current obstacles facing youth participation, the many benefits of including youth and examples of how to leverage youth in the processes of educational planning.

Learning in the spotlight: IIEP-Buenos Aires held its 2014 International Forum 'Improve Student Learning in Compulsory Education: Policies and Actors'. The two-day event provided a space to debate the types and results of policies created in recent years, which are aimed at improving learning processes. The Forum, involving nearly 8,000 people (650 of whom attended in person) from 32 countries, responded to a changing reality in which the majority of Latin American countries have increased the number of years of compulsory education, resulting in previously excluded teenagers now attending school. Through online forums, micro-blogging and social media, the event garnered more than 13,000 messages and over 22,000 users followed the event on Twitter.

IIEP revamps platforms and portals: Online platforms are an increasingly important channel for providing policy makers with information in forms useful for decision making. While several existing platforms were upgraded in 2014, IIEP also unveiled new thematic portals to serve emerging information needs, including the new IIEP Learning Portal (pg. 14). The Ethics and Corruption (ETICO) information platform, which has become a unique source of information on ethics, corruption and transparency in the education sector for a range of actors, was completely restructured in 2014 as a comprehensive website with updated findings of the latest integrity planning research. Today, all of IIEP-Buenos Aires' platforms have been updated as part of a process that began in 2011 and continues to this day. The Pôle de Dakar is also updating its database of African country profiles, drawing on both recent Country Status Reports (CRS) and data from UNESCO's Institute of Statistics.

Looking ahead

Education 2030

Over the next 15 years, the newly adopted Sustainable Development Goals (SDGs) will play a large role in shaping policies at both the national and international levels. SDG 4 calls on countries to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'. This enlarged vision of education, which recognizes the critical importance of learning throughout life, will also serve as a reference point for decision-makers, educational planners and other education stakeholders.

As a specialized UNESCO Institution, it is crucial for IIEP to evolve alongside the fast changing needs of its Member States.

As a learning organization, IIEP has been monitoring global progress, reflecting on changing needs and evaluating its own programmes as it developed its 2014–2017 Medium-Term Strategy. IIEP promotes many SDG principles as core planning issues: gender equality, improved learning outcomes, the needs of youth, the essential role of teachers, accountable governance and building system resilience to conflict and disaster.

Looking to better serve Member States with the Education 2030 agenda, IIEP developed a growth strategy, which was approved by its Governing Board in June 2015. While maintaining its comparative advantage as a capacity development institute, in the next biennium, IIEP will:

- Strengthen its ability to assist countries on emerging issues and needs,
- Develop its expertise in advising decision-makers from a variety of organizations,
- Position itself as a standards and norms setting body for its sphere of expertise.

Specifically, the Institute will be strengthening both sector analysis and plan preparation for lifelong learning and decision-making and planning in complex systems, which today involve greater diversity of providers and levels of actors. This will engage the Institute in working with a wider variety of policy-makers influencing education.

Harnessing the power of new platforms for a brighter future

A gateway to key resources on planning for learning worldwide

The IIEP Learning Portal is a one-stop resource to comprehensive, up-to-date and relevant information on learning issues, from primary through secondary education. Launched in October 2015, the Portal responds to the needs of education planners, policy-makers, and civil society actors worldwide. With the ultimate goal of improving learning outcomes, users can participate in forums, exchange ideas on current controversies, contribute news and reports and share experiences on the blog and benefit from a rich reservoir of information related to learning issues.

Vocational training in Africa

The Pôle de Dakar's expert platform for vocational training – PEFOP – has launched as an innovative way to help make vocational training a reality for young people struggling to enter the job market. With financial support from the French Agency for Development, this project will see the creation of new partnerships and policies to expand opportunities for vocational training in four French-speaking countries of West Africa: Burkina Faso, Côte D'Ivoire, Mauritania and Senegal.

Institutional information

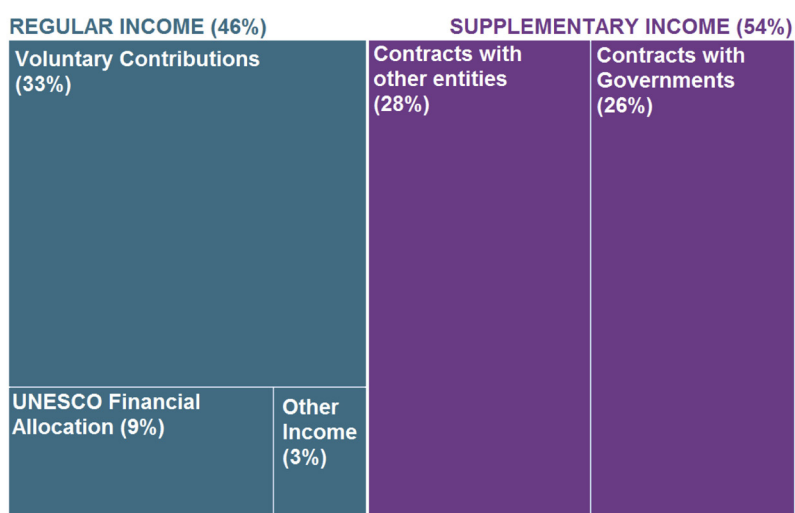
Overall operational context in 2014-2015

To better serve its new Medium-Term Strategy (MTS) and address its uncertain financing for the biennium, the Institute undertook a restructuring involving staff separations and a new organizational structure. By mid-2014 the difficult changes reaped benefits when increased core funding for the four years of the MTS allowed IIEP to fill new profiles required to deliver its results. IIEP management is working to put the Institute on a firmer and more predictable financial footing. Multi-year core support along with several strategic partnerships and multi-year extra-budgetary projects are proving essential for IIEP to operate in a results-based management mode. IIEP's growth strategy guides human resource, partnership, fundraising and communication strategies to enable stronger delivery of MTS results.

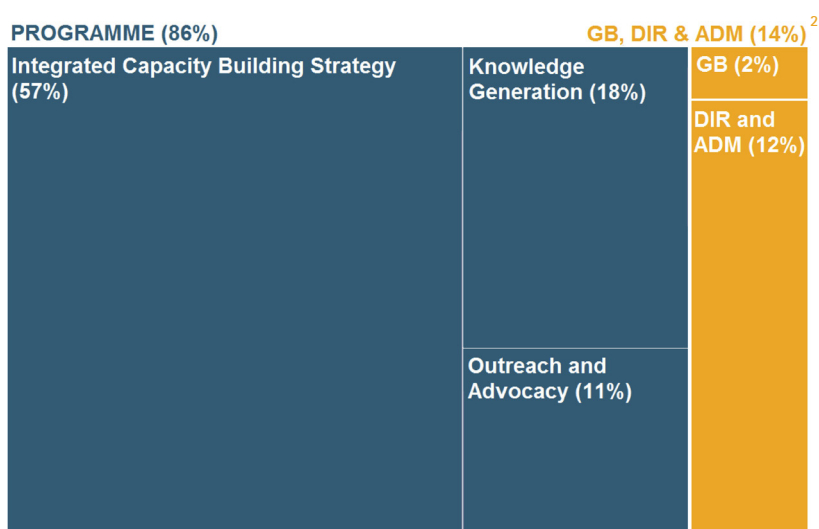
Core funders: Argentina, France, Norway, Sweden, Switzerland

Income and expenditures in 2014-2015¹

Income



Expenditures by area of activities



1. Based on actual 2014 figures and 2015 estimates.
 2. Governing board, directorate and administration.

Highlights of

2014

February

- IIEP and the French National College for Education Management, Higher Education and Research (École supérieure de l'Éducation nationale, de l'Enseignement supérieur et de la Recherche ESENER) signs a cooperation agreement.

March

- IIEP leads an in-country advanced workshop on: 'Strengthening Integrity and Transparency in the Education and Health Sectors of Bangladesh', jointly organized by U4, Sida and IIEP.

May

- IIEP and the OECD holds the Strategic Debate 'Towards a Systems Approach in Education: What are the Issues for Policy'.
- Regional Policy Seminar with UNICEF in Bangkok timed with new research released on the effectiveness of school grants.

July

- The UNESCO HIV and Health Education Clearinghouse relaunches with a fresh new look and wider coverage of health education issues.
- IIEP participates in DFID's rigorous literature review *Girls' education and gender equality* by Unterhalter et al.

August

- IIEP Buenos Aires hosts the International Forum 2014: 'Improve Student Learning in Compulsory Education: Policies and Actors'.

September

- IIEP presents a keynote speech at the International Forum on 'Quality Assurance in Higher Education: Global Experiences and China's Exploration', organized by the Ministry of Education's Higher Education Evaluation Centre, in Beijing.
- Pôle de Dakar publishes the two volumes of *Education Sector Analysis Methodological Guidelines*, developed in collaboration with the World Bank, UNICEF and GPE.

October

- Pôle de Dakar launches new website.

November

- Workshop on 'Transparency and Accountability in the Education Sector of the Democratic Republic of Congo' takes place in Kisantu with 40 participants from the public sector, civil society and development partners.
- IIEP authors the chapter on the consequences of corruption on education for the G20 Anti-Corruption Working Group in Brisbane, Australia.
- Argentina's Minister of Education, Professor Alberto Sileoni, receives a delegation from IIEP Paris and the Buenos Aires office.

December

- New IIEP website launches with improved access to information on training activities, technical assistance services and knowledge generation.
- IIEP-Buenos Aires and the University of Guadalajara in Mexico hold the International Forum on Higher Education for Chancellors.

the biennium

2015

January

- UNICEF supports several Pôle de Dakar sectorial analyses interventions in Africa, mainly on Early Childhood Development, Equity, Conflicts and Vulnerabilities.

March

- Policy Forum on 'Planning Higher Education Integrity'.
- Strategic Debate series on Education and Work focuses on 'Closing the Gender Gap'.
- IIEP presents multiple research results at the Comparative and International Education Society conference, 'Ubuntu! Imagining a Humanist Education Globally'.
- IIEP-Buenos Aires and Wikimedia Argentina organize the Webinar: "Digital Rights from a Gender Perspective" with 1,205 participants following online.

April

- Afghanistan's first-ever National Institute for Educational Planning (NIEP) officially opens its doors in Kabul with IIEP participation.
- The World Education Forum takes place in Incheon, Republic of Korea, with IIEP leading debate on effective capacity development for national sector analysis and planning and presenting on the need for better education financing data.

June

- The Sultanate of Oman, represented by the Ministry of Education, hosts IIEP's Governing Board.
- Strategic Debate explores 'Higher Education and the World of Work' and the evidence behind educational policies.
- IIEP participates in the Anti-corruption Academic Initiative (ACAD) workshop led by UNODC for Francophone Africa in Doha, Qatar.

July

- The 50th cohort of graduates from the flagship Advanced Training Programme receive diplomas in Paris.
- IIEP participates in the Oslo Summit on Education and Development.

August

- IIEP-Buenos Aires holds the 2015 International Forum 'Education and ICT policies: Educational Systems in Contexts of High Technological Availability' and organizes a regional meeting of experts on the Comparative Review of National Initiatives on Mobile Learning in Latin America.
- IIEP attends the 16th International Anti-Corruption Conference (IACC) hosted by the Government of Malaysia's Anti-Corruption Commission (MACC) and coordinates a panel session on 'Engaging tomorrow's professionals in leading anti-corruption initiatives'.

September

- IIEP participates at the UKFIET 2015 International Conference on Education and Development.
- International seminar brings together French-speaking officials to discuss Educational Planning in the Digital Age.
- IIEP-Buenos Aires organizes a workshop on Secondary Education and Youth Cultures.

October

- IIEP participates in the 7th Prague Forum on 'Towards a pan-European platform on ethics, transparency and integrity in education' organized by the Council of Europe.

November

- The newly launched IIEP Learning Portal hosts the two-week long e-Forum, 'Inclusive and Equitable Quality Education for all: Towards a Global Framework for Learning Assessment?'
- Pôle de Dakar launches the PEFOP programme for vocational training in Africa with support from the French Agency for Development.
- IIEP hosts Open House for National Commissions and Delegations and Partners Day.

The UNESCO International Institute for Educational Planning (IIEP) plays a unique role within the United Nations system, as the only specialized organization with the mandate to support educational policy, planning, and management. It was established in 1963 as an integral part of UNESCO. The Institute is fully aligned with the objectives of the Organization and contributes to its programmatic thrust in education. It develops the capacities of ministries in charge of education to plan and manage their education systems through its programmes of training, technical assistance, policy research and knowledge sharing.



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* All references to Kosovo should be understood in the context of the UN Security Council Resolution 1244 (1999).