

# MEDIUM: TERM: STRATEGY: 2014 2017

PLANNING  
EDUCATION,  
BUILDING  
THE FUTURE



United Nations  
Educational, Scientific and  
Cultural Organization



International Institute  
for Educational Planning





# VISION & MISSION

IIEP's vision is rooted in the understanding that education is a basic human right. No child, youth or adult should be excluded from learning opportunities that will allow him or her to live decently, access and exercise their rights, and engage in civic life. IIEP is particularly concerned with expanding quality education to provide equitable and relevant learning opportunities to all. Therefore IIEP envisages a world in which:

- All children and youth benefit from quality learning opportunities for sustainable development and peace.

This Medium-Term Strategy (MTS) presents IIEP's vision and strategic priorities for 2014-2017 to support the continued fulfilment of the Institute's mission:

- To strengthen the capacities of UNESCO Member States to plan and manage their education systems.

This strategy is informed by the debates surrounding the post-2015 development agenda.<sup>1</sup> It supports UNESCO's eight-year Overarching Objectives<sup>2</sup> of "Peace and Equitable and sustainable development" and "Contributing to sustainable development and the eradication of poverty", as well as contributing to the Education Sector's 2014-2021 strategy.<sup>3</sup> Because of the nature of the Institute's work, IIEP chose to have two strategies of four years each within UNESCO's eight-year strategy.

1 • These include reports from the Secretary-General's High-Level Panel on the Post-2015 Development Agenda, the Secretary-General's Global Initiative on Education, the World We Want 2015 consultations, as well as UNESCO's Medium-Term Strategy 2014-2021 and the UNESCO Education Sector's strategy for the same period.

2 • Every eight years UNESCO adopts a Medium-Term Strategy, which sets out the strategic objectives and expected outcomes for the Organization's work. UNESCO's four-year Programme and two-year Budget are approved every two years by the UNESCO General Conference. The supporting document defines the strategies, expected results and financial allocations for each Major Programme and Programme-related and Corporate Services. Financial allocations are broken down by Main Line of Action and, for major programmes, by expected results, in order to begin the implementation of Results Based Budgeting.

3 • Draft UNESCO Education Strategy (2014-2021).



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**Published by:**

International Institute for Educational Planning  
7-9 rue Eugène Delacroix, 75116 Paris, France

**Design:** Strat&Act

Cover photo: Shutterstock

© Photos : p5 IIEP, p7 IIEP, p9 IIEP, p11 IIEP, p13 IIEP, p14 Katy Anis/UNESCO, p17 IIEP, p18 IIEP

Printed by: IIEP



# WHO WE ARE

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.

IIEP enjoys a large degree of intellectual and functional autonomy, which allows it to adapt quickly to emerging needs and to innovate in areas likely to affect how ministries plan and manage the delivery of education services.

IIEP's work is guided by the following principles, which are deeply rooted in the Institute's history and culture:

- IIEP uses a **capacity development approach** to planning which promotes consultative, inclusive and participatory processes. National ownership is systematically pursued, encouraged and enhanced.
- IIEP is committed to **creating and sharing knowledge** to support context-relevant analyses to improve educational policy formulation and planning.
- IIEP engages in **partnerships and alliances** for greater effectiveness and sustainability. These include partnerships with ministries in charge of education, other line ministries, non-state actors, funders and other UN agencies.



# IIEP'S COMPARATIVE ADVANTAGE

The need for an IIEP remains higher than ever. IIEP's expertise in building capacities in educational planning and management is very much in demand by stakeholders and its work at the policy level is situated at the core of UNESCO's mandate.

UNESCO Internal Oversight Service (2013). Review of the International Institute for Educational Planning (IIEP), p. 3.

At its best, educational planning is both visionary and pragmatic, engaging a wide range of actors in defining education's future and mobilizing the resources to reach its goals. For policy-makers, planning offers the path to:

- implement education reform and system transformation;
- realize equal opportunities for children and youth;
- provide quality education for all.

IIEP has strong experience and expertise to help ministries in charge of education transform their processes and operations to meet the challenges of a changing world. The Institute has a unique approach to capacity development and brings comprehensive responses built on its ability to:

- train and coach on concepts, processes and tools to improve the practice of educational planning and management;
- analyse and reflect on education trends and issues from a policy and planning perspective;
- provide technical assistance and policy advice on critical issues for educational development.

In designing this Medium-Term Strategy, IIEP is building on key strengths, including:

- access to key government partners;
- significant intellectual capital accumulated from decades of intensive interaction with field issues and realities as well as alternative ways to address them;

- deep interaction with countries built on a combination of practice-oriented training, research and analyses, and technical assistance in its implementation strategies;
- credibility with its stakeholders based on its delivery on results;
- extensive professional network of planners, education practitioners, development actors, and academics in education and development studies;
- staff who are service- and mission-oriented. They are professionals who share a common philosophy on development, one that places the educational needs of children and youth at the centre of their work.

The MTS also builds on the consistent demand for assistance, evidenced not only by the volume of requests IIEP receives but also by the prioritization exercise in which 109 Member State representatives ranked "Sector-wide policy formulation and planning" as the top priority for UNESCO.<sup>4</sup> The Institute consistently demonstrates its value by transforming its approaches and expertise to pioneer in high-stakes issues such as: providing quality education to all; monitoring learning achievement; delivering education in crisis settings; fighting corruption, developing accountability and good governance in education; and improving the availability of data and knowledge for evidence-based decision-making.

4 • UNESCO Consultation of Member States and Associate Members, as well as of intergovernmental organizations (IGOs) and international nongovernmental organizations (NGOs), on the preparation of the Draft Medium-Term Strategy for 2014-2021 (37 C/4) and the Draft Programme and Budget for 2014-2017 (37 C/5) (August 2012).

# CONTEMPORARY CHALLENGES

IIEP prides itself on being responsive to the changing needs of UNESCO Member States. Chief among the global factors demanding attention are persistent poverty and inequality and demographic changes that are constraining our path to peace and sustainable development.

## **RISING INEQUALITIES, PERSISTING POVERTY**

Some parts of the world have experienced economic growth in recent years, but often only a small part of the population has been able to take advantage of it. Many countries have seen jobless growth and widespread underemployment, unsafe work and insecure income. More developed countries have also been affected, with the majority of OECD countries experiencing rising inequality. There is a long-term trend of increasing inequalities across and within regions and countries. Reducing inequalities in the world, especially gender inequality, must be addressed if the world is to achieve sustainable development and peace.

The impact of international and local crises is asymmetric and particularly severe on the poor living in rural regions and the growing urban centres. Urbanization is accompanied by increased poverty: in Africa, 60% of the urban population lives in slum conditions, one-third worldwide. Exclusion due to poverty is often reinforced by discrimination on the grounds of gender, ethnicity or disability. The future for many youth is in peril.

Building a sustainable and peaceful world also requires attention to the prevention of and preparation for conflict and disaster. Children in countries affected by conflict make up 28 million, or 42%, of all out-of-school children (UIS, 2012). Climate change is also putting the most vulnerable at greater risk. Every year, 175 million children are affected by climate-related natural disasters, suffering trauma, loss of shelter and family livelihoods, and the disruption of their education (Save the Children, 2007).

Poverty is perpetuated when education systems do not reach the most marginalized. It is imperative that education is designed to reduce, rather than reproduce, social inequalities, ensuring that education and learning are accessible to all.



## **ADJUSTING TO DEMOGRAPHIC SHIFTS**

The growing proportion of young people in many emerging and developing economies is momentous. At the start of 2012, 53% of the population in these economies was below the age of 30, with this figure reaching 70% in sub-Saharan Africa (Euromonitor International, 2012). A demographic dividend is forecasted for emerging and developing economies, providing a rise in the economic growth rate due to an increased share of working-age people in the population. But this “bonus” will likely go unrealized if today’s youth are denied decent work and livelihoods. The growing population of NEETs (“not in education, employment or training”) is a pressing concern for more and more governments.

## **CHANGE IN DEMAND FOR SKILLS**

Limited access to relevant and quality learning opportunities, in combination with a scarcity of employment opportunities, is likely to continue to lead to social unrest among the youth population, as seen in 2011/12 in North Africa, the Middle East, Europe, Brazil and the USA. Exacerbating youth frustration is the absence of mechanisms to contribute to the content and design of public policies and programmes. Education systems need help in responding by expanding opportunities of youth to acquire relevant knowledge, skills and competencies.

While significant progress may be observed from the concerted actions undertaken by countries and development partners in pursuit of the Education for All objectives and Millennium Development Goal 2, much remains to be done. Improving the quality of education is critical. At least 250 million primary school age children fail to attain minimum learning standards, even with four years of schooling. Among adolescents, some 69 million remain out of school, progress having stagnated since 2007 (GMR, 2012).

# IIEP'S CONTRIBUTION

## OUTCOMES

During the 2014-2017 period, IIEP will be guided by UNESCO's vision that education is a fundamental enabler of peace, as well as equitable and sustainable development. With this in mind, the Institute will pursue the goal of contributing to improvements in quality learning opportunities for all children and youth through the following long-term outcome:<sup>5</sup>

MINISTRIES IN CHARGE OF EDUCATION  
IMPROVE THE QUALITY, EQUITY  
AND RELEVANCE OF EDUCATION  
THROUGH EDUCATIONAL PLANNING  
AND PLAN IMPLEMENTATION

The Institute's programme will aim to achieve the following medium-term outcomes:

- **Ministries in charge of education institutionalize planning.** An effective ministry is guided by a plan which brings together all stakeholders and is regularly monitored and updated. IIEP strongly believes that planning is not a one-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.
- **Departments in charge of planning use an improved evidence base to inform targeting and programming of activities and resources.** 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 robust information systems and tools that are sensitive to key policy issues.

They must be able to aggregate multi-sourced information (e.g. EMIS, monitoring systems, evaluations, learning assessments, surveys and studies), analyse it and interpret it in a way that is conducive for policy formulation and the subsequent alignment of human, financial and physical resources to policy objectives.

- **Education policy-makers engage in broad-based participatory processes.** 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.

Specific short-term outcomes will guide programming, related to individual and organizational capacity development, as well as to the policy formulation and planning environment so that ministries in charge of education:

- have the competent human resources needed across the planning cycle;
- can improve the planning processes and tools necessary for plan preparation, implementation, monitoring and review; and
- can bring about a conducive planning environment in which political and technical staff collaborate for policy formulation and engage with both other government and civil society actors.

<sup>5</sup> • A glossary of IIEP's results-based management terminology is annexed.



As it organizes programme delivery towards its medium-term results, IIEP will ensure that UNESCO's two global priorities remains in focus. The Institute will align with UNESCO's Priority Africa, noting that many of Africa's challenges are global ones. The continent's school-age population continues to grow, literacy levels remain low and early childhood education is poor. All these are concerns raised in the post-2015 debates at the global level. The incorporation of Pôle de Dakar within IIEP will allow the Institute to enhance its services to the continent. Similarly, Priority Gender Equality will feature prominently in the Institute's capacity development actions. Poverty, exclusion, illiteracy, poor civic engagement all have roots in persisting gender inequalities. A key aspect of IIEP's contribution to UNESCO's Priority Gender Equality will be to promote the use of evidence to improve boys' and girls' educational experience at every step of strategic planning. IIEP's capacity development programmes and activities will play a pivotal role in this respect.

The programme logic map on pp. 18-19 graphically presents the Institute's intended results.

#### SCOPE AND FOCUS

The world must move beyond helping children enter school to also ensure that they actually learn the basics when they are there. Our twin challenge is to get every child in school by understanding and acting on the multiple causes of exclusion, and to ensure they learn with qualified teachers in healthy and safe environments.

Irina Bokova, UNESCO Director-General, 13 June 2013.

If the world is to set its course on a future where people live together harmoniously and in peace, then education is a priority for any government intent on creating equitable and sustainable growth. Literature abounds on the links between education and behavioural, social, and political transformations, health, as well as national competitiveness and economic returns. But **paradigm shifts are needed so that children and youth, irrespective of gender or socio-economic conditions, learn to know, learn to do, learn to live together, and learn to be.**

Planning as a purposeful process is a strong support for evidence-based policy formulation, and an essential practice to translate political will into action and measurable results. To accompany ministries in charge of education through this paradigm shift, IIEP's programme components will emphasize the following four thematic priorities:

- **Reduced social inequalities, particularly gender inequality;**
- **Improved cognitive and non-cognitive learning outcomes;**
- **Governance and accountability** for transparency and participatory planning;
- **Resilience of education systems** through crisis-sensitive planning.

The above four programme priorities are mutually reinforcing. For education to contribute to building a better future, education systems must serve the learning needs of children and youth. Addressing social inequalities as a central planning issue is essential to ensuring that education contributes to mitigating conflict and building sustainable social and economic change. Good governance and accountability of education institutions contribute to system resilience and help ensure that more resources are available to address inequalities and improve learning. Ensuring that policy-makers as well as a wide range of education stakeholders and beneficiaries are informed, engaged and well served should include giving voice to youth so that their learning needs can be recognized and addressed.

The aim is to consolidate awareness on these issues and orient competencies, processes, information systems, planning tools and monitoring frameworks, so that the promise of inclusive learning for a meaningful life, livelihood and global citizenship becomes a reality for all.



**THEMATIC PRIORITY 1:**  
**REDUCED SOCIAL INEQUALITIES,**  
**PARTICULARLY GENDER INEQUALITY**

Poverty and persistent social and economic inequalities contribute to differential school access and learning, which often carries over after schooling to unequal economic outcomes and political empowerment. Increased urbanization is giving rise to new dimensions of inequality, while the poverty common to many rural areas persists. Orphans and vulnerable children, including those affected by conflict, continue to have limited access to their rights to education and receive limited attention in government monitoring. In working to address social and economic inequalities in its policy and planning activities, IIEP will continue to pay particular attention to gender inequality.

While progress has been made in addressing gender inequalities - the number of girls out of primary school has been cut in half since 1999 and the number of out of school teenage girls fell by over one-third - the world is far from achieving gender equality in education. It remains an urgent priority. In addition, evidence continues to emerge on the prevalence of gender-based violence and its role as a barrier to the education of girls.

IIEP has conducted policy research on gender equality in learning achievement and educational leadership. In the MTS period, IIEP will build on this work by supporting the interpretation and use of gender-relevant data and evidence, including learning achievement, to guide policy and programme design at country level. A technical assistance offer to conduct country-level gender diagnostics will be developed. This will be complemented by the expansion of the current training offer and policy advice.

**THEMATIC PRIORITY 2:**  
**IMPROVED COGNITIVE AND NON-COGNITIVE**  
**LEARNING OUTCOMES**

If policies and plans are to improve learning outcomes, education policy-makers and planners need to understand the factors that influence learning and they need access to context-relevant knowledge. Thanks to its considerable experience in planning and monitoring educational quality, including its 20-year engagement with Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), IIEP is well positioned to help countries in SACMEQ, PASEC and the newly launched Network on Education Quality Monitoring in the Asia-Pacific (NEQMAP) in making the policy link. Going forward, IIEP will provide policy-makers and planners with new

and synthesized analyses of factors and strategies for improving learning outcomes. The Institute will also work with ministries in charge of education to develop their capacity to interpret national learning data and develop policies and plans to improve learning based on this data. This priority will be advanced through the new online portal, Planning for Improved Learning Outcomes, and IIEP's training, technical assistance and policy advice.

Two dimensions will be given targeted attention under this priority: the **learning needs of youth** and **teacher quality and careers**.

It is imperative that greater attention be given to post-basic education learning needs. To assist countries in strengthening policies and programmes which facilitate youth transition to the world of work, IIEP will set up observatories to keep policy-makers and planners informed on both the labour market and the educational response side. The Institute will gather research and data to help ministries in charge of education identify and deliver the knowledge, skills and competencies youth need for effective integration into the labour market. To ensure that attention is given to non-cognitive learning needs, IIEP will continue to cooperate with partners working on youth civic engagement and peace-building.

Teachers are a core resource for improving learning at all ages. The de-professionalization of the teaching corps represents a serious threat to the quality of education. Appropriate policies and management of teachers' careers and work are critical in supporting quality teaching and learning, improving teacher retention and addressing numerous causes of teacher scarcity. There are, of course, no 'quick fixes'; available research points to the need for a holistic and context-specific approach to improvement measures and for assessing the costs and other long-term implications. IIEP will conduct analyses of these issues to support policy formulation and sector analyses, and develop improved diagnostic and simulation tools with special focus on teachers' careers and working conditions.

**THEMATIC PRIORITY 3:**  
**GOVERNANCE AND ACCOUNTABILITY**  
**TO STAKEHOLDERS AND BENEFICIARIES**

Education's primary governance challenges derive from weaknesses in inclusiveness (democratic governance), fairness (equitable governance), and public accountability (transparent and incontestable governance). Good governance is regarded today as a major prerequisite for improving effectiveness and efficiency in service delivery and for meeting the needs of the poorest. During the MTS, IIEP will



build on its strong work in the area to translate good governance principles into systematic institutional and sector policies and measures.

Since launching its programme on Ethics and Corruption in Education in 2001, IIEP has drawn invaluable insights into the importance of a sectoral approach for diagnosing risks and formulating relevant measures. Integrity planning has emerged as a path for assessing the possible risks of corruption and addressing issues of transparency and accountability. In the next four years, IIEP will build an evidence base for the most critical and effective use of open education data for improving integrity planning in education. It will also mainstream integrity planning into IIEP's support to ministries in charge of education for plan preparation. Technical assistance and capacity development efforts will be expanded, including supporting the use of diagnostic and standard setting tools such as Public Expenditure Tracking Surveys and Teacher Codes of Conduct, respectively. Additional resources will be developed and shared through new training offers, policy dialogue, and online and international advocacy.

On the financing side, national governments and the international community urgently need a better sense of who funds education in developing countries, what the money is being spent on (to assess alignment of policy objectives and resource allocation) and who benefits (to assess equity). The complexity of financial management schemes with various public and private stakeholders makes it more difficult to get an immediate overview of costs at each education level. To address this issue, IIEP collaborates with ministries in charge of education to develop national education accounts. These methods and tools will also form the basis for future capacity building activities on education finance by IIEP with UNESCO, including Pôle de Dakar<sup>6</sup> and the UNESCO Institute for Statistics (UIS).

Decentralized governance is chosen by an increasing number of countries and, if well practised, can result in more inclusive governance and contribute to improved quality, equity and relevance of educational services. IIEP expects to provide policy advice, training and technical assistance on decentralization. One specific area receiving research attention in the MTS period is effective decentralized practices for

6 • Pôle de Dakar was integrated into IIEP on 9 October, 2013. This will bring new synergies to IIEP's work in Africa.

financial resource allocation and use. Based on its extensive knowledge, IIEP will offer policy advice and technical assistance to design and implement school grant policies in order to influence educational equity and quality.

In the area of governance reforms, the move towards increased autonomy of higher education institutions (HEIs) is a major reform strand in higher education. This move comes against the backdrop of: the changed role of the state, constrained financial resources, growth of private institutions, and strong social demand evidenced by an increase in enrolments. Consequently HEIs are compelled to enhance the quality of service and delivery, while striving for cost-effectiveness and global competitiveness. In response to these evolutions, and building on lessons drawn from previous work on governance reform and quality assurance, the Institute will work with Member States and HEIs on developing and improving internal quality assurance systems and mechanisms. Applied research will pave the way for training and policy advice in this area.

#### **THEMATIC PRIORITY 4:** **RESILIENCE OF EDUCATION SYSTEMS** **THROUGH CRISIS-SENSITIVE PLANNING**

Increasing global fragility is impacting education systems, particularly in crisis situations. This requires greater attention from the international community to strengthen the resilience of education systems to crisis. In conflict or natural disasters, the whole education system can be damaged, if not destroyed. Because education is the foundation of economic growth and human development, every effort must be made not only to get the system 'up and running', but also operating in a way which helps to prevent future fragility. This is done by addressing crisis prevention and peace-building in educational policy and planning and by fostering institutional resilience.

IIEP has gained considerable knowledge, expertise and visibility as a leading institute in educational planning in crisis-affected contexts. Many major UN and international agencies have drawn on this expertise, and educational planning has been identified as a key entry point for crisis prevention and preparedness and for building the resilience of the education system at all levels. Without efforts to prevent or reduce the risks and impacts of conflict and disaster on education systems, significant barriers will remain to achieving the current and future Millennium Development and Education for All goals. Crisis and disaster risk reduction saves lives and protects the right to education, but it is also cost effective.

In the MTS, IIEP will build on its acquired expertise and expand its contribution. Through crisis-sensitive planning, it will assist ministries responsible for education in reducing the negative impacts of conflict and disaster on education systems, learners, teachers, education personnel, parents/caregivers, and communities. Mainstreaming conflict and disaster risk reduction measures into education policy planning, and programming is the only way that countries can strengthen their capacity to anticipate, prevent, and respond to conflict and crisis. IIEP's technical assistance and training will expand, utilizing the guidelines and lessons that emerged from its research.

The above thematic priorities - gender equality; learning outcomes; youth transition to work; teachers; accountable governance; and system resilience to conflict and disaster - are the core planning issues that IIEP will promote throughout this Medium-Term Strategy period. These issues respond to demands expressed by countries and needs observed by IIEP and as such will serve as pivot points for the Institute's MTS programme. These themes position IIEP well in serving the emerging post-2015 global agenda.



# PROGRAMME COMPONENTS

IIEP's strong position in the field of educational planning derives from its ability to translate theory into practice, and design context-specific approaches informed by broad international perspectives and trends. The Institute's strength owes much to its integrated approach to capacity development, knowledge generation, and outreach and advocacy. Each of these is a fundamental programme component in this Medium-Term Strategy.

## INTEGRATED CAPACITY DEVELOPMENT STRATEGY

IIEP's capacity development work includes training, coaching, technical assistance and policy advice. IIEP will offer ministries in charge of education the range of services they need to develop their individual and organizational capacities to:

- design plans that build on efficient and participatory processes, robust information and planning tools;
- assess, budget and negotiate resources for the education sector in an ever more complex domestic and international financing context;
- craft evidence-based policy; and
- monitor implementation and management processes to facilitate evaluation and review.

In addition to this country focus, IIEP will utilize a regional approach to support national and regional capacity. The 2013 integration of the Pôle de Dakar as one of the teams within the Institute, with funding from the Agence Française de Développement, will strengthen IIEP's presence and impact in Africa, just as the Buenos Aires office has done and continues to do in Latin America. In the Arab and Asia regions, the strategy will be built on closer collaboration with UNESCO field offices and partnerships with other development actors, networks and training institutes, including the Regional Center for Educational Planning (RCEP) in Sharjah.

## Strategy mix

- Offer advanced training courses, whether in distance or residential mode, including through a deeply redesigned Advanced Training Programme (ATP) in educational planning and management.
- Ensure that IIEP's capacity development interventions link closely with workplace application, including:
  - Establishing better linkages between the political and technical levels of policy-making in IIEP's areas of competence.
  - Strengthening the tools and processes of planning and management.
  - Supporting the development of robust monitoring and evaluation systems.
- Evolve as an authoritative source for quality, open education resources in educational planning and management.
- Partner with selected training institutions at national and/or regional levels, facilitating networking among them to sustain training capacities locally and buttress the sustainability of IIEP's results in capacity development.



## KNOWLEDGE GENERATION

IIEP's research provides critical inputs into educational policy, practice and debates. It also provides the evidence base for its training, coaching, technical assistance and policy advising.

During the MTS, policy-oriented research and analysis will be part of a package of interventions to bridge a country's knowledge gaps in educational planning in a timely fashion.

Beyond this, a select number of issues will be studied through policy-oriented analyses and research and for foresight. The purpose is to explore, jointly with country-level partners, emerging issues and their implications for education policy, planning and management. This will enable them to prepare for the future of their educational systems.

IIEP's research programme will be a mix of analyses to capture lessons for policy and practice and an exploration of areas of critical importance. In the first category will be analyses to assist planners and policy-makers to improve learning outcomes, reduce gender inequalities, improve teacher careers and working conditions, and improve governance accountability. Exploratory work will be done on youth transition to work and developing a foresight research agenda.

### Strategy mix

- Fill knowledge gaps identified during sector planning and implementation review.
- Carry out studies on emerging issues in education, and translate findings into policy and planning guidance.
- Disseminate, at local levels, policy recommendations that stem from demand-driven research and analyses.

## OUTREACH AND ADVOCACY

While reaching out to its traditional constituencies, IIEP will use its vantage point as a UN actor more resolutely to facilitate the connection between state and non-state actors in the area of educational planning. In so doing, the Institute aims to support the emergence and consolidation of broad-based participatory processes in education reform and policy formulation. Programmes and activities implemented under this component will reinforce IIEP's capacity development interventions.

Outreach and advocacy will promote:

- the social accountability of ministries of education;
- South-South, as well as North-South, collaboration;
- a set of core planning issues: gender equality; learning outcomes; youth transition to work; teachers; accountable governance; and system resilience to conflict and disaster.

### Strategy mix

- Maintain effective and dynamic communications among educational planners and managers worldwide. Encourage education stakeholders to take an active role in dialogue on education policy.
- Alert policy-makers to significant developments and their implications: establish links, inform international researchers and development agencies about the results of IIEP's research and the methods used to arrive at those results. Our aim is to promote the exchange of ideas to foster greater cohesion among stakeholders.
- Prepare state-of-the-art reports that summarize for IIEP's audiences current knowledge in specific technical or policy areas.
- Inform decision-makers and other stakeholders about the research results and methods, so that they understand them and can adapt them to programme implementation.
- This component complements IIEP's capacity development interventions and focuses on both issues and processes. IIEP will reach out to the broader universe of education stakeholders, in line with the shifts that occurred in the policy and planning processes. It will also support ministries in charge of education to do the same.

# MANAGEMENT OF RESULTS

Guided by a set of five programme management principles, IIEP will implement a rigorous results-based monitoring and evaluation plan.

## PROGRAMME MANAGEMENT PRINCIPLES

- **Focus** on areas where we have clear comparative advantage. In a context of high demand for improved educational planning and management, IIEP must concentrate on areas where it can optimize the results of its knowledge generation and dissemination, training and technical support.
- Keep the **needs of ministries in charge of education** central, and respond as needs and expectations change. IIEP will engage with its partners based on an understanding of country needs, political economy analysis, and beneficiary capacity.
- Strengthen **coherence and synergies** between training, technical assistance and research so that interventions, methods and tools better support countries in delivering on their education priorities. This is an essential principle for IIEP's ambition to build an integrated approach to capacity development.
- **Integrate thematic perspectives** to address more efficiently issues of access, equity and quality for all population groups, irrespective of gender.
- Improve **cost and effectiveness** across the board. How IIEP gets to its results is as important as the quality and sustainability of the results themselves. In a context where available human and financial resources are under significant pressure, combining cost-effective processes and cost-effective implementation strategies is crucial.

These principles are in accordance with those of the **UNESCO Medium-Term Strategy**, as well as with the recommendations of the **Independent External Evaluation** of the Organization.

## MONITORING

IIEP's strategic objectives reflect a dual focus of responding to country needs and maintaining the Institute's capacity to respond to issues globally. There are tensions in managing these two aspects of IIEP's work, given limited resources and the significant demand for products and services. The Institute has an abiding commitment to service and results, always striving to respond effectively and improve the quality of its services. The operational plans which IIEP will set up will establish a clearer articulation of the strategy mix as well as determine priorities for the Institute as a whole.

This Medium-Term Strategy will be translated into rolling, two-year operational plans. The priorities and performance measures in the operational plans will be the basis against which IIEP will monitor progress and achievements across the various programme areas. Information will be collected on a quarterly basis to facilitate performance-based programme reviews. This approach to the operational plan automatically provides a results framework for reports, aligned to the medium-term outcomes.

IIEP will gradually introduce more sophisticated results-based management practices, including: results-based budgeting, accountability enhancements, and alignment with the standards of the International Aid Transparency Initiative. The Institute will ensure that its progress in these areas is in consonance with the evolution of practices across UNESCO as a whole.

## EVALUATION

IIEP is a learning organization, welcoming reflection and review, both internal and external, as well as monitoring changing needs and contexts. The 2012 external evaluation of the research programme and the 2013 external review of the training programme are evidence of this commitment. During the MTS, IIEP will periodically evaluate its performance in attaining its intended medium-term outcomes. In doing so, the Institute will pay attention to ensuring that evaluations provide feedback on the relation between programme costs and programme effectiveness.



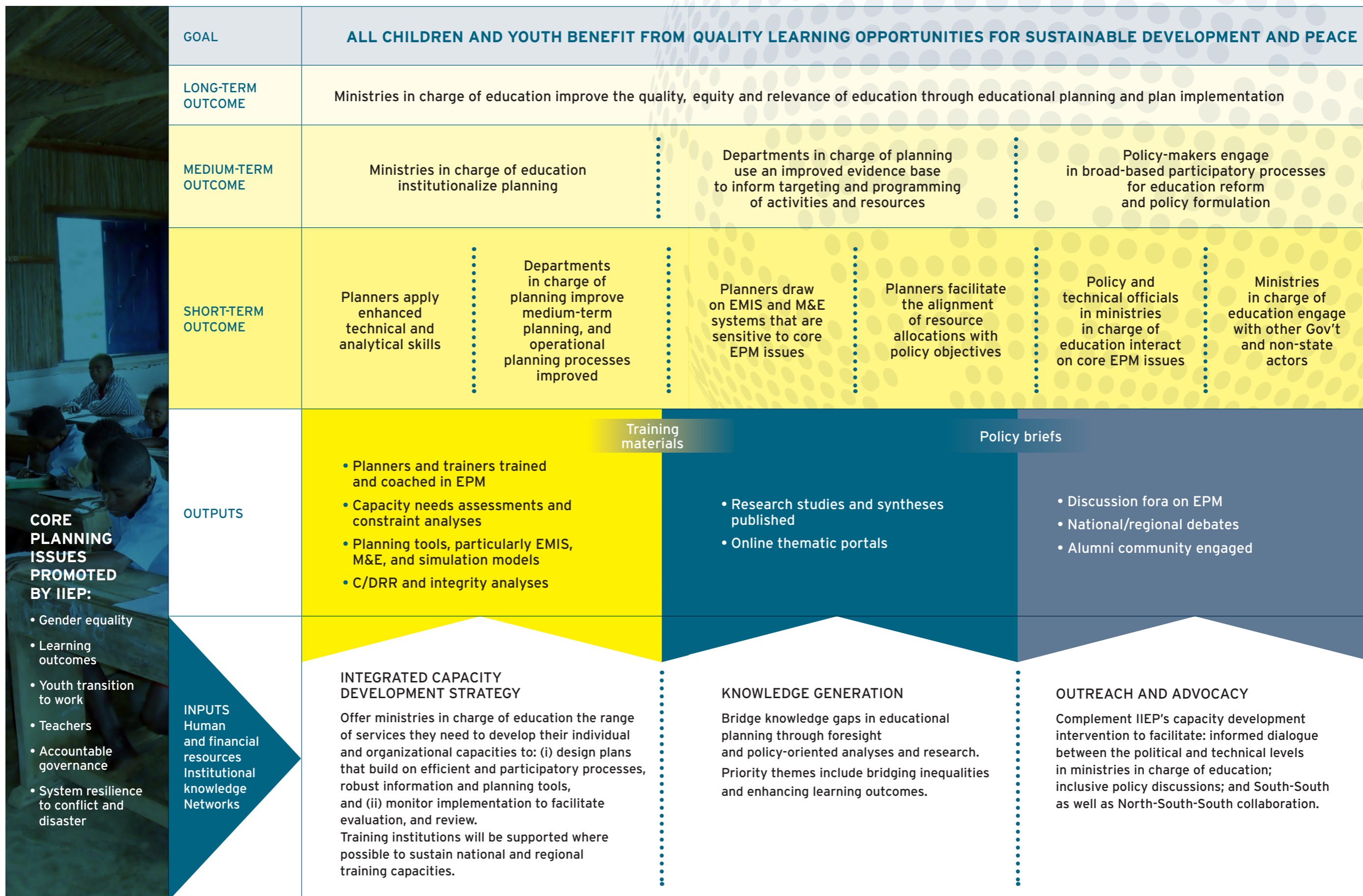
# ANNEX:

## IIEP'S results-based management terminology

- GOAL** The intended change at a country or population level.
- OUTCOMES** The changes that IIEP is seeking to bring about for a given target audience. Outcome goals may be short-term, medium-term or long-term. Short-term outcomes would normally be defined at a programme or project level. Medium-term and long-term outcomes should be for the Institute as a whole.
- OUTPUTS** The tangible products and services that an activity delivers.
- INPUTS** The resources used - financial, human, equipment, infrastructure, etc.
- RESULTS** A more generic term, which includes impact or outcomes.
- INDICATORS** The information sought to establish that an outcome or output has been achieved. It will be important to identify the source of such information and the processes used to collect the information. Some indicators become useful only if a baseline has been established against which achievements are reviewed.
- TARGETS** The desired level of a performance indicator for a product/deliverable or outcome.
- MILESTONE** A stage reached for a planned activity or strategy.



# Programme logic map





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