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Item 4 of the Agenda

Report of the Director on the activities carried out
by IIEP in 2017 and Operational plan for 2018

*Part I – Programme
Approved*

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List of abbreviations

| | |
|----------|--|
| AFD | Agence Française de Développement |
| ATP | Advanced Training Programme |
| CapED | Capacity Development for Education Programme |
| CDRM | conflict and disaster and risk management |
| CIES | Comparative and International Education Society |
| CRM | constituent relationship management |
| DRC | Democratic Republic of the Congo |
| ECD | early childhood development |
| ECE | early childhood education |
| EMIS | education management information system |
| EPM | education planning and management |
| ESA | education sector analysis |
| ESDP | education sector development plan |
| ESP | education sector plan |
| EU | European Union |
| GADRRRES | Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector |
| GPE | Global Partnership for Education |
| ICT | information and communications technology |
| INEE | Inter-Agency Network for Education in Emergencies |
| IQA | internal quality assurance |
| M&E | monitoring and evaluation |
| MoE | ministry of education |
| MOOC | massive open online course |
| MTR | Medium-Term Result |
| MTS | Medium-Term Strategy |
| NEAs | national education accounts |
| NTP | national training provider |
| PEFOP | Plateforme d'Expertise pour la Formation Professionnelle |
| PEIC | Protect Education in Insecurity and Conflict |
| PSGSE | sector policy and education system management |
| SAMES | Sector Analysis and Management of Education Systems |
| SDG | Sustainable Development Goals |
| SIPI | Information System on Early Childhood in Latin America |
| SITEAL | Information System of Education Trends in Latin America |
| STO | short-term outcome |
| TC | Technical Cooperation |
| T-MIS | training management information system |
| TVET | technical and vocational education and training |
| UIL | UNESCO Institute for Lifelong Learning |
| UIS | UNESCO Institute for Statistics |

IIEP's Result Assessment Framework 2014-2017

at November 2017

| | | Baseline (2013) | 2014 | | 2015 | | 2016 | | 2017 | | |
|--|--------|---|---------|-------------------|-------------------|----------|---------|-------------------|-------------------|----------|--------------------|
| Key Performance Indicators (KPIs) | | | Targets | Achieved | Targets | Achieved | Targets | Achieved | Targets | Achieved | |
| MTO-1 Ministries in charge of education institutionalize planning | | | | | | | | | | | |
| Results for our beneficiaries (outcomes) | KPI 1 | Heads of planning units stating effect of IIEP capacity development on improving organizational performance (% , beneficiary survey) | 85 | monitored in 2015 | monitored in 2015 | 85 | 95 | Monitored in 2017 | Monitored in 2017 | 85 | 81% |
| | KPI 2 | Supervisors of IIEP trainees and/or Heads of Planning observing improvement in individual and team performance (% , beneficiary survey) | -- | monitored in 2015 | monitored in 2015 | 87 | 97 | Monitored in 2017 | Monitored in 2017 | 90 | 90% |
| | KPI 3 | Training programmes in training institutions enhanced to serve national to sub-regional training needs for mid- to senior-level educational planners and managers by 2017 (number, signed agreements) | 4 | 4 | 6 | 5 | 6 | 5 | 9 | 5 to 8 | 7 |
| | KPI 4 | Beneficiaries declaring that IIEP capacity development programmes have high to very high impact on their professional skills (% , beneficiary survey) | 90 | 95 | 95 | 95 | 100 | 95 | N/A | 95 | N/A |
| IIEP delivery (outputs) | KPI 5 | Persons trained (numbers, IIEP records of core training offer including DE + tailor-made training) | 800 | 850 | 893 | 850 | 941 | 850 | 1,342 | 850 | 1,907 |
| | KPI 6 | Female participation (% , IIEP records of core training offer including DE + tailor-made training) | 30 | 30 | 36 | 30 | 45 | 30 | 58 | 30 | 58% ^a |
| | KPI 7 | Coverage of African countries (% , IIEP records of core training offer including DE + tailor-made training) | 45 | 45 | 46 | 45 | 47 | 45 | 47 | 45 | 25% |
| | KPI 8 | Persons trained through project-embedded activities (number) | 400 | 400 | 985 | 400 | 2,092 | 400 | 2,383 | 400 | 2,033 ^b |
| | KPI 9 | Female participation (% , IIEP Project-embedded training) | 30 | 30 | 48 | 30 | 26 | 30 | 26 | 30 | 29% ^c |
| MTO-2 Departments in charge of planning use an improved evidence base to inform targeting and programming of activities and resources | | | | | | | | | | | |
| Results for our beneficiaries (outcomes) | KPI 10 | Stakeholders stating that IIEP research is highly relevant (% , survey) | 95 | monitored in 2015 | monitored in 2015 | 95 | 91 | monitored in 2017 | monitored in 2017 | 95 | 86% |
| | KPI 11 | Heads of planning departments expressing the view that IIEP's technical assistance made significant contribution to evidence-based planning and programming (% , beneficiary survey) | -- | monitored in 2015 | monitored in 2015 | 80 | 100 | monitored in 2017 | monitored in 2017 | 80 | 90% |
| IIEP delivery (outputs) | KPI 12 | Countries receiving technical assistance from IIEP disaggregated by region and development status, and area of focus. (number, ongoing projects) | 24 | 27 | 35 | 27 | 36 | 27 | 35 | 27 | 34 |
| | KPI 13 | Share of African countries in the technical assistance portfolio (% , record of projects) | 50 | 50 | 45 | 50 | 64 | 50 | 63 | 50 | 47% |
| | KPI 14 | Share of LDC countries in the technical assistance portfolio (% , record of projects) | -- | 50 | 54 | 50 | 69 | 50 | 69 | 50 | 59% |
| | KPI 15 | Publications, including briefs and position papers, articles in peer reviewed journals (number, catalogue and records) | 15 | 15 | 14 | 15 | 39 | 15 | 42 | 15 | 23 |
| MTO-3 Policy-makers engage in broad based participatory processes for education reform and policy formulation | | | | | | | | | | | |
| Results for our beneficiaries (outcomes) | KPI 16 | Decision-makers participating in IIEP dedicated events expressing improved awareness of the importance of effective planning in overcoming pressing challenges in education (% , beneficiary feedback) | -- | 80 | 75 | 80 | 90 | 80 | 85 | 80 | 95% ^d |
| | KPI 17 | IIEP thematic platform users declare the content useful in their professional practice (% , beneficiary feedback) | -- | monitored in 2015 | monitored in 2015 | 80 | N/A | monitored in 2017 | 94 | 80 | 88.5% |
| IIEP delivery (outputs) | KPI 18 | Opportunities for structured dialogue between policy-makers and planners (number, IIEP records) | 4 | 4 | 4 | 4 | 5 | 4 | 4 | 4 | 4 |
| IIEP nurtures its capacity to deliver | | | | | | | | | | | |
| Quality and value addition of intervention | KPI 19 | ATP modules of the core training programme made gender responsive (%) | -- | 15 | 21 | 30 | 50 | 60 | 50 | 100 | 36% ^e |
| | KPI 20 | Programmes that embark MTS design principles (attention to political analysis; mechanisms to promote ministry-wide participatory planning processes, inter-ministerial dialogue, particularly with Finance, etc.) (%) | -- | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100% |
| | KPI 21 | Research programmes that foresee post-research investment (% , project documents) | -- | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100% |
| | KPI 22 | Programmes that embed outreach/advocacy from design stage (% , project documents) | -- | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100% |
| Learning and growth | KPI 23 | Staff participating in professional development activities (Paris) (%) | -- | 50 | 43 | 60 | 52 | 60 | 96.7 | 60 | 91% |
| | KPI 24 | Monitoring and evaluation budget (US 000) | 0 | 95 | 85 | 95 | 80 | 95 | 118 | 95 | 100 |

a) Based on the number of participants for which disaggregated sex data is available (n= 1,236 out of 1,907)

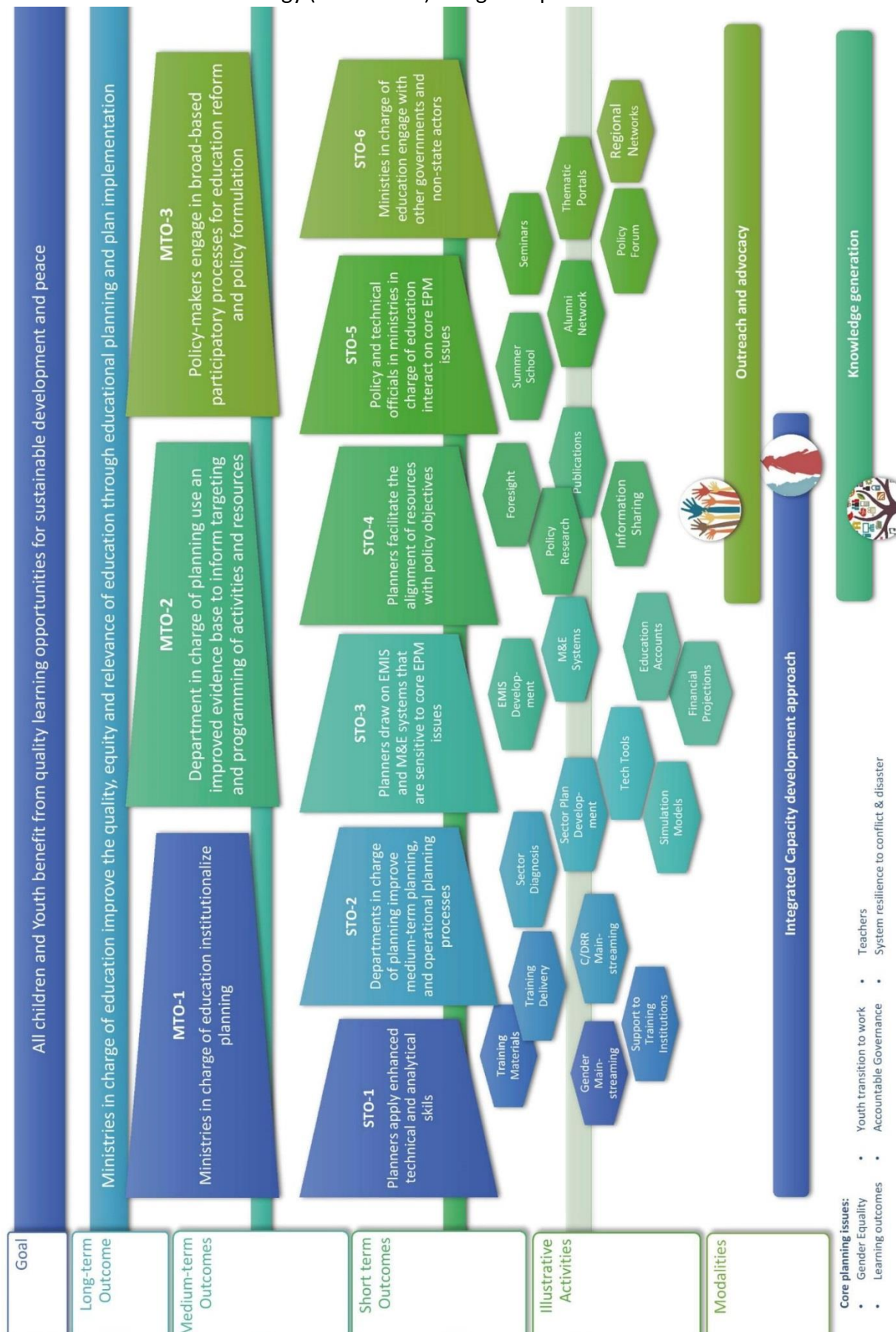
b) Includes 755 people reached through dissemination events

c) Based on the number of participants for which disaggregated sex data is available (n= 694 out of 2,033)

d) Based on evaluations garnered at 3 dedicated events

e) 5 out of 14 modules. Modules which have not reached the 75% standard are not included here

IIEP 9th Medium-Term Strategy (2014–2017) – Logic Map



Introduction

The year 2017 marks the end of IIEP's 9th Medium-Term Strategy (MTS) 2014–2017. The first section of this Annual Report on Programme (GB/4 Part I) provides an account of implementation in 2017 and gives an overview of accomplishments and lessons learned over the past four years. Strong results were realized, some of which are captured in the Results Assessment Framework and by other indicators that punctuate the report.

By necessity, the report's two sections are organized differently. The 2017 Implementation Report is structured along the six Short-Term Outcomes of the 9th MTS, while the second section, the 2018 Operational Plan, follows the new 10th MTS, which has two Strategic Objectives that are broken down into four Medium-Term Results.

Both Medium-Term Strategies reflect IIEP's strong commitment to the Education 2030 Agenda, which officially launched at the start of 2016. The Institute, in coordination with UNESCO, is assisting Member States in achieving the fourth Sustainable Development Goal for education (SDG 4) in numerous ways through technical cooperation, research, training, and outreach and advocacy.

IIEP's mission is rooted in the shared global vision of quality education and lifelong learning for all. In this vein, several important global reports fed into IIEP's new strategic directions and will continue to influence implementation in the coming years. These include: the 2017/18 [Global Education Monitoring Report: Accountability in Education – Meeting our commitments](#), the 2016 Education Commission report, [The Learning Generation](#), and the World Bank's 2018 [World Development Report \(WDR\): Learning to Realize Education's Promise](#). In the latter, the learning crisis is referred to as being as much a moral crisis as a technical failure. Education systems are failing children and youth already disadvantaged by poverty, gender, ethnicity, disability, and location, including crisis-affected contexts. The WDR argues that to overcome 'low learning traps, characterized by low accountability and high inequality', education systems need to re-orient themselves towards learning. However, this is a difficult task when systems are faced with limited management capacity.

To help rectify this, IIEP is evaluating and updating its key work in education sector analysis and plan preparation. Several new topic areas will also ensure a more comprehensive coverage of SDG 4, such as early childhood development and education, inclusive education, and educational planning for forcibly displaced populations.

IIEP must remain engaged with the important issues of the day at the global and national levels. The Institute will also continue to adapt to this changing landscape while ensuring its areas of strength evolve in line with its mandate: to strengthen the capacity of UNESCO Member States to plan and manage their education systems.

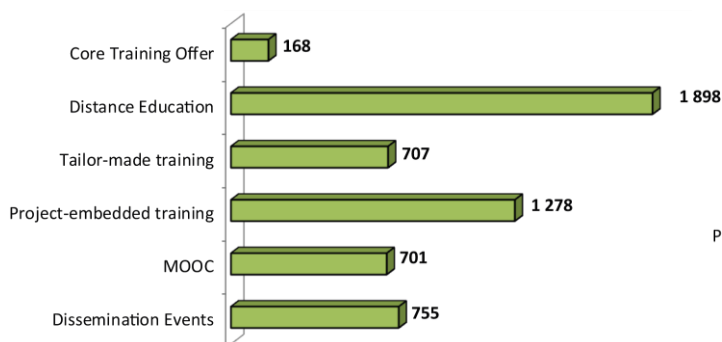
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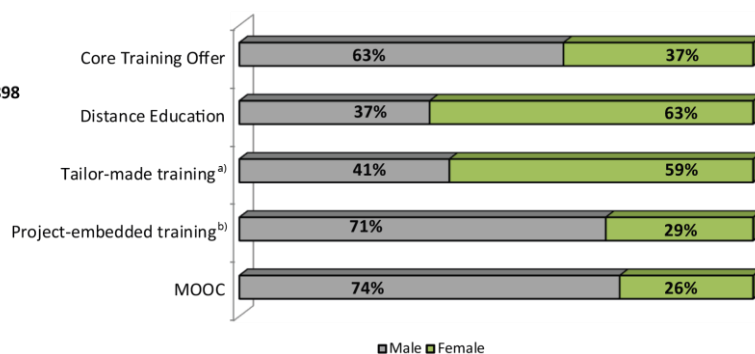
Implementation Report

IIEP capacity development worldwide 2017

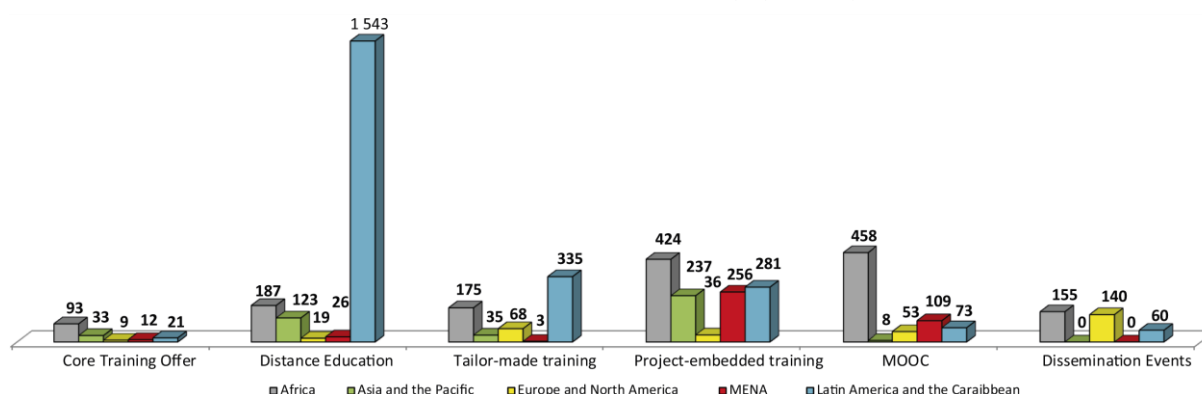
Number of trainees by IIEP, 2017



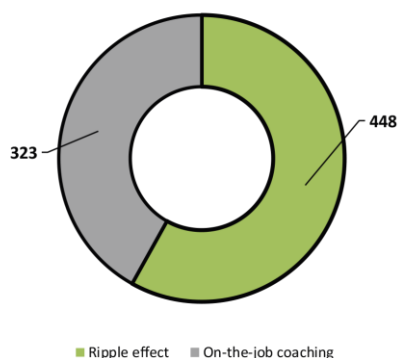
Female participation in IIEP' activities, 2017



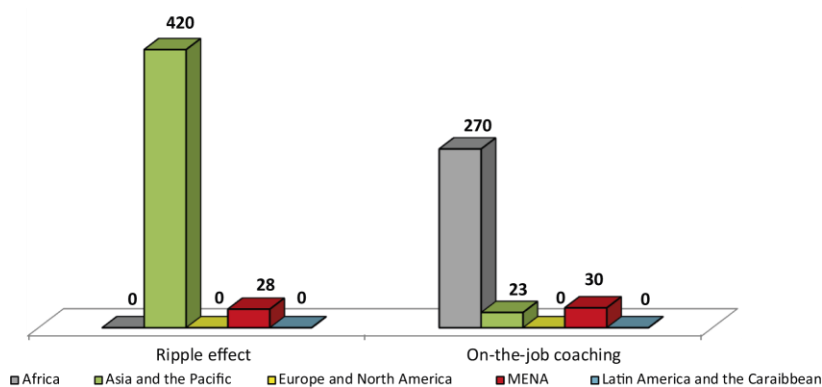
Number of trainees by modality and geographic origin, 2017^{c)}



Number of people reached through on-the-job coaching and ripple effect (total), 2017



Number of people reached through ripple effect and on-the-job coaching, by region, 2017



a) Data disaggregated by sex was available only for 367 out of 707 trainees

b) Data disaggregated by sex was available only for 694 out of 1278 trainees

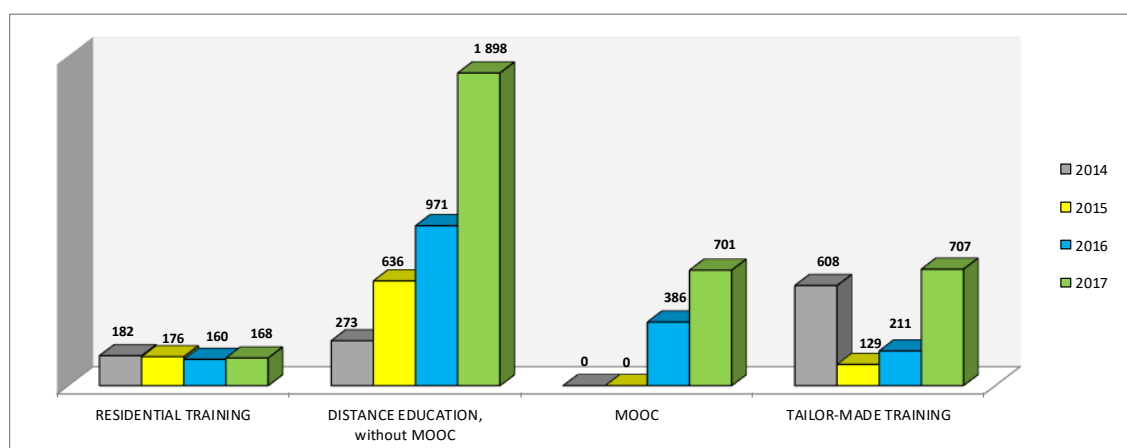
c) Data disaggregated by geographic origin was available only for 4,972 trainees out of 5,507 (2016 MOOC included)

Enhancing technical and analytical skills

Delivered through a variety of modalities, by all three IIEP offices, training remains at the core of the Institute’s mission. As may be seen in the infographic, ‘IIEP Capacity Development Worldwide 2017’, on p. 8, a good deal of training is also effected through technical cooperation projects. This section focuses specifically on IIEP’s formal training offer, which includes the residential programmes and distance courses offered by the three offices.

1.2 Core training offer

7,206 people trained between 2014 and 2017



Participant evaluations of the Paris-run Advanced Training Programme (ATP) have consistently recorded high levels of satisfaction through pre- and post-course self-assessment tests on intended learning outcomes. The Heads of Planning Survey was conducted in 2015 and 2017 to assess, among other things, the extent to which IIEP’s training has an impact at the organizational level in Ministries of Education, as well as at the individual level. This survey has shown consistently strong results, with 81% of Heads of Planning or supervisors in 2017 agreeing or strongly agreeing that IIEP’s training programmes have helped staff members to better perform their jobs, which has resulted in improvements at the departmental level.¹ Statements on the impact of the ATP in 2017 include

The ATP Programme contributed to the development of educational policies in the country and built up a new way of thinking in management of the education system. We could learn from other countries’ experiences in the way they implemented a new policy and carried out education reforms and to adapt them to the context of our country.

¹ IIEP Heads of Planning Survey 2017.

Main evolutions and innovations during the 9th MTS

During the 9th MTS, a determined effort was made to revise and improve the core training offer, spurred by the 2013 study of the cost and effectiveness of IIEP's training:

- Core curriculum: in all three offices, existing content was updated and new content created. Of the 14 ATP modules, five core education sector plan (ESP) modules and five specialised course modules have been updated since 2014. Course materials were revised to ensure alignment with the Education 2030 Agenda, and new course needs were identified. In IIEP PDK, seven of the eight sector policy and education system management (PSGSE) modules were revised in 2017.
- Efforts to improve pedagogy have included staff training and induction, peer observations, a renewed e-platform for instructors ('Espace formation'), and changes in teaching staff, as seen in Buenos Aires (BA).
- Assessment of learning in the core IIEP Paris courses was strengthened through an explicit use of the modified Kirkpatrick scale to measure different levels of change that culminate with organizational change, IIEP's ultimate objective.
- Learning environment at IIEP Paris: as part of the effort to reorganize training rooms and learning spaces in IIEP's Library, a 'smart classroom' has been designed and corresponding equipment is being procured.

Several reforms were structural in nature:

- The residential phase of IIEP BA's Regional Training Course was shortened from nine to five weeks, while the on-line phase was expanded. The shorter residential phase aims to encourage greater participation of senior-level decision-makers, and to expand the number of countries represented (recent years have seen just six countries per cohort, with a strong Argentinian presence). In addition, outreach efforts encouraged broader regional representation. The certification of the IIEP BA Regional Training Course was modified into two stages: with one certificate for the online phase alone, and a second for participants who complete all components (online, residential, study visit, and the group project).
- The 'project' component of the ATP was redesigned to include a project completed once participants return to work (in addition to the one they write while in Paris). Implementation shows that continued refinements are needed. Some participants have written projects which lead to significant results, such as in Montserrat, where tools developed by the participant were used by the Ministry of Education (MoE) to detect students needing more support to succeed in the final mathematics examination. However, others have struggled to complete the project, due to the intensive demands of the six-month programme and the challenge of writing in English.

Despite IIEP's commitment to gender equality in educational decision-making, planning, and management, over the period 2014–2017, ATP enrolled only 35% females. To encourage more women to apply, a special IIEP-sponsored scholarship was established in 2016 for female participants from developing countries. (Its first recipient was a participant from Burkina Faso.) The 2017 Summer School for female planners also aimed to encourage more women to take up IIEP courses (see STO 5–6).

Another strategy to address inequalities is gender mainstreaming of IIEP's training materials, which began in 2014, to help ensure gender equality is achieved in all ATP courses. Courses

are revised or newly developed with reference to a set of gender-sensitivity parameters. After IIEP PDK last year, the gender mainstreaming was extended to IIEP BA in 2017. As the current MTS concludes, roughly one-third of training modules are gender mainstreamed at a level which the Institute considers the acceptable minimum. This figure should rise in 2018 when IIEP BA's modules are revised.

Distance education

IIEP Paris developed its first massive open online course (MOOC) in 2015; it is now committed to offering one per year. Even with enrolment criteria, participation rates are high, and completion rates compare well to global norms. MOOCs can also potentially attract participants to other IIEP courses. During 2017, a French version of the MOOC on Learning Assessment was organized.

IIEP Paris offers four to six online courses per year, introducing at least one new topic annually. In 2017, the two new courses were: 'Quantitative Methods in Monitoring and Evaluation the Education Sector Response to HIV and AIDS', and 'Internal Quality Assurance in Higher Education'. Online courses were also held on 'Secondary Teacher Management' and 'Education Sector Analysis and Planning', the latter tailored specifically to the needs of UNESCO field offices.

IIEP BA launched short online courses as a new line of training in 2015, addressing regional priorities. Five of the courses focused on information and communications technology (ICT) and education, including ICT's relationship with management, education policy, and teacher training. Four other courses focused on evaluation. Course design includes discussion forums, practical exercises, case studies, literature reviews, written assignments, and participation in collaborative networks. Each course lasts four weeks, delivering 32 hours of training. Participants were from Argentina, Colombia, Mexico, and Uruguay. During the 9th MTS, important changes occurred. In 2015, most course participants were individuals interested in education. In 2017, institutional representation increased as many government institutions sent groups to participate, such as Plan Ceibal in Uruguay, the National Institute for Educational Evaluation in Mexico, and the Ministries of Education of Ecuador and the city of Buenos Aires. With country groups, a better vision of the policy cycle was provided. Content reading lists and activities were adapted, more audio-visual materials were developed, and participation has increased every year. Course evaluations provided relevant information on training needs and topics to include in the future. In total, 293 individuals were trained in 2017, of which only 60 were men. Participants were mainly coordinators, directors, supervisors, researchers, and staff from technical teams.

Quality assurance and certification

As part of the effort to ensure quality, four Paris distance courses applied for and were awarded Quality Matters² certification for e-learning programme quality, including two in 2017. The Institute will make efforts to ensure that all distance courses receive this stamp of quality in future.

IIEP also pursued several options, with an important degree of success, to affirm the ATP's official status as a Master's programme. The Institute came to an agreement with the regional Higher Education Association for Francophone Africa, CAMES (Conseil africain et malgache pour l'enseignement supérieur), which recognized the ATP as the equivalent of a

² A US non-profit organization dedicated to quality assurance in online education.

Master's II degree in October 2017. IIEP also worked with the Université de Bourgogne in France to integrate the ATP with their Master's programme in Education Sciences, Education Sociology and Economics,³ and the official linking was established in 2015.

Challenges for core training offers

Over the 9th MTS period, the enrolment rate in the IIEP Paris ESP and ATP has stabilized, but at a worryingly low level (around 20 participants). Indeed, the continuing financial viability of the ATP is being questioned (see further discussion in the 2018 Operation Plan).

The IIEP PDK course, Sector Analysis and Management of Education Systems (SAMES), faces a challenge with its partner, the University of the Gambia. This partnership was always meant to provide training opportunities for Anglophone Africa, but, to date, the vast majority of participants have been Gambians. In 2017, the 26 participants were almost all Gambian. Nine participants dropped out due to financial issues. IIEP PDK is reviewing its relationship with the University regarding its interest and ability to attract students across Anglophone Africa. A desk study was initiated to find an alternative academic institutional partner in Anglophone Africa.

1.2 Customized capacity development

Most of IIEP's customized training is organized as part of a broader intervention by the Institute and takes the form of project-embedded training, for instance when IIEP supports the design of an Education Sector Plan (see STO 2.1 and 2.2) or strengthens a training centre (STO 1.3). The Institute, however, also regularly organizes customized training courses which, though they can be considered stand-alone, are best seen as one of the modalities of its Integrated Capacity Development Approach. This training, closely linked to the work environment, responds to specific needs of Member States. Such customized courses can be categorized according to the following four scenarios.

(1) As part of a broader intervention managed by other partners

IIEP organizes training programmes and specific courses as part of a broader intervention led by partners, and linking up with their capacity development strategies. This approach allows the Institute to intervene in its areas of expertise, while saving time and energy on project management. Some of these are large interventions and cover a broad set of expected learning outcomes; others are small workshops with narrow aims. The programme in Myanmar (2017) is an example of the former type: 60 planners from both central and regional offices participated in 30 days of training through workshops on preparing and implementing an ESP. Part of a project run by UNESCO Myanmar to strengthen the capacities of the educational administration, it is financed through UNESCO's Capacity Development for Education Programme (CapED). Such work with CapED funding has allowed IIEP to strengthen its linkages with UNESCO field offices. Evaluations of the CapED programme have confirmed the quality of IIEP's work, and its relevance to national contexts, with the content and complexity of the materials adapted to participants' backgrounds.

(2) For specific target groups

In the second scenario, IIEP organizes stand-alone training for specific groups. Here, institutional constraints are less of a concern than is the case with ministries and public

³ [Sciences de l'éducation, Expertise Sociologique et Economique en éducation \(ESE\)](#).

administrations, and the training is more readily applied. Three examples illustrate this approach. The Institute organized a distance course for some 30 colleagues in UNESCO offices who are increasingly supporting countries to prepare ESPs; it covered both technical aspects and skills particularly useful to UNESCO field staff, such as partnership building. A two-day training session for some 50 European Union (EU) education advisors was delivered in Brussels. The training for consultants on appraising ESPs first organized in 2016 was replicated in 2017 for another group. The main outcomes of these programmes are the strengthening of IIEP's outreach and partnerships and complementing country interventions by promoting IIEP's vision and values, including national ownership, since development partners are key players at global level and at the country level in Local Education Groups.

(3) In IIEP's areas of expertise

Other courses cover technical topics for which IIEP has particular expertise. These regularly accompany the development of planning tools, such as simulation models (see STO 2.3). IIEP BA has developed expertise in educational evaluation in at least 10 South American countries; in 2017 it collaborated with Mexico's National Institute for Educational Evaluation on the design and use of policy and programme evaluations, developing materials and training tutors.

(4) To turn research results into new training materials

Finally, customized training may address new topics on which IIEP has gained knowledge through its research and where a request from a Ministry or partner provides an opportunity to develop a course. In previous years, this included work on quality assurance in higher education and anti-corruption measures. A good example, in line with SDG 4, is the blended training on early childhood education (ECE) policies, which began in one Argentinean province in 2014 and now covers several provinces. Aiming to strengthen the technical capacities of public officers to formulate policies and programmes for ECE, the course trains local officials from municipalities and different ministries (Education, Health and Social Development), who work together on a localized improvement plan. The expansion of the programme, which continues in 2018 with more provinces, is a testimony to its usefulness.

1.3 Support to training institutions

During the 9th MTS, IIEP has increased support to national training providers (NTPs) worldwide to ensure that training in educational planning and management (EPM) has a wider and more sustainable impact. Strengthening national training capacities in EPM is an important strategy to support UNESCO Member States in the implementation of SDG 4. In doing so, IIEP contributes to developing the competencies of greater numbers of ministry staff responsible for the development and implementation of sector policies and plans, thereby strengthening national education systems.

In the 2014–2017 period, IIEP reinforced its long-term cooperation with the National Institute of Education (NIE), in Cambodia, and the National Institute for Educational Planning (NIEP), in Afghanistan, allowing these relatively new institutions to strengthen their capacities to equip national education planners with the knowledge and skills required to prepare sound national sector plans and monitor their implementation.

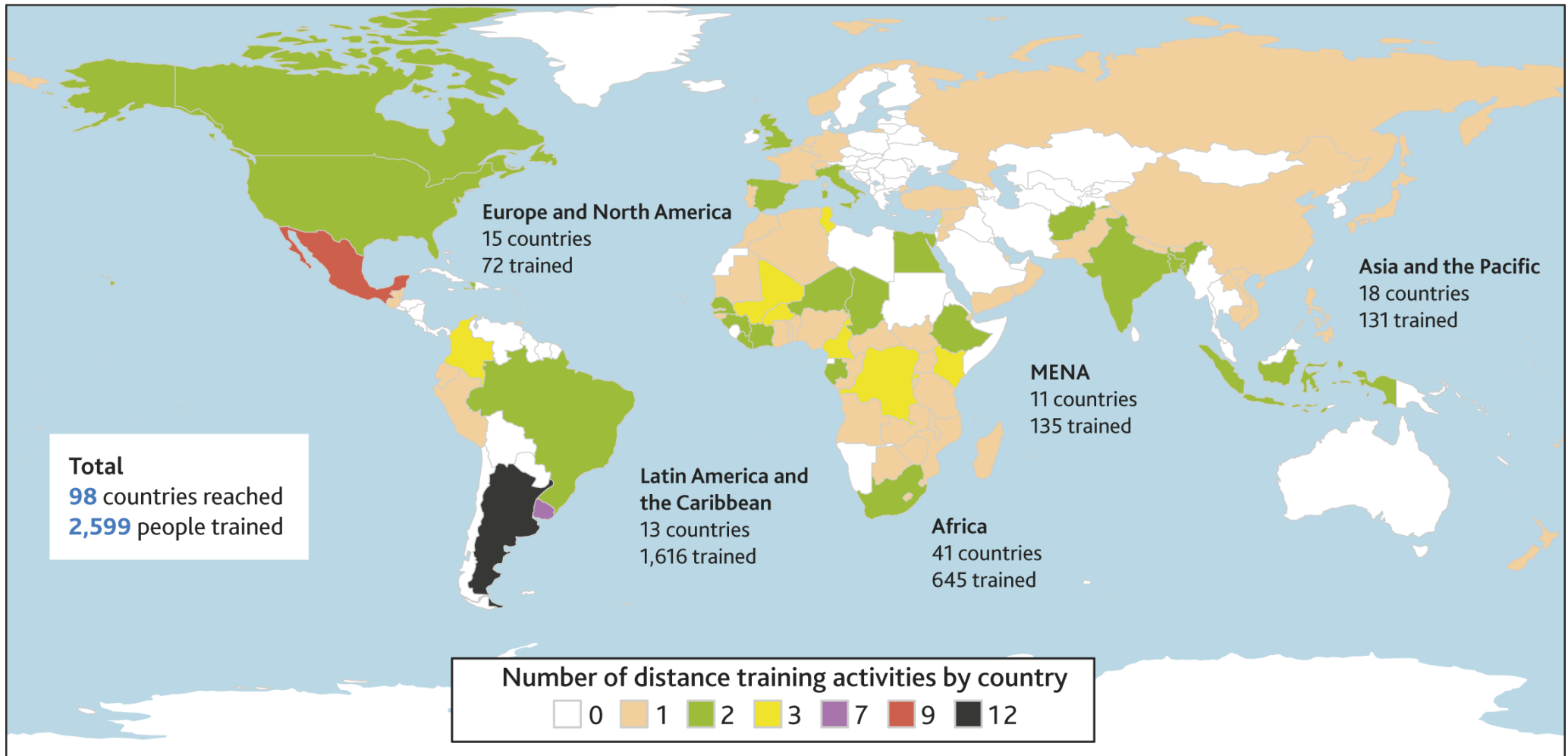
IIEP also provided support to seven NTPs in Africa, South East Asia, and the Middle East: the Centre d'Orientation et de Planification de l'Éducation (COPE) in Morocco, the Namibia

Institute for Public Administration and Management (NIPAM), the Institute for Education Administration Development (IFEAD) in Laos, the National Institute for Education Management (NIEM) in Viet Nam, the Thai National Commission to UNESCO, the National Centre for Human Resource Development (NCHRD) in Jordan, and the Regional Centre for Educational Planning (RECEP) in the United Arab Emirates. Support provided to these institutions included: identification of training needs, advice on design of specific courses, development of training materials, training of trainers, and assistance in the creation of a virtual library.

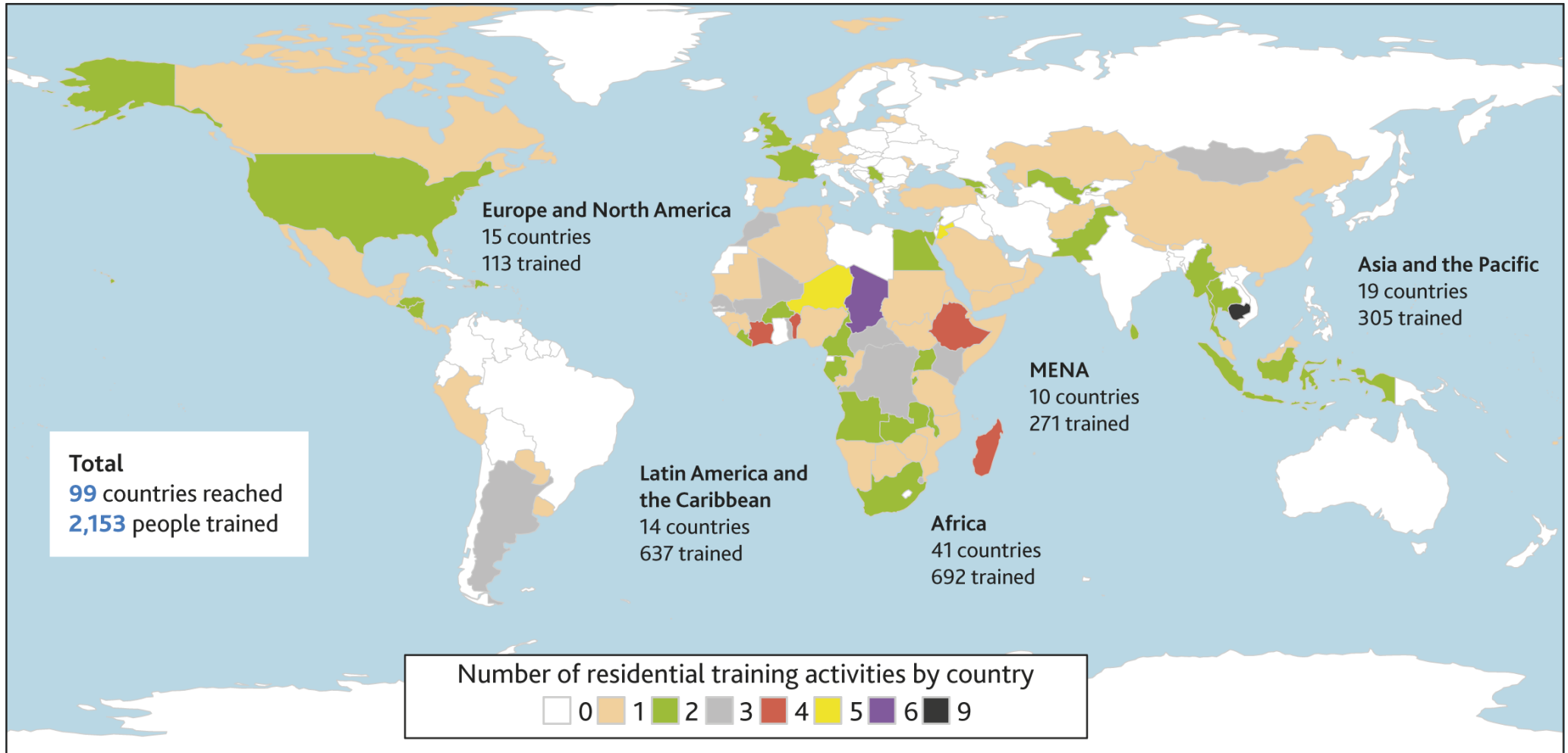
In addition, IIEP continued to contribute to the creation of national and regional training centres. The Institute provided technical advice for the setup of a national training centre in EPM in the Democratic Republic of the Congo (DRC), and was actively involved in the creation of the CCEP (Caribbean Centre for Educational Planning), based at the University of the West Indies.

Mindful of the vital role that NTPs play in the development of national capacities in EPM, in 2017 IIEP conducted a post-implementation review to assess the support provided to NTPs, capture lessons learned, and improve the delivery of NTP partnerships in the future. The review analysed the approach, strategies, and tools used and identified achievements and challenges. It is expected that the results of the review will help IIEP develop guiding principles to successfully design, implement, and evaluate future support to NTPs, leading to more effective training centres in EPM.

Geographical coverage of IIEP distance training, 2017



Geographical coverage of IIEP residential training, 2017*



*Data disaggregated by geographic origin was available only for 2,018 trainees out of 2,153

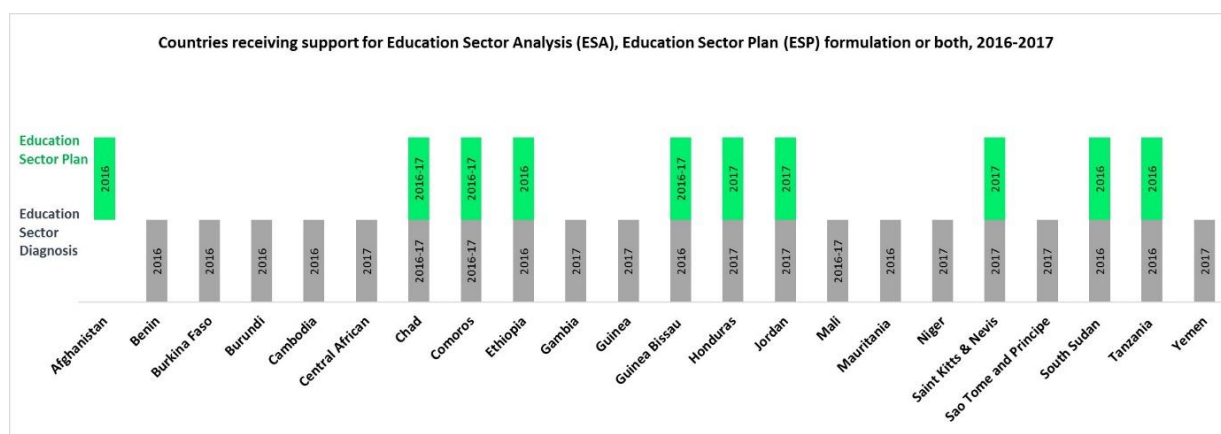
Improving medium-term and operational planning processes

2.1 Education sector analysis and plan formulation

The Institute's support to Member States on education sector analysis (ESA) and ESP design is at the heart of its Integrated Capacity Development Strategy. It has several elements: research results guide policy advice; technical tools (e.g. simulation models, monitoring and evaluation [M&E] frameworks) are used to develop ESAs and ESPs; long-term residential training programmes in Paris, Dakar, or Buenos Aires, as well as project-embedded training, strengthen national teams.

The demand for such support has increased since 'credible' analysis and 'robust' plans became a precondition for financial support by development partners (and, in some cases, national Ministries of Finance). While the Institute's capacity to respond to such requests has increased, it remains insufficient to respond to all demands.

The following figure shows the 22 countries in which IIEP supported the development of ESAs and ESPs in 2016-2017.



During the 9th MTS, the Institute continued to support the development of ESAs and ESPs, while making significant changes to its approach. The principles guiding IIEP's work have not changed: strengthening national leadership; focusing on process (consultation and participation) and product (credible ESAs and ESPs); creating a common vision among policy-makers and technical staff; strengthening national capacities for longer term sustainability; balancing policy ambitions and technical feasibility. At the same time, three broad shifts were observed in the 2014–2017 period.

(1) Greater integration of ESA and ESP in IIEP's support

First, IIEP's support to African countries developing ESAs and ESPs has become more integrated, often evolving into one process. This is a direct result of the 2013 integration of the Pôle de Dakar (PDK) into IIEP, and responds to demands for greater linkages between analysis and planning. This integration has taken different forms:

- In several countries (Chad, Comoros, Guinea), IIEP PDK and Paris worked together – IIEP PDK leading the ESA, and IIEP Paris leading the ESP. Although in Chad and Comoros unstable national contexts led to difficulties, the expected results were finally achieved in 2017. In Guinea, the analysis is complete and a 10-year plan will be developed in 2018.
- In other cases (e.g. South Sudan, Jordan), only IIEP Paris is involved, relying strongly on the analytical approach and tools that IIEP PDK developed.
- When the request is for analysis, IIEP PDK often takes the lead, ensuring, however, that the analysis feeds into policy reflections (e.g. by supporting the preparation of a policy framework). This has been the case in many West African countries, where PDK has a strong network and longstanding collaboration. At times, this support goes further: in Burkina Faso, for instance, PDK supported the development of an operational plan for technical and vocational education and training (TVET).
- In Honduras, with some support from Paris, IIEP BA led the ESA/ESP process, adapting the guidelines developed by Paris and IIEP PDK to the Central American context.

(2) Increased support to ESP implementation

Second, IIEP has increasingly supported ESP implementation. Plan implementation is, on the whole, more challenging than plan design. While the latter demands technical skills and political savoir-faire, it can be undertaken by a small group of centrally placed, like-minded experts. Turning a plan's intent into action, however, depends on a greater number of people working at different levels, with different – at times conflicting – views and interests. Implementation quickly meets with constraints such as limited budgets, insufficient institutional capacity, intractable habits, and the inevitable sluggishness of bureaucratic structures. Supporting plan implementation, while working mainly at central level, where IIEP's comparative advantage lies, takes various forms:

- putting a greater emphasis on the feasibility of the ESP: taking into account not only financial aspects measured through the simulation model, but all risks and technical and institutional limitations that could be faced during implementation.
- supporting the design and use of M&E frameworks (e.g. in Ethiopia, at federal and regional levels, and Cambodia) and training staff in plan evaluation.
- ensuring the linkage between plan and budget, including through the development of three-year operational plans, in line with the medium-term expenditure framework.
- using institutional analysis and capacity development plans: The main obstacle to putting a plan into effect is often weak capacity of the educational administration. Overcoming this weakness requires a deep analysis of its causes and a clear identification of appropriate strategies – an area of work that IIEP is turning into systematic practice within any ESA, and which leads to the design of capacity development plans (as in Comoros, Guinea, Haiti, Madagascar). IIEP PDK has engaged in similar work, examining constraints to the implementation of policies in

technical and vocational education in four countries (Burkina Faso, Côte d'Ivoire, Mauritania, Senegal) through the Plateforme d'Expertise pour la Formation Professionnelle (PEFOP) project.

One challenge to supporting plan implementation is that IIEP is not physically present in countries on a long-term basis. Funding partners who help guarantee the sustainability of the project are crucial. When possible, that partner is the UNESCO field office; in other cases, IIEP has worked with partners such as UNICEF, the Agence Française de Développement (AFD), and the EU, and maintained close relations with the Global Partnership for Education (GPE).

(3) Effective mainstreaming of crisis-sensitive planning

Third, there is now little distinction between 'sector planning' and 'crisis-sensitive planning'. This is so, not because more countries are experiencing crisis (though that may be true), nor because IIEP is working more in 'fragile' countries (though requests for support often come from such countries), but for two important reasons. First, IIEP's interpretation of the term 'crisis' has broadened: referring now not only to a major disaster or civil war, but to the many factors that may threaten the stability of a nation, such as economic crises, civil unrest, and climate change, many of which transcend national borders. Second, an ESP that takes future stability for granted and does not attempt to prevent crises quickly loses its credibility. In this sense, there can no longer be a separation between 'normal' planning and 'crisis-sensitive' planning, because all countries should consider what crises they may face in the future.

As a result, ESAs now almost always include an analysis of vulnerabilities, either within the context examination, or as a separate chapter. IIEP and UNICEF contributed to a guide on undertaking such analyses, which is part of the third volume of the Education Sector Analysis Methodological Guidelines (see STO 2.2). As far as ESAs are concerned, the Institute has maintained a focus on Africa, while expanding this type of work into Central America and the Arab States.

External evaluation of the Paris Technical Cooperation programme

The Paris Technical Cooperation (TC) evaluation (see document GB/4 Inf.2) highlighted that outputs are widely achieved:

The TC interventions are effective in the delivery of outputs. The majority (80%) of planned TC project outputs are delivered, thereby developing the EPM capacity of the intended recipients ... the cooperation with IIEP is highly valued and appreciated by its counterparts. IIEP is seen as a long-standing equal technical partner providing high-quality, systematic, contextualized and specialized EPM and ESP support.⁴

The evaluation, however, also identified some challenges, of which at least two should be discussed here. The first is practical in nature: supporting the ESA/ESP process is time-consuming (usually taking 9–24 months) and requires a team with a variety of expertise. As a result, such work can never be carried out in more than a few countries at a time. This leads to two frustrations: ministries and partners consider the process too lengthy and some countries do not receive IIEP support.

IIEP's main response has been to offer more flexible support. For an ESA, a country may identify themes that need deeper analysis, as well as instances where identifying broad trends is sufficient. Where numerous studies have already been done, the ESA will mainly consist of an analysis of existing data and literature, thus taking less time. For both ESAs and

⁴ MDF Training & Consulting. *External Evaluation, Technical Cooperation Programme, IIEP Paris*. May 2017: 41.

ESPs, when prior support has already helped strengthen national competencies, support can be reduced. In Mauritania and Madagascar, PDK supported ESA preparation at a distance, as the analyses were drafted by national teams previously trained by PDK. In Cambodia, IIEP guidance on ESP preparation will be provided through just two workshops. Plan development will be carried out in 2018 by a national team, most of whose members received prior training (including through IIEP's ATP). Where national capacities are strong (e.g. Kenya) and/or where practical and strategic factors make long-term intensive support difficult (e.g. St Kitts and Nevis, Vanuatu), IIEP has offered even lighter distance support. This new flexibility, using processes adapted to national strengths and needs, has allowed the Institute to serve a wider group of Member States than would have been possible with a single standard approach.

The second challenge is substantive. It is the Institute's belief that government leadership in plan formulation is essential to create ownership and commitment, without which plans will not be implemented. The TC evaluation argues that, while this position has helped the Institute develop collegial and trusting relations with Member States, 'the current IIEP approach of "supportive facilitation" may reduce the effectiveness of the intervention in some cases, if it is not combined with sufficient amicable criticism.'⁵ Striking a balance between respecting government leadership and acting as a critical friend is difficult. One indisputable response is that IIEP defends the values of the United Nations, rather than specific views (e.g. the value of equity and non-discrimination), and advocates for rights rather than specific policies (e.g. the right to free basic education). Nonetheless, this broad response needs interpretation in each specific context.

2.2 Crisis-sensitive planning

Although, as stated above, all educational planning should be crisis-sensitive, this section focuses on specific efforts to prepare for, prevent, and manage crisis situations. In 2016–2017, almost 38% of IIEP's IIEP TC took place in fragile contexts.⁶ A recent evaluation by UNESCO Evaluation Office states that IIEP has:

an important role to play in providing technical support in strengthening government capacity to better respond and prepare for the impact of crises on education systems. The need to integrate contingency planning for crises in national education plans is more important than ever [...] (p 20). (...) The Institute's work on crisis sensitive sector analysis and planning is considered by stakeholders working in [Education in Emergencies] as a strong comparative advantage for the Organization [...] (p 29).⁷

IIEP has worked at the global level to raise awareness of the importance of crisis-sensitive planning, to develop guidelines, manuals, and courses, to strengthen ministries' willingness and capacities to address this important theme, and to create partnerships with key actors, including in the humanitarian community. Throughout the MTS, this has been a key focus and area where IIEP's enthusiasm and technical strength have played an important role in bringing humanitarian and development actors together. IIEP's participation in global

⁵ *Ibid.* p. 20.

⁶ Over the period 2016–2017, 37.5% of IIEP's Technical Cooperation projects took place in fragile contexts, as per the World Bank, [2017 Harmonized List of Fragile Situations](#).

⁷ [Evaluation of UNESCO's Role in Education in Emergencies and Protracted Crises](#). UNESCO Evaluation Office, Internal Oversight Service, October 2016. See also Nicolai, S. *et al.*, 2016, [A Common platform for education in emergencies and protracted crises: Evidence paper](#), London.

networks⁸ is crucial in this regard. At country level, IIEP includes both humanitarian and development partners in ESA and ESP development, as demonstrated during the preparation of South Sudan's 2017–2021 General Education Strategic Plan. Such joint efforts have the potential to ensure education service delivery from rapid-onset emergency, to recovery and development, through a more interwoven aid structure.

This strong engagement in crisis-sensitive planning has allowed IIEP to enter into a particularly complex new area of work: planning for the education of refugees and displaced populations. The rationale is clear: globally, the number of refugees has increased significantly in recent years. At the end of 2015, more than 65 million people were forcibly displaced as refugees or IDPs – the highest number since the end of the Second World War. Many, if not most refugees, remain in host countries for several years, frequently for at least one generation. Faced with the need to offer social services, including education, governments face complex questions. Should the host country take responsibility for both planning and delivering education, and, where there are legal frameworks for the provision of social services (e.g. the Kampala Convention), should the MoE be responsible for providing education to refugees? Should education for refugees be integrated into a long-term ESP, despite uncertainties for the future? Unit costs, assignment of teacher, and language of instruction must also be decided.

Yet, the difficulty of such questions is no excuse to ignore this topic, but rather highlights its urgency, especially given the amount of injustice and human suffering that results from the current situation, and to ignore the problem would be counter to the values which the Institute defends.

IIEP's work on this theme began in 2017 with a Policy E-Forum on planning for the inclusion of displaced populations in the education sector. It will become more important in the next MTS. The work covers various areas, linking training, technical cooperation, analytical and research work. IIEP has signed agreements with the EU (through the 'Foreign Policy Instruments') and with UNICEF Ethiopia, in the confidence that it can work at the global, regional, national, and local levels. The Institute's support focuses on key planning and management issues faced by policy-makers, including collection and analysis of data, the choice of strategies (e.g. for teacher management), and cost projections.

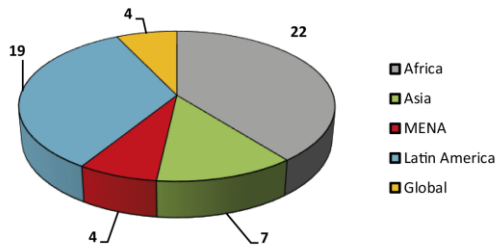
Technical cooperation work has started in Ethiopia, including through a micro-planning exercise in those districts that host refugees. IIEP supports the MoE and partners in establishing joint planning and effective coordination of educational planning and management. The long-term objective is to build self-reliance for refugees and vulnerable host communities through improved sustainable education service delivery.

The building of effective partnerships, within each country and at global level, is essential to the success of this work. We ensure close coordination with UNHCR, the Cluster, UNICEF, and other in-country and global partners working with the government. IIEP's collaboration with the GPE Secretariat is part of this coordination.

⁸ Including the Global Education Cluster (GEC), the Inter-Agency Network for Education in Emergencies (INEE), and the Global Alliance for Disaster Risk Reduction & Resilience in the Education Sector (GADDRES).

Technical Cooperation Portfolio Overview 2017

Number of TC Projects by Region, 2017



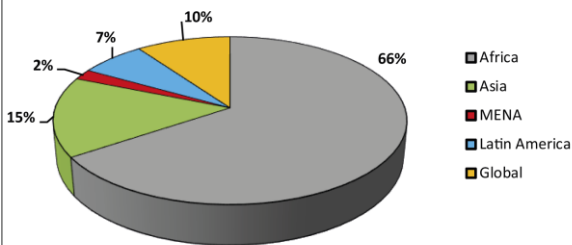
30,089,331 US\$

Total financial volume of ongoing projects as of December 2017*

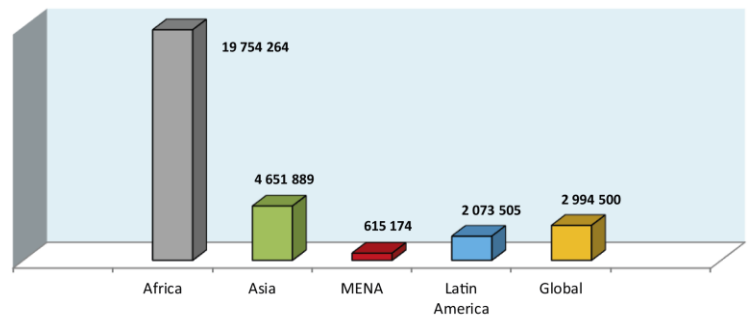
56 projects 35 countries

*Full budget envelopes. Includes multi-year budget.

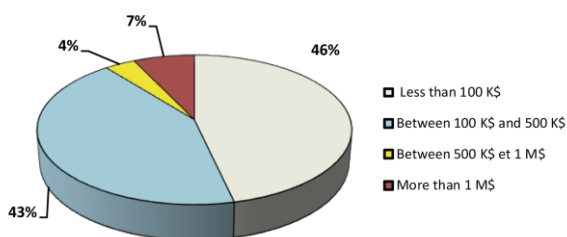
Distribution of TC Total Envelope by region, 2017



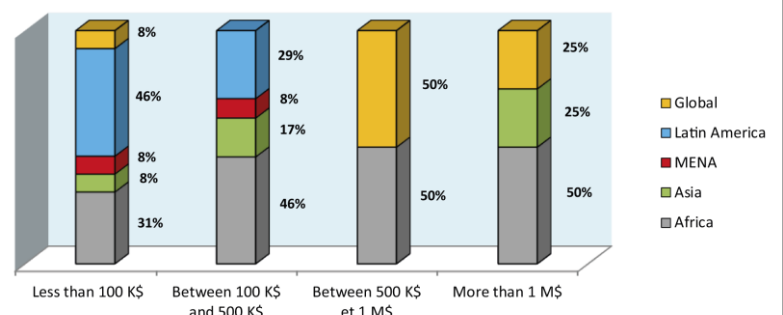
Financial Volume of TC Projects, at December 2017 (US\$)



Distribution of TC Portfolio by Budget Bracket, 2017



Distribution of TC Portfolio by Budget Bracket and Region, 2017



Drawing on EMIS and M&E systems that are sensitive to core EPM issues

3.1 Tools for evidence-based planning

It is also part of IIEP's mandate to create global public goods through the development of guidelines, manuals, and tools, which are made freely available to Member States to help improve their planning and management policies and practices. While IIEP's capacity to provide direct support will always be limited, technical guidelines and tools allow for distance advice and lighter support to a wider group of Member States.

These public goods are directly inspired by IIEP's Technical Cooperation work in countries, in direct contact with their direct users and the many practical constraints they encounter. This guarantees their immediate usefulness. The guidelines and tools are continuously tested in TC projects and through training courses. This leads to further improvement, while also ensuring that they are globally relevant and locally useful.

The guidelines and tools concern three key domains of IIEP's work: analysis, planning, and management.

Sector analysis

The two volumes of the Education Sector Analysis Methodological Guidelines developed by PDK in collaboration with UNICEF, GPE, and the World Bank have become the standard reference on the subject. PDK and Paris are now finalizing a third volume, with chapters on institutional analysis and analysis of vulnerabilities, in collaboration with the same partners. IIEP is also contributing to a chapter on inclusive education, led by UNICEF.

Another key work, in the area of education financing, developed by IIEP Paris and PDK, jointly with the UNESCO Institute of Statistics (UIS), is the [Methodology of National Education Accounts](#) (NEAs). This important and ground-breaking publication addresses an essential dimension of equity. The NEA methodology quickly garnered wide recognition, including by the International Commission on Financing Global Education Opportunity in its 2016 report. During the period of the 9th MTS, eight countries were supported in implementing an NEA exercise and a promising collaboration with the World Bank was launched. This new effort involves mapping the methodology for converting public finance data from the World Bank's BOOST datasets, to a compatible data source for the NEAs. This will eventually contribute to greater information and transparency in education sector financing.

ESP design

[Education Sector Plan Development Guidelines](#) and [Transitional Education Plan Preparation Guidelines](#): In this collaboration with GPE, IIEP took the lead on the preparation of ESPs, and GPE on plan appraisal. The Guidelines have quickly become the standard for

countries, in particular GPE members. The Spanish Ministry of Foreign Affairs financed their translation into Spanish. The Guidelines were translated into Dari in Afghanistan, an illustration of their global usefulness.

Crisis-sensitive planning: IIEP publications have made an important and significant contribution in this field. A comprehensive [Planning Resource Kit](#), six booklets with guidance for educational planners on addressing safety, resilience, and social cohesion, was followed by a similar set on curriculum design, review, and implementation, produced in coordination with IBE. Both were the result of a project funded by the [Protect Education in Insecurity and Conflict](#) (PEIC) programme of the Education Above All foundation.

Handbook on planning for SDG 4: In collaboration with UNESCO Headquarters and several regional offices, this forthcoming Planning Handbook helps Ministries of Education address the challenges posed by the ambitious SDG 4. While planning techniques will not fundamentally change, many complex issues have emerged that do not lend themselves to one-size-fits-all solutions, such as issues of data and indicators, partnerships within and outside of government, and funding.

Simulation models: This tool is indispensable to policy dialogue and decisions. Such models were developed in most of IIEP's support to ESA and ESP formulation – always with technical mentoring and/or training of national staff to strengthen their competency in the design and the use of models. It has taken different forms:

- Where IIEP collaborates on the whole ESA/ESP process (e.g. in Jordan or Honduras), the design of the model is an integral part.
- In a few cases (e.g. St Kitts & Nevis or Zanzibar in 2016), our support has consisted only of this work, as it was the most complex technical area.
- Where the support is on ESA only, a simulation model is usually developed, using the ESA data, to enable the preparation of the broad policy framework. This was the case in Benin and Mali, where PDK also contributed to the policy dialogue.
- In Cambodia and Senegal, such a model was used to determine how much achieving SDG 4 objectives would cost the country.
- In a few cases, a model has been used to guide a specific policy choice: e.g. in Myanmar and Haiti, to examine the implication of reforms in teacher qualifications and training.

School mapping and micro planning: This is an area of specific strength for IIEP for decades. There is still demand, partly because techniques have evolved (including through the greater availability of data from geographic information systems), but mainly because, in some countries, the central and decentralized staff who play a key role in school mapping are rarely recruited with the relevant profile, and therefore need training.

The Screening Tool: IIEP has completed the conceptual design of a flexible decision-support system at the nexus of planning and management. It enables decision-makers to:

- systematically explore issues of equity and efficiency in relation to expected educational outcomes (coverage, learning, etc.),
- identify underlying causes, using data and evidence to determine causal paths, and
- provide strategic policy options adapted to country-specific contexts, in order to influence equity, efficiency, and learning outcomes.

Used in combination with educational data, the tool aims to become the go-to method for a rapid assessment of context-specific policy options (pros, cons, costs, social acceptability, and political economy). The technical design will be carried out in 2018.

Management

During the 9th MTS, IIEP's support has covered several management themes, including the following.

Education management information systems (EMIS): IIEP's focus is on improving the analysis and use of data in planning and management, without getting too involved in issues of data collection. This focus is an integral part of much of our collaboration with countries on preparing an ESA and ESP. A few TC projects, however, aim specifically at improving the EMIS. In DRC, in collaboration with the UNESCO Office, IIEP supports the improvement of the EMIS, as well as its more effective use, at national level and in several provinces, through better software systems, technical guidance, and training. Similar work is starting in Burkina Faso.

M&E and results frameworks: In line with IIEP's growing attention to plan implementation, work is being done on this theme, for instance in Ethiopia and Cambodia. In addition to designing the framework, the more important aspect is to enable and promote its use. The main challenge is often the lack of internal demand for such frameworks, a sign of the insufficient importance given to accountability for results. In Paraguay, IIEP BA supported the design of an Evaluation and Monitoring Plan for the nation-wide Teacher Training Programme. The work included the development of several assessment tools to measure the general and curricular capacities of teachers.

Results-Based Budgeting Handbook: In collaboration with the UNESCO Bangkok Office, IIEP drafted a handbook examining different country cases of results-based budgeting. It was tested during a workshop with planners from the Asia Pacific Region, to strengthen their knowledge of concepts and techniques of results-based budgeting.

School profiles, scorecards, and report cards: Informing stakeholders on the performance of individual schools as compared to national objectives and averages of similar schools, school profiles and accompanying scorecards can promote accountability and inspire improvement within the school. IIEP is working with UNICEF in Zambia, Togo, and Madagascar, with GPE support. This work is complemented by IIEP's 2016 global review of school reports cards for promoting transparency through information and original research on open data discussed under STO 4.

Aligning resources with policy objectives

IIEP's research makes an important contribution to debates and decisions on educational policy and practice. It also provides a valuable evidence base for its own training, technical assistance, and policy advice. As part of its 9th Medium-Term Strategy (MTS), IIEP launched a series of research projects on education financing, school grants, teachers, open school data, internal quality assurance (IQA), early childhood services, and the implications of demographic change for policy and planning. All were successfully implemented, and most were concluded, producing a variety of publications (briefs, case studies, synthesis reports, guidelines, etc.), which benefitted from renewed efforts to tailor format and presentation to the target audience, to allow for the widest possible dissemination of the findings. With several publications now in press, the last research products of the 9th MTS are due in 2018.

4.1 Education financing

Costing policies for early childhood in Latin America

In 2017, as part of a UNICEF Regional Office for Latin America and the Caribbean study on the strategies of countries which have ratified the Convention on the Rights of Child, IIEP developed a framework to estimate the cost of comprehensive early childhood protection policies. The cases of Argentina, Colombia, and Peru were analysed to measure quality gaps in the provision of early childhood services.

School grants

During its 9th MTS, IIEP extended its research project on the design and implementation of school grants to Haiti, Honduras, DRC, Madagascar, and Togo, with the support of GPE. The research examined the criteria and mechanisms of grant distribution and use, and assessed the contribution of school grants to access, equity, and quality at school level. Following the 2016 regional policy seminar, dissemination activities continued in 2017 through country reports, research briefs, a comparative synthesis, and seminars for central and regional education authorities. A short film on school grants in Madagascar, a series of eight videos on the design and implementation of school grants policies, and a number of infographics were made available. Road maps for improving school grant policies were developed for the four francophone countries. IIEP also published detailed technical guidelines on the design and implementation of effective school grant policies.

Research findings used to improve Togo's school grants policies

In Togo, research findings were used to improve the implementation of the country's two school grants policies. The state grant is now allocated in two instalments, instead of one, which allows schools to better manage their finances. Research findings also contributed to the design of a new phase of the Education and Institutional Strengthening Project (PERI) grant, funded by GPE. Training for school management committees on grant use was

reintroduced. School inspectorates were excluded from the distribution mechanism of grants. Previously, schools were required to submit their budget proposals to the chief inspector, who was also in charge of selecting suppliers, leading to a risk of corruption. Now, all schools have a bank account and can access PERI funds directly.

4.2 Generate evidence to guide policy dialogue and formulation

In 2017, IIEP completed a number of major research initiatives. Most of the research products will be published before the end of the year, or in early 2018.

Teacher career reforms

This project, launched in 2014, looks at teacher career models, their implications for management and effects on teacher motivation, attraction, and retention, in countries, provinces, and cities which have chosen to widen teacher career progression options.

In 2017, IIEP published the French translation of its literature review on the subject, and a mapping of eight countries introducing career reforms: Colombia, Ethiopia, Lithuania, Mexico, Peru, Scotland, South Africa, and Thailand. IIEP BA contributed mapping on an additional three Latin American countries: Brazil, Chile, and Ecuador.

Data collection for new case studies was done this year in Ecuador, New York City, and the Western Cape (South Africa). IIEP will use the research outcomes to provide policy advice to Member States looking to reform their teacher career structures. Research briefs on the project findings are currently being developed.

Research on teacher career structures: lessons on career design

- Ensure a clear differentiation of teachers' roles and responsibilities in the career ladder, supported by guidelines and competency frameworks. Higher positions should mean greater teacher autonomy and responsibilities.
- Minimum standards for teachers to receive a salary increase or promotion should allow for differentiation among teachers, without blocking career progression.
- Methods and tools to assess teachers' skills should consider their work in the classroom. Standardized appraisal instruments have been criticized for their inability to grasp the complexity of teaching.
- The starting salary and increment rate for salary increases in the early years of the profession are key. Well-organized and supportive induction and probation periods also contribute to retention of young teachers.
- Effective performance management systems require a balance between performance evaluation and professional development appraisal. Most systems tend to favour the former over the latter.
- Avoid closeness between teachers and appraisers, to limit subjectivity in evaluation.
- Progression from an old to new career scheme must be planned carefully, and ask whether it is feasible to keep two systems running concurrently.

Teacher deployment in basic education

Teacher allocation is a major issue for achieving SDG 4 in terms of quality and equity in student learning, and for the effectiveness of public spending on education. IIEP PDK has always included teacher allocation and deployment in sector analyses. Over the past two years, the office has been examining the subject in more detail, to provide countries with advice and effective tools.

A West Africa regional workshop on teacher deployment was held in 2016 in Dakar; a second workshop (for Southern, Central, and Eastern Africa) was held in Nairobi, in May 2017, on improving the management of basic education teachers. The latter stressed the need for more effective teacher management and introduced tools to improve the management of teacher allocation, including integrated teacher databases and diagnostics on teacher use.

Training teachers, directors, and supervisors in Latin America

At the request of countries in Latin America, several research projects on teachers examined access and promotion processes in basic and upper secondary education, teaching practices in the Argentine school system, early childhood teacher policies, and teacher career models, in collaboration with the Paris office.

In 2017, a study on teacher trainers, directors, and supervisors in Argentina was carried out with IIEP BA support by the National Teacher Training Institute, which includes: (i) a study of the organizational and pedagogical models of teacher training institutions for pre-service and in-service training, with examples from Australia, Canada, Cuba, Finland, Republic of Korea, Singapore, and the UK; and (ii) a state-of-the-art analysis of international models for training directors and supervisors, through five innovative case studies.

Using open data to improve transparency in education

This research project focuses on the use of [school report cards](#) to encourage [transparency](#) and [accountability](#) in schools. In 2016, IIEP published an [in-depth review](#) of 14 school report card initiatives around the world, which investigated the impact of factors such as information dissemination methods, formal versus participatory approaches, and reward versus punishment mechanisms on accountability issues.

In 2017, case studies were carried out in Australia, Bangladesh, India, Indonesia, Pakistan, and the Philippines, and two state-of-the-art papers were developed on Africa and Latin America. Results will be discussed during a Policy Forum in Manila in January 2018, and the research products will be published in early 2018. A synthesis report and guidelines will be drafted on key policy orientations to facilitate access to more reliable, usable, and effective open school data. Research results will help build the capacities of education officials, as well as civil society representatives, in charge of managing school data, and will encourage further dialogue on how such initiatives can improve accountability in education.

During the 9th MTS, IIEP took part in four corruption-risk exercises (Serbia, Kosovo, Ukraine, Georgia), which formed the basis of its new methodological guidelines on how to conduct corruption-risks assessments. The Institute also disseminated its work at a number of conferences (see Annex).

Building on its joint work for the G20 Brisbane meeting, IIEP, the World Bank, and the OECD continue their dialogue. Their joint 2015 [publication](#), in which IIEP authored the education

chapter drew upon the wealth of information collected as part of its programme on ethics and corruption.

Internal Quality Assurance in higher education The project 'Exploring innovative and cost-effective options of internal quality assurance at the higher education level', running from 2014 to 2017, identified approaches and options to help higher education institutions build context-sensitive and cost-effective IQA systems. Project activities included the organization of expert and research methodology workshops, an international survey, and several case studies. Lessons from the research were discussed during the Policy Forum 'Higher education quality and employability: How internal quality assurance can contribute', held in Xiamen, China, in June 2016.

The research outputs were disseminated in 2017. The findings were also transformed into a distance course for university teams in Southeast Asia. Eight university case studies, the research report from the international survey, a synthesis publication, the report from the Policy Forum in China, and four policy briefs were published. These products will help the Institute provide policy advice and technical support to ministries and higher education institutions looking to develop appropriate structures for an IQA system. IIEP disseminated its research findings at a number of events in 2017.

The implications of demographic change for policy and planning

For this project financed by Malaysia, IIEP partnered with members of the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) such as the Aminuddin Baki Institute, the Korean Education Development Institute (KEDI), and the National University of Educational Planning and Administration (NUEPA). The study analysed the implications of demographic change on education in three Asian countries – in particular the extent to which existing policies, planning approaches, and education information systems, as well as budgeting and financial allocation mechanisms, are adapted to changing population patterns. The India, Malaysia, and Republic of Korea case studies were finalized in 2017 and presented at regional policy seminar held in Genting Highlands, Malaysia, in May. The work may be extended to new countries in the future to encourage ministries to consider more seriously the implications of demographic shifts in educational policy and planning.

The protection of education trajectories

In many countries in Latin America, the legal working age is 16, creating an overlap and tension between the last years of secondary education and the entry into the labour market. In Argentina, 30% of adolescents are economically active, of whom only 5% work under legal conditions. At the request of the International Labour Organization (ILO), in 2017 IIEP launched a study in Argentina analysing government actions aimed at guaranteeing compulsory education for young people and promoting safe employment paths. Its policy recommendations included securing a stable family income, providing care services, improving perceptions of education, and ensuring better working conditions.

Children without borders

This project examined, in nine countries in sub-Saharan Africa, the extent to which official development assistance (ODA) in the education sector is distributed according to educational needs. The methodology involved the creation of a composite 'Educational Status Index', drawing on learning assessment data from the Programme for Analysis of the Educational Systems of CONFEMEN Countries (PASEC) and Demographic and Health Surveys (DHS) in

each country. The study found that ODA in education is not allocated according to the actual needs of children and youth. Aid directed to education is not focusing on those countries with the largest numbers of underserved and underprivileged, while other countries receive more than they need. A possible future direction would be to add new countries and publish the analysis in an academic journal.

SITEAL, a digital observatory

An online observatory of education policies and practices in Latin America, SITEAL (Information System of Education Trends in Latin America) has two sub-sectoral components: SIPI (Information System on Early Childhood in Latin America), on early childhood policies, and SITEAL-TIC, on ICT in education policies. Developed by IIEP BA, SITEAL collects, analyses, and disseminates information to track and monitor the social and educational realities in Latin America. In addition to being an information system, SITEAL provides a conceptual framework to reflect on and design strategies to improve the educational situation of children, adolescents, and adults. The SITEAL user base counts over 19,000 subscribers. During the 9th MTS, numerous knowledge products were developed such as the research on 'Social Investment for Early Childhood in Latin America and the Caribbean', commissioned by UNICEF Regional Office for Latin America and the Caribbean, which analysed social investment for early childhood in the region, and the 'Violence in schools and the status of information for monitoring childhood rights' project, created in Paraguay with Plan International. Youth issues were addressed in the paper 'Why do teenagers leave school? Comments on conceptual approaches regarding mid-level school dropout rates' and in the statistical summary, 'Schooling and Youth in Latin America, 2000–2013'.

In 2017, SITEAL updated its country profiles, databases, and statistical summaries. A publication on the relationship between the state and adolescents in Latin America being prepared which builds on the 2015 research-based publication and workshop on 'Secondary school and youth cultures', in collaboration with the UNESCO Education Sector and the International Bureau for Education.

4.3 Providing access to information and good practices

Through the publication of full-length books, country notes and case studies, and policy and research briefs, and through research seminars, policy forums, and online debates, IIEP's knowledge promotes a culture of evidence-based reform in education. The communications strategy implemented during the 2014–2018 MTS period allowed IIEP to increase the visibility of its work and better position itself as a point of reference for educational planning and management, embracing new forms of storytelling and means of engagement. The Institute launched into social media and now has an active presence on Twitter, Facebook, LinkedIn, Slideshare, Youtube, Soundcloud, and Issu (for online publications).

Publication processes were streamlined, the peer review process improved (with a roster of expert reviewers) to be more effective and avoid delays, and an online publication tracking system developed to improve transparency for all staff.

Publications

In 2017, some 23 publications were produced in the three offices, including joint publications with institutional partners such as UNICEF, GPE, and the International Association of

Universities. IIEP has also continued to provide valuable support to Member States with the publication of Education Sector Analyses and Plans.

Newsletters

IIEP's newsletters are key communications tools to highlight its latest work and new trends. To ensure the widest possible audience, an electronic subscriber-based emailing system was implemented during the 9th MTS. This disseminates some 10 news round-ups per year, with training opportunities, new publications, events, and e-newsletters attached to several of our thematic portals. The *IIEP Letter* and the *Pôle Mag* were also completely redesigned. Each new issue is an opportunity to present IIEP's expertise and, internally, for staff to regularly share knowledge through editorial board discussions.

Topics covered in the *IIEP Letter* in 2017 included the changing role of higher education in the context of the SDGs and education plan implementation. A number of recurring sections have been introduced: 'Breaking Barriers in Education' looks at how planning is helping broaden quality educational opportunities for the young and disadvantaged; 'From the Planner's Desk,' showcases an interview with a practitioner from a variety of countries and regions; 'Perspectives' offers quotes from readers worldwide on a specific education question, and 'A talk with the author' presents an interview with an author on a recent IIEP publication. IIEP PDK produced and disseminated two issues of the *Pôle Mag*. The January issue, dedicated to capacity building, promoted PSGSE training, and the July issue examined vocational training, and provided an opportunity to promote the PEFOP.

In addition, a range of e-alerts and bulletins are produced for the Institute's websites and thematic portals including SITEAL, ETICO, the IIEP Learning Portal and the UNESCO HIV and Health Education Clearinghouse. IIEP BA disseminated 10 thematic bulletins on the Institute's training programmes, with announcements of upcoming events, to a subscriber base of more than 40,000. The opening rate of our e-newsletters averaged 35% in 2017 (compared to the global average of 21% for online newsletters).

IIEP websites

IIEP began the 9th MTS cycle with a major redesign of the Paris office website, followed by the websites of both IIEP PDK and IIEP BA. The Buenos Aires office conducted a survey on the site between May and October to collect user inputs for its new design. This also provided an occasion to think about new ways of reaching out to our audiences. In 2017, the IIEP website unveiled a new global landing page. The page features top news items from all three offices, entry points to each website, and quick links to training, research and thematic portals across the three sites. Over 85 articles have been published since October 2015, bringing readers the latest on IIEP events, training, research, and technical assistance projects taking place worldwide.

Communication Highlights

With new tools, IIEP was able to modernize the way it engages and mobilizes its audience. New partners were engaged, such as GPE, with some 10 IIEP blogs featured on the GPE blog to showcase IIEP's work and partnerships. For example, a three-part blog series talked about IIEP's crisis-sensitive planning work and its collaboration with UIS on National Education Accounts. IIEP also worked closely with the Education Commission to support the launch of their report, *The Learning Generation*, which underlined IIEP's contribution.

In 2017, highlights include:

- ▼ **The 2017 Summer School for female planners:** In the run-up to the event, IIEP published articles on female empowerment and leadership in educational planning and management, including an interview with Director Suzanne Grant Lewis, a summary of the UNESCO Soft Power conference, quotes from prominent female leaders, and an interview with a female ATP trainee and planner from Burkina Faso. The content was re-used during the Summer School.
- ▼ **Developing capacities in difficult contexts:** On World Refugee Day (20 June), the Institute announced its new technical cooperation and research project, 'Who teaches refugees', undertaken in collaboration with the Education Development Trust. The launch of IIEP's new EU-supported programme at the humanitarian–development nexus at the 2017 Education Cluster's Annual Meeting was also given prominent coverage. A joint press release announced IIEP's technical assistance project in Haiti, also in collaboration with the EU. A follow-up article featured interviews with several educational planners who participated in a course in Port-au-Prince before starting the full year ATP training programme.
- ▼ **Higher education:** A policy paper on how to ensure that higher education leaves no one left behind, completed with UNESCO's Global Education Monitoring (GEM) Report, was announced with a joint press release and an article on the IIEP website. Two blogs on the topic were published on the GEM Report blog and the Centre for Global Higher Education.

Increased use of video and live streaming

IIEP is increasingly sharing news, including research results and highlights from major activities, through video. Live streaming of webinars and strategic debates reaches a new and bigger audience. The most recent webinar with the head of the United Nations Girls' Education Initiative (UNGEI) garnered over 800 views. Upwards of 1,000 people register to watch the Strategic Debates online, participating and asking questions through the YouTube chat function. Overall, each debate has reached a total of between 400 and 800 views on YouTube. An institutional animated film will debut at the end of 2017. IIEP PDK developed a series of video interviews with PEFOP actors, with the co-founders of PSGSE, and produced an institutional video.

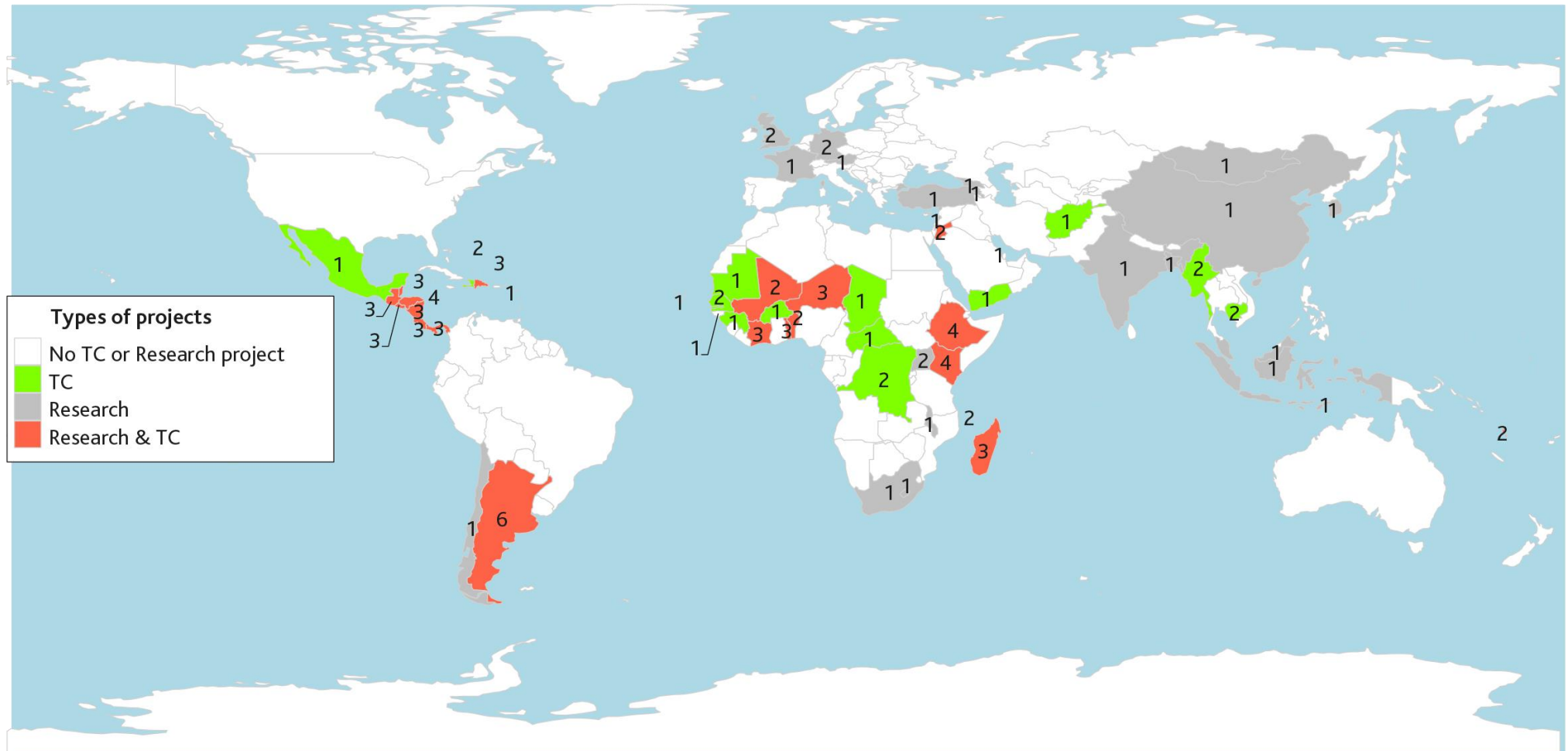
Library services

The IIEP Library is evolving to reflect new ways of learning. A renovation project was launched in September 2017. The new Library will include spaces for individual study and group work, and informal learning spaces. The new space will house an updated physical collection and offer improved access to electronic resources. New services such as user guides and orientation sessions will allow users to make the most of this valuable and unique collection.

Enhancing research capacities of supervisors of secondary education

At the request of Argentina's National MoE, IIEP BA conducted comparative studies of quality improvement processes in a national sample of Argentine schools and built a collection of experiences of pedagogical management practices showing improvement in student retention and promotion. An online platform was created to provide materials for teachers and management teams for the identification, selection, systematization, and debate of teaching practices with good educational outcomes.

Geographical distribution of Technical Cooperation and Research projects, 2017



In 2017, 14 countries benefited from Technical Assistance and Research projects, an increase from nine in 2016. This increase is particularly due to new TC and Research projects in Latin America & the Caribbean (36 versus 32 in 2016). This partly explains the decrease in the share of Africa in the overall number of TC projects (63% in 2016 to 47% in 2017), a decrease on only of four countries.

STO 5

Policy and technical officials in ministries in charge of education interact on core EPM issues

STO 6

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

Promoting ministry interaction and engagement with other actors

Policy events and seminars

IIEP's seminars and forums provide a space for discussing, sharing information, and fostering collaboration. For the 2014–2017 period, efforts were made to increase the audience base, both online and at IIEP. The social network platform Eventbrite is now used to manage registrations. Events are supported through live tweeting, live streaming, online chat allowing viewers to pose questions to presenters, with post-event articles providing links to webcasts. Access to presentations is provided via Slideshare. In 2017, IIEP hosted 21 such events. Open House days were also organized in 2015 and 2017 during the 38th and 39th UNESCO General Conferences (GC) to communicate on IIEP's activities with GC delegates amongst which Ministers, Secretaries-General, Permanent Delegates, Secretaries-General of National Commissions, etc. finally, e-forums are being transformed into webinars that are more flexible, shorter, and less resource-intensive.

2017 IIEP Summer School for Female Planners

Evidence shows that, even though the teaching profession is highly feminized, the highest-ranking positions in educational leadership and management continue to be held by men. The 2017 IIEP Summer School 'Policy, Planning, and Leadership for Sustainable Educational Development' was designed especially for female planners and managers, to improve the pipeline.

Thirty-two women from 23 countries worked at a distance and then gathered in Paris to strengthen their planning and leadership skills to better identify information gaps and to formulate policy options in view of monitoring progress towards SDG 4.

A variety of pedagogical modalities during the online and residential phases provided a unique opportunity for the female planners to learn from each other and from IIEP staff. The discussion of shared concerns and the sharpening of their planning and leadership skills made them committed advocates for appropriate systems to monitor the implementation of the SDG 4 targets.

IIEP BA Regional Forum of Educational Policy

This activity, formerly open to the general public, was transformed into a closed-door outreach event aimed at high-ranking decision-makers from Ministries of Education. The 2017 edition was a three-day event in October which focused on the challenges that the adoption of the Education 2030 Agenda presents for educational planning, as a means to translate educational policy into action to enhance inclusion, equity, and equality of opportunity in education. It was organized in partnership with the UNESCO Regional Bureau of Education for Latin America and the Caribbean (OREALC/UNESCO Santiago), UIS, and UNESCO's Section of Partnerships, Cooperation and Research. High-level representatives from 18 out of the 19 Ministries of Education of the region were present, alongside education experts from UNESCO and other international organizations including UNESCO Brasilia, UNESCO Montevideo, OREALC/UNESCO, UNICEF Argentina, ECLAC, UNICEF LACRO, the World Bank, and the Inter-American Development Bank (IDB), among others. An online network for technical officials of the Ministries of Education of the region was launched at the end to continue discussions and networking.

E-forums and webinars

In 2017, IIEP BA held nine webinars, mostly hosted by the SITEAL sites, viewed in total more than 9,000 times. These were transcribed and made available online in text format.

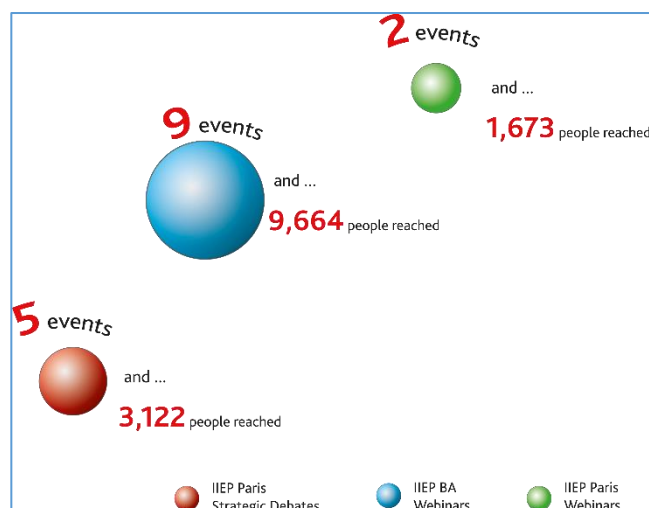
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| Public policies for early childhood Políticas públicas para la primera infancia | 3 November 2015 |
| Investing in early childhood Inversión para la primera infancia | 8 March 2016 |
| ITC policies for gender equality Políticas TIC para la igualdad de género | April 2016 |
| Youth participation in public policies La participación de los jóvenes en las políticas públicas dirigidas a ellos | 19 April 2016 |
| Childhood in front of the screen La infancia frente a las pantallas | 23 June 2016 |
| The labour market as an obstacle to adolescent schooling El trabajo de mercado como obstáculo a la escolarización de los adolescentes | 21 July 2016 |
| The journey of the Convention for the Rights of the Child in Latin America El itinerario de la CDN en América Latina | 30 August 2016 |
| ITC training and youth employment Formación TIC y empleo para los jóvenes | 20 October 2016 |
| Joint responsibility of children in the education of young children Corresponsabilidad parental en la crianza | 2 October 2017 |

The IIEP Learning Portal hosted a series of e-forums, the last in 2017, on Transforming Teacher Education to Improve Learning Outcomes, which brought together 1,121 participants from 142 countries. Discussions were guided by four online presentations by recognized experts. A synthesis report was produced and disseminated.

Strategic Debates

The 2017 Strategic Debate series addressed equity dimensions in education. The five-part series brought together experts, educational planners, country delegates, researchers, and students to discuss challenges and opportunities for more equitable access to quality education for all. The topics were as follows:

- ▶ 'Is Real Progress Being Made in the Equitable Provision of Education?', with Andreas Schleicher, Director, Directorate for Education and Skills, OECD, and Gita Steiner-Khamsi, Director, NORRAG, as discussant.
- ▶ 'Accessing Higher Education: What can be done to strengthen equity between students?', with Pierre Mathiot, Professor Sciences Po Lille, Ministerial Delegate for 'Parcours d'Excellence', and Manos Antoninis, GEM Report Director, as discussant.
- ▶ 'Towards Progressive Universalism: Getting all children in school and learning', with Professor Pauline Rose, Director of the Research for Equitable Access an Learning (REAL) Centre, University of Cambridge and Suzanne Grant Lewis, IIEP Director, as discussant
- ▶ 'The Influence of Privatization or Public Investment in Education', with Frank Adamson, Senior Policy and Research Analyst at Stanford Center for Opportunity Policy in Education (Scope), and Manos Antoninis, GEM Report Director, as discussant.
- ▶ 'How Does Private Schooling Growth Affect the Public System and Educational Equity? Research evidence from Nepal', with Priyadarshani Joshi, researcher for the GEM Report, and Claire Galante, Project Manager at AFD.



IIEP's presence at international events

Seven IIEP experts attended this year's Comparative and International Education Society (CIES) Conference in Atlanta, Georgia (USA), on [Problematizing \(In\)Equality](#). IIEP's panels and presentations shared insights on how the global education community can plan for stronger education systems, aligned with the Education 2030 Agenda. Contributions focused on crisis-sensitive planning, equity in education, open data and transparency, teacher careers, and learning outcomes.

A delegation also attended the 2017 UKFIET Education and Development Forum on 'Learning and Teaching for Sustainable Development: Curriculum, Cognition and Context', at the University of Oxford (UK). Panel sessions covered teacher career structures and sustainable education solutions for refugees and internally displaced persons.

Platforms and portals

IIEP's websites and thematic resource portals serve as both repositories of knowledge and forums for exchange, disseminating new information to core audiences. Currently, IIEP has

10 thematically distinct websites and portals, including the IIEP Learning Portal, ETICO, HIV and Health Education Clearinghouse, Planipolis, SITEAL, SITEAL-TIC, SITEAL-SIPI, redEtis, Education4Resilience, and PEFOP. During the 9th MTS, the Learning Portal was designed and launched, Education4Resilience was created, and the UNESCO AIDS Education Clearinghouse relaunched and revamped to focus on school health education more broadly. Our surveys in 2017 found that 88.5% of IIEP thematic platform users declare the content useful in their professional practice.

Highlights in 2017 include:

ETICO



The new ETICO relaunched on the International Day of Democracy, 15 September. This online global community gives users direct access to relevant and timely knowledge, diagnostic tools, and strategies for a more informed approach on how to best combat corruption in education. Users can now get involved, share resources, and contribute to the blog.

On the occasion of the launch, IIEP launched a ten-day social media campaign, #Words4Integrity. Each day a term from the new online glossary on transparency and corruption in education was disseminated through social media to help spread awareness and disseminate the resources available on the platform.

Planipolis

Planipolis, IIEP's portal on educational plans and policies, underwent a major renovation and was relaunched at the 2017 UKFIET conference. Enhanced features include a full text search and the possibility to export search results into Excel. Today, Planipolis features some 2,300 documents, covering all of UNESCO's Member States.

IIEP Learning Portal

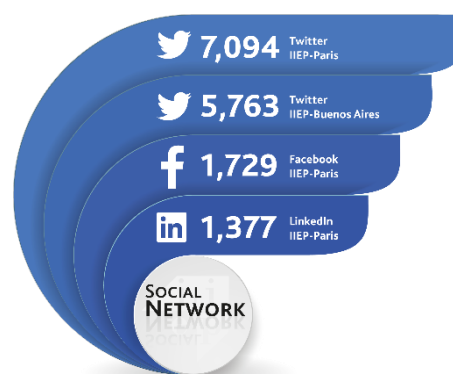
The IIEP Learning Portal collects, analyses, synthesizes, and packages in a variety of forms, research, evaluations, and information on interventions to improve learning outcomes. A week long e-seminar on 'Transforming Teacher Education to Improve Learning Outcomes' brought together 1,121 participants from 142 countries.

PEFOP

PEFOP aims to identify and promote good practices in vocational training, notably through a network animation of vocational training actors via the web portal. Online and functional since May 2017 in French, its translation into English was completed in August 2017.

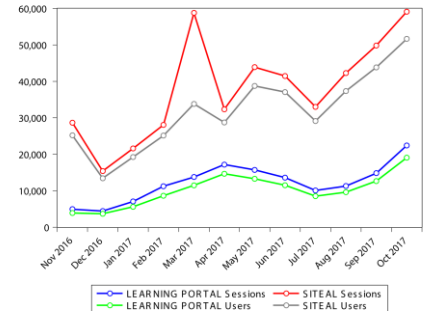
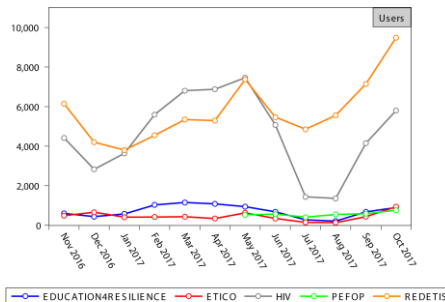
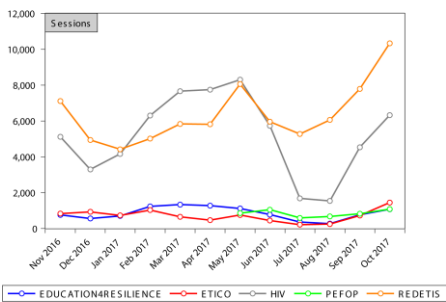
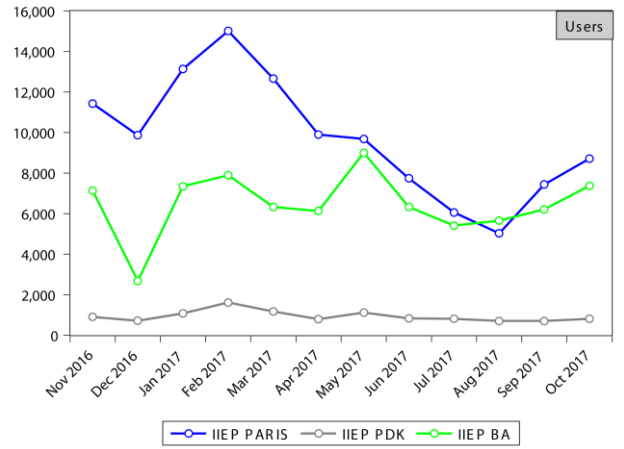
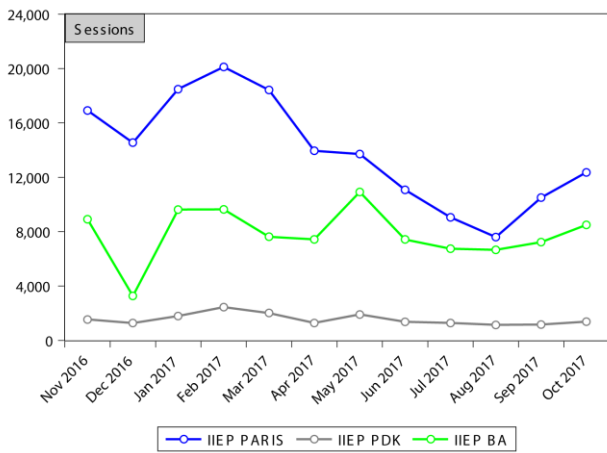
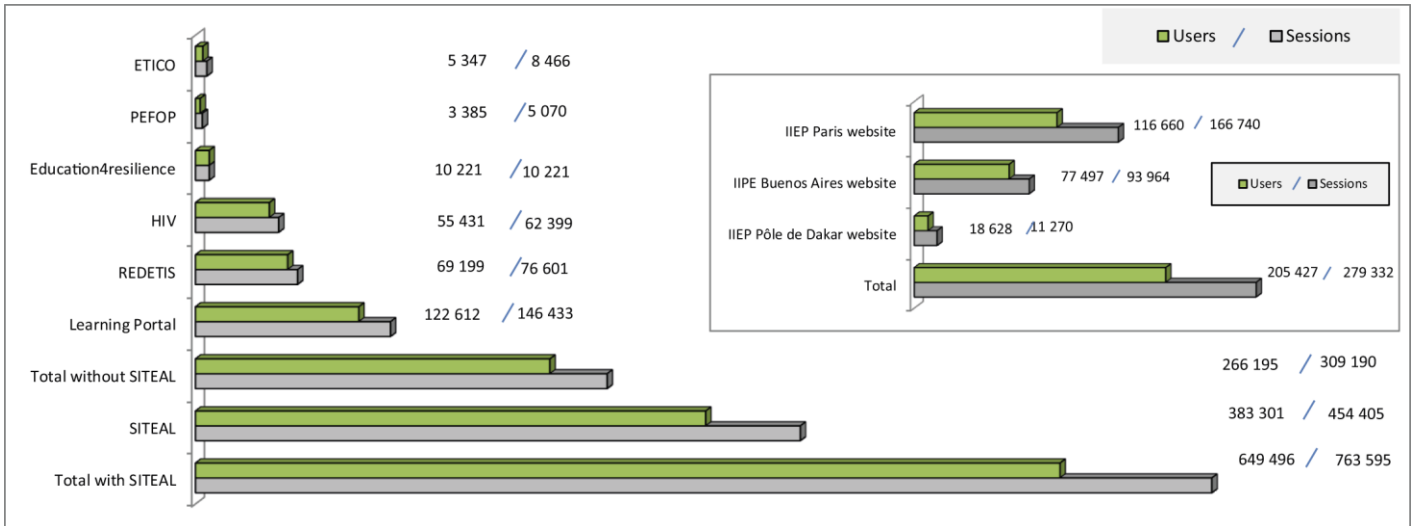
RedEtis

In 2017, RedEtis published a data-enriched editorial on the subject of education and transition into work.



IIEP Social media activity, 2017

Outreach and Advocacy, 2017



2017 Institutional development

Consulting on the 10th MTS

IIEP's 10th Medium-Term Strategy 2018–2021 (MTS) is the product of a broad consultative process that started mid-2016 and included a wide range of actors. Internally, IIEP teams from the three offices were heavily involved. They produced background papers, took part in working groups, including the March 2017 IIEP Global Staff Retreat whose primary focus was the MTS, and contributed in many ways, including on the Theory of Change and the Results Framework. Within the broader UNESCO, several thematic consultations took place on topics such as learning data, EMIS and capacity development needs for SDG 4.

As for external actors, many contributed in different ways. There was a concerted effort to reach out to Member States. Events like the SDG 4 Regional Forum for East Africa were good opportunities to listen and share. Several Ministers of Education and Secretaries-General provided insights on capacity development needs that found their way into the MTS. Interactive briefings on IIEP's work were arranged with the African Delegations' Education Working Group, the Group for Latin America and the Caribbean, and the UNESCO Executive Board.

Consultations were held with the Gates and Open Society Foundations, and, with particular attention to the learning agenda, with the foundation Partnership to Strengthen Innovation and Practice in Secondary Education (PSIPSE). A large network of organizations active in education and conflict-affected settings were engaged, including UNHCR, GPE, PEIC, GIZ, the Inter-Agency Network for Education in Emergencies (INEE) and the Norwegian Refugee Council, to inform future work on education planning for forcibly displaced populations. A number of exchanges with the International Commission on Financing Global Education Opportunity secretariat about common directions.

IIEP also used bi- and multilateral events to get input and feedback. The UNESCO Nordic review at UNESCO Headquarters in May 2017 was one of these events, with Norway, Sweden, Denmark and Finland participating. IIEP also convened a special Partners' Day with current and potential partners in May 2017, an event fully dedicated to getting insights and feedback on the MTS design. Several Permanent Delegations to UNESCO took part (Argentina, Denmark, Germany, Norway, and China) as well as agencies and philanthropies such as Swiss SDC, JICA, Spanish Ministry of Foreign Affairs and Cooperation, OECD, the World Bank, and UNICEF. Numerous direct exchanges also took place with IIEP's main funders: Norway, Sweden, Switzerland, France and Argentina.

This wealth of inputs was of great help to IIEP Management in putting together the draft of the MTS approved by the Executive Committee of IIEP's Governing Board in June. The revised MTS was presented to Member States at the 39th UNESCO General Conference in early November 2017.

Partnerships

During the period of the 9th MTS, IIEP exchanged and partnered with a wide array of actors. They included UNESCO Headquarters Divisions, other Category 1 and 2 institutes, the Global

Education Monitoring Report, field offices and governance organs; as well as bi- and multilateral donors, academia, private philanthropies and technical partners.

Collaborations with GPE expanded in scope over the period. IIEP and GPE co-developed technical planning references: the [Guidelines for Education Sector Plan Preparation](#), the [Guidelines for Education Sector Plans Appraisal](#), and the [Guidelines for Transitional Education Plan Preparation](#). IIEP developed with GPE a blended training course for consultants conducting appraisals of sector plans and delivered it twice. A joint peer review was conducted of a new planning tool, the Screening Tool (see STO 3.1), for the quick assessment of equity, efficiency and learning issues at the country level. With both the National Education Accounts and the Use and Useful of School Grants projects reaching completion, IIEP and GPE supported each other in disseminating the research and methodological lessons.

Interactions with the World Bank also expanded, through operational work in DRC and ongoing efforts to convert World Bank's BOOST datasets for NEAs. This cooperation carries great potential for diagnosis of education financing in education systems. Regular exchanges with the World Bank, DFID and USAID are held through IIEP Director's service on the Steering Committee of the Building Evidence in Education (BE²) Group.

Within the larger UN family, UNICEF remains a highly valued partner through collaborations at the country level as well as the global level. Significant cooperation took place in support to national training institutions, education sector analysis and plan designs, school mapping, refugee education and crisis-sensitive planning. Collaboration on research and tools development were multiple: school grants; school profiles for increased accountability; Education Sector Analysis Volume 3; and M&E frameworks.

Information systems for monitoring and management

The growth of the different lines of activity and of the overall project portfolio since 2014 called for investments and improvements in M&E systems and practices. Over the period of the 9th MTS, the Institute made significant progress in a range of complementary areas which put it in better position to make more informed decisions and better reporting on its activities.

Since 2015, successive overhauls of IIEP's projects database have taken place. The new database, named MyPROJECTS, allows for a direct entry by Project Managers of their project outputs. This not only facilitates the consolidation of yearly statistics but also makes possible the recording of new types of results by the three offices, thus improving IIEP's knowledge of its outreach and leading to more comprehensive reporting. Good examples of this are the numbers of ministry staff trained through TC projects or receiving technical mentoring from IIEP ('coached') and those reached through 'ripple effect' i.e. trained at subnational level by the national training providers technically supported by IIEP. Through this we learned that twice as many staff are trained through extra-budgetary projects every year than trained through IIEP's core training offer, although the average duration of this type of training is generally much shorter.

With these reporting capabilities now consolidated in the MyPROJECTS database, the focus of new developments in IIEP's Project Portfolio Management has shifted to information for better operational management. Given IIEP's global portfolio of about 100 projects and

activities over three offices and 15 teams, the challenge is to help Project Managers and Team Leaders steer their portfolio strategically. This is now greatly enhanced, with real time information on the life cycle of individual projects and a tighter integration with budget information from the UNESCO-wide financial system.

The next step is to improve cross-fertilization across the different lines of activities (from training and technical cooperation to research and outreach, and vice versa). This requires to being able to mobilize staff time on different projects hosted by different teams, while improving accountability and preventing over-commitment of individual staff. This has started with the parallel development and integration of a time planning and recording system called STARS with the main MyPROJECTS database. At time of this report, 100% of IIEP Paris' staff and 100% of PDK's staff record their time monthly in STARS since January 2017. IIEP BA is scheduled to join in 2018.

These tools have improved IIEP's understanding of its projects pipeline, of the number and maturity of active projects, and has allowed for a more informed shaping of the portfolio. Much progress can still be made to have a comprehensive set of projects and portfolio analytics and results monitoring. Such progress will require a more advanced Project Portfolio Management software and a corresponding investment on the part of IIEP. This is considered essential at this stage of the Institute's development. Plans in this domain are discussed in the 2018 Operational Plan (Institutional Development section).

External evaluation of IIEP Paris Technical Cooperation: a key contribution to IIEP's next Medium-Term Strategy

The planned external evaluation of IIEP's technical cooperation function began in October 2016 and was finalized in March 2017. The exercise proved very useful and recommendations have been addressed in the IIEP Management Response submitted to the 57th Governing Board. Once approved, the Evaluation Report will be shared with the UNESCO Education Sector Executive Office and made public via the UNESCO Internal Oversight Services website.

PART II

2018

Operational Plan



Member States plan effectively for education sector development and evaluate system performances

Medium-Term Result 1.1

Provide a flexible and responsive training offer than meets the needs of Member States

IIEP's training offer is designed to strengthen national capacities to analyse and formulate sound education policies and realistic education plans, and to effectively manage education resources, including human and financial resources. It includes both face-to-face and distance modalities. Over the 2018–2021 period, IIEP will ensure that its training is better aligned with SDG 4 priorities such as inclusive education and lifelong learning, and that the latest research evidence is used in its programmes. More focus will be given to collaborative course development with development partners and academic institutions.

In 2018, established courses will continue to be updated and revised, with new courses designed to optimize alignment between IIEP's training offer and the achievement of SDG 4. A new partnership with UNESCO Institute for Lifelong Learning (UIL) was formed in 2017 for the design of a course on Adult Learning and Literacy in Education Sector Plans from a Lifelong Learning Perspective, to be implemented in 2018. In 2019 and 2020 new courses are also projected in Planning for Inclusive Education and Planning for Early Childhood Development and Education, in collaboration with partners such as the World Bank, UNICEF, and GPE.

The demand for Specialized Courses continues to be high, including from bilateral and multilateral agencies and international NGOs, in addition to staff in Ministries of Education. Building on the training on Education Sector Planning that IIEP provided online for the UNESCO field staff and face-to-face training for the EU Education Programme Officers in October 2017, the Institute will continue to respond strategically to the demand from development partners for training for their staff. Doing so helps enhance IIEP's relationships with donors and potentially their commitment to funding the training of government staff.

More attention will be given to enhancing the pedagogical approaches and assessment methods used across IIEP's programmes. Assessment methods will be reviewed and an internal professional development strategy will be developed. The reflections on the teaching and learning spaces in Paris, begun in 2017, will continue to contribute to the creation of more interactive learning environments. A closer collaboration between teams in charge of training and technical cooperation will help ensure, where appropriate, that new customized programmes are credited to allow for progression to the ATP.

In 2018, the Regional Training Course in Latin America will be redesigned and offered as the Regional Training Programme (RTP) on Planning and Management of Education Systems. New strategies to ensure wider regional representation and a higher profile of participants of the programme will be pursued. First is the further reduction of the residential phase from

five weeks to 10 days. Second, starting in 2018, IIEP BA will provide one scholarship for each of the 19 countries of the region. Using a combination of core funding and new funds mobilized, fellowships will cover tuition, air travel, and living expenses. In addition, the host country for the residential phase – which includes the coursework and the study visit – will rotate each year, starting in 2019. The host MoE will supply the space for the coursework, arrange the study visit, and provide accommodation for the ten-day stay. The 2018 RTP will be hosted by Argentina.

Distance courses

At IIEP BA, the Specialized Online Training Programme will include three courses in 2018, each lasting four months, with 360 teaching hours. Course topics will include Evaluation of Educational Policies, ICT Policies in Education, and Teacher Policies. To guarantee full regional representation, IIEP BA will provide 19 scholarships (fee waivers) to Ministries of Education in the Latin America region for each course. To ensure financial viability, the courses will also be offered for a fee to the wider educational community.

Demand for IIEP PDK's training in Sectoral Analysis and Education System Management (through the PSGSE) remains strong. In 2017, in the 11th cohort, 43 students benefitted from this training, from seven countries: Burundi, Djibouti, Ivory Coast, Mali, Mauritania, Niger, and Senegal. The 12th cohort begins October 2018.

Capitalizing on its experience in TVET through the PEFOP, and its analytical work on the link between education, training, and the workplace, IIEP PDK will develop a new TVET training programme, Pilotage et Gestion de la Formation Professionnelle (Steering and Management of Technical and Vocational Education and Training Systems), in collaboration with AFD, which will target ministry staff in charge of TVET. The length and academic certification are still to be decided and an academic partner is being sought.

The continuation and enhancement of the SAMES training for Anglophone Africa will require the identification of a reliable academic institutional partner before the end of 2018.

Challenges and proposed solutions

The decline in enrolment for both the ESP and ATPs calls for creative solutions if the prestige of these training offers is to be maintained. High costs of the residential phase in Paris reduces demand and means that funding comes primarily from donor-funded capacity development projects. Fewer donors are willing to commit to funding participants throughout the long ATP programme. Also, depressing enrolment is the difficulty for key personnel to take six months off to study in Paris.

IIEP is exploring new modalities to ensure that participants can complete a comprehensive programme providing the full range of competencies needed by education planners and which preserves the Master's level credibility of the ATP. A draft strategy for internal discussion is under development that will include the following complementary approaches:

- More systematic linkages between in-country trainings and the Paris course offers leading to the ATP. Several participants are expected to join the ATP in 2018, having completed an online customized version of the ESP in Laos in 2015–2016.
- Further modularization of the ESP/ATP course offer, with accredited distance education courses becoming an increasingly significant part of the overall course design and completion requirements.

- Enhanced marketing of the flexible paths that can lead to the ATP, including taking the course over two or more years.
- Further efforts to enhance the status of the ATP as a highly reputed professional qualification for senior planners, as well as a programme of Master's equivalent status, following this year's recognition by CAMES.
- Expansion of the number of scholarships to ATP, including through more rigorous marketing of the ESP and ATP with donors, building on the precedent of GIZ, which has provided partial funding for 10 ATP scholarships.
- Subsidisation of the ATP from regular or extra-budgetary resources.
- Identification of an alternative pathway to completing ATP requirements, rather than the demanding project at the end of the programme.
- Enhanced linkages between the course offers in the different IIEP offices, building on previous precedents.

Collaboration across IIEP offices

Gender mainstreaming across the course offer will be reinforced in early 2018 through IIEP Paris support to Buenos Aires. There will also be collaboration to ensure that IIEP training reflects the inclusive education agenda that all major agencies are now promoting. This entails ensuring that all forms of exclusion, wherever possible, not least in regards to disability, are addressed in government policies and planning.

Outcome monitoring

The biannual Heads of Planning Survey (HoPS), which provides feedback on the impact of the Institute's programmes from the supervisors of course participants, will continue. However, a means of receiving more in-depth qualitative information, including face-to-face interviews in country, will also be explored. Better return rates for the next HoPS are anticipated, as the training information system will also be enhanced in 2018.

Medium-Term Result 1.2

Strengthen education planning and management training providers through institutional cooperation

As mentioned in Part I, national training providers (NTPs) in education planning and management (EPM) play a key role in developing the knowledge and skills required to plan and manage education systems effectively. In 2018 and beyond, IIEP will continue to support such providers, including continued cooperation with centres in Afghanistan, Cambodia, Morocco, and the Caribbean. Additional support to other institutions could be provided in the event of requests from Member States.

Based on the findings of the Post-Implementation Review of IIEP's cooperation with NTPs (GB/4 Inf. 3), the Institute will improve its support through the development of an assessment tool to analyse NTP's current capacities and needs. The tool will assess whether the necessary 'building blocks' of a sound NTP are in place, or could be developed. It will be used during scoping missions to determine IIEP's engagement and to adapt support strategies to the specific needs.

In addition, two external consultations will be organized to share the conclusions from the internal review seek further inputs into IIEP's strategy for NTPs. The panel organized for the 2018 CIES conference in Mexico City will provide an opportunity to present IIEP's work and garner some fresh insights from the international audience. The panel, drawing on IIEP's experience in Afghanistan and Cambodia, will focus on the potential of NTPs to generate sustainable capacity in EPM at country level, and discuss EPM existing and potential networks to encourage North–South and South–South cooperation.

In late 2018, a workshop will bring together several national EPM institutional partners to solicit their reflections on needs and approaches to training management. This event will allow institutions to identify both good practices and areas in need of improvement, as well as strategies to promote a culture of quality. A series of analytic tools and resources will be shared to help NTPs improve their training offers, making them more responsive to national training needs in EPM. Depending on developments in this area of work, IIEP might consider, in the long term, the creation of an international network of NTPs.

Medium-Term Result 1.3

Offer context-specific policy, planning, and management advice to Member States

Support and advice to Member States on ESA preparation and ESP design will remain a major component of IIEP's mandate, and a regular intervention within its TC portfolio.

The three broad trends identified in the 9th MTS will continue to be of key importance: (i) stronger linkage between ESA and ESP, (ii) more integration of a crisis-sensitive approach throughout the entire process, (iii) greater attention to plan implementation. While there has been significant progress in these areas, efforts will be made to ensure these trends become systematic practice. With this in mind, IIEP will look for new opportunities for collaboration between its three offices, including in Lusophone countries in Africa. IIEP Paris and PDK will continue to collaborate in Guinea. IIEP PDK will also support at least four countries (Central African Republic, Niger, Sao Tome and Principe, and Togo) to prepare ESAs and policy frameworks, which may be followed by supporting ESPs. The Institute will also pay significant attention – in discussions with ministries on the scope of IIEP's support, as well as when collaborating on ESPs – to the strategies and tools needed to improve ESP implementation. IIEP BA will more systematically seek to engage in ESA and will adapt the ESA Guidelines to Latin America – a region where countries typically have more financial autonomy and different priorities within the education agenda.

IIEP's work on crisis-sensitive planning will have three strands. The first two are a continuation of the current MTS: at the global level, advocate, construct partnerships, and develop tools on this theme; at national level, integrate crisis-sensitivity within all of IIEP's sector analysis and planning support.

The third strand, planning education for refugees, began only in 2017. It will become a significant area of work in 2018 and subsequent years. Funding for a global project comes from the EU's Service for Foreign Policy Instruments,⁹ while UNICEF finances work in Ethiopia. IIEP will implement these projects in close collaboration with UNHCR and the Global Education Cluster. Planned activities include a series of workshops in three regions (East Africa, West and Central Africa, and the Middle East), training programmes for UNHCR and cluster staff, and technical advice and support for selected countries to integrate refugees in their education planning. This work will fit within global efforts to bridge the gap between humanitarian and development support.

IIEP's support on ESP will give more attention to sub-sectors beyond the 'classic' basic education sector, in particular TVET and ECE. Work on TVET will include the continuation of the PEFOP project in Burkina Faso, Côte d'Ivoire, Mauritania, and Senegal, the findings of

⁹ The [FPI](#) is responsible for operational expenditures in the crucial area of EU external action. IIEP's funding was the first FPI grant to the education sector.

which will guide the Institute's work elsewhere. On ECE, the results of comparative research on the cost-effectiveness of different ECE models will be used when developing ESPs.

As indicated by KPI 1.3.3,¹⁰ greater emphasis will be put on using learning achievement data for planning and monitoring educational quality during the 10th MTS. This will be done by systematically identifying the different sources of such data during ESA and ESP support, and by turning these analyses into programmes of action. One of IIEP's major endeavours in this domain is the new Quality Management Project to support a group of six African countries¹¹ to analyse existing learning data and formulate and implement quality monitoring actions. Funded through a new €8 million agreement with AFD, the support is twofold: (i) direct support to countries in quality management through technical assistance on analysis and interpretation of data related to quality, development of methodological tools for quality management, and support for the effective use of results for the development of quality policies; (ii) development of capacity and creation of public goods at regional level through platform dedicated to quality management, networking of country experts, organization of regional seminars, exchanges of experience and good practice, and regional training activities. The regional public goods will be disseminated to a larger group of countries using IIEP's Learning Portal as a hub.

Successful implementation and achievement of this Medium-Term Result (MTR) will no doubt encounter various challenges, some the result of the almost endemic institutional instability of some of the countries IIEP serves. With this in mind, the Institute's planning will remain flexible.

Two challenges are more directly under IIEP's control, which, while not new, became more preoccupying under the 9th MTS, and were highlighted by the TC evaluation.

The first of these challenges is that the work under MTR 1.3 is mainly demand-driven. IIEP responds to requests by Member States and their development partners. To date, IIEP has not reached out to ministries or partners, and has seldom been proactive in searching for or creating projects. The main reason is that demand still outstrips supply. One result of this, in the view of the TC evaluation, is that the relevance of the portfolio as a whole could be threatened: 'The demand-driven approach means responding to those Member States that are sufficiently forthcoming to approach IIEP. These are not necessarily the most "needy" states or the most relevant requests in light of the UNESCO's overall strategies and the Education 2030 Agenda.'¹² This point is only partly correct. It is not realistic to expect that an indicator can be developed to compare countries based on need for support, and that IIEP will be able to predict these needs in the future. Nonetheless, responding to demands mostly on a 'first come, first serve' basis is clearly insufficient.

The second challenge is that the current workload limits the time devoted to intellectual exchange among staff, to reflection and learning from the TC projects. According to the same evaluation, 'too few opportunities are captured to identify and share best practices and lessons learned'.¹³ If this situation continues, the quality of work could diminish, with staff

¹⁰ KPI 1.3.3: Cumulative number of policy, technical, or management documents that capitalize on learning and household data.

¹¹ Burkina Faso, Côte d'Ivoire, Madagascar, Niger, Senegal, and Togo.

¹² MDF Training & Consulting. *External Evaluation, Technical Cooperation Programme, IIEP Paris*, May 2017: 40.

¹³ *Ibid.* p. 43.

relying increasingly on repetition of content developed elsewhere, rather than rethinking in function of each context.

IIEP is responding to these two challenges in different ways.

The decision on where to engage follows a systematic process, starting with an initial Go/No-Go by the Director's office guided by six criteria (three of which are strategic in nature, while the others are more practical). In order to improve the predictability of requests and shape IIEP's TC portfolio more proactively, it would be profitable to invest time in aligning more closely IIEP's collaboration with countries on sector analysis and sector planning with GPE's support and 'pipeline'. This strategy carries a risk, as the final decision on whether IIEP supports an ESP process is made by a country's local education group, in which the Institute is not a member. IIEP's partnerships, in particular with UNESCO offices, can be helpful in this regard. Continued support to the Yemen Transitional Education Plan benefits from IIEP's close relationship with the UNESCO Beirut Regional Office. In 2018, IIEP expects to support Pakistan's Punjab province with an ESA and ESP, at the request of, and in collaboration with, the UNESCO Office in Pakistan.

The flexibility of IIEP's support will be further increased to enable the Institute to adapt the intensity and focus of support to the strategic importance and existing national capacities. The availability of guidelines and tools facilitates this approach.

Finally, steps will be taken to measure the outcomes of TC projects in a more explicit manner. While the TC evaluation recognizes that individual staff members are aware of intended outcomes, and that beneficiaries confirm that these outcomes are usually achieved, the evaluation emphasizes that 'a more deliberate planning, monitoring and reporting of outcome-level change will provide IIEP with better insight into the real and meaningful changes towards improved EPM, which are not only useful for steering but also for demonstrating IIEP's performance even more convincingly.'¹⁴ This demands changes in project preparation, and more creativity in M&E, to enrich the Institute's practices and encourage sharing within and among teams and offices. An internal reorganization of the TC Team in Paris around thematic clusters and more regular exchange between offices will facilitate this.

¹⁴ *Ibid.* p. 45.

Medium-Term Result 1.4

Ensure capacity development programmes contribute to sustainable national capacities

In addition to the capacity development that is built into the Institute's work with governments on ESA, ESP, and plan implementation, presented under MTR 1.3, IIEP will engage in a number of capacity development projects.

These projects will be inspired by IIEP's approach, which interprets capacity development as a series of integrated interventions focusing on various factors that together form a strong administration: institutional stability and leadership, organizational effectiveness, and individual competence and motivation. While several projects will entail formal training, this will be embedded in an overall change strategy. For this reason, particular care will be taken to ensuring that the training leads to change in the workplace.

Collaboration with national authorities will also be sought to design capacity development programmes, which IIEP will help implement. In Guinea, this will contribute to the preparation of the next ten-year plan, while in Haiti and Madagascar, the results will feed into the preparation of major donor-supported programmes, financed, respectively, by the EU and GPE.

Similarly, PEFOP has produced analyses of the constraints to the implementation of TVET policies, and will now focus on direct support to the implementation of reforms in Burkina Faso, Côte d'Ivoire, Mauritania, and Senegal.

Projects in Afghanistan and Cambodia, which have been implemented for several years to strengthen the capacity of the educational administration, are expected to be renewed for three or four years. These projects will include training for central ministry staff through scholarships and customized in-country workshops, and significant support to national training institutes (NIEP in Afghanistan, NIE in Cambodia) to further strengthen their role in providing training to decentralized planning and management staff.

In Burkina Faso, a major three-year programme financed by AFD will begin in 2018. It will focus on two areas of crucial importance for the smooth management of an education system: the development of a fully integrated EMIS, and the design of norms and tools for better regulated human resources management. IIEP will increase its focus on the latter area in coming years. The programme includes technical advice, training staff at various levels, and the development of guidelines and tools. IIEP will also continue to work on EMIS in DRC, which will mainly consist of training staff on the analysis of data and indicators, and their use for planning and management. Work on school mapping and micro-planning will likely occur in several countries (e.g. Côte d'Ivoire and Togo) and will include customized training courses.



Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders

Medium-Term Result 2.1

Produce relevant applied research

IIEP's research function is the foundation underlying Strategic Objective 2: 'Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders'. It is part of a continuum ranging from the production of applied research to inform policy design and implementation, to the development of tools and methodologies for planning, to the dissemination of practicable knowledge and resources to Member States and institutional partners. Knowledge production and the dissemination of research findings make global public goods of available to education stakeholders. Guidelines and tools, which are immediately operational, meet the challenges faced by Member States.

The coming year will lay the ground for growth in the Institute's research work, in particular relating to new areas within the SDG 4 agenda, a more comprehensive coverage of the 10th MTS thematic priorities, as well as a search for new partnerships and a wider use of mixed methodological approaches.

2.1.1 Launch of IIEP's new core research projects

In 2018, IIEP will launch a number of new research projects. These have been identified taking into account several criteria: (i) breadth of coverage, (ii) a balance between responding to the current needs of countries and what the Institute anticipates as needs, (iii) a balance between those fields in which the Institute's work is recognized and enjoys strong demand, and the need to open new avenues of research, and (iv) the resources and expertise required to continue or initiate large-scale work. Additional new research areas will be explored during the next few years, including equity and the link between demographic trends and educational policies.

Open government in education: learning from the experience of cities in improving transparency and accountability

Over the past 15 years, IIEP has developed a leading role in the fight against corruption in education. In 2018, the Institute will launch a research project to explore open government and its potential to improve transparency and accountability in the education sector.

Although open government, which emerged a decade ago, has been gaining momentum, important areas of investigation have yet to be methodically explored – notably, implications for the education sector, in particular equity issues in light of SDG 4. In 2018, IIEP will undertake exploratory work to better formulate what is meant by open government in the education sector, and document and assess innovative initiatives. A literature review and a typology of 'open government models' in education will be initiated, and regional state-of-the-art papers drafted. A pilot study will look at a city exploring new ways of communicating

and working with its citizens. Guidelines on integrity assessments will be published, a toolkit piloted, and guidance on integrity planning and open data in education developed.

Planning for an integrated higher education sector to ensure lifelong learning and equity

In a context of rapidly expanding student enrolments, higher education systems are increasingly diverse, with a growth in providers, privatization (including cross-border), and technology-based learning. Higher education authorities face the challenge of integrating the sector to allow multiple pathways while ensuring equity. This challenge is recognized by SDG 4, which views higher education as part of a lifelong learning system with a flexible educational offer.

IIEP's new research on higher education has four objectives: (i) review higher education system expansion and the types of diversification at the institutional/programme level; (ii) describe the mechanisms used to integrate and coordinate a diverse higher education provision; (iii) analyse the effectiveness of these mechanisms to establish flexible pathways for lifelong learners and contribute to an equitable higher education system; (iv) identify lessons learned from their implementation which could guide countries at earlier stages of higher education system expansion. A series of country cases and a comparative analysis for policy-makers will be produced.

In 2018, the research will start with a literature review concerning the three dimensions of system's integration: higher education governance, articulation, and recognition. This will analyse the use of mechanisms for system integration: qualifications frameworks; quality assurance, credit transfer, and accumulation systems; and recognition of prior learning. The analysis will identify case countries engaged in integrating an expanding and diversified higher education offer. A more detailed research design will be prepared, reviewed in an expert group meeting, and the choice of country cases validated.

Early childhood development planning: cost effectiveness of early childhood education/pre-primary models

Research increasingly shows that investing in early childhood development (ECD) leads to benefits not only for the individual, especially girls, but also for communities and society as a whole. Yet investment in ECD remains low where it is most needed. The renewed focus on learning and equity in the Education 2030 Agenda provides an opportunity to draw deserved attention to ECD.

IIEP will do its part by supporting the mainstreaming of ECD into ESP development and implementation. One subject that merits increased attention is the cost-effectiveness of various pre-primary education models. Not knowing what approaches are working in specific settings, and at what cost, is a major impediment to integrating ECE into ESPs, mobilizing sufficient financial resources, and scaling-up ECD programmes. Beyond the cost of various models, it is necessary to know what their outcomes are, and the factors that influence costs and quality in a given context.

By generating a robust simulation model and guidelines on cost-effectiveness analyses, and promoting the sustainable scale up of interventions that work, this project will support countries in mainstreaming ECE/pre-primary education into policies and ESPs. Specific objectives are: (i) supporting countries in conducting cost-effectiveness analysis of existing ECE/pre-primary models; (ii) analysing what factors drive costs and quality; (iii) assessing what is required (type and level of inputs, processes, and costs) to reach minimum early

learning standards in a given setting; (iv) developing a customized course on cost-effectiveness analysis of ECE/pre-primary models.

In 2018, IIEP will pilot the project in two countries, to fine-tune the methodology and start drafting the guidelines.

Professionalization of the workforce in charge of teacher management

While much research has been devoted lately to the 'professionalization of teaching', professionalization beyond the teacher level has received far less attention. Yet there is growing understanding that professionalization is required at all levels, from teachers to management. The rapid growth in numbers of teachers has put administrations under great strain, and calls for further professionalization of public sector officers in charge of teacher management.

Achieving SDG 4 target 4.7 calls for teachers who are motivated, professionally qualified, and supported within effectively governed systems. Effective administration depends on the performance of individual educational planners and managers, which, in turn, depends upon qualifications, experience, and training. Yet, too often minimum requirements are lacking for teacher management positions at school and administrative levels. Inefficient management can be demotivating for teachers, and lead to inefficiencies in teacher distribution, supply, and utilization, with adverse effects on costs and quality of education. Drawing on political economy and institutional analysis approaches, this project proposes to explore who teacher managers are, and how to ensure they have the skills, knowledge, and experience needed for them to perform properly.

In 2018, IIEP will review the research on professionalizing public management and develop the project's theoretical framework. Work will also proceed on methodology and the identification of countries that have striven to professionalize their corps of teacher managers. A survey will be conducted on recruitment practices and norms, and any gaps between regulations and their application.

In 2018, IIEP will also finalize its research project on teacher careers, with the publication of three case studies and four policy briefs, synthesizing the findings.

Teachers for refugees

In emergency and crisis situations, the role of teachers – sometimes the only resource available to students – is crucial to quality education. Two related problems present themselves: a growing number of refugee children in need of quality education and a global shortage of teachers. This points to a need to develop an evidence base to guide policies and support governments, and their partners, in providing a quality teaching force for refugees. Through a deeper understanding of teacher management in emergency situations, IIEP hopes to offer guidance on how to design policies and programmes which enhance the quality and equity of the teaching of refugee children.

The main objectives are to: (i) identify current international, regional, and national policies that guide governments in the selection and management of teachers for refugee populations; (ii) build an evidence base of promising policies for cost-effective, sustainable, and conflict-sensitive management of teachers in refugee contexts; (iii) provide policy options for host governments for selecting and managing teachers of refugees. Four teacher management topics will be explored, through the lenses of policies, programmes, and

practices: (i) recruitment, certification, and selection of teachers; (ii) teacher preparation and development; (iii) teacher retention; (iv) teacher remuneration and incentives.

Research will be conducted in Ethiopia, Jordan, Kenya, Lebanon, Turkey, and Uganda, for refugee populations from South Sudan, Somalia, and Syria. This research will seek comparable data to highlight similarities and differences, according to the population, location, and context. The 2017 literature review will be published in 2018. Once the project's methodological design is finalized with partners, the research will be piloted in one country, and lessons drawn to feed into the revisions of the research tools.

Use of learning assessment data in ESP preparation

The effective use of learning assessment data is a pressing issue for decision-making in education. There is research evidence that the information collected on student learning outcomes is not often drawn upon when formulating or selecting education policy options in developing countries. IIEP's technical cooperation experience suggests that ESPs do not systematically rely on such information nor respond to issues they identify. Often the information is either disregarded or misinterpreted. While there is an extensive literature on the use of evidence in policy-making – and some studies on how learning assessment data influence policy-making in developing countries – the use of student learning outcomes for educational planning purposes, particularly ESP preparation, has received less attention.

Two issues should be distinguished here: (i) lack of systematic learning assessment data; (ii) ineffective use of existing data in educational planning processes. It is the latter issue which this research project sets out to investigate – to understand how learning assessments are used to inform ESP preparation, and the factors which foster or impede their effective utilization. The project will work with countries currently seeking to improve the use of learning assessment data in ESP preparation so that research results are of direct use to their Ministries of Education. Based on country experiences, the study will also identify more general lessons and recommendations to improve the use of assessments for planning purposes.

In 2018, IIEP will review the literature review and convene an expert group to finalize the project's methodological design. By means of a survey, IIEP will try to ascertain what learning assessments are being conducted, how these are used in the ESP preparation in a number of African countries, and identify countries for deeper investigation.

2.1.2 Foresight function

Many Member States are facing challenges due to the complex and rapid evolution of their socio-economic situation. This affects education and calls for appropriate education strategies. The interdependence of sectors and their approaches has been rightly highlighted by the Education 2030 Agenda. In response, educational planning must be ever-more relevant, innovative, and responsive if it is to address the changing needs of each country. In this context, IIEP will strengthen its foresight function during its next MTS, through the following two main activities.

Reference book on planning

IIEP will prepare a reference book on the main lessons learned in educational planning and management over the past decades, and on identifying new directions. Specific attention will be given to: (i) the concept of educational planning and management, what it means for

different actors; (ii) the evolution of various tools, and their use; (iii) the implementation of planning at national and local level, and actors involved; (iv) the impact of new trends and realities, such as big data and artificial intelligence, on the approach to planning; (v) the lessons learned from planning in other sectors (e.g. health); (vi) the impact of planning on education quality in different contexts. This analysis will be carried out throughout the MTS period, culminating with a publication in 2021. It will involve key experts within and outside IIEP. Preliminary analysis in 2018 will identify the main issues and contributors.

Observatory Function

IIEP must remain alert to education-related trends that could affect achievement of SDG 4, so as to assist countries in conducting educational planning and management in complex and evolving societies. To this effect, IIEP Paris will: (i) widen its scope of analysis, including trends and issues having an impact on the implementation of education policies in Members States, such as the environment, urbanization, demographic trends, and the needs of people living with disabilities; (ii) broaden its sources of information and analysis, using current ICT tools and media (MOOCs, podcasts, web videos, etc.); (iii) publish two new issues yearly under its Foresight Series. Within this framework, IIEP will focus on two main topics in 2018: disabilities and the environment.

IIEP BA's three online observatories (SITEAL, SITEAL SIPI, SITEAL ICT) will undergo important changes. SITEAL (Information System of Education Trends in Latin America) will become an umbrella project for statistical and document information (policies and regulations) on educational topics in Latin America. Seven major topics will be presented on the homepage, linking to seven microsites: Early Childhood Care and Education (former SITEAL SIPI); Primary Education (new); Secondary Education (new); Technical and Vocational Education and Training (new); Tertiary and Higher Education (new); ICT and Education (former SITEAL ICT); Equity and Inclusion in Education (new).

In 2018, SITEAL will: (i) maintain and update educational statistical, policy, and law information on Latin America; (ii) maintain and update 19 general country profiles, with the educational situation of countries in the region, contextualized through a selection of socioeconomic indicators, accompanied by maps, graphs, etc.; (iii) maintain and update 19 specific country profiles on early childhood care and education policies; (iv) produce 19 reports on the educational situation of countries in the region; (v) produce 14 highlight papers, two per microsite topic (brief documents based on statistical data highlighting one aspect of the educational scenario); (vi) produce seven webinars, one for each of the topics.

Medium-Term Result 2.2

Develop and adapt methodologies, norms, and tools

The development, adaptation, and use of methodological guidelines and tools as a means of supporting Member States will remain an important focus for IIEP in 2018. Specifically, the Institute will continue its work on sector analysis, simulation models, quality management, teacher management, EMIS, NEAs, and its tools for improving vocational training policies. It will also continue, with the operationalization of the Screening Tool, supporting the articulation between sector analyses and formulation of appropriate educational policies.

Sector analysis and planning for SDG 4

In 2018, IIEP will: (i) contribute to the finalization of Volume 3 of the Education Sector Analysis Methodological Guidelines (in partnership with UNICEF, the World Bank, DFID, and GPE); (ii) engage in further reflection on the basic content of a sector analysis and use of financial simulation models for education (process and approach to be adopted); (iii) produce references related to planning for SDG 4, including the Handbook of Planning for SDG 4.

While IIEP's ESA methodological guidelines are quite detailed, the Institute proposes sectoral analyses to countries which are 'à la carte', responding to country contexts. Increasingly, countries and partners want ESAs completed in shorter timeframes, while at the same time the number of themes to be analysed continues to grow. The Institute has therefore been endeavouring to define the content of a sectoral diagnosis that would target the essential analyses to be carried out in countries revising their education plans. This reflection will continue in 2018, in consultation with the partners who collaborated on the methodological guidelines (UNICEF, World Bank, GPE), as well as the Education Commission in the framework of its Pioneer Country Initiative.

At the same time, discussions will continue on the use of financial simulation models in education, aimed at framing the macro expenditure of an educational policy, discussing policy choices, and drawing up credible scenarios.

Adaptation of ESA to the Latin American context

IIEP BA will work with the UNICEF regional office to adapt ESAs to the Latin American context, particularly to strengthen rights and gender perspectives, and adjust to political contexts in which countries have greater financial autonomy and a different set of education priorities.

Screening Tool

The Screening Tool is a comprehensive decision-tree that enables countries to: (i) systematically explore issues of equity and efficiency in relation to expected education outcomes (coverage, learning, etc.); (ii) identify underlying causes and factors relating to these issues, using data and research evidence to determine causal paths; (iii) once an issue has been identified, guide the selection of policy options adapted to the country-specific

context, and provide insight on which dimension (equity, efficiency, learning outcomes) the strategic options will most effectively address. The tool also has the potential as a method to analyse policy options (pros, cons, costs, social acceptability, political economy).

In 2017, the Screening Tool was simplified to be more operational and user-friendly. In 2018, the tool will be upgraded to a new technological platform, tested in a sample of countries, and finalized. To allow it to be brought to scale, it will be proposed as a guide for policy dialogue concerning the identification of educational priorities and selection of policy options. In 2019–2020, further development of the tool will aim to widen the dimensions covered by its analysis, and increase the sources and number of data points. The tool could eventually include spatial elements (school mapping), and be adapted to other important areas of educational planning, such as emergency or crisis-sensitive contexts.

Supporting the strengthening of EMIS

IIEP will continue to contribute to strengthening EMIS, as a key requirement for national authorities to assess, implement, and monitor their education systems. Working with UNESCO HQ, UIS, and GPE, the Institute will contribute to the design of the April 2018 conference, 'Implementing SDG 4 – Education 2030: What Role for EMIS?' This initiative engaging many partners, including the World Bank, aims to generate knowledge, identify successful country practices, and share experiences of countries and international development actors on EMIS development, implementation, and use. An expected outcome is the identification of emerging needs at country level for technical assistance.

National education accounts (NEAs)

In 2016 and 2017, IIEP joined the World Bank to pilot an initiative in Uganda to use the BOOST public expenditure database to support the development of NEAs. In 2018, IIEP and the World Bank are exploring how to continue supporting the work in Uganda, as well as to expand the pilot to Georgia, Kazakhstan, Tanzania, and Togo.

Improving the implementation of TVET policies

IIEP PDK has been working on youth employment in Africa since 2012, developing analytical methodologies and producing knowledge on the education/training–employment link. This was strengthened in 2015 with the creation of PEFOP. In four of the PEFOP partner countries (Burkina Faso, Côte d'Ivoire, Mauritania, Senegal), an identification and analysis of obstacles to the operationalization of vocational training reforms was carried out between 2016 and 2017, aiming to improve implementation of revised vocational training policies. Reports for Côte d'Ivoire, Mauritania, and Senegal will be published in early 2018, as well as a report on the analysis and elimination of obstacles to implementing vocational training reforms (incorporating results of the four partner countries).

The work will continue in 2018 with support to communities of practice by supporting partners' and stakeholders' innovation in vocational training, exploiting and pooling resources, experiences, and good practices, networking, disseminating more broadly.

Medium-Term Result 2.3

Support communities of practice with resources and opportunities, to inform, advocate, mobilize, and promote behavioural change

In 2018, IIEP will review its main communication channels, focusing on its websites and monthly e-newsletters, to ensure that its resources are widely shared and used. Articles and multimedia will be produced on the variety and impact of the Institute's technical cooperation work, research, and training opportunities. The launch of the new MTS provides an opportunity to create a global communication strategy uniting all three offices around IIEP's core tenets and priorities. This will include updating IIEP websites and brochures to ensure coherency and a stronger visual identity, while still reflecting the needs and particularities of the regional presence.

2.3.1 Publications

IIEP will continue to innovate on the design and format of its publications in 2018, to ensure the most effective presentation of its research. It will publish additional tools, guidelines, and methodologies, including with partners, to capitalize on new knowledge and respond to growing demand. Effective communications will ensure that, through its publications, the knowledge produced by the Institute is shared widely with Member States and, ultimately, has an impact on policy, planning and management of education systems worldwide.

Those knowledge products generated by the 2014–2017 research programme but not yet produced will be published in 2018. The research on open government and teacher careers will conclude with publication of case studies, and accompanying syntheses. Several methodological guidelines will also be ready for publication: the third volume of the Methodological Guidelines for Sectoral Analysis, in partnership with UNICEF, the World Bank, DFID, and GPE; guidelines on how to design and implement a successful school grants policy; and guidelines on how to conduct integrity assessments.

2.3.2 Improving IIEP's newsletters, e-newsletters, and social media channels

The *IIEP Letter* and *Pôle Mag* will each have two issues in 2018. The *IIEP Letter* will support communication on the new MTS and priority topics. The first 2018 issue of *Pôle Mag* will focus on risks and vulnerabilities. IIEP BA will launch a monthly newsletter for Latin American planners, as part of its 20th anniversary outreach plan, with news on IIEP activities and highlights of upcoming activities and programmes. Occasional thematic bulletins will be used to communicate special events and news highlights. IIEP Paris's e-alert mailing system will help to further improve the reach of its e-newsletters, including those of its thematic portals.

Social media campaigns will be better aligned with ongoing technical assistance and research. Content will include examples of the impact IIEP's work and individual profiles of IIEP current and former trainees or ministry staff engaged in technical assistance projects. Through all these means, the Institute will continue to cultivate its valued community of influencers, who help support and disseminate IIEP news and activities.

Three short films will be produced at the end of 2017 and in 2018. A short animation on 'What is educational planning' will help show the human side of planning, and why it plays a crucial role in building brighter futures for children and youth. A second will explain IIEP's training offer. A third film will be produced on IIEP PDK's services. All three films will be disseminated online and through the Institute's social media networks.

2.3.3 Seminars and forums

IIEP has the ability to connect the local with the global, planners with decision-makers, and practitioners with academics. As power relations continually shift between governments, corporations, civil society, and other actors, IIEP's capacity to convene and exchange through annual policy forums is important and highly valued. The Institute will introduce a new series of seminars, identifying and attracting experts to the Institute, increasing the visibility of its expertise, and disseminating its research and knowledge products.

IIEP BA will further develop its Regional Forum of Educational Policy to help Latin American Ministries of Education better plan for the Education 2030 Agenda, working closely with both the UNESCO Regional Education Bureau for Latin America and the Caribbean in Santiago, and UIS. Organized as a two-day, closed-door event for senior-level MoE officials to discuss policy issues, the 2018 Regional Forum will remain focused on the 2030 Agenda. It will maintain an online network of participants through a microsite in order to discuss policies and experiences related to the challenges of planning for the 2030 Agenda.

IIEP's Strategic Seminars will continue under their new format, with face-to-face events complemented by live webcasts to reach a wider public.

2.3.4 Collecting and disseminating knowledge on educational planning

The new Library space at IIEP Paris will reopen in February 2018. It will house an updated physical collection, and offer improved access to electronic resources. User orientations and user guides will be offered to allow users to take advantage of this unique collection. The library team will provide its expertise to IIEP's thematic portals, ensuring their quality and relevance. Planipolis and Education4Resilience will be enriched and will continue to build their communities. The HIV and Health Education Clearinghouse will provide support to and host a toolkit on healthy schools. Special attention will be given to ensure that IIEP's Portals are well-referenced within search engines. The following portals will undergo major improvements in 2018:

IIEP Learning Portal

Developed throughout the previous MTS, the Learning Portal is now in a strong position in terms of content and outreach. The portal library contains close to 2,000 research resources related to improving learning, 25 issue briefs that review the key elements of a quality education system, a glossary of 500 key terms in educational planning that facilitates understanding of the resources, and a weekly blog spot that highlights new learning

initiatives and research. In early 2018, a new web platform will be launched with enhanced community options. IIEP will capitalize on the new platform to ensure its content and resources are more readily available to educational planners and decision-makers through better support to and integration with IIEP training activities. The Portal will also serve as a tool to support the dissemination of knowledge relating to IIEP's research projects on the use of learning assessments and quality management.

ETICO

The ETICO information platform has become a unique tool for discovering relevant information on corruption in the education sector. It includes references to publications, projects, policies, and norms, and provides links to various agencies, institutions, and programmes. In 2018, IIEP will continue to update and develop the content of selected pages on the ETICO website. New features such as an interactive map on teacher codes of conduct will be added.

RedIPEAL

The Research Network of Educational Policies in Latin America (RedIPEAL), is being introduced in 2018 and replaces the previous online portal, RedETIS. Its mission will be to produce in-house applied research for educational decision-making, to disseminate the results of research conducted by others, and to develop a network to generate dialogue between academics, government, and civil society. In 2018, RedIPEAL will produce one field research study, on a relevant educational policy topic in Latin America; maintain and update a repository of educational studies in the region; and publish comparative research studies on educational policy in the region. Over time, it will build a network of researchers on educational policy, offering e-forums and webinars and selective guidance for Master's and PhD theses.

2.3.5 IIEP BA 20th anniversary outreach

IIEP BA will celebrate its 20th anniversary in 2018, providing an opportunity for the office to increase its visibility with Ministries of Education in the region, as well as with other international education actors and influencers. Communications around this occasion will include implementing a visual identity and communication strategy, producing new institutional brochures and an institutional portfolio, merchandising products, developing a social media strategy for Twitter and LinkedIn, producing a regular newsletter, and further developing a communications strategy for each of IIEP BA's regular projects.

Medium-Term Result 2.4

Develop constructive synergies with partners and stakeholders, through international and local initiatives and mechanisms

To enable it to fully deliver on its MTS, IIEP will pursue partnerships which have the potential to meet a range of needs: build the Institute's knowledge; share expertise; influence the thinking of others; strengthen and expand its impact; heighten its recognition; extend its network and sphere of influence; and improve its financial situation. Such partnerships should help IIEP position itself as the key actor in international advice on educational planning and management.

2.4.1 Implementing partners

IIEP derives important benefits from working with a range of partners in implementing its technical cooperation programmes, particularly UNESCO field offices and regional bureaux, the Education Sector, Category 1 (e.g. UIL and UIS) and Category 2 (e.g. RCEP, RCQE, ICHEI)¹⁵ institutes. These collaborations will continue to be important.

Implementing partners are key to the success of IIEP's technical cooperation projects. Yet, stronger partnerships are needed to address two challenges highlighted by the recent TC evaluation: (i) difficulties in strategically planning where to intervene, and (ii) difficulties in continuing support when a project ends, or as expressed by the evaluation, the lack of an exit strategy. IIEP's response is in part to strengthen partnerships with local education groups, mainly through the UNESCO Offices, but also development partners with which the Institute has built good relations, such as UNICEF, AFD, and GPE. Regarding crisis-sensitive planning, IIEP has been at the heart of several networks (INEE, GADRRRES) promoting the nexus between humanitarian and development work and will continue to partner with UNHCR and the Education Cluster.

IIEP has several key partners with which it implements its training. In the area of early childhood development, for example, IIEP Paris will continue collaborating with GPE, the World Bank, and UNICEF. Alongside UNICEF, UNESCO, GPE, and civil society organizations, IIEP will collaborate in a global forum on inclusive education, which will lead to an IIEP Summer School and distance education course on inclusive education in 2018 and 2019, respectively. Other planned collaborations include those with UIS and UIL, with which IIEP is developing a new course for 2018. Finally, most online courses are now delivered in collaboration with partner instructors/experts from a wide range of universities and international agencies.

¹⁵ Regional Center for Educational Planning (RCEP), Regional Centre for Quality & Excellence in Education (RCQE), International Centre for Higher Education Innovation (ICHEI).

As previously discussed, the IIEP BA partnership strategy for training aims to ensure broader regional representation. Rotating the host country for the residential phase of the Regional Training Programme aims to strengthen partnerships and ownership of the annual programme. Similarly, IIEP BA is reasserting its regional mandate through its technical cooperation work by nurturing relationships with Ministries of Education in the region and building recognition of IIEP BA Office's professional capacity.

Aside from financial and implementation relationships, IIEP strengthens its bond with partners by providing access to its expertise, such as through the training of EU education advisors. In 2017, participants in our specialized courses included UNICEF, Asian Development Bank, the Royal Norwegian Embassy, Expertise France, Organisation of American States, and the UNESCO International Institute for Capacity Building in Africa. IIEP will offer again in 2018 a dedicated training programme in Education Sector Planning for UNESCO education officers. A much wider array of partners are able to engage in our online courses, especially the MOOCs. It is hoped that partners who benefit from such training will go on to sponsor ministry staff for IIEP training.

In 2018 and beyond, IIEP will be expanding its partnership with the Swiss Agency for Development and Cooperation through shared programme connections, regular substantive exchanges, collaborations with SDC partners such as GPE, INEE, and NORRAG, and better synergies of country programmes.

2.4.2 Partnerships with knowledge entrepreneurs

Looking to the future, IIEP will work to expand its university partnerships to support the MTS research priorities. For future gender research and analysis, this will also involve partnering with the United Nations Girls Education Initiative (UNGEI) and the Forum for African Women Educationalists (FAWE). Similar roles are envisaged with UNESCO's International Task Force on Teachers and Education International in support of the new research project on professionalization of the workforce in charge of teacher management. IIEP will actively pursue partnerships with UNICEF and the EU, organizations on the work of which IIEP can have a positive influence through collaboration, knowledge sharing, and customized staff development programmes.

IIEP works with a number of European universities, providing guest lecturers, seeking external examiners and interns, and hosting graduate student groups. IIEP PDK will seek new university contacts to expand the SAMES training. It will also target universities and other knowledge entities beyond Africa to gain in recognition as an international knowledge provider through, for instance, participation in conferences and presentation of IIEP's knowledge products.

IIEP's series of Strategic Seminars provides an opportunity to link the Institute with various types of knowledge producers: universities, think tanks, foundations, other UN agencies, etc. A new research seminar series, co-organized with AFD, will offer a regular rendezvous with researchers, academics, and professionals for frank exchanges on a variety of topics in educational development. IIEP is a member of numerous knowledge-sharing networks, which offer the opportunity to influence the work of other members. Building Evidence in Education (BE²) is a funders group focused on improving the quality of education evidence and fostering research collaboration among its members. IIEP will continue to participate actively in this network, including sharing opportunities to collaborate. Finally, IIEP's

engagement with two thematically focused networks engaged in influencing policy and practice, as well as knowledge sharing – Transparency International and INEE – is also expected to continue.

2018 Institutional development

Improving IIEP's Governance

Working with its Governing Board, IIEP management will seek continual improvement of the Institute's governance, implementing recommendations for Education Category 1 Institutes presented by the UNESCO General Conference Working Group on governance, procedures and working methods of the governing bodies of UNESCO to the 39th General Conference.¹⁶ Several actions are planned in 2018 to improve transparency and information dissemination on IIEP's governance practices. Both leadership and the Governing Board commit to further discussion on Category 1 education institute statutes.

The Institute will continue to enhance its visibility and interaction with Member States, including with the UNESCO governing bodies. As discussed below, the introduction of Results Based Budgeting and the Structured Financing Dialogue will boost the transparency of IIEP's financial assets and IIEP's SDG 4 programme results to Member States. Finally, plans to enhance synergies with other Category 1 institutes were discussed in earlier sections of this report but it is important that such collaborations are made known to Member States.

Internal systems development

During the period of the 9th MTS, IIEP diagnosed its information system and planned improvements. Too many *ad hoc* databases and outdated tools clutter the system, resulting in duplications, inefficiency, excessive data entry workload, and time-consuming procedures to consolidate information for reporting. There is also a lack of real-time information for decision-making at Teams and Management levels. Three priority lines of work were identified and all three will be rolled out in 2018: (i) Project Portfolio Management, (ii) Constituent Relationship Management (CRM), and (iii) Training Management Information System (T-MIS).

(1) Project Portfolio Management software: MyPROJECTS 3.0

Re-imagining the next generation of IIEP's projects database took place in 2016–2017, in parallel with the development of the 10th MTS. The decision was made to go with a state-of-the-art commercial platform. A vendor was selected through a competitive bid. The migration of the current projects database to the new portfolio project management application is scheduled for December with roll-out to all staff in January. The platform will improve IIEP's capacity planning capabilities, allowing the integration of project management, time recording, and financial monitoring features. It will also allow for better strategic alignment of activities and improved results reporting, with richer, more flexible analytics based on geographic markers, financial execution, and resource mobilization.

¹⁶ [39C/20](#) Annex I, p. 13.

Compatibility and convergence with UNESCO's information system and planning for UNESCO 39 C/5¹⁷ Major Programme 1 Education (2018–2021)

To better ensure the Institute's strategic alignment with UNESCO programmes, IIEP's information system (starting with MyPROJECTS) now follows closely UNESCO's thematic, geographic, and modality categories, as well as its thematic priorities of Africa and gender equality. The ten Expected Results of UNESCO's 39 C/5 Major Programme 1 (Education) are modelled after the SDG 4 targets and IIEP's entire portfolio is mapped out accordingly, with markers that can link every project to one or more 39 C/5 Expected Result. This alignment will help IIEP comply with UNESCO's new Structured Financing Dialogue with partners and Results Based Budgeting. It will make IIEP's portfolio, both Regular and Extra-budgetary funded projects, more transparent to Member States.

At the same time, IIEP will retain its Governing Board-validated structure for appropriation decisions, based on IIEP's 10th MTS Strategic Objectives, Medium-Term Results, and Key Performance Indicators. This double compatibility required a thorough redesign of IIEP's core operational data, in line with UNESCO HQ's Core Systems Redesign. Thanks to the work accomplished in 2017, IIEP will start its 10th MTS on 1 January 2018 with an information system geared to its own needs, while ensuring readable reports to a consolidated UNESCO information system.

(2) Constituent relationship management (CRM)

In 2017, a procurement process began to acquire a CRM, to allow more efficient management of IIEP's contacts, as well as events and fundraising efforts. IIEP chose to select the same solution as UNESCO Headquarters, but with IIEP retaining the required technical autonomy to remain flexible. Roll-out is scheduled to begin early December 2017, and the system is expected to be fully operational by the end 2018. The CRM will permit efficiency gains throughout IIEP's three offices, with a common database for all institutional contacts, training participants, consultants, as well as donors. IIEP will also benefit from the centralization of information of all of UNESCO HQ's official lists for Permanent Delegations and National Commissions, updated and usable in real time.

(3) Training management information system (T-MIS)

Also in 2017, progress was made on acquiring a more robust information system to help manage key training management processes. The T-MIS will allow IIEP Paris to more effectively manage applications, admissions, and enrolments to its residential and online training programmes. It will also facilitate the management of assessments, grades, transcripts, credits, and certifications. Roll-out is expected in summer 2018, and should result in more efficient and reliable processing of candidates, participants, and training results, by eliminating multiple data stores, automating workflows, and providing training participants with greater access to their own training records. This should in turn make it easier for IIEP to scale up its training offer without significantly increasing administrative resources.

Following initial roll-out and depending on results, additional training-related processes, such as billing and resource management, may be added. The system could also be extended to the Buenos Aires and Dakar offices.

¹⁷ The document called C/5 is the UNESCO Programme and Budget approved by the General Conference.