

Fifty-sixth session of the IIEP Governing Board

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Item 4 of the Agenda

Report of the Director on the activities carried out
by IIEP in 2016 and Operational plan for 2017

Part I – Programme

Table of contents

IIEP Results Assessment Framework 2014-2017	4
Trends of selected Key Performance Indicators, 2014-2016	5
IIEP 9 th Medium-Term Strategy (2014-2017) – Logic Map	6
Introduction.....	7
PART I. 2016 IMPLEMENTATION REPORT	
IIEP Capacity Development worldwide, 2016	10
STO 1 - Enhancing technical and analytical skills.....	11
1.1 Core training offer	11
Advanced Training Programme (Paris)	11
Evaluation of the training	12
Master’s recognition of the ATP	13
Quality and innovation	13
Regional training course (Buenos Aires)	14
SAMES & PSGSE (Dakar).....	14
Online courses.....	15
1.2 Customized capacity development.....	16
1.3 Support to training institutions.....	17
Geographical distribution of IIEP training activities, 2016	20
STO 2 - Improving medium-term and operational planning processes	21
2.1 Education sector analysis	21
2.2 Education sector policies and plan formulation	23
Support to sector plan development	23
Focused support to implementation of TVET policies.....	24
Support to the monitoring of plan implementation	25
2.3 Integrating conflict and disaster risk reduction (C/DRR) in education sector planning	26
STO 3 - Drawing on EMIS and M&E systems that are sensitive to core EPM issues	29
3.1 Tools for evidence-based planning	29
EMIS and simulation models	29
Indicators and monitoring frameworks.....	29
School mapping.....	29
STO 4 - Aligning resources with policy objectives	31
4.1 Education financing	31
Education financing: NEAs	31
IIEP’s contribution to the International Commission on Financing Global Education	32
Research on school grants.....	32
4.2 Generate evidence to guide policy dialogue and formulation	33
Participation in international research networks	34
Foresight papers.....	34
Research on teachers.....	34
Research on using open data to improve transparency in education.....	35
Research on IQA.....	35
Regional project in Asia: Education financing and resource allocation in response to	36
New meeting of the IIEP Research Advisory Council.....	36
Publications.....	36

Geographical distribution of Technical Cooperation and Research projects	39
STOs 5-6 - Promoting ministry interaction and engagement with other actors	41
Policy events and seminars	41
Platforms and portals.....	44
2016 Institutional development.....	48
Partnerships and fundraising	48
Information systems: integration and long-term vision.....	49
Reporting, monitoring, and management: more informed processes.....	50
External evaluation of IIEP-Paris Technical Cooperation: a key contribution to IIEP's next Medium- Communication Strategy.....	51
PART II. 2017 OPERATIONAL PLAN	
STO 1 - Enhancing technical and analytical skills	55
1.1 Core training offer	55
Advanced Training Programme (Paris)	55
Monitoring of results	56
PSGSE-SAMES	56
Online courses.....	57
1.2 Customized capacity development.....	58
1.3 Support to training institutions.....	59
STO 2 - Improving medium-term and operational planning processes	61
2.1 Education sector analysis	62
2.2 Education sector policies and plan formulation	62
2.3 Integrating conflict and disaster risk reduction (C/DRR) in education sector planning	63
STO 3 - Drawing on EMIS and M&E systems that are sensitive to core EPM issues	65
3.1 Tools for evidence-based planning	65
STO 4 - Aligning resources with policy objectives	67
4.1 Generating evidence to guide policy dialogue and formulation	67
4.2 Providing access to information and good practices.....	69
STOs 5-6 - Promoting ministry interaction and engagement with other actors	71
Policy events and seminars	71
Platforms and portals.....	72
2017 Institutional development.....	74
Consultations and fundraising for the new MTS.....	74
Adopting the UNESCO Integrated Budget Framework and Structured Financing Dialogue.....	74
Internal systems development.....	75

List of abbreviations

AFD	Agence Française de Développement
ATP	Advanced Training Programme
CDRM	conflict and disaster and risk management
C/DRR	conflict and disaster risk reduction
CIES	Comparative and International Education Society
COPE	Centre d'Orientation et de Planification de l'Education
DAAD	German Academic Exchange Service
DRC	Democratic Republic of the Congo
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
ESPDG	(GPE) Education Sector Programme Development Grant
GPE	Global Partnership for Education
GRA	Global and Regional Activities
ICT	information and communications technology
ILOs	intended learning outcomes
IQA	internal quality assurance
M&E	monitoring and evaluation
MoE	ministry of education
MOOC	massive open online course
MTR	mid-term review
NEAs	national education accounts
NIEM	National Institute for Education Management
PDR	People's Democratic Republic
PEFOP	Plateforme d'Expertise pour la Formation Professionnelle
PEIC	Protect Education in Insecurity and Conflict
PSGSE	sector policy and education system management
RAC	Research Advisory Council
RCQE	Regional Centre for Quality & Excellence in Education
SADC	Southern African Development Community
SAMES	sector analysis and management of education system
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
UAE	United Arab Emirates
UIS	UNESCO Institute for Statistics
UTG	University of the Gambia
VPL	Validation of prior learning

IIEP Result Assessment Framework 2014-2017

	Key Performance Indicators (KPIs)	Baseline	2014		2015		2016		Targets	
			Targets	Achieved	Targets	Achieved	Targets	Achieved	2017	
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
	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
	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
	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
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
	KPI 6	Female participation (% , IIEP records of core training offer including DE + tailor-made training)	30	30	36	30	45%	30	58% ^a	30
	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
	KPI 8	Persons trained through project-embedded activities (number)	400	400	985	400	2 092	400	2,383 ^b	400
	KPI 9	Female participation (% , IIEP Project-embedded training)	30	30	48	30	26%	30	26% ^c	30
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
	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
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
	KPI 13	Share of African countries in the technical assistance portfolio (% , record of projects)	50	50	45	50	64%	50	63%	50
	KPI 14	Share of LDC countries in the technical assistance portfolio (% , record of projects)	--	50	54	50	69%	50	69%	50
	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
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% ^d	80
	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% ^e	80
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
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% ^f	100
	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
	KPI 21	Research programmes that foresee post-research investment (% , project documents)	--	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
Learning and growth	KPI 23	Staff participating in professional development activities (Paris) (%)	--	50	43	60	52%	60	97%	60
	KPI 24	Monitoring and evaluation budget (US\$ 000)	0	95	85	95	80	95	118	95

a) Based on the number of participants for which disaggregated sex data is available (n=1,252 out of 1,342)

b) Includes 885 people reached through dissemination events

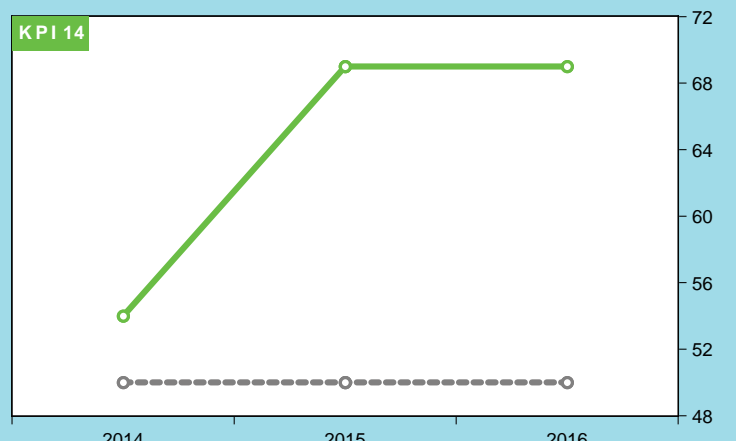
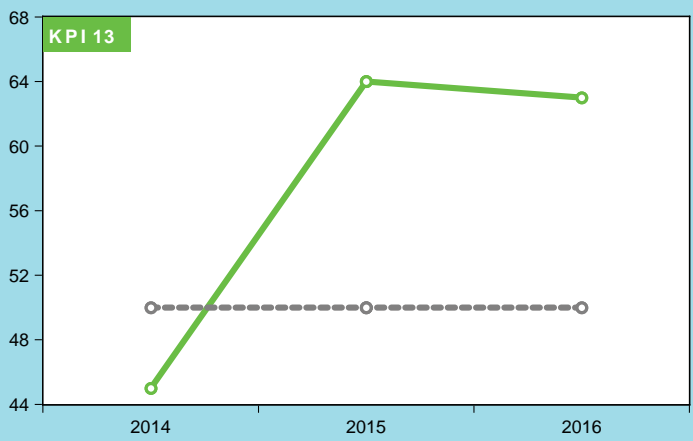
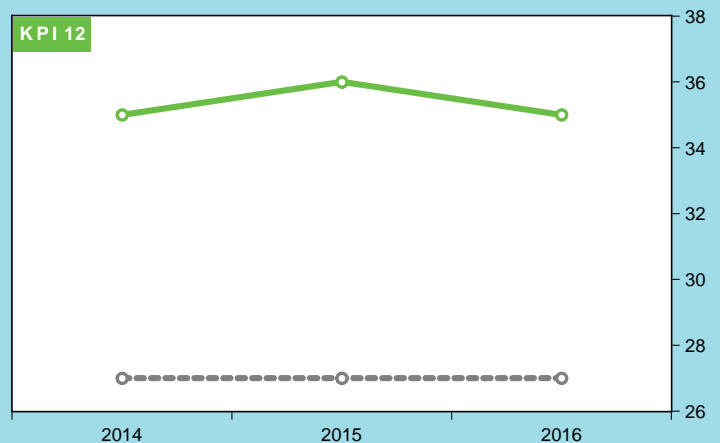
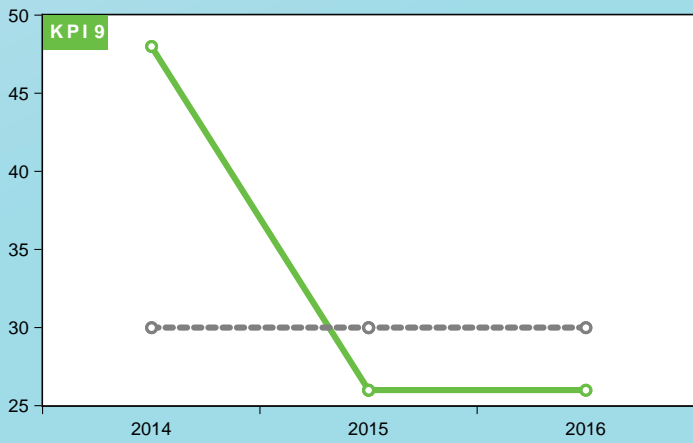
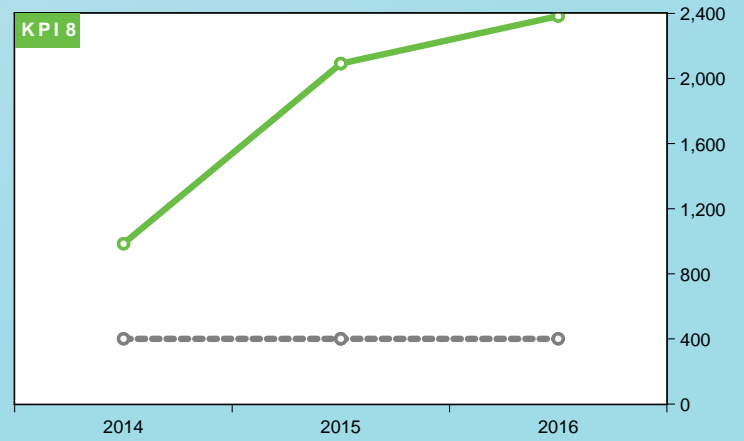
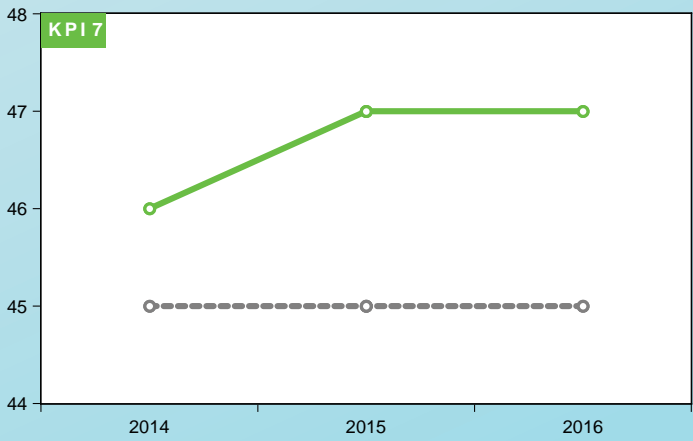
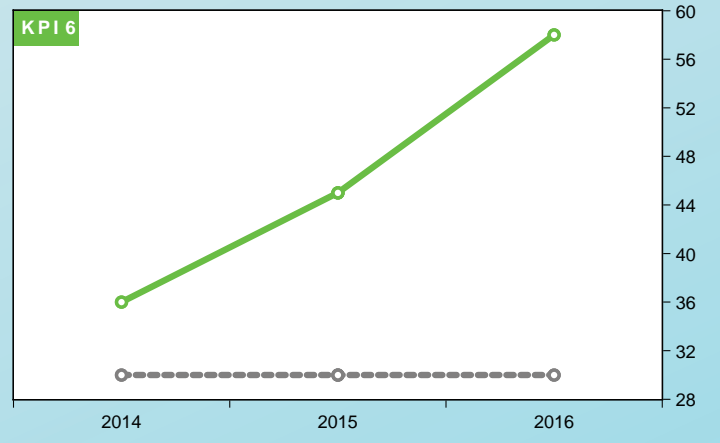
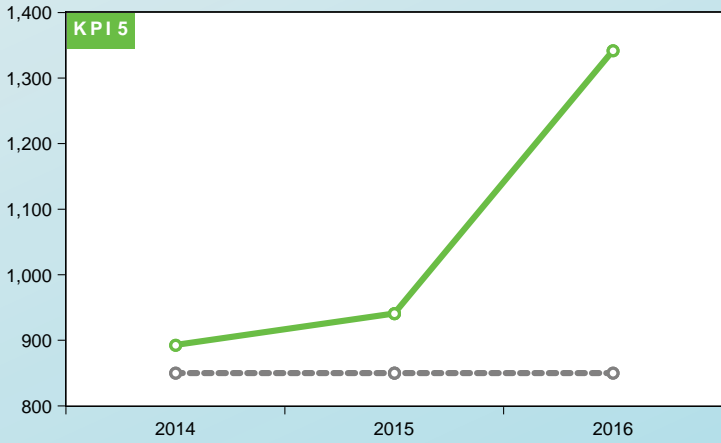
c) Based on the number of participants for which disaggregated sex data is available (n=1,068 out of 2,452)

d) Based on evaluations garnered at 5 dedicated events

e) Based on the feedback of 173 respondents out of 5,283

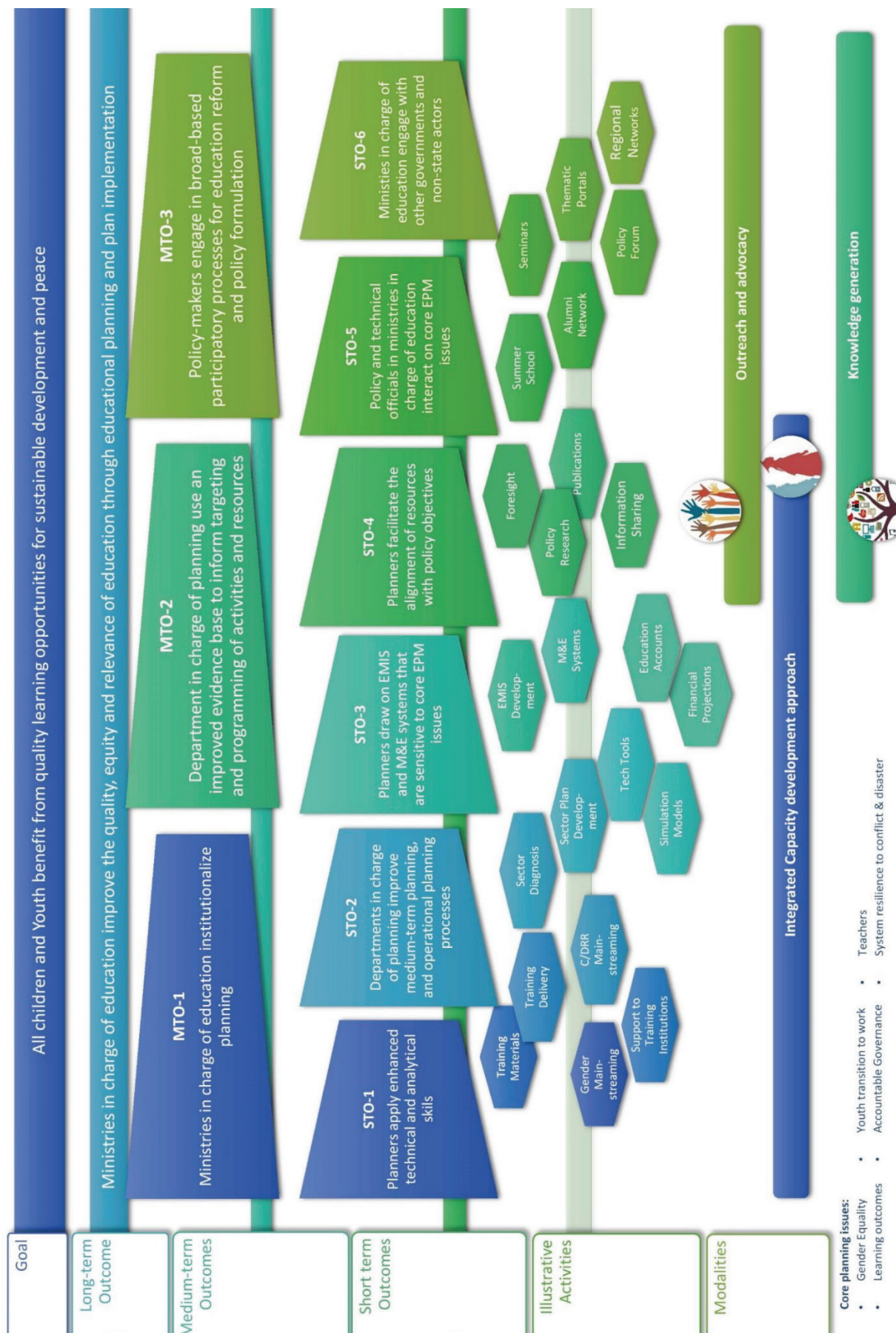
f) 7 out of 14 modules. Modules which have not reached the 75% standard are not included here

Trends of selected IIEP Key Performance Indicators, 2014-2016



—○— ACHIEVED - -○- - TARGET

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



Introduction

This first section of the Annual Report (GB/4 Part I) provides an account of programme implementation in the third year of IIEP's four-year Medium-Term Strategy (MTS). Strong results were returned, as succinctly captured in the Results Assessment Framework.

The year 2016 marked the official launch of the Education 2030 Agenda. The Institute has been both preparing internally and contributing to the wider organization's articulation of UNESCO support to Member States. From improving teacher quality to freeing education systems from corruption, from building resilience during times of crisis to easing the transition to work for youth, there are a multitude of realities and challenges which planners and policy-makers should take into account as they re-evaluate and improve national education plans. IIEP, a global institute, stands ready to support Member States in achieving global goals through local action and robust sector-wide plans and policies. IIEP's integrated capacity development approach remains a powerful strategy in this effort.

The Sustainable Development Goals (SDGs), including the education-specific SDG 4, represent a universal agenda, and many of IIEP's areas of strength are relevant for countries of the global North and South. These areas include: education financing, teacher career structures, quality assurance in higher education, integrity planning and transparent governance, planning for improved learning outcomes, and planning for the education of displaced populations.

This latter issue deserves particular attention. As we work collectively to meet this inspiring and ambitious agenda, the world is grappling with a human crisis of unprecedented scale. At the end of 2015, 65.3 million people worldwide had been driven from their homes by conflict and persecution. This is the largest number ever reported, and four times what it was a decade ago. It is clear that this global crisis is linked to conflict, climate change and economic disparities, all forces requiring a global answer for which education will be a key component. As this report makes evident, our work in crisis-sensitive planning, an approach which aims to prevent, prepare for, and mitigate conflict and disaster, is more relevant than ever and expected to expand.

This past year also saw greater attention being given to education financing, through such initiatives as the International Commission on Financing Global Education Opportunity and the establishment of the Education Cannot Wait fund to prioritize education in humanitarian action, as well as the international discussion on innovative financing options. IIEP has been addressing education financing through improved Ministry of Education financial projections, and its work on school grants and on National Education Accounts.

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

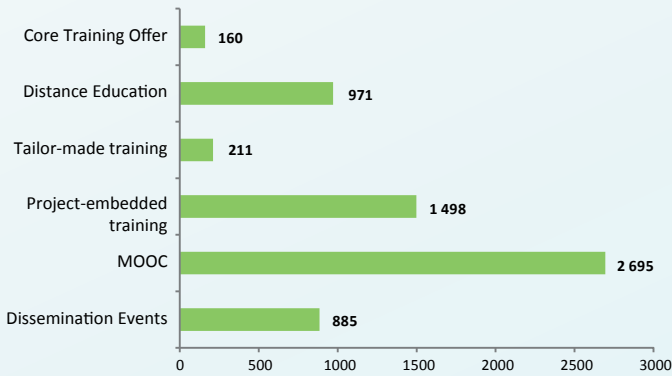
PART I

2016

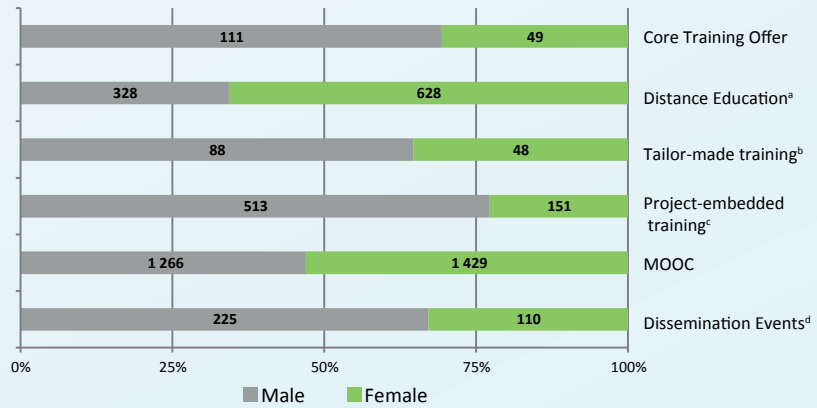
Implementation Report

IIEP capacity development worldwide, 2016

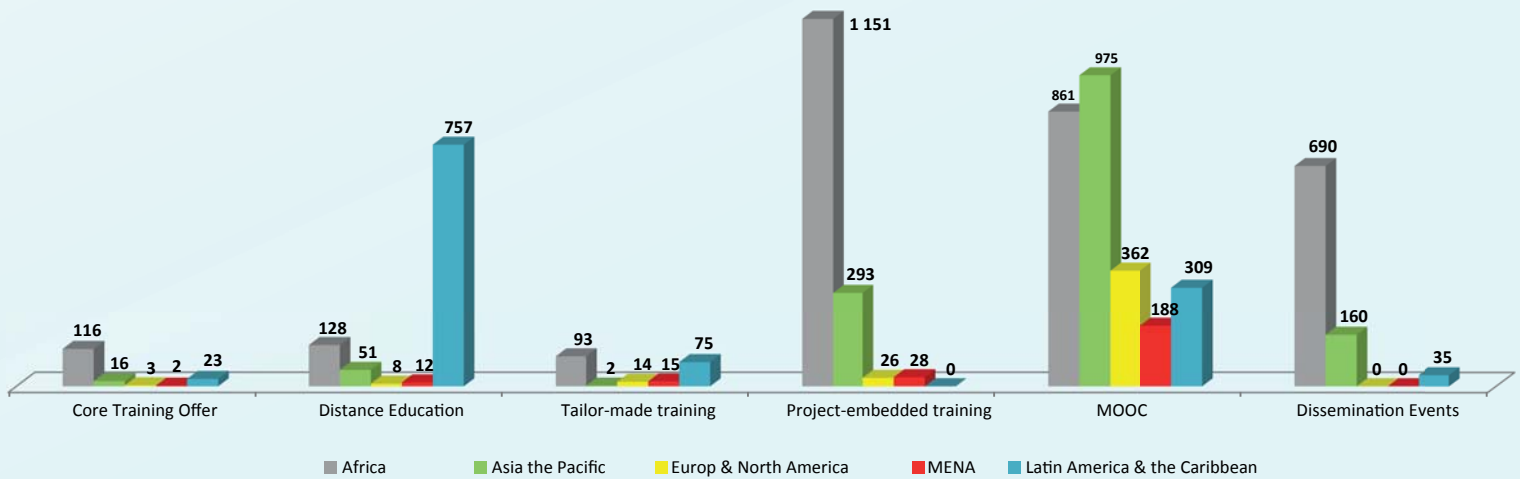
Number of trainees by modality (total), 2016



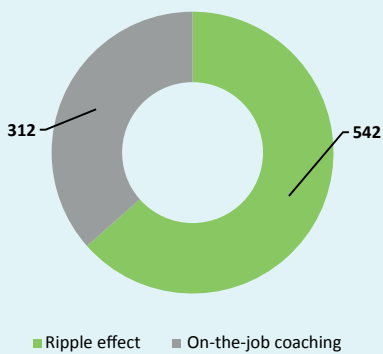
Number of trainees by modality and sex, 2016



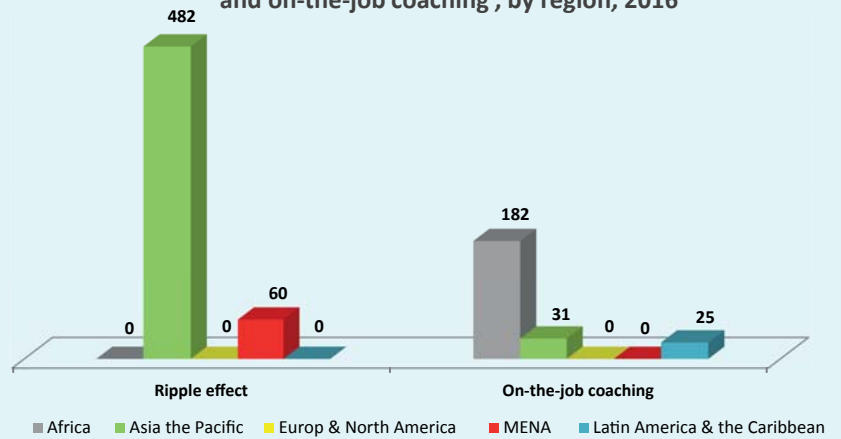
Number of trainees by modality and geographic origin, 2016^e



Number of people reached through on-the job coaching and ripple effect (total), 2016



Number of people reached through ripple effect and on-the-job coaching, by region, 2016^f



- a) Data disaggregated by sex was available only for 956 out of 971 trainees
- b) Data disaggregated by sex was available only for 136 out of 211 trainees
- c) Data disaggregated by sex was available only for 664 out of 1,498 trainees
- d) Data disaggregated by sex was available only for 335 out of 885 trainees
- e) Data disaggregated by geographic origin was available only for 6,393 trainees out of 6,420 (2016 MOOC included)
- f) Data disaggregated by geographic origin was available only for 238 people trained on the job out of 312

Enhancing technical and analytical skills

IIEP offers a variety of training programmes designed to develop the institutional and technical capacities of Member States in the field of educational planning and management. IIEP's training programmes include core training for individuals, country- or region-specific tailor-made training, project-embedded training, and technical coaching. Training can be face-to-face (at IIEP premises or in countries), at a distance, or blended.

1.1 Core training offer

IIEP's core training programmes are designed to strengthen skills and competencies in education policy analysis, education sector analysis (ESA), plan formulation and implementation, and monitoring and evaluation, while also developing strategic management and leadership skills. Course content responds directly to the changing needs of education systems, as reflected in the new global Education 2030 agenda.

IIEP's 2016 core training offer consisted of: (1) the Advanced Training Programme (ATP), the Education Sector Planning Course, and Specialized Courses Programme (Paris); (2) online courses through the IIEP Virtual Campus (Paris); (3) the XIXth Regional Training Course on Educational Policy Formulation and Planning (Buenos Aires); (4) short online courses on information and communications technology (ICT) (Buenos Aires); and (5) the Sector Analysis and Management of Education System (SAMES) and Sector Policy and Education System Management (PSGSE) (Dakar).

Advanced Training Programme (Paris)

In 2016, several components of the Education Sector Planning (ESP) course and several courses of the Specialization Phase of the ATP were revised to meet changing needs – specifically the Education Projects and Programmes Course and the Education Management Information Systems (EMIS) course – and a new session of the Generic Competencies course was introduced on the use of social media. Issues related to gender (see text box on Gender Mainstreaming) and crisis-sensitive planning continued to be infused into the content of the training, both in Paris and Dakar.

Gender mainstreaming of the core training offer

During the ATP academic year 2015/2016, the gender mainstreaming effort was focussed on the Dakar and Buenos Aires offices.

At IIEP Pôle de Dakar, two of seven training modules were revised with a gender lens.

In Buenos Aires, the Training Coordinator and the Gender Focal Point were trained by the Paris Gender Focal Point through a pilot gender mainstreaming exercise. They took part in the Paris-led online course on "Monitoring and Evaluating Gender Equality in Education".

In Paris, all course coordinators pursued the mainstreaming of gender into training materials and approaches.

To date, the share of fully gender-mainstreamed courses is around 50% at IIEP Paris and 30% at IIEP Pôle de Dakar. The gender mainstreaming of IIEP Buenos Aires' training materials just started.

Evaluation of the training

IIEP has been strengthening its training evaluation through a systemic approach, comprising a dialogue with the trainees' supervisors (mostly in ministries of education) before and after the training, which complements the customary evaluation by the trainees. In addition to conducting evaluations throughout the training and upon its completion, this systemic approach includes an assessment of "on-the-job" results. Are new knowledge and skills being put into practice? Has the training resulted in visible changes? Does it meet the expectations of ministries?

This type of approach however requires a commitment from the various actors, including the ministries of education, which must identify their own needs and expectations, and the selected participants and their direct supervisors.

In 2015/16, ATP participant evaluations consistently rated satisfaction, learning, and relevance to professional needs as high or very high. Using the Kirkpatrick Model of Evaluation, positive and significant changes have been observed through pre- and post-course self-assessments of confidence in implementing the knowledge and skills related to the ATP objectives and intended learning outcomes (ILOs). Two of the four ATP objectives and six of the eight ILOs were achieved by all participants (100%). A vast majority (88–94%) achieved the remaining two ATP objectives and two ILOs.

Post-training monitoring enables trainees to assess the relevance and effectiveness of the skills acquired in the different areas of educational planning, by investigating skills utilization and employer satisfaction compared to the expected objectives of the training.

This evaluation, which is conducted every other year, takes the form of a survey of trainees' Heads of Planning and supervisors¹ in Ministries of Education (MoE). Results on three main indicators in 2015 were as follows:

¹ Heads of Planning Survey sent to 218 Heads of Planning and Supervisors of ATP, Specialized Courses Programme (SCP), ESP participants trained from 2008–2014 (n=54 or 25% response rate). 2015.

- 95% of Heads of Planning stated that IIEP's training led to improvement of organizational performance.

Comments from the Heads of Planning were very positive, recognizing the impact of IIEP's training at organizational level:

Indeed, we have realized that before this training was offered to us, the Department of Planning in education was not actually following the plan, since it was just developed by the [development] stakeholders and the implementation was not moving. After coming [back] from the ATP, the [...] MOEST plan is now being implemented and the Ministry now has a lot of information on the Education sector.

- More than 97% of Heads of Planning agreed that their departments had benefited from IIEP's training in reducing the shortage of skilled manpower, and improving the organization's ability to translate policy objectives into plans.
- 83-89% of respondents recognized the impact of training on the organization's ability to improve the quality of work in:
 - producing plans, reports, and statistics;
 - monitoring the implementation of plans;
 - enhancing professional recognition of the department within the MoE.

Building upon these high satisfaction rates of both participants and their employers, IIEP is exploring ways to further support strengthening of institutional capacities through knowledge transfer to the workplace. These include initiatives to support the alumni network, notably post-training activities to strengthen the contextualization and utilization of skills on the job, and sharing alumni success stories in the *IIEP Letter*.

Master's recognition of the ATP

The agreement with the University of Bourgogne (France) on the articulation of the ATP with the Master 2 "Piloting and evaluation of education systems" was officially formalized in 2016. In addition, a procedure has been initiated and is now nearing completion to recognize the three years of professional experience requires of ATP candidates (through the Validation of prior learning – VPL). As a follow-up, a mission of CAMES² experts visited IIEP in November 2016 to assess the training programmes, staff, and facilities. The initial feedback is very positive. The delegation expressed its intention to recommend to the CAMES Commission that it recognize the VPL procedure as equivalent to a Master 1 level and the ATP as at Master 2 level.

In parallel, contacts were initiated with several British universities to explore similar agreements.

Quality and innovation

The quality of IIEP's training has also benefited from enhanced training resources, improvements in participant's environment, pedagogical innovation, and support of teaching staff and administrative procedures.

The Training and Education Programmes (TEP) Unit and teaching staff continue to work together, towards an ever-more reflective and collaborative learning experience, including through innovations such as flipped classrooms and use of e-learning tools such as discussion

² Conseil Africain et Malgache pour l'Enseignement Supérieur

forums, quizzes, and poll-voting. Trainers received on-the-job upgrading and were supported through internal and external training courses, peer observation, and a renewed dedicated e-platform, "Espace formation".

Many changes were made to improve the overall experience of ATP trainees at IIEP. These included a new orientation procedure, a strengthened trainees association, social events, cultural outings, and small celebrations. Aimed at building *esprit de corps* among trainees and stronger links with staff, these small changes contributed greatly to overall group dynamics and the functioning of the programme.

Regional training course (Buenos Aires)

The main objective of this course is to train public officials, professionals, and specialists in the analysis, formulation, planning, implementation, and evaluation of educational policies and programmes. Lasting 20 weeks, it covers 490 hours, and is structured around an online and a residential training phase; the latter includes a study visit to the Argentinian province of Jujuy.

This year, its 19th edition, a process of mainstreaming gender into course materials was started, and an important update of the reading list took place. A group of 22 participants from Argentina, Brazil, Costa Rica, Chile, Dominican Republic, Ecuador, Guatemala, Mexico, Peru and Uruguay attended the course. Throughout, the planning capacities of Ministries, Secretaries and Sub-national Departments of Education was strengthened.

SAMES & PSGSE (Dakar)

This blended-mode training offer is proposed to African professionals responsible for the management, financing, and evaluation of education systems. It is provided by IIEP Pôle de Dakar and the University of the Gambia (UTG) for the English version (SAMES), and the University Cheikh Anta Diop of Dakar for the French version (PSGSE). These accredited programmes cover the first year of a full Master's degree programme. The courses and related tools, such as learning resources, forums, chats, and tutorials, are made available online and distributed through electronic media to participants.

The 26 students of the 9th cohort of PSGSE sat for the final tests and reunited one last time in November in Dakar while the 44 students of the 10th began activities in October with the first face-to-face event in Dakar.

In 2016, the first five modules of the PSGSE were revised and new content developed to take into consideration the new Education 2030 agenda and to integrate new developments in the domain of ESA. PSGSE also integrated new methodological tools developed or used by IIEP and its partners, as well as a new evaluation by participants.

PSGSE will celebrate its 10th anniversary in 2017, for which several events are planned. In 2016, two Round Tables were organized on the impact of adoption of the SDGs on ESA and capacity development of MoE management, financing, and evaluation staff. IIEP Pôle de Dakar produced videos (interviews, news, and a documentary) on Cohort 10 of the PSGSE. Finally, a Tracer study of the students of Cohort 1 to Cohort 8 is set to begin in December 2016.

In June 2016, the 20 participants of the 3rd SAMES Cohort completed the programme while the 26 participants of the 4th cohort started the activities in May 2016 with the first face-to-face event in Banjul, the Gambia.

Based on a needs assessment, UTG has developed a Master 2 level programme that complements the SAMES training. However, very few candidates outside the Gambia apply to SAMES and even fewer (only one per cohort for the last two cohorts) actually enrolled and attended the training. There is thus an ongoing reflection at IIEP Pôle de Dakar on how to attract more foreign students to the SAMES training, to enhance its impact and its relevance in Anglophone Africa.

Online courses

The Paris IIEP Virtual Campus provides online training in educational planning and management to decision-makers, managers, and practitioners working in the education sector. The different training offers arise from needs expressed by countries through evaluations, surveys, or regular contacts with their representatives. Three intensive online courses and one Massive Open Online Course (MOOC) were successfully organized in 2016:

- MOOC on learning assessments (English);
- Monitoring and evaluating gender equality in education (in English);
- External Quality Assurance in Higher Education (French);
- Transparency, accountability and anti-corruption measures in education (in French).

Some 180 professionals registered for the intensive online courses, and 2,695 professionals for the MOOC. The latter obtained a completion rate of 14% (the average completion rate for MOOCs is only 7–10%), disseminating to a wide audience IIEP's online training offer, and demonstrating the Institute's ability to organize online courses. Indeed, it prompted colleagues from the UNESCO Asia Pacific Centre of Education for International Understanding (APCEEIU) to request IIEP's advice on the organization of online courses in their region.

In 2016, the IIEP Virtual Campus obtained a quality label from [Quality Matters](#)³ for its course on "Transparency, accountability, and anti-corruption measures in education", the third quality label obtained by the Virtual Campus. Participation in this external review provided an opportunity to make further improvements in IIEP's pedagogy and use of technology.

Throughout 2016, the Virtual Campus encouraged IIEP staff to innovate and improve teaching practices. The use of IT tools/resources, such as blogs and e-portfolios, synchronous communication tools, such as Google Hangouts and YouTube Live, is encouraged and tested during courses. The aim is to enrich participants' training experience and learning outcomes, as well as to increase interaction with and among participants. Staff and trainee feedback is being collected before rolling out these tools in other courses.

Partnerships with a number of institutions were established by the IIEP Programme Specialists in charge of online courses and e-forums. These partnerships with the Global Partnership for Education (GPE), the United Nations Girls' Education Initiative (UNGEI), the German Academic Exchange Service (DAAD), the German Ministry of Foreign Affairs, the UN Refugee Agency, and Protect Education in Insecurity and Conflict (PEIC) are strategic as they give more visibility to IIEP's courses and e-forums, and allow participants to benefit from the expertise and resources of other institutions.

³ A US non-profit organization dedicated to quality assurance in online education.

The Buenos Aires Virtual Campus has also been very active in 2016. The Short Online Courses address the demand for training on specific topics in Latin America. They also use a distance education platform with discussion forums, practical exercises, case studies, analysis of literature, participation in collaborative networks, written productions, etc. This year, two series of courses were launched:

- ICT and Education courses:
 - Digital culture and education,
 - Learning and digital content,
 - ICTs and teachers' training,
 - ICT Policy and project management;
- Evaluation in Education:
 - Evaluation of educational quality;
 - The design of policy and programme evaluations.

The course on ICT and Education was addressed to three countries: Argentina, Mexico, and Uruguay. It looked at the trends and educational challenges of ICT policies for the 21st century in Latin America. The second series dealt with the main trends in education evaluation in the region and aimed to develop skills in education programme evaluation. Participants were from Argentina, Chile, Mexico, and Uruguay.

In total, 300 people were trained online by the Buenos Aires Virtual Campus in 2016, 75% of whom were women!

1.2 Customized capacity development

In addition to its core training offer, IIEP offers customized training designed to serve the needs of a specific public, and which responds to a precise request. These are generally integrated within wider capacity-development programmes or are a follow-up to previous country engagements, to expand outreach. Below are some examples.

When GPE sought IIEP's help with the design and implementation of a training course on appraisal of ESPs, the Institute gladly accepted the challenge as a logical extension to its work with GPE developing [Plan Preparation](#) and [Appraisal Guidelines](#), and as part of UNESCO's commitment to a better-functioning GPE. The objective was to create a shared vision and a common methodology among appraisal consultants, so that future appraisals of ESPs would be more consistent. By taking a lead role in this effort, IIEP can shape this crucial step in the plan preparation process, the ultimate aim being to encourage planners to take advantage of the opportunity which appraisals offer to both really improve a plan and be a learning experience for all partners.

Customized training typically builds upon work done in previous years in a country (e.g. in Guinea-Bissau) or with particular beneficiaries (e.g. the work on crisis-sensitive planning), and so to maximize impact.

Assessing the impact of these courses is not a simple matter, as it requires linking them to the wider programmes. Nevertheless, participant evaluations have been very positive, and, in several cases, these courses have led to requests for more collaboration, either through additional workshops, or through country-focused support.

Brief notes on various training courses

- ▼ **Argentina:** Blended course on strategic educational planning, designed for MoE staff in five provinces. It builds on the main axes of the Argentinian National Action Plan 2016–2021 and contributes to the development of a network of provincial planners and to strengthened management capacities in the jurisdictions.
- ▼ **GPE Plan Appraisal:** The focus was to construct a set of relevant principles and successful practices in the appraisal of ESPs. The course, which brought together 20 experts, consisted of an online phase and a three-day residential workshop.
- ▼ **Regional workshop on conflict-sensitive and risk-informed educational planning:** Organized with UNICEF's Eastern and Southern Africa Regional Office (ESARO), this workshop brought together MoE and UNICEF officials from 15 countries in the region to strengthen national capacities to plan for resilient education systems, to build cross-country networks for strengthening education sector systems, and develop strategies for mainstreaming these themes into education sector planning processes.
- ▼ **Guinea-Bissau:** 4 workshops, for 42 officials, on 3 themes: system management, analysis of enrolment, education financing. Followed IIEP's support on sector analysis and planning.
- ▼ **QA in higher education:** IIEP organized two new activities under the DAAD-funded EWAQAS initiative: (1) a workshop on internal quality assurance (IQA) for public and private universities in Benin, Burkina Faso, Côte d'Ivoire, Mali, Niger, Senegal, and Togo, to discuss the link between IQA and strategic planning; and (2) a blended learning course on EQA leading to the development of a portfolio with options for a national QA system.
- ▼ **Transparency and anti-corruption measures in education:** Two online courses to curb corrupt practices – on (1) Transparency, accountability and anti-corruption measures in education and (2) Corruption in education – in collaboration with [U4](#) (Anti-Corruption Resource Centre), for donor agencies staff. Participating agencies: Australian Government Department for Foreign Affairs and Trade, GIZ, and NORAD.
- ▼ **Training on cost and finance for Arab countries with UNESCO Beirut:** IIEP organized course for officials from five Arab countries (Iraq, Jordan, Lebanon, Palestine, and Syria), with a focus on impact of refugees on education system costs.

1.3 Support to training institutions

IIEP has been strengthening national capacities for training in educational planning and management for many years. Demand for training in these areas has grown, the result of a trend towards decentralization and a resulting need for stronger planning and management skills at regional and local levels. Such training is best offered by a competent national centre, but the lack of such centres has often meant a lack of both training and any coordination among competing training providers.

In recent years, IIEP's programmes in this area have increased in number, in part because of the increased demand and in part because of a greater focus on such work within the Institute. In principle, IIEP's support is conditional upon the presence of various factors – in particular: clear government commitment; a long-term vision on the mission of the centre and strategies to help it achieve this; and sufficient financial support for an involvement of several years.

These programmes are diverse, reflecting the variety of contexts. With some simplification, four scenarios can be identified:

- **Scenario 1**

In Cambodia, IIEP is working with the National Institute of Education, which at the start of the cooperation had weak competence in educational planning and management. The Institute's support programme (now in its fourth year) consists of a range of strategies: training of selected senior staff through the ATP; training of a wider group through a blended in-country programme with materials, adapted to the context; collaborative research on themes of special concern to the country, leading to the design of training modules for provincial officers; support to the preparation and organization of these courses; support to the setting up of a documentation centre and a virtual library; and promoting stronger linkages between the institute and the Ministry, and with other institutes in Asia. The programmes in Lao People's Democratic Republic (PDR) and in Afghanistan are similar, though the combination of support strategies varies. In Afghanistan, the focus is more on training of trainers and on quality control; in Lao PDR, among other activities, IIEP supported the design of an institutional plan, which will guide possible future support.

- **Scenario 2**

In other cases, the national training centre is already well established (at times, because of earlier IIEP support). The intervention then is more limited, concentrated on specific areas. This is the case for the collaboration with COPE (Centre d'Orientation et de Planification de l'Education) in Morocco, with NIEM (National Institute for Education Management) in Viet Nam, with the National Commission for UNESCO in Thailand, and with Regional Centre for Educational Planning (RCEP) in United Arab Emirates (UAE).

- **Scenario 3**

When the pre-conditions identified above for IIEP's long-term support are not all present, the focus is on advocating for the creation of a centre and/or on supporting a reflection on its future development. The creation within the University of the West Indies of a Caribbean Centre for Educational Planning is, in part, the result efforts to convince decision-makers in that region of the usefulness of such a centre. In the Democratic Republic of the Congo (DRC), the government is very much the initiator of the creation of a similar Centre. IIEP organized strategic discussions with the team in charge of its development, including through a study visit to COPE. The support to Namibia fits within the same scenario.

- **Scenario 4**

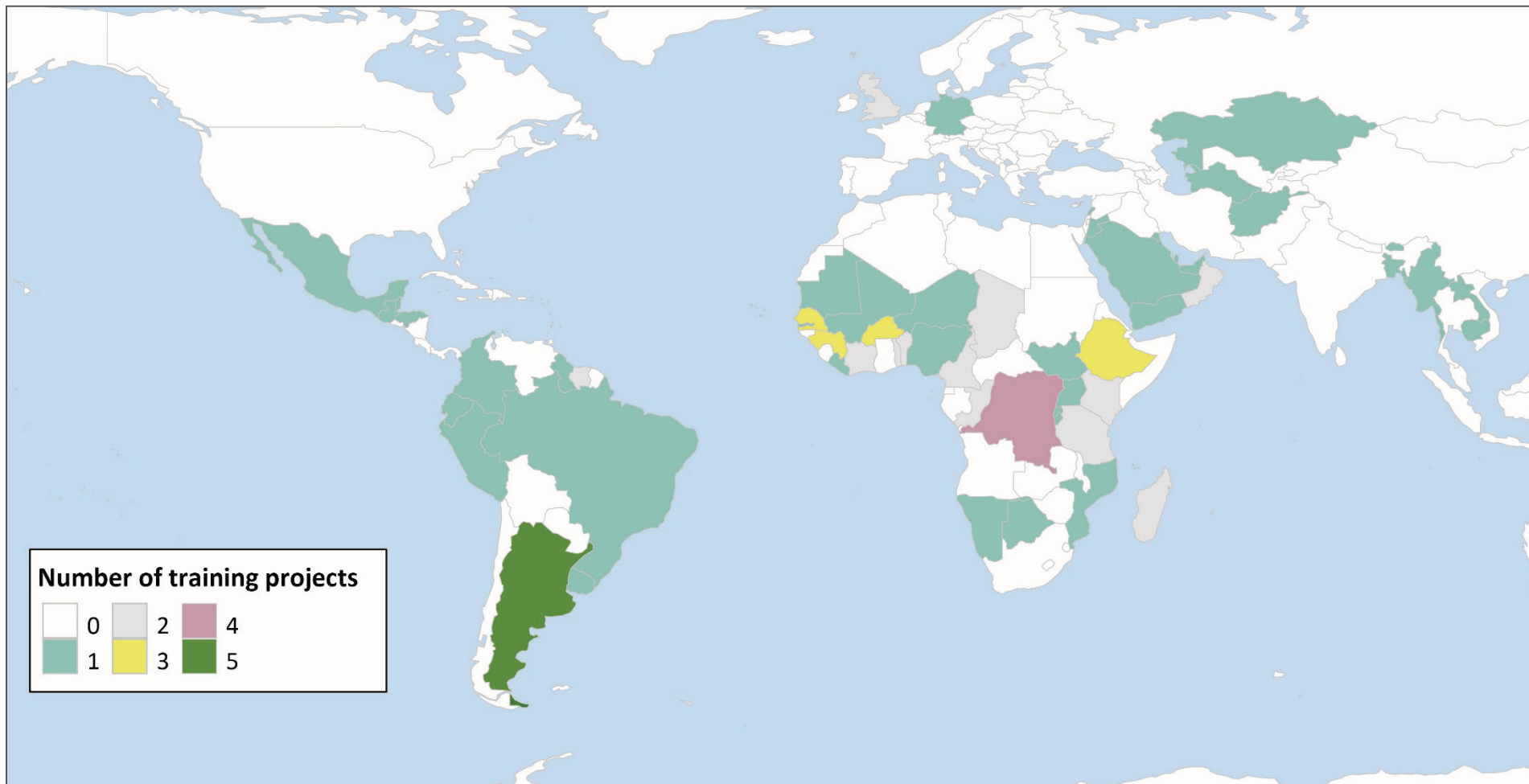
IIEP has had an intense collaboration with UCAD in Senegal and with the University of the Gambia in the organization of the regular training programmes organized by the Pôle de Dakar office. While strengthening national training capacities was not the main aim, this collaboration resulted in the universities having a stronger training in ESA.

Overview of the cooperation projects

Country & institution	Partner(s)	Focus of the work in 2016
Afghanistan: National Institute for Educational Planning (NIEP)	Swedish International Development Agency (Sida)	<ul style="list-style-type: none"> ○ Diversification of training offer ○ Quality development through revision of its curriculum and training materials
Cambodia: National Institute of Educational Planning (NIE)	European Union, Sida, UNICEF	<ul style="list-style-type: none"> ○ Training of newly NIE appointed staff in fundamentals of educational planning and simulation models ○ Development of training courses for provincial officers ○ support to the resource centre
Caribbean: Caribbean Centre for Educational Planning (CCEP)	University of the West Indies in Jamaica	Support to setting up of CCEP
DRC : Centre de Renforcement des Capacités en Planification et Gestion de l'Education	DRC MoE	Study visit to IIEP, CIEP (France) and COPE (Morocco)
Lao PDR: Institute for Education Administration Development (IFEAD)		<ul style="list-style-type: none"> ○ Training of staff in educational planning ○ Formulation of institutional development plan
Morocco: Centre d'Orientation et de Planification de l'Education (COPE)	UNESCO CapED Arab States program, UNESCO Rabat Office	<ul style="list-style-type: none"> ○ Training of trainers ○ Support to the COPE documentation centre
Namibia: Institute for Public Administration and Management (NIPAM)	Ministry of Education, Arts and Culture, Namibia	<ul style="list-style-type: none"> ○ Study visit to IIEP-Paris ○ Initial discussion for setting up of stream or a unit on educational planning
Thailand: Thai National Commission to UNESCO	Thai MoE, J.P. Morgan Chase Foundation	<ul style="list-style-type: none"> ○ Training of staff in educational planning ○ Updating and dissemination of training modules in Thai
Viet Nam: National Institute for Education Management (NIEM)	Ministry of Education and Training, Vietnam, J.P. Morgan Chase Foundation	Development of Vietnam-specific training materials

Finally, IIEP also delivered a training workshop on planning monitoring and evaluation (M&E) systems for ESPs with the Regional Centre for Educational Planning (RCEP) in the UAE as part of a long-term cooperation; and contributed to the strengthening of University Cheikh Anta Diop (Senegal) and the University of the Gambia as part of the training on sector analysis organized by IIEP Pôle de Dakar.

Geographical distribution of IIEP training activities, 2016



Improving medium-term and operational planning processes

As captured in IIEP's Results Assessment Framework, in 2016, IIEP provided support through its technical cooperation to 35 UNESCO Member States through 41 projects. Out of these, 63% were in Africa and 69% were least developed countries. These three indicators exceeded the set targets and are fully in line with UNESCO's priority on Africa. They are a slight improvement on 2015 and 2014.

IIEP activities under STO 2 are presented under the headings sector analysis, sector planning, and crisis-sensitive analysis and planning (or "conflict and disaster risk reduction"). This separation, while helpful from a presentational point of view, is rather artificial, for two reasons. First, the Institute has increasingly linked its work on sector analysis with that on sector planning, precisely because the analysis becomes more useful when it is translated into a policy and plan document, and the plans become more credible when they are based on a robust analysis. Second, the Institute recognizes that most countries are confronted with crises, of a varying degree and nature, and that any analytical and planning support to countries should be "crisis-sensitive". There can no longer be a separation between "normal" planning and "crisis-sensitive" planning, because all countries need to consider what future crises they may face.

These activities all follow a similar approach. To avoid the risk of substituting national staff, IIEP emphasizes the need for national leadership and works towards a product (be it an analysis, a plan, or a policy paper) that will be a genuine reflection of national priorities. The Institute's support usually takes the shape of a series of interconnected missions, during which its staff work closely with a national team and, where needed, strengthen their skills, while at the same time learning from their insights. There is thus a double focus: on process (stronger national capacities) and product (a credible plan). The Institute also aims to be a neutral broker where there are differences of opinion between policy-makers and technical staff, and when development partners and ministries meet.

2.1 Education sector analysis

IIEP's work in Education Sector Analysis (ESA) has expanded in recent years, mainly through the integration of the Pôle de Dakar. At the same time, there is an increased demand, among governments and even more so among development partners, for evidence-based sector analyses, seen as the first and unavoidable step in the preparation of a credible education sector plan. Such an ESA has become a requirement for countries to receive GPE funding.

The strong demand for IIEP's support is also a result of the excellence of the work done by IIEP Pôle de Dakar,⁴ which for more than a decade has produced both a strong methodology and a wide range of widely recognized sector analyses.

Criticisms of whether ESAs are actually used within a policy-making and planning process – and of the typically lengthy preparation time – are being taken into account. The ESA is now undertaken in a more flexible manner. Countries choose the areas on which to focus, according to their specific policy concerns. The ESA in Benin, for instance, focuses on challenges to expansion of basic education. In Comoros, a major part of IIEP's support covers the preparation of an institutional analysis, as the ineffective functioning of the educational administration is seen as a major reason for the slow implementation within the sector. In South Sudan, the "vulnerability" of the country and the sector is addressed within the whole ESA process.

Implementation of the work has also become more flexible. Where national capacities in sector analysis are strong (in part because of previous support by IIEP), the collaboration changes in nature and takes on more the form of distance support. Where the political situation does not allow for the intensive support through regular missions, an alternative approach is followed, as in Burundi. Though the final result may be less satisfactory than a full-fledged ESA, it is better than no result.

But the most important change relates to the linkage between the ESA and the subsequent planning documents (such as the ESP, the operational plan, or the Medium-Term Expenditure Framework). This linkage is now more directly present. This will be most visible in those countries where IIEP is supporting the development of both the ESA and the ESP, such as the Comoros, Chad, Tanzania, where the ESA was completed in 2015, and Guinea.

Brief notes on the different programmes

- ▼ **Benin:** Benin requested support to prepare a "sector analysis note", focusing on challenges to a core reform, expansion of basic education, and building on previous analytical work undertaken nationally. The note and an accompanying simulation model will be used to guide policy choices on implementation of this reform.
- ▼ **Burkina Faso:** The ESA, started in late 2014, was completed in early 2016. It includes sections on early childhood education (ECE) and teachers. Its results have been used for the design of a 10-year development scenario for the sector.
- ▼ **Burundi:** The ESA, started in 2015, could not be finalized due to the political unrest. Rather than stop the support completely, an agreement was reached to offer support at a distance and, through a mission by the Burundian team to Dakar, to complete a draft ESA, on the basis of available data.
- ▼ **Comoros:** Following a request from the Comoros MoE, IIEP Paris and IIEP Pôle de Dakar provide technical support to the development of the Transitional Education Plan 2017/18-2019/20. This is based on an ESA including an institutional analysis of the strengths and weaknesses of the education system.

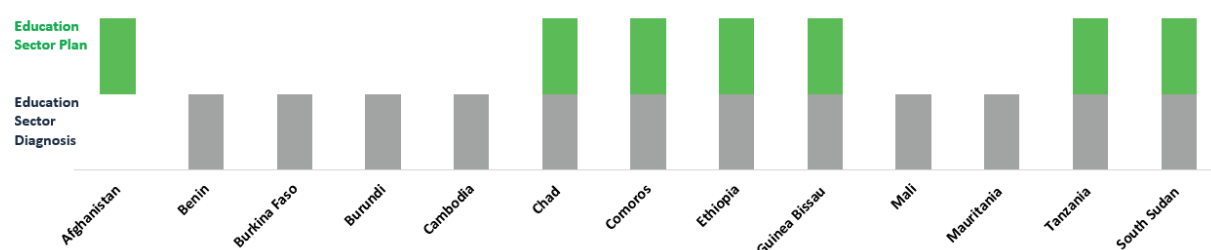
⁴ The Pôle de Dakar was created in 2001 and was integrated into IIEP in 2014.

- ▶ **Côte d'Ivoire:** The finalization process of the report on the state of the national education system (RESEN) continued into 2016 due to delays in the peer review process. The final edited document was completed in June 2016.
- ▶ **Guinea:** Work on the ESA is expected to start towards the end of 2016. It will include sections on the functioning of the planning and management departments within the MoE and on ECE (with support from UNICEF). The ESA will help prepare the ten year strategic plan as well as a three year operational plan.
- ▶ **Mali:** The work on the ESA has started. Expected to be completed in 2017, it should lead to the development of a simulation model and a medium-term expenditure framework (MTEF).
- ▶ **Mauritania:** Following completion of a sector-wide analysis in 2015, Mauritania requested support for an analysis of higher education, including its relationship with the world of work. A national team was trained at the end of 2015, but, due to budgetary difficulties, the analysis will not start before the end of 2016.
- ▶ **South Sudan:** In partnership with UNESCO Juba, IIEP finalized the ESA, started in 2015. A conflict and disaster risk lens was applied to each section. The ESA fed into the ESP.

2.2 Education sector policies and plan formulation

Support to the formulation of educational policies and, in particular, to the development of an ESP, stands at the heart of IIEP's technical cooperation with Member States. It is one of its most visible activities, generally implemented over several months. It engages the Institute in areas of work which influence greatly a country's political choices. It leads to an important product (usually a medium-term ESP), the quality of which is used by development partners as a measure of a government's commitment and a justification for their level of funding. Through its intensive collaboration with national teams, IIEP strengthens both their skills and autonomy. And, throughout this process, the Institute participates in the policy dialogue between national authorities and development partners.

Countries receiving support for Education Sector Analysis (ESA), Education Sector Plan (ESP) formulation or both, 2016



Support to sector plan development

In 2016, five countries supported with the design of their ESPs completed their plan, namely Afghanistan, Chad, Ethiopia, Guinea-Bissau, South Sudan, and Tanzania Mainland, while support to the Comoros "transitional education plan" has begun. Mali and Burundi will develop an ESP starting in 2017. Experience with these different countries (as with others in preceding years) has demonstrated that this complex work is greatly facilitated by the following factors:

- a long-term vision for the country's development and the role of education;
- clear and consistent indications of the priorities for the education sector;
- a competent and well-respected head of planning (or a similar position) who takes the technical leadership of the plan preparation process;
- a national team with the necessary competencies and the commitment; and
- a basic level of coordination between the ministries, development partners, and civil society organizations who are expected to play a role in this process. In addition, close collaboration with a UNESCO Field Office (as was the case in Afghanistan, Chad, South Sudan, and Tanzania) can significantly help the local implementation of IIEP's support.

The choice of support strategies in each of these countries was largely determined by the presence or absence of the above factors, as well, of course, as by the specific needs of each country. In Afghanistan, for instance, an urgent request for support in the formulation of a new ESP came at the beginning of 2016, with a very tight deadline. Because of the Institute's close relations with the country and its education authorities, IIEP accepted, and was able to set up a team of senior experts. A committed national team – under the guidance of a strong Planning Director, in a relatively stable institutional environment, with strong support from the experts' team – succeeded in finalizing the plan within the deadlines.

In Chad, the main challenge was keeping the national team motivated throughout a very lengthy and drawn out process (a result of the difficulty of convincing the Ministry's senior leadership to engage in the process and to decide on sector priorities). In this particular context, IIEP's role becomes as much one of advocacy and negotiation as of technical support. The completion of the ESP, as well as a three-year operational plan, is a testimony to the efficiency of IIEP's approach in these different areas.

In Tanzania Mainland, after a slow start in 2015, the national team and IIEP made rapid progress in the first half of 2016, leading to the completion of a first draft of the Education Sector Development Plan (ESDP 2016/17–2020/21) in May. At that stage, two constraints were encountered. First, the ministry's leadership could not decide on the final policy scenario for the ESP. The national team and IIEP therefore opted for a scenario in line with the national development policy, and presented this complete first draft as a "technical proposal". At that moment however, a second, more unexpected, difficulty arose: the 2015 EMIS data suddenly became available. The national team and IIEP were asked to use this new set, which however turned out to be incomplete and, at times, inconsistent. It was finally agreed to wait until the 2016 data would become available, in August, and these were used to update both the ESA and the ESDP, which will be presented to the Ministry's leadership in November 2016.

This rather detailed presentation of these three programmes is intended to show how plan preparation is rarely a smooth and simple process, and demands flexibility and creativity.

Focused support to implementation of TVET policies

While the work described above covers the education sector as a whole, IIEP also has a special sub-sectoral programme aimed at improving implementation of technical and vocational education and training policies. Implemented by IIEP Pôle de Dakar, and launched in 2015, PEFOP (Plateforme d'expertise pour la formation professionnelle) covers four countries: Burkina Faso, Côte d'Ivoire, Mauritania, and Senegal. Its first component involves the

identification of the main constraints to policy implementation. In two countries (Mauritania and Senegal), this has progressed to the drafting of a “Programme to contribute to the operationalization of the reform” in vocational training, with detailed regional action plans for specific economic sectors. PEFOP’s second component ensures that lessons learned are documented and disseminated across a larger network of participating countries. Finally, its third component provides seed funding to innovative projects.

Support to the monitoring of plan implementation

The final validation of an ESP is an important step, which leads to a new process, the plan’s implementation, with its own challenges, many of which concern the actions of local education offices and schools. The roles of central and regional levels in the plan implementation shift towards the preparation of operational plans and detailed sub-sectoral programmes, as well as M&E. IIEP is increasingly supporting ministries in these areas.

This includes support to the preparation of a detailed operational plan (as in Chad), or the design of an M&E framework (in Cambodia and Ethiopia). It can consist of collaboration in the drafting of the mid-term review and preparation of the joint sector review (as was done in Cambodia).

Brief notes on various programmes

- ▼ **Afghanistan:** A national team and an IIEP team organized a series of workshops and field missions to finalize the National Education Sector Plan III. In-country technical advisors trained by IIEP are also involved in preparing operational plans based on NESP-III for the GPE application package.
- ▼ **Cambodia:** IIEP support went through different interlinked stages. First, collaboration with the Ministry to draft the Mid-Term Review (MTR) of the present Education Sector Plan (2014–2018) and assistance preparing a draft M&E framework. Second, on the basis of the MTR, drafting a Rapid ESA, which was a requirement by GPE for new funding to the country. In line with this, IIEP helped update the simulation model and revise targets for the ESP. Third, IIEP worked with the Ministry and with UNESCO and UNICEF, the grant agents, to draft the government’s proposal to GPE for a new round of funding.
- ▼ **Chad:** In 2015, IIEP began the preparation for the formulation of Chad’s Ten-Year Development Plan for Education and Literacy (2016–2025). This followed the completion of the diagnosis of the education system. Several missions took place in 2016, including technical workshops with the core team and policy discussions with ministry authorities. The Ten-Year Education Development Plan has been finalized and a three-year operational plan is being prepared.
- ▼ **Ethiopia:** IIEP provided support for the design of a results framework in line with ESDP V, the sector plan that the Institute helped develop in 2014–2015. The results framework covers the federal level and two regions. The process of developing the theory of change and the framework are expected to strengthen implementation.
- ▼ **Guinea-Bissau:** During 2016, the return to relative political stability allowed the finalization of the sector plan and progress on the development of the triennial action plan 2017–2019, in collaboration with the UNESCO Dakar Office.

- ▶ **Saudi Arabia:** IIEP worked with the Regional Centre for Quality & Excellence in Education (RCQE) to conduct a study to inform the merger of the Ministries of Education and Higher Education
- ▶ **South Sudan:** With UNESCO Juba, IIEP conducted a series of five workshops to support the Ministry of General Education and Instruction with the development of its 2017–2021 Education Sector Plan. The main priority programmes, goals, objectives and related strategies, indicators and targets were developed in 2016.
- ▶ **Tanzania:** IIEP provided support to the Tanzania Mainland MoE for the development of a rapid ESA and a comprehensive education sector development plan. IIEP led a UNESCO team that consisted of experts from the Dar es Salaam office, the UNESCO Institute for Life-Long Learning (UIL), and the Section for Teachers in the Education Sector.
- ▶ **PEFOP:** Country context analysis for the four countries were developed and are awaiting validation by the national actors. A diagnostic survey on barriers to the operationalization of the vocational training policy was launched in each country.

2.3 Integrating conflict and disaster risk reduction (C/DRR) in education sector planning

The introduction to this section emphasized that a separate discussion on the integration of C/DRR in planning may no longer be fully justified. IIEP aims to integrate this important concern, relevant to all countries and contexts, into all of its technical cooperation. That being said, a few activities have retained a particular focus on this theme.

Standard-setting work

IIEP continues to be the standard setter for crisis-sensitive planning. It has shaped global dialogue in working with international networks, including INEE, the Global Education Cluster and the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES). The Institute's training, capacity development and knowledge generation have all provided inputs to this global advocacy work.

The Institute has developed tools, resources, and methodologies to help ministries of education and their partners to mainstream crisis-sensitivity in education planning and curricula. Its much-in-demand planning and curriculum resource kits provide practical guidance on addressing safety, resilience, and social cohesion in planning and in curriculum design, review and implementation.

Technical support

IIEP has provided technical cooperation to the ministries of education in South Sudan and Uganda to strengthen their capacities to be resilient to conflict and to build peace in the minds of children and youth, as described below. While in South Sudan, IIEP's technical cooperation brought together national and sub-national MoE authorities to develop the country's ESA and ESP, work in Uganda has focused on bringing crisis-sensitive planning down to the districts. With IIEP support, several districts succeeded in drafting conflict and disaster and risk management (CDRM) plans. While IIEP usually does not work at this level, it is expected that this work will lead to the development of a methodology that can subsequently be applied throughout the country.

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)⁵.

Learning from experiences

The work undertaken in both countries was documented in IIEP's Country Note series, both for internal learning purposes and to enhance the knowledge base for other countries looking for concrete examples of how to address conflict and disaster risks through educational planning and curricula. In three additional country case studies, IIEP documented the experiences of Nepal, Burkina Faso, and Palestine, where initiatives ranged from curriculum revision to integrating C/DRR into an education sector plan, to a programme on crisis and disaster risk reduction.

Brief notes on the different programmes

- ▼ **South Sudan:** Both the sector analysis and the sector plan in South Sudan have paid consistent attention to the role of education in preventing conflicts and mitigating the risk of disasters, while recognizing that education has sometimes been a source of conflict, either because of its unequal distribution or because of the values it transmits. As such, the analysis did not have a separate "vulnerability analysis", as vulnerability characterizes the whole system. The plan, in the same way, paid attention to C/DRR strategies in different programmes (rather than in one cross-cutting programme as an afterthought) and, as such, became a genuine crisis-sensitive plan, which also addresses the needs of the country's internally displaced persons and refugees. A recent evaluation case study on South Sudan considers that IIEP

has developed government capacities at the federal and state levels and built national ownership of the Education Sector Analysis and Plan through a collaborative hands-on approach ... [an intervention] seen by many partners as a major contribution to the development of South Sudan's education sector.⁶

- ▼ **East-Asia and the Pacific:** IIEP and UNESCO Bangkok organized a workshop to raise awareness and develop skills on why and how to implement a planning process that is crisis-sensitive. Eight countries participated: Cambodia, Papua New Guinea, Thailand, Philippines, Myanmar, Indonesia, and Solomon Islands. Following the workshop, technical assistance was provided to Cambodia to discuss C/DRR in the mid-term review and develop evidence-based C/DRR policies in future plans.
- ▼ **Uganda:** Building on work undertaken in 2015, IIEP conducted central and district level workshops on evidence-based planning for CDRM in Uganda, including Kampala, Oyam, and

⁵ [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.

⁶ [Evaluation of UNESCO's Role in Education in Emergencies and Protracted Crises. Case Study 2. Crisis-Sensitive Education Sector Planning: UNESCO-IIEP Support in South Sudan](#). UNESCO Evaluation Office, Internal Oversight Service. September 2016.

Kisoro districts. Subsequently, Ugandan head teachers were trained in the use of school-based CDRM assessment, which provided the basis for the development of the CDRM school plan.

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

3.1 Tools for evidence-based planning

The development of tools for education analysis, planning, and management forms an essential part of IIEP's approach to technical cooperation. This is partly because such tools are indispensable to the proper exercise of these functions, and partly because their mastery helps make the countries and teams that the Institute works with more autonomous. IIEP's approach is two-pronged. It works together with countries to design tools, such as simulation models or indicator systems, that are fully adapted to their contexts and respond to their needs, and ensures that countries are fully autonomous in their use and updating. And it develops general guidelines and manuals which every country can adapt.

EMIS and simulation models

When working on an EMIS, IIEP's focus (as in DRC and Burkina Faso) is on ensuring that data are useful and used for planning and management, and on training the staff responsible for EMIS. Simulation models are systematically developed during the Institute's support to countries, with the formulation of policies and/or design of sector plans. In a few cases, IIEP may help create a specific simulation model to test a particular policy (e.g. on teachers in Haiti).

Indicators and monitoring frameworks

Indicator system development is another area for which IIEP has developed methodologies and training manuals. Support may involve short and focused intervention to update an existing indicator system (as in Kosovo). IIEP may also promote the use of data to address concerns of particular relevance to current education systems. For example, the Institute has been working with UNESCO and Southern African Development Community (SADC) countries to integrate into EMIS the collection and analysis of UNESCO's 15 core global indicators to monitor and evaluate the education sector response to HIV and AIDS. A second example is the construction of school report cards, designed to inform a range of stakeholders on the performance of individual schools as compared to national objectives and to averages of schools in similar circumstances. Report cards aim to promote accountability and inspire improvement within the school.

School mapping

While the basic principles of school mapping are taught in the ATP, IIEP also provides technical support in countries (such as Benin) where the school mapping work includes the analysis of local databases and their use for prospective planning at local level.

ESA guidelines

Learning from its work on education sector analyses (discussed above), IIEP has broadened its guidelines so countries can integrate new concerns into analyses. In practical terms, this has translated into the preparation of a third volume of the *Education Sector Analysis Methodological Guidelines*, co-published by IIEP, UNICEF, and the World Bank. IIEP is involved in the drafting of methodological sections on functional analysis of ministries of education, and on the analysis of vulnerabilities within the education system.

Brief notes on various programmes

- ▼ **Benin – school mapping:** IIEP implemented a series of workshops and developed country-specific tools, including a methodological guide. Using a Benin locality as a pilot, a local level analysis and prospective school map were created. The lessons learned from the pilot will inform the country's overall approach to school mapping.
- ▼ **Burkina Faso – EMIS and HRM:** At the request of the national authorities and the Agence Française de Développement (AFD), IIEP undertook a scoping mission to identify the MoE's present EMIS and human resource management (HRM) situation. Detailed proposals for a three-year support programme in both areas were prepared, with work expected to start in early 2017.
- ▼ **DRC – EMIS and school mapping:** In close collaboration with the UNESCO Kinshasa Office, IIEP has continued to support the modernization of DR Congo's EMIS, including through the integration of a geographic information system (GIS) and providing training on the use of the information system and data base.
- ▼ **Haiti – Simulation models to improve the quality of teacher training:** IIEP is developing a simulation model of the training needs of teachers and ministry officials and an intermediary simulation model which includes an estimation of the internal efficiency of the education system.
- ▼ **Kosovo – indicators:** IIEP provided technical assistance to the MoEST in improving evidence-based planning and policy-making through a review of indicators for 2015/2016. Support included review of the Education Indicator Framework and ensuring EMIS indicator calculations were coherent with UNESCO's definitions and calculation methods and comparable at international level.
- ▼ **Regional, district, and school profiles:** With funding from GPE's Global and Regional Activities (GRA) and UNICEF, IIEP and UNICEF provided technical support and training for the development and implementation of information feedback systems and tools at decentralized and school level in Madagascar, Togo, and Zambia. The profiles were updated to include previously missing data and a workshop was held to train actors to use them for monitoring and information feedback at deconcentrated levels.
- ▼ **SADC integration and use of M&E indicators on education and HIV and AIDS:** The support for the integration into EMIS of UNESCO's 15 core indicators of education sector response to HIV and AIDS utilizes IIEP's 2015 handbook for country-level data collection. A six-week distance course is now under preparation to strengthen EMIS capacities in data collection tools, data analysis, and reporting in up to 20 countries in 2017.

Aligning resources with policy objectives

Activities that produce evidence, and those which support evidence-based decisions concerning best use of resources to meet policy objectives, support this strategic outcome. In 2016, IIEP helped advance knowledge and practice in the area of education financing. It completed and developed new research activities in strategic domains, including teachers, open data, school grants, vocational education, and IQA in higher education. It renewed the *IIEP Letter* and *Pôle Mag* (Dakar newsletter) to better inform its public about outcomes of activities, published several books and documents, and diversified communication tools to broaden its audience.

4.1 Education financing

IIEP contributed to global discussions on education financing by helping to design and pilot a standardized methodology on national education accounts (NEAs), and by writing background papers for the International Commission on Financing Global Education Opportunity Report, which received visibility worldwide. These two activities were led in partnership with the UNESCO Institute of Statistics (UIS).

Education financing: NEAs

Many countries struggle with limited data on education financing flows. As a result, it is often difficult to answer questions such as who finances education, where do funds go, and who benefits, which has implications for the monitoring of the Education 2030 agenda. To help improve education finance data, IIEP Paris and Pôle de Dakar, and UIS combined expertise to design a [standardized methodology on NEAs](#) with GPE's GRA funding. This three-year project aimed to develop and implement sustainable methodologies to collect, analyse, and use quality education finance data from key sources including governments, external funders, and households. Piloted in eight countries in sub-Saharan Africa and Asia,⁷ and completed this year, the project explored whether resources were allocated equitably and effectively within education systems. Its major outcomes were discussed during a final seminar held in Paris (4–8 April), which drew more than 70 international experts, education officials, and partner organizations, as well as through a webinar held in September. National communication plans were also developed for the three countries receiving IIEP support. IIEP Paris and Pôle de Dakar plan to provide assistance for countries wishing to apply this methodology in the future.

⁷ Uganda, Senegal, Guinea, Zimbabwe, Côte d'Ivoire, Nepal, Lao PDR, and Viet Nam.

IIEP's contribution to the International Commission on Financing Global Education Opportunity Report

This commission was set up in 2015 “to reinvigorate the case for investing in education and to chart a pathway for increased investment in order to develop the potential of all of the world’s young people”. Its members include current and former heads of state and government, government ministers, five Nobel laureates, and leaders in the fields of education, business, economics, development, health, and security. To prepare its report, the Commission worked with over 300 partners representing 105 countries, 30 research institutions (including IIEP), and four expert panels. IIEP coordinated UNESCO’s inputs to the report, and contributed two background papers. IIEP Pôle de Dakar contributed to a UIS submission on the data revolution in education in relation to education quality, equality of opportunity, and education financing. In consultation with IIEP Paris, IIEP Buenos Aires wrote an analysis of education financing in decentralized systems. Both papers were selected by the Commission for publication. IIEP collaborated with the Commission to make the launch of the report a global event using IIEP’s website, the Learning Portal, and social media.

Research on school grants

School grants have become a popular policy to give schools more autonomy to use educational funds. It is often assumed that such policies reduce bureaucracy, increase administrative efficiency, increase relevance of spending to school needs, improve access to quality education, and reduce disparities between students and schools. Over the past two years, IIEP, with the support of GPE, carried out a comparative research project on whether school grant policies met expectations, examining how they were perceived, interpreted, and put into practice by school-level stakeholders in DRC, Haiti, Madagascar, and Togo. The project was completed in 2016 with the finalization and national dissemination of analytic country reports, the development of a regional comparative analysis, and the production of technical guidelines for designing and implementing a school grants policy. The main results of the research were discussed during a regional policy seminar held in October, which brought together members of the national research teams, policy-makers, regional and international experts, and development partners.

Main research findings on school grants

- **Access and equity:** School grants have enabled children, especially from poor families, to enrol in school. Yet, they have not fully addressed disparities within and between schools. Nor do they provide fee-free education, although they have reduced household contributions.
- **Quality:** Many school-level actors emphasized the improvement of the school environment with increased availability of teaching and learning materials, and the resulting increased motivation of teachers and students. Yet, school grant amounts were insufficient to substantially improve those schools with precarious conditions.
- **Participation and control:** Responsibility for decision-making on school grants resided primarily with school directors. Internal and external control procedures on grant use, when they existed, were not always followed, and were often limited to administrative verification of financial reports. Monitoring of the school environment by parents and the community proved effective as an alternative form of social control.
- **Administrative efficiency:** Although depositing funds directly into school bank accounts helped improve administrative efficiency, delays in disbursement and difficulty accessing banks to withdraw funds tended to cancel this effect.
- **School autonomy:** Improvement was limited by several factors, such as modest grant amounts, restricted spending conditions, and the imposition of particular school material providers.

Education financing at CIES 2016

IIEP made a strong showing at the 60th annual [Comparative and International Education Society](#) (CIES) conference, one of the year's biggest education events, which brought together some 2,700 education professionals and academics. Two of the five panels organized by IIEP were devoted to the issue of financing. The first (organized by IIEP Paris and Pôle de Dakar, along with UIS), on "Better education financing data for better planning and monitoring: The role of national education accounts", engaged participants on the role of NEAs in planning for and monitoring the Education 2030 agenda. The second panel on financing discussed the role of [school grant](#) policies in contributing to improved access, equity, and quality.

4.2 Generate evidence to guide policy dialogue and formulation

During 2016, IIEP positioned itself in major international research networks, such as Building Evidence in Education (BE2). It launched a set of new research initiatives on teachers, and developed new projects on open data in education and on obstacles to reforming vocational education. It completed two research projects launched at the beginning of the current Medium-Term Strategy, namely on school grants and IQA. Finally, it strengthened the role of its newly established Research Advisory Council (RAC) to improve the quality of its research work and, working with Information Services, the resulting publications.

Participation in international research networks

IIEP participated in the BE2, a group that is composed of bilateral donors, multilateral organizations, and foundations committed to increasing the quality of education research, promoting the use of evidence in education programming, and strengthening research collaboration. The 2016 meeting was held in April in Washington DC. It included a consultation process with the Education Commission, and an in-depth discussion on how to transform the education sector's approach to systematic reviews, drawing on lessons from other sectors and utilizing the findings of a recent review of systematic reviews.

IIEP also participated in a meeting organized by AFD during which the possibility of launching a network of francophone researchers working on education was discussed.

Foresight papers

IIEP published the first issue of its new Foresight Series, on school accountability in the UK. The series aims to help decision-makers and managers look ahead in a changing environment and keep abreast of new developments, exploring possible options to adapt their work accordingly. Using a particular country's experience as a basis for reflection, it addresses the role of educational planning in a dynamic context.

Research on teachers

Recognizing the critical importance of teachers, three major initiatives on teachers were launched in 2016, engaging all three IIEP offices.

First, IIEP Pôle de Dakar launched an initiative to address teacher allocation in schools. Analyses done as part of ESAs in several sub-Saharan African countries revealed problems related to teacher allocation. IIEP – jointly with AFD and UIS – initiated reflections on the development of monitoring tools for teacher allocation, producing a working document and holding a regional workshop on the topic. This work should result in the development of a tool that will enable countries to allocate teachers to schools in a more equitable and efficient way.

Second, IIEP Paris launched a research project on teacher career structures. In many countries, career progression is tied only to years of experience and qualifications, with limited opportunities for professional development. Teachers seeking promotion often need to leave the classroom. To address this problem, many governments are seeking ways to diversify the professional paths of teachers, widen advancement opportunities, and help ensure that good teachers remain in the profession. The aim of IIEP's project is to provide policy-makers with a range of policy options and analyse the effects of teacher career models on motivation, retention, and attraction. In 2016, an exploratory study was published which identified different models of teacher career organization and related implementation challenges. In addition, a mapping exercise to collect accurate country descriptions of teacher career structures in eight countries was conducted. Three case studies are planned, to offer further analysis of innovative career models, and an expert meeting will be held in December to discuss the research instruments and methodology.

Third, at the request of Argentina's MoE, IIEP Buenos Aires conducted research on the teaching practices of the Argentinian education system. In 2016, the findings were published and showed that teaching and assessment practices were most commonly expository rather than participatory. The study also shows that better learning takes place when the overall school context is a well-regulated one characterized by positive interactions amongst all

actors – as opposed to one where verbal and physical violence as well as discriminatory practices prevail. It also found that, the higher the educational level of teachers, the more difficult it was them for to diversify their practices or innovate in the classroom. Finally, teacher unions were not shown to have a strong impact on teaching practices.

Research on using open data to improve transparency in education

Recent years have seen a growing number of initiatives, worldwide, to promote public access to information and more transparent and accountable governments. But while legislation, accountability tools, and software have been developed to these ends, disparate approaches have produced a glut of endeavours without any clear assessment of their efficacy. IIEP developed a research project on using open data to improve transparency in education. In 2016, a study of 14 school report card initiatives from around the world was published. It examined the comparative impact on transparency and accountability of information dissemination methods, formal or participatory approaches, and reward/punishment mechanisms. In addition, IIEP organized a study visit to Australia for several countries from the Asia-Pacific region, to learn from the “My School” experience (see box). Based on the results of these activities, case studies will be initiated in several countries in the region by year’s end.

Study visit on open education data in Australia

In October, IIEP and the Australian Curriculum, Assessment and Reporting Authority (ACARA) organized a study visit to Sydney and Canberra, “What ‘My School’ teaches us about improving transparency and accountability through public access to school data”. The visit explored the use of “My School”, an innovative open data initiative that makes school-level data publicly available online. Seven countries participated: Bangladesh, India, Indonesia, Nepal, New Zealand, Pakistan, and the Philippines. Each country team was made up of a ministry official, a parent–teacher representative, and a member of a civil society organization promoting public access to information.

Research on IQA

IQA systems have become a major theme of higher education reform worldwide. Many higher education institutions have set up IQA mechanisms, not only in order to comply with the requirements of national EQA agencies or regulatory bodies, but also to generate information that responds to their internal requirements for quality monitoring and management. IIEP launched a research project to illustrate approaches and good principles of IQA, to guide higher education institutions. Conducted in eight public and private universities in Africa, Asia, Europe, and Latin America, the case studies were published in 2016. An international online survey on IQA practices was also implemented in partnership with the International Association of Universities (IAU) to understand the dynamics of the quality management within the higher education institutions. A final synthesis publication on IQA is under preparation.

Regional project in Asia: Education financing and resource allocation in response to demographic transition

With support from the Malaysian Government, a regional policy research project was launched to investigate the impact of demographic changes in three Asian countries on education enrolment patterns and policy responses. IIEP is partnering with the Malaysian Institute Aminuddin Baki (IAB), the Korean Education Development Institute (KEDI), and the National University for Education Planning and Administration (NUEPA), all of which contribute financially or in-kind. The first phase consists of a comparative study to assess the pattern of demographic change in the countries in terms of past trends and projections, verifying how these changes affect school-age populations. Changes in enrolment patterns, their effects on social demand for education, and service provision will all be analysed at national and sub-national levels. Social sector and education policies will also be analysed to understand how and to what extent they respond to changes in student populations. A publication drawing policy lessons is planned for mid-2017.

New meeting of the IIEP Research Advisory Council

IIEP organized a video conference this year with its newly established Research Advisory Council (RAC). Two topics were discussed: IIEP's research on teacher career structures, and the peer review process for IIEP publications. The online format proved very helpful in soliciting input.

4.3 Providing access to information and good practices

Communications support plays a key role in implementing IIEP's mission to arm planners with the tools and resources needed to create quality, inclusive education systems. To ensure this information reaches IIEP's niche audience of education planners, managers, and other stakeholders, the Institute made efforts to diversify its research products and other publications, in the form of policy briefs, country notes, guidelines, and manuals; and to review its digital strategy with increased use of social media.

Publications

IIEP's highly regarded publications constitute a crucial link between knowledge generation (research and field experience) and dissemination (knowledge sharing and policy advice). The Institute continues to improve its publication process, with Information Services working more closely with Research to ensure the most appropriate final product, reducing delays to a minimum, and updating the various book series. The ultimate aim is to ensure that the Institute's knowledge and know-how – gained through research, training, and technical cooperation – reaches the largest possible audience, is read, and has a policy impact.

In 2016, the Institute produced more than 30 publications on a wide range of topics, in a variety of formats, in several languages, and with a number of institutional partners (e.g. UIS, PEIC, UNICEF, GPE, RCQE). Working with communications, new publications were successfully launched during key international events such as World Teachers' Day and IIEP's Policy Forum on IQA at Xiamen University. IIEP and PEIC also formally launched their in-demand planning and curriculum resource kits, which are now being used by decision-makers around the world.

Relaunch of IIEP Letter and redesign of Pôle Mag

The *IIEP Letter* and *Pôle Mag* constitute two communications tools for IIEP to keep in touch with its audience. Both were renewed in 2016. The *IIEP Newsletter* was relaunched as *the IIEP Letter* in June. This biannual 16-page newsletter, published in print, pdf, and e-reader format in four languages (English, French, Spanish, Russian), has a subscriber base of 11,800 readers for the print version and 16,900 readers for the electronic form. It is also accessible via the central UNESCO website for broader visibility under the publications section on the Education page (e-reader statistics: 1,806 reads, 3,917 impressions).

IIEP Letter

With a new, modern design, the IIEP Letter showcases the Institute's activities and perspectives on education planning and management, and shares news from colleagues and partners in the global education community. Each issue is dedicated to a specific theme – such as how IIEP can support countries with the 2030 agenda and extending educational rights to refugees and internally displaced persons – determined by an editorial board of eight members across all three offices. Articles are mostly written by IIEP staff, with one to two guest authors per issue. New features – such as a one-page “Perspectives” section and “From the Planner’s Desk” – foster dialogue with the Institute’s readership and enhance visibility across IIEP platforms.

A redesigned *Pôle Mag*

IIEP Pôle de Dakar’s biannual magazine, *Pôle Mag*, has been redesigned, with new sections such as “Expert Voice”, in which analysts are given a chance to express technical subjects in non-specialist language. Each issue is structured around a thematic area linked to Pôle de Dakar’s activities. In January 2017, the theme will be capacity development, to promote Pôle de Dakar’s 10 years of training on management of education systems.

Staying connected via monthly e-newsletters and thematic bulletins

Bringing together all of IIEP’s news, latest resources, and announcements, monthly news updates are sent to over 80,000 subscribers (in French, English and Spanish).

Six thematic bulletins are also disseminated: three by IIEP Paris and three by IIEP Buenos Aires. These updates gather the latest news from the IIEP websites, with selected content from other platforms and portals. They also provide important information on new courses and publications.

The three IIEP Buenos Aires e-bulletins are *IIEP Latin America*, and the bulletins of the redEtis and SITEAL portals have a very large outreach that total nearly 60,000 subscribers. As far as Paris is concerned, the UNESCO HIV and Aid and Health Clearinghouse, supports key UNESCO events by synthesizing information on discussion topics. The ETICO Bulletin, launched in 2016, will be published three times a year in English, French, and Spanish to keep readers informed on developments related to ethics and corruption in education. The IIEP Learning Portal recent also launched its weekly e-update.

Since the start of 2016, the three e-newsletters benefit from a new emailing tool called Campaign Monitor that allows for a more centralized emailing system, a better knowledge of

users, and a closer monitoring of audience engagement. The opening rate has so far averaged 49% – excellent result considering that the average worldwide is of 21%.

Engaging new content on the IIEP website

IIEP's website remains the main platform for the Institute's latest news, announcements, and resources. Over 75 articles have been published since October 2015, bringing readers up-to-date information on IIEP events, training, research, and technical assistance projects taking place worldwide. IIEP's website received 1,455,226 visits from January to October 2016.

Launched in 2014, the Pôle de Dakar website received 18,200 visits from January to October 2016. While the audience is global, visitors come predominantly from African countries: 3,000 from Senegal, 1,100 from Cameroon, 500 from Côte d'Ivoire, 450 from Burkina Faso, and 200 from Togo and Benin.

Increased use of video

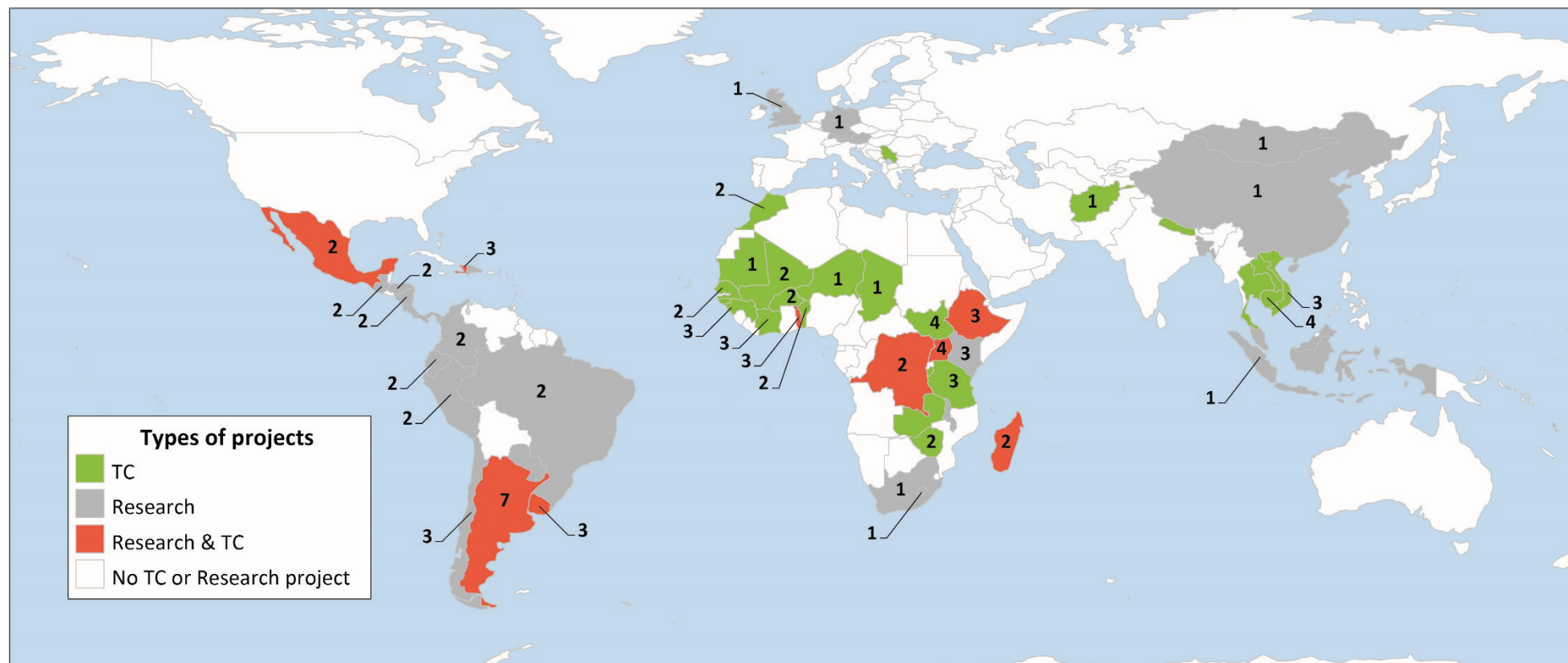
IIEP has increased its use of video during events, such as the ATP graduation ceremony and international seminars. Short interviews have been conducted with trainees, research experts, and national officials, for display on IIEP's website and disseminated through social media. Moreover, as part of the school grants research project, a 20-minute film was produced. In 2017, IIEP plans to conduct more video interviews with research experts, to increase outreach.

Library services

The IIEP Library team has maintained its strong reputation as a provider of up-to-date, reliable information, for both staff and external users. IIEP staff make regular use of its services for both day-to-day requests and long-term projects. The Library team assists IIEP programme staff in a multitude of ways. It offers a systematic information watch, preliminary bibliographic exploration, literature reviews, and development of specialized libraries for technical assistance projects or thematic portals. The Library serves all three IIEP offices, anticipating needs and providing tailor-made services. External users also benefit from the variety of information products and services, whether while visiting IIEP or at a distance.

Geographical distribution of Technical Cooperation and Research projects

(with numbers of projects)



In 2016, Africa was the recipient of the majority of technical cooperation (63%). Some countries, such as South Sudan, Côte d'Ivoire, Guinea and Tanzania, benefited from multiple technical cooperation projects (at least three). Several multi-country projects took place such as the 'Internal Quality Assurance in Higher Education' (eight countries) School Grants projects (four countries). Argentina hosted four technical cooperation projects and three research projects. Nine countries benefited from both TC and Research projects in 2016: Argentina, Congo DR, Ethiopia, Haiti, Madagascar, Mexico, Togo, Uganda and Uruguay.

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 create a space for discussion, sharing information, and fostering collaborations. In 2016, IIEP hosted more than 21 such events (compared to 15 in 2015). They were delivered in different ways – face-to-face, at a distance, or a mix of both – and addressed different audiences. These events allowed IIEP to reach out to over 14,000 people worldwide (compared to 11,000 in 2015). A selection of key events is presented below.

Policy Forum: IQA in higher education

IIEP, Xiamen University, and the Chinese Higher Education Evaluation Centre (HEEC) co-organized this year's [Policy Forum](#) on "Higher education quality and employability: How can internal quality assurance contribute?" With additional support from DAAD/DIES and the Chinese Higher Education Quality Construction Fund, the event took place at China's Xiamen University from 9 to 11 June 2016. Some 180 participants from 25 countries discussed ways for IQA to enhance quality, employability, and managerial effectiveness. Participants included national policy-makers and heads of QA agencies, university leaders, quality managers, and researchers on quality assurance, as well as researchers from IIEP's project. Chinese participants included representatives from 60 universities and a strong team from HEEC.

Policy Seminar: The use and usefulness of school grants

This event, which concluded IIEP's research project on school grants financed by GPE, took place in Paris from 10 to 12 October 2016. The seminar brought together about 40 participants, including high-level decision-makers from ministries of education and finance from 10 countries, representatives from international organizations and development partners, and teams from the four countries where the research was conducted in 2015–2016 (DRC, Haiti, Madagascar, and Togo). The [research results](#) were discussed and strategies to improve the design and implementation of school grant policies were identified.

Seminar participants and guests attended the world premiere of the [documentary film](#) "Aina's school", filmed during the research in Madagascar. The film explores the effects of school grants through the personal experiences of Aina, a Malagasy student. It was well received by participants who said they would use it as an advocacy tool to improve school grants policies.

NEA Seminar

A final seminar for the NEA project, co-organized by IIEP and UIS in April 2016, brought together more than 70 international experts, education officials, and partner organizations, wrapping up the findings of a three-year project aimed at improving the collection, processing, and analysis of education financing data. Since 2013, the NEA project has provided technical support to eight GPE countries (Uganda, Senegal, Guinea, Zimbabwe, Côte d'Ivoire, Nepal, Lao PDR, and Viet Nam). The seminar provided an opportunity to take stock of the project's main findings and discuss next steps for making the NEA methodology a common global practice within the context of the Education 2030 agenda. The methodological guide was published a few months later.

IIEP Buenos Aires international Policy Forum on teacher education policies: Pre-service and in-service

Hosted by IIEP Buenos Aires on 8–9 November, [this major annual event](#) in Latin America brought together more than 4,562⁸ participants (70% women) including government officials, educational experts and researchers, teachers, and teacher trainees. The Policy Forum was structured around the following themes: "Teacher education policies in Latin America: The cases of Argentina, Colombia, Chile, and Ecuador"; "Being a teacher today in Latin America: Professional development and professional career"; "Knowledge required for decision-making: The contributions of research". The Forum could also be followed online, enabling participation from a range of countries in the region.

Pôle de Dakar's regional workshop on teacher allocation

Teachers are critical to the success of the Education 2030 Framework for Action. In African countries, the issue is generally approached from the angle of recruitment, training, and remuneration practices, with teacher allocation and deployment receiving less consideration. However, better allocation could significantly increase the efficiency of public education expenditure. IIEP Pôle de Dakar organized a regional workshop on teacher allocation from 11 to 13 July in Dakar. This brought together more than 100 executives in charge of education system management in West Africa, international experts, and technical and financial partners, to discuss best practices and innovative tools in the region.

Strategic Debates

The 2016 Strategic Debate series sought to explore how countries can best plan for the implementation of the Education 2030 agenda. The four-part series brought together experts, educational planners, country delegates, researchers, and students and tackled major challenges and opportunities for education stakeholders.

The topics of the 2016 IIEP Strategic Debates were as follows:

- *Financing the Education 2030 Agenda – key issues and challenges for national planners*, with Aaron Benavot, Director, Global Education Monitoring Report
- *Universalizing secondary education in India: is SDG 4 achievable?*, with Sussex University Professor Keith M. Lewin
- *Agenda Education 2030 – What are the implications for higher education?*, with Eva Egron-Polak, from the International Association of Universities

⁸ 500 on-site participants and 4,062 distance participants.

- *The effectiveness of education interventions in improving school participation and learning: a systematic review of the evidence*, with Birte Sniltseit and Richard Manning, from the International Initiative for Impact Evaluation (3ie)

The 2016 Strategic Debate sessions reached a broad audience through the use of new online tools. Targeted invitations were sent via Campaign Monitor, and the IIEP website featured articles before and after the events. A live stream was also piloted and is planned for future events. The communications team live tweeted the debates and created a [Storify](#) with main highlights.

E-forums and webinars

IIEP's e-forums address contemporary issues in education planning. They are designed to encourage collaboration and exchange of ideas, best practices, data, and documentation. Led by international experts, including IIEP staff, the e-forums are supported by the IIEP Virtual Campus, using the Moodle platform. During 2016, three e-forums were organized:

1. Standardized assessment and the improvement of learning (Spanish)
30 May – 3 June (2,754 participants)
2. Planning for the inclusion of displaced populations in the education sector (English)
3 October – 14 October (482 participants)
3. The use of learning assessment data to improve education quality (French)
24 October – 4 November (342 participants)

Planning for the inclusion of displaced populations in the education sector

This e-forum brought together education officials, humanitarian and development partners, refugees and internally displaced persons, and teaching staff. Participant profiles reflected considerable diversity in location and organizational affiliation. The e-forum had a total of 482 participants from 86 countries, including ministry staff from 46 countries.

The e-forums offer participants a unique opportunity to exchange ideas and experiences with other education professionals, while enabling IIEP to engage with a broader audience. A rich variety of resources includes publications and video presentations from key actors.

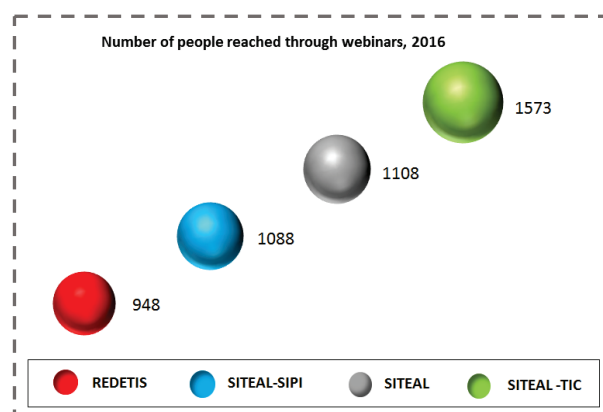
The dissemination of e-forum announcements via the IIEP website and social media networks (Twitter, LinkedIn, and Facebook) has helped increase enrolment.

The use of webinars is increasing at IIEP, as they can be used to disseminate findings or enhance training courses with guest speakers. IIEP Buenos Aires carried out a number of webinars through the [SITEAL](#) (*Sistema de Informacion de Tendencias Educativas en Latin America*) Observatories and the [redEtis](#) network. Six webinars were organized by SITEAL (SITEAL, SITEAL-SIPI, and SITEAL-ICT):

1. Work as an obstacle to the schooling of adolescents in Latin America (491 participants)
2. The participation of youth in public policies (Spanish) (617 participants)
3. The itinerary of the International Convention of the Rights of the Child in the judicial systems and in Latin American politics (535 participants)

4. Social investment for early childhood in Latin America (553 participants)
5. ICT policies in Latin America: the challenges of gender equality (754 participants)
6. Childhood in front of the screens (819 participants)

RedEtis held a webinar entitled “Without school and work: the daily lives of young people”, which brought together 948 participants.



IIEP Paris also organized five seminars:

- NEAs jointly with GPE (seminars in French and in English) in September and November
- Gender review of the Global Education Monitoring Report (149 participants)
- GPE 2020 and the gender equality Policy and Strategy (217 participants)
- Gender-responsive education sector plan (150 participants)

IIEP ramps up visibility at CIES 2016

At this year’s CIES conference (in Vancouver), a nine IIEP experts chaired five panels and participated in sessions on educational planning during crises, QA in higher education, education financing, and the role of learning assessment data in policy-making. IIEP’s presentations were widely disseminated through Slideshare, with a total of 5,000 views. IIEP streamed two interviews from the event. The content attracted more than 15,000 visits and 10,000 visitors to IIEP’s website. Highlights of IIEP’s participation can be seen [here](#).

IIEP’s web article on education institutes for UNESCO headquarters was cross-published by UNESCO, UIS, and the International Bureau of Education (IBE). The Institute’s social media posts during the conference garnered 2,000 impressions per day. A wrap-up article was disseminated via a special IIEP e-newsletter (in English and French) to 15,000 subscribers, with an opening rate of 31%, and was featured in the CIES newsletter.

Platforms and portals

IIEP’s websites and thematic resource portals serve as both repositories of knowledge and forums for exchange. Valued as key resources for global education specialists, the Institute’s websites leverage the value of the IIEP brand – and the broad reach of its networks – to disseminate new information to core audiences. Currently, IIEP has 12 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.

Over the period October 2015 – October 2016, IIEP’s website and portals totalled 1.6 million sessions and 1.1 million users⁹. Planipolis and SITEAL (including SIPI and TIC) remained by far the most visited IIEP online resources with respectively 900,000 and 220,000 users. In 2016, IIEP focused its efforts on:

- **Developing new content:** IIEP made efforts to fully exploit its platforms in terms of external branding, and as a medium to share its knowledge products. By publishing blogs, articles, and news on educational planning, IIEP strengthened its legitimacy in disseminating evidence on what works in educational planning.
- **Updating the web-based technology:** Several websites were redesigned and were updated with newer technology (Drupal).

The following are good examples of the new developments:

IIEP Learning Portal

The Learning [Portal](#) was launched in January 2016, using a full media communications strategy. New content development included contributions from external experts and practitioners and two successful e-forums. The first was organized by IIEP Buenos Aires on “La evaluación estandarizada y la mejora de los aprendizajes” (Standardized Assessment and the Improvement of Learning), and attracted 2,754 registrants from some 25 countries. The second, on “The use of learning assessment data to improve education quality”, drew 350 francophone participants.

New users were attracted by an IIEP MOOC on Learning Assessments with 2,695 participants that used the Portal’s resources. Over 17,600 users have accessed the Portal, and 697 people subscribed by providing their contact information.

The Learning Portal was presented at various international events (in Canada, Senegal, Tanzania, and Zambia).

IIEP also participated in a Google Hangout on how digital resources are making an impact in the context of development work, co-hosted by the Centre for Education Innovations (CEI), and the World Innovation Summit for Education (WISE).

ETICO

In 2016, IIEP continued to update, a unique tool for ministries, international organizations and agencies, NGOs, universities, and research institutions to discover relevant information on ethics and corruption in the education sector. In three languages (English, French, and Spanish), the site includes references to publications, articles, diagnostic tools, statistics, projects, and events, and provides links to various agencies, institutions, and programmes. IIEP developed the ETICO Blog, Twitter account, and ETICO Bulletin, and began migrating ETICO under Drupal.

⁹ Sessions represent unique visits on a website. They refer to the number of times a website is visited, regardless of how many visitors make these visits. Users refer to the number of distinct individuals actively engaging with a website during a given period, regardless of how often they visit. If ones goes four times to a given website within a day, it will count for 1 user/day and 4 visits/day.

UNESCO HIV and Health Education Clearinghouse

Following the relaunch of the [Clearinghouse](#) from “HIV and AIDS” to “HIV and Health Education” in 2014, work has continued on reorganizing the content and collection in line with new UNESCO priorities, expanding the collection of health education resources, and archiving materials related to former UNESCO priorities. A revamped home page that enables greater visibility to new and emerging themes is currently under development, and will be live by the end of 2016.

In 2016, the Clearinghouse became a member of the FRESH (Focusing Resources on Effective School health) partnership working group and is collaborating with the group on a series of school health and nutrition webinars.

Planipolis

Planipolis, IIEP’s flagship portal on educational plans and policies, launched in 2007, has undergone a major renovation. It is now fully integrated into IIEP’s website, using the search and display options offered by Drupal. Users will be able to refine their search results, select and export resources, and build their own tables using the metadata provided by the library team.

Integrating C/DRR in education sector planning

IIEP’s online repository and website [education4resilience](#), hosts over 400 documents related to education planning and curriculum for safety, resilience, and social cohesion.

IIEP’s crisis-sensitive planning activities are now accompanied by a communications plan, including blogs, social media, web content, and an e-newsletter. This summer, GPE featured a three-part blog series on IIEP’s approach to promoting safety, resilience, and social cohesion, which drew attention to these online resources, and also used the series to publicize the guidelines for transitional educational plan preparation, co-authored with IIEP.

Social media campaigns were launched for key events throughout the year. This included [a video interview](#) with South Sudan’s Minister of Education during his visit to the Institute to finalize the country’s education sector plan.

Much of the work in this area was supported through collaborations with PEIC and UNICEF.

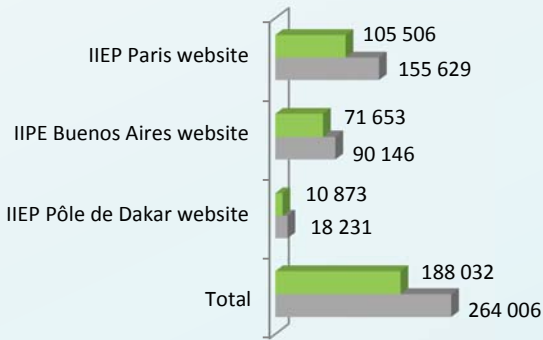
PEFOP web-based tools

PEFOP offers information and access to resources and digital tools that facilitate sharing between actors. In 2016, IIEP Pôle de Dakar developed a part of the website to be accessible to all public users, to provide information on PEFOP’s many activities and access to its digital library resources.

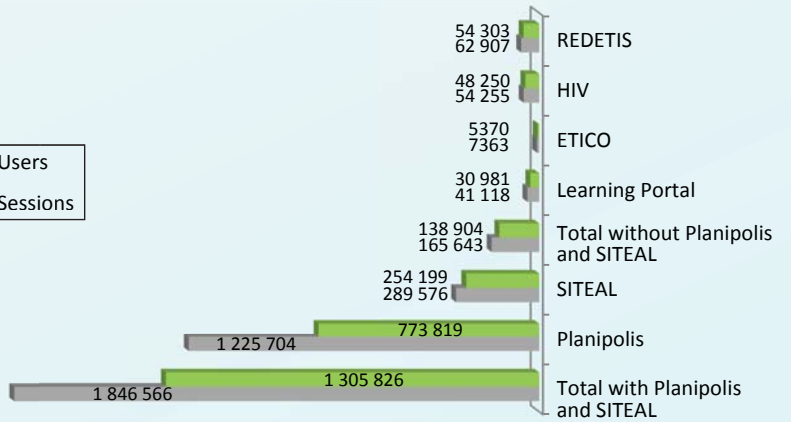
Outreach and Advocacy, 2016

Websites and portals: total numbers of users and sessions, 2016

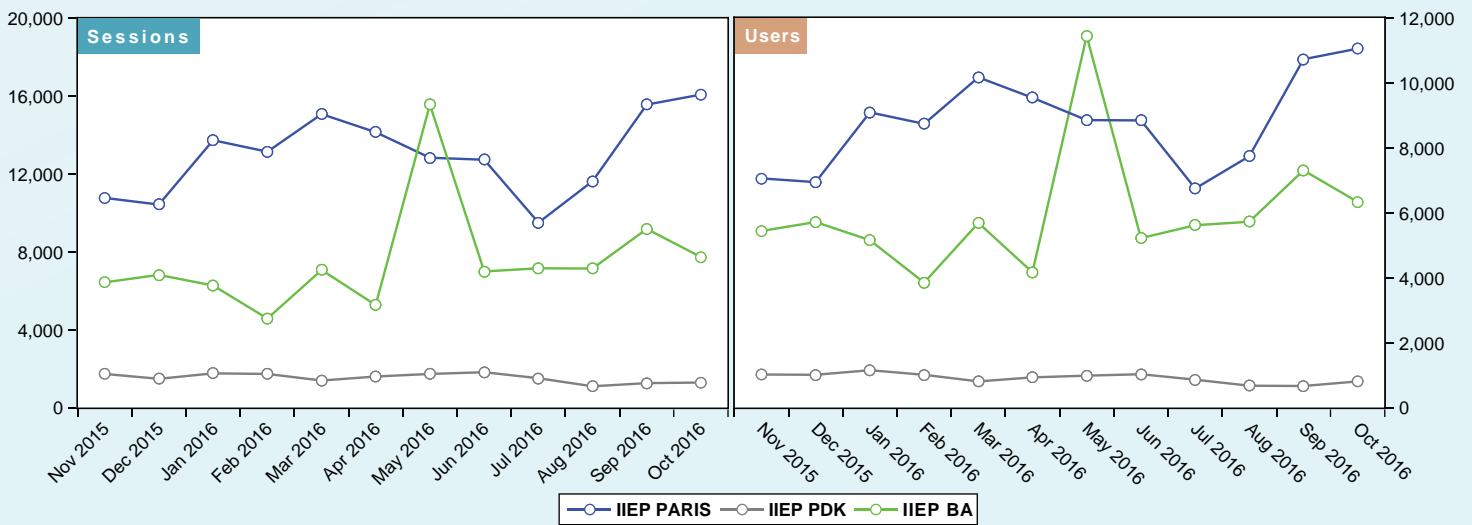
Total websites, 2016



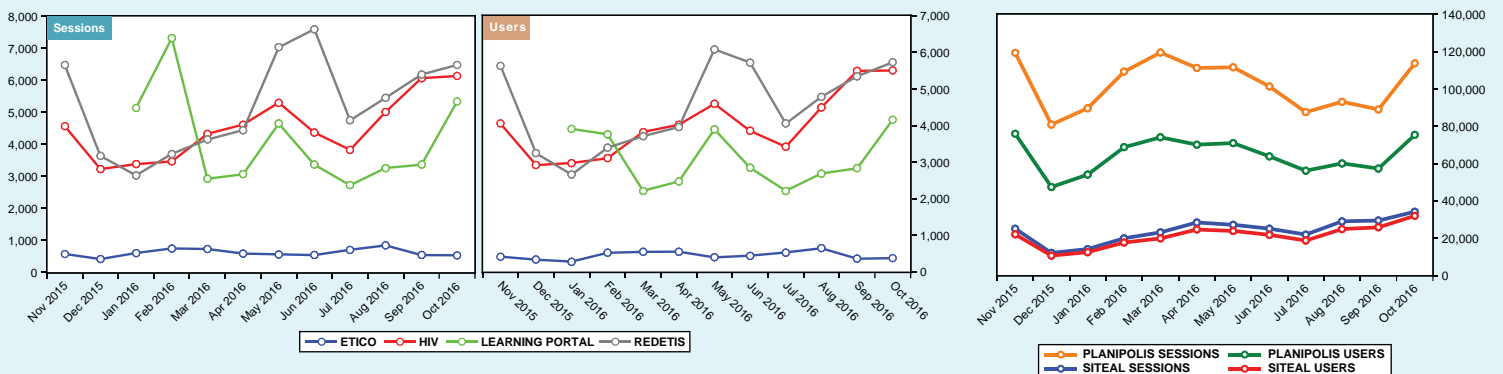
Total portals, 2016



Websites: IIEP Paris, IIEP Pôle de Dakar and IIEP Buenos Aires, sessions and users by month, 2016



Portals: users and sessions by month, 2016



2016 Institutional development

Partnerships and fundraising

Strengthening existing and creating anew

IIEP worked to deepen existing relationships and develop new partnerships. 2016 saw IIEP working closely with the Chinese Higher Education Evaluation Center (HEEC) and Xiamen University to co-organize the Policy Forum on “Higher education quality and employability: How can internal quality assurance contribute?”

Building on IIEP’s 2015 Policy Forum on “Integrity Planning in Higher Education”, IIEP partnered with the Council for Higher Education Accreditation /International Quality Group (CIQG) to organize an expert meeting. Co-chaired by Sir John Daniel and IIEP, an Advisory Statement for Effective International Practice: Combatting Corruption and Enhancing Integrity resulted.

Collaborations with the Global Partnership for Education (GPE) expanded in scope in 2016. IIEP co-developed with GPE a blended training course for experts conducting appraisals of sector plans and IIEP led a session in the GPE Board preparatory meeting for developing country partners. A joint peer review of the Screening Tool for the quick assessment of equity, efficiency and learning issues at the country level was conducted and a roadmap for further development agreed upon. The [Guidelines for Transitional Education Plan Preparation](#) were co-published. 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 contributing to the World Bank/Australian Department of Foreign Affairs and Trade conference, “Making System Work”. Joint work to link NEAs with BOOST, started this year, will carry into 2017. Regular exchanges with the World Bank, DFID and USAID are held through IIEP’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 various areas such as support to national training institutions, helping MoEs analyze their education sectors and design medium-term plans, school mapping, research and tools development (school grants, Information Feedback Systems for increased accountability, RESEN volume 3) and crisis-sensitive planning. Promising areas for collaboration are also being explored such as planning for refugees.

Consulting on the 10th MTS

The need to consult widely for input into IIEP’s 10th MTS translated into a wide-range of activities. This included within UNESCO and through visits to regional bureaus such as Bangkok, Beirut and Dakar. There was a concerted effort to reach out to Member State representatives in UNESCO. Briefings on IIEP work were made to the African Delegations Education Working Group, the Group for Latin America and the Caribbean, and to the Executive Board, this last one through an Information Session on Category 1 institutes. The Institute received a number of Minister and senior level ministerial representatives, from

South Africa to Norway. In each exchange we took advantage of the visit to ask about their challenges as they embark on the Education 2030 agenda.

Consultations were held with the Gates Foundation and the foundation Partnership to Strengthen Innovation and Practice in Secondary Education (PSIPSE) and their grantees, with particular attention to the learning agenda. We have been consulting with the large network of organizations engaged in education and conflict-affected settings, such as GIZ, INEE and the Norwegian Refugee Council to inform future work on education planning for displaced populations.

The internal discussions which started with the September Paris Management Team Retreat have benefited from the contributions of all IIEP teams, including in Buenos Aires and Pôle de Dakar. This will take a more focused form in the first quarter of 2017 with the drafting of the 10th MTS and its accompanying Results Assessment Framework.

Information systems: integration and long-term vision

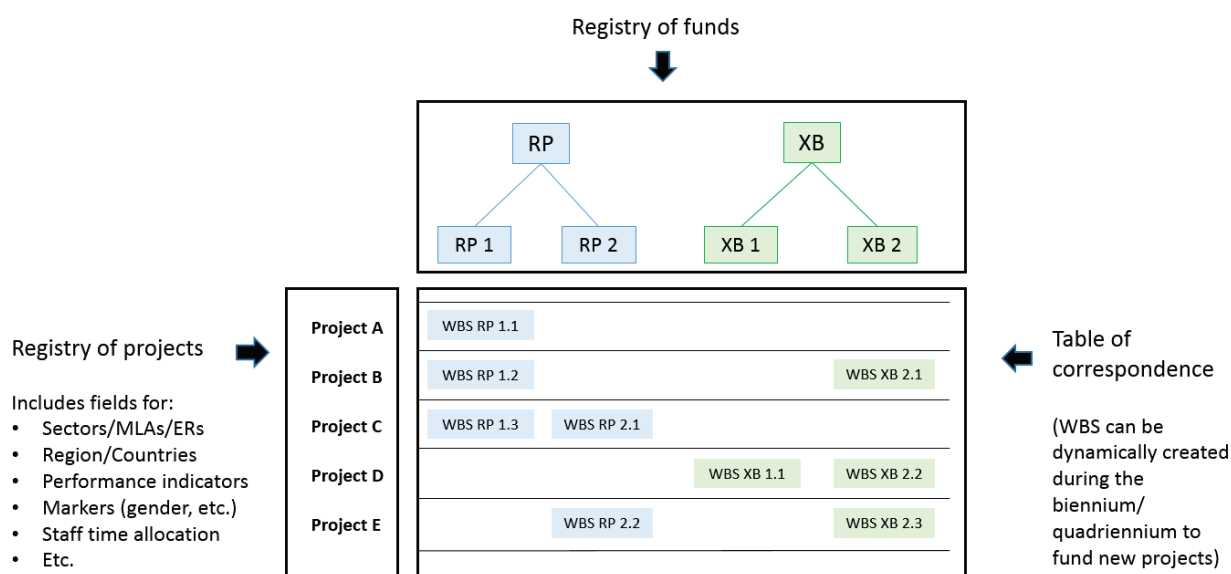
During 2016, separate processes and tools were connected for greater impact. In particular, an effort was made to better link the budget dimension of projects with their operational information and human resource dimension. This was done through the modification of the database structure in MyPROJECTS¹⁰ and the consolidation of different types of data.

The ongoing development of this IIEP-specific information system is being carried out in a coordinated way with UNESCO HQ to ensure future compatibility with corporate-wide systems currently being redesigned as part of the revamping of HQ's SAP infrastructure. This multi-year "core system redesign" initiative, which is just beginning, will provide a roadmap for future compatibility between developments at the Institute and the UNESCO-wide data infrastructure.

Because of the experience it has acquired in linking budgetary and operational data, IIEP was invited to be part of the steering committee of the UNESCO core system redesign. One area in particular where the data structure pioneered at IIEP is influencing UNESCO's blueprint is the design for the convergence of Regular Programme (RP) and Extra-Budgetary (XB) funds management as part of a broader project-based management.

¹⁰ IIEP's projects database. It was created in 2008 and underwent several developments over time.

How IIEP's information system captures information for project-based planning and management



This chart exemplifies the principle by which RP and XB funds are brought together to map the funding of a portfolio of projects and activities, with a granular level of project tagging to meet reporting requests (which tend to differ according to funding source).

Reporting, monitoring, and management: more informed processes

The significant upgrade of MyPROJECTS completed in 2016 has enabled data import from UNESCO's core budget system (FABS¹¹), adding a dynamic view on execution rates and funds available for each project. As a result, IIEP team leaders and project managers now benefit from a seamless information system (between RP and XB) which provides, among other things, two complementary monthly reports:

1. From the budget perspective: the already established RP and XB Report produced by the Administration Team in Paris;
2. From the operational perspective: the new IIEP Programme and Activities Dashboard produced by the Director's Office.

These reports and underlying databases feed a number of recurrent management and monitoring processes, including:

- **Overall management of the portfolio**, with advance knowledge of IIEP prospects and projects in the pipeline, number and maturity of active projects, as well as timeliness both operationally and financially;
- **Specific projects reviews** (established in 2014), aimed at examining ongoing projects from a variety of perspectives (operational status, execution rate, methodological choices, logistical issues, human resources, etc.). Thanks to the above management

¹¹ A dovetailed version of SAP for UNESCO

improvements, these reviews are now more focused on strategic and operational choices, and less on procurement and logistics;

- The yearly planning and reporting exercises, including this GB/4 report, with more relevant, accurate, and up-to-date information, thanks to a continuous recording of project data throughout the year.

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

An external evaluation of IIEP's technical cooperation function began in October 2016 and is scheduled to end in March 2017, in time for its conclusions to feed into IIEP's 10th MTS 2018-2021.

This important endeavour follows previous external evaluations of IIEP's main areas of intervention – i.e. research (in 2012) and training (in 2013). Its preparation followed rigorous procedures and benefited from advice and the continued engagement of UNESCO's Internal Oversight Services. It assess two dimensions of IIEP's technical assistance:

- IIEP Paris's Technical Cooperation portfolio (structure, orientation, relevance, effectiveness, and evidence of a causal path to long-term outcomes) and
- IIEP Paris's Technical Cooperation internal organization and management.

The firm selected has started the desk review and completed a number of interviews. In 2017 it will undertake three field missions in countries representative of IIEP's technical cooperation.

Communication Strategy

IIEP has honed its communications strategy over the past year with the goal of increasing the visibility of its work, better positioning itself as a point of reference on all topics related to educational planning and management, and of increasing its impact in education and wider society.

Strengthened partnerships and external visibility

Specific communication plans tailored to IIEP activities have garnered increased visibility beyond IIEP channels. IIEP Paris news and events have resulted in over 40 articles and TV and radio spots since January.¹² Ongoing collaboration with GPE has resulted in six blogs published this year on different projects. IIEP articles have also been cross-published by UNESCO headquarters, other UNESCO Institutes, USAID and others.

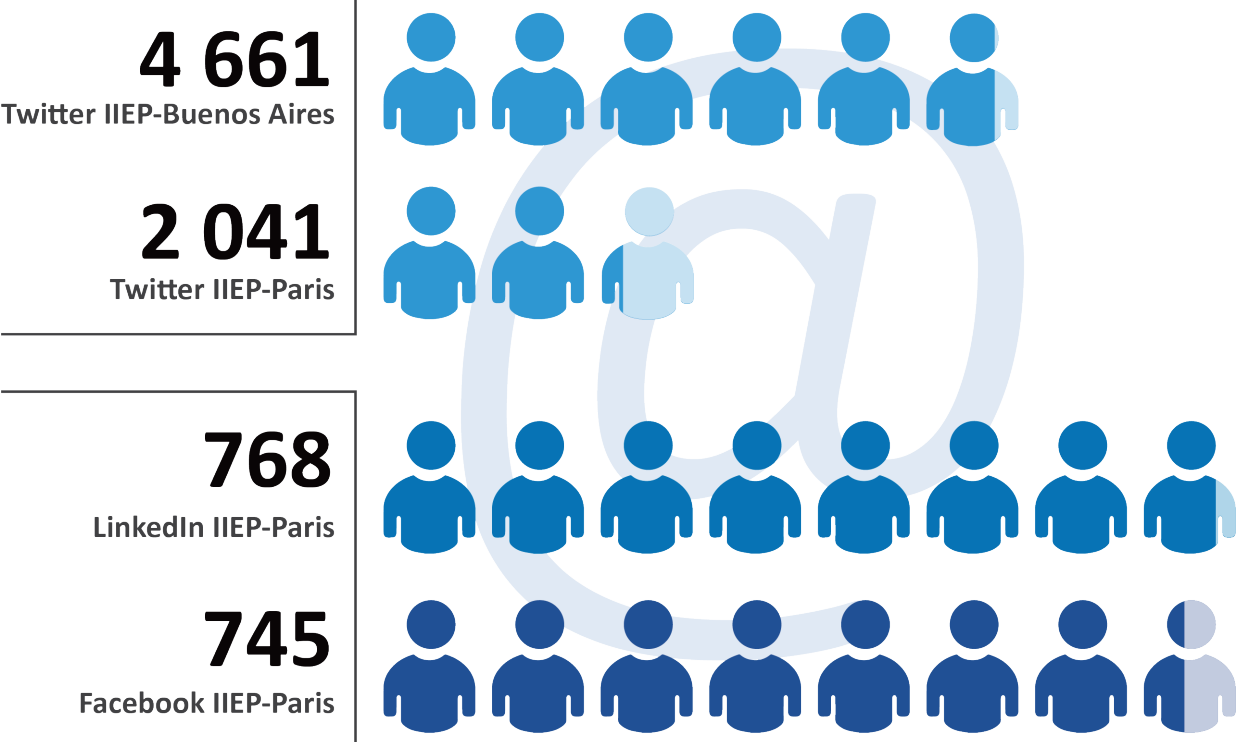
Increased engagement on social media

IIEP's social media channels have become more active with the recruitment of a full-time web manager in January 2016. On Twitter, the number of followers on IIEP's official account has seen an increase of 170% since January 2016. IIEP also opened its own Facebook account in

¹² Based on manual internet searches and does not necessarily include coverage in other languages. IIEP does not use a media service to collect clips, and some articles may be missing.

May 2016 and currently has 745 Likes. IIEP is also using additional online tools such as Storify and livestreaming to better engage with its audience located throughout the world.

Number of followers by social media (Twitter, LinkedIn, Facebook), 2016



PART II
2017
Operational Plan

Enhancing technical and analytical skills

IIEP offers a range of training programmes designed to develop the institutional and technical capacities of Member States in the field of educational planning and management. This includes core training for individuals, country- or region-specific customized training, project-embedded training, and workshops. Programmes are available through residential, distance, and blended modalities.

1.1 Core training offer

IIEP will strengthen its integrated capacity development strategy by expanding, and improving the relevance and quality of, its core training offer, while at the same time optimizing management and implementation efficiency.

Advanced Training Programme (Paris)

Increasing fellowships remains a challenge despite recent efforts including improved communication to institutions and project-embedded training. A more targeted fellowship strategy will be explored, to encourage funding partners to increase their financial support for participants.

Although the number of participants in the now modularized Educational Sector Planning (ESP) course is increasing each year (from 2 in 2013–14 to 9 ESP participants in 2016–17), it is still hindered by the strong reputation of the Advanced Training Programme (ATP). Most ESP participants have aimed to go on to complete the ATP programme over two years. Therefore further efforts will be made to promote the ESP course as a stand-alone programme.

Although gender equality has been a top priority for IIEP, the percentage of women in the ATP remains low. Over the past 7 years, IIEP trained 191 planners and managers, 34% of whom were female. Women continue to represent a small share of the applicants. To encourage a larger female applicant pool, IIEP will offer an ATP female fellowship for a planner admitted to the ATP. The Institute will guarantee to either cost share with a confirmed donor or support the required cost through Regular Programme budget.

In 2017 follow-up on the application to CAMES for recognition of the ATP as a Master's level may require a few adjustments to the programme. In the meanwhile, contacts with British universities have been established to develop a network of Anglophone universities that recognize the ATP.

To continue strengthening the content relevance to better meet the needs of IIEP's beneficiaries, parts of the ESP and Specialization Phase courses will be reviewed. These include the courses on Projections and Simulations, Budgets and Financial Management and

the Educational Planning Today. The crisis-sensitive planning lens, including for displaced populations, will continue to be integrated into the training content.

Aligning IIEP's training offer with the SDG4-Education 2030 agenda

The ATP already covers target 4.1 (Universal primary and secondary education leading to relevant and effective learning outcomes) and target 4.c (Increase the supply of quality teachers) very well – through education sector analysis, monitoring, management, policies, and plans.

Knowledge and skills for sustainable development can be applied to all education levels, but better coverage has to be given to Target 4.2 (Early childhood development and universal pre-primary education) and Target 4.3 (Equal access to technical/vocational and higher education). Target 4.a (Effective learning environments) could be tackled in the EMIS and school mapping sessions.

The issue of gender equality – Target 4.5 (Gender equality and inclusion) – is well mainstreamed through all ATP courses, and inclusion issues are well integrated in several of them.

To better meet the diverse training needs of ATP participants, a new series of "à la carte" e-learning modules will be developed in 2017, and a pilot project will offer an e-learning module on key projection techniques.

As described in the 2016 implementation report, activities reinforcing tools and processes for training design, management, assessment, and evaluation will continue in 2017, along with some new projects.

Monitoring of results

The Heads of Planning survey will be implemented to monitor and evaluate the impact of IIEP's training programmes on improving organizational performance (KPI #1) and staff performance (KPI #2) within MoEs. The IIEP Results Assessment Framework (RAF) targets in 2017 are, respectively, 85% and 90%.

Assessment tools and mechanisms will be improved through: (1) alignment of intended learning outcomes (ILOs) with content and assessment; (2) feedback to participants; (3) new assessment processes and the use of ICTs to increase the quality of the assessment.

The Virtual Campus will continue to play an important role in strengthening quality through the use of ICTs in training sessions for IIEP teaching staff.

An internal study is being conducted to identify software solutions for student records management, and selection and implementation is expected to be completed by mid-2017.

In 2017, IIEP will continue improving the training environment through the redesign of training rooms and of the library space, to better support group-based adult learning. Design choices will allow for a "smart" classroom.

PSGSE-SAMES

The 11th cohort of the PSGSE will begin in October 2017, with the first face-to-face event in Dakar.

In 2017, the final two PSGSE modules will be revised and new content developed in line with the 2016 framework, adapting for the Education 2030 agenda; integrating new techniques in sectoral analysis; integrating new experiences and methodological tools designed by IIEP and its partners; and improving the collection of participants' feedback.

PSGSE began its 10-year celebration in 2016. Several activities will be organized in 2017 to continue to mark this milestone, including: (1) a report of the tracer study of the students of Cohorts 1 to Cohort 8; (2) publication of articles in the media, online, and through the UNESCO Network; and (3) production of videos (interviews, news, documentaries) on PSGSE Cohort 10.

Finally, the revised modules of the PSGSE training will be translated into English in 2017, to complement the SAMES training programme (offered in English).

Reflections on extending the PSGSE, which began as early as 2007, will continue, with consideration of extending it to other Portuguese- and Arab-speaking regions of the African continent. IIEP Pôle de Dakar's desk study on potential academic, technical, and financial partners will be followed-up with contacts in 2017. Reflections on how to make SAMES more attractive to students outside the Gambia, or how to deliver it with a more relevant partners, will progress in 2017.

Online courses

The IIEP Virtual Campus in Paris will organize six courses:

1. Internal Quality Assurance in Higher Education (in English),
2. MOOC on Learning Assessments (in French),
3. Quantitative Methods in Monitoring and Evaluating the Education Sector Response to HIV and AIDS (in English),
4. Secondary Teacher Management (in English),
5. Using Indicators to Measure the Implementation of SDG 4 (in French).

During 2017, the IIEP Virtual Campus will:

- promote a more flexible and personalized approach in the design of online courses to allow learners (or country teams) to create their own learning paths within a course, to better respond to participants' learning needs, styles, and pace;
- improve formative and summative assessment strategies: identify, develop, and apply a sound learning analytics tool to collect information from participants in order to optimize their learning experience;
- begin the transformation of IIEP's online course training materials into open educational resources, by sharing modules and resources (videos, animated presentations, etc.) via IIEP's website;
- submit two additional online courses (on teacher management and monitoring and evaluating gender equality in education) for external quality review; and,
- continue to identify partnerships with renowned organizations to organize and/or fund online courses and e-forums.

Collaboration among IIEP Offices

IIEP's three offices have increased their cooperation in technical assistance, and they are working closer together in the core training offer. The training teams in Paris and Dakar will continue cooperating on gender mainstreaming and sharing teaching staff through distance facilities. In addition, joint work (Paris and Dakar) is expected in 2017 on the design and implementation of a distance course on the "Use of indicators to monitor SDG 4" for francophone countries. Paris and Buenos Aires will create bridges between the Regional Training Course (RTC) and the ATP course for Latin America participants wishing to further pursue their educational planning and management training in Paris.

IIEP summer school for female planners

SDG Target 5.5 is to ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life.

To help address this challenge, IIEP will organize a women-only Summer School on educational planning. It will take the form of a blended course – two weeks online, plus one week face-to-face.

The objective is to strengthen women's understanding of current trends in educational development and their planning skills to allow women to play a more central role in policy making in the context of the SDGs.

1.2 Customized capacity development

A number of requests for customized training courses for 2017 have already been received. Some have been agreed upon and are under preparation; others are under discussion, either because funding needs to be assured, their content has to be finalized, or their implementation arrangement has to be worked out. More demands are expected in 2017.

As in previous years, two types of requests are prioritized: those that fit clearly within an overall capacity-development programme, as opposed to one-off training courses, and those that are directly linked to previous IIEP training.

Among the latter, is a second round of training with GPE on the appraisal of Education Sector Plans for a group of 15-20 international consultants and national experts. This time, the training will be in French and the three-day face-to-face workshop will take place in Dakar. IIEP will also probably continue the training on cost and financing started with the UNESCO Beirut Office, as part of their CapED programme addressed to countries in the Middle East. This will include consideration of the specific challenges created by the refugee crisis.

IIEP expects to work with UNESCO Bangkok and the CapED programme in Myanmar to train master trainers in educational planning and management, and to participate in the elaboration of a capacity development plan for educational planning and management for all levels of government.

In Cambodia, the training (which forms part of the programme financed by the Capacity Development Partnership Fund¹³) will focus on a set of skills that the Ministry's Directorate General of Planning and Programming needs to prepare its new Education Sector Plan (2019–2023).

In Niger, IIEP will continue to work with Expertise France, which manages the broader support programme, and may be asked to organize an introductory training on strategic planning. In the Central African Republic (CAR), an exploratory mission by IIEP on the conditions for support to an education sector analysis (ESA), led to a training needs analysis, financed by AFD. It is expected that this analysis will be used to formulate a request for training to IIEP.

Finally, IIEP will be collaborating with the International Evaluation Association (IEA) to organize a series of residential workshops on learning assessment in two English-speaking countries in West Africa. Different stakeholders within the MoE will be involved, including policy-makers, planners, researchers, teachers, and development partners. The objectives will be to: (1) discuss the importance of using assessment data to monitor progress on the 2030 Agenda (IIEP's lead) and (2) to carry out a small pilot data collection in 5–6 schools using the LaNA (Literacy and Numeracy Assessment) instrument at the upper primary level (IEA's lead).

Depending on the availability of further funding, countries may wish to launch a larger-scale data collection and subsequent analysis with IEA. IIEP would then coach countries on the actual use of learning data for policy and planning purposes.

1.3 Support to training institutions

Partnerships with training institutions are ideally implemented over several years, as experience has shown that short-term interventions seldom lead to sustainable change. This is not only because many institutions start with little background in educational planning and management, but because proof of success is needed before governments and development partners are inclined to offer long-term financing.

It is fortunate, therefore, that IIEP will be able to continue its support to several ongoing training programmes. This is the case in Afghanistan and in Cambodia. In the former, support to the National Institute for Educational Planning (NIEP) continues to be an integral part of the Sida-financed support agreement. It will include the development of the NIEP management and administration database in order to allow NIEP to better manage its programme, through keeping admission records, student files, and scores. In Cambodia, IIEP's support to the National Institute for Education (NIE) will continue to evolve, taking into account the increased capacity of this institute. In 2017, IIEP will collaborate with NIE staff to organize training courses for provincial offices and to broaden the team of trainers within the NIE.

Some less extensive collaborations will also continue. The Institute will finalize a series of activities with NIEM in Vietnam, and with the National Commission for UNESCO in Thailand. In both cases, this includes the creation and dissemination of training manuals and materials, adapted to the local context.

¹³ A local multi-donor fund combining contributions from the European Union, the Swedish International Development Cooperation Agency (Sida), and UNICEF.

In several cases, continued collaboration is nearly guaranteed, though the exact nature of the activities remains to be determined. This is the case for IIEP's work with COPE in Morocco, as part of the CapED programme, and its support to the Caribbean Centre for Educational Planning, with UNESCO Kingston and the Caribbean Development Bank. It is expected that discussions with the Lao Ministry of Education and its partners in 2017 will allow IIEP to start a new round of support to IFEAD.

As part of the Institute's efforts to learn from its own work and that of others, IIEP will undertake a study on how different countries ensure the provision of well-qualified and competent educational planners and managers. This will examine the different strategies and institutional arrangements to provide effective training in this field. The investigation will encompass a diverse set of seven countries, some in which IIEP is already supporting training institutions and some in which it is not (yet) engaged. The results will guide the Institute in improving its support to strengthening country training capacities as part of its 10th Medium-Term Strategy.

Improving medium-term and operational planning processes

As of end November 2016, for all three IIEP offices, the Technical Cooperation portfolio has 29 active projects that will carry on in 2017 (and beyond) and 17 pipeline projects with varying levels of certainty. IIEP receives many requests for technical cooperation, and this situation is expected to continue in 2017. However, their specific nature, size, duration, and financing are rarely known until the actual request arrives. Moreover, requests sometimes arrive with little advance notice, while both preparation and implementation of others may encounter delays over which IIEP has little control. All of this makes for complicated planning of the work to come.

In order to guide the Institute in this process, IIEP is applying a set of criteria. Three of these are of a strategic nature, three are more practical. The three strategic criteria are:

1. The work must fit within the mandate of the Institute: education analysis, planning, and management, focusing mainly on central level staff and processes.
2. The programme should allow IIEP to respect its capacity development approach and principles. The Institute has refused requests to prepare an ESP or “correct” a draft ESP, when this work would be done without the involvement of a national team, as it would have neither strengthened capacities nor contributed to a nationally “owned” plan.
3. The programme should be designed in such a way that the possibility of long-term impact is carefully considered.

The three practical points concern:

1. the availability of funding (in principle, all costs – including staff costs – need to be covered, though, in function of the strategic importance of the request, IIEP may co-finance),
2. the availability of sufficient staff time for a work of quality, and
3. the security situation.

In addition, IIEP is proactively linking country collaborations on sector analysis and sector planning more closely with support from GPE and its own “pipeline”. It is working towards earlier communication with countries that will be applying for GPE grants to discuss how the Institute may help with ESA and ESP preparation utilizing ESPDG grants. An earlier engagement helps countries make the most of GPE’s potential resources.

The overall result of these factors is that Technical Cooperation work at IIEP consists of a mix of responding to unpredictable requests and identifying potential demand, all of which is guided by the same principles for the selection, the design, and the implementation of programmes.

2.1 Education sector analysis

Throughout 2017, IIEP expects to continue analytical work in Mauritania (focusing on higher education) and Mali (covering the whole system, and leading to an MTEF). Both projects were started in 2016. The ESA in Comoros will be completed, leading to the preparation of a transitional plan (see below), and IIEP will continue the ESA in Guinea, which is expected to start at the end of 2016. In both these countries, the work includes an extensive analysis of the functioning of the educational administration, as requested by the Government as well as its partners. This will further help IIEP in building its expertise in this institutional capacity analysis.

IIEP has provisional agreements with four countries to support the preparation of an ESA, namely the CAR, Niger, Sao Tome and Principe, and Togo. In each case, the ESA will be adopted to the specific country context. In CAR, for instance, this will undoubtedly demand much attention to the relationship between education and crisis, while in Sao Tome and Principe the specific challenges of small island states will receive attention.

2.2 Education sector policies and plan formulation

Support to Education Sector Plan (ESP) preparation will remain one of IIEP's core activities in 2017. Three programmes are ongoing and will carry on into 2017:

- In Afghanistan, the national technical assistants, recruited by IIEP with Swedish funds, will continue to work on the implementation of the NESP-III. With IIEP's guidance, they will contribute the design of yearly operational plans, a process led by the World Bank.
- The development of the Comoros Transitional Education Plan (TEP) will continue and should be completed by mid-2017 at the latest. The TEP builds on the sector analysis undertaken in 2016; it includes a capacity-development programme, aiming at strengthening the effectiveness of the educational administration.
- In Mali, the ESA will be finalized; this will lead to the development of an ESP that will include a medium-term expenditure framework (MTEF).

For PEFOP, 2017 will be a pivotal year in supporting its implementation of vocational training policies in Burkina Faso, Côte d'Ivoire, Mauritania, and Senegal. A first batch of innovative pilot activities will start being financed by the project.

Support to the preparation of an ESP requires considerable time and energy, and therefore IIEP can only be engaged in a small number of countries at a time. The Institute is in discussions with the European Union (EU) on a three-year programme with Botswana. Its core objective will be to support the educational authorities in successfully implementing the current Education and Training Sector Strategic Plan (ETSSP 2015–2020) and designing, in an autonomous manner, the new ETSSP 2021–2025. The programme will therefore consist of a combination of components, including training workshops, collaboration with a national team on the use of essential planning tools (including EMIS and a simulation model) and on the design of the new strategic plan, and working sessions with the ministry leadership.

IIEP is in very early discussions with the UNESCO Office and the EU on support to Haiti, and with the UNESCO Yangon Office on support to Myanmar. More requests are expected for support linked to the need for countries to present “credible” ESPs as part of a request to GPE for funding.

2.3 Integrating conflict and disaster risk reduction (C/DRR) in education sector planning

At the global level

In the field of crisis-sensitive planning, the education cluster coordinators are key partners. The Global Education Cluster (GEC) supports country-level cluster coordinators and has put forward the following objectives for 2017:

- growing and enhancing partnerships;
- humanitarian–development nexus;
- performance and accountability of the Cluster: global and country levels.

IIEP, as the standard setter in crisis-sensitive planning, is well positioned to support the GEC in realizing its goal of bridging the gap between humanitarian and development worlds. There is currently a disconnect between short-term humanitarian education planning (Cluster planning), and medium- to long-term education sector planning. In order to ensure that education country-level cluster planning can effectively align with 5–10 year education strategic plans, three-year transitional education plans (TEPs), and ministry planning processes, IIEP proposes to develop and implement a training programme for country teams including education cluster coordinators, MoE staff, and UNHCR, in collaboration with UNESCO HQ. Depending on available funding, this could take the shape of a series of regional and/or national workshops.

At the country level

In 2017, in addition to supporting MoEs in integrating C/DRR in their education sector plans, IIEP will increasingly focus on planning education for refugee populations. This is a complex issue, both politically and technically. Politically, because two fundamental questions have to be addressed: (1) Which country is held accountable or takes responsibility for refugees? and (2) Should long-term planning be done for a situation which everybody hopes will be a short-term phenomenon? Reality is different from hope, and most refugees spend longer than a school cycle in their host country. Yet there is no genuine policy framework for a phenomenon that has become increasingly important.

IIEP intends to collaborate with countries hosting refugees, by focusing on key planning and management issues that policy-makers face, including the availability of educational data, the choice of relevant strategies (especially related to teachers), and cost and financing projections. The technical cooperation in this area will be closely linked to analytical and research work.

The Institute expects to work in support of Ethiopia’s planning for refugees, working with the Federal Ministry of Education and UNICEF, following an exploratory mission scheduled for end 2016. IIEP would provide training on planning and managing education for refugees in Ethiopia. Possible activities, to be determined with the MoE, include activities such as:

- the development and delivery of a course on educational planning and management at regional level,
- training of staff from the Woreda Education Offices and the Administration for Refugee and Returnee Affairs (ARRA) on costing, education planning, and management,
- strengthening partner coordination mechanisms between sectors at region and camp level,
- reviewing and strengthening of camp and regional EMIS databases, with UNHCR, for efficient data collection with integration into the National School Census.

Advocacy work will continue with the GEC, the International Network for Education in Emergencies (INEE), and the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (GADRRRES).

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

3.1 Tools for evidence-based planning

IIEP's work on tools for education planning in 2017 is multi-faceted. The Institute will continue to support countries with the improvement and application of tools such as simulation models, EMIS, and school mapping. This will include, for instance, work in Togo on school mapping, and in Burkina Faso and DRC on EMIS.

As part of its contribution to a UNESCO EMIS support strategy, IIEP is developing guidelines for successful and relevant capacity development in this area. A strategy paper will clarify IIEP's role within the UNESCO family, along with those of other education sector partners and UIS.

Increasingly, the Institute will get involved in supporting countries on areas that are becoming more prominent on the policy agenda, namely: human resources management (HRM), institutional analysis, national education accounts (NEAs), and quality monitoring.

In the area of HRM, IIEP expects to implement a major three-year programme in Burkina Faso, financed through AFD. The work will include developing practical tools, designing normative frameworks, and preparing manuals and guidelines. To ensure national ownership and capacity, there will be close collaboration with a national team, with regular, broad consultations. Training programmes will reach out to key actors in the educational administration. This particular project will also have an EMIS component.

IIEP completed an institutional analysis in Comoros in 2016, and expects to do similar work in Guinea focusing on the effectiveness of the educational planning and management departments. These experiences, as well as work carried out in previous years in Benin, Ethiopia, Viet Nam, and Tanzania, will be used to finalize the chapter on institutional analysis in the third volume of the *Methodological Guidelines for Education Sector Analysis*, and to produce a series of tools for such an analysis.

A major programme on the production of NEAs came to an end in 2016, resulting in the development of technical and [methodological guidelines](#) for undertaking NEAs, co-published with UIS. Several countries that participated in the programme have asked for further support, and new requests for full, partial, or sub-sectoral NEAs (e.g. a national early childhood education account) are being received. IIEP will support Senegal to update and complete its NEA through the inclusion of household spending.

In 2017, in collaboration with UIS and the World Bank, IIEP will work with Uganda to improve articulation between the WB BOOST methodology, and the data produced by the NEA. The aim will be to facilitate access to budget execution data for key stakeholders, including government officials and researchers. It will make trends in the allocation of domestic and

external resources visible, as well as potential sources of inefficiency. The conversion of BOOST to NEA will serve as a powerful tool for building open budgets. Making budget data accessible to citizens in a consistent and easily understandable framework will increase the transparency and accountability of how governments finance public service delivery.

In the area of quality, IIEP and AFD are in advanced discussions on a major new convention for 2017–2020. A regional project on developing national capacities in monitoring education quality is expected to be launched in 2017. Its main objective will be to support 12 African countries to make better use of learning data to plan quality education. The project will focus on a core group of six countries, carrying out detailed analyses of existing data and use in order to identify and support priority actions embedded in national sector plans. Seed financing of country-level actions is expected to generate additional financing by local donors. Six other countries will benefit from capacity development actions and resources based, in part, on lessons from the six core countries.

Aligning resources with policy objectives

In 2017, IIEP will continue to explore promising new areas as part of its foresight function, and complete the research projects carried out as part of its current MTS. The Institute will also ensure that publications resulting from the research are efficiently disseminated in various ways. To better facilitate sharing these resources, IIEP will improve the accessibility and functionality of its websites and specialized platforms.

4.1 Generating evidence to guide policy dialogue and formulation

Foresight function

IIEP's foresight function helps it to keep abreast of new developments that could affect educational policies and planning tools. Consolidating this function in 2017 will be particularly important, as it will allow the Institute to identify new trends to be reflected in the MTS 2018–2021. With this in mind, the following activities will be carried out in 2017:

- Two Foresight Papers will be produced.
- Pôle de Dakar will organize a workshop on teacher allocation in Central Africa to learn more about the tools to improve equity in this domain. If time permits, a second workshop will be held for Southern and Eastern Africa countries.
- As part of the new project on educational quality that will be implemented by Pôle de Dakar, two lines of reflexion will be explored: using school profiles to improve educational quality, and measuring instructional time.

Completion of IIEP's core research projects

In 2017, IIEP will consolidate the results of four major projects carried out as part of the 9th MTS, namely, on teacher career structures, open data in education, reform of vocational education, and internal quality assurance in higher education. A comparative study devoted to the impact of demographic change on education enrolment and education policy responses in Asia will also be completed.

Teacher career structures

IIEP will investigate various policy options to diversify teacher career structures and widen career advancement opportunities to attract and retain well-performing teachers. As part of this work, the Institute will commission in-depth case studies to provide a thorough analysis of career models in three countries. One case study will be conducted with IIEP Buenos Aires in Ecuador. Major outcomes of the research are expected to be discussed at a side event during the 2017 UNESCO Teachers Task Force meeting. In addition, a set of four policy briefs synthesizing the main research findings will be produced and widely disseminated.

Research on open data in education

IIEP will expand the scope of its research project on using open data to improve transparency and accountability in education by complementing the case studies launched in 2016 with mapping exercises of innovative experiences in Africa and Latin America. The main outcomes of these products will be discussed during a policy forum in Asia in 2017. The forum debates will focus on the types of activities in place and the information published; who publishes the information and how it is accessed; the most critical data for improving transparency; how the public accesses and utilizes the information; and the limits of such processes. A synthesis report summarizing the main lessons of the research will be prepared.

In addition, it is proposed that methodological guidelines on corruption risk assessment in the education sector be developed and piloted. IIEP will also participate in international events to facilitate cooperation with other actors in the fight against corruption.

Project on the reform of vocational education policies

Within the framework of PEFOP, Pôle de Dakar will consolidate a new methodology to diagnose obstacles to reforming vocational education. A methodological note and several thematic notes on the operationalization of vocational education reforms (Procor¹⁴) will be prepared. These resources will be disseminated through PEFOP.

Research on IQA in higher education

IIEP's research project on internal quality assurance (IQA) will focus on finalizing and disseminating the report from its survey on IQA practices conducted in partnership with the International Association of Universities (IAU), the report from its 2016 Policy Forum in Xiamen, and a research synthesis report. The project will also begin mining the knowledge base to prepare for a series of three policy briefs. These documents will feature lessons from the research that ministries and higher education institutions could use to establish appropriate structures and set up adequate tools for an IQA system.

Research on impact of demographic change on education enrolment and education policy responses in Asia

In 2017, IIEP will complete its research on the impact of demographic change on education enrolment and education policy responses in Asia, carried out in partnership with the Malaysian Institute Aminuddin Baki (IAB), the Korean Education Development Institute (KEDI), and the National University for Education Planning and Administration (NUEPA). The last phase of the research will investigate issues such as school abolitions and mergers, teacher policies to address over- and under-supply of personnel, and policies to mitigate the impact of population change on equity and quality. The results of the research will be discussed during the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP) policy seminar in May 2017, hosted by IAB. A comparative study drawing lessons for policy-makers will be prepared in 2017.

Promoting IIEP's research work

In order to promote research partnerships and seek additional funding opportunities for research, IIEP will participate in the forthcoming Building Evidence in Education (BE2) meetings.

¹⁴ Programme de contribution à l'opérationnalisation des réformes

To increase the visibility of its applied research work, IIEP researchers are encouraged to participate in international conferences. In 2017, the 61st CIES (Atlanta, March), UKFIET's Education and Development Forum (Oxford, September), and the International Teacher Task Force forums are of particular importance. IIEP staff will lead four panels at CIES 2017, and contribute to at least three others, on such subjects as: open data; teacher careers; private (household) funding and equity in education; planning education for the inclusion of displaced populations, and strengthening evidence to improve education in conflict and crisis settings.

Finally, the Institute will organize two video conferences with its Research Advisory Council, to increase its engagement in its research work and to promote wider dissemination of its research products.

4.2 Providing access to information and good practices

In 2017, IIEP will review the functionality and use of its main communication channels, with a focus on its websites and monthly e-newsletters. These efforts should help ensure that the resources produced – in particular those resulting from its research work – are widely shared and used.

Publications

The different types of publications produced by IIEP remain a fundamental means of sharing knowledge and tools with IIEP's varied readership. Several case studies and syntheses are expected to be ready for publication in 2017, among which the following:

- Viewing internal quality assurance as a lever of change,
- Learning from experience: Reforming teacher careers,
- Improving school financing: The use and usefulness of school grants in francophone Africa and in Haiti,
- State of the art of open data policy in education in Africa,
- State of the art of open data policy in education in Latin America,
- Planning higher education integrity,
- Stories behind: Gender differences in student achievements.

The Institute makes a continual effort to deliver information in formats which respond to different needs, disseminate research results rapidly, and attract a wider audience. These formats include books, policy and research briefs, country and thematic notes, technical guidelines, e-publications, newsletters, and infographics. All IIEP publications are available free of charge in digital formats.

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

Two new issues of the *IIEP Letter* will be published in 2017, focusing on education for refugees and internally displaced persons, and on IIEP's accomplishments during the current MTS. Two issues of *Pôle Mag* will also be published, on strengthening planning capacities to celebrate the 10th anniversary of the PSGSE, and on vocational education reform and PEFOP. In addition, a user survey on the monthly e-newsletter published by IIEP Paris will be

conducted to improve content and relevance. IIEP will continue to use data visualizations and infographics to present key findings and messages, in particular through social media.

Research will also be facilitated by websites and dedicated portals, which are presented in the section below.

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 will hold policy forums, a series of Strategic Debates, e-forums, seminars, and webinars, occasionally partnering with key actors in the field, of which the following are some highlights:

- a Summer School for women planners;
- a seminar on the forthcoming study on countries' strategies to ensure the provision of qualified educational planners and managers, with national training institutions represented;
- a Policy Forum in Asia (organized by IIEP Paris) on the use of Open Data to improve transparency and accountability in education;
- a regional seminar (organized by IIEP Pôle de Dakar) on teacher allocation in Central Africa, with the participation of MoEs, teacher unions, members of parliament, development partners, UIS, and AFD.
- the IIEP Buenos Aires annual Policy Seminar in August 2017.

E-forums and webinars

For IIEP, e-forums are a means of connecting the local and the global, policy and technical, and academics and practitioners. The following are some highlights from the 2017 schedule:

- three e-forums on topics related to planning for improved learning outcomes (in English, French and Spanish); and
- an e-forum (in French) entitled "Leaving no one behind: planning for inclusion of displaced populations in the education sector", on how education for displaced populations may be reflected, or not, in education plans.

IIEP's 2016 webinars met with much success. The format enables the Institute to attract large numbers of participants for a short period of time around a specific topic. Next year, several webinars will be offered on IIEP's research results, among which will be one on "Achieving transparency in pro-poor education incentives".

Facilitating the use of IIEP's websites and specialized platforms

IIEP will introduce a number of changes in 2017 to facilitate the search for information on its websites and specialized platforms. More specifically, it will:

- introduce a common homepage to provide access to all IIEP’s websites (Paris, Dakar, and BA) and facilitate navigation across them;
- increase IIEP’s visual identity across its different portals and specialized platforms;
- review the structure of the IIEP Paris central website to better showcase the breadth of activities led by the Institute and their impact;
- improve the homepage and navigation of IIEP Paris website to help users find information more easily, especially on training;
- undertake a search engine optimization exercise to improve the ranking of all IIEP websites and platforms on popular search engines;
- upgrade IIEP’s online bookshop.

Renovation of IIEP’s Library

The way library users access resources has radically changed. More and more resources – nearly two-thirds of the IIEP Library collection – are available online. University and research libraries are being redesigned to enhance information sharing and to allow users to study in small groups. The renovation of IIEP Paris’ Library in 2017 offers a unique opportunity to restructure the space to provide new services. The work will be conducted in close consultation with the Training Unit.

Platforms and portals

In addition to creating new quality content for its websites and portals, in 2017 IIEP will embark on a major technical redesign and migration to the Drupal platform for four of its websites.

IIEP Learning Portal

Work on the Learning Portal will focus on leveraging existing content to develop the community of users through increased interaction. In addition to the e-forums mentioned above, the “Subscribe and Participate” area of the portal will be developed and the “Ask a Librarian” function further promoted. E-newsletters and e-bulletins will push content from the various spaces of the portal. Use of the Portal will also be integrated into some of ATP courses. Existing content will be updated to ensure it remains up-to-date and relevant vis-à-vis SDG 4.

The Learning Portal will serve as a key resource for the capacity development programme on the monitoring of education quality to be managed by IIEP Pôle de Dakar. The Portal will in turn be enriched by the outputs of that project, which will include, in 2017, country audits related to institutional capacities to utilize learning data and monitor education quality at central and decentralized levels, analyses of types and sources of learning data, and related policy options.

PEFOP

PEFOP will devote 2017 to the consolidation and gradual increase of platform content through information watch and curation of relevant documents.

The collaborative space of the website, accessible only to members of the PEFOP countries, will support networking activities and foster exchanges between African TVET actors.

Services offered will include thematic e-forums, tools for content and information sharing (documents, events, tools, innovative practices, job postings), and a list serve with a directory of network members to promote direct exchanges and collaborative activities.

UNESCO HIV and Health Education Clearinghouse

A user survey will be undertaken at the beginning of 2017 to determine users and usage of the Clearinghouse resources. The focus will be on identifying whether it fulfils its role as a knowledge provider and facilitator among the school health/health education community (following the expansion from AIDS to health education).

Discussions are underway within the FRESH partnership to create a working group on reviewing national education and school health policies against FRESH core indicators. Should this go ahead, it is likely that the Clearinghouse will play a key role.

SITEAL websites

The main purpose of SITEAL's three observatories (SITEAL, SITEAL-SIPI, and SITEAL-TIC) is to systematize, produce, and disseminate information and knowledge. In 2017, three strategic targets will be pursued: (1) development of two online courses – on early childhood protection (SIPI) and universalization of the right to secondary education in Latin America (SITEAL), (2) improved content accessibility for users, and (3) improved communication strategy based on use of social media (including the SITEAL's YouTube channel).

redEtis

In 2017, redEtis will also be upgraded to a Drupal platform. The Trends in Focus section, offering institutional viewpoints, will be enriched with news releases on topics such as: soft skills, education and access to work; experiences of vocational training with ethnic populations; and academic drift in Brazilian education. SDG4-related strategies will be an enduring discussion point with readers.

2017 Institutional development

Consultations and fundraising for the new MTS

Consultations to shape the 10th Medium-term Strategy (MTS) will continue with Member States, funding and implementing partners, other UNESCO units, and IIEP teams. Current core funders will be briefed on the MTS Concept Note and consulted during its development. IIEP will continue its strategic outreach to new funders to develop interest in, and commitment to, the new MTS.

IIEP's MTS must contribute to the results of UNESCO's 39C/5 which uses a modified list of SDG 4 targets as the main expected results. Consultations with HQ and participation in education sector coordination efforts will help ensure a clear articulation.

Within IIEP, the second Global Retreat is planned for March 2017, bringing to Paris a total of 10-14 colleagues, from Pôle de Dakar and the Buenos Aires office. Staff will engage in structured debates over strategic directions and discuss programme strategies to meet the challenges of Education 2030. Discussions will also cover a new four-year M&E plan, including a Results Framework.

Once the MTS is approved by the Governing Board, a number of outreach activities will be organized. As 2017 is a General Conference year, IIEP will host an Open Day in November for Permanent Delegations and National Commissions. The event will follow the 2015 design, combining a Gallery Walk of displays on IIEP's training, research, and technical assistance resources, with informal interactions with staff, a formal presentation, and lunch.

Coordination and collaboration with UNESCO HQ, field offices, other institutes, and the *Global Education Monitoring Report* team will continue to be strengthened, through both regular mechanisms and ad hoc exchanges. The aim is to strengthen programme delivery through partnerships. To facilitate this, an online course for UNESCO Education Officers is planned.

Adopting the UNESCO Integrated Budget Framework and Structured Financing Dialogue

Drawing on lessons from the evolution of its funding sources, UNESCO is undertaking two major reforms:

1. An Integrated Budget Framework to seamlessly plan and manage its budget as one (Regular Programme and Extra-budgetary funds).
2. A Structured Financing Dialogue to streamline its Extra-budgetary fundraising dialogue with donors. This includes budget targets for each of UNESCO's main programmes and corresponding Expected Results (ERs). It will start with the 39 C/5 programming cycle (2018–2021), which corresponds to IIEP's 10th MTS. The Structured Financing Dialogue is expected to bring more clarity and attractiveness to UNESCO's fundraising strategy. It also aims to improve flexibility by allowing UNESCO to re-allocate funds across programmes within a programme cycle.

These reforms will impact the way IIEP articulates its own fundraising within the overall UNESCO fundraising strategy and the way it reports on results, with costs. IIEP is eager to contribute to the broader attractiveness of UNESCO vis-à-vis donors. However, in doing so, the Institute will ensure its efforts are compatible with its strategic, financial, and managerial autonomy – including the ability for donors to earmark funds for IIEP.

At a more technical level, in order to anticipate this dual reform, IIEP will endeavour to:

- fully integrate the 10 ERs of the Education Sector in its planning and monitoring, and contribute to building ambitious yet realistic targets for Extra-budgetary funding for these ERs; and
- articulate the latter with IIEP’s own thematic priorities, activities, and performance indicators (RAF), which are currently being developed for IIEP’s 10th MTS.

Online course for UNESCO Education Officers

In response to the increasing number of requests received by UNESCO field offices related to preparing ESAs and ESPs, IIEP will organize an introductory eight-week online course on education sector planning for UNESCO Officers in charge of education. The course will aim to deepen insights into sector planning, and strengthen key competencies in the plan preparation process to enable participants to advise governments as they prepare, implement, and monitor strategic plans. The course will be implemented over two separate periods, between March and June 2017, and will initially be offered in English.

Internal systems development

Customer relations management

Having completed considerable scoping and exploration in 2016, a customer relations management (CRM) system will be selected and implemented in 2017. Having up-to-date contact lists will improve efficiency in daily routines, and the support system for customer interactions will strengthen partnerships and networks for funding, implementation, and research.

Introducing Staff Time Allocation Reporting System (STARS)

In 2017, a new staff time recording and management module (STARS) will be added to the MyPROJECTS database. Recognizing that IIEP’s distinctive added value depends in large part on the expertise and commitment of its staff, a staff time recording system to track time spent on projects and activities is expected to bring the following concrete benefits:

- a better “go/no go” process from the Director’s Office and team leaders, when determining engagement in projects and activities, by taking into account staff availability given existing commitments;
- improved metrics on IIEP’s resource allocation across its portfolio, with better costing of projects (i.e. a project may be comparatively small dollar-wise, but add up to a substantial level of investment staff time-wise);

- support for staff in managing and measuring their own time allocation across different projects and activities;
- better planning, monitoring, and reporting of staff cost recovery – an essential part of IIEP’s economic model and a condition for sustainability of its strategy;
- an improved baseline for IIEP’s 10th MTS (2018–2021) management and performance indicators.