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Educational, Scientific and
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International Institute
for Educational Planning

58 GB/4 *Part I* - Approved

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Item 4 of the Agenda

Report of the Director on the activities carried out
by IIEP in 2018 and Operational plan for 2019

*Part I – Programme
Approved*

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List of abbreviations

ADB	Asian Development Bank
AFD	Agence Française De Développement
ATP	Advanced Training Programme
CapED	Capacity Development for Education Programme
CCEP	Caribbean Centre for Educational Planning
CIES	Comparative and International Education Society
COPE	Centre d'Orientation et de Planification de l'Éducation
DFID	Department for International Development (UK)
DRC	Democratic Republic of the Congo
ECD	Early Childhood Development
ECE	Early Childhood Education
EDT	Education Development Trust
EMIS	Education Management Information System
EPM	Education Planning and Management
ESA	Education Sector Analysis
ESP	Education Sector Plan
EU	European Union
EU-FPI	European Union's Foreign Policy
GiZ	German Society for International Cooperation
GEC	Global Education Cluster
GPE	Global Partnership for Education
ICT	Information and Communications Technology
INEE	Inter-Agency Network for Education in Emergencies
INEE	National Institute for Evaluation of Education (Mexico)
IQA	Internal Quality Assurance
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MOOC	Massive Open Online Course
MTR	Medium-Term Result
MTS	Medium-Term Strategy
NEAs	National Education Accounts
NIE	National Institute of Education
NIEP	National Institute for Educational Planning
OECD	Organization for Economic Co-operation and Development
OREALC	UNESCO Regional Bureau for Education in Latin America and the Caribbean
OSF	Open Society Foundations
PEFOP	Plateforme d'Expertise Pour La Formation Professionnelle
PSGSE	Sector Policy and Education System Management
RCEP	Regional Center for Educational Planning (UAE)
RTP	Regional Training Programme
SAMES	Sector Analysis and Management of Education Systems
SCP	Specialized Courses Programme
Sida	Swedish International Development Cooperation Agency
SDGs	Sustainable Development Goals
TC	Technical Cooperation
TEP	Transitional Education Plan
TVET	Technical and Vocational Education and Training
UIL	UNESCO Institute for Lifelong Learning

UIS	UNESCO Institute for Statistics
UNDP	United Nations Development Programme
UNGEI	United Nations Girls' Education Initiative
UNHCR	United Nations Human Rights Council
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development

IIEP's Results Assessment Framework 2018-2021

MTR	Key Performance Indicator	2017 Baseline	2018*		Status	2021		
			Achieved	Target		Targets		
Strategic Objective 1: Member States plan effectively for education sector development and evaluate system performance								
Training	1.1	1.1.1	Volume of Training (person-days)	35,358	36,824	36,242	●	38,894
		1.1.2	Coverage of SDG 4 in training offer	7/10	9/10	8/10	●	10/10
	1.2	1.2.1	Strengthening training providers	4	4	5	●	6
Technical Cooperation	1.3	1.3.1	Portfolio in least developed countries	85%	71%	65%-85%	●	65%-85%
		1.3.2	Portfolio in fragile situations	58%	48%	30%-50%	●	30%-50%
		1.3.3	Capitalizing on learning assessment and household survey data	7	12	7	●	10
		1.3.4	Gender-responsive technical cooperation projects	7%	15%	16%	●	21%
		1.3.5	Active policy dialogue with ministries of finance	5	4	4	●	8
	1.4	1.4.1	Outcome mapping of technical cooperation projects	0%	30%	16%	●	100%
Strategic Objective 2: Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders								
Research & Development	2.1	2.1.1	Publication plan efficiency	63%	65%	60%	●	75%
		2.1.2	Average monthly views of IIEP publications	109,008	149,408	110,000	●	141,711
	2.2	2.2.1	Time commitment to the development of methodologies, norms, and tools	8%	6%	8%	●	15%
		2.2.2	Partnerships for developing methodologies, norms, and tools	24%	60%	24%	●	33%
		2.2.3	Adapted methodologies, norms, and tools for improved governance	15	53	15	●	20
Outreach & Advocacy	2.3	2.3.1	Participation in outreach events	14,283	15,469	16,017	●	19,350
		2.3.2	Citations in the media, publications, and online resources	54	156	69	●	108
		2.3.3	Average monthly sessions on IIEP websites and platforms	90,423	99,482	98,136	●	126,799
	2.4	2.4.1	Strengthening capacities of development partners staff	2%	6%	5%-15%	●	5%-15%
IIEP's financing model and institutional sustainability								
Enabling Factors	3.1.1	All staff professional development	11%	10%	10%	●	100%	
	3.1.2	Appropriate balance between Core and Project funding	59%	53%	50%-60%	●	50%-60%	

* Estimated data for 2018

IIEP 10th Medium-term Strategy (2018-2021) – Logic Map

A SHARED VISION

To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

OUR MISSION

To strengthen the capacity of UNESCO Member States to plan and manage their education systems



STRATEGIC OBJECTIVES

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

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

MEDIUM-TERM RESULTS

Flexible and responsive training offer

Support to training providers via institutional cooperation

Context-specific policy, planning, and management advice

Capacity development for sustainable capacities

2

State-of-the-art applied research

Adaptive methodologies, norms, and tools

Communities of practice supported with resources and opportunities

Constructive synergies with partners and stakeholders

1

Introduction

IIEP continues to be guided by its mission of over 50 years to support UNESCO Member States in effectively planning and managing their education systems. In 2018, the Institute's mission took on new breadth and depth as it embarked on its 10th Medium-Term Strategy, which is grounded in UNESCO's strategy and the Education 2030 agenda. This new blueprint is helping IIEP better respond to the changing needs of Member States, from the risks of climate change, increased numbers of displaced people worldwide, to the demands of a rapidly changing labour market.

Five thematic priorities now undergird all of IIEP's work from addressing social inequalities, improving learning outcomes, enhancing the resilience of education systems, improving governance, transparency, and accountability, and securing equitable and sustainable financing of education. This also includes a stronger focus on vocational training and early childhood education, which are considered as transversal issues across these themes.

It is also imperative to highlight that none of this work occurs in isolation. 2018 marked a year for greater collaboration at IIEP, both between teams and between the three offices. Similarly, IIEP's work factors into the global constellation of all actors working towards the fourth Sustainable Development Goal for inclusive and quality education and lifelong learning opportunities for all. To this end, IIEP also initiated new partnerships in all its areas of work and continued to nurture long-standing relationships at both the country and international level. A new, more ambitious Results Framework and a comprehensive Monitoring and Evaluation Strategy for 2018-2021 are also in place to track IIEP's progress continuously over the coming years. This effort was accompanied by significant investments in 2017-2018 in three new information systems to feed IIEP's Key Performance Indicators in almost real time to make the steering of the Institute's programme even more responsive to the needs of Member States. The systems are also expected to support improved fundraising, outreach and an enhanced recruitment journey for applicants to IIEP's training courses.

Education is a gateway to other fundamental rights and freedoms. However, a robust education system is only possible with planning, which embraces a participatory and reoccurring approach, and effective management. In the last IIEP Letter, our biannual newsletter, the UNESCO ADG for Education, Stefania Giannini, aptly wrote, *"Planning education systems that are equitable, quality focused, resilient, and responsive to change adds certainty to a successful future of all learners."*

PART I

2018

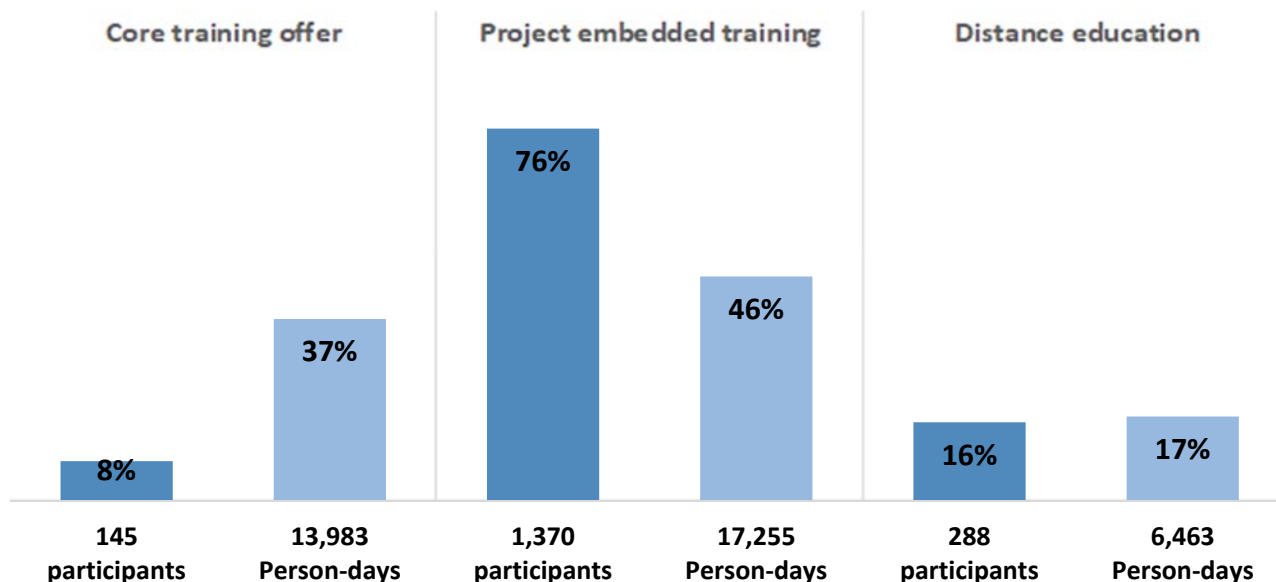
Implementation

Report

Training worldwide – 2018

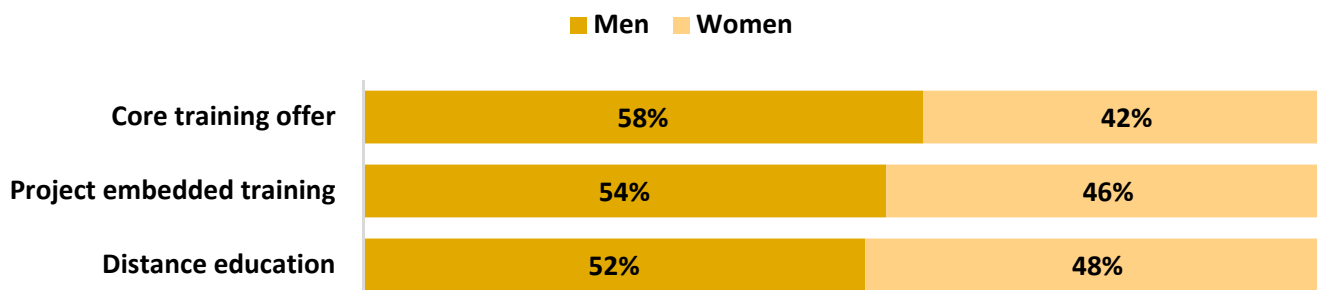
Number of trainees and person-days, by type of training

The Core training offer is highly intensive, accounting for 37% of the total volume of person-days across all three bureaus. Project-embedded trainings have shorter durations but compose 76% of the total number of participants throughout the year. See KPI 1.1.1.



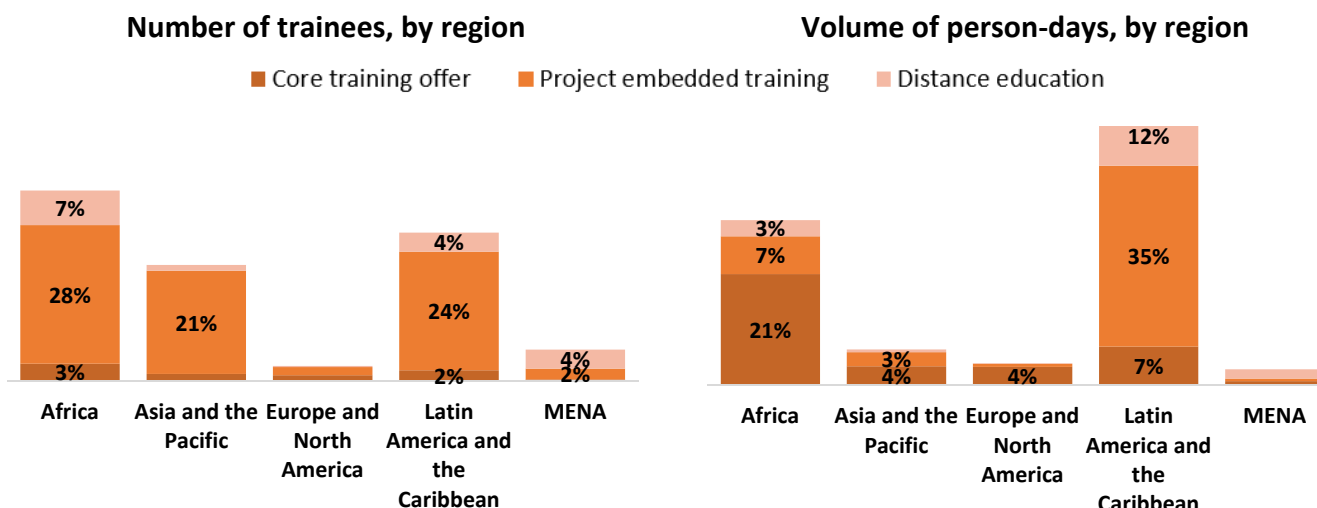
Participation in IIEP's activities, by sex

Women represent 46% of participants in IIEP training activities in 2018. However, they account for 52% of total person-days, meaning that they participated in longer training activities.



Geographical distribution of participants, by type of training

Africa is the largest source of trainees (38%) in 2018; Latin American participants compose 54% of the total volume of training throughout the year, mostly through project-embedded training.



Strategic Objective 1 – Member States plan effectively for education sector development and evaluate system performances

Medium Term Result 1.1

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

Training is one of the pillars of IIEP's integrated capacity development approach, as set forth in its 10th Medium-Term Strategy. IIEP delivers its training programmes and courses globally in English, French, and Spanish. A range of formats and delivery modes are on offer: from residential to "blended" (distance and residential in Paris, Buenos Aires, and Dakar), distance, and face-to-face, in countries as part of technical cooperation projects.

Two key performance indicators of IIEP's 10th MTS measure progress towards Medium-Term Result 1.1: KPI 1.1.1 "Volume of training (person-days)", and KPI 1.1.2 "Coverage of SDG 4 in the training offer". In 2018, the three IIEP offices delivered a total of 36,824 person-days of training through all modalities in 102 countries.

Core training offer

Advanced Training Programme in Educational Planning and Management (ATP)

IIEP's ATP trains Ministry of Education (MoE) staff in the core skills for effective education sector analysis, planning, and management. Fully 91% of trainees taking part in the 2017/2018 ATP rated the programme's usefulness to their current or future work as "very high", compared to an average rating over the last five years of 71%. Moreover, 92% rated the training as 'very relevant to their future work'. A typical comment: 'The specialized and professional skills I have acquired will enhance my conduct in the education system as I have improved my analytical and planning skills'. During the October 2018 bilateral meeting between Global Partnership for Education (GPE) country support staff and IIEP, a GPE staff member, who had been based in Cambodia, said: "The trainees who attended the ATP all attained a comprehensive understanding of education planning ... It was quite an impressive change."

Participation in the ATP has, however, been declining since 2014 and remains a concern, with only 15 trainees in the 2017/2018 session. The situation appears to be primarily related to funding rather than the demand to participate, given that IIEP received 709 applications for the 2018/2019 session, compared to an average of 615 over the past four years. Even though the current enrolment on the online phase of the 2018/2019 session is 66, between 25 and 30 are likely to proceed on to the residential phase. Although this is much higher than in the previous four years, the situation calls for a strategic response, not least in terms of addressing the funding constraints. There were two key responses to this negative trend for Paris courses.

First, internal marketing and efficiency measures were taken, such as: streamlining recruitment procedures; running an early recruitment campaign in May; and persuading key donor partners to support fellowships and/or the advertising of IIEP courses. As an example, The German BACKUP Initiative (GiZ) resumed as a co-funder for fellowships and is set to co-fund 12 participants in 2018/2019. The deployment of a new training management system in 2018 should also generate benefits for selection procedures and enrolment tracking in 2019.

Second, IIEP commissioned a marketing study to assess whether the training offer remained relevant and attractive, which should provide insights to guide action in remedying the problem. The study is addressing three key questions: (i) What are the actual and perceived strengths and weaknesses of IIEP's courses, relative to other courses on the market?; (ii) Are the right decision-makers and influencers being targeted in the right way?; and (iii) What are the messages, style of delivery, channels, and points in time needed to influence and trigger pro-IIEP buying decisions from the different audiences? The insights from the marketing study report will be useful for IIEP to build on in order to address these issues. Key preliminary findings of the study are summed up in document 58 GB/5.

Politiques sectorielles et gestion des systèmes éducatifs (PSGSE)

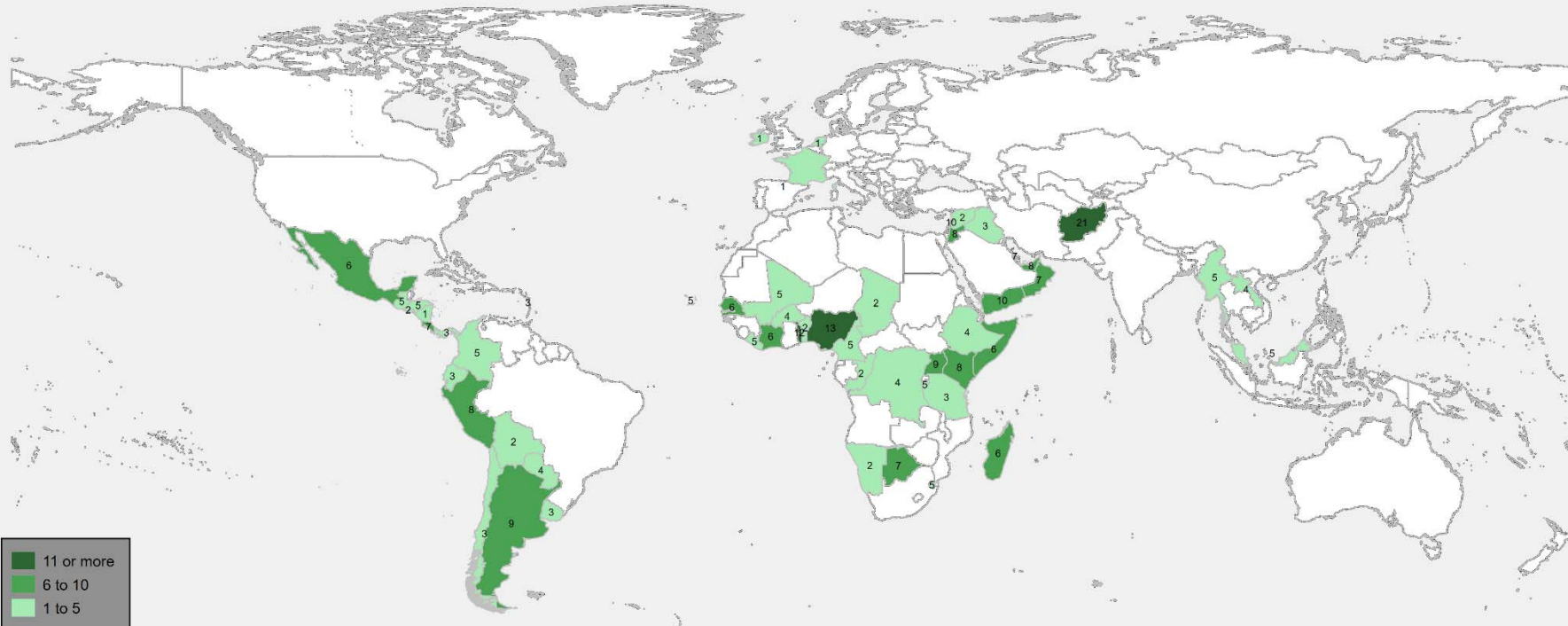
The PSGSE programme, organized by IIEP Pôle de Dakar, in collaboration with the Université Cheikh Anta Diop de Dakar (UCAD), continued to attract similar numbers compared to previous years: 41 participants are on track to complete the programme in 2018, with seven Francophone countries represented, five of which received technical assistance from IIEP Pôle de Dakar. Enrolment for next year stands at 49.

Regional Training Programme in Educational Planning and Management (RTP)

For the first time, the RTP of IIEP Buenos Aires achieved full regional representation from each of Latin America's 19 MoEs. In the past, the programme had been open to applicants from the wider educational community. Since 2017, the target has shifted to high-level decision-makers in MoEs. To encourage participation, one scholarship (travel and fee waiver) was offered to each MoE, and the residential phase was reduced in 2017 from five weeks to 10 days. The number of participants holding decision-making positions increased, with 60% having a director's rank or higher (compared to 13% in 2017). The course content has been adapted to the participant's higher profiles. The RTP evaluation is very positive: 82% of participants rated it "very good" and 95% considered it highly relevant to their professional requirements. The evaluation also shows that upscaling the profile of course participants is a successful strategy. RTP participants assessed the quality of the exchanges amongst themselves as "just as valuable as the course content". IIEP Buenos Aires will create a network of Latin American education planners to maximise the impact of the RTP.

Geographical coverage of IIEP distance training, 2018

288 trainees, including only Distance education

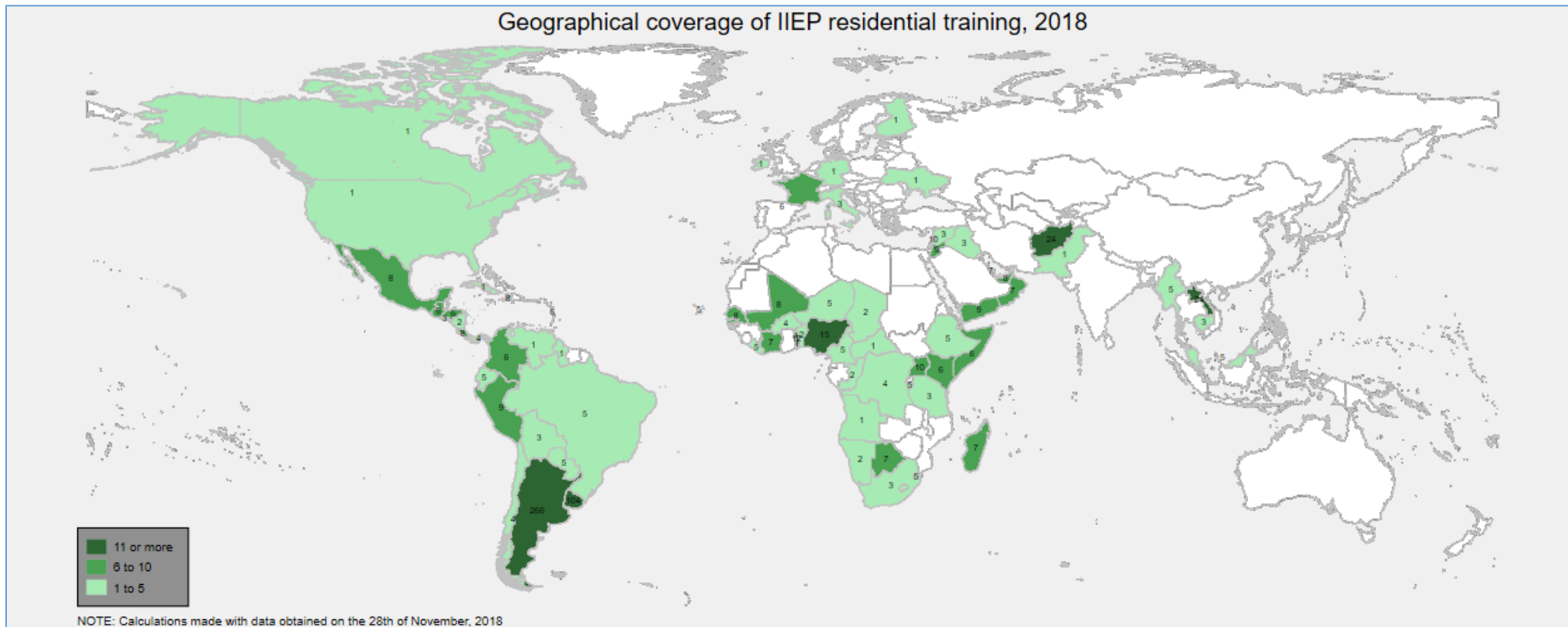


NOTE: Calculations made with data obtained on the 28th of November, 2018

Africa: 122
Asia and the Pacific: 21
Europe and North America: 14
Latin America and the Caribbean: 70
Middle East and North Africa: 61

Total: 288 registrations

Geographical coverage of IIEP residential training, 2018



Africa: 145
Asia and the Pacific: 45
Europe and North America: 23
Latin America and the Caribbean: 453
Middle East and North Africa: 73

Total: 739 registrations

Distance education

In 2018, IIEP offered eight online courses or programmes, reaching 288 people in 54 countries. The map of the geographical distribution of IIEP's distance education shows that Africa and Latin America are the regions where most of IIEP's distance training is concentrated.

The Paris Office offered the following five courses, which reflect the Institute's commitment to integrating the fourth Sustainable Development Goal (SDG 4) into its work:

- Adult Learning and Literacy in ESPs from a Lifelong Learning Perspective (in English, in collaboration with UNESCO Institute for Lifelong Learning (UIL));
- Educational Planning for Crisis Risk Reduction and Forced Displacement (in English);
- Internal Quality Assurance in Higher Education (in English);
- Quantitative Methods in Monitoring and Evaluating the Delivery of Comprehensive HIV and Sexuality Education (in English and French, separately).

The evaluations of online courses show that they are highly relevant. In general, more than 90% of evaluation respondents find courses "very relevant" and "relevant" for their work. Close to all respondents (97%) declare that they intend to apply what they have learnt in their professional practices. People trained also declare that they intend to contribute to the improvement of existing education policies, and to disseminate their knowledge to other staff in their organization. To capture higher levels of results (levels 3 and 4 on the Kirkpatrick scale), follow-up surveys with course participants will take place at least six months after completion.

This year, IIEP Buenos Aires expanded its training offer with a new format: Specific Online Training Programmes (SOTPs). These five-month in-depth online programmes addressed the following key issues on the educational agenda of Latin America:

- Digital Policies in Education – to maximize their potential to improve inclusion, equity, and quality in education;
- Educational Assessment – to enhance the design of national evaluation systems;
- Teacher Policies – to help design, monitor, and evaluate large-scale teacher reforms.

Fee waivers were offered to all 19 Latin American governments for each of the three SOTPs. And 17 Latin American countries were represented in one or more of the courses. To ensure their financial viability, the SOTPs were also open to the larger education community, leading to the enrolment of 27 self-financed participants.

The overall assessment of the SOTPs by participants is very positive. They were rated as "very good" or "good" by 96% of participants, with 93% stating that they were "likely" or "very likely" to apply their new knowledge and skills at work.

Coverage of SDG 4 in the training offer

As of November 2018, nine out of 10 SDG 4 targets are covered by at least one IIEP training course. The target *not* covered is Target 4.b (scholarships). IIEP Paris has developed a new course on "Adult Learning and Literacy in ESPs from a Lifelong Learning Perspective" in collaboration with UIL. Groundwork for a new course on early childhood education (ECE) has started. IIEP is engaged around inclusive education and organized a Technical Roundtable on Planning for Inclusive Education in July 2018, which will help inform a new online course being designed with UNICEF.

IIEP Pôle de Dakar updated the PSGSE training modules to reflect the 2030 Agenda, and is developing a new course on TVET. Changes also reflected new developments in sector analysis, including tracking teacher allocation and a review of the module on equity.

Commitment to gender equality across the training offer

The ESP and ATP receive many more applications from men than from women. In 2018/2019, the female planner scholarship, first introduced in 2016, will be granted not to one, but two female participants with co-funding from the German BACKUP Initiative. Follow-up evaluations of participants of the 2017 Summer School for Female Planners in Paris are underway. From 2019, any course revisions will ensure that content reflects gender equality and inclusive education.

IIEP Buenos Aires has addressed gender equality in education in its RTP, through gender-sensitive language, reading material on the topic, disaggregating data by sex in the programme, and requiring participants to include an analysis of gender issues in their final project.

In the RTP, 56% of participants were women (compared to 47% in 2017); in the first year of the new SOTPs, the rate reached 64%. For IIEP Pôle de Dakar, the rate averages around 30%. These differences may reflect the underrepresentation of women in management positions in the countries these offices serve. The shorter periods of training offered by Buenos Aires may also play a role. In IIEP Paris, there are also more male participants than female in the two-week Specialized Courses Programme (SCP); only the online courses manage to narrow the gap significantly.

Quality assurance

At IIEP Paris efforts to improve the quality of online courses continued. Five distance courses received Quality Matters¹ Certification:

- Internal Quality Assurance in Higher Education,
- Planning for Crisis Risk Reduction,
- Transparency in Education,
- Monitoring and Evaluating Gender Equality in Education, and
- Quantitative Methods in Monitoring and Evaluating the Delivery of Comprehensive HIV and Sexuality Education. The latter was referred to as a key achievement in the 2018 UNAIDS accountability framework report.

IIEP also focuses on enhancing online teaching and learning practices by organizing training for instructors on moderation skills, developing more interactive multimedia resources, and improving assessment strategies. Finally, the Institute invested in a “smart classroom” to promote a better group dynamic amongst trainees, enhance teaching practices, and ultimately improve learning. The smart classroom has large writable walls, mobile furniture to rapidly adjust to different instructional modalities, and ICT equipment to produce interactive content.

¹ A US non-profit organization dedicated to quality assurance in online education.

Training portfolio overview – 2018

\$9,102,498

Total financial volume of ongoing projects as of November 2018²

\$3,248,147

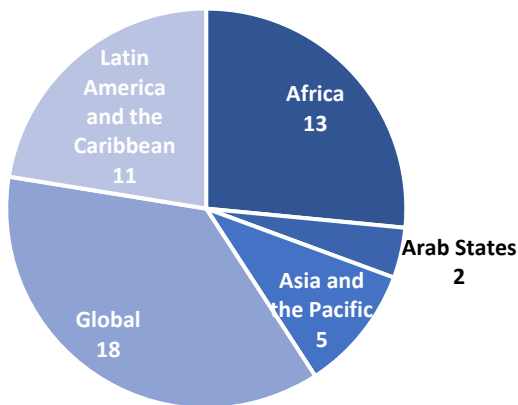
Total planned budget for 2018, *without* Staff cost

\$4,230,410

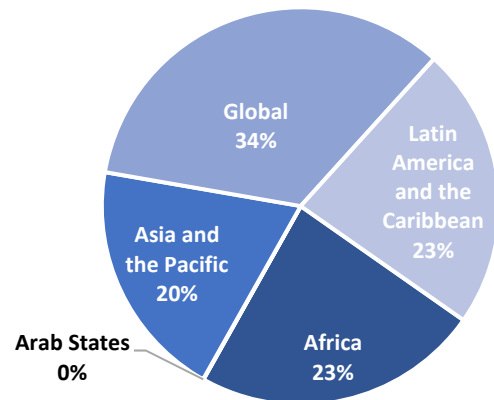
Total planned budget for 2018, *with* Staff cost

58 projects

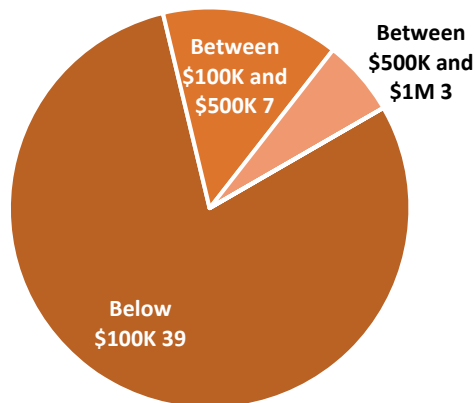
Number of projects, by region



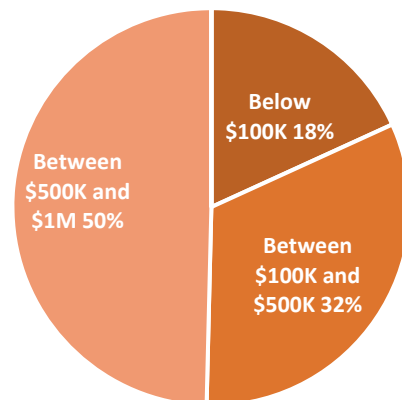
Distribution of total planned envelope, by region



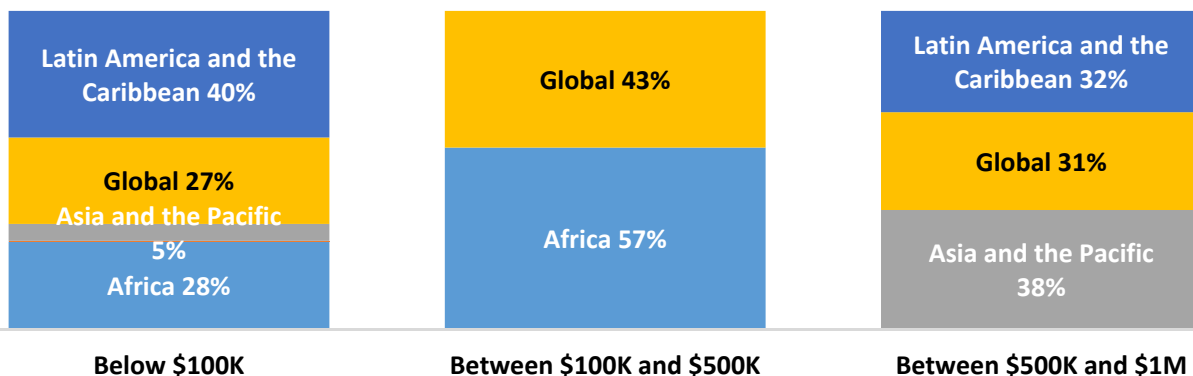
Number of projects by budget brackets



Distribution of the portfolio by budget brackets - Planned



Distribution of the portfolio by budget brackets and region – Planned



² Full budget envelopes, involves multi-year budget

Medium-Term Result 1.2:

Strengthen educational planning and management training providers through institutional co-operation

Since 2012, IIEP has been working more systematically with national training institutions (NTIs) to strengthen their capacities to develop and deliver training in educational planning and management (EPM). By supporting NTIs, IIEP aims to ensure that countries have sufficient qualified human resources to prepare sound and relevant education sector plans and policies that will be necessary for achieving SDG 4.

In Cambodia, IIEP helped the National Institute of Education (NIE) conduct an assessment to better understand current planning and management practices and training needs at the provincial level. The data collected will allow NIE to develop tailor-made training for Provincial Offices of Education staff, so they can better plan and manage the education system at the provincial level. The Institute is also supporting NIE in the development of a course on Financial Management and Budgeting, which will be delivered in a selection of provinces in 2019.

In Morocco, IIEP assisted the Centre d'orientation et de planification de l'éducation (COPE) in the adaptation and development of a training module on dashboards for educational planning and management. This material will be used in COPE's flagship programme in EPM, which trains Moroccan educational planners and managers at national and provincial levels.

In Afghanistan, UNESCO Kabul, in collaboration with IIEP, signed a \$20 million 2018–2021 programme, funded by the Swedish International Development Cooperation Agency (SIDA). It will support the National Institute of Educational Planning (NIEP) in improving its training programmes in EPM, implementing recommendations of the external evaluation of the 2018–2021 project. New and shorter courses and other training resources will be developed for national and provincial educational planners and NIEP trainers.

The Institute continued to work with the Caribbean Centre for Educational Planning (CCEP) in preparing a training programme, expected to be implemented in 2019, for both its faculty and staff from MoEs in the region.

IIEP collaborated with the UNESCO Rabat office in the development of an open resource guide to help NTIs evaluate the quality of their training programmes. IIEP will use this tool to assist NTIs in preparing quality and relevant training programmes and courses.

Technical Cooperation portfolio overview – 2018

\$23,556,759

Total financial volume of ongoing projects as of November 2018³

\$6,017,005

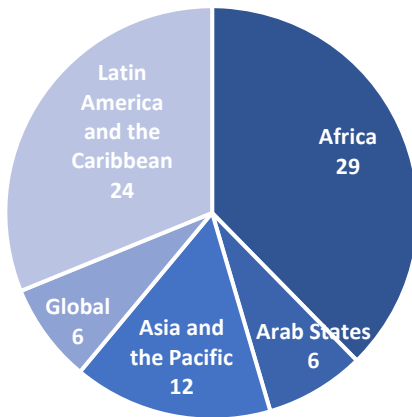
Total planned budget for 2018, *without* Staff cost

\$7,148,238

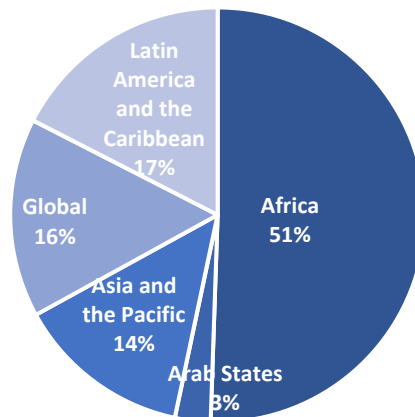
Total planned budget for 2018, *with* Staff cost

86 projects 37 countries

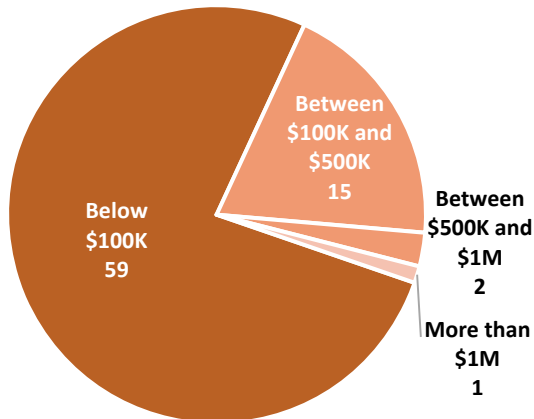
Number of projects, by region



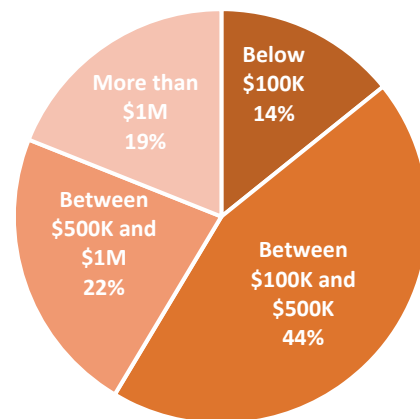
Distribution of total planned envelope, by region



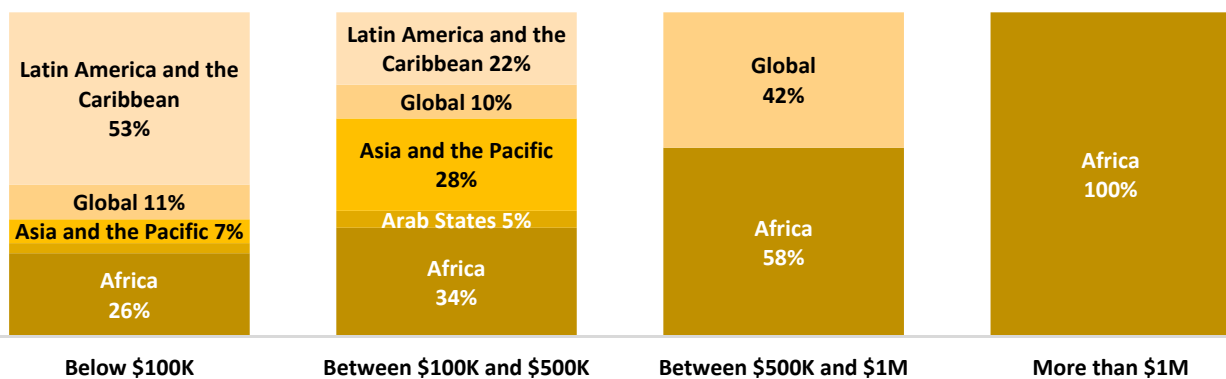
Number of projects by budget brackets – Planned



Distribution of the portfolio by budget brackets - Planned



Distribution of the portfolio by budget brackets and region – Planned



³ Full budget envelopes, involves multi-year budget

Medium-Term Result 1.3

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

Responding to requests by UNESCO Member States for advice and support on educational policy-formulation, planning, and management remains a core activity of the Institute. Its Medium-Term Strategy explains the principles and strategies which underlie this work and have guided our action in 2018.

Most of this work focuses on the preparation of an ESA and the design of an ESP. The demand in this area remains significant, for at least two reasons. On the one hand, many planning departments lack the institutional capacities (a combination of various factors, including political leadership, technical competencies, and time) to undertake this work autonomously. On the other hand, international organizations, such as GPE, require robust plans as a guarantee of a country's commitment.

In 2018, the Institute implemented a range of such programmes. These can be differentiated in two ways: (i) whether they cover the whole preparation process, from analysis to implementation plan, or only part; and (ii) the depth of support offered, as reflected in budget and duration. Programmes that do not cover the whole process include those of IIEP Pôle de Dakar, which covers mainly the analysis, and IIEP Buenos Aires programmes that focus on specific policies, as there is less demand for support to plan preparation. Determining factors include country context (including existing partnerships), capacities, and IIEP availability. The following paragraphs offer examples of these different scenarios.

Support to ESA – ESP

Several countries received support to the whole process of preparing a sector plan, from analysis to implementation (some programmes started last year; some will continue in 2019).

In Guinea, two provinces of Pakistan (Punjab and Sindh), and Yemen, IIEP offered extensive support throughout the whole process, which included many challenges:

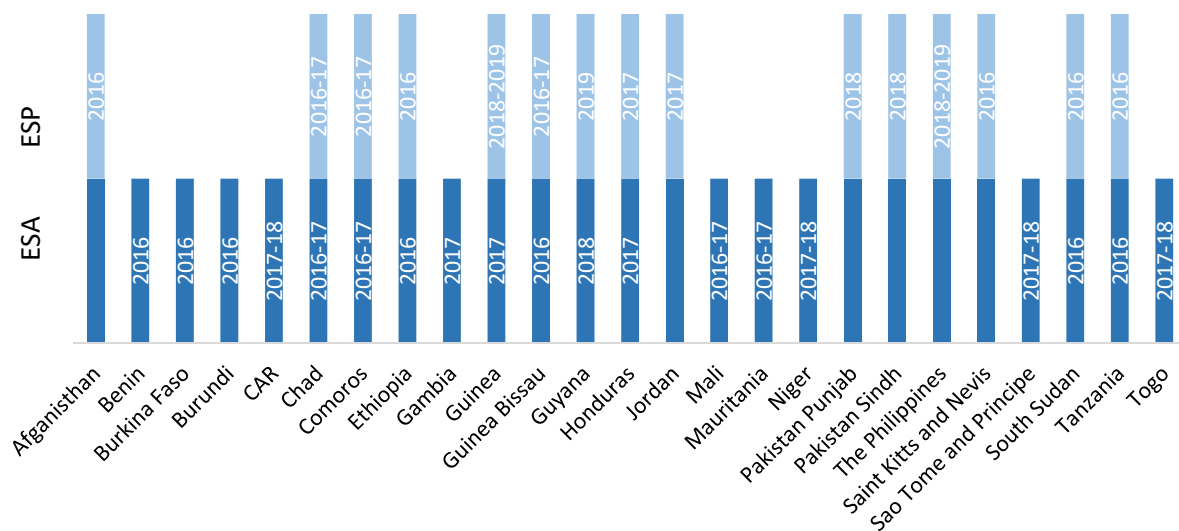
- In Guinea, as is increasingly the case in African countries, collaboration between the Dakar and Paris Offices has allowed IIEP to prepare a detailed ESA, led by Pôle de Dakar in 2017, continuing with the design of a 10-year plan in 2018. Implementation has experienced significant delays for two reasons: a government reshuffle and disagreement among national authorities on which population data to use (an apparent technical issue, but with evident political implications).
- The main challenge in the two provinces in Pakistan has been to get in-depth government involvement, both politically and technically, while respecting a tight deadline. In previous cycles, the preparation of these plans was usually outsourced, a faster but much less constructive option. The organization of federal and provincial elections in the middle of the year added to the complexity. IIEP technical support was therefore combined with much advocacy, and relied on a collaboration between Ministry teams, local consultants, and international expertise. It is expected, nevertheless, that the plans in both provinces will be completed in the first quarter of 2019, the whole process taking less than a year.
- The support to the GPE Transitional Education Plan in Yemen has been fraught with the unavoidable impact of the complex and profoundly devastating conflict in the country. The

programme has nonetheless succeeded in preparing a useful analysis, with involvement by teams from both warring parties.

In four other countries, IIEP support covers the whole process, but is much lighter, as the brief presentations reflect:

- In Mongolia, national capacities are fairly strong, and partners such as the Asian Development Bank (ADB) actively support sector planning. Through a one-week workshop, IIEP advised the national team on the overall plan preparation process, the roles of different actors, the usual challenges, and how to overcome them.
- In Guyana, ministry capacities are also quite strong, in part thanks to the presence of ATP graduates. IIEP support consists of a critical reading of the sector analysis, the organization of a policy dialogue to identify the plan’s priorities, objectives, and strategies, and the updating of a simulation model. It is expected that the “screening tool” (see MTR 2.2) will be used during the policy dialogue session.
- In Cambodia, the Directorate-General for Policy and Planning leads the plan preparation process. It is recognized as a competent and well-organized unit, in which IIEP graduates, sharing a similar vision, occupy most senior positions. IIEP support is limited to guaranteeing the overall consistency of the plan and the effective use of the simulation model.
- Work in the Philippines, in collaboration with UIL, started in November 2018 and focuses on similar areas. It has the interesting aspect of supporting both the national plan and the plan in the Autonomous Region of Muslim Mindanao.

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



Support to ESA

In several countries, the request for IIEP support involved the preparation of an ESA, typically combined with the construction of a simulation model to be used subsequently for the preparation of a full plan. This is the case for several West African countries. In 2018, IIEP Pôle de Dakar supported the production or updating of an ESA in five countries (Guinea, Niger, Central African Republic, Sao

Tomé and Príncipe, and Togo). In Guinea, Niger, Sao Tomé and Príncipe, and Togo, the support included the preparation of a simulation model.

It may seem surprising that in only one of these countries did the request include the preparation of the plan itself. The reason is mainly that these countries have usually worked with IIEP Pôle de Dakar on the ESA and with other well-connected providers (consultancies mainly) for the ESP. The Local Education Groups continue to work with these arrangements. If IIEP wishes its support in such countries to cover both ESA and ESP, a more pro-active approach may be needed.

IIEP Pôle de Dakar adapted its support to the ESA to the context and the real needs of the countries, as discussed with the governments. In three countries, Niger, Sao Tomé and Príncipe, and Togo, the ESA and the simulation model were completed during the implementation of an ongoing long-term plan, to help revise this plan and shape its further implementation. In Sao Tomé, the collaboration also covered the preparation of a three-year implementation plan. In the Central African Republic, despite the extremely fragile public administration, the ESA was completed. The next step – construction of a simulation model – was abandoned, as the country and its partners decided not to develop a mid-term plan, but a one-year plan, given the unpredictability of internal and external funding.

The support to ESAs and ESPs is increasingly linked to countries' efforts to achieve the SDG 4 targets. Most evident where 10-year plans are being prepared, it is also the case with five-year plans, especially when a country has prepared an SDG 4 Roadmap or similar document, as is the case in Cambodia. National commitments to the Education 2030 Agenda also inspired the revision of existing long-term plans in the above-mentioned countries.

Crisis-sensitive educational planning

While IIEP has been a leader in crisis-sensitive planning for many years, 2018 saw considerable momentum and consensus building in this field. With financial support from the European Commission's Service for Foreign Policy Instruments (FPI), the Institute successfully worked to identify synergies and enhance its collaboration with key partners, particularly UNHCR and the Global Education Cluster (GEC), which share IIEP's goals and commitment to enhancing humanitarian-development coherence.

Overall, IIEP's work in crisis-sensitive planning involves identifying and analysing existing risks of conflict and natural hazards and understanding the two-way interaction between these risks and education to develop strategies that respond appropriately. Crisis-sensitive planning aims to minimize the negative impacts of risk on education service delivery and to maximize the positive impacts of education policies and programming in preventing conflict and disaster or mitigating their effects. It also requires identifying specific measures and responses for forcibly displaced populations, and overcoming patterns of inequity and exclusion in education, as well as harmful cultural practices. In the specific area of plan preparation, the focus has been on integrating the education of refugees into sector planning. This is complex in various dimensions: politically, as the responsibility for refugees may be contested; and institutionally, because in many contexts there are multiple government units with mandates to address refugee issues. Planning education for refugees also has strategic challenges, such as when deciding on the relevant language and curriculum to use. It is a technically challenging area as data for both analysis and projections are neither readily available nor stable. In addition, the relevance of nation-wide planning is not evident when refugees are concentrated in a few regions or even districts. Given these political, institutional, strategic, and technical challenges, IIEP has worked with relevant partners at national, regional, and international levels, as seen in its work in Ethiopia.

Planning education for refugees in Ethiopia

One aspect of IIEP's crisis-sensitive planning work is joint planning with refugee and host communities in Ethiopia, funded by UNICEF. IIEP works with the MoE, Administration for Refugee and Returnee Affairs (ARRA), UNICEF, and UNHCR in five regions, to analyse educational performance and identify priorities for host communities and refugee settings. This work indicated that further discussion on decreasing disparities and on integration of refugees is warranted at the federal level. Political issues such as payment of teachers of refugees will need political solutions. Will they be paid by ARRA or international NGOs at more than double the salary of a national teacher?

An additional challenge to joint planning is the unavailability of recent population data. Since the most recent census in 2007, new administrative lines were drawn, resulting in irrelevant population data by woreda (districts). This makes it very difficult to have a clear sense of educational performance.

IIEP also piloted a school-mapping study of selected host community and refugee schools in the Somali region. A survey captured critical information on risks, hazards, and emergencies in the recent past and schools' responses. In the longer term, the data should assist the system to become more resilient to hazards and reduce risks, and to improve education for refugee and host communities alike.

Support to planning of TVET

In 2018, IIEP Pôle de Dakar continued to implement Pefop (Plateforme d'expertise en formation professionnelle) project. After an analytical stage, the project moved into support to the design and implementation of policies in TVET, including through supporting local pilot projects. The four countries (Burkina Faso, Côte d'Ivoire, Mauritania, and Senegal) are at different stages in the implementation. Examples from Burkina Faso and Mauritania illustrate the type of policy initiatives the project supports.

In Burkina Faso, public and private actors selected two areas of intervention: (i) the design and operationalization of a regional partnership framework for two regions, in the sectors of agriculture and public works; and (ii) the experimentation of the "validation of prior experience" approach.

In Mauritania, the regional partnership frameworks also identified the "validation of prior experience" as well as the identification of skill needs. IIEP's support consists of developing tools, including for regular identification of skill needs, in order to conduct a full exercise by the end of 2018.

The reputation and expertise built up through Pefop has led to new demands. In Benin, discussions are under way for support to (i) the development of a TVET strategy to ensure a closer relationship between education and the workplace; (ii) a budgeted operational action plan for the strategy; and (iii) a draft law on TVET guidance. In Mali, the Observatoire national pour l'emploi et la formation (ONEF) receives support with the preparation of a satisfaction survey among employers on the graduates of vocational training centres.

Support to specific policies

In Latin-America, there is much less demand for support to plan preparation than in Africa or Asia. This is due to less dependence on external aid and, consequently, a different policy formulation culture, with more focus on specific strategies within a broad policy framework. IIEP Buenos Aires therefore

supports Member States through studies, which in 2018, addressed two pressing challenges on the region's educational agenda: inclusiveness of secondary education and teacher training.

- While legal frameworks in most countries of the region guarantee universal secondary education, schools continue to leave large numbers of adolescents behind. IIEP Buenos Aires supported a regional evaluation of policies and programmes for the inclusion of youth in lower secondary education. The evaluation's methodology was designed in partnership with CECC⁴/SICA⁵, regional governmental organisations, and was applied in Belize, Costa Rica, the Dominican Republic, El Salvador, Guatemala, Honduras, and Panama. Through a process that strongly focused on capacity development, IIEP Buenos Aires supported the seven national research teams in the implementation and analysis of the evaluation.
- Teacher training, key to improving education quality, is under scrutiny in many Latin American countries. At the request of Argentina's National Teacher Training Institute (INFoD), IIEP Buenos Aires compiled evidence from 11 (mostly OECD) education systems with exceptional teacher training policies and practices. INFoD disseminated this state-of-the-art to its 1,400 teacher training institutes to encourage the improvement of practices.

The Paris and Dakar offices are also providing support to Myanmar and Namibia in using a simulation model to make projections for teacher training, to better design and plan the implementation of a new teacher policy. In Namibia, this included the development of a model, while in Myanmar, its adaptation.

Support to implementation of policies and plans

As in previous years, IIEP has also supported countries with the implementation of policies and plans. This is not the easiest exercise, as implementation depends more on sub-national levels, or even schools, than on the national authorities. IIEP support to implementation therefore also includes the strengthening of national training providers, whose beneficiaries are local officers (see MTR 1.2), and, in rare cases, training of regional or district offices (see MTR 1.4). However, central authorities cannot completely disregard implementation: their role does not disappear; it changes. An important mandate is to monitor, evaluate, and support local action. In Ethiopia, support was limited to the development of a roadmap for the preparation of the Mid-Term Review (MTR). In Cambodia, following collaboration on the MTR last year, assistance in 2018 and 2019 includes the development of an M&E Master Plan and Action Plan. The Myanmar training programme consists of on-the-job support to those officers who will participate in the Mid-Term Review.

The Agence Française De Développement (AFD) funded Quality Monitoring Project implemented its initial phase. The project seeks to analyze and improve education quality management practices at formal primary and lower secondary education levels. The project focuses on six target countries: Burkina Faso, Côte d'Ivoire, Madagascar, Niger, Senegal, and Togo.

⁴ Coordinación Educativa y Cultural Centroamericana

⁵ Sistema de la Integración Centroamericana

Amongst the achievements of year one are a launch workshop in February with some 80 participants from the six target countries; the production of a concept note defining both education quality and its management; and a comprehensive methodological approach for the analysis of education quality management practices. The project team developed no less than 20 methodologies to analyze quality management practices at all levels of the education system, including the classroom, different decentralized levels and central ministries. Five out of six partner countries have started adapting the analytical tools to their national contexts and training national technical teams. The diagnostic is foreseen to end in December 2018.

Supporting continuity in policy implementation

IIEP Buenos Aires has undertaken an innovative project in Mexico to promote continuity in policy implementation when elections lead to changes in the administration – a well-known but rarely addressed challenge. The transition between two educational administrations can lead to a loss of institutional memory and be detrimental to education systems. IIEP conducted a comprehensive mapping of Mexico’s education system and policy and compared it with current developments in other countries of the region. This analysis will help incoming officers of Mexico’s Secretariat of Public Education gain an overview of the current state of the education system, contextualize it within the region, and make informed decisions on whether, and to what extent, policies that are currently in place should be continued or reformed.

Another group of eight countries was sensitized to the existence, objectives and methodology of the project. From 2019, the products and lessons of the work done in the six core countries will be shared with them through dedicated events and the IIEP Learning Portal.

Medium-Term Result 1.4:

Ensure capacity development programmes contribute to sustainable national capacities

All of IIEP’s country support work is designed as a form of capacity development. The Institute’s collaborations with national governments always have a double focus: to work on the creation of a specific *product*, and to strengthen national capacities during the *process* of collaboration. As such, every project presented under MTR 1.3 is a form of capacity development. MTR 1.4 covers programmes and projects in which the main objective is capacity development. The distinction between MTR 1.3 and 1.4 is not always clear-cut, and some projects have components that fit under both headings. In all cases, these are inspired by IIEP’s approach, which interprets capacity development as a series of integrated interventions focusing on various factors, which together make for a strong administration: institutional stability and leadership, organizational effectiveness, and individual competence, and motivation.

In most projects in 2018, IIEP’s focus has been on training, the area where external actors can most easily intervene. However, the Institute is assiduous in ensuring that its training will lead to desired change in the workplace. These programmes adapt the Institute’s core training material to specific national contexts. They typically were offered to technical teams of ministries of education and were of mixed modality, combining online training phases with face-to-face workshops.

In addition, some projects (e.g. Cambodia and Haiti) include advice or technical assistance to ministries on institutional and organizational matters, such as the distribution of planning and management functions between different levels of the administration, or the identification of profiles for public servants working in these fields.

Comprehensive capacity development programmes

The most comprehensive such programme is that now in Haiti. In 2017–2018, the Ministry of Education and IIEP undertook a detailed analysis of the effectiveness with which the educational administration exercises its mandate in planning and management, focusing on the functioning of the *Directions Départementales (DDE)*, the 10 deconcentrated offices. This analysis led to the preparation of a new three-year programme, funded by the EU, with the final objective that each DDE become competent in strategic planning. Two strands have started in 2018: (i) training of a large group of staff (about 90), including central policy-makers and a core group within each DDE; (ii) support to a normative framework, on the organization and missions of the DDE. At the same time, the EU is funding several other projects, which aim to strengthen the functioning of the central and deconcentrated educational administration, for instance through improving the link between planning and budgets.

In Madagascar, IIEP and a team of national experts worked with the three Ministries of Education to prepare a similar capacity analysis, covering the central as well as regional levels. The Institute is currently discussing a wide-ranging capacity development programme, to start in 2019.

Capacity development through training

In Argentina, IIEP's training programme on the design of policies and programmes for early childhood was expanded to include four of the 23 provinces: Corrientes, Chaco, Misiones, and Buenos Aires, in addition to the five covered previously. Its continued expansion shows the usefulness of its strategy, which is based on a multi-sectoral approach to early childhood education (ECE). It trains officials from provincial Ministries of Education, of health and of social development, and encourages cooperation across these sectors. Each group of officials leaves the programme with an improvement plan for their respective province.

The programme in Myanmar is a continuation of the 2017 training, addressing the same group of participants: two to three people from each department in the central Ministry and from all states and regions. Three things have changed: (i) in 2017 participants were trained in the fundamental elements of strategic planning, while in 2018 they worked on one area, M&E; (ii) the workshops now take the form of on-the-job support to the preparation of the Mid-Term Review, rather than training; (iii) a team of core trainers trained by IIEP in 2017 participate in the delivery of the programme.

In Uruguay, a training programme on educational planning, management, and evaluation was designed and delivered to technical staff from the National Administration of Public Education (ANEP), the entity that plans and manages the education system. The programme, covered essential theoretical knowledge and practical tools for planning, including simulation exercises.

The fact that these three countries have relatively well functioning public administrations increases the chances of a positive impact of these programmes, which consist mainly of training.

An IIEP Buenos Aires evaluation of a tailor-made training programme delivered in 2017 confirmed its positive impact on the capacity of technical teams. Observed results included improved ability to design projects comprehensively and to process statistical data, improved ability to structure work processes, greater confidence of participants in their own abilities, and acknowledgment, by their supervisors, of their acquired skills.

Crisis-sensitive planning

In 2018, IIEP has remained a frontrunner in the area of crisis-sensitive planning, in particular through the successful implementation of an EU-funded three-year programme. One component of this programme consists of global-level training. IIEP worked closely with UNHCR, GEC, and UNICEF to organize a regional workshop in Nairobi in March 2018, for five countries from the East and Southern Africa Region (ESAR). In addition, country teams from Jordan and Kenya, among others, successfully completed IIEP's distance course 'Educational Planning for Crisis Risk Reduction and Forced Displacement'. The Institute has developed a project for customized trainings to support the Jordanian Ministry of Education. In Iran, the Institute delivered a course on crisis and disaster risk reduction for Ministry staff, where it became clear that the Iranian education system is not sufficiently prepared for a disaster.

Training in the development and use of tools

Various programmes aim to improve the skills of staff in the development and, especially, the use of a tool such as a simulation model, or a methodology such as school mapping. (New tools are mentioned under MTR 2.2.)

In 2018, training was delivered in Côte d'Ivoire and Togo on micro-planning and school mapping, in the form of a pilot exercise in a region of the country. Participants worked on the various stages of the micro-planning process: local-level diagnosis; examination of standards and norms; and planning of the prospective school network, to ensure a more equitable and more effective system.

After many delays in the contracting process, the AFD-funded Burkina Faso project has started. The three-year programme will focus on two areas of crucial importance to the smooth management of an education system: the development of a fully integrated EMIS, and the design of norms and tools for better-regulated human resource management. This latter area is one to which IIEP will pay more attention in future years. The programme includes technical advice, training of staff at various levels, and the development of guidelines and tools in those two areas.

Many IIEP programmes have included the development of a simulation model, linked with the training of a few individuals in its construction, and a wider group in its use. (See MTR 1.3.) They sometimes took place following the undertaking of an ESA (e.g. Niger and Sao Tomé and Príncipe), or as an integral part of the preparation of an ESP (e.g. Guinea or Guyana), or to address a particular policy objective (e.g. planning of teacher training in Myanmar and Namibia).

Training of development partners

Throughout the year, IIEP has trained 195 staff members from development partners, which accounts for 6% of all training carried in 2018 (KPI 2.4.1).

In 2018, IIEP organized two courses for staff who are not part of public administrations.

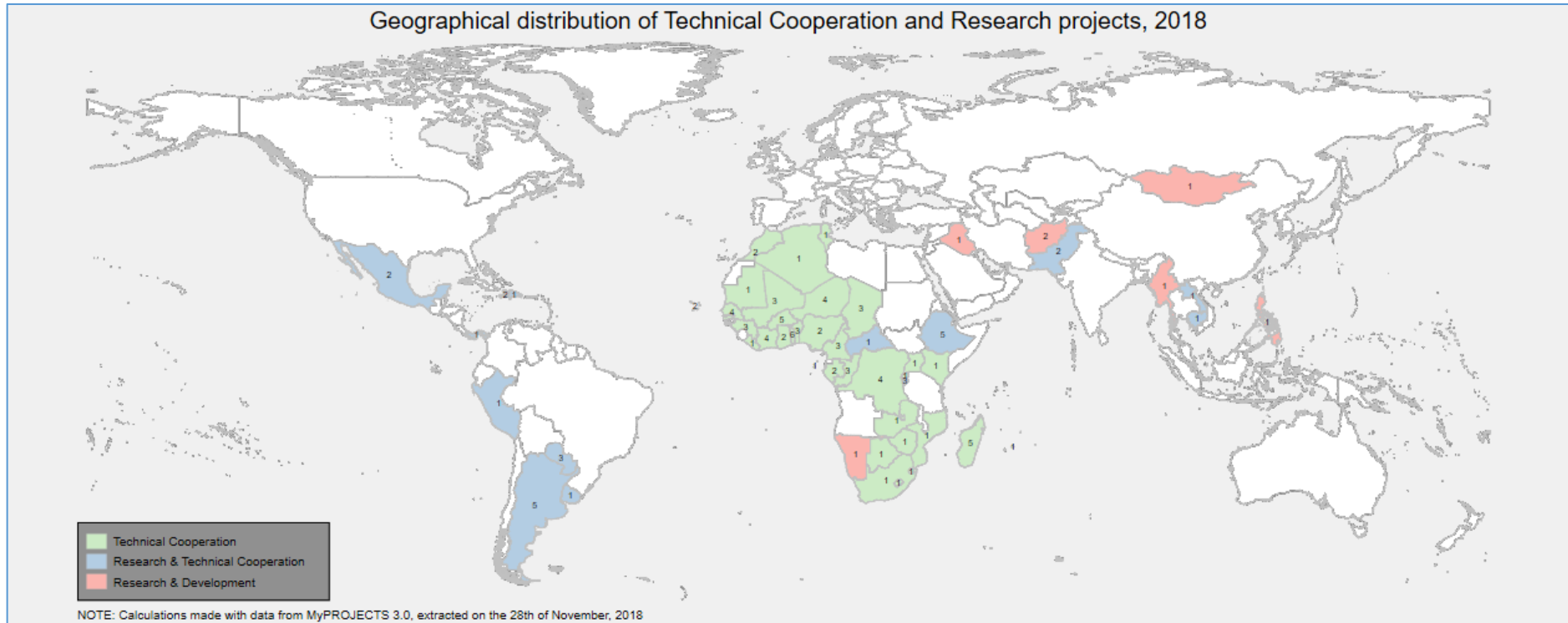
In Ethiopia, the Institute trained the education staff from UNICEF's field offices on "plan design and implementation". The original idea was to cover only UNICEF staff, but finally personnel from the Ministry of Education also took part. The training, a mixture of two face-to-face courses and distance learning, was successful for the staff from UNICEF but less so for Ministry staff. Most of the latter were unable to complete the training, due mainly to workload.

IIEP collaborated with GPE to turn the training of appraisers of ESP or a Transitional Educational Plan (TEP) into a full online course. The objective is that any expert wishing to undertake an appraisal can do the online training, without facilitation and, upon successful completion, receive a certificate. The

construction of the course is a challenging exercise, mainly because it is difficult to test experts' competence in areas as complex as the political economy of the appraisal, or the accountability of the appraiser. Once a full draft of the course is finished (early 2019), several experienced appraisers will be asked to review the whole package.

It is worth mentioning that the upcoming MOOC on how to mainstream early childhood education (ECE) into ESPs will reach out not only to educational policy-makers and planners, but also to their development partners.

Geographical distribution of Technical Cooperation and Research projects, 2018



NOTE: Calculations made with data from MyPROJECTS 3.0, extracted on the 28th of November, 2018

Research & Development portfolio overview – 2018

\$5,297,948

Total financial volume of ongoing projects as of November 2018⁶

\$1,766,342

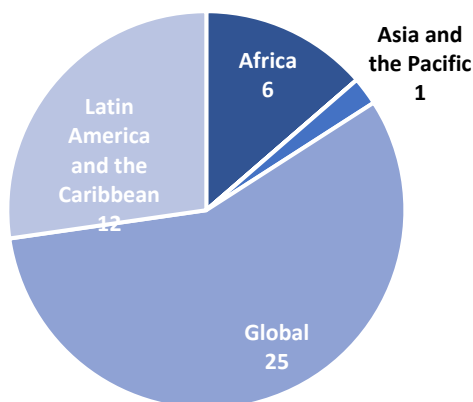
Total planned budget for 2018, *without* Staff cost

\$2,446,368

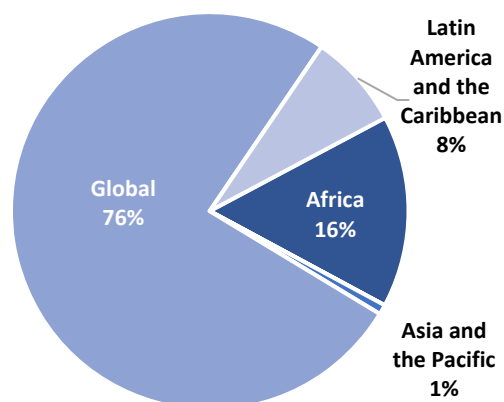
Total planned budget for 2018, *with* Staff cost

49 projects

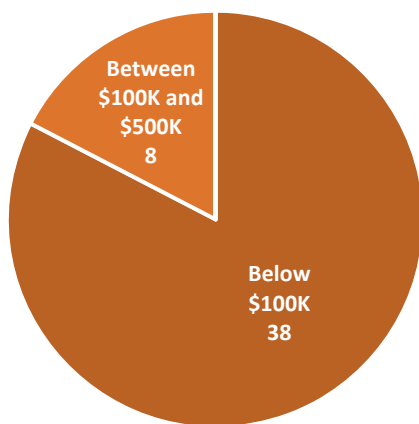
Number of projects, by region



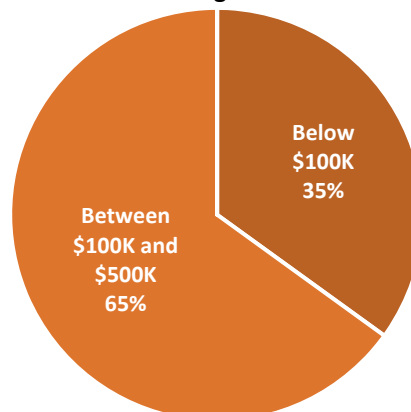
Distribution of total planned envelope, by region



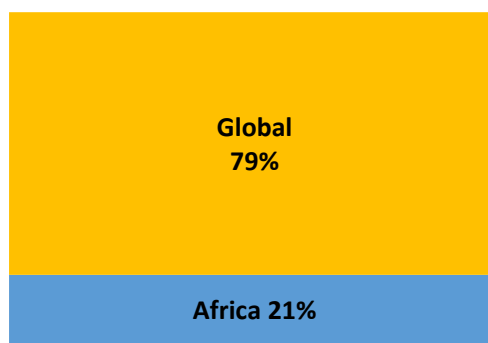
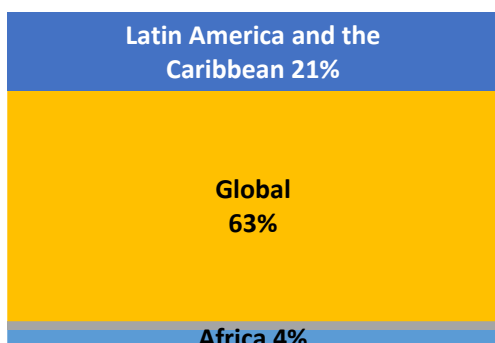
Number of projects by budget brackets – Planned budget



Distribution of the portfolio by budget brackets – Planned budget



Distribution of the portfolio by budget brackets and region – Planned budget



Below \$100K

Between \$100K and \$500K

⁶ Full budget envelopes. Involves multi-year budget.

Strategic Objective 2 – Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders

Medium-Term Result 2.1

Produce state-of-the-art research

IIEP's research function is the fundamental element underlying Strategic Objective 2: "Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders". It is part of a continuum linking together the production of applied research to the development of tools and methodologies relevant to country needs, and the dissemination of adequate knowledge and resources to Member States and institutional partners. The knowledge production and the dissemination of research findings must thus contribute to making available global public goods that can be used by all education stakeholders, as well as tools, such as guidelines, that are immediately operational to meet the challenges faced by Member States.

During 2018, IIEP's research function followed two major directions:

- **Dissemination of the results of research** carried out during the previous MTS. This concerned (i) Internal quality assurance (IQA) in higher education, (ii) Use of open school data to improve transparency and accountability in education, and (iii) Organization and management of teacher careers.
- **Design and launch of seven new research projects:** (i) Local challenges, global imperatives: cities at the forefront to achieve Agenda 2030; (ii) Use of learning assessment data in the planning cycle; (iii) Planning for an integrated higher education system for lifelong learning and enhanced equity; (iv) Professionalizing teacher managers; (v) Planning for ECE: Cost-effectiveness analysis of early childhood education/pre-primary models: Knowing what works at what costs; (vi) Promising policies for the effective management of teachers in refugee contexts; and (vii) Open government in education: Learning from the experience of cities in improving transparency and accountability.

The year also saw a strengthening of links and collaborative research work lines between the Paris, Dakar, and Buenos Aires offices: (i) the project on "Use of learning assessment data" has been launched jointly by the Paris and Buenos Aires offices, and (ii) the objectives and approaches of the Quality Management project led by the Dakar office and "Use of learning assessment data" project led by the Paris office are meant to be complementary.

IIEP also explored and secured working partnerships with many institutions on most of its research projects. These included UNICEF, Open Society Foundations (OSF), GIZ, USAID, AFD, Education Development Trust (EDT), the Mexican Instituto nacional para la evaluacion de la educacion (INEE), the German Academic Exchange Service (DAAD), UIL, OECD, Bosch Foundation, University of Toronto, and the Inter-American Development Bank (IDB). Successful collaborations have also been established with research teams and universities in sub-Saharan Africa in the framework of a "Call for Expressions of Interest for National Researchers in sub-Saharan Africa", to facilitate working more closely with national researchers in the region. This call is in line with the R&D team's intention to work more closely with national researchers as equal research partners rather than external consultants, and to support their own research agendas.

IIEP has also increased its fund raising efforts for research which has traditionally been funded mainly by the regular budget. Three research projects are at least partly funded by partners: UNICEF, OSF, GIZ, and USAID.

Building on research results and promoting policy dialogue

During 2018, IIEP put a great deal of effort into efficiently disseminating the results of its research programme in order to promote informed policy dialogue, and ultimately to have a positive impact on Member States' policy choices in a number of areas. Over the elapsed year, the Institute has issued publications in different formats, organized dissemination events, and carried out training activities based on the findings of its research projects. The main ones are presented in the table below. See more details about promoting IIEP's research in the section of the report on MTR 2.3.

Main research outputs and related dissemination and training activities, 2018

Project	Publications	Dissemination Events	Training
Integrity Planning / Open school data	<ul style="list-style-type: none"> School Report Cards in Sub-Saharan Africa (English and French) 	<ul style="list-style-type: none"> Policy forum to discuss the main outcomes of the research organized January 2018 in Manila, the Philippines. 	<ul style="list-style-type: none"> Capacity development workshop on “Transparency, Accountability, and Anti-Corruption Measures in Education” held in October 2018 in Tbilisi, Georgia, in collaboration with Network of Education Policy Centers
	<ul style="list-style-type: none"> 6 Country case studies on Using Open School Data to Improve Transparency and Accountability (Australia, Bangladesh, India, Indonesia, Pakistan, Philippines) 	<ul style="list-style-type: none"> CIES pre-workshop on “Accountability and Transparency in Public Education Systems” co-organized with the GEM Report and OSF (Mexico, March 2018) 	<ul style="list-style-type: none"> Workshop on “Elaborating Codes of Ethics”. Organized by the University of Duisburg Essen with financial support from DAAD
	<ul style="list-style-type: none"> Corruption-risk Assessment in Higher Education in Georgia 	<ul style="list-style-type: none"> Conference on “Ethics, Transparency and Integrity in Higher Education – Domestic solutions to global challenges” organized by the Council of Europe (Pristina, April 2018) Annual International Conference for Integrity convened by the Supreme Audit Office from Peru (Lima, December 2018). 	

Exploring the organization and management of teacher careers	<ul style="list-style-type: none"> • 3 case-studies on Reforming Teacher Careers: Learning from experience: (i) New York City, (ii) South Africa, (iii) Ecuador 		<ul style="list-style-type: none"> • IIEP Buenos Aires organized an online course on Teacher Policies. Module 3 was designed based on the research conducted in Latin America.
	<ul style="list-style-type: none"> • 8 country reports: Scotland, Lithuania, South Africa, Ethiopia, Thailand, Peru, Colombia, Mexico • “Carreras profesionales docentes: los casos de Chile, Colombia, Ecuador, México y Perú” produced by IIEP Buenos Aires • 4 policy briefs 		
Innovative and effective options for IQA in Higher Education	<ul style="list-style-type: none"> • 4 policy briefs, on: 1. IQA and employability, 2. The effects of IQA, 3. Linkage of EQA and IQA, and 4. IQA and management 	<ul style="list-style-type: none"> • The European Consultation on Quality Assurance, organized jointly by UNESCO and AAQ, the Swiss QA agency 	<ul style="list-style-type: none"> • Online course on Effective Design of Internal Quality Assurance Systems for 13 universities from the Arab region in cooperation with UNESCO Beirut
	<ul style="list-style-type: none"> • French translation of the IIEP publication Internal Quality Assurance: Enhancing Higher Education Quality and Employability 	<ul style="list-style-type: none"> • The 3rd International Conference on Quality Assurance, Tehran, Iran • Colloque Qualité du G3; Montréal, Canada • National Conference for policy-makers and IQA personnel from the Walloon Region, Gembloux, Belgium • National seminar in Bahrain on IQA 	<ul style="list-style-type: none"> • Face to face seminar on IQA for Mongolian universities

Influence of research and dissemination strategy

The influence of research is difficult to measure. In order to both have a clearer view of the question and to better monitor the outcomes of research, IIEP has developed, as part of the M&E Plan of its 10th MTS, a specific Theory of Change (ToC) for its research and development programme. The ToC is meant to inform how IIEP *expects* its projects to lead to positive change in planning practices and contribute to the improvement of education systems, thus contributing to the national and global efforts to achieve SDG 4. The ToC outlines the expected relationships between IIEP activities, outputs, outcomes, and impact. It also presents: (i) factors that influence the relationship between outputs and outcomes; (ii) two levels of impact expected to be reached, the first more directly correlated to IIEP's effort, and the second in which IIEP contributes among various other partners.

In the perspective of this ToC, the following text boxes highlight activities that illustrate the long-term influence of IIEP's research lines.

From research to the support of Mongolian higher education policy on IQA

The Mongolian National Education Accreditation Council invited IIEP to join in organizing a capacity development workshop for quality assurance (QA) officials from Mongolian higher education (HE) institutions. The workshop took place in Ulaan Bataar in April 2018.

The development of IQA in HE institutions is very high on the national policy agenda in Mongolia. A national survey revealed that only 60% of universities have established QA units. Many of these are still under construction and lack a roadmap for their development. To help move forward, the workshop presented international good practices, as well as national IQA experiences from Mongolian universities.

At the end of the workshop, upon IIEP's suggestion, the creation of a National Quality Forum was announced. This forum will consist of Mongolian QA officials and will facilitate exchange on IQA experiences and issues amongst Mongolian HE institutions.

IIEP's long history of work in the field of integrity planning in former Soviet countries

IIEP has been working on ethics and corruption in education in Central, Eastern, and Southern Europe, and in Central Asia since 2003 with partners such as OSF, UNDP and the Council of Europe. Through capacity development workshops, tailor-made courses or technical cooperation work like integrity assessments in the region, IIEP has reached more than 400 people. The recent workshop on "Transparency, Accountability, and Anti-Corruption Measures in Education" held in Tbilisi, Georgia benefitted from this long-standing relationship.

Among the concrete results of IIEP's action in the region are: the adoption of a teacher code of conduct in Croatia, design of comparative regional studies on issues such as parental informal payments, and introduction of the issue of corruption in education into university curricula in Azerbaijan.

IIEP is eager to stimulate national debate on the findings of its research, as a first step toward appropriation and policy reform. The research on open school data, for instance, fostered policy debate at country level soon after the release of the case studies. In India, study findings were shared with government officials in the three states where the survey was conducted. It triggered a lively debate around the recommendations formulated in the report. In Indonesia, Sampoerna University hosted a launch event bringing together researchers, academics, government officials and civil society representatives such as Transparency International Indonesia. The event was covered by a major Indonesian newspaper, "Kompas", and led to the publication of several articles in the press.

New research projects launched in 2018

Seven research projects were initiated in 2018, in line with the thematic priorities of the 10th MTS. The new IIEP research agenda is fully in line with the overall philosophy of the SDGs, and aims to respond to the needs of partner countries in this regard with its: (i) integrated approach to implementing the goals, (ii) focus on learning outcomes, and (iii) a life-long learning perspective. These new research projects are briefly presented in the following paragraphs.

Local challenges, global imperatives: Cities at the forefront to achieve Education 2030

How can cities ensure successful planning to achieve SDG 4? This is the central question that leads this new IIEP research programme. Focusing on the role played by cities in planning and managing education, it investigates the requisite conditions to promote integrated and co-designed planning for the sustainable development of a city. Learning from the experiences of cities of different sizes, in countries with different levels of income, it aims to lay the foundations of a trustful partnership between ministries of education and cities in planning for Education 2030.

Use of learning assessment data in the planning cycle

For many students around the world, schooling is producing little knowledge, a worrisome reality that remains invisible in many contexts. In some developing countries, the key problem is the unavailability of quality learning assessment data, in others that the available data is not used to inform the formulation or choice of education policy options. For many international organizations, the use of learning assessment data has thus become a high priority; and they are developing initiatives to overcome these challenges. IIEP hopes to contribute to international efforts to improve this situation with a new research project focusing on the use of learning data in the planning cycle. The objective of this project is to generate context-specific knowledge to support countries to more effectively use learning assessment data in decision making.

Planning for flexible learning pathways in Higher Education

Higher education expansion and diversification create challenges for the new international development agenda for education. The Education 2030 Agenda proposes SDG 4 to "ensure inclusive and equitable quality education and promote lifelong learning (LLL) opportunities for all". This vision recognizes the importance of providing flexible learning pathways for youth and adults, particularly women. It also advocates for equitable higher education systems which recognize prior learning and facilitate access for students from disadvantaged backgrounds or with disabilities. This research project aims to explore the linkages between flexible learning pathways and equity in higher education. It envisages identifying the policies and tools used in various countries to support flexible learning pathways and their effectiveness in helping all students to benefit from higher education.

Professionalizing teacher managers

Teachers make up the bulk of the education workforce and their impact on student learning is one of the most important school-level variables. Teacher management is hence key to optimize education quality and to reach the SDG 4. Yet, little research exists on the professionalization of the education workforce beyond the teacher level to include management levels. However, there is growing understanding that professionalization is required across the spectrum: there needs to be a continuum in terms of the professionalization that is expected of teachers but also of their managers. In order to tailor IIEP's support to the strengthening of teacher management capacities in different country contexts, a better understanding of the political dynamics at play is necessary. This includes identification of the political obstacles to teacher management problems, as well as analysis of the conditions under which it has been possible to make improvements in different contexts. The project will develop a diagnostic tool on teacher management to complement IIEP's methodology for the analysis of the functioning and effectiveness of educational administrations (institutional analysis), and identify success stories of change in teacher management.

ECE Planning: Cost-effectiveness of ECE/pre-primary models

There is growing evidence to show that investing in early childhood brings benefits not only to the individual, but also to communities and society as a whole. Despite evidence pointing to ECD as a wise and smart investment, investment in ECD remains low, especially in those countries and regions that would benefit the most. A lack of understanding of what interventions are working in specific settings, and at what cost, is recognized as a major impediment for effective mainstreaming of ECE in education sector plans, and the mobilization of adequate financial resources. The renewed focus on learning and equity in the Education 2030 Agenda provides a formidable opportunity to give ECE the attention it deserves. This research project will support the mainstreaming of ECE into the development and implementation of education sector plans and policies by generating a robust instrument and related guidelines on how to conduct a cost-effectiveness analysis of ECE/pre-primary models and promote the scale-up of interventions that work in a sustainable manner.

Teachers of refugees

The quality of teachers and their teaching are among the most important factors that contribute to student outcomes. In emergency and crisis situations, teachers are often the only available resource. An increasing number of refugee children are in need of quality education and at the same time, there is a global shortage of teachers. There is a limited understanding of who teaches refugees, and how these teachers are managed. As refugee populations continue to grow, it is urgent to develop the evidence base to guide policies and support host governments and their partners in providing a quality teaching force for refugees. IIEP, in collaboration with Education Development Trust (EDT), will identify policies and implementation strategies currently used to select, deploy, and manage teachers of refugee populations, as well as promising areas for further policy development and successful implementation. The research is supported by UNICEF and Open Society Foundation (OSF), and involves a range of national and international stakeholders.

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

Over the past 15 years, IIEP has developed a leading role in the fight against corruption in education through its work on a wide range of subjects, including public expenditure tracking surveys, teacher codes of conduct and, more recently, open school data. Open government emerged about a decade

ago and has been gaining momentum over the past few years. It is understood as the opening up of government data, processes, decisions, and control mechanisms to public involvement and scrutiny. It calls on renewed government-citizen interaction and relies on the principles of transparency, citizen engagement and participation as well as government responsiveness. However, important avenues of investigation are yet to be systematically explored, including the implications of open government for the education sector, and its possible impact on transparency, accountability and anti-corruption issues. IIEP's research will focus on the case of cities that are experimenting with innovative ways of communicating and working with their citizens, in order to learn from experiences at the local level (i.e. though "open cities" or "smart cities"). IIEP will undertake exploratory work on what is meant by open government in the education sector, draw up a typology of "open government models" in education, and review existing initiatives in the field.

Medium-Term Result 2.2:

Develop and adapt methodologies, norms, and tools

Assisting in the development of education sector analyses (ESAs) and education sector plans (ESPs) is the backbone of IIEP's work. It combines technical cooperation and training with research and the development of methodological guides and tools. In 2018, the development of tools primarily addressed ESAs and planning, projection and simulation models, teacher management, and education financing.

Education Sector Analysis

In 2018, IIEP continued its reflection, which started in 2017, on how to support countries with an ESA. This led to a number of concrete proposals, concerning the basic content of what constitutes a strong and useful ESA, and the time constraints inherently involved in developing one. Various options have been discussed, including during a dedicated internal workshop. This effort will continue in 2019 in consultation with partners including Member States, UNICEF, the Global Partnership for Education, and the Education Commission's Pioneer Country Initiative.

Three options on how to refine IIEP's ESA development are currently being considered, which could be used depending on the country context, the extent of the capacity development effort required, and time constraints. All three options would guarantee quality, and would enable the development of national capacities that are key to country ownership of the ESA and potential subsequent ESPs.

The table below captures the main characteristics of the three ESA options and indicate their respective minimum, maximum, and average duration.

ESA options	Capacity development activities	Type of data	Quality assurance	Participation	Fields of analysis	Duration (months)		
						Min	Max	Avg
1. Complete ESA	Initial training + learning-by-doing + in-depth training on PSGSE	Wide use of raw data base + some secondary data	Raw data recovery + regular triangulation (including household surveys)	National team strongly involved in analysis and writing work	Exhaustive with a high level of detail	4	15	9
2. “Light” ESA	Initial training + learning-by-doing	Use of raw data base + secondary data	Raw data recovery + regular triangulation	Established national team and partially involved in the work	Exhaustive	2	6	5
3. Situational Analysis	Presentation of concepts	Secondary data + analysis of some raw data	Quality control of some data	National team involved	Minimal	1	2	2

Projection and simulation models

IIEP also conducted a reflection on the use of financial simulation models in education. These models are essential to drawing up credible educational policy scenarios and informing policy trade-offs. Their use across the IIEP offices are currently not standardized, however, teams face common challenges in their professional practice. The main one is the insufficient connection between simulation models — medium-term programming tools such as Medium-Term Expenditure Frameworks, — and planning tools such as operational or implementation plans. This internal reflection also led to the sharing of lessons learned, adapting methodologies to specific contexts (e.g. varying capacities of national teams), and the development of a set of standard solutions for IIEP to propose to Member States.

Articulating ESA and planning: The Screening Tool

The Screening Tool is a comprehensive decision-tree that enables countries to: (i) systematically explore issues of equity and efficiency in relation to expected education outcomes; (ii) identify underlying causes and factors relating to these issues; and (iii) select the most appropriate policy options for the country context. In 2018, significant progress was made on its development. A working version comprised of the Access to and Quality of education trees is now ready. A third tree on Equity of education is being finalized. The decision trees are supplemented by a comprehensive set of “policy boxes” that propose, for each root cause identified, a set of policy options based on the literature. The Screening Tool has a high potential to help Member States make evidence-based policy choices, in particular at the junction of ESA and ESP formulation.

The Screening Tool will be piloted in Guyana in early 2019. IIEP will also explore ways to harness its complementarity with methodologies developed by the Quality Management Project (MTR 1.3).

Teacher management

The demand from Member States for IIEP expertise on teacher management continues to grow. To complement its technical support in this area, the Institute has developed a Technical Note on teacher allocation that builds on the two 2018 regional workshops held by IIEP Pole de Dakar. The Note presents typical practices across the continent and covers main challenges as well as innovative approaches, including effective tools used by some countries such as Senegal and Côte d'Ivoire. IIEP is currently considering the development of Methodological Guidelines on teacher allocation in the near future.

School management

In Mexico, the National Institute for the Evaluation of Education (INEE) called upon IIEP Buenos Aires for support in designing a methodology to certify “school assessors” whose role is to evaluate school management. IIEP helped INEE design a professional profile for the assessors that is adapted to the Mexican education system, as well as a qualifications framework, courses, and material to train assessors.

Education financing: Pairing the NEAs and BOOST

IIEP and the World Bank have piloted an initiative in Uganda to pair the BOOST public expenditure database and the NEA methodology, developed by IIEP and UIS in 2016-2017. The NEA is a thorough education financing mapping exercise that covers different sources of funding and tracks where the money goes and how exactly it is spent. BOOST is a detailed government expenditure database aimed at enhancing the qualitative content of public expenditure work and improving fiscal openness and transparency. Aligning BOOST and NEAs will significantly decrease the workload of ministries of education when updating their NEAs with regards to public expenditure on education, the source of funds that both methodologies have in common.

An NEA exercise is currently being carried out in Togo using the BOOST database as a source of information on public expenditures and external funding implemented through the national budget. The work is led by a national team composed of Ministry of Finance and MoE staff. The national Institute of Statistics is also involved. IIEP Paris and the World Bank are providing technical support. As mentioned in the 2019 Operational Plan (MTR 2.2), IIEP will maximize this experience to make lessons available globally by writing specific guidelines.

Medium-Term Result 2.3:

Support communities of practice with resources and opportunities

Communication supports IIEP’s research, technical assistance, and training. IIEP tailors its messages to a range of target audiences, including decision-makers, planners, donors, civil society organizations, and academics, using both on- and off-line communication tools and channels.

Publications

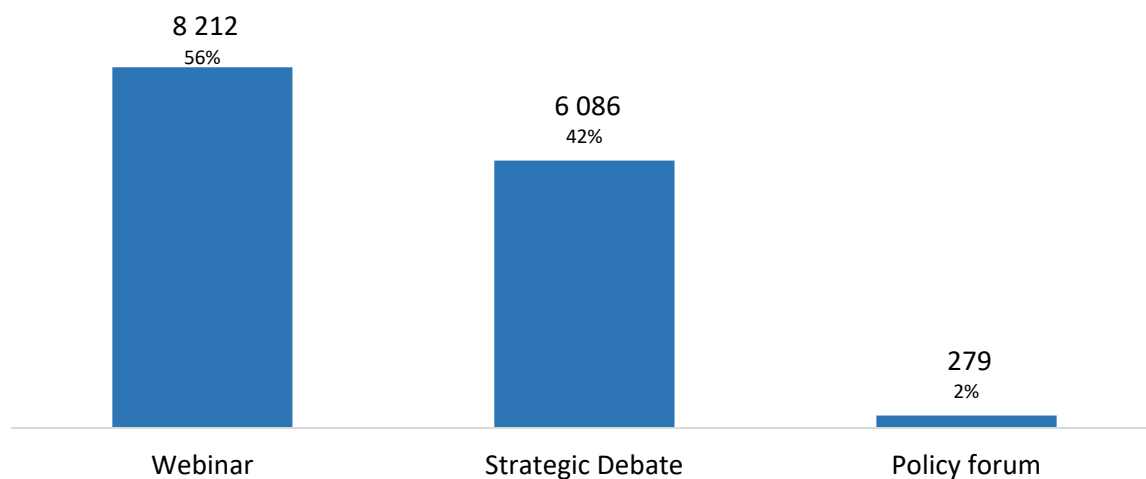
IIEP’s publications are the Institute’s chief means of ensuring the knowledge and know-how generated from its research and field experience reaches those who can do the most good with it, including educational planners, decision-makers, researchers, and practitioners, as well as donors and other stakeholders.

In 2018, the Institute produced more than 40 publications, including those that remained from the 2014–2017 research programme. Among these were a variety of publications on internal quality assurance, six country case studies on open school data, as well as guidelines and policy briefs. Notable co-publications include *Learning at the Bottom of the Pyramid*, with the University of Pennsylvania, and the translation into Arabic of IIEP and GPE’s *Guidelines for Education Sector Plan Preparation and Guidelines for Transitional Education Plan Preparation*.

As part of the Institute’s continuing efforts to ensure the most stringent quality control, a new peer review process was developed and implemented, following input from the Research Advisory Board. Another important effort was the launch of a new representation of the publication pipeline, called “PubLine”, to improve internal transparency of the publication process and reduce the possibility of unnecessary delays. Using the software Trello, the tool allows staff to follow each step of the publication process. Finally, maximizing the impact of publications has been the aim of the increased coordination within Information Services, facilitating the increasing number of launch events for publications.

Seminars and fora

IIEP hosts a breadth of annual events, seminars, foras, and webinars, bringing together a myriad of education stakeholders worldwide. In 2018, IIEP hosted 29 events, bringing together some 15,500 people either physically or at a distance. The events include both face-to-face meetings and online events, or a mix of both. In 2018, these included the Policy Forum on Open School Data, the Latin American Regional Forum on Educational Policy, the Technical Roundtable on Disability-Inclusive Education Sector Planning, IIEP Strategic Debates, and the IIEP Pôle de Dakar Regional Seminar for Quality Management, among many other.



Mapping and grouping IIEP’s audiences

IIEP has mapped and segmented target groups into five audiences, to maximize impact. The most relevant content, via the most appropriate channels, is shared with each audience. This also allows a more accurate measuring of outcomes and will help in developing more sophisticated marketing and fundraising strategies. It has also played an integral role in communicating before, during, and after IIEP events.

- Audience 1 – authorities (policy-makers) from ministries or other educational government agencies, at a national or sub-national level.

- *Audience 2* – members of technical teams of ministries or other educational government agencies, at a national or sub-national level.
- *Audience 3* – individuals with influence in the education sector, such as members of international organizations, research centres, NGOs, think tanks, the media, teacher unions, private school organizations, and donors.
- *Audience 4* – education sector professionals (e.g. teachers, school directors, supervisors, etc.).
- *Audience 5* – members of the public and mass media who are interested in education.

2018 Latin American Regional Forum on Educational Policy

The Regional Forum on Educational Policy is the main annual outreach activity of IIEP Buenos Aires. It provides a dedicated space for policy debate and reflection for high-level decision-makers of Latin America's Ministries of Education and development partners.

Bringing together regional representation from all 19 governments in Latin America, the second edition of this event took place in Buenos Aires in September 2018. It addressed the challenges for secondary education in Latin America in view of the Education 2030 Agenda.

During the two-day event, experts from academia, government, and UNESCO outlined the state of secondary education in the region. Participants also shared national experiences

as well as lessons learned. An online network, with 280 current users, also complements the Regional Forum's annual meetings, providing a constant space for knowledge sharing for technical teams from the region's ministries of education.

Using segmentation for the IIEP Buenos Aires Policy Forum

IIEP Buenos Aires has adopted a new strategy for its Policy Forum. No longer an event addressed to a large public (Audience 5), it is now an exclusive meeting targeting decision-makers of MoEs in Latin America (Audience 1), increasing the likelihood of supporting policy-making in the region. The closed network, promoted through e-mailing campaigns to government officials, attracted an average of 83 participants (Audiences 1 and 2). This is in contrast to IIEP Buenos Aires' webinars, which are aimed at all IIEP audiences, and drew an average of 650 participants in 2018.

Regional Seminar for Quality Management in Africa

IIEP Pôle de Dakar hosted a regional seminar in Abidjan, Cote d'Ivoire, in February 2018 to launch its project on quality management. Nearly 80 people, including delegations from the six main beneficiary countries, as well as representatives from international organizations and experts participated.

2018 Summer School: Technical Round Table on Disability-Inclusive Education Sector Planning

The 2018 Technical Round Table, jointly funded and organized with UNICEF, aimed to assess the capacity needs of ministries of education, which will be addressed in the forthcoming IIEP and UNICEF training programme, *Disability-Inclusive Education Sector Planning*. The event brought together education planners from MoEs as well as disabled people's organizations from Asia and the Pacific and Anglophone Africa, with four countries being invited from each region. Key agencies such as GPE, DFID, the World Bank, and UNICEF were also in attendance, as well as representatives from other UNESCO offices. A two-week online phase preceded the event to provide targeted networking opportunities. The evaluation of the event showed high levels of overall satisfaction.

Increasing visibility on IIEP's work on inclusive education

IIEP used the Round Table as an entry point to position IIEP as one of the actors working to advance inclusive education. Plenary sessions and a ['data dive' webinar](#) (watched by 554 people) were livestreamed and tweeted to open the invitation-only event to IIEP's wider public (Audiences 3-5). The webinar was repackaged as a technically oriented blog, directed towards practitioners (Audience 3), for the IIEP Learning Portal.

The IIEP website highlighted country examples from the event, including mainstreamed inclusive education in Ghana and interviews with an ATP participant from Afghanistan and representatives from IIEP and UNICEF.

The event was shared through partner channels, including the GPE website blog. Highlights and recommendations were published during the DFID Global Summit on disability for wider exposure. Media outreach included Radio France Internationale's attendance at the opening session, which led to a four-minute report on the event.

Strategic debates

IIEP's 2018 strategic debate series (see Box) considered 'Meeting SDG 4's learning objectives: Looking beyond the obvious.' An array of experts including academics, development partners, IIEP trainees from MoEs, and representatives from national commissions and permanent delegations at UNESCO discussed how to make SDG 4's vision for education a reality. The debates were live streamed and tweeted (#StrategicDebate). The videos remain available and average between 500 and 1,200 views in the week following the event.

2018 IIEP Strategic Debates

Social and Emotional Skills and the Education 2030 Agenda, with Dirk Van Damme, OECD, and Carmel Gallagher, UNESCO's International Bureau for Education.

Higher Education as a Common Good, with Simon Marginson, Professor and Director of the Centre for Global Higher Education at the University College of London. Michaela Martin, IIEP, as discussant.

Classroom Realities of the World's Education Superpowers, with Lucy Crehan (author and education consultant) and Sonia Guerriero, Senior Education Specialist, UNESCO as discussant.

Overcoming Africa's Learning Crisis, with Sajitha Bashir, Practice Manager, Education, World Bank and Marlaine Lockheed, Visiting Lecturer in the Woodrow Wilson School, Princeton University. Hugues Moussy, IIEP, as discussant.

Can Education Systems Anticipate the Challenges of Artificial Intelligence?, with Stuart Elliott, Henry David Visiting Scholar, US National Academies of Sciences, Engineering and Medicine, and Steven Vosloo, Senior Project Officer, Section of Youth, Literacy and Skills Development, UNESCO.

It Takes a Village – and Technology – to Educate a Child, with Madhav Chavan, co-founder Pratham Education Foundation with Valtencir Mendes, UNESCO ICT in Education Project Officer.

Lessons in Educational Policy-Making: Perspectives from Two Education Ministers, with Najat Vallaud-Belkacem, former French Education Minister, and Stefania Giannini, Assistant Director-General for Education, UNESCO, and former Italian Education Minister.

International conferences

IIEP had a strong presence at the 2018 Comparative and International Education Society (CIES) conference in Mexico City, with the organization of or participation in nine panels and two pre-conference workshops, as well as on social media. The CIES website featured two IIEP articles: a blog on teacher careers and a profile of an IIEP trainee from Afghanistan.

IIEP also organized a workshop alongside the GPE replenishment with the Government of Senegal and UNESCO Dakar. The event brought NEAs to the attention of national media in the region. IIEP Pôle de Dakar presented on a separate session on financing education at the same event.

IIEP is frequently invited to share its expertise at international fora such as the Convergences World Forum in Paris in September, in which the Director spoke on “What levers for girls’ education?” IIEP has also served in leadership roles for two international events organized by UNESCO and development partners. In April 2018, senior staff from IIEP Paris and IIEP Pôle de Dakar organized two sessions at the Pan-African High Level Conference on Education (PACE) in Nairobi and presented on increasing innovative investment and on improving efficiency. IIEP also spoke on equity concerns of household investments in education at the high level Global Education Meeting in Brussels in December 2018, joining OECD and GPE colleagues.

Maximizing visibility of research products

In 2018, communication on IIEP research largely focused on final outputs of the 9th MTS. These included publications on internal quality assurance, open school data, technical guidelines from the school grants research project, and foresight papers. Communication around new research typically entails several components, including:

- Exposure on the IIEP and UNESCO websites and inclusion in the education sector emails;
- IIEP e-mail alerts to the global audience, as well as more targeted lists;
- Interviews in the *IIEP Letter* and guest blogs;
- Infographics, social media, quotes, media coverage, and other material shared across IIEP and partner channels;
- To the extent possible, launch events that bring together different IIEP audiences and presence/displays at international conferences.

Following are some highlights from 2018:

Communication in support of the many publications on internal quality assurance included articles in [University World News](#) and a blog by the IIEP Project Manager for the [Centre for Global Higher Education at University College London](#), a series of articles on the IIEP website, and targeted emails to IIEP’s higher education contacts.

Communication around open school data centred on IIEP’s International Policy Forum, a major publication on school report cards in sub-Saharan Africa, and six case studies on Asia and the Pacific. Communication included web articles, social media, and a press conference in collaboration with the Department of Education in the Philippines during the Policy Forum, which resulted in five news articles. Later in the year, a campaign in collaboration with the authors of the six case studies, with the slogan, “Know your school, use your voice,” sought to raise awareness on the role of open school data.

Another example of working with partners was the launch of the co-publication *Learning at the Bottom of the Pyramid*, on the eve of World Literacy Day 2018, in collaboration with the University of Pennsylvania. Both organizations produced social media posts, web articles, and jointly coordinated a radio interview on Wharton Business Radio with UNESCO Chair in Learning and Literacy, Daniel Wagner, one of the book's editors, and IIEP Director Suzanne Grant Lewis, a contributor.

Improving visibility of technical cooperation projects

Similarly, IIEP strives to tell stories around its technical cooperation work. This can include interviews with beneficiaries, dispatches from workshops or in-country trainings, joint press releases with partner organizations, and articles and social media content shared across IIEP channels and via partner organizations. International days, such as World Refugee Day and International Day for Disaster Reduction, provide opportunities for the Institute to share its expertise. Highlights from 2018 follow.

The communications plan on a project developing planning capacities in Haiti focused on mobilizing MoE and training actors, and included articles on the IIEP and UNESCO websites, social media, press releases disseminated to national media, and a video and web article of interviews with IIEP-trained participants. IIEP also embedded a journalist from a large national newspaper in a workshop to recount the project's objectives and challenges.

IIEP's communication on its crisis-sensitive planning work included a [press release with the UNESCO Regional Office in Nairobi](#) on a workshop held in Kenya, in March, which led to an interview on Voice of America with the IIEP Project Manager. World Refugee Day provided an opportune moment for a spotlight article, online and in the *IIEP Letter*, on the progress made in Ethiopia to include refugee children in the national education system and the new project on teachers for refugees.

Communicating on training

Communication on IIEP training aims to: (i) inform prospective trainees of the various modalities on offer, and (ii) show what the IIEP training experience is like from the point of view of trainees. A series of profiles of trainees explored their ambitions and the impact on the training on their professional lives. Key moments were relayed, from arrival in Paris, to the annual Study Visit, to the Closing Ceremony, through the website and social media.

IIEP Buenos Aires implemented marketing efforts based on previous years' evaluations, including: (i) strengthening direct communication channels with ministry staff (Audiences 1 and 2), and (ii) formal letters of invitation to participate in IIEP BA's training offer, tailored brochures, and scholarships. Webinars broadcast from training programmes attracted audiences of over 1,000 views each.

New training videos also included teasers to attract participants for two online learning courses offered by IIEP Paris. In Buenos Aires, the post-production process ensured consistency and that videos matched IIEP's visual identity.

IIEP Library

The IIEP Library is a unique information repository on educational policies and planning. Around 60% of its collection is accessible online. In 2017 and 2018, major renovation works were undertaken to provide new working spaces for library users and IIEP staff. To reduce the number of stacks and give more space for casual and formal meeting spaces, documents and reports, available in electronic format have been withdrawn.

The staffing has also been reconfigured. One staff member is now in charge of communication and outreach to ensure a better and wider use of IIEP library resources, and another is in charge of content

and metadata to manage the institutional memory and to facilitate access to library resources with discovery tools.

Websites, platforms, and portals

IIEP websites receive nearly 100,000 visits per month, with the Buenos Aires site alone averaging over 50,000 visits. The Institute's thematic portals play an increasingly important role in its advocacy and knowledge-sharing mission.

- **Institutional websites:** IIEP Paris and IIEP Buenos Aires are redesigning their websites to reflect the 10th MTS. The Buenos Aires redesign, now completed, included the harmonization of outreach sites (former SITEAL events and the online campus) with its main website. The Paris redesign will launch in January 2019. IIEP Pôle de Dakar restructured its website to reflect the new activities of the office. These changes are all part of an institute-wide initiative to improve the quality, accessibility, and search engine optimization for all IIEP websites. Audits have been conducted for the global website, the IIEP Learning Portal, and the UNESCO HIV and Health Education Clearinghouse website. Implementation of the recommendations is ongoing and will continue through 2019.
- **Learning Portal:** The new platform, launched in April 2018, offers greater possibilities for interaction with users – with comment boxes, an “Ask a Librarian” feature, favourites, and bookmarking options. IIEP has reached out to like-minded organizations for content production and sharing that is relevant to the Institute's audience. The portal also increases the visibility of IIEP research and training through IIEP staff think pieces and reports.
- **ETICO:** 2018 marked a year since the launch of the new ETICO website. Regular articles and newsletters inform the ETICO community about IIEP's activities and latest publications on ethics and corruption. Four new thematic maps help users to identify and access (i) IIEP's training materials, (ii) international statistical data on corruption in the education sector, and (iii) teacher codes of conduct from countries around the globe. Links to datasets of international statistics on corruption and conduct codes have been updated.
- **The Pefop vocational training web portal:** After 16 months in operation, the platform continues to attract more visitors from its key audience: 87% access the platform in French, 82% are from 14 African countries, and, in particular, from the four partner countries of the Pefop programme.

Newsletters and social media

The first 2018 issue of the *IIEP Letter* – introducing readers to the 10th MTS – featured a lead article by Assistant Director-General Stefania Giannini on the importance of educational planning to achieve the SDGs. The second 2018 issue focused on the future of the teaching profession and the challenge of filling the gap of 69 million teachers by 2030. This year's issues of *PôleMag* focused on reducing the impact of crises and education financing.

SITEAL - Information System of Educational Trends in Latin America

IIEP Buenos Aires has merged four portals – SITEAL SIPI, SITEAL, and SITEAL ICT – into a single platform, keeping the recognized name SITEAL. Topics covered by the observatory have been expanded to include four new policy areas: TVET, higher education, gender and education, and equity and inclusion in education. The merger and expansion of SITEAL presents a common visual identity and facilitates access to information. The newly designed website hosts a statistical database and a repository of educational policy documents and regulations from the Latin America region.

IIEP's social networks are recognized as a reliable and up-to-date source of information on both IIEP and the various themes of its portals (learning, ethics and corruption, health education). A few highlights from 2018 include:

- Followers on Twitter grew over 30% (combined average of all IIEP institutional accounts), with a particular success for the HIV and Health Education Clearinghouse account (+103%) and the Learning Portal, and ETICO (+40% for both accounts).
- Many IIEP experts are now on Twitter, contributing to the Institute's visibility through their own networks. [See the list of IIEP staff Twitter accounts.](#)
- IIEP on LinkedIn – This page helps IIEP reach professionals and broadcast job opportunities, averaging 12,600 views a month and 65 new followers every month.
- IIEP on Facebook – This page helps IIEP maintain contacts with organizations, alumni, partners, staff, and others and has 3,165 Followers, a growth of 94% in 2018.
- On YouTube, IIEP's audience grew by 22% (31,109) in 2018.

Medium-Term Result 2.4

Develop constructive synergies through international and local initiatives and mechanisms

To better deliver on its MTS, IIEP pursues collaborations for a multitude of reasons: (i) to build the Institute's knowledge; (ii) to share expertise; (iii) to strengthen and expand IIEP's impact; (iv) to heighten IIEP's international profile; (v) to extend its network and sphere of influence; (vi) and to improve its financial situation. Such partnerships help IIEP position itself as the key actor in international advice on educational planning and management.

IIEP's partners can be organized into three broad categories: (i) financial partners, (ii) "intellectual" partners, and (iii) implementation partners. By providing either core or earmarked funding, financial partners are vital since they allow IIEP to deliver on its mandate in service of Member States. Intellectual partners are very diverse. They are the institutions and networks with which IIEP collaborates and promotes cross-pollination of knowledge across the thematic areas and modalities of work involved in the MTS. Implementation partners are those with whom operational collaboration takes place to deliver services to Member States.

These categories are non-exclusive as many of IIEP's partners belong simultaneously to more than just one. For example, financial partners are more than just donors; they engage with IIEP on issues of concern to the education development community. Likewise, collaboration with implementation partners often involves thinking together and, often, co-funding activities.

Joint work with UNESCO

Beyond these categories, not surprisingly, it is with other UNESCO units that IIEP most frequently works. In 2018, IIEP and other UNESCO units were engaged together in some 20 activities of different nature. IIEP worked closely with UNESCO field offices and regional bureaus, the Education Sector teams at Headquarters, Category 1 institutes (UIS, UIL, IBE, IICBA and IESALC) and Category 2 institutes

(RCEP and ICHEI)⁷. Collaborations are very diverse. They range from jointly developing a Planning Guide for SDG 4 with the Education Sector at Headquarters (HQ), to co-designing the new US\$20 million support project to Afghanistan funded by Sweden, or jointly delivering technical cooperation projects with the Capacity Development for Education Programme (CapED), which involves HQ and UNESCO field offices.

A prime example is that of IIEP Buenos Aires's joint work with the UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC) and other Category 1 Institutes. Dialogue between the two offices is constant to ensure that IIEP's and OREALC's activities complement each other and jointly support Latin American Member States in their achievement of the goals of the Education 2030 Agenda. Since 2017, IIEP Buenos Aires has co-hosted its annual Regional Forum on Education Policies with OREALC, UNESCO HQ's Division for Education 2030 Support and Coordination, as well as with UIS and IBE.

Intellectual and Implementation Partners

Technical cooperation

IIEP derives important benefits from working with a range of actors in implementing its technical cooperation programmes. The Institute has become more systematic in strengthening partnerships with Local Education Groups and GPE Grant or Coordination Agents, working through the UNESCO Offices, as well as with other development partners. Such cooperation is essential, in particular for ESA and ESP formulation projects. Among the strongest development partner collaborations at country level are those with UNICEF, SIDA, AFD, German BACKUP Initiative, DFID, UNICEF, the EU and GPE. IIEP Pôle de Dakar also routinely involves national universities when carrying out ESAs, to tap their knowledge of education systems and their analytical skills.

At upstream level, IIEP and GPE have been collaborating in several ways, especially on publishing planning guidelines. Recently IIEP and the GPE Country Support Team held a two-day workshop in Paris to exchange perspectives, share lessons from practice of ESP development with Member States, and identify ways to make country support more efficient. Concerning crisis-sensitive planning, IIEP has long been involved with the Inter-Agency Network for Education in Emergencies (INEE) and the Global Education Cluster.

Training

In its training activities, IIEP has several key implementation partners whose support is critical. They augment IIEP's impact by reaching out beyond the Institute's traditional audience and by introducing new modalities and expertise. IIEP Pôle de Dakar jointly offers the PSGSE with the University of Cheikh Anta Diop in Dakar and seeks to identify a new university partner to offer the same course in English.

Partnering with academic networks such as the Malagasy and African Committee for Higher Education (Conseil africain et malgache pour l'enseignement supérieur) in francophone Africa, or with the Network of Education Policy Centres in Eastern Europe, is critical to increasing the relevance of its training. In the area of early childhood development, IIEP confirmed its collaboration with GPE and UNICEF. The successful Technical Round Table on Inclusive Education led to another agreement with UNICEF to design and organize a distance education course on inclusive education in 2019. Other planned collaborations include those with UIS and UIL, with which IIEP has developed a new course for

⁷ Regional Center for Educational Planning (RCEP). International Centre for Higher Education Innovation (ICHEI).

2018. Finally, IIEP now delivers most online courses in collaboration with external experts as guest instructors from a wide range of universities and international agencies.

Research and Development

As mentioned in MTR 2.1, most of IIEP's research and development (R&D) work is done in partnership with key actors in the different thematic areas of the 10th MTS. Over 15 partnerships currently boost IIEP's connectedness, both at the global and at local and regional levels, hence making IIEP's applied R&D relevant to the needs of Member States and of the global education community.

R&D partnerships include philanthropies such as OSF but also bi- and multi-lateral donors and actors such as OECD, NGOs such as Education Development Trust (EDT), think tanks like NORRAG, donor networks such as Building Evidence in Education (BE²), universities such as the University of Toronto or sub-Saharan African universities. With the University of Pennsylvania, IIEP published a new edited volume, *Learning at the bottom of the pyramid: Science, measurement, and policy in low-income countries*. And, jointly with the World Bank, IIEP developed a very practical methodological approach to considerably ease the updating of National Education Accounts.

Donors' and Partners' Days 2018

Special events are planned every year to support dialogue with a wide range of partners. An IIEP Pôle de Dakar Partners' Days was organized in October 2018. The first day included: (i) a half-day seminar to share the findings from the external evaluation of the period 2014-2017 and (ii) a half-day round table on educational policy and planning needs in Africa. The session's speakers included representatives from government, UNESCO, UNICEF, AFD and GPE. The second day was devoted to a Forum on Education and Training Systems and Youth Employment in Africa. Drawing 40 participants, the programme covered an analysis of needs, sharing of initiatives in education and training, and funders' perspectives. Government, unions, youth and funders were represented.

In November 2018, IIEP convened a Donors Day, bringing together representatives from DFID, Education Above All, French Ministry of European and Foreign Affairs, Norwegian Agency for Development Cooperation, Open Society Foundations, Organisation internationale de la Francophonie, Porticus, Swiss Agency for Development and Cooperation, as well as many Permanent Delegations to UNESCO. IIEP experts gave concise presentations on a selection of current projects under the new MTS: planning inclusive education, use of learning data, crisis-sensitive planning, open education data, financing education, and youth employment in Africa. The programme was structured to provide an opportunity for dialogue on how to move forward with current and potential donors. The day finished with the IIEP Strategic Debate with two former Education Ministers from France and Italy.

Institutional Development

To deliver on its mandate, IIEP needs to invest in and work on a number of areas that support the implementation of its programme. A number of these foundational areas such as human resources management, general administration, as well as the development of IT infrastructure, tools, and systems for greater productivity are discussed in the GB/4 Part 2 document. The dimensions of institutional development addressed in the following paragraphs relate to IIEP's strategic management.

Strategic alignment with UNESCO and the UN reform

IIEP's ongoing improvements in reporting and monitoring are taking place within the wider context of two main institutional reforms: UNESCO's Strategic Transformation adopted by its Executive Board in April 2018, and the UN reform, led by the United Nations Secretary-General. Aligned with the SDG 2030 Agenda, both of these reforms have the potential to leverage IIEP's own programme within a larger vision to better service Member States.

The Strategic Transformation led by the UNESCO Director General aims to bring better planning and management capacities to the organization. This includes better streamlining of human and financial resources, within and across units and sectors, including Institutes. IIEP is a key contributor to the ongoing "Core Systems' Redesign" project (part of the Strategic Transformation), which will further integrate core funding and voluntary contributions for programmes and projects and ensure nesting of results frameworks and reporting. With this participation, IIEP ensures accurate representation in the "structured financing dialogue" with UNESCO's donors. Another concrete outcome of IIEP's close involvement in the Core Systems' Redesign is the planned compatibility of its new Project Portfolio Management (PPM) tool called "MyProjects". This will allow for IIEP's automated reporting in the UNESCO wide Transparency Portal, ensuring increased visibility of IIEP projects and enhanced information for Member States.

UNESCO's Strategic Transformation is aligned with the UN reform, which also aims to increase the capacities of the whole United Nations Development System, to ensure it meets national needs for the implementation of the 2030 Agenda for Sustainable Development. This already translates into concrete requirements of joint planning and reporting for UNESCO and IIEP, to be fully "certified" for the "UN Delivering as One" at the country level. Standards for administrative and information systems are already enforced as part of the UN Development Assistance Frameworks (UNDAF) umbrella. In 2019, the Transition Team for the Repositioning of the UN Development System is expected to issue more strategic guidance. IIEP stands ready to integrate them in its information systems and methods of work to be future-proof when the reform officially starts.

Information systems for monitoring and management

The growth of the Institute's project portfolios and lines of work has called for greater investment in information management and M&E practices. This year, the Institute launched three new foundational information systems to monitor its end-to-end activity through project portfolio management, contacts management, and management of training programmes that will directly serve IIEP's results monitoring as set forth in its 10th MTS Monitoring and Evaluation Plan.

The deployment of MyProjects, which allows Project Managers to plan and monitor their project lifecycles and contribution to the Institute's strategy, was an opportunity to improve the existing project management methods. It has allowed for improved cross-team collaboration within a single lifecycle, from the initial request to the final delivery of the project. In terms of execution and

monitoring, there has been significant progress in the dematerialization of mission reports, reconciliation with financial data, and integrated staff time recording. The recording of staff timesheets has provided a clear view of the distribution of resources across all lines of activities, while improving accountability and preventing over-commitment of individual staff in the future.

The new PPM platform has also reinforced the ability to share project portfolios and monitor the development of IIEP's projects throughout the three offices with full cross-office transparency, thus improving the Institute's ability to monitor its alignment with its MTS in real time. For example, it can track the level of contribution of projects to the 10th MTS main lines of work, or MTS Key Performance Indicators at the project level. MyProjects is accessible by all staff in the three offices. In addition, the creation of a dedicated Project Management Office (PMO) has provided support to staff in all offices, and aims to continuously improve the management of IIEP's project portfolios.

In parallel with MyProjects, the Institute launched a system to allow a more efficient management of its contacts as well as events and fundraising efforts. This Constituency Relations Management database (CRM) is common throughout the three offices and contains all institutional contacts, training participants, consultants, and donors. Designing in parallel and in cooperation with UNESCO Headquarters (HQ), the CRM is promising in terms of efficiency gains as it allows for quick access to up-to-date information on all HQ's official lists for Permanent Delegations and National Commissions.

The third platform soon to be deployed at IIEP is a new Training Management Information System (TMIS). The TMIS is an integrated information system that allows an end-to-end management of the training cycle, from application to certification, allowing maximum flexibility in line with the modularization of IIEP's training offer.

In the coming months, the above information systems will be interfaced with each other as well as with IIEP/UNESCO's financial management system (SAP). This complex undertaking will eventually allow for considerable gains in terms of staff time for data consolidation but, more importantly, in terms of portfolios and resource management as well as results monitoring.

External evaluation of IIEP Pôle de Dakar

The planned external evaluation of IIEP Pôle de Dakar took place between March and November 2018. An independent international consultant in education chaired the evaluation's Reference Group, which was composed of AFD representatives (Education and Professional Training Division and Evaluation Department) as well as three members of IIEP's leadership team. The Evaluation Report is an important input into management thinking on the evolution of the programme offered by IIEP's Africa-based office and for AFD's decision-making on the next round of funding. Upon approval, the report and IIEP's Management Response will be published on IIEP's website and shared with the UNESCO Education Sector and Internal Oversight Services.

PART II

2019

Operational

Plan

Strategic Objective 1: Member States plan effectively for education sector development and evaluate system performance

Medium-Term Result 1.1

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

Enhancing the relevance and quality of the training offer

In 2019, five new courses will be launched:

- IIEP Paris will organize a MOOC on early childhood education in partnership with UNESCO HQ, GPE, and UNICEF.
- A new distance course on Mainstreaming Inclusive Education in ESPs is being developed by the Paris team in cooperation with UNICEF and other partners. It will first be offered in October/November 2019 in Anglophone Africa. A second offer is planned for countries in the Asia-Pacific region in March 2020, and a Francophone version is planned for October 2020.
- IIEP Pôle de Dakar will develop a new six-month blended training programme, Steering and Management of Technical and Vocational Education and Training Systems. The UNESCO Education Sector and several partners are involved in this project: the Agence française de développement (AFD), the European Training Foundation (ETF), and the Institut de la francophonie pour l'éducation et de la formation (IFEFF). The initial aim is to train about 30 managers of TVET systems working at national and sub-national levels, in both private and public sectors, as well as NGOs.
- In collaboration with GPE, a revised, fully self-paced version of the online course for independent appraisers of ESPs will be launched.
- At the request of GPE, IIEP will also develop a tailored blended course on monitoring and evaluating gender equality in education for GPE secretariat staff and eventually GPE Board and Committee members.

In 2019, all three offices will strengthen the quality of IIEP's training offer, including promoting gender equality in their training offer. IIEP Buenos Aires will continue gender mainstreaming of the RTP and ensure a gender expert is among the teaching staff. IIEP Pôle de Dakar will enhance gender mainstreaming across its own training, with support from the Paris office. IIEP Paris and Pôle de Dakar will continue to participate in UNGEI training workshops to sensitive country teams on the gender-responsive education sector planning guidelines (GRESPE), as they did in 2018.

The Paris Training unit will build on insights from the ongoing marketing consultancy to inform its training offer, reflecting particularly on demand. In 2019, a consultancy will review the quality of teaching and learning and assessment across the IIEP training offer.

Tools to improve instructional design, updating the Moodle online platform, and training for staff on facilitation skills will also enhance the quality of the online training offer. Two new online courses will be submitted for external quality review and certification.

Expanding the reach of training programmes in Dakar and Buenos Aires

Based on needs expressed by several Member States, IIEP Pôle de Dakar will also increase its capacity development work. The team will start to design short-term customized training courses to respond to specific needs in the areas of financial simulation models, education statistics, strategic planning, and internal and external efficiency of education. Whenever possible, such courses will be woven into existing technical cooperation projects, such as the Quality Management Project, to increase their impact and sustainability.

The three offices will also explore the possibility of jointly developing courses.

IIEP Buenos Aires will implement an improved communication strategy to ensure participation of all 19 countries in the region and stimulate a greater number of self-financed participants. If successful, each Specific Online Training Programme (SOTP) will be offered twice, rather than once per year.

The SOTPs will reach out to MoE staff from Brazil and Portuguese-speaking African countries by developing Portuguese versions of each course. The Regional Training Programme (RTP) will continue to be offered in Spanish, and adapted to facilitate the participation of Portuguese-speaking participants.

IIEP Pôle de Dakar's PSGSE training will expand from eight to ten countries. Priority countries for training in 2020 will be those already receiving IIEP technical support, encouraging strong synergies between the Institute's training and technical assistance offers. The PSGSE, which was revised in 2016–2018, will be translated into English and adapted in order to be available for SAMES training. Efforts will continue to find a new implementation partner for the SAMES.

Enriching the core training offer

Building further flexibility into the Paris core training offer

In 2019, IIEP Paris will focus on further modularising its training offer. Several options will be explored, such as providing online courses credits that count towards the ATP, and a new certificate for individuals who have completed multiple online courses. In 2018, the experience with Lao PDR participants, who had completed a regional version of the Education Sector Planning (ESP) phase of the ATP, demonstrated that taking modules separately could also lead to completion of the ATP.

2019 Online training

IIEP Paris will offer five online courses:

- External Quality Assurance in Higher Education;
- Internal Quality Assurance in Higher Education;
- Crisis-Sensitive Planning (in French);
- Transparency and Anti-Corruption Measures in Education, which will be delivered in Spanish and organized with IIEP Buenos Aires; and
- Mainstreaming Inclusive Education in ESPs.

IIEP Buenos Aires will offer three distance courses, once in Spanish and another time in Portuguese for the first time:

- Digital Policies in Education – to maximize their potential to improve inclusion, equity and quality in education;

- Educational Assessment – to enhance the design of national evaluation systems;
- Teacher Policies – to help design, monitor, and evaluate large-scale teacher reforms.

Enhanced monitoring of the training offer

The training offer will continue to be monitored and evaluated using the Kirkpatrick Model, as set out in IIEP's 10th MTS M&E Plan. Relevance of the training programmes and the skills acquired by participants will be measured through end of course evaluations (levels 1 and 2 of the Kirkpatrick scale). The measurement of higher-level results, such as application of skills and increased capacity of MoEs because of IIEP's training (levels 3 and 4), will require an additional follow-up. New modalities of assessment that include more qualitative elements will be developed to capture these levels.

For Paris-based SCP and online courses, six-monthly follow-up surveys will be administered to participants on the relevance, application, and impact of the training. This follow-up process began with the online course on Comprehensive HIV and Sexuality Education and the 2017 Summer School for Female Planners. IIEP Buenos Aires will continue to improve the evaluation tools of its RTP and online training programmes, also using the Kirkpatrick Model.

Medium-Term Result 1.2

Strengthen educational planning and management training providers through institutional co-operation

Supporting national training institutions (NTIs) is one of IIEP's key strategies to develop context-specific and sustainable educational planning and management capacities. The Institute will continue its engagement with at least two national centres and one regional centre: the National Institute of Education (NIE) in Cambodia, the National Institute of Educational Planning (NIEP) in Afghanistan, and the Caribbean Centre for Educational Planning (CCEP). IIEP's work will involve further developing and consolidating the training capacities of these institutes in EPM. In addition to its work in Asia and the Caribbean, IIEP hopes to expand its support to include a training provider in Africa.

Following collaboration with the UNESCO Rabat Office on a guide for assessing the quality of training programmes in EPM, in 2019, IIEP will develop a framework to assess NTIs' institutional capacities to deliver training in EPM. This will assist IIEP in formulating more relevant support strategies to increase the likelihood of institutional change. This training capacity assessment framework will be used for two purposes: (i) during scoping, to conduct a rapid assessment of existing national training capacities, and to help decide whether IIEP's engagement would be relevant; and (ii) once engaged with a given NTI, to adapt IIEP's support strategies to the specific needs of the NTI and to the national context.

In 2019, a global seminar will bring together NTIs that have already worked with IIEP, as well as potential new partners. It will include reflection on NTIs' current needs and challenges, good practices, and tools to promote a culture of excellence, relevance, and innovation. IIEP's will reflect on its experience and the seminar will provide the basis for further cooperation between institutions in the field of EPM, potentially leading to the creation of an international network of NTIs in this area.

Medium-Term Result 1.3

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

In 2018, the Institute signed several multi-year agreements for technical cooperation, even more than in 2017. By being able to build on previous projects, it demonstrated the trust that partners put in its work and improved chances of the impact. This is the case for instance in Afghanistan, Burundi, Cambodia, Ethiopia, Togo, Haiti, and Myanmar (the two last projects figure under MTR 1.4). IIEP also signed major new projects, which will continue into 2019 and beyond, for instance in Burkina Faso. At the same time, the Institute will continue to implement the multi-country projects on crisis-sensitive planning, funded by EU-FPI, and on professional training and quality management, funded by AFD. As a result, the space for new work is fairly limited, certainly in the first half of 2019.

Linkage between analysis and plan and greater attention to implementation

The whole portfolio will therefore not look very different, in its make-up, purpose, and content, from previous years. The existing orientations, namely a stronger linkage between the analysis and the plan, and greater attention to plan implementation, do not change. Indeed, continued work in these countries aims to ensure this link.

- In Afghanistan, where IIEP has been active for more than a decade, the Institute's role is changing. We will no longer manage the Ministry's technical assistants, funded by the project, nor fund the operations of the NIEP. Once the agreement is signed, these will become the responsibility of the UNESCO Kabul Office. IIEP's support will shift more to matters of substance. A few components of preceding programmes will continue, including training of Ministry staff (see MTR 1.4), but greater focus will be put on the production of different MoE policy and planning documents, the organization of Joint Sector Reviews, seminars for the Ministry leadership, and quality improvement of the NIEP training offer (see MTR 1.2).
- In Burundi and Togo, work on the ESA will continue, followed by the development of a simulation model, to prepare different policy scenarios. Support to Burundi is expected to extend into the preparation of the new sector plan.
- In Guinea, it is expected that support to the 10-year plan will lead to its completion by mid-2019. This will include a three-year operational plan with a specific chapter on a capacity development plan, to respond to the institutional analysis, which was part of the sector analysis.
- In Cambodia, in addition to the collaboration with NIE (see MTR 1.2), IIEP will work with the Ministry of Education, Youth, and Sports on several interrelated areas, including the finalization of the new ESP. At the same time, IIEP will undertake an analysis of capacity in planning and management at central and provincial levels, leading into a capacity development programme. Once the ESP has been completed, IIEP will provide technical assistance to better monitor and evaluate the plan's implementation, through assistance to the development of the M&E Master Plan, M&E Tools and Action Plan, and the strengthening of M&E staff capacity.
- Discussions are under way with different countries, usually through the UNESCO Field Office, for support with the preparation of an ESA-ESP. Negotiations with Cameroon, Ethiopia, Gabon, Mozambique, and Namibia are at very different stages. In all these cases, discussion among

the relevant IIEP offices is more systematic. In Mozambique for instance all three IIEP offices may be involved, though in different ways. In Cameroon and Ethiopia, discussions are still very informal, while in Mozambique, IIEP's engagement in principle is confirmed, though practical details are to be worked out. The informality of some of these exchanges is, in part, the result of attempts to plan with more foresight and in line with GPE's "pipeline". However, partners very quickly interpret informal discussions as explicit interest, if not a promise of engagement.

Integration of a crisis-sensitive approach

All IIEP country support continues to aim at the integration of a crisis-sensitive approach within the whole process. This responds to the global concern to bridge the gap between humanitarian and development action.

- At the global level, this will consist of continued advocacy, partnership development, and global level capacity development with UNCHR and Education Cluster representatives, in addition to MoE staff.
- At the national level, IIEP will continue the work in Jordan and Kenya on the identification of risk-reduction policies and strategic actions, and their integration into planning processes. IIEP will start the same work in a third country in West Africa towards the end of 2019.
- In Ethiopia, effort focuses on the integration of forcibly displaced persons (refugees, as well as internally displaced persons) into education planning. While this work focuses on regions and districts in which refugees are concentrated, the political, institutional, strategic, and technical lessons learned will be discussed with national policy-makers and translated into international guidance.

These three country projects are part of a broader package, including customized training (MTR 1.4) and research (MTR 2.1).

Support to professional training policies and strategies

Pefop, now in its final stages, will increasingly concentrate on design and experimentation of policies and strategies on professional training. The earlier analyses on the obstacles to reforms within the TVET sector will be useful in this regard.

- Mauritania and Burkina Faso will continue work on a system of validation of prior learning and a regional public-private consultation framework to identify skill needs and develop relevant training.
- In Senegal, focus will be on support to the TVET Ministry to develop and put in place a regional partnership in the Casamance, leading to the participatory production of an Action Plan. At the national level, the Ministry will be supported in the production or revision of its policy on TVET governance through partnerships.
- In Côte d'Ivoire, the TVET Ministry requested a shift in the coverage of Pefop. It requested a study on the design of an economic model for public professional training institutes. After piloting in eight institutions, IIEP will accompany the Ministry to design a strategic plan for the full generalization of this new model.

The expertise which the Dakar Office gained through Pefop will not vanish with the end of the project. The work is to be fully integrated into the Office's staff and work. The knowledge gained through analysing institutional brakes on reform, for instance, will infuse its ESA work and translate into a more systematic coverage of the political and institutional constraints. The projects' results have led to new

requests, for instance in Benin, where work on a TVET strategy will be completed in 2019. Similarly, an agreement is under way with the African Development Bank (ADB) for a multi-year project to assist a regional training centre in road maintenance, the Centre Régional de Formation en Entretien Routier, by strengthening the management of the centre and developing partnerships.

Ensuring the Education 2030 Agenda guides planning

All technical cooperation work will be guided by SDG 4. This has some concrete implications:

- Analysis and planning will be genuinely sector-wide. Although as an aim and practice this is not at all new, the ongoing work on early childhood education (ECE) and TVET will support it. In planning for ECE, IIEP will complement its project on the cost and effectiveness of pre-primary models in the Gambia with a funding analysis, providing the necessary data to develop a dedicated sub-sector financial simulation model. This activity will help support national discussion for scaling ECE models in the country in an equitable and sustainable way. The tools resulting from this project will be translated into public goods and training materials (MTR 2.2). The MOOC on ECE currently under development with UNICEF, GPE, and UNESCO, helps test the process and the tools of mainstreaming ECE into the Education Sector Plan preparation process.
- Where possible, IIEP will collaborate with UIL to ensure that sufficient attention is given to life-long education and learning. UIL will be part of the team in the Philippines working on the new national sector plan and one for the Mindanao region. Further collaboration may take place in Mozambique.
- IIEP will also pay greater attention to the link between the Education Sector Plans and national Socio-economic Development Plans. It will proactively search for opportunities to support countries to draft policy documents providing an HRD vision to frame medium-term plans within national SGD agendas and to prepare the education and human resource development chapters in their national development plans, to ensure the expanded SDG 4 vision is reflected.
- The guidelines on integrating SDG 4 into education sector plans, prepared with UNESCO HQ and Field Offices, are now being finalized and will offer useful advice.

In Latin America, IIEP Buenos Aires's support to educational planning and management will, as in preceding years, deliver evidence on specific trends, policies, and programmes, rather than cover the whole plan preparation process. Three studies are currently planned: an analysis of the main challenges to be addressed in order to improve the secondary education system of Argentina's province Santa Fe; a study on the social situation and expectations of adolescents in Peru; and a qualitative evaluation of a policy initiative of the city of Cali, Colombia, in order to assess its success in establishing public schools as safe spaces for the surrounding community.

IIEP will further strengthen its focus on mainstreaming gender within education analyses and plans. This is again not a new trend, but one that will receive more systematic attention, including through collaboration with UNGEI.

Learning from experience and improved M&E practices

The evaluation of the Paris-based technical cooperation work at the end of 2017 identified some challenges, including the limited time devoted to reflection and exchange among staff and insufficient attention to systematic M&E of projects. Evaluators concluded that "too few opportunities are captured to identify and share best practices and lessons learned". If this situation is not addressed, the quality of work could suffer, with staff increasingly relying on previously developed content, rather than creating new materials tailored to each context.

IIEP has responded to these challenges in 2018 and will continue to do so in 2019. In 2018, it organized internal discussions on two important concerns, shared among the three offices: (i) how to transform its approach to the ESA to respond to criticisms about its duration and use for policy-making; (ii) the appropriate use of the various simulation models in long-, medium-, and short-term planning. The Institute also organized a two-day intensive discussion session with the GPE Secretariat, in particular its Country Support Team. The workshop aimed to reach a common understanding on how to collaborate, with each other and with countries, to improve the quality of ESP/TEP in key areas (financial framework, quality of key strategies, result framework, implementation plan), and improve the preparation process. Such discussions will continue in 2019.

Considerable focus will be on improving M&E of technical cooperation projects. While recognizing that individual staff members are aware of the intended outcomes, and that beneficiaries confirm these are usually achieved, the external evaluation emphasizes that “a more deliberate planning, monitoring and reporting of outcome-level change will provide IIEP with better insight into the real and meaningful changes towards improved EPM, which are not only useful for steering but also for demonstrating IIEP’s performance even more convincingly.”

In 2019, its aim is to ensure that all technical cooperation projects have a relevant M&E framework adapted to their size, duration, and purpose. As per KPI 1.4.1 “Outcome monitoring of TC projects”, all TC projects with a budget over \$100,000 must develop M&E frameworks that respond to certain standards captured in IIEP’s 10th MTS Monitoring and Evaluation Plan. In order to achieve this, IIEP is currently undertaking an analysis of existing implicit or explicit M&E frameworks, across the three offices. The purpose of the exercise is to support project managers and streamline monitoring practices. One interesting example of IIEP’s commitment to track change that results from its interventions is the EU-FPI project on crisis-sensitive planning for which IIEP will develop an analytical tracer study that will capture both outputs and outcomes at the global and national levels.

The main challenge will be to design and implement an appropriate evaluation framework, which takes into account the well-known concerns with the difference between contribution and attribution, and the complexity of situating small-scale projects into very broad development work. IIEP will however adhere to the UNESCO M&E Strategy principle whereby all project above US\$ 1.5 million need to have a budget line dedicated to evaluation.

Medium-Term Result 1.4

Ensure capacity development programmes contribute to sustainable national capacities

IIEP’s work under this Medium-Term Result will be characterized by continuity between 2018 and 2019, for two main reasons: (i) the principles which underlie its approach to capacity development and the usual characteristics of its interventions will not change; and (ii) several programmes which started in preceding years, will continue in 2019 and beyond. The following paragraphs briefly discuss the 2019 work for each of these programmes.

In Haiti, two components (training of planners and managers of central and deconcentrated offices; and support to the normative framework), will continue and two new components will start: the adaptation of the national 10-year plan to the local (*département*) level, and the design of a strategy to strengthen national capacities in training in planning and management.

In Myanmar, the series of training workshops on the preparation of the Mid-Term Review will continue in 2019. It is expected that the collaboration with the Ministry of Education and the UNESCO Field Office may lead to a new training programme, with mainly the same participants and the national team of core trainers.

In Burkina Faso, the EMIS and HRM projects, started at the end of 2018, will become major interventions in 2019, with a range of activities. These focus in the first stage on an analysis of the present state of EMIS and HRM to arrive at an identification of success factors and challenges. In a second stage, the effort will be to develop systems and tools to improve effectiveness. The work will be done in collaboration with key staff from the ministries of education, and other ministries and agencies, where needed. The projects will continue until 2021 and will subsequently shift their focus from analysis to capacity development.

Cambodia and Afghanistan are countries where the Institute has been intervening for several years in a range of areas. The sections on MTR 1.2 and MTR 1.3 have already presented some of the work undertaken and planned in these two countries. The programmes include support to training centres (NIE and NIEP, respectively), and advice and technical support for planning and management, such as the M&E function. These two programmes started with some delay in 2018, and much work will be done in 2019. Under MTR 1.4, this includes training for the central ministry staff, through scholarships and customized in-country workshops. In Cambodia, it will also involve some training of provincial staff, to help them adapt the national ESP to their province.

In 2019, the training programme on comprehensive early childhood policies, which has been delivered in provinces of Argentina over several years, will be extended and adapted to the Dominican Republic and possibly Costa Rica.

The BA Office will deliver training on educational planning to technical teams of the Ministry of Education of Panama. In Paraguay, IIEP will cooperate with the decentralized governments to train school principals, school supervisors, and technical government staff.

IIEP's work on crisis-sensitive planning will continue in 2019 at the global and national levels. Some two-thirds of this work is funded by the EU-FPI through a three-year programme, which will continue through 2020. It provides an opportunity for IIEP to work with and learn from global partners, to tailor national support to country-specific needs, and to generate learning and new knowledge in the area of planning for crises. The section on MTR 1.3 has commented on the country support, and that on MTR 2.1 discusses the research on management of teachers of refugees. Under MTR 1.4, the work will focus in 2019 on global level capacity development for UNCHR and Education Cluster staff, in addition to MoE staff. IIEP's crisis-sensitive planning activities in 2019 include a regional workshop for six Francophone African countries, an online course, a series of training workshops as part of the technical cooperation with Kenya, Jordan, and a third country in Francophone Africa, which will be determined with relevant stakeholders.

A major new programme is currently under discussion. In 2018, IIEP worked with the UNESCO Antenna in Antananarivo to develop a wide-ranging capacity development programme for Madagascar. This followed the analysis of capacity needs and constraints, undertaken in 2017-2018. The programme proposal includes a major component on training central and deconcentrated staff, as well as components on strengthening national training capacities, the development and application of a normative framework for the planning and management function, and support to the coordination between the three ministries and with partners. It is expected that part of this programme will be implemented in 2019, though its precise coverage and size is still to be defined.

In addition to the above-mentioned programmes and projects, many training activities will continue to be organized, as part of the implementation of the country support work, on ESAs, simulation models, ESPs, M&E Frameworks, and so on.

It is expected that all three IIEP offices will receive new demands for comprehensive capacity development programmes, but such demands are not easily predicted.

Strategic Objective 2 – Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders

Medium-Term Result 2.1

Produce state-of-the-art research

After a first year of the MTS devoted mainly to designing research proposals and initial methodological tools, 2019 will be mainly dedicated to data collection and field missions. The deliverables for the year 2019 should thus be considered as intermediate results in a four-year research agenda: preparation in 2018, fieldwork in 2019 (and in some cases in 2020), data analysis, comparative analyzes in 2020. The last year of the MTS will be devoted to the dissemination of research results.

Research approach

While a qualitative approach remains predominant in IIEP's research programme, more of IIEP's research projects will employ quantitative or mixed approaches, including those on: ECE cost-effectiveness; cities; flexible pathways in higher education; teachers of refugees; and effective teacher management. Several projects which do rely on qualitative research will integrate analytical tools of political economy. This orientation reflects a trend among international organizations that lead or support educational research in developing countries. It arises from the greater attention paid not only to causal analyses (and correlations of the economic and econometric approach), but also from practical concerns to identify levers for change in public policies in partner countries. As IIEP's applied research aims to support practical advice to Member States to improve education systems, a political economy lens is a logical approach.

IIEP's research agenda will continue to give great importance to Africa, in line with UNESCO's priority. Most, if not all, research projects will integrate Africa, especially sub-Saharan Africa, into their field of study. This is part of a logic of cross-fertilization between the various regions of the world. IIEP's project on "Use of Learning Assessment Data", for example, will be carried out on two continents, Africa and Latin America, with the goal of exchanging experiences and strengthening South–South dialogue.

Deliverables for 2018 and expected deliverables for 2019 are included together in the table below to provide a better sense of the continuity of IIEP's research lines over the duration of the 10th MTS.

Project	Description	Deliverables 2018	Deliverables 2019	Partners
Local challenges, global imperatives: cities at the forefront to achieve Education 2030	Investigate the relationship and interaction between SDG 4 and SDG 11, to answer a main research question: how can cities successfully plan for SDG 4?	<ul style="list-style-type: none"> • Research Proposal finalized • Analytical framework and research tools • Quantitative survey designed 	<ul style="list-style-type: none"> • Working paper on urban integrated planning & education • 6 draft case studies in France • 1 draft analytical report France • One draft report quantitative survey • Database of results quantitative survey • At least two interviews with field-level experts on cities & education (article or video interview) to be published on IIEP's website 	UIL, GEM, OECD, French MoE and local governments
Use of learning assessment data in the planning cycle	This research project seeks to analyse how learning assessment data are used in policy decision-making, and to identify possible gaps between the evidence based on these data and policy development	<ul style="list-style-type: none"> • Finalization of research tools and guidelines • Literature review • Working paper on the use of assessment data in education policy • Piloting of research tools in Guinea and the Gambia 	<ul style="list-style-type: none"> • Data collection in four to six Sub-Saharan African countries conducted by IIEP, national researchers and other partners • Data collection in Latin American countries • All data collected by end of 2019 • Working Paper focusing on historical legacies of the use of learning data 	INEE (Mexico), USAID

Project	Description	Deliverables 2018	Deliverables 2019	Partners
Planning for flexible learning pathways in Higher Education	Within the context of diversifying HE systems, flexible learning pathways support effective, efficient, and equitable HE systems. The project intends to collect evidence on effective policies and tools that support this objective	<ul style="list-style-type: none"> • Research Proposal finalized • Literature review • Preparation of survey instruments • Launch of international survey • Expert workshop on research 	<ul style="list-style-type: none"> • Selection of national case studies and setting up of research teams • Organization of research methodology seminar with research teams • Analysis of data from the international survey, and preparation of a research report based on the results 	TbD
Professionalizing teacher managers	This project proposes to examine to what extent there has been a professionalization of the personnel in charge of teacher management and of teacher management reforms. It builds on two IIEP lines of work: teacher management and institutional analysis.	<ul style="list-style-type: none"> • Draft position paper on institutional analysis/political economy of teacher management 	<ul style="list-style-type: none"> • Finalization of research proposal/methodology • Survey design and administration • Publication of position paper 1 • Position paper 2: professionalization of teacher managers 	Education International
Planning for Early Childhood Education	Cost-effectiveness analysis of Early Childhood Education models (CEA-ECE) to assess what works and at what costs in a given setting, and to promote the scale up of models that work in a	<ul style="list-style-type: none"> • Cost-effectiveness analysis of ECD centres conducted in The Gambia including (i) adaptation and customization of tools (ii) tools field testing, 	<ul style="list-style-type: none"> • Workshop for the national technical team on the CEA/ECE data analysis using STATA, and guidance to the national staff in charge of writing the national report 	MoE Gambia, UNESCO, Gambia National Commission for UNESCO,

Project	Description	Deliverables 2018	Deliverables 2019	Partners
	sustainable and equitable manner	(iii) field work, (iv) initial data analysis <ul style="list-style-type: none"> • Cost-effectiveness of 122 ECD centres (nationally representative sample) survey conducted • Clean database available • Development of a ready-to-use cost-effectiveness tool 	<ul style="list-style-type: none"> • CEA-ECE data analysis • CEA-ECE national report • Funding analysis -national report • ECE-simulation model • 2 Policy briefs 	GIZ
Teachers of Refugees	This research project aims to sensitize ministries/governments responsible for education and/or refugees to good policies and practices in refugee teacher management	<ul style="list-style-type: none"> • Workshop to finalize the methodological approach • Research tools contextualized and piloted in Ethiopia 	<ul style="list-style-type: none"> • Publication of the Ethiopia case study • Preliminary data analysis after the first field visit • Dissemination on IIEP website and relevant partners • Organization of dissemination seminar in Ethiopia • Research methodology seminar for Jordan 	Education Development Trust, McCourt School of Public Policy, UNICEF, Ethiopia MoE, OSF

Project	Description	Deliverables 2018	Deliverables 2019	Partners
<p>Open Government in education</p>	<p>Research into “Open government in education: Learning from the experience of cities in improving transparency and accountability” developed as part of the Institute’s work on integrity planning</p>	<ul style="list-style-type: none"> • Drafting of literature review • Participation in the Fifth Open Government Partnership (OGP) Global Summit • Expert meeting to discuss the methodology and tools 	<ul style="list-style-type: none"> • Literature review on open government in education made available • Final selection of country case studies on open government in education and set up of research teams • Two new country risk assessments conducted • Distance education course on corruption in education 	<p>Department of Education, The Philippines, CIES, Council of Europe, University of Geneva</p>

Medium-Term Result 2.2

Develop and adapt methodologies, norms, and tools

Supporting IIEP's norm setting role

In 2019, the Institute, across all three offices, will define more systematically a specific roadmap to develop methodologies, norms, and tools. This roadmap will address three basic questions: (i) What are the specialized tools and approaches most needed to support IIEP's activities, and for which IIEP can add value compared to other institutions? (ii) What are the global public goods needs in the area of educational planning and management, and how does IIEP position itself on the global scene? And (iii) how can IIEP best use its untapped sources of information to produce new methodologies, norms, and tools?

- **Areas of specialization:** IIEP's development roadmap must take into account and contextualize its core tools and approaches of intervention: methodologies and guidance to support the development of ESAs and ESPs, collection and analysis of data at large (in particular, demographic, school-level, and macro-economic), EMIS, simulation models, and institutional analyses. It must also integrate fields of application that demand more attention, in particular the implementation of ESPs and issues related to education service delivery.
- **Global public goods:** The Institute will reflect on the needs of Member States for global public goods, taking into account the current international landscape of production of education public goods. IIEP will work to ensure that it is adding value by producing niche global public goods that are fully in line with its mandate, expertise, and resources.
- **Better use of existing sources of information:** Finally, the Institute will pay greater attention to the information resources that are currently available internally (in Paris, Dakar, and Buenos Aires) but not sufficiently tapped to produce public goods. The use of these resources involves (i) taking stock of what is available, (ii) assessing the potential use of these resources in terms of knowledge production, and (iii) building fruitful partnerships to develop and/or disseminate new methodologies, norms, and tools collaboratively.

Guidelines and methodologies

IIEP guidelines and methodological tools, as products of its research, are usually developed in the third or final year of an MTS. However, in 2019 some guidelines and tools will be produced:

- **The "equity tree" of the Screening Tool:** This will complement the two existing decision trees on access and learning outcomes.
- **Tools for integrity planning:** To help educational planners apply IIEP's research on corruption in the education sector, the Institute will prepare guidelines on integrity planning. In addition, the lessons learned from two new integrity assessments conducted in 2019 – in Guinea and Georgia – will feed into the finalization of the *Methodological Guidelines on How to Conduct Integrity Assessments*, to guide planners in mainstreaming integrity issues into sector diagnoses and plans.
- **Adapting IIEP's ESA guidelines to the Latin American context:** IIEP Buenos Aires, in cooperation with UNICEF, will adapt the *ESA Methodological Guidelines* to better address

specific educational issues in Latin America and the new commitments of the Education 2030 Agenda.

- **Monitoring of Education Quality:** The Quality Management project led by IIEP Pôle de Dakar (MTR 1.3) will generate a whole set of methodologies aimed at analyzing quality management practices in education systems, including: (i) guidelines for the analysis of quality management practices, and (ii) guidelines for the formulation of action plans aimed at improving quality management practices.

Medium-Term Result 2.3

Support communities of practice

Growing communities: updating new tools and channels in 2019

The launch of the IIEP 10th MTS in 2018 provided an opportunity to reflect on what has worked and the challenges going forward. In 2019, IIEP will continue to update its platforms, tools, and channels to reflect the priorities of the 10th MTS, and to ensure that it reaches and engages its audiences, especially policy-makers and planners (Audiences 1 and 2), which are the hardest groups to target from a distance. The new Customer Relationship Management tool (CRM) will aid in systemizing the organization, promotion, and follow-up of events (see Institutional Development 2018).

The communication strategy's three main objectives will remain:

1. Increasing IIEP's visibility at the global level,
2. Positioning IIEP as a partner to support countries in improving education and implementing the Education 2030 Agenda,
3. Using communication for development to improve IIEP's impact.

Latin American Conference on Higher Technical and Vocational Education and Training

Recognizing the importance of Technical and Vocational Education and Training (TVET) as part of the SDG 4 Agenda, IIEP Buenos Aires In 2019 will organize a Latin American Conference on Higher Technical and Vocational Education and Training in cooperation with the governments of Uruguay and Argentina in 2019. The purpose of this forum will be to provide a space for debate and dialogue on current challenges that the region faces in relation to the effectiveness of TVET policies. More specifically, it will address three challenges: the link between training models and the needs of the labour market, the inclusiveness of the system and its capacity to retain students until graduation, and the design of institutional and management models. Considering its strong experience in this area, IIEP Pôle de Dakar will bring the perspective of Africa into the Latin American Conference.

Communicating around central IIEP activities

In 2019, IIEP will continue to show the impact of its integrated approach to capacity development. A range of entry points will allow the Institute's technical audience to access its work, while a larger audience will find information presented in plainer terms. Encouraging and documenting the link between research and application by decision-makers remains a challenge. In 2019, IIEP will hone its

strategy on presenting and disseminating its research. This requires involving communications from the onset of research projects and providing updates and insight at key stages.

Going forward, IIEP expects to more systematically host book launches with relevant stakeholders. The Institute will further build its network of influencers who use IIEP knowledge products for decision-making and can help carry IIEP's messaging. IIEP's communication activities on technical assistance will continue to share milestones and testimonies, but will also be geared as a tool for greater impact and development. Beyond activities and specific projects, communication in 2019 will also have a thematic approach, contextualizing IIEP's work across its five priorities and its place within the wider global education community.

Websites

Digital platforms are playing an increasing role in IIEP's outreach efforts. In 2019, improvements to IIEP's global website will include a new homepage to better display news and announcements and a new menu to show the thematic priorities and main areas of work. A global IIEP expert directory will facilitate visitors' identification of IIEP's expertise and staff contacts across the three offices. A redesigned publications section will be integrated into the main website, improving the accessibility of new books, briefs, and methodologies.

A reflection on all of IIEP's websites (institutional and thematic portals) is underway. In 2018, IIEP Buenos Aires's 20th Anniversary Outreach Strategy presented the opportunity to redesign its websites to streamline their look-and-feel, and to align them with IIEP's global branding strategy. This process brought to attention how intersecting purposes and themes between different platforms had the potential of creating synergies, if framed as part of a more comprehensive digital strategy.

Work will continue on improving IIEP's website quality, accessibility, and search engine optimization. Audits of the platforms will continue, and recommendations from the audits of the IIEP global website, the Learning Portal, and the HIV and Health Education Clearinghouse will be implemented. Guidelines for staff and consultants on writing for the web will be developed. A more accurate web reporting system will be built to help ensure that IIEP content is reaching its targets.

In 2019, IIEP Buenos Aires's portal redesign will enter a new stage, integrating all digital platforms to create a more fluid navigation among them. Its main site will be positioned as the primary gateway to enter and navigate thematic portals. This will open the door to the possibility of developing shared virtual spaces among all three IIEP offices.

Reaching out to Portuguese-speaking users

To fully assert its regional mandate and cater to Brazilian education policy-makers and stakeholders, IIEP Buenos Aires aims to produce a Portuguese-language version of all its communication materials by mid-2019. This includes not only the translation, but also the adaptation of brochures, portfolios, and digital content so they can be offered to Lusophone audiences in Africa and elsewhere. IIEP Buenos Aires's core training programmes will also be adapted to Portuguese-speaking users (MTR 1.1).

Honing IIEP's visual identity

Following a stocktaking in 2018, IIEP will update its marketing materials to ensure consistency and a strong global image that is reflected across the three offices and all activities. The new materials, including a 2018–2019 *IIEP in Action* and a new series of banners will be used during the next General Conference and other international conferences. Such efforts will also take place at the project-level, to ensure that IIEP can present all of its work in a consistent, harmonized way that also reflects how

its thematic priorities are interlinked and dependent on each other for greater impact. IIEP Buenos Aires is also planning to develop a brand toolkit for staff members and partners, which will list all relevant visual parameters and regulations, in accordance with UNESCO's visual identity guidelines.

Medium-Term Result 2.4

Develop constructive synergies through international and local initiatives and mechanisms

In 2019 and beyond, IIEP will pursue its strategic approach to partnerships, an approach that increases its connectedness, efficiency and relevance.

IIEP will continue to collaborate with UNESCO field offices and regional bureaus, the Education Sector teams at Headquarters, Category 1 institutes and a few Category 2 institutes. These activities, involving training, technical cooperation, and research and tools dissemination, will serve to strengthen UNESCO's overall support to education in Member States.

The 2020 theme of the Global Education Monitoring Report is Inclusion and Education. IIEP is in discussions with the GEM Report team regarding analyses and joint policy briefs.

For the Buenos Aires Office, (re-)establishing official partnerships in the Latin American region, both with governments and development agencies, will continue as it reasserts its regional mandate and evolves from a project portfolio focused on few countries, to one that caters to all Member States in Latin America. The number of framework agreements with MoEs of the region has already significantly increased, rising from five in 2017 to 16 in 2018. IIEP Buenos Aires will therefore seek to establish MoUs with the following five Latin American countries: Bolivia, Brazil, Colombia, El Salvador, and Venezuela.

The Buenos Aires Office will continue to increase seek new partnerships especially with foundations active in the field of education in Latin America. New forms of cooperation are being explored with the Santa Maria Foundation, which will also return to support the Regional Forum on Educational Policy in 2019. Priority areas for partnerships will be early childhood care and education, primary and secondary education, and higher education and crosscutting themes such as education and equity, education and gender, TVET, and education and ICT.

In 2019, IIEP Pole de Dakar's work on Pefop will engage the team with an increasing number of national and regional partners, supported by the Pefop web portal. Partnerships with UNEVOC, LuxDev and the Institut of the Francophonie for Education and Training (IFEF) will continue. UNESCO Headquarters, the European Training Foundation (ETF) and the IFEF are all helping to shape the new course on steering and managing technical and vocational education and training. Collaborations are expected to continue with UEMOA on the recognition of prior learning and mutualization of TVET resources and tools.

Technical cooperation activities will continue with the World Bank on the BOOST-NEA pairing in Togo and with long-standing partners such as the CapED programme funded by Norway and several other UNESCO Member States and managed by the Education Sector. IIEP Paris and Pole de Dakar will continue to work with UNGEI in support of gender-responsive sector planning, through special workshops as well as ESAs and ESPs.

In the field of crisis-sensitive planning joint work will continue with UNHCR, UNICEF, the Global Education Cluster as well as Save the Children, GIZ, and AFD. In early 2019, a series of new capacity development activities will be launched to strengthen capacities for crisis-sensitive education sector planning for all displacement scenarios in East Africa, West Africa, and the Middle East.