Evaluation of IIEP's Research
Final Report

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Table of Contents

Acknowledgements

Disclaimer

The evaluation has been conducted in full compliance with United Nations Evaluation Group norms and standards as regards potential conflicts of interest. The evaluators declare that they have no vested interest in the outcomes of this evaluation, nor any incentive to represent findings in a biased manner.

Acronyms

ADB	African Development Bank
ATP	Advanced Training Programme
CAF	Costs and Finance
CD	Capacity Development
CoC	Code of Conduct
CfBT	Centre for British Teachers
CSO	Civil Society Organization
DAAD	German Academic Exchange Service
DEO	District Education Office
EAQ	Equity, Access and Quality
ESARO	Eastern and Southern Africa Regional Office
GAME	Governance and Management of Education
HE	Higher Education
HQ	Headquarters
IDB	Inter-American Development Bank
IIEP	International Institute for Educational Planning
LAC	Latin America and the Caribbean
MOE	Ministry of Education
MOET	Ministry of Education and Training
MTP	Medium Term Plan
NGO	Non-Governmental Organization
OEI	Organisation of Ibero-American States
PPI	Pro-Poor Incentives
PPP	Public-Private Partnerships
PSE	Post-Secondary Education
SACMEQ	The Southern and Eastern Africa Consortium for Monitoring Educational Quality
SEAMEO	South East Asian Ministers of Education Organization
TA	Technical Assistance
ToC	Theory of Change
ToR	Terms of Reference
TPSE	Technical Post-Secondary Education
UN	United Nations
UNDP	United Nations Development Program
WB	World Bank

Executive Summary

This evaluation of IIEP's research comprises a mid-term assessment in year five of the current six-year Medium-Term Plan of the Institution. Two main topics are addressed:

- IIEP's influence on stakeholders' research capacity; and
- IIEP's impact on stakeholders' policy dialogue and priorities.

The evaluation sought to explain achievement in these areas and to identify lessons for enhancing IIEP's effectiveness. The evaluation investigated 10 of the 19 research projects in the current portfolio through 4 country studies (Cambodia, Vietnam, Kenya and Uganda) and two desk studies (Argentina and Chile) as well as encompassing the research portfolio as a whole through a global survey questionnaire of IIEP's research contacts.

IIEP's reputation goes before it: all of the research topics were deemed by respondents as relevant, in most cases highly relevant. IIEP adjusts research to country contexts utilising initial workshops for national research teams to select or adapt the focus of the research and methodology, in most cases piloting the research instruments. IIEP's research is well-designed and coherent, enabling of local participation, respectful of country ownership in research implementation, and inclusive of MoEs. IIEP's research feeds into its training programmes and technical assistance, though these more major facets of IIEP's activities were not the subject of this evaluation.

In the global survey, the overwhelming majority (84%) of respondents deemed IIEP's approach to capacity development "good" or "excellent". The reasons given for such positive assessments included the following:

- The practical nature of the training
- The focus on research around "real issues"
- The use of local experts
- The linking of experts from all around the world
- IIEPs "openness, lack of arrogance and respect for the culture"
- The inclusiveness of the approach, involving a significant number of stakeholders and influencers
- A focus on innovative solutions (in terms of partnerships, financing and designs)
- The focus on both research techniques and research content

This is a particularly positive finding in view of the fact that the evaluation highlights that capacity development is not central to any of the research projects studied.

Nine out of ten respondents (92%) in the global survey assessed IIEP's influence on policy as moderate or stronger. In the more nuanced investigation of policy influence in the country and desk studies, four out of the 10 projects were still ongoing. Yet evidence of policy influence or its likelihood was uncovered in six of these cases. In general, the link between policy influence and research is unlikely to be straightforward and it is unrealistic to expect that research by itself will bring about policy change. So where the evaluation has been able to establish that research has made a difference this should be a cause for celebration. Policy change may be a long time in coming so that attempts at influencing policy which take place now, may only be evident in a number of years. It is too early for a definitive judgement of policy influence in both the ongoing projects as well as a comprehensive view of policy influence even in some of the completed projects. The results, therefore, are very encouraging.

In spite of these very positive findings, the evaluation also uncovered several areas in need of improvement, to enhance IIEP's effectiveness. The small budgets afforded IIEP's research have meant in practice that IIEP has tried to do too much with too few resources, diminishing both the impact on capacity development and likely policy influence. For

instance, the focus on comparative synthesis publications at the expense of national case study publications has limited the wider advocacy that might be possible in-country, whether through IIEP direct engagement or via partnerships with national institutions. Similarly, stakeholders' research capacity development has been minimal if not exceptional in its inclusion in the design of IIEP's research projects. Such capacity development should include the use of research for planning – as is the case on IIEP's training programmes - as well as research for advocacy. Underlying these factors has been a lack of strategic thinking around the necessary conditions for policy and capacity development impact in the countries involved in the research studies and follow-through with dissemination and more in-depth engagement.

Analysis of the factors that contributed to the most successful outcomes across the different research projects investigated led to the following recommendations divided into three categories:

Strategic engagement and advocacy

1. *The process of generating the research topic should involve the countries and be more bottom up.*

2. *Research would likely be more effective in influencing policy if it were to take place in the context of longer term relationships with the parent institutions.*

3. *IIEP should continue efforts to establish regional centres of excellence.*

4. *IIEP should explore how to generate more strategic synergies between its research, TA and training work.*

Partnerships and networks

5. *For impact IIEP should consider working in fewer contexts but in longer term engagements.*

6. *A more strategic capacity development policy linking its research with its broader capacity development objectives should guide IIEP in its engagement with countries.*

7. *IIEP should continue its efforts to work in partnerships with others to attract research monies.*

8. *IIEP should continue to pursue new partnerships such as with NGOs and for advocacy.*

Dissemination strategy including language

9. *IIEP's involvement should not stop at the publication of the research study. Rather research projects should include in their design a clear and carefully thought through strategy for dissemination and policy influence.*

10. *The involvement of 'parent' ministries is absolutely critical. IIEP bears a responsibility to national teams when conducting cross-country research.*

11. *IIEP should develop further its communication and dissemination strategy. Dissemination should be part of the research process, and IIEP needs to be engaged in the dissemination phase.*

12. *The dissemination to local stakeholders of the research findings should be a primary goal of the IIEP research.*
13. *Research will be more relevant if country (and not just regional syntheses) studies are also published and distributed within a national dissemination/advocacy strategy.*
14. *The time lag between the completion of the research and publication/ dissemination/distribution needs to be much shorter.*
15. *IIEP should budget for the translation of IIEP research findings and publications into the local language.*

I. Introduction: IIEPs research work in context[1]

The IIEP is a UNESCO Category I Institute and was established in 1963. Institutionally IIEP is an integral part of UNESCO, but has a substantial amount of autonomy. IIEP is supported by grants from UNESCO (comprising approximately 20% of its budget) and by voluntary contributions from member states as well as from other organizations/entities (contributions by Norway, Sweden, Switzerland and the Netherlands make up over three quarters of the budget).

IIEP's key mandate is capacity strengthening, and in particular strengthening capacities of member states to plan and manage education in the member states. Traditionally IIEP has had two areas of focus, namely training and research. These two areas are both conceptualized as key inputs into stronger capacity at country level and both these 'arms' of the Institute are an integral part of the institute's core activity.

IIEP's training programme comprises both residential and on-line courses in educational planning. The training is rooted in evidence-based research, and it is also fed by IIEP's research programme which feeds into it. IIEP's research component also defines its relevance through training and policy support. In recent years a third and increasingly important area has emerged within IIEP, namely that of providing technical support. This technical support arm is mostly client driven – and sees IIEP providing technical inputs into specific training and research projects that are proposed by clients. In an increasingly tight economic climate the technical support component has enabled IIEP to generate additional resources.

IIEP's research portfolio is the focus of this evaluation. This research portfolio has traditionally been characterized by research that focuses on questions of fundamental importance to educational systems, rather than fundamental research as such. Most of the research projects are therefore defined by the need to ensure that the inquiry is relevant and that the findings focus on practical and operational aspects that can be immediately applied by decision makers. In addition, there has been a focus on providing comparable evidence from different contexts, mostly through cross-country studies. These characteristics distinguish IIEP from other institutions that engage in fundamental, more theoretical research, that is often much larger in design (such as the research done by the World Bank).

The research portfolio of IIEP has evolved over time in response to evolving debates at international, regional and country level, and also to reflect priorities of international development agendas. Thus the portfolio has seen a progression from an initial focus in the earlier years on educational expansion and internal efficiency, to disparities and external efficiency, technological development and diversification and in the more recent period issues of quality of education and institutional management as well as of educational outcomes (including quality, cost and governance).

This evaluation examines IIEP's research work within the current IIEP Medium Term Plan (MTP). This MTP has conceptualized the research component in a manner that is different from previous plans. Previous IIEP plans have seen research essentially as feeding the training and capacity development functions of the institution. Under the current MTP the research component serves both a capacity development function as well as a policy influencing function at country level (while also feeding into the training program of IIEP). The extent to which the research component has – and can realistically be expected – to achieve these outcomes is a key issue that is examined through this evaluation.

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[1] This section draws heavily on the presentation made by N.V. Varghese, "IIEP Research: Its Evolution, Processes and Themes" in the staff seminar to discuss the draft evaluation report, September 11, 2012, Paris.

II. Evaluation Purpose, Scope and Methodology

1.   Objectives of the Evaluation

This evaluation was commissioned to inform program design under the forthcoming Medium-Term Strategy of IIEP as well as decisions regarding research by-products and their dissemination. The evaluation took place as a mid-term assessment in year five of the current six-year Medium-Term Plan (MTP) of the Institution.

The main purpose of the evaluation – as formulated in the evaluation terms of reference (see Annex 5) was to investigate and assess the effects of IIEP's research activities on research capacities and policy-making processes in partner education institutions.

The evaluation focused on the following three main questions:

1. Establishing to what extent the IIEP funded research has:
   a. enhanced stakeholder capacities to undertake research; and
   b. impacted on policy dialogue and policy priorities of stakeholders in participating countries.

2. Identifying the main factors/elements that explain successful achievement in capacity development and in influencing policy planning, dialogue and decisions.

3. Identifying lessons in the area of planning, implementation and dissemination of research that will help IIEP become more relevant and (cost) effective in supporting partner education institutions

As was learned in discussions with IIEP following the submission of the draft evaluation report, the particular focus of this evaluation – on capacity development in research and on policy impact – reflects a narrower focus on the evaluation of IIEP's research portfolio than in the past.

To answer these questions the evaluation followed a Theory of Change (ToC) approach which is further explained in the methodology below and which places IIEP's research aims in a broader, historical context.

Evaluation Scope

The evaluation covered the period from 2008 to 2011. As some projects had a history/origin under an earlier IIEP MTP, the experience from the earlier period was taken into account in the analysis and conclusions drawn by the evaluation, and in these cases the evaluation in effect covered a longer period.

A mapping exercise of the IIEP portfolio was conducted to identify and select projects that reflect the diversity in terms of thematic clusters, projects, research situations, stages of implementation, geographical scope, etc.

The evaluation covered ten out of the 19 IIEP research projects, from two out of the three thematic clusters of IIEP, namely: Equity, Access and Quality; and Governance and Management of Education[2]. Four country studies were conducted (Cambodia, Kenya,

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[2] The third thematic area - Costs and Finance – was not covered by the evaluation, the research projects in question being outside the countries selected for visits or desk studies, otherwise maximising the coverage of the research portfolio.

Uganda, and Vietnam)[3] – against the two country visits that were required in the terms of reference[4] - as well as a desk study of two additional countries (Argentina and Chile) from the LAC region. This allowed the evaluation to cover research projects from all geographical regions, and also ensured that the evaluation took into account the particular research approach – and the projects - developed in the LAC region where IIEP conducts research through the Buenos Aires IIEP office (the only region to have an IIEP office).

As IIEP research projects were in different stages of implementation the selection of projects to be covered by the evaluation also took into account the need to cover a range of different projects, including long-standing research programmes such as ethics and transparency in education; decentralization; and governance reforms in higher education, as well as relatively newer research topics such as education in post-conflict and post-disaster settings, household costs, and policies and management in skills development, and training schemes. Twelve of the nineteen projects were ongoing or not yet completed.

As noted above, excluded from the scope of the evaluation was the SACMEQ-related research, given that a separate SACMEQ evaluation had been completed in 2008.

The distribution of the selection of these countries across the research projects was as follows:

Pro-Poor Incentives	Higher Education Management	Gender
Cambodia	Cambodia	Vietnam
Vietnam	Vietnam	Kenya
	Kenya	Argentina

District Education Offices	School Grants	Technical Post-Sec. Ed.
Kenya	Kenya	Brazil
Uganda	Uganda	Colombia
		Mexico

Capacity Development	Cultural Diversity	Adolescents
Argentina	Argentina	Paraguay
Chile	Chile	
Vietnam		

Natural Science and Mathematics	Post-Conflict
Argentina	Cambodia

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[3] The evaluation team's initial proposal to cover Lesotho and Laos proved to be too ambitious given the available time. Nonetheless – and as noted above – the evaluation covered four more countries (two through field visits and two desk studies) than were foreseen in the Terms of Reference (ToR).

[4] This was changed to three country visits in initial discussions with IIEP.

The bulk of research designs covered case studies, syntheses and policy forums, with some including training materials and policy briefs, which broadly corresponded to the different research designs that IIEP has implemented.

2. Evaluation approach and methodology

IIEP's research involves a systematic and step-wise process to bringing about change. The steps include identifying the research topic/theme, bringing together and training country teams, carrying out the research, and packaging, communicating and disseminating the findings. Through these steps IIEP seeks to develop in-country capacity and to contribute to influencing policy dialogue, priority setting, and the policy making process. These steps are shown schematically in Annex 6, as are the interactions with the external environment and the expected outcomes/impact of IIEP's interventions.

As already mentioned, the specific focus of this evaluation explicitly brought into the implicit ToC, the impact and outcomes of IIEP's research on capacity development and policy influence, pictured in the bottom right hand corner of the schematic representation in Annex 6. Although IIEP's primary objective is to strengthen the capacities to plan and manage education in the member states, fulfilled through its training and technical assistance programmes which comprise the bulk of its work, these major areas of IIEP's work were outside the terms of reference of this evaluation. It is important, therefore, to recognise the historical role which IIEP's research has played in feeding these two other areas of activity and similarly how the training and technical assistance have influenced the research agenda.

The evaluation used this implicit ToC – which explains the logical steps taken by IIEP in carrying out its research function - as the main basis for answering the evaluation questions, distinguishing between the change process across:

- Research thematic clusters
- Research projects, and
- Research situations (e.g. when different kinds of partnerships are involved)

By examining how the implicit ToC worked out in practice across different contexts and research situations the evaluation sought - through documentary review, individual interviews, and a survey of stakeholders – to establish whether different versions of the ToC apply to different contexts, research settings and forms of collaboration. In this manner the evaluation set out to examine the various models of change that have been used in practice and to form an assessment of the models and modalities that have been most effective.

The understanding of capacity development laid out for evaluation in the Terms of Reference is limited to the enhancement of stakeholder capacities to undertake research. Such a limited understanding does an injustice to the wider capacity development role of IIEP for which it is known. Thus, even if the stakeholders' capacities to undertake research have not been enhanced through the specific research, this is not to say that there has been no capacity development. Capacity development, typically, is understood to include individual, organisational and institutional capacity development. One of the primary objectives of IIEP's ATP is to engender the *utilisation* of research findings for policy and planning purposes. A wider evaluation of IIEP's influence on capacity development as a whole would need to extend considerably beyond the time frame of the research in question as well as beyond the researchers themselves – the individual level - to include the Ministry of Education, NGOs, CSOs, the development community and the wider public in making use of the research findings. An evaluation of research capacity development in a Ministry of Education, for instance, would include the process of evidence-gathering for planning purposes, and whether research findings are included in that process.

An important aspect of the evaluation's approach was to place and examine the ToC within the overall context in which it is embedded. This allowed the evaluation to take into account the various factors that shaped the choices, processes and outcomes. This included examining:

- How the overall policy context (nationally but also within IIEP) influenced the research priorities
- What assumptions about change were made at the outset by stakeholders at different levels and how this impacted on the choices
- What factors contributed to the outcomes and impact

The evaluation took place in three phases, as follows:

- An inception phase
- A data collection phase
- A data analysis and reporting phase

A brief overview of each of these phases is described below.

The inception phase

The inception phase included document research and study (including pulling together data on IIEP's projects and key stakeholders to develop a sampling frame), meetings with IIEP staff and management in Paris, a meeting with the Evaluation Steering Committee, selected phone interviews and the drafting of an inception report. The inception phase enabled the evaluation to get a better understanding of IIEP's research portfolio, and allowed the team to make a selection of the projects to be covered in consultation with IIEP. In addition, time was spent refining the research methodology and developing the research instruments (semi-structured interview guidelines and a questionnaire) which would be used in the data collection phase.

In order to capture the diversity of research with the aim of uncovering lessons and recommendations for the next MTP, a key step in the inception phase was the development of a matrix of IIEP's research portfolio which included information on: thematic cluster; research project; stage of research; funding source; budget; regions; countries; implementing partners and networks; design; and communication/dissemination. A copy of this matrix can be found in Annex 7.

The matrix resulted in an identification and agreement with IIEP on the four countries to be visited and the two countries to be covered by desk studies.

Phase 2- Data collection phase

The data collection phase covered the following:

- Country visits
- Desk studies including phone interviews
- A questionnaire of country level stakeholders

Country visits took place to Cambodia and Vietnam by Abby Riddell, and to Kenya and Uganda by Muriel Visser. Individual interviews were used for data collection at country level. Interviews focused on:

- The relevance of IIEP's research priorities to the country level priorities
- IIEP's approach to policy influencing (compared with the theory of change) and the strengths and weaknesses of how this is applied at country level

- IIEP's approach to capacity development
- Outputs and outcomes of IIEPs intervention to date:
    - What processes took place?
    - What capacity has been built?
    - What products were produced?
    - What policy making/change took place or is likely to take place?
- Lessons learnt - What were the factors of success, missed opportunities, gaps
- Recommendations for the future

The country visits also included collection of additional documentation as relevant. Each of the consultants produced a separate report on the country studies. These reports were used by the team for documenting the data collection and for sharing amongst the team.

To complement the data collection process through the country and desk studies a **questionnaire** (See Annex 2) was sent out to key stakeholders in all three regions. The questionnaire targeted country level stakeholders and was sent to a selection of respondents including:

- Officials from Ministries of Education
- Staff and researchers from universities
- Staff and researchers from other research institutions
- IIEP-supported networks, United Nations (UN) and other international agencies, UNESCO offices
- Members of Civil Society Organizations (CSO) and the donor community

The focus of the questionnaire was on stakeholders' opinions about the quality and relevance of the work by IIEP and on its results and outcomes. The findings from the survey are presented in detail in Annex 4. The questionnaire was sent out to a total of 92 contacts provided by IIEP, and a response rate of 43% was obtained after a single reminder was sent out.

Desk studies were conducted by Noel McGinn on Argentina and Chile and were based on three sources of information: research proposals and where available final reports; telephone interviews with researchers directly involved in the various projects; and a survey questionnaire distributed to donors, partners and others with knowledge of IIEP research projects in Latin America (in most aspects identical to the survey which was sent to other countries). The desk study focused primarily on the following IIEP research projects:

- Technical Post Secondary Education, based on case studies in Brazil, Colombia and México
- Capacity Development, based on a desk study of recent education reform processes in Argentina and Chile
- Gender, an analysis of gender equality in educational management in Argentina; and
- The relationship between educational equity and social inequality (Cultural Diversity), based on case studies in Argentina, Chile, and Peru

For the LAC region, documentary information about two other small studies initiated by IIEP/ BA was also reviewed namely:

- Evaluative Research on a programme for the improvement of teaching of Natural Science and Mathematics in Argentina; and
- Adolescents in Paraguay

Phase 3- Data Analysis and Reporting Phase

The different strands of the data collection phase were brought together by the team following the completion of the country visits, the desk studies including the phone and email interviews, the documentation review, and the receipt of the completed stakeholder questionnaires. The drafting and final reporting phase included conducting any follow-up work arising from the data collection and discussion of the findings and analysis with key IIEP staff. The draft report was presented to IIEP at a staff/management seminar in Paris on the 11th of September 2012, following a meeting with the IIEP Directorate. Comments from both meetings have been taken into consideration in this final report.

3.   A More Explicit Theory of Change

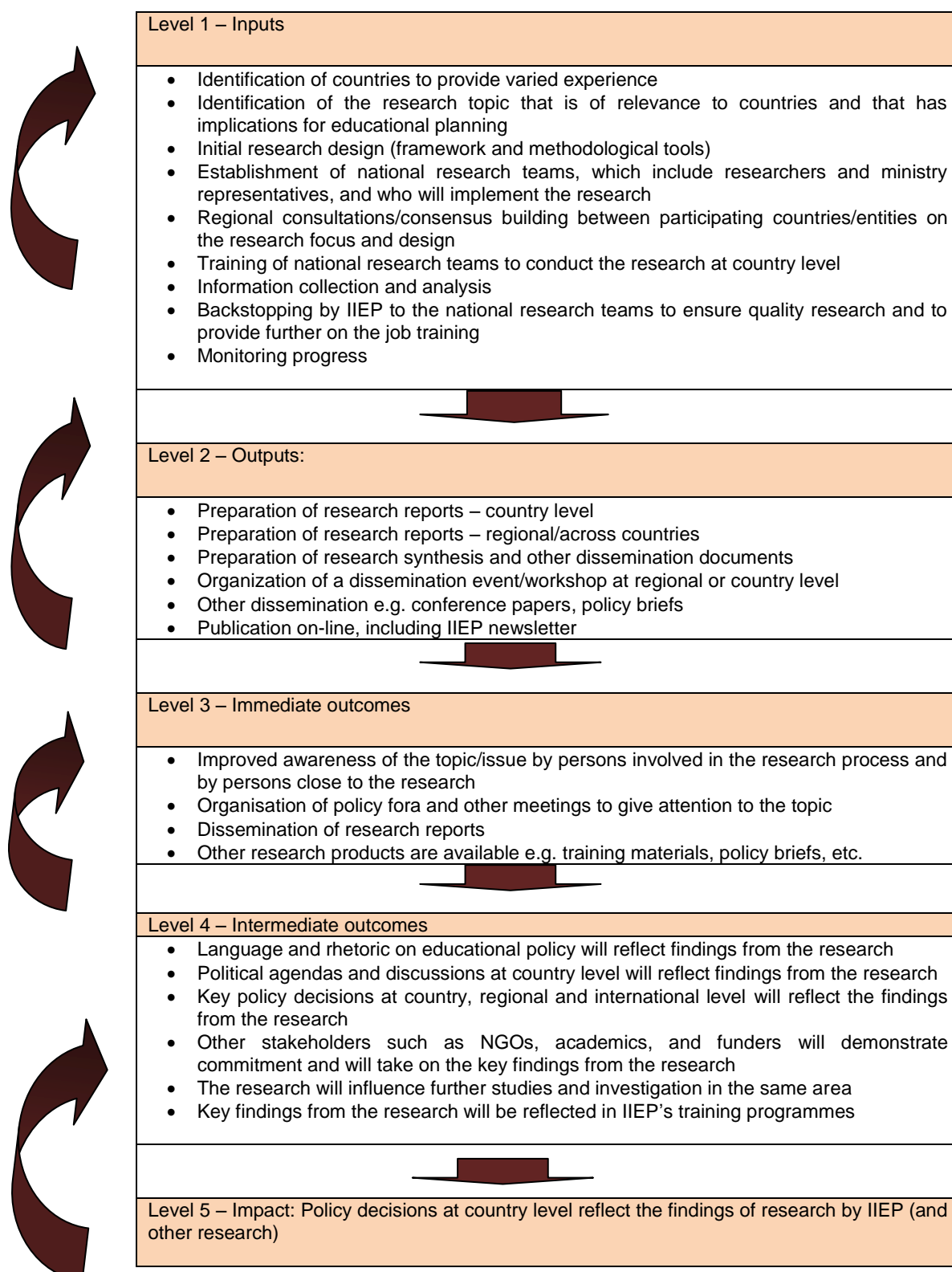*Theory of Change for IIEP's research work*

Weiss (1995) defines a ToC as a theory of how and why an initiative works. A ToC approach describes a set of necessary and sufficient preconditions that precede attainment of the desired change as stated in an outcome or impact statement. The ToC therefore outlines in an **outcomes framework**, how the initiative is expected to influence the outputs, immediate outcomes, intermediate outcomes, and the impact. Accompanying a ToC is **a set of assumptions** that explain the connection between the outcomes in the change pathway, and articulates constraints in the environment that may hinder or promote the achievement of the long-term goal; justifies the **choice of interventions** planned to bring about the outcomes in the path; and delineates **a set of indicators** designed to reflect the amount of change that must occur over a specified time period and for a specified target population in order for a successful outcome to be declared.

While there was no explicit 'theory of change' (ToC) in documentation provided to the evaluation team, it was possible to construct an implicit ToC on the basis of initial contacts with IIEP and from internal information, as well as from the Evaluation ToR. Our inferences are presented in Annex 6. In the process of the evaluation and further reading, we constructed an explicit ToC, presented schematically below.

From our reading and understanding the evaluation team identified a number of assumptions for this model of change. This includes that:

- Topics of interest across countries exist and can be identified
- Research is a key ingredient/ factor in policy making/decision making in the countries with which IIEP works
- Including MoE officials in the research process from design to delivery will enhance commitment and contribute to influencing policy
- Country policy agendas can be influenced through quality, cutting edge research
- There is an interest at country level in research that spans various countries
- MoEs will be interested/willing/have the financial capacity to take an important role in the dissemination process for the research in country
- Capacity needs to be built for national research teams to function effectively
- Capacity development will take place at individual level, but will also occur at institutional and organisational levels and across networks
- Synthesis reports will effectively capture the key messages from (multi-) country research and be of interest to decision makers
- Regional studies have an added value in that it is possible to make between-country comparisons while still having local relevance
- Research by IIEP will feed into other areas of IIEP's work

Figure 1: Outcome framework for IIEP's research focus

Level 1 – Inputs

- Identification of countries to provide varied experience
- Identification of the research topic that is of relevance to countries and that has implications for educational planning
- Initial research design (framework and methodological tools)
- Establishment of national research teams, which include researchers and ministry representatives, and who will implement the research
- Regional consultations/consensus building between participating countries/entities on the research focus and design
- Training of national research teams to conduct the research at country level
- Information collection and analysis
- Backstopping by IIEP to the national research teams to ensure quality research and to provide further on the job training
- Monitoring progress

Level 2 – Outputs:

- Preparation of research reports – country level
- Preparation of research reports – regional/across countries
- Preparation of research synthesis and other dissemination documents
- Organization of a dissemination event/workshop at regional or country level
- Other dissemination e.g. conference papers, policy briefs
- Publication on-line, including IIEP newsletter

Level 3 – Immediate outcomes

- Improved awareness of the topic/issue by persons involved in the research process and by persons close to the research
- Organisation of policy fora and other meetings to give attention to the topic
- Dissemination of research reports
- Other research products are available e.g. training materials, policy briefs, etc.

Level 4 – Intermediate outcomes

- Language and rhetoric on educational policy will reflect findings from the research
- Political agendas and discussions at country level will reflect findings from the research
- Key policy decisions at country, regional and international level will reflect the findings from the research
- Other stakeholders such as NGOs, academics, and funders will demonstrate commitment and will take on the key findings from the research
- The research will influence further studies and investigation in the same area
- Key findings from the research will be reflected in IIEP's training programmes

Level 5 – Impact: Policy decisions at country level reflect the findings of research by IIEP (and other research)

Indicators of successful change in this context would include:

- Improved capacity at country level to carry out research
- Greater awareness of key educational planning issues that emerged from the research
- Stronger links between research evidence and policy decisions and changes
- Greater commitment by policy makers to key findings from research as expressed in planning and policy meetings
- Evidence that policy discussion/agendas in participating countries includes reference to key findings and recommendations from research
- Evidence that policy priorities and policy documents reflect and build on the findings from the research

4.   Limitations

The evaluation took place over a short period of time between mid-June and the end of August 2012, and was accorded a modest number of consultancy days (60 in total). The duration had implications for the number of projects, countries and themes that the evaluation was able to cover, although the evaluation team is confident that within this limitation – and with substantial effort by the consultants - a representative sample was covered.[5] In addition, the time period – which coincided with the summer holidays in the northern hemisphere – had some implications for accessibility of respondents (in particular, donors at country level), including persons who were asked to respond to the email questionnaire, some of whom were out of office

The evaluation deliberately focussed on a selection of both older and newer research projects. However, the implication of the inclusion of newer (not yet completed research projects) was that it was difficult for the evaluation to make assessments at the outcome and impact level for the research projects that are not yet complete. Nonetheless, for these projects, an assessment was made of the likely impact based on the interviews and analysis at country level and the input from IIEP informants.

IIEP does not have a comprehensive database across research projects, nor does it maintain an up-to-date, centralized list of collaborators and types of partnership in which it engages. It took a substantial amount of time for this information to be pulled together, which meant that the evaluation had to make choices around sampling in the absence of a complete list, and in some cases respondents/informants were contacted very late. The further result was that the email questionnaire was not sent to informants involved in the following research projects outside the countries targeted because no contact list was provided for them: District Education Offices, School Grants, Diversification of Post-Secondary Education.

The historical context of the research work by IIEP (outlined in section I) and the implications for the interpretation of the Terms of Reference was not explained to the evaluation team nor apparently to IIEP staff in general, until discussion of the draft report ensued. This gave rise to questioning of the findings of this evaluation – specifically in terms of direct impact on capacity development and policy influence – as most IIEP staff see the contribution of the research component in terms of its symbiotic link between the other two core areas of the IIEP - training and technical assistance – while the terms of reference for the evaluation sought to establish a more narrow contribution of the research component to policy making

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[5] The consistency of findings across research settings would appear to confirm that the selection of countries and regions was appropriate and allowed the evaluation team to draw conclusions that are representative of the full portfolio.

and research capacity at country level. The focus on these areas in the terms of reference was unfortunate in this respect, as it narrowed the analysis that was done by the evaluation. On the other hand, a broader approach, encompassing the two other 'arms' of IIEP's work would have been beyond the scope of the budget and days allocated to this assignment.

III. Programme Description

Nineteen research projects comprise the bulk of IIEP's research portfolio, with the exception of SACMEQ which was evaluated in 2008 and so is not a subject of this evaluation.[6] Table III.1 provides the overview of the status of these different projects, the regions and countries involved and the funding sources. The 19 projects are divided by thematic clusters as well as between coordination by the two IIEP offices, Paris (IIEP) and Buenos Aires (IIEP/BA). The three main clusters are:

- Governance and Management;
- Cost and Finance; and
- Equity, Quality and Access

Within each of these clusters, some of the research is relatively new, and some has been developed out of prior, longstanding research, such as the work on Higher Education, Teaching, Decentralisation and Transparency and Ethics. The Latin American research on educational equity and social inequalities similarly has a long history, going back some 10 years.

All of the research is characterised by case studies with the exception of the Argentina teach and Paraguay adolescents research projects. All the research is qualitative research, the only exceptions being SACMEQ (not covered here), the research into household costs and school grants, and the LAC project on maths and science teaching, which are both quantitative and qualitative in research design.

Countries included in the evaluation were selected by IIEP. The criteria appear to have included coverage of different regions and a diverse spread of countries within and across the regions. Apparently the alumni of the ATP and other informal networks have contributed to the selection both of countries and national researchers. Criteria for the selection of participants are fluid but appear to include people well-known to IIEP from previous interaction and participation in research, training and policy forums.

Synthesis publications and some reports of policy forums, together with the forums and seminars themselves – mostly regional or global – are the predominant means of dissemination, together with the IIEP Newsletter (both print and e-version), which reaches 22,200 readers in 4 languages.[7]

In addition, IIEP's training and technical assistance provide a further, informal means of dissemination. With the exception of some of the Latin American research, it is not usual to hold national policy seminars to discuss research results. In several cases, however, IIEP workshops utilised partners' conferences or co-hosted with partners and thus increased the dissemination of the IIEP research itself. Three examples of this are the Hanoi workshop in 2010 for the Higher Education Management Reform research, which used the German Academic Exchange Service (DAAD) programme conference as a backdrop; the U4-sponsored 3-day Anti-Corruption conference in Hanoi in 2010, to which IIEP made

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[6] Not included in this evaluation are those research projects based on data contained in SITEAL, an on-line user-friendly data base with educational information and analyses from 19 countries in Latin America and the Caribbean. Constructed by IIEP/BA. SITEAL has more than 35,000 registered users. The most commonly downloaded data base is Indicators, which provides up to date information on a number of dimensions of system performance.

[7] Further information concerning IIEP/BA: All publications issued after 2007 are available on the IIEP/BA website. About 3500 copies are downloaded per month. In 2011 there were 4,462 visits to the website, of which 65% were new users. IIEP/BA staff are regularly invited to make presentations to governments, universities and in international conferences, averaging 28 presentations per year.

presentations on its prior work; and the very recent regional policy seminar in March 2012 in Addis Ababa on the school grants research co-hosted with UNICEF.

As can be seen from Table III.1, most of the research coordinated from Paris utilised core funding, with only two projects entirely extra-budgetary, and six projects used a combination of core and extra-budgetary funding. With the exception of the Technical Post-Secondary Education (TPSE) research, which used core funding for all but the Colombian case study, the other Latin American research was all extra-budgetary funded, which is the norm for the Buenos Aires office.

Tablel III.1: Overview of IIEP's Research Portfolio Covered in Evaluation

Research Project	Regions	Countries	Status	Funding and Comments
Governance and Management				
Higher Education Management Reforms	East/Southern Africa West/Central Africa Asia	Kenya South Africa Ghana Nigeria Burkina Faso Cameroon Morocco Senegal Cambodia China Indonesia Japan Vietnam	Ongoing	Core Long-term research programme. Case studies: 1 university per country Dissemination: publications,seminars
Tertiary Education in Small States	West/Central Africa Asia Latin America and Caribbean (LAC)	Gambia Fiji Saint Lucia Oman Malta	Completed	Core Case studies 2011 Policy Forum
Functioning of District Education Offices	East/Southern Africa, Asia	Kenya Lesotho Uganda Philippines Sri Lanka Pakistan	Ongoing	Core and FTI (EPDF) Grew out of Decentralisation research Case studies Philippines and Sri Lanka ongoing; others completed Dissemination: publications, seminars
Diversification of Post-Secondary Education	West/Central Africa Asia LAC	Nigeria Azerbaijan Malaysia Korea Rep. Chile	Nearing Completion (Asia pub. not yet available)	Core Case studies Dissemination: publications, seminars
School Grants	East/Southern Africa Asia	Ethiopia Kenya Malawi Uganda Lesotho Indonesia Vanuatu Timor Leste Mongolia Laos	Ongoing	Core and UNICEF (Kenya, Uganda, ESARO) Grew out of Decentralisation research Case studies East Asian/Pacific research starting 2012/13 Dissemination: publications, seminars

Research Project	Regions	Countries	Status	Funding and Comments
Capacity Development	East/Southern Africa West/Central Africa Asia LAC	Ethiopia Benin Vietnam Bangladesh Argentina Guyana Moldova Hungary	Completed	Extra-budgetary Norwegian Ministry of Educ + Foreign Affairs Case studies + reviews Dissemination: publications, seminars, portal
Teacher Management & Deployment		Morocco Thailand Ghana (tbc)	Ongoing	Core and US State Dept. Morocco started, not others Case studies Dissemination: publications, seminars
Cost and Finance				
Fee Abolition	East/Southern Africa Asia	Ethiopia Tanzania Lesotho Nepal	Ongoing	Core Ethiopia and Lesotho done; Nepal and Tanzania ongoing Case studies Dissemination: publications, seminars
Household Costs	East/Southern Africa West/Central Africa Asia	Malawi Burkina Faso Congo (Brazz.) Lao PDR	Ongoing	Core and UNICEF (Brazz.) Lao and Malawi started; Burkina Faso study done Case studies Dissemination: policy forum
Public-Private Partnerships	West/Central Africa	Senegal Cote d'Ivoire	Ongoing	Core and French Min For Aff+Orange+Microsoft Dissemination: seminars
Equity, Access and Quality				
Pro-Poor Incentives	East/Southern Africa Asia LAC	South Africa Cambodia Vietnam India Brazil Peru	Ongoing	Core Draft Case Studies done; Dissemination: publications, conference, seminars 2012 TI Conference
Teachers' Code of Conduct (CoC)		List - many	Completed	Core and CIDA Case studies+reviews Dissemination: publications, seminars, portal, training
Gender and Educational Leadership	East/Southern Africa Asia LAC	Kenya Uganda Vietnam Argentina	Ongoing	Core and soft earmarked Netherlands Case Studies done; Dissemination: Policy Forum 2011;Nairobi workshops 2012
Conflict & Reconstruction	East/Southern Africa West/Central Africa Asia Europe	Burundi Liberia Afghanistan Cambodia Bosnia-Herzegovina	Completed	Extra-budgetary Netherlands, CfBT, UNICEF Case studies+guide Dissemination: publications, seminars, TA

Research Project	Regions	Countries	Status	Funding and Comments
Buenos Aires Office Research				
Educational Equity & Social Inequality	LAC	Argentina Colombia Chile Peru	Completed and new work possible	Extra-budgetary Ford Foundation Long term research programme Case studies Dissemination: 12 publications, international forum 2010
Improving Teaching of Natural Science and Maths	LAC	Argentina	Completed	Extra-budgetary IDB+MOE Argentina Dissemination: IDB+MOE presentations
SITEAL	LAC	List - many	Ongoing	Extra-budgetary OEI +Ford Foundation Dissemination: Online database, annual reports, country profiles
Adolescents	LAC	Paraguay	Completed	Extra-budgetary MOE Paraguay Dissemination: publication
Technical Post-Secondary Education	LAC	Brazil Colombia Mexico Peru Chile Argentina Bolivia El Salvador Nicaragua	Ongoing	Core and Restrepo Barco (for Colombia) Case studies Brazil, Colombia and Mexico written (MOE-funds+core); final report not written Dissemination: publication

IV. Findings and Lessons Learned

1.   Introduction

Chapter II detailed the methodology used, the countries and research themes covered by visits or desk studies, and the further interviewing as well as the global survey conducted. Together with document review, this chapter synthesises from these sources the findings and lessons learned from this evaluation of IIEP's research. The chapter begins by discussing the main findings by the six areas of questioning following the implicit Theory of Change described in the Inception Report (See Annex 6). This is broken down into the three levels of the research as follows:

Level 1: IIEP Inputs

1. The choice of research topic and its application to the country/region

2. The design of the research

3. The implementation of the research

Level 2: Research Output

4. Research product and dissemination

Level 3: Research Outcomes: Capacity Development and Policy Influence

5. Evidence that stakeholder capacities to undertake research have been enhanced

6. Evidence that the research results are used for policy analysis, planning, policy dialogue, and actual policy making

Table IV.1 provides a brief overview of some of the findings for the research covered by the country studies in Cambodia, Kenya, Uganda and Vietnam and the desk interviews of the Latin American research pertinent to Argentina and Chile especially. (Where no information is given, no evidence was produced in the course of the country studies.) The first column of the table denotes the research project and its status, whether completed or ongoing in the countries in question. The further information in the remaining columns is garnered from interviews and document consultation and attempts to capture – albeit far too briefly for the richness of the evidence – the evaluation's findings which are elaborated further in this section. The last two columns of the table need to be interpreted very narrowly, and as a shorthand for the evidence garnered to answer the very specific questions in the ToR. Thus, they are not evaluating *final* outcomes, e.g. taking into consideration the time-lag for policy change, nor the wider capacity development processes referred to above. They specifically provide shorthand evidence uncovered in the evaluation of stakeholders' research capacity development and especially in the case of ongoing projects, the information contained in the final column, on policy influence, is only 'to date' and is related to any direct outcomes, as evidenced in the evaluation. Bearing in mind that no research project selected researchers for their capacity development needs, the findings should not be surprising: their research capacities were in evidence and did not require development.   The subsequent section highlights issues from across the evaluation that lead into the lessons learned and the recommendations in Chapter V.

Table IV.1	Brief Overview of Some of the Findings for the Research Covered in the Country Studies					
Research Project (status)	**Choice of research topic/relevance**	**Design of research**	**Implementation/ Training**	**Research Products/ Dissemination**	**Capacity Development to Undertake Research* (CD)**	**Policy Influence to date**
Higher Education Management Reforms (ongoing)	Designed by IIEP HQ and built on earlier research/ Kenya – v. relevant Vietnam – v. relevant Cambodia – although relevant, informants felt the focus of the research could have been more appropriate	Designed by IIEP HQ Kenya: focus on performance contracts Vietnam: focus on autonomy	Kenya: Addis workshop 2010 Cambodia+Vietnam: Bangkok workshop 2010	Kenya – Accra policy workshop 2012 Vietnam+Cambodia –Jakarta policy workshop 2011 No strategy for dissemination at country level beyond publication; country studies not published	Limited CD – Mainly through initial workshops at regional level and through support to local teams during the data collection process	Kenya: too early but optimism re: influence given importance of performance contracts, which is an important agenda of GoK, in which it has invested substantially Vietnam – none in evidence to date though potential Cambodia – none in evidence to date, substantial influence unlikely because the study was designed and implemented in isolation from other initiatives
Functioning of District Education Offices (completed)	Paris – from earlier research/ Kenya+Uganda – v.relevant	Paris designed Accounts for particular decentralisation	Kenya+Uganda: Entebbe workshop 2008	Entebbe regional policy seminar 2010 No strategy for dissemination at country level beyond publication	Limited CD- Mainly through initial workshops at regional level and through support to local teams during the data collection process	None in evidence to date, though influence may possibly take place through guidelines for fund allocations
School Grants (completed)	Paris– from earlier research/ Kenya+Uganda – v.relevant	Paris designed Selection of specific grants	Kenya+Uganda: Entebbe workshop 2011	Addis policy seminar 2012 No strategy for dissemination at country level beyond publication expected 2013	Limited CD- Mainly through initial workshops at regional level and through support to local teams during the data collection process	Kenya: devolution recommendations; proposal to move to grants from per capita allocation - serendipitous Uganda: none in evidence to date. Project not sufficiently integrated with the Government agenda

Table IV.1 Brief Overview of Some of the Findings for the Research Covered in the Country Studies						
Research Project (status)	**Choice of research topic/relevance**	**Design of research**	**Implementation/ Training**	**Research Products/ Dissemination**	**Capacity Development to Undertake Research* (CD)**	**Policy Influence to date**
Capacity Development (completed)	Paris/ Argentina + Chile – v relevant Vietnam – relevant but disconnected	Paris designed but in LAC adapted extensively by researchers including focus on political conditions (LAC)	None except for LAC, use of software package to facilitate qualitative data analysis	No evidence of a strategy for dissemination at country level for any country; Argentina told not to distribute report w/o UNESCO's approval; no evidence of stakeholder involvement	CD not part of the design	Unclear how gov'ts of Chile or Argentina will appropriate findings for their own use Vietnam: none in evidence
Pro-Poor Incentives (ongoing)	Paris – from earlier research/ Cambodia/ not highly relevant given prior research but AC v. relevant Vietnam – v. relevant esp. wider context of AC	Cambodia+Vietnam: by researcher following contract	Prior research covered in Hanoi workshop 2010 but linkages not made	Too early; Policy forum 2012 planned in Brazil	CD not part of the design	Too early, strategies for dissemination/communication will be essential if policy influence is to be achieved
Gender and Educational Leadership (ongoing)	Paris/ Vietnam – v. relevant Argentina – not an 'issue' for gov't despite concern re: gender inequality and discrimination by those affected Kenya (Contact details rec'd after Kenya country visit)	Vietnam: Researcher with tors from Paris; discussed with lead national Argentina: researcher given tors	Vietnam: Team met, did research, sent to coordinator who wrote up; nothing since Argentina: spoke with Vietnam researcher	Vietnam - nothing received despite policy forum 2011 Argentina – not published and told not to distribute report without IIEP permission –English report of forum rec'd Kenya workshop, July 2012	CD not part of the design	Too early, strategies for dissemination/communication will be essential if policy influence is to be achieved Argentina: unclear how gov't will appropriate findings for its own use

Table IV.1 Brief Overview of Some of the Findings for the Research Covered in the Country Studies						
Research Project (status)	**Choice of research topic/relevance**	**Design of research**	**Implementation/ Training**	**Research Products/ Dissemination**	**Capacity Development to Undertake Research* (CD)**	**Policy Influence to date**
Educational Equity & Social Inequality (Cultural Diversity) (completed)	Director IIEP/BA with Ford Foundation/ v.relevant	Tors written with coordinator by case study authors following prior studies; initial focus on specific mechanisms that contribute to inequality became more one of differential teacher reactions to students on the basis of their identity.	Authors met 1-2x/year; training in qualitative research methods on site	López, Nestor (Coordinator), Escuela, *Identidad y Discriminación*, Buenos Aires: IIPE, 2012. López, Nestor (Coordinator), *Equidad Educativa y Diversidad Cultural en América Latina,* Buenos Aires: IIPE, 2012. Some organised colloquia, public talks, media; less organised than with first two rounds	CD not part of the design	Attracted attention of policy makers: provides a rich fund of research-based examples of how educators and educational organisations respond differentially to students with different identities; plans afoot to elaborate a coherent conceptual framework that will recommend a range of policies that ministries of education could adopt given diverse student identities.
Improving Teaching of Natural Science and Maths (completed)	IIEP/BA and Argentina Ministry concerns; Paraguay and Uruguay Govts/ v. relevant	Ministry and IIEP/BA contract staff designed instruments	No training	Fumagalli, Laura (Coordinator), Programa de la Mejora de la Enseñanza de las Ciencias Naturales y la Matemática: Evaluación, Buenos Aires: IIPE, 2010.	CD not part of the design Nonetheless informants consider it likely that there is influence on CD because of the quality of the work and the level of professionalism broadens knowledge around education.	Observable changes in teaching practices and impact on curriculum

						Table IV.1 Brief Overview of Some of the Findings for the Research Covered in the Country Studies
Research Project (status)	**Choice of research topic/relevance**	**Design of research**	**Implementation/ Training**	**Research Products/ Dissemination**	**Capacity Development to Undertake Research* (CD)**	**Policy Influence to date**
Adolescents (completed)	IIEP/BA and Paraguay Ministry – response to request v. relevant	Ministry staff participated in the design and field work	No training		CD not part of the design	Results of this study were the basis for re-designing secondary school curriculum in Paraguay
Technical Post-Secondary Education (ongoing)	Paris/ v. relevant – long-standing interest of gov'ts	Detailed TORs given by Paris; adjusted to fit countries by researchers	No workshops or training; no discussions across countries	October 2012 conference planned	CD not part of the design	Project has generated some interest (in Brazil) where results have become known; no evidence as yet of impact on policy making for skills development and training, but too early

* Bearing in mind that researchers were selected because they could undertake research and not for their capacity development needs, this column merely illustrates that the evaluation's ToR were asking the wrong question.

2.   The Main Findings by Inputs, Output and Outcomes

The findings related in this section refer predominantly to the 10 research projects covered by the country visits and desk studies: (Higher Education Management Reforms, Functioning of District Education Offices (DEOs), School Grants, Capacity Development, Pro-Poor Incentives (PPI), Gender, Educational Equity and Social Inequality (Cultural Diversity), Improving the Teaching of Natural Science and Mathematics, Adolescents in Paraguay and Technical Post-Secondary Education). Where relevant, the findings from the Global Survey (See Annex 4) are cited. However, it is important to underline that only in the cases of the evidence from the 6 countries studied and the research projects investigated is it possible to triangulate the findings, as appropriate.

Choice of research topic and countries

The findings from the global survey underscore that **in most cases IIEP's research is seen as relevant to the country context.** A number of reasons were highlighted by respondents for indicating that the IIEP research focus had been "highly relevant", including the fact that such research:

- Addresses key problems in the system
- Offers a different perspective
- Focuses on filling a knowledge gap in critical areas in education
- Is based on a solid understanding of countries' educational and developmental priorities
- Provides the chance to compare one's education system with the rest of the world
- Focuses on the "field reality" in relation to achievements in EFA

The evaluation country case studies and desk studies also clearly established that with the exception of some of the Buenos Aires-directed research, the choice of research topics and countries is made by IIEP/Paris, rather than at the country level. In most cases the initial contact with the country/sets of countries takes place when the broad research topic has already been decided. The high relevance of the studies accorded by the respondents to the survey underscores the fact that IIEP Paris has a very good understanding, based on years of work, of educational issues and priorities across countries and regions.

In the case of several of the research topics, the further themes emerged from prior work in related areas. Thus, the decision to pursue, for instance, governance reforms in higher education followed on from the work carried out on higher education quality assurance and accreditation and earlier research on institutional management of higher education and institutional restructuring. And the work on higher education in Africa followed on from work on the same topic in Asia. Similarly, there was a history to the focus on DEOs and school grants from the prior work on decentralisation more generally; and the focus on the funding flow of pro-poor incentives emerged from the prior work on transparency and ethics in education.

In the case of the IIEP/BA-directed research, the Technical Post-Secondary research as well as that on Gender and on Capacity Development was decided in Paris. The initial Cultural Diversity research was proposed by the then Director of IIEP/BA. However, like the long-standing research in Paris, subsequent related research emerged from the prior work in this area. In contrast, the two studies on Teaching Natural Science and Mathematics and on Adolescents in Paraguay grew directly out of expressions of interest by government officials in Paraguay and Argentina in their conversations with IIEP/BA staff.

The evaluation found that the way in which IIEP/BA decides on research topics differs from that of IIEP in that the adjunct professionals meet regularly to cull national plans of education

in order to identify government interests and research needs and pairs these with the mission statements and annual reports of potential funders. (IIEP/BA relies predominantly on extra-budgetary funds for its research, however, unlike IIEP/Paris.)

The choice of the countries included in the research in almost all the above cases was decided, as well, in Paris, and the choice of regions determined by covering a spread of different countries. For instance, the prior focus on Asia of the Higher Education Management Reform work led to the choice of a contrasting region, in the case of Africa.

In spite of the choice of research topics being made centrally – or regionally, in the case of IIEP/BA – this is not to say that the topics themselves were not relevant, nor that they would not have been chosen by the countries concerned for the most part had there been a deliberate process of consultation and identification on the research topic at the country level. Indeed, as illustrated in Box 1 with the quotation from an LAC respondent, IIEP's reputation and legitimacy serves it well.

Box 1

Relevance of Research: IIEP's Legitimacy

"Fortunately IIEP/BA has built up legitimacy in the eyes of the government, but the time allocated [by governments] for decision making is not always enough to take research findings into account. This requires, above all, a more careful planning by governments in order to study problems with anticipation on the one hand, and on the other, for research to be focused on the country's educational priorities."

As is discussed below, in most cases, initial workshops of the country teams selected involved some adjustments made to the actual focus of the research (but not to the topic), and with few exceptions, those interviewed expressed no doubt as to the relevance of the topics for the countries concerned. This was also substantiated by the findings of the global questionnaire which show that **a majority of the respondents indicated that the research agenda was "highly relevant" (24 respondents out of a total of 32 responses to this question).** Most interviewees suggested that IIEP's understanding of education systems as well as its long-term experience of capacity development and training likely contributed to their selection of relevant topics and their acceptance by the concerned countries, though stakeholders in countries were not asked what research should be prioritised in advance of their being asked to participate in the particular research.

The design of the research

Overall the case studies and the survey highlight that the majority of the research projects are well designed. The research projects are coherent, with clear lines of questioning and a logical and well thought through link between the research purpose, the specific research questions, and the data collection techniques. The research design in many cases ensures that research projects are implemented in an expeditious manner. The involvement of local researchers in the preparation of the data collection and as principal investigators in the data collection phase is considered to be a very positive aspect, in particular in comparison with other research projects that are much more externally driven.

However, in the case of most of the research, its design and methodology, like the choice of topic, was conceptualised in Paris, with only limited involvement by the countries. This includes the type of data to collect (usually qualitative), the data collection approach (e.g. action research) and the breadth of research – the numbers of institutions or people surveyed. The conventional approach used was to schedule an initial inception/training workshop to which the country 'teams' were invited. At these workshops, it would then be possible to fine-tune the chosen research topic. In the case of the Higher Education research in Asia, this took place in Bangkok in 2010, and a focus on institutional autonomy was agreed for all five cases in the region. In the case of the African Higher Education

research, this took place in Addis Ababa in 2010, and the focus decided was on performance contracts, for instance, only for the Kenyan study, illustrating IIEP's flexibility to country contexts. The data collection instruments were typically drafted in a generic form prior to being presented to the country research 'teams' in these initial workshops during which some pilot tested the instruments.

These initial workshops were seen by most respondents as very helpful in outlining and deciding on the specifics of the research and also in garnering support for the research process and ensuring that key persons demonstrate understanding and commitment. The focus during workshops on fine-tuning the research design, and in particular, on piloting and testing the data collection instruments, was highlighted as particularly useful. **The quality and professionalism of IIEP HQ staff – and the fact that they "listen to us" stands out as one of the important inputs in this phase.**

In the case of the capacity development, gender equity and technical post-secondary research, terms of reference were drawn up by IIEP/Paris and the researchers adjusted these to the specific country contexts.

The implementation of the research

As noted above **the involvement of local researchers in the implementation of the research, and the high degree of autonomy and responsibility accorded to these researchers in the data collection process compares favourably with other research projects** (funded/driven by other organisations/donors) where the involvement of local researchers is often at a more 'menial' level. IIEP HQ staff in most cases manage their own involvement in the research process very well, providing the right amount of technical support (which is usually of very good quality) while still respecting country ownership in the implementation of the research.

The selection of researchers does not appear to follow a rigorous process and was done in most cases through informal networking, prior contacts and knowledge of the experience of those selected. The selection did not prioritise those needing capacity development, and in some cases the notion of national 'teams' as such, was rather loose, with titular association of Ministry of Education officials on the 'teams' as well as different representation by 'team' members at different workshops/seminars. For example, in some cases, Ministry representation on 'teams' was gained mainly to authorise the research work, enabling interviews to take place and allowing access to other information sources, including within higher education institutions, as in the case of the Higher Education research in Cambodia and Vietnam, and the research on decentralization and school grants in Kenya and Uganda. It was explained to the evaluation in those countries that IIEP considered it necessary to ensure a certain "impartiality" of the research by giving the MoE (the final client of the research) an oversight role, rather than a participatory role. In the case of Uganda, this reportedly affected the level of ownership by the MoE Planning Department which was the final consumer of the research but expressed unhappiness about not being involved in the research itself. In both the Asian Higher Education research cases, different Ministry staff attended the individual workshops, from the initial workshop in Bangkok, to the subsequent Hanoi and Jakarta workshops. And in both cases, the research was conducted, in practice, virtually by one individual, and not a team as such. In the case of the DEO and School Grants research in Uganda, there were also issues in terms of the discontinuity of Ministry representation but hands-on training was provided to the actual researchers involved.

IIEP – like any other policy-oriented research institute – must face such challenging contexts in identifying researchers, constructing research teams capable of carrying out the research but also making the policy connections, and involving appropriate stakeholder groups. Continuity of Ministry representation is but one of these challenges. In the selection of researchers, however, the evidence clearly points to the decision to choose capable

researchers, rather than those whose capacities require further development. In addition, the creation of national 'teams' was in order to make the research-policy connection, a further challenge. This underscores a disconnect between the assumptions underlying the ToC and the outcomes of IIEPs work at country level (which as illustrated in Table IV.1) do not put a particular emphasis on CD.

Two to three models of work would appear to have been applied across the different research projects, as follows:

- The first is to bring together the 'teams' at an initial workshop to discuss the research, fine-tune the design, test the instruments, and then implement the research. This model was applied in the case of the research on Higher Education in Asia as well as Africa, and the DEO and school grants research.

- The second model is to award a research contract to an individual researcher with specific terms of reference related to over-reaching, usually case-study research. This model was used for the pro-poor incentives research in Cambodia and Vietnam, the gender and educational leadership research in Argentina and Vietnam, the technical post-secondary research and the capacity development research in Argentina and Chile, though in the case of Vietnam, an IIEP researcher, together with other UNESCO team members, carried out the research.

- A third 'model', in which design and implementation were closer to the country-level and more respondent to demand, was used in the case of the equity research and the teaching and adolescents research. The terms of reference for the equity research were written by the case study authors together with the research coordinator, and for the two other projects, by Ministry and IIEP/BA staff. Furthermore, in the case of the equity research, researchers would meet one to two times a year with the coordinator, and some of the researchers organised colloquia to present and discuss preliminary findings, in some cases including school officials and in most cases including teachers and other researchers. In addition, one of the team members, trained in qualitative research methods, visited researchers in the field, giving on-site training.

Whilst these three 'models' did not have any clear impact on the implementation of the research as such, they did produce different outcomes in terms of policy influence, as will be seen below.

Research product and dissemination

The typical end-product of IIEP research projects is a synthesis publication (in some cases pulling together the findings of multiple country studies) prepared in Paris and a policy forum for the region concerned. The policy forum typically focuses on discussing the research findings, sharing experiences between ministries and partners in the region, and identifying, with them, policy recommendations. The synthesis publication typically summarizes/ aggregates findings from the country studies or globally, and in some cases also includes reporting on the policy forum.

Overall, IIEP's research products use an effective approach to presenting the research findings. The research reports provide a clear insight into the research process and also include helpful and relevant recommendations on how the research area could be further developed and the research findings might be used. **The quality of the research products is a reflection of IIEP's longstanding experience and work in this area.** It is worth noting that more recently IIEP has invested time and effort in the production of briefs for decision makers which present the findings in a more succinct manner.

The evaluation was highly impressed by the books prepared by Ines Aguerrondo and her colleagues and Nestor Lopez and his team from the Buenos Aires office. Not only is the

information they contain unique in educational research, but the presentation is very effective. Similarly, the shorter work by Natalia Gherardi is very useful and the summary of the forum on Gender contained practical suggestions about policies to improve equality. The Education and Fragility study in Cambodia was very well received by the development community, though it has not contributed to policy dialogue with broad stakeholder groups – nor with the government - and is unknown to most nationals in spite of its incisive analysis. The school grants research, by contrast, is clearly being followed up thanks to the partnership with UNICEF.

However the effectiveness of the research product is affected by the fact that across almost all the research projects studied, there was little evidence of a dissemination strategy at country level beyond the distribution of publications. In addition, in a number of cases, reporting focussed on the findings of the research at aggregate level (i.e. from multiple countries) but did not include the publication of country case studies. Whilst in some cases, e.g. the pro-poor incentives research, this will have been due to the fact that the research was ongoing – and the individual country case studies had not been finalised - more often this will have been due to the focus of the Paris-coordinated research on the comparative synthesis study and not the national case studies themselves. Indeed, the policy forums organised were reportedly the end of the research involvement, and sometimes did not afford the researchers, themselves, to attend, as in the case of the Vietnamese gender researcher not attending the policy forum in Paris in 2011. In some cases, researchers were told not to distribute their country reports, as with the capacity development and gender reports for Argentina, or did not have access to the final version of country reports, as was the case in Kenya and Uganda. In the case of the Kenya school grants research the involved researchers and MoE staff were keen to get the discussion of the report onto the agenda of a national head teacher meeting and asked this evaluation team to link back to IIEP as they had not received any feedback on their proposed dissemination strategy which had been drafted and submitted to IIEP a number of months earlier.

In several cases, there was a lack of knowledge of the research carried out not only by Ministry of Education staff involved generally in the areas of study, but even by those specifically involved in the particular research area as well as by those who had attended one of the study workshops. The discontinuity of Ministry representation and intra-ministerial communication is often an underlying and contributing challenge in this respect, in spite of IIEP's efforts to ensure continuity. This was the case with both the Higher Education research in Cambodia and Vietnam. If there had been communication following the workshops/forums, it may not have reached below the level of Permanent Secretary. And in the case of the research on pro-poor incentives, of those interviewed, no one was aware of this research in either country, neither those in Vietnam who had attended the Hanoi workshop, including its main convenor, nor those in Cambodia involved in the scholarship programme under review, nor the relevant Ministry departments.(See further discussion under policy influence below.)

In the case of the most recent cultural diversity research in Latin America some of the researchers themselves organised colloquia and gave public talks. Dissemination was even more organised and active in the preceding studies in this series. These included conferences in various countries with universities and with ministries of education to present results, books published and actively promoted by IIEP/BA. The final report of the current research has just been published in book form. It does not draw conclusions nor offer suggestions as to how to organise education to respond to the abilities and needs of culturally diverse groups. Rather, the project coordinator has asked the funder, the Ford Foundation, if funds allocated for a final conference could be used to resource the construction of a comprehensive theory and set of policy recommendations based on the series of studies. As noted in Box 2, the path from research to policy making is often indirect, and even with long term presence and advocacy, may not be evident for many years. (This is discussed further under the section on policy influence.)

Box 2   From Research to Policy in Latin America: Cultural Diversity Research

The path from research to policy is often indirect. Researchers in Latin America initially set out to study the aspects of school organisation that make learning more difficult for students from low income families. The assumption was that the imposition by organized schools (indirectly) of costs (such as transportation, materials, clothing) that poor families could not afford impeded their children's learning. Their initial study showed this to be true, but also discovered other aspects of schools that were a more important cause of inequality and social differences. Chief among these were cultural differences (reflected for example in use of language, behaviour, respect for authority, time, dress) that put some children at a disadvantage (independent of family ability to absorb the indirect costs of schooling). The ups and downs of local economies also affected the ability of some, but not all, children in a given region to be successful in school.

After each study, the findings were discussed with teachers, administrators, ministry officials and other researchers. Each round of discussions produced a new set of insights into the ways in which the organisation of schools affects, differentially, the achievement of children. Over a period of 10 years, the researchers carried out a series of studies, each building on the learning of the previous one. Each of the sets of studies raised levels of awareness about issues of diversity and equality, and thereby contributed to policy discussions. Only now, however, is understanding of these complex issues maturing to the point that it may be possible to formulate a comprehensive approach to policy.

In the case of the Technical Post-Secondary Education research in Colombia, discussions have taken place recently between the coordinator and Government as well as with the World Bank, some training institutions, researchers, Non-Governmental Organizations (NGOs) and student associations.

In the case of the research in Kenya on school grants, the researchers have taken the initiative to disseminate the findings to their colleagues at universities and to integrate the lessons from the field research into their courses at university level. A point of regret by researchers in both Kenya and Uganda was, however, the absence of feedback of the research findings to the district and school levels which had been involved in the research – as this could have fed into reflections and practice at those levels.

The results of the questionnaire also highlight concerns around the dissemination of research findings. For instance the 'moderate' influence of IIEP research on policy was attributed to limitations in the distribution/dissemination of the studies as well as insufficient interaction with senior level decision makers. As noted by one respondent:

> *"In Ethiopia very few reports were read, and none was circulated"* (policy maker),

and by another:

> *"The research is good but somehow the dissemination of the research findings is not strong thus has undermined the efforts of influencing the policy"* (policy maker).

A respondent from Nepal noted:

> *"Research activity is good but very little interaction with high level policy making people to make policy changes on the basis of research findings."*

An important area of concern expressed in particular by researchers at country level is the long time lag between the moment that the research process is completed and the time that the research report is produced by IIEP. This affects the extent to which research findings can be used, and often means that the study has been 'forgotten' or 'dropped off the radar' and that other priorities have meanwhile emerged. It was not clear to the evaluation why the finalisation of the research reports (which is mainly editing and publication/printing) takes so long.

Research outcomes: capacity development and policy influence

It is important to put into context the capacity development and policy influence findings of this evaluation of IIEP's research which the evaluation was asked to assess. First of all, it is too soon to judge the outcome and impact of still on-going research projects. Of the 10 projects included in the country and desk studies, 4 are on-going and 6 have been completed. One might be able to say whether particular outcomes are likely, given the facts at hand, but a final judgment will not be possible. Even with the 6 completed projects, positive outcomes may not be straightforward and could involve considerable time lag. This is exemplified in Box 2 above for the 10-year-old Cultural Diversity research. Further, the terms of reference are extremely specific to capacity development and policy influence, so that judgements of either need to be understood as answering the following questions from the ToR:

To what extent has current research been successful in:

- enhancing stakeholder capacities to undertake research?
- triggering policy discussion in participating countries and informing planning practices?
- attracting the attention of policy-makers?
- finding its way into policy priorities and policy documents?
- influencing other stakeholders such as NGOs, academics, and funders?

Findings on capacity development

The capacity development elements of the research process (often in the form of workshops, as well as joint work in the field between local researchers and the IIEP/Paris team) are generally considered of good quality. Evidence for such a judgement was gathered both from the country and desk studies as well as from the Global Survey. In many cases respondents underscored that the workshops provide a much appreciated and valuable opportunity for exchange of experience between countries. **In the global survey, the overwhelming majority (84%) of respondents deemed IIEP's approach to capacity development "good" or "excellent".** The reasons given for such positive assessments included the following:

- The practical nature of the training
- The focus on research around "real issues"
- The use of local experts
- The linking of experts from all around the world
- IIEPs "openness, lack of arrogance and respect for the culture"
- The inclusiveness of the approach, involving a significant number of stakeholders and influencers
- A focus on innovative solutions (in terms of partnerships, financing and designs)
- The focus on both research techniques and research content

This is a particularly positive finding in view of the fact that the evaluation highlights that capacity development is not central to any of the research projects studied. Participants acknowledged the value of the different workshops and policy forums, and in particular the cross-country exchanges of information, in spite of the fact that few respondents referred to capacity development as a particular outcome of their involvement. However, it is important to recognise – as per the explicit ToC – that any evaluation of the capacity development outcomes of IIEP's research would need to look across the three arms of IIEP's activities and not merely at the 'individual' capacity development of those involved in IIEP research projects.

In the case of MoE technical and advisory staff there is some capacity development around particular kinds of research techniques – e.g. the writing of monographs was cited as a useful 'new' technique by some informants in Kenya - but for the more experienced university/MoE researchers the workshops reportedly did not afford substantial capacity development opportunities although they were seen as valuable in fine-tuning the research design.

As discussed, the selection of researchers has not been based on their capacity development needs. Rather, the approach has been for IIEP/Paris, where the research has predominantly originated, to identify researchers capable of undertaking the research, using the initial workshops, where these have been held, to develop further the design and collection tools. Ministry officials, for the most part, have not been involved directly in the research, but have participated in the discussions surrounding the research launch, draft reports and policy forums. As noted, in Uganda the evaluation team was told that this was deliberate on the part of IIEP to ensure a certain impartiality in the manner in which the research was conducted. However, the responsible MoE officials were not entirely happy with this approach arguing that solid research design and quality assurance can overcome such concerns and that there are substantial benefits to deeper involvement of MoE in the research in terms of ownership and accountability. In the case of the capacity development research in Vietnam, which was carried out by a UNESCO team, the Ministry of Education and Technology (MoET) view was that the study would have been more objective without MoET participation, as well as the fact that MoET staff are too busy and have no time to accompany such a study.

The findings of the questionnaire also highlighted shortcomings in the capacity development approach. Challenges that were noted in the open-ended response part of the questionnaire on this issue relate to: IIEP's limited financial capacity and how that restricts the scope, duration and type of capacity development; the highly centralized nature of the regional studies and the impact this has on the nature of the country level involvement; and a number of issues around the participation and follow up to the capacity development which resonate with the findings from the country case and desk studies. In the words of the respondents:

- Involvement at country level is often limited and that the studies/capacity building are short in duration. *"IIEP funds small case studies that do not require high labor input (perhaps due to meager donor funding or being thinly spread all over the globe), their impact on capacity development especially of young researchers is very limited"* (lead researcher). A number of respondents also referred to the under-funding of follow-up capacity development activities after research has been completed.
- That regional studies have a major weakness because they treat all the countries in the same manner: *"In regional studies it is as if one had already got an agenda and the countries are just trying to respond to that agenda. Reports are written in the way the organizers want and not necessarily the governments. Regional studies are highly centralized by IIEP and there is not much that countries do after the data collection."*
- *"I am talking from the developing countries' perspective … in these countries, the research capacity is generally weak. Both the research duration and the approach employed will greatly affect the capacity development of the country in question. I think that further improvements can be made on these aspects, i.e. longer time and more participation of the local people in data collection and analysis."*

Note, however, that only a limited number of respondents to the questionnaire indicated that the capacity development had been "reasonable" or "poor". The main reasons for the few negative assessments appeared to be related to lack of proper coordination by IIEP (in the case of the gender research), the time pressure under which the capacity development and the research were conducted, the poor quality of the research/capacity development process itself, and the lack of effective dissemination afterwards (gender researcher), as well as insufficient involvement of local UNESCO offices.

Findings on policy influence

Policy influence is rarely directly attributable solely to research. In fact - and underscored in a recent ODI paper by Harry Jones (2011) which quotes research by Jones and Villar (2008), and Keck and Sikkink (1998) policy impact should be seen as having different possible dimensions, including the following:

1. Framing debates and getting issues on to the political agenda: as noted in the article, this is mainly about "attitudinal change, drawing attention to new issues and affecting the awareness, attitudes or perceptions of key stakeholders" (Jones, 2011, p.2).

2. Bringing about changes in terms of "discursive commitments from states and other policy actors": this will be reflected mainly at the level of "language and rhetoric" which might refer to specific approaches, target groups, or regional and international commitments/declarations/targets.

3. Securing change at at country, regional, or international level in terms of "the process whereby policy decisions are made, such as opening new spaces for policy dialogue" (Jones, 2011, p.2).

4. Resulting in changes in the content of policy: as noted by the authors, this is not the sum total of policy change but it should be seen as an important element.

5. Influencing behaviour change in key actors: this is essential so that implementation can take place and is sustainable.

Jones (2011) also underscores that policy is influenced by a large range of activities and that it is useful to distinguish between "approaches that take the 'inside track', working closely with decision-makers, versus 'outside track' approaches that seek to influence change through pressure and confrontation … (as well as the) … distinction between approaches that are led by evidence and research versus those that involve, primarily, values and interests" (Jones, 2011, p. 2).

This discussion highlights that the link between policy influence and research is unlikely to be straightforward and that it is unrealistic to expect that research by itself will bring about policy change. So where the evaluation is able to establish that research has made a difference this should be a cause for celebration.

Two further issues need to be clearly highlighted ahead of the analysis around policy influence. Firstly policy influence (in particular as reflected in points 4 and 5 above) may be a long time in coming so that attempts at influencing which take place now, may only be evident in a number of years (as mentioned earlier the work by IIEP in the LAC region appears to testify to this). Secondly, policy influence needs to be seen as a broad range of changes along a continuum of change.

The findings from the survey regarding policy influence

Survey respondents were asked to provide their assessment of IIEP's work around policy influence through the following question: "What is your assessment of IIEP's contribution to policy influencing?"

As can be seen from the figure below, nine out of ten respondents (92%) in the global survey assessed IIEP's influence on policy as moderate or stronger. It should be noted in this context that the question did not distinguish between different degrees/kinds of policy influence (as per the discussion above), and this likely explains the difference between this largely positive assessment by the survey respondents and the somewhat more nuanced findings from the country studies (presented and discussed below).

Figure 2 - Respondents' assessment of IIEP's impact on policy (# of responses)
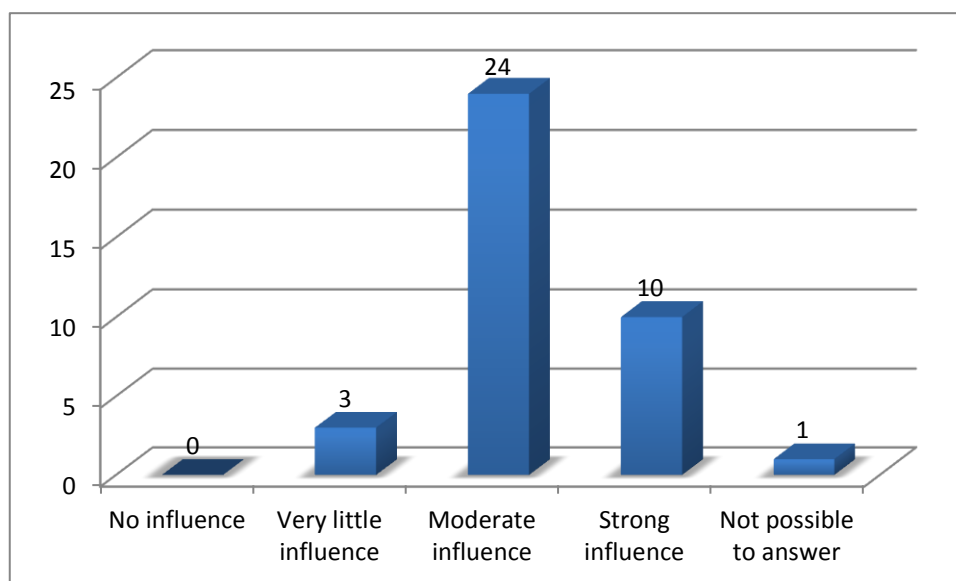
In the global survey, those who assessed IIEP's influence on policy as being strong highlighted the following factors:

- IIEP has credibility with Governments to advocate for policy reform (technical expert from 'other' institution)
- The combination of research, capacity development and strong commitment to engaging policy makers and national officials is powerful (researcher)
- The persons involved in the research were also part of key policy fora as was the case in Kenya where the researchers are part of the Education Reform Technical Team. As noted by the respondent from this country "*This has afforded me the opportunity to inbuilt some good lessons derived from the research report*" (policy maker).
- Where IIEP has managed to link in and engage on a long term basis with senior level MoE officials and development partners (donor; advisor from 'other' institution)
- Where IIEP has been engaged over a long period through a long term project e.g. SACMEQ (researcher/policy)

Those who assessed the policy influence of IIEP's research as moderate pointed to the following factors:

- The limited distribution/dissemination of the studies
- That policy is not necessarily evidence-driven and includes other factors such as politics, context, mechanisms for decision making as well as the fact that just one study is often not enough to effect a strong influence
- Insufficient interaction with senior level decision makers – IIEP targets technical staff
- Limited research scope and/or representativeness of the sample, which impacts on the degree to which results are taken seriously.

The three respondents who assessed IIEP's policy influence as small referred to the following reasons:

- A single study or intervention cannot produce change
- IIEP has too little focus and follow up
- IIEP does not have a local presence and policy influencing requires sustained engagement at country level

- The quality of the research is not sufficiently representative (as in only one district, one university, etc.)
- Research findings are presented in short papers that in the end do not actually change thinking or understanding

The findings from the global survey are further explained by the follow-up question which sought to understand "What has changed as a result of IIEPs interventions?" (this was a closed answer question with multiple response options being possible). The findings presented below show that a number of these changes actually relate to the various dimensions of policy influence that are highlighted by Jones (2011) as being part of policy influence, in particular with respect to "greater awareness by decision makers" and "advocacy around research related topics".

Figure 3 - Respondents' assessment of the effects of IIEPs work (# of respondents per response category)
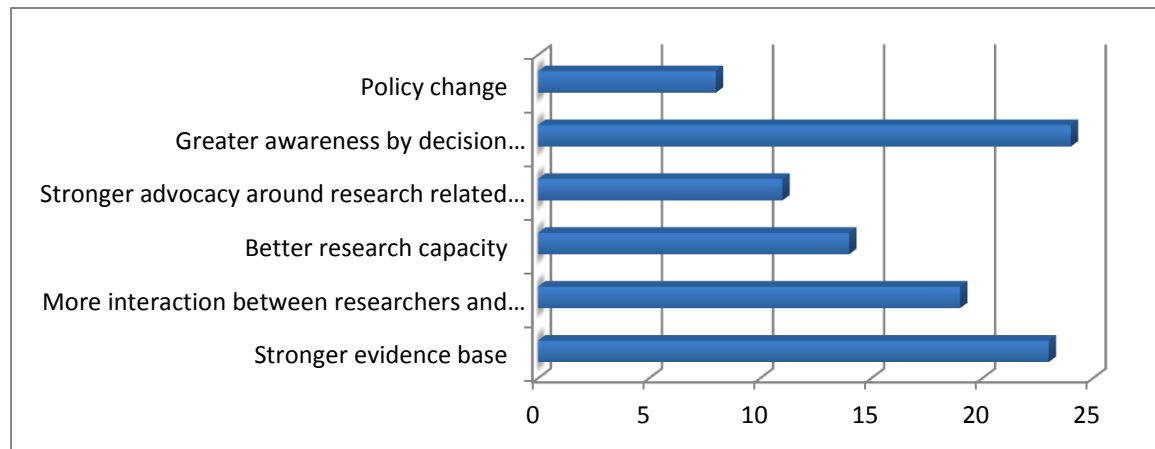
As can be seen from Figure 3, eight respondents on the questionnaire indicated that a direct policy change had taken place. Further examination of this data showed that five of these respondents were from the Latin America region (which has had a different approach to research as identified in the third model described above in which design and implementation is closer to the country-level and more responsive to demand – and which relies predominantly on extra-budgetary funds).

Respondents to the survey made a number of suggestions as to how IIEP's policy influence can be further strengthened. These suggestions seek to address some of the challenges that were identified by respondents in earlier parts of the survey:

- Strategic engagement with key partners who can ensure that the research is used. Examples included officials from other ministries (e.g. Ministry of Finance) and other areas of government (parliamentary committees), but also senior education officials.
- Quicker dissemination i.e. shorter turn-around time between the study results and publication
- More strategic dissemination which includes formats tailored to different audiences, more innovative/ different forms of communication, taking advantage of local meetings/ seminars (e.g. donor reviews), and a longer term engagement beyond the research process itself through follow-up research, further training, additional publications, engagement in policy fora, and working with and through a local partner (e.g. UNICEF or another organization with recognized capacity on the ground) etc.

The findings from the country and desk studies regarding policy influence

In the case of on-going projects, it would be unfair to pass definite judgment on the policy influence given the time lag between research and policy, even when direct links are made. Nonetheless it is possible to provide an indication of whether – given the activities and outputs to date, and in light of the activities that are still planned and given the overall context – policy influence is likely to be achieved.

The following paragraphs summarize the key findings and conclusions for a selection of the research projects and countries. These conclusions are also presented in Table IV.1. In this section and in the Table, evidence of policy influence is looked at by the evaluation both from the perspective of the narrow definition in the evaluation ToR (see p. 2 and Annex 5), as well as through the broader perspective offered by Jones (2011) which was discussed above and which highlights some of the more intermediate steps towards policy influence such as changes in attitudes.

Higher Education Management Reforms

Kenya

In Kenya the focus of the Higher Education Management Reform research has been on assessing the impact of performance contracting at university level. There was evidence of substantial interest and commitment in this topic from university officials and the MoE. Some of this interest predates the IIEP research, given that the Government of Kenya has had a strong agenda of promoting performance contracting. Policy influence might be limited to some degree by the fact that this study looked at only one university. On the other hand, the strong Government agenda and the fact that this is the first study of this kind at a Government institution bodes well for policy influencing in the medium term, provided that a well thought through dissemination and communication strategy is put in place which targets key events and opportunities.

Cambodia

In Cambodia the focus of the Higher Education Management Reform research was on institutional autonomy and accountability, a decision reached at the initial Bangkok workshop in 2010, but which several respondents considered inappropriate in the case of Cambodia, given the situation in which a former Minister of Education owns one of the universities and that staff appointments continue to be made on political (patronage) grounds. In addition, the fact that the Deputy Prime Minister is the head of the accreditation committee results in its not being a stand-alone, independent body and therefore not accountable to government, but managed through government. Although the MoE was interested in and aware of the research, having been included on the national team, there was no evidence of policy influence – either direct or intermediate. In particular, respondents referred to the disconnect between research findings – in general – and policy making in Cambodia, making the objective of policy influence that much more challenging. Finally, the IIEP research on Higher Education in Cambodia was not well-integrated within other research efforts by the donor community, thereby reducing its potential impact as well as the lack of continuity in MoE representation in the workshops and the lack of contact since the Jakarta policy forum.

Vietnam

Unlike the case of Cambodia, the focus of the research on institutional autonomy and accountability was seen as extremely relevant for the case of Vietnam and utilised researchers from the South East Asian Ministers of Education Organisation (SEAMEO). The MoE was aware of the research, though documentation following the initial workshop attended in 2010 had not been seen, nor that presented at the Jakarta policy forum in 2011. There was no evidence of policy influence to date, but this is not to say that the research

findings might not be utilised in future in Vietnam, given their relevance, or in further training or technical assistance.

Functioning of District Education Offices – Kenya and Uganda

There was very little evidence of any policy influence by this study in either Kenya or Uganda. In Uganda the study was completed in 2009, and generally considered relevant, but the MoE in Uganda has yet to organize a dissemination activity (during a joint meeting with the evaluation team, the MoE, and UNICEF (the latter indicated that it could make funds available for this in this year). The Kenya study has also not been disseminated at country level.

School Grants

Kenya

The Kenya school grants experience is discussed in detail in Box 3. In the case of Kenya, those Ministry officials that had been designated to participate in the IIEP workshops and to monitor the research on school grants were both nominated to the Ministry's Technical Reform Team and thus their knowledge of the research findings could be put to use. The Kenya example is interesting in that it highlights the changes that are in evidence in at least three of the five dimensions quoted by Jones (2011).

1. There is evidence of issues of school financing being placed on the "political agenda" internally within the MoE (i.e. included in the Ministry of Education Basic Education Act) and externally, for example in Parliamentary discussions. This bodes well for the "attitudinal change, drawing attention to new issues and affecting the awareness, attitudes or perceptions of key stakeholders" which is quoted in Jones (2011).

2. There is evidence of change in terms "discursive commitments" from policy actors through the inclusion of language related to these specific approaches in internal and external documentation

3. There is also evidence of a contribution to changes in educational policy. This is limited to the MoE internal documentation (the primary school Instructional Material Management and Governance Accountability Handbook) but is still a significant indicator that the study findings and recommendations have been taken on board.

However, as noted in the text box much of the policy influence was the result of coincidence rather than design – the right people in the right place at the right time. In other contexts such opportunities might not exist, and more deliberate strategies for scouting the context for opportunities and for influencing might need to be part of the research approach in order to have inroads into policy influence. In fact, in spite of these positive indications of influence, the MoE regretted that there had been no further collaboration with IIEP in the dissemination phase of the research (i.e. IIEP had collaborated only up to the regional dissemination seminar), and the researchers from Kenyatta University who had sent a detailed dissemination strategy to IIEP following the validation/dissemination workshop in April 2012 never received a reply or feedback on their proposal. In fact the interviewees pointed to a number of specific and very relevant opportunities that could be used to disseminate the School Grants study in Kenya – including a National Meeting of the Kenyan Primary School Head Teacher Association which was to take place two weeks after the evaluation visit (end July 2012) and in which over 20,000 head teachers participate. Advantage was not taken of this opportunity because of lack of funding and the absence of a final version of the report.

Uganda

The Kenyan experience above contrasts with the experience in Uganda for the same research project. In Uganda there was no evidence that policy influence in any of the five dimensions highlighted by Jones had taken place. The MoE was not sure what stage the project had reached, there have been challenges in terms of continuity of MoE officials, and there is little ownership by the MoE of the research (which was commissioned to an external research team from the University of Makerere). There did not appear to be any clear strategy and commitment by IIEP to a dissemination process.

Capacity Development

Vietnam

Following the draft report on capacity development written by the UNESCO/IIEP team, comments were received from the MoE and the report was not published nor circulated.

Argentina and Chile

The book-length analyses of education reform in these two countries have been submitted to IIEP but have not been presented or discussed nationally. On the other hand the authors, who in previous years held policy-level positions in their ministries of education, continue to be active and in contact with government officials.

Pro-Poor Incentives

Cambodia

The Pro-Poor Incentives research in Cambodia comprised one of six country studies undertaken in order to compare the transfer of funds from a transparency and anti-corruption perspective. Because of the detailed evaluation work already carried out of the particular

programme in Cambodia[8], the lessons learned and their application to the Government's uptake of what had been a donor pilot, the policy influence of the IIEP research was not in evidence nor likely: for Cambodia, it was superfluous. None of the respondents interviewed had any knowledge of the research, its having been carried out in isolation by an erstwhile TA. Given the need for anti-corruption work in Cambodia, it would seem that there was a missed opportunity of making the connection between this study (given its anti-corruption focus) and the relevant stakeholders, though it is possible that such connections could still be made as the project is ongoing and will feed into a Transparency International conference in Brazil later in 2012. No doubt the work will link with IIEP's training as has prior work on ethics and transparency.

Vietnam

In Vietnam, the research was preceded by IIEP's participation in an anti-corruption workshop in Hanoi in 2010, at which much of IIEP's prior research on ethics and transparency was presented. Prior to interviewing stakeholders in Hanoi, the evaluation thought that new partnerships were being formed, especially those able to play a significant advocacy role such as the U4 Anti-Corruption group of development partners[9], Oxfam, Transparency International, Action Aid, etc. Yet, in spite of their participation in the 2010 workshop, none of the relevant partners interviewed – who knew of IIEP's work through its presentations – was aware of the Pro-Poor Incentives research. Like the Cambodian study, an independent consultant was contracted for the work, at the suggestion of the initial workshop's convenor. This is an on-going project in which country case studies remain in draft form, so while to date, no policy influence is evident, there is in fact a regular Government-development community anti-corruption dialogue, which could be tapped further.   Nonetheless, there was a disconnect in IIEP's role vis a vis these groups in planning the Vietnamese-targeted research and its utilisation in-country.[10]

Gender

Vietnam

Although this research is ongoing and it would be possible to make further connections, especially with the lead national researcher, who is the Gender Focal Point in the MoET, after completing the research, no further contact was made. Neither was the Vietnamese lead researcher invited to the Paris policy forum in 2011.   Nor was the research disseminated in Vietnam.

Argentina

The report on gender equality in the Ministry of Education in Argentina is available in English. It has not been translated into Spanish or distributed in Argentina but was presented in English at an international conference in Paris.

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[8] Filmer, Deon and Schady, Norbert, Are There Diminishing Returns to Transfer Size in Conditional Cash Transfers? (July 1, 2009). World Bank Policy Research Working Paper 4999. Available at SSRN: http://ssrn.com/abstract=1437951; Schady, Norbert and Filmer, Deon, Getting Girls into School: Evidence from a Scholarship Program in Cambodia (May 1, 2006). World Bank Policy Research Working Paper 3910. Available at

http://elibrary.worldbank.org/content/workingpaper/10.1596/1813-9450-3910.

[9] Partner development agencies in U4 include those of Belgium, Canada, Finland, Germany Norway, Sweden and the UK.

[10] In subsequent interviewing it became apparent that the local UNESCO office had been intentionally absent from this 2010 workshop, opposing IIEP's involvement in such a politically sensitive area at the time of Hanoi's 1000th anniversary celebrations.

Cultural Diversity

The recently completed study has been published and is available online from IIEP/BA. Preliminary findings triggered a study on adolescents in Paraguay (see below).The report summarizes findings for individual countries but does not include a chapter on policy recommendations. Results have not been presented in national conferences.

Adolescents – Paraguay

Results of this study were the basis for re-designing secondary school curriculum in Paraguay.

Improving the Teaching of Natural Science and Maths – Argentina

Ministry of Education staff report that as a result of this study changes have been made in pedagogy and curriculum at the national level.

Technical Post-Secondary Education

The country reports for this study have not been presented formally to national ministries of education or participating institutions. An informal contact with the Ministry of Education in Colombia facilitated discussion of some of the results. The country reports will be presented and discussed in an international conference to be held in Buenos Aires in November.

Box 5   Comments from a Participant in the Latin American Equity/ Cultural Diversity Research

"I am convinced that the [the majority of educators will understand the findings and conclusions]. Material from a book I co-authored is used to train school principals in the Province of Buenos Aires. The "Actors, Relations and Territory" piece also is used, fundamentally for management and teacher training. I believe the book for the latest stage will be very useful for the education community. It questions the stigmatizing views adults have of adolescents and gives voice to them (the adolescents), showing the other side of the school experience."

Summary

The pattern of working to cross-country comparative syntheses highlights that there have been areas of success in some projects and countries – which should be applauded in particular given the acknowledged challenges of affecting policy influence – but also that in other contexts there have been considerable challenges to achieving such national policy influence, in spite of the positive findings from the survey.

A number of key internal and external factors appear to be at play in determining the degree to which policy influence at national level can take place, including:

- The (consistency and level of) attention to the issue by key national stakeholders at national level

- The degree of involvement and commitment of the MoE, and the manner in which the accountability and incentives mechanisms work internally within the government structures

- The degree to which persons selected for national teams have the requisite knowledge and social skills to participate in promoting study findings

- The degree of approval by key stakeholders (e.g. the Uganda case) of the approach and organization of the study

- External characteristics related to how policy decisions are made, who the real/main players are and what triggers change

- The budget (constraints) and the extent to which there is room for supporting dissemination

- The degree of flexibility and commitment by IIEP to a longer process (beyond the research process itself)

- The level of engagement with and buy-in by local partners (in particular in light of IIEPs limited presence in some countries)

- The time lag between research finalization and publication which affects the extent to which the research arrives at the right time

- Decisions around the format and type of publication (for example, country versus regional summaries)

The experience of Argentina and Chile (reported in Box 6) illustrates the (often unforeseeable) importance of political structures and processes for increasing research's contribution to policy.

BOX 6   Different Contexts in Latin America

New democratic governments in Argentina (1984) and Chile (1990) quickly set about implementing major reforms in their education systems. Concerted action was facilitated by the existence of networks of researchers who had studied education problems for years. These networks had formed because while military governments that preceded the return to democracy had little use for social science, (many trained abroad) international agencies and foundations were willing to fund education research. Lacking access to the official system, researchers explored new objectives, methods, contents and structures for education. Once democracy was restored, these researchers replaced conservative policy makers in the ministries of education. In Argentina reforms included decentralization of governance of schools, a re-structuring of primary and secondary education, radical changes in curriculum content, and creation of a national system of evaluation. In Chile, even before assuming power, the democratic government accepted funds from Sweden and Denmark to provide special subsidies to the 900 poorest-performing schools in the nation. Teacher salaries were dramatically increased, the school day lengthened by several hours and major curriculum reforms put into place. **Research became an integral part of the decision-making process.**

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3.   Lessons Learned

There are a number of lessons that can be learned from this evaluation of IIEP's research portfolio. Following the implicit ToC does not (necessarily) generate those conditions that will impact on capacity, policy and networks. Consequently changes may not be expected to be observable in the future. There is clear evidence, however, of the relevance and the recognition of the value of IIEP's research by most of those contacts surveyed – both from the country and desk interviews as well as the global survey of contacts.

IIEP lacks national, no less a regional presence, outside of the Buenos Aires office. Although it maintains contact with ATP alumnae, its connections with high level MoE policy makers is understandably sporadic and its 'homing' instinct, being an institute of educational planning, is to the Planning Unit in ministries of education.

The fact that most of the research carried out is part of cross-country comparative research lessens the particular *national* import of the syntheses produced: whilst the comparative syntheses are of interest to individual countries, the national case studies will always have wider appeal, analysing situations known to a larger number of stakeholders. Yet, these are often not published nor disseminated, nor discussed in national policy forums.

In spite of the extensive capacity development activities carried out by IIEP in its training and technical assistance programmes, capacity development in research is not a fundamental part of this, nor is IIEP's research conducted with capacity development as a core objective

in practice. As has been uncovered in the findings of this evaluation, capacity development, like policy influence, is fortuitous, rather than planned and worked at.

Thus, the highlighted issue to be raised in subsequent sections is the ToC itself. What are the lessons one can draw from this investigation into IIEP's research portfolio on what ToC *is* operative?

This evaluation has uncovered *three different models of work* (see page 23): all three follow the implicit ToC. However, in the first model, IIEP/Paris identifies the research topics, the design of the research, the composition of the research teams, their 'training', the preparation of a research synthesis and then leaves the dissemination of the results to nationals who for the most part, have been researchers, rather than policy makers. Producing a synthesis of cross-country evidence – even by a national 'team' – is insufficient for policy influence in most cases. The second model is also Paris-driven, but with the appointment of expert – and not necessarily national - consultants to conduct the research. Only the third model – borne out by the Buenos Aires office – with extra-budgetary funds and typically, Ministry-connected project consultants contracted to IIEP/BA – begins to fill in the gaps between the different steps of IIEP's ToC with sufficient national, rather than Paris- or Buenos-Aires-chosen topics, research design, advocacy, and dissemination – and relies, for the most part, on trained researchers. Capacity development as an outcome, therefore, is not one of individuals' research capacity development, but rather, the integration of research findings into the education institutions and organisations and policy makers' portfolios of evidence, dialogue and decision making. *The underlying assumption of IIEP's implicit ToC is that the research products will suffice to engage stakeholders and policy makers even when little has been done to engage them in the prior steps of the research process – from topic identification to dissemination.*

All of the other lessons emerging from this evaluation relate to the missing links behind the research process. Thus, to list the categories, in advance of specifying recommendations to address them, they comprise:

- Strategic engagement and advocacy
  - o Policy change is a complex process in which (research) evidence is only one of a number of factors that influences change.
  - o Policy influence cannot be assumed, research needs to fit strategically within a process of dialogue/change/reflection for it to be able to have an impact e.g. Kenya MoE, and LAC region.
  - o There needs to be a deliberate process of planning for research impact if policy influence is to be achieved.
  - o Research needs to meet standards of validity and reliability (including in terms of sample size and sampling) if it is to be taken seriously.

- Partnerships and networks including national research institutions and development/ funding agencies
  - o There has been a lot of value to regional exchange, but there is also an important need for country specific engagement, reports and dialogue around research findings and implications. IIEP bears a responsibility to national teams when conducting cross-country research.
  - o Engaging with a country level partner (e.g. a university, education institute or another UN agency) can be critically important for follow up and to give IIEP a local presence.
  - o Dialogue with, commitment of, and continuity of the 'right' people in MoE is

> critical (some people need to stay involved throughout the whole process).

- Dissemination strategy including language
  - o Documents need to be written and circulated in the national language.
  - o National reports – and not only the syntheses of comparative case studies-need to be disseminated.

Before moving to the recommendations that flow from these missing links, Section 4 speculates on the apparent contradiction of IIEP's research not fulfilling comprehensively its capacity development mandate in the countries in which it is engaged in research projects in spite of the centrality of capacity development in its other two arms, training and technical assistance.

4.   A Speculative Argument for Re-Shaping IIEP's Perspective on Research

IIEP's research program seeks to carry out research that 1) will be seen by UNESCO and other funders as important and high quality; and 2) will contribute to improvement of capacity, that is, contribute to development. If IIEP currently receives more requests for (research) assistance than it can handle, it can be selective in its choice of projects, seeking to optimize the realisation of objectives 1 and 2. If few requests are received, or if IIEP is assigned projects (e.g. by UNESCO), it would seem important to give more attention to maximising the first objective.

Our interviews and survey responses support two opposing views of the success of the current IIEP policy of using research to improve capacity.[11] On the one hand, most of the studies followed closely the steps prescribed in IIEP's implicit ToC. Most of the research projects originated in Paris without explicit consultation with national authorities; in most countries there is little sense of "ownership" of the studies. Education decision-makers have had only a minimal role in design and implementation of the studies. There have been few explicit efforts to train national researchers; most studies hired researchers on the basis of extensive past experience known to the Paris-based researcher. Research reports have not been translated into national languages and circulated in country. IIEP's international conferences compete with many others for attention: their perceived success may be a function of not just the quality of the research reported, but also the unique focus of the topics.

In spite of the Theory being applied and most respondents in our survey speaking well of the IIEP research, it is difficult to see the capacity development and policy influence outcomes expected – at least according to the implicit Theory. Some of the assumptions uncovered behind this implicit ToC help us to understand this deficit. (See page 12).

The recency of the research included in our study precluded seeing much impact on policies, but the process has affected participant attitudes. They assigned a high reputation to IIEP and thought the research relevant. Decision makers said they are eager to apply results (once they are known). Where IIEP has been involved for some time, there are clear signs of impact on decision making. Researchers and decision makers alike are eager to participate with IIEP in future research.

This suggests that IIEP is welcomed less for its direct impact on educational policy and more for its contribution to increased national understanding of the education system. Over time

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[11] These "views" are meant as descriptions of practice rather than as a critique of intentions. Given different conditions (e.g., level of funding) IIEP's program might be considerably different.

this understanding may support significant changes in policy. In the meantime the principal benefit has been (some) experiential training of research personnel. Over the long term decision making may improve as more and better quality information becomes available.

If current levels of funding continue, what might IIEP do to squeeze out even more benefit from its research program? What does IIEP have to learn in order to improve its own capacity?

The Current Program Pursues Two Strategies

The studies observed suggest that IIEP follows two distinct strategies in its choice of research topics. The dominant strategy appears to prefer topics currently being discussed at an international level by research, loan and assistance agencies, governments and the UN. These topics typically have been the subject of research syntheses and construction of pertinent data bases with country indicators. Most of the proposed studies are evaluations, of the effectiveness of existing national policy or systems' conformity with internationally-defined standards. The latter are more common than the former.

Knowledge Transfer Strategy

In this strategy research proposals are generic across countries but allow for minor adjustments to national conditions. Researchers are chosen on the basis of demonstrated competence and linkages with IIEP more than for their familiarity with the country studied. Results are discussed in international conferences (but not necessarily at the national level). The product of the conferences often includes general recommendations for reform. Representatives from developing nations may be exposed to the research and recommendations at these conferences. Most commonly recommendations are carried abroad by international agencies, linked with offers of loans or grants and technical assistance in implementation.

This can be classified as a "knowledge transfer" strategy. Capacity is developed by transferring skills and knowledge that have been shown to work in other settings, to countries with less experience and knowledge.

Knowledge Generation Strategy

The second strategy requires a longer-term engagement in a country. Under ideal circumstances, IIEP contributes to the preparation of a cadre of national researchers and decision-makers familiar with general principles of research methodology. This preparation is generally carried out in-country by one or more experienced researchers (who can be expatriates). The trainers attempt to develop the research skills of the national researchers to the point that they can formulate and investigate their own research topics. Over time national researchers can assimilate and translate the skills and knowledge of the expatriate into their own tradition and culture. They generate solutions that match the contextual conditions in their country.

A major difficulty is that this strategy takes much longer to contribute to policy discussion. Funders and governments may lose patience and insist on immediate research production (by experienced expatriates) at the expense of training of national researchers. This impatience is most likely to occur when the research topic does not match the policy concerns of decision makers.

Over time, however, if the research topics in the training program are chosen on the basis of pressing national problems, research findings will attract the attention of political actors, inside and outside government. Knowledge is power, and the cachet of "scientific" knowledge is especially helpful in mobilizing support for one or another position. Political

actors may then champion reforms that promise to reduce or eliminate problems described by research. When available, research-based evidence will be used to heighten concern about the problem. The adoption of a specific policy change, however, depends principally on political actors' ability to generate a convincing vision of a future reality.

This "knowledge generation" strategy uses the development of national research capacity as the means to increase knowledge-based decision making.

Given sufficient resources, both strategies can be pursued. The first strategy may, in a shorter period of time, increase the range of alternatives that national leaders consider in response to their specific problems. Availability of "packaged" solutions to national problems may accelerate the policy process. The second strategy can be highly effective in generating broad support for efforts to address specific national problems, and can contribute to developing capacity for research and for evidence-based decision making.

Unfortunately, IIEP operates with severe financial constraints. With limited funding, it cannot simultaneously carry out high-quality research and address the broad range of education problems countries face. Its strategy for improvement of capacity through research must be based on identification of those situations in which its participation will yield greatest benefits. The situational characteristics that can be taken into account in the location of projects in particular countries, are as follows.

1. The kind of information most likely to impact decision making varies according to the "maturity" or level of causal understanding of the particular problem. Some problems are barely understood, others are ripe for proposing solutions. The following sections discuss some types of information important for matching research topics with countries.
2. The level of maturity of the problems varies across countries. The research required in one country could be unnecessary in another.
3. Countries vary also in the kinds of information national researchers are capable of producing now. This is relevant is relevant for topic choice, design of the research and the selection of the coordinating and national researchers.
4. IIEP can multiply its effectiveness by locating projects in those countries in which it is possible to network with other organizations.

Development of Research Capacities[12]

How can IIEP best fulfill its commitment to capacity development through research? To address this question we begin by first unpacking the concept "capacity development" and then considering varieties of "research". At present, capacity development is defined in general terms, as the improvement of the capacity of researchers to provide relevant information, and the capacity of decision-makers to analyze that information. Relevant information is understood as that which identifies and explains important "problems" in the realization of objectives. The quality of decisions made depends on the quality and quantity of information available and the quality of the process of utilizing that information in the decision process.

Research is designed to produce information that meets certain scientific standards. Decision makers (especially political actors) also collect, compile and analyse information, but use a different set of procedures and set different standards of relevance and reliability.

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[12]The task IIEP faces is highly complex. We offer these remarks in appreciation of the challenges IIEP meets in fulfilling its mission.

What contributes to the capacity for research differs in important ways from what makes up the capacity of decision-making. The differences can be summarized in a discussion of the kind of information the two actors use.

Information can contribute to positive change in four ways:

1. the identification of "problems" or failures to achieve expected or desired objectives;
2. the explanation of why those problems have occurred or identification of their "causes";
3. the anticipatory assessment of the effectiveness of different policies to correct causes of failure; and
4. estimation of the feasibility of carrying out one or another policy.

Different capacities are required to produce each of these four kinds of information. As political actors, decision makers first identify the objectives of the groups they represent and then evaluate alternative means to achieve them. Their choice among means is the product of the desirability of successful implementation of policy alternatives and the (financial and political) feasibility of their implementation. Researchers, on the other hand, begin with a description of past performance, and then look for information to explain failure (and success).

Research as Evaluation of Current Performance

Almost all the research currently sponsored by IIEP is designed to generate information about certain aspects of current operation and results of education. The studies assess whether existing policies are being implemented properly, and the consequences of that implementation. Actual performance is compared with objectives or standards. The choice of standards of comparison is justified by reference to official national documents or statements of international agencies. "Failure" is defined in terms of deviation from specifications (for inputs, procedures or outcomes). When decision makers do not participate in choosing the research topic (or when they have not endorsed "international" standards), the risk is high that "failure" will not be a significant problem for them. They are then less likely to change policies.

Societies, and especially groups within societies, vary in the relative importance or priority they assign to the achievement of different objectives. Gender equality, for example, might be a very high priority in some countries, and for certain social groups, but relatively unimportant for other groups. If the eventual objective of research is to improve a country's capacity to implement desired educational policies, then from the beginning researchers should observe not just the extent to which objectives are being met, but also the importance of those objectives to different social groups.

Research as Explanation of Current Performance

Although most IIEP projects are commissioned as evaluations, they can and should be designed to contribute to understanding of why the system operates as it does. The study should collect information not only about the extent to which objectives are realized but also factors that might explain why they are or are not realized. This attribution of causality is most difficult to do in one-off studies, or studies involving relatively untrained researchers not familiar with what they are studying. These studies may generate good descriptive information but contribute little to guiding the policy debate toward consideration of how best to intervene.

The development of explanations for failure requires considerable reflection and consideration of a wide variety of circumstances as a means of "testing" hunches about what

works and what does not. Initial analysis can reveal the associations between various factors and undesirable outcomes, but most of those associations reflect joint occurrence rather than cause-and-effect relationships. Most often the analysis points to the questions that should have been asked but were not. The reflection is facilitated by confronting initial conclusions with additional information. Apart from controlled experiments, researchers can use quasi-experimental designs, comparing groups in a single time period, or the same group in two periods of time. Valuable insights can be provided by teachers and administrators with considerable experience. This is an argument for involving a number of different audiences in interpretation of early results. At this stage, the participation of a variety of actors with different perspectives contributes to the identification of innovative solutions to the problem. This is an argument for not just dissemination but also public discussion of results.

Research as Evaluation of Alternative Actions or Policies

Current IIEP research projects are not designed to provide systematic evidence about the likely effectiveness of alternative policies or actions. To do this would require systematic experimentation. An acceptable quasi-experimental approach would require careful sampling to include the range of current variations in inputs and processes and the contextual factors that affect their impact. The use of international comparative data may be merited when the sample of cases is large and contextual factors are measured. In the absence of systematic or quasi-experimental studies, however, research projects should build in small field trials to reduce the cost of committing to a large reform that might fail.

The requirements of this level of research exceed current levels of capacity in most countries. Current practice, therefore, has been the transfer to developing countries of policies implemented in more advanced contexts. In some cases, these policies have been well-tested in the countries for which originally designed. These have had reasonable success when applied elsewhere. In many cases, however, policies have been transferred before they had been proven effective; the record of these transfers is disheartening.

Research on Requirements for Successful Implementation

Research on education reforms indicates that many fail not because the new policies are wrong, but that they lack the necessary resources to function properly. The costs include human resources, fiscal resources, and political authority and power. The policy changes most likely to underestimate the cost of changing the system are those adopted from other countries. Programs that worked well in rich countries fail in poor countries that cannot afford the necessary inputs and implementation costs. Researchers have little or no responsibility for the allocation of resources, but they can contribute to identification of the type and magnitude of resources required to implement specific policies. This is the basic stuff of educational planning. Issues of human and fiscal resources may be well defined.

Less clear are issues of political authority and power. Most education problems concern relatively well-understood failures in minor aspects of the system's operation. Research is organized to provide the facts necessary to make corrections and adjustments that lead to improvement. These problems are generally non-controversial. In cases where failure has persisted over a long period, however, we can suspect that any attempt to introduce change will be resisted by those benefitting from the current arrangements. Now the information relevant to improvement includes understanding of how different actors would react changes were made. The "problem" is now understood from the varying perspectives of different groups of constituents. This understanding facilitates the development of policy proposals that can be endorsed by a majority, and which therefore are more likely to be approved and to be implemented.

Implications

The above discussion is intended to call attention to the complexity of the process of designing and using research to improve capacity. Education systems are immensely complicated in their structure and operation. Their primary work takes place in a myriad of locations; they employ a complex program of activities organized by grades and levels; they certify a large number of outcomes. Their activities (or production process) are designed to be sequential, which requires constant attention to assessment of quality and where necessary corrective action. Much can go wrong.

In addition, because of its importance, education is a highly contentious institution in society. Education systems satisfy a variety of different stakeholders: suppliers of the volume of goods and services required for the system's operation; those who actually generate and distribute the "product" such as teachers and administrators; and consumers such as parents, employers and the general society. Each of these groups has distinct interests in how education is organized and its results. Policies that appear to favor one group may be seen as reducing the benefits of other groups. Which policy alternative is chosen depends on the objectives and the relative power of participating interest groups.

Although policy decisions are made by top government officials, the implementation of those decisions depends on the collaboration of subordinate groups. The divisions and departments in a ministry of education compete with each other for scarce resources, and therefore view a given policy from different perspectives. Policy decisions most typically are made by top officials who owe allegiance to groups outside the ministry. Once a policy has been decreed, it must be translated into programmatic activities. This task is typically carried out by career bureaucrats shielded from public or political pressures. Then the program is transmitted to local schools where it is interpreted and put into practice by school directors and teachers, who are subject to pressure from parents and local businessmen. The intention of the decision-making group can be adulterated or subverted at each level within the hierarchy of the organization. What is called "leadership" should be understood as the capacity to issue commands that are likely to obeyed, that is, to be able to anticipate what subordinate groups are willing to do. The improvement of decision making, therefore, requires more than just information about the impact of one or another policy option on outcomes.

Generalizability of the IIEP/BA Model

The Buenos Aires office of IIEP has had some success in generating additional funding, in carrying out long-term research on a single topic, and discussing results with decision makers.

The success of the Buenos Aires model depends on three critical factors:

1. The presence of a large cadre of academics with research experience who seek extra income.
2. A fairly steady rotation of research-trained persons in and out of government and specifically the Ministry of Education.
3. The existence of national and international private foundations seeking to distinguish themselves from the large international agencies such as the World Bank or the Inter-American Development Bank.

The presence of these conditions in Argentina has enabled IIEP/BA to sustain a level of activity much greater than would be expected given its level of funding from UNESCO. It has allowed IIEP/BA to develop a reputation for quality and understanding of national issues that gives it both access to ministry decision-makers and yet autonomy in selection of research topics.

The absence of these conditions constrains IIEP's ability to established a regional presence in other parts of the world. At the same time, however, these conditions may act to limit the capacity of IIEP to expand its impact on education decision-making in other countries in Latin America. There are few sources of funding for research in the smaller and less-developed countries of Latin America. In the absence of sufficient numbers of trained colleagues in those countries, research projects rely on Argentinean researchers. Training and regional conferences take place in Buenos Aires; not all countries can afford to send representatives.

The full value of the cross-country comparisons (first strategy) is not now fully realized. In part this is because communication of findings and recommendations does not reach all countries that might benefit. Regional policy forums and synthesis publications may have little impact at the country level. If the objective is to interest individual countries in findings and recommendations, the choice of topics should be informed by knowledge of country interests. Given dissimilarities among countries in regions, it may be more effective to organize conferences by interest in topic rather than location. National teams would be selected to enhance later development of national networks around policy questions.

The excellent work of IIEP/BA in some Latin American countries could be extended (without additional funding from UNESCO) to the less developed countries in the region. IIEP/BA would use the second strategy described above (modeled on the 10-year Educational Inequality series), selecting topics and countries to ensure an opportunity to develop research capacity while also raising awareness about significant issues. It may be necessary to recruit new consultants from other countries (to reduce resistance to dominance by any one country). Some effort would be required to identify small donor organizations in the other regions of Latin America that would support country studies. The IIEP/BA has an outstanding collection of materials, most of which are available on the Internet. Their use should be more heavily promoted.

V. Recommendations

Three areas of recommendations are outlined below. They emerge from reconsideration of the assumptions that seem to lie behind the implicit ToC. Below each assumption is an interrogation/ potential pathway.

- Topics of interest across countries exist and can be identified
  - o Perhaps this needs to be interrogated more closely for national 'fit'
- Research is a key ingredient/ factor in policy making/decision making in the countries with which IIEP works
  - o How to encourage the linkage between research and policy making is one of the facets of the ATP: research *utilisation*; how to better forge the linkage between in-country work and training
- Including MoE officials in the research process from the design to delivery will enhance commitment and contribute to influencing policy
  - o Perhaps more political economic analysis is required to understand who wields effective power and leadership
- Country policy agendas can be influenced through quality cutting edge research
  - o How can any potential influence be effected (and sustained)? What are the necessary linkages in-country?
- There is an interest at country level in research that spans various countries
  - o How best to disseminate to those interested and engage in discussion those that 'should' be interested?
- MoEs will be interested/willing/have the financial capacity to take an important role in the dissemination process for the research in country
  - o This remains unasked, but the financial limitations are clear
- Capacity needs to be built for national research teams to function effectively
  - o Different country contexts for this requires an understanding of what research institutions can be utilised for this purpose
- Capacity development will take place at individual level, but will also occur at institutional and organisational levels and across networks
  - o It's not automatic and requires planning
- Synthesis reports will effectively capture the key messages from (multi-) country research and be of interest to decision makers
  - o Without national reports and an understanding of local contexts? What about the language of communication?
- Regional studies have an added value in that it is possible to make between-country comparisons while still having local relevance
  - o For whom – who is the audience, the member states or the funders?
- Research by IIEP will feed into other areas of IIEP's work
  - o It is clear that this requires more integration of IIEP's programmes to reap the most benefit.

1. Strategic engagement and advocacy

IIEP's approach of defining research topics and focus tends to be supply- rather than demand-driven and lacks clarity regarding the criteria for research topic selection. This contributes to reducing the level of ownership of the research projects. As one informant pointed out: *"IIEP should develop research agendas with the countries. They should get it from the horse's mouth!"* The **process of generating the research topic should involve the countries and be more "bottom up"** – linking with the approach that has been used by the African Association for Educational Development (ADEA).

The link between research and policy decisions is tenuous and policy decisions are not necessarily influenced by research, but are rather political in nature. *IIEP needs to understand the politics of institutions and how policy decisions are taken in different contexts and identify possible entry points* ("windows of opportunity") to influencing research as part of the research preparation. It also needs to be clear on who are the "movers and shakers" within institutions and engage with them.

Research would likely be more effective in influencing policy if it were to take place in the context of longer term relationships with the parent institutions and with links to local organisations which can support follow up (given that IIEP does not have a strong local presence). This could be through the local UNESCO office, where it is engaged pro-actively, and has the capacity, or with an organisation such as UNICEF.

IIEP should continue to develop more strategic alliances with local UNESCO offices – where feasible – and cultivate joint funding, both core and extra-budgetary. Local offices could showcase IIEP expertise and gain footholds whilst the linkage could enable follow-up.

IIEP should continue efforts to establish regional centres of excellence working with universities or education institutes in a selection of countries in more long term relationships which could develop capacity, offering IIEP-accredited services (research, training, curriculum development) or relying on such centres for policy advocacy and follow-up.

IIEP should explore how to generate more strategic synergies between its research, TA and training work - including across the research clusters - to build and extend longer term relationships in countries or regions, building on a more strategic capacity development policy that includes consideration of the choice of countries and the integration of IIEP's involvement within their capacity development plans.

2. Partnerships and networks, including national research institutions and development/ funding agencies

The small size of the research grants affects the impact studies will have. *For impact IIEP should consider working in fewer contexts but in longer term engagements* rather than spreading itself very thinly and not being able to have any influence or impact. This applies

to the number of countries in which it engages, the number of themes, and being clear on those areas and contexts in which it can add value.

A more strategic capacity development policy linking its research with its broader capacity development objectives should guide IIEP in its engagement with countries, with national and regional research institutes, with consultants and with national teams, guiding IIEP's in-country responsibilities and building and further developing its relationships. IIEP should expand its understanding of which elements of capacity are most likely to result in development in different contexts. IIEP should reinforce mechanisms/criteria to safeguard the quality of the research products to ensure that these meet minimum standards. This should include having criteria for the selection of the researchers and research institutions that are involved. These should pertain not only to their research capacities but also to their understanding of how research can improve the policy process.

IIEP should continue its efforts to work in partnerships with others to attract research monies. included as part of larger consortia in which it is able to play a distinct role, IIEP can use its UNESCO position to advantage, including partnering with local UNESCO offices and minimizing duplication of effort. In this regard, IIEP's role in capacity development in education planning and management should be linked with its research.

IIEP should continue to pursue new partnerships such as with NGOs and for advocacy. IIEP would need to determine its room to manoeuvre with NGOs and advocacy such as in its anti-corruption work, but also in other areas in which government sensitivities may preclude direct engagement. Perhaps an open debate on IIEP's role vis a vis national institutions would enrich its involvement?

3.   Dissemination strategy including language

IIEPs involvement should not stop at the publication of the research study. Rather research projects should include in their design a clear and carefully thought through strategy for dissemination and policy influence. This strategy should be resourced (from IIEP funds, but also from partner funds, including MoE) and clearly establish responsibilities of the different partners. In the same vein, monitoring of research projects should include indicators related to the dissemination of research findings.

The involvement of 'parent' ministries is absolutely critical to ensure ownership and commitment to the dissemination of the study. The involvement must be high level if is to have any influence. *IIEP bears a responsibility to national teams when conducting cross-country research.*

IIEP should develop further its communication and dissemination strategy in those countries in which it is carrying out research. This will require follow up with local offices and local partners and local networks to ensure a) awareness of products b) continuation of linkages and feedback and c) policy leverage. *Dissemination should be part of the research process, and IIEP needs to be engaged in the dissemination phase.* Stakeholders should identify key opportunities for dissemination at national or regional meetings (e.g. planning meetings by MoE, donor retreats, etc.) and develop a strategy for

using these. The responsibility for dissemination should be shared between IIEP and the countries, and a budgetary contribution ("to trigger opportunities" as stated by one interviewee) will likely be necessary.

The dissemination to local stakeholders of the research findings should be a standard practice of IIEP research. This will enhance capacity development. As noted by a Kenyan informant: *"As long as the local level persons are not informed of the findings and don't have a chance to provide feedback it will be as if the research never took place".*

Research will be more relevant if country (and not just regional syntheses) studies are also published and distributed within a national dissemination/advocacy strategy. These are more likely to influence policy as they relate to the particular country context.

The time lag between the completion of the research and publication/ dissemination/distribution needs to be much shorter.

IIEP should budget for the translation of IIEP research findings and publications into the local language for wider usage and understanding particularly at the local level.

Annex 1 List of Those Interviewed

IIEP Staff

De Grauwe, Anton	GAME (Decentralisation, DEOs, School Grants)
Diouf, Ousmane	CAF (Household Costs)
Dolata, Stephanie	EAQ (HIV/Aids)
Genevois, Ilona	CAF (PPP)
Gottelmann, Gabriele	GAME (Teacher Deployment)
Grant-Lewis, Suzanne	Deputy-Director
Kitaev, Igor	CAF (Fee-Free Education)
Lugaz, Candy	GAME (Decentralisation Coordinator)
MacEwen, Leonora	EAQ (PCPD)
Martin, Michaela	GAME (Higher Education Management)
Peano, Serge	CAF (Household Costs)
Poisson, Muriel	EAQ (Ethics and Transparency)
Saito, Mioko	EAQ (Gender – and SACMEQ)
Sylla, Khadim	CAF (EMIS)
Tournier, Barbara	GAME (Teacher Deployment)
Varghese, N.V.	GAME (Higher Education Management)
Zadra, Estelle	Head, Communications

Research Evaluation Steering Committee

(Elliott Stern)	External Member
Josef Vaessen	IOS/UNESCO HQ

Cambodia

Ahrens, Luise	Lecturer, Royal University of Phnom Penh (RUPP)
Boak, Erika	UNICEF Education Specialist
Borat, Oung	Deputy Director, Planning Department, Ministry of Education, Youth and Sports (MOEYS)
Bulay, Nith	Deputy Director General, Higher Education Department, MOEYS
Dudley, Lynn	Long-Term TA to MOEYS on WB Projects
Morkoath, Pring	Deputy Director, Secondary Education Department, MOEYS
Setharat, Than	Planning Department, MOEYS
Sophea, Sam	Planning Department, MOEYS
Sopheaktry, Sam	Head of Policy and Curriculum Development, Higher Education Department, MOEYS

Stoddart, Brian	Chief TA for current WB HE Project
Virak, You	Director, Higher Education Department, MOEYS
Visalsok, Touch	Rector, University of Battambang

Vietnam

Cuong, Nguyen Huu	Deputy Head, Division of Higher Education Accreditation, MOET
Duret, Elsa	Education Sector, Belgian Technical Cooperation
Hai, Tran Dai	Head of ODA Division, Planning and Finance, MOET
Huong, Nguyen Thi Le	Deputy Director General (DG), Higher Education, MOET
Lei, Sun	Education Programme Coordinator, UNESCO Hanoi
Loan, Do Bich	Deputy Director, Vietnam Institute of Educational Sciences and Head of Gender Focal Points, Ministry of Education and Technology (MOET)
Loc, Nguyen	Deputy DG, Vietnam Institute for Educational Sciences
Minh, Le Phuoc	Vice Rector, National Institute of Education Management
Muller-Marin, Katherine	Representative and Head of Office, UNESCO Hanoi
Nguyen Thi Kieu Vien	Executive Director, Towards Transparency
Thang, Le Gia	Education Governance Program Coordinator, Oxfam
Tuan, Le Khanh,	Deputy DG, Planning and Finance, MOET

Kenya

Barasa, Lawrence Okuma	Assistant Director of Education, Directorate of Basic Education, Ministry of Education
Khayira, Charles	Senior Assistant Director of Education, Bursary and Grants, Ministry of Education
Mbithi, Adelaide Mbaika	Head, CEC & Deputy Registrar Examinations, University of Nairobi
Ndiritu, John Kiruru	Researcher/Lecturer, Kenyatta University
Njihia, Samwel Mukirae	Researcher/Lecturer, Kenyatta University
Noor, Elias	Programme Officer, UNICEF Kenya
Nzioko, C.B.K	Department of Sociology, Faculty of Arts, University of Nairobi, (former IIEP staff member)
Waema, Timothy Mwololo	Associate Professor, School of Computing and Informatics, University of Nairobi

Uganda

| Ackers, Jim | Regional Education Advisor, UNICEF regional office |
| Eilor, Joseph | Assistant Commissioner, Statistics, Monitoring and Evaluation, Ministry of Education and Sports (MOES) |

Ezati, Betty	Researcher, Education Department, Makarere University
Fushimi, Akhiro	Former Education Officer, UNICEF Regional Office
Kayabwe, Samuel	Senior Research Fellow, Makerere University
Mukasa-Lusambu, Charles T.	Assistant Commissioner, Basic Education Department, MOES
Nabacwa, Rehemah	Researcher, Makerere University
Rugamba-Rwanyange, R.	Education Specialist, UNICEF Uganda
Waya Mugeni, Rosemary	Assistant Commissioner Policy Analysis, Planning and Policy Analysis Department, MoES

LAC Region

Aguerrondo, Inés	Coordinator, Capacity Development Project, ex Sub Secretary of Planning in Ministry of Education and Culture, Argentina, Contract Employee of IIEP/BA, Buenos Aires
Barato, Jarbas	Retired from SENAC (Brazilian apprentice-training system), now university professor, Brazil
Cayuela, Jose Weinstein	Researcher, Capacity Development Project; ex official, Ministry of Education, Chile, Chile, Director of Education Programs, Fundación Chile
Crespo, Pedro Flores	Researcher, TPSE, Professor-Researcher, Universidad Iberoamericana, México
Gherardi, Natalia	Researcher, Gender Project; Executive Director, Latin American Team on Justice and Gender (ELA)
Gómez, Mario	Director Social Projects, Fundacion Restrepo, Colombia
Jacinto, Claudia	Coordinator TPSE, IIEP-UNESCO RedEtis, Buenos Aires
López, Nestor	Coordinator, Cultural Diversity Project, Professor, University of Buenos Aires and FLACSO, Contract Employee of IIEP/BA, Buenos Aires
Ornelas, Carlos	University Professor, Personal advisor to Secretary of Public Education, Mexico
Poggi, Margarita	Head, IIEP/BA, Buenos Aires
Prieto, Iván Nuñez	Researcher Capacity Development, ex-official Ministry of Education, Chile, Member of PIIE, a private education research center
Turbay, Catalina	Researcher, TPSE, Colombia, Independent Researcher and Consultant, Education and Social Development

Annex 2 Data Collection Instruments

GLOBAL SURVEY: EVALUATION OF IIEP RESEARCH – QUESTIONNAIRE

Thank you so much for finding the time to complete this survey. You input is very much appreciated!

Background to the survey

The present survey is one of the inputs into the evaluation process of IIEPs research activities which is currently being undertaken by an external evaluation team. The evaluation also includes an extensive documentation review as well as country studies. The purpose of the questionnaire is to:

- Obtain your views on areas of achievement and challenges
- Obtain your inputs into recommendations for the next phase

Instructions

- Kindly complete **all** of the questions
- To write in the grey boxes simply position the cursor on the box and start typing, the box will expand as you include more information
- Kindly return the questionnaire to Muriel Visser at mvisser@learndev.org and Abby Riddell at abby.riddell@gmail.com by July 27th, 2012. Please let us know if you have any difficulties in meeting this deadline.

This questionnaire has nine questions and should take you about 15 minutes to complete. Thank you for your time.

Personal information

Country:

Organization:

Name:

Position:

1. What IIEP research projects have you been involved in since 2008? (kindly list the project names)

2. In what capacity have you been involved in this research (please tick the relevant box)

☐ Researcher

☐ Policy maker (Ministry of Education)

☐ Policy maker (other institution)

☐ Advisor/technical expert

☐ Other (please specify)

3. In your opinion, how relevant is IIEPs research focus to the education agenda and priorities in your country?

☐ Highly relevant

☐ Reasonably relevant

☐ Somewhat relevant

☐ Not relevant

Please explain your answer:

4. What is your assessment of IIEPs approach to capacity development in the context of the research projects?

☐ Excellent

☐ Good

☐ Reasonable

☐ Poor

Please explain your answer:

5. In your opinion, what has changed as a result of IIEPs intervention (please chose one or more options)?

☐ Stronger evidence base

☐ More interaction between researchers and policy makers

☐ Better research capacity (please specify area)

☐ Stronger advocacy around key issues related to the research area

☐ Greater awareness by decision makers and implementers of specific policy issues

☐   Policy change (please specify what this change was in your detailed answer below)

Please explain your answer:

6. What is your assessment of IIEPs contribution to policy influencing?

☐   No influence

☐   Very little influence

☐   Moderate influence

☐   Strong influence

Please explain your answer:

7. Please provide up to three suggestions as to how IIEP could more effectively influence policy making at country level

8. Please provide up to three suggestions on how IIEP could play a stronger role in capacity development at country level through its research projects

9. Please make any additional suggestions or comments in the space below

Again, thank you very much for your input …

(FOR LAC:)CUESTIONARIO EVALUACIÓN POLÍTICA DE INVESTIGACIÓN DEL IIPE (IIEP/BA)

1. Por favor, nombre todos los proyectos de investigación del IIPE que le ha tocado a Usted conocer.

2. Si conoce una o mas investigaciones del IIEP, ¿cree que los proyectos del IIPE puedan contribuir al desarrollo de
   a. la capacidad investigativa en América Latina?

   b. la capacidad de gobiernos y de las instituciones educativas de formular e implementar políticas educativas eficaces?

   c. ¿Qué argumentos o evidencias ofrecerías para justificar tu opinión?

3. Si cree que los proyectos del IIPE si contribuyan, ¿cuáles de los siguientes cambios ha visto?
   _____mas y major información y datos
   _____mas interacción entre investigadores y los que deciden las políticas
   _____mejoramiento en la calidad de las investigaciones
   _____mas fuerte apoyo para reformas y cambios en la educación
   _____mas amplia consciencia de problemas y retos específicos
   _____cambios en la educación

4. Según le parece, ¿cuán significado o grande es la contribución de la investigación educativa a la reforma de la educación?

5. Me ayudaría si podría hacer hasta tres sugerencias de cómo el IIPE podría ser mas efectivo en su esfuerzo de contribuir a la política educativa al nivel nacional?
   _____
   _____
   _____
   _____
   _____

   Le agradezco por su cooperación conmigo en este estudio.

   Noel McGinn
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   nmcginn@igc.org
   Skype nmcginnsr

Guidelines for Country Interviews and Workshops

Obtain stakeholder perceptions/opinions on:

1. The relevance of IIEPs research priorities to the country level priorities
2. IIEP's approach to policy influencing (compare with the theory of change) and the strengths and weaknesses of how this is applied at country level
3. IIEPs approach to capacity development
4. Outputs and outcomes of IIEPs intervention to date:
    a. What processes took place?
    b. What capacity has been built?
    c. What products were produced?
    d. What policy making/change took place or is likely to take place?
5. Lessons learnt - What were the factors of success, missed opportunities, gaps
6. Recommendations for the future

Further general categories of questions used in 1:1 interviews:

1. Choice of topic, relevance, other factors
2. Choice of 'partners'
3. Research design
4. Output/ Product
5. Communication and dissemination
6. Policy discussion and outcomes
7. Monitoring
8. Lessons
9. How improve approach – what should be the pattern?
10. Networks

Annex 3 Key Documents Consulted

IIEP Documents

Files made available by IIEP

- Research Proposals
- PPP DOCTS
- IIEP Research Project List
- IIPE : Stratégie de communication 2010-2013
- Communication Plan 2011
- La Politique des publications de l'IIPE
- Various partners/contacts lists

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Annex 4 Global Survey Findings

SURVEY PROCEDURES

A list of suggested persons to be targeted by the questionnaire was provided by IIEP. Although the list encompassed the 19 research projects, it did not include contacts for the following projects: District Education Offices, School Grants and Diversification of Post-Secondary Education outside of the 6 countries targeted in country visits or desk studies. The questionnaire (Ref to Annex 2, Data Collection Instruments) was sent out via email. Respondents were asked to reply within two weeks by filling out and returning the questionnaire by email. A single reminder was sent out at the end of the two weeks. Survey responses were received from a total of 40 respondents, representing a response rate of 43% of the 92 persons who received the questionnaire by email. Three persons who were interviewed at country level also responded to the questionnaire.

Overview of the background of the respondents

Responses were received from 28 countries, as follows: Argentina, Australia, Bolivia, Brazil, Burkina Faso, Chile, China, Colombia, France, Ghana, Kenya, Lesotho, Malawi, Myanmar, Nepal, Nigeria, Paraguay, Papua New Guinea, Senegal, South Africa, Switzerland, Thailand, Uganda, UK, Uganda, Uruguay, the USA, and Vietnam.

Just over one third of the respondents (33% or 14 respondents) were donors or from development institutions (e.g. UNESCO), just under one fifth from Universities (18% or 7 respondents), another one fifth from Ministries of Education (18% or 7 respondents). The remaining respondents came from other Government departments such as research/training entities and other ministries (10%, 4 respondents) or were other partners non-government partners/collaborators such as consultants or persons from private entities (e.g. Microsoft), in the case of another 20% (8 respondents).

Figure 1 - Affiliation and position of respondents

Respondent position/organization	Researcher	Policy Maker	Advisor	Total
Donor	2	1	11	14 (35%)
Ministry of Education	3	3	1	7 (17.5&)
University	7			7 (17.5%)
Other Government	3	1		4 (10 %)
Other partner/ consultant	4	1	3	8 (20%)
Total	19	6	15	40

In terms of the position held by respondents the data show a predominance of researchers (45% or 18 respondents), followed by advisors/technical experts who were either working

within government institutions or as consultants (25% or 10 respondents). The remaining respondents were policy makers from MoE or other institutions (6 respondents) or occupied other positions (3 respondents). Three persons did not indicate their affiliation. It should be noted, however, that some respondents from Ministries and Universities who classified themselves as researcher, held positions of a senior level which would clearly allow them to influence policy. The table above provides a more detailed overview of the profile of respondents.

The respondents reported having being involved in a wide range of IIEP research projects related to education and conflict, primary education (including the impact of the introduction of free primary education), public-private partnerships, capacity development on EMIS and ICT, technical post-secondary education, higher education governance reform, school grants, as well as projects on mathematics and technical education. A few research projects were not covered by the survey[13] including:

- Tertiary education in small states
- Diversification of post-secondary education
- Teacher Management and Deployment
- Teachers' Code of Conduct

Analysis of the responses

On the relevance of the IIEP research focus

Respondents were asked to indicate to what extent, in their opinion, the IIEP research focus was relevant to the education agenda and priorities of their country.

As can be seen from Figure 1 below, the vast majority of the respondents indicated that the research agenda was "highly relevant" (24 respondents out of a total of 32 responses to this question). Five respondents felt the IIEP research agenda had been "reasonably relevant", two indicated it had been "somewhat relevant" and finally one respondent chose the option "not relevant."[14]

Figure 2 - Relevance of IIEP's research agenda to country needs (# of responses per response category)

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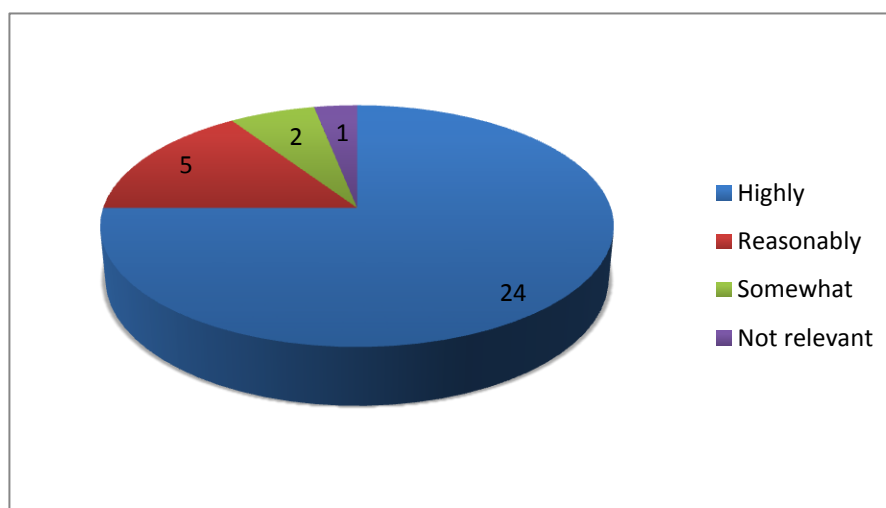
[13] Either because they did not respond or were not included in the contact list provided by IIEP.

[14] This question was not included in the Spanish version of the questionnaire which was distributed to the Latin American respondents.

Respondents were asked to explain their responses. The main reasons for indicating that the IIEP research focus had been "highly relevant" included that IIEP research:

- Addresses key problems in the system: "*Most issues that are done through research by IIEP are real challenges of the education system and worthwhile as tools for decision making for policy makers.*" (Malawi).
- Offers a different perspective: "*IIEP's contribution adds an independent view which is quite different from academic studies conducted by our universities and government agencies … (it) can offer international views of common problems on education.*" (Brazil)
- Focuses on filling a knowledge gap in critical areas in education. As noted by a number of the respondents "*reforms are made successively, without stopping to reflect on their effects and efficiency. The (IIEP) project I am involved in concerns a major reform … and aims precisely at that: studying its effect on the system*" and "*My country South Africa is a young democracy and there have been a lot of changes … most of these changes are not evaluated or assessed to check what impact they have on the system.*" (South Africa)
- Topics are based on a solid understanding of country educational and developmental priorities. As noted by one respondent: topics "*are chosen based on the countries' agenda and the needs of information for decision makers.*" (Argentina)
- Is "*highly relevant for both policy makers and academics, and puts these topics on the international agenda*" and "*They give a researcher a chance to gain world class experience and a chance to compare one's education system to the rest of the world.*" (Lesotho)
- Focuses on the "*field reality*" in relation to achievements in EFA.

On respondents' assessment of IIEP's approach to capacity development

Respondents were asked to provide their "assessment of IIEPs approach to capacity development in the context of research projects". Here again the responses were mostly positive with just over one third of the respondents (35% or 14 respondents) choosing the response option "excellent" and 50% (20 respondents) indicating that their assessment was the that IIEP's approach had been "good". However it should be noted that most of these comments came from respondents who were researchers themselves and that there may have been some bias as a result.

Figure 3 - Assessment of IIEP's capacity development endeavours (# of respondents for each category of response)
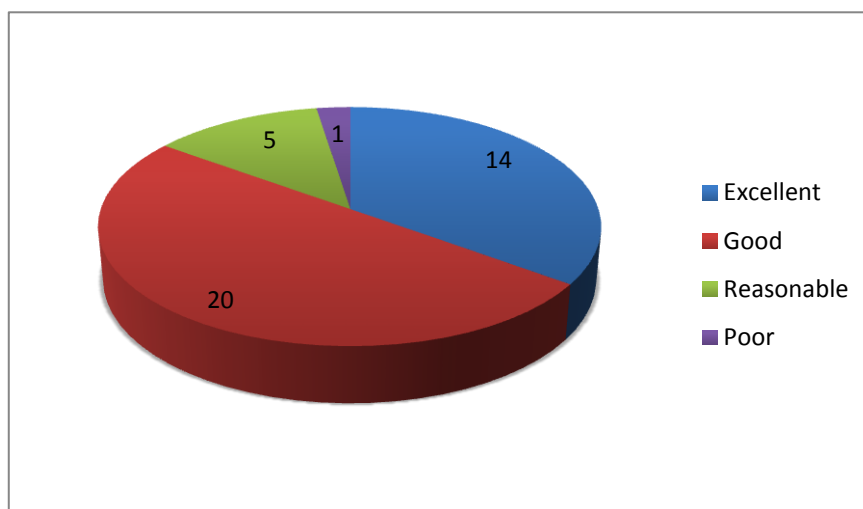
The main reasons given for this assessment included:

- The practical nature of the training
- The focus on research around *"real issues"*
- The use of local experts
- The linking of experts from all around the world
- IIEPs *"openness, lack of arrogance and respect for the culture"*
- The inclusiveness of the approach, involving a significant number of stakeholders and influencers
- A focus on innovative solutions (in terms of partnerships, financing and designs)
- The focus on both research techniques and research content

Challenges that were highlighted in the open ended response part of this question relate to: IIEPs limited financial capacity and how that restricts the scope, duration and type of the capacity building; the highly centralized nature of the regional studies and the impact this has on the nature of the country level involvement; and a number of issues around the participation and follow up to the capacity building. In the words of the respondents:

- IIEP *"does not (have) enough means to face demand",* or as another respondent noted *"IIEP does not have enough financial muscle"* which means that the involvement at country level is often limited and that the studies/capacity building are short in duration. *"IIEP funds small case studies that do not require high labor input (perhaps due to meager donor funding or being thinly spread all over the globe), their impact on capacity development especially of young researchers is very limited"* (lead researcher). A number of respondents also referred to the under-funding of follow-up capacity development activities after research has been completed.
- That regional studies have a major weakness because they treat all the countries in the same manner: *"In regional studies it is as if one had already got an agenda and the countries are just trying to respond to that agenda. Reports are written in the way the organizers want and not necessarily the governments. Regional studies are highly centralized by IIEP and there is not much that countries do after the data collection."*
- *"I am talking from the developing countries' perspective … in these countries, the research capacity is generally weak. Both the research duration and the approach employed will greatly affect the capacity development of the country in question. I think that further improvements can be made on these aspects, i.e. longer time and more participation of the local people in data collection and analysis."*

Only a limited number of responses indicated that the capacity building had been "reasonable" or "poor". The main reasons for these assessments appeared to be related to the lack of proper coordination by IIEP (in the case of the gender research), the time pressure under which the capacity development and the research were conducted, the poor quality of the research/capacity building process itself, and the lack of effective dissemination afterwards (gender researcher), as well as insufficient involvement of local UNESCO offices.

On what has changed as a result of IIEP's intervention

Respondents were asked to select among a number of closed response options (see figure below) those changes that had, in their opinion, taken place as a result of IIEP's intervention. Multiple responses to this question were possible.

Figure 4 - Respondents' assessment of the effects of IIEP's work (# of respondents per response category)
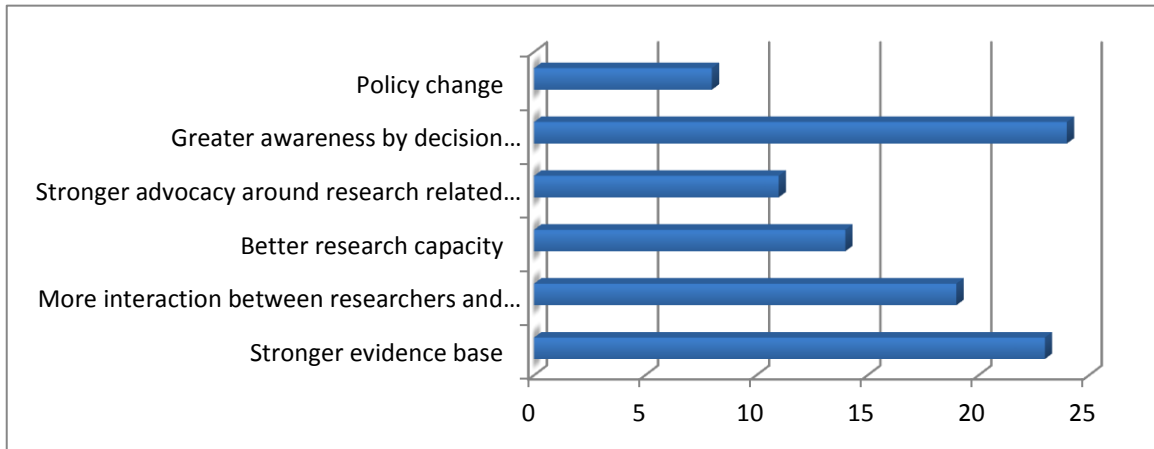
The data show that the respondents consider that the main changes are in the area of:

- Greater awareness by decision makers and implementers of specific policy issues (selected by 24 respondents – 63% of respondents)
- Stronger evidence base (selected by 23 respondents – 58% of respondents)
- More interaction between researchers and policy makers (19 respondents – 48% of respondents)

From the above better research capacity, stronger advocacy, and policy change are rated substantially lower. Only eight respondents indicated that a policy change had taken place, of which five were from the Latin America region (which has had a different approach to research, and more of which had been completed, as is discussed in the main report). From the other regions, only one (Kenya) provided a specific example (as requested in the questionnaire) of the policy change. This finding is particularly interesting given IIEP's focus on capacity development and policy influence as its final outcome.

On IIEP's contribution to policy influencing

Respondents were asked to provide their opinion of IIEP's contribution to policy influencing, choosing between the following response options: "no influence", "very little influence", "moderate influence", and "strong influence". A majority of respondents (24 respondents, or 60% of those who responded to this question) were of the opinion that IIEP has a "moderate influence" on policy.

Figure 5 - Respondents' assessment of IIEP's impact on policy (# of responses)
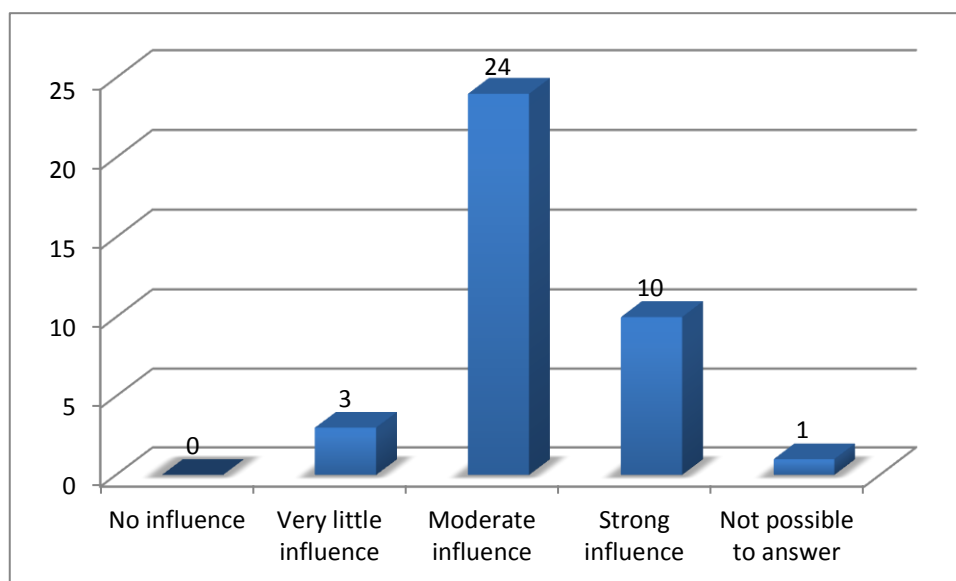
The following main explanations were provided in the open-ended portion of this question for the response options that were selected.

No/little influence:

- A single study or intervention cannot produce change
- IIEP has too little focus and follow up
- IIEP does not have a local presence and policy influencing requires sustained engagement at country level (donor, SA region)
- The quality of the research is not sufficiently representative of the target groups/issues being studied (i.e. small samples)
- Research findings are presented in short papers that in the end do not actually change thinking or understanding

Moderate influence:

This is the result of:

- Limitations in the distribution/dissemination of the studies: As noted by one respondent: *"In Ethiopia very few reports were read, and none was circulated"* (policy maker), and by another *"The research is good but somehow the dissemination of the research findings is not strong thus has undermined the efforts of influencing the policy"* (policy maker).
- Other factors influencing policy-making (i.e. policy is not necessarily evidence driven), including factors such as politics, context, mechanisms for decision making (donor). As noted by various respondents, just one study is often not enough to effect a strong influence (researchers/policy makers)
- Insufficient interaction with senior level decision makers – IIEP targets technical staff: *"Research activity is good but very little interaction with high level policy making people to make policy changes on the basis of research findings"* (respondent from Nepal)
- Limitations in the research scope and/or representativeness of the sample ,which impacts on the degree to which results are taken seriously. *"IIEPs approach to*

65

research is largely qualitative involving case studies whose findings cannot (scientifically) be generalized at national level. The reliability (representativeness) of such case material findings is questionable when it comes to influencing policy change at national level" (researcher).

Strong influence:

The few respondents who assessed IIEP as having a strong influence on policy highlighted the following contributing factors:

- IIEP has credibility with Governments to advocate for policy reform (technical expert from 'other' institution)
- The combination of research, capacity development and strong commitment to engaging policy makers and national officials is powerful (researcher)
- The persons involved in the research were also part of key policy fora as was the case in Kenya where the researchers are part of the Education Reform Technical Team. As noted by the respondent from this country "*This has afforded me the opportunity to inbuilt some good lessons derived from the research report"* (policy maker).
- Where IIEP has managed to link in and engage on a long term basis with senior level MoE officials and development partners (donor; advisor from 'other' institution)
- Where IIEP has been engaged over a long period through a long term project e.g. SACMEQ (researcher/policy)

What would strengthen IIEP's policy influence?

An open question queried respondents' opinion as to what would strengthen/enhance IIEP's contribution to policy making ("Please provide up to three suggestions as to how the IIEP could more effectively influence policy making at country level"). The answers to this question were coded and the table below summarizes the main responses to this question.

Figure 7 – Suggestions as to how IIEP could more effectively influence policy making at country level
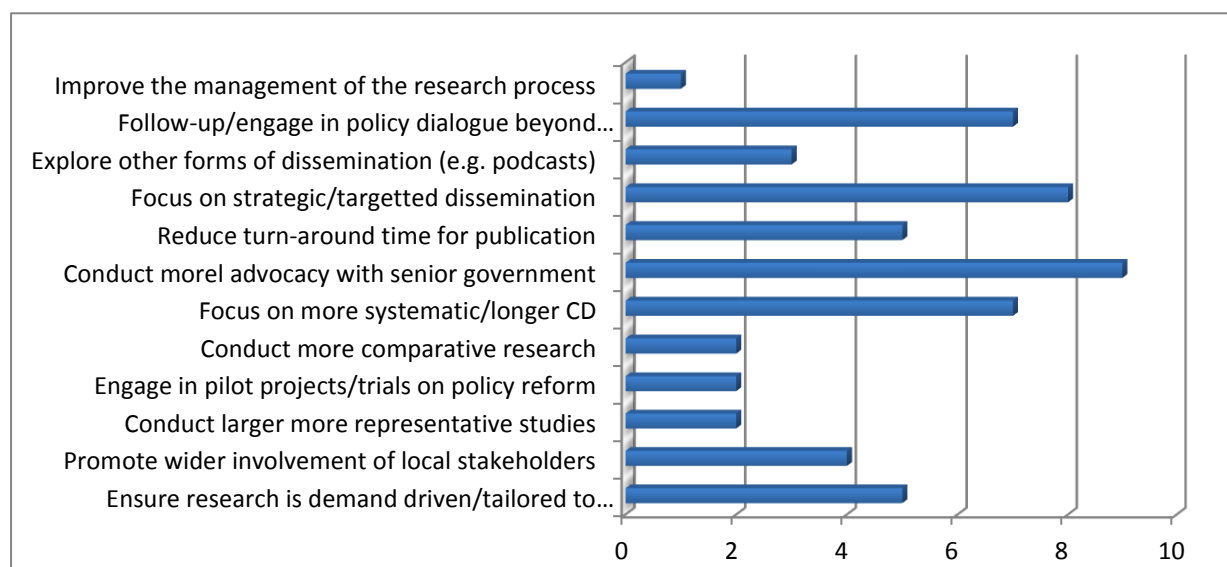
As can be seen from Figure 7, the main suggestions relate to issues around:

- A stronger demand-driven and country-led process of identification
- Stronger study designs – more representative, more methodologically convincing
- A move away from one-off studies with more systematic engagement at country level, possibly through a local partner, in the entire process which must extend beyond publication to follow-up activities
- Strategic engagement with key partners who can ensure that the research is used. Examples included officials from other ministries (e.g. Ministry of Finance) and other areas of government (parliamentary committees), but also senior education officials
- Quicker dissemination i.e. shorter turn-around time between the study results and publication
- More strategic dissemination which includes formats tailored to different audiences, more innovative/different forms of communication, taking advantage of local meetings/seminars (e.g. donor reviews), and a longer term engagement beyond the research process itself through follow-up research, further training, additional publications, engagement in policy fora, and working with and through a local partner (e.g. UNICEF or another organization with recognized capacity on the ground) etc.

Suggestions as to how IIEP can play a stronger role in capacity development

This was also an open-ended question which produced a large number of suggestions and recommendations. Two main areas of recommendations – around the type of relationship with countries and the funding of IIEP's activities - consistently came forward from the responses as follows.

Recommendation 1: IIEP needs to develop longer term, more permanent, relationships with countries and do so through strategic alliances with institutions such as partner universities with prestigious reputation.

Attaching itself to such an institution would produce benefits (including in terms of resource sharing and saving) by building relationship and trust and understanding how to effect change in a country.

It would also enable IIEP to build linkages with MoE and other stakeholders (Unions, entrepreneurial associations, and at the local level (municipalities, provinces)

In this context one respondent recommended specifically that: *"IIEP should have champions in targeted countries, to champion and advocate the IIEP agenda alongside normal duties"*.

Recommendation 2: IIEP needs to use its resources more effectively and focus on finding more resources.

As one respondent noted, the small budgets at country level is the *"biggest challenge to maintain its stellar performance and excellent delivery"*. Responses also highlighted that IIEP should investigate more deeply other innovative financial means – including through the private sector - which would enhance access to education by partnering with the private sector.

Other responses under this open-ended question on capacity development related mainly to how IIEP engages in capacity development. This included the following suggestions:

- More carefully and precisely align IIEPs research project to the country capacity development programs of the national education sector plan

- Ensure that IIEP involves and allows local researchers to lead in the entire research/dissemination process, and in this context maximize the use of IIEP alumni to conduct its research projects and capacity development AND to transform research findings into policy actions
- Speed up the publication and dissemination of research findings so that this can influence capacity development in country
- Strategically and deliberately identify opportunities for feeding research findings into policy discussion and capacity development initiatives at the country level.
- Have a stronger focus on or regional seminars for capacity development, on regional comparative research, to encourage sharing of experience between countries and to discuss and strategize around implications and policy influence
- Strengthen training component of IIEP's interventions, among others by:
  - Offering internships of MoE staff at IIEP, or facilitating internships at other institutions
  - Working with local universities in developing curricula for different training modules on educational planning and management
  - Offering opportunities for researchers to present their research findings and recommendations both in and outside the country (could be facilitated by other local partners such as UNICEF)
  - Training larger groups of researchers in addition to the ones that will a actually be doing the research

Annex 5 Terms of Reference

Evaluation of IIEP's Research Programme

Draft Terms of Reference

7 May 2012

Title

Evaluation of the effects of IIEP's research activities on research capacities and the policy-making process in partner education institutions

Background information

IIEP conducts research with implications for policy and practice as part of its mandate to build capacity and improve educational planning and management in UNESCO Member States. The main target audience includes education planners, managers and decision-makers in ministries of education, as well as development practitioners. In addition, research products are used by universities and training institutions for teaching. Finally, the Institute's research informs its own praxis, whether in training, technical assistance, or advocacy.

The Institute's research function is embedded in the current Medium-Term Plan (MTP) for a six-year cycle (2008-2013). Research foci have been in the domains of: equity, access, and quality; costs and financing; and governance and management. Among the cross-cutting themes is a focus on fragility, with gender coming into better focus since 2010. Most of the research is conducted in Africa, Asia, and Latin America. Research areas and topics were identified based on IIEP's knowledge of existing knowledge gaps and in consultation with a set of stakeholders. The research programme was subsequently approved by the Institute's Governing Board. It is often the case that countries participating in the research decide on the focus of the research within a broad framework.

The most common research cycle is a collaborative one that emphasizes capacity development. In this model, IIEP:

- identifies a topic that is relevant to a group of countries and that has implications for educational planning;
- designs the research framework and methodological tools;
- sets up national research teams, which include researchers and ministry representatives, and who which will actually implement the research;
- trains the national research team on the research framework, methodology, and tools through methodology seminars, pilot studies, and the like;
- follows up on and backstops national research teams;
- provides quality assurance on case studies/monographs;
- prepares a research synthesis;
- disseminates with national stakeholders, as a first step, and then more widely; and
- translates findings into various formats for further dissemination and uses, e.g. into training materials, policy briefs, keynote speeches, conference papers.

When the research does not have a regional focus, IIEP may commission the research. In this case IIEP prepares terms of references, provides the author with writing guidelines, and monitors the quality of the manuscript prior to publication and dissemination.

The Institute's research programme is mostly funded through the regular budget in the case of the Paris office, while it is externally funded in Buenos Aires. It is estimated that about one-third

of IIEP's human and financial resources allocated to programme operations feed into the research function in IIEP's Paris Office. The Institute consistently seeks cost-sharing opportunities, and some programmes have been particularly successful in creating alliances and partnerships, which potentially expands the influence.

Research conducted in the Buenos Aires Office is on a contractual basis, and IIEP receives the guidelines from the contracting entity and negotiates the terms of references. The Buenos Aires Office then implements with a mixed team of staff and consultants.

One of IIEP's comparative advantages in implementing research programmes is that it brings together a pool of professionals that can provide local and regional anchoring and perspectives. IIEP's research partnerships may include:

- National and regional institutions and individuals to facilitate the implementation of the research locally and help overcome language barriers. Research partners usually include national ministries of education and research institutions. The intent is to foster ownership of the research findings while developing policy analysis and research capacities of participating entities.

- Universities in developed countries, which allows IIEP (i) to expand its research capacities by drawing on the skills of learners or researchers attached to these institutions, or (ii) to join in research consortia, as was the case for the project on entrepreneurship in higher education.

- IIEP-supported networks, i.e. ANTRIEP, SACMEQ, RedEtis and the IIEP Alumni Network. Within this group, the last holds a special status. Many alumni occupy positions of authority and responsibility in their countries and they help identify appropriate institutions and individuals for research projects. Alumni may themselves contribute to carrying out IIEP-supported research.

- UN and other international agencies (e.g. UNICEF), which give IIEP's research additional depth and help to create synergies and ensure demand. Such partnerships may also help to broaden the range of research topics.

IIEP strives to build alliances that can add value, breadth, and depth to the research, as well as assist in expanding the dissemination of research. The nature of partnerships varies but may include financial, in-kind, and co-implementers.

Purpose of the evaluation

This evaluation is an important element of IIEP's larger monitoring and evaluation plan, which aims to assess the performance, relevance, and alignment of IIEP's work with the realities of the field. This specific exercise serves as a mid-term evaluation of the research program. The results will inform IIEP's action under the current Medium-Term Plan by informing decisions regarding research by-products and their dissemination. It will also inform programme design under the forthcoming Medium-Term Strategy. The primary users of this evaluation are IIEP management

and staff for planning purposes. Other audiences include the Governing Board (IIEP's oversight body) as well as IIEP partners for accountability purposes.

With two years to go until the completion of its current Medium-Term Plan, IIEP is seeking to better understand how its research and associated dissemination efforts (e.g. seminars, publications in various formats, and participation in conferences) percolate to its stakeholders for policy analysis, dialogue, and decision-making. The present evaluation will therefore provide information on the relevance and influence of IIEP's research across a range of stakeholders.

In addition to creating relevant knowledge for planners and policy-makers, IIEP's research projects, by their participatory nature, also aim to build the research capacities of the national partners involved in these projects. Thus, the evaluation should attempt to assess to what extent the Institute's research, when adopting a participatory approach, is likely to develop competencies in the areas of: research design and methodologies, conducting field work, formulating policy-oriented findings, and communicating these findings in a manner that is relevant for policy dialogue.

Consequently, the purpose of the evaluation is to analyse the effects of IIEP's research activities[15] on research capacities and the policy-making process in partner education institutions.

Evaluation scope

The research projects included in this evaluation are at various stages of implementation but cover the period 2008-2012. It is expected that the evaluation will cover IIEP's research as described in the current Medium-Term Plan. This includes ongoing projects related to:

- ethics and transparency in education;

- education in post-conflict and post-disaster settings;

- household costs, fee-abolition initiatives, and public private partnerships;

- decentralization;

- governance reforms in higher education;

- policies and management in skills development and training schemes.

The evaluation will answer the following questions:

1. Bearing in mind that IIEP's research programme is ongoing, to what extent has current research been successful in:

   - enhancing stakeholder capacities to undertake research?

   - triggering policy discussion in participating countries and informing planning practices?

   - attracting the attention of policy-makers?

   - finding its way into policy priorities and policy documents?

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[15] Research activities include design, implementation and dissemination of research as well as capacity-building in research.

- influencing other stakeholders such as NGOs, academics, and funders?

2. What factors/elements explain successful achievement in the above areas? What can be learned from instances where results were not as expected?

 - Are IIEP's research planning, research implementation and research dissemination processes conducive to informing policy dialogue and strategic policy documents among partner education institutions?

 - What processes or systems are in place at IIEP which provide information on research and research capacity development demand of partners in educational planning?

 - To what extent is ongoing research aligned with the demand of partners in educational institutions?

3. What lessons can be identified for IIEP's research programme towards the future?

 - What lessons can be identified for strengthening IIEP's planning, implementation and dissemination of research to help the Institute become more relevant and effective in supporting partner education institutions?

 - What lessons can be identified to improve IIEP's monitoring and evaluation of its research activities?

 - What observations surfaced regarding the cost-effectiveness of IIEP's research approach?

Methodology

The evaluation will include a review of primary and secondary documents and interviews with key informants. Documents will include published reports, web-based documentation, internal memorandums, project documents produced by IIEP, and academic literature. IIEP will provide a considerable amount of documentation. Interviews may be conducted in person, by telephone, and by email. A concerted effort will be made to capture a wide range of perspectives.

The evaluation will also rely on a multi-site approach for collecting data in different geographical locations (up to two weeks of site visits). A selection of specific research projects to be included in the evaluation design will be made on the basis of multiple criteria.

Roles and Responsibilities

The evaluation will be managed by IIEP. A Steering Committee will provide on-going guidance and oversight for the implementation of the evaluation and oversee the quality of the evaluation report. This Steering Committee will be composed of IIEP researchers, an external evaluation specialist, an evaluation specialist from UNESCO's Internal Oversight Service, and peer evaluator. The evaluator will work with the Steering Committee to agree on criteria for selection of research projects to include, with attention to breadth, depth, and cost.

Evaluation team requirements

The evaluator(s) should be conversant with development issues in education and familiar with decision-making processes and policy formulation in education. S/he/they should have a demonstrated track record in assessing, reviewing, and evaluating education policy research targeted at developing countries. The capacity to operate in English, French and Spanish is required, due to the geographic coverage of the research activity.

Logistics

The external evaluator(s) will be responsible for his/her/their own logistics: office space, administrative and secretarial support, telecommunications, printing of documentation, etc. S/he/they will also be responsible for the execution of the data collection work plan, but IIEP will facilitate this process to the extent possible by providing contact information such as email addresses. With regard to field visits, IIEP will assist the evaluator(s) in providing documentation, setting up meetings and providing security clearance documents, etc. The evaluator(s) is/are responsible for all travel related costs, including transport to and from the airport and transport to and from interviews. The travel costs should be itemized in the financial proposal.

Schedule of deliverables

Early June

An inception report which contains the results chain of the programme, a proposed set of criteria for research project selection, an evaluation plan, a methodological framework, and a list of reviewed documents.

End-July

Full draft evaluation report, present in seminar for management and staff

End August

Final evaluation report which includes:

- Executive Summary (maximum four pages)
- Programme description
- Evaluation purpose
- Evaluation methodology
- Findings/Lessons learned
- Recommendations
- Annexes: interview list; data collection instruments; key documents consulted; Terms of Reference

All deliverables will be submitted in English.

Annex 6 IIEP's Implicit Theory of Change (ToC)

Inputs

Identification of the research topic

Design of the research framework and methodological tools

Composition of the research teams

Training of the national research teams

Quality assurance

Follow up and backstopping of the research

Outputs

Preparation of the research synthesis

Dissemination

Training materials

Policy briefs

Other dissemination products and events

Key note speeches/ conference papers

Context

Capacity development

Other unexpected outcomes

Outcomes

Policy dialogue influence and policy change

Further training and capacity development

Policy influence and policy change

Strengthening of networks

76

Annex 7 Matrix of IIEP Research Projects

	Thematic Cluster/ Research Project	Stage	Funding Source	Budget (US$)	Region	Countries	Implementing Partners/ Networks	Design	Communication/ Dissemination
**MATRIX OF IIEP RESEARCH PROJECTS**								
**EQUITY, ACCESS and QUALITY (EAQ)**								
1.	1. Pro-Poor Incentives	Nearing end	Core	$365k	S Africa Asia LAC	South Africa, Cambodia, India, Vietnam, Brazil, Peru	National Teams/ TI	Lit review, country reviews, beneficiary surveys	Synthesis, Policy Seminar (2012)
2.	2. Gender	Finished	Core	$60k	E Africa, Asia LAC	Kenya, Vietnam Argentina	National Teams	Case studies, synthesis	Policy Forum 2011
3.	3. Teachers' COC	Finished	Core, CIDA	$180k	Europe, Africa, Asia	-	International Consultants, EI	Follow-up of previous research	Toolkit, 3 Training Workshops
4.	4. PCPD		Core, UNICEF	$138k		-	INEE	Lit review, guidelines,	Seminars
**COSTS AND FINANCE (CAF)**								
5.	1. Household Costs	Ongoing	Core	($1.3m) proposed	S,W Africa Asia	Malawi, Burkina Faso, Laos	National Teams, International Consultants	Case studies, syntheses	Regional Workshops, Policy Forum, Teaching
6.	2. Fee-Free Policies	Ongoing	Core	($1.1m) proposed	E,S, C Africa Asia	Ethiopia, Tan-zania, Lesotho, Congo, Nepal	National Teams, International Consultants	Case studies, syntheses	Regional Workshops, Policy Forum, Teaching
7.	3. PPP		Core, Orange, Microsoft	($1.2m) proposed	W Africa	Senegal	WEF, Partner-ships for Educ.	Classification study, handbook	Handbook, Training

					GOVERNANCE AND MANAGEMENT of EDUCATION (GAME)				
	1. Decentralisation			$763k*					*Includes DEOs, School Grants + Training Materials
8.	DEOs	Nearing End	Core, EPDF	$293k	E,S Africa, Asia	Kenya, Lesotho, Uganda, Philippines, Sri Lanka, Pakistan	National Teams	Case studies, syntheses	Policy forums, policy briefs,
9.	School Grants	Ongoing	Core + UNICEF	$336k	E,S Africa, Asia	Ethiopia, Kenya, Malawi, Uganda (Lesotho piloted), Indonesia, Vanuatu, Timor Leste, (Mongolia, Laos?)	National Teams	Case studies, syntheses	Policy forums, policy briefs,
10.	2. HE Management	Ongoing	Core	$250k	E,S,W Africa, Asia	Kenya, S Africa, Ghana, Nigeria, Burkina Faso, Cameroon, Cote D' Ivoire, Gabon, Cambodia, China, Indonesia, Japan, Vietnam	National Teams/ SEAMEO RIHED, AUF, IPAGU	Case studies, syntheses, policy forums	Bangkok, Hanoi, Jakarta seminars, Training modules
11.	Small States	Finished	Core	?	W Africa, Asia, MENA, Europe	Gambia, Fiji, St Lucia, Oman, Malta	?		
12.	3. PSE Diversification	Finished (assume)	Core	$25k	W Africa, Asia, LAC	Nigeria, Azerbaijan, Malaysia, Korea R, Chile	National Teams?	Case studies	Synthesis
13.	4. Teacher Deployment	Ongoing	Core + US State Dept.	$50k (US)	N Africa	Morocco Thailand (id'd, not yet)	National Team	State of art papers Case studies	Workshop 2011
14.	5. CD	Finished	Norway	$780k	E, W Africa,	Ethiopia, Benin, Vietnam,	Consultants	Case studies/	Synthesis,

#	Theme	Status	Funder	Amount	Region	Countries	Partners	Outputs	Dissemination
					Asia, LAC, Europe	Bangladesh, ==Argentina==, Moldova R, Hungary		Issues papers	Clearinghouse
BUENOS AIRES									
15.	1. ==Technical PSE==	Finished (assume)	Core	$86k	LAC	Peru, ==Chile==, ==Argentina==, Bolivia, Mexico, El Salvador, Nicaragua	National Teams, RedETIS	Lit review, stats, study, 3 case studies, database	Publication, Training materials
16.	2. ==Cultural Diversity==	Finished (assume)	Ford	$100k	LAC	==Argentina==, Colombia, ==Chile==, Peru	?	Set of case studies following 3 in early 2000s	Book + seminar
17.	3. ==Teaching – Sci + Maths==	Finished	IDB	$655k	LAC	==Argentina==	MOE (Argentina+ Uruguay)	Evaluation	Report
18.	4. ==SITEAL==	Ongoing	OEI Ford	$133k	LAC	19 countries	?	Database	Annual Reports On Trends
19.	5. Adolescents	Finished	?	$36k	LAC	Paraguay	MOE	5 documents	Report + Stats

==Country Visit==

==Desk Study/ Interviews==

==Theme covered by country visit==

==Theme covered by desk study==