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Educational, Scientific and
Cultural Organization



International Institute
for Educational Planning

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Paris, 14 - 15 December 2020



Item 4 of the Agenda

Report of the Director on the activities carried out
by IIEP in 2020 and Operational plan for 2021

Part I – Programme

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List of abbreviations

| | |
|---------|--|
| AFD | Agence Française de Développement |
| ATP | Advanced Training Programme |
| CoE | Council of Europe |
| CRM | Constituency relations management |
| ECE | Early childhood education |
| ECLAC | United Nations Economic Commission for Latin America and the Caribbean |
| ECTS | European Credit Transfer System |
| EiE | Education in emergencies |
| EMIS | Educational management information system |
| ENABEL | Belgian Development Agency |
| EPM | Educational planning and management |
| EQA | External quality assurance |
| ESA | Education sector analysis |
| ESP | Education Sector Planning course |
| ESPs | Education sector plans |
| EU | European Union |
| FCDO | Foreign, Commonwealth & Development Office (United Kingdom) |
| GCI | “Gender at the Centre” Initiative |
| GEM | Global Education Monitoring |
| GPE | Global Partnership for Education |
| HE | Higher education |
| HQ | Headquarters (UNESCO) |
| HR | Human resources |
| ICT-ILO | International Training Centre of the International Labour Organization |
| MoE | Ministry of education |
| MTS | Medium-Term Strategy |
| M&E | Monitoring and evaluation |
| NIEP | National Institute of Educational Planning (Afghanistan) |
| NTP | National training provider |
| OECS | Organization of Eastern Caribbean States |
| OREALC | Regional Bureau of Education for Latin America and the Caribbean [Oficina Regional de Educación para América Latina y el Caribe] |
| PEFOP | Platform of Expertise in Vocational Training [Plateforme d'expertise en formation professionnelle] |
| PSGSE | Sector Policy and Education System Management [Politiques sectorielles et gestion des systèmes éducatifs] |
| QM | Quality Matters |
| R&D | Research and development |
| RED | Network of Specialists in Educational Policy in Latin America [Red de Especialistas en Política Educativa en América Latina] |
| RTP | Regional Training Programme |
| SCP | Specialized Courses Programme |
| SDG | Sustainable Development Goal |
| Sida | Swedish International Development Cooperation Agency |
| SITEAL | Information System on Educational Trends in Latin America [Sistema de Información de Tendencias Educativas en América Latina] |
| STCs | Short-term courses |
| TC | Technical cooperation |

| | |
|--------|---|
| TVET | Technical and vocational education and training |
| UIL | UNESCO Institute for Lifelong Learning |
| UIS | UNESCO Institute for Statistics |
| UNGEI | United Nations Girls' Education Initiative |
| UNHCR | United Nations High Commissioner for Refugees |
| UNICEF | United Nations Children's Fund |
| WAEMU | West African Monetary and Economic Union |

IIEP's Result Assessment Framework 2018–2021

at November 2020

| MTR | Key Performance Indicator (KPIs) | Baseline (2017) | 2018 | | 2019 | | 2020 | | Status | 2021 | | |
|--|----------------------------------|--|--|-----------|-----------|-----------|-----------|-----------|-----------|---------------------------------------|--------------------------------------|--------------------------------------|
| | | | Targets | Achieved | Targets | Achieved | Targets | Achieved | | Targets | | |
| Member States plan effectively for education sector development and evaluate system performance | | | | | | | | | | | | |
| Training | 1.1 | 1.1.1 | Volume of Training (person-days) | 35 358 | 36 242 | 36 824 | 37 127 | 33 280 | 38 011 | 23 535 | ● | 38 894 |
| | | 1.1.2 | Coverage of SDG 4 in training offer | 7/10 | 8/10 | 9/10 | 9/10 | 9/10 | 9/10 | 9/10 | 9/10 | ● |
| | 1.2 | 1.2.1 | Strengthening training providers | 4 | 5 | 4 | 5 | 2 | 6 | 3 | ● | 6 |
| Technical Cooperation | 1.3 | 1.3.1 | Portfolio in least developed countries | 85% | 65%<x<85% | 68% | 65%<x<85% | 61% | 65%<x<85% | 57% | ● | 65%<x<85% |
| | | 1.3.2 | Portfolio in Fragile Situations | 58% | 30%<x<50% | 42% | 30%<x<50% | 35% | 30%<x<50% | 39% | ● | 30%<x<50% |
| | | 1.3.3 | Capitalizing on learning assessment and household survey data | 7 | 7 | 10 | 8 | 12 | 9 | 10 | ● | 10 |
| | | 1.3.4 | Gender-responsive technical cooperation projects | 7% | 16% | 21% | 21% | 34% | 21% | 21% | ● | 21% |
| | | 1.3.5 | Active policy dialogue with ministries of finance | 5 | 4 | 4 | 5 | 2 | 7 | 7 | ● | 8 |
| | 1.4 | 1.4.1 | Outcome mapping with ladders of change | 0% | 16% | 38% | 32% | 39% | 66% | 36% | ● | 100% |
| Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders | | | | | | | | | | | | |
| Research & Development | 2.1 | 2.1.1 | Publication plan efficiency | 63% | 60% | 65% | 73% | 58% | 74% | 69% | ● | 75% |
| | | 2.1.2 | Average monthly views of IIEP publications | 109 008 | 110 000 | 149 408 | 120 000 | N/A | 130 000 | 142 174 | ● | 141 711 |
| | 2.2 | 2.2.1 | Development of methodologies, norms, and tools | 8% | 8% | 11% | 10% | 10% | 12% | 13% | ● | 15% |
| | | 2.2.2 | Partnerships for developing methodologies, norms, and tools | 24% | 24% | 60% | 26% | 40% | 30% | 36% | ● | 33% |
| | | 2.2.3 | Improved governance with adapted methodologies, norms, and tools | 15 | 15 | 53 | 17 | 19 | 19 | 13 | ● | 20 |
| Outreach & Advocacy | 2.3 | 2.3.1 | Participation to outreach events | 14 283 | 16 017 | 15 469 | 16 686 | 17 297 | 18 018 | 73 521 | ● | 19 350 |
| | | 2.3.2 | Citations in the media, publications, and online resources | 54 | 69 | 156 | 85 | 153 | 96.5 | 202 | ● | 108 |
| | | 2.3.3 | Average monthly sessions on IIEP websites and platforms | 90 423 | 98 136 | 99 482 | 106 692 | 163 571 | 116 746 | 148 857 | ● | 126 799 |
| | 2.4 | 2.4.1 | Percentage of development partners staff in IIEP training | 2% | 5%<x<15% | 6% | 5%<x<15% | 6% | 5%<x<15% | 6% | ● | 5%<x<15% |
| IIEP's financing model and institutional sustainability | | | | | | | | | | | | |
| Enabling Factors | 3.1.1 | All staff professional development | 11% | 10% | 12% | 20% | 24% | 60% | 21% | ● | 100% | |
| | 3.1.2 | Appropriate balance between core and project funding | 59% | 50%<x<67% | 53% | 50%<x<67% | 62% | 50%<x<67% | 69% | ● | 50%<x<67% | |

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

A SHARED VISION

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

OUR MISSION

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



STRATEGIC OBJECTIVES

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

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

MEDIUM-TERM RESULTS

Flexible and responsive training offer

Support to training providers via institutional cooperation

Context-specific policy, planning, and management advice

Capacity development for sustainable capacities

2

State-of-the-art applied research

Adaptive methodologies, norms, and tools

Communities of practice supported with resources and opportunities

Constructive synergies with partners and stakeholders

1

PART I

2020

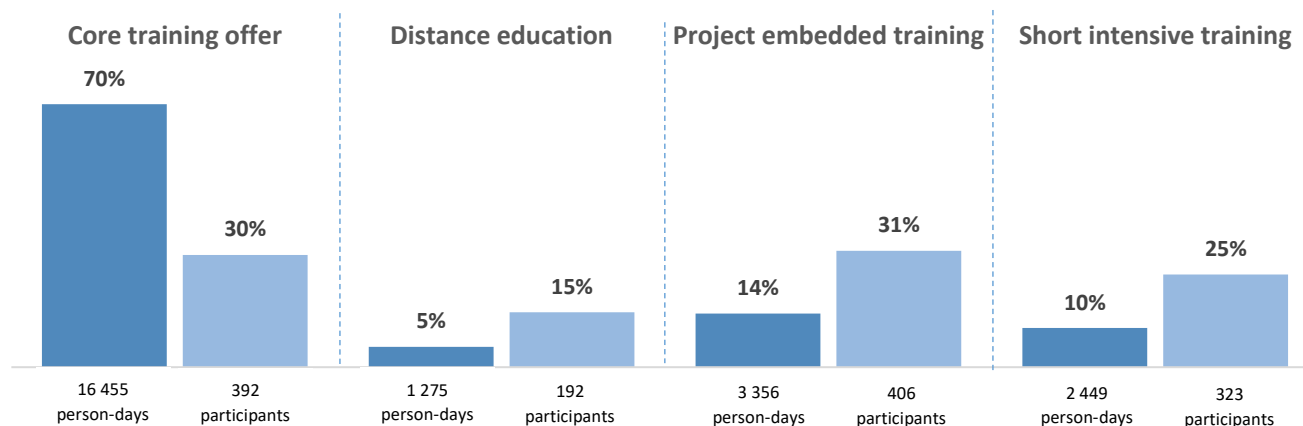
Implementation
Report

Training worldwide – 2020

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

The core training offer is highly intensive, accounting for 70% of the total volume of person-days across all three offices. Project-embedded trainings have shorter durations but compose 31% of the total number of participants throughout the year. See KPI 1.1.1.

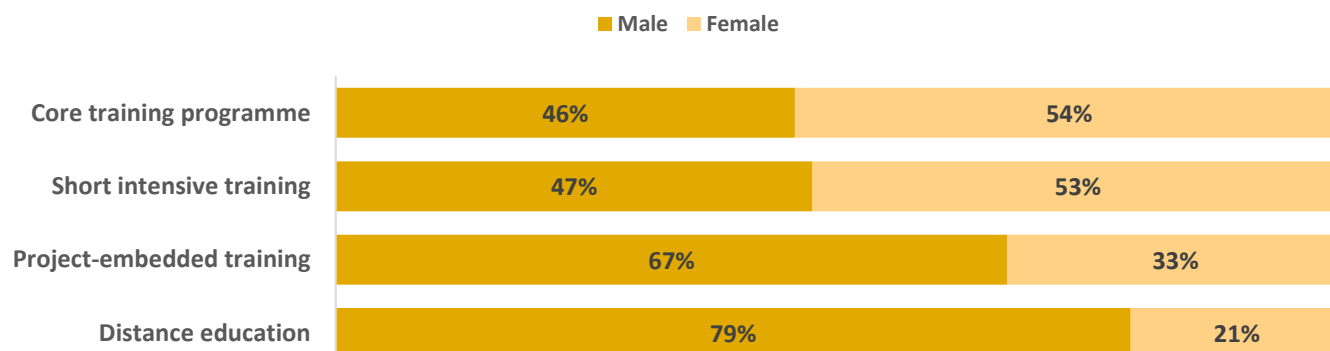
**Number of participants and person-days trained by IIEP
(KPI 1.1.1)**



Participation in IIEP's activities, by sex

Women represent 41% of all training activities in 2020. However, they account for 53% of total person-days of training, meaning that they participated in longer training activities.

Female participation in IIEP's activities



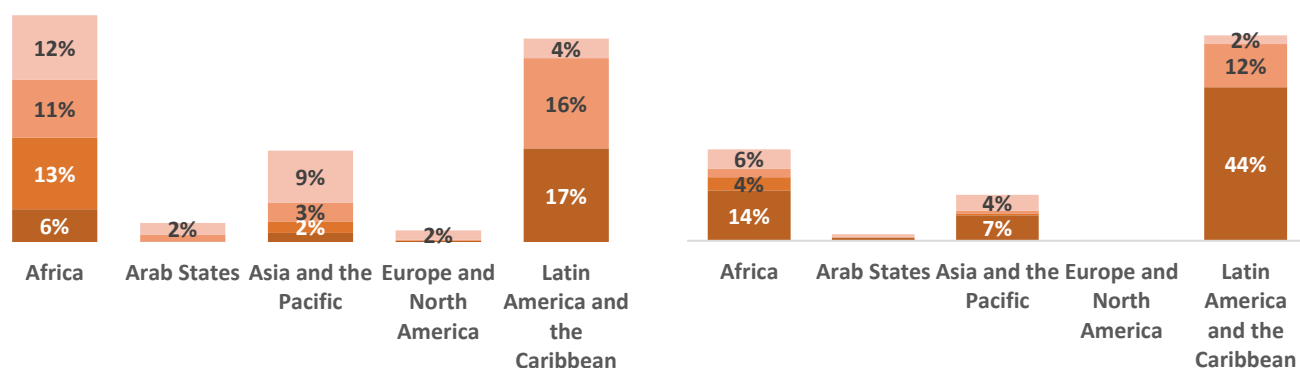
Geographical distribution of participants, by type of training

Africa is the largest source of participants (41%) in 2020. Latin America and the Caribbean, on the other hand, account for 59% of the total volume of training received, mostly through IIEP core training offer.

Number of trainees, by region

Volume of person-days, by region

Legend: Core training programme (dark orange), Distance education (medium orange), Project-embedded training (light orange), Short intensive training (very light orange)



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

Medium-Term Result 1.1

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

As part of its integrated capacity development approach, IIEP delivers a variety of training programmes and courses in four languages (English, French, Spanish, and Portuguese) using online, residential, blended, and in-country modalities, on different topics covering Sustainable Development Goal 4 (SDG 4) targets.

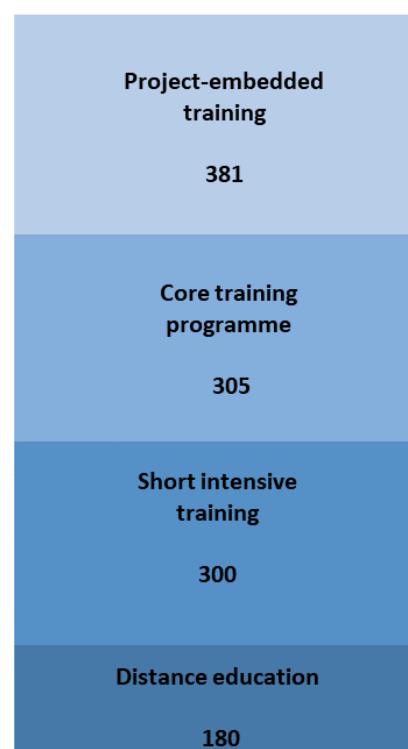
In 2020 as in previous years, the gender balance among participants of the core-training offer of IIEP Buenos Aires was in favour of female participants. The opposite was the case for the training at Paris and Dakar, despite providing scholarships for women and encouraging ministries to nominate female participants.

Responding to COVID-19 pandemic

In 2020, the COVID-19 crisis affected all three IIEP offices in terms of reduced volume of training delivery, especially for residential programmes and courses. In some cases, the planned residential elements were delivered online; in others, they were postponed until 2021 or cancelled. For some online courses, the crisis affected participants' ability to submit course assignments on time, which led some to drop out. In total, IIEP offered 24,860 person-days of training to 1,313 trainees from 99 Member States: 392 participants in the Core Training Programmes, 323 in Short intensive courses, 406 in TC projects, and 192 through distance courses.

IIEP's distance course on crisis-sensitive planning, which had been translated into Spanish and adapted to the Latin American context in 2019, was offered in 2020. This course was very much in demand in all Latin American countries, apparently seen as especially relevant given the several migration crises in the region and then the COVID-19 pandemic. With this context in mind, in collaboration with the UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC), 39 scholarships (fee waivers) were offered. Overall, in this first edition, 38 ministry of education (MoE) professionals (27 female and 11 male) from 18 Latin American countries were trained.

As a response to the pandemic and in view of providing a more flexible and responsive training offer in coming years, IIEP focused its training efforts in 2020 on enhancing teaching staff skills in working in the new e-learning context. The training included: (i) moderating online discussions; (ii) preparing impactful video presentations; and (iii) preparing effective instructional presentations on PowerPoint.



Number of people trained by training modality, 2020

Measuring the outcomes of IIEP's training

The monitoring and evaluation (M&E) plan of the 10th Medium-Term Strategy (MTS) mandates IIEP to evaluate systematically the outcomes of its training offers in all three offices, using the four-level Kirkpatrick model:

- **Level 1:** immediate results: relevance, trainee satisfaction;
- **Level 2:** learning and skills acquisition;
- **Level 3:** behavioural changes when back on the job; and
- **Level 4:** positive change at organizational level resulting at least partly from IIEP's training.

Training outcomes on behavioural and organizational change (levels 3 and 4)

In 2020, IIEP conducted an Outcome Review of its Advanced Training Programme in Educational Planning and Management (ATP). The review focused on Kirkpatrick Levels 3 and 4. It collected quantitative data with a questionnaire, and qualitative data with individual interviews. It focused on ATP alumni from four cohorts (2013/2014 to 2017/2018), as well as their supervisors (including heads of planning). Overall, 41 alumni (12 female, 29 male) and 12 supervisors (1 female, 11 male) from 29 countries participated in the quantitative component. In the qualitative component, 22 alumni (15 female, 7 male) and 16 supervisors (4 female, 12 male) from 15 countries participated.

Level 3: Effects of the ATP on professional practice and relevance of the programme

In retrospect, 98% of alumni rated the ATP as 'fully relevant' to their professional practice today. Education sector diagnosis, projection/simulation, statistical analysis of data, identification of educational strategies, and preparation and implementation of plans were among the most highly rated technical skills they have applied. In the interviews, alumni confirmed that, whereas before the training they did not have the required knowledge to take responsibilities in planning, they are now in charge of these planning tasks. Supervisors stressed that these technical skills are key for educational planning tasks.

"For [previous education sector plans (ESPs)], in 2001, 2005, 2006, 2010, when we developed the ESP, we had [external] technical assistance. But now, for the 2019–2023 ESP, we do not depend on [external] assistance as much. We know the process, the methodology. [...] During the ESP development, we see the capacity and competency of the participants who graduated from the IIEP. Some [staff] have skills in sector analysis, some in strategies, and some on costing." (Cambodia, Male, Supervisor)

Some 90% of the alumni have taken the initiative to share and/or use ATP resources and their knowledge and experience from IIEP with colleagues from their division or department, as well as with partner institutions through workshops, technical meetings, and peer learning. The evaluation notes however, that this knowledge and experience sharing can happen only when their administration and hierarchy support them in doing so, including by allocating dedicated time.

"I am able to use [planning] tools now. Even if I were not able to use them, the [IIEP] trainers told us that we could continue to ask them for support once back in our countries in case of need. I know I can also get support from other IIEP alumni [in my Ministry] to solve problems – they are really open." (Burkina Faso, Female, Alumni)

Level 4: Effects on individual career and institutional performance and culture of planning

Nearly all alumni and supervisors rated the contribution of the ATP to improving the performance of their department in educational planning and management (EPM) and to the quality of planning documents as 'very high' or 'high'.

Some alumni reported that the ATP training had inspired a restructuring or setting-up of their planning department (or even the creation of a new department) and a new culture and vision of planning.

"The ATP influenced two major policy decisions: the institutionalization of (1) a school quality assessment framework, and (2) the school leadership programme. There is now an ongoing national training programme in those areas." (Liberia, Male, Alumni)

"Year after year we see the quality of the reports, the innovation, how [this ATP alumni] presents the reforms so that different actors can better understand them and make their contributions. The planning culture has taken hold." (Bénin, Male, Alumni who became Supervisor)

Supervisors stated that the ATP has been key in planning departments improving their performance and expertise, in terms of:

- providing new planning tools and building new monitoring systems;
- bringing new insights, both technical and political, on strategic planning, research, M&E;
- upgrading the quality of ESPs;
- improving the efficiency of the department thanks to a better allocation of workload.

All alumni responded that the ATP had a positive impact on their career advancement. They felt it developed their capacity to take on responsibilities and accept promotions and that it enhanced both the credibility of their work and their supervisors' confidence in them. From the supervisors' point of view, promoting the IIEP graduates has been strategic in terms of spreading knowledge and capacity within planning divisions, even at regional level. They highlighted that IIEP graduates are the resource persons and the advocates of national policies and planning who can sometimes even represent the Minister of Education.

"[The ATP] is one of the main programmes that the Ministry is looking at to fill planning and policy analysis capacities. Benefits are both individual and institutional. Personally, for me to expand the scope of my knowledge in education. But also, at the institutional level because I believe I have contributed to change at the level of the Ministry, and also other ministries." (Vanuatu, Male, Alumni)

"When I came back, my portfolio increased with more responsibilities, other levels were given to me. I became a technical advisor to the Minister." (Liberia, Male, Alumni)

"The Ministry of Education started to give me more responsibilities to coordinate planning teams and tasks (...). I am sure my responsibilities improved thanks to the training." (Mozambique, Male, Alumni who became Supervisor)

Training outcomes on relevance and learning (Levels 1 and 2)

Regional Training Programme (RTP) and National Training Programme for Argentina (NTP) - IIEP Buenos Aires Core Training Programme

The four-month blended RTP course, for officials and education professionals from Hispanic and Portuguese-speaking Latin American and African countries, reached a high number of participants, for

the third year in a row. Of the 33 participants (18 female, 15 male) in 2020, 14 were self-financed, a sign of the success of structural changes implemented in previous years and of a growing demand in the region. There was at least one representative of each of the 15 Latin American ministries of education (MoEs), and one from Angola. Due to the COVID-19 crisis, the optional face-to-face event, to have taken place in Panama (the host country), had to be postponed until 2021. In spite of this, overall, 95% of participants rated the quality of the RTP as “good” or “very good”, 75% stated that they felt confident to apply the programme’s contents, and 100% said they would apply what they learned in their current work.

To meet the high demand for the RTP among Argentine education officials, in 2020 IIEP Buenos Aires launched a more contextualized national version of the programme, the National Training Programme. This is tailored to the needs of the 24 decentralized MoEs of Argentina, where the need for capacity development is the greatest. In this first edition, 33 public servants were trained.

Outcomes at Levels 1 and 2 of the Sector Policy and Education System Management (PSGSE) - Dakar Core Training Programme for

The flagship training offer of the Dakar office, the PSGSE is co-delivered with, and accredited by, Université Cheikh Anta Diop of Dakar, and is worth 60 European Credit Transfer System (ECTS) credits, equivalent to the first year of a full master’s degree programme. It is delivered in a mixed-mode training, using both face-to-face and e-learning, to cohorts of some 40 participants every year.¹

A majority of participants of the 12th cohort were very satisfied with PSGSE. The survey² conducted at the end of the training programme showed that:

- 82% of respondents considered that their learning focused on topics that interested them;
- 91% affirmed that what they learned was important for their professional practice;
- 96% affirmed that they learned how to improve their professional practice;
- 86% affirmed that what they learned is in line with their professional practice.

Out of 47 participants (12 female, 35 male), 37 (11 female, 26 male) obtained the 60 ECTS credits and thus successfully completed the programme, and 4 others (1 female, 3 male) at least 30 credits.

Outcomes at Levels 1 and 2 from Education Sector Planning 2019/2020 course and the ATP 2018/2019 - Paris

The ATP 2019/2020 started with a cohort of 21 participants (8 female, 13 male). The COVID-19 pandemic obliged the Paris office to shut down before the end of the Education Sector Planning course (ESP) phase in mid-March 2020. Consequently, the Specialized Course Programme (SCP) phase and the Project phase were not implemented during 2020. All participants followed the remote modality (a series of webinars and email-based group work) in order to complete the ESP phase in June 2020. As of October 2020, 19 (8 female, 11 male) out of 21 participants (8 female, 13 male) of the ATP 2019/2020 cohort successfully completed the ESP phase of the ATP.

¹ See Operational Plan for the English version of PSGSE, Sector Analysis and Management of Education System (SAMES), a new programme, Pilotage et Gestion de l’Enseignement et la Formation Techniques et Professionnels (PGEFTP), and the 13th and 14th cohorts of PSGSE.

² The survey to capture Levels 1 and 2 was implemented in November 2019 before the harmonization process of the evaluation tools across IIEP offices.

The evaluation session with the ESP 2019/2020 cohort, organized in June 2020, revealed that 100% of the participants rated the ESP as “very relevant” or “relevant” to their current or expected future work. The high relevance of the ESP was also confirmed by the 73% of participants who had already applied what they learned to their work upon their return home. A series of questions on their confidence in their knowledge and skills, before and after the programme, showed that 95% are now confident that they can accomplish a range of planning and management tasks without help.

The ATP 2018/2019 cohort was not part of the Outcome Review. However, as of October 2020, 19 participants (7 female, 12 male) out of 22 eligible (7 female, 15 male) have completed successfully the Final Projects, leading to the master’s-level certification.

Outcomes of IIEP short courses at Levels 1 and 2

In 2020, all three IIEP offices successfully implemented a variety of short courses (mostly online) expanding the thematic scope to encompass diverse SDG 4 targets.

| SDG 4 Targets | Course Title | Language | Office | Partner(s) |
|----------------------|---|----------------------|---------------|--|
| 4.1 | Education Assessments | Spanish & Portuguese | Buenos Aires | |
| 4.1 | Transparency, Accountability and Anti-corruption Measures in Education | English | Paris | |
| 4.3 | External Quality Assurance (EQA) in Higher Education for Southern African Countries | English | Paris | DAAD ³ and SAQAN ⁴ |
| 4.3 | Management of TVET Centres in Mali | French | Dakar | |
| 4.3 | Technical and Vocational Education and Training Policies | Spanish | Buenos Aires | |
| 4.3-4.4 | Quality apprenticeships in Senegal | French | Dakar | ITC-ILO ⁵ |
| 4.4 | Digital Policies in Education | Spanish & Portuguese | Buenos Aires | |
| 4.5 | Winter School for Female Planners (French) | French | Dakar | |
| 4.5 | Crisis-Sensitive Educational Planning | Spanish | Buenos Aires | |
| 4.5 | Foundations of Disability-Inclusive Education Sector Planning | English | Paris | UNICEF |
| 4.6 | Mainstreaming Non-Formal Education in Education Sector Planning | English | Paris | UIL ⁶ |
| 4.c | Teacher Policies | Spanish | Buenos Aires | |
| All | Foundations of Independent Appraisal of Education Sector Plans | English & French | Paris | GPE ⁷ |

³ German Academic Exchange Service

⁴ Southern African Quality Assurance Network

⁵ International Training Centre of the International Labour Organization

⁶ UNESCO Institute for Lifelong Learning

⁷ Global Partnership of Education

Training on Management of technical and vocational education and training (TVET) Centres in Mali.

This course brought together 65 managers (8 female, 57 male) from 16 public training centres. The evaluation showed that: (i) the objectives of 86% of participants were achieved; (ii) 94% said they would apply at least three-quarters of what they learned; and (iii) 90% rated “very high” or “high” the likelihood of their institution benefitting.

Educational Assessments, Digital Policies in Education, and TVET policies (three IIEP Buenos Aires online courses in Spanish). On average: (i) the learning experience was rated as very good by 84% of respondents, and (ii) support from teaching staff was praised as very good by 84%. For “Educational assessments” and “Digital policies”, (iii) 83% of participants evaluated the contents as very relevant to their current professional practice, and (iv) 100% of participants of the TVET course said they would apply what they learned in their current work.

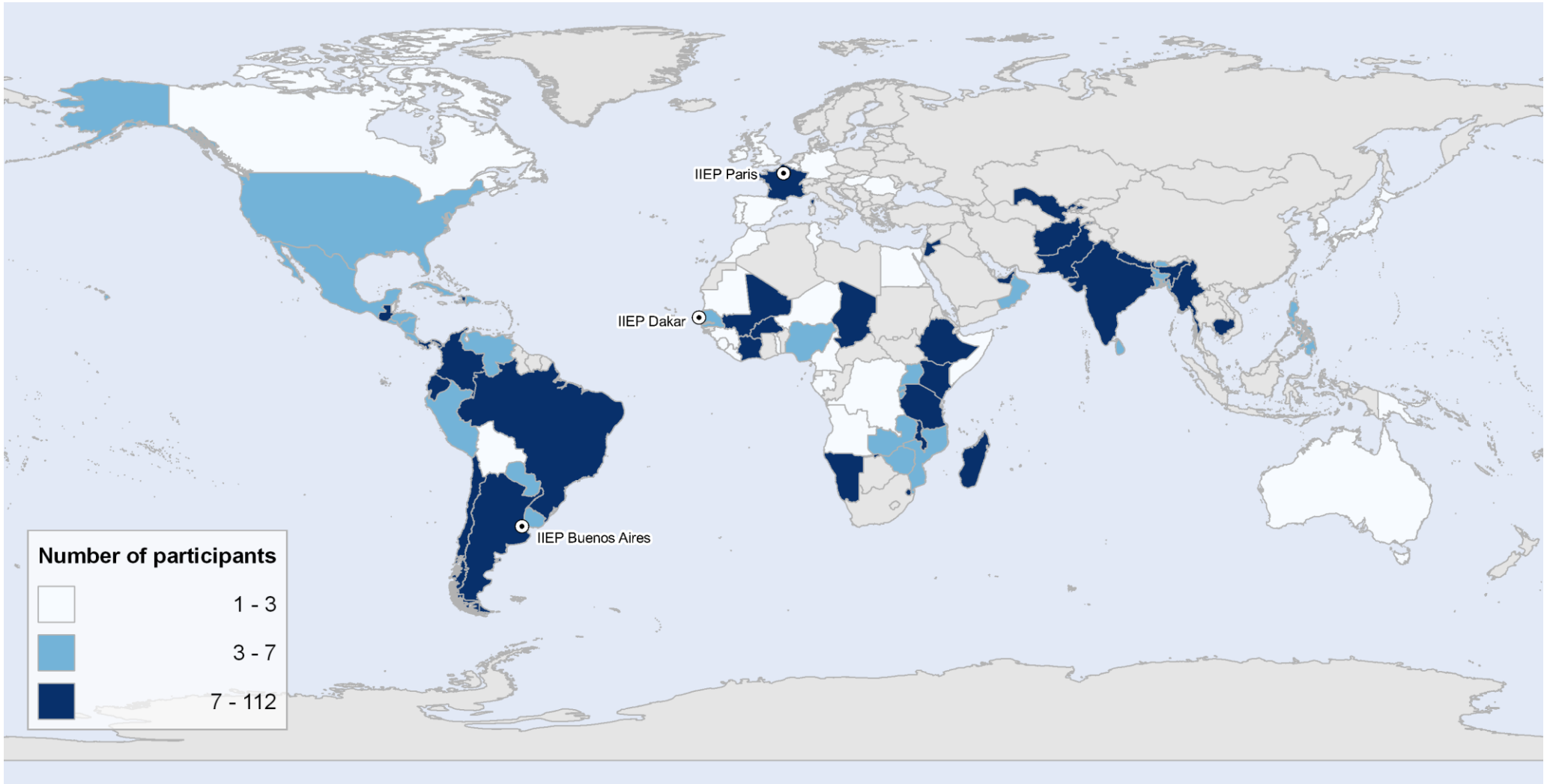
External Quality Assurance (EQA) in Higher Education. Six national teams from Eswatini, Mozambique, Namibia, Seychelles, Zambia, and Zimbabwe joined online (due to COVID-19). In the evaluation: (i) 100% of participants reported the knowledge gained contributed to improving their professional practice; (ii) 100% that they would apply what they learned to the improvement of their EQA systems; and (iii) 100% that they intended to implement changes in their organizations based on the knowledge gained.

Foundations of Disability-Inclusive Education Sector Planning (two online courses, Southern Africa and South Asia). The United Nations Children's Fund (UNICEF) and IIEP co-developed this course which was delivered 72 participants (38 female and 34 male) from MoEs in Eastern and Southern Africa in the spring of 2020. According to the evaluation, 100% of participants intend to apply in their work what they learned. A revised version is currently being rolled out in South Asia with subsequent implementation in South East Asia and the Pacific and Francophone West Africa.

Foundations of Independent Appraisal of Education Sector Plans. This self-paced, open admission, online course enrolled over 500 individuals throughout 2020, with successful completion of 66 participants (22 female, 44 male), who qualified to be independent Global Partnership for Education (GPE) appraisers (consultants in charge of appraising ESPs for GPE funding). In a mid-year evaluation, 100% of completers rated the course as “very useful” or “useful” to their work.

Geographical coverage of IIEP training, 2020

1,202 participants from 99 Member States



Africa: 411; Arab States: 41; Asia and the Pacific: 198; Europe and North America: 26; Latin America and the Caribbean: 526; **Total: 1,202 registrations**

Pursuing quality assurance of online courses

Three new online courses received Quality Matters (QM) qualification certificates in 2020. QM is a widely recognized peer review process designed to certify the quality of online training. Since 2016, 10 IIEP online courses have received a quality certification, a sign of the Institute's commitment to ensure and continuously improve the quality of its online training offer.

| QM Certified | Implemented | Course Title |
|--------------|-------------|---|
| 2020 | 2019 | Mainstreaming Early Childhood Education into Education Sector Planning; |
| 2020 | 2019-2020 | Fundamentals of Independent Appraisal of Education Sector Plans |
| 2020 | 2020 | Foundations of Disability-Inclusive Education Sector Planning. |
| 2019 | 2019 | Mainstreaming Adult/Non-formal Education into Education Sector Plans |
| 2019 | 2019 | External Quality Assurance in Higher Education |
| 2018 | 2018 | Internal Quality Assurance for Higher Education |
| 2018 | 2018 | Educational Planning for Crisis Risk Reduction and Forced Displacement |
| 2017 | 2017 | Quantitative Methods in Monitoring and Evaluating the Delivery of Comprehensive HIV and Sexuality Education |
| 2017 | 2016 | Monitoring and Evaluating Gender Equality in Education |
| 2016 | 2016 | Transparency, Accountability and Anti-corruption Measures in Education |

Addressing IIEP's thematic priority on gender equality

Gender mainstreaming of IIEP's training offer

IIEP Paris and Buenos Aires continued carrying out gender mainstreaming of training materials. In Paris, the gender integration review in 2020 focused on French-language materials of the ESP courses, as well as four online courses. The results indicate that two out of five ESP courses and one out of four online courses have reached IIEP's gender-mainstreaming threshold.⁸ IIEP Buenos Aires continued improving coverage of gender in several modules of the RTP, including new materials and reviewing existing ones in order to make the gender perspective an integral part of the programme. IIEP Dakar mainstreamed gender into its evaluation questionnaire, with questions about the extent to which the course addressed the needs of women and men.

Gender @ the Centre Initiative (GCI)

Following the establishment of the GCI team in IIEP Dakar in 2020, the team started developing a short course on gender-sensitive planning, to be delivered in a mixed-mode, with three e-learning modules and one face-to-face. The first session, in French, began in November 2020 and runs until January 2021. It aims to enable participants to better understand and analyse gender equality issues in education and to strengthen their capacity in education sector planning, taking into account these issues. Of the more than 500 applicants, 35 were selected to take part in the training. Priority was given to candidates from the five francophone GCI countries (Burkina Faso, Chad, Mali, Mauritania, and Niger). Partners from United Nations Girls' Education Initiative (UNGEI) and GPE, and MoE staff from the countries are involved in delivery of the training.

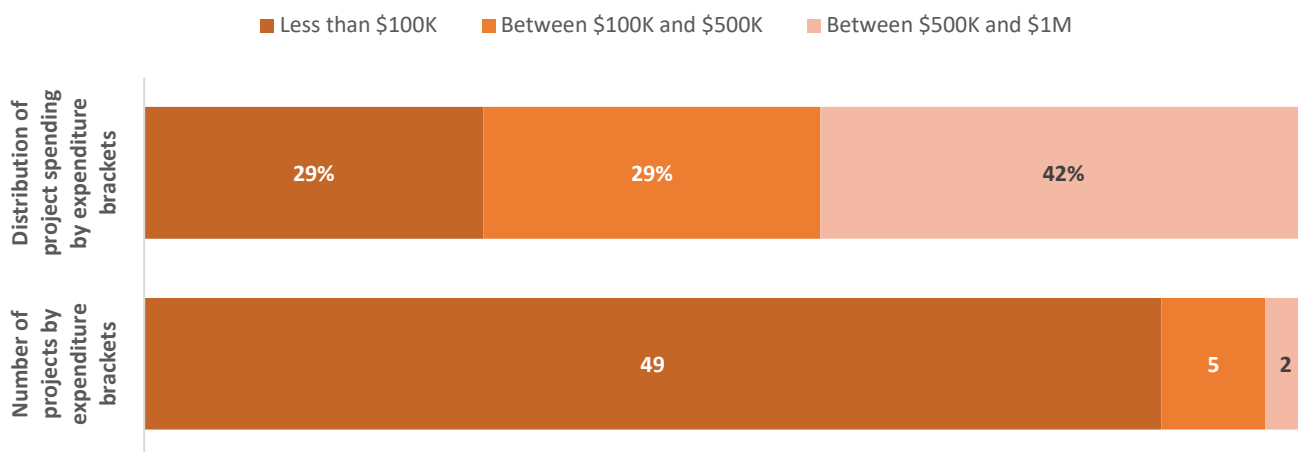
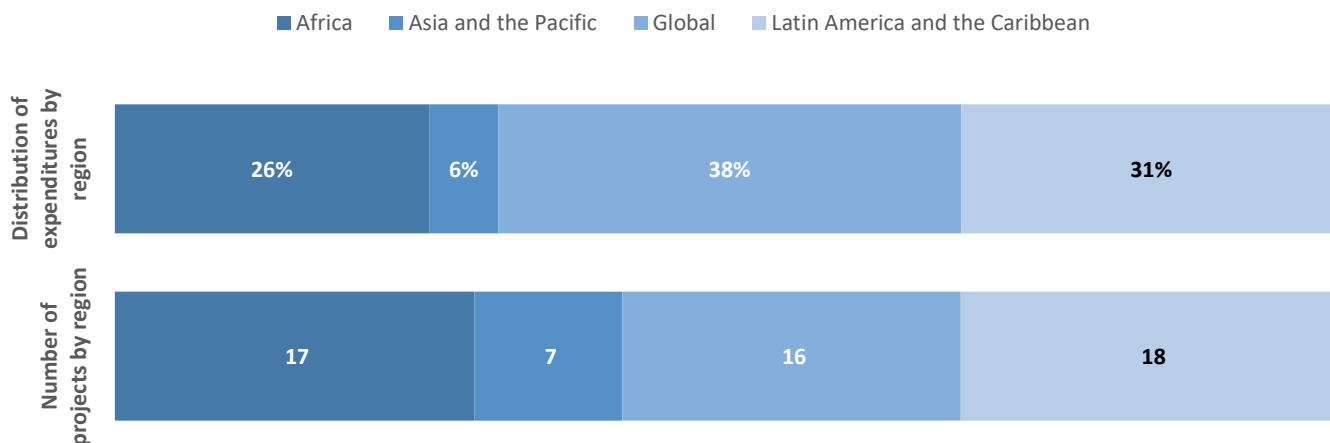
⁸ The threshold used since 2014 is: 75% of the items rated as completely or mostly gender mainstreamed.

Training portfolio overview – 2020

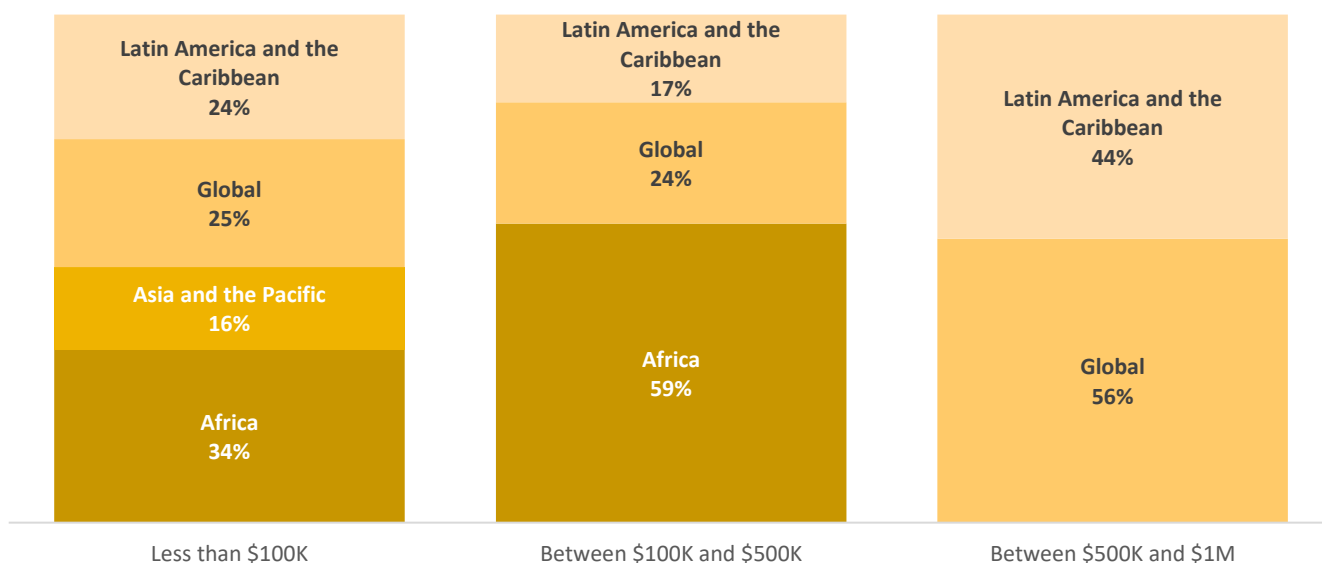
\$ 2,782,342

Total expenditure for 2020, including staff cost⁹ (Forecast)

56 projects¹⁰ 68 countries



Distribution of projects by expenditure brackets and region



⁹ Total figure given here in the Programme report does not match exactly the “Training” total given in the Finance and Budget report because of differences in methodology.

¹⁰ Count includes projects without allocated budget but with staff time expenditure.

Medium-Term Result 1.2

Strengthen educational planning and management training providers through institutional cooperation

Afghanistan

In 2020, IIEP's work with national training providers (NTPs) mainly focused on providing support to the National Institute of Educational Planning (NIEP). Within the framework of the Swedish International Development Agency (Sida)-funded project "Better Education Systems for Afghanistan's Future (BESAF)", IIEP conducted a review of NIEP's in-service two-year National Training Programme in educational planning. IIEP also reviewed two short-term courses (STCs) on school planning and M&E, offered as part of the National Training Programme but also as stand-alone courses.

Both activities were carried out by IIEP experts in instructional design and educational planning, who delivered reports with recommendations for quality improvement. Although it was planned to follow these reports with face-to-face "review and revision" workshops, with course developers and other stakeholders, the security situation in the country and the COVID-19 crisis prevented this. Nevertheless, the report findings and recommendations should lead to quality improvements in the reviewed programmes, as well as improved learning and performance outcomes for target audiences. The BESAF project's objectives include delivery of the National Training Programme to 80 participants (4 cohorts of 20), and of the STCs to 350 Afghan educational planners, in the next three years (2020–2021).

Madagascar

In the framework of a four-year programme to strengthen the planning capacities of the Malagasy education system, IIEP has begun work that will involve support to either the Institut Malgache des techniques de planification or the Ecole normale supérieure. The objective is to reinforce national training capacities in the field of EPM. Activities include the development of a national strategy to strengthen training capacities in EPM and the preparation of a training programme to build a pool of qualified national trainers in EPM. The programme implementation was delayed due to the COVID-19 crisis, but it is expected to be launched before the end of 2020.

IIEP also designed two methodological tools aimed at supporting NTPs:

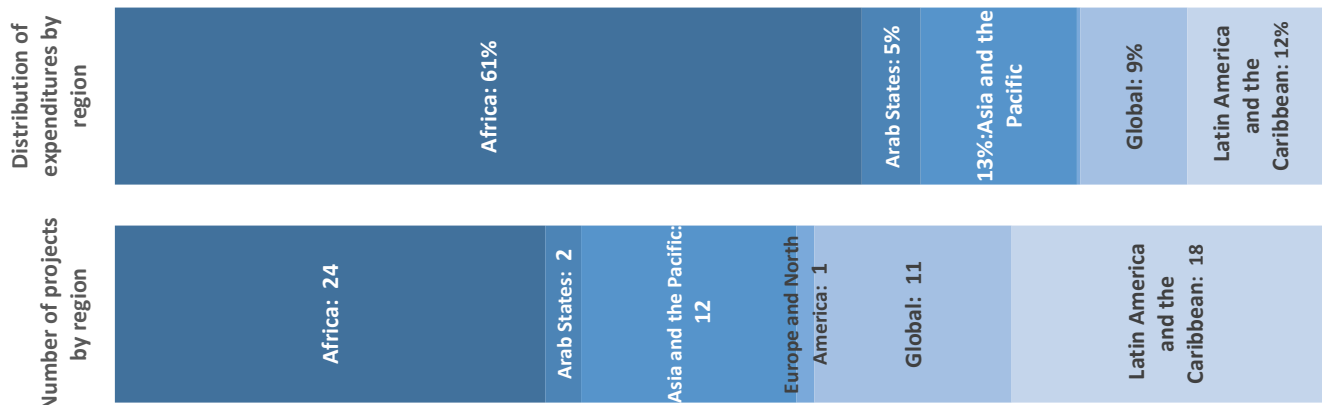
- A methodology to assess the capacities of NTPs, which will help to develop better strategies to support them;
- A guide to help NTPs design training programmes and courses which respond to national needs in the field of EPM. Based on the "design thinking" approach, the guide enables NTPs to develop effective training through "learning design" workshops, with a variety of stakeholders taking part in the planning process.

Technical Cooperation portfolio overview – 2020

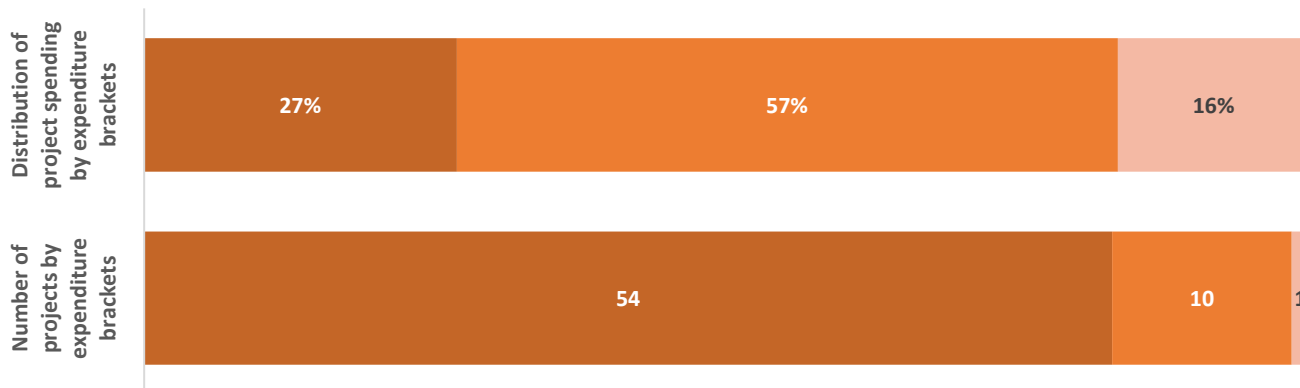
\$ 4,007,185

Total expenditure for 2020, including staff cost¹¹ (Forecast)

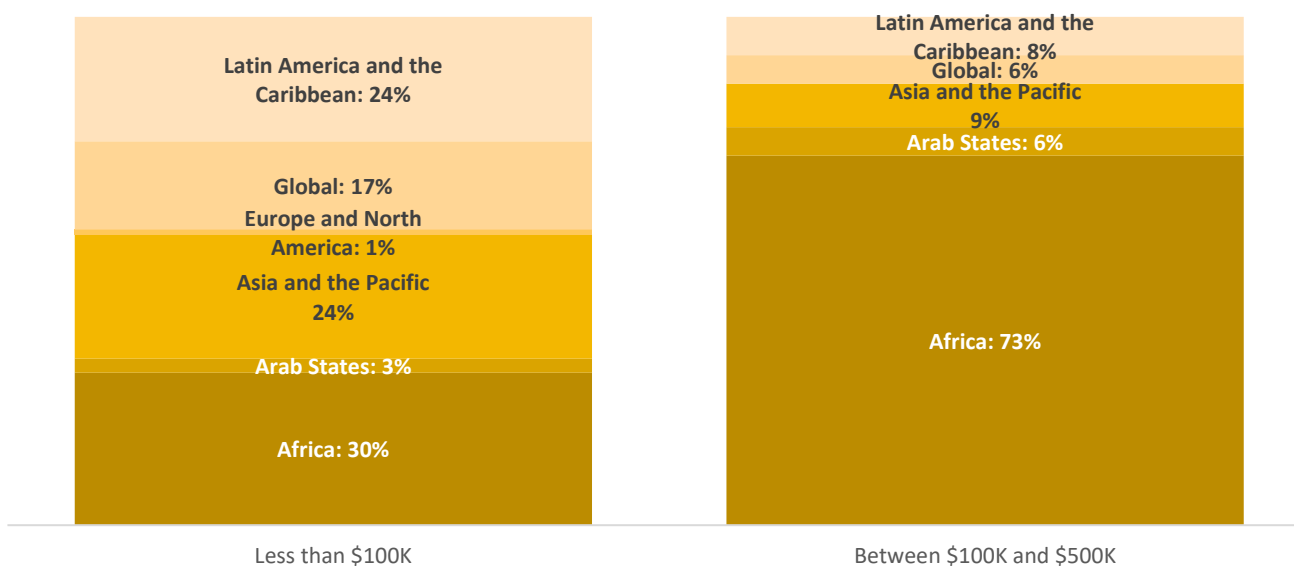
65 projects¹² 60 countries



■ Less than \$100K ■ Between \$100K and \$500K ■ Between \$500K and \$1M



Distribution of projects by expenditure brackets and region



¹¹ Total figure given here in the Programme report does not match exactly the “Technical Cooperation” total given in the Finance and Budget report because of differences in methodology.

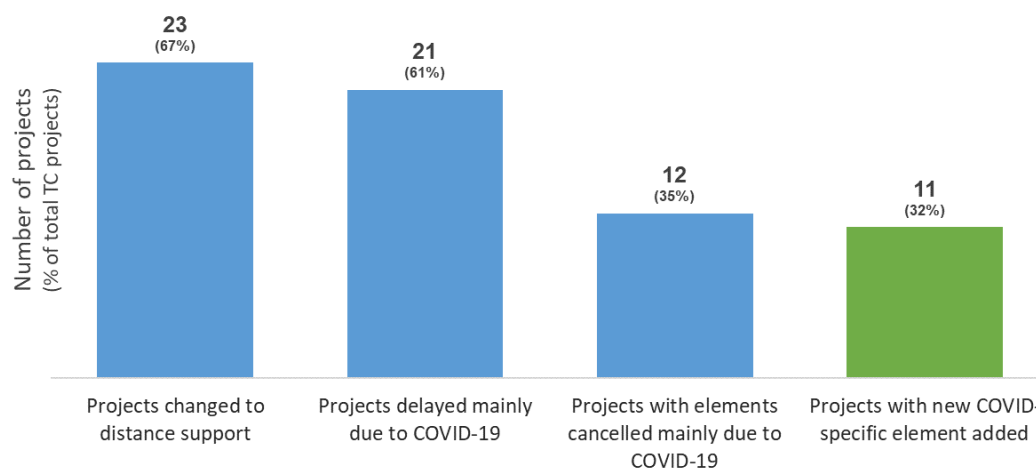
¹² Count includes projects without allocated budget but with staff time expenditure.

Medium-Term Result 1.3

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

Faced with an historic shock to education systems worldwide, IIEP's technical cooperation with Member States this year largely focused on how to respond and adjust to the COVID-19 pandemic. With the most widespread learning disruption in history deepening education inequalities within and across countries, the relevance of planning for advancing towards SDG 4 has never been more clear. In 2020, IIEP's technical advice services responded to 14 COVID-19 related requests, either by adjusting content of existing projects (11 projects), or with new technical support responding directly to the pandemic (3 projects). At the same time, 21 out of IIEP's 34 ongoing projects classified as technical cooperation met with significant delays due to the health crisis, and 12 projects have had to cancel some elements.

Adjustments and responses to COVID-19 in IIEP's technical cooperation projects



Note: The figure excludes the three new projects initiated as direct responses to COVID-19.

This section is divided into three parts. The first reports on IIEP's technical cooperation responses to the global pandemic and broader crisis-sensitive planning work. The second examines work conducted on education sector analysis and sector plans. The third looks at technical cooperation in sector management. Naturally, many projects cut across these necessarily artificial distinctions.

Crisis-sensitive planning: Prior investments have paid off during the pandemic

The COVID-19 global pandemic has highlighted the importance of crisis-sensitive planning for ensuring continuity of quality education provision. IIEP's decades-long expertise working with governments in educational planning and management has enabled it to provide MoEs with the tools and support required to rapidly respond to the crisis and limit the disruption of learning.

Development of COVID-19 contingency plans

A significant portion of IIEP's 2020 support to planning and management involved COVID-19 response initiatives, in particular COVID-19 contingency plans and strategies for school reopening. The Institute's experience in the field enabled it to undertake this work in a timely and effective way. Through consultations and participatory working sessions, IIEP supported the development of COVID-19 response plans in Jordan, Kenya, and Myanmar. IIEP also supported the review and update of Burkina

Faso's National Strategy for Education in Emergencies to include sanitary risks, while, in Guyana, support was provided for a review of school reopening protocols. Beyond the production of policy documents and training outputs, IIEP's focused support in crisis-sensitive educational planning contributed to broader-reaching outcomes, as outlined below.

Institutionalization of crisis-sensitive planning

As the importance of crisis-sensitive planning is increasingly recognized, more units devoted to this work are being integrated as permanent entities in MoE structures. This also reflects the success of IIEP's sustained capacity development and technical advice, as in the following examples:

- **Burkina Faso.** The Technical Secretariat for Education in Emergencies (EiE) has become a key part of EiE coordination within the MoE and the wider EiE community, leading to the creation of the National EiE strategy and improved EiE data collection. IIEP's West and Central Africa regional workshop, in January 2019, contributed to the impetus to establish the Secretariat. And the Institute's technical assistance and training in Burkina Faso in 2019 and 2020 has strengthened the Secretariat's capacities at both individual and organizational level.
- **Jordan.** The creation of a central MoE Crisis and Risk Management unit was approved in June 2020. IIEP's role included technical advice to the Ministry's Directorate of Planning on the roles and responsibilities of the new unit. This was done in conjunction with global, central, and decentralized level trainings on risk analysis, risk-sensitive policy development, monitoring, and financing.
- **Kenya.** The COVID-19 plan development process supported by IIEP reaffirmed the institutionalization of planning for EiE within the Ministry, with specific mention of a permanent EiE working group and plans to strengthen the existing EiE unit head.

Integration of refugees into national planning systems

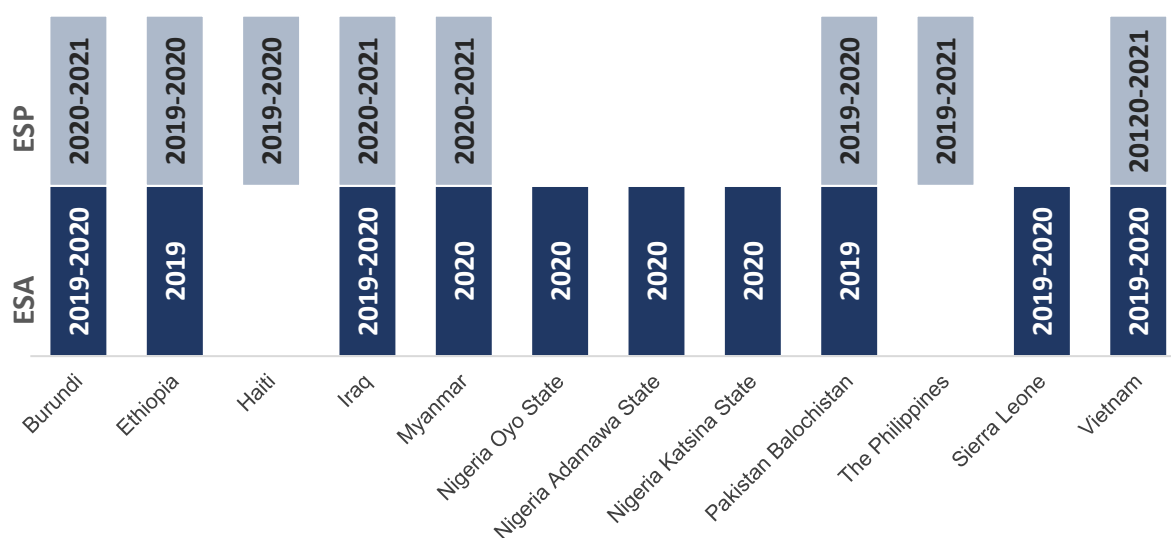
The refugee crisis has put increased pressure on countries already in fragile contexts. An important part of IIEP's crisis-sensitive work is focused on helping MoEs integrate education for refugees into their national education systems, to ensure that every child has access to a quality education. The MoE of Kenya affirmed its commitment to including refugees and asylum seekers in the national education system through the development of a five-year costed action plan for inclusion, to be endorsed in 2020/2021. IIEP provided technical support by facilitating policy discussions and contributing to the plan development. The action plan will open up new funding opportunities, allowing the government and partners to align multiple financing sources and potentially attracting additional investment.

As part of the multi-year UNICEF programme in Ethiopia, IIEP training courses have strengthened the coordination, planning capacity, and management of education provision in refugee and host communities. Notable 2020 activities included workshops, which furthered the integration of schools attended by refugees into Ethiopia's national supervision and inspection systems. For the first time, refugee education is included in Ethiopia's draft national five-year strategic planning document, ESDP VI, to be validated by the end of 2020. This integration is a key milestone in the recognition of refugee education needs at the federal level.

Continued support to education sector analysis and plans

IIEP's support to education sector analysis and sector plans continues to be part of the Institute's core offer. In 2020, IIEP supported preparations of eight education sector analyses / situation analyses (ESA) and eight ESPs.

Countries receiving support for ESA and ESP in 2020



Recent developments underscore the power of ESAs and ESPs to make a real difference, with IIEP's support contributing to important changes in the ways in which MoEs plan and manage the Education sector. Notable results include the following.

Demonstrated leadership in sector planning

Following IIEP's technical support and capacity development activities, several countries have demonstrated stronger national leadership in sector analysis and planning. Some examples include:

- Haiti.** Despite Haiti's particularly challenging socio-political situation, further aggravated by the COVID-19 crisis, a national technical committee has produced a final draft of the country's 10-year education sector plan. While this is a truly national accomplishment, IIEP's way of interacting with and guiding the committee contributed to the achievement. At the outset, IIEP advised on the composition of the committee, which includes representatives from the public and non-public sectors. This is in sharp contrast to two earlier plan preparation processes in Haiti, which relied heavily on individual consultants.
- Nigeria.** IIEP's support was an opportunity for the OAK States (Oyo, Adamawa, Katsina States) to work together towards common national objectives, which otherwise rarely occurs. Drawing on the ESA findings, a simulation model was developed for each of the OAK states and their respective ESPs pay close attention to gender responsiveness. IIEP's facilitation of the work promoted strong state team ownership and leadership, a necessary foundation for effective plan implementation.
- Guinea.** The 2020–2029 Education Sector Plan identified TVET as a new priority. It was the sector analysis and plan preparation processes, involving all three education ministries, the discussions in the national technical team, and consultations, that allowed TVET to emerge as a strong national priority. *"The originality in the development of the ESP,"* said a senior ministerial official, *"was that, although the national team was accompanied by IIEP, its experts never imposed their choices on the team. The strategic choices were entirely proposed to decision-makers by the national team"*. In July 2020, Guinea's Prime Minister announced a 20% increase in the 2021 budget allocations for the education sector compared to 2020, with an explicit mention of TVET as a national priority.

Robust ESAs and ESPs contribute to improved sector management

Several recent country experiences indicate how high-quality sector analysis and plans have had positive effects on the ways in which ministries manage the education sector:

- **Annual reviews in Jordan:** Since the launch of Jordan's ESP in March 2018, the MoE has organized two annual reviews of the ESP implementation. These types of reviews, which are a first, are led by the Ministry's Planning Department and include a broad range of stakeholders. They have proven useful for achieving a common understanding of sector progress and for planning the work ahead in a coherent way. IIEP was instrumental in the development of a solid and well-structured plan, including the M&E framework, with its key performance indicators, which in turn have been critical for the constructive framing of the annual review meetings.
- **Sector-wide coordination in Sierra Leone:** In 2018, the former MoE in Sierra Leone was split into two, with one ministry responsible for tertiary and one for basic education. The ESA exercise provided, for the first time, a technical platform for the two MoEs to sit at the same table and discuss common policy issues of relevance for the whole education sector. *"Their output is our input"*, a senior tertiary Ministry official acknowledged during a workshop in Dakar in February 2020. The work on the ESA in Sierra Leone also led to the first-ever census of higher education and tertiary TVET institutions in the country, with valuable guidance from the IIEP Dakar office.
- **Clarified responsibilities in Guinea:** The work on the ESA and ESP in Guinea in 2018 and 2019 prompted the adoption of a new Government regulation in April 2020 that clarifies the responsibilities of the different ministerial units involved in education sector planning and monitoring. As a result, the 2020 annual work plans have been prepared in a more efficient way. It was through IIEP's technical support, particularly the institutional analysis included as a chapter in the ESA, that confusions over responsibilities in the planning process were identified and subsequently resolved.

BOX : The Gender at the Centre Initiative – addressing barriers to gender equality at the system level

The GCI programme, a major multi-stakeholder partnership launched at the G7 meeting in July 2019, aims to expand policies, strategies, and plans that ensure a systematic approach to achieving gender equality in and through education. An important achievement in 2020 was the operational establishment of the GCI team at IIEP Dakar, which will be joined in early 2021 by two United Nations Girls' Education Initiative (UNGEI) staff members to strengthen the coordination of the initiative at the global and local levels.

Other notable 2020 activities included the launching of country-level technical assistance. IIEP provided gender expertise for the Sierra Leone ESA, support in Nigeria for a gender analysis that was integrated into the ESA in federal and state levels, and the formulation of a technical proposal in Mali to strengthen the MoE's capacity to plan and manage gender-sensitive education policies. IIEP also organized its first training on gender-sensitive education sector planning. The four-week training equipped 35 national executives and managers in MoEs with the skills to better integrate gender into all stages of educational planning.

Sector management moving up the agenda

The COVID-19 crisis has been an important reminder of how, where plans were in sync with existing management systems, effective responses were possible. There is a growing demand from Member States for IIEP support to a range of management processes and tools, which encompasses a broad spectrum of work areas. Mindful of the importance to remain strategic, IIEP refrains from micro-level support, to concentrate on the system level. Such work in 2020 included the management of two resources that are very much a central level responsibility, and key to any system – from finances to personnel – namely M&E. In addition, one major project focused on TVET, an essential sub-sector with many management specificities and therefore requiring special attention.

Financial management

Budgeting bottlenecks identified: Education line ministries often face difficulties in their discussions with the Ministry of Finance concerning budget preparation and implementation. In 2020, IIEP looked into the planning, budgeting, budget implementation, and financial performance measurement process in Senegal, in the context of the ongoing finance law reform implemented in the West African Monetary and Economic Union (WAEMU, UEMOA in French). This work provided the opportunity to clear up ambiguities and misunderstandings between ministries, as well as to identify bottlenecks in the planning and budgeting process. In particular, it was found that the macroeconomic framework, while useful for long-term planning, is not the appropriate tool for short-term budgeting, which requires another round of negotiation and trade-offs.

Human resources (HR) management

Harmonized and more efficient HR practices: The complexities and potential inefficiencies of HR management can lead to many obstacles in educational planning. IIEP has been supporting the MoE in Burkina Faso in addressing these issues through the development of a new HR manual and a manual on staff deployment regulations. Staff trainings on these improved tools were carried out in 2020. Trainees mastered the training content and techniques so well that they then delivered it, on their own, to some 70 participants from provincial and regional offices. By raising awareness about the tools and good HR practices, these trainings contribute to harmonizing HR management practices at all levels of the educational administration and to speeding up HR procedures processes.

M&E

Improved capacities to monitor and evaluate national plans: M&E is a critical part of both plan preparation and implementation processes. IIEP is increasingly supporting the development of M&E frameworks as part of countries' national education plans, including in Mongolia (Education Sector Mid-Term Development Plan 2021–2030), Cambodia (ESP 2019–2023) and Iraq (National Education Strategy 2021–2030). This focused support has contributed to stronger and more coherent education sector medium-term plans, building the basis for plan implementation.

Taking into account the specific needs and contexts of Latin America, the IIEP Buenos Aires office developed a Technical Cooperation Toolbox on M&E. This toolbox will allow technical teams in Member States across the region to review, adjust, and improve their M&E systems.

Managing TVET in West Africa

Establishing partnership frameworks in TVET: In 2020, IIEP Dakar's ongoing support to public-private partnerships in TVET achieved important results in Mauritania. In line with the country's action plans, key partnership tools and mechanisms were finalized. In this context, the Mauritanian Government issued a ministerial order formalizing the establishment of a dedicated mechanism for the recognition

of prior learning. Following a specific request from the Government, IIEP Dakar also launched the design of a Sectoral Partnership Framework for the energy and electricity sector.

Regional cooperation and TVET harmonization: IIEP Dakar pursued its support to the platform that shares and pools vocational training tools and resources in the eight WAEMU countries and Chad among national stakeholders. The exchanges through the platform set the ground for harmonized qualifications frameworks at national and regional levels, a domain of strategic importance for the future of the TVET sub-sector in the region.

Alternative formats for technical cooperation in Latin America

As an alternative to the classic bilateral technical cooperation format, IIEP's office in Buenos Aires has expanded other ways of working, including peer exchanges, South–South cooperation, knowledge sharing, and multi-stakeholder cooperation. Two such initiatives include:

The Network of Specialists in Educational Policy of Latin America (RED), a highly valued online community of practice that fosters exchange of experiences and practices between governments through high-level regional technical dialogues. In 2020, the RED organized three regional technical dialogues on ECE, TVET, and educational financing policies in Latin America, with government officials from Costa Rica, Chile, Peru, and Uruguay.

The Latin American Network for Rural and Ethnic / Intercultural Secondary and Middle Education, where IIEP in partnership with the Porticus Foundation provides a space for ministries, secretariats, universities, and civil society organizations to share policy, planning, and management advice for rural intercultural education across the region.

Medium-Term Result 1.4

Ensure capacity development programmes contribute to sustainable national capacities

Tailor-made capacity development programmes continue to be an important part of IIEP's technical cooperation work. In 2020, those programmes focused either on a specific theme and country (Argentina, Cambodia, Guatemala, Haiti, Panama) or an entire region (the Eastern Caribbean states, Latin America). Overall, the COVID-19 pandemic had a less severe impact on the delivery of these programmes than on other technical cooperation work. It has proven far easier to do training of individuals at a distance than organizational capacity development at a distance. Although some planned face-to-face training sessions had to be replaced by distance sessions, or indeed cancelled, in most cases it has been possible deliver high-quality training through virtual means.

Guatemala and Panama. Stronger EMIS for evidence-based policy-making

In IIEP Buenos Aires, the focus was on strengthening education management information systems (EMIS), with two courses in 2020 – at the request of the MoEs in Guatemala and Panama. The course in Guatemala on system indicators lasted for 10 weeks and had 33 participants; the EMIS and statistics course in Panama involved 32 government officials over 18 weeks. These programmes strengthened

the capacities of public officials in processing and interpreting statistical data, essential for taking informed policy decisions.

[Cambodia. Improved staff capacities to develop education plans and budgets](#)

After a recent staff transformation in Cambodia's Directorate General for Policy and Planning, the Ministry of Education, Youth and Sports requested IIEP's support to develop the capacities of staff in EPM. A blended training programme, offered to 17 participants throughout the year, has enabled staff in the planning directorate to gain the competencies and skills needed to exercise their tasks more effectively. The programme is equivalent to IIEP's residential ESP course and will allow at least two participants to complete next year's ATP. Aided by IIEP's extensive experience with and knowledge of the Cambodian educational planning cycle, a core set of staff improved their individual capacities to produce quality plans and budgets and to conduct meaningful monitoring exercises.

[Haiti. Some progress in strengthening decentralized educational planning capacities](#)

Since 2017, IIEP has worked closely with the educational administration in Haiti, in a major programme funded by the European Union (EU). The purpose is to strengthen the planning and management capacities of the country's 10 departmental offices. A learning-by-doing approach is used, in which training sessions are linked to coaching in the work place on specific planning tasks and tools. In 2020, a harmonized template for the departments' annual operational plans was developed and will be used for the development of all 2021 plans. In recognition of the challenging working environment in Haiti, IIEP revised its working modalities by giving even stronger priority to types of support that can be given remotely. Most notably, this has included the development and delivery of an entirely new and innovative eight-week distance course for 150 departmental officials.

[Eastern Caribbean States. Strengthened planning capacities](#)

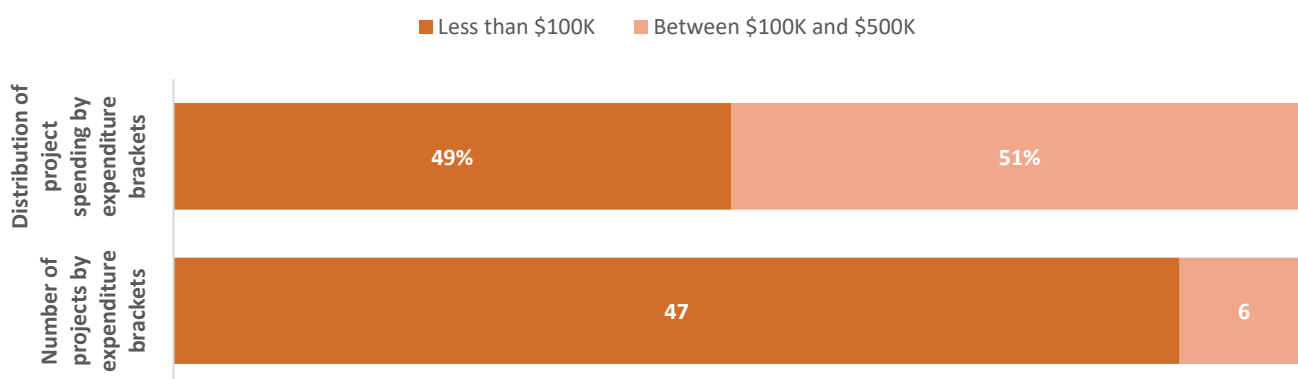
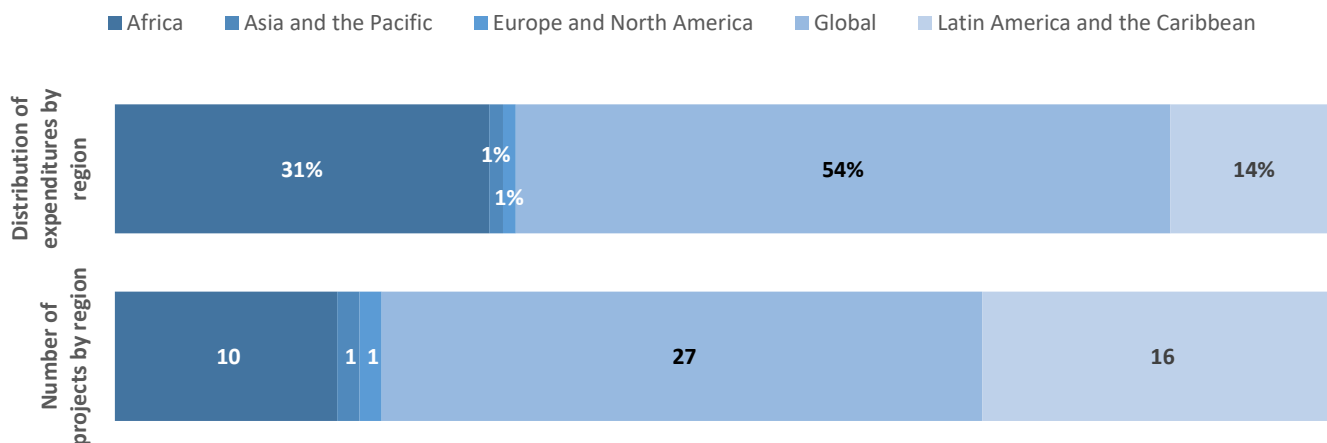
Initially, IIEP intended to offer an in-person training workshop on the fundamentals of education sector planning to some 15 educational planners from the 9 territories of the Organization of Eastern Caribbean States (OECS). Due to COVID-19 disruptions, the workshop had to be offered at a distance. The opportunity, however, was taken to thereby reach a wider team of some 45 officials, including chief education officers, curriculum officers, and supervisors. By strengthening the capacity of planners and other education officers, the programme aims to create a culture of high-quality planning and implementation within OECS education systems. This would not only boost the realization of learner achievements, but also enhance the coordination and integration efforts nationally and between Member States.

Research & Development portfolio overview – 2020

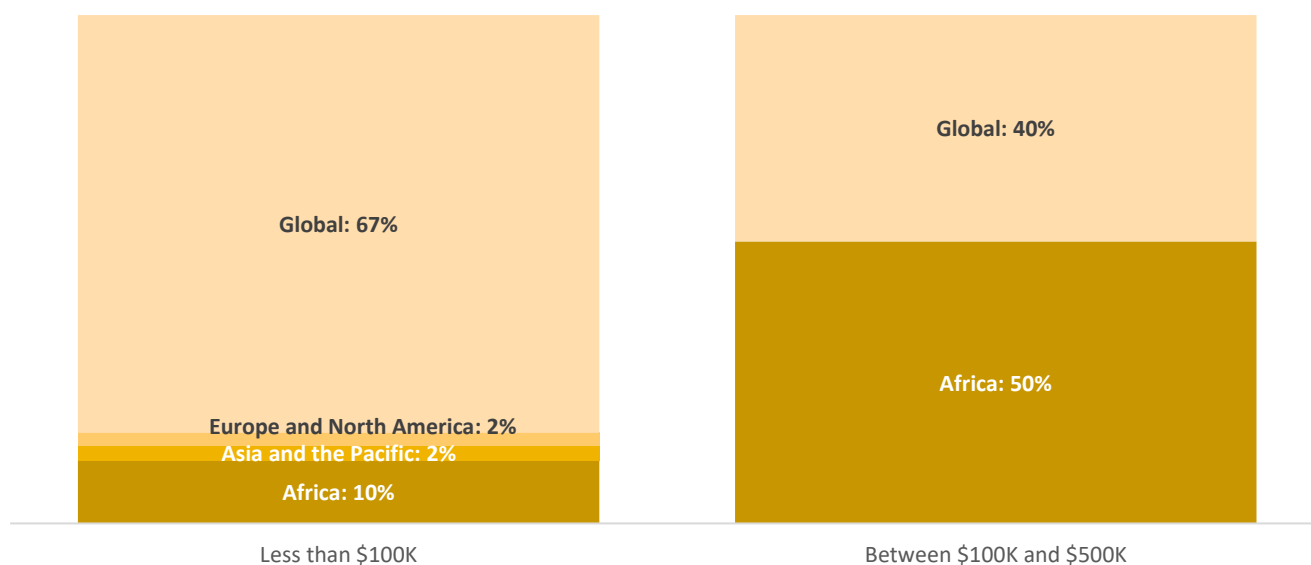
\$ 2,315,824

Total planned budget for 2020, including staff cost¹³ (Forecast)

53 projects¹⁴ 66 countries



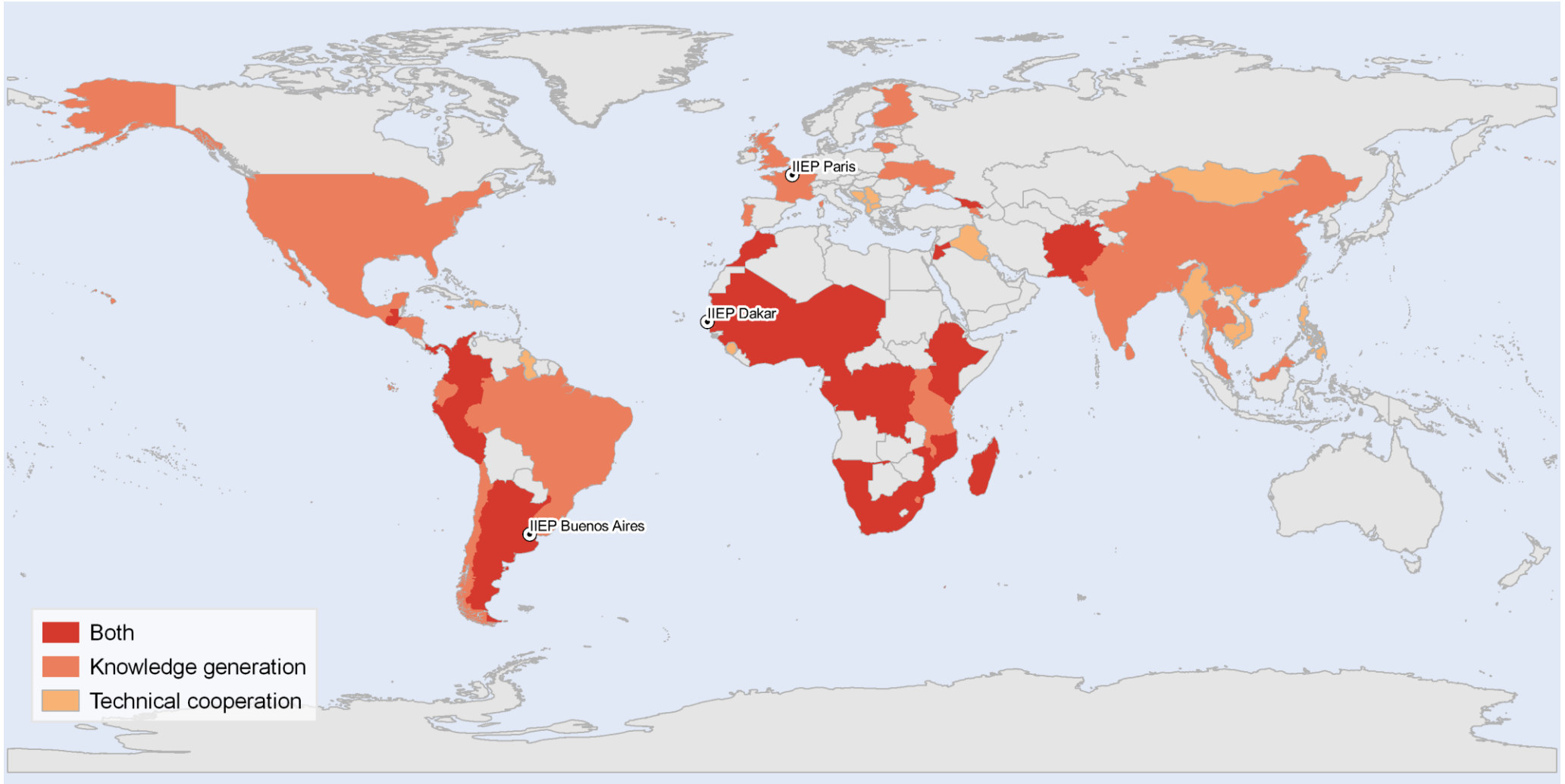
Distribution of projects by expenditure brackets and region



¹³ Total figure given here in the Programme report does not match exactly the “Research & Development” total given in the Finance and Budget report because of differences in methodology.

¹⁴ Count includes projects without allocated budget but with staff time expenditure.

Geographical distribution of Technical Cooperation and Research & Development projects, 2020



Calculations made with data from Planview (IIEP project database) extracted on 24 November 2020

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

Medium-Term Result 2.1

Produce state-of-the-art research

IIEP believes in the power of research to inform policy-making and implementation. Its findings are grounded in a robust comparative analysis of a range of contexts and countries, including those affected by crises, and help decision-makers identify constraints, bottlenecks, and good practices.

This chapter identifies key outputs and outcomes, directly contributing to the reception and influence of IIEP's research. It highlights how the Institute's research contributes to (i) generating knowledge for a range of audiences, (ii) boosting stakeholder capacity, and, ultimately, (iii) informing policy decisions.

COVID-19's impact on research and development work

IIEP faced several practical challenges in the implementation of its research and development (R&D) work due to the COVID-19 pandemic. Studies were delayed by the difficulty of doing fieldwork, and events had to be cancelled. Yet, the pandemic provided an opportunity to explore new ways of working and to adapt projects to this new reality. As a result, new activities were initiated to address emerging needs, studies were redesigned using online tools and reoriented to address the COVID-19 context. The Institute's adaptation of its R&D work to the conditions of an unprecedented global pandemic proved both its resilience and versatility.

In order to provide timely information to MoEs, IIEP curated a large quantity of documents, guidelines, and reports on COVID-19, as they were published. The Buenos Aires office's Information System on Educational Trends in Latin America (SITEAL) portal sorted and compiled COVID-19 national response strategies within the region in a single, continuously updated, online document. Drawing on this work, Costa Rica's High Council for Education (CSE) requested a presentation from IIEP Buenos Aires that analysed trends in the responses of Latin American education systems and outlined post-pandemic scenarios for education.

Several research projects were adapted to a virtual format:

- For the "SDG 4: Planning for flexible learning pathways in higher education" project, dissemination strategies were reimagined to allow improved sharing of results with local audiences.
- On [World Teachers' Day](#), findings from the "Organization and management of teacher careers" project were discussed, together with insights from the Institute's online forum on "Effects of COVID-19 on the education workforce", on Radio France International. The [audience](#) for this programme exceeds 3 million listeners across francophone countries, some 80% from the African continent. IIEP researchers were invited on the programme in [September](#) to discuss school re-openings in Africa, alongside two current Ministers of Education (Democratic Republic of the Congo and Niger) and the former Minister of Education of Haiti.
- The second Learning at the Bottom of the Pyramid conference, organized in collaboration with the University of Pennsylvania and the British Foreign, Commonwealth and Development Office, was redesigned into a series of webinars in November and December 2020. The delay

from the original May conference allowed country case study authors to include evidence on how the pandemic relates to the learning of the most marginalized.

Research used for policy decisions

IIEP's research processes and products aim to inform policy identification, selection, formulation, and implementation. For instance, the "Use of learning assessment data" fieldwork in 2019 in Namibia led the MoE this year to reflect on how to develop a new national assessment policy, building upon IIEP's research. Such interactions between decision-makers and IIEP researchers, which are not uncommon, were also stimulated by the projects on teachers of refugees in Ethiopia and on cities in France. Below are but a few examples of how IIEP's research has been of practical use to partner countries, influencing practices at system level.

Flexible Learning Pathways: National research report feeds into Finnish higher education policy discussion

The report on Finland informed the drafting of the Government's Education Policy Report to Parliament and a National Plan for Accessibility of Higher Education (2020). It was also published by the Finnish Education Evaluation Centre, and made publicly available on their website.

Integrity planning: IIEP's support to Montenegro to help the country adopt a chart of ethics

Following a 2018 study visit on "Integrity in higher education" organized by IIEP in partnership with the Council of Europe (CoE), the Government of Montenegro adopted a law on academic integrity and established a national committee on ethics. In 2020, the CoE called on IIEP to assist this new committee to draft, adopt, and enforce a chart of ethics for all higher education institutions in the country.

IIEP policy recommendations influence education strategies at national and decentralized levels

IIEP's research in integrity planning directly fed into policy dialogue on 'Combatting corruption in higher education' in Uzbekistan at two events: (i) a national conference bringing together more than 100 participants, organized by UNESCO Tashkent Office in collaboration with the Ministry of Higher and Secondary Special Education, the Academy of the State Prosecution of Uzbekistan, and the Youth Union of Uzbekistan, and (ii) a training seminar for representatives of higher educational institutions from Tashkent and the Ferghana region. This led to the development of a road map to fight corruption in higher education with strategic objectives, activities, timelines, and implementation partners.

IIEP's research project "Local challenges, global imperatives: cities at the forefront to achieve Education 2030" is directly contributing to the improvement of education strategies in the four French cities studied (Saint-Quentin, Grigny, Orvault, and Ivry-sur-Seine). This research's added value lies in enabling cities' education authorities to critically analyse their own policies and processes. Policy recommendations drawn from the research are being used by city authorities as a roadmap to refine the implementation of their education strategies:

"IIEP's study will prove useful in enabling us to refine the design, implementation conditions, and management of the 'Cité Educative'. In particular, the city [educational authorities] will take on board the suggestions for the development of the education strategy that IIEP's states at the end of the study."
(Mayor of Grigny).

"We have at our disposal a valuable tool for conducting our educational policy. [...] The mayor and his deputies [...] have told me how much this analysis will serve as a basis for their action for the next six

years, considering this tool as an extraordinary opportunity to shed light on avenues for improvement.”
(Deputy Director General for Education, Orvault).

The research results have proved valuable beyond these four cities, serving as the basis of technical discussions in French city networks, in particular ANDEV (National Association of Cities’ Education Directors). They have also been integrated into the UNICEF [2020-2026 Guide for Child-friendly cities](#).

IIEP research is being picked up by in-country practitioners

The recently completed Ethiopia case study on teachers of refugees demonstrates how a collaborative approach to research can facilitate development of context-sensitive policy recommendations which will be followed by in-country practitioners (such as the United Nations High Commissioner for Refugees (UNHCR) Ethiopia). The research and policy guidance will also inform strategies addressing needs of teachers in refugee settings, as an integral part of the country’s Education Sector Development Programme (ESDP VI).

Learning from the research process

IIEP’s research products are also meant to help practitioners acquire new knowledge and skills, even if these are not immediately applied in policy-making. Many methodologies, guidelines, and tools are used directly in IIEP’s training and capacity development activities. The research process itself can also be instrumental in enhancing capacities of research partners, allowing for knowledge exchange across borders, and promoting national dialogue. Successful cases are given below.

Knowledge exchange on Flexible Learning Pathways in Higher Education

Peer review webinars were organized in 2020 to discuss the findings of the eight in-depth national reports (Chile, Finland, India, Jamaica, Malaysia, Morocco, South Africa, and the United Kingdom). This process contributed to the enhancement of each report with national research teams and provided an opportunity for knowledge exchange on policy options and implementation.

Strengthening research capacities of national teams

A survey of MoE staff involved in the research component of the project to support quality management in education in sub-Saharan Africa showed how the project has led to capacity development, changing the professional practice of participants. They reported making better use of existing data, and being more attentive to the sources of figures presented to them, as well as having changed the way they approach challenges and conduct interviews and school visits:

“I no longer conclude my studies and class visits or inspection reports with recommendations, but rather with possible solutions developed with the actors. My reports now highlight how to improve what is already there and not the shortcomings.” (Member of a national research team)

Improved conceptualization of open government in the education sector

The various research activities for IIEP’s project on “Open government (OG) in education: Learning from experience” enabled the Institute to improve the conceptualization of OG within the educational field, introducing distinctions between open data, open budget, open contracting, social audit, and crowdsourcing. This includes seven case studies (on Colombia, India, Madagascar, Peru, Portugal, Ukraine, and the USA) and two thematic papers on parental involvement in school management, in India and in Africa. IIEP has also started to compare the perspectives of MoEs, teacher unions, parent-teacher associations, OG liaison officers, and development partners on this topic, through the global survey it led in 38 countries.

Ongoing knowledge generation projects

In 2020, IIEP released 10 major publications: three research books and seven technical reports (case studies, methodological guides, working paper, etc.). Research projects that are currently at the data analysis and drafting stage are presented below.

Adapting methods to local contexts

IIEP Dakar reviewed the competencies-based approach in TVET for a better adaptation to African countries' contexts. The study aims to support countries and their training centres to expand and tailor learners' skills to meet the expectations of a changing world, where often technical skills no longer suffice.

Building evidence for more equitable secondary education systems

Two studies were undertaken in 2020 to help Latin American countries create more equitable secondary education systems. The first, in collaboration with the United Nations Economic Commission for Latin America and the Caribbean (ECLAC), enquires into the expectations of youth and adolescents toward secondary education. The second, carried out in cooperation with UNICEF, in Brazil, Colombia, Ecuador and Peru, looks at existing rules, procedures, and policies on student access in situations of displacement, with a special emphasis on refugees and migrants.

Change agents: new evidence on instructional leadership at the middle tier

Instructional leaders at the middle tier of education systems – such as teacher mentors, coaches, and system leaders – are in a key position, at the intersection of policy-making and direct interaction and support to teachers and head teachers. IIEP is currently researching how such practitioners can become positive change agents in India, Jordan, Kenya, Rwanda, Shanghai, and Wales.

Making knowledge accessible to policy-makers and beyond

In order to generate knowledge among IIEP's various audiences – in particular, to planners, decision-makers, international partner organizations, students, and scholars – and to generate interest in IIEP's research and activities, the Institute attaches the utmost importance to the dissemination of its research results. Examples are IIEP's presentation of the results of its project on Cities, to over 500 participants during a joint webinar with the UNESCO Institute for Lifelong Learning (UIL) and the PASCAL Observatory, and the pre-release of the Working Paper *Change agents, the emergence of professional learning leaders at the middle tier of education systems*, during a joint IIEP-Education Development Trust webinar prepared in the framework of World Teachers' Day, with over 100 participants worldwide.

Growing database of research documents to inform educational policies in Latin America

Empirical research on education policy from years past constitutes a key resource for educational planners when it comes to the design of education reforms and the definition of new education policies. To help planners find this earlier research, the SITEAL of IIEP Buenos Aires produces a database of research documents on education policy from academic centres, governments, and international organizations. In 2020, the database grew from 183 to 986 entries.

Regional education policy mappings redesigned and updated

To provide policy-makers with an up-to-date overview of the state of education policy in the region, and to encourage mutual learning between Member States, in 2020 IIEP Buenos Aires updated and redesigned its 19 education system country profiles and 19 early childhood country profiles to include a stronger focus on equity, inclusion, and the right to education. All 38 country profiles were also translated into Portuguese to make them accessible to policy-makers from Brazil, Latin America's largest education system. Moreover, the range of thematic mappings offered to policy-makers on SITEAL was expanded to include a regional mapping of education financing policies, raising to nine the number of themes.

Feeding into national consultations on teacher careers

Following IIEP's publications on management of teacher careers, the Indonesia MoE is now seeking technical support from the Institute on this topic. In France, IIEP has been invited to share findings on teacher careers at the Grenelle de l'éducation, a broad consultation launched by the French Minister of Education, Youth and Sports to undertake a profound change in the education system and the professions of the national education staff. One of the key objectives is to reflect on options for giving better recognition to teachers.

Dialogue on the use of learning assessment data in policy decision-making

The case studies from the IIEP research on the "Use of learning assessment data in policy decision-making" helped promote national level dialogue on learning assessments – a positive initial step, though intermediary with regards to the system level types of outcomes IIEP pursues. In Guinea, the evaluation agency held a large meeting to discuss results of the case study. Similarly, in the Gambia, the results were disseminated at a large national event gathering 200 Ministry officials. The Latin American case studies and policy recommendations also aim to inform decision-makers throughout the entire policy cycle.

Medium-Term Result 2.2

Develop and adapt methodologies, norms, and tools

In addition to producing knowledge (MTR 2.1), it is also IIEP's role to develop and disseminate educational planning and management tools, guidelines, and methodologies as public goods. Most tools developed in 2020 are meant to be adapted to the national context. They aim to inform the planning cycle as well as to improve the use of evidence for priority setting and policy formulation.

Tools to support decision-makers in key areas of planning

Planners and managers of education systems know best the particular challenges and opportunities in the territories they cover. IIEP designs methodologies and tools to help them identify key levers for transformation and make informed policy choices.

The Online Policy Toolbox

The Policy Toolbox is an online public good, a searchable catalogue comprising more than 500 policy options organized under 49 policy issues related to access and completion, learning, and equity and inclusion. Developed in line with IIEP's mandate to make applied knowledge on EPM accessible to policy-makers and stakeholders, it aims to provide users with a quick and informative overview of

available policy options. In addition, it encourages users to explore further sources on the proposed policy options and to evaluate which best respond to the educational challenges and needs of their specific context. After leading extensive user-experience and pilot surveys, the Policy Toolbox was made public online in September 2020.

The first data collected from users has been enthusiastic: 89% stated that they are likely to use the Policy Toolbox in their professional practice. Rich qualitative feedback was also provided during the pilot phase, including remarks such as the following from one participant:

“The Toolbox is well designed, and important indicators related to education policies are captured here that will help the policy-makers and technical staff working in education sector to use and make their policy decision-making more rational and information based.”

(Siddiq Majidi, Head of Policy Unit, MoE, Afghanistan - and beta tester)

Planning to fulfil the right to education

IIEP developed guidelines to ensure that ESPs reflect international and national commitments towards the right to education (forthcoming). Based on a grid that selects key points from the Abidjan Principles, these guidelines support educational planners in ensuring that their plan reflects all key elements. A second tool with the same aim, the “Educational Sector Analysis Manual to monitor compliance with the right to education in Latin America”, was launched this year by IIEP Buenos Aires. The manual was developed jointly with UNICEF.

Capacity development for integrity planning

In 2020, IIEP carried out training and capacity development activities rooted in its long-running research programme on integrity planning, using tools, methodologies, and policies put together by IIEP on related issues over the years. These activities included, among others, two integrity assessment reports and a new online course on “Transparency, accountability and anti-corruption measures in education” bringing together some 80 participants from 13 countries.

Gender methodologies

The Dakar Gender at the Centre Initiative (GCI) developed three draft methodologies: (i) one to integrate gender in ESAs, (ii) a methodological guide on the gender dimension of institutional analysis, and (iii) guidelines to help decision-makers ensure that gender equality is mainstreamed in COVID-19 response plans.

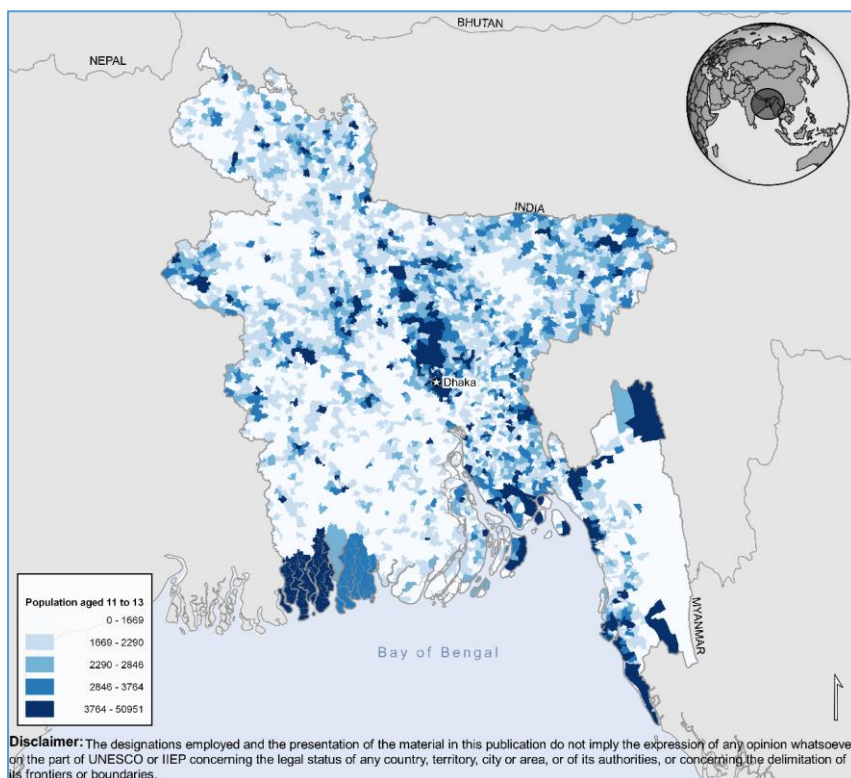
Improving the use of evidence for policy formulation

The ever-growing quantity of both available data and technologies capable of processing large amounts of information represent both an opportunity and a new challenge for planners and managers of education systems. More data relevant to educational planning is available than ever before, on demography, geography, infrastructure, finances, education statistics, learning achievements, HR, etc. Data are also increasingly available at the national and local levels. To help planners and managers harness these opportunities and make use of these data sources, IIEP is exploring the potential of recent technologies, such as geospatial data and machine learning.

Geospatial data in educational planning

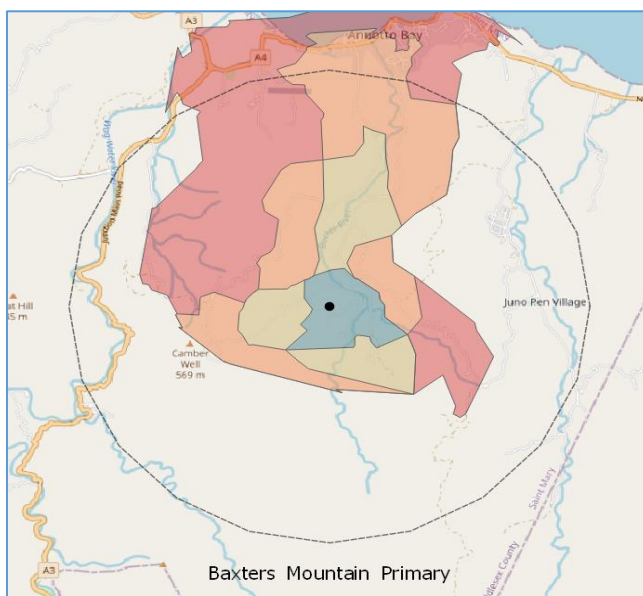
In 2020, IIEP began to fully implement its programme on using geospatial data to improve educational planning. Key areas where geospatial data and innovative techniques could be used were identified. Moreover, working with a range of institutional partners, IIEP designed five tools for improving micro-planning that are in final stages of development:

1. **School-age populations at local level:** Planning departments often do not have access to school-age population estimates at the district level, preventing the calculation of key education statistics. To tackle this problem, IIEP developed a methodology with the inputs of WorldPop, at Southampton University (United Kingdom), the global reference for local-level population estimates.



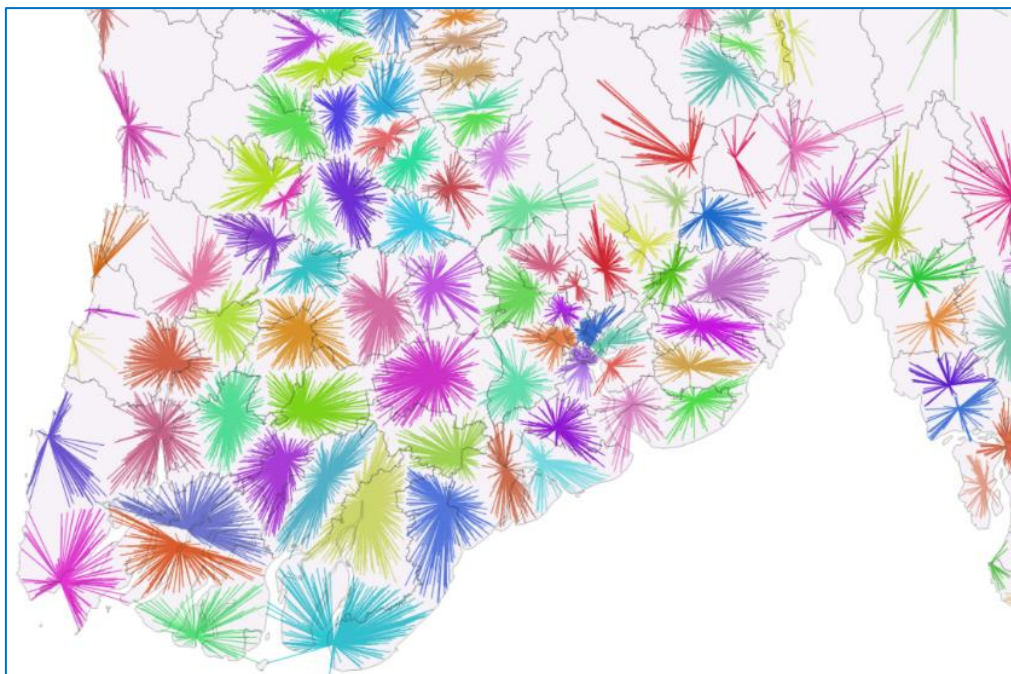
Secondary student density in Bangladesh: Reconstructed estimates for population aged 11 to 13, by Union, 2019

2. **Isochrone-based catchment areas:** IIEP designed a methodology that captures walking time to school (by 30-minute increments), taking into account road conditions, instead of the traditional catchment areas usually visualized as buffers around schools and using a fixed distance as the crow flies. This new methodology, developed in collaboration with Gispo Ltd (Finland), allows planners to examine how learning opportunities are actually supplied over a territory, and draws attention to questions of equity for learners who have longer journeys to school every day.



Walking to school in Jamaica: Isochrone by 30-minute increments for the Baxters Mountain Primary school

3. **Optimized inspection route:** Resource scarcity is a common cause of limited, infrequent, or non-existent school visits for inspection or supervision. In order to optimize the travel time and associated costs, IIEP developed (in collaboration with Gispo Ltd) a model that help determine the optimal distribution of schools to teams of inspectors, and optimize the routes that will maximize the number of visited schools.



School clustering in Myanmar: the map shows distance between school buildings and main Township city. It allows to explore cross-district collaboration patterns to rethink and optimize inspection circuit

4. **Location suitability for infrastructure:** New infrastructure needs to be built in the most suitable location to resist natural hazards. In collaboration with the United Nations Institute for Training and Research's Operational Satellite Applications Programme (UNITAR's UNOSAT), IIEP developed a tool that uses multi-criteria decision analysis to find suitable areas for new infrastructure and to identify risk-prone areas.
5. **Geographically weighted analyses:** IIEP developed a methodology that uses geographically weighted regressions to obtain maps, which allow policy-makers to see where interventions have more impact, compared to areas where these have limited results.

To help planners and managers use geospatial data to improve educational planning, IIEP developed an online self-paced training manual. This provides simple and clear guidance on basic mapping techniques using the free open-source software for cartography and geospatial analysis, QGIS. Furthermore, 30 IIEP colleagues have been trained on how to use this software.

Facilitating the analysis of data for the production of ESAs

In light of the considerable amount of time normally needed by national teams and IIEP experts to clean, process, and graph information from the national EMIS in the production of an ESA, a semi-automated Excel workbook is being developed to expedite the calculation of relevant graphs and tables from Chapter 2 of the *Education Sector Analysis Methodological Guidelines, Vol. 1, "Enrolment, internal efficiency and out-of-school children"*. IIEP will make this practical tool available on its website.

Assessing the capacity of training providers in educational planning and management

In 2020, IIEP finalized the set of guidelines for assessing the capacities of NTPs to design, develop, and deliver training in EPM. This methodology, designed to improve the support given to NTPs, will help IIEP ascertain whether key components of a sound national training institution are in place. The guidelines will be used to design IIEP's engagement in projects, strengthen capacities of NTPs, and develop robust support strategies adapted to the training institutions' specific needs.

Medium-Term Result 2.3

Support communities of practice with resources and opportunities

In the first days and weeks following schools closures around the world, IIEP developed COVID-19 related tools and resources to support UNESCO Member States navigating these challenging times. Thanks to the coordinated efforts of all IIEP offices and units, and in close coordination with UNESCO, dedicated sections, including toolkits, were created on [IIEP's global website](#) and [IIEP Buenos Aires' website](#).

These efforts to reinforce IIEP's digital presence in light of the pandemic are answering the needs of the Institute's audiences and resulted in a significant increase in visits to its web platforms between March and September 2020, compared to the same period last year. This was particularly true for IIEP's global website, Buenos Aires' digital portals, and the Planipolis database, which was cited among "[Eight tracking tools on COVID-19 data for education](#)" by GPE.

Web content on the reopening of schools ([web article](#) and [Info Note](#)), in particular, has proven to be of great interest to IIEP audiences, with the two related web pages together attaining a record high of over 75,000 views. The Institute's presence on social media also grew: COVID-19-related content generated more impressions and engagement than other IIEP posts, with interactions (likes, sharing and comments) up as much as 118% during this period.



Positioning IIEP as a centre of excellence

Advocacy and outreach activities amplified IIEP's voice and enriched the public debate on issues of practical importance to its stakeholders. IIEP organized 27 events, and contributed to many more, most of them online: its expertise in educational planning and management was sought after, notably in light of the COVID-19 pandemic.

Audience analysis and needs assessment. To better position IIEP as a centre of excellence, the Institute also worked at better assessing and addressing its key audiences' needs. The Institute launched an audience analysis in March 2020. In September, a needs assessment was initiated, focusing on Latin American audiences' expectations in terms of capacity development (training and technical cooperation) and knowledge sharing (research and advocacy).

Over 3,200 responses were received to the online questionnaires. In addition, 25 one-to-one in-depth interviews were conducted with key stakeholders (representatives from MoEs, donors, alumni, teachers, research centres, and partner organizations) from around the globe, corresponding to IIEP's five main audiences:

1. Authorities (policy-makers) from ministries or other educational government agencies, at a national or sub-national level;
2. Technical staff of ministries or other educational government agencies, at a national or sub-national level;
3. Individuals with influence in the education sector, such as members of international organizations, research centres, NGOs, think tanks, specialized media, teacher unions, private school organizations, and donors;
4. Education sector professionals (e.g. teachers, school directors, supervisors, etc.);
5. Members of the public and the media who are interested in education.

The needs assessment generally shows a great appreciation for IIEP's outreach and advocacy materials, research products, and communication tools, including the IIEP global website, e-newsletter, and publications. Respondent preferences vary across geographic audiences. The initial analysis of responses indicates a growing demand for online content, as well as for more focused, short, and synthetic content. Demand for ready-to-use tools is also very high.

The full results of the audience analysis will be presented in a comprehensive report and will assist IIEP in better tailoring its resources to the needs and preferences of its main target audiences.

Response to COVID-19. The Institute led the drafting of the United Nations Secretary-General Policy Brief on [Education during COVID-19 and beyond](#), which brought together 15 organizations.¹⁵ Serving as penholder on behalf of UNESCO was a unique opportunity for IIEP, increasing the profile of our technical expertise and our ability to lead collaboratively. The Policy Brief received extensive online news and social media coverage, key media outlets around the world (*New York Times*, *Al Jazeera*, *The Guardian*, *Xinhua*, etc.) picking it up and a television interview of the Director by the South African Broadcasting Service. The Policy Brief was praised as among the most successful of the series.

The breadth of topics addressed by IIEP's guidelines, [Issue Notes](#), and blogs reflects the complex ramifications of the pandemic on education systems. Working with UNESCO Headquarters and partner organizations, IIEP also contributed to a wide range of Information Notes, briefs, and guidelines addressing the consequences of COVID-19. These resources therefore touch upon a wide array of topics, as captured in the following table.

¹⁵ In addition to UNESCO, these included UNICEF, World Bank, ILO, UNHCR, the UN Development Programme, UNWomen, the UN Population Fund, the UN Office of the High Commissioner on Human Rights, the World Food Programme, the UN Economic Commission for Latin American and the Caribbean, UN Department of Communications, Education Cannot Wait, GPE, and the Education Commission.

| | |
|--|---|
| <p>Policy briefs</p> | <ul style="list-style-type: none"> • United Nations Secretary-General Policy Brief: Education during COVID-19 and beyond • T20 policy brief on Planning systems for recovery and resilience (Published on the occasion of the G20 summit in November 2020) |
| <p>News briefs published with Education Above All</p> | <ul style="list-style-type: none"> • COVID-19: A closer look at how ministries of education have responded • Addressing equity and inclusion during COVID-19 • Effects of the COVID-19 lockdown on teachers' livelihoods • Will we ever go 'back to normal' when it comes to student assessments? • Skills development during the COVID-19 pandemic: The experience of the Brazilian National Service of Industrial Apprenticeship • Coordinated approaches in higher education at the heart of successful responses to the COVID-19 crisis • (Forthcoming) A second series of News Briefs articles published with EAA. |
| <p>Articles, blogs, documents</p> | <ul style="list-style-type: none"> • Five key steps to support education for all in the time of COVID-19 (Referenced on both the UNESCO and the Inter-agency Network for Education in Emergencies websites) • The gender dimension of school closures (Also featured on the UNESCO website) • The expected costs of COVID-19 on education systems • Reopening schools: How to get education back on track after COVID-19 • Ways to plan for equity during school closures (Co-authored by the Assistant Director-General of UNESCO's Education Sector (ADG/ED) and the IIEP Director, published by the GEM Report's World Education Blog) • How 34 countries in Africa managed distance education in the context of COVID-19 (On the Global Partnership for Education's website) • (Forthcoming) Building back resilient: How education systems can prevent, prepare for and respond to health emergencies and pandemics (Produced with the UNESCO Section of Health and Education and the World Health Organization's Technical Advisory Group on education.) |
| <p>Issue notes published with UNESCO Headquarters</p> | <ul style="list-style-type: none"> • Supporting teachers and education personnel during times of crisis • Guidance for ministries on how to address School reopening • Anticipated impact of COVID-19 on public expenditures on education and implication for UNESCO work • Crisis-sensitive educational planning as a response to COVID-19 • Conflict-affected, displaced and vulnerable populations |

Four webinars, organized for Latin American audiences, attracted a record number of participants. The webinar entitled “¿Cómo planificar la vuelta a las aulas? Aprendizajes sobre la relación escuela-familias en tiempos de COVID-19” (“How to plan the return to the classroom? Learning about the school–family relationship in times of COVID-19”) reached over 47,000 views. Broadcasted in Spanish and Portuguese, it was attended by education experts from 19 Latin American countries, as well as from Cabo Verde and Angola. It was also relayed by 33 digital media outlets.

Webinars and strategic debates. In association with the Teaching and Learning: Educators Network for Transformation (TALENT), IIEP’s Learning Portal hosted a three-part learning series on the “Teaching and Learning of 21st-Century skills”. Its main focus was curriculum, assessment, and policy alignment of 21st-century skills. This series, held over a six-week period, combined an online discussion forum with live webinar sessions with national and international experts. Participants were also able to interact through live Q&A sessions and quizzes. Some 1,370 people attended the live sessions. Other online events this year included three [Strategic Debates](#) on: “Making schools a safer place”, “Planning education during COVID-19”, and “Resilience in higher education”.

Learning at the Bottom of the Pyramid. Following the first international conference, held at the University of Pennsylvania in March 2017, IIEP and the University of Pennsylvania co-published *Learning at the Bottom of the Pyramid: Science, measurement, and policy in low-income countries*. Building on this initial effort to spotlight the learning needs of the most marginalized, IIEP and Penn co-hosted a second conference online between 30th November and 8th December 2020. It brought together some 80 experts, authoritative researchers, policy-makers, and field-based practitioners, as well as other stakeholders, to discuss new perspectives and findings, with an increased focus on evidence-based approaches for improved policy design for disadvantaged populations. Partners in Côte d’Ivoire, India, Kenya, and Mexico presented case studies on how “learning at the bottom of the pyramid” is currently understood and how it is being addressed. This country focus will be further developed in the third phase of the project to be launched in 2021.

Media coverage. IIEP experts were invited to take part in a number of radio programmes (notably “7 milliards de voisins” on Radio France International), where listeners could hear them discuss such topics as ways to ensure continuity of learning and the plight of teachers during the health crisis. Articles and blogs were featured in the *Winnipeg Free Press* (Canada), on the UNESCO Teacher Task Force website, the [World Education Blog](#), the [Inter-agency Network for Education in Emergencies](#) website, and the Global Partnership for Education website, with blogs on [disability-inclusive education](#), [early childhood education](#), and IIEP Dakar’s [regional quality management support programme](#).

Sharing knowledge and tools

In 2020, IIEP strove to share knowledge and resources with its key audiences on a more regular and targeted basis. New formats (e.g. videos, infographics, podcasts) were developed to broaden the Institute’s reach and better adapt to audiences’ needs and constraints, notably in terms of internet connectivity. For example, an illustrated version of [Togo’s Educational Sector Analysis](#) was produced by IIEP Dakar. The use of WhatsApp was also initiated, notably to reach Latin American audiences.

New visual identity. Upgrades were conducted and accessibility standards reinforced on most digital platforms and on video material produced by IIEP, to allow for improved user experience, in particular for visually impaired audiences. IIEP digital platforms, including the Learning Portal, ETICO, the Health and Education Resource Centre, and Education for Resilience, were also revamped in 2020, in line with the Institute’s new visual identity, for a greater harmonization and stronger branding. IIEP Dakar’s website is also in the process of being redesigned.

Focus on higher education

Higher education has never been more in demand, and never has the global population enrolled in higher education been more diverse. An IIEP-UNESCO Working Paper on Policies for flexible learning pathways in higher education: Taking stock of good practices internationally was published in February 2020. Higher education was the focus of four policy briefs on internal quality assurance, which were also translated into French.

As part of IIEP's global research project "SDG4: Planning for flexible learning pathways in higher education", a series of national webinars were organized with government officials from Finland, India, Jamaica, Malaysia, and South Africa to share knowledge and recommendations. In November 2020, a Strategic Debate was held on the timely subject, "Resilience of higher education: What lessons can we draw from COVID-19?"

Partnerships. Partnerships in publications and other outreach were reinforced in 2020. These involved regional and international organizations (e.g. AFD [Agence Française de Développement], Education Development Trust, Institut de la Francophonie pour l'éducation et la formation, UNICEF), as well as UNESCO Member States (e.g. Niger, Sierra Leone). The Buenos Aires office established a partnership with the Serviço Social do Comércio (SESC), comprising all 27 subnational MoEs throughout Brazil, facilitating an outreach campaign targeting key Brazilian audiences.

Monthly e-newsletter. In 2020, IIEP increased the frequency of its public communication. A monthly e-newsletter was launched early in the year, highlighting important activities conducted by the IIEP training, technical cooperation, and research and development programmes of each office. Targeted newsletters were also sent out, on topics such as the resilience of education systems and the IIEP Policy Toolbox. The launch of IIEP's constituency relations management (CRM) system in October 2020 will contribute to a more targeted dissemination of the Institute's knowledge and resources in the future.

Bringing communities of practice together

Throughout 2020, IIEP's renewed communication efforts in four languages (English, French, Spanish, Portuguese) led to an increase in the number of IIEP followers, which now reaches more than 25,000 on Twitter, 13,000 on LinkedIn, and 13,000 on Facebook, and nearly 5,000 on YouTube. Compared to 2019, the number of new users of IIEP's global website more than doubled (+126%) between March and September 2020. The three offices led initiatives in several areas, but the special circumstances of the COVID-19 crisis greatly determined the types of support the Institute provided to MoEs worldwide.

Global COVID-19 platform for educational planners. One of the key elements of IIEP's response to the health crisis was the rapid setup of a global online collaborative platform dedicated to COVID-19. Close to 2,000 participants, from MoEs, IIEP's extensive training alumni network, humanitarian organizations, and donors, had access to the platform, while a critical mass of approximately 350 participants from 86 countries actively engaged in fora with the 30 IIEP staff mobilized from the three offices. This provided education professionals, faced with truly exceptional circumstances, with a space to share experiences, approaches, and strategies to respond to the crisis from their respective countries and organizations. The discussions, in French and English, were structured around eight themes: (i) Contingency planning; (ii) Equity and inclusion; (iii) Education workforce; (iv) Examinations and learning assessments; (v) TVET; (vi) Involvement of private actors in formal basic education; (vii) Ensuring quality higher education under COVID-19; and (viii) The future of education systems after COVID-19.

TVET. IIEP Dakar opened a new online space for experts in vocational training in Africa to regularly share information and experience. Launched in November 2020, [this platform](#) focuses on key topics (public-private partnership, linking training to economic needs, autonomous management of TVET centres) and activities in this field.

Latin America RED turns one year old. During its first year of existence, IIEP Buenos Aires' online community of practice, the [RED de Especialistas en Política Educativa en América Latina](#) (Network of Specialists in Educational Policy of Latin America) organized 13 virtual meetings and 18 forums. This online platform, designed to encourage peer exchange through high-level webinars, workshops, and discussion forums, now boasts 860 members, with participants from 19 Latin American countries, including representatives from 11 national MoEs. Three regional dialogues on early childhood education, TVET, and education financing were held with participation from government officials from Chile, Costa Rica, Peru, and Uruguay. Synergies were also developed with the Integration Zone of Central-West South America ([ZICOSUR](#)).

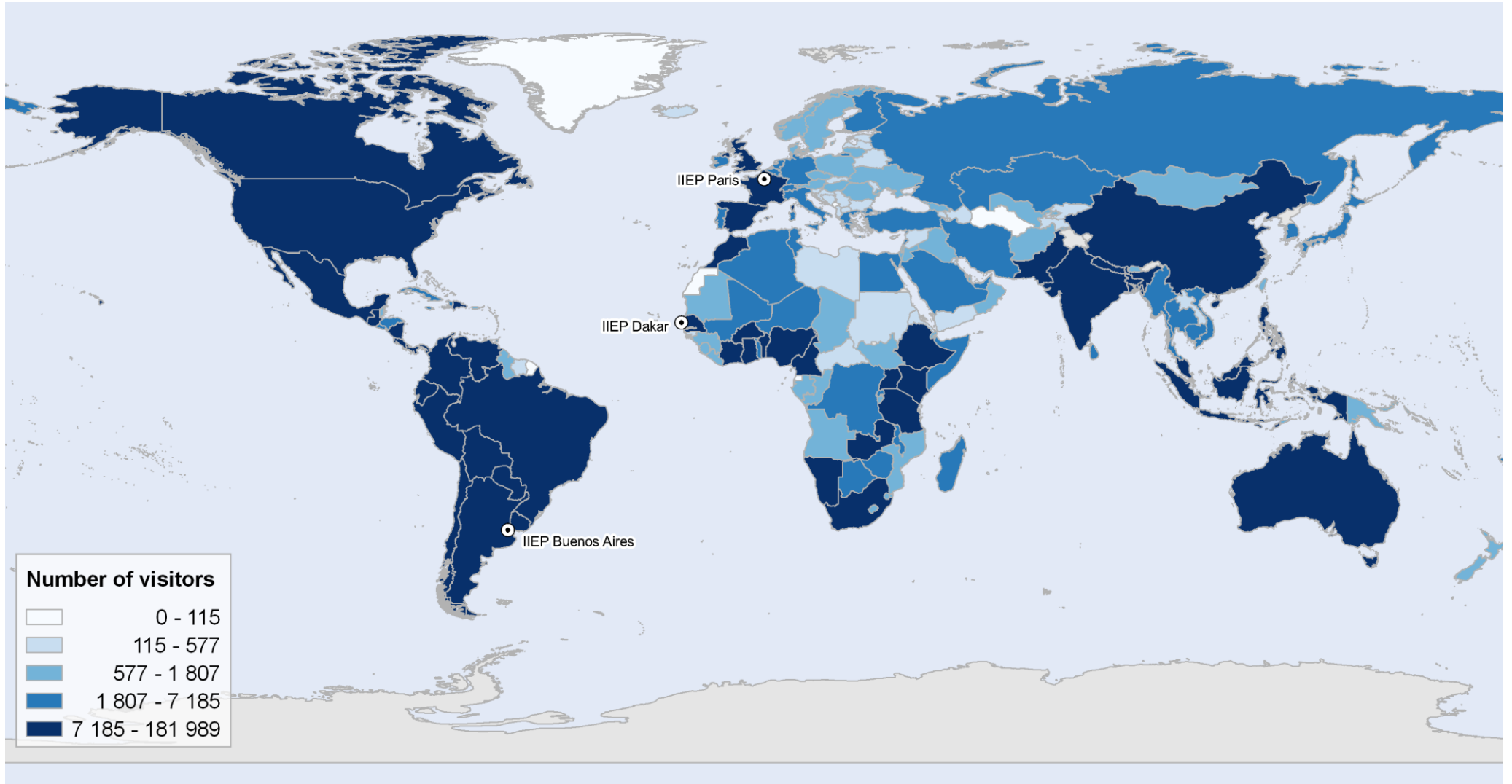
Alumni and trainees. Interaction and exchanges with IIEP alumni and trainees were pursued virtually, after face-to-face training courses were suspended due to COVID-19. In June and for the first time in its history, the ATP closing ceremony was held online: some 300 alumni joined the ADG/ED, UNESCO Permanent Delegations, National Commission representatives, and IIEP staff for [this event](#) to honour the 2020 cohort. Alumni were also at the core of IIEP's audience analysis, with a view to better assess and answer their needs. Their replies evinced a desire to be part of an active network that would allow them to keep in touch with "classmates", and share experience and learning opportunities.

[Latin America Regional Policy Forum "Inclusion in education post-pandemic times"](#)

The fourth edition of the Regional Forum on Educational Policy went 100% online to adapt to COVID-19 restrictions. Building on the 2020 Global Education Monitoring (GEM) Report and its [regional edition on Latin America and the Caribbean](#), the policy forum explored persistent barriers in the region to ensuring inclusive and equitable quality education and lifelong learning opportunities for all. It aimed to identify concrete steps that education policy-makers can take to accelerate progress towards the realization of SDG 4.

From 9 to 12 November, officials and representatives from 24 MoEs across Latin America and the Caribbean, joined by experts from international agencies and academics, debated and reflected on Inclusion and education in post-pandemic times.

Average number of monthly visitors for all IIEP websites, 2020



Medium-Term Result 2.4

Develop constructive synergies through international and local initiatives and mechanisms

To deliver on its MTS, IIEP has a number of reasons for pursuing collaborations: (i) to build the Institute's knowledge; (ii) to share expertise; (iii) to strengthen and expand its impact; (iv) to heighten its international profile; and (v) to extend its network and sphere of influence. These partnerships help position IIEP as a key actor in EPM and allow it to better serve UNESCO Member States.

IIEP's partners can be categorized into three broad types: (i) financial partners, (ii) "intellectual" partners, and (iii) implementation partners, recognizing that these categories are not mutually exclusive. Through core or earmarked financial support, financial partners play a vital role in helping IIEP deliver on its mandate. The Institute's intellectual partners are diverse, including universities, think tanks, non-governmental organizations and foundations. These partners collaborate with IIEP and promote cross-pollination of knowledge across the thematic areas and modalities of work involved in the MTS. It is worth noting that KPI 2.2 tracks partnership for developing methodologies, norms and tools. The operational collaboration of implementation partners allows IIEP to expand the range of the services it delivers to Member States. These partners may include educational institutions, NGOs and other UN organizations, such as UNHCR.

Joint work with UNESCO

It should be noted that IIEP works regularly with other UNESCO units, including HQ, other institutes, regional and country offices.

In 2020, IIEP's collaboration with the UNESCO Education Sector was especially strong in response to the COVID-19 crisis. On behalf of UNESCO as the official penholder, IIEP authored the UN Secretary-General Policy Brief on [Education during COVID-19 and beyond](#). IIEP was also an integral part of the overall UNESCO response to the crisis, both as part of the senior coordination team and through contributions to numerous blogs, articles, webinars and events, as noted under MTR 2.3.

While relevant UNESCO Offices are always informed and consulted about IIEP's technical cooperation work, in several cases the Institute implemented programs with a UNESCO Office, especially when the government's support was requested through the Office. Three examples are Iraq where IIEP and the UNESCO office work together on the development of the education strategy; Myanmar, in which the collaboration is on the development of a COVID-19 response strategy and on the next ESP; and in Afghanistan, where IIEP implements a major component of the Sida-funded program as part of a broad UNESCO team that involves the country office, HQ, and other institutes. IIEP also designed and implemented a training program for the education staff of the UNESCO Office in Islamabad, which will allow this office to play a more proactive role in the Local Education Group.

In 2020, the collaboration between IIEP Buenos Aires, the UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC), and UNESCO's Global Education Monitoring Report continued through the design and holding of the Latin America and the Caribbean Regional Policy Forum 2020 on "Inclusion in education post-pandemic times". IIEP Buenos Aires also established a major partnership with all 27 subnational MoEs throughout Brazil to advance collaboration with Latin America's largest Education sector. At the request of the City of Bogota's Secretariat of Education, IIEP Buenos Aires is working with UNESCO Quito and the United Nations Development Programme (UNDP) Office in Colombia to develop an assistance programme for the educational sector as part of the process of formulating the city's 2020-2024 Development Plan.

Intellectual and implementation partners

Technical cooperation

IIEP derives important benefits from implementing its TC programmes in collaboration with a range of actors. The Institute has become more systematic in strengthening partnerships with LEGs and GPE Grant or Coordination Agents, as well as with humanitarian and development partners. Such cooperation is essential, in particular for ESA and ESP formulation projects. Among the strongest humanitarian and development partner collaborations at country level have been those with UNHCR, UNICEF, Swedish Sida, the Agence française de développement (AFD), the European Union, the World Bank, and GPE. IIEP Dakar also routinely involves academics in national universities when carrying out ESAs, to tap their knowledge of education systems and analytical skills.

With regards to GPE, in 2020, IIEP helped shape the new GPE strategy, through detailed contributions that formed part of a UNESCO response, making sure that some of the valuable elements of the existing processes were retained, while moderating some of the less efficient ones.

For its crisis-sensitive planning work, IIEP has long been involved with INEE, the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector, and the Global Education Cluster, helping to shape the international agenda around the humanitarian-development nexus.

In 2020, the Gender at the Centre Initiative became a powerful platform for partnerships with a wealth of actors, such as the United Nations Girls' Education Initiative and UNICEF, but also civil society actors such as FAWE (Forum of African Women Educationalists), ANCEFA (Africa Network Campaign on Education For All), and Plan International, as well as donors such as the United Kingdom Foreign, Commonwealth & Development Office (FCDO, formerly DFID), the EU, and GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit).

Training

In its training activities, IIEP has several key intellectual and implementation partners whose support is critical. These partners bring additional expertise and augment IIEP's impact by reaching beyond the Institute's traditional audiences. A long-standing training partnership is that of IIEP Dakar the University of Cheikh Anta Diop in Dakar. They jointly offer the PSGSE. IIEP Dakar is seeking a new university partner to offer the same course in English.

In 2020, IIEP's course on external quality assurance was offered with the German Academic Exchange Service (DAAD) and the Southern African Quality Assurance Network (SAQAN). IIEP's training partnership with the GPE Secretariat remained active in 2020. IIEP continued to offer with GPE a self-paced online course for independent plan appraisers of ESPs. In addition, the new IIEP Dakar-led Winter School for Female Planners is being offered with GPE and UNGEI, and will continue into 2021.

Partnering with UNICEF has been fruitful. In 2020, the new online course on "Foundations of disability-inclusive education sector planning" was offered twice, in East and Southern Africa and in South Asia.

Research and development

Working with national and international partners allows the Institute to maximize both its visibility and the impact of its research. IIEP collaborates with a range of partners including bilateral and multilateral institutions, international organizations and networks, national level bodies, and local academics. These partners provide critical input at various stages of the research process – conceptualization,

design, data collection, development of research outputs, and dissemination. In 2020, these valued partners have included: Education Development Trust, International Association of Universities (IAU), the University of Pennsylvania, the University of Coimbra, India's National Institute of Educational Planning and Administration (NIEPA) and Centre for Policy Research, the Global Network of Learning Cities (GNLC), UNICEF, the Academy for Educational Leadership Wales, the Comptroller General of the Republic of Peru, the Council of Europe, the United Nations Institute for Training and Research (UNITAR), the United Nations Economic Commission for Latin America and the Caribbean (ECLAC), the United Kingdom Foreign, Commonwealth and Development Office (FCDO) Education Research programme, WorldPop, Open Society Foundations (OSF), as well as donor networks such as Building Evidence in Education (known as BE²).

IIEP Buenos Aires partnered with civil society organizations such as CLADE (Latin American Campaign for the Right to Education), and non-profit organizations, such as the Zamora Terán Foundation (in Nicaragua), the ARCOR Foundation (in Argentina), and the SM Foundation (in Spain), for knowledge production and outreach projects.

[IIEP Donors' Day 2020](#)

In February 2020, IIEP convened a Donors' Day on its Paris premises, inviting current financial partners and potential donors, for a conversation on common objectives towards the delivery of SDG4. This key event opened a strategic conversation between IIEP and its current and potential donors as it was embarking on the design of its 11th Medium-Term Strategy for the period 2022-2025. Several major IIEP donors, including France, Sweden and Switzerland, took the floor to share how financing IIEP's programme supports them in implementing their Education agendas. Potential intellectual and financial partners also richly contributed to the discussions, including Canada, the Bill and Melinda Gates Foundation, the UK, Spain and the SM Foundation.

PART II

2021

Operational

Plan

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

Medium-Term Result 1.1

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

IIEP's integrated capacity development approach has the advantage of achieving maximum training impact. Yet it requires the training units in all three IIEP offices to collaborate systematically with Technical Cooperation units to implement courses specifically targeting the organizational level in the ministries the Institute serves.

During 2020, due to the COVID-19 disruption, all IIEP offices had to re-programme or partially revise their respective core training programmes and short-term training courses. This adjustment has significant implications for the Operational Plan of 2021.

Training needs analysis

To better tailor IIEP's offer to the current needs and interests of Member States, all three IIEP offices will carry out training needs analyses in late 2020 and throughout 2021.

Both the Dakar and the Buenos Aires offices have launched surveys on training needs in Africa and Latin America. Based on the needs expressed by ministries of education (MoEs) and partners, IIEP Dakar will design a catalogue of short training courses in the first semester of 2021. IIEP Buenos Aires will proceed likewise to make a selection of courses for 2021 in both Spanish and Portuguese.

While IIEP Paris did not conduct a survey, it is taking advantage of the views gathered from its alumni and their supervisors in the framework of the 2020 Advanced Training Programme in Educational Planning and Management (ATP) Outcome Review. As requested by many alumni during this review, the ATP Alumni Network will be revived. This forum has great potential to sustain the impact of training received during the ATP.

Monitoring & evaluation

Also building on the 2020 ATP Outcome Review, IIEP will carry out follow-up surveys to capture the outcomes of its trainings at levels 3 and 4 on the Kirkpatrick scale i.e. behavioural change and change at the organizational level which IIEP is targeting. Both the Dakar and the Buenos Aires office envisage carrying out outcome reviews of their core training programmes in 2021: (i) the 12th and 13th cohorts of the Core Training Programme for Sector Policy and Education System Management (PSGSE); and (ii) the 20th and 21st cohorts of the Regional Training Programme (RTP).

Based on the evaluation framework for online courses developed in 2020, IIEP will evaluate two online courses: (i) "Fundamentals of disability-inclusive education sector planning", and (ii) "Internal and external quality assurance in higher education". By improving its assessment of the outcomes of online courses at both individual/behavioural and organisational levels, the Institute continuously improves the quality and relevance of its online courses.

Quality assurance

IIEP will continue ensuring the quality of its training offer by expanding the number of its online courses which have been certified. For the Paris office, as all current IIEP stand-alone online courses have

obtained a quality certification, the focus for 2021 will be to ensure the quality of the online components of the ATP, including the online version of the Specialized Course Programme (SCP). For the Buenos Aires office, a review of the online course on "Teachers policies" will be completed in early 2021. This course has now been delivered for two years in a row. To ensure the updating and quality of its content, it is being revised to include new topics of relevance for Latin American MoEs.

Professional development

Recognizing that the quality of training is strongly correlated with the teaching skills of instructors, IIEP will continue supporting its teaching staff as more courses will be converted to online in 2021. For example, the Paris team will revive the Teachers' Lounge, a space within the Platform for teaching staff from all three offices. New resources will include a set of self-paced instructional materials to ensure teaching staff are equipped with the necessary knowledge and skills to deliver high-quality training. Materials will capitalize on existing professional development frameworks for online teaching developed by renowned training institutions.

Plans for the Core Training Programme

Advanced Training Programme, Education Sector Planning course, and Short Courses Programme

The recruitment 2020 campaign for the ATP 2020/2021 can be considered a success, as more than 400 applications were received, with 65 applicants admitted, 20 with secured funding. However, due to the continuing COVID-19 crisis, the following plan for the ATP 2020/2021 was adopted:

- cancel the Education Sector Planning (ESP) course 2020/2021 (including the online phase modules), and concentrate on redesign work to convert ESP courses into an alternative, more stable modality (online or other) to be offered in 2021/2022;
- offer online versions of the SCP courses for trainees who completed the ESP course in the past and new visiting participants;¹⁶
- offer the online version of the IIEP Project Methodology course (EPP401), and provide online support to trainees when writing their two tutored projects.

The ESP course redesign will entail a reflection on and revision of the contents, structure, and delivery modality, based on consultations with teaching staff, alumni, and partners, as well as the analysis of learning needs derived from the ATP Outcome Review and the ESP programme evaluation.

Following are the new online SCP courses to be developed for 2021/2022:

- EPA304: Using learning assessment data to monitor SDG 4 progress (bilingual course)
- EPA305: Using data for crisis-sensitive planning (English)
- EPM314: Education sector project design (English)
- EPM312: Teacher management (bilingual course)

¹⁶ This includes participants already admitted to the 2020 SCP, cancelled due to the COVID-19 crisis. They were deferred to 2021.

Sector Policy and Education System Management (PSGSE), Sectoral Analysis and Management of the Education System (SAMES), and Management of Technical and Vocational Education and Training Systems (PGEFTP)

The 14th cohort of PSGSE began in October 2020 and will continue until November 2021. The call for applications for the 15th cohort was launched in December. A maximum of 50 participants will be admitted. Circumstances allowing, participants from the concerned French-speaking African countries are expected to come to Dakar in October 2021 for the first face-to-face gathering of the course.

Discussions with Kenyatta University (KU), Kenya, to host and co-deliver the SAMES¹⁷ training to Anglophone Africa are promising. Exchanges with KU also concerned IIEP Dakar's contribution to a review of the university's curricula related to educational planning. The translation of the PSGSE training modules into English will continue in 2021.

In 2020, IIEP Dakar finalized the development of its training in "Management of technical and vocational education and training (TVET) systems", and launched the training of its first cohort composed of 37 participants from 7 countries (Benin, Burundi, Madagascar, Mali, Mauritania, Senegal, and Togo). Due to the COVID-19 crisis, the course is delivered fully online during the first semester of 2021. Work on adaptation of training materials, to anticipate extensions of travel restrictions, will continue.

Training of the second cohort is expected to begin in April 2021, and, if health conditions allow, the first face-to-face meeting will be held in Dakar in May.

Regional Training Programme (RTP)

In 2020, IIEP Buenos Aires provided, for the first time, a contextualized version of the RTP to Argentina's 24 decentralized MoEs, in addition to the regular RTP, which caters mostly for high-level staff from national educational authorities in Latin America. The excellent results of this pilot have motivated the decision to offer tailor-made national training programmes, in 2021, at the request of MoEs of other countries in the region.

¹⁷ From 2009 to 2018, SAMES was implemented with the University of the Gambia, as the English equivalent of PSGSE.

Plans for short courses, including online courses

IIEP's short-term training offer for 2021 will include the following courses:

| Course Title | SDG targets | Language | Office |
|--|-----------------|-------------------------------|--------------|
| "Strengthening alternative and non-formal education for youth and adults in education sector plans" (in partnership with the UNESCO Institute for Lifelong Learning) | SDG4.4 | English | Paris |
| "Foundations of disability-inclusive education sector planning" (in partnership with UNICEF) | SDG4.5 | English and French separately | Paris |
| "Internal quality assurance in higher education" | SDG4.3 | English | Paris |
| TVET training for Guinea-Bissau (in partnership with ENABEL) | SDG4.3 & 4.4 | Portuguese | Dakar |
| MICS training (in partnership with UNICEF) | SDG all targets | English and French | Dakar |
| Short course on gender-sensitive planning | SDG4.5 | English | Dakar |
| "Crisis-sensitive planning" | SDG4.5 | Portuguese | Buenos Aires |
| "TVET policies" | SDG4.3 & 4.4 | Portuguese | Buenos Aires |

Medium-Term Result 1.2

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

Afghanistan. IIEP will continue reinforcing national training capacities in educational planning and management (EPM) in Afghanistan. In addition to the support provided to the National Institute of Educational Planning (NIEP), IIEP will work hand-in-hand with MoE authorities to support the University of Education to develop a master's degree in educational planning. This degree will allow educational planners, who have already completed initial professional training in EPM, to attain more advanced analytical skills in this area. In addition, IIEP will develop a blended training programme especially designed for female educational planners to further develop their EPM skills.

Madagascar. Following the development of a national strategy to strengthen training capacities in EPM, IIEP will work with a national training institution to design a blended training programme to enhance the EPM skills of officials working at the decentralized level. In order to develop a national pool of qualified trainers in EPM, a group of resource persons within the selected institution will actively participate in the development of the programme and be trained to progressively become instructors. The type of support (face-to-face workshops or online support) for the development of this programme will depend on the health situation in 2021.

Namibia. In addition to the projects in Afghanistan and Madagascar, the UNESCO Windhoek Office has requested IIEP to work in cooperation with a national training provider to develop training in EPM for Namibian educational planners at national and decentralized levels. The implementation of this project will be subject to the availability of funding.

Medium-Term Result 1.3

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

and

Medium-Term Result 1.4

Ensure capacity development programmes contribute to sustainable national capacities

Programming for these two MTRs is always tentative, as the Institute responds to requests from UNESCO Member States, which arrive at different times. While greater unpredictability can be expected during a pandemic, this is not entirely the case, for two reasons: several ongoing programmes continue into 2021, and the Institute has been able to secure significant funding for a few new long-term projects. While this guarantees some welcome stability, it limits the potential to respond positively to many new requests.

The 2021 programme includes a wide range of programmes and projects, which differ thematically. This diversity reflects the varied contexts of UNESCO Member States and the fact that EPM covers a multitude of functions and themes. These programmes can be organized into four groups.

Support to Education Sector Analysis (ESA) and Education Sector Plan (ESP) design

IIEP's reputation in this core area, built on its expertise, experience, and success, explains the continued demand for support.

Work is ongoing in Iraq, Myanmar, and Viet Nam, where IIEP has completed the analysis and will support the development of a strategic plan. In several other countries (Burundi, Nigeria, and Sierra Leone in particular), the Institute expects to be asked to continue collaboration in order to develop ESPs, having finalized the ESAs. IIEP is close to an agreement with Somalia for support to both the ESA and the ESP. This will be a particularly challenging exercise, not only because of the tense context, but also because of the country's federal structure, which requires that the plan serve two potentially conflicting interests: a recognition of the need for each state to define its own priorities, and the desire at federal level to develop a national system. In addition, discussions are ongoing with Guinea to support the development of a TVET strategy as a follow-up to the collaboration on the 10-year plan (see MTR 2.3 2020), relying on the expertise in the Dakar office created through the PEFOP (Plateforme d'expertise en formation professionnelle) project.

IIEP may also receive official requests from Côte d'Ivoire, Gabon, Liberia, and Mauritania, as they have all contacted the Institute informally, either directly or through a UNESCO office.

The most innovative project, in geographical terms, will be the undertaking of sector analyses in the Western Balkans (Albania, Bosnia & Herzegovina, Kosovo, Montenegro, Northern Macedonia, and Serbia), financed by the European Union (EU) Directorate-General for European Neighbourhood Policy and Enlargement Negotiations (DG NEAR). This will proceed in two phases, with three analyses in 2021 and another three in 2022. While each analysis will be sector-wide and cover several themes, the specific focus may differ in each country, depending on specific context and existing studies.

The high level of demand for this type of support demonstrates the continued importance that countries assign to sector analysis and planning. The work in the Western Balkans for instance is needed by national governments, to nourish an evidence-based policy dialogue around education reforms and strategies, as well as by the EU, to guide their support to the education systems. This continued “popularity” is somewhat in contrast to an international discourse which is becoming critical of the usefulness of sector plans, in part because of their perceived lack of implementation. This is reflected in the weaker focus on ESAs and ESPs in the proposed new Global Partnership for Education (GPE) operating model. While a thoughtful examination of the usefulness of analyses and plans is undoubtedly needed, it is clear that many countries prefer an imperfect analysis or plan to a non-existent one.

Strengthened focus on crisis-sensitive planning

Not surprisingly, there have been several requests to support countries or international partners with crisis-sensitive planning, a broad term for a range of interventions in research, training, and technical cooperation, all aiming to ensure that educational planning works towards preventing and preparing for crises – be they natural disasters, civil conflict, or a pandemic – as well as building resilient education systems.

IIEP’s reputation in this field, together with the COVID-19 crisis, translate into a strong demand for its support. In addition to finalizing the EU-funded programme that has supported Burkina Faso, Jordan, and Kenya, and new requests anticipated in 2021, the Institute will implement two comprehensive programmes, including a diverse set of projects, in collaboration with other UNESCO entities.

Data for Education in Emergencies

A first two-year programme, funded by Education Cannot Wait and expected to be implemented in Chad, Ethiopia, and Palestine, will respond to the need for comprehensive, disaggregated, and reliable education in emergencies (EiE) data. It will also tackle the need for increased coordination of EiE data – at global, national, and sub-national level – while supporting the development and monitoring of evidence-informed EiE strategies and sector-wide plans and policies. The project’s country-specific interventions will be jointly implemented by IIEP and the UNESCO Institute for Statistics (UIS), while UNESCO Headquarters will ensure overall coordination and management. This programme will both use and feed into the training course on the same topic that will be offered for the first time in 2021.

Crisis-affected people on the move

The second project is part of a bigger programme, entitled ‘Crisis-affected people on the move’, which is funded by the Swedish International Development Cooperation Agency (Sida) through UNESCO’s Programme Cooperation Agreement (PCA), and coordinated by UNESCO Headquarters. It is currently jointly implemented by IIEP (component 1), Headquarters (component 2), UIS (component 3), and the UNESCO Institute for Lifelong Learning (UIL) (component 4).

The project is in line with UNESCO’s pledge to the Global Refugee Forum in December 2019 for the implementation of the Global Compact on Refugees. To this end, activities by IIEP aim to reinforce capacities of MoEs and their partners to ensure that displaced populations have access to equitable quality education. MoE staff and key partners from more than 25 countries across three continents will benefit from IIEP-supported activities, including through training, participation in communities of practice, and provision of technical support to key planning processes. Several studies that explore challenges and policy options to address crises and resulting displacement will serve as global public goods, aiming to initiate dialogue and action to build resilient education systems, protect the most

vulnerable, and address inequality in and through education. The project also includes exploratory work on the intersection of education, climate adaptation and mitigation, and displacement.

Support to implementation of policies and plans

IIEP is increasingly shifting its support from plan design to plan implementation. The focus is on those functions that the central administration exercises, in order to support the implementation of policies and plans, such as human resources management, data management, and monitoring and evaluation (M&E).

HR and teacher management

IIEP will continue its project in Burkina Faso, which works with the MoE to improve human resources management and the education management information systems (EMIS), through a combination of development of tools to improve the management and regulation of administrative staff, schools, and teachers, and the training of relevant staff. Two projects focus on teacher management. In Namibia, IIEP collaborates with the MoE on the design and use of a teacher management and deployment tool. The Institute will contribute to a UNESCO Dakar office teacher management project, financed by the EU, in the G5 Sahel countries (Burkina Faso, Chad, Mauritania, Mali, and Niger), including on initial diagnosis and development of terms of reference for the future teacher management and deployment systems in each country.

Joint Sector Reviews

In Cambodia and Jordan, IIEP will support the M&E function, working with the MoE to draft the Mid-Term Review. In Cambodia, it will, depending on its findings, assist revision of the sector plan. The Institute is also discussing with Kenya a potential collaboration on the organization of its Joint Sector Review, and expects that more such requests may arise during the year.

Lifting constraints to implementation

Two other pipeline projects examine two significant constraints to implementation – an imperfect functioning of the educational administration, which may be examined through an institutional analysis in Guyana, and an incomplete link between plans and budgets, which formed the focus of a study on Senegal and will do so for a second country in 2021.

Within this broader theme, a comment may be made on two major ongoing projects, managed by the Dakar office. The “Quality Management” programme, after completing the diagnosis in the first group of four countries, will move into an implementation phase of the roadmaps developed locally, based on the diagnosis. This next phase is aimed at guiding reform in the policy and practices of all actors, at all levels, contributing to quality monitoring and improvement. In parallel, the project will launch the diagnosis in four new countries in 2021. PEFOP, the TVET programme supported by AFD (Agence française de développement), will end in 2021. Activities will consist of innovative projects in Burkina Faso, Mauritania, and Senegal, guidance to TVET sub-sector strategies (in Guinea) and governance (with CERFER¹⁸, a regional training centre based in Togo), and the establishment of regional (sub-national) partnership frameworks.

Support to decentralized levels, mainly through training

Successful educational development depends on the capacity, at national level, to develop a vision and translate it into policies, plans, and strategies. This must be accompanied by competent and well-

¹⁸ Centre Régional de Formation en Entretien Routier

functioning local offices. IIEP rarely implements projects that focus directly on local-level actors, preferring to strengthen national training providers. Yet it does so at times, when such support combines with central level guidance and collaboration with training providers into a broader capacity development programme, in countries where the central level has little outreach, and where there is long-term collaboration.

Such a programme has been implemented in Haiti and will continue into at least early 2022. The focus on the Directions départementales de l'éducation is well appreciated by both national and international partners. Discussions are under way with the Government, the UNESCO office, and the World Bank, on broadening and lengthening IIEP's support, as an implementing partner for the ESP Implementation Grant.

In Madagascar, the Institute expects to start implementing a similar three-year programme, composed of training of national and sub-national officers, development and application of planning tools, and the normative framework for the planning and management functions, as well as strengthening of a training provider. In Jordan, where IIEP has in recent years collaborated in the development and the monitoring of a sector plan paying attention to refugees, the Government is now requesting an expansion of this work to cover decentralized planning units.

Three “methodological” comments

The continued high demand is both a challenge and an opportunity: a challenge because it will be impossible to respond positively to all requests; an opportunity to further diversify the ways in which IIEP supports countries. Providing countries with guidelines and tools, developed through the experience gained in many technical cooperation projects, can be part of the solution for some countries. For instance, the Buenos Aires office will make the Technical Cooperation Toolbox on M&E for Latin America, developed in 2020, available for the technical teams of MoEs of States in the region, to address the need for reviewing, adjusting, and improving M&E systems. The office intends to select and adapt other existing methodologies to fit the specificities of educational planning in Latin America.

More and more projects are being implemented through collaboration between the three offices. The preferred option for all work on ESAs and ESPs in Africa is for the Paris and Dakar offices to respond together and distribute the work, in function of available expertise. The Gender at the Centre Initiative (GCI) team includes colleagues from both Dakar and Paris. The Buenos Aires office will co-implement the Sida-funded programme on crisis-sensitive planning, as part of a broader strategy to strengthen that office's expertise in this area.

Finally, IIEP is deepening its promotion of south-south collaboration. In addition to multi-county initiatives such as PEFOP, the Quality Management project, and the Western Balkans analyses, the Network of Specialists in Educational Policy of Latin America (RED) will continue to grow, to further encourage the exchange of experiences and good practices between governments and practitioners.

Gender @ the Centre Initiative (GCI)

In 2021, the GCI will attain cruising speed in terms of technical support to Member States. This will include continuing support to the mainstreaming of gender into educational planning in Sierra Leone, through the support to ESP development. Similar support to gender inclusion in ESA and ESP development is planned in Chad and Mauritania, provided the expected requests are confirmed.

In Mali, IIEP will launch a training and capacity development programme, which will start with a participatory diagnostic and include technical support for the integration of gender into operational planning and M&E tools and processes. A later phase will support the improvement of gender mainstreaming in medium- and long-term planning. The objective is to strengthen the capacity of the MoE to mainstream gender before the revision of the ESP in 2022, and to contribute to its implementation by supporting the preparation of the 2022-2024 action plan.

In Burkina Faso, in addition to the policy dialogue started in 2020, IIEP aims to work at a more decentralized level by strengthening gender in the quality management programme. This will be through the development of the roadmap, as well as its implementation, with the development of gender-sensitive pedagogical tools and training.

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

Medium-Term Result 2.1

Produce state-of-the-art research

As the fourth and last year of the 10th IIEP Medium-Term Strategy (MTS) comes to a close, IIEP's research programme will produce a variety of research products, including a synthesis publication, policy advice, methodologies, and tools. Dedicated dissemination strategies for each project will maximize their impact. Regarding the activities and deliverables planned for 2021, three remarks can be made:

- (1) Two important sources of information, to become available in 2021, will, together with IIEP's consultation with stakeholders, inform its 11th MTS (2022–2025): (i) the findings of the external evaluation of the 9th MTS research programme, to arrive in the first quarter, and (ii) initial results of ongoing 10th MTS research projects, which will come throughout the year.
- (2) To adapt to the constraints resulting from the COVID-19 crisis, IIEP will continue to innovate in how it carries out, and shares with stakeholders, its research. Enhancing its own versatility and resilience to future crises will be vital. Considering its unprecedented repercussions on education systems worldwide, it is most like that the pandemic will also directly influence IIEP's research agenda.
- (3) IIEP will continue to leverage its comparative advantages to fundraise for its research programme. This will be done by identifying potential donors earlier and more systematically (including by maintaining an ongoing "watch" of the funding landscape) and by tailoring communication on research findings and development products to align more closely with potential partners' visions and objectives.

Highlights of 2021 research activities

Assessing promising initiatives from the civil society

Given that civil society is a key stakeholder in the implementation of the 2030 Agenda and can play a central role in achieving SDG 4, in 2021, IIEP will continue to assess promising initiatives from, and partnerships with, regional civil society organizations. As an instance of this, IIEP Buenos Aires' work with the non-profit Zamora Terán Foundation (Nicaragua) will continue with an analysis of the strengths and weaknesses of its information and communications technology projects in primary schools in Nicaragua, Honduras, and Panama. The aim is to assess the replicability of the programme at scale and its potential as an innovative model to improve Latin American education systems.

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

After a successful pilot phase in France, this project will be expanded in 2021 to look at cities from regions around the world. Cities such as Medellín, Colombia, as well as several in Bangladesh, Rwanda, and the Philippines, have expressed great interest in joining the project, which will be implemented through partnerships with universities and research networks. The project will increase global knowledge on how cities plan for education, the challenges they face and promising strategies. Its

evidence-based research will guide cities in improving their local policies, and enable in-depth dialogue within and between cities on how to design sound plans to contribute to achieving SDG 4.

Broadening the evidence base on effective management of teachers in refugee settings

After a first study on Ethiopia in 2020, IIEP will finalize its Jordan study with a second round of data collection and consultations with the MoE, the UNRWA¹⁹, and other stakeholders. In Kenya, preliminary results will be shared with the MoE and its partners before initiating the second data collection and finalizing the study. Data collection will begin in Uganda in 2021. In addition to the studies, policy briefs will be elaborated for each country case, to provide governments and partners research-informed policy guidance. Finally, IIEP will begin production on a user-generated film that will give voice to teachers in refugee settings in Ethiopia, Kenya, and Uganda.

Open government in education: learning from experience

In 2021, IIEP will prepare a synthesis report summarizing the major outcomes of this research, and a policy forum will be organized to discuss these with researchers, ministry staff, civil society organizations, and members of the [Open Government Partnership](#).

Disseminating findings on flexible learning pathways

To draw attention to flexible learning pathways as a policy option, IIEP and Malaysian partners (University Sains Malaysia, the Ministry of Higher Education, and the Malaysian Qualifications Agency) will organize an international dissemination conference in 2021. IIEP will also publish a synthesis report, a series of briefs, and a paper on micro-credentials. The Institute will also use other dissemination channels, such as conferences, articles, and blogs. As an example, IIEP may contribute to the UNESCO World Conference on Higher Education with a discussion panel on the topic.

Joint study on child labour and education

As part of the forthcoming International Year for the Elimination of Child Labour, IIEP Dakar, the UN Food and Agriculture Organization (FAO), and the United Nations Children's Fund (UNICEF) will collaborate on a study aiming to deepen the knowledge base and cast new light on the extent and main features of child labour in Africa. With a particular focus on rural areas, the study will examine the extent of the role of child labour in school non-attendance, and consider the most effective policies and strategies to tackle child labour, including lower the opportunity costs of education so as to spur demand.

Medium-Term Result 2.2

Develop and adapt methodologies, norms, and tools

Current trends indicate that, in the coming decade, many countries will upgrade their data systems and that information and data collected (including on students, teaching and non-teaching staff) will be assigned to unique identifiers (ID numbers). To take full advantage of advances in technology and the new wealth and granularity of data, educational planners and managers will need to review their approaches. In light of this, in 2021, IIEP will create new tools, update existing ones, and convert some into ready-to-use automated applications.

¹⁹ The UN relief and Works Agency for Palestine Refugees in the Near East

Improving the use of evidence for policy formulation

Setting priorities at the junction of education sector analysis (ESA) and planning (ESP) design: Policy Tree and Toolbox

Based on feedback from beta testers on the current version of the Policy Toolbox, as well as emerging trends, IIEP will continue to review, improve, and update these tools over the course of 2021. In addition to creating new content, the Institute will seek new funding to translate and adapt the Toolbox for francophone users.

Gender mainstreaming in education

The GCI team of IIEP Dakar will produce an ESA gender checklist and gender institutional analysis guidelines, as the first steps on IIEP's methodological guide on gender mainstreaming in education (to be published by the end of the initiative, in 2023).

A methodological toolkit for anticipating skills needs to meet future labour market demand

Empirical studies on skills mismatch are scarce in Africa, owing mainly to the lack of adequate data. Yet, recent evidence shows that sub-Saharan Africa is disproportionately affected by qualification mismatch, mainly attributable to high incidences of under-qualification. Building on current knowledge and good practices, this project aims to develop a holistic methodological toolkit in 2021, containing comprehensive conceptual and analytical frameworks for skills needs assessment and anticipation. Ultimately, the methodological toolkit could lay the foundation for a series of country reviews on anticipating skills needs to tackle skills shortages and gaps. Such reviews are of paramount importance in Africa, where there is a critical lack of evidence to design effective demand-led skills strategies.

Improving the use of evidence for policy formulation

Harnessing geospatial data for educational planning

IIEP will continue to refine its approach of geospatial data by testing how school mapping and spatial econometrics could help improve current simulation models and projections. The work on micro-planning will incorporate new datasets from areas beyond the education sector, such as risk assessments, vulnerabilities, and other geo-referenced information that could affect education system performance. In addition, a case study on the use of geospatial data for educational planning will document the way in which one country (to be defined) is using such data for its EPM processes. Finally, IIEP will host a hackathon²⁰ #HackingPlanning to test innovative ideas that could have a meaningful impact on the way MoEs harness the power of data to redefine educational planning practices to achieve national and international objectives.

Natural language processing and other machine-learning-based applications

In 2021, IIEP will continue to explore to what extent techniques drawing on machine learning and artificial intelligence might be relevant to EPM. Initial experiments with topic modelling and natural language processing – which allows the automated analysis of large bodies of text – show encouraging results.

²⁰ A hackathon is a live event in which software engineers, data scientists, designers, project managers, and other professionals collaborate intensively to provide innovative solutions to pre-identified challenges.

Exploring the balance between data openness and data privacy in education

With the advent of big data, and with more governments having rich sources of person-level, identifying data, the question of maintaining a balance between data openness and data privacy is ever present. In 2021, IIEP will produce a paper analysing the various challenges related to this evolution, and what policies governments might enact to maintain this balance.

Web-based tools on ECE

IIEP will produce a series of web-based practical tools based on the methodologies used for the study on the cost-effectiveness, quality, and funding of early childhood education (ECE) in the Gambia. These tools will assist countries in conducting much-needed analyses on: pre-primary costing models, the effectiveness of ECE models and their related cost-effectiveness ratio, quality issues of classroom practices and early learning achievements, and mapping of ECE funding flows for equity and sustainability. These tools aim to better equip MoEs and key ECE stakeholders to lead sound policy dialogue around the quality of ECE programmes and adequate financial planning for the subsector.

Tools for integrity planning

Three new tools for integrity planning will be released in 2021: (i) a handbook on corruption in education, designed as a self-training manual for stakeholders across the education landscape, (ii) integrity assessment guidelines detailing the methodological steps involved in the identification of corruption risks across the different areas of educational management, and (iii) open government guidelines formulating policy recommendations for decision-makers and educational planners and managers based on the new research results. These tools are expected to generate new requests for training and technical assistance from UNESCO Member States.

Toolbox for flexible learning pathways in higher education

Guidelines will be prepared in 2021 on what elements of higher education (HE) systems make them flexible, such as sector articulations in the overall HE system, governance factors in support of flexible learning pathways, options for flexible admissions and delivery, and institutional policies and practices. The Guidelines will offer a framework for assessing available flexibilities in a HE system and options to enhance them and will be addressed to planners based in HE coordination, regulatory, quality assurance, and funding bodies, as well as those in HE institutions.

Handbook on the use of learning assessment data

Building on its experience of developing the *Education Sector Analysis Handbook*, with a focus on equity, inclusion and the right to education, and the study on the “Use of learning assessment data in Latin America”, IIEP Buenos Aires will develop a handbook on the use of learning assessment data in the planning cycle.

Medium-Term Result 2.3

Support communities of practice

Engaging with Member States and partners

In 2021, IIEP will build on the findings of two key sources of information to reinforce and adapt the outreach and advocacy activities of its three offices: the 2020 global audience analysis (see MTR 2.3 2020), and the Latin America needs assessment carried out by the Buenos Aires office with over 300 respondents from MoEs and stakeholders in all 19 countries of the region, both at the central and decentralized levels of the education systems.

This survey, aimed at better tailoring IIEP's offer to the expressed needs and interests of Member States, has started to yield precious insights into Latin American MoEs' preferred technical cooperation modalities and knowledge generation themes. It will guide the office's regional activities and can be expected to inspire the Paris and Dakar offices in ways to engage with IIEP's constituencies.

The Institute will also focus on increasing community engagement. The Buenos Aires office will support the consolidation and revival of existing regional networks of education planners and managers by providing online spaces within its RED community of practice. At the global level, the Information Services Team will work closely with the Training teams to better address the needs of IIEP's alumni and to build on this rich network to leverage visibility and impact. The implementation of the new constituency relations management (CRM) software will be an asset in this regard.

Information Services across all three offices will look into securing partnerships to bring word of IIEP's work and reputation to underserved parts of our main audiences, to enhance the visibility of flagship programmes, and to work on new dissemination strategies for IIEP publications. It will also contribute to IIEP's fundraising efforts, through the preparations for 2021 Donors Day in February and designing of an outreach and advocacy strategy targeting existing and potential donors.

Greater visibility and accessibility

New formats such as visual and digital content, and new communication channels such as WhatsApp distribution lists will be developed to better respond to IIEP audience requests for more concise, short, practice-oriented tools. Efforts will focus on developing an interactive hub of tools and resources. IIEP will also initiate a move towards e-publications, which will support IIEP's overall greening efforts. Accessibility will continue to be reinforced, for instance through the inclusion of subtitles in all IIEP videos.

IIEP's new visual identity will gradually be implemented across all its digital platforms, regional and thematic, to achieve greater coherence between them. This includes revamping of both IIEP Dakar's website and the IIEP global website in 2021.

IIEP will continue to distribute its monthly e-newsletter, which has been praised by its audiences. A new yearly IIEP Letter (online and print version) will be launched in the first quarter of 2021. It will contribute to the debate on those global education challenges that can be addressed through better planning and management of education systems. The IIEP Letter will feature the views of experts from both IIEP (three offices) and its partner organizations.

20th anniversary of IIEP Dakar

IIEP Dakar will turn 20 in 2021. Throughout the year, IIEP's Africa-based office will highlight its role in supporting African States to design the future of education and to meet the 2030 Agenda's objectives.

Activities to support a stronger visibility for the Institute on the continent will include a publication on “5 Challenges of Education in Africa”.

Internal communication

To further strengthen coordination and synergies across the three offices, internal communication will be reinforced. A Digital Committee will be established to address common challenges, identify good practices, and work at a closer integration of all IIEP websites and portals. The creation of an internal newsletter, either for the Institute as a whole, or one for each office, will be further explored. Pooling of resources for communications and publications will also be strengthened.

Medium-Term Result 2.4

Develop constructive synergies through international and local initiatives and mechanisms

As stated in IIEP’s 10th MTS, building on the strengths of partners and stakeholders is instrumental to advancing the 2030 Education Agenda. In 2021 and beyond, the Institute, as an integral part of UNESCO, will continue to harness strategic partnerships in all its areas and modalities of work to enhance its connectedness, efficiency, and relevance to Members States.

Joint work within UNESCO

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

IIEP will continue its contribution to UNESCO’s [Futures of Education](#) initiative, which seeks to reimagine how knowledge and learning can shape the future of humanity and the planet. In 2020, IIEP led the preparation of a research brief on trends and challenges in higher education, research, and innovation.

In 2021, IIEP Paris will jointly deliver with the UIL a training course on “Strengthening alternative and non-formal education for youth and adults in education sector plans” in support of SDG 4.4.

The Dakar office will pursue its involvement with UNESCO’s support to the African Union’s Continental Education Strategy for Africa (CESA), by leading a thematic sub-cluster on capacity development for planning towards SDG 4 and CESA goals.

Based on the successful collaborations over the past four years on the Regional Forum on Educational Policy, IIEP Buenos Aires and OREALC/UNESCO, UIS, the UNESCO Division for Education 2030 Support and Coordination, and the Global Education Monitoring (GEM) Report will continue to expand their cooperation in 2021.

Intellectual and implementation partners

In the field of crisis-sensitive planning, joint work will continue with the United Nations High Commissioner for Refugees (UNHCR), UNICEF, and the Global Education Cluster, and a series of new knowledge generation activities will be launched in collaboration with the Global Education Cluster, with European Commission humanitarian aid (ECHO) funding.

A partnership is also being discussed with IFEF (Francophonie Institute for Education and Training) to support the development of multilingualism policies in education plans through technical cooperation and the development of guidelines.

In terms of training, the partnership with University Cheikh Anta Diop in Dakar, Senegal will go on for the 14th year of the PSGSE training. IIEP Dakar will continue to work with Kenyatta University (Nairobi, Kenya) towards a partnership to restart the English version of the SAMES. In partnership with ENABEL, the Belgian Development Agency, the Office will deliver a special TVET training course in Portuguese for Guinea-Bissau.

The rich partnership with UNICEF will continue, delivering the “Foundations of disability-inclusive education sector planning course” in French, and to design a new course on “Analysis of household survey data for SDG 4 monitoring”, training aimed at making the most of UNICEF’s MICS²¹ 6 data”.

Two fruitful collaborations with the International Training Centre of the International Labour Organization (ITC-ILO) in 2020 – namely the courses on “Quality apprenticeships in Senegal” and “Management of TVET Centres” in Mali – prompted discussions of further joint work in 2021.

In terms of research, IIEP is working to finalize projects from the 10th MTS and, to build its programme for the 11th MTS, it will continue to invest in building partnerships with key actors at all levels. The Institute is increasingly working with external intellectual and financial partners to design, implement, and disseminate its research. In 2021, a number of products from the 10th MTS research programme will be co-published and disseminated with the help of external partners. These partners will include national and international networks (ANDEV²² in France, the UNESCO Global Network of Learning Cities), UN bodies and other international organizations (World Bank, UNOSAT, UIL), national actors (the French MoE, Gispo Ltd of Finland), development partners (GIZ²³, FCDO Education Research [formerly DFID], AFD), non-governmental organizations such as the Education Development Trust, philanthropies (Dubai Cares, the Queen Rania Foundation, Open Society Foundations), and universities (University of Pennsylvania, John Hopkins University, East China Normal University). Discussions are ongoing with the UNICEF Office of Research - Innocenti for collaborations around the AFD-funded Quality Management programme, as well as regional research on early childhood care and education to support sustainable planning of the sub-sector. A research project is also being started with UNICEF Headquarters and FAO on the interconnections between child labour, school attendance, and learning.

²¹ Multiple Indicator Cluster Survey ([MICS](#)). UNICEF [MICS 6](#).

²² Association nationale des directeurs de l'éducation des villes de France.

²³ Deutsche Gesellschaft für Internationale Zusammenarbeit.