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## **Report of the Director on the Implementation and Outcomes of IIEP's 2021 Activities**

61 GB/4 Part I

Item 5 of the Agenda



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## List of abbreviations

<b>AFD</b>	Agence Française de Développement
<b>ATP</b>	Advanced Training Programme
<b>CESA</b>	Continental Education Strategy for Africa
<b>CRM</b>	Constituency relations management
<b>EAA - PEIC</b>	Education Above All – Protect Education in Insecurity and Conflict
<b>ECLAC</b>	United Nations Economic Commission for Latin America and the Caribbean
<b>EIE</b>	Education in emergencies
<b>EMIS</b>	Educational management information system
<b>ESA</b>	Education sector analysis
<b>ESP</b>	Education Sector Planning course
<b>ESPs</b>	Education sector plans
<b>EU</b>	European Union
<b>FCDO</b>	Foreign, Commonwealth & Development Office (United Kingdom)
<b>GCI</b>	“Gender at the Centre” Initiative
<b>GEM</b>	Global Education Monitoring
<b>GPE</b>	Global Partnership for Education
<b>HRM</b>	Human resources management
<b>ICT</b>	Information and communication technologies
<b>MoE</b>	Ministry of Education
<b>MTS</b>	Medium-Term Strategy
<b>M&amp;E</b>	Monitoring and evaluation
<b>NIEP</b>	National Institute of Educational Planning (Afghanistan)
<b>Norad</b>	Norwegian Agency for Development Cooperation
<b>OREALC</b>	Regional Bureau of Education for Latin America and the Caribbean [Oficina Regional de Educación para América Latina y el Caribe]
<b>PEFOP</b>	Platform of Expertise in Vocational Training [Plateforme d'expertise en formation professionnelle]
<b>PSGSE</b>	Sector Policy and Education System Management [Politiques sectorielles et gestion des systèmes éducatifs]
<b>QM</b>	Quality Matters
<b>R&amp;D</b>	Research and development
<b>RED</b>	Network of Specialists in Educational Policy in Latin America [Red de Especialistas en Política Educativa en América Latina]
<b>RTP</b>	Regional Training Programme on Educational Planning and Management
<b>SCP</b>	Specialized Courses Programme
<b>SDG</b>	Sustainable Development Goal
<b>Sida</b>	Swedish International Development Cooperation Agency
<b>SITEAL</b>	Information System on Educational Trends in Latin America [Sistema de Información de Tendencias Educativas en América Latina]
<b>TC</b>	Technical cooperation
<b>TVET</b>	Technical and vocational education and training
<b>UIL</b>	UNESCO Institute for Lifelong Learning
<b>UIS</b>	UNESCO Institute for Statistics
<b>UNGEI</b>	United Nations Girls' Education Initiative
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations Children's Fund

## Executive summary

Throughout 2021, the COVID-19 pandemic continued to disrupt education and learning worldwide. IIEP responded with innovation – moving many of its activities online and ensuring new levels of support in the area of crisis-responsive planning.

The 10<sup>th</sup> Medium-Term Strategy (MTS), now coming to a close, has laid a solid foundation for the next four-year period.

### **Training and technical cooperation**

IIEP's first Strategic Objective, which guides its integrated approach to capacity development, is to support the institutional capacity of Member States to effectively plan and manage education sector development. This is achieved through a combination of training and technical cooperation.

In 2021, the Institute delivered more than 30,000 person-days of training, despite local and global health restrictions. Evaluations confirmed the high quality and impact of its courses and programmes, both at the individual and organizational capacity level of ministries of education. The lessons learned will inform the Institute's reflections on a more harmonized and streamlined global training offer for the future.

In 2021, IIEP's technical cooperation supported 46 Member States. Fully 66% of the resources deployed in IIEP's country portfolio were targeted to least developed countries and more than half in Africa. Staff now allocate 4 in 10 days to crisis-sensitive educational planning, an increase of 30% since 2018. This resulted in three national crisis-response plans and six knowledge products for improved prevention and response. Fourteen countries received support with comprehensive education sector analyses and/or plans. Finally, eight cost-simulation models were undertaken to help countries understand the operational and financial implications of education policies. Greater emphasis is now given to the implementation of education sector policies and plans. IIEP supported ministries to conduct three midterm sector reviews in 2021, and was invited to support institutional capacity analysis in several countries.

### **Knowledge about sector planning and management as a public good**

IIEP's second Strategic Objective is to ensure the availability and use of knowledge on educational planning and management as a global public good. In 2021, the Institute generated, synthesized, curated, and disseminated

relevant knowledge in support of educational reforms. Stories of positive impact on policy are included in this report, concerning IIEP's work in areas including instructional leadership, quality management, flexible learning pathways, and ethics in education. Turning such knowledge into practical and cutting-edge tools is the work of the newly established development cluster, whose spirit of innovation was evinced in 2021 by the first-ever hackathon for educational planning.

Positive and lasting change is often brought about through collaboration, cooperation, and the sharing of ideas and knowledge. In 2021, IIEP hosted 31 events, with 21,800 total views. A broad range of partners – both financial and intellectual – contributed to these activities, and the Institute continues to benefit from the networks of UNESCO and the United Nations family.

### **Tracking results and impact**

Despite the disruptions caused by the health crisis, IIEP fully achieved 12 out of 20 targets for its key performance indicators in 2021. Four additional indicators were on a positive trajectory, and one could not be reported. For example, the share of IIEP's portfolio in fragile contexts continued to grow, and 27% of technical cooperation projects were gender responsive – up from just 7% in 2017. IIEP provided support in 40 out of 46 least developed countries (LDCs) in 2021, and it moved closer to achievement of its target of expending 85% of its country portfolio in LDCs. Participation in IIEP events, citations of IIEP reports and publications, and inclusion of development partner staff in IIEP training – all met or exceeded planned targets. IIEP did not meet its targets in three areas: it did not support the expected number of national training providers; it was unable to improve the proportion of its technical cooperation projects that are monitored and evaluated; and it did not succeed in engaging all staff in professional development. Actions will be taken to address these gaps in 2022.

### **A sustainable future**

The financial health and sustainability of IIEP has been carefully monitored throughout the pandemic. An internal evaluation was completed early in 2021, and steps are being taken to reduce vulnerability and widen the pool of its core donors. In 2021, IIEP's income was in line with an overall budget of close to US\$ 25 million, of which more than 76% is unearmarked. IIEP also signed several new funded project agreements this year with the World Bank, Mauritania, the Open Society Foundations, and the International Organisation of La Francophonie.

Finally, in the words of a national partner from Eswatini, “there are opportunities even during the most devastating circumstance.” Now is the time to come together to reimagine education. The accomplishments – as well as the difficulties of the past year – confirm this. By planning collectively today, we can build a better future for all.

Figure 1. IIEP 10<sup>th</sup> 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



## MEDIUM-TERM RESULTS

2

- Flexible and responsive training offer
- Support to training providers via institutional cooperation
- Context-specific policy, planning, and management advice
- Capacity development for sustainable capacities

1

- 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

Figure 1. IIEP's Results Assessment Framework(2018-2021) at November 2021, page 1 of 3

MTR	Key Performance Indicator (KPI)	Baseline (2017)	2018		2019		2020		2021		Status			
			Targets	Achieved	Targets	Achieved	Targets	Achieved	Targets	Achieved				
SO 1: Member States plan effectively for education sector development and evaluate system performance														
Training	1.1	1.1.1	Volume of Training (person-days)	35,358	36,242	36,824	37,127	33,280	38,011	23,535	38,894	30,245	●	
		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	10/10	10/10	●
	1.2	1.2.1	Strengthening training providers	4	5	4	5	2	6	3	6	3	●	
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%	66%	●	
		1.3.2	Portfolio in Fragile Situations	58%	30<x<50%	42%	30<x<50%	35%	30<x<50%	39%	30<x<50%	41%	●	
		1.3.3	Capitalizing on learning assessment and household survey data	7	7	10	8	12	9	10	10	10	11	●
		1.3.4	Gender-responsive technical cooperation projects	7%	16%	21%	21%	34%	21%	21%	21%	21%	27%	●
		1.3.5	Active policy dialogue with ministries of finance	5	4	4	5	2	7	7	8	6	6	●
	1.4	1.4.1	Outcome mapping with ladders of change	0%	16%	38%	32%	39%	66%	36%	100%	33%	●	
SO 2: Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders														
Research & Development	2.1	2.1.1	Publication plan efficiency	63%	60%	65%	73%	58%	74%	69%	75%	89%	●	
		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	See note <sup>1</sup>		
	2.2	2.2.1	Development of methodologies, norms, and tools	8%	8%	11%	10%	10%	12%	13%	15%	14%	●	
		2.2.2	Partnerships for developing methodologies, norms, and tools	24%	24%	60%	26%	40%	30%	36%	33%	34%	●	
		2.2.3	Improved governance with adapted methodologies, norms, and tools	15	15	53	17	19	19	13	20	23	●	
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	23,655	●	
		2.3.2	Citations in the media, publications, and online resources	54	69	156	85	153	96,5	202	108	135	●	
		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	314,929	●	
	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%	9%	●	
IIEP's financing model and institutional sustainability														
Enabling Factors	3.1	3.1.1	All staff professional development	11%	10%	12%	20%	24%	60%	21%	100%	27%	●	
	3.2	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%	76%	●	

\*Legend for section: ● Red: target not met ● Yellow: target nearly met ● Green: target met

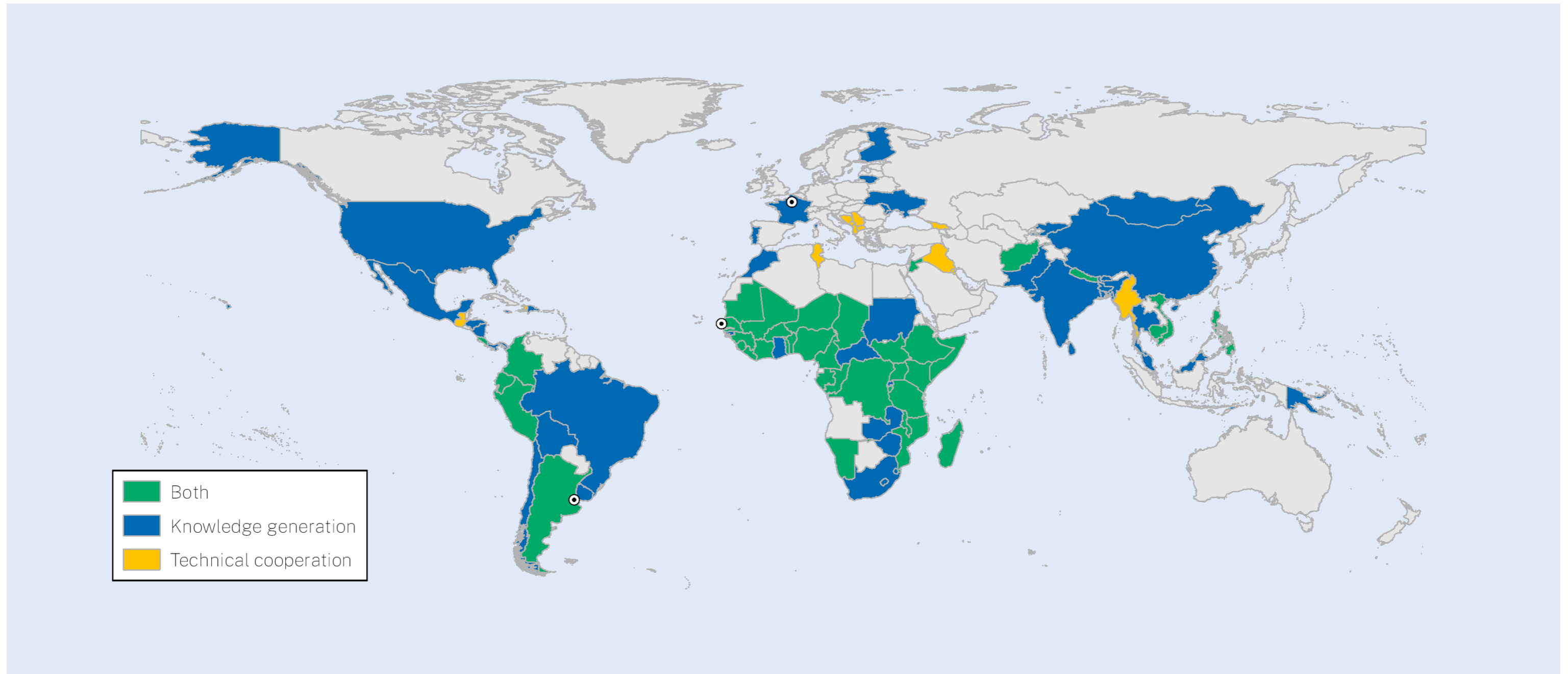
<sup>1</sup> Note: Technical changes to the UNESDOC platform have compromised data comparability for 2021 figures

**Progress and details of IIEP's Result Assessment Framework**

- Details on the progress and status of each KPI can be found in the following sections of this document, closing each Medium-Term Result (MTR).
- See Annex I for the complete list of active projects in 2021.
- The precise definition of each indicator is available [here](#).



Figure 2. Geographical distribution of Technical Cooperation and Research & Development projects, 2021



Calculations made with data from Planview (IIEP project database) extracted on 24 November 2021<sup>2</sup>

<sup>2</sup> The designations employed and the presentation of the material in this publication do not imply the expression of any opinion whatsoever on the part of UNESCO or IIEP concerning the legal status of any country, territory, city or area, or of its authorities, or concerning the delimitation of its frontiers or boundaries. Dotted line represents approximately the Line of Control in Jammu and Kashmir agreed upon by India and Pakistan. The final status of Jammu and Kashmir has not yet been agreed upon by the parties. Final boundary between the Republic of Sudan and the Republic of South Sudan has not yet been determined. Final status of the Abyei area is not yet determined. A dispute exists between the Governments of Argentina and the United Kingdom of Great Britain and Northern Ireland concerning sovereignty over the Falkland Islands (Malvinas).

# Strategic Objective 1

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

## Medium-Term Result 1.1

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

## Overview of IIEP's training activities and outcomes

Over the 10<sup>th</sup> MTS, IIEP has made its training offer more flexible by expanding, renewing, and adapting its programmes and courses. Course content is continually updated and enriched with lessons learned from IIEP's own research and development (R&D) and technical cooperation (TC) activities, such as internal quality assurance and ethics in education. TC work on crisis sensitive planning served as a foundation for a new specialized course taught collaboratively by the Buenos Aires and Paris offices.

Building on work begun in 2020 to ensure training provision at a distance, in 2021 IIEP continued offering its online training in four languages (English, French, Spanish, and Portuguese). The COVID-19 pandemic created challenges, with some participants' work schedules or poor connectivity making it difficult to follow online courses. But it also created an opportunity to rethink, redesign, and update IIEP's training, harmonizing, and streamlining the offer of the three offices for the coming years. Among the innovations, IIEP launched its first Massive Open Online Course, on Planning Early Childhood Education and Care.

IIEP's proven capacity development approach (through aligning training, coaching, technical cooperation, and long-term partnerships) remained at the core of the 10<sup>th</sup> MTS. Continual evaluation of the combined training offer ensured quality standards. The monitoring and evaluation (M&E) of the three offices' training offers was harmonized, and a Global Virtual Campus will launch at the end of 2021. Major outcome reviews were carried out for core training programmes and technical cooperation. One such review, undertaken in 2020 on the Advanced Training Programme on Educational Planning and Management (ATP), confirmed that alumni enact positive change when returning to their organizations.

## Training offer in 2021

### a) Core Programmes

*Advanced Training Programme (ATP):* The IIEP Paris office's flagship programme since the 1960's, is a blended professional master-level programme designed for education officials and is offered in English and French. It has three phases: Education Sector Planning (ESP), Specialized Course Programme (SCP), and Projects. To respond to the learning needs expressed in the marketing study (2019) and ATP Outcome Review (2020), the Paris office embarked on the ESP redesign at the end of 2020, which continued throughout 2021, making the ESP more sustainable in terms of target audience, course content, structure, and modality.

To provide continuous support to the 2019–2020 ATP cohort, who left Paris due to COVID-19 after completing the ESP, the Paris office developed and delivered a series of online versions of SCP courses and the methodology course on the project during 2021. The online version of "Using learning assessment data to monitor SDG 4 progress" (bilingual) and "Education Sector Project Design" (in English) were developed based on the residential two-week courses that are part of the ATP. A new online Specialized Course on "Using data and information for crisis-sensitive educational planning" (in English) was also developed and delivered in collaboration with the

European Union and NORRAG. An online course on “Methodology for the preparation of the tutored project” consisted of a series of live sessions with small group discussions in order to support the ATP 2019–2020 cohort.

*Sectoral Analysis and Management of Education Systems (PSGSE):* The core training programme of the Dakar office (Politiques sectorielles et gestion des systèmes éducatifs) is co-delivered and accredited by the Université Cheikh Anta Diop of Dakar. It is a blended French programme, equivalent to the first year of a master’s degree programme. In 2021, the 14<sup>th</sup> cohort finished in November, and the 15<sup>th</sup> commenced in October. Its English equivalent, Sector Analysis and Management of Education Systems (SAMES), which was suspended since 2018, has been the subject of discussions with Kenyatta University to co-deliver this training from January 2023.

*Regional Training Programme on Educational Planning and Management (RTP):* This key training programme of the Buenos Aires office since 1997, underwent a major reform during 2017–2019. This resulted in a mostly online programme, designed for high-ranking public officials, covering all Latin American Member States. Since 2019, different countries rotate to host the face-to-face forum, although the residential event was cancelled in 2020 and 2021 due to the pandemic. Since 2020, the content has been adapted for a tailor-made training specifically addressed to the officials in each provinces of Argentina.

## **b) Short Courses**

The Paris office implemented three tailor-made online courses in 2021.

*Designing and implementing an effective IQA system in higher education:* (two online courses) aimed to reinforce the internal quality assurance systems of 13 higher education institutions in Tunisia, and 11 universities in South-East African countries, Palestine, and Nepal.

*Foundations of disability-inclusive education sector planning:* IIEP continued to team up with the United Nations Children’s Fund (UNICEF) to offer two online courses to 13 Member States in East Asia & Pacific and 9 in francophone Africa, including UNICEF country office staff, to reinforce their capacities to plan for and support the inclusion of children with disabilities in their education systems.

*Strengthening alternative and non-formal education for youth and adults in education sector plans:* Organized in partnership with the UNESCO Institute for Lifelong Learning (UIL), this course equipped professionals from 8 countries in African and Asian countries with technical knowledge and skills to ensure that marginalized youth and adult learning issues are better integrated in education sector plans.

The Dakar office developed two short courses and delivered two during 2021.

*Use of data and information for crisis sensitive education planning:* the French version of the Specialized Course EPA305 was developed to be delivered in early 2022.

*Piloting and management of technical and vocational education training (Piloteage et Gestion de l’Enseignement et la Formation Techniques – PGEFTP):* This has been delivered to its first two cohorts.

*Gender-sensitive educational planning:* Delivered in collaboration with the United Nations Girls Education Initiative (UNGEI) to its first cohort (in French, ending in January) and the second cohort (in English, starting in October).

*Use of MICS data for the monitoring of SDG 4 and on early childhood education planning:* Developed with UNICEF, to be offered in 2022.

The Buenos Aires office delivered two online training programmes (OTPs) and two virtual courses.

*The OTP on Digital Policies:* Offered in Spanish, it had participants from 12 Latin American countries.

*The OTP on Educational assessment:* Delivered in Portuguese, it had participants not only from Brazil, but also from Angola, Cape Verde, and Mozambique.

*Course on crisis-sensitive planning:* Two virtual courses were offered, one in Spanish and one in Portuguese. Representatives from 15 countries of Latin America and the UNESCO cluster office in Quito and Ecuador participated in the Spanish course. The first edition in Portuguese had participants from Brazil, Angola, Cape Verde, Mozambique, and Sao Tome and Principe.

(See Appendix III for an overview of IIEP’s 2021 training programmes)

### c) Quality Improvement and Development

IIEP has continued to address issues of gender and inclusion throughout its training offer. IIEP Buenos Aires mainstreamed gender, vulnerable communities, and indigenous people in its RTP. IIEP Dakar organized gender-responsive training courses. And IIEP Paris redesigned its gender mainstreaming tool in order to incorporate other equity issues such as disability inclusion, while two specialized courses went through the gender review in 2021.

In order to create a global IIEP identity as well as more synergies between its training offers, the three IIEP offices closely collaborated throughout 2021 to develop a global virtual platform on MOODLE. This new Global Virtual Campus will not only provide a common space for all IIEP courses and programmes, but will also allow sharing approaches, practices, and tools to design, deliver, and evaluate training.

Since 2016, 10 IIEP tailor-made online courses have received the Quality Matters (QM) certification, attesting to the Institute’s commitment to assure and continuously improve the quality of its online training offer. In 2021, IIEP began the process of certification for its core training offer, starting with the online version of Specialized Courses, which are part of ATP. Two new online specialized courses were submitted for QM review in 2021, on using learning assessment data to monitor Sustainable Development Goal (SDG) 4 progress (certification pending) and on using data and information for crisis sensitive educational planning (certification received). The course on “Transparency, accountability, and anti-corruption measures in education” was resubmitted to update the certification, which has been received.

Figure 3. Enrolment in IIEP’s core training programmes

Activity name	Office	No. of participants
EPA 305 Using data and information for crisis-sensitive education planning	Paris	94
EPA 304 Using learning assessment data to monitor SDG 4 progress	Paris	33
Preparatory course on Descriptive statistics and Financial indicators	Paris	25
EPA 314 Education Sector Project Design	Paris	23
EPP401 Methodology for the preparation of a project	Paris	7
Politiques sectorielles et gestion des systèmes éducatifs (PSGSE/SAMES)	Dakar	28
Pilotage et gestion de l'enseignement et la formation techniques et professionnels (PGEFTP)	Dakar	32
Regional Training Programme (RTP)	BA	31
OTP in Digital Policies	BA	22

OTP in Educational Assessment	BA	22
Virtual Course on crisis-sensitive planning in Latin America (Spanish)	BA	18
National training programme for Argentina	BA	26
Virtual Course on crisis-sensitive planning in Latin America (Portuguese)	BA	30
<b>Total</b>		<b>391</b>

## Outcomes and evaluation evidence over the 10<sup>th</sup> MTS period

Throughout the 10<sup>th</sup> MTS, IIEP systematically evaluated the outcomes of its training offer using the Kirkpatrick model.

Three major evaluations measured the results of IIEP training at levels 3 and 4. The ATP Outcome Review and the PSGSE Outcome Review were conducted in 2020 and 2021 respectively. Both reviews point to high application of new technical planning skills, as well as frequent mentioning of improved soft skills, following participation in these training programmes. These effects are not only reported by the participants themselves, but also by their employers. The Foundations of Disability-Inclusive Education Sector Planning (2020-2021) was evaluated using outcome harvesting methodology

### Levels of the Kirkpatrick model

#### *Immediate results*

- Level 1: relevance, participant satisfaction
- Level 2: learning and skills acquisition

#### *Medium- to long-term outcomes*

- Level 3: behavioural changes when back on the job
- Level 4: positive change at organizational level resulting at least partly from IIEP's training

On the whole, evaluations show that IIEP's programmes and courses are of a high quality and relevant and, more importantly, that they have a strong impact on both individual skills acquired and the organizational capacity of ministries of education (MoEs). However, the evaluations also identified key challenges and lessons for the futures, which will feed into an upcoming benchmarking and options study that will shape IIEP's training offer for the new MTS.

Across the five programmes evaluated, 97% of participants ranked IIEP's programme as "good" or "very good. Of special note is an outcome review of the Dakar flagship programme PSGSE for two cohorts (2018 -2020), in which 83.9% of those surveyed reported that they used the knowledge acquired frequently or very frequently in their careers, and 100% reported that the programme helped to fill capacity gaps in their department. Another 2021 evaluation, of a course on disability-inclusive education, showed significant positive effects on course participations, including examples of concrete changes in practices in the countries policies and approach to the collection of disability data.

## 10<sup>th</sup> MTS | KPI 1.1.1 – Volume of Training

Baseline in 2017:

**35,358 Person-days**

Target for 2021:

**38,894 Person-days**

*(+10% compared to the 2017 baseline)*

Achieved in 2021:

**30,245 Person-days**

*(+19% compared to 2020 figures)*

The COVID-19 crisis had a large impact on the number of beneficiaries of IIEP's training offer. In particular, for two years in a row, the flagship ATP core training in Paris had to be postponed. On the other hand, the flagship training programmes of Dakar and Buenos Aires (the PSGSE and RTP) managed to adapt to constraints.

Moreover, much of the project-embedded, as well as short intensive, trainings, was able to be moved online or, as restrictions begin to lift, resumed. As a result, this indicator for 2021 is up 28% from 2020, with some 6,500 additional person-days added, narrowing the gap from pre-pandemic numbers.

## 10<sup>th</sup> MTS | KPI 1.1.2 – Coverage of SDG 4 in training offer

Baseline in 2017:

**7 out of 10 SDG 4 Targets covered**

Target for 2021:

**10 out of 10 SDG 4 Targets covered**

Achieved in 2021:

**10 out of 10 SDG 4 Targets covered**

Over the four years of its 10<sup>th</sup> MTS (2018–2021), IIEP has achieved full coverage of all 10 SDG 4 targets in its training programmes, using a two-pronged approach – setting up specialized modules and mainstreaming its core offer.

## Strengthen educational planning and management training providers through institutional cooperation

### Overview

IIEP supports countries in developing their own training provision in the field of educational planning and management, working alongside national training institutions to strengthen their capacity in delivering qualitative training for educational planners at central and decentralized levels. Throughout the 10<sup>th</sup> MTS IIEP has worked in a variety of countries such as Cambodia, Afghanistan and Morocco and contributed to the setting up of a regional training centre for the Caribbean region.

### Strengthening training providers in 2021

In 2021, IIEP focused its efforts in supporting training institutions in Cambodia and the Caribbean region.

*A decade of cooperation with Cambodia* (see Box 1): IIEP continued to support the National Institute of Education (NIE) in Cambodia throughout 2021. The Institute has now trained more than 20 NIE staff members through its ATP and 55 people have participated in the SCP.

*"Before collaborating with IIEP, the National Institute of Education had no resources at all for educational planning and management. We started from zero. IIEP has had a decisive impact on capacity building of our trainers in this new area, and also on the institutional development of NIE. In addition to in-service training provided to members of the PoE, NIE now offers a pre-service master's degree and a doctorate programme in educational administration. Most of the trainers and lecturers who teach in these two programmes have studied at IIEP, including myself. All the experience and knowledge gained from IIEP is very beneficial for all of us."*

**Dr Chansean Mam**

**Deputy Head of Department of Planning and Management at NIE**

*Strengthened planning capacities in education systems in the Caribbean Community:* In 2020, IIEP organized a distance training programme on the fundamentals of educational planning for territories in the Eastern Caribbean. The success of the programme, funded by the World Bank, led to a request by the Caribbean Development Bank to organize a similar course for the other Caribbean countries. This course had 43 participants, from 11 countries, and included a group of 13 resource persons from the Caribbean Centre for Educational Planning (CCEP). The inclusion of CCEP will strengthen the outreach and capacity of this recently created centre.

In 2021, IIEP also started to develop a training programme to strengthen the capacities of female educational planners in Afghanistan with the support of the National Institute for Educational Planning (NIEP). To design it, IIEP conducted a training needs assessment, based on a survey and a series of interviews with key informants within the MoE. However, IIEP's long standing



cooperation with Afghanistan was unfortunately interrupted following the recent political changes in the country.

## Outcomes and evaluation evidence over the 10<sup>th</sup> MTS period

In the 10<sup>th</sup> MTS period, IIEP focused its efforts on long-term cooperation agreements with national training providers (such as in Cambodia and Afghanistan), as well as contributing to the creation of a new regional training centre (the Caribbean Centre for Educational Planning). It also developed more tailor-made strategies, as well as tools, to better support national training providers, such as a guide to identify their existing capacities, and a handbook to co-design training programmes and courses with them.

Lessons learned from implementation showed that:

- In some countries, alternatives to supporting public institutions are more relevant due to very weak institutional capacities in the public sector. This was the case in Haiti where IIEP shifted its support from a national training provider to the creation of a core group of competent trainers.
- Supporting national training providers is a long-term investment which requires certain preconditions, such as clear government commitment, long-term vision of the institution in the Ministry's agenda, sufficient financial support, etc. In some countries, where IIEP intended to work, these preconditions were not met.
- There were competing demands on the time of the IIEP staff who could be involved in these support projects, which translated into a smaller number of projects than originally planned.

### Box 1. Proven benefits of IIEP's long-term engagement in Cambodia

Over the whole 10<sup>th</sup> MTS period, IIEP has been working hand-in-hand with Cambodia's National Institute of Education (NIE). The goal: to build the capacity of those responsible for training in educational planning and management, so they can in turn train and strengthen the skills of the staff in Cambodia's 25 Provincial Offices of Education. IIEP provided extensive technical support for the co-design of several tailor-made courses for the NIE team. As a result, NIE has, since 2015, trained some 224 managers and technical staff involved in education planning and management at the provincial level. In addition to NIE, IIEP has worked continuously with the Ministry of Education's Directorate General of Policy and Planning (DGPP), providing technical support to different planning and M&E processes.

A major outcome evaluation commissioned by UNICEF points to several positive effects of the Ministry/IIEP twinning programme.<sup>3</sup> The evaluation presents solid evidence of how the training provided at the provincial level has contributed to improved quality of Annual Operational Plans. Important benefits of IIEP's long-term integrated support to Cambodia were also highlighted; "the type of reinforcement that derives from the same principles of practice being provided in different settings (retreats, on-line courses, etc.) is serving to consolidate the messages in ways one-off or cascade training cannot do."

<sup>3</sup> UNICEF (2018) Outcome evaluation of the Education Capacity Development Partnership Fund in Cambodia

## 10<sup>th</sup> MTS | KPI 1.2.1 – Strengthening of training providers

Baseline in 2017:

**4 training providers supported**

Target for 2021:

**6 training providers supported**

Achieved in 2021:

**3 training providers supported**

IIEP has had long-term cooperation agreements with national training providers, and in some instances, has helped countries set up new ones. Some of these programmes, as in Morocco, Viet Nam, and Cambodia, have now either ended or are moving to a new normal of professional peer exchanges.

The pandemic halted some activities that involved in-person training. At the same time, the end of the medium-term cycle, with only three active programmes in 2021, reflects a new model of responding to training needs for planners and managers, which is still evolving at the country level, with the more traditional model of national institutes being challenged and replaced by new ways of learning and coaching, more targeted and sometimes fully digital, in which IIEP is investing massively.

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

### Ensure capacity development programmes contribute to sustainable national capacities

#### Overview

In 2021, IIEP continued to respond to Member State requests for provision of context-specific technical support for planning and management, working with 46 countries, just over half in Africa. The demand for IIEP services in supporting ministries' elaboration of education sector analyses and plans remained strong throughout the year, with an important focus on preparing education systems to prevent and respond to crises. Much of this work involved COVID-19 response initiatives.

The Institute increasingly supported Member States to improve implementation of education strategies and plans, this year including through monitoring and evaluation and the organization of midterm reviews of sector performances in Cambodia, Jordan, and Kenya. Not without challenges, technical cooperation activities continued during the health crisis, using virtual platforms.

The 10<sup>th</sup> MTS saw a strong growth in demand for IIEP's technical cooperation services, resulting in both a greater geographical coverage and a greater volume of work. This included an expansion and diversification of its work on crisis-sensitive planning, and, with the establishment of Buenos Aires' technical cooperation offer, a number of innovative modalities based on South-South cooperation.

Looking over the 10<sup>th</sup> MTS reveals some notable trends regarding IIEP's technical cooperation:

- **A strong increase in Member State demand:** This resulted in both a greater geographical coverage and a greater volume of work.
- **A shift towards a greater share of the work focusing on crisis-sensitive planning:** In 2018, 1 in 10 staff days were spent on projects specifically addressing crisis-sensitive planning. In 2021, the share had increased to 4 in 10 days<sup>4</sup>.
- **IIEP's Buenos Aires office has established its technical cooperation work:** This helped promote a number of innovative modalities based on South-South cooperation and respond to specific needs in Latin America.
- **A more diversified set of requests from Member States:** While the demand for support to the preparation of ESAs and ESPs remained relatively strong, a wide range of short and multi-year projects mainly addressing education management issues have also been implemented.

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<sup>4</sup> Staff time on IIEP's technical cooperation projects.

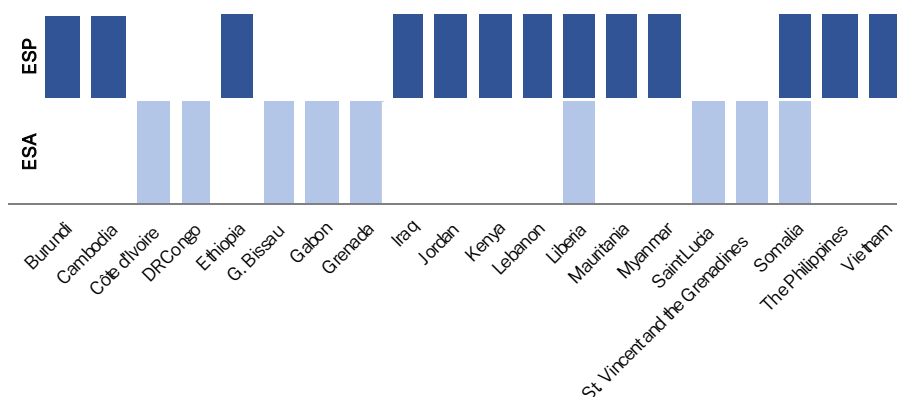
Figure 4. Technical cooperation portfolio overview for 2021



### National education sector analysis and plans

Throughout the 10<sup>th</sup> MTS period, IIEP supported 34 countries with education sector analyses (ESAs) and/or education sector plans (ESPs). 20 of those countries received the Institute’s support in 2021, as shown in Figure 5. Carried out with a national team formed at the start of the collaboration, in each case the analysis and plan formulation helped build consensus and a shared direction for the future of education with all actors involved.

Figure 5. Countries receiving support for ESA and ESP in 2021



Three projects this year merit particular mention:

- IIEP’s work with Somalia resulted in its first ESA since the establishment of the federal state.

- The Institute’s support to Iraq, for the formulation of its 10-year National Education Strategy, had to remain very flexible, due to delays and denied access to the country linked to both civil unrest and the COVID-19 pandemic. Almost all technical work was done through online working sessions (per sub-sector) and workshops (inter-sub-sectoral), a combination allowing for improved articulation of identified policies and strategies. This is Iraq’s first national education strategy to include a cost and financing framework and key performance indicators.
- IIEP adapted the ESA exercises in Grenada, Saint Lucia, and Saint Vincent and the Grenadines to meet local needs. Instead of conducting traditional comprehensive sector analysis, these focused on identifying five to eight key challenges, based on various sources including a media analysis and a mobile phone survey of hundreds of stakeholders. Focus group discussions with key actors then allowed for an analysis of the root causes of each of these challenges.

## A greater focus on crisis-sensitive planning

One lesson of the pandemic was that countries need crisis-sensitive planning to ensure education continuity. Following steps in 2020 to support Member States with their COVID-19 education response, in 2021 IIEP increased its technical cooperation support to MoEs in countries such as Burkina Faso, Guyana, and Myanmar, and enriched it with knowledge generation and publications on ministry leadership and facilitating the enrolment of refugees in national education systems.

### a) Bridging the humanitarian–development nexus

In Burkina Faso, IIEP worked with the Ministry of Basic Education to support collection and use of data on education in emergencies, with a focus on learners displaced due to insecurity. The process, which required the ministry to identify data-related needs to better respond to crises, was carried out in close collaboration with local humanitarian and development partners. It resulted in the ministry strengthening its capacities to collect and use EMIS data on people on the move. In 2021, similar support was extended to Ethiopia and South Sudan.

In Myanmar, IIEP supported the MoE to develop an emergency preparedness and response strategy, in collaboration with UNESCO Myanmar. However, the coup and ensuing political crisis led to serious concerns about the impact on the right to education. In September 2021, partners began developing a joint education response framework 2022–2023, with IIEP as the technical lead. IIEP and UNESCO’s leading role helps ensure the framework tackles the structural systemic challenges that existed before the crisis. The approach highlights the need to work across humanitarian and development interventions to respond to education crises. It also emphasizes the value of a scenario planning approach – taking into account various potential developments – to navigate a rapidly evolving political and operating landscape.

### b) Supporting countries with risk management

Since September 2020, Guyana’s MoE has worked with IIEP and UNICEF to develop the country’s first national risk management policy for the education sector. The policy outlines key programmatic actions to institutionalize risk management and improve the Ministry’s capacity to prevent, prepare for, and respond to emergencies. It includes specific measures for people on the move – for example, including foreign and indigenous languages in teacher training and curriculum to meet the needs of Venezuelan refugees and other vulnerable populations. A communication strategy was developed, and the MoE has begun disseminating the policy using innovative media, such as theatrical videos, to highlight the importance of risk management. Both

the methodology for the policy development and the policy itself could be used as a reference for countries looking to develop similar strategies.

### c) Understanding ministerial leadership in crisis-sensitive settings

IIEP's work on crisis-sensitive planning also included analyses of the leadership and engagement of MoEs in six countries<sup>5</sup> during emergencies. The aim is to develop recommendations for key stakeholders concerning both ministry leadership in emergencies and the sustainability of humanitarian responses in the education sector. The preliminary analyses, which focus on different sources of crisis (including COVID-19, forced displacement, and climate change), affirm that responses should be multi-faceted, ranging from short-term efforts that safeguard access to education and reach the most vulnerable, to forward-looking strategies anchored in national priorities and local solutions. IIEP Buenos Aires' online community of practice, the RED<sup>6</sup>, used a series of webinars, forums, and bulletins in Spanish and Portuguese to support policy-makers in Latin America to mainstream crisis-sensitive planning in their education systems.

## Supporting improved implementation capacity and management

Educational planning is about turning a vision into reality. To accomplish this, IIEP is increasingly shifting its focus from education sector plan preparation to plan and policy implementation.

*ESP midterm reviews moving up the agenda:* In 2021, IIEP provided technical support (for the first time within a single year) to three different midterm reviews of ESP implementation – in Cambodia, Jordan, and Kenya. The review processes brought together education decision-makers to assess ESP progress and identify areas needing corrective action to achieve stated policy objectives. In Cambodia and Jordan, the midterm review also provided an opportunity to assess the impact of COVID-19 on education. Although IIEP's support varied in both content and design across the three countries, insights in common were identified. Most notably, that the existence of a solid M&E framework greatly facilitates the sector review. In all three countries, the outcome was a constructive contribution to joint learning and accountability.

*Expanded programme for education quality management:* This major programme at IIEP Dakar included four new Member States in 2021, bringing the number of beneficiary countries to eight.<sup>7</sup> Extensive work in Burkina Faso, Madagascar, Niger, and Senegal, since 2018, identified patterns of challenges with the quality control of learning outcomes. This is now being used to shape targeted interventions to support quality in these countries. There are signs that the programme is contributing to positive changes in professional practices among ministry staff, at both executive and service levels, who are now applying the techniques they have learned.

Other activities in 2021 included mainstreaming gender into Sierra Leone's ESP and the start of a participative gender diagnostic in Burkina Faso.

*Continued engagement with vocational training management:* Over the 10th MTS, the Plateforme d'expertise en formation professionnelle (PEFOP) programme has supported the implementation of technical and vocational education and training (TVET) reforms across seven African countries and created a platform for information sharing and dialogue among TVET stakeholders across the continent. Through the programme, IIEP Dakar has developed specialized expertise to support the operationalization of vocational training policy reforms. As the PEFOP comes to an

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<sup>5</sup> European Civil Protection and Humanitarian Aid Operations project: Ethiopia (COVID-19), Madagascar (natural hazards and climate change), South Sudan (forced displacement); European Union's Service for Foreign Policy Instruments project: Burkina Faso (COVID-19 and insecurity), Jordan (the refugee crisis), Kenya (COVID-19).

<sup>6</sup> Network of Specialists in Educational Policy of Latin America.

<sup>7</sup> New countries in 2021: Burundi, Cameroon, Côte d'Ivoire, and Togo.

end in 2021 as a project, several new projects which draw on these skills are under development and will be managed by the Dakar TVET experts, as part of the Technical Cooperation Department.

*Strengthening South–South cooperation in Latin America:* In 2021, IIEP Buenos Aires expanded several of its innovative technical cooperation modalities, including networks and communities of practice and exchanges of experiences and good practices. Most notably, the highly successful community of practice – the RED – continued to grow during its second year. Within the framework of the RED, two so-called bilateral work tables were held. These are virtual spaces, which can be requested by any Latin American country, to exchange experiences on specific education policy issues with another country. IIEP acts as a facilitator and helps develop actions in response to particular ministry needs. In 2021, one bilateral work table was organized between MoEs in Colombia and Peru on educational policies for migrants, and another at the subnational level between Bogotá District (Colombia) and the Province of Misiones (Argentina), on closing inequality gaps and improving the quality of education.

### Box 2. Early successes in the Haiti programme (2018-2021)

Preliminary findings from an external outcome harvesting evaluation show clear signs that the programme has, in some of the country's 10 subnational education departments, started to change professional practices. For example, just after the August 2021 earthquake, key resource persons trained by IIEP adapted the Institute's methodology for preparing annual operational plans, to formulate their emergency plans. This included forming an ad hoc working group, soliciting inspectors to collect the necessary information, and data consolidation. This marked the first time that the department, instead of external humanitarian partners, led the emergency response. It was also the first time the department director did not wait for instructions from the central level to act in a crisis. Yet, overall, the relative success of the programme remains fragile, relying largely on a small group of departmental directors and staff members.

## Capacity development that contributes to sustainable national capacities

Under MTS Result 1.2, and MTS Result 1.4, IIEP makes a commitment to strengthening national level training providers and providing tailored training programmes. As noted above, the multi-year country programmes in Cambodia and Haiti continue. A number of tailored thematic training programmes were offered in Member States.

### *Tailor-made in-country capacity development programmes offered in 2021 included*

- At the request of Costa Rica's MoE, IIEP Buenos Aires offered a course on crisis-sensitive planning, adapted to the Costa Rican context and needs.
- For the first time, IIEP Buenos Aires offered a tailor-made virtual course for the City of Buenos Aires MoE. Designed to be practice-oriented, to allow participants to apply the skills they learn directly to their work, the course aimed to strengthen the capacities of technical teams in teacher professional development policies.
- The regional capacity building programme "Integration of health and well-being education indicators into EMIS" provided technical cooperation to nine Western and

Central African countries<sup>8</sup> to integrate health- and gender-related indicators into their respective EMIS, focusing on four internationally recognized core indicators. It also provided capacity development for data collection, analysis, and reporting in EMIS.

## Outcomes, impact, and lessons learned over the 10<sup>th</sup> MTS period

The growing demand for IIEP's technical cooperation and its support for institutional capacity development programmes at the national level over the 10<sup>th</sup> MTS is a testimony of the high quality of the work and its relevance to Member States. The Institute has also expanded its capacity to respond over the period, including through staff recruitments, greater collaboration between the three offices, more flexible approaches (adapting the depth and nature of the support to the characteristics of the country and IIEP's availability), and the provision of public goods such as guidelines and exchange platforms. The results of these changes have been important. Through the greater focus on crisis-sensitive planning, IIEP has contributed to the bridging of the humanitarian–development nexus. It has enhanced the resilience of education systems. Its programmes have also strengthened capacity and improved national training capacity.

Over the course of the 10<sup>th</sup> MTS period, IIEP has also learned much that can help it to improve the sustainable impact of the capacity support it provides.

**Education sector analysis and planning:** A participatory and evidence-based approach can help to shape a shared national vision, with agreed priorities and roles, thereby making it possible for development partners to coordinate support for governments. But success depends on the Institute's ability to adapt the design of its support to different country needs and constraints.

**A comprehensive approach to capacity development:** Outcomes of IIEP's work in Afghanistan, Cambodia, and Haiti demonstrate the power of an integrated approach to capacity development, one that combine support to teams working on education sector plans, with tailored training of country teams and support to national training institutes.

IIEP's support has resulted in good quality sector analyses and plans that have helped shape the vision of their education systems. It has also helped countries obtain internal and external funding. Harvested outcomes in Cambodia, Haiti, Jordan, and Guinea show the power of planning for fostering leadership and change. IIEP's participatory approach to developing sector analyses and preparing plans with national officials has had direct positive effects on sector leadership. Clearly, the ways in which IIEP respects and works with national technical teams is a precious asset, and one worth protecting to ensure sustainable results.

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<sup>8</sup> Burkina Faso, Cameroon, Côte d'Ivoire, Democratic Republic of the Congo, Ghana, Mali, Niger, Nigeria, Senegal.

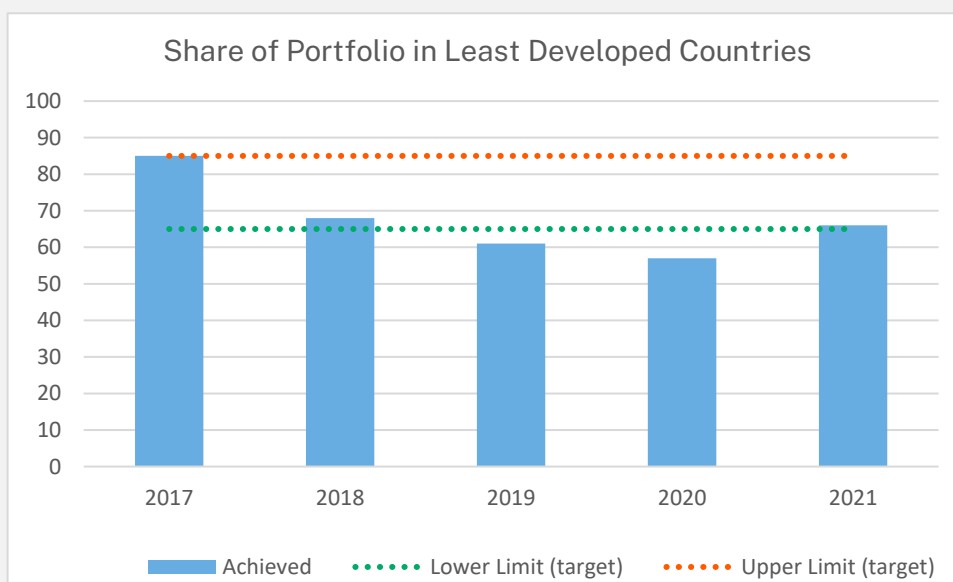


## 10<sup>th</sup> MTS | KPI 1.3.1 – Portfolio in least developed countries<sup>9</sup>

Baseline in 2017:  
**85% of portfolio**

Target for 2021:  
**Between 65% and 85% of portfolio**

Achieved in 2021:  
**66% of portfolio**



In 2021, IIEP worked with 40 out of the 46 least developed countries. At 66% of IIEP's country portfolio, this share is within the target range defined for the 10<sup>th</sup> MTS.

While compared to 2017 this is at the low end of the range, it marks an improvement over 2019 and 2020 levels.

A more detailed analysis reveals two facts:

- Although not at the 2017 level as a share of the overall portfolio, IIEP's presence in LDCs over the 10<sup>th</sup> MTS has been steady in absolute terms.
- IIEP's increased presence outside the list of LDCs reflects the rise of severe challenges to the right to education outside these countries, in particular in crisis-affected contexts.

<sup>9</sup> This indicator measures the relative weight of least developed countries in IIEP's project portfolio. It is measured by volume (total expenditure – including staff cost – on IIEP projects serving LDCs, expressed as a proportion of the total expenditure of all country-based projects, over a calendar year).

## 10<sup>th</sup> MTS | KPI 1.3.2 – Portfolio in fragile situations<sup>10</sup>

Baseline in 2017:

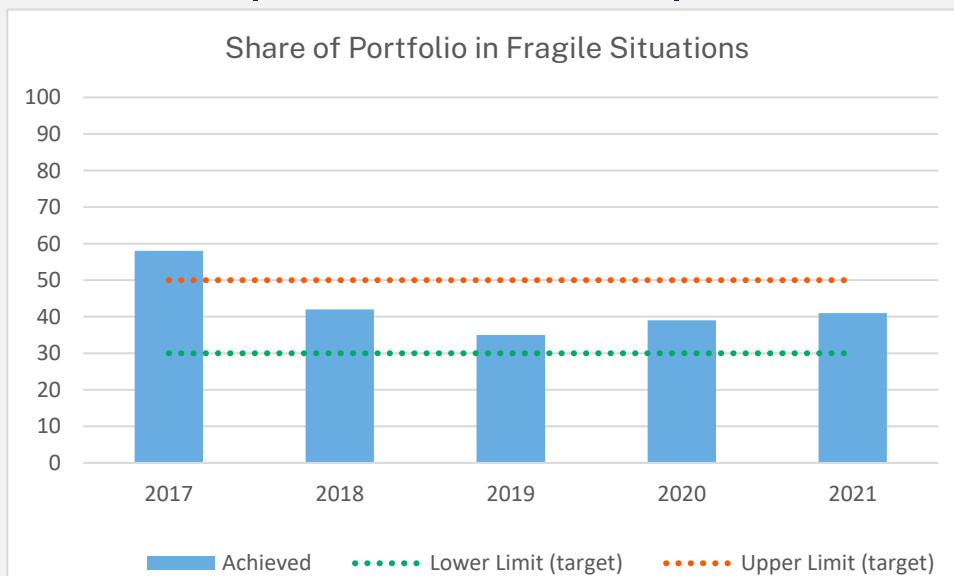
**58% of portfolio**

Target for 2021:

**Between 30% and 50% of portfolio**

Achieved in 2021:

**41% of portfolio**



The share of IIEP’s country portfolio in crisis-sensitive contexts, as defined in the Harmonized List of Fragile Situations (HLFS), has decreased over the past four years but remains well above the threshold of 30% defined in the 10<sup>th</sup> MTS.

Needs and demand remains strong and, going forward, there are many indications that crisis-sensitive work will remain a strong pillar for IIEP, which will continue to monitor closely this same indicator.

Note: As with KPI 1.3.1, KPI 1.3.2 measures *volume* (\$ equivalent – staff time + implementation budget) not *number* of projects, to reflect IIEP’s actual resource investment in this category of countries.

## 10<sup>th</sup> MTS | KPI 1.3.3 – Capitalizing on learning assessment and household survey data

Baseline in 2017:

**7 analytical documents that capitalize on learning and household data**

Target for 2021:

**10 analytical documents that capitalize on learning and household data**

Achieved in 2021:

**11 analytical documents that capitalize on learning and household data**

Data analysis for Burundi, Ethiopia, Gambia, Haiti, Liberia, Nigeria, Somalia, and Viet Nam, as well as regional assessment as part of the “Quality management” programme in sub-Saharan Africa testify to a steady capacity and commitment on the part of IIEP to capitalize on existing data and facilitate its use for educational planning and management.

<sup>10</sup> This indicator measures the relative weight of crisis-sensitive contexts in IIEP’s project portfolio. It is measured by volume (total expenditure – including staff cost – on IIEP projects serving countries in the HLFS, expressed as a proportion of the total expenditure of all country-based projects, over a calendar year).

## 10<sup>th</sup> MTS | KPI 1.3.4 – Gender-responsive technical cooperation projects

Baseline in 2017:

**7% of projects**

Target for 2021:

**21% of projects**

Achieved in 2021:

**27% of projects**

Referring to the four steps of United Nations Country Team (UNCT) Gender Equality Marker, IIEP's 10<sup>th</sup> MTS met its commitment to make 25% of its projects, not merely “gender-sensitive” but “gender-responsive”. Concretely, this means IIEP went beyond acknowledging differences and disparities between women and men in its activities, to include evidence-based gender analysis. About 60 technical projects have been assessed accordingly.

At the same time, IIEP has continued both creating new courses on the topic and mainstreaming gender across its training offer, as offering two editions of its short course on “Gender-responsive educational planning” and mainstreaming gender in its specialized course “Using data and Information for crisis-sensitive educational planning”.

## 10<sup>th</sup> MTS | KPI 1.3.5 – Active policy dialogue with ministries of finance

Baseline in 2017:

**5 policy dialogues**

Target for 2021:

**8 policy dialogues**

Achieved in 2021:

**6 policy dialogues**

The number of TC projects whereby IIEP facilitates dialogue with ministries of finance varies from year to year, depending on requests. IIEP did not reach its 2021 target for support to these dialogues, but nonetheless carried these out in Burundi, Namibia, Niger, Nigeria, Sierra Leone, and Somalia.

Going forward, IIEP's offer to strengthen technical dialogue with ministries of finance is being enhanced, through a research project that focuses on the transition to “programme budgeting” at the country level and its impact on education delivery.

## 10<sup>th</sup> MTS | KPI 1.4.1 – Outcome mapping with ladders of change

Baseline in 2017:

**0% of eligible technical cooperation projects**

*were designed and monitored using M&E frameworks and ladders of change*

Target for 2021:

**100% of eligible technical cooperation projects**

*were designed and monitored using M&E frameworks and ladders of change*

Achieved in 2021:

**33% of eligible technical cooperation projects**

*were designed and monitored using M&E frameworks and ladders of change*

At the start of its 10<sup>th</sup> MTS, IIEP had no Institute-wide policy for evaluating its TC projects. Today, while it has not achieved its target of 100% evaluation of such activities, it successfully piloted an approach to evaluating this work, laying a foundation for further improvement. This is clear evidence that IIEP's investment in M&E is paying off, with more projects designed with techniques of outcome harvesting and explicit criteria for success.

Nevertheless, the target was not reached and an equivalent KPI is under development for the 11<sup>th</sup> MTS to monitor the same ambition of better tracking results and learning from experience.

# Strategic Objective 2

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

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

### Overview

IIEP undertakes high-quality applied research on priority education issues, to provide policy-makers and planners with the evidence to design relevant and cost-effective policy, planning, and management decisions. IIEP's major research projects under the 10<sup>th</sup> MTS included: (i) "Cities at the forefront to achieve Agenda 2030"; (ii) "Use of learning assessment data in educational planning"; (iii) "Flexible learning pathways in higher education"; (iv) "Workforce: Change agents at the middle tier"; (v) "Planning for early childhood education"; (vi) "Teacher management in refugee settings"; and (vii) "Open government in education: learning from experience". IIEP also conducted shorter-term research, often with a regional focus, on such topics as gender, inclusion, TVET, skills and employment, child labour, information and communications technology (ICT) in education, equity in secondary education, and COVID-19 responses.

In 2021, IIEP finalized data collection for most of its major projects under the 10<sup>th</sup> MTS and focused on publishing and disseminating results. As well as making available a number of case studies, and working closely with national partners to disseminate them, IIEP organized large-scale international dissemination events, which provided opportunities for cross-sectoral policy discussion among researchers, practitioners, policy-makers, civil society, and other education stakeholders. The Institute leveraged its networks and capitalized on its partnerships to increase the dissemination and impact of its work.

COVID-19 has provided both challenges and opportunities for IIEP's R&D portfolio. Thanks to its flexible approaches to data collection, and strong relationships with local partners, IIEP was able to successfully complete its research, and took the opportunity to innovate and reach new audiences, particularly at the local level.

IIEP's R&D activities prompted discussion and directly influenced change at the national or institutional level in 2021. The Institute also continues to strengthen the links between its R&D and TC functions, providing valuable tools and support to MoEs. The effects of the pandemic crisis, as well as the results of the audience analysis and the external review of the R&D function, have shown the importance of flexible and sustainable approaches to research, a coordinated dissemination of results, strong partnerships, and robust monitoring and evaluation. These elements will be key as IIEP looks forward to the 11<sup>th</sup> MTS.

### Adapting to a changing world and addressing the pandemic

The implementation of the 10<sup>th</sup> MTS has been marked by the global health crisis. IIEP projects produced important insights on how to manage education during a pandemic. Issues around accessibility, inclusion, and crisis management within the education sector are more relevant than ever. IIEP contributed to the policy brief on *Rebuilding Education Systems for Recovery: A*

*crisis-sensitive and equity-focused approach*, prepared for the Think 20 (T20) Group.<sup>11</sup> Articles on the value of flexible learning pathways during the crisis were published in *University World News*<sup>12</sup> in December 2020, and by the Accreditation Council for Entrepreneurial and Engaged Universities in January 2021.

Despite restrictions, IIEP completed planned research relying on relationships with local researchers or other in-country partners. In all projects, research methods and tools were adapted to virtual collaboration. Despite the difficulties in travel and coordination, 45 studies in 34 countries were completed over the course of the 10<sup>th</sup> MTS in the three IIEP offices. IIEP deepened country-level engagement through over a dozen nationally hosted online events, including in local languages.

### Box 3. Research outputs – IIEP Paris

39 country case studies covering 29 different countries, as well as three thematic studies, were conducted by the Paris office as part of its research activities during the 10<sup>th</sup> MTS. The results of many of these studies have either been published by national partner organizations or made available under the project pages on the IIEP website. A number of other case studies will be released in 2022.

Project teams have also produced country notes and summary briefs that highlight the main lessons drawn from these case studies. The summary findings produced for the middle-tier project were particularly appreciated by local partners: Reinier Terwindt, Associate Director for Monitoring, Evaluation and Research, STiR Education, reported, “*we so often do these types of studies and end up with great reports that are useful for us, but that are hard to share with government partners. And it's this type of product that we can really take forward, so a big thanks!*”.

Four comparative analysis reports, with main findings and policy recommendations, from the IIEP research programme will be published in late 2021 and 2022. And preliminary findings and key policy orientations are already available for several of the projects as policy briefs. These include: five briefs on “illustrative forms of open government in education”; *Cities and Education 2030: Research in France*; and *Funding Equitable and High-Quality Early Childhood Education: Highlights from The Gambia*. The final report *Open School Data: What planners need to know* was also released this year. As were eight country briefs from the research on flexible learning pathways, which were made available at the International Policy Forum.

## A strong focus on equity

In addition to the longer-term research projects defined from the outset of the MTS, IIEP also carried out shorter term studies, allowing the Institute to respond to evolving priorities. Figuring

<sup>11</sup> [https://www.g20-insights.org/wp-content/uploads/2021/09/TF6-REBUILDING\\_EDUCATION\\_SYSTEMS\\_FOR\\_RECOVERY\\_%E2%80%93\\_A\\_CRISIS-SENSITIVE\\_AND\\_EQUITY\\_FOCUSED\\_APPROACH.pdf](https://www.g20-insights.org/wp-content/uploads/2021/09/TF6-REBUILDING_EDUCATION_SYSTEMS_FOR_RECOVERY_%E2%80%93_A_CRISIS-SENSITIVE_AND_EQUITY_FOCUSED_APPROACH.pdf)

<sup>12</sup> <https://www.aceeu.org/news/spotlightarticle/id/18>

high on the Institute's 2021 research agenda was marginalized and vulnerable populations. Short-term studies responding to COVID-19 and equity concerns included:

- A study on emerging practices in technology-enabled support for learners with disabilities.
- A joint IIEP–UNCHR (United Nations High Commissioner for Refugees) study on refugee access to higher education in their host countries with funding from the SIDA project 'People on the Move', exploring inclusive policies and good practices in six countries with a large refugee population
- A study on good practices for the educational inclusion of migrants in the Latin American region, in response to the Venezuelan migration crisis, with UNICEF/LACRO (Latin America Caribbean Regional Office) and OREALC/UNESCO (Regional Bureau for Education in Latin America and the Caribbean)
- A comparative analysis of education policies on mainstreaming interculturality throughout Latin American education systems, with a focus on indigenous populations, and a state-of-the-art review on this subject
- A study on emerging practices in technology-enabled support for learners with disabilities
- Studies on links between education and better access to, and quality of, work among African youth in 8 countries and on between child labour, school attendance, and learning
- A joint CESA (Continental Education Strategy for Africa)/SDG 4 baseline report, requested by the African Union, taking stock of the progress of all African countries on both agendas, and highlighting data gaps and promising policy initiatives (IIEP Dakar was the penholder for UNESCO)

## Dissemination of research and policy influence

During the 10<sup>th</sup> MTS, IIEP has strengthened its mechanisms for outreach. Some highlights for 2021 are given below.

*Instructional leaders in Delhi:* In April 2021, the Delhi Directorate of Education & STiR Education held a national dissemination webinar to share highlights from this case study, bringing together key government officials, teachers, and officials from other Indian states. The rich discussion between teachers led to STiR Education planning inter-state teacher network meetings.

*Flexible learning pathways:* Disseminated via three national webinars (in addition to five in 2020), this research was the topic of an IIEP International Policy Forum, jointly organized with the Ministry of Higher Education, the Malaysian Qualifications Agency, the Malaysian Commission for UNESCO, and University Sains Malaysia. More than 90% of the 150 policy-makers from 86 countries participating in the event (via Zoom) reported that the Forum improved their awareness of the importance of flexible learning pathways for overcoming pressing challenges in higher education, and that they intend to follow up with policy recommendations from the Forum with national audiences. The event reached some 6,500 views via livestream. Interviews on IIEP's website focused on Finland's quest for equity, reaching vulnerable learners (such as single mothers in Malaysia), and the universalization of Grades 12 and 13 in Jamaica.

*Open government in education:* The second IIEP International Policy Forum brought together decision-makers, researchers, and civil society and open government representatives from more than 50 countries. More than 1,000 people followed the discussions online, which will now feed into a synthesis report and guidelines on the implementation of open government initiatives.



#### Box 4. National reports on flexible learning pathways enrich the policy discussions in Malaysia, South Africa, and India

In **Malaysia**, a lifelong learning policy had been introduced prior to the project to promote human resource development, but with less emphasis on equitable access. As IIEP's research has led to greater awareness and acceptance of flexible learning pathways at the national level, the Malaysian Ministry of Higher Education has committed to launch an APEL-Q scheme to allow candidates with prior learning experience gained in non-formal or informal settings to enter doctorate-level studies. At the institutional level, the FLP project directly influenced a number of top management decisions at Universiti Sains Malaysia, including the creation of a micro-credential offer.

In **South Africa**, the SAQA (South African Qualifications Authority) / IIEP report shed light on ways in which FLPs are being implemented, on innovations and obstacles. The national FLP report, together with other national evaluation studies, has increased pressure to revise the recognition of prior learning (RPL) and credit accumulation and transfer (CAT) policies. It has also helped SAQA to initiate an analysis of data flows regarding RPL and CAT for public higher education.

In **India**, dissemination of the national findings on flexible learning pathways led to a deeper understanding among policy-makers. The National Policy on Education, which was being finalized in 2020, recognizes the value of moving towards flexible arrangements for pursuing higher education in India. Specifically, the Policy highlights flexibility in acquiring higher education degrees. It discusses multiple entry and exit, credit transfer, student mobility, and academic bank of credits – all issues emphasized in the Indian national report.

*Cities and Education 2030:* The City Education department of Orvault, France, is using this IIEP case study to help them prepare their next education strategy.

IIEP has recently been approached by policy-makers in various countries following release of various research results. In the context of decentralization reforms in Chile, the Directorate of Education requested to learn from IIEP's research findings on "Cities and Education 2030", and to explore further collaboration. The Institute was also approached by government officials from the Democratic Republic of the Congo and Guinea to learn more about its work on the "Use of learning assessment data" in the education policy cycle, and to potentially support development of national policy frameworks.

*Instructional leaders at the middle-tier:* Local partners in India used this case study to support discussions with management, prompting an increase in personnel and internal restructuring to better support the education workforce.

*Ethical Charter:* IIEP's expertise in ethics and corruption in education enabled it to provide technical support to Montenegro's national Ethics Committee in designing an Ethical Charter. Aimed at preserving, improving, protecting, and promoting academic integrity and preventing all violations of academic integrity, the Charter was formally adopted in May 2021 and is now binding for all public and private HEIs and members of the Montenegro academic community.

*Budgeting architecture and educational quality:* IIEP Buenos Aires has worked with ministries in developing products that would subsequently be used by authorities and technical teams in their own projects. In Costa Rica, the Buenos Aires TC and R&D teams provided support to the Ministry of Public Education to improve the SDG 4 financing architecture and generate inputs for results-based management and budgeting. Through a participatory methodology with the Ministry's

teams, a results matrix with indicators on educational quality was developed. This product will be used by the Ministry as a key input to design a results-based education budget in 2022.

### Reflecting on the past to inform the preparation of the next MTS

In 2020–2021, IIEP underwent an external evaluation of its R&D function. This focused on research conducted between 2014 and 2017 to better identify the results and impact of research activities carried out during the 9<sup>th</sup> MTS.

The review found that “The work being done by IIEP Research is adding to a body of knowledge in areas where research is lacking, and capacity building is needed”, that “research teams have managed to ensure high levels of support, buy-in and involvement by local stakeholders” and that “There is ample evidence regarding the projects’ ability to ensure that their results, and the potential policy implications, reached the eyes and ears of the key policy-makers and educational planners, both within MoE as well as other public sector branches (e.g., statistical offices, ministries of finance).”

In terms of direct impact, IIEP “influenced policy thinking and understanding, as well as the level of collaboration of different policy agents” and “acted as an important ‘eye opener’ when it comes to key policy trends and the functioning of educational systems”, even if the direct link between research outcomes and concrete policy changes was sometimes not easy to establish. The reviewers also highlighted the link between research and capacity development and found that as a result of IIEP’s R&D activities “Institutional and human capacities of education planners have been improved, particularly in instances where training has been designed and delivered in the framework of the projects.”

In terms of recommendations for the future, the reviewers emphasized that IIEP R&D needs “to ensure that better use is made of the knowledge and intelligence in other IIEP departments”, as well as by external experts and stakeholders, and also pointed to the need for a more systematic and sustainable partnership strategy and improved M&E systems. Steps are already being taken to implement the recommendations formulated in the report.

The full report, as well as the IIEP management response, can be found [here](#).

### 10<sup>th</sup> MTS | KPI 2.1.1 – Publication plan efficiency

Baseline in 2017: <b>Publication plan fulfilled at 63%</b>	Target for 2021: <b>Publication plan fulfilled at 75%</b>	Achieved in 2021: <b>Publication plan fulfilled at 89%</b>
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This indicator measures IIEP’s capacity to carry out its publication plans for a given year. In 2021, this amounted to some 80 publications. Both the capacity of authors to submit manuscripts on time, and the efficient management of the publishing process, are measured. IIEP has improved substantively in this area.

## 10<sup>th</sup> MTS | KPI 2.1.2 – Average monthly views of IIEP publication

Baseline in 2017:

**109,008 views**

Target for 2021:

**147,711 views**

Achieved in 2021:

**Not available**

*In 2020, this indicator registered 142,174 views.*

*Technical changes to the UNESCO platform UNESDOC have compromised data comparability for 2021*

Although technical changes have prevented IIEP from providing figures for 2021, the + 50% target over the quadrennium was achieved in 2020. Other related indicators<sup>13</sup> show positive trends concerning IIEP's audience and reach.

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<sup>13</sup> See KPIs 2.3.1, 2.3.2, 2.3.2 further down in this section.

## Develop and adapt methodologies, tools, and approaches

### Overview

The creation of a development cluster within the R&D function during the 10<sup>th</sup> MTS has brought greater focus to the strategic development of tools resulting from its R&D and TC activities, and has also allowed IIEP to re-invest in important new areas (e.g. micro-planning) which have proved to be of great interest to education stakeholders. Throughout the 10<sup>th</sup> MTS, activities were designed with two main objectives: to support decision-makers in key areas of educational planning and in improving the use of evidence for policy formulation. The year 2021 was notable for the Institute, as it began to see the results and reap the benefits of its significant investments over the course of the 10<sup>th</sup> MTS.

Key achievements for 2021 included (i) delivery of a variety of tools and methodologies, based on open-source software, and published together with free open-source code, (ii) recruitment of a development manager in Buenos Aires and Dakar, and (iv) increased visibility of IIEP's development cluster through its participation in several forums and groups, and the first-ever IIEP hackathon: Hacking EDplanning.

The aftermath of the COVID-19 pandemic affected the production of guidelines, methodologies, and tools, in particular by impacting working modalities. Nonetheless, countless online meetings, distance working sessions, and recorded hands-on tutorials took place, ensuring continued contact with Member State authorities and the successful development and piloting of a number of tools. These new working methods also created opportunities to work with countries where IIEP has little experience, such as the Kyrgyz Republic with whom activities for 2022 are currently being discussed.

Over the course of the 10<sup>th</sup> MTS, IIEP has established itself as the leader of geospatial data use in education, garnering attention and recognition from Member States, development partners, researchers, and practitioners. For this IIEP function dedicated to data analytics, experimenting with innovative data sources and approaches, and creating tools that shape the insights that in turn inform planning policies and interventions to meeting local needs, is the way forward.

### Core activities in 2021

IIEP produces global public goods to help national decision-makers to design and implement education policies and respond to pressing concerns. Whether they take the shape of methodologies, guidelines, or tools, they provide planners and managers with new, more efficient ways to handle their daily work.

#### a) **Project-based methodologies, guidelines, tools**

*Integration of crisis and risk data into EMIS:* Developed as part of the European Commission Service for Foreign Policy Instruments project currently being implemented in Burkina Faso, Jordan, and Kenya, this methodology is used to revise existing EMIS instruments and/or develop new ones to address unmet educational data demands related to crisis and risks. The approach

has been successfully implemented in Burkina Faso, where the MoE is now using the revised instruments to collect monthly data on to monitor school closures, affected teachers and students, and the situation of schools that have reopened in areas where the health situation is stabilized. The Ministry is currently piloting a trimestral data collection tool to enable progress on monitoring the implementation of the national strategy for education in emergencies.

*Guidelines on open school data:* Building on its long-term expertise in issues of ethics and corruption in education, and drawing on lessons in more than 50 countries, IIEP has designed guidelines to help decision-makers and educational planners and managers design systems that enable access to practical, effective, and usable open school data. These guidelines, *Open School Data: What Planners Need to Know*, discuss the key questions to be addressed when planning open data initiatives, and present seven practical steps for anyone involved in designing and implementing an open school data policy.

*Conceptual framework for Disability inclusive planning and management:* IIEP has worked to strengthen Member States' strategies for inclusive educational planning and management since 2018. A series of round tables organized in 2018 and 2019 by IIEP and UNICEF led to the development of a conceptual framework for disability-inclusive education, which in turn led to an online course on the Foundations for Disability Inclusive Educational Planning. The framework, which was presented during the online course, outlines the elements needed to analyse education systems and plan for a system that caters to learners' diverse needs. It helps governments take a comprehensive view of their education systems so as to undertake change on a structural level, assess the status of inclusive education, launch discussions on reform, and monitor progress.

*“The Conceptual Framework was generally used to assess the inclusiveness of participant’s countries’ education systems and institutions; as a resource to develop a reference tool for teachers; to assess disability-inclusive instruction material; in the development of a data collection tool; and in providing specific information about learning supports”.*

### **Outcome harvesting evaluation, 2021**

*Tools to generate research findings:* IIEP projects include co-designing research tools with local researchers, providing support and resources to the teams who then adapt these instruments to their particular contexts.

As part of its research on “Teacher management in refugee settings”, in collaboration with the Education Development Trust and national researchers, IIEP developed and modified sets of tools, including questionnaires, semi-structured interview and focus group guides, data analysis templates, and policy guidance templates. These tools and templates have been developed for use in Ethiopia, Kenya, Jordan, and Uganda. As part of the project on “Cities and Education 2030”, which aims to understand how cities plan for education, the methodology has been shared with the national research teams of Medellin (Colombia), Kigali (Rwanda), Manila (Philippines), as well as Dhaka and Khulna (Bangladesh). Each national team has adapted the methodology to their local context.

### **b) Geospatial data programme**

IIEP’s work on the use of large-scale micro-level geospatial data over the 10<sup>th</sup> MTS has contributed to the renewal of the field of school mapping and micro-planning. All tools and methodologies prepared in this programme are based on open access literature and free and open-source software and code, boosting the capacity of educational planners and managers to modernize their micro-planning practices with minimum barriers. These tools have already been used by national officers in MoEs, development partners, and stakeholders.

IIEP has been appointed UNESCO co-observer on the UN Committee of Experts on Global Geospatial Information, and sits on the recently launched “[GIS for Education Working Group](#)”, co-led by the Education Commission and the EdTech Hub. The Institute has been invited to speak at the UN World Data Forum, and at the FOSS4G local conference in Enschede, Netherlands.

Training on the use of geospatial data in educational planning has been provided to 10 Member States from the Europe and Asia and the Pacific region of the Global Partnership of Education Knowledge and Information Exchange (GPE KIX) programme.

Building on the work undertaken over the 10<sup>th</sup> MTS period, several outputs were produced in 2021. A Technical Note on *Estimating School-Age Populations by Applying Sprague Multipliers to Raster Data* was published and the source code made available online via the IIEP website.

The development cluster also published the source code for several methodologies, including on:

- geographically weighted regressions to prioritize policy or programme implementation;
- multi-criteria decision analysis for site classification of educational facilities, to assess where to build new schools and refurbish existing ones, based on natural hazards;
- a plugin to calculate travel times to school, to redefine equitable catchment areas and solutions to improve access to education;
- a plugin for calculating spatialized school-age populations.

Most recently, IIEP worked with the planning division of the Madagascar MoE, on the geospatial analysis of the educational offer in terms of access (walking time) to school in Vakinankaratra, as well as the potential risks to educational infrastructure in its contact with the natural environment (flooding, high winds, etc.). A Mapathon was organized in collaboration with UN Mappers to map the paths used by pupils to get to school and thus enable the calculation of walking times with the IIEP tool. Hundreds of volunteer mappers contributed to the campaign, and of the 1,202 schools for which road data was not digitalized at the beginning of the project, there remained only 87 schools not connected to the road network (at the time of writing).

### **c) Education Policy Toolbox**

The Education Policy Toolbox – an open-access tool that gathers evidence to inform decision-making in educational planning – was enriched with new resources throughout 2021. It was also presented in a number of fora, including the NORRAG Webinar “Using ‘Evidence’ in Educational Planning and Management” in May 2021.

### **d) Key projects in Dakar**

*Simulation Project, bilingual education:* A simulation model has been designed to help countries understand the operational and financial implications of policies for the generalization of bilingual education. The tool was piloted in Burkina Faso in 2021.

## **Outcomes, impact, and lessons learned**

Embedding the design of tools, methodologies, and guidelines within R&D projects offers valuable opportunities for IIEP to reach different audiences and provide practical resources to technical staff in MoEs. These products are complemented by training, tutorials, and other professional development opportunities. Engaging with communities atypical for the education sector (e.g. computer scientists during the Hacking EDplanning event, or cartographers during

the Mapathon) are among the ways that educational planning can draw on collective intelligence to renew itself.

### 10<sup>th</sup> MTS | KPI 2.2.1 – Development of methodologies, norms, and tools

Baseline in 2017:

**8% of programme staff time**

*Is devoted to developing methodologies, norms, and tools.*

Target for 2021:

**15% of programme staff time**

*Is devoted to developing methodologies, norms, and tools.*

Achieved in 2021:

**14% of programme staff time**

*Is devoted to developing methodologies, norms, and tools.*

IIEP’s methodologies are practical methods and procedures which, when applied, generate a robust technical output which can inform planners and managers on a particular aspect of their education systems. These research outputs are meant to be adapted for use, in TC projects as well as training. Over 110 activities qualified for this indicator in 2021. This 75% increase of the KPI, over the 10<sup>th</sup> MTS period, all but achieving its 2021 target, is an indication of how such work has become a mainstream part of IIEP’s knowledge production activities.

### 10<sup>th</sup> MTS | KPI 2.2.2 – Partnerships for developing methodologies, norms, and tools

Baseline in 2017:

**24% of methodologies, norms, and tools developed in partnership**

Target for 2021:

**33% of methodologies, norms, and tools developed in partnership**

Achieved in 2021:

**34% of methodologies, norms, and tools developed in partnership**

The target for methodologies, norms, and tools developed in partnership has been reached through a variety of national, regional, and international partners, including UN agencies at field and Headquarters’ level, regional and national institutions, and universities and foundations. Beyond the advantages of collaborative expertise, these alliances have proven beneficial in terms of dissemination, take-up, and use, in varying educational contexts.

### 10<sup>th</sup> MTS | KPI 2.2.3 – Improved governance with adapted methodologies, norms, and tools

Baseline in 2017:

**15 methodologies, norms or tools**

*Contribute to improved governance by being adapted and applied.*

Target for 2021:

**20 methodologies, norms or tools**

*Contribute to improved governance by being adapted and applied.*

Achieved in 2021:

**23 methodologies, norms or tools**

*Contribute to improved governance by being adapted and applied.*

These methodologies, norms, and tools all bring contextualized support to better governance, and include decision trees to articulate sector analysis to sector planning, corruption assessment frameworks, and guidelines on open school data policies and public–private TVET partnerships.

## Support communities of practice with resources and opportunities

### Overview

Over the past four years, IIEP broadened its sphere of influence and engaged with its audiences in new ways. Each year, an average of 30 annual events have been held, and a range of content published, cross-linked with UNESCO's education page, and disseminated in various newsletters to IIEP's robust mailing lists. In 2020–2021 alone, IIEP's websites and portals saw 179% growth.

To better tailor its communication and knowledge sharing, the Institute mapped its audiences during the 10<sup>th</sup> MTS and conducted an audience analysis in 2020 to better respond to specific needs. The analysis confirmed that its readers find IIEP publications to be of high quality, with 97% of respondents saying that they apply them to their professional work. In 2021, a new visual branding was introduced, starting with publications ahead of a redesign of the global website, planned for 2022.

#### Box 5. Adapting to COVID-19

IIEP has accompanied its audiences from the onset of the COVID-19 pandemic with policy and planning guidance, relevant documents, and opportunities for information sharing. The online infrastructure and active online communities already in place prior to 2020 facilitated a smooth transition to a solely online platform for knowledge-sharing on topics related to the health crisis, including addressing the equity dimensions, coordination, re-opening schools safely, and the curation of national education sector responses via the portals Planipolis and SITEAL. Some statistics:

- 11 COVID-19 related events
- 57,600 views
- 41 documents related to COVID-19

### Core activities in 2021

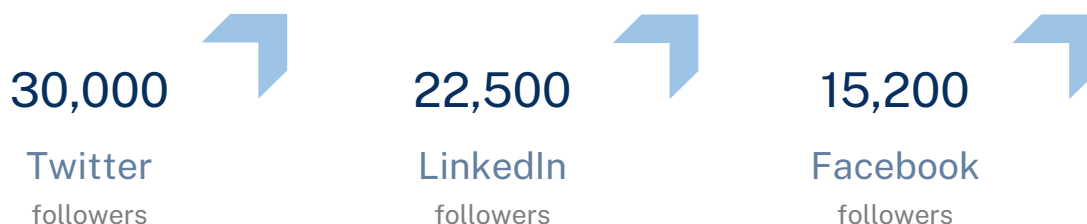
#### a) Making knowledge accessible through publications

IIEP's publications constitute the crucial link between knowledge generation and knowledge sharing and mobilization (see Appendix IV for the complete list of 2021 IIEP publications). IIEP's research results are reported through briefs, case studies, and major publications, and used to create practical tools, guidelines, and methodologies. Made available as global public goods, under open access and free to use, the Institute's publications aim to ensure that the knowledge generated by IIEP's training, TC, and R&D functions reaches those who are in a position to effect



change. These audiences include policy-makers, educational planners, researchers, and practitioners, as well as donors and other stakeholders.

To expand its outreach, IIEP has diversified its publication and dissemination channels. Many case study reports have been published by or with local partners, encouraging ownership and dissemination at the country level. A number of co-publications have been released, including the results of a survey on educational planning and management in ‘learning cities’, published with UIL. IIEP has also published blogs on partner websites, articles in academic journals, and videos on the IIEP website and thematic portals, and through social media is reaching an ever-wider audience. IIEP’s social media reach includes:



#### b) Supporting communities of practice through policy fora and events

*Engaging with professional communities online:* IIEP regularly engages with educational planners on priority topics. IIEP Buenos Aires’ online community of practice, the RED, a virtual platform to encourage peer exchange through high-level webinars, workshops, and discussion forums – celebrated its second anniversary in July 2021. Currently, it has a total of 1,485 members, including representatives from 19 Latin American countries, 5 African countries, and colleagues from several UNESCO agencies, as well as focal points in 14 national and 28 sub-national MoEs.

#### Box 6. IIEP Buenos Aires’ Regional Forum on Educational Policy: How to use information systems in education policymaking

The 5th edition of the Regional Forum on Educational Policy took place, virtually, from 3 to 5 November. The Forum explored a series of challenges which educational management information systems (EMIS) are currently facing in Latin America and the Caribbean and identified concrete measures and actions to achieve improvements towards their development, strengthening, and use for informed decision-making.

For the first time, the panel section of the Forum was open to the general public. This resulted in a record number of 596 participants, of which 157 represented Member States, non-governmental organizations, UNESCO, and other partner international organizations. 58 government officials from 27 countries participated (with a full representation from Latin America, plus 7 Caribbean and 1 African country).

The potential reach of the RED is great, as experience and knowledge sharing among peers is one of the most demanded formats of technical cooperation in Latin America. In 2021, it organized three regional technical dialogues, three webinars on crisis-sensitive educational planning, 12

online forums on different topics, and three regional workshops with representatives from 21 countries. It also carried out two ‘bilateral working tables’, a format whereby MoE officials throughout the region shared relevant information and exchanged experiences.

***Making gender-responsive educational planning a priority:*** Knowledge-sharing is a high priority for IIEP’s work on gender-responsive planning. As technical lead of the Gender at the Centre Initiative (GCI), IIEP assisted with the creation and dissemination of the first dedicated GCI newsletter for the GCI alliance, including pilot countries, donors, and partners. IIEP profiled three participants of the GCI University, showcasing their commitment to gender-responsive planning in Cote d’Ivoire, Senegal, and Mali. Events included a two-part learning series in June 2021 on inclusive education for girls with disabilities (with UNGEI, Sightsavers, Humanity & Inclusion, and UNICEF) and an IIEP Strategic Debate on girls’ education during COVID-19. A gender brief was created for the education sector analysis (ESA) in Sierra Leone, and this dimension was also explored in-depth in the ESA for Nigeria, both of which were analysed in a web article in July 2021.

***Communicating on the digital transition of TVET:*** IIEP Dakar organized a two-week online conference within the framework of the new “Forum for TVET in Africa” – launched through its PEFOP website in May 2021. Strategic issues, as well as specific operational challenges, of the digital transformation of TVET systems in Africa were discussed. IIEP commissioned a study on this topic as part of the Pan-African Initiative for Digital Transformation of TVET and Skills Development Systems on the continent. IIEP Dakar also supported the 1st Regional Workshop of the African network of TVET funding agencies (RAFPRO), held in Senegal in November 2021, which fostered exchange and networking opportunities between RAFPRO members and the private sector, to strengthen and diversify financing mechanisms for vocational training in Africa.

***Sharing stories of instructional leaders at the middle tier:*** Knowledge-sharing on instructional leaders at the middle-tier has helped illustrate how this level of the education system can bring about change and serve as an important link between policy-making and classrooms. In collaboration with Education Development Trust, this work has been featured in international conferences such as the 2021 Education and Development Forum, including a follow-up blog on why this level requires investment. For World Teachers’ Day 2021, IIEP shared the stories of how several middle-tier professionals from around the world made a difference during COVID-19.

***Using innovative formats: The first Hackathon:*** IIEP hosted its first-ever hackathon in January 2021, bringing together more than 100 planners and digital experts over a 48-hour period to prototype new tools to address six long-standing challenges in educational planning. A jury awarded two prizes: for impact, and for creativity and innovation; a third prize was selected by the audience. IIEP has continued to work with a number of the hackathon team members to finalize the winning solutions, and the resulting tools will be made available to education stakeholders in the coming months.

***Strategic Debates – From presentations to panel discussions:*** During the 10<sup>th</sup> MTS, the popular Strategic Debates series was transformed, from presentations followed by audience Q&A, to a more interactive panel discussion format enabling a more lively exchange of ideas. In 2021, the Debates focused on how COVID-19 affected the priority areas of the Institute, ranging from teacher management to gender and refugees’ access to higher education. With simultaneous interpretation in French and English, these events attracted on average over 300 attendees on Zoom, with nearly 800 views of the livestream and recording (see Annex IV for the complete list of 2021 IIEP events).

### c) Disseminating knowledge through Portals and Repositories

In 2021, IIEP continued to update its digital platforms with relevant resources, information, and tools, and took steps to make them more easily accessible to users. This included three major relaunches for the Education4Resilience, ETICO, and Health and Education Resource centre in 2021, all of which now benefit from a more user-friendly and modernized interface and search functions. The Portals are also used to host forums and webinars, as described below.

*Planipolis:* This portal provides national policy-makers, donors, and partners with a single entry point to national education plans and policies and key education frameworks and monitoring reports, as well as sector response plans to COVID-19.

*IIEP Learning Portal:* This popular portal presents comprehensive, up-to-date, and neutral information on learning issues, from primary through secondary education, responding to the needs of education planners and policy-makers, civil society actors, and funders. With some 35,000 monthly users, the portal was also used as the platform for a three-part webinar series in March 2021 to share the results from the project “Use of learning assessment data in sub-Saharan Africa”, with participation from the Global Partnership for Education (GPE), Australian Council for Educational Research (ACER), Teaching and Learning: Educators’ Network for Transformation (TALENT), and the UK Foreign, Commonwealth and Development Office (FCDO). Live sessions attracted 555 participants, around 30% from sub-Saharan Africa.

*Health and Education Resource Centre:* This comprehensive resource library and information exchange service supports MoEs, development agencies, civil society, researchers, and other education partners, to develop effective policies and programmes to promote better health and well-being.

*ETICO:* This web-based platform provides tools, information, and resources to policy-makers and education stakeholders who are looking to address the issue of corruption in education and create more ethical societies by promoting transparency and accountability.

*Education4Resilience:* This online platform supports planners and policy-makers with the development and implementation of crisis-sensitive educational plans and policies. As part of the coordinated launch with Education Above All, IIEP’s Director Karen Mundy authored a blog on crisis-sensitive planning for the GEM Report’s World Education Blog.

*PEFOP:* This thematic web portal on TVET shares sector news, resources, and good practices.

*SITEAL:* This online observatory (Sistema de Información de Tendencias Educativas en América Latina) maps the educational policies of Latin America and systematizes statistical information on the social and educational situation of the region. Based on this information, SITEAL also produces a series of research documents on topics relevant to Latin America’s educational agenda, as well as country profiles.

### Strengthening engagement with IIEP

*Donor’s Day 2021:* IIEP hosted a virtual Donor’s Day in February for 43 guests, including the Honourable Minister of Education in Guinea and representatives from 20 donors and UNESCO Headquarters. Presentations included: how the outcome harvesting evaluation methodology can be used to demonstrate the results of IIEP’s TC work; measuring the impact of IIEP’s training; the GCI, and the 11<sup>th</sup> MTS.

*20<sup>th</sup> Anniversary of Dakar:* IIEP Dakar is celebrating 20 years of educational planning on the continent. In addition to a relaunch of its website with a fresh design and improved user experience, a number of activities marked the occasion, including a commemorative 20<sup>th</sup>

anniversary logo, a web article looking back at key dates, and a video highlighting some of its achievements. Celebrations will continue until July 2022.

*New formats: videos and interactive websites:* For the first time in 2021, IIEP’s key institutional documents, *IIEP in Action* and the *11<sup>th</sup> Medium-Term Strategy* were made available in both traditional PDF format and via a dedicated website, enabling an interactive and personalized web-based reading experience (see IIEP’S 11<sup>th</sup> MTS and *IIEP in Action* in Annexes III and IV). A series of videos with IIEP experts has been made available on IIEP’s website, a new format to convey key and complex issues. Several new films were produced in 2021, including “We Teach Here” (with Education Development Trust), a documentary on the challenges and opportunities for teachers of refugees in Ethiopia.

### Outcomes, impact, and lessons learned

IIEP’s audience analysis provided insights into how to further tailor its knowledge sharing to specific needs. In addition to many positive findings on the use and relevance of its products, the analysis highlighted areas for improvement, such as the publishing of more short, practical, technical publications. Based on these findings, Information Services identified recommendations for a new knowledge mobilization strategy for the 11<sup>th</sup> MTS. Further analysis will be needed to explore how users learn about and access IIEP’s thematic portals. IIEP Buenos Aires also undertook an assessment of the needs of MoEs and other stakeholders in Latin America, to better tailor its offer; the results are being used for their 2022 strategic planning.

#### 10<sup>th</sup> MTS | KPI 2.3.1 – Participation to outreach events

Baseline in 2017: <b>14,283 participants to IIEP’s outreach events</b> <i>In person and via live streaming</i>	Target for 2021: <b>19,350 participants to IIEP’s outreach events</b> <i>In person and via live streaming</i>	Achieved in 2021: <b>23,655 participants to IIEP’s outreach events</b> <i>In person and via live streaming</i> <i>In 2020, this indicator registered 73,521 participants.</i>
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For this indicator, the figures for both 2020 and 2021 are shown. The 2021 figure far exceeds the target established for the final year of the 10<sup>th</sup> MTS. But even more noteworthy is the level reached in 2020, a clear indication of IIEP’s strong response to the COVID-19 crisis. Beyond the success of IIEP-organized online events – bringing resources to the worldwide education community in a difficult time – it shows the potential for IIEP to reach new audiences in the years to come.

### 10<sup>th</sup> MTS | KPI 2.3.2 – Citations in the media, publications, and online resources

Baseline in 2017:

**54** retrieved citations in the media, academic publications, and online sources

Target for 2021:

**108** retrieved citations in the media, academic publications, and online sources

Achieved in 2021:

**135** retrieved citations in the media, academic publications, and online sources

Though this indicator has progressed considerably, and exceeded the target for 2021, the 11<sup>th</sup> MTS has still greater ambitions for IIEP to shape debates on educational planning and management.

### 10<sup>th</sup> MTS | KPI 2.3.3 – Average monthly sessions on IIEP website and platforms

Baseline in 2017:

**90,423** average monthly sessions on IIEP websites and platforms

Target for 2021:

**126,799** average monthly sessions on IIEP websites and platforms

Achieved in 2021:

**314,929** average monthly sessions on IIEP websites and platforms

The spectacular growth in the audiences for IIEP’s websites and platforms over the period is in line with the “digitalization” of IIEP. Beyond IIEP’s global website and the regional websites of the Buenos Aires and Dakar offices, the Institute’s portals and platforms serve more specialized audiences and communities of practice (see section “Disseminating knowledge through Portals and Repositories” of this MTR).

## Develop constructive synergies through international and local initiatives and mechanisms

### Overview

IIEP actively seeks to collaborate with local, national or international actors in order to scale up its impact and reach. The Institute has benefited from its work with financial, intellectual, and implementation partners throughout all lines of its work. Partnerships, such as those with GPE, Dubai Cares, Agence française de développement (AFD), and UNICEF, have provided opportunities for IIEP to invest in new areas and expand its reach across its training, TC, and R&D functions. IIEP has also developed important partnerships with local and regional actors, both within governments and non-governmental, who have been key in ensuring the implementation and dissemination of its work. IIEP also maintains intellectual partnerships with local institutes and universities (such as NIEPA and the University of Glasgow), as well as investing in networks active in areas where it has a strategic focus. Finally, the Institute continues to work in close coordination with UNESCO Headquarters, its field offices and other Institutes, which provide valuable support to IIEP's activities at the country level.

Over the course of the 10<sup>th</sup> MTS, IIEP worked towards a more integrated approach to partnership building, across both teams and offices. These efforts have led to several financial and implementation partners supporting activities involving more than one team or office. R&D has seen an overall increase in formalized partnerships including financial or cost-sharing elements, extending the scope of its work. Looking forward, IIEP will focus on pursuing and cementing this progress, which has improved IIEP's ability to initiate and formalize partnerships in a strategic and coordinated manner.

#### IIEP's partners

IIEP partners fall into three, sometimes overlapping, categories:

- Financial partners (either core or earmarked)
- Intellectual partners (universities, think tanks, and non-governmental organizations and foundations)
- Implementation partners (educational institutions, NGOs, and other UN organizations).

### Technical cooperation

The Institute continues to strengthen partnerships with local education groups and GPE Grant or Coordination Agents, as well as with humanitarian and development partners. Such cooperation is essential, especially for ESA and education sector plan (ESP) formulation projects. At the country level, strong collaborations include the United Nations High Commissioner for Refugees (UNHCR), UNICEF, the Swedish International Development Cooperation Agency (Sida), AFD, African Development Bank (AFB), Save the Children, the European Union (EU), World Bank, and GPE.

IIEP Dakar's partnership with UNGEI remained key to implement training and research activities related to the GCI in 2021. GPE supported the short course on "Gender-responsive educational

planning”. UNICEF and the World Food Programme contributed to a study on child labour and the development of country profiles on SDG 4 and the CESA.

In its crisis-sensitive planning work, IIEP continues to play a key role in global networks, including INEE, the Global Alliance for Disaster Risk Reduction and Resilience, and the Global Education Cluster. It also collaborates with UNHCR in this area. A major update of the Education4Resilience platform in 2021 was an important outcome of a previous Education Above All – Protect Education in Insecurity and Conflict (EAA-PEIC) project. The joint launch with Education Above All – articles, blogs, social media, and a press release in three languages – showed IIEP successful collaboration with partners for more effective, wider dissemination.

IIEP Buenos Aires joined an initiative (including the SDG Fund, UNICEF, and United Nations Population Fund) to support the Costa Rican Ministry of Public Education on financing for SDG 4 and results-based management and budgeting. A partnership was established with the non-profit Porticus Foundation to launch a Latin American Network for Rural and Ethnic/Intercultural Secondary Education.

## Research and development

Strategic partnerships during this MTS have leveraged all levels of IIEP’s R&D work, from project design to publication and dissemination. These have been with bilateral and multilateral institutions, international organizations, national level bodies, civil society organizations, and academia. In 2021, R&D collaborations continued with international partners including FCDO, Open Society Foundations (OSF), Dubai Cares, Education Development Trust, GPE, Norwegian Agency for Development Cooperation (Norad), and the Council of Europe, while new opportunities began with University of Glasgow, Worldpop, GIZ, World Bank, and Sida. The Institute’s R&D function continues to play an important role within the wider UN network, working with UNHCR, UNWRA, and UN Mappers. Participation in existing networks (Network of Learning Cities, OGP, FOSS4G) creates new synergies and enlarges the dialogue. IIEP’s research on “Funding analysis of early childhood education in the Gambia” was showcased during the UNESCO Bangkok two-day “Regional webinar on costing and financing SDG 4 especially Target 4.2”.

IIEP Buenos Aires sustained collaboration with UNICEF LACRO has enable it to establish close contacts and also to work on promising projects with other regional organizations (e.g. with Education Cannot Wait, on schooling for migrant children and youth). As UNICEF LACRO is a wide-reaching regional office, it has also allowed the Buenos Aires office to follow the main issues on the regional educational agenda.

Research teams and national ministries have assisted with the dissemination of IIEP’s research results in countries including Chile, Guinea, India, Jamaica, Madagascar, Morocco, South Africa, and Ukraine, promoting discussion on research results at the country level in local languages. Valuable local partners included University Sains Malaysia, Consejo Nacional de Educación (CNED, Chile), La Controlaria (Peru), National Institute of Educational Planning and Administration (NIEPA, India), l’Association nationale des directeurs et des cadres de l’éducation des villes et des collectivités territoriales (ANDEV, France), Administration for Refugee & Returnee Affairs (ARRA, Ethiopia), and the City of Medellín in Colombia.

## Training

Training activities are also strongly supported through financial partnerships. The World Bank and UNICEF Angola, for instance, contributed with scholarships for IIEP Buenos Aires’ training programmes in Portuguese. The World Bank also supported the implementation of a capacity

development project for university managers on internal quality assurance of the entire Tunisian higher education sector. Norad funded a similar programme for university managers of universities participating in its NORHED programme. IIEP Buenos Aires strengthened its ties with national institutions within the MoEs, such as Brazil’s National Institute of Educational Studies and Research (INEP), and worked closely with the Teachers’ Training School of Buenos Aires in the design and implementation of a tailor-made virtual course on teachers’ professional development policies.

## Working with the UNESCO network

IIEP works closely with all UNESCO entities (Headquarters, local and regional offices, and other Institutes). Relevant UNESCO offices are routinely informed and consulted about IIEP’s TC work. IIEP partnered with UNESCO to provide support for several ESAs (with GPE funds), including in Liberia, and for the development of 14 teacher projection models (one for each national district) in Namibia. UNESCO Dakar remains a key partner in TVET on the African continent, with IIEP Dakar contributing to its project on improving learning in the G5 Sahel, with the development of HR guidelines and management systems in Mauritania and Chad (supported by EU funding). Additionally, IIEP Dakar is acting as UNESCO’s penholder for the joint CESA and SDG 4 baseline continental report, requested by the African Union.

IIEP has a long-standing cooperation with UNESCO in the area of education for health and well-being, notably through the UNESCO Health and Education Resource Centre and TC and training programmes on the integration of health and well-being education indicators into EMIS. An online toolkit was developed – in five languages – on the implementation of comprehensive sexuality education, for national programme officers in UNESCO field offices and their partners.

Over the years, IIEP has also built a strong relationship with UNESCO’s Education in Emergencies (EiE) section. Together with EiE and UNESCO Institute for Statistics (UIS), IIEP secured funding from Education Cannot Wait (ECW) and began implementing a programme on “Institutional education information systems for data-driven education in emergencies (EiE) and resilience to crises”, providing technical leadership for this pioneering work. The partnership with the EiE section has also enabled IIEP to effectively mainstream its crisis-sensitive planning work across all three of its offices, as one of the key UNESCO entities that are receiving funds from Sida through their programme on “Education for people on the move”.

### **Box 7. Welcoming learners with disabilities in quality learning environments: a tool to support countries in moving towards inclusive education**

Based on a systems approach to implementing inclusive education, IIEP worked with the UNESCO Section of Education for Inclusion and Gender Equality to develop a tool that helps ministry staff to enhance coordination and coherence between education system areas, to improve learning environments and support services for all learners (with a particular focus on those with disabilities). The tool is based on input from participants in the IIEP/UNICEF course on foundations of disability-inclusive education sector planning, as well from as key development partners and researchers. It is meant to be adapted to national contexts.

IIEP is a member of the newly established UNESCO intersectoral task team on disability rights and inclusion under the leadership and coordination of the UNESCO Social and Human Sciences sector.



In 2021, UNESCO OREALC supported IIEP’s efforts, with scholarships for training programmes, funding research, and a jointly launched Community of Data and Planning Specialists in Latin America. UNESCO OREALC also co-organized IIEP Buenos Aires’ annual Regional Forum on Education Policy, together with UIS, and UNESCO’s Division for Education 2030 and Division for Policies and Lifelong Learning Systems, making the Forum the most important one-UNESCO event in the region. UNESCO San José and UNESCO Montevideo also contributed with scholarships for IIEP’s training programmes, as did the UNESCO field offices of Cape Verde and Mozambique, which provided the first-ever grants for African trainees.

The Institute’s R&D staff collaborated with UNESCO across various projects, including with UIL – a key implementation partner for the Cities and Education 2030 project, as well as with UNESCO Headquarters, UNESCO Bangkok, and UNESCO Uzbekistan, which helped bring IIEP’s research and training to local audiences.

**Outcomes, impact, and lessons learned**

IIEP is proactively seeking to develop an even stronger partnership culture, by streamlining processes and ensuring better articulation between teams. Donors (such as OSF, Sida, Norad) are diversifying their funding to support a variety of IIEPs activities. As the three IIEP offices have become better integrated, opportunities to seek partnerships together have also increased. A recent example includes a TC effort, financed by the Guyana MoE and led by IIEP Buenos Aires, while also involving Paris R&D and TC staff. A more strategic approach to partnerships from the R&D team has started to bear fruit, with an overall increase in financial and implementation partners during the 10<sup>th</sup> MTS. Key partnerships in Dakar and Buenos Aires have demonstrated the value of strong sustainable ties and cross-office collaboration. Finally, IIEP continues to reinforce its relationships with the wider UNESCO network, as well as with other key networks and academic institutes, both for the implementation and dissemination of its work.

**10<sup>th</sup> MTS | KPI 2.4.1 –Development partners staff in IIEP training**

Baseline in 2017: <b>2% of trainees</b>	Target for 2021: <b>Between 5% and 15% of trainees</b>	Achieved in 2021: <b>9% of trainees</b>
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IIEP’s first mission is to serve Member States’ needs, but embedding development partners staff in its training is a well-established practice that responds to an important demand and leverages results.

In 2021, more than 100 such staff participated in IIEP’s core training offer, short intensive trainings, and project-embedded training, enhancing coherence among financial and technical partners.

# Governance and management

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# Governance and strategic management

## Governance

Throughout the 10<sup>th</sup> MTS, IIEP has continued to refine and improve its governance structures. As of the end of 2021, new rules on the Institute's Governing Board memberships were in place, and amendments had been made to allow for rapid, online meetings and decision-making by the Board. Due to normal rotation, nearly half of the Governing Board members will rotate off the Board at the end of 2021, and a new Chair will be appointed.

The institute continues to improve its transparency through publication on its website of all Governing Board and Executive Committee reports, activity and budget reports, annual audited financial statements, and external evaluations of its programmes.

## Operational effectiveness and management

IIEP has responded to requests from its Board for longer-range planning and forecasting. It now routinely uses a five-year financial simulation model to plan and manage its resources. It has continued to upgrade its data and monitoring systems.

The Institute also continues to maintain a risk registry to allow for routine monitoring and mitigation of risks. The main risk that the Institute faced in 2021 was related to disruptions caused by COVID-19. These were mitigated by a number of actions, including a widespread pivot to online delivery of training and technical cooperation.

Information technology (IT) investments form a critical part of the Institute's operational effectiveness, especially in the context of COVID-19. In 2021, VPN connections were automated across all three offices, allowing for streamlined software updates. IIEP invested in new licenses for video conferencing and webcasting platforms, and enhanced its IT support for staff working remotely.

IIEP has continued to invest in improvements in its ability to use project and financial data to monitor and plan its activities. IIEP can now report on its activities at organizational, country, and UN level, and meets UNESCO and UN Reform guidelines in these areas. Its programme management data are used to plan and manage its operational investments, ensuring alignment of resource flows to strategic objectives and effective reporting to strategic partners and funders. The development of simplified project financial monitoring capabilities and the prototyping of resource management in 2021 laid the foundations for improved planning of IIEP's human and financial resources.

### a) Management of premises

IIEP's Paris office continues to maintain some restrictions due to the health situation, including sanitary passes for visitors and limits on staff in the office. The French Government has discontinued its previous subsidy for building maintenance, leading to increased costs for the organization. Similarly, IIEP has assumed costs for maintenance of the Buenos Aires office. Staff from across the institute continued to work on the "Greening IIEP" initiative in 2021. Environmental and social sustainability has also been cultivated across IIEP projects and practices, through staff-led working groups.

## Staffing and human resources

At the end of 2021, IIEP's total staff complement stood at 137, compared to 128 at the end of 2020. This total included 17 service contracts, which are normally renewed on an annual basis and tied to short-term needs. In total, 32 recruitments were completed, including 11 new positions, 12 replacements, and 9 promotions. Details of the staff changes are provided in Appendix I: Report on Corporate Services and Human Resources.

Staff welfare and engagement is an area of great importance to IIEP. In October 2021, the Institute carried out a rapid pulse survey, which received a 99% response rate. Comparing results with the 2019/2020 engagement and satisfaction survey, it is clear that COVID-19 has impacted the staff's perception of their workloads and work-life balance. Open-ended questions suggest a strong desire for a flexible work policy going forward, an issue that management will take up in 2022.

IIEP continued to encourage staff involvement in a variety of forms of professional development, but did not achieve the targets for professional development established for the 10<sup>th</sup> MTS.

### 10<sup>th</sup> MTS | KPI 3.1.1 –All staff professional development

Baseline in 2017:

**11% of IIEP staff**

*Engage in 40 hours or more of professional development during a year.*

Target for 2021:

**100% of IIEP staff**

*Engage in 40 hours or more of professional development during a year.*

Achieved in 2021:

**27% of IIEP staff**

*Engage in 40 hours or more of professional development during a year.*

Despite a substantial effort to fund, and provide opportunities for, staff development, the ambitious goal of 100% of IIEP staff receiving the equivalent of at least one week of professional training per year has not been reached. Although it is likely that methodological and data collection problems underestimate the true measure, this shortfall is a matter of concern for both management and staff.

Management remains committed to staff development, but would like to explore the use of a modified definition of what is counted as staff development under the new MTS. IIEP staff are knowledge workers, and therefore appropriate professional development would include participation in learning events, seminars, and workshops, as well as mentoring and engaging with thought leaders in their fields, and work-integrated learning.

On the positive side, the progress from the baseline set in 2017 is substantial, and disaggregation of data shows that an overwhelming majority of IIEP staff engaged in training during the year, even if most did not reach the threshold for the indicator.

# Finance and budget implementation

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# Finance and budget implementation in 2021

## Overview

This financial report provides an overview of the implementation of the 2021 approved budget during the fourth and final year of the 10<sup>th</sup> Medium-Term Strategy. It presents a review of the utilization of IIEP's human and financial resources during the execution of the Institute's expected results and objectives. Additional financial information can be found in Appendix II, including 2020 financial data for comparison purposes.

IIEP functions as a Special Account of UNESCO, as established by the Director-General, and in accordance with financial regulation 6.6. The Special Account records the income and expenditure of the Institute for the Core Funding and Project Funding Programmes, including those of IIEP Buenos Aires, IIEP Dakar, and the Stabilization Reserve Account.

Four key tables are included at the end of this chapter to provide a comprehensive overview of our finances for 2021.

- **Table 1-2021: statement of resources and expenditure:** provides the provisional data for the year ending 2021 compared to the estimates for 2021 from the 60 GB/4. Resources and expenditure for 2021 have been estimated as of 30 September 2021 in United States dollars (p 60).
- **Schedule 1-2021: estimated resources for 2021:** disaggregates Table 1-2021 on the resource side and compares against plan (p 62-63).
- **Schedule 2-2021: estimated expenditure for 2021:** disaggregates Table 1-2021 on the expenditure side and compares against plan (p 63).
- **Table 2-2021: the Stabilization Reserve Account:** shows the situation at the end of 2021. This account was established on 1 July 1993 by the Governing Board's Resolution 251 (p 64).

## Income and financial resources

### a) Core Funding

In its second year, the COVID-19 pandemic has continued to have an impact on the financial resources of the Institute. A first evaluation was made earlier this year and presented during the Finance and Administration Committee, held on 2 June. The oral report was presented to the Chair of the Executive Committee on 8 July. The Executive Committee Members were in agreement with the recommendations of the Finance and Administration Committee Members to invest in fundraising, to explore new geographical areas, and overall to maintain a five-year horizon with appropriate reserves and prudence.

**Overall income** of the Institute in 2021 is in line with budget. Total estimated is US\$ 24,270,352 compared to a budget of US\$ 24,910,487 (see Table 1).

The total income of the **Core Funding Programme (CF)** is expected to amount to US\$ 20,704,359 which is US\$ 838 K higher than the budget. This is explained by the French Ministry of Foreign

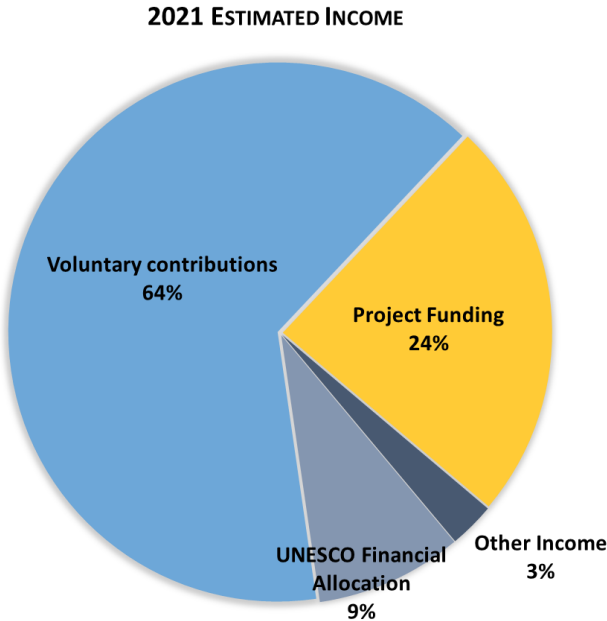
Affairs (MOFA) GCI contribution, which increased by US\$ 391 K to US\$ 1.8 M, compared to US\$ 1.4 M budgeted, and positive variations from exchange rate differences (+US\$ 534 K); mainly the Norwegian Kroner (+14%) and Swedish Kroner (+5%) vs the US\$. Argentina’s contribution was budgeted for 2021, but the agreement cannot be renewed until UNESCO signs a new seat agreement with the Argentinian Government (-US\$ 70 K).

The CF income is composed of UNESCO’s financial allocation (US\$ 2,140,100), voluntary contributions or core funding from Governments (US\$ 15,612,468), and other income (US\$ 2,951,792), which originates mainly from staff cost recovery from project funding projects (US\$ 2,513,157) as well as from revenues from the training programme, sales from publications, various reimbursements, and other sources.

**b) Project funding**

The estimated **project funding** (earmarked funding) income of US\$ 5,853,831 shows a decrease of US\$ 1,030,496, compared to the approved budget of US\$ 6,884,327. It is explained, on the one hand, by delays in the implementation of projects such as AFD, HRM, and EMIS support in Burkina Faso, the Quality project from AFD, and the Foreign Policy Instruments project of the European Union (EU FPI). However, IIEP also signed several new agreements with the World Bank, Mauritania, Open Society Foundations, the International Organisation of La Francophonie, and others. The income net of cost recovery and other inter-fund eliminations amounts to US\$ 3,565,993 (see Schedule 1).

**Figure 6. Distribution of income by source**



## 10<sup>th</sup> MTS | KPI 3.1.2 – Appropriate balance between core and project funding

Baseline in 2017:

**59% of IIEP resources are core funding**

Target for 2021:

**Between 50% and 67% of IIEP resources are core funding**

Achieved in 2021:

**76% of IIEP resources are core funding**

*In 2020, this indicator registered 69% of resources as core funding.*

This indicator monitors the balance between core and project funding in IIEP's economic model. Core funding is the income of choice – it allows the Institute to strategize its programmes, permits flexibility, and is typically more predictable over time. Nevertheless, a substantial contribution in the form of project funding is quite valuable: it ensures IIEP is sufficiently demand oriented and provides a benchmark of the Institute's competitiveness vis-à-vis other providers, public and private.

For 2021, the ceiling for proportion of core funding was slightly exceeded partly due to a non-recurrent soft-earmarked contribution from France. Management recommends that this indicator be reviewed and modified for the 11<sup>th</sup> MTS, specifically to make more explicit the core funding revenue generated by project funding (currently included in the core funding total) – for a better appraisal of the “right” balance between project funding, voluntary contributions, and UNESCO funds.

### c) Cost recovery

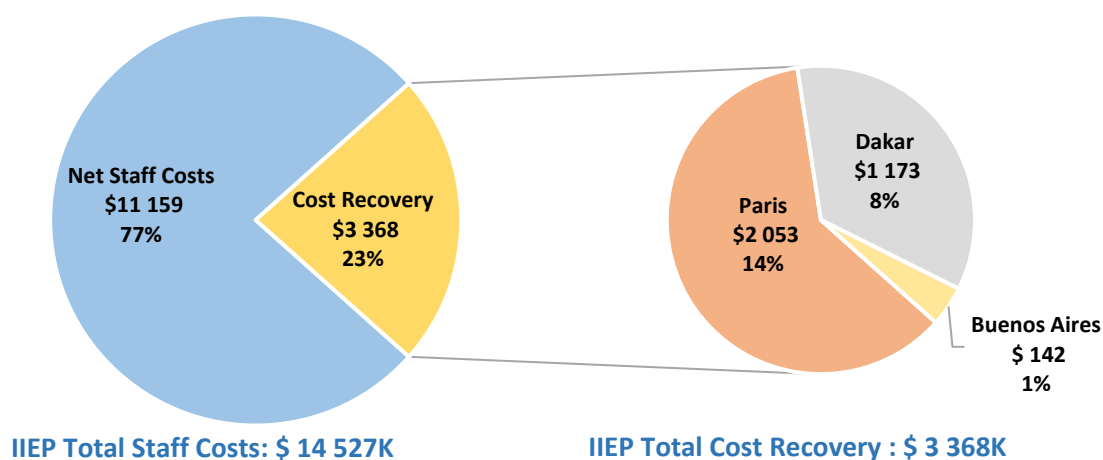
Overall cost recovery in 2021 includes staff cost recovery from project funding projects (85% of cost recovery), as well as revenues from the training programme, sales from publications, various reimbursements, and other sources (15%). Cost recovery is presented in the financial schedules as Other income.

Across all three offices, IIEP estimates a recovery rate of 23% of its overall staff costs in 2021, the same level as in the previous year.

IIEP Dakar staff costs are now covered by the IIEP overall Core funding programme, following the decision by AFD to provide its funding as Core Funding rather than Project Funding. Currently, only the Quality Management project team in Dakar remains directly funded by the Project Funding Programme.



Figure 8. Total IIEP estimated cost recovery (in US\$ '000s)



Cost-recovery from project funds managed by the Paris office is highlighted because it is a main driver of cost recovery within IIEP. In 2021, it will recover 20% of its total staff costs for the year (see Figure 9), compared to 23% recovered in 2020. The total amount recovered against projects is US\$ 128K, which is less than originally planned for the year. This decrease is mainly due to delays in the implementation of projects such as the Burkina Faso HRM and EMIS projects and the suspension of the EU NEAR ESA in Western Balkans project. Despite the ongoing effects of the global health crisis, most of the project funding projects continued to implement activities, at distance, as planned. This allowed teams to cover their time spent on the execution of project funding activities, so that the 20% rate originally budgeted for cost recovery was achieved.

Figure 9. Paris cost recovery trend

Figures in USD'000s	2013	2014	2015	2016	2017	2018	2019	2020	2021	2021
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Budget	Estimated
Total Staff costs Paris	8 119	7 060	6 457	7 070	8 387	9 413	9 635	9 981	10 728	10 207
Cost recovery Paris	(1 844)	(2 514)	(2 811)	(2 480)	(1 790)	(1 666)	(2 282)	(2 276)	(2 181)	(2 053)
Net Staff costs Paris	6 275	4 546	3 646	4 590	6 597	7 747	7 353	7 705	8 547	8 154
Paris % Recovery/year	23%	36%	44%	35%	21%	18%	24%	23%	20%	20%

#### d) Reserves

##### *Stabilization Reserve Account*

IIEP's Stabilization Reserve was created to cover payments made for staff separations and to provide resources to finance IIEP's yearly programme in the event that exceptional economic or financial conditions warrant it. In the latter case, the funds are "borrowed" and need to be returned to this reserve within a period not exceeding three years. The opening balance at the beginning of the year was US\$ 10,827,698 (see Table 2).

The total contribution this year from the three offices amounts to US\$ 646,537. The total balance at the end of 2021 is estimated at US\$ 11,474,235.

### *Operating Reserves*

Operating Reserves are the combined funds carried over from year to year, available for programmatic purposes. Within the operating reserves, and in addition to the Stabilization Reserve, the Board has requested that the Institute keep a *minimum level of operating reserves* in its Core Funding Programme, which should be 25% or 3 months of the core funding activities' yearly expenditure.

Total Operating Reserves for the Core Funding Programme at the beginning of the year were US\$ 8,658,183 (see Table 1). The Institute estimates that the level of reserves at the end of 2021 will be US\$ 11,620,322, instead of the US\$ 9,029,754 planned. As noted below, this is largely due to delays in implementation. The financial simulations indicate that these levels of reserve are necessary to deliver IIEP's programme in the next Medium-Term Strategy.

The remaining reserves are earmarked for the implementation of specific activities and deliverables and represent the balance of funding as yet unused. They must be returned to donors if planned activities are not implemented. The balance at the beginning of the year was US\$ 5,516,316, and the estimation at the year-end amounts to US\$ 3,927,147.

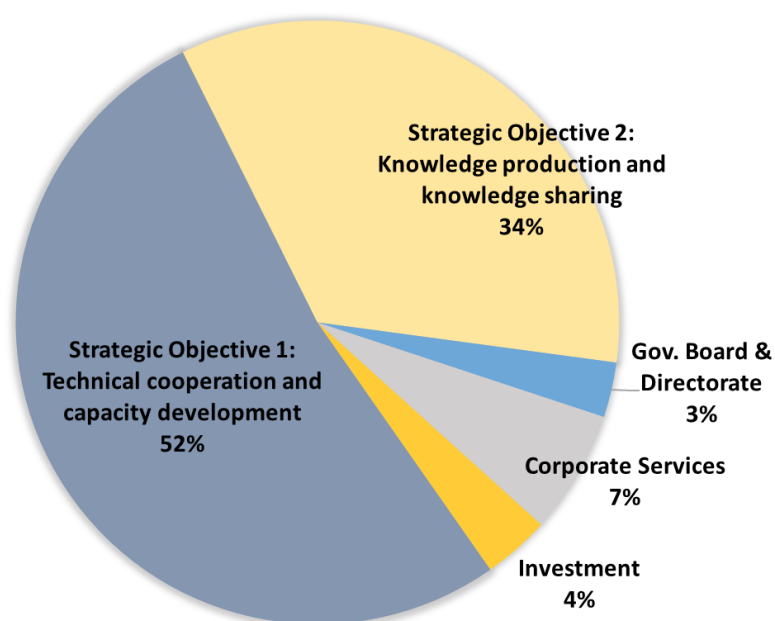
### **Expenditure**

Overall expenditure of the Institute in 2021 amounts to US\$ 22,338,495 (see Schedule 2), which is US\$ 3,356,452 lower than the budget.

Core Funding Programme (CF) implementation expenditure is estimated at US\$ 17,183,333, compared to a budget of US\$ 19,276,200. From the US\$ 2,092,867 variance, US\$ 1,166,223 relate to the activity budget, as some activities were postponed to 2022 due to the second year of the health crisis. Staff costs were monitored and continued to be contained in 2021 by slowing down recruitment, or postponing the recruitment of some posts, mainly in Paris and Dakar. This resulted in a decrease of US\$ 926,644 versus budget.

The charts below show the percentage distribution by appropriation line for the total expenditure, Core Funding, and Project Funding Programmes. During 2021, 86% was spent on programme activities and 10% on Governing Board, Directorate, Monitoring and Evaluation, and Administration. In addition, 4% was invested in institutional information technology services, building renovation, and staff development. Figures include expenditure on staff and activity.

Figure 10. Core Funding and Project Funding Programmes 2021 expenditure



The programme implementation for the **Project Funding Programme** continued to be impacted by the impossibility of travelling (e.g. to workshops, training, events). Some activities were not possible to implement at a distance.

The programme implementation expenditure of the Project Funding Programme is estimated at US\$ 5,155,162, compared to a budget of US\$ 6,418,747 representing an implementation rate of 80% (see Schedule 2) and a variance of US\$ 1.3 million compared to the budget. Twenty-one “No cost extensions” were signed for ongoing projects in 2021: Burkina Faso HRM and EMIS, the European Commission’s Service for Foreign Policy Instruments (EU FPI), Mauritania, EAA-PEIC, Education Development Trust, Burundi, Namibia, Stiftung Auxilium Foundation (Porticus), the UNESCO Viet Nam project, AFD-funded TVET, among others.

## External Audit

The accounts of IIEP are audited by the UNESCO External Auditor on a yearly basis. The accounts are prepared based on the International Public Sector Accounting Standards (IPSAS), adopted by UNESCO as of 1 January 2010. The 2020 Accounts were certified by the External Auditor on 25 May 2021. They are available in Annex II: Audited Financial Statements.

The audit found that the financial statements present fairly, in all material respects, the financial position of the Institute as of 31 December 2020, and its financial performance and its cash flows for the year ended in accordance with the International Public Sector Accounting Standards (IPSAS).

Figure 11. Table 1-Statement of resources and expenditure for 2021

Core Funding and Project Funding Programmes	Budget Approved 2021				New Estimates 2021			
	Core Funding Programme	Project Funding Programme	Inter-fund elimination	Total in Current \$	Core Funding Programme	Project Funding Programme	Inter-fund elimination	Total in Current \$
<b>IIEP SPECIAL ACCOUNT INCOME</b>								
I. UNESCO Financial Allocation	2 140 100	-	-	2 140 100	2 140 100	-	-	2 140 100
II. Voluntary Contributions	14 757 049	-	-	14 757 049	15 612 468	-	-	15 612 468
III. Contracts								
Governments	-	1 010 414	-	1 010 414	-	470 618	-	470 618
Other	-	5 873 913	(77 858)	5 796 055	-	5 383 214	-	5 383 214
<b>TOTAL, GENERAL INCOME</b>	<b>16 897 149</b>	<b>6 884 327</b>	<b>(77 858)</b>	<b>23 703 618</b>	<b>17 752 568</b>	<b>5 853 831</b>	<b>-</b>	<b>23 606 399</b>
IV. OTHER INCOME								
Programme Support Funds <sup>1</sup>	2 759 462	-	(1 672 593)	1 086 870	2 513 157	-	(1 997 060)	516 097
Training Programme cost recovery <sup>2</sup>	190 000	-	(90 000)	100 000	417 434	-	(290 778)	126 656
Miscellaneous Income <sup>3</sup>	20 000	-	-	20 000	21 201	-	-	21 201
<b>TOTAL, OTHER INCOME</b>	<b>2 969 462</b>	<b>-</b>	<b>(1 762 593)</b>	<b>1 206 870</b>	<b>2 951 792</b>	<b>-</b>	<b>(2 287 838)</b>	<b>663 953</b>
<b>TOTAL INCOME OF THE YEAR</b>	<b>19 866 611</b>	<b>6 884 327</b>	<b>(1 840 451)</b>	<b>24 910 487</b>	<b>20 704 359</b>	<b>5 853 831</b>	<b>(2 287 838)</b>	<b>24 270 352</b>
<b>EXPENDITURE</b>								
<b>10th Medium-Term Strategy</b>								
I. PROGRAMME OPERATIONS								
Training (Line 1)	4 060 721	1 381 075	(285 099)	5 156 697	3 498 607	1 418 804	(354 402)	4 563 009
Technical Cooperation (Line 2)	4 928 534	4 684 682	(1 204 996)	8 408 221	4 461 746	3 516 681	(1 497 912)	6 480 514
Research and Development (Line 3)	3 156 481	1 039 873	(191 924)	4 004 430	3 261 867	1 718 614	(238 578)	4 741 903
Outreach and Advocacy (Line 4)	3 268 212	1 153 568	(158 433)	4 263 346	2 753 413	758 540	(196 946)	3 315 007
<b>TOTAL, PROGRAMME OPERATIONS</b>	<b>15 413 948</b>	<b>8 259 198</b>	<b>(1 840 451)</b>	<b>21 832 695</b>	<b>13 975 633</b>	<b>7 412 639</b>	<b>(2 287 838)</b>	<b>19 100 433</b>
II. GOV. BOARD, DIRECTORATE, CORPORATE SERVICES (Line 5)								
Governing Board	198 813	-	-	198 813	142 446	-	-	142 446
Directorate/Monitoring & Evaluation	921 358	-	-	921 358	583 453	-	-	583 453
Corporate Services								
General Administration	1 577 078	-	-	1 577 078	1 183 278	-	-	1 183 278
Information Technology	385 588	-	-	385 588	417 216	-	-	417 216
Staff Service Account	-	-	-	-	-	30 362	-	30 362
<b>TOTAL, GOV. BOARD, DIRECTORATE AND CORPORATE SERVICES</b>	<b>3 082 837</b>	<b>-</b>	<b>-</b>	<b>3 082 837</b>	<b>2 326 393</b>	<b>30 362</b>	<b>-</b>	<b>2 356 755</b>
III. INVESTMENT (Line 5)								
Staff development	311 128	-	-	311 128	301 318	-	-	301 318
Renovation of Building	110 991	-	-	110 991	201 520	-	-	201 520
IT Technology	357 296	-	-	357 296	378 470	-	-	378 470
<b>TOTAL, INVESTMENT</b>	<b>779 414</b>	<b>-</b>	<b>-</b>	<b>779 414</b>	<b>881 307</b>	<b>-</b>	<b>-</b>	<b>881 307</b>
<b>TOTAL, EXPENDITURE I - III</b>	<b>19 276 200</b>	<b>8 259 198</b>	<b>(1 840 451)</b>	<b>25 694 947</b>	<b>17 183 333</b>	<b>7 443 001</b>	<b>(2 287 838)</b>	<b>22 338 495</b>
<b>EXCESS/(SHORTFALL) INCOME LESS EXPENDITURE</b>	<b>590 411</b>	<b>(1 374 871)</b>	<b>-</b>	<b>(784 460)</b>	<b>3 521 026</b>	<b>(1 589 169)</b>	<b>-</b>	<b>1 931 857</b>
<b>OTHER RESOURCES &amp; RESERVES</b>								
Liquidation of previous years' obligations	30 000	50 000	-	80 000	100 000	50 000	-	150 000
Transfer to the Stabilization Reserve Account <sup>4</sup>	(436 217)	-	-	(436 217)	(658 888)	-	-	(658 888)
Reserves & Fund Balances on 1 January	8 845 560	4 571 307	-	13 416 867	8 658 183	5 466 316	-	14 124 499
<b>TOTAL, OTHER RESOURCES &amp; RESERVES</b>	<b>8 439 343</b>	<b>4 621 307</b>	<b>-</b>	<b>13 060 650</b>	<b>8 099 296</b>	<b>5 516 316</b>	<b>-</b>	<b>13 615 612</b>
<b>BALANCE AT YEAR END ALL MANAGED FUNDS<sup>5</sup></b>	<b>9 029 754</b>	<b>3 246 436</b>	<b>-</b>	<b>12 276 190</b>	<b>11 620 322</b>	<b>3 927 147</b>	<b>-</b>	<b>15 547 468</b>

Note: The IIEP Estimated Core Funding Programme (CF) includes the staff costs and other income (cost recovery) of the three IIEP Offices.

<sup>1</sup> Internal transfers from execution of the Project Funding Progr.: Administrative support costs, Staff costs recovery & other reimbursements and other reimbursements from external partners during the year.

<sup>2</sup> Costs recovery from the annual training programme, and subscriptions from Distance education, Short courses and Education Sector Planning participants.

<sup>3</sup> Including sales of publications, printshop reimbursements, bank interest, exchange rate adjustments and other reimbursements.

<sup>4</sup> 5% previous year's IIEP Paris (US\$ 481K); IIEP Buenos Aires (US\$ 29K) and IIEP Dakar (US\$ 143K) payrolls; and SRA audit adjustments (previous year interests on investment and indemnities).

<sup>5</sup> Reserve balance available for projects execution at the beginning of the year.

Figure 12. Schedule 1-IIEP estimated resources in 2021 (expressed in current US\$), page 1 of 2

Core Funding and Project Funding Programmes					
Source	2021	Share	2021	Share	Increase/(Decrease)
	Approved	%	New Estimates	%	of (3) less (1)
	(1)	(2)	(3)	(4)	Amount
					(5)
<b>A. IIEP SPECIAL ACCOUNT</b>					
<b>INCOME</b>					
I. UNESCO Financial Allocation	2 140 100	8,6	2 140 100	8,8	-
II. Voluntary Contributions					
Argentina	70 000	0,3	-	-	(70 000)
France (AFD)	2 969 121	11,9	3 003 071	12,4	33 950
France (AFD GCI)	890 736	3,6	914 633	3,8	23 896
France (MOFA)	1 425 178	5,7	1 815 975	7,5	390 797
Norway	2 864 114	11,5	3 270 486	13,5	406 372
Sweden	2 190 073	8,8	2 288 598	9,4	98 525
Switzerland	4 347 826	17,5	4 319 704	17,8	(28 122)
Total, Voluntary Contributions	14 757 049	59,2	15 612 468	64,3	855 419
<b>TOTAL, I &amp; II</b>	<b>16 897 149</b>	<b>67,8</b>	<b>17 752 568</b>	<b>73,1</b>	<b>855 419</b>
III. OTHER INCOME					
Programme Support Funds	2 759 462	11,1	2 513 157	10,4	(246 306)
Income from training	190 000	0,8	417 434	1,7	227 434
Miscellaneous Income	20 000	0,1	21 201	0,1	1 201
<b>TOTAL, OTHER INCOME</b>	<b>2 969 462</b>	<b>11,9</b>	<b>2 951 792</b>	<b>12,2</b>	<b>(17 671)</b>
<b>TOTAL, INCOME CORE FUNDING (CF)</b>	<b>19 866 611</b>	<b>79,8</b>	<b>20 704 359</b>	<b>85,3</b>	<b>837 748</b>
IV. PROJECT FUNDING INCOME (PF)					
Contracts - Governments					
Belgium**	140 000	0,6	-	-	(140 000)
Burkina Faso GHR	206 093	0,8	120 625	0,5	(85 468)
Burkina Faso EMIS	336 501	1,4	87 024	0,4	(249 478)
Burundi**	267 992	1,1	55 360	0,2	(212 632)
Ecuador*	59 828	0,2	51 145	0,2	(8 683)
Mauritania**	-	-	131 464	0,5	131 464
Namibia**	-	-	25 000	0,1	25 000
<b>Total, Contracts - Governments</b>	<b>1 010 414</b>	<b>4,1</b>	<b>470 618</b>	<b>1,9</b>	<b>(539 797)</b>
Contracts - Others					
Agence Française de Développement (AFD - Quality)**	2 488 350	10,0	1 958 994	8,1	(529 356)
Caribbean Development Bank (CDB)	-	-	48 000	0,2	48 000
Conseil de l'Entente (CERFER)**	84 714	0,3	84 714	0,3	-
Dubai Cares	43 095	0,2	43 095	0,2	-
Education for All/PEIC	-	-	51 360	0,2	51 360
European Union Haiti 2018-2021	273 063	1,1	-	-	(273 063)
European Union FPI	458 061	1,8	-	-	(458 061)
European Union DG NEAR	389 995	1,6	-	-	(389 995)
Education Development Trust (EDT)	-	-	2 425	0,0	2 425
Foundation ARCOR*	-	-	8 885	0,0	8 885
Foundation Open Society Institute (OSI)	-	-	80 000	0,3	80 000
Fundación Zamora Teran Buenos Aires*	-	-	3 106	0,0	3 106
International Organisation of Francophonie (Dakar)**	-	-	84 420	0,3	84 420
Network for Int. Policies & Coop. in Ed. Training (NORRAG)	-	-	75 646	0,3	75 646
Save the Children International (Dakar)**	225 000	0,9	381 858	1,6	156 858
Stiftung Auxilium Foundation/Porticus LA Consul. Ltda*	33 297	0,13	33 796	0,14	499

Figure 13. Schedule 1-IIEP estimated resources in 2021 (expressed in current US\$), page 2 of 2

Core Funding and Project Funding Programmes					
Source	2021 Approved	Share %	2021 New Estimates	Share %	Increase/(Decrease) of (3) less (1) Amount
	(1)	(2)	(3)	(4)	(5)
<b>UNESCO<sup>1</sup></b>	<b>1 092 108</b>	<b>4,4</b>	<b>1 516 612</b>	<b>6,2</b>	<b>424 504</b>
<b>UNICEF<sup>1</sup></b>	<b>539 230</b>	<b>2,2</b>	<b>570 050</b>	<b>2,3</b>	<b>30 820</b>
World Bank (PAR)	-	-	101 754	0,4	101 754
World Bank (BA)*	-	-	47 960	0,2	47 960
World Bank (Dakar)**	-	-	9 051	0,0	9 051
Fellowships & other funds					-
Annual Training Program (Fellowships IBA)	40 000	0,2	64 644	0,3	24 644
Annual Training Program (Fellowships Dakar)	200 000	0,8	210 064	0,9	10 064
Staff Service Account	7 000	0,0	6 781	0,0	(219)
<b>Total, Contracts - Others</b>	<b>5 873 913</b>	<b>23,6</b>	<b>5 383 214</b>	<b>22,2</b>	<b>(490 699)</b>
<b>TOTAL, CONTRACTS</b>	<b>6 884 327</b>	<b>27,6</b>	<b>5 853 831</b>	<b>24,1</b>	<b>(1 030 496)</b>
V. Programme Support Funds (PSF) inter-fund elimination					
Programme Support Costs	(432 838)	- 1,7	(355 120)	- 1,5	77 718
Staff costs recovery & other	(1 407 613)	- 5,7	(1 932 718)	- 8,0	(525 105)
Total, Elimination - PSF	(1 840 451)	- 7,4	(2 287 838)	- 9,4	(447 387)
<b>TOTAL, PROJECT FUNDING INCOME</b>	<b>5 043 876</b>	<b>20,2</b>	<b>3 565 993</b>	<b>14,7</b>	<b>(1 477 883)</b>
<b>TOTAL, INCOME I - V, IIEP SPECIAL ACCOUNT</b>	<b>24 910 487</b>	<b>100,0</b>	<b>24 270 352</b>	<b>100,0</b>	<b>(640 135)</b>
<b>B. OTHER RESOURCES &amp; RESERVES</b>					
Liquidation of previous years' obligations, Core Funding Prog.	30 000	-	100 000	-	70 000
Liquidation of previous years' obligations, Project Funding Prog.	50 000	-	50 000	-	-
<b>Transfer to Stabilization Reserve Account</b>	<b>(436 217)</b>	<b>-</b>	<b>(658 888)</b>	<b>-</b>	<b>(222 671)</b>
<i>Transfer to Stabilization Reserve Account (5%)</i>	(650 873)		(652 713)		(1 840)
<i>Previous year interest on investment to the SRA</i>	214 656		214 656		-
<i>Adj. IBA Indemnities (G &amp; N)</i>	-		(220 831)		(220 831)
Reserves & Fund Balances on 1 January, Core Funding Prog.	8 845 560	-	8 658 183	-	(187 376)
Reserves & Fund Balances on 1 January, Project Funding Prog.	4 571 307	-	5 466 316	-	895 009
<b>TOTAL, OTHER RESOURCES &amp; RESERVES</b>	<b>13 060 650</b>	<b>-</b>	<b>13 615 612</b>	<b>-</b>	<b>554 962</b>
<b>GRAND TOTAL, IIEP MANAGED FUNDS</b>	<b>37 971 137</b>	<b>-</b>	<b>37 885 964</b>	<b>-</b>	<b>(85 173)</b>

\* Contributions to IIEP Buenos Aires.

\*\* Contributions to IIEP Dakar.

<sup>1</sup> UN Family projects signed with the three IIEP Offices.

Figure 14. Schedule 2-IIEP estimated expenditure in 2021 (expressed in current US\$)

Core Funding and Project Funding Programmes	2021 Approved						New Estimates 2021					
	Core Funding Prog. (CF) Staff	Activities	CF Sub-total	Project Funding Progr. (PF)	Grand Total	Share %	Core Funding Prog. (CF) Staff	Activities	CF Sub-total	Project Funding Progr. (PF)	Grand Total	Share %
<b>A. IIEP SPECIAL ACCOUNT</b>												
<b>I. PROGRAMME OPERATIONS</b>												
<b>1. STRATEGIC OBJECTIVE 1: TECHNICAL COOPERATION AND CAPACITY DEVELOPMENT</b>												
Training (Line 1)	3 294 286	766 435	<b>4 060 721</b>	1 381 075	5 441 796	19,8	2 996 033	502 574	<b>3 498 607</b>	1 418 804	4 917 411	20,0
Technical Cooperation (Line 2)	4 315 434	613 100	<b>4 928 534</b>	4 684 682	9 613 217	34,9	4 111 638	350 108	<b>4 461 746</b>	3 516 681	7 978 427	32,4
<b>TOTAL, TECH. COOP. &amp; CAP. DEVELOPMENT</b>	<b>7 609 721</b>	<b>1 379 535</b>	<b>8 989 256</b>	<b>6 065 757</b>	<b>15 055 013</b>	<b>54,7</b>	<b>7 107 672</b>	<b>852 681</b>	<b>7 960 353</b>	<b>4 935 485</b>	<b>12 895 838</b>	<b>52,4</b>
<b>2. STRATEGIC OBJECTIVE 2: KNOWLEDGE PRODUCTION AND KNOWLEDGE SHARING</b>												
Research and Development (Line 3)	2 721 056	435 425	<b>3 156 481</b>	1 039 873	4 196 355	15,2	2 836 916	424 951	<b>3 261 867</b>	1 718 614	4 980 481	20,2
Outreach & Advocacy (Line 4)	2 302 040	966 172	<b>3 268 212</b>	1 153 568	4 421 779	16,1	2 087 298	666 115	<b>2 753 413</b>	758 540	3 511 952	14,3
<b>TOTAL, KNOWLEDGE PRODUCTION AND KNOWLEDGE SHARING</b>	<b>5 023 096</b>	<b>1 401 597</b>	<b>6 424 693</b>	<b>2 193 441</b>	<b>8 618 134</b>	<b>31,3</b>	<b>4 924 213</b>	<b>1 091 066</b>	<b>6 015 280</b>	<b>2 477 154</b>	<b>8 492 433</b>	<b>34,5</b>
<b>TOTAL, I: PROGRAMME OPERATIONS</b>	<b>12 632 816</b>	<b>2 781 132</b>	<b>15 413 948</b>	<b>8 259 198</b>	<b>23 673 147</b>	<b>86,0</b>	<b>12 031 885</b>	<b>1 943 748</b>	<b>13 975 633</b>	<b>7 412 639</b>	<b>21 388 272</b>	<b>86,9</b>
<b>II. GOV. BOARD, DIRECTORATE &amp; CORPORATE SERVICES (Line 5)</b>												
<b>1. GOV. BOARD &amp; DIRECTORATE</b>												
Governing Board	78 813	120 000	<b>198 813</b>	-	198 813	0,7	128 888	13 558	<b>142 446</b>	-	142 446	0,6
Directorate/Monitoring and Evaluation	842 358	79 000	<b>921 358</b>	-	921 358	3,3	533 478	49 975	<b>583 453</b>	-	583 453	2,4
<b>TOTAL, GOV. BOARD &amp; DIRECTORATE</b>	<b>921 171</b>	<b>199 000</b>	<b>1 120 171</b>	<b>-</b>	<b>1 120 171</b>	<b>4,1</b>	<b>662 366</b>	<b>63 533</b>	<b>725 898</b>	<b>-</b>	<b>725 898</b>	<b>2,9</b>
<b>2. CORPORATE SERVICES</b>												
General Administration	969 102	607 976	<b>1 577 078</b>	-	1 577 078	5,7	712 389	470 889	<b>1 183 278</b>	-	1 183 278	4,8
Institutional Information Technology	101 902	283 686	<b>385 588</b>	-	385 588	1,4	169 788	247 428	<b>417 216</b>	-	417 216	1,7
Staff Service Account	-	-	-	-	-	-	-	-	-	30 362	30 362	0,1
<b>TOTAL, CORPORATE SERVICES</b>	<b>1 071 004</b>	<b>891 662</b>	<b>1 962 666</b>	<b>-</b>	<b>1 962 666</b>	<b>7,1</b>	<b>882 177</b>	<b>718 317</b>	<b>1 600 494</b>	<b>30 362</b>	<b>1 630 856</b>	<b>6,6</b>
<b>TOTAL, II: GOV. BOARD, DIRECTORATE &amp; CORP. SERVICES</b>	<b>1 992 175</b>	<b>1 090 662</b>	<b>3 082 837</b>	<b>-</b>	<b>3 082 837</b>	<b>11,2</b>	<b>1 544 543</b>	<b>781 850</b>	<b>2 326 393</b>	<b>30 362</b>	<b>2 356 755</b>	<b>9,6</b>
<b>III. INVESTMENT (Line 5)</b>												
<b>1. INVESTMENT</b>												
Staff development	211 128	100 000	<b>311 128</b>	-	<b>311 128</b>	1,1	208 567	92 751	<b>301 318</b>	-	<b>301 318</b>	1,2
Renovation of building	66 491	44 500	<b>110 991</b>	-	<b>110 991</b>	0,4	112 224	89 296	<b>201 520</b>	-	<b>201 520</b>	0,8
IT Technology	135 160	222 136	<b>357 296</b>	-	<b>357 296</b>	1,3	213 908	164 562	<b>378 470</b>	-	<b>378 470</b>	1,5
<b>TOTAL, III: INVESTMENT</b>	<b>412 778</b>	<b>366 636</b>	<b>779 414</b>	<b>-</b>	<b>779 414</b>	<b>2,8</b>	<b>534 698</b>	<b>346 609</b>	<b>881 307</b>	<b>-</b>	<b>881 307</b>	<b>3,6</b>
<b>TOTAL EXPENDITURE I, II &amp; III</b>	<b>15 037 770</b>	<b>4 238 430</b>	<b>19 276 200</b>	<b>8 259 198</b>	<b>27 535 398</b>	<b>100,0</b>	<b>14 111 126</b>	<b>3 072 207</b>	<b>17 183 333</b>	<b>7 443 001</b>	<b>24 626 334</b>	<b>100,0</b>
<b>IV. PROGRAMME SUPPORT FUNDS (Inter-fund elimination)</b>												
Programme Support Costs	-	-	-	(432 838)	(432 838)	-	-	-	-	(355 120)	(355 120)	-
Staff costs recovery & other	-	-	-	(1 407 613)	(1 407 613)	-	-	-	-	(1 932 718)	(1 932 718)	-
<b>Total, Elimination - PSF</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(1 840 451)</b>	<b>(1 840 451)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(2 287 838)</b>	<b>(2 287 838)</b>	<b>-</b>
<b>TOTAL, EXPENDITURE IIEP SPECIAL ACCOUNT</b>	<b>15 037 770</b>	<b>4 238 430</b>	<b>19 276 200</b>	<b>6 418 747</b>	<b>25 694 947</b>	<b>100,0</b>	<b>14 111 126</b>	<b>3 072 207</b>	<b>17 183 333</b>	<b>5 155 162</b>	<b>22 338 495</b>	<b>100,0</b>

Figure 15. Table 2-Stabilization reserve account statement of income and expenditure for 2021

<u>in US\$</u>	<u>Total</u>
<b>BALANCE BROUGHT FORWARD 1 JANUARY 2021</b>	10 827 698
<b>INCOME 2020</b>	
Interest gained	214 656
<b>EXPENDITURE 2020</b>	
Termination indemnities	(220 831)
<b>BUDGET BALANCE BROUGHT FORWARD 1 JANUARY 2021</b>	<u>10 821 522</u>
<b>INCOME 2021</b>	
Previous year's 5% payroll	652 713
<b>TOTAL ESTIMATED INCOME</b>	<u>652 713</u>
<b>EXPENDITURE 2021</b>	
<b>TOTAL ESTIMATED EXPENDITURE</b>	<u>-</u>
<b>EXCESS/(SHORTFALL): INCOME LESS EXPENDITURE</b>	<u>652 713</u>
<b>BALANCE AS AT 31 DECEMBER 2021</b>	<u>11 474 235</u>



# Appendices to GB/4 Part I

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## Corporate Services

The Corporate Services Unit (CSU) supports the efficient delivery of IIEP's results to Member States by:

- giving advice and support to IIEP staff on *administrative, financial, budgetary, procurement, and legal* aspects of programme design and implementation;
- controlling *budget implementation* and limiting IIEP's exposure to risks;
- contributing to efficient management practices;
- supporting management on *human resources* planning, recruitment, performance management, and career development;
- ensuring the optimum and efficient running of *information technology* services: computer, networks, and telecommunications systems; and
- *management of premises and security.*

The team also contributes to the sustainability of IIEP by:

- supporting and contributing to *risk management* and to the safeguarding of IIEP's *autonomy*;
- ensuring that the Institute's *accounts* are maintained in compliance with the International Public Sector Accounting Standards (IPSAS) and with UNESCO's rules and regulations;
- safeguarding *IIEP's assets*; and
- leading the Institute's *greening* efforts.

Partial telework continued during 2021. The *administrative processes* have been adapted to allow continuity and minimize disruption; these include workflows for the approval of invoices and quotations, supplier and donor agreements, human resources documents, and also IT support online.

The Finance team regularly monitored actual programme implementation compared to the plan, and prepared medium-term financial simulations, accounting and administration dashboards. In 2021, the team assessed the impact of the COVID-19 pandemic on this year's programme implementation and finances and presented the reports to the Finance and Administrative Committee in June. The team also worked closely with the Director's office and the Team Leaders on the sustainability of the Institute to 2026. The external audit took place also remotely this year, from Canada, due to the health crisis. The audit was successful despite the distance and circumstances. Several CSU colleagues took UNESCO online training on "Accounting and fraud in the workplace".

The IT team continued to handle the increased demand due to the telecommuting in place. The virtual private network (VPN) connections are now automatic, and new points of entry to the network were added in Buenos Aires and Dakar. A mission to Buenos Aires is planned before the end of the year to complete the IT system rebuild and server upgrade. The team continued to support the offices of Dakar and Buenos Aires, following unsuccessful recruitments of the IT assistant positions in both offices.

The Human Resources team continued to deliver a consistent and valued service across the Institute. In the second year of the health crisis, the team supported staff on personal and

professional matters; they also generated HR metrics for better management decision-making. Welfare is at the centre of IIEP's concerns. The concerns raised by staff in the survey carried out in October 2021 on employee engagement and well-being will be taken into account by the management. Further details are given in page 76.

More information is provided below for several Corporate Services areas.

## General Administration expenditure for 2021

General Administration expenditure includes the management of premises, the purchase and maintenance of equipment, furniture and supplies, utilities, building insurance, etc. for the offices of Paris, Dakar, and Buenos Aires. This year IIEP expects 83% implementation rate in General Administration activities expenditure, i.e. US\$ 502,325 (see Schedule 2).

### Management of premises

The Paris and Buenos Aires premises remain the property of their host governments, both of which provide support for building maintenance. The Dakar office team resides in the premises of the UNESCO Regional Office in Dakar. A fee of US\$ 60,000 was paid for rent, utilities, and services to the Office as host.

No subsidy was obtained for IIEP's building maintenance from the French Ministry of Higher Education and Research from 2019, but IIEP still hopes to be able to obtain the French Ministry's support in future years.

The restauration services in the Paris office have been replaced by a co-working and cafeteria space. This decision was taken as a result of a staff survey. The aim was to create a physical space on the ground floor in the areas of the restaurant and the veranda which allows IIEP colleagues to meet and interact more often, contributing to collegiality among the staff. The renovation work was launched this year and the space has been completed refurbished.

Due to the health situation, physical distancing protocols are still maintained on the premises; IIEP is applying the guidelines given by UNESCO in terms of sanitary passes for visitors entering the premises.

### Greening IIEP

In 2019, 15 IIEP staff from all teams launched Greening IIEP to prioritize and suggest concrete strategies to integrate environmental and social sustainability across IIEP projects and practices. After developing strategies across six key areas, IIEP Greening began implementation in 2020. In 2021, the Greening committee continued to organize monthly meetings and advance its work in the key strategic areas:

- Greening building management and facilities: *upgrade of IIEP Paris waste management* (new waste recycling stations were put in place on every floor, individual bins were removed from all offices, staff is encouraged to reduce and sort their office waste at the source and bring it instead to these recycling stations); *cafeteria / co-working space* (based on recommendations and participation of Greening IIEP members, the cafeteria has been completely redesigned to accommodate staff needs in a greener environment with access to an equipped kitchen).
- Strengthening sustainability in procurement practices: installation of new vending machines (which include organic products) in the cafeteria, encouraging the use of UNESCO's new guidelines for sustainable procurement.

- Reducing travel emissions of IIEP staff and partners: continuing discussions on defining essential missions, proposing the development of new budget structures, improving reporting on carbon tax.
- Raising awareness and understanding of greening strategies among IIEP staff: newsletters sent on different subjects (e.g. Greening the Blue report, 2021 staff guide for a greener UNESCO, Digital Cleanup Day, Green Electricity).

## **Institutional information technology (IT) and investments in IT**

With teleworking remaining the norm this year, the virtual private network (VPN) of IIEP was extended and modified to further enhance the end-user experience with this mode of working. VPN connections are now automatic, and new points of entry to the network were added in Buenos Aires and Dakar. This ensures faster and more reliable links, while giving staff convenient access to all the resources they need without requiring any extra steps on their part. This also streamlines updates and software distribution, allowing users to obtain the programmes they require, including any system enhancements, regardless of their location. Moreover, it facilitates major rollouts of new corporate packages such as Microsoft Office. These modifications also simplify IT user support as having the laptops connected to the IIEP network expedites remote troubleshooting and the delivery of corrective patches when needed.

With the increased demands for videoconferencing and webcasting of live events, additional investments in these platforms were made and the option of consolidating Zoom licenses is currently being investigated. Internet lines in Buenos Aires and Dakar were also upgraded to assure enough capacity for teleworking, videoconferencing, and streaming. A mission to Buenos Aires is planned before the end of the year to complete the IT system rebuild and server upgrade, following damage caused by an electrical problem in the network equipment. The global shortage of electronic components has caused massive procurement delays, but the Buenos Aires office remains on track to switch over to full laptops before the end of the year.

Regarding the site replication project, UNESCO Headquarters will be hosting a copy of IIEP data by the end of the year.

Recruitments for IT assistants in Dakar and Buenos Aires are currently ongoing after unsuccessful recruitments and IIEP hopes to fill in these positions by the start of next year.

Estimated costs for institutional information technology will amount to US\$ 215,992, of which US\$ 172,207 relates to software licences. Investment in IT software and equipment totalled US\$ 164,562, including computer equipment purchases, storage, and upgrades of software for the three offices.

## Human resources management

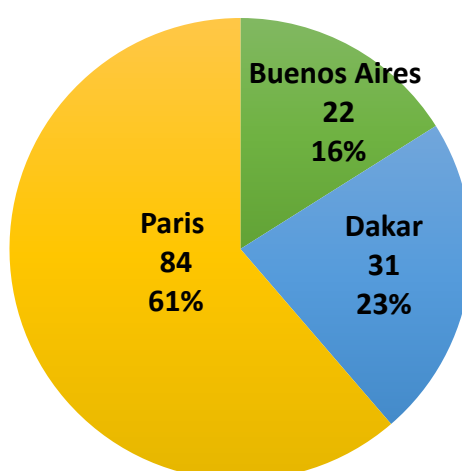
Overall, the HR function’s strategic role has evolved to support the changing needs of IIEP staff and cope with a more complex global operating environment. HR’s role is to support the development and maintenance of a workforce that is efficient, productive, loyal, flexible, and adaptive to change. This is the goal to be achieved in the coming years.

UNESCO has progressively delegated HR transaction services to IIEP, enabling speedy delivery and responsibility for results. IIEP now takes decisions in designing and implementing the entire recruitment cycle from advertising for positions to recruitment and onboarding. Processes, systems, and tools have been developed or adapted from UNESCO, and the full HR cycle is managed from recruitment to separation with a unit of 2.5 staff. The team also generates HR metrics for better management decision-making, managing termination processes, ensuring staff wellness, and ensuring compliance with UNESCO rules and regulations.

### Workforce structure

At the end of 2021, the IIEP headcount in the three locations stands at 137, compared to 128 personnel in 2020. The total includes all types of contracts: Established Posts, Project Appointments, and Service Contracts, as shown in Figure 16 below. Eleven positions were filled in 2021 while 11 were vacated over the same period; some positions left vacant, such as Head of the Library Unit, were abolished.

Figure 16. Distribution of 137 IIEP personnel in Paris, Dakar, and Buenos Aires, 2021



The breakdown of personnel by grade and location is shown in Figure 17.

Figure 17. IIEP Personnel establishment by grade and location in October 2021

Grade	IIEP Paris	IIEP Dakar	IIEP Buenos Aires	Total
D-2	1			1
D-1	1			1
P-5	2	3	1	6
P-4	10	4		14
P-3	20	9	1	30
P-2	10	7		17
P-1	9	1		10
NO-C			2	2
NO-B			6	6
GS-7	1			1
GS-6	5	2	1	8
GS-5	13	3	1	17
GS-4	3		2	5
GS-3		1	1	2
SC	9	1	7	17
<b>Total</b>	<b>84</b>	<b>31</b>	<b>22</b>	<b>137</b>

IIEP's personnel gender distribution appears in Figure 18.

Figure 18. IIEP Personnel gender distribution in 2021

Gender	Paris	Dakar	Buenos Aires	Total	% of total personnel universe
Female	63	13	14	90	66%
Male	21	18	8	47	34%
<b>Total</b>	<b>84</b>	<b>31</b>	<b>22</b>	<b>137</b>	<b>100 %</b>

IIEP's recruitment effort is purposed to securing the best possible candidate, paying attention to regional representation and gender. In 2021, IIEP Paris did well on the gender dimension by hiring more males than previously recorded. Dakar is making steady progress as well and reports that five of eight of its hires in the past 18 months were female. The HR Unit is working with the Dakar office to ensure a larger candidate pool across all regions. This includes enhanced collaboration with regional ministries of education, universities, and IIEP alumni so as to reach the largest candidate audience possible.

Successful hiring decisions are premised on clarity of terms of reference, job experience, and academic qualifications. Refining terms of reference (ToR) is a work in progress, and the HR unit advises hiring managers and consults with UNESCO's Staffing Unit on an ongoing basis. The intent is to enhance recruitment capabilities over time and assure IIEP of work-ready talent pools.



## Staff recruitment

IIEP welcomed its new Director in September 2021 and has witnessed a very smooth leadership transition.

In 2021, 32 recruitments were completed, including 11 newly created positions, 12 replacements and 9 promotions; this year IIEP was given greater autonomy on the UNESCO controlled talent sourcing platform *SuccessFactors*. IIEP now controls the complete hiring cycle from vacancy announcement creation, candidate screening, interviewing, and appointment. More importantly, the Institute has visibility on all pre-screened applicants for each post enabling hiring managers to have a wider pool from which to select suitably qualified prospects.

Figure 19 shows the average time in 2021 to onboard a successful candidate from the date a vacancy announcement is published.<sup>14</sup> In Paris, recruitment timelines have become significantly shorter. IIEP filled positions in 121 days as compared to 141 days in 2020. Recruitment in Dakar and Buenos Aires continues to be challenged at times due to lack of suitably qualified candidates the first time. Going forward, the Institute expects timelines to contract in these two offices as they sharpen hiring strategies and leverage the flexibility they now can exercise.

Figure 19. Days to onboarding new staff in 2021

Duty station	Average days to onboarding	
	2020	2021
IIEP Paris	141	121
IIEP Dakar	151	192
IIEP Buenos Aires	202	224

Figure 20 shows the new positions recruited in 2021 across all IIEP locations.

Figure 20. Staff in newly created positions: January to October 2021 = 11

Location & Post Title	Grade	Team	Contract Type	Effective Date
<b>IIEP Paris = 4</b>				
Associate Programme Specialist (On-line Learning)	P-2	TEP	PA	18/01/2021
Associate Project Officer (Communication)	4E	IS	SC	25/01/2021
Associate Programme Specialist	4D	TC	SC	22/03/2021
Associate Programme Specialist	4B	TC	SC	02/08/2021
<b>IIEP Dakar = 4</b>				
Associate Education Policy Analyst	P-1	Dakar	PA	06/01/2021
Team Assistant (Communication)	SB4	Dakar	SC	01/04/2021
Programme Manager (R&D)	P-4	Dakar	PA	15/04/2021
Associate Training Expert	P-2	Dakar	PA	01/06/2021
<b>IIEP Buenos Aires = 3</b>				
ICT and Multimedia Assistant	SB2/2	IBA	SC	01/04/2021
E-learning Specialist	SB4/2	IBA	SC	01/04/2021
Technical Cooperation & CoP Assistant	SB2/4	IBA	SC	01/05/2021

<sup>14</sup> Recruitment days or days to onboarding are measured from the day a position is advertised to the day the successful candidate signs the letter of acceptance.

Figure 21 shows the positions which were replacements of past incumbents in 2021.

**Figure 21. New Staff recruited to exiting positions in 2021 = 12**

Location & Post Title	Grade	Team	Contract Type	Effective Date
<b>IIEP Paris = 6</b>				
Programme Specialist	P-3	TC	PA	25/01/2021
Associate Web Officer	P-1	IS	PA	01/02/2021
Associate Human Resources Officer	P-1	CSU	PA	01/03/2021
Associate Editor	P-1	IS	PA	07/06/2021
Administrative Assistant	3C	R&D	SC	06/09/2021
Director	D-2	DIR	FT	07/09/2021
<b>IIEP Dakar = 3</b>				
Gender- Sensitive Associate Education Policy Analyst	P-2	Dakar	JPO	11/01/2021
Senior Education Policy Analyst	P-4	Dakar	PA	01/07/2021
Associate Communications Officer	P-2	Dakar	PA	02/08/2021
<b>IIEP Buenos Aires = 3</b>				
Associate Project Officer	SB3/3	IBA	SC	01/12/2020
Associate Communications Officer	NO-B	IBA	PA	22/03/2021
Coordinator-R&D	NO-C	IBA	PA	02/08/2021

In 2021, IIEP promoted 12 staff members to higher grades through nine competitive recruitments, two post upgrades, and one reclassification following the results of a desk audit carried out by UNESCO, as shown in Figures 22 and 23 below. UNESCO has discontinued the practice of promoting Staff on Project Appointment contracts via an administrative procedure.

**Figure 22. Staff and non-staff promoted to a higher grade in 2021 via competitive recruitment = 9**

Post	Past Grade	New Grade	Team	Office	Effective Date
<b>IIEP Paris = 6</b>					
Assoc. Programme Specialist (Dev)	SC	P-1	R & D	Paris	01/06/2021
Assoc. Programme Specialist (Res. Mob)	GS-5	P-1	R & D	Paris	01/06/2021
ICT Officer	P-3	P-4	CSU	Paris	01/09/2021
IT Assistant	GS-4	GS-5	CSU	Paris	01/12/2021
Associate ICT Officer	P-1	P-2	CSU	Paris	01/12/2021
Associate Project Officer	P-1	P-2	PMO	Paris	01/12/2021
<b>IIEP Buenos Aires = 3</b>					
Training Coordinator	SC	NO-C	IBA	IBA	01/04/2021
Deputy Coordinator (R&D)	SC	NO-B	IBA	IBA	01/09/2021
Executive Officer	SC	NO-B	IBA	IBA	01/11/2021

Figure 23. Staff in new positions via reclassification and post-upgrade: January to October 2021 = 3

Location & Post Title	Grade	Team	Contract Type	Effective Date
<b>IIEP Paris = 3</b>				
Team Leader (reclassification)	P-5	CSU	FT	01/02/2021
Associate Programme Specialist (upgrade)	P-2	TC	PA	01/02/2021
Associate Programme Specialist (upgrade)	P-2	TC	PA	01/02/2021

## Separations

In 2021, IIEP bid farewell to 11 colleagues compared to 13 in 2020. Separations were a combination of retirements, resignations, agreed separations and contract non-renewals.

Figure 24. Staff separations in 2021 = 13

Location & Post	Grade	Team	Contract Type	Separation Reason	Effective Date
<b>IIEP Paris Office = 9</b>					
Director	D-2	DIR	FT	Retirement	31/05/2021
Team Leader	P-5	R&D	FT	Resignation	15/01/2021
Executive Officer	P-3	DIR	PA	Resignation	31/07/2021
Associate Research Officer	P-1	R & D	PA	Resignation	20/08/2021
Lib & Info. Analyst (Outreach)	P-1	R & D	PA	End of contract	10/09/2021
Associate Comms. Officer	3/E	IS	SC	End of contract	12/02/2021
Administrative Assistant	3/D	TEP	SC	End of contract	30/09/2021
Senior Programme Specialist	P-5	TC	FT	Retirement	31/10/2021
Team Leader	P-5	TC	FT	Retirement	30/11/2021
<b>IIEP Dakar Office = 4</b>					
Chief PEFOP	P-4	DK	PA	Resignation	30/06/2021
Associate Comms. Officer	P-1	DK	PA	Resignation	28/02/2021
Associate IT Officer	NO-B	DK	PA	Non-confirmation	31/08/2021
Administrative Assistant	3/A	DK	SC	End of contract	31/03/2021

## Staff welfare

The welfare of staff, especially under COVID-19 conditions, is considered as paramount to supporting IIEP's global mission and objectives. In October 2021, the Institute carried out a rapid pulse survey on employee engagement and well-being, which received an overwhelming 99% response rate. This yearly survey was requested at the 60<sup>th</sup> session of the Governing Board and it will be run on an annual basis. Comparing results from the 2019/20 engagement and satisfaction survey it is clear that staff are less confident now. IIEP believes COVID-19 has impacted staff negatively. Below are summary highlights of some of the survey results:

- **73%** of respondents agree or strongly agree that they would recommend IIEP as a good place to work in. *Response to the same statement in the 2020 employee engagement and satisfaction survey (EESS) was 83%*
- **41%** of respondents agree or strongly agree that they can maintain a healthy balance between their work and personal lives. *Response to the same statement in the 2020 EESS was 65%*
- **44%** of respondents agree or strongly agree that workload assigned to them is manageable and that they accomplish tasks on time. *Response to the same statement in the 2020 EESS was 66%*
- **66%** of respondents agree or strongly agree with the statement “I feel valued and am satisfied with my role in the decisions that affect my work” *Response to the same statement the 2020 EESS was 69%*
- The terms **flexibility, telework, tele-travail,** and **teleworking** appear 34 times in the responses to open ended questions

These results are a call to act if IIEP is to sustain a healthy and productive work environment. The Institute will therefore work with UNESCO to ensure that its teleworking policy responds to the needs of the Institute in a meaningful way. This means IIEP will go further to find flexible solutions that accommodate a diverse range of needs. IIEP will make sure that staff needs are also finely tuned to its overall goals and objectives.

## Performance management

Managers’ continuous performance feedback assures staff that they are on track in meeting work objectives. It demonstrates a supportive culture and helps to deal with underperformance issues before they spiral out of control. In this way, staff are more motivated to deliver better results.

The HR unit worked to ensure that all performance management goals set by UNESCO in 2021 were met. All but one of the 120 staff signed-off on their 2021 Objectives by 28 February 2021. For the Mid-Term Performance Review (not an evaluation), 98 % staff signed off by the deadline of 31 July 2021.

UNESCO’s Performance Management unit is aware of the efforts invested by IIEP in managing performance. They have broadcast that recognition across the entire organization. IIEP plans to do better going forward and ensure the Institute remains an energized and high-performance workplace.

Where challenges exist, managers are required to take decisions that are fair and transparent and which support both individual and corporate goals. They are also required to step up and make difficult decisions in defence of IIEP’s good brand.

## Staff learning and development

The Institute allocated US\$ 311,128 towards staff development, activities, and staff time. It is estimated that a total of US\$ 301,318 will be spent this year, which represents a 97% implementation rate. Of the 2021 allocation, US\$ 35,721 was spent on executive coaching for five Team Leaders and supervisors across the Institute. Regarding the individual training, only on-line courses were approved due to the health situation.

A further US\$ 4,999 was spent on complementary self-directed leadership development via the Harvard ManageMentor portal (HMM). Learning for staff at all levels to develop knowledge, skills and competencies such as certification in gender audits, leadership and teamwork cost of US\$ 11,375.

In May 2021, the HR unit piloted a Team Effectiveness virtual workshop attended by 21 Staff at all levels across the Institute. Participants gained a better understanding of their individual strengths and barriers when working in teams. Knowledge of self is a primer for building mutually reinforcing relationships as well as overcoming biases. A post workshop survey showed 95% of respondents want IIEP to roll out a full-fledged learning programme on team effectiveness. Funds for this initiative are included in the 2022 budget.

As evidence of its commitment to staff development, UNESCO gave the Institute funds via the decentralised training budget initiative. Twenty-three beneficiaries of the initiative are expected to complete, by December 2021, two training courses namely, Gender-Responsive Budgeting and Efficient and Productive Meetings at a cost of US\$ 3,925.

In 2021, IIEP staff followed mandatory training and other courses which included:

- a) UNESCO Ethics training (mandatory) - All
- b) Protection from Sexual Exploitation and Abuse (mandatory) - All
- c) Prevention of Sexual Harassment in the workplace (mandatory) - All
- d) Group language training (Buenos Aires)
- e) QGIS Advanced training workshop (R&D team)
- f) Preparation for PMP Certification (PMO team)
- g) 2021 Power BI Summit (PMO team)
- h) Training on the subject of Fraud (CSU team)

The HR Unit consistently supports staff in identifying opportunities relevant to their learning needs and career enhancement. It also encourages staff to provide feedback via Back to Office Reports (BTORs) to enable HR to better assess the return on the Institute’s learning and development investments.

**Human resources charts (headcount figures include all types of contracts)**

Figure 25. Headcount by office

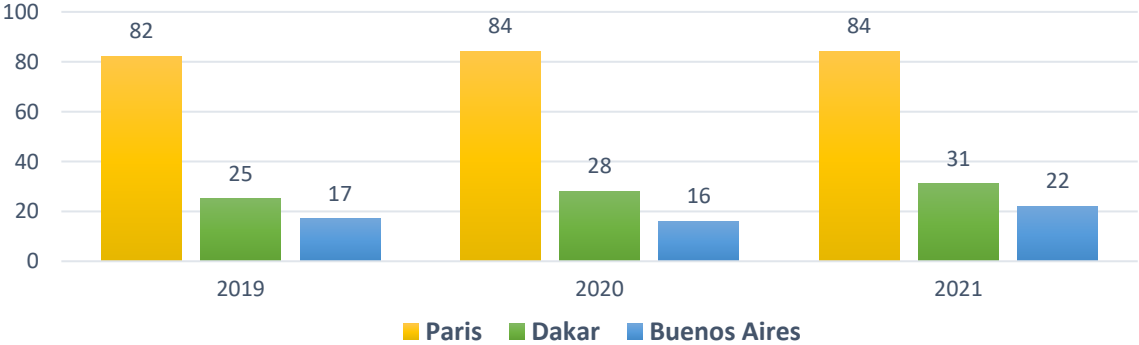


Figure 26. Headcount by office

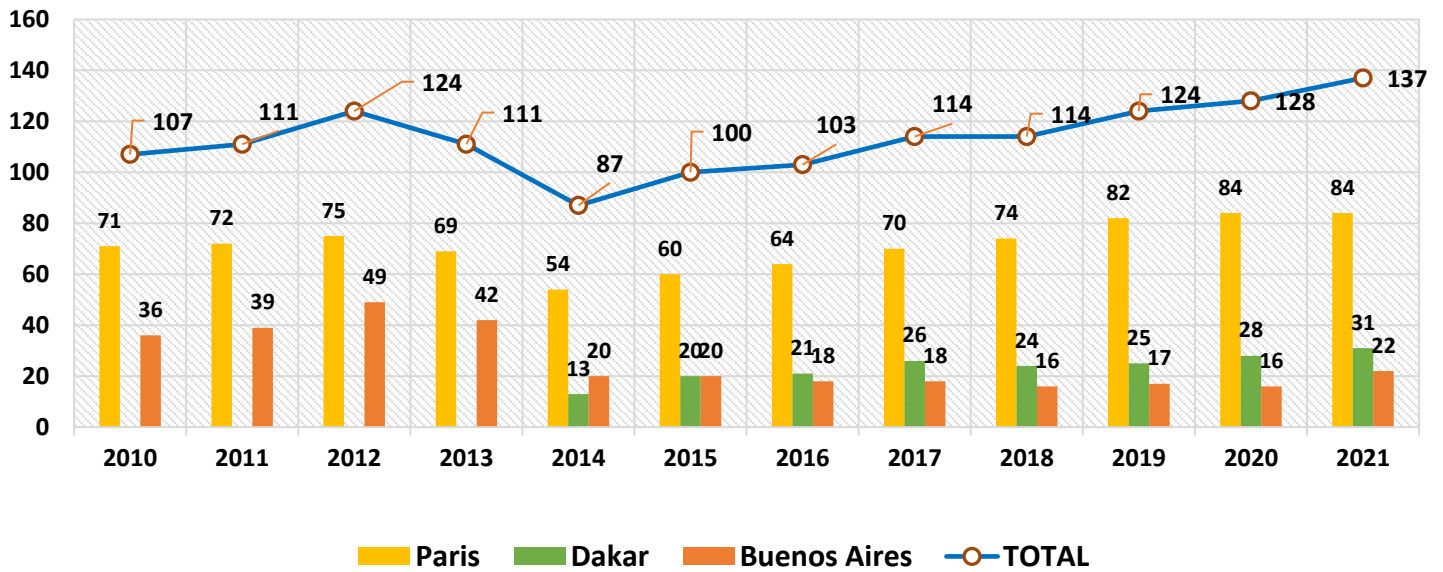


Figure 27. IIEP Headcount by gender

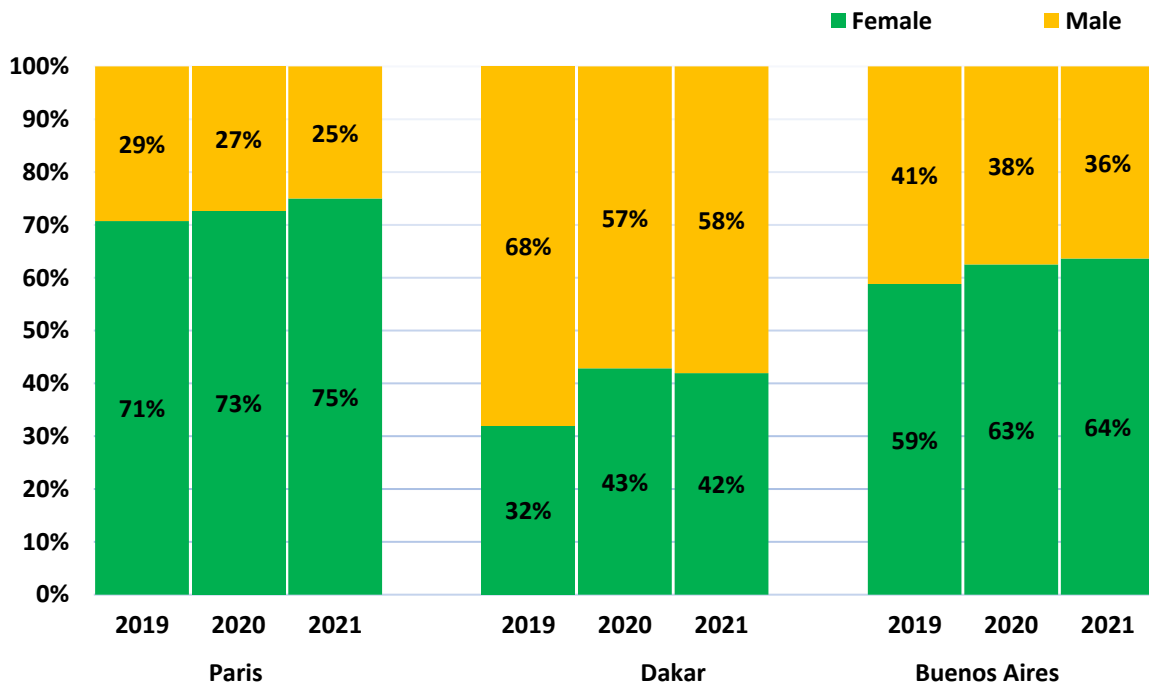


Figure 28. Gender balance analysis by grade: 2021

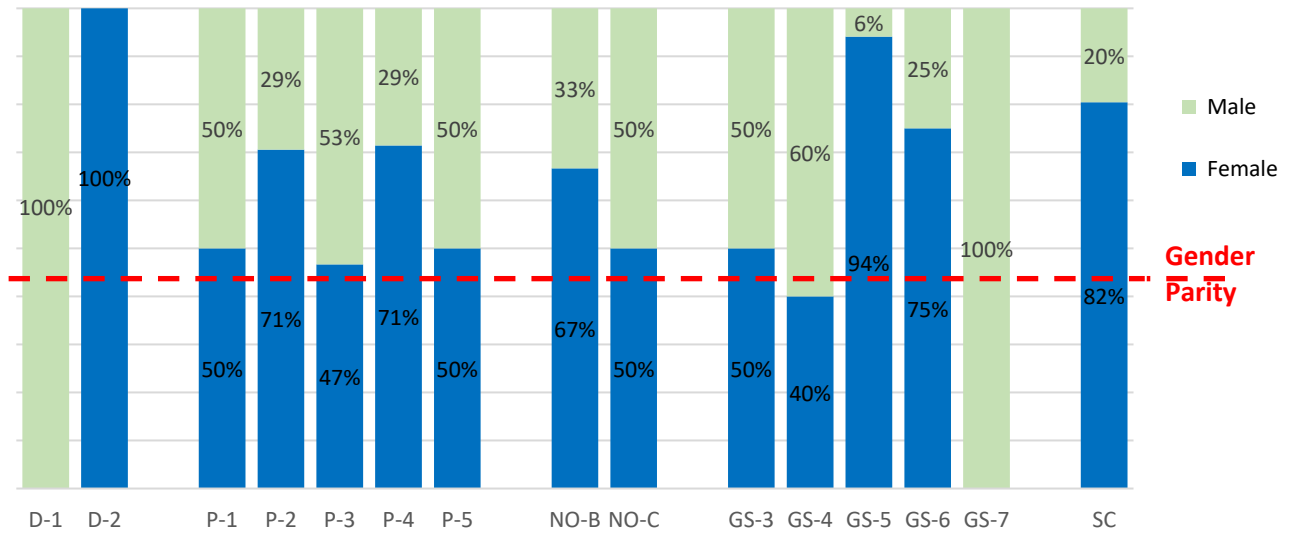


Figure 29. IIEP headcount by grade and age: 2021

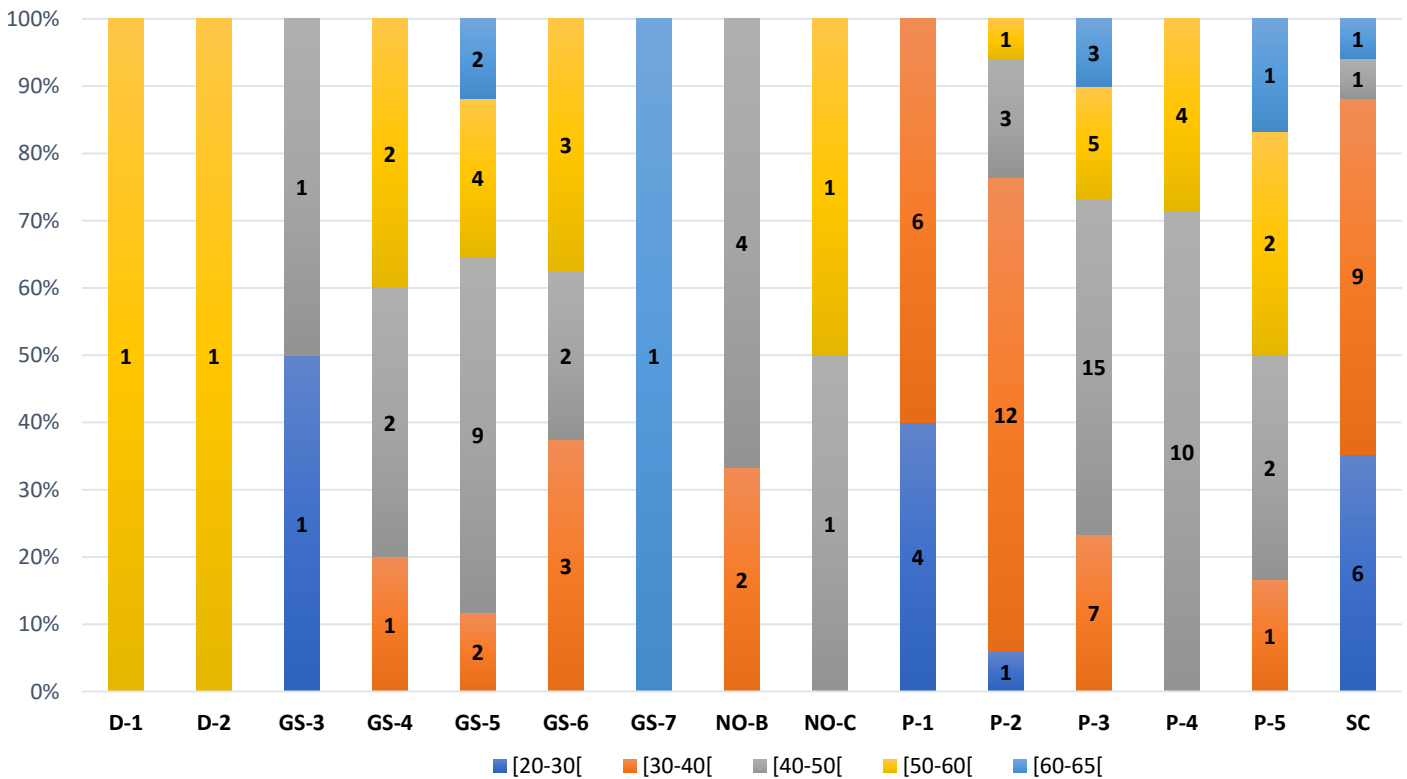


Figure 30. IIEP grade by office (excluding Service Contracts): IIEP Paris

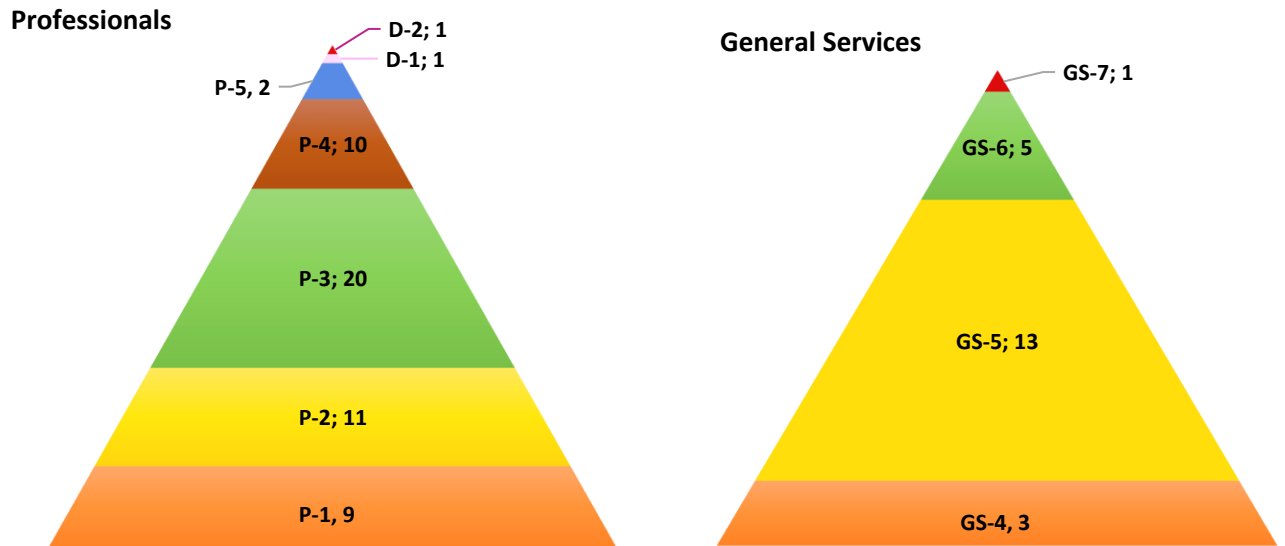


Figure 31. IIEP grade by office (excluding Service Contracts): IIEP Dakar

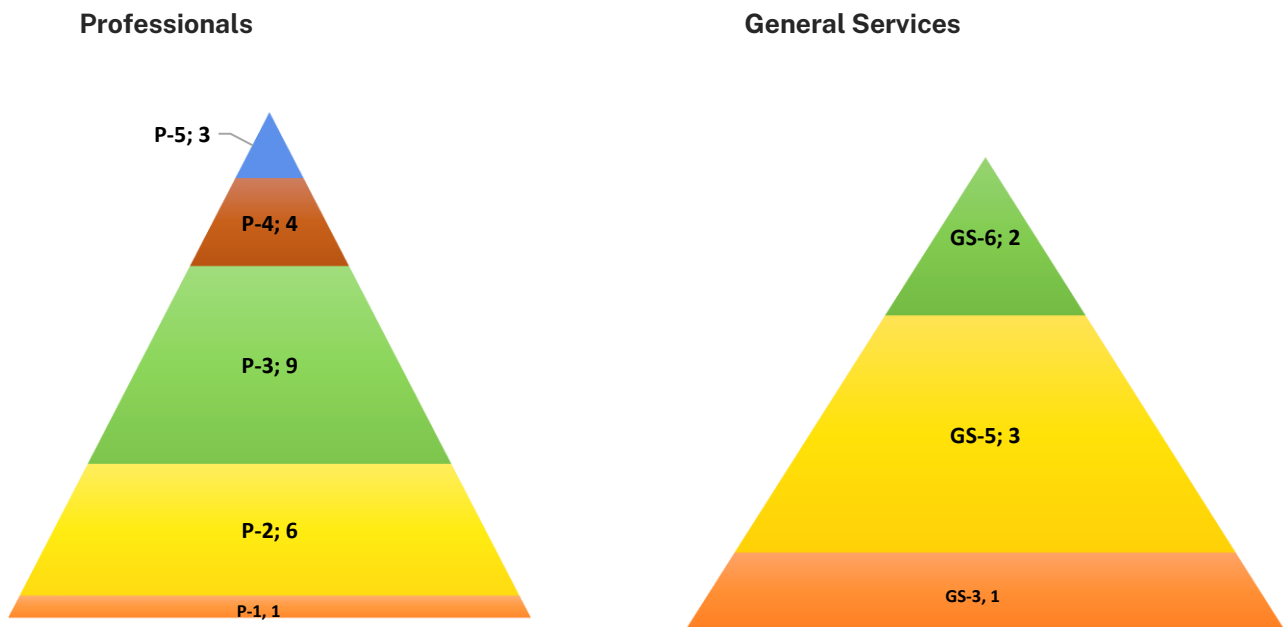
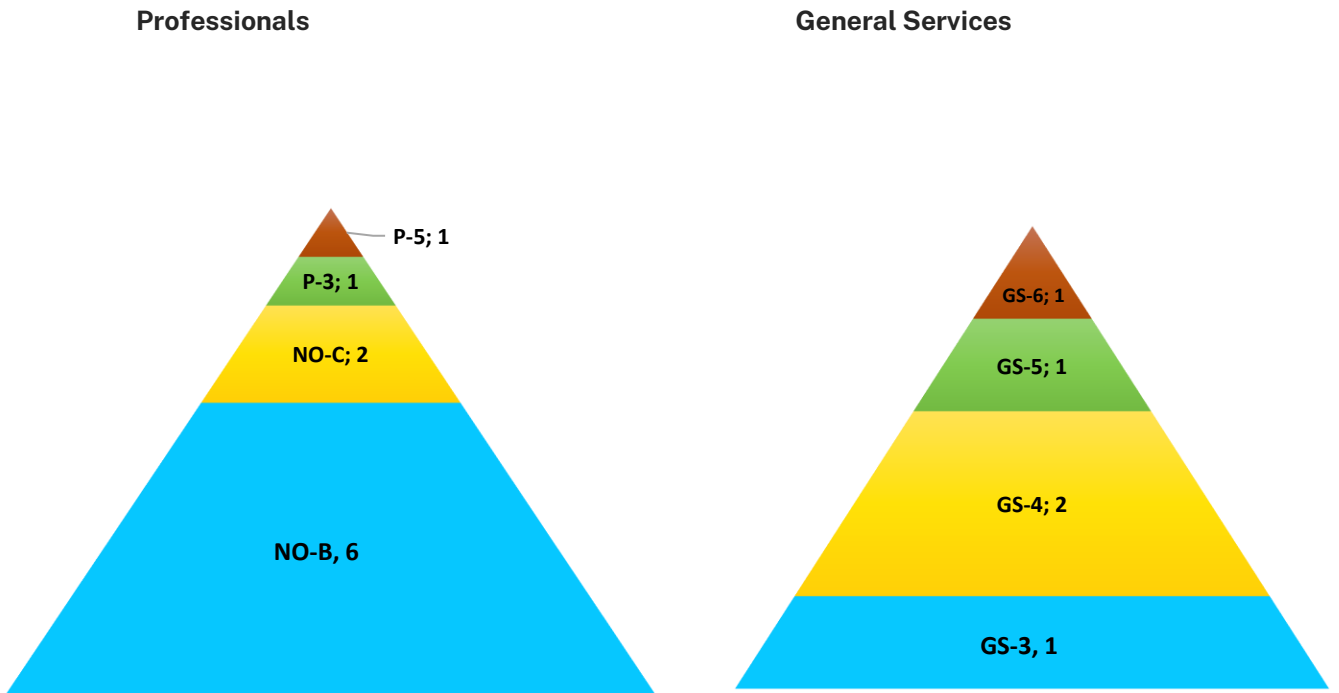




Figure 33. IIEP grade by office (excluding Service Contracts): IIEP Buenos Aires



IIEP Paris, Buenos Aires, and Dakar offices have several types of contractual arrangements with their personnel. The different posts by category appear in the graph below.

Figure 34. Post by category

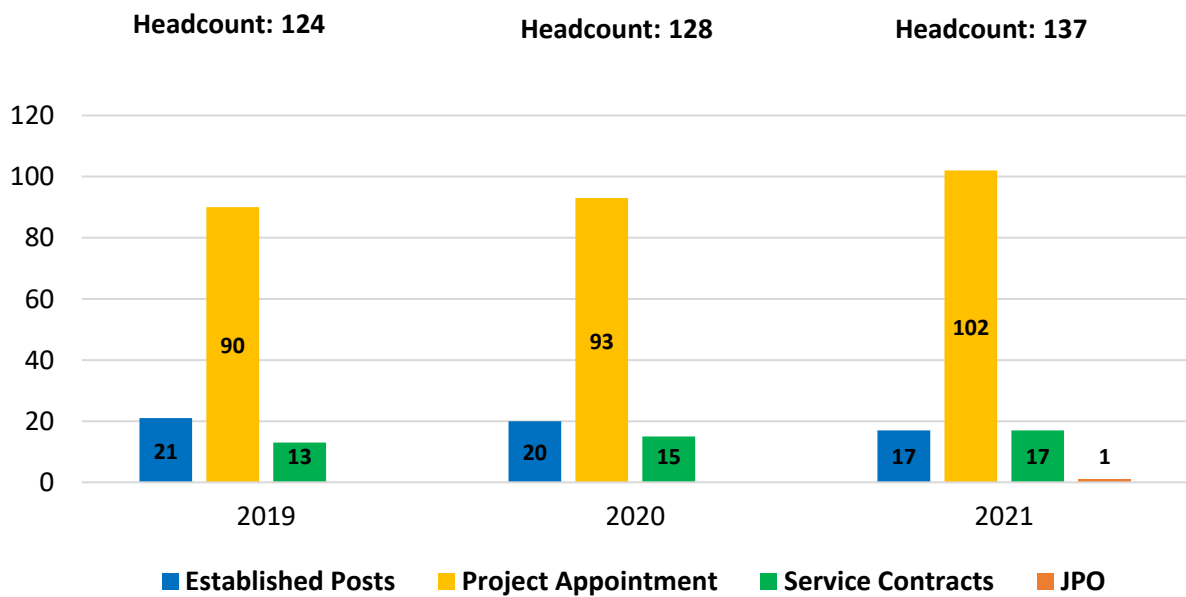


Figure 35. IIEP headcount by post

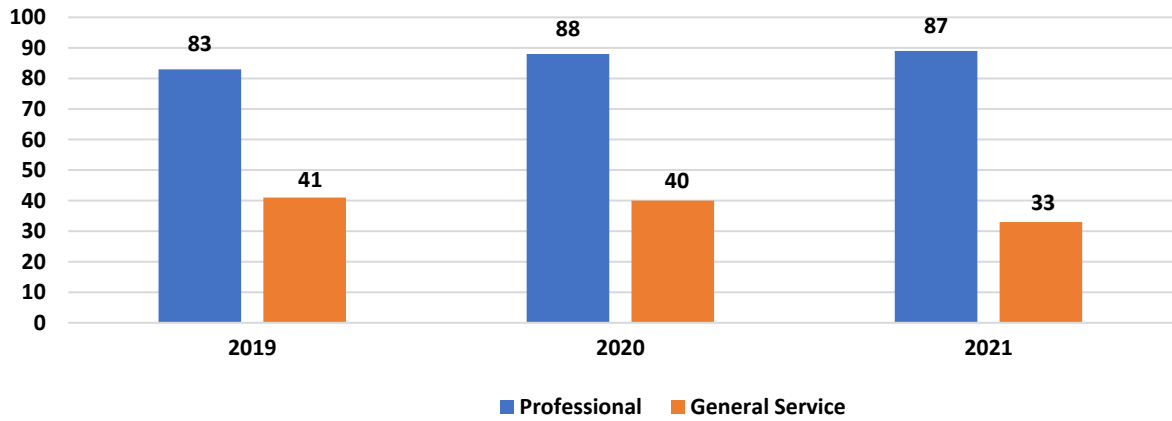


Figure 36. IIEP Paris: Departures and recruitments

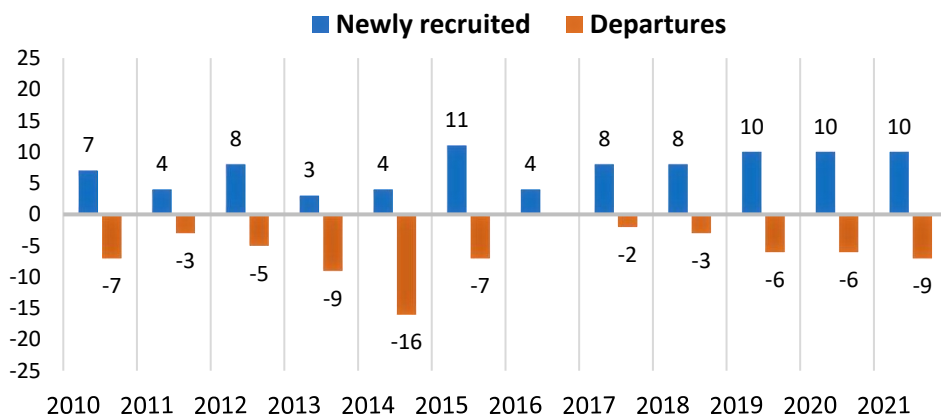


Figure 37. IIEP Buenos Aires: Departures and recruitments

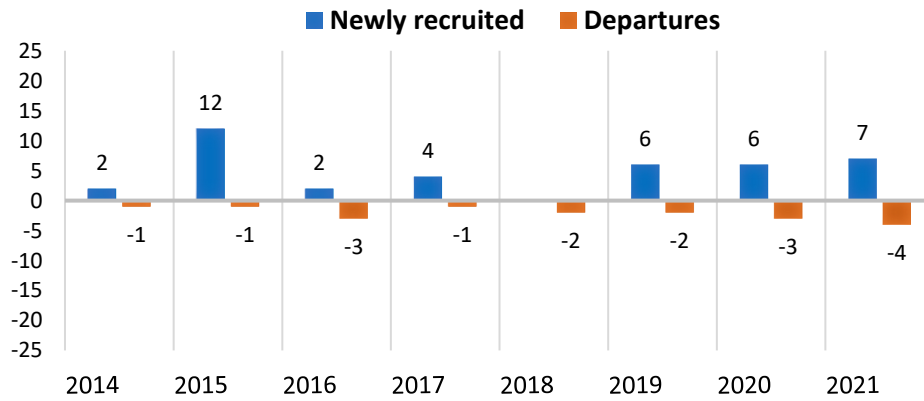
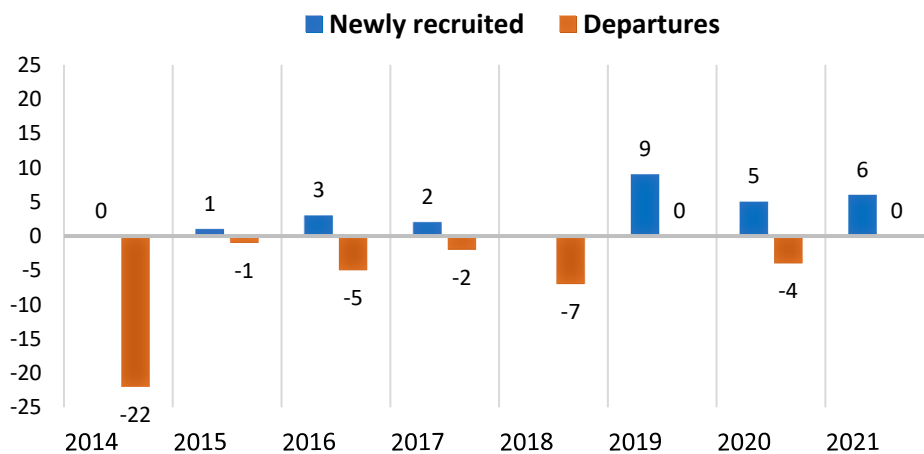


Figure 38. IIEP Dakar: Departures and recruitments



## Appendix II: Historical financial data

Figure 39. Statement of resources and expenditure, final 2020 vs final 2019

Core Funding and Project Funding Programmes	Final 2019				Final 2020			
	Actual on a comparable basis				Actual on a comparable basis			
	Core Funding Programme	Project Funding Programme	Inter-fund elimination	Total in Current \$	Core Funding Programme	Project Funding Programme	Inter-fund elimination	Total in Current \$
<b>IIEP SPECIAL ACCOUNT</b>								
<b>ACTUAL REVENUE ON A COMPARABLE BASIS</b>								
I. UNESCO Financial Allocation	2 140 100	-	-	2 140 100	2 140 100	-	-	2 140 100
II. Voluntary Contributions	10 636 913	-	-	10 636 913	13 824 874	-	-	13 824 874
III. Contracts								
Governments	-	1 180 331	-	1 180 331	-	882 908	-	882 908
Other	-	7 366 072 <sup>6</sup>	(178 957)	7 187 115	-	7 472 941	(214 548)	7 258 393
<b>TOTAL. GENERAL INCOME</b>	<b>12 777 013</b>	<b>8 546 403</b>	<b>(178 957)</b>	<b>21 144 459</b>	<b>15 964 974</b>	<b>8 355 848</b>	<b>(214 548)</b>	<b>24 106 274</b>
IV. OTHER INCOME								
Programme Support Funds <sup>1</sup>	2 171 043	-	(1 879 715)	291 328	2 320 494	-	(1 853 322)	467 172
Training Programme cost recovery <sup>2</sup>	529 571	-	(575 223)	(45 652)	363 831	-	(638 441)	(274 610)
Miscellaneous Income <sup>3</sup>	109 880	-	-	109 880	22 044	-	-	22 044
<b>TOTAL. OTHER INCOME</b>	<b>2 810 494</b>	<b>-</b>	<b>(2 454 938)</b>	<b>355 556</b>	<b>2 706 369</b>	<b>-</b>	<b>(2 491 763)</b>	<b>214 607</b>
<b>TOTAL INCOME OF THE YEAR</b>	<b>15 587 507</b>	<b>8 546 403</b>	<b>(2 633 895)</b>	<b>21 500 015</b>	<b>18 671 343</b>	<b>8 355 848</b>	<b>(2 706 310)</b>	<b>24 320 881</b>
<b>ACTUAL EXPENDITURE ON A COMPARABLE BASIS</b>								
	<b>10th Medium-Term Strategy</b>				<b>10th Medium-Term Strategy</b>			
<b>I. PROGRAMME OPERATIONS</b>								
Training (Line 1)	2 842 612	1 991 462	(958 234)	3 875 840	3 033 048	1 787 213	(1 042 135)	3 778 127
Technical Cooperation (Line 2)	2 175 611	6 998 895	(1 578 998)	7 595 508	4 039 867	4 017 809	(1 391 998)	6 665 678
Research and Development (Line 3)	2 976 040	99 199	(13 202)	3 062 037	2 694 290	392 212	(137 812)	2 948 690
Outreach and Advocacy (Line 4)	2 869 289	173 123	(83 461)	2 958 951	2 459 358	215 726	(134 366)	2 540 718
<b>TOTAL I. PROGRAMME OPERATIONS</b>	<b>10 863 552</b>	<b>9 262 679</b>	<b>(2 633 895)</b>	<b>17 492 336</b>	<b>12 226 564</b>	<b>6 412 960</b>	<b>(2 706 310)</b>	<b>15 933 213</b>
<b>II. GOV. BOARD, DIRECTORATE &amp; CORPORATE SERVICES</b>								
1. GOV. BOARD & DIRECTORATE								
Governing Board	395 484	-	-	395 484	89 617	-	-	89 617
Directorate/Monitoring & Evaluation	826 399	-	-	826 399	809 794	-	-	809 794
TOTAL 1. GOV. BOARD & DIRECTORATE	<b>1 221 883</b>	<b>-</b>	<b>-</b>	<b>1 221 883</b>	<b>899 411</b>	<b>-</b>	<b>-</b>	<b>899 411</b>
2. CORPORATE SERVICES								
General Administration	1 076 372	-	-	1 076 372	1 274 180	-	-	1 274 180
Institutional Information Technology	255 543	-	-	255 543	256 315	-	-	256 315
Staff Service Account	-	7 606	-	7 606	-	23 964	-	23 964
Administrative support funds	-	-	-	-	-	5 154	-	5 154
TOTAL 2. CORPORATE SERVICES	<b>1 331 915</b>	<b>7 606</b>	<b>-</b>	<b>1 339 521</b>	<b>1 530 495</b>	<b>29 118</b>	<b>-</b>	<b>1 559 613</b>
<b>TOTAL II. GOV. BOARD, DIRECTORATE AND CORPORATE SERVICES</b>	<b>2 553 798</b>	<b>7 606</b>	<b>-</b>	<b>2 561 404</b>	<b>2 429 906</b>	<b>29 118</b>	<b>-</b>	<b>2 459 024</b>
<b>III. INVESTMENT</b>								
Staff development	224 104	-	-	224 104	292 121	-	-	292 121
Renovation of Building	196 650	-	-	196 650	94 820	-	-	94 820
IT Technology	414 904	-	-	414 904	325 897	-	-	325 897
<b>TOTAL III. INVESTMENT</b>	<b>835 658</b>	<b>-</b>	<b>-</b>	<b>835 658</b>	<b>712 838</b>	<b>-</b>	<b>-</b>	<b>712 838</b>
<b>TOTAL EXPENDITURE I, II &amp; III</b>	<b>14 253 008</b>	<b>9 270 285</b>	<b>(2 633 895)</b>	<b>20 889 398</b>	<b>15 369 308</b>	<b>6 442 078</b>	<b>(2 706 310)</b>	<b>19 105 075</b>
<b>EXCESS/(SHORTFALL) INCOME LESS EXPENDITURE</b>	<b>1 334 499</b>	<b>(723 882)</b>	<b>-</b>	<b>610 617</b>	<b>3 302 035</b>	<b>1 913 771</b>	<b>-</b>	<b>5 215 806</b>
<b>IV. OTHER RESOURCES &amp; RESERVES</b>								
Liquidation of previous years' obligations	192 148	450 840	-	642 988	326 777	529 346	-	856 123
Transfer to/from the Stabilization Reserve Account <sup>4</sup>	(412 294)	-	-	(412 294)	(376 820)	-	-	(376 820)
Transfer to the Stabilization Reserve Account	-	-	-	-	-	-	-	-
Adjustments to reserves and Fund Balances	-	-	-	-	-	-	-	-
Reserves & Fund Balances on 1 January	4 291 838	3 714 195	-	8 006 034	5 406 191	3 023 199	-	8 429 390
<b>TOTAL IV. OTHER RESOURCES &amp; RESERVES</b>	<b>4 071 692</b>	<b>4 165 035</b>	<b>-</b>	<b>8 236 728</b>	<b>5 356 148</b>	<b>3 552 545</b>	<b>-</b>	<b>8 908 693</b>
<b>BALANCE AT YEAR END ALL MANAGED FUNDS<sup>5</sup></b>	<b>5 406 191</b>	<b>3 441 153</b>	<b>-</b>	<b>8 847 345</b>	<b>8 658 183</b>	<b>5 466 316</b>	<b>-</b>	<b>14 124 499</b>

**Note:** The budget and the accounting bases differ. The budget is prepared on a modified cash basis whereas the financial statements are prepared on a full accrual basis in compliance with IPSAS requirements. The following Financial Appendices fulfill budget purposes and therefore present the final 2019 and 2020 figures based on a cash basis.

The Estimated Core Funding Programme (CF) includes the contribution from the Agence Française de Développement (AFD) as well as Dakar CF figures.

<sup>1</sup> Internal transfers from execution of the Project Funding Prog.: Administrative support costs, Staff costs recovery & other reimbursements and other reimbursements from external partners during the year.

<sup>2</sup> Costs recovery from the annual training programme, and subscriptions from Distance education, Short courses and Education Sector Planning participants.

<sup>3</sup> Including sales of publications, printshop reimbursements, bank interest, exchange rate adjustments and other reimbursements.

<sup>4</sup> 5% previous year's UNESCO payroll, interests and other.

<sup>5</sup> Carry forward reserve which permits IIEP to commence the programme execution at the beginning of the year while waiting for contributions to be received.

<sup>6</sup> Annual Training Program (Fellowships) income regards only the 2018/2019 cohort.

Figure 40. Schedule 1. IIEP resources: approved 2020 vs actual 2020 (expressed in current US\$), page 1 of 2

Core Funding and Project Funding Programmes					
Source	2020 as in 60GB Approved	Share %	2020 Final Actual on a comparable basis	Share %	Increase / (Decrease) Amount
	(1)		(2)		(3) = (2) - (1)
<b>A. IIEP SPECIAL ACCOUNT</b>					
INCOME					
<b>I. UNESCO FINANCIAL ALLOCATION</b>	2 140 100	8,3	2 140 100	8,8	-
<b>II. VOLUNTARY CONTRIBUTIONS</b>					
Argentina	70 000	0,3	70 000	0,3	-
France (AFD)	4 376 368	16,9	2 833 405	5,4	(1 542 963)
France (MOFA)	1 641 138	6,4	1 302 936	12,6	(338 202)
Iceland	-	-	6 011		6 011
Norway	2 682 013	10,4	3 070 380	12,6	388 366
Sweden	2 007 958	7,8	2 127 131	8,7	119 172
Switzerland	3 968 000	15,4	4 415 011	18,2	447 011
<b>Total II. VOLUNTARY CONTRIBUTIONS</b>	<b>14 745 477</b>	<b>57,1</b>	<b>13 824 874</b>	<b>56,8</b>	<b>(920 603)</b>
<b>TOTAL I &amp; II</b>	<b>16 885 577</b>	<b>65,4</b>	<b>15 964 974</b>	<b>65,6</b>	<b>(920 603)</b>
<b>III. OTHER INCOME</b>					
Programme Support Funds	1 960 927	7,6	2 320 494	9,5	359 568
Income from training	313 078	1,2	363 831	1,5	50 753
Miscellaneous Income	256 630	1,0	22 044	0,1	(234 586)
<b>TOTAL III. OTHER INCOME</b>	<b>2 530 634</b>	<b>9,8</b>	<b>2 706 369</b>	<b>11,1</b>	<b>175 735</b>
<b>TOTAL INCOME CORE FUNDING PROGRAMME</b>	<b>19 416 212</b>	<b>75,2</b>	<b>18 671 343</b>	<b>76,8</b>	<b>(744 868)</b>
<b>IV. PROJECT FUNDING INCOME</b>					
<b>1. CONTRACTS - GOVERNMENTS</b>					
Burkina Faso GHR	265 131	1,0	197 466	0,8	(67 665)
Burkina Faso EMIS	170 277	0,7	42 431	0,2	(127 846)
Burundi**	283 636	1,1	283 606	1,2	(30)
Dominican Republic*	41 789	0,2	12 218	0,1	(29 571)
France**	-	-	33 591	0,1	33 591
Guatemala*	-	-	35 200	0,1	35 200
Mali**	-	-	21 280	0,1	21 280
United Kingdom (FCDO)	-	-	257 116	1,1	257 116
<b>TOTAL 1. CONTRACTS - GOVERNMENTS</b>	<b>760 833</b>	<b>2,9</b>	<b>882 908</b>	<b>3,6</b>	<b>122 075</b>
<b>2. CONTRACTS - OTHERS</b>					
AFRICAN Development Bank (AFDB)**	211 785	0,8	-	-	(211 785)
Agence Française de Développement (AFD - Quality)**	2 731 198	10,6	2 746 292	11,3	15 093
Campanha Latino Americana Pelo Direito à Ed. (CLADE)*	-	-	5 000	0,0	5 000
Development Bank of Latin America (CAF)	98 800	0,4	-	-	(98 800)
Dubai Cares	172 862	0,7	172 862	0,7	-
European Union (Haiti 2018-2021)	1 269 193	4,9	1 025 498	4,2	(243 695)
European Union (FPI)	855 432	3,3	535 831	2,2	(319 602)
European Union (Nicaragua)*	90 463	0,4	-	-	(90 463)
European Union (Western Balkan Countries)	-	-	399 465	1,6	399 465
Foundation ARCOR*	10 000	0,0	9 747	0,0	(253)
Foundation Open Society Institute (OSI)	-	-	35 000	0,1	35 000
Fundación Santa María Buenos Aires*	35 000	0,1	10 000	0,0	(25 000)
Global Partnership for Education (GPE) (PAR)	535 000	2,1	535 000	2,2	-
International Labour Organization**	-	-	13 298	0,1	13 298
Protect Ed. in Insecurity & Conflict Program (EAA-PEIC)	-	-	12 840	0,1	12 840
Stiftung Auxilium Foundation/Porticus LA Consultoria Ltda*	-	-	22 164	0,1	22 164
The World Bank (PAR)	-	-	3 216	0,01	3 216
The World Bank (DKR)**	-	-	79 986	0,33	79 986

Schedule 1. IIEP resources: approved 2020 vs actual 2020 (expressed in current US\$), page 2 of 2

Core Funding and Project Funding Programmes					
Source	2020 as in 60GB Approved	Share %	2020 Final Actual on a comparable basis	Share %	Increase / (Decrease) Amount
	(1)		(2)		(3) = (2) - (1)
UNESCO <sup>1</sup>	414 466	1,6	305 388	1,3	(109 078)
UNICEF <sup>1</sup>	559 392	2,2	594 417	2,4	35 025
UNDP (IBA)*	88 292	0,3	44 250	0,2	(44 042)
UNDP (DKR)**	-	-	25 326	0,1	25 326
<b>TOTAL 2. CONTRACTS - OTHERS</b>	<b>7 071 883</b>	<b>27,4</b>	<b>6 575 579</b>	<b>27,0</b>	<b>(496 304)</b>
<b>3. FELLOWSHIPS &amp; OTHER FUNDS</b>					
Annual Training Program (Fellowships)	365 919	1,4	419 061	1,7	53 142
Annual Training Program (Fellowships Buenos Aires)*	40 000	0,2	50 846	0,2	10 846
Annual Training Program (Fellowships Dakar)**	174 243	0,7	168 657	0,7	(5 586)
Staff Service Account	10 000	0,0	8 967	0,0	(1 033)
Other Project Funding Interfunds	193 204	0,7	249 830	1,0	56 626
<b>TOTAL 3. FELLOWSHIPS &amp; OTHER FUNDS</b>	<b>783 367</b>	<b>3,0</b>	<b>897 362</b>	<b>3,7</b>	<b>113 995</b>
<b>TOTAL 1-4. CONTRACTS</b>	<b>8 616 082</b>	<b>33,4</b>	<b>8 355 848</b>	<b>34,4</b>	<b>(260 234)</b>
<b>5. PROGRAMME SUPPORT FUNDS (PSF) INTER-FUND ELIMINATION</b>					
Programme Support Costs	(464 581)	- 1,8	(291 667)	- 1,2	172 913
Staff costs recovery & other	(1 747 518)	- 6,8	(2 414 643)	- 9,9	(667 125)
<b>TOTAL 5. ELIMINATION - PSF</b>	<b>(2 212 099)</b>	<b>- 8,6</b>	<b>(2 706 311)</b>	<b>- 11,1</b>	<b>(494 212)</b>
<b>TOTAL IV. PROJECT FUNDING INCOME</b>	<b>6 403 984</b>	<b>24,8</b>	<b>5 649 538</b>	<b>23,2</b>	<b>(754 446)</b>
<b>TOTAL A. IIEP SPECIAL ACCOUNT</b>	<b>25 820 195</b>	<b>100,0</b>	<b>24 320 881</b>	<b>100,0</b>	<b>(1 499 314)</b>
<b>B. OTHER RESOURCES &amp; RESERVES</b>					
Liquidation of previous years' obligations, Core Funding Prog.	30 000	-	326 777	-	296 777
Liquidation of previous years' obligations, Project Funding Prog.	50 000	-	529 346	-	479 346
<b>Transfer to/from Stabilization Reserve Account</b>	<b>(624 005)</b>	<b>-</b>	<b>(376 820)</b>	<b>-</b>	<b>247 185</b>
Reserves & Fund Balances on 1 January, Core Funding Prog.	7 393 828	-	5 406 191	-	(1 987 637)
Reserves & Fund Balances on 1 January, Project Funding Prog.	4 431 425	-	3 023 199	-	(1 408 226)
<b>TOTAL B. OTHER RESOURCES &amp; RESERVES</b>	<b>11 281 248</b>	<b>-</b>	<b>8 908 693</b>	<b>-</b>	<b>(2 372 555)</b>
<b>C. IN-KIND AND DECENTRALIZED FUNDS</b>					
Physical facilities	1 902 119		2 034 771		132 652
Decentralized funds	500 000		528 423		28 423
<b>TOTAL C. IN-KIND AND DECENTRALIZED FUNDS</b>	<b>2 402 119</b>	<b>-</b>	<b>2 563 194</b>	<b>-</b>	<b>161 075</b>
<b>GRAND TOTAL - IIEP MANAGED FUNDS</b>	<b>39 503 562</b>	<b>-</b>	<b>35 792 768</b>	<b>-</b>	<b>(3 710 794)</b>

\* Contributions to IIEP Buenos Aires.

\*\* Contributions to IIEP Dakar.

<sup>1</sup> UN Family projects signed with the three IIEP Offices.

Figure 41. Schedule 1. IIEP resources: prior year 2019 vs actual 2020 (expressed in current US\$), page 1 of 2

Core Funding and Project Funding Programmes					
Source	2019 Final Actual on a comparable basis	Share %	2020 Final Actual on a comparable basis	Share %	Increase / (Decrease) Amount
	(1)		(2)		(3) = (2) - (1)
<b>A. IIEP SPECIAL ACCOUNT</b>					
INCOME					
<b>I. UNESCO FINANCIAL ALLOCATION</b>	2 140 100	10,0	2 140 100	8,8	-
<b>II. VOLUNTARY CONTRIBUTIONS</b>					
Argentina	140 000	0,7	70 000	0,3	(70 000)
France (AFD)	-	-	2 833 405	5,4	2 833 405
France (MOFA)	1 592 724	7,4	1 302 936	12,6	(289 788)
Iceland	-	-	6 011		6 011
Norway	2 853 726	13,3	3 070 380	12,6	216 654
Sweden	2 076 037	9,7	2 127 131	8,7	51 094
Switzerland	3 974 426	18,5	4 415 011	18,2	440 585
<b>Total II. VOLUNTARY CONTRIBUTIONS</b>	<b>10 636 913</b>	<b>49,5</b>	<b>13 824 874</b>	<b>56,8</b>	<b>3 187 961</b>
<b>TOTAL I &amp; II</b>	<b>12 777 013</b>	<b>59,4</b>	<b>15 964 974</b>	<b>65,6</b>	<b>3 187 961</b>
<b>III. OTHER INCOME</b>					
Programme Support Funds	2 171 043	10,1	2 320 494	9,5	149 451
Income from training	529 571	2,5	363 831	1,5	(165 740)
Miscellaneous Income	109 880	0,5	22 044	0,1	(87 836)
<b>TOTAL III. OTHER INCOME</b>	<b>2 810 494</b>	<b>13,1</b>	<b>2 706 369</b>	<b>11,1</b>	<b>(104 125)</b>
<b>TOTAL INCOME CORE FUNDING PROGRAMME</b>	<b>15 587 507</b>	<b>72,5</b>	<b>18 671 343</b>	<b>76,8</b>	<b>3 083 836</b>
<b>IV. PROJECT FUNDING INCOME</b>					
<b>1. CONTRACTS - GOVERNMENTS</b>					
Argentina (Federal Government)*	57 573	0,3	-	-	(57 573)
Burkina Faso GHR	-	-	197 466	0,8	197 466
Burkina Faso EMIS	-	-	42 431	0,2	42 431
Burundi**	-	-	283 606	1,2	283 606
Dominican Republic*	48 700	0,2	12 218	0,1	(36 482)
France**	6 311	0,0	33 591	0,1	27 280
France (AFD - Convention 2013)**	830 786	3,9	-	-	(830 786)
Germany (GIZ)	27 194	0,1	-	-	(27 194)
Guatemala*	8 800	0,0	35 200	0,1	26 400
Guinea**	4 516	0,0	-	-	(4 516)
Mali**	21 151	0,1	21 280	0,1	129
Norway	57 065	0,3	-	-	(57 065)
United Kingdom (FCDO)	53 236	0,2	257 116	1,1	203 880
Uruguay*	65 000	0,3	-	-	(65 000)
<b>TOTAL 1. CONTRACTS - GOVERNMENTS</b>	<b>1 180 332</b>	<b>5,5</b>	<b>882 908</b>	<b>3,6</b>	<b>(297 424)</b>
<b>2. CONTRACTS - OTHERS</b>					
Agence Française de Développement (AFD - TVET)**	2 224 700	10,3	-	-	(2 224 700)
Agence Française de Développement (AFD - Quality)**	1 777 245	8,3	2 746 292	11,3	969 047
Campanha Latino Americana Pelo Direito à Ed. (CLADE)*	-	-	5 000	0,0	5 000
Dubai Cares	129 606	0,6	172 862	0,7	43 256
European Union (Haiti 2018-2021)	-	-	1 025 498	4,2	1 025 498
European Union (FPI)	406 086	1,9	535 831	2,2	129 745
European Union (Western Balkan Countries)	-	-	399 465	1,6	399 465
French University in Armenia Foundation (UFAR)	9 045	0,0	-	-	(9 045)
Foundation ARCOR*	7 557	0,0	9 747	0,0	2 190
Foundation Open Society Institute (OSI)	80 000	0,4	35 000	0,1	(45 000)
Fundación Santa María Buenos Aires*	35 000	0,2	10 000	0,0	(25 000)
Fundación Fundación Zamora Terán Buenos Aires*	25 000	0,1	-	-	(25 000)
Global Partnership for Education (GPE) (PAR)	112 356	0,5	535 000	2,2	422 644

Schedule 1. IIEP resources: prior year 2019 vs actual 2020 (expressed in current US\$), page 2 of 2

Core Funding and Project Funding Programmes					
Source	2019 Final Actual on a comparable basis (1)	Share %	2020 Final Actual on a comparable basis (2)	Share %	Increase / (Decrease) Amount (3) = (2) - (1)
International Labour Organization**	-	-	13 298	0,1	13 298
Protect Ed. in Insecurity & Conflict Program (EAA-PEIC)	-	-	12 840	0,1	12 840
Stiftung Auxilium Foundation/Porticus LA Consultoria Ltda*	-	-	22 164	0,1	22 164
The World Bank (PAR)	-	-	3 216	0,01	3 216
The World Bank (DKR)**	7 597	0,04	79 986	0,33	72 389
<b>UNESCO<sup>1</sup></b>	<b>45 000</b>	<b>0,2</b>	<b>305 388</b>	<b>1,3</b>	<b>260 388</b>
<b>UNICEF<sup>1</sup></b>	<b>1 418 643</b>	<b>6,6</b>	<b>594 417</b>	<b>2,4</b>	<b>(824 226)</b>
<b>UNDP (IBA)*</b>	-	-	44 250	0,2	44 250
<b>UNDP (DKR)**</b>	-	-	25 326	0,1	25 326
West Indies University*	53 052	0,2	-	-	(53 052)
<b>TOTAL 2. CONTRACTS - OTHERS</b>	<b>6 330 887</b>	<b>29,4</b>	<b>6 575 579</b>	<b>27,0</b>	<b>244 692</b>
<b>3. FELLOWSHIPS &amp; OTHER FUNDS</b>					
Annual Training Program (Fellowships)	644 695 <sup>2</sup>	3,0	419 061	1,7	(225 633)
Annual Training Program (Fellowships Buenos Aires)*	51 115	0,2	50 846	0,2	(269)
Annual Training Program (Fellowships Dakar)**	151 651	0,7	168 657	0,7	17 006
Staff Service Account	8 068	0,0	8 967	0,0	899
Other Project Funding Interfunds	179 657	0,8	249 830	1,0	70 173
<b>TOTAL 3. FELLOWSHIPS &amp; OTHER FUNDS</b>	<b>1 035 185</b>	<b>4,8</b>	<b>897 362</b>	<b>3,7</b>	<b>(137 824)</b>
<b>TOTAL 1-4. CONTRACTS</b>	<b>8 546 404</b>	<b>39,8</b>	<b>8 355 848</b>	<b>34,4</b>	<b>(190 556)</b>
<b>5. PROGRAMME SUPPORT FUNDS (PSF) INTER-FUND ELIMINATION</b>					
Programme Support Costs	(478 660)	- 2,2	(291 667)	- 1,2	186 993
Staff costs recovery & other	(2 155 236)	- 10,0	(2 414 643)	- 9,9	(259 407)
<b>TOTAL 5. ELIMINATION - PSF</b>	<b>(2 633 896)</b>	<b>- 12,3</b>	<b>(2 706 311)</b>	<b>- 11,1</b>	<b>(72 415)</b>
<b>TOTAL IV. PROJECT FUNDING INCOME</b>	<b>5 912 508</b>	<b>27,5</b>	<b>5 649 538</b>	<b>23,2</b>	<b>(262 971)</b>
<b>TOTAL A. IIEP SPECIAL ACCOUNT</b>	<b>21 500 015</b>	<b>100,0</b>	<b>24 320 881</b>	<b>100,0</b>	<b>2 820 866</b>
<b>B. OTHER RESOURCES &amp; RESERVES</b>					
Liquidation of previous years' obligations, Core Funding Prog.	192 148	-	326 777	-	134 629
Liquidation of previous years' obligations, Project Funding Prog.	450 840	-	529 346	-	78 506
<b>Transfer to/from Stabilization Reserve Account</b>	<b>(412 294)</b>	-	<b>(376 820)</b>	-	<b>35 474</b>
Reserves & Fund Balances on 1 January, Core Funding Prog.	4 291 838	-	5 406 191	-	1 114 353
Reserves & Fund Balances on 1 January, Project Funding Prog.	3 714 195	-	3 023 199	-	(690 997)
<b>TOTAL B. OTHER RESOURCES &amp; RESERVES</b>	<b>8 236 728</b>	-	<b>8 908 693</b>	-	<b>671 966</b>
<b>C. IN-KIND AND DECENTRALIZED FUNDS</b>					
Physical facilities	1 887 397	-	2 034 771	-	147 374
Decentralized funds	263 845	-	528 423	-	264 578
<b>TOTAL C. IN-KIND AND DECENTRALIZED FUNDS</b>	<b>2 151 242</b>	-	<b>2 563 194</b>	-	<b>411 952</b>
<b>GRAND TOTAL - IIEP MANAGED FUNDS</b>	<b>31 887 985</b>	-	<b>35 792 768</b>	-	<b>3 904 783</b>

\* Contributions to IIEP Buenos Aires.

\*\* Contributions to IIEP Dakar.

<sup>1</sup> UN Family projects signed with the three IIEP Offices.

<sup>2</sup> Annual Training Program (Fellowships) income regards only the 2018/2019 cohort.



Figure 42. Schedule 2. IIEP expenditure: budget approved 2020 vs actual 2020 (expressed in current US\$), page 1 of 2

Core Funding and Project Funding Programmes	Approved for 2020 60 GB Appropriations (Governing Board approved Resolution (578))						Actuals 2020 as at 31 December 2020					Increase/(Decrease) Approved less Actual		
	Core Funding Prog.		Core Funding	Project Funding	Grand Total	Share %	Core Funding Prog.		Core Funding	Project Funding	Grand Total	Share %	Core Funding Programme	Project Funding Programme
Appropriation Line/Programme Chapter	Staff	Activities	Sub-total	Programme	(5)=(3)+(4)	%	Staff	Activities	Sub-total	Programme	(10)=(8)+(9)	%	(11)=(3)-(8)	(12)=(4)-(9)
	(1)	(2)	(3)=(1)+(2)	(4)	(5)=(3)+(4)		(6)	(7)	(8)=(6)+(7)	(9)	(10)=(8)+(9)		(11)=(3)-(8)	(12)=(4)-(9)
<b>A. IIEP SPECIAL ACCOUNT</b>														
<b><u>I. PROGRAMME OPERATIONS</u></b>														
<b>1. STRATEGIC OBJECTIVE 1: TECHNICAL COOPERATION AND CAPACITY DEVELOPMENT</b>														
Training (Line 1)	3 254 320	599 175	3 853 495	1 939 151 <sup>1</sup>	5 792 646	21,2	2 665 787	367 262	3 033 048	1 787 213 <sup>1</sup>	4 820 261	22,1	820 447	151 938
Technical Cooperation (Line 2)	3 557 104	310 000	3 867 104	6 670 037 <sup>2</sup>	10 537 140	38,5	3 967 023	72 845	4 039 867	4 017 809 <sup>2</sup>	8 057 676	36,9	(172 764)	2 652 227
<b>TOTAL 1. TECH. COOP. &amp; CAP. DEVELOPMENT</b>	<b>6 811 424</b>	<b>909 175</b>	<b>7 720 599</b>	<b>8 609 187</b>	<b>16 329 786</b>	<b>59,7</b>	<b>6 632 809</b>	<b>440 107</b>	<b>7 072 916</b>	<b>5 805 022</b>	<b>12 877 938</b>	<b>59,0</b>	<b>647 683</b>	<b>2 804 165</b>
<b>2. STRATEGIC OBJECTIVE 2: KNOWLEDGE PRODUCTION AND KNOWLEDGE SHARING</b>														
Research and Development (Line 3)	2 672 226	664 302	3 336 528	347 709	3 684 237	13,5	2 306 405	387 885	2 694 290	392 212	3 086 502	14,2	642 238	(44 503)
Outreach & Advocacy (Line 4)	1 823 184	1 038 847	2 862 031	229 326	3 091 358	11,3	1 885 547	573 811	2 459 358	215 726	2 675 084	12,3	402 673	13 601
<b>TOTAL 2. KNOWLEDGE PRODUCTION AND KNOWLEDGE SHARING</b>	<b>4 495 410</b>	<b>1 703 149</b>	<b>6 198 559</b>	<b>577 035</b>	<b>6 775 594</b>	<b>24,8</b>	<b>4 191 952</b>	<b>961 696</b>	<b>5 153 648</b>	<b>607 938</b>	<b>5 761 586</b>	<b>26,4</b>	<b>1 044 911</b>	<b>(30 903)</b>
<b>TOTAL I. PROGRAMME OPERATIONS</b>	<b>11 306 834</b>	<b>2 612 324</b>	<b>13 919 158</b>	<b>9 186 222</b>	<b>23 105 380</b>	<b>105,9</b>	<b>10 824 761</b>	<b>1 401 802</b>	<b>12 226 564</b>	<b>6 412 960</b>	<b>18 639 523</b>	<b>85,5</b>	<b>1 692 594</b>	<b>2 773 262</b>
<b><u>II. GOV. BOARD, DIRECTORATE &amp; CORPORATE SERVICES</u></b>														
<b>1. GOV. BOARD &amp; DIRECTORATE</b>														
Governing Board	287 318	96 000	383 318	-	383 318	1,4	80 528	9 089	89 617	-	89 617	0,4	293 701	-
Directorate/Monitoring and Evaluation	748 329	182 000	930 329	-	930 329	3,4	681 555	128 239	809 794	-	809 794	3,7	120 535	-
<b>TOTAL 1. GOV. BOARD &amp; DIRECTORATE</b>	<b>1 035 647</b>	<b>278 000</b>	<b>1 313 647</b>	<b>-</b>	<b>1 313 647</b>	<b>4,8</b>	<b>762 083</b>	<b>137 328</b>	<b>899 411</b>	<b>-</b>	<b>899 411</b>	<b>4,1</b>	<b>414 236</b>	<b>-</b>
<b>2. CORPORATE SERVICES</b>														
General Administration	845 955	799 600	1 645 555	-	1 645 555	6,0	728 671	545 509	1 274 180	-	1 274 180	5,8	371 375	-
Institutional Information Technology	153 133	201 400	354 533	-	354 533	1,3	97 001	159 314	256 315	-	256 315	1,2	98 218	-
Staff Service Account	-	-	-	-	-	-	-	-	-	23 964	23 964	0,1	-	(23 964)
Administrative support funds	-	-	-	-	-	-	-	-	-	5 154	5 154	0,0	-	(5 154)
<b>TOTAL 2. CORPORATE SERVICES</b>	<b>999 088</b>	<b>1 001 000</b>	<b>2 000 088</b>	<b>-</b>	<b>2 000 088</b>	<b>7,3</b>	<b>825 672</b>	<b>704 823</b>	<b>1 530 495</b>	<b>29 118</b>	<b>1 559 613</b>	<b>7,2</b>	<b>469 593</b>	<b>(29 118)</b>
<b>TOTAL II. GOV. BOARD, DIRECTORATE &amp; CORPORATE SERVICES</b>	<b>2 034 736</b>	<b>1 279 000</b>	<b>3 313 736</b>	<b>-</b>	<b>3 313 736</b>	<b>12,1</b>	<b>1 587 755</b>	<b>842 151</b>	<b>2 429 906</b>	<b>29 118</b>	<b>2 459 024</b>	<b>11,3</b>	<b>883 830</b>	<b>(29 118)</b>

Figure 43. Schedule 2. IIEP expenditure: budget approved 2020 vs actual 2020 (expressed in current US\$), page 2 of 2

Core Funding and Project Funding Programmes Appropriation Line/Programme Chapter	Approved for 2020 60 GB Appropriations (Governing Board approved Resolution 578)						Actuals 2020 as at 31 December 2020						Increase/(Decrease) Approved less Actual	
	Core Funding Prog.		Core Funding Sub-total	Project Funding Programme	Grand Total	Share %	Core Funding Prog.		Core Funding Sub-total	Project Funding Programme	Grand Total	Share %	Core Funding Programme	Project Funding Programme
	Staff	Activities					Staff	Activities						
(1)	(2)	(3)=(1)+(2)	(4)	(5)=(3)+(4)	(6)	(7)	(8)=(6)+(7)	(9)	(10)=(8)+(9)	(11)=(3)-(8)	(12)=(4)-(9)			
<b>III. INVESTMENT</b>														
Staff development	181 528	162 595	344 123	-	344 123	1,3	181 331	110 790	292 121	-	292 121	1,3	52 002	-
Renovation of building	37 081	80 000	117 081	-	117 081	0,4	68 864	25 956	94 820	-	94 820	0,4	22 260	-
IT Technology	274 042	191 800	465 842	-	465 842	1,7	139 399	186 498	325 897	-	325 897	1,5	139 945	-
<b>TOTAL III. INVESTMENT</b>	<b>492 651</b>	<b>434 395</b>	<b>927 046</b>	<b>-</b>	<b>927 046</b>	<b>3,4</b>	<b>389 595</b>	<b>323 244</b>	<b>712 838</b>	<b>-</b>	<b>712 838</b>	<b>3,3</b>	<b>214 208</b>	<b>-</b>
<b>TOTAL EXPENDITURE I, II &amp; III</b>	<b>13 834 221</b>	<b>4 325 719</b>	<b>18 159 940</b>	<b>9 186 222</b>	<b>27 346 162</b>	<b>100,0</b>	<b>12 802 111</b>	<b>2 567 197</b>	<b>15 369 308</b>	<b>6 442 078</b>	<b>21 811 386</b>	<b>100,0</b>	<b>2 790 632</b>	<b>2 744 144</b>
<b>IV. PROGRAMME SUPPORT FUNDS (Inter-fund elimination)</b>														
Programme Support Costs	-	-	-	(464 581)	(464 581)	-	-	-	-	(291 667)	(291 667)	-	-	(172 913)
Staff costs recovery & other	-	-	-	(1 747 518)	(1 747 518)	-	-	-	-	(2 414 643)	(2 414 643)	-	-	667 125
<b>TOTAL IV. ELIMINATION - PSF</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(2 212 099)</b>	<b>(2 212 099)</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>(2 706 311)</b>	<b>(2 706 311)</b>	<b>-</b>	<b>-</b>	<b>494 212</b>
<b>TOTAL A. EXPENDITURE IIEP SPECIAL ACCOUNT</b>	<b>13 834 221</b>	<b>4 325 719</b>	<b>18 159 940</b>	<b>6 974 124</b>	<b>25 134 063</b>	<b>-</b>	<b>12 802 111</b>	<b>2 567 197</b>	<b>15 369 308</b>	<b>3 735 767</b>	<b>19 105 075</b>	<b>-</b>	<b>2 790 632</b>	<b>3 238 356</b>
													<b>TOTAL</b>	<b>6 028 988</b>
<b>B. IN-KIND EXPENDITURE</b>														
Rental for the IIEP/Paris building	-	-	-	1 714 126	1 714 126	-	-	-	-	1 848 594	1 848 594	-	-	(134 468)
Rental for the IIEP/Buenos Aires building	-	-	-	132 000	132 000	-	-	-	-	132 000	132 000	-	-	-
Rental for the IIEP/Dakar building	-	-	-	55 993	55 993	-	-	-	-	54 177	54 177	-	-	1 816
<b>TOTAL B. IN-KIND EXPENDITURE</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>1 902 119</b>	<b>1 902 119</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>2 034 771</b>	<b>2 034 771</b>	<b>-</b>	<b>-</b>	<b>(132 652)</b>
<b>C. EXPENDITURE FROM DECENTRALIZED FUNDS</b>														
Project Funding funds	-	-	-	500 000	500 000	-	-	-	-	528 423	528 423	-	-	(28 423)
<b>TOTAL C. DECENTRALIZED FUNDS</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>500 000</b>	<b>500 000</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>528 423</b>	<b>528 423</b>	<b>-</b>	<b>-</b>	<b>(28 423)</b>
<b>GRAND TOTAL</b>	<b>13 834 221</b>	<b>4 325 719</b>	<b>18 159 940</b>	<b>9 376 242</b>	<b>27 536 182</b>	<b>-</b>	<b>12 802 111</b>	<b>2 567 197</b>	<b>15 369 308</b>	<b>6 298 961</b>	<b>21 668 269</b>	<b>-</b>	<b>2 790 632</b>	<b>3 077 281</b>
													<b>TOTAL</b>	<b>5 867 913</b>

<sup>1</sup> Advanced Training Programme, Short course and Education Sector Planning participants <sup>2</sup> Technical assistance projects in various countries

Figure 44. Income and expenditure trend in US\$ \*

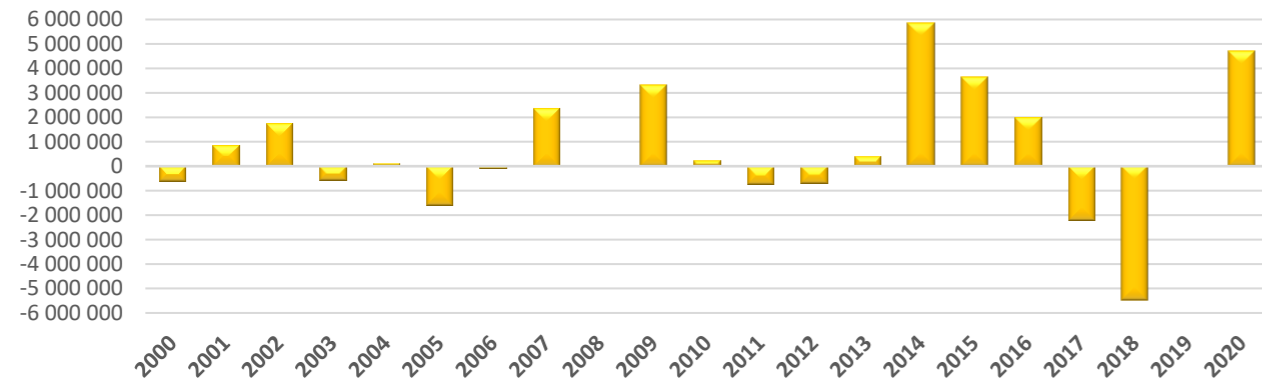
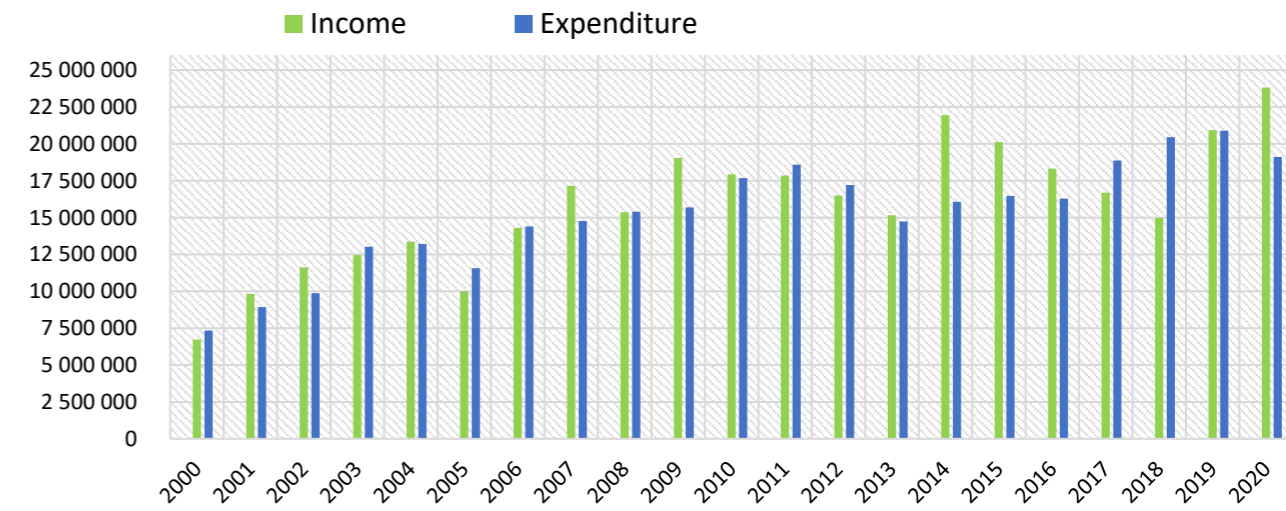


Figure 45. Excess (shortfall) of income over expenditure in US\$\*



\*Excluding for comparison purposes IIEP income headings: Fellowships & other funds, Programme Support Funds, elimination PSF, in-kind and decentralized funds

Figure 46. Main funding sources in US\$

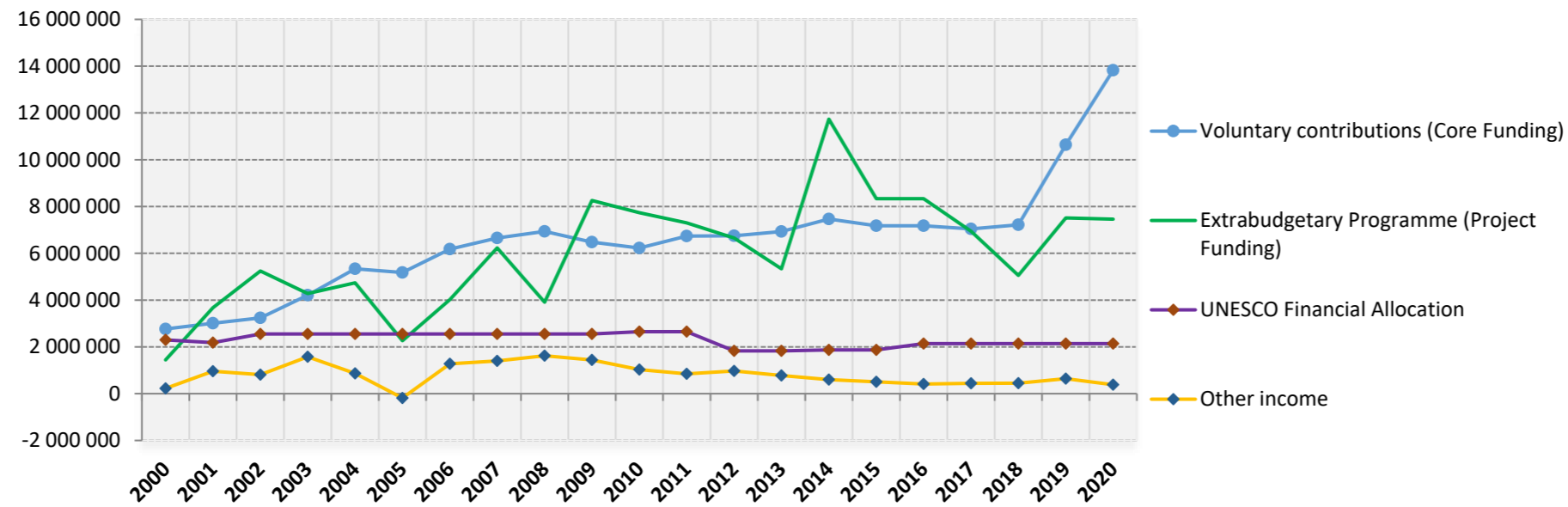


Figure 47. UNESCO Allocation and main voluntary contributions (Core Funding) in US\$

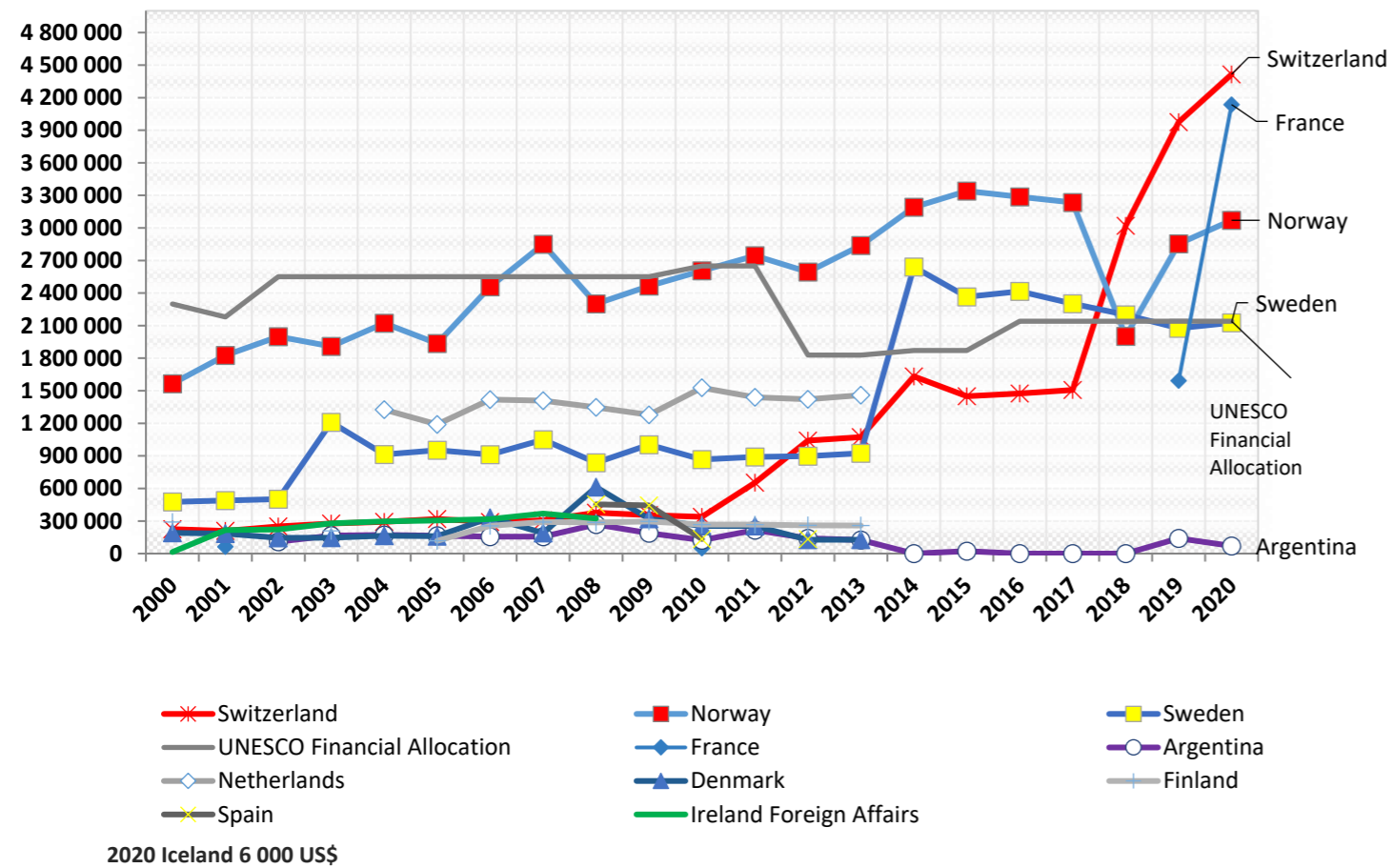


Figure 48. Extrabudgetary Funding (Project Funding) excluding fellowships in US\$

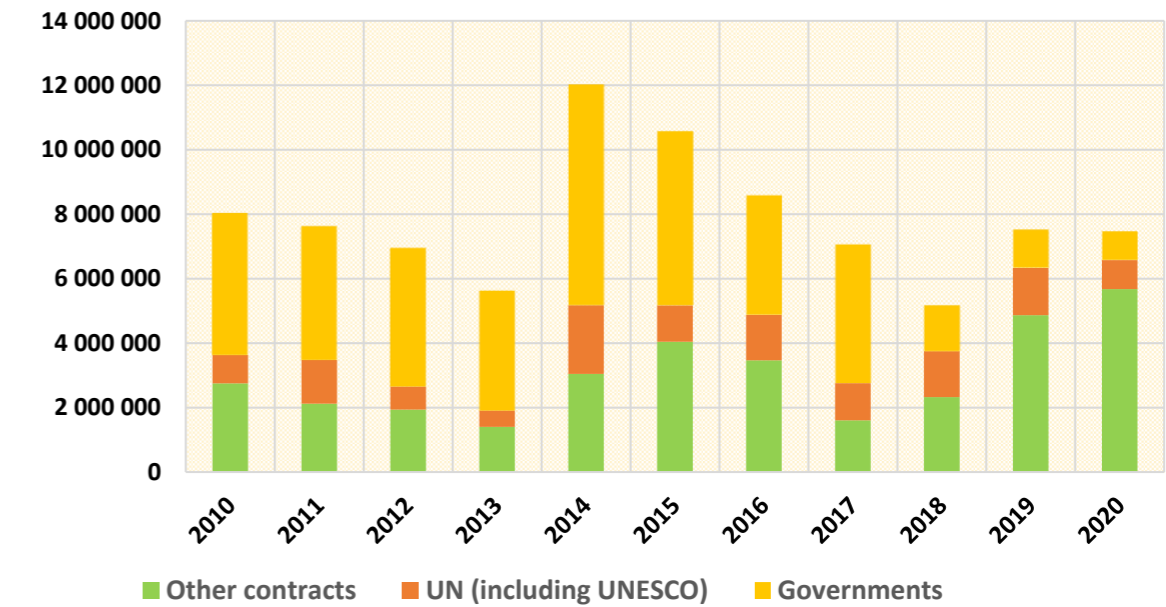


Figure 49. Other income – Core Funding Programme in US\$

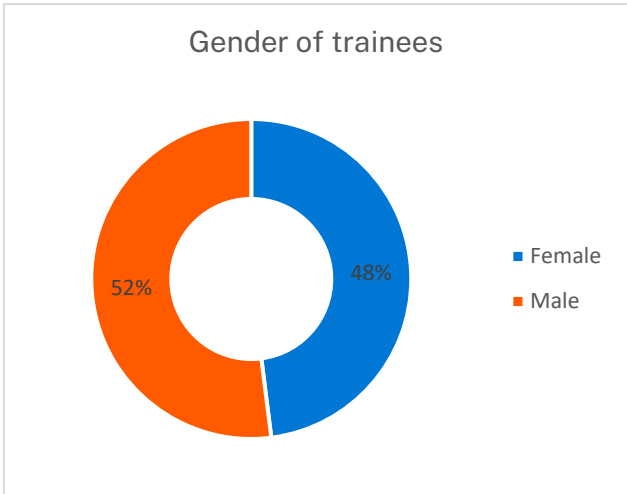
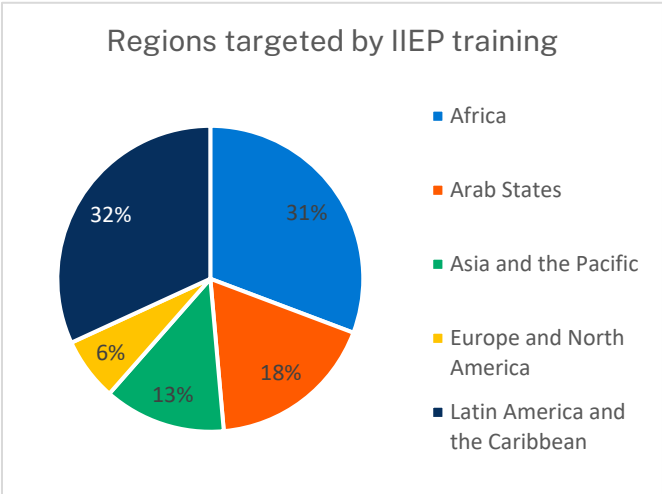
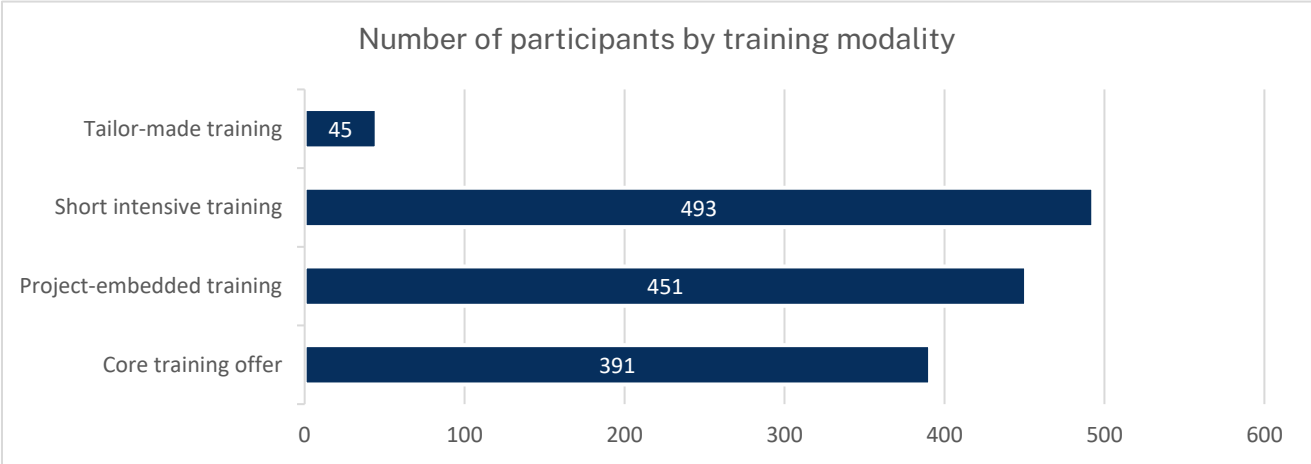
OTHER INCOME - CORE FUNDING PROGRAMME												
Figures in USD'000s												
	Final	Final	Final	Final	Final	Final	Final	Final	Budget	Estimate	Incr/(Decr)	Incr/(Decr)
	2013	2014	2015	2016	2017	2018	2019	2020	2021	2021	Estimate vs	2021 Est. vs
										Budget		2020
<b>Staff Costs Recovery &amp; other</b>												
(i) From Project Funding (earmarked) projects	716	1 111	1 432	1 360	692	790	1 511	1 441	1 917	1 642	-14%	14%
Project Support Costs	369	393	402	393	307	224	453	272	433	364	-16%	34%
<b>Sub-total</b>	<b>1 085</b>	<b>1 504</b>	<b>1 834</b>	<b>1 753</b>	<b>999</b>	<b>1 014</b>	<b>1 964</b>	<b>1 713</b>	<b>2 350</b>	<b>2 006</b>	<b>-15%</b>	<b>17%</b>
(ii) From UNESCO projects & other	475	434	470	313	349	203	207	607	409	507	24%	-16%
<b>Total</b>	<b>1 560</b>	<b>1 938</b>	<b>2 304</b>	<b>2 066</b>	<b>1 348</b>	<b>1 217</b>	<b>2 171</b>	<b>2 320</b>	<b>2 759</b>	<b>2 513</b>	<b>-9%</b>	<b>8%</b>
Training Programmes costs recovery	283	570	492	391	364	335	530	364	190	418	120%	15%
Misc. income (bank interest; exc. Rate adj.; sales publications)	1	6	15	23	78	114	110	22	20	21	5%	-5%
<b>GRAND TOTAL</b>	<b>1 844</b>	<b>2 514</b>	<b>2 811</b>	<b>2 480</b>	<b>1 790</b>	<b>1 666</b>	<b>2 811</b>	<b>2 706</b>	<b>2 969</b>	<b>2 952</b>	<b>-1%</b>	<b>9%</b>

<sup>1</sup>Internal transfers from execution of the Project Funding Progr.: Administrative support costs, Staff costs recovery & other reimbursements, and other reimbursements from external partners during the year.

<sup>2</sup>Costs recovery from the Annual Training Programme, and subscriptions from Distance education, Short courses and Education Sector Planning participants.

<sup>3</sup>Including sales of publications, printshop reimbursements, bank interest, exchange rate adjustments and other reimbursements.

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Daniel Pinkasz  
96 pp

*Uso dos resultados das provas de avaliação da aprendizagem no planejamento de políticas educacionais na Argentina*

Nancy Montes, with Daniela Valencia  
96 pp

*Uso dos resultados das provas de avaliação da aprendizagem no planejamento de políticas educacionais no Chile*

Jorge Castillo; Marcela Weintraub  
105 pp

*Uso dos resultados das provas de avaliação da aprendizagem no planejamento de políticas educacionais no Equador*

Cinthia Chiriboga M  
71 pp

*Uso dos resultados das provas de avaliação da aprendizagem no planejamento de políticas educacionais no México*  
Mariana Elizabeth Castro; with Dafne Esther Vergara Lozada; Felipe Torres Cahuantzi  
114 pp

*Uso dos resultados das provas de avaliação da aprendizagem no planejamento de políticas educacionais no Uruguai*  
Margarita Romero  
83 pp

*Uso dos resultados das provas de avaliação da aprendizagem no planejamento de políticas educacionais no Brasil*  
Alejandra Meraz Velasco  
102 pp

## Periodicals

*Africa's 5 educational priorities*  
44 pp

*Les 5 enjeux de l'éducation en Afrique 2021*  
44 pp

*IIEP in Action 2020-2021*  
56 pp

*L'IIEP en Action 2020-2021*  
56 pp

*IIEP en acción 2020-2021*  
56 pp

*IIEP em ação 2020-2021*  
56 pp

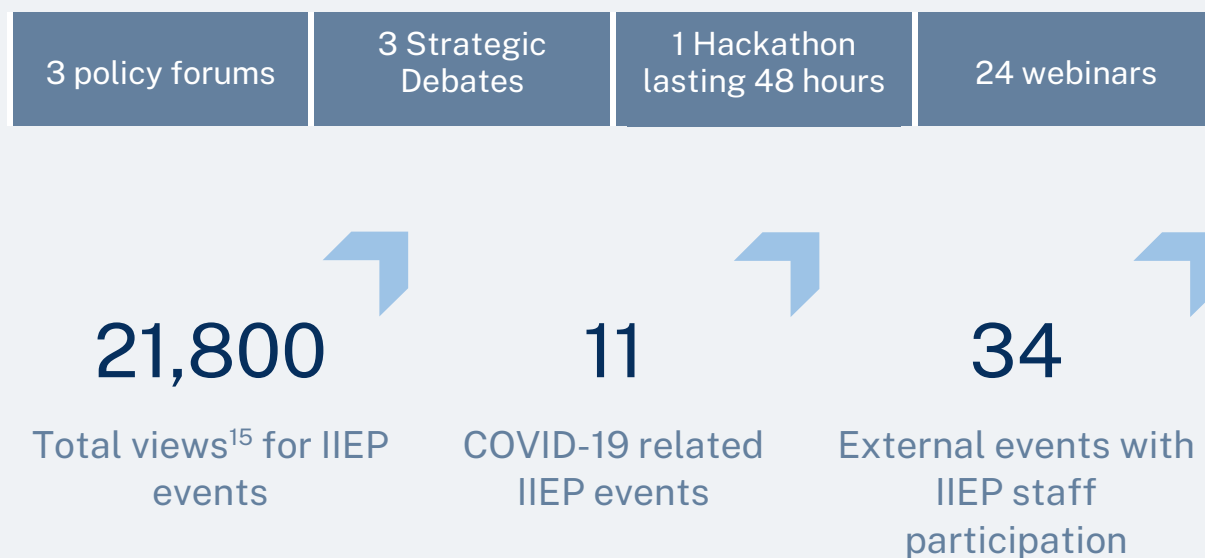
## Working papers

*Estado del arte: El financiamiento de la educación en América Latina. Investigaciones y estudios 2013-2019*  
Felipe Rivas  
56 pp

## IIEP events in 2021

# 31

events organized by IIEP in 2021



### IIEP policy forums

*International Policy Forum on flexible learning pathways in higher education*

06-08/07/2021

7,053 total views

*Latin America Regional Forum on Education Policy 2021*

03-09/11/2021

596 total views

*International Policy Forum on open government in education: learning from experience*

16-18/11/2021

3,363 total views

<sup>15</sup> KPI 2.3.1 (Participation to outreach events) indicates "number of views" as the metric to measure participation for online events.

## IIEP webinars

*¿Hacia dónde va la educación?*

25/3/21

989 total views

*La reapertura de las escuelas en América*

*Latina. Los desafíos que dejó el 2020*

14/04/21

527 total views

*Resiliencia de los sistemas educativos: El  
planeamiento con sensibilidad a las crisis en*

*América Latina*

29/04/21

770 total views

*Continuidad de políticas educativas en  
contexto de pandemia y postpandemia*

17/6/21

260 total views

*Geospatial data and education planning*

10/02/2021

585 total views

*Equity, privatization, and the right to  
education: introduction to the privatization  
of education: forms and diffusion*

17/02/2021

563 total views

*Equity, privatization, and the right to  
education: comparing approaches: lessons  
from different education systems*

24/02/2021

756 total views

*Equity, privatization, and the right to  
education: moving forward: delivering on  
education as a human right*

02/03/2021

825 total views

*Equity, privatization, and the right to  
education: final discussion and key  
conclusions*

10/03/2021

517 total views

*Online learning series: The use of learning  
assessment data to improve educational  
planning, webinar 1: use of Learning data in  
the education planning cycle: modalities and  
obstacles*

16/03/2021

734 total views

*Online learning series: The use of Learning  
assessment data to improve educational  
planning, webinar 2: Pand institutional  
settings for the use of Learning assessment  
data*

23/03/2021

528 total views

*Online learning series: The use of learning  
assessment data to improve educational  
planning, webinar 3: Exploring actors'  
interactions and the use of learning data*

30/03/2021

433 total views

*Open budget: IIEP-UNESCO's Case Study on  
the Open School Platform in Donetsk oblast,  
Ukraine*

01/06/2021

229 total views

*Technology-enabled inclusive education:  
Emerging practices from COVID-19 for  
learners with disabilities*

15/6/2021

797 total views

*Rapport 2020 sur l'égalité des genres : GEM  
Report*

18/03/2021

300 total views

*Inclusive education for girls with disabilities  
regional webinar*

28/05/2021

250 total views

*COVID-19, educación basada en la  
tecnología y discapacidad*

29/07/2021

687 total views

*Sistemas de información para la  
planificación y monitoreo de respuestas ante  
las crisis*

31/07/2021

434 total views

*Políticas de primera infancia en el marco de  
la pandemia de COVID-19 en América Latina*

08/06/2021

253 total views

*Interculturalidad y políticas de formación  
docente en América Latina*

29/09/2021

86 total views

*El planeamiento educativo frente al cambio climático y la movilidad humana*  
19/10/2021  
100 total views

*Strengthening the middle tier: lessons learned from Delhi*  
04/09/2021  
115 total views

*Teacher Education Policy in Europe Network webinar*  
16/09/2021  
100 total views

*E-conference: Promoting a digital transition of TVET systems in Africa*  
25/10/2021-06/11/2021  
30 total views

## **IIEP Strategic debates**

*When crisis meets crisis: refugees' access to higher education in host countries*  
13/04/2021  
1055 total views

*Ensuring quality education for girls during COVID-19: An elusive priority?*  
01/06/2021  
1051 total views

*Teachers on the frontline: lessons from COVID-19*  
16/02/2021  
1623 total views

## **Other events**

*IIEP Donors' day*  
09/02/2021  
43 total views

*IIEP Hackathon: Hacking EDplanning*  
29-31/01/2021  
112 total views

## Seminar presentations and papers by IIEP Staff<sup>16</sup>

### Seminars and webinars

*Finland's Country Case Study for the IIEP-UNESCO SDG4 Project in 2018–2021 (Findings from a national study, part of the IIEP research project SDG-4: Planning for Flexible Learning Pathways in Higher Education)*

Furiv, Uliana; Martin, Michaela  
30/10/2020

National Webinar on Flexible learning pathways in Finnish higher education  
Organized by the Finnish Education Evaluation Centre, Finnish Institute for Educational Research and IIEP

*Integrated Higher Education in Support of Flexible Learning Pathways in Jamaica (Findings from a national study, part of the IIEP research project SDG-4: Planning for Flexible Learning Pathways in Higher Education)*

Furiv, Uliana; Martin, Michaela  
04/11/2020

Webinar on Flexible Learning Pathways in Higher Education: Comparing the Jamaican experience internationally, organized by The University Council of Jamaica (UCJ) and IIEP

*Supporting flexible learning pathways in higher education through national qualification frameworks and QA – findings from a UNESCO international survey*

Furiv, Uliana; Martin, Michaela  
12-13/11/2020

2020 European Quality Assurance Forum (Webinar)

*Survey on cities and educational planning: main results*

Chimier, Chloé; Lugaz, Candy; Crimi, Harry  
17/11/2020

2nd meeting of the UNESCO GNLC cluster on Educational planning, monitoring and evaluation in learning cities

*Turning challenges into opportunities: flexible learning pathways in Indian higher education (Findings from a national study, part of the IIEP research project SDG-4: Planning for Flexible Learning Pathways in Higher Education)*

Furiv, Uliana; Martin, Michaela  
20/11/2020

Webinar on Flexible Learning Pathways: Challenges and Opportunities for Higher Education in India, organized by Centre for Policy Research in Higher Education, India (CPRHE), National Institute of Educational Planning and Administration, India (NUEPA) and IIEP

*Repenser la carrière des enseignants: mobilités et fonctions mixtes*

Chimier, Chloé ; Tournier, Barbara  
24/11/2020

Grenelle de l'éducation. Atelier Mobilités : Thème de la séance 2: Mobilités internes à l'éducation nationale, fonctions mixtes

*Flexible learning pathways: The National Qualifications Framework Backbone in South Africa (Findings from a national study, part of the IIEP research project SDG-4: Planning for Flexible Learning Pathways in Higher Education)*

Furiv, Uliana; Martin, Michaela  
26/11/2020

Webinar on Flexible Learning Pathways (FLPs), South African Qualifications Authority (SAQA) and IIEP

*Brechas Digitales y Planeamiento Educativo*  
Salvatierra, Fernando Javier

11/2020

*Webinar sobre Brechas Digitales*  
Organizado por el Comité de Estudios de América Latina.

<sup>16</sup> This list is from October 2021 to December 2020.

*International Symposium on Ensuring the Right to quality inclusive education for persons with disabilities: From commitment to action. Session 1 - From legislation to inclusive practices: Re-designing policy frameworks, funding and monitoring arrangements across sectors for inclusive education for learners with disabilities.*  
Pye, Jennifer (Speaker)  
25-27/11/2020  
UNESCO, Leonard Cheshire Disability, Ministry of Education of Portugal (Online)

*IIEP panel on Open school data for SDG: does it help reduce corruption in education?*  
Poisson, Muriel  
03/12/2020  
19<sup>th</sup> International Anti-Corruption Conference (IACC), Transparency International

*Webinar on the Fight against corruption in education in Uzbekistan,*  
Muriel Poisson (facilitator)  
17/02/2021

*La flexibilisation de l'enseignement supérieur au Maroc (Findings from the national case study, Part of the IIEP research project SDG-4: Planning for Flexible Learning Pathways in Higher Education)*  
Martin, Michaela  
03/03/2021  
Webinaire organisé par le ministère de l'Éducation nationale, de la Formation professionnelle, de l'Enseignement supérieur & de la Recherche scientifique, Département de l'enseignement supérieur et de la recherche scientifique

*Reflecting on research in non-Western contexts*  
Bengtsson, Stephanie  
04/03/2021  
Guest lecture for Dr Alla Korzh Course on Practitioner Inquiry, Part of the MA program in Peace and Justice Leadership, School for International Training (SIT) (Online)

*Flexible learning pathways in higher education: IIEP-UNESCO's international comparative research*  
Furiv, Uliana  
06/03/2021  
National Assembly of National Union of Icelandic Students

*Flexible learning pathways in Chilean higher education – can a bottom-up approach work? (Findings from a national study, Part of the IIEP research project SDG-4: Planning for Flexible Learning Pathways in Higher Education)*  
Martin, Michaela  
18/03/2021  
Conversatorio : Trayectorias flexibles en la educación superior chilena: Experiencias distintas frente a un desafío común, Consejo Nacional de Educación (CNED) y Centro Interuniversitario de Desarrollo (CINDA)

*Findings of the IIEP research on flexible learning pathways*  
Furiv, Uliana (Speaker; Moderator)  
07-09/04/2021  
II Central Asia Nobel Fest (Online), Kazakhstan

*Planning for SDG4: Learning from experiences*  
Lugaz, Candy  
29/04/2021  
Local challenges, global imperatives: Cities at the forefront to achieve SDG4: a panel session at the 2021 Comparative and International Education Society (CIES) Conference

*Flexible learning pathways in higher education: IIEP-UNESCO's international comparative research*  
Martin, Michaela  
15/04/2021  
National Webinar on Examining flexible student pathways with IIEP-UNESCO, organized by QAA (The Quality Assurance Agency for Higher Education UK) and IIEP

*Twenty years of discourse on the use of learning assessment systems in the education sector plans of 46 sub-Saharan African countries*  
Furiv, Uliana  
25/04/2021 to 02/05/2021  
Comparative and International Education Society (CIES). 65th Annual Conference (Online). Panel on “Interplay of actors in the use of learning assessment data in sub-Saharan Africa”



*Dynamics matter: actors' influence on the use of learning assessment data in sub-Saharan Africa*

Raudonyte, Ieva

25/04/2021 to 02/05/2021

Comparative and International Education Society (CIES). 65<sup>th</sup> Annual Conference (Online). Panel on "Interplay of actors in the use of learning assessment data in sub-Saharan Africa"

*What does instructional leadership look like at the middle tier of education systems?*

Chimier, Chloé; Tournier, Barbara; Page, Ella  
26/04/2021

Comparative and International Education Society (CIES). 65<sup>th</sup> Annual Conference (Online): Social Responsibility within Changing Contexts, Panel Developing leadership at all levels of education for sustained development outcomes (Online)

*Comment transformer l'enseignement en un choix de carrière attractif pour les jeunes d'aujourd'hui ?*

Tournier, Barbara ; Chimier, Chloé  
29/04/2021

8<sup>e</sup> Colloque international en éducation : Symposium 2021 Pénuries d'enseignants au Québec et ailleurs : état de la recherche et pratiques innovantes (Online)

*Change agents: the rise of instructional leaders at the middle tier*

Tournier, Barbara; Jones, Charlotte  
29/04/2021

CIES Conference (Comparative and International Education Society): Social Responsibility within Changing Contexts, Panel Beyond the front(line) and centre: rethinking agents and agency in education reform (Online),

*IIEP's research on flexible learning pathways*

Furiv, Uliana; Martin, Michaela (Live booth)  
17-18/05/2021

UNESCO 2021 World Conference on Education for Sustainable Development

*Regional Webinar: Gender and disability in education in West and Central Africa Organized by the Global Partnership Education (GPE)*

Pye, Jennifer (Panelist)  
25/05/2021

*Transforming higher education policy and practice for the global common good (Silver Lining for Learning Episode 60)*

Furiv, Uliana

29/05/2021

Silver Lining for Learning

*COVID-19, educación basada en la tecnología y discapacidad*

Salvatierra, Fernando Javier  
07/2021

Webinar sobre Educación, tecnología y discapacidad organizado por el Ministerio de Educación de Bogotá

*Teachers are more than supply: toward meaningful measurement of pedagogy and teachers in SDG4*

Bengtsson, Stephanie; Barakat, Bilal  
21/06/2021

NORRAG Webinar on the one year anniversary of the publication of "Grading Goal Four: Tensions, Threats, and Opportunities in the Sustainable Development Goal on Quality Education"

*Academic Integrity and Ethics", All India Council for Technical Education (AICTE) Training And Learning (ATAL) Academy Online Elementary on Academic Leadership in Higher Education, Maharaja Sayajirao University of Baroda*

Poisson, Muriel (Participant)  
21-25/06/2021

*Thematic Webinar: Participation of people with disabilities and educators in the achievement of SDG4*

Pye, Jennifer (Speaker)  
28/06/2021

World Blindness Summit Madrid 2021

Annual Conference on Education, Addis Ababa, Ethiopia Ministry of General Education

*Planning, managing and monitoring education strategies in cities*

Lugaz, Candy  
30/06/2021

GNLC Cluster on Educational Planning, Monitoring and Evaluation, IIEP-UNESCO and UNESCO Institute for Lifelong Learning (UIL)

*La evaluación del desempeño docente. Debates, enfoques y caminos por recorrer.*  
Trentin, Vannina  
08-09/2021  
Escuela de Formación Rodolfo Walsh. Unión de trabajadores y trabajadoras de la educación de la Provincia de Río Negro.

*Turning a plan into action: focus on plan implementation*  
De Grauwe, Anton  
30-31/08/2021

*Beyond the frontline: strengthening instructional leadership and agency at the middle tier*  
Tournier, Barbara (Co-author); Grant Lewis, Suzanne; Jones, Charlotte; Gehlot, Neha; Murru, Anna; Mundy, Karen; Asim, Minahil; Hwa, Yue-Yi  
15/09/2021  
UKFIET Conference Building Back Better in Education and Training? Reimagining, Reorienting and Redistributing, (Online)

*Strengthening accountability systems globally: opportunities and challenges*  
De Grauwe, Anton (Discussant)  
16/09/2021  
UKFIET Conference. Session: School accountability in Africa: bringing together research, policy and practitioner perspectives

*Reimagining teacher careers for the 21st century*  
Tournier, Barbara; Chimier, Chloé  
16/09/2021  
Teacher Career Pathways: The Teacher Education Policy in Europe Network invites to a webinar on Teacher Career Pathways (Webinar)

*SDG-4: Planning for flexible learning pathways in higher education: Findings from an IIEP-UNESCO research*  
Furiv, Uliana ; Martin, Michela  
06-08/10/2021  
Soluciones de Aprendizaje Inteligente para Sociedades Sostenibles : XXVI Encuentro Internacional de RECLA (Red de Educación Continua de Latinoamérica y Europa) co-organizado con el Politécnico do Porto (Online)

*Recherche et renforcement des capacités dans le domaine de la planification et gestion de l'éducation : faire le lien*  
Poisson, Muriel  
19/10/2021  
Webinaire : Produire et diffuser la recherche en éducation en Afrique francophone, organisé par la CONFEMEN, l'AUF, l'OIF/IFEF et FEI

*Open education resources: a planning perspective*  
Poisson, Muriel  
20-21/10/2021  
Panel Discussion – Our responsibility in enabling Open Educational Resources, 2021 NASCEE's The Breakthrough (Online)

*Planning for SDG4 at local level: IIEP research activities*  
Lugaz, Candy  
25/10/2021  
Dirección de Educación Pública (DEP) Chile, Centro de Investigación para la Transformación SocioEducativa (CITSE)

*GNLC-UIL-IIEP: a fruitful collaboration on education planning, management & monitoring*  
Lugaz, Candy  
27/10/2021  
Fifth International Conference on Learning Cities (ICLC): From Response to Recovery: Building Health and Resilient Cities Through Learning, Yeonsu, Korea R (Hybrid)

*Mapathon: United Nations for Madagascar*  
Amelie Gagnon  
27/10/202

## Papers

*Managing basic education in the aftermath of COVID-19: On education market dynamics and challenges to quality assurance systems*

Marcelo Souto Simão, Anton De Grauwe, and Amélie A. Gagnon

05/10/2020

Centre for Education and International Development (CEID), UCL Institute of Education Blog

*La comunicación, motor del hacer educativo: tramas tecnológicas en las experiencias emergentes de la cultura y la enseñanza*

Trentin, Vannina; Iglesias, Carlos

11/2020

In: "El futuro ya llegó...y tiene memoria. Hacia una educación mejor después de la pandemia"

*COVID-19 tests the resilience of higher education*

Martin, Michaela; Furiv, Uliana

12/12/2020

In: *University world news*, p. 1-3

*Every global certainty can be disproven by a local reality*

De Grauwe, Anton

2021

In: *The Pathway to Progress on SDG 4: A Symposium. Washington, Center for Global Development*, p. 42-47

*ETICO. Programme de renforcement des capacités sur l'éthique et la corruption dans l'éducation*

Poisson Muriel

2021

In: *L'urgence de l'intégrité académique (Questions de société)*. Caen, EMS, p. 495-500

*Rebuilding education systems for recovery: crisis-sensitive and equity focused approach*

Gagnon, Amélie; Seguin, Thalia (Co-authors)

2021

*Task Force 6: Social Cohesion and the Future of Welfare Systems*, Milano, ISPI, 25 p.

*Flexible pathways for 'Getting out of higher education' will be even more important in the post-COVID era*

Furiv, Uliana; Martin, Michaela

21/01/2021

In: *ACEEU (Accreditation Council for Entrepreneurial and Engaged Universities) Spotlight Magazine*

*Building back resilient: How can education systems prevent, prepare for and respond to health emergencies and pandemics?*

01/2021

UNESCO COVID-19 Education Response Education Sector issue note no. 1.3

*Contratos docentes, tareas múltiples: la relación entre docencia e investigación en las universidades nacionales argentinas*

Pérez Centeno, Cristian; Aiello, Martín

08/2021

In: *Revista de Educación no. 24.2*, p. 61-93

*Enseñar y aprender en la excepcionalidad*

Trentin, Vanina; Alliaud, Andrea

10/2021

In: *Colección SABERES, Secretaría de Publicaciones de la Facultad de Filosofía y Letras. Universidad de Buenos Aires.*

*Flexible learning pathways in higher education – a converging topic on international policy agendas?*

Michaela Martin

10/2021

Journal of Internationalisation of Higher Education Policy and Practice (DUZ Academic Publishers)

*A tipping point for education? How crisis-sensitive educational planning can secure learning for all*

Karen Mundy

21/09/2021

World Education Blog

*How States Can - and Why They Must - Build Back Resilient*

Christopher Castle, Leonora MacEwen,

Thalia Séguin

06/10/2021

NORRAG Special Issue (NSI 6) *States of Emergency: Education in the Time of COVID-19*

*Why should we invest in the middle tier for improved teaching and learning?*  
Tournier, Barbara; Fasana, Guglielmo; Jones, Charlotte  
18/10/2021  
Blog UKFIET Conference 2021

*Open school data and quality education for all: can citizen access to information make a difference*  
Poisson, Muriel  
23/10/2021  
United Nations World Data Forum Blog

*Potential effects of COVID-19 school closures on foundational skills and Country responses for mitigating learning loss*  
Alban Conto, Carolina; Akseer, Spogmai; Dreesen, Thomas; Kamei, Akito; Suguru Mizunoya, Rigole, Annika (Co-authors)  
11/2021  
*International Journal of Educational Development*, Volume 87