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Report of the Director on the Implementation and Outcomes of IIEP's 2022 Activities

63 GB/4 Part I - Approved

Item 4 of the Agenda



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Abbreviations

AFD	French Development Agency [Agence Française de Développement]
ATP	Advanced Training Programme
CRM	Crisis and risk management
ECLAC	United Nations Economic Commission for Latin America and the Caribbean
EIE	Education in emergencies
EMIS	Education management information system
ESA	Education sector analysis
ESP	Education Sector Planning course
ESPs	Education sector plans
EU	European Union
FCDO	Foreign, Commonwealth & Development Office (United Kingdom)
GCI	'Gender at the Centre' Initiative
GIZ	German Agency for International Cooperation
GPE	Global Partnership for Education
HR	Human resources
HRM	Human resource management
IT	Information technology
KPI	Key Performance Indicator
MEL	Monitoring, Evaluation, and Learning
MoE	Ministry of Education
MTS	Medium-Term Strategy
M&E	Monitoring and evaluation
OECD	Organisation for Economic Co-operation and Development
OREALC	Regional Bureau of Education for Latin America and the Caribbean [Oficina Regional de Educación para América Latina y el Caribe]
PEFOP	Platform of Expertise in Vocational Training [Plateforme d'expertise en formation professionnelle]
PSGSE	Sector Policy and Education System Management [Politiques sectorielles et gestion des systèmes éducatifs]
RED	Network of Specialists in Educational Policy in Latin America [Red de Especialistas en Política Educativa en América Latina]
RTP	Regional Training Programme on Educational Planning and Management
SDG	Sustainable Development Goal
SITEAL	Information System on Educational Trends in Latin America [Sistema de Información de Tendencias Educativas en América Latina]
TES	Transforming Education Summit
TVET	Technical and vocational education and training
UNGEI	United Nations Girls' Education Initiative
UNICEF	United Nations Children's Fund

Foreword

A foundational year for transforming education

COVID-19 has affected the learning of more than 90 per cent of the world's children, exacerbating the pre-existing global education crisis related to equity and inclusion, quality, and relevance. In response, the UN Secretariat and UNESCO convened the 2022 Transforming Education Summit (TES), to 'elevate education to the top of the global political agenda and to mobilize action, ambition, solidarity and solutions to recover pandemic-related learning losses and sow the seeds to transform education in a rapidly changing world'.¹

Equitable access to education and equal opportunities for learning and skills development can only be sustained with robust planning and efficient educational management systems. These elements are fundamental to achieving real transformation, making IIEP's mandate more relevant than ever. As its 60th anniversary draws near, the Institute remains committed to serving its partners through an integrated approach to capacity development, technical assistance, and knowledge management.

Throughout 2022, IIEP increasingly emphasized implementation in accordance with the spirit of the TES, strengthened critical partnerships at the national, regional, and global levels with, among others, the Global Partnership for Education, and intensified efforts to diversify funding opportunities.

This year also marked the beginning of IIEP's 11th Medium-Term Strategy (MTS) (2022–2025), which provided an opportunity to revise the Institute's operating model. IIEP developed several supporting documents to operationalize the MTS, including: a Monitoring, Evaluation, and Learning (MEL) strategy, a global training strategy, and a Resource Mobilization Plan.

To address the opportunities and challenges and to reinforce its commitment to Africa, an additional document – The Case for Investment in African Education and Training Systems – presents the Institute's approach and priorities for capacity development to strengthen planning, management, and the implementation of education programmes for improved learning outcomes and skills development across the continent.

¹ www.un.org/en/transforming-education-summit

Introduction

A strategy that fosters educational transformation

Over the past year, IIEP has supported Member States more comprehensively with post-COVID-19 recovery efforts and has launched the 11th Medium-Term Strategy (MTS), which adopts a responsive approach to the continuum of planning and management and the operationalization of plans, with a focus on measurable quality educational outcomes.

The MTS repositions educational planning and management for the ‘new normal’ of the post-COVID-19 world, and its timeline (2022–2025) reflects the need for educational transformation and recovery efforts. The pandemic has been a wake-up call, revealing systemic threats to education with huge ramifications for poverty and inequality.

Ensuring quality education, as embodied in Sustainable Development Goal 4 (SDG 4), requires resilient education systems capable of anticipating and withstanding future shocks. Recognizing that crises, including those due to climate change or conflict, are likely to continue to disrupt education and learning worldwide, the MTS acknowledges the need to continue to invest resources and efforts in support of crisis-sensitive planning.

Figure 1. IIEP 11th Medium-Term Strategy (2022–2025) logic map



A Monitoring, Evaluation, and Learning strategy: Ensuring strong implementation of the MTS

The Monitoring, Evaluation, and Learning (MEL) strategy provides the framework for advancing the 11th MTS. A companion to the MTS, it aims at facilitating the strategic management, accountability, and transparency of the Institute's work, and stimulating IIEP's own learning across its core functions. The MEL strategy includes a refined theory of change and a monitoring plan with 10 high-level cross-office Key Performance Indicators (KPIs) to measure progress.

[→View the KPI results from 2022](#)

Table 1. IIEP's KPI results from January to November 2022¹¹

No.	Indicator	Baseline 2021	2022		2023	2024	2025
			Target	Achieved	Target	Target	Target
1	Share of IIEP's total funding agreements that provide multi-year funding (24 months or more)	20%	25%	23% ●	30%	35%	40%
2	Share of IIEP's portfolio in continental Africa, in countries affected by conflict and fragility, and in least developed countries:						
	2.1 Share of IIEP's portfolio in Continental Africa ²	67%	69%	76% ●	71%	73%	75%
	2.2 Share of IIEP's portfolio in countries affected by conflict and fragility	41%	43%	48% ●	45%	47%	50%
	2.3 Share of IIEP's portfolio in least developed countries	66%	≥65%	69% ●	≥65%	≥65%	≥65%
3	Share of IIEP's portfolio that is at least gender-responsive	32%	38%	35% ●	45%	53%	60%
4	Share of IIEP's portfolio that has a monitoring, evaluation, and/or learning strategy	33% ³	40%	42% ⁴ ●	50%	65%	80%
5	Share of participants in IIEP activities from key groups (continental Africa, countries affected by conflict and fragility, least developed countries, women): ⁵						
	5.1 Share of participants from continental Africa	32%	36%	34% ●	40%	45%	50%
	5.2 Share of participants from countries affected by conflict and fragility	19%	24%	19% ●	29%	34%	40%
	5.3. Share of participants from least developed countries	25%	31%	28% ●	37%	43%	50%
	5.4. Share of female participants	51%	≥50%	51% ●	≥50%	≥50%	≥50%
6	Share of IIEP's portfolio that addresses and strengthens education system resilience	30%	37%	33% ●	44%	52%	60%
7	Share of IIEP's portfolio focused on education management and implementation capacities for improved and more equitable outcomes in learning ⁶	59%	63%	70% ●	67%	71%	75%
8	Share of IIEP's portfolio provided together with partners from the Global South ⁷	20%	51%	51% ●	54%	57%	60%
9	Number of citations of IIEP knowledge products in policy documents, per year ⁸	70	80	82 ●	95	105	120
10	Share of participants in IIEP's training, technical cooperation, and major knowledge management activities reporting:						
	10.1 Confidence in capacity to use what they have learned ⁹	80%	80%	84% ●	80%	80%	85%
	10.2 Confidence that what they have learned or developed will likely contribute to improvements in organizational planning and management practices ¹⁰	TBD	TBD	N/A	TBD	TBD	TBD

Legend for section: ● Red: target not met ● Yellow: target within 5 percentage points from completion ● Green: target met

² Continental Africa includes island states such as Cabo Verde, Madagascar, and Comoros. Annual targets increased and Baseline (2021) adjusted from the previous version validated at the 62nd extraordinary session of the IIEP Governing Board on 30 September 2022 to better align calculation methods of baseline and results.

³ Baseline includes technical cooperation projects only.

⁴ The methodology has evolved from that used to establish the baseline.

⁵ Baseline figures are based on available data from IIEP training.

⁶ Baseline (2021) rectified due to an error found in formula; annual targets updated accordingly.

⁷ Annual targets increased according to 2022 result. Baseline (2021) was underestimated due to the absence of sufficient data.

⁸ Number of policy documents, per year, citing IIEP publications, as captured by the Overton database by mid-November of the year in question. This includes citations by IIEP. The current figures do not include citations of publications from the IIEP Dakar office as this information is not yet available through Overton.

⁹ For 2022, only training activities were considered for this indicator. The methodology to extend data collection to all IIEP activities will be developed during the course of 2023.

¹⁰ The definition and methodology for this indicator are still under development. Baseline and targets will be defined in the course of 2023.

¹¹ The 11th MTS refers to 20 Key Performance Indicators (KPIs) for 'monitoring and complete financial, geographical, and thematic tracking of the Institute's operations'; the IIEP Governing Board, at its 62nd session, endorsed a more refined list of 10 KPIs as reflected in Table 3.

Seizing opportunities and responding to challenges: Key developments of 2022

In 2022, the Institute encountered both opportunities and challenges. During the third quarter, IIEP faced an unexpected disruption to its leadership with the resignation of the Director of the Institute, Karen Mundy, owing to a family emergency. Through the efforts of the UNESCO Assistant Director-General for Education, Ms. Stefania Giannini, and the Governing Board Chair, Jose Weinstein, Jordan Naidoo was appointed interim Director, and the recruitment process for a new Director was launched. This swift action ensured continuity of management and efforts to advance the 11th MTS, while restoring staff and partner confidence.

To better respond to country and partner demands, in 2022 IIEP embarked on an agile reflection process during which four sprint teams explored thematic areas to underpin future work set out in the 11th MTS. To accommodate these thematic focuses, the Paris Technical Cooperation team was organized into four clusters: Policy, Planning, and M&E; Cost, Finance, and Budgeting; Equity and Resilience; and Data and Evidence. Across these four areas, greater attention is placed on engaging with countries at the mid-tier or sub-national levels and on strengthening educational leadership.

Concurrently, a new Knowledge Management and Mobilization (KMM) team was established to better align IIEP's research and development priorities to the needs of countries and partners. The team will create synergies across the Institute's knowledge dissemination activities, which include information and library services, publications, communications, and advocacy efforts. It will also foster collaboration with the Institute's capacity development and technical cooperation functions.

This past year was equally important for IIEP's current and future training offer. In addition to a new global campus, the Institute piloted an online education sector planning course with participants from 21 countries. Further to this, a new global training strategy was developed following a benchmarking and options study that reviewed IIEP's core training programmes across its three offices and proposed options to enhance their effectiveness and sustainability.

In alignment with Sustainable Development Goal 17, which aims to 'strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development', IIEP nurtures multiple types of technical and financial partnerships, especially within the United Nations system. It puts emphasis on creating alliances that align with and contribute to the goals of the MTS either by feeding into the Institute's expertise or by boosting the reach of its target audiences.

To this end, since the launch of the 11th MTS, IIEP has created new partnerships and consolidated existing ones. The Institute pursued several promising opportunities to mobilize new resources and to engage in critical bilateral conversations with new potential funders such as the United Kingdom's Foreign, Commonwealth & Development Office (FCDO), the European Commission, the German Agency for International Cooperation (GIZ), and private foundations, such as the Bill & Melinda Gates Foundation and the Yidan Foundation. Opportunities have also been identified in relation to the new Global Partnership for Education (GPE) operational model, which opens new avenues for IIEP's activities both globally and in countries, as well on the international agenda as led by the Transforming Education Summit (TES).

Redoubling our regional efforts

Noting that Africa faces the most severe challenges of any region in the world, leading to the poorest outcomes in learning achievements, skills for life, inclusion, and equity, in 2022 IIEP developed the Case for Investment in African Education and Training Systems. Launched at the ADEA Triennial in Mauritius in October 2022, the document reaffirms IIEP's commitment to Africa, refocusing the Institute's priorities to better reflect the needs and challenges of African educational systems. It also emphasizes the added value of IIEP's work to address better management for improved learning and skills and flexible learning pathways to strengthen the education-to-work transition. The document outlines three ways for partners to engage with IIEP, namely: (i) supporting core programmes for a more holistic offer to Member States, (ii) country-level programmes for more targeted use of cooperation, and (iii) multi-year regional programme support for thematic activities spanning multiple countries.

Within the framework of the MTS, the IIEP Office for Latin America and the Caribbean (IIEP BA) developed a regionally responsive plan and set of strategies to respond to opportunities and challenges over the next three years. The comparative advantages of IIEP BA's offer in the region were analysed and the priority focuses for each programmatic area were fine-tuned to promote greater articulation between priorities and equivalent areas in Paris and Dakar. In addition, IIEP BA collaborated with the Paris office to undertake a mapping of potential donors.

In 2022, IIEP BA also officially assumed leadership of the Institute's engagement efforts in the Caribbean region. In close cooperation with the Paris office, IIEP BA led tailor-made projects at the request of Caribbean Member States. Further to this, for the third consecutive year government representatives from all non-Spanish-speaking Caribbean countries were invited to participate in the Regional Forum on Education Policy. In coordination with the IIEP Office for Africa (IIEP Dakar) and drawing on IIEP BA's bilingual Spanish-Portuguese offer, IIEP strengthened ties with Portuguese-speaking African countries and delivered tailor-made projects in response to requests by the Ministry of Education (MoE) in each respective Member State.

Figure 2. Geographical distribution of technical cooperation and knowledge generation projects, 2022

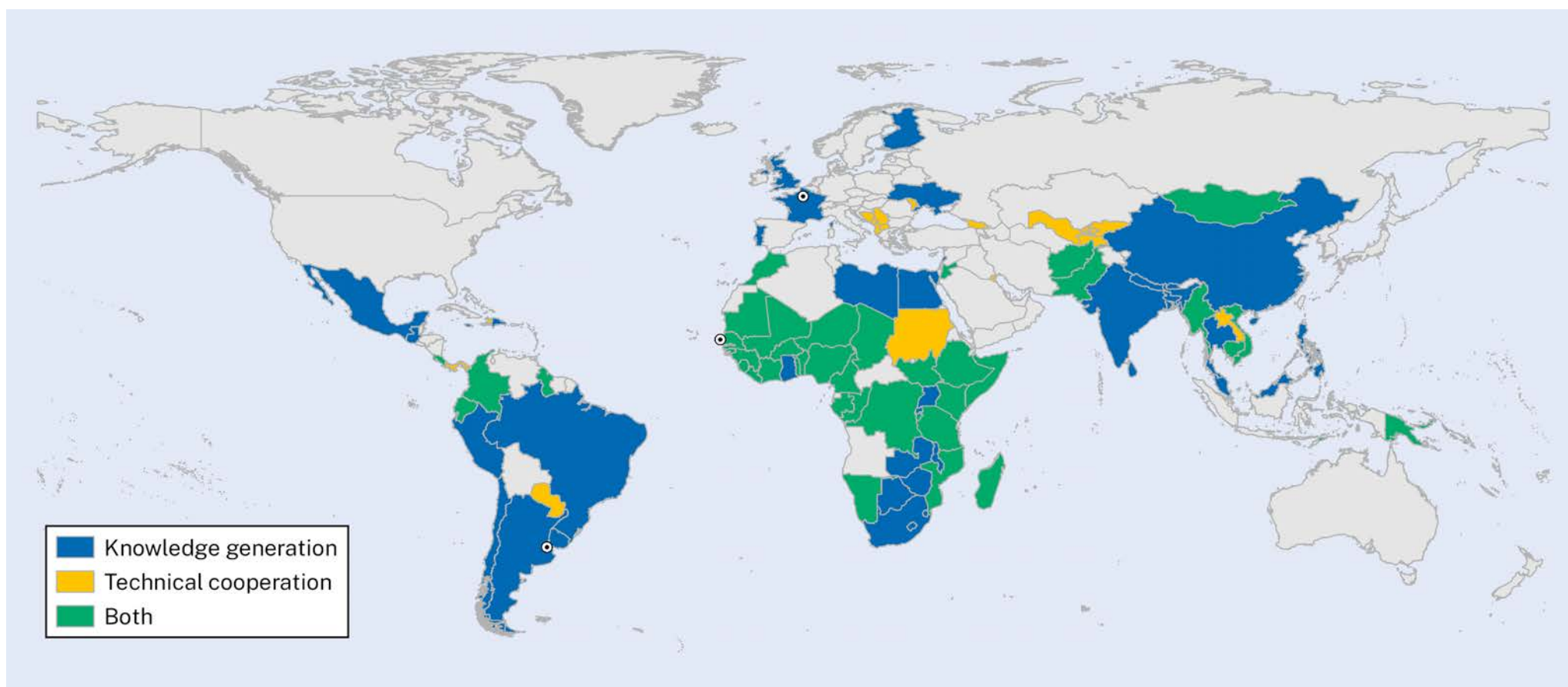


Figure based on data from Planview (IIEP project database) extracted on 23 November 2022

Note: 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 develop their capacity to plan and manage effectively for education sector development

To drive education system transformation in 2022, IIEP adapted capacity development activities to country needs and developed planning for specific sectors or contexts, such as crisis-sensitive educational planning and inclusion of all learners. Emphasis was put on data for decision-making, the development of education monitoring and information systems, and educational planning for middle tier actors or decentralized levels of the system to enact change.

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Transforming education through training and capacity development

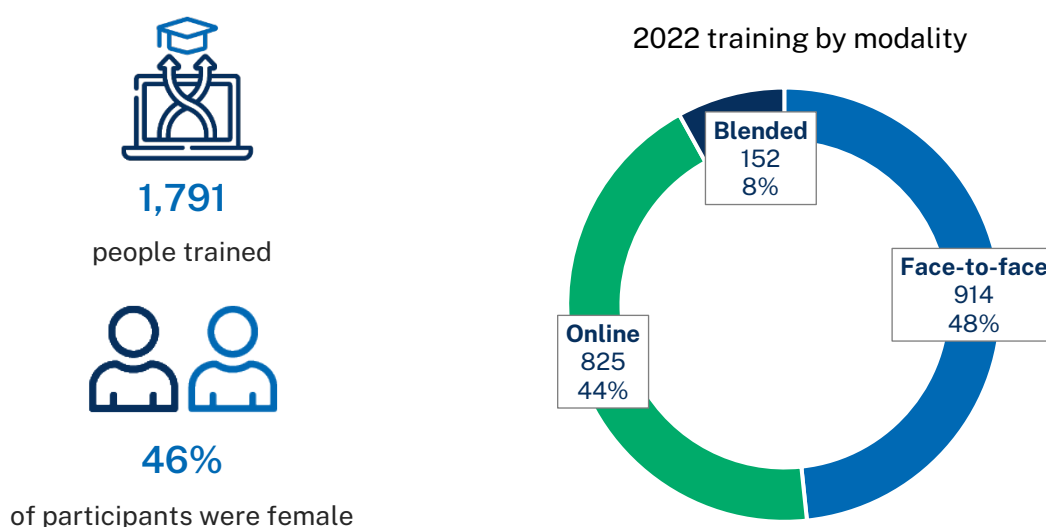
IIEP is continuously investing in innovative teaching and learning methods to respond to the changing needs and demands of education policy-makers and planners worldwide. This includes refreshing pedagogical approaches and adapting to digital learning environments. Courses are delivered in-person and/or online, in short modules that emphasize participant engagement and the development of practical skills and competencies to effectively plan and manage education systems.

In April 2022, the Institute unveiled its new Global Campus, which consolidates the training offers of its three offices into a single virtual platform for course participants. Home to a range of online courses and programmes in English, French, Portuguese, and Spanish, the platform includes country- and region-specific courses as well as training aimed at a global audience. The user-friendly campus also enables learners to benefit from diversified pedagogical approaches adapted to an online environment which certifies participants' learning via secure digital certificates and badges.

The Global Campus forms part of a new global training strategy, currently under preparation. IIEP plans to launch a Global Learning Academy in 2023 that will provide a course catalogue for educational planners at national, regional, and local levels, as well as donors and other stakeholders. Courses will focus on developing education policy practitioners' knowledge and skills in educational analysis and planning, and specific policy areas, as well as leading education change processes in times of crisis. The implementation plan for the new academy proposes to systematize processes with a view to enhancing the training offer. Specifically, it aims to emphasize pedagogical and content expertise, quality control, certification, quality assurance, and the systematic analysis of demand underpinned by supportive technological infrastructure.

Throughout 2022, IIEP teams have been actively training education policy-makers and planners internationally via core training programmes in the Buenos Aires, Dakar, and Paris offices, as well as through a range of short and tailored training courses, which are described below.

Figure 3. IIEP's 2022 training in figures



Core training programmes

a. Education Sector Planning (ESP) course

An online version of the Education Sector Planning (ESP) course with adapted content and pedagogy was piloted in 2022. Overall, 39 participants (21 anglophone and 18 francophone) from 21 countries joined the nine-month course, which was divided into two parts: Part 1 – Foundations of Education Sector Planning, and Part 2 – Applied Education Sector Planning.

All participants attended for the duration of the course and 90 per cent successfully completed the first phase of the programme. A mid-term evaluation survey confirmed that the learning experience was very relevant to their current work and will contribute to the improvement of their organizational planning and management.

As a result of the development of IIEP's new global training strategy and the disruption caused by the COVID-19 pandemic, the Institute did not take in a new cohort for the Advanced Training Programme on Educational Planning and Management (ATP) in 2022. However, the 2019–2020 cohort received continuous support, ensuring completion of their final projects by June 2022.

b. Sectoral Analysis and Management of Education Systems (PSGSE)

Co-delivered and accredited by the Faculty of Science and Technology of Education and Training (FASTEF) at the University Cheikh Anta Diop de Dakar (UCAD), this core programme welcomed 18 participants from five countries as its 15th cohort of trainees, from October 2021 to November 2022. The PSGSE welcomed its 16th cohort in October 2022.

[→ Learn more about the Management of Technical and Vocational Education and Training \(PGEFTP\) course, featured below in the thematic priorities.](#)

c. Short Course on Gender Responsive Educational Planning (SCGREP)

In 2022, this nine-week course was offered to two cohorts of learners in French (51 participants) and Portuguese (40 participants). Funded through the Gender at the Centre Initiative (GCI), the course has become part of the core training offer of IIEP Dakar, with two previous cohorts completing the course in 2021 and a further cohort planned for 2023. Tailor-made, in-country courses on gender-responsive educational planning were also held for mid- and senior-level education planners working at both the national and state/regional levels in Nigeria and Mozambique.

d. Regional Training Programme on Educational Planning and Management (RTP)

Designed for high-ranking public officials, this flagship training programme is delivered in Portuguese and Spanish. Held annually since 1998, it has been completed by more than 600 participants from 23 countries in Latin America and Portuguese-speaking Africa. In 2022, 35 government representatives participated (89 per cent of whom were women), representing all 19 Latin American countries, as well Cabo Verde.

Box 1. Snapshot of online training programmes in Portuguese and Spanish from IIEP BA

Online training programme (OTP) on teacher policies: This course uses case studies of teacher reforms from various countries in the region to provide guidance on how to design, monitor, and evaluate large-scale teacher reforms that address sectoral challenges from a human rights perspective. In 2022, it was offered in Spanish to 15 participants.

OTP on digital policies: This course provides guidance on the design and implementation of digital policies, focusing on tailoring these policies to the local context in order to maximize their potential to improve inclusion, equity, and quality of education in Latin America. It was delivered in Portuguese to nine participants from Brazil.

OTP on digital policies for Argentina: Following demand for training on this topic among education officials in Argentina, a contextualized version of this course was tailored to the needs of the 24 sub-national MoEs of the country. Twenty-three officials participated in this first edition.

Virtual course on the use of information for educational planning: Designed and implemented jointly with OREALC/UNESCO Santiago, this course provides operational tools to maximize the use of information and educational statistics in the educational planning process. In 2022, a first edition was offered in Spanish, with 25 participants.

Virtual course on crisis-sensitive educational planning: This course addresses specific concepts and provides tools for the implementation of a crisis-sensitive planning approach. Offered for the second time in Portuguese, nine government officials from seven Brazilian states participated in 2022.

Table 2. Overview of IIEP's 2022 tailor-made courses

Course	Office	Modality	No. of participants	Approx. duration in weeks	Thematic	Region
Education planning in Cabo Verde	BA	Online	34	8 weeks	Planning	Africa
Training programme in information systems and statistics for educational planning for Angola	BA	Online	40	24 weeks	EMIS	Africa
Using data and information for crisis-sensitive educational planning	Dakar	Online	42	8 weeks	Data and indicators; Crisis-sensitive planning	Africa
Short course on gender responsive education planning	Dakar	Online	58	9 weeks	Planning gender	Africa
Use of MICS data for education situation analysis and monitoring	Dakar	Online	48	4 weeks	Data and indicators	Africa
Short course on the use of MICS data for education situation analysis and monitoring	Dakar	Online	73	5 weeks	Data and indicators	Africa
Course on gender responsive educational planning (for Nigeria)	Dakar	In-country	23	0.5 weeks	Planning gender	Africa
Short training on education sector planning and management (for Nigeria)	Dakar	Online	49	3 weeks	Planning	Africa
Course on gender responsive educational planning (for Mozambique)	Dakar	In-country	37	1 week	Planning gender	Africa
Course on gender responsive educational planning and gender statistics (for Sierra Leone)	Dakar	In-country	35	1 week	Planning gender	Africa
Course on SRGBV and educational planning (for Mozambique)	Dakar	In-country	37	1 week	Planning gender	Africa
Crisis-sensitive educational planning and the refugee inclusion agenda. Training for UNHCR staff in East Africa	Paris	Online	39	1 week	Crisis-sensitive planning	Africa
Updating of the ESP M&E framework in Jordan	Paris	F2F	50	1.5 weeks	Monitoring and evaluation	Arab States
Learning cycle on diagnostic tools for system analysis	Paris	Online	88	6 weeks	Data and Indicators	Asia and the Pacific, Europe and North America, Africa
Foundations of disability-inclusive education sector planning	Paris	Online	61	10 weeks	Disability-inclusive	East Africa, Middle East, Asia and the Pacific
Training for Technical teams and supervisors of the City of Buenos Aires	BA	Online	191	18 weeks	Teacher policies	Latin America and the Caribbean
An introductory training course on educational planning in Haiti	Paris	Hybrid	100	15 weeks	Planning	Latin America and the Caribbean
Support to school improvement planning (regional and district education officers) in Guyana	Paris	Online	50	8 weeks	Planning	Latin America and the Caribbean

Understanding IIEP's training through its priorities: A closer look at our projects

Training in 2022 advanced IIEP's four over-arching priorities as reflected in the current MTS. The relevant work is detailed through the priorities below.

Priority 1: Planning, finance, data, and governance

a. Tailor-made training to support the national development of education sector plans

Building on IIEP's core training programmes, the Institute designs and delivers tailor-made training courses to support specific countries in developing education sector plans (ESPs). Officials receive training to undertake education sector analyses (ESAs) at central or decentralized levels, conduct simulations models, and address the management, financing, and monitoring and evaluation (M&E) of the plans.

Examples of in-country projects

Cabo Verde: An eight-week programme supported 34 MoE officials – more than half of whom were women – in the development of their ESP, with financing from UNICEF Cabo Verde.

Haiti: As part of an integrated capacity development programme funded by the European Union (EU), IIEP organized the second edition of a 15-week tailor-made, hybrid training on the fundamentals of educational planning. Of the 70 participants from the decentralized units of Haiti's MoE who successfully completed the training, 92 per cent felt more confident in their ability to provide leadership for the implementation and monitoring of their Directorate's operational plans as a result of the course. IIEP also delivered a 12-week hybrid course on school mapping to 20 educational planners from central and decentralized levels.

→ [Learn more about other in-country projects in the appendices](#)

b. Use of MICS data for education situation analysis and monitoring

Financed by UNICEF, this two-month course took place in English and French and covered how to use and analyse Multiple Indicator Cluster Surveys (MICS) data for education sector analysis and the monitoring of SDG 4. It was delivered to 48 participants from 12 anglophone countries and to 73 participants from 15 francophone and lusophone countries.

c. Learning cycle on diagnostic tools for system analysis

Hosted by NORRAG, IIEP offered this six-week online course as part of the Knowledge and Innovation Exchange Europe, Asia, and Pacific Learning Cycle programme. The course focused on identifying system bottlenecks for improved education policy planning and used IIEP diagnostic tools such as the Policy Toolbox.

Priority 2: Managing for quality learning outcomes

a. Educational planning for the City of Buenos Aires

IIEP BA continued working with the Teachers' Training School (Escuela de Maestros) of the City of Buenos Aires in 2022, delivering the programme's second phase for decision-makers from the city's MoE. It used innovative and flexible formats to address different challenges in policy-making, reaching a record 191 public officials – nearly 80 per cent of whom were women – across four seminars and five workshops.

Priority 3: Equity and resilience

a. Crisis-sensitive educational planning

In addition to the virtual course in Portuguese (see [Box 2](#)), a training course was offered on data and information for crisis-sensitive planning – a collaboration between the Dakar and Paris teams – with 42 participants from 12 countries attending over eight weeks.

b. Foundations of disability-inclusive education sector planning

IIEP's cooperation with UNICEF continued with a 10-week online course offered to Member States in Eastern and Southern Africa, the Middle East and North Africa, and East Asia, including UNICEF country office staff. The course was designed to reinforce their capacities to plan for and support the inclusion of children with disabilities in education systems.

c. Crisis-sensitive educational planning and the refugee inclusion agenda

This course enhanced the capacities of UNHCR staff to support MoEs as they plan for the inclusion of refugees in national education systems, as well as cross country collaboration and knowledge sharing for UNHCR staff. The interactive course design allowed participants to benefit from their colleagues' expertise, exchanging on regional experiences and developing a shared understanding of the inclusion agenda and how it can be advanced through educational planning.

Priority 4: Skills and flexible learning pathways

a. Management of Technical and Vocational Education and Training (PGEFTP) course

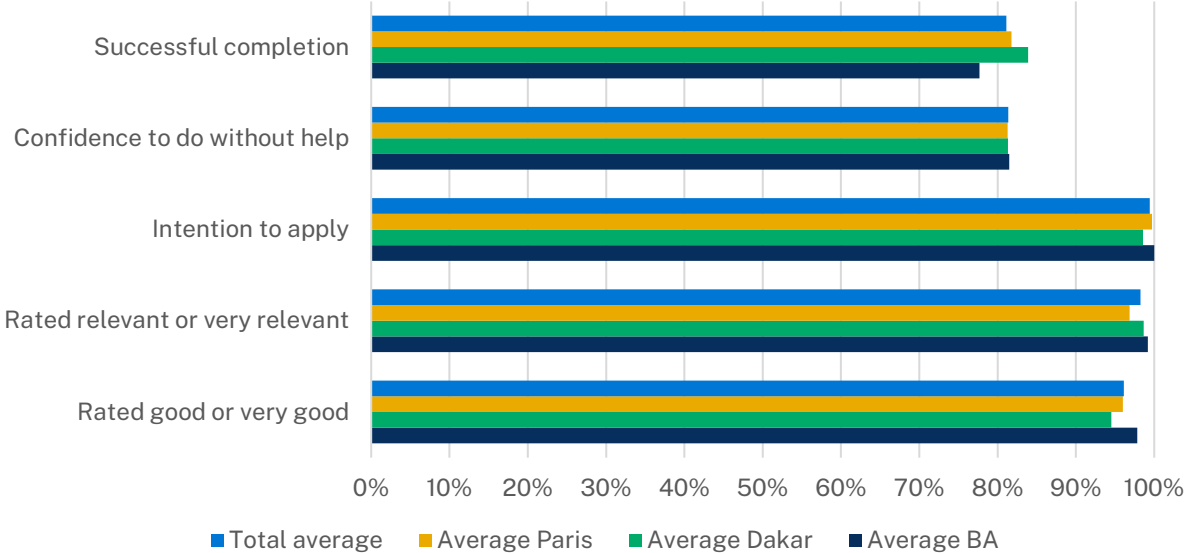
This course was designed by IIEP Dakar to support efforts to expand Technical and Vocational Education and Training (TVET) and improve its effectiveness by strengthening national capacities in the management of TVET systems. For the second cohort, which took place between September 2021 and April 2022, and employed a blended modality, there were 49 participants from nine countries. Of the 47 participants who completed the training, 83 per cent validated all four modules. The third cohort of the course was welcomed in November 2022.

Outcomes and evaluation evidence for 2022

IIEP training courses undergo different types of evaluation ranging from surveys of participants to more in-depth evaluations and quality control to understand the relevance and quality of its training offer. IIEP uses the Kirkpatrick evaluation model to monitor its training offer. This method

evaluates the results of training and learning programmes against four criteria: reaction, learning, behaviour, and results. For the first two levels, the three offices have agreed on a common set of questions and aspects to be included in course evaluation surveys for all training participants. These show that participants are highly engaged and appreciate both the learning and the value it adds to their professional practice (see [Figure 4](#)).

Figure 4. IIEP training course evaluations 2019–2022



For the two levels linked to changes in behaviour and results, IIEP has conducted evaluations of specific programmes as detailed below, encompassing the Institute’s diverse range of programmes.

a. Evaluating the outcomes of IIEP Buenos Aires’ RTP

In 2022, IIEP BA implemented an outcome review of the RTP (2018 and 2019 cohorts) using levels 3 and 4 of the Kirkpatrick scale (changes in behaviour and results). The evaluation covered former RTP participants and their supervisors and department heads to gain a deeper understanding of the impact at the individual and organizational levels.

Notably, 85 per cent of the participants indicated that the RTP was fully relevant to their current professional practice. The review also highlighted the frequency of application of the knowledge acquired in the programme, with 88 per cent applying the knowledge very frequently or frequently. Participants and supervisors agreed that the RTP positively impacted performance and development at the department level through new processes and practices, better quality departmental operational plans, improved inter-agency articulation, and greater visibility. Moreover, these positive findings increased between the 2018 cohort and the 2019 cohort: while 69 per cent of the 2018 cohort found academic tutoring was relevant or very relevant in developing skills in their workplace, the percentage for 2019 was 95 per cent.

b. Evaluation of the South Asia version of the IIEP and UNICEF online course ‘Foundations of Disability-Inclusive Education Sector Planning’ (2020)

An in-depth evaluation of this course was conducted a year after completion (November 2021–February 2022) to (i) learn about the long-term effects of the course and the strengths and weaknesses of the course design; (ii) provide accountability to Member States, donors, the IIEP board, and the general public; and (iii) to pilot the outcome harvesting evaluation as a method for evaluating IIEP courses. The course was found to have successfully contributed to [improvements in inclusive education systems](#), influencing both individuals’ professional practices and contributing to institutional changes in policy, teacher training, resource advocacy, programming, and the establishment of inclusive schools.

Box 2. Quality Matters

To further strengthen IIEP’s offer, selected online courses are submitted for quality control through the [Quality Matters](#) certification. Courses that carry the certification have met specific standards on course design, based on research and best practice. These standards examine the course overview, learning objectives (competencies), assessment and measurement, instructional materials, course activities and learner interaction, course technology, learner support, and accessibility and usability.

In 2022, two courses received this certification: Education Sector Project Design (IIEP Paris) and the virtual course on Crisis-Sensitive Education Planning (IIEP BA).

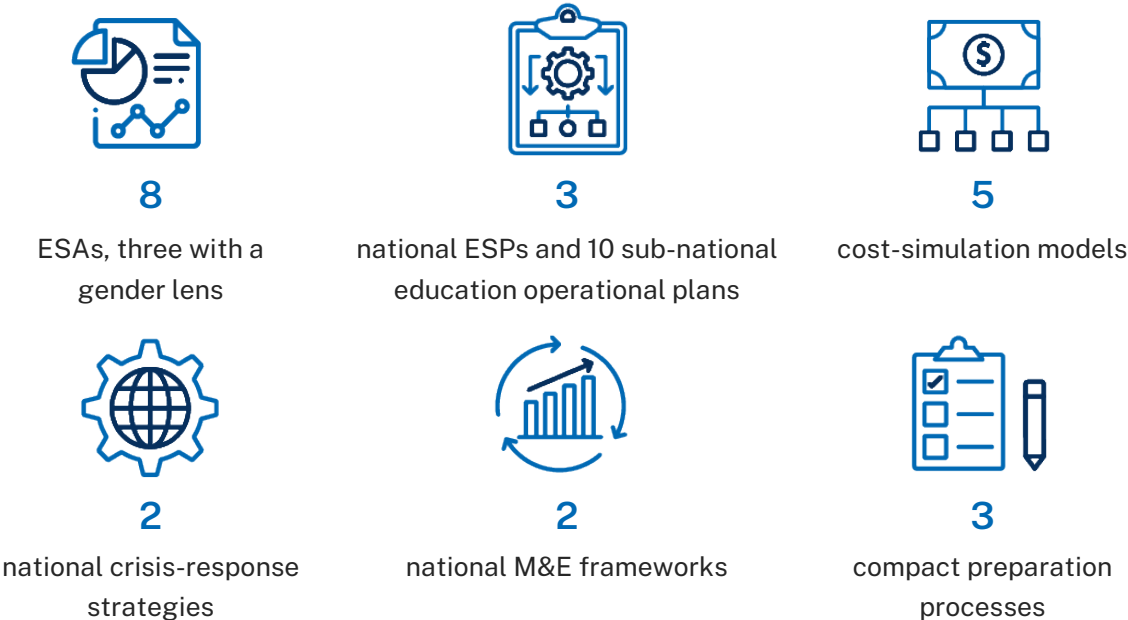
Transforming education through technical cooperation

In 2022, IIEP provided technical cooperation to 19 countries, including eight in Africa. Support reached beyond national ESAs and ESPs, resulting in a more diversified offer with a notable increase in support for Human Resource Management (HRM), especially in Africa.

Crisis-sensitive educational planning continued to be a high priority. Greater emphasis was placed on embedding the results of research findings into IIEP’s country offer, particularly in the areas of MoE leadership and teacher management in refugee settings. IIEP’s research informed the implementation of country-level capacity development work to institutionalize crisis-sensitive planning, emphasizing the importance of putting in place a specific unit tasked with crisis and risk management. The research findings have also been integrated into IIEP’s training content.

To respond to the strong demand for IIEP’s technical cooperation services in 2022, the Institute pooled human and financial resources across its different functions and offices and used external consultants to a greater extent to conduct specific assignments. In line with IIEP’s theory of change for sustainably improving planning and management practices, efforts were made to engage in more multi-year and integrated capacity development programming. Close cooperation with the framework of GPE’s new operating model has become part of this endeavour (see [Box 3](#)).

Figure 5. IIEP’s 2022 technical cooperation in figures



Box 3. Aligning with GPE's new operational model

Through its new operational model, IIEP has aligned itself more closely with the Global Partnership for Education (GPE) at country, regional, and global levels, providing global public goods in response to countries and partners' requests via the GPE Knowledge and Innovation Exchange and Education Out Loud (EOL) mechanisms. At country level, IIEP is well placed to support MoEs in leading national consultations, realizing an enabling factor analysis, and prioritizing reforms through the establishment of a partnership compact, thus better positioning countries to apply for GPE system capacity and transformation grants. In 2022, IIEP provided this support to countries such as Côte d'Ivoire and [Guyana](#), and plans to accompany other countries throughout this process.

Supporting every step of the planning cycle

a. Strengthened sub-national planning and management practices

Over the past decade, IIEP's contributions to ESP processes have helped ensure that the resulting country plans are more technically sound and inclusive. However, a plan or strategy is only as good as its implementation. To this end, IIEP is working across administrative levels – taking into account the decentralized nature of many education systems – to support countries with the development of tools and methods for stronger execution and M&E of ESPs.

Examples of in-country projects

Haiti: IIEP continued its multi-year programme to strengthen the country's capacity to plan and manage education at sub-national levels. In 2022, key achievements included the creation of a planning toolkit, delivery of a [15-week training course and certification of 70 staff](#) from all but one of Haiti's sub-national departmental offices, and the finalization of operational plans for all 10 departments. An outcome-harvesting evaluation completed in early 2022 revealed notable improvements in the quality and use of data at sub-national levels, as well as in increased proactivity and collaboration among planning staff and across departmental services.

Madagascar: In May 2022, IIEP launched a new major multi-year initiative to strengthen planning and management capacities. Modelled closely on the project in Haiti, the initiative provides (at all levels of the administration) tailor-made courses, support to national training providers, support for the development of a national training strategy, and assistance for the implementation of a normative framework that defines the roles and responsibilities of services within the educational administration.

b. Continued support for the preparation of ESAs and ESPs

The preparation of ESAs and ESPs remains an integral component of IIEP's country offer. For example, in 2022 IIEP supported Liberia in the development of its new sector plan, which outlines strategies to tackle long-standing challenges including massive over-age school enrolment. The plan integrates measures to address climate-related threats, violence against girls and women, and disability inclusiveness in education. IIEP's participatory approach in Liberia clearly contributed to a sense of ownership and collaboration among the Ministry's officials, setting the foundation for effective implementation and a greater chance of positive outcomes.

Figure 6. Countries supported with an ESA, ESP, and ESA/ESP in 2022



Box 4. Partnering for sector analyses in the Western Balkans

The EU Directorate-General for Neighbourhood and Enlargement Negotiations selected IIEP to support the development of ESAs in six Western Balkans countries and territories. Following a year-long delay linked to political issues beyond IIEP's control, work on the project has started in Albania and North Macedonia. The ESAs have provided a platform to discuss education policies with a view to further advancing the EU-Western Balkan education policy agenda. They also allow IIEP to expand its geographical coverage and provide a customized offer to this region.

c. Improved monitoring and evaluation (M&E) systems

Following IIEP's support for the mid-term review of Jordan's ESP in 2021, the Institute worked with the relevant section of the MoE to promote more effective M&E of education sector performance. IIEP coached a small group of Ministry staff with core M&E responsibilities to review existing practices and define a set calendar of key annual monitoring milestones. The work also included a series of training sessions with a larger group of Ministry staff aimed at updating ESP results indicators and facilitating consultation sessions with development partners. This new support phase resulted in a revised M&E framework, including a more streamlined set of results indicators. Another important element was the clarification of roles and responsibilities under the Ministry's M&E function.

Understanding IIEP’s technical cooperation through its priorities: A closer look at our projects

Technical cooperation in 2022 advanced IIEP’s four over-arching priorities as reflected in the current MTS. The relevant work is detailed through the priorities below.

Priority 1: Planning, finance, data, and governance

a. Improved Human Resource Management (HRM)

Strengthening, rationalizing, and streamlining Human Resource (HR) procedures and processes improves the efficiency and transparency of the recruitment, deployment, promotion, and mobility of teachers and MoE staff, making them more aligned and responsive to teacher and HR policy. To this end, in 2022 IIEP Dakar worked with the MoEs of Mauritania and Chad on their Human Resource (HR) manuals, as part of the EU-funded UNESCO project ‘Improving learning in the Sahel region’.

Examples of in-country projects

Burkina Faso: Following support for the development of an HR manual and in parallel to the development of an integrated Education Management Information System (EMIS), in 2022 IIEP used funding from the Agence Française de Développement (AFD) to help develop a user-friendly, efficient, and transparent HRM system. The system will allow all teachers to access their own administrative file and apply for transfers and new positions, while the EMIS website will improve data quality and production efficiency and enable all citizens to consult educational data and indicators directly.

Guinea Bissau: IIEP consulted on the development of a teacher strategy, which will feed into the country’s upcoming ESP.

Namibia: IIEP Dakar provided the Ministry of Education, Arts, and Culture with a teacher supply and demand model, which assists national and regional levels in predicting subject-specific teacher training needs.

b. Integrating health and well-being education indicators into EMIS

Launched in 2021 in Africa, IIEP’s Regional Capacity Building Programme on the Integration of Health and Well-Being Education Indicators into EMIS continued in 2022. The programme, implemented with the UNESCO Education Sector, provides technical assistance to 11 countries in Western and Central Africa to integrate internationally recognized core health and well-being indicators into their EMIS. It is structured around virtual monthly regional workshops and national technical consultations. By the end of 2022, all participating countries will be collecting EMIS data for the core indicators.

c. Results-based budgeting for education

In Costa Rica, IIEP BA and its partners supplied the Ministry of Public Education with SDG 4 financing architecture. IIEP developed a results-based budgeting technical guide which not only collected the experiences of results-oriented management in the education sector in Latin America, but also established a new methodological tool for the Ministry to support the implementation of a new budgeting modality.

Priority 2: Managing for quality learning outcomes

a. Pioneering initiatives to respond to the learning crisis

To help countries tackle the learning crisis, IIEP contextualizes the vast range of available knowledge and follows up with direct assistance with learning systems design and management.

Examples of in-country projects

Cambodia: IIEP is currently assisting the National Institute of Education (NIE) in the design of a course on school leadership and planning for the Provincial Offices of Education – a key policy objective of the Ministry of Education, Youth, and Sport. The design stage will be finalized in 2023 and the course will thereafter be delivered by the NIE.

Guyana: IIEP delivered a customized online course on school improvement planning for 50 regional and district education officers, central planners, and school inspectors. Participants reported that the course equipped them with the technical know-how and tools to support school improvement in their regions – a key component of Guyana’s Education Strategic Plan for 2021–2025.

Moldova: IIEP partnered with the Organisation for Economic Co-operation and Development (OECD) to provide guidance on the implementation of policies and programmes for the professional development of teachers and other education professionals. IIEP’s support drew on extensive research conducted by the Institute on the teacher career system and the role of middle tier professionals in improving teaching and learning.

Paraguay: At the request of the National University of Asunción and its partners within the consortium of Higher Education Institutes of Paraguay, IIEP BA provided technical assistance for the design and implementation of a national initial teacher training policy.

b. Supporting learning in national languages

In collaboration with the Francophone Institute for Education and Training (IFEFE) through its School and National Languages in Africa (ELAN-Afrique) project, IIEP Dakar worked on the development of a simulation model to assist the MoE of Burkina Faso with the design of a national strategy to widen bilingual education (in French and national languages). The model explores the financial and practical implications of the strategy, such as the number of languages for inclusion, the training and management of teachers, and the overall timeline, all of which will inform finalization of the national languages policy in 2023.

c. Strong progress from IIEP's Quality Management programme

In 2022, implementation of IIEP Dakar's flagship Quality Management support programme continued across three main areas, as detailed in [Box 5](#).

Box 5. Activities of the Quality Management programme in 2022

Country support: Madagascar, Niger, and Senegal advanced from the diagnostic stage towards identifying solutions to challenges, such as strengthening pedagogical supervision systems and promoting pedagogical innovation, and using data and information to improve student learning. Burundi and Togo are finalizing the diagnostic analysis of quality management practices at all levels of their education systems. The same process was interrupted in Côte d'Ivoire and Cameroon because the governments were unable to make the financial contribution previously committed for implementation.

Knowledge sharing: A second regional workshop convened 11 countries and more than 200 participants to share the results of diagnostics of management practices conducted in five countries, as well as identified priority areas to improve quality management. In addition, the programme's webpage on IIEP Dakar's website was redesigned to provide user-friendly access to results and achievements. IIEP also supported the communications units of MoEs in the countries in question to relay the information at national level.

Training development: Building on its methodology and results, the programme is piloting the inclusion of training modules on quality management in three national training institutes for education management personnel (FASTEF in Senegal, INSE in Togo, and ENS in Burundi), following a planning workshop organized in Dakar in July 2022.

Priority 3: Equity and resilience

a. Country activities of the Gender at the Centre Initiative

The Gender at the Centre Initiative (GCI), IIEP Dakar's flagship programme on education and gender equity, enjoyed a full year of activities, despite delays due to political and security issues in some GCI countries.

In addition to the pilot countries, the GCI participated in Senegal's ESA and will play a central role in development of the GPE partnership compact in Côte d'Ivoire, in collaboration with UNESCO Abidjan. Beyond Africa, the GCI team was approached by UNESCO Jamaica to train five Caribbean countries in mainstreaming gender equality in their ESPs.

Examples of in-country projects

Mozambique: IIEP and UNGEI organized a two-part training course for Ministry of Education and Human Development staff, targeting 11 gender coordinators from the provincial level and gender focal points in 26 central units. The course on gender-responsive educational planning and school-related gender-based violence (SRGBV) enabled participants to review and analyse the components of Mozambique’s ESP – and broader policies and strategies – that address gender inequalities.

Niger: IIEP Dakar launched a participatory gender diagnostic, paving the way for recommendations to integrate gender into the next sector plan. A second action-research project on Performance-Based Budgeting (PBB) and gender responsive budgeting, co-funded by the Open Society Foundation, was initiated to document the transition to PBB and to strengthen dialogue within the MoE and with the Ministry of Finance. IIEP Dakar is also supporting the MoE in the development of data collection tools to measure the prevalence of SRGBV.

→ Learn more about other in-country projects in the appendices

b. Supporting countries with risk management and education in emergencies

In 2022, crisis-sensitive planning (CSP) focused on supporting MoEs in developing risk management plans and education sector emergency response plans. A conceptual framework on education in emergencies (EiE) data and guidelines on its integration into EMIS will be released by the end of the year.

Box 6. Mainstreaming crisis-sensitive planning in Burkina Faso

IIEP’s support to the MoE (2019–2022) has been instrumental in strengthening the Technical Secretariat for EiE capacities at the individual and organizational levels. IIEP worked closely with the Secretariat to analyse EiE data and to produce quarterly analytical reports in the context of massive internal displacement. IIEP also supported the mid-term review of the National Strategy for EiE. The MoE has now effectively institutionalized crisis-sensitive planning.

Examples of in-country CSP projects

Brazil: By the end of 2022, IIEP BA will be assisting the MoE with the implementation of a national policy on recovering learning losses. It will also commence work on the design of a virtual training programme on crisis sensitive educational planning, adapted to the context of Brazil and due to be implemented in 2023.

Jordan: IIEP has assisted the MoE in developing a crisis and risk management (CRM) strategy for the education sector and establishing a CRM section within the Ministry. A risk assessment on the impact of climate change on the education sector is also being carried out.

Myanmar: IIEP was the technical lead on the development of the 2022–2025 Joint Response Framework (JRF) for education. IIEP and UNESCO's leading role in the process ensured that the JRF tackled structural challenges that pre-dated the political crisis. The JRF is now the main tool for coordination and dialogue among humanitarian and development partners, as well as other national and international stakeholders at the country level, and ensures coherence and alignment of activities and priorities.

Priority 4: Skills and flexible learning pathways

a. Supporting professionals with a regional training centre in West Africa

IIEP Dakar continued to provide support to CERFER, a regional training centre for road infrastructure-related trades in Benin, Burkina Faso, Côte d'Ivoire, Niger, and Togo. Activities in 2022 included: an institutional analysis of the centre and its management framework, the mapping of the centre's management processes, the development of a draft quality manual, the establishment of a collaborative Governing Board and the revision of regulatory texts for its implementation, the design of a system for monitoring and supporting the professional integration of graduates, and the creation of a CERFER partnership development strategy.

b. Supporting TVET systems driven by labour market needs

IIEP Dakar continued its collaboration with Mali's National Office for Employment and Training, focusing in this new, fourth phase of capacity-strengthening support on the development of methodologies for conducting labour market prospective studies.

Outcomes and evaluation evidence for 2022

a. Evaluating the effectiveness and impact of PEFOP

Launched in 2015 by IIEP Dakar, the Platform of Expertise in Vocational Training (PEFOP) is a technical support platform for African countries and TVET actors which promotes the operationalization of TVET policies, reforms, and projects. In 2018, PEFOP was integrated into IIEP as a TVET function, in order to be able to monitor and expand activities and ensure the sustainability of the platform's actions beyond the initial pilot countries. A new roadmap was drawn up in consultation with funding partners AFD.

An external evaluation on PEFOP's performance was conducted in the first semester of 2022, with a particular focus on the period 2018–2022. All (100 per cent) respondents indicated that PEFOP has helped build the capacity of national TVET actors. Regarding relevance, the evaluation found that PEFOP was responsive to current challenges and opportunities in TVET in Africa, and functions as a driver of innovation in TVET more broadly.

Strategic Objective 2

Member States access and use actionable knowledge on educational planning and management

Actionable knowledge on educational planning and management infused IIEP's capacity development activities in 2022, to drive education system transformation. Diverse topics and themes were explored, while many channels and formats were leveraged and optimized to support the application of new knowledge and to enact change.

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Transforming education through knowledge management and mobilization

IIEP has a long tradition of producing and sharing actionable research, evidence, and knowledge products in educational planning and management for use by policy-makers, planners, and other education stakeholders. A focus on knowledge mobilization will build on this legacy of knowledge production and facilitate greater access to, and use of, knowledge for the common good. For IIEP's mandate, this means strengthening links between research and planning processes, and between plans and their implementation.

Strengthening engagement with core audiences

The goal of the new Knowledge Management and Mobilization (KMM) unit is to enhance audience engagement with its knowledge products. This process will be informed by the ongoing needs of its audiences, with the team transforming the knowledge produced by IIEP into publications, tools, and other multimedia resources that fulfil those needs. These resources will also help strengthen and focus IIEP's training and technical cooperation offer. Working with project managers from the outset of every project, the KMM unit will ensure high-quality and ethical research processes and robust and integrated communication plans.

The team is already facilitating access to and application of knowledge by its audiences. By prioritizing two-way exchanges rather than passive communication, IIEP continues to identify dissemination channels that are well adapted to specific communities of practice. Concurrently, the Institute is reviewing and optimizing the user experience of the IIEP website, portals, and other digital tools.

Box 7. Clarifying the link between research and implementation

Building on the results of its programme on ethics and corruption in education, and in collaboration with the Council of Europe, IIEP has assisted government officials and institutional actors in Montenegro with the elaboration of a national Ethics Charter for the Montenegrin Higher Education Sector. In this context, IIEP organized a training workshop in 2022 to encourage ethics representatives at both central and university levels to put in place strategies and tools to ensure the effective implementation of the [Charter](#), which was formally adopted in 2021. A delegation of a dozen representatives from Montenegro travelled to Paris in September to learn from the experience of French universities and ethical bodies addressing academic and research integrity issues, in a series of discussions and working groups facilitated by IIEP.

Figure 7. IIEP's 2022 knowledge management and mobilization in figures



Dissemination results of the 10th MTS: Key accomplishments

As projects from the 10th MTS concluded, the knowledge produced was transformed into syntheses, briefs, guidelines, and tools. Dissemination events such as book launches and displays at international conferences helped to ensure that this knowledge continues to be placed in the hands of stakeholders able to make use of it.

a. Develop and adapt methodologies, tools, and approaches

Throughout the year, IIEP produced tools and guidelines which address bottlenecks in the sector and translate findings from IIEP's research or technical cooperation functions to facilitate the work of educational planners and decision-makers.

Some tools developed or improved in 2022

Programme on micro-planning and geospatial data: Four tools produced in 2022 in the context of IIEP's programme on micro-planning and geospatial data are now available online. They include a tool on the exposure of school-age populations to natural hazards, which was used as a background paper to the International Displacement Monitoring Centre Global Report on Internal Displacement 2022. The planning tool on isochrone-based catchment areas for educational planning has already been used in Vakinankaratra in Madagascar, and the gridded, sex-disaggregated school-age population datasets have been employed by the SDG TReNDS project 'My school today'. The final tool on assessing natural hazard risks for planning the location of educational facilities model is currently being used by CDEMA and UNOSAT in six Caribbean countries: Antigua, Barbuda, Barbados, Dominica, St. Lucia, St. Vincent and the Grenadines, and St. Kitts and Nevis.

A calendar to cope with climate change, and other tools: Methodological guidelines developed from IIEP's work on three projects will be published for the benefit of education and higher education officials at the end of 2022. The guidelines are entitled Planning to Fulfil the Right to Education, Use of Learning Assessment Data in Educational Planning, and Flexible Learning in Higher Education (the latter are guidelines for self-assessment). Two other tools are currently being finalized on the use of national school calendars to cope with climate change in Africa, and the assessment of qualification skills mismatch in sub-Saharan Africa.

Making actionable knowledge accessible through IIEP portals and repositories

IIEP portals and repositories continue to be a valuable resource for planners and other stakeholders worldwide. The websites of IIEP BA and IIEP Dakar also cater to a regional audience, providing a series of blogs and articles that highlight IIEP's engagement in each region.

- [IIEP Learning Portal](#): With almost 650,000 visits between January and September 2022, this portal provides resources, links, and up-to-date content on learning. In 2022, the library and briefs were updated, and blogs by UNESCO and external partners were published and shared via social media and newsletters.

Box 8. The redesign of [ETICO](#)

IIEP's portal on ethics and corruption in education relaunched in January 2022 following a redesign. Featuring a new, cleaner interface and a simplified menu, as well as updated content and new resources, the site brings together all IIEP research, tools, and training materials, and a host of other resources for planners and stakeholders who address issues of transparency in their education systems. Following its relaunch, the site has received an average of 6,000 users a month.

- [Policy Toolbox](#): More than 500 policy options address common educational planning challenges and the bottlenecks of educational inequality, drawing from over 900 papers and reports.
- [SITEAL](#): This portal provides up-to-date information on educational trends and reforms in Latin America. It also maps educational policies, systematizes statistical information on the social and educational situation of the region, and produces research documents on relevant topics and country profiles. In 2022, work started on the 2023 relaunch of the portal which will make web-browsing more user-friendly and intuitive. Complementary to SITEAL, IIEP BA produced four documents in 2022 as part of the [Comparative Analysis of Education Policies](#), which provides technical teams, researchers, and a wider audience with an analysis of education policy strategies in Latin America. Another set of four documents – the [State-of-the-Art](#) series – analysed research on specific topics for educational policy, planning, and management, with the goal of helping to translate the knowledge produced by the academic world into the field of public policy.
- [Health and Education Resource Centre](#): The HERC continues to provide updated content for education stakeholders interested in the connection between health and education. In addition to content updates and monthly newsletters, the HERC has made available a Positive Learning Toolkit in both English and French. The Comprehensive Sexuality Education (CSE) Implementation toolkit has also been translated into Russian, Spanish, and Vietnamese.

- [Education4Resilience](#): Nearly 800 resources are featured on this portal dedicated to building resilience in and through education. New content and films populated the site throughout the year.
- [Planipolis](#): With over 85,000 users in 2022, Planipolis remains a key tool for accessing education plans and was cited in the UNESCO report *Leave No Child Behind: Global Report on Boys' Disengagement from Education*.

Supporting communities of practice with resources and opportunities

a. A growing Community of Practice for Latin America

The RED (Network of Specialists in Educational Policy of Latin America), a virtual platform to encourage peer exchange through high-level webinars, workshops, and discussion forums, continued to grow during its third year. It reached 1,891 members, comprising representatives from 19 countries in Latin America, five in Africa, and colleagues from several UNESCO entities. It has appointed focal points in 15 national MoEs and 29 sub-national MoEs.

In 2022, the RED organized three discussion rooms, seven online forums, and two regional technical dialogues. Overall, 108 representatives from 17 Latin American countries participated in the technical dialogue during which IIEP, OREALC/UNESCO Santiago, UNICEF, and ECLAC discussed the challenges for regional SDG 4 monitoring. In the follow-up survey to learn about the needs and insights of members, 81 per cent believed that the lessons and knowledge acquired in the different activities of the RED strengthened their professional skills.

b. Network on EMIS for data and planning specialists in Latin America

Launched with OREALC/UNESCO Santiago in 2021 to share innovations in the field of information systems at the regional level, this network brings together 528 members from 26 countries. Planning specialists have access to data-related activities within the RED, newsletters, a discussion forum, and two webinars. The inaugural webinar on the challenges of information systems in the post-pandemic era was attended by 248 participants from 18 countries.

c. A community of practice in gender and education

IIEP's office for Africa has been supporting the emergence of communities of practice as part of GCI. Following the positive results of its first community of practice in gender and education (CPGE) among francophone African countries in 2021–2022, IIEP Dakar launched an anglophone African CPGE through a residential workshop in Dakar. Four online webinars were organized on topics such as intersectionality and gender-responsive budgeting.

Putting knowledge in the hands of planners

a. Major publications released this year

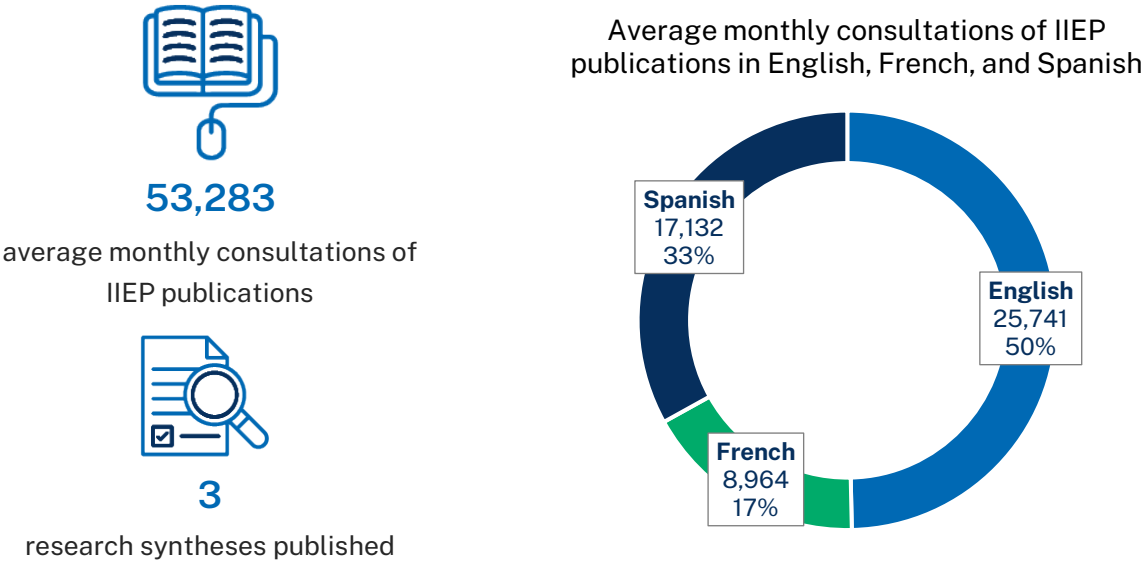
During 2022, IIEP disseminated key publications including case studies and syntheses related to research on the use of learning data, open government in education, flexible learning pathways,

ministry of education leadership in crisis situations, and the potential of middle tier actors as catalysts for change. Key findings and recommendations from these and other research programmes have been developed in other, innovative formats, including briefs, guidelines, and tools, to ensure that audiences are able to easily access and use the information they need.

[→ See all IIEP publications for 2022](#)

[→ Access the complete IIEP publication catalogue](#)

Figure 8. Key publication figures for 2022



Box 9. Research on teacher careers gains traction

IIEP’s case study on Teacher Career Pathways was presented to 250 high-level inspectors of the French education system (IGESR - Inspection Générale de l’Éducation, du Sport et de la Recherche) following opening addresses by several ministers.

IIEP experts also joined as guests on Radio France International’s broadcast ‘7 milliards de voisins’ to discuss teacher shortages, as well as on other topics throughout the year.

b. Policy fora

Ministry leadership during crisis: IIEP hosted a three-part virtual knowledge-sharing forum to discuss opportunities for MoEs to exercise leadership in the provision of equitable, quality education for all in times of crisis. The forum provided an opportunity to share findings from case studies undertaken by IIEP with support from EU-FPI in Burkina Faso, Jordan, and Kenya, and a conceptual framing of endogenous leadership in crisis settings from findings developed by the Centre for Comparative and International Research in Education at the University of Bristol, UK.

Box 10. How to address the learning crisis in Latin America and the Caribbean

The 6th edition of the Regional Forum on Educational Policy took place virtually on 4–6 October. It explored how to address the current learning crisis in the region and identified possible priority lines of action to promote improvement in the quality of learning and move towards educational recovery and transformation in Latin America and the Caribbean.

For the second time, the panel section of the forum was open to the public, and for the first time, sub-national representatives from the two largest federal countries in the region were invited, resulting in a record number of 1,100 people viewing the open panels during the first day. There was also a record total attendance of 348 official participants, of whom 112 were government representatives from 29 countries in the region (with full representation from Latin America and 10 Caribbean countries). Some 90 per cent of participants who took a final survey believed that the knowledge acquired and the discussions shared strengthened their professional skills.

c. Webinars and other innovative formats

Open webinar on digital policies in education in Latin America: The objective of this webinar was to discuss the main findings of the *Study of Digital Policies in Education in Latin America: Emerging Trends in the Context of Pandemic and Future Prospects*, in partnership with UNICEF LACRO and OREALC/UNESCO Santiago. More than 400 participants discussed good practices related to digital policies in education implemented by Latin American governments during the COVID-19 pandemic. Research experts were featured in two-minute videos and the Buenos Aires office presented the main findings in a television interview.

Strategic debate on Learning at the Bottom of the Pyramid (LBOP) 2: Timed to coincide with the release of *Learning, Marginalization, and Improving the Quality of Education in Low-income Countries*, prepared under the LBOP initiative, IIEP convened several of the publication's authors in May 2022 to discuss how education actors can move from planning to the implementation of policies that address the needs of disadvantaged children. Almost 150 participants connected for the live debate, and more than 300 have since watched the recording.

Box 11. IIEP's Hackathon: Hacking EDplanning

The second edition of the IIEP hackathon took the form of a collective coding session with over 100 participants working for 48 hours to imagine digital solutions to key challenges in educational planning. Teams presented eight prototypes, which will be developed and implemented as free open tools for use by MoEs and administrations. The final project of one of the winners will be used for the redesign of SITEAL's indicators database in 2023. The four hackathon challenges were:

- Classifying historical flooding around schools
- Projecting school displacement due to sea level rise
- Creating a school dashboard for the Organisation of Eastern Caribbean States
- Improving data visualization for the SITEAL platform

d. IIEP on the global stage: Selected 2022 meetings and events

Over the past year, IIEP continued to cultivate a presence at major international conferences and events. The Institute took part in high-level discussions on priorities and trends in educational planning and advanced new ideas to nourish the work of global educationalists.

2022 Highlights

Building Evidence in Education (BE2): In June 2022, IIEP co-hosted this meeting of more than 60 representatives from donor agencies and education stakeholders, including from FCDO, GPE, OECD, and USAID. With a particular focus on meeting the needs of the Global South, the group discussed how to move from policy to implementation, with IIEP highlighting its work in key areas among the donor community.

How do cities plan for education?: As part of the Cities & Education 2030 research, a webinar brought together city authorities from Kigali with MoE representatives to share research findings, highlight the main educational planning and management challenges and opportunities, and agree upon a roadmap for policy improvement. The research was implemented in conjunction with the University of Glasgow and the University of Rwanda.

ADEA Triennale 2022: IIEP had a strong presence at this seminal high-level forum for political dialogue for Africa. Held in Mauritius, IIEP hosted a side event on priorities for education and training in Africa, and a book launch on planning for higher education. IIEP used this occasion to release its [Case for Investment in African Education and Training](#), and presented as part of the pre-launch of the Continental Report – 'Education in Africa: Placing Equity at the Heart of Policies'.

→ See other event highlights in the appendices

Understanding IIEP’s knowledge management and mobilization through its priorities: A closer look at our projects

Knowledge management and mobilization in 2022 advanced IIEP’s four over-arching priorities as reflected in the current MTS. The relevant work is detailed through the priorities below.

Priority 1: Planning, finance, data, and governance

a. Generating knowledge on putting plans into action

In 2022, IIEP launched new knowledge-generation projects that focus on how to move from planning to both implementation and the operationalization of strategic plans by systematically integrating governance concerns at each of the step of the policy cycle. In IIEP Dakar, these projects include political prioritization, institutional capacity, and financing for scaling up early childhood education programmes in sub-Saharan Africa, as well as GCI-related projects in Burkina Faso and Niger.

b. From technical cooperation to knowledge generation

Building on 60 years of in-country capacity strengthening, IIEP developed a framework for analysing the capacity of an educational administration. Published in 2022, the research brief *It’s not me, it’s the system* provides planners with the means to move from policy to practice. Already used by IIEP’s technical experts on the ground, the framework has been used to design capacity development plans in countries such as Haiti and Madagascar.

Box 12. Bringing IIEP’s research to new audiences: Transparency and corruption in the education sector

Following the success of the IIEP policy forum on Open Government in education held in 2021, and the release of two thematic papers and six case studies on the issue, IIEP has recently signed a new partnership agreement as part of the GPE programme Education Out Loud (EOL). Selected as one of four global learning partners, the Institute will provide direct support to EOL grantees over the next two years. The EOL grantee network is made up of almost 100 organizations and coalitions in more than 60 countries around the world.

Combining capacity development with knowledge generation, this opportunity can bring IIEP’s knowledge closer to Civil Society Organizations (CSOs), who are key participants in ensuring transparent and equitable education systems through Open Government initiatives.

Priority 2: Managing for quality learning outcomes

a. Evidence on the positive impact of capacity building at the middle tier

Capacity building for actors at the middle tier or sub-national level is a path towards improved learning, as evidenced by IIEP's recent investment in knowledge products on decentralized leadership, applied most recently as part of technical support in Cambodia and Guyana.

b. Annual research on policies to improve learning

IIEP BA conducts an annual research study on a specific policy issue relevant to educational planning, management, and/or evaluation in the region. The 2022 study focused on the implementation of regional educational policies to improve the quality of learning. Policy recommendations were also formulated to guide countries in strengthening their capacities to manage and implement policies for improving the quality of learning.

With funding from the World Bank, IIEP BA also supplied recommendations to the MoE of Ecuador for the design of the country's National Educational Evaluation Policy.

Priority 3: Equity and resilience

a. Gender at the Centre Initiative: IIEP's support for key global priorities

In 2022, IIEP's knowledge generation activities included country-level investigations and diagnoses (e.g. the project 'Access to education for refugees and gender dynamics in Mauritania') and larger, cross-country comparative research projects. Among these were a research programme studying the impact of female school leadership styles on student learning achievements, and the barriers faced by women in attaining management roles in education. It aims to promote evidence-based policy and social dialogue, as well as capacity development to support the scaling up of effective school leadership practices for improved learning.

b. Teacher management in refugee settings: From knowledge generation to capacity development

In 2022, together with the Education Development Trust, IIEP published policy recommendations for better management of teachers working with refugee children – a crucial role for continuity and socio-emotional support in these settings – based on research in Ethiopia, Jordan, Kenya, and Uganda. Based on these resources, a training programme is currently being developed to support the capacity development of policy-makers, educational planners, and managers to plan and manage primary school teachers in refugee contexts.

c. Digital policies in Latin America: Emerging trends and prospects

Launched in 2021, this regional research project investigated best practices related to digital education policies and inclusion implemented by Latin American governments during COVID-19 lockdowns. A final report was published in 2022 and an open webinar hosted in September. The project included six country case studies: Argentina, Chile, Colombia, Costa Rica, Mexico, and Uruguay.

d. MoE engagement and leadership in rapid education responses

IIEP has completed three research case-studies and three policy guidance notes, as well as a policy brief synthesizing findings across the three countries. In each country, IIEP convened MoE staff from national and sub-national levels and key humanitarian partners to ensure the uptake of these findings and to collectively identify solutions and roles and responsibilities to strengthen MoE leadership and partner engagement in rapid education responses.

Priority 4: Skills and flexible learning pathways

a. Transforming higher education with flexible learning pathways

Flexible learning pathways (FLPs) are currently high on the agenda as a means of transforming higher education to achieve greater equity and employability. Following a successful policy forum in 2021, this year IIEP disseminated a synthesis of recent research through a book launch event at the ADEA Triennale and articles published in [Times Higher Education](#) and [University World News](#). Research findings were also shared at the UNESCO World Conference for Higher Education. IIEP will also release in the coming months a series of policy briefs, a blueprint paper with policy guidance for micro-credentials, and a set of FLP self-assessment guidelines.

b. TVET reforms in sub-Saharan Africa

IIEP Dakar has undertaken a series of short research projects examining the links between education and the labour market in sub-Saharan Africa. Two reports are underway: the first on assessing qualification skills mismatch, and the second covering education and youth labour market outcomes. A project on gender, equity, and skills was also organized in the eight GCI countries, culminating with the paper ‘Education and skills for women’s integration into the labour market: A comparative analysis of eight sub-Saharan African countries’, which will be published in a blog on the NORRAG website.

c. Secondary education reform in Peru

IIEP BA developed policy briefs with recommendations on three key issues that contribute to the secondary level reform process in Peru: inclusive transition from secondary education to university, links between secondary education and work, and the potential for hybrid models in the Peruvian education system. The work builds on a 2021 diagnosis of the national secondary education policy and proposed reforms based on successful experiences at the global level.

Effective communications to better serve our audiences

Throughout 2022, IIEP’s communication efforts contributed to growing international momentum to address the learning crisis. Campaigns focused on IIEP’s work – such as teachers of refugees, the launch of the IIEP Global Campus, the Gender at the Centre Initiative, and IIEP Dakar’s 20th Anniversary –while also tapping into international initiatives such as #TransformingEducation.

Exploring innovative formats for IIEP's priority audiences

a. Sharing stories through audio and film

IIEP has continued to broaden its communications offer beyond traditional stories, blogs, and articles through the use of diverse multimedia formats. The new podcast PlanEd launched with episodes on MoE leadership during crises and climate change. A short film, 'Protecting education and learning with crisis-sensitive planning', elaborated on the concept of resilience and the need to protect schools during crisis, and the final two films of the [We Teach Here](#) series featured prominently on the social media channels of UNESCO and other organizations. The films were also shown in the teachers' village at the Transforming Education Pre-Summit and were featured by a panel on Solutions Day during the TES.

For the launch of IIEP BA's *Study of digital policies in education in Latin America: Emerging trends in the context of pandemic and future prospects*, the office created a short video, participated in a TV interview, and promoted the study through mass mailing, social media, and a dedicated webinar. The publication became the most consulted document on UNESDOC among IIEP BA's publications in 2022.

IIEP Dakar produced videos on gender and TVET throughout the year, notably during the GCI Alliance Board, which put the spotlight on IIEP's relations with CSOs and financial and technical partners. A retrospective video made and presented at the end of the PEFOP programme, placed a special focus on Burkina Faso, Senegal, and Mauritania, sharing seven years of achievements.

b. Short, digital-first documents

To accompany the release of major research syntheses this year, IIEP created one-page briefs that enable audiences to easily access policy recommendations on the better use of learning assessment data and the implementation of FLPs. For the report of the 2021 Regional Forum for Latin America and the Caribbean and a tailor-made study of Ecuador's education evaluation policy, a new interactive format facilitated navigation and digital interaction within the documents, intuitively linking information with external content such as SITEAL's country profiles. Publications were also shortened and divided into separate documents in response to a key request for brief and concrete content from one of IIEP BA's audiences.

Growing our audiences and boosting their engagement

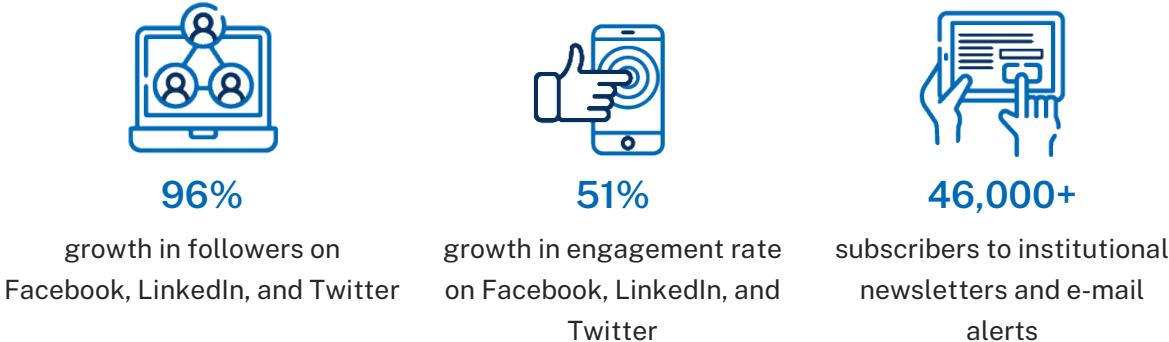
a. Growing our digital presence and measuring impact

In 2022, IIEP continued to place global public goods at the disposal of the international education community. Digital channels were a key vehicle in making this information available to stakeholders. For example, the Institute made use of Sprout Social software to unite social media efforts across offices and to support the creation of branded, dynamic, and multilingual social media campaigns, linked to relevant content featured on the IIEP website.

IIEP is also finding new ways to understand the reach and impact of its knowledge production function, in particular the uptake of knowledge provided through its publications. The Institute is now using Overton, the world's largest searchable database of policy documents, to understand how IIEP publications are cited in policy documentation and grey literature produced by

governments, think-tanks, and development partners. This approach also provides valuable information on the types of publications and themes of particular interest to our primary audiences.

Figure 9. Key social media figures for 2022



b. Tailoring communications to reach regional audience segments

With the goal of increasing and improving IIEP BA’s connections in Brazil – the country with the largest education system in the region – IIEP mapped relevant actors and organizations across the education sector. The Institute also implemented a specific strategy for LinkedIn, which almost doubled the Portuguese-speaking audience on the platform and facilitated the enrolment of Brazilian participants in regular training programmes.

Box 13. IIEP Dakar celebrated 20 years of planning education, building the future in Africa

IIEP Dakar celebrated 20 years serving education systems in Africa in 2021–2022, sharing a video, a magazine on the continent’s five education priorities, and a digital campaign highlighting articles and key figures from the magazine.

c. Collecting audience insights

IIEP continues to collect and use insights on its audiences’ needs and preferences to inform strategic communication decisions. For mass-mailing campaigns, this involves the harmonization of newsletter subscription forms to enable the analysis and segmentation of feedback data by audience type. For online events, this includes the tracking of engagement metrics such as registration-to-participation ratio, average watch time, and the collection of demographic information and post-event feedback. Finally, for web platforms, it includes the study of user acquisition and user behaviour analytics.

IIEP Dakar sought in-depth qualitative insights by creating a dedicated web page for each programme’s training course alumni and experts in the field. The web page shares personal accounts and the impact of collaborations with IIEP.

Governance and management

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Governance and strategic management

Governance

In 2022 a new Chair was appointed, and nearly half of the Governing Board (GB) members were new, due to normal rotation. As agreed, this year's GB meeting will take place in person rather than virtually.

An extraordinary GB meeting was convened by the new Chair of the Board on 30th September, by videoconference, to discuss organizational changes, interim arrangements, and finances, following the resignation of the IIEP Director Karen Mundy. The Governing Board expressed deep appreciation for her leadership of the Institute. Other topics included IIEP's forthcoming 60th anniversary and the new version of the Monitoring, Evaluation, and Learning (MEL) Strategy.

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

In response to requests from the Board for longer-term planning and forecasting, IIEP now routinely uses a five-year financial simulation model to plan and manage resources. In addition, it has upgraded its data and monitoring systems.

The Institute also continues to maintain a risk registry as part of routine monitoring and risk mitigation. The main risks faced by the Institute in 2022 were the departure of the IIEP Director, a high turnover of personnel in the technical cooperation team, and the impact of termination of staff contracts on staff morale. These risks were mitigated by various actions, including the appointment of an experienced interim Director, and the recruitment of key personnel in the technical cooperation team to fill skills gaps.

IIEP has continued to invest in the use of project and financial data to monitor and plan its activities. IIEP can now report on its activities at organizational, country, and UN levels, and meets UNESCO and UN Reform guidelines in these areas. Its programme management data are used to plan and manage operational investments, ensuring that resources align with IIEP's strategic objectives and to provide effective reporting to strategic partners and funders.

Information technology (IT) investments form a critical part of the Institute's operational effectiveness. In 2022, old operating systems were upgraded, and firewalls were installed and aligned with new UNESCO security policies. Storage capacity in all three offices was greatly increased to facilitate replication of data and secure data recovery.

Finally, the Institute met with the public finance service of the French government and discussed the subsidy provided for building maintenance, which was discontinued in 2019. IIEP explained that the building requires heavy investment to replace the old water pipes. As a result of the meeting, the Ministry wishes to regularize the old lease agreement with IIEP.

Staffing and human resources

In December 2021 the Board approved a budget that envisaged a total staff complement of 152. However, it expressed concerns about the sustainability of IIEP's staff costs and called for an HR plan to address sustainability.

The Board also endorsed a reorganization plan. It envisioned further integration of IIEP's three offices to improve effectiveness and efficiency, the integration of staff from the Information Services team into a new Knowledge Management and Mobilization team, and the creation of value stream clusters operating under a Chief Technical Officer.

The HR plan established the new structure, while proposing ways to reduce staff costs to ensure financial stability. It will preserve the Institute's capacity to deliver on its existing commitments and retains the essential capacity needed to respond to new funding opportunities.

Specifically, the plan proposed a net reduction of 26 posts within the 2022 Programme and Budget, which was approved by the 49th Executive Board in June 2022. 13 of these posts were unfilled, and 13 were terminated or non-renewed. It also facilitated the recruitment of several essential posts, for which the required skills did not match those of the staff departing.

At the end of 2022, IIEP's total staff complement stood at 124, compared to 133 at the end of 2021. This total included 13 service contracts, which are tied to short-term needs and satisfactory performance and are normally renewed on an annual basis. In total, 21 recruitments were completed, comprising six newly created positions, nine replacements, and six staff promoted through competitive recruitment. Details of the personnel changes are provided in [Appendix II: Report on Corporate Services and Human Resources](#).

Following the departure of the IIEP Director in September, an interim Director was appointed. The Deputy Director position was also left vacant as a result of the mobility exercise. The Management Team was reinforced via the appointment of a Team Leader as Deputy Director, and a Senior Programme Specialist appointed as Knowledge Management and Mobilization (KMM) Team Leader, both on an interim basis.

Personnel welfare and engagement is of importance to IIEP, to motivate staff and encourage better results in a post-COVID working environment. In this regard IIEP has implemented UNESCO's Policy on Flexible Work Arrangements which came into effect on 19th April 2022.

Finance and budget implementation

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Finance and budget implementation in 2022

Overview

This financial report provides an overview of the implementation of the 2022 approved budget during the first year of the 11th MTS. It presents a review of the utilization of IIEP's human and financial resources in the execution of the Institute's expected results and objectives. Additional financial information can be found in [Appendix II: Report on Corporate Services and Human Resources](#), including 2021 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 Funded Programmes, including those of IIEP BA and 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 2022:

- [Financial Table 1. Statement of resources and expenditure for 2022](#) provides the provisional data for the year ending 2022 compared to the estimates for 2022 from the 62 GB/4. Resources and expenditure for 2022 have been estimated as of 30 September 2022 in United States Dollars (US\$).
- [Schedule 1. IIEP estimated resources in 2022](#) disaggregates Financial Table 1-2022 in terms of resources and compares against the plan.
- [Schedule 2. IIEP estimated expenditure in 2022](#) disaggregates Financial Table 1-2022 in terms of expenditure and compares against the plan.
- [Financial Table 2. Stabilization reserve account statement of income and expenditure for 2022](#) shows the financial situation at the end of 2022. This account was established on 1 July 1993 by the Governing Board's Resolution 251.

Income and financial resources

a. Core Funding

The Director met with core funding partners in May to inform them of the potential impact of funding constraints facing the Institute due to a decrease in core funding in 2022.

An update was presented during the Finance and Administration (F&A) Committee meeting, held on 27th June. The oral report was presented to the Chair of the Executive Committee on 29th June. The Executive Committee Members agreed with the recommendations of the F&A Committee to accelerate efforts by IIEP Management to generate new core funders and project income

opportunities, and to meet the requirements for operational reserves which are essential for IIEP's future sustainability. It also approved the proposed reductions in HR costs.

The overall income of the Institute in 2022 is lower than expected. The total estimated is US\$ 19,841,694 compared to a budget of US\$ 23,309,323 (see [Financial Table 1](#)).

The total income of the Core Funding Programme is expected to amount to US\$ 15,350,182 which is US\$ 3,269,000 lower than budget. This is explained by a decrease in contributions from several major donors: Norway less 54% versus plan, Switzerland less 33%, and Sweden less 9%.

However, the French Ministry of Foreign Affairs (MOFA) increased their contribution by US\$ 806,000 to US\$ 2 million, compared to the US\$ 1.2 million budgeted. This partly helped offset the negative impact (-US\$ 1,417,000) caused by the strengthening of the US Dollar against other currencies, such as the Swedish Kroner (-18%), the Euro (-18%), the Norwegian Kroner (-12%), and the Swiss Franc (-7%).

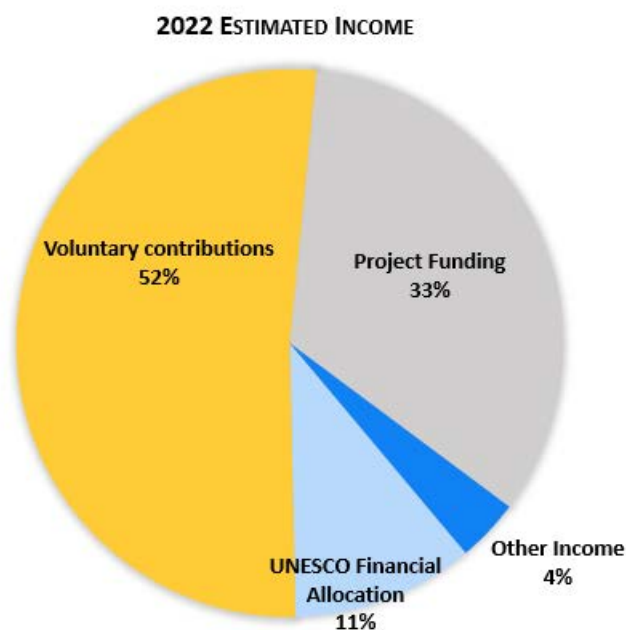
Core Funding income is composed of UNESCO's financial allocation (US\$ 2,140,100), voluntary contributions or core funding from governments (US\$ 10,297,059), and other income (US\$ 2,913,023). Other income originates mainly from staff cost recovery from project funding projects (US\$ 2,533,009), but also from revenues from the training programme, publications sales, reimbursements, and other sources.

b. Project funding

The estimated project funding (earmarked funding) income of US\$ 6,669,102 shows a small decrease of 5% (-US\$ 359,768), compared to the approved budget of US\$ 7,028,870. It is explained both by projects which have not yet been signed (such as those with UNICEF Guinea-Bissau and the WAEMU) and by delays in the implementation of decentralized funding from UNESCO for the Haiti, Madagascar, and South Sudan projects.

IIEP signed several new agreements, including with the World Bank for projects in Nigeria and Togo, with GPE for a project in Guyana, and with Oxfam Ibis for GPE's Education Out Loud programme. The Institute obtained additional funding from the European Union for the project in Haiti, and from the AFD for an extension of the Quality Management project, in addition to agreements with the governments of Benin, Cabo Verde, Guyana, Niger, and others. The net income of cost recovery and other inter-fund eliminations amounts to US\$ 4,491,512 (see [Schedule 1](#)).

Figure 10. Distribution of income by source

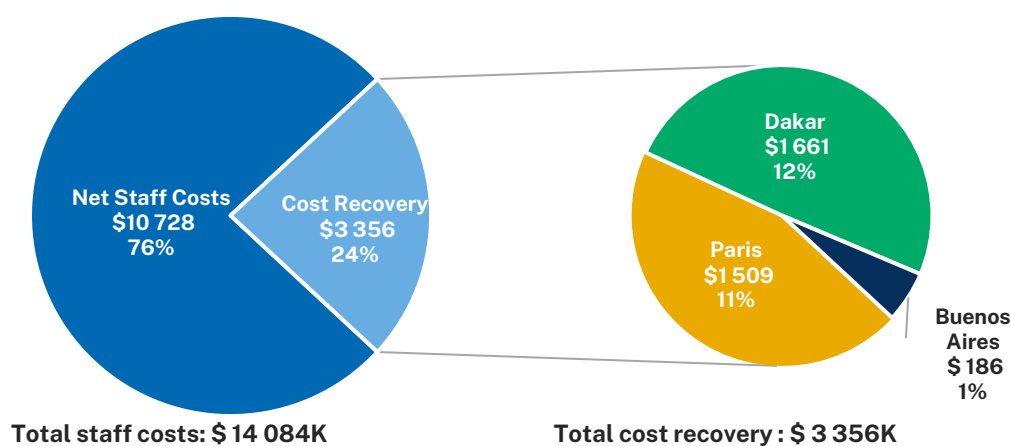


c. Cost recovery

Overall cost recovery in 2022 included staff cost recovery from project funding projects (87% of the total), as well as revenues from the training programme, sales from publications, reimbursements, and other sources (13%). Cost recovery is presented in the financial schedules as 'other income'. Across the three offices, IIEP estimates a recovery rate of 24% of its overall staff costs in 2022, slightly higher than the previous year.

Staff costs at IIEP Dakar are now covered by the IIEP 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. The IIEP Dakar cost recovery figure contains the cost recovery charged against the AFD Quality Management project, which pays directly for its staff costs (US\$ 443,000 estimated for 2022).

Figure 11. Total IIEP estimated cost recovery (in US\$ '000s)



IIEP Paris is a main driver of cost recovery within IIEP, and in 2022, it will recover 17% of its total staff costs for the year (see [Table 3](#)), compared to 21% recovered in 2021. The estimated total to be recovered from projects is US\$ 1,509,000, which is less than originally planned for the year. This decrease is mainly due to delays in the implementation of projects such as the Madagascar Capacity Development and the South Sudan ESA/ESP projects – collaborations between IIEP and UNESCO’s Nairobi and Juba offices respectively. The redesign of the Paris training offer temporarily put on hold SCP and online distance education courses, affecting the cost recovery estimates linked to training fees. In addition, a decision was taken to offer the 2022 ESP course for free on an experimental basis.

Table 3. Paris cost recovery trend

Figures in USD'000s	2015	2016	2017	2018	2019	2020	2021	2022	2022
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Budget	Estimated
Total Staff costs Paris	6 457	7 070	8 387	9 413	9 635	9 981	10 227	10 751	9 022
Cost recovery Paris	(2 811)	(2 480)	(1 790)	(1 666)	(2 282)	(2 276)	(2 107)	(1 934)	(1 509)
Net Staff costs Paris	3 646	4 590	6 597	7 747	7 353	7 705	8 120	8 817	7 513
Paris % Recovery/year	44%	35%	21%	18%	24%	23%	21%	18%	17%

d. Reserves

Stabilization Reserve Account

IIEP’s Stabilization Reserve was established to cover payments made for staff separations, and to provide resources to finance IIEP’s yearly programme in the event of exceptional economic or financial conditions. In the latter case, the funds are ‘borrowed’ and must be returned within three years.

The opening balance at the beginning of the year was US\$ 11,474,235 (see [Financial Table 2](#)). The total contribution in 2022 amounts to US\$ 725,118. The total balance at the end of 2022 is estimated at US\$ 12,081,674.

Operating Reserves

Operating Reserves are the combined funds carried over from year to year, available for programmatic purposes. The Board has requested that the Institute keeps a minimum level of reserves available via its Core Funding Programmes, equivalent to 25% or 3 months of the core funding activities’ yearly expenditure. This is in addition to the Stabilization Reserve.

Total Operating Reserves for the Core Funding Programme at the beginning of the year were US\$ 11,927,948 (see [Financial Table 1](#)). The Institute estimates that reserves at the end of 2022 will stand at US\$ 9,392,052, instead of the US\$ 9,667,137 planned. The financial simulations indicate that these levels of reserve are required to deliver IIEP’s programme for the duration of the 11th MTS.

The remaining reserves are earmarked for the implementation of specific activities and deliverables and represent the balance of funding yet unused. They must be returned to donors if

planned activities are not implemented. The balance at the beginning of the year was US\$ 2,349,870, and the estimation for the end of year total is US\$ 1,830,446.

Expenditure

Overall expenditure of the Institute in 2022 amounts to US\$ 24,451,806 (see [Schedule 2](#)), which is US\$ 2,627,414 lower than budgeted.

Core Funding Programme implementation expenditure is estimated at US\$ 17,163,280, compared to a budget of US\$ 19,991,656. From the US\$ 2,828,376 variance, US\$ 732,581 relates to the activity budget, as expenditure was contained as a result of the decrease in core funding income; some activities were postponed to 2023. For the same reason staff costs were monitored and contained in 2022 by slowing down or cancelling recruitment for several posts. This resulted in a decrease of US\$ 2,095,795 versus budget.

The charts below show the percentage distribution by appropriation line for the total expenditure of the Core Funding and Project Funding Programmes. During 2022, 89% was spent on programme activities and 8% on Governing Board, Directorate, Monitoring and Evaluation, and Administration. In addition, 3% was invested in institutional information technology services, building renovation, and staff development. Figures include expenditure on staff and activities.

Figure 12. Core Funding and Project Funding Programmes 2021 expenditure



There was a good programme implementation rate for the Project Funding Programme, particularly at IIEP Dakar and IIEP BA, despite some delays in the implementation of projects such as the Madagascar Capacity Development and the South Sudan ESA/ESP projects. Several new projects were signed during 2022, such as those with the governments of Benin, Cabo Verde, Guyana, Nigeria, and the World Bank and GPE. The programme implementation expenditure is

estimated at US\$ 5,110,937 compared to a budget of US\$ 4,748,477, representing an implementation rate of 108% (see [Schedule 2](#)).

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 2021 Accounts were certified by the External Auditor on 24 June 2022. They are available in [Annex 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 2021, its financial performance, and its cash flows for the year, in accordance with the IPSAS.

Financial Table 1. Statement of resources and expenditure for 2022

Core Funding and Project Funding Programmes	Budget Approved 2022				New Estimates 2022			
	Core Funding Programme	Project Funding Programme	Inter-fund elimination	Total in Current \$	Core Funding Programme	Project Funding Programme	Inter-fund elimination	Total in Current \$
IIEP SPECIAL ACCOUNT INCOME								
I. UNESCO Financial Allocation	2 140 100	-	-	2 140 100	2 140 100	-	-	2 140 100
II. Voluntary Contributions	13 650 353	-	-	13 650 353	10 297 059	-	-	10 297 059
III. Contracts								
Governments	-	716 248	-	716 248	-	905 537	-	905 537
Other	-	6 312 622	-	6 312 622	-	5 763 565	-	5 763 565
TOTAL, GENERAL INCOME	15 790 453	7 028 870	-	22 819 323	12 437 159	6 669 102	-	19 106 260
IV. OTHER INCOME								
Programme Support Funds ¹	2 435 087	-	(2 075 087)	360 000	2 533 009	-	(2 088 861)	444 148
Training Programme cost recovery ²	374 000	-	(264 000)	110 000	358 102	-	(88 728)	269 374
Miscellaneous Income ³	20 000	-	-	20 000	21 912	-	-	21 912
TOTAL, OTHER INCOME	2 829 087	-	(2 339 087)	490 000	2 913 023	-	(2 177 589)	735 434
TOTAL INCOME OF THE YEAR	18 619 540	7 028 870	(2 339 087)	23 309 323	15 350 182	6 669 102	(2 177 589)	19 841 694
EXPENDITURE								
10th Medium-Term Strategy								
I. PROGRAMME OPERATIONS								
Training (Line 1)	4 057 829	1 490 595	(656 069)	4 892 356	4 253 767	1 723 484	(610 772)	5 366 480
Technical Cooperation (Line 2)	5 105 402	4 167 139	(1 299 993)	7 972 547	4 708 044	3 776 405	(1 210 238)	7 274 211
Research and Development (Line 3)	3 727 494	1 156 472	(295 779)	4 588 187	2 886 452	1 278 932	(275 357)	3 890 027
Outreach and Advocacy (Line 4)	3 169 499	273 358	(87 246)	3 355 611	2 593 000	509 705	(81 223)	3 021 483
TOTAL, PROGRAMME OPERATIONS	16 060 224	7 087 564	(2 339 087)	20 808 701	14 441 264	7 288 526	(2 177 589)	19 552 201
II. GOV. BOARD, DIRECTORATE, CORPORATE SERVICES (Line 5)								
Governing Board	231 738	-	-	231 738	261 146	-	-	261 146
Directorate/Monitoring & Evaluation	779 944	-	-	779 944	418 763	-	-	418 763
Corporate Services								
General Administration	1 398 511	-	-	1 398 511	861 227	-	-	861 227
Information Technology	543 339	-	-	543 339	363 514	-	-	363 514
Staff Service Account	-	-	-	-	-	-	-	-
TOTAL, GOV. BOARD, DIRECTORATE AND CORPORATE SERVICES	2 953 532	-	-	2 953 532	1 904 651	-	-	1 904 651
III. INVESTMENT (Line 5)								
Staff development	345 597	-	-	345 597	354 149	-	-	354 149
Renovation of Building	208 792	-	-	208 792	63 481	-	-	63 481
IT Technology	423 512	-	-	423 512	399 735	-	-	399 735
TOTAL, INVESTMENT	977 901	-	-	977 901	817 365	-	-	817 365
TOTAL, EXPENDITURE I - III	19 991 656	7 087 564	(2 339 087)	24 740 133	17 163 280	7 288 526	(2 177 589)	22 274 217
EXCESS/(SHORTFALL) INCOME LESS EXPENDITURE	(1 372 116)	(58 694)	-	(1 430 810)	(1 813 098)	(619 425)	-	(2 432 523)
OTHER RESOURCES & RESERVES								
Liquidation of previous years' obligations	120 000	50 000	-	170 000	120 000	100 000	-	220 000
Transfer to the Stabilization Reserve Account ⁴	(701 069)	-	-	(701 069)	(842 797)	-	-	(842 797)
Reserves & Fund Balances on 1 January	11 620 322	3 927 147	-	15 547 469	11 927 948	2 349 870	-	14 277 818
TOTAL, OTHER RESOURCES & RESERVES	11 039 253	3 977 147	-	15 016 400	11 205 150	2 449 870	-	13 655 021
BALANCE AT YEAR END ALL MANAGED FUNDS⁵	9 667 137	3 918 453	-	13 585 590	9 392 052	1 830 446	-	11 222 498

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

¹ 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.

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

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

⁴ 5% previous year's IIEP Paris (US\$ 504K); IIEP Buenos Aires (US\$ 45K) and IIEP Dakar (US\$ 176K) payrolls; and SRA audit adjustments (previous year interests on investment and indemnities).

⁵ Reserve balance available for projects execution at the beginning of the year.

Schedule 1. IIEP estimated resources in 2022 (expressed in current US\$), page 1 of 2

Core Funding and Project Funding Programmes

Source	2022 Approved (1)	Share % (2)	2022 New Estimates (3)	Share % (4)	Increase/(Decrease) of (3) less (1) Amount (5)
A. IIEP SPECIAL ACCOUNT					
INCOME					
I. UNESCO Financial Allocation	2 140 100	9,2	2 140 100	10,8	-
II. Voluntary Contributions					
France (AFD)	2 948 113	12,6	2 507 523	12,6	(440 591)
France (AFD GCI)	884 434	3,8	752 257	3,8	(132 177)
France (MOFA)	1 200 000	5,1	2 006 336	10,1	806 336
Norway	3 117 423	13,4	1 266 000	6,4	(1 851 423)
Sweden	2 278 041	9,8	1 750 000	8,8	(528 041)
Switzerland	3 222 342	13,8	2 014 943	10,2	(1 207 398)
Total, Voluntary Contributions	13 650 353	58,6	10 297 059	51,9	(3 353 295)
TOTAL, I & II	15 790 453	67,7	12 437 159	62,7	(3 353 295)
III. OTHER INCOME					
Programme Support Funds	2 435 087	10,4	2 533 009	12,8	97 922
Income from training	374 000	1,6	358 102	1,8	(15 898)
Miscellaneous Income	20 000	0,1	21 912	0,1	1 912
TOTAL, OTHER INCOME	2 829 087	12,1	2 913 023	14,7	83 936
TOTAL, INCOME CORE FUNDING (CF)	18 619 540	79,9	15 350 182	77,4	(3 269 359)
IV. PROJECT FUNDING INCOME (PF)					
Contracts - Governments					
Benin**	-	-	57 827	0,3	57 827
Burkina Faso GHR	147 470	0,6	91 419	0,5	(56 051)
Burkina Faso EMIS	350 463	1,5	266 470	1,3	(83 993)
Burundi**	212 632	0,9	127 488	0,6	(85 144)
Cape Verde*	-	-	39 993	0,2	39 993
Ecuador*	5 683	0,0	-	-	(5 683)
Guyana*	-	-	70 030	0,4	70 030
Mali**	-	-	18 531	0,1	18 531
Niger**	-	-	26 235	0,1	26 235
Nigeria**	-	-	177 390	0,9	177 390
Togo**	-	-	30 153	0,2	30 153
Total, Contracts - Governments	716 248	3,1	905 537	4,6	189 289
Contracts - Others					
Agence Française de Développement (AFD - Senegal)	-	-	19 993	0,1	19 993
Agence Française de Développement (AFD - Quality)**	1 500 000	6,4	1 666 226	8,4	166 226
Caribbean Development Bank (CDB)	12 000	0,1	12 000	0,1	-
Conseil de l'Entente (CERFER)**	127 071	0,5	-	-	(127 071)
Dubai Cares	86 351	0,4	43 055	0,2	(43 296)
Education for All/PEIC	-	-	-	-	-
European Union Haiti 2018-2021	333 207	1,4	294 948	1,5	(38 259)
European Union Haiti 2022-2023	140 000	0,6	300 000	1,5	160 000
European Union FPI	454 820	2,0	375 547	1,9	(79 273)
Foundation Open Society Institute (OSI)	100 000	0,4	200 000	1,0	100 000
Global Partnership for Education (GPE) (PAR - Guyana)	-	-	167 455	0,8	167 455
Global Partnership for Education (GPE) (PAR - Yemen)	-	-	17 000	0,1	17 000
Global Partnership for Education (GPE) (PAR - Climate Change)	-	-	125 000	0,6	125 000
Network for Int. Policies & Coop. in Ed. Training (NORRAG)	-	-	29 103	0,1	29 103
OECD	-	-	37 000	0,2	37 000
OXFAM IBIS	-	-	180 984	0,9	180 984
Save the Children International (Dakar)**	19 198	0,1	-	-	(19 198)

Schedule 1. IIEP estimated resources in 2022 (expressed in current US\$), page 2 of 2

Core Funding and Project Funding Programmes					
Source	2022 Approved	Share %	2022 New Estimates	Share %	Increase/(Decrease) of (3) less (1) Amount
	(1)	(2)	(3)	(4)	(5)
UNESCO¹	2 511 080	10,8	1 595 061	8,0	(916 019)
UNICEF¹	451 895	1,9	328 749	1,7	(123 146)
UNOPS*	-	-	45 391	0,2	45 391
UNHCR	-	-	40 000	0,2	40 000
West African Economic & Monetary Union (WAEMU) (PROFOR)**	200 000	0,9	-	-	(200 000)
World Bank (PAR)	120 000	0,5	-	-	(120 000)
Fellowships & other funds					-
Annual Training Program (Fellowships IBA)	50 000	0,2	32 358	0,2	(17 642)
Annual Training Program (Fellowships Dakar)	200 000	0,9	247 978	1,2	47 978
Staff Service Account	7 000	0,0	5 717	0,0	(1 283)
Total, Contracts - Others	6 312 622	27,1	5 763 565	29,0	(549 057)
TOTAL, CONTRACTS	7 028 870	30,2	6 669 102	33,6	(359 768)
V. Programme Support Funds (PSF) inter-fund elimination					
Programme Support Costs	(396 008)	- 1,7	(287 211)	- 1,4	108 798
Staff costs recovery & other	(1 943 079)	- 8,3	(1 890 379)	- 9,5	52 700
Total, Elimination - PSF	(2 339 087)	- 10,0	(2 177 589)	- 11,0	161 498
TOTAL, PROJECT FUNDING INCOME	4 689 783	20,1	4 491 512	22,6	(198 270)
TOTAL, INCOME I - V, IIEP SPECIAL ACCOUNT	23 309 323	100,0	19 841 694	100,0	(3 467 629)
B. OTHER RESOURCES & RESERVES					
Liquidation of previous years' obligations, Core Funding Prog.	120 000	-	120 000	-	-
Liquidation of previous years' obligations, Project Funding Prog.	50 000	-	100 000	-	50 000
Transfer to Stabilization Reserve Account	(701 069)	-	(842 797)	-	(141 728)
Reserves & Fund Balances on 1 January, Core Funding Prog.	11 620 322	-	11 927 948	-	307 626
Reserves & Fund Balances on 1 January, Project Funding Prog.	3 927 147	-	2 349 870	-	(1 577 276)
TOTAL, OTHER RESOURCES & RESERVES	15 016 400	-	13 655 021	-	(1 361 379)
GRAND TOTAL, IIEP MANAGED FUNDS	38 325 722	-	33 496 715	-	(4 829 008)

* Contributions to IIEP Buenos Aires.

** Contributions to IIEP Dakar.

¹ UN Family projects signed with the three IIEP Offices.

Schedule 2. IIEP estimated expenditure in 2022 (expressed in current US\$)

Core Funding and Project Funding Programmes	2022 Approved						New Estimates 2022					
	Core Funding Prog. (CF)		CF	Project Funding	Grand	Share	Core Funding Prog. (CF)		CF	Project Funding	Grand	Share
	Staff	Activities	Sub-total	Progr. (PF)	Total	%	Staff	Activities	Sub-total	Progr. (PF)	Total	%
A. IIEP SPECIAL ACCOUNT												
<u>I. PROGRAMME OPERATIONS</u>												
1. STRATEGIC OBJECTIVE 1: TECHNICAL COOPERATION AND CAPACITY DEVELOPMENT												
Training (Line 1)	3 341 230	716 600	4 057 829	1 490 595	5 548 424	20,5	3 672 706	581 061	4 253 767	1 723 484	5 977 252	24,4
Technical Cooperation (Line 2)	4 585 372	520 030	5 105 402	4 167 139	9 272 541	34,2	4 105 537	602 508	4 708 044	3 776 405	8 484 449	34,7
TOTAL, TECH. COOP. & CAP. DEVELOPMENT	7 926 602	1 236 629	9 163 231	5 657 734	14 820 965	54,7	7 778 243	1 183 569	8 961 812	5 499 889	14 461 700	59,1
2. STRATEGIC OBJECTIVE 2: KNOWLEDGE PRODUCTION AND KNOWLEDGE SHARING												
Research and Development (Line 3)	3 163 779	563 715	3 727 494	1 156 472	4 883 965	18,0	2 558 740	327 713	2 886 452	1 278 932	4 165 385	17,0
Outreach & Advocacy (Line 4)	2 327 791	841 707	3 169 499	273 358	3 442 857	12,7	2 014 309	578 691	2 593 000	509 705	3 102 706	12,7
TOTAL, KNOWLEDGE PRODUCTION AND KNOWLEDGE SHARING	5 491 570	1 405 423	6 896 993	1 429 830	8 326 822	30,7	4 573 049	906 404	5 479 453	1 788 637	7 268 090	29,7
TOTAL, I: PROGRAMME. OPERATIONS	13 418 172	2 642 052	16 060 224	7 087 564	23 147 788	85,5	12 351 292	2 089 972	14 441 264	7 288 526	21 729 791	88,9
<u>II. GOV. BOARD, DIRECTORATE & CORPORATE SERVICES (Line 5)</u>												
1. GOV. BOARD & DIRECTORATE												
Governing Board	143 738	88 000	231 738	-	231 738	0,9	149 068	112 079	261 146	-	261 146	1,1
Directorate/Monitoring and Evaluation	594 944	185 000	779 944	-	779 944	2,9	275 795	142 968	418 763	-	418 763	1,7
TOTAL, GOV. BOARD & DIRECTORATE	738 682	273 000	1 011 682	-	1 011 682	3,7	424 862	255 047	679 909	-	679 909	2,8
2. CORPORATE SERVICES												
General Administration	794 469	604 042	1 398 511	-	1 398 511	5,2	254 450	606 777	861 227	-	861 227	3,5
Institutional Information Technology	189 351	353 988	543 339	-	543 339	2,0	87 248	276 266	363 514	-	363 514	1,5
TOTAL, CORPORATE SERVICES	983 820	958 030	1 941 850	-	1 941 850	7,2	341 699	883 042	1 224 741	-	1 224 741	5,0
TOTAL, II: GOV. BOARD, DIRECTORATE & CORP. SERVICES	1 722 502	1 231 030	2 953 532	-	2 953 532	10,9	766 561	1 138 089	1 904 651	-	1 904 651	7,8
<u>III. INVESTMENT (Line 5)</u>												
1. INVESTMENT												
Staff development	232 597	113 000	345 597	-	345 597	1,3	273 612	80 537	354 149	-	354 149	1,4
Renovation of building	125 154	83 638	208 792	-	208 792	0,8	18 940	44 540	63 481	-	63 481	0,3
IT Technology	238 554	184 958	423 512	-	423 512	1,6	230 777	168 958	399 735	-	399 735	1,6
TOTAL, III: INVESTMENT	596 305	381 596	977 901	-	977 901	3,6	523 330	294 035	817 365	-	817 365	3,3
TOTAL EXPENDITURE I, II & III	15 736 978	4 254 678	19 991 656	7 087 564	27 079 220	100,0	13 641 183	3 522 097	17 163 280	7 288 526	24 451 806	100,0
<u>IV. PROGRAMME SUPPORT FUNDS (Inter-fund elimination)</u>												
Programme Support Costs	-	-	-	(396 008)	(396 008)	-	-	-	-	(287 211)	(287 211)	-
Staff costs recovery & other	-	-	-	(1 943 079)	(1 943 079)	-	-	-	-	(1 890 379)	(1 890 379)	-
Total, Elimination - PSF	-	-	-	(2 339 087)	(2 339 087)	-	-	-	-	(2 177 589)	(2 177 589)	-
TOTAL, EXPENDITURE IIEP SPECIAL ACCOUNT	15 736 978	4 254 678	19 991 656	4 748 477	24 740 133	100,0	13 641 183	3 522 097	17 163 280	5 110 937	22 274 217	100,0

Financial Table 2. **Stabilization reserve account statement of income and expenditure for 2022**

<u>in US\$</u>	<u>Total</u>
BALANCE BROUGHT FORWARD 1 JANUARY 2022	11 474 235
INCOME 2021	
Interest gained	5 484
EXPENDITURE 2021	
Termination indemnities	(123 163)
BUDGET BALANCE BROUGHT FORWARD 1 JANUARY 2022	11 356 556
INCOME 2021	
Previous year's 5% payroll	725 118
TOTAL ESTIMATED INCOME	725 118
EXPENDITURE 2021	
TOTAL ESTIMATED EXPENDITURE	-
EXCESS/(SHORTFALL): INCOME LESS EXPENDITURE	725 118
BALANCE AS AT 31 DECEMBER 2022	12 081 674

Appendices to GB/4 Part I

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Additional project examples

Training: Additional examples of in-country projects

Tailor-made training to support the national development of sector plans

Angola: Financed by UNICEF Angola, this five-month course in Portuguese developed the capacities of technical teams from the national MoE who deal with data collection and systematization, to improve the implementation of educational policies. The programme trained 40 public officials from different levels of government (national, provincial, municipal, and communal).

Guyana: IIEP BA and Paris supported the MoE by strengthening capacities of regional and district education officers to develop, implement, and monitor school improvement plans.

Nigeria: IIEP Dakar provided a three-week blended training course in English on the analysis, planning, and management of the education sector in collaboration with IIEP Paris and funded through the Universal Basic Education Commission (UBESC) – Better Education Service Delivery for All (BESDA) project, of the Federal Ministry of Education of Nigeria.

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Technical Cooperation: Additional examples of in-country projects

Country activities of the Gender at the Centre Initiative (GCI)

Burkina Faso: GCI conducted a Gender Participatory Diagnostic of the MoE and provided recommendations. Preliminary discussions on gender-responsive budgeting took place as part of a new area of work co-funded by the Open Society Foundation.

Chad: 48 participants from the MoE and partners joined a four-day training course on integrating gender in educational planning, in preparation for the GPE partnership compact.

Mali: GCI launched a participatory gender diagnostic within the MoE.

Nigeria: In April 2022, IIEP, in partnership with UNGEI, delivered a training course on Gender-Sensitive Education Planning and Transformative Leadership, accompanying 20 agents from the state and federal MoEs.

Sierra Leone: IIEP Dakar supported the government with finalization and costing of its 2022–2026 Education Sector Plan, featuring a strong gender dimension. A training course on gender responsive data collection and planning took place in October.

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Knowledge management and mobilization: Additional examples of projects

2022 meetings and events

- **CIES:** In April 2022, IIEP took part in the hybrid Comparative and International Education Society (CIES) Annual Conference participating in [16 panels](#). In the wider context of the event, IIEP also launched two new publications – *Open School Data: What Planners Need to Know* and *Learning, Marginalization, and Improving the Quality of Education in Low-Income Countries*.
- **Learn4dev:** Since 2019, IIEP has been a member of Learn4dev, an international network of renowned organizations working in the field of learning and development. In partnership with AFD, IIEP hosted the network’s annual meeting entitled ‘Promoting Gender Transformative Learning Environments: Where do we stand? What can be done?’

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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 in human resources planning, recruitment, performance management, and career development.
- Ensuring the optimum and efficient running of information technology (IT) services such as computer, networks, and telecommunications systems.
- 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 IPSAS and with UNESCO's rules and regulations.
- Safeguarding IIEP's assets.
- Leading the Institute's greening efforts.

A teleworking policy is in place and many staff telework for two days each week. Administrative processes are well adapted to this, and include approval workflows for invoices and quotations, provision of supplier and donor agreements, availability of human resources documents, and online IT support.

In 2022 the Finance team regularly monitored actual programme implementation in comparison with the plan, and prepared medium-term financial simulations, accounting, and administration dashboards. It updated the forecasts and presented reports to the Finance and Administrative Committee in June. Working closely with the Director's office and Team Leaders on ensuring the sustainability of the Institute to 2026, the team also prepared a three-year HR plan, created simulation models, and advised on HR cost reduction, to ensure IIEP's financial viability in the long term.

The external audit, which took place remotely from Canada this year due to the COVID-19 crisis, was very successful.

The IT team continued to handle the increased demand caused by teleworking. Operating systems and firewalls were upgraded, and storage capacity was greatly increased in the three offices to allow for replication of data and secure data recovery.

The HR team continued to deliver a consistent and valued service across the Institute, working with the Director's office and Team Leaders on a talent mapping exercise and supporting staff in personal and professional matters. The team also generated HR metrics to inform better management decision-making. Further details are given in section [Human resources management](#) of this appendix.

Further information on the work of Corporate Services is provided in the following pages.

General Administration expenditure for 2022

General Administration expenditure includes, for all three offices: the management of premises, the purchase and maintenance of equipment, furniture and supplies, utilities, building insurance, and other expenditure. This year IIEP expects a 100% implementation rate in General Administration activities expenditure, or US\$ 606,777 (see [Schedule 2](#)).

Management of premises

The premises at IIEP Paris and IIEP BA remain the property of their host governments, which both provide support for building maintenance. The IIEP Dakar team resides in the premises of the UNESCO Regional Office in Dakar, to whom a fee of US\$ 60,000 was paid for rent, utilities, and services.

While from 2019 onwards, no subsidy for building maintenance at IIEP Paris has been provided by the French Ministry of Higher Education and Research, IIEP remains hopeful to obtain the Ministry's support in future years. At its meeting this year, the Ministry communicated their wish to regularize the lease with IIEP before making any further commitment.

IIEP Paris awaits the report from an audit of the electricity in the office. Furthermore, some parts such as frequency variators need replacing in both elevators.

Due to the continuing COVID-19 situation and in accordance with UNESCO guidelines, some physical distancing protocols were maintained, mainly during the first half of the year.

Greening IIEP

During the challenging year of 2022 the Greening IIEP team had significantly less time and resources to allocate to its activities. The team proposed safer, higher quality bicycle racks in the garage, to still be agreed on and installed, which will help promote a greener lifestyle among IIEP's staff.

Additional proposals submitted during 2021 are still to be considered, including: switching to a more sustainable electricity provider as done by UNESCO HQ, a vegetable garden and composting system, and staff performance objectives which institutionalize environmental sustainability. The team also continues to encourage the use of digital invoices and limiting printing to essential needs.

Finally, in 2022 IIEP continued to produce detailed reports on the yearly UNESCO environmental inventory and the quarterly carbon tax on air travel.

Institutional information technology (IT)

UNESCO continued its policy of partial teleworking this year, and the three IIEP offices were prepared, with all staff using laptops and VPN entry points available locally via each duty station. With high demand for videoconferencing, IIEP consolidated its Zoom licences with UNESCO HQ, reducing costs and administrative overhead.

After five years in service, the IT systems at IIEP BA and IIEP Dakar began to run low on disk space. The IT team undertook missions to install new equipment to expand capacity. At the same time, core networks were upgraded to streamline access to the new storage pools. These projects delivered a sixfold increase in disk space at each site, thus future-proofing both offices for several years to come. Current storage capacity at IIEP Paris was also increased to maintain replication of data from the offices for recovery purposes.

To better protect data, interconnections were put in place and replication was enabled across the three offices. This also allows more efficient use of bandwidth when staff travel to other offices, providing them with local connections to their data. In addition to this, a portion of IIEP data is replicated at UNESCO HQ for data recovery purposes.

With these connections requiring more bandwidth, Internet contracts were renegotiated at IIEP Paris, resulting in lower monthly fees and an increase of 155% in uplink speed. The contracts for IIEP BA and IIEP Dakar will be reviewed in 2023.

The operating systems in all three offices were also upgraded, as some systems reached their end of life in 2022. The firewalls were also upgraded, to remain aligned with UNESCO security policies and facilitate the deployment of new connectivity solutions, with the aim of implementing them in 2023.

An audit of the existing telephone platform at IIEP Paris was conducted to examine the feasibility of adopting modern cost-effective solutions. Various vendors were contacted with a view to deploying a new system in 2023.

Finally, after a successful recruitment a new IT Assistant has taken up a position in Dakar.

Estimated costs for institutional information technology will amount to US\$ 276,266, of which US\$ 184,950 relates to software licences. Investment in IT software and equipment totalled US\$ 168,958, including computer equipment purchases, storage, and software upgrades for the three offices.

Human resources management

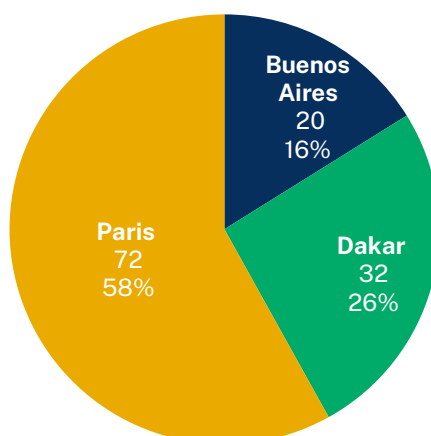
The strategic role of the HR function continues to evolve to support the changing needs of IIEP personnel and cope with a more complex global operating environment. HR's role is to support the development and maintenance of a workforce that is healthy, efficient, productive, loyal, flexible, and adaptive to change. In this regard the HR function is adapting and tailoring its services to meet the needs of staff in a hybrid work environment following the COVID-19 pandemic. One pressing need is to ensure a positive and meaningful work-life balance for all staff. This means supporting general wellbeing, providing a psychological safety net, offering relevant development opportunities, and developing the skills of managers to support an autonomous workforce.

In 2022, the team implemented a personnel exit survey. Its purpose is to measure how satisfied or dissatisfied Personnel are during their work life at IIEP and to gather suggestions on how IIEP can improve the 'employee experience'.

Workforce structure

At the end of 2022, the IIEP headcount in IIEP's three offices stood at 124, compared with 133 personnel in 2021, a 7% reduction. The headcount includes all types of contracts such as Established Posts, Project Appointments (PA), and Service Contracts (SC), as shown in *Figure 1*. 21 positions were filled in 2022, while 24 positions were vacated due to retirements, agreed separations, contract non-renewal, and termination of contracts to align with IIEP's current and future human resource needs.

Figure 1. Geographical distribution of 124 IIEP personnel (2022)



The breakdown of personnel by grade and location is shown in *Table 1*.

Table 1. IIEP personnel by grade and location (2022)

Grade	IIEP Paris	IIEP Dakar	IIEP Buenos Aires	Total
D-2	vacant			
D-1	1			1
P-5	2	3	1	6
P-4	7	4		11
P-3	14	9	1	24
P-2	15	6		21
P-1	6	2		8
NO-C			2	2
NO-B		1	7	8
GS-6	5	1	1	7
GS-5	13	4	1	18
GS-4	2		2	4
GS-3		1		1
SC	7	1	5	13
Total	72	32	20	124

The gender distribution of IIEP personnel is shown in *Table 2*.

Table 2. IIEP personnel gender distribution in 2022

Gender	Paris	Dakar	Buenos Aires	Total	% of total personnel
Female	56	14	14	84	68%
Male	16	18	6	40	32%
Total	72	32	20	124	100%

There remains a gender disparity in all IIEP offices due to the structure of the employment market from which it recruits talent. Education is an area with a traditionally majority female gender balance, meaning female candidates are statistically more likely than male candidates to gain posts. Where possible, recruitment aims to achieve gender parity in line with UNESCO guidelines. However, IIEP also aims to recruit the best possible candidates from an increasingly competitive market.

Some of IIEP's new staff are filling new positions to support work streams that were adopted in 2022, such as the post of Resource Mobilization Officer, specifically created to enhance IIEP's partnering and resource mobilization effort. Others are filling positions that were left vacant due to retirements, resignations, and regular contract terminations.

IIEP's staffing unit recruits for 'fit' with IIEP's vision and culture and develops its staff by providing access to professional and personal development and growth. Furthermore, the team has begun work on refining terms of reference, and regularly advises hiring managers and consults with

UNESCO's Staffing Unit to enhance recruitment capabilities over time and ensure IIEP has access to talent pools.

Personnel recruitment

This year, 21 recruitment cycles were conducted across IIEP's three offices: six staff were appointed in newly created positions, nine staff in existing positions, and six staff were promoted through competitive recruitment. To accelerate recruitment, HR has delegated the ability to hiring managers to access and shortlist candidates. UNESCO's recruitment platform has also been enhanced, enabling IIEP to make recruitment decisions more effectively.

Table 3 shows the average time it took to complete these recruitment cycles in 2022, which has significantly improved across all three offices.¹² The overall average recruitment cycle is now below the 147 days baseline set by UNESCO, with plans to improve further.

Table 3. Average recruitment cycle for new and existing personnel in 2022, in days

Duty station	Average recruitment cycle	
	2021	2022
IIEP Paris	121	86
IIEP Dakar	192	129
IIEP Buenos Aires	224	173
Total average recruitment cycle	179	129

Table 4 shows the new positions to which personnel were recruited in 2022, while *Table 5* shows the personnel recruited to existing positions in 2022.

Table 4. Personnel in newly created positions (6)

Location & Post Title	Grade	Team	Contract Type	Effective Date
IIEP Paris				
Associate Education Programme Specialist	P-1	TC	PA	01/10/2022
Associate Education Programme Specialist	P-1	TC	PA	01/11/2022
Human Resources Assistant	SC/3	CSU	SC	11/04/2022
IIEP Dakar				
Gender-Sensitive Education Policy Analyst	P-3	Dakar	PA	21/04/2022
Associate Education Policy Analyst (YPP)	P-1	Dakar	PA	09/05/2022
Administrative Assistant	GS-5	Dakar	PA	01/06/2022

¹² The 'recruitment cycle' is defined as the number of days from advertisement of a position to signature of the letter of acceptance.

Table 5. **New personnel recruited to existing positions in 2022(9)**

Location & Post Title	Grade	Team	Contract Type	Effective Date
IIEP Paris				
Chief Technical Officer	D-1	DIR	PA	01/04/2022
Global Training Practice	P-5	TEP	PA	01/06/2022
Strategic Partnership Officer	P-3	DIR	PA	30/05/2022
IIEP Dakar				
Associate IT Officer	NO-B	Dakar	PA	01/06/2022
Administrative Assistant	GS-5	Dakar	PA	05/09/2022
IIEP Buenos Aires				
Knowledge Management & Mobilization Coordinator	NO-C	IBA	PA	16/08/2022
E-Learning Specialist	SB4/2	IBA	SC	01/07/2022
Content Editor	SB3/2	IBA	SC	15/04/2022
Bilingual Editor	SB3/2	IBA	SC	15/01/2022

In 2022, IIEP promoted six Project Appointment and Service Contract personnel to higher grades through a competitive recruitment exercise which included external candidates (see [Table 6](#)). In a market increasingly stretched for talent, IIEP will look to internal candidates who are work-ready and understand the Institute's mandate and culture. This is a sound people management strategy which demonstrates that IIEP values its people and rewards them accordingly. Diversity and inclusion will also underpin our talent sourcing effort.

Table 6. **Personnel promoted to a higher grade via competitive recruitment (6)**

Location & Post Title	Past Grade	New Grade	Team	Office	Effective Date
IIEP Paris					
Senior Education Programme Specialist	P-3	P-4	TC	Paris	01/09/2022
Associate Programme Specialist	P-1	P-2	TC	Paris	01/04/2022
Associate Education Programme Specialist	P-1	P-2	TC	Paris	01/10/2022
Associate Education Programme Specialist	P-1	P-2	TC	Paris	01/10/2022
Associate Education Programme Specialist	SC	P-2	TC	Paris	01/10/2022
IIEP Buenos Aires					
Deputy Coordinator, Training	SC	NO-B	IBA	IBA	01/04/2022

Separations

In 2022, IIEP bid farewell to 24 personnel, compared with 19 in 2021. Separations comprised a combination of retirements, resignations, mobility transfers, agreed separations, contract terminations, non-renewals, and a member of staff who passed away in March 2022.

Table 7. Personnel separations in 2022 (24)

Location & Post Title	Grade	Team	Contract Type	Separation Reason	Effective Date
IIEP Paris Office					
Director	D-2	DIR	FT*	Resignation	23/09/2022
Deputy Director	D-1	DIR	FT	Mobility Transfer	22/04/2022
Team Leader	P-5	TEP	FT	Retirement	31/05/2022
Programme Specialist	P-4	TC	PA	Resignation	18/02/2022
Programme Specialist	P-4	TC	PA	Resignation	31/03/2022
Programme Specialist	P-4	TC	FT	Mobility transfer	31/07/2022
Team Leader	P-4	IS	FT	Agreed separation	14/07/2022
Project Officer	P-3	TEP	PA	Retirement	30/06/2022
Programme Specialist	P-3	TC	PA	Resignation	04/08/2022
Associate Web Manager	P-2	IS	PA	Resignation	31/08/2022
Head (Print Shop)	GS-7	IS	FT	Agreed separation	31/01/2022
Programme Assistant	GS-5	TEP	PA	Deceased	11/03/2022
Project Assistant	SC	DIR	SC	End of contract	11/07/2022
Programme Specialist	P-3	IS	PA	Termination	31/12/2022
Programme Specialist	P-3	TC	PA	Termination	31/12/2022
Editor	P-3	IS	PA	Termination	31/12/2022
Team Assistant	SC	DIR	PA	Non-renewal	28/10/2022
IIEP Dakar Office					
Associate Training Expert	P-1	DK	PA	Non-renewal	31/05/2022
Finance Assistant	GS-6	DK	PA	Resignation	14/09/2022
Expert in Network Animation	P-3	DK	PA	Non-renewal	31/12/2022

Location & Post Title	Grade	Team	Contract Type	Separation Reason	Effective Date
IIEP Buenos Aires Office					
Receptionist/Clerk	GS-3	IBA	PA	Termination	31/12/2022
Assistant (TC & CoP)	SC	IBA	SC	Non-renewal	31/12/2022
Content Editor	SC	IBA	SC	Non-renewal	31/12/2022
ICT & Multimedia Assistant	SC	IBA	SC	Non-renewal	31/12/2022

*FT = Fixed Term contract

IIEP addressed the significant financial risks faced by the Institute by terminating or non-renewing a number of contracts and cancelling recruitment for 13 vacant positions. This process followed five key principles: transparency, ownership from senior management, making strategic choices, caring for personnel, and optimism, with the goal of laying the foundation for a strong and sustainable future. UNESCO guided and fully supported the Institute in this exercise. The contracts of nine personnel will end on 31st December 2022, and the other four staff members will depart in 2023.

IIEP's personnel turnover in 2022 stood at 19%, which falls within the average range of 12–20% in comparable organizations.¹³ While personnel departures are unavoidable, they place stress on IIEP programmes through loss of skills and competencies and can also lead to loss of morale. The HR team continuously aims to retain personnel by providing progressive career and development opportunities, meaningful work, and a caring work environment in which everyone is valued and celebrated for their contributions to IIEP's work.

Personnel welfare

Following changes to the work environment as a result of COVID-19, IIEP is progressively adopting a culture of flexibility, leadership, and connectedness, with the aim to balance the needs of personnel and the Institute. IIEP will enable supervisors to enhance their skills managing and leading a hybrid workforce, via formal and daily learning. The team will continue to use pulse surveys to ensure the Institute remains informed of personnel needs and concerns and takes meaningful actions to ensure a culture of inclusiveness, care, and responsibility at all levels.

Performance Management

The HR unit worked to ensure that all performance management goals set by UNESCO in 2022 were met. It achieved a 100% completion rate for both the 2022 Performance Objective Setting deadline on 28th February 2022, and the Mid-Term Performance Review deadline of 31st July

¹³ Turnover rate = [(# of employee separations) / (average # of employees)] x 100.

2022. Mid-term performance reviews are now conducted during the December annual personnel performance evaluation. IIEP is proud of its performance evaluation record, which demonstrates Institute-level collaboration and individual efforts to ensure its performance management function is met.

Going forward the team will continue to encourage managers to give continuous feedback, which becomes increasingly important in the current hybrid work environment. HR will also insist that performance evaluations are fair, transparent, and derive from objective decisions on the work accomplished.

Personnel Learning and Development

Data shows that IIEP personnel spent an average of 3.3 days on learning and development in 2022, while 18 personnel spent five or more days, a commendable achievement which can be replicated across the Institute if granted opportunity, resources, time, and motivation.

The Institute allocated US\$ 345,597 towards personnel development, activities, and staff time. It is estimated that a total of US\$ 354,149 will be spent this year, which represents a 102% implementation rate. Of the 2022 allocation, US\$ 46,783 was spent on executive coaching for six Team Leaders and supervisors. IIEP managers and supervisors are also following a UNESCO-led initiative entitled 'Performance Management Curriculum for Supervisors', which consists of e-learning modules and virtual workshops on sound management practices. A further US\$ 4,999 was once again spent on complementary self-directed leadership development via the Harvard ManageMentor portal.

IIEP spent US\$ 24,135 on a structured career management programme for thirteen personnel whose contract will not be renewed at the end of the year. This was a sound investment and demonstrated IIEP's people-centred culture even at separation.

In addition to individual training activities, IIEP personnel completed UNESCO compliance training as well as using its learning platform MyTalent to enhance knowledge and skills. UNESCO compliance courses in which IIEP personnel took part include:

- Ethics at UNESCO
- Gender Equality at UNESCO
- UNESCO Cyber Security Fundamentals
- Greening UNESCO: Environmental Awareness & Action
- Prevention of Sexual Exploitation and Abuse by UN Personnel
- Prevention of Sexual Exploitation and Abuse by UN Personnel for Managers

Records obtained from UNESCO/HRM show that 72 personnel completed one or more of these mandatory courses by October 2022, and the HR team will continue to improve participation rates.

Human Resources Charts (headcount figures include all types of contracts)

Figure 2. Personnel headcount by office (2019–2022)

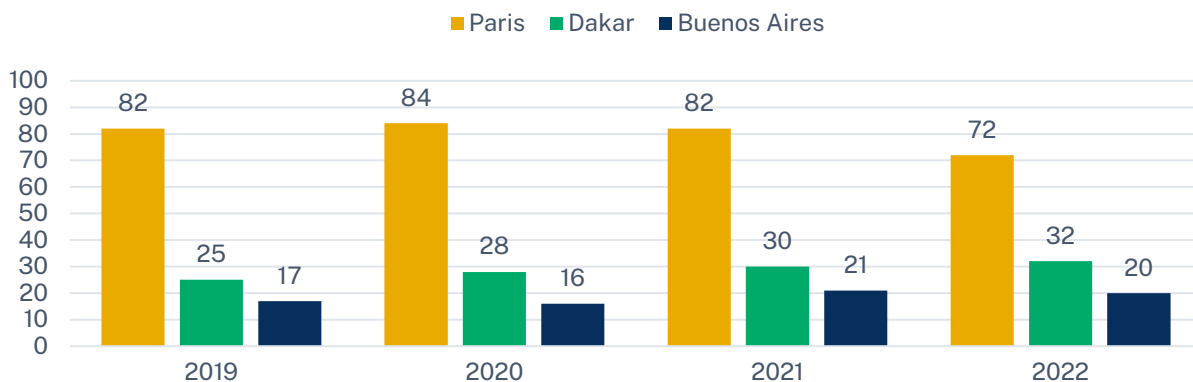


Figure 3. Personnel headcount by office (2010–2022)

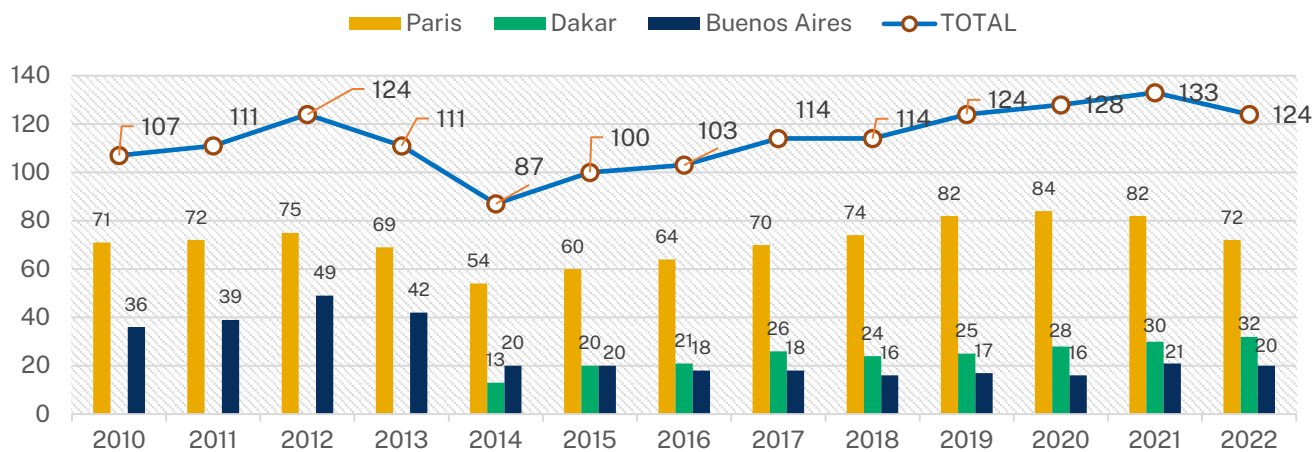


Figure 4. Personnel headcount by gender (2019–2022)

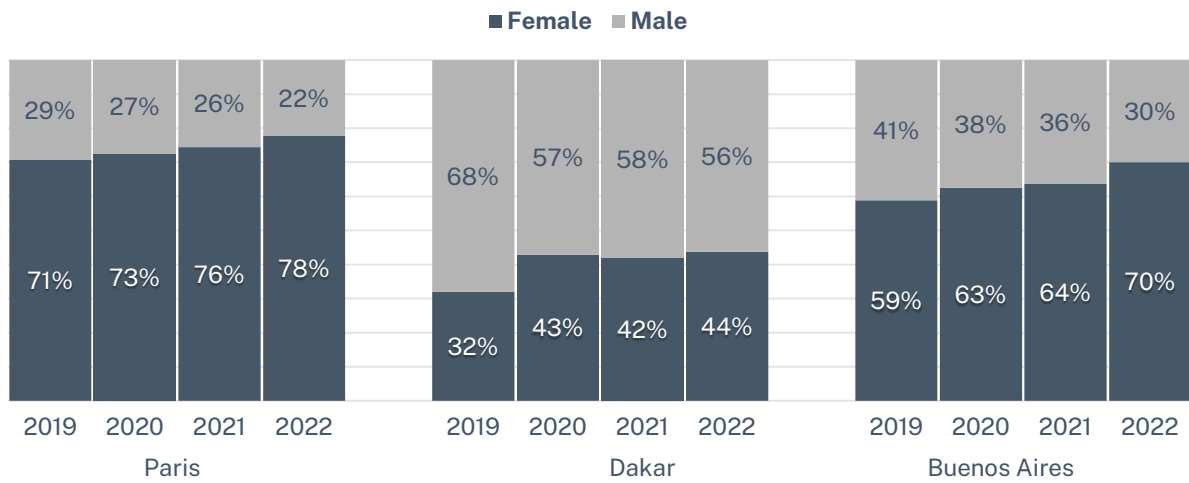


Figure 5. Gender balance analysis by grade (2022)

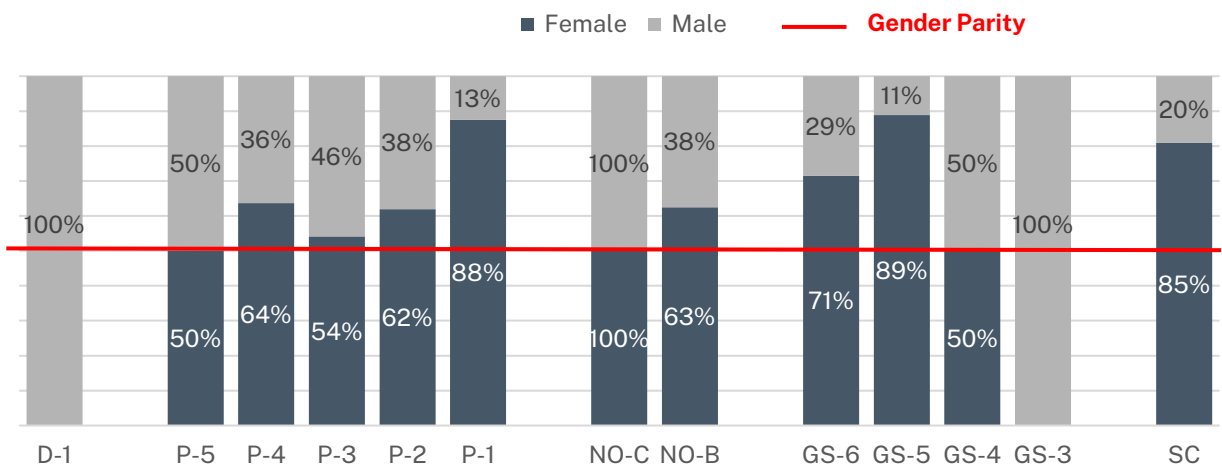
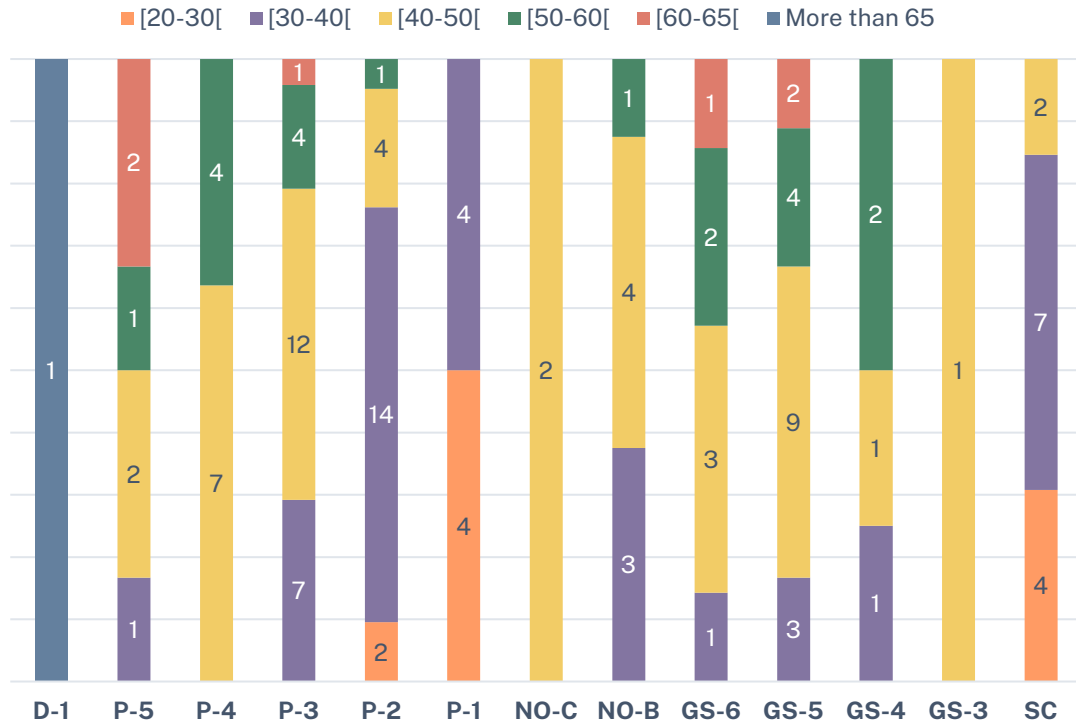


Figure 6. Personnel headcount by grade and age (2022)¹⁴



¹⁴ The median age of IIEP's workforce in 2022 was 42 years.

Figure 7. IIEP Paris personnel distribution by grade (excluding Service Contracts)

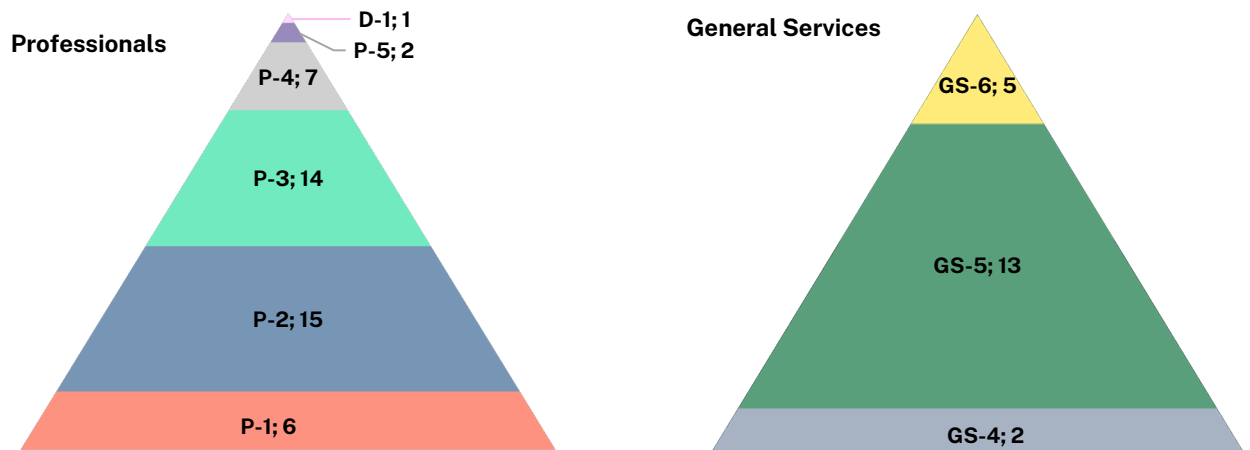


Figure 8. IIEP Dakar personnel distribution by grade (excluding Service Contracts)

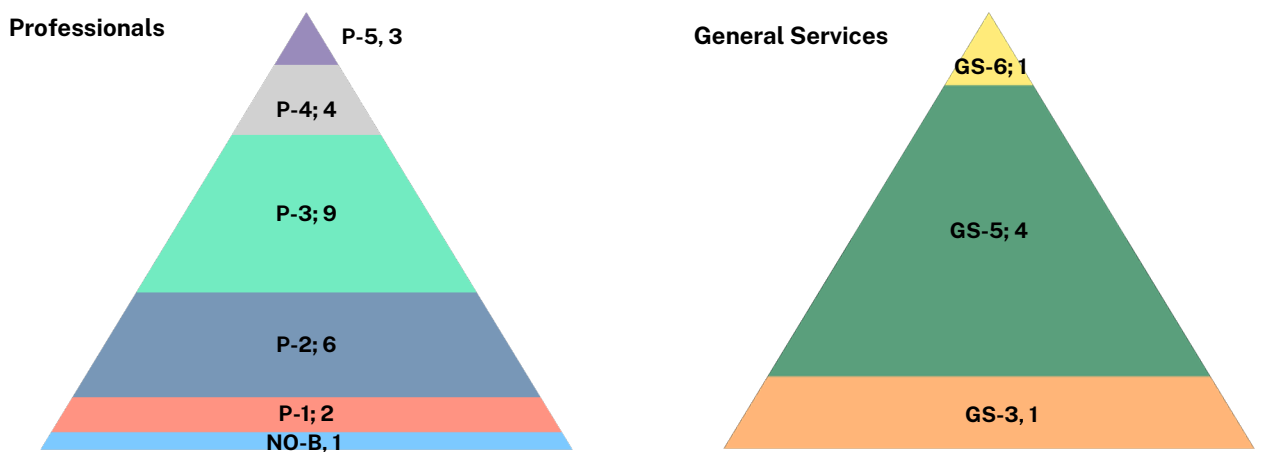
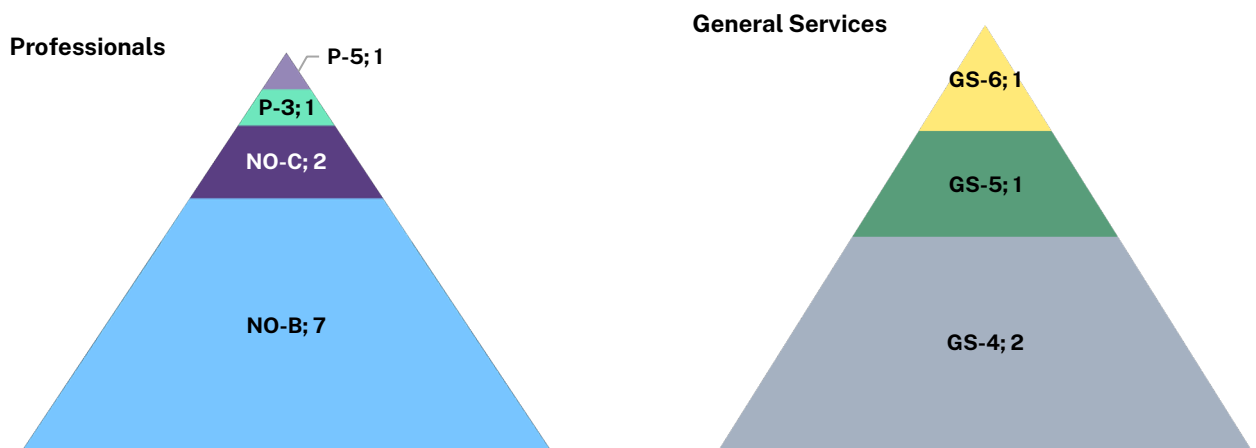


Figure 9. IIEP Buenos Aires personnel distribution by grade (excluding Service Contracts)



The three offices have various contractual arrangements with their personnel. The different occupied posts by contract type appear in *Figure 10*.

Figure 10. Posts by category (2019–2022)

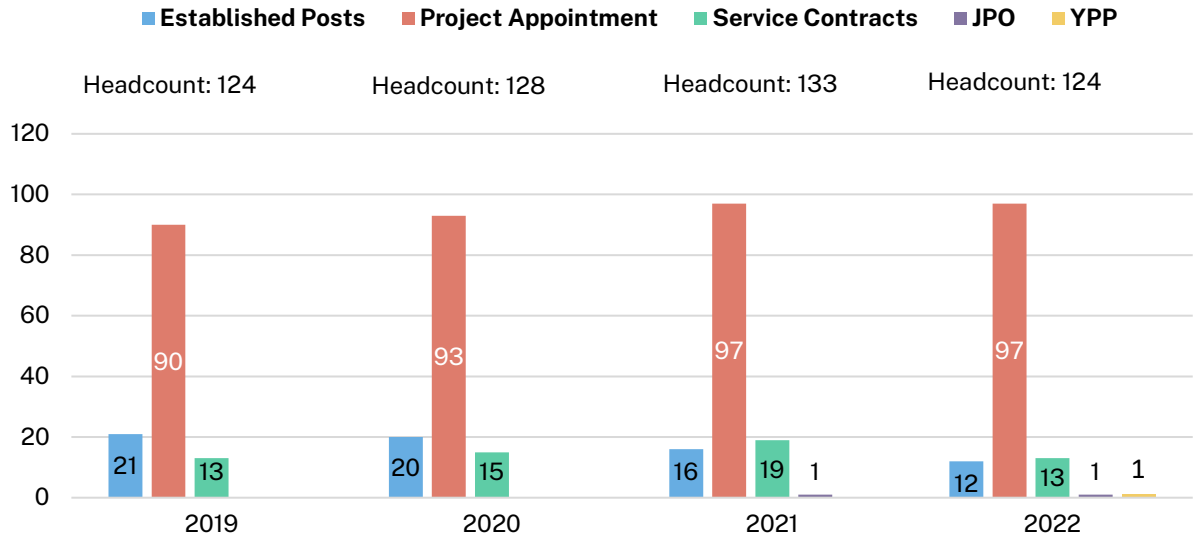


Figure 11. IIEP headcount by post (2019–2022)

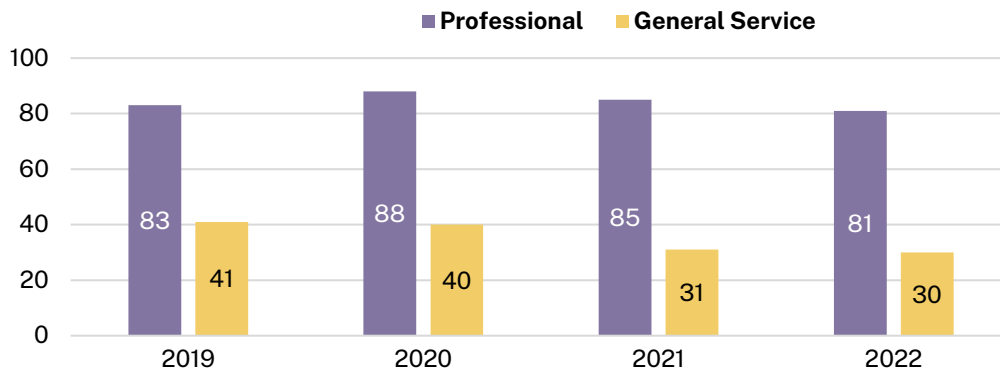


Figure 12. **Recruitments and departures, IIEP Paris (2010–2022)**¹⁵

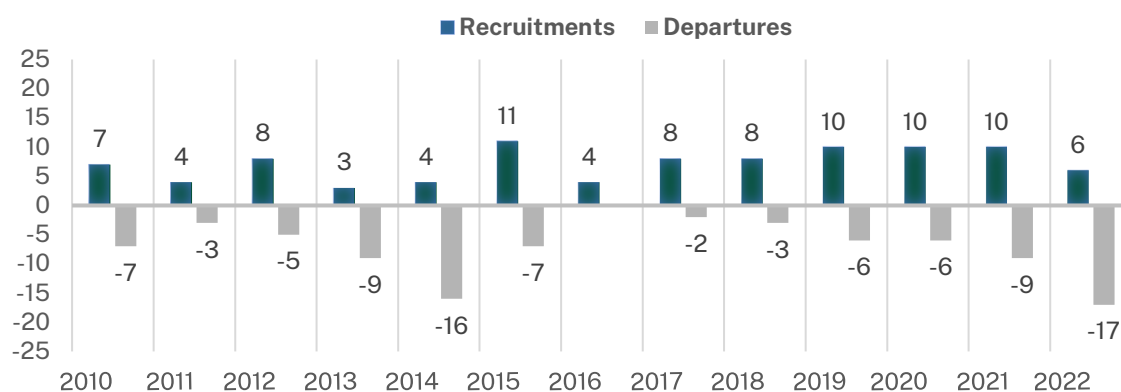


Figure 13. **Recruitments and departures, IIEP BA (2014–2022)**

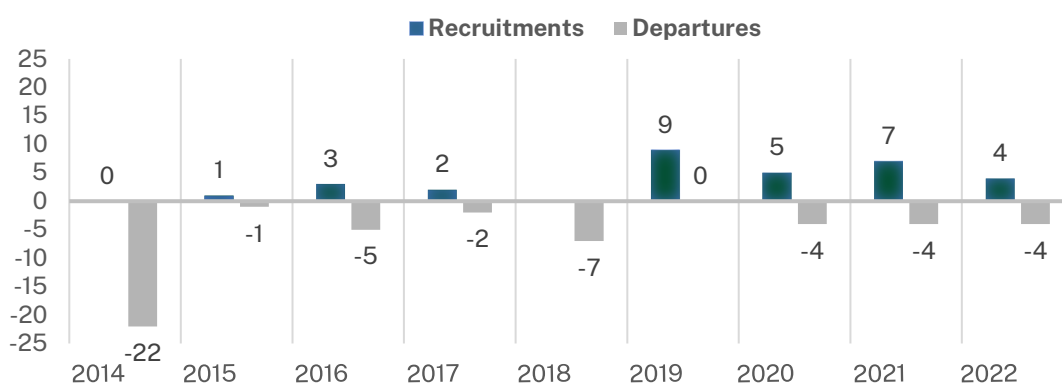


Figure 14. **Recruitments and departures, IIEP Dakar (2014–2022)**



¹⁵ Departures for Figures 12–14 include personnel reductions approved for the three offices in 2022.

Appendix III: Historical financial data

Table 8. Statement of resources and expenditure, final 2021 vs final 2020

Core Funding and Project Funding Programmes	Final 2020				Final 2021			
	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 \$
IIEP SPECIAL ACCOUNT								
ACTUAL REVENUE ON A COMPARABLE BASIS								
I. UNESCO Financial Allocation	2 140 100	-	-	2 140 100	2 140 100	-	-	2 140 100
II. Voluntary Contributions	13 824 874	-	-	13 824 874	15 485 545	-	-	15 485 545
III. Contracts								
Governments	-	882 908	-	882 908	-	399 653	-	399 653
Other	-	7 472 941	(214 548)	7 258 393	-	3 486 429	-	3 486 429
TOTAL. GENERAL INCOME	15 964 974	8 355 848	(214 548)	24 106 274	17 625 645	3 886 081	-	21 511 726
IV. OTHER INCOME								
Programme Support Funds ¹	2 320 494	-	(1 853 322)	467 172	2 668 932	-	(2 272 558)	396 374
Training Programme cost recovery ²	363 831	-	(638 441)	(274 610)	560 270	-	(580 259)	(19 988)
Miscellaneous Income ³	22 044	-	-	22 044	12 734	-	-	12 734
TOTAL. OTHER INCOME	2 706 369	-	(2 491 763)	214 607	3 241 936	-	(2 852 816)	389 120
TOTAL INCOME OF THE YEAR	18 671 343	8 355 848	(2 706 310)	24 320 881	20 867 580	3 886 081	(2 852 816)	21 900 846
ACTUAL EXPENDITURE ON A COMPARABLE BASIS								
	10th Medium-Term Strategy				10th Medium-Term Strategy			
I. PROGRAMME OPERATIONS								
Training (Line 1)	3 033 048	1 787 213	(1 042 135)	3 778 127	3 525 250	1 659 818	(1 039 411)	4 145 657
Technical Cooperation (Line 2)	4 039 867	4 017 809	(1 391 998)	6 665 678	4 394 245	3 274 078	(1 168 368)	6 499 955
Research and Development (Line 3)	2 694 290	392 212	(137 812)	2 948 690	3 248 512	1 639 412	(447 632)	4 440 291
Outreach and Advocacy (Line 4)	2 459 358	215 726	(134 366)	2 540 718	2 709 840	774 463	(197 405)	3 286 898
TOTAL I. PROGRAMME OPERATIONS	12 226 564	6 412 960	(2 706 310)	15 933 213	13 877 846	7 347 771	(2 852 816)	18 372 801
II. GOV. BOARD, DIRECTORATE & CORPORATE SERVICES								
1. GOV. BOARD & DIRECTORATE								
Governing Board	89 617	-	-	89 617	130 697	-	-	130 697
Directorate/Monitoring & Evaluation	809 794	-	-	809 794	596 642	-	-	596 642
TOTAL 1. GOV. BOARD & DIRECTORATE	899 411	-	-	899 411	727 339	-	-	727 339
2. CORPORATE SERVICES								
General Administration	1 274 180	-	-	1 274 180	1 249 957	-	-	1 249 957
Institutional Information Technology	256 315	-	-	256 315	394 914	-	-	394 914
Staff Service Account	-	23 964	-	23 964	-	30 362	-	30 362
Administrative support funds	-	5 154	-	5 154	-	-	-	-
TOTAL 2. CORPORATE SERVICES	1 530 495	29 118	-	1 559 613	1 644 870	30 362	-	1 675 232
TOTAL II. GOV. BOARD, DIRECTORATE AND CORPORATE SERVICES	2 429 906	29 118	-	2 459 024	2 372 209	30 362	-	2 402 571
III. INVESTMENT								
Staff development	292 121	-	-	292 121	310 106	-	-	310 106
Renovation of Building	94 820	-	-	94 820	217 010	-	-	217 010
IT Technology	325 897	-	-	325 897	343 532	-	-	343 532
TOTAL III. INVESTMENT	712 838	-	-	712 838	870 648	-	-	870 648
TOTAL EXPENDITURE I, II & III	15 369 308	6 442 078	(2 706 310)	19 105 075	17 120 703	7 378 133	(2 852 816)	21 646 020
EXCESS/(SHORTFALL) INCOME LESS EXPENDITURE	3 302 035	1 913 771	-	5 215 806	3 746 877	(3 492 052)	-	254 826
IV. OTHER RESOURCES & RESERVES								
Liquidation of previous years' obligations	326 777	529 346	-	856 123	169 424	367 420	-	536 844
Transfer to/from the Stabilization Reserve Account ⁴	(376 820)	-	-	(376 820)	(646 537)	-	-	(646 537)
Reserves & Fund Balances on 1 January	5 406 191	3 023 199	-	8 429 390	8 658 183	5 474 502	-	14 132 685
TOTAL IV. OTHER RESOURCES & RESERVES	5 356 148	3 552 545	-	8 908 693	8 181 070	5 841 922	-	14 022 992
BALANCE AT YEAR END ALL MANAGED FUNDS⁵	8 658 183	5 466 316	-	14 124 499	11 927 948	2 349 870	-	14 277 818

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 2020 and 2021 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.

¹ 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.

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

Interfund Eliminations contain previous years' accounting adjustments.

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

⁴ 5% previous year's UNESCO payroll, interests and other.

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

Schedule 1. IIEP resources: approved 2021 vs actual 2021 (expressed in current US\$), page 1 of 2

Core Funding and Project Funding Programmes					
Source	2021 as in 61GB Approved (1)	Share %	2021 Final Actual on a comparable basis (2)	Share %	Increase/ (Decrease) Amount (3) = (2) - (1)
A. IIEP SPECIAL ACCOUNT					
INCOME					
<u>I. UNESCO FINANCIAL ALLOCATION</u>	2 140 100	8,6	2 140 100	9,8	-
<u>II. VOLUNTARY CONTRIBUTIONS</u>					
Argentina	70 000	0,3	-	-	(70 000)
France (AFD)	2 969 121	11,9	2 963 235	8,3	(5 886)
France (AFD GCI)	890 736	3,6	885 480	-	(5 256)
France (MOFA)	1 425 178	5,7	1 815 975	14,7	390 797
Norway	2 864 114	11,5	3 212 552	14,7	348 438
Sweden	2 190 073	8,8	2 288 598	10,4	98 525
Switzerland	4 347 826	17,5	4 319 704	19,7	(28 122)
Total II. VOLUNTARY CONTRIBUTIONS	14 757 049	59,2	15 485 545	70,7	728 496
TOTAL I & II	16 897 149	67,8	17 625 645	80,5	728 496
<u>III. OTHER INCOME</u>					
Programme Support Funds	2 759 462	11,1	2 668 932	12,2	(90 531)
Income from training	190 000	0,8	560 270	2,6	370 270
Miscellaneous Income	20 000	0,1	12 734	0,1	(7 266)
TOTAL III. OTHER INCOME	2 969 462	11,9	3 241 936	14,8	272 473
TOTAL INCOME CORE FUNDING PROGRAMME	19 866 611	79,8	20 867 580	95,3	1 000 969
<u>IV. PROJECT FUNDING INCOME</u>					
1. CONTRACTS - GOVERNMENTS					
Burkina Faso GHR	206 093	0,8	57 596	0,3	(148 497)
Burkina Faso EMIS	336 501	1,4	123 815	0,6	(212 687)
Burundi**	267 992	1,1	55 360	0,3	(212 632)
Ecuador*	59 828	0,2	56 828	0,3	(3 000)
Namibia**	-	-	25 000	0,1	25 000
Norway	-	-	57 934	0,3	57 934
Paraguay*	-	-	24 000	0,1	24 000
United Kingdom (FCDO)	-	-	(880)	-0,0	(880)
TOTAL 1. CONTRACTS - GOVERNMENTS	1 010 414	4,1	399 653	1,8	(610 762)
2. CONTRACTS - OTHERS					
Agence Française de Développement (AFD - Quality)**	2 488 350	10,0	-	-	(2 488 350)
Caribbean Development Bank	-	-	48 000	0,2	48 000
Conseil de l'Entente (CERFER)**	84 714	0,3	84 528	0,4	(186)
Dubai Cares	43 095	0,2	-	-	(43 095)
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)
Foundation ARCOR*	-	-	8 885	0,0	8 885
Foundation Open Society Institute (OSI)	-	-	80 000	0,4	80 000
Fundación Fundación Zamora Terán Buenos Aires*	-	-	3 770	0,0	3 770
Institut de Hautes Etudes Internationales et du Développement (IHEID)	-	-	75 646	0,3	75 646
Organisation Internationale de la Francophonie (OIF)	-	-	84 420	0,4	84 420
Protect Ed. in Insecurity & Conflict Program (EAA-PEIC)	-	-	51 360	0,2	51 360
Save the Children International (Dakar)**	225 000	0,9	381 858	1,7	156 858
Stiftung Auxilium Foundation/Porticus LA Consultoria Ltda*	33 297	0,1	33 796	0,2	499
The World Bank (Paris)	-	-	101 754	0,46	101 754
The World Bank (Buenos Aires)*	-	-	47 960	0,2	47 960
The World Bank (Dakar)**	-	-	9 051	0,04	9 051

Schedule 1. IIEP resources: approved 2021 vs actual 2021 (expressed in current US\$),
page 2 of 2

Core Funding and Project Funding Programmes					
Source	2021 as in 61GB Approved (1)	Share %	2021 Final Actual on a comparable basis (2)	Share %	Increase/ (Decrease) Amount (3) = (2) - (1)
UNESCO¹	1 092 108	4,4	1 532 536	7,0	440 429
UNICEF¹	539 230	2,2	483 321	2,2	(55 909)
TOTAL 2. CONTRACTS - OTHERS	5 626 913	22,6	3 026 883	13,8	(2 600 030)
3. FELLOWSHIPS & OTHER FUNDS					
Annual Training Program (Fellowships)	-	-	32 773	0,1	32 773
Annual Training Program (Fellowships Buenos Aires)*	40 000	0,2	65 114	0,3	25 114
Annual Training Program (Fellowships Dakar)**	200 000	0,8	352 800	1,6	152 800
Staff Service Account	7 000	0,0	8 858	0,0	1 858
TOTAL 3. FELLOWSHIPS & OTHER FUNDS	247 000	1,0	459 545	2,1	212 545
TOTAL 1-4. CONTRACTS	6 884 327	27,6	3 886 081	17,7	(2 998 246)
5. PROGRAMME SUPPORT FUNDS (PSF) INTER-FUND ELIMINATION					
Programme Support Costs	(432 838)	-1,7	(353 747)	-1,6	79 092
Staff costs recovery & other	(1 407 613)	-5,7	(2 499 070)	-11,4	(1 091 457)
TOTAL 5. ELIMINATION - PSF	(1 840 451)	-7,4	(2 852 816)	-13,0	(1 012 365)
TOTAL IV. PROJECT FUNDING INCOME	5 043 876	20,2	1 033 265	4,7	(4 010 611)
TOTAL A. IIEP SPECIAL ACCOUNT	24 910 487	100,0	21 900 846	100,0	(3 009 642)
B. OTHER RESOURCES & RESERVES					
Liquidation of previous years' obligations, Core Funding Prog.	30 000	-	169 424	-	139 424
Liquidation of previous years' obligations, Project Funding Prog.	50 000	-	367 420	-	317 420
Transfer to/from Stabilization Reserve Account	(436 217)	-	(646 537)	-	(210 320)
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	-	5 474 502	-	903 195
TOTAL B. OTHER RESOURCES & RESERVES	13 060 650	-	14 022 992	-	962 343
C. IN-KIND AND DECENTRALIZED FUNDS					
Physical facilities	1 941 315	-	2 094 215	-	152 900
Decentralized funds	1 045 259	-	476 181	-	(569 078)
TOTAL C. IN-KIND AND DECENTRALIZED FUNDS	2 986 574	-	2 570 396	-	(416 178)
GRAND TOTAL - IIEP MANAGED FUNDS	40 957 711	-	38 494 234	-	(2 463 478)

* Contributions to IIEP Buenos Aires.

** Contributions to IIEP Dakar.

¹ UN Family projects signed with the three IIEP Offices.

Schedule 1. IIEP resources: prior year 2020 vs actual 2021 (exp. in current US\$), page 1 of 2

Core Funding and Project Funding Programmes					
Source	2020 Final Actual on a comparable basis (1)	Share %	2021 Final Actual on a comparable basis (2)	Share %	Increase/ (Decrease) Amount (3) = (2) - (1)
A. IIEP SPECIAL ACCOUNT					
INCOME					
I. UNESCO FINANCIAL ALLOCATION	2 140 100	8,8	2 140 100	9,8	-
II. VOLUNTARY CONTRIBUTIONS					
Argentina	70 000	0,3	-	-	(70 000)
France (AFD)	2 833 405	11,7	2 963 235	8,3	129 830
France (AFD GCI)	-	-	885 480	-	885 480
France (MOFA)	1 302 936	5,4	1 815 975	14,7	513 039
Iceland	6 011	0,0	-	10,4	(6 011)
Norway	3 070 380	12,6	3 212 552	14,7	142 172
Sweden	2 127 131	8,7	2 288 598	10,4	161 468
Switzerland	4 415 011	18,2	4 319 704	19,7	(95 307)
Total II. VOLUNTARY CONTRIBUTIONS	13 824 874	56,8	15 485 545	70,7	1 660 671
TOTAL I & II	15 964 974	65,6	17 625 645	80,5	1 660 671
III. OTHER INCOME					
Programme Support Funds	2 320 494	9,5	2 668 932	12,2	348 437
Income from training	363 831	1,5	560 270	2,6	196 439
Miscellaneous Income	22 044	0,1	12 734	0,1	(9 311)
TOTAL III. OTHER INCOME	2 706 369	11,1	3 241 936	14,8	535 566
TOTAL INCOME CORE FUNDING PROGRAMME	18 671 343	76,8	20 867 580	95,3	2 196 237
IV. PROJECT FUNDING INCOME					
1. CONTRACTS - GOVERNMENTS					
Burkina Faso GHR	197 466	0,8	57 596	0,3	(139 870)
Burkina Faso SIGE	42 431	0,2	123 815	0,6	81 384
Burundi**	283 606	1,2	55 360	0,3	(228 246)
Dominican Republic*	12 218	0,1	-	-	(12 218)
Ecuador*	-	-	56 828	0,3	56 828
France**	33 591	0,1	-	-	(33 591)
Guatemala*	35 200	0,1	-	-	(35 200)
Mali**	21 280	0,1	-	-	(21 280)
Namibia**	-	-	25 000	0,1	25 000
Norway	-	-	57 934	0,3	57 934
Paraguay*	-	-	24 000	0,1	24 000
United Kingdom (FCDO)	257 116	1,1	(880)	- 0,0	(257 996)
TOTAL 1. CONTRACTS - GOVERNMENTS	882 908	3,6	399 653	1,8	(483 255)
2. CONTRACTS - OTHERS					
Agence Française de Développement (AFD - Quality)**	2 746 292	11,3	-	-	(2 746 292)
Campanha Latino Americana Pelo Direito à Ed. (CLADE)*	5 000	0,0	-	-	(5 000)
Caribbean Development Bank	-	-	48 000	0,2	48 000
Conseil de l'Entente (CERFER)**	-	-	84 528	0,4	84 528
Dubai Cares	172 862	0,7	-	-	(172 862)
European Union (Haiti 2018-2021)	1 025 498	4,2	-	-	(1 025 498)
European Union (FPI)	535 831	2,2	-	-	(535 831)
European Union DG NEAR	399 465	1,6	-	-	(399 465)
Foundation ARCOR*	9 747	0,0	8 885	0,0	(863)
Foundation Open Society Institute (OSI)	35 000	0,1	80 000	0,4	45 000
Fundación Santa María Buenos Aires*	10 000	0,0	-	-	(10 000)
Fundación Fundación Zamora Terán Buenos Aires*	-	-	3 770	0,0	3 770
Global Partnership for Education (GPE) (PAR)	535 000	2,2	-	-	(535 000)
Institut de Hautes Etudes Internationales et du Développement (IHEID)	-	-	75 646	0,3	75 646
International Labour Organization**	13 298	0,1	-	-	(13 298)
Organisation Internationale de la Francophonie (OIF)	-	-	84 420	0,4	84 420
Protect Ed. in Insecurity & Conflict Program (EAA-PEIC)	12 840	0,1	51 360	0,2	38 520
Save the Children International (Dakar)**	-	-	381 858	1,7	381 858
Stiftung Auxilium Foundation/Porticus LA Consultoria Ltda*	22 164	0,1	33 796	0,2	11 631

Schedule 1. IIEP resources: prior year 2020 vs actual 2021 (expressed in current US\$), page 2 of 2

Core Funding and Project Funding Programmes					
Source	2020 Final Actual on a comparable basis (1)	Share %	2021 Final Actual on a comparable basis (2)	Share %	Increase/ (Decrease) Amount (3) = (2) - (1)
UNESCO¹	305 388	1,3	1 532 536	7,0	1 227 148
UNICEF¹	594 417	2,4	483 321	2,2	(111 096)
UNDP (IBA)*	44 250	0,2	-	-	(44 250)
UNDP (DKR)**	25 326	0,1	-	-	(25 326)
The World Bank (Paris)	3 216	0,01	101 754	0,46	98 538
The World Bank (Buenos Aires)*	-	-	47 960	0,22	47 960
The World Bank (Dakar)**	79 986	0,33	9 051	0,04	(70 935)
TOTAL 2. CONTRACTS - OTHERS	6 575 579	27,0	3 026 883	13,8	(1 386 168)
3. FELLOWSHIPS & OTHER FUNDS					
Annual Training Program (Fellowships)	419 061 ²	1,7	32 773	0,1	(386 288)
Annual Training Program (Fellowships Buenos Aires)*	50 846	0,2	65 114	0,3	14 268
Annual Training Program (Fellowships Dakar)**	168 657	0,7	352 800	1,6	184 143
Staff Service Account	8 967	0,0	8 858	0,0	(109)
Other Project Funding Interfunds	249 830	1,0	-	-	(249 830)
TOTAL 3. FELLOWSHIPS & OTHER FUNDS	897 362	3,7	459 545	2,1	(437 816)
TOTAL 1-4. CONTRACTS	8 355 848	34,4	3 886 081	17,7	(2 307 239)
5. PROGRAMME SUPPORT FUNDS (PSF) INTER-FUND ELIMINATION					
Programme Support Costs	(291 667)	-1,2	(353 747)	-1,6	(62 079)
Staff costs recovery & other	(2 414 643)	-9,9	(2 499 070)	-11,4	(84 426)
TOTAL 5. ELIMINATION - PSF	(2 706 311)	-11,1	(2 852 816)	-13,0	(146 506)
TOTAL IV. PROJECT FUNDING INCOME	5 649 538	23,2	1 033 265	4,7	(2 453 745)
TOTAL A. IIEP SPECIAL ACCOUNT	24 320 881	100,0	21 900 846	100,0	(257 508)
B. OTHER RESOURCES & RESERVES					
Liquidation of previous years' obligations, Core Funding Prog.	326 777	-	169 424	-	(157 353)
Liquidation of previous years' obligations, Project Funding Prog.	529 346	-	367 420	-	(161 926)
Transfer to/from Stabilization Reserve Account	(376 820)	-	(646 537)	-	(269 717)
Reserves & Fund Balances on 1 January, Core Funding Prog.	5 406 191	-	8 658 183	-	3 251 992
Reserves & Fund Balances on 1 January, Project Funding Prog.	3 023 199	-	5 474 502	-	2 451 303
TOTAL B. OTHER RESOURCES & RESERVES	8 908 693	-	14 022 992	-	5 114 299
C. IN-KIND AND DECENTRALIZED FUNDS					
Physical facilities	2 034 771	-	2 094 215	-	59 444
Decentralized funds	528 423	-	476 181	-	(52 242)
TOTAL C. IN-KIND AND DECENTRALIZED FUNDS	2 563 194	-	2 570 396	-	7 202
GRAND TOTAL - IIEP MANAGED FUNDS	35 792 768	-	38 494 234	-	4 863 993

* Contributions to IIEP Buenos Aires.

** Contributions to IIEP Dakar.

¹ UN Family projects signed with the three IIEP Offices.

² Annual Training Program (Fellowships) income regards only the 2019/2020 cohort.

Schedule 2. IIEP expenditure: budget approved 2021 vs actual 2021 (expressed in current US\$), page 1 of 2

Core Funding and Project Funding Programmes	Approved for 2021 61 GB Appropriations (Governing Board approved Resolution (587))						Actuals 2021 as at 31 December 2021					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						
Appropriation Line/Programme Chapter	(1)	(2)	(3)=(1)+(2)	(4)	(5)=(3)+(4)	(6)	(7)	(8)=(6)+(7)	(9)	(10)=(8)+(9)		(11)=(3)-(8)	(12)=(4)-(9)	
A. IIEP SPECIAL ACCOUNT														
I. PROGRAMME OPERATIONS														
1. STRATEGIC OBJECTIVE 1: TECHNICAL COOPERATION AND CAPACITY DEVELOPMENT														
Training (Line 1)	3 294 286	766 435	4 060 721	1 381 075	5 441 796	19,8	3 046 175	479 075	3 525 250	1 659 818	5 185 068	21,2	535 472	(278 743)
Technical Cooperation (Line 2)	4 315 434	613 100	4 928 534	4 684 682	9 613 217	34,9	4 190 232	204 014	4 394 245	3 274 078	7 668 323	31,3	534 289	1 410 604
TOTAL 1. TECH. COOP. & CAP. DEVELOPMENT	7 609 721	1 379 535	8 989 256	6 065 757	15 055 013	54,7	7 236 406	683 089	7 919 495	4 933 896	12 853 391	52,5	1 069 761	1 131 861
2. STRATEGIC OBJECTIVE 2: KNOWLEDGE PRODUCTION AND KNOWLEDGE SHARING														
Research and Development (Line 3)	2 721 056	435 425	3 156 481	1 039 873	4 196 355	15,2	2 881 607	366 905	3 248 512	1 639 412	4 887 924	20,0	(92 030)	(599 539)
Outreach & Advocacy (Line 4)	2 302 040	966 172	3 268 212	1 153 568	4 421 779	16,1	2 121 300	588 539	2 709 840	774 463	3 484 303	14,2	558 372	379 105
TOTAL 2. KNOWLEDGE PRODUCTION AND KNOWLEDGE SHARING	5 023 096	1 401 597	6 424 693	2 193 441	8 618 134	31,3	5 002 907	955 444	5 958 351	2 413 875	8 372 226	34,2	466 342	(220 434)
TOTAL I. PROGRAMME OPERATIONS	12 632 816	2 781 132	15 413 948	8 259 198	23 673 147	96,6	12 239 313	1 638 533	13 877 846	7 347 771	21 225 617	86,6	1 536 102	911 427
II. GOV. BOARD, DIRECTORATE & CORPORATE SERVICES														
1. GOV. BOARD & DIRECTORATE														
Governing Board	78 813	120 000	198 813	-	198 813	0,7	130 617	81	130 697	-	130 697	0,5	68 116	-
Directorate/Monitoring and Evaluation	842 358	79 000	921 358	-	921 358	3,3	541 335	55 306	596 642	-	596 642	2,4	324 717	-
TOTAL 1. GOV. BOARD & DIRECTORATE	921 171	199 000	1 120 171	-	1 120 171	4,1	671 952	55 387	727 339	-	727 339	3,0	392 833	-
2. CORPORATE SERVICES														
General Administration	969 102	607 976	1 577 078	-	1 577 078	5,7	724 382	525 574	1 249 957	-	1 249 957	5,1	327 121	-
Institutional Information Technology	101 902	283 686	385 588	-	385 588	1,4	172 096	222 817	394 914	-	394 914	1,6	(9 326)	-
Staff Service Account	-	-	-	-	-	-	-	-	-	30 362	30 362	0,1	-	(30 362)
TOTAL 2. CORPORATE SERVICES	1 071 004	891 662	1 962 666	-	1 962 666	7,1	896 479	748 392	1 644 870	30 362	1 675 232	6,8	317 796	(30 362)
TOTAL II. GOV. BOARD, DIRECTORATE & CORPORATE SERVICES	1 992 175	1 090 662	3 082 837	-	3 082 837	11,2	1 568 430	803 778	2 372 209	30 362	2 402 571	9,8	710 628	(30 362)

Schedule 2. IIEP expenditure: budget approved 2021 vs actual 2021 (expressed in current US\$), page 2 of 2

Core Funding and Project Funding Programme Appropriation Line/Programme Chapter	Approved for 2021 61 GB Appropriations (Governing Board approved Resolution (587))						Actuals 2021 as at 31 December 2021						Increase/(Decrease) Approved less Actual	
	Core Funding Prog. Staff	Core Funding Prog. Activities	Core Funding Sub-total	Project Funding Programme	Grand Total	Share %	Core Funding Prog. Staff	Core Funding Prog. Activities	Core Funding Sub-total	Project Funding Programme	Grand Total	Share %	Core Funding Programme	Project Funding Programme
	(1)	(2)	(3) = (1) + (2)	(4)	(5) = (3) + (4)		(6)	(7)	(8) = (6) + (7)	(9)	(10) = (8) + (9)		(11) = (3) - (8)	(12) = (4) - (9)
III. INVESTMENT														
Staff development	211 128	100 000	311 128	-	311 128	1,1	211 662	98 444	310 106	-	310 106	1,3	1 022	-
Renovation of building	66 491	44 500	110 991	-	110 991	0,4	113 749	103 261	217 010	-	217 010	0,9	(106 019)	-
IT Technology	135 160	222 136	357 296	-	357 296	1,3	216 728	126 804	343 532	-	343 532	1,4	13 764	-
TOTAL III. INVESTMENT	412 778	366 636	779 414	-	779 414	2,8	542 139	328 509	870 648	-	870 648	3,6	(91 233)	-
TOTAL EXPENDITURE I, II & III	15 037 770	4 238 430	19 276 200	8 259 198	27 535 398	100,0	14 349 883	2 770 820	17 120 703	7 378 133	24 498 836	100,0	2 155 497	881 065
IV. PROGRAMME SUPPORT FUNDS (Inter-fund elimination)														
Programme Support Costs	-	-	-	(432 838)	(432 838)	-	-	-	-	(353 747)	(353 747)	-	-	(79 092)
Staff costs recovery & other	-	-	-	(1 407 613)	(1 407 613)	-	-	-	-	(2 499 070)	(2 499 070)	-	-	1 091 457
TOTAL IV. ELIMINATION - PSF	-	-	-	(1 840 451)	(1 840 451)	-	-	-	-	(2 852 816)	(2 852 816)	-	-	1 012 365
TOTAL A. EXPENDITURE IIEP SPECIAL ACCOUNT	15 037 770	4 238 430	19 276 200	6 418 747	25 694 947	-	14 349 883	2 770 820	17 120 703	4 525 317	21 646 020	-	2 155 497	1 893 430
													TOTAL	4 048 927

Figure 15. Income and expenditure trend in US\$*

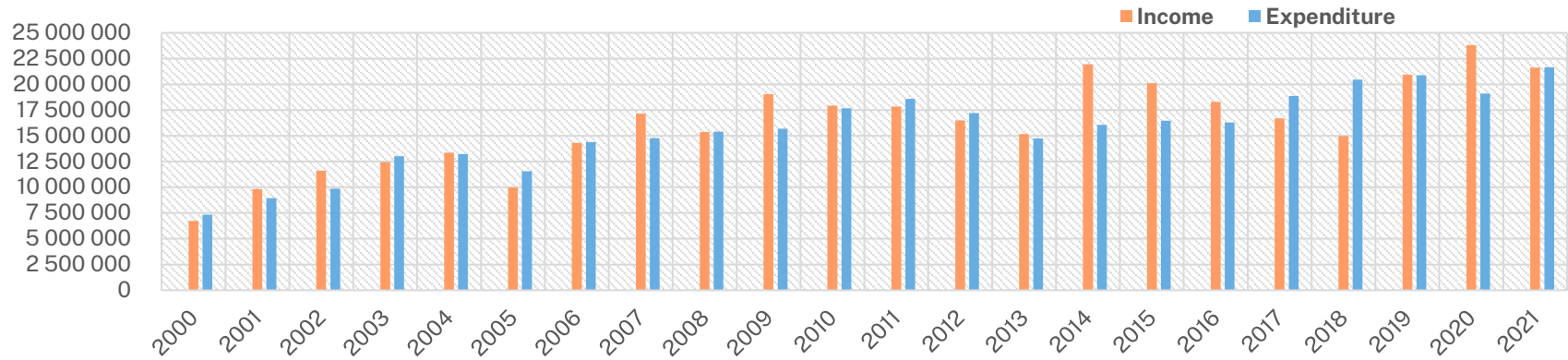
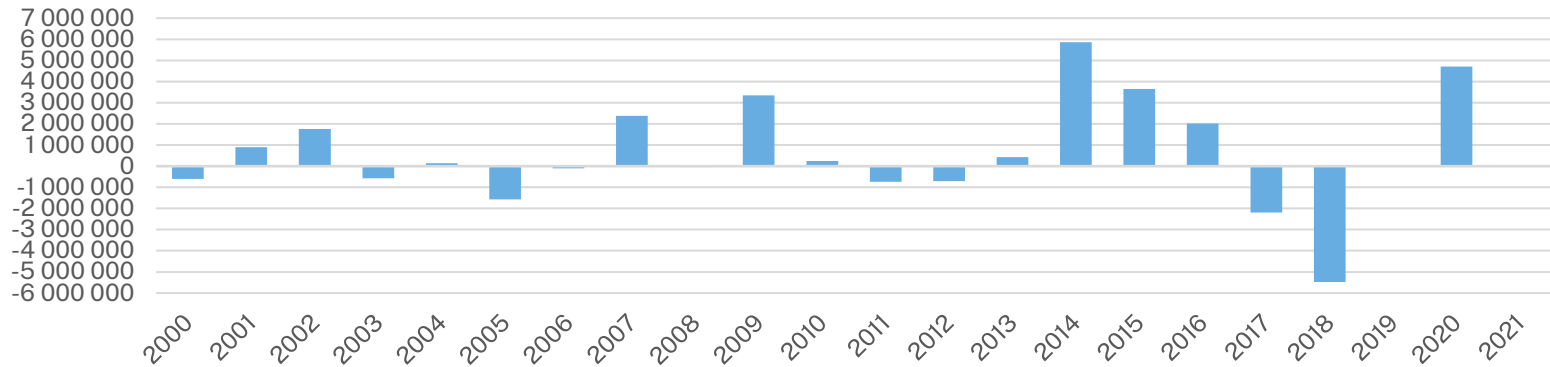


Figure 16. Excess (shortfall) of income over expenditure in US\$*



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

Figure 17. Main funding sources in US\$

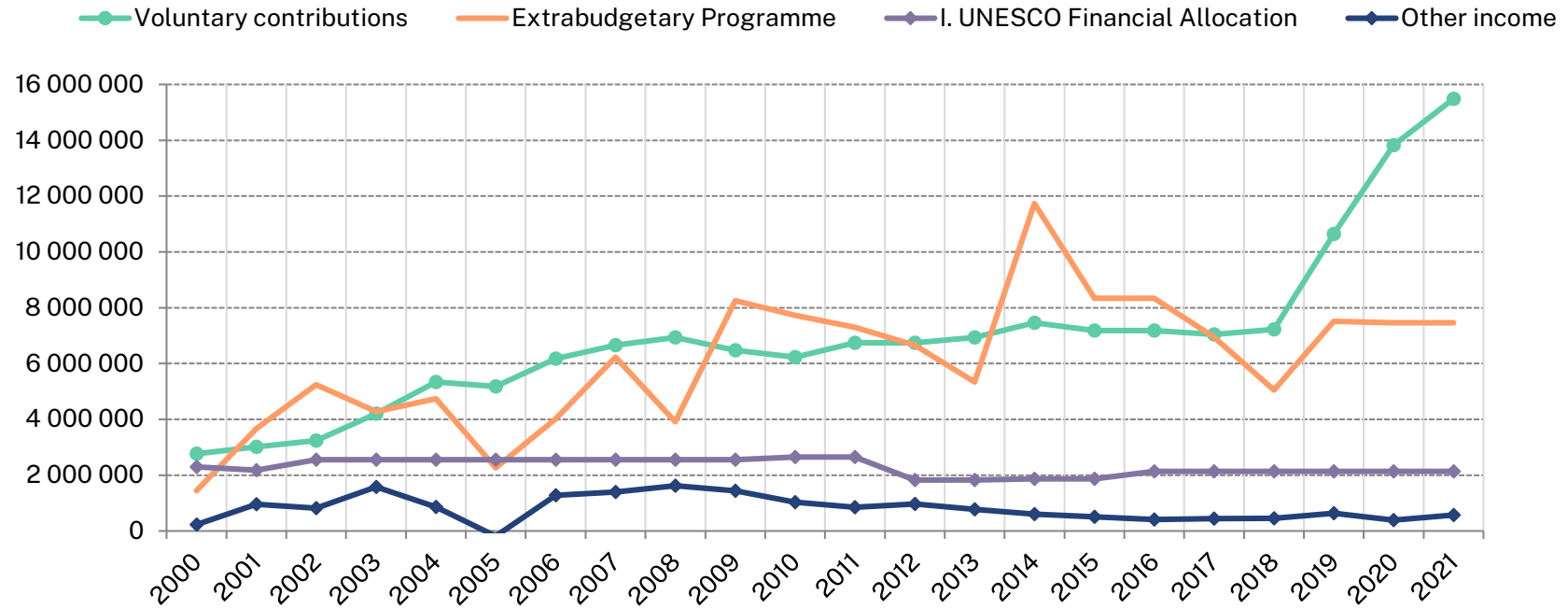
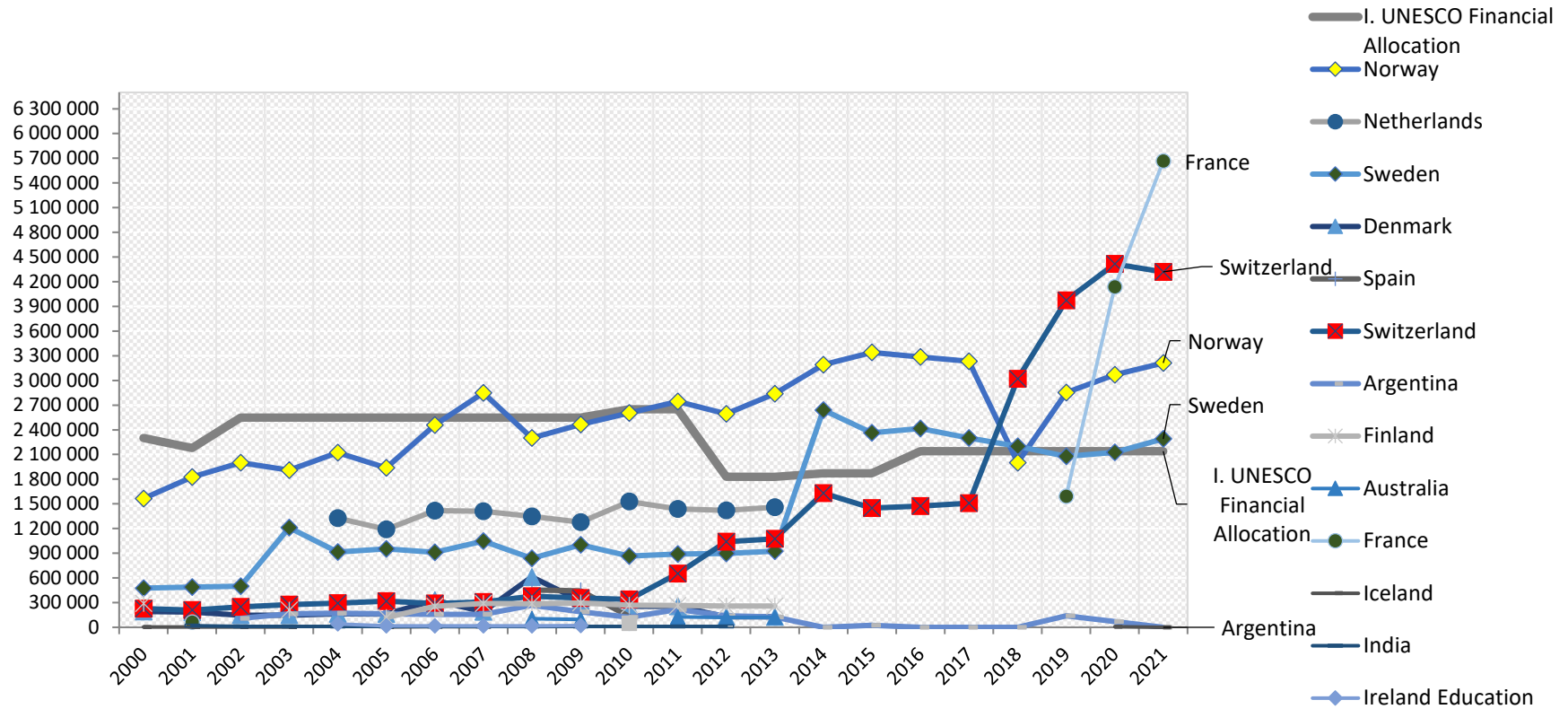


Figure 18. UNESCO Allocation and main voluntary contributions (Core Funding) in US\$



2020 Iceland 6 000 US\$

Figure 19. Extrabudgetary Funding (Project Funding) excluding fellowships in US\$

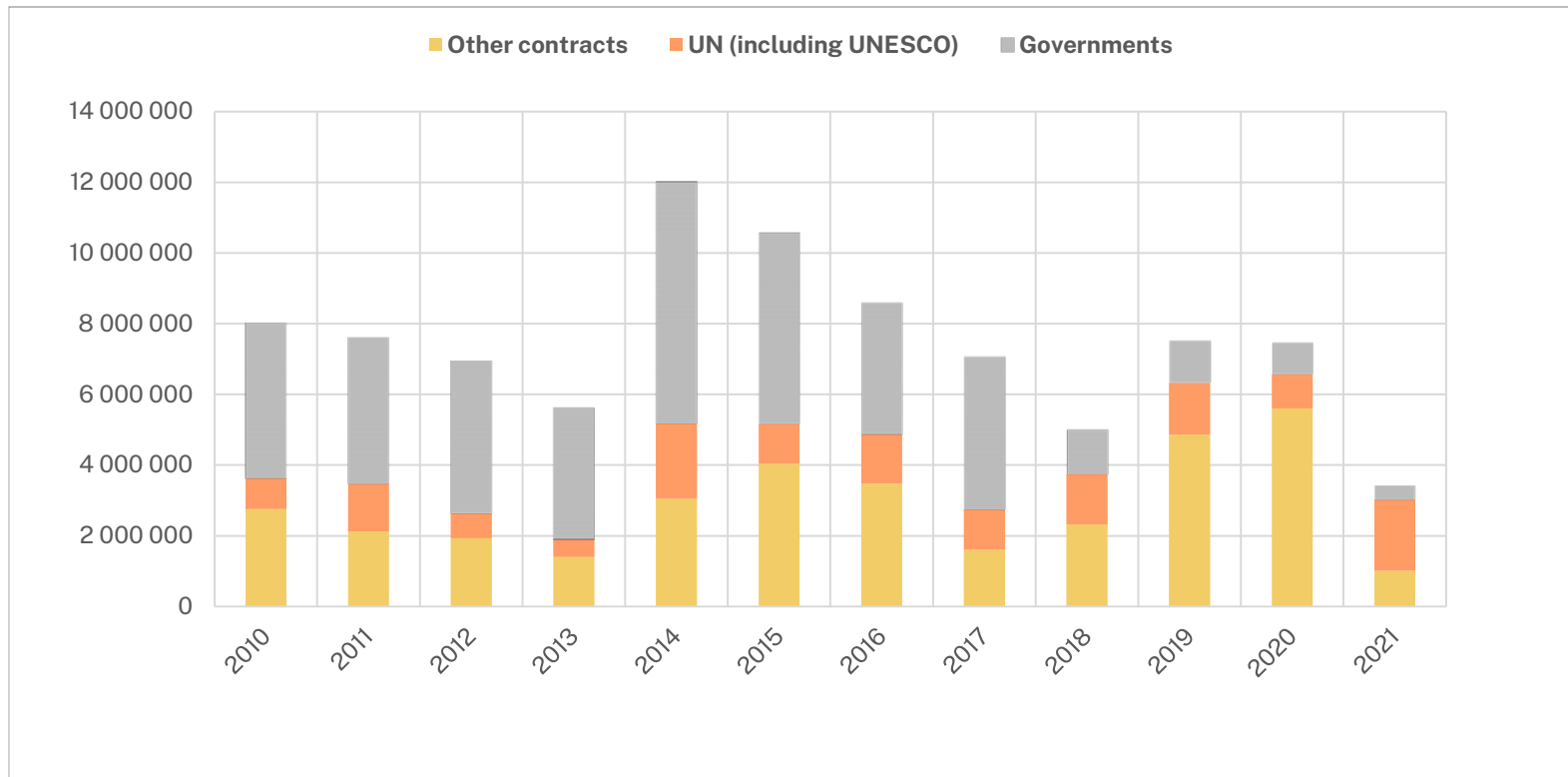


Figure 20. Other income – Core Funding Programme in US\$

OTHER INCOME - CORE FUNDING PROGRAMME											
<i>Figures in USD'000s</i>											
	<i>Final</i>	<i>Final</i>	<i>Final</i>	<i>Final</i>	<i>Final</i>	<i>Final</i>	<i>Final</i>	<i>Budget</i>	<i>Estimate</i>	<i>Incr/(Decr)</i>	<i>Incr/(Decr)</i>
	2015	2016	2017	2018	2019	2020	2021	2022	2022	Estimate vs Budget	2022 Est. vs 2021
Staff Costs Recovery & other											
<i>(i) From Project Funding (earmarked) projects</i>	1 432	1 360	692	790	1 511	1 441	1 747	1 654	1 680	2%	17%
Project Support Costs	402	393	307	224	453	272	354	331	287	-13%	6%
Sub-total	1 834	1 753	999	1 014	1 964	1 713	2 100	1 985	1 967	-1%	15%
<i>(ii) From UNESCO projects & other</i>	470	313	349	203	207	607	569	450	566	26%	-7%
Total	2 304	2 066	1 348	1 217	2 171	2 320	2 669	2 435	2 533	4%	9%
Training Programmes costs recovery	492	391	364	335	530	364	560	374	358	-4%	-2%
Misc. income (bank interest; exc. Rate adj.; sales publications)	15	23	78	114	110	22	13	20	22	10%	0%
GRAND TOTAL	2 811	2 480	1 790	1 666	2 811	2 706	3 242	2 829	2 913	3%	8%

¹Internal 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.

²Costs recovery from the Training Programmes; subscriptions from Distance education, Short courses and Education Sector Planning participants.

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

