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Report of the Director on the Operational Plan and Budget for 2023

63 GB/4 Part II – Approved

Item 4 of the Agenda

Contents

Abbreviations

AFD	French Development Agency [Agence Française de Développement]
CSP	Crisis-sensitive planning
CSU	Corporate Services Unit
ECE	Early childhood education
EiE	Education in emergencies
EMIS	Education management information systems
ESA	Education sector analysis
ESP	Education Sector Planning course
ESPs	Education sector plans
EU	European Union
GCI	'Gender at the Centre' Initiative
GEM	Global Education Monitoring
GPE	Global Partnership for Education
HR	Human resources
HRM	Human resources management
ICT	Information and communication technologies
IT	Information technology
KMM	Knowledge Management and Mobilization
MEL	Monitoring, Evaluation, and Learning
MoE	Ministry of Education
MTS	Medium-Term Strategy
M&E	Monitoring and evaluation
MEL	Monitoring, Evaluation and Learning Strategy
NGO	Non-governmental Organization
OREALC	Regional Bureau of Education for Latin America and the Caribbean [Oficina Regional de Educación para América Latina y el Caribe]
PEFOP	Platform of Expertise in Vocational Training [Plateforme d'expertise en formation professionnelle]
PSGSE	Sector Policy and Education System Management [Politiques sectorielles et gestion des systèmes éducatifs]
QM	Quality Management Programme
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]
SRGBV	School-Related-Gender-Based-Violence
TES	Transforming Education Summit
TC	Technical cooperation
TVET	Technical and vocational education and training
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WAEMU	West Africa and Monetary Union

Foreword

Implementing our goals for the future

Building on global momentum, 2023 is a critical year for implementing the commitments made by the international education community at the United Nations' Transforming Education Summit (TES). Many issues remain high on the political agenda both globally and at the country level: from strengthening foundational learning, girls' education, and skills development for employment, to safeguarding education during crises and taking urgent action on climate change. These are also the priorities that IIEP will continue to support across its core functions.

IIEP will consolidate its operating model in 2023 and launch a more dynamic and sustainable global training offer to strengthen the capacity of education policy-makers to plan and manage their education systems, one which responds to the changing demands and needs of UNESCO Member States and other stakeholders. While IIEP will continue to support countries in the preparation of education sector policies and plans, it will also respond to the growing demand for support to management and implementation of effective teaching and learning. To this end, IIEP will strengthen its ongoing collaboration with the Global Partnership for Education (GPE) both at country and global levels, so that the Institute can better support countries in the implementation of the GPE operational model while also contributing to its fine-tuning.

In 2023, IIEP will also celebrate its 60th anniversary. This will be a time to look back on achievements over the past six decades, but also to look to the future. Bringing together the three offices, staff, alumni, and partners, the Institute will embark on a year-long series of activities centred around the theme of planning for the future. These initiatives will exemplify IIEP's determination to innovate and adapt to new trends and demands, thereby enhancing the relevance of educational planning while remaining relevant in pursuit of equitable quality education and learning for all.

Introduction

Laying the foundations for 2023

Drawing on lessons from the first year of implementation of the 11th Medium-Term Strategy (MTS), 2023 will be a year to further strengthen the foundations of the Institute, adjusting educational planning and management for global challenges in the post-COVID-19 world, to transform education systems.

During the third and fourth quarters of 2022, IIEP's three offices engaged in intensive reflection and planning to ensure the Institute accelerates action in 2023 to deliver on the primary objectives of the MTS, namely: supporting the institutional capacity of Member States for effective educational planning and management. This included programmatic and budget reviews; a human resource review and targeted recruitment; and a benchmarking of IIEP's various databases, information and communication tools, and knowledge platforms. As part of this process, senior management – along with the Training, Technical Cooperation, and Knowledge Management and Mobilization (KMM) teams – focused on consolidation efforts, and cross-team and cross-office collaboration and integration, to respond more effectively to changing demands.

Particular attention was paid to specific team and office priorities and enablers, as well as the need to move beyond national-level engagement to more decentralized levels. Examples of these priorities include fine-tuning of the new global training strategy, and the Case for Investment in African Education and Training, a priority focus of the IIEP Dakar Office. The Monitoring, Evaluation and Learning (MEL) strategy and the resource mobilization plan have also been key elements of this planning process and will continue to underpin the Institute's actions in 2023 to ensure sustainable impact.

Putting strategies into action

Rolling out the global training strategy

Through the launch of its global training strategy towards the end of 2023, IIEP will provide an integrated modular training offer with courses for senior education policy-makers, mid-level leaders, and staff from NGOs and donor agencies, as well as other stakeholders engaged in education policy and planning. The offer will build on the experience of IIEP and the courses already delivered at the Institute, such as the Advanced Training Programme (ATP), the Regional Training Programme (RTP), and the Sectoral Analysis and Management of Education Systems (PSGSE) programme. The training offer will be global yet specialized, multi-tiered, and regionally contextualized, and will be complemented with tailor-made, project embedded, and country-specific capacity development activities. Furthermore, the full IIEP training offer will be presented as a one-stop Global Learning Academy encompassing all types of IIEP online, hybrid, and face-

to-face training across the three offices, with a shared digital architecture (the IIEP virtual campus) and delivered by IIEP's team of content experts and training specialists.

Redoubling efforts for education and training in Africa, Latin America, and the Caribbean

Echoing its case for investment for the future of education and training in Africa, IIEP Dakar will focus its national and regional-level support on three priorities: improving learning outcomes; promoting equity, gender, inclusion, and resilience; and preparing youth for the labour market. In 2023, the first phases of the Quality Management (QM) programme and the Gender at the Centre Initiative (GCI) will reach the final year of implementation, necessitating discussions with potential partners for the next phase.

Similarly, IIEP BA will focus its efforts on two main objectives. First, it will consolidate its position as a leading institution for capacity building in Latin America and strengthen its position in the Caribbean. Second, it will implement a coordinated resource mobilization plan, ensuring convergence between regular and extra-budgetary projects to guarantee the sustainability of each line of action with a focus on the generation of global public goods for the whole region.

Implementing the Monitoring, Evaluation and Learning (MEL) strategy

IIEP will fine-tune the MEL strategy in 2023 based on a review of the data collection process and an analysis of key performance indicators (KPIs) during the previous year. Informed by this review, the Institute will put in place a methodological framework (that includes harmonized procedures and data collection instruments for the 10 KPIs) to standardize the requirements for the MEL strategy according to type and scale of project across all three offices. In 2023, IIEP will also launch an external evaluation of the GCI and of the Quality Management programmes. Finally, it will undertake an evaluation of its technical cooperation programme implemented under the previous (10th) MTS.

Mobilizing new resources for sustainability

In 2023, IIEP will implement a resource mobilization plan to respond to both current funding challenges and new opportunities. The plan will focus on:

- strengthening strategic dialogue in a targeted manner, with existing and new sovereign donors, multilateral partners, and private foundations working at all levels
- promoting its added value in countries and among the international education community and proactively reinforcing its work on the thematic priorities
- developing new ways of mobilizing resources with a coherent approach among IIEP staff and offices, and with UNESCO headquarters and regional/field offices.

Strategic Objective 1

Member States develop their capacity to plan and manage effectively for education sector development

Transforming education through training: What's next?

Next year will be a milestone for IIEP's training offer. To celebrate IIEP's 60th anniversary, in the second semester of 2023 the Institute will launch its global training strategy (2023–2025), bringing together courses and programmes organized by the three offices into a coherent, strategic, and forward-looking training offer. The strategy builds on the results of the Options Study, conducted by Higher Education Strategy Associates, and the inputs of the Global Training Strategy Advisory Group. It aims to respond to growing capacity development needs at both country and regional levels, which were exacerbated by the learning crisis caused by the COVID-19 pandemic.

Through this new strategy, IIEP will unite its global expertise and partners with other key players in the field of education, scaling up its training offer to address contemporary educational challenges and revitalizing efforts to achieve SDG 4. The new IIEP Global Learning Academy, the main product of the global training strategy, will assert IIEP's position as the leading institution in the field by continuing to offer high quality and relevant professional development opportunities. From education officers to policy-makers, leaders, NGOs, and donor staff, the Learning Academy will equip education professionals with the knowledge and skills they need to drive change in their education systems and reimagine the future of education.

To achieve this, the Global Learning Academy will offer an updated catalogue of courses employing diverse modalities (online, hybrid, and face-to-face) and incorporate flexible and innovative learning formats including self-paced modules, MOOCs, and leadership academies. Courses will be organized by various learning tracks (foundations, intermediate, advanced, and leadership) to address the various needs and profiles of participants. The Institute's modular training offer will rely on a micro-credentials system whereby learners will accumulate IIEP credits after successful completion of each course and learning track.

Important investments in the Learning Academy catalogue will continue throughout 2023, across all three offices, including the design of new courses and the development of information technology (IT) infrastructure, notably an integrated learning management system. This new approach will revamp core training programmes such as the former Advanced Training Programme (ATP), introducing flexibility and a broader course offer.

In view of the implementation of the new global training strategy, 2023 will be a transition year, with a diverse range of courses offered. A priority focus of many of IIEP's specialized, short courses will be to reinforce the capacities of intermediate administrative structures – known as 'middle tier actors' – who play a key role in the implementation and monitoring of education policies and plans, and in the improvement of education quality at the school level.

Figure 1. IIEP's Integrated Modular Training Offer

Leadership Diploma in Education Policy Planning and Management *One Leadership Academy*	Leadership academy : educational leaders learn how move from a plan into an implementation strategy			Tailor-made
	IIEP Priority #1	IIEP Priority #2	IIEP Priority #3	IIEP Priority #4	
Diploma of Advanced Education Policy Planning for improved learning *Foundations + Intermediate + thematic*	Micro-planning and school mapping	Using learning data to monitor SDG 4 progress	Disability-Inclusive Education Sector Planning	Crisis-sensitive educational planning	TVET	Project-embedded
	Education Sector Project Design	Education Management Information System (EMIS)	Teacher policy	Gender-sensitive educational planning	Support to district and school level	
Diploma of Education Policy Planning for improved learning *Foundations + Intermediate*	Strategic Planning		Management for Learning		Analysis for Planning and Policies	Country-specific
Diploma of Foundations of Education Policy Planning	General Framework for Planning for change		Introduction to Education Sector Policies		Introduction to Education Sector Analysis	

IIEP Priority #1 Planning, Finance, Data, and Governance
IIEP Priority #2: Managing for quality learning outcomes
IIEP Priority #3: #3: Equity and resilience
IIEP Priority #4: Skills and flexible learning pathways

Proposed IIEP Credit

1 IIEP Credit = 8 to 10 hours of learning = 1 week <u>online</u> training = 1 day F2F tailor made training

Planned activities

This section takes a closer look at some of IIEP's new and ongoing projects for 2023. A complete overview of the training activities is presented in *Table 1*. During the year, IIEP may also develop new tailor-made courses that respond to concrete requests.

Table 1.   **IIEP training activities planned for 2023**

No.*	Course	Lead office	Theme
1	Regional training programme 2023 (bilingual Spanish and Portuguese)	BA	Core training
2	Short course on the use of information for Planning and Management (Spanish)	BA	Use of information
3	Short course on crisis-sensitive planning (bilingual Spanish and Portuguese)	BA	Crisis-sensitive planning
4	Short course on Gender Responsive Educational Planning (bilingual Spanish and Portuguese)	BA	Gender-responsive planning
5	Short course on crisis-sensitive educational planning for Brazil (Portuguese)	BA	Crisis-sensitive planning
6	National training in planning and management of educational policies for Nicaragua (Spanish)	BA	Planning and management
7	National training in implementation of educational policies for middle tiers for Bolivia (Spanish)	BA	Middle tier policy and planning
8	Training in educational planning and management for middle tiers for the City of Buenos Aires (Spanish)	BA	Middle tier policy and planning
9	National training in educational planning and management for middle tiers for Uruguay (Spanish)	BA	Middle tier policy and planning
10	National training in implementation of educational policies for middle tiers for Chile (Spanish)	BA	Middle tier policy and planning
11	Capacity-building programme for IADB technical teams and regional clusters from Latin America	BA	Planning and management
12	Education sector policy and management of education systems (Politiques Sectorielles et Gestion des Systèmes Éducatifs – PSGSE) (French)	Dakar	Core training
13	Management of Technical and Vocational Education and Training (PGEFTP) (French)	Dakar	Core training
14	Short course on Gender Responsive Educational Planning (English)	Dakar	Core training
12	Enhancing local-level capacities for school improvement planning (English)	Paris	Planning
13	Using learning assessment data to monitor SDG 4 progress (English and French)	Paris	Data and indicators
14	Fundamentals of crisis-sensitive educational planning (English)	Paris	Crisis-sensitive planning
18	Introductory statistics for education planning	Paris	Data and indicators
19	Foundations of Education Sector Planning Module 1: 'Educational planning today' (English and French)	Paris	Planning

20	Foundations of Education Sector Planning Module 2: 'Education sector policies' (English and French)	Paris	Planning
21	Foundations of Education Sector Planning Module 3: 'Educational data and indicators' (English and French)	Paris	Planning
22	Intensive online course on tools to promote transparency and accountability in education (English)	Paris	Transparency and accountability

Legend for section: ███ *Green: ongoing projects* ███ *Yellow: projects in pipeline*

Priority 1: Planning, finance, data, and governance

a. Foundations of Education Sector Planning (ESP)

The new global training strategy will begin with the first phase of the Education Sector Planning Programme (Foundations of ESP), delivered via a modular approach. The first of three courses will be a one-week, self-paced module on education statistics for education planning (offered as a prerequisite to the ESP modules). The second, 'Educational Planning Today', will enable participants to explore the key concepts of educational planning and the development theories that shape its practice. In the third course, 'Education Policies: Why and how they matter', participants will examine the opportunities and limitations of selected policies aimed at increasing equitable and inclusive access to education and improving the quality of education to achieve better learning outcomes.

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

This flagship programme for Latin America acts as an effective gateway for tailor-made training projects. In 2023, knowledge management and mobilization outputs will be more strongly integrated into the RTP. For example, publications will be featured in the programme's bibliography and contents, and more activities will be organized to ensure the active participation of RTP participants in the community of practice. Face-to-face meeting for participants will resume in 2023, during which representatives from ministries of education (MoEs) in the region will benefit from lectures by international specialists and on-site visits in the host country's education system, providing a unique opportunity to exchange good practices and reflect on common challenges.

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

The flagship programme of IIEP Dakar, co-delivered and accredited by the Faculty of Science and Technology of Education and Training at Université Cheikh Anta Diop in Dakar, is a 14-month programme on education sector analysis (ESA). Its focus on data and indicators strengthens participants' capacity for policy formulation and monitoring and evaluation (M&E) of educational programmes. It is delivered by IIEP Dakar's education policy analysts and benefits from their up-to-date experience from working alongside MoEs.

d. Tailor-made capacity building programme for technical teams from the Inter-American Development Bank (IADB)

At the request of the IADB, IIEP BA will develop flexible training formats covering specific tools for the design and implementation of education policies and programmes. The course, aimed at

bridging theoretical frameworks and professional practice, will be offered first to the IADB's technical teams and then to regional clusters of selected Latin American countries.

e. Tools to promote transparency and accountability in education

Improving access and ensuring quality, equity, and efficiency in the education sector cannot be achieved without attention to transparency and accountability. This online course will enable participants to identify and assess potential areas of risks and help them understand how to design and implement four key tools: tracking surveys, school report card surveys, codes of ethics, and integrity pacts. It will target Education Out Loud grantees, namely Civil Society Organizations actively involved in promoting the SDG 4 Agenda.

Priority 2: Managing for quality learning outcomes

a. Using learning assessment data to monitor SDG 4 progress

This eight-week interactive and practice-oriented online course will enhance participants' skills to evaluate the feasibility of learning assessments in their country, and develop the analytical skills required to process and interpret data on the quality of – and equality within – education, to inform policy and planning.

Box 1. **Short course on the use of information for educational planning**

The second edition of this short course in Spanish will take place in 2023, following the first edition in 2022. The course is designed and implemented jointly with OREALC/UNESCO Santiago, in response to a recurrent training request made via the Community of Practice (the RED). Its innovative format, use of pedagogical materials, and cross-cutting content could see the didactic design of this course applied to future training programmes.

b. Planning for the middle tier: Tailor-made training programmes in Bolivia, Cambodia, Chile, and Uruguay

In Bolivia, this course will strengthen the educational planning and management capacities of sub-national directors from the MoE. It will provide a theoretical framework and operational tools adapted to the country context and will focus on building capacity for the implementation of educational policies to achieve learning outcomes in basic education. In Cambodia the course, co-designed with the National Institute for Education, aims at enhancing capacities of Provincial Education Offices to support schools in strategic planning. In Chile, the course will train staff from the public educational local services, a new structure within the educational system in charge of policy implementation at the local level. In Uruguay, at the request of the National Administration of Public Education, the course will provide concrete concepts and tools to improve the implementation of educational policies for the benefit of school supervisors and head teachers.

c. Enhancing local-level capacities for school improvement planning

The objective of this specialized eight-week online course is to strengthen the competencies and technical skills of professionals at the middle tier who support schools in designing, implementing, and monitoring school improvement plans. It mainly targets professionals working in collaboration with schools, such as provincial, regional, and district education officers, inspectorate staff, and school cluster heads.

d. Expanding the reach of IIEP Dakar's Quality Management (QM) programme

As part of the QM programme, training modules co-developed with three national training institutes (in Burundi, Dakar, and Togo) will enhance the skills of middle tier education management personnel with a view to improving quality of learning. Drawing from the programme's experience and results, the trainers will themselves be trained to deliver the modules.

Priority 3: Equity and resilience

a. Gender-responsive educational planning

Building on its experience in delivering this course to four cohorts in English, French, and Portuguese, in 2023 IIEP Dakar's GCI team will deliver the fifth round of training in English, while IIEP BA will present the first Spanish–Portuguese edition adapted for countries in Latin America. This topic is in high demand in the region and will emphasize the importance of planning perspectives as part of the policy agenda, thus enabling articulation with other IIEP programmes.

b. Fundamentals of crisis-sensitive educational planning (CSP)

This six-week interactive and practice-oriented course will reinforce participants' capacities to analyse risks, including in displacement situations, and identify how to integrate crisis risk reduction into national education sector planning processes. Building on crisis-sensitive planning courses offered in past years, it will feature an additional focus on more recent areas of IIEP's work including climate change and MoE leadership.

IIEP BA will also deliver a short course on CSP as a topic of growing importance for educational planners in Latin America. The course incorporates updates based on reviews of previous editions and will be implemented in a bilingual modality (Spanish and Portuguese) for the first time. Furthermore, a tailor-made virtual programme based on this course will be delivered for Brazil's MoE, adapted to the country's specific context and challenges.

Priority 4: Skills and flexible learning pathways

a. Harnessing the potential of public-private TVET system management

The Management of Technical and Vocational Education and Training (PGEFTP) course aims to build the capacity of both the public and private sector at the strategic and operational levels, to jointly analyse labour market needs, manage technical and vocational education and training (TVET) systems, and develop and implement TVET policies. The third cohort consisting of 40–50 participants from multiple African countries will graduate in May 2023, and a new cohort will be welcomed.

Transforming education through technical cooperation: What's next?

Demand for IIEP's technical cooperation continues to expand beyond the preparation of national ESAs and ESPs to supporting the management and implementation of plans. For example, IIEP is receiving an increasing number of requests from Member States for assistance with budgeted action plans, human resource support, micro-planning, and M&E of education systems. There is also an increasing emphasis on capacity development at sub-national levels, for education professionals at the middle tier and other levels of the system.

In 2023, IIEP will maintain its support for multi-year, integrated capacity development programmes, which combine the training of national and sub-national officers, the development and application of planning tools and the normative framework for planning and management functions, and the strengthening of training providers. Also high in demand is technical cooperation with the objective of building Member States' resilience to withstand crises, with a new focus on climate change and forcibly displaced people. IIEP will also continue to build on its strategic and technical relations with the Global Partnership for Education (GPE), to better support countries in the implementation of the GPE operational model, through various relevant grants at country and global levels.

In addition to ongoing projects, next year's projects will cover:

- education sector analyses and/or plan preparation processes
- integrated capacity development projects
- data and budget management
- improving M&E frameworks for MoEs
- support on human resource strategy implementation
- quality management for improved learning
- crisis-sensitive planning and equity.

IIEP also expects to support several countries, such as Niger, in the preparation of their partnership compacts to acquire GPE funding.

Planned activities

This section takes a closer look at some of IIEP's new and ongoing projects for 2023. A complete overview of the planned technical cooperation activities is listed under each priority area.

Priority 1: Planning, Finance, Data, and Governance

a. Strengthening core planning and management functions for system transformation

Although diverse in theme and scope, the projects under this priority share the common objective of strengthening the core planning and management functions within education administrations. Project focuses include integrated capacity development, support to ESP implementation and monitoring, links between planning and budgeting processes, human resources management (HRM), and using data and evidence for planning.

Table 2. **Technical cooperation projects for 2023 under Priority 1**

No.*	Project	Countries	Lead office	Project size
1	Capacity development programme (second contract)	Haiti	Paris	Large
2	Capacity development programme	Madagascar	Paris	Large
3	Enhanced performance-based budgeting processes	Burkina Faso, Morocco, and Niger[1]	Paris	Medium
4	Support to implement school mapping	Togo	Dakar	Medium
5	EU DG NEAR: Education Sector Analysis	Albania and North Macedonia[2]	Paris	Large
6	Support to preparation of new education sector plan	Cambodia	Paris	Medium
7	Support to improve MoE M&E framework	Jordan	Paris	Medium
8	Support for the implementation of teacher policies	Moldova	Paris	Small
9	TEP review and new Education Sector Plan	Yemen	Paris	Large
10	Costed implementation plan for national teacher policy	Lao People's Democratic Republic	Paris	Small
11	Support MoEs to develop HRM systems	Chad and Mauritania	Dakar	Medium
12	Support for Education Sector Analysis	Cote d'Ivoire	Dakar	Medium
13	Support for the development of a sector policy note and simulation model	Benin	Dakar	Small
14	Support to implementation of ESSP in Somalia	Somalia	Dakar	Medium
15	Support for MoE HR management	Côte d'Ivoire	Dakar	Medium
16	Support for the development of the STEM Strategy	Nigeria	Dakar	Medium
17	Support to Education Sector Analysis	Senegal	Dakar	Medium
18	Support for the development of the teacher policy	Guinea Bissau	Dakar	Medium
19	Support for the development of a simulation model	Niger	Dakar	Small

Legend for section: ▬ *Green: ongoing projects* ▬ *Yellow: projects in pipeline*

Small projects are defined as those with a budget below US$ 100,000, medium projects range from US$ 100,000 to US$ 1 million, and large projects are over US$ 1 million.

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[1] Two more countries to be defined.
[2] Third country to be defined.

Priority 2: Managing for quality learning outcomes

a. Testing solutions as part of IIEP's Quality Management (QM) programme

In 2023, IIEP's QM programme will continue with a focus on three pillars: country support, knowledge sharing, and training capacity development (the latter is covered under *Training* in *Priority 1*). The diagnostic phase has been completed in all five active project countries (Burundi, Madagascar, Niger, Senegal, and Togo), and attention will now turn to piloting solutions to the problems identified in the diagnosis and identifying the required conditions for scaling up. These will be integrated into national three-year budgeted action plans. Communication, knowledge mobilization, and advocacy activities aimed at ensuring understanding of the programme and its achievements will continue, with an emphasis on communication across units in the involved ministries and with key decision-makers within the MoE and across government more broadly. IIEP will then prepare a report summarizing the main results of the programme, and review the programme's methodological guide, integrating the experiences of the four new countries. The final project evaluation will also be launched.

b. Developing the capacities of the middle tier in Guyana

In the context of the learning crisis, the middle tier is increasingly seen as a critical lever for strengthening the delivery and effectiveness of education systems and improving learning outcomes. As the GPE's designated agent for implementation of the System Capacity Grant in Guyana, IIEP will engage in a middle tier capacity development project, to support the strengthening of culturally responsive instructional leadership at the district and school levels.

Table 3. **Technical cooperation projects for 2023 under Priority 2**

No.*	Project	Countries	Lead office	Project size
1	Implementation of GPE's System Capacity Grant	Guyana	BA and Paris	Large
2	Quality Management programme	Burundi, Madagascar, Niger, Senegal, and Togo	Dakar	Large

Legend for section: ▬ *Green: ongoing projects*   ▬ *Yellow: projects in pipeline*

Small projects are defined as those with a budget below US$ 100,000, medium projects range from US$ 100,000 to US$ 1 million, and large projects are over US$ 1 million.

a. Safeguarding the right to education during crises

IIEP's equity and resilience portfolio supports MoEs in building resilient education systems that are inclusive of all learners including those from displaced populations. It strives to ensure that ministries have a strong leadership capacity to plan and manage education from a gender perspective and cope with crisis contexts. In 2023, IIEP's work to enhance the resilience of education systems will maintain its focus on institutionalizing risk management in Jordan and on strengthening education management information systems (EMIS) in Ethiopia and South Sudan.

b. Crisis-sensitive planning: From climate change to refugee inclusion

IIEP is currently seeking funding to expand its work on CSP by mainstreaming actions to adapt and mitigate risks related to climate change in and through education policies, plans, and budgets. IIEP is also formalizing collaboration with UNHCR to improve capacities to plan for and manage the integration of refugees into national education systems in two to three countries (including Mauritania), and to deliver training on the same subject. In line with the Institute's integrated approach to capacity development, this collaboration will feature training on planning for inclusion of refugees in national systems, and country-level technical support through the development of costed plans.

c. Taking gender-responsive educational planning to the next level

In 2023, IIEP will continue to support the eight GCI countries with tailor-made activities, while responding to countries' requests to support mainstreaming gender in educational planning, the new GPE partnership compact, or the Girls' Education Accelerator, a new funding opportunity. IIEP will also apply a gender lens to ESAs and ESPs.

> Box 2. **Examples of GCI's 2023 country-facing activities**
>
> **Burkina Faso**: Contextualized training courses will be delivered for MoE staff on gender-responsive education planning and budgeting.
>
> **Chad**: Support will be provided for the revision of the Gender Training Manual. The MoE will benefit from training courses on gender-responsive education planning.
>
> **Mauritania**: Support will be provided for the development of a gender-responsive education sector analysis and education sector plan, alongside continued efforts to strengthen the capacity of the MoE.
>
> **Mozambique:** A contextualized training course on gender-responsive budgeting will be organized for 35 MoE staff at both central and decentralized levels. Research will explore gender-differentiated reasons for school dropouts.
>
> **Niger:** The participatory gender diagnostic of the MoE will be finalized and disseminated and activities on budget-programme and gender-responsive budgeting will continue, as

will the development of a tool to collect data on School-Related-Gender-Based-Violence (SRGBV) for better planning.

Nigeria: Further training courses will build upon those delivered in 2022 to continue developing the capacities of MoE staff in gender-responsive educational planning at both federal and state levels.

Sierra Leone: Following IIEP support to the ESA (2021) and education sector plan (2022), two training courses will be provided to strengthen the Ministry of Basic and Senior Secondary Education and the Ministry of Technical and Higher Education staff in implementing the new education sector plan. The training will cover gender-responsive TVET and gender-responsive budgeting.

Beyond Africa, support that started in the Caribbean in 2022 will also continue in 2023.

Table 4. **Technical cooperation projects for 2023 under Priority 3**

No.*	Project	Countries	Lead office	Project size
1	Gender at the Centre Initiative	Burkina Faso, Chad, Mauritania, Mozambique, Niger, Nigeria, and Sierra Leone	Dakar	Large
2	Crisis-affected people on the move	Burkina Faso, Guyana, and Viet Nam	Paris	Medium
3	ECW EiE EMIS project	Ethiopia and South Sudan	Paris	Medium
4	Crisis-sensitive planning within the education sector plan	Jordan	Paris	Medium
5	Planning for climate change adaptation and mitigation	Global, with a focus on two countries to be selected	Paris	Medium
6	Action plan for the integration of refugees into the school system	Mauritania	Paris	Medium

Legend for section: ▬ *Green: ongoing projects*   ▬ *Yellow: projects in pipeline*

Small projects are defined as those with a budget below US$ 100,000, medium projects range from US$ 100,000 to US$ 1 million, and large projects are over US$ 1 million.

a. Jobs and skills in Africa: Support to a regional training centre

The support provided by IIEP Dakar to CERFER, a regional training centre for trades related to road infrastructure, will continue in 2023 with a range of activities including the development of a management procedures manual and a partnership strategy, as well as support for the implementation of a 'Forward Management of Jobs and Skills' approach and the implementation of a jobs and skills forecasting function.

b. Better training and work opportunities through multi-actor capacity building

IIEP Dakar will support the establishment and operationalization of a multi-actor public-private TVET sector coordination platform in the Central African Republic. In addition, it will work with the Regional Support Project for Pastoralism in the Sahel (PRAPS), a regional TVET project in Burkina Faso, Chad, Mali, Mauritania, Niger, and Senegal, funded by the Permanent Interstates Committee for Drought Control in the Sahel (CILSS). It aims to support the capacity building of various TVET actors, by improving the social and economic inclusion and professional integration of women and young people, and identifying future skills needs for pastoral actors. It will also help the six countries harmonize implementation of their skills development strategies.

c. A new regional TVET endeavour with the West Africa Economic and Monetary Union

IIEP Dakar is finalizing discussions with the West Africa Economic and Monetary Union (WAEMU) to contribute to the implementation of the Regional Programme for Vocational Training of WAEMU and Chad (PROFOR) in 2023. Coordinated by the WAEMU Commission with funding from the Swiss Agency for Development and Cooperation, PROFOR will be implemented in three phases over 12 years. IIEP's support during the first phase will take a gender-responsive approach, feeding into seven main outputs, including: identifying key economic sectors and professions with the private sector, supporting national training resource management platforms, and identifying regional centres to train 400 trainers in priority trades.

Table 5. **Technical cooperation projects for 2023 under Priority 4**

No.*	Project	Countries	Lead office	Project size
1	CERFER	Benin, Burkina Faso, Côte d'Ivoire, Niger, and Togo	Dakar	Medium
2	ONEF	Mali	Dakar	Small
3	Sahel: CILSS: Support to PRAPS and pastoralism	Burkina Faso, Chad, Mali, Mauritania, Niger, and Senegal	Dakar	Medium
4	TVET public-private platform	Central African Republic	Dakar	Small
5	WAEMU/UEMOA: Support to PROFOR – TVET	Benin, Burkina Faso, Chad, Côte d'Ivoire, Guinea-Bissau, Mali, Niger, Senegal, and Togo	Dakar	Large

Legend for section: ▬▬ *Green: ongoing projects* ▬▬ *Yellow: projects in pipeline*

Small projects are defined as those with a budget below US$ 100,000, medium projects range from US$ 100,000 to US$ 1 million, and large projects are over US$ 1 million.

Strategic Objective 2

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

Transforming education through knowledge management and mobilization: What's next?

IIEP has a long tradition of producing actionable research and associated knowledge products for policy-makers, planners, and other stakeholders in educational planning and management. However, changing demands have motivated a rethinking of IIEP's approach to knowledge generation and necessitated conceptual and practical adjustments. Following a foundational year for the new Knowledge Mobilization and Management (KMM) team, 2023 will mark the first full year of the Institute's new KMM strategy aimed at moving beyond simple knowledge production to a harmonized knowledge-sharing strategy integrated with each function and platform. The strategy also encompasses the creation of new knowledge and an emphasis on organizational learning both internally and among key stakeholders.

More specifically, the KMM team will play a key role in coordinating IIEP's new research agenda under the 11th MTS, ensuring the sustainability, relevance, and quality of IIEP's knowledge production function across the Institute's teams. Key areas of research will include: the impact of digitalization on transparency and accountability in the education sector, climate change and education system resilience, the role of the middle tier in educational planning and management, and alternative credentials in higher education.

In addition, the KMM team will mark IIEP's 60 years of service supporting UNESCO Member States and partners and strengthening their capacities in educational planning and management. The 60th anniversary will thus function as the central pillar of all major knowledge-sharing activities throughout the year, culminating in a major event bringing together experts, alumni, and partners, and a publication on the future of planning published in the Fundamentals of Educational Planning series.

Other priorities for KMM over the coming year involve improvements to the IIEP website (including a new global training page), the optimization of online portals, and the development of a global community of practice. All three offices will focus on better knowing and understanding IIEP's audiences to improve the efficiency and impact of communications. The KMM team will also continue to explore and develop new formats and avenues for the dissemination of IIEP's knowledge products. Finally, it will more actively serve the Institute's audiences by curating and placing knowledge in the hands of practitioners including through the renewal of the IIEP depository library network.

> Box 3. **Knowledge mobilization in Latin America**
>
> With a global perspective and a regional focus, IIEP BA will produce, curate, and disseminate high-quality knowledge to improve education policy decisions through two main KMM products: the SITEAL portal and the Community of Practice (the RED). The KMM team at IIEP BA will prioritize education administrations as the main audience and organize their work around pre-defined topics with strategic value, promoting diverse, attractive, and innovative formats. One of the proposed strategic themes to address for 2023 is digital education and technology.

Planned activities

This section takes a closer look at some of IIEP's new and ongoing research and development projects for 2023. These are described for each of the priority areas set for the Institute's 11th MTS. A complete overview of KMM activities is presented in *Tables 6, 7, and 8*.

Priority 1: Planning, Finance, Data, and Governance

a. Funding analysis guidelines for early childhood education

Early childhood education (ECE) features high on the priority list for SDG 4, but the lack of adequate funding is recognized as a major impediment to scaling up of the subsector. Several initiatives are currently being pursued to collect improved data on ECE costs and expenditures, with support from organizations such as UNICEF, Brookings, Save the Children, the World Bank, and the IADB. IIEP will join this global effort by supporting the development of guidelines on ECE financing that would help countries conduct an in-depth analysis of current funding sources, amounts, and financing mechanisms (i.e., public, private (including household), public-private partnership, external) and better assess the contribution of different actors. The methodology will assess the current level of ECE financing, its equity and sustainability, and the scope for new funding leverage for scaling up ECE programmes.

b. Digitalization of educational planning and its impact on transparency and accountability

Governments and commentators are emphasizing both the potential and the risks of digital innovations in automation, big data, blockchain, artificial intelligence, and other new technologies. While tools for fighting corruption and improving transparency and accountability within the education sector are potentially transformative, data breaches and increased dependency on for-profit digital industries highlight the need to further assess digitalization initiatives. The aim of this project will be to promote more transparent and accountable education systems by renewing management and control procedures through the opportunities offered by digitalization. The research will include an international survey and a series of thematic papers and briefs reviewing possible applications of specific tools within the education sector. Through its collaboration with Education Out Loud, IIEP will also explore the role played by civil society actors in this context.

c. Education Out Loud (EOL): Promoting Civil Society participation in the policy and planning cycle

Following the signature of an agreement between IIEP and Oxfam IBIS in its capacity as Global Learning Partner agent for the EOL project funded by GPE, IIEP will be engaged in knowledge production and capacity building activities aimed at examining how to better integrate civil society actors into educational planning and policy-making, and at bridging the gap between civil society actors and ministries of education. As part of this initiative, in 2023 IIEP will commission three thematic papers on: CSOs as members of Local Education Groups, CSOs as active partners in the promotion of innovative planning and management techniques, and government capacity to engage with CSOs. In addition, IIEP will organize two webinars for EOL grantees on open school data and open government in the education sector.

d. Technology and education: A Latin American study building on the GEM Report

Over the next year, IIEP BA plans to undertake annual regional research and organize a Regional Forum in conjunction with the 2023 launch of the Global Education Monitoring (GEM) Report on *Technology and Education*. A study on Latin America has been proposed as a regional section within the GEM Report.

Priority 2: Managing for quality learning outcomes

a. Transforming education through the middle tier in educational planning and management

Understanding the design of middle-tier roles within the structure of an education system is fundamental to creating and maintaining a link between policy and practice. IIEP will launch a research programme to map out roles, functions and challenges at the middle tier and develop policy recommendations that will allow governments to maximize the potential of these 'change agents'. The research will support IIEP's growing technical cooperation portfolio, targeting the middle tier of education systems in Cambodia, Guyana, Haiti, and Madagascar.

b. Teacher data visualization app

Development of this dashboard will help educational managers visualize data and teacher-related indicators using interactive graphs and drill-down maps, with the ability to zoom in to the lowest administrative unit. This on-demand app will target MoE personnel at both central and decentralized levels, using national data and boundaries to discover inequities in teacher deployment and school infrastructure.

c. Women in Learning Leadership – WiLL project

IIEP Dakar, though the GCI, is preparing a memorandum of understanding to partner with the UNICEF Office of Research Innocenti to unpack women's school management and leadership practices. It will build on research revealing that students in schools with a female director achieve higher performance in reading and mathematics. The project will provide further evidence to support the design and implementation of actions to strengthen the impact of school leadership on children's education opportunities, learning, and well-being. The findings will then be used to promote evidence-based policy and social dialogue, as well as capacity development with relevant stakeholders, to support the scaling up of effective school leadership practices, for both women and men.

a.   Mainstreaming climate change into education sector planning

IIEP's crisis-sensitive educational planning (CSP) cluster will analyse and document technical planning processes in different country contexts to develop institutional memory and to support the development of methodological guidelines on CSP. In 2023, the cluster will examine work that is currently in the pipeline to support the MoE in Malawi and in a second pilot country, with the aim of mainstreaming climate change adaptation and mitigation in their education sector planning processes and providing results to feed into IIEP's technical cooperation and training offers.

IIEP will also develop a technical note and tool to empower planners to use data to simulate sea level rise and to quickly identify which schools will be affected first. This will support planners in anticipating and preparing to upgrade infrastructure or relocate schools to dry areas. The tool – originating from a Hacking EDplanning prototype – will use open data and free open-source codes and software for open access and use.

Box 4. **Rethinking national school calendars to cope with climate hazards**

Following research in 10 sub-Saharan African countries which revealed that students exposed to more rainy days achieve lower scores at the end of the school year, this project aims to create policy advice and provide technical support to African governments on flexibility in school calendars. The project will develop optimal school calendars for more inclusive access and foundational learning.

IIEP will also develop a new tool to provide an initial basic school map and a dashboard platform for countries working with IIEP, allowing them – and others – to use free open-source code to customize and further develop the tool.

b.   Enhanced budgeting and planning with a gender lens

This project aims to promote gender equality by supporting a space for dialogue on budget and educational planning cycles between ministries of education and ministries of finance. By filling knowledge gaps, it will contribute to the efficient and equitable use of resources as well as reflections on gender-sensitive planning and will strengthen alignment with budgeting cycles. Co-funded by the Open Society Foundation, GCI, and IIEP, the first phase of the project took place in Niger and Burkina Faso and will be extended to Morocco and two additional countries in 2023.

Continuing its work on gender, IIEP Dakar will explore the phenomenon of girls dropping out of school in sub-Saharan Africa, with a focus on Mozambique and Sierra Leone. IIEP is also seeking funding to pilot a tool for the collection of data on School-Related-Gender-Based-Violence (SRGBV) and to strengthen Education in Emergencies and Protracted Crises (EiEPC) actors on SRGBV risk mitigation strategies in Niger.

c. Studies on inclusive ICT policies in education

Based on a regional study with partners on digital policies in education in Latin America, the regional office is exploring funding options to implement national studies in Ecuador, El Salvador, and Paraguay, to investigate good practices for inclusion in digital policies and to produce policy recommendations for planning inclusive national agendas on ICTs and education.

Priority 4: Skills and flexible learning pathways

a. Alternative credentials in higher education

While past research on flexible learning pathways embraced a broad-based exploratory research design on strategies to make higher education more flexible, new research directions under the 11th MTS IIEP will focus on innovative types of non-formal higher education such as micro-credentials. This study will explore the offer of micro-credentials in a range of country contexts, the available regulatory frameworks and policies that exist to support their recognition, existing quality assurance processes, and mechanisms for their storage. The research will comprise an international stocktaking exercise (in 2023), as well as an action research phase with a limited number of pilot countries (as of 2024).

b. Gender and skills

IIEP Dakar, through GCI, will continue to investigate gender inequities in access to and use of skills development opportunities, and their impact on integration into the labour market in Africa. A comparative policy analysis will be pursued as well as an in-depth analysis in one country.

A complete overview of knowledge-generation activities is presented in *Table 6*.

<p style="text-align: center;">Table 6. **IIEP knowledge production and studies planned for 2023**</p>

No.*	Project	Lead office	Priority
1	ECE funding analysis guidelines	Paris	Priority 1
2	Digitalization of educational planning processes, and their impact on transparency and accountability	Paris	Priority 1
3	EOL: Promoting Civil Society participation in the policy and planning cycle	Paris	Priority 1
4	IIEP BA's Annual Research	BA	Priority 1
5	Thematic dissemination studies	BA	Priority 1
6	Involving the middle tier for improved EPM	Paris	Priority 2
7	Teacher management in refugee settings	Paris	Priority 3
8	National studies on inclusive ICT policies in education	BA	Priority 3
9	Alternative credentials in higher education	Paris	Priority 4
10	Development of Phase 2 of the programme 'Education quality management in sub-Saharan Africa'	Dakar	Priority 1 and 2
11	Uncovering impactful leadership in education: Lessons from successful female school leadership practices in sub-Saharan Africa – Phase 3	Dakar	Priority 1 and 3
12	Girls' school dropouts: Addressing the challenges of girls' school dropout through evidence-based policy-making. The cases of Sierra Leone and Mozambique	Dakar	Priority 1 and 3
13	Development of the analysis 'Programme Budget and Planning and Gender Sensitive Education Sector in Niger and Burkina Faso'	Dakar	Priority 1 and 3
14	Development and piloting of a tool for collecting data on School-Related-Gender-Based-Violence and strengthening EiEPC actors on SRGBV risk mitigation strategies in Niger	Dakar	Priority 1 and 3
15	Rethinking national school calendars to cope with climate hazards and cyclical agriculture in sub-Saharan Africa	Paris and Dakar	Priority 1, 2, and 3
16	Gender and skills: Policies for strengthening skills development and labour market integration continuum for women in SSA	Dakar	Priority 1, 3, and 4

Legend for section: *Green: ongoing projects*   *Yellow: projects in pipeline*

Rethinking how to better serve our audiences

In 2023, IIEP will continue to develop its efforts to meet the needs of its primary audiences and to increase two-way engagement for more impactful communication. To better understand preferred channels of communication and types of content, IIEP will use surveys and calls to action to broaden its alert and newsletter base. It will also provide thematic options based on frequency and interests, such as publication alerts, media watch, and the general monthly newsletter which provides news and resources.

a. 60 years of planning education, building the future

IIEP's 60th anniversary will be a prime moment to engage with key audiences on its history and impact, but also to position the Institute as a key actor for the future of global education and reaffirm the relevance of educational planning for the transformation of education systems (see *Appendix III: 60 years of planning education, building the future*).

In addition, in 2023 IIEP BA will celebrate a quarter of a century of direct presence in the region. Communications will highlight its achievements during this period, including key milestones, partners who have worked closely with the Institute, and other relevant facts and stories. To celebrate the anniversary, IIEP BA will implement a variety of institutional activities, in close collaboration with the Global KMM team. The goal will be to contribute to the office's positioning as a regional centre of excellence in its field, leveraging its visibility and engagement among key audiences, including potential donors.

Box 5. **Two decades of SITEAL in Latin America**

Celebrating its 20th year in 2023, the SITEAL portal will mark the occasion with an event and the unveiling of its new design that includes a clearer and more intuitive browsing feature. Drawing on a design created by one of the Hacking EDplanning winners in 2022, the new visualization of the indicator base will have enhanced tables and graphs and the consultation interface will be improved for a better user experience.

Based on the analysis of SITEAL's educational indicator base, a new format of short statistical briefs will illustrate in a simple, graphical way the main trends, progress, and challenges for the region's educational policies.

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b. Optimization of IIEP's sites and thematic portals

In 2023, web developments (in addition to the migration of the global IIEP website to Drupal 9) will highlight the diverse content blogs currently featured on the IIEP portals more prominently on the institutional website homepage. This move will centralize the variety of content and communities of practice supported by the Institute. Among these developments will be an overhaul of the site's training pages to align with IIEP's new global training strategy. Communication teams in all three offices will develop new content based on the experiences of past and present trainees to attract new participants.

IIEP's thematic portals, including ETICO and the Health and Education Resource Centre, among others, will be continuously updated and developed in 2023. A monthly experts' blog, featuring both IIEP and external voices, will evolve on the IIEP Learning Portal, and be featured prominently in IIEP communication channels. This portal will also reorient its mission to focus on supporting IIEP's new community of practice (see *Section d*), building on existing subscribers, followers, and a high volume of visitors (58,000 per month on average in 2022). The current Learning Portal

glossary will be transformed into an institutional glossary of educational planning as a standalone tool (available online and offline).

c. Exploring new modes and formats of communication

In 2023, IIEP will diversify its knowledge products by creating innovative and attractive formats and new modalities of dissemination. For example, in Latin America these products will be shared within the RED, at virtual events, and as part of training programmes and courses.

In terms of reach, the Dakar Office will continue to work on a database of contacts of communication officials from MoEs to garner greater reach among education sector officials. The database will be used mainly to develop the communities and audiences of the GCI and quality management programmes.

Box 6. Leveraging new channels and formats to share research

IIEP Dakar will continue to improve the dissemination of its publications via a variety of channels, including by producing videos with experts. The office plans to produce special video reports on research and development subjects in order to make complex topics more digestible – for example, gender issues in refugee camps in Mauritania. This approach will be rolled out for the Quality Management programme's experimental phase on finding innovative solutions.

Another innovation consists of a glossary of terms linked to gender and education currently in development by GCI, which will be disseminated via the Dakar website.

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d. Expanding communities of practice

IIEP BA's experience with communities of practice and networks will provide a model and lessons learned for the expansion of such platforms across IIEP's offices, promoting the exchange of good practices and knowledge and ensuring the uptake of IIEP's knowledge products. The KMM unit will facilitate exchanges on specific topics through targeted and adapted events (e.g. strategic debates and policy fora) and various activities (e.g. virtual workshops, asynchronous debate forums, and discussion rooms). In Paris, the KMM team will continue to work with the Training team to strengthen the alumni network within the framework of a community of practice.

> ### Box 7. **IIEP's Alumni network**
>
> The IIEP Alumni network is at the core of the Institute's audience and constitutes a vital resource in terms of ensuring the dissemination of knowledge products and maintaining contacts with MoEs. To capitalize on this valuable network, IIEP will renew its efforts to consolidate and maintain this community of practice, and to grow its reach and impact. Through this approach, IIEP also hopes to further enrich its alumni through ongoing opportunities for capacity building and knowledge exchange. A global strategy will draw inspiration from IIEP BA's RED, and a task force will explore key technological components, such as multilingualism, the creation of working groups, and a system of country focal points encouraging new members to participate.

In 2023, IIEP BA will also continue to strengthen its commitment to the members of its Community of Practice (the RED) by designing a new and improved layout for the events page within the RED portal. Through this, IIEP BA will seek to increase the visibility of other projects and outputs developed by the Training and KMM teams. In addition, through the development of communities of practice on specific topics, IIEP BA will seek to generate alliances with strategic partners and to mobilize extra-budgetary funds.

Table 7. **IIEP key knowledge dissemination and outreach activities planned for 2023**

No.*	Project	Lead office	Priority
1	IIEP 60th anniversary celebration event	Paris	All priorities
2	IIEP strategic debate series	Paris	All priorities
3	2023 Regional Forum on Educational Policy	BA	Priority 2
4	RED Community of Practice	BA	Priority 2
5	ETICO	Paris	Priority 1
6	Planipolis	Paris	Priority 1
7	SITEAL	BA	Priority 1
8	Learning Portal	Paris	Priority 2
9	Health and Education Research Centre	Paris	Priority 3
10	Education4Resilience	Paris	Priority 3
11	Quality Management Programme	Dakar	Priority 2

Legend for section: ▬ *Green: ongoing projects*   ▬ *Yellow: projects in pipeline*

e. Web watch and content curation

IIEP's library staff currently monitor more than 500 sources both online and offline, to alert programme staff to relevant new resources and to enrich the Institute's library catalogue and online repositories. Since 2019, a public web watch has also been made available through the IIEP website. In 2023, this will be given an active 'push' through the development of a bi-weekly e-alert containing key resources of interest to IIEP's community of educational planners and managers.

f. Reactivating IIEP's network of depository libraries

To better support IIEP's community of practice, the library will relaunch IIEP's network of depository libraries, taking into account of new opportunities offered by digitalization. Until 2010, the IIEP library maintained a network of depository libraries in MoEs, national commissions, and universities across the globe. In 2023, IIEP will revisit the network through the establishment of a dedicated pilot service in a selected number of institutions, to be extended over the following years. In addition to receiving electronic copies of IIEP publications, the web watch and a dedicated 'ask a librarian' service will be provided.

Table 8.   **IIEP knowledge curation activities planned for 2023**

No.*	Project	Lead office	Priority
1	Library acquisitions	Paris	All priorities
2	Web watch/curation	Paris	All priorities
3	Global Digital Library	Paris	All priorities
4	Depository libraries	Paris	All priorities
5	Institutional knowledge preservation	Paris	All priorities

Legend for section: ▬ *Green: ongoing projects*   ▬ *Yellow: projects in pipeline*

Governance and management

Governance and strategic management

Governance

IIEP has benefitted from strong and transparent governance, including through its autonomous Governing Board (GB). The new Chair has raised the need to adjust to the future commitments of the organization, considering the 20% downsizing, and the need to refocus its strategies. The former IIEP Director confirmed that many of the core indicators needed to be adapted and suggested a mid-term review of the 11th MTS and the Monitoring, Evaluation and Learning (MEL) Strategy at the end of 2023.

Operational effectiveness and management

The recruitment process for the position of Director is ongoing, and IIEP should have a new Director in place in the second quarter of 2023. The acting Director is committed to fully covering the transition and will remain at the organization until the new Director arrives. The Chief Administrative Officer will be retiring at the end of March. This key position has already been advertised to ensure it is not left vacant; the position has been renamed Finance and Operations Manager. A Strategic Partnerships Officer is in position as of 2022, with the mandate to bring in new funders, including foundations and the private sector.

IIEP is recognized for the strength of its fiduciary management and oversight, including its systems for risk assessment, audit, project management, and monitoring and evaluation. IIEP will continue both the annual external audit of its finances and the use of financial modelling to ensure the sustainability of the Institute.

IIEP will continue to strengthen its project management system, not only to monitor projects but to improve staff time management and efficient deployment of human resources, enabling better assessment of capacity to respond to new programmatic requests. The new resource management process will be monitored in real-time to support implementation of the 11th MTS and facilitate cross-functional initiatives.

UNESCO's new UNESCORE programme and technological planning platform is a significant step forward in modernizing the organization's core business processes and systems. IIEP is fully involved, and both the Project Management Office and the Corporate Services Unit (CSU) are collaborating closely with UNESCO to ensure a successful transition. To improve our communications infrastructure a more cost-efficient telephone system will be installed in 2023.

Management of premises

While IIEP will continue to assume costs for maintenance of the Paris office, discussions have started in 2022 with the French government's public finance service regarding their subsidy for building maintenance. The Buenos Aires offices has received US$ 70,000 from the government of Argentina for building maintenance, and once a formal agreement is signed this support will be secured for the longer term. The Dakar office will be part of the move of all UN agencies to the new joint UN premises scheduled in 2023.

IIEP will continue in 2023 to move toward a more sustainable and greener institute by implementing a range of energy saving measures including more recycling and paperless options, reduction and better management of travel, incentives for staff to make sustainable decisions.

Staffing and Human Resources

IIEP's HR team and the Chief Administrative Officer will continue to work closely with the Director's Office to implement the staffing plan approved by the GB. The overall goal is to keep staff costs at levels that ensure both IIEP's sustainability and adequate human resources for the effective implementation of the 11th MTS. In this regard, recruitment will be scaled back, taking account of financial constraints while ensuring that essential HR capacity is not sacrificed. Recruitment in 2023 will therefore focus on filling critical talent gaps created by staff departures. It will also include a few new positions deemed essential to delivery of IIEP's global mandate.

Managers will be given the tools and knowledge to manage and lead an autonomous work force, enhance teamwork, and support personnel work-life balance as well as ensuring equitable workloads.

Details of IIEP's HR and recruitment plans are outlined in *Appendix II: Human resources management*.

Finance and budget

Finance and budget 2023

Overview

In the second year of the 11th MTS, the Core Funding Programme will continue to be financed by the annual financial allocation from UNESCO and by voluntary contributions from Member States. The Core Funding Programme also includes cost recovery from IIEP's Project Funding Programme (comprised primarily of recovery of staff costs).

The Project Funding Programme will continue to be financed through contracts and by voluntary contributions earmarked by donors for specific projects or programme activities at global, national, and regional levels. Resources from project funding finance will be earmarked for activities in Paris, Dakar, and Buenos Aires, including training fellowships.

Resources from the Core Funding Programme are used to finance the three IIEP offices' core programmes and activities. They also are used to cover all staff costs (with the exception of four posts funded by a legacy project). This improves stability and predictability for the Institute, complementing other measures such as policies such as the Stabilization Fund and Operational Reserves. However, some new staffing will be directly funded by new project budgets and staff cost recovery, instead of core funds, on a pilot basis, to determine the feasibility of charging full staff costs to projects without compromising stability and the predictability of implementation, programme delivery, and outcomes.

The two tables included at the end of this section provide an overview of IIEP's budget and finances for 2023:

- *Schedule 1,* IIEP estimated resources in 2023.
- *Schedule 2,* IIEP estimated expenditure in 2023.

Income and financial resources

The estimated financial resources and expenditure for 2023 are combined in the *Financial Table 1* Statement of Resources and Expenditure, for both the Core Funding and Extrabudgetary Programmes. This provides details of the appropriation lines of the 11th MTS. The amounts are shown in current United States Dollars (US$), the official currency of UNESCO. The US$ / Euro rates of exchange used for the Governing Board reports are US$1 = €0.839 for 2022 and US$1 = €0.935 for 2023. *Schedule 1* and *Schedule 2* include resources and expenditure in-kind, as well as funds that are received as decentralized project funding from UNESCO HQ.

a. **Core Funding Programme**

- **UNESCO Financial Allocation:** The proposed UNESCO financial allocation to IIEP for 2023 amounts to US$ 2,140,100, the same amount provided yearly since 2016.
- **Voluntary Contributions:** These contributions are for the Core programme and activities. The budget has been built on the assumption that all core funders will maintain the same level of contributions as in 2022. Switzerland (four years), Sweden (four years), and Norway (one year) all renewed their agreements in 2022. IIEP's contribution agreement with the French Agency for Development (AFD) expires on 31 December 2023; AFD will confirm their future level of commitment next year. The government of Argentina has renewed its contributions. The total voluntary contributions amount to US$ 9,582,573. IIEP will continue to search for new sources of core funding, approach new funders, invest in fundraising, and explore new geographical areas. Core funding is essential for the future sustainability of the Institute.
- **Cost recovery:** Income from cost recovery is included as part of the Core Funding Programme. It has been estimated at US$ 3,134,860 for 2023. This category includes estimated staff cost recovery for projects and activities that will be carried out by IIEP staff across the three offices, through technical cooperation with Member States. Staff recovery comes to a total of US$ 2,859,860, of which US$ 297,578 is administrative support cost levied on the projects implemented and managed by IIEP. Cost recovery from the annual training programme is estimated at US$ 275,000.

b. **Project Funding**

In addition to the resources or reserves corresponding to ongoing projects (roll-over) of US$ 1,930,446, the estimated new resources for project funding amounts to US$ 5,955,449, income which is still to be received from such projects. These include US$ 350,000 from GPE, US$ 166,000 from AFD for HRM and EMIS support in Burkina Faso, US$ 2.3 million from AFD for education quality management, and US$ 127,000 from CERFER. It also includes income from new project agreements, either just signed or likely to be signed, for instance, US$ 265,000 from Oxfam Ibis, US$ 600,000 from WAEMU, and so on. It also includes US$ 1.4 million of decentralized project funding from UNESCO, such as from the Madagascar Capacity Development in Educational Planning project, the Senegal ESA, and so on.

c. **Reserves**

In IIEP, the Stabilization Reserve was created to cover payments made for staff separations and to provide resources to finance IIEP's yearly programme should it be warranted by exceptional economic or financial conditions. In the latter case, the funds are 'borrowed' and must be returned to within a period of three years. The balance at the end of the year is estimated at US$ 12,500,000.

Operating reserves are comprised of resources from surpluses and reserves from prior years. Part of them belong to the general fund and may be used to finance activities under the Core Funding Programme. These reserves represent surpluses accumulated, mainly in recent years from the Paris and Dakar offices. The current estimate for the end of 2023 is US$ 5,777,974.

Once again, it is important to reiterate that these reserves are necessary if IIEP is to deliver all existing commitments with major funders and the entire IIEP programme in the next MTS, as

shown in the financial simulation below. Remaining reserves are earmarked for the implementation of specific activities and deliverables and represent the balance of funding as yet unused. They must be returned to donors if planned activities are not implemented. The estimation for the end of 2023 amounts to US$ 867,612.

Expenditure

The Core Funding Programme expenditure for 2022 has been estimated at US$ 17,703,858, of which US$ 13,541,885 relates to the staff costs of the three offices and US$ 4,161,973 to programme activities. These figures also include the programme activity of the three offices.

Programme implementation expenditure for the project funding is estimated at US$ 4,991,706.

Data tables: Summary of income and expenditure in 2023

Financial Table 1. **Statement of resources and expenditure for 2023**

Core Funding and Project Funding Programmes	Estimated 2022				Estimated 2023			
	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	10 297 059	-	-	10 297 059	9 582 573	-	-	9 582 573
III. Contracts								
Governments	-	905 537	-	905 537	-	300 418	-	300 418
Other	-	5 763 565	-	5 763 565	-	5 655 031	-	5 655 031
TOTAL, GENERAL INCOME	12 437 159	6 669 102	-	19 106 260	11 722 673	5 955 449	-	17 678 121
IV. OTHER INCOME								
Programme Support Funds[1]	2 533 009	-	(2 088 861)	444 148	2 839 860	-	(2 006 577)	833 283
Training Programme cost recovery[2]	358 102	-	(88 728)	269 374	275 000	-	(20 000)	255 000
Miscellaneous Income[3]	21 912	-	-	21 912	20 000	-	-	20 000
TOTAL, OTHER INCOME	2 913 023	-	(2 177 589)	735 434	3 134 860	-	(2 026 577)	1 108 283
TOTAL INCOME OF THE YEAR	**15 350 182**	**6 669 102**	**(2 177 589)**	**19 841 694**	**14 857 533**	**5 955 449**	**(2 026 577)**	**18 786 405**
EXPENDITURE								
10th (2021) & 11th (2022) Medium-Term Strategy								
I. PROGRAMME OPERATIONS								
Training (Line 1)	4 253 767	1 723 484	(610 772)	5 366 480	4 414 789	1 697 957	(490 297)	5 622 449
Technical Cooperation (Line 2)	4 708 044	3 776 405	(1 210 238)	7 274 211	4 695 167	4 059 300	(1 172 151)	7 582 317
Research and Development (Line 3)	2 886 452	1 278 932	(275 357)	3 890 027	3 037 697	956 330	(276 147)	3 717 881
Outreach and Advocacy (Line 4)	2 593 000	509 705	(81 223)	3 021 483	2 770 140	304 695	(87 983)	2 986 853
TOTAL, PROGRAMME OPERATIONS	14 441 264	7 288 526	(2 177 589)	19 552 201	14 917 794	7 018 283	(2 026 577)	19 909 500
II. GOV. BOARD, DIRECTORATE, CORPORATE SERVICES (Line 5)								
Governing Board	261 146	-	-	261 146	307 983	-	-	307 983
Directorate/Monitoring & Evaluation	418 763	-	-	418 763	478 387	-	-	478 387
Corporate Services								
General Administration	861 227	-	-	861 227	973 727	-	-	973 727
Information Technology	363 514	-	-	363 514	348 859	-	-	348 859
Staff Service Account	-	-	-	-	-	-	-	-
TOTAL, GOV. BOARD, DIRECTORATE AND CORPORATE SERVICE	1 904 651	-	-	1 904 651	2 108 956	-	-	2 108 956
III. INVESTMENT (Line 5)								
Staff development	354 149	-	-	354 149	342 236	-	-	342 236
Renovation of Building	63 481	-	-	63 481	48 802	-	-	48 802
IT Technology	399 735	-	-	399 735	286 069	-	-	286 069
TOTAL, INVESTMENT	817 365	-	-	817 365	677 108	-	-	677 108
TOTAL, EXPENDITURE I - III	**17 163 280**	**7 288 526**	**(2 177 589)**	**22 274 217**	**17 703 858**	**7 018 283**	**(2 026 577)**	**22 695 564**
EXCESS/(SHORTFALL) INCOME LESS EXPENDITURE	**(1 813 098)**	**(619 425)**	**-**	**(2 432 523)**	**(2 846 324)**	**(1 062 834)**	**-**	**(3 909 159)**
OTHER RESOURCES & RESERVES								
Liquidation of previous years' obligations	120 000	100 000	-	220 000	120 000	100 000	-	220 000
Transfer to the Stabilization Reserve Account[4]	(842 797)	-	-	(842 797)	(887 754)	-	-	(887 754)
Reserves & Fund Balances on 1 January	11 927 948	2 349 870	-	14 277 818	9 392 052	1 830 446	-	11 222 498
TOTAL, OTHER RESOURCES & RESERVES	**11 205 150**	**2 449 870**	**-**	**13 655 021**	**8 624 298**	**1 930 446**	**-**	**10 554 744**
BALANCE AT YEAR END ALL MANAGED FUNDS[5]	**9 392 052**	**1 830 446**	**-**	**11 222 498**	**5 777 974**	**867 612**	**-**	**6 645 585**

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 subcriptions 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$ 432K); IIEP Buenos Aires (US$ 64K) and IIEP Dakar (US$ 184K) payrolls and SRA audit adjustments (previous year interests on indemnities).

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

Core Funding and Project Funding Programmes					
Source	2022 Estimated	Share %	2023 Estimated	Share %	Increase/(Decrease) of (3) less (1) Amount
	(1)	(2)	(3)	(4)	(5)
A. IIEP SPECIAL ACCOUNT					
INCOME					
I. UNESCO Financial Allocation	2 140 100	10,8	2 140 100	11,4	-
II. Voluntary Contributions					
Argentina	-	-	70 000	0,4	70 000
France (AFD)	2 507 523	12,6	2 507 523	13,3	-
France (AFD GCI)	752 257	3,8	-	-	(752 257)
France (MOFA)	2 006 336	10,1	1 905 717	10,1	(100 619)
Norway	1 266 000	6,4	1 266 000	6,7	-
Sweden	1 750 000	8,8	1 750 000	9,3	-
Switzerland	2 014 943	10,2	2 083 333	11,1	68 390
Total, Voluntary Contributions	10 297 059	51,9	9 582 573	51,0	(714 485)
TOTAL, I & II	12 437 159	62,7	11 722 673	62,4	(714 485)
III. OTHER INCOME					
Programme Support Funds	2 533 009	12,8	2 839 860	15,1	306 851
Income from training	358 102	1,8	275 000	1,5	(83 102)
Miscellaneous Income	21 912	0,1	20 000	0,1	(1 912)
TOTAL, OTHER INCOME	2 913 023	14,7	3 134 860	16,7	221 837
TOTAL, INCOME CORE FUNDING (CF)	**15 350 182**	**77,4**	**14 857 533**	**79,1**	**(492 648)**
IV. PROJECT FUNDING INCOME (PF)					
Contracts - Governments					
Benin**	57 827	0,3	24 783	0,1	(33 044)
Burkina Faso GHR	91 419	0,5	119 080	0,6	27 661
Burkina Faso EMIS	266 470	1,3	47 202	0,3	(219 269)
Burundi**	127 488	0,6	-	-	(127 488)
Cape Verde*	39 993	0,2	-	-	(39 993)
Chile*	-		60 000	0,3	60 000
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	14 353	0,1	(163 037)
Togo**	30 153	0,2	-	-	(30 153)
Uruguay*	-	-	35 000	0,2	35 000
Total, Contracts - Governments	**905 537**	**4,6**	**300 418**	**1,6**	**(605 119)**
Contracts - Others					
Agence Française de Développement (AFD - Senegal)	19 993	0,1	-	-	(19 993)
Agence Française de Développement (AFD - Quality)**	1 666 226	8,4	2 306 921	12,3	640 695
Caribbean Development Bank (CDB)	12 000	0,1	-	-	(12 000)
Conseil de l'Entente (CERFER)**	-	-	127 071	0,7	127 071
Dubai Cares	43 055	0,2	86 351	0,5	43 296
European Union Haiti 2018-2021	294 948	1,5	-	-	(294 948)
European Union Haiti 2022-2023	300 000		-	-	(300 000)
European Union FPI	375 547	1,9	-	-	(375 547)
Foundation Open Society Institute (OSI)	200 000	1,0	-	-	(200 000)
Global Partnership for Education (GPE) (PAR - Guyana)	167 455	0,8	-	-	(167 455)
Global Partnership for Education (GPE) (PAR - Yemen)	17 000		100 000	0,5	83 000
Global Partnership for Education (GPE) (PAR - Climate Chan	125 000	0,6	250 000	1,3	125 000
Network for Int. Policies & Coop. in Ed. Training (NORRAG)	29 103	0,1	-	-	(29 103)
OECD	37 000		37 000	0,2	-
OXFAM IBIS	180 984		264 554	1,4	83 570

Core Funding and Project Funding Programmes					
Source	2022 Estimated	Share %	2023 Estimated	Share %	Increase/(Decrease) of (3) less (1) Amount
	(1)	(2)	(3)	(4)	(5)
UNESCO[1]	**1 595 061**	**8,0**	**1 433 333**	**7,6**	**(161 728)**
UNICEF[1]	**328 749**	**1,7**	**146 057**	**0,8**	**(182 692)**
UNOPS*	45 391	0,2	15 674	0,1	(29 717)
UNHCR	40 000		80 000		40 000
West African Economic & Monetary Union (WAEMU) (PROF	-	-	556 403	3,0	556 403
World Bank ** (Dakar)	-	-	66 667	0,4	66 667
Fellowships & other funds					
Annual Training Program (Fellowships IBA)	32 358	0,2	30 000	0,2	(2 358)
Annual Training Program (Fellowships Dakar)	247 978	1,2	150 000	0,8	(97 978)
Staff Service Account	5 717	0,0	5 000	0,0	(717)
Total, Contracts - Others	**5 763 565**	**29,0**	**5 655 031**	**30,1**	**(108 534)**
TOTAL, CONTRACTS	**6 669 102**	**33,6**	**5 955 448**	**31,7**	**(713 653)**
V. Programme Support Funds (PSF) inter-fund elimination					
Programme Support Costs	(287 211)	- 1,4	(344 841)	- 1,8	(57 630)
Staff costs recovery & other	(1 890 379)	- 9,5	(1 681 736)	- 9,0	208 643
Total, Elimination - PSF	(2 177 589)	- 11,0	(2 026 577)	- 10,8	151 012
TOTAL, Project Funding INCOME	**4 491 512**	**22,6**	**3 928 871**	**20,9**	**(562 641)**
TOTAL, INCOME I - V, IIEP SPECIAL ACCOUNT	**19 841 694**	**100,0**	**18 786 405**	**100,0**	**(1 055 289)**
B. OTHER RESOURCES & RESERVES					
Liquidation of previous years' obligations, Core Funding Prog.	120 000	-	120 000	-	-
Liquidation of previous years' obligations, Project Funding Prog	100 000	-	100 000	-	-
Transfer to Stabilization Reserve Account	**(842 797)**	**-**	**(887 754)**	**-**	**(44 957)**
Reserves & Fund Balances on 1 January, Core Funding Prog.	11 927 948	-	9 392 052	-	(2 535 895)
Reserves & Fund Balances on 1 January, Project Funding Prog.	2 349 870	-	1 830 446	-	(519 425)
TOTAL, OTHER RESOURCES & RESERVES	13 655 021	-	10 554 744	-	(3 100 277)
GRAND TOTAL, IIEP MANAGED FUNDS	**33 496 715**	**-**	**29 341 148**	**-**	**(4 155 566)**
C. IN-KIND CONTRIBUTIONS					
I. PHYSICAL FACILITIES					
Rental for the IIEP building/Paris	1 698 033	93,6	1 618 857	93,4	(79 177)
Rental for the IIEP building/Buenos Aires	60 000	3,3	60 000	3,5	-
Rental for the IIEP building/Dakar	56 107	3,1	53 498	3,1	(2 608)
TOTAL, PHYSICAL FACILITIES	1 814 140	100,0	1 732 355	100,0	(81 785)
D. RESOURCES DECENTRALIZED TO IIEP					
I.UNESCO DECENTRALIZED FUNDS					
Funds-in-Trust	586 440	100,0	789 283	-	202 843
TOTAL, DECENTRALIZED FUNDS	586 440	100,0	789 283	-	202 843
TOTAL, IN-KIND AND DECENTRALIZED FUNDS	2 400 580	100,0	2 521 638	100,0	121 058
G R A N D T O T A L	**35 897 294**	**100,0**	**31 862 786**	**100,0**	**(4 034 508)**

* Contributions to IIEP Buenos Aires.
** Contributions to IIEP Dakar.
[1] UN Family projects signed with the three IIEP Offices.

Core Funding and Project Funding Programmes	2022 Estimated						2023 Estimated					
	Core Funding Prog. (CF)		CF	Project Funding	**Grand**	Share	Core Funding Prog. (CF)		CF	Project Funding	**Grand**	Share
Appropriation Line/Programme Chapter	Staff	Activities	Sub-total	Progr. (PF)	**Total**	%	Staff	Activities	Sub-total	Progr. (PF)	**Total**	%
A. IIEP SPECIAL ACCOUNT												
I. PROGRAMME OPERATIONS												
1. STRATEGIC OBJECTIVE 1: TECHNICAL COOPERATION AND CAPACITY DEVELOPMENT												
Training (Line 1)	3 672 706	581 061	**4 253 767**	1 723 484	5 977 252	24,4	3 645 972	768 817	**4 414 789**	1 697 957	6 112 746	24,7
Technical Cooperation (Line 2)	4 105 537	602 508	**4 708 044**	3 776 405	8 484 449	34,7	4 075 651	619 516	**4 695 167**	4 059 300	8 754 468	35,4
TOTAL, TECH. COOP. & CAP. DEVELOPMENT	7 778 243	1 183 569	8 961 812	5 499 889	14 461 700	59,1	7 721 623	1 388 333	9 109 956	5 757 258	14 867 214	60,1
2. STRATEGIC OBJECTIVE 2: KNOWLEDGE PRODUCTION AND KNOWLEDGE SHARING												
Research and Development (Line 3)	2 558 740	327 713	**2 886 452**	1 278 932	4 165 385	17,0	2 540 114	497 583	**3 037 697**	956 330	3 994 028	16,2
Outreach & Advocacy (Line 4)	2 014 309	578 691	**2 593 000**	509 705	3 102 706	12,7	1 999 646	770 494	**2 770 140**	304 695	3 074 835	12,4
TOTAL, KNOWLEDGE PRODUCTION AND KNOWLEDGE SHARING	4 573 049	906 404	**5 479 453**	1 788 637	7 268 090	29,7	4 539 761	1 268 077	**5 807 838**	1 261 025	7 068 863	28,6
TOTAL, I: PROGRAMME. OPERATIONS	**12 351 292**	**2 089 972**	**14 441 264**	**7 288 526**	**21 729 791**	**88,9**	**12 261 384**	**2 656 410**	**14 917 794**	**7 018 283**	**21 936 077**	**88,7**
II. GOV. BOARD, DIRECTORATE & CORPORATE SERVICES (Line 5)												
1. GOV. BOARD & DIRECTORATE												
Governing Board	149 068	112 079	**261 146**	-	261 146	1,1	147 983	160 000	**307 983**	-	307 983	1,2
Directorate/Monitoring and Evaluation	275 795	142 968	**418 763**	-	418 763	1,7	273 787	204 600	**478 387**	-	478 387	1,9
TOTAL, GOV. BOARD & DIRECTORATE	**424 862**	**255 047**	**679 909**	**-**	**679 909**	**2,8**	**421 770**	**364 600**	**786 370**	**-**	**786 370**	**3,2**
2. CORPORATE SERVICES												
General Administration	254 450	606 777	**861 227**	-	861 227	3,5	252 598	721 129	**973 727**	-	973 727	3,9
Institutional Information Technology	87 248	276 266	**363 514**	-	363 514	1,5	86 613	262 246	**348 859**	-	348 859	1,4
TOTAL, CORPORATE SERVICES	**341 699**	**883 042**	**1 224 741**	**-**	**1 224 741**	**5,0**	**339 211**	**983 375**	**1 322 586**	**-**	**1 322 586**	**5,3**
TOTAL, II: GOV. BOARD, DIRECTORATE & CORP. SERVICES	**766 561**	**1 138 089**	**1 904 651**	**-**	**1 904 651**	**7,8**	**760 981**	**1 347 975**	**2 108 956**	**-**	**2 108 956**	**8,5**
III. INVESTMENT (Line 5)												
1. INVESTMENT												
Staff development	273 612	80 537	**354 149**	-	**354 149**	1,4	271 620	70 616	**342 236**	-	**342 236**	1,4
Renovation of building	18 940	44 540	**63 481**	-	**63 481**	0,3	18 802	30 000	**48 802**	-	**48 802**	0,2
IT Technology	230 777	168 958	**399 735**	-	**399 735**	1,6	229 097	56 972	**286 069**	-	**286 069**	1,2
TOTAL, III: INVESTMENT	**523 330**	**294 035**	**817 365**	**-**	**817 365**	**3,3**	**519 520**	**157 588**	**677 108**	**-**	**677 108**	**2,7**
TOTAL EXPENDITURE I, II & III	**13 641 183**	**3 522 097**	**17 163 280**	**7 288 526**	**24 451 806**	**100,0**	**13 541 885**	**4 161 973**	**17 703 858**	**7 018 283**	**24 722 141**	**100,0**

Core Funding and Project Funding Programmes	2022 Estimated						2023 Estimated					
	Core Funding Prog. (CF)		**CF**	Project Funding	**Grand**	Share	Core Funding Prog. (CF)		**CF**	Project Funding	**Grand**	Share
Appropriation Line/Programme Chapter	Staff	Activities	**Sub-total**	Progr. (PF)	**Total**	%	Staff	Activities	**Sub-total**	Progr. (PF)	**Total**	%
IV. PROGRAMME SUPPORT FUNDS (Inter-fund elimination)												
Programme Support Costs	-	-	-	(287 211)	(287 211)	-	-	-	-	(344 841)	(344 841)	-
Staff costs recovery & other	-	-	-	(1 890 379)	(1 890 379)	-	-	-	-	(1 681 736)	(1 681 736)	-
Total, Elimination - PSF	**-**	**-**	**-**	**(2 177 589)**	**(2 177 589)**	**-**	**-**	**-**	**-**	**(2 026 577)**	**(2 026 577)**	**-**
TOTAL, EXPENDITURE IIEP SPECIAL ACCOUNT	**13 641 183**	**3 522 097**	**17 163 280**	**5 110 937**	**22 274 217**	**100,0**	**13 541 885**	**4 161 973**	**17 703 858**	**4 991 706**	**22 695 564**	**100,0**
					-							
B. IN-KIND EXPENDITURE												
PHYSICAL FACILITIES												
Rental for the IIEP/Paris building	-	-	-	1 698 033	1 698 033	-	-	-	-	1 618 857	1 618 857	-
Rental for the IIEP/Buenos Aires building	-	-	-	60 000	60 000	-	-	-	-	60 000	60 000	-
Rental for the IIEP/Dakar building	-	-	-	56 107	56 107	-	-	-	-	53 498	53 498	-
TOTAL, PHYSICAL FACILITIES	-	-	-	1 814 140	1 814 140	-	-	-	-	1 732 355	1 732 355	-
C. EXPENDITURE FROM DECENTRALIZED FUNDS												
UNESCO DECENTRALIZED FUNDS												
Project Funding funds	-	-	-	586 440	586 440	-	-	-	-	789 283	789 283	-
TOTAL, DECENTRALIZED FUNDS	-	-	-	586 440	586 440	-	-	-	-	789 283	789 283	-
TOTAL, IN-KIND AND DECENTRALIZED FUNDS	**-**	**-**	**-**	**2 400 580**	**2 400 580**	**-**	**-**	**-**	**-**	**2 521 638**	**2 521 638**	**-**
G R A N D T O T A L	**13 641 183**	**3 522 097**	**17 163 280**	**7 511 517**	**24 674 796**	**100,0**	**13 541 885**	**4 161 973**	**17 703 858**	**7 513 344**	**25 217 202**	**100,0**

Financial simulation and forecast

During its 61st session, the Governing Board requested that the Director address the significant financial risks facing IIEP and the unsustainability of current levels of staff growth, by constraining further growth until there was confirmation of ongoing funding from at least three of IIEP's current core donors. It also invited the Director to prepare a three-year staffing plan and talent map for presentation to the Executive Committee at its mid-2022 meeting, and to continue to prepare and present for approval by the Board annual budgets that meet its requirements on operational reserves in the medium term.

IIEP management worked on new budget scenarios to ensure the Institute's sustainability for the duration of implementation of the 11th MTS. During 2022 IIEP prepared a talent map as well as a detailed three-year HR plan; this plan included the impact and results of the downsizing exercise implemented in 2022.

The Executive Committee, in its 49th session in June 2022, welcomed the proactive efforts taken by IIEP management to address emerging financial gaps and meet the requirements for operational reserves. It approved the reductions in HR costs proposed at the 5th session of the Finance and Administrative Committee. It also encouraged the accelerated efforts by IIEP management to generate new core funders and project income opportunities and requested a Resource Mobilization Plan from the Director to be presented at the 63rd session of the Governing Board (*RES 503/49 EXC*).

However, in July 2022 IIEP received a confirmation from UNESCO that Norway would further reduce their contributions to the organization for 2022. The impact on IIEP was a further reduction of US$ 546,000 this year.

Two different financial scenarios have been prepared, covering the period 2021 to 2026. The first scenario envisages retention of the current funders plus addition of a new core funder in 2024; the second scenario assumes no new core funders. Both simulations assume that the current core funders will continue to support the Institute at the same level as in 2022, as several agreements were renewed this year (Norway, Switzerland, and Sweden). The amounts shown in italics from 2023 indicate that IIEP has not yet received confirmation of their support, for example the French Ministry of Foreign Affairs for 2023.

Both scenarios assume that only essential recruitment for implementation of the 11th MTS will be approved and that IIEP's staff headcount will be frozen from 2023 onwards; they also assume implementation of the GCI will end in 2023.

The first scenario shows that from 2025 the level of operating reserves will not respect the minimum requirement requested by the Board (equivalent to three months of the Core Funding Programme in any given year) unless additional core funding equivalent to US$ 1,074,000 is secured in 2025 and US$ 2,375,000 in 2026 (see *Table 9*). The second scenario shows that in 2024 IIEP will face a funding gap of US$ 716,000 if no new core funder is found (see *Table 10*).

Table 9. Financial simulation 1 – IIEP has new core funding from 2024

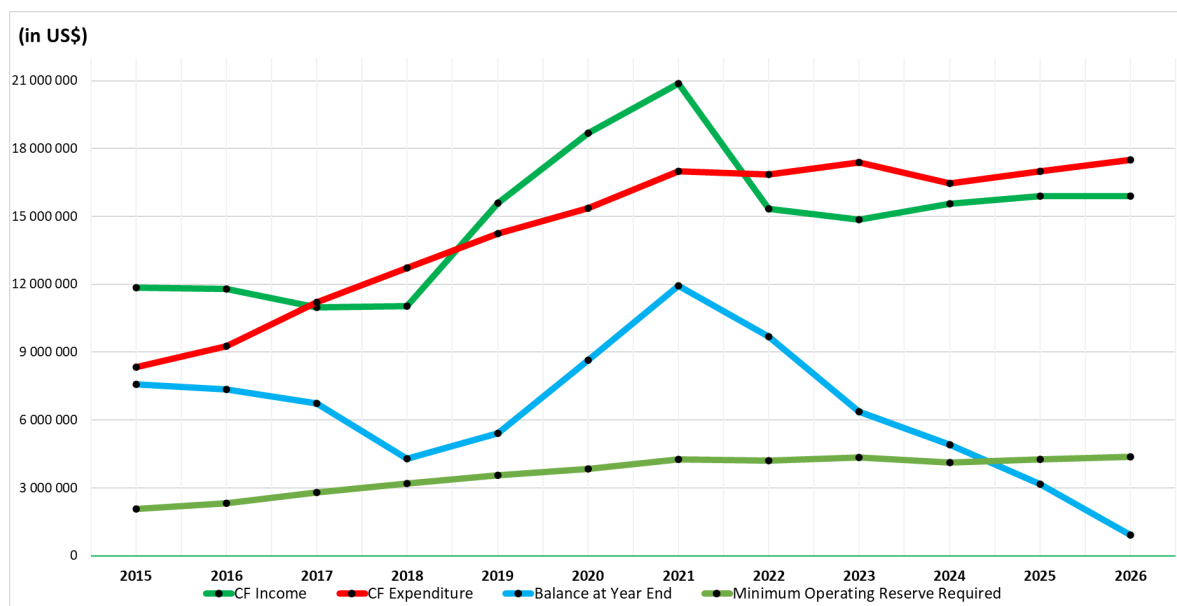| IIEP GLOBAL: Core Funding Programme (CF) Resources & Estimates (in US$'000)	2021	2022	2023	2024	2025	2026
CF Reserves & Fund Balances brought forward (on 1 January)	**8 658**	**11 927**	**9 692**	**6 378**	**4 902**	**3 177**
CF Income	**20 868**	**15 350**	**14 858**	**15 575**	**15 890**	**15 890**
UNESCO Allocation & Voluntary Contributions	**17 626**	**12 437**	**11 723**	**12 197**	**12 197**	**12 197**
UNESCO Allocation	2 140	2 140	2 140	2 140	2 140	2 140
Argentina	-	-	70	-	-	-
France AFD	2 963	2 508	2 508	*1 972*	*1 972*	*1 972*
France AFD GCI	885	752	-	-	-	-
France MOFA GCI	1 211	-	-	-	-	-
France MOFA (unearmarked)	605	2 006	*1 906*	*1 424*	*1 424*	*1 424*
Norway	3 213	1 266	*1 266*	*1 266*	*1 266*	*1 266*
Sweden	2 289	1 750	1 750	1 750	1 750	1 750
Switzerland	4 320	2 015	2 083	2 146	2 146	2 146
New Core Funder				*1 500*	*1 500*	*1 500*
CF Other Income (Cost Recovery from projects)	**3 242**	**2 913**	**3 135**	**3 377**	**3 693**	**3 693**
CF Expenditure	**(16 989)**	**(16 863)**	**(17 404)**	**(16 471)**	**(17 005)**	**(17 499)**
Staff Costs	(14 218)	(13 641)	(13 542)	(13 606)	(14 120)	(14 654)
CF Activities	(2 771)	(3 222)	(3 862)	(2 865)	(2 885)	(2 845)
CF EXCESS/(SHORTFALL) Income less expenditure	**3 879**	**(1 513)**	**(2 546)**	**(896)**	**(1 115)**	**(1 609)**
Transfer to the Stabilization Reserve Account (5% All IIEP Staff payroll + ULO liquidations)	(609)	(722)	(768)	(579)	(610)	(642)
TOTAL IIEP Balance at year end: CF Managed Funds	**11 927**	**9 692**	**6 378**	**4 902**	**3 177**	**925**
Minimum Operating Reserve required (Res. 488 - 43EX/C 2016): 25% or 3 months of the Core Funding annual expense budget	**4 247**	**4 216**	**4 351**	**4 118**	**4 251**	**4 375**
Operating Reserves (Cumulative Gap/Surplus)	**7 680**	**5 476**	**2 027**	**784**	**(1 074)**	**(3 449)**
Additional Annual Core Funding Needed					*1 074*	*2 375*

Table 10.   Financial simulation 2 – No new core funding

IIEP GLOBAL: Core Funding Programme (CF) Resources & Estimates (in US$'000)	2021	2022	2023	2024	2025	2026
CF Reserves & Fund Balances brought forward (on 1 January)	**8 658**	**11 927**	**9 692**	**6 378**	**3 402**	**177**
CF Income	**20 868**	**15 350**	**14 858**	**14 075**	**14 390**	**14 390**
UNESCO Allocation & Voluntary Contributions	*17 626*	*12 437*	*11 723*	*10 697*	*10 697*	*10 697*
UNESCO Allocation	2 140	2 140	2 140	2 140	2 140	2 140
Argentina	-	-	70	-	-	-
France AFD	2 963	2 508	2 508	*1 972*	*1 972*	*1 972*
France AFD GCI	885	752	-	-	-	-
France MOFA GCI	1 211	-	-	-	-	-
France MOFA (unearmarked)	605	2 006	*1 906*	*1 424*	*1 424*	*1 424*
Norway	3 213	1 266	*1 266*	*1 266*	*1 266*	*1 266*
Sweden	2 289	1 750	1 750	1 750	1 750	1 750
Switzerland	4 320	2 015	2 083	2 146	2 146	2 146
New Core Funder						
CF Other Income (Cost Recovery from projects)	*3 242*	*2 913*	*3 135*	*3 377*	*3 693*	*3 693*
CF Expenditure	**(16 989)**	**(16 863)**	**(17 404)**	**(16 471)**	**(17 005)**	**(17 499)**
Staff Costs	(14 218)	(13 641)	(13 542)	(13 606)	(14 120)	(14 654)
CF Activities	(2 771)	(3 222)	(3 862)	(2 865)	(2 885)	(2 845)
CF EXCESS/(SHORTFALL) Income less expenditure	**3 879**	**(1 513)**	**(2 546)**	**(2 396)**	**(2 615)**	**(3 109)**
Transfer to the Stabilization Reserve Account (5% All IIEP Staff payroll + ULO liquidations)	(609)	(722)	(768)	(579)	(610)	(642)
TOTAL IIEP Balance at year end: CF Managed Funds	**11 927**	**9 692**	**6 378**	**3 402**	**177**	**(3 575)**
Minimum Operating Reserve required (Res. 488 - 43EX/C 2016): 25% or 3 months of the Core Funding annual expense budget	**4 247**	**4 216**	**4 351**	**4 118**	**4 251**	**4 375**
Operating Reserves (Cumulative Gap/Surplus)	**7 680**	**5 476**	**2 027**	**(716)**	**(4 074)**	**(7 949)**
Additional Annual Core Funding Needed				*716*	*3 359*	*3 875*
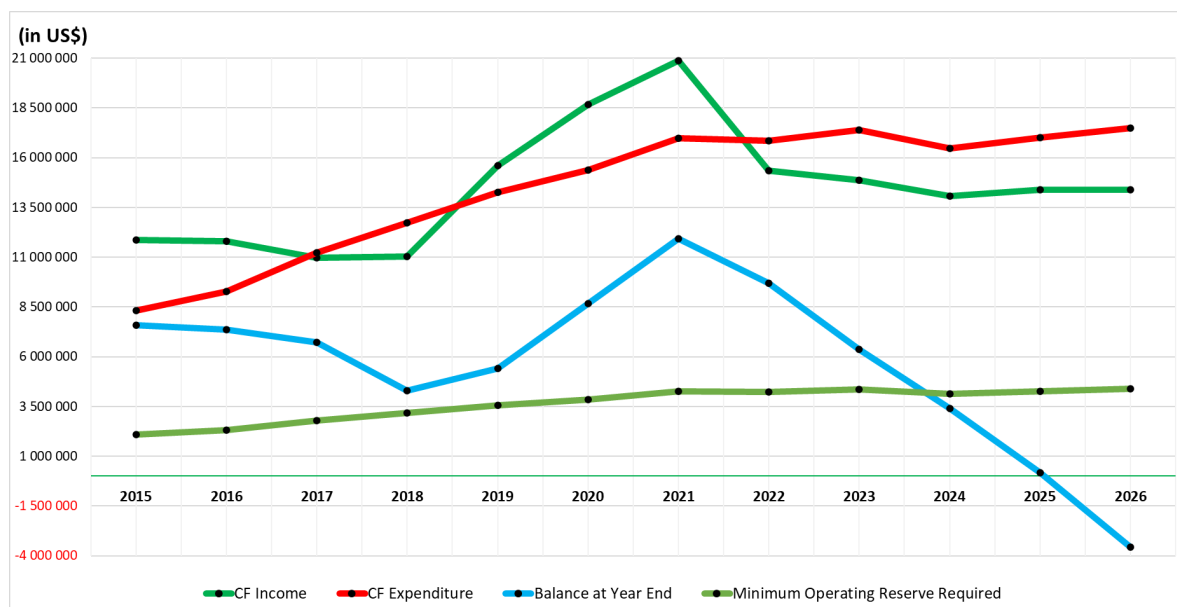
Appendices to GB/4
Part II

Corporate Services Activities and Budget

2023 Activity Budget

The proposed activity budget for Corporate Services for 2023, for the three offices, is itemized as follows:

CORPORATE SERVICES

	Expenditure type	Amount in US$
GENERAL ADMINISTRATION — BUILDING MAINTENANCE & SECURITY MANAGEMENT	Utilities	192 808
	Cleaning Services	111 121
	Maintenance and Repairs	197 400
	Office Purchases	15 000
	Sub-total Building Maintenance & Security Management	516 329
AUDIT	2023 Audit Fees	100 000
MISCELLANEOUS	Contracts (Insurance, Interns, staff missions, bank charges, etc.)	89 800
	Postage	15 000
	Sub-total Miscellaneous	104 800
	SUB-TOTAL	**721 129**
INSTITUTIONAL INFORMATION TECHNOLOGY — TELECOMMUNICATIONS	Telephone & Internet Connection	50 000
SOFTWARE LICENSES	Planview, CRM, Aurion, Global Training Platform, UNESCO HQ Licenses, IIEP Dakar & Buenos Aires Licenses	200 210
CONSUMABLES	IIEP Paris and Dakar	12 036
	SUB-TOTAL	**262 246**
	TOTAL CORPORATE SERVICES	**983 375**

Corporate Services Unit

CSU will assist management and the programme teams in the monitoring of programme activities and their implementation. In 2023, CSU will continue to work closely with the Director's Office and will support IIEP's sustainability by:

- Continuing to monitor and contribute to the sustainable Human Resources strategy to accompany IIEP's 11th MTS.
- Supporting the improvement of budget preparation.
- Improving of the cost recovery process.
- Working closely with the Project Management Office to support project reviews.
- Fundraising via the French government public finance service, to contribute to building renovations.

The unit will also support and improve risk management through:

- Implementation of new guidelines and processes given by UNESCO and the external auditors.
- Introducing risk management into project management.
- Reinforcing and improving processes to avoid fraudulent actions.
- Workshops and/or training.

CSU also has the overall responsibility of ensuring that Paris office building is properly maintained and serviced in a cost-effective way so as to ensure security, and to manage all general services in an effective and planned manner.

Greening IIEP

The Greening IIEP team will continue in 2023 to move toward a more sustainable and greener IIEP. The main priorities are the implementation of the guidelines issued by UNESCO HQ, as published in the Administration Manual and communicated in newsletters, such as:

- Implementation of guidelines for paperless work processes, sustainable procurement, green meetings, and energy saving measures.
- Reduction of air travel (by 35% by 2030) as targeted by UNESCO's Environmental Management Board.
- Creation of a vegetable garden and composting facilities.

	Expenditure types	Amount in US$
	Staff Development	70 616
INVESTMENT	Building renovation	30 000
	Institutional Information Systems	56 972
	TOTAL INVESTMENT	**157 588**

Investment

IIEP plans on an activity budget of US$ 70,616 for Staff Development and US$ 271,620 in staff time. The total of US$ 342,236 is in line with the amount spent in 2022.

Institutional information systems investments amounting to US$ 56,972 include the replacement of important infrastructure components such as mini uninterruptible power supplies, memory and network upgrades, and other improvements such as additional storage and server updates.

The building renovation budget of US$ 30,000 includes the refurbishment of the auditorium patio and improvements in the electricity system following an electrical audit of the building.

Institutional information technology

The current contract for the telephone system at IIEP Paris will be ending in 2022 and will be replaced in 2023 with a newer, more cost-efficient platform.

Work will continue with UNESCO HQ on offsite replication and the feasibility of hosting data and other services, allowing for business continuity in case of catastrophic failure at IIEP.

Lastly, several important infrastructure components in the Paris office will be replaced and the core infrastructure in the Buenos Aires office rebuilt. IIEP Dakar websites, including the e-learning platform, will be reviewed and upgraded to remain in line with security best practices.

The IT budget allocated in 2023 is US$ 262,246, of which US$ 200,210 will cover software licenses, US$ 50,000 telecommunication costs, and US$ 12,036 consumables.

Human Resources Management

a. Planned recruitment for 2023

IIEP's expertise must be aligned with the Institute's strategic objectives. In this regard, the HR team will continue to work closely with hiring managers and IIEP's leadership in implementing a coherent and effective talent sourcing strategy.

IIEP Paris and IIEP Dakar are actively resourcing their project teams as shown in the ongoing hiring actions in *Table 11*. Except for the post of Director (a direct UNESCO recruitment), IIEP plans to complete ongoing recruitment actions by 31 December 2022 and onboard new staff in early 2023. Planned recruitment in 2023 will be carried out in an efficient and time-sensitive manner to ensure projects and programmes are fully resourced.

Staff welfare will remain central to the overall HR effort. The objective is to ensure that IIEP staff have a positive outlook, a good work-life balance, do meaningful work, are consistently supported by the Institute, and have access to learning and development opportunities. The HR team wishes to conduct a follow-up 'pulse survey' in the second half of 2023 to assess the welfare status of IIEP staff, and their expectations and challenges in the post-pandemic hybrid work environment.

Table 1.   **Staff recruitment in progress in 2022 (6)**

Location & Post Title	Grade	Team	Contract Type	Justification
IIEP Paris				
Director	D-2	DIR	FT	Post replacement
Technical Cooperation Team Leader	P-5	TC	PA	Post replacement
Education Programme Specialist (Cost Financing & Budgeting)	P-3	TC	PA	Post replacement
Education Programme Specialist (Crisis-Sensitive Planning)	P-3	TC	PA	Post replacement
Programme Assistant (Training)	GS-5	TEP	PA	Post replacement
IIEP Dakar				
Associate National Finance Officer	NO-A	DKR	PA	New post

Table 12 shows the positions which require replacements in 2023 and those which will be upgraded to meet IIEP's evolving needs.

Table 2.   **Recruitment to vacated posts & post upgrades in 2023 (13)**

Location & Post Title	Grade	Team	Contract Type	Justification
IIEP Paris				
Chief Technical Officer	P-5/ D-1	DIR	FT	Post replacement
Finance and Operations Manager	P-5	CSU	FT	Post replacement
Senior Programme Specialist	P-4	TEP	PA	Post upgrade from P-3
Finance & Accounting Officer	P-4	CSU	PA	Post upgrade from P-3
Budget Officer	P-3	CSU	PA	Post upgrade from P-2
Project Officer (Learning Designer)	P-3	TEP	PA	Post replacement
Associate Human Resources Officer	P-2	CSU	PA	Post upgrade from P-1
Associate Communications Officer	P-2	KMM	PA	Post upgrade from SC/4
Associate Publications Officer	P-1	KMM	PA	Post upgrade from GS-5
Graphic Designer	GS-7	KMM	PA	Post upgrade from GS-6
Web-based Communications Assistant	GS-5	KMM	PA	Post upgrade from SC/3E
Programme Assistant	GS-5	TC	PA	Post upgrade from SC/3E
IIEP Dakar Office				
Administrative Officer	P-3	DKR	PA	Post upgrade from P-2

Consistent with IIEP's current financial status, only two new positions will be created and filled in 2023 as shown in *Table 13*.

Table 3.   **Recruitment to new positions in 2023 (2)**

Location & Post	Grade	Team	Contract Type
IIEP Paris			
Multimedia Expert (funded by the Core Funding activity budget)	SC/3A	TEP	SC
IIEP Dakar			
Accounts Payable & Finance Assistant	GS-5	DKR	PA

b.   Learning and Development Initiatives

A total of US$ 70,616 has been allocated to staff learning and development in 2023 with staff time estimated at US$ 271,620. The total of US$ 342,236 represents 1.9% of total Core Funding expenditure.

Since the pandemic, much of IIEP's staff learning has been online, which is expected to continue. However, the HR Unit is planning to conduct a small in-person pilot workshop in the Paris office on team effectiveness, enabling a high degree of learning interactivity among participants and facilitators. The results of that pilot workshop will set the stage for future learning around the competency of teamwork, which is increasingly important in IIEP's hybrid and dispersed work environment. The team proposes to allocate US$ 15,628 to this project.

Coaching for team leaders and supervisors remains IIEP's flagship development initiative and receives consistently positive feedback. It is now delivered to all new staff (including National Professional Officers) who meet the participation criteria. The team proposes to allocate US$ 14,332 in 2023 for the coaching of two incoming managers. Funding for coaching could be increased based on need. The team will allocate a further US$ 5,000 to Harvard ManageMentor to support continued learning after individual coaching programmes end.

The team proposes to allocate US$18,829 in licence fees to an immersive learning portal, Percipio, to meet the professional and personal development needs of Programme and Administrative Assistants. The portal was tested in 2020 by a select group of Assistants over a two-month period in 2020. Their feedback showed that content enhanced the knowledge and skills relevant to their work. The portal has a wide range of self-directed micro-learning topics, and a needs survey generates a learning path corresponding to individual learner profiles, making it ideal for learning in the flow of work.

UNESCO offers a mandatory blended (e-learning and virtual workshops) performance management programme for which all IIEP supervisors are registered. However, the HR team considers it to be inadequate for IIEP's unique performance management needs, hence the low participation rate in 2022. In 2023, the team will plan to organize a one-day blended virtual workshop in which all managers master the leading of high-performance teams in hybrid work environments and learn to manage underperformance. The total for workshop design, delivery and evaluation is estimated at US$ 11,091.

Learning is a strategic objective for IIEP as it allows the Institute to recruit, motivate, reward, and retain its staff in an increasingly competitive environment for talent. Staff will be asked to be accountable and demonstrate that they are using their new skills and knowledge to perform more efficiently and effectively.

c.   Digitizing HR records

In 2022, the HR Unit initiated a digitization process of around 6,000 remaining paper personnel records. This project will continue in 2023 and is supported by a Human Resources Assistant. Digitization is in line with UNESCO record management policies and makes records more secure accessible, for making informed management decisions. Going forward, IIEP expects all HR records to reside in IIEP's SharePoint Records Centre, housed on UNESCO's Intranet platform.

The Staff Service Account

CSU will continue to manage this fund for staff welfare. It will manage the allocation of parking places, the rental of IIEP meeting rooms, and the collection from staff members of garage rental charges.

60 years of planning education, building the future

Introduction

In 2023, IIEP-UNESCO will celebrate its 60th anniversary. Bringing together the three offices, staff, alumni, and partners, a myriad of activities will be planned throughout the year. Key messages will focus not only on the impact and main achievements of IIEP, but also the future and how IIEP is adapting to new trends and demands and leading the way into the future through its key priorities, remaining more relevant than ever in the pursuit of equitable quality education and learning for all.

Objectives:

1. **Recall IIEP's history,** achievements, and milestones,

2. **Engage the IIEP community:** partners, beneficiaries, alumni, UNESCO, staff, and board members,

3. **Set a path forward for IIEP** and educational planning and management to tackle new challenges and opportunities, while drawing on our rich successful history and experiences,

4. **Confirm IIEP's position** as the only UN agency with the mandate to support educational planning and management and highlight IIEP's role as being at the forefront of the field for six decades.

Events

A dedicated seminar: the futures of planning

The 60th anniversary will be a thread throughout IIEP's events and communication in 2023, with much focus on a celebratory seminar in September/October 2023. Key aspects of this event will include:

- A hybrid event spread over two days in Paris/online with select alumni, board members, former directors, staff, representatives from UNESCO, donor agencies, and leading thinkers in the field invited to the IIEP headquarters.

- The event will highlight key achievements and the added value of IIEP but with a focus on the future of planning and the Institute's place in addressing major global educational issues such as the learning crisis, equity, strong governance and use of data, and safeguarding education during crises.

- Key literature on the futures of planning will be explored and invited experts, as well as IIEP staff, will debate major trends and phenomena that can shape educational planning,

such as climate change and new technologies. Discussions will also focus on IIEP's role in contributing to the transformation of education through capacity development, by helping bureaucracies to operate more effectively and scale up solutions that are vital for the post-COVID-19 world.

- A book on the future of planning will also be planned, drawing on the discussions from the seminar.

A common thread: conversations and debates

The 60th anniversary will also factor into traditional IIEP events such as Strategic Debates and the Latin American Regional Policy Forum, among others. IIEP will also use other global events, such as CIES or the UNESCO general conference, as a platform to increase awareness around this special anniversary.

More specifically, for the 2023 General Conference, IIEP will use this major event for UNESCO to alert countries and partners to this celebration during its traditional Open House. The biannual IIEP in action – typically distributed during the General Conference – will also be rebranded for the 60th anniversary with the special magazine, drawing from an array of online articles published throughout the year and key milestones and figures to illustrate impact.

Audiences

IIEP's ambassadors: a global alumni network

The 60th anniversary will tap into the global network of IIEP trainees as important ambassadors and spokespersons. Alumni will be featured in multiple ways:

- A series of stories of impact and profiles of current trainees and past alumni, as well as a spotlight on the IIEP study visits in France,

- Launch the new training offer; Global learning Academy; Community of Practice and leverage alumni as ambassadors of IIEP to spread the news.

A dedicated publication and other content

IIEP's communication channels will be used throughout 2023 to include:

- Web articles across the IIEP websites, portals, and newsletters will explore themes and voices related to the anniversary and will be used to create the special 60th anniversary magazine, available online and in print format,

- An opportunity for board members to author articles and think pieces either though the IIEP website, magazine, and blogs on thematic IIEP portals,

- A photo essay, infographics on IIEP's history, and a short film on the future of IIEP,

- IIEP will also explore innovative formats and opportunities for engagement with its audience, including through the IIEP podcast or through targeted campaigns to leverage visibility amongst its various networks

Engagement

An opportunity to reach out to IIEP's key partners

IIEP's 60th anniversary will be a key moment to renew or strengthen links with some of our key partners, with the goal of cementing IIEP's sustainability in the coming years. Specific opportunities for engagement will include a Donor's Day, as well as spaces for IIEP partners and donors to contribute to the discussions through the various channels used by IIEP throughout the year (articles, blogs, debates).

Share 60 years of impact!

Engagement with IIEP's anniversary can take many forms, depending on the audience group. Staff and board members will also be able to contribute to the anniversary by sharing important contacts, contributing blogs and think pieces, participating in panels during the seminar, etc. In addition, the following will be available:

- A year-long social media campaign in multiple languages, as well as a social media toolkit for staff, GB members, and donors to help relay and share among broader networks,

- Making use of special anniversary goodies, roll-ups, and logo for a consistent external image and during events,

- Share new goodies pack with all staff and board members,

- Opportunities to contribute to IIEP's communication campaign by sharing photos, or telling their stories and experiences with IIEP,

- External audiences will be able to join in the livestreaming of commemorative events and staff and board members will be able to contribute key contacts for invitations.