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

63 GB/4 Part I - Approved

Item 4 of the Agenda



# Contents

- Foreword..... 4
- Introduction ..... 5
- Strategic Objective 1.....10**
  - Transforming education through training and capacity development..... 11
  - Transforming education through technical cooperation ..... 19
- Strategic Objective 2.....28**
  - Transforming education through knowledge management and mobilization .....29
- Governance and management.....41**
- Finance and budget implementation.....44**
- Appendices to GB/4 Part I.....56**

## Abbreviations

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

## Foreword

### A foundational year for transforming education

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

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

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

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

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

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<sup>1</sup> [www.un.org/en/transforming-education-summit](http://www.un.org/en/transforming-education-summit)

# Introduction

## A strategy that fosters educational transformation

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

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

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

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



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

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

[→View the KPI results from 2022](#)

Table 1. IIEP's KPI results from January to November 2022<sup>11</sup>

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

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

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

<sup>3</sup> Baseline includes technical cooperation projects only.

<sup>4</sup> The methodology has evolved from that used to establish the baseline.

<sup>5</sup> Baseline figures are based on available data from IIEP training.

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

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

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

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

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

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

## Seizing opportunities and responding to challenges: Key developments of 2022

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

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

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

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

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

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

## Redoubling our regional efforts

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

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

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



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

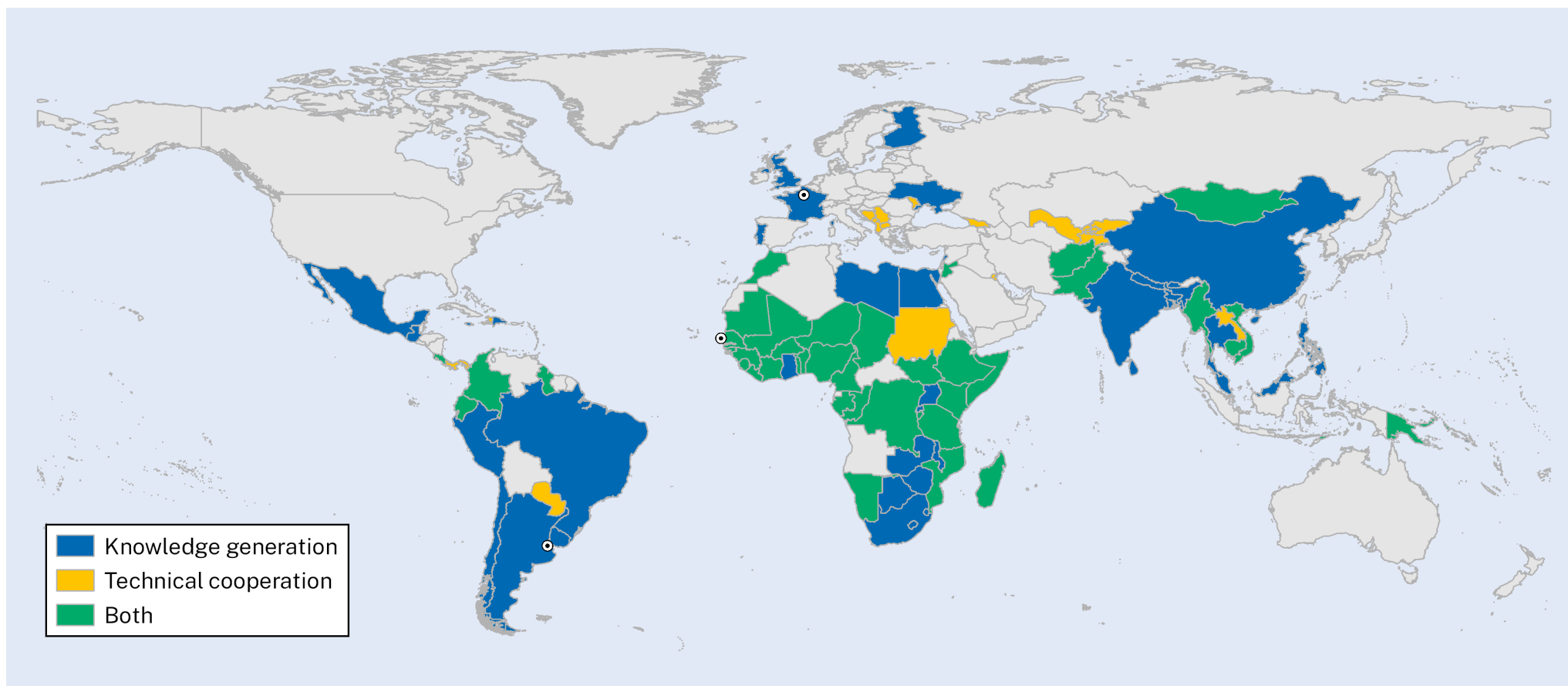


Figure based on data from Planview (IIEP project database) extracted on 23 November 2022

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

# Strategic Objective 1

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

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

<b>Transforming education through training and capacity development.....</b>	<b>11</b>
Core training programmes.....	12
Understanding IIEP’s training through its priorities: A closer look at our projects.....	15
Outcomes and evaluation evidence for 2022.....	16
<b>Transforming education through technical cooperation.....</b>	<b>19</b>
Supporting every step of the planning cycle.....	20
Understanding IIEP’s TC through its priorities: A closer look at our projects.....	22
Outcomes and evaluation evidence for 2022.....	26

## Transforming education through training and capacity development

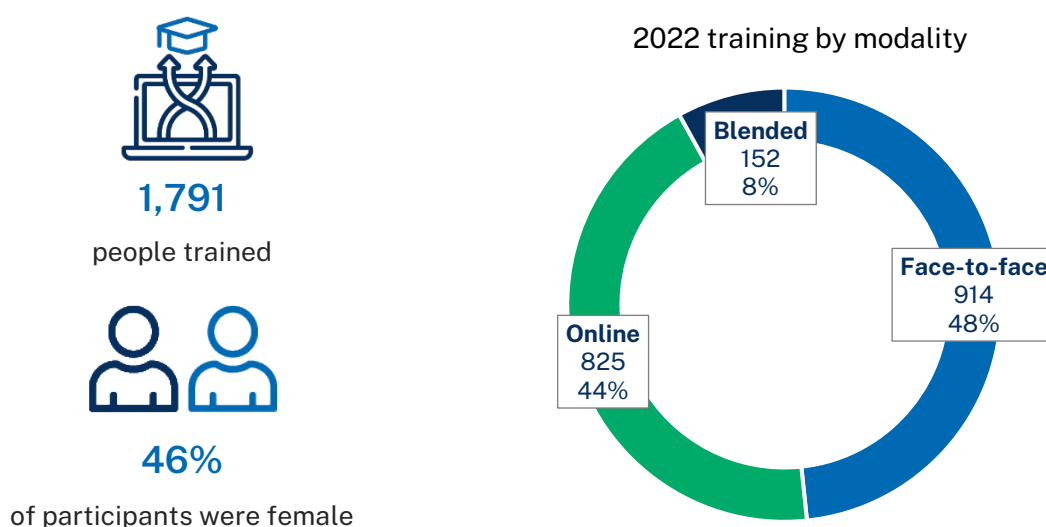
IIEP is continuously investing in innovative teaching and learning methods to respond to the changing needs and demands of education policy-makers and planners worldwide. This includes refreshing pedagogical approaches and adapting to digital learning environments. Courses are delivered in-person and/or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

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

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

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

Figure 3. IIEP's 2022 training in figures



## Core training programmes

### a. Education Sector Planning (ESP) course

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

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

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

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

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

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