UNESCO
INTERNATIONAL INSTITUTE FOR EDUCATIONAL PLANNING

45th SESSION OF THE EXECUTIVE COMMITTEE
(Virtual meeting, 19 June 2018)

Item 3 of the Draft Agenda

Adoption of Revised Monitoring and Evaluation Plan for the
10th Medium-Term Strategy (2018-2021)

Decision requested: Adoption of the revised Monitoring and Evaluation Plan for the 10th Medium-term Strategy

Background

This document is a revised version of the 57 GB/5 Inf. document presented to IIEP's Governing Board at its 57th session in Paris, 12-13 December 2017. It is a response to 57 GB Resolution 546:

> The Governing Board…
> **Welcomes** the Monitoring and Evaluation Plan 57 GB/5 Inf., **notes** the oral presentation given on the 2017 baselines and 2021 targets and **requests** the Director to present a revised Plan, taking into account comments from the Board Members, to the next session of the Executive Committee for adoption,

The main modifications of the documents are as follows:

Monitoring: The definition and parameters of each of the 20 KPIs presented at the 45th Executive Committee of June 2017 were assessed and/or revised to be less output oriented and more at the outcome level, while capitalizing on the investment IIEP already made to establish baselines for 2017 and to embed in IIEP information system robust and accurate data collection processes. The annex detailing definition, purpose, targets and data collection processes for each of the 20 KPIs has been completely rewritten accordingly.

Evaluation: The text was revised in line with comments from the Board Members. Considerably more detail on outcome measures of success were added, with discussion across three lines of activity: training; technical cooperation; and research and development, including dissemination.

In view of the foregoing, the Executive Committee may wish to adopt the following resolution:

Resolution 492

> *The Executive Committee,*
>
> *Having reviewed the Revised Monitoring and Evaluation Plan for the 10th Medium-Term Strategy (2018-2021) contained in Document 45 EXC/2,*
>
> *Adopts the Monitoring and Evaluation Plan and requests the Director to implement it.*

Revised Monitoring and Evaluation Plan

for the 10th Medium-Term Strategy (2018-2021)

Contents

Introduction

The Monitoring and Evaluation (M&E) Plan is part of the 10th Medium-Term Strategy (MTS). It serves three complementary institutional purposes for IIEP:

1. **Accountability**: IIEP is committed to reporting to its Governing Board in the most accurate and appropriate way to allow the Board to assess its performance and set its strategic orientations in an efficient manner. IIEP also reports to funding partners and, through its governance organs, to UNESCO Member States.
2. **Management and steering**: To remain results-oriented and congruent with the strategic directions set by the MTS for the next four years, the management and steering of the overall portfolio of projects must rely on data. Quantitative and qualitative information produced by the three offices and captured in renewed information systems will inform decision-making. For the 10th MTS, the focus is on providing this information in near-real time, so that choices in the allocation of resources are informed and corrective actions decided upon continuously.
3. **Learning**: M&E functions, and particularly evaluation, are key to being a learning institute. In the 10th MTS, the plan covers project, portfolio, and thematic evaluations. Reflections and lesson learning from all three are for the Institute as a whole—all three Offices and individual teams—to improve its practices and the services it provides UNESCO Member States.

A monitoring structure aligned with the 10th MTS

IIEP's mission statement is "to strengthen the capacity of UNESCO Member States to plan and manage their education system", with the shared vision of the education 2030 agenda "to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all".

Alignment with 10th MTS Strategic Objectives and Medium Term Results

The 10th MTS provides the vision for IIEP's action over the next four years, 2018-2021. It is structured along two Strategic Objectives, four modalities of intervention and eight Medium-Term Results (see table below):

Structure of the 10th MTS and implementation modalities

STRATEGIC OBJECTIVE 1
Member States plan effectively for education sector development and evaluate system performances

    Modality 1: Training
- o Medium-Term Result 1: Training Offer
- o Medium-Term Result 2: Support to training providers

    Modality 2: Technical Cooperation
- o Medium-Term Result 3: Policy, planning and management advice
- o Medium-Term Result 4: Capacity development programmes

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

    Modality 3: Knowledge Generation
- o Medium-Term Result 5: Produce state-of-the-art research
- o Medium-Term Result 6: Develop methodologies, standards and tools

    Modality 4: Outreach and Advocacy
- o Medium-Term Result 7: Support communities of practices
- o Medium-Term Result 8: Develop constructive synergies with partners

The modality level parallels the Team Structure in IIEP Paris, and to some extent the work organization in IIEP Buenos Aires and IIEP Dakar. It is also embedded in IIEP's budgets as adopted by the Board[1]. This allows for a concrete path from strategy to operation and vice versa. More specifically, there is now an integrated monitoring framework between the strategy, its outputs and outcomes in IIEP results framework, and the objectives, budgets and workplans for team leaders and programme officers.

Alignment with 10th MTS Thematic Priorities

The 10th Medium Term Strategy also has five transversal Thematic Priorities (TP) that cut across the two Strategic Objectives, the four intervention modalities, and the eight Medium-term Results:

- o TP 1: Reduced educational disparities, particularly gender inequalities
- o TP 2: Improved cognitive and non-cognitive education outcomes
- o TP 3: Enhanced resilience of education systems through crisis sensitive planning
- o TP 4: Improved governance, transparency and accountability
- o TP 5: Equitable and sustainable financing of education

Thematic priorities will be monitored both through specific narrative reports in Governing Board reports and in ad-hoc documents. They are also mapped to Key Performance Indicators in IIEP's 10th MTS Results Framework.

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[1] The four modalities correspond to IIEP Programme Operations budget lines for its 10th MTS.

10th MTS Results Framework

Strategic Objectives and Thematic priorities are two different dimensions and call for a "matrix" structure for IIEP's results framework. The table below shows the correspondence between Key Performance Indicators (KPI), Strategic Objectives (SO), Medium-Term Results (MTRs), and Thematic Priorities (TP).

Strategic Objective	Modality	Medium Term Result	Code		Key Performance Indicator	Thematic Priorities				
						1	2	3	4	5
SO 1	Training	MTR 1.1	KPI 1.1.1	#	Volume of Training (person-days)					
			KPI 1.1.2	%	Coverage of SDG 4 in training offer					
		MTR 1.2	KPI 1.2.1	#	Strengthening training providers					
	Technical Cooperation	MTR 1.3	KPI 1.3.1	%	Portfolio in least developed countries	X				
			KPI 1.3.2	%	Portfolio in Fragile Situations			X		
			KPI 1.3.3	#	Capitalizing on learning assessment and household survey data		X			
			KPI 1.3.4	%	Gender-responsive technical cooperation projects	X				
			KPI 1.3.5	#	Active policy dialogue with ministries of finance					X
		MTR 1.4	KPI 1.4.1	%	Outcome mapping with ladders of change					
SO2	Research & Development	MTR 2.1	KPI 2.1.1	%	Publication Plan efficiency					
			KPI 2.1.2	#	Average monthly views of IIEP publications					
		MTR 2.2	KPI 2.2.1	%	Staff investment in the development of methodologies, norms, and tools					
			KPI 2.2.2	%	Partnerships for developing methodologies, norms, and tools					
			KPI 2.2.3	#	Adapted methodologies, norms, and tools for improved governance				X	
	Outreacy & Advocacy	MTR 2.3	KPI 2.3.1	#	Participation in outreach events					
			KPI 2.3.2	#	Citations in the media, publications, and online resources					
			KPI 2.3.3	#	Average monthly sessions on IIEP websites and platforms					
		MTR 2.4	KPI 2.4.1	%	Strengthening capacities of development partners staff					
EF	Enabling Factors		KPI 3.1.1	%	All staff professional development					
			KPI 3.1.2	%	Appropriate balance between Core and Project funding					

The Results Framework Methodological Note (Appendix 1) provides, for each KPI, a definition, its purpose and target, the methodology and the related data requirements.

These annexes for the Governing Board present the baseline and targets at IIEP aggregate level. However, in practice, sub-targets for 2018-2021 are defined and monitored at team level, so that Team Leaders and Team members are able to relate more directly to the results, and to steer their portfolio and projects accordingly.

An evaluation plan for a learning organization

At the institutional level, the annual Results Framework is complemented by an evaluation plan. IIEP is committed to UNESCO's monitoring and evaluation values and is in close contact with the Internal Oversight Service (IOS) at Headquarters. Evaluations are designed in accordance with UNESCO's Evaluation Policy and the norms and standards of the United Nations Evaluation Group (UNEG), which call for independence, transparency and impartiality.

Evaluation plans for the different modalities of work are presented below. The Institute's Outreach and Advocacy work is embedded in the evaluation plans for training, technical cooperation, and research. The institutional evaluation plan concludes with a discussion on when corporate project evaluations are triggered and identification of external project evaluations already planned in the 2018-2021 period.

Evaluation of the core training programme

IIEP is committed to a ensuring a chain of evidence across its training offer. This effort must include securing feedback from the individuals trained and heads of organizational units. It is important to know if the training offer is relevant and satisfactory, whether it results in individual learning and delivers the desired outcomes for our beneficiaries, including behavioural change and impact at the institutional level. The main evaluation mechanisms in place are: (i) the final evaluations of all IIEP's training programmes and courses as well as workshops and policy events, and (ii) the biannual Heads of Planning Surveys.

While the former focus on the quality of IIEP's training as assessed by direct beneficiaries, the latter assess a higher level of intended change i.e. the difference that IIEP-trained people make in the performance of their organizations. To capture this, the survey is administered to Directors of Planning Departments or equivalent positions who supervise staff trained by IIEP.

How the Kirkpatrick model is currently applied to IIEP Training

As can be seen in Figure 1 below, the Kirkpatrick model comprises four levels of evaluation:

Level 1: Reaction – the degree to which participants find the training favorable, engaging and relevant to their jobs;

Level 2: Learning – the degree to which participants acquire the intended knowledge, skills, attitude, confidence and commitment based on their participation in the training;

Level 3: Behavior – the degree to which participants apply what they learned during training when they are back on the job; and

Level 4: Results – the degree to which targeted outcomes occur as a result of the training and the support and accountability package.

New World Kirkpatrick Model
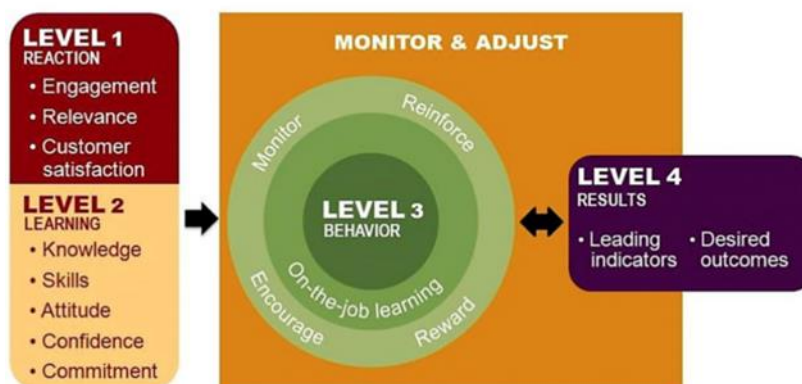
Source: Kirkpatrick Partners (2015)

IIEP's Training and Education Programme (TEP) in Paris has to date administered a series of evaluation tools to cover different levels (aspects) of Kirkpatrick model. Table 1, below, summarises the different evaluation mechanisms currently being used.

Table 1: Summary of how IIEP applies Kirkpatrick Model in training evaluations

	Tools	Aspects measured	Target respondents	Timing	Use of results
Level 1: Reaction	Course evaluation (M1, M2, M3, M4, M5, EPA301, EPA302, EPA303, EPA304, EPM311, EPM312, EPM313, EPM314)	• Satisfaction • Relevance • Implication	Participants	End of the course	Results are used to monitor IIEP training offers and to inform the subsequent course design.
	ESP evaluation ATP evaluation	• Satisfaction • Relevance • Implication • Confidence	Participants	End of the programme	Results are shared during the ATP Evaluation Session and to monitor IIEP training offers and inform the TPPC committee.
	Course evaluation (currently not all online courses)	• Satisfaction • Relevance • Implication • Confidence • Attitude • Commitment	Participants	End of the course	Only some course coordinators discuss results in the course appraisals, and reflect for the next training.

	Tools	Aspects measured	Target respondents	Timing	Use of results
Level 2: Learning	Group Assessment	• Knowledge • Skills • Participation	Participants	During the course (group assignment)	Results are reflected in certification and for quality assurance of IIEP assessment results (via the ESP and SCP committees).
	Individual Assessment	• Knowledge • Skills • Participation	Participants	During course (individual assignment) and end of course (test)	
Level 3: Behavior	Heads of Planning (HoP) survey	Use of knowledge and skills on the job	Heads of Planning	1 year+ after the training; every 2 years	Results (including KPIs) are shared with Governing Board and used to monitor training offers.
	Summer School follow-up	• Use of knowledge and skills on the job • Career advancement	Participants (female)	1 year+ after the training	Evaluation is to be implemented in 2018.
Level 4: Results	HoP survey	System improvement due to training	Heads of Planning	1 year+ after the training; every 2 years	Results (including KPIs) are shared with Governing Board and used to monitor the IIEP training offers.

For Level 1, a course evaluation by the participants at the end of the course as well as the end of the programme (ESP and ATP) includes questions about their satisfaction, their perceptions of the relevance and implications of the course contents for their work in the Ministries. The evaluation at the end of the programme also included a "modified" confidence scale (1. Have little or no comprehension; 2. Have basic knowledge but cannot implement; 3. Understand and can implement with help; 4. Can accomplish without help; 5. Can accomplish and can teach others). These relate to the overarching intended learning outcomes (ILOs). This scale was also used in some of the online courses.

For Level 2, each course (including online courses) has a different set of assessment mechanisms (group assignment, individual assignment, individual test, participation, etc.) that count towards the overall grade, including master-level certification.

Levels 3 and 4 have been implemented through the Heads of Planning (HoP) survey since 2013 in order to measure directly the Key Performance Indicators (KPIs) to be reported to the IIEP Governing Board. The survey has been implemented every two years, including in 2017.

IIEP Paris started to use the Kirkpatrick approach in the TEP evaluation process in 2016 for the training offers delivered by IIEP Paris. TEP has infused this new 'evaluation' culture through training sessions for IIEP Paris staff and teaching staff, and recently for staff in Buenos Aires; and Dakar will follow.

HoP Surveys also aim to provide feedback on KPIs for technical co-operation and research activities, but in a limited way, given the need to keep the survey manageable. IIEP plans to complement HoP feedback with more qualitative in-depth feedback at the country level. We may also in future look to gauging donor satisfaction more systematically. In 2018 we intend to take some initial steps on this through a marketing survey.

Improvements planned for evaluation of training in the 10th MTS

In the 10th MTS period, the evaluation of IIEP's training will be strengthened by putting in place a consistent approach to evaluation across all core training offers. This will involve the following actions:

1. ensuring that all core training offers are monitoring Levels 1 and 2 through an end of course evaluation. This evaluation could also ask for commitments to specific actions following the course. While such an evaluation is currently in use for the longer courses, it is inconsistently implemented for the short courses and those delivered through distance mode.

2. developing common instruments across IIEP Paris, Buenos Aires and Pôle de Dakar to allow aggregation across course types, such as distance courses.

3. conducting a biennial survey of Heads of Units and other supervisors regarding IIEP training to capture Levels 3 and 4. Efforts will be made to increase the response rate. The survey will be supplemented by interviews with a sample of respondents to secure richer information.

4. ensuring these evaluations feed into the improvement of individual courses and the overall offer.

5. ensuring that all Specialized Courses and Distance Courses have a six-month follow-up survey focusing on the relevance, application and impact of their previous training.

Evaluation of Technical Cooperation Programme

One of the key lessons from the 2017 external evaluation of the TC portfolio[2] was that more explicit assessment of projects' outcomes i.e. higher level and longer-term results, as opposed to outputs, is necessary. The evaluation plan for IIEP's TC programme therefore aims to better assess behavioral change at individual and organizational levels induced by its technical cooperation activities at country and regional level. Major project outputs such as the number of person days of training delivered or the number of Member States benefitting from TC services will obviously continue to be monitored by dedicated performance indicators, some of which are part of the 10th MTS KPIs.

Capacity development principles

The TC evaluation model is informed by a coherent set of seven capacity development principles captured in a 2014 internal document, "The principles of successful capacity development and its implications for the practice of development agencies":

1. Capacity development needs internal leadership and ownership
2. Capacity development strategies must be context-relevant and context-specific

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[2] MDF Training & Consulting. *External Evaluation, Technical Cooperation Programme, IIEP Paris*. May 2017.

3. Capacity development needs to be an integrated set of complementary interventions in order to impact on all capacity levels
4. Capacity development programs should include training but also go beyond training
5. Capacity development should be a long-term investment, while working towards some short-term achievements
6. Capacity development success hinges on genuine partnership among all actors
7. Every capacity development program should be designed, implemented and evaluated as a learning exercise for all partners involved

These principles guide the design of technical cooperation projects as well as their implementation. They can also be a reference point in evaluations.

The TC evaluation model has two complementary dimensions: (1) a periodic assessment of project outcomes during the implementation of projects and (2) post-project follow-up. IIEP's plan for externally commissioned evaluations of projects and programmes are discussed at the end of this document.

Focussing on projects' outcomes

Continuous assessment of outcomes will use Outcome Mapping[3], a methodology that focuses on measuring change in the behavior of target groups. Depending on the nature of projects, target groups will most of the time be departments within Ministries of Education or Ministry departments, but also others such as other Government entities, development partners, civil society organizations, etc.

Across the three IIEP Offices, a common methodology will be applied to concerned TC projects. Adherence to the common methodology will be monitored through **KPI 1.4.1 "Share of TC projects designed and monitored according to a ladder of change"**.

Methodology: simplified Outcome Mapping

"Outcome Mapping" is the early identification of the change that a project is expected to bring about and its continuous assessment throughout the life of a project. Early on in the project cycle, at the design stage, a "ladder of change" will be designed and included in the project monitoring and evaluation framework. The desired outcomes mapped through this exercise will inform the project's intended outputs and activities, and not the other way around. Outputs related indicators and targets will remain part and parcel of the project's monitoring framework.

A ladder of change is a set of "progress markers" that point to different levels of expected outcomes – from the lower to higher levels of results. The use of this methodology will allow project design to become more explicitly change oriented from the onset.

The progress markers are specific behavioural changes or actions the project would like the beneficiary partner(s) to demonstrate by its end. Progress markers can be more or less immediate as well as more or less ambitious. They can be sorted in three categories as follows:

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[3] https://www.outcomemapping.ca/resource/outcome-mapping-a-method-for-tracking-behavioural-changes-in-development-programs

- o **"Expect-to-see"**: short-term realistically achievable outcomes (during project implementation)

- o **"Like-to-see"**: long-term responses that one would expect by the end of the project, more ambitious

- o **"Love-to-see"**: outcomes to be achieved after a number of months or years after project closure

With few exceptions, IIEP's TC projects aim to develop capacities of their target groups. The formulation of the above progress markers will follow a scale ranging from dependence on external actors and mere application of skills to technical autonomy and creativity.

Typical project outcomes resulting from IIEP's TC projects that the evaluation plan seeks to assess are as follows:

- o Counterparts are able to understand and **use** planning tools and concepts in their daily work

- o Counterparts are able **update**, **modify and/or adapt** planning tools and concepts in their daily work

- o Counterparts are able to **explain and train** colleagues on the use of planning tools and concepts

- o Counterparts are **able to carry out** key planning process such as education sector analyses or education sector plans with projections and budgets **with external technical support**

- o Counterparts are **able to carry out** key planning process such as education sector analyses or education sector plans with projections and budgets **without external technical support**

- o Ministry or Government entities technical staff decision-makers **are able to lead** education sector policy dialogue and reviews **with** external technical support

- o Ministry or Government entities technical staff decision-makers **are able to lead** education sector policy dialogue and reviews **without** external technical support

Important to note is the participative dimension of Outcome Mapping. Ladders of change will be designed jointly with the beneficiary partners. These jointly agreed ladders of change will be used to carry out joint periodic progress assessments between IIEP and the counterparts throughout project implementation. It is foreseeable that generic ladders may be developed at the project design stage and further detailed/amended with the counterpart once the project starts. Sources of information could include qualitative workshops reports, regular reporting, in the form of a "diary" by selected senior participants on progress made, challenges encountered and remedial strategies, and evaluation sessions at the end of projects (or at important stages, for long-term projects) to which all partners would be invited to review the overall achievements.

After project closure, IIEP project managers will continue to use the ladders of change to do post-project follow-up aimed at reassessing change. This will be done through missions when IIEP has a new project in the same country or at a distance using video conferencing with small focus groups or individual managers.

Two examples of ladders of change and progress markers are shown below. These were refined post-hoc by the external evaluators of the IIEP Paris TC programme. The Cambodia example shows that, the higher an expected outcome is on the ladder in terms of beneficiary behavioral change, the lower it scores on a satisfaction scale ranging from 1 to 4.

Ethiopia Project: Example of a ladder of change: progress markers

Expect to see

1. The central MoE and Regional Education Bureaus (REB) staff **are explaining** the Results Framework methodology to their colleagues and outside partners
2. The central MoE and Regional Education Bureaus (REB) staff **use** the Results Framework methodology to develop programmes or projects related to the implementation of ESDP-V
3. The central MoE and Regional Education Bureaus (REB) staff **refer to** the Results Framework in dialogues within the national education sector (Ministry of Education, National TVET agency, Higher Education, etc.).
4. The central MoE and Regional Education Bureaus (REB) staff **use** the Results Framework in their dialogue with Development Partners and funding agencies

Like to see

5. The central MoE and Regional Education Bureaus (REB) staff **use** (refer to vs. applying) the Results Framework within their current monitoring processes
6. The central MoE seeks to **implement** the Results Framework development in remaining regions

Love to see

7. The central MoE and Regional Education Bureaus (REB) staff **use** the Results Framework as a basis for their monitoring and reporting, namely for the yearly Joint Sector Reviews

Example of Cambodia project: Support to Mid-Term review and ESP formulation
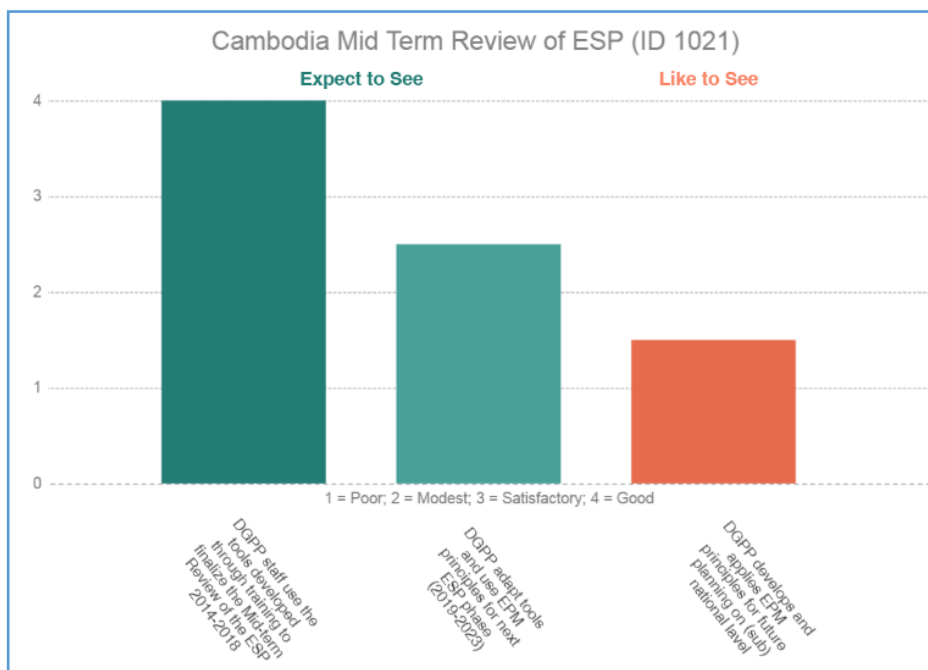
Source: 2017 TC External evaluation

Three generic ladders of change for three broad categories of projects will be designed with the relevant teams in the three IIEP offices. They will be adapted, depending on the specifics of each project, and built in at the design stage, with inclusion in project proposals where possible.

1. Ladder of change for TC projects supporting Education Sector Analyses and Education Sector Plans development
2. Ladder of change for TC projects supporting national training providers in educational planning and management
3. Ladder of change for TC projects aimed at delivering tailor-made training programme

Ladders of change for TC projects dominated by training activities will be aligned with the training programmes' evaluation model based on the Kirkpatrick model. For complex projects with components including several of the above, dovetailed ladders of change will have to be developed but will have to remain compatible with the three generic ones to allow consolidation of results.

Scope/Perimeter
All Technical Cooperation projects will have to include in their design an outcome assessment framework based on a ladder of change. Ladders of change will however seek more or less ambitious outcomes depending on the size and duration of projects.

Frequency
The joint outcome assessment or outcome harvesting will take place either on a six-monthly or on an annual basis, depending on the overall duration of projects. For projects over two years, the assessment will be annual.

Post-project follow-up will be done one year after project closure for only a selection of projects i.e. projects with budgets over $ 500,000, of one year or more in duration, and combining a diversity of intervention modalities. This frequency is deemed long enough to allow sufficient time for higher-level outcomes to be realized and short enough to ensure that outcomes are still measurable.

Evaluation of the Research and Development Programme

IIEP's Research and Development Programme (R&D) provides critical inputs into educational policy, practice and debates. It also provides an evidence base for its training, technical assistance and policy advice, and leads to publications in a variety of formats, including books, case studies, synthesis reports, policy briefs, guidelines, and handbooks. The development, adaptation and use of research findings, methodological guides and tools provides direct support to Member States and enables them to strengthen their planning and management capacities, as well as to generate relevant policies and strategies to assist them in achieving their goals for their education systems.

Evaluation within R&D's Theory of Change

The Research and Development (R&D) evaluation plan is embedded in a general Theory of Change (ToC) which has been developed for IIEP research projects (see the figure below). The ToC demonstrates how IIEP *expects* its projects to lead to positive changes in planning practices and contribute to the improvement of education systems, thus contributing to the national and global efforts to achieve SDG 4. Every research project is expected to develop its own ToC that would be

adapted to its specificities, adapting the one presented here which captures the underlying logics of the R&D work.

The Theory of Change draws the expected relationships between IIEP activities, outputs, outcomes and impact. It also presents:

- o Elements related to factors that influence the relationship between outputs and outcomes;
- o Two levels of impact expected to be reached, the first one more directly correlated to IIEP's effort, and the second one in which IIEP participates among various other partners.

In the Theory of Change:

Activities in Research Project Design and Implementation: IIEP research projects cover a number of themes and questions relevant to the Global Education 2030 Agenda. The core of R&D work consists of in-depth comparative education analyses. For instance, in a new research project on the use of learning assessment data, project activities consist of an *examination of actual practices, structures and tools linked to the use of learning data* and *identification of factors that lead to its observed use in several Sub-Saharan Africa countries*.

Outputs refer to IIEP publications (books, policy briefs, case studies, etc.) and related development products (e.g. guidelines, handbooks, portals) that are produced in the framework of different projects. For instance, in the previous example, foreseen outputs include a s*ynthesis of the main research findings*, a *practical guide* and a s*elf-assessment framework*.

IIEP publications are expected to reach different users in a variety of ways: a) academia as well as general public can access knowledge generated by IIEP for their professional purposes; b) publications and development products contribute to the 'enlightenment' function (i.e. research findings succeed in shaping the way policy-makers think about social issues; policy orientations are then influenced and derive from this mind-set framed by research; and c) research findings are disseminated through IIEP training, TC and outreach activities and directly reach policy-makers that learn from research results and use them in their work. Development products can be adapted to country contexts and used in policy-making, planning and management.

Outcomes: IIEP research outputs are expected to influence policy decisions. For instance, the research project on the use of learning data aims to ensure that the *MoE departments are using practical guide to improve the use of assessment data in policy formulation as a result of IIEP outreach activities*.

Intermediate impact is linked to IIEP's research influence on the improved planning and managerial practices in the ministries of education as well as the evidence-informed, relevant and cost-effective policies and programs designed and developed by national authorities. For instance, in the previous example, the research project aims to improve planning practices by strengthening planning units' capacity to use learning data in their work. A **longer-term impact** is expected to contribute to the improvement of education systems and the overall achievement of SDG 4.

Theory of Change for the Research and Development Programme
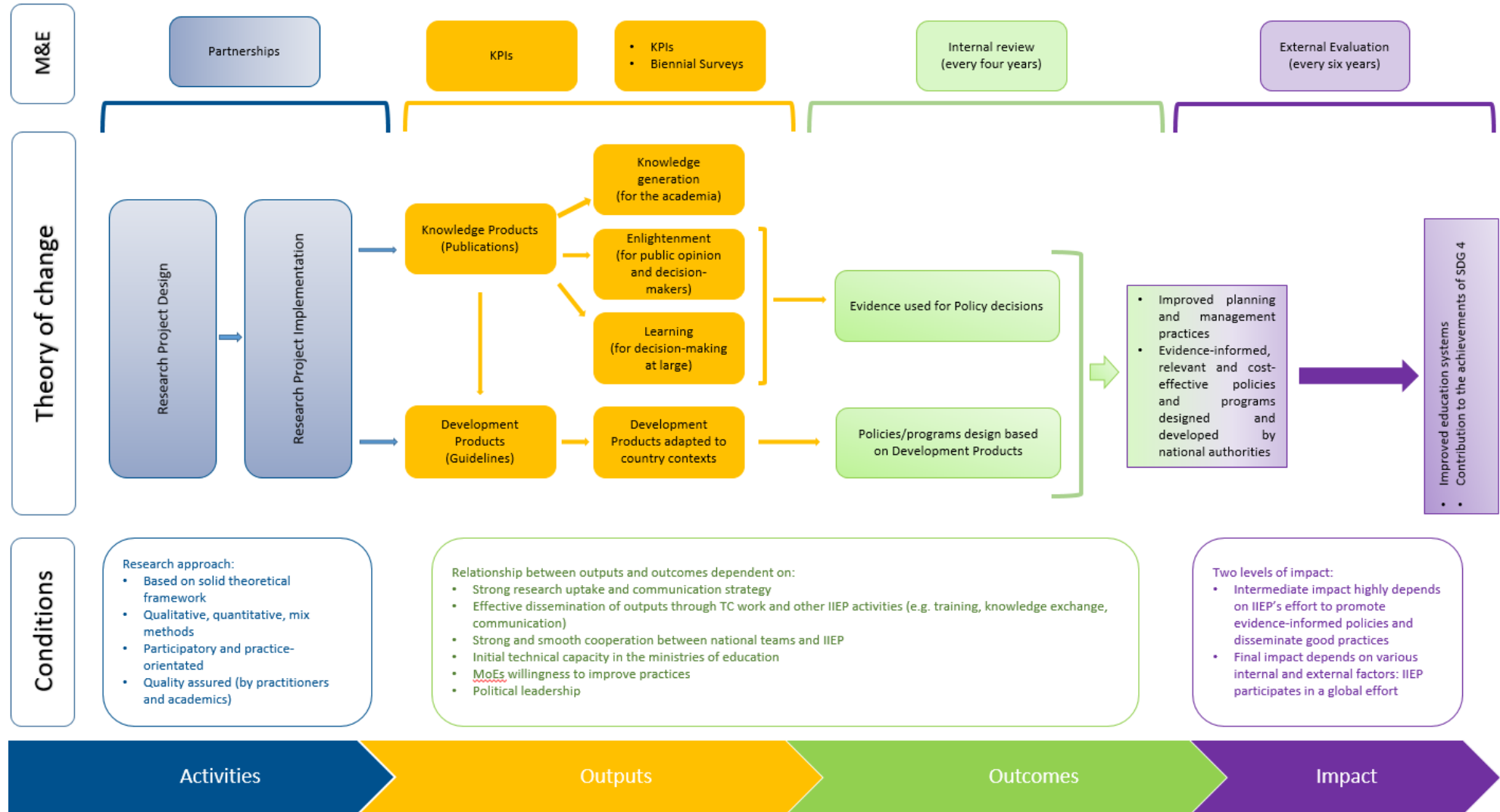
Factors that support impact:

- o establishing networks and relationships with research users,

- o acknowledging the expertise and active roles played by research users in making impact happen,

- o involving users at all stages of the research, including working with user stakeholder and participatory groups,

- o flexible knowledge exchange strategies, which recognize the roles that partners and collaborators may wish to play,

- o developing good understanding of policy/practice contexts and encouraging users to bring knowledge of context to research,

- o commitment to portfolios of research activity that build up reputations with research users,

- o consistent working towards excellent infrastructure, leadership and management support,

- o involve intermediaries and knowledge brokers as translators, amplifiers, network providers at times,

- o supporting space and time for collaborative reflection on research design and process, findings and overall progress.

Source: https://esrc.ukri.org/research/impact-toolkit/what-is-impact/

R&D Evaluation Plan

The evaluation plan set up for the R&D function intends to:

- o Assess and measure the expected influence and impact of IIEP's research and development efforts, production and dissemination, as outlined in the ToC;
- o Articulate evaluation and monitoring processes.

At an initial stage of the R&D's effort, a smooth and continuous evaluation of IIEP's research quality can be made by gathering all information coming from the interaction with our current or potential partners, whether at country or global levels. These day-to-day information and feedback will be collected through the CRM.

More broadly, the quantity of IIEP's research and development partners, as well as the quality of its partnerships, whether intellectual or financial, will be tracked over time. Data will be collected through both the CRM and My Projects 3.0.

The evaluation mechanism itself is broken down into three stages:

1. At the **output** level, IIEP will conduct a survey every two years to assess the quality and relevance of its research and development publications as perceived by its readers and users. This survey will be twofold: (i) an open questionnaire will be distributed on the Institute's website to its readership, and (ii) a more specific questionnaire on the use of development products will be sent to a targeted audience comprised of national cadres and practitioners from international partner agencies.

2. At the **outcome** level, the Institute will conduct internally every four years, two years after the end of each Medium-Term Strategy, a systematic review of its research programs in an attempt to measure its influence on (i) the use of the evidence produced by its research effort in policy decisions; and (ii) the use of its practical guidance products in the design and development of national policies and programs. A specific methodology for this will be developed in 2019, with input from the Research Advisory Council. It will be used in 2020 for an evaluation of the 9th MTS R&D programme, while the 10th MTS R&D programme will be evaluated in 2024, two years after its completion.

3. In terms of **impact**, the Institute will commission an external evaluation of its research and development programs every six years. Independent evaluators will conduct this evaluation. It will be based on a methodology developed by the external evaluators, and fed, among others, by (i) the data collected during the previous six years as part of the monitoring process, and (ii) the results of the biannual surveys and the four-year reviews.

External Evaluations

External evaluations of IIEP programmes or individual projects can be triggered either at IIEP's own initiative or by UNESCO Internal Oversight Service (IOS). IIEP's foresees an annual M&E budget line of approximately $100,000. For extrabudgetary projects (contracts), IIEP follows the IOS Guidance Note on the Evaluation of UNESCO's Extrabudgetary Activities, which recommends that projects over $1.5 million be evaluated externally. It is also IIEP's intention to make these project evaluations and the corresponding management responses public via the UNESCO IOS website.

As mentioned above, IIEP has a long record of external evaluations. During the 10th MTS, it will continue to use such evaluation to learn and to inform reform, programme design and work practices. In the period 2018-2021, there will be three main types of external evaluations:

1. **Project evaluations**: as per the UNESCO Evaluation Policy mentioned above, all projects over $1.5 million will be externally evaluated and will have a dedicated budget line embedded in the overall budget for that purpose. These projects – together with smaller ones – would include a ladder of change and outcome assessments that will form an essential information base for external evaluation that could be triangulated with other information sources.

2. **UNESCO commissioned evaluations**: depending on the evaluation programme of the UNESCO IOS, parts or dimensions of IIEP's programme might also be externally evaluated. For example, UNESCO's Education in Emergencies programme[4] was externally evaluated in 2016 along withIIEP's Crisis-Sensitive planning work in South Sudan.

3. **IIEP commissioned evaluations**: a recent example is the 2017 External Evaluation of IIEP Paris TC Programme. Possible future external evaluations could focus on the overall IIEP TC portfolio to assess its strategic alignment with the 10th MTS or could be more thematic. An evaluation of the support provided to national training providers could be conducted to guide this line of work.

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[4] *Evaluation of UNESCO's Role in Education in Emergencies and Protracted Crises*. UNESCO Evaluation Office, Internal Oversight Service, October 2016.

Project and Programme Evaluations planned during the 10th MTS

o **Evaluation of IIEP Pôle de Dakar**: this comprehensive evaluation funded by the French Development Agency (AFD) and carried out by ICON Institute is ongoing. It started in March 2018 and will be finalized by late July 2018. One of its purposes is to inform AFD's next funding to the Pôle de Dakar. The evaluation will cover all the office's activities over the period 2014-2017, including the PEFOP. The large AFD-funded Quality Assessment project started too recently to be covered by the evaluation.

o **Afghanistan**: the external evaluation of the Capacity Development in Educational Planning and Management project (2015-2017) is being finalized as of June 2018. The main focus of the evaluation was the training of the Afghan MoE Provincial and District Education staff at National Institute of Educational Planning, supported by the project. The evaluation exercise has contributed to the design of a much larger ($20 million) project in Afghanistan funded by Sweden and to be led by UNESCO-Kabul.

o **Strengthening Education Sector Planning Capacities for Conflict Prevention**: for this EU-funded programme, an external evaluation will be undertaken upon programme completion (30 September 2020). It will be carried out by the European Commission.

Appendix 1. 10th MTS Results Framework Methodological Note

Notes

(1) Success in achieving a target depends on the nature of the target itself:

- o   If the target is a threshold, success is measured by reaching 100% or more of the target
- o   If the target is defined as a range, success is measured by being within this range

(2) Baselines and targets are subject to revisions pending approval of the IIEP Governing Board

1.1.1	Volume of Training (person-days)

TECHNICAL NAME

Volume of Training (person-days)

PURPOSE

The purpose of this indicator is to measure the capacity of IIEP to train educational planning and management professionals (regardless of their institutional affiliations) over a calendar year. Because IIEP trainings have different levels of complexity, delivery modes, and durations, the indicator focuses on a full-time equivalent measure.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
35,358	15,086	38,894	+10%

DEFINITION AND METHODOLOGY

This indicator represents the total number of person-days trained through IIEP regular training activities, over a calendar year. These activities are covered by the Core training offer, Short intensive trainings, and Project-embedded training categories. MOOC, Events, Seminars and Forums and Coaching are excluded.

This indicator is calculated by taking, for each training activity, the total number of people trained, multiplied by the total number of training days (to the nearest half-day).

A "day" corresponds to 6 hours of required training, which is any structured learning activity (such as plenary sessions, group work, role-play, etc. and in some cases, required study/ homework).For online trainings, the expected required effort for the average participant is recorded, in days (to the nearest half-day).

Interesting complementary indicators are the volume of person-days trained via MOOCs, and the completion rate of these massive open online courses.

DATA SOURCE(S)

The information is collected through Aurion (for Core training offer and Short intensive trainings) and MyProject (for Project-embedded training activities).

Related Strategic Objective	1. Member States plan effectively for education sector development and evaluate system performances
Related MTR	1.1 Provide a flexible and responsive training offer that meets the needs of Member States

1.1.2 Coverage of SDG 4 in training offer

TECHNICAL NAME
Proportion of SDG 4 targets covered by training offer

PURPOSE
In the wake of the adoption of the SDG Goals and the Education 2030 agenda, the purpose of this indicator is twofold. Firstly, it intends to measure the extent to which IIEP contributes to supporting countries in the fulfilment of SDG 4 through capacity development; secondly, it aims at measuring the extent to which IIEP's core training offer is reflecting SDG4 targets and means of implementation in a substantive manner.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
9/10	9/10	10/10	+10%

DEFINITION AND METHODOLOGY
This indicator is the proportion of SDG 4 targets and means of implementation fully addressed by IIEP courses/ trainings (Core training offer and Short intensive trainings). In order to meet fully the objective targeted by this indicator, all trainings in the Core training offer and Short intensive trainings category should cover in depth at least one of the SDG4 target or mean of implementation.

Currently, 9 of the 10 combined SGD4 targets and means of implementation are covered by one or another training offer at IIEP globally, keeping in mind that this training offer is composed of a recurrent offer (Core training offer) and alternating offer (Short intensive trainings).
Criteria to consider 'in depth coverage', the course or training must either be fully dedicated to a specific target, or that a substantive part of its contents is dedicated to the specific target. Course/ training included in this indicator fit under the categories Core training offer and Short intensive trainings. Compilations exclude Project-embedded trainings, Coaching, Events, and Seminars and Forums.

DATA SOURCE(S)
Course coordinator or course/ training description, via evaluation grid questionnaire.

Related Strategic Objective	1. Member States plan effectively for education sector development and evaluate system performances
Related MTR	1.1 Provide a flexible and responsive training offer that meets the needs of Member States

1.2.1 Strengthening training providers

TECHNICAL NAME
Number of supported training providers

PURPOSE
The purpose of this indicator is to measure the number of training providers that benefit from IIEP training; which is a proxy for gauging the potential ripple effect of IIEP's interventions over future generations of planners. IIEP has developed a typology of the type of agreements between itself and training providers, in order to reflect better the purpose of this indicator.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
4	4	6	+50%

DEFINITION AND METHODOLOGY
This indicator is the absolute number of national or regional training providers with which IIEP is implementing a capacity development strategy, over a calendar year.

All training providers are acknowledged, regardless of type (public, private; academic, professional; etc.) and type of agreement (e.g. directly between IIEP and provider or via other partner). The support provided by IIEP to training providers needs to include specific outputs and outcomes and/or some threshold of staff time dedicated over the year.

DATA SOURCE(S)
The information is collected through MyProjects, training providers are classified under category 1 of the typology.

Related Strategic Objective	1. Member States plan effectively for education sector development and evaluate system performances
Related MTR	1.2 Strengthen education planning and management training providers through institutional cooperation

1.3.1 | Portfolio in least developed countries

TECHNICAL NAME
Share of IIEP's portfolio in least developed countries

PURPOSE
With its mandate to serve all Member States, IIEP seeks to maintain a balance in its activities. The purpose of this indicator is to measure the relative weight of least developed countries in its project portfolio.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
85%	92%	65% < x < 85%	To maintain the share of LDCs within range

DEFINITION AND METHODOLOGY
The share of least developed countries in the IIEP portfolio represents the total expenditure (including staff time) on IIEP projects serving LDC, expressed as a proportion of the total expenditure of all country-based projects, over a calendar year.

This indicator captures all country-based projects, regardless of contractual modality (i.e. single-country or multiple countries activities) and modality of implementation (face-to-face, distance/ online, or blended). Expenditure on projects designed to serve multiple countries are prorated to the share of LDC; global projects are excluded from this indicator.

DATA SOURCE(S)
The information is collected through MyProjects, and total expenditure recorded in SAP
Yearly update of World Bank list of least developed counties

Related Strategic Objective	1. Member States plan effectively for education sector development and evaluate system performances
Related MTR	1.3 Offer context-specific policy, planning, and management advice to Member States

1.3.2 Portfolio in Fragile Situations

TECHNICAL NAME
Share of IIEP's portfolio in countries included in the Harmonized List of Fragile Situations (HLFS)

PURPOSE
In line with IIEP thematic priority on resilience of education systems through crisis-sensitive planning, this indicator aims at measuring the relative weight of countries included in the HLFS in the overall IIEP project portfolio.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
58%	57%	30% < x <50%	To get the share of projects in fragile situations back in range

DEFINITION AND METHODOLOGY
The total expenditure (including staff costs) of IIEP on projects serving countries included in the Harmonized List of Fragile Situations (HLFS), expressed as a proportion of the total expenditures on all country-based projects, over a calendar year.

This indicator captures all country-based projects, regardless of contractual modality (i.e. single-country or multiple countries activities) and modality of implementation (face-to-face, distance/ online, or blended). Expenditure on projects designed to serve multiple countries are prorated to the share of countries included in the HLFS list; global projects are excluded from this indicator.

DATA SOURCE(S)
The information is collected through MyProjects, and total expenditure recorded in SAP
Yearly update of World Bank Harmonised list of fragile situations

Related Strategic Objective	1. Member States plan effectively for education sector development and evaluate system performances
Related MTR	1.3 Offer context-specific policy, planning, and management advice to Member States

1.3.3 Capitalizing on learning assessment and household survey data

TECHNICAL NAME

Cumulative number of analytical documents that capitalize on learning and household data

PURPOSE

The purpose of this indicator is to promote the use of learning assessment and household data for planning and managing the education sector, at any step.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
7	3	10	+30%

DEFINITION AND METHODOLOGY

Number of IIEP available documents (either publicly, or not), regardless of their type (project documents, reports, etc.) for which learning assessment and/ or household survey data are used for informing planners, managers and decision-makers on key educational issues, over a calendar year. Learning assessment and household survey datasets can be used either as primary or secondary source for analysis.

Documents can be meant for official publication by IIEP, or for internal use at Member State-level. Documents (or analysis) in progress should not be counted.

DATA SOURCE(S)

The information is collected through MyProjects.

Related Strategic Objective	1. Member States plan effectively for education sector development and evaluate system performances
Related MTR	1.3 Offer context-specific policy, planning, and management advice to Member States

1.3.4 | Gender-responsive technical cooperation projects

TECHNICAL NAME

Proportion of technical cooperation projects that are either gender-responsive or gender-transformative

PURPOSE

In alignment with the UNESCO's gender equality priority, IIEP aims to improve the proportion of its technical cooperation projects that are gender-responsive or better. According to the marker developed by the UN on gender equality (UN GEM), technical cooperation projects should either (1) recommend specific policies and actions, which would address inequalities and result in improvements of gender disparities; or (2) challenge existing and discriminatory policies and practices and influence radical change in social, economic and political contexts supporting or influencing such policies and practices.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
7%	7%	21%	+200%

DEFINITION AND METHODOLOGY

This indicator represents the number of technical cooperation projects that are gender-responsive (GEM level 2) or gender-transformative (UN GEM level 2) expressed as a proportion or all technical cooperation projects, over a calendar year.

Note that the UNESCO use of the UN GEM classification will combine, starting in biennium 2018-2019, gender-sensitive activities (GEM level 1) with activities that do not contribute to gender equality (GEM level 0).

DATA SOURCE(S)

Programme document, as tracked in MyProjects.

Related Strategic Objective	1. Member States plan effectively for education sector development and evaluate system performances
Related MTR	1.3 Offer context-specific policy, planning, and management advice to Member States

1.3.5 Active policy dialogue with ministries of finance

TECHNICAL NAME

Cumulative number of technical cooperation initiatives where IIEP facilitates dialogue with ministry of finance

PURPOSE

The purpose of this indicator is to ensure that more IIEP technical support is provided not only to personnel of ministries of education but also to ministry of finance representatives, and that the outputs and outcomes are of mutual benefit to all stakeholders. In that spirit, this indicator aims at identifying projects where the ministry of finance plays an active role.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
8	6	32	To maintain current level every year

DEFINITION AND METHODOLOGY

This indicator is the number of non-training technical cooperation initiatives where IIEP facilitates dialogue with ministries of finance, within IIEP relevant national or thematic support, cumulative number year to date.

"Dialogue" is understood as engagement beyond providing financial data, and can materialize itself by having ministry of finance representatives attending technical meetings, policy forums, using common templates, etc.).

Activities included can be part of Coaching, or Project-embedded trainings.

DATA SOURCE(S)

Collected in CRM through participant attendance to technical cooperation activities. Because Aurion is collecting participation for training activities only, it is not used here.

Related Strategic Objective	1. Member States plan effectively for education sector development and evaluate system performances
Related MTR	1.3 Offer context-specific policy, planning, and management advice to Member States

1.4.1 Outcome mapping with ladders of change

TECHNICAL NAME

Proportion of technical cooperation projects designed and monitored according to ladder of change

PURPOSE

The purpose of this indicator is to ensure that project outcomes are systematically planned for, monitored and become the basis for evaluation and learning practice.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
0%	0%	100%	Full coverage of TC projects

DEFINITION AND METHODOLOGY

This indicator is the number of technical cooperation projects that are designed and monitored with a ladder of change, expressed as a proportion of all technical cooperation projects, over a calendar year.

DATA SOURCE(S)

Programme description as tracked in MyProjects.

Related Strategic Objective	1. Member States plan effectively for education sector development and evaluate system performances
Related MTR	1.4 Ensure capacity development programmes contribute to sustainable national capacities

2.1.1 | Publication Plan efficiency

TECHNICAL NAME

Completion rate of the IIEP Publication Plan over a calendar year.

PURPOSE

The purpose of this indicator is to measure the degree of effectiveness of the publication process from planning the publication plan to manuscript reception. The indicator aims to capture the efficiency of writers to submit manuscripts on the one hand, and on the other, the capacity of teams in charge of publications in the three offices to anticipate changes and delays in the publication plan and to efficiently manage the production process.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
63%	73%	75%	To maintain the completion rate at 75%

DEFINITION AND METHODOLOGY

The number of manuscripts received by the communication teams divided by the total number of expected manuscripts in the reference list, expressed as a percentage.

This indicator only takes into account the publications that are published by IIEP, regardless on the contract status of the writer.

This indicator takes into account only the planned publications and not those that may be added to the Publication Plan during a given year. Translations of existing manuscripts are excluded, but new components (such as a new forward or new chapters) are included.

An interesting complementary indicator would be the proportion of received manuscripts that are produced with partners.

DATA SOURCE(S)

Publication Plans from the three IIEP offices

Related Strategic Objective	2. Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders
Related MTR	2.1 Produce state-of-the art applied research

2.1.2 Average monthly views of IIEP publications

TECHNICAL NAME
Average monthly number of IIEP publications views

PURPOSE
The purpose of this indicator is to measure how efficient IIEP is in reaching its readership, through the UNESDOC database or its successor. Because all IIEP communications refer to its publications with an UNESDOC link, this database is the main source of information for IIEP's publications.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
109,008	58,363	141,711	+30%

DEFINITION AND METHODOLOGY
This indicator captures the average monthly number of views of IIEP publications, as reference on its websites, platforms, and communications, over a calendar year.

The indicator is calculated by taking the total number of views every month, divided by 12 months, for UNESDOC uniform resource locators (URLs) only. Robot-views are excluded from this calculation.

An interesting complementary indicator would be the breakdown of publication views by the language of the publication (English, French, Spanish, and multilingual).

DATA SOURCE(S)
UNESDOC's Miranda system (hosted by UNESCO HQ).

Related Strategic Objective	2. Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders
Related MTR	2.1 Produce state-of-the art applied research

2.2.1 | Staff investment in the development of methodologies, norms, and tools

TECHNICAL NAME

Proportion of IIEP staff time spent on developing methodologies, norms, and tools

PURPOSE

Aligned with the medium-term strategy, the purpose of this indicator is to measure how this line of work is expanding every year. It is expected indeed that the development of methodologies, norms, and tools should expand during the MTS period and should reach about 12% across offices.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
8%	n.a.	15%	To maintain above 15%

DEFINITION AND METHODOLOGY

This indicator captures the share of time spent by staff members to develop methodologies, norms and tools, over a calendar year. It is calculated by taking the total number of hours spend by staff on developing methodologies, norms and tools, divided by the total amount of time spend on all 'on programme' tasks.

DATA SOURCE(S)

The information is collected through STARS, for activities identified in MyProjects.

Related Strategic Objective	2. Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders
Related MTR	2.2 Develop and adapt methodologies, norms, and tools

2.2.2 Partnerships for developing methodologies, norms, and tools

TECHNICAL NAME
Cumulative proportion of methodologies, norms, and tools developed together with partners

PURPOSE
The purpose of this indicator is to measure the extent to which IIEP develops collaboratively a number of methodologies, norms, and tools. Although many partnerships are financial, here the focus is on technical collaborations.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
24%	20%	~33%	+37%

DEFINITION AND METHODOLOGY
This indicator is the cumulative average of methodologies, norms, and tools developed together with partners, expressed as a cumulative proportion of all methodologies, norms, and tools developed by IIEP staff, over a calendar year.

This indicator excludes methodologies, norms, and tools developed with or by consultants on behalf of IIEP. Partnerships must materialize through explicit agreement. The methodologies, norms, and tools captured here need to be completed/ ready for implementation.

DATA SOURCE(S)
Programme documents, as tracked in MyProjects.

Related Strategic Objective	2. Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders
Related MTR	2.2 Develop and adapt methodologies, norms, and tools

2.2.3 | Adapted methodologies, norms, and tools for improved governance

TECHNICAL NAME

Number of methodologies, norms, and tools for improved governance adapted for national implementation

PURPOSE

The purpose of this indicator is to ensure that IIEP's methodologies, norms, and tools can contribute directly to improved governance by being adapted to support national contexts. The adaptation of IIEP's methodologies, norms, and tools to fit Member States' needs typically includes a capacity development component.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
15	12	20	+33%

DEFINITION AND METHODOLOGY

This indicator is the total number of methodologies, norms, and tools that are adapted to national contexts, for improved governance and national implementation. It is calculated by measuring the number of countries (or other administrative entities) that are using IIEP's methodologies, norms, and tools for improved governance – either in educational planning or management. In other words, it is the number of replications that are counted.

An interesting complementary indicator here is the proportion of these adaptations that are done with technical partners (e.g. the ESA methodology is frequently adapted to a national context with partners).

DATA SOURCE(S)

Programme documents, as tracked in MyProjects.

Related Strategic Objective	2. Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders
Related MTR	2.2 Develop and adapt methodologies, norms, and tools

2.3.1 Participation in outreach events

TECHNICAL NAME

Total number of people participating in IIEP's outreach events (in person and via streaming)

PURPOSE

The purpose of this indicator is to measure how efficient IIEP is on reaching its community of practice during events, either in face-to-face or through streaming (live or on-demand).

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
14,283	5,010	19,350	+35%

DEFINITION AND METHODOLOGY

This indicator is the total number of people participating to IIEP's outreach events (either in person, live streaming, or on-demand streaming), over a calendar year. It is calculated by totalling the number of participants for each modality (face-to-face, live streaming + on-demand streaming), for each relevant event, over a calendar year.

The relevant events are included in the Event or Seminars and Forums classifications.

DATA SOURCE(S)

Event report, for face-to-face attendance
Streaming platform statistics

Related Strategic Objective	2. Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders
Related MTR	2.3 Support communities of practice with resources and opportunities

2.3.2 | Citations in the media, publications, and online resources

TECHNICAL NAME

Number of retrieved citations in the media, publications, and online resources

PURPOSE

The purpose of this indicator is to measure the capacity of IIEP to do outreach through these media, academic journals, blogs, etc. By being present in the media, IIEP might influence public opinion and contribute to shape the civic debate on educational planning and management.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
54	29	108	+100%

DEFINITION AND METHODOLOGY

This indicator reports the total number of citations in the media, in publications, or online sources, over a calendar year. It is calculated by making the sum of occurrences of IIEP presence in print, online, radio and academic journals.

Media clips exclude social media posts and UNESCO press releases or news. It does, nonetheless, captures mentions in other UN outlets (such as the UN Secretariat's News service).

DATA SOURCE(S)

Self-tracked by the Communication team for media citations, and by Library team for academic journals and publications.

Related Strategic Objective	2. Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders
Related MTR	2.3 Support communities of practice with resources and opportunities

2.3.3 | Average monthly sessions on IIEP websites and platforms

TECHNICAL NAME

Average monthly number of sessions on IIEP websites and platforms

PURPOSE

The purpose of this indicator is to measure how efficient are IIEP websites and platforms in reaching IIEP community of practice via its websites and platforms, in order to readjust the relevance, and/or better shape contents of these tools. Because there is seasonality to the online visits, an average monthly figure has been chosen.

BASELINE AND TARGET

2017 **Baseline**	2018 **(year to date)**	2021 **Target**	**Level of effort**
90,423	110,169	126,799	+40%

DEFINITION AND METHODOLOGY

This indicator represents the monthly average of sessions on IIEP websites and platforms, over a calendar year. It is calculated by collecting the total number of sessions for IIEP website, platform, over a year, and then average by month.

Interesting complementary indicators would be the average duration of each session, by type of website/ platform; the most visited pages, the bounce rate, and the returning visitors.

DATA SOURCE(S)

Google analytics

Related Strategic Objective	2. Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders
Related MTR	2.3 Support communities of practice with resources and opportunities

2.4.1 Strengthening capacities of development partners staff

TECHNICAL NAME

Percentage of development partners staff in IIEP training

PURPOSE

The purpose of this indicator is to measure the proportion of stakeholders trained over a year, by the three IIEP offices. Because training development partners in educational planning and management will make them more efficient in supporting Member States in the same matter, and therefore increasing the chances of success for other IIEP activities, the volume of person-days trained will be monitored.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
2%	n.a.	5% < x < 15%	Maintain target within range

DEFINITION AND METHODOLOGY

This indicator represents the total number of development partners trained through IIEP Core training offer, Short intensive trainings, and Project-embedded training divided by the total number of people trained. Events, Seminars and Forums and Coaching are excluded.

This indicator represents a subset of KPI 1.1.1, where a "development partner" is typically a employee of a bi- or multi-lateral agency, UN Agency, an international or national NGO, or a private entity such as private philanthropies.

DATA SOURCE(S)

The information is collected through Aurion (for Core training offer and Short intensive trainings) and MyProject (for Project-embedded training activities).

Related Strategic Objective	2. Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders
Related MTR	2.4 Develop constructive synergies with partners and stakeholders

3.1.1 | All staff professional development

TECHNICAL NAME

Proportion of staff engaging in 40 hours or more of professional development during a year.

PURPOSE

The purpose of this indicator is to illustrate to which extend is the staff staying abreast of current trends and skills requirements necessary for fulfilling their role at IIEP. It is expected that by the end of the medium-term strategy, all staff member will use 5 days for professional development on an annual basis.

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
11%	10%	100%	+900%

DEFINITION AND METHODOLOGY

This indicator is the number of staff engaged in 40 hours or more of professional development, expressed as a proportion of total staff, over a calendar year.

'Professional development' includes formal staff training, but may extend to courses, conferences, and other events if the main purpose is professional development.
Covers all staff members (regardless of post). IEP contributing with time and/or participation fees.

DATA SOURCE(S)

The information is collected through STARS, for activities identified in MyProjects.

Related Strategic Objective	3. Enabling factors
Related MTR	3.1 IIEP's financing model and institutional sustainability

3.1.2 Appropriate balance between Core and Project funding

TECHNICAL NAME

Share of IIEP resources that is core funding, measured through yearly expenditure breakout

PURPOSE

The purpose of this indicator is to keep the balance between IIEP as a sustainable institution and public good provider (through mostly core-funding), and IIEP responsiveness to demand (through mostly project funding).

BASELINE AND TARGET

2017 Baseline	2018 (year to date)	2021 Target	Level of effort
59%		50% < x < 67%	More than half but less than 2/3rd

DEFINITION AND METHODOLOGY

Proportion of IIEP expenditure that is core-funding, as a share of overall expenditure. It is calculated by taking the total core funding divided by the total expenditure on IIEP projects (core + extra-budgetary).

DATA SOURCE(S)

SAP system

Related Strategic Objective	3. Enabling factors
Related MTR	3.1 IIEP's financing model and institutional sustainability