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International Institute
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Item 4 of the Agenda

Report of the Director on the activities carried out
by IIEP in 2019 and operational plan for 2020

*Part I – Programme
Approved*

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List of abbreviations

ARRA	Administration for Refugee and Returnee Affairs (Ethiopia)
ASER	Annual Status of Education Report
ATP	Advanced Training Programme
CAF	Development Bank of Latin America [Corporacion Andina de Fomento]
CapED	Capacity Development for Education Programme
CEA	cost-effectiveness analysis
CERFER	Regional Training Centre for Road Maintenance [Centre Régional de Formation en Entretien Routier]
CIES	Comparative and International Education Society
CSE	Comprehensive HIV and sexuality education
DDE	Departmental Directorates of Education (Haiti) [Directions départementales de l'éducation]
ECE	Early childhood education
EDT	Education Development Trust
EMIS	Educational management information system
EPM	Educational planning and management
ESA	Education sector analysis
ESP	Education sector plan
EU	European Union
FA	Funding analysis
GCI	"Gender at the Centre" Initiative
GPE	Global Partnership for Education
HE	Higher education
HQ	Headquarters (UNESCO)
HR	Human resources
HRMIS	human resource management information system
IDP	Internationally displaced person
IICBA	International Institute for Capacity Building in Africa
IMaTeP	Institute of Madagascar for Techniques of Planning [Institut Malgache des Techniques de Planification]
INEE	Inter-Agency Network for Education in Emergencies
IQA	Internal quality assurance
LEG	local education group
MELQO	Measuring Early Learning Quality and Outcomes
MoE	Ministry of education
MOOC	Massive open online course
MTS	Medium-Term Strategy
M&E	Monitoring and evaluation
NEA	National education account
NIE	National Institute of Education (Cambodia)
NIEP	National Institute of Educational Planning (Afghanistan)
NPE	National pooling entity
NTP	National training provider
NYC	New York City
OECD	Organisation for Economic Co-operation and Development
OREALC	Regional Bureau of Education for Latin America and the Caribbean [Oficina Regional de Educación para América Latina y el Caribe]
OTP	Online Training Programme
PEFOP	Platform of Expertise in Vocational Training [Plateforme d'expertise en formation professionnelle]

PESP	Provincial education sector plan
POE	Provincial office of education
PSGSE	Sector Policy and Education System Management [Politiques sectorielles et gestion des systèmes éducatifs]
QA	Quality assurance
QM	Quality management
RPL	Recognition of prior learning
R&D	Research and development
RED	Network of Specialists in Educational Policy in Latin America [Red de Especialistas en Política Educativa en América Latina]
RTP	Regional Training Programme
SCP	Specialized Courses Programme
SDG	Sustainable Development Goal
SITEAL	Information System on Educational Trends in Latin America [Sistema de Información de Tendencias Educativas en América Latina]
Sodifitex	Société de développement et des fibres textiles
TC	Technical cooperation
TMIS	Teacher management information systems
ToC	Theory of change
TP	Thematic Priority
TVET	Technical and vocational education and training
UIL	UNESCO Institute for Lifelong Learning
UIS	UNESCO Institute for Statistics
UFT	New York City United Federation of Teachers
UKFIET	Education and Development Forum
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund

IIEP's Result Assessment Framework 2018–2021

At November 2019

MTR	Key Performance Indicator	2017 Baseline	2018 Achieved	2019*		Status	2021 Targets		
				Achieved	Target				
Strategic Objective 1: Member States plan effectively for education sector development and evaluate system performance									
Training	1.1	1.1.1	Volume of training (person-days)	35,358	36,824	33,280	37,127	●	38,894
		1.1.2	Coverage of SDG 4 in training offer	7/10	9/10	9/10	9/10	●	10/10
	1.2	1.2.1	Strengthening training providers	4	4	2	5	●	6
Technical Cooperation	1.3	1.3.1	Portfolio in least developed countries	85%	68%	61%	65%<x<85%	●	65%-85%
		1.3.2	Portfolio in fragile situations	58%	42%	35%	30%<x<50%	●	30%-50%
		1.3.3	Capitalizing on learning assessment and household survey data	7	10	12	8	●	10
		1.3.4	Gender-responsive technical cooperation projects	7%	21%	34%	21%	●	21%
		1.3.5	Active policy dialogue with ministries of finance	5	4	2	5	●	8
	1.4	1.4.1	Outcome mapping of technical cooperation projects	0%	38%	39%	32%	●	100%
Strategic Objective 2: Applied knowledge on educational planning and management is made accessible to policy-makers and stakeholders									
Research & Development	2.1	2.1.1	Publication plan efficiency	63%	65%	58%	73%	●	75%
		2.1.2	Average monthly views of IIEP publications	109,008	149,408	NA ¹	120,000		141,711
	2.2	2.2.1	Time commitment to the development of methodologies, norms, and tools	8%	11%	10%	10%	●	15%
		2.2.2	Partnerships for developing methodologies, norms, and tools	24%	60%	40%	26%	●	33%
		2.2.3	Adapted methodologies, norms, and tools for improved governance	15	53	19	17	●	20
Outreach & Advocacy	2.3	2.3.1	Participation in outreach events	14,283	15,469	17,297	16,686	●	19,350
		2.3.2	Citations in the media, publications, and online resources	54	156	153	85	●	108
		2.3.3	Average monthly sessions on IIEP websites and platforms	90,423	99,482	163,571	106,692	●	126,799
	2.4	2.4.1	Strengthening capacities of development partners staff	2%	6%	6%	5%<x<15%	●	5%-15%
IIEP's financing model and institutional sustainability									
Enabling Factors	3.1.1	3.1.1	All staff professional development	11%	12%	24%	20%	●	100%
	3.1.2	3.1.2	Appropriate balance between Core and Project funding ²	59%	53%	62%	50%<x<67%	●	50%-67%

* Estimated data for 2019

¹ The value for this KPI is unavailable in 2019 due to a change of web analytics service at UNESCO Headquarters. The information will be available again in 2020.² The definition of this KPI has been updated to coincide with the methodology used in Part II - Finance and Budget, on income distribution.

IIEP 10th Medium-Term Strategy (2018–2021) – Logic Map

A SHARED VISION

To ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

OUR MISSION

To strengthen the capacity of UNESCO Member States to plan and manage their education systems



STRATEGIC OBJECTIVES

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

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

MEDIUM-TERM RESULTS

Flexible and responsive training offer

Support to training providers via institutional cooperation

Context-specific policy, planning, and management advice

Capacity development for sustainable capacities

2

State-of-the-art applied research

Adaptive methodologies, norms, and tools

Communities of practice supported with resources and opportunities

Constructive synergies with partners and stakeholders

1

PART I

2019

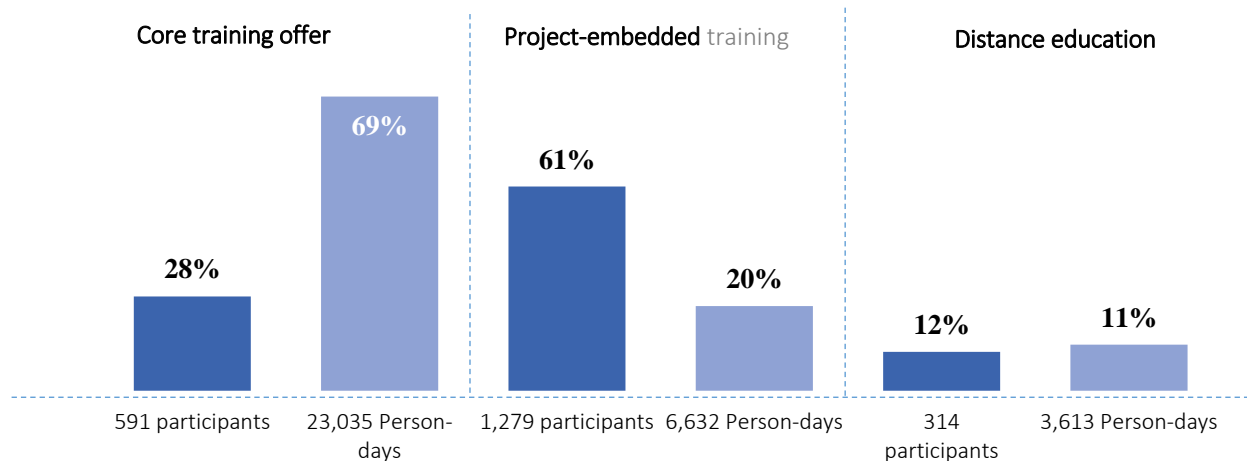
Implementation
Report

Training worldwide – 2019

Number of participants and person-days, by type of training

The core training offer is highly intensive, accounting for 69% of the total volume of person-days across all three offices. Project-embedded trainings have shorter durations but compose 61% of the total number of participants throughout the year. See KPI 1.1.1.

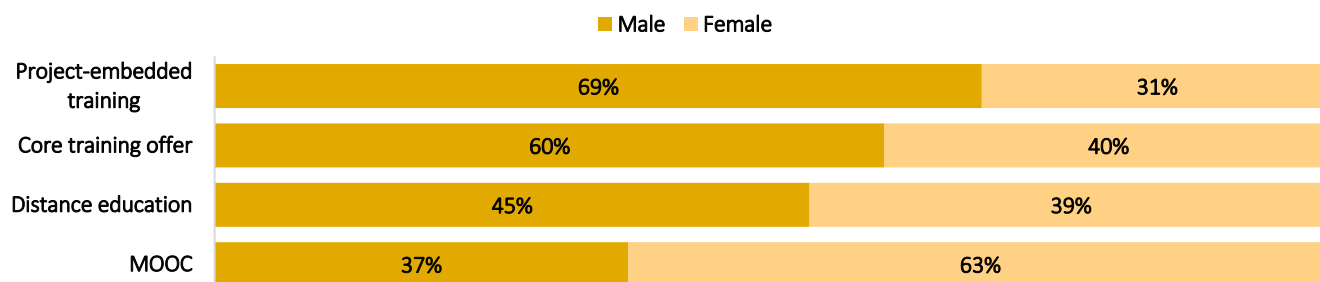
Number of participants and person-days trained by IIEP (KPI 1.1.1)



Participation in IIEP's activities, by sex

Women represent 35% of non-MOOC (massive open online course) training activities in 2019. However, they account for 43% of total person-days, meaning that they participated in longer training activities.

Female participation in IIEP's activities

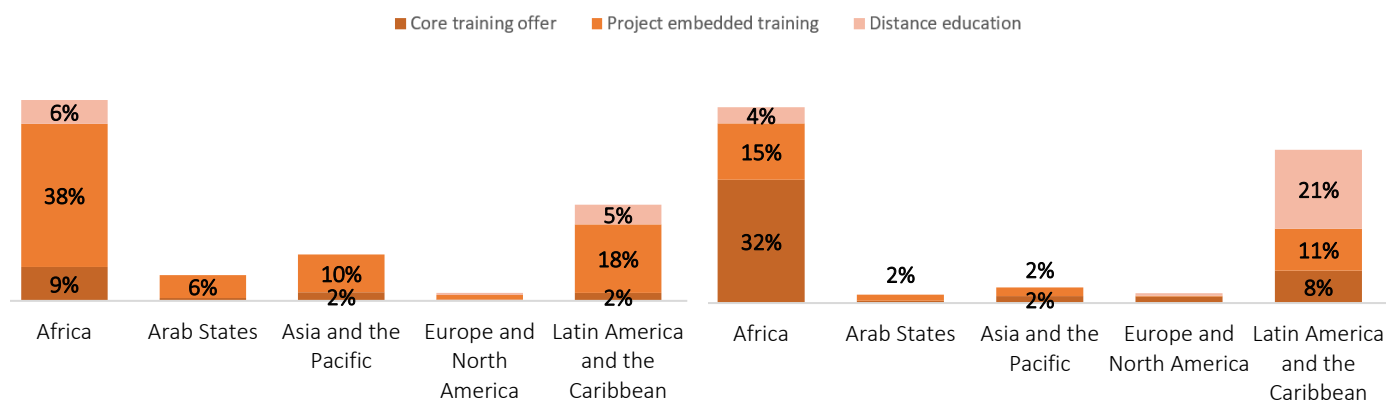


Geographical distribution of participants, by type of training

Africa is the largest source of participants (53%) in 2019. Likewise, they account for 51% of the total volume of training throughout the year, mostly through core training offer, the Institute's most intensive form of training.

Number of trainees, by region

Volume of person-days, by region



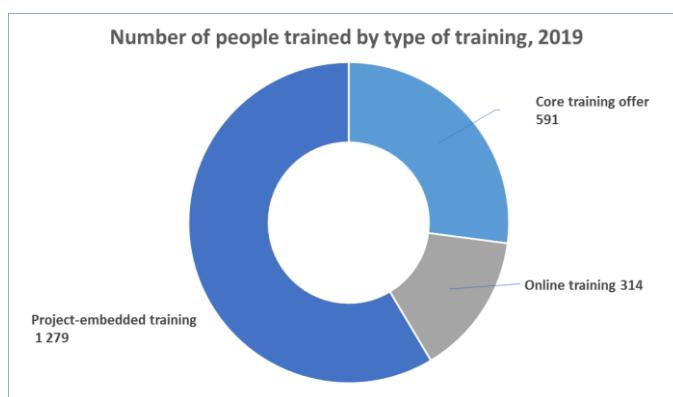
Strategic Objective 1 - Member States plan effectively for education sector development and evaluate system performances

Medium-Term Result 1.1

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

Training is one of the pillars of IIEP's integrated capacity development approach, as set forth in its 10th Medium-Term Strategy (MTS). IIEP delivers its training programmes and courses globally in English, French, Spanish, and now also Portuguese. A range of formats and delivery modes are on offer: from face-to-face at IIEP (in Paris, Buenos Aires, or Dakar), online, and "blended" (online combined with residential), to face-to-face in countries as part of technical cooperation (TC) projects.

In 2019, the three IIEP offices delivered a total of 33,280 person-days of training to 2,114 trainees from 96 Member States: 591 participants in the core training offer (mostly face-to-face), 314 in online training, and 1,279 in TC projects.



Results of training programmes

To assess the results of its training offer, IIEP uses the four-level Kirkpatrick scale. Training programmes and courses are assessed in terms of *immediate results*: relevance, trainee satisfaction (level 1); learning and skills acquisition (level 2); and medium- to long-term *outcomes*: behavioural changes when back on the job (level 3), and positive change at organizational level resulting at least partly from IIEP's training (level 4).

Overall, IIEP's training programmes and courses continue to be highly appreciated by trainees, who report finding them very relevant to their professional duties. Moreover, post-training surveys and interviews indicate that IIEP training leads to significant outcomes manifested in positive behavioural change in ministries of education (MoEs) and increased organizational capacities. Examples are given below.

Advanced Training Programme 2018–2019, Paris

This year's Advanced Training Programme (ATP) had a cohort of 30, with seven trainees taking the Education Sector Planning³ phase, and 23 the full ATP.⁴ Five out of seven successfully completed the ESP; and 22 out of 23 ATP participants successfully completed the Education Sector Planning and Specialized Courses Programme (SCP) phases. The ATP trainees are now finishing their tutored projects while working.

³ Education Sector Planning phase, six-month duration, does not include the Specialized Courses Programme or the Tutored Project.

⁴ The ATP, 14-month duration, includes the Education Sector Planning phase, the SCP phase and the Tutored and Final Projects.

Fully 95% of trainees rated the ATP as “very relevant” or “relevant” to their current or expected future work; 80% rated the relevance of teaching-learning methods as “very high” and another 10% as “high.” Questionnaires completed before and after the course show the trainees have gained significantly more confidence in their knowledge and skills, with the majority now confident they can accomplish a range of tasks without help.

The advantage of IIEP is that I have not just been equipped in terms of the technical skills. At IIEP, I have been given a new pair of lenses. I have realized that to plan, you really need the participation of all the relevant stakeholders, as it was illustrated throughout the training. Planning education is not just about producing a document. Plans are about people. You plan for people. Many education plans may look flowery on paper, but fail to deliver results because of lack of thorough understanding of the context.

Rabson Madi, MoE, Malawi
ATP 2018–2019

Regional Training Programme for Latin America 2018–2019, Buenos Aires

Of 46 participants, 41 successfully completed the 2019 Regional Training Programme (RTP). Overall, 98% rated the quality as “good” or “very good”; 84% stated they gained a detailed understanding of course contents; and 80% that it was “very likely” they would apply it in their current or future work.

Politiques sectorielles et gestion des systèmes éducatifs 2018–2019, Dakar

In Dakar, 96% of Politiques sectorielles et gestion des systèmes éducatifs (PSGSE) trainees found the programme “very useful,” with 94% stating it corresponds to the needs of their Ministry. Nearly all stated that the content was relevant: either fully relevant (70%) or partially relevant (27%) to the educational problems of their country. This is borne out by their continued use of the techniques well beyond the end of the training.

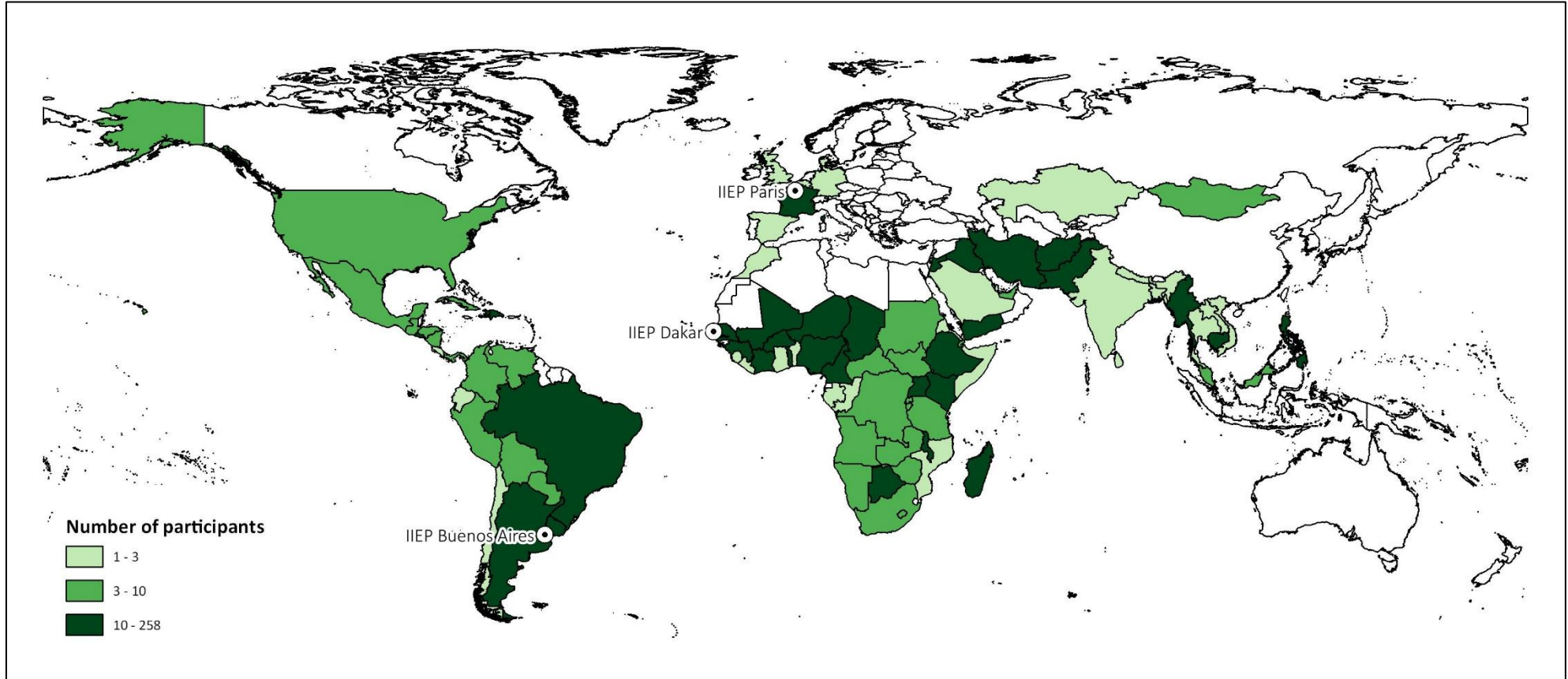
Outcomes: PSGSE leads to increased capacity in education sector analysis⁵

Former trainees rate the effects of their PSGSE training as follows: 86% of respondents reported they are more efficient in their work; 74% that they are able to assume the main responsibility of an education sector analysis (ESA) or, at least, one chapter of an ESA; 75% that their professional situation has changed - of whom 32.5% were promoted and 57.5% were more able to meet professional obligations - and 80% that their career evolution is attributable to the PSGSE. Finally, thanks to the skills acquired in training, over 80% of respondents passed their expertise on to colleagues - a significant contribution to organizational capacity beyond individuals’ capacities.

⁵ These training outcomes are extracted from a survey carried out in 2018 among 235 alumni from seven PSGSE cohorts (2010–2016). The response rate was 30% (70 people). The 2018 external evaluation of the IIEP Pôle de Dakar programme also contributed to this outcome statement.

Geographical coverage of IIEP training, 2019

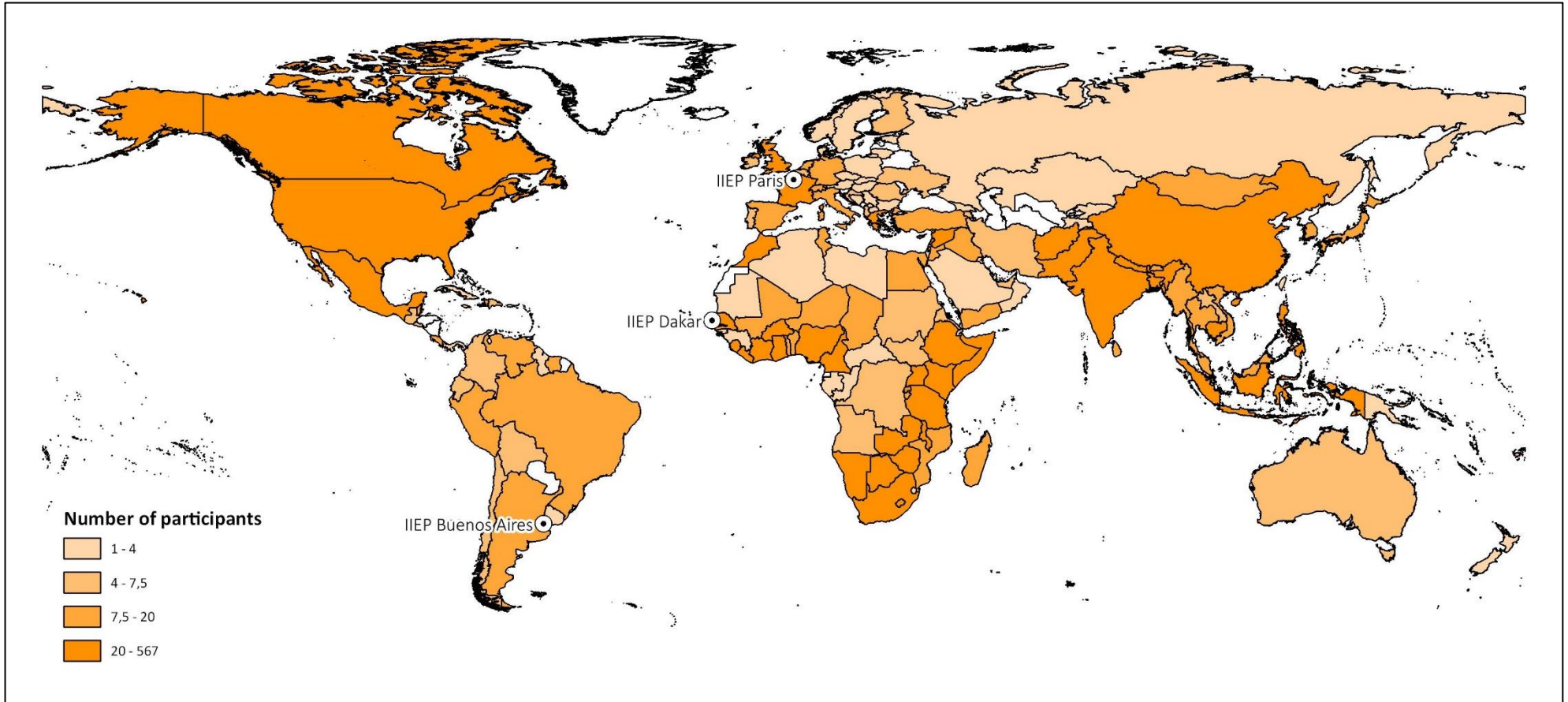
2,114 participants from 96 Member States



Africa: 1,053; Arab States: 135; Asia and the Pacific: 243; Europe and North America: 42; Latin America and the Caribbean: 504; **Total: 2,114 registrations**

Geographical coverage of IIEP's MOOC on early childhood education, 2019

3,676 participants from 166 Member States



Africa: 1,923; Arab States: 148; Asia and the Pacific: 937; Europe and North America: 375; Latin America and the Caribbean: 293; **Total: 3,676 registrations**

Online training

In 2019, IIEP delivered 10 online courses in English, French, Spanish, and Portuguese, on 7 topics: (i) “Internal quality assurance in higher education,” (ii) “Planning for risk reduction and forced displacement,” (iii) “Appraisal of GPE education sector plans,” (iv) “Mainstreaming early childhood education in education sector planning” (MOOC), (v) “Digital policies in education,” (vi) “Educational assessment”, and (vii) “Teacher policies.” The very first Portuguese version of the IIEP Buenos Aires Online Training Programmes (OTPs) was also offered.

Course evaluations revealed that fully 95% of participants⁶ reported that the training helped them improve their professional practice. Nearly all (98%) said they intended to apply what they had learned and to implement changes in their institutions.⁷

Outcomes of three online courses on “Monitoring and evaluating the delivery of comprehensive HIV and sexuality education (CSE),” 2017–2018

In 2019, IIEP conducted an assessment of three online courses on this important topic, completed by 177 participants in 34 francophone and anglophone African countries between 2017 and 2018.

New behaviours

Over a year after taking the course, 91% of respondents were using the CSE skills which they had learned in their professional practice, and 45% were contributing to the integration of the HIV/CSE global core indicators (GCIs) into educational management information systems (EMIS) for the monitoring and evaluation of their education sector’s response to HIV and AIDS.

Change at system and policy levels

In Liberia, Madagascar, and Nigeria, the GCIs were integrated into the Annual School Census questionnaires, using the online course tool. As a result of the training, data collection is now planned for the next school census, to allow reporting on the GCIs. In Zambia, the MoE Annual Educational Statistical Bulletins used the online course tables for reporting on GCIs and applied the course methodology to conduct data analysis. This indicates that these ministries have developed the capacity to collect and analyse relevant data for the design and monitoring of CSE policies and strategies.

Commitment to gender equality in the training offer

Gender equality is one of UNESCO’s three overarching priorities and one of IIEP’s five Thematic Priorities (TPs). IIEP is committed to advancing gender equality in all its modalities of work, including training.

Gender mainstreaming

The continuous gender mainstreaming of the IIEP Paris courses carried on in 2019. Half of these courses (7 of 14) now meet IIEP’s gender mainstreaming requirements. Two factors help explain this:

⁶ Courses led by the Paris office (i-iv)

⁷ This does not include the courses offered in Portuguese for which evaluation results are not yet available at the time of writing.

(i) the requirement level is high; and (ii) the training offer is continually evolving with the development of new courses and revision of existing ones.

IIEP Buenos Aires worked with a gender expert to mainstream several modules of the RTP. The modules now explain the rationale for mainstreaming gender in educational planning, define key concepts, cover gender-based violence in schools, outline gender-sensitive indicators, and provide a checklist of how to include a gender perspective at each step of educational planning.

Sex distribution in IIEP training

Globally, across all modalities, women made up 35% of participants in IIEP training in 2019. They however accounted for 43% of the total volume (person-days) of training delivered by IIEP, as they participated in longer training activities.

In 2018–2019, IIEP Paris and the GIZ BACKUP initiative co-funded two ATP scholarships for female planners from Uganda and Burkina Faso. This is indicative of IIEP's commitment to address the underrepresentation of female planners.

As in previous years, the gender balance was in favour of women among participants of the core

Outcomes of the training programme on early childhood education policies implemented in Argentina between 2014 and 2018

An external evaluation of this multisector training programme is ongoing. The programme trained 385 professionals from the four sectors – education, early childhood care, social development, and health – in eight provinces of Argentina.

Increased cross-sector dialogue

The course was very successful in promoting an interdisciplinary approach to early childhood education (ECE): 94% of respondents stated they had been able to hold effective dialogues between sectors as a consequence of the course.

Enhanced local capacities and early childhood education policies

All respondents stated the course's contribution to their municipality's capacities was "very high" or "high." In terms of impact, 75% stated that sector diagnosis had improved, 67% that there was a better link between objectives and policy and better monitoring of policy implementation. Most importantly, 46% of respondents reported their municipality had implemented the policy proposed for the improvement of ECE elaborated during the course.

Outcomes of the 2017 Summer School for female planners, "Policy, planning, and leadership"

The August 2017 Summer School for female planners on "Policy, planning, and leadership" was attended by 32 female planners from 23 countries. In 2019, IIEP administered a questionnaire (with a response rate of 50%) and conducted structured interviews (with four participants and four supervisors).

New behaviours

Two years after the training, 70% of respondents were frequently applying in their daily work the concepts and skills they had learned, such as using the SDG indicators and identifying quantitative information needs, evidence-based policy-making, and strategy design.

The female planners interviewed felt more knowledgeable and confident in working in male-dominated environments. This was also noticed by their supervisors, who reported that they observed positive changes in behaviour including greater collaboration skills, capacity to delegate, and the provision of guidance to colleagues.

training offer of IIEP Buenos Aires: in the RTP, 68% of participants were women (compared to 56% in 2018 and 47% in 2017). For OTPs, the participation rate of women reached 67% in the Spanish language versions (compared to 64% in 2018), and 63% in the first edition in Portuguese.

Expanded training offer and geographical coverage

IIEP's training once again achieved a wide geographic coverage, with Africa (53%), Latin America and the Caribbean (25%) and Asia and the Pacific (12%) the regions where the largest numbers of people were trained, as can be seen on the map on p.11.

New courses

In addition to regular online courses, the Institute developed five new distance training courses in 2019, on the following topics:

1. MOOC on "Mainstreaming early childhood education into education sector planning," in collaboration with UNICEF (United Nations Children's Fund), Global Partnership for Education (GPE), and UNESCO Headquarters (HQ). The MOOC, which ran in November 2019, registered over 3,600 participants.
2. "Foundations of disability-inclusive education sector planning," in partnership with UNICEF (see 2020 Operational Plan).
3. "TVET policies in Latin America," in response to rising demand from Member States in the region;
4. "Crisis-sensitive educational planning" in Spanish and adapted to Latin America, in response to the current migration crisis.
5. Completely self-paced, bilingual online course on the "Fundamentals of independent appraisal of education sector plans" developed with GPE.

Expanded training offer to Portuguese-speaking countries

In line with its strategy to cater for the whole of Latin America, IIEP Buenos Aires translated and adapted the entirety of its training offer and online resources into Portuguese. Having a bilingual training offer is especially important for cooperating with Brazil, the region's largest education system, but will also serve African Portuguese-speaking countries.

In 2019, the three OTPs and the RTP were offered in a bilingual version (Spanish–Portuguese) for the first time. This investment is already producing a noticeable increase of Brazil's participation in IIEP's training programmes. In 2019, six Brazilian MoE staff took part in the RTP, compared to zero just two years ago; and no fewer than 95 Brazilian educational administration staff took the first OTPs in Portuguese.

IIEP Pôle de Dakar has revised PSGSE's module on external efficiency to reflect new developments.

Quality assurance and innovation

Two more online courses are expected to receive a quality certification from Quality Matters in late 2019: "External quality assurance in higher education for SADC countries," and "Mainstreaming adult/non-formal education into education sector plans," the latter developed in 2018 with the UNESCO Institute for Lifelong Learning (UIL).

The year 2019 was the first in which a one-week face-to-face event for policy exchange and networking replaced the residential phase in the RTPs. It was also the first time the residential phase was

co-organized and hosted outside Argentina, this year by Uruguay. A rotating host arrangement is envisaged in future offerings of the RTP.

To ensure the relevance of the new technical and vocational education and training (TVET) courses for UNESCO Member States, both the Dakar and Buenos Aires offices consulted with educational authorities in Africa and Latin America. In a survey of potential beneficiaries of Dakar's new course on the steering and management of TVET systems, over 90% of the 246 respondents confirmed the usefulness of the four proposed modules.

Finally, IIEP Paris's efforts this year to improve accessibility of its online courses included an external accessibility review, in line with the World Wide Web Consortium accessibility standards, which led to new guidelines for IIEP's e-learning platform.

Training portfolio overview – 2019

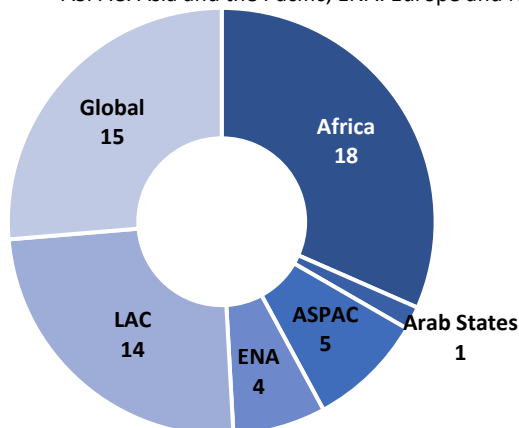
\$ 3,167,724

Total planned expenditure for 2019, including Staff cost⁸

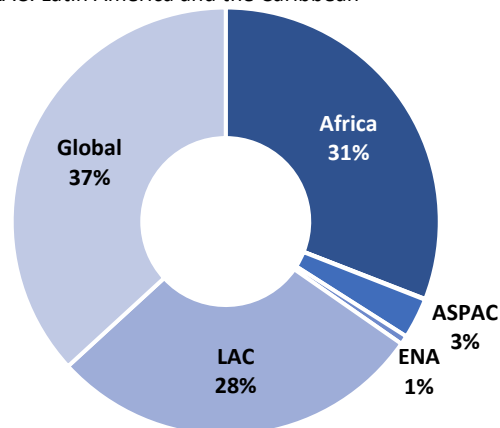
48 projects⁹ 66 countries

Number of projects by region

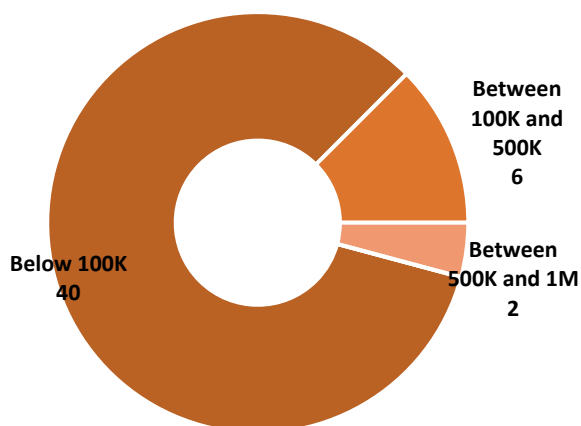
ASPAC: Asia and the Pacific; ENA: Europe and North America; LAC: Latin America and the Caribbean



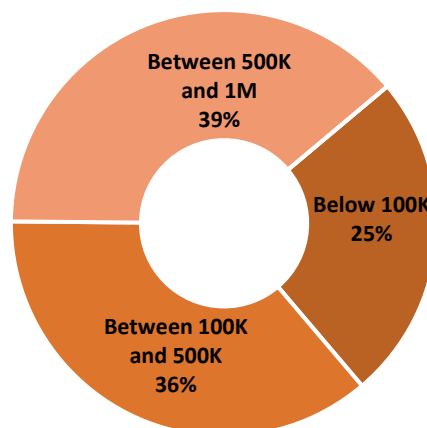
Distribution of expenditures by region



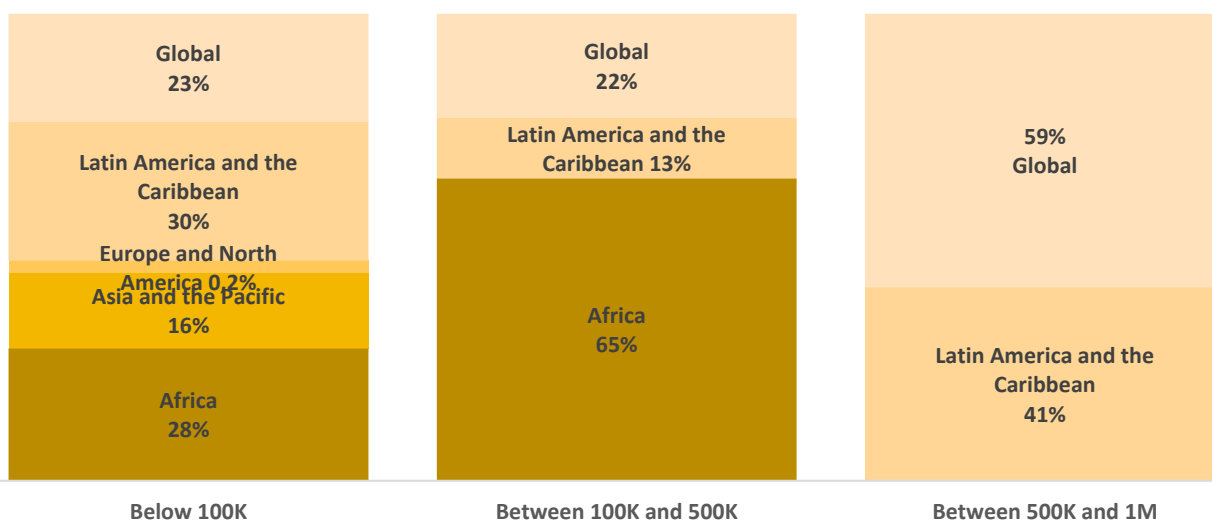
Number of projects by expenditure brackets



Distribution of projects by expenditure brackets



Distribution of projects by expenditure brackets and region



⁸ Total figure given here in the Programme report does not match exactly the “Training” total given in the Finance and Budget report because of differences in methodology.

⁹ Count includes projects without allocated budget but with staff time expenditure.

Medium-Term Result 1.2

Strengthen educational planning and management training providers through institutional cooperation

During 2019, IIEP continued to provide comprehensive support to two national training institutions, namely the National Institute of Education (NIE) in Cambodia and the National Institute of Educational Planning (NIEP) in Afghanistan.

IIEP has been working closely with NIE in Cambodia since 2012. The Institute has helped NIE to design professional development courses for staff at provincial offices of education (POEs), to conduct research, and to strengthen their instructors' capacities to deliver courses on educational planning and management (EPM). In 2019, IIEP's support focused on updating NIE's flagship course on educational planning to better align it with evolving practices at the provincial level. This course, originally developed by NIE with IIEP's support in 2013, has equipped more than 200 educational planners and members of the POE Management Team with the knowledge and skills to formulate provincial education sector plans (PESPs). The updated version of the course will be used to train POE staff from different sub-sectors whose contributions are essential to the development of sound PESPs.

In Afghanistan, IIEP collaborated with counterparts from the Directorate General of Planning and Evaluation, and with NIEP to create a work plan of training-related activities as part of the "Better Education Systems for Afghanistan's Future" project. IIEP has begun work on quality assurance (QA) activities. The most notable objective is to ensure that the curriculum framework of NIE's flagship programme, the National Training Programme in Educational Planning and Management, responds to current training needs in the field at central, provincial, and district levels – and meets instructional design quality standards.

In addition to its support to NIE and NIEP, IIEP organized a seminar, which brought together authorities from national training providers (NTPs) and MoEs from 14 countries worldwide, to reflect on how to enhance the quality, relevance, and reach of training in the field of EPM. Discussions centred on how to strengthen national training capacities to better respond to both national challenges and the fourth Sustainable Development Goal (SDG 4). The seminar provided a unique opportunity for this wide range of training institutions in EPM to share experiences and good practices to improve the quality and relevance of their training. It also allowed participants and IIEP to identify potential areas of cooperation and networking with other institutions.

Finally, to better adapt its support to the specific needs of training institutions, IIEP developed a draft set of guidelines for assessing the current capacities of NTPs to design, develop, and deliver training in EPM. (See MTR 2.2 "Develop methodologies, norms and tools," Operational Plan 2020.)

Technical Cooperation portfolio overview – 2019

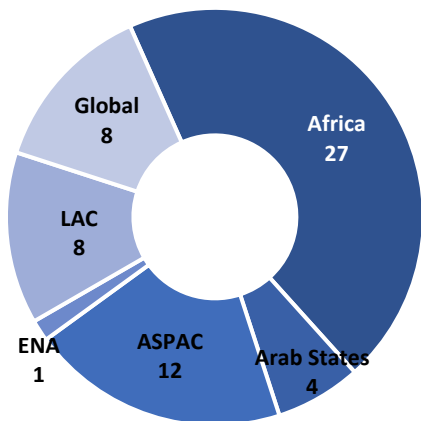
\$ 7,897,836

Total planned expenditure for 2019, including Staff cost¹⁰

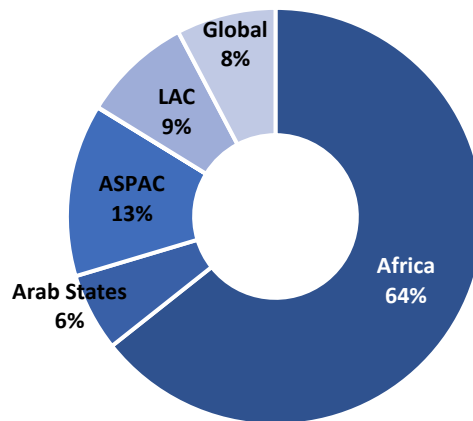
52 projects¹¹ 38 countries

Number of projects by region

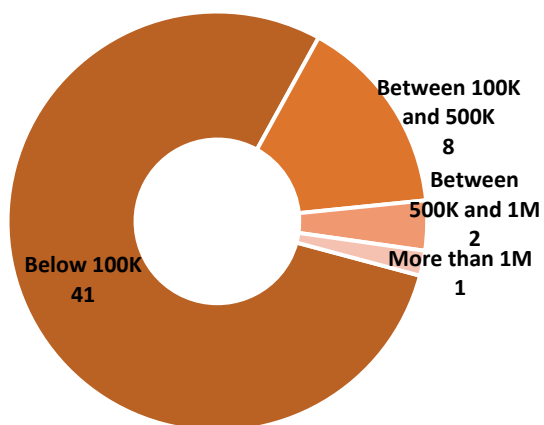
ASPAC: Asia and the Pacific; ENA: Europe and North America; LAC: Latin America and the Caribbean



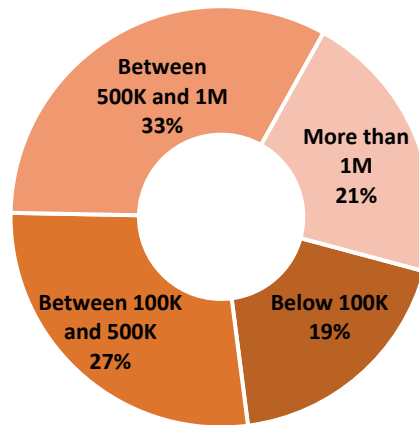
Distribution of expenditures by region



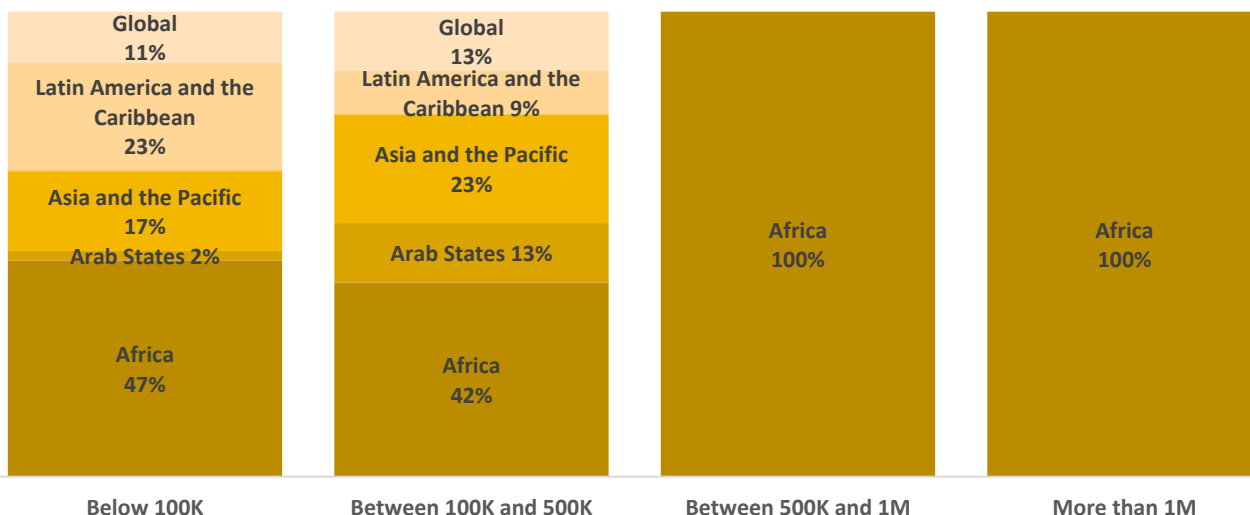
Number of projects by expenditure brackets



Distribution of projects by expenditure brackets



Distribution of projects by expenditure brackets and region



¹⁰ Total figure given here in the Programme report does not match exactly the “Technical Cooperation” total given in the Finance and Budget report because of differences in methodology.

¹¹ Count includes projects without allocated budget but with staff time expenditure.

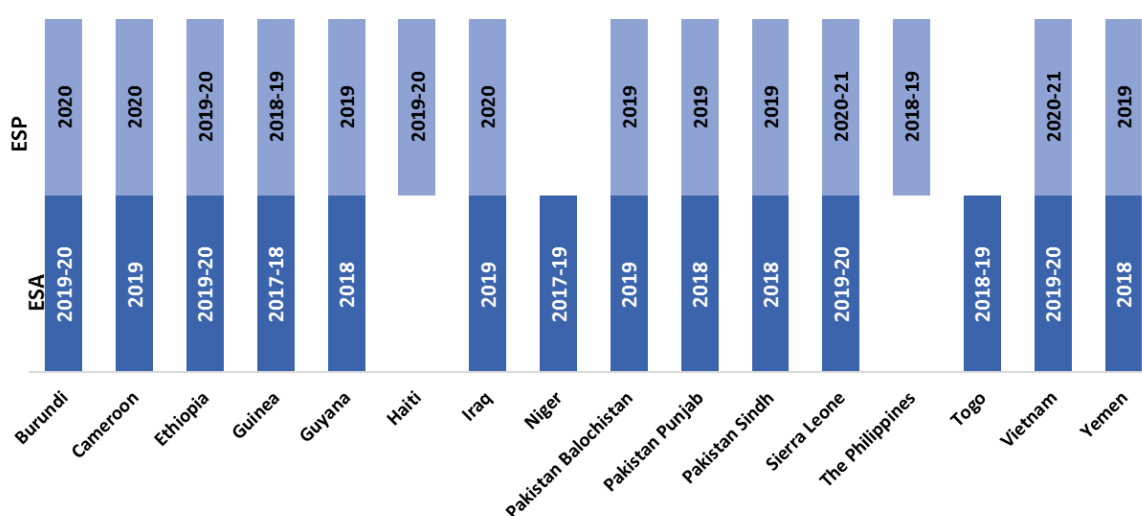
Medium-Term Result 1.3

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

Responding to requests from UNESCO Member States for advice and support on educational policy formulation, planning, and management remains a core activity of the Institute. Its 10th MTS explains the principles and strategies which underlie this work and continue to guide IIEP's actions.

Most of this work focuses on the design of a policy or education sector plan (ESP), which is preceded and informed by an ESA. Increasingly IIEP aims to also support governments with the implementation of these policies and plans. "Implementation support" encounters its own challenges, discussed below.

Countries receiving support for ESA, ESP, or both, 2019



Demand in this area continues to be significant, for at least two reasons. First, planning departments in some countries lack the institutional capacities to undertake this work autonomously, owing to a combination of various factors including political leadership, technical competencies, and time. Second, many international organizations require robust plans as an indicator of a country's commitment to education and as an instrument for harmonizing external support. GPE's making its funding contingent on countries possessing such robust plans is an important instance of this trend.

SDG 4's influence on education sector plans

Although IIEP's capacity development approach has not changed, a few new trends can be ascertained. More countries are linking their sector plans to SDG 4. Should a plan have an end-date of 2030, the connection is clear; but even the goals of plans with shorter life spans are inspired by SDG 4. Concretely, this means they are sector-wide, covering formal and non-formal education from early childhood education (ECE) to higher education (HE). Though difficult to achieve, this is particularly useful where there are several education ministries. It also means that the planning process as a whole reflects a concern for equity. This is appropriate as disparities have become more acute within and across many countries, and are often a major cause of conflict. IIEP promotes planning which integrates attention to gender and better meets the needs of the world's most vulnerable people, including displaced persons or those living with a disability.

IIEP's support to countries recognizes the education sector is part of a wider political, economic, and social system, which influences how it functions and performs. In many countries, uncertainty is the norm in these systems, and crises of different natures are ever-present. Yet countries have confidence in the potential of educational planning to build a better future. To this end, the Institute has mainstreamed crisis-sensitive planning into all of its technical support to countries. This can put countries in a better position not only to respond to crises, but also to anticipate and prepare for them. Attention to the wider system also means recognizing that educational planners and managers – IIEP's most immediate beneficiaries – form part of a public administration with its own rules and norms, and that a deep understanding of these is essential to working effectively in the sector.

Overview of 2019 implementation

Work under this MTR is organized according to the three phases of (i) analysis, (ii) plan design, and (iii) plan implementation, though necessarily several projects fit under all three. Crisis-sensitivity pervades all of IIEP's country support, but some work in this area is best singled out here, as also with the Institute's work on support to TVET policy and planning.

Strengthening the evidence base for policies and plans

Education policies and plans must be evidence-based. Therefore, IIEP's support for the formulation of such policies and plans always includes preparation of an analysis of the present state of the education system, its recent evolution, and future challenges. Where there is little evidence, and/or analytical skills within the administration are lacking, this support can become extensive in both coverage and duration. This was the case, for instance, in Niger, Togo, Sierra Leone, and Burundi, to which IIEP Pôles de Dakar provided support. While for the last two countries support started in 2019 and will continue throughout 2020, for the first two it has already concluded. Support to Niger and Togo focused not only on sector analysis but also the development of a macro-economic financial framework for the country's medium- and long-term education policy. In the three provinces in Pakistan that IIEP supported, and in Ethiopia, much evidence was already available, hence the analytical work was lighter. In Haiti, somewhat exceptionally, though IIEP is supporting the preparation of the plan, it did not participate in the finalization of the sector analysis. Haiti's request was for a quick external analysis, without participation by the Ministry. Although this goes against IIEP's capacity development principles, IIEP's Management took into consideration current constraints Haiti is facing and responded positively to the request. In El Salvador, in collaboration with UNESCO San José, IIEP Buenos Aires supported part of a policy review by developing and implementing a tailor-made capacity development programme for MoE directors and technical staff (see MTR 1.4). The government staff produced an official report on the state of the education system in various areas, including governance of the education sector, policies and strategies on inclusion in education, and ECE.

Support to preparation of education sector plans

Using planning tools in policy dialogue. In plan design, linking the analysis, in particular challenges identified, with the policy or plan, in particular its priorities and strategic directions, is a crucial step. IIEP support to ESP preparation in Guyana focused on this step, through use of the "Policy Tree," (see MTR 2.2) which guided the choice of priorities and strategies. The simulation model is also a key element in most such discussions. In Niger and Togo, for instance, discussions on policy trade-offs made a large use of those simulations. These discussions were conducted with the highest authorities in each country (Niger's Prime Minister; ministers of education in Togo) and involved the local education group (LEG) as well as civil society organizations. As such, this also strengthened cooperation and coordination between governments and development partners.

Support to long-term national policy documents

A risk with emphasizing an ESP as a condition for funds disbursement is that it will be prepared with that purpose alone in mind, and hence no longer reflect the government's vision. To guard against this, IIEP's support to countries covers, where possible, the long-term policy document, within which operational plans are developed that are more closely linked to external funding. This approach reinforces government ownership, without damaging relations between the government and its partners. In Ethiopia, for instance, IIEP leads a UNESCO team supporting the Education Roadmap, a document outlining the country's vision for education and its major goals for 2030. The Institute's collaboration with the MoE will continue, covering the next five-year plan, the Education Strategic Development Plan VI. In Haiti and Iraq, the sector plans will also be prepared for the long term, more strategic than operational in character. Unfortunately, the internal turmoil in both countries has put a temporary stop to IIEP's support.

IIEP's most comprehensive support to ESPs in 2019 took place in Guinea and in three provinces in Pakistan. Pakistan's policy of devolution of many education responsibilities, including policy and planning, took place without an assessment of provincial capacities, or a roadmap to strengthen existing capacities. Years after the formal devolution (in 2010), the institutional capacities for education policy and planning are still weak. To support Pakistan, IIEP has been working with the provincial governments of Punjab, Sindh, and Balochistan to develop their educational plans, while boosting local capacities through a series of technical workshops. In addition, IIEP helped organize dozens of consultations across the three provinces, which saw the participation of many stakeholders, including students, parents, school teachers, principals, district and provincial officers, academics, civil society organizations, private sector schools, and development partners. The new ESPs accurately reflect the three governments' priorities. Most importantly, the nature of the support enabled the Institute to break what had become in recent years a source of concern in much of Pakistan; namely plans being produced by external consultants, with little, if any, involvement by Ministry staff.

The support given to Guinea's 10-year sector plan, in which the Paris and Dakar offices worked closely together, continued IIEP support during the sector analysis, begun in 2017. IIEP worked with a national team in a series of workshops and consultations with a broad spectrum of education actors, development partners, and civil society groups. The new plan, which will run until 2030 and enable Guinea to access significant funding from development partners, includes important shifts in priorities. For example, in the coming years, there will be a significant expansion of TVET, greater emphasis on ECE, and new measures to improve accountability and the capacity to run an effective education administration. The expertise in TVET at IIEP Pôle de Dakar has been mobilized to strengthen the strategy and the action plan for the development of TVET within the broad sector plan. IIEP's work has also broken down the traditional silos in Guinea, as the plan preparation process has successfully brought together the three ministries involved in the provision of education.

Support to crisis-sensitive planning

The refugee crisis has put immense pressure on education systems in many countries, most of which also have to deal with a fragile economy and/or the threat of natural disasters. IIEP has put crisis-sensitive planning at the centre of its technical support to these countries. By understanding education's potential role as a driver for social cohesion and resilience, IIEP's support helps MoEs to ensure that every child receives a quality education, by preventing, preparing for, and responding to crises.

In Jordan, following IIEP's support to the Education Strategic Plan (2018-2022), training and technical workshops have helped improve the coherence between the national plan and local education strategies. This is especially important as Jordan is increasingly devolving government responsibilities to decentralized education authorities. IIEP's support has also bolstered the MoE's political and technical leadership in risk management.

In Ethiopia, with its long history of hosting refugees and open-door asylum policy, planning education for refugees and host communities is a priority issue. To help integrate all children and youth into the education system, IIEP has supported joint planning with host and refugee communities since 2017, working with both the MoE and the Administration for Refugee and Returnee Affairs (ARRA). Activities have included the collection of data on risks of conflict or natural hazards, as well as how to use school mapping and inspection tools to deepen understanding of the impact of crises on schools. In addition, education stakeholders have worked together to analyse disparities in the provision of education across refugee and host communities, and have developed programme options to reduce them.

In response to the conflict in Burkina Faso, IIEP is working closely with the Ministry of Education and Literacy to integrate crisis-sensitive planning into all of its work. To help with this, an education in emergencies strategy is in place. IIEP's in-country technical support on risk analysis, strategic planning for displaced populations, and evidence-based monitoring has also helped the MoE prioritize education in emergencies and create a critical mass of crisis-sensitive planning champions at both technical and decision-making levels. Their work, coupled with IIEP's support, has contributed to the advancement of relevant strategic documents and practical tools.

Support ministries in plan implementation

The existence of a credible and robust ESP does not guarantee its successful implementation. Implementation requires the involvement of a much broader group of actors, with the central ministry shifting towards roles other than plan preparation, including monitoring and evaluation (M&E) and the link between plans and budgets. IIEP's increased attention to these areas results from a realization that the implementation of plans is bound to be a greater challenge than their design. This change in focus is also a response to the inherent unpredictability in many countries: the Institute aims to ensure that ESPs result in real system transformation, regardless of impediments of unforeseen events. IIEP cannot be involved in plan implementation as such, but supports ministries in areas that in turn facilitate and guide ESP implementation.

Strengthening educational management information systems

IIEP has been supporting the improvement of educational management information systems (EMIS) for many years. Information, particularly statistical data on the evolution of an education system, is essential for analysing its performance, preparing a plan, and guiding its implementation throughout the country.

A sector analysis can reveal a need for work on an EMIS. In Niger, the sector analysis had a positive impact on the M&E of public policies at the level of the whole country, underlying the importance of data driven policy and implementation. It identified significant dysfunctions in its EMIS, and gave rise to an important contribution from partners (in particular the European Union [EU]) to help the government correct these dysfunctions.

In Burkina Faso, the MoE wishes to strengthen its EMIS: information needed for decision-making and for public information is often unavailable. IIEP is accompanying the government in a major reform to design an integrated information system that takes all sub-sectors into account, with a particular focus

on crisis-related issues. The EMIS is being revamped to ensure that decision-makers have the requisite information about ongoing crises to be able to make informed decisions about risk reduction and the provision of education in emergency settings.

IIEP Buenos Aires assisted Uruguay's Coordinating Council of Early Childhood Education with the process of building inter-institutional agreement on the creation of an integrated information system on ECE and care. Three government bodies share responsibility for ECE, each with their own policies and information systems. In its role as moderator and technical expert, IIEP proposed a credible roadmap for the project's implementation, thereby increasing political support.

Human resources management

Major obstacles to the implementation of any policy or plan often stem from the complexities of human resources (HR) management. Although IIEP has researched teacher management, the Institute has rarely supported a country with designing HR procedures and developing related tools. Now, a project in Burkina Faso is focusing on these issues: IIEP is assisting the MoE in developing a new HR manual, a manual on teaching and administrative staff deployment regulations, and staffing plans for each MoE department. The development of these HR tools has proven very valuable so far: beyond enabling the MoE to have reference documents that consolidate all relevant HR practices and regulations, the discussion process brought about a common understanding between the central level and the deconcentrated level.

Monitoring and evaluation and quality assurance

During plan implementation, M&E becomes a crucial function of the central MoE, as do related areas such as QA.

In Cambodia, the recently created Department of M&E (under the Directorate General of Policy and Planning of the MoE) wants to consolidate its capacities to monitor and evaluate the Ministry's education policy reforms. IIEP has helped with the development of the M&E framework of the Education Strategic Plan 2019–2023, the refinement of tools to monitor the Plan and other policy reforms, and the development of more analytical reporting.

The ministries and education QA agencies of Peru and Chile have initiated a partnership to exchange tools for assessment and QA in primary and secondary education, which they plan to expand into a regional network. IIEP Buenos Aires facilitated the networking between Peru's MoE and its QA agency SINEACE (National System of Educational Evaluation Accreditation and Quality Assurance) by, *inter alia*, providing an online platform.

Linking planning and budgeting

Ministries of education encounter significant difficulties in their dialogues with ministries of finance to obtain the resources needed to implement an endorsed ESP. IIEP is documenting the nature and extent of the difficulties encountered, starting in two West African Economic and Monetary Union (WAEMU) countries that either have moved or are close to moving from line-item to programme budgeting. The analysis has started in Senegal, where a wide range of interviews with education and finance staff has allowed for identification of the main challenges and constraints, and options for the way forward.

IIEP has also supported the construction of a national education account (NEA) in Togo, following similar work in several other countries. An NEA helps a country see the various public and private sources of education funding, and how these are used. As such, it assists credible financial planning and can improve resource management. In Togo, IIEP and the MoE collaborated with the World Bank

to pair the NEA methodology with the Bank's BOOST public finance database. This combination considerably lessens workloads when MoEs update their NEAs with regard to public expenditure on education. The project was led by national teams, with IIEP support mostly to guide them and to ensure effective capacity strengthening.

Spotlight on technical and vocational education and training sector planning

IIEP Pôle de Dakar has, for several years, provided technical support on TVET policies and planning in West Africa. In Burkina Faso and Mauritania, this has led to the establishment of Regional Partnership Frameworks across key economic sectors, following a consensus-building phase with national actors, which enabled state and non-state actors to discuss skills development priorities in a given region and sector. These countries now have access to an institutionalized framework for dialogue on skills development, which will ultimately help align the training offer with current and future demand for skills. In Burkina Faso, authorities have formalized the establishment of a system for the recognition of prior learning.

IIEP Pôle de Dakar has also supported the operationalization of a platform for pooling vocational training tools and resources in French-speaking West Africa. A digital portal was created in 2018 to provide countries with access to existing resources and tools. The Dakar office provides technical support to national pooling entities (NPEs) and to the Regional Coordination Unit so that participating countries, through the pooling approach, can save time and financial resources while developing new TVET curricula and standards. The digital portal has enabled NPEs to gather a critical mass of more than 150 training resources during the first year. The ultimate goal of the platform is already being met, with some countries developing new training resources based on those of other countries. The portal now enjoys high-level support at ministerial level, and the platform is strengthening regional-level dialogues on TVET system reform.

In 2019, the Dakar office identified and selected three innovative initiatives in Senegal, Burkina Faso, and Cameroon for funding from its TVET programme (PEFOP [Plateforme d'expertise en formation professionnelle]). All are currently undergoing implementation. One of the beneficiaries of these initiatives is Sodifitex (Société de développement et des fibres textiles), which received funding for the development of training curricula in local languages, targeting farmers and enhancing existing adult literacy programmes. This earned Sodifitex the UNESCO King Sejong Literacy Prize, which rewards excellence and innovation in the field of literacy.

Medium-Term Result 1.4

Ensure capacity development programmes contribute to sustainable national capacities

An important feature of IIEP's country support work is that it always aims to contribute to capacity development. Thus, the Institute's collaborations with national governments – on such work as the preparation of an ESA, the design of an ESP, or the implementation of TVET policies and programmes – all perform a double function: to work on the creation of a specific *product*, and to strengthen national capacities during the *process* of collaboration. As such, every project presented under MTR 1.3 is a form of capacity development.

MTR 1.4, on the other hand, covers programmes and projects which have capacity development as their main objective, and so typically consist of a series of interventions with a significant training component, sometimes including work on normative frameworks, tools and guidelines, or

strengthening training providers. This report makes a distinction between programmes that cover a wide range of content related to educational planning and those that focus on a more specific theme.

Comprehensive programmes

Haiti

The main objective of the three-year programme, funded by the EU, is to improve planning and monitoring capacities within the educational administration, with a special focus on the 10 district offices (*directions départementales*). The programme's design and content took into account the results of a capacity analysis. The focus on the deconcentrated level was justified for three reasons: (i) Haiti has an official policy of decentralization; (ii) individual skill levels are much lower at district than at central level, where staff have benefited from more training; and (iii) the possibilities for reform are likely greater there than in the MoE, where political constraints and uncertainties weigh heavily.

The programme's main component is an interlinked series of training workshops that address all key planning and management staff of the 10 district offices. During this first year, these workshops helped the staff to prepare a diagnosis of their education system, which will feed into next year's operational plan. Thus, the programme not only succeeded in creating within each office a core team of about eight staff with basic skills; it also led to an immediate change in the results of their work. An innovative aspect to this component is the use of a group of "coaches": experienced staff from the central MoE and some districts, whose main role is to support participants with their tasks between workshops, through regular visits to their workplace. As such, the programme has created the nucleus of a sustainable training capacity in Haiti.

Another component is the development of normative documents which, among other things, define the mission and roles of the planning units within the district offices as well as the skills expected to exercise planning and monitoring tasks. These documents thus enable more effective recruitment and support the implementation of the decentralization policy. The severe social conflicts in Haiti have made implementation of the programme difficult, but the enthusiasm within the district offices has been motivational and inspirational.

Capacities in crisis-sensitive planning

The EU-funded project on crisis-sensitive planning, in addition to supporting selected countries (see MTR 1.3), aims, through training courses and workshops, to strengthen the awareness and skills of a wider public. In 2019, IIEP implemented a francophone distance course with a global reach, as well as a regional workshop in West and Central Africa. Both aimed at strengthening the coherence between humanitarian and development aid for education service delivery. They provided a platform for educational planners and practitioners, alongside humanitarian and development partners, to build a common understanding around the opportunities offered by educational planning to address the complexities of education responses to emergency situations and protracted crises.

The workshop brought together six country teams composed of MoE staff and humanitarian and development partner representatives. The country teams from Burkina Faso, Cameroon, Mali, Niger, Nigeria, and Senegal worked on joint action plans to address the needs of displaced populations, through improved coordination of response strategies. The 52 professionals also discussed strategies to increase the capacity of ministries to accommodate refugees and internationally displaced persons (IDPs) in national education systems, given the long-term nature of displacement crises.

Training for UNESCO staff

In line with UNESCO's desire to play a greater role in guiding countries' policy formulation and plan design and to be more efficient in LEGs, IIEP organized two training programmes for UNESCO staff in 2019, as outlined below.

Pakistan's devolution, by transferring significant authority for education policy to the provinces, created complex challenges for the UNESCO Islamabad Office, as it is now expected to offer policy advice to both the federal and the provincial governments. IIEP organized a special course on strategic planning and policy formulation for the Office's education staff, combining three face-to-face workshops with distance learning. The staff trained are already more confident in providing adequate support for the preparation and implementation of education sector policies and plans.

IIEP also collaborated with the Capacity Development for Education Programme (CapED) programme at UNESCO HQ to offer a three-day workshop on the fundamentals of sector planning. Participants included staff from some 25 UNESCO offices, as well as HQ, who are implementing CapED programmes and/or overseeing education portfolios. The training focused on basic knowledge about educational planning and the role UNESCO can play in supporting countries.

Programmes with a thematic focus

Myanmar mid-term review

In 2018, educational planners at central and regional level in Myanmar participated in a comprehensive training programme on the fundamentals of planning, organized through collaboration between the UNESCO Yangon Office and IIEP. Subsequently, IIEP was asked to support the MoE with the preparation of their mid-term review by training relevant staff in the skills needed for this exercise. Beginning in late 2018, training continued with one workshop in 2019, and helped participants identify data gaps and the data needed to calculate and analyse basic indicators.

El Salvador

In recent years, El Salvador has undertaken a policy review with the intent of achieving the SDG 4 goals. In collaboration with the UNESCO San José Office, IIEP Buenos Aires supported part of this review by developing and implementing a tailor-made programme for directors and technical staff of the MoE, combining online training with a face-to-face workshop. As part of this support, IIEP provided tools and guidance to analyse the achievements and challenges of the public education system. The methodology was participatory and collaborative, as Ministry officials conducted a self-reflection on the successes and difficulties related to five priority topics in public education.

Early childhood education in the Dominican Republic

In 2019, IIEP delivered a tailor-made training programme on planning for educational policies and programmes for early childhood to a broad range of government actors in the Dominican Republic. The blended course was based on a multi-sectoral approach to ECE. It brought together and trained government officials from nine MoE departments, as well as government institutions responsible for early childhood, health, social development and inclusion, and private foundations. In total, 84 people were trained. This successful programme, originally established in Argentina, is now being offered to other UNESCO Member States in the region.

Research & Development portfolio overview – 2019

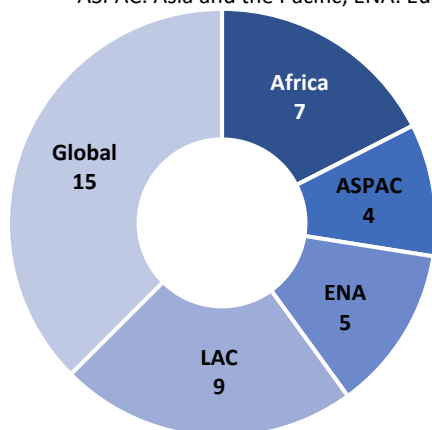
\$2,280,983

Total planned budget for 2019, including Staff cost¹²

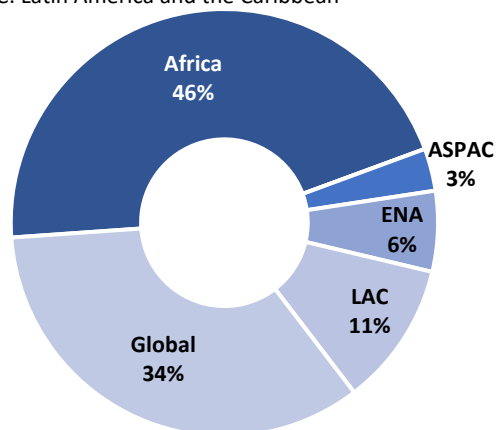
22 projects¹³ 58 countries

Number of projects by region

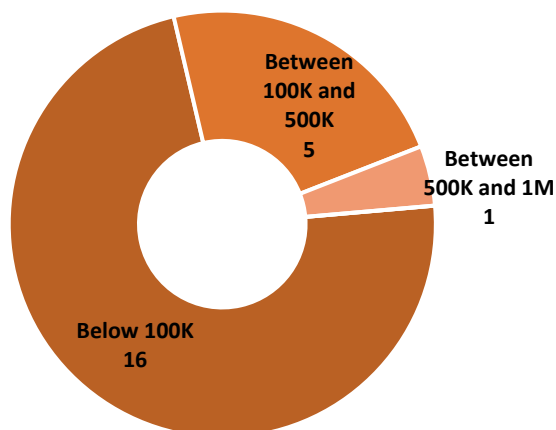
ASPAC: Asia and the Pacific; ENA: Europe and North America; LAC: Latin America and the Caribbean



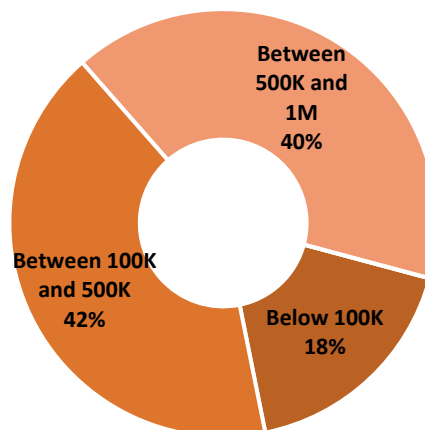
Distribution of expenditures by region



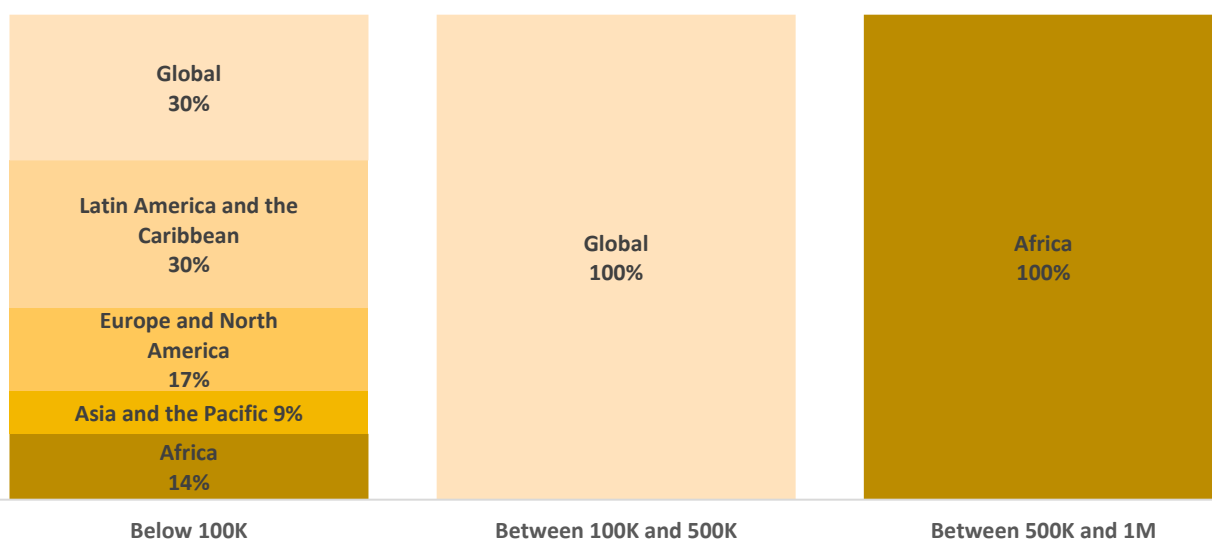
Number of projects by expenditure brackets



Distribution of projects by expenditure brackets



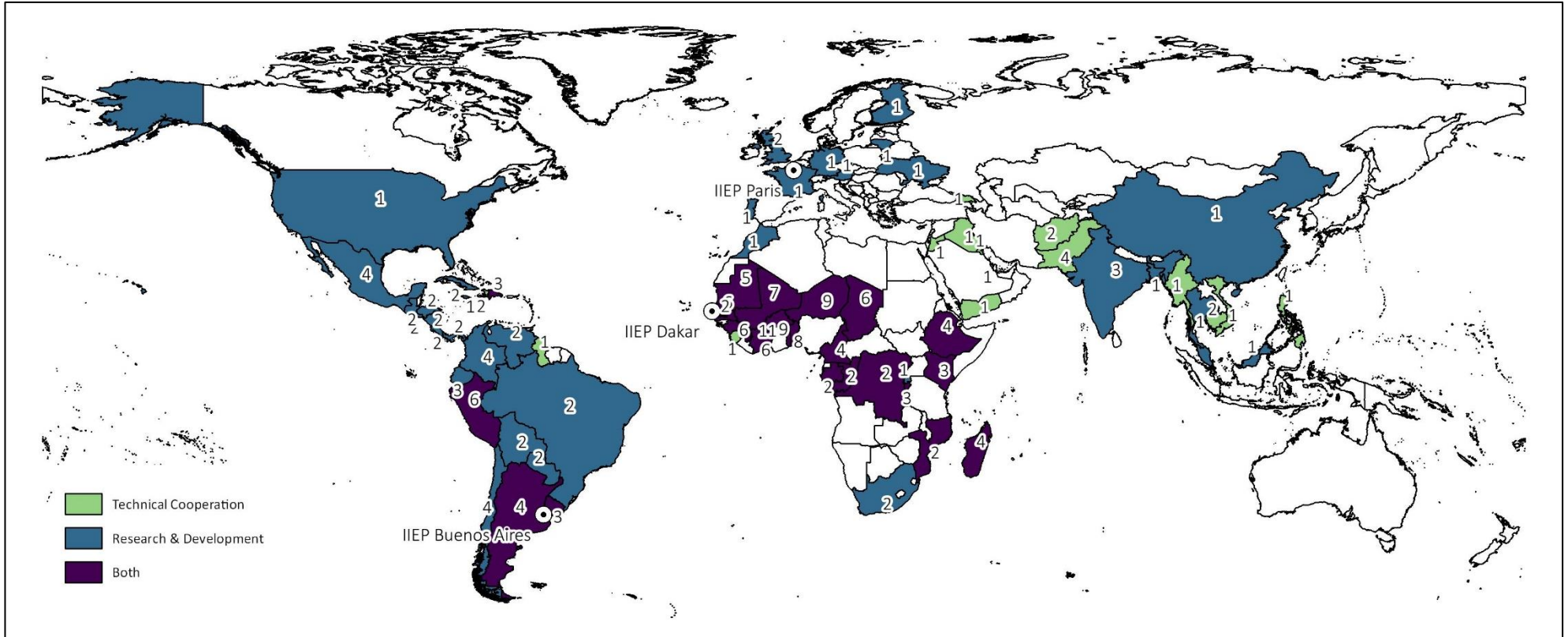
Distribution of projects by expenditure brackets and region



¹² Total figure given here in the Programme report does not match exactly the “Research & Development” total given in the Finance and Budget report because of differences in methodology.

¹³ Count includes projects without allocated budget but with staff time expenditure.

Geographical distribution of Technical Cooperation and Research & Development projects, 2019



Calculations made with data from Planview (IIEP project database) extracted on 11 November 2019.

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

Medium-Term Result 2.1

Produce state-of-the-art research

By producing applied research, tools, and methodologies, IIEP aims to inform policy, planning, and management decisions in UNESCO Member States. IIEP's research and development (R&D) theory of change (ToC), presented in the 10th MTS M&E Plan, provides a clear vision for monitoring and assessing IIEP's results in this line of activity. It informs how IIEP *expects* its R&D projects to lead to positive change in planning practices and to contribute to the improvement of education systems, thus supporting national and global efforts to achieve SDG 4. The ToC delineates the expected relationships between IIEP activities, outputs, outcomes, and impacts. It also presents: (i) factors that influence the relationship between outputs and outcomes, and (ii) the two levels of impact expected to be reached, the first more directly correlated to IIEP's efforts, and the second where IIEP works alongside various partners.

This report identifies key outputs and outcomes that are in line with this theoretical model, and which directly contribute to the reception and influence of IIEP's research. It highlights how the Institute's research and knowledge production contribute to: (i) knowledge generation for enlightenment, (ii) learning from research, and (iii) research used for policy decisions. Selected examples are presented here.

Knowledge generation for enlightenment

IIEP believes, as Farrell and Coburn (2016) argue, that "[t]he conceptual use of research ... is a potentially powerful way to inform policy":

When used conceptually, research serves to introduce new ideas, help people identify problems and appropriate solutions in new ways, and provide new frameworks to guide thinking and action. ... Rather than influencing a single decision, it shapes how people ... design and manage solutions. It touches not only policymaking but also policy implementation.¹⁴

IIEP's research concerns a range of countries and contexts, including low- and middle-income and Organisation for Economic Co-operation and Development (OECD) countries, and crisis-sensitive contexts, on all continents. This span permits the Institute to ground its findings in robust comparative analyses, the better to serve Member States. Its analyses help decision-makers identify constraints, bottlenecks, and good practices, and thus to most effectively use the Institute's findings and recommendations across a range of contexts.

Working with a group of national and international partners allows the Institute to maximize both its visibility and the impact of its research, through the multiplied opportunities to disseminate its findings globally. As IIEP designs, develops, and conducts this research, partners collaborate in a number of ways and at various stages of projects, including initial design, critical input on methodological tools,

¹⁴ Farrell, C.C; Coburn, C.E. 2016. "What is the conceptual use of research, and why is it important?" Retrieved from: <http://wtgrantfoundation.org/conceptual-use-research-important>.

and data collection. In 2019 partners have included: OECD, Education Development Trust (EDT), United States Agency for International Development (USAID), the Mexican National Institute of Education Evaluation and National Institute of Transparency and Access to Information, the World Bank, and India's National Institute of Educational Planning and Administration.

IIEP released more than 40 publications this year. The Institute attaches the utmost importance to the dissemination of its research results in order to promote informed policy dialogue and to have a positive impact on Member States' policy decisions in a number of areas. These efforts generate knowledge among IIEP's various audiences – especially students and scholars, planners, decision-makers, and international partner organizations – and help raise interest in IIEP's research and activities (see the table at the end of this section). The dissemination of IIEP's knowledge production extends beyond the timeline of a four-year MTS; the Institute continues to disseminate knowledge produced during preceding Strategies, such as the work done on teachers' codes of conduct.

Other research products directly feed into continuous policy dialogue with partner countries. This was the case, for example, with four web articles published on teachers of refugees, which served as background documents for a seminar with the Ethiopian Government and key agencies (ARRA, United Nations High Commissioner for Refugees [UNHCR], and UNICEF) involved in education service delivery in refugee contexts.

IIEP shines a spotlight on its publications at diverse events, enhancing their influence. For example:

- The Working Paper on the use of learning assessment data was presented during an IIEP webinar followed by more than 600 people worldwide.
- The findings from IIEP's research on the organization and management of teacher careers were presented at the "Journée des Experts" at France Education International (formerly CIEP), sparking a lively interest among participants.
- IIEP's ongoing work on teachers of refugees has been well received at national and international conferences (CIES [Comparative and International Education Society], UKFIET [Education and Development Forum], and the INEE [Inter-Agency Network for Education in Emergencies] Teachers in Crisis Contexts Roundtable), and published in a NORRAG (Network for international policies and cooperation in education and training) article.

Existing published research on education policy also constitutes a key resource for education planners, whether it be on the design of education reforms or the defining of new policies. To cater to this need, IIEP Buenos Aires created a database of research documents on education policy from academia, governments and international organizations in its Information System on Educational Trends in Latin America (SITEAL). A first dataset of over 600 entries is now available. In 2019, IIEP Buenos Aires also launched two new lines of documents, written by experts:

- **Comparative analyses of education policies**, which provide policy-makers and the wider education community with an overview of different policy approaches taken by Latin American countries to tackle specific education issues common to the region.
- **State of the art reviews**, which provide an overview of the results of academic research on specific education policy topics relevant to Latin America.

In 2019, a total of 14 such documents were drafted and are being prepared for publication, seven of each type. These address specific topics in the areas of teacher policies, early childhood care and education, secondary education, information and communications technology in education, TVET, gender equality, and inclusion and equity. In order to maximize access to, and engagement with, these new analyses, each publication is accompanied by a video in which the authors talk about their findings.

Learning from research

IIEP's research products are also meant to help practitioners acquire new knowledge and skills, even if these are not immediately applied in policy-making. Many methodologies, guidelines, and tools are used directly in IIEP's training and capacity development activities. Three successful cases are given below.

Education quality management in sub-Saharan Africa

In the framework of its regional project to support the improvement of quality management (QM) in basic education in sub-Saharan African countries, IIEP Pôle de Dakar designed a methodology for analysing professional practices in education QM at all levels of the system, from classrooms up to national administration. In 2019, this methodology was piloted in four countries: Burkina Faso, Madagascar, Niger, and Senegal. Each country's MoE commissioned national research teams to carry out a diagnosis of QM practices. Intermediary outcomes of the project include: (i) the strengthened competencies of national team members to document and analyse practices that influence education quality, and (ii) a new perspective among QM practitioners, who were encouraged to adopt an inquiring frame of mind, rather than a prescriptive and controlling one. This new approach fosters trust and collaboration among stakeholders at all levels of the system, allowing better coordination of efforts and more efficient use of scarce resources, opening the way for innovation.

Early childhood education cost-effectiveness analysis models

The key objective of this research project is to understand the levers for the quality of ECE, and their cost, in order to design sustainable quality ECE programmes. In 2019, IIEP focused on the analysis of the various Measuring Early Learning Quality and Outcomes (MELQO) and costing datasets. Capitalizing on its strengths in capacity development, the Institute organized workshops with Gambian partners on analysing the MELQO results and household expenditure data. The target audience was the core project team as well as stakeholders from the Gambian Ministry of Basic and Secondary Education and the National Bureau of Statistics. These workshops allowed IIEP's national partners to become acquainted with new tools and to master technical analyses of ECE cost-effectiveness.

Codes of conduct in Kuwait

Nazaha, the Kuwait Anti-Corruption Authority, and the State of Kuwait MoE invited IIEP to facilitate a workshop entitled "Promoting integrity in the education system: Focus on teacher codes of conduct," grounded in research from IIEP's 8th MTS. The 150 participants included representatives of the MoE, district and teacher representatives from both public and private schools, and school inspectors. Participants learned the process of designing a code of conduct, from objectives and content, through the main steps of design, implementation, and monitoring effectiveness. By the end of the workshop, participants had drawn up a development plan for a teacher code of conduct in Kuwait, and had generated detailed and practical suggestions for implementation.

Research used for policy decisions

Finally, IIEP's research products ultimately inform policy identification, selection, formulation and implementation.

It is expected that a policy outcome will be achieved after an IIEP research project has ended, but policy decisions can be influenced throughout the conducting of IIEP's research. Data collection frequently involves policy dialogue, as was the case for the "Use of learning assessment data" fieldwork in 2019 in Namibia, where it included meetings with the MoE's top management and numerous decision-makers. They expressed their interest in the research, their need to better understand the constraints and bottlenecks limiting the use of assessment data within the education sector, and their intention to build on IIEP's research to improve their national assessment system. Such interactions

between researchers and decision-makers are common; it was also a feature of the projects on early childhood development cost-effectiveness in Gambia, on teachers of refugees in Ethiopia, and on cities in France.

Below are but a few examples of how IIEP's research has been of practical use to partner countries.

- **Use of learning assessment data in Guinea.** IIEP's data collection campaign was embedded in a TC project supporting Guinea in its development of an ESP. After interviews were conducted and initial findings identified, IIEP staff participated in policy dialogue on ESP programme formulation. As a result, the MoE decided to address the use of learning assessment data in the Guinean ESP.
- **Cities at the forefront to achieve Education 2030 (France).** Thanks to more than 100 interviews and field visits, the four French cities that participated in the research have gained a greater awareness of their education strategies' chief strengths and challenges. IIEP also offered recommendations for improvement. The Institute's in-depth diagnosis of the education strategies of Grigny and Saint-Quentin, two disadvantaged cities, is supporting their application to the "Cités éducatives" scheme, an excellence label awarded by the MoE and the Ministry for Territorial Cohesion. The dissemination of preliminary findings through blog articles, expert interviews, and conferences brings needed attention to the key role played by cities in achieving SDG 4 and positions IIEP as a leading actor on the topic.
- **Teacher careers in New York City (NYC).** The release of the case study on the Teacher Career Pathways scheme in NYC was supported by a strong media campaign, picked up by a leading United States education media outlet and by the NYC United Federation of Teachers (UFT). "As educators, we know – and this study bears out – that empowering the people in the classroom is the best way to invigorate school communities and create better conditions for teaching and learning," said UFT President Michael Mulgrew. "With 1,291 Teacher Leaders changing the culture in 602 New York City public schools, we think New York City has valuable lessons to share." The effects of the NYC Teacher Career Pathways programme, as reported by teachers and school leaders in IIEP's research, are overwhelmingly positive. By showcasing its success, IIEP has contributed to its momentum and encouraged NYC authorities to both continue and scale up the programme. This also makes it a useful case study from which other policy-makers can draw lessons on multiple levels.

Dissemination of research and development projects in 2019

Project	Publications	Dissemination events	Training
Integrity planning / Open school data	<ul style="list-style-type: none"> • <i>Information and transparency: School report cards in sub-Saharan Africa</i> • <i>Información y transparencia: Cuadros de indicadores de las escuelas en América Latina</i> 	<ul style="list-style-type: none"> • CIES-San Francisco, 14–18 April: Chairing of a panel on open school data 	<ul style="list-style-type: none"> • ATP study visit to Lyon, 24–29 March • Two workshops on corruption in Kuwait (5–6 February/21–22 October) gathered more than 150 participants coming from all six governorates of Kuwait • UNDP-UNSSC¹⁵ online course “Anti-Corruption in the Context of the 2030 Agenda for Sustainable Development” (13 August–13 September): video, webinar on “Fighting corruption across sectors: The education perspective”
Exploring the organization and management of teacher careers	<ul style="list-style-type: none"> • Three case-studies: NYC, the Western Cape (South Africa), and Ecuador • Eight country reports: Colombia, Ethiopia, Lithuania, Mexico, Peru, Scotland, South Africa, Thailand • <i>Carreras profesionales docentes: Los casos de Chile, Colombia, Ecuador, México y Perú</i> • Four research briefs, covering: rationale of reforms and what models; teachers’ perceptions; teacher career structure design; and implementing reform <hr/> <ul style="list-style-type: none"> • <i>Secondary teacher management: A practical guide for planners on teacher numbers, allocation, and utilization</i>, to be released in 2020 	<ul style="list-style-type: none"> • The findings from the research on the organization and management of teacher careers were presented at the “Journée des Experts” at France Education International, 1 October • A webinar is planned for 11 December to disseminate the synthesis publication 	

¹⁵ United Nations Development Programme / United Nations System Staff College.

Project	Publications	Dissemination events	Training
	<ul style="list-style-type: none"> A Working Paper on teacher management information systems (TMIS) to be finalized this year for publication in 2020 		
Innovative and effective options for internal quality assurance (IQA) in higher education	<ul style="list-style-type: none"> <i>A call for flexible learning pathways in higher education:</i> Working Paper finalized and reviewed for publication Eight country case studies (Chile, Finland, India, Jamaica, Malaysia, Morocco, South Africa, and the United Kingdom) launched at a methodology seminar, Paris 17–19 June 		<ul style="list-style-type: none"> Two blended learning courses on external quality assurance in HE during 2019 and 2020 In addition to a three-month online phase, a one week face-to-face seminar was organized in Gaborone, Botswana, 8–13 July Online course on IQA organized in partnership with the Norwegian Development Agency (Norad), focusing on the African universities from the NORHED¹⁶ programme, 28 September – 6 December
Cost effectiveness of early childhood development	<ul style="list-style-type: none"> Funding analysis: national report 	<ul style="list-style-type: none"> A 3rd workshop planned in December 2019 to discuss results of the analysis 	
Management of teachers of refugees	<ul style="list-style-type: none"> Article in the NORRAG Special Issue #2 “Data collection and evidence building to support education in emergencies” Four articles on the IIEP website Country case study on effective teacher management in refugee contexts in Ethiopia 	<ul style="list-style-type: none"> Presentations at national and international conferences (1 CIES, 2 UKFIET, 1 INEE Teachers in Crisis Contexts Roundtable) Organization of dissemination seminar in Ethiopia with Government and key agencies involved in education service delivery in refugee contexts (MoE, ARRA, UNHCR, UNICEF) Social media campaign for World Teachers’ Day (5 October) #NoDreamsDisplaced 	

¹⁶ Norwegian Programme for Capacity Development in Higher Education and Research for Development.

Medium-Term Result 2.2

Develop and adapt methodologies, norms, and tools

While IIEP produces knowledge (MTR 2.1), its role is also to develop and disseminate EPM tools, guidelines and methodologies as public goods. This branch of the “Research & Development” function of IIEP is hereafter referred to as “development”. Most tools developed in 2019 aim to fast-track the planning cycle, and facilitate the connection between the ESA and the sector plan design. For other tools, notably those for improved governance, the work involves customizing and adapting them for national implementation. The Institute also explored how its development products could be expanded to other levels or actors of the education system (e.g. sub-sectors, administrations), and how different EPM tools could be interconnected.

The tools and methodologies discussed here pursue two main objectives:

1. To facilitate priority setting at the junction of ESA and ESP design,
2. To improve the use of evidence for priority setting and policy formulation.

Setting priorities at the junction of ESA and ESP design

Planners and managers of education systems normally know well the particular challenges and opportunities in the territories they cover. IIEP designs methodologies and tools to help them identify the key levers for transformation and to make informed policy choices.

Policy Tree and Toolbox

The Policy Tree (formerly referred to as the Screening Tool) helps policy-makers, planners, and managers to discuss those challenges identified by the ESA, and to then prioritize the issues to be dealt with in the ESP.¹⁷ The Tree branches out into three thematic areas: (i) completion, (ii) learning, and (iii) equity and inclusion.¹⁸ By means of these decision trees, and armed with the available evidence (e.g. from the ESA), users examine each thematic area in turn to determine causes and effects within problem areas such as completion, learning, equity and inclusion. They then turn to the Policy Toolbox, from which they select for discussion the most appropriate among a variety of policy options. This process leads to the elaboration of a memorandum, detailing the various pathways identified, tracing causes to effects, and documenting the discussions, the data sources, and the knowledge gaps, all of which will feed into the policy formulation. The memorandum also summarizes different policy options extracted from the Policy Toolbox.

The Policy Toolbox is a free, online, searchable catalogue of more than 500 policies, addressing close to 90 issues, with specific content for marginalized groups. These policy options are meant to be adapted to specific contexts to solve problems related to completion, learning, and equity.

Following a pilot phase of the first two thematic areas (completion and learning) in Guyana, and feedback from Philippines-Bangsamoro Autonomous Region in Muslim Mindanao and Pakistan, IIEP finalized the design of the equity and inclusion component in late 2019. The tool was then

¹⁷ Designed for TC activities, the tool, an offline PowerPoint application, can also be used for capacity development purposes.

¹⁸ Six marginalized groups have been identified through a literature review: women and girls; children with disabilities; minority populations (ethnic, indigenous, linguistic, religious); displaced populations and host communities (IDPs and refugees); orphans and vulnerable children and HIV-affected populations; pastoralists and nomadic populations.

demonstrated to development partners at a series of events, where it was well received. Please see MTR 2.2 2020 for information on how IIEP will expand this tool in the future.

“This process enhanced the policy dialogue and helped us to use more empirical bases for deciding and agreeing on the policy options. The results of the discussion from the tool were used in the [Sector] Plan. The kind of rich discussions the tool inspired, I don't believe would have taken place otherwise.”

Nicola Warinna-Johnson, Deputy Head of Planning, Guyana

[ESA Guidelines with a focus on equity, inclusion, and the right to education \(in Spanish\)](#)

In cooperation with the UNICEF Regional Office for Latin America and the Caribbean, IIEP published a manual on how to design ESAs with a special focus on assessing the state of the education system in relation to the right to education. Complementing IIEP's existing guidelines, this manual addresses SDG 4 and includes a methodology to assess the efficiency of the education system in light of policies and inputs.

[Guidelines for diagnosing quality management practices](#)

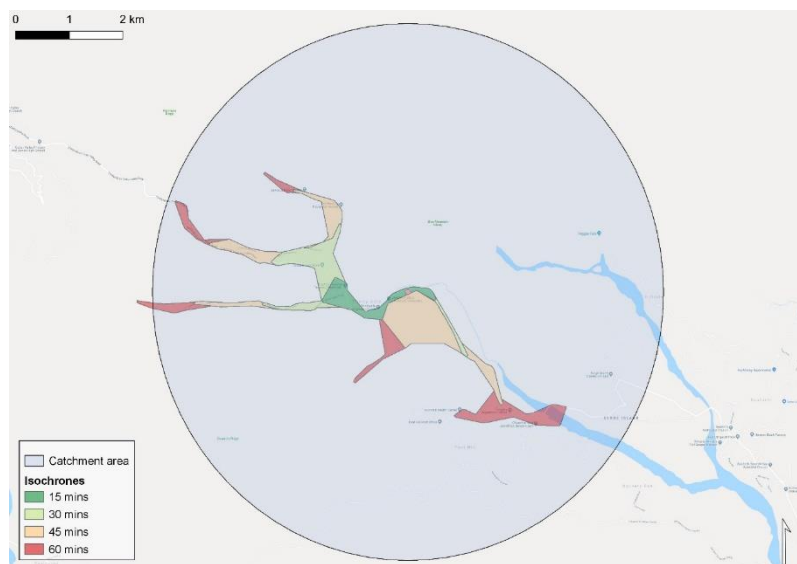
Based on the initial round of case studies of the Quality Management project in French-speaking Africa (see MTR 2.2), IIEP developed methodological guidelines for diagnosing QM practices. This self-assessment tool helps countries to better understand obstacles to improving education quality.

[Improving the use of evidence for policy formulation](#)

The ever growing quantity of available data and technologies capable of processing huge amounts of information represent both an opportunity and a new challenge for planners and managers of education systems. More data relevant to educational planning is available than ever before, on demography, geography, infrastructure, finances, education statistics, learning achievements, HR, etc. Data are also increasingly available at the national and local levels. To help planners and managers harness these opportunities, IIEP is developing tools. School mapping and micro-planning offer particularly good examples.

[Responsive micro-planning](#)

Responding to the specific needs of communities to reduce disparities and ensure equality is the ultimate goal of micro-planning and school mapping is its key technique. In 2019, IIEP began experimenting with improving school mapping analyses and defining a new methodology for improving micro-planning. This new approach, based on a free, open-source geographic information software (namely QGIS), uses geo-referenced information and spatial econometrics to identify the various connections between a given education system and the numerous factors that can affect it. Examples of geo-referenced data include conflict, food security, topography, climatic events, and displacement.



Responsive micro-planning

This map compares traditional catchment areas (5 km) with walking time (up to 60 minutes), in order to select school locations in Jamaica, showing the added value of using better data for school mapping.

This approach has a great potential for the design of educational policies that match the specific needs of particular geographical areas. IIEP staff will be trained to use the software for TC and training activities with Member States. This initial work was presented at the October 2019 meeting of the Building Evidence in Education group and IIEP will continue to collect feedback from partners as it refines the methodology.

Educational status index

In 2016, when the Children without Borders project was first developed, an educational status index (ESI) was designed to help identify the level of educational achievement of adolescents around the world. The ESI was also designed to assess whether official development assistance to education was appropriately allocated to the countries where adolescents' learning achievements were the lowest. The approach was tested with a group of nine countries, and revealed clear patterns in aid allocation to education that are not always related to actual educational needs.

In 2019, IIEP developed an improved methodology to simplify the analytic process, in part by reducing the number of datasets used. Importantly, these methodological improvements allowed IIEP to expand the number of countries included in the study to 59. The Institute will capitalize on the potential of the ESI for its work on resource allocation and school mapping.

Indicators database for informing educational policies

Since 2004, IIEP's SITEAL portal has maintained a database of education indicators computed from household surveys of 18 countries in Latin America. In 2019, the database was updated and the number of indicators raised from 41 to 56 to reflect the more detailed data now available. In cooperation with the UNESCO Institute for Statistics (UIS), the indicators were also tailored to SDG 4.

Medium-Term Result 2.3

Support communities of practice with resources and opportunities

In 2019, the Information Services teams of the three offices endeavoured to strengthen IIEP's impact and its positioning as a centre of excellence by making its sought-after expertise more easily and widely available. They highlighted the Institute's unique know-how in the field of EPM and improved access to it, developing more user-friendly platforms and more targeted content, and making use of technological advances.

With nearly 2 million visits to its websites in 2019, IIEP substantially reinforced its presence in the digital sphere. Growth has been particularly important on platforms dedicated to Latin American and African audiences (SITEAL and PEFOP, respectively). Efforts towards better meeting IIEP audiences' and partners' needs were also reflected in a 52% increase in visitors to all of IIEP's digital platforms (across Paris, Dakar, and Buenos Aires).

Positioning IIEP as a centre of excellence

Advocacy and outreach activities amplified IIEP's voice and enriched the public debate on issues of practical importance to its stakeholders. IIEP organized numerous events, bringing together over 17,000 participants.

IIEP experts were also solicited to take part in major international fora, such as the UKFIET and CIES conferences: in April 2019, IIEP's Director joined other UNESCO leaders at a Keynote Lecture on how to best support countries in pursuit of the SDGs. Such contributions had an overall positive impact on the Institute's online presence, with more than 79,000 impressions on Twitter during the CIES week.

Workshops and fora

The three IIEP offices organized 25 events on three continents, including:

Youth employability in Africa. In June 2019, 130 participants from 31 countries across Africa gathered in Nairobi, Kenya, to share experience on TVET systems for youth employability in Africa. Bringing together experts from IIEP, the Luxembourg Agency for Development Cooperation, and the Institut de la Francophonie pour l'éducation et la formation (IFEFF), this workshop was the first of its kind to focus on English-speaking Africa.

This encounter allowed for a comparison of practices between French- and English-speaking Africa. While discussions revealed different systemic approaches, the concerns and issues raised by the two regions also showed many similarities. It was also an important milestone towards pooling resources between countries on the continent.

TVET in Latin America. In Montevideo, Uruguay, an international forum on TVET attracted more than 600 participants from the region, representing 18 governments. Three panels focused on public-private partnerships, TVET pedagogy, and the link between training models and the labour market's needs. This event was jointly organized with UNESCO's regional office, as well as with the MoE, the National Public Education Administration, the National Institute for Labour and Vocational Education, and the University of Labour of Uruguay. IIEP Pôle de Dakar participated in this event and shared an analysis from Africa.

Policy-making in times of crisis

The third edition of the Regional Forum on Educational Policy took place in Buenos Aires, Argentina, from 30 September to 2 October, and addressed education policy-making in times of crisis – a topic that 95% of participants judged to be of very high or high relevance to their country's or organization's educational agenda.

Representatives from 13 Latin American MoEs (Argentina, Costa Rica, Cuba, Ecuador, El Salvador, Dominican Republic, Guatemala, Mexico, Nicaragua, Panama, Paraguay, Peru, and Uruguay) attended the Forum, along with development partners.

Strategic priorities

Public communication was reoriented to focus on the 10th MTS TPs, in order to give more visibility to strategic issues and to better support IIEP's prominence in these fields.

Thematic campaigns. For World Teachers' Day (5 October), IIEP launched a campaign focusing on teachers of refugees that involved its website, social media platforms, publications, and public communication visuals. This initiative, to be repeated in the future, highlighted IIEP's global expertise (research, TC, and training) and provided its audiences with comprehensive information on topics of interest to them. This campaign complemented the IIEP Letter dedicated to *Teachers: Our shared future*.

Inclusive education. For its first participation in the People's Action for Learning conference on "Ensuring all children learn: Inclusion and equity from the South", in November 2019 in Kathmandu, IIEP presented its Learning Portal. Hosted by IIEP partner Annual Status of Education Report (ASER), this international forum brought together South–South partners working across three continents to assess basic reading and numeracy competencies. IIEP seized this opportunity to extend its network of Asian academics, non-governmental organizations, and regional organizations.

IIEP's commitment to inclusive education was further bolstered with the publication of an opinion piece on the urgent need to plan for disability-inclusive education, written by the Director and published by Devex, a major news source for the development community.

Sharing knowledge

Efforts to facilitate access to IIEP's knowledge for its key audiences were supported by technological advancements and the development of new tools. For example, to enable audiences to access the latest data on ethics and corruption in education, IIEP created three interactive maps. In addition, the Institute explored possibilities for new partnerships, especially with universities, which will boost the dissemination and outreach of its activities and publications.

Translation of a growing number of IIEP resources into four languages (English, French, Portuguese, and Spanish) has opened new channels of communication, better catering to Brazilian education policy-makers and stakeholders and giving them access to four IIEP web platforms in Portuguese (Information System on Educational Trends in Latin America [SITEAL], IIEP Buenos Aires main website, Virtual Campus, and Eventos IIEP).

Publications website. To ensure greater visibility and wider dissemination of its research results, and to showcase its unique expertise, IIEP has developed a new Publications website. A communications campaign supported its launch in December 2019. This year also saw the release of some 40 publications that include comparative analyses, research reports, policy briefs, and practical guides. Some of these are co-publications, notably with EDT and GPE.

Fostering good practices

The IIEP case study on *Teacher Career Pathways in New York City* examines the Big Apple's innovative approach to teacher management, geared towards collaboration and support. The case of NYC is seen as an important model for successful innovation, and this accessible publication is expected to inspire other cities, fostering good practices. IIEP worked with the United Federation of Teachers and both the federal and the NYC departments of education for a joint media launch, which led to an in-depth article published by Education Dive.

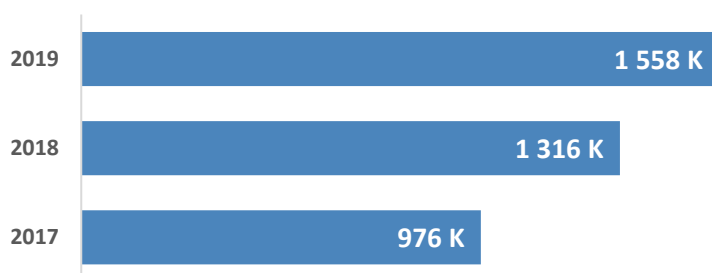
New insights on combatting corruption in education through transparency and accountability, gleaned from initiatives from across Latin America, have been made available to Spanish-speaking audiences, with the publication of *Información y transparencia: Cuadros de indicadores de las escuelas en América Latina*. The social media campaign "Know your school, use your voice" was also translated into Spanish for this occasion.

Strengthening ties with the Francophonie. Cooperation with the Institut de la Francophonie pour la Gouvernance Universitaire in Yaoundé (Cameroon) led to the translation into French of a number of IIEP publications on internal quality assurance (IQA). This opened new communication channels for IIEP to disseminate its expertise to some 940 universities, research centres, and HE institutions in 116 countries, on all continents.

Interactive online tools. New tools have been made available online to support the ESA and decision-making processes. ETICO saw the addition of a new feature to improve access to information by country: visitors to the site can now search for, and download, teacher codes of conduct, statistics, and IIEP training materials through interactive maps developed specifically for this portal. Another online tool developed in 2019 is the Policy Toolbox that builds on the Policy Tree (presented in MTR 2.2). The toolbox is being tested with planners and education actors before its official launch in early 2020.

Web Watch. With 35,000 references, the IIEP library is a unique centre of documentation dedicated to EPM. A new monitoring tool was added to its website in September 2019: Web Watch compiles information from public sources outside IIEP (e.g. press articles, news from MoEs, online resources) and puts them freely at the disposal of its users. Organized around thematic pages, the resources reflect IIEP's strategic priorities and research programmes.

Increased accessibility. IIEP redesigned and/or updated several of its digital platforms in order to make resources, information, and tools more easily accessible to their users. These improvements, along with making platforms mobile friendly (half of all visitors connect via a mobile device), search engine optimization, and renewed efforts in communications, contributed to significant growth in audiences, notably a 142% increase in visits to the ETICO portal, and over 90% to both PEFOP and the HIV and Health Education Clearinghouse.

Number of views in all IIEP websites (2017–2019)**Bringing communities of practice together**

In addition to benefitting from the Institute’s strong applied research, in-country capacity development, and training, IIEP audiences and partners have been encouraged and supported to share their own information and experience, thereby building active communities of practice. Practitioners and researchers had the opportunity to exchange views, through various IIEP channels, on highly topical issues, such as the challenges raised by new technologies and the inequalities and barriers to education faced by millions of children worldwide.

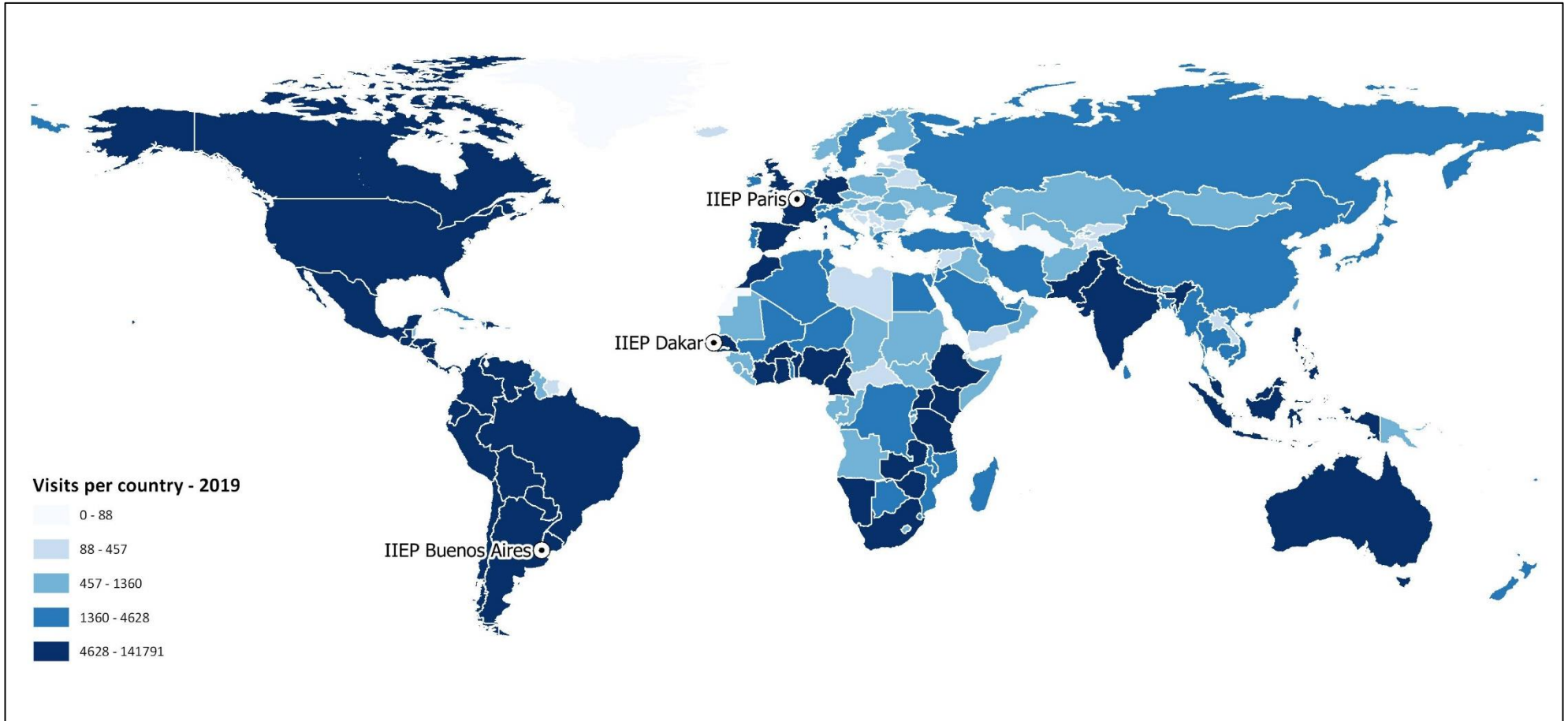
Webinars and e-debates. Supported by active public communication, IIEP’s online debates and webinars in 2019 reached over 14,500 views, thanks in particular to live streaming. An increasing number of online participants throughout the education community are now regular visitors to IIEP platforms. The webinar “Enseñar y aprender en la cultura digital: Planeamiento educativo hacia la agenda 2030” (Teaching and learning in the digital age: Education planning towards the 2030 agenda) alone attracted more than 2,900 participants. IIEP online events brought together planners, researchers, and education actors. A minimum of 150 professionals across the world followed each of the five 2019 Strategic Debates, sending in questions in real time and interacting with each other via the online chat. Starting this year, these debates are now available with simultaneous interpretation (English and French), contributing to their wider reach.

Another 15 events, such as webinars and fora, were also organized throughout 2019, using web-based modalities to optimize interactions among participants from different countries. The first ever webinar on the Learning Portal (“The use of learning assessment data: What have we learned so far?”) was viewed nearly 800 times during and after the event, with 150 people taking part in the online discussion.

2019 IIEP Strategic Debates

- “Education for 21st century children,” with Tracey Burns, Senior Analyst at the OECD Centre for Educational Research and Innovation.
- “Learning at the bottom of the pyramid,” with Daniel A. Wagner, UNESCO Chair in Learning and Literacy and Professor of Education at the University of Pennsylvania.
- “Reforming the French secondary school and its flagship diploma,” with Pierre Mathiot, Professor of Political Science and Director of Sciences Po Lille, tasked by the French Minister of Education to propose a reform of the French upper secondary school system and the *baccalauréat*.
- “Taking the right to education seriously,” with Sylvain Aubry, from the Global Initiative for Economic, Social and Cultural Rights, and Delphine Dorsi, from the Right to Education Initiative.
- “International large-scale learning assessments: benefits and risks,” with Camilla Addey, Marie Curie Fellow at the Autonomous University of Barcelona, and lecturer at Teacher’s College at Columbia University.

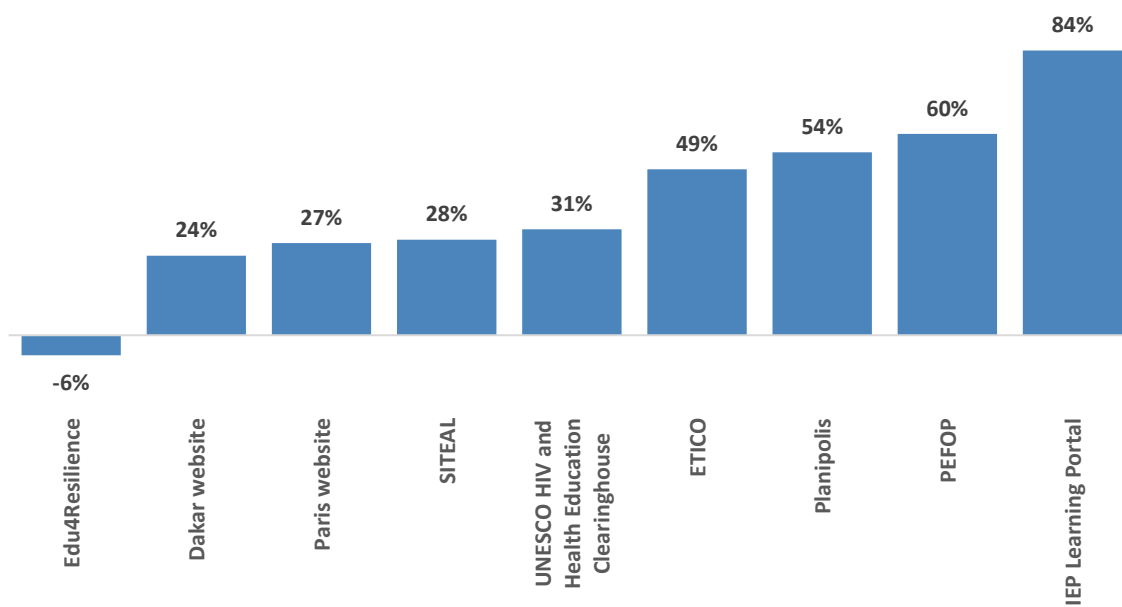
Average number of monthly visitors for all IIEP websites, 2019



New online community of practice in Latin America

The Red de Especialistas en Política Educativa en América Latina (RED [Network of Specialists in Educational Policy of Latin America]) was launched to encourage the exchange of experiences and good practices, with a view to meeting the Education 2030 Agenda. This online platform was inspired by a survey that showed that 70% of respondents were interested in getting in touch with their peers, 64% keen to take part in virtual meetings, and 58% looking for feedback on policy projects. Four months after its launch, RED already had 170 active members.

Growth rate in monthly visitors, per website (2018-2019)



IIEP WEB ACTIVITY, 2019

163,000 sessions

every month on IIEP websites and platforms (increase of 57% since 2018)

+ 14,500 persons

watched our online events

69% women

visitors of IIEP websites

35-45% on mobile

the use of mobile devices is growing (around 30% in 2018)

TWITTER: + 20%

20,000 followers on all IIEP accounts

FACEBOOK: + 24%

4,038 total followers

LINKEDIN: + 64%

3,750 total followers

YOUTUBE: + 37%

1,210 total followers

Medium-Term Result 2.4

Develop constructive synergies through international and local initiatives and mechanisms

In delivering on its MTS, IIEP pursues collaborations for a multitude of reasons: (i) to build the Institute's knowledge; (ii) to share expertise; (iii) to strengthen and expand its impact; (iv) to heighten its international profile; and (v) to extend its network and sphere of influence. These partnerships help IIEP position itself as a key actor for advice on EPM.

IIEP's partners can be categorized into three broad types: (i) financial partners, (ii) "intellectual" partners, and (iii) implementation partners. By providing funding (whether core or earmarked), financial partners are vital as they allow IIEP to deliver on its mandate in service of Member States. The Institute's intellectual partners are very diverse. They are the institutions and networks with which IIEP collaborates and promotes cross-pollination of knowledge across the thematic areas and modalities of work involved in the MTS. The operational collaboration of implementation partners allows IIEP to expand the range of services it delivers to Member States. These categories are non-exclusive as many of IIEP's partners belong at the same time to more than one.

Joint work with UNESCO

Beyond these categories, it is, not surprisingly, with other UNESCO units that IIEP most frequently works. In 2019, IIEP and other UNESCO units worked together on numerous activities of various kinds. The Institute worked closely with UNESCO field offices and regional bureaus, the Education Sector teams at UNESCO HQ, and other Category 1 institutes (UIS, UIL, and the International Institute for Capacity Building in Africa [IICBA]). These collaborations are quite diverse. They range from leading expert missions with HQ, UIL, and IICBA to support the finalization of the Ethiopian 2030 Education and Training Roadmap, to supporting the development of HQ's new EMIS in crisis situations project with Education Cannot Wait, to jointly delivering TC projects (to Benin, Cambodia, Myanmar, Togo, and Yemen) with CapED. In 2019, IIEP also developed and delivered a training programme in EPM for the HQ- and country-based CapED staff, and worked with the UNESCO Agile team for People on the Move to develop a UNESCO-wide strategy for the Organization's work in the education sector for displaced populations.

In 2019, the collaboration between IIEP Buenos Aires and the UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC) and other Category 1 Institutes intensified. The two offices worked in concert for the preparation of the "Regional Strategy for UNESCO's response to the situation of people on the move in Latin America and the Caribbean (2019–2021)." OREALC also contributed to the IIEP Buenos Aires Regional Policy Forum 2019 on Education Policy ("Education policy-making in times of crisis") – a key regional event to which UIS and UNESCO's Global Education Monitoring Report also contributed. The Buenos Aires office and OREALC co-organized the "International Forum on TVET in Latin America" in Montevideo in May 2019.

Intellectual and implementation partners

Technical cooperation

IIEP derives important benefits from implementing its TC programmes in collaboration with a range of actors. The Institute has become more systematic in strengthening partnerships with LEGs and GPE Grant or Coordination Agents, working through the UNESCO Offices, as well as with humanitarian and development partners. Such cooperation is essential, in particular for ESA and ESP formulation projects. Among the strongest humanitarian and development partner collaborations at country level have been those with UNHCR, UNICEF, the Swedish International Development Cooperation Agency (SIDA), the Agence Française de Développement (AFD), the EU, the World Bank, and GPE. IIEP Pôle de Dakar also routinely involves national universities when carrying out ESAs, to tap into their knowledge of education systems and analytical skills.

For its crisis-sensitive planning work, IIEP has long been involved with INEE, the Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector, and the Global Education Cluster, helping to shape the international agenda around the humanitarian–development nexus.

Training

In its training activities, IIEP has several key implementation partners whose support is critical. They augment IIEP's impact both by reaching beyond the Institute's traditional audiences and by introducing new modalities and expertise. IIEP Pôle de Dakar jointly offers the PSGSE with the University of Cheikh Anta Diop in Dakar, and is seeking a new university partner to offer the same course in English.

UNESCO HQ, the European Training Foundation, and IFEF together contributed to shaping IIEP's new distance course on the management of TVET systems. Collaboration is also continuing with WAEMU on the recognition of prior learning and pooling of TVET resources and tools.

IIEP's training partnership with the GPE Secretariat remained rich in 2019, with two key activities carried out jointly: (i) the November 2019 MOOC on mainstreaming ECE in education sector planning, and (ii) a new online course for appraising ESPs to help strengthen and standardize the quality of independent plan appraisals.

Partnering with UNICEF was also very fruitful, with the design throughout 2019 of a new distance course on "Foundations of disability-inclusive education sector planning."

IIEP also organized a blended course on external quality assurance in partnership with the Southern African Quality Assurance Network and the German Academic Exchange Service (DAAD). In the field of IQA, the Institute partnered with Norad for an online course in support of the NORHED programme.

Research and development

As mentioned in MTR 2.1, most of IIEP's R&D work is done in partnership with key actors in the various thematic areas of the 10th MTS. Over 15 partnerships currently boost IIEP's connectedness, at global, local, and regional levels, ensuring IIEP's applied research remains relevant to the needs of Member States and the global education community as a whole.

Research and development partnerships include philanthropies such as Open Society Foundations and Dubai Cares, but also bi- and multi-lateral donors and actors such as the OECD, non-governmental organizations such as EDT, think tanks such as NORRAG, donor networks such as Building Evidence in Education (known as BE²), and universities such as the University of Toronto or sub-Saharan African universities.

PART II

2020

Operational

Plan

Strategic Objective 1: Member States plan effectively for education sector development and evaluate system performance

Medium-Term Result 1.1

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

The expansion of IIEP's training offer will continue in 2020. Notably, there will be six new online courses on subjects in high demand: technical and vocational education and training (TVET), gender equality in education, and disability-inclusive education sector planning. At the same time, the Institute will emphasize both quality assurance (QA) and innovation in content and delivery.

Flagship training programmes

Advanced Training Programme (Paris)

The 2019–2020 Advanced Training Programme (ATP)/Education Sector Planning cohort started the online phase of the programme in September 2019 and will begin the face-to-face phase in Paris in January 2020. Recruitment for the 2020 Specialized Courses Programme (SCP) and the 2020–2021 ATP/Education Sector Planning courses began in late 2019 and will continue into 2020.

Following recommendations of the 2018 external marketing study of its training programmes, the Paris office will improve its residential training offer in three ways: (i) by offering new courses in more flexible formats; (ii) by revising existing courses; and (iii) by carrying out an external review of the assessment methods used.

In October 2020, a new SCP course will be launched, "Using data and information for crisis-sensitive educational planning." It aims to strengthen the coherence between humanitarian and development aid for education service delivery. Three other courses will also be developed and offered in 2020: "Transparency in education," "Fundamentals of disability-inclusive education sector planning," and "Monitoring and evaluation of gender equality in education sector plans."

To improve existing courses, IIEP will review individual course evaluations and enhance coordination among teaching staff for a more systematic revision of content and pedagogical approaches.

Finally, the Institute will commission an external review of the current assessment mechanisms for the Education Sector Planning and SCP courses. Ensuring that the most appropriate assessment mechanisms are in place should facilitate continuous improvement in the quality of the offer.

Regional Training Programme (Buenos Aires)

In addition to the regular Regional Training Programme (RTP), which caters mostly for high-level staff from central educational authorities, IIEP Buenos Aires will for the first time provide a contextualized version of the RTP to Argentina's 24 decentralized ministries of education (MoEs). In federal Latin American countries like Argentina, it is frequently the decentralized educational administrations which are most often in need of capacity development. The results of this pilot will inform potential future support to the other federal or highly decentralized countries in the region: Brazil, Colombia, and Mexico.

Politiques sectorielles et gestion du secteur éducation (Dakar)

The 13th cohort of the Politiques sectorielles et gestion du secteur éducation (PSGSE) started in October 2019 and will run through November 2020. The call for applications for the next PSGSE opens in December 2019. Up to 50 participants will be selected and will attend the first meeting of the 14th cohort in Dakar in October 2020.

Online training courses

IIEP's 2020 online training offer will continue to work towards the achievement of Sustainable Development Goal (SDG) 4 with the following 13 courses:

1. "External quality assurance in higher education" for Southern African countries in English, in cooperation with the German Academic Exchange Service (DAAD) (Target 4.3);
2. "Teacher policies" for Latin America in Spanish (Target 4.c);
3. "Digital policies in education" for Latin America in Spanish (Target 4.4 and 4.a);
4. "Digital policies in education" for Portuguese-speaking countries in Portuguese (Target 4.4 and 4.a);
5. "Education assessments" for Latin America in Spanish (Target 4.1 and 4.6);
6. "Education assessments" for Portuguese-speaking countries in Portuguese (Target 4.1 and 4.6);
7. "Transparency, accountability and anti-corruption measures in education" in English (Target 4.1, SDG 16.5 and 16.6);
8. "Mainstreaming non-formal education in education sector planning" in English, jointly with the UNESCO Institute for Lifelong Learning (UIL).
9. **NEW:** "Management of TVET Systems " in French (Targets 4.3 and 4.4);
10. **NEW:** "Technical and vocational education and training policies" for Latin America in Spanish (Targets 4.3 and 4.4);
11. **NEW:** IIEP Summer School for Female Planners in French, in partnership with the Gender at the Centre Initiative Alliance (Target 4.5);
12. **NEW:** "Crisis-sensitive educational planning" for Latin America in Spanish (Target 4.5);
13. **NEW:** "Foundations of disability-inclusive education sector planning" to be offered twice in 2020 in English, in partnership with the United Nations Children's Fund (UNICEF) (Target 4.5);

In Latin America, the online course on TVET policies will be implemented for the first time, increasing the online training offer of IIEP Buenos Aires from three to four courses. The online course on "Crisis-sensitive educational planning" has been translated into Spanish, adapted to the Latin American context, and will be offered in 2020 in response to the ongoing migration crisis in the region. It will contribute to UNESCO's "Regional Strategy for people on the move in Latin America and the Caribbean 2019–2021."

Short courses

As it expands its capacity building activities, IIEP Pôle de Dakar will develop a group of short training courses to complement the Institute's in-country technical support in education sector analysis (ESA) and education sector plan (ESP) formulation and respond to results of a survey on partner countries' training needs. The Paris and Buenos Aires offices will also contribute to these efforts.

New online course on the management of technical and vocational education

The importance of TVET in achieving the SDGs is acknowledged in SDG targets 4.3 and 4.4. In response to the strong demand from Member States, IIEP Pôle de Dakar will offer a new course, from 2020, entitled “Management of TVET systems.”

The course will target actors from MoEs and the private sector involved in TVET. The core objective is to strengthen national capacities to manage the sub-sector, in line with labour market needs and linked to the overall steering of the education system.

The course includes 220 hours of training, will be delivered in a blended mode (online and residential), and is comprised of four modules:

- Module 1: "TVET: Specificities, issues and challenges" (40 hours);
- Module 2: "Labour market analysis" (50 hours);
- Module 3: "Costs and financing of TVET" (60 hours);
- Module 4: "Strategic and operational planning and contribution to the implementation of vocational training reforms" (70 hours).

Quality assurance and innovation

In 2020, IIEP Paris will complete the QA cycle for its online training offer, begun in 2016, with the external review of two more courses. All online courses currently offered by the Paris office should then have been awarded a quality label. A second QA phase is envisaged for the online courses offered by IIEP Pôle de Dakar and Buenos Aires.

IIEP will pursue its strategy of innovation by introducing “gamification” to the ATP online phase. This will not only enhance participants’ online learning experience but also ease the transition between the programme’s online and residential phases.

Medium-Term Result 1.2

Strengthen educational planning and management training providers through institutional co-operation

According to the results of the 2017 review of IIEP’s support to national training providers (NTPs), one of the most common strategies for aiding training institutions is the co-development of training programmes and courses. In 2020, IIEP will continue to fine-tune this approach and apply a design thinking methodology to the development of a series of specialized courses for the National Institute of Educational Planning (NIEP) in Afghanistan. Work on these short, intensive courses will take place alongside IIEP’s continuing support for the revision of NIEP’s flagship programme, the National Training Programme in Educational Planning and Management.

After six years of fruitful collaboration with National Institute of Education (NIE) in Cambodia, IIEP will enter the final phase of this project in 2020, establishing an exit strategy which aims to consolidate the support that the Institute has provided to NIE since 2012.

In Madagascar, as part of a forthcoming major project to strengthen national competencies in educational planning, IIEP will implement a four-year programme, which includes the training of educational planners at central and decentralized levels, as well as the development of training modules and planning tools. Part of this will be done through collaboration with the Institut Malgache des Techniques de Planification (IMaTeP). This partnership aims to rebuild IMaTeP as a national and regional leader in training in educational planning.

The seminar for NTPs held in 2019 allowed IIEP to explore avenues for cooperation with different training institutions. Following the event, IIEP received a formal request from the Higher Institute of Educational Sciences in Guinea to improve the quality of their training offer in educational planning and management (EPM). In addition, the Caribbean Centre for Educational Planning asked the Institute to organize a training programme to reinforce the capacities of its teaching staff in EPM. IIEP is also exploring the possibility of collaborating with Kenyatta University in Kenya to jointly implement a regional training programme in educational planning for anglophone African countries. During 2020, IIEP will intensify its efforts to identify funding sources so that these requests for support can be realized.

Medium-Term Result 1.3

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

and

Medium-Term Result 1.4

Ensure capacity development programmes contribute to sustainable national capacities

Programming for these two MTRs is delicate, because the essence of this work consists in responding to requests by UNESCO Member States, which cannot always be predicted. The 2020 programme is therefore unavoidably incomplete, as the Institute ensures that some time is set aside to respond to new requests. What is more predictable is the nature of new requests, given previous trends and what is in the pipeline. It is clear that support to ESAs and ESPs will remain a major part of IIEP's portfolio, in particular but not limited to Global Partnership for Education (GPE) developing country partners. The need to go beyond the preparation of plans, and to support ministries with implementation, forms the background to many requests. Although IIEP receives requests for stand-alone and one-off training programmes, if they are not clearly integrated within a wider capacity development programme, IIEP tends not to undertake them.

The Education 2030 Agenda will continue to inspire this work, much of which will take place in countries where uncertainty and crisis is the norm, and where therefore IIEP's support to planning will emphasize crisis-sensitivity. This and other Thematic Priorities (TPs) of the 10th Medium-Term Strategy (MTS) that have not yet reached their full development in IIEP's country level portfolio – such as gender (TP 1), governance (TP 4), and financing (TP 5) – will inform decisions on which technical support requests IIEP will prioritize.

The following paragraphs present ongoing work, as well as projects that are in the pipeline for which the probability of implementation is high.

Support to sector analyses, policies, and plans

At present, the Institute is supporting ESAs in Sierra Leone and Burundi, and sector policies and/or plans in Ethiopia, Balochistan (Pakistan), the Philippines, and Haiti. This work will continue and is expected to be completed in 2020. The programme on crisis-sensitive planning, funded by the European Union (EU), and which has helped support Jordan, Burkina Faso, and Kenya, will also continue in 2020, with most work covering the last two countries. IIEP's work on planning education for refugees in Ethiopia will come to an end in 2020.

The Institute expects that, in both Burundi and Sierra Leone, it will be asked, once the ESA is finalized, to support the preparation of the ESP, which may continue into 2021. These two interventions will rely on the Dakar office's expertise in TVET, and focus on labour market analysis and youth employment issues. This will provide essential information for the sector plan, which should cover not only education but also the training sector. The programme in Sierra Leone will be linked to the G7 Gender at the Centre Initiative.

Agreements are already in place for supporting the preparation of an ESP in Iraq and Viet Nam. The work in Viet Nam began at the end of 2019 and will continue throughout 2020. With the exception of desk studies, the project in Iraq, scheduled to begin in the second half of 2019, had to be postponed, due to the political situation in the country.

In addition, the Institute has received requests for supporting an ESA and ESP in Chad (to be linked to the Gender at the Centre Initiative), Gabon, and Myanmar. In all three cases, IIEP expects to reach an agreement for work to start in 2020. Elsewhere, arguably the most innovative request, in geographical terms, has come from the Directorate-General for European Neighbourhood Policy and Enlargement Negotiations, which has requested IIEP to undertake ESAs in the six countries of the Western Balkans. Although it will not be possible to carry out full ESAs in all six countries, IIEP is discussing the possibility of a combination of overall guidance through regional workshops, with in-country support in one or two places where needs are greatest.

An analysis of these different requests shows several noteworthy trends, as follows.

Strong collaboration within UNESCO

First, in many of these cases (e.g. Gabon, Iraq, Myanmar, Viet Nam), the request has come through a UNESCO Field Office, while in others (e.g. Burundi, Haiti and Sierra Leone) the work will be implemented in close collaboration with the respective national or regional UNESCO offices. For example, the Abuja Office for Sierra Leone and the Yaoundé Office for Burundi will be part of the different missions and/or be in charge of drafting chapters in the ESA. The support to Burundi will also involve the Teachers' Task Force and the UNESCO International Institute for Capacity Building in Africa, which currently support the design of a teachers' policy. These programmes will further solidify collaboration between IIEP and UNESCO's offices and other entities, which has become stronger in recent years.

Greater geographical coverage

Second, the requests show an increased diversity in geographical coverage, for both the Paris and the Dakar offices. This is particularly important for the Dakar office, which until recently, had been working mainly in French-speaking West-Africa and almost exclusively with GPE countries.

Greater linkage between education sector analyses and education sector plans

Third, the integration of the Pôle de Dakar into IIEP is increasingly achieving one of its aims, namely to better link sector analysis and sector planning. While previously the Institute's support in several countries ended once the analysis was completed, such situations are now exceptions rather than the norm. Governments and their partners prefer the Institute to remain involved until the completion of the ESP.

Support to overarching education policy documents

Fourth, in several of these countries, the support goes beyond the preparation of a sector plan and enters the realm of policy. This is the case for instance in Ethiopia, where, in 2019, IIEP worked with the government on the preparation of its Education and Training Roadmap 2030, and where in 2020 its support should cover a 10-year strategic plan as well as the five-year Education Sector Development Programme. In Haiti, Iraq, and Viet Nam, the sector plans will also take the form of long-term strategies more than medium-term sector plans.

Crisis-sensitive planning

Crisis-sensitive planning work in Burkina Faso, Jordan, and Kenya will continue in 2020. In Jordan, the focus will be on further strengthening operational planning and effectively supporting the integration of refugees into the education system. In Kenya, it is expected that IIEP's support will be primarily centred on the development of the costed plan for integrating refugee education into the national education system, as promoted in the Djibouti Plan of Action on Refugee Education in Intergovernmental Authority on Development member states. In Burkina Faso, work will continue to focus on the design of tools for collection of education in emergency data and on the finalization of the comprehensive education in emergency strategy to operationalize educational crisis-sensitive planning initiatives.

In Ethiopia, the work on planning education for refugees and their host communities will come to an end in 2020. The final activities will focus on supporting inspectors and supervisors as they adapt the school inspection framework to schools attended by refugees, and also on supporting school directors to develop and implement school improvement plans.

In 2020, IIEP's crisis-sensitive planning offer is highly likely to expand to include Myanmar. In addition to its internal conflicts, the country is regularly subject to natural hazards including cyclones, storms, floods, landslides, earthquakes, tsunamis, drought, and forest fires. Consequently, the MoE and its partners will together develop and implement a Sector Emergency Preparedness and Response Framework that includes actions to (i) reduce risks to the education sector, and (ii) increase MoE and partners' preparedness capacities for crises. IIEP will provide technical support and training to Union and State-level MoE staff through a series of in-country workshops to support this process. If Myanmar's request for IIEP support is confirmed, work on education in emergencies will be integrated into that on ESP.

Based on previous and ongoing work, including in Ethiopia and Burkina Faso, IIEP has begun work focused on the use of data and information when planning for education in emergency settings. In some situations, there is a plethora of risk data collected by international partners and national organizations, yet often in a disparate and unsystematic manner. In other settings, data are limited or do not adequately reflect the state of education. IIEP's support has included work on developing crisis-sensitive EMIS, focusing in particular on reinforcing the analysis of planners to monitor situations and to use data for crisis-sensitive planning.

Much of IIEP's work in 2020 will focus on generating knowledge for situations of forced displacement and crisis.

Support to technical and vocational education and training policies and plans

IIEP Pôle de Dakar's programme on TVET (PEFOP [Plateforme d'expertise en formation professionnelle]), which has been going on for several years, will continue through different components.

The support to Regional Partnership Frameworks will build on work started in Burkina Faso and Mauritania, and in 2020 will cover the energy sector in Mauritania. The challenge ahead is to systematize such frameworks within other sectors and regions, and to stimulate a demand-driven training offer. Recognition of prior learning (RPL) for workers who have acquired skills outside formal systems will also be addressed, through support for the piloting of an RPL mechanism in the sectors of agriculture, fishery, and construction in Mauritania and Burkina Faso, with a long-term view to replicate RPL mechanisms elsewhere and thereby improve equity in TVET.

Another key area of work in 2020 will be the strengthening of the platform for mutualizing (pooling and sharing) TVET tools and resources (e.g. curricula and methodologies) among French-speaking West African countries. Efforts in 2020 are geared towards an intensified use of the platform. A regional community of practice, guided by a common vision and shared tools and resources, is thus gradually gaining ground, a positive dynamic that the Dakar office will seek to sustain.

One of the key components of PEFOP is support to innovation. In Burkina Faso, support will continue to a project on youth employability of the Christian Relief and Development Organization, with a focus on job placements for women and youth. In Cameroon and Senegal, IIEP will pursue its support to youth employability by training rural entrepreneurs in Family Farm Schools and promoting farmers' professional certification in local languages.

In Mali, IIEP will support the National Observatory of Employment and Training in conducting a trainee satisfaction survey on the professional integration of TVET graduates (following an employer satisfaction survey in 2019). Support to the Regional Training Centre for Road Maintenance (CERFER, based in Togo) is also expected to start in 2020, focusing on strengthening institutional, management, and administrative capacities. Activities will include the establishment of a QA system for CERFER.

Support to plan implementation

The projects in Burkina Faso, aimed at strengthening the educational management information systems (EMIS) and human resources (HR) management, will continue in 2020. As the HR project advances, it will focus on support to the implementation of a human resources management information system (HRMIS), to ensure that information on the Ministry's staff is up to date and reliable. The application will also facilitate staff career management and greater efficiency and transparency in staff deployment and mobility. The EMIS work will move towards institutionalizing some new features, including better coverage of indicators related to crisis. Both projects will place greater emphasis on training staff on the various tools available and on promoting standardized practice across the country.

To improve teacher management in Namibia, IIEP will continue its support, which started in 2018, to setting up a simulation model for teacher supply and demand.

The programme in Cambodia will continue to focus on supporting the Ministry with its monitoring and evaluation (M&E) function. This will take different forms, for example collaboration with Ministry staff on the finalization of its M&E Framework of the Education Strategic Plan 2019–2023, as well as an

initial development of analytical reports. This work is expected to improve coordination among the different units which conduct monitoring, especially the Ministry's Directorate General of Policy and Planning, technical departments, and sub-national levels. The programme will also include technical support to the preparation of the Ministry's mid-term review of the ESP and tailor-made training for staff from the QA department.

IIEP expects to be involved in Gilgit-Baltistan, a province in Pakistan, in the creation of a QA department within its MoE.

The Institute's work on dialogue between ministries of education and finance, which started in 2019 in Senegal, will cover a second country in 2020. Based on the diagnosis and lessons learned from these two country cases, IIEP will define the support strategy proposed to countries to strengthen dialogue with ministries of finance and improve the link between planning and budgeting.

Capacity development programmes

Haiti

The programme in Haiti to strengthen the planning and monitoring capacity of the 10 Directions départementales de l'éducation (DDEs), the local equivalent of a district office, will continue in 2020. Training will undergo two important changes. First, it will focus on improving operational planning within the DDE. Using the results of the district diagnoses undertaken in 2019, DDEs will reflect on what activities they can prioritize to address the highlighted challenges. As such, the programme will help DDEs progress from a reactive and routine planning practice to a more strategic one. Second, the training will include more distance training and support.

In addition to training, work will continue on the normative framework and the development of relevant guidelines and tools, which orient and facilitate planning and monitoring at central and deconcentrated levels.

Madagascar

The Institute expects an extensive multi-year capacity development programme to start in Madagascar in early 2020. The programme's design responded to the findings of a 2017–2018 capacity analysis. Discussions on its coverage, and negotiations with the government and its development partners, have taken close to two years, in part because of political changes in Madagascar. The global objective of this programme is to improve the effectiveness with which the public administration performs the function of educational planning, so the aims of policies and plans are achieved. It follows the government's expressed willingness to promote deconcentration within the educational administration. The programme consists of three major components:

1. **Training and development tools to support staff in charge of educational planning.** The training programme will reach 120 planners, working at central, regional (*directions régionales*), and local level (*circonscriptions scolaires*). Parallel to this, several planning tools will be developed, to be used during the training.
2. **Strengthening national capacities in training in educational planning.** IMAteP has trained public administration planners, including those in education, for decades. However, in recent years, the quality and coverage of its training have been insufficient to respond to needs, especially in deconcentrated offices. IIEP will work closely with IMAteP staff in the preparation and the delivery of the training programme, so that during the three years of its implementation they become increasingly confident in this area.
3. **Finalization of the normative framework for the planning function and support to its application.** While several elements of a normative framework exist, such as terms of reference for planning

units at central level, many others are missing, in particular those needed to guide the distribution of responsibilities between levels and to create common practices throughout the administration. IIEP and ministry staff will collaborate in their development and the training workshops will provide useful consultation opportunities.

Training with a thematic focus

In 2020, IIEP will offer a new course in its SCP on using data for crisis-sensitive educational planning, based on its ongoing technical cooperation (TC) work in this area. (See MTR 1.1 2020).

IIEP has initiated cooperation with CAF (Corporacion Andina de Fomento), the Development Bank of Latin America. Through online training as well as TC, the Institute will develop and strengthen the capacities of the education administrations responsible for the implementation of CAF projects in Panama. The goal is to improve the quality of implementation and ensure sustainability of the initiatives.

In 2020, a training programme on comprehensive early childhood policies will be implemented in Costa Rica. In addition, a course on educational planning will be delivered to technical teams of Panama's MoE, and courses on statistics for educational planning and assessment and on education indicators will be delivered to MoE staff of Nicaragua and Guatemala, respectively.

G7 “Gender at the Centre” Initiative

What is the “Gender at the Centre” Initiative?

Launched in July 2019, the Gender at the Centre Initiative (GCI) was developed by the G7 Development and Education Ministers, in collaboration with multilateral and civil society organizations committed to advancing gender equality in education. The GCI is an opportunity to mobilize the advocacy, resources, and expertise needed to support the governments of the G5 Sahel countries, along with Sierra Leone, Mozambique, and Nigeria, to accelerate progress in gender equality, both in and through education.

Three meetings gathered G7 donors, multilateral organizations, and CSO representatives. The first, of the GCI Alliance, hosted by IIEP in Paris on 16–17 September, enabled discussion of the objectives and governance structure of the GCI. The second consultation, on 12 November, took place during the UNESCO General Conference and included ministers and senior government representatives from the GCI beneficiary countries. The third and most significant meeting, the Consultation and Design Workshop held in Lomé, Togo, on 18–19 November, gathered planning and gender officials from MoEs from each of the eight GCI-supported countries.

IIEP's key role in GCI

As the key technical partner to the Alliance, IIEP will establish a team of gender and planning specialists based at its Dakar office, with one gender expert in Paris. Funding and IIEP technical support – for gender-responsive ESAs, ESPs, or other programme interventions – is available to the eight GCI countries, based on their needs and requests. Some of the capacity development activities are designed to bring several GCI countries together. In 2020, a Summer School for Female Planners will be organized in French. A new distance course, “Monitoring and evaluation of gender equality in education sector plans,” will also be offered by IIEP, first in French and then in English and Portuguese.

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

Medium-Term Result 2.1

Produce state-of-the-art research

Expected deliverables for 2019 and 2020 are shown in the table at the end of this section. It conveys the continuity of IIEP's research lines over the duration of the MTS. Three remarks can be made regarding the planned activities and deliverables for 2020:

- After a year largely dedicated to data collection, in 2020 these data will be fully analysed and findings will start to be released through a variety of initial publications.
- A well-designed dissemination strategy for each project will maximize the impact of these publications. New research outcomes will result from others using IIEP research findings in their policy formulation.
- Reflexions on IIEP's next (11th) MTS will take into account an external evaluation of IIEP's 9th MTS research and development (R&D) programme, the initial results of the ongoing 10th MTS research projects, and discussions with various partners on the future programme.

Beyond the identified 10th MTS research projects, IIEP will be engaged in a number of foresight and knowledge production activities.

Learning at the bottom of the pyramid

In 2018, IIEP co-published with the University of Pennsylvania *Learning at the Bottom of the Pyramid: Science, measurement, and policy in low-income countries*, an edited volume that resulted from the first international conference held at the University of Pennsylvania in March 2017. Building on the engagement of this initial effort to spotlight the learning needs of the most marginalized, IIEP and the University of Pennsylvania held substantive follow-on discussions with a number of interested parties and agencies, including at the Comparative and International Education Society (CIES) meeting in San Francisco in April 2019.

Further work is planned in this area, including a second conference, which will bring together specialists and stakeholders to discuss new perspectives and findings, with an increased focus on evidence-based approaches for improved policy design and educational practice for disadvantaged populations. IIEP will host this second conference in Paris in May 2020. It will assemble a group of authoritative researchers, policy-makers, and field-based practitioners.

Teacher management information systems

A Working Paper was commissioned on teacher management information systems, (TMIS, also referred to as HRMIS), to be published in 2020. The idea for this project originated from IIEP's work in Burkina Faso under an AFD (Agence Française de Développement)-funded TC project in which the Institute is helping to establish a TMIS. The Working Paper will serve to encourage further funding in this area.

New trends in educational planning

How can governments – faced with increasingly complex and interconnected social, economic, and environmental challenges which impact societies and education systems – devise educational strategies to meet the SDG 4 targets? To propose some answers to this difficult yet pressing question, IIEP will produce an ambitious publication, tentatively entitled *New Trends in Educational Planning*, which aims to position the Institute at the cutting edge of EPM worldwide. It will present up-to-date reflections from scholars and practitioners on recent trends and future directions in a context of rapid change. The overarching objectives of the book are to:

- explore the various and flexible conceptions, over time and space, of the notion of educational planning;
- examine the interconnected impact of historical, geographical, and cross-sectoral developments on education, and how planning and management must adapt to the real-world specific needs of societies, today and tomorrow;
- forecast changes in the planning profession, from the profile of planners to the tools, practices, and processes used in carrying out an efficient planning exercise;
- strengthen cross-sectoral exchange and dialogue within an expert international community of interdisciplinary thinkers on educational planning and its related issues.

A scientific committee will be convened in early 2020 to refine the concept note, provide direction on the structure and content of the book, and identify potential contributors. As the project progresses, the committee will provide feedback at different stages of the work.

Producing knowledge to address retention and completion rates in secondary education in Latin America. Despite two decades of compulsory secondary education, as well as rising enrolment, low completion and high dropout rates continue to slow progress towards universal secondary education in the region. In addition, successful completion appears to be correlated to students' social and economic background. Since this challenge currently appears on neither the political nor the academic agenda in the region, despite being a significant barrier to the achievement of SDG 4.1, IIEP Buenos Aires will continue to investigate it in 2020. The project will explore how the fragmented structure of secondary education systems contributes to the exclusion and social fragmentation seen in secondary education in 19 countries in the region. The outputs will be a literature review, six case studies, and policy recommendations.

Two other studies are currently being conducted in cooperation with UNICEF to better understand the barriers to inclusive quality secondary education in Latin America. The first has begun in Peru, where IIEP is investigating youth identity as well as their representation by society and the educational administration in order to identify a potential mismatch between adolescents' needs and the secondary education system. The output of this study will be a book, of which five chapters have been completed.

The second study will be an analysis of the secondary education systems of Honduras, Guatemala, El Salvador, and Mexico to understand the effectiveness of reinsertion measures for out-of-school youth, with a special emphasis on refugees and migrants. These projects aim to buttress IIEP's regional efforts to support the educational paths of adolescents.

These two studies, which will ultimately cover all countries in Latin America, are expected to produce insights that allow policy-makers in the region to work towards more equitable secondary education systems.

Fundraising for research

Efforts will be made to secure more external financing for IIEP's R&D programme, including to support partial staff cost recovery. This will support ongoing efforts to improve the methodological diversity and quality of IIEP's R&D programme. As is the case for most organizations engaged in knowledge production, it is also an important sign for IIEP to be competitive in securing funding. The Institute has a number of strong comparative advantages in conducting applied research to inform policy and practice, and the aim is to capitalize on these as IIEP:

- identifies potential donors earlier and more systematically, both for IIEP's research agenda as a whole and for specific projects;
- tailors communication on research findings and development products, to more closely align with potential partners' visions and objectives;
- maintains an ongoing "watch" of the funding landscape to identify potential donors and funding opportunities.

Deliverables of research projects released in 2019 and planned for 2020

Project	Description	Deliverables 2019	Deliverables 2019	Partners
<p>Use of learning assessment data in the planning cycle</p>	<p>This project seeks to analyse how learning assessment data are used in education policy and planning and to identify factors that influence this use, paying particular attention to those linked to the political economy of actors</p>	<ul style="list-style-type: none"> • Data collected in Gambia, Guinea, Namibia, Senegal, and Ghana • Literature review and mapping of assessments as well as of the intended use of learning data conducted in Latin America • Preliminary analysis prepared for five countries • Dissemination: two international events, two items in the IIEP Learning Portal, a webinar, NORRAG¹⁹ article • Working Paper published 	<ul style="list-style-type: none"> • Data collected in Zambia and related deliverables prepared: policy brief, factsheet, preliminary analysis • Four policy briefs and five factsheets drafted • Presentation of the project at least at two international events • Draft of the comparative analysis developed • Two results' restitution workshops organized in countries • One workshop for research dissemination gathering different stakeholders • One webinar organized on research results • Data collection started in Latin America 	<p>United States Agency for International Development (USAID), UNESCO HQ, UNESCO Dakar, Gambia</p>
<p>Education equity in Latin America: retention and completion rates in secondary education</p>	<p>Low completion and high dropout rates are strongly correlated to students' socio-economic status and continue</p>		<ul style="list-style-type: none"> • Literature review, six case studies, and policy recommendations developed 	<p>UNICEF</p>

¹⁹ Network for international policies and cooperation in education and training.

Project	Description	Deliverables 2019	Deliverables 2019	Partners
	to slow progress towards universal secondary education in the region. The project's purpose is to produce insights that will allow policy-makers in the region to work towards more equitable secondary education systems		<ul style="list-style-type: none"> • Country case study in Peru completed: to identify a potential mismatch between adolescents' needs and the secondary education system. • Analysis of the secondary education systems of Honduras, Guatemala, El Salvador, and Mexico to understand the effectiveness of reinsertion measures for out-of-school youth, especially refugees and migrants 	
Local challenges, global imperatives: cities at the forefront to achieve Education 2030	This project investigates the relationship and interaction between SDG 4 and SDG 11, to answer the question: how can cities successfully plan for SDG 4?	<ul style="list-style-type: none"> • Four case studies on French cities drafted • Seven blog articles on research findings in France • Expert interviews • One draft quantitative survey designed for the international phase • Two presentations made at international conferences ("OECD Roundtable on Cities and Regions for the SDGs" and "UIL International Conference on Learning Cities") 	<ul style="list-style-type: none"> • Four case studies (not for publication) to be shared with French cities • Three Policy Briefs on the French research findings published • Series of infographics (not for publication) created, based on the French research findings • One validation workshop organized on the French research findings (35 participants) • Presentations at at least two conferences in France 	UIL, UNICEF, OECD, French MoE and local governments Commissariat général à l'égalité des territoires Four French cities: Saint-Quentin, Grigny, Ivry-sur-Seine, Orvault National network of cities (ANDEV [Association Nationale des Directeurs et des Cadres de l'Éducation des Villes et des Collectivités Territoriales])

Project	Description	Deliverables 2019	Deliverables 2019	Partners
			<ul style="list-style-type: none"> • One quantitative questionnaire prepared for the international phase (dependent on external funding) • Finalization of the number of cities participating in the quantitative survey • One methodological workshop organized for the international phase (20 participants) • One pilot mission in a city abroad 	
<p>Planning for flexible learning pathways in higher education (HE)</p>	<p>Within the context of diversifying HE systems, flexible learning pathways support effective, efficient, and equitable systems. This project intends to collect evidence on effective policies and tools that support this objective</p>	<ul style="list-style-type: none"> • Final selection of national case studies and setting up of research teams • Organization of research methodology seminar with teams • Contracts for the preparation of national case studies • Analysis of data from the international survey on flexible learning pathways in UNESCO Member States, and preparation of 	<ul style="list-style-type: none"> • A peer review workshop in April 2020 with the eight research teams to review the first drafts of the eight country case studies on flexible learning pathways • Finalize country case study drafts by September 2020 • Three-day international policy forum in autumn 2020 • Blended learning course on external quality assurance with DAAD²⁰ and SAQAN²¹ 	<p>MoE of Malaysia, University Sains Malaysia, Malaysian Qualification Authority</p>

²⁰ German Academic Exchange Service.

²¹ Southern African Quality Assurance Network.

Project	Description	Deliverables 2019	Deliverables 2019	Partners
Professionalizing teacher managers	Using a bright spots approach, the research will seek to build evidence on “what works” at the middle tier (or district level) to lead teaching and learning reforms	a research report based on the results	<ul style="list-style-type: none"> • New interactive series of 5–7 Strategic Debates • Joint IIEP/EDT Working Paper published • Development of methodology and research tools for pilot research in early 2020 • Five case studies (not for publication) on effective or promising practices internationally, and innovative reforms, will be conducted in the United Kingdom, Rwanda, Kenya, Mexico, and India 	Education Development Trust (EDT)
Planning for early childhood education (ECE)	Cost-effectiveness analysis (CEA) of ECE models to assess what can be done and at what cost in a given setting, and to scale up models that work in a sustainable and equitable manner	<ul style="list-style-type: none"> • Two-week analytical workshop on the CEA-ECE data analysis using Stata • A 3rd workshop planned in December to discuss results of the analysis • CEA-ECE data analysis • Funding analysis: national report • ECE simulation model 	<ul style="list-style-type: none"> • CEA and funding analysis (FA) Working Papers published • Results of the CEA and FA presented and discussed during a two-day national dissemination workshop in Gambia • ECE simulation model and related policy note drafted • Two policy briefs published, on: CEA-ECE and FA 	MoE of the Gambia, UNESCO, the National Commission for UNESCO Gambia, GIZ ²²

²² German Society for International Cooperation (Deutsche Gesellschaft für Internationale Zusammenarbeit).

Project	Description	Deliverables 2019	Deliverables 2019	Partners
Teachers of refugees	This research project aims to sensitize ministries and governments responsible for education and/or refugees to good practices in refugee teacher management	<ul style="list-style-type: none"> • NORRAG article • Innovative social media campaign for World Teachers' Day #NoDreamsDisplaced • Four articles on the IIEP website • Dissemination seminar in Ethiopia with the Ethiopian Government and key agencies involved in education service delivery in refugee contexts in the country (MoE, ARRA, UNHCR, UNICEF) • Development of the Ethiopian Education Sector Development Programme VI 	<ul style="list-style-type: none"> • Research methodology seminar for Jordan in partnership with the Queen Rania Foundation • Ethiopia case study published • Jordan case study and two Policy Briefs (Ethiopia and Jordan) published • Research tools and data collection in Kenya • Research in Uganda • Documentary film about teachers in refugee contexts 	EDT, Dubai Cares, EU-FPI, ²³ Open Society Foundations, McCourt School of Public Policy, Queen Rania Foundation, UNICEF, Ethiopia MoE, Open Society Foundations
Open government in education	Research into "Open government in education: Learning from the experience of cities in improving transparency and accountability" developed as part of the Institute's work on integrity planning	<ul style="list-style-type: none"> • Literature review on open government in education made available • Final selection of country case studies on open government in education and set-up of research teams • Distance education course on corruption in education 	<ul style="list-style-type: none"> • Guidelines for conducting integrity assessments published • Guidelines on integrity planning to be developed • Guidelines on open school data to be developed • Ethics and Corruption in Education: A handbook published 	Department of Education, Manila, Council of Europe, University of Geneva

²³ European Union Service for Foreign Policy Instruments.

Project	Description	Deliverables 2019	Deliverables 2019	Partners
			<ul style="list-style-type: none"> • Two new country risk assessments conducted, to be published in 2020 • Integrity assessments, courses, workshops, and consultations meetings 	
Improving equity and efficiency in teacher deployment and utilization in sub-Saharan Africa	<p>The objective is to draw lessons on how countries have been successful in improving teacher deployment and utilization, what tools are used, what are the best practices to promote, and what are the pitfalls that could be avoided?</p>		<ul style="list-style-type: none"> • Work on four case studies will begin, to be published in 2021. 	
Quality management (QM) in sub-Saharan Africa	<p>The project aims to provide a picture of the way educational systems manage quality education through the daily practices of different stakeholders</p>	<ul style="list-style-type: none"> • Six draft case studies drafted on QM practices at the school level • Workshop reports drafted on QM practices • Research reports drafted by each national team: analyses of ways in which education systems manage quality of basic education 	<ul style="list-style-type: none"> • Report synthesizing the results from the participating countries prepared • Article on QM in French-speaking African countries to be developed for outreach and advocacy purposes • Workshops, seminars, and debates on findings • Creation of a community of practice that could inspire the spread of similar experiences 	<p>AFD (Agence Française de Développement)</p>

Medium-Term Result 2.2

Develop and adapt methodologies, norms, and tools

Current trends indicate that in the coming decade many countries will upgrade their data systems and that the information collected will be assigned unique identifiers, including data for students, teaching and non-teaching staff. To take full advantage of advances in technology and the new wealth and granularity of data, educational planners and managers will need to review their approaches.

In light of this, IIEP recently concluded its first-ever inventory of published methodologies and tools. This classified more than 200 records according to different criteria (audience, complexity, area of planning and management), and then matched them with number of document views, so IIEP can assess not only what is currently provided, but also where there is space to design new tools. In 2020, the Institute will create new tools, update existing ones, and convert some into ready-to-use automated applications.

Setting priorities at the junction of ESA and ESP design: Policy Tree and Toolbox

The Toolbox pilot phase will begin in early 2020, when a group of key users around the globe will be asked to explore its use and share feedback. As stakeholders involved at different planning stages, particularly between the ESA and ESP, their opinions will be invaluable in fine-tuning the tool before a public launch. In the long term, IIEP expects the tool to facilitate national dialogues during the design of evidence-informed educational policies. In the medium term, the Institute will identify new topics to be added to the policy bank. Given IIEP's frequent work with countries on ESAs, opportunities for further piloting of the Policy Tree may also arise in 2020.

Improving the use of evidence for policy formulation

Responsive micro-planning

IIEP will continue to develop its approach by testing how school mapping and spatial econometrics could help improve the current simulation models and projections. It is hoped that all IIEP staff will be able to include cartographic elements in TC work, using QGIS, by the end of 2020.

The work on micro-planning will increasingly incorporate new datasets from areas beyond the education sector, such as risk assessments, vulnerabilities, and other geo-referenced information that could affect education system performance.

Educational status index

The educational status index (ESI) will be formalized and its methodology improved. An article on how ESI contributes to understanding how official development assistance to education is distributed will be submitted to an academic journal. This, along with its full methodology, references to databases, and the analytical code, will be made available on the IIEP website. Users will be invited to share how they used the ESI, be it for research or other analytical purposes.

Tools for teacher deployment and utilization

While there is consensus that inequities in teacher deployment and utilization exist, evidence is lacking on how to improve the situation. IIEP Dakar will conduct case studies to gather such evidence, to discover how and why some countries have successfully addressed these issues, while others have not. When used appropriately, the right tools and practices to allocate teachers among areas and schools can enable both financial savings and improved equity, with all children enjoying the same learning opportunities.

Tools for integrity planning

The lessons learned from two new integrity assessments conducted in 2019, in Guinea and Georgia, will feed into the design of IIEP's *Methodological Guidelines on How to Conduct Integrity Assessments* in 2020. The guidelines will be a useful tool for planners wanting to incorporate integrity issues into sector diagnoses and plans. In addition, to help planners more easily apply research on corruption in the education sector, in 2020, IIEP will prepare a handbook on ethics and corruption in education, as well as guidelines for integrity planning.

Assessing the capacity of training providers in educational planning and management

In 2020, IIEP will finalize the set of guidelines for assessing the capacities of NTPs to design, develop, and deliver training in EPM. This methodology, designed to improve the support given to NTPs, will help IIEP ascertain whether the key components of a sound national training institution are already in place or whether they need improving. The guidelines will be used to design IIEP's engagement in projects, strengthen the capacities of NTPs, and develop robust support strategies adapted to the training institutions' specific needs.

Medium-Term Result 2.3

Support communities of practice

In 2020, IIEP will strive to respond to its audiences' needs by providing new content and formats to improve the dissemination of, and communication on, its work. IIEP Information Services, with input from all three offices, will develop more targeted communications materials to reflect the 10th MTS TPs. It will also seek to open new channels of communication to reach new audiences.

Building on its audience analysis (begun in late 2019), IIEP will adapt its public communication to identified needs, keeping in mind geographical specificities. A new IIEP e-newsletter will be launched, and new communication channels, such as WhatsApp, will be used to adapt to evolving trends in the way people get informed, in particular in Africa and Latin America.

IIEP's public communication will focus on its five TPs, highlighting the Institute's unique expertise in these fields and the notable outcomes of its work. Publications will be an integral part of the new Outreach & Advocacy strategy (currently in development) and will be supported by communication plans, both online and offline, which will allow for wider dissemination and consequently greater impact. IIEP will also launch an awareness campaign on Africa's five main education challenges.

The Institute will explore new opportunities to raise its public profile. It will look into securing partnerships to bring word of IIEP's work and reputation to new audiences. To this end, overtures will be made to selected education reviews, online and print media, and universities and research centres.

The new Customer Relationship Management software, to be rolled out in early 2020, will help systematize the organization, promotion, and follow-up of events. It will support resource mobilization and allow for better-targeted communications towards IIEP's key audiences, thus contributing to building active communities of practice, including among alumni.

IIEP will articulate a more consistent public image across its three offices and all of its activities. A branding and visual identity policy will be developed and steps taken to harmonize IIEP's publications and three main websites (Paris, Dakar, and Buenos Aires). The Dakar office's website will be redesigned in 2020, followed by the global IIEP website in 2021. IIEP's different social media channels, such as its various YouTube channels, will also be merged for stronger impact.

IIEP will develop a global strategy for the seven online portals (Education for Resilience, ETICO, HIV and Health Clearinghouse, Learning Portal, PEFOP, Planipolis, and SITEAL). This will aim to enhance their visibility and outreach and reinforce coherence among all platforms. New tools will be developed, and upgrades for some of the portals will help give the Institute a wider reach.

Another key area of work in 2020 will be strengthening the platform for pooling TVET tools and resources (e.g. curricula and methodological tools) among West African Economic and Monetary Union (WAEMU) countries and Chad, and encouraging its use. IIEP will support participating countries in drawing on their peers' experience from the pooled knowledge and resources. A regional community of practice, guided by a common vision and shared tools and resources, is gradually gaining ground, a positive dynamic that IIEP will seek to sustain.

Debating education on a global scale

The first intercontinental workshop on TVET will take place in Paris in October 2020. Drawing on the success of the three regional workshops organized in Africa since 2017, this event will gather together experts from Africa, Latin America, and Europe. The core of the event will be sharing approaches and methodologies, with a view to strengthening the TVET systems on all three continents.

IIEP staff will also attend the CIES conference in Miami, Florida in March 2020. Participants at this international forum, with the theme "Education beyond the human," will discuss how education should respond to a world of shifting boundaries and endangered ecosystems.

In support of ongoing efforts to reduce its environmental footprint, the Institute will limit the number of its print materials and develop other formats for publications (such as online factsheets and press articles). Eco-friendly materials will also be favoured for IIEP promotional items.

Medium-Term Result 2.4

Develop constructive synergies through international and local initiatives and mechanisms

In 2020 and beyond, IIEP will pursue its strategic approach to partnerships, an approach that increases its connectedness, efficiency, and relevance.

Joint work within UNESCO

IIEP will continue to collaborate with UNESCO field offices and regional bureaus, the Education Sector teams at UNESCO Headquarters, other Category 1 Institutes, and a few Category 2 Institutes. These activities, involving training, TC, and research and tools dissemination, will serve to strengthen UNESCO's overall support to education in Member States.

In addition to ongoing joint work, IIEP will also significantly contribute to UNESCO's Futures of Education initiative, which seeks to reimagine how knowledge and learning can shape the future of humanity in a context of increasing complexity, uncertainty, and precariousness. IIEP leads the preparation of the research brief on higher education, research, and innovation, which points out trends and challenges that are likely to affect the future of higher education, and summarizes normative positions taken by UNESCO in the area.

Based on the successful experience of the 2019 Regional Forum on Educational Policy, IIEP Buenos Aires and the *Global Education Monitoring [GEM] Report* team will expand their cooperation in 2020. The Regional Forum's topic will be aligned with that of the *GEM Report*, and the event will be the platform for the *Report's* official launch in Latin America.

Intellectual and implementation partners

In the area of technical cooperation, the ongoing partnerships mentioned in the 2019 part of this report will continue, and new ones be established. The Gender at the Centre Initiative (see MTR 1.3 2019) provides a powerful platform for partnerships with a wealth of different actors, such as the United Nations Girls' Education Initiative and UNICEF, but also civil society actors such as FAWE (Forum of African Women Educationalists), ANCEFA (Africa Network Campaign on Education For All), and Plan International, and donors such as the United Kingdom Department for International Development (DFID), the EU, and GIZ (Deutsche Gesellschaft für Internationale Zusammenarbeit).

In the field of crisis-sensitive planning, joint work will continue with UNHCR, UNICEF, and the Global Education Cluster, as well as the Inter-Agency Network for Education in Emergencies and Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector. In 2020, a series of new capacity development activities will be launched in collaboration with the Global Education Cluster, with European Commission Humanitarian Aid (ECHO) funding.

IIEP is in discussions with WAEMU to enter a brand new multi-year partnership to contribute to the implementation of a long-term programme, funded by Switzerland, called PROFOR (Regional Programme for Vocational Training) the first phase of which will be during 2020–2023. IIEP's role will be to support the pooling of TVET resources across WAEMU countries and to train trainers in this field. This partnership provides an opportunity to build on and consolidate the results already obtained through the PEFOP project.

The Institut de la Francophonie pour l'éducation et la formation has also recently sought the support of the IIEP Dakar office to implement the *Ecole et langues nationales* programme, which focuses on improving education quality in Africa through bilingual primary education. IIEP Pôle de Dakar's contribution would be to address bilingual education from the perspective of policy formulation, planning, and budgeting. This partnership offers an opportunity to strengthen IIEP's work on the improvement of education quality.

In terms of R&D, ongoing partnerships will continue to be leveraged to augment IIEP's research capacity, as well as to maximize its visibility through joint research, co-publication with recognized partners, and participation in joint events. There too, the spectrum of partners is very wide, ranging from development partners (GIZ, DFID, AFD), to non-governmental organizations such as the Education Development Trust, institutions such as the Council of Europe, philanthropies (Dubai Cares, the Queen Rania Foundation, OSF), and universities (University of Pennsylvania, University Sains Malaysia, Geneva University).